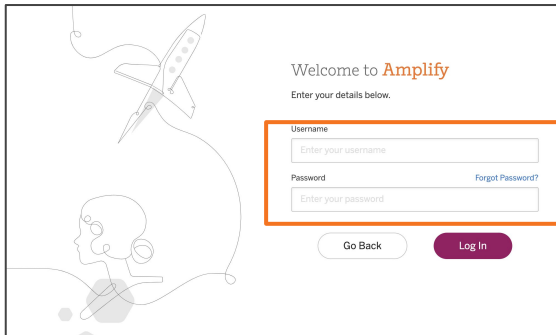
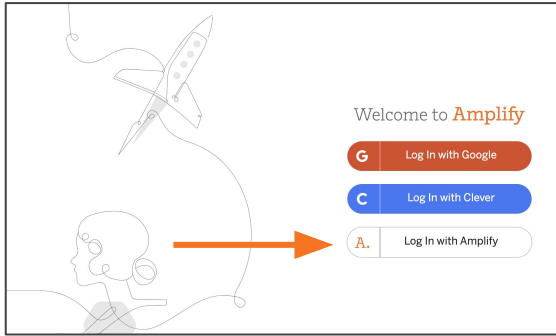


| Part of the Day | Timing (min) | *PLS use only* Plan for the day |
|-------------------------|--------------|--|
| Welcome | 35 min | <ul style="list-style-type: none"> • Welcome (10) • Review key aspects of the approach (10) • Introduce unit phenomenon (10) • Opening reflection (5) |
| Unit-Specific | 85 min | <ul style="list-style-type: none"> • Unit Map (5) • Unit storyline overview (5) • Break (15) • Experiencing and analyzing chapter 1 (35) • Analyzing chapter 2 (25) |
| | | |
| Remote/Hybrid resources | 40 min | <ul style="list-style-type: none"> • Guided introduction/review (15) • Discussions around challenges & planning (25) |
| | | |
| Closing | 20 min | <ul style="list-style-type: none"> • Reflection (5) • Additional resources (10) • Survey (5) |
| | | |

Welcome to Amplify Science!

Do Now



1. Go to **learning.amplify.com**
2. Select **Log in with Amplify**
3. Enter teacher demo account credentials
 - xxxxxxxx@pd.tryamplify.net
 - Password: xxxx

While you wait for others:

- Can you find the coherence flowchart?
- Can you find the Progress Build?

Amplify Science

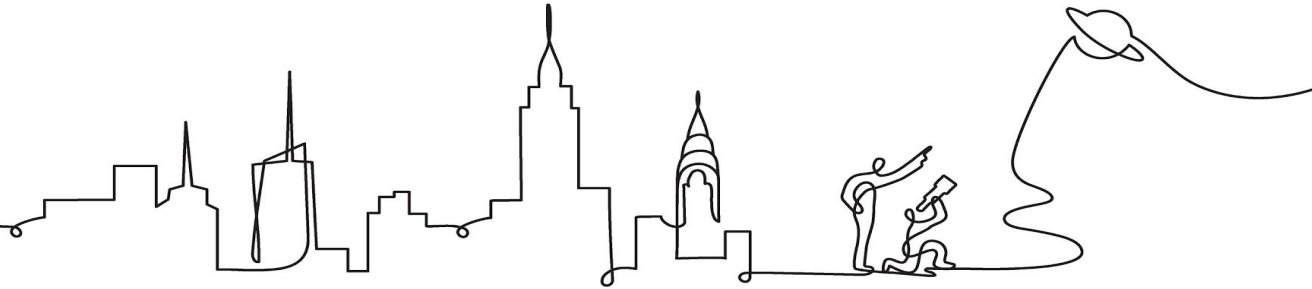
New York City

Understanding the Unit Storyline & Coherence

Grade 3: Inheritance & Traits

Date xx

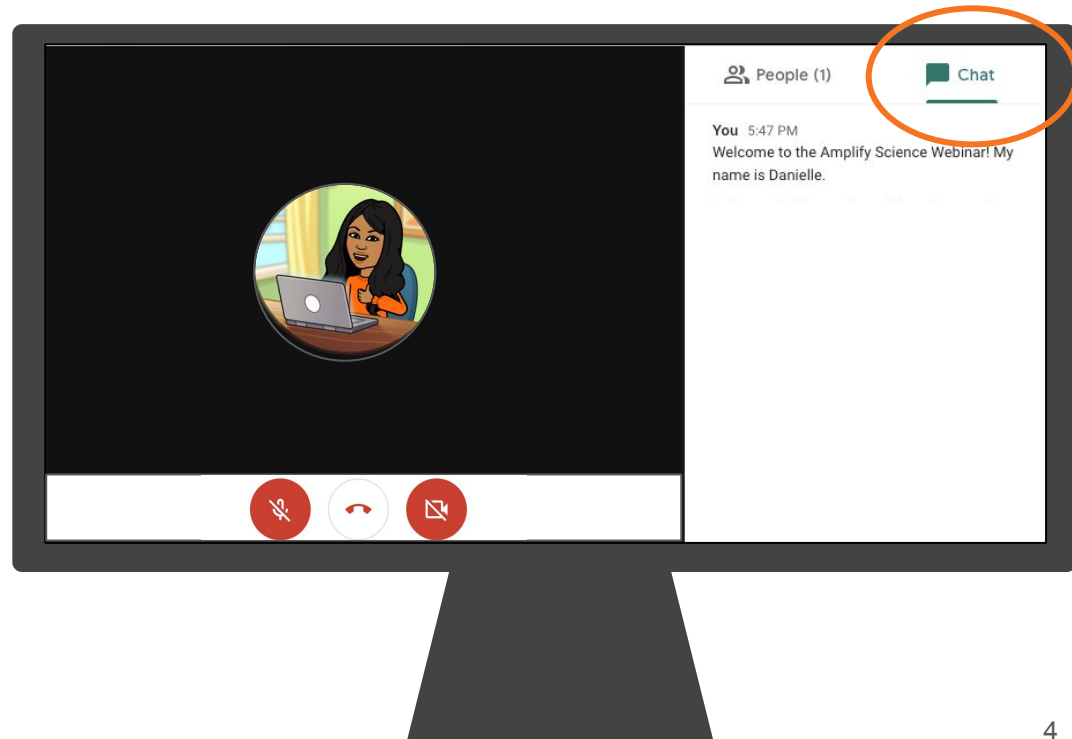
Presented by xx



Introductions!

Please introduce yourself in the chat

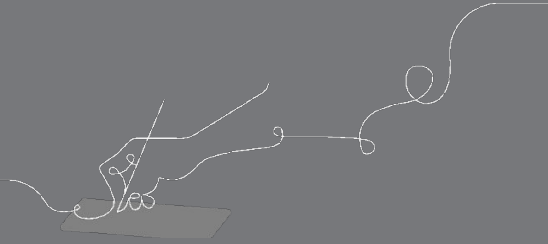
- Share a success or challenge you've had in implementing Amplify Science.
- Then, share a solution to a challenge posted by a colleague.

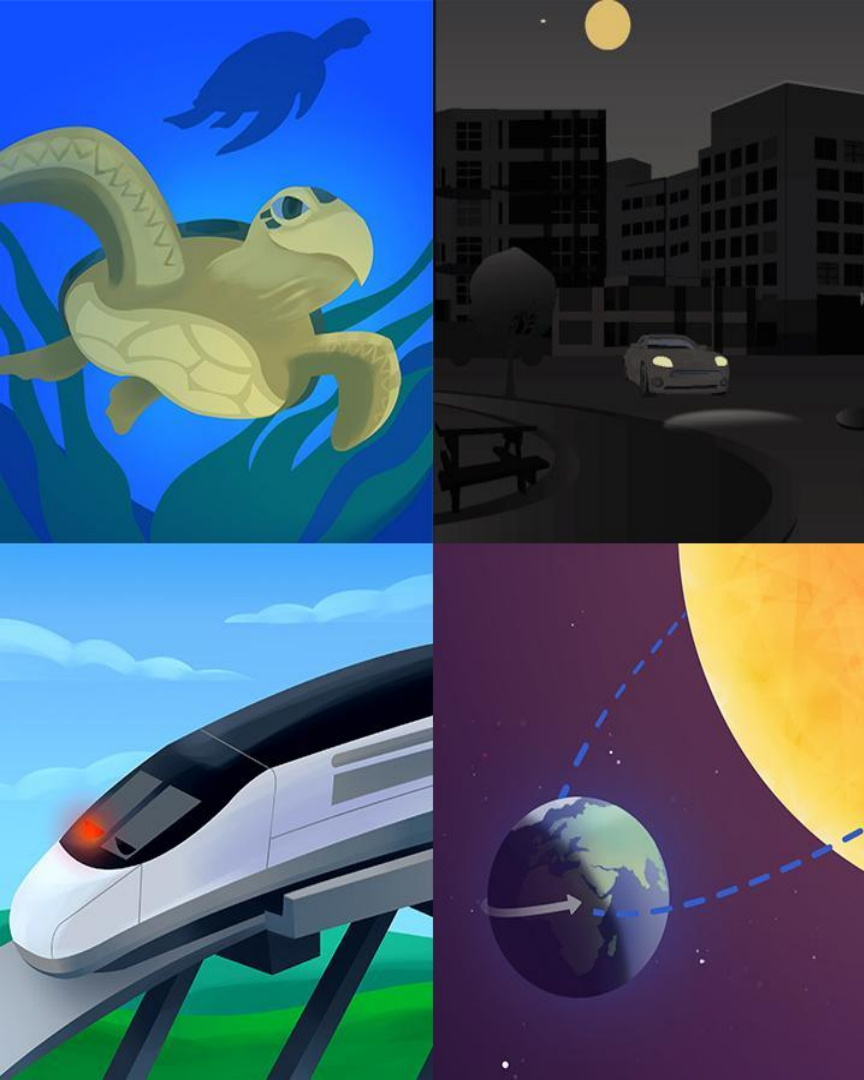


Overarching goals

- Understand the unit 2 storyline
- Plan for using Amplify Science@Home resources utilizing coherence as a design principle
- Collaboratively problem-solve with colleagues

e





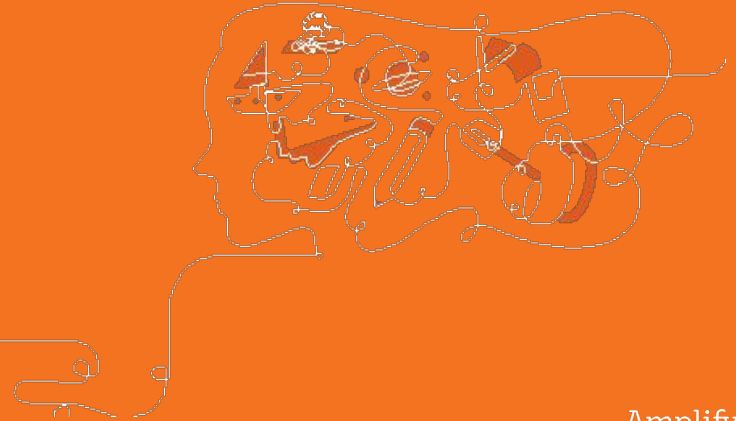
Plan for the day

- Welcome
- Unit storyline
 - Anchor phenomenon
 - Storyline summary
 - Break
 - Model activity
 - Evidence source analysis
- Remote and hybrid resources
 - Reviewing the resources
 - Collaborative planning
- Reflection and closing

Norms: Establishing a culture of learners

- **Take risks:** Ask any questions, provide any answers.
- **Participate:** Share your thinking, participate in discussion and reflection.
- **Be fully present:** Unplug and immerse yourself in the moment.
- **Physical needs:** Stand up, get water, take breaks.

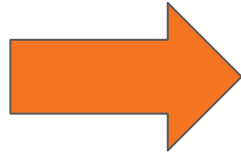
Key aspects of the Amplify Science approach



Phenomenon-based instruction

A shift in science instruction

from learning about
(like a student)

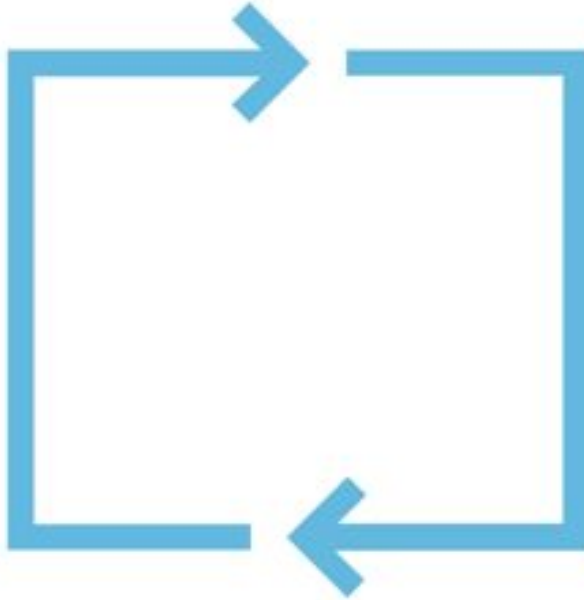


to figuring out
(like a scientist)

Scientific phenomenon: An observable event in the natural world you can use science ideas to explain or predict

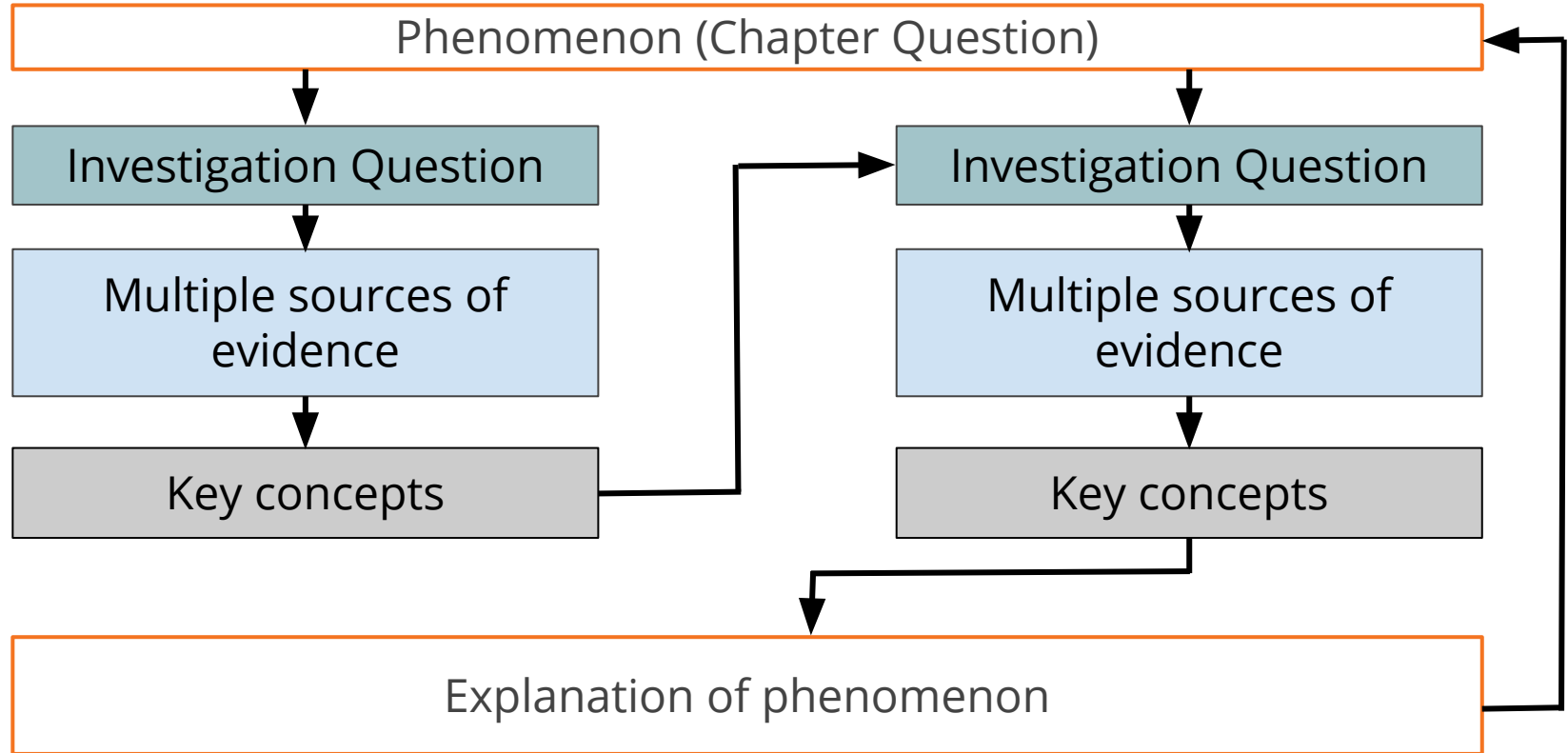
Multimodal learning

Gathering evidence over multiple lessons



**Do,
Talk,
Read,
Write,
Visualize**

Coherent storylines

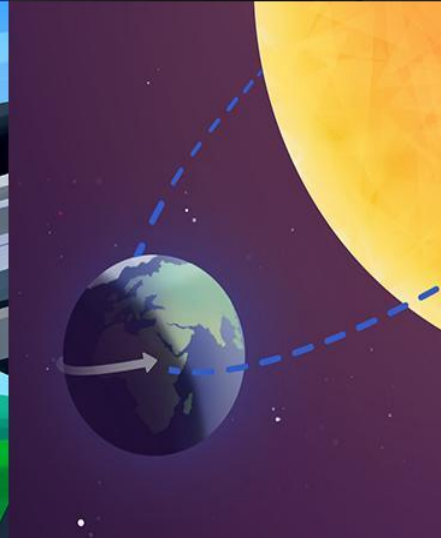


Opening reflection

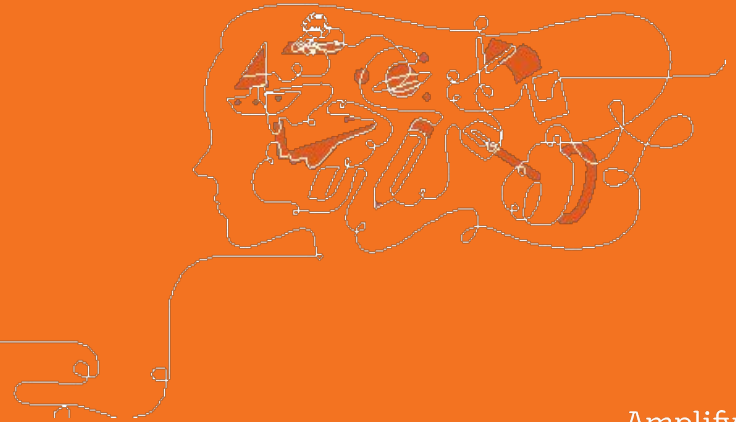
Stop and jot

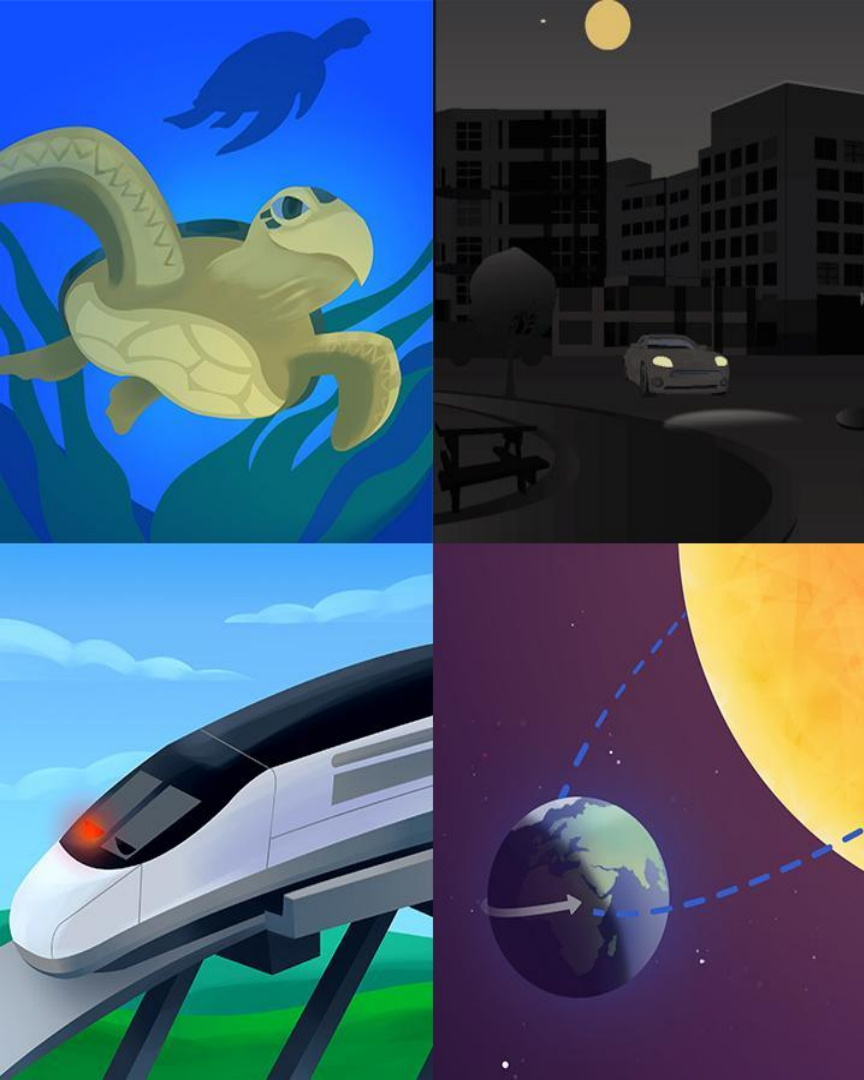
Amplify Science units are designed around **storylines**.

What does this mean for the **student experience**?



Questions





Plan for the day

- Welcome
- **Unit storyline**
 - Anchor phenomenon
 - Storyline summary
 - Break
 - Model activity
 - Evidence source analysis
 - Breakout groups
- Remote and hybrid resources
 - Reviewing the resources
 - Collaborative planning
- Reflection and closing

Activity 3

Introducing the Problem Students Will Investigate





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This is **Graystone National Park**.

Remember, we are wildlife biologists. Today, we will find out exactly what our **mission as wildlife biologists** will be.



Near the park, there is a school named Graystone Elementary School.

The **second grade class** is interested in learning more about the wolves in the park.

Elk Mountain Wolf Pack



The students are very curious about this pack of wolves. They are a species known as **gray wolves**.

Let's see what we can **observe** about them.

Elk Mountain Wolf Pack





The students are especially interested in the wolf that is light gray.

We will call it **Wolf 44**.



To: Graystone National Park's Wildlife Biologist Team
From: Second Grade Students, Graystone Elementary School
Subject: Elk Mountain Wolves

Hello Wildlife Biologist Team,

Our class is visiting Graystone National Park. We've been observing a pack of wolves, and we have a question for you. Why are the wolves different from one another even though they are all the same species? Why does Wolf 44 look so different? (We observed that it is light colored, and all the others are dark colored.) We are hoping that you can explain the answer to these questions.

Thank you!

Chapter 1 Question

Why are wolves different even though they are all the same species?

Explaining the phenomenon piece by piece



Traits & Inheritance storyline

Look for

As you listen to the storyline summary, **consider the student experience.**

What will it be like for students to work through the unit storyline?



Traits & Inheritance

Chapter 1



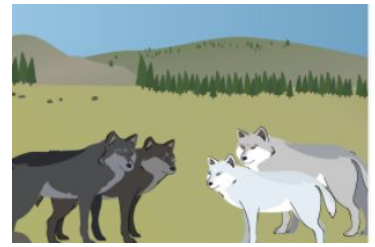
Chapter Question: Why are wolves different even though they are all the same species?



Explanation: Even though all wolves are the same species, some wolves are different from others due to variation of traits within a species. This means that even though wolves can have similarities in their traits, there can also be variations in each trait. For example, wolves have different colors of fur: some wolves have a trait for gray fur, others have a trait for black fur.

Traits & Inheritance

Chapter 2



Chapter Question: Why is Wolf 44's color similar to one pack but different from the other?



Explanation: Wolf 44's color is similar to the wolves in the Bison Valley Pack because its parents are in the Bison Valley Pack. Offspring inherit instructions for each trait from both parents. This means that the trait of fur color comes from Wolf 44's parents.

Traits & Inheritance

Chapter 3



Chapter Question: Why isn't Wolf 44 like the Bison Valley Pack in hunting style and size?



Explanation: Wolf 44 doesn't hunt like the Bison Valley Pack because it learned to hunt from the wolves in the Elk Mountain Pack. Learning to hunt is a trait that is determined by a wolf's environment. Wolf 44 is medium sized because of both inherited instructions (size) and the environment it lives in (access to diet). This means that Wolf 44 can grow bigger than its parents, but it can't grow as big as the wolves in the Elk Mountain Pack.

Traits & Inheritance

Chapter 4

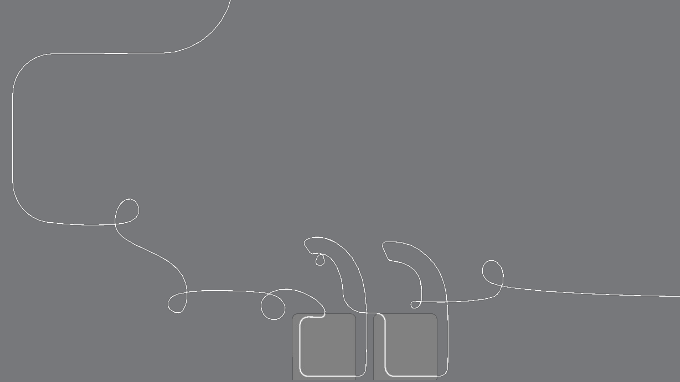


Chapter Question: How can scientists investigate questions about traits?



Explanation: Students can ask investigable questions about the traits of the White-Crowned Sparrow, taking into account the available data, and using that data to answer their questions.

Would you like to add anything to your opening reflection?



Make any updates, then take a break!

Welcome back

Please respond in the chat

How do students get from the **question** at the beginning of the chapter to the **explanation** at the end of the chapter in Amplify Science?

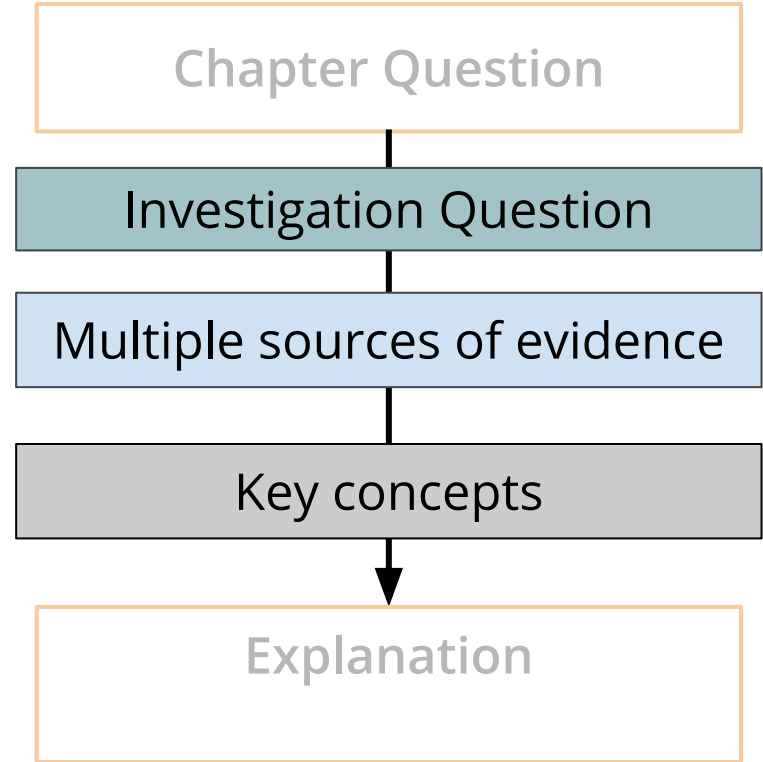
Chapter Question: Why are wolves different even though they are all the same species?



Explanation: Even though all wolves are the same species, some wolves are different from others due to variation of traits within a species.

Constructing science knowledge

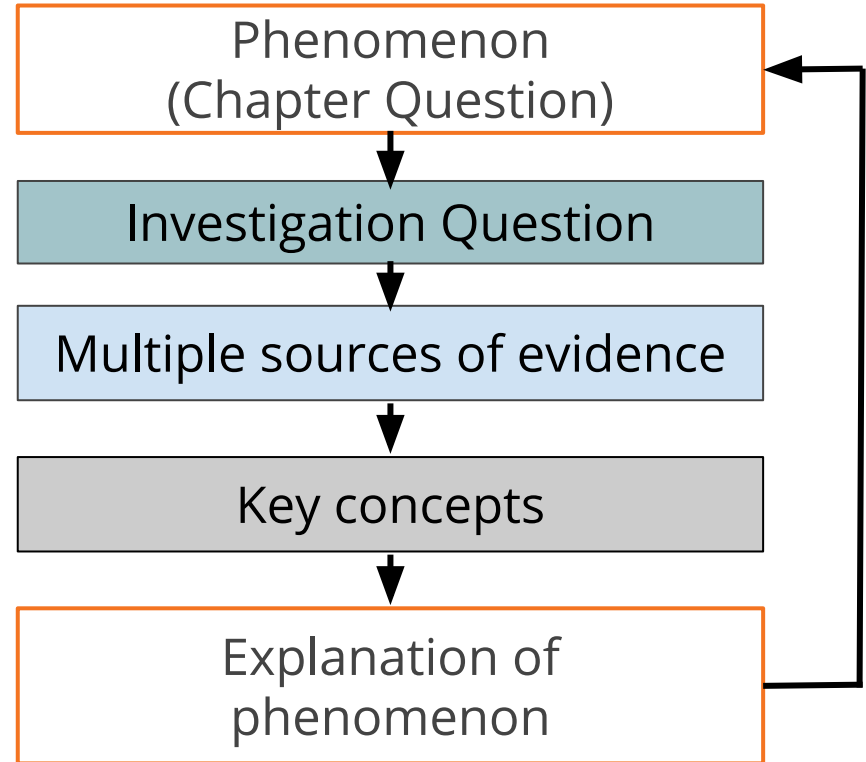
In order to progress through a unit storyline, students figure out general science ideas they can use to explain the phenomenon.



Coherence flowchart

Respond in the chat

Share your **prior knowledge** about the coherence flowchart, and how you've used it as a tool in your planning and teaching.



Unit Anchor Phenomenon

Problem students work to solve

Chapter-level Anchor Phenomenon

Chapter 1 Question

Investigative Phenomena

Investigation Questions

Evidence sources and reflection opportunities

Key concepts

Application of key concepts to the problem

Explanation that students can make to answer the Chapter 1 Question

Inheritance and Traits: Variation in Wolves

Wolf 44 appears different from the rest of the wolves in its pack.
What is the origin of the traits of Wolf 44—a wolf that appears different from the rest of its pack?

Wolf 44 has a different fur color from the rest of its pack.
Why are wolves different even though they are all the same species? (introduced in 1.4)

There are many different organisms in the world.
What are some ways that organisms can be similar or different? (1.1-1.4)

- Read *Blue Whales and Buttercups* (1.2)
- Reflect on relatedness (1.2)
- Observe similarities and differences between animals (1.3)
- Observe bird traits (1.3)
- Observe bird sounds (1.4)
- Observe bear traits (1.4)

- Organisms have observable traits. (1.3)

- Review wolf data and reflect on variation of traits within the wolf pack (1.7)
- Write class explanation to answer the Chapter 1 Question (1.7)

Even though all wolves are the same species, some wolves are different from others due to variation of traits within a species. This means that even though wolves can have similarities in their traits, there can also be variations in each trait. For example, wolves have different colors of fur: some wolves have a trait for gray fur, others have a trait for black fur.

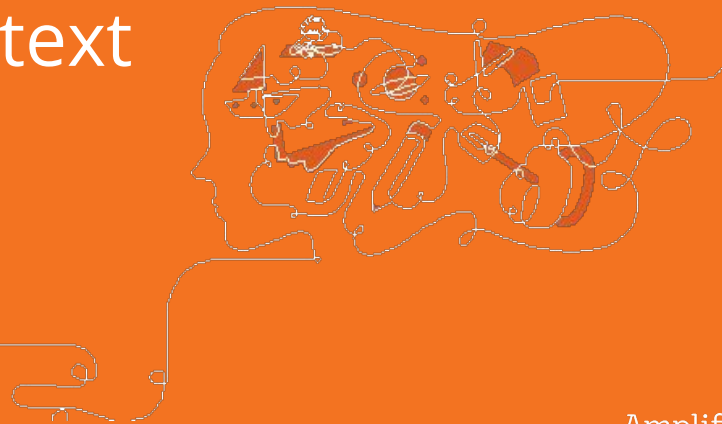
There are similarities and variations in traits of organisms.
How can we describe the traits of organisms in a species? (1.5-1.6)

- Look for patterns in the wolf pack (1.5)
- Construct bar graphs to analyze similarity and variation in students' traits (1.5)
- Read *Handbook of Traits* to gather info about how traits vary within a species (1.6)
- Use Word Relationships routine to reflect on learning across the chapter (1.6)
- Create digital models of trait variation (1.6)

- Organisms in a species have many similar traits, but for each trait there can be variation. (1.6)

Example evidence source

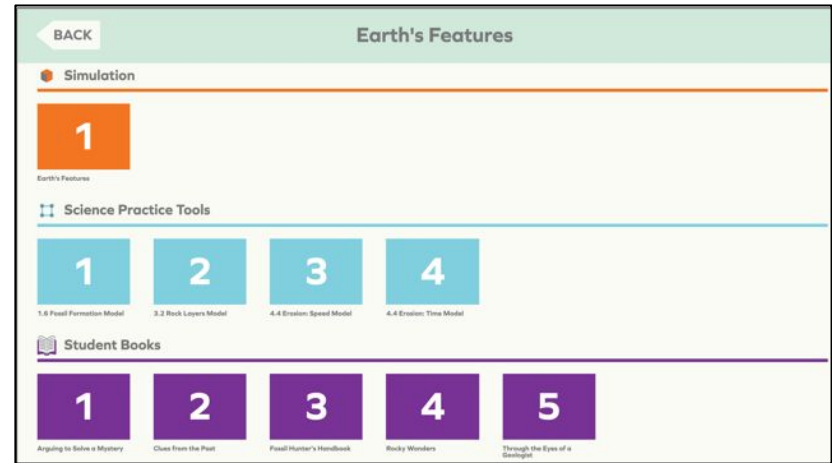
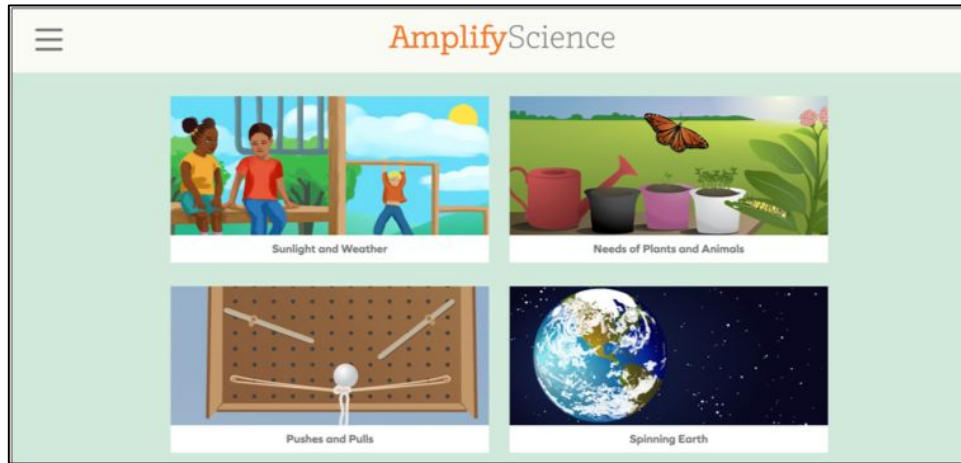
Model Lesson with text



Students app page to access books

Elementary digital experience for students grades K-5 is through the student apps page:

apps.learning.amplify.com/elementary



Student volunteers





Grade 3 | Inheritance and Traits

Lesson 1.6: Making Sense of Variation

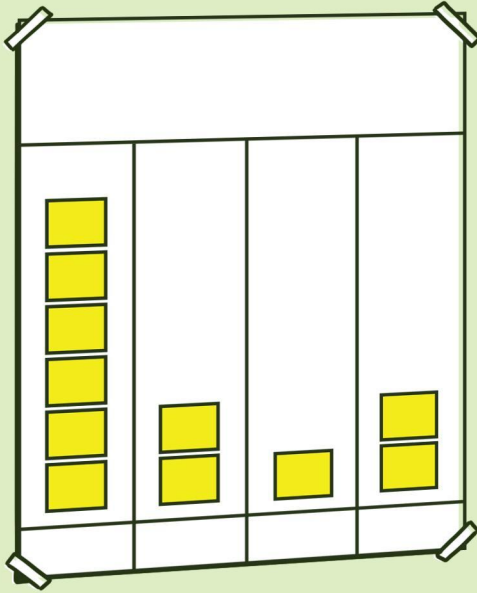
Activity 1

Reading: Handbook of Traits



Remember that we are investigating this question:

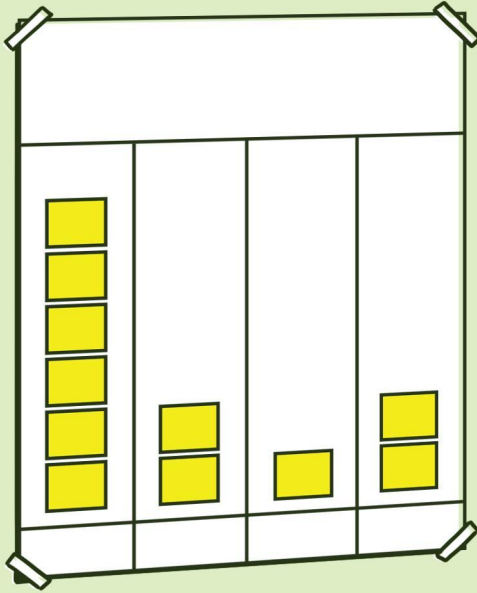
How can we describe the traits of organisms in a species?



Think about when we made graphs of our own traits.



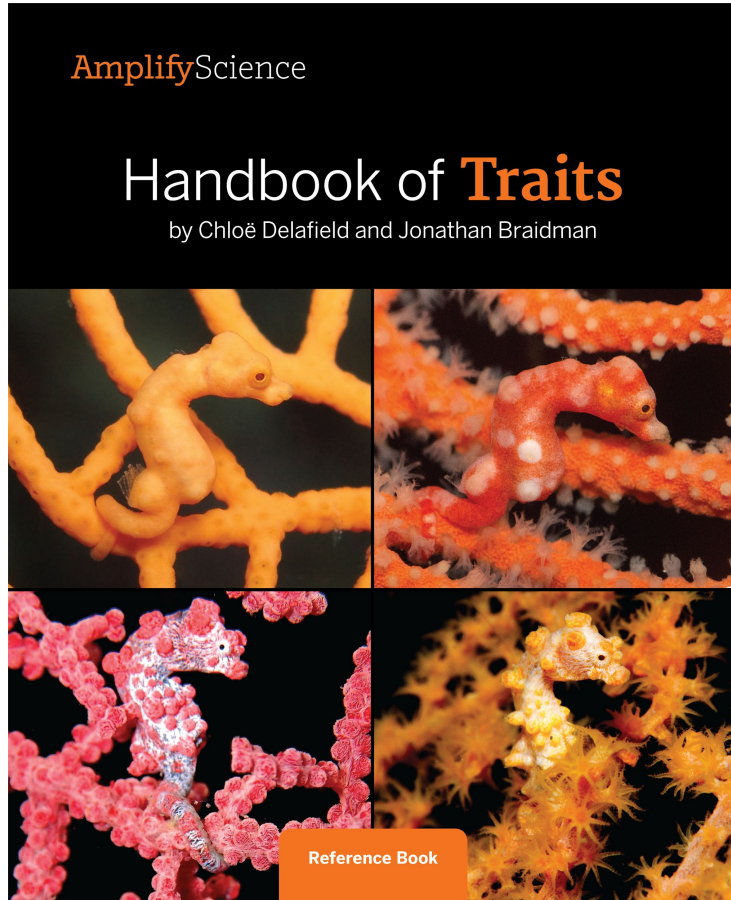
How can we **describe the traits we observed** in the humans in our class?



Humans are a species, but we have evidence that human traits can vary.



What do you think about other species? Do you think **traits vary within other species, too?**



Many of you think that **traits vary within species** in organisms other than humans.

Let's read about other organisms to get more **evidence** for this idea.

Evidence is information that supports an answer to a question.

In this case, we want to see if we can find more evidence to support the answer that traits vary within many species, not just humans.

Name: _____ Date: _____

Evidence About Trait Variation

Directions:

1. Read about at least one plant and one animal in *Handbook of Traits*.
2. In the boxes below, record the name of a plant or an animal and list some of the traits that have variation.

Organism:

Traits that have variation:

Organism:

Traits that have variation:

Organism:

Traits that have variation:

Organism:

Traits that have variation:

Turn to page 16 in your notebooks.

You will **read** about an organism and **record** how its traits can vary.

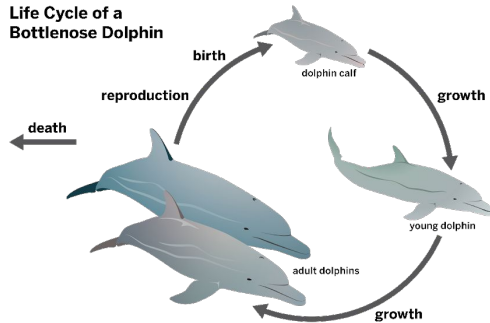
Let's try an example together.

Bottlenose Dolphin

Bottlenose dolphins live in the ocean all over the world. They have long bodies with two side fins and one top fin. They are gray in color. The biggest ones can be twice as long as a tall person. Even though they live in the water, dolphins breathe air. They have big brains and are very smart.



Life Cycle of a Bottlenose Dolphin



Variation in the Species

Bottlenose dolphins have **variation** in size and color. The dolphins in some groups are larger than the dolphins in other groups. Bottlenose dolphins also have different-sized beaks and fins. The **genes** that give instructions for these **traits** are passed from parents to **offspring**.

Another way that bottlenose dolphins vary is that each one has its own special whistle. Dolphins can tell each other apart by their whistles.



These dolphins show variation in color and beak size.

Name: _____ Date: _____

Evidence About Trait Variation

Directions:

1. Read about at least one plant and one animal in *Handbook of Traits*.
2. In the boxes below, record the name of a plant or an animal and list some of the traits that have variation.

| |
|--|
| <p>Organism: Bottlenose dolphin</p> <p>Traits that have variation: size, color, beak size, fin size, and whistle</p> |
| <p>Organism:</p> <p>Traits that have variation:</p> |
| <p>Organism:</p> <p>Traits that have variation:</p> |
| <p>Organism:</p> <p>Traits that have variation:</p> |

When I **read the page about variation**, I see that dolphins can vary in size, color, beak size, fin size, and whistles.

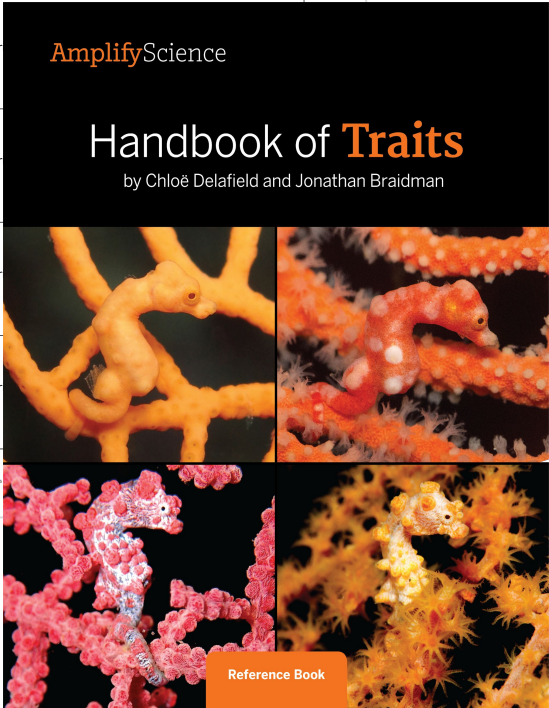
I can **record** this in my notebook.

Name: _____ Date: _____

Evidence About Trait Variation

Directions:

1. Read about at least one plant and one animal in *Handbook of Traits*.
2. In the boxes below, record the name of a plant or an animal and list some of the traits that have variation.

| | |
|-----------------------------------|--|
| Organism: Traits that have var |  |
| Organism: Traits that have var | |
| Organism: Traits that have var | |
| Organism: Traits that have var | |

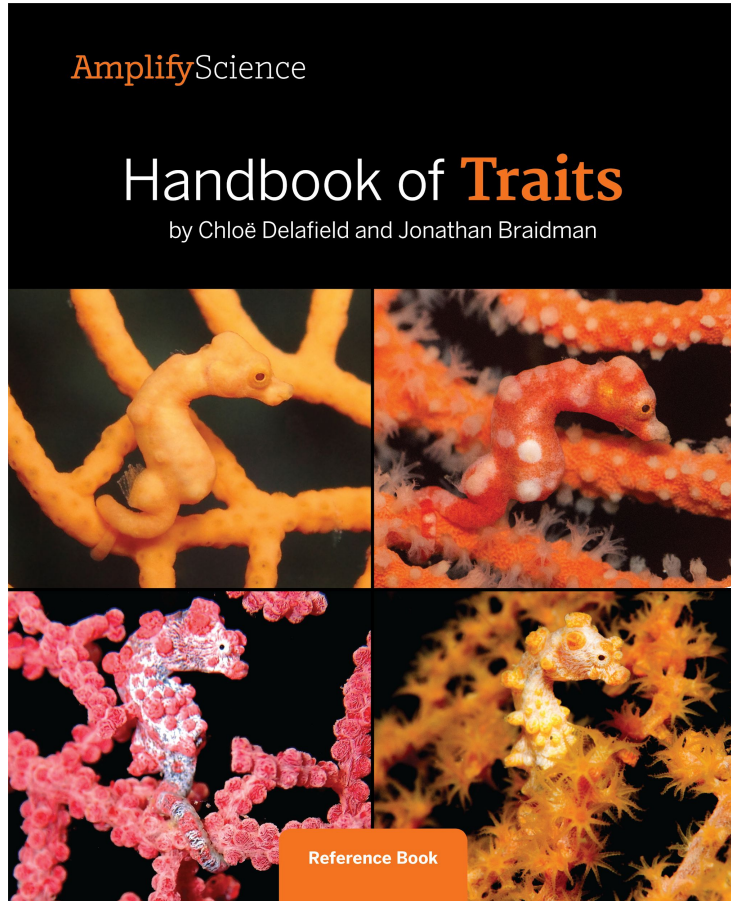
16

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Read about different animals and plants.

Use the notebook page to **record variations** you find.



What is some **evidence** you gathered to support the idea that traits can **vary within a species?**

Activity 2

Word Relationships



organism

Inference and Text—Vocabulary—Lesson 1.2—AMP0573.06.3.SA
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trait

Inference and Text—Vocabulary—Lesson 1.2—AMP0573.06.3.SA
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species

Inference and Text—Vocabulary—Lesson 1.4—AMP0573.06.3.SA
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variation

Inference and Text—Vocabulary—Lesson 1.6—AMP0573.06.3.SA
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We will be doing a Word Relationships routine to use **important science words** to think about the ideas you are learning.

Name: _____ Date: _____

Word Relationships

Directions:

1. Work with your group to create sentences that use at least two of the word cards in each sentence.
2. Create some sentences that explain what you have been learning about traits.
3. Record a few of the sentences you created.
4. With your group, choose one sentence to share with the class.

variation trait organism species

1. _____

2. _____

3. _____

4. _____

Turn to page 17, Word Relationships, in your notebooks.

You will work with a partner at home to **make sentences** with word cards.

Then, you can record and share your sentences.



I can use these two words to talk about traits of organisms, like this:

Organisms can have different traits.

Name: _____ Date: _____

Word Relationships

Directions:

1. Work with your group to create sentences that use at least two of the word cards in each sentence.
2. Create some sentences that explain what you have been learning about traits.
3. Record a few of the sentences you created.
4. With your group, choose one sentence to share with the class.

variation trait organism species

1. _____

2. _____

3. _____

4. _____



Create sentences using the Word Relationship cards.

Name: _____ Date: _____

Word Relationships

Directions:

1. Work with your group to create sentences that use at least two of the word cards in each sentence.
2. Create some sentences that explain what you have been learning about traits.
3. Record a few of the sentences you created.
4. With your group, choose one sentence to share with the class.

variation trait organism species

1. _____

2. _____

3. _____

4. _____

Soon, each pair will present a sentence to the class.



Choose who will read your sentence out loud while the rest of the group holds up the word cards. Practice together.

organism

Inference and Text—Vocabulary—Lesson 1.2—AMP0575.06.3L.5A
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trait

Inference and Text—Vocabulary—Lesson 1.2—AMP0575.06.3L.5A
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species

Inference and Text—Vocabulary—Lesson 1.4—AMP0575.06.3L.5A
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variation

Inference and Text—Vocabulary—Lesson 1.6—AMP0575.06.3L.5A
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I will call on pairs one at a time to present their sentence to the class.



One person should speak while the other group members hold up the cards used in the sentence.



Does anyone have any new ideas about how we can describe the **traits in a species**?

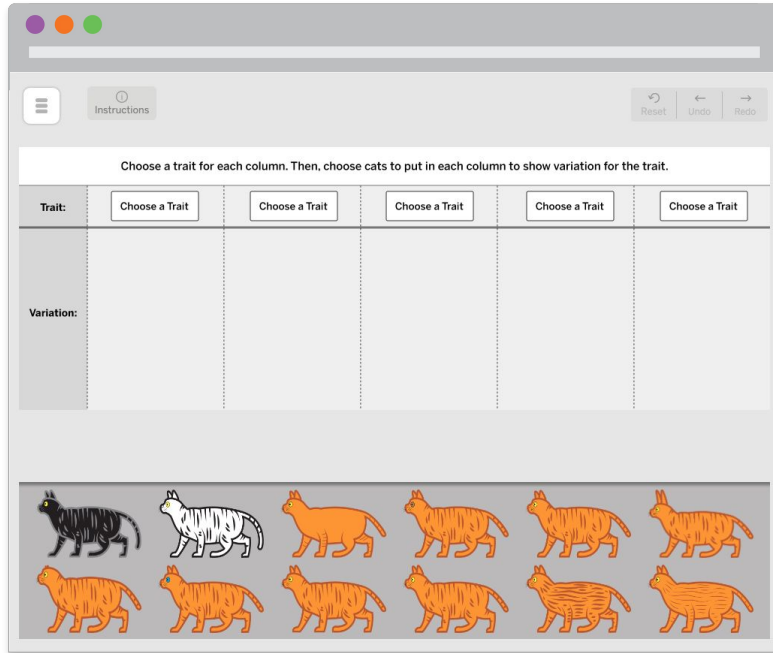
Key Concept

Organisms in a species have many similar traits, but for each trait there can be variation.

Activity 3

Modeling Trait Variation



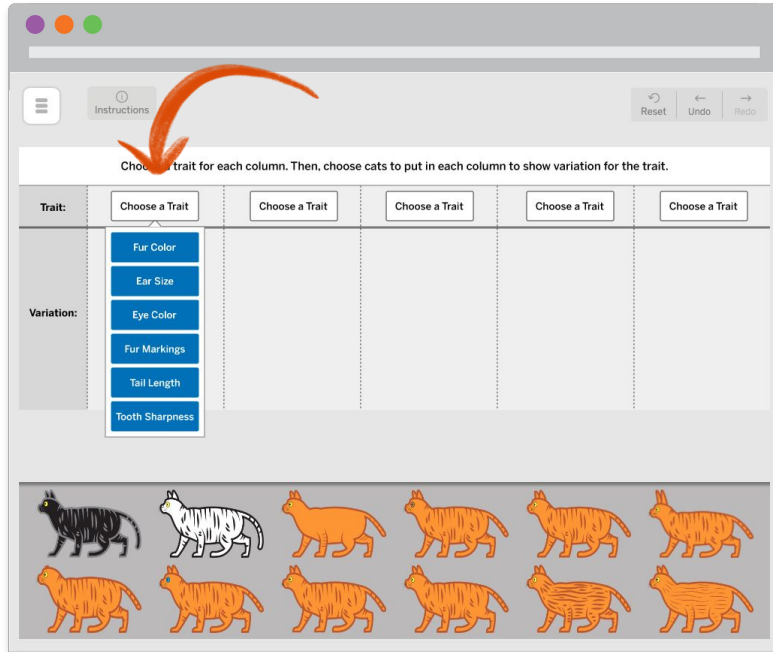


We will use what we learned to **make a model** that shows variation in a different organism—the domestic cat.

We'll use a **digital app** to create our models.

Guidelines for Using Apps

- Only one person “drives” at a time.
- Anyone can make suggestions about how to use the app.
- Talk about what you observe.
- Rotate the role of “driver.”



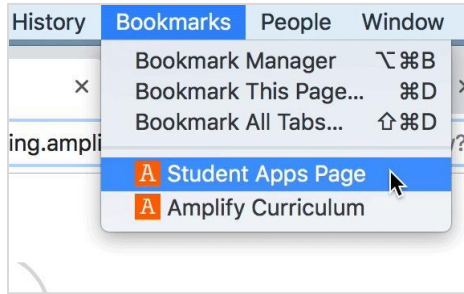
First, you will click on **CHOOSE A TRAIT** and **pick a trait from the menu.**

The screenshot shows a digital activity interface. At the top, there are window control buttons (purple, orange, green) and a title bar. Below the title bar, there is a menu icon, an 'Instructions' button, and navigation buttons for 'Reset', 'Undo', and 'Redo'. The main instruction reads: 'Choose a trait for each column. Then, choose cats to put in each column to show variation for the trait.' Below this, there are five columns. The first column has a 'Trait:' label and a blue button labeled 'Fur Color'. The other four columns have 'Choose a Trait' buttons. Below the columns, there is a 'Variation:' label and two cat illustrations: a black and white striped cat and a white cat with black stripes. A large orange arrow points from these two cats towards the columns. At the bottom, there is a grid of ten cat illustrations: one black and white striped cat, one white cat with black stripes, and eight orange cats with various fur patterns.

Select cats that show variation for the trait you chose and drag them into the column.

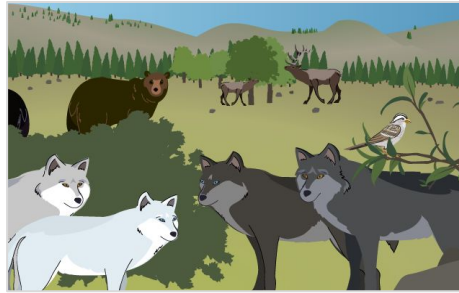
For example, for fur color I would choose cats with different colors of fur.

Open the Modeling Tool



Step 1

Click on the [Student Apps Page](#) in your bookmarks.



Step 2

Scroll down and click on the *Inheritance and Traits* unit.



Step 3

Click on the **blue box marked 1** to open the Modeling Tool.

The screenshot shows a digital interface for a learning activity. At the top, there are three colored window control buttons (purple, orange, green) and a title bar. Below the title bar is a navigation area with a hamburger menu icon, an 'Instructions' button, and 'Reset', 'Undo', and 'Redo' buttons. The main instruction text reads: "Choose a trait for each column. Then, choose cats to put in each column to show variation for the trait." Below this is a table with five columns. The first row is labeled "Trait:" and each column contains a "Choose a Trait" button. The second row is labeled "Variation:" and each column is currently empty. At the bottom of the interface is a selection area containing twelve cat icons arranged in two rows of six. The first row contains a black and white striped cat, a white cat with black stripes, an orange tabby cat, a light brown tabby cat, a darker brown tabby cat, and a light brown tabby cat. The second row contains six orange tabby cats of varying shades and patterns.



Choose cats that show variation for different traits.



Who can **share their ideas** about trait variation within the species of domestic cats?

End of Lesson

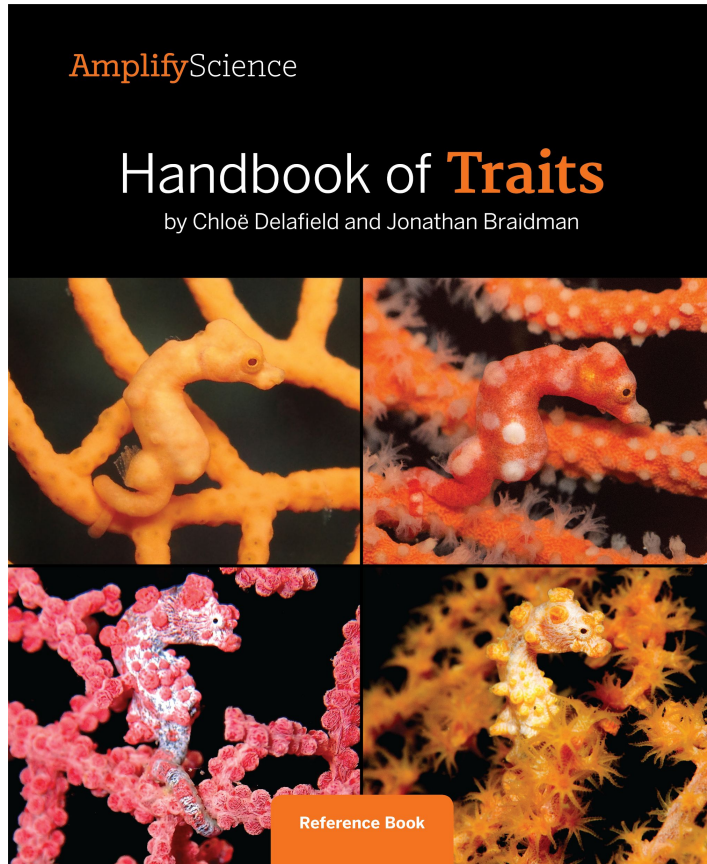


THE LAWRENCE
HALL OF SCIENCE
UNIVERSITY OF CALIFORNIA, BERKELEY

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Evidence source analysis



Key Concept:

- Organisms in a species have many similar traits, but for each trait there can be variation

Evidence source analysis

Please respond in the chat

How did reading and discussing this text help us build our understanding of these key concepts?

Key Concept:

- Organisms in a species have many similar traits, but for each trait there can be variation

Evidence source analysis

Analyzing an activity within a chapter storyline

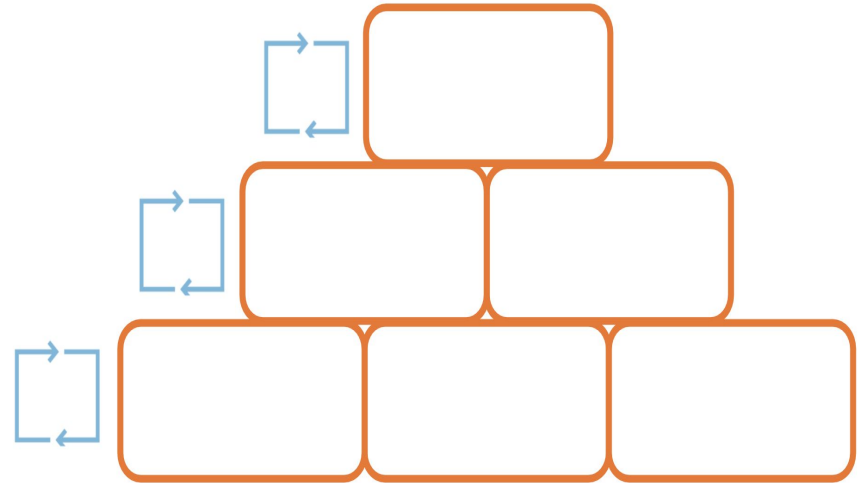
Reflecting on how an activity helps students **figure out key concepts** is a tool for planning to teach.

| Resource | Useful for... |
|--|---|
| Lesson purpose <i>(in Lesson Brief or Classroom Slides title slide notes)</i> | Understanding what a lesson or activity is designed to do for student learning |
| Coherence flowchart | Considering how an activity works together with other parts of the chapter |

Progress Build

Unit-specific learning progression

- Reflecting on where a lesson lies on the your unit's progress build is a tool for **planning** to teach, specifically for gauging student **understanding** throughout the units.
- Which **level** of the progress build does the **model lesson** align to?



Build increasingly complex explanations

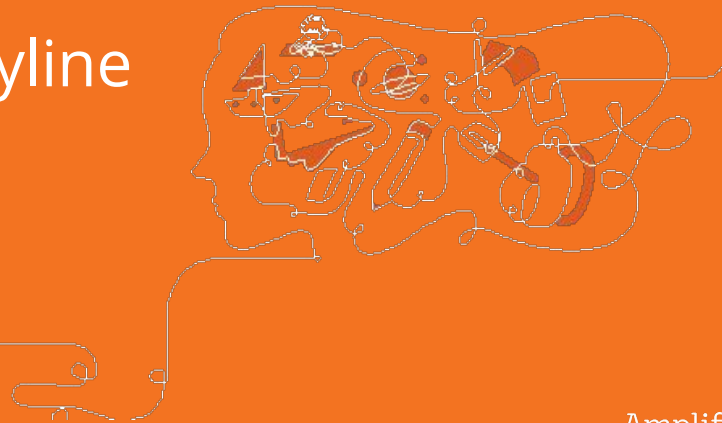
Evidence source analysis

Using evidence source analysis to prepare to teach

1. Read **lesson purpose** to consider the activity's role
2. Use the **coherence flowchart**:
 - a. To analyze how it fits within the chapter storyline
 - b. To consider the activity's modality and how it works with other activities (of other modalities)
3. As you plan for teaching, consider:
 - a. What you'll emphasize during the activity, and what you'll expect students to do or say
 - b. Implications for how you'll teach other activities in the chapter

Planning time

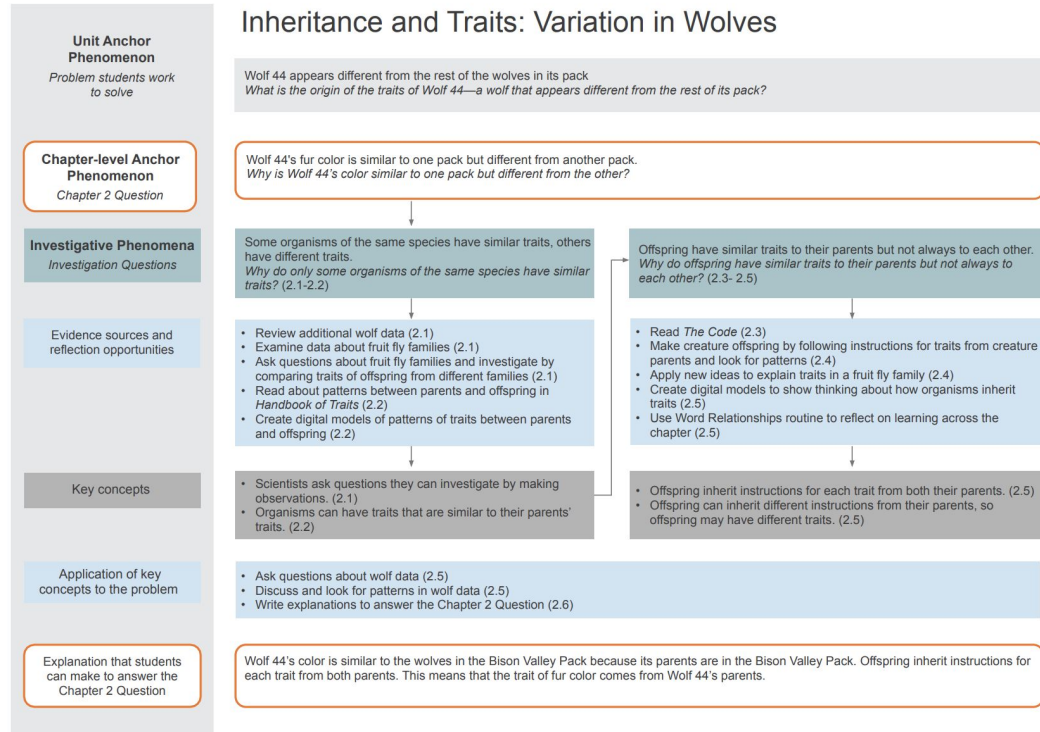
Chapter 2 Storyline



Breakout groups

Evidence source analysis

First, get familiar with the Chapter Question, Investigation Question, key concepts, and explanation. Then, choose one evidence source and analyze its role in the Chapter 2 storyline.



Navigate to your own coherence flowchart

1. From the Unit Landing Page, select **JUMP DOWN TO UNIT GUIDE**
2. Under Printable Resources, select **Coherence Flowchart**
3. Look over the coherence flowchart for **Chapter 1**.

The screenshot shows the AmplifyScience website interface for a unit on Metabolism. The page is divided into several sections: Planning for the Unit, Printable Resources, Teacher References, and Offline Preparation. An orange arrow points to the 'Coherence Flowchart' option under the Printable Resources section.

AmplifyScience > Metabolism

Planning for the Unit

- Unit Overview
- Unit Map
- Progress Build
- Getting Ready to Teach
- Materials and Preparation
- Science Background
- Standards at a Glance

Teacher References

- Lesson Overview Compilation
- Standards and Goals
- 3-D Statements
- Assessment System
- Embedded Formative Assessments
- Articles in This Unit
- Apps in This Unit

Printable Resources

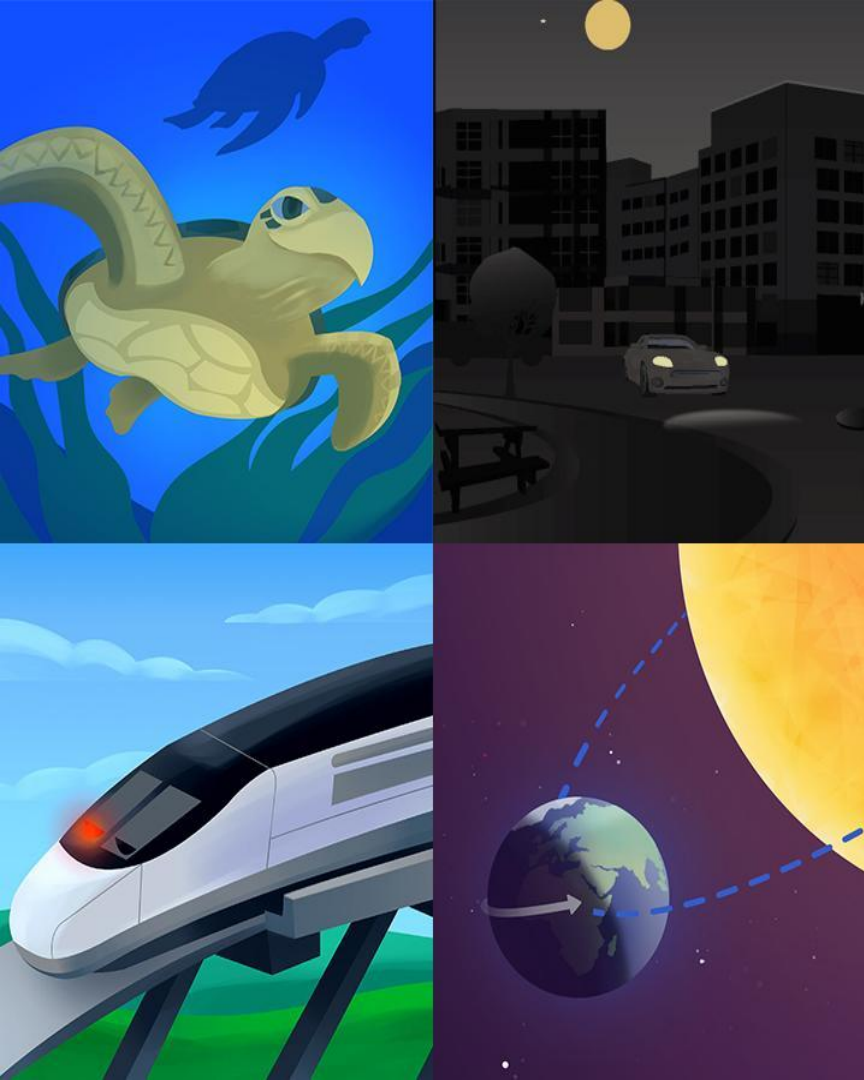
- Article Compilation
- Coherence Flowchart
- Copymaster Compilation
- Flextension Compilation
- Investigation Notebook
- NGSS Information for Parents and Guardians
- Print Materials (8.5" x 11")
- Print Materials (11" x 17")

Offline Preparation

Teaching without reliable classroom internet? Prepare unit and lesson materials for offline access.

Offline Guide

Español



Plan for the day

- Welcome
- Unit storyline
 - Anchor phenomenon
 - Storyline summary
 - Break
 - Model activity
 - Evidence source analysis
 - Breakout groups
- **Remote and hybrid resources**
 - Reviewing the resources
 - Collaborative planning
- Reflection and closing

Amplify Science@Home

A suite of resources that...

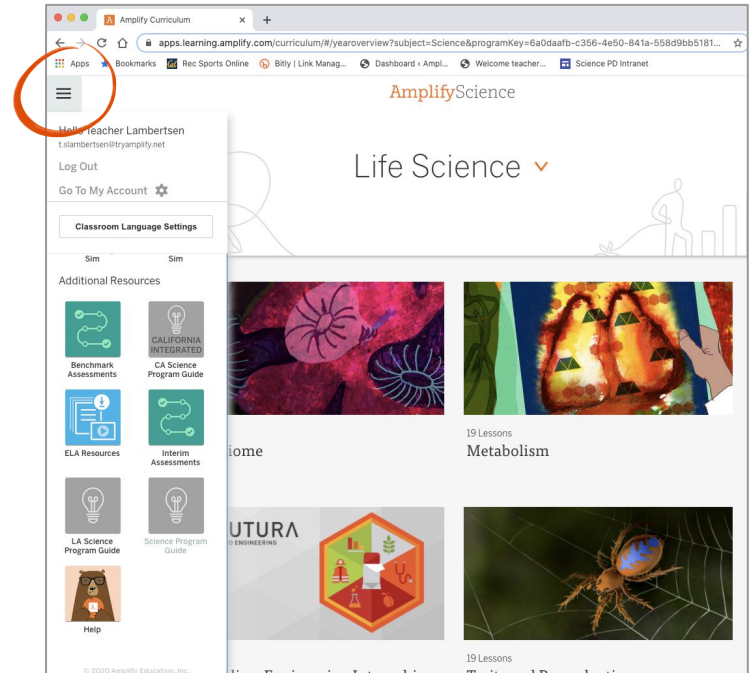
- Are designed for students to complete independently
- Require no materials except a pencil and paper
- Include digital and print-only options
- Can be leveraged in a variety of remote and hybrid instructional formats



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



Selecting @Home resources

Questions to consider

- How much **time** do students have to learn science in the upcoming school year?
- Do your students have **access to technology** at home, or do you need a **print-only solution**?

Amplify Science@Home

@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



Selecting @Home Units

You might use this resource if...

- You have **less instructional time** for science than you normally would
- You need a solution for remote, asynchronous student learning some or all of the time



Two options for student access

For students with consistent access to technology at home, use **@Home Slides**

For a print-only option, use **@Home Packets**

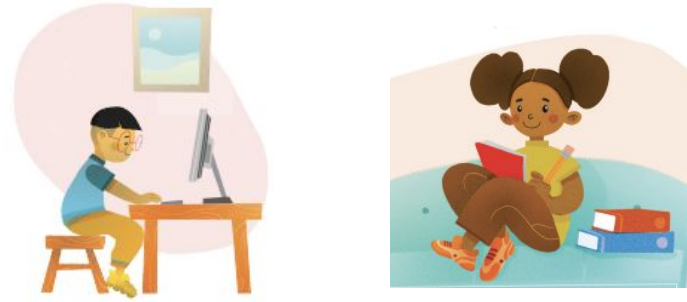
@Home Units example use case

Remote Asynchronous Model: Students work flexibly through content



Monday-Thursday

Assign @Home Lessons 1-2
(Packets or Slides)



Friday

Students submit work product through email, or by writing on paper and texting the teacher a photo of their work

@Home Units example use case

Hybrid Model: Teach live during in-person time



Monday-Tuesday

Remote

Assign: @Home Lesson 1 (Packet or Slides)

Wednesday

In-person

Teach: @Home Lesson 1: Ideas for synchronous or in-person instruction

Thursday-Friday

Remote

Assign: @Home Lesson 3 (Packet or Slides)

Selecting @Home Videos

You might use this resource if...



- Your students have **access to internet-connected devices** at home
- You have **about the same amount of instructional time** for science as you normally would
- You need a solution for remote, asynchronous student learning some or all of the time

@Home Videos example use case

Hybrid Model: Teach live during in-person time



Monday

Remote

Assign: Lesson 1.1
Video



Tuesday

In-person

Teach: Lesson 1.2
live



Wednesday

Remote

Assign: Lesson 1.3
Video



Thursday

Remote

Assign: Lesson 1.4
Video



Friday

In-person

Revisit: hands-on
or discourse-based
activities the week's
lessons

@Home Videos example use case

Remote Synchronous Model: Discussions during online class



Monday

Asynchronous

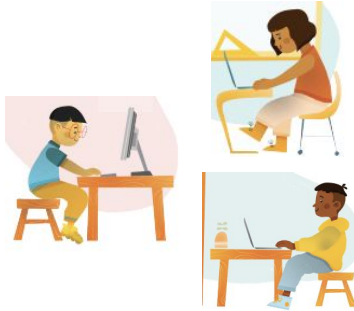
Assign: Lesson 1.1
Video



Tuesday

Asynchronous

Assign: Lesson 1.2
Video



Wednesday

Synchronous

Teach: Lead class
discussion to review
key ideas from 1.1
and 1.2



Thursday

Asynchronous

Assign: Lesson
1.3 Video



Friday

Asynchronous

Assign: Independent
written reflection
about week's lessons

Navigating to @Home resources

PLS models locating @Home resources live by navigating to the Program Hub (Teacher's Guide -> Global Navigation -> Additional Resources -> Program Hub -> Teacher -> Amplify Science@Home)

Model locating @home resources

Breakout groups

Discussing the resources

Consider **challenges and successes** you are currently experiencing with remote & hybrid learning.

How might you use the @Home resources?

What are your **next steps**?



Individual planning considerations

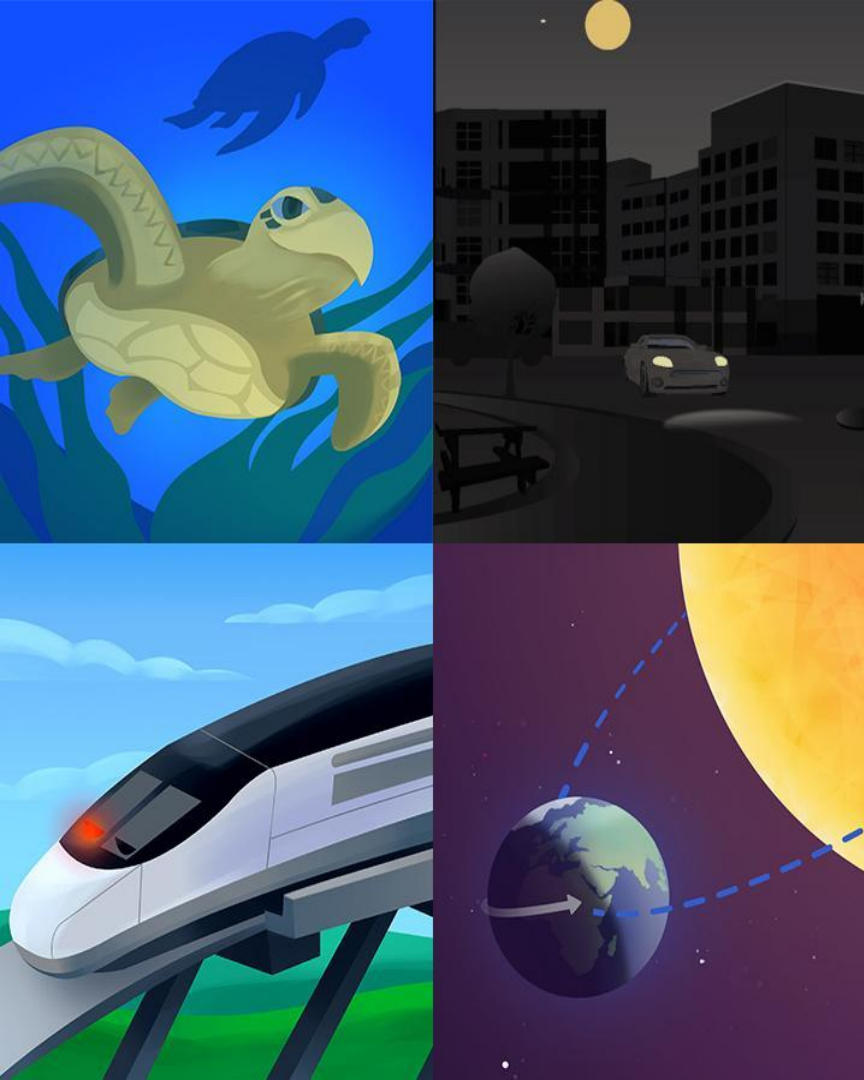
Utilizing coherence as a design principle

@Home lessons consist of a reduced set of **prioritized** activities, but still preserve a **coherent** instructional build.

Individual **work-time** & reflection:

- Open **lesson index**. Compare a lesson of your choice from Teacher's Guide with **@home lesson**.
- How can you best plan **synchronous** instruction "coherently" with your **asynchronous** lesson?
- Jot some notes, using table to right as a guide.

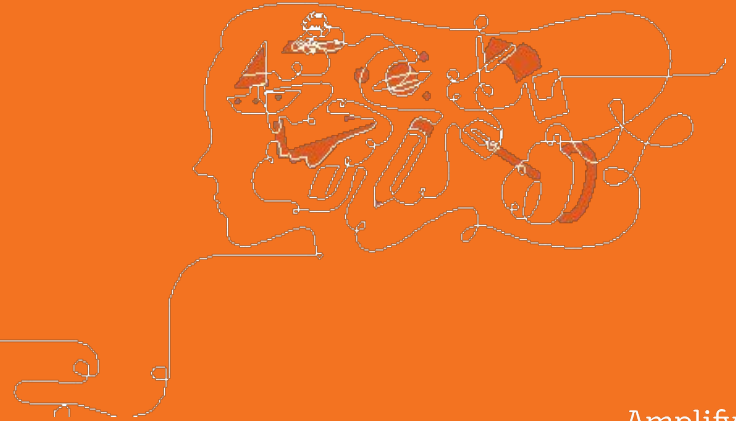
| Synchronous time | |
|---|--|
| In-person | Online class |
| <ul style="list-style-type: none">● Discourse routines● Class discussions● Hands-on investigations (option for teacher demo)● Physical modeling activities | <ul style="list-style-type: none">● Online discussions● Sim demonstrations● Interactive read-alouds● Shared Writing● Co-constructed class charts |



Plan for the day

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- **Reflection and closing**

Questions



Closing reflection

Please respond in the chat



How can understanding your unit's **storyline** help you make **instructional decisions**, particularly in a remote or hybrid context?

New York City Resources Site

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



Amplify.

Amplify Science Resources for NYC (K-5)

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

UPDATE: Summer 2020

Introduction

Getting started resources

Planning and implementation resources

Admin resources

Parent resources

COVID-19 Remote learning resources 2020

Professional learning resources

Questions

UPDATE: Summer 2020

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

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

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

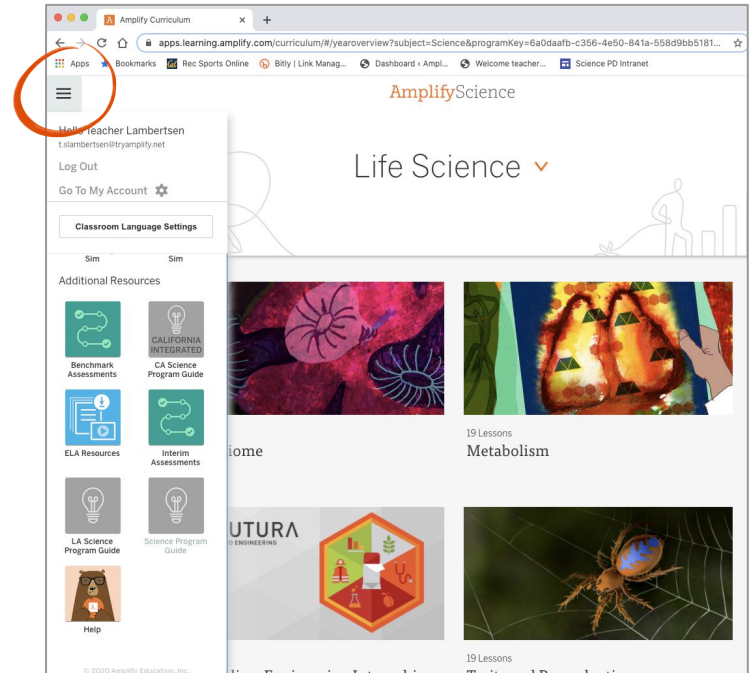
Site Resources

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

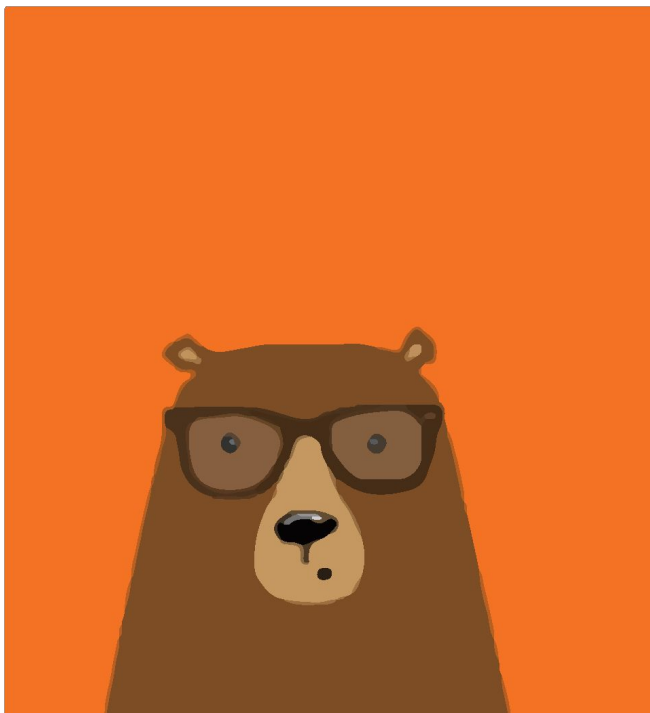
Amplify Science Program Hub

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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 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: <https://www.surveymonkey.com/r/BY56SBR>

Presenter name: XXX

