

	<u>National History Standards</u>	<u>Wisconsin Model Academic Standards</u>
<b>U.S. Foreign Policy – Structured Academic Controversy</b>	<p><b>World History Era 9 The 20<sup>th</sup> Century Since 1945</b></p> <p><b>Standard 2C</b> – The student understands how liberal democracy, market economies, and human rights movements have reshaped political and social life.</p> <ul style="list-style-type: none"> <li>Assess the strengths of democratic institutions and civic culture in countries such as Britain, France, Germany, Canada, the United States, Japan, India, and Mexico and analyze potential challenges to civil society in democratic states. [Interrogate historical data]</li> <li>Assess the success of democratic reform movements in challenging authoritarian governments in Africa, Asia, and Latin America. [Formulate a position or course of action on an issue]</li> </ul> <p><b>Standard 3A</b> – The student understands major global trends since World War II.</p> <ul style="list-style-type: none"> <li>Assess the degree to which both human rights and democratic ideals and practices have been advanced in the world during the 20th century. [Formulate historical questions]</li> </ul> <p><b>U.S. History Era 10 Contemporary United States (1968 to the Present)</b></p>	<p><b>History</b></p> <p>B.12.11 Compare examples and analyze why governments of various countries have sometimes sought peaceful resolution to conflicts and sometimes gone to war</p> <p>B.12.16 Describe the purpose and effects of treaties, alliances, and international organizations that characterize today's interconnected world</p> <p>B.12.17 Identify historical and current instances when national interests and global interests have seemed to be opposed and analyze the issues involved</p> <p><b>Political Science and Citizenship (Government)</b></p> <p>C.12.2 Describe how different political systems define and protect individual human rights</p> <p>C.12.5 Analyze different theories of how governmental powers might be used to help promote or hinder liberty, equality, and justice, and develop a reasoned conclusion</p> <p>C.12.8 Locate, organize, analyze, and use information from various sources to understand an issue of public concern, take a position, and communicate the position</p> <p>C.12.12 Explain the United States' relationship to other nations and its role in international organizations, such as the United Nations, North Atlantic Treaty Organization, World Bank, International Monetary Fund, and North American Free Trade Agreement</p>

**Standard 1C** – The student understands major foreign policy initiatives.

- Examine the U.S. role in political struggles in the Middle East, Africa, Asia, and Latin America. [Analyze cause-and-effect relationships]
- Evaluate the reformulation of foreign policy in the post-Cold War era. [Analyze cause-and-effect relationships]

**Standards in Historical Thinking**

**Standard 3** – Historical analysis and interpretation:

- Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions by identifying likenesses and differences.
- Analyze cause-and-effect relationships bearing in mind multiple causation including (a) the importance of the individual in history; (b) the influence of ideas, human interests, and beliefs; and (c) the role of chance, the accidental and the irrational.
- Draw comparisons across eras and regions in order to define enduring issues as well as large-scale or long-term developments that transcend regional and temporal boundaries.
- Distinguish between unsupported expressions of opinion and informed hypotheses grounded in historical

	<p>evidence.</p> <ul style="list-style-type: none"><li>• Challenge arguments of historical inevitability by formulating examples of historical contingency, of how different choices could have led to different consequences.</li><li>• Hypothesize the influence of the past, including both the limitations and opportunities made possible by past decisions.</li></ul>	
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