



Santa Ana Unified School District

Thelma Meléndez de Santa Ana, Superintendent

World History Curriculum Guide

Course Description

Students in grade ten study major turning points that shaped the modern world, from the late eighteenth century through the present, including the cause and course of the two world wars. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. They extrapolate from the American experience that democratic ideals are often achieved at a high price, remain vulnerable, and are not practiced everywhere in the world. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives

Historical and Social Science Analysis Skills

The intellectual skills noted below are to be learned through, and applied to, the content standards for grades nine through twelve. They are to be assessed only in conjunction with the content standards in grades nine through twelve.

In addition to the standards for grades nine through twelve, students demonstrate the following intellectual, reasoning, reflection, and research skills.

Chronological and Spatial Thinking

1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.
2. Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.
3. Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.
4. Students relate current events to the physical and human characteristics of places and regions.

Historical Research, Evidence, and Point of View

1. Students distinguish valid arguments from fallacious arguments in historical interpretations.
2. Students identify bias and prejudice in historical interpretations.
3. Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.
4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

Historical Interpretation

1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
2. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.
3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.
4. Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.
5. Students analyze human modifications of landscapes and examine the resulting environmental policy issues.

Students conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy.

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State Standards

10.1 Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.

10.2 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.

10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.

10.4 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.

10.5 Students analyze the causes and course of the First World War.

10.6 Students analyze the effects of the First World War.

10.7 Students analyze the rise of totalitarian governments after World War I.

10.8 Students analyze the causes and consequences of World War II.

10.9 Students analyze the international developments in the post-World War II world.

10.10 Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.

10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).

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Unit One: The Development of Western Political Thought
Standards 10.1; 10.2.1-10.2.3

State Content Standard	Essential Skills, Concepts, and Vocabulary	Textbook and Other Supplemental Materials
<p>10.1 1. Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual. 2. Trace the development of the Western political ideas of the rule of law and illegitimacy of tyranny, using selections for Plato’s <i>Republic</i> and Aristotle’s <i>Politics</i>. 3. Consider the influence of the United States Constitution on political systems in the contemporary world.</p> <p>10.2 1. Compare the major ideas of philosophers and their effects on the democratic revolutions in England, the United States, France, and Latin America (e.g., John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolívar, Thomas Jefferson, James Madison). 2. List the principles of the Magna Carta, the English Bill of Rights (1689), the American Declaration of Independence, (1776), the French Declaration of The Rights of Man and The Citizen (1789), and U.S. Bill of Rights (1791). 3. Understand the unique character of the American Revolution, its spread to other parts of the world, and its continuing significance to other nations.</p>	<p>Concepts: Judeo-Christian and Greco-Roman views of Law Rule of Law Influence of the U.S. Constitution Reason and Faith Individualism Struggle for representative government American Revolution</p> <p>Essential Skills: Historical Interpretation: Greece to the American Revolution</p> <p>Historical Figures: Socrates, Plato, Aristotle Hobbes, Locke, Montesquieu, Voltaire, Rousseau, Jefferson, Madison</p> <p>Vocabulary: Government Monarchy Democracy Republic Autocracy 10 Commandments Magna Carta Due process of law Divine right Parliament Constitutional monarchy Bill of Rights Enlightenment Social contract Natural rights Separation of Powers Declaration of Independence Revolution Checks and balances Federal system Constitution</p>	<p>5-17 195-201; 249-250 18-23 206-211</p>

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Unit 2: 10.2.4 and 10.2.5

State Content Standard	Essential Skills, Concepts, and Vocabulary	Textbook and Other Supplemental Materials
<p>10.2.4. Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic empire.</p> <p>10.2.5. Discuss how nationalism spread across Europe with Napoleon but was repressed for a generation under the Congress of Vienna and Concert of Europe until the Revolutions of 1848.</p>	<p>Concepts:</p> <ul style="list-style-type: none"> Nationalism French Revolution Reign of Terror Congress of Vienna Legitimacy Revolutions of 1848 Liberalism and Conservatism <p>Essential Skills:</p> <p>Chronological and Spatial Thinking: Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.</p> <p>Historical figures:</p> <ul style="list-style-type: none"> Danton, Robespierre, Marat, Louis XVI, Marie Antoinette, Napoleon, Metternich, Bolivar <p>Vocabulary:</p> <ul style="list-style-type: none"> Estates Bastille Tennis Court Oath Great Fear National assembly Declaration of the Rights of Man and the Citizen Sans-culottes Jacobins Guillotine Coup d’etat Plebiscite Napoleonic Code Lycees Continental system Scorched earth policy Waterloo Balance of power Holy Alliance Concert of Europe 	<p>217-241; 247-257</p>

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Unit 3 – 10.3

State Content Standard	Essential Skills, Concepts, and Vocabulary	Textbook and Other Supplemental Materials
<p>10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan and the United States</p> <p>10.3.1 Analyze why England was the first country to industrialize.</p> <p>10.3.2 Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemser, Louis Pasteur, Thomas Edison).</p> <p>10.3.3 Describe the growth of population, rural to urban migration, and the growth of cities associated with the Industrial Revolution.</p> <p>10.3.4 Trace the evolution of work and labor, including the demise of the slave trade and the effects of immigration, mining and manufacturing, division of labor, and the union movement.</p> <p>10.3.5 Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.</p> <p>10.3.6 Analyze the emergence of capitalism as a dominant economic pattern and responses to it, including Utopianism, Social Democracy, Socialism, and Communism.</p> <p>10.3.7 Describe the emergence of Romanticism in art and literature (e.g., the poetry of William Blake and William Wordsworth), social criticism (e.g., the novels of Charles Dickens), and the move away from Classicism in Europe.</p>	<p>Concepts:</p> <ul style="list-style-type: none"> Why England? Agricultural Revolution Rise of Capitalism Evolution of Work Rise of Middle Class Responses to Capitalism Emergence of Romanticism <p>Essential Skills:</p> <p>Historical Interpretation: Students show connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.</p> <p>Historical figures: Jethro Tull, James Watt, Henry Bessemer, Adam Smith, Thomas Edison, Abraham Darby, James Hargreaves, Richard Arkwright, Karl Marx, Edmund Cartwright, Robert Fulton, Eli Whitney, Robert Owen, Charles Dickens</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Crop rotation Enclosure Urbanization Factory Entrepreneur Laissez-faire Germ Theory Steam Engine Assembly Line Interchangeable Parts Stock Corporation Unions Strike Proletariat Child Labor Utopianism Capitalism Social Democracy Socialism Communism Romanticism 	<p>264-269; 283-307; 313-316; 328-333</p>

Unit 4 – 10.4

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State Content Standard	Essential Skills, Concepts, and Vocabulary	Textbook and Other Supplemental Materials
<p>10.4 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America and the Philippines.</p> <p>10.4.1 Describe the rise of industrial economies and their link to imperialism and colonialism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology).</p> <p>10.4.2 Discuss the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States.</p> <p>10.4.3 Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.</p> <p>10.4.4 Describe the independence struggles of the colonized regions of the world, including the roles of leaders, such as Sun Yat-sen in China, and the role of ideology and religion.</p>	<p>Concepts:</p> <ul style="list-style-type: none"> Imperial Motives and Empire building Connections between Industrialization and Imperialism Location of Empires Colonial Responses and Resistance <p>Essential Skills:</p> <p>Chronological and Spatial Thinking: Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.</p> <p>Historical figures:</p> <ul style="list-style-type: none"> Leopold II, Queen Victoria, Cecil Rhodes, Stanley Livingston, Otto von Bismarck, Sun Yat-sen, Herbert Spencer, Rudyard Kipling, Menelik II <p>Vocabulary:</p> <ul style="list-style-type: none"> Social Darwinism Imperialism Racism Colonialism Paternalism Geopolitics Nationalism East India Company Berlin Conference Assimilation Sphere of Influence Open Door Policy Ethnocentrism Annexation Protectorate Raj Sepoy Mutiny Pacific Rim Boxer Rebellion Opium War Boer War 	<p>Pg. 317-323; 339-365; 371-387</p>

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State Content Standard	Essential Skills, Concepts, and Vocabulary	Textbook and Other Supplemental Materials
	<p>Monroe Doctrine Roosevelt Corollary Extra-territorial Rights</p>	

Unit 5 – 10.5 & 10.6.1

State Content Standard	Essential Skills, Concepts, and Vocabulary	Textbook and Other Supplemental Materials
<p>10.5 Students analyze the causes and course of the first World War.</p> <p>10.5.1 Analyze the arguments for entering into war presented by leaders from all sides of the Great War and the role of political and economic rivalries, ethnic and ideological conflicts, domestic discontent and disorder, and propaganda and nationalism in mobilizing civilian population in support of “total war.”</p> <p>10.5.2 Examine the principal theaters of battle, major turning points, and the importance of geographic factors in military decisions and outcomes (e.g., topography, waterways, distance, climate).</p> <p>10.5.3 Explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war.</p> <p>10.5.4 Understand the nature of the war and its human costs (military and civilian) on all sides of the conflict, including how colonial peoples contributed to the war effort.</p> <p>10.5.5 Discuss human rights violations and genocide, including the Ottoman government’s actions against Armenian citizens.</p> <p>10.6.1 Analyze the aims and negotiating roles of world leaders, the terms and influence of the Treaty of Versailles and Woodrow Wilson’s Fourteen Points, and the causes and</p>	<p>Concepts:</p> <p>Causes of War Total War Theaters of War and Turning Points Impact of Russian Revolution Colonial Contributions Human costs and genocide Treaty of Versailles</p> <p>Essential Skills: Historical Interpretation: Students recognize the complexity of historical causes and effects, including the limitations of determining cause and effect.</p> <p>Historical figures: Kaiser Wilhelm II, Czar Nicholas II, Archduke Franz Ferdinand, Gavrilo Princip, Emperor Francis Joseph, Alfred von Schlieffen, Arthur Zimmermann, David Lloyd George, Georges Clemenceau, Woodrow Wilson, Vittorio Orlando, Vladimir Lenin, Leon Trotsky, Paul von Hindenburg, Erich Ludendorff</p> <p>Vocabulary: Militarism Nationalism Alliance System Pan slavism Central powers Allies Western front Trench warfare Eastern front Unrestricted submarine warfare</p>	<p>Pg. 404-429</p>

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State Content Standard	Essential Skills, Concepts, and Vocabulary	Textbook and Other Supplemental Materials
effects of United State’s rejection of the League of Nations on world politics.	Rationing Schlieffen plan Propaganda Lusitania Zimmermann note Genocide Armistice Disarmament Self determination Atrocity Treaty of Versailles League of nations Treaty of Brest Litovsk Neutrality War guilt clause	

Unit 6: Post WWI – 10.6.2 – 10.6.4; 10.7.1 – 10.7.3

State Content Standard	Essential Skills, Concepts, and Vocabulary	Textbook and Other Supplemental Materials
<p>10.6.2 Describe the effects of the war and resulting peace treaties on population movement, the international economy, and shifts in the geographic and political borders of Europe and the Middle East.</p> <p>10.6.3 Understand the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians.</p> <p>10.6.4 Discuss the influence of World War I on literature, art, and intellectual life in the West (e.g., Pablo Picasso, the “lost generation” of Gertrude Stein, Ernest Hemingway).</p> <p>10.7.1. Understand the causes and consequences of the Russian Revolution, including Lenin’s use of totalitarian means to seize and maintain control (e.g., the Gulag).</p> <p>10.7.2. Trace Stalin’s rise to power in the Soviet Union and the connection between economic policies, political policies, the absence of a free press, and systematic violations of human rights (e.g., the Terror Famine in Ukraine).</p>	<p>Concepts: Effects of WWI Postwar Disillusionment Lost Generation Russian Revolution Rise of Stalin, Mussolini, Hitler</p> <p>Essential Skills: Historical Interpretation: Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.</p> <p>Historical figures: Gertrude Stein, Ernest Hemmingway, Pablo Picasso, Albert Einstein, Sigmund Freud, Friedrich Nietzsche, Gandhi, Kemal Mustafa, Valdimir Lenin, Leon Trotsky, Rasputin, Josef Stalin, Benito Mussolini (Il Duce), Franklin D. Roosevelt, Adolf Hitler</p> <p>Vocabulary: Existentialism Surrealism Jazz Civil disobedience Weimar Republic Inflation</p>	<p>Pg. 433-457; 463-467; 470-480; map 426; chart 427</p>

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State Content Standard	Essential Skills, Concepts, and Vocabulary	Textbook and Other Supplemental Materials
10.7.3. Analyze the rise, aggression, and human costs of totalitarian regimes (Fascist and Communist) in Germany, Italy, and the Soviet Union, noting their common and dissimilar traits.	Coalition Government Theory of Relativity Tzar Duma Autocracy Pogroms Bolsheviks Proletariat Bloody Sunday Provisional Government Soviets New Economic Policy Command Economy Communist Party 5 Year Plan Collectivization Totalitarianism Indoctrination Great Purge Terror Famine Kulaks Gulag Fascism Black Shirts Corporatism March on Rome Nazism Mein Kampf Munich (Beer Hall) Putsch Aryan Race Scapegoat Gestapo SA & SS Anti-semitism Third Reich Fuhrer Popular Front	

Unit 7: World War II 10.8

State Content Standard	Essential Skills, Concepts, and Vocabulary	Textbook and Other Supplemental Materials
10.8 Students analyze the causes and consequences of World War II. 10.8.1 Compare the German, Italian, and Japanese drives for empire in the 1930s, including the 1937 Rape of Nanking and other atrocities in China and the Stalin-Hitler Pact of 1939.	Concepts: Compare German, Italian and Japanese drive for empire Role of appeasement and isolationism to the start of WWII Alliances and strategic decisions of WWII Leaders and their impact	Pg. 433-457; 463-467; 470-480; map 426; chart 427

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State Content Standard	Essential Skills, Concepts, and Vocabulary	Textbook and Other Supplemental Materials
<p>10.8.2 Understand the role of appeasement, nonintervention (isolationism), and the domestic distractions in Europe and the United States prior to the outbreak of World War II.</p> <p>10.8.3 Identify and locate the Allied and Axis powers on a map and discuss the major turning points of the war, the principal theaters of conflict, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors.</p> <p>10.8.4 Describe the political, diplomatic, and military leaders during the war (e.g., Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, Dwight Eisenhower).</p> <p>10.8.5 Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution and the Holocaust resulted in the murder of six million Jewish civilians.</p> <p>10.8.6 Discuss the human costs of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, United States, China and Japan.</p>	<p>Holocaust Costs of war</p> <p>Essential Skills: Historical Interpretation: Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.</p> <p>Historical figures: Winston Churchill, Franklin D. Roosevelt, Emperor Hirohito, Francisco Franco, Charles DeGaulle, Erwin Rommel, Isoroku Yamamoto, Douglas MacArthur, Dwight D. Eisenhower, Robert Oppenheimer, Harry Truman, Benito Mussolini, Adolf Hitler, Eli Weisel, Bernard Montgomery</p> <p>Vocabulary: Appeasement Munich Pact Anschluss Sudetenland Axis Powers Isolationism Nazi-Soviet Pact Blitzkrieg Rape of Nanking Kamikaze Battle of Britain Maginot Line R.A.F. Luftwaffe Atlantic Charter Seize of Leningrad Pearl Harbor Kristallnacht Ghetto Auschwitz Final Solution Einsatzgruppen Operation Torch El Alamein Operation Barbarossa Battle of Stalingrad Battle of Midway Battle of the Bulge Island Hopping</p>	

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State Content Standard	Essential Skills, Concepts, and Vocabulary	Textbook and Other Supplemental Materials
	D-Day Atomic Bomb Hiroshima Nagasaki Demilitarization Nuremburg Trials	

Unit 8: Post-War World 10.9

State Content Standard	Essential Skills, Concepts, and Vocabulary	Textbook and Other Supplemental Materials
<p>10.9 Students analyze the international developments in the post-World War II world.</p> <p>10.9.1 Compare the economic and military power shifts caused by the war, including the Yalta Pact, the development of nuclear weapons, Soviet control over Eastern European nations, and the economic recoveries of Germany and Japan.</p> <p>10.9.2 Analyze the causes of the Cold War, with the free world on one side and Soviet client states on the other, including competition for influence in such places as Egypt, the Congo, Vietnam, and Chile.</p> <p>10.9.3 Understand the importance of the Truman Doctrine and the Marshall Plan, which established the pattern for America’s postwar policy of supplying economic and military aid to prevent the spread of Communism and the resulting economic and political competition in arenas such as Southeast Asia (i.e., the Korean War, Vietnam War), Cuba, and Africa.</p> <p>10.9.4 Analyze the Chinese Civil War, the rise of Mao Tse-tung, and the subsequent political and economic upheavals in China (e.g., the Great Leap Forward, the Cultural Revolution, and the Tiananmen Square uprising).</p>	<p>Concepts:</p> <ul style="list-style-type: none"> Economic and military power shifts Economic recoveries Cold war Nuclear arms race Ideological conflicts Influence on the third world Expansion/containment of communism Death of European communism Nationalism in the Middle East <p>Essential Skills:</p> <p>Historical Interpretation: Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.</p> <p>Historical figures:</p> <ul style="list-style-type: none"> Mao Zedong, Jiang Jieshi, Ho Chi Minh, Ngo Dinh Diem, Fidel Castro, Nikita Khrushchev, Leonid Brezhnev, John Kennedy, Lyndon B. Johnson, Richard Nixon, Ronald Reagan, Anwar Sadat, Gold Meir, Yassir Arafat, Ayatollah Khomeini, Mikhail Gorbachev, Lech Walesa, Vaclav Havel, Boris Yeltsin, Helmut Kohl, Nicolai Ceaucescu, Josef Broz Tito, Slobodan Milosevic <p>Vocabulary:</p> <ul style="list-style-type: none"> Cold war Yalta conference United Nations Soviet satellites Iron curtain 	

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<p>10.9.5 Describe the uprisings in Poland (1952), Hungary (1956), and Czechoslovakia (1968) and those countries' resurgence in the 1970s and 1980s as people in Soviet satellites sought freedom from Soviet control.</p> <p>10.9.6 Understand how the forces of nationalism developed in the Middle East, how the Holocaust affected world opinion regarding the need for a Jewish state, and the significance and effects of the location and establishment of Israel on world affairs.</p> <p>10.9.7 Analyze the reasons for the collapse of the Soviet Union, including the weakness of the command economy, burdens of military commitments, and growing resistance to Soviet rule by dissidents in satellite states and the non-Russian Soviet republics.</p>	<p>Containment Truman doctrine Marshall plan Berlin airlift Berlin wall NATO Warsaw Pact Brinkmanship Third world Non-aligned nations SALT Communes Red guards Cultural revolution Great leap forward 38th parallel Domino theory Vietcong Vietnamization Khmer rouge Diaspora Zionists Balfour declaration PLO Camp David Accords Infitada Oslo Peace Accords Cuban missile crisis Sandinistas Taliban Détente Realpolitik SDI Politburo Glasnost Perestroika August coup “shock therapy” Solidarity Reunification Ethnic cleansing Four modernizations Tiananmen Square</p>	
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