## 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, Light Waves

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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		왕 <sup>21</sup> 🗏 <sub>You</sub> 🖉 🚷	<b>Amplify</b> Science CALIFORMUL > Plate Motion > Chapter 1 > Lesson 1	1.2 QOW
Window #1			Lesson 1.2: Using Fossils to Understand	
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	Amplify Science CALIFORNIE > Plate Motion			9
	OPEN PRINTABLE PROGRESS BUILD	Flextension Compilation		
	Progress Build Level 1: The Earth's entire outer layer (below the water and soil that we see) is made solid rock that is divided into plates. Earth's plates can mow. Underneath the soil, vegetation, and water that we see on the surface of Earth is the user layer of Earth's geosphere. It is solid part of our rock bit is divided into sections called plates. And, there plates can more.	The stight on Notebook  NGSS Information for Parents and Guardians  Print Materials (11" x17")  Description (12" x17")	24	<u>A</u>
	Progress Build Level 2: The plates move on top of a soft, solid layer of rock called the mantle. At plate boundaries where the plates are moving away from each other, rock rises from the mantle and hardens, adding new solid rock to the advess of the altes at Calleta boundaries where	Offline Preparation	Lesson Brief (4 Activities) (4 Activities)	Je 2 TEACHER-LED DISCUSSION Introducing Mesos
	plates are moving toward each other, one plate moves underneath the other and sinks into the mantle. Underneath the solv segratation, and water that we see on the surface of Earth is the outer tayer of Earth's geosphere, the solid part of our rocky	Teaching without reliable classroom internet? Prepare unit and lesson materials for offline access.		GENERATE PRINTABLE LESSO
	Getting Ready to Teach ~	Offline Guide		
	Español Materials and Preparation ~		Lesson Brief	Digital Resources
			Overview ~	🚊 All Projections
			Materials & Preparation ~	Completed Scientific
			Differentiation ~	🕂 Video: Meet a Pa
			Español rds ~	The Ancient Mesosaurus

## Norms: Establishing a Culture of Learners



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



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



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



Make sure you have a note-catcher present



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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## Amplify Science Refresher

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## **Amplify Science Instructional Approach**



# $\langle \rangle$

## **Instructional Materials**



## Middle school course curriculum structure

#### Integrated model\*

#### Grade 6

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

## **Amplify**Science

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



## 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



#### ■ AmplifyScience > Light Waves



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

The Traits and



**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	~	INGSS 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





## **@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 Traits and Reproduction @Home Unit.

The Light Waves @Home Unit has **14 lessons.** Each lesson is written to be **30 minutes** long.

#### Light Waves 🔻

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

@Home Unit @Home Videos Ha	inds-on investigations videos	
@Home Unit English •		
LW@Home Teacher Resources	LW@Home Family Overview	LW@Home Student Materials Compilations
TEACHER OVERVIEW	[∠] Google ∰ PDF	ALL SLIDES
ESSON INDEX		ALL STUDENT SHEETS
DF PDF		ALL PACKETS (INCL. STUDENT SHEETS)
LW@Hor De	LW@Home Le ion 2	option (@Home Lesson 3
SLIDES Paper Option	SLIDES Digitar	SLIDES C Google
PDF	PDF	PDF
STUDENT SHEETS	STODENT SHEETS	STUDENT SHEETS
DF Google	Google	C Google

## Amplify Science @Home Curriculum

You have access to the Light Waves @Home Videos.

There are 16 @Home Videos for the Light Waves unit. This covers all lessons expect for the assessment lessons (1.1, 3.4, and 4.4). The video playlists on YouTube teach the standard Amplify Science Lessons.











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

## Unit Guide Resources

	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 ~	<ul> <li>Information for Parents and Guardians</li> </ul>
	Standards at a Glance v	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 v	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 Toleach	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
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## Unit Map

Planning for the Unit		Printable Resources	
Unit Overview	~	Article Compilation	
Unit Map			
Progress Build	~	<u> </u>	
Getting Ready to Teach	~	Flextension Compilation	
Materials and Preparation	~	Investigation Notebook	
Science Background	~	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	~		

#### Light Waves

Planning for the Unit



#### Unit Map

#### Why is there a higher rate of skin cancer in Australia than in other parts of the world?

Australia has one of the highest skin cancer rates in the world: More than half of the people who live there will be diagnosed with skin cancer in their lifetime. In their role as student spectroscopists, students gain a deeper understanding of how light interacts with materials and how these interactions affect our world. Form the coirs we see to changes caused by light from the sun, such as warmth, growth, and damage. Students use what they learn about light to explain the cause of Australias is kin cancer problem.

#### Chapter 1: How does light from the sun cause skin cancer?

Students figure out: Light causes skin cancer because the energy from light can damage materials in calls. When light his a material, the material can absorb energy from the light. When a material absorbs energy from light, the energy causes the material to change. Surlight is causing the changes to colls that lead to skin cancer, but Australia gets the same or even a lesser amount of surlight than some places with much lowes with cancel nores in cancer rate.

How they figure it out: They investigate the effect of light on water, a solar-powered toy, and a material that changes color when exposed to light. They water a documentary video about a light scientist. They test which materials are affected by sumplify in the Sim. They create visual models showing their understanding of how light causes skin cancer.

#### Chapter 2: How can the same amount of sunlight cause different rates of skin cancer?

Students figure out, Australia's sion cancer rate is affected by the amount of ultraviolet light that Australia receives, and also by the lowes of melanin in the rates of the Australian population. There are different by loss of light that can change a material in different ways. Alight source can emit more than one type of light. Different types of light have different wavelengths. A material abaces neargy from source types of light and not others. Australia gets more ultraviolet light from surlight than many other places do. Malanin in cells abacts ultraviolet light and prevents it from being abacted by other parts of the cell which can be damaged. Many poels in Australia have lowed so the sint of

How they figure it out: They investigate the effect of light from a normal flashight and a UV flashight on materials and watch a video that extends the investigation. They read an article about photosynthesia and solar power. They watch a video about wweforms. They investigate different types of light in the San, and observe their effects on skin cells. They analyze and write about evidence related to melanin and skin cancer. They create models showing their understanding of the factors affecting skin accore in Australia.

#### Chapter 3: Why does Australia get more ultraviolet light than other parts of the world?

Students figure out: Come in the admosphere blocks ultraviolet light, but there is less come over Australia than in other places, allowing more ultraviolet gifts to transmit. Light travels in a stratignities. When a light wave hits a material, the light can be absorbed by the material, transmitted through the material, or reflected off the material. A material transmits or reflects some types of light and not others. When light is transmitted through or reflected off a material, the energy is not absorbed, so the material does not change.

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Pages 2-3

Light Waves

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## Progress Build

Planning for the Unit	Pr	intable Resources
Unit Overview	~ @	Article Compilation
Unit Map	~ 2	Coherence Flowchart
Progress Build		
Getting Ready to Teach	~ *	Flextension Compliation
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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Assessment System	~	Offline Guide
Embedded Formative Assessments	~	
Articles in This Unit	~	
Apps in This Unit	~	
Flextensions in This Unit	~	

#### Light Waves

Planning for the Unit

Progress Build

#### Progress Build

Each Amplify Science Middle School unit is structured around a unit-specific learning progression, which we call the Progress Build. The unit's Progress Build discribles the way subtent's replanatory understanding of the unit's focal phenomena is likely to develop and deepen over the course of a unit. It is an important tool in understanding the structure of a unit and in supporting student's learning: a poparates the sequence of instruction (generally, each lead of the Progress Build corresponds to a https:// defines.the focus of assessments, and grounds the inferences about student learning progress that guida seguested instructional adjustments and differentiation. By signing instruction and assessment to the Progress Build (and therefore to each other), evidence about how student learning prior of the unit's togres of the unit's togres of the unit's togres that distand methy instruction an an informed way.

The Light Waves Progress Build consists of three levels of solence understanding. To support a growth model for student learning progress, each level encompasses all of the lides of prior levels and represents an explanatory account of unit phenomena, with the sophistication of that account increasing as the levels increase. At each level, students and new leads and integrate them into a progressively desper understanding of how light interacts with materials. Since the Progress Build reflects an increasing youngle syst integrated explanation, we represent it by including the new leads for each level in bold.

Prior howering (preconceptions): At the start of the Light Wave unit, middle school students will likely have some words/ar speriners with the ways that light can affect a metatical units ally warming an object's anging an object's color, or causing a surburn. They are also likely to understand that energy is required to make things happen. However, the students will have sequerine with the idea (light as a ware, or the fact that light carries energy that can be absorbed by a physical material, which is what causes that material to change. Students are also not likely to be families with the idea that there are types of light can offect an away be earning therm up, or that or will yeer than a part same, that has only ways that light can offect things is by earning therm up, or that only vortane hands of the sam or a large, or that different types of light have different wavelengths. Students' experiment and prior knowledge can be built on and refined, which the Light Wave Progress Build and unit structure are designed to do.

#### Progress Build Level 1: Light carries energy that can be absorbed by a material, causing the material to change.

Light carries energy. When light hits a material, this energy can be absorbed by the material, which transfers the energy into the material and causes the material to change in some way.

#### Progress Build Level 2: Different types of light can change a material in different ways; a material can absorb energy from some types of light but not others.

Light carries energy. When light hits a material, this energy can be absorbed by the material, which transfers the energy into the material and causes the material to change in some way. There are different types of light. These different types of light can change the same material in different ways, and a material can absorb the energy from certain types of light tun to others. A single light source can give of more than one type of light.

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#### Amplify

**Pages 4-5** 

Light Waves

Planning for the Unit

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## Unit Internalization Work Time

#### Guided Unit Internalization

#### Part 1: Unit-level internalization

Unit title:

What is the phenomenon students are invest	igating in	your unit?
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nit 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?



#### Light Waves Planning for the Unit

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#### Unit Map

#### Why is there a higher rate of skin cancer in Australia than in other parts of the world?

Australia has one of the highest skin cancer rates in the world: More than half of the people who live there will be diagnosed with skin cancer in their lifetime. In their role as student spectroscopists, students gain a deeper understanding of how light interacts with materials and how IJ

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Students figure out: Ozone in the atmosphere blocks ultravis other places, allowing more ultraviolet light to transmit. Light the light can be absorbed by the material, transmitted throug transmits or reflects some types of light and not others. When the energy is not absorbed, so the material does not change.

## Planning for the Unit

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Light Waves

Progress Build

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Proc tomologic presenceptions, At the start of the Light Where such, models school schoots will likely how some encyclow spericer and the skoys that light can affect and that an encyclo skow symmetry and explore that hange an object color, or causing a surfaxon. They are also likely to understand that encryc is required to make things happen. However, free students will have specification of the light as a wave, of the that light carriers are given roll likely to be firmiliar within the lost that there are also likely to understand that encryc is the light car also about the lost start there are also likely to understand the startistical to change. Subjects are also roll likely to be firmiliar which have that there are also relight clock of the viceble spectrum, address are also roll likely to be firmiliar to start the output and the start and the startistical to change. Subjects are also roll likely to be firmiliar when the have that are also relight clock or also be the subject spectrum, address are also roll likely to be firmiliar to start the output and the start and the startistical to change. Subject are also roll likely to light can asso unange, the different types of light have different tweelengths. Subject's experiment and provide the built constand first advices in Light Waver Regress Build and unit structures are discipated to all subjects on a built constant first advices. Light Waver Regress Build and unit structures are discipated to all structures are discipated to all subjects of the structures and provide the structures and provide the structures are discipated to all structures are discipated to all structures and the structures and provide the structures are discipated to all structures are advices and the structures are discipated to all structures are discipated to all structures are discipated to all structures are discipated

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**Pages 2-5** 

Light Waves nning for the Unit

#### ght is reflected or

h transfers the energy . These different types n certain types of light sight line. When gy to the material; ransmitted through terial can absorb,

Unit Guide Document	Guided Unit Internalization Part 1: Unit-level internalization <sup>Unit title:</sup> Light Waves	Page
Unit Map	What is the phenomenon students are investigating in your unit? Australia has one of the highest skin cancer rates in t the people who live there will be diagnosed with skin c	he world: More than half of ancer in their lifetime
Lesson Overview Compilation	Unit Question: How does light interact with materials?	Student role: Student spectroscopists
Unit Map	By the end of the unit, students figure out Australia gets more ultraviolet light from sunlight than many cells absorbs ultraviolet light and prevents it from being absorb which can be damaged. Many people in Australia have low level ozone in the atmosphere blocks ultraviolet light, but there is les other places, allowing more ultraviolet light to transmit.	other places do. Melanin in bed by other parts of the cell s of melanin. In addition, ss ozone over Australia than in
Progress Buld	What science ideas do students need to figure out in order to explain the phenomenon Light carries energy that can be absorbed by a material, c Different types of light can change a material in different energy from certain types of light but not others. When d material, they can be absorbed, reflected, or transmitted b reflected or transmitted, the energy is not absorbed and t	ausing the material to change. ways, and a material can absorb ifferent types of light hit a y a material. If the light is he material will not change.









## Plan for the day

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  - Welcome
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  - Collecting evidence of student learning to meet diverse learner needs
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#### Unit Map

#### Why is there a higher rate of skin cancer in Australia than in other parts of the world?

Australia has one of the highest skin cancer rates in the world: More than half of the people who live there will be diagnosed with skin cancer in their lifetime. In their role as student spectroscopists, students gain a deeper understanding of how light interacts with materials and how these interactions affect our world, from the colors we see to changes caused by light from the sun, such as warmth, growth, and damage. Students use what they learn about light to explain the causes of Australia's skin cancer problem.

#### Chapter 1: How does light from the sun cause skin cancer?

**Students figure out:** Light causes skin cancer because the energy from light can damage materials in cells. When light hits a material, the material can absorb energy from the light. When a material absorbs energy from light, the energy causes the material to change. Sunlight is causing the changes to cells that lead to skin cancer, but Australia gets the same or even a lesser amount of sunlight than some places with much lower skin cancer rates.

How they figure it out: They investigate the effect of light on water, a solar-powered toy, and a material that changes color when exposed to light. They watch a documentary video about a light scientist. They test which materials are affected by sunlight in the Sim. They create visual models showing their understanding of how light causes skin cancer.

#### Chapter 1: Changes Caused by Light

JUMP DOWN TO CHAPTER OVERVIEW



Lesson 1.4: Explaining Sunlight and Skin Cancer

## @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)

#### AmplifyScience Light Waves @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(§) from which they come.

Index: @Home Unit Lessons and corresponding Light Waves Lessons

@Home Lesson	Adapted from Amplify Science Light Waves		nt Sheet and Packet page titles and
@Home Lesson 1	Lesson 1.2		onding Light Waves
@Home Lesson 2	Lessons 1.3		Shang Light Hares
@Home Lesson 3	Lessons 1.4		Investigation Notebook page
@Home Lesson 4	Lesson 2.1		copymaster, or print material
@Home Lesson 5	Lesson 2.2		Modified, based on Pgs. 8-9
@Home Lesson 6	Lesson 2.3		Pgs. 133-134
			Modified, based on Pgs. 13-14
@Home Lesson 7	Lesson 2.4		Modified, based on Pgs.19-20
aHome Lesson 8	Lesson 2.5		Modified, based on Pgs. 21-22
@Home Lesson 9	Lesson 3.1 and 3.2		Modified, based on Pgs. 23-24
@Home Lesson 10	Lesson 3.3		New, based on Classroom Wa materials
@Home Lesson 11	Lessons 3.5 and 3.6		Modified, based on Pg. 34
DHome Lesson 12	Lessons 4.1		Modified, based on Pg. 36
ollows I	Laura 40 and 40		Lesson 2.2 Copymaster
WHOME Lesson 13	Lesson 4.2 and 4.3		Pg. 43
Home Lesson 14	Lesson 4.4		Modified, based on Pgs. 44-45
			Modified, based on Pgs. 50-53
			Lesson 2.4 Copymaster
			Modified, based on Pg. 56
			Modified, based on Pg. 60
			Modified, based on Pg. 61
			Modified, based on Pg. 65
			New, based on Classroom Wa materials
			Lesson 3.2 Copymaster
	Light Waves @Home Lesson Index	1	Modified, based on Pgs. 73-75
	@ 2020 The Regents of the University of California. All rights reserved.		Modified, based on Pgs 84-85

or modified versions of the unit's hen necessary, new pages were also nt Sheet and Packet page titles and

	Pg. 104
ate	Pg. 109
	New, based on Classroom Wall materials
	Lesson 4.1 Copymaster
	Pg. 115
	Pg. 116
	Pg. 126
	Modified, based on Pgs 127-129
	End-of-Unit copymaster Pgs. 13-16
	End-of-Unit copymaster Pgs. 13-16

**Pages 8-10** 

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2

#### **Key Activities**

- Introducing the High Skin Cancer Rate in Australia: Students are introduced to the unit problem and their role as student researchers.
- Observe: Students observe light interacting with different objects and record evidence that light carries energy.

#### Ideas for synchronous or in-person instruction

Before meeting, have students watch the introductory video. While meeting, introduce the World Skin Cancer Map and have pairs of students discuss what they notice about the skin cancer rates around the world. If you are able, have students participate in the hands-on activity, shining a light on different objects. Alternatively, students can record observations while you conduct a demonstration of the activity.

## Light Waves **OHOME Lesson 1**

**Amplify**Science

# Today, we will begin a new unit called *Light Waves*.

## In this unit, you will think about how **light** interacts with **materials**.


Think about your own experiences with light.

Think of a time that you observed something change when it was in the sun. You may have thought of examples like:

- a puddle drying up
- an object getting warm
- the color of something fading
- skin getting sunburned
- plants growing

When light hits a material, different things can happen. How does light from the sun cause materials to change? **Light** must be **interacting** with the **materials** to cause these changes.

# This is the question we will be investigating in the *Light Waves* unit.

## **Unit Question**

How does light interact with materials?



In this unit, you'll take on the role of **student spectroscopists** scientists who study light and how it interacts with materials.

Now, we will watch a video featuring Dr. Whitmore, a real spectroscopist.

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/AMPLW-02</u>



Light from the sun can cause damage to genetic material (DNA) inside skin cells. Over time, that damage may lead to skin cancer. As student spectroscopists, you will investigate skin cancer.



# The **rate of skin cancer** varies around the world.

Let's look at a larger version of this map to learn more about what it shows.

**World Skin Cancer Map** Here in the key, rate refers to the number of people out of 100,000 who get skin cancer, which is a measure of how often skin cancer occurs in the population. Europe North 🕜 Asia America Rate of Skin Cancer per 100,000 People Africa > 220 The different 190-220 colors mean different rates 160-190 South of skin cancer. 130–160 America Dark red 100-130 represents the 70-100 highest rates of 40-70 Australia skin cancer and 10 - 40light yellow < 10 ~ represents the No data lowest rates.

Look at the map on the previous slide and think about these questions.

- 2.0
- Which places have the **lowest** rates of skin cancer?
- Which places have the **highest** rates of skin cancer?
- What ideas do you have about **why** different places have lower or higher rates of skin cancer?

# You probably noticed that **Australia** has the **highest rate of skin cancer** in the world.

The Australian Health Alliance has sent a message asking for your help as student spectroscopists.

### ✓ ∧ ☑ ☆ 値

**To:** Student Spectroscopists **From:** Dr. Carmen Malangi, Director of the Australian Health Alliance **Subject:** Educating the Australian Public About Skin Cancer Rates



Two out of three Australians will be diagnosed with skin cancer by the time they are 70 years old. That makes Australia's skin cancer rate the highest on the planet. On behalf of the Australian Health Alliance, I am asking for your help in educating Australian citizens about why the skin cancer rate is so high in our country.

To begin your research, you will need to learn more about what causes skin cancer.

Good luck!

To understand why the skin cancer rate in Australia is so high, we have to first understand how light from the sun causes skin cancer. We will start by investigating this question.

### **Chapter 1 Question**

How does light from the sun cause skin cancer?

### In the video, we learned that light carries energy.



### the ability to make things move or change

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.

#### Light Waves @Home Lesson 1

#### Light Waves Glossary (continued)

transmit: to pass through transmitir: pasar a través de algo

ultraviolet: a type of invisible light that is beyond violet on the spectrum ultravioleta: un tipo de luz invisible que está más allá del violeta en el espectro

visualize: to form a mental picture of something that cannot be seen visualizar: formarse una imagen mental de algo que no se puede ver

wave: a pattern that describes how energy is carried from one place to another onda: un patrón que describe cómo la energía es llevada de un lugar a otro

waveform: a curved line that shows the characteristics of a wave forma de onda: una línea curva que muestra las características de una onda

Ligh

wavelength: the distance from one p longitud de onda: la distancia que hay

Light Waves Glossary

absorb: to take in absorber: traer hacia adentro

amplitude: the maximum height of a wave amplitud: la altura máxima de una onda

emit: to give off emitir: echar hacia fuera

energy: the ability to make things move or change energia: la capacidad de hacer que las cosas se muevan o cambien

frequency: the number of peaks of a wave that pass in a second frecuencia: el número de picos en una onda que pasan en un segundo

light: a type of wave that carries energy from one place to another, even through empty space luz: un tipo de onda que lleva energía de un lugar a otro, incluso a través del espacio vacio

light source: an object that emits light fuente de luz: un objeto que emite luz

matter: anything that has mass and takes up space materia: cualquier cosa que tenga masa y ocupe espacio

molecule: a group of atoms joined together in a particular way molécula: un grupo de átomos unidos de una manera particular

rate: how often or fast something happens ritmo: qué tan frecuente o qué tan rápido pasa algo

reflect: to bounce off without absorbing refleiar: rebotar sin absorber

spectrum: a range of wavelengths espectro: un rango de longitudes de onda

> Light Waves @Home Lesson 1 #2022 The Reserved of the University of California Al rights reserved.

Throughout the year, 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>.



Dr. Whitmore said light can cause materials to change, and we know all changes involve **energy**.

We can't directly observe energy, but we can see how it changes **matter**.

Matter is anything that is made of atoms, so everything around us is made of matter. That leads us to this key concept.

 The movement of energy can be tracked by observing the changes the energy causes to matter.

#### **Key Activities**

- Introducing the High Skin Cancer Rate in Australia: Students are introduced to the unit problem and their role as student researchers.
- Observe: Students observe light interacting with different objects and record evidence that light carries energy.

### Ideas for synchronous or in-person instruction

Before meeting, have students watch the introductory video. While meeting, introduce the World Skin Cancer Map and have pairs of students discuss what they notice about the skin cancer rates around the world. If you are able, have students participate in the hands-on activity, shining a light on different objects. Alternatively, students can record observations while you conduct a demonstration of the activity.



Today, you will watch a video of a pair of students using these objects to get evidence that **light carries energy**.

Remember that **movement** and **change** are evidence of energy.



The students will shine the light on a solar-powered toy and a piece of liquid crystal paper.

As they shine the light, record **evidence** that **light carries energy**.



The students will also observe a thermometer left under a light.

You will record any evidence that light carries energy.

Name: Evidence of Energy from Light Watch the video of students shining a light on different objects. As you make observations, record evidence that light carries energy. Note: all videos in this @Home Unit can be viewed on a smartphone, or any other connected device. Watch the video at tinyurl.com/AMPLW-03 Flashlight shining on the solar panel of the solar-powered toy Did you observe evidence that light carries energy? (check one) ves D no Describe any evidence that you observed. Flashlight shining on the liquid crystal paper Did you observe evidence that light carries energy? (check one) ves D no Describe any evidence that you observed. Thermometer left under the light Did you observe evidence that light carries energy? ves 🗅 no Describe any evidence that you observed. Light Waves @Home Lesson 1

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Go to the **Evidence of Energy From Light** page.

Watch the video on the next slide to see light shining on different materials and objects. As you **observe**, record evidence that light carries energy.



Using the print version? Watch the video at <u>tinyurl.com/AMPLW-03</u>



You probably observed that the liquid crystal paper changed color, the solar-powered toy moved, and the thermometer under the light got warmer.

**Energy** was needed for all of these changes. Light must have carried energy to the objects.

The liquid crystal paper, solar-powered toy, and thermometer all changed or moved when they interacted with light. This gives us evidence for the following **key concept**.

# 2. Light carries energy that causes materials to change.

# We will be learning a lot more about light in this unit. We will use this definition for now.



### something that carries energy from one place to another

Light Waves @Home Lesson 1

# End of @Home Lesson





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### **Key Activities**

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Before meeting, have students watch the introductory video. While meeting, introduce the World Skin Cancer Map and have pairs of students discuss what they notice about the skin cancer rates around the world. If you are able, have students participate in the hands-on activity, shining a light on different objects. Alternatively, students can record observations while you conduct a demonstration of the activity.

## 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 15

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				puge i
Minutes for science: <u>15 min</u>	•	Minutes for science:		
Asynchronous Synchronous		Instructional format: Asynchronous Synchronous		
Lesson or part of lesson: Introducing the high cancer	rate in Australia (slides 1-13)	Lesson or part of lesson:		
Mode of instruction: Preview Review Teach full lesson live Teach using synchronous sug Students work independently Printed @Home Slides Digital @Home Slides @Home Videos	gestions using:	Mode of instruction: <ul> <li>Preview</li> <li>Review</li> <li>Teach full lesson live</li> <li>Teach using synchronous sugge</li> <li>Students work independently</li> <li>Printed @Home Slides</li> <li>Digital @Home Slides</li> <li>@Home Videos</li> </ul>	estions using:	
Students will View the introductory video about spectroscopist and review the VVorld Skin Cancer map and jot down initial thoughts. Read letter from the Dr. Carmen Malanai.	Teacher will Assign slides 1-13 in Schoology and provide direction for students to jot down their ideas about the World Skin Cancer Map to share when the class meets together.	Students will	Teacher will	

Multi-day planning	, including planning for	differentiation and evidence of s	student work
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Day@Home Lesson 1					
Minutes for science: <u>15 mln.</u>		Minutes for science: <u>30 min</u>			
Asynchronous Synchronous		Instructional format: Asynchronous Synchronous			
Lesson or part of lesson: Introducing the high cancer rate in Australia (slides 1-13) Mode of instruction: Preview Review Teach full lesson live Teach using synchronous suggestions Students work independently using: Printed @Home Slides Digital @Home Slides @Home Videos		Lesson or part of lesson: Discuss the World Skin Cancer Map and Observe activities (slides 11-28) Mode of instruction: Preview Review 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 spectroscopist and review the World Skin Cancer map and jot down initial thoughts. Read letter from the Dr. Carmen Malangi.	Teacher will Assign slides 1-13 in Schoology and provide direction for students to jot down their ideas about the VVorld Skin Cancer Map to share when the class meets together.	Students will Discuss what they notice about the skin cancer rates around the world (slide 11). P Complete Student Sheet (slide 23). Practice logging in to find Amplify Library.	Teacher will Lead students through the lesson activities using slides 11-28, pausing for partner discussion. Demo Observe activity by shining light on different objects. Show how to navigate to Library.		

page 11

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# 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

that you co	Students will columns. What are students working in the lesson(s) uld collect review or provide feedback op?	ļ	Some Types of Written Work in Amplify Science				
See Some Typ	u could collect, review, or provide teedback on? E Types of Written Work in Amplify Science to the right for guidance. 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 expendence)     Diagrams     Recording pages for Sim uses, investigations etc				
How will st	How will students submit this work product to you?		ompleting W	ritten Wo	ork	Submitting Written W	ork
see the Completing and Submitting Written Work tables to the right for guidance on how students can complete and submit work.		•	Plain paper a (videos inclu for setup) (6-8) Student Investigation Record video	and penci de promp platform Noteboc o or audio	l ots ik file	<ul> <li>Take a picture with a smartphone and ematext to teacher</li> <li>Through teacher-creatigital format</li> <li>During in-school time (by bird readel) or</li> </ul>	ail or ated e
0	Differentiation			Di	gita	al Resources	up on
ön	Embedded Supports for Diverse Learners			PE	Class	sroom Slides 1.2   Pov m	
ation	Accessing prior knowledge about light and energy. This intr lesson is intended to get students excited about the context	oduct of th	tory ie	B	Clas	sroom Slides 1.2   God <sup>left mer</sup>	iu.)
у	unit (investigating skin cancer in Australia), as well as to off initial introduction to ideas about how light interacts with m	er an atter.	.lt	™ ₩	All Pi	rojections	
1?	contains multiple opportunities for students to stop and sh.	are th	eir a this	Þ	Vide	p: Meet a Spectroscop	
	unit with different experiences and understandings, thus pr frequent opportunities for student discussion and allowing	unit with different experiences and understandings. thus providing frequent opportunities for student discussion and allowing students to learn from one another. As students share, listen carefully to assess what they already know about light and energy, paying careful			Com diag	pleted Scientific Argu ram	
	to learn from one another. As students share, listen careful assess what they already know about light and energy, payi				Light 10	t Waves Investigation	
	attention to students' alternate conceptions that you can a appropriate points in the unit.	ldres	s at		Print	able Light Waves Glos	
	Paired and whole-class discussion. Paired discussions are implemented so that students can offer support and learn f	rom			Print Glos	able Light Waves Mul sary	
	interacting with each other. The class then comes back toge share their thinking, offering another opportunity for studer	ther ts to	to hear		Light	Waves Glossary	
	and learn from one another.				Light	Waves Multi-Languag	

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page 12

ook at the <i>Students will</i> columns. What are students working in the lesson(s)	Some Types of Written Work in Amplify Science				
hat you could collect, review, or provide feedback on? ee 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.	<ul> <li>Daily written reflections</li> <li>Homework tasks</li> <li>Investigation notebook pa</li> <li>Written explanations (typi</li> <li>Diagrams</li> <li>Recording pages for Sim u</li> </ul>	ages ically at the end of Chapter) uses, investigations, etc			
low will students submit this work product to you?	Completing Written Work	Submitting Written Work			
Jdents can complete and submit work.	<ul> <li>Plain paper and pencil (videos include prompts for setup)</li> <li>(6-8) Student platform</li> <li>Investigation Notebook</li> <li>Record video or audio file describing work/answering prompt</li> <li>Teacher-created digital format (Google Classroom, etc)</li> </ul>	<ul> <li>Take a picture with a smartphone and email or text to teacher</li> <li>Through teacher-created digital format</li> <li>During in-school time (hybrid model) or lunch/materials pick-up times</li> <li>(6-8) Hand-in button on student platform</li> </ul>			
'ill you differentiate this lesson for diverse learners? (Navigate to the lesson level on t	he standard Amplify Science platform and c	lick on differentiation in the left menu.)			

### Planning Resource

### pages 13-14

Day 2: Minutes for science:	Minutes for science:	ten reflections rk tasks ion notebook pages
nstructional format: Asynchronous Synchronous	Instructional format: Asynchronous Synchronous	xplanations (typically at the end of Chapter) g pages for Sim uses, investigations, etc
Lesson or part of lesson:	Lesson or part of lesson:	Written Work Submitting Written Work
Mode of instruction:  Preview  Review  Teach full lesson live  Teach using synchronous suggestions  Students work independently using:  @Home Packet @Home Slides and @Home Student Sheets @Home Videos  Teacher will  Teacher will	Mode of instruction:  Preview Review Teach full lesson live Teach using synchronous suggestions Students work independently using:  @Home Packet @Home Slides and @Home Student Sheets @Home Videos	<ul> <li>r and pencil lude prompts</li> <li>Take a picture with a smartphone and email or text to teacher</li> <li>Through teacher-created digital format</li> <li>During in-school time (hybrid model) or lunch/materials pick-up times</li> <li>(6-8) Hand-in button on</li> </ul>
reacher win		Science platform and click on differentiation in the left menu.)








### 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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### 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: <a href="https://www.surveymonkey.com/r/AmplifyLAUSDMS">https://www.surveymonkey.com/r/AmplifyLAUSDMS</a>

#### Presenter names:

#### Date: xx







### Creating Assignments in Schoology

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