*Washoe County School District is committed to the vision that all students will meet or exceed academic expectations as defined in the Nevada Academic Content Standards (NVACS) and as detailed in WCSD curriculum guides/pacing frameworks. To achieve this vision, teachers are expected to* ***teach all standards aligned to a grade level****.*

*To ensure the highest level of learning for all students, teachers engage in the work of continuous improvement through the Professional Learning Community (PLC) process. In WCSD, PLC teams guarantee success for all students by focusing their collaborative time, common assessments, and team structured intervention/intensifications on identified essential outcomes. While the WCSD focus on essential outcomes entails many of the standards identified by the NVACS,* ***educators are still expected to teach all the standards*** *for their grade level, including those not listed in this document.*

| Domain(s) | **Critical Content Area 1** (Links to NVACS) | Unit(s)* |
|---|---|---|
| **Operations and Algebraic Thinking OA.A; OA.B; OA.C; OA.D;** | Students **develop strategies** for adding and subtracting whole numbers based on their prior work with small numbers. They use a **variety of models**, including discrete objects and length-based models (e.g., cubes connected to form lengths), to **model** add-to, take-from, put-together, take-apart, and compare situations to **develop meaning** for the operations of addition and subtraction, and to **develop strategies** to solve arithmetic problems with these operations. (*OA.1; OA.2; OA.3)*<br><br>Students **understand connections** between counting and addition and subtraction (e.g., adding two is the same as counting on two). They **use properties of addition** to add whole numbers and to create and **use** increasingly sophisticated **strategies** based on these properties (e.g., "making tens") to **solve** addition and subtraction problems within 20. By **comparing** a variety of solution strategies, children **build** their **understanding** of the **relationship** between **addition** and **subtraction**. (*OA.5; OA.6; OA.7; OA.8*) | Unit 1<br>Unit 2<br>Unit 3<br>Unit 4<br>Unit 6<br>Unit 7<br>Unit 8 |

Correlating Content: Number Corner and Work Places Connections as appropriate

| Domain(s) | **Critical Content Area 2** (Links to NVACS) | Unit(s)* |
|---|---|---|
| **Number and Operations in Base Ten NBT.C** | Students **develop, discuss,** and **use efficient, accurate,** and **generalizable methods** to add within 100 and subtract multiples of 10. They **compare** whole numbers (at least to 100) to develop **understanding** of and **solve problems** involving their relative sizes. They think of whole numbers between 10 and 100 in terms of tens and ones (especially recognizing the numbers 11 to 19 as composed of a ten and some ones). Through activities that **build number sense**, they **understand** the order of the counting numbers and their relative magnitudes. (*NBT.4; NBT.5; NBT.6*) | Unit4<br>Unit 7<br>Unit 8 |

Correlating Content: Number Corner and Work Places Connections as appropriate

| Domain(s) | **Critical Content Area 3** (Links to NVACS) | Unit(s)* |
|---|---|---|
| **Measurement and Data MD.A** | Students **develop** an **understanding** of the meaning and processes of **measurement**, including underlying concepts such as iterating (the mental activity of building up the length of an object with equal-sized units) and the transitivity principle for indirect measurement. (*MD.1; MD.2*) | Unit 8<br><br>*U1M3S5*<br>*U1M4S2*<br>*WP1I*<br>*U1M4S3*<br>**limited opportunities in Bridges consider extra attention to these modules* |

Correlating Content: Number Corner and Work Places Connections as appropriate

| Domain(s) | **Critical Content Area 4** (Links to NVACS) | Unit(s)* |
|---|---|---|
| **Geometry G.A** | Students **compose and decompose** plane or solid figures (e.g., put two triangles together to make a quadrilateral) and **build understanding** of part-whole relationships as well as the properties of the original and composite shapes. As they **combine** shapes, they **recognize** them from **different perspectives** and **orientations**, **describe** their geometric attributes, and **determine** how they are alike and different, to **develop the background** for measurement and for **initial understandings** of properties such as congruence and symmetry. (*G.1; G.2; G.3*) | Unit 5 |

Correlating Content: Number Corner and Work Places Connections as appropriate

2022-2023 Balanced Pacing Framework  1st Grade Curriculum Guides  District Common Assessment Calendar

* Links to the 1st Grade *Assessing & Grading Documents* for each topic.