Do Now: Use the link in the chat to add your best remote learning tips and tricks to the Jamboard.

Amplify Science

Unit Internalization & Guided Planning

Deep-dive and strengthening workshop Grade 7, Rock Transformations

LAUSD 10/10/2020

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



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Amplify Science Refresher

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Amplify Science Instructional Approach



Middle school course curriculum structure

Integrated model*

Grade 6

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

*These are the prioritized units for 7th grade.

• Launch: Geology on Mars

- Plate Motion
- Engineering Internship: Plate Motion
- Rock Transformations
- Phase Change
- Engineering Internship: Phase Change
- Chemical Reactions
- Populations and Resources

authored by

 Matter and Energy in Ecosystems

Grade 8

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

THE LAWRENCE HALL OF SCIENCE

Launch units

- First unit
- 11 lessons

Core units

- Majority of units
- 19 lessons

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Instructional Materials



Standard Amplify Science Curriculum





0 JUMP DOWN TO UNIT GUIDE

GENERATE PRINTABLE TEACHER'S -GUIDE

Standard Amplify Science Curriculum

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



Chapter 1: Rock Formations

Chapter 4: Rock Transformations on

Venus

and Magma

5 Lessons



6 Lessons

Chapter 3: Movement of Rock Formations

4 Lessons

Skip slide if modeling live on the platform.

4 Lessons

Standard Amplify Science Curriculum

Below the chapters you will 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.

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		
Embedded Formative Assessments	Skip slid	e if modeling
Articles in This Unit	live on t	he platform.
Apps in This Unit		
Flextensions in This Unit	~	

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.











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 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	VI NGSS Information for Par Guardians	ents and
Standards at a Glance	V 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 cla internet? Prepare unit and le	assroom esson
3-D Statements	materials for offline access.	
Assessment System	✓ Offline Guide	\square
Embedded Formative Assessments	~	
Articles in This Unit	~	
Apps in This Unit	~	
Flextensions in This Unit	~	

Rock Transformations Planning for the Unit

Unit Map

Unit Map

Why are rock samples from the Great Plains and from the Rocky mountains composed of such similar minerals, when they look so different and come from different area?

Taking on the role of student geologists, students investigate a geologic puzzle: two rock samples, one from the Great Plains and one from the Rocky Mountains, look very different but are composed of a surprisingly similar mix of minerals. Did the rocks from together and somehow get split lapart? Or did one rock from first, and then the other rock form from the materials of the first rock? To solve the mystery, students learn about how rock forms and transforms, driven by different energy sources.

Chapter 1: How did the rock of the Great Plains and the rock of the Rocky Mountains form?

Students figure out: The rock of the Great Plains is sedimentary rock and the rock of the Rocky Mountains is igneous rock. They formed in different ways so they must not have formed together. Rocks can form in different ways. This causes them to be different types. When sediment is compacted and cemented together, it forms sedimentary rock. When magna could, it hardness to form igneous rock.

How they figure It out: They observe rock samples and explore the Simulation, finding different ways to make rock form. They model the formation of selementary rocks using hard candy, and view a vide showing igneous rock formation as magma costs. They create a visual model showing two different ways rocks can form. They evaluate evidence based on how detailed observations are.

Chapter 2: Where did the magma and sediment that formed the rock of the Great Plains and the rock of the Rocky Mountains come from?

Students figure out: It is possible that the rock of the Great Plains formed from sadiment that ended off the Rocky Mountains. It might also be possible that the rock of the Rocky Mountains formed from the rock of the Great Plains if the Great Plains rock were somehow carried underground to where energy from Earth's interior could mell it into magma. Matter gets transformed by energy, but the same matter is still present. Sedement froms when any type of rock is weathered, a process driven by energy from the sun. Magma forms when any type of rock is melted, a process driven by energy from Earth's interior.

How they figure if out: They find ways to cause magma and sediment to form in the Sim, then observe which of these processes are driven by energy from the Sun and which are driven by energy from Earth's interior. They watch the observe which of these that illustrates the processes of weathering and erosion. They read an article about the geologic history of Devils Tower. They model the formation of sodiment using hard candy, and watch a video demonstration of a hard candy model magma formation. They write about ways that different energy sources affect tock and create new visual models. They read and conduct bit or tocks in Hawaii in order to review hard hard process.

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Amplify

Pages 2-3

unsformed into a different type of rock in the It Plains and Rocky Mountains uplifted ignees to the ment formed services in the Great

Rock Transformations Planning for the Unit

at Plains and Rocky Mountains uplifted igneoun ockment formed sedimentary rock in the Great n, below Earth's outer layer. Uplift moves rock rock formations to different energy sources, which of rock because of plate motion.

on Earth and how plate motion affects rock prm certain types of rock to other types. They engage ations that rock material may undergo. They write s of energy, and therefore undergo different types of

on—What rock transformation processes are

ducing mostly sedimentary rocks or mostly igneous dence, and also analyze evidence about energy lent-led discourse routine called a Science Seminar

Unit Guide Resources

Planning for the Unit		Printable Resources
Unit Overview	~	Article Compilation
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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



Guided Unit Internalization Part 1: Unit-level internalization		Page 4
Unit title: Rock Transformations		
What is the phenomenon students are investigating in your unit? A rock sample found in the Great Plains and a rock sample fou different but are composed of a surprisingly similar mixture of and get split apart or did one rock form first and the other roc	nd in the Rocky Mountains look f minerals. Did the rocks form together k from from minerals of the fist rock?	Ų
Unit Question: How do rocks form and change?	student role: Student geologists	
By the end of the unit, students figure out The plate motion that occurred near the Great Plains and Rocky Mo formed underground. This rock eventually eroded and its sediment f Plains. Plate motion moves rock formations. Subduction moves rock moves rock upward, toward Earth's surface. Uplift and subduction co energy sources, which can transform them. Any type of rock can tra- plate motion.	untains uplifted igneous rock that ormed sedimentary rock in the Great down, below Earth's outer layer. Uplift an expose rock formations to different ansform into any type of rock because of	
What science ideas do students need to figure out in order to explain the phenome	enon?	
Rocks that form in different ways are different types of formations can come from rock formations that were w formations can move between Earth's surface and its in transformation.	Frocks. Material for rock veathered or melted. Rock terior, which can lead to their	
		Amplify.









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Planning for the Unit



Unit Map

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Overview

Students are introduced to the geologic puzzle they will solve in the unit: How can rock formations in the Rocky Mountains and the Great Plains appear different in many ways but have a surprising amount of similarity in their mineral compositions? Students also consider ways they can learn about a rock formation. For example, students learn they can observe hand samples from different rocks. The purpose of this lesson is to introduce students to their role as student geologists and to teach them how to make detailed observations as part of an investigation.

Anchor Phenomenon: The rock of the Rocky Mountains and the rock of the Great Plains have similar mineral composition. Investigative Phenomenon: Hand samples of four different rocks.

Students learn:

- Scientists make detailed observations of hand samples of rock to distinguish them from one another.
- More detailed observations provide stronger evidence.
- Hand samples of rocks can give us information about the rock formation they came from.
- The Rocky Mountains and Great Plains are very different in many large-scale ways, but they have similar mineral compositions in some of their rock formations.

1: Warm-Up (10 min.)

Students use prior knowledge to answer a question about how rocks form.

(Teacher Only) Video: Geology 101 (5 min.)

A short video introduces students to their roles as geologists. They also learn about the mystery they will be investigating throughout this unit.

2: Thinking Like a Geologist (10 min.) Students share initial ideas about the investigation and become familiar with the Great Plains and Rocky Mountains.

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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)

uded with @Home Student Sheets.

ne from their home

ble. For example,

students who need them.

vided)

the audio feature in the Amplify Science

ents are likely to have at home. (For activities

ties in the @Home Units, a video / images of

Science kit, and have opportunities to teach

reference for students to track and reflect on

are provided in the last lesson of each chapter.

rd. These can be then posted on a wall, large

support for student reading includes: teacher sup discussion of texts; multiple readings of y; as well as suggestions for additional

hands-on activities with student input.

or phenomenon and content, has been

Science Wall, you could have students:

@Home Science Wall pages.

motely, you could create a virtual

rord that is introduced.

ete list of Chapter Questions, key concepts,

the Amplify Science Library (links are

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, exacting 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).

need more reading support. Some suggestions to offer Home Lessons are:

ass or in small groups and read the first part of the article ling how you would read the text.

meet after reading to discuss their annotations.

neet with someone in their home to read at least some of the discuss their annotations after reading.

ence units students periodically talk in small groups using ionships and Write and Share. You may consider including by having students meet and talk to their peers in small in to conduct the routine with someone in their home.

unit in Amplify Science 6–8 culminates with a Science ass, student-led argumentation routine. An adapted version been included in the @Home Units. Some suggestions for

eminar in class, if you are meeting in person some of the

rour whole class, remotely. Students can participate all at the ight break the group up in thirds or in half and have the t talking take notes using the Science Seminar Observations

pairs or small groups meeting on the phone, on video calls, rooms.

someone in their household about the Science Seminar

nt considerations

iderations for assessment and feedback in the Amplify he pre-unit and end-of-unit assessments. Generally, we

ormat in which you collect student work. See the "Student

students, you may wish to focus on how students are n and/or the Chapter Questions, if they are using evidence rt their responses to questions, and if they are using in their responses.

onous and in-person learning

ing these asynchronous resources in 1s. If you are able to choose particular lessons

r figuring out the unit phenomenon.

o students can share their initial ideas or omenon.

its can talk as they make sense of evidence, of information, and make an explanation or

n conduct hands-on demonstrations when lents. Solicit student input as you

vgy at home, when in-person, you can provide iscuss ideas related to the simulations and

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.



Page 12

1: Warm-Up (10 min.) Students use prior knowledge to answer a question about how rocks form.

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Classroom wall

Observing rocks

Hands-on activity options

- Do the activity with simple materials students are likely to have at home. (For activities where this is feasible, instructions are provided.)
- Watch a video. (For some hands-on activities in the @Home Units, a video / images of the investigation are provided.)
- Do the activity using kit materials if available. For example,
 - If possible, send home materials to students who need them.
 - If you have access to your Amplify Science kit, and have opportunities to teach synchronously, demonstrate some hands-on activities with student input.



Page 12

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

Day 1: Lesson 1.2				
Minutes for science: <u>15 min</u>		Minutes for science:		
Instructional format: Asynchronous Synchronous		Instructional format: Asynchronous Synchronous		
Lesson or part of lesson:		Lesson or part of lesson:		
Lesson 1.2 Warm-up	and Video			
 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 		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 complete the warm-up activity on the Amplify Science site and submit, students will watch the unit introduction video, and if possible, collect a few rocks from outside.	Teacher will create an assignment in Schoology asking students to compete the warm-up activity and view the video. The teacher will review answer to the warm-up.	Students will	Teacher will	

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page 6

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

page 6

Minutes for science: <u>15 min</u>	Minutes for science: <u>30 min</u>
Asynchronous Synchronous	Instructional format: Asynchronous Synchronous
Lesson or part of lesson:	Lesson or part of lesson:
Lesson 1.2 Warm-up and Video	Lesson 1.2 Discussion and Observation
 Vode 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 	 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 willTeacher willcomplete the warm-up activity on the Amplify Science site and submit, students will watch the unit introduction video.Teacher will create an assig in Schoology as students to co 	menting pete ivity co. b the ivity co. b the ivity co. co. co. co. co. co. co. co. co. co.

Sample Teacher **Created Slides** Classroom Wall Key Concepts Vocabulary **Unit Question** How do rocks form and **Rock Samples** change? matter rock formation **Chapter 1 Question** How did the rock of the Great Plains and **Rocky Mountains form?** sample

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 complete the warm-up activity <u>Synchronous</u> : record observations of rocks, students will also jot down their Initial ideas about each of the claims	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 work digitally on the Amplify Science website <u>Synchronous</u> : Students will submit their work on the Amplify Science site or by taking a picture of their Investigation Notebook page and emailing it	 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

HOW WILL YOU UTTELE IT IT ALE IT IS IESSOFTIOT UTVELSE TEATTIES ? (Navigate to the lesson level on the standard Ampliny Science platform and click on differentiation in the left menu.)

ook at the Students will columns. What are students working in the lesson(s)	Some Types of Written V	Some Types of Written Work in Amplify Science	
hat 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 complete the warm-up activity <u>Synchronous</u> : record observations of rocks either on the Amplify site or in their investigation notebook, students will also jot down their initial ideas about each of the claims	 Daily written reflections Homework tasks Investigation notebook pages Written explanations (typically at the end of Chapter) Diagrams Recording pages for Sim uses, investigations, etc 		
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	 Teacher-created digital format (Google Classroom, etc) 	 (6-8) Hand-in button on student platform 	

Supports:

- Leverage primary language for recording observations of rocks Preview the video with a small group of students and allow them to have an initial (small group) discussion about the unit phenomenon

Extension:

Create a diagram of the rock samples then go online and search to try to figure out what type of rock they might be

Planning Resource

pages 8 & 9

Day 2: Minutes for science: Instructional format: Asynchronous			ten reflections rk tasks ion notebook pa xplanations (typi g pages for Sim u	ages ically at the end of Chapter) uses, investigations, etc
200001 01 pure of 1000011.			Written Work	Submitting Written Work
Mode of instruction: Preview Review Teach full lesson live Teach using synchronous suggestions Students work independently using: @Home Packet @Home Slides and @Home Student Sheet @Home Videos	Mode of instruction: Preview Review Teach full lesson live Teach using synchronou Students work independ @Home Packet @Home Slides and @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		 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 buttee and
students Will	Students will	Teacher will	Science platform and c	(o-o) Fight - In button on student platform









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 <u>collecting evidence of student</u> <u>learning</u> in order to make instructional decisions to <u>support</u> <u>diverse learner needs</u>?
- 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, 10/15 (3-4pm)
- Thursday, 10/29 (3-4pm)



https://tinyurl.com/6-80fficeHours

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-familyresource-intro/**

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 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.

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			
		Synchronous (60 min)		
Day 4	 Community Building (SEL) Creating a safe space for sharing on Zoom using Community Circle. 	 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. 	Community Building (SEL) Students will respond to the question posed by the teacher in the chat.	
	 Aspects of Modeling: Deepen students' understanding of scientific models. (SEP Modeling) 	 Aspects of Modeling: <u>Read article</u> and <u>watch video</u> Students need to understand the role of modeling in science. 	 Aspects of Modeling Students will read this article and watch this video and answer questions in a <u>Schoology Quiz</u> in LAUSD MS Science Group: SPG7G-K7BT9) or in Geogle Docs 	
	 Uploading Images to a Discussion Learn how to upload an image to a Schoology Discussion using a video tutorial. (Tool) 	 Uploading Images to a Discussion The teacher provides students the link to the informational video on <u>"How to</u> <u>upload the image to Schoology</u> <u>discussion."</u> 	 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. 	
	 Introduce Initial Model Critique Critique a model of a classmate in a constructive way to promote collaboration and student discussion. (SEP Modeling) 	 Introduce Initial Model Critique Using the <u>Discussion and Writing</u> <u>Prompts PDF</u> select sentence starters from pages 6 and 8 to have students use to critique the models of classmates. 	 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



Elementary Student Apps