

Welcome to Amplify Science!

Follow the directions below as we wait to begin.

1. Please log in to your Amplify Account.
2. Sign in using link dropped in chat.
3. Open your planning tool.



Amplify Science

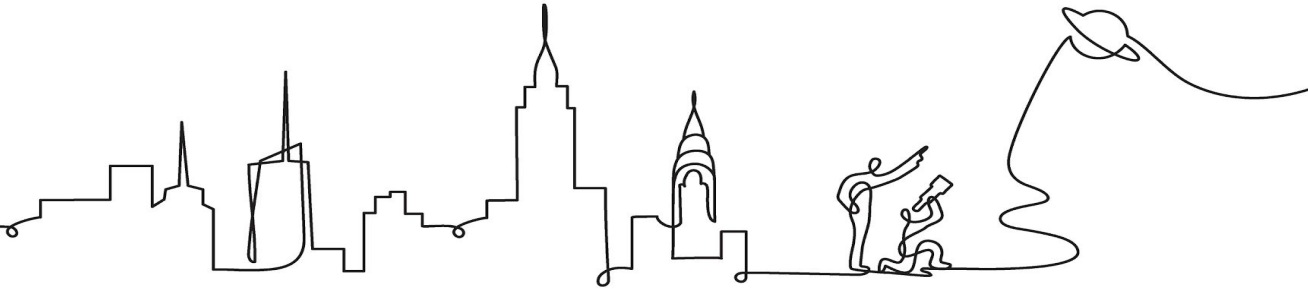
New York City

Teaching with Technology

3rd grade

Date xx

Presented by xx



Remote Professional Learning Norms



Take some time to orient yourself to the platform

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



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



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



Make sure you have a note-catcher present



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

Use two windows for today's webinar

Window #1

Meet - Etiwanda Grade 7 N x +
meet.google.com/hcs-dxpk-wrm?aut...

Miller Copy of Navigation Prop... x Amplify Curriculum
apps.learning.amplify.com/curriculum/#unit/8a31e095506df82015256f884b4544_californiaintegrated2019-2020#progress-build

Amplify Science CALIFORNIA > Plate Motion

OPEN PRINTABLE PROGRESS BUILD

Progress Build Level 1: The Earth's entire outer layer (below the water and soil that we see) is made of solid rock that is divided into plates. Earth's plates can move.

Underneath the soil, vegetation, and water that we see on the surface of Earth is the outer layer of Earth's geosphere, the solid part of our rocky planet. This outer layer of Earth is covered entirely with hard, solid rock that is divided into sections called plates. And, these plates can move.

Progress Build Level 2: The plates move on top of a soft, solid layer of rock called the mantle. At plate boundaries where the plates are moving away from each other, rock rises from the mantle and hardens, adding new solid rock to the edges of the plates. At plate boundaries where plates are moving toward each other, one plate moves underneath the other and sinks into the mantle.

Underneath the soil, vegetation, and water that we see on the surface of Earth is the outer layer of Earth's geosphere, the solid part of our rocky

Getting Ready to Teach
Materials and Preparation

Flexension Compilation
Investigation Notebook
NGSS Information for Parents and Guardians
Print Materials (11" x 17")
Print Materials (8.5" x 11")
Offline Preparation
Teaching without reliable classroom internet? Prepare unit and lesson materials for offline access.
Offline Guide

Window #2

Amplify Curriculum
apps.learning.amplify.com/curriculu...
Amplify Science CALIFORNIA > Plate Motion > Chapter 1 > Lesson 1.2

Lesson 1.2:
Using Fossils to Understand Earth

Lesson Brief (4 Activities) 1 WARM-UP Warm-Up T TEACHER-LED DISCUSSION Why Geologists Value Fossils 2 TEACHER-LED DISCUSSION Introducing Mesos

RESET LESSON GENERATE PRINTABLE LESSON

Lesson Brief

Overview
Materials & Preparation
Differentiation
Español rds

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

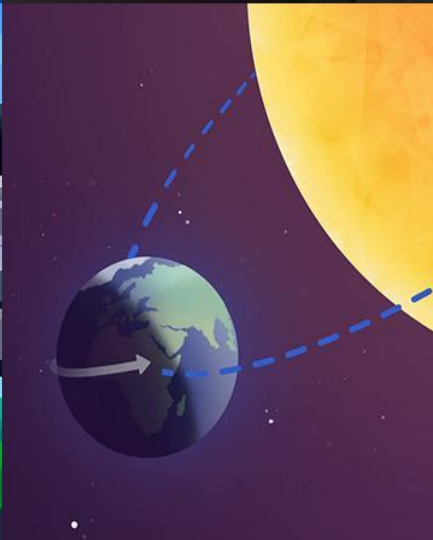
Objectives

By the end of this 1-hour workshop, you will be able to...

- Apply a 3-step method for utilizing the Amplify Science @Home Resources, the Teacher's Guide Lesson Brief, and 3rd party applications in order to prepare to effectively teach in a remote & hybrid instructional setting
- Develop a remote and hybrid instructional best-practices tool-kit

e





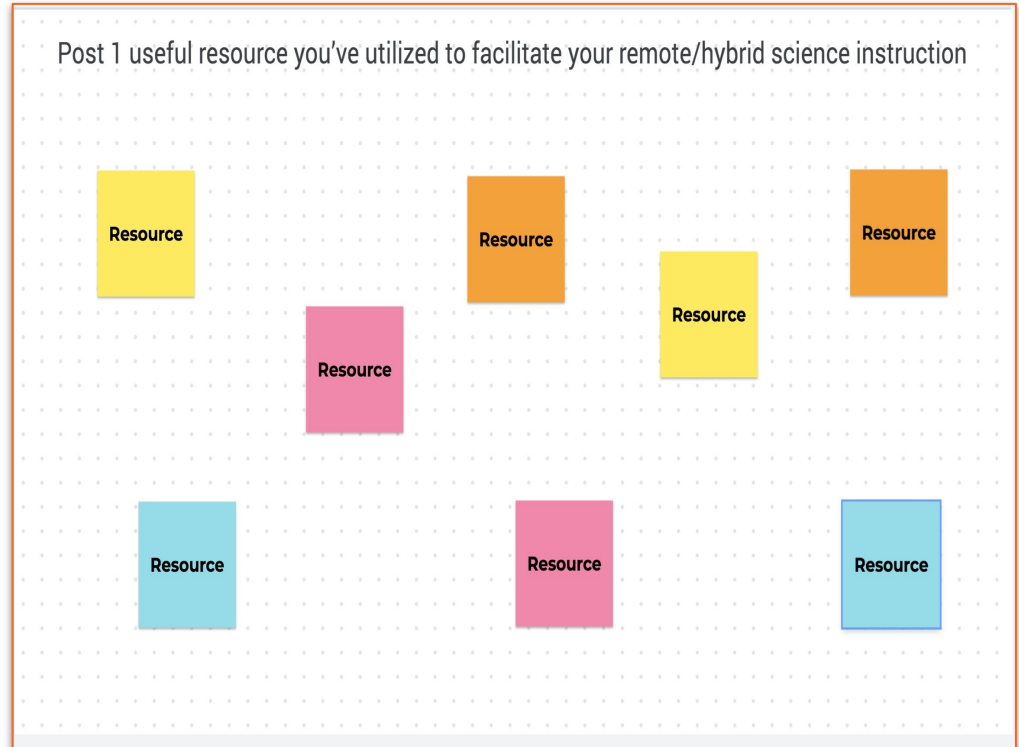
Plan for the day

- Framing the day
 - Welcome and introductions
- @Home Resources introduction
 - @Home Units
 - @Home Videos
- Preparing to teach remotely
 - 3-step method
 - Planning tool
- General best practices
 - Tool-kit co-construction
- Closing
 - Reflection & survey

Anticipatory activity

On the Jamboard “post”

- 1 useful resource you've utilized to facilitate your remote/hybrid science instruction



Temperature Check

Rate your comfort level accessing and navigating the Amplify Science @Home Resources

1 = Extremely Uncomfortable

2 = Uncomfortable

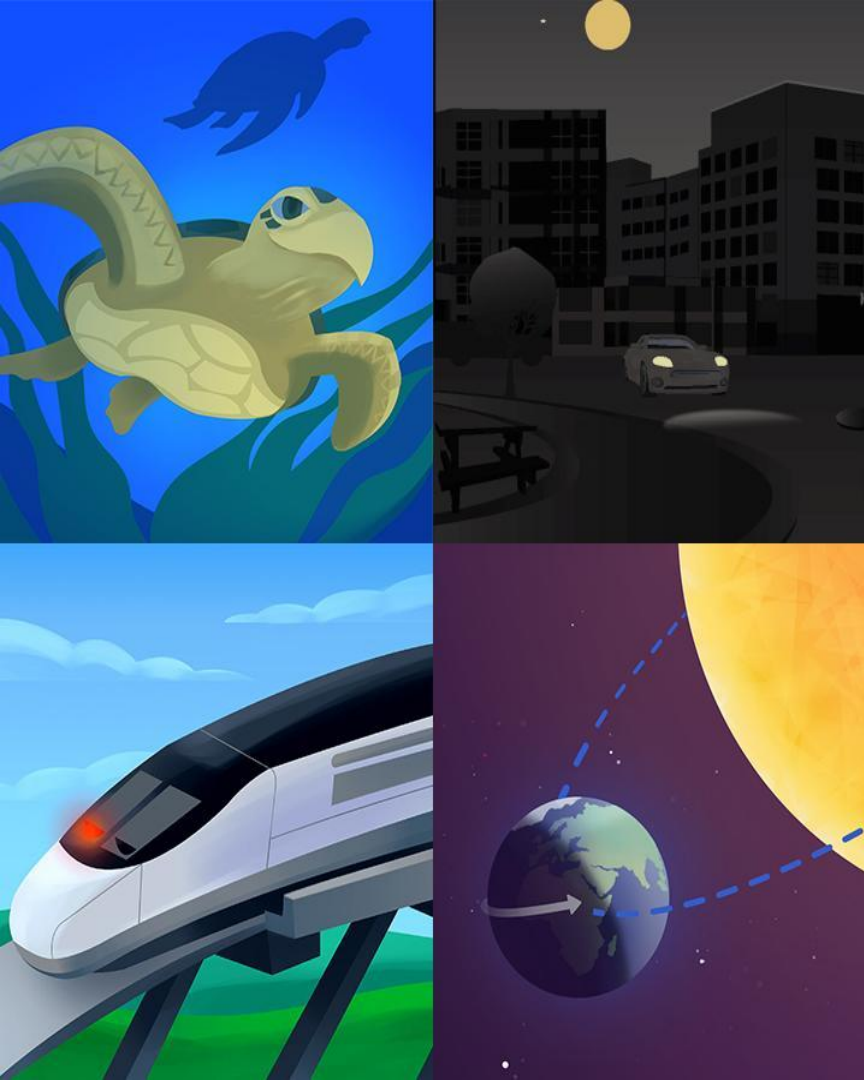
3 = Mild

4 = Comfortable

5 = Extremely Comfortable

Questions?





Plan for the day

- Framing the day
 - Welcome and introductions
- @Home Resources introduction
 - @Home Units
 - @Home Videos
- Preparing to teach remotely
 - 3-step method
 - Planning tool
- General best practices
 - Tool-kit co-construction
- Closing
 - Reflection & survey

AmplifyScience@Home

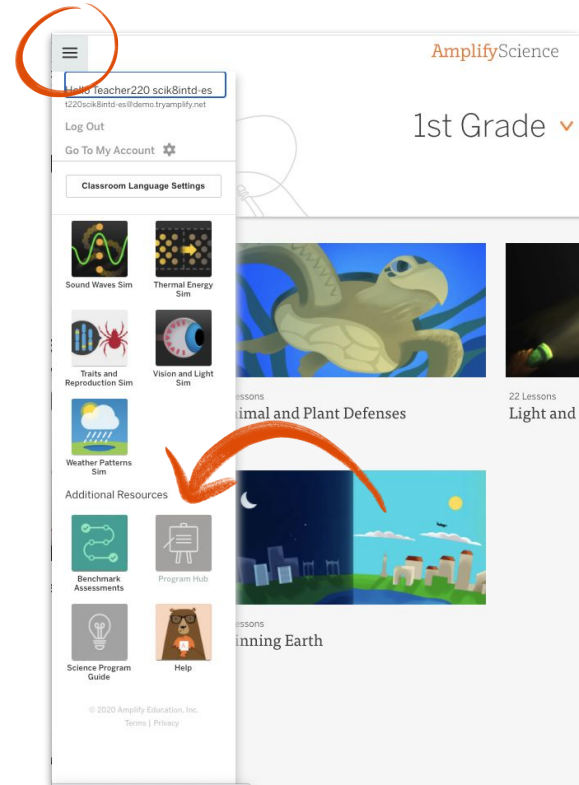
A suite of new resources designed to make extended remote and hybrid learning easier for teachers and students.



Accessing Amplify Science@Home

Amplify Science Program Hub

- Contains Amplify Science@Home and additional PL resources
- Accessible via the Global Navigation menu
- First unit for each grade level is now available
- Additional units rolling out throughout back-to-school



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



AmplifyScience


Hello Teacher Sinha-Das
17616-0401@amplify.net

Log Out
Go To My Account


Classroom Language Settings

ELA Resources
Job Postments
LA Science Program Guide
Science Program Guide
Help


1st Grade ▾ **Step 1**



22 Lessons
Animal and Plant Defenses



22 Lessons
Light and Sound



22 Lessons
Spinning Earth

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AmplifyScience Program Hub

LAUNCH PROGRAMS TEACHER SINHA-DAS


Step 2

Welcome, Amplify Science Educators!

The Amplify Science Program Hub consists of resources, tools, and advice to help you make the most of getting started with your program. We've also provided tips and guidance on how to use Amplify Science in a remote and hybrid learning model.

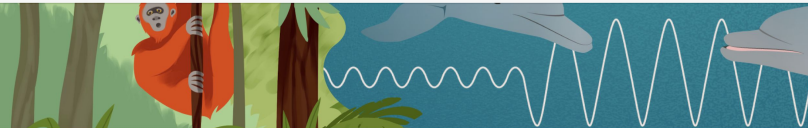
We're excited to partner with you on this journey and can't wait to get started! Please select the button below that best describes your role:

I am a Teacher I am a Leader



AmplifyScience Program Hub

LAUNCH PROGRAMS TEACHER SINHA-DAS



Hello, Teacher!

Search

Welcome

Remote learning: Amplify Science@Home

Hands-on investigations support

Unit extensions

Using this site for self study

Program Overview

Navigation and Materials

Welcome, Amplify Science teacher!

Let's get started! This site will provide you with the knowledge and skills you need to start teaching with Amplify Science. Here you will:

- learn to navigate the digital Teacher's Guide
- become familiar with unit resources
- get planning tips, and
- find our new, flexible remote and hybrid learning supports

This site will be continuously updated, so please check back regularly.

Step 3

AmplifyScience Program Hub

LAUNCH PROGRAMS TEACHER SINHA-DAS

Hello, Teacher!

Search

Welcome

Remote learning: Amplify Science@Home

About Amplify Science@Home

Grade-level resources

@Home Resources Orientation Videos

Additional resources

Hands-on investigations support

Unit extensions

Using this site for self study

Program Overview

Navigation and Materials

Grade-level resources

Select your grade below to access the @Home resources. Please do not share or distribute these materials outside of your district.

- Kindergarten
- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5
- Grade 6
- Grade 7
- Grade 8

Step 4 (scroll down and choose your grade)

@Home Resources Orientation Videos

Check out these videos for an overview of what's available, plus tips and strategies for teaching with Amplify Science@Home this back to school.

Resource exploration

We'll take a brief look at each resource type, following this structure:

- Overview of the resource
- Brief exploration time
- Share insights, ask questions

Amplify Science K-5

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**

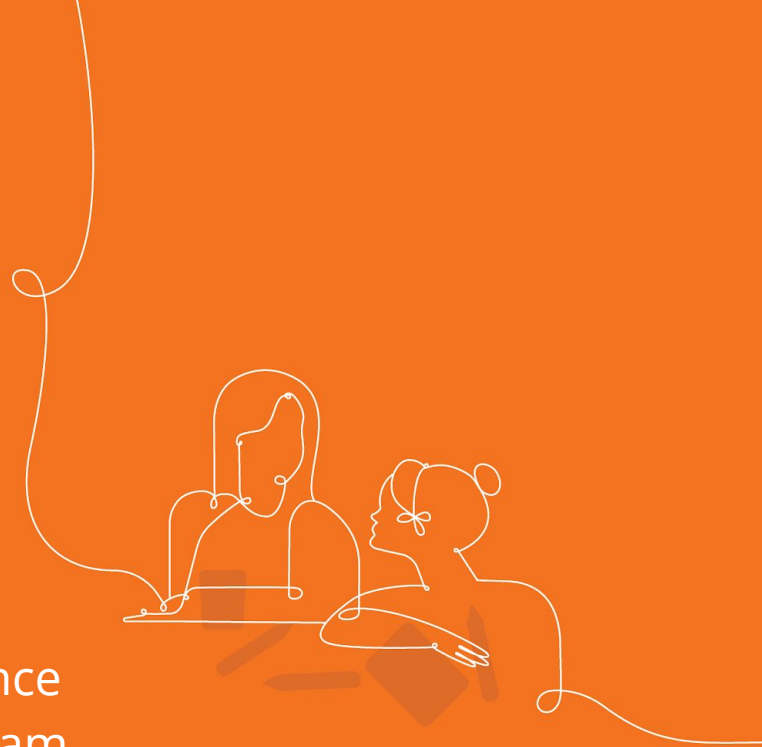
- Energy Conversions
- Vision and Light
- Earth's Features
- Waves, Energy, and Information

Grade **5**

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

@Home Units

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

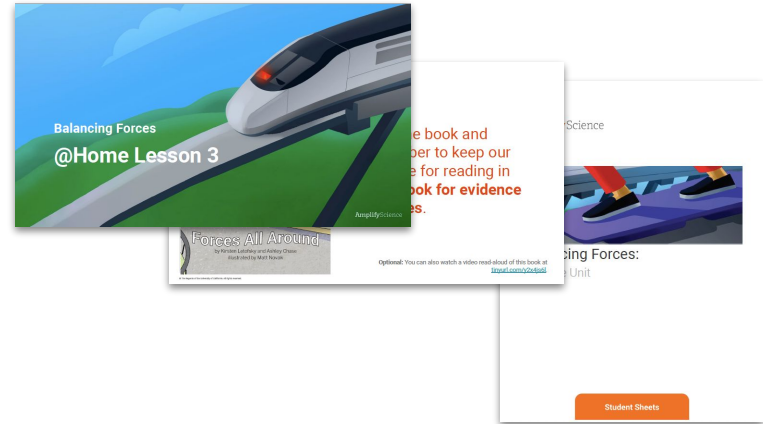


@Home Units

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



@Home Packets:
print-based



@Home Slides and Student
Sheets: tech-based


Options for student access

Embedded links to videos:

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

AmplifyScience
Balancing Forces @Home Lesson 3


We've been investigating to find out: **What makes an object start to move?** We will gather more evidence today by reading a book, *Forces All Around*. **Check with your teacher** about how you will access books in this @Home Unit.



READ

As we read the book, we will have a **purpose for reading**. Our purpose is to look for evidence of forces.

For example, in the picture on page 3, we can see a ball bouncing off the desk. Something made the ball start moving, so there must have been a force.

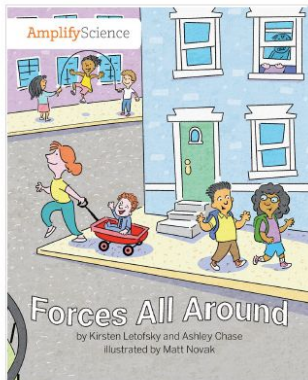


Read the book and **look for evidence of forces**. We can find evidence in words and pictures.

Optional: You can watch a video read-aloud of this book at tinyurl.com/v24jse6

WRITE

Balancing Forces: @Home Lesson 3



READ

Read the book and remember to keep our purpose for reading in mind: **look for evidence of forces.**

Optional: You can also watch a video read-aloud of this book at tinyurl.com/v24jse6



11

Options for student access

Alternative to embedded video links

Access via curriculum:

- Digital tools (Grades 2-8)
- Digital books (Grades K-5)

Hands-on demos accessible only via embedded YouTube links

The image shows a screenshot of the AmplifyScience curriculum interface. The main grid displays several science topics with corresponding illustrations:

- Sunlight and Weather
- Needs of Plants and Animals
- Pushes and Pulls
- Animal and Plant Defenses

An inset window titled "Energy Conversions" is open, showing a navigation menu with the following sections:

- Simulation
- 1 Energy Conversions
- Science Practice Tools
 - 1 Energy from Sunlight
 - 2 Energy from Wind
- Student Books
 - 1 Energy from Sunlight
 - 2 Energy from Wind
 - 3 Day and Night
 - 4 Light and Sound
 - 5 Energy
 - 6 Why Things Move
- Libros para estudiantes
 - 1 Energía del Sol
 - 2 Energía del viento
 - 3 Día y noche
 - 4 Luz y sonido
 - 5 Energía
 - 6 ¿Por qué las cosas se mueven?

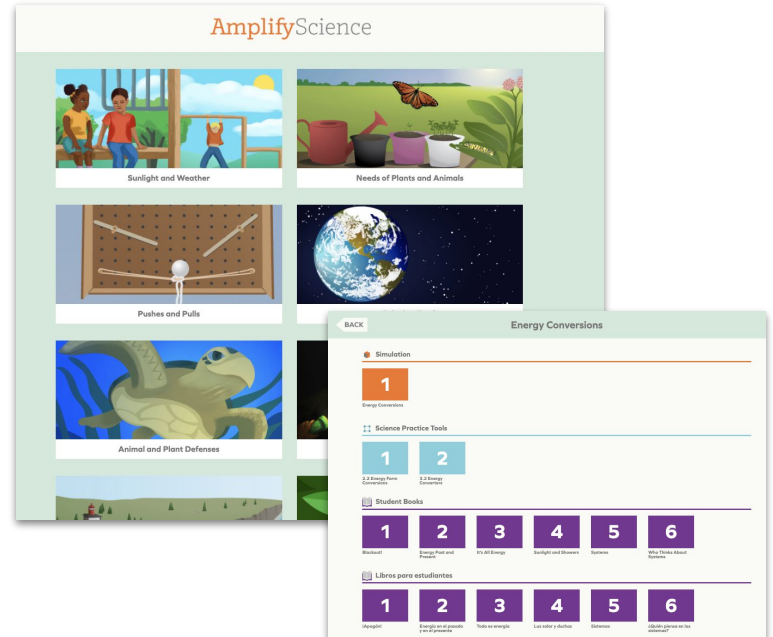
K-5 digital access

apps.learning.amplify.com/elementary



Username: **nyc3**

Password: **science1**



@Home Lesson 5: Combines 2.1 and 2.2

@Home Lesson 5

Adapted from: Amplify Science *Balancing Forces* Lessons 2.1 and 2.2

Key Activities

- **Introducing the Chapter 2 Question:** Students review what they have figured out about the floating train, and are introduced to the Chapter 2 Question.
- **Do:** Students investigate non-touching forces, using any magnets they have on hand and other everyday materials.
- **Talk:** Students discuss evidence of non-touching forces and patterns in what objects are moved by magnets.

Ideas for synchronous or in-person instruction

Before meeting, have students complete the hands-on investigation. When meeting, have students share their observations and ideas. If meeting in person, you might also have students extend their hands-on exploration with materials from the *Balancing Forces* kit (as in *Balancing Forces* Lesson 2.1, Activity 1) before discussing findings.

@Home Unit resources

All resources are fully editable and customizable

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

Explore your @Home Unit

Navigate to Balancing Forces on the Program Hub and explore.

You may choose to start with the Teacher Overview, or dig into a lesson.



Share insights and wonderings



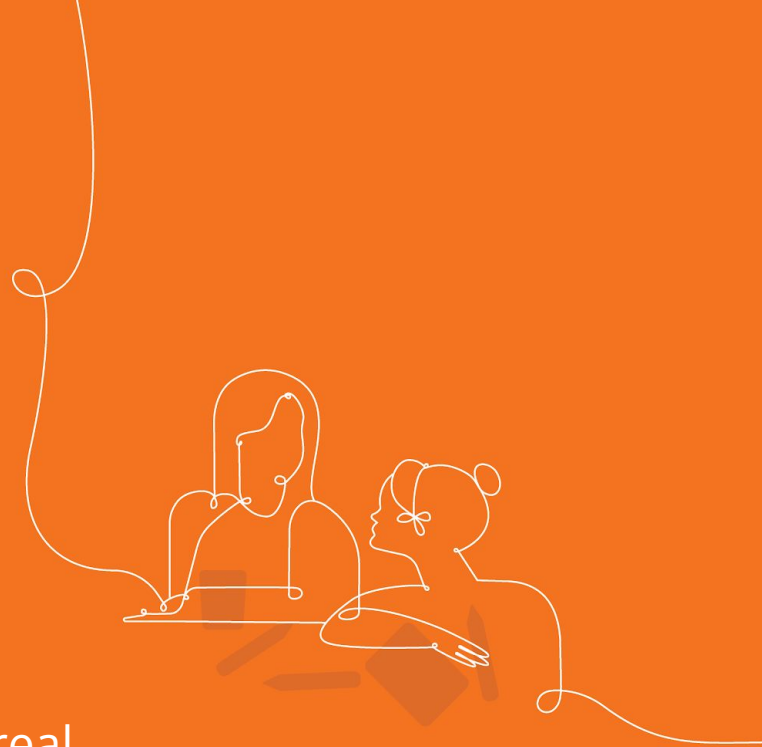
“I think...”

“I wonder...”

Questions?

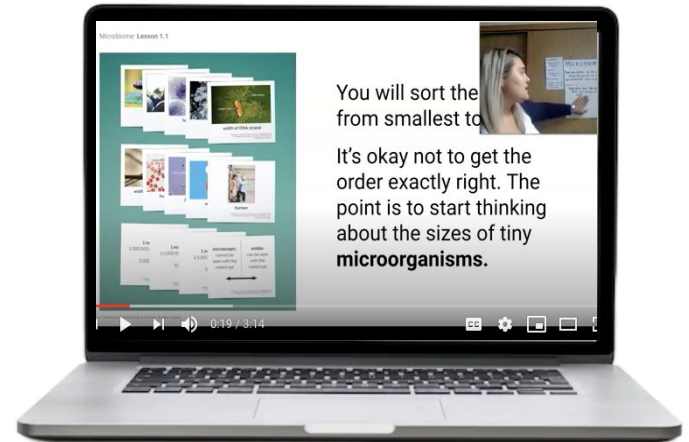
@Home Videos

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



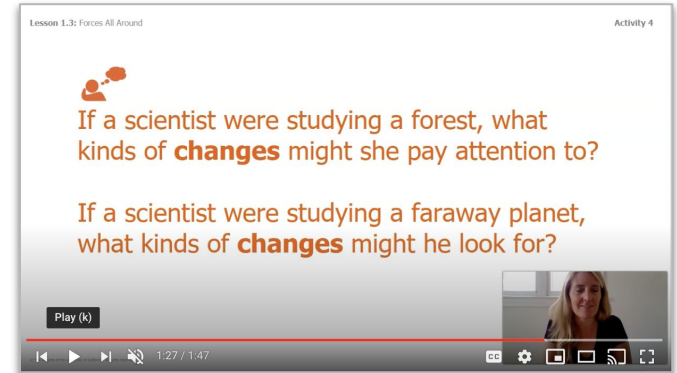
@Home Videos

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




Interactive video experience


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




Example lesson: *Balancing Forces* 2.2


1 HANDS-ON
Investigating What Objects
Magnetic Forces Act On 

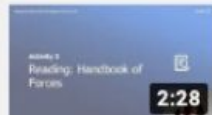
1  Grade 3 Balancing Forces Chapter 2
Lesson 2.2 Activity 1 Part A
9:45 Amplify

2  Grade 3 Balancing Forces Chapter 2
Lesson 2.2 Activity 1 Part B
1:59 Amplify

2 TEACHER-LED DISCUSSION
Discussing What Objects
Magnetic Forces Act On 

3  Grade 3 Balancing Forces Chapter 2
Lesson 2.2 Activity 2
4:21 Amplify

3 READING
Reading: Handbook of
Forces 

4  Grade 3 Balancing Forces Chapter 2
Lesson 2.2 Activity 3
2:28 Amplify

Explore your @Home Videos

Navigate to Balancing Forces on the Program Hub and explore a video lesson.

You may want to compare the video lesson to the lesson in the Teacher's Guide.



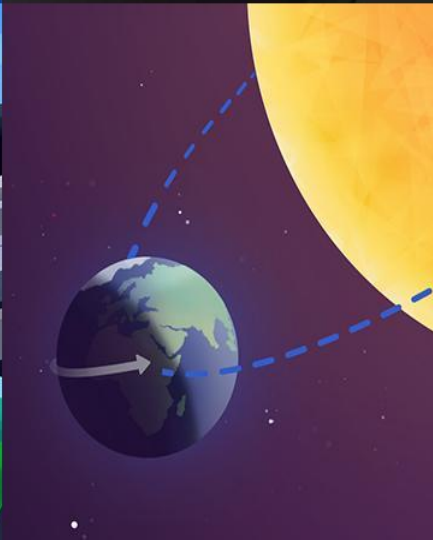
Share insights and wonderings



“I think...”

“I wonder...”

Questions?



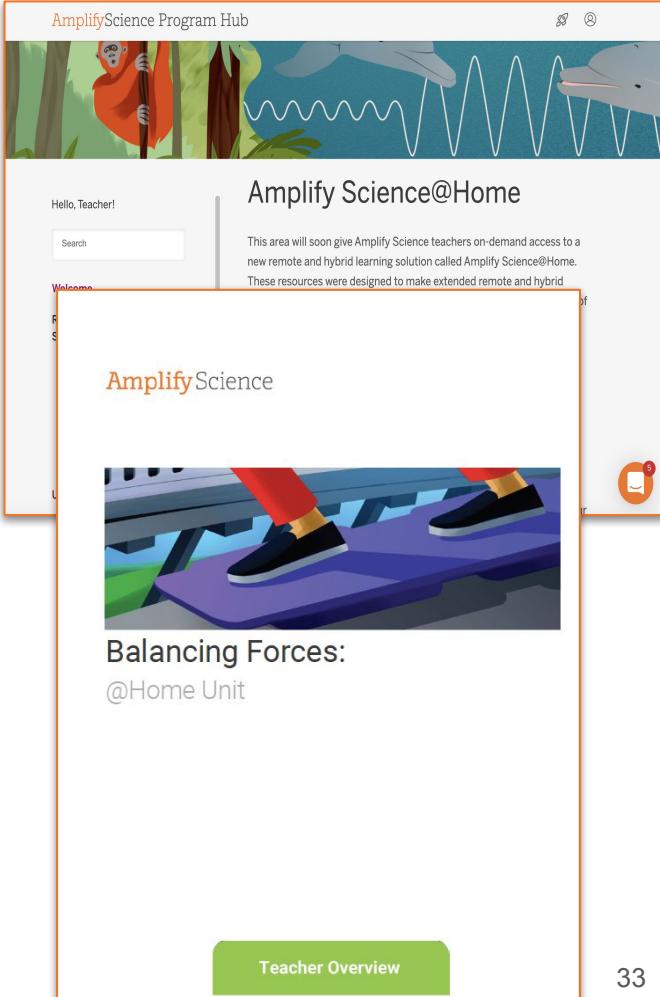
Plan for the day

- Framing the day
 - Welcome and introductions
- @Home Resources introduction
 - @Home Units
 - @Home Videos
- **Preparing to teach remotely**
 - **3-step method**
 - **Planning tool**
- General best practices
 - Tool-kit co-construction
- Closing
 - Reflection & survey

Preparing to teach: Step 1

Program Hub: @Home Resources

1. Navigate to your grade-level unit @Home Resources section of the **Program Hub**
2. Open **Teacher Overview** document. Scroll down to lessons summaries.
 - Find @home lesson you are up to. Read “Key Activities” and “**ideas for synchronous or in-person instruction**”
 - Scroll down to actual lessons. Skim through **print** and/or **digital** versions.
 - The @home lesson is your asynchronous lesson. Map out at least one paired synchronous activity based on these suggestions in Teacher Overview.
3. Navigate to corresponding **@Home Video**.
 - View for best practices or decide on using a clip during synchronous or asynchronous instruction.



The screenshot displays the Amplify Science Program Hub interface. At the top, there is a header with the text "Amplify Science Program Hub" and a search icon. Below the header is a banner image featuring a person in a red shirt climbing a tree, a blue wave, and a blue whale. The main content area is titled "Amplify Science@Home" and includes a search bar and a message: "This area will soon give Amplify Science teachers on-demand access to a new remote and hybrid learning solution called Amplify Science@Home. These resources were designed to make extended remote and hybrid". A large white box highlights a specific resource card for "Balancing Forces: @Home Unit". The card features the Amplify Science logo, an illustration of a person's feet on a purple platform, and a green button labeled "Teacher Overview".

@Home Unit lesson #: 3

Date(s) to administer: Thursday, October 1 and Monday, October 5th

Investigation question: What makes an object start to move?

@ Home Unit lesson (asynchronous)

Key activities from @ Home lesson:

Read *Forces All Around*

Write: Reading Reflection student sheet

Dates to administer:

Thurs, Oct. 1

Other notes:

Talk: Students use the Observation Table to record and talk about evidence of forces from the book - this activity can be done synchronously.

Corresponding synchronous ideas

<p>Live or remote?</p> <p><input checked="" type="checkbox"/> Live</p> <p><input type="checkbox"/> Remote</p>	<p>Synchronous activity: Debrief the text by having students share evidence of forces they found. Add these to a digital or chart version of the Class Observation Table.</p> <p>Dates(s) to administer:</p> <p>Monday, Oct. 5</p>	<p>Other notes:</p> <p>Create evidence of forces chart on large paper for live meeting.</p>
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@Home Videos

<p>Use for synchronous or asynchronous?</p> <p><input type="checkbox"/> Synchronous</p> <p><input checked="" type="checkbox"/> Asynchronous</p> <p><input type="checkbox"/> Neither</p> <p>If using, note lesson & activity/activities:</p> <p>Activity 4 can be assigned as optional or as enrichment</p>	<p>View for best practices?</p> <p><input type="checkbox"/> Yes</p> <p><input checked="" type="checkbox"/> No</p> <p>If yes, notes some best practices:</p>	<p>Other notes:</p> <p>Share activity 4 link on Google Classroom as optional activity</p>
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Preparing to teach: Step 2

Lesson Brief (Teacher's Guide)

1. Navigate to the **Lesson Brief** of corresponding @Home Lesson
 - Explore: **Differentiation**
 - What differentiation strategies will you utilize in a remote, hybrid, and/or in-person setting?
2. Download the **Classroom Slides** under the **Digital Resources**.
 - Read through the Classroom Slides including the **presenter notes** to gain a better understanding of the lesson
 - Will you use original Classroom slides or the **@home slides** for synchronous instruction?
 - Pay closer attention to **synchronous activity** you chose from step 1 for planning purposes.

The screenshot shows the AmplifyScience website interface. At the top, the navigation bar includes 'AmplifyScience', 'Balancing Forces', 'Chapter 1', and 'Lesson 1.3'. The main header area features a blue background with a high-speed train and the text 'Lesson 1.3: Forces All Around'. Below the header, there are four numbered tabs: 1. TEACHER'S GUIDE: Setting a Purpose for Reading, 2. READING: Forces All Around, 3. STUDENTS TO STUDENT: DISCUSSION: Sharing Observations and Drawing Conclusions, and 4. STUDENTS TO STUDENT: DISCUSSION: Introducing the Science Idea of Change. The 'Lesson Brief' tab is selected. Below the tabs, there are buttons for 'RESET LESSON' and 'GENERATE PRINTABLE LESSON GUIDE'. The main content area is titled 'Overview' and contains text about students reading to gather evidence about forces. To the right, under 'Digital Resources', there are links for 'Classroom Slides 1.3 | PowerPoint', 'Classroom Slides 1.3 | Google Slides', 'All Projectors', and 'Partner Reading Guidelines'. A small 'Expand' button is visible at the bottom left of the content area.

The screenshot shows a PowerPoint presentation titled 'BF_Resource_Classroom_Slides_Lesson_1-1 (1).pptx'. The slide content includes a blue background with a high-speed train and the text 'Grade 3 | Balancing Forces' and 'Lesson 1.1: Pre-Unit Assessment'. Below the slide, there is a 'Lesson purpose' section and a 'Please refer to this lesson's Materials & Preparation section in the digital Teacher's Guide or the Print Teacher's Guide for information about preparing to teach this lesson, including any applicable safety notes. Copy and paste the below URLs into your browser to access the resources used in this lesson.' The slide also lists several URLs for resources such as 'Pre-Unit Writing: Explaining the Floating Train copypmaster', 'Assessment Guide: Reviewing Students' Pre-Unit Explanations About the Floating Train', and 'Balancing Forces Investigation Notebook'. The presentation is displayed in 'Normal View' and is on 'Slide 2 of 12'.

Corresponding original lesson(s)

Differentiation strategies:

Assign Multiple Meaning Words page and anticipation guide for students who need more support
Meet smaller groups
Students who need more challenge can create an additional page for book

Additional synchronous activity notes:

Read teacher support tab activity 3 for tips on supporting discussions

Use any original slides?

Yes

No

Other notes:

Differentiation plan

Synchronous, remote ideas:

Schedule meetings to engage in shared reading and collaborative summarizing with smaller groups

Synchronous, in-person ideas:

Meet with individual students to engage in shared reading and collaborative summarizing.
Complete anticipation guide beforehand

Asynchronous ideas:

Students complete Anticipation guide or additional book page. Assign separately on Google Classroom.

Preparing to teach: Step 3

3rd party applications

1. Edit original **Classroom slides** (for synchronous instruction) or **@Home slides** (synchronous or asynchronous) with usage/inclusion of **apps** such as:
 - Jamboard
 - Pear Deck
2. Upload assignments on to **Google Classroom**



Google Classroom

3rd party apps to use

Using Jamboard ?

- Yes
- No

Notes:

To share evidence of forces when meeting

Using Pear Deck?

- Yes
- No

Notes:

For on-the-fly assessment in activity 2

Google Classroom:

Which @Home Resources to upload?

- @Home Unit pdf
- @Home Unit slides
- @Home Video url
- Other

Notes:

Clip out Multiple Meaning Words, Anticipation Guide from Investigation notebook page using Adobe. Or, take screenshot and convert into Google doc

Other apps & notes:

Consider audio response options for some students. Perhaps Flip Grid?

Sample Jamboard

Share an evidence of a force here on a post-it.

Put your name.

If the row is crowded, post in another row

Page number	Evidence of a force (What object is moving or stopping?)	Is it a push, a pull, or not sure?
Page 3		
Page 7	Mom pushes a stroller. Reshma	push-Reshma
Page 8		
Page 11		
Page 17		

Sample Pear Deck slide

Balancing Forces @Home Lesson 3

Name: _____ Date: _____

Reading Reflection: Forces All Around

Directions:

1. Turn to each page in the book that is listed in the first column of the table below.
2. In the second column, describe the evidence of a force in the picture in the book.
3. In the third column, record whether the force is a pull, a push, or not sure.

Page number	Evidence of a force (What object is moving or stopping?)	Is it a push, a pull, or not sure?
Page 3		
Page 7		
Page 8		
Page 11		
Page 17		

Balancing Forces @Home Lesson 3
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Students, write your response!



After you read, find and complete the **Reading Reflections: Forces all Around** page. Share your **partner's response**

Our Template Library

Explore and add premade content to your lesson



ASK STUDENTS A QUESTION

Adds a question to your current slide: ▾

Interactive question options:

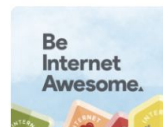
- abc** Text
- Choice
- 123** Number
- www** Website
- Draw
- Draggable™

ADD AUDIO

Record or upload audio files for your lesson:

Add Audio to Slide

FEATURED CONTENT



Make every day Safer Internet Day with this free digital citizenship curriculum!

Pear Deck Interactive Slide
Do not remove this bar

Sample Google Classroom entry

Instructions

Student work



Home Lesson 3



Amplify Science • 3:26 PM

100 points

Hello Scientists!

Please complete this home lesson. Come to class tomorrow with questions and your reflection sheet completed.



Copy of Balancing Forces @...
Google Slides

Class comments



Add class comment...

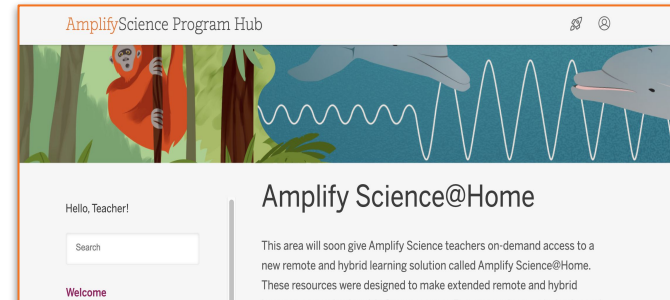


Preparing to teach

3-step method

1. Program Hub: @ Home Resources
2. Teacher's Guide: Lesson Brief
3. 3rd party applications

Step 1

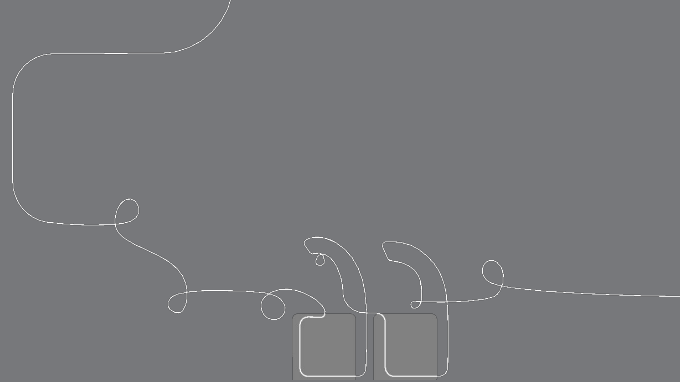


Step 2



Step 3





Questions?



Now your turn to practice these steps!

- ★ Complete first 1 or 2 rows.
- ★ You may work through rest during 30 minute Q&A time after this 1-hour session.

@Home Unit lesson #:		
Date(s) to administer:		
Investigation question:		
@ Home Unit lesson (asynchronous)		
Key activities from @ Home lesson:	Dates to administer:	Other notes:
Corresponding synchronous ideas		
Live or remote? <input type="checkbox"/> Live <input type="checkbox"/> Remote	Synchronous activity: Dates(s) to administer:	Other notes:

Temperature Check

Rate yourself on your comfort level on utilizing this 3-step method in teaching remotely.

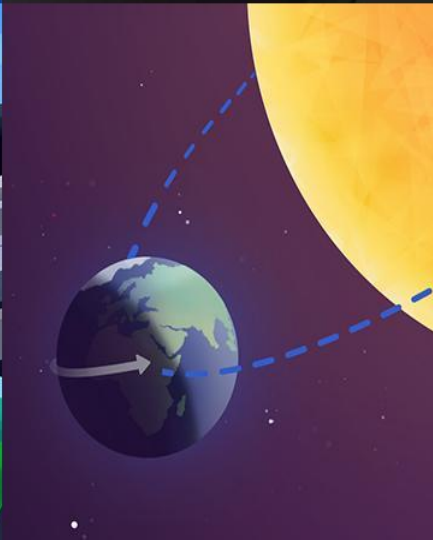
1 = Extremely Uncomfortable

2 = Uncomfortable

3 = Mild

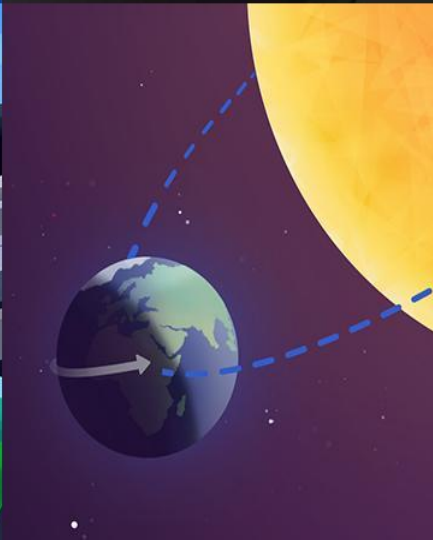
4 = Comfortable

5 = Extremely Comfortable



Plan for the day

- Framing the day
 - Welcome and introductions
- @Home Resources introduction
 - @Home Units
 - @Home Videos
- Preparing to teach remotely
 - 3-step method
 - Planning tool
- **General best practices**
 - **Tool-kit co-construction**
- Closing
 - Reflection & survey



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Revisiting our objectives

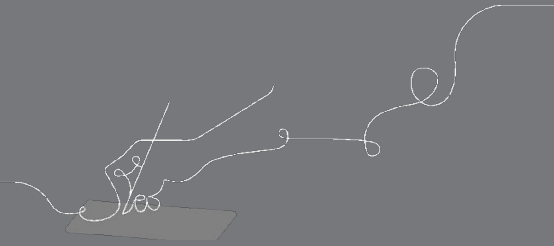
Do you feel ready to to...

- Apply the 3-step method for utilizing the Amplify Science @Home Resources, the Teacher's Guide Lesson Brief, and 3rd party applications in order to prepare to effectively teach in a remote & hybrid setting?
- Continue to develop a remote and hybrid instructional best-practices tool-kit?

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

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

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



New York City Resources Site

<https://amplify.com/amplify-science-nyc-doe-resources/>



Amplify.

Amplify Science Resources for NYC (K-5)

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

UPDATE: Summer 2020

Introduction

Getting started resources

Planning and implementation resources

Admin resources

Parent resources

COVID-19 Remote learning resources 2020

Professional learning resources

Questions

UPDATE: Summer 2020

Account Access: It's an exciting time for Amplify Science! We have access to the many updates and upgrades in our curriculum until late August/early September when we will update rosters from STARS.

Any schools or teachers new to Amplify Science in 20/21 are encouraged to contact our Help Desk (1-800-823-1969) for access to your temporary login for summer planning.

Upcoming PL Webinars: Join us for our Summer 2020 Professional Learning opportunities in July for NEW teachers and administrators and August for RETURNING teachers and administrators. Links to register coming soon!

Site Resources

- Login information
- Pacing guides
- Getting started guide
- NYC Companion Lessons
- **Resources from PD sessions**
- And much more!

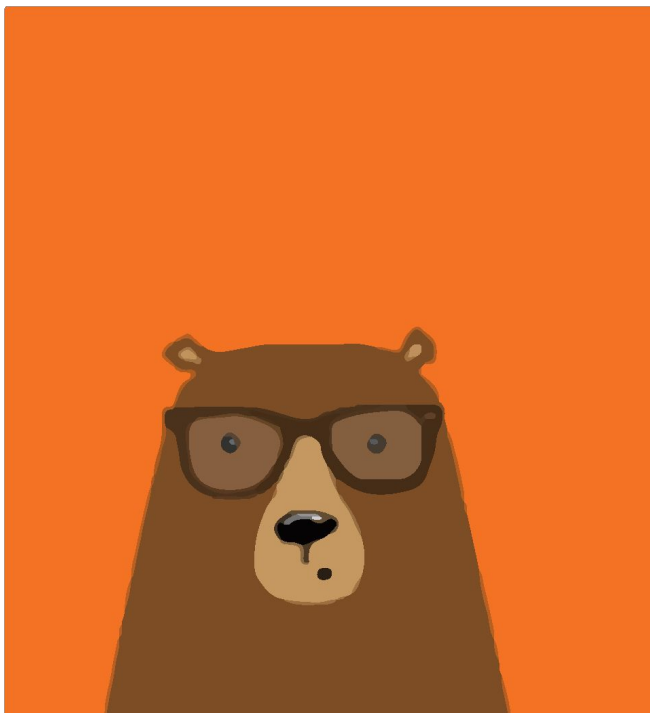
Amplify Science Program Hub

A new hub for Amplify Science resources

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

The screenshot shows the Amplify Science Program Hub website. The browser address bar displays the URL: apps.learning.amplify.com/curriculum/#/yearoverview?subject=Science&programKey=6a0daafb-c356-4e50-841a-558d9bb5181.... The user is logged in as **Melba Teacher Lambertsen** (mlambertsen@tryamplify.net). The page features a navigation menu on the left, a main header with the **AmplifyScience** logo and **Life Science** subject selection, and a grid of resource cards. A red circle highlights the hamburger menu icon in the top left corner. The resource cards include: **Additional Resources** (Benchmark Assessments, ELA Resources, Interim Assessments, LA Science Program Guide, Science Program Guide, Help), **Sim** (CALIFORNIA INTERSTATE CA Science Program Guide), **Home**, **Metabolism** (19 Lessons), and **FUTURE OF ENGINEERING** (19 Lessons).

Additional Amplify resources



Program Guide

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

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

Amplify Help

Find lots of advice and answers from the Amplify team.

my.amplify.com/help

Additional Amplify 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 Support

Customer Care

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



scihelp@amplify.com



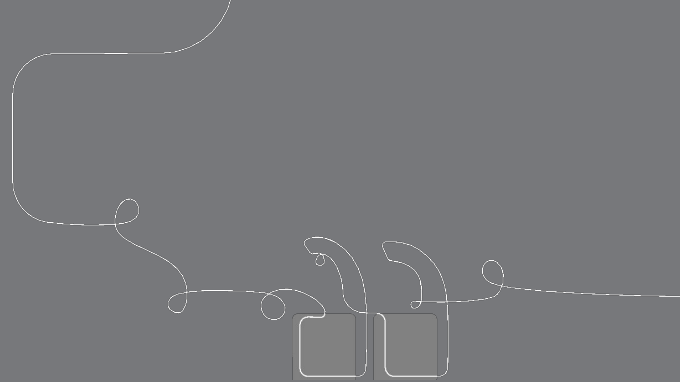
800-823-1969



Amplify Chat

When contacting the customer care team:

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

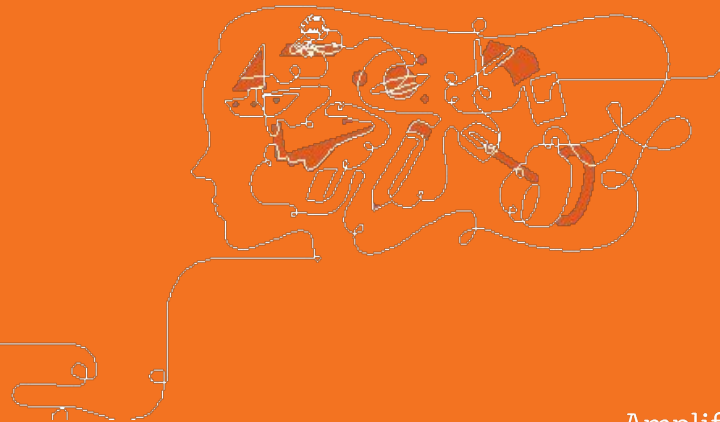


Final Questions?

Please provide us feedback!

URL: www.surveymonkey.com/r/HJD7SQN

Presenter name: XXX



30 minute open office hours
to follow...

