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 your best remote learning tips and tricks for teaching Amplify Science to the Jamboard.

Amplify Science

Unit Internalization & Guided Planning

Deep-dive and strengthening workshop Grade 8: Earth, Moon, and Sun

LAUSD

xx/xx/2021 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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	GPEN 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 of soils rock that is divided into plates. Earth's plates can move. Undersmark the soil wegetations, and water that we see on the surface of Earth is the outer layer of Earth's geosphere. The soil part of our nody platest. This outer layer of Earth's geosphere. The soil part of and rock that is divided into sections called plates. And, these plates can move.	The stigation Notebook NGSS Information for Parents and Guardians Print Materials (11" x 17") Note Materials (25 = 11")	24	
	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	(a) Pint materials (6.5 X11)	Lesson Brief	e TEACHER-LED
	away from each other, rook risks from the manne and naroenen, adoing new solid rock to the edges of the plates. At plate boundaries where plates are moving toward each other, one plate moves underneath the other and atinks into the mannet. Underneath the solit vegetation, and water that we see on the surface of Each it is the function start of Each termoders.	Offline Preparation Teaching without reliable classroom internet? Prepare unit and lesson materials for offline access.	Elos RESET LESSON	GENERATE PRINTABLE LESSO
	Latoria de outre lager or Latoria geografia, ne sono par conounincen.	Offline Guide		
	Expandel 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



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

Workshop goals

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

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



Plan for the day

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



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Instructional Materials



Middle school course curriculum structure

Geology on Mars

Engineering Internship:

Rock Transformations

Engineering Internship:

Phase Change

Grade 7

Launch:

Plate Motion

Plate Motion

Phase Change

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

AmplifyScience

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



Launch unit

- First unit
- 11 lessons

Core units

- Majority of units
- 19 lessons

Engineering Internships

- Two per year
- 10 lessons

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Standard Amplify Science Curriculum





Standard Amplify Science Curriculum

The Traits and Reproduction unit has **19 lessons** across 4 chapters. Each lesson is written to be **45 minutes** long.





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

Standard Amplify Science Curriculum

On the standard Amplify Science platform you will find 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	~	MGSS 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	e if modeling
Articles in This Unit	live on t	he platform.
Apps in This Unit		
Flextensions in This Unit	~	

Standard Amplify Science Curriculum

On the standard Amplify Science platform 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.



Amplify Science @Home Curriculum



Amplify Science @Home Curriculum

In addition to the standard Amplify Science curriculum, you also have access to Amplify Science @Home Curriculum on the Science Program Hub.



AmplifyScience@Home

Two different options:

@Home Units

 Digital or print-based versions of Amplify Science units condensed by about 50%

@Home Videos

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





Amplify Science @Home Curriculum

You have access to the Earth, Moon, and Sun @Home Unit.

The Earth, Moon, and Sun @Home Unit has **14 lessons**. Each lesson is written to be **30 minutes** long.

Earth, Moon, and Sun 🔻 @Home unit to come January 10 (Eng.)/January 24 (Span.) @Home Unit @Home Videos Hands-on investigations videos @Home Unit Instructions > EMS@Home Teacher EMS@Home Family EMS@Home Student Materials Compilations Resources Overview TEACHER OVERVIEW 7. Google ALL SLIDES C Google PDF 7. Google DPDF ALL STUDENT SHEETS LESSON INDEX C Google PDF ALL PACKETS (INCL. STUDENT SHEETS) D PDF Digital option EMS@H____lesson1 EMS@Home S@Home Lesson 3 Paper option SLIDES SLIDES SLIDES C. Google 7. Google C Google D PDF D PDF PDF STUDENT SHEETS STUDENT SHEETS STUDENT SHEETS C Google C Google C Google PDF PDF PDF

Amplify Science @Home Curriculum

You have access to the Earth, Moon, and Sun @Home Videos.

There are 16 @Home Videos for the Earth, Moon, and Sun unit. This covers all lessons expect for the assessment lessons (1.1, 2.6, and 4.4). The video playlists on YouTube teach the standard Amplify Science Lessons.



@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

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

Traite and Re-

@Home Lessor

Today, we will beg and Reproduction

> **Digital:** Google Slides @Home Slides and Google Doc student sheets 19

Updated approach: one resource, two formats



Amplify Science @Home Curriculum

You have access to the Earth, Moon, and Sun@Home Unit.

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Light Waves 🔻

@Home unit to come December 17 (Eng.)/January 7 (Span.)

@Home Unit @Home Videos Hand	ls-on investigations videos	
<pre>@Home Unit English ▼</pre>		
LW@Home Teacher Resources	LW@Home Family Overview	LW@Home Student Materials Compilations
TEACHER OVERVIEW	🖸 Google	ALL SLIDES
ESSON INDEX		ALL STUDENT SHEETS
PDF		ALL PACKETS (INCL. STUDENT SHEETS) PDF
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Amplify Science @Home Curriculum

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Unit Guide Resources

	Planning for the Unit		Printable Resources
	Unit-Overview	~	Article Compilation
/	Unit Map	~	Coherence Flowchart
N	Progress Build	~	Copymaster Compilation
	Getting Ready to Teach	~	Flextension Compilation
	Materials and Preparation	~	Investigation Notebook
	Science Background	~	MGSS 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	~	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.

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
Betting Ready Triteach	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 NGSS Standards (Performance Expectations, Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts), Common Core State Standards for Eng Language Arts, and Common Core State Standards for Mathematics
Teacher references	
Lesson Overview Compilation	Lesson Overview of each lesson in the unit, including lesson summary, activity purposes, and timing
Standards and Goals	Lists NGSS (Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts) and CCSS (English Language Arts and Mathematics) standards 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 Assessments	Includes full text of formative assessments in the unit
Articles 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 6-8)
Flextensions in This Unit	Summarizes information about the Hands-On Flextension lesson(s) in the unit
Printable resources	
Coherence Flowcharts	Visual representation of the storyline of the unit
Copymaster Compilation	Compilation of all copymasters for the teacher to print and copy throughout the unit
Flextension Compilation	Compilation of all copymasters for Hands-on Flextension lessons throughout the unit
Investigation Notebook	Digital version of the Investigation Notebook, for copying and projecting
Multi-Language Glossary	Unit vocabulary words in 10 languages
NGSS Information for Parents and Guardians	Information for parents about the NGSS and the shifts for teaching and learning
Print Materials (8.5" x 11")	Digital compilation of printed cards (i.e. vocabulary cards, student card sets) provided in the
Print Materials (11" x 17")	Digital compilation of printed Chapter Questions and Key Concepts provided in the kit
2	



Unit Map

Planning for the Unit		Printable Resources
Unit Overview	~	Article Compilation
Unit Map		
Progress Build	~	
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	~	Offline Guide
Embedded Formative Assessments	~	
Articles in This Unit	~	
Apps in This Unit	~	
Flextensions in This Unit	~	

Earth, Moon, and Sun

Planning for the Unit

Unit Map

How can an astrophotographer plan for the best times to take photos of specific features on the Moon?

Students take on the role of student astronomers, advising an astrophotographer who needs to take photographs of the Moon. In order to provide this advise, students investigate where the Moon's light comes? How, what causes the characteristic changes in the appearance of the Moon that we observe, and what conditions are required to view phenomens such as particular moon phases and hum are observe.

Chapter 1: Why is there a border between light and dark on the Moon?

Students figure out: The Moon does not make its own light, the sun illuminates the Moon. The sun illuminates the half of the Moon that is facing it, and the other half of the Moon is dark. Light from the sun travelit lines. When a model is to scale, object sizes and distances are 'larger or smaller than in the real world, but the same relative to one another. Some models needs to be not to scale to be useful.

How they figure it out: Students analyze photographs of the Moon.?They explore the Simulation and test the effect of turning sunlight on and off. They observe a physical model using a lightbub to represent the sun and a foam sphere to represent the Moon. They use the Modeling. Tool to also who if wind metanding so far.

Chapter 2: Why does the border between light and dark on the Moon change location?

Students figure out: From Earth we can only see the half of the Moon that is facing us. Because the Moon moves to different positions around Earth, we see different amounts of the illuminated half of the Moon. This is why we see different phases of the Moon. There is a pattern to the appearance of the Moon because the Moon orbits around Earth. It takes about one month for the Moon to orbit Earth, so it takes about one month to see the full pattern of moon phase. This pattern repeats with every orbit of the Moon.

How they figure it out: They read an article about moon phases. They return to the physical model from Chapter1 and examine how the Moon appears in different positions relative to the Earth and sun. They watch a video that explains how the point of view from which the Moon is viewed affects how it appears. They make predictions about how the appearance of the Moon changes, and check those predictions in the Sim. They use a paper model to check their understanding. They show their understanding in the Modeling Tool and in writing.

Chapter 3: What are the conditions that cause a lunar eclipse?

Students figure out: During a lunar eclipse, the Moon is completely dark because Earth blocks sunlight from hitting the Moon. Lunar eclipses can only happen when Earth is directly in between the sun and the Moon. Lunar eclipses do not happen every time Earth is in between the sun and the Moon. The Moon is only completely dark when the sun, Earth, and the Moon are in satragit films, with Earth in the middle.

How they figure it out: They explore lurar eclipses in the Sim and in the physical model. They read an article about an ancient device found in a shipwreck that was used to predict lunar eclipses. They create visual models of a lurar eclipse in the Modeling fool. They use the Reasoning Tool to plan writing to explain the cause of a lurar eclipse.

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Pages 2-3

Progress Build

Planning for the Unit		Printable Resources
Unit Overview	~	Article Compilation
Unit Map	~	Coherence Flowchart
Progress Build		
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")
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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	~	



Planning for the Unit

Progress Build

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Progress Build

Each Amplify Science Middle School unit is structured around a unit specific Inaming progression, which we call the Progress Build. The unit's Progress Build me way student's exploratory understanding of the unit's focal phenomena is likely to develop and despen over the course of a unit. It is an important tool in understanding the structure of a unit and in supporting student's learning; in organises the sequence of instruction grant material the Build corresponds to a chaptery, defines the focus of assessments, and grounds the inferences about student learning progress that guide suggested franczional adjustment and differentiation. Usigning instruction and assessment to the Progress Build (and therefore to each other), evidence about how student understanding is developing may be used during the course of the unit to suggest Students and ong Unit structuro in an immediate and the student of the interface of the unit to suggest students and modelly instruction and intermations assessment to the Progress Build (and therefore to each other), evidence about how student understanding is developing may be used during the course of the unit to suggest students and modelly instruction in an information of the student student phenomena students and modelly instruction in an information and assessment to the Progress Build (and therefore to each other), evidence about how student understanding is developing may be used during the course of the unit to suggest builders and modelly instruction in an information and assessment to the progress Build (and therefore to each other), evidence about how student understanding is developing may be used during the course of the unit to suggest basels and modelly instruction in an information and the student to be appressed and the course of the unit to suggest basels and modelly the student and the student to be appressed and the student and the student to be appressed and the course of the unit to suggest and the appressed and the course of the student and the s

The Earth, Moon, and Sun Progress Build consists of three levels of science understanding. To support a growth model for student learning progress, such live concreasess all of the lives of prior levels and represents an explanatory account of unit phenomena, with the sophistication of that account increasing as the levels increase. At each livel, students add nevels and integrate the time into a progressively deper understanding of why the Moon's appearance changes as in orbits Earth. Since the Progress Build reflects an increasingly complex yet integrated oxplanation, we represent it by including the new dasks of each level in local.

Prior howering (preconceptions), At the start of the Earth, Moor, and Sun unit, middle school students will kiewy have some everychic operinner with the harging appearance of the Moon in the midtly. They are also likely to understand that the sun is a start that provides all of the light in our solar system. However, few students will have experince thinking about the repeating, regular pattern of moon phases and what causes this patters. Subdents may think that moon phases are caused by the shadows of clouds or of Earth, they may think that the Moon is actually larger colores that that become viable at different times as the Earth rotates. Students and subdents and advance colores that that become viable at different times as the Earth rotates. Students also may not understand the the Moon's phases. However, students begiveness and rotative Mooreign related for changing moon phases and the sun as a source of light can be built on and re ned, which the Earth, Moon, and Sun Progress Build and unit structure are designed to do.

Progress Build Level 1: We see the Moon because the sun illuminates the half of the Moon that is facing it.

The Moon does not make its own light; we can see the Moon because the sun illuminates it. Since light travels in straight lines, the sun is always illuminating the half of the Moon that faces it, and the other half of the Moon is dark.

Progress Build Level 2: The Moon's repeating cycle of phases is caused by the Moon's changing position in its orbit around Earth.

The Mon does not make its own light: we can see the Moon because the sumiliarinates it. Since light travels in straight lines, the sum is always illuminating the half of the Mont Hat faces it, and the other half of the Moon is dark. The Moon is always orbiting around Earth in a crick, and from Earth we can only see the half of the Moon that is facing Earth. As the Moon's orbital position changes, the position of the illuminated half of the Moon that we see from Earth also changes. This changing orbital position, which affects the relative positions of Earth, the Moon, and the sum, is what causes the phases of the Moon that we see. Since the Moon's orbit repeats in a predictable pattern, about once a month, the phases of the Moon that we see also follow a predictable monthy pattern.

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Earth, Moon, and Sun

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Planning for the Unit

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Pages 4-5

Unit Internalization Work Time

Guided Unit Internalization

Part 1: Unit-level internalization

Unit title:

What is the	phenomenon	students are	investigating	in ye	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?

Page 6

Earth, Moon, and Sun Planning for the Unit	Unit Map		Pag	es 2-5
Unit Map				
How can an astrophotographer plan for the best times to take ph features on the Moon?	otos of specific	Moon, and Sun ing for the Unit		
Students take on the role of student astronomers, advising an astrophotographer who nee the Moon. In order to provide this advice, students investigate where the Moon's light com- characteristic changes in the appearance of the Moon that we observe, and what condition phenomens such as particular moon phases and lawar eclipses.	ds to take photographs of es from, what causes the s are required to view	e a lunar eclipse		
Chanter 1: Why is there a horder between light and dark on the Moon?				
Students figure out: The Moon does not make its own light; the sun illuminates the of the Moon that is facing it, and the other half of the Moon is dark; tupit from the su model is to scale, object sizes and distances are ?larger or smaller than in the real w another. Some models need to be not to scale to be useful.	Earth, Moon, and Sur Planning for the Unit	1	Progress Build	
How they figure it out: Students analyze photographs of the Moon ?They explore th turning sunlight on and off. They observe a physical model using a lightbulb to represent the Moon. They use the Modeling "Jool to show their understanding so far.	Progress Build Each Amplity Science Middle	School unit is structured around a unit-sp	pecific learning progression, which we call the	
Chapter 2: Why does the border between light and dark on the Moon chan	Progress Build. The unit's Pro focal phenomena is likely to d	gress Build (or Build) describes the way s evelop and deepen over the course of a u	tudents' explanatory understanding of the unit's nit. It is an important tool in understanding the	Earth, Moon, and Sun
Students figure out: From Earth we can only see the half of the Moon that is facing, different positions around Earth, we see different amounts of the illuminated half of different plauses of the Moon. There is a pattern to the appearance of the Moon back It takes about one month for the Moon to orbit Earth, so it takes about one month to phases. This pattern repeats with every orbit of the Moon.	structure of a unit and in supp the Build corresponds to a ch learning progress that guide s assessment to the Progress B developing may be used durin	corting students' learning: it organizes the apter), defines the focus of assessments, uggested instructional adjustments and fulid (and therefore to each other), evider ig the course of the unit to support stude	e sequence of instruction (generally, each level of and grounds the inferences about student differentiation. By aligning instruction and ice about how student understanding is nts and modify instruction in an informed way.	the sun, Earth, and the Moon
How they figure it out: They read an article about moon phases. They return to the example how the Moon appears in offerent positions relative to the Earth and sun. T how the point of used from which the Moon is weend affects how 2 appears. They m appearance of the Moon changes, and check those predictions in the Sim. They use understanding, thus you have for understanding in the Moding. To land in writing.	The Earth, Moon, and Sun Pro for student learning progress, account of unit phenomena, w students add new ideas and in changes as it orbits Earth. Sin represent it by including the n	gress Build consists of three levels of sci each level encompasses all of the idea s with the sophistication of that account inc tagrate them into a progressively deepe ce the Progress Build reflects an increasi we ideas for each level in bold.	ence understanding. To support a growth model of prior levels and represents an explanatory reasing as the levels icrease. At acch level, runderstanding of why the Moon's appearance ngly complex yet integrated explanation, we	it. Since light travels in her half of the Moon is dark. The of the Moon that is facing oon that we can see from Earth, the Moon, and the sun, redictable pattern. about once
Chapter 3: What are the conditions that cause a lunar eclipse?	Brier knowledge (presspece	tions) At the start of the Earth Mean or	of Currunit, middle school students will likely	During the part of the Moon's
Students figure exit: During a liviar eclipte. Ite Moon is completely dark because E. Moon. Lunar ecliptes can only happen when Earth is directly in between the sun and happen renty three Earth is in between the sun and the Moon. The Moon is only com and the Moon are in a straight line, with Earth in the middle.	have some everyday experien understand that the sun is a s experience thinking about the think that moon phases are co or smaller at different times o	when you have been on the Larus, income of the A ce with the changing appearance of the A tar that provides all of the light in our sold repeaking, regular pattern of moon phas sused by the shadows of clouds or of Eart f the month, or they may think of the Moo	to daring the initial as a close south as with weight does in the neight sky. They are also likely to ar system. However, few students will have es and what causes this pattern. Students may the they may think that the Moon is actually larger on as having a lighter-colored half and a darker-	te a straight line, with Earth in , and we see a lunar cellpse. slightly above or slightly
How they figure it out: They explore lunar eclopes in the Sim and in the physical mic ancient device found in a shipmerk that was used to practicular actions. They are in the Modeling Tool. They use the Reasoning Tool to plan writing to explain the cause	colored half that become visit difference between the Moon' the Moon's phases. However, as a source of light can be bui designed to do.	sle at different times as the Earth rotates, is orbit and the Moon's rotation, or they n students' experience and prior knowledg it on and re ned, which the Earth, Moon, a	Students also may not understand the nay believe that Earth's orbit and rotation affect e related to changing moon phases and the sun and Sun Progress Build and unit structure are	
	Progress Build Level 1: We se	e the Moon because the sun illuminate	s the half of the Moon that is facing it.	
1	The Moon does not make its o straight lines, the sun is alway	own light; we can see the Moon because t is illuminating the half of the Moon that fa	he sun illuminates it. Since light travels in ces it, and the other half of the Moon is dark.	
	Progress Build Level 2: The orbit around Earth.	doon's repeating cycle of phases is cau	sed by the Moon's changing position in its	
	The Moon does not make its o	own light; we can see the Moon because t	he sun illuminates it. Since light travels in	
	straight lines, the sun is alway The Moon is always orbiting facing Earth. As the Moon's see from Farth also changes	s illuminating the half of the Moon that fa around Earth in a circle, and from Earth orbital position changes, the portion of This changing orbital position, which is	ices it, and the other half of the Moon is dark. we can only see the half of the Moon that is the illuminated half of the Moon that we can effect the relative negligibles of Fieth the	
	Moon, and the sun, is what o	auses the phases of the Moon that we	see. Since the Moon's orbit repeats in a	

pattern.

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Unit Guide	Guided Unit Internalization Part 1: Unit-level internalization	Page		
Document	Unit title: Earth, Moon, and Sun			
Unit Map	What is the phenomenon students are investigating in your unit? An astrophotographer can only take pictures of specific certain times.	c features on the Moon at 🧡		
Lesson Overview Compilation	Unit Question: What determines the appearance of the Moon from Earth?	Student role: Student astronomers		
Unit Map	By the end of the unit, students figure out The sun illuminates the Moon, and light from the sun travels in straight lines. The sun illuminates the half of the Moon that is facing it, and the other half of the Moon is dark. Because the Moon moves to different positions around Earth, we see different amounts of the illuminated half of the Moon. There is a pattern to the appearance of the Moon because the Moon orbits around Earth. During a lunar eclipse, the Moon is completely dark because Earth blocks sunlight from hitting the Moon.			
Progress Buld	What science ideas do students need to figure out in order to explain the phenomenon We can see the Moon because the sun illuminates the half of the Mo always orbiting around Earth in a circle, and from Earth we can only s Earth. The changing orbital positions of the Moon, which affects the re and the sun, is what causes the phases of the Moon that we can see. when Earth is between the sun and the Moon, we usually see a full m eclipse happen, a rare moment when the sun, Earth, and the Moon are	n? on that is facing it. The Moon is see the half of the Moon that is facing elative positions of Earth, the Moon, During the part of the Moon's orbit noon. During some full moons, a lunar e perfectly aligned.		









Plan for the day

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



Unit Map

How can an astrophotographer plan for the best times to take photos of specific features on the Moon?

Students take on the role of student astronomers, advising an astrophotographer who needs to take photographs of the Moon. In order to provide this advice, students investigate where the Moon's light comes from, what causes the characteristic changes in the appearance of the Moon that we observe, and what conditions are required to view phenomena such as particular moon phases and lunar eclipses.

Chapter 1: Why is there a border between light and dark on the Moon?

Students figure out: The Moon does not make its own light; the sun illuminates the Moon. The sun illuminates the half of the Moon that is facing it, and the other half of the Moon is dark. Light from the sun travels in straight lines. When a model is to scale, object sizes and distances are larger or smaller than in the real world, but the same relative to one another. Some models need to be not to scale to be useful.

How they figure it out: Students analyze photographs of the Moon. They explore the Simulation and test the effect of turning sunlight on and off. They observe a physical model using a lightbulb to represent the sun and a foam sphere to represent the Moon. They use the Modeling Tool to show their understanding so far.



@Home Unit Lesson Index

This resource correlates lessons from the Standard Curriculum with @Home Unit Lessons.

It also lists the @Home Unit Student Sheets with information about where they came from (i.e. Student Investigation Notebook, copymaster, or new for the @Home Unit)

Amplify Science

Earth, Moon, and Sun @Home Lesson Index

The Amplify Science@Home Units are versions of Amplify Science units adapted for use in a remote learning or hybrid learning situation. To help you plan instruction, below we have listed the @Home Lessons alongside the Amplify Science unit's Lesson(s) from which they come.

Index: @Home Unit Lessons and corresponding Earth, Moon, and Sun Lessons

	h Amplity Science Earth, Moon, and Sun				_
Lesson 1.2			th, Moon, and Sun		-
Lessons 1.3					
Lessons 1.4			Responses		
Lesson 2.1 a	nd 2.2				
Lesson 2.3					onses
Lesson 2.4			Activity 2 Cord 2	-	tivity
Lesson 2.5			esponses		onse
Lesson 3.1				-	
Lesson 3.2			Activity 2, Possible		tivity
Lesson 3.3					
Lessons 3.3	and 3.4				-
Lessons 4.1					_
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Lesson 4.4			, Activity 3, Possible		
					tivity onse tivity onse
Earth, Moon, and Sun @Hom e 2020 The Regents of the University of Californ	te Lesson Index as Alrights reserved	1		-	tivite
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	Earth, Moor, and Sun @Horr e 202 ha leges d la une vir d'adian	Lesson 2.1 and 2.2 Lesson 2.3 Lesson 2.4 Lesson 2.5 Lesson 3.1 Lesson 3.2 Lesson 3.3 Lesson 4.1 Lesson 4.2 and 4.3 Lesson 4.4	Lesson 2.1 and 2.2 Lesson 2.3 Lesson 2.4 Lesson 3.2 Lesson 3.3 Lesson 4.1 Lesson 4.2 Lesson 4.4	Lesson 2.1 and 2.2 Lesson 2.3 Lesson 2.4 Lesson 2.5 Lesson 3.1 Lesson 3.2 Lesson 3.3 Lesson 4.1 Lesson 4.2	Lesson 2.1 and 2.2 Lesson 2.3 Lesson 2.4 Lesson 2.5 Lesson 3.1 Lesson 3.2 Lesson 3.3 Lesson 4.1 Lesson 4.2 and 4.3 Lesson 4.4

Pages 8-11

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new pages were also

@Home Lesson 1

Adapted from: Amplify Science Earth, Moon, and Sun Lesson 1.2

Key Activities

- Introducing the Astrophotographer's Challenge: Students are introduced to the unit problem and their role as student astronomers.
- **Talk:** Students are introduced to three Moon features and discuss with a partner their initial thoughts about when the photographer can take pictures of them.
- **Do:** Students are introduced to the *Earth, Moon, and Sun* Simulation and look for evidence that will help them explain where the Moon gets its light.

Ideas for synchronous or in-person instruction

Before meeting, have students watch the introductory video and read the message from Eric Wu. While meeting, lead a class discussion about students' initial ideas of the unit problem. If possible, have students use the Sim with a partner and ask them to discuss what they are observing and doing.

Earth, Moon, and Sun **OHOME LESSON 1**



Earth, Moon, and Sun @Home Lesson 1

Today, we will begin a new unit called *Earth, Moon, and Sun.*
In the *Earth, Moon, and Sun* unit, we will be thinking about this question:

Unit Question

What determines the appearance of the Moon from Earth?



Look at these images and think about what you already know about the **Moon**.

You will watch a video that will introduce you to your role in this unit.

Note: all videos in this @Home Unit can be viewed on a smartphone or any other connected device.



Using the print version? Watch the video at <u>tinyurl.com/AMPEMS-01</u>

While the characters in the video are fictional, what is going on in the video will help you learn more about the Moon.

Astrophotography is a real field, and studying the movement of objects in space helps astrophotographers take better photographs.

Next, you will read a memo from Eric Wu asking for your help in figuring out how to photograph the three famous features on the Moon's surface.

@Home Lesson 1

Adapted from: Amplify Science Earth, Moon, and Sun Lesson 1.2

Key Activities

- Introducing the Astrophotographer's Challenge: Students are introduced to the unit problem and their role as student astronomers.
- **Talk:** Students are introduced to three Moon features and discuss with a partner their initial thoughts about when the photographer can take pictures of them.
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$\bullet \bullet \bullet$

To: Student Astronomers **From:** Eric Wu, Astrophotographer **Subject:** Taking Pictures of the Moon

Thanks for helping me with my assignment! As you know, the editors of *About Space* magazine have asked me to photograph three famous features on the surface of the Moon. (See the attached graphic.)

I can't wait to start taking pictures, but I want to make sure I take them at the right time. I've heard the best time to take pictures of Moon features is when they are near the *terminator*, the border between light and dark on the Moon.

Does that mean that I can take these pictures on any clear night? Or, can I only take these pictures on some nights? Thanks for helping me out!





The word **terminator** means the border between light and dark on the Moon.



Remember, the video said the best time to take photographs of features of the Moon is when they are near the border between light and dark.

In this lesson and many others in the *Earth, Moon, and Sun* @Home unit you will need to **talk with a partner.** Check with your teacher about how you will work with partners in this @Home Unit.

When can Eric Wu take pictures of the three Moon features?

Claim 1: Photographs of these features can be taken on any night.

Claim 2: Photographs of these features can only be taken on some nights.



With your partner, share your **first thoughts** about the question and claims.

Throughout the unit, you will be studying Earth's moon.



a rocky sphere that travels around a planet

In this lesson and throughout the unit, you will need to access different pages such as the glossary on the next slide. Check with your teacher about how you will access materials and complete and submit work in this @Home Unit.

Earth, Moon and Sun Glossary crescent moon: a moon phase that looks like less than half a circle from Earth luna creciente: una fase lunar que se ve como menos de la mitad de un círculo desde la Tierra exomoon: a moon outside our solar system exoluna: una luna que se encuentra fuera de nuestro sistema solar exoplanet: a planet outside our solar system exoplanet: a planet outside our solar system
Earth, Moon and Sun Glossary rescent moon: a moon phase that looks like less than half a circle from Earth luna creciente: una fase lunar que se ve como menos de la mitad de un círculo desde la Tierra exomoon: a moon outside our solar system exoluna: una luna que se encuentra fuera de nuestro sistema solar exoplanet: a planet outside our solar system exoplanet: un planet que se encuentra fuera de nuestro sistema solar
Earth, Moon and Sun Glossary crescent moon: a moon phase that looks like less than half a circle from Earth luna creciente: una fase lunar que se ve como menos de la mitad de un círculo desde la Tierra exomeon: a moon outside our solar system exoluna: una luna que se encuentra fuera de nuestro sistema solar exoplanet: a planet outside our solar system exoplanet: un planet que se encuentra fuera de nuestro sistema solar
crescent moon: a moon phase that looks like less than half a circle from Earth luna creciente: una fase lunar que se ve como menos de la mitad de un círculo desde la Tierra exomoon: a moon outside our solar system exoluma: una luna que se encuentra fuera de nuestro sistema solar exoplanet: a planet outside our solar system exoplanet: un planet que se encuentra fuera de nuestro sistema solar
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exoplanet: a planet outside our solar system exoplaneta: un planeta que se encuentra fuera de nuestro sistema solar
exoplaneta: un planeta que se encuentra fuera de nuestro sistema solar
full moon: a moon phase that looks like a full circle from Earth
luna llena: una fase lunar que se ve como un círculo completo desde la Tierra
gibbous moon: a moon phase that looks like more than half a circle from Earth
luna gibosa: una fase lunar que se ve como más de la mitad de un círculo desde la Tierra
illuminate: to shine light on an object and make it visible
iluminar: arrojar luz sobre un objeto y hacerlo visible
lunar eclinse: when the Moon is completely dark
eclipse lunar: cuando la Luna está completamente oscura
model: an object, diagram, or computer program that helps us understand comething by making
it simpler or easier to see
modelo: un obieto, diagrama o programa de computadora que nos avuda a entender algo
haciéndolo más simple o fácil de ver
moon: a moky enhere that travele around a planet
luna: una esfera rocosa que viaja alrededor de un planeta
were always the always of the illuminated part of the Mean op it enposes from Farth
fase lunar: la forma de la parte iluminada de la Luna tal como se ve desde la Tierra
new moon: a moon phase in which the Moon is not visible from Earth
iuna nueva: una tase iunar en la que la Luna no és visible désde la Tierra
orbit: the nearly circular path a smaller object (like the Moon) travels around a larger object (like
Earth)
órbita: la ruta casi circular por la que un objeto más pequeño (como la Luna) viaja alrededor de un objeto más grande (como la Tierra)

You can look up vocabulary words in the glossary to help you understand what they mean. You can find this in your student sheets or in the <u>Amplify Library</u>.

Earth, Moon, and Sun Glossary pages or Amplify Library

The title of our unit is *Earth, Moon, and Sun*.

Even though Eric Wu is trying to photograph the Moon, we will need to learn how Earth, the Moon, and the sun all **work together** as part of a **system** in order to help him.

We will investigate this question over the next few lessons.

Chapter 1 Question

Why is there a border between light and dark on the Moon?



Before we can help Eric Wu decide when to photograph the Moon, we need to understand why there is a border between light and dark on the Moon.

During this chapter, we will examine both light and dark on the Moon. First, we will focus on this question:

Investigation Question: Where does the Moon get its light?



Let's look back at these images and think about this question:

Can you find evidence about where the Moon gets its light? We just saw some evidence about **light on the Moon** by looking at images of the Moon.

Images are an important **source of evidence** for scientists, but scientists also use simulations to collect evidence. Today, we're going to use a **digital simulation** to find out more about where the Moon gets its light. @Home Lesson 1

Adapted from: Amplify Science Earth, Moon, and Sun Lesson 1.2

Key Activities

- Introducing the Astrophotographer's Challenge: Students are introduced to the unit problem and their role as student astronomers.
- **Talk:** Students are introduced to three Moon features and discuss with a partner their initial thoughts about when the photographer can take pictures of them.
- **Do:** Students are introduced to the *Earth, Moon, and Sun* Simulation and look for evidence that will help them explain where the Moon gets its light.

Ideas for synchronous or in-person instruction

Before meeting, have students watch the introductory video and read the message from Eric Wu. While meeting, lead a class discussion about students' initial ideas of the unit problem. If possible, have students use the Sim with a partner and ask them to discuss what they are observing and doing.



You will be using this Sim throughout the unit.

It's a **model** of the Earth, Moon, and sun system, similar to the models that real astronomers use to study outer space.

Models are especially important to astronomers, since planets, moons, and stars are so big and far apart. Models like the Sim help astronomers **study the movements of Earth, the Moon, and the sun**.

Next, you will watch a video on how to use the Sim.

You can do the same by **dragging the Moon** in Top View.



Using the print version? Watch the video at tinyurl.com/AMPEMS-02

Earth, Moon, and Sun @Home Lesson 1

Name:	Date:				
Investi	gating Light on the Moon				
You will use the Earth, Moon, and Sun Sim to answer the Investigation Question: Where does the Moon get its light? If you cannot use the Sim, watch a video of someone completing the nvestigation.					
Using the Sim? First explore the the Simulation to answer the Inve	Earth, Moon, and Sun Simulation. Then, look for evidence in estigation Question. Respond to the questions below.				
Tips: • You may find it helpful to a • You may want to try turning	close some views and observe one view at a time. g sunlight on and off.				
Not using the Sim? Go to tinyurl, the Sim investigation. Then, response	com/AMPEMS-03 to watch a video of someone completing ond to the questions below.				
The Moon gets light fro	m Earth.				
 The Moon gets light fro 2. What evidence from the Sim here 	m Earth. elped you answer the Investigation Question?				
The Moon gets light fro 2. What evidence from the Sim h	m Earth. elped you answer the Investigation Question?				
The Moon gets light fro What evidence from the Sim he Sim he S	m Earth. elped you answer the Investigation Question?				
The Moon gets light fro What evidence from the Sim h	m Earth. elped you answer the Investigation Question?				
The Moon gets light fro What evidence from the Sim h	m Earth. elped you answer the Investigation Question?				
The Moon gets light fro What evidence from the Sim he	m Earth. elped you answer the Investigation Question?				

Go to the **Investigating Light on the Moon** activity. Use the <u>Sim</u> or watch a video of this Sim investigation.



Look for evidence to help you answer the Investigation Question.

Investigating Light on the Moon page or Lesson 1.2, Activity 3, part 2



You probably noticed in the Sim, when the sunlight is turned off, Earth and the Moon are **completely dark.**

This is evidence that **the Moon gets light from the sun**.

The evidence you have gathered from the Sim, helps us understand this **key concept**:

1. The Moon does not make its own light; the sun illuminates the Moon.

Here is an important word we will use in this unit.



to shine light on an object and make it visible

This is a scientific definition of the word *sun* that we will use in this unit.



the star that is the main source of light at the center of our solar system

We are trying to figure out why there is a border between light and dark on the Moon. In the Sim, you observed **the Moon gets its light from the sun**.

In the next lesson, you will investigate why part of the Moon is dark.

Earth, Moon, and Sun @Home Lesson 1

End of @Home Lesson





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@Home Lesson 1

Adapted from: Amplify Science Earth, Moon, and Sun Lesson 1.2

Key Activities

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- **Talk:** Students are introduced to three Moon features and discuss with a partner their initial thoughts about when the photographer can take pictures of them.
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Ideas for synchronous or in-person instruction

Before meeting, have students watch the introductory video and read the message from Eric Wu. While meeting, lead a class discussion about students' initial ideas of the unit problem. If possible, have students use the Sim with a partner and ask them to discuss what they are observing and doing.

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 16



Reflection: Teaching @Home Lesson 1 How would you teach this lesson?





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

Day@Home Lesson 1				P-0
Minutes for science: <u>15 min.</u>		Minutes for science:		
Asynchronous Synchronous		Instructional format: Asynchronous Synchronous		
Lesson or part of lesson: Introducing the Astrophotographer's Challenge (slides 1-9)		Lesson or part of lesson:		
Mode of instruction: Preview Review Teach full lesson live Teach using synchronous sugg Students work independently Printed @Home Slides Digital @Home Slides @Home Videos	gestions using:	Mode of instruction: Preview Review Teach full lesson live Teach using synchronou Students work independ Printed @Home Slid Digital @Home Slid @Home Videos 	us suggestions dently using: des les	
Students will View the introductory video about a photographing the moon, read the letter from Eric VVu, and jot down initial thoughts	Teacher will Assign slides 1-9 in Schoology and provide directions for students to jot down their ideas about when and where Eric Wu can take pictures to share when the class meets together.	Students will	Teacher will	
Multi-day planning, including planning for differentiation and evidence of student work

Day@Home Lesson 1			
Minutes for science: <u>15 min.</u>		Minutes for science: <u>30 min</u>	
Asynchronous Synchronous		Instructional format: Asynchronous Synchronous	
Lesson or part of lesson: Introducing the Astrophotogra Mode of instruction: Preview Review Teach full lesson live Teach using synchronous sugg Students work independently of Printed @Home Slides Digital @Home Slides @Home Videos	pher's Challenge (slides 1-9) estions using:	Lesson or part of lesson: Discuss Ideas of when the photographer can take pictures and use SIM and explain where Moon gets it light (slides 9-32) Mode of instruction: Preview Review Teach full lesson live Teach full lesson live Teach using synchronous suggestions Students work independently using: Printed @Home Slides Digital @Home Slides @Home Videos	
Students will View the introductory video about a photographing the moon, read the letter from Eric VVu, and jot down initial thoughts	Teacher will Assign slides 1-9 in Schoology and provide directions for students to jot down their ideas about when and where Eric VVu can take pictures to share when the class meets together.	Students will Discuss initial thoughts about when Eric VVu can take pictures of the three Moon features and use the Sim to explain where the Moon gets its light with a partner and complete Investigating Light on the Moon student sheet.	Teacher will Lead students through the lesson activities using slides 9-32, pausing for partner discussion. Demo how to use the Sim and assign students partners to complete student sheet. Return as a full group to key concept and vocabulary.

Breakout groups

Discussion prompts

Planning:

• Share additional ideas for how you plan to lead Lesson 1

Student work:

• Discuss how you can collect evidence of student work

Differentiation:

• Consider how you might differentiate this lesson

,		Look at the <i>Students will</i> columns. What are students working in the lesson(s) that you could collect, review, or provide feedback on? See Some Types of Written Work in Amplify Science to the right for guidance. If there isn't a work product listed above, do you want to add one? Make notes below.	 Students will columns. What are students working in the lesson(s) uld collect, review, or provide feedback on? Daily written reflections Daily written reflections Momework tasks Investigation notebook page Diagrams Recording pages for Sim use 	Work in Amplify Science ages ically at the experimencer) uses, investigation, etc	
	-	How will students submit this work product to you? See the Completing and Submitting Written Work tables to the right for guidance on how students can complete and submit work.	Completing Written Work Plain paper and pencil (videos include prompts for setup) • (6-8) Student platform • Investigation Notebook • Record video or audio file	Submitting Written Work Take a picture with a smartphone and email or text to teacher Through teacher-created digital format During in-school time	
	Overview Materials & Preparation	Differentiation Embedded Supports for Diverse Learners		Digital Resources	
E	Differentiat Standards Vocabulary Unplugged?	on Previewing images. In this lesson, students have the op preview images in the Warm-Up that they will use again Presenting the images in the Warm-Up gives students a look at them and interpret them with more freedom bet to attend to the more specific task of analyzing the ima	portunity to in Activity 2. chance to ore they have ges to look for	Classroom Slides 1.2 Google Slides All Projections Video: Photographing the Moon	
		evidence about light. Introducing vocabulary. Throughout the unit you will se vocabulary words and definitions are generally introduc students need to use them, rather than before. This giv context for the words and allows them to integrate the	evidence about light. Introducing vocabulary. Throughout the unit you will see that vocabulary words and definitions are generally introduced when students need to use them, rather than before. This gives students a context for the words and allows them to integrate the words into the		
		existing framework of their own prior knowledge. Respe students' prior knowledge makes students feel more er the classroom and helps them feel as though they are p their learning. In this lesson, students will think about th Warm-Up and have a chance to share their ideas about before the formal definition of moon is introduced.	cting npowered in articipating in ne Moon in the the Moon	Completed Scientific Argumentation Wa Diagram Earth, Moon, and Sun Investigation Notebook, pages 5–8	



Optional: Family Homework Experience

Look at the <i>Students will</i> columns. What are students working in the lesson(s)	Some Types of Written Work in Amplify Science		
that you could collect, review, or provide feedback on? See Some Types of Written Work in Amplify Science to the right for guidance. If there isn't a work product listed above, do you want to add one? Make notes below.	 Daily written reflections Homework tasks Investigation notebook pages Written explanations (typically at the end of Chapter) Diagrams Recording pages for Sim uses, investigations, etc 		
How will students submit this work product to you?	Completing Written Work	Submitting Written Work	
tudents can complete and submit 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 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 	
will you differentiate this lesson for diverse learners? (Navigate to the lesson level on t	the standard Amplify Science platform and c	lick on differentiation in the left menu.)	

Planning Resource

pages 14-15

Day 2: Minutes for science: nstructional format: Asynchronous Synchronous		Minutes for science: Instructional format: Asynchronous Synchronous		ten reflections rk tasks ion notebook pages xplanations (typically at the end of Chapter) g pages for Sim uses, investigations, etc	
Lesson or part of lesson: Mode of instruction: Preview Review Teach full lesson live Teach using synchronous suggestions Students work independently using: @Home Packet @Home Pides and @Home Student Sheets @Home Videos		Lesson or part of lesson: Mode of instruction: Preview Review Teach full lesson live Teach full lesson live Students work independently using: @Home Packet @Home Pideos Students will Teacher will		Written Work Submitting Written Work	
				r and pencil lude prompts int platform on Notebook eo or audio file vering prompt eated digital ogle	 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
			Teacner Will	i, etc) Science platform and o	student platform









Plan for the day

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

Amplify.

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

Twice Monthly

- Thursday, 2/11 (3-4pm)
- Thursday, 2/25 (3-4pm)
- Thursday, 3/11 (3-4pm)
- Thursday, 3/25 (3-4pm)



http://bit.ly/LAUSDMSOfficeHours

Program Hub: Self Study Resources



Back to school national webinar series



Topics included:

- Remote and hybrid learning support
- Navigation support
- What's new for 2020-2021
- Planning support
- Curriculum overview

bit.ly/BTSwebinars

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: xx





