Amplify.

Welcome to Amplify Science!

This site contains supporting resources designed for the Los Angeles Unified School District Amplify Science adoption for grades TK–8.

All LAUSD schools have access to Amplify Science resources at this time.

Click here for Remote Learning Resources for Amplify Science

Click here to go back to the LAUSD homepage.

Click the button below to preview the digital Teacher's Guide, and check back for exciting updates to this site!



https://amplify.com/lausd-science/

Do Now: Use the link in the chat to add something you love about teaching Amplify Science to the Jamboard.

Amplify Science

Unit Internalization & Guided Planning

Deep-dive and strengthening workshop Grade 7, Matter and Energy in Ecosystems

LAUSD 11/14/2020

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

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		왕 ²¹ 🗏 _{You} 🖉 🚷	Amplify Science CALIFORMUL > Plate Motion > Chapter 1 > Lesson 1	1.2 QOW
Window #1			Lesson 1.2: Using Fossils to Understand	
	Miter Cary of Navigation Progr: x ▲ Angely Curriculum x ● PM.Resource_Coherence_Round: x + ← → C ■ apps/seming.amplify.com/curriculum/#/unit/8/a31609506cdf8201525fs6848ac544_califormaintegrated.201 +	- 0 X 9-2020#progress-build 🕶 🖈 🖪 🛡 🕼 :	Earth	
	Amplify Science CALIFORNIE > Plate Motion			9
	OPEN PRINTABLE PROGRESS BUILD	Flextension Compilation		
	Progress Build Level 1: The Earth's entire outer layer (below the water and soil that we see) is made solid rock that is divided into plates. Earth's plates can mow. Underneath the soil, vegetation, and water that we see on the surface of Earth is the outer layer of Earth's geosphere. It is solid part of our rock built is divided into sections called plates. And, there plates can more.	The stigation Notebook State of the state	24	<u>A</u>
	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 advess of the altes at Calleta boundaries where	Offline Preparation	Lesson Brief (4 Activities) (4 Activities)	Je 2 TEACHER-LED DISCUSSION Introducing Mesos
	plates are moving toward each other, one plate moves underneath the other and sinks into the mantle. Underneath the solv segratation, and water that we see on the surface of Earth is the outer tayer of Earth's geosphere, the solid part of our rocky	Teaching without reliable classroom internet? Prepare unit and lesson materials for offline access.		GENERATE PRINTABLE LESSO
	Getting Ready to Teach ~	Offline Guide		
	Español Materials and Preparation ~		Lesson Brief	Digital Resources
			Overview ~	🚊 All Projections
			Materials & Preparation ~	Completed Scientific
			Differentiation ~	🕂 Video: Meet a Pa
			Español rds ~	The Ancient Mesosaurus

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



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

Workshop goals

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

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



Plan for the day

- Framing the day
 - Amplify Science Refresher
 - Instructional Materials
- Unit Internalization
- Planning to teach
 - Collecting evidence of student learning to meet diverse learner needs
- Reflection and closing



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Amplify Science Refresher

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Amplify Science Instructional Approach



Middle school course curriculum structure

Integrated model*

Grade 6

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

• Launch: Geology on Mars

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

authored by

 Matter and Energy in Ecosystems

Grade 8

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

THE LAWRENCE HALL OF SCIENCE

Launch units

- First unit
- 11 lessons

Core units

- Majority of units
- 19 lessons

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*These are the prioritized units for 7th grade.

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Instructional Materials



Standard Amplify Science Curriculum



■ AmplifyScience > Matter and Energy in Ecosystems



JUMP DOWN TO UNIT GUIDE

GENERATE PRINTABLE TEACHER'S GUIDE

Standard Amplify Science Curriculum

The Matter and Energy in Ecosystems unit has **19 lessons** across 4 chapters. Each lesson is written to be **45 minutes** long.



Chapter 1: Photosynthesis



Chapter 2: Cellular Respiration in Ecosystems

5 Lessons



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Chapter 3: Carbon Movement in Ecosystems

4 Lessons



Chapter 4: Science Seminar Skip slide if modeling live on the platform.

6 Lessons

Standard Amplify Science Curriculum

Below the chapters you will find the unit guide. This includes all of your key documents for planning for the unit.

We will be using many of these in today's workshop.

Planning for the Unit		Printable Resources
Unit Overview	~	Article Compilation
Unit Map	~	Coherence Flowchart
Progress Build	~	Copymaster Compilation
Getting Ready to Teach	~	Flextension Compilation
Materials and Preparation	~	Investigation Notebook
Science Background	~	NGSS Information for Parents and Guardians
Standards at a Glance	~	Print Materials (8.5" x 11")
Teacher References		Print Materials (11" x 17")
Lesson Overview Compilation	~	Offline Preparation
Standards and Goals	~	Teaching without reliable classroom internet? Prepare unit and lesson
3-D Statements	~	materials for offline access.
Assessment System		
Embedded Formative Assessments	Skip slide	if modeling
Articles in This Unit	live on th	ne platform.
Apps in This Unit		
Flextensions in This Unit	~	

Standard Amplify Science Curriculum

When you click into a lesson, you will find key lesson level information.

We will be navigating to lessons during today's workshop in order to better plan for collecting evidence of student learning in order to plan to meet the needs of diverse learners. = AmplifyScience > Matter and Energy in Ecosystems > Chapter 1 > Lesson 1.2











Plan for the day

- Framing the day
 - Amplify Science Refresher
 - Instructional Materials

• Unit Internalization

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

Unit Guide Resources

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3-D Statements	~	materials for offline access.
Assessment System	~	Offline Guide
Embedded Formative Assessments	×	
Articles in This Unit	~	
Apps in This Unit	~	
Flextensions in This Unit	~	

Unit Guide resources

Once a unit is selected, select JUMP DOWN TO UNIT GUIDE in order to access all unit-level resources in an Amplify Science unit.

Planning for the unit **Unit Overview** Describes what's in each unit, the rationale, and how students learn across chapters Unit Map Provides an overview of what students figure out in each chapter, and how they figure it out Progress Build Explains the learning progression of ideas students figure out in the unit etting Read to Teach Provides tips for effectively preparing to teach and teaching the unit in your classroom Materials and Preparation Lists materials included in the unit's kit, items to be provided by the teacher, and briefly outlines preparation requirements for each lesson Science Background Adult-level primer on the science content students figure out in the unit Standards at a Glance Lists Next Generation Science Standards (NGSS) (Performance Expectations, Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts), Common Core State Standards for English Language Arts, and Common Core State Standards for Mathematics Teacher references Lesson Overview Lesson Overview of each lesson in the unit, including lesson summary, activity purposes, Compilation and timing Standards and Goals Lists NGSS (Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts) and CCSS (English Language Arts and Mathematics) in the unit, explains how the standards are reached 3-D Statements Describes 3-D learning across the unit, chapters, and in individual lessons Assessment System Describes components of the Amplify Science Assessment System, identifies each 3-D assessment opportunity in the unit Embedded Formative Includes full text of formative assessments in the unit Assessments **Books in This Unit** Summarizes each unit text and explains how the text supports instruction Apps in This Unit Outlines functionality of digital tools and how students use them (in grades 2-5) Printable resources Copymaster Compilation Compilation of all copymasters for the teacher to print and copy throughout the unit Investigation Notebook Digital version of the Investigation Notebook, for copying and projecting Multi-Language Glossary Glossary of unit vocabulary in multiple languages Print Materials (8.5" x 11") Digital compilation of printed cards (i.e. vocabulary cards, student card sets) provided in the kit Print Materials (11" x 17") Digital compilation of printed Unit Ouestion, Chapter Ouestions, and Key Concepts provided in the kit





Unit Map

Planning for the Unit		Printable Resources
Unit Overview	~	Article Compilation
Unit Map		
Progress Build	~	<u> </u>
Getting Ready to Teach	~	Flextension Compilation
Materials and Preparation	~	Investigation Notebook
Science Background	~	MGSS Information for Parents and Guardians
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Assessment System	~	Offline Guide
Embedded Formative Assessments	~	
Articles in This Unit	×	
Apps in This Unit	~	
Flextensions in This Unit	~	

Matter and Energy in Ecosystems Planning for the Unit



Unit Map

Why did the biodome ecosystem collapse?

Students examine the case of a failed biodome, an enclosed ecosystem that was meant to be self-sustaining but which rain into problems. In the role of ecologists, students discover how all the organisms' in one ecosystem get the resources they need to release energy. Carbon cycles through an ecosystem due to organisms' production and use of energy storage molecules. Students build an understanding of this cycling—including the role of photosynthesis—as they solve the mrystery of the biodome collapse.

Chapter 1: Why didn't the plants and animals in the biodome have enough energy storage molecules?

Students figure out: Producers make all of the energy-storage molecules for an ecosystem through the process of photosynthesis, using carbon dioxide from abiotic matter. The organisms in the biodome did not have enough energystorage molecules because there was not enough carbon in abiotic matter.

How they figure it out: They read articles about photosynthesis. They investigate photosynthesis, energy-storage molecules, and carbon in the Sim. They view a video of a photosynthesis experiment. They analyze data about the biodome and model their ideas about its collapse.

Chapter 2: What caused carbon dioxide to decrease in the air (abiotic matter) of the biodome?

Students figure out: As organisms release energy during cellular respiration, carbon dioxide is produced from the carbon in energy-storage molecules. This process moves carbon from biotic to ablotic matter. Carbon dioxide in the biodome decreased because decomposers decreased, which means there was a decrease in cellular respiration overall.

How they figure I out: They get evidence from the Sim and from a video of an experiment to determine which organisms do cellular respiration. They read a short article about decomposers and dead matter. They model more complete ideas about the biodome collapse, using evidence about decomposers and dead matter.

Chapter 3: What happened to the carbon that used to be in the air (abiotic matter) of the biodome?

Students figure out: Since carbon cannot be produced or used up, the total amount of carbon in a closed ecosystem does not change. The decrease in carbon in the abiotic matter and in living things in the biodome means there was an increase somewhere in the system—in this case, in dead matter that had failed to decompose.

How they figure it out: They read about carbon dioxide in the whole Earth system. They use a game-like physical model to investigate carbon cycling. Students create a visual model and write their final explanation of the biodome collapse.

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Pages 2-3

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anning for the Unit

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Progress Build

Planning for the Unit		Printable Resources
Unit Overview	~	Article Compilation
Unit Map	~	Coherence Flowchart
Progress Build		
Getting Ready to Teach	~	
Materials and Preparation	~	Investigation Notebook
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Assessment System	~	Offline Guide
Embedded Formative Assessments	~	
Articles in This Unit	~	
Apps in This Unit	~	
Flextensions in This Unit	~	

Matter and Energy in Ecosystems

Planning for the Unit



Progress Build

Each Anglify Science Middle School unit is structured around a unit-specific learning progression, which we call the Progress Build. The unit's Progress Build describes the way students' colparatory understanding of the unit's local phenomen is likely to develop and despen over the course of a unit. It is an important too in understanding the structure of a unit and in supporting students' learning' or organizes the sequence of instructure (a call cole and level of the Progress Build corresponds to a chapter), defines the focus of assessments, and grounds the inferences about student learning progress that audies suggested instructional adjustments and differentiation. By aligning instruction and assessment to the Progress Build (and therefore to each other), evidence about how student understanding is developing may build oursel for unit to support students and modify instruction in an informed way.

The Matter and Energy in Ecosystems Progress Build consists of three levels of science understanding. To support a growth model for student learning progress, each level encompasses all of the sides of prori levels and represents an explanatory account of unit phenomena, with the sophistication of that account increasing as the levels increase. At each level, students and new ideas and integrate them into a progressively deper understanding about how matter and energy flow in an ecosystem. Since the Progress Build reflects an increasingly complex yet integrated explanation, we represent it by including the new ideas for each level in bold.

Prior howskege (preconceptions), Middle School students will come into this unit with a general understanding that animals and plants or other animals in order to survive. and that organisms can be generally grouped into plants, animals that all plants, and animals that eat animals. Students who have first completed the Populations and Resources unit will know that organisms get energy by consuming energy storage molecules from their resource oppulations. This idea is also reviewed at the beginning of the *Matter and Energy in Ecosystems* unit. Students who have first completed the *Metabolism* unit will have learned that organisms release energy from anergy storage molecules (cuch as glucose) through cultar respritation though they are unlikely to have explored more than the movement of matter in an ecosystem. While some students may be familiar with the loat that "matter cannot be created or destroyed" thay are unlikely to have considered how matter is contribuily system. The *Matter and Energy in Ecosystems* Progress Baild and unit structure are designed to baild upon and refine this experience and prior howeldes.

Progress Build Level 1: Producers make energy storage molecules using the carbon from carbon dioxide.

Energy storage molecules are made by producers through photosynthesis, hiphotosynthesis, energy from the sun is used to make energy storage molecules using the carbon from carbon dioxide. This process moves carbon from abiti matter to biolic matter. The amount of energy storage molecules available to supply the energy needs for an ecosystem depends on the amount of sunigits and carbon dioxide available to producers.

Progress Build Level 2: All organisms give off carbon dioxide when they release energy from energy storage molecules.

Energy storage molecules are made by producers through photosynthesis. In photosynthesis, energy from the sun is used to make energy storage molecules using the carbon from carbon dioxide. This process moves carbon from abloitic matter to biotic matter. The amount of energy storage molecules available to supply the energy needs for an ecosystem depends on the amount of sunlight and carbon dioxide available to producers. Through the process of cellular respiration, producers, consumers, and decomposers release energy from energy storage molecules and make

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rgy in Ecosystems anning for the Unit

Pages 4-5

oon dioxide, this moves rbon dioxide) to

ere is a fixed amount.

nergy from the sun is we carbon from abiotic needs for an ecosystem jess of cellular cules and make carbon this moves carbon from roducers for on in a closed ter also means the t of carbon in the in) has changed in the



Unit Internalization Work Time

Guided Unit Internalization

Part 1: Unit-level internalization

Unit title:

What is the	phenomenon	students are	investigating	in y	our unit?
windt is the	prictioniction	students are	invesugaung		our unit:

Unit Question:	Student role:

By the end of the unit, students figure out ...

What science ideas do students need to figure out in order to explain the phenomenon?



Matter and Energy in Ecosystems Planning for the Unit	Unit Map	rage	5 2-5
Unit Map		Energy in Ecosystems Planning for the Unit	
Why did the biodome ecosystem collapse?			
Students examine the case of a failed biodome, an enclosed ecosys ran into problems. In the rele of ecologists, students discover how a they reade to indease energy. Cathon cycles through an ecosystem storage molecules. Students build an understanding of this cycling the mystery of the biodome calapse. Chapter 1: Why didn't the plants and animals in in	tem that was mean to be self-sustaining but which if the organisms in an ecosystem get the resources sub to organisms' production and use of energy —including the role of photosynthesis—as they solve the biodome have enough energy	I hy does to more carbon diceide in the to a decrease in a student-led discourse	
storage molecules?			
Students figure out: Producers make all of the energy-store photosynthesis, using carbon dioxide from abiotic matter. T storage molecules because there was not enough carbon in	Matter and Energy in Ecosystems Planning for the Unit	Progress Build	
How they figure it out: They read articles about photosynth molecules, and carbon in the Sim. They view a video of a phi biodome and model their ideas about its collapse.			rgy in Ecosystems
Chapter 2: What caused carbon dioxide to biodome?	Progress Build		lanning for the Unit
Students figure out: As organisms release energy during or carbon in energy-storage molecules. This process moves ca biodome decreased because decomposers decreased, whic	Each Ampility Science Middle School unit is structure Prograss Build. The unit's Prograss Build describes th phenomena is likely to develop and deepen over the structure of a unit and in supporting students' learnin the Progress Build corresponds to a chapter), define	d around a unit-specific learning progression, which we call the newsy students: explanatory understanding of the unit's focal course of a unit. It is an important tool in understanding the rg; it organizes the sequence of instruction (generally, each level of st he focus of assessments, and grounds the inferences about	bon dioxide, this moves rbon dioxide) to
How they figure it out: They get evidence from the Sim and organisms do cellular respiration. They read a short article a	student learning progress that guide suggested instr and assessment to the Progress Build (and therefore	uctional adjustments and differentiation. By aligning instruction to each other), evidence about how student understanding is	ere is a fixed amount.
complete ideas about the biodome collapse, using evidence	developing may be used during the course of the unit	to support students and modify instruction in an informed way.	energy from the sun is
Chapter 3: What happened to the carbon the the biodome?	The Matter and Energy in Ecosystems Progress Build growth model for student learning progress, each lev	consists of three levels of science understanding. To support a el encompasses indo the ideas of prior levels and represents an	yves carbon from abiotic r needs for an ecosystem cess of cellular
Students figure out: Since carbon cannot be produced or u does not change. The decrease in carbon in the abiotic matt increase somewhere in the system—in this case, in dead ma	explanatory account of unit pneromena, with the sog each level, students add new ideas and integrate the and energy flow in an ecosystem. Since the Progress we represent it by including the new ideas for each le	minto a progressively deeper understanding about how matter Baild reflects an increasingly complex yet integrated explanation, vel in bold.	this moves carbon from roducers for pon in a closed
Here they figure it and: They read about carbon divide in the to investigate carbon cycling. Students oneste a visual mode	Prior knowledge (preconceptions). Middle School is animale act plants or other animals in order to surviv press and plants, and order mits and animy plant productions. This idea in allow relevant at the element productions. This idea in allow relevant at the beginn have first comparison through cellular regions momenter of multitrin an ecosystem. While some is created or distroyed: They are unlikely to have com <i>Matter and Dragen J Cocograms Dragen</i> Build and <i>Matter and Dragen J Cocograms Dragen</i> Build and	tudents will come into this unit with a general understanding that e and that organisms can be generally grouped into plants. Subdets who have that completed the Physiolations and end that the second second second second second and get the Mether and Chergy in Ecosystems unit. Students who are defined that organisms ensistened that the second second ion thought they are unlikely to have explored how this affects the defined market and the second second second second ion thought with the lost affect. The understandy be frame with the ions that the denies that second second second second second instituture are defined to bail up one of finite this.	tter also means the 3 of earbon in the 3n) has changed in the
	Progress Build Level 1: Producers make energy sto	rage molecules using the carbon from carbon dioxide.	
	Energy storage molecules are made by producers the used to make energy storage molecules using the ca matter to biotic matter. The amount of energy storag depends on the amount of sunlight and carbon dioxi	ough photosynthesis. In photosynthesis, energy from the sun is rbon from carbon disxide. This process moves carbon from abiotic re molecules available to supply the energy needs for an ecosystem de available to producers.	
	Progress Build Level 2: All organisms give off carbo molecules.	on dioxide when they release energy from energy storage	
	Energy storage molecules are made by producers the used to make energy storage molecules using the ca- matter to biotic matter. The amount of energy storag depends on the amount of sungith and cathon dioxis respiration, producers, consumers, and decompos	ough photosynthesis. In photosynthesis, energy from the sun is roon from carbon dioxide. This process moves carbon from abiotic e molecules available to supply the energy needs for an ecosystem is available to producen. Through the process of cellular ers release energy from energy storage molecules and make	

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Unit Guide Document	Guided Unit Internalization Part 1: Unit-level internalization Unit title: Matter and Energy in Ecosystems	Page 7
Unit Map There is a failed biodome, or closed ecosystem, that couldn't provide the organisms inside with the resources needed to release energy.		
Lesson Overview Compilation	Unit Question: How do all the organisms in an ecosystem get the resources they need to release energy?	Student role: Student ecologists
By the end of the unit, students figure outStudents discover that a decrease in the amount of carbon in abiotic matter inherently means an increase in the amount of carbon in another part of the ecosystem. In the case of the biodome, as the amount of carbon in the air de the amount of carbon in dead matter increased due to the absence of decomWhat science ideas do students need to figure out in order to explain the phenomenon? Producers make energy storage molecules using the carbon from carbon dioxide. Through the cellular respiration, producers, consumers, and decomposers release energy from energy storage and make carbon dioxide using the carbon in energy storage molecules. When organisms g dioxide, this moves carbon from biotic matter to abiotic matter, which makes carbon availa of photosynthesis. A change in the distribution of carbon in the ecosystem.		n in abiotic matter another part of the carbon in the air decreased, e absence of decomposers.
		rbon dioxide. Through the process of nergy from energy storage molecules es. When organisms give off carbon h makes carbon available to producers ystem indicates that the movement of e ecosystem.









Plan for the day

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Matter and Energy in Ecosystems

Planning for the Unit



Unit Map

Why did the biodome ecosystem collapse?

Students examine the case of a failed biodome, an enclosed ecosystem that was meant to be self-sustaining but which ran into problems. In the role of ecologists, students discover how all the organisms in an ecosystem get the resources they need to release energy. Carbon cycles through an ecosystem due to organisms' production and use of energy storage molecules. Students build an understanding of this cycling—including the role of photosynthesis—as they solve the mystery of the biodome collapse.

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How they figure it out: They read articles about photosynthesis. They investigate photosynthesis, energy-storage molecules, and carbon in the Sim. They view a video of a photosynthesis experiment. They analyze data about the biodome and model their ideas about its collapse.



Overview

Students are introduced to their role as student ecologists investigating the failure of a biodome, or closed ecosystem, that couldn't provide the organisms inside with the resources needed to release energy. This biodome is fictional, but Biosphere 2 was a real attempt to build a self-sustaining ecosystem. After watching a video about Biosphere 2, students learn about the fictional biodome by reading the *Biodome Files*, generating initial ideas about their Chapter 1 focus—why the plants and animals in the biodome didn't have enough energy storage molecules. Students then explore the Matter and Energy in Ecosystems Simulation, which they will use throughout the unit. The purpose of this lesson is to engage students in their role and to provide an opportunity for them to make claims about what caused the biodome to go from a place where living things flourished to an ecosystem in decline.

Anchor Phenomenon: The biodome ecosystem has collapsed.

- A system is a set of interacting parts, forming a complex whole.
- Ecosystems are made up of living and nonliving things that interact in a particular area.
- The organisms in an ecosystem cannot grow or reproduce if they do not have enough energy storage molecules.

(Teacher Only) Introducing Biosphere 2

A video introduces students to Biosphere 2, an actual biodome experiment and realistic backdrop for the mission that students will undertake in this unit.

1: Warm-Up (5 min.)

Students respond to the video about Biosphere 2, providing an opportunity for students to take an interest in this unit's content.

(Teacher Only) Introducing the Biodome (5 min.)

Students are introduced to their role as student ecologists who are determining why the organisms in the biodome no longer had the resources they needed to release energy.

2: Examining the Biodome Files (20 min.)

Students read a chapter of their choice from the *Biodome Files* in order to help them brainstorm some initial ideas about why the organisms in the biodome did not have enough energy storage molecules.

3: Introducing the Simulation (15 min.)

An introduction to the *Matter and Energy in Ecosystems* Simulation allows students to become familiar with the tool they will be using to collect evidence throughout the unit.

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An introduction to the *Matter and Energy in Ecosystems* Simulation allows students to become familiar with the tool they will be using to collect evidence throughout the unit.

(Teacher Only) Introducing Biosphere 2

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Modifications needed for remote learning:

Classroom wall

Amplify Science @Home Curriculum

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



Pages 15-18

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

uded with @Home Student Sheets.

ne from their home

ble. For example,

students who need them.

vided)

the audio feature in the Amplify Science

ents are likely to have at home. (For activities

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

Science kit, and have opportunities to teach

reference for students to track and reflect on

are provided in the last lesson of each chapter.

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

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

hands-on activities with student input.

or phenomenon and content, has been

Science Wall, you could have students:

@Home Science Wall pages.

motely, you could create a virtual

rord that is introduced.

ete list of Chapter Questions, key concepts,

the Amplify Science Library (links are

Adapting the Amplify Science Approach for Remote Learning

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

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

Student talk options

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

Student writing options

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

Student reading options

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

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

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

meet after reading to discuss their annotations.

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

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

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

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

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

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

someone in their household about the Science Seminar

nt considerations

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

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

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

onous and in-person learning

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

r figuring out the unit phenomenon.

o students can share their initial ideas or omenon.

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

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

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

Pages 13-14

Classroom wall options

The classroom wall, which provides an importe on their developing understanding of the unit's been reimagined as an @Home Science val. concepts, and vocabulary that have been int of each chapter. To enhance students' experi have students:

- Draw a picture or write their ideas on the
- Highlight each question, key concept, or
- Cut out each question, key concept, or v large sheet of paper, or refrigerator at hc

Additionally, if you are meeting with your class remotely, yo @Home Science Wall.

Lesson Overview Compilation Teacher	references track and	d reflect 🥖
Chapters at a Glance	content,	has 🥐
Unit Question	Questiens	
Chapter 1: Properties and Atoms	Questions	, кеу
Chapter Question		Asson
What is the reddish-brown substance in the water?	Lesson Overview Compilati	0.32011
Investigation Questions		
How can you tell one substance from another? (L3) Why do different substances have different properties? (14, 15, 16)	type to another: (2.2)	20010
Key Concepts	ent groups of atoms. (2.2)	
Different substances have different properties. (L3)		
 Things that are too small (or too large) to see can be studied with models. (1.5) Substances have different properties because they are made of different groups of atoms. These g type or number of atoms that make up the group. (1.6) 	roups vary in the and the fertilizer?	
Groups of atoms repeat to make up a substance. (1.6)		
Chapter 2: Reactions	3.4, 3.3)	
Chapter Question How did the rust form?	the reactants rearrange to form the products. (3.2)	
Investigation Questions		
Can substances change into different substances? (2.1) How do substances change into different substances during chemical reactions? (2.2, 2.3)	word?	all
Key Concepts During a chemical reaction, one or more starting substances (reactants) change into one or more.	Nition .	un,
substances (products). (21)	: acid? (4.1, 4.2, 4.3)	
6 The Regents of	he University of California	
emotely, yo	ohemisal inaktion (2,2) neurange (2,2)	
	© The Regents of the University of C	silornia
		Amplifv

Page 16

(Teacher Only) Introducing Biosphere 2

A video introduces students to Biosphere 2, an actual biodome experiment and realistic backdrop for the mission that students will undertake in this unit.

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Modifications needed for remote learning:

Classroom wall

Reading

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.

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.



Amplify.

Page 17

Suggestions for Online Synchronous Time







Online synchronous time

Online discussions: It's worthwhile to establish norms and routines for online discussions in science to ensure equity of voice, turn-taking, etc.

Digital tool demonstrations: You can share your screen and demonstrate, or invite your students to share their screen and think-aloud as they use a Simulation or other digital tool.

Interactive read-alouds: Screen share a digital book or article, and pause to ask questions and invite discussion as you would in the classroom.

Shared Writing: This is a great opportunity for a collaborative document that all your students can contribute to.

Co-constructed class charts: You can create digital charts, or create physical charts in your home with student input.

page 12



1: Warm-Up (5 min.)

This activity provides a connection between students' everyday lives and the question they will be investigating in the unit.

(Teacher Only) Video: Using Chemistry to Keep Water Safe (5 min.) A video establishes an authentic backdrop for the unit investigation by introducing students to a scientist who uses chemistry to make water safe to use.

2: Investigating a Mysterious Substance (15 min.) Students are introduced to the problem they will be solving and are given an opportunity to share their initial ideas about it.

3: Observing Substances (20 min.)

Students make observations of the three substances mentioned in the claims they are considering. They are introduced to the concept of properties.

Online synchronous time

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

Day 1: Lesson 1.2			
Minutes for science: <u>15 mi</u>	<u>n_</u>	Minutes for science:	—
Asynchronous Synchronous		Instructional format: Asynchronous Synchronous	
Lesson or part of lesson:		Lesson or part of lesson:	
Lesson 1.2 Video and	Warm-up		
Mode of instruction: Preview Review Teach full lesson live Teach using synchronous sug Students work independently @Home Packet @Home Slides and @Home @Home Videos	gestions using: ne Student Sheets	 Mode of instruction: Preview Review Teach full lesson live Teach using synchronous sugge Students work independently u @Home Packet @Home Slides and @Home @Home Videos 	estions sing: e Student Sheets
Students will complete the warm-up activity on the Amplify Science site and submit, students will watch the unit introduction video, and jot down questions or comments	Teacher will create an assignment in Schoology asking students to view the video, compete the warm-up activity, and list questions/comments The teacher will review answer to the warm-up.	Students will	Teacher will



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

Day 1: Lesson 1.2 Minutes for science: 30 min Minutes for science: 15 min. Instructional format: Instructional format: X Asynchronous Asynchronous Synchronous Synchronous Lesson or part of lesson: Lesson or part of lesson: Lesson 1.2 Activities T and 2 Lesson 1.2 Warm-up and Video Mode of instruction: Mode of instruction: A Preview Preview Review Review Teach full lesson live Teach full lesson live Teach using synchronous suggestions X Teach using synchronous suggestions Students work independently using: Students work independently using: @Home Packet
 @Home Packet
 @Home Slides and @Home Student Sheets @Home Slides and @Home Student Sheets @Home Videos @Home Videos Students will... Teacher will... Students will... Teacher will... Activity T: be introduced create an assignment Activity T: introduce the complete the to the biome and in Schoology asking problem using the platform warm-up activity on mission (including projections). Activity 3: Read Biodome Activity 3: The teacher will students to compete the Amplify Science the warm-up activity, Activity 3: Read Biodon view the video and list Files and make initial site and submit, have students read the students will watch claims about the Biodiome Files in the digital questions/comments.. the unit introduction The teacher will Chapter Question. format. Then, use breakout video, and jot down Discuss ideas with a review answer to the groups to facilitate the questions or partner discussion. partner. warm-up. comments

page 8

Sample Teacher Created Slides

Classroom Wall

Unit Question	Key Concepts	
How do all the organisms in an ecosystem get the resources they need to release energy?		abiotic matter
Chapter 1 Question Why didn't the plants and animals in the biodome have enough energy storage molecules?		

book at the <i>Students will</i> columns. What are students working in the lesson(s) hat you could collect, review, or provide feedback on? he some Types of Written Work in Amplify Science to the right for guidance. there isn't a work product listed above, do you want to add one? Make notes below. <u>Asynchronous</u> : students complete the warm-up activity and jot down their initial ideas <u>Synchronous</u> : students submit initial claims	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 	
ow will students submit this work product to you? The the Completing and Submitting Written Work tables to the right for guidance on how udents can complete and submit work. <u>Asynchronous</u> : students will submit Warm Up work digitally on the Amplify Science website <u>Synchronous</u> : during activity 2, students will submit their initial claims on the Amplify Science site OR by taking a picture of their notes and emailing them.	 Completing Written Work Plain paper and pencil (videos include prompts for setup) (6-8) Student platform Investigation Notebook Record video or audio file describing work/answering prompt Teacher-created digital format (Google 	 Submitting Written Work Take a picture with a smartphone and email or text to teacher Through teacher-created digital format During in-school time (hybrid model) or lunch/materials pick-up times (6-8) Hand-in button on advant platform

English-Chinese Glossary	ns. What are students working in the lesson(s)	Some Types of Writ	ten Work in Amplify Science
am of movement: the way molecules in a substance more around relative to each other 数: 物质中的分子相对于彼此的运动方式 e energy: the energy that an object has because it is moving 物体由于运动而具备的能量 subar attraction: a pull between two molecules that is always the same for a substance 引力: 物质中两个分子之间绕线恒正不变的形式) cute: a group of atoms joined together in a particular way 物质中再有1%的震性诊局小微粒 #: a nolocably different form or state of the same substance UF4 物质的明显不同形式或状态 #: to provide evidence that goes against a claim	<pre>pr provide feedback on? nplify Science to the right for guidance. above, do you want to add one? Make notes below. complete the warm-up activity and s ub</pre>	 Daily written reflectio Homework tasks Investigation noteboo Written explanations Diagrams ages for S 	ns ok pages (typically at the end of Chapter) Sim uses, investigations, etc
: the relative size of things - 事物的相对大小	 I think this is important because 	se itten Wo	rk Submitting Written Work
initiume: a measure of how hot or cold something is 衛量物体:令热的尺度 Phase Change—Muß-Language Glossary 6 The figures of the language Glossary	• I wonder wi vebsite vity 2, students will submit their vify Science site OR by taking a d emailing them.	 (6-8) Student platform Investigation Noteboo Record video or audio describing work/answering prom Teacher-created digita format (Google Classroom, etc) 	 Take a picture with a smartphone and email or text to teacher Through teacher-created digital format During in-school time (hybrid model) or lunch/materials pick-up times (6-8) Hand-in button on student platform
How will you differentiate this Supports: Provide student Provide sentenc Provide a trans Extension: Have students abiotic matter-	lesson for diverse learners? (Navigate to the lesson level on t s with the Multi-Language Glossary where te starters cript of the video generate ideas about why scientists consid -to think about how dead things are fundo	e standard Amplify Science platform e appropriate er dead things to be b mentally different fro	and click on differentiation in the left menu.) Diotic matter rather than m things that were never

English-Chinese Glossary	ns. What are students working in the lesson(s)	Some Types of Written Work in Amplify Science		
adom of movement: the way molecules in a substance move around relative to each other 通数: 物時中的分子相对 学业的消息力式 etic energy: the energy that an object has because it is moving 離: 特体由于运动而具备的能量 becular attraction: a pull between two molecules that is always the same for a substance 子引力: 物质中两个分子之间的绘但这不变的吸引力 becule: a group of atoms joined together in a particular way 子: 物助中具有接触质量的最优。 asc: a noticeably different form or state of the same substance 同种物质的明显不同形式或状态 the top royotide widence that goes against a claim Bit didne Lark Architection	or provide feedback on? mplify Science to the right for guidance. above, do you want to add one? Make notes below. complete the warm-up activity and as en • I notice/observe	 Daily written reflections Homework tasks Investigation notebook pages Written explanations (typically at the end of Chapter) Diagrams ages for Sim uses, investigations, etc 		
x the relative size of things : 事物的相对大小	 I think this is important because 	se se	Submitting Written Work	
ierature: a measure of how hot or cold something is : 象量物体冷茄的尺度 Phose Charge—Multi-Language Obsaary e Ta Report Actionary a Colonary	• I wonder w vebsite, and jot initial questions and eo on paper to bring with them to the vity 3, students will submit their plify Science site OR by taking a d emailing them.	nd pencil de prompts • (6-8) Student platform • Investigation Notebook • Record video or audio file describing work/answering prompt • Teacher-created digital format (Google Classroom, etc)	 Take a picture with a smartphone and email or text to teacher Through teacher-created digital format During in-school time (hybrid model) or lunch/materials pick-up times (6-8) Hand-in button on student platform 	
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Planning Resource

Pages 8-9

ay 2: Minutes for science: Inutes for science: Minutes for science: Instructional format: Instructional format: Asynchronous Asynchronous Synchronous Synchronous esson or part of lesson: Lesson or part of lesson:			ten reflections rk tasks ion notebook pages xplanations (typically at the end of Chapte g pages for Sim uses, investigations, etc		
ada af instructions		Mada of instructions		written Work	• Take a picture with a
 Preview Preview Review Teach full lesson live Teach using synchronous suggestio Students work independently using @Home Packet @Home Slides and @Home Stu @Home Videos 	ns ; udent Sheets	Preview Review Teach full lesson live Teach using synchronous suggestions Students work independently using: @Home Packet @Home Slides and @Home Student Sheets @Home Videos		lude prompts int platform on Notebook eo or audio file vering prompt reated digital	 smartphone and email or text to teacher Through teacher-created digital format During in-school time (hybrid model) or lunch/materials pick-up times
udents will Te	eacher will	Students will	Teacher will	oogle I, etc)	 (6-8) Hand-in button on student platform
				Science platform and c	lick on differentiation in the left menu.)

Sample Jamboard # 2













Plan for the day

- Framing the day
 - Amplify Science Refresher
 - Instructional Materials
- Unit Internalization
- Planning to teach
 - Collecting evidence of student learning to meet diverse learner needs
- Reflection and closing

During this workshop did we meet our objectives?

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

Upcoming LAUSD Office Hours

Monthly through January

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



http://bit.ly/LAUSDMSOfficeHours

Program Hub: Self Study Resources



Additional Amplify resources



Caregivers site

Provide your students' families information about Amplify Science and what students are learning **amplify.com/amplify-science-familyresource-intro/**

Additional Amplify resources



Program Guide

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

http://amplify.com/science/california/r eview

Amplify Help

Find lots of advice and answers from the Amplify team. **my.amplify.com/help**

Additional Amplify Support

Customer Care

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



scihelp@amplify.com



800-823-1969



When contacting the customer care team:

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

Please provide us feedback!

URL: https://www.surveymonkey.com/r/AmplifyLAUSDMS

Presenter names :

Date:







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