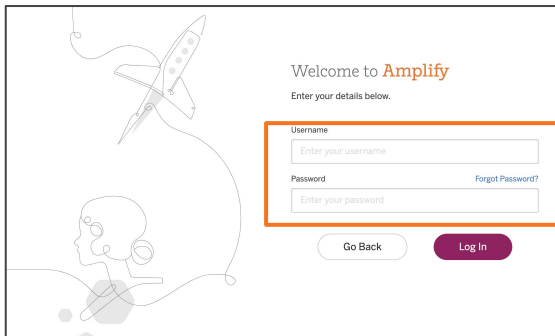
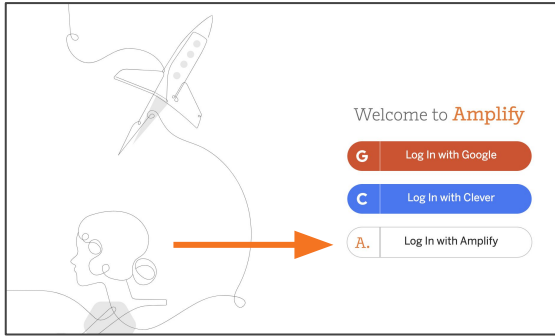


Welcome to Amplify Science!

Do Now: Login and open your digital participant materials



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

NYC Resources site

Amplify.

Welcome, New York City
Department of Education

Resources for support

Welcome! This site contains supporting resources designed for the New York City Department of Education Amplify Science adoption for grades K-5.



amplify.com/amplify-science-nyc-doe-resources/

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

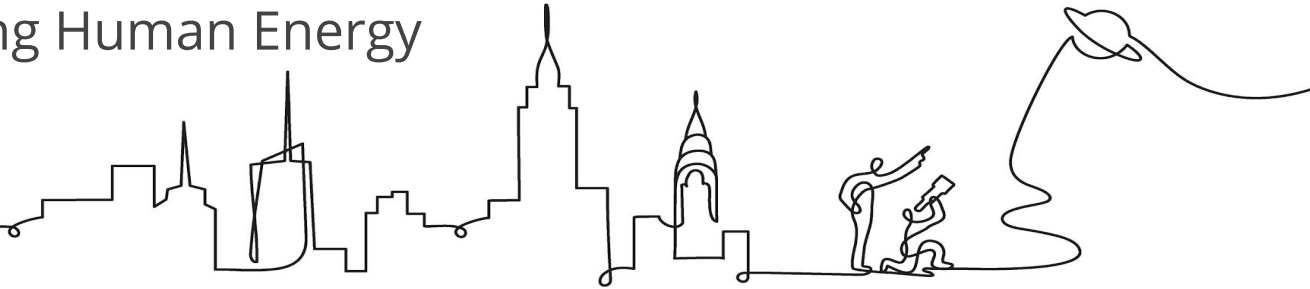
Digital Resources
All Projections
Completed Scientific Argumentation Wall Diagram
Video: Meet a Paleontologist
The Ancient Mesosaurus

Amplify Science

New York City

Remote/Hybrid Learning and Guided Planning Session

Grade 6: Harnessing Human Energy



Date:
Presented by

Remote Professional Learning Norms



Take some time to orient yourself to the platform

- *“Where’s the chat box? What are these squares at the top of my screen?, where’s the mute button?”*



Mute your microphone to reduce background noise unless sharing with the group



The chat box is available for posting questions or responses to during the training



Make sure you have a note-catcher present



Engage at your comfort level - chat, ask questions, discuss, share!

Objectives

By the end of this workshop, you will be able to...

- Select the Amplify Science@Home resources that best fit your instructional context
- Internalize tips and strategies for remote and hybrid instruction using Amplify Science@Home
- Plan how you will leverage Amplify Science@Home resources in a remote setting for back-to-school

e





Plan for the day

- Framing the day
 - Welcome and introductions
 - Reflection and vision setting
 - Revisiting the Amplify Approach
- @Home Resources Introduction
 - @Home Videos
 - @Home Units
 - Resource selection
- Guided Planning
 - Utilizing @Home Resources
- Reflection and closing



Plan for the day

- Framing the day
 - Welcome and introductions
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- @Home Resources Introduction
 - @Home Videos
 - @Home Units
 - Resource selection
- Guided Planning
 - Utilizing @Home Resources
- Reflection and closing

Remote Learning Reflection

1-2-3 Stop and jot: Last year, while teaching remotely...

- What was **one** challenge, problem, or roadblock you or your students experienced?
- What were **two** successes you or your students experienced?
- What are **three** new things you learned or new insights you gained?

Note catcher

Reflection: Teaching remotely last year

One challenge, problem, or roadblock you or your students experienced

Two successes in your teaching

Three things you learned or new insights

Setting a vision

What are you hoping your students get out of science this year?

Cultivate a love of science

Problem solve

Develop flexible scientific understanding

Think and work like real scientists

Feel successful and build academic confidence

Collaborate and communicate

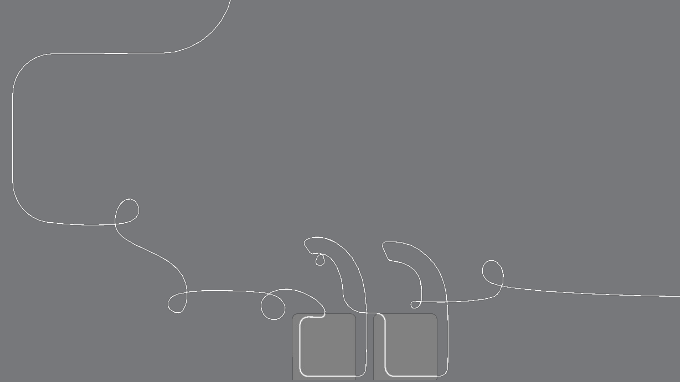
Multimodal, phenomenon-based learning

In each Amplify Science unit, students embody the role of a scientist or engineer to **figure out phenomena**.

They gather evidence from multiple sources, using multiple modalities.



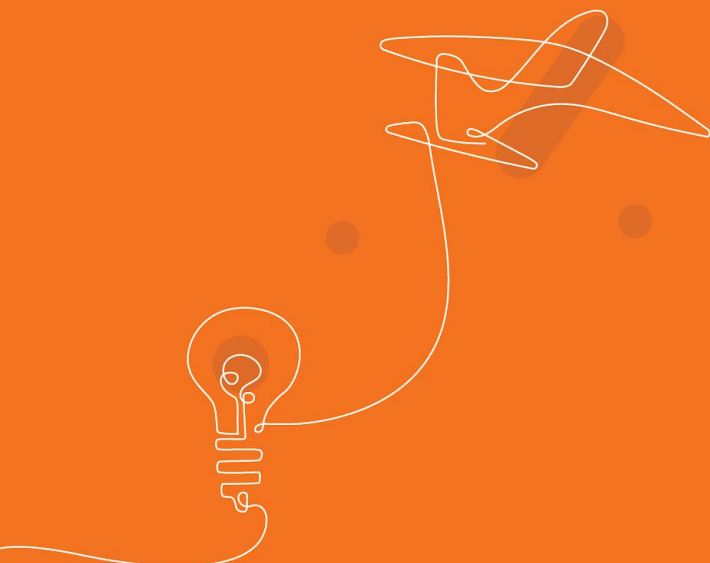
Questions?





Plan for the day

- Framing the day
 - Welcome and introductions
 - Reflection and vision setting
 - Revisiting the Amplify Approach
- **@Home Resources Introduction**
 - **@Home Videos**
 - **@Home Units**
 - **Resource selection**
- Guided Planning
 - Utilizing @Home Resources
- Reflection and closing



Amplify Science@Home

A suite of new resources designed to make extended remote and hybrid learning easier for teachers and students.

Amplify Science@Home resources

Overview Amplify Science@Home		
	Amplify Science@Home Videos	Amplify Science@Home Units
Notes from resource overview		
Notes from exploration		
How could this resource help you achieve the standards set for this school year?		

AmplifyScience@Home

- Built for a variety of instructional formats
- Digital and print-based options
- No materials required
- Available in English and Spanish (student and family materials)
- Accessible on the Amplify Science Program Hub



AmplifyScience@Home

Two different options:

@Home Units

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

@Home Videos

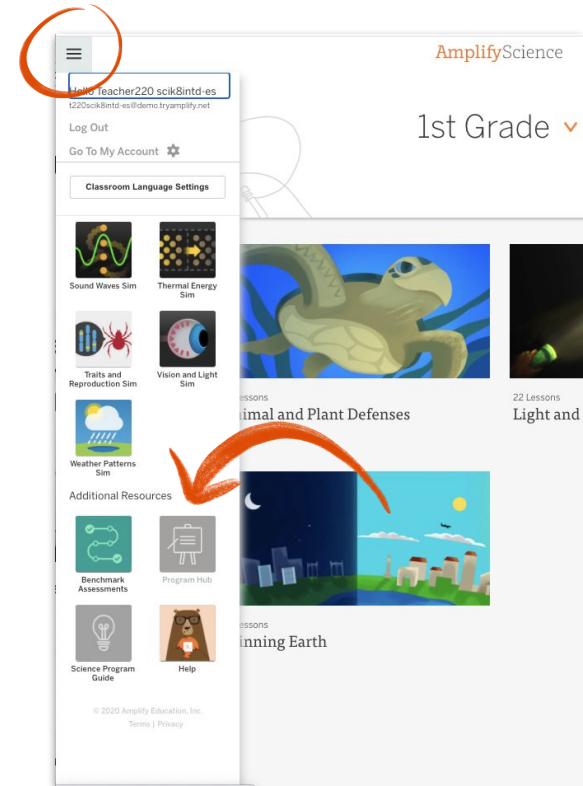
- Video playlists of Amplify Science lessons, taught by real Amplify Science teachers



Accessing Amplify Science@Home

Amplify Science Program Hub

- New site containing Amplify Science@Home and additional PL resources
- Accessible via the Global Navigation menu



AmplifyScience@Home

- First unit for each grade level is now available on the Science Program Hub
- Additional units rolling out throughout back-to-school



Amplify Science 6-8

Integrated model

Grade 6

- Launch:
Microbiome
- Metabolism
- Engineering Internship:
Metabolism
- Traits and Reproduction
- Thermal Energy
- Ocean, Atmosphere,
and Climate
- Weather Patterns
- Earth's Changing Climate
- Engineering Internship:
Earth's Changing Climate

Grade 7

- Launch:
Geology on Mars
- Plate Motion
- Engineering Internship:
Plate Motion
- Rock Transformations
- Phase Change
- Engineering Internship:
Phase Change
- Chemical Reactions
- Populations and Resources
- Matter and Energy
in Ecosystems

Grade 8

- Launch:
Harnessing Human Energy
- Force and Motion
- Engineering Internship:
Force and Motion
- Magnetic Fields
- Light Waves
- Earth, Moon, and Sun
- Natural Selection
- Engineering Internship:
Natural Selection
- Evolutionary History

Middle School Curriculum New York City Edition

Grade 6

- Launch: *
Harnessing Human Energy
- Thermal Energy
- Ocean, Atmosphere, and Climate
- Weather Patterns
- Populations and Resources
- Matter and Energy in Ecosystems
- 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
- Force and Motion
- Engineering Internship:
Force and Motion
- Earth, Moon, and Sun
- Magnetic Fields
- Light Waves
- Traits and Reproduction
- Natural Selection
- Evolutionary History



NYC Middle School Unit Pacing Calendar 20-21*

	Sept.			Oct.			Nov.			Dec.		Jan.		Feb.		Mar.			Apr.		May		Jun.															
	9/14	9/21	9/28	10/5	10/12	10/19	10/26	11/2	11/9	11/16	11/23	11/30	12/7	12/14	12/21	1/4	1/11	1/18	1/25	2/1	2/8	2/15	3/1	3/8	3/15	3/22	3/29	4/12	4/19	4/26	5/3	5/10	5/17	5/24	5/31	6/7	6/14	6/21
6th Grade	 Launch Unit: Harnessing Human Energy			 Thermal Energy			 Ocean, Atmosphere, and Climate			 Weather Patterns		 Populations and Resources			 Matter and Energy in Ecosystems			 Earth's Changing Climate																				
7th Grade	 Launch Unit: Microbiome			 Metabolism			 Phase Change			 Chemical Reactions		 Plate Motion			 Engineering Internship Plate Motion:		 Rock Transformations		 Engineering Internship: Earth's Changing Climate																			
8th Grade	 Launch Unit: Geology on Mars			 Force and Motion			 Engineering Internship: Force and Motion			 Earth, Moon, and Sun		 Magnetic Fields			 Light Waves		 Traits and Reproduction		 Natural Selection		 Evolutionary History																	

*Updated Sequence for the 2020-2021 School Year

Stop and Jot

First, ask yourself...

- How much **time** do students have to learn science in the upcoming school year?
- Do your students have **access to technology** at home, or do you need a **print-only solution**?

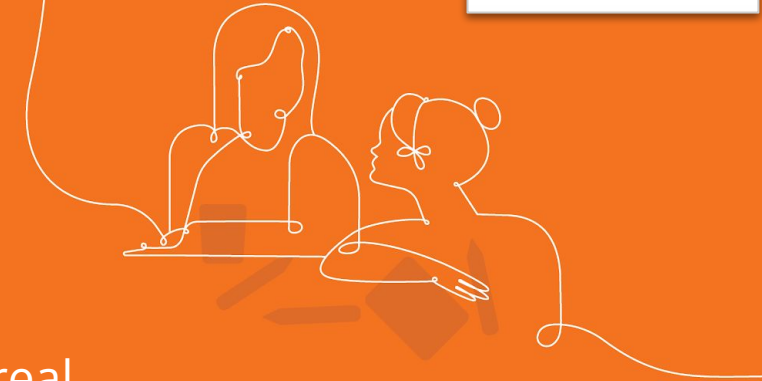
@Home Videos

Versions of original Amplify Science lessons adapted for remote learning and recorded by real Amplify Science teachers

Amplify Science @Home resources

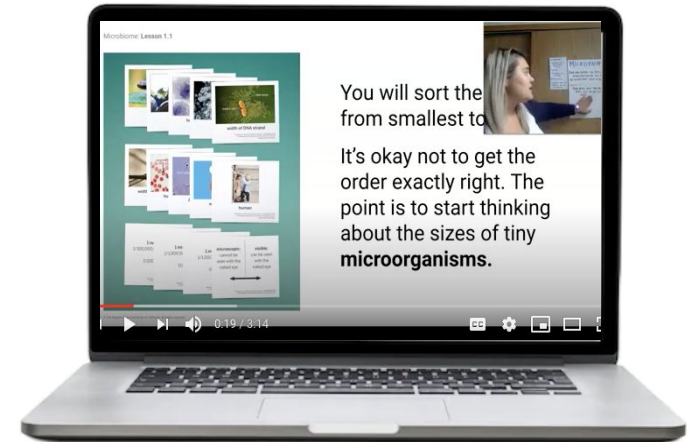
Overview Amplify Science@Home

	Amplify Science@Home Videos	Amplify Science@Home Units
Notes from resource exploration		
Notes from exploration		
How could this resource help you achieve the outcomes set for this school year?		



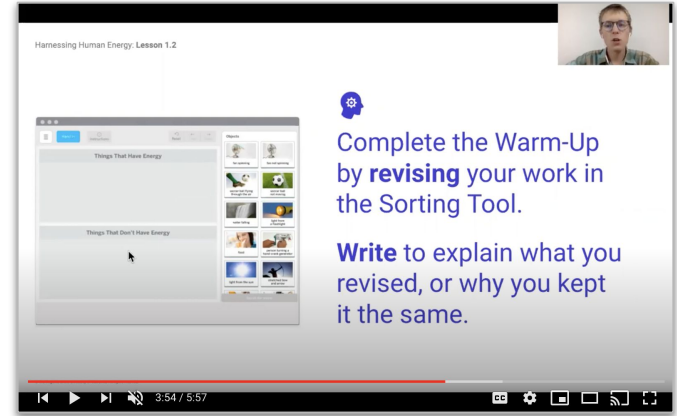
@Home Videos

- Lesson playlists include **all activities** from original units
- Great option if have the **same amount of instructional time** as you typically would for science
- Requires **tech access** at home
- Use videos as **models for making your own lesson videos** or leading **online science class**



Interactive video experience

- **Calls to action**
 - Think prompts, pause and take notes, stand up and try it, talk to someone
- **Stand-alone videos within lesson playlists**
 - Read-alouds, digital tool uses, hands-on
- **Options to use notebooks and/or materials if available**



Hamessing Human Energy: Lesson 1.2

Things That Have Energy

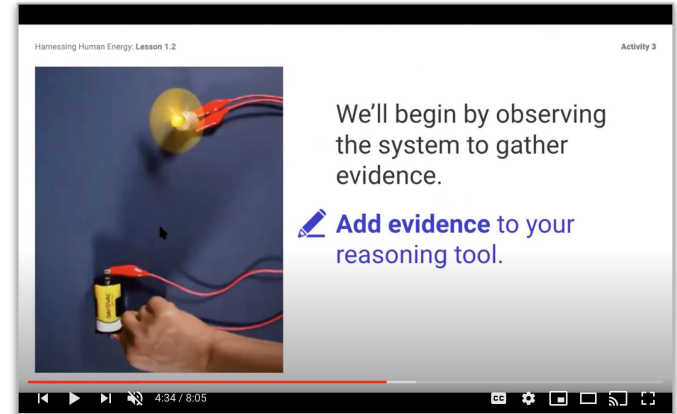
Things That Don't Have Energy

Complete the Warm-Up by **revising** your work in the Sorting Tool.

Write to explain what you revised, or why you kept it the same.

3:54 / 5:57

This screenshot shows a video player interface for 'Hamessing Human Energy: Lesson 1.2'. The main content area displays a 'Sorting Tool' with two sections: 'Things That Have Energy' and 'Things That Don't Have Energy'. To the right, there is a blue speech bubble icon followed by the text 'Complete the Warm-Up by **revising** your work in the Sorting Tool.' Below that, it says '**Write** to explain what you revised, or why you kept it the same.' The video player controls at the bottom show a progress bar at 3:54 / 5:57.



Hamessing Human Energy: Lesson 1.2

Activity 3

We'll begin by observing the system to gather evidence.

Add evidence to your reasoning tool.

4:34 / 8:05

This screenshot shows a video player interface for 'Hamessing Human Energy: Lesson 1.2'. The main content area features a photograph of a hand holding a battery connected to a light bulb. To the right, the text reads 'We'll begin by observing the system to gather evidence.' Below that, it says '**Add evidence** to your reasoning tool.' The video player controls at the bottom show a progress bar at 4:34 / 8:05.

Example lesson: *Harnessing Human Energy* 1.2

AmplifyScience > Harnessing Human Energy > Chapter 1 > Lesson 1.2



Lesson Brief
(6 Activities)

1

WARM-UP
Warm-Up



2

TEACHER-LED
DISCUSSION
Introducing
Argumentation and the...



3

HANDS-ON
Investigating Energy
Systems



4

TEACHER-LED
DISCUSSION
Reflecting on the
Chapter 1 Question



5

HOMEWORK
Homework

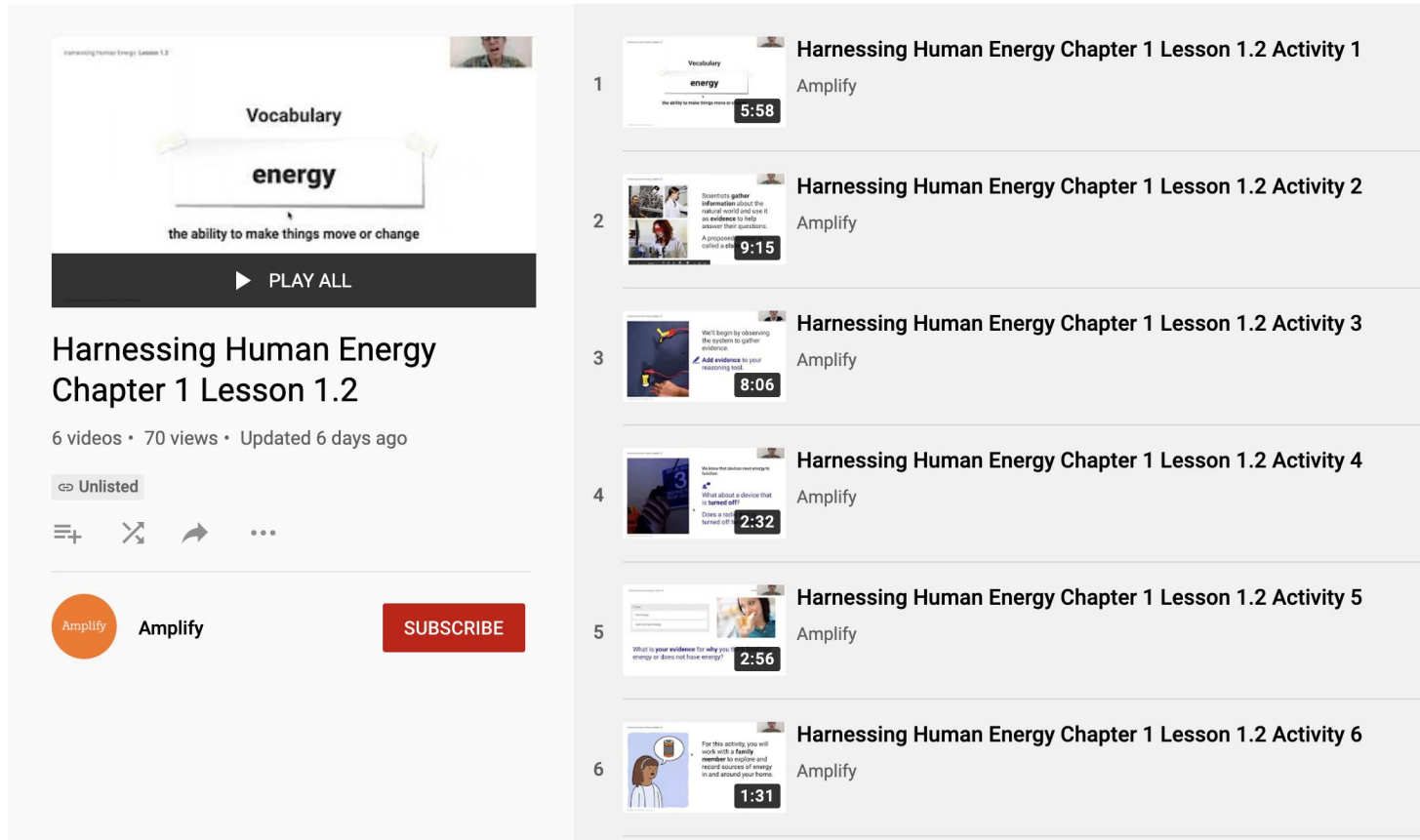


6

HOMEWORK
Homework: Family
Homework Experience...



Example lesson: *Harnessing Human Energy 1.2*



The image shows a YouTube interface for a playlist. On the left is a video player showing a slide with the word 'energy' and its definition: 'the ability to make things move or change'. Below the player is the title 'Harnessing Human Energy Chapter 1 Lesson 1.2', view information '6 videos • 70 views • Updated 6 days ago', and the Amplify logo. On the right is a list of six video activities, each with a thumbnail, title, and duration.

Vocabulary
energy
the ability to make things move or change

▶ PLAY ALL

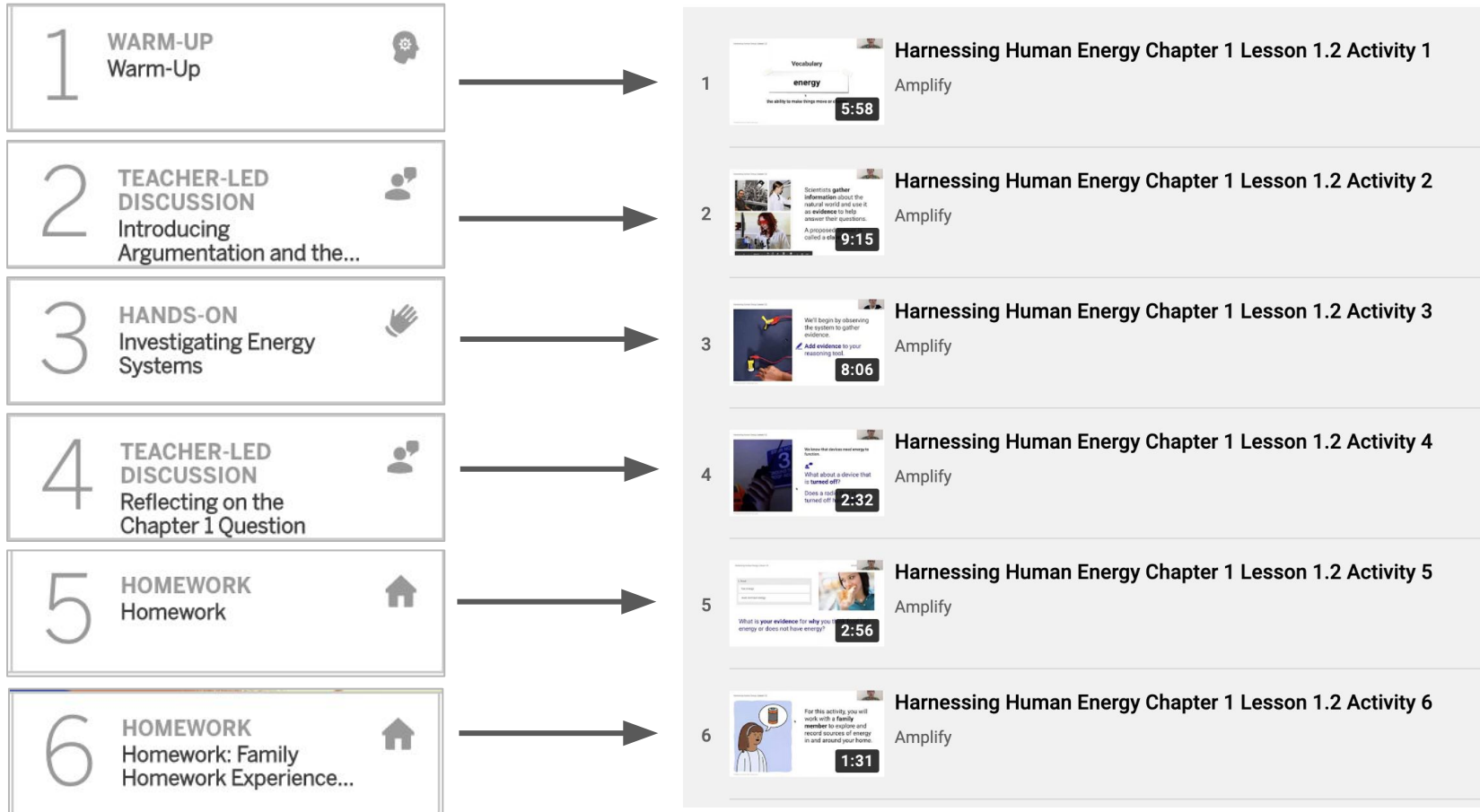
Harnessing Human Energy Chapter 1 Lesson 1.2
6 videos • 70 views • Updated 6 days ago

Unlisted

Amplify Amplify SUBSCRIBE

- Harnessing Human Energy Chapter 1 Lesson 1.2 Activity 1**
Amplify
5:58
- Harnessing Human Energy Chapter 1 Lesson 1.2 Activity 2**
Amplify
9:15
- Harnessing Human Energy Chapter 1 Lesson 1.2 Activity 3**
Amplify
8:06
- Harnessing Human Energy Chapter 1 Lesson 1.2 Activity 4**
Amplify
2:32
- Harnessing Human Energy Chapter 1 Lesson 1.2 Activity 5**
Amplify
2:56
- Harnessing Human Energy Chapter 1 Lesson 1.2 Activity 6**
Amplify
1:31

Example lesson: *Harnessing Human Energy* 1.2



@Home Videos

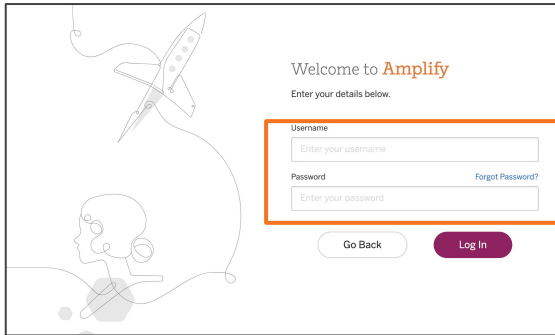
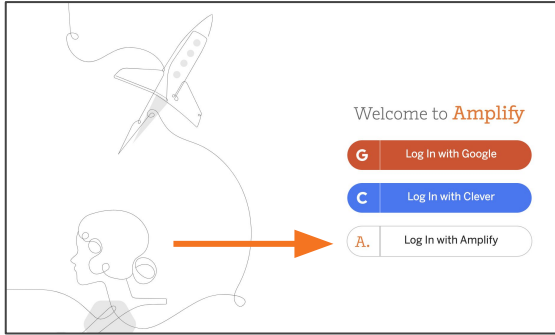
Using the resources

- Assign videos for students to watch during remote, asynchronous time
- Leverage synchronous time for live teaching
 - Lots of time? Teach full lessons
 - Less time? Revisit and preview (see table)

Synchronous time

- Online discussions
- Hands-on investigations (option for teacher demo)
- Sim demonstrations
- Interactive read-alouds
- Shared Writing
- Co-constructed class charts

Log in



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

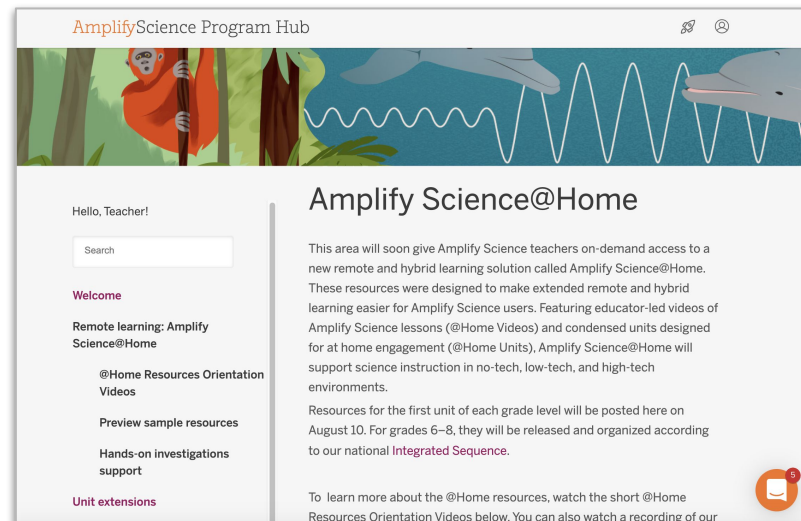
Amplify Science Program Hub

A new hub for Amplify Science resources

Go to: science.amplify.com/programhub

username: [sciencelearningca](#)

password: [DemoOnly1234](#)



The screenshot shows the Amplify Science Program Hub website. At the top, there is a header with the text "Amplify Science Program Hub" and a search icon. Below the header is a banner image featuring a cartoon monkey in a red shirt climbing a tree on the left, and a blue wave with a white sine wave pattern on the right. The main content area is divided into two columns. The left column contains a "Hello, Teacher!" greeting, a search bar, a "Welcome" section, and a list of links: "Remote learning: Amplify Science@Home", "@Home Resources Orientation Videos", "Preview sample resources", "Hands-on investigations support", and "Unit extensions". The right column features a section titled "Amplify Science@Home" with a paragraph of text explaining the new remote and hybrid learning solution. Below this text is another paragraph about the release of resources for grades 6-8. At the bottom right of the page, there is a small orange icon with a white envelope and a red notification bubble containing the number "3".

Explore your @Home Videos

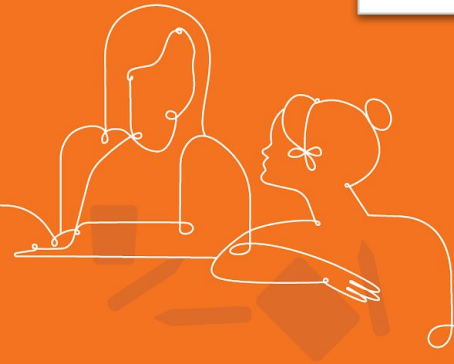
Navigate to Harnessing Human Energy on the Program Hub and explore a video lesson. You may want to compare the video lesson to the lesson in the Teacher's Guide.

During your work time, consider how this resource can help you reach the vision you set for science this year.

Amplify Science @Home resources

Overview Amplify Science@Home

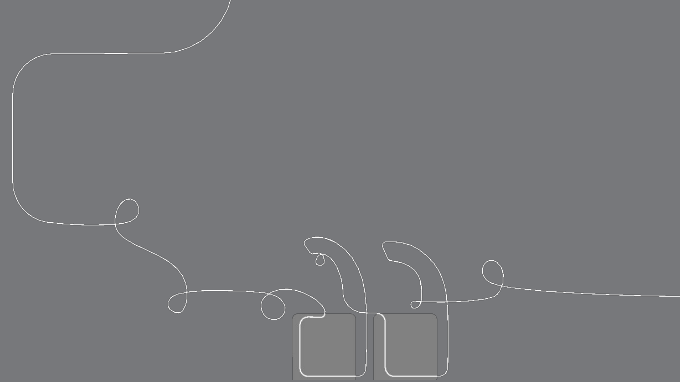
	Amplify Science@Home Videos	Amplify Science@Home Units
Notes from resource overview		
Notes from explanation		
How could this resource help you achieve the vision you set for this school year?		



The **Harnessing Human Energy @Home Resources** will be found under **8th grade resources** on the Program Hub.

Share insights

How could @Home Videos help you and your students achieve the vision you set for science this school year?



Amplify Science @Home resources

Overview: Amplify Science@Home

	Amplify Science@Home Videos	Amplify Science@Home Units
Notes from resource overview		
Notes from exploration		
How could this help you achieve the vision you set for this school year?		

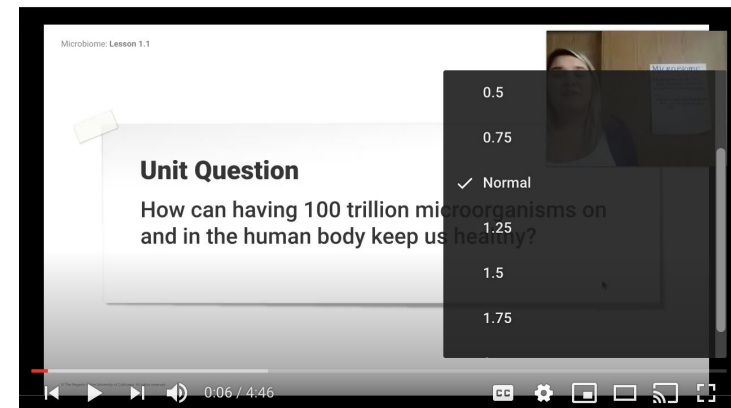
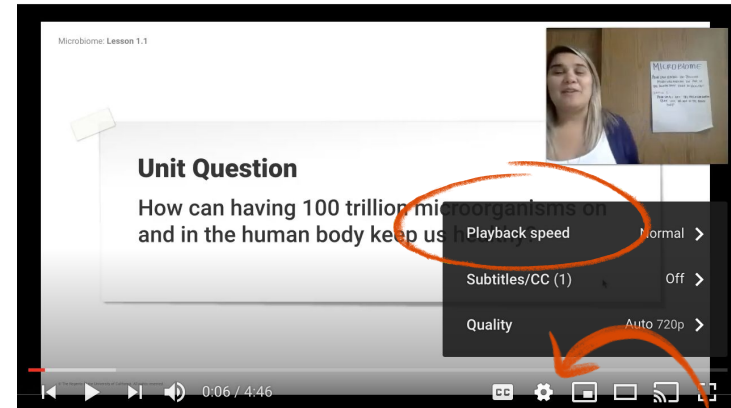
Questions?

Planning suggestions: @Home Videos

The Teacher's Guide is the best planning tool for @Home videos.

- Use the **Lesson Overview Compilation** in the Unit Guide as a pacing and planning tool.
- Refer to the lessons themselves to plan for synchronous instruction.

Try **adjusting the playback speed** of videos to preview them.

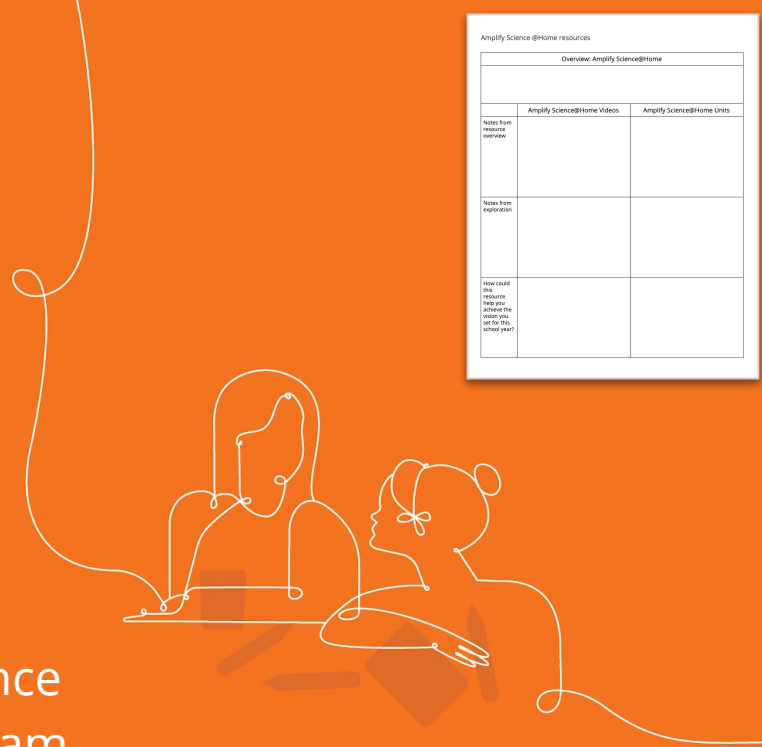


@Home Units

Strategically modified versions of Amplify Science units, highlighting key activities from the program

Amplify Science @Home resources

Overview Amplify Science@Home		
	Amplify Science@Home Videos	Amplify Science@Home Units
Notes from resource overview		
Notes from exploration		
How could this resource help you achieve the standards set for this school year?		



@Home Units

- Solution for reduced instructional time
- Two options for student access

Amplify Science
Harnessing Human Energy @Home Lesson 2

INTRODUCING ARGUMENTATION
Remember, as student energy scientists we are investigating this question:

Unit Question
How is it possible to charge electrical devices when the power is out?

Scientists ask questions and make observations. Then, when they think they have an idea 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.

This image shows many of the resources you will use when you participate in scientific argumentation this year. This is also available at the end of this lesson. You can use this as a resource in this and other units.

Think about this question:
How do you use argumentation in your everyday life?

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

Harnessing Human Energy @Home Lesson 2
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Let's think a little bit about what makes a **strong, convincing scientific argument**. We will also look at two books that can help you use evidence and reasoning in an argument.

Let's use an **everyday example** to think about making **convincing arguments**. Read the argument about Cola. Is this argument **convincing**? Why or why not? This argument has a **claim** and some **evidence**. What is the argument **missing**?

Argument About Cola

Claim: Drinking cola is bad for your health.

Evidence: Cola contains a caramel coloring ingredient called 4-mel.

One reason the cola argument above is **not very convincing** is that it does not explain how the evidence supports the claim. It doesn't explain what 4-mel is or how it relates to health.

Scientific Argument

Remember, part of creating a strong argument is making your **reasoning** clear. By showing how the evidence connects to the claim.

Many people forget to **explain that thinking clearly** in an argument. To help us, we'll use a graphic organizer called the **Reasoning Tool**. Let's use the cola argument as an example.

Reasoning Tool

Claim	Evidence	Reasoning

Harnessing Human Energy @Home Lesson 2
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Evidence A: studies show people who are more have tooth an people not drink

Evidence B: Many of my friends drink cola and say that it is a treat that they like to have every day.

Evidence C: A can of cola has about 7 teaspoons of sugar.

3. These questions with your partner:
If evidence was **stronger** or **more convincing**? Did you place it on the Evidence Gradient?
If evidence was **weaker** or **less convincing**? Did you place it on the Evidence Gradient?
Get pieces of **evidence**, what reasoning would you use to help connect it to the claim?
Why cola is bad for your health?
If we will continue to use the practice of **scientific use** to help us understand the natural world.

Scientific Argumentation

Harnessing Human Energy
@Home Lesson 2

Harnessing Human Energy @Home Lesson 2

Argument About Cola

Question: How does drinking cola affect your health?

Claim: Drinking cola is bad for your health.

Evidence: Cola contains a caramel coloring ingredient called 4-mel.

Let's use an everyday example to think about making convincing arguments.

Is this argument convincing?
Why or why not?

Harnessing Human Energy @Home Lesson 2

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

How do you use argumentation in your everyday life?

@Home Packets:
print-based

@Home Slides and Student
Sheets: tech-based

Options for student access

Embedded links to videos:

- Hands-on demonstrations
- Digital tool activities
- Read-alouds

Mara would like you to find out more about why fecal transplants work. This will help the lab provide evidence that microorganisms can cure people with life-threatening infections, so they can fight the bill.

You probably have a lot of questions about fecal transplants. Here is one question that many students had (you might have thought of this question, too):

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

Figuring out this question will guide us over the next few lessons. We will need to learn more about **bacteria** and what they do in the **human microbiome** to answer this question.

We will be investigating this question:

Investigation Question:
What is the human microbiome?

Today, you will read an article called “The Human Microbiome” to learn more about this.

An important word you will read today:

microbiome: all the microorganisms that live in a particular environment, such as a human body

microbiome


INTRODUCING ACTIVE READING

Introducing Active Reading page or [Lesson 2.1, Activity 2](#)

Life scientists read a lot. They read about investigations that **other scientists have done**, and they read to learn more about life science. **Active Reading** is a way of reading

2

Harnessing Human Energy @Home Lesson 7



The Little Sun lamp has a light bulb on the front and a solar panel on the back.

Energy Inventions

Many people around the world don't have easy access to the energy they need to power lights, phones, and other electrical devices. There may not be an electrical grid nearby, or they may not have electrical wires to bring power from the electrical grid to their homes, or they may have electrical wires, but the nearest power plant may only provide energy part of the time, leaving people in the dark when it doesn't work. These people may not have much money, so they can't just buy lots of batteries to power their lights. They face an energy problem: they need access to cheap, reliable electricity. All over the world, people from professional engineers and energy scientists to students, artists, and inventors are working to solve this problem. They have designed ways to provide portable light to villages where electrical power isn't always available. In this article, you'll read about a few of them.

Gathering Energy from the Sun

When Oduar Ekesson and Frederik Ottosen heard that more than 1 billion people on Earth don't have access to electricity, they wanted to help. In many places, lack of electricity means students can't study after dark and teachers can't work after the sun goes down. It's also harder for doctors and nurses to treat patients without good lighting. Some people light their homes by burning a type of oil called kerosene, but kerosene is expensive and produces thick black smoke that causes lung disease—and it can cause houses to catch fire. Ekesson and Ottosen decided to invent a solar lamp that would provide light without costing a lot of money, polluting the air, or causing fires. Their solution? The Little Sun lamp: a sun-shaped light with a light bulb on one side and a solar panel on the other.

The Little Sun lamp uses energy to provide light to people who need it. But the Little Sun doesn't make its own energy. To run, the lamp needs to get energy from somewhere else. In this case, that source of energy is the sun. The solar panel on the back of the lamp converts light energy

Energy Inventions

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Go to your copy of the “Energy Inventions” article from @Home Lesson 5.

“Energy Inventions” article or [Lesson 2.2, Activity 2](#)

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Options for student access

Alternative to embedded video links

Access via curriculum:

- Science practice tools
- Simulations
- Amplify Library

Hands-on demos accessible only via embedded YouTube links

The image shows two overlapping screenshots of an educational platform. The background screenshot is titled "Energy Conversions" and features a "Simulation" section with a large orange "1" icon. Below it are "Science Practice Tools" with two blue icons labeled "1" and "2", and "Student Books" with six purple icons labeled "1" through "6". The foreground screenshot is titled "Cells: The Basic Unit of Life" and contains the following text: "Your entire body is made of cells—trillions of them! Cells are the tiny structures that make up all living organisms, including sharks, plants, cats, insects, bacteria, and you. People often say that cells are the basic building blocks of life. That's true, but the phrase "building blocks" makes it sound as if all cells are the same. In fact, organisms are different from one another because of the differences in their cells. There are many types of cells." Below the text is a microscopic image of a cell with purple-stained internal structures. A small "Español" button is visible in the bottom left corner of the foreground window.

@Home Unit resources

All resources are fully editable and customizable

- **Family Overview**
 - Provides context for families
- **Teacher Overview**
 - Outlines the unit and summarizes each lesson
 - Suggestions for adapting for different scenarios
- **Student materials**
 - ~30-minute lessons (slide decks or packets) featuring prioritized activities from Amplify Science curriculum

Example lesson: *Harnessing Human Energy* 1.2

AmplifyScience › Harnessing Human Energy › Chapter 1 › Lesson 1.2

Lesson 1.2: Investigating Energy Claims

Lesson Brief
(6 Activities)

1

WARM-UP
Warm-Up

2

TEACHER-LED
DISCUSSION
Introducing
Argumentation and the...

3

HANDS-ON
Investigating Energy
Systems

4

TEACHER-LED
DISCUSSION
Reflecting on the
Chapter 1 Question

5

HOMEWORK
Homework

6

HOMEWORK
Homework: Family
Homework Experience...

@Home Lesson 3: Amplify Science lesson 1.2

@Home Lesson 3

Adapted from: Amplify Science *Harnessing Human Energy* Lessons 1.2

Key Activities

- **Do:** After learning the scientific definition of energy, students sort objects according to what has energy and what does not have energy.
- **Do:** Students observe three different systems and consider whether or not the systems have energy. They use a Reasoning Tool to organize their evidence and support a claim.

Ideas for synchronous or in-person instruction

Prior to meeting, have students sort objects that do and do not have energy in the Sorting Tool from Lesson 1.2, Activity 1. When meeting, review and discuss students' individual sorts, then watch the "Investigating Energy Systems" video together. Complete the Reasoning Tool with students, by first modeling one row and then having students complete the remaining rows independently. If you are meeting in person, have students complete the hands-on activity (instead of watching the video), as in *Harnessing Human Energy*, Lesson 1.2, Activity 3.

Show Lesson 3 slides and packet sample

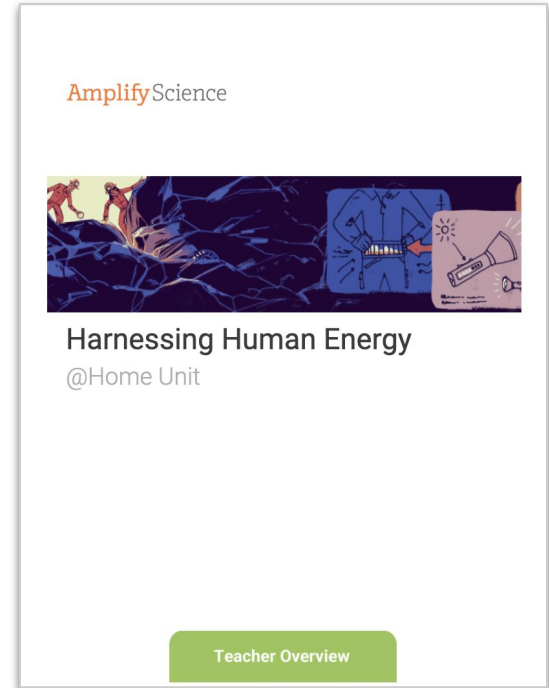
Teacher Overview

Unit-level

- Overview of resources
- Pacing
- Planning for instructional routines
- Assessment considerations

Lesson-level

- Chapters at a glance
- Lesson outlines



*Appendix provides the student investigation notebook pages that go with each lesson.

Explore your @Home Unit

Navigate to **Harnessing Human Energy** on the Program Hub and explore. You may choose to start with the **Teacher Overview**, or dig into a lesson.

During your work time, consider how this resource can help you reach the vision you set for science this year.

Amplify Science @Home resources

Overview Amplify Science@Home

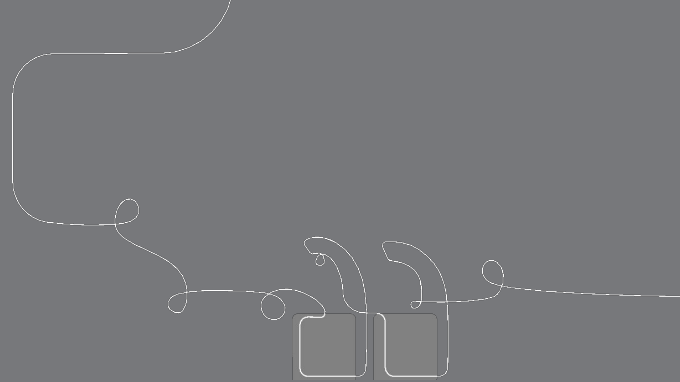
	Amplify Science@Home Videos	Amplify Science@Home Units
Notes from resource overview		
Notes from explanation		
How could this resource help you achieve the vision you set for this school year?		



The **Harnessing Human Energy @Home Resources** will be found under **8th grade resources** on the Program Hub.

Share insights

How could @Home Units help you and your students reach the vision you set for science this school year?



Amplify Science @Home resources

Overview: Amplify Science@Home

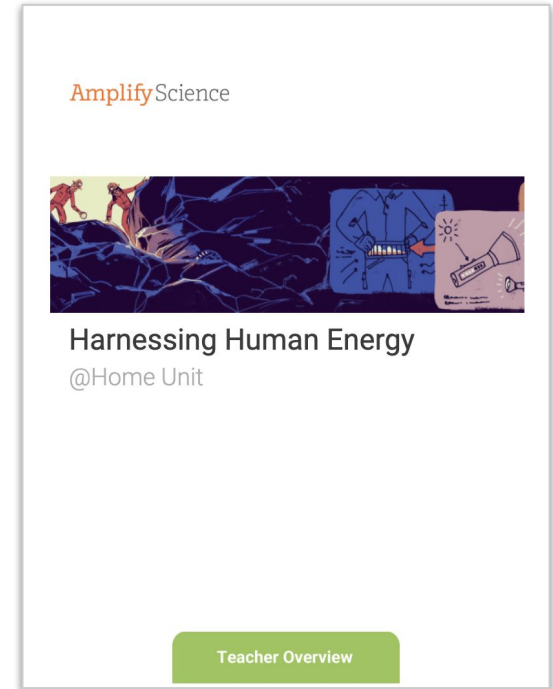
	Amplify Science@Home Videos	Amplify Science@Home Units
Notes from resource overview		
Notes from exploration		
How could this help you achieve the science you set for this school year?		

Questions?

Planning suggestions: @Home Units

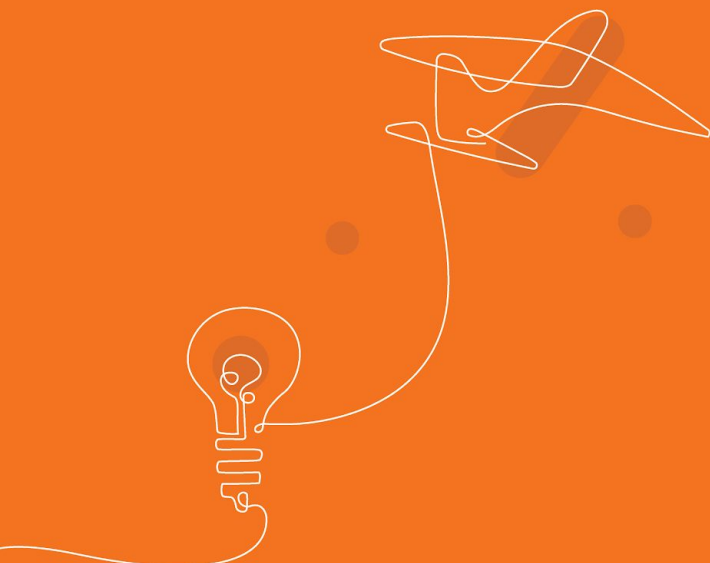
Read the Teacher Overview carefully! Pay particular attention to these sections:

- Overview of @Home Unit Resources
 - Heads-ups about **instructional decisions** to plan for
- Adapting the Amplify Science Approach for Remote Learning
 - Planning support for **multimodal instruction**



Questions?





Amplify Science @Home resources



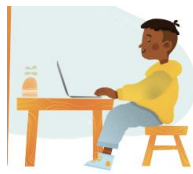




Overview Amplify Science@Home		
	Amplify Science@Home Videos	Amplify Science@Home Units
Notes from resource overview		
Notes from exploration		
How could this resource help you achieve the standards set for this school year?		

Using the resources

Sample instructional scenarios

Sample instructional scenario




Hybrid pod model

	M-T	W	Th-F
Pod 1	In class 	Remote online class 	Remote 
Pod 2	Remote 	 	In class 

Sample instructional scenario

Hybrid pod model

Select 1-2 lessons for the week and decide the best instructional format for the different parts of the lesson

In class 	Remote online class 	Remote 
<ul style="list-style-type: none">● Hands-on investigations (option for teacher demo)● Discourse routines● Class discussions● Physical modeling activities	<ul style="list-style-type: none">● Sim demonstrations● Read-alouds● Shared Writing● Co-constructed class charts	<ul style="list-style-type: none">● @Home video lessons● @Home Unit activities● Reflective writing● Independently review

@Home Resources example use case

Hybrid Model: Teach live during in-person/synchronous time



Day 1

Remote

Assign: Lesson 1.1
@Home Video



Day 2

In-person

Teach: Lesson 1.2
live



Day 3

Synchronous

Teach: Lesson 1.3
using clips from
@Home Video



Day 4

Remote

Assign: Lesson 1.4
@Home
Packet/Slides



Day 5

In-person

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

@Home Resources example use case

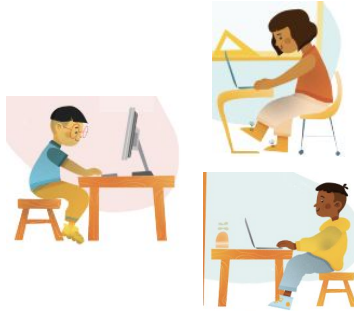
Remote Model: with synchronous & asynchronous learning



Days 1 & 2

Asynchronous

Assign: Lesson 1.1 @Home Video and sheets for students to work through on their own



Day 3

Synchronous

Teach: Lesson 1.2 using clips from the @Home Video



Day 4

Asynchronous

Assign: Lesson 1.3 @Home Packet or @Home Slides for students to work through on their own



Day 5

Synchronous

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

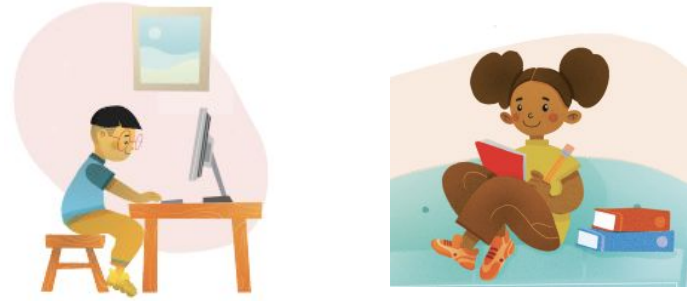
Sample instructional scenario

Remote Asynchronous Model: Students work flexibly through content



Monday-Thursday

Assign 1-2 @Home Lessons (packet or slides) or @Home videos



Friday

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

Let's Discuss

How do you plan to use these resources?

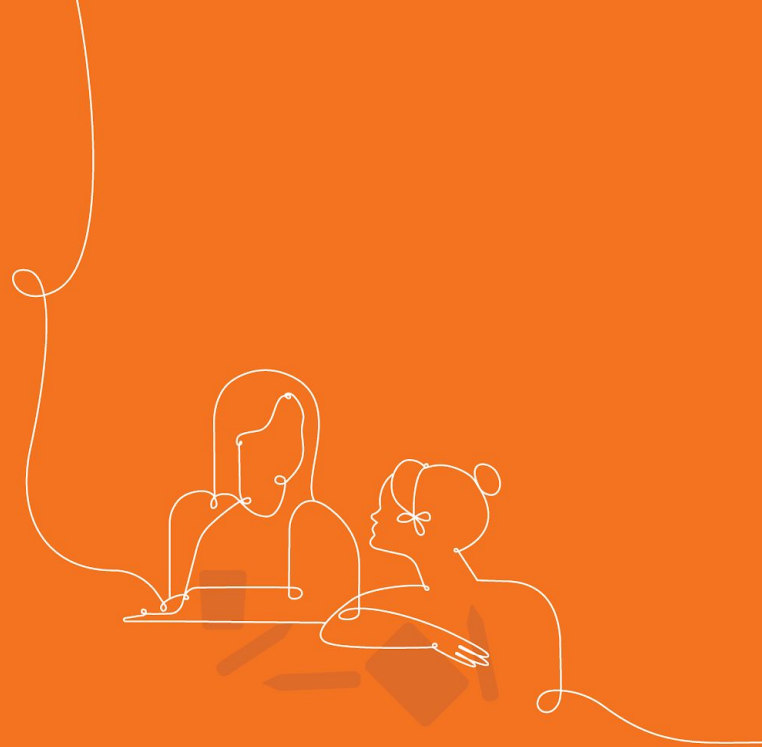




Plan for the day

- Framing the day
 - Welcome and introductions
 - Reflection and vision setting
 - Revisiting the Amplify Approach
- @Home Resources Introduction
 - @Home Videos
 - @Home Units
 - Resource selection
- Guided Planning
 - Utilizing @Home Resources
- Reflection and closing

Guided Planning



Planning with @Home Resources

Planning tool: @Home Resources

@Home Units: Planning for instructional routines and multimodal learning

A first step in planning to use @Home Units is determining how your students will engage with multimodal learning. Your @Home Unit's Teacher Overview provides guidance to frame decisions you'll need to make, and many suggestions to support decision making.

Find "Adapting the Amplify Science Approach for Remote Learning" in your Teacher Overview. Review the categories and suggestions, then use the organizer below to make a plan.

	How will you approach this modality or instructional routine? Note, you may vary your approach throughout the unit.	What do you need to plan or do to enact this approach?	How will you communicate your plan with students and/or families?
Student talk			
Student writing			
Reading			

@Home Units: Planning for instructional routines and multimodal learning (cont.)

	How will you approach this modality or instructional routine? Note, you may vary your approach throughout the unit.	What do you need to plan or do to enact this approach?	How will you communicate your plan with students and/or families?
Hands-on			
Classroom wall			
Digital tools See Student Resources in the Teacher Overview for guidance on digital tools			

K-5 Digital Tool Access: apps.learning.amplify.com/elementary
Username: ampsci123 Password: ampsci123

Planning with @Home Resources

@Home Resources: Pacing and planning tool

Directions: Use your class schedule to complete the first row of the table. Then follow the directions to map your week in the bottom row.

Day 1	Day 2	Day 3	Day 4	Day 5
Minutes for science: Instructional format: <input type="checkbox"/> Asynchronous <input type="checkbox"/> Online class	Minutes for science: Instructional format: <input type="checkbox"/> Asynchronous <input type="checkbox"/> Online class	Minutes for science: Instructional format: <input type="checkbox"/> Asynchronous <input type="checkbox"/> Online class	Minutes for science: Instructional format: <input type="checkbox"/> Asynchronous <input type="checkbox"/> Online class	Minutes for science: Instructional format: <input type="checkbox"/> Asynchronous <input type="checkbox"/> Online class
<p>If you have reduced science instructional time: Use the Teacher Overview to familiarize yourself with the upcoming @Home Lessons. If applicable, pay attention to the guidance for synchronous or in-person instruction and suggestions for further condensing or expanding the unit, which are available at the unit level as well as for each lesson or chapter. Then, map your week in the row below.</p> <p>If you have the same amount of science instructional time: Use the Lesson Overview Compilation in the Unit Guide to familiarize yourself with upcoming lessons. Refer to Suggestions for Synchronous Time on the next page to consider the best format for different parts of the lesson(s). Then, map your week in the row below.</p>				
Lesson: <input type="checkbox"/> Students work independently <input type="checkbox"/> Teach live lesson (using synchronous suggestions) <input type="checkbox"/> Assign video <input type="checkbox"/> Preview <input type="checkbox"/> Review Notes:	Lesson: <input type="checkbox"/> Students work independently <input type="checkbox"/> Teach live lesson (using synchronous suggestions) <input type="checkbox"/> Assign video <input type="checkbox"/> Preview <input type="checkbox"/> Review Notes:	Lesson: <input type="checkbox"/> Students work independently <input type="checkbox"/> Teach live lesson (using synchronous suggestions) <input type="checkbox"/> Assign video <input type="checkbox"/> Preview <input type="checkbox"/> Review Notes:	Lesson: <input type="checkbox"/> Students work independently <input type="checkbox"/> Teach live lesson (using synchronous suggestions) <input type="checkbox"/> Assign video <input type="checkbox"/> Preview <input type="checkbox"/> Review Notes:	Lesson: <input type="checkbox"/> Students work independently <input type="checkbox"/> Teach live lesson (using synchronous suggestions) <input type="checkbox"/> Assign video <input type="checkbox"/> Preview <input type="checkbox"/> Review Notes:

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)

Planning to use @Home Videos

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



Plan for the day

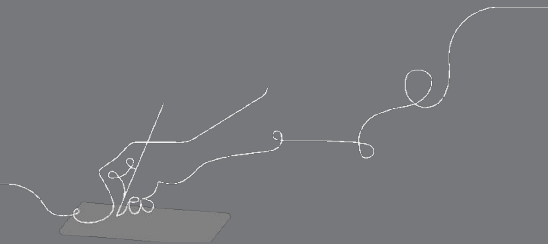
- Framing the day
 - Welcome and introductions
 - Reflection and vision setting
 - Revisiting the Amplify Approach
- @Home Resources Introduction
 - @Home Videos
 - @Home Units
 - Resource selection
- Guided Planning
 - Utilizing @Home Resources
- Reflection and closing

Vision Reflection

Revisit the vision you set for your students at the beginning of this session.

How will the Amplify Science@Home help you reach that goal?

e



Revisiting our objectives

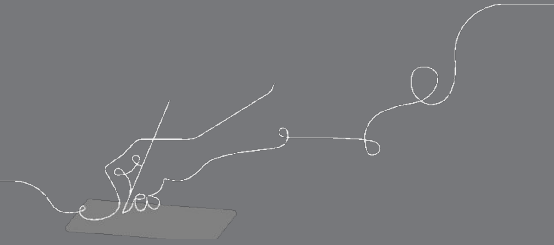
Do you feel ready to...

- Select the Amplify Science@Home resources that best fit your instructional context?
- Internalize tips and strategies for remote and hybrid instruction using Amplify Science@Home?
- Plan how you will leverage Amplify Science@Home resources in a remote setting for back-to-school?

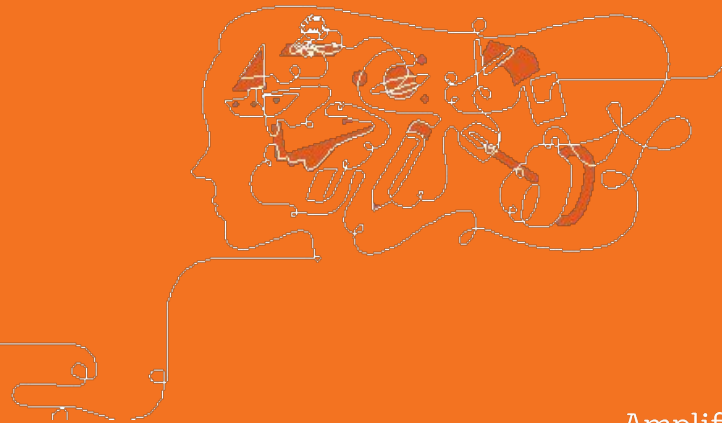
1- I'm not sure how I'm going to do this!

3- I have some good ideas but still have some questions.

5- I have a solid plan for how to make this work!



Back to School Updates



Improved Lesson Brief

The improved lesson brief makes it easy for **all K-8 Science and students** to access planning content and lesson resources on one smooth, scrollable, page.

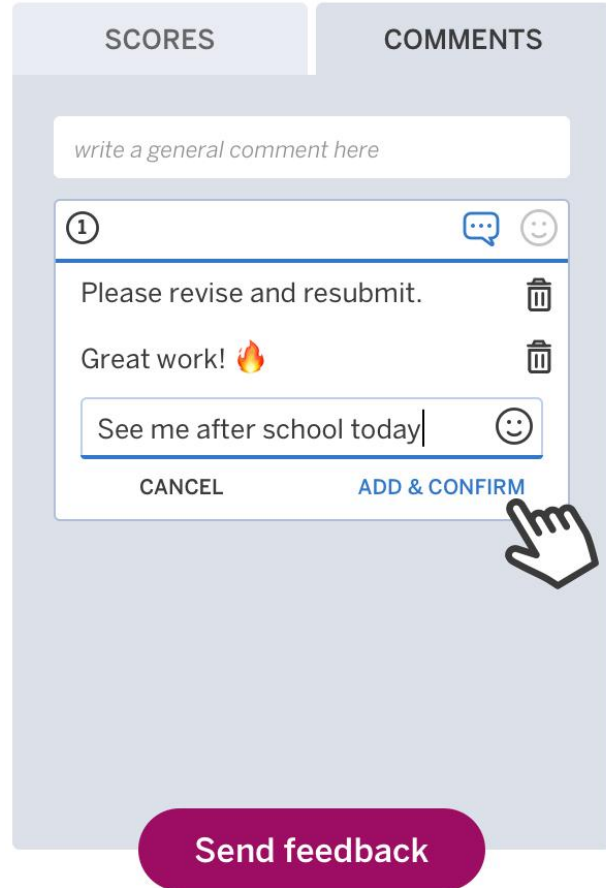
Release Date: July 1, 2020

The screenshot shows the AmplifyScience interface for Lesson 2.2. The top navigation bar includes the AmplifyScience logo and the path: Earth's Changing Climate > Chapter 2 > Lesson 2.2. The main header area features the lesson title "Lesson 2.2: Reading 'Past Climate Changes on Earth'" over a background image of a landscape with mountains and a large downward-pointing arrow. Below the header is a progress indicator with four steps: 1. Lesson Brief (4 Activities), 2. Warm-Up, 3. Active Reading: "Past Climate Changes on Earth", and 4. Student Discussion: Discussing Annotations, followed by a Homework section. The main content area is titled "RESET LESSON" and "GENERATE PRINTABLE LESSON GUIDE". The "Overview" section is highlighted with a red circle, and the "Digital Resources" section lists items like "Past Climate Changes on Earth", "Printable article: 'Past Climate Changes on Earth'", "Active Reading Guidelines", and "Annotation Tracker Instructions". A red circle also highlights the left navigation arrow, and another red circle highlights the right navigation arrow.

Classwork Comment Bank

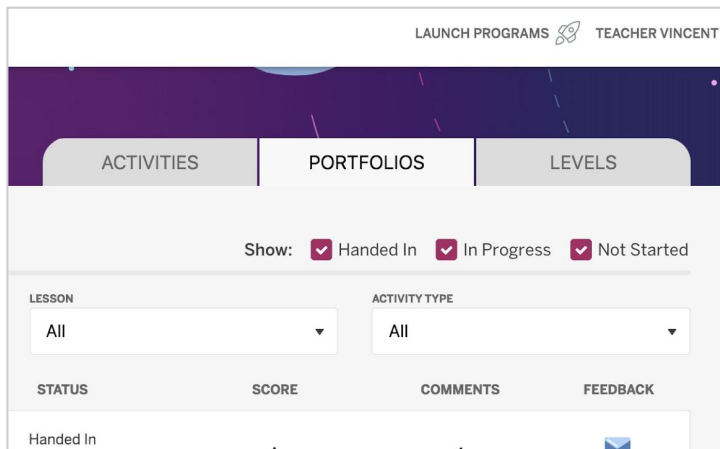
The new comment bank will save **Science teachers** time by allowing them to create a set of customizable and reusable comments in Classwork.

Release Date: July 1, 2020



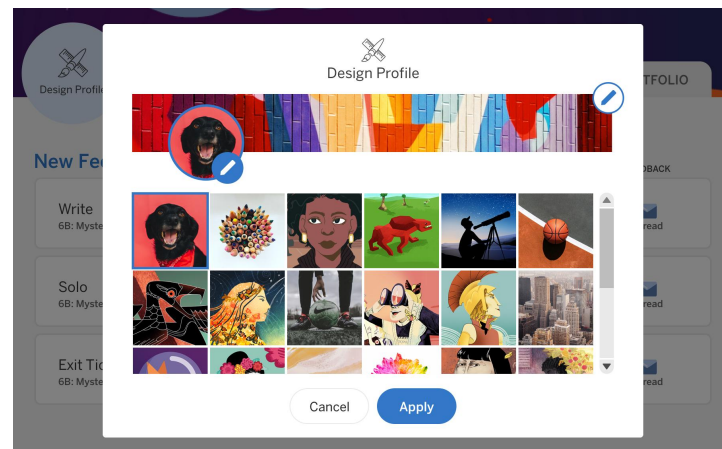
My Work Redesign

Released: April 28, 2020



Aligned to Classwork

- Same Portfolio view for work completion
- Same look and feel, similar navigation



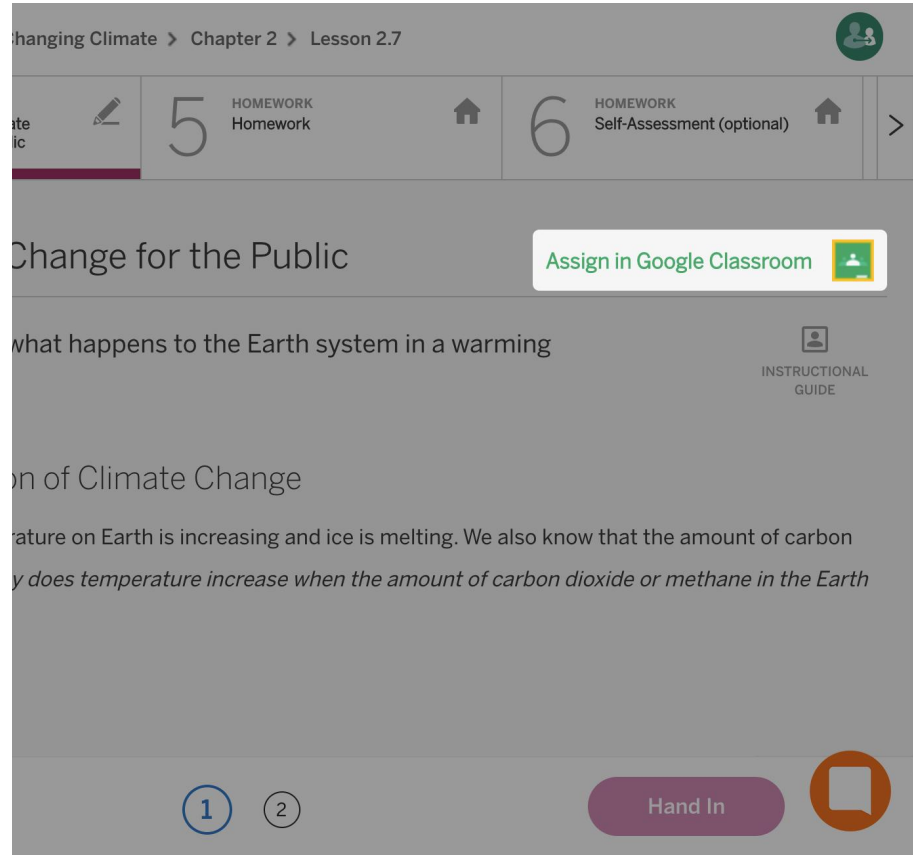
Customizable Space

- Filters and tools for sorting work
- 40+ avatar and banner image choices

Assign in Google Classroom

The "Assign in Google Classroom" button allows **Science teachers** to deep link Amplify activities in their Google Classroom stream. It is present at the top of all student-facing activities.

Released: March 23, 2020



Shared Teacher Login

License owners and managers (principals, APs) can generate Shared Teacher Logins in My Account and distribute to their teachers ahead of data share from district, so that teachers can start planning for 2020-2021. **Also great for paras, ICT teachers, or other support staff not scheduled in STARS.**

The screenshot shows the 'My Account' page in the Amplify system. Under the 'All Shared Logins' section, there is a table with the following data:

	Program Name	Link	Teacher Username	Teacher Password
1	4th Grade	learning.amplify.com	DXBGL	tan-cod
2	5th Grade	learning.amplify.com	DCFEF	cold-lynx
3	6th Grade	learning.amplify.com	BNJW	green-doe

The screenshot shows a 'Shared Teacher Login' modal dialog box. It contains the following text and fields:

Teachers without accounts can use the credentials shown below to preview this Amplify program.

USERNAME: DQFEF COPY PASSWORD: cold-lynx COPY

Teachers log in here
learning.amplify.com

Select "Log in with Amplify" and enter the username name and password.

Please note
This shared account does not allow for saving notes or reviewing student work.

Close

Classroom Slides (PPT & Google Slides!)

6–8 English: Like the ones for K–5 units, the middle school Slides aim to make lesson delivery easier, faster, and more flexible for teachers. Rolling release per **National Integrated Sequence**.

Microbiome: Lesson 2.2 Activity 2

The Human Microbiome


A World Inside You

There's a world of life inside of you. The trillions of tiny organisms inside you help you stay healthy. When something changes inside the world of your microbes, it can make you sick.

The world inside of you is called your microbiome. The microbes are called **microorganisms**, and you have a better chance of staying healthy when you have a good microbiome. You can help your microbiome by eating healthy and staying active.

Your microbiome is made up of trillions of tiny organisms. They live on your skin, in your gut, and in your mouth. They help you stay healthy and fight off germs.

Let's discuss your questions about "The Human Microbiome" article.

 What questions did you record in your Warm-Up responses?

Grado 4 | Conversiones de energía

Lección 2.1: Convertidores de energía

AmplifyScien

Administrator Reports


Self-service Administrator Reports will be available for **Amplify Science grades 6-8**.

Access will be limited to district and school administrators who will be able to open the reports directly from My Account. Usage and assessment data can also be downloaded.

Amplify Admin Reports^{Beta} SNAPSHOTS READING K-5

Hi, Administrator!
School District Name

Reading K-5



Explore Reports

User Activity

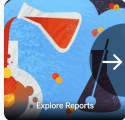
306 Active Users	2,425 Licensed Users
4 Active Schools	4 Licensed Schools

Active users have signed in and interacted with Amplify since the start of the school year. Licensed users have been given access to Amplify.

District: What schools are activated users in?

School	Licensed Users	Active Users	Percent Activated
1 Elementary School	308	127	23.0%
2 Ridge Elementary	793	103	13.0%
3 Quiet Elementary	308	23	7.5%
4 Apple Elementary	766	53	6.9%

Science 6-8



Explore Reports

Download Data

User Activity

2,442 Total Active Students	2,462 Total Licensed Students
36 Total Active Teachers	29 Total Licensed Teachers

Active users have signed in and interacted with Amplify since the start of the school year. Licensed users have been given access to Amplify.

[Administrator Reports](#)

6–8 Read-Aloud: Spanish Articles

Students **with Spanish add-on licenses** (and their teachers) will now be able to hear science articles read aloud in Spanish.

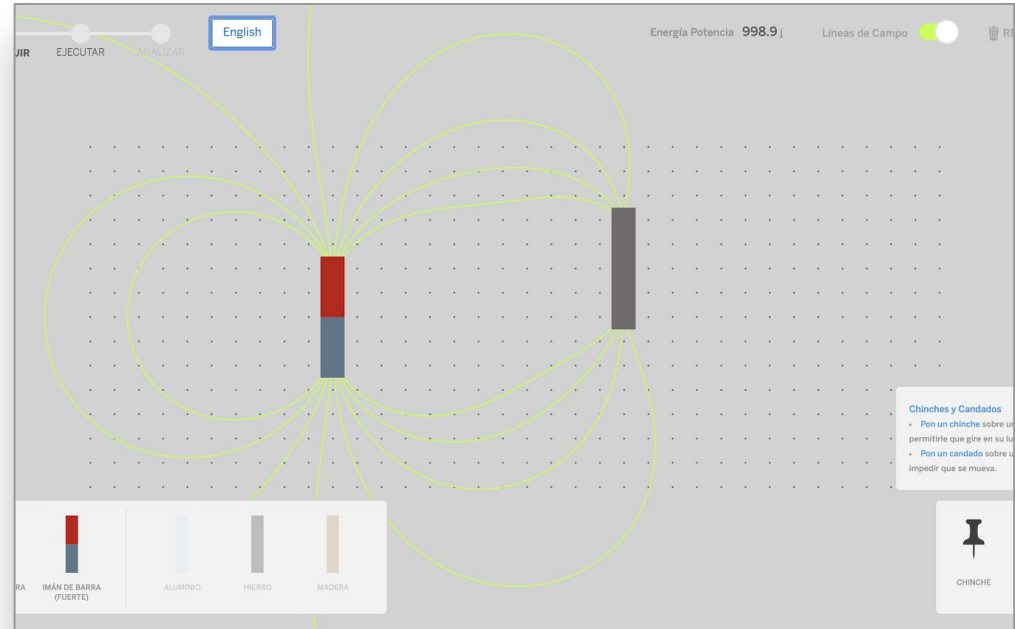
Spanish read aloud functionality is accessed the same way as the English read aloud, but in Spanish mode.

The screenshot displays the Amplify platform interface for a Spanish read-aloud activity. At the top, there are three main sections: 'Lección en breve (4 Actividades)', '1 WARM-UP Warm-Up', and '2 READING Active Reading: "Devils Tower"'. The '2 READING' section is currently active. Below this, there is a progress bar showing 00:42 out of 03:48. The title of the article is 'Torre del Diablo', and there is a photograph of the Devils Tower in a field. To the right of the video player, there is a discussion prompt in Spanish: '¿Qué es una cosa que discutiste con tu compañero/a?' and a large white box for student input. At the bottom, there are navigation buttons: '< Volver', a progress indicator with '1' and '2' (where '2' is highlighted), and an 'Entregar' button.

More Spanish: science apps (2-8)

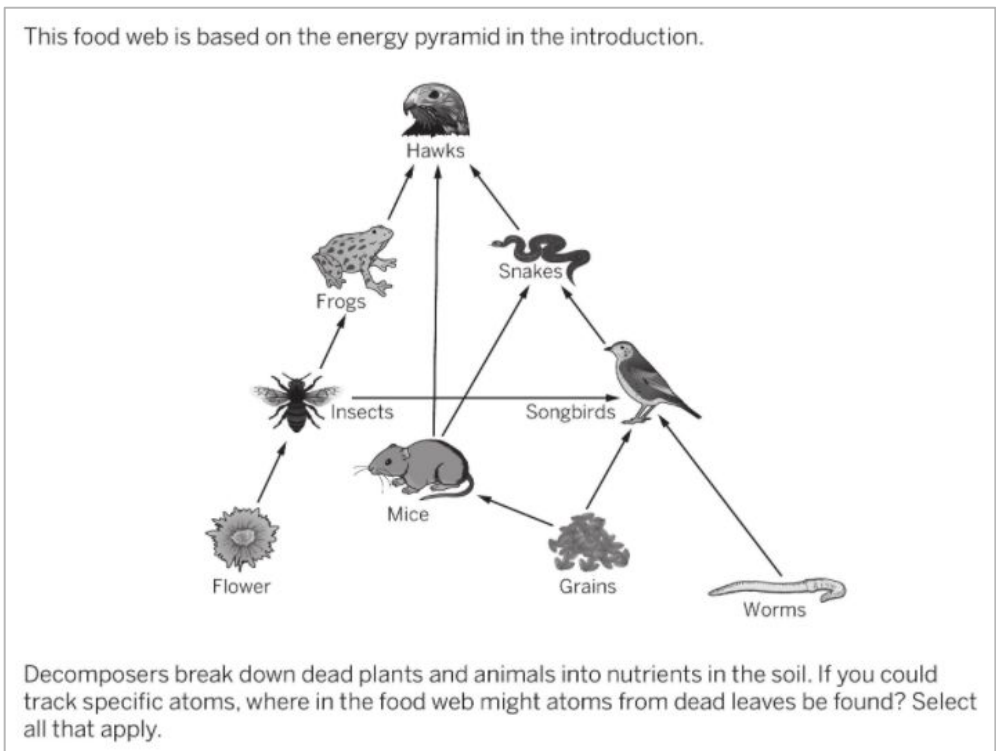
Spanish translations of science apps began last year, and by this back-to-school the project will be complete.

All Sims, Modeling Tools, and Science Practice Tools will display fully translated text for those **with Spanish add-on licenses**

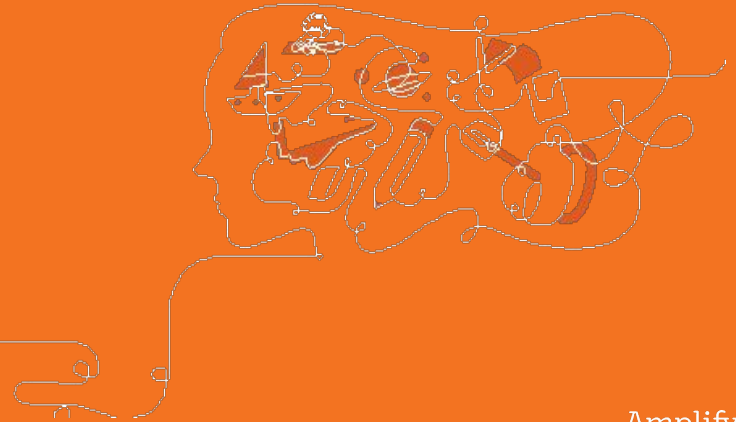


Benchmark Assessments

- Benchmarks will now be available digitally on **SchoolCity** and **Otus** platforms, in addition to **Illuminate**.
- Many items within the Benchmark Assessments have been **improved**. This includes edits, re-writes, some rubrics added, and scoring changes



Additional Resources

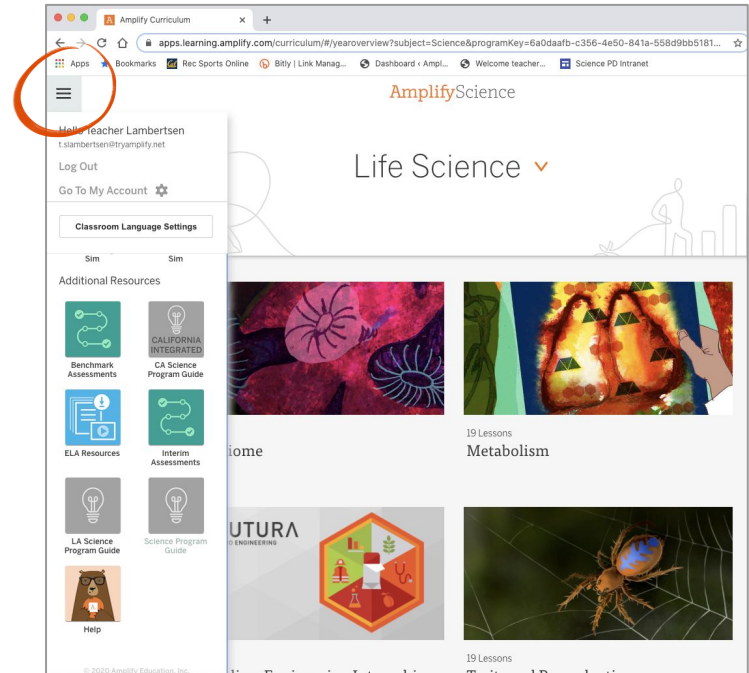


Amplify Science Program Hub

A new hub for Amplify Science resources

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

science.amplify.com/programhub



NYC Resources site

Amplify.

Welcome, New York City
Department of Education

Resources for support

Welcome! This site contains supporting resources designed for the New York City Department of Education Amplify Science adoption for grades K-5.



amplify.com/amplify-science-nyc-doe-resources/

Additional Amplify resources



Program Guide

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

<https://my.amplify.com/programguide/content/national/welcome/science/>

Amplify Help

Find lots of advice and answers from the Amplify team.

my.amplify.com/help

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.

Final questions?



Please provide us feedback!

URL: <https://tinyurl.com/AmplifyPD20-21>

Presenter name: XXX

Workshop title: Hybrid Learning Workshop (6-8)

Modality: Remote

