



Pacing Guidance: Grades 6-7

FOR SCHOOL YEAR 2026-27

RECOMMENDED INSTRUCTIONAL MINUTES AND PACING

At Grades 6-7, DESE recommends five lessons of 45-60 minutes, or **225-300 minutes** of instructional time weekly. Lessons in the curriculum are written for 50-minute blocks.

Grade 6

Grade 6	Unit 1	Unit 2	Unit 3	Unit 4
Title	Human Origins	The Middle East and North Africa	Sub-Saharan Africa	The Americas
Approx. Window	September-October	November-January	February-April	April-June
Start Between	9/8-9/15	10/26-11/9	2/1-2/29	4/5-5/3
Lessons	27	36* <i>*Note: subject to final revisions</i>	30	28

Grade 7

Grade 7	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Title	South and Central Asia	East Asia	The Silk Routes	Southeast Asia and Oceania	Europe
Approx. Window	September-November	November-January	January-February	February-April	April-June
Start Between	9/8-9/15	11/9-11/30	1/11-2/1	2/22-3/22	4/5-5/10
Lessons	34	27	17	25	28



UPDATES FOR SCHOOL YEAR 2026-27

Grades 6-7 of DESE's Investigating History curriculum were previously revised prior to SY2025-26. For SY2026-27, Cluster 5 of Unit 6.2 (The Middle East and North Africa) on the Abrahamic religions will be newly available. This cluster was not previously published to allow for additional revisions. Otherwise, no further revisions have been made, with the exception of minor changes in response to feedback and identified errors.

TIPS TO SUPPORT SUCCESSFUL PACING

- **For leaders: maintain instructional time.** Recognizing the complexity and constraints of scheduling, Investigating History units will be most successful when teachers and students have adequate time in their schedules to support the depth of inquiry in the curriculum.
- **Calendar early and often.** Map out the units at the start of the year and return to your calendar when planning for each unit. Plan intentionally for interruptions (breaks, testing etc.).
- **Use [unit and lesson internalization tools](#)** to identify key unit, cluster, and lesson learning goals and to drive your planning and decision-making. **If you have serious concerns about pacing** as the year unfolds, use your unit unpacking work to be strategic and intentional about which lessons to prioritize.
- **Balance authentic inquiry with a sense of urgency.** Make sure that students are given the opportunity to investigate, discuss, and synthesize their learning, as provided in the curriculum. At the same time, watch for common pitfalls, such as taking too long on activators or trying to answer every question students generate.

GUIDANCE FOR ADAPTING MATERIALS

Investigating History units are written with coherence in mind. When making adaptations, ensure that you maintain the rigor and key learning goals of the curriculum. Prioritize changes that:

- Are guided by the Essential Question, Supporting Questions, and Enduring Understandings of the unit
- Are in support of students' IEP requirements and/or goals or in response to specific language needs
- Build connections to routines, supports, and/or content from other subject areas (e.g. incorporating writing graphic organizers from ELA)
- Make connections to students' lives, current events, or local communities.

[Learn more at mass.gov/investigatinghistory](https://mass.gov/investigatinghistory)