

2021 – 2022, Sixth Grade, Social Studies, Quarter 1

Students begin a survey of world history and geography by studying the **Foundations of Human Civilization**, **Ancient Mesopotamia**, and **Ancient Israel**. This course complies with [T.C.A. § 49-6-1005](#) on inclusion of religion for educational purposes and [T.C.A. § 49-6-1011](#) on embedding historical primary sources. Furthermore, [Federal Mandate 36 U.S. Code § 106](#) and [Freedom Week TCA § 49-6-1014](#) are part of quarter one instruction.

Tennessee State Standards and Learning Expectations

Foundations of Human Civilization - c.10,000 - 3,500 BC/BCE

6.01 Identify the meaning of time designation and abbreviations used by historians, including: (H)

- BC / BCE
- AD / CE
- Circa (c. or ca), decades, centuries
- Name the designations for time dating by creating a timeline vertically and horizontally using BC, BCE, AD, and CE, and order events of the past.
- Define the designations for time dating, including circa, decade, century, and millennial (millennium).
- Identify which time designations are secular and religious.

6.02 Describe the characteristics of the nomadic hunter-gatherer societies, including their use of: (C, H)

- basic hunting weapons
- fire
- shelter
- other tools
- Identify the characteristics of the nomadic hunter-gatherer (Paleolithic) society, including their use of basic hunting weapons, fire, shelter, and other tools including the atlatl.

6.03 Explain the impact of the Agricultural Revolution, including: (C, E, G, H)

- barter economy
- domestication of plants and animals
- emergence of permanent settlements
- food surpluses
- labor specialization
- new sources of clothing and shelter
- Define the Agricultural Revolution (Neolithic) and mark on a timeline the time period.
- Cite examples of the impact farming had on societies, including development of the barter system, domestication of plants and animals, emergence of permanent settlements, labor specialization, and new sources of clothing and shelter.

- Explain the significance of food surpluses in humankind's advancement.

6.04 Identify and explain the importance of the following key characteristics of civilizations: (C, E, G, H, P)

- culture
- government
- religion
- social structure
- stable food supply
- technology
- writing
- Identify the basic components of civilization and explain how they contribute to the development out of a primitive state once food surpluses are established.

Ancient Mesopotamia - c.3,500 - 1,700 BC/BCE

6.05 Identify and locate geographical features of ancient Mesopotamia including: (G)

- Black Sea
- Euphrates River
- Mediterranean Sea
- Persian Gulf
- Tigris River
- Zagros Mountains

6.06 Explain how geographic and climate features led to the region being known as the Fertile Crescent. (G, H)

- Define the Greek meaning of Mesopotamia and identify the location of the Fertile Crescent and explain its meaning.
- Show and map the major geographic features of Southwest Asia and label the location of Mesopotamia and the Fertile Crescent.

6.07 Explain how irrigation, silt, metallurgy, production of tools, use of animals, slave labor, and inventions such as the wheel, sail, and plow led to advancements in agriculture. (C, E, H)

6.08 Analyze how advancements in agriculture in Sumer led to economic growth, expansion of trade and transportation, and the emergence of independent city-states. (C, E, G, H, P)

- Describe the effects of different inventions and systems that helped to develop advancements in agriculture including irrigation, silt, metallurgy, production of tools, use of plants and animals, enslaved labor, and inventions (the wheel, sail, and plow).
- Locate ancient Sumer on a map.
- Define city-states.
- Create a sequence to show the agricultural advancements in Sumer and explain the effects of each, including economic growth, expansion of trade and transportation, and the emergence of independent city-states.

6.09 Explain the basic concepts of monarchy and empire and identify Mesopotamia as the regional location of the world's first empire.

(G, H, P)

- Define the basic concepts that make up a monarchy and empire and name Mesopotamia as the location of the world's first sustained empire.

6.10 Explain the concept of polytheism and its presence in Mesopotamia, with respect to beliefs about the relationship of deities to the natural world and their importance in everyday life. (C, H)

- Define the words polytheism and deities.
- Cite evidence of the beliefs about the relationship of deities in the natural world and their importance in everyday life in Mesopotamia.

6.11 Identify the important achievements of the Mesopotamian civilization, including cuneiform, clay tablets, and ziggurats, and identify the *Epic of Gilgamesh* as the oldest written epic. (C, E, H)

- Identify the important achievements of Mesopotamian civilization including the development of cuneiform, clay tablets, and ziggurats.
- Define epic and how it is different than a novel.
- Name the *Epic of Gilgamesh* as the oldest written epic.

6.12 Analyze the impact of the introduction of written law in the Code of Hammurabi and explain its basic principles of justice. (C, E, H, P)

- Cite textual evidence to show the introduction of the rule of law, presumption of innocence, and a modern take on judicial procedure (e.g., provide evidence/witnesses in a dispute) in the Code of Hammurabi.
- Show how these Code of Hammurabi principles are reflected in the U.S. Constitution. [Federal Mandate 36 U.S. Code](#)

Ancient Israel - c.2,000 - 500 BC/BCE

6.20 Identify and locate geographical features of ancient Israel, including: (G)

- Dead Sea
- Jerusalem
- Jordan River
- Mediterranean Sea
- Red Sea
- Sinai Peninsula
- Show and map the major geographic features of ancient Israel, the location of Jerusalem, and compare it to your map of Mesopotamia and the Fertile Crescent.

6.21 Describe the development of the ancient Israelites and explain the reasons for their movements from Mesopotamia to Canaan (later called Israel), from Canaan to Egypt, and from Egypt back to Canaan. (C, G, H, P)

- Map the migrations of the ancient Israelites and explain the reasons they moved from Mesopotamia to Canaan, from Canaan to Egypt, and from Egypt back to Canaan (later called Israel).

6.22 Describe the origins and central features of Judaism: (C, G, H, P)

- Key Persons: Abraham, Moses
- Sacred Text: *The Tanakh* (i.e., Hebrew Bible)
- Basic Beliefs: monotheism, Ten Commandments, emphasis on individual worth and personal responsibility
- Identify the roles of Abraham and Moses and describe their contributions in developing the Hebrews into a nation of people later referred to as Israelites.
- Identify the *Tanakh* (Hebrew Bible) as the sacred text of the Jewish faith.
- Identify the central features of Judaism, including:
 - monotheism and how all other people believed in polytheism at this time
 - the Ten Commandments as their main law
 - individual worth and personal responsibility are emphasized instead of the community's or a leader's worthiness to the gods.
- Explain how Hebrews, Israelites, Jews, and Israelis are identified as the same people but refer to them at different points in their history.

6.23 Identify the importance of Saul as the first king of Israel, David as the second king who founded Jerusalem as the capital, and Solomon as the third king who built the first temple. (C, G, H, P)

- Compare the roles and major contributions of the kings of Israel, including:
 - Saul as the first king
 - David, second king, founded Jerusalem as the capital
 - Solomon, third king, built the first Temple.
- Explain what a temple is in a religious faith.

6.24 Summarize the breakup of the Kingdom of Israel, Babylonian captivity, and the return of the Jews to their homeland under the Persian Empire. (C, E, G, H, P)

- Outline key events that led to the breakup of Israel into two kingdoms: Israel (Northern Kingdom) and Judah (Southern Kingdom), including:
 - destruction of the Northern Kingdom (by Assyria) which was called Israel
 - the Southern Kingdom, which was known Judah, remained and the people become known as the Jews
 - Judah eventually fell due to Babylonian captivity under Nebuchadnezzar II (New Babylon).
- Summarize what led to the capture of the Jewish people and the outcome of their time spent in Babylonian captivity.
- Describe what led to the return of the Jews to their homeland under the Persian Empire and explain the impact on the ancient Jews, including:
 - destruction of the first Temple
 - the end of Babylonian captivity
 - Cyrus the Great granting permission for the Jews to return
 - the rebuilding of the second Temple in Jerusalem.

C – culture, E – economic, G – geography, H – history, P – politics, T – Tennessee, TCA – TN Code Annotated (required)

2021 - 2022, Sixth Grade, Social Studies, Quarter 2

Students continue a survey of world history and geography with a study of **Ancient Egypt** and **Ancient India**. This course complies with [T.C.A. § 49-6-1005](#) on inclusion of religion for educational purposes and [T.C.A. § 49-6-1011](#) on embedding historical primary sources.

Tennessee State Standards and Learning Expectations

Ancient Egypt - c.3,000 - 700 BC/BCE

6.13 Identify and locate geographical features of ancient Egypt, including: (G, H)

- Mediterranean Sea
- Nile Delta
- Nile River
- Red Sea
- the regions of Upper and Lower Egypt
- the Sahara
- Find and map the major geographical features surrounding Ancient Egypt and label the areas known as Upper and Lower Egypt.

6.14 Explain how agricultural practices impacted life and economic growth in ancient Egypt, including the use of irrigation and development of a calendar. (C, E, G, H)

- Recognize and explain why Egyptians settled along the Nile River and the connection to the geographic terms of Upper and Lower Egypt.
- Outline the agricultural practices used in Ancient Egypt and describe the impact on life and economic growth, including the use of irrigation and the development of a calendar.

6.15 Explain the structure of ancient Egyptian society, including: (C, E, H, P)

- relationships between groups of people
- how social classes were organized by occupation
- positions of pharaohs as gods/kings
- role of slaves
- Create a visual representation and use it to describe the structure of Egyptian society, including relationships between groups of people, how the classes were organized by occupation, positions of pharaohs as gods/kings, and the role of enslaved people.

6.16 Explain the polytheistic religion of ancient Egypt, with respect to beliefs about the afterlife, the reasons for mummification, and the use of pyramids. (C, H)

- Identify the ancient Egyptian religion and describe their beliefs about the afterlife, reasons for mummification, and the use of pyramids and their main gods of Amun-Ra, Ra, Isis, Anubis, and Horus.

6.17 Analyze the impact of key figures from ancient Egypt, including: (C, E, H, P)

- growth under the leadership of Queen Hatshepsut and her economic policies
- Ramses the Great's military conquests leading to growth of the kingdom
- significance of the discovery of Tutankhamun's tomb on the understanding of ancient Egypt
- Explain the division of ancient Egyptian history into three eras of Old Kingdom, Middle Kingdom, and New Kingdom.
- Explain the impact of key Egyptian figures during the New Kingdom era including:
 - Queen Hatshepsut and her economic policies and first female leader of a world power
 - Ramses the Great's military conquests and expansion of Egyptian territory
 - significance of the discovery of Tutankhamun's tomb on the understanding of ancient Egypt (Valley of the Kings).

6.18 Analyze the achievements of ancient Egyptian civilization, including: hieroglyphics, papyrus, and the pyramids and Sphinx at Giza. (C, E, G, H)

- Examine and recognize ancient Egyptian artifacts and identify the lasting impact of these ancient achievements had on Egyptian civilizations, including:
 - hieroglyphics and how it is different than cuneiform
 - papyrus and how it is made
 - the Pyramids of Giza and how they are recognized as the only remaining Eight Wonders of the World
 - the Sphinx at Giza and its purpose.

6.19 Examine the cultural diffusion of ancient Egypt with surrounding civilizations through trade and conflict, including its relationship with Nubia. (C, E, G, H, P)

- Identify the location of Nubia on a map.
- Define cultural diffusion and summarize changes within and outside of Ancient Egypt that resulted from cultural diffusion with surrounding civilizations through trade and conflict.

Ancient India - c.2,500 - 400 BC/BCE

6.25 Identify and locate geographical features of ancient India, including: (G)

- Ganges River

- Himalayan Mountains
- Indian Ocean
- Indus River
- monsoon winds
- subcontinent of India
- Define subcontinent and monsoon winds.
- Show and map the major geographical features surrounding Ancient India.

6.26 Explain the emergence of the Harappan civilization in the Indus River Valley as an early agricultural civilization, and describe its achievements, including: (E, G, H, P)

- architecture built with bricks
- arranging roads into a series of grid-systems
- sanitation and sewer systems.
- Identify the location of the Harappan civilization on a map and explain how it emerged in the Indus River Valley as an early agricultural civilization.
- Describe the achievements of the Harappan civilizations, including architecture built with bricks, arranging roads into a series of grid-systems, sanitation, and sewer systems.

6.27 Describe the social structure of the caste system and explain its effect on everyday life in ancient India. (C, E, H, P)

- Create a visual representation of the social structure of Ancient India and explain the effect the caste system had on everyday life.

6.28 Describe the origins and central features of Hinduism: (C, G, H, P)

- Key Persons: origins of Aryan traditions
- Sacred Text: the Vedas
- Basic Beliefs: dharma, karma, reincarnation, and moksha
- Identify the origins of Aryan traditions and explain the influence they had on the central features of Hinduism.
- Identify the central teachings of the Vedas and summarize the key features of Hinduism which came from this sacred text.
- Define dharma, karma, reincarnation, and moksha, and identify their role to Hinduism.

6.29 Describe the origins and central features of Buddhism: (C, G, H, P)

- Key Person: Siddhartha Gautama (Buddha)
- Sacred Text: *Tripitaka*

- Basic Beliefs: The Four Noble Truths, The Eightfold Path
- Create a narrative description of the life of Siddhartha Gautama (Buddha) and explain the influence his teachings had on the central features of Buddhism.
- Identify the role of the *Tripitaka* for a Buddhist:
 - rules for monks (discipline)
 - teachings and meditation techniques
 - songs and stories from the Buddha's life (higher knowledge)
- Summarize the Four Noble Truths and Eightfold Path and identify their importance.

6.30 I can identify the long-lasting intellectual traditions that emerged during the late empire of ancient India, including: medical education, medical techniques, and mathematics (e.g., Hindu-Arabic numerals). (C, E, H)

- Explain the important ideas, achievements, and impact of the late empire of ancient India, including medical education and techniques, mathematics, including Hindu-Arabic numerals.

C – culture, E – economic, G – geography, H – history, P – politics, T – Tennessee, TCA - TN Code Annotated (required)

2021 – 2022, Sixth Grade, Social Studies, Quarter 3

Students continue a survey of world history and geography by studying Ancient China and Ancient Greece. This course complies with [T.C.A. § 49-6-1005](#) on inclusion of religion for educational purposes and [T.C.A. § 49-6-1011](#) on embedding historical primary sources.

Tennessee State Standards and Learning Expectations

Ancient China - c.2,500 BC/BCE - AD/CE 200

6.31 Identify and locate geographical features of ancient China, including: (G)

- Gobi Desert
- Himalayan Mountains
- Pacific Ocean
- Plateau of Tibet
- Yangtze River
- Yellow River

6.32 Analyze the influence of geographic features on the origins of ancient Chinese civilization in the Yellow River Valley and explain how China's geography helped create a unique yet diverse cultural identity that was isolated from the rest of the world. (C, G, H)

- Identify and map the major geographical features surrounding ancient China.
- Identify and explain why the geography in the region led ancient Chinese civilizations to settle in the Yellow River Valley during the era of the Shang Dynasty.
- Recognize which geographic features of China contributed to its isolation from the rest of the world and explain the consequences of this isolation.

6.33 Describe how the size of ancient China made governing difficult and how the concepts of the Mandate of Heaven and Legalism emerged solutions to this problem. (C, G, H, P)

- Examine the geographic features of China to infer challenges of governing a region of this size in ancient times and find evidence to support the claim.
- Compare the concepts of the Mandate of Heaven and Legalism and explain their purpose related to governing in ancient China.

6.34 Identify the political and cultural problems prevalent in the time of Confucius and how the philosophy of Confucianism and the *Analects* emphasized the concepts of kinship, order, and hierarchy to address these problems. (C, H, P)

- Name the political and cultural problems present in society at the time of Confucius.
- Cite textual evidence from the philosophy of Confucianism and excerpts from the *Analects*, including the concepts of kinship, order, and hierarchy to address the political and cultural problems throughout China during this era.
- Organize the significant policies and achievements of the emperor Qin Shi Huangdi into one coherent narrative or timeline.

6.35 Explain the significance of the unification of ancient China into the first Chinese empire by Qin Shi Huangdi, beginning the Qin Dynasty. (C, E, G, H, P)

- Describe the impact Qin Shi Huangdi's achievements, and the construction of the Great Wall had in the unification of ancient China during the Qin Dynasty.

6.36 Explain how the implementation of the philosophy of Confucianism led to the political success and longevity of the Han Dynasty. (C, E, H, P)

- Show the role of Confucianism in contributing to the long-term political success of the Han Dynasty.

6.37 Explain the major accomplishments of the Han Dynasty, including: the magnetic compass, paper making, porcelain, silk, and woodblock printing. (C, E, G, H)

- Describe the technological advances made in ancient China during the Han Dynasty, including: the magnetic compass, paper making, porcelain, silk, and woodblock printing.

6.38 Describe how the desire for Chinese goods influenced the creation of The Silk Road and initiated cultural diffusion throughout Eurasia, including the introduction of Buddhism into ancient China. (C, E, G, H, P)

- Explain the impact of the demand for Chinese goods and cite evidence to support the significance of The Silk Road, and how it resulted in cultural diffusion throughout Eurasia, including the introduction of Buddhism into ancient China during the Han Dynasty.
- Find types of Chinese artifacts by pictorial representation and recognize its influence on objects present today.

Ancient Greece - c.800 - 300 BC/BCE

6.39 Identify and locate geographical features of ancient Greece, including: (G)

- Asia Minor
- Athens
- Macedonia
- Mediterranean Sea
- Peloponnesian Peninsula
- Sparta

6.40 Analyze how the geographical features of ancient Greece, including its mountainous terrain and access to the Mediterranean Sea, contributed to its organization into city-states, role in maritime trade, and colonies in the Mediterranean. (C, E, G, H, P)

- Show and map the major geographical features surrounding ancient Greece including the location of the cities of Athens and Sparta.
- Recognize and describe how the geography in the region led civilizations of ancient Greece to organize into city-states and contributed to its role and methods in maritime trade and colonization throughout the Mediterranean.

6.41 Examine the concept of the polis in Greek city-states, including the ideas of: citizenship, civic participation, and the rule of law. (C, H, P)

6.42 Explain the basic concepts of direct democracy and oligarchy. (C, H, P)

- Define the concept of the polis and explain the role of citizenship and civic participation in ancient Greek city-states.
- Define the rule of law and distinguish its purpose.
- Relate the characteristics of Greek democracy which influenced the future of the United States system of government.
- Describe the political structures of direct democracy and oligarchy.

6.43 Explain the characteristics of the major Greek city-states of Athens and Sparta, including: (C, E, G, H, P)

- advantages of each geographic location
- approaches to education
- practice of slavery

- status of women
- styles of government

6.44 Analyze the causes and consequences of the Persian Wars, including the role of Athens and its cooperation with Sparta to defend the Greek city-states. (C, H, P)

- Explain the causes, course, and consequences of the Persian invasions of Greece, including:
 - Ionian Revolt
 - rise of Athens
 - Battle of Marathon
 - 300 Spartans
 - Peloponnesian and Delian Leagues
 - Persian and Greek leaders
 - Battles of Thermopylae and Salamis
 - Battle of Plataea

6.45 Analyze the causes and consequences of the Peloponnesian Wars, including how the growing political conflict between Athens and Sparta led to war and left the city-states open to conquest by the Macedonians. (C, H, P)

- Identify the causes and effects of the Peloponnesian Wars and explain how the growing political conflict between Athens and Sparta led to war and left city-states open to conquest by the Macedonians led by Philip II.

6.46 Explain the polytheistic religion of ancient Greece, with respect to beliefs about the humanlike qualities of the deities, their importance in everyday life, and the emergence of the Olympic Games to honor Zeus. (C, H)

- Identify the polytheistic religion of ancient Greece and describe the myths and stories, giving examples of humanlike qualities of Greek gods, goddesses, and heroes including Zeus, Hermes, Aphrodite, Athena, Poseidon, Artemis, Hades, and Apollo.
- Find examples of Greek gods/goddesses' names and humanlike qualities as part of our everyday use and culture (*such as Midas touch, Herculean strength, FTD florist, Nike swoosh*).
- Compare the Titans with the Olympian gods and explain the Greek mythology.
- Summarize the tradition of the Olympic Games and cite evidence to explain why the Olympics were established, and which sports they featured.

6.47 Explain the historical significance of ancient Greek literature, including how the *Iliad* and the *Odyssey* provide insight into the life of the ancient Greeks. (C, H)

- Identify the development of the alphabet (Phoenician, Greek, and Latin).

- Describe the importance and cite textual evidence to support the impact ancient literature had in shaping Greek culture, including:
 - Aesop’s Fables
 - *The Iliad*
 - *The Odyssey*
- Identify who wrote *The Iliad* and *The Odyssey*.

6.48 Examine the influence of ancient Greek philosophers (e.g., Aristotle, Plato, and Socrates) and their impact on education and society in Greece. (C, H, P)

- Compare the philosophies of Aristotle and Plato and state their influence in shaping Greek culture.
- Examine the philosophy of Socrates to explain why some practice Socratic seminars today.

6.49 Describe the purposes of major Greek architecture, including the Parthenon and the Acropolis. (C, H, P)

- Define the Greek meaning of Acropolis and review of photograph of the Parthenon on the Acropolis.
- Explain the purpose and function of Greek architecture, including the Parthenon and the Acropolis.
- Identify why Nashville is called Athens of the South and has a replica of the Parthenon.

6.50 Explain the unification of the Greek city-states by Macedonia and analyze the impact of Alexander the Great and the diffusion of Hellenistic culture. (C, E, G, H, P)

- Create a timeline to sequence the events that led to the unification of the Greek city-states by Macedonia.
- Analyze the causes and effects of Hellenistic culture, including the spread and breakup of Alexander’s empire.
- Show Greek artifacts by pictorial representation and recognize its influence on objects present today.

C – culture, E – economic, G – geography, H – history, P – politics, T – Tennessee, TCA - TN Code Annotated (required)

2021 – 2022, Sixth Grade, Social Studies, Quarter 4

Students finish a survey of world history and geography by studying **Ancient Rome**. This course complies with [T.C.A. § 49-6-1005](#) on inclusion of religion for educational purposes and [T.C.A. § 49-6-1011](#) on embedding historical primary sources.

Tennessee State Standards and Learning Expectations

Ancient Rome - c.500 BC/BCE - AD/CE 500

6.51 Identify and locate geographical features of ancient Rome, including: (G)

- Constantinople
- Italian Alps

- Italian Peninsula
- Mediterranean Sea
- Rome
- Tiber River

6.52 Analyze how the geographical location of ancient Rome contributed to its political and economic growth in the Mediterranean region and beyond. (E, G, H, P)

- Identify and map the major geographical features surrounding ancient Rome and the city itself as well as Constantinople.
- Show the significance of the Tiber River and seven hills in shaping Roman society and explain how the geographic location of Rome contributed to its political and economic power and expansion in the Mediterranean region and beyond.

6.53 Describe the government of the Roman Republic, including: (C, H, P)

- branches of government
- checks and balances
- civic participation
- representative democracy
- the rule of law and the Twelve Tablets
- Define and explain how a republic works as a form of government by creating a visual representation of the governmental structure and guiding principles of the Roman Republic.

6.54 Describe the class system of ancient Rome, including the role of patricians, plebeians, and slaves in Roman society. (C, E, H, P)

- Name the class and gender divisions to explain the social structure of ancient Rome, including the role of patricians, plebeians, and the enslaved.

6.55 Describe the characteristics of Julius Caesar's rule, including: (C, E, G, H, P)

- leadership in the military
- popularity amongst plebeians
- role as a dictator for life
- assassination
- Identify how Julius Caesar's influence on leadership in the military led to the transition from a Roman Republic to an empire.
- Explain Julius Caesar's popularity amongst plebeians and how it influenced his ability to become a permanent dictator.
- Analyze the tone of documents written about Caesar's assassination to explain the impact of his life.

6.56 Analyze the influence of Augustus Caesar, including the establishment of the Roman Empire and its political, geographic, and economic expansion during the Pax Romana. (C, E, G, H, P)

- Review a map showing the growth of the Roman Empire over the Mediterranean region.
- Analyze the growth of the Roman Empire under Augustus Caesars, including the Second Triumvirate, his defeat of Mark Antony, the use of currency and trade routes during the Pax Romana.

6.57 Analyze how innovations in engineering and architecture contributed to Roman expansion, including the role of: (C, G, H, P)

- aqueducts
- arches
- bridges
- The Colosseum
- domes
- roads
- sanitation
- Explain the engineering and architectural advances and use of concrete that led to Roman expansion.
- Identify the Colosseum, Pantheon, the Roman Forum, bridges, sanitation, and aqueducts as examples of Roman innovations that advanced Rome's influence and control over the Mediterranean region.
- Identify challenges and changes that resulted from major engineering and architectural developments of ancient Rome and its influence on today's architecture.

6.58 Explain the polytheistic religion of ancient Rome, with respect to beliefs about the humanlike qualities of the deities and their importance in everyday life. (C, H, P)

- Name the religion of ancient Rome and cite evidence to describe the beliefs about the humanlike qualities of the deities as well as their importance in everyday life.
- Match the **Roman gods and goddesses** with those from Greek mythology, including:
 - **Jupiter** – Zeus
 - **Mercury** – Hermes
 - **Venus** – Aphrodite
 - **Mars** – Ares
 - **Neptune** – Poseidon
 - **Saturn** – Cronus
 - **Pluto** – Hades

- **Juno** – Hera
- Show examples of how Roman mythology is present in our everyday lives (e.g., planetary names, calendar, etc.).

6.59 Describe the origins and central features of Christianity: (C, G, H, P)

- Key Persons: Jesus, Paul
- Sacred Text: *The Bible*
- Basic Beliefs: monotheism, sin and forgiveness, eternal life, Jesus as the Messiah
- Identify the origins and summarize the core beliefs of Christianity including:
 - monotheism
 - Jesus as the Messiah, the Son of God, and His life and teachings through parables
 - the life, teachings, and contributions of Paul to Gentiles
 - the belief in *The Bible* as the inspired word of God
 - the concept of sin and forgiveness
 - eternal life in heaven for the righteous

6.60 Explain the expulsion of the Jews from their homeland by the Romans, which began the Jewish diaspora. (C, H, P)

- Explain why the Romans expelled the Jews from their homeland and how Judaism survived the expulsion/scattering of the Jews to other lands (Jewish diaspora) and describe its effects on Judaism.

6.61 Explain the division of the Roman Empire into East and West and identify the later establishment of Constantinople as the capital by Constantine. (C, H, P)

- Create a timeline to sequence the noteworthy people and events that led to division of the Roman Empire into East and West including Diocletian, Constantine, and the renaming of Byzantium to Constantinople as the new capital.
- Describe the significance of the city of Constantinople being established as the capital by Constantine and its location.

6.62 Analyze the fall of the Western Roman Empire, including difficulty governing its large territory, political corruption, economic instability, and attacks by Germanic tribes, and identify the continuation of the Eastern Roman Empire as the Byzantine Empire. (C, E, G, H, P)

- Identify reasons and major events that led to the decline of the Roman Empire, including the influence of important leaders.
- Identify and explain the causes and effects of the fall of the Western Roman Empire, including:
 - difficulty governing its large territory
 - political corruption and civic strife and inability to assimilate so many German migrants
 - economic instability from over taxation and devaluing of their currency
 - continues attacks by Germanic tribes

- continuation of the Eastern Roman Empire as the Byzantine Empire.
- Identify Roman artifacts by pictorial representation and recognize its influence on objects present today.

Embedded 6th Grade TN Computer Science Standards:

CC.1 Interact with peers, experts, and others using a variety of digital tools and devices.

CC.2 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

CC.3 Contribute, individually or as part of a team, to work to identify and solve authentic problems or produce original works using a variety of digital tools and devices.

DC.1 Advocate, demonstrate, and routinely practice safe, legal, and responsible use of information and technology.

DC.2 Exhibit a positive mindset toward using technology that supports collaboration, learning, and productivity.

DC.3 Exhibit leadership for digital citizenship.

ISA.1 Enter, organize, and synthesize information in a variety of platforms.

ISA.2 Identify and use a variety of storage media and demonstrate an understanding of the rationale for using certain mediums for a specific purpose.

ISA.4 Locate information from a variety of sources.

ISA.5 Perform basic searches on databases to locate information.

ISA.6 Select appropriate information sources and digital tools.

ISA.7 Use age-appropriate technologies to locate, collect, organize content from media collections(s) for specific purposes, such as citing sources.

AIT.5 Evaluate the accuracy, relevance, appropriateness, and bias of electronic information sources.

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