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

Amplify Science

# Engineering Internship
# Unit Internalization & Guided Planning

## Deep-dive and strengthening workshop
## Grade 6, Metabolism Engineering Internship

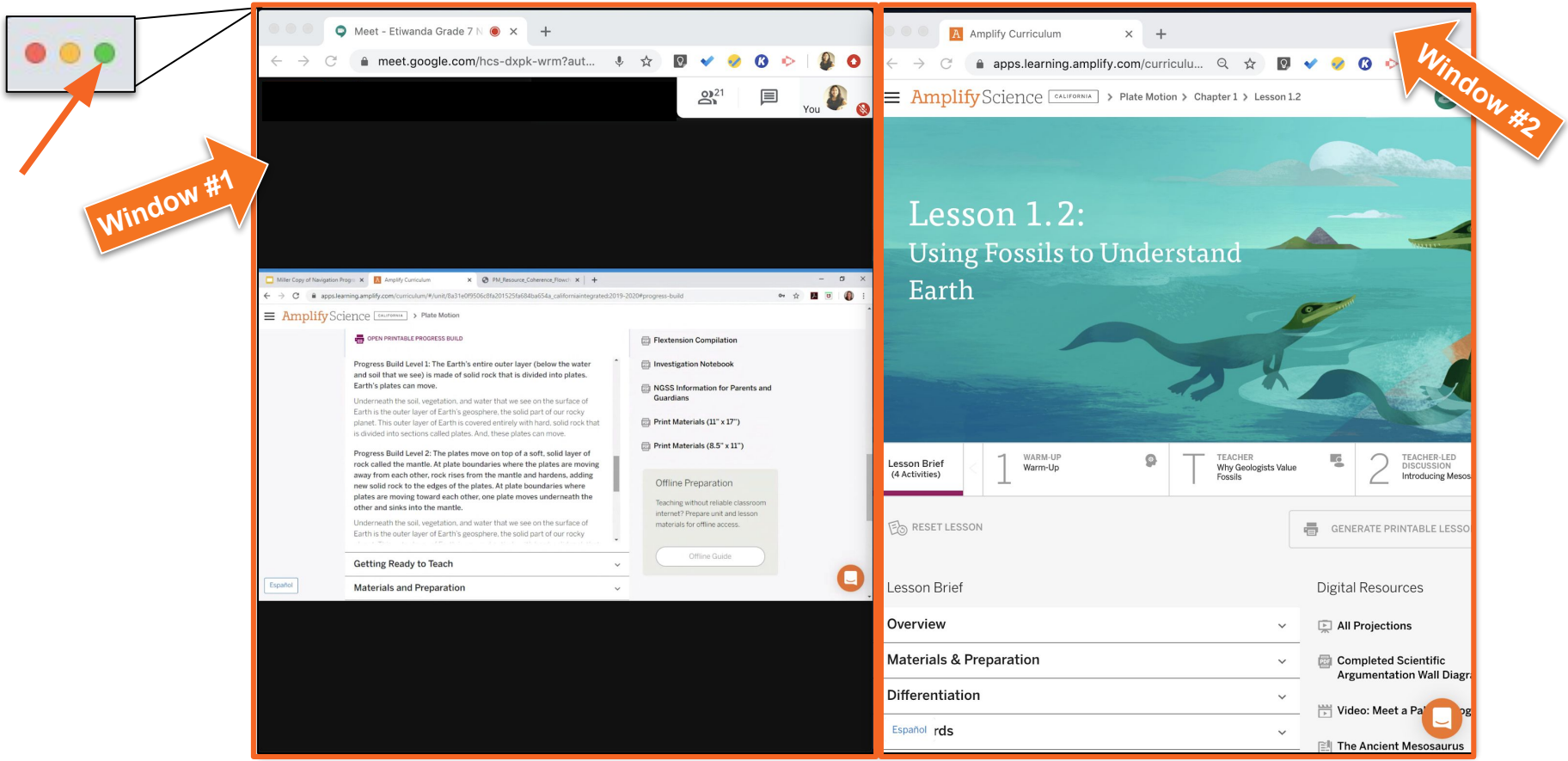
LAUSD

xx/xx/2020

Presented by Your Name

In a new tab, please log in to your Amplify Science account through Schoology.

# Use two windows for today's webinar



# Norms: Establishing a Culture of Learners

- Please keep your camera on, if possible.
- Take some time to orient yourself to the platform
  - *“where’s the chat box? what are these squares at the top of my screen?, where’s the mute button?”*

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

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

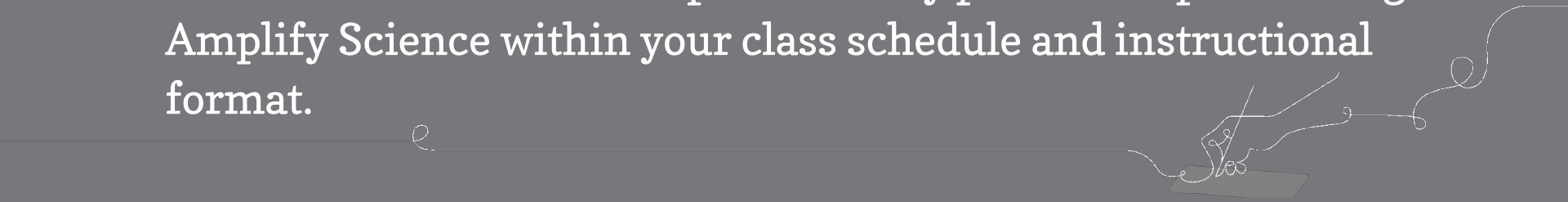
- Make sure you have a note-catcher present


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

# Workshop goals

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

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



# Plan for the day

- Framing the day
  - Amplify Science Refresher
  - Introduction to Engineering Internships and Futura workspace
- Unit Internalization
  - Unit overview
  - Research phase
- Planning to teach
  - Collecting evidence of student learning to meet diverse learner needs
- Reflection and closing

# Plan for the day

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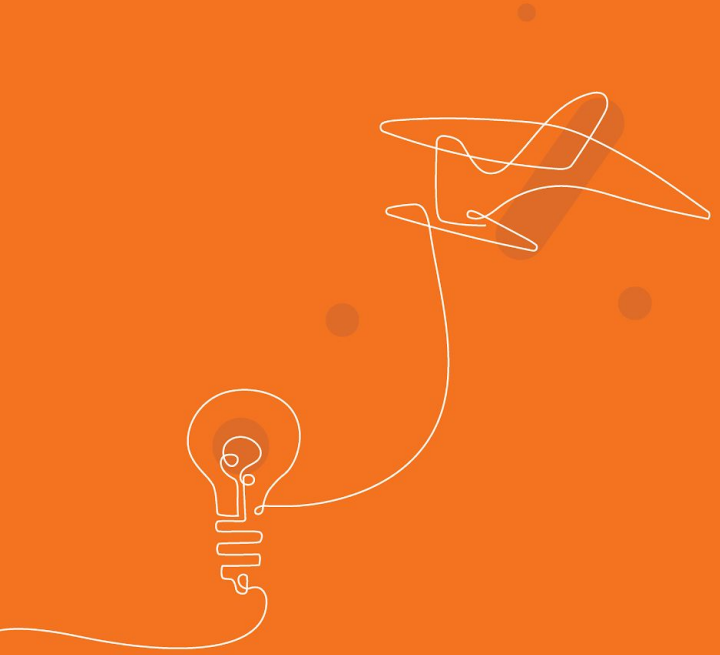
  - Collecting evidence of student learning to meet diverse learner needs
- Reflection and closing



# Amplify Science Refresher

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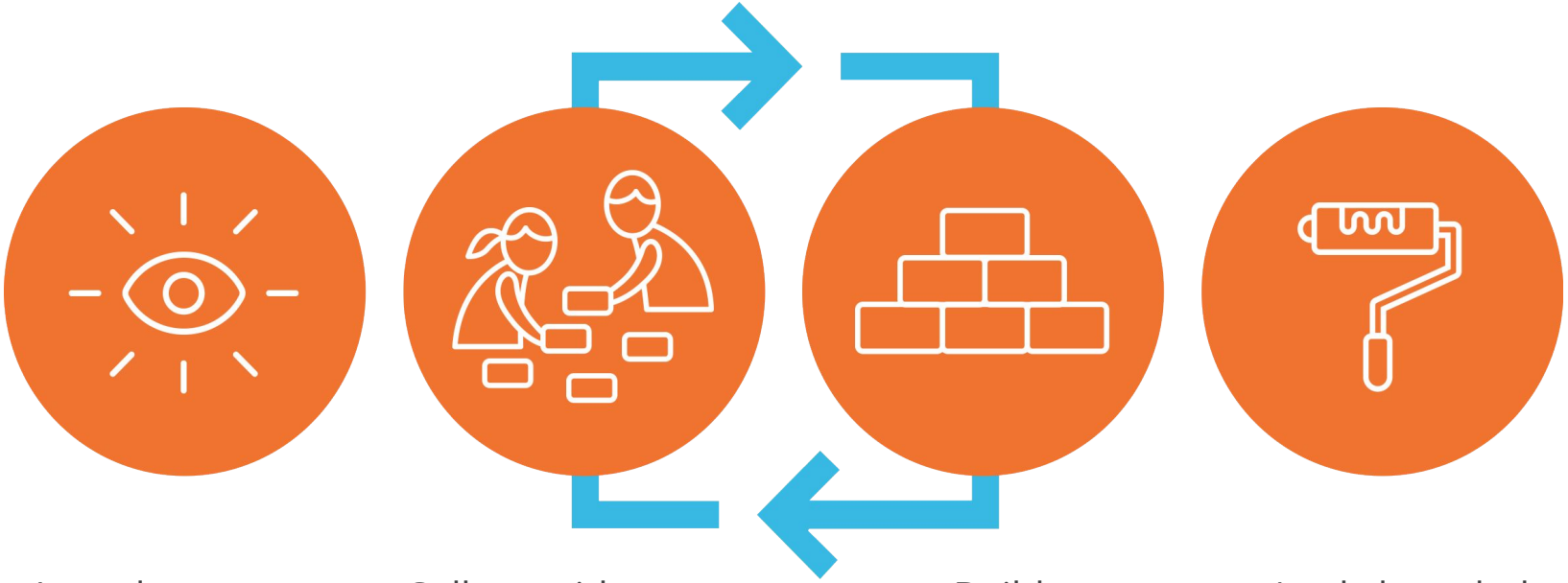
# Amplify Science Instructional Approach



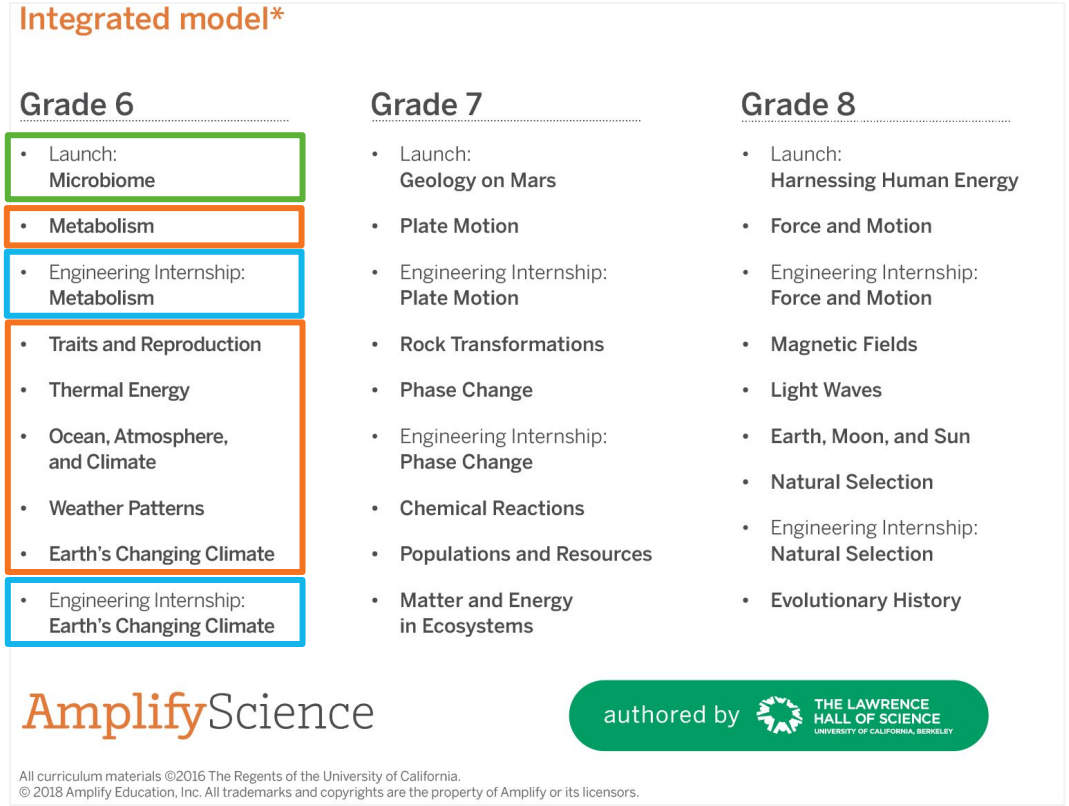
Introduce a phenomenon and a related problem

Collect evidence from multiple sources

Build increasingly complex explanations

Apply knowledge to solve a different problem

# Middle school course curriculum structure




## Launch units

- First unit
- 11 lessons

## Core units

- Majority of units
- 19 lessons

## Engineering Internships

- Two per year
- 10 lessons

# Introduction to Engineering Internships and Futura workspace

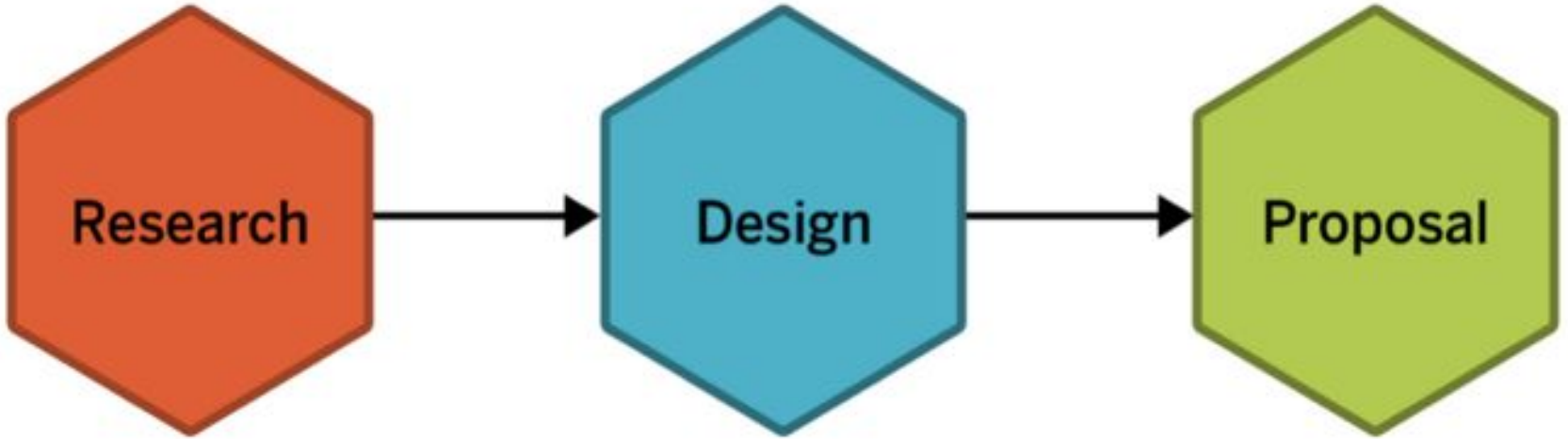
Amplify.

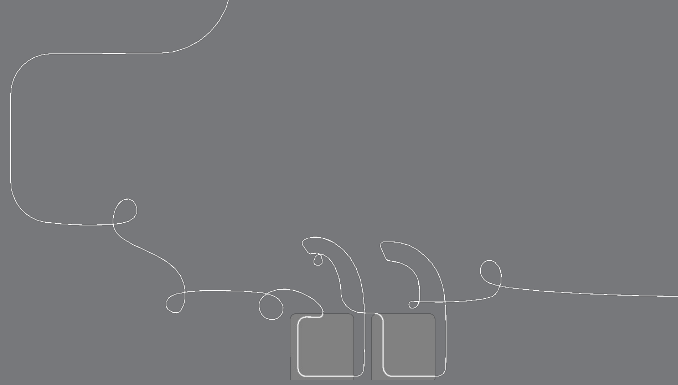
# Metabolism Engineering Internship

# Engineering Internships

- Engage in Engineering Practices and Engineering DCI’s
- Apply science content
- Immerse students in an internship experience within a
- STEM career
- Address an urgent real-world problem
- Provide a student-centered experience

# Engineering Internships phases



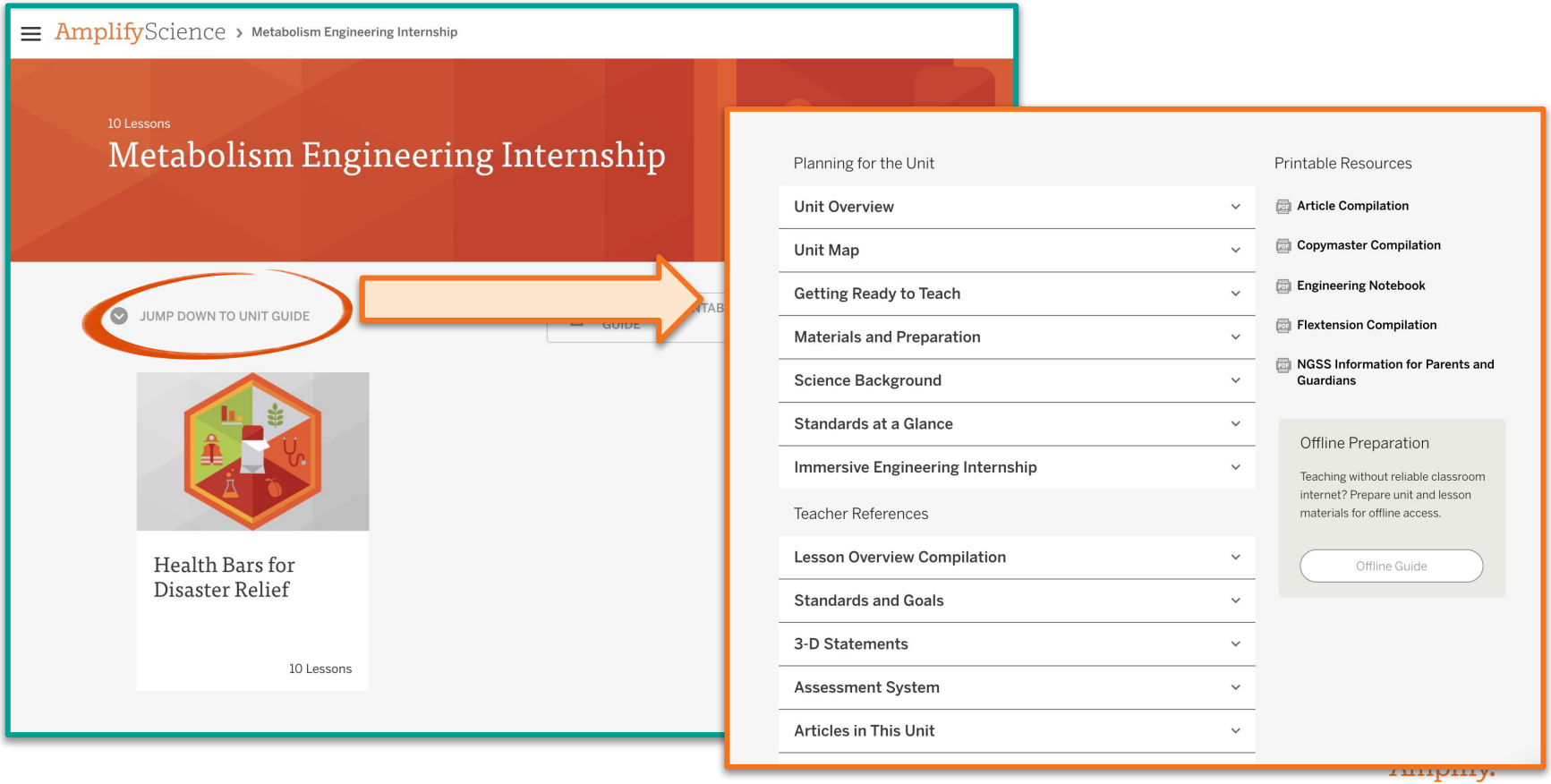


# Questions?

# Plan for the day

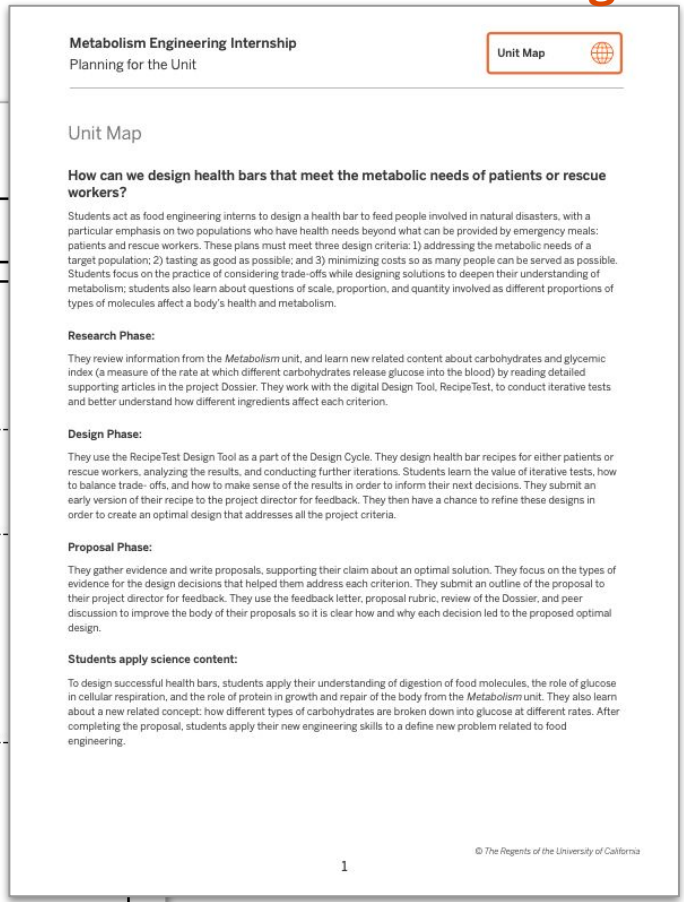
- Framing the day
  - Amplify Science Refresher
  - Introduction to Engineering Internships and Futura workspace
- **Unit Internalization**
  - **Unit overview**
  - **Research phase**
- Planning to teach
  - Collecting evidence of student learning to meet diverse learner needs
- Reflection and closing

# Navigate to the Unit Guide



# Unit Internalization Work Time

Page 1



Metabolism Engineering Internship
Planning for the Unit

Unit Map

## Unit Map

**How can we design health bars that meet the metabolic needs of patients or rescue workers?**

Students act as food engineering interns to design a health bar to feed people involved in natural disasters, with a particular emphasis on two populations who have health needs beyond what can be provided by emergency meals: patients and rescue workers. These plans must meet three design criteria: 1) addressing the metabolic needs of a target population; 2) tasting as good as possible; and 3) minimizing costs so as many people can be served as possible. Students focus on the practice of considering trade-offs while designing solutions to deepen their understanding of metabolism; students also learn about questions of scale, proportion, and quantity involved as different proportions of types of molecules affect a body's health and metabolism.

**Research Phase:**

They review information from the *Metabolism* unit, and learn new related content about carbohydrates and glycemic index (a measure of the rate at which different carbohydrates release glucose into the blood) by reading detailed supporting articles in the project Dossier. They work with the digital Design Tool, RecipeTest, to conduct iterative tests and better understand how different ingredients affect each criterion.

**Design Phase:**

They use the RecipeTest Design Tool as a part of the Design Cycle. They design health bar recipes for either patients or rescue workers, analyzing the results, and conducting further iterations. Students learn the value of iterative tests, how to balance trade- offs, and how to make sense of the results in order to inform their next decisions. They submit an early version of their recipe to the project director for feedback. They then have a chance to refine these designs in order to create an optimal design that addresses all the project criteria.

**Proposal Phase:**

They gather evidence and write proposals, supporting their claim about an optimal solution. They focus on the types of evidence for the design decisions that helped them address each criterion. They submit an outline of the proposal to their project director for feedback. They use the feedback letter, proposal rubric, review of the Dossier, and peer discussion to improve the body of their proposals so it is clear how and why each decision led to the proposed optimal design.

**Students apply science content:**

To design successful health bars, students apply their understanding of digestion of food molecules, the role of glucose in cellular respiration, and the role of protein in growth and repair of the body from the *Metabolism* unit. They also learn about a new related concept: how different types of carbohydrates are broken down into glucose at different rates. After completing the proposal, students apply their new engineering skills to a define new problem related to food engineering.





Guided Engineering Internship Unit Internalization Planner

Part 1: Unit-level internalization

**Unit title:**

**What is the phenomenon students are investigating in your unit?**

**Unit Question:**

**Student role:**

**What do students figure out in each phase of the Engineering Internship?**

**Research Phase:**

**Design Phase:**

**Proposal Phase:**

**What science ideas do students apply from the core unit to solve the engineering problem?**

Page 2

# Guided Engineering Internship Unit Internalization Planner

## Part 1: Unit-level internalization

**Unit title:** Metabolism Engineering Internship

**What is the phenomenon students are investigating in your unit?**

Design a health bar to feed people involved in natural disasters, with a particular emphasis on two populations who have health needs beyond what can be provided by emergency meals: patients and rescue workers

**Unit Question:**

How can we design health bars that meet the metabolic needs of patients or rescue workers?

**Student role:**

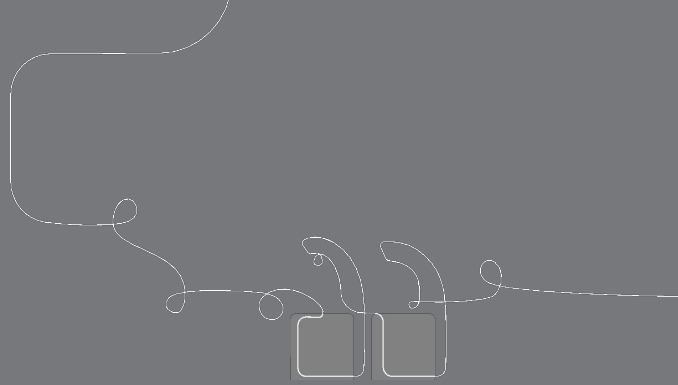
Food engineers

**What do students figure out in each phase of the Engineering Internship?**

| Research Phase: | Design Phase: | Proposal Phase: |
|---|---|---|
| Relationship between carbohydrates and glycemic index<br>Better understand how different ingredients affect each criterion through iterative tests. | Value of iterative tests, how to balance trade- offs, and how to make sense of the results in order to inform their next decisions | Gather and use multiple pieces of evidence to improve their proposals so it is clear how and why each decision led to the proposed optimal design |

**What science ideas do students apply from the core unit to solve the engineering problem?**

Students apply their understanding of digestion of food molecules, the role of glucose in cellular respiration, and the role of protein in growth and repair of the body from the Metabolism unit.



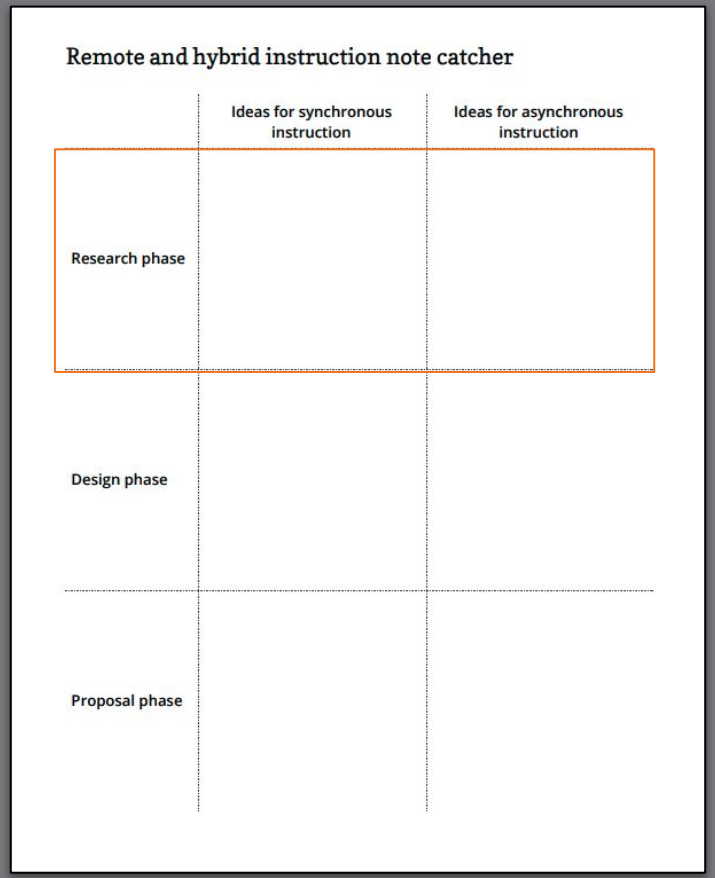
# Questions?

Metabolism Engineering Internship

**Research Phase**

Amplify.

# Capturing remote and hybrid teaching strategies

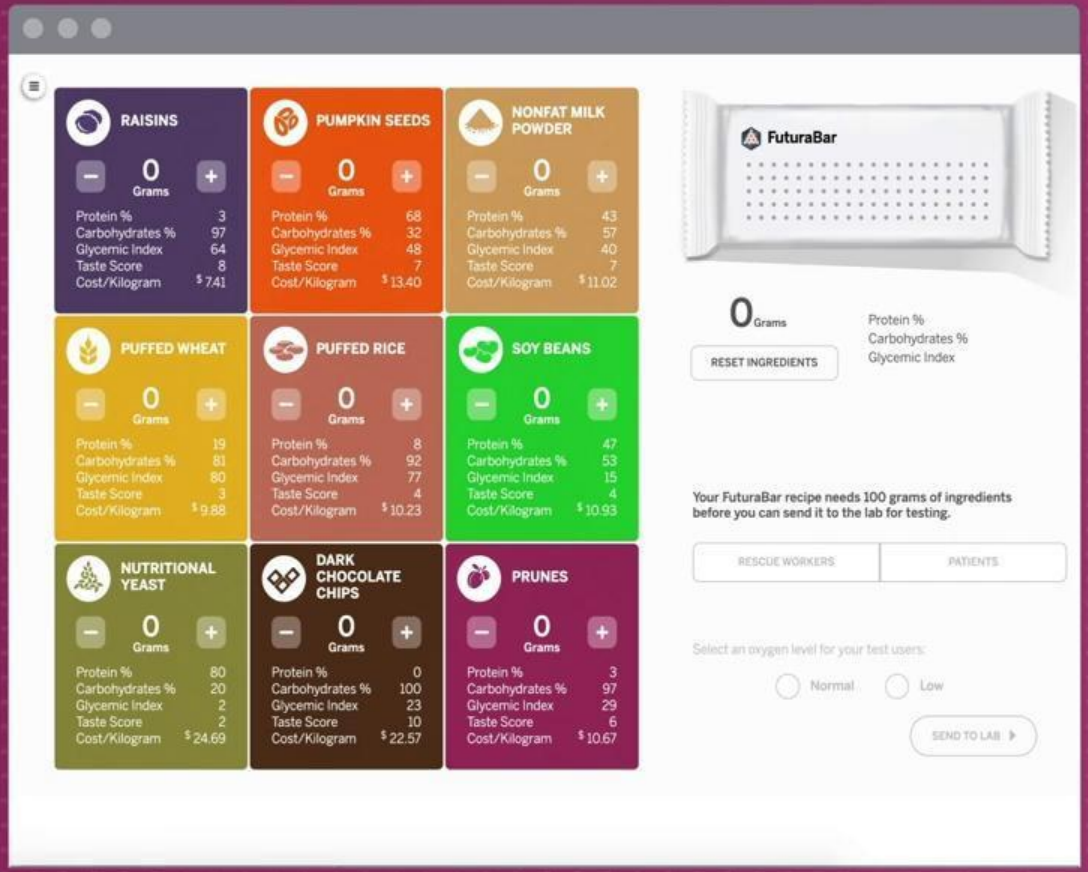


Remote and hybrid instruction note catcher

| | Ideas for synchronous instruction | Ideas for asynchronous instruction |
|---|---|---|
| Research phase | | |
| Design phase | | |
| Proposal phase | | |

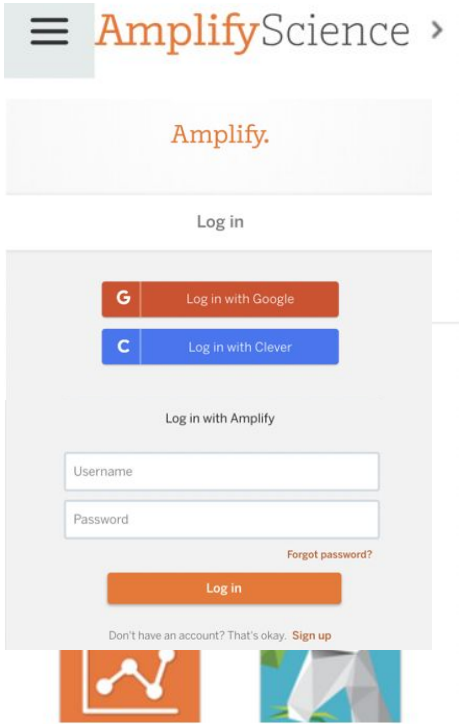
Page 8

This icon in the top right corner takes you to the digital design tool. You'll use this tool to test your designs.



# Log out and then log in as students

## Safari or Chrome




1. Navigate to Global Navigation (top left)
2. Select **Log out** of Teacher account
3. Select **Log in with Amplify**
4. Enter your student demo account credentials:
   Username: **XXXX@tryamplify.net**
   Password: **AmplifyNumber1**
5. Now explore Amplify Science as you wait for others!

## Metabolism Engineering Internship

# **Day 1**: Introducing the Engineering Internship

AmplifyScience

**Welcome, engineering interns! I will be your internship coordinator, and I'll guide you through this project with Amina Reid, your project director.**

Where have you heard the word **engineer** before? What kind of work do engineers do?

What about **food engineers?** What do you think they do?

Your **project director** is Amina Reid.

Amina has sent a video message to explain more about Futura and your engineering project.

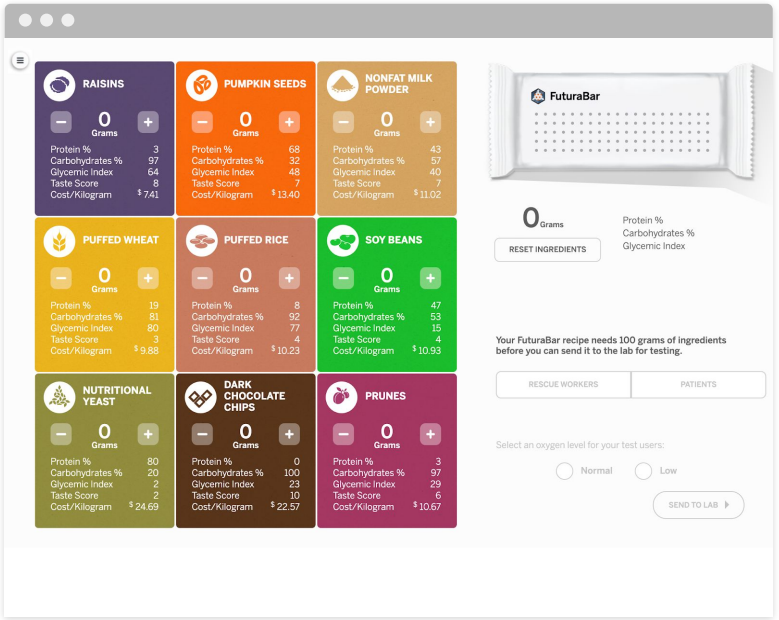

FUTURA
FOOD
ENGINEERING
LAB

**Amina wants you to design health bars for disaster relief.**

What are some **goals** that might be important to make sure your health bars are successful?

As food engineering **interns,** you will use what you have learned about metabolism to solve a real and important problem.

Remember, Amina Reid will be the **project director** for this internship. She will send you messages, assign you tasks to do, and give you feedback on your work.

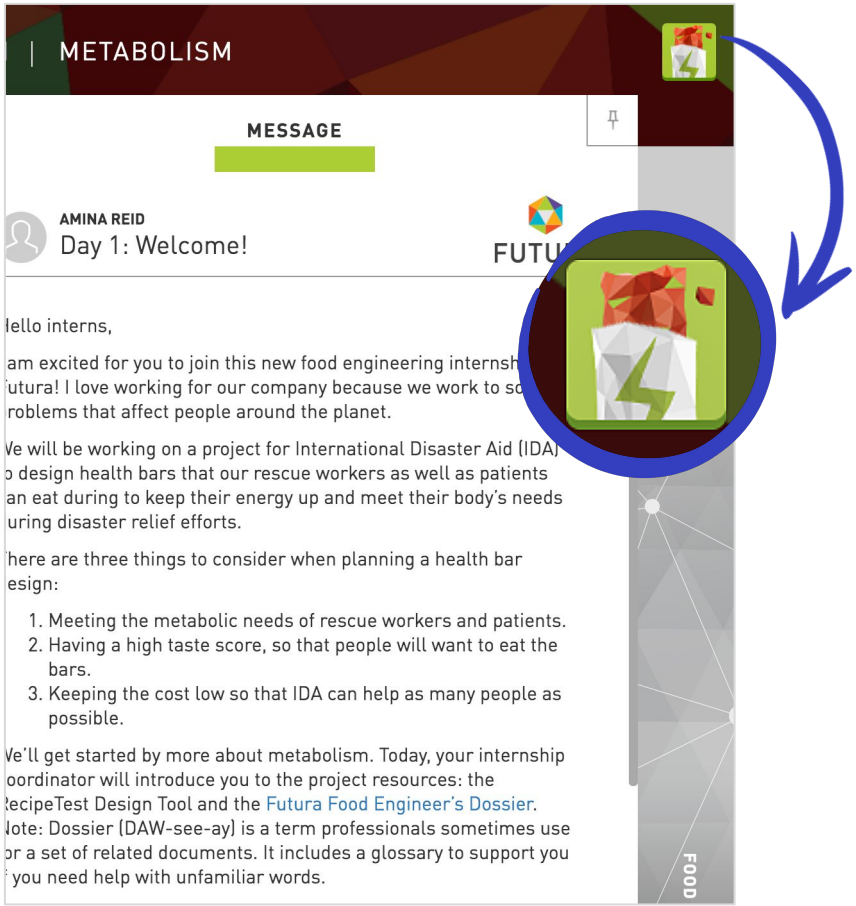



To test different designs for your health bars, you'll use a **digital model** called **RecipeTest.**

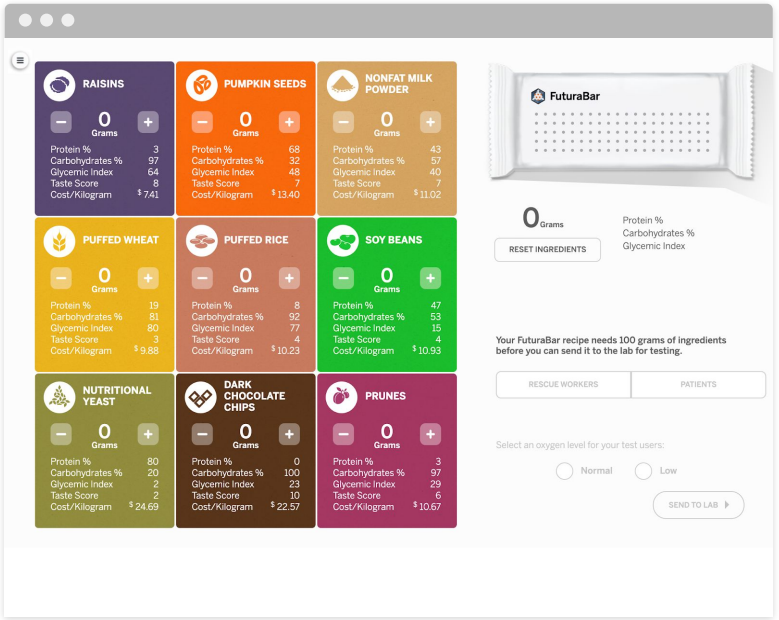
This model predicts how well a bar will meet the project criteria.

RecipeTest is **accurate** in many ways: the ingredient details are based on ingredients used in snack and health foods in the real world. The test users have metabolic needs similar to different populations of people.

But like any model, RecipeTest is **simplified and inaccurate** in some ways.




Press the button in the top right corner of Futura Workspace to **open RecipeTest.**



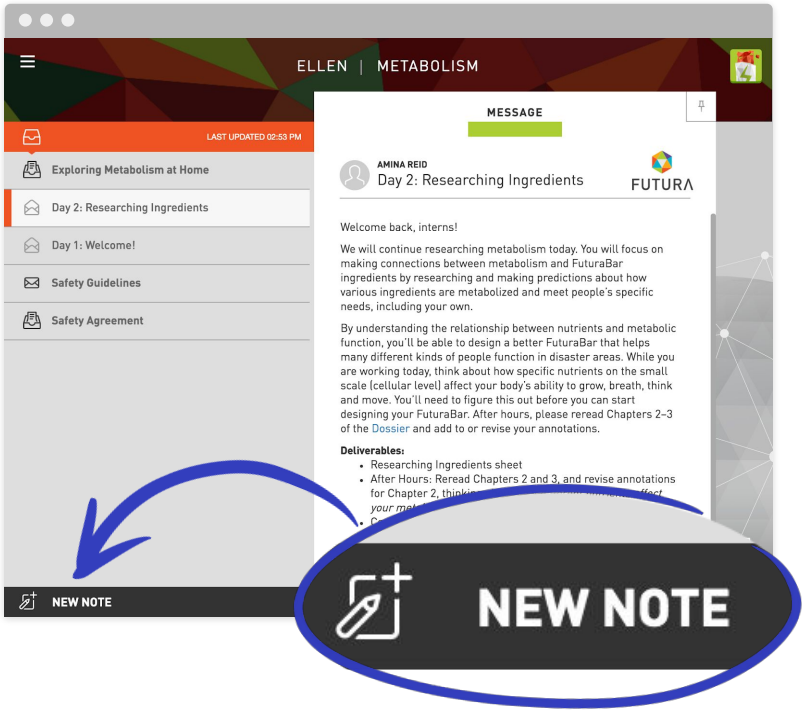

# What did you notice about **RecipeTest?**

# What did you find interesting?

## Metabolism Engineering Internship

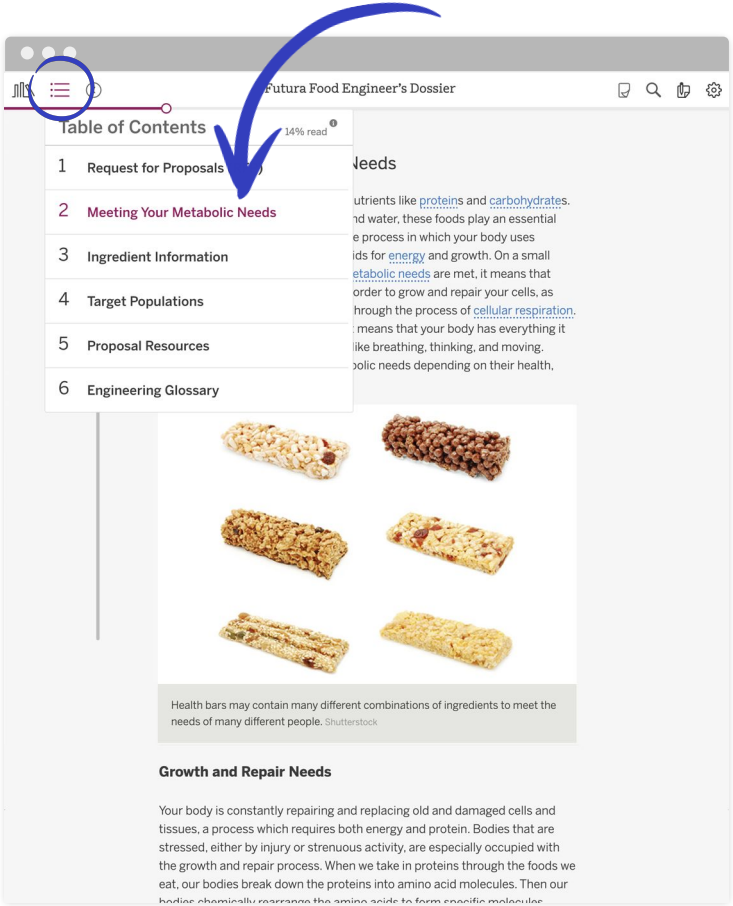
# **Day 2:** Researching Ingredients

AmplifyScience




**You'll need to take notes in order to keep track of important information.**

In Futura Workspace, select NEW NOTE to **create a blank note.**



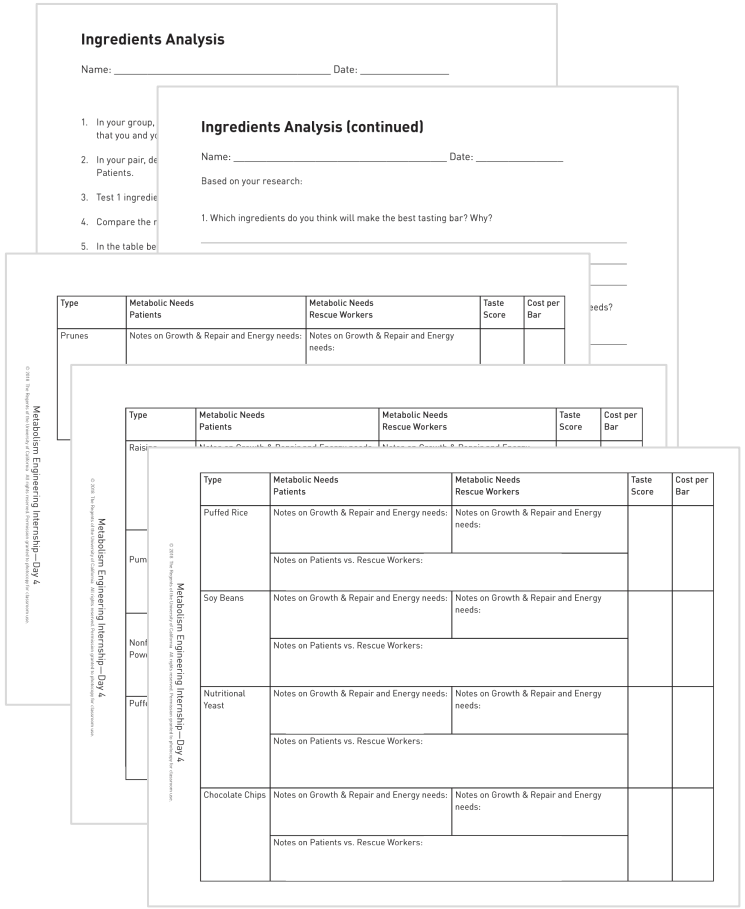

It's essential to understand metabolic needs for this project, so you'll read **Chapter 2.**

You can use the Table of Contents to navigate between the chapters.

## Metabolism Engineering Internship

# **Day 4**: Analyzing Ingredients

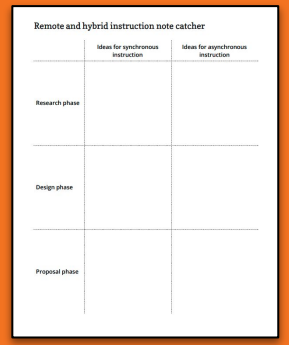
AmplifyScience




## Pages 13-18

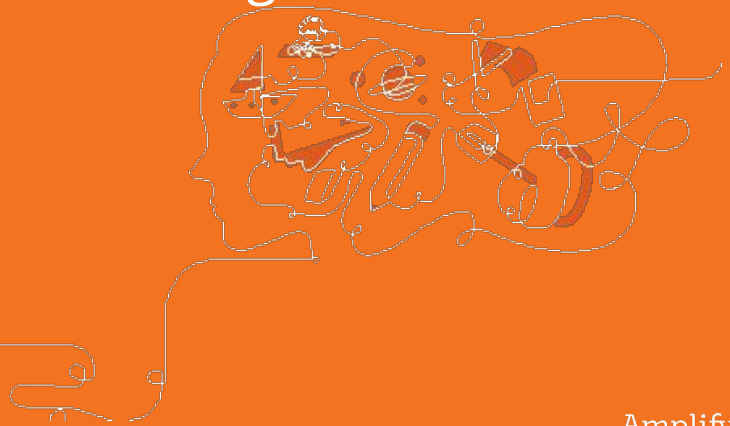
These are your **Ingredients Analysis sheets**.

You'll use them to record tests for each ingredient.

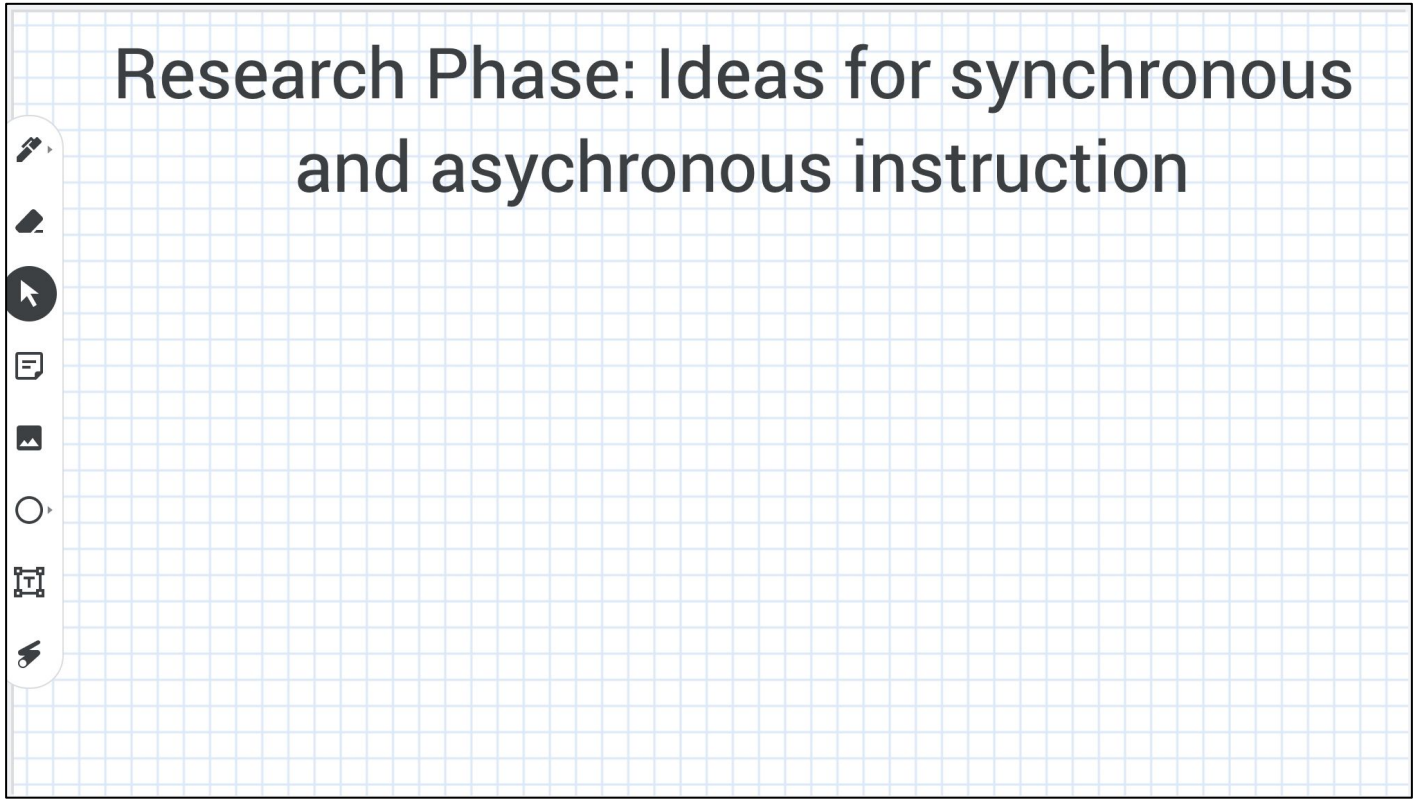


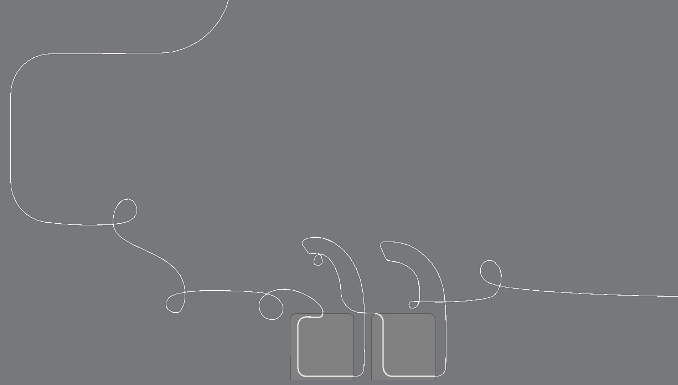

# Remote and Hybrid Learning Reflection

*How would you adapt instruction you previewed in the Research Phase for synchronous and/or asynchronous learning?*



# Sampel Jamboard reflection #2





# Questions?

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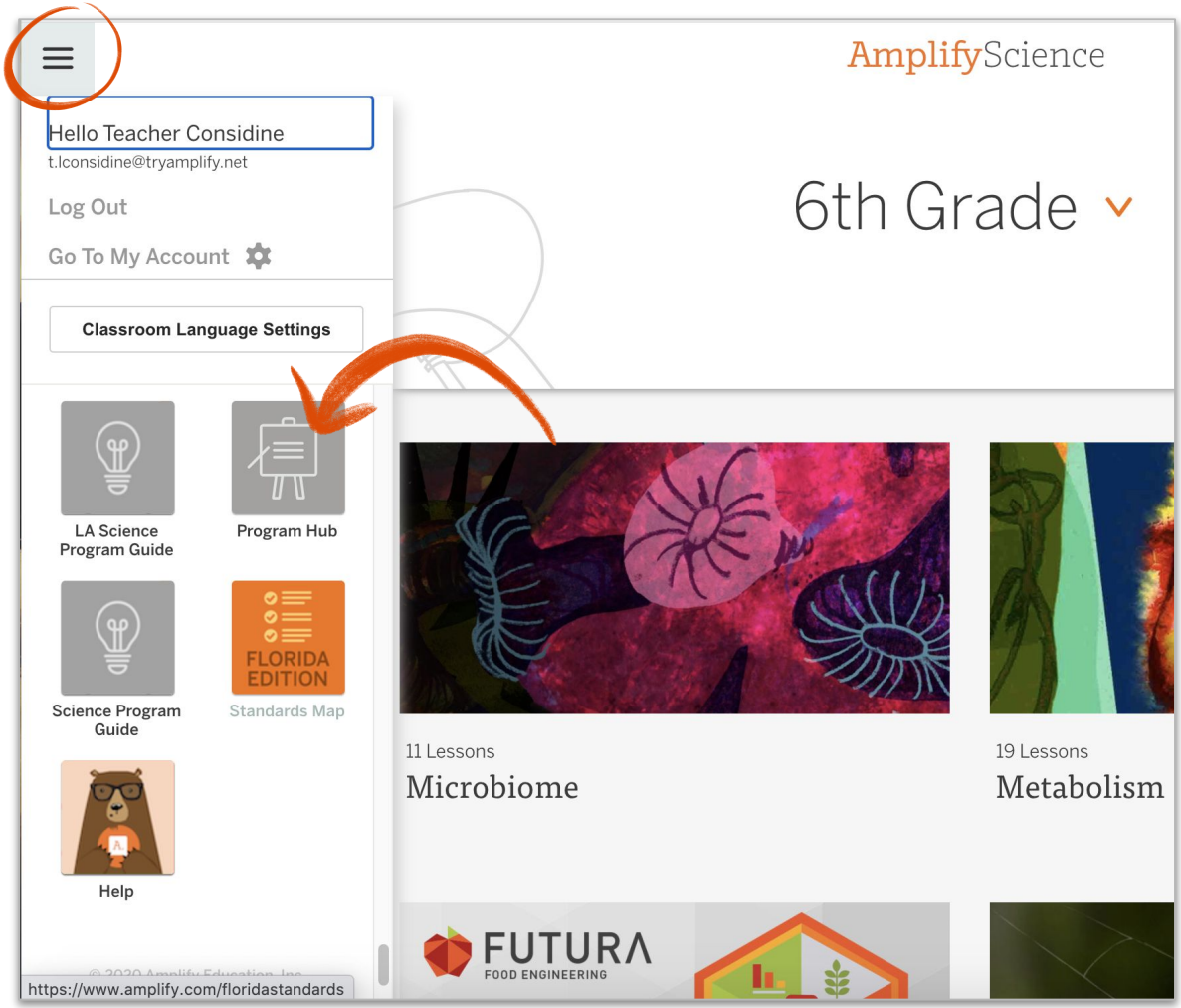
- Unit Internalization
  - Unit overview
  - Research phase
- **Planning to teach**
  - **Collecting evidence of student learning to meet diverse learner needs**
- Reflection and closing

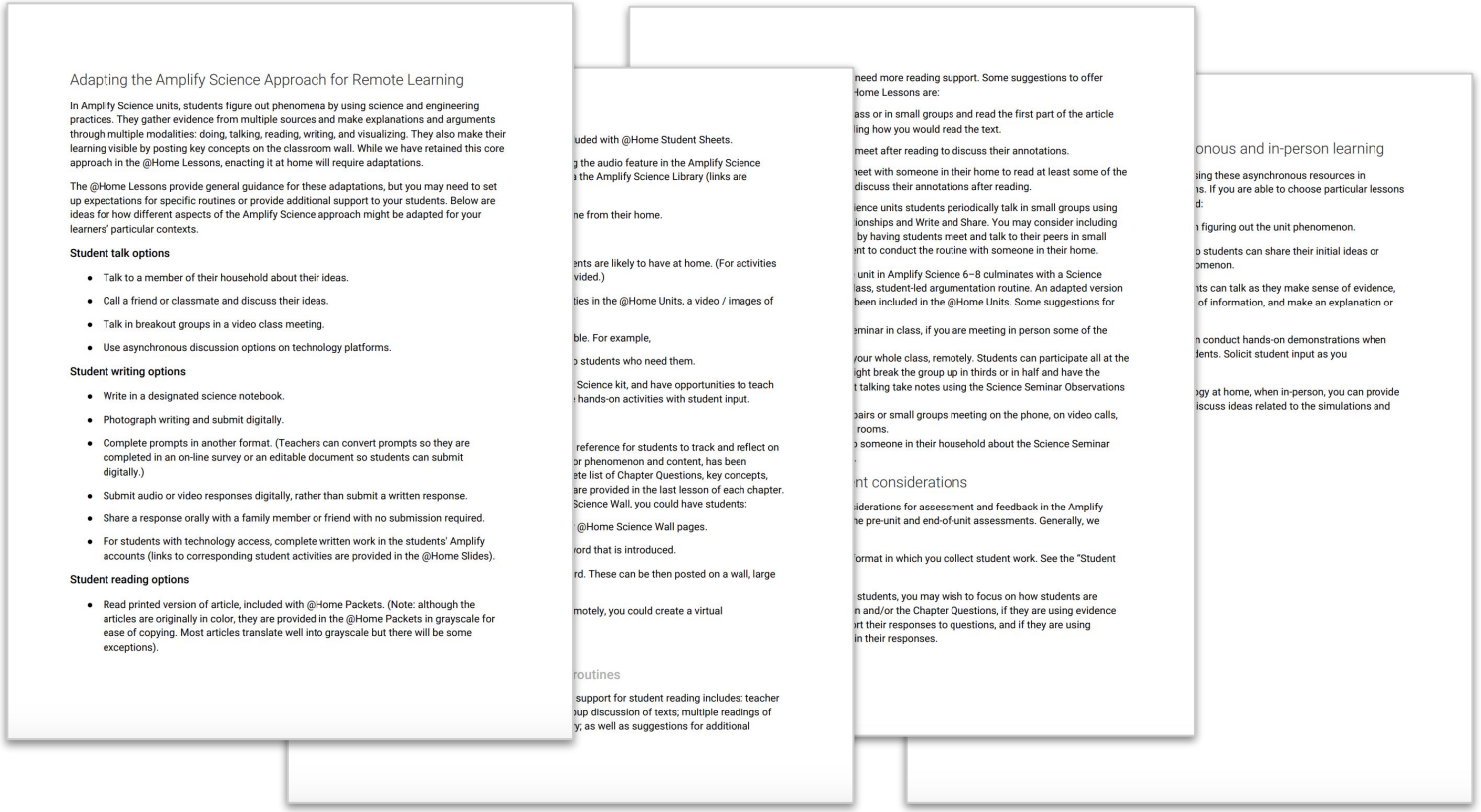
# Amplify Science @Home Curriculum

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



pages 19-22

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



Adapting the Amplify Science Approach for Remote Learning

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

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

**Student talk options**

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

**Student writing options**

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

**Student reading options**

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

## Lesson at a Glance

**1: Connecting to Futura Workspace**
Interns are introduced to the Futura Workspace and their internship by reading a welcome message about the project.

**(Teacher Only) Introducing Futura** (10 min.)
Interns are introduced to Futura and their role as food engineering interns in this fictional company.

**(Teacher Only) Exploring RecipeTest** (10 min.)
Interns explore the Design Tool to engage with the context and support beginning background research on this project's science concepts.

**2: Reading About Metabolism** (20 min.)
Interns use Active Reading to learn about metabolic needs.

**3: After-Hours Work**
Interns become more familiar with the project details and criteria by reading the Request for Proposals (RFP) in the Dossier.

Modifications needed for remote learning:

Class discussions and partner talk

## Student talk options

Page 19

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

Page 21

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

# Suggestions for Online Synchronous Time

| Online synchronous time |
| --- |
| **Online discussions:** It's worthwhile to establish norms and routines for online discussions in science to ensure equity of voice, turn-taking, etc. |
| **Digital tool demonstrations:** You can share your screen and demonstrate, or invite your students to share their screen and think-aloud as they use a Simulation or other digital tool. |
| **Interactive read-alouds**: Screen share a digital book or article, and pause to ask questions and invite discussion as you would in the classroom. |
| **Shared Writing:** This is a great opportunity for a collaborative document that all your students can contribute to. |
| **Co-constructed class charts:** You can create digital charts, or create physical charts in your home with student input. |

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

**Day 1:** Lesson 1.1

**Minutes for science:** 30 min.

**Instructional format:**
- ☐ Asynchronous
- ☒ Synchronous

**Lesson or part of lesson:**
Warm up, Introducing Futura, Exploring RecipeTest

**Mode of instruction:**
- ❑ Preview
- ❑ Review
- ☒ Teach live
- ❑ Students work independently

| Students will... | Teacher will... |
|---|---|
| Get connected to Futura workspace, share ideas about engineering, watch and discuss video. Explore RecipeTest and share observations. | Lead activities using Classroom Slides. Preview independent work (continued exploration of RecipeTest, Active Reading, and After-Hours work). |

**Minutes for science:** _____

**Instructional format:**
- ☐ Asynchronous
- ☐ Synchronous

**Lesson or part of lesson:**

**Mode of instruction:**
- ❑ Preview
- ❑ Review
- ❑ Teach live
- ❑ Students work independently

| Students will... | Teacher will... |
|---|---|
| | |

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

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**Minutes for science:** 30 min.

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- [ ] Asynchronous
- [x] Synchronous

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- ❑ Review
- [x] Teach live
- ❑ Students work independently

| Students will... | Teacher will... |
|---|---|
| Get connected to Futura workspace, share ideas about engineering, watch and discuss video. Explore RecipeTest and share observations. | Lead activities using Classroom Slides. Preview independent work (continued exploration of RecipeTest, Active Reading, and After-Hours work). |

**Minutes for science:** 30 min.

**Instructional format:**
- [x] Asynchronous
- [ ] Synchronous

**Lesson or part of lesson:**
Exploring RecipeTest, Reading about Metabolism, After-Hours Work

**Mode of instruction:**
- ❑ Preview
- [x] Review
- ❑ Teach live
- [x] Students work independently

| Students will... | Teacher will... |
|---|---|
| Further explore RecipeTest, reflect on RecipeTest as a model, Read and annotate Chapters 1 and 2 of dossier and submit annotations. | Review students' annotations on dossier chapter reading. |

Look at the *Students will* columns. What are students working in the lesson(s) that you could collect, review, or provide feedback on?
See Some Types of Written Work in Amplify Science to the right for guidance.

If there isn't a work product listed above, do you want to add one? Make notes below.

Synchronous: no written work

Asynchronous: Jot down ideas about RecipeTest as a model, annotate Chapters 1 and 2 of dossier

**Some Types of Written Work in Amplify Science**

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

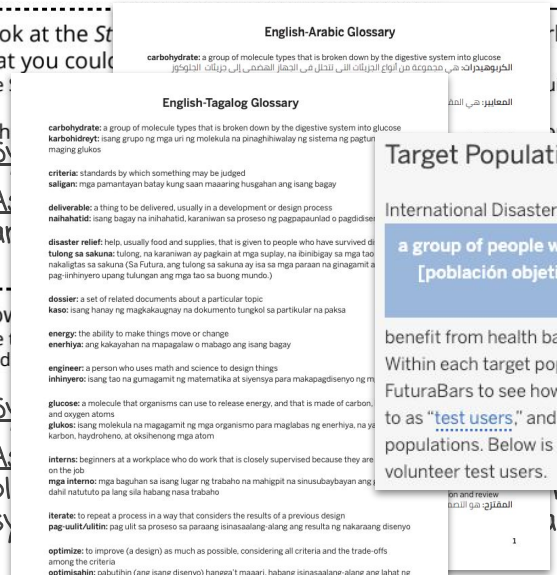
How will students submit this work product to you?
See the Completing and Submitting Written Work tables to the right for guidance on how students can complete and submit work.

Synchronous: n/a

Asynchronous: Submit annotations through Amplify Science platform. Bring RecipeTest model reflection to next synchronous lesson to review and discuss as a class.

| Completing Written Work | Submitting Written Work |
|---|---|
| • Plain paper and pencil (videos include prompts for setup)<br>• (6-8) Student platform<br>• Investigation Notebook<br>• Record video or audio file describing work/answering prompt<br>• Teacher-created digital format (Google Classroom, etc) | • Take a picture with a smartphone and email or text to teacher<br>• Through teacher-created digital format<br>• During in-school time (hybrid model) or lunch/materials pick-up times<br>• (6-8) Hand-in button on student platform |

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



English-Arabic Glossary

**carbohydrate:** a group of molecule types that is broken down by the digestive system into glucose
**الكربوهيدرات:** هي مجموعة من أنواع الجزيئات التي تتحلل في الجهاز الهضمي إلى جزيئات الجلوكوز

English-Tagalog Glossary

**carbohydrate:** a group of molecule types that is broken down by the digestive system into glucose
**karbohidreyt:** isang grupo ng mga uri ng molekula na pinaghihiwalay ng sistema ng pagtun
maging glukos

**criteria:** standards by which something may be judged
**saligan:** mga pamantayan batay kung saan maaaring husgahan ang isang bagay

**deliverable:** a thing to be delivered, usually in a development or design process
**naihahatid:** isang bagay na inihahatid, karaniwan sa proseso ng pagpapaunlad o pagdidise

**disaster relief:** help, usually food and supplies, that is given to people who have survived di
**tulong sa sakuna:** tulong, na karaniwan ay pagkain at mga suplay, na ibinibigay sa mga tao
nakaligtas sa sakuna (Sa Futura, ang tulong sa sakuna ay isa sa mga paraan na ginagamit a
pag-iinhinyero upang tulungan ang mga tao sa buong mundo.)

**dossier:** a set of related documents about a particular topic
**kaso:** isang hanay ng magkakaugnay na dokumento tungkol sa partikular na paksa

**energy:** the ability to make things move or change
**enerhiya:** ang kakayahan na mapagalaw o mabago ang isang bagay

**engineer:** a person who uses math and science to design things
**inhinyero:** isang tao na gumagamit ng matematika at siyensya para makapagdisenyo ng m

**glucose:** a molecule that organisms can use to release energy, and that is made of carbon,
and oxygen atoms
**glukos:** isang molekula na magagamit ng mga organismo para maglabas ng enerhiya, na ya
karbon, haydroheno, at oksihenong mga atom

**interns:** beginners at a workplace who do work that is closely supervised because they are
on the job
**mga interno:** mga baguhan sa isang lugar ng trabaho na mahigpit na sinusubaybayan ang
dahil natututo pa lang sila habang nasa trabaho

**iterate:** to repeat a process in a way that considers the results of a previous design
**pag-uulit/ulitin:** pag ulit sa proseso sa paraang isinasaalang-alang ang resulta ng nakaraang disenyo

**optimize:** to improve (a design) as much as possible, considering all criteria and the trade-offs
among the criteria
**optimisahin:** pabutihin (ang isang disenyo) hangga't maaari, habang isinasaalang-alang ang lahat ng
pamantayan at ang mga pagpapalitan ng mga pamantayan

Metabolism Engineering Internship—Multi-Language Glossary 15



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Target Populations

International Disaster Aid (IDA) has identified two groups of people who could

**a group of people who are supposed to be served by a designed product [población objetivo: un grupo de gente que debe ser servido por un producto diseñado]**

benefit from health bars. These are referred to as the "target populations." Within each target population, several people have volunteered to test out FuturaBars to see how each bar meets their needs. These people are referred to as "test users," and they are examples of the kinds of people in the target populations. Below is more information on each target population and its volunteer test users.

| Some Types of Written Work in Amplify Science | |
|---|---|
| • Daily written reflections<br>• Homework tasks<br>ok pages<br>s (typically at the end of Chapter)<br>Sim uses, investigations, etc | |
| ork<br>il<br>pts<br>n<br>ok<br>• Record video or audio file describing work/answering prompt<br>• Teacher-created digital format (Google Classroom, etc) | **Submitting Written Work**<br>• Take a picture with a smartphone and email or text to teacher<br>• Through teacher-created digital format<br>• During in-school time (hybrid model) or lunch/materials pick-up times<br>• (6-8) Hand-in button on student platform |

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

Supports:

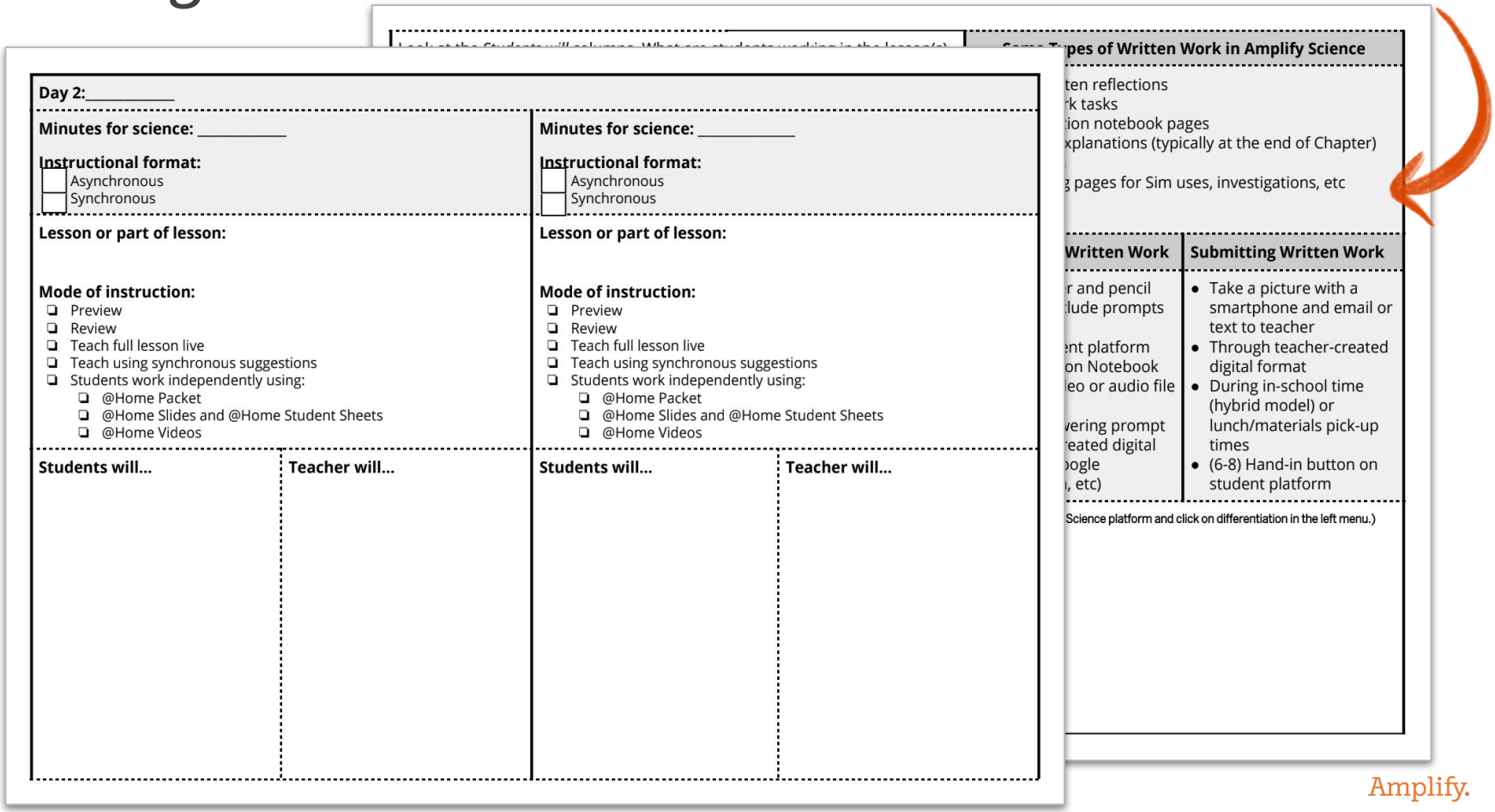
- Partner or small group reading
- Multi-language glossary
- Reveal tool in Amplify Library to click difficult words for definition

Extension:

- Consider metabolic needs of a specific target population: teenagers, pregnant women, the very elderly

# Planning Resource

**pages 5 & 6**



**Day 2:**_____

| | |
|---|---|
| **Minutes for science:** _____<br><br>**Instructional format:**<br>☐ Asynchronous<br>☐ Synchronous | **Minutes for science:** _____<br><br>**Instructional format:**<br>☐ Asynchronous<br>☐ Synchronous |
| **Lesson or part of lesson:**<br><br>**Mode of instruction:**<br>❑ Preview<br>❑ Review<br>❑ Teach full lesson live<br>❑ Teach using synchronous suggestions<br>❑ Students work independently using:<br>❑ @Home Packet<br>❑ @Home Slides and @Home Student Sheets<br>❑ @Home Videos | **Lesson or part of lesson:**<br><br>**Mode of instruction:**<br>❑ Preview<br>❑ Review<br>❑ Teach full lesson live<br>❑ Teach using synchronous suggestions<br>❑ Students work independently using:<br>❑ @Home Packet<br>❑ @Home Slides and @Home Student Sheets<br>❑ @Home Videos |

| Students will... | Teacher will... | Students will... | Teacher will... |
|---|---|---|---|
| | | | |

**pes of Written Work in Amplify Science**

ten reflections
k tasks
ion notebook pages
xplanations (typically at the end of Chapter)

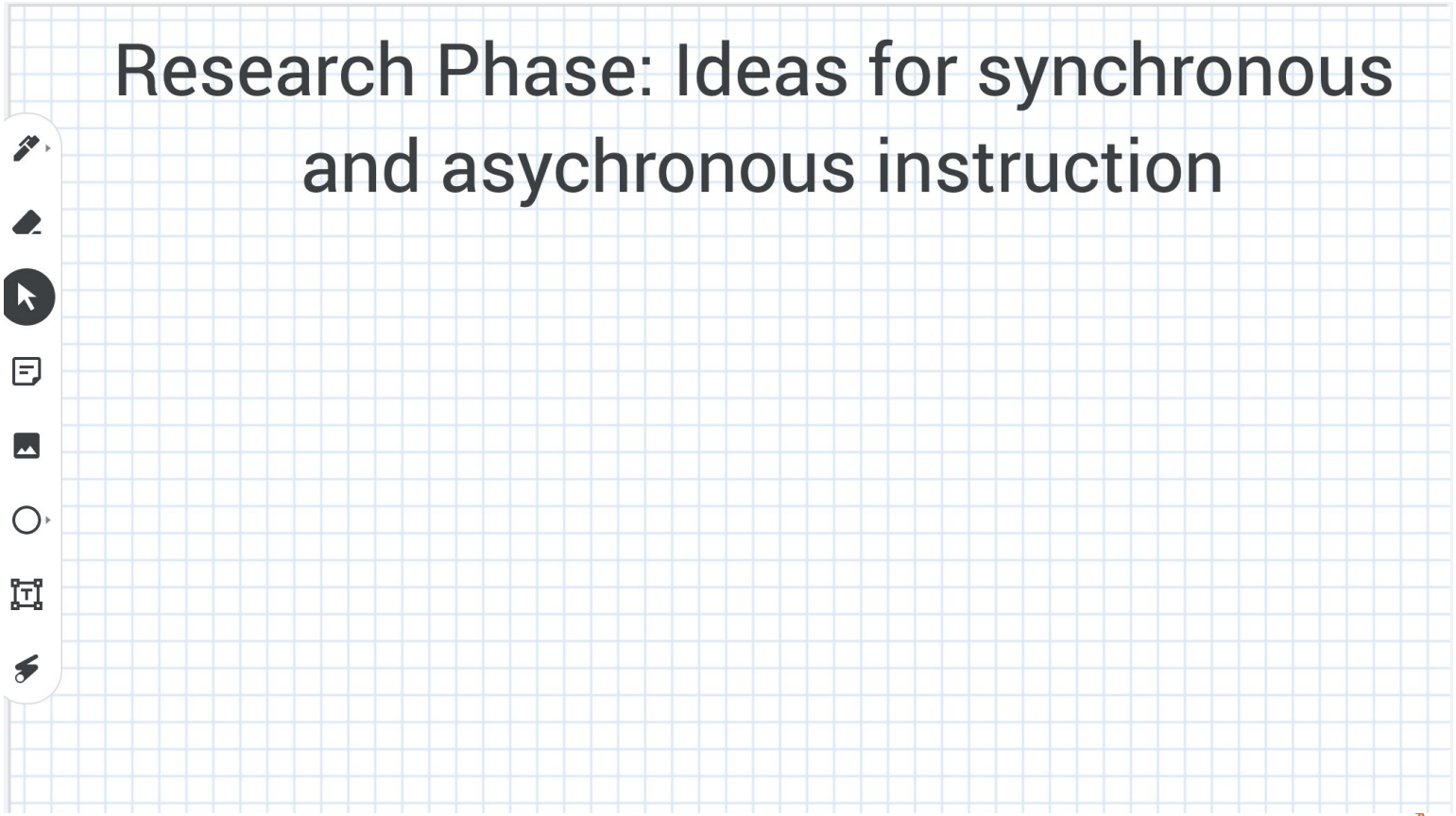
g pages for Sim uses, investigations, etc

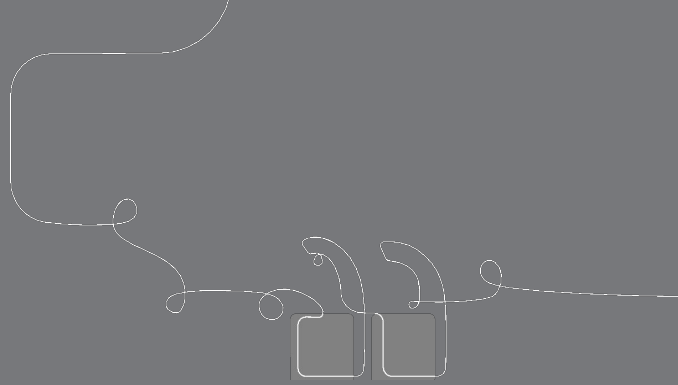
| Written Work | Submitting Written Work |
|---|---|
| r and pencil<br>lude prompts<br><br>nt platform<br>on Notebook<br>eo or audio file<br><br>vering prompt<br>eated digital<br>oogle<br>, etc) | • Take a picture with a smartphone and email or text to teacher<br>• Through teacher-created digital format<br>• During in-school time (hybrid model) or lunch/materials pick-up times<br>• (6-8) Hand-in button on student platform |

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

Amplify.

# Sample Jamboard #2





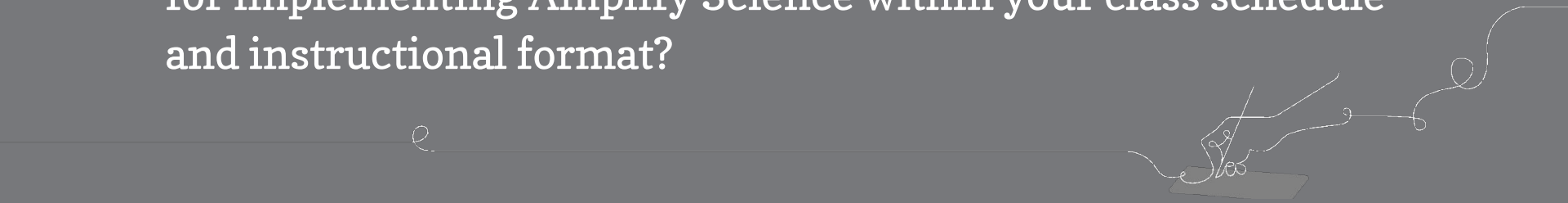
# Questions?

# Plan for the day

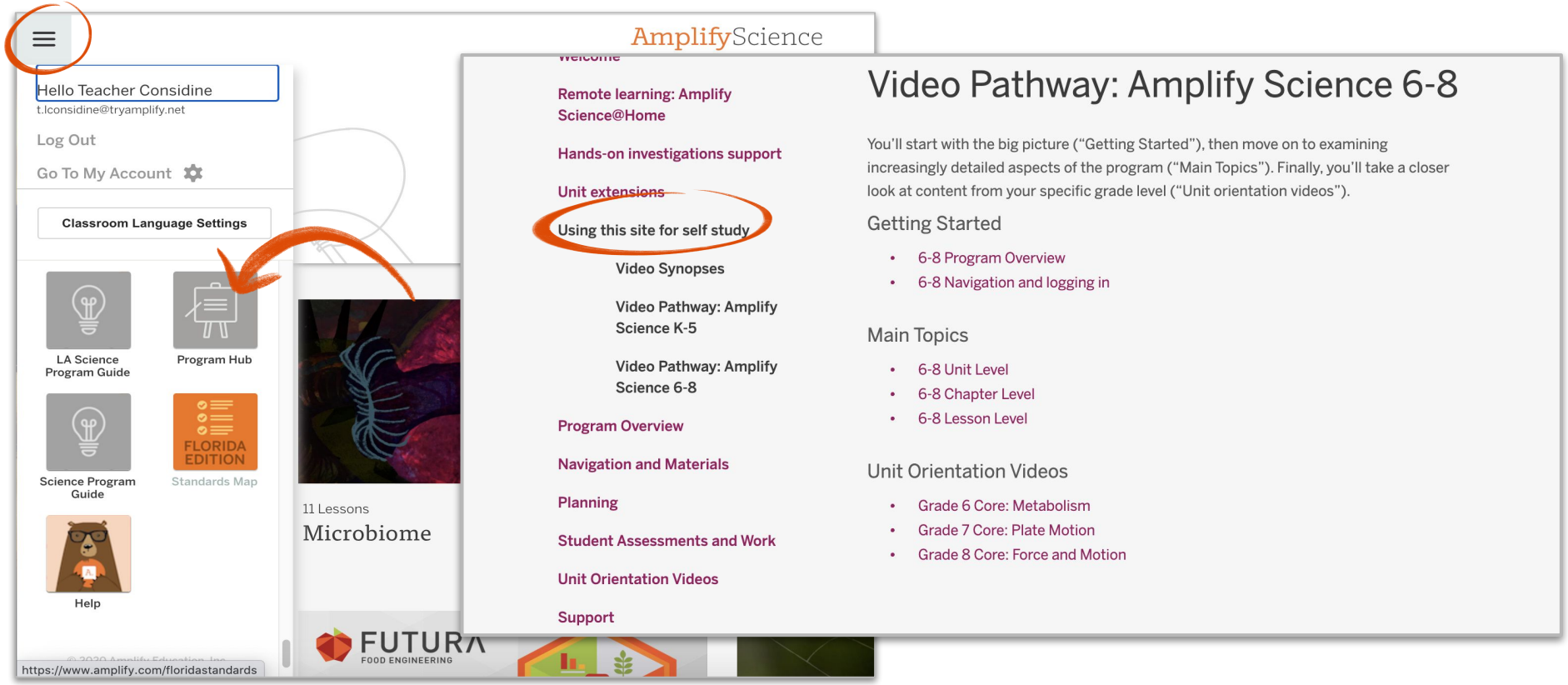
- Framing the day
  - Amplify Science Refresher
  - Introduction to Engineering Internships and Futura workspace
- Unit Internalization
  - Unit overview
  - Research phase
- Planning to teach
  - Collecting evidence of student learning to meet diverse learner needs
- **Reflection and closing**

# During this workshop did we meet our objectives?

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



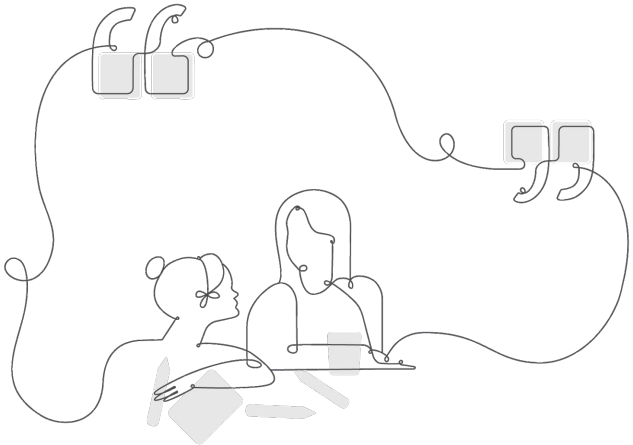
# Program Hub: Self Study Resources



# Upcoming LAUSD Office Hours

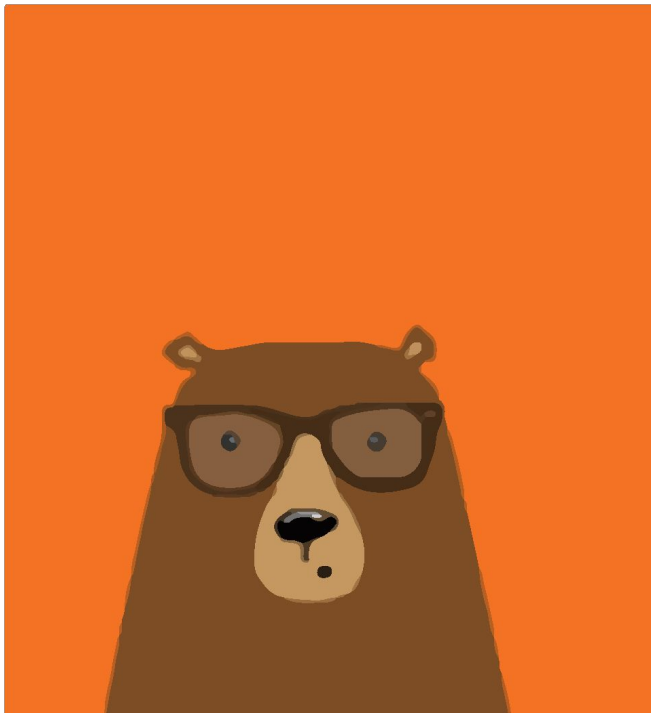
## Monthly through January

- Thursday, 12/10 (3-4pm)
- Thursday, 1/14 (3-4pm)



**http://bit.ly/LAUSDMSOfficeHours**

# Additional Amplify resources

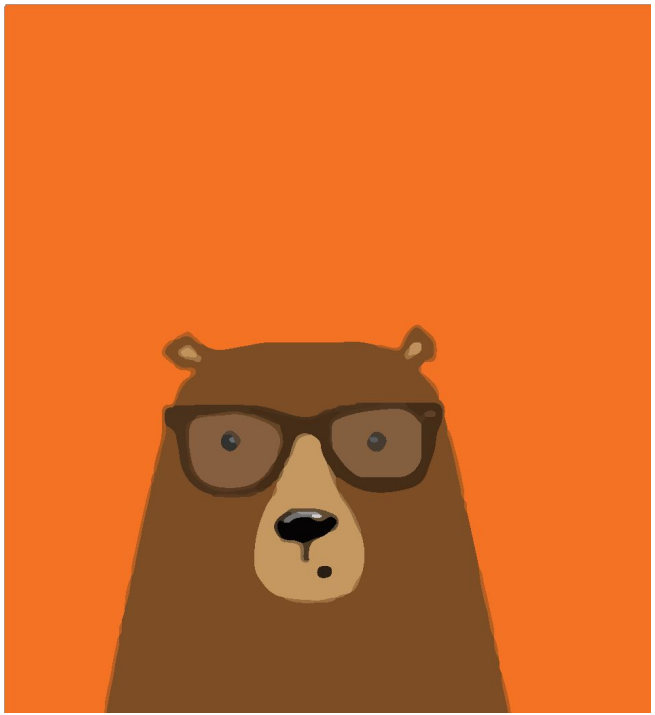


## Caregivers site

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

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

# Additional Amplify resources



## Program Guide

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

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

## Amplify Help

Find lots of advice and answers from the Amplify team.

**my.amplify.com/help**

# Additional Amplify Support

## Customer Care

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

scihelp@amplify.com

800-823-1969

Amplify Chat

## When contacting the customer care team:

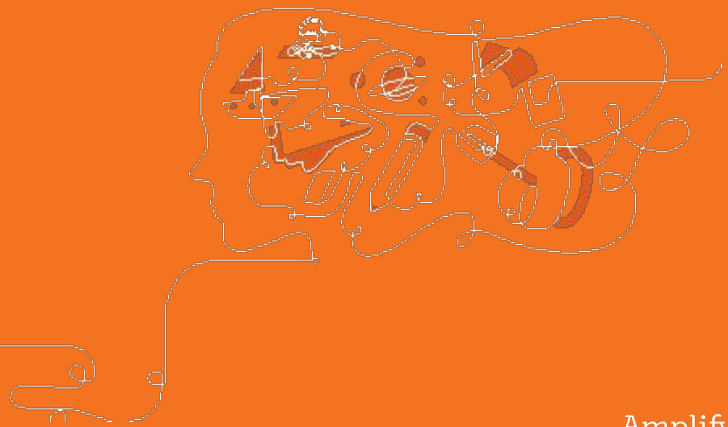
- Identify yourself as an Amplify Science user.
- Note the unit you are teaching.
- Note the type of device you are using (Chromebook, iPad, Windows, laptop).
- Note the web browser you are using (Chrome or Safari).
- Include a screenshot of the problem, if possible.
- Copy your district or site IT 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

# Please provide us feedback!

**URL:** https://www.surveymonkey.com/r/JK2NQWV

**Presenter names** (choose 1)**:** xx

**Date:** xx



# Creating Assignments in Schoology

- Click Add Materials.
- Select Add Assignment.
- Fill out the Create Assignment form.
- Options. Use Options to turn on/off the following features: Use Individually Assign to only display the assignment to a specific member of the course or a grading group.
- Click Create to complete

# Elementary Student Apps Shared Logins

English
- Username: ampsci123
- Password: ampsci123

Spanish
- Username: ampsci123sp
- Password: ampsci123sp