

1 Implementation Guide:

A Teacher's Implementation Guide: Using the Content Integration Instructional Planning Template

This guide provides support for teachers implementing lessons developed using the Content Integration Instructional Planning Template, focusing on how to utilize each section for effective delivery.

1. Pre-Implementation Phase (Planning & Preparation)

<u>Template Section</u>	<u>Purpose for Implementation</u>
Summary	Use the Grade Level(s) and Time Needed to schedule the lesson appropriately in your scope and sequence. The brief summary provides the core objective to keep in mind.
Content Area Standards	Review the various Disciplinary Core Standards (for example, Social Studies, ELA Reading, Fine Art). This ensures you are prepared to address all stated learning targets and can integrate skills across subjects (for example, teaching reading comprehension <i>within</i> the Social Studies content).
Materials for Instruction (use with students) and Educator Resources (not necessarily for use with students)	Be sure to preview every resource to ensure compliance with your LEA's curriculum guidelines. Gather, copy, access, and organize all listed materials <i>before</i> the lesson begins. For digital resources (like mentor texts or graphic organizers), ensure students can access them, or print them if necessary.
Goals and Outcomes	Use the Learning Intentions to frame your introductory instruction (what students will be able to do). Post the Success Criteria in student-friendly language for students to reference throughout the lesson and to self-assess their learning.
Planning Instruction	Review the Portrait of a Graduate Competencies and Models of Integration to understand the lesson's broader connections and interdisciplinary approach.

**UDL Guidelines
Supports**

Read the **Designing for Diversity** and **Scaffolding and Adaptation Supports** sections. This helps you anticipate student challenges and ensures you have planned small group work, peer discussions, and graphic organizers to support all learners.

2. Implementation Phase (Lesson Delivery)

Template Section

Purpose for Implementation

**Instructional
Procedures:
Step-by-step
instructions**

Follow the procedure steps *exactly* for fidelity to the lesson design. Changing the lesson to fit different needs is allowable but may change intended outcomes. Pay close attention to the suggested time limits for each phase to ensure the lesson is completed within the **Time Needed** from the Summary.

Civil Dialogue

Use the provided or referenced resources to coach students during group discussions. Structure helps students engage respectfully with complex topics.

Notes to Educator

Keep these notes in mind during delivery, especially for sensitive or potentially contentious topics. Be prepared to navigate discussions with respect for diverse values and experiences.

3. Post-Implementation Phase (Assessment & Follow-Up)

Template Section

Purpose for Implementation

Assessments

Formative Assessment(s): Checks for understanding during/throughout instruction. Use this to clarify misunderstandings in the moment.

Summative Assessment(s): Check for understanding at the completion of instruction. Collect the final product to

check for student understanding against the stated **Success Criteria**.

Enrichment

Consider the enrichment recommendations for meaningful extension work.

Parent Engagement Ideas

Use the **Sample note to send home** to quickly communicate the learning to parents and guardians. Transparency and communication creates trust and builds partnerships to support the success of the student. Encourage them to use the **Books or Activities** to reinforce learning at home, creating a strong school-home connection.

August

August (First Grade)

As you begin the school year, you will teach classroom rules, routines, and procedures. Many First Grade Social Studies Standards, especially in the Civics Strand, align well with establishing classroom norms and the concept of being a citizen of the classroom and school.

1.3.1 Compare how classroom rules are similar to laws in the community.

- [How are Classroom Rules Similar to Community Laws?](#) (30-40 min)

1.3.5 Demonstrate characteristics of responsible citizenship (for example, respect others' property, treat people with dignity, find solutions to conflicts, take responsibility for one's actions, take care of school grounds).

- [Civil Dialogue for First Graders](#) (20-30 min/day)
 - Day 1: What makes you a responsible first-grader?
 - Day 2: When you are responsible, are you showing respect?
 - Day 3: My Space and Your Space
 - Day 4: Taking Ownership of My Actions
 - Day 5: Problem-Solving with Effective Communication

1.1.1 Explain why people may see historical events from different points of view.

- [Points of View](#) (35 min)

September

September (First Grade)

State code indicates that all students should learn about and celebrate Constitution Day on September 17. September is also Founder's Month in Utah and a time for schools to teach about the Founding Fathers and Founding Documents. September is also the anniversary of when Francis Scott Key wrote the Star Spangled Banner. It is a good time to start teaching the social studies standards tied to the flag and the Constitution. Students will also begin to learn about primary sources.

1.3.2 Identify the ways that people can function as members of a school and/or community by sharing principles, goals, and traditions.

- [Goal Setting](#) (30 min)
- [Setting Goals for the Classroom Community](#) (30 min)

1.3.3 Explain how diverse community groups work together to accomplish common tasks, solve problems, and fulfill responsibilities.

- [How Do We Work Together for Good?](#)/Constitution Day Lesson (30 min)

1.3.4 Identify the symbols, landmarks, and essential documents of the school, community, state, and nation (including the national motto and state emblem). Demonstrate how to show respect for those items, including care and disposal of the United States flag.

- [Star Spangled Banner](#) (30 min)
- [Flag Day](#)
 - Day 1 (35 min)
 - Day 2 (35 min)
- [Respect and Care for the Flag](#) (30 min)

1.1.3 Use primary sources (for example, artifacts and documents such as photographs, newspapers, speakers, stories, songs) to make inferences about why certain events in history are remembered.

- [What are Primary Sources and Why are they Important?](#) (45 min)
- [Making Inferences about a Primary Source](#) (30 min)
- [Making Inferences with Classmates' Primary Sources](#)
 - Day 1: Teacher's Inference Museum Display (30 min)
 - Day 2: Class Inference Museum (30 min)
- [This Very Tree: Remembering September 11](#) (30 minutes)

October

October (First Grade)

Lessons included in the Scope and Sequence for October offer the opportunity to teach about influential Hispanic Americans. Lesson plans for several individuals are provided. More work with seeing events from different points of view is included, as are introductory geography lessons.

1.2.4 Explain the reasons that people, animals, and goods move.

- [Explorers](#) (30 min)

1.2.1 Construct a simple map of a neighborhood, classroom, school, or the setting of a story.

- [Introduction to Maps](#) (20 min)
- [Introduction to Globes](#) (30-45 min)

1.1.2 Summarize the contributions of a diverse range of historical figures and groups in their community, state, and nation, and evaluate their significance (for example, figures might be chosen based on their examples of honesty, integrity, morality, civility, duty, honor, service, respect, obedience to law).

- [Hispanic Heritage Month](#) (30 min)
- [Who was César Chávez?](#) (30 minutes)
- [Phillip Vera Cruz](#) (30 min)
- [Lewis and Clark](#) (40 min or 2 20 min blocks)

1.2.1 Construct a simple map of a neighborhood, classroom, school, or the setting of a story.

- [Create a Map of My School](#) (30+ min)
- [Map the Setting of a Story](#) (30 min)
- [What is a State?](#) (20-35 min)
- [What is North America?](#) (20-35 min)

1.3.4 Identify the symbols, landmarks, and essential documents of the school, community, state, and nation (including the national motto and state emblem). Demonstrate how to show respect for those items, including care and disposal of the United States flag.

- [Landmarks of Utah](#) (30 min)

1.2.2 Differentiate between natural and engineered geographical features in an area (for example, engineered geographic features include highways, bridges, airports, railroads, buildings, dams, reservoirs).

- [Natural vs. Man Made Features](#) (30 min)

1.2.3 Use maps and globes to locate their local community, Utah, the United States, the seven continents, and the five oceans (that is, Africa, Antarctica, Asia, Australia, Europe, North America, South America; Antarctic [Southern] Ocean, Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean).

- [The Seven Continents](#) (20-30 min)
- [Learning the Oceans](#) (20-30 min)
- [Where do I Live in Utah?](#) (30 min)
- [Where am I on a Map?](#) (20-35 min)
- [What is an Island?](#) (30 min)
- [Europe the Continent](#) (20-25 min)
- [North Pole/South Pole/Equator](#) (30 min)
- [Africa](#) (20-30 min)

1.1.1 Explain why people may see historical events from different points of view.

- [Day of the Dead](#) (1-1.5 hours)

November

November (First Grade)

November is Native American Heritage Month. Some Americans will observe Thanksgiving Day, some Americans will observe Indigenous People's Day, and some will observe both. These observances give us the opportunity to teach students about the influence that Native American people have had and continue to have on the United States. We also observe Veteran's Day this month, so standards have been included in the Scope and Sequence that encourage instruction about these important community helpers.

1.3.5 Demonstrate characteristics of responsible citizenship (for example, respect others' property, treat people with dignity, find solutions to conflicts, take responsibility for one's actions, take care of school grounds).

- [Veteran's Day](#) (30 min)

1.1.2 Summarize the contributions of a diverse range of historical figures and groups in their community, state, and nation, and evaluate their significance (for example, figures might be chosen based on their examples of honesty, integrity, morality, civility, duty, honor, service, respect, obedience to law).

- [Dwight Eisenhower](#) (30 min)

1.3.4 Identify the symbols, landmarks, and essential documents of the school, community, state, and nation (including the national motto and state emblem). Demonstrate how to show respect for those items, including care and disposal of the United States flag.

- [Tomb of the Unknown Soldier](#) (45 min)

1.1.1 Explain why people may see historical events from different points of view.

- [Thanksgiving](#) (30-45 min)

1.3.4 Identify the symbols, landmarks, and essential documents of the school, community, state, and nation (including the national motto and state emblem). Demonstrate how to show respect for those items, including care and disposal of the United States flag.

- [Mayflower](#) (30 min)
- [Plymouth Rock](#) (30 min)

1.1.2 Summarize the contributions of a diverse range of historical figures and groups in their community, state, and nation, and evaluate their significance (for example, figures might be chosen based on their examples of honesty, integrity, morality, civility, duty, honor, service, respect, obedience to law).

- [Massasoit](#) (30 min)
- [William Bradford](#) (30-40 min)

1.3.3 Explain how diverse community groups work together to accomplish common tasks, solve problems, and fulfill responsibilities.

- [Native Americans Helping Pilgrims](#) (30 min)

1.2.3 Use maps and globes to locate their local community, Utah, the United States, the seven continents, and the five oceans (that is, Africa, Antarctica, Asia, Australia, Europe, North America, South America; Antarctic [Southern] Ocean, Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean).

- [Mapping Pilgrims coming to North America](#) (30 min)

1.2.4 Explain the reasons that people, animals, and goods move.

- [Why did Pilgrims come to North America?](#) (30 min)

1.1.2 Summarize the contributions of a diverse range of historical figures and groups in their community, state, and nation, and evaluate their significance (for example, figures might be chosen based on their examples of honesty, integrity, morality, civility, duty, honor, service, respect, obedience to law).

- [Pocahontas](#) (30 min)

December

December (First Grade)

Because so many holidays around the world take place during this time of year, it can be an opportunity to teach students about needs and wants, and spending and saving money. The holidays that they celebrate can be the reason to teach the standards in the Economics Strand.

1.3.2 Identify the ways that people can function as members of a school and/or community by sharing principles, goals, and traditions.

- [Traditions of the School](#) (30 min)

1.3.3 Explain how diverse community groups work together to accomplish common tasks, solve problems, and fulfill responsibilities.

- [Cultures of the World/Problem-Solving](#) (60 min)

1.4.1 Explain the costs and benefits of spending and saving in order to meet needs and wants.

- [Introduction to Economics](#)
 - Day 1: Earning Money and Saving Money (20 min)
 - Day 2: Needs vs. Wants (20 min)
 - Day 3: Spending Money vs. Saving Money (20 min)

1.3.4 Identify the symbols, landmarks, and essential documents of the school, community, state, and nation (including the national motto and state emblem). Demonstrate how to show respect for those items, including care and disposal of the United States flag.

- [School Symbols](#) (40 min)

1.2.4 Explain the reasons that people, animals, and goods move.

- [Goods Moving \(Holidays\)](#) (30 min)
- [Animals Moving \(Seasons\)](#) (40 min)
- [How Kids Around the World Get Books](#) (30 min)

1.2.2 Differentiate between natural and engineered geographical features in an area (for example, engineered geographic features include highways, bridges, airports, railroads, buildings, dams, reservoirs).

- [Map the Setting of "Frosty the Snowman"](#) (30-40 min)

January

January (First Grade)

This month, students will learn about influential people in history like Reverend Dr. Martin Luther King, Jr. January is also a great time to teach about goal-setting. Economics standards are continued with lessons about jobs in the community.

1.3.2 Identify the ways that people can function as members of a school and/or community by sharing principles, goals, and traditions.

- [New Year's Resolutions](#) (30 min)

1.4.2 Identify ways people make a living in the community.

- [Jobs We Can Have](#) (30+ min depending on which parts of the lesson teachers choose to use)

1.1.2 Summarize the contributions of a diverse range of historical figures and groups in their community, state, and nation, and evaluate their significance (for example, figures might be chosen based on their examples of honesty, integrity, morality, civility, duty, honor, service, respect, obedience to law).

- [Reverend Dr. Martin Luther King, Jr.](#) (30-40 min)

February

February (First Grade)

During February, we observe Black History Month and Presidents' Day, so lesson plans include the contributions of influential Black Americans and past presidents.

1.1.2 Summarize the contributions of a diverse range of historical figures and groups in their community, state, and nation, and evaluate their significance (for example, figures might be chosen based on their examples of honesty, integrity, morality, civility, duty, honor, service, respect, obedience to law).

- [George Washington](#) (30 min)
- [Abraham Lincoln](#) (30 min)
- [John Adams](#) (30 min)
- [Harriet Tubman](#) (20 min)
- [Ruby Bridges](#) (30 min)
- [George Washington Carver](#) (30 min)
- [Booker T. Washington](#) (25 min)

1.3.4 Identify the symbols, landmarks, and essential documents of the school, community, state, and nation (including the national motto and state emblem). Demonstrate how to show respect for those items, including care and disposal of the United States flag.

- [What is Mount Rushmore?](#) (30 min)
- [Washington Monument](#) (30-45 min)

March

March (First Grade)

March is Women's History Month, so lessons are found here that focus on the impact of influential women of the United States. Lessons included in March also teach the current and former National Mottos.

1.1.2 Summarize the contributions of a diverse range of historical figures and groups in their community, state, and nation, and evaluate their significance (for example, figures might be chosen based on their examples of honesty, integrity, morality, civility, duty, honor, service, respect, obedience to law).

- [Ellen Ochoa](#) (30 min)
- [Kamala Harris](#) (30 min)
- [Amelia Earhart](#) (30 min)
- [Sally Ride](#) (30 min)
- [Nellie Bly](#)
 - Day 1 (30 min)
 - Day 2 (30 min)
- [Chipeta](#) (30 min)
- [Kanab Town Council, Jan 1912-Jan 1914](#) (30 min)
- [Becky Lockhart](#) (30 min)
- [Mae C. Jemison](#) (30 min)
- [Jane Goodall](#) (60 min)

1.4.2 Identify ways people make a living in the community.

- [Migrant Workers](#) (30 min)

1.3.4 National Motto: Identify the symbols, landmarks, and essential documents of the school, community, state, and nation (including the national motto and state emblem). Demonstrate how to show respect for those items, including care and disposal of the United States flag.

- [E Pluribus Unum](#)
 - Day 1 (30 min)
 - Day 2 (30 min)
 - Day 3 (30 min)
 - Day 4 (30 min)
 - Day 5 (30 min)
- [In God We Trust](#) (30 min)

April

April (First Grade)

This month we will learn more about jobs in the community. Earth Day occurs during April so more Geography standards are included here, as well as important symbols and landmarks.

1.3.4 Identify the symbols, landmarks, and essential documents of the school, community, state, and nation (including the national motto and state emblem). Demonstrate how to show respect for those items, including care and disposal of the United States flag.

- [Statue of Liberty](#) (30 min)
- [Bald Eagle](#) (30 min)
- [Utah State Emblem](#) (30 min)
- [Utah Landmarks](#) (30-45 min)
- [Golden Gate Bridge](#) (2 30 min blocks)
- [Utah's National Parks](#) (30 min)

1.3.2 Identify the ways that people can function as members of a school and/or community by sharing principles, goals, and traditions.

- [Earth Day: Let's Take Care of the Planet!](#) (30 min)

May

May (First Grade)

Asian American and Pacific Islander Month is observed during May. Lessons include examples of influential AAPI people. After learning about different types of jobs in previous months, lessons during May will teach the difference between producers and consumers. Students will review the school year and create their own primary source.

1.1.4 Create a primary source to show how their personal histories are shaped by family, school, and community (for example, timeline, interview, artifact collection, recipe book).

- [A Personal History of My School Year](#) (3 30 minute blocks)

1.1.2 (Asian American and Pacific Islander Heritage Month): Summarize the contributions of a diverse range of historical figures and groups in their community, state, and nation, and evaluate their significance (for example, figures might be chosen based on their examples of honesty, integrity, morality, civility, duty, honor, service, respect, obedience to law).

- [Alice Kasai](#) (30 min)
- [Jackie Chan](#) (30 min)
- [Margaret “Mom” Chung](#) (30 min)
- [Kalpana Chawla](#) (30 min)

1.4.1 Explain the costs and benefits of spending and saving in order to meet needs and wants.

- [What is a Producer?](#) (30 min)
- [What is a Distributor?](#) (30 min)
- [What is a Consumer?](#) (with summative sorting assessment) (30 min)

1.3.5 Demonstrate characteristics of responsible citizenship (for example, respect others’ property, treat people with dignity, find solutions to conflicts, take responsibility for one’s actions, take care of school grounds).

- [How are You Going to be a Good Leader in 2nd Grade?](#) (30 min)

1.3.2 Identify the ways that people can function as members of a school and/or community by sharing principles, goals, and traditions.

- [Review of How to be a Good Citizen](#) (30 min)