

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 NBT.B	Students generalize their understanding of place value to 1,000,000, understanding the relative sizes of numbers in each place. (NBT.1; NBT.2)	Topic 1
	They apply their understanding of models for multiplication (equal-sized groups, arrays, area models), place value , and properties of operations , in particular the distributive property, as they develop , discuss , and use efficient, accurate, and generalizable methods to compute products of multi-digit whole numbers. Depending on the numbers and the context, they select and accurately apply appropriate methods to estimate or mentally calculate products. They develop fluency with efficient procedures for multiplying whole numbers; understand and explain why the procedures work based on place value and properties of operations; and use them to solve problems. (NBT.5)	Topic 3 Topic 4
	Students apply their understanding of models for division, place value , properties of operations , and the relationship of division to multiplication as they develop , discuss , and use efficient, accurate, and generalizable procedures to find quotients involving multi-digit dividends. They select and accurately apply appropriate methods to estimate and mentally calculate quotients, and interpret remainders based upon the context. (NBT.6)	Topic 5

Correlating Content: [Topic 2](#) (NBT.B), [Topic 7](#) (OA.B), [Topic 6](#) (OA.A), [Topic 14](#) (OA.C)

Domain(s)	Critical Content Area 2 (Links to NVACS)	*Topic(s)
Numbers & Operations-Fractions NF.A NF.B	Students develop understanding of fraction equivalence and operations with fractions . They recognize that two different fractions can be equal (e.g., $15/9 = 5/3$), and they develop methods for generating and recognizing equivalent fractions. (NF.1; NF.2; NF.3)	Topic 8 Topic 9
	Students extend previous understandings about how fractions are built from unit fractions , composing fractions from unit fractions, decomposing fractions into unit fractions, and using the meaning of fractions and the meaning of multiplication to multiply a fraction by a whole number. (NF.4)	Topic 10

Correlating Content: [Topic 11](#) (MD.B), [Topic 12](#) (NF.C), [Topic 13](#) (MD.A)

Domain(s)	Critical Content Area 3 (Links to NVACS)	*Topic(s)
Geometry G.A Measurement & Data MD.C	Students describe , analyze , compare , and classify two-dimensional shapes. (G.1) Students will understand concepts of angle and angle measures. (MD.5; MD.6; MD.7)	Topic 15 Topic 16
	Through building , drawing , and analyzing two-dimensional shapes, students deepen their understanding of properties of two-dimensional objects and the use of them to solve problems involving symmetry . (G.2; G.3)	Topic 16

Correlating Content: [Topic 13](#) (MD.A), [Topic 14](#) (OA.C)

*Links to the 4th Grade Assessing & Grading Documents for each topic.