

## Correlation of Social Studies Standards, Grade 6

To support social studies instruction in Tennessee and in response to concerns from the field over the differences between the current (2014) and revised (2019) Tennessee Academic Standards for Social Studies, the department has created a series of correlation documents. These documents show the links between the current (2014) and revised (2019) social studies standards. They are intended to serve as a model for educators to reference as they design units and become more familiar with the revised standards.

To prepare to use this document, teachers should thoroughly review it in its entirety. **The bolded portions of the revised (2019) standards show specific areas of new content.** This delineation within the standards will allow teachers to use a targeted approach when preparing materials and lessons. Teachers should focus on acquiring materials and lessons for the parts of the standard that are bolded as they may need further preparation to teach these topics; materials aligned to the un-bolded portions of the standards may only need refinement. In addition to thoughtful preparation using this document, there are additional components for which educators will need to plan and prepare. Districts (and teachers) should use their own judgment as to how best to use this document when preparing instruction.

Code	Revised (2019) Standards	Content Strand	Code	Current (2014) Standards
6.01	Identify the meaning of time designations and abbreviations used by historians, including: • BC / BCE • AD / CE • Circa (c. or ca), decades, centuries	H	6.07	Recognize time designations and the abbreviations, including: (H) • B.C. • B.C.E. • A.D. • C.E. • circa (c. or ca), decades, centuries, prehistoric, historic
6.02	Describe the characteristics of the nomadic hunter-gatherer societies, including their use of: • Basic hunting weapons • Fire • Shelter • Tools	C, H	6.02	Provide textual evidence that characterizes the nomadic hunter-gatherer societies of the Paleolithic Age (their use of tools and fire, basic hunting weapons, beads and other jewelry). (C, H)
			6.04	Evaluate the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter. (C, G, H)
6.03	Explain the impact of the <b>Agricultural Revolution</b> , including: • <b>Barter economy</b> • Domestication of	C, E, G, H	6.03	Explain the importance of the discovery of metallurgy and agriculture. (E, H)

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	plants and animals • Emergence of permanent settlements • Food surpluses • <b>Labor specialization</b> • New sources of clothing and shelter		6.04	Evaluate the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter. (C, G, H)
6.05			Summarize the impact of agriculture related to settlement, population growth, and the emergence of civilization. (C, G, H)	
6.06			Identify and explain the importance of the characteristics of civilizations, including: (C, E, G, H, P) • the presence of geographic boundaries and political institutions • an economy that produces food surpluses • a concentration of population in distinct areas or cities • the existence of social classes • developed systems of religion, learning, art, and architecture • a system of record keeping • technology	
6.10			Trace the development of agricultural techniques that permitted economic surplus and the emergence of cities as centers of culture and power. (C, E, H)	
6.04	Identify and explain the importance of the following key characteristics of civilizations: • Culture • Government • Religion • Social structure • Stable food supply • Technology • Writing	C, E, G, H, P	6.06	Identify and explain the importance of the characteristics of civilizations, including: (C, E, G, H, P) • the presence of geographic boundaries and political institutions • an economy that produces food surpluses • a concentration of population in distinct areas or cities • the existence of social classes • developed systems of religion, learning, art, and architecture • a system of record keeping • technology

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6.05	Identify and locate geographical features of ancient Mesopotamia, including: • Black Sea • Euphrates River • Mediterranean Sea • Persian Gulf • Tigris River • Zagros Mountains	G	6.08	On a historical map, locate and describe the Tigris and Euphrates Rivers, Zagros and Caucasus Mountains, Persian Gulf, Caspian and Black Sea, Dead Sea and Sea of Galilee and explain why the region is referred to as the Fertile Crescent. (G)
6.06	Explain how geographic and climatic features led to the region being known as the Fertile Crescent.	G, H	NEW	
6.07	Explain how irrigation, <b>silt</b> , 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	6.03	Explain the importance of the discovery of metallurgy and agriculture. (E, H)
			6.12	Explain the effects of how irrigation, metal-smithing, slavery, the domestication of animals, and inventions such as the wheel, the sail, and the plow on the growth of Mesopotamian civilizations. (C, E, H)
6.08	Analyze how advancements in agriculture in Sumer led to economic growth, <b>expansion of trade and transportation</b> , and the emergence of independent city-states.	C, E, G, H, P	6.10	Trace the development of agricultural techniques that permitted economic surplus and the emergence of cities as centers of culture and power. (C, E, H)
			6.09	Summarize Sumer, Babylon, and Assyria as successive civilizations and empires and explain the development of city-states, identify Kish, Akkad, Ur, and Nineveh, and the significance of Sargon and Hammurabi. (G, H)
6.09	Explain the basic concepts of <b>monarchy</b> and empire, and <b>identify Mesopotamia as the regional location of the world’s first empire.</b>	G, H, P	6.09	Summarize Sumer, Babylon, and Assyria as successive civilizations and empires and explain the development of city-states, identify Kish, Akkad, Ur, and Nineveh, and the significance of Sargon and Hammurabi. (G, H)

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6.10	Explain the concept of polytheism and its presence in Mesopotamia, with respect to beliefs about the <b>relationship of deities to the natural world and their importance in everyday life.</b>	C, H	6.11	Explain the significance of polytheism (the belief that there are many gods) as the religious belief of the people in Mesopotamian civilizations. (C, H)
6.11	Identify important achievements of the Mesopotamian civilization, including <b>cuneiform, clay tablets, and ziggurats</b> , and identify the <i>Epic of Gilgamesh</i> as the oldest written epic.	C, E, H	6.13	Analyze the important achievements of Mesopotamian civilization, including its system of writing (and its importance in record keeping and tax collection), literature ( <i>Epic of Gilgamesh</i> ), monumental architecture (the ziggurat), and art (large relief sculpture, mosaics, and cylinder seals). (C, E, G, H)
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	6.14	Write an informative piece explaining the significant contributions of Mesopotamian leaders, including Hammurabi and Sargon, and explain the basic principle of justice in Hammurabi’s Code (“an eye for an eye”). (C, E, H, P)
6.13	Identify and locate geographical features of ancient Egypt, including: • Mediterranean Sea • Nile Delta • Nile River • Red Sea • The regions of Upper and Lower Egypt • <b>The Sahara</b>	G, H	6.15	On a historical map locate the Mediterranean and Red Seas, the Nile River and Delta, and the areas of ancient Nubia and Egypt. Identify the locations of ancient Upper and Lower Egypt and explain what the terms mean. On a modern map, identify the modern countries of Egypt and the Sudan. (G, H)
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	6.19	Summarize important achievements of Egyptian civilization, including: (C, E, H) · the agricultural and irrigation systems · the invention of a calendar · main features of the monumental architecture and art, such as the Pyramids and Sphinx at Giza · evolution of writing- hieroglyphics · the invention of papyrus

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6.15	Explain the structure of ancient Egyptian society, including: <ul style="list-style-type: none"> <li>• Relationships between groups of people</li> <li>• How social classes were organized by occupation</li> <li>• Positions of pharaohs as god/kings</li> <li>• Role of slaves</li> </ul>	C, E, H, P	6.17	Develop a visual representation of the structure of Egyptian society including the role of the pharaoh as god/king, the concept of dynasties, the importance of at least one Egyptian ruler, the relationship of pharaohs to peasants, and the role of slaves in ancient Egypt. (C, E, H, P)
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	6.18	Site evidence from informational texts to explain the polytheistic religion of ancient Egypt with respect to beliefs about death, the afterlife, mummification, and the roles of different deities. (C, H)
			6.19	Summarize important achievements of Egyptian civilization, including: (C, E, H) <ul style="list-style-type: none"> <li>• the agricultural and irrigation systems</li> <li>• the invention of a calendar</li> <li>• main features of the monumental architecture and art, such as the Pyramids and Sphinx at Giza</li> <li>• evolution of writing- hieroglyphics</li> <li>• the invention of papyrus</li> </ul>
6.17	Analyze the impact of key figures from ancient Egypt, including: <ul style="list-style-type: none"> <li>• <b>Growth under the leadership of Queen Hatshepsut and her economic policies</b></li> <li>• Ramses the Great's <b>military conquests leading to growth of the kingdom</b></li> <li>• <b>Significance of the discovery of Tutankhamun's tomb on the understanding of ancient Egypt</b></li> </ul>	C, E, G, H, P	6.20	Identify the Old, Middle, and New Kingdom time periods and evaluate the significance of the following: (C, H, P) <ul style="list-style-type: none"> <li>• Menes</li> <li>• Khufu</li> <li>• Hyksos invasion</li> <li>• Ahmose</li> <li>• King Tut</li> <li>• Queen Hatshepsut</li> <li>• Ramses the Great</li> </ul>
6.18	Analyze the achievements of ancient Egyptian civilization, including: hieroglyphics, papyrus, and the pyramids and Sphinx at Giza.	C, E, G, H	6.19	Summarize important achievements of Egyptian civilization, including: (C, E, H) <ul style="list-style-type: none"> <li>• the agricultural and irrigation systems</li> <li>• the invention of a calendar</li> <li>• main features of the monumental architecture and art, such as the Pyramids and Sphinx at Giza</li> <li>• evolution of writing- hieroglyphics</li> <li>• the invention of papyrus</li> </ul>

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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	6.21	Identify the location of the Kush civilization and describe its political, commercial, and cultural relationship with Egypt. (C, E, G, H, P)
6.20	Identify and locate geographical features of ancient Israel, including: • Dead Sea • <b>Jerusalem</b> • Jordan River • Mediterranean Sea • Red Sea • Sinai Peninsula	G	6.39	On a historical map of the Mediterranean Sea, Jordan River, Sinai Peninsula, locate Asia Minor, the kingdoms of the Hittites and Phoenicians, ancient Israel, and Egypt. (G)
			6.08	On a historical map, locate and describe the Tigris and Euphrates Rivers, Zagros and Caucasus Mountains, Persian Gulf, Caspian and Black Sea, Dead Sea and Sea of Galilee and explain why the region is referred to as the Fertile Crescent. (G)
			6.15	On a historical map locate the Mediterranean and Red Seas, the Nile River and Delta, and the areas of ancient Nubia and Egypt. Identify the locations of ancient Upper and Lower Egypt and explain what the terms mean. On a modern map, identify the modern countries of Egypt and the Sudan. (G, H)
6.21	Describe the development of the ancient Israelites, and explain the reasons for their movements from Mesopotamia to Canaan (later called Israel), <b>from Canaan to Egypt, and from Egypt back to Canaan.</b>	C, G, H, P	6.40	Examine the development of the ancient Israelites, tracing their migrations from Mesopotamia to Canaan, later called Israel, and explain the significant roles of Abraham and Moses in their history. (C, H, G)
6.22	Describe the origins and central features of Judaism: • Key Person(s): Abraham, Moses • Sacred Texts: The Tanakh (i.e., Hebrew Bible) • Basic Beliefs: monotheism, Ten Commandments, emphasis on individual worth and personal responsibility	C, G, H, P	6.41	Describe the monotheistic religion of the Israelites, including: (C, H) • the belief in one God (monotheism) • the Ten Commandments • the emphasis on individual worth and personal responsibility • the belief that all people must adhere to the same moral obligations, whether ruler or ruled • the Torah and the Hebrew Bible as part of the history of early Israel

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			6.40	Examine the development of the ancient Israelites, tracing their migrations from Mesopotamia to Canaan, later called Israel, and explain the significant roles of Abraham and Moses in their history. (C, H, G)
6.23	Identify the importance of <b>Saul as the first king of Israel</b> , 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	6.42	Describe the unification of the tribes of Israel under Kings Saul, David, and Solomon, including David's founding of Jerusalem as his capital city in 1000 BC/BCE and the building of the first temple by Solomon. (G, H, P)
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	6.43	Summarize the four major events after the rule of King Solomon in the history of Israel, including the breakup of the Kingdom of Israel, destruction of the Northern Kingdom, Babylonian captivity under Nebuchadnezzar, and the return of the Jews to their homeland under the Persian Empire. (H)
6.25	Identify and locate geographical features of ancient India, including: • Ganges River • Himalayan Mountains • <b>Indian Ocean</b> • Indus River • <b>Monsoon winds</b> • <b>Subcontinent of India</b>	G	6.23	Locate and describe the Himalayas and the major river systems, including Indus and Ganges and evaluate the importance of each. (E, G, H)
6.26	Explain the emergence of the Harappan civilization in the Indus River Valley as an early agricultural civilization, and describe its achievements, including: • Architecture built with bricks • Arranging roads into a series of grid-systems • Sanitation and sewer systems	E, G, H, P	NEW	
6.27	Describe the social structure of the caste system, and explain its effect on everyday life in ancient India.	C, E, H, P	6.26	Outline the social structure of the caste system and explain its effect on everyday life in Indian society. (C, E, H, P)

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6.28	Describe the origins and central features of Hinduism: • Key Person(s): <b>origins in Aryan traditions</b> • Sacred Texts: <b>The Vedas</b> • Basic Beliefs: <b>dharma, karma, reincarnation, and moksha</b>	C, G, H, P	6.25	Explain how the major beliefs and practices of Brahmanism in India evolved into early Hinduism. (C, H)
6.29	Describe the origins and central features of Buddhism: • Key Person(s): Siddhartha Gautama (Buddha) • Sacred Texts: <b>Tripitaka</b> • Basic Beliefs: <b>Four Noble Truths, Eightfold Path, Nirvana</b>	C, G, H, P	6.27	Write a narrative text describing how Siddhartha Gautama's (Buddha) life experiences influenced his moral teachings and how those teachings became a new religion that spread throughout India and Central Asia as a new religion. (C, H, G)
6.30	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	6.29	Identify the important aesthetic and intellectual traditions, including: (C, E, H) • Sanskrit literature, including the Bhagavad-Gita Gita, Ramayana, and the Mahabharata • medicine • metallurgy • mathematics, including Hindu-Arabic numerals and the zero
6.31	Identify and locate geographical features of ancient China, including: • Gobi Desert • Himalayan Mountains • <b>Pacific Ocean</b> • Plateau of Tibet • <b>Yangtze River</b> • Yellow River	G	6.30	Identify and locate on a map the geographical features of China, including the Huang He (Yellow) River, Plateau of Tibet, and Gobi Desert. (G)
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	6.31	Locate and describe the origins of Chinese civilization in the Huang-He Valley during the era of the Shang Dynasty. (C, G, H)
			6.32	Explain how the regions of China are isolated by geographic features, making governance and the spread of ideas and goods difficult, and served to isolate the country from the rest of the world. (G, H)
6.33	Describe how the size of ancient China made governing difficult and how the concepts of the	C, G, H, P	6.32	Explain how the regions of China are isolated by geographic features, making governance and the



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	<b>mandate of heaven</b> and Legalism emerged as solutions to this problem.			spread of ideas and goods difficult, and served to isolate the country from the rest of the world. (G, H)
			6.33	Analyze the structure of the Zhou Dynasty and the emergence of Taoism, Confucianism, and Legalism. (C, H)
6.34	Identify the political and cultural problems prevalent in the time of Confucius and how the <b>philosophy of Confucianism and <i>The Analects</i> emphasized the concepts of kinship, order, and hierarchy to address these problems.</b>	C, H, P	6.34	Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them. (C, H, P)
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	6.35	List the policies and achievements of the emperor Shi Huang and explain how these contributed to the unification of northern China under the Qin Dynasty and the construction of the Great Wall of China. (H, P)
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	6.36	Detail the political contributions of the Han Dynasty and determine how they contributed to the development of the imperial bureaucratic state and the expansion of the empire. (H, P)
6.37	Explain the major accomplishments of the Han Dynasty, including: the magnetic compass, paper making, <b>porcelain, silk</b> , and woodblock printing.	C, E, G, H	6.23	Trace the spread of Chinese technology to other parts of Asia, the Islamic world, and Europe including papermaking, wood-block printing, the compass and gunpowder. (C, E, G, H)
6.38	Describe how the <b>desire for Chinese goods</b> influenced the creation of The Silk Road and initiated <b>cultural diffusion throughout Eurasia</b> , including the introduction of Buddhism into ancient China.	C, E, G, H, P	6.38	Describe the diffusion of Buddhism northward to China during the Han Dynasty. (C, G, H)
			6.37	Cite the significance of the trans-Eurasian “silk roads” in the period of the Han Dynasty and Roman Empire and their locations. (E, G, H)

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6.39	Identify and locate geographical features of ancient Greece, including: • Asia Minor • Athens • <b>Macedonia</b> • Mediterranean Sea • <b>Peloponnesian peninsula</b> • Sparta	G	6.46	On a historical map of the ancient Mediterranean area, locate Greece and trace the boundaries of its influence to 300 BC/BCE. On a contemporary map trace the current boundaries of Greece. Compare and contrast the sphere of influence of Greece in those two different eras. (G, H)
			6.39	On a historical map of the Mediterranean Sea, Jordan River, Sinai Peninsula, locate Asia Minor, the kingdoms of the Hittites and Phoenicians, ancient Israel, and Egypt. (G)
			6.47	Explain how the geographical location of ancient Athens and other city-states contributed to their role in maritime trade, their colonies in the Mediterranean, and the expansion of their cultural influence. (C, E, G, H)
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	6.47	Explain how the geographical location of ancient Athens and other city-states contributed to their role in maritime trade, their colonies in the Mediterranean, and the expansion of their cultural influence. (C, E, G, H)
6.41	Examine the concept of the polis in Greek city-states, including the ideas of: <b>citizenship</b> , civic participation, and the rule of law.	C, H, P	6.49	Explain how the development of democratic political concepts in ancient Greece lead to the origins of direct Democracy and representative Democracy , including: (C, H, P) · the “polis” or city-state · civic participation and voting rights · legislative bodies · constitution writing · rule of law
			6.48	Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the development of the idea of citizenship. (C, H, P)

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6.42	Explain the basic concepts of direct democracy and oligarchy.	C, H, P	6.48	Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the development of the idea of citizenship. (C, H, P)
			6.49	Explain how the development of democratic political concepts in ancient Greece lead to the origins of direct Democracy and representative Democracy , including: (C, H, P) · the “polis” or city-state · civic participation and voting rights · legislative bodies · constitution writing · rule of law
6.43	Explain the characteristics of the major Greek city-states of Athens and Sparta, including: • Advantages of each geographic location • Approaches to education • Practice of slavery • Status of women • Styles of government	C, E, G, H, P	6.50	Compare and contrast life in Athens and Sparta. (C, H)
			6.51	Compare and contrast the status of women and slaves between Athens and Sparta . (C, H)
6.44	Analyze the causes and consequences of the Persian Wars, <b>including the role of Athens and its cooperation with Sparta to defend the Greek city-states.</b>	C, G, H, P	6.52	Analyze the causes, course, and consequences of the Persian Wars. (C, H, G)
6.45	Analyze the causes and consequences of the Peloponnesian Wars, <b>including how the growing political conflict between Athens and Sparta led to war and left the city-states open to conquest by the Macedonians.</b>	C, G, H, P	6.53	Analyze the causes, course, and consequences of the Peloponnesian Wars between Athens and Sparta. (H, P)
6.46	Explain the polytheistic religion of ancient Greece, <b>with respect to beliefs about the humanlike qualities of the deities, their importance in everyday life,</b> and the emergence of the Olympic Games to honor Zeus.	C, H	6.56	Describe the myths and stories of classical Greece; give examples of Greek gods, goddesses, and heroes (Zeus, Hermes, Aphrodite, Athena, Poseidon, Artemis, Hades, Apollo), and events, and where and how we see their names used today. (C, H)

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			6.58	Explain why the city-states of Greece instituted a tradition of athletic competitions and describe the sports they featured. (C, H)
6.47	Explain the historical significance of ancient Greek literature, including how the <i>Iliad</i> and the <i>Odyssey</i> provide insight into the life of the ancient Greeks.	C, H	6.59	Describe the purposes and functions of the lyceum, the gymnasium, and the Library of Alexandria, and identify the major accomplishments of the ancient Greeks. (C, H) · Thales (science) · Pythagoras and Euclid (mathematics) · Hippocrates (medicine) · Socrates, Plato, and Aristotle (philosophy) · Herodotus, Thucydides, Homer, Aeschylus, Sophocles, Aristophanes, and Euripides (history, poetry, and drama) · the Parthenon, the Acropolis, and the Temple of Apollo (architecture) · the development of the first complete alphabet, with symbols representing both consonants and vowels
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	6.59	Describe the purposes and functions of the lyceum, the gymnasium, and the Library of Alexandria, and identify the major accomplishments of the ancient Greeks. (C, H) · Thales (science) · Pythagoras and Euclid (mathematics) · Hippocrates (medicine) · Socrates, Plato, and Aristotle (philosophy) · Herodotus, Thucydides, Homer, Aeschylus, Sophocles, Aristophanes, and Euripides (history, poetry, and drama) · the Parthenon, the Acropolis, and the Temple of Apollo (architecture) · the development of the first complete alphabet, with symbols representing both consonants and vowels

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6.49	Describe the purposes of major Greek architecture, including the Parthenon and the Acropolis.	C, G, H, P	6.59	Describe the purposes and functions of the lyceum, the gymnasium, and the Library of Alexandria, and identify the major accomplishments of the ancient Greeks. (C, H) · Thales (science) · Pythagoras and Euclid (mathematics) · Hippocrates (medicine) · Socrates, Plato, and Aristotle (philosophy) · Herodotus, Thucydides, Homer, Aeschylus, Sophocles, Aristophanes, and Euripides (history, poetry, and drama) · the Parthenon, the Acropolis, and the Temple of Apollo (architecture) · the development of the first complete alphabet, with symbols representing both consonants and vowels
6.50	Explain the <b>unification of the Greek city-states by Macedonia</b> , and analyze the impact of Alexander the Great and the diffusion of Hellenistic culture.	C, E, G, H, P	6.54	Explain the rise of Alexander the Great and the spread of Greek culture. (C, G, H, P)
			6.55	Analyze the causes and effects of the Hellenistic culture of Greece. (C, E, G, H, P)
6.51	<b>Identify and locate the geographical features of ancient Rome, including:</b> • Constantinople • <b>Italian Alps</b> • <b>Italian Peninsula</b> • Mediterranean Sea • Rome • <b>Tiber River</b>	G	NEW	
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	6.60	On a historical map, identify ancient Rome and trace the extent of the Roman Empire to 500 AD/CE. (G, H)
			6.61	Explain how the geographical location of ancient Rome contributed to the shaping of Roman society and the expansion of its political power in the Mediterranean region and beyond. (E, G, P)

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			6.66	Identify the location of, and the political and geographic reasons for, the growth of Roman territories and expansion of the empire, including how the empire fostered economic growth through the use of currency and trade routes. (C, E, G, H, P)
6.53	Describe the government of the Roman Republic, including: • <b>Branches of government</b> • Checks and balances • Civic participation • Representative democracy • The rule of law and the <b>Twelve Tables</b>	C, H, P	6.49	Explain how the development of democratic political concepts in ancient Greece lead to the origins of direct Democracy and representative Democracy , including: (C, H, P) • the “polis” or city-state • civic participation and voting rights • legislative bodies • constitution writing • rule of law
			6.63	Describe the government of the Roman Republic and its contribution to the development of democratic principles, including the rule of law (a written constitution), separation of powers, checks and balances, representative government, and civic duty. (C, H, P)
6.54	Describe the <b>class system of ancient Rome</b> , including the role of <b>patricians, plebeians</b> , and slaves in Roman society.	C, E, H, P	6.67	Describe the characteristics of slavery under the Romans and explain the slave revolt led by Spartacus. (C, E, H)
6.55	Describe the characteristics of Julius Caesar’s rule, including: • <b>Leadership in the military</b> • <b>Popularity amongst plebeians</b> • <b>Role as dictator for life</b> • <b>Assassination</b>	C, E, G, H, P	6.62	Explain the rise of the Roman Republic and the role of mythical and historical figures in Roman history, including Romulus and Remus, Hannibal and the Carthaginian Wars, Cicero, Julius Caesar, Augustus, Hadrian, Aeneas, and Cincinnatus. (C, G, H, P)

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			6.64	Describe the influence of Julius Caesar and Augustus in Rome’s transition from a republic to an empire and explain the reasons for the growth and long life of the Roman Empire. (C, E, G, H, P) · Military organization, tactics, and conquests and decentralized administration · the purpose and functions of taxes · the promotion of economic growth through the use of a standard currency, road construction, and the protection of trade routes · the benefits of a Pax Romana
6.56	Analyze the influence of Augustus Caesar, including <b>the establishment of the Roman Empire and its political, geographic, and economic expansion</b> during the Pax Romana.	C, E, G, H, P	6.62	Explain the rise of the Roman Republic and the role of mythical and historical figures in Roman history, including Romulus and Remus, Hannibal and the Carthaginian Wars, Cicero, Julius Caesar, Augustus, Hadrian, Aeneas, and Cincinnatus. (C, G, H, P)
			6.64	Describe the influence of Julius Caesar and Augustus in Rome’s transition from a republic to an empire and explain the reasons for the growth and long life of the Roman Empire. (C, E, G, H, P) · Military organization, tactics, and conquests and decentralized administration · the purpose and functions of taxes · the promotion of economic growth through the use of a standard currency, road construction, and the protection of trade routes · the benefits of a Pax Romana
6.57	Analyze how innovations in engineering and architecture contributed to Roman expansion, including the role of: · Aqueducts · Arches · Bridges · The Colosseum · <b>Domes</b> · Roads · Sanitation	C, G, H, P	6.70	Describe the contribution of Roman civilization to law, literature, poetry, art, architecture, engineering, and technology. Include the significance of Coliseum, Circus Maximus, roads, bridges, arches, arenas, baths, aqueducts, central heating, plumbing, and sanitation. (C, H, P)

Code	Revised (2019) Standards	Content Strand	Code	Current (2014) Standards
6.58	Explain the polytheistic religion of ancient Rome, with respect to <b>beliefs about the humanlike qualities of the deities and their importance in everyday life.</b>	C, H, P	6.72	Compare and contrast the Roman gods and goddesses to the Greek gods and goddesses, including Jupiter, Mercury, Venus, Mars, Neptune, Saturn, Pluto, and Hera and their inclusion in modern society.
6.59	Describe the origins and central features of Christianity: • Key Person(s) Jesus, Paul • Sacred Texts: The Bible • Basic Beliefs: monotheism, <b>sin and forgiveness, eternal life</b> , Jesus as the Messiah	C, G, H, P	6.68	Describe the origins and central features of Christianity. (C, G, H, P) • monotheism • the belief in Jesus as the Messiah and God’s Son • the concept of resurrection • the concept of salvation • belief in the Old and New Testaments • the lives, teachings and contributions of Jesus and Paul • the relationship of early Christians to officials of the Roman Empire
6.60	Explain the expulsion of the Jews from their homeland by the Romans, which began the Jewish diaspora.	C, G, H, P	6.45	Explain how Judaism survived the expulsion/dispersion of the Jews to other lands (the Diaspora) after the destruction of the second temple in Jerusalem in 70 AD/CE, and the renaming of the country by the Romans. (C, H)
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, G, H, P	6.65	Reflect on the impact of the lives of Cleopatra, Marc Anthony, Nero, Diocletian, and Constantine, city of Constantinople on the Roman Empire. (H, P)
6.62	Analyze the fall of the Western Roman Empire, including difficulty <b>governing its large territory</b> , political corruption, economic instability, and attacks by Germanic tribes, and <b>identify the continuation of the Eastern Roman Empire as the Byzantine Empire.</b>	C, E, G, H, P	6.69	Analyze how internal and external forces caused the disintegration of the Roman Empire: including the rise of autonomous military powers, political corruption, economic and political instability, shrinking trade, invasions, and attacks by Germanic tribes. (E, G, H, P)