

**Main Criteria:** Tennessee Academic Standards

**Secondary Criteria:** Social Studies Online

**Subjects:** Science, Social Studies

**Grade:** 6

**Correlation Options:** Show Correlated

**Tennessee Academic Standards**

**Science**

Grade: **6** - Adopted: **2007**

Does not include:

- Canada
- Ancient China
- Northeast Region
- Midwest Region
- Sahara Desert
- Southwest Region
- Western Region

STRAND / STANDARD / COURSE	TN.T/E.	Technology and Engineering
CONCEPTUAL STRAND / GUIDING QUESTION	CS.T/E.	Society benefits when engineers apply scientific discoveries to design materials and processes that develop into enabling technologies.
GUIDING QUESTION / LEARNING EXPECTATION	GQ.T/E.	How do science concepts, engineering skills, and applications of technology improve the quality of life?
LEARNING EXPECTATION	GLE.0607.T/E.	Grade Level Expectations
INDICATOR	GLE.0607.T/E.1.	Explore how technology responds to social, political, and economic needs.  <u>Social Studies Online</u> The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades
INDICATOR	GLE.0607.T/E.3.	Compare the intended benefits with the unintended consequences of a new technology.  <u>Social Studies Online</u> The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades
STRAND / STANDARD / COURSE	TN.T/E.	Technology and Engineering
CONCEPTUAL STRAND / GUIDING QUESTION	CS.T/E.	Society benefits when engineers apply scientific discoveries to design materials and processes that develop into enabling technologies.
GUIDING QUESTION / LEARNING EXPECTATION	GQ.T/E.	How do science concepts, engineering skills, and applications of technology improve the quality of life?
LEARNING EXPECTATION	0607.T/E.	Checks for Understanding
INDICATOR	0607.T/E.3.	Explore how the unintended consequences of new technologies can impact society.  <u>Social Studies Online</u> The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades
STRAND / STANDARD / COURSE	TN.T/E.	Technology and Engineering

CONCEPTUAL STRAND / GUIDING QUESTION	CS.T/E.	Society benefits when engineers apply scientific discoveries to design materials and processes that develop into enabling technologies.
GUIDING QUESTION / LEARNING EXPECTATION	GQ.T/E.	How do science concepts, engineering skills, and applications of technology improve the quality of life?
LEARNING EXPECTATION	SPI.0607.T/E.	State Performance Indicators
INDICATOR	SPI.0607.T/E.3.	Distinguish between the intended benefits and the unintended consequences of a new technology.  <u>Social Studies Online</u> The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades
STRAND / STANDARD / COURSE	TN.2.	Life Science: Interdependence
CONCEPTUAL STRAND / GUIDING QUESTION	CS.2.	All life is interdependent and interacts with the environment.
GUIDING QUESTION / LEARNING EXPECTATION	GQ.2.	How do living things interact with one another and with the non-living elements of their environment?
LEARNING EXPECTATION	GLE.0607.2.	Grade Level Expectations
INDICATOR	GLE.0607.2.1.	Examine the roles of consumers, producers, and decomposers in a biological community.  <u>Social Studies Online</u> La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest The Amazon Rainforest - Part 1 - Older Grades
INDICATOR	GLE.0607.2.3.	Draw conclusions from data about interactions between the biotic and abiotic elements of a particular environment.  <u>Social Studies Online</u> La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest The Amazon Rainforest - Part 1 - Older Grades
INDICATOR	GLE.0607.2.4.	Analyze the environments and the interdependence among organisms found in the world's major biomes.  <u>Social Studies Online</u> African Safari Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed La Selva Amazonica - Pte 1 (En Espagnol) National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks - WA, OR, ID, MT, CO The Amazon Rainforest The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?
STRAND / STANDARD / COURSE	TN.2.	Life Science: Interdependence
CONCEPTUAL STRAND / GUIDING QUESTION	CS.2.	All life is interdependent and interacts with the environment.
GUIDING QUESTION / LEARNING EXPECTATION	GQ.2.	How do living things interact with one another and with the non-living elements of their environment?
LEARNING EXPECTATION	0607.2.	Checks for Understanding
INDICATOR	0607.2.1.	Compare and contrast the different methods used by organisms to obtain nutrition in a biological community.

		<a href="#">Social Studies Online</a> <a href="#">La Selva Amazonica - Pte 1 (En Espagnol)</a> <a href="#">The Amazon Rainforest</a> <a href="#">The Amazon Rainforest - Part 1 - Older Grades</a>
INDICATOR	0607.2.2.	Create a graphic organizer that illustrates how biotic and abiotic elements of an environment interact.  <a href="#">Social Studies Online</a> <a href="#">La Selva Amazonica - Pte 1 (En Espagnol)</a> <a href="#">The Amazon Rainforest</a> <a href="#">The Amazon Rainforest - Part 1 - Older Grades</a>
INDICATOR	0607.2.3.	Use a food web or energy pyramid to demonstrate the interdependence of organisms within a specific biome.  <a href="#">Social Studies Online</a> <a href="#">Galapagos Islands</a> <a href="#">Galapagos Islands - Espagnol</a> <a href="#">Who Lives On a Coral Reef?</a>
INDICATOR	0607.2.4.	Create poster presentations to illustrate differences among the world's major biomes.  <a href="#">Social Studies Online</a> <a href="#">African Safari</a> <a href="#">Galapagos Islands</a> <a href="#">Galapagos Islands - Espagnol</a> <a href="#">How Coral Reefs Are Formed</a> <a href="#">La Selva Amazonica - Pte 1 (En Espagnol)</a> <a href="#">National Parks - West - Alaska &amp; Hawaii</a> <a href="#">National Parks West - Nevada, California</a> <a href="#">National Parks West - Wyoming, Utah</a> <a href="#">National Parks - WA, OR, ID, MT, CO</a> <a href="#">The Amazon Rainforest</a> <a href="#">The Amazon Rainforest - Part 1 - Older Grades</a> <a href="#">The Amazon Rainforest - Part 2 - Older Grades</a> <a href="#">The Amazon Rainforest - Part 2 - Younger Grades</a> <a href="#">Who Lives On a Coral Reef?</a>
STRAND / STANDARD / COURSE	TN.2.	Life Science: Interdependence
CONCEPTUAL STRAND / GUIDING QUESTION	CS.2.	All life is interdependent and interacts with the environment.
GUIDING QUESTION / LEARNING EXPECTATION	GQ.2.	How do living things interact with one another and with the non-living elements of their environment?
LEARNING EXPECTATION	SPI.0607.2.	State Performance Indicators
INDICATOR	SPI.0607.2.1.	Classify organisms as producers, consumers, scavengers, or decomposers according to their role in a food chain or food web.  <a href="#">Social Studies Online</a> <a href="#">African Safari</a> <a href="#">Galapagos Islands</a> <a href="#">Galapagos Islands - Espagnol</a> <a href="#">How Coral Reefs Are Formed</a> <a href="#">La Selva Amazonica - Pte 1 (En Espagnol)</a> <a href="#">The Amazon Rainforest</a> <a href="#">The Amazon Rainforest - Part 1 - Older Grades</a> <a href="#">Who Lives On a Coral Reef?</a>
INDICATOR	SPI.0607.2.2.	Interpret how materials and energy are transferred through an ecosystem.  <a href="#">Social Studies Online</a> <a href="#">The Amazon Rainforest - Part 2 - Older Grades</a> <a href="#">The Amazon Rainforest - Part 2 - Younger Grades</a>

INDICATOR	SPI.0607.2.3.	Identify the biotic and abiotic elements of the major biomes.  <a href="#">Social Studies Online</a> La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest The Amazon Rainforest - Part 1 - Older Grades
INDICATOR	SPI.0607.2.4.	Identify the environmental conditions and interdependencies among organisms found in the major biomes.  <a href="#">Social Studies Online</a> African Safari Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed La Selva Amazonica - Pte 1 (En Espagnol) National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks - WA, OR, ID, MT, CO The Amazon Rainforest The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?
STRAND / STANDARD / COURSE	TN.8.	Earth and Space Science: The Atmosphere
CONCEPTUAL STRAND / GUIDING QUESTION	CS.8.	The earth is surrounded by an active atmosphere and an energy system that controls the distribution life, local weather, climate, and global temperature.
GUIDING QUESTION / LEARNING EXPECTATION	GQ.8.	How do the physical characteristics and the chemical makeup of the atmosphere influence surface processes and life on Earth?
LEARNING EXPECTATION	GLE.0607.8.	Grade Level Expectations
INDICATOR	GLE.0607.8.3.	Investigate the relationship between currents and oceanic temperature differences.  <a href="#">Social Studies Online</a> Galapagos Islands Galapagos Islands - Espagnol
STRAND / STANDARD / COURSE	TN.8.	Earth and Space Science: The Atmosphere
CONCEPTUAL STRAND / GUIDING QUESTION	CS.8.	The earth is surrounded by an active atmosphere and an energy system that controls the distribution life, local weather, climate, and global temperature.
GUIDING QUESTION / LEARNING EXPECTATION	GQ.8.	How do the physical characteristics and the chemical makeup of the atmosphere influence surface processes and life on Earth?
LEARNING EXPECTATION	0607.8.	Checks for Understanding
INDICATOR	0607.8.3.	Design an experiment to demonstrate how ocean currents are associated with the sun's energy.  <a href="#">Social Studies Online</a> Galapagos Islands Galapagos Islands - Espagnol
INDICATOR	0607.8.5.	Interpret data found on ocean current maps.  <a href="#">Social Studies Online</a> Galapagos Islands Galapagos Islands - Espagnol
STRAND / STANDARD / COURSE	TN.8.	Earth and Space Science: The Atmosphere

CONCEPTUAL STRAND / GUIDING QUESTION	CS.8.	The earth is surrounded by an active atmosphere and an energy system that controls the distribution life, local weather, climate, and global temperature.
GUIDING QUESTION / LEARNING EXPECTATION	GQ.8.	How do the physical characteristics and the chemical makeup of the atmosphere influence surface processes and life on Earth?
LEARNING EXPECTATION	SPI.0607.8.	State Performance Indicators
INDICATOR	SPI.0607.8.3.	Describe how temperature differences in the ocean account for currents.  <a href="#">Social Studies Online</a> Galapagos Islands Galapagos Islands - Espanol

### Tennessee Academic Standards

#### Social Studies

Grade: 6 - Adopted: 2013

STRAND / STANDARD / COURSE	TN.6.	World History and Geography: Early Civilizations through the Decline of the Roman Empire (5th century C.E.)
CONCEPTUAL STRAND / GUIDING QUESTION		Ancient Egypt: c. 3000-1200 BC/BCE: Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Ancient Egypt.
GUIDING QUESTION / LEARNING EXPECTATION	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)  <a href="#">Social Studies Online</a> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids
GUIDING QUESTION / LEARNING EXPECTATION	6.18.	Cite 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)  <a href="#">Social Studies Online</a> Ancient Egypt - Land of the Pharaohs
STRAND / STANDARD / COURSE	TN.6.	World History and Geography: Early Civilizations through the Decline of the Roman Empire (5th century C.E.)
CONCEPTUAL STRAND / GUIDING QUESTION		Ancient Egypt: c. 3000-1200 BC/BCE: Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Ancient Egypt.
GUIDING QUESTION / LEARNING EXPECTATION	6.19.	Summarize important achievements of Egyptian civilization, including: (C, E, H)
LEARNING EXPECTATION	6.19.1.	The agricultural and irrigation systems  <a href="#">Social Studies Online</a> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids
LEARNING EXPECTATION	6.19.2.	The invention of a calendar  <a href="#">Social Studies Online</a> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids
LEARNING EXPECTATION	6.19.3.	Main features of the monumental architecture and art, such as the Pyramids and Sphinx at Giza  <a href="#">Social Studies Online</a> Ancient Egypt - Land of the Pyramids

LEARNING EXPECTATION	6.19.5.	The invention of papyrus  <a href="#">Social Studies Online</a> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids
STRAND / STANDARD / COURSE	TN.6.	World History and Geography: Early Civilizations through the Decline of the Roman Empire (5th century C.E.)
CONCEPTUAL STRAND / GUIDING QUESTION		Ancient Egypt: c. 3000-1200 BC/BCE: Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Ancient Egypt.
GUIDING QUESTION / LEARNING EXPECTATION	6.20.	Identify the Old, Middle, and New Kingdom time periods and evaluate the significance of the following: (C, H, P)
LEARNING EXPECTATION	6.20.1.	Menes  <a href="#">Social Studies Online</a> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids
LEARNING EXPECTATION	6.20.2.	Khufu  <a href="#">Social Studies Online</a> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids
LEARNING EXPECTATION	6.20.3.	Hyksos invasion  <a href="#">Social Studies Online</a> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids
LEARNING EXPECTATION	6.20.4.	Ahmose  <a href="#">Social Studies Online</a> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids
LEARNING EXPECTATION	6.20.5.	King Tut  <a href="#">Social Studies Online</a> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids
LEARNING EXPECTATION	6.20.6.	Queen Hatshepsut  <a href="#">Social Studies Online</a> Ancient Egypt - Land of the Pharaohs
LEARNING EXPECTATION	6.20.7.	Ramses the Great  <a href="#">Social Studies Online</a> Ancient Egypt - Land of the Pharaohs
STRAND / STANDARD / COURSE	TN.6.	World History and Geography: Early Civilizations through the Decline of the Roman Empire (5th century C.E.)
CONCEPTUAL STRAND / GUIDING QUESTION		Ancient Egypt: c. 3000-1200 BC/BCE: Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Ancient Egypt.
GUIDING QUESTION / LEARNING EXPECTATION	6.22.	Compare and contrast the religious, social, and political structures in Mesopotamia and Egypt. (C, H, P)  <a href="#">Social Studies Online</a> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids
STRAND / STANDARD / COURSE	TN.6.	World History and Geography: Early Civilizations through the Decline of the Roman Empire (5th century C.E.)

CONCEPTUAL STRAND / GUIDING QUESTION		Ancient Israel, c. 2000 BC/BCE-70 AD/CE: Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Ancient Israel.
GUIDING QUESTION / LEARNING EXPECTATION	6.39.	On a historical map of the Mediterranean Sea, Jordon River, Sinai Peninsula, locate Asia Minor, the kingdoms of the Hittites and Phoenicians, ancient Israel, and Egypt. (G)  <a href="#">Social Studies Online</a> Ancient Egypt - Land of the Pharaohs Jerusalem - Then and Now (Older Grades)
GUIDING QUESTION / LEARNING EXPECTATION	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)  <a href="#">Social Studies Online</a> Jerusalem - Then and Now (Older Grades)
STRAND / STANDARD / COURSE	TN.6.	World History and Geography: Early Civilizations through the Decline of the Roman Empire (5th century C.E.)
CONCEPTUAL STRAND / GUIDING QUESTION		Ancient Israel, c. 2000 BC/BCE-70 AD/CE: Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Ancient Israel.
GUIDING QUESTION / LEARNING EXPECTATION	6.41.	Describe the monotheistic religion of the Israelites, including: (C, H)
LEARNING EXPECTATION	6.41.1.	The belief in one God (monotheism)  <a href="#">Social Studies Online</a> Jerusalem - Then and Now (Older Grades)
LEARNING EXPECTATION	6.41.3.	The emphasis on individual worth and personal responsibility  <a href="#">Social Studies Online</a> Jerusalem - Then and Now (Older Grades)
LEARNING EXPECTATION	6.41.4.	The belief that all people must adhere to the same moral obligations, whether ruler or ruled  <a href="#">Social Studies Online</a> Jerusalem - Then and Now (Older Grades)
LEARNING EXPECTATION	6.41.5.	The Torah and the Hebrew Bible as part of the history of early Israel  <a href="#">Social Studies Online</a> Jerusalem - Then and Now (Older Grades)
STRAND / STANDARD / COURSE	TN.6.	World History and Geography: Early Civilizations through the Decline of the Roman Empire (5th century C.E.)
CONCEPTUAL STRAND / GUIDING QUESTION		Ancient Israel, c. 2000 BC/BCE-70 AD/CE: Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Ancient Israel.
GUIDING QUESTION / LEARNING EXPECTATION	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)  <a href="#">Social Studies Online</a> Jerusalem - Then and Now (Older Grades)
GUIDING QUESTION / LEARNING EXPECTATION	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)

		<u>Social Studies Online</u> Jerusalem - Then and Now (Older Grades)
GUIDING QUESTION / LEARNING EXPECTATION	6.45.	Explain how Judaism survived the expulsion/dispersion of the Jews to other land s (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)  <u>Social Studies Online</u> Jerusalem - Then and Now (Older Grades)
STRAND / STANDARD / COURSE	TN.6.	World History and Geography: Early Civilizations through the Decline of the Roman Empire (5th century C.E.)
CONCEPTUAL STRAND / GUIDING QUESTION		Ancient Greece, c. 800-300 BC/BCE: Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Ancient Greece.
GUIDING QUESTION / LEARNING EXPECTATION	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)  <u>Social Studies Online</u> Ancient Greece
GUIDING QUESTION / LEARNING EXPECTATION	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)  <u>Social Studies Online</u> Ancient Greece
STRAND / STANDARD / COURSE	TN.6.	World History and Geography: Early Civilizations through the Decline of the Roman Empire (5th century C.E.)
CONCEPTUAL STRAND / GUIDING QUESTION		Ancient Greece, c. 800-300 BC/BCE: Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Ancient Greece.
GUIDING QUESTION / LEARNING EXPECTATION	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)
LEARNING EXPECTATION	6.49.1.	The “polis” or city-state  <u>Social Studies Online</u> Ancient Greece
LEARNING EXPECTATION	6.49.2.	Civic participation and voting rights  <u>Social Studies Online</u> Ancient Greece
LEARNING EXPECTATION	6.49.3.	Legislative bodies  <u>Social Studies Online</u> Ancient Greece
LEARNING EXPECTATION	6.49.4.	Constitution writing  <u>Social Studies Online</u> Ancient Greece
LEARNING EXPECTATION	6.49.5.	Rule of law  <u>Social Studies Online</u> Ancient Greece
STRAND / STANDARD / COURSE	TN.6.	World History and Geography: Early Civilizations through the Decline of the Roman Empire (5th century C.E.)



CONCEPTUAL STRAND / GUIDING QUESTION		Ancient Greece, c. 800-300 BC/BCE: Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Ancient Greece.
GUIDING QUESTION / LEARNING EXPECTATION	6.54.	Explain the rise of Alexander the Great and the spread of Greek culture. (C, G, H, P)  <a href="#">Social Studies Online</a> Ancient Greece
GUIDING QUESTION / LEARNING EXPECTATION	6.55.	Analyze the causes and effects of the Hellenistic culture of Greece. (C, E, G, H, P)  <a href="#">Social Studies Online</a> Ancient Greece
GUIDING QUESTION / LEARNING EXPECTATION	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, Athena), and events, and where and how we see their names used today. (C, H)  <a href="#">Social Studies Online</a> Ancient Greece
GUIDING QUESTION / LEARNING EXPECTATION	6.57.	Compare and contrast the Titans with the Olympian gods and explain the surrounding Greek mythology. (C, H)  <a href="#">Social Studies Online</a> Ancient Greece
STRAND / STANDARD / COURSE	TN.6.	World History and Geography: Early Civilizations through the Decline of the Roman Empire (5th century C.E.)
CONCEPTUAL STRAND / GUIDING QUESTION		Ancient Greece, c. 800-300 BC/BCE: Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Ancient Greece.
GUIDING QUESTION / LEARNING EXPECTATION	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)
LEARNING EXPECTATION	6.59.1.	Thales (science)  <a href="#">Social Studies Online</a> Ancient Greece
LEARNING EXPECTATION	6.59.2.	Pythagoras and Euclid (mathematics)  <a href="#">Social Studies Online</a> Ancient Greece
LEARNING EXPECTATION	6.59.3.	Hippocrates (medicine)  <a href="#">Social Studies Online</a> Ancient Greece
LEARNING EXPECTATION	6.59.5.	Herodotus, Thucydides, Homer, Aeschylus, Sophocles, Aristophanes, and Euripides (history, poetry, and drama)  <a href="#">Social Studies Online</a> Ancient Greece
LEARNING EXPECTATION	6.59.6.	The Parthenon, the Acropolis, and the Temple of Apollo (architecture)  <a href="#">Social Studies Online</a> Ancient Rome Rome - The Eternal City
STRAND / STANDARD / COURSE	TN.6.	World History and Geography: Early Civilizations through the Decline of the Roman Empire (5th century C.E.)

CONCEPTUAL STRAND / GUIDING QUESTION		Ancient Rome, c. 500 BC/BCE-500 AD/CE: Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Ancient Rome.
GUIDING QUESTION / LEARNING EXPECTATION	6.60.	On a historical map, identify ancient Rome and trace the extent of the Roman Empire to 500 AD/CE. (G, H)  <a href="#">Social Studies Online</a> Ancient Rome Rome - The Eternal City
GUIDING QUESTION / LEARNING EXPECTATION	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)  <a href="#">Social Studies Online</a> Ancient Rome Rome - The Eternal City
GUIDING QUESTION / LEARNING EXPECTATION	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)  <a href="#">Social Studies Online</a> Ancient Rome
STRAND / STANDARD / COURSE	TN.6.	World History and Geography: Early Civilizations through the Decline of the Roman Empire (5th century C.E.)
CONCEPTUAL STRAND / GUIDING QUESTION		Ancient Rome, c. 500 BC/BCE-500 AD/CE: Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Ancient Rome.
GUIDING QUESTION / LEARNING EXPECTATION	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)
LEARNING EXPECTATION	6.64.1.	Military organization, tactics, and conquests and decentralized administration  <a href="#">Social Studies Online</a> Ancient Rome
STRAND / STANDARD / COURSE	TN.6.	World History and Geography: Early Civilizations through the Decline of the Roman Empire (5th century C.E.)
CONCEPTUAL STRAND / GUIDING QUESTION		Ancient Rome, c. 500 BC/BCE-500 AD/CE: Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Ancient Rome.
GUIDING QUESTION / LEARNING EXPECTATION	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)  <a href="#">Social Studies Online</a> Ancient Rome Rome - The Eternal City
STRAND / STANDARD / COURSE	TN.6.	World History and Geography: Early Civilizations through the Decline of the Roman Empire (5th century C.E.)
CONCEPTUAL STRAND / GUIDING QUESTION		Ancient Rome, c. 500 BC/BCE-500 AD/CE: Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Ancient Rome.
GUIDING QUESTION / LEARNING EXPECTATION	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)  <a href="#">Social Studies Online</a>

		Ancient Rome Rome - The Eternal City
GUIDING QUESTION / LEARNING EXPECTATION	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.  <a href="#">Social Studies Online</a> Ancient Greece

Grade: 6 - Adopted: 2010

STRAND / STANDARD / COURSE	TN.RH.6-8.	Reading Standards for Literacy in History/Social Studies
CONCEPTUAL STRAND / GUIDING QUESTION		Integration of Knowledge and Ideas
GUIDING QUESTION / LEARNING EXPECTATION	RH.6-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.  <a href="#">Social Studies Online</a> African Safari Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Barcelona - English Barcelona - Espagnol Canada Exploring Cuba Galapagos Islands Jerusalem - Then and Now (Older Grades) La Selva Amazonica - Pte 1 (En Espagnol) London - City of Pomp & Majesty National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks - WA, OR, ID, MT, CO Highlights of Paris – Grades 6 – 8 Paris - La Ville Lumiere (En Francais) Ancient Rome Rome - The Eternal City The Amazon Rainforest The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades Tokyo - City of Contrasts Washington, DC - Grades 6 - 8

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