Essential Outcomes_2nd Grade

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)	*Topic(s)
Number & Operations in Base Ten NBT.A	Students **extend their understanding** of the base-ten system. This includes ideas of **counting** in fives, tens, and multiples of hundreds, tens, and ones, as well as **number relationships** involving these units, including **comparing**. *(NBT.1; NBT.2)* Students **understand** multi-digit numbers (up to 1000) written in **base-ten notation**, **recognizing** that the **digits** in each place **represent amounts** of thousands, hundreds, tens, or ones (e.g., 853 is 8 hundred + 5 tens + 3 ones). *(NBT.3; NBT.4)*	Topic 1 Topic 2 Topic 9

Correlating Content: Topic 8 (MD.C)

Domain(s)	**Critical Content Area 2** (Links to NVACS)	*Topic(s)
Numbers & Operations in Base Ten; NBT.B Operations & Algebraic Thinking; OA	Students **use** their **understanding** of addition to **develop fluency** with addition and subtraction within 100. *(NBT.5)* They solve problems within 1000 by applying their **understanding of models** for addition and subtraction, and they **develop, discuss,** and **use efficient, accurate,** and **generalizable methods** to compute sums and differences of whole numbers in base-ten notation, using their understanding of place value and the properties of operations. They **select** and **accurately apply** methods that are **appropriate** for the **context** and the numbers involved to **mentally calculate** sums and differences with only tens or only hundreds. *(NBT.7; NBT.8; NBT.9; OA.1)*	Topic 3 Topic 4 Topic 5 Topic 10 Topic 11

Correlating Content: Topic 1 (OA.B), Topic 2 (OA.C), Topic 7 (OA.A), Topic 14 (MD.D)

Domain(s)	**Critical Content Area 3** (Links to NVACS)	*Topic(s)
Measurement & Data MD.A	Students **recognize** the **need** for standard units of measure (centimeter and inch) and they **use rulers** and **other measurement tools** with the understanding that linear measure involves an **iteration of units**. They **recognize** that the smaller the unit, the more iterations they need to cover a given length. *(MD.1; MD.2; MD.3; MD.4)*	Topic 12 Topic 13

Correlating Content: Topic 2 (OA.C), Topic 8 (MD.C), Topic 14 (MD.D)

Domain(s)	**Critical Content Area 4** (Links to NVACS)	*Topic(s)
Geometry G.A	Students **describe** and **analyze** shapes by **examining** their sides and angles. Students **investigate, describe,** and **reason** about decomposing and combining shapes to make other shapes. Through **building, drawing,** and **analyzing** two- and three-dimensional shapes, students **develop** a **foundation** for **understanding** area, volume, congruence, similarity, and symmetry in later grades. *(G.1; G.2; G.3)*	Topic 15

2022-2023 Balanced Pacing Framework 2nd Grade Curriculum Guides Common Assessment Calendar

*Links to the 2nd Grade *Assessing & Grading Documents* for each topic.