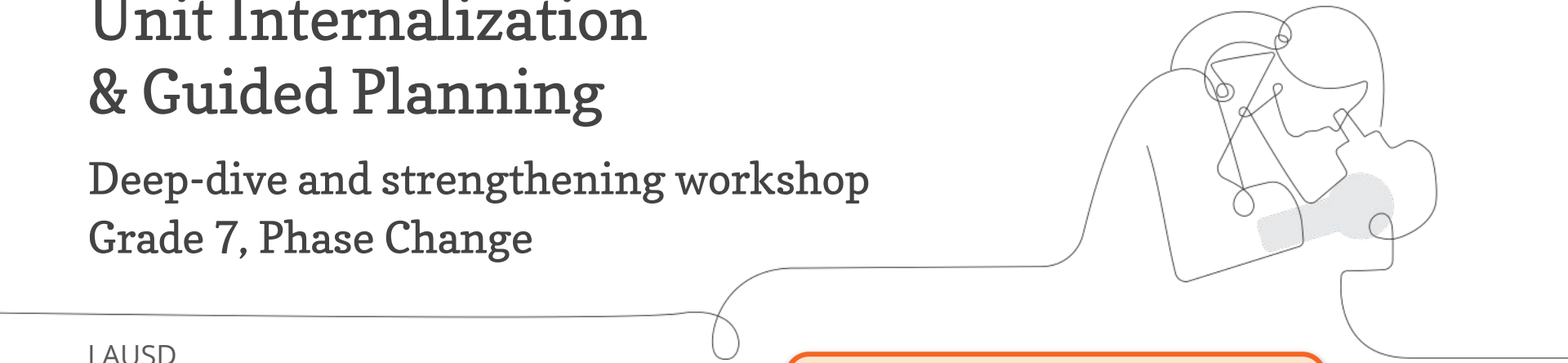
Do Now: *Use the link in the chat to add something you love about teaching Amplify Science to the Jamboard.*

Amplify Science

Unit Internalization & Guided Planning

Deep-dive and strengthening workshop
Grade 7, Phase Change



LAUSD
10/17/2020
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

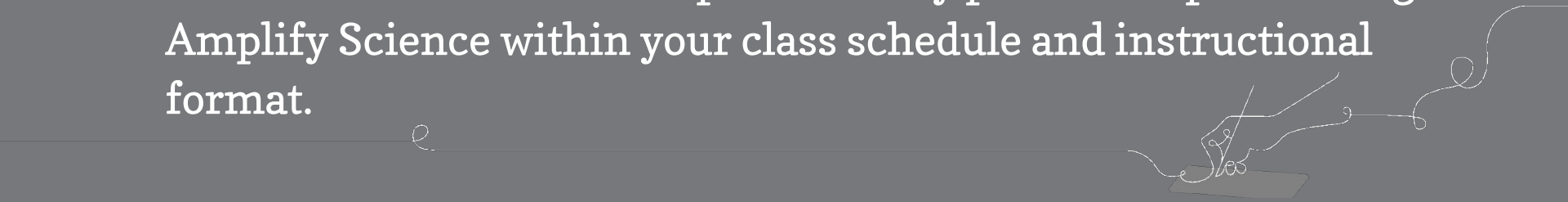
- Make sure you have a note-catcher present

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

Workshop goals

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

- Internalize your upcoming unit.
- Plan for collecting **evidence of student learning** in order to make instructional decisions to **support diverse learner needs**.
- Gather resources to develop a multi-day plan for implementing Amplify Science within your class schedule and instructional format.



Plan for the day

- Framing the day
  - Amplify Science Refresher
  - Instructional Materials
- Unit Internalization
- Planning to teach
  - Collecting evidence of student learning to meet diverse learner needs
- Reflection and closing

Plan for the day

- **Framing the day**
  - **Amplify Science Refresher**
  - **Instructional Materials**
- Unit Internalization
- Planning to teach
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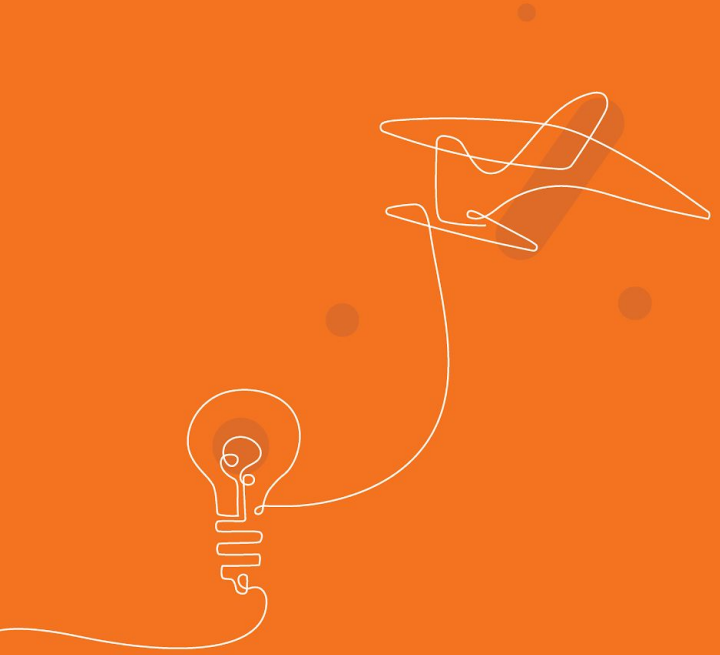
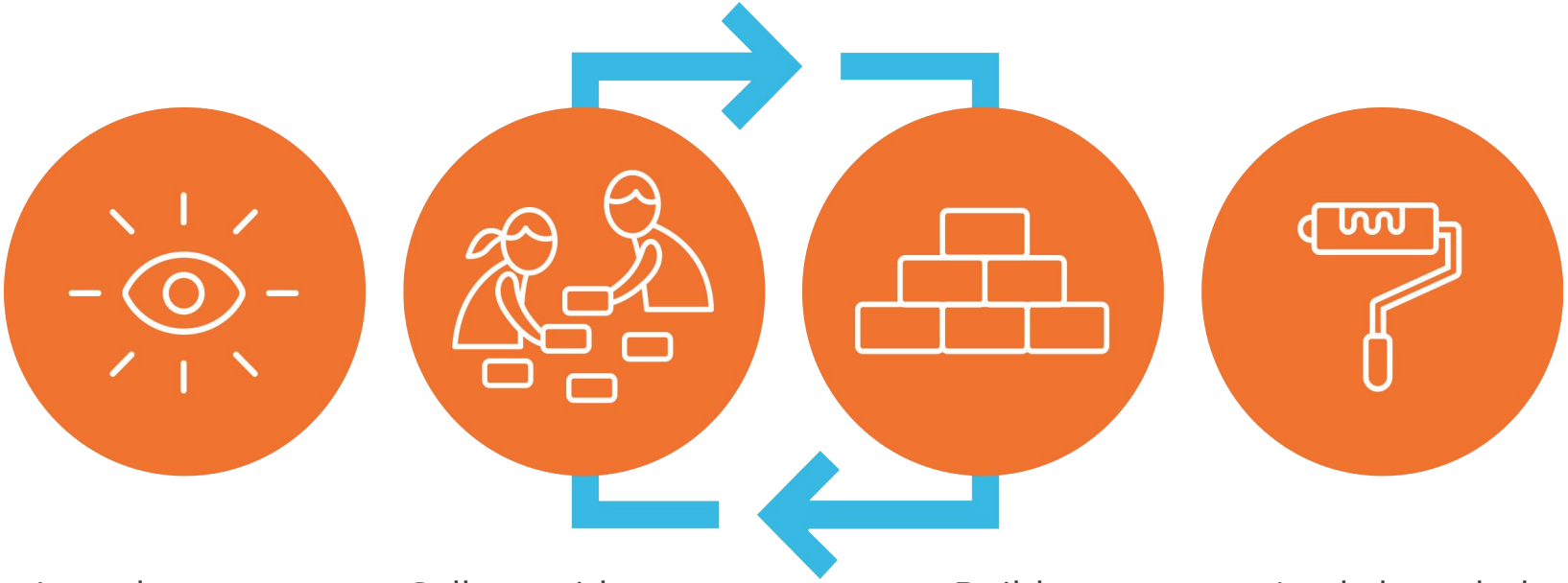
- Reflection and closing



Amplify Science Refresher

Amplify.

Amplify Science Instructional Approach



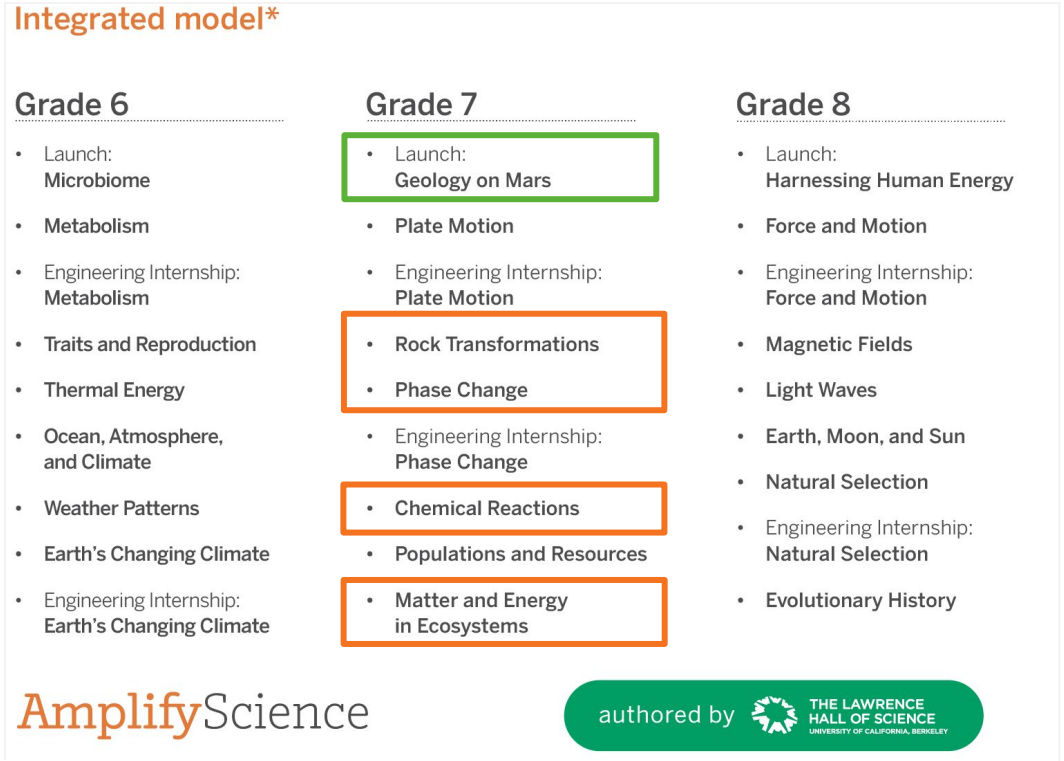
Introduce a phenomenon and a related problem

Collect evidence from multiple sources

Build increasingly complex explanations

Apply knowledge to solve a different problem

Middle school course curriculum structure



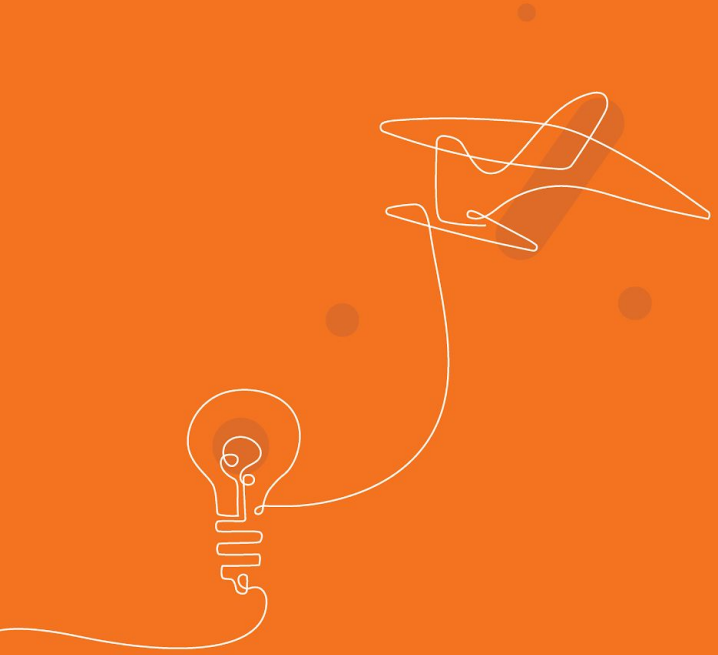
These are the prioritized units for 7th grade.

Launch units

- First unit
- 11 lessons

Core units

- Majority of units
- 19 lessons



Instructional Materials

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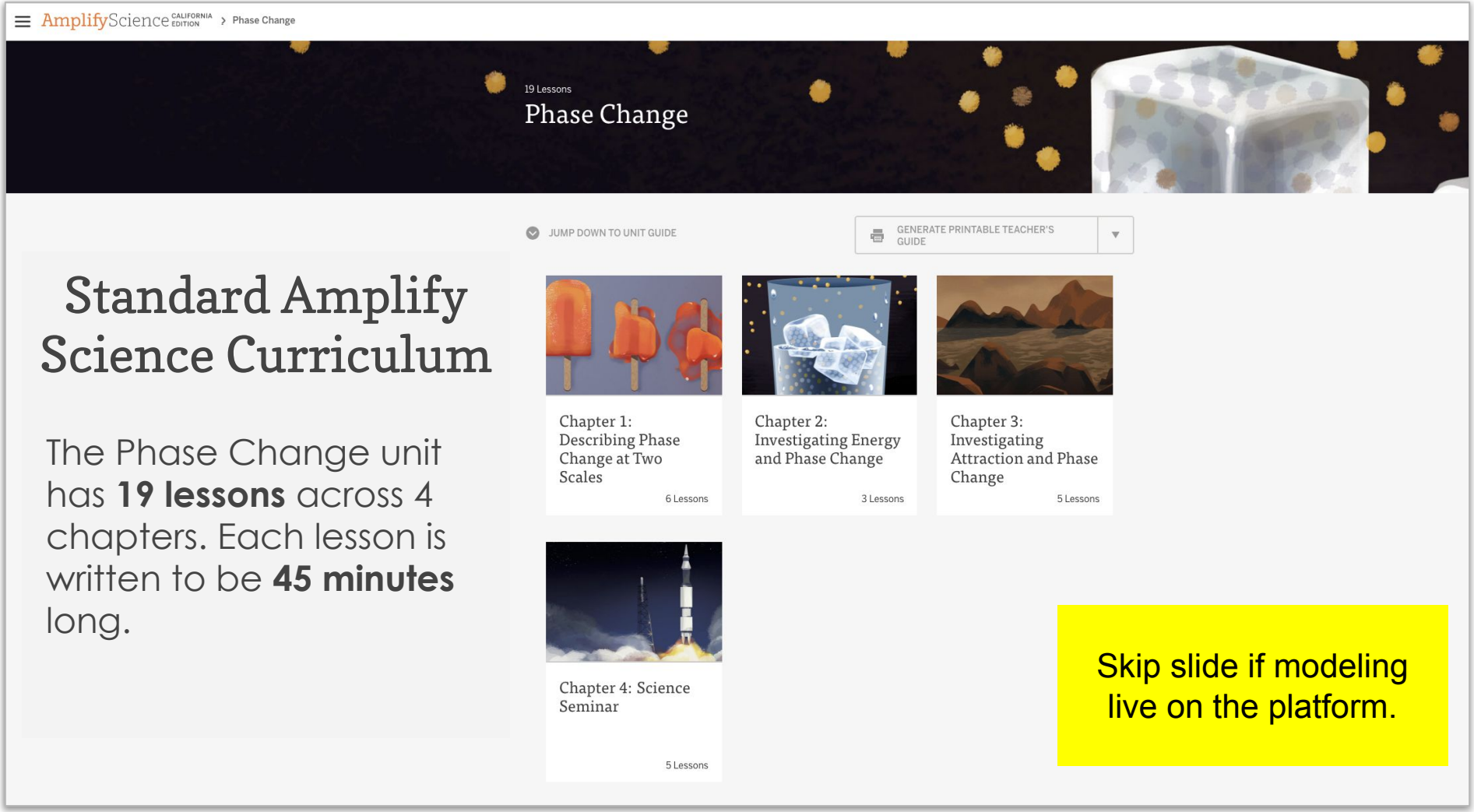
Standard Amplify Science Curriculum



Standard Amplify Science Curriculum

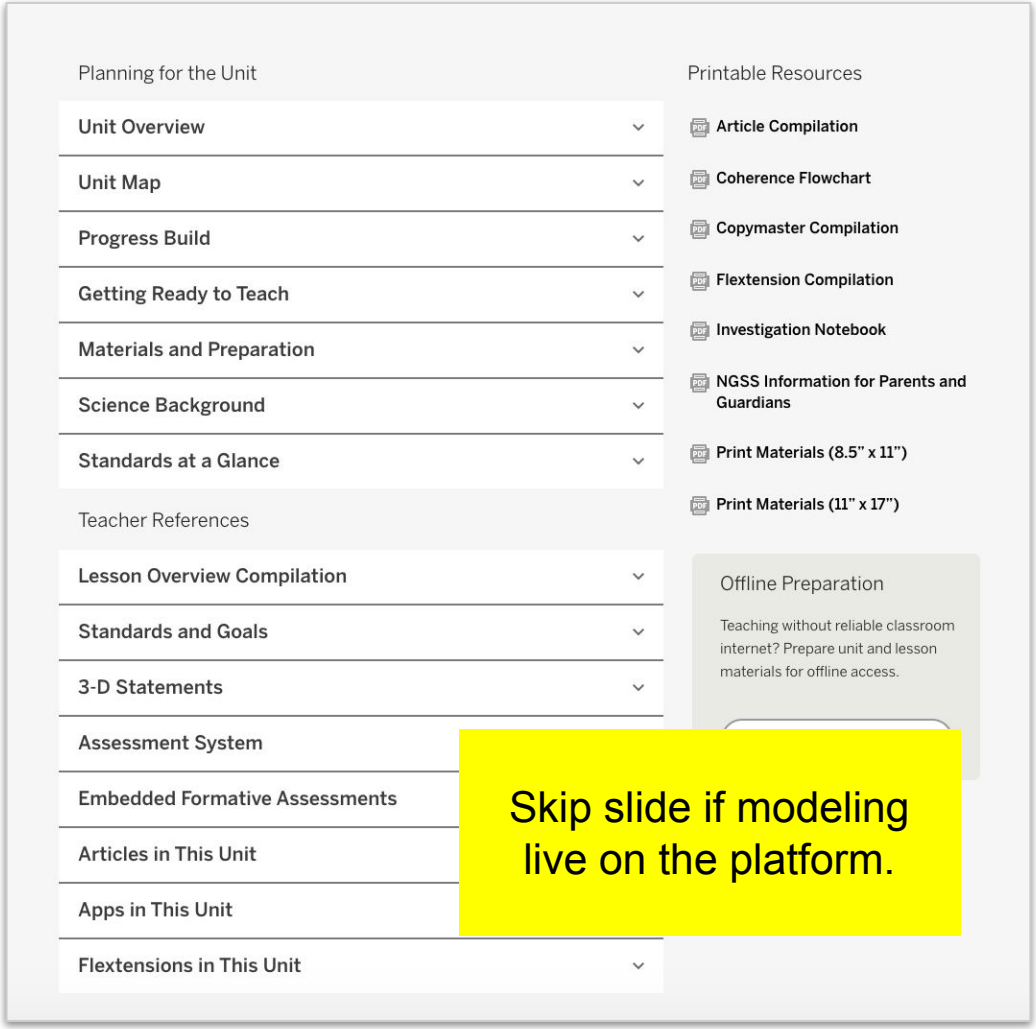
The Phase Change unit has **19 lessons** across 4 chapters. Each lesson is written to be **45 minutes** long.

Skip slide if modeling live on the platform.

Standard Amplify Science Curriculum

Below the chapters you will find the unit guide. This includes all of your key documents for planning for the unit.

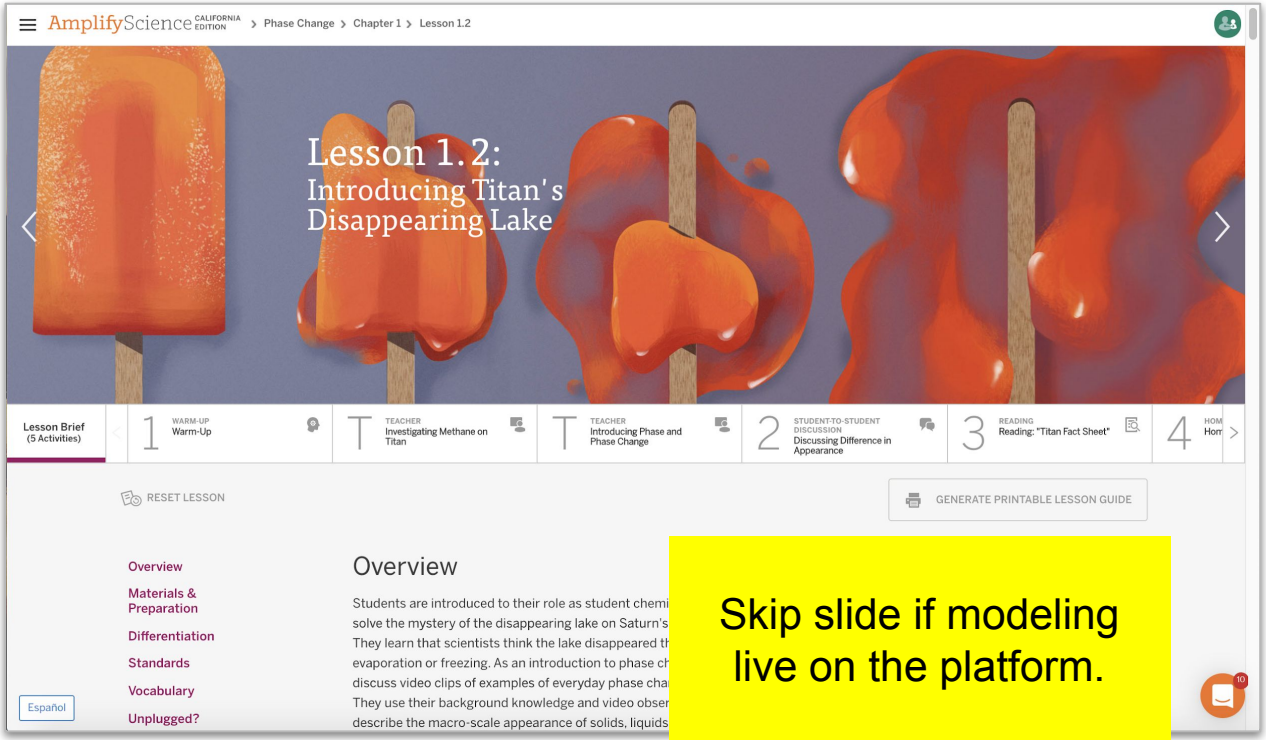
We will be using many of these in today's workshop.

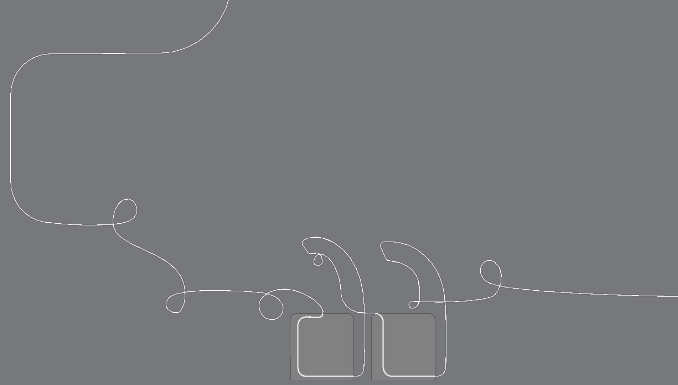


Standard Amplify Science Curriculum

When you click into a lesson, you will find key lesson level information.

We will be navigating to lessons during today's workshop in order to better plan for collecting evidence of student learning in order to plan to meet the needs of diverse learners.



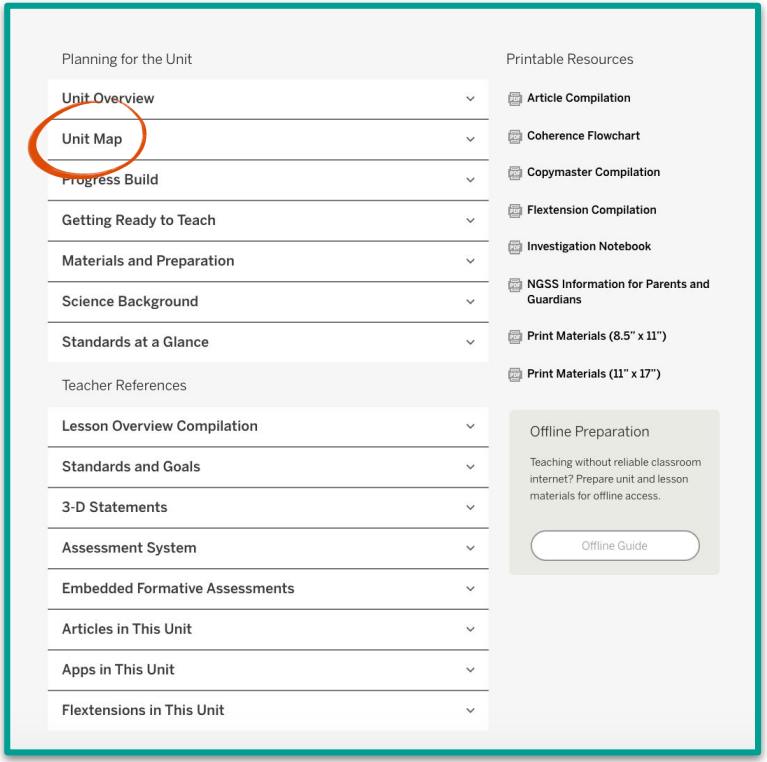


Questions?

Plan for the day

- Framing the day
  - Amplify Science Refresher
  - Instructional Materials
- **Unit Internalization**
- Planning to teach
  - Collecting evidence of student learning to meet diverse learner needs
- Reflection and closing

Unit Guide Resources



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

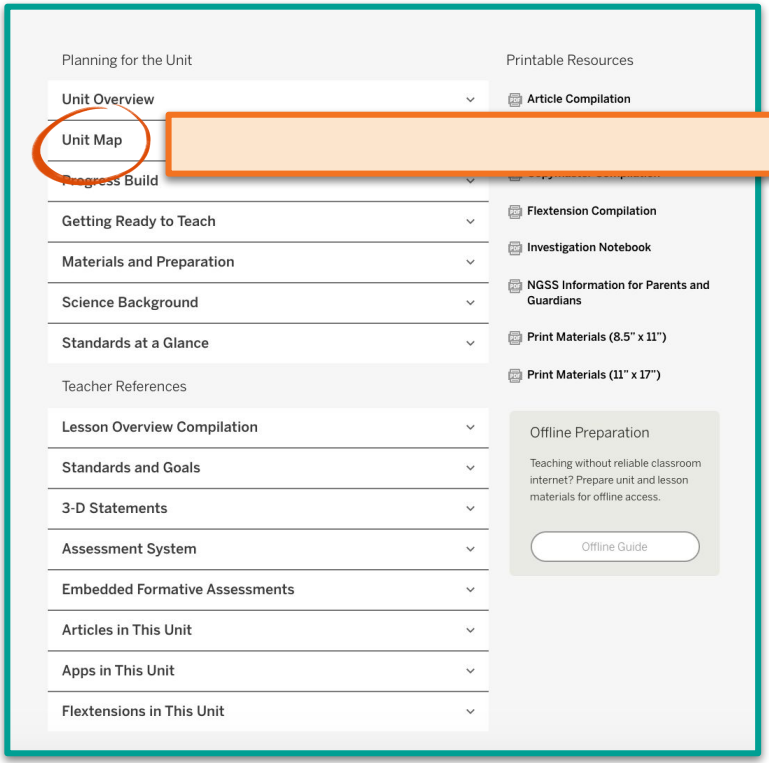
Lesson Overview Compilation	Lesson Overview of each lesson in the unit, including lesson summary, activity purposes, and timing
Standards and Goals	Lists NGSS (Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts) and CCSS (English Language Arts and Mathematics) in the 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)

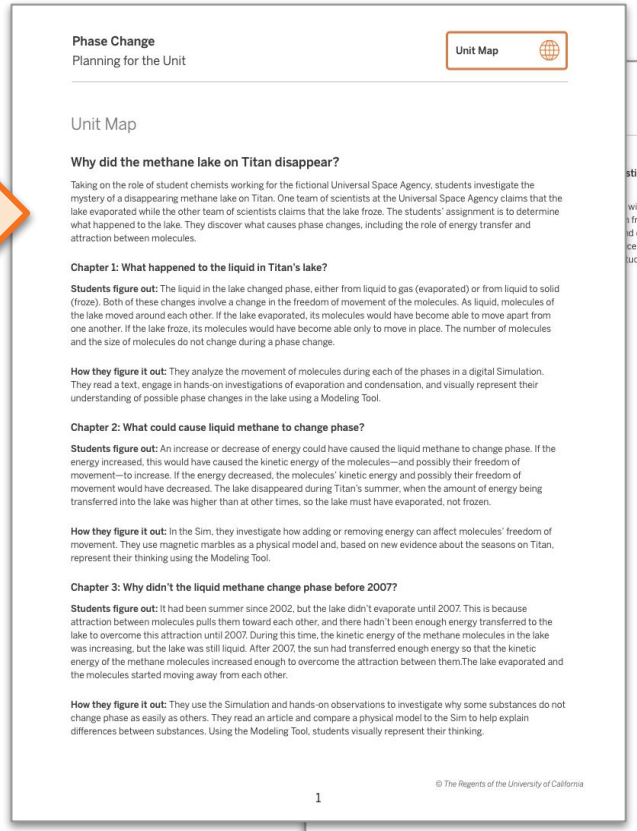
Printable resources

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

Unit Map

Pages 2-3





Amplify.

Unit Internalization Work Time

Guided Unit Internalization

Part 1: Unit-level internalization

Unit title:

What is the phenomenon students are investigating in your unit?

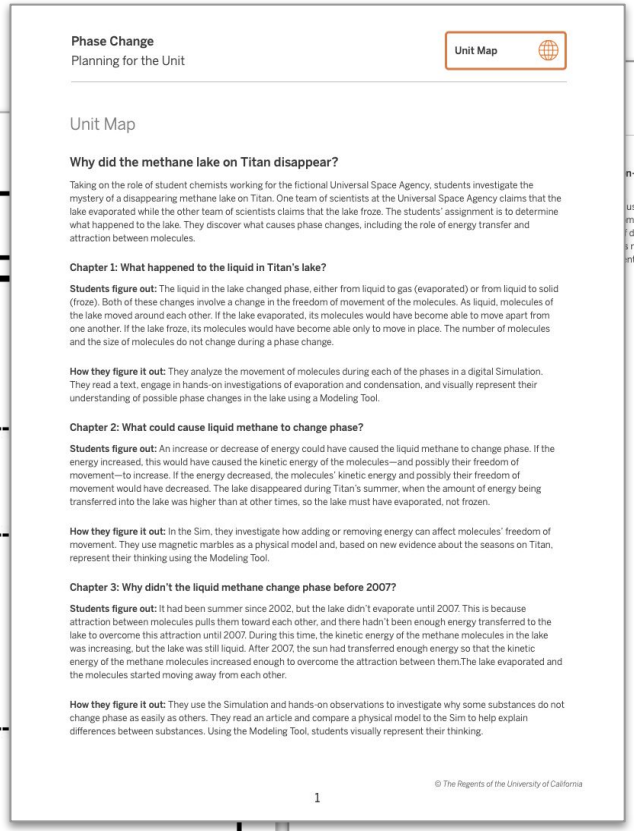
Unit Question:

Student role:

By the end of the unit, students figure out ...

What science ideas do students need to figure out in order to explain the phenomenon?

Page 4



Phase Change
Planning for the Unit

Unit Map

Unit Map

Why did the methane lake on Titan disappear?

Taking on the role of student chemists working for the fictional Universal Space Agency, students investigate the mystery of a disappearing methane lake on Titan. One team of scientists at the Universal Space Agency claims that the lake evaporated while the other team of scientists claims that the lake froze. The students' assignment is to determine what happened to the lake. They discover what causes phase changes, including the role of energy transfer and attraction between molecules.

Chapter 1: What happened to the liquid in Titan's lake?

Students figure out: The liquid in the lake changed phase, either from liquid to gas (evaporated) or from liquid to solid (froze). Both of these changes involve a change in the freedom of movement of the molecules. As liquid, molecules of the lake moved around each other. If the lake evaporated, its molecules would have become able to move apart from one another. If the lake froze, its molecules would have become able only to move in place. The number of molecules and the size of molecules do not change during a phase change.

How they figure it out: They analyze the movement of molecules during each of the phases in a digital Simulation. They read a text, engage in hands-on investigations of evaporation and condensation, and visually represent their understanding of possible phase changes in the lake using a Modeling Tool.

Chapter 2: What could cause liquid methane to change phase?

Students figure out: An increase or decrease of energy could have caused the liquid methane to change phase. If the energy increased, this would have caused the kinetic energy of the molecules—and possibly their freedom of movement—to increase. If the energy decreased, the molecules' kinetic energy and possibly their freedom of movement would have decreased. The lake disappeared during Titan's summer, when the amount of energy being transferred into the lake was higher than at other times, so the lake must have evaporated, not frozen.

How they figure it out: In the Sim, they investigate how adding or removing energy can affect molecules' freedom of movement. They use magnetic marbles as a physical model and, based on new evidence about the seasons on Titan, represent their thinking using the Modeling Tool.

Chapter 3: Why didn't the liquid methane change phase before 2007?

Students figure out: It had been summer since 2002, but the lake didn't evaporate until 2007. This is because attraction between molecules pulls them toward each other, and there hadn't been enough energy transferred to the lake to overcome this attraction until 2007. During this time, the kinetic energy of the methane molecules in the lake was increasing, but the lake was still liquid. After 2007, the sun had transferred enough energy so that the kinetic energy of the methane molecules increased enough to overcome the attraction between them.The lake evaporated and the molecules started moving away from each other.

How they figure it out: They use the Simulation and hands-on observations to investigate why some substances do not change phase as easily as others. They read an article and compare a physical model to the Sim to help explain differences between substances. Using the Modeling Tool, students visually represent their thinking.

Pages 2-3

Phase Change
Planning for the Unit

—Why is the liquid oxygen machine

use liquid oxygen for fuel, but the device that makes
m air by changing the phase of nitrogen, water
device and analyze each phase change involved in
malfunctioning and review the available evidence
nt-led discourse routine called a Science Seminar

Unit Guide Document

Unit Map

Lesson Overview Compilation

Progress Buld

Guided Unit Internalization

Part 1: Unit-level internalization

Page 5

Unit title: Phase Change

What is the phenomenon students are investigating in your unit?

Working for the Universal Space Agency, students investigate the mystery of a disappearing methane lake on Titan.

Unit Question:

How can the appearance of a substance change without it becoming a different substance?

Student role:

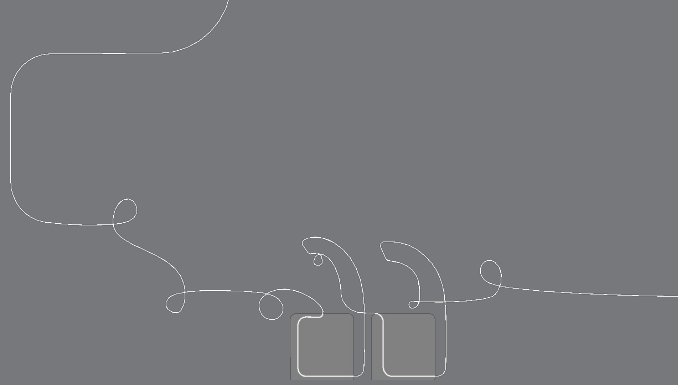
Student chemists

By the end of the unit, students figure out ...

It had been summer since 2002, but the lake didn't evaporate until 2007. This is because attraction between molecules pulls them toward each other, and there hadn't been enough energy transferred to the lake to overcome this attraction until 2007. During this time, the kinetic energy of the methane molecules in the lake was increasing, but the lake was still liquid. After 2007, the sun had transferred enough energy so that the kinetic energy of the methane molecules increased enough to overcome the attraction between them. The lake evaporated and the molecules started moving away from each other.

What science ideas do students need to figure out in order to explain the phenomenon?

When a substance changes phase, the freedom of movement of its molecules has changed. Energy transfers cause phase changes. Molecular attraction affects the amount of energy transfer required for a phase change.



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How they figure it out: They analyze the movement of molecules during each of the phases in a digital Simulation. They read a text, engage in hands-on investigations of evaporation and condensation, and visually represent their understanding of possible phase changes in the lake using a Modeling Tool.

Chapter 1: Describing Phase Change at Two Scales

JUMP DOWN TO CHAPTER OVERVIEW

Overview

Students are introduced to their role as student chemists, enlisted to solve the mystery of the disappearing lake on Saturn's moon, Titan. They learn that scientists think the lake disappeared through either evaporation or freezing. As an introduction to phase change, students discuss video clips of examples of everyday phase changes on Earth. They use their background knowledge and video observations to describe the macro-scale appearance of solids, liquids, and gases and the changes between these three phases. Students end the lesson by reading and annotating a short fact sheet about Titan. The purpose of this lesson is to engage students and activate their prior knowledge of phase and phase change.

Anchor Phenomenon: Images taken by a space probe show that a methane lake on Titan disappeared.
Everyday Phenomenon: Condensation appears on a cup of ice water, a puddle of mud evaporates, an ice pop melts, and ice forms on tree branches.

Students learn:

- A solid holds its shape and does not take the shape of its container.
- A gas has no visible shape and fills its container.
- A liquid flows and can take the shape of its container.
- Laws are mathematical descriptions of natural phenomena.

Lesson at a Glance

1: Warm-Up (5 min.)
Students are introduced to the term *phase* and the idea that one substance can exist in three phases.

(Teacher Only) Investigating Methane on Titan (10 min.)
A short video and a series of slides introduce students to phase change and their role as student chemists. Students are enlisted to solve the mystery of Titan's disappearing lake.

(Teacher Only) Introducing Phase and Phase Change (10 min.)
Videos of everyday changes in phase activate and enhance students' background knowledge, providing a foundation for learning key content.

2: Discussing Difference in Appearance (15 min.)
Students engage their prior knowledge, reviewing how a substance's appearance changes depending on whether it is a solid, liquid, or gas.

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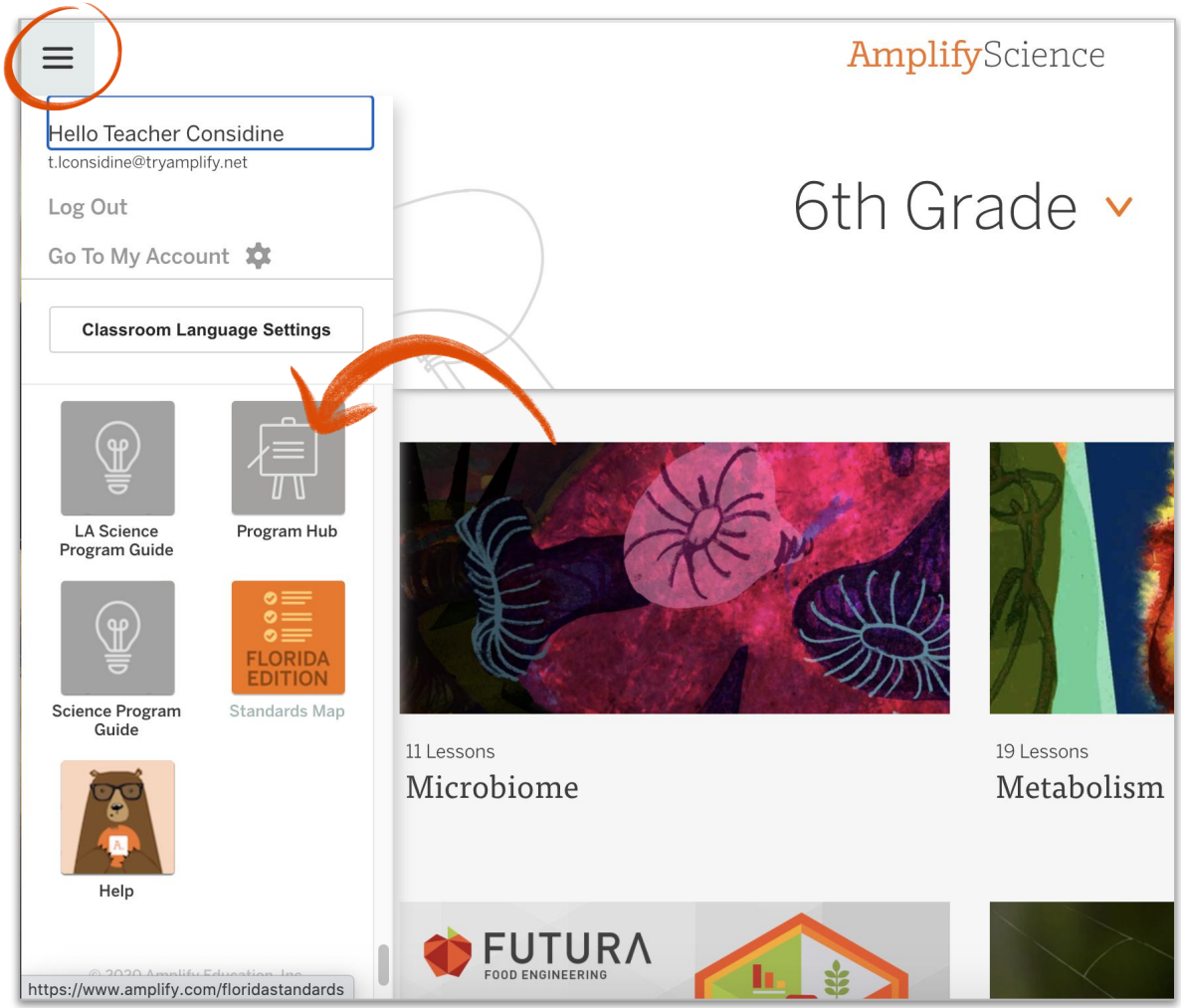
Modifications needed for remote learning:

Classroom wall

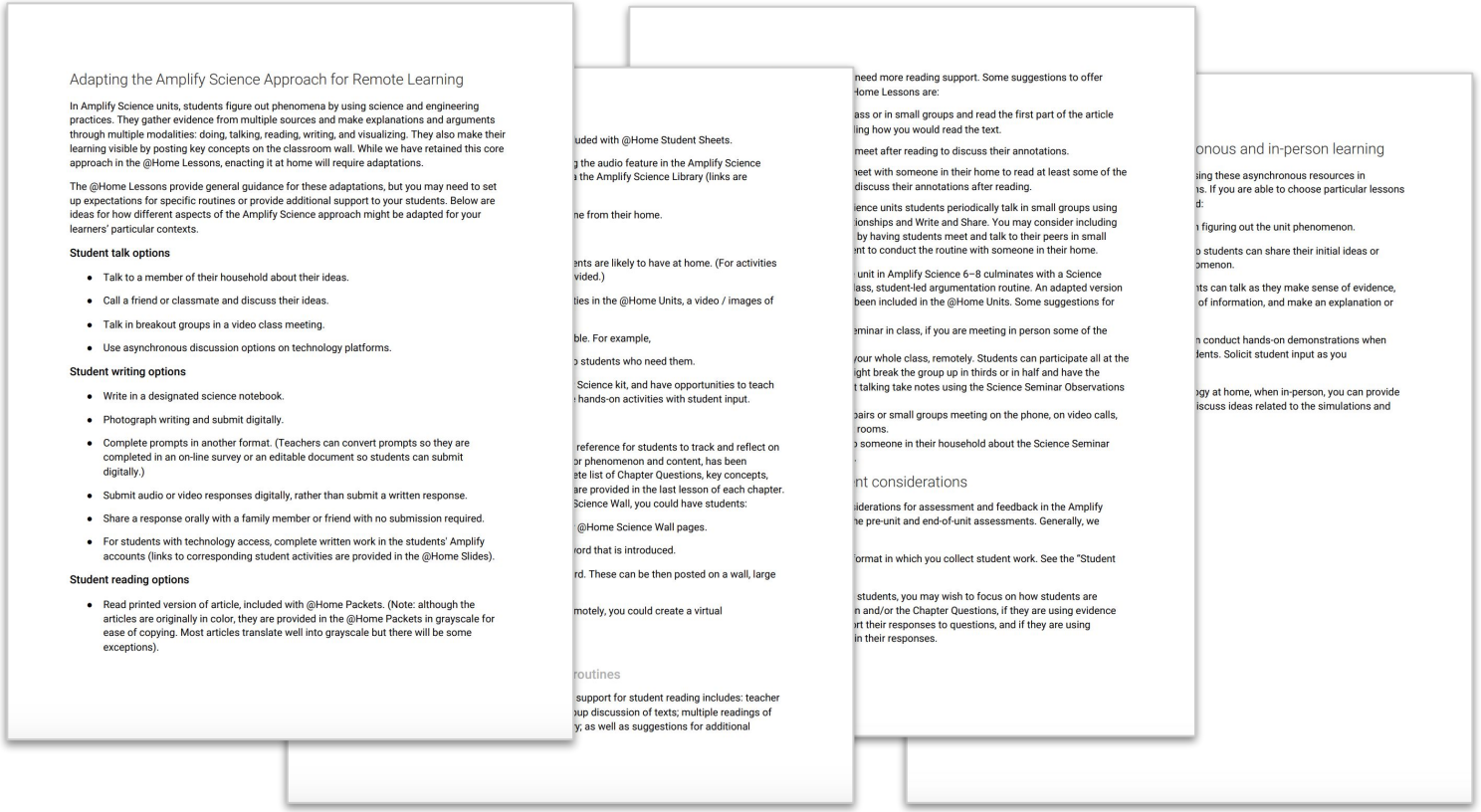
Amplify Science @Home Curriculum

The Teacher Overview document gives suggestions for modifying activities for remote learning.



Pages 11-14

Adapting the Amplify Approach for Remote Learning
(Excerpt from the @Home Teacher Overview)



Adapting the Amplify Science Approach for Remote Learning

In Amplify Science units, students figure out phenomena by using science and engineering practices. They gather evidence from multiple sources and make explanations and arguments through multiple modalities: doing, talking, reading, writing, and visualizing. They also make their learning visible by posting key concepts on the classroom wall. While we have retained this core approach in the @Home Lessons, enacting it at home will require adaptations.

The @Home Lessons provide general guidance for these adaptations, but you may need to set up expectations for specific routines or provide additional support to your students. Below are ideas for how different aspects of the Amplify Science approach might be adapted for your learners' particular contexts.

Student talk options

- Talk to a member of their household about their ideas.
- Call a friend or classmate and discuss their ideas.
- Talk in breakout groups in a video class meeting.
- Use asynchronous discussion options on technology platforms.

Student writing options

- Write in a designated science notebook.
- Photograph writing and submit digitally.
- Complete prompts in another format. (Teachers can convert prompts so they are completed in an on-line survey or an editable document so students can submit digitally.)
- Submit audio or video responses digitally, rather than submit a written response.
- Share a response orally with a family member or friend with no submission required.
- For students with technology access, complete written work in the students' Amplify accounts (links to corresponding student activities are provided in the @Home Slides).

Student reading options

- Read printed version of article, included with @Home Packets. (Note: although the articles are originally in color, they are provided in the @Home Packets in grayscale for ease of copying. Most articles translate well into grayscale but there will be some exceptions).

Classroom wall options

The classroom wall, which provides an important reference for students to track and reflect on their developing understanding of the unit's anchor phenomenon and content, has been reimagined as an @Home Science Wall. A complete list of Chapter Questions, key concepts, and vocabulary that have been introduced so far are provided in the last lesson of each chapter. To enhance students' experience of the @Home Science Wall, you could have students:

- Draw a picture or write their ideas on their @Home Science Wall pages.
- Highlight each question, key concept, or word that is introduced.
- Cut out each question, key concept, or word. These can be then posted on a wall, large sheet of paper, or refrigerator at home.

Additionally, if you are meeting with your class remotely, you could create a virtual @Home Science Wall.

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Modifications needed for remote learning:

Classroom wall

Student-to-student discussion

Student talk options

Page 11

- Talk to a member of their household about their ideas.
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- Talk in breakout groups in a video class meeting.
- Use asynchronous discussion options on technology platforms.

Page 13

- **Talk routines.** In Amplify Science units students periodically talk in small groups using routines such as Word Relationships and Write and Share. You may consider including and adapting these routines by having students meet and talk to their peers in small groups or asking each student to conduct the routine with someone in their home.

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.

page 10

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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.

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

Day 1: Lesson 1.2

Minutes for science: 15 min.

Instructional format:
- [X] Asynchronous
- [ ] Synchronous

Lesson or part of lesson:

Lesson 1.2 Warm-up and Video

Mode of instruction:
- [X] Preview
- ❑ Review
- ❑ Teach full lesson live
- ❑ Teach using synchronous suggestions
- [X] Students work independently using:
  - ❑ @Home Packet
  - ❑ @Home Slides and @Home Student Sheets
  - ❑ @Home Videos

Students will...	Teacher will...
complete the warm-up activity on the Amplify Science site and submit, students will watch the unit introduction video, and jot down answers to the video question.	create an assignment in Schoology asking students to compete the warm-up activity, view the video and answer the video reflection question.. The teacher will review answer to the warm-up.

Minutes for science: _____

Instructional format:
- [ ] Asynchronous
- [X] Synchronous

Lesson or part of lesson:

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...	Teacher will...

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

Day 1: Lesson 1.2

Minutes for science: 15 min

Instructional format:
- [X] Asynchronous
- [ ] Synchronous

Lesson or part of lesson:
Lesson 1.2 Warm-up and Video

Mode of instruction:
- [X] Preview
- [ ] Review
- [ ] Teach full lesson live
- [ ] Teach using synchronous suggestions
- [X] Students work independently using:
  - [ ] @Home Packet
  - [ ] @Home Slides and @Home Student Sheets
  - [ ] @Home Videos

Students will...	Teacher will...
complete the warm-up activity on the Amplify Science site and submit, students will watch the unit introduction video, and jot down answers to the video question.	create an assignment in Schoology asking students to compete the warm-up activity, view the video and answer the video reflection question.. The teacher will review answer to the warm-up.

Minutes for science: 30 min

Instructional format:
- [ ] Asynchronous
- [X] Synchronous

Lesson or part of lesson:
Lesson 1.2 Teacher Only activities, discussion and reading

Mode of instruction:
- [ ] Preview
- [ ] Review
- [ ] Teach full lesson live
- [X] Teach using synchronous suggestions
- [ ] Students work independently using:
  - [ ] @Home Packet
  - [ ] @Home Slides and @Home Student Sheets
  - [ ] @Home Videos

Students will...	Teacher will...
engage in a discussion about their initial ideas about the phenomenon, watch videos and engage in discussion to access prior knowledge about phase changes, and read/annotate an article to collect more background information.	lead students through the lesson using the Amplify Science site (including projections) and a few teacher-created slides.

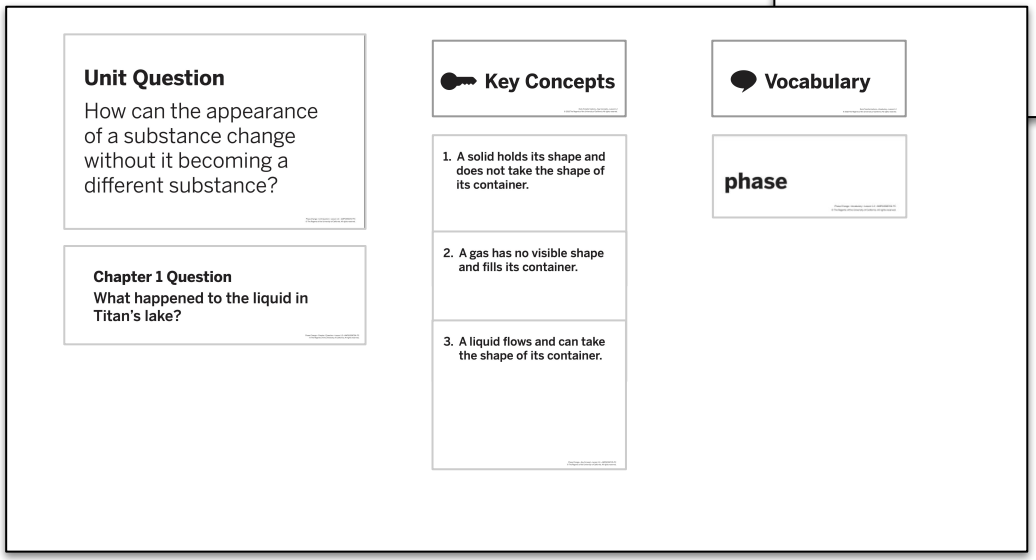
Sample Teacher Created Slides

Video Reflection Questions

What questions about Titan are Dr. Mike Malaska and Dr. Alex Hayes trying to answer through their research? What evidence are they using to answer these questions?

Video Reflection Questions

Classroom Wall



Look at the *Students will* 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.

Asynchronous: students complete the warm-up activity and jot down their initial ideas

Synchronous: record observations of rocks, students will also jot down their initial ideas about each of the claims

Some Types of Written Work in Amplify Science

- Daily written reflections
- Homework tasks
- Investigation notebook pages
- Written explanations (typically at the end of Chapter)
- Diagrams
- Recording pages for Sim uses, investigations, etc

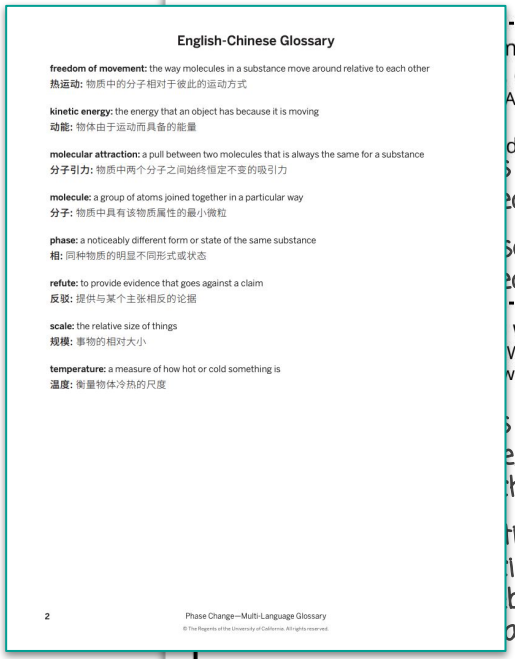
How will students submit this work product to you?
See the Completing and Submitting Written Work tables to the right for guidance on how students can complete and submit work.

Asynchronous: students will submit their work digitally on the Amplify Science website, and jot initial ideas on paper to bring with them to the asynchronous lesson

Synchronous: during activity 2, Students will submit their work on the Amplify Science site OR by taking a picture of their Investigation Notebook page and emailing it, activity 3 students can read and annotate digitally or on paper

Completing Written Work	Submitting 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)	• 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

How will you differentiate this lesson for diverse learners? (Navigate to the lesson level on the standard Amplify Science platform and click on differentiation in the left menu.)



English-Chinese Glossary

freedom of movement: the way molecules in a substance move around relative to each other
热运动: 物质中的分子相对于彼此的运动方式

kinetic energy: the energy that an object has because it is moving
动能: 物体由于运动而具备的能量

molecular attraction: a pull between two molecules that is always the same for a substance
分子引力: 物质中两个分子之间始终恒定不变的吸引力

molecule: a group of atoms joined together in a particular way
分子: 物质中具有该物质属性的最小微粒

phase: a noticeably different form or state of the same substance
相: 同种物质的明显不同形式或状态

refute: to provide evidence that goes against a claim
反驳: 提供与某个主张相反的论据

scale: the relative size of things
规模: 事物的相对大小

temperature: a measure of how hot or cold something is
温度: 衡量物体冷热的尺度

2 Phase Change—Multi-Language Glossary

nns. What are students working in the lesson(s)
or provide feedback on?
Amplify Science to the right for guidance.

d above, do you want to add one? Make notes below.
s complete the warm-up activity and
eas

- I notice/observe . . .
- I think this is important because . . .
- I wonder . . .

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hronous lesson

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Some Types of Written Work in Amplify Science

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- Homework tasks
- Investigation notebook pages
- Written explanations (typically at the end of Chapter)

pages for Sim uses, investigations, etc

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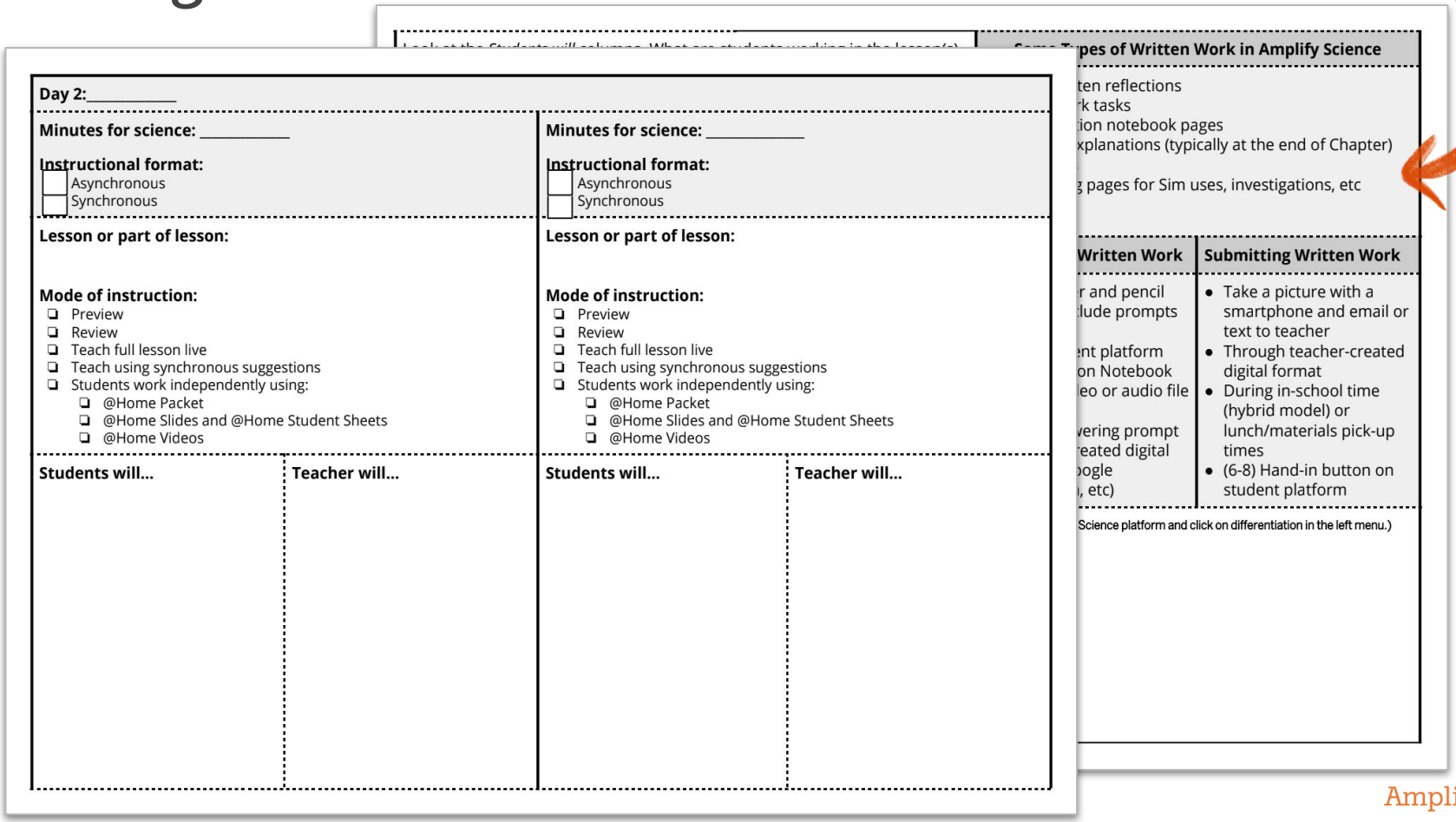
How will you differentiate this lesson for diverse learners? (Navigate to the lesson level on the standard Amplify Science platform and click on differentiation in the left menu.)

Supports:
- Provide students with the Multi-Language Glossary where appropriate
- Provide sentence starters
- Leverage primary language for discussions
-

Extension:
- Have students write questions about the unit phenomenon.

Planning Resource

pages 8 & 9



Day 2:_____

Minutes for science: _____ **Instructional format:** ☐ Asynchronous ☐ Synchronous	**Minutes for science:** _____ **Instructional format:** ☐ Asynchronous ☐ Synchronous
Lesson or part of lesson: **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	**Lesson or part of lesson:** **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...	Teacher will...	Students will...	Teacher will...

pes of Written Work in Amplify Science

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Written Work	Submitting Written Work
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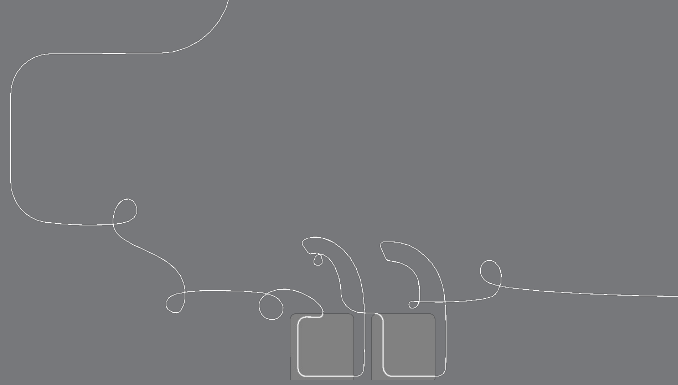
Science platform and click on differentiation in the left menu.)

Amplify.



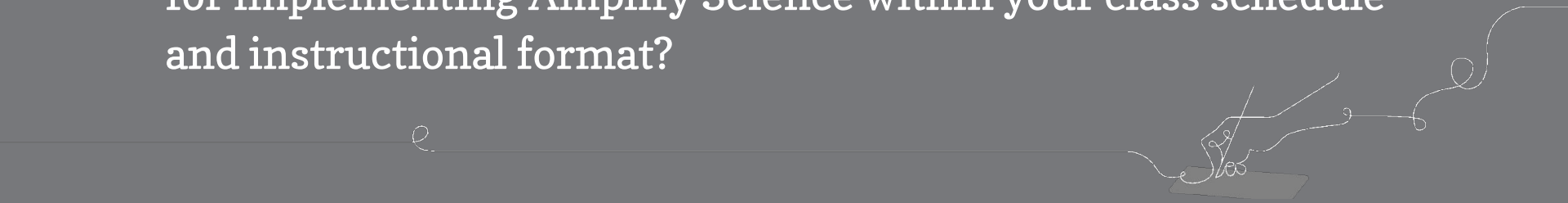
Questions?

Plan for the day

- Framing the day
  - Amplify Science Refresher
  - Instructional Materials
- Unit Internalization
- Planning to teach
  - Collecting evidence of student learning to meet diverse learner needs
- **Reflection and closing**

During this workshop did we meet our objectives?

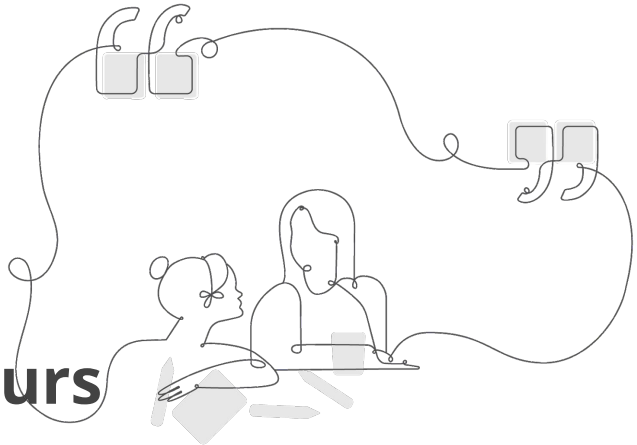
- Were you able to internalize your upcoming unit?
- Do you know how to plan for **collecting evidence of student learning** in order to make instructional decisions to **support diverse learner needs**?
- Do you have the resources you need to develop a multi-day plan for implementing Amplify Science within your class schedule and instructional format?



Upcoming LAUSD Office Hours

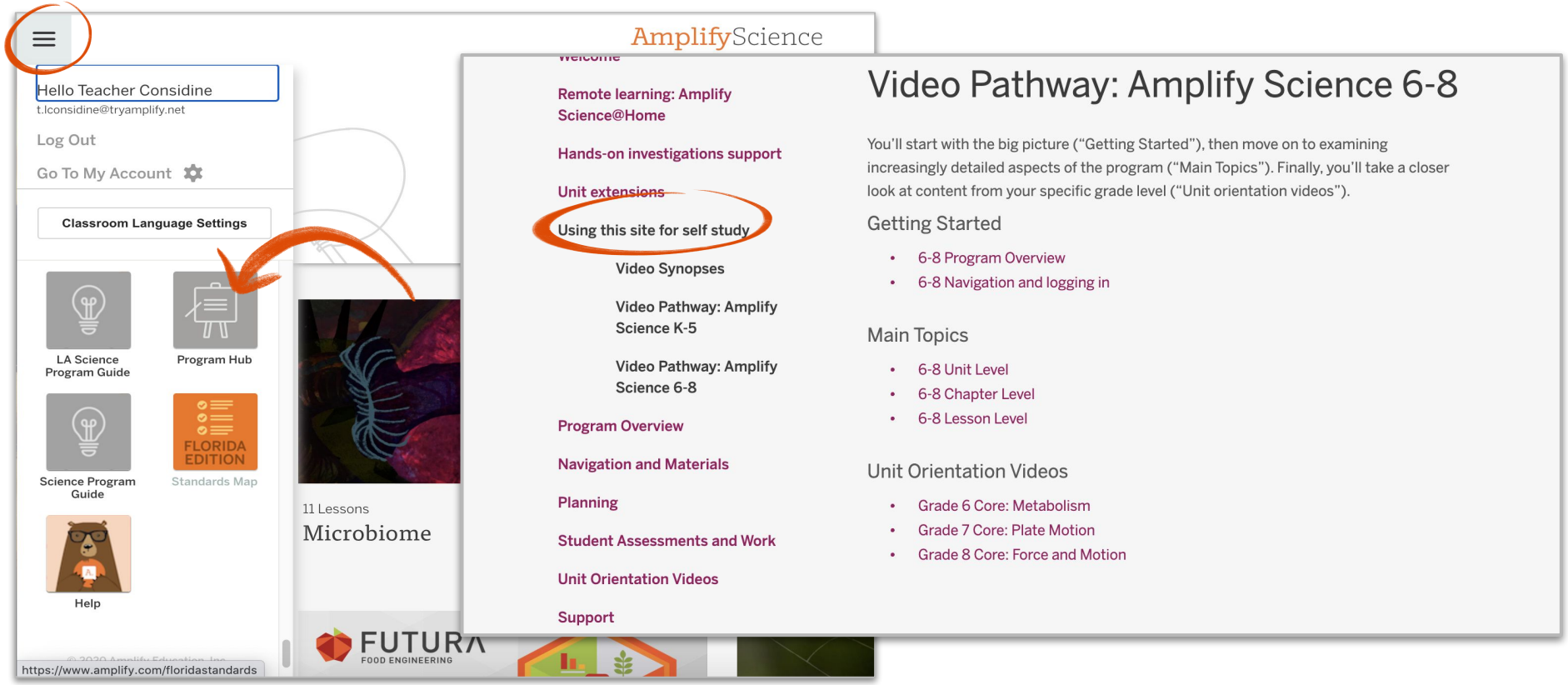
Bi-weekly through October

- Thursday, 10/29 (3-4pm)



https://tinyurl.com/6-8OfficeHours

Program Hub: Self Study Resources



Amplify.

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.

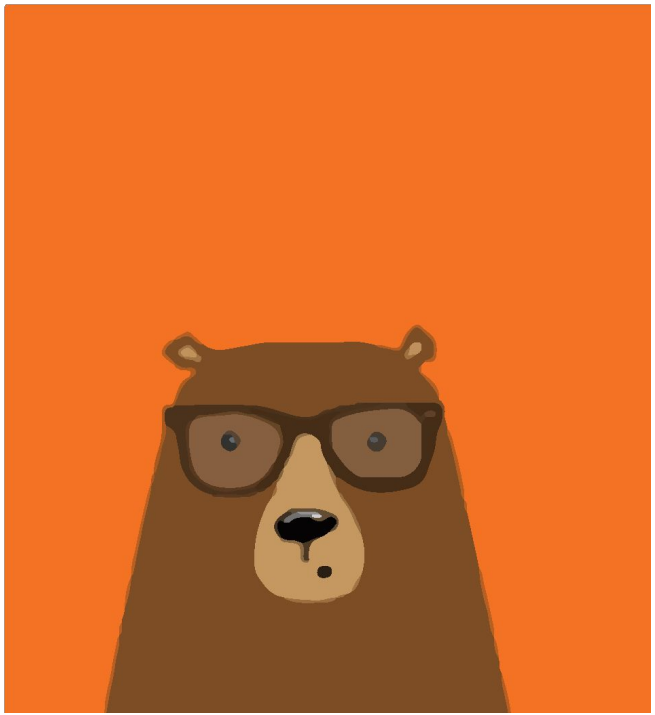
Click here for Remote Learning Resources for Amplify Science

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/

Back to school national webinar series

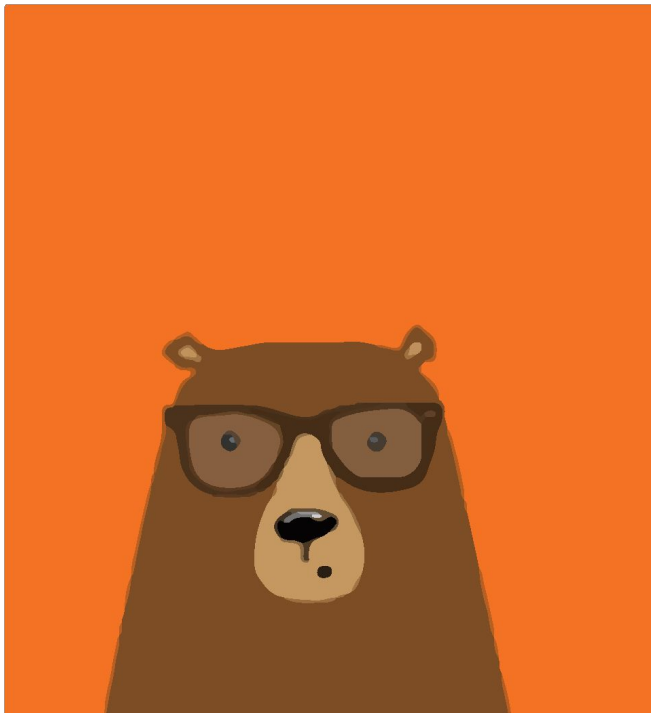


Now-October, topics include:

- Remote and hybrid learning support
- Navigation support
- What's new for 2020-2021
- Planning support
- Curriculum overview

bit.ly/BTSwebinars

Additional Amplify resources

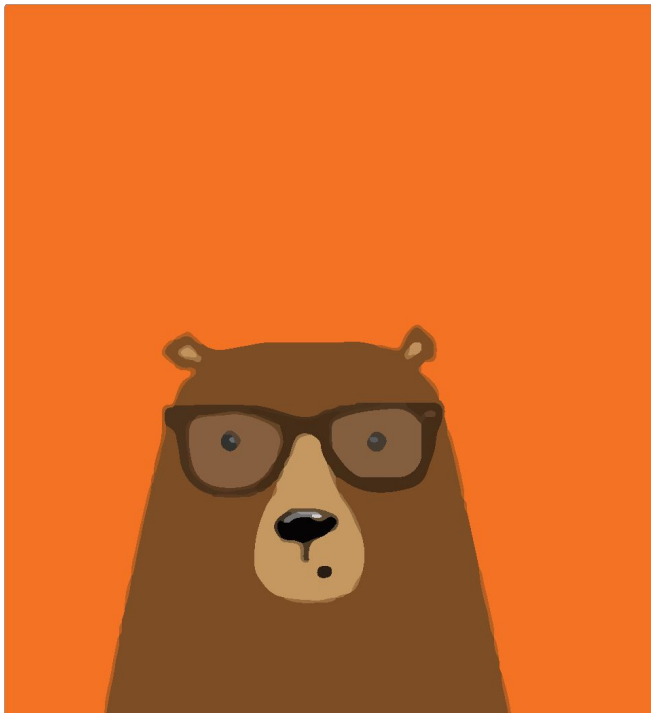


Caregivers site

Provide your students' families information about Amplify Science and what students are learning

amplify.com/amplify-science-family-resource-intro/

Additional Amplify resources



Program Guide

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

http://amplify.com/science/california/review

Amplify Help

Find lots of advice and answers from the Amplify team.

my.amplify.com/help

Additional Amplify Support

Customer Care

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

scihelp@amplify.com

800-823-1969

Amplify Chat

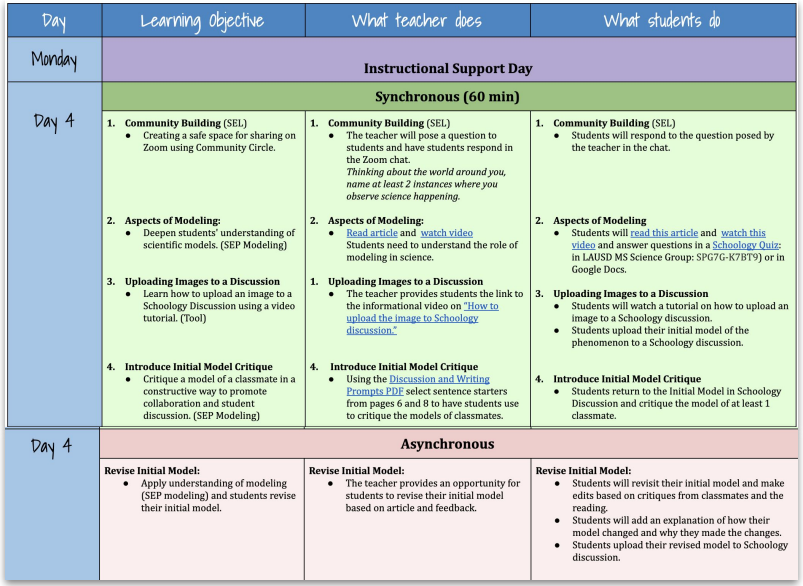
When contacting the customer care team:

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

Smart Start Plans

Middle School Science Schoology Group

- Access code to join the Schoology Group: **SPG7G-K7BT9**
- Once in the group, you will find the Smart Start Plans under *resources*.



Day	Learning Objective	What teacher does	What students do
Monday	**Instructional Support Day**		
Day 4	**Synchronous (60 min)**		
	1. Community Building (SEL) • Creating a safe space for sharing on Zoom using Community Circle.	**1. Community Building** (SEL) • The teacher will pose a question to students and have students respond in the Zoom chat. *Thinking about the world around you, name at least 2 instances where you observe science happening.*	**1. Community Building** (SEL) • Students will respond to the question posed by the teacher in the chat.
	2. Aspects of Modeling: • Deepen students' understanding of scientific models. (SEP Modeling)	**2. Aspects of Modeling:** • Read article and watch video Students need to understand the role of modeling in science.	**2. Aspects of Modeling** • Students will read this article and watch this video and answer questions in a Schoology Quiz: in LAUSD MS Science Group: SPG7G-K7BT9) or in Google Docs.
	3. Uploading Images to a Discussion • Learn how to upload an image to a Schoology Discussion using a video tutorial. (Tool)	**1. Uploading Images to a Discussion** • The teacher provides students the link to the informational video on "How to upload the image to Schoology discussion."	**3. Uploading Images to a Discussion** • Students will watch a tutorial on how to upload an image to a Schoology discussion. • Students upload their initial model of the phenomenon to a Schoology discussion.
	4. Introduce Initial Model Critique • Critique a model of a classmate in a constructive way to promote collaboration and student discussion. (SEP Modeling)	**4. Introduce Initial Model Critique** • Using the Discussion and Writing Prompts PDF select sentence starters from pages 6 and 8 to have students use to critique the models of classmates.	**4. Introduce Initial Model Critique** • Students return to the Initial Model in Schoology Discussion and critique the model of at least 1 classmate.
Day 4	**Asynchronous**		
	Revise Initial Model: • Apply understanding of modeling (SEP modeling) and students revise their initial model.	**Revise Initial Model:** • The teacher provides an opportunity for students to revise their initial model based on article and feedback.	**Revise Initial Model:** • Students will revisit their initial model and make edits based on critiques from classmates and the reading. • Students will add an explanation of how their model changed and why they made the changes. • Students upload their revised model to Schoology discussion.

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