

Multiple and Single Subject Lesson Plan Template (Teaching/Co)



Alliant International University
California School
of Education

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Course/Progress Assessment : Biology

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GRADE LEVEL	4
SUBJECT/CONTENT	Biology: Study of Honeybees
TITLE OF LESSON/Framework	Honeybees as pollinators
THE CALIFORNIA TEACHING PERFORMANCE EXPECTATIONS	TPE 1: Engaging and Supporting All Students in Learning TPE 2: Creating and Maintaining Effective Environments for Student Learning TPE 3: Understanding and Organizing Subject Matter for Student Learning TPE 4: Planning Instruction and Designing Learning Experiences for All Students TPE 5: Assessing Student Learning TPE 6: Developing as a Professional Educator
ESTABLISH ENVIRONMENT TPE 2; TPE 5	Honeybees are responsible for the pollination of a huge portion of the food we eat. We need honeybees to have access to a variety of food. The classroom will be standard sized and will contain mostly students in general education.
APPLICATION OF THEORY How is Theory applied in this lesson? TPE 6	Students will look at how honeybees pollinate crops. The students will also learn about the historical relationship between honeybees and the global food chain. The lesson will apply appropriate sources and accurate, up-to-date information about honeybees and the way they pollinate crops.

CA COMMON CORE/ISTE/State Standards for Students

ISTE Standard 1.4 Innovative Designer - Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

ISTE Standard 1.7 Global Collaborator – Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

MEASURABLE OBJECTIVE: What will your students be able to do?

TPE 1

Students will be able to understand the importance of honeybees. They will also be able to understand how honeybees actually pollinate crops.

ASSESSMENT

Check for Understanding: Formal and Informal

How will you know whether your students have made progress toward the objective?

How and when will you assess mastery?

Formative Examination – A Kahoot quiz will be given to the students before they begin their independent practice

Summative Examination – An exam will be given at the end of the unit for students to demonstrate mastery of the content

DIVERSE LEARNERS

1. How will your instruction support the diversity of learners in your classroom?

2. List the specific strategies you will use to meet the needs of all identified learners

TPE 1; TPE 2; TPE 3; TPE 4; TPE 5; TPE 6.

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Extra help will be given to struggling students during the independent practice. The class will not move to independent practice until satisfactory results from the formative examination are achieved. Subtitles will be turned on during any videos played and extra instruction will be given to ensure students are familiar with the assignment.

DIFFERENTIATION

- Differentiated instruction is not the same as individualized instruction.
- Differentiation allows students to show what they know in different ways.

TPE 1; TPE 2; TPE 3; TPE 4; TPE 5; TPE 6

1. Content

The students will become familiar with the honeybees and their pollination by being introduced through teacher explanation.

2. Process/Implementation

The lesson will move from lecture, to experiment, and finally to independent practice.

3. Product/Measure

Students will show mastery on the independent practice that will need to be completed during the class time.

CLASSROOM MANAGEMENT

TPE 2

How will you create a healthy learning environment?

An emphasis on respect for the students and their teacher must be made to ensure a healthy learning environment. Without this emphasis, students may not be comfortable with a safe atmosphere that allows for proper learning.

How will you create and maintain a supportive and safe learning environment?

A supportive and safe learning environment will be made primarily through encouraging words when discussing content with the students. This will ensure that students also respect each other since the respect is freely given all around the classroom.

How will you establish a climate of learning?

A climate of learning will be established through routine. The students will know exactly what is expected of them since an environment of learning has been established at the very beginning of the school year.

OPENING (10 minutes – suggested)

TPE 1; TPE 2; TPE 3; TPE 4; TPE 5; TPE 6

How will you communicate *what* is about to happen? How will you communicate *how* it will happen?

A fascinating video will be shown about honeybees at the start of the lesson. During the lesson, the subtitles will be turned on to ensure students with disabilities will have an easier time with digesting the information. The educator will communicate with the students about interesting facts that will help with the students' interest levels. **There will also be an introduction to the historical context of the honeybees and how their decline in population has affected the global food chain through a timeline. This will satisfy the social studies portion of the lesson. It is important to include this in the lesson because teaching across the curriculum creates better rounded students that will be more comfortable with all subjects.**

How will you communicate its *importance*? How will you communicate *connections* to previous & future lessons?

Students will understand the importance of the honeybee and their pollination through the video. The lesson itself will directly tie into the previous lessons. At the beginning of the unit, there will also be an emphasis on the total unit and how the topics will ultimately relate to one another. **The timeline shown of the honeybee population will emphasize the importance of the honeybee and this subject matter.**

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How will you engage students and capture their interest?	The video will relate the honeybee to the current life and situations of the students themselves. For example, the video will show what foods would not be available if the honeybee were to become extinct. The timeline will be interesting and have many facts and details that will capture the attention of the students.
CO-TEACHING APPROACH	☐ One Teach, One Support, Parallel, Alternative, and Station <i>(select if applicable)</i>
• TIME	10 minutes
• TEACHER	The teacher will start the class by showing the informative video to generate excitement about the lesson. The teacher will ensure that the video's subtitles are on to help students with disabilities. Following this, the teacher will unveil the timeline of the history of the honeybee.
• STUDENTS	Students should be watching the video while taking notes to help with information retention.
• MATERIALS, STRATEGIES, & TECHNOLOGIES USED	21st Century Skills (Technology & Informational Literacy) Video Projector Printed out historical timeline of the honeybee and its relation to the global food chain

INTRODUCTION OF NEW MATERIAL (10 minutes – suggested)	
TPE 1; TPE 2; TPE 3; TPE 4; TPE 5; TPE 6	
How will you introduce academic language?	New academic language will be introduced on a white board at the front of the class. The class will copy the new terms and their definitions into the worksheet assignment that will be given to them. The timeline will include age-appropriate language. The new language from the presentation will be reinforced in the historical timeline.
What key points will you emphasize and reiterate?	I will emphasize and reiterate key points from the video and expand on key ideas. This is especially true for information regarding the honeybee and how it pollinates crops. The history of the honeybee will also be reiterated.
How will you ensure that students actively take-in information?	I will ensure that the students are actively taking-in notes by making sure they are taking notes while the video is playing.
How will you vary your approach to make information accessible to all students? How will you differentiate your instruction for all your learners?	The instruction will be available to every single student through a variety of methods. This will come in the form of the video to start. This video will have closed captioning. The educator will also lecture following the video to reclarify points of confusion and further the students understanding on the content. The educator will include points from the timeline in the reiterations.
Which potential misunderstandings will you anticipate?	I anticipate students not fully understanding and grasping just how important honeybees are to the crops that we eat every day. This will need to be further emphasized in the introduction of new material.
Why will students be engaged and interested?	Students will be engaged and interested in the content since the content is relevant and important to them. This is also true because the video is very exciting and the teacher will be educating enthusiastically.
CO-TEACHING APPROACH	☐ One Teach, One Support, Parallel, Alternative, and Station <i>(select if applicable)</i>
• TIME	10 minutes
• TEACHER	The teacher will be leading the lesson once the video is over. The teacher will be following the lesson plan instructions as listed above.
• STUDENTS	The students will follow the teacher and their instructions as listed in the lesson plan instructions above.

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<i>MATERIALS, STRATEGIES, & TECHNOLOGIES USED</i>	21st Century Skills (Technology & Informational Literacy) Video projector Printed out historical timeline of the honeybee and its relation to the global food chain
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GUIDED PRACTICE (15 minutes – suggested)

TPE 1; TPE 2; TPE 3; TPE 4; TPE 5; TPE 6

How will you clearly state and model behavioral expectations?	Guided practice will be done with technology through Canvas. Canvas provides a platform to get quick access to data and information regarding how well students are picking up information.
How will you integrate the academic language?	The academic language will be implemented on Canvas. On this website, the students will be able to do a word game matching the definitions with the terms. The academic language will also be reintegrated into the historical timeline.
How will you ensure that all students have multiple opportunities to practice?	The guided practice will feature students learning more about honeybees as well as an emphasis on the students continuing to further their learning about key points in students. Viewing the timeline will give the students another opportunity to practice and see the academic language.
How will you scaffold practice exercises from easy to hard?	The lesson will begin with a lot of s work with the students by the teacher. As the educator begins to feel as though the students are getting a grasp of the content.
How will you monitor and correct student performance?	At the end of the guided practice portion of the lesson, there will be a formative examination given to the students to ensure that all of the information will be given based on how well the parents are being meeting.
Why will students be engaged and interested?	The students will be engaged and interested with the lesson due to the content being interesting and engaged in the content that is being taught
CO-TEACHING APPROACH	☐ One Teach, One Support, Parallel, Alternative, and Station (select if applicable)
TIME	15 minutes
TEACHER	The teacher will be following the thigh staining student.
STUDENTS	The students will be following the same logo as last year.
<i>MATERIALS, STRATEGIES, & TECHNOLOGIES USED</i>	21st Century Skills (Technology & Informational Literacy) Overhead projector' Canvas Printed out historical timeline of the honeybee and its relation to the global food chain

INDEPENDENT PRACTICE (25 minutes – suggested)

TPE 1; TPE 2; TPE 3; TPE 4; TPE 5; TPE 6

How will you clearly state and model behavioral expectations?	After the guided practice, the students will take a formative examination. In this examination, the educator will take careful note of whether or not the students are ready to move to independent practice or if there is need for more instructional time with the students.
How will students demonstrate an understanding of the academic language?	Students will demonstrate an understanding of the academic language through a variety of ways. The biggest way will be through the Canvas assignment. The students should be comfortable enough with the whole lesson that they will get most of the terms correct. The Canvas assignment will include portions from the historical timeline as well. The students will then take portions of the historical timeline and create their own timeline. This will be a form of guided inquiry-based learning.

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In what ways will students attempt to demonstrate independent mastery of the objective?	Students will attempt to demonstrate independent master of the objective through a complete understanding of the honeybee and how various crops are pollinated. Students will attempt to understand this and answer all questions on Canvas and about the historical timeline.
How will you provide opportunities for extension?	If the assignment is not completed in class, there will be opportunities to finish for homework as a way of an extension.
Why will students be engaged and interested?	Students will be engaged and interested and staying on topic in order to not have to finish the assignment for homework.
CO-TEACHING APPROACH	☐ One Teach, One Support, Parallel, Alternative, and Station <i>(select if applicable)</i>
• TIME	25 minutes
• TEACHER	The teacher will follow the lesson plan as listed above.
• STUDENTS	The students will follow the lesson plan as listed above.
• MATERIALS, STRATEGIES, & TECHNOLOGIES USED	21st Century Skills (Technology & Informational Literacy) Overhead projector Canvas Printed out historical timeline of the honeybee and its relation to the global food chain

CLOSING (5 minutes – suggested) TPE 1; TPE 2; TPE 3; TPE 4; TPE 5; TPE 6	
How will students summarize what they learned?	Students will be able to summarize what they learned very quickly and efficiently. They will understand what is expected of them and how best to serve their students.
How will students be asked to state the significance of what they learned?	The students will understand the significance of this question through the educator's own family. This helps students and staff by clearing up confusion.
How will you provide all students with opportunities to demonstrate mastery of or progress toward the objective?	A summative examination at the end of the unit for all students will be an opportunity for the students to demonstrate subject mastery.
CO-TEACHING APPROACH	☐ One Teach, One Support, Parallel, Alternative, and Station <i>(select if applicable)</i>
• TIME	5 minutes
• TEACHER	The teacher will follow the lesson plan as it is listed above.
• STUDENTS	The students will follow the lesson plan as it is listed above.
• MATERIALS, STRATEGIES, & TECHNOLOGIES USED	21st Century Skills (Technology & Informational Literacy) Overhead projector Canvas Printed out historical timeline of the honeybee and its relation to the global food chain

OUTSIDE THE CLASSROOM ENVIRONMENT (if appropriate). How will students practice what they learned?
Students will better understand how honeybees are able to work. Students will also be aware of the historical context of the honeybee.
COLLABORATION What other education professionals will you collaborate with to ensure all learner needs are met?
There will be minimal collaboration during the actual lesson but there will be meetings before the lesson to share ideas and create content.

REFLECT ON INSTRUCTION (DATA-DRIVEN)

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Pre-Teaching Lesson (Expectations) The teacher will be well prepared and ready to instruct the students on the topic based on the information standards set in the classroom.	Post-Teaching Lesson (Delivery) This section will be completed after the lesson is completed using honest self-reflection.
REFERENCES: List research used or quoted that is consistent with APA style guidelines. The video used at the beginning of the class about honeybees will be referenced here.	

PROFESSIONAL TEACHING STANDARDS REFLECTION	
InTASC: Of the InTASC standards identified as being supported by this lesson, rate your performance: • Does Not Meet • Developing • Effective *Note. This is an opportunity for you to identify areas for development. It is important to be honest in your reflection so you know what areas to strengthen.	
x/10 This will be completed after the lesson based on honest self-reflection.	
ISTE Standards for Teachers: Of the ISTE standards identified as being supported by this lesson, rate your performance: • Does Not Meet • Developing • Effective *Note. This is an opportunity for you to identify areas for development. It is important to be honest in your reflection so you know what areas to strengthen.	
x/10 This will be completed after the lesson based on honest self-reflection.	
TPE's: Of the TPE's identified as being supported by this lesson, rate your performance: • Does Not Meet • Developing • Effective *Note. This is an opportunity for you to identify areas for development. Being honest in your reflection is important so you know what areas to strengthen.	
x/10 This will be completed after the lesson based on honest self-reflection.	