

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)	<a href="#">Critical Content Area 1</a> (Links to NVACS)	Unit(s)*
Counting and Cardinality Operations and Algebraic Thinking CC.A; CC.B; CC.C; OA.A	<p>Students <b>use numbers</b>, including written numerals, to <b>represent quantities</b> and to <b>solve quantitative problems</b>, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; and modeling simple joining and separating situations with sets of objects, or eventually with equations such as <math>5 + 2 = 7</math> and <math>7 - 2 = 5</math>. (Kindergarten students should see addition and subtraction equations, and student writing of equations in kindergarten is encouraged, but it is not required.)</p> <p>Students <b>choose, combine, and apply effective strategies</b> for answering <b>quantitative questions</b>, including quickly recognizing (<b>subitizing</b>) the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away. (CC.1; CC.2; CC.3; CC.4; CC.5; CC.6; CC.7; OA.1; OA.2; OA.3; OA.4; OA.5)</p>	<a href="#">Unit 1</a> <a href="#">Unit 2</a> <a href="#">Unit 3</a> <a href="#">Unit 4</a> <a href="#">Unit 7</a> <a href="#">Unit 8</a>

Correlating Content: Number Corner and Work Places Connections as appropriate

Domain(s)	<a href="#">Critical Content Area 2</a> (Links to NVACS)	Unit(s)*
Geometry G.A; G.B	<p>Students <b>describe</b> their physical world using <b>geometric ideas</b> (e.g., shape, orientation, spatial relations) and vocabulary. They <b>identify, name, and describe</b> basic <b>two-dimensional shapes</b>, such as squares, triangles, circles, rectangles, and hexagons, presented in a variety of ways (e.g., with different sizes and orientations), as well as <b>three-dimensional shapes</b> such as cubes, cones, cylinders, and spheres. They <b>use</b> basic shapes and <b>spatial reasoning to model objects</b> in their environment and to <b>construct</b> more complex shapes. (G.1; G.2; G.3; G.4; G.5; G.6)</p>	<a href="#">Unit 5</a> <a href="#">Unit 6</a>

Correlating Content: Number Corner and Work Places Connections as appropriate

[2022-2023 Balanced Pacing Framework](#)

[\\*Links to the Kinder Curriculum Guides](#)

District Common Assessment Calendar

Kinder Progress Reports