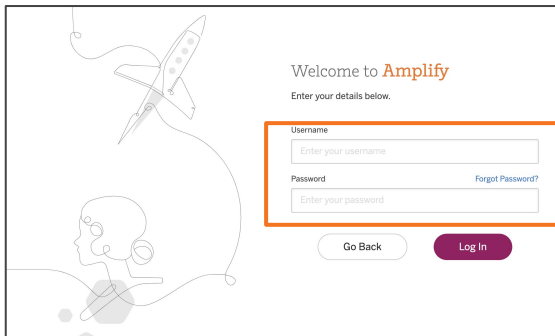
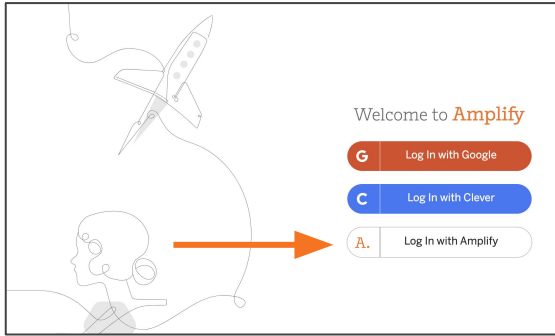
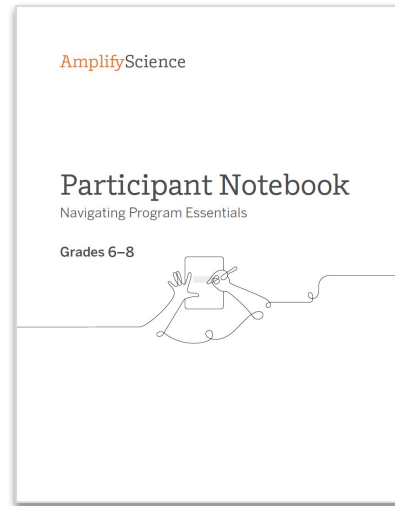


Welcome to Amplify Science!

Do Now: Login and open your digital participant packet



1. Go to **learning.amplify.com**
2. Select **Log in with Amplify**
3. Enter teacher demo account credentials
 - nycdoe_middle@tryamplify.net
 - Password: AmplifyNumber1
4. Explore as we wait to begin



Use two windows for today's webinar

Window #1

Meet - Etiwanda Grade 7 N x +
meet.google.com/hcs-dxpk-wrm?aut...

Miller Copy of Navigation Prop... x Amplify Curriculum
apps.learning.amplify.com/curriculum/#unit/8a31e095506df82015256f884b4544_californiaintegrated2019-2020#progress-build

Amplify Science CALIFORNIA > Plate Motion

OPEN PRINTABLE PROGRESS BUILD

Progress Build Level 1: The Earth's entire outer layer (below the water and soil that we see) is made of solid rock that is divided into plates. Earth's plates can move.

Underneath the soil, vegetation, and water that we see on the surface of Earth is the outer layer of Earth's geosphere, the solid part of our rocky planet. This outer layer of Earth is covered entirely with hard, solid rock that is divided into sections called plates. And, these plates can move.

Progress Build Level 2: The plates move on top of a soft, solid layer of rock called the mantle. At plate boundaries where the plates are moving away from each other, rock rises from the mantle and hardens, adding new solid rock to the edges of the plates. At plate boundaries where plates are moving toward each other, one plate moves underneath the other and sinks into the mantle.

Underneath the soil, vegetation, and water that we see on the surface of Earth is the outer layer of Earth's geosphere, the solid part of our rocky

Getting Ready to Teach
Materials and Preparation

Flexension Compilation
Investigation Notebook
NGSS Information for Parents and Guardians
Print Materials (11" x 17")
Print Materials (8.5" x 11")
Offline Preparation
Teaching without reliable classroom internet? Prepare unit and lesson materials for offline access.
Offline Guide

Window #2

Amplify Curriculum
apps.learning.amplify.com/curriculu...
Amplify Science CALIFORNIA > Plate Motion > Chapter 1 > Lesson 1.2

Lesson 1.2:
Using Fossils to Understand Earth

Lesson Brief (4 Activities) 1 WARM-UP Warm-Up T TEACHER-LED DISCUSSION Why Geologists Value Fossils 2 TEACHER-LED DISCUSSION Introducing Mesos

RESET LESSON GENERATE PRINTABLE LESSON

Lesson Brief

Overview
Materials & Preparation
Differentiation
Español rds

Digital Resources
All Projections
Completed Scientific Argumentation Wall Diagram
Video: Meet a Paleontologist
The Ancient Mesosaurus

Amplify Science

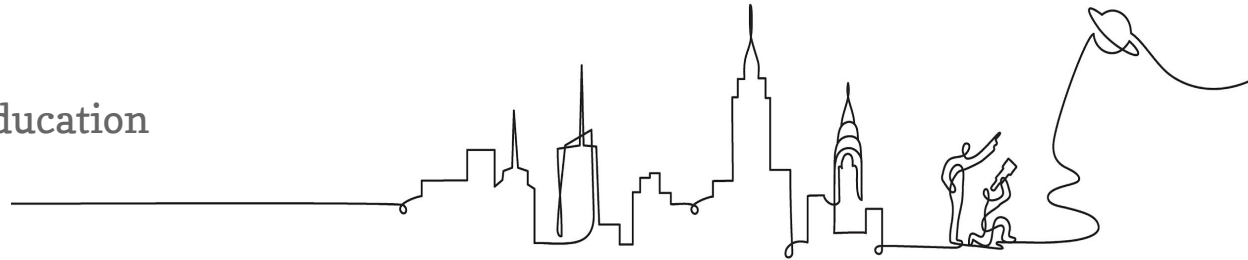
New York City

Introduction to Amplify Science NYC Summer Institute, Day 2

Grade 7: Microbiome and Metabolism

New York City Department of Education
July 22, 2020

Presented by

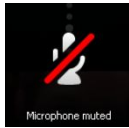


Remote Professional Learning Norms



Orient yourself to the platform

- *“Where’s the chat box? Where’s the mute button?”*



Mute your microphone unless sharing with the group



Use the chat box for posting questions or responses



Have a note-catcher

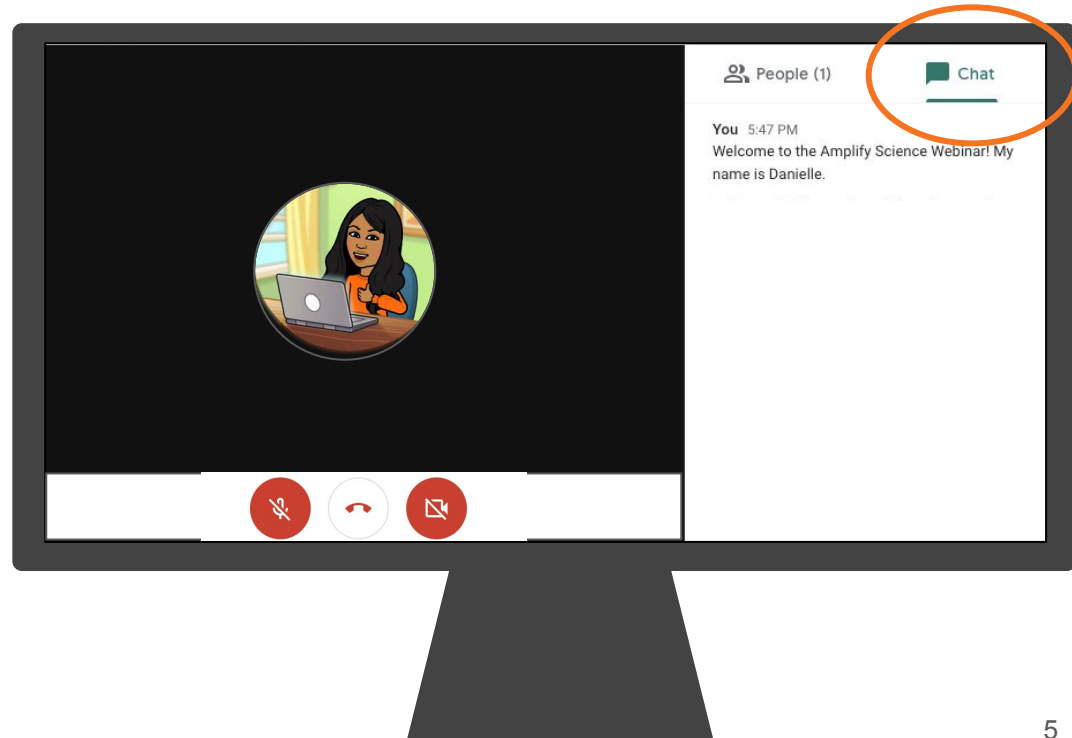


Engage at your comfort level - chat, ask questions, discuss.

Culture Building

Share your answers in the chat.

- **Question 1:** What did you learn about yesterday that made you excited to teach Amplify Science?
- **Question 2:** What are you looking forward to learning more about today?



Overarching goals

By the end of this institute, you will be able to:

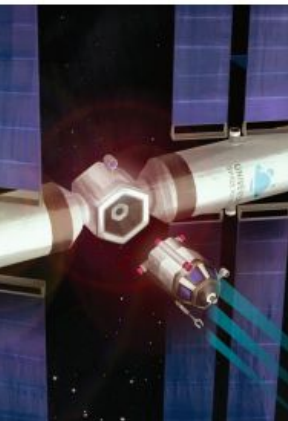
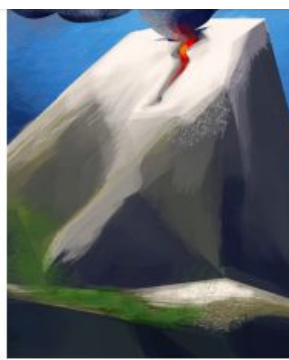
- Navigate the Amplify Science curriculum.
- Understand the program's multimodal approach and instructional materials.
- Apply program essentials to prepare to teach an Amplify Science unit.
- Make an informed decision about which of the Amplify Science Hybrid Learning Resources will best support your students.



Day 2 Objectives

By the end of the session you will be able to:

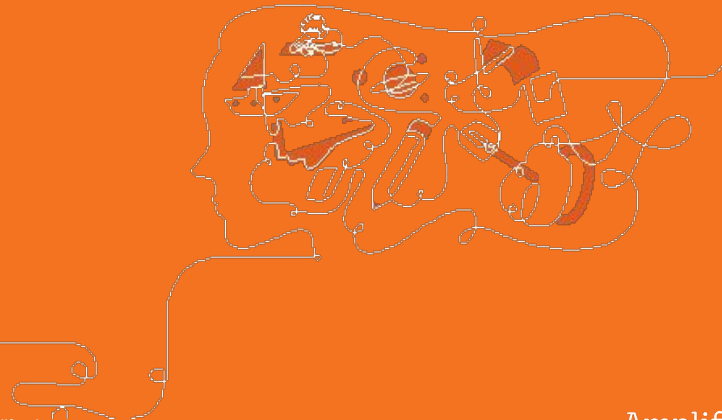
- Understand the purpose of Launch Units.
- Apply program essentials to prepare to teach an Amplify Science Launch Unit.
- Make an informed decision about which of the Amplify Science Hybrid Learning Resources will best support your students.



Plan for the day

- Experiencing the Launch Unit
- Launch Unit Components
- Planning to Teach
- Remote/Hybrid Resources
- Closing and reflection

Experiencing the Launch Unit



Middle School Curriculum New York City Edition

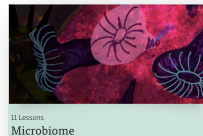
Grade 6

- Launch: Harnessing Human Energy
- Thermal Energy
- Populations and Resources
- Matter and Energy in Ecosystems
- Weather Patterns
- Ocean, Atmosphere, and Climate
- Earth's Changing Climate



Grade 7

- Launch: Microbiome
- Metabolism
- Phase Change
- Chemical Reactions
- Plate Motion
- Engineering Internship: Plate Motion
- Rock Transformations
- Engineering Internship: Earth's Changing Climate



Grade 8

- Launch: Geology on Mars
- Earth, Moon, and Sun
- Force and Motion
- Engineering Internship: Force and Motion
- Magnetic Fields
- Light Waves
- Traits and Reproduction
- Natural Selection
- Evolutionary History

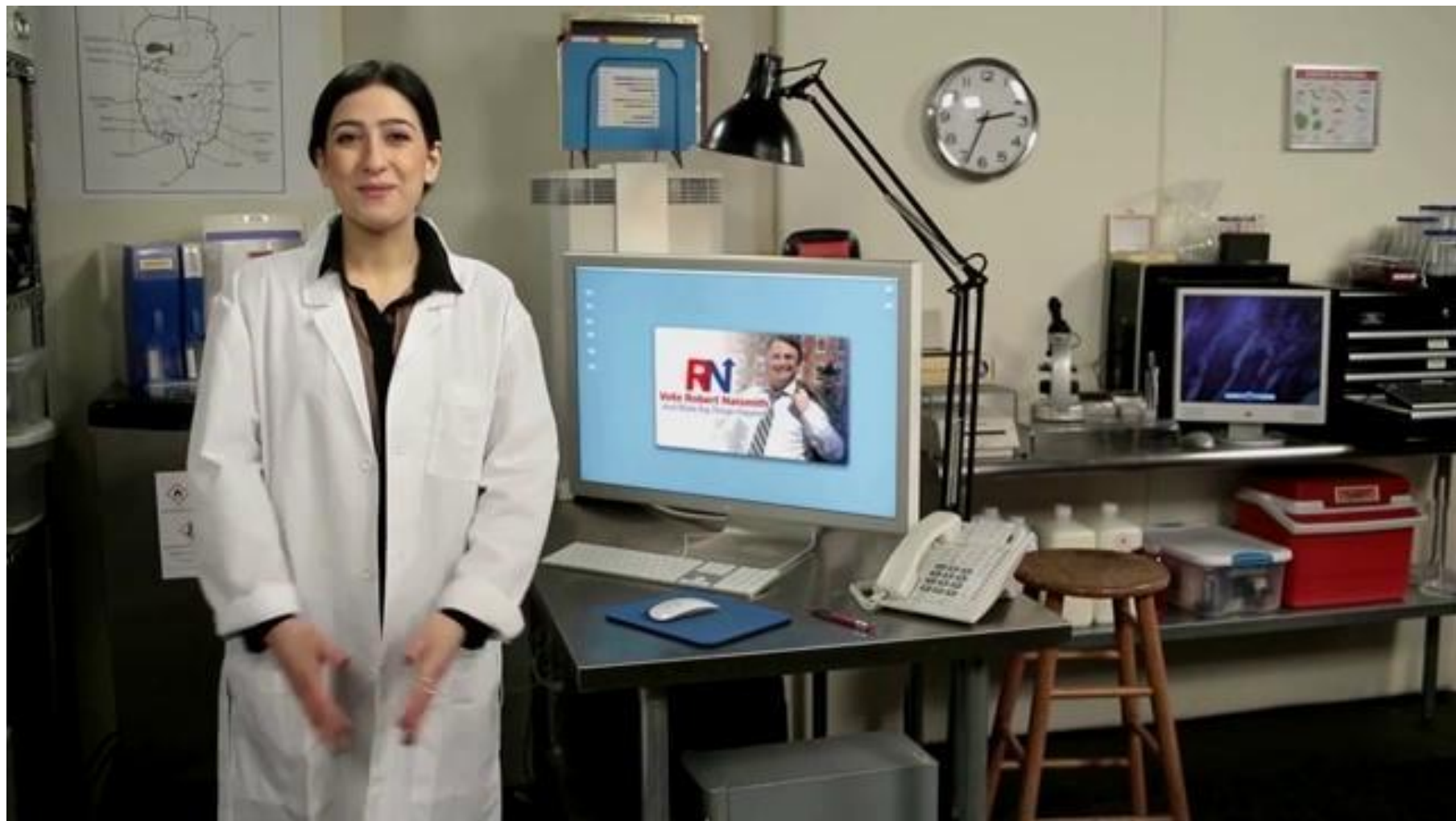


What is a launch unit?

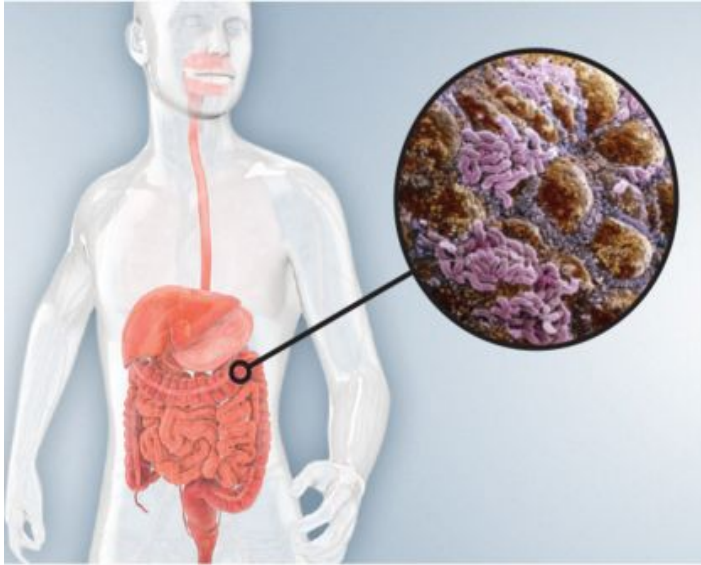
- First unit of the year
- Interesting, immersive, and often surprising problem-context
- Introduces **practices** that are integral to science, such as:
 - **Argumentation**
 - **Reading**
 - **Writing**
 - **Talking about science ideas**
 - **Using models**
- Introduces **routines** such as:
 - **Active reading**
 - **Discourse routines**

Launch unit: Microbiome





Launch Unit: Microbiome



Problem: The scientific community is interested in further investigating the human microbiome as a result of developments made in a treatment called fecal transplant.

Role: Student Researchers

Students consider living things at multiple scales and examine data in order to figure out why a fecal transplant cured a patient suffering from a *C. difficile* infection.

Unit Question

How can having 100 trillion microorganisms on and in the human body keep us healthy?

Microbiome—Unit Question—Lesson 11—AMP615585.12-MB
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11 Lessons

Microbiome

☑ JUMP DOWN TO UNIT GUIDE

🖨 GENERATE PRINTABLE TEACHER'S GUIDE ▼



Chapter 1: Microorganisms On and In the Human Body

3 Lessons

Chapter 1 Question

How small are the microorganisms that live on and in the human body?

Microbiome—Chapter 1 Question—Lesson 11—AMP05585.14.MB
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- Scale is introduced
 - some things are too small to see
- Microorganisms live on and in the body

Chapter 2: Arguing for the Benefits of Fecal Transplants

☑ JUMP DOWN TO CHAPTER OVERVIEW

Lesson 2.1:

Reading “The Human Microbiome”

Lesson 2.2:

Beginning a Case Study of Patient 23

Lesson 2.3:

Investigating Antibiotics

Lesson 2.4:

Analyzing Experiments with Mice

Lesson 2.5:

Analyzing Evidence About Fecal Transplants

Lesson 2.6:

Evaluating Evidence About Bacteria

Lesson 2.7:

Writing a Final Argument

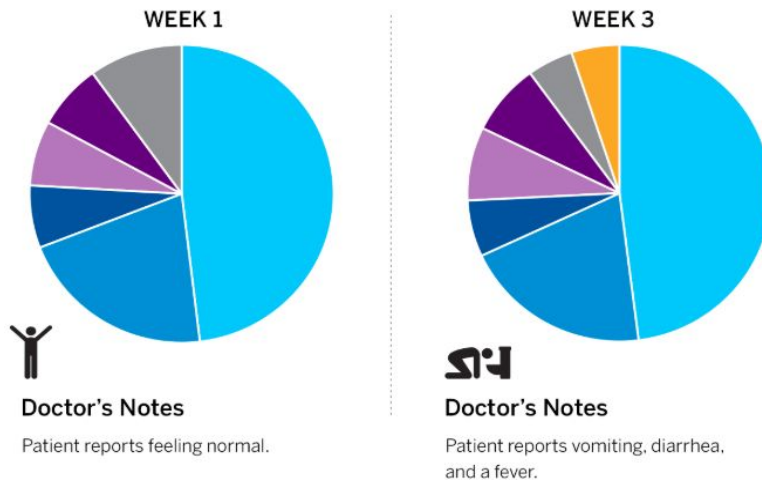
Lesson 2.8:

End-of-Unit Assessment

Chapter 2 Question
How can fecal transplants cure patients infected with harmful bacteria?

Microbiome—Chapter 2 Question—Lesson 2.2—AMPED0053.06.005
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Patient 23's Gut Bacteria



- *follow progress over a 9-week period*
- *symptoms change with various treatments*
- *students analyze this data in lesson 2.2*

In lesson 2.2 students also read this article. They learn that C. Jejuni is a bacteria that causes food poisoning.

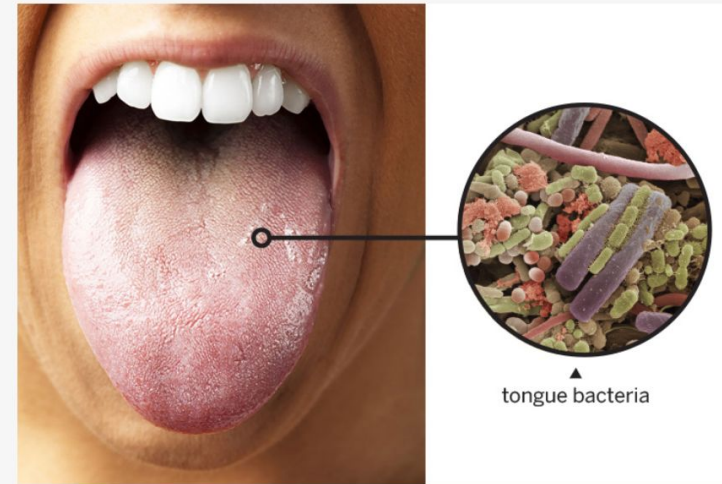
Students start to develop an understanding that there are both “good” and “not so good” bacteria that can live in the human gut microbiome, and that different bacteria affect the body in different ways.

The Human Microbiome

A World Inside You

There's a world filled with strange creatures. The creatures of this world are invisible, and they're not human. Aliens sometimes threaten to invade the world these creatures call home.

This world is not a far-off planet: it's your body! The creatures are called [microorganisms](#), and your body is home to more than 100 trillion of them. Microorganisms live on your skin, in your gut, in your nose and mouth, and pretty much everywhere else on and in your body.



Your tongue is covered with bacteria like the ones in this photo, which was taken through a microscope. Bacteria are some of the smallest microorganisms that live in and on your body: these bacteria are actually

Classroom Wall

Unit Question

How can having 100 trillion microorganisms on and in the human body keep us healthy?

Chapter 1 Question

How small are the microorganisms that live on and in the human body?

Investigation Question

How do antibiotics affect the microbiome?

Key Concepts

1. Many organisms are microscopic – so small that they cannot be seen with the naked eye.

2. All living things are made of cells.

3. Almost all cells are microscopic.

4. Even though they are both too small to see, cells are much bigger than molecules.

Vocabulary

organism

microorganism

scale

microscopic

cells

Model Lesson

Lesson 2.3: Investigating Antibiotics



Preparing to Teach

Know the
unit's big
idea

Understand
how the
lesson will
flow

Prepare your
digital
device plan

Gather your
materials

An abstract, colorful illustration of a microbiome. The background is a dark, textured brown. Overlaid on this are various stylized, colorful organisms in shades of red, purple, blue, and white. Some organisms have radiating lines, resembling spores or bacteria, while others are more complex, multi-lobed structures. The overall effect is a dense, vibrant representation of microbial life.

Microbiome

**Lesson 2.3: Investigating
Antibiotics**

Activity 1

Warm-Up





Warm-Up

1. Read the arguments below.
2. Then, answer the question about the arguments.

Argument One: Patient 23 felt sick during week 3 because he was infected with the *C. jejuni* bacteria. From “The Human Microbiome” article, I know that “this kind of *C. jejuni* infection can cause diarrhea, vomiting, and fever—all the symptoms of food poisoning.” These symptoms match the doctor’s note for Patient 23 for week 3. When Patient 23 felt healthy during week 1, the *C. jejuni* bacteria was not present in his gut microbiome. In week 2, when he felt sick, *C. jejuni*

These two arguments both answer the question *Why did Patient 23 feel sick during week 3?*

Which of these arguments is more convincing?
Explain your thinking below.

Activity 2

Introducing Argumentation



Warm-Up

Argument One: Patient 23 felt sick during week 3 because he was infected with the *C. jejuni* bacteria. From “The Human Microbiome” article, I know that “this kind of *C. jejuni* infection can cause diarrhea, vomiting, and fever—all the symptoms of food poisoning.” These symptoms match the doctor’s note for Patient 23 for week 3. When Patient 23 felt healthy during week 1, the *C. jejuni* bacteria was not present in his gut microbiome. In week 3, when he felt sick, *C. jejuni* was present. Therefore, *C. jejuni* is probably the cause of his sickness.

Argument Two: Patient 23 felt sick during week 3 because he was infected with the *C. jejuni* bacteria. *C. jejuni* is very bad for you. He probably ate something spoiled. My sister got food poisoning once.



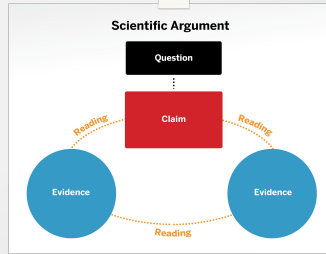
Which argument from the Warm-Up did you decide was **stronger**, and why?

Scientists ask questions and make observations. Then, when they think they have an idea about how something works, they make an argument to support that idea.

Scientific argumentation is the way that scientists communicate, evaluate, and revise their explanations about the natural world.

Scientific Argumentation

The purpose of scientific argument is to convince others, using evidence and reasoning.



A scientific argument . . .

- begins with a question.
- has a claim that proposes an answer to the question.
- has evidence that supports the claim.
- clearly explains how the evidence supports the claim (reasoning).

Evaluating Evidence

Scientists use relevant evidence to support a claim.

Argumentation Sentence Starters

- I think this evidence supports this claim because . . .
- I don't think this evidence supports this claim because . . .
- I agree because . . .
- I disagree because . . .
- Why do you think that?



The purpose of scientific argument is to convince others, using evidence and reasoning.



How do you use **argumentation** in your everyday life?



A scientific argument...

- begins with a question.

Question: Why did Patient 23 feel sick during week 3?

Question: Why did the plants on one side of the mountain survive, while the plants on the other side died?

Question: What is the explanation for why so many people became sick in one city?



A scientific argument...

- begins with a question.
- has a claim that proposes an answer to the question.

Question: Why did Patient 23 feel sick during week 3?

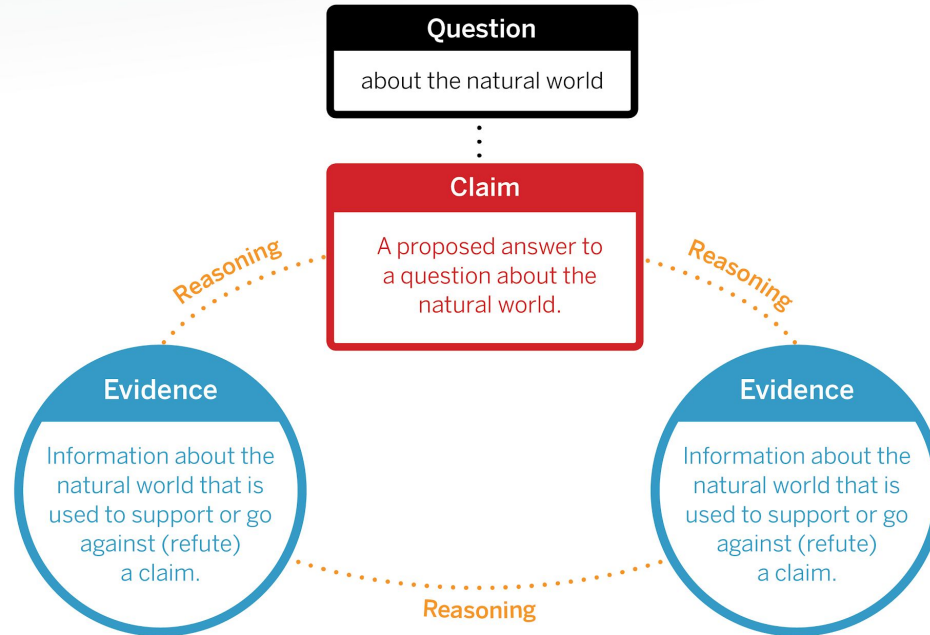
Claim: Patient 23 felt sick during week 3 because he was infected with the *C. jejuni* bacteria.



A scientific argument...

- begins with a question.
- has a claim that proposes an answer to the question.
- has evidence that supports the claim.
- clearly explains how the evidence supports the claim (reasoning).

Scientific Argument



Vocabulary



claim

a proposed answer to a question about the natural world

Vocabulary



evidence

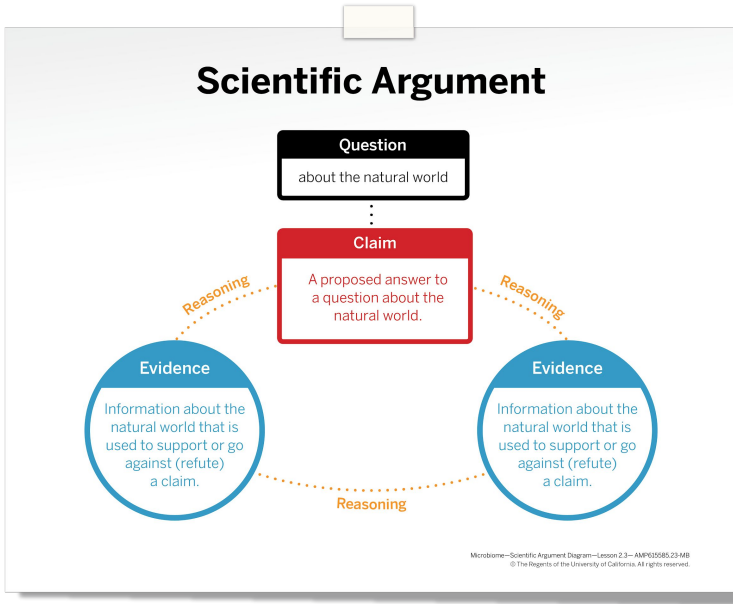
information about the natural world that is used to support a
claim

Vocabulary



reasoning

the process of making clear how your evidence supports your claim



Let's take another look at the arguments from the Warm-Up.

Do these arguments have a **claim**, **evidence** that supports the claim, and **reasoning**?

Introducing Argumentation

Evaluating Arguments

These two arguments both answer the question *Why did Patient 23 feel sick during week 3?*

Which of these arguments is more convincing?

Argument One: Patient 23 felt sick during week 3 because he was infected with the *C. jejuni* bacteria. From “The Human Microbiome” article, I know that “this kind of *C. jejuni* infection can cause diarrhea, vomiting, and fever—all the symptoms of food poisoning.” These symptoms match the doctor’s note for Patient 23 for week 3. When Patient 23 felt healthy during week 1, the *C. jejuni* bacteria was not present in his gut microbiome. In week 3, when he felt sick, *C. jejuni* was present. Therefore, *C. jejuni* is probably the cause of his sickness.

Argument Two: Patient 23 felt sick during week 3 because he was infected with the *C. jejuni* bacteria. *C. jejuni* is very bad for you. He probably ate something spoiled. My sister got food poisoning once.

Activity 3

Evaluating Evidence About Antibiotics



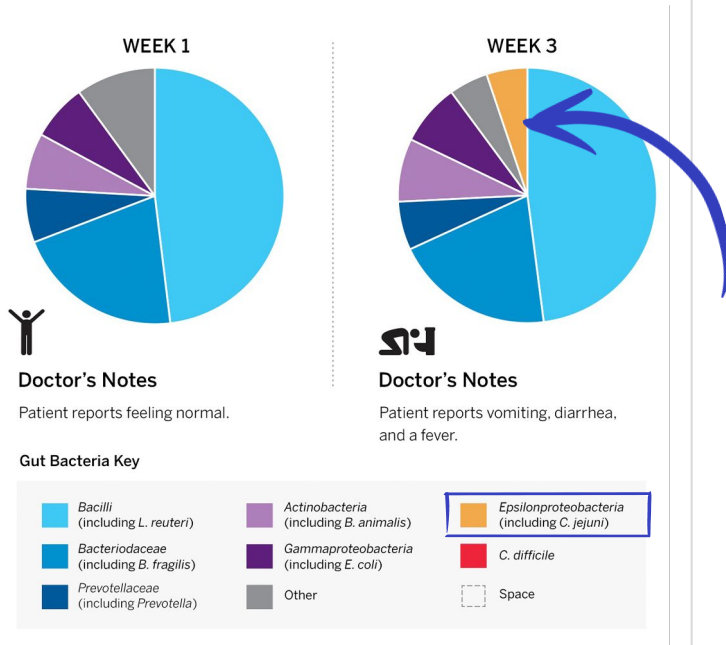
Key Concept

7. A healthy microbiome has various helpful types of bacteria.

Key Concept

8. An infection of harmful bacteria in the human microbiome can make a person sick.

Patient 23's Gut Bacteria



We have a lot of evidence that Patient 23 was **infected** with *C. jejuni* during week 3.

After week 3, the patient was given **antibiotics** to treat the infection.

Next, we will investigate this question:

Investigation Question:
How do antibiotics affect the microbiome?

Here is a possible claim that answers our Investigation Question.

Claim: Antibiotics cure infection by killing all types of bacteria in the body, including the harmful bacteria that cause the infection.

Now, we are going to look at some **evidence** to see if this claim is supported. We will use these cards.

Quotation from "The Human Microbiome" article:
 "Often, doctors treat infections with antibiotics. Antibiotics are medicines that kill bacteria."


Article:
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A
 Microbiome—Antibiotics Evidence Cards—Lesson 2.3—AMP/ESSE/CS/MB
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B
 2.3—AMP/ESSE/CS/MB
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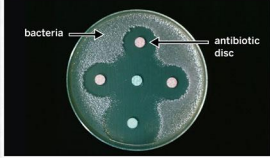
C
 2.3—AMP/ESSE/CS/MB
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D
 2.3—AMP/ESSE/CS/MB
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This microorganism is an eyelash mite. It is hairless and lives next to the roots of an organism's eyelashes. This photo was taken through a microscope so the mite in the image is about 300 times larger than its actual size.

E
 Microbiome—Antibiotics Evidence Cards—Lesson 2.3—AMP/ESSE/CS/MB
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 Image credit: Science Source




bacteria

antibiotic disc

F
 Microbiome—Antibiotics Evidence Cards—Lesson 2.3—AMP/ESSE/CS/MB
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 Image credit: Science Source

Chart 2: Gut Bacteria in a Person with a "Food Poisoning" Infection (C. jejuni)
 Total number of bacteria: about 50 trillion
 causes "food poisoning" symptoms: vomiting and diarrhea




- Bacilli (including L. reuteri)
- Proteobacteria (including B. fragilis)
- Firmicutes (including T. reesei)
- Actinobacteria (including B. armatus)
- Gammaproteobacteria (including C. coli)
- Other
- Eukaryotobacteria (including C. jejuni)
- C. difficile
- Space

What people call "food poisoning" isn't caused by poison: it's usually an infection with harmful bacteria such as C. jejuni.

G
 Microbiome—Antibiotics Evidence Cards—Lesson 2.3—AMP/ESSE/CS/MB
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Chart 3: Reduced Gut Bacteria After Treatment with Antibiotics
 Reduced number of bacteria: ONLY about 5 trillion!



- Bacilli (including L. reuteri)
- Proteobacteria (including B. fragilis)
- Firmicutes (including T. reesei)
- Actinobacteria (including B. armatus)
- Gammaproteobacteria (including C. coli)
- Other
- Eukaryotobacteria (including C. jejuni)
- C. difficile
- Space

To treat harmful infections, antibiotics kill bacteria. After treatment with antibiotics, people have reduced numbers of bacteria in their microbiomes. In addition, they may have different types of bacteria than they did before.

G
 Microbiome—Antibiotics Evidence Cards—Lesson 2.3—AMP/ESSE/CS/MB
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When scientists are making an argument, they evaluate evidence to see if it is **relevant** or **irrelevant** to the question they're investigating.

Let's think about some examples.

Relevant

Microbiome—Antibiotics Card Sort Headers—Lesson 2.3—AAP02085.03.MB
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Irrelevant

Microbiome—Antibiotics Card Sort Headers—Lesson 2.3—AAP02085.03.MB
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Claim:

Antibiotics cure infections by killing all types of bacteria in the body, including the harmful bacteria that cause the infections.

Relevant or Irrelevant?

1. One patient, who used an antibiotic, found that the bacterial infection on her arm went away in five days.
2. Bacteria can live on rocks.
3. When people exercise a lot they usually feel healthier.

Claim

Antibiotics cure infections by killing all types of bacteria in the body, including the harmful bacteria that cause the infections.

Relevant

Irrelevant

You and a partner will work with a set of cards. You'll put the **Claim** card at the top of the desk and the **Relevant** and **Irrelevant** headers beneath it, side by side.

Claim

Antibiotics cure infections by killing all types of bacteria in the body, including the harmful bacteria that cause the infections.

Relevant

Irrelevant

Together, you will discuss each evidence card, decide whether that evidence is **relevant** or **irrelevant** to the claim, and place the card under the category you chose.

The evidence cards include:

- Card 1:** A photograph of a microorganism with the caption: "This microorganism is an eyelash mite. It is harmless and lives next to the roots of an organism's eyelashes. This photo was taken through a microscope so the mite in the image is about 300 times larger than its actual size."
- Card 2:** A pie chart with a legend:
 - Bacteroidetes (including B. fragilis)
 - Firmicutes (including L. reuteri)
 - Proteobacteria (including E. coli)
 - Other
 - Eukaryotes/Archaea (including C. parvum)
 - C. difficile
 - None
- Card 3:** A photograph of a petri dish with an antibiotic disc. Labels point to "bacteria" and "antibiotic disc".
- Card 4:** A pie chart with a legend:
 - Firmicutes (including L. reuteri)
 - Bacteroidetes (including B. fragilis)
 - Proteobacteria (including E. coli)
 - Other
 - Eukaryotes/Archaea (including C. parvum)
 - C. difficile
 - None
- Card 5:** Text: "To treat harmful infections, antibiotics kill bacteria. After treatment with antibiotics, people have reduced numbers of bacteria in their microbiomes. In addition, they may have different types of bacteria than they did before."

Antibiotics Evidence Card B

Quotation from “The Human Microbiome” article:

“The number of bacteria in the microbiome of one human is millions of times greater than the number of people living on Earth!”

Claim
Antibiotics cure infections by killing all types of bacteria in the body, including the harmful bacteria that cause the infections.

Relevant

Irrelevant

Antibiotics Evidence Card B
Quotation from "The Human Microbiome" article:
"The number of bacteria in the microbiome of one human is millions of times greater than the number of people living on Earth!"

The evidence on Card B is interesting, but it may not be relevant to this claim. It's about bacteria, but **not about what antibiotics do** to different types of bacteria. I would put this under **Irrelevant**.



Argumentation Sentence Starters

- I think this evidence supports this claim because...
- I don't think this evidence supports this claim because...
- I agree because...
- I disagree because...
- Why do you think that?

An important part of sorting evidence is to thoroughly discuss your thinking with a partner. These sentence starters can help you **discuss** your thinking during the Antibiotics Card Sort.

Evaluating Evidence About Antibiotics

Antibiotics Card Sort

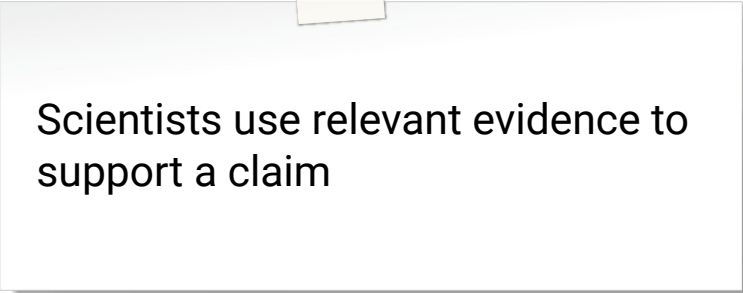
How do antibiotics affect the microbiome?

1. Place the Claim card at the top of your desk and the Relevant and Irrelevant headers underneath it.
2. With your partner, discuss each evidence card and decide if it is relevant or irrelevant to the claim.

Patient 23's Gut Bacteria



Evaluating Evidence



Scientists use relevant evidence to support a claim

Relevant evidence
makes an argument
stronger.

It's important only to
include relevant evidence
in a strong argument.

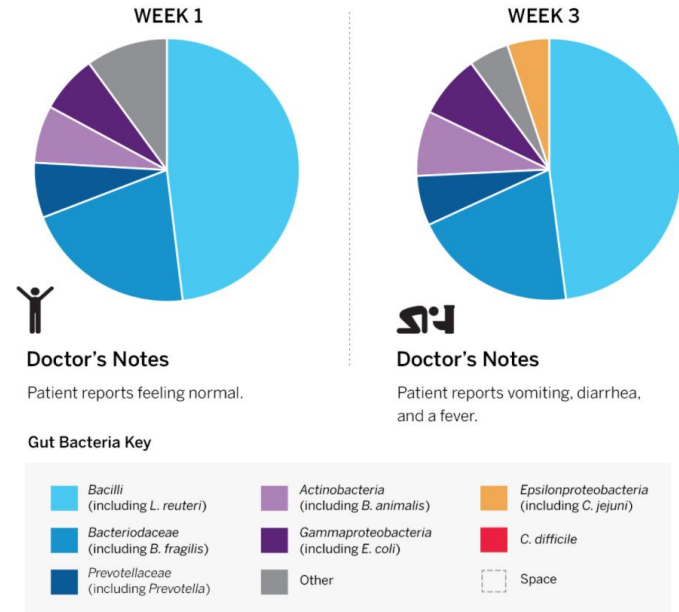
Antibiotics cure infection by killing all types of bacteria in the body, including the harmful bacteria that cause the infection.

| Relevant | Irrelevant |
|----------|------------|
| | |

Create your own sorting tool

- A. **Quotation from “The Human Microbiome” article:**
“Often, doctors treat infections with antibiotics. Antibiotics are medicines that kill bacteria.”
- B. **Quotation from “The Human Microbiome” article:** “The number of bacteria in the microbiome of one human is millions of times greater than the number of people living on Earth!”
- C. **Quotation from “The Human Microbiome” article:**
“Unfortunately, not all bacteria are helpful. Harmful bacteria can invade the human microbiome through cuts, spoiled food, and even the air we breathe. An invasion of harmful bacteria or other microorganisms is called an infection, and infections can make people very sick.”
- D. Even though they are so tiny, bacteria are living things. They have the same basic needs, such as food, warmth, and living space, as all other living things.

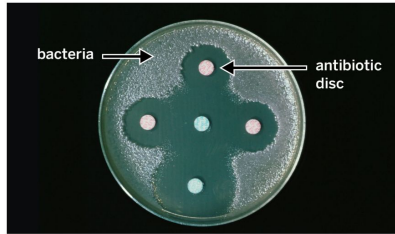
Patient 23’s Gut Bacteria





This microorganism is an eyelash mite. It is harmless and lives next to the roots of an organism's eyelashes. This photo was taken through a microscope so the mite in the image is about 300 times larger than its actual size.

E



F

Chart 2: Gut Bacteria in a Person with a "Food Poisoning" Infection (*C. jejuni*)

Total number of bacteria: about 90 trillion
causes "food poisoning"
symptoms: vomiting and diarrhea



What people call "food poisoning" isn't caused by poison: it's usually an infection with harmful bacteria such as *C. jejuni*.

Chart 3: Reduced Gut Bacteria After Treatment with Antibiotics

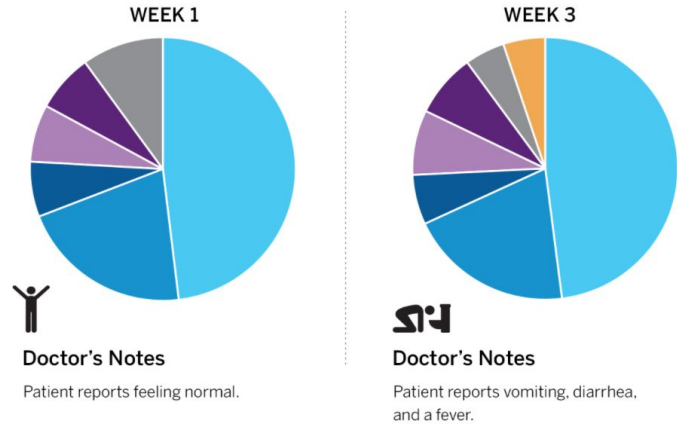
Reduced number of bacteria: ONLY about 5 trillion!



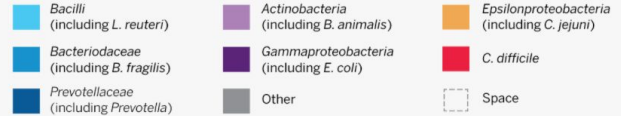
To treat harmful infections, antibiotics kill bacteria. After treatment with antibiotics, people have reduced numbers of bacteria in their microbiomes. In addition, they may have different types of bacteria than they did before.

G

Patient 23's Gut Bacteria



Gut Bacteria Key



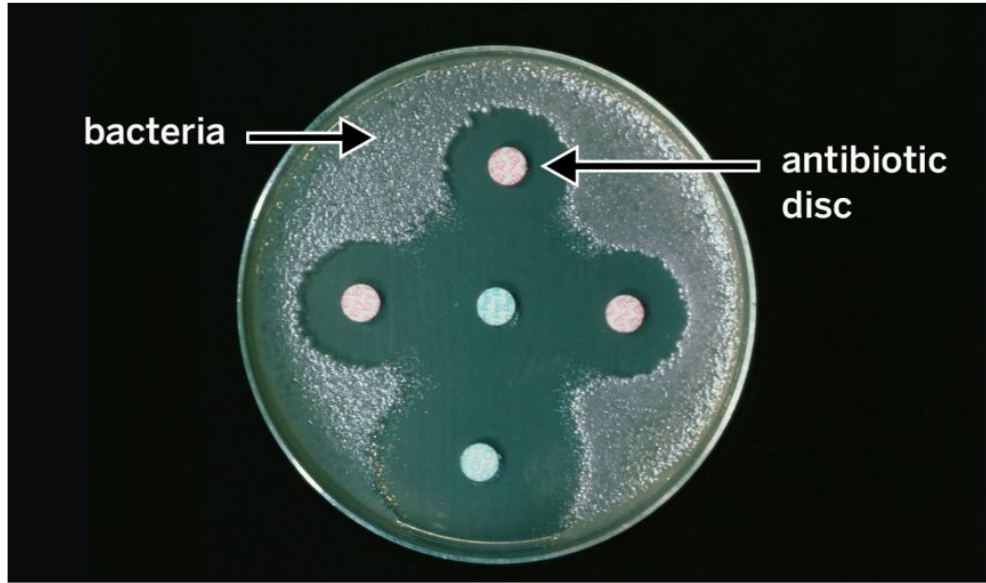
Evidence Card E



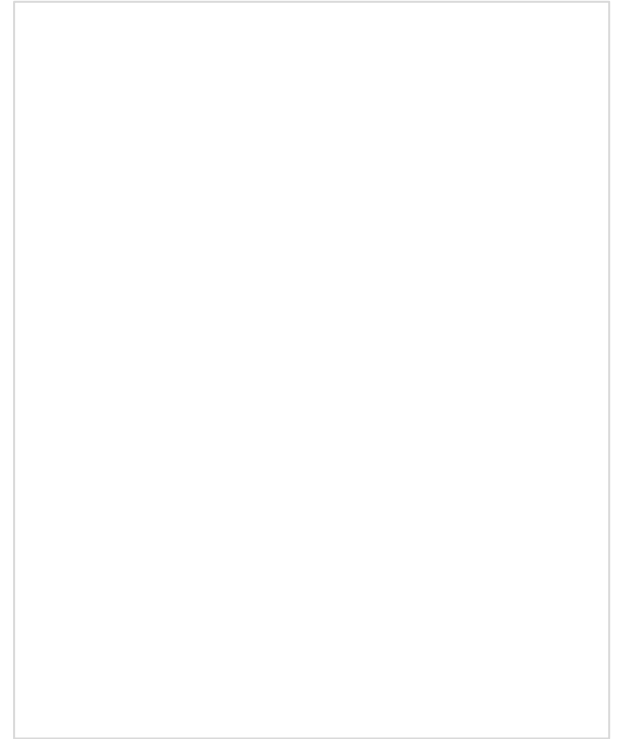
This microorganism is an eyelash mite. It is harmless and lives next to the roots of an organism's eyelashes. This photo was taken through a microscope so the mite in the image is about 300 times larger than its actual size.

E

Evidence Card F



F



Evidence Card G

Chart 2: Gut Bacteria in a Person with a “Food Poisoning” Infection (*C. jejuni*)

Total number of bacteria: about 90 trillion

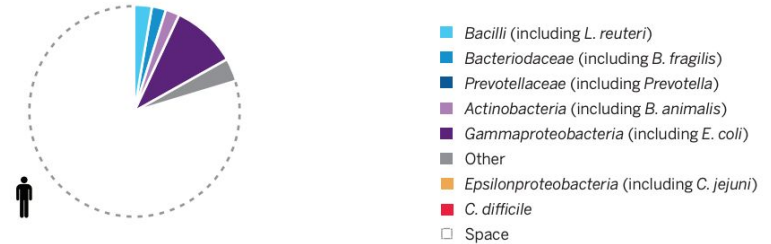
causes “food poisoning”
symptoms: vomiting and diarrhea



What people call “food poisoning” isn’t caused by poison: it’s usually an infection with harmful bacteria such as *C. jejuni*.

Chart 3: Reduced Gut Bacteria After Treatment with Antibiotics

Reduced number of bacteria: ONLY about 5 trillion!



To treat harmful infections, antibiotics kill bacteria. After treatment with antibiotics, people have reduced numbers of bacteria in their microbiomes. In addition, they may have different types of bacteria than they did before.

G

Claim

Antibiotics cure infections by killing all types of bacteria in the body, including the harmful bacteria that cause the infections.

Relevant

Irrelevant



Let's discuss which evidence you decided was **irrelevant** to the claim, which you decided was **relevant**, and **why**.

E Microbiome - Antibiotics Evidence Cards Lesson 2.3 - AMPS12002.03.048 © The Regents of the University of California. All rights reserved.

Quotation from "The Human Microbiome" article:
This microorganism is an eyelash mite. It is harmless and lives next to the roots of an organism's eyelashes. This photo was taken through a microscope so the mite in the image is about 300 times larger than its actual size.

F Microbiome - Antibiotics Evidence Cards Lesson 2.3 - AMPS12002.03.048 © The Regents of the University of California. All rights reserved.

Antibiotics cure infections by killing all types of bacteria in the body, including the harmful bacteria that cause the infections.

G Microbiome - Antibiotics Evidence Cards Lesson 2.3 - AMPS12002.03.048 © The Regents of the University of California. All rights reserved.

H Microbiome - Antibiotics Evidence Cards Lesson 2.3 - AMPS12002.03.048 © The Regents of the University of California. All rights reserved.

Antibiotics cure infection by killing all types of bacteria in the body, including the harmful bacteria that cause the infection.

| Relevant | Irrelevant |
|----------|------------|
| A | B |
| F | D |
| G | E |

What about evidence card C?



Put the Evidence Cards in order and clip them together with the Claim, Relevant, and Irrelevant headers.

Activity 4

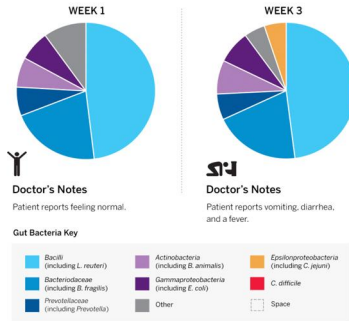
Returning to Patient 23



Returning to Patient 23

What will happen to Patient 23's gut microbiome after his antibiotics treatment?

Patient 23's Gut Bacteria

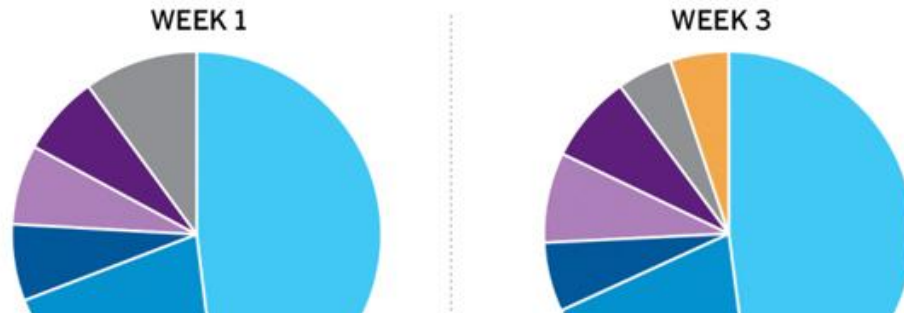


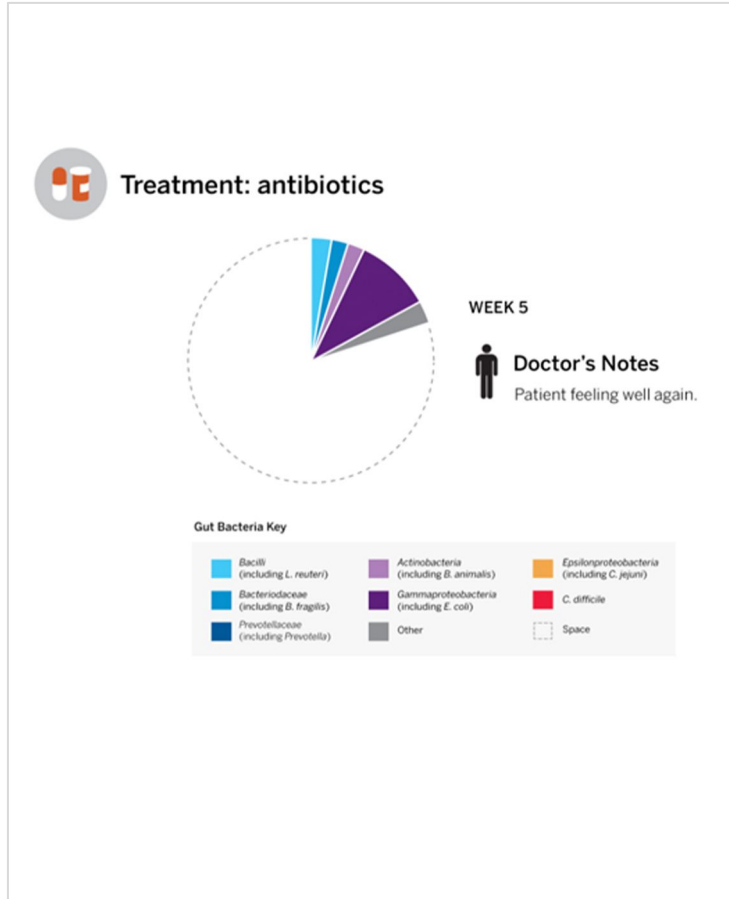
As you know, Patient 23 likely had food poisoning, or an infection from the harmful bacteria *C. jejuni*. At the end of week 3, he was **treated with antibiotics** for that infection.

Returning to Patient 23

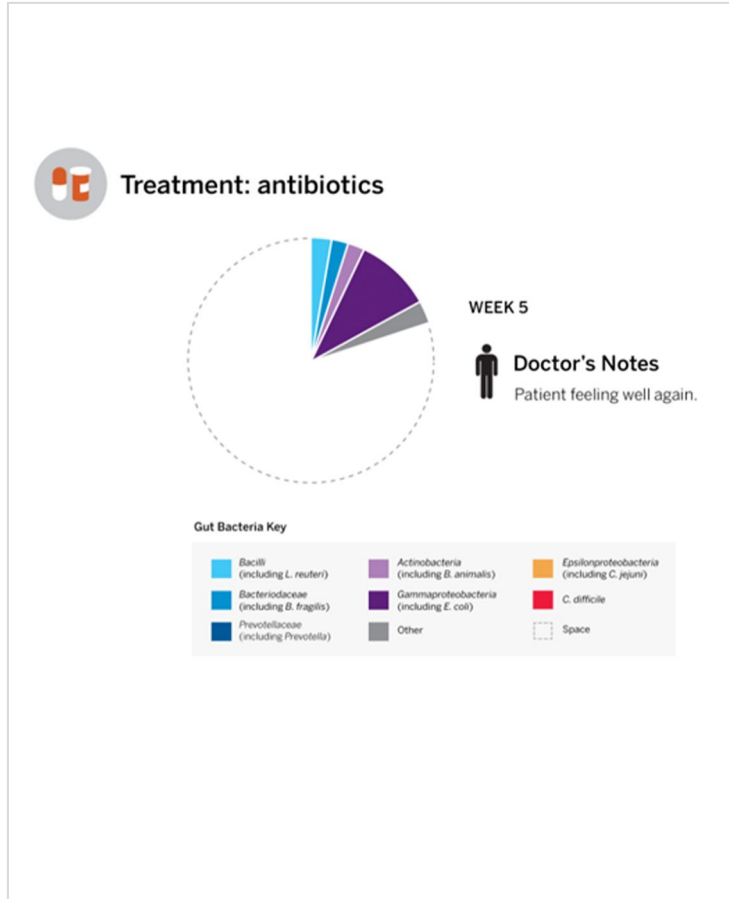
What will happen to Patient 23's gut microbiome after his antibiotics treatment?

Patient 23's Gut Bacteria





You'll now have a chance to look at Patient 23's case study data from week 5.



Discuss and record your observations of Patient 23's case study data from week 5.

Activity 5

Homework





For this activity, you will learn about a **scientist** who studies the **human microbiome** by reading an article and responding to a question.



Homework

Reading “Meet a Scientist Who Studies the Human Microbiome”

Learn more about a scientist who studies the human microbiome. Open the [“Meet a Scientist Who Studies the Human Microbiome”](#) article in the Amplify Library. Read and answer the question below. Then, press HAND IN to submit your article.



Meet a Scientist Who Studies the Human Microbiome



What do scientists who study the human microbiome hope to achieve?

End of Lesson

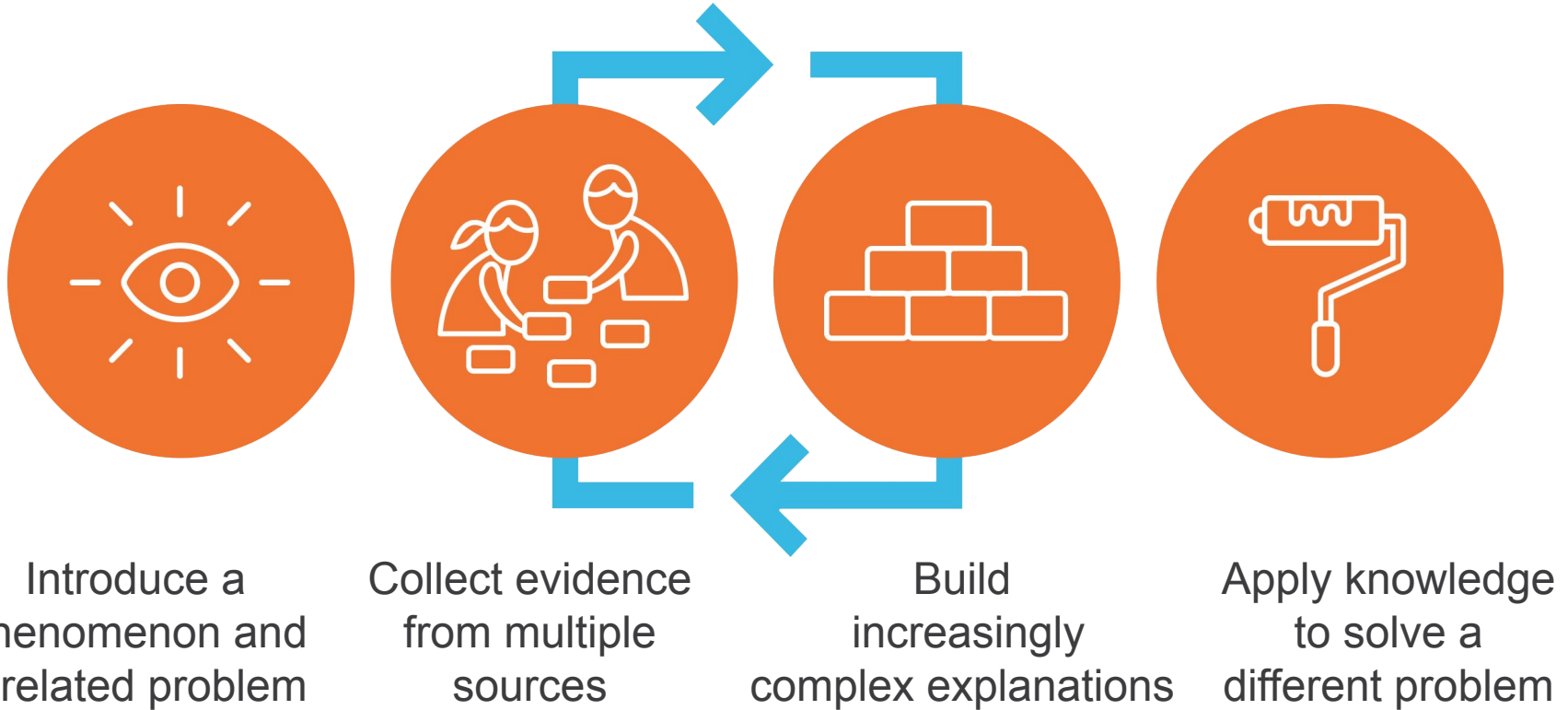


THE LAWRENCE
HALL OF SCIENCE
UNIVERSITY OF CALIFORNIA, BERKELEY

Amplify.

Published and Distributed by Amplify. www.amplify.com

What aspects of the Amplify Science Instructional Approach did you experience in the Launch Unit?



Lesson Reflection



Answer in the chat feature



How is a launch unit lesson similar/different from a core unit lesson?

What questions do you have?



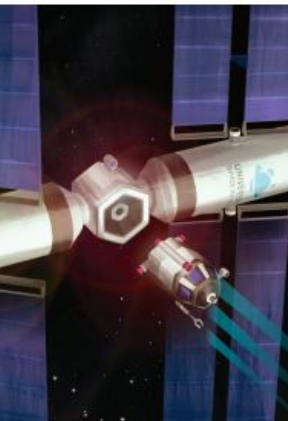
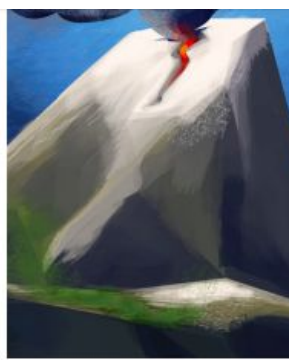
Ask in the chat feature



Questions?

5 min break



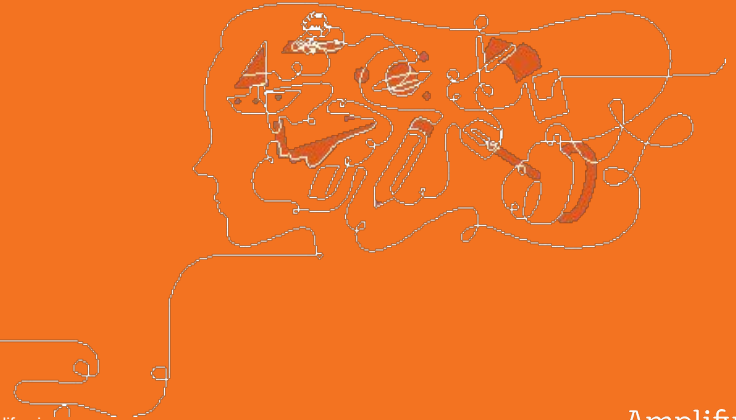


Plan for the day

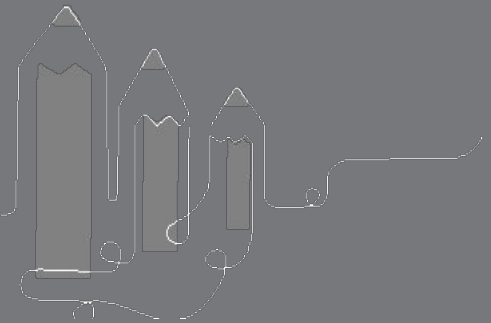
✓ Experiencing the Launch Unit

- Launch Unit Components
- Planning to Teach
- Remote/Hybrid Resources
- Closing and reflection

Launch Unit Components

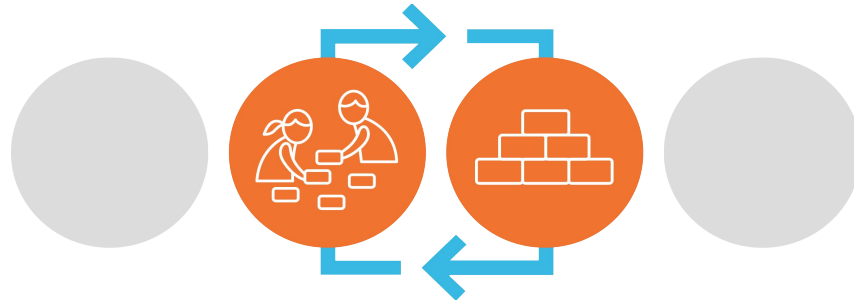


Argumentation in Amplify Science



Goals for argumentation in Amplify Science

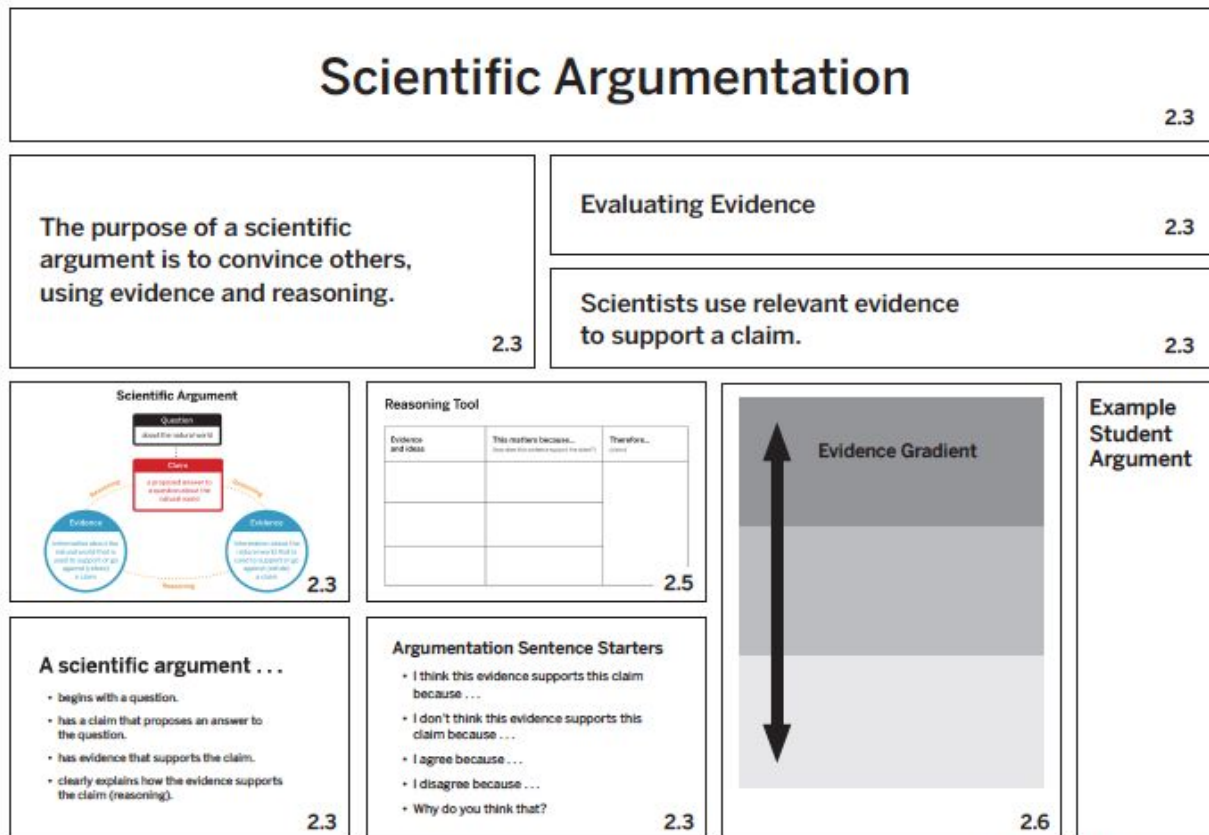
- To provide students an authentic opportunity to engage in the practice of argumentation
- To make clear to students the purpose of argumentation and the role it plays in building and communicating scientific knowledge
- To help students build their own knowledge through argumentation



Specific goals for argumentation in launch units

- Introduce the **practice of argumentation** in science
- Introduce **tools** that will be used throughout the year to support students in getting better at specific aspects of oral and written argumentation:
 - **Card sorts**
 - **Evidence gradient**
 - **Reasoning tool**

Completed Scientific Argumentation Wall Diagram



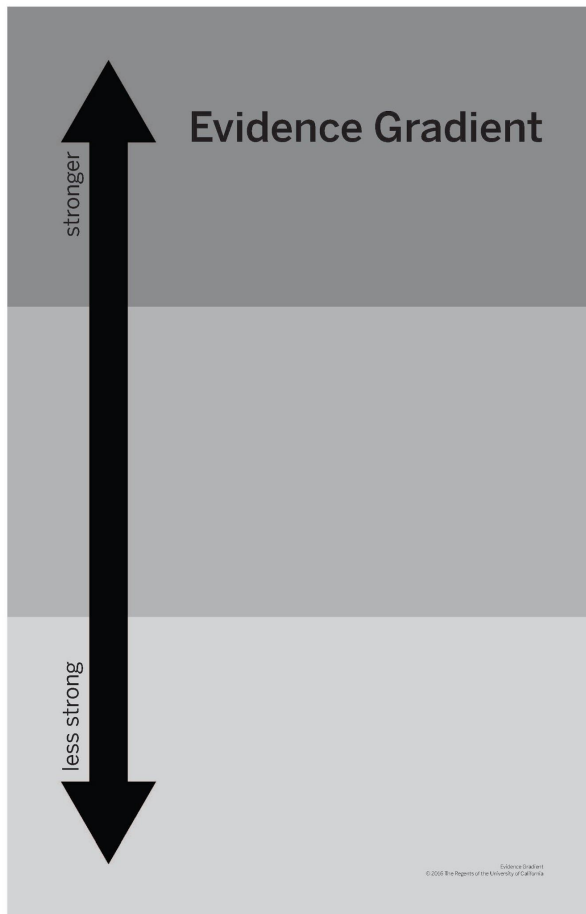
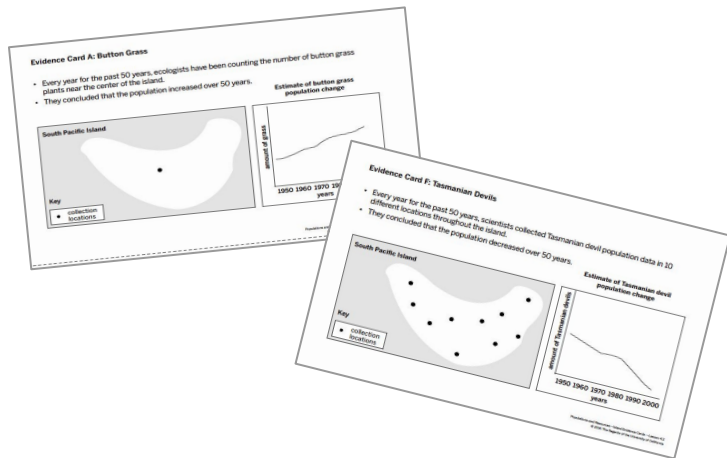
Reasoning Tool

Reasoning Tool

| Evidence | This matters because . . . (How does this evidence support the claim?) | Therefore, . . . (claim) |
|----------|---|-----------------------------|
| | | |
| | | |
| | | |

Evidence Gradient

Evidence is higher quality if it comes from a reliable source.



Introducing Argumentation, Lesson 2.3

Independent work time directions:

- Navigate to lesson 2.3
- Use the lesson materials to find out how argumentation is introduced.
- Be ready to share out.

Reflection

- How is argumentation introduced? What tools/scaffolds are included to support students in developing this practice?
- Is there anything you anticipate your students will find challenging? What action will you take to support them?

Active Reading in Amplify Science



Active Reading

Teacher Modeling



Jelly population explosions can happen all over the world. This photo shows lots of jellies in the ocean near Denmark.

Jelly Population Explosion: How Competition Can Affect Population Size

Jelly Population Explosions

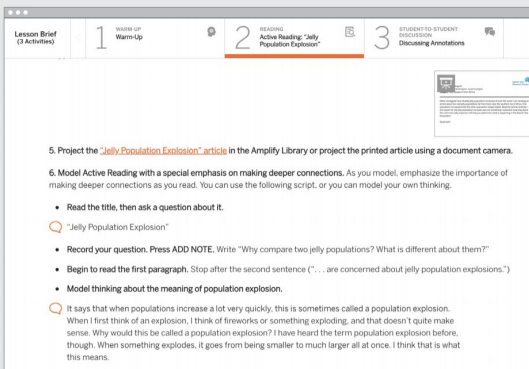
In some ecosystems, the population of jellies has increased so much over a short period of time that people call it a population explosion. Ecologists, fishermen, and many other people around the world are concerned about jelly population explosions. In some places where jelly populations are getting bigger, the increase in population can affect human activities and the ecosystems we depend on: masses of jellies damage fishing nets, clog water pipes for power plants, and drive swimmers away from beaches. Scientists around the world are hard at work trying to understand why these population increases occur and how we can avoid causing them.

Moon jellies are one of the most common types of jelly living in the ecosystem Southern Benguela.

Jelly Population Explosion: How Competition Can Affect Population Size

Example text and modeling suggestion taken from the Amplify Science Populations and Resources unit.

Step 1: An excerpt of student text is read aloud by the teacher



Lesson Brief (3 Activities)

- 1 WARM UP Warm-Up
- 2 READING Active Reading: "Jelly Population Explosion"
- 3 STUDENT TO STUDENT DISCUSSION Discussing Annotations

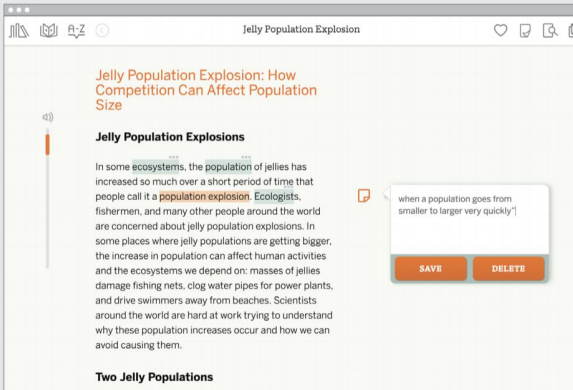
5. Project the "Jelly Population Explosion" article in the Amplify Library or project the printed article using a document camera.

6. Model Active Reading with a special emphasis on making deeper connections. As you model, emphasize the importance of making deeper connections as you read. You can use the following script, or you can model your own thinking.

- Read the title, then ask a question about it.
Q "Jelly Population Explosion"
- Record your question. Press ADD NOTE. Write "Why compare two jelly populations? What is different about them?"
- Begin to read the first paragraph. Stop after the second sentence ("... are concerned about jelly population explosions.")
- Model thinking about the meaning of population explosion.
Q It says that when populations increase a lot very quickly, this is sometimes called a population explosion. When I first think of an explosion, I think of fireworks or something exploding, and that doesn't quite make sense. Why would this be called a population explosion? I have heard the term population explosion before, though. When something explodes, it goes from being smaller to much larger all at once. I think that is what this means.

Amplify Science digital Teacher's Guide

Step 2: The teacher models her thinking



Jelly Population Explosion

Jelly Population Explosion: How Competition Can Affect Population Size

Jelly Population Explosions

In some ecosystems, the population of jellies has increased so much over a short period of time that people call it a **population explosion**. Ecologists, fishermen, and many other people around the world are concerned about jelly population explosions. In some places where jelly populations are getting bigger, the increase in population can affect human activities and the ecosystems we depend on: masses of jellies damage fishing nets, clog water pipes for power plants, and drive swimmers away from beaches. Scientists around the world are hard at work trying to understand why these population increases occur and how we can avoid causing them.

Two Jelly Populations

when a population goes from smaller to larger very quickly!

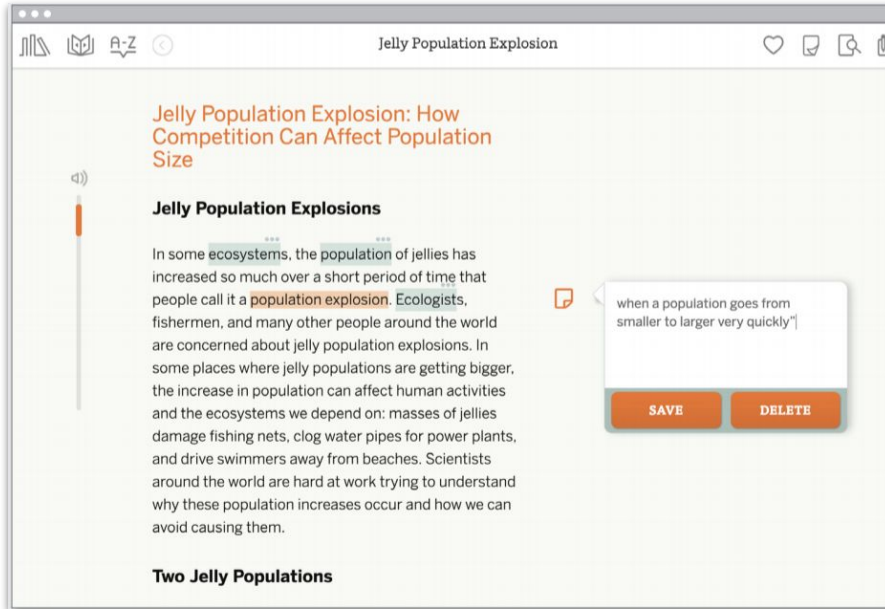
SAVE DELETE

Amplify Science student article

Step 3: The teacher models annotating the text

Active Reading

The first read



The screenshot shows a web browser window titled "Jelly Population Explosion". The main heading is "Jelly Population Explosion: How Competition Can Affect Population Size". Below this is a sub-heading "Jelly Population Explosions". The text describes how jelly populations have increased in some ecosystems, leading to "population explosions". A callout box highlights the definition: "when a population goes from smaller to larger very quickly". The interface includes a search bar, a volume icon, and buttons for "SAVE" and "DELETE".

Jelly Population Explosion: How Competition Can Affect Population Size

Jelly Population Explosions

In some ecosystems, the population of jellies has increased so much over a short period of time that people call it a **population explosion**. Ecologists, fishermen, and many other people around the world are concerned about jelly population explosions. In some places where jelly populations are getting bigger, the increase in population can affect human activities and the ecosystems we depend on: masses of jellies damage fishing nets, clog water pipes for power plants, and drive swimmers away from beaches. Scientists around the world are hard at work trying to understand why these population increases occur and how we can avoid causing them.

when a population goes from smaller to larger very quickly

Two Jelly Populations

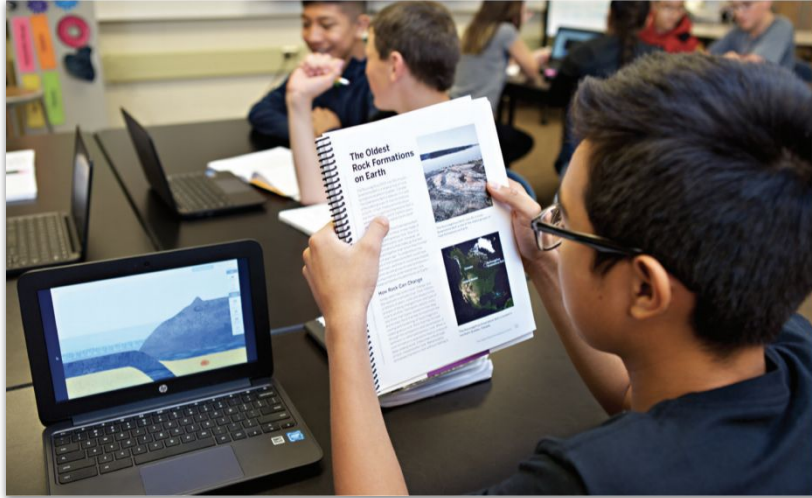


Students discuss their ideas and annotations with partners and dig back into the text together.

Students individually annotate the text by taking notes, and recording questions.

Active Reading

The second read



Students discuss the text
with a partner

Students reread a portion of the article for a particular purpose such as to examine a specific visual representation, answer a question, find evidence to support a claim or draw conclusions across texts.

Active Reading Guidelines

1. Think carefully about what you read. Pay attention to your own understanding.
2. As you read, annotate the text to make a record of your thinking. Highlight challenging words and add notes to record questions and make connections to your own experience.
3. Examine all visual representations carefully. Consider how they go together with the text.
4. After you read, discuss what you have read with others to help you better understand the text.

Introducing Active Reading, Lesson 2.1

Independent work time directions:

- Navigate to lesson 2.1
- Use the lesson materials to see how active reading is introduced.
 - Make sure to click on the article link to explore the digital text.
- Be ready to share out.

Reflection

- How is active reading introduced? What tools/scaffolds are included to support students?
- Is there anything you anticipate your students will find challenging? What action will you take to support them?



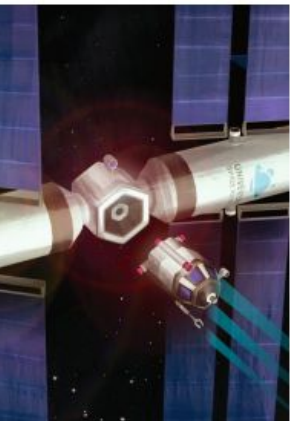
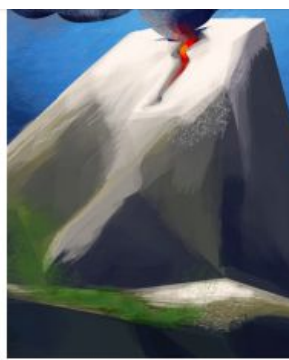
Ask in the chat feature



Questions?

5 min break

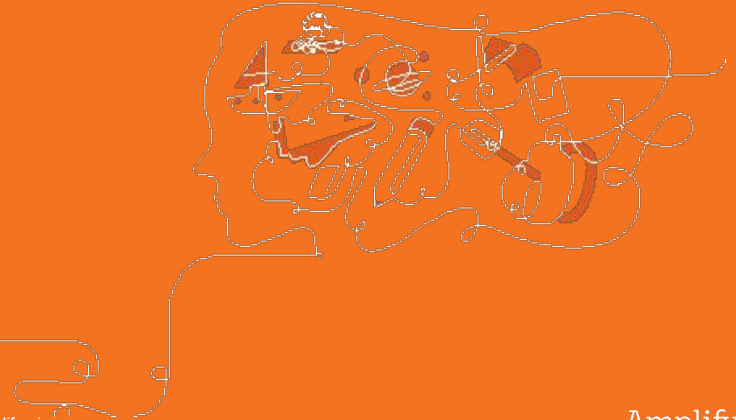




Plan for the day

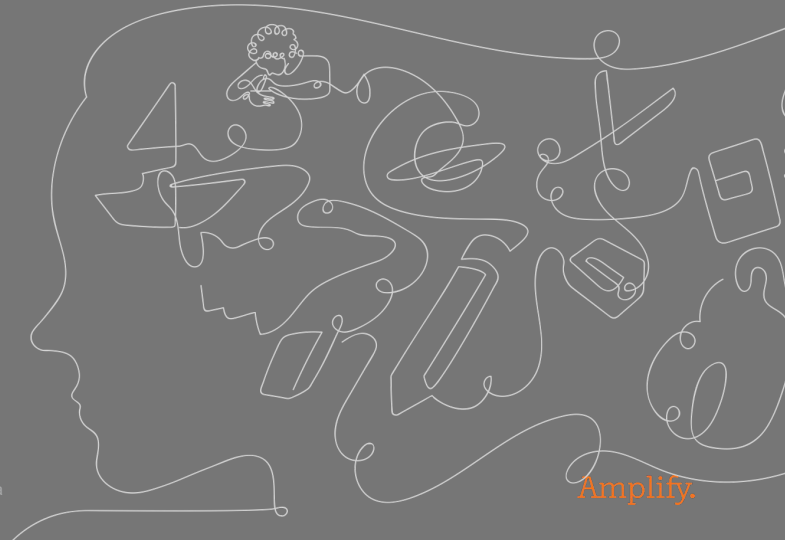
- ✓ Experiencing the Launch Unit
- ✓ Launch Unit Components
- Planning to Teach
- Remote/Hybrid Resources
- Closing and reflection

Planning to Teach



Group Talk

How do you typically prepare to teach a new unit?



Practice Planning a Lesson



What you need for this section:



Google or Word document

OR



Pen + paper



Your Turn!

Follow these 3 Easy Steps for lesson preparation

Step 1: Read the lesson overview

Step 2: Read the Materials and Preparation section

Step 3: Read the Differentiation section

The screenshot shows the Amplify lesson preparation interface for Lesson 1.2: Welcome to Medical School. The top section features a colorful abstract background with a stylized face and the text "Lesson 1.2: Welcome to Medical School". Below this is a navigation bar with four tabs: "Lesson Brief (4 Activities)", "TEACHER Introducing Medical Student Role", "1 WARM-UP Warm-Up", "TEACHER Generating Claims About Elisa", "2 SIM Introducing the Metabolism Simulation", "3 TEACHER-LED DISCUSSION Returning to the Patient", and "4 HOMEWORK Homework". The "Lesson Brief" tab is active, showing a list of activities: "Overview", "Materials & Preparation", "Differentiation", "Standards", "Vocabulary", and "Unplugged?". Three orange arrows labeled "Step 1", "Step 2", and "Step 3" point to these sections. The "Overview" section is expanded, showing a paragraph of text: "Students begin the unit by viewing a dramatic video that immerses them in their new role as medical students. Students build on the video by brainstorming initial thoughts about why their patient, Elisa, could be feeling so tired. The teacher helps the class to create plausible alternative claims from these initial ideas. Students are then introduced to the *Metabolism* Simulation, and they begin to observe how molecules travel through systems in a healthy body. The purpose of this lesson is to help students begin to make connections between macro-effects, such as how tired someone feels, and the microscopic world of metabolism—the body's use of molecules for energy and growth." Below the text is a "Spanish" button. On the right side, there is a "GENERATE PRINTABLE LESSON GUIDE" button and a "Digital Resources" section with links to "All Projections", "Video: Elisa's Condition", "Completed Scientific Argumentation Wall Diagram", "Metabolism Investigation Notebook, pages 5-8", "Printable Metabolism Glossary", and "Printable Metabolism Multi-Language".

Go 'live' to walk through lesson planning

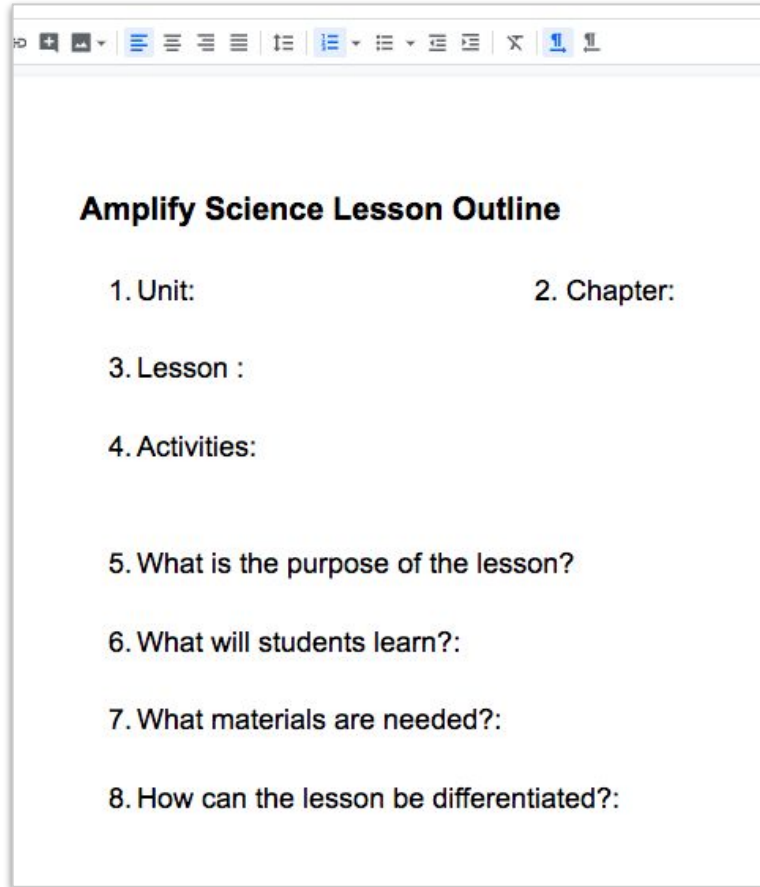
Outline your lesson

Follow these 3 Easy Steps for lesson preparation

Step 1: Read the lesson overview

Step 2: Read the Materials and Preparation section

Step 3: Read the Differentiation section



The image shows a screenshot of a web browser displaying a lesson outline form. The browser's address bar and toolbar are visible at the top. The form is titled "Amplify Science Lesson Outline" and contains eight numbered items for completion.

Amplify Science Lesson Outline

1. Unit:
2. Chapter:
3. Lesson :
4. Activities:
5. What is the purpose of the lesson?
6. What will students learn?:
7. What materials are needed?:
8. How can the lesson be differentiated?:



Reflect on planning a lesson

Reflecting on planning a lesson

How are students introduced to the unit's anchor phenomenon?

What are the big ideas students take away from the lesson?

What key vocabulary will students engage with?

What are a few learning modalities students engaged with during the lesson?

How are students thinking and solving problems like a scientist?

Debrief



Answer in the chat feature



How are students thinking like scientists?

What might your students be challenged by?



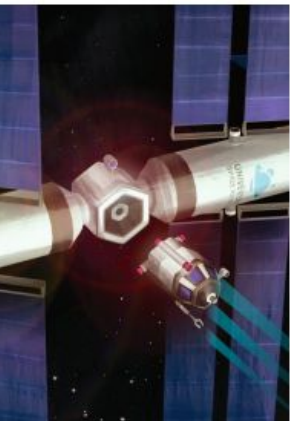
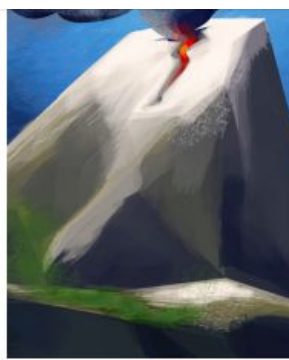
Ask in the chat feature



Questions?

5 min break

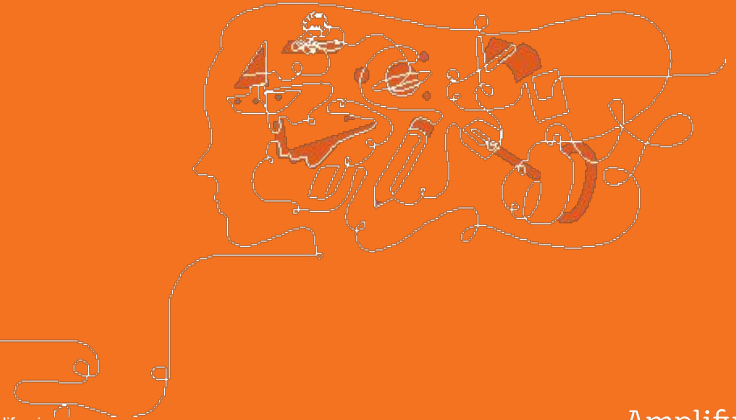




Plan for the day

- ✓ Experiencing the Launch Unit
- ✓ Launch Unit Components
- ✓ Planning to Teach
 - Remote/Hybrid Resources
 - Closing and reflection

Remote/Hybrid Resources

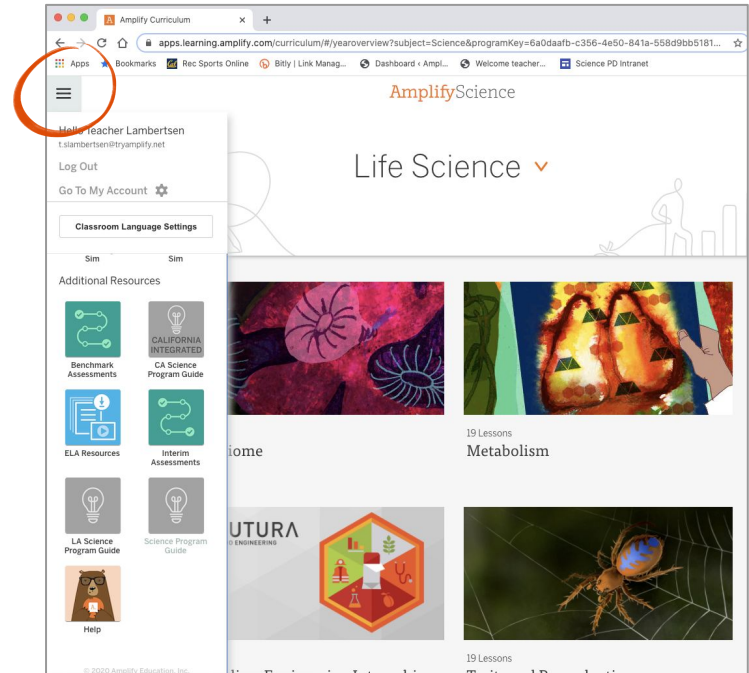


Amplify Science Program Hub

A new hub for Amplify Science resources

- Videos and resources to continue getting ready to teach
- Coming soon: Amplify@Home resources
- Keep checking back for updates

science.amplify.com/programhub



Amplify Science@Home

A suite of resources that...

- Are designed for students to complete independently
- Require no materials except a pencil and paper
- Include digital and print-only options
- Can be leveraged in a variety of remote and hybrid instructional formats



Amplify Science@Home

@Home Units

- Packet or slide deck versions of Amplify Science units condensed by about 50%

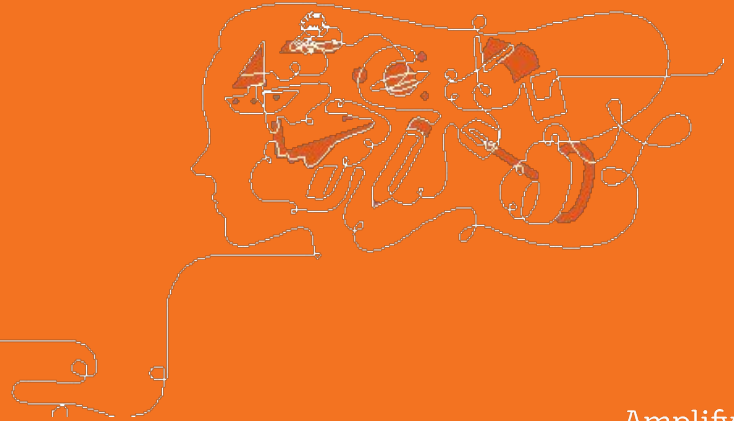
@Home Videos

- Video playlists of Amplify Science lessons, taught by real Amplify Science teachers



@Home Units

Tips for selecting and using the resource



Selecting @Home Units

You might use this resource if...

- You have **less instructional time** for science than you normally would
- You need a solution for remote, asynchronous student learning some or all of the time

@Home Units

Two options for student access

For students with consistent access to technology at home, use **@Home Slides**

For a print-only option, use **@Home Packets**

The grid consists of six numbered slides:

- Slide 1:** Title slide: "Microbiome @Home Lesson 1" with a colorful abstract background.
- Slide 2:** Introduction text: "We are starting a new unit about life science. Life science is the study of living things. Like all kinds of science, life science is not just knowledge you can read about—it is also the process used to figure out that knowledge. In this unit, you will learn how to see and investigate the world like life scientists."
- Slide 3:** Video introduction: "In this unit, you will take on the role of student researchers for the Microbiome Research Institute. Let's watch a video message from the head scientist there." Includes a photo of a woman in a lab coat.
- Slide 4:** Video player: A black box representing a video player.
- Slide 5:** Reflection questions: "What are your reactions to the video? Do you have any questions about it?" Includes a photo of a man in a suit.
- Slide 6:** Unit question: "It may seem weird and unbelievable that we have tiny living things on and in our bodies! We are going to look at some images of these tiny organisms. As you look at each image, think about what questions you have. Asking questions is very important in science." Includes a photo of various colorful microorganisms.

The packet includes the following sections:

- Microbiome @Home Lesson 1**
- INTRODUCING THE MICROBIOME RESEARCH INSTITUTE**: "Scientists at the Microbiome Research Institute need help explaining how the trillions of tiny microorganisms on and in the human body keep us healthy." Includes two photos of microorganisms.
- Microbiome Research Institute**: "These are microorganisms that live on and in the human body!"
- Head Scientist's Request**: "The head scientist of the Microbiome Research Institute is asking for help because a politician wants to stop funding research on little things like microorganisms. As student researchers, you need to learn more about these tiny living things on and in the human body in order to convince people that this research needs to continue." Includes a photo of the head scientist.
- Optional**: "Watch a video from the head scientist at: tinyurl.com/xxxx"
- Unit Question**: "How can having 100 trillion microorganisms on and in the human body keep us healthy?"
- Quick-Write: Initial Ideas**: "Chapter 1 Question: How small are the microorganisms that live on and in the human body? What initial ideas do you have about the Chapter 1 Question? Record some of your ideas below." Includes a list of prompts and a series of horizontal lines for writing.
- Footer**: "6" and "Microbiome - Chapter 1.1 - Activity 2"

@Home Unit resources

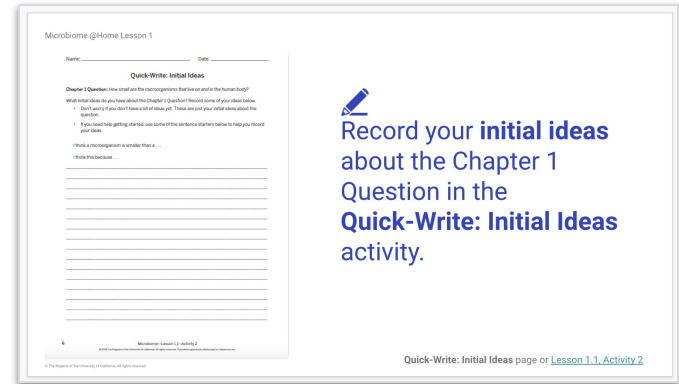
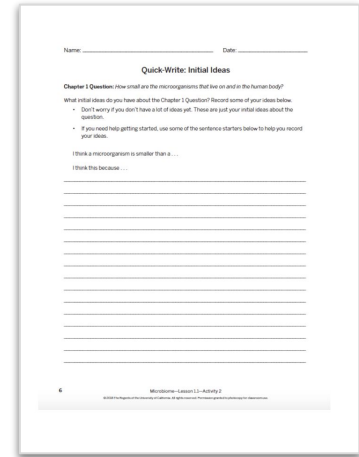
All resources are fully editable and customizable

- Teacher Overview
 - Outlines the unit and summarizes each lesson
- Family Overview
 - Provides context for families
- Student materials
 - 30-minute lessons featuring subsets of activities from Amplify Science curriculum

@Home Units

Student materials

- Brief narrative sections providing key content
- Activity instructions
- Vocabulary support
- Student sheets for writing, drawing, and diagramming
- Packets available in Word or .pdf
- Slides available in PowerPoint or .pdf



@Home Units

Teacher Overview

- Instructions for establishing key routines
- Pacing suggestions for expanding or further condensing
- Assessment considerations for each chapter
- Guidance for synchronous and in-person learning for each lesson

@Home Unit Overview: Microbiome

About the @Home Units

The Amplify Science @Home Units are versions of Amplify Science units adapted for use with asynchronous instruction in a remote learning or hybrid learning situation. The resources, delivered in either digital or printable form, allow students to complete activities independently or with minimal help from a family member. @Home Units focus on a reduced set of prioritized activities, while preserving a coherent instructional build. The @Home Units retain a multimodal approach, engaging students in adapted versions of doing, talking, reading, writing, and visualizing.

These resources are intended to be modified and adapted for your particular situation. We provide suggestions for further adjusting the lessons for your context, including how to use the resources when some synchronous or in-person instruction is possible. For more in-depth information and the full teaching guide, please refer to the *Microbiome* unit at learning.amplify.com or your print Teacher's Guide.

Overview of @Home Unit Resources

Teacher resources

This @Home Unit Overview provides general information for teaching with the @Home Units. It also contains chapter-specific outlines for the @Home Microbiome unit with guidance about the subset of unit activities to be taught.

Student resources

The @Home Units include two options for student access during asynchronous learning:

- @Home Slides + Student Sheets (for students with consistent access to technology at home)
- @Home Packets (for students without consistent access to technology at home)

Both options provide guidance for students to complete the lessons independently or with minimal family support. For students using the @Home Packets, adaptations have been made so that digital resources, such as student apps and videos, are eliminated or optional. Similarly, for both @Home Slides and @Home Packets, activities which require specific physical materials have been modified or made optional. Note: student resources include information about how to access videos of these activities, which can be viewed on any digital device, including smart phones.

only one chapter, your students will not complete the entire unit, you may

students engage with key ideas through talking, writing, and drawing. If needed one or more activities are provided with each

lessons may be appropriate in your context. Specific suggestions

Microbiome Investigation Notebook. of each chapter.

to explore, for example mold growing some explorations, phenomena ideas,

Microbiome Opportunities for Unit

<https://learning.amplify.com/uploads/science-unit-extensions/MB-0>

Remote Learning

by using science and engineering and make explanations and arguments talking, and visualizing. They also make classroom wall. While we have retained at home will require adaptations.

adaptations, but you may need to set

up expectations for specific routines or provide additional supports to your students. Below are ideas for how different aspects of the Amplify Science approach might be adapted for your learners' particular contexts.

Student Talk options

- Talk to a member of their household about their ideas

@Home Units

Family Overview

- Introduction to the unit and types of activities
- List of key ideas and vocabulary
- Suggestions for supporting students working at home



Hello!

Your student is about to start a unit called *Microbiome* in science class. We hope that the information here can help support you as you guide your student through their at-home science learning.

We are using a program called Amplify Science, which is split up into units about different areas of science. In each unit, students start by wondering about something that happens in the real world and they investigate, talk, read, write, think, and argue like real scientists and engineers in order to figure out how and why that thing happens.

In the *Microbiome* unit, students learn about the trillions of microorganisms that live on and in the human body, which all together are called the human microbiome. As they figure out what's going with one patient's microbiome, students get familiar with the practices of science, including the specific ways that scientists investigate, talk, read, write, and argue. These practices will be important as students study science throughout the year, and beyond.

We are using a version of *Microbiome* that is specially designed for at-home learning. It gives students many opportunities to consider different questions about the human microbiome, gather evidence to help them understand, then use that evidence to make an explanation. This means students will be doing activities that involve talking, writing, reading, and investigating.

In order to support your student, you can help them with understanding directions, writing about their ideas, and reading articles. Students are asked to do some activities with a partner, and you can be your student's partner as they talk over questions and ideas and practice scientific arguments.

In this unit, students are investigating what's happening with Patient 23, and you may wish to ask your student:

- "What did you figure out in your science lesson today?"
- "How does that help you understand what's happening with Patient 23?"

Answering these questions after every lesson can help students understand more deeply and keep them interested in learning more.

evidencia: información sobre el mundo natural que se utiliza para respaldar o rechazar (refutar) una afirmación

- **microbiome:** all of the microorganisms that live in a particular environment, such as a human body
microbioma: todos los microorganismos que viven en un ambiente específico, por ejemplo en un cuerpo humano
- **microorganism:** an organism that is too small to be seen with the naked eye
microorganismo: un organismo que es demasiado pequeño como para ver a simple vista
- **microscopic:** too small to be seen with the naked eye

...see, cells are much bigger than molecules.

...imately 100 trillion microorganisms. Most of

...nt (food and space) for bacteria to survive.
...types of bacteria.

...uman microbiome can make a person sick.
...and harmful bacteria in the microbiome.
...ful bacteria in their guts can become infected
and space available for harmful bacteria.

Use?

...at students use throughout the unit. Getting
...times different from how people use these
...port your student's at-home learning. Your
...words along with additional words from the

...anisms, especially bacteria
microorganismos, especialmente las bacterias
...f a single cell
son hechos de una sola célula
...the smallest units able to

*constituyen todos los seres vivos y que son las
...mpañar las funciones de la vida
...about the natural world
...una pregunta sobre el mundo natural
...world that is used to support or go against*

Selecting @Home Units

Different ways to use the resource

- Assign students @Home Lessons to work through independently at home
- Teach live during in-person or online synchronous time
 - Refer to Teacher Overview resources for suggestions for synchronous instruction, or
 - Revisit hands-on activities, digital tool uses, or discussion moments

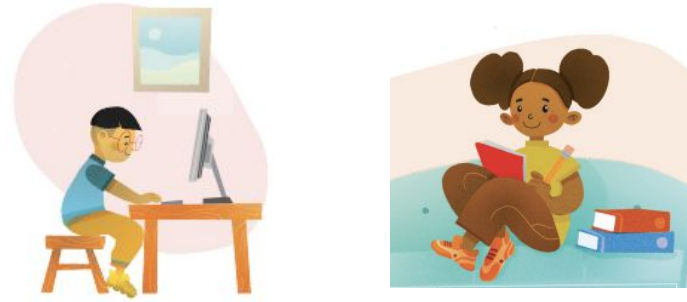
@Home Units example use case

Remote Asynchronous Model: Students work flexibly through content



Monday-Thursday

Assign @Home Lessons 1-2
(Packets or Slides)



Friday

Students submit work product
through email, or by writing on
paper and texting the teacher a
photo of their work

@Home Units example use case

Hybrid Model: Teach live during in-person time



Monday-Tuesday

Remote

Assign: @Home Lesson 1 (Packet or Slides)

Wednesday

In-person

Teach: @Home Lesson 1: Ideas for synchronous or in-person instruction

Thursday-Friday

Remote

Assign: @Home Lesson 3 (Packet or Slides)

Planning to use @Home Units

- Download and read your unit's **Teacher Overview** on the Program Hub
- Plan for establishing **key routines** for talk, writing, reading, hands-on, and classroom wall references
 - *(See: Adapting the Amplify Science Approach for Remote Learning in your unit's Teacher Overview)*
- Determine **how students will access** slides or packets, and how they will **submit work**
- Consider **pacing**, including when you have synchronous science time with your students (if applicable)

Reflection

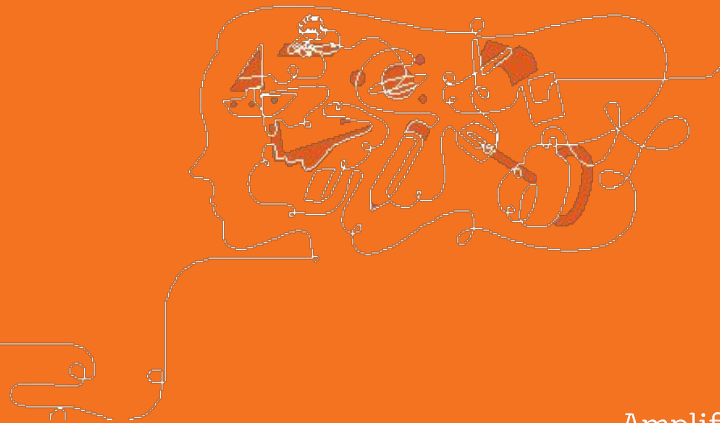
What other ideas do you have for using @Home Units?

How could you make this resource work for your learning scenario?



@Home Videos

Tips for selecting and using the resource



Selecting @Home Videos

You might use this resource if...

- Your students have **access to internet-connected devices** at home
- You have **about the same amount of instructional time** for science as you normally would
- You need a solution for remote, asynchronous student learning some or all of the time



Selecting @Home Videos

Different ways to use the resource

- Assign students video lessons to watch at home
- Teach live during in-person or online synchronous time!
 - Teach full lessons, or
 - Revisit parts of lessons in the videos students have already watched
- Watch the videos yourself as a model, then make videos of yourself teaching to send to your students

@Home Videos example use case

Hybrid Model: Teach live during in-person time



Monday

Remote

Assign: Lesson 1.1
Video



Tuesday

In-person

Teach: Lesson 1.2
live



Wednesday

Remote

Assign: Lesson 1.3
Video



Thursday

Remote

Assign: Lesson 1.4
Video



Friday

In-person

Revisit: hands-on
or discourse-based
activities the week's
lessons

@Home Videos example use case

Remote Synchronous Model: Discussions during online class



Monday

Asynchronous

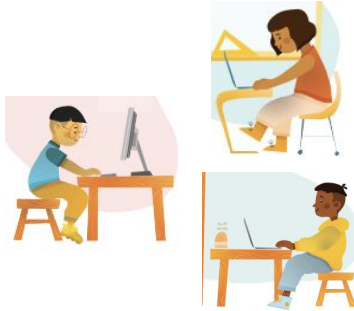
Assign: Lesson 1.1
Video



Tuesday

Asynchronous

Assign: Lesson 1.2
Video



Wednesday

Synchronous

Teach: Lead class
discussion to review
key ideas from 1.1
and 1.2



Thursday

Asynchronous

Assign: Lesson
1.3 Video



Friday

Asynchronous

Assign: Independent
written reflection
about week's lessons

Planning to use @Home Videos

- Determine **how students will access** videos, and how they will **submit work**
- Consider **pacing**, including when you have synchronous science time with your students (if applicable)
- Plan for **student access to digital tools** and/or digital books and articles (if applicable)
- Consider how you'll **communicate with families** about this resource

Reflection

What other ideas do you have for using @Home Videos?

How could you make this resource work for your learning scenario?

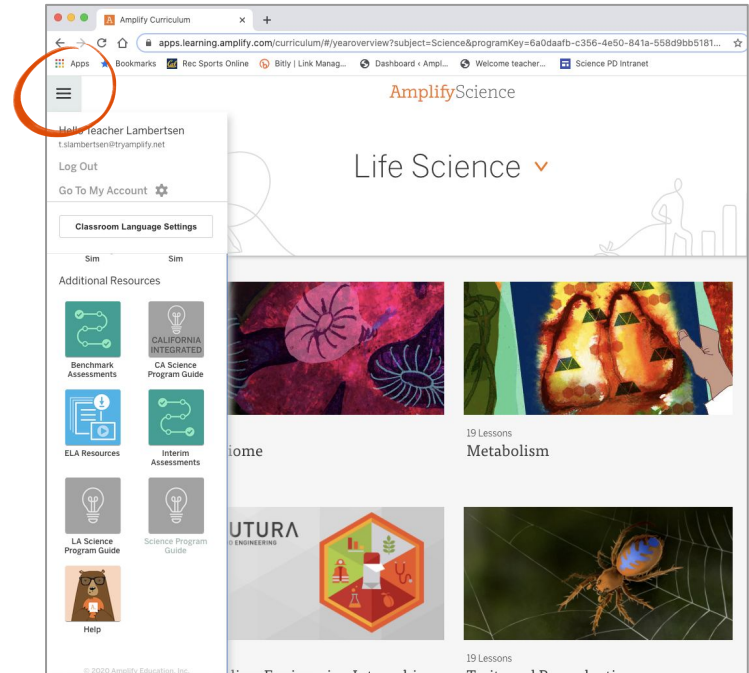


Amplify Science Program Hub

A new hub for Amplify Science resources

- Click on Global Navigation
- Scroll down and click on Program Hub
- Take some time to explore the resources here.

science.amplify.com/programhub

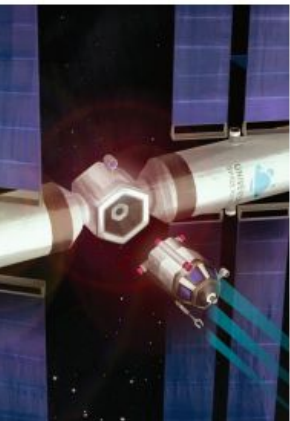
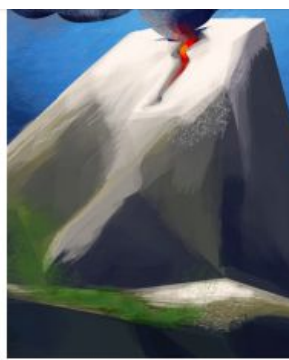




Ask in the chat feature



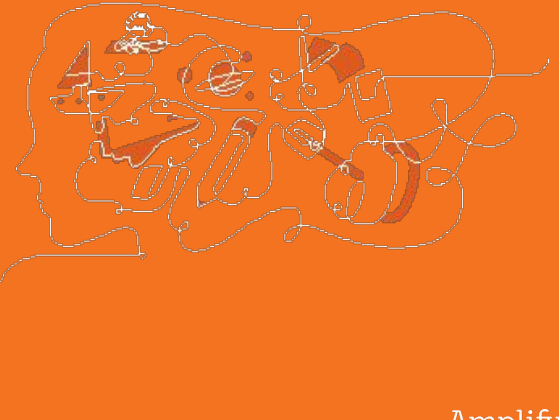
Questions?



Plan for the day

- ✔ Experiencing the Launch Unit
- ✔ Launch Unit Components
- Planning to Teach
- ✔ Remote/Hybrid Resources
- Closing and reflection

Closing and Reflection





Ask in the chat feature



Questions?

Revisiting Day 2 Objectives

Are you able to...

- Understand the purpose of Launch Units?
- Apply program essentials to prepare to teach an Amplify Science Launch Unit?
- Make an informed decision about which of the Amplify Science Hybrid Learning Resources will best support your students?

Overarching goals

By the end of this institute, you will be able to:

- Navigate the Amplify Science curriculum.
- Understand the program's multimodal approach and instructional materials.
- Apply program essentials to prepare to teach an Amplify Science unit.
- Make an informed decision about which of the Amplify Science Hybrid Learning Resources will best support your students.



Closing reflection

Based on our work today, share:



Answer in the chat feature

Brain: something you'll keep in mind

Heart: something you're feeling

Feet: something you're planning to do

New York City Resources Site

<https://amplify.com/amplify-science-nyc-doe-resources/>

- Login information
- Pacing guides
- Getting started guide
- NYC Companion Lessons
- Resources from professional learning sessions
- And much more!

Amplify.

Amplify Science

Resources for NYC (6-8)

resources designed for
Amplify Science



THE LAWRENCE
HALL OF SCIENCE
UNIVERSITY OF CALIFORNIA, BERKELEY

Amplify.

UPDATES: Summer 2020

Program Rollover – Login Access: It's an exciting time for Amplify Science as we are updating our program to reflect all of the amazing new features for the 2020-21 school year! During this rollover process (July 1- 17), you will be temporarily unable to login with your personal account so we can apply the most recent upgrades to our content that will assist with your summer planning for the 20/21 school year.

We encourage you to use the [NYC reviewer site](#) for full curriculum access during the transition. Once on the site, scroll to the bottom of the page and select *Begin your review* → *select your grade level* → *teacher*.

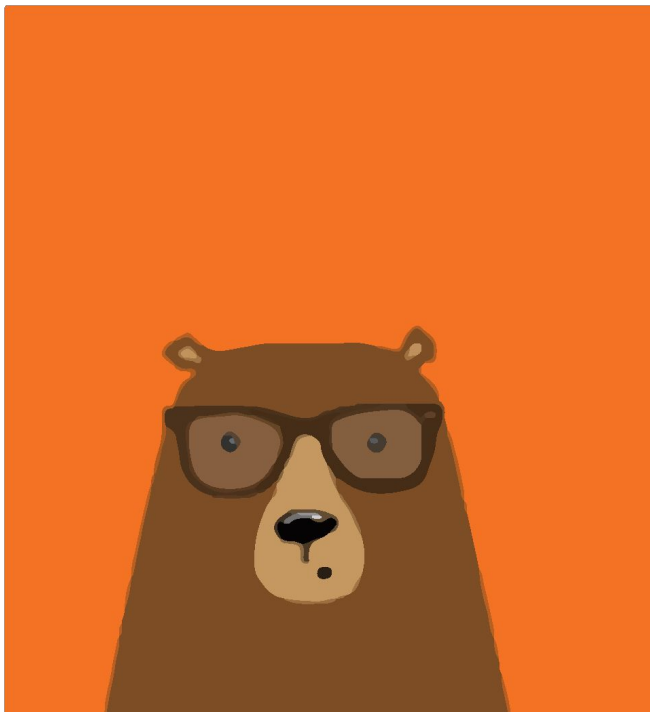
On **July 18**, your personal login will be restored and you will be able to log back in with your regular credentials to see the updated curriculum for 20/21 in your

COVID- 19 Remote learning resources 2020

Professional learning resources

Questions

Additional Amplify resources



Program Guide

Gather additional insight into the program's structure, intent, philosophies, supports, and flexibility.

my.amplify.com/programguide

Amplify Help

Find advice and answers from the Amplify team.

my.amplify.com/help

Additional Amplify support

Customer Care

Access information specific to enrollment and rosters, technical support, materials and kits, and teaching support, weekdays 7AM-7PM EST.



scihelp@amplify.com



800-823-1969



Amplify Chat

Additional Amplify Support

Customer Care

Seek information specific to enrollment and rosters, technical support, materials and kits, and teaching support, weekdays 7AM-7PM EST.



scihelp@amplify.com



800-823-1969



Amplify Chat

When contacting the customer care team:

- Identify yourself as an Amplify Science user.
- Note the unit you are teaching.
- Note the type of device you are using (Chromebook, iPad, Windows, laptop).
- Note the web browser you are using (Chrome or Safari).
- Include a screenshot of the problem, if possible.
- Copy your district or site IT contact on emails.

Please provide us feedback!

URL: <https://www.surveymonkey.com/r/InitialAmplifySciPL>

Presenter name: XXX

Workshop title: Navigating Program Essentials 6-8

Modality: Remote

