



# 2019

# 6<sup>th</sup> Grade/Social Studies

# Curriculum Plan

May 9, 2018

**By the end of the year students will...**

**Understand the past and the recognition of its contribution to the present and the future. World history presents significant people and events. It also encompasses broad historical themes that occur through time.**

**In addition, the study of world history provides meaning for events in the past and shows how they affect contemporary life. The knowledge and skills learned will enable students to become responsible citizens in a global society.**

**Standards Pacing By Quarter**

Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p><b>Tools of Social Studies</b></p> <ul style="list-style-type: none"> <li>Thinking Like A Social Scientist</li> <li>Paleolithic Ancestors Transition Into Agrarian Societies</li> <li>Indus Valley &amp; Mesopotamia</li> </ul>	<p><b>Early Civilizations</b></p> <ul style="list-style-type: none"> <li>Egypt</li> <li>India</li> <li>China</li> </ul>	<p><b>Classical Civilizations</b></p> <ul style="list-style-type: none"> <li>Greece</li> <li>Rome</li> <li>Japan</li> </ul>	<p><b>Classical Civilizations</b></p> <ul style="list-style-type: none"> <li>Africa</li> <li>The Middle Ages</li> </ul>
<p><b>6-8.WH.2.PC.B</b> Explain the significance of monotheistic and polytheistic religions to the social and political order of early civilizations.</p>	<p><b>6-8.WH.2.PC.B</b> Describe the origins, structure, and significant beliefs of Judaism, Hinduism, and Buddhism.</p>	<p><b>6-8.WH.2.PC.B</b> Describe the origins, structure, and significant beliefs of Judaism, Hinduism, and Buddhism.</p>	<p><b>6-8.WH.4.CC.B</b> Explain the origins and significance of the expansion of the Muslim and Mongol rule in Europe, Asia and Africa.</p>
<p><b>6-8.WH.2.PC.C</b> Describe how the world view of social groups and institutions form culture and define the position of the individual within various societies.</p>	<p><b>6-8.WH.3.CC.A</b> Analyze the rise and fall of classical civilizations to determine their significance to future societies.</p>	<p><b>6-8.WH.3.CC.A</b> Analyze the rise and fall of classical civilizations to determine their significance to future societies.</p>	<p><b>6-8.WH.4.CC.C</b> Analyze how the Crusades and Black Death affected existing societies in Europe, Asia and Africa.</p>

<b>6-8.WH.2.G.A</b> Describe how the physical characteristics of river valleys supported permanent settlement and the rise of early civilizations.	<b>6-8.WH.3.CC.B</b> Trace the impact of conflicts, competition, and cooperation within and among classical civilizations.	<b>6-8.WH.3.GS.A</b> Explain the origins, functions, and structure of governmental systems within classical civilizations such as monarchies, theocracies, oligarchies, tyrannies, city states, republics, democracies, and dynasties	<b>6-8.WH.4.CC.D</b> Analyze the cultures of civilizations in sub-Saharan Africa, Mesoamerica, and Andean South America.
<b>6-8.WH.2.G.B</b> Analyze the cultural and human characteristics of early civilizations to determine how they are similar and different.	<b>6-8.WH.3.GS.A</b> Explain the origins, functions, and structure of governmental systems within classical civilizations such as monarchies, theocracies, oligarchies, tyrannies, city states, republics, democracies, and dynasties	<b>6-8.WH.3.GS.B</b> Analyze direct democracy and representative democracy in order to apply the concepts of majority rule, minority rights and civic duty.	<b>6-8.WH.4.GS.B</b> Explain how the rule of law is further developed by the Magna Carta and other documents and traditions including limited government and due process.
<b>6-8.WH.2.G.C</b> Explain how the physical and human characteristics of early civilizations are connected to human identities and cultures.	<b>6-8.WH.3.GS.B</b> Analyze direct democracy and representative democracy in order to apply the concepts of majority rule, minority rights and civic duty.	<b>6-8.WH.3.GS.C</b> Explain how the rule of law developed from a written code of laws as well as separation of powers and checks and balances.	<b>6-8.WH.4.GS.C</b> Analyze the conflict and cooperation between religions and the state to determine their impact on people and societies.
<b>6-8.WH.2.GS.B</b> Distinguish the powers and responsibilities of subjects and political leaders in monarchies, theocracies, and city- states and empires.	<b>6-8.WH.3.GS.C</b> Explain how the rule of law developed from a written code of laws as well as separation of powers and checks and balances.	<b>6-8.WH.3.G.B</b> Identify the effect of natural forces upon human activities.	<b>6-8.WH.4.G.A</b> Explain how the spread of cultural patterns and economic decisions shape and are shaped by environments.
<b>6-8.WH.2.GS.C</b> Explain how the codification of law impacted early civilizations.	<b>6-8.WH.3.G.A</b> Explain the significance of physical geography to the creation of classical civilizations.	<b>6-8.WH.3.PC.A</b> Explain the significance of mythology and literature and philosophy to the culture and social order of classical civilizations.	<b>6-8.WH.4.G.B</b> Describe how physical geographic characteristics influenced human identities and cultures.
<b>6-8.WH.2.CC.A</b> Explain the causes and results of the Agricultural Revolution in relation to the development of new and more complex societies Asia, Africa, and the Americas	<b>6-8.WH.3.PC.C</b> Examine the extent and impact of cultural diffusion that results from empire building (e.g. spread of Hellenism, Roman and Chinese dynasties).	<b>6-8.WH.3.PC.C</b> Examine the extent and impact of cultural diffusion that results from empire building (e.g. spread of Hellenism, Roman and Chinese dynasties).	<b>6-8.WH.4.EC.A</b> Explain how interregional trade intensified the exchange of goods and ideas such as the trans-Saharan trade, the Silk Roads, and the Indian Ocean networks.
<b>6-8.WH.2.CC.B</b> Analyze the role early civilizations had in shaping concepts of government, law, and social order.		<b>6-8.WH.4.CC.A</b> Compare how the collapse of government and resulting instability led to the development of feudal kingdoms in Europe and Japan.	<b>6-8.WH.4.PC.B</b> From a historical perspective, explain the origin, structure, spread, and significant beliefs of Islam.

## 6<sup>th</sup> Grade World History Standards for Quarter 1:

Theme 1- Tools of Social Science Inquiry  
 Theme 2- Early Civilizations: Geography’s Impact on History  
 Theme 3- Classical Civilizations  
 Theme 4: Middle Ages- Regional Interconnectedness and Conflict

Strands:  
 1. History: Continuity and Change  
 2. Government Systems and Principles  
 3. Geographical Study  
 4. Economic Concepts  
 5. People, Groups and Cultures.

### Essential Standards

**6-8.WH.2.PC.B** Explain the significance of monotheistic and polytheistic religions to the social and political order of early civilizations.

**6-8.WH.2.PC.C** Describe how the world view of social groups and institutions form culture and define the position of the individual within various societies.

**6-8.WH.2.G.A** Describe how the physical characteristics of river valleys supported permanent settlement and the rise of early civilizations.

**6-8.WH.2.G.B** Analyze the cultural and human characteristics of early civilizations to determine how they are similar and different

**6-8.WH.2.G.C** Explain how the physical and human characteristics of early civilizations are connected to human identities and cultures.

**6-8.WH.2.GS.B** Distinguish the powers and responsibilities of subjects and political leaders in monarchies, theocracies, and city- states and empires.

**6-8.WH.2.GS.C** Explain how the codification of law impacted early civilizations.

**6-8.WH.2.CC.A** Explain the causes and results of the Agricultural Revolution in relation to the development of new and more complex societies Asia, Africa, and the Americas

**6-8.WH.2.CC.B** Analyze the role early civilizations had in shaping concepts of government, law, and social order.

### Supporting Standards

1.5.A 6-8.WH.1.PC.A Using a world history lens, describe how peoples’ perspectives shaped the sources/artifacts they created.

1.5.B 6-8.WH.1.PC.A Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.

2.1.B 6-8.WH.1.GS.A Analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society in world history prior to c.1450

2.2.A 6-8.WH.2.GS.A Explain the origins, functions, and structure of monarchies, theocracies, city states, empires and dynasties.

2.2.B 6-8.WH.2.GS.B Distinguish the powers and responsibilities of subjects and political leaders in monarchies, theocracies, and city- states and empires.

2.2.C 6-8.WH.2.GS.C Explain how the codification of law impacted early civilizations.

2.3.A 6-8.WH.3.GS.A Explain the origins, functions, and structure of governmental systems within classical civilizations such as monarchies, theocracies, oligarchies, tyrannies, city states, republics, democracies, and dynasties.

2.3.B 6-8.WH.3.GS.B Analyze direct democracy and representative democracy in order to apply the concepts of majority rule, minority rights and civic duty.

2.4.A 6-8.WH.4.GS.A Explain the origins, functions, and structure of governmental systems within civilizations.

2.4.B 6-8.WH.4.GS.B Explain how the rule of law is further developed by the Magna Carta and other documents and traditions including limited government and due process.

2.5.A 6-8.WH.2.PC.A Explain the significance of monotheistic and polytheistic religions to the social and political order of early civilizations.

2.5.C 6-8.WH.2.PC.C Describe how the world view of social groups and institutions form culture and define the position of the individual within various societies.

2.5.D 6-8.WH.2.PC.D Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of the ancient civilizations.

Topic and Timeline	Essential Questions	Learning Targets	Essential Vocabulary	Resources and Assessments
Thinking Like A Historian  August (3 weeks)	How can the study of history help humans to understand themselves and their place in the world along with the world around them?	Students can read, interpret and create maps, charts, graphs, and timelines.  Students can identify and use appropriate sources to gather historical information.	Compass rose  AD or CE/BC or BCE  surplus, opportunity costs, resources, goods, services  politics/government, economy, culture, geography	<a href="#">SHEG-Reading Like A Historian Lessons</a>
Agrarian Societies  September (2 weeks)	What role does geography play in the development of a civilization?  Why did humans begin establishing settlements?	Students can identify how early humans moved from nomadic to agrarian/settled societies.	Archaeologists Historians Anthropologists Artifacts Fossils Paleolithic Neolithic Hunter-gatherer Agrarian	
Mesopotamia  September/ October (3 weeks)	What role does geography play in the development of a civilization?  What are some ways that different societies reflect their culture?	Students can identify the challenges and opportunities of the geography of Mesopotamia.  Students can describe characteristics of Mesopotamian civilization.	Mesopotamia Tigris and Euphrates Rivers Specialized labor Food surplus Scribe Cuneiform Theocracy Barter Trade weights/measures currency government Hammurabi	<b>Quarter 1 Assessment</b>  <a href="#">SHEG-Hammurabi's Code</a>

## 6<sup>th</sup> Grade World History Standards for Quarter 2:

Theme 1- Tools of Social Science Inquiry  
 Theme 2- Early Civilizations: Geography's Impact on History  
 Theme 3- Classical Civilizations  
 Theme 4: Middle Ages- Regional Interconnectedness and Conflict

Strands:  
 1. History: Continuity and Change  
 2. Government Systems and Principles  
 3. Geographical Study  
 4. Economic Concepts  
 5. People, Groups and Cultures.

### Essential Standards

**6-8.WH.2.PC.B** Describe the origins, structure, and significant beliefs of Judaism, Hinduism, and Buddhism.  
**6-8.WH.3.CC.A** Analyze the rise and fall of classical civilizations to determine their significance to future societies.  
**6-8.WH.3.CC.B** Trace the impact of conflicts, competition, and cooperation within and among classical civilizations.  
**6-8.WH.3.GS.A** Explain the origins, functions, and structure of governmental systems within classical civilizations such as monarchies, theocracies, oligarchies, tyrannies, city states, republics, democracies, and dynasties  
**6-8.WH.3.GS.B** Analyze direct democracy and representative democracy in order to apply the concepts of majority rule, minority rights and civic duty.  
**6-8.WH.3.GS.C** Explain how the rule of law developed from a written code of laws as well as separation of powers and checks and balances.  
**6-8.WH.3.G.A** Explain the significance of physical geography to the creation of classical civilizations.  
**6-8.WH.3.G.B** Identify the effect of natural forces upon human activities.  
**6-8.WH.3.PC.C** Examine the extent and impact of cultural diffusion that results from empire building (e.g. spread of Hellenism, Roman and Chinese dynasties).

### Supporting Standards

**6-8.WH.1.PC.A** Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.  
**6-8.WH.1.GS.A** Analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society in world history prior to c.1450  
**6-8.WH.2.GS.A** Explain the origins, functions, and structure of monarchies, theocracies, city states, empires and dynasties.  
**6-8.WH.2.GS.B** Distinguish the powers and responsibilities of subjects and political leaders in monarchies, theocracies, and city- states and empires.  
**6-8.WH.2.GS.C** Explain how the codification of law impacted early civilizations.  
**6-8.WH.2.PC.A** Explain the significance of monotheistic and polytheistic religions to the social and political order of early civilizations.  
**6-8.WH.2.PC.C** Describe how the world view of social groups and institutions form culture and define the position of the individual within various societies.  
**6-8.WH.2.PC.D** Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of the ancient civilizations.  
**6-8.WH.3.EC.A** Describe trade patterns and how they influenced the movement of resources, goods, and services.  
**6-8.WH.3.EC.B** Explain how standardization such as currency, weights and measures impacts the stability of a society.  
**6-8.WH.3.G.B** Identify the effect of natural forces upon human activities.  
**6-8.WH.3.PC.A** Explain the significance of mythology and literature and philosophy to the culture and social order of classical civilizations.  
**6-8.WH.3.PC.B** Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of the classical civilizations.  
**6-8.WH.4.GS.A** Explain the origins, functions, and structure of governmental systems within civilizations.  
**6-8.WH.4.GS.B** Explain how the rule of law is further developed by the Magna Carta and other documents and traditions including limited government and due process.

Topic and Timeline	Essential Questions	Learning Targets	Essential Vocabulary	Resources
Egypt October/ November (4 weeks)	What role does geography play in the development of a civilization?  How does religion affect a civilization and a culture?	Students can identify the challenges and opportunities of the geography of Egypt.  Students can describe the origins, structure & beliefs of religion in this region.	Delta Cataract irrigation polytheism monotheism theocracy Torah Nile River Pyramids, tombs and afterlife Egyptian gods and goddesses	<a href="#">SHEG-Egyptian Pyramids</a> <a href="#">SHEG-Assyrian Siege of Jerusalem</a> <a href="#">SHEG-Cleopatra</a>
India November (2 weeks)	What role does geography play in the development of a civilization?  How does religion affect a civilization and a culture?	Students can identify the challenges and opportunities of the geography of India.	Monsoon Subcontinent Peninsula Reincarnation caste-system polytheism Buddhism Siddhartha Gautama Ganges River Himalayas	
China November/ December (3 weeks)	What role does geography play in the development of a civilization?  What effects does a population increase have on a society?  How did the achievements/advances of Chinese society determine its legacy?	Students can identify the challenges and opportunities of the geography of China.  Students can describe the achievements/advances of Chinese society to determine its legacy (advances, such as scientific, technological, intellectual, and artistic).	Yangtze River Yellow River Himalayas Gobi Desert Major Chinese dynasties (Shang, Zhou, Qin, Han) Confucianism Legalism Daoism Oracle Bones Written Language/Pictographs Mandate of Heaven Civil Service Bureaucracy Great Wall of China	<b>Quarter 2 Assessment</b> <a href="#">SHEG-Confucianism and Daoism</a> <a href="#">SHEG-Fall of the Qin Dynasty</a>

## 6<sup>th</sup> Grade World History Standards for Quarter 3:

Theme 1- Tools of Social Science Inquiry  
 Theme 2- Early Civilizations: Geography's Impact on History  
 Theme 3- Classical Civilizations  
 Theme 4: Middle Ages- Regional Interconnectedness and Conflict

Strands:  
 1. History: Continuity and Change  
 2. Government Systems and Principles  
 3. Geographical Study  
 4. Economic Concepts  
 5. People, Groups and Cultures.

### Essential Standards

**6-8.WH.2.PC.B** Describe the origins, structure, and significant beliefs of Judaism, Hinduism, and Buddhism.  
**6-8.WH.3.CC.A** Analyze the rise and fall of classical civilizations to determine their significance to future societies.  
**6-8.WH.3.GS.A** Explain the origins, functions, and structure of governmental systems within classical civilizations such as monarchies, theocracies, oligarchies, tyrannies, city states, republics, democracies, and dynasties  
**6-8.WH.3.GS.B** Analyze direct democracy and representative democracy in order to apply the concepts of majority rule, minority rights and civic duty.  
**6-8.WH.3.GS.C** Explain how the rule of law developed from a written code of laws as well as separation of powers and checks and balances.  
**6-8.WH.3.G.B** Identify the effect of natural forces upon human activities.  
**6-8.WH.3.PC.A** Explain the significance of mythology and literature and philosophy to the culture and social order of classical civilizations.  
**6-8.WH.3.PC.C** Examine the extent and impact of cultural diffusion that results from empire building (e.g. spread of Hellenism, Roman and Chinese dynasties).  
**6-8.WH.4.CC.A** Compare how the collapse of government and resulting instability led to the development of feudal kingdoms in Europe and Japan.

### Supporting Standards

6-8.WH.1.PC.A Using a world history lens, describe how peoples' perspectives shaped the sources/artifacts they created.  
 6-8.WH.1.PC.A Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.  
 6-8.WH.1.GS.A Analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society in world history prior to c.1450  
 6-8.WH.2.GS.A Explain the origins, functions, and structure of monarchies, theocracies, city states, empires and dynasties.  
 6-8.WH.2.GS.B Distinguish the powers and responsibilities of subjects and political leaders in monarchies, theocracies, and city- states and empires.  
 6-8.WH.2.GS.C Explain how the codification of law impacted early civilizations.  
 6-8.WH.3.CC.B Trace the impact of conflicts, competition, and cooperation within and among classical civilizations.  
 6-8.WH.3.EC.A Describe trade patterns and how they influenced the movement of resources, goods, and services.  
 6-8.WH.3.EC.B Explain how standardization such as currency, weights and measures impacts the stability of a society.  
 6-8.WH.3.G.A Explain the significance of physical geography to the creation of classical civilizations.  
 6-8.WH.4.GS.A Explain the origins, functions, and structure of governmental systems within civilizations.  
 6-8.WH.4.GS.B Explain how the rule of law is further developed by the Magna Carta and other documents and traditions including limited government and due process.  
 6-8.WH.2.PC.A Explain the significance of monotheistic and polytheistic religions to the social and political order of early civilizations.  
 6-8.WH.3.PC.B Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of the classical civilizations.  
 6-8.WH.2.PC.C Describe how the world view of social groups and institutions form culture and define the position of the individual within various societies.  
 6-8.WH.2.PC.D Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of the ancient civilizations.



Topics and Timeline	Essential Questions	Learning Targets	Essential Vocabulary	Resources
Greece January (4 weeks)	<p>What role does geography play in the development of a civilization?</p> <p>How did the achievements/advances of Greek society determine its legacy?</p> <p>How and why did governmental systems develop and how do they affect people's lives?</p>	<p>Students can identify the challenges and opportunities of the geography of this Greece.</p> <p>Students can identify how and why governmental systems developed and how they affected people's lives.</p>	<p>Peninsula Monarchy Oligarchy Democracy direct democracy representative democracy citizenship patriotism philosophy majority rule minority rights separation of powers checks and balances</p>	<p><a href="#">SHEG-Battle of Thermopylae</a> <a href="#">SHEG-Athenian Democracy</a></p>
Rome February (4 weeks)	<p>What role does geography play in the development of a civilization?</p> <p>How does religion affect a civilization and a culture?</p> <p>How did the achievements/advances of Roman society determine its legacy?</p>	<p>Students can identify how governmental systems developed and how they affected people's lives.</p> <p>Students can identify and describe how Christianity developed and its basic tenets.</p>	<p>Republic Julius Caesar Augustus Constantine Cultural diffusion Mythology Christianity</p>	<p><a href="#">SHEG-Roman Republic</a> <a href="#">SHEG-Roman Empire and Christianity</a></p>
Japan March (2 weeks)	<p>What role does geography play in the development of a civilization?</p> <p>How does religion affect a civilization and a culture?</p>	<p>Students can identify the challenges and opportunities of the geography of this region.</p>	<p>Samurai Feudalism Shogun Shintoism</p>	<p><b>Quarter 3 Assessment</b></p>

## 6th Grade World History Standards for Quarter 4:

Theme 1- Tools of Social Science Inquiry  
 Theme 2- Early Civilizations: Geography's Impact on History  
 Theme 3- Classical Civilizations  
 Theme 4: Middle Ages- Regional Interconnectedness and Conflict

Strands:  
 1. History: Continuity and Change  
 2. Government Systems and Principles  
 3. Geographical Study  
 4. Economic Concepts  
 5. People, Groups and Cultures.

### Essential Standards

**6-8.WH.4.CC.B** Explain the origins and significance of the expansion of the Muslim and Mongol rule in Europe, Asia and Africa.  
**6-8.WH.4.CC.C** Analyze how the Crusades and Black Death affected existing societies in Europe, Asia and Africa.  
**6-8.WH.4.CC.D** Analyze the cultures of civilizations in sub-Saharan Africa, Mesoamerica, and Andean South America.  
**6-8.WH.4.GS.B** Explain how the rule of law is further developed by the Magna Carta and other documents and traditions including limited government and due process.  
**6-8.WH.4.GS.C** Analyze the conflict and cooperation between religions and the state to determine their impact on people and societies.  
**6-8.WH.4.G.A** Explain how the spread of cultural patterns and economic decisions shape and are shaped by environments.  
**6-8.WH.4.G.B** Describe how physical geographic characteristics influenced human identities and cultures.  
**6-8.WH.4.EC.A** Explain how interregional trade intensified the exchange of goods and ideas such as the trans-Saharan trade, the Silk Roads, and the Indian Ocean networks.  
**6-8.WH.4.PC.B** From a historical perspective, explain the origin, structure, spread, and significant beliefs of Islam.

### Supporting Standards

6-8.WH.1.PC.A Using a world history lens, describe how peoples' perspectives shaped the sources/artifacts they created.  
 6-8.WH.1.PC.A Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.  
 6-8.WH.1.GS.A Analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society in world history prior to c.1450  
 6-8.WH.4.PC.A Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of European, African and Mesoamerican civilizations.  
 6-8.WH.4.PC.C Describe how the world view of individuals, social groups, and institutions changed as a result of connections among regions.  
 6-8.WH.4.PC.D Analyze the causes and effects of the changing roles of class, ethnicity, race, gender and age on world cultures prior to c. 1450.

Topics and Timeline	Essential Questions	Learning Targets	Essential Vocabulary	Resources
<p>Africa</p> <p>April/May (5 weeks)</p>	<p>What role does geography play in the development of a civilization?</p> <p>How did the achievements/advances of African society determine its legacy?</p> <p>How does religion affect a civilization and a culture?</p> <p>In what ways does trade influence a society and culture?</p>	<p>Students can describe how trade strengthened kingdoms throughout Africa.</p> <p>Students can identify and describe how Islam developed and its basic tenets.</p>	<p>Caravans Gold trade Mansa Musa Islam Slavery</p>	<p><a href="#">SHEG-Mansa Musa</a> <a href="#">SHEG-Ibn Battuta</a> <a href="#">SHEG-Expansion of Islam</a></p>
<p>The Middle Ages</p> <p>May (3 weeks)</p>	<p>What role does geography play in the development of a civilization?</p> <p>How does religion affect a society and culture?</p>	<p>Students can identify how government systems affected people's lives.</p> <p>Students can describe how society changed during the Middle Ages.</p>	<p>European feudalism Crusades Canon Law Heresy Excommunication anti-semitism</p>	<p><b>Quarter 4 Assessment</b> <a href="#">SHEG-The Dark Ages</a> <a href="#">SHEG-First Crusade</a></p>

[Priority Standards Breakdown](#) (DESE Document)

[Standards Coverage By Grades](#) (DESE Document)