

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.



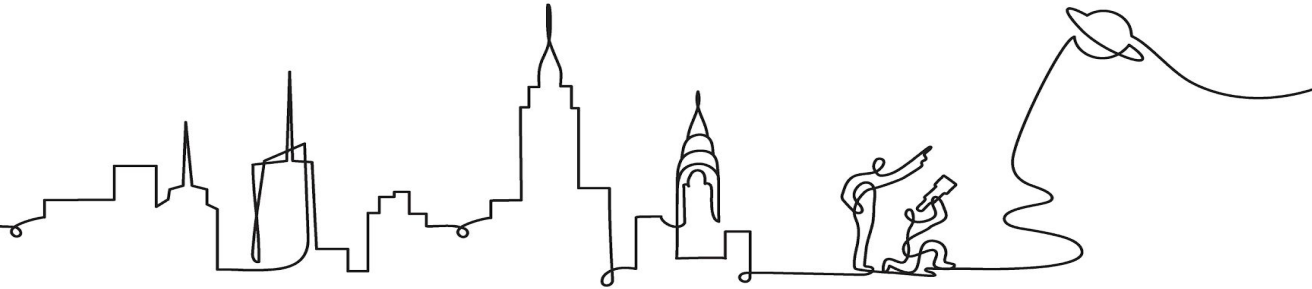
Amplify Science

New York City

Teaching with Technology Kindergarten

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

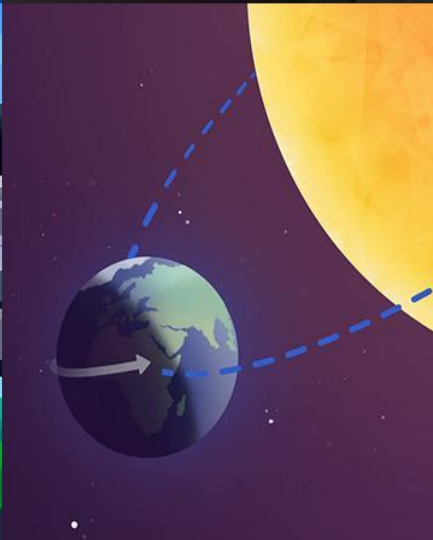
Objectives

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

Temperature Check

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

1 = Extremely Uncomfortable

2 = Uncomfortable

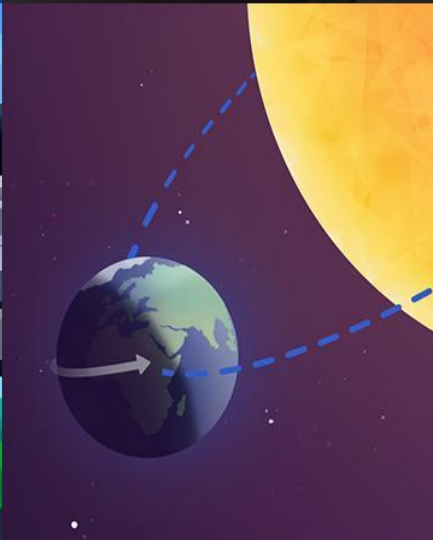
3 = Mild

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
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- General best practices
 - Tool-kit co-construction
- Closing
 - Reflection & survey

AmplifyScience@Home

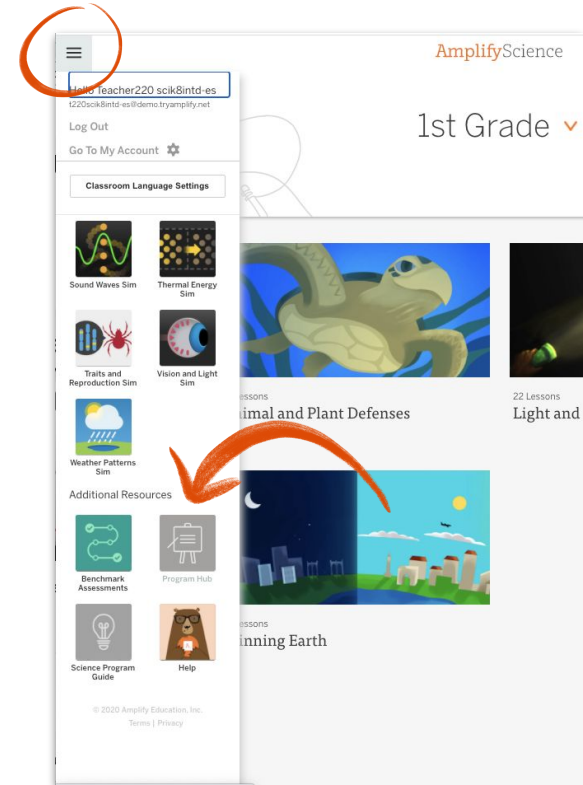
A suite of new resources designed to make extended remote and hybrid learning easier for teachers and students.



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


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:

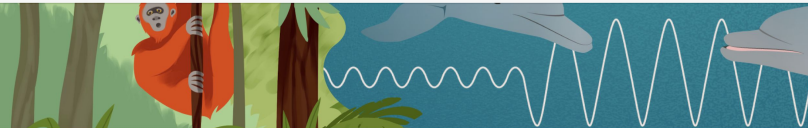
I am a Teacher **I am a Leader**



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**

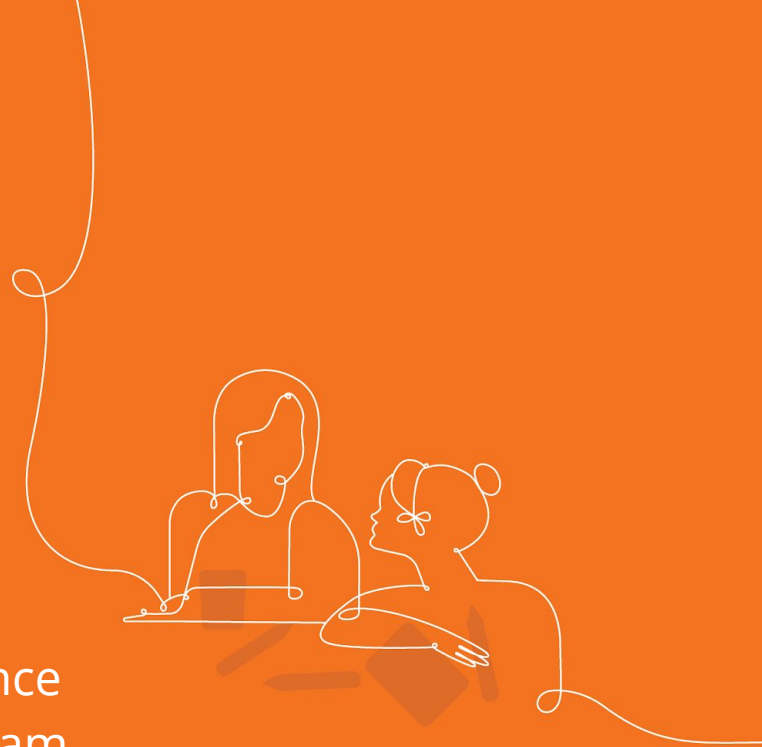
- Energy Conversions
- Vision and Light
- Earth's Features
- Waves, Energy, and Information

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




@Home Units

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


AmplifyScience
Needs of Plants and Animals @Home Lesson 5

The children in Mariposa Grove need our help figuring out why there are no monarch caterpillars since the Field was made into the Garden. They want to figure out how to make the Garden a place where monarch caterpillars can live again.



OBSERVE

We have learned that animals can only live in a place that has the food they need. We do not know what type of food the monarch caterpillars need. We will observe pictures to find out more about what monarch caterpillars eat. Look carefully at these pictures:




Optional: Watch a video of a monarch caterpillar here: <https://www.youtube.com/watch?v=3UjUjUjUjUj>

After you look at the pictures or watch the video, talk about this question: What did you observe the caterpillar doing?

READ

We observed a monarch caterpillar eating a plant, but we do not know what kind of plant it is. We can use Handbook of Plants to gather more information about what kind of food a monarch caterpillar eats.



Needs of Plants and Animals @Home Lesson 5
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Name: _____ Date: _____

Explaining Why There Are No Monarch Caterpillars in the Garden

Why are there no monarch caterpillars since the Field was made into the Garden?


Draw or write your ideas.

Needs of Plants and Animals @Home Lesson 5
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Needs of Plants and Animals
@Home Lesson 5



Needs of Plants and Animals @Home Lesson 5



What did you observe the caterpillar doing?

Needs of Plants and Animals @Home Lesson 5
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Needs of Plants and Animals @Home Lesson 5

_____ can live there because the _____ they need are there.

_____ cannot live there because the _____ they need are not there.

Remember, we used these words to talk like scientists about the Field and the Garden.

Now, use these words again to talk about your drawing or writing.



Needs of Plants and Animals @Home Lesson 5
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@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

 **DRAW and WRITE**

Find and complete the **How Do Living Things Get What They Need to Live and Grow?** page.




Now is a good time to take a break.

 **READ**

Next you will read a book. Check with your teacher about how you will access books in this @Home Unit.

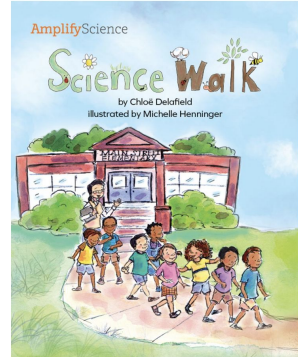
We will read the book *Science Walk*, about how one class of scientists learned about a place near their school.



An important way that readers learn from a book is to **set a purpose** before reading. When you set a purpose, you **decide what you want to figure out** when reading something. As you read, you can make sure that you figure out what you want to figure out.


Optional: You can watch a video read-aloud of this book at tinyurl.com/AMPNPA-01.

Needs of Plants and Animals @Home Lesson 1



AmplifyScience
Science Walk
by Chloe Delafield
Illustrated by Michelle Henninger

We will read the book *Science Walk* about how one class of scientists learned about a place near their school.

 Find someone to read out loud to you.

You can access a digital version of the book [here](https://tinyurl.com/AMPNPA-01) or watch a video read-aloud at tinyurl.com/AMPNPA-01.

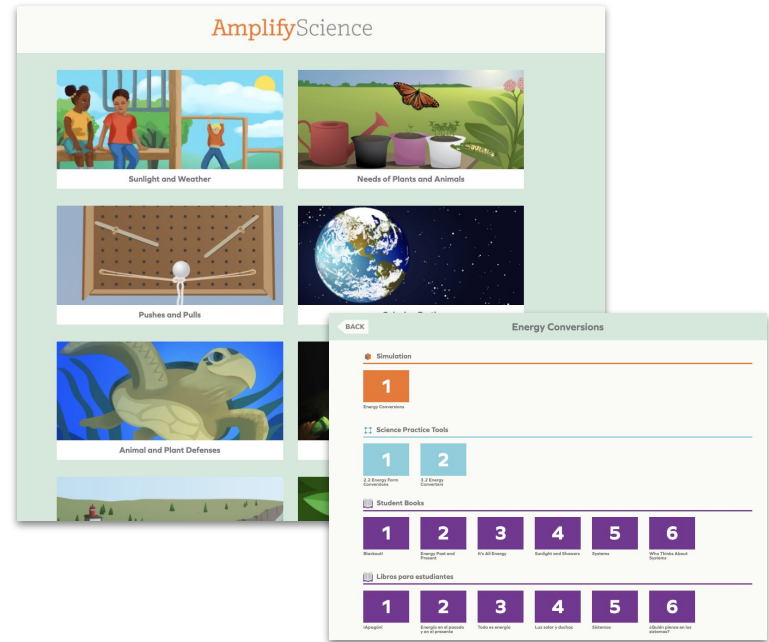
Options for student access

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



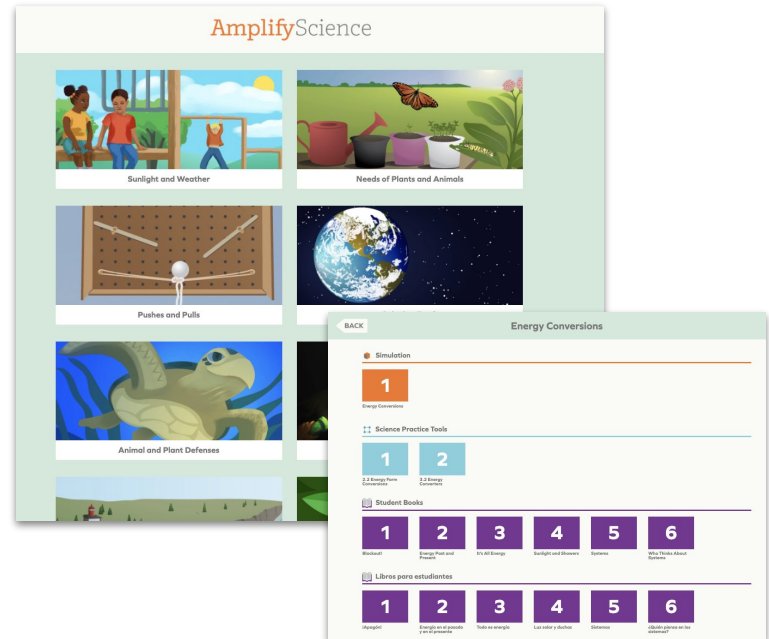
K-5 digital access

apps.learning.amplify.com/elementary



Username: **nyck**

Password: **science1**



@Home Lesson 5: Combination of lessons 1.6 & 1.7

@Home Lesson 5

Adapted from: Amplify Science *Needs of Plants and Animals* Lessons 1.6 and 1.7

Key Activities

- **Observe:** Students make observations of a caterpillar eating a leaf.
- **Read:** Students use the reference book to learn more about the milkweed that monarch caterpillars need for food.
- **Talk:** Students compare images of the Field and the Garden and use an Explanation Language Frame to talk about where monarch caterpillars can live.
- **Draw and Write:** Students draw and/or write to show their ideas about why there are no monarch caterpillars in the Garden.

Ideas for synchronous or in-person instruction

Prior to meeting, assign students to observe the video of the caterpillar eating a leaf and discuss their observations with someone at home. When meeting, have students observe the caterpillar eating a leaf video and share any new observations with the class. Then, read aloud from *Handbook of Plants* (as in *Needs of Plants and Animals* Lesson 1.6, Activity 1) and have students observe, compare, and discuss the images of the Field and the Garden with the Explanation Language Frame (as in *Needs of Plants and Animals* Lesson 1.6, Activities 2 and 3).

@Home Unit resources

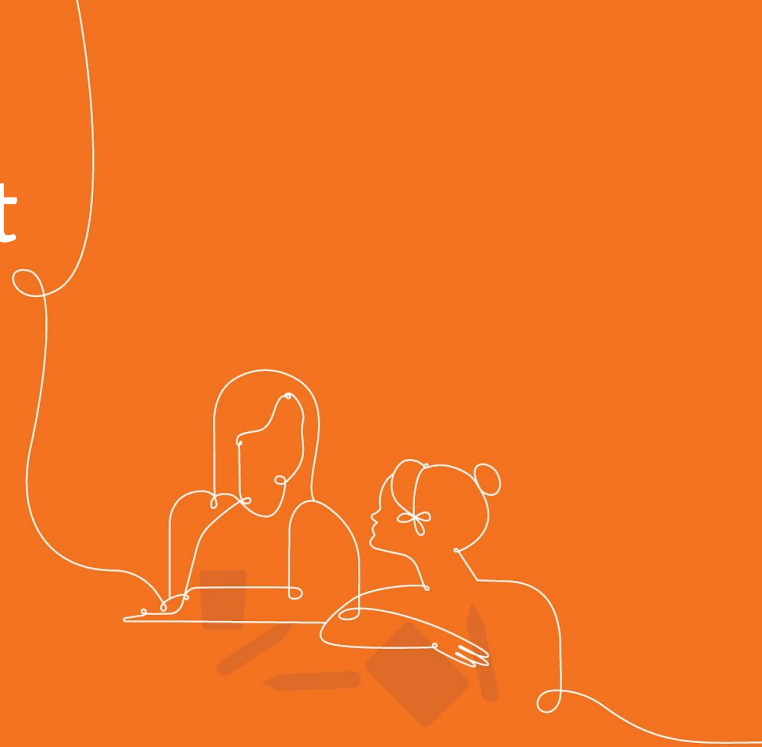
All resources are fully editable and customizable

- **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



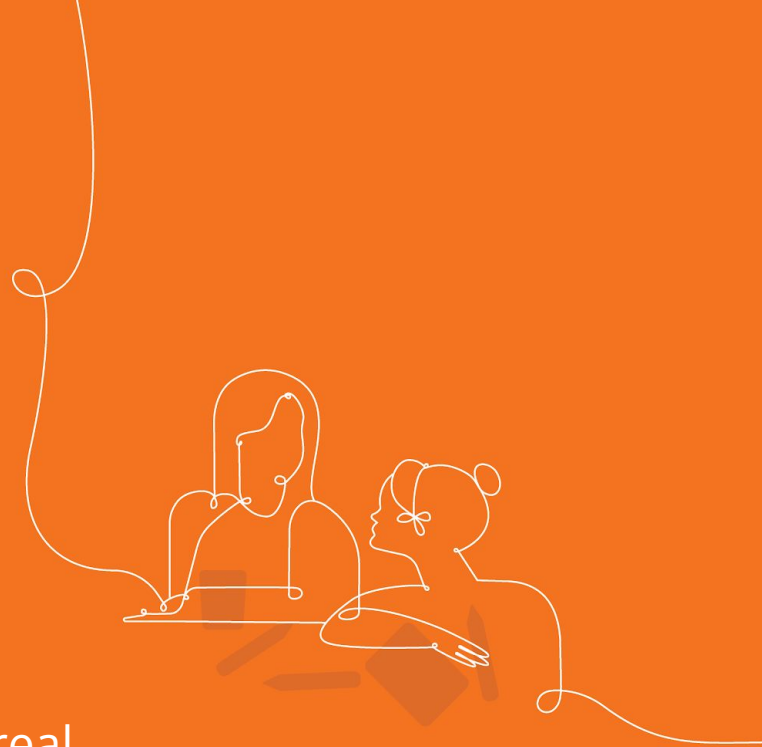
“I think...”

“I wonder...”

Questions?

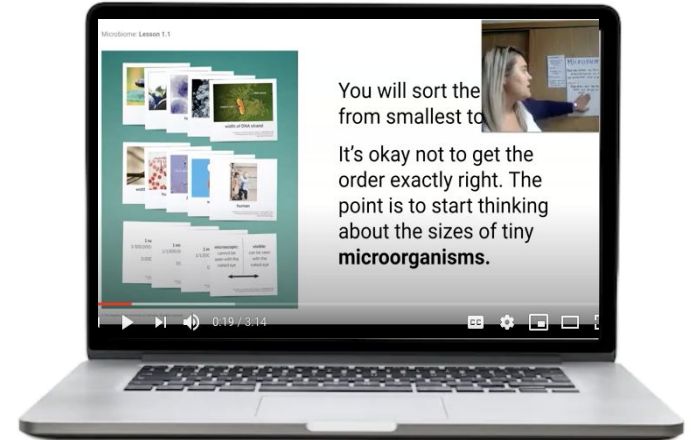
@Home Videos

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



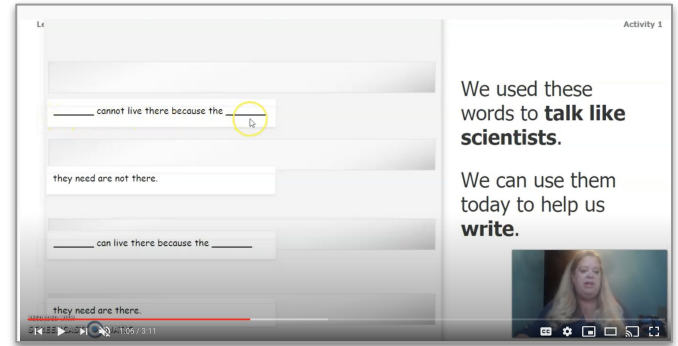
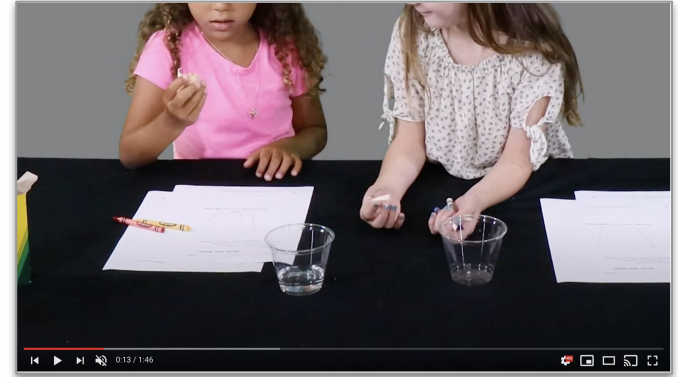
@Home Videos

- 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: *Needs of Plants and Animals 1.6*

T	TEACHER Searching for What Caterpillars Need	
1	READING Discovering What Caterpillars Need	



**Grade K Needs of Plants and Animals
Chapter 1 Lesson 1.6 Activity 1**

Amplify

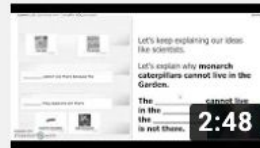
2	TEACHER-LED DISCUSSION Searching for Milkweed Plants	
---	--	---



**Grade K Needs of Plants and Animals
Chapter 1 Lesson 1.6 Activity 2**

Amplify

3	TEACHER-LED DISCUSSION Explaining Why There Are No Caterpillars	
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**Grade K Needs of Plants and Animals
Chapter 1 Lesson 1.6 Activity 3**

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.



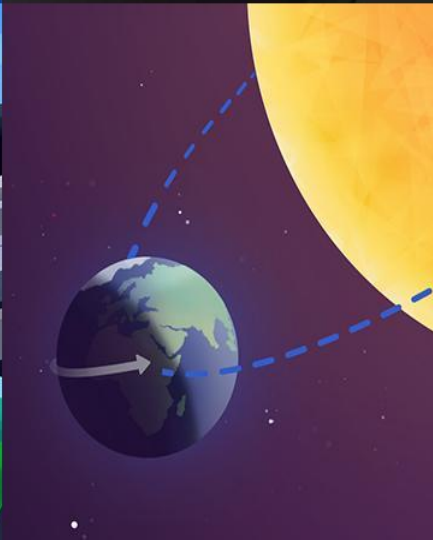
Share insights and wonderings



“I think...”

“I wonder...”

Questions?



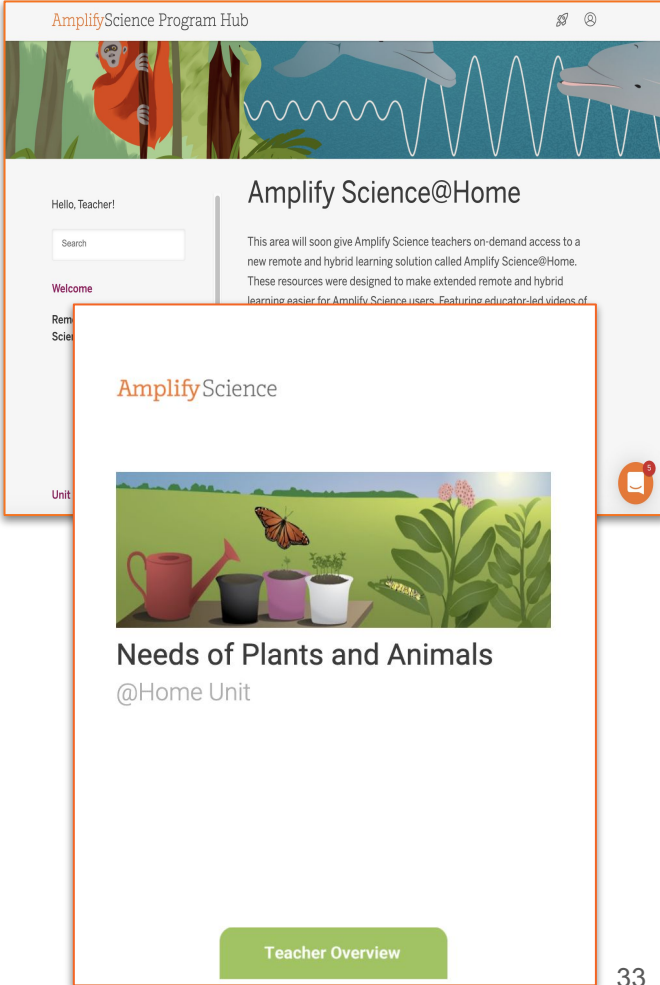
Plan for the day

- 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, the header reads "Amplify Science Program Hub" with a search icon and a user profile icon. Below the header is a banner image featuring a monkey, a whale, and a dolphin. The main content area is titled "Amplify Science@Home" and includes a search bar and a welcome message: "Hello, Teacher!". A text block below the search bar states: "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 "Needs of Plants and Animals @Home Unit" page. This window includes the Amplify Science logo, an illustration of a garden with a watering can, pots, and a butterfly, and a green button labeled "Teacher Overview".

@Home Unit lesson #: 6

Date(s) to administer: Thursday, 10/15 & Tuesday, October 20

Investigation question: Why can an animal live where it does?

@ Home Unit lesson (asynchronous)

Key activities from @ Home lesson:

- **Reviewing Key Concepts and Vocabulary:** Students review what they have figured out so far in the unit.
- **Introducing Investigating:** Students are introduced to ideas about how they will investigate questions about plants in this unit.
- **Do:** Students set up an investigation to compare whether or not a garlic clove

Dates to administer:

Thursday, 10/15

Other notes:

needs water to grow into a garlic plant.

- **Draw and Write:** Students record their first observation of garlic cloves with water and with no water.

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>Engage students in setting up the investigation of garlic with water and with no water, and then recording their initial observations.</p> <p>Dates(s) to administer:</p> <p>Tuesday, October 20</p>	<p>Other notes:</p> <p>Refer to materials and preparation section of this corresponding lesson in Teacher's Guide</p> <p>Take out slides 14 onwards from Home Slides. Ask students to propose an investigation set-up. Edit slide 14 to include this.</p>
@Home Videos		
<p>Use for synchronous or asynchronous?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Synchronous X <input type="checkbox"/> Asynchronous X <input type="checkbox"/> Neither <p>If using, note lesson & activity/activities:</p> <p>Use hands-on preparation video</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>Tips on how to set-up investigation</p>	<p>Other notes:</p> <p>Send investigation video to students who missed in-person demonstration</p>

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 > Needs of Plants and Animals > Chapter 1 > Lesson 1.6

Lesson 1.6: Explaining Why There Are No Caterpillars

Lesson Brief (3 Activities)

1 READING Discovering What Caterpillars Need

2 TEACHER-LED DISCUSSION Searching for Milkweed Plants

3 TEACHER-LED DISCUSSION Explaining Why There Are No Caterpillars

Lesson 1.6: Pre-Work Assessment

AmplifyScience

Science Walk

What do you notice on the front cover?

Teacher action:
Display the front cover of the *Science Walk* big book.

Students may respond:
(Accept all responses.)

Corresponding original lesson(s)		
<p>Differentiation strategies:</p> <ul style="list-style-type: none"> ● additional teacher modeling in a small group setting ● strategic partnering to provide students who need more support with a peer to check in with ● write a few sentences that more fully describe what they have recorded about their investigation students who need more challenge 	<p>Additional synchronous activity notes:</p> <p>Locate the following materials (<i>Needs of Plants and Animals</i> kit)clear plastic cups, 9 oz.</p> <ul style="list-style-type: none"> ● clamp lamp ● grow light lightbulb ● 2 large planter trays ● automatic light timer ● grow light lightbulb ● 2 large planter trays ● automatic light timer <p>Need to provide 2 index cards (3" x 5"), 1 garlic bulb (intact), 2 garlic cloves for each pair of students and 2 for demonstration purposes, pitcher with water, large mixing bowl, large spoon, pair of scissors.</p>	<p>Use any original slides?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Other notes:</p> <p>Slides 21 onwards for in-person</p>
Differentiation plan		
<p>Synchronous, remote ideas:</p> <ul style="list-style-type: none"> ● additional teacher modeling in Zoom break-outs 	<p>Synchronous, in-person ideas:</p> <ul style="list-style-type: none"> ● strategic partnering to provide students who need more support with a peer to check in with 	<p>Asynchronous ideas:</p> <ul style="list-style-type: none"> ● send scaffolded versions of student sheets to students who need more support

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:

To answer the question: How can we find out if the garlic plant needs water to live?

Using a Pear Deck slide(s)?

- Yes **X**
- No

Notes:

For Critical juncture in activity 1 of original lesson

Google Classroom:

Which @Home Resources to upload?

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

Notes:

Hands-on lesson video for students who missed in-person instruction

Other apps & notes:

Flip Grid for audio responses?

Sample Jamboard



We will share our ideas here on how we would test to see if a garlic plant needs water to live.

Sample Pear Deck slide

Click to add subtitle

Click to add subtitle

Lesson 1.7: Setting Up an Investigation

Activity 1

The Garden



A monarch caterpillar **cannot live** in this place. Why not?

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Students, write your response!

Pear Deck Interactive Slide
Do not remove this bar

TEMPLATE LIBRARY

Our Template Library

Explore and add premade content to your lesson



ASK STUDENTS A QUESTION

Adds a question to your current slide:



Text



Choice



Number



Website



Draw



Draggable™

ADD AUDIO

Record or upload audio files for your

Sample Google Classroom entry

Instructions

Student work



Home Lesson 6



Amplify Science • 5:00 PM

100 points

Hello Scientists!

Please complete this home lesson and come prepared to discuss your ideas on how to test if a garlic plant needs water to live.



Copy of Needs of Plants and...
Google Slides

Class comments



Add class comment...

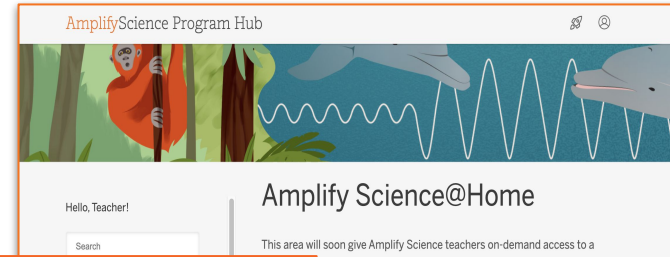


Preparing to teach

3-step method

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

Step 1



Step 2



Step 3





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.

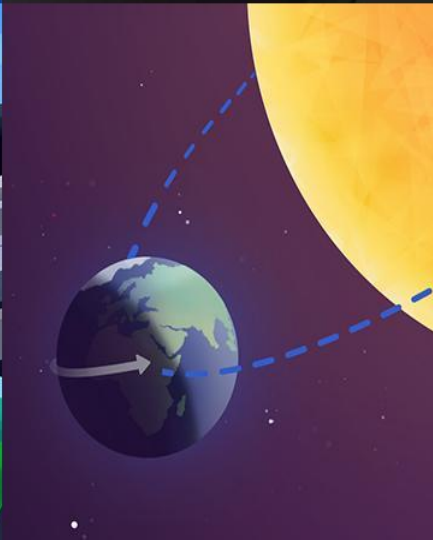
1 = Extremely Uncomfortable

2 = Uncomfortable

3 = Mild

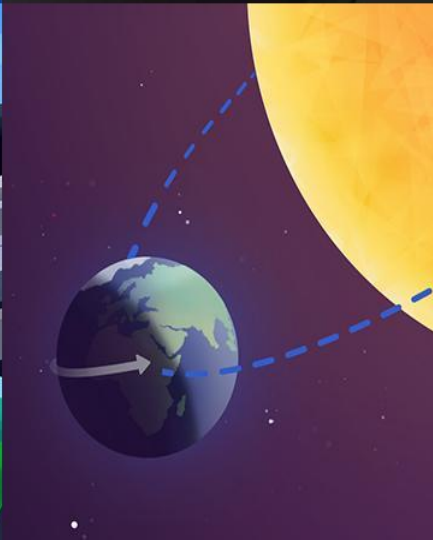
4 = Comfortable

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

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Revisiting our objectives

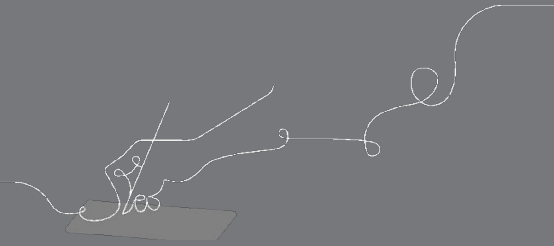
Do you feel ready to to...

- 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 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!

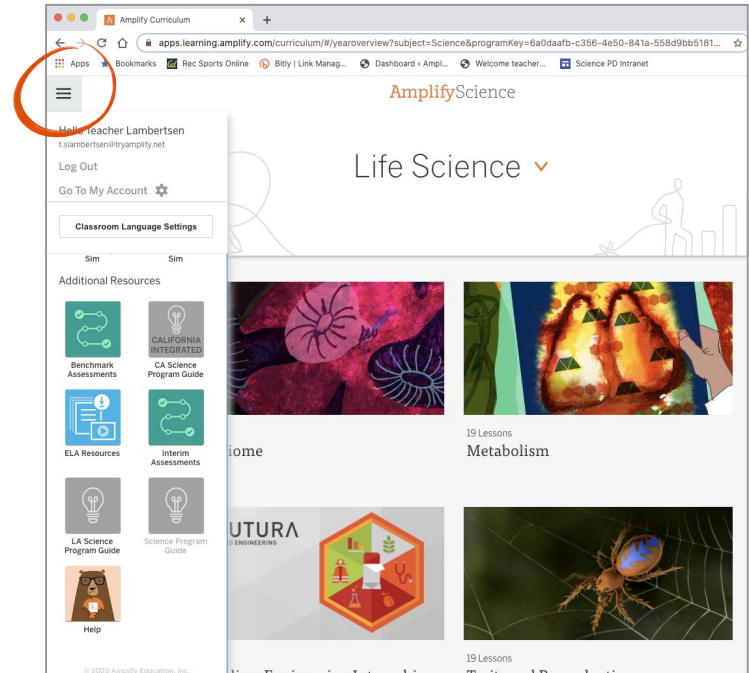
Site Resources

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

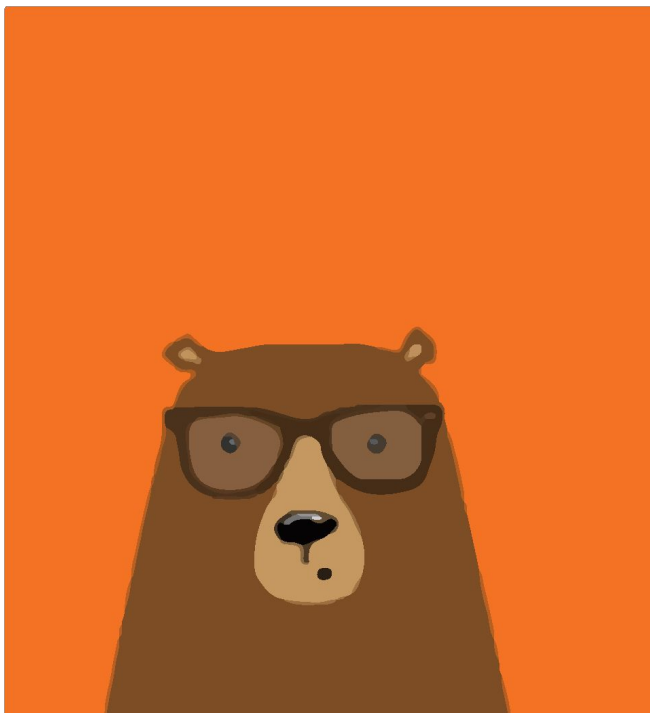
Amplify Science Program Hub

A new hub for Amplify Science resources

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



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



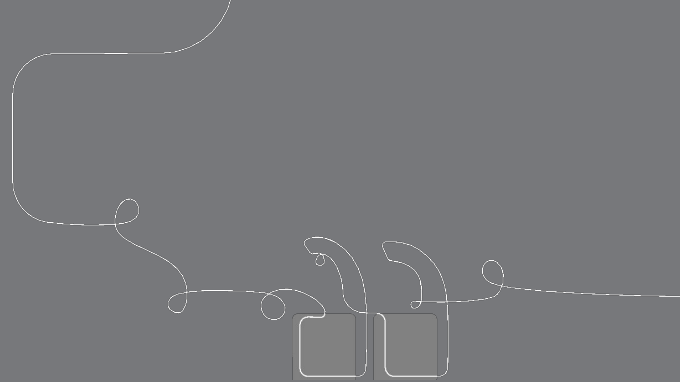
800-823-1969



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.

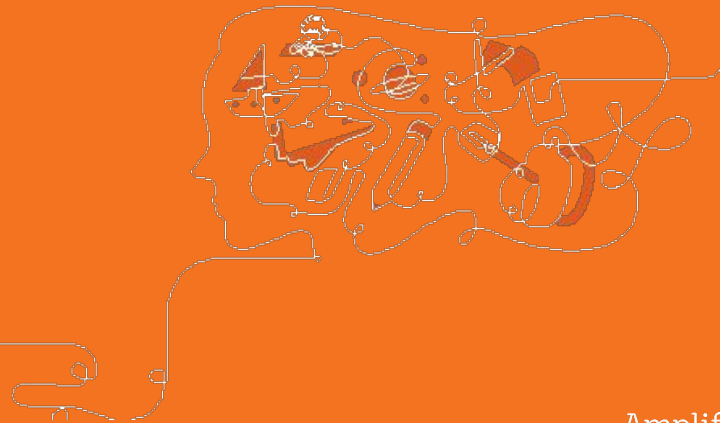


Final Questions?

Please provide us feedback!

URL: www.surveymonkey.com/r/HJD7SQN

Presenter name: XXX



30 minute open office hours
to follow...

