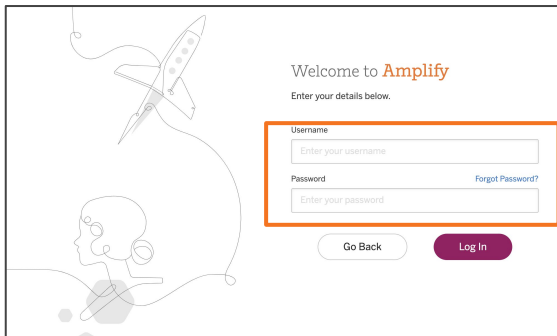
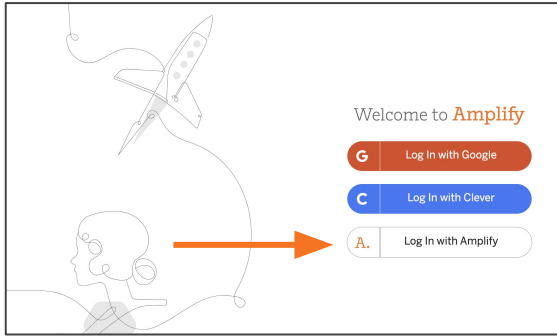


# Welcome to Amplify Science!

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/](https://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

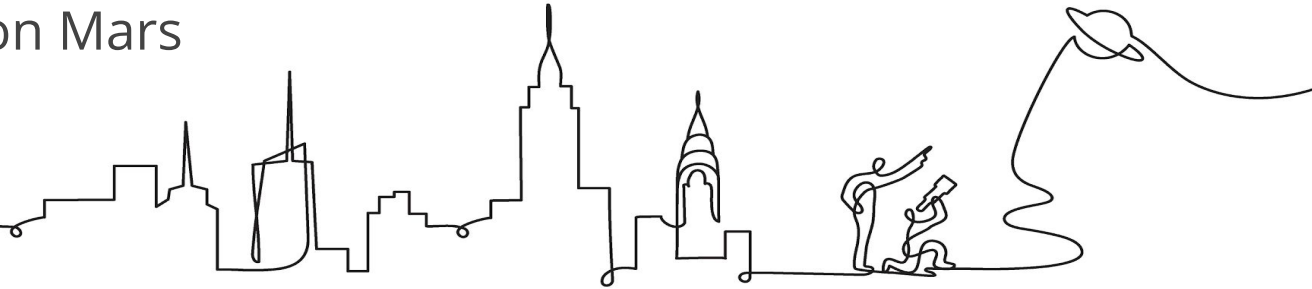
Digital Resources  
All Projections  
Completed Scientific Argumentation Wall Diagram  
Video: Meet a Paleontologist  
The Ancient Mesosaurus

# Amplify Science

New York City

## Remote/Hybrid Learning and Guided Planning Session

Grade 8: Geology on Mars



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



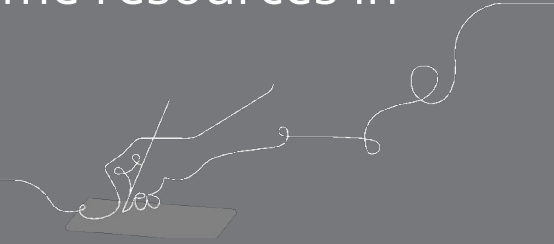
Engage at your comfort level - chat, ask questions, discuss, share!

# 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
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  - @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

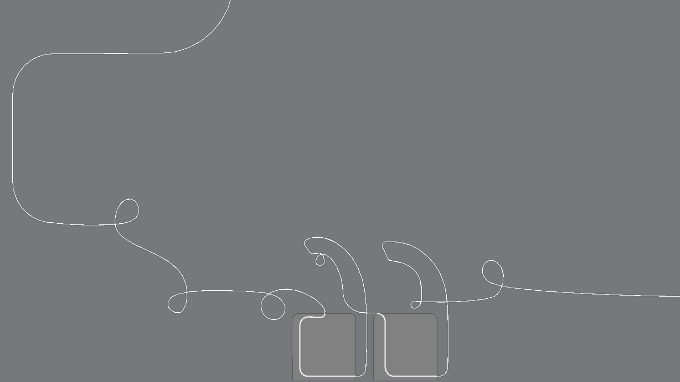
Collaborate and communicate

# 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.

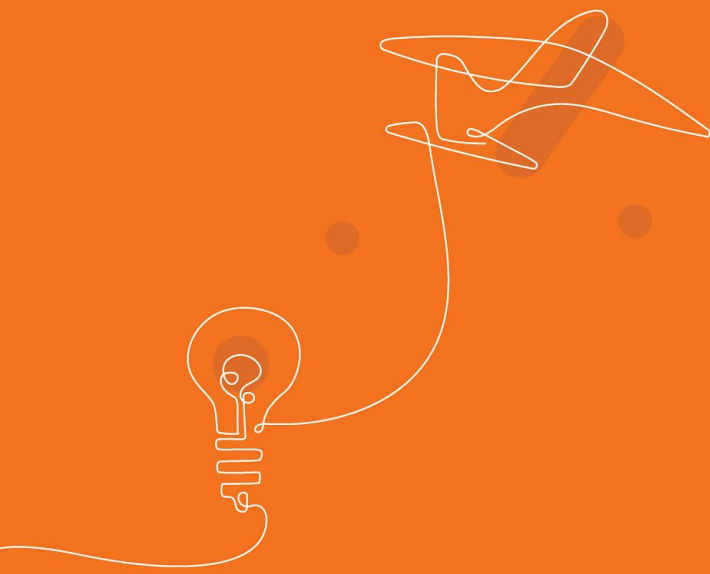




Questions?

# 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

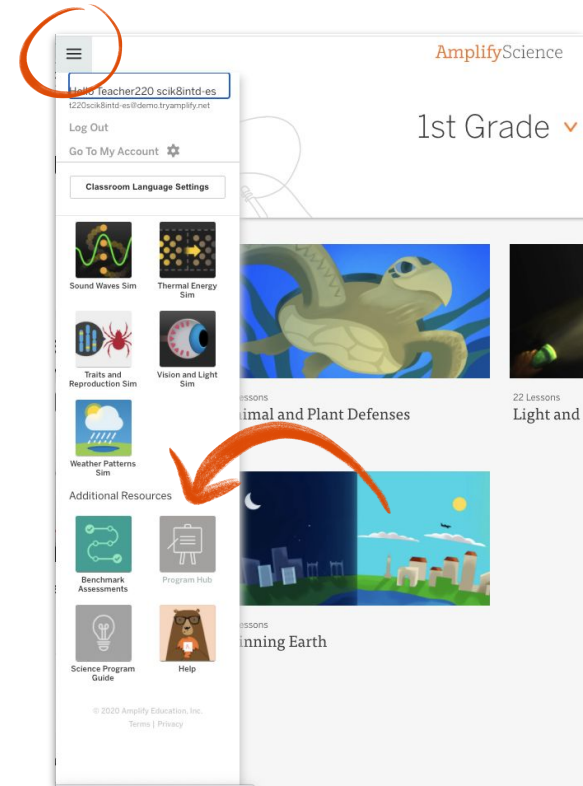




# Accessing Amplify Science@Home

## 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
<b>6th Grade</b>	 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																				
<b>7th Grade</b>	 Launch Unit: Microbiome			 Metabolism			 Phase Change			 Chemical Reactions		 Plate Motion			 Engineering Internship Plate Motion:		 Rock Transformations		 Engineering Internship: Earth's Changing Climate																			
<b>8th Grade</b>	 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**?

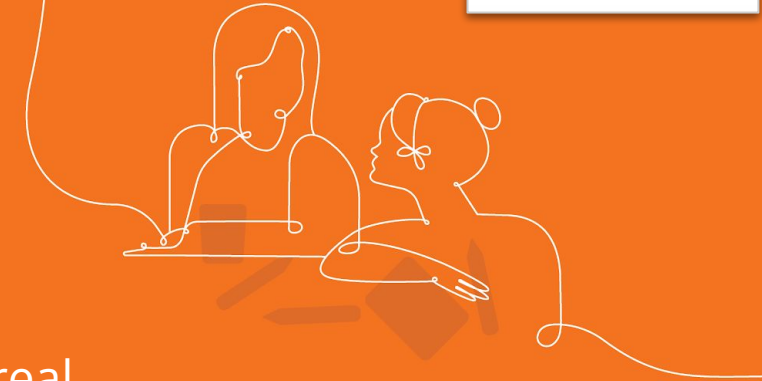
# @Home Videos

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

Amplify Science @Home resources

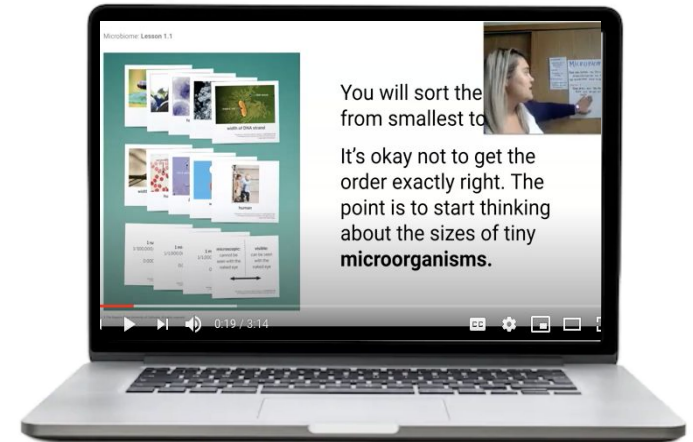
Overview Amplify Science@Home

	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

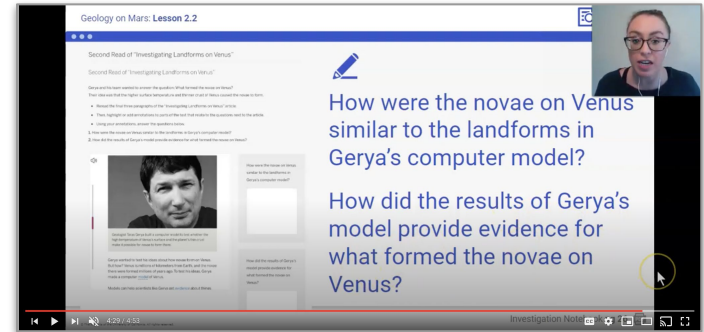
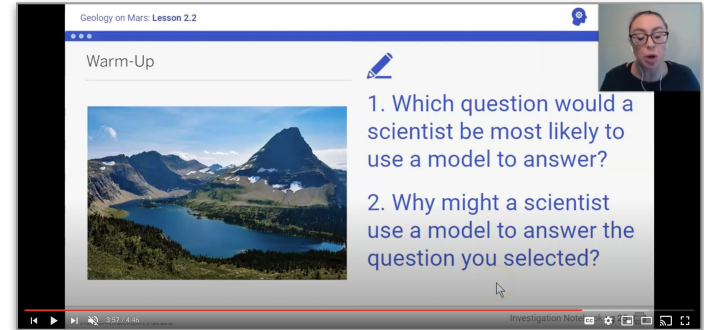
- Lesson playlists include **all activities** from original units
- Great option if have the **same amount of instructional time** as you typically would for science
- Requires **tech access** at home
- Use videos as **models for making your own lesson videos** or leading **online science class**





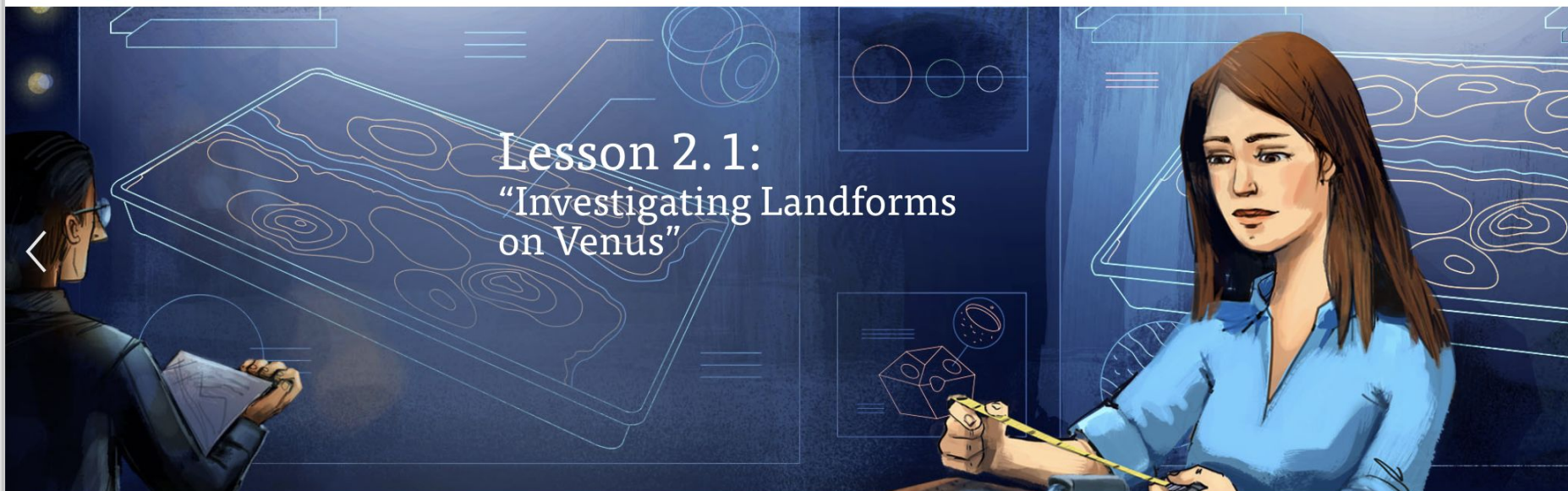
# Interactive video experience

- **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**



# Example lesson: *Geology on Mars* 2.1

AmplifyScience > Geology on Mars > Chapter 2 > Lesson 2.1



Lesson Brief  
(5 Activities)

< 1

WARM-UP  
Warm-Up



2

TEACHER-LED  
DISCUSSION  
Introducing Active  
Reading



3

READING  
Active Reading:  
"Investigating Landfor..."



4

STUDENT-TO-  
STUDENT  
DISCUSSION  
Discussing Annotations



5

HOMEWORK  
Homework



# Example lesson: *Geology on Mars 2.1*



## Geology on Mars Chapter 2 Lesson 2.1

6 videos · Updated 6 days ago

Unlisted



Amplify

SUBSCRIBE



Geology on Mars Chapter 2 Lesson 2.1 Activity 1

Amplify



Geology on Mars Chapter 2 Lesson 2.1 Activity 2

Amplify



Geology on Mars Chapter 2 Lesson 2.1 Activity 3

Amplify



Geology on Mars Chapter 2 Lesson 2.1 Activity 3 Landforms on Venus Article

Amplify



Geology on Mars Chapter 2 Lesson 2.1 Activity 4

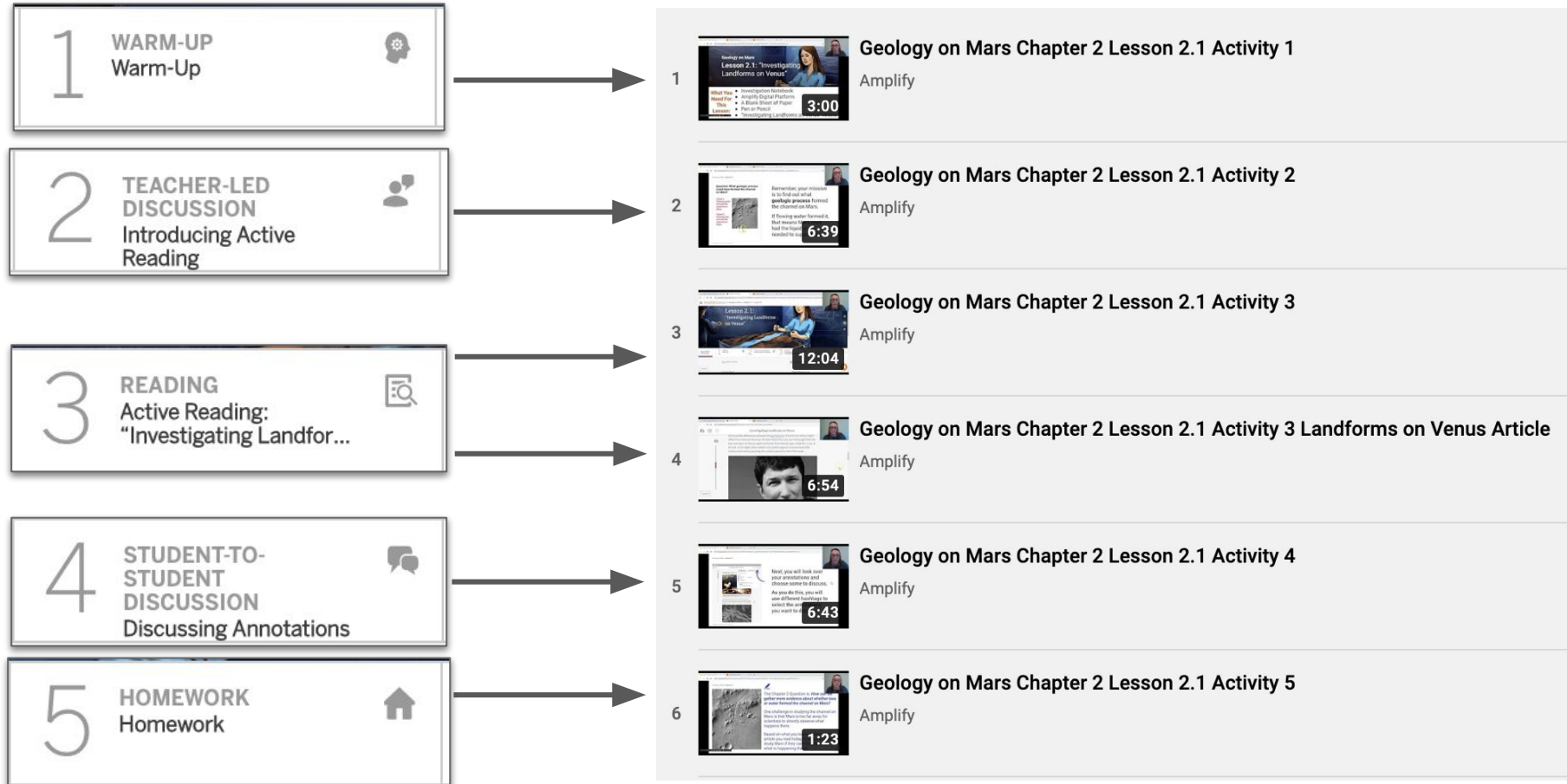
Amplify



Geology on Mars Chapter 2 Lesson 2.1 Activity 5

Amplify

# Example lesson: *Geology on Mars 2.1*



# @Home Videos

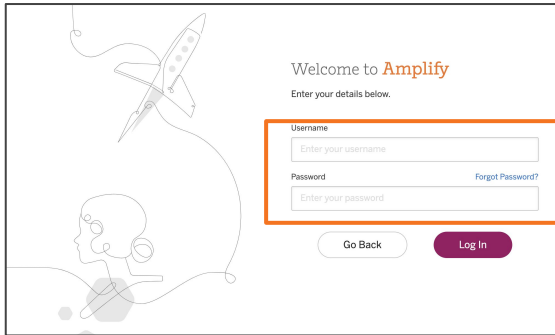
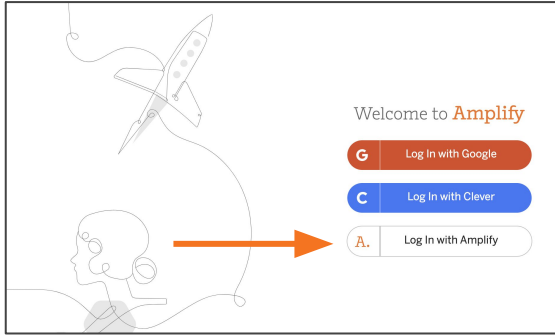
## Using the resources

- 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

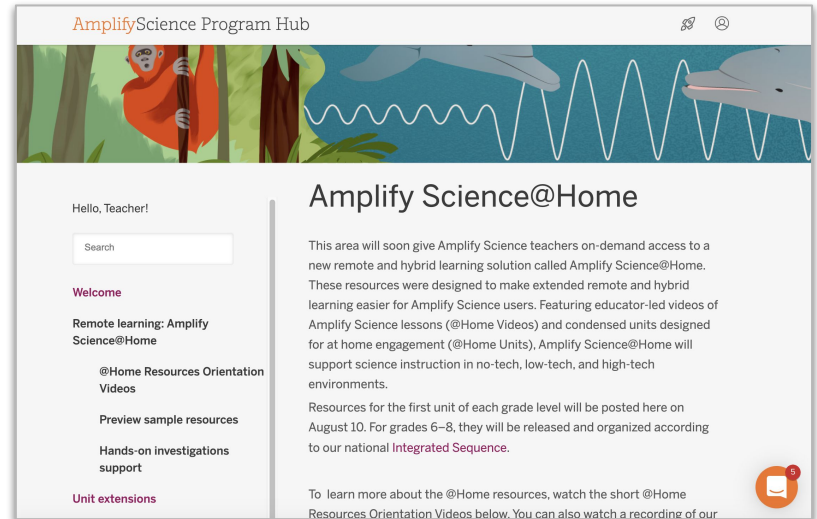
# Amplify Science Program Hub

A new hub for Amplify Science resources

Go to: [science.amplify.com/programhub](https://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 line graph overlaid 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 Geology on Mars 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 exploration		
Notes from exploration		
How could this resource help you achieve the vision you set for this school year?		

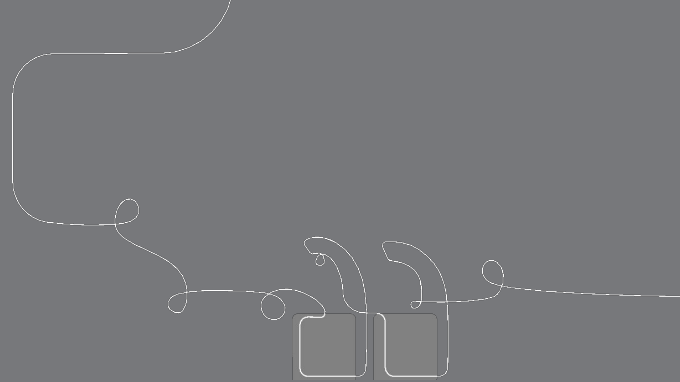


The **Geology on Mars @Home** Resources will be found under **8th grade resources** on the Program Hub.



# 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?		

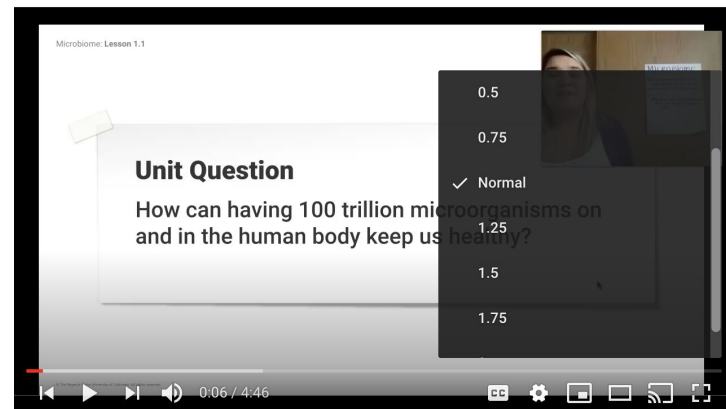
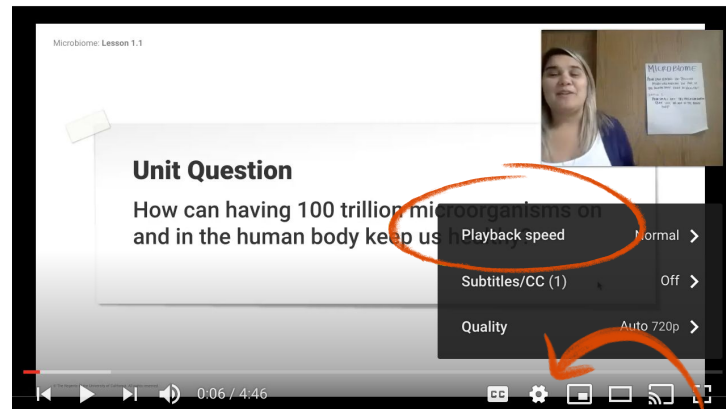
## Questions?

# Planning suggestions: @Home Videos

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

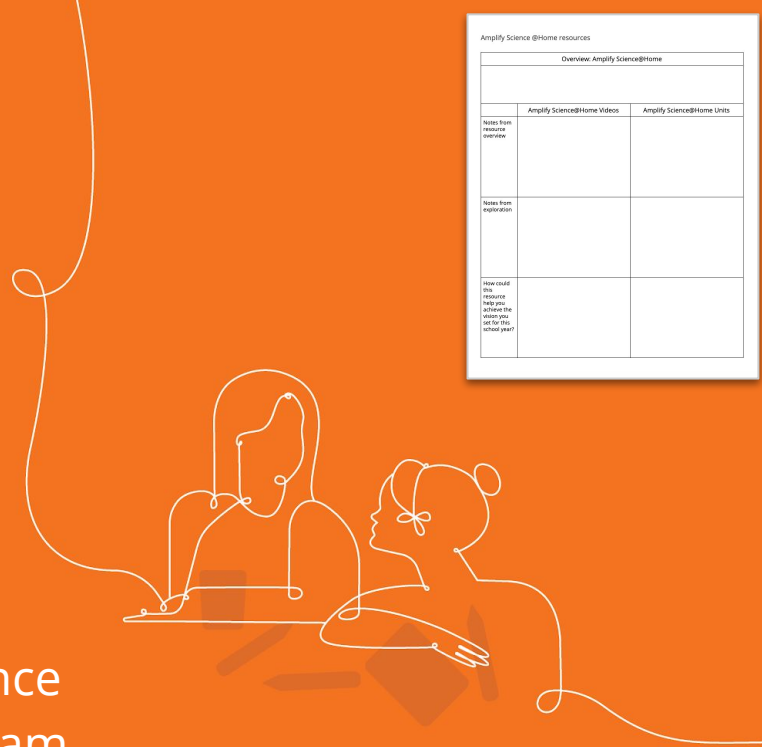
- Use the **Lesson Overview Compilation** in the Unit Guide as a pacing and planning tool.
- Refer to the lessons themselves to plan for synchronous instruction.

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  
**Geology on Mars @Home Lesson 5**

In Lesson 4 you read the article "Investigating Landforms on Venus" and made annotations.

**Think** about this question: Why do you think it is important to annotate your read science texts?

Annotations help you **keep track of** and **remember** your thinking. The step in Active Reading is discussing your annotations.

**TALK**

Find the article you read and annotated in Lesson 4.

You'll need a partner to talk with. Your partner could be a classmate on the phone or someone at home with you.

1. **Choose** several interesting questions, connection ideas to share with a partner. Tag each one with **share**.
2. **Talk about** your chosen annotations with a partner. Tag each annotation with **discussed** if you were able to resolve your questions or if you discussed connection of ideas.

**Think** about this question: What **interesting** or **unanswered questions** do you still have about the article?

Good work trying out the Active Reading approach. The habit of asking questions and annotating does not develop overnight. It takes time. Sophisticated readers are always **practicing reading actively**.

Geology on Mars @Home Lesson 5

Geology on Mars @Home Lesson 5

Geology on Mars @Home Lesson 5

@Home Packets:  
print-based



Geology on Mars @Home Lesson 5

Second Read of "Investigating Landforms on Venus"

Circle or highlight or add annotations to parts of the text that relate to the questions in the activity.

- Highlight or add annotations to parts of the text that relate to the questions in the activity.
- The goal is to make annotations that will help you answer the questions in the activity.
- Add your annotations above the provided lines.

Then, you'll **answer** the questions.

Geology on Mars @Home Lesson 5

**Investigating Landforms on Venus**

In Lesson 4 you read the article "Investigating Landforms on Venus" and made annotations.

**Why** do you think it is **important to annotate** while you read science texts?

@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

## Geology on Mars @Home Lesson 5

### Investigating Landforms on Venus

Imagine traveling in a spaceship toward the surface of the planet Venus. Almost everything is hidden by thick clouds, but as you get closer, you can see the rocks and boulders. As you fly over the surface, you notice strange landforms scattered around. There are sand dunes with crests reaching outward in all directions. These are called **coronas** (KOH-rohn).

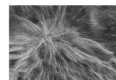
Why do we see coronas on Venus but not on Earth? The rocky ground Venus covers is called **regolith**. You can see the regolith in the photos below. The photos might help answer that question. First, think about how the coronas form. They are made of rocks that have been blown from the surface by strong winds. The average surface temperature of Earth is a comfortable 60°C (140°F), and the average surface temperature of Venus is a scorching 460°C (860°F). Because of the heat, the possible differences between the geographies of Earth and Venus might affect how coronas are formed. We don't know for sure, but we think that the top rock layer on Venus might be thicker than the top layer of Earth's soil.

After we could see the surface more clearly, we might notice that the surface was being pushed by the surface wind, pushing the surface upward by from the rocks.

Geologists wanted to test the ideas about how coronas form on Venus. But they knew a limitation of telescopes from Earth, and the reason there is a space-based telescope at this age. To test the ideas, Geologists made a computer model of Venus. Models can help scientists test Geologists' questions about things that are difficult to



This photo, taken by a spacecraft called *Venera*, shows the rocky surface of Venus. The boulders in the photo are part of the coronas.



There are dome-shaped landforms on Venus. They are made of rocks and boulders. Some are called **coronas** and some are called **coronae**. The word **corona** is the plural form of the word **corona**.



Geologist Terry Geryk built a computer model to test ideas about the high temperatures of Venus's surface and the planet's thick cloud cover. It was not easy to build a model like this.

Find the article you read and annotated in Lesson 4.

You'll need a partner to talk with. Your partner could be a classmate on the phone or someone at home with you.

"Investigating Landforms on Venus" printed article or [Lesson 2.1 Activity 4](#).

# 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" button. Below it are "Science Practice Tools" with two blue buttons labeled "1" and "2", and "Student Books" with a row of six purple buttons labeled "1" through "6". The foreground screenshot is titled "Cells: The Basic Unit of Life" and contains a paragraph of 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.

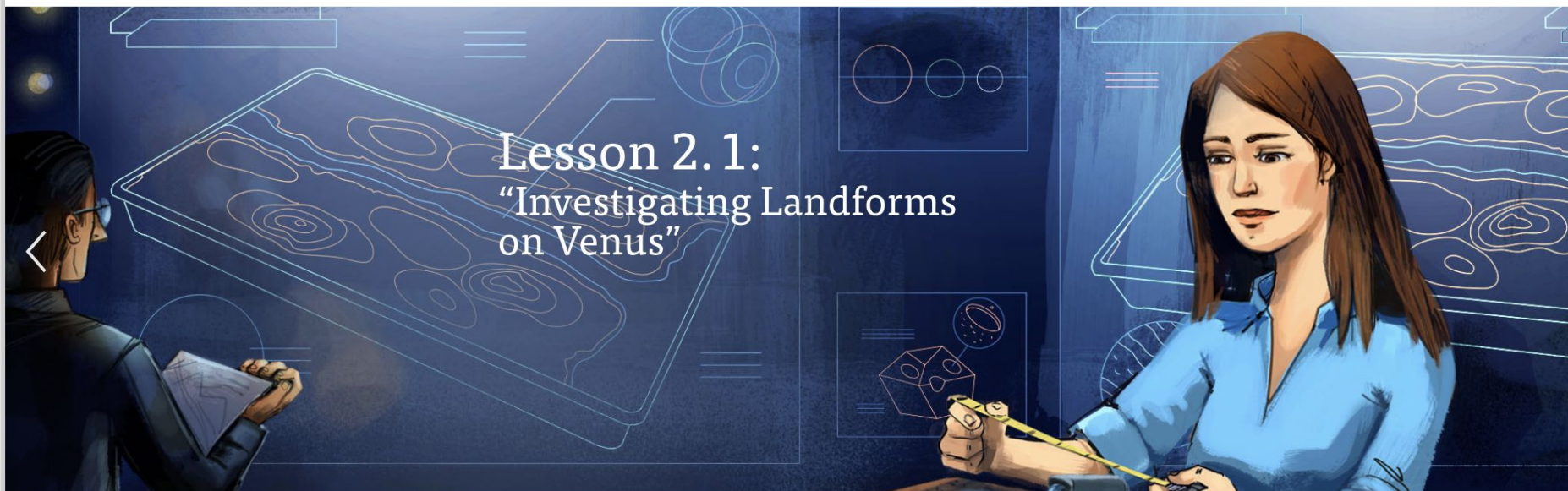
# @Home Unit resources

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: *Geology on Mars* 2.1

AmplifyScience > Geology on Mars > Chapter 2 > Lesson 2.1



Lesson Brief  
(5 Activities)

1

WARM-UP  
Warm-Up



2

TEACHER-LED  
DISCUSSION  
Introducing Active  
Reading



3

READING  
Active Reading:  
"Investigating Landfor..."



4

STUDENT-TO-  
STUDENT  
DISCUSSION  
Discussing Annotations



5

HOMEWORK  
Homework





# @Home Lesson 5: Combined lessons 2.1 and 2.2

## @Home Lesson 5

Adapted from: Amplify Science *Geology on Mars* Lesson 2.1 and 2.2

### Key Activities

- **Talk:** With a partner, students discuss the annotations they made when reading “Investigating Landforms on Venus.”
- **Read:** Students reread a section of the article, “Investigating Landforms on Venus” to get evidence to help answer the Investigation Question.

### Ideas for synchronous or in-person instruction

Before meeting, have students reread the assigned section of “Investigating Landforms on Venus.” When meeting, discuss the reasons for reading a text more than once and discuss the questions about the article.

Show Lesson 5 slides and packet sample

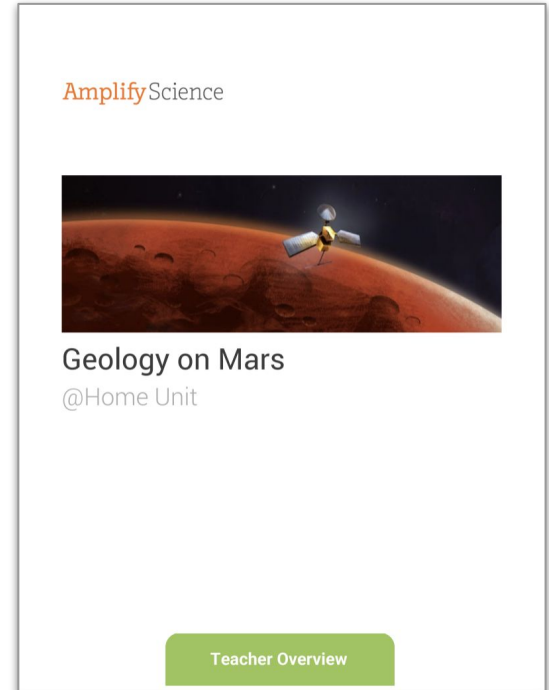
# Teacher Overview

## 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

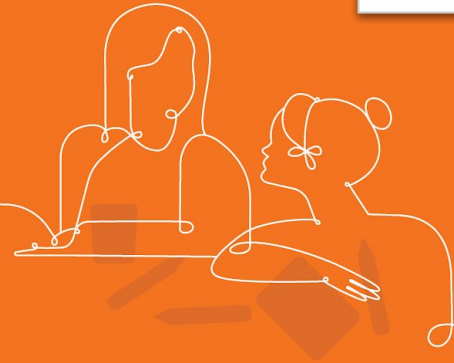
Navigate to Geology on Mars on the Program Hub and explore. You may choose to start with the Teacher Overview, or dig into a lesson.

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

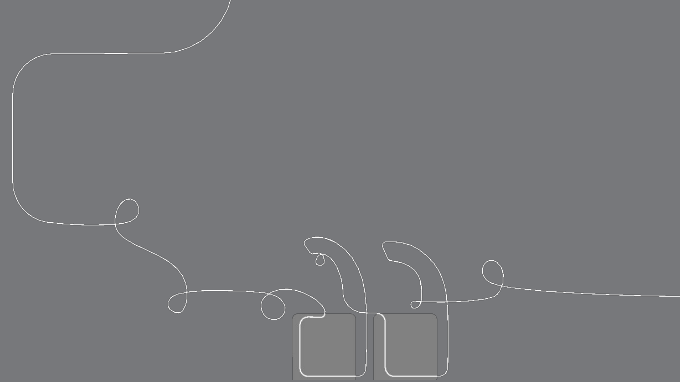
	Amplify Science@Home Videos	Amplify Science@Home Units
Notes from resource overview		
Notes from exploration		
How could this resource help you achieve the vision you set for this school year?		



The **Geology on Mars @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

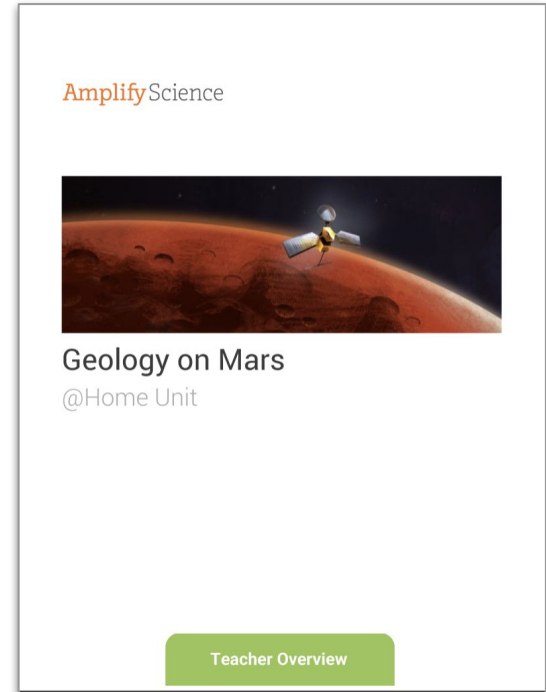
	Amplify Science@Home Videos	Amplify Science@Home Units
Notes from resource overview		
Notes from exploration		
How could this help you achieve the science you set for this school year?		

## Questions?

# Planning suggestions: @Home Units

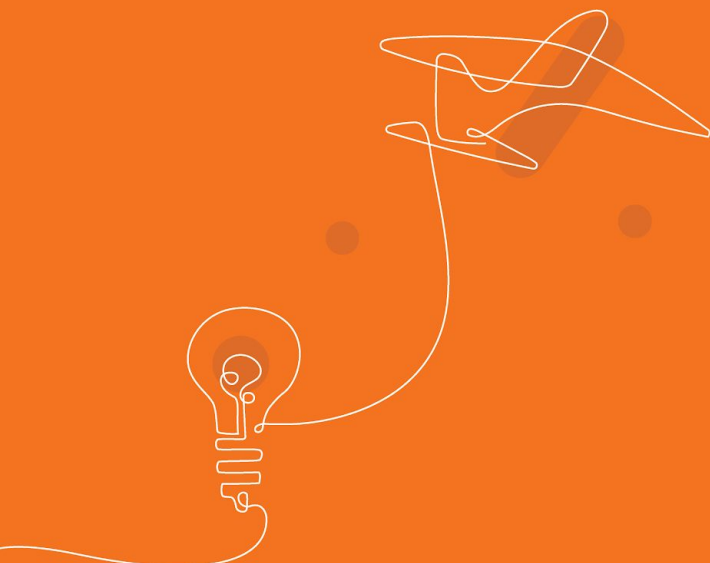
Read the Teacher Overview carefully! Pay particular attention to these sections:

- 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?		



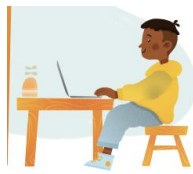




# Using the resources

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

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

# @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

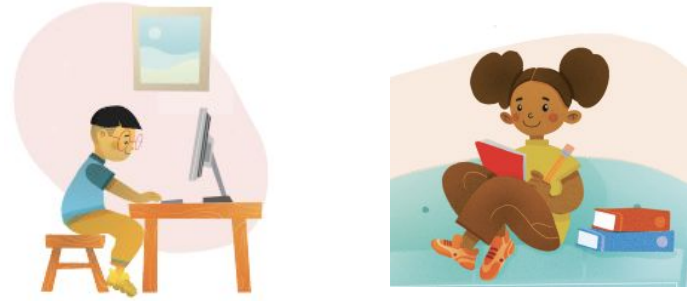
# Sample instructional scenario

**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?

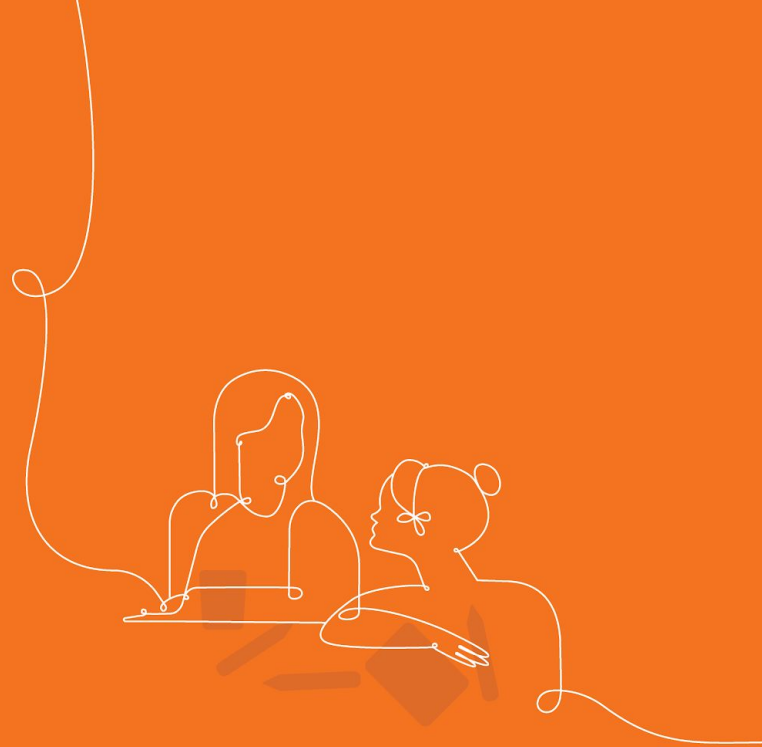




# Plan for the day

- 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](https://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><b>If you have reduced science instructional time:</b> 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><b>If you have the same amount of science instructional time:</b> 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

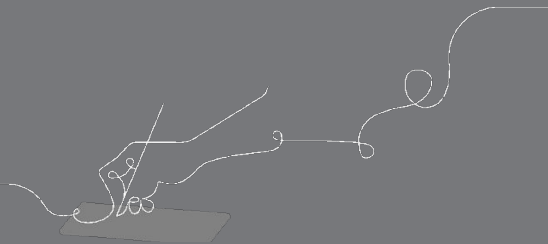
- Framing the day
  - Welcome and introductions
  - Reflection and vision setting
  - Revisiting the Amplify Approach
- @Home Resources Introduction
  - @Home Videos
  - @Home Units
  - Resource selection
- Guided Planning
  - Utilizing @Home Resources
- Reflection and closing

# 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

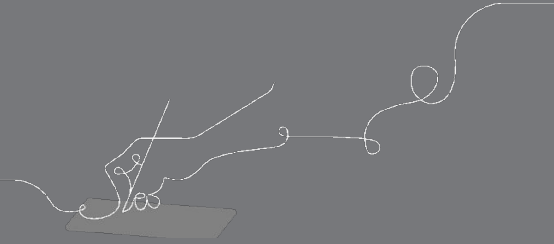
Do you feel ready to...

- 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?

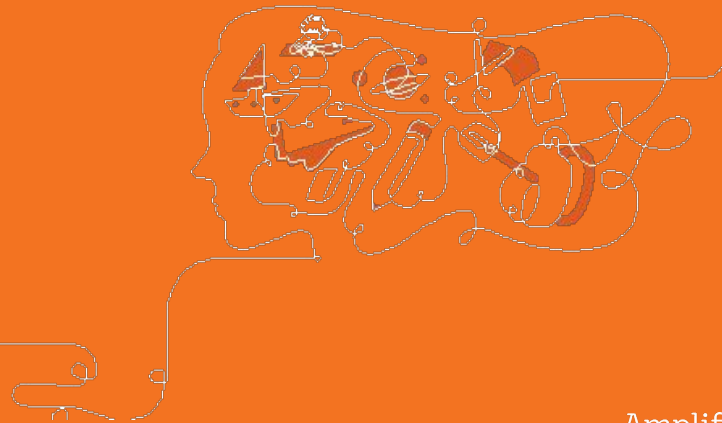
**1-** I'm not sure how I'm going to do this!

**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

AmplifyScience > Earth's Changing Climate > Chapter 2 > Lesson 2.2

## Lesson 2.2: Reading "Past Climate Changes on Earth"

Lesson Brief (4 Activities)

- 1 WARM-UP Warm-Up
- 2 READING Active Reading: "Past Climate Changes on Earth"
- 3 STUDENT TO STUDENT DISCUSSION Discussing Annotations
- 4 HOMEWORK Homework

RESET LESSON

GENERATE PRINTABLE LESSON GUIDE

### Overview

Students continue to learn about how the relationship between energy entering and exiting Earth's system affects climate. After looking at data that shows an increase in energy from the sun is not the cause of current warming, students read about two periods of climate change from Earth's past. The teacher models a new reading strategy: summarizing. Students discuss the reading by reflecting on their annotations. For homework, students take on a mission to make less energy enter than exit and observe temperature. The purpose of

### Digital Resources

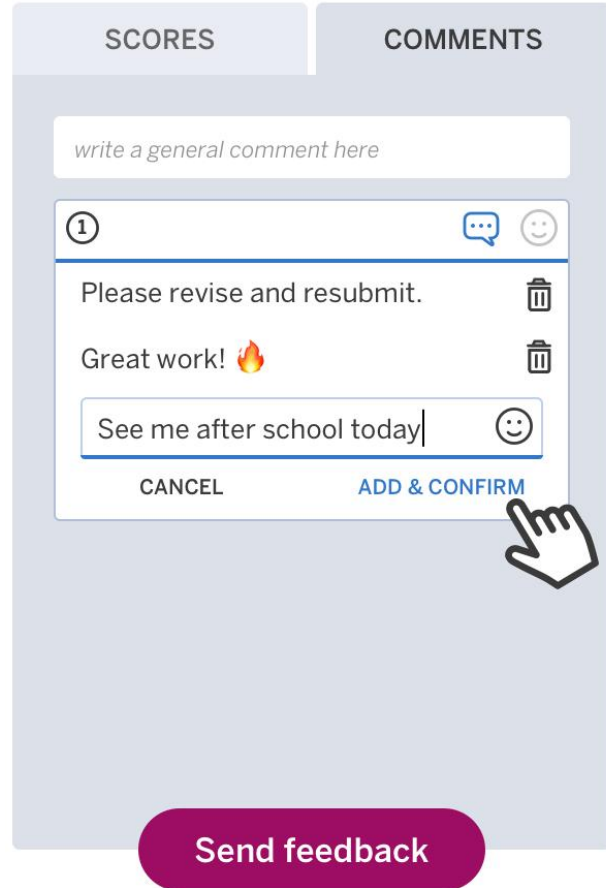
- Past Climate Changes on Earth
- Printable article: "Past Climate Changes on Earth"
- Active Reading Guidelines
- Annotation Tracker Instructions

### Unplugged?

# Classwork Comment Bank

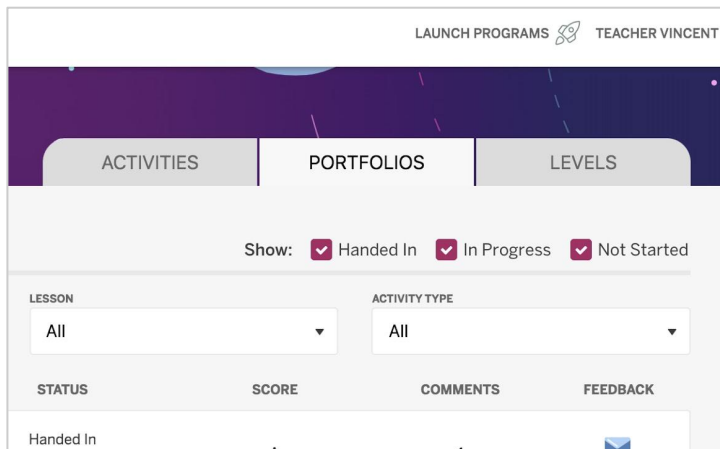
The new comment bank will save **Science teachers** time by allowing them to create a set of customizable and reusable comments in Classwork.

**Release Date:** July 1, 2020



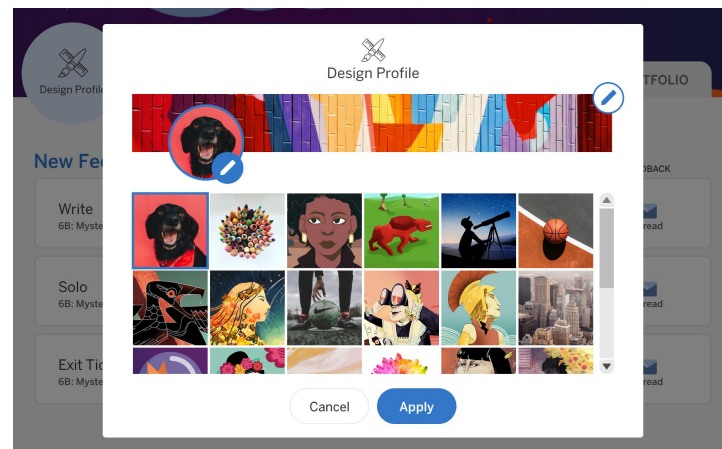
# My Work Redesign

Released: April 28, 2020



## Aligned to Classwork

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



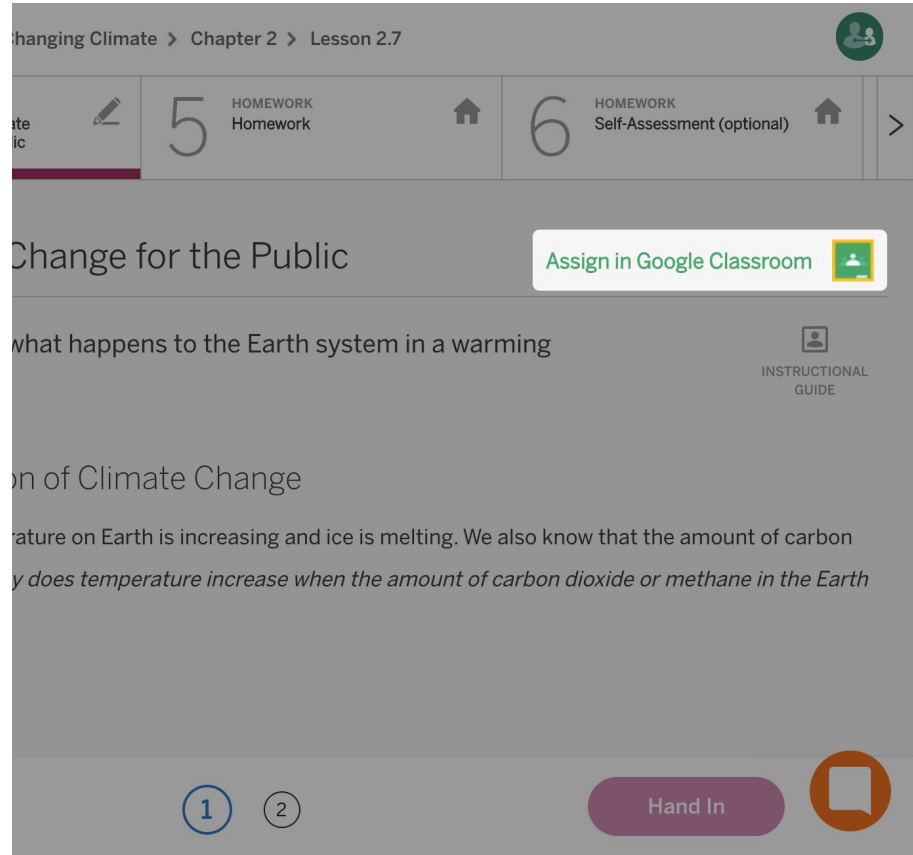
## Customizable Space

- 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 live. They even help you think. You have more microbes on your body than there are stars in the sky.

The world inside of you is called your microbiome. The microbes are called **microorganisms**, and you have a better chance of staying healthy if 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 nose. They help you stay healthy and strong.

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**

AmplifyScienc

# 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<sup>Beta</sup>    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

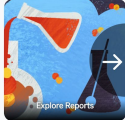
Active users have signed in and interacted with Amplify since the start of the school year. Licensed users have been given access to Amplify.

District: What schools are activated users in?

School	Licensed Users	Active Users	Percent Activated
1 Elementary School	508	127	23.0%
2 Ridge Elementary	793	103	13.0%
3 Quest 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.

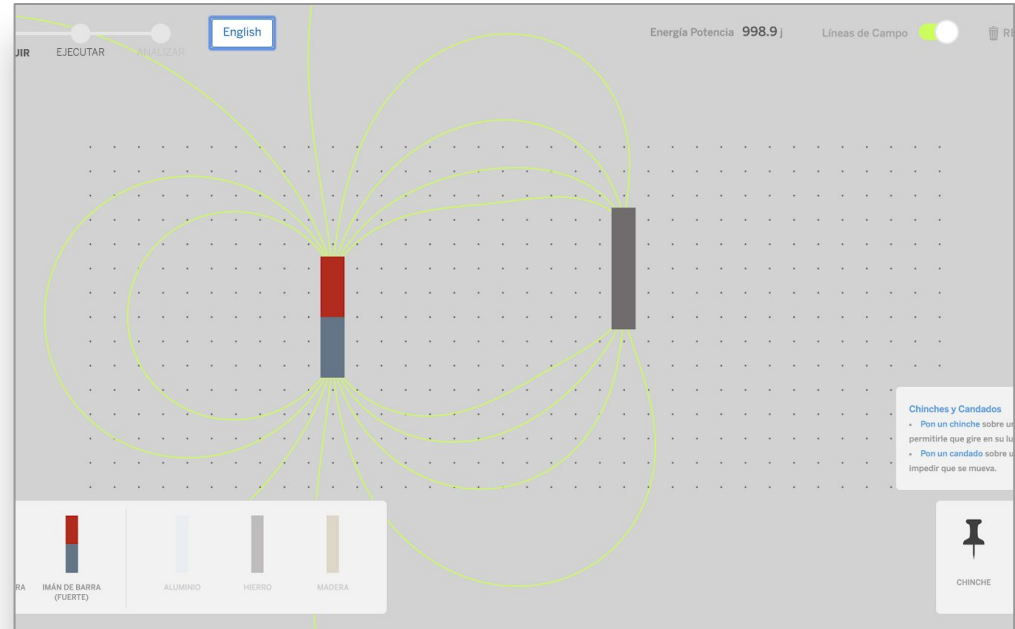
The screenshot displays the Amplify platform interface for a Spanish read-aloud activity. The top navigation bar shows three main sections: 'Lección en breve (4 Actividades)', '1 WARM-UP Warm-Up', and '2 READING Active Reading: "Devils Tower"'. The current activity is '3 STUDENT-TO-STUDENT DISCUSSION Discussing Annotations'. The main content area features a video player for 'Torre del Diablo' with a progress bar at 00:42 of 03:48. Below the video is a question in Spanish: '¿Qué es una cosa que discutiste con tu compañero/a?'. The bottom navigation bar includes a 'Volver' button, two numbered circles (1 and 2), and an 'Entregar' button.



# More Spanish: science apps (2-8)

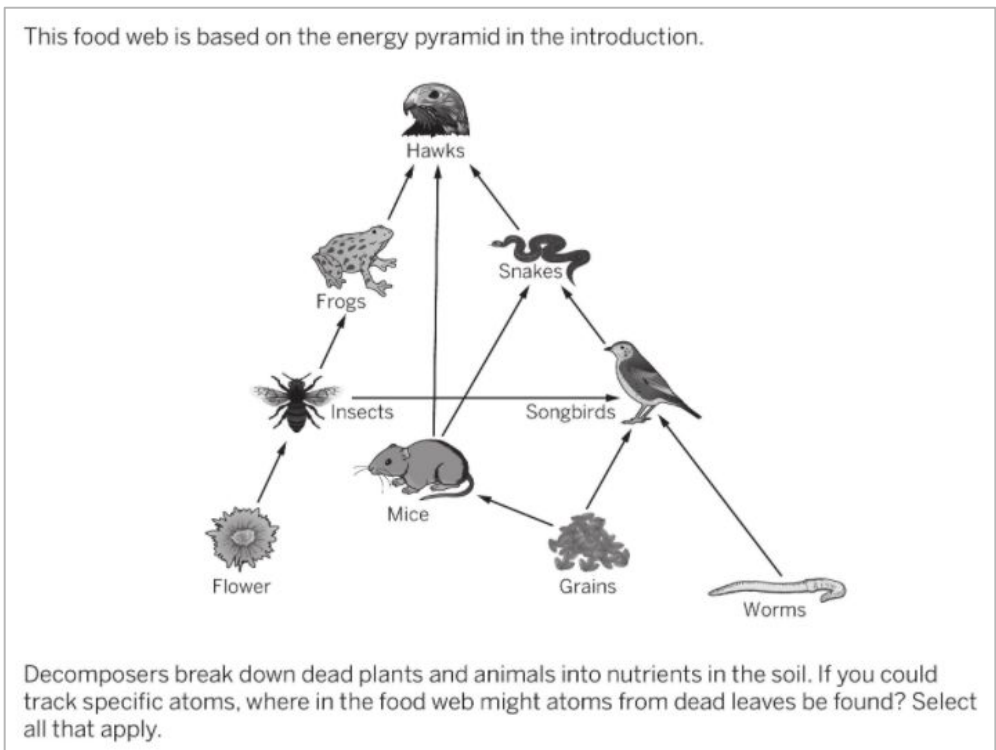
Spanish translations of science apps began last year, and by this back-to-school the project will be complete.

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

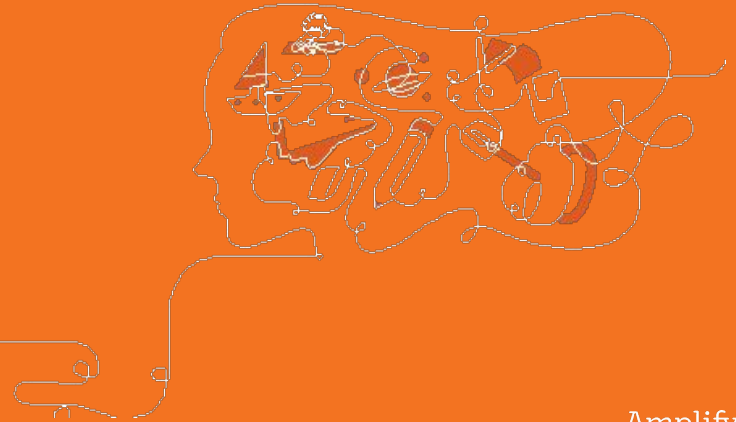


# Benchmark Assessments

- 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

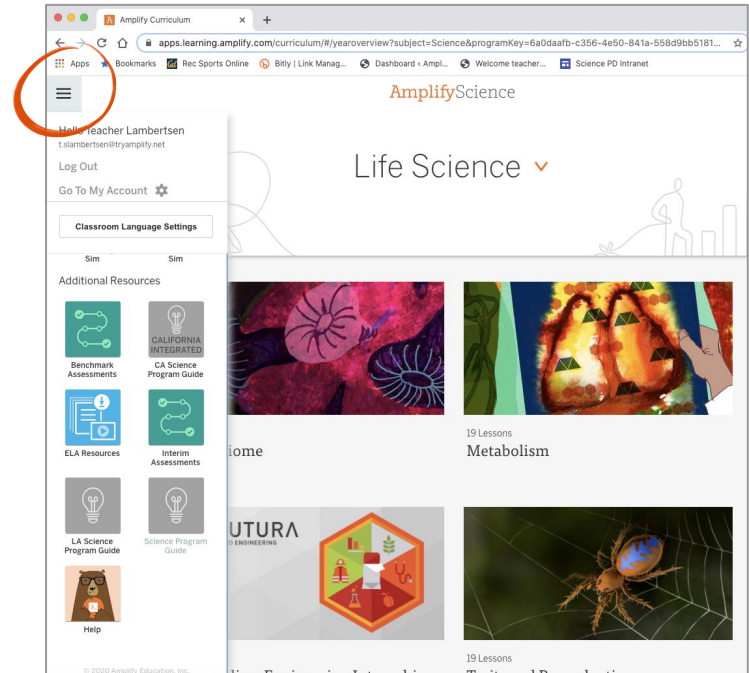


# Amplify Science Program Hub

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](https://science.amplify.com/programhub)




# NYC Resources site

Amplify.

Welcome, New York City  
Department of Education

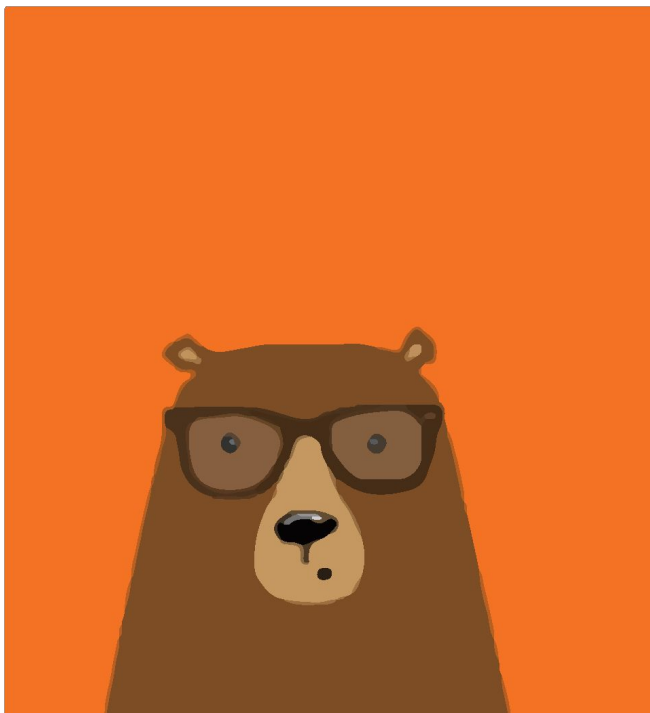
Resources for support

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/](https://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](https://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

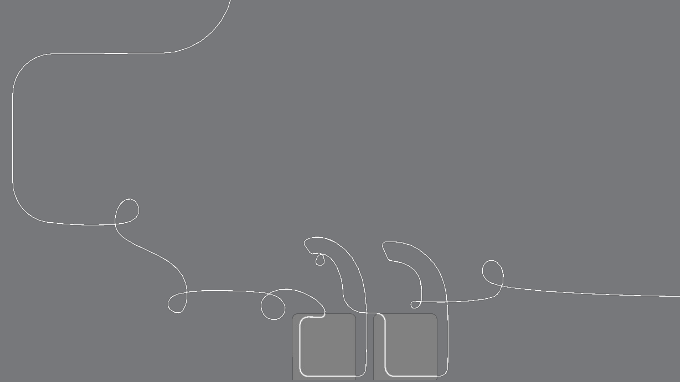


Amplify Chat

## 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

