

2020-2021 WCSD Kindergarten Curriculum Pacing Framework (Incline)



Quarters 1 & 2

<p>August (Number Corner) Introduce ONLY- Days in School component and updates (link chains, ten-frames, and classroom number line routines, see NC Vol. 1, Sept. p. 23-27). NVACS Focus Domains: CC-NBT 5 Screening Days + 1 day</p>	<p>Number Corner Vol. 1 September NVACS Focus Domains: CC-NBT-G 20 sessions over 21 days</p>	<p>Number Corner Vol. 1 October NVACS Focus Domains: CC-NBT-G 20 sessions over 16</p>	<p>Number Corner Vol. 1 November NVACS Focus Domains: G-MD-CC-OA 15 sessions over 17 days</p>	<p>Number Corner Vol. 2 December NVACS Focus Domains: G-CC-OA 15 sessions over 14 days</p>	<p>Number Corner Vol. 2 January NVACS Focus Domains: OA-NBT-CC 20 sessions over 19 days</p>
<p>Unit 1 Numbers to Five & Ten 20 sessions over 20 days Screening Days: 5 A/D/E Days: 2 NVACS Focus Domain: K.CC <i>Note:</i> Incorporate time to help children build routines for being a mathematician. Do this by engaging in mathematics through the mathematical practices. Establish mathematics routines. Total Days: ~27 (including screening week)</p>	<p>Unit 2 Numbers to Ten 16 sessions over 16 days A/D/E: 0 days NVACS Focus Domains: CC - MD - G Total Days: ~16</p>	<p>Unit 2 (continued) Numbers to Ten 4 sessions over 4 days A/D/E: 0 days NVACS Focus Domains: CC - MD - G Total Days: ~5</p>	<p>Unit 3 Bikes & Bugs: Double, Add & Subtract 20 sessions over 20 days A/D/E: 0 days NVACS Focus Domains: CC-OA Total Days: ~20</p>	<p>Unit 4 Paths to Adding, Subtracting & Measuring 20 sessions over 20 days A/D/E: 0 days NVACS Focus Domains: CC-OA-MD Total Days: ~20</p>	
Quarter 1: 43 Instructional days			Quarter 2: 45 Instructional days		

Quarters 3 & 4

<p>Number Corner Vol. 2 February NVACS Focus Domains: CC-MD-NBT-OA 20 sessions over 15 days</p>	<p>Number Corner Vol. 3 March NVACS Focus Domains: OA-NBT-CC 20 sessions over 23 days</p>	<p>Number Corner Vol. 3 April NVACS Focus Domains: MD-OA-NBT-CC 20 sessions over 17 days</p>	<p>Number Corner Vol. 3 May NVACS Focus Domains: OA-NBT-CC 20 sessions over 20 days</p>	<p>Number Corner June Continue DS updates A/D/E: 12 days</p>
<p>Unit 5 Two-Dimensional Geometry 20 sessions over 20 days A/D/E: 2 days NVACS Focus Domain: G Total Days: ~22</p>	<p>Unit 6 Three-Dimensional Shapes & Numbers Beyond Ten 20 sessions over 20 days A/D/E: 3 days NVACS Focus Domains: G-NBT-OA Total Days: ~23</p>	<p>Unit 7 Weight & Place Value 20 sessions over 20 days A/D/E: 2 days NVACS Focus Domains: MD-NBT-O Total Days: ~22</p>	<p>Unit 8 Computing & Measuring with Frogs & Bugs 20 sessions over 20 days A/D/E: 5 days NVACS Focus Domains: MD-NBT-OA Total Days: ~25</p>	<p>NC = Number Corner CG = Calendar Grid CC = Calendar Collector DS = Days in School CF = Computational Fluency NL = Number Line A = Assessment</p>
Quarter 3: 45 Instructional days			Quarter 4: 47 Instructional days	

WCSD Kindergarten Curriculum Pacing Framework



Purpose of document:

The pacing timelines are an analysis of the mathematical trajectory in *Bridges in Mathematics (2nd Edition)* as they relate to Nevada Academic Content Standards (NVACS) and incorporate the critical content areas outlined by the standards. Curriculum guides and pacing frameworks ensure instructional opportunities for on grade level instruction as guided by the NVACS.

Guide to use:

The NVACS require integrated development of mathematical ideas including conceptual understanding, procedural understanding/fluency, and application. This supports the need to look at how mathematical ideas relate and develop within a unit structure, instead of using a skill by skill approach. Teachers and collaborative teams use this document to clarify the district-wide mathematical trajectory and expectations for instructional focus.

- A **minimum of 73 minutes (365 minutes/week)** of Tier 1 mathematics instruction is required **PER DAY**, with at least 50 minutes blocked (uninterrupted time). The remaining time may be used for a separate Number Corner time, revisiting Unit or Work Places concepts, or for small group instruction around the organizing concept of the lesson.
- **Both the Unit and the Number Corner components of Bridges address critical areas of study in Kindergarten mathematics.** If Number Corner, Problems and Investigations, or Work Places components are omitted, mathematical concepts in geometry and counting and cardinality will be underdeveloped.
- **A session does not necessarily mean a day;** some concepts may be explored in more time and some in less. This document provides a minimum of 1 full day for each session to ensure enough instructional time is accounted for in the timeline. The WCSD Curriculum Guides will provide recommendations for modifying lessons and offer additional support.
- This timeline is a **general guide** of one mathematical trajectory and how that trajectory may be mapped out across a school year. It is a timeline to **assist** with pacing/mapping. It does not suggest that all teachers will be exactly in the same place at the same time; although it does provide guidance to enable within and across school dialogue and support. **Ultimately, evidence gathered during the formative assessment process will inform instructional next steps.** This is the timeline that C&I will use to help support teachers in each grade level with a focus on content development expected in the Kindergarten NVACS.

Justifications and Considerations:

- **Number Corner:** Number Corner is a **collection** of daily problem-solving and skill-based activities that foster number talks and introduce, reinforce, and extend foundational grade-level concepts. The calendar workout differs from “traditional” views of calendar time. The use of the calendar markers are strategically developed to allow children to make observations and predictions about algebraic patterns and structures to reinforce key number and geometry skills (See p. ii-v in *Number Corner Vol. 1*). It provides the opportunity through strategic and flexible repetition to develop procedural fluency. **Number Corner is a critical part of a mathematically rich environment.**
- **Number Corner Organization:** Number Corner is organized by months. In August, in order to provide teachers time to establish NC classroom expectations and routines, teachers will implement ONLY NC component Days in School and updates: Link chains, ten-frames, and classroom number line routines (see NC Vol. 1, Sept. p. 23-27). Teachers will fully implement all components of Number Corner beginning September 1 and continue with Days in School routines.
- **Bridges Units & Work Places:** Beginning on the first day of school Problems and Investigations and Work Places provide opportunities for students to problem-solve and actively engage in developmentally appropriate math stations that provide ongoing practice with key skills introduced/developed in the units. **Consistent opportunity** to play the Work Places games over a period of weeks supports development in number sense, exploring geometric ideas, and applying strategies towards computational fluency. Students should be actively and independently engaging in the mathematics of the Work Places, and not merely following procedures, a minimum of 3 times a week.
- **(A/D/E) Additional Instructional Days, Assessment Days, or Differentiation and Extension Days:** A/D/E days are embedded throughout the year to use flexibly, as needed, to support conceptual development of Unit content. This could include time to assess, clarify misconceptions or partial understandings, re-teach, or provide enrichment opportunities. Student assessment data from the checkpoints can be used with Checkpoint Re-teaching Suggestions (in Assessment Guide), Tips in Workplace Guides, and the *Bridges Intervention* guide (electronically available). Time set aside for this extended or additional support is provided to deepen student understanding and support mathematical concept development. The C&I website (<http://washoeschools.net/Domain/253>) has resources available for supplemental curriculum and enrichment.