

AmplifyScience

Supporting Students with Special Needs in Remote Learning

Grades 6-8

Do now: Log in to your
Amplify Science account.

November 20, 2020



Objectives

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

- Select the Amplify Science@Home resources that best fit the instructional needs of your students
- Internalize tips and strategies for remote and hybrid instruction using Amplify Science@Home
- Plan how you will leverage Amplify Science@Home resources to best meet the needs of your students

Consultation agenda

- Introductions
- Reflection and goal-setting
- Revisiting the Amplify Science approach
- Amplify Science@Home resources
- Differentiation and Modifications Planning
- Reflection and closing

Participant Notebook



Reflection and goal-setting

Reflection: what is your year like so far?

1-2-3 Stop and jot: This year, while teaching remotely...

- What was **one** challenge, problem, or roadblock you or your students experienced?
- What were **two** successes you or your students experienced?
- What are **three** new things you learned or new insights you gained?

Setting a vision

What are you hoping students at your school get out of science this year?

Cultivate a love of science

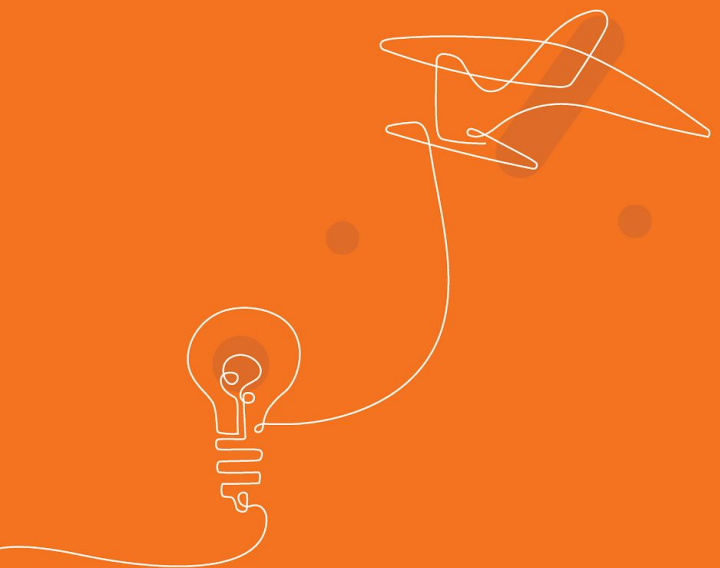
Problem solve

Develop flexible scientific understanding

Think and work like real scientists

Feel successful and build academic confidence

Collaborate and communicate



Revisiting the Amplify Science approach

Multimodal, phenomenon-based learning

In each Amplify Science unit, students embody the role of a scientist or engineer to **figure out phenomena**.

They gather evidence from multiple sources, using multiple modalities.





Amplify Science@Home

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

AmplifyScience@Home

- Built for a variety of instructional formats
- Digital and print-based options
- No materials required
- Available in English and Spanish (student and family materials)
- Accessible on the Amplify Science Program Hub



AmplifyScience@Home

Two different options:

@Home Units

- Packet or slide deck versions of Amplify Science units condensed by about 50%

@Home Videos

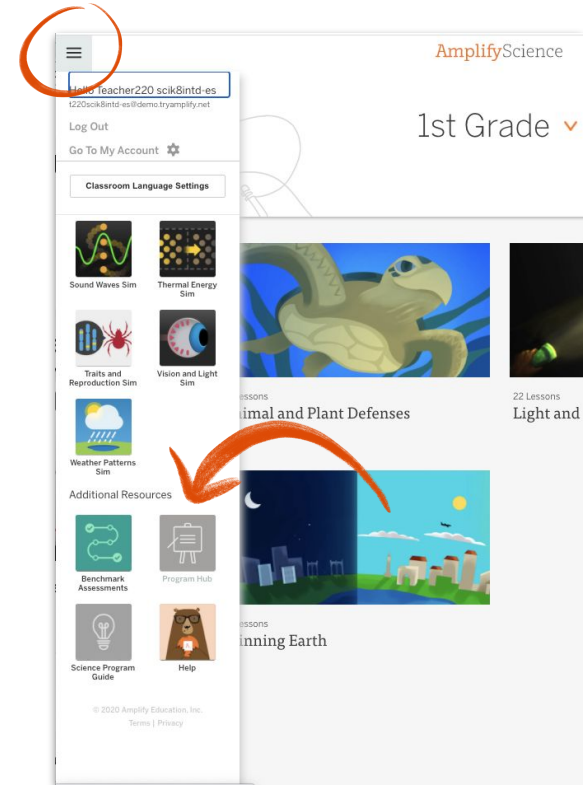
- Video playlists of Amplify Science lessons, taught by real Amplify Science teachers



Accessing Amplify Science@Home

Amplify Science Program Hub

- New site containing Amplify Science@Home and additional PL resources
- Accessible via the Global Navigation menu



Amplify Science 6-8

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

Grade 7

- Launch:
Geology on Mars
- Plate Motion
- Engineering Internship:
Plate Motion
- Rock Transformations
- Phase Change
- Engineering Internship:
Phase Change
- Chemical Reactions
- Populations and Resources
- 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

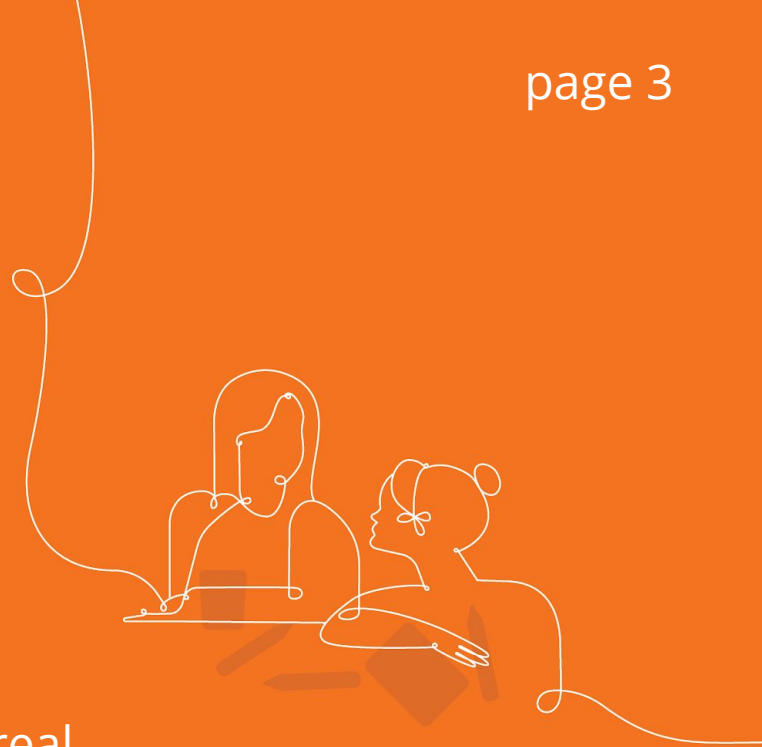
Selecting a resource

We'll take a deeper look at each resource type, following this structure:

- Overview of the resource
- Exploration time
- Share insights, ask questions

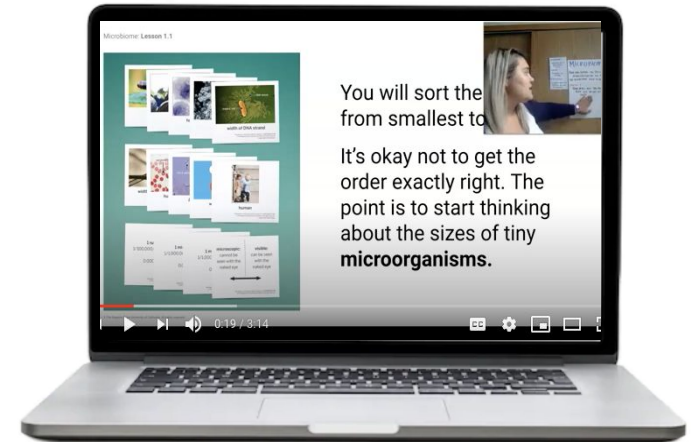
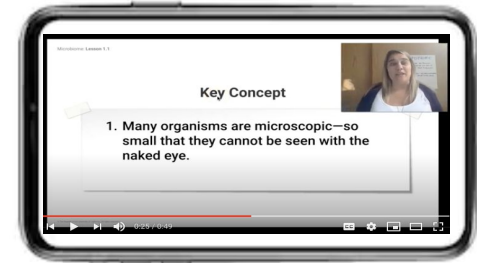
@Home Videos

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



@Home Videos

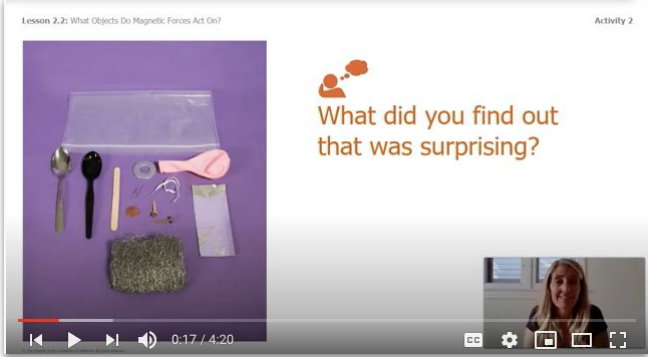
- Lesson playlists include **all activities** from original units
- Great option if have the **same amount of instructional time** as you typically would for science
- Requires **tech access** at home
- Can be used as models for **creating your own videos**



@Home Videos: student experience

Interactive videos

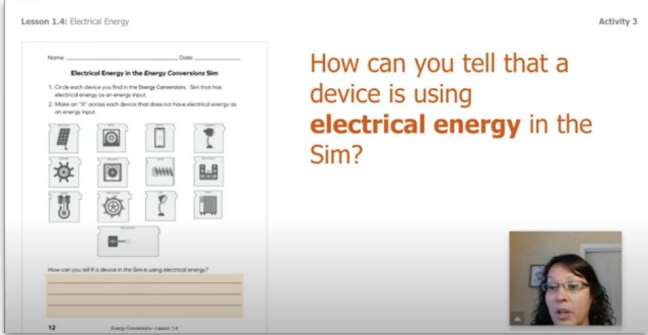
- **Calls to action**
 - Think prompts, pause and take notes, stand up and try it, talk to someone
- **Stand-alone videos within lesson playlists**
 - Read-alouds, digital tool uses, hands-on
- **Options** to use notebooks, student platform, and/or physical materials if available



Lesson 2.2: What Objects Do Magnetic Forces Act On? Activity 2

What did you find out that was surprising?

0:17 / 4:20



Lesson 1.4: Electrical Energy Activity 3

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

Reading and digital tool uses

Options for student access

Access via curriculum (students using tablets or laptops):

- Digital tools
- Amplify Library

Access via @Home Videos (students using smartphones):

- Read-alouds of articles
- Screencast videos of digital tool uses

The image displays two overlapping digital learning windows. The background window is an interactive diagram titled "One of the Trillions of Cells in the Human Body". It features a large yellow cell outline with a "MITOCHONDRIA" label. To the right is a "Molecules" panel with icons for Water, Fiber, Amino Acid, Glucose, Protein, Starch, Oxygen, and Carbon Dioxide. The foreground window is a video player titled "Cells: The Basic Unit of Life". The video content shows text explaining that the body is made of trillions of cells, which are the basic building blocks of life. Below the text is a micrograph of a cell with purple-stained organelles. A speaker icon is visible on the left side of the video player.

Example lesson: *Metabolism 1.3*

AmplifyScience > Metabolism > Chapter 1 > Lesson 1.3



Lesson 1.3: Evaluating Initial Claims About Elisa



Lesson Brief
(7 Activities)



1

WARM-UP
Warm-Up



2

READING
Reading "Molecules Cells
Need"



3

MODELING TOOL
Modeling Molecules in a
Healthy Cell



4

SORTING TOOL
Evaluating New Evidence
About Elisa



Example lesson: *Metabolism 1.3*

YouTube Search

Metabolism Chapter 1 Lesson 1.3

10 videos • 2 views • Last updated on Aug 6, 2020

Unlisted

Amplify Amplify SUBSCRIBE

1 Metabolism Chapter 1 Lesson 1.3 Activity 1 Part A Amplify 2:53

2 Metabolism Chapter 1 Lesson 1.3 Activity 1 Part B Amplify 1:10

3 Metabolism Chapter 1 Lesson 1.3 Activity 2 Part A Amplify 3:07

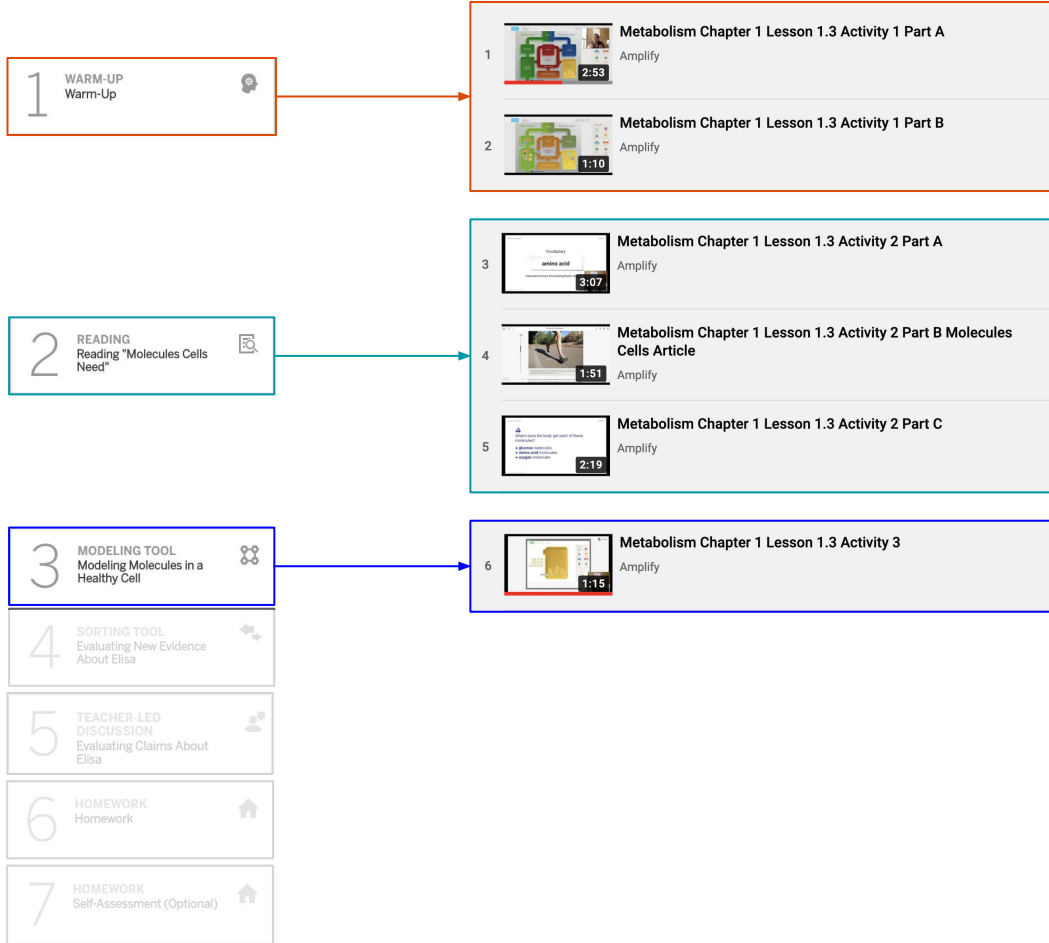
4 Metabolism Chapter 1 Lesson 1.3 Activity 2 Part B Molecules Cells Article Amplify 1:51

5 Metabolism Chapter 1 Lesson 1.3 Activity 2 Part C Amplify 2:19

6 Metabolism Chapter 1 Lesson 1.3 Activity 3 Amplify 1:15

Metabolism Chapter 1 Lesson 1.3 Activity 4 Part A

Example lesson: *Metabolism 1.3*



@Home Videos

Using the resources

- Assign videos for students to watch during remote, asynchronous time
- Leverage synchronous time for live teaching
 - Lots of time? Teach full lessons
 - Less time? Revisit and preview (see table)

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

@Home videos

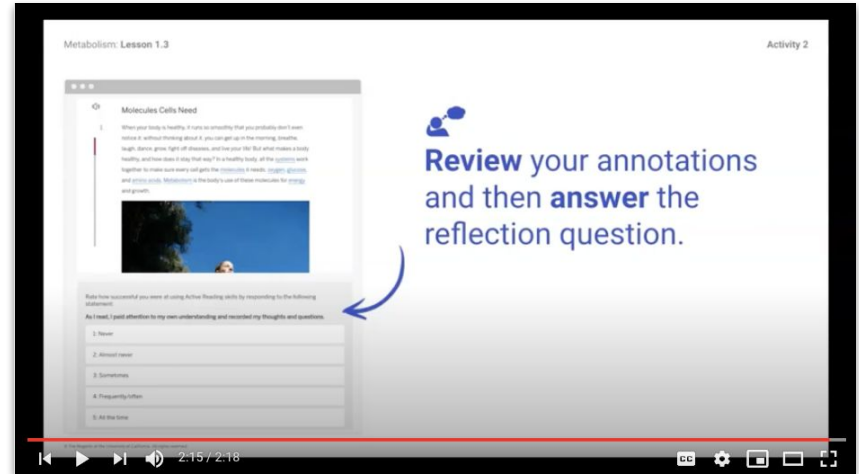
Completing written work

Students can complete written work using:

- Digital student platform
- Investigation Notebook
- Pencil and paper

Teaching Tips:

- Make a plan for how students will **submit** written work.
- Use the **Teacher's Guide** to plan which work products you will collect.



The screenshot shows a video player interface. The video content displays a slide titled "Molecules Cells Need" with a paragraph of text and a small image of a person's face. Below the text is a reflection question: "As I read, I paid attention to my own understanding and recorded my thoughts and questions." followed by a list of five options: 1. None, 2. Almost none, 3. Sometimes, 4. Frequently/often, 5. All the time. A blue arrow points from the text "Review your annotations and then answer the reflection question." to the reflection question area. The video player controls at the bottom show a progress bar at 2:15 / 2:18.

Explore your @Home Videos

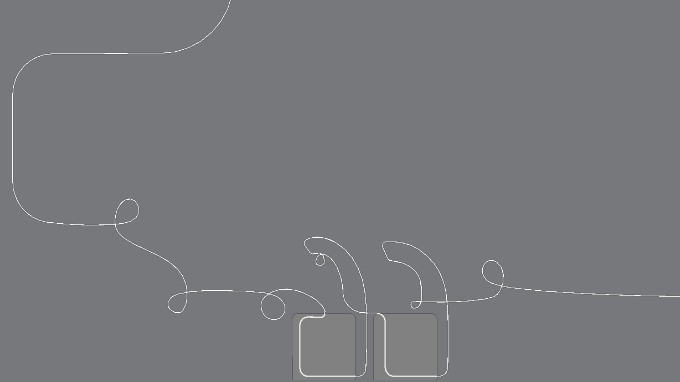
Navigate to your unit and explore a video lesson. You may want to compare the video lesson to the lesson in the Teacher's Guide.

During your exploration, consider how this resource can help you reach the vision you set for science this year.



Share insights

How could @Home Videos help you and your students achieve the vision you set for science this school year?



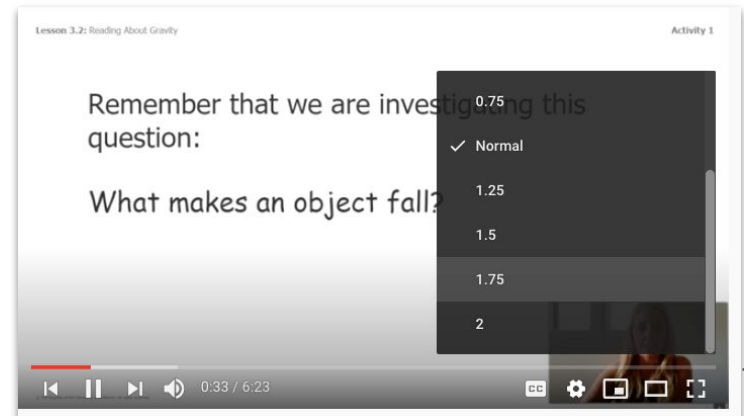
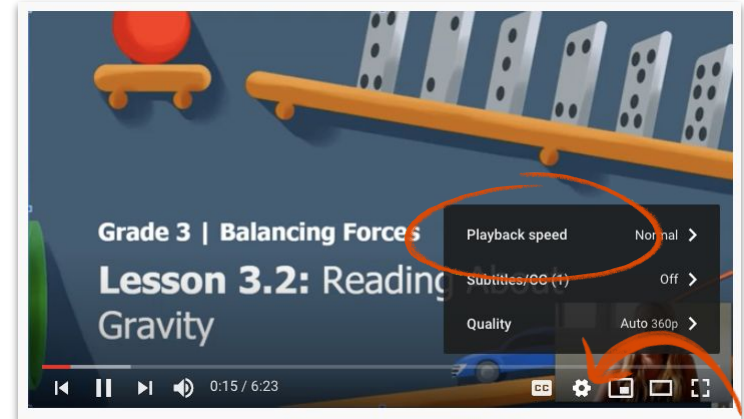
Questions?

Planning suggestions: @Home Videos

The Teacher's Guide is the best planning tool for @Home videos.

- Use the **Lesson Overview Compilation** in the Unit Guide as a pacing and planning tool.
- Refer to the lessons themselves to plan for synchronous instruction.

Try **adjusting the playback speed** of videos to preview them.



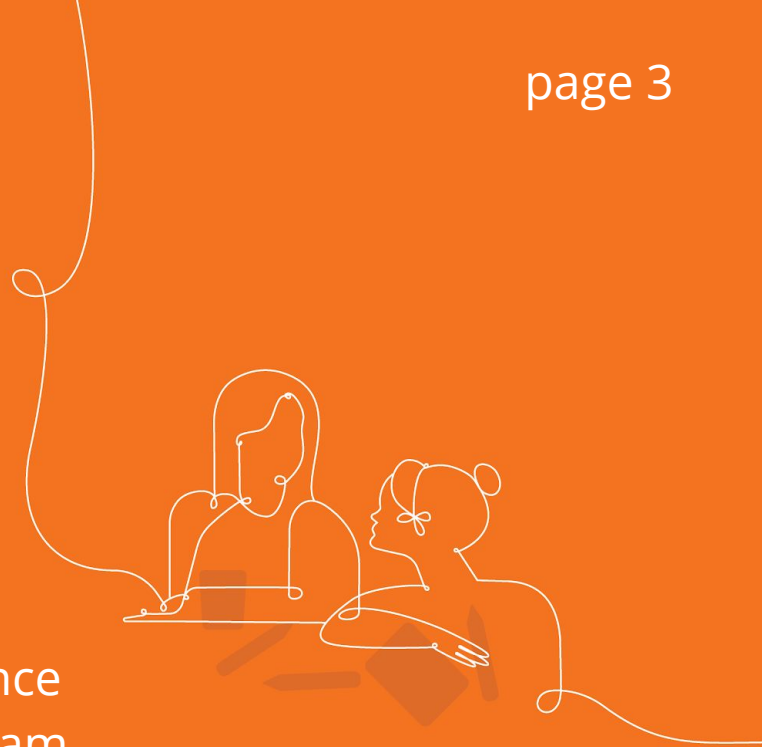


5 min break



@Home Units

Strategically modified versions of Amplify Science units, highlighting key activities from the program



@Home Units

- Solution for **reduced instructional time**
- Print-based and tech-based access options
- Available in .pdf and Google Slides/Docs format

The image displays a collection of educational resources for a lesson on Mars geology. At the top left is a video thumbnail featuring a woman in a blue shirt working at a desk with a laptop. The text on the video reads "Geology on Mars @Home Lesson 5" and "AmplifyScience". Below the video are several overlapping documents. One document is a worksheet with the instruction: "Read and annotate the assigned sections. Then, answer the questions." Another document is a student activity page with the question: "How did the results of Gerya's model provide evidence for what formed the novae on Venus?" and several blank lines for an answer. A third document is partially visible, showing the title "Landforms on Venus" and a date field.

@Home Unit resources

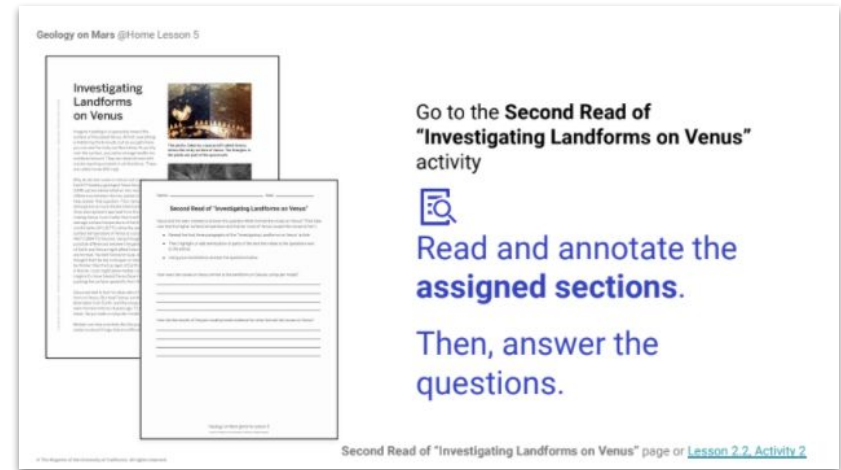
All resources are fully editable and customizable

- **Family Overview**
 - Provides context for families
- **Teacher Overview**
 - Outlines the unit and summarizes each lesson
 - Suggestions for adapting for different scenarios
- **Student materials**
 - ~30-minute lessons (digital or print-based) featuring prioritized activities from Amplify Science curriculum

@Home Units: student experience

Student materials

- Student-friendly text
- Supportive images (photos and illustrations)
- Activity instructions
- Prompts for writing, discussion, and reflection
- Embedded links to supplementary material



The image shows a preview of student materials. On the left, a document titled "Geology on Mars @Home Lesson 5" contains a section titled "Investigating Landforms on Venus" with an image of a volcanic landscape. Overlaid on this is a "Second Read" activity page with a magnifying glass icon and a list of bullet points. To the right, text instructions read: "Go to the **Second Read** of 'Investigating Landforms on Venus' activity", "Read and annotate the **assigned sections**.", and "Then, answer the questions." At the bottom right, a link is provided: "Second Read of 'Investigating Landforms on Venus' page or [Lesson 2.2, Activity 2](#)".

@Home Units: student experience

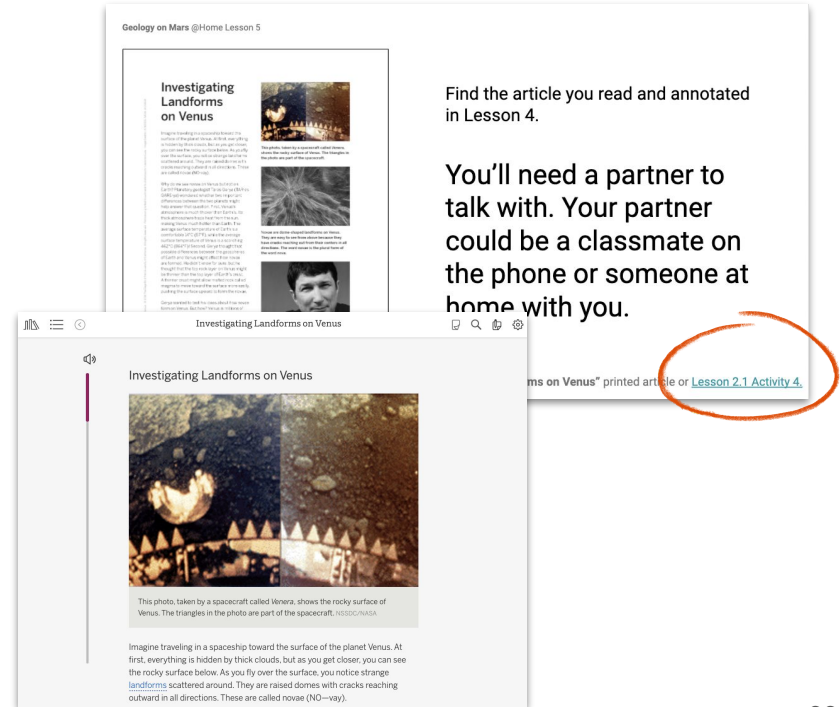
Embedded links

Links to curriculum resources:

- Amplify Library
- Sims and digital tools
- Student platform

Links to videos:

- Hands-on demonstrations
- Read-alouds

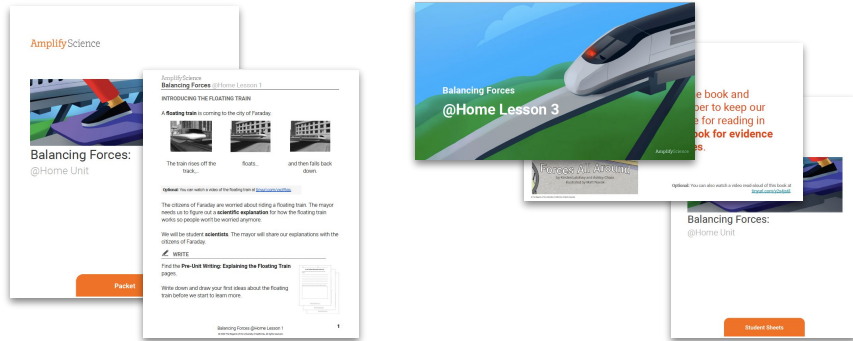


The image shows a screenshot of a lesson page titled "Geology on Mars @Home Lesson 5". The page features an article titled "Investigating Landforms on Venus" with a small image of a spacecraft window. Below the article is a video player showing a close-up of a spacecraft window with a rocky surface of Venus visible through it. The video player has a play button and a volume icon. To the right of the video player, there is a text box that says "Find the article you read and annotated in Lesson 4." and "You'll need a partner to talk with. Your partner could be a classmate on the phone or someone at home with you." Below this text box, there is a link to "Lesson 2.1 Activity 4" which is circled in orange. The video player also has a caption that reads: "This photo, taken by a spacecraft called Venera, shows the rocky surface of Venus. The triangles in the photo are part of the spacecraft." Below the caption, there is a paragraph of text: "Imagine traveling in a spaceship toward the surface of the planet Venus. At first, everything is hidden by thick clouds, but as you get closer, you can see the rocky surface below. As you fly over the surface, you notice strange landforms scattered around. They are raised domes with cracks reaching outward in all directions. These are called novae (NO—way)." The video player also has a small icon of a person in the bottom right corner.

@Home Units

A shift in approach to respond to user feedback

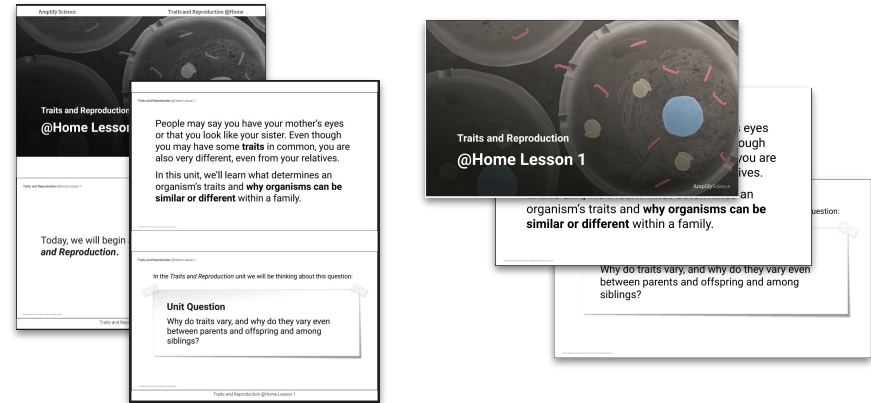
Original approach: two different resources



Print-based: @Home packets

Digital: @Home slides and student sheets

Updated approach: one resource, two formats

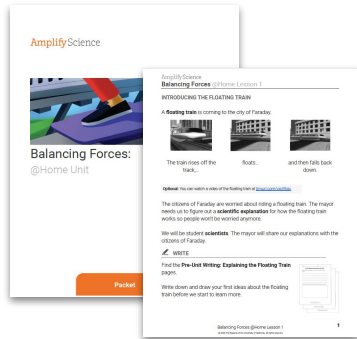


Print-based: PDFs of @Home Slides and student sheets

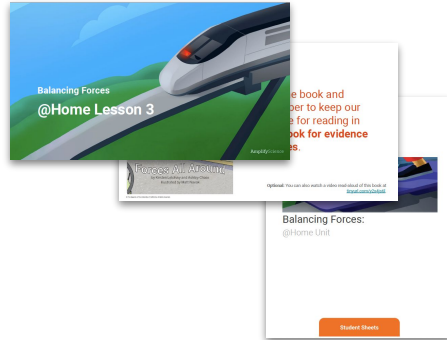
Digital: Google Slides @Home Slides and Google Doc student sheets

@Home Units

A shift in approach to respond to user feedback



Print-based:
@Home packets



Digital:
@Home slides and
student sheets

Original approach: two different resources

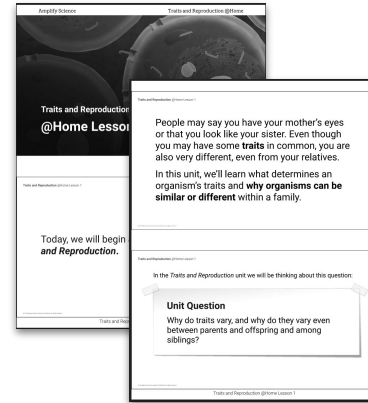
- Force and Motion
- Geology on Mars
- Harnessing Human Energy
- Plate Motion
- Metabolism
- Microbiome

@Home Units

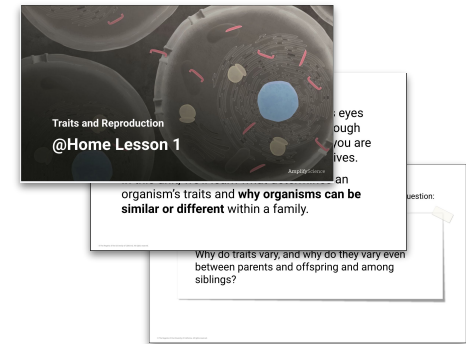
A shift in approach to respond to user feedback

All units released from November 4 onward (those not listed on previous slide) will follow the updated approach.

Updated approach: one resource, two formats



Print-based: PDFs of @Home Slides and student sheets



Digital: Google Slides @Home Slides and Google Doc student sheets

Example lesson: *Geology on Mars 2.2*

AmplifyScience > Geology on Mars > Chapter 2 > Lesson 2.2



Lesson Brief
(4 Activities)

1

WARM-UP
Warm-Up



2

READING
Second Read of
"Investigating Landforms ...



3

HANDS-ON
Observing the Flowing
Water Model



T

TEACHER
Reflecting on How
Scientists Use Models



4

HOMEWORK
Homework



@Home Lessons 5 and 6: Include 2.2 activities

@Home Lesson 5

Adapted from: Amplify Science *Geology on Mars* Lesson 2.1 and 2.2

Key Activities

- **Talk:** With a partner, students discuss the annotations they made when reading “Investigating Landforms on Venus.”
- **Read:** Students reread a section of the article, “Investigating Landforms on Venus” to get evidence to help answer the Investigation Question.

Ideas for synchronous or in-person instruction

Before meeting, have students reread the assigned section of “Investigating Landforms on Venus.” When meeting, discuss the reasons for reading a text more than once and discuss the questions about the article.

@Home Lesson 6

Adapted from: Amplify Science *Geology on Mars* Lesson 2.2 and 2.3

Key Activities

- **Talk:** Students observe and discuss a flowing water model to get evidence about whether water could have formed the channel on Mars.
- **Observe:** Students observe a flowing lava model to get evidence about whether lava could have formed the channel on Mars.

Ideas for synchronous or in-person instruction

While meeting, watch one or both of the videos together and discuss observations. Discuss as a class how scientists use models (as in *Geology on Mars*, Lesson 2.2, Activity T). If you are meeting in person, you can conduct the Flowing Water Model demonstration (as in *Geology on Mars*, Lesson 2.2, Activity 3).

@Home Units: Slides and Student Sheets

Completing written work

Written work can be submitted through the **Amplify Science student platform** or completed using Student Sheets.

Name: _____ Date: _____

Second Read of "Investigating Landforms on Venus"

Gerya and his team wanted to answer the question: What formed the rouse on Venus? Their idea was that the higher surface temperatures and thinner coat of Venus caused the rouse to form.

- Reread the final three paragraphs of the "Investigating Landforms on Venus" article.
- Then, highlight or add annotations to parts of the text that relate to the questions next to the article.
- Using your annotations, answer the questions below.

How were the rouse on Venus similar to the landforms in Gerya's computer model?

How did the results of Gerya's model provide evidence for what formed the rouse on Venus?

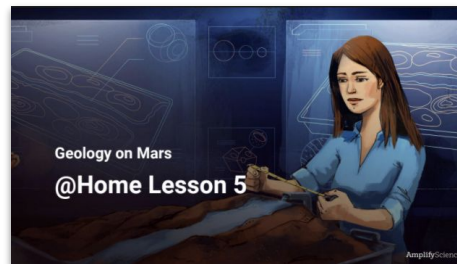
Geology on Mars @Home Lesson 5
© 2018 Amplify Science. All rights reserved.

Investigating Landforms on Venus

This photo, taken by a spacecraft called Venera, shows the rocky surface of Venus. The triangles in the photo are part of the spacecraft.

How were the rouse on Venus similar to the landforms in Gerya's computer model?

How did the results of Gerya's model provide evidence for what formed the rouse on Venus?



Go to the **Second Read of "Investigating Landforms on Venus"** activity

Read and annotate the assigned sections.

Then, answer the questions.

Second Read of "Investigating Landforms on Venus" page of [Lesson 2.2, Activity 2](#)

Teacher Overview

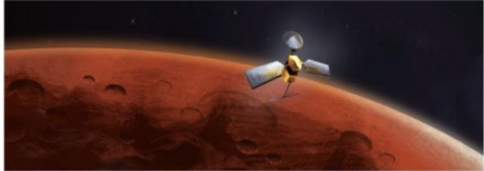
Unit-level

- Overview of resources
- Pacing
- Planning for instructional routines
- Assessment considerations

Lesson-level

- Chapters at a glance
- Lesson outlines

Amplify Science



Geology on Mars
@Home Unit

Teacher Overview

The image shows a satellite in orbit above the reddish, cratered surface of Mars. The satellite has a central body and two large solar panel wings. The background is the dark space of the planet's sky.

Explore your @Home Unit

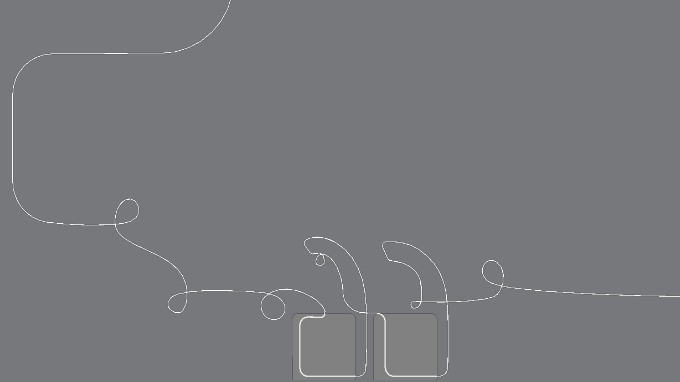
Navigate to your unit and explore. You may choose to start with the **Teacher Overview**, or dig into a lesson.

During your exploration, consider how this resource can help you reach the vision you set for science this year.



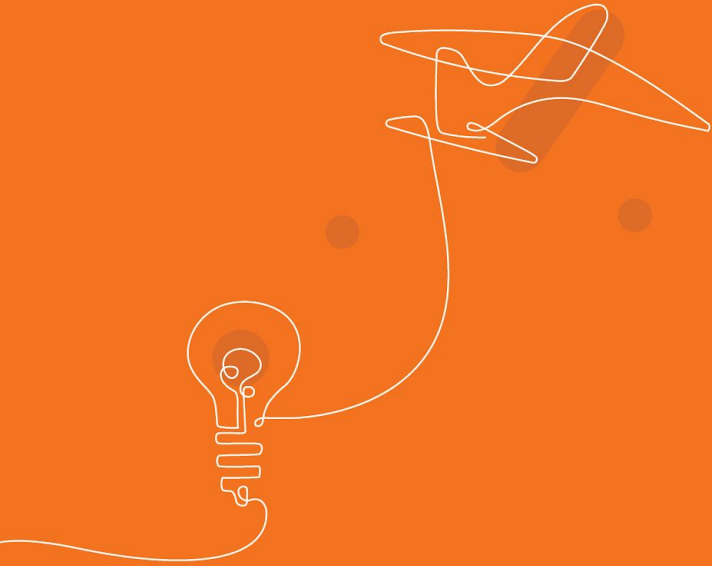
Share insights

How could @Home Units help you and your students reach the vision you set for science this school year?



Questions?

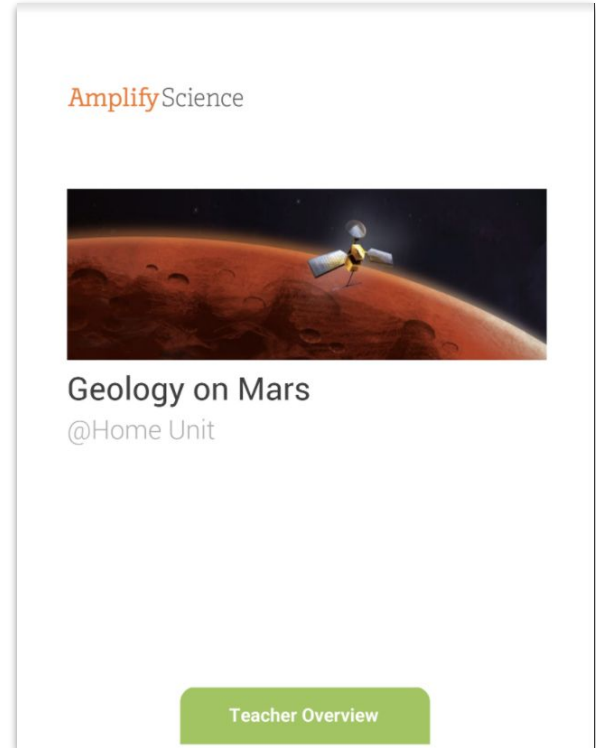
Making Modifications And Planning



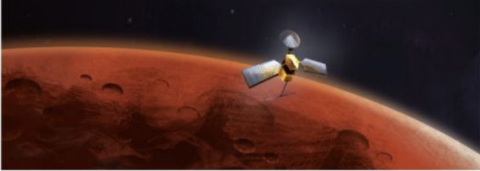
Planning suggestions: @Home Units

Read the Teacher Overview; pay particular attention to these sections:

- Overview of @Home Unit Resources
 - Heads-ups about **instructional decisions** to plan for
- Adapting the Amplify Science Approach for Remote Learning
 - Planning support for **multimodal instruction**



Amplify Science

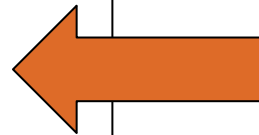


Geology on Mars
@Home Unit

Teacher Overview

The screenshot shows a digital interface for an Amplify Science @Home Unit. At the top left is the 'Amplify Science' logo. Below it is a photograph of a satellite in orbit above the reddish surface of Mars. Underneath the photo, the text reads 'Geology on Mars' followed by '@Home Unit'. At the bottom right, there is a green button labeled 'Teacher Overview'.

Teacher Overview in the Program Hub



Adapting the Amplify Science Approach for Remote Learning

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

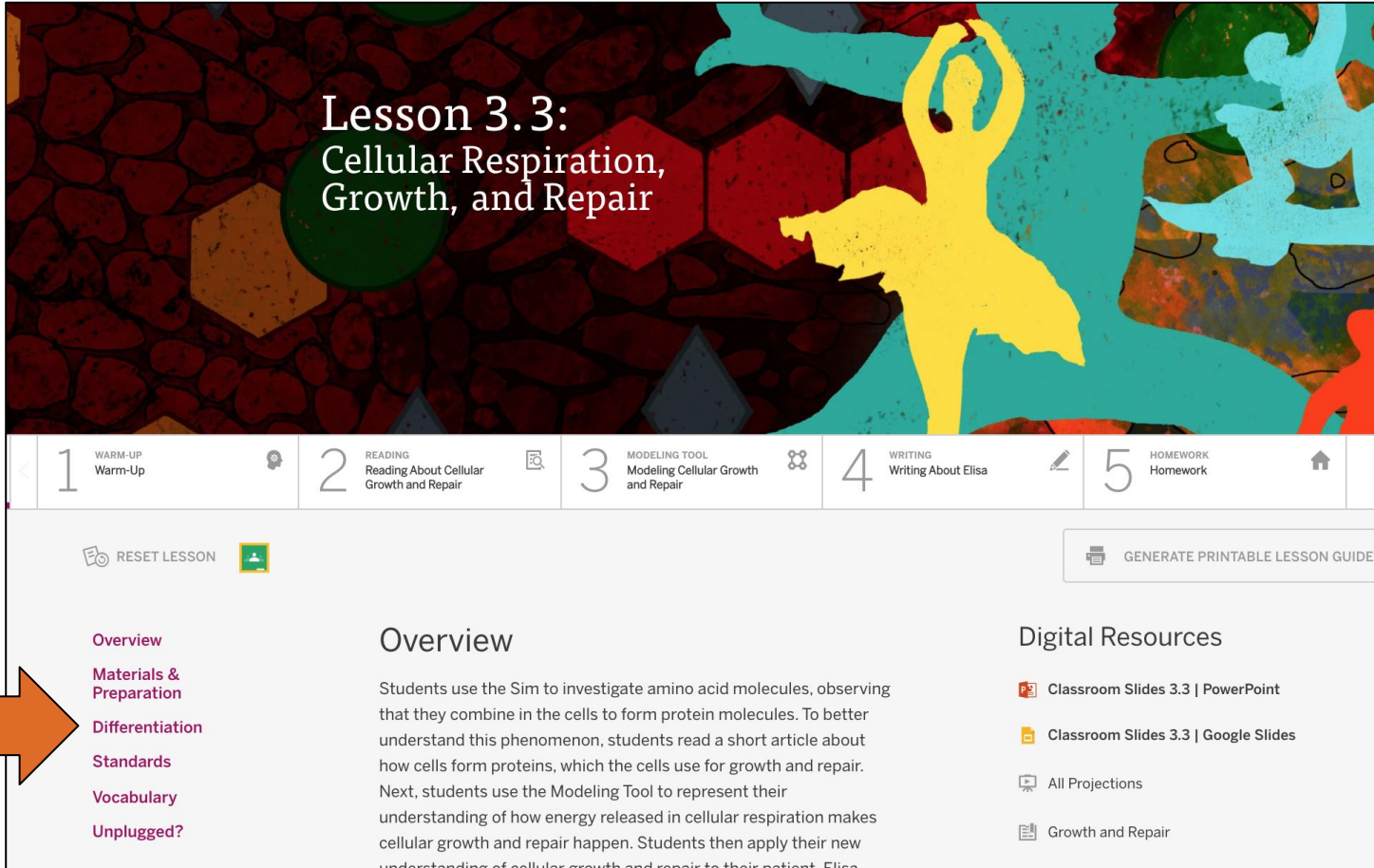
The @Home Lessons provide general guidance for these adaptations, but you may need to set up expectations for specific routines or provide additional support to your students. Below are ideas for how different aspects of the Amplify Science approach might be adapted for your learners' particular contexts.

Student talk options

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

Student writing options

Lesson Differentiation on the Platform



The image shows a screenshot of an educational platform interface for Lesson 3.3: Cellular Respiration, Growth, and Repair. The background features a collage of colorful, abstract shapes and patterns, including a yellow silhouette of a person with arms raised. The interface is divided into several sections:

- Lesson Progress:** A horizontal bar at the top shows five steps: 1. WARM-UP Warm-Up, 2. READING Reading About Cellular Growth and Repair, 3. MODELING TOOL Modeling Cellular Growth and Repair, 4. WRITING Writing About Elisa, and 5. HOMEWORK Homework. Each step is accompanied by an icon.
- Navigation:** A left arrow and a right arrow are visible on the far left and right of the progress bar, respectively.
- Actions:** Below the progress bar, there are two buttons: "RESET LESSON" with a refresh icon and a user profile icon, and "GENERATE PRINTABLE LESSON GUIDE" with a printer icon.
- Content Area:** The main content area is divided into three columns:
 - Left Column (Navigation Menu):** A vertical list of links: Overview, Materials & Preparation, Differentiation, Standards, Vocabulary, and Unplugged?. An orange arrow points to the "Differentiation" link.
 - Middle Column (Overview):** The "Overview" section is active. It contains the following text: "Students use the Sim to investigate amino acid molecules, observing that they combine in the cells to form protein molecules. To better understand this phenomenon, students read a short article about how cells form proteins, which the cells use for growth and repair. Next, students use the Modeling Tool to represent their understanding of how energy released in cellular respiration makes cellular growth and repair happen. Students then apply their new understanding of cellular growth and repair to their patient, Elisa."
 - Right Column (Digital Resources):** The "Digital Resources" section is active. It contains a list of resources:
 - Classroom Slides 3.3 | PowerPoint
 - Classroom Slides 3.3 | Google Slides
 - All Projections
 - Growth and Repair

Access and Equity in the Science Program Guide

AmplifyScience

Amplify Science

Welcome

Program developers

Designed for the NGSS

Program components

Scope and Sequence

Phenomena, standards, and progressions

Assessments

Science and literacy

Access and equity

Universal Design for Learning

Culturally and linguistically responsive

Differentiation strategies

– English learners

Access and equity

Diversity in the science and engineering classroom is an asset. It offers countless opportunities for creativity and innovation and opens the door to multiple perspectives and cross-cultural understanding. Historically, however, certain groups of students — including ethnically diverse students, English learners, standard English learners, students with disabilities, girls and young women, foster children and youth, and students experiencing poverty — have not had equitable opportunities for intellectually stimulating, language-rich, and culturally relevant science and engineering education. The vision of the new standards is “all standards, all students.” Amplify Science is designed to fulfill this vision by providing quality and supportive materials for teachers so that every student —

Sharing Modifications on Jamboard

Amplify Science

Modifying the 5 Modalities

DO (Sim/Hands-on)

Model the SIM in a live demonstration. Talk through important discoveries synchronously.

TALK

Develop routines where all students are involved in discussions and add insights. Privately send a question to a student that struggles, so they can be prepared.

The Jamboard interface includes a vertical toolbar on the left with icons for drawing, erasing, pointing, adding text, adding images, adding shapes, and adding tables.

pages 7-8

Planning with @Home Units

@Home Units: Planning for instructional routines and multimodal learning

A first step in planning to use @Home Units is determining how your students will engage with multimodal learning. Your @Home Units Teacher Overview provides guidance to frame decisions you'll need to make, and many suggestions to support decision making.

Directions: Find "Adapting the Amplify Science Approach for Remote Learning" in your Teacher Overview. Review the categories and suggestions, then use the organizer below to make a plan.

	How will you approach this modality or instructional routine? Note, you may vary your approach throughout the unit.	What do you need to plan or do to enact this approach?	How will you communicate your plan with students and/or families?
Student talk			
Student writing			
Reading			

Planning: @Home Videos / @Home Units

@Home Videos: Pacing and planning tool

Directions: Use your class schedule to complete the first row of the table. Use the directions in the next row to plan for instruction. Note, this table is continued for days 4-6 on the following page.

Day 1	Day 2	Day 3
Minutes for science:	Minutes for science:	Minutes for science:
Instructional format: <input type="checkbox"/> Asynchronous <input type="checkbox"/> Online class <input type="checkbox"/> In person	Instructional format: <input type="checkbox"/> Asynchronous <input type="checkbox"/> Online class <input type="checkbox"/> In person	Instructional format: <input type="checkbox"/> Asynchronous <input type="checkbox"/> Online class <input type="checkbox"/> In person
Use the Lesson Overview Compilation in the Unit Guide to familiarize yourself with upcoming lessons. Refer to Suggestions for Synchronous Time at the end of your Participant Notebook to consider the best format for different parts of the lesson(s). Then, make a plan in the row below. Thinking back to the Planning for student work activity may be helpful!		
Lesson: <input type="checkbox"/> Assign video <input type="checkbox"/> Teach full lesson (live) <input type="checkbox"/> Preview <input type="checkbox"/> Review	Lesson: <input type="checkbox"/> Assign video <input type="checkbox"/> Teach full lesson (live) <input type="checkbox"/> Preview <input type="checkbox"/> Review	Lesson: <input type="checkbox"/> Assign video <input type="checkbox"/> Teach full lesson (live) <input type="checkbox"/> Preview <input type="checkbox"/> Review
Notes:	Notes:	Notes:

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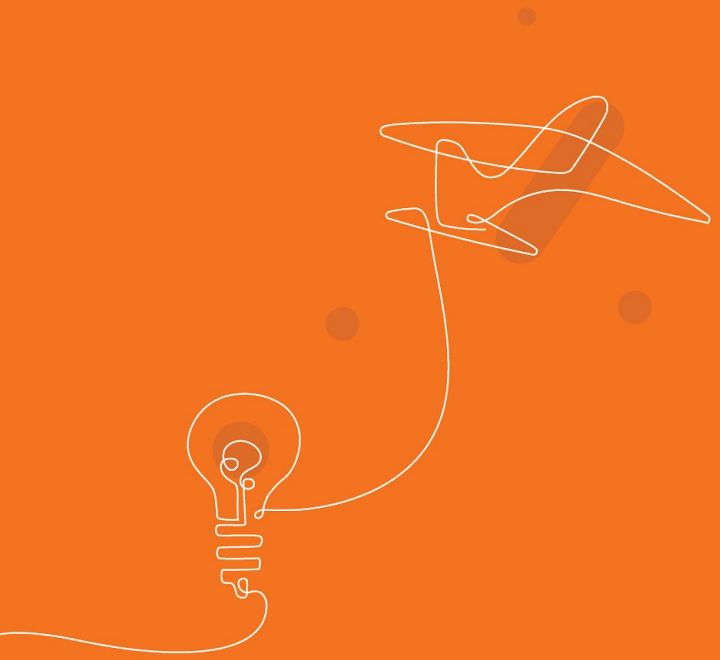
@Home Units: Pacing and planning tool

Directions: Use your class schedule to complete the first row of the table. Use the directions in the next row to plan for instruction. Note, this table is continued for days 4-6 on the following page.

Day 1	Day 2	Day 3
Minutes for science:	Minutes for science:	Minutes for science:
Instructional format: <input type="checkbox"/> Asynchronous <input type="checkbox"/> Online class <input type="checkbox"/> In person	Instructional format: <input type="checkbox"/> Asynchronous <input type="checkbox"/> Online class <input type="checkbox"/> In person	Instructional format: <input type="checkbox"/> Asynchronous <input type="checkbox"/> Online class <input type="checkbox"/> In person
Use the Teacher Overview document to familiarize yourself with the upcoming @Home Lessons. If applicable, pay attention to the guidance for synchronous or in-person instruction and suggestions for further condensing or expanding the unit, which are available at the unit level as well as for each lesson or chapter. Then, plan in the row below.		
Lesson: <input type="checkbox"/> Students work independently <input type="checkbox"/> Teach using synchronous suggestions <input type="checkbox"/> Preview <input type="checkbox"/> Review	Lesson: <input type="checkbox"/> Students work independently <input type="checkbox"/> Teach using synchronous suggestions <input type="checkbox"/> Preview <input type="checkbox"/> Review	Lesson: <input type="checkbox"/> Students work independently <input type="checkbox"/> Teach using synchronous suggestions <input type="checkbox"/> Preview <input type="checkbox"/> Review
Notes:	Notes:	Notes:
Use this row to make notes about student work, including what students will work on, timing, how they will submit work, and how you will respond or provide feedback.		

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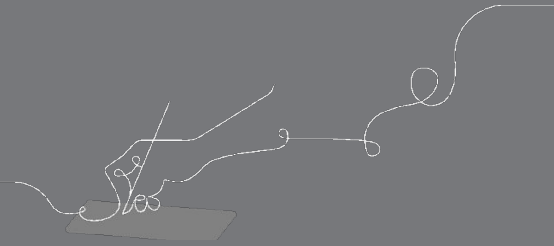
Questions

Reflection

Revisit the vision you set for your students at the beginning of this consultation.

How will the Amplify Science@Home help you reach that goal?

e



New York City Resources Site

<https://amplify.com/resources-page-for-nyc-6-8/>



Amplify.

Amplify Science Resources for NYC (6-8)



THE LAWRENCE
HALL OF SCIENCE
UNIVERSITY OF CALIFORNIA, BERKELEY

Welcome! This site contains supporting resources designed for the New York City Department of Education Amplify Science adoption for grades 6–8.

[Educator Spotlight Submission](#)

[20-21 Login Update](#)

[Professional learning opportunities](#)

[Introduction](#)

[Contact Us](#)

[Getting started resources](#)

Educator Spotlight Submission

Calling all NYC DOE educators! Do you know an educator who has gone above and beyond? Would you like to highlight your teaching experience for others? [Submit nominations here](#) to see them featured as a spotlight in a future edition of our monthly newsletter and on our Instagram pages!

Site Resources

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

Amplify.

Additional Amplify resources



Program Guide

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

my.amplify.com/programguide

Amplify Help

Find lots of advice and answers from the Amplify team.

my.amplify.com/help

Additional Amplify resources



Caregivers site

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

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

Additional Amplify Support

Customer Care

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



scihelp@amplify.com



800-823-1969



Amplify Chat

When contacting the customer care team:

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

Please provide us feedback!

URL: <https://www.surveymonkey.com/r/7XD8JYF>

Presenter name: **Kira Martin**

