Do Now: Please use the chat to self-reflect on your ability to navigate the Amplify Science curriculum (1= very uncomfortable to 5 = very comfortable).

Amplify Science

Unit Internalization With @Home Resources

Deep-dive and strengthening workshop Vision and Light, Grade 4

LAUSD

10/x/2020 Presented by Your Name In a new tab, please log in to your Amplify Science account through Schoology.

Norms: Establishing a Culture of Learners



- Please keep your camera on, if possible.
- 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



Be an active participant - chat, ask questions, discuss, share!

Workshop goals

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

- Leverage your understanding of your upcoming unit to make instructional decisions about remote learning using the Amplify Science@Home resources.
- Develop a multi-day plan for using @Home resources within your class schedule and instructional format.



Plan for the day

- Framing the day
- Amplify Science
 Instructional Materials
- Unit Internalization
- Planning to teach using
 @Home resources
- Reflection and closing









Plan for the day

- Framing the day
- Amplify Science
 Instructional Materials
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 @Home resources
- Reflection and closing

Revisiting the Amplify Science approach

6



Amplify Science Instructional Approach



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.



Elementary school course curriculum structure

Grade K

- Needs of Plants and Animals
- Pushes and Pulls
- · Sunlight and Weather

Grade 1

- Animal and Plant Defenses
- Light and Sound
- Spinning Earth

Grade 2

- Plant and Animal Relationships
- Properties of Materials
- Changing Landforms

Grade 3

- Balancing Forces
- Inheritance and Traits
- Environments and Survival
- Weather and Climate

Grade 4

- Energy Conversions
- Vision and Light
- Earth's Features
- Waves, Energy, and
- Information

Grade 5

- · Patterns of Earth and Sky
- Modeling Matter
- The Earth System
- Ecosystem Restoration

Amplify Science



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Plan for the day

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Amplify Science @Home Curriculum



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



Standard Amplify Science Curriculum





 \bigcirc JUMP DOWN TO UNIT GUIDE

GENERATE PRINTABLE TEACHER'S 릅 GUIDE

w

Standard Amplify Science Curriculum

The Vision and Light unit has **22 lessons** across 5 chapters. Each lesson is written to be 60 minutes long.



Chapter 1: How does a Tokay gecko get information about its environment?

4 Lessons



Chapter 2: How does light allow a Tokay gecko to see its prey?

5 Lessons



Chapter 3: How does

a Tokay gecko know

5 Lessons

Chapter 4: How could more light at night make it hard for a Tokay gecko t... 6 Lessons

Chapter 5: How do our senses help us understand our environment?

2 Lessons

Skip slide if modeling live on the platform.

Standard Amplify Science Curriculum

On the standard Amplify Science platform you will find all of your key documents for planning for the unit.

We will be using some of these in today's workshop.

Planning for the Unit	Printabl	e Resources
Unit Overview	→ 🖻 Artic	e Compilation
Unit Map	🗸 🔤 Cohe	rence Flowchart
Progress Build	~ Сору	master Compilation
Getting Ready to Teach	→ Flext	ension Compilation
Materials and Preparation	₩ Inves	tigation Notebook
Science Background	→ NGSS	S Information for Parents and dians
Standards at a Glance	✓ Print	Materials (8.5" x 11")
Teacher References	Print	Materials (11" x 17")
Lesson Overview Compilation	~ Offli	ne Preparation
Standards and Goals	✓ Teach interr	ning without reliable classroom net? Prepare unit and lesson
3-D Statements	∼ mate	rials for offline access.
Assessment System		
Embedded Formative Assessments	Skip slide if n	nodeling
Articles in This Unit	live on the p	latform.
Apps in This Unit		
Flextensions in This Unit	~	

Standard Amplify Science Curriculum

On the standard Amplify Science platform you will find key lesson level information including: lesson overview. materials and prep, differentiation, and standards.



prowth of understanding over the course of the unit and can also

Resource Reflection

Which resources have you been using or do you plan to use?
Standard Amplify Science Curriculum
@Home Units
@Home Videos

How do these resources meet your needs for remote teaching?

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Plan for the day

- Framing the day
- Amplify Science
 Instructional Materials
- Unit Internalization
- Planning to teach using
 @Home resources
- Reflection and closing

Part 1: Unit-level Internalization



Unit Guide Resources

Planning for the Unit		Printable Resources
Unit Overview	~	Article Compilation
Unit Map	~	Coherence Flowchart
Progress Build	~	Copymaster Compilation
Getting Ready to Teach	~	Flextension Compilation
Materials and Preparation	~	Investigation Notebook
Science Background	~	Information for Parents and Guardians
Standards at a Glance	~	Print Materials (8.5" x 11")
Teacher References		Print Materials (11" x 17")
Lesson Overview Compilation	~	Offline Preparation
Standards and Goals	~	Teaching without reliable classroom internet? Prepare unit and lesson
3-D Statements	~	materials for offline access.
Assessment System	~	Offline Guide
Embedded Formative Assessments	~	
Articles in This Unit	~	
Apps in This Unit	~	
Flextensions in This Unit	~	

Unit Guide resources

Once a unit is selected, select JUMP DOWN TO UNIT GUIDE in order to access all unit-level resources in an Amplify Science unit.

Planning for the unit

Unit Overview	Describes what's in each unit, the rationale, and how students learn across chapters
Unit Map	Provides an overview of what students figure out in each chapter, and how they figure it out
Progress Build	Explains the learning progression of ideas students figure out in the unit
Getting Ready to Teach	Provides tips for effectively preparing to teach and teaching the unit in your classroom
Materials and Preparation	Lists materials included in the unit's kit, items to be provided by the teacher, and briefly outlines preparation requirements for each lesson
Science Background	Adult-level primer on the science content students figure out in the unit
Standards at a Glance	Lists Next Generation Science Standards (NGSS) (Performance Expectations, Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts), Common Core State Standards for English Language Arts, and Common Core State Standards for Mathematics
Teacher references	
Lesson Overview Compilation	Lesson Overview of each lesson in the unit, including lesson summary, activity purposes, and timing
Standards and Goals	Lists NGSS (Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts) and CCSS (English Language Arts and Mathematics) in the unit, explains how the standards are reached
3-D Statements	Describes 3-D learning across the unit, chapters, and in individual lessons
Assessment System	Describes components of the Amplify Science Assessment System, identifies each 3-D assessment opportunity in the unit
Embedded Formative Assessments	Includes full text of formative assessments in the unit
Books in This Unit	Summarizes each unit text and explains how the text supports instruction
Apps in This Unit	Outlines functionality of digital tools and how students use them (in grades 2-5)
Printable resources	·
Copymaster Compilation	Compilation of all copymasters for the teacher to print and copy throughout the unit
Investigation Notebook	Digital version of the Investigation Notebook, for copying and projecting
Multi-Language Glossary	Glossary of unit vocabulary in multiple languages
Print Materials (8.5" x 11")	Digital compilation of printed cards (i.e. vocabulary cards, student card sets) provided in the kit
Print Materials (11" x 17")	Digital compilation of printed Unit Question, Chapter Questions, and Key Concepts provided in the kit



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Unit Map

Planning for the Unit		Printable Resources
Unit Overview	~	Article Compilation
Unit Map		
Progress Build	~	
Getting Ready to Teach	~	Flextension Compilation
Materials and Preparation	~	Investigation Notebook
Science Background	~	NGSS Information for Parents and Guardians
Standards at a Glance	~	Print Materials (8.5" x 11")
Teacher References		Print Materials (11" x 17")
Lesson Overview Compilation	~	Offline Preparation
Standards and Goals	~	Teaching without reliable classroom internet? Prepare unit and lesson
3-D Statements	~	materials for offline access.
Assessment System	~	Offline Guide
Embedded Formative Assessments	~	
Articles in This Unit	~	
Apps in This Unit	~	

Vision and Light Planning for the Unit



Unit Map

Why is an increase in light affecting the health of Tokay geckos in a Philippine rain forest?

Working as conservation biologists, students (gure out why a population of Tokay gecklos has decreased since the installation of new highway lights in the rain forest. Students use their understanding of vision, light, and information processing to foure out why an increase in light in the gecklos habitat is affecting the population. Then students turn their attention to humans by designing their own investigations in order to learn more about how our senses help us survive.

Chapter 1: How does a Tokay gecko get information about its environment?

Students figure out: In order to survive, a gecko must avoid predators and find prey. To do this, geckos use structures to get information from their environment. For instance, a gecko uses its ears to hear if there is a predator nearby and its vision to watch for predators.

How they figure it out: Students do hands-on investigations with their own senses to learn that information travels to them from their environment. They read about what senses different animals use to find their food. Through a Mystery Box activity, students learn that we need light to see.

Chapter 2: How does light allow a Tokay gecko to see its prey?

Students figure out: First, light travels from a source to the gecko's prey. Then, it reflects off the prey and travels to the gecko's eyes. As it travels from the prey to the gecko's eyes, it carries information about the prey.

How they figure it out: Students use the Vision and Light Simulation to explore the path of light from a source to an object and to an animal's eye, a process that is necessary for the animal to see. Students confront several common misconceptions about the role of light in vision by improving inaccurate models of how light reaches the eye.

Chapter 3: How does a Tokay gecko know that it is looking at its prey?

Students figure out: Light from a source reflects off the prey and travels to the Tokay gecko's eyes. The light enters the eye through the pupil and then reaches light receptors. The light receptors respond to the light and send information from the light to the brain. The brain processes this information and forms an image. By comparing the image to memories, the gecko can recognize what it is looking at and make a decision that might help it survive.

How they figure it out: Through research in the Simulation and Handbook of Animal Eyes, students learn that light enters the eye through the pupil and then reaches light receptors. These light receptors respond and send information to the brain. Students return to the Simulation to investigate how a predator knows if it's looking at prey or at an animal that would be toxic to eat.

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Vision and Light Planning for the Unit

Pages 2-3

Tokay gecko to see its prey?

ecko's light receptors respond and sere informa-. Since the highway lights were instantion the rm clear images in very low-light co of their prey.

that different animals sense information in different Students use the Simulation along with a digital fering amounts of light. They build physical models ht in vision and survival.

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s design, conduct, and share the results of hands-on uch. The shared results of multiple investigations ults of multiple investigations.

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art 1: Unit-level internalization		
Vision and Light		
Vhat is the phenomenon students are investigating in your	r unit?	
Why has the population of Tok installation of new highway lig	ay geckos decreased since the ht in the rainforest?	K
Init Question:	Student role: Conservation biologists	
y the end of the unit, students figure out		
Vhat science ideas do students need to figure out in order	to explain the phenomenon?	

art 1: Unit-level internalization		rage
Init title: Vision and Light		
What is the phenomenon students are investigating	in your unit?	
Why has the population of installation of new highway	Tokay geckos decreased since the y light in the rainforest?	K
Init Question:	student role: Conservation biologists	
By the end of the unit, students figure out		
What science ideas do students need to figure out in	order to explain the phenomenon?	

Lesson Overview Compilation

Pages 4	-5
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Unit Overview	~	📾 Article Compilation	
Unit Map	~	Coherence Flowchart	
Progress Build	~	Copymaster Compilation	
Getting Ready to Teach	~	Flextension Compilation	
Materials and Preparation	*	Investigation Notebook	
Science Background	~	MGSS Information for Parents and Guardians	
Standards at a Glance	~	Print Materials (8.5" x 11")	
Teacher References		Print Materials (11" x 17")	
Lesson Overview Compilation			
Standards and Goals	~	Teaching without reliable classroom internet? Prepare unit and lesson	-
Standards and Goals 3-D Statements	~	Teaching without reliable classroom internet? Prepare unit and lesson materials for offline access.	
Standards and Goals 3-D Statements Assessment System	~ ~ ~	Teaching without reliable classroom internet? Prepare unit and lesson materials for offline access.	
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Standards and Goals 3-D Statements Assessment System Embedded Formative Assessments Articles in This Unit Apps in This Unit	~ ~ ~ ~ ~	Teaching without reliable classroom internet? Prepare unit and lesson materials for offline access. Offline Guide	

Vision and Light Teacher References Lesson Overview Compilation Vision and Light Chapters at a Glance Teacher References Unit Question How do animals use vision and other senses to survive in their environment? t is looking at its prey? Chapter 1: How does a Tokay gecko get information about its environment? Chapter Question How does a Tokay gecko get information about its environment? Investigation Questions 3.3.3.5) How do animals use their senses to get information about their environment? (11, 1.2, 1.3, 1.4) about their environment? (3.4, 3.5) **Key Concepts** · Animals have different structures that allow them to get information from their environment. (1.3) hey can figure out if it makes a difference. (3.2) · Sound and scent can carry information about the environment to an animal. (1.3) n to the brain. The brain processes this information · Animals have different structures that allow them to get information from their environment, which helps them survive. (1.4) nories. Then an animal can make a decision that · Light, sound, and scent can carry information about the environment to an animal. (1.4) it hard for a Tokay gecko to see its Chapter 2: How does light allow a Tokay gecko to see its prey? napter Question How does light allow a Tokay gecko to see its prey? its prey? Investigation Questions · How does light allow an animal to see something? (2.1, 2.2, 2.3, 2.4, 2.5) e well? (4.2, 4.3, 4.4, 4.5) Key Concepts · Light needs to get to an object for an animal to see the object. (2.3) ivities. The brain cannot form a clear image if there is Light needs to reflect off an object and get to the eve for an animal to see the object. (2.4) has. (4.4) nd our environment? © The Regents of the University of California 3

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Guided Unit Internalization Part 1: Unit-level internalization Unit title: Vision and Light		Page 8
What is the phenomenon students are investigating in your unit? Why has the population of Tokay geckos de installation of new highway light in the rain	creased since the forest?	Ų
Unit Question: How do animals use vision and other senses to survive in their environment?	student role: Conservation biologists	
By the end of the unit, students figure out		
What science ideas do students need to figure out in order to explain the phenom	enon?	
		Amplify.

Unit Map

Planning for the Unit	Printable Resources	
Unit Overview	✓ article Compilation	
Unit Map		
Progress Build	v =	
Getting Ready to Teach	Flextension Compilation	
Materials and Preparation	✓ Investigation Notebook	
Science Background	V Guardians	nts an
Standards at a Glance	✓ Print Materials (8.5" x 11")	
Teacher References	Print Materials (11" x 17")	
Lesson Overview Compilation	Y Offline Preparation	
Standards and Goals	Teaching without reliable class internet? Prepare unit and less	sroom son
3-D Statements	materials for offline access.	
Assessment System	✓ Offline Guide	\supset
Embedded Formative Assessments	×	
Articles in This Unit	~	
Apps in This Unit	~	
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Vision and Light Planning for the Unit



Unit Map

Why is an increase in light affecting the health of Tokay geckos in a Philippine rain forest?

Working as conservation biologists, students figure out why a population of Tokay geckios has decreased since the installation of new highway lights in the rain forest. Students use their understanding of vision, light, and information processing to figure out why an increase in light in the geckios habitat is affecting the population. Then students turn their attention to humans by designing their own investigations in order to learn more about how our senses help us survive.

Chapter 1: How does a Tokay gecko get information about its environment?

Students figure out: In order to survive, a gecko must avoid predators and find prey. To do this, geckos use structures to get information from their environment. For instance, a gecko uses its ears to hear if there is a predator nearby and its vision to watch for predators.

How they figure it out: Students do hands-on investigations with their own senses to learn that information travels to them from their environment. They read about what senses different animals use to find their food. Through a Mystery Box activity, students learn that we need light to see.

Chapter 2: How does light allow a Tokay gecko to see its prey?

Students figure out: First, light travels from a source to the gecko's prey. Then, it reflects off the prey and travels to the gecko's eyes. As it travels from the prey to the gecko's eyes, it carries information about the prey.

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How they figure it out: Students use the Vision and Light Simulation to exp object and to an animal's eye, a process that is necessary for the animal to s misconceptions about the role of light in vision by improving inaccurate mo

Chapter 3: How does a Tokay gecko know that it is looking at its p

Students figure out: Light from a source reflects off the prey and travels to eye through the pupil and then reaches light receptors. The light receptors from the light to the brain. The brain processes this information and forms memories, the gecko can recognize what it is looking at and make a decisio

How they figure it out: Through research in the Simulation and Handbook enters the eye through the pupil and then reaches light receptors. These ligh to the brain. Students return to the Simulation to investigate how a predato that would be toxic to eat. Vision and Light Planning for the Unit

Pages 2-3

Tokay gecko to see its prey?

ecko's light receptors respond and see inform . Since the highway lights were instand of rm clear images in very low-light co of their prey.

that different animals sense information in different Students use the Simulation along with a digital fering amounts of light. They build physical models ht in vision and survival.

ronment?

es one variable at a time, it's possible to understand s survive.

s design, conduct, and share the results of hands-on uch. The shared results of multiple investigations

In 10 words or less, what do students figure out by the end of the unit?

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Guided Unit Internalization Part 1: Unit-level internalization		Page 8
Unit title: Vision and Light		
What is the phenomenon students are investigating in your unit? Why has the population of Tokay geckos de installation of new highway light in the rai	ecreased since the nforest?	Ų
Unit Question: How do animals use vision and other senses to survive in their environment?	Student role: Conservation biologists	
By the end of the unit, students figure out Tokay gecko eye receptors form clear images w	rith less light.	
What science ideas do students need to figure out in order to explain the phenor	menon?	
		Amplify.

Progress Build

Diagoning for the Unit	Drintable Decentrace	
Planning for the Unit	Printable Resources	
Unit Overview	✓	
Unit Map	✓ Coherence Flowchart	
Progress Build		
Cetting Ready to Teach	· · ·	
Materials and Preparation	Investigation Notebook	
Science Background	Information for Parents and Guardians	
Standards at a Glance	V Print Materials (8.5" x 11")	
Teacher References	Print Materials (11" x 17")	
Lesson Overview Compilation	✓ Offline Preparation	
Standards and Goals	 Teaching without reliable classroom internet? Prepare unit and lesson 	
3-D Statements	materials for offline access.	
Assessment System	✔ Offline Guide	
Embedded Formative Assessments	~	
Articles in This Unit	×	
Apps in This Unit	~	
Flextensions in This Unit	~	

Vision and Light

Planning for the Unit

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Progress Build
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Progress Build

A Progress Build describes the way in which students' explanations of the central phenomena should develop and deepen over the course of a unit. It is an important tool in understanding the design of the unit and in supporting students' learning. A Progress Build organizes the sequence of instruction, defines the focus of the assessments, and grounds inferences about students' understanding of the content, specifically at each of the Critical Juncture Assessments found throughout the unit. A Critical Juncture Assessment guides the instruction designed to address specific gaps in students' understanding. This document will serve as an overview of the Vision and Light Progress Build. Since the Progress Build is an increasingly complex yet integrated explanation, we represent it below by including the new ideas for each level in bid.

In the Vision and Light unit, students will learn to construct scientific explanations about how animals use vision and other senses to survive in their environment.

Prior knowledge (preconceptions): Students are expected to have had many everyday experiences using their senses to see, smell, hear, taste, and touch. Students are likely to understand that animals need to find food and avoid being eaten to survive in their environment. While these ideas are not necessary for students to participate fully in the unit, having exposure to them will prepare students well for what they will be learning.

Progress Build Level 1: Animals use senses to learn about their environment.

Animals have sensory structures that allow them to learn about their environment by getting information from it. Learning about the environment helps animals survive.

Progress Build Level 2: Light allows objects in an environment to become visible to the eye.

Animals have sensory structures that allow them to learn about their environment by getting information from it. Learning about the environment helps animals survive. In order for an animal to get visual information about an object in its environment, light from a source needs to get to the object, reflect off it, and get to the animal's eye with information about the object.

Progress Build Level 3: Light receptors in the eye respond to light and the brain forms an image.

Animals have sensory structures that allow them to learn about their environment by getting information from it. Learning about the environment helps animals survive. In order for an animal to get visual information about an object in its environment, light from a source needs to get to the object, reflect off it, and get to the animal's eye with information about the object. After light from the object enters the animal's eye, it hits the light receptors in the eye that respond to the light. The light receptors then send the information about the object. Then the brain, which processes the information to take.

Progress Build Level 4: Different animals have light receptors with different sensitivities to light.

Animals have sensory structures that allow them to learn about their environment by getting information from it. Learning about the environment helps animals survive. In order for an animal to get visual information about an object in its environment, light from a source needs to get to the object, reflect off it, and get to the animal's eye with information about the object. After light from the object enters the animal's eye. It hils the light receptors in the eye that

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Pages 6-7

Vision and Lig

ct from the light to the brain, which

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for the brain to form a clear image

mals have light receptors that are

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Guided Unit Internalization Part 1: Unit-level internalization		Page 8
Unit title: Vision and Light		
What is the phenomenon students are investigating in your unit? Why has the population of Tokay geckos de installation of new highway light in the rain	ecreased since the nforest?	Ų
Unit Question: How do animals use vision and other senses to survive in their environment?	Student role: Conservation biologists	
By the end of the unit, students figure out Tokay geckos' eye receptors form clear images v	with less light.	
What science ideas do students need to figure out in order to explain the phenom Animals use senses to learn about their environme environment to become visible to the eye. Light rece light and the brain forms an image. Different anim different sensitivities to light	enon? ent. Light allows objects in an eptors in the eye respond to als have light receptors with	
		Amplify.

Unit Level *Think - Type - Discuss*

Share something you're excited about in teaching this unit to your students.











Part 2: Chapter-level Internalization


Part 2: Chapter-level internalization

Directions: Complete the table below. If you plan to teach using the @Home Units, use the Teacher Overview. If you plan to teach using the @Home Videos, navigate to the Coherence Flowcharts in the Unit Guide.

Chapter Question:			
What key concepts do students construct in this chapter?	How do students apply the key concepts to answer the Chapter Question? To solve the phenomenon?		

Unit Level Documents

Planning for the Unit Printable Resource Unit Overview Image: Copymaster Complete Unit Map Image: Copymaster Complete Progress Build Image: Copymaster Complete Getting Ready to Teach Image: Copymaster Complete Materials and Preparation Image: Copymaster Complete Science Background Image: Copymaster Complete Standards at a Glance Image: Copymaster Complete Teacher References: Image: Copymaster Complete Lesson Overview Compilation Image: Copymaster Complete Standards and Goals Image: Copymaster Complete Assessment System Image: Copymaster Complete Articles in This Unit Image: Copymaster Complete Apps in This Unit Image: Copymaster Complete Envelocided Formative Assessments Image: Copymaster Complete Articles in This Unit Image: Copymaster Complete Apps in This Unit Image: Copymaster Complete				their attention to humans by designing their survive.
Unit Overview Carticle Compilation Unit Map Copymaster Complexity Progress Build Progress Build Getting Ready to Teach Prixestigation Not Materials and Preparation Investigation Not Science Background Print Materials (B Standards at a Glance Print Materials (B Teacher Beferences Print Materials (B Lesson Overview Compilation Teaching without n Standards and Goals Intervent Prepare to materials for offline Assessment System Offline Articles in This Unit V Apps in This Unit V Enveloped formative Assessments V Apps in This Unit V	s			Chapter 1: How does a Tokay gecko get Students figure out: In order to survive, a g to get information from their environment.
Unit Map Progress Build Progress Build Getting Ready to Teach Materials and Preparation Science Background Standards at a Glance Teacher References. Lesson Overview Compilation Standards and Goals Teacher System Compilation Standards and Goals Assessment System Compilation Comp	1			its vision to watch for predators. How they figure it out: Students do hands
Unit Map Progress Build Progress Build Getting Ready to Teach Materials and Preparation Science Background Science Background Standards at a Glance Teacher References Lesson Overview Compilation Standards and Goals				Box activity, students learn that we need lig
Progress Build Copymaster Com Copymaster Com Flextension Com Flextension Com Investigation Not Standards and Preparation Standards at a Glance Print Materials (8 Iteacher References Lesson Overview Compilation Standards and Goals 3-D Statements Assessment System Offline (1) Articles in This Unit Apps in This Unit X 				Chapter 2: How does light allow a Toka
Getting Ready to Teach Image: Comparison Comparison Comparison Not Comparison No	ilation			gecko's eyes. As it travels from the prey to t
Materials and Preparation Imvestigation Not Science Background Imvestigation Not Standards at a Glance Imvestigation Not Teacher References Imvestigation Not Lesson Overview Compilation Imvestigation Not Standards and Goals Imvestigation Not 3-D Statements Imvestigation Not Assessment System Imvestigation Not Articles in This Unit Imvestigation Not Apps in This Unit Imvestigation Not	ation			object and to an animal's eye, a process that misconceptions about the role of light in vis
Materials and Preparation Investigation Not Science Background Investigation Not Standards at a Glance Investigation Not Teacher References Print Materials (8 Lesson Overview Compilation Investigation Not Standards and Goals Investigation Not 3-D Statements Investigation Not Assessment System Offline (Investigation Not Embedded Formative Assessments Internet? Prepare Investigation Not Articles in This Unit V Apps in This Unit V				Chapter 3: How does a Tokay gecko kr
Science Background Image: Constraint of Constraints Standards at a Glance Image: Constraints Teacher References Image: Constraints Lesson Overview Compilation Image: Constraints Standards and Goals Image: Constraints 3-D Statements Image: Constraints Assessment System Image: Constraints Embedded Formative Assessments Image: Constraints Articles in This Unit Image: Constraints Apps in This Unit Image: Constraints Electonsions in This Unit Image: Constraints	зоок			Students figure out: Light from a source re eye through the pupil and then reaches light from the light to the brain. The brain process
Science Background Guardians Standards at a Glance Print Materials (E Teacher References Print Materials (I Lesson Overview Compilation Print Materials (I Standards and Goals Image: Compilation 3-D Statements Compilation Embedded Formative Assessments Offline (Image: Compilation Compilation) Articles in This Unit V Apps in This Unit V Elevatories in This Unit V	for Parents and	Vision and Light Teacher References		memories, the gecko can recognize what it
Standards at a Glance Print Materials (£ Print Materials (£				How they figure it out: Through research in enters the eye through the pupil and then re
Teacher References Lesson Overview Compilation Standards and Goals Standards and Goals Carterials for offlin Assessment System Carticles in This Unit Apps in This Unit Electoneigne in This Unit Carterials Unit Carteri	j" x 11")	Chapters at a Glance		to the brain. Students return to the simular that would be toxic to eat.
Teacher References Lesson Overview Compilation Standards and Goals Standards and Goals Sabel System Sabel System Control Contr		Unit Question		
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Articles in This Unit ~ Apps in This Unit ~		survive. (1.4) Light, sound, and scent can 	carry information about the environ	ment to an animal. (1.4)
Articles in This Unit Apps in This Unit Elevtencions in This Unit		Chapter 2: How does lig	zht allow a Tokay gecko to	see its prey?
Apps in This Unit		Chapter Question		
Elevtensions in This Unit		How does light allow a Tokay ged	.ko to see its prey?	
Flextensions in This Unit		How does light allow an anin	mal to see something? (2.1, 2.2, 2.3, 7	2.4, 2.5)
		Key Concepts		
		. Units work to with a set to set the	act for an animal to see the object. (7	23)

Vision and Light Planning for the Unit



Pages 2-3

Unit Map

Why is an increase in light affecting the health of Tokay geckos in a Philippine rain forest?

Working as conservation biologists, students figure out why a population of Tokay geckos has decreased since the installation of new highway lights in the rain forest. Students use their understanding of vision, light, and information essing to figure out why an increase in light in the geckos' habitat is affecting the population. Then students turn attention to humans by designing their own investigations in order to learn more about how our senses help us

oter 1: How does a Tokay gecko get information about its environment?

ents figure out: In order to survive, a gecko must avoid predators and find prey. To do this, geckos use structures t information from their environment. For instance, a gecko uses its ears to hear if there is a predator nearby and sion to watch for predators.

they figure it out: Students do hands-on investigations with their own senses to learn that information travels to from their environment. They read about what senses different animals use to find their food. Through a Mystery ctivity, students learn that we need light to see.

pter 2: How does light allow a Tokay gecko to see its prev?

ents figure out: First, light travels from a source to the gecko's prev. Then, it reflects off the prev and travels to the o's eyes. As it travels from the prey to the gecko's eyes, it carries information about the prey.

they figure it out: Students use the Vision and Light Simulation to explore the path of light from a source to an ct and to an animal's eve, a process that is necessary for the animal to see. Students confront several common onceptions about the role of light in vision by improving inaccurate models of how light reaches the eye.

pter 3: How does a Tokay gecko know that it is looking at its prey?

sents figure out: Light from a source reflects off the prey and travels to the Tokay gecko's eyes. The light enters the brough the pupil and then reaches light receptors. The light receptors respond to the light and send information the light to the brain. The brain processes this information and forms an image. By comparing the image to ories, the gecko can recognize what it is looking at and make a decision that might help it survive.

they figure it out: Through research in the Simulation and Handbook of Animal Eyes, students learn that light s the eye through the pupil and then reaches light receptors. These light receptors respond and send information brain. Students return to the Simulation to investigate how a predator knows if it's looking at prey or at an animal would be toxic to eat.

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Pages 4-5



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3

Part 2: Chapter-level internalization

Directions: Complete the table below. If you plan to teach using the @Home Units, use the Teacher Overview. If you plan to teach using the @Home Videos, navigate to the Coherence Flowcharts in the Unit Guide.

Chapter Question:

How does a Tokay gecko get information about its environment?

What key concepts do students construct in this chapter? Animals have different structures that allow them to get	How do students apply the key concepts to answer the Chapter Question? To solve the phenomenon?
information from their environment. (1.3) • Sound and scent can carry information about the environment to an animal. (1.3) • Animals have different structures that allow them to get information from their environment, which helps them survive. (1.4) • Light, sound, and scent can carry information about the environment to an animal. (1.4)	In order to survive, a gecko must avoid predators and find prey. To do this geckos use structures to get information from their environment. For instance, a gecko uses its ears to hear if there is a predator nearby and its vision to watch for predators.

Chapter Level *Think - Type - Discuss*

What new scientific understandings do your students need to construct in the chapter to support them in figuring out the unit phenomenon?













Plan for the day

- Framing the day
- Amplify Science
 Instructional Materials
- Unit Internalization
- Planning to teach using @Home resources
- Reflection and closing

Part 3: Lesson-level Internalization



Key Activities

- Introducing the Tokay Gecko: Students are introduced to the unit problem and to their role as conservation biologists.
- Talk: Students discuss what animals need in order to survive in their environment.
- Write: Students complete a pre-unit writing activity about their initial understanding of how animals use light and their senses to survive.

Ideas for synchronous or in-person instruction

While meeting, introduce the unit problem by showing images of the Tokay gecko and a rain forest environment. Have partners discuss their ideas about what animals need in order to survive in their environment, then have them complete the pre-unit writing after meeting.



Vision and Light **OHOME LESSON 1**

AmplifyScience



This science unit is about how animals survive in their environment.

The **Rain Forest Conservation Group** needs our help solving an animal survival problem.

We have a **message** from the Rain Forest Conservation Group.

✓ ∧ □ □ □

To: Conservation Biologists **From:** Rain Forest Conservation Group **Subject:** A Problem with the Tokay Geckos



Our biologists have noticed there are fewer Tokay geckos than there used to be in a small area of rain forest in the Philippines. Why are there fewer Tokay geckos? Is something making it hard for Tokay geckos to survive in their environment? We need your help to figure this out!



This is the Tokay gecko.

The Rain Forest Conservation Group is wondering **why there are fewer Tokay geckos** than there used to be.

The Tokay gecko lives in **rain forests**. This map shows the location of rain forests around the world.

Tropical Rain Forests of the World





Tokay geckos are **lizards** that live in the rain forests of the Philippine Islands.

The message from the Rain Forest Conservation Group talks about how the Tokay geckos survive in their **environment**.

Rain Forest Environment



This is an example of an environment—a **rain forest**.

A tropical rain forest is a special type of **environment** that is very hot and has a lot of rain year round.

There are lots of interesting plants and animals that live in a rain forest **environment**.



all the living and nonliving things in an area

Glossary (continued)

receptor: a structure that responds to information coming in from the environment receptor: una estructura que responde a información que viene del ambiente reflect: to cause light to bounce off a material reflejar: hacer que la luz rebote Glossary sense: (noun) how sentido: cómo un environment: all the living and nonliving things in an area sense: (verb) to c ambiente: todo (viviente y no viviente) lo que hay en un área sentir: obtener in explanation: a description of how something works or why something sensitive: respon sensible: que res happens explicación: una descripción de cómo algo funciona o por qué algo pasa sensitivity: how evidence: information that supports an answer to a question sensibilidad: con evidencia: información que respalda una respuesta a una pregunta structure: the wa function: what something can do it good for a spec función: lo que algo puede hacer estructura: la for la hace adecuada investigation: an attempt to find out about something investigación: un intento de aprender sobre algo survive: to stav a sobrevivir: mante model: something scientists make to answer questions about the real world modelo: algo que los científicos crean para responder preguntas sobre el variable: someth mundo real variable: algo que observe: to use any of the five senses to gather information about vision: the ability visión: la capacio something observar: usar cualquiera de los cinco sentidos para recolectar información acerca de algo predator: an animal that hunts and eats other animals depredador: un animal que caza v come otros animales prey: an animal that is hunted and eaten by other animals presa: un animal que es cazado y comido por otros animales process: to change information from one form to another procesar: cambiar información de una forma a otra

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You have a **Glossary** you can use if you need to find definitions for science words we are using.

Conservation Biologists



We will be **conservation biologists**—scientists who help protect plants and animals.

You will figure out **why there are fewer Tokay geckos** in an area.



A conservation group works to make sure that plants and animals can survive. That's why the **Rain Forest Conservation** Group is worried about the Tokay geckos.

You will **investigate** what could be making it hard for the geckos to survive.

Eventually, you will **share your findings** with the Rain Forest Conservation Group.

Key Activities

- Introducing the Tokay Gecko: Students are introduced to the unit problem and to their role as conservation biologists.
- Talk: Students discuss what animals need in order to survive in their environment.
- Write: Students complete a pre-unit writing activity about their initial understanding of how animals use light and their senses to survive.

Ideas for synchronous or in-person instruction

While meeting, introduce the unit problem by showing images of the Tokay gecko and a rain forest environment. Have partners discuss their ideas about what animals need in order to survive in their environment, then have them complete the pre-unit writing after meeting.



Before we can figure out what could be making it hard for the Tokay geckos to survive in their environment, we need to think about what it means for something to **survive**.

You will need a **partner** to talk with. Your partner can be a family member, a friend or classmate on the phone, a stuffed animal, or even a pet!



What do you think it means for something to survive?

What do you know about what animals need in order to **survive** in their environment?

The Rain Forest Conservation Group is worried that something is making it hard for the Tokay geckos to **survive**.



to stay alive

Animals need **food**, **water**, **and a way to stay safe** from other animals.

To find these things, they need to get **information from their environment**—where their food is, where they can hide, and what other animals are nearby.





K How do anir

How do animals get information from their environment so they can find food, water, and a way to stay safe?

In this chapter, we will work to figure out:

Chapter 1 Question

How does a Tokay gecko get information about its environment?

Key Activities

- Introducing the Tokay Gecko: Students are introduced to the unit problem and to their role as conservation biologists.
- Talk: Students discuss what animals need in order to survive in their environment.
- Write: Students complete a pre-unit writing activity about their initial understanding of how animals use light and their senses to survive.

Ideas for synchronous or in-person instruction

While meeting, introduce the unit problem by showing images of the Tokay gecko and a rain forest environment. Have partners discuss their ideas about what animals need in order to survive in their environment, then have them complete the pre-unit writing after meeting.



As conservation biologists, we are studying **how animals learn from their environment** and how this helps them **survive**.

You will first **reflect** on what you already understand and what you don't yet understand. This will help you **prepare for learning new things**.

You are going to write your **first ideas** about how animals learn about their environment.

You will think about how a bird **gets information** about food.

First, we will read a story about a pet bird.



Kayla bought a pet bird and put it in her room. She sleeps with a lamp on in her room. The first night, the bird's chirping woke her up a lot. In the morning, the bird had eaten all its food.



The next night, Kayla kept the lamp on, but she put a thick cloth over the bird's cage to block the light. The bird's chirping woke her up many times again. However, the bird didn't eat any of its food!

Kayla wondered why the bird was up all night but didn't eat, so she read a book about how birds find their food. She learned that this type of bird needs to see its food in order to find it.

Vision and Light @Home Lesson 1



Find the Pre-Unit Writing: Explaining Why the Bird Could Not Find Its Food pages.

On these two pages, there are **images** for you to look at and **questions** to answer about those images.

Vision and Light @Home Lesson 1



Read Kayla's summary.

Draw what the light is doing in each diagram.

Answer the questions.
Vision and Light @Home Lesson 1

End of @Home Lesson





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Key Activities

- Introducing the Tokay Gecko: Students are introduced to the unit problem and to their role as conservation biologists.
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Ideas for synchronous or in-person instruction

While meeting, introduce the unit problem by showing images of the Tokay gecko and a rain forest environment. Have partners discuss their ideas about what animals need in order to survive in their environment, then have them complete the pre-unit writing after meeting.



Suggestions for Online Synchronous Time







Online synchronous time

Online discussions: It's worthwhile to establish norms and routines for online discussions in science to ensure equity of voice, turn-taking, etc.

Digital tool demonstrations: You can share your screen and demonstrate, or invite your students to share their screen and think-aloud as they use a Simulation or other digital tool.

Interactive read-alouds: Screen share a digital book or article, and pause to ask questions and invite discussion as you would in the classroom.

Shared Writing: This is a great opportunity for a collaborative document that all your students can contribute to.

Co-constructed class charts: You can create digital charts, or create physical charts in your home with student input.

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Multi-day planning, including planning for differentiation and evidence of student work

Multi-day planning, includin	g planning for differentiation	and evidence of student work		page 10
Minutes for science: 30 mil	٩_	Minutes for science:		
Asynchronous		Instructional format: Asynchronous Synchronous		
Lesson or part of lesson: @Home Lesson 1. video (slides 1-25)		Lesson or part of lesson:		$\langle \langle \rangle$
Mode of instruction: Preview Review Teach full lesson live Teach full lesson live Students work independently using: @Home Packet @Home Slides and @Home Student Sheets @Home Videos		 Mode of instruction: Preview Review Teach full lesson live Teach using synchronous suggestions Students work independently using: @Home Packet @Home Slides and @Home Student Sheets @Home Videos 		
Students will be introduced to the unit problem and brainstorm/discuss their ideas about what animals need to survive.	Teacher will walk through slides 1-25 to introduce the unit problem and facilitate a conversation around what animals need to survive in their environment.	Students will	Teacher will	Durrelife

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Multi-day planning, including planning for differentiation and evidence of student work

page 10

nutes for science: <u>30 mln</u> structional format: Asynchronous Synchronous	Minutes for science: <u>25 mln</u>	
Structional format: Asynchronous Synchronous		
	Instructional format: Asynchronous Synchronous	
sson or part of lesson: Home Lesson 1, video (slides 1-25) bde of instruction: Preview Review Teach full lesson live Teach using synchronous suggestions Students work independently using: @Home Packet @Home Packet @Home Slides and @Home Student Sheets @Home Videos	Lesson or part of lesson: @Home Lesson 1, pre-unit assessment (student sheets) Mode of instruction: Preview Review Teach full lesson live Teach full lesson live Teach using synchronous suggestions Students work independently using: @Home Packet @Home Packet @Home Slides and @Home Student Sheets @Home Videos	
Jdents willTeacher wille introduced to the nit problem and rainstorm/discuss heir ideas about what animals need o survive.Teacher will walk through slides 1-25 to introduce the unit problem and facilitate a conversation around what animals need to survive in their environment.	Students willTeacher willcomplete the pre-unit assessment.assign the pre-unit assessment (@Home Lesson 1 student sheets) and review student responses using the Assessment Guide.	

Look at the <i>Students will</i> columns. What are students working in the lesson(s) that you could collect, review, or provide feedback on? See Some Types of Written Work in Amplify Science to the right for guidance. If there isn't a work product listed above, do you want to add one? Make notes below. <u>Asynchronous</u> : pre-unit assessment <u>Synchronous</u> : on slides 15 and 18 (orange question slides) give students an opportunity to stop and jot their ideas before sharing out with the group.	Some Types of Written Daily written reflections Homework tasks Investigation notebook pa Written explanations (typi Diagrams Recording pages for Sim u	Work in Amplify Science ages cally at the end of Chapter) uses, investigations, etc
How will students submit this work product to you? See the Completing and Submitting Written Work tables to the right for guidance on how students can complete and submit work. <u>Asynchronous</u> : students will submit their completed pre-unit assessment through Schoology. <u>Synchronous</u> : students will not submit this work, instead they will hold on to it to track their thinking across the unit.	 Completing Written Work Plain paper and pencil (videos include prompts for setup) (6-8) Student platform Investigation Notebook Record video or audio file describing work/answering prompt Teacher-created digital format (Google Classroom, etc) 	 Submitting Written Work Take a picture with a smartphone and email or text to teacher Through teacher-created digital format During in-school time (hybrid model) or lunch/materials pick-up times (6-8) Hand-in button on student platform

11

Look at the <i>Students will</i> columns. What are students working in the lesson(s) that you could collect, review, or provide feedback on? See Some Types of Written Work in Amplify Science to the right for guidance. If there isn't a work product listed above, do you want to add one? Make notes below. <u>Asynchronous</u> : students jot notes about their initial ideas for why Elisa is feeling tired <u>Synchronous</u> : record observations of molecules using the sim, jot new ideas about the claims after using the sim How will students submit this work product to you? See the Completing and Submitting Written Work tables to the right for guidance on how students can complete and submit work. <u>Asynchronous</u> : students will bring handwritten notes to the synchronous lesson to share on a Jamboard and discuss <u>Synchronous</u> : students will turn in the simulation worksheet in Schoology, and add new ideas to the Jamboard to reflect on their learning	S Da Hc Inv Wi Di Re Comp Pla (vic for (6-8 Inv Rec des wo Tea for for	<section-header><section-header><section-header><section-header><section-header><section-header><section-header><section-header><section-header><section-header><section-header></section-header></section-header></section-header></section-header></section-header></section-header></section-header></section-header></section-header></section-header></section-header>) r k or ed p	page 11
 How will you differentiate this lesson for diverse learners? (Navigate to the lesson level on Supports: Allow multiple means of expression on the pre-unit asse Leverage primary languages during discussion/writing Make available the @Home Classroom VVall found in the and writing. Students can add pictures to go with the variant meaning. Extension: Add diagrams with explanations to pre-unit assessment 	the standard Am essment (e @Home S ocabulary/ t answers	plify Science platform and click on differentiation in the left Everbal, diagram, writing) Student Packets to support discuss key concepts to help them make	menu.) IONS	

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Planning Time

Minutes for science:

Instructional format:

Lesson or part of lesson:

Asynchronous

Synchronous

Mode of instruction:

Teach full lesson live

Teach using synchronous suggestions

Preview

Review

Day 1:_

Multi-day planning, including planning for differentiation and evidence of student work f Written Work in Amplify Science Minutes for science: flections Instructional format: 15 Asynchronous Synchronous otebook pages ations (typically at the end of Chapter) Lesson or part of lesson: s for Sim uses, investigations, etc Mode of instruction: Preview en Work Submitting Written Work Review Teach full lesson live Teach using synchronous suggestions pencil Take a picture with a Students work independently using: prompts smartphone and email or @Home Packet text to teacher @Home Slides and @Home Student Sheets itform Through teacher-created @Home Videos tebook digital format audio file • During in-school time Students will... Teacher will... (hybrid model) or lunch/materials pick-up prompt digital times • (6-8) Hand-in button on

student platform

Students work independently using: @Home Slides and @Home Student Sheets @Home Videos Students will... Teacher will... platform and click on differentiation in the left menu.)



pages 10-13

Amplify









Plan for the day

- Framing the day
- Amplify Science
 Instructional Materials
- Unit Internalization
- Planning to teach using
 @Home resources
- Reflection and closing

Reflecting on our goals Are you able to:

- Leverage your understanding of your upcoming unit to make instructional decisions about remote learning using the Amplify Science@Home resources?
- Develop a multi-day plan for using @Home resources within your class schedule and instructional format?

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Welcome to Amplify Science!

This site contains supporting resources designed for the Los Angeles Unified School District Amplify Science adoption for grades TK–8.

All LAUSD schools have access to Amplify Science resources at this time.

Click here for Remote Learning Resources for Amplify Science

Click here to go back to the LAUSD homepage.

Click the button below to preview the digital Teacher's Guide, and check back for exciting updates to this site!



https://amplify.com/lausd-science/

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Additional Amplify resources



Program Guide

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

http://amplify.com/science/california/r eview

Amplify Help

Find lots of advice and answers from the Amplify team. **my.amplify.com/help**

Additional Amplify resources



Caregivers site

Provide your students' families information about Amplify Science and what students are learning **amplify.com/amplify-science-familyresource-intro/**

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



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.

Creating Assignments in Schoology

- Click Add Materials.
- Select Add Assignment.
- Fill out the Create Assignment form.
- Options. Use Options to turn on/off the following features: Use Individually Assign to only display the assignment to a specific member of the course or a grading group. ...
- Click Create to complete

LAUSD Shared Logins

AmplifyScience

Go to: my.amplify.com

A.

Log In with Amplify

District Shared Logins					
Grade	Username	Password			
Kindergarten	LAUSDscienceK	LAUSD1234			
1	LAUSDscience1	LAUSD1234			
2	LAUSDscience2	LAUSD1234			
3	LAUSDscience3	LAUSD1234			
4	LAUSDscience4	LAUSD1234			
5	LAUSDscience5	LAUSD1234			
6	LAUSDscience6	LAUSD1234			
7	LAUSDscience7	LAUSD1234			
8	LAUSDscience8	LAUSD1234			

Elementary Student Apps Shared Logins

English

- Username: ampsci123
- Password: ampsci123

Spanish

- Username: ampsci123sp
- Password: ampsci123sp



Elementary Student Apps