

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.



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

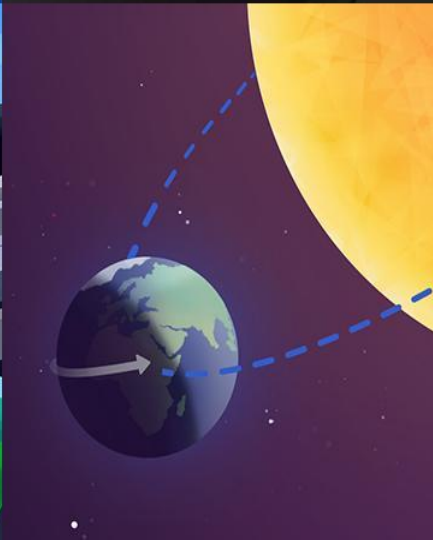
Objectives

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

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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

Temperature Check

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

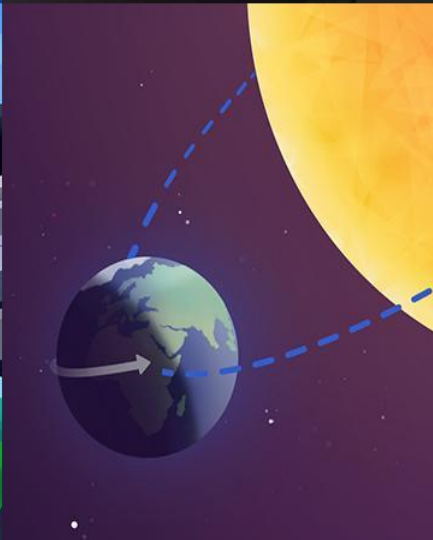
1 = Extremely Uncomfortable

2 = Uncomfortable

3 = Mild

4 = Comfortable

5 = Extremely Comfortable



Plan for the day

- Framing the day
 - Welcome and introductions
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AmplifyScience@Home

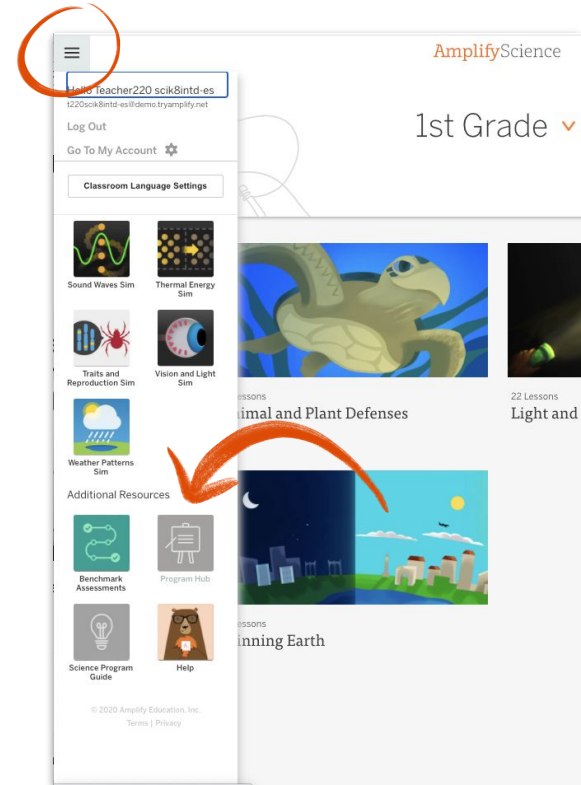
A suite of new resources designed to make extended remote and hybrid learning easier for teachers and students.



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


FLORIDA EDITION

Standards Map


Help

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1st Grade ▾ **Step 1**



22 Lessons
Animal and Plant Defenses



22 Lessons
Light and Sound



22 Lessons
Spinning Earth

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:

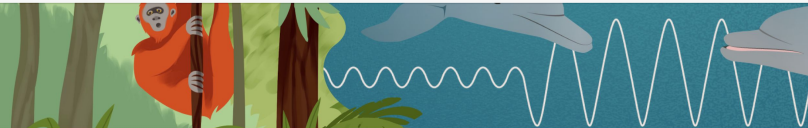
I am a Teacher **I am a Leader**



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**

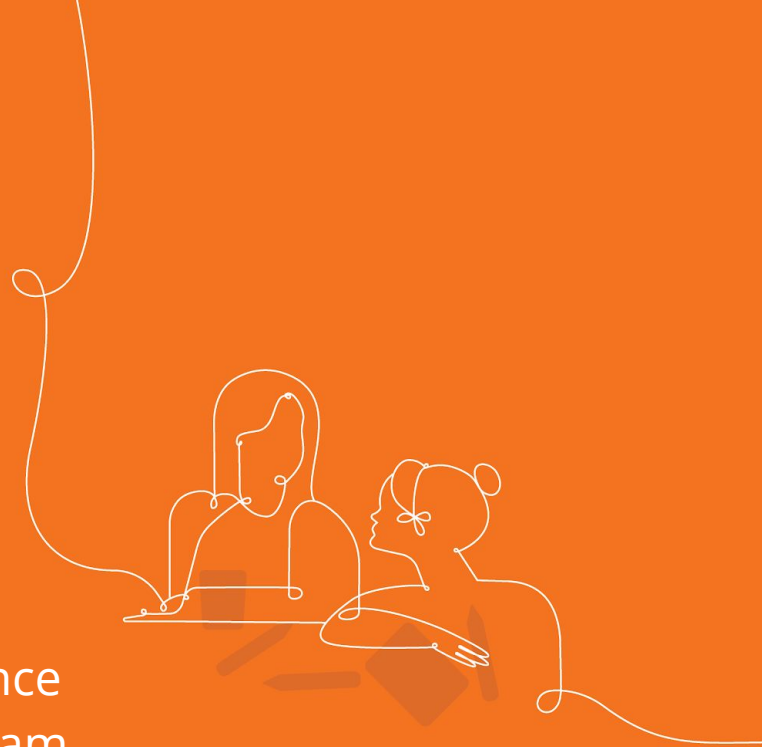
- Energy Conversions
- Vision and Light
- Earth's Features
- Waves, Energy, and Information

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




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/v24j56f

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/v24j56f



11

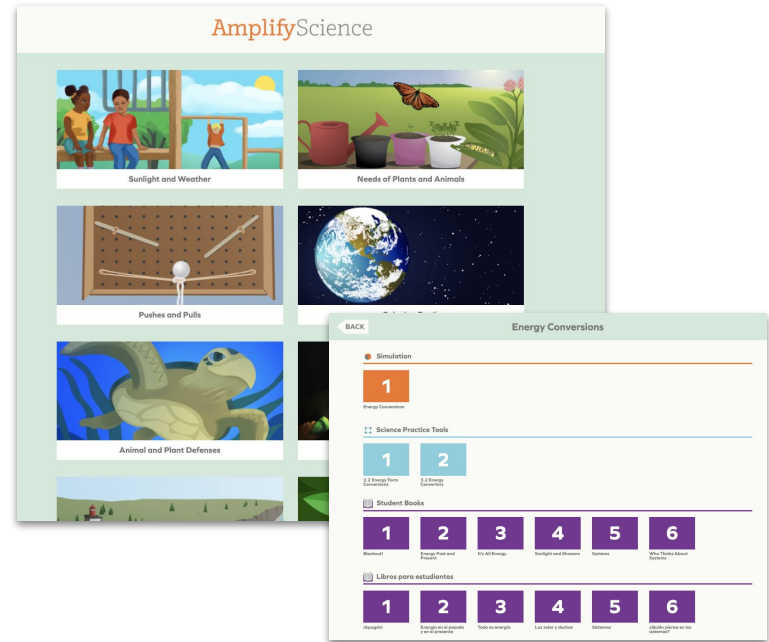
Options for student access

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



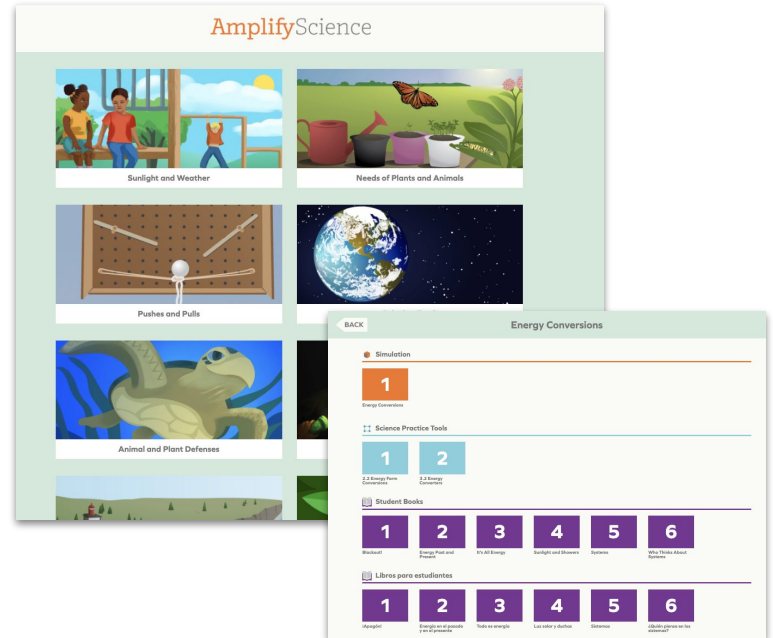
K-5 digital access

apps.learning.amplify.com/elementary



Username: [nyc4](#)

Password: [science1](#)



@Home Lesson 8: Modified lesson 2.2

@Home Lesson 8

Adapted from: Amplify Science Energy Conversions Lesson 2.2

Key Activities

- **Read:** Students read *Energy Past and Present*.
- **Write:** Students record and synthesize ideas from the book.

Ideas for synchronous or in-person instruction

Before meeting, have students read the book. While meeting, model recording an idea from the book, then support students as needed in recording and synthesizing ideas.

@Home Unit resources

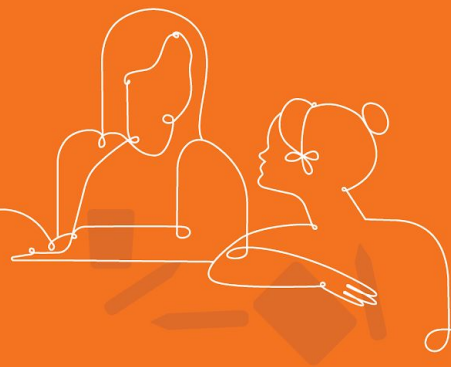
All resources are fully editable and customizable

- **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



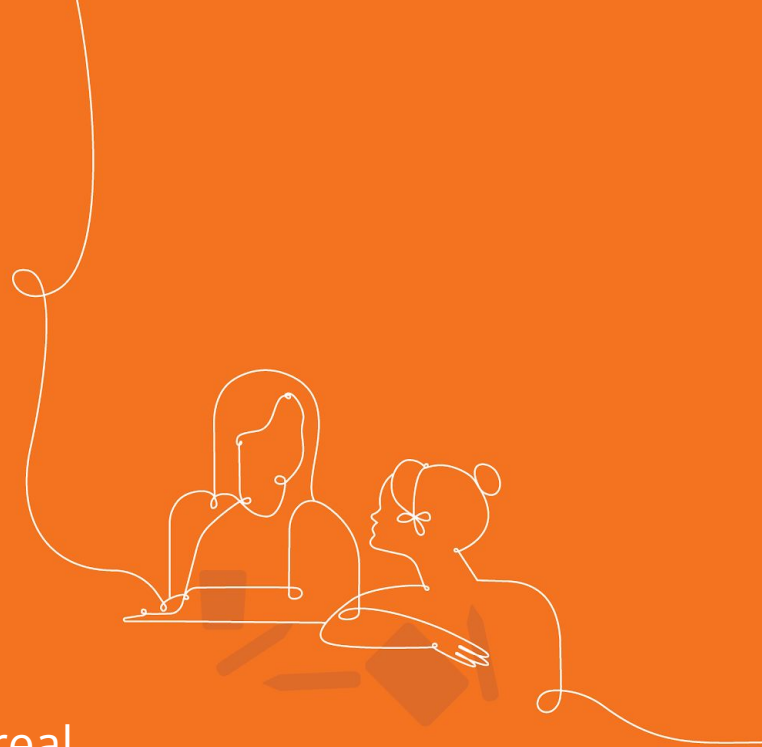
“I think...”

“I wonder...”

Questions?

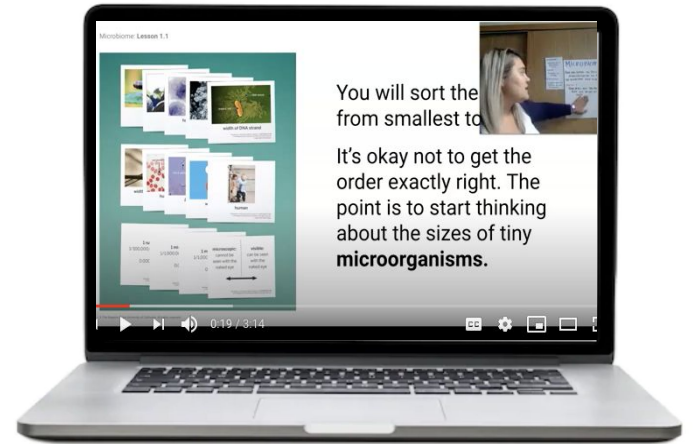
@Home Videos

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

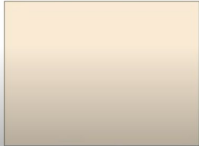
- **Calls to action**
 - Think prompts, pause and take notes, stand up and try it, talk to someone
- **Stand-alone videos within lesson playlists**
 - Read-alouds, digital tool uses, hands-on
- **Options to use notebooks and/or materials if available**

Lesson 1.3: Exploring Systems Activity 1

Name: _____ Date: _____

Building a Simple Electrical System


1. With your group, use a solar panel, a fan, and two wires to build an electrical system that functions. (The fan will spin when it functions.)
2. Predict what you can do to make the fan spin more quickly or slowly. Test your ideas, and then discuss what caused the fan to spin more quickly or slowly.
3. Predict what you can do to make the fan spin in a different direction. Test your ideas, and then discuss what caused the fan to spin in a different direction.
4. In the space below, draw your functioning system. Be sure to label every part. (Be sure to include the system needs one part that was not included in your bag of materials.)



Energy Converter - Lesson 1.3 7

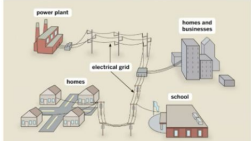
Turn to page 7, **Building a Simple Electrical System**, in your notebooks.

Build your own or watch the simple electrical system being built and then draw what the system looks like.

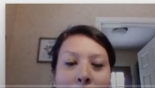



2:21 / 3:31

Lesson 1.3: Exploring Systems Activity 2



How are the diagram of the system and the simple system that was built **similar**?



2:44 / 6:09

Example lesson: *Energy Conversions 2.2*

1 **HANDS-ON**
Using the Energy
Conversions Sorting Tool



2 **TEACHER-LED
DISCUSSION**
Introducing Energy Past
and Present



3 **READING**
Reading: Energy Past
and Present



4 **WRITING**
Synthesizing Ideas from
the Book




1  **Grade 4 Energy Conversions Chapter 2 Lesson 2.2 Activity 1 Part A**
Amplify 3:41

2  **Grade 4 Energy Conversions Chapter 2 Lesson 2.2 Activity 1 Part B**
Amplify 5:46

3  **Grade 4 Energy Conversions Chapter 2 Lesson 2.2 Activity 1 Part C**
Amplify 1:55

4  **Grade 4 Energy Conversions Chapter 2 Lesson 2.2 Activity 2**
Amplify 4:16

5  **Grade 4 Energy Conversions Chapter 2 Lesson 2.2 Activity 3**
Amplify 8:53

6  **Grade 4 Energy Conversions Chapter 2 Lesson 2.2 Activity 4**
Amplify 7:46

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.



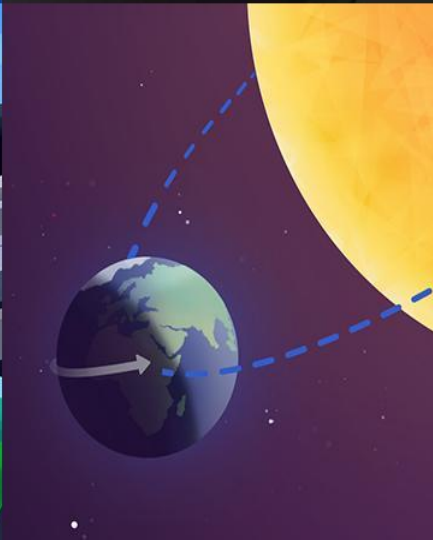
Share insights and wonderings



“I think...”

“I wonder...”

Questions?



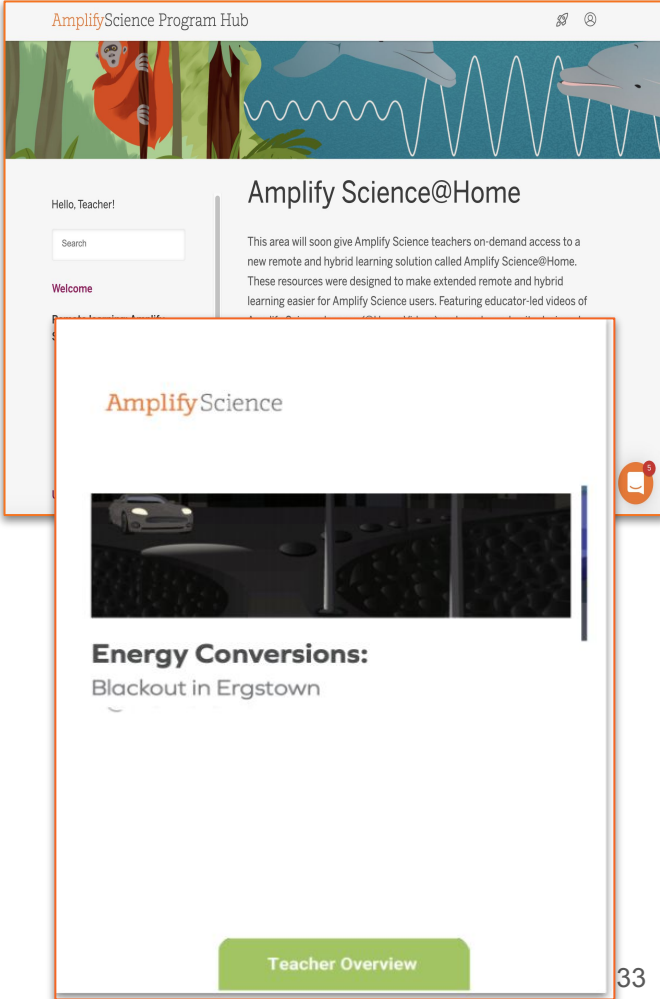
Plan for the day

- 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 navigation icon. Below the header is a banner image featuring a person in a red jacket climbing a tree, a blue whale, and a white wave. The main content area is titled "Amplify Science@Home" and includes a search bar, a "Welcome" message, and a text block stating: "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 learning easier for Amplify Science users. Featuring educator-led videos of". A large, semi-transparent window is overlaid on the page, showing the "Amplify Science" logo, a video thumbnail of a car, and the title "Energy Conversions: Blackout in Ergstown". A green button labeled "Teacher Overview" is visible at the bottom of the window.

@Home Unit lesson #: 4

Date(s) to administer: Friday, 10/2 & Tuesday, 10/6

Investigation question: What can electrical energy in a system be used for?

@ Home Unit lesson (asynchronous)

Key activities from @ Home lesson:

Introducing the Simulation: Students are introduced to the Energy Conversions Simulation (Sim).

Do: Students investigate which devices in the Sim use electrical energy.

Reflect: Students think about the function of various electrical devices.

Dates to administer:

Friday, 10/2

Other notes:

Corresponding synchronous ideas

<p>In-person or remote?</p> <ul style="list-style-type: none"> <input type="checkbox"/> In-person X <input type="checkbox"/> Remote 	<p>Synchronous activity:</p> <p>Have students share what they figured out from the Sim investigation and discuss the reflection questions.</p> <p>Dates(s) to administer:</p> <p>Tuesday, 10/6</p>	<p>Other notes:</p>
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@Home Videos

<p>Use for synchronous or asynchronous?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Synchronous <input type="checkbox"/> Asynchronous X <input type="checkbox"/> Neither <p>If using, note lesson & activity/activities:</p> <p>1.4, activity 2&3</p>	<p>View for best practices?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yes X <input type="checkbox"/> No <p>If yes, notes some best practices:</p> <p>Note how teacher introduced Sim</p>	<p>Other notes:</p> <p>Provide url to students who miss in-person instruction</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.

AmplifyScience > Energy Conversions > Chapter 2 > Lesson 2.2

Lesson 2.2: Energy Past and Present

Lesson Brief (4 Activities)	1 HANDS-ON Using the Energy Conversions Sorting Tool	2 TEACHER-LED DISCUSSION Introducing Energy Past and Present	3 READING Reading Energy Past and Present	4 WRITING Synthesizing Ideas from the Book
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Lesson 2.2: Forms of Energy

Activity 2

Flip through the book and look for all the different text features you can find.

What text features did you notice? How do you think those features might help you as you are reading?

Teacher action:
Have pairs discuss the questions for a couple of minutes. Have several students share the different text features they noticed throughout the reference book. If possible, ask them to be the feature might help them when reading the reference book.

Corresponding original lesson(s)		
<p>Differentiation strategies:</p> <p>Students who need more support:</p> <p>Ask a few guided questions about one device. Ask them to identify a device in the Simulation that they are personally familiar with. Ask them to draw from their own experience to explain how they know the device uses energy.</p>	<p>Additional synchronous activity notes:</p> <p>Read Science support tab in 1.4, activity 2 for further science background</p>	<p>Use any original slides?</p> <p><input type="checkbox"/> Yes X</p> <p><input type="checkbox"/> No</p> <p>Other notes:</p> <p>Slides 23,24 for in-person instruction</p>
<p>Students who need more challenge:</p> <p>Ask students to write a summary of what they discovered when using the Simulation. Encourage them to use the new vocabulary words: parts, function, electrical energy, and electrical device in their summary.</p>		
Differentiation plan		
<p>Synchronous, remote ideas:</p> <p>Students who need more support:</p> <p>Ask a few guided questions about one device in the breakout room. Ask them to identify a device in the Simulation that they are personally familiar with. Ask them to draw from their own experience to explain how they know the device uses energy.</p> <p>Students who need more challenge:</p> <p>Ask students to write a summary of what they discovered when using the Simulation in the breakout room. Encourage them to use the new vocabulary words: parts, function, electrical energy, and electrical device in their summary.</p>	<p>Synchronous, in-person ideas:</p> <p>Students who need more support:</p> <p>Ask a few guided questions about one device. Ask them to identify a device in the Simulation that they are personally familiar with. Ask them to draw from their own experience to explain how they know the device uses energy.</p> <p>Students who need more challenge:</p> <p>Ask students to write a summary of what they discovered when using the Simulation. Encourage them to use the new vocabulary words: parts, function, electrical energy, and electrical device in their summary.</p>	<p>Asynchronous ideas:</p> <p>Students who need more support:</p> <p>Send a document with a few guided questions about one device. Ask them to identify a device in the Simulation that they are personally familiar with. Ask them to draw from their own experience to explain how they know the device uses energy.</p> <p>Students who need more challenge:</p> <p>Ask students to write a summary of what they discovered when using the Simulation on Google Doc. Encourage them to use the new vocabulary words: parts, function, electrical energy, and electrical devices in their summary. Submit Google doc individually.</p>

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 a Jamboard ?

- Yes **X**
- No

Notes:

**For synchronous, anticipatory activity:
What did you figure out from Sim?**

Using a Pear Deck slide?

- Yes **X**
- No

Notes:

For OTF found in 1.4, activity 3

Google Classroom:

Which @Home Resources to upload?

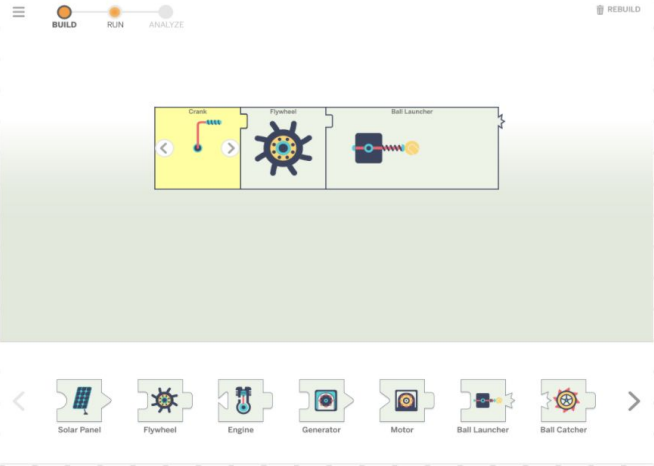
- @Home Unit pdf **X**
- @Home Unit slides **X**
- @Home Video url **X**
- Other

Notes:

Other apps & notes:

Use FlipGrid for audio responses?

Sample Jamboard



BUILD RUN ANALYZE REBUILD

Dials Flywheel Ball Launcher

Solar Panel Flywheel Engine Generator Motor Ball Launcher Ball Catcher

What did you figure out from the Sim so far?

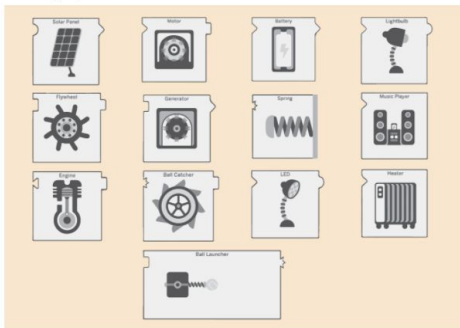
Sample Pear Deck slide

Energy Conversions @Home Lesson 4

Name: _____ Date: _____

Electrical Energy in the *Energy Conversions* Sim

1. Circle each device that can be found in the *Energy Conversions* Sim that has electrical energy as an energy input.
2. Make an "X" across each device that does not have electrical energy as an energy input.



How can you tell if a device in the Sim is using electrical energy?

Energy Conversions @Home Lesson 4

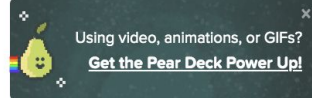
© 2023 The Regents of the University of California. All rights reserved.

Students, write your response!



Return to the Sim to investigate and **record** which devices use electrical energy and which do not. Then **answer the question below.**

Hint: Notice the labels in the Sim and the ways that devices connect to each other.

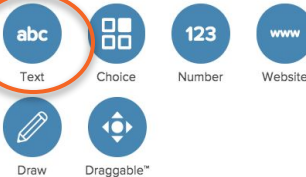


TEMPLATE LIBRARY

Our Template Library
Explore and add premade content to your lesson

ASK STUDENTS A QUESTION

Adds a question to your current slide:



ADD AUDIO

Record or upload audio files for your lesson:

Add Audio to Slide

FEATURED CONTENT

Pear Deck Interactive Slide
Do not remove this bar

Sample Google Classroom entry

Instructions

Student work



Home Lesson 4



Amplify Science • 10:32 AM

100 points

Hello System Engineers!

Please complete this home lesson. Come to class prepared to discuss what you figured out so far from the Sim investigation!



Copy of Energy Conversions...

Google Slides

Class comments



Add class comment...

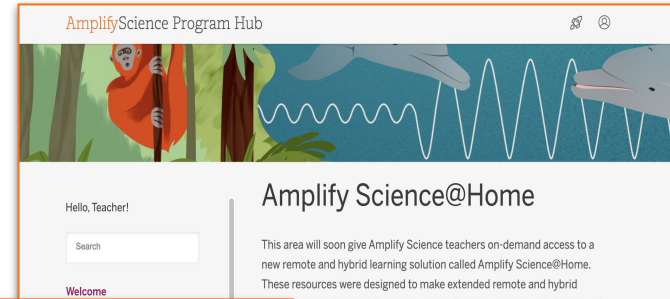


Preparing to teach

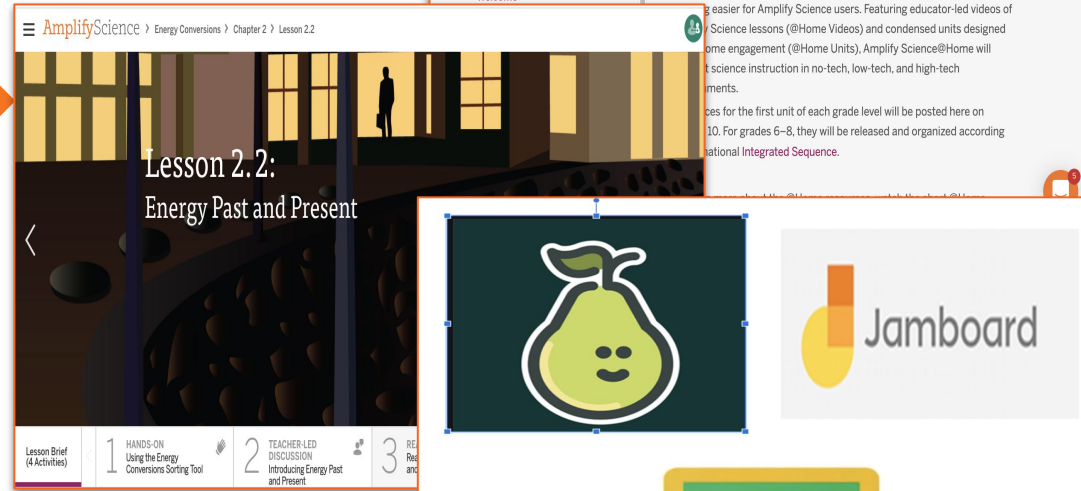
3-step method

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.

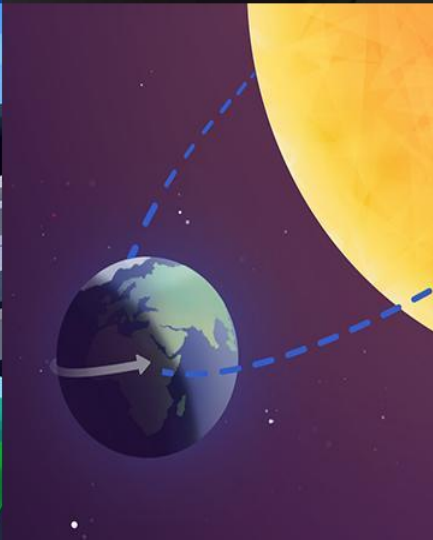
1 = Extremely Uncomfortable

2 = Uncomfortable

3 = Mild

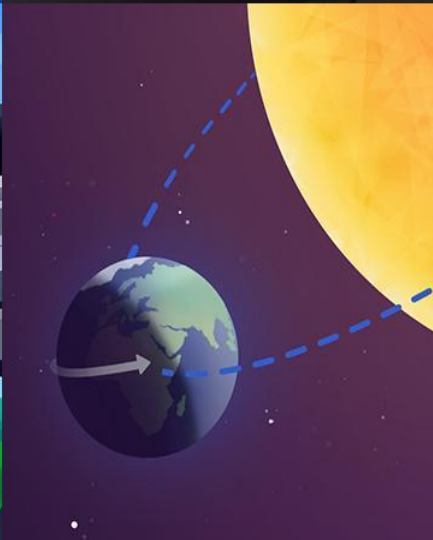
4 = Comfortable

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



Plan for the day

- Framing the day
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- **Closing**
 - **Reflection & survey**

Revisiting our objectives

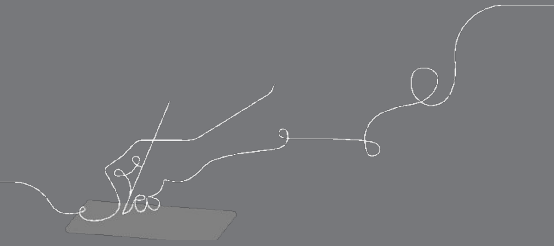
Do you feel ready to to...

- 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 our 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!

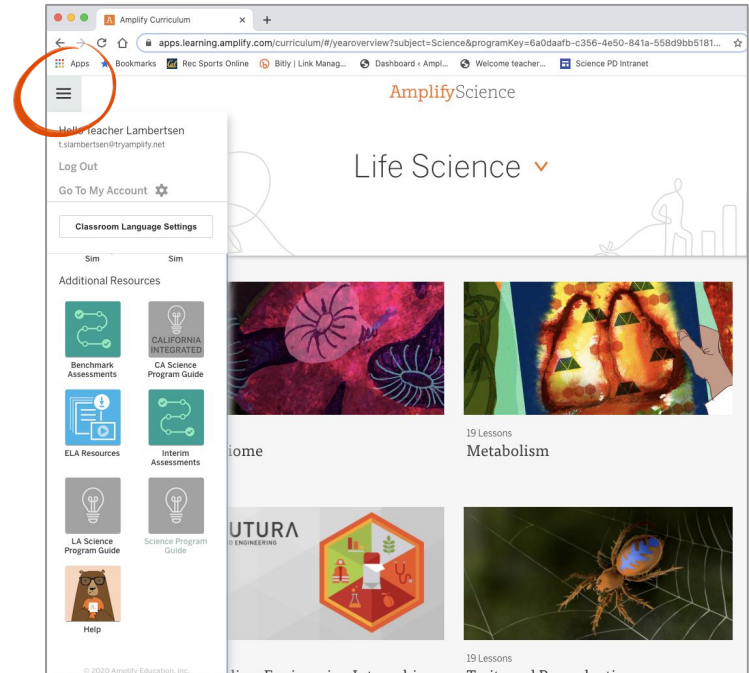
Site Resources

- 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 "Molly Teacher Lambertsen" (mlambertsen@tryamplify.net) and has options to "Log Out" and "Go To My Account". A "Classroom Language Settings" button is visible. The main content area is titled "Life Science" and features 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), "iome", "Metabolism" (19 Lessons), and "UTURA" (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.

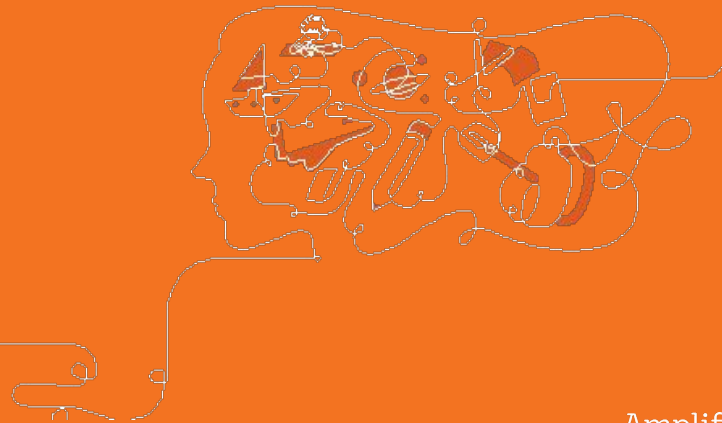


Final Questions?

Please provide us feedback!

URL: www.surveymonkey.com/r/HJD7SQN

Presenter name: XXX



30 minute open office hours
to follow...

