

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/>

Amplify Science

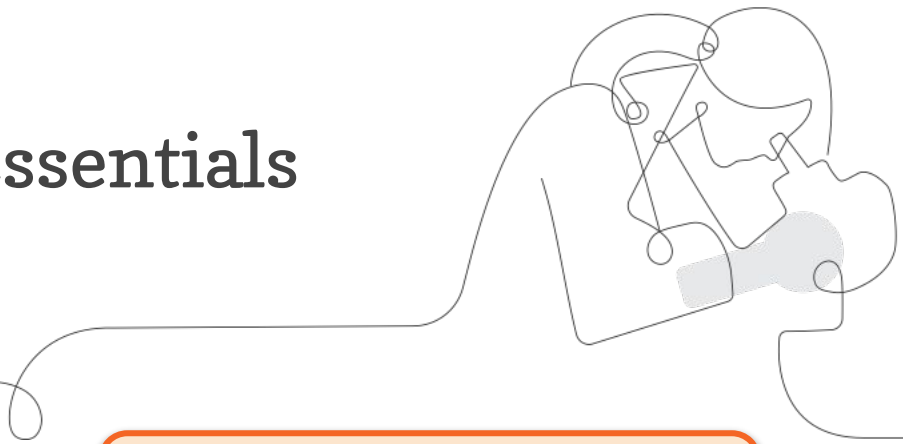
Navigating Program Essentials

Grades 7

LAUSD

1/16/21

Presented by Your Name

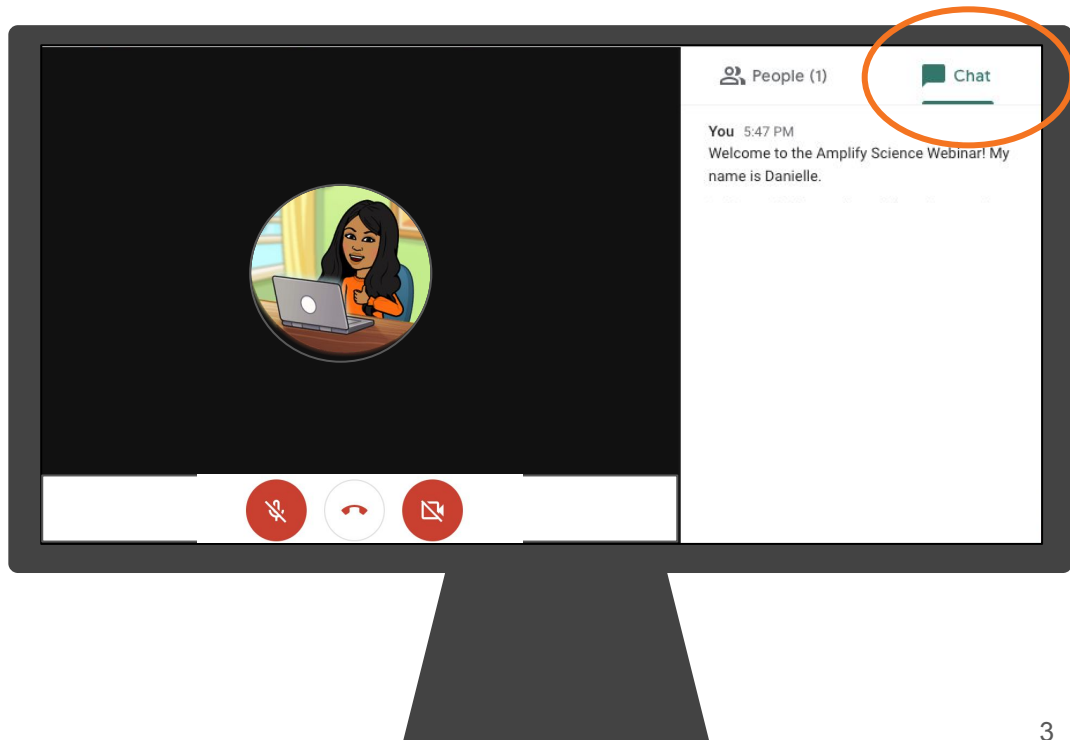


In a new tab, please log in to
your Amplify Science account
through Schoology.

Introductions!

Who do we have in the room today?

- **Question 1:** Which aspects of adopting a new science curriculum are you most excited or hopeful about?
- **Question 2:** What about adopting a new science curriculum to do you feel most hesitant about?

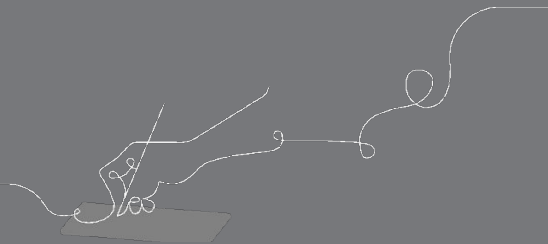


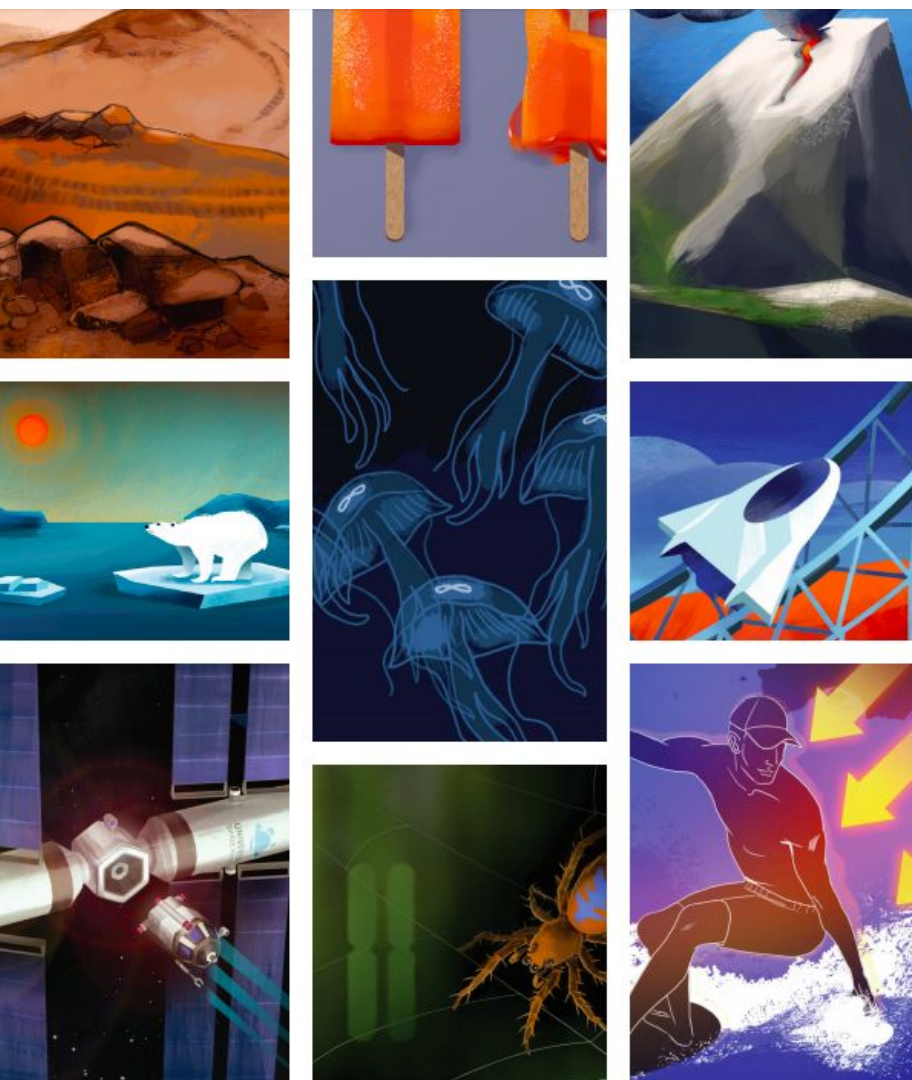
Overarching goals

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

- Navigate the Amplify Science curriculum.
- Understand the program's phenomenon-based approach.
- Navigate the Remote Learning Resources-Program Hub

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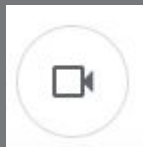




Plan for the day

- What is Amplify Science?
- Navigation essentials
- Teaching a phenomenon-based lesson
- Assessments
- Remote Learning Resources
- Closing and reflection

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



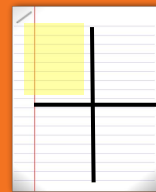
- Make sure you have a note-catcher present



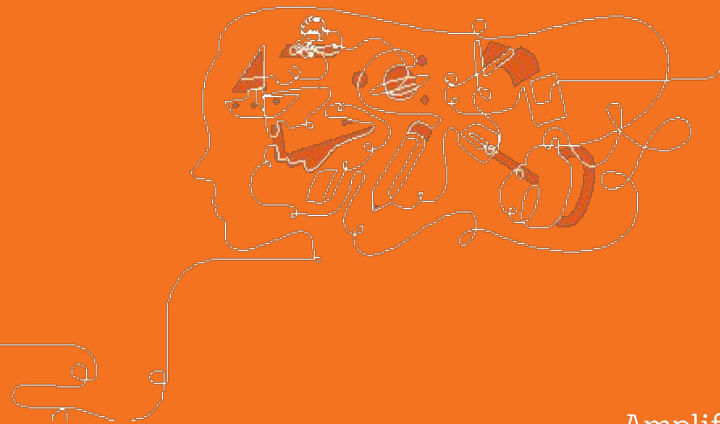
- Be an active participant - chat, ask questions, discuss, share!

Capturing key takeaways!

<i>Notes</i>	<i>Preparing to teach</i>
<i>Teaching a lesson</i>	<i>Teaching a unit</i>

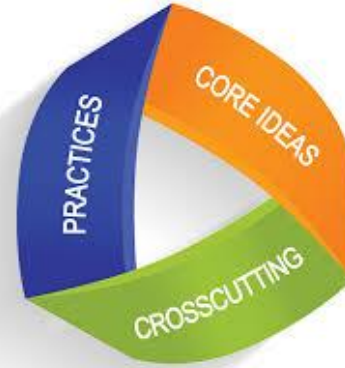


What is Amplify Science?



AmplifyScience

A new phenomena-based
core curriculum for grades K-8



THE LAWRENCE
HALL OF SCIENCE
UNIVERSITY OF CALIFORNIA, BERKELEY

Amplify.

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

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

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Launch units

- First unit
- 11 lessons

Core units

- Majority of units
- 19 lessons

*These are the prioritized units for 7th grade.

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

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

Key takeaways:

- 9 units per grade level
- 145 lessons total.
- Lessons are 45 minutes long

AmplifyScience

authored by



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Amplify.

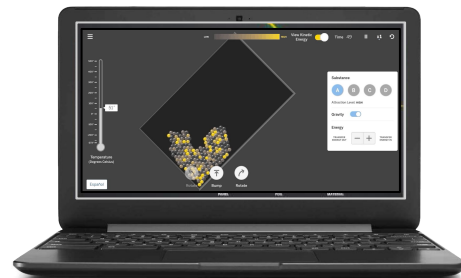
Middle school components



Hands-on materials



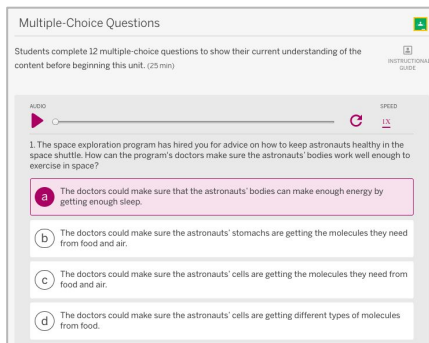
Student Articles



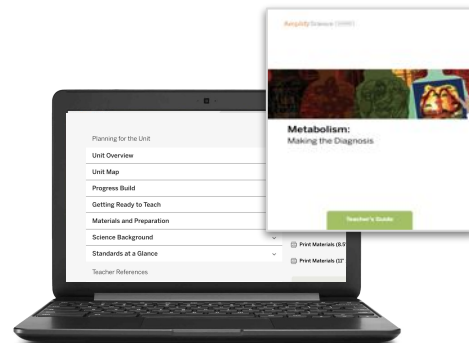
Digital Simulations



Student Investigation Notebooks



Assessments

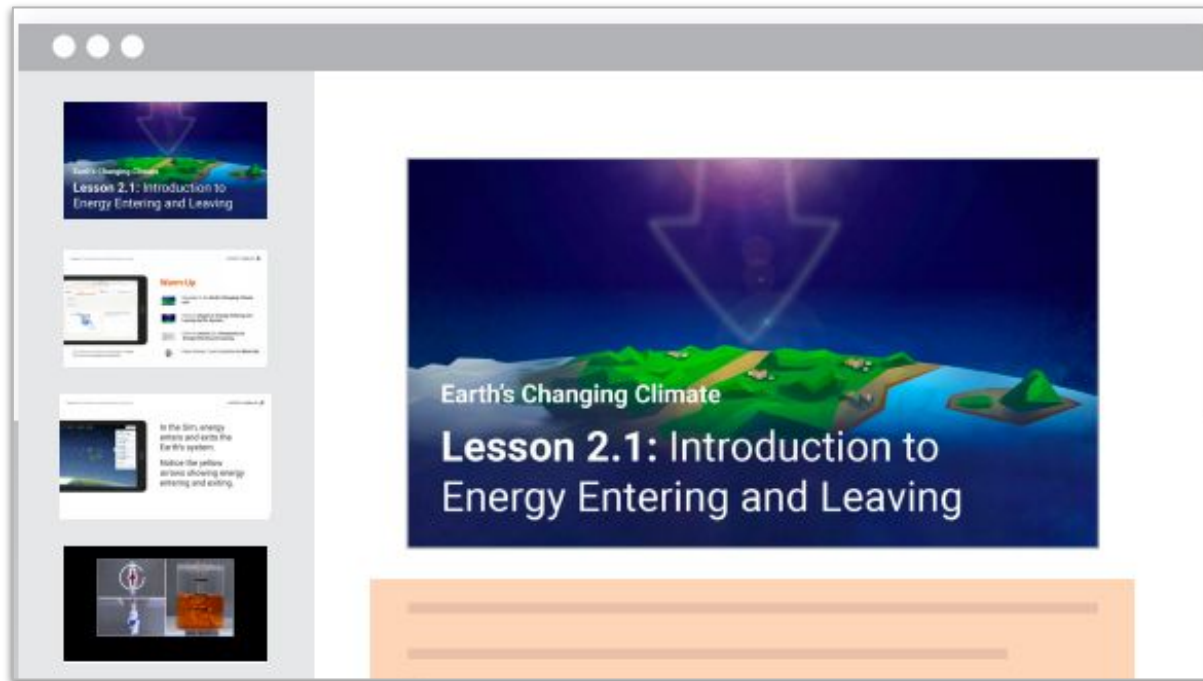


Teacher's Guide (Digital + Print)

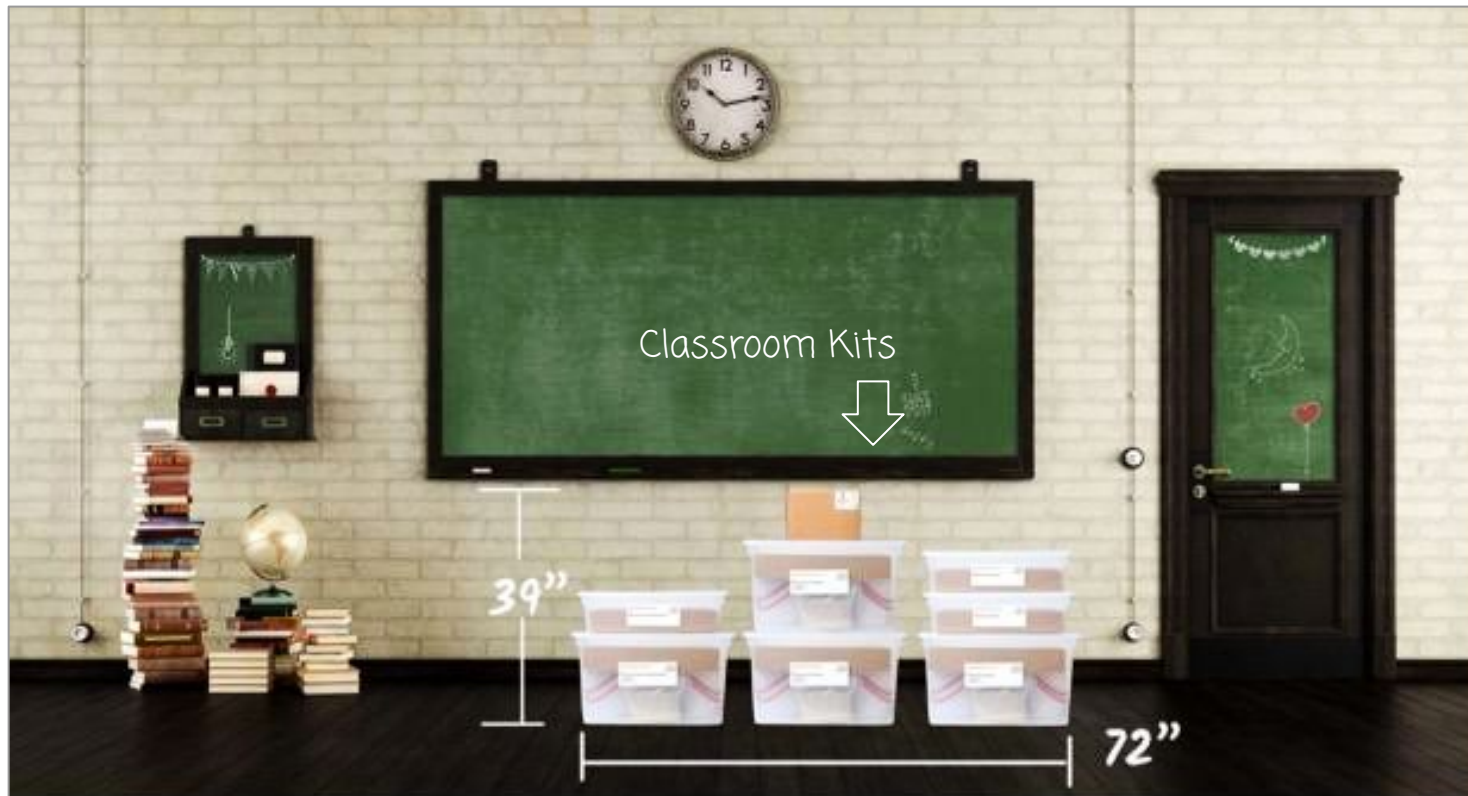
Coming Soon for Back to School!

Classroom Slides

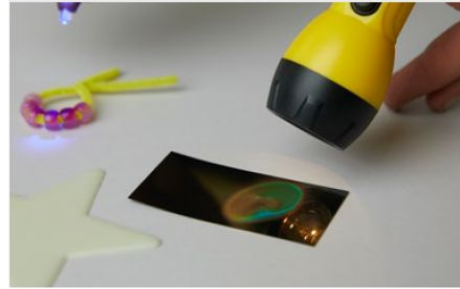
Each lesson will have a downloadable and editable PowerPoint file to help guide teachers and their students through the lesson.



Classroom Kits



Hands On Learning Materials



Classroom Wall Print Materials

Unit Question

How do the trillions of cells in the human body get what they need to function, and what do the cells do with the things they absorb?

Chapter 1 Question

Why does Elisa feel tired all the time?

Key Concepts

1. A functioning human body has molecules from food (glucose and amino acids) and molecules from air(oxygen) in its cells.

Vocabulary

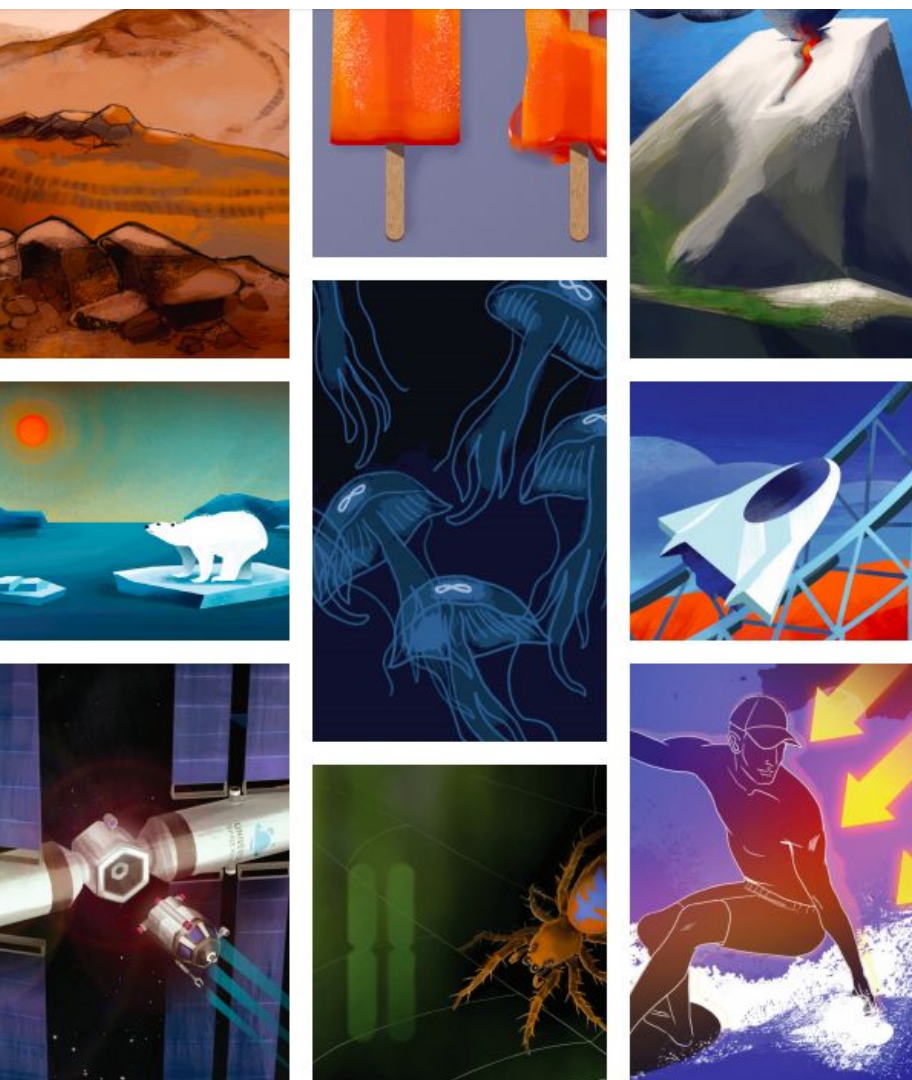
metabolism

molecule

amino acid



Questions?



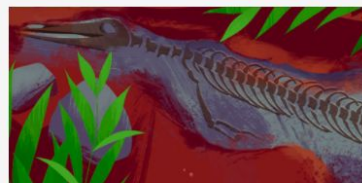
Plan for the day

✓ What is Amplify Science?

- Navigation essentials
- Teaching a phenomenon-based lesson
- Assessments
- Remote Learning Resources
- Closing and Reflection

Unit Structure

Unit



19 Lessons
Plate Motion

Chapters



Chapter 1:
Introducing Earth's
Outer Layer

4 Lessons



Chapter 2:
Understanding Plate
Boundaries

7 Lessons



Chapter 3:
Investigating the
Rate of Plate
Movement

4 Lessons



Chapter 4: Science
Seminar

4 Lessons

Lessons

Lesson 3.1:
Considering Rates of
Plate Movement

Lesson 3.2:
"A Continental
Puzzle"

Lesson 3.3:
Reconstructing
Gondwanaland

Lesson 3.4:
Writing About
Mesosaurus

Activities

Lesson Brief (4 Activities)	<	1 WARM-UP Warm-Up	2 READING Rereading "A Continental Puzzle"	3 HANDS-ON Reconstructing Gondwanaland	4 HOMEWORK Homework
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Unit Guide Resources

Planning for the Unit

Unit Overview



Unit Map



Progress Build



Getting Ready to Teach



Materials and Preparation



Science Background



Standards at a Glance



Teacher References

Lesson Overview Compilation



Standards and Goals



3-D Statements



Assessment System



Embedded Formative Assessments



Articles in This Unit



Apps in This Unit



Flextensions in This Unit



Printable Resources

Article Compilation

Coherence Flowchart

Copymaster Compilation

Flextension Compilation

Investigation Notebook

NGSS Information for Parents and Guardians

Print Materials (8.5" x 11")

Print Materials (11" x 17")

Offline Preparation

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

Offline Guide

Unit Guide resources

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

Planning for the unit

Unit Overview	Describes what's in each unit, the rationale, and how students learn across chapters
Unit Map	Provides an overview of what students figure out in each chapter, and how they figure it out
Progress Build	Explains the learning progression of ideas students figure out in the unit
Getting Ready To Teach	Provides tips for effectively preparing to teach and teaching the unit in your classroom
Materials and Preparation	Lists materials included in the unit's kit, items to be provided by the teacher, and briefly outlines preparation requirements for each lesson
Science Background	Adult-level primer on the science content students figure out in the unit
Standards at a Glance	Lists NGSS Standards (Performance Expectations, Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts), Common Core State Standards for English Language Arts, and Common Core State Standards for Mathematics

Teacher references

Lesson Overview 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 kit
Print Materials (11" x 17")	Digital compilation of printed Chapter Questions and Key Concepts provided in the kit

4 Easy Steps for lesson preparation

Step 1: Download the slides

Step 2: Read the Overview

Step 3: Read the Materials and Preparation Section

Step 4: Read the Differentiation section

Classroom Slides are now available for this lesson!
Find them in the [Digital Resources](#) below.

Lesson 1.2: Using Fossils to Understand Earth

DR
ecologists Value

2 TEACHER-LED DISCUSSION
Introducing Mesosaurus

3 STUDENT-TO-STUDENT
DISCUSSION
Exploring Cross Sections

4 HOMEWORK
Homework

RESET LESSON

Overview

Materials & Preparation

Differentiation

Standards

Vocabulary

Unplugged?

Overview

Students are introduced to their role as student geologists working for the fictional Museum of West Namibia. They are enlisted to solve the mystery of how the fossils of *Mesosaurus* that originally lived in the same time and place could be embedded in two rock formations now found 4,000 kilometers and an ocean apart. Students watch a documentary video about a paleontologist working in the field today, and they learn that scientists use fossils as evidence to understand Earth's history. As an introduction to plates, students discuss core samples drilled from four very different places on Earth's surface, and discover that the entire outer layer of Earth is made of hard, solid rock. The purpose of this lesson is to activate students' prior knowledge of fossils and to engage students in thinking about the outer layer of hard, solid rock that surrounds Earth.

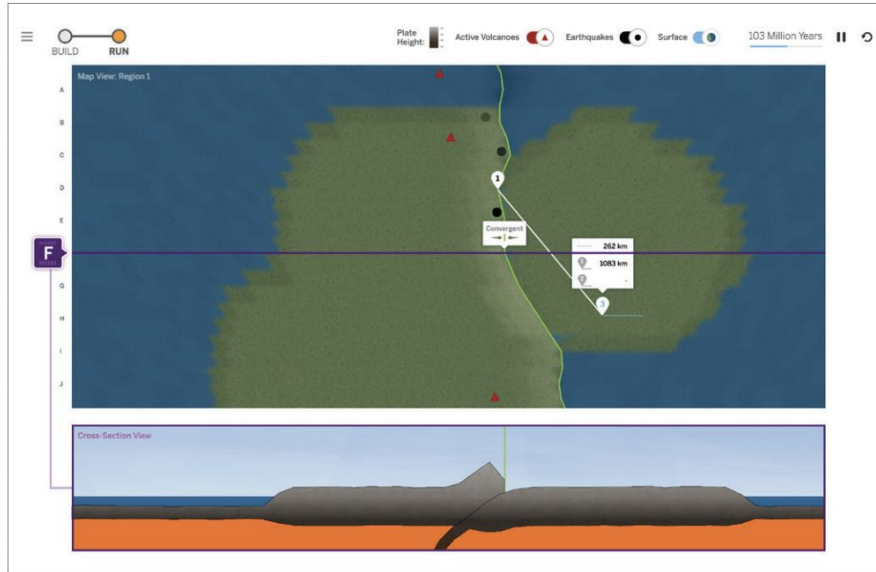
Anchor Phenomenon: Fossils of the *Mesosaurus*, an extinct reptile

GENERATE PRINTABLE LESSON GUIDE

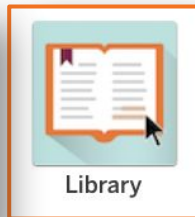
Digital Resources

- Classroom Slides 1.2 | PowerPoint
- Classroom Slides 1.2 | Google Slides
- All Projections
- Completed Scientific Argumentation Wall Diagram
- Video: Meet a Paleontologist
- The Ancient Mesosaurus
- Printable Article: "The Ancient Mesosaurus"
- Public Domain Images

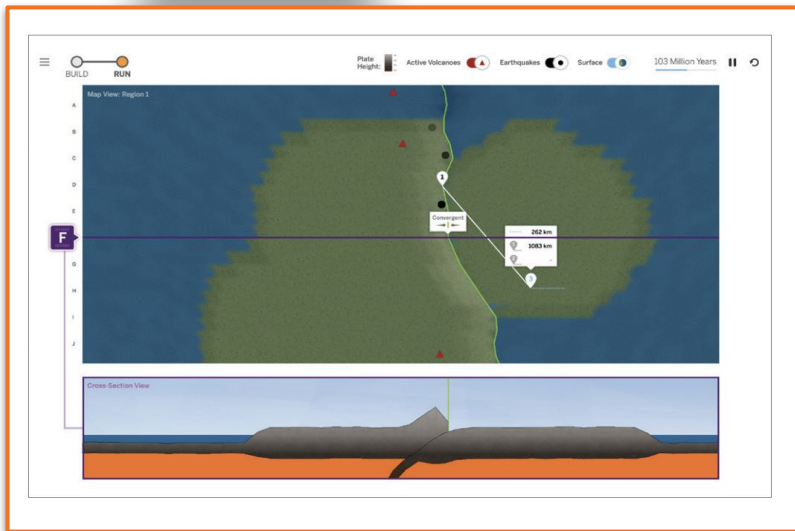
Plate Motion Sim



The Plate Motion sim is an interactive model that allows students to observe the interactions between plates and the mantle at different types of plate boundaries.



Explore the Sim and the digital Library



A Continental Puzzle

A Continental Puzzle

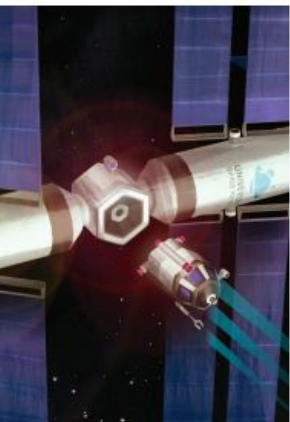
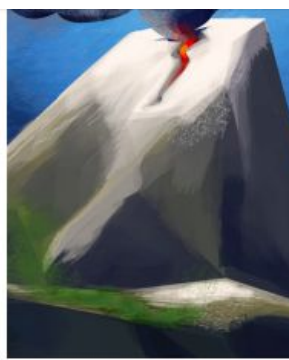
For scientists, making big discoveries and sharing them with the public can be a big deal. Often, their discoveries come after years of hard work, and they finally get to see the results of what they've done. In some cases, their work is welcomed by other scientists, and can even make them celebrities! However, this is not what happened to Alfred Wegener (1880-1930). Wegener (VAY-geh-ner) was the German scientist who first argued that [continents](#) on the Earth's [surface](#) had moved over long periods of time. During Wegener's lifetime, other scientists thought his claim was too strange to be true. They also said that Wegener did not have convincing evidence to support his ideas. At the time, many scientists mocked Wegener's claims. It wasn't until many years after his death that other scientists came to accept his argument.

Español



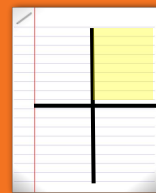
Ask in the chat feature

Questions?

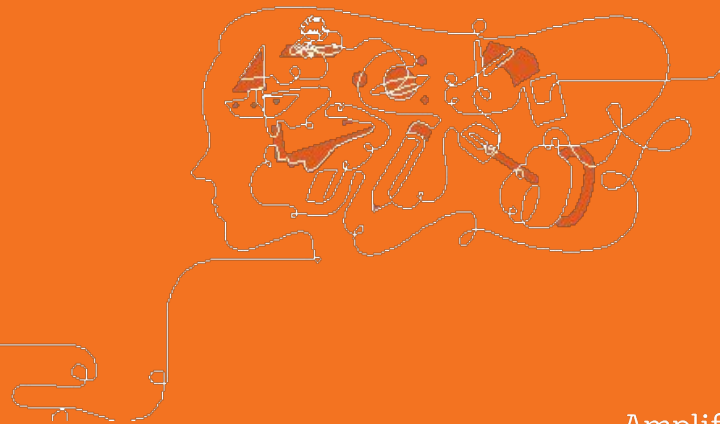


Plan for the day

- ✓ What is Amplify Science?
- ✓ Navigation essentials
- Teaching a phenomenon-based lesson
- Assessments
- Closing and Reflection



What is phenomenon-based instruction?



Phenomenon-based teaching



Answer in the chat feature



How can leading with a phenomenon impact student learning in your classroom?

Next Generation Science Standards

Think-Type-Discuss: How might learning be different?
How might learning be different?

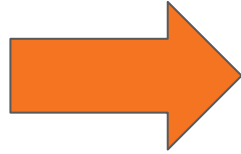
Topic-based	Phenomenon-based
What is the water cycle?	What caused the storms in this area to be severe?
What is an ecosystem?	Why are there suddenly so many moon jellies?
How does light energy interact with matter?	Why does Australia have an elevated skin cancer rate?

Comparing topics and phenomena

A shift in science instruction

from learning about

(like a student)



to figuring out

(like a scientist)

Amplify Science

Anchoring phenomenon

- Complex and rich
- Drives learning through a whole unit
- Specific and observable
- Relatable at students' developmental level



The background is a stylized illustration of a prehistoric scene. In the foreground, a green, scaly sea monster with a long, pointed snout and sharp teeth is partially submerged in the water. To its left, a green dinosaur is also partially submerged. The water is a deep teal color. In the background, there are rolling green hills, a small pyramid-shaped mountain, and a blue sky with white, fluffy clouds. On the right side, there are some rocks and a small plant with orange flowers.

Plate Motion

Lesson 1.2: Using Fossils to Understand Earth

Activity 1

Warm-Up



Today, we will begin a new unit called ***Plate Motion***.

We will start with a Warm-Up each day to get us thinking about science ideas. You can begin working on it independently as soon as you come in.



Warm-Up

Scientists look for fossils in rock all over the world. Fossils such as fossilized bones, footprints, or leaf prints are evidence of life from the past.



Sunfish fossil found in Wyoming, USA



Activity 2

Introducing *Mesosaurus*





Scientist in the field, working to uncover a fossil



Sunfish fossil found in Wyoming, USA



Leaf of an extinct fern found in Antarctica



What do you already know about **fossils**?

Fossils are like time capsules. Scientists use fossils to better understand what Earth was like when that fossil formed—thousands or even millions of years ago!

We'll watch a video about a real-life scientist who is investigating fossils to **tell the story of Earth's past.**

What kind of evidence does Dr. Wilson use in his research?

How does his research help us learn about the geologic history of Earth?

As the video plays, you should **listen for answers** to each of these questions.



What kind of **evidence** does Dr. Wilson use in his research?

How does his research help us learn about the **geologic history of Earth**?



Unit Question

Why are fossils of species that once lived together found in different locations on Earth now?





To: Student Geologists
From: Dr. Bayard Moraga, Lead Curator, Museum of West Namibia
Subject: *Mesosaurus* Fossil



We are lucky to have a fossil specimen of *Mesosaurus* to display in our museum. The fossil remains of this organism were found in hard, solid rock near our museum in southwestern Africa.

Fossils of *Mesosaurus* that originally lived at the same time and in the same place are also found thousands of kilometers away, across the Atlantic Ocean, on the eastern coast of South America.

This is puzzling because this ancient animal could not swim very far. Why are *Mesosaurus* fossils found in South America and Africa—continents that are now thousands of kilometers and an ocean apart?

We are building an exhibit to answer this question for our museum visitors, and we need your help to do so!




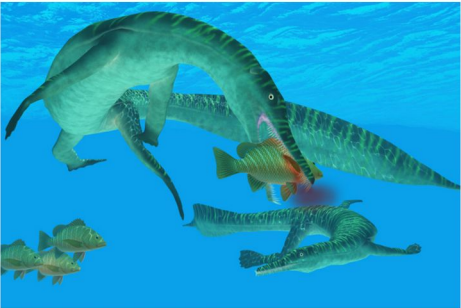
In this unit, you'll use your understanding of geology to explain **what happened to the rock** that the *Mesosaurus* fossils were found in and why the fossilized remains of these reptiles that once lived together are now found **so far away from each other**.

Introducing Mesosaurus

Reading "The Ancient *Mesosaurus*"

1. Follow along as your teacher reads the short article below. You can also find this article in your Digital Resources.
2. (Optional) You may annotate as you read along, using the Active Reading strategies you have learned in previous Amplify Science units.

 The Ancient Mesosaurus



Mesosaurus was an ancient lizard that lived about 300 million years ago. This illustration was made by an artist to show what *Mesosaurus* might have looked like. Shutterstock

To begin, we'll **read** an article to learn more about what scientists already know about *Mesosaurus*.

I'll read the article out loud as you follow along.



Introducing Mesosaurus

Reading “The Ancient *Mesosaurus*”

1. Follow along as your teacher reads the short article below. You can also find this article in your Digital Resources.
2. (Optional) You may annotate as you read along, using the Active Reading strategies you have learned in previous Amplify Science units.



The Ancient Mesosaurus





Let's think like geologists and consider Dr. Moraga's question.




Why are *Mesosaurus* fossils found on continents that are now thousands of kilometers and an ocean apart?



Chapter 1 Question

What is the land like where *Mesosaurus* fossils are found?

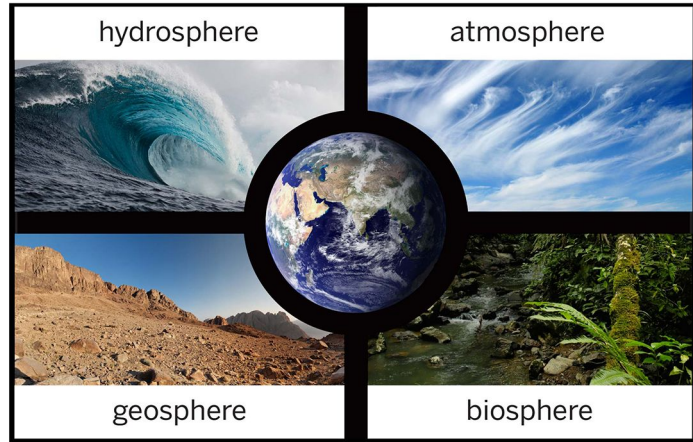


Activity 3

Exploring Cross Sections



The Earth System



When Earth scientists think of **Earth as a whole**, they think of it as a **system**, a set of interacting parts forming a complex whole. The Earth system is made of parts called **spheres**.

We will investigate this question:

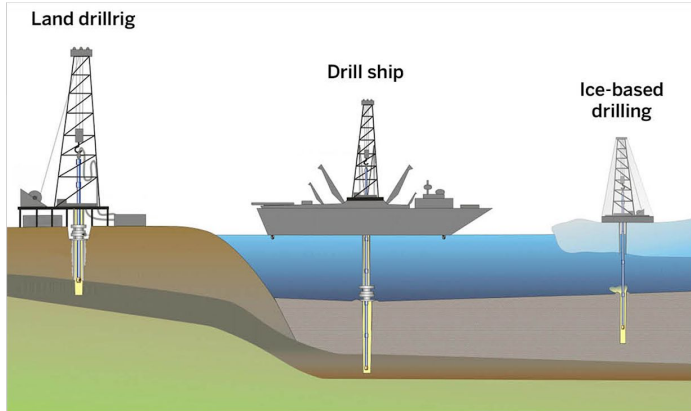
Investigation Question:

What is the land like underneath Earth's surface?



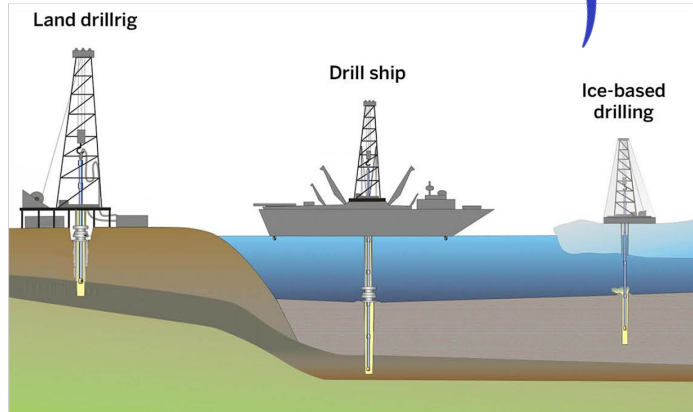
Scientific Drilling

One way scientists learn more about **Earth's outer layer** is to use large drills to collect samples of the land below the surface.





Scientific Drilling



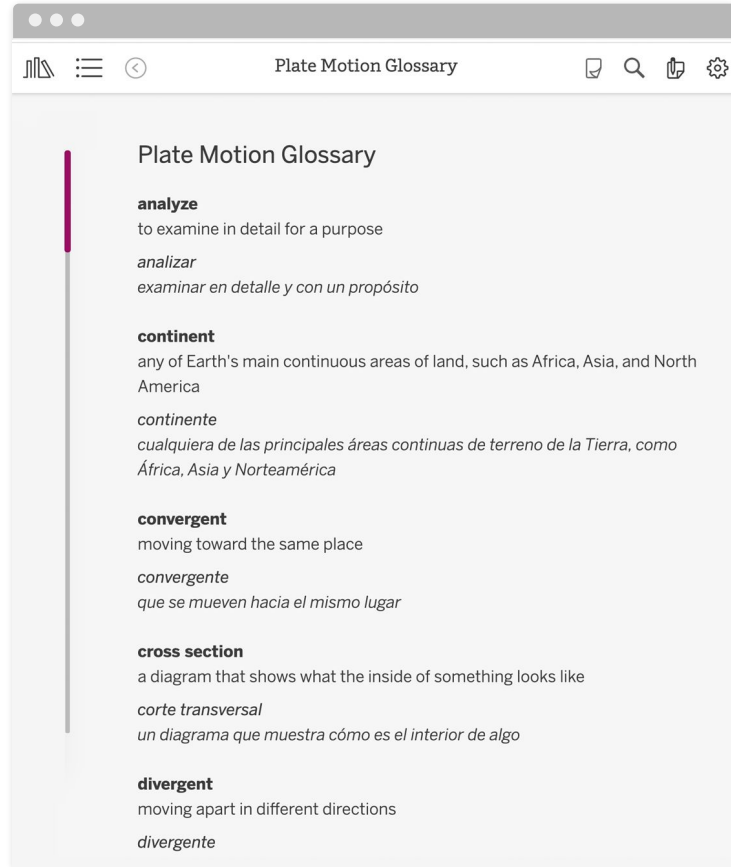
A **core sample** is one way that scientists can learn about the interior of Earth. From these core samples, scientists can then make special visual representations called **cross sections**.

Vocabulary



cross section

a diagram that shows what the inside of something looks like



Throughout the unit, you can look up vocabulary words in the **glossary** to help you understand what they mean.

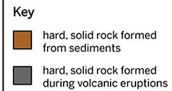
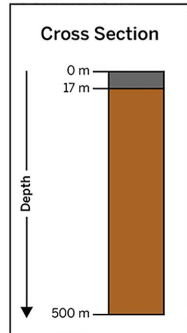
Scientific Drilling Sites

- Petrified Forest National Park, Arizona, USA
- Mauna Loa Volcano, Hawaii, USA
- Guadalupe Island, Mexico
- Ross Ice Shelf, Antarctica

To investigate Earth's outer layer, each of you will **read and become an expert on one scientific drilling site.**

Exploring Cross Sections

Scientific Drilling Site: Petrified Forest National Park, Arizona, USA



A team working on the Colorado Plateau Coring Project drilled over 500 meters into the surface of the Arizona desert. The core sample the team took revealed that underneath a very thin layer of dust and sand, the land is made of hard, solid rock. The first 17 meters of hard, solid rock was formed during volcanic eruptions. The next 483 meters was also hard, solid rock formed when sediments were cemented and compacted together at different times in geologic history.

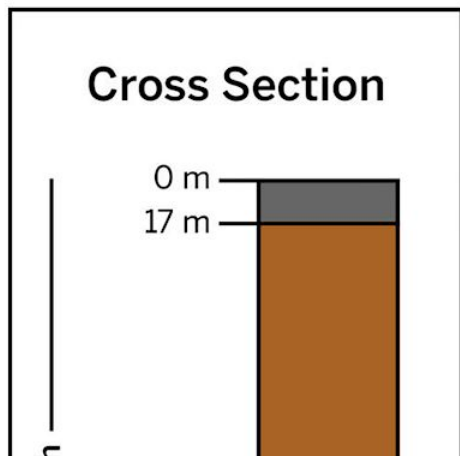


This is the information about the site in Arizona. Each group member will read about the **core sample** collected at one drilling site and then **share** what they learn with the group.



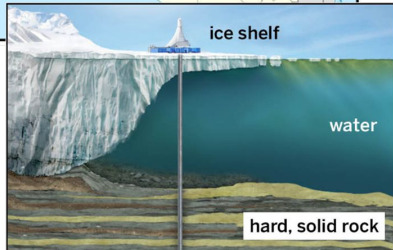
Exploring Cross Sections

Scientific Drilling Site: Petrified Forest National Park, Arizona, USA



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Share what you learned
about your drilling site.

Make sure to share what
you learned about **Earth's
outer layer** from the
cross sections.

Let's share our ideas about the Investigation Question.



What is the land like **underneath Earth's surface?**

Vocabulary



outer layer

Earth's outermost layer of hard, solid rock that is underneath the soil, vegetation, and water

Key Concept

1. Earth's outer layer is made of hard, solid rock.

Activity 4

Homework





For this activity, you will show what you've learned by using a pencil or highlighter to **shade the regions where Earth's outer layer is made of hard, solid rock.**

Homework

Earth's Outer Layer

You have been investigating the question *What is the land like underneath Earth's surface?*

Use the Earth's Outer Layer student sheet to show your thinking about this question. Show where Earth's outer layer is made of hard, solid rock by shading those regions.

End of Lesson

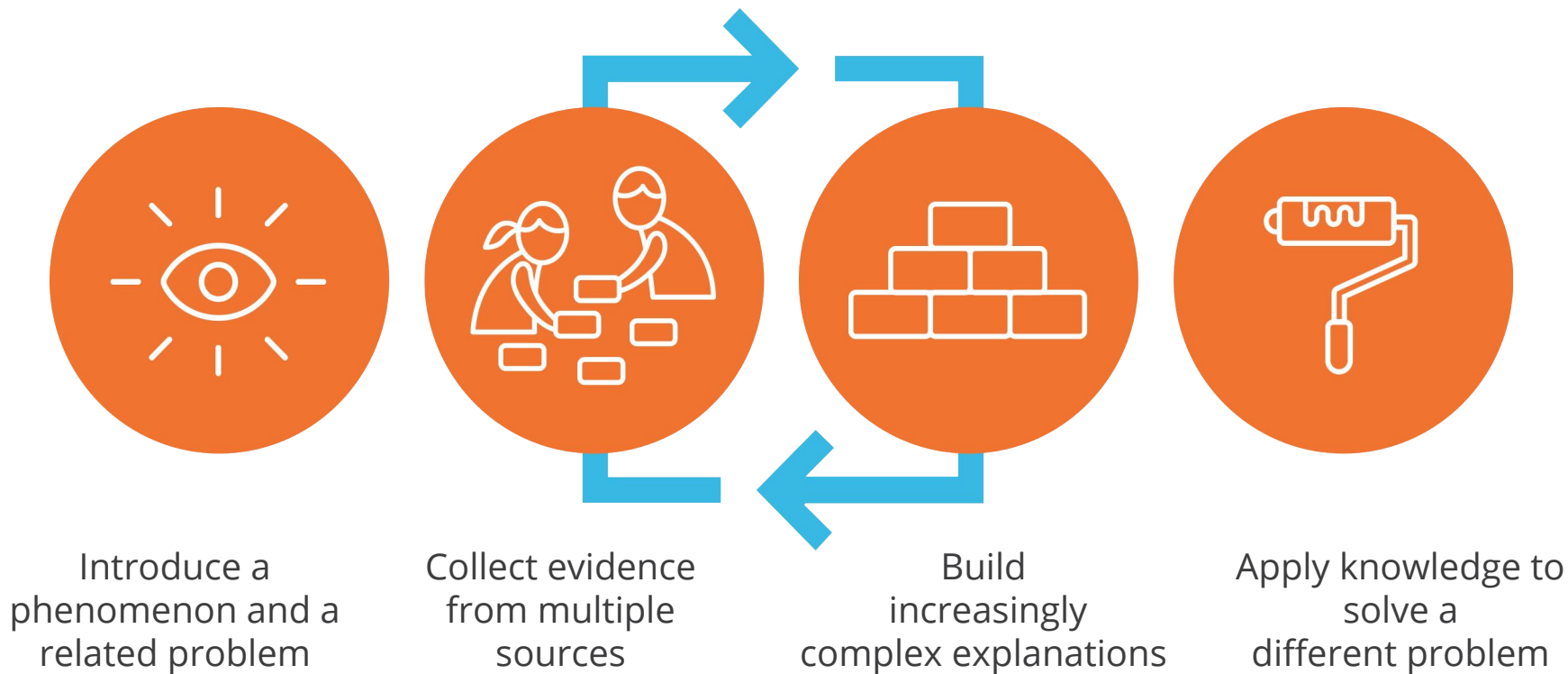


THE LAWRENCE
HALL OF SCIENCE
UNIVERSITY OF CALIFORNIA, BERKELEY

Amplify.

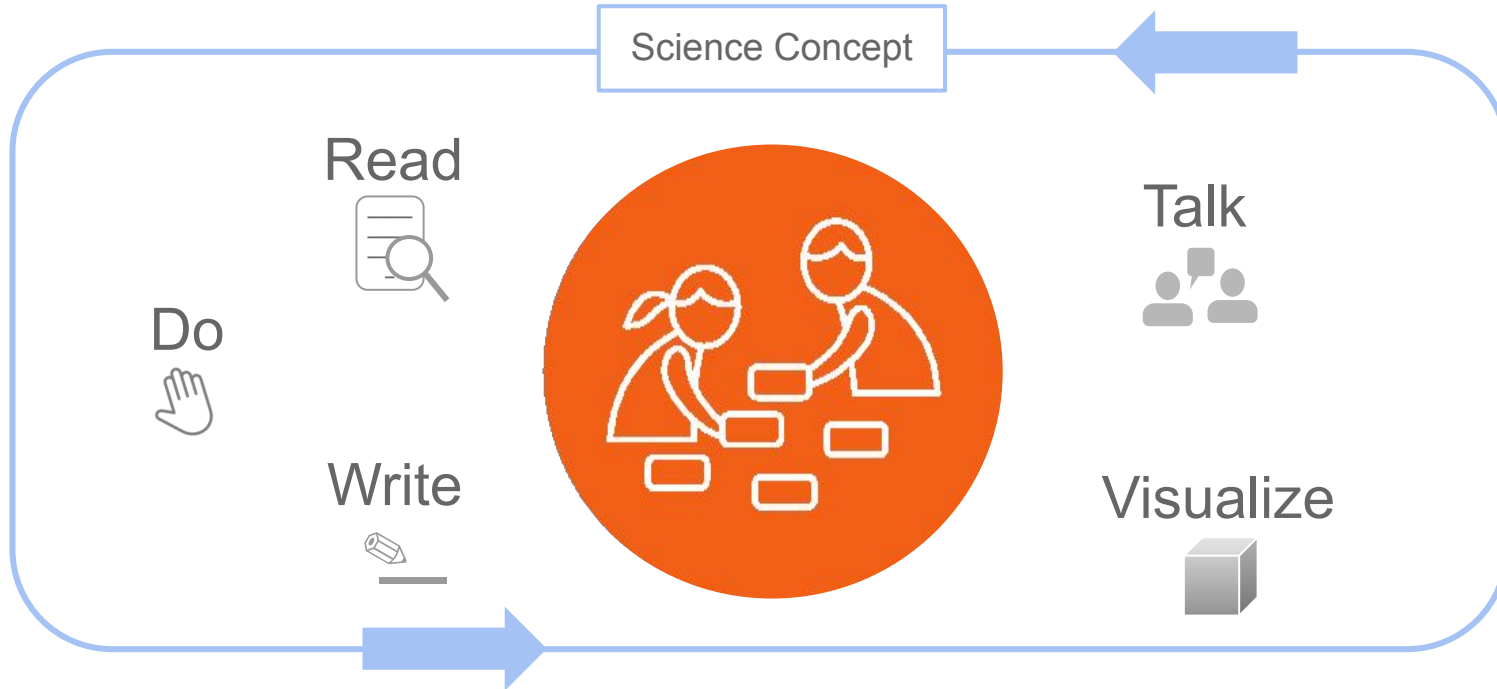
Published and Distributed by Amplify. www.amplify.com

Amplify Science Instructional Approach



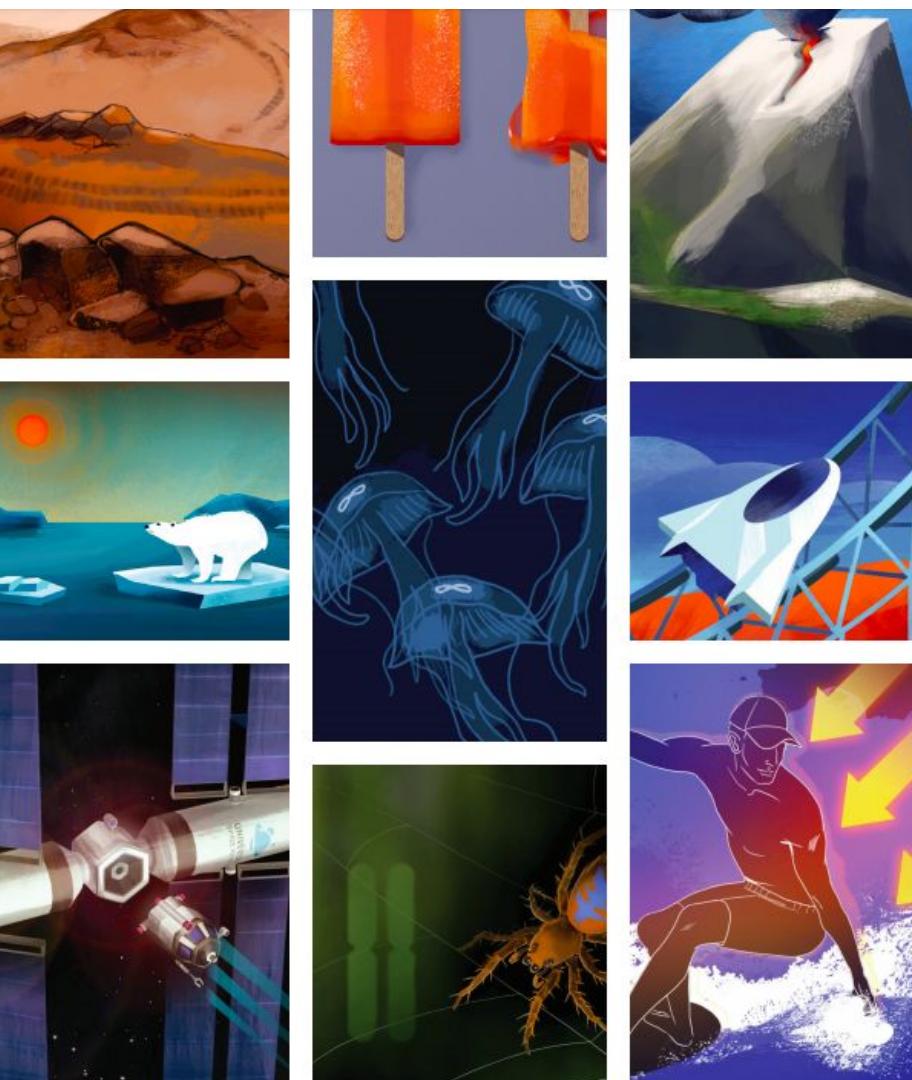
Multimodal learning

Gathering evidence from different sources





Questions?



Plan for the day

- ✓ What is Amplify Science?
- ✓ Navigation essentials
- ✓ Teaching a Lesson
 - Assessments
 - Remote Learning Resources
 - Closing and Reflection

Assessments

Think to yourself: How do your students show you what they know?

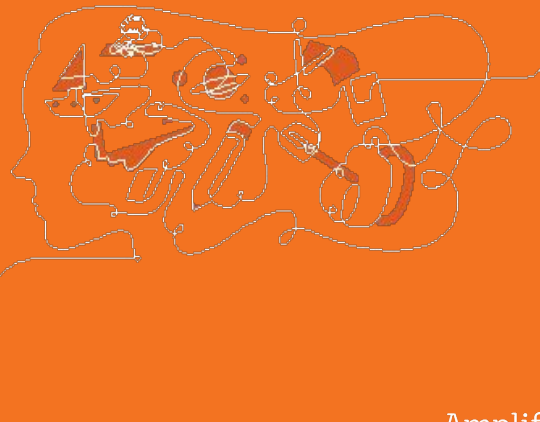
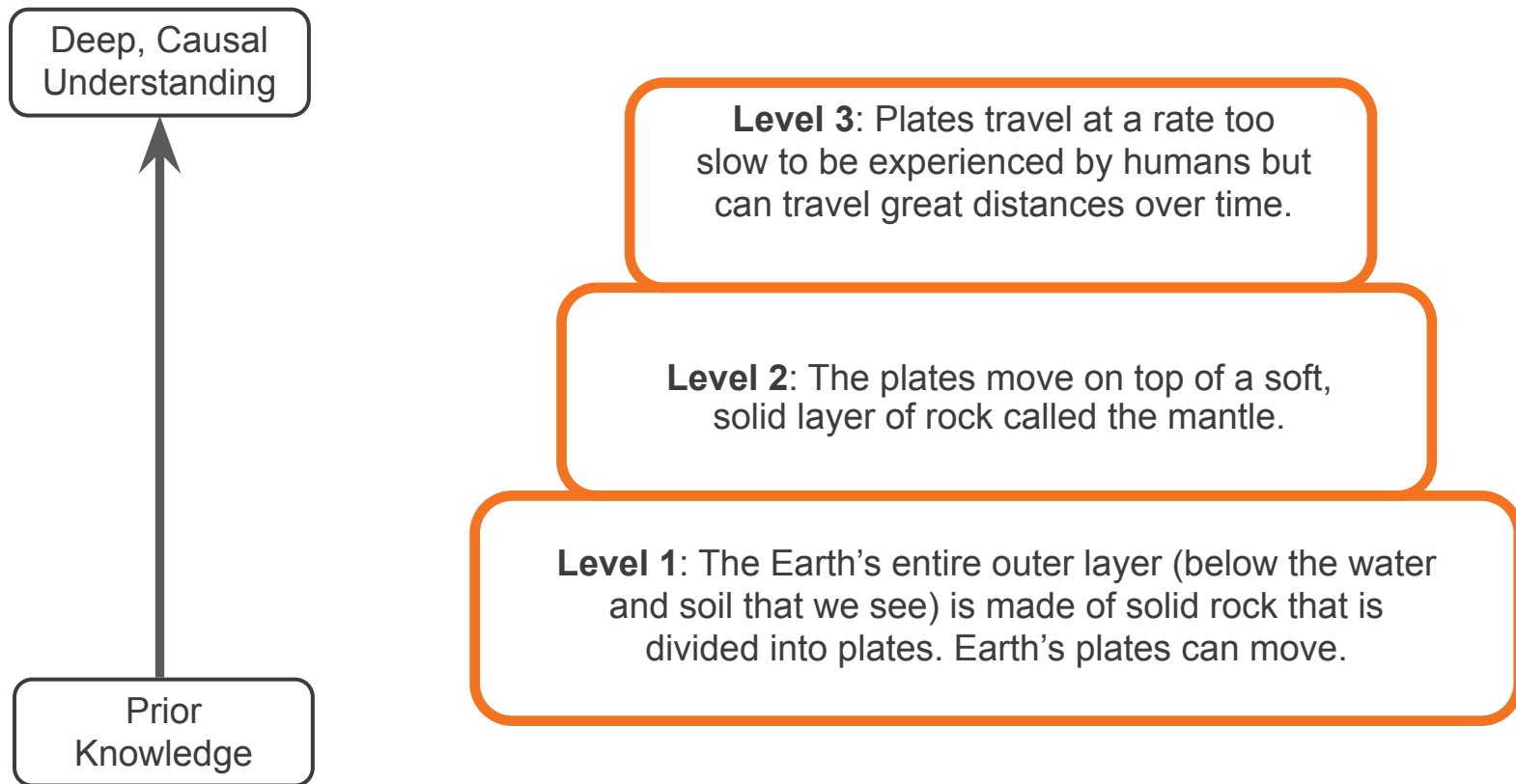


Plate Motion Progress Build



Types of assessments



Formative Assessments

Used to guide instruction

Pre-Unit

Designed to gauge students' initial understanding and pre-conceptions about core ideas in the unit.

On-the-Fly

Quick check for understanding designed to help monitor and support student progress throughout the unit.

Critical Juncture

Designed to occur at points in the unit in which it is especially important that students understand the content before continuing.



Summative Assessments

Used to measure student learning at the end of instruction

End-of-Unit

Final evaluation of students' understanding of core ideas in the unit.

Locating assessment resources



Chapter 1: How does Spruce the Sea Turtle do what she needs to do to survive?
5 Lessons

Chapter 2: How can Spruce the Sea Turtle survive where there are sharks?
8 Lessons

Chapter 3: How can Spruce the Sea Turtle's offspring survive where there are sharks?
5 Lessons

Chapter 4: How can aquarium scientists explain animal defenses to the...
4 Lessons

Planning for the Unit

Unit Overview

Unit Map

Progress Build

Getting Ready to Teach

Materials and Preparation

Science Background

Standards at a Glance

Teacher References

Lesson Overview Compilation

Standards and Goals

3-D Statements

Assessment System

Embedded Formative Assessments

Books in This Unit

Printable Resources

Coherence Flowcharts

Copymaster Compilation

Investigation Notebook

Multi-Language Glossary

NCSS Information for Parents and Guardians

Print Materials (8.5" x 11")

Print Materials (11" x 17")

Offline Preparation

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

Offline Guide

Teacher References

Lesson Overview Compilation

Standards and Goals

3-D Statements

Assessment System

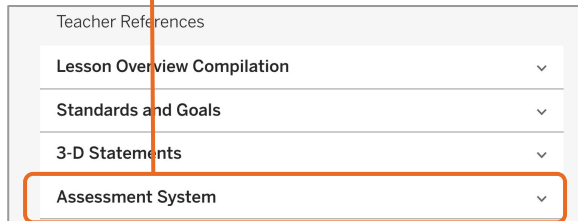
Embedded Formative Assessments

Books in This Unit

Review an assessment

Part 1: Choose an Assessment Opportunity

1. Navigate to the *Assessment System* reference in the Unit Guide

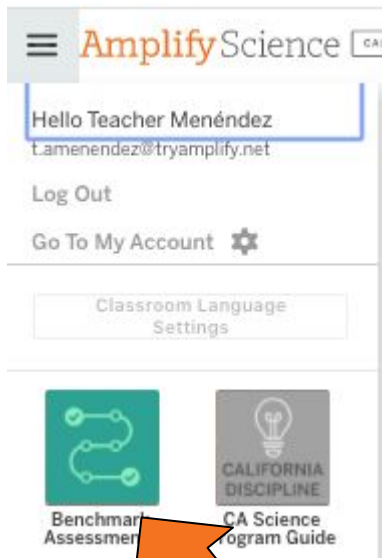


2. Choose an 'Assessment opportunity' to preview.
i.e. Pre-Unit, On-the-Fly, Critical Juncture, or End-of-Unit
3. Navigate to the lesson and review the assessment

Part 2: Review the Assessment

4. As you review the assessment, answer these questions:
 - a. What are students doing?
 - b. What would student performance tell me about student understanding?
 - c. How could I adjust instruction based on student performance?
 - d. How could I record student data?

Benchmark Assessments



Amplify Science

Hello Teacher Menéndez
l.menendez@tryamplify.net

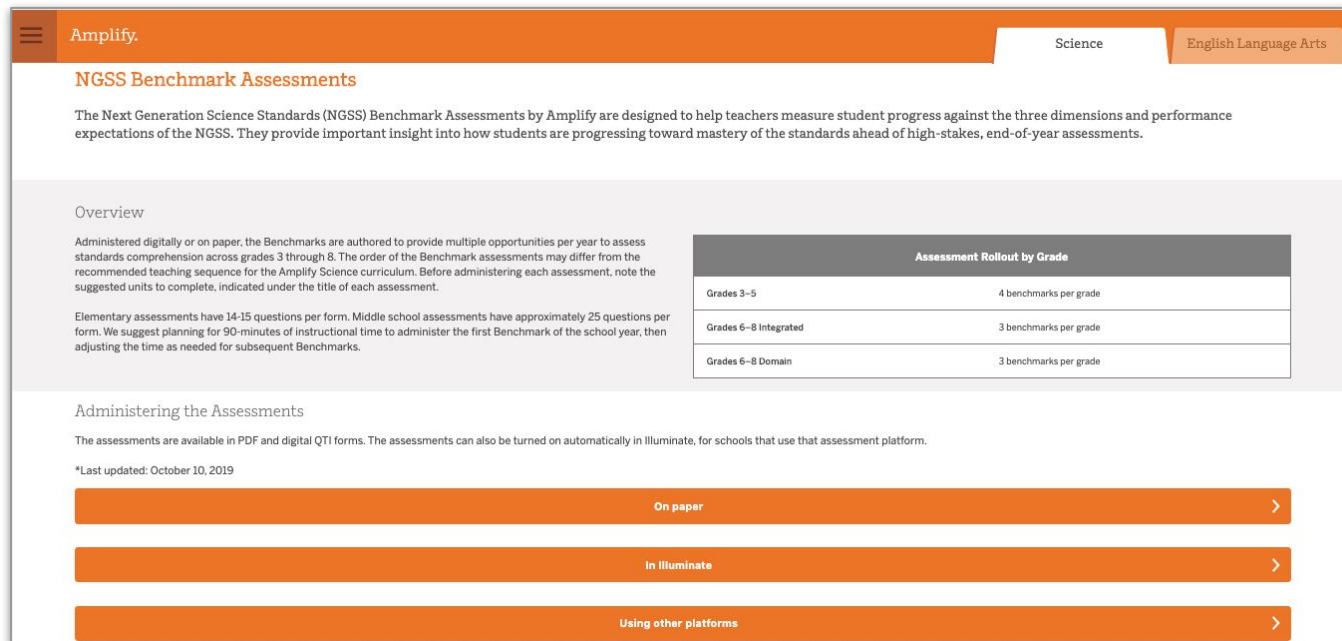
Log Out

Go To My Account

Classroom Language Settings

Benchmark Assessments

CA Science Program Guide



NGSS Benchmark Assessments

The Next Generation Science Standards (NGSS) Benchmark Assessments by Amplify are designed to help teachers measure student progress against the three dimensions and performance expectations of the NGSS. They provide important insight into how students are progressing toward mastery of the standards ahead of high-stakes, end-of-year assessments.

Overview

Administered digitally or on paper, the Benchmarks are authored to provide multiple opportunities per year to assess standards comprehension across grades 3 through 8. The order of the Benchmark assessments may differ from the recommended teaching sequence for the Amplify Science curriculum. Before administering each assessment, note the suggested units to complete, indicated under the title of each assessment.

Elementary assessments have 14-15 questions per form. Middle school assessments have approximately 25 questions per form. We suggest planning for 90-minutes of instructional time to administer the first Benchmark of the school year, then adjusting the time as needed for subsequent Benchmarks.

Assessment Rollout by Grade	
Grades 3-5	4 benchmarks per grade
Grades 6-8 Integrated	3 benchmarks per grade
Grades 6-8 Domain	3 benchmarks per grade

Administering the Assessments

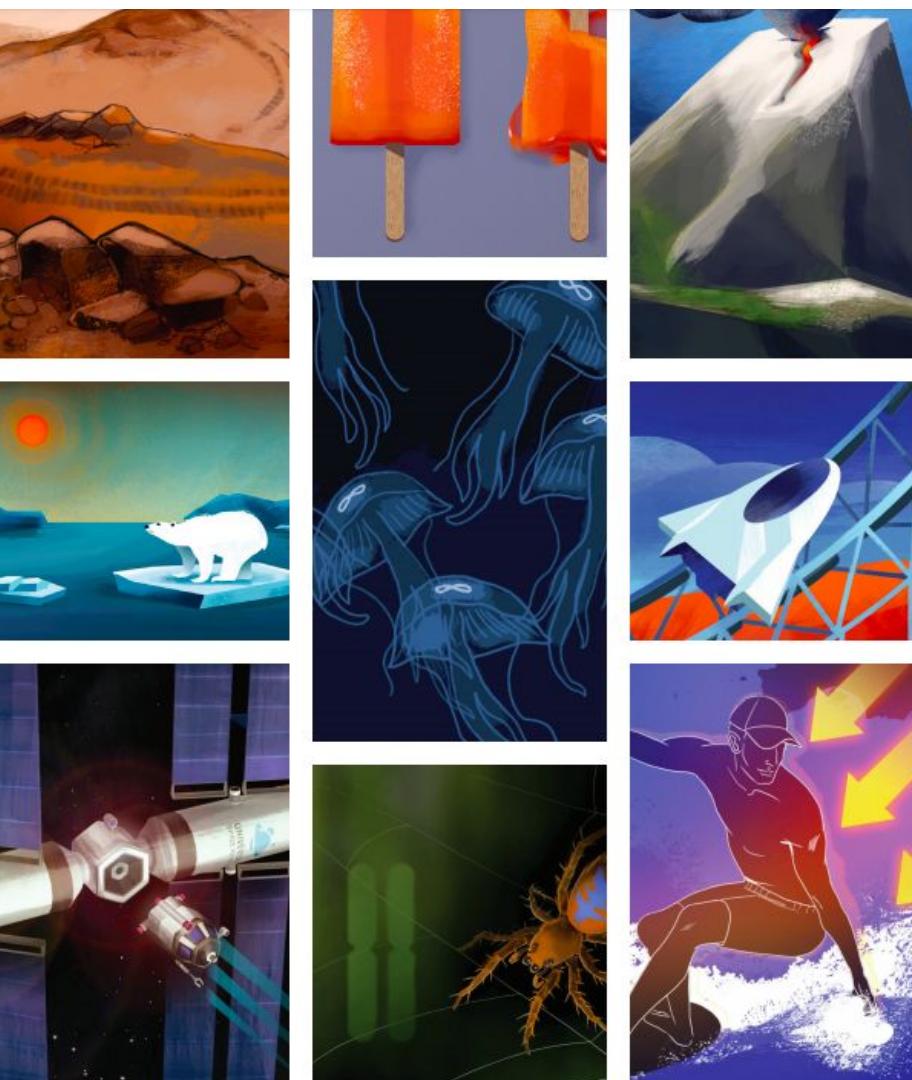
The assessments are available in PDF and digital QTI forms. The assessments can also be turned on automatically in Illuminate, for schools that use that assessment platform.

*Last updated: October 10, 2019

- On paper
- In Illuminate
- Using other platforms



Questions?



Plan for the day

✔ What is Amplify Science?

✔ Navigation essentials

✔ Teaching a Lesson

✔ Assessments

● Remote Learning Resources

● Closing and Reflection

AmplifyScience@Home

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



AmplifyScience@Home

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



AmplifyScience@Home

Two different options:

@Home Units

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

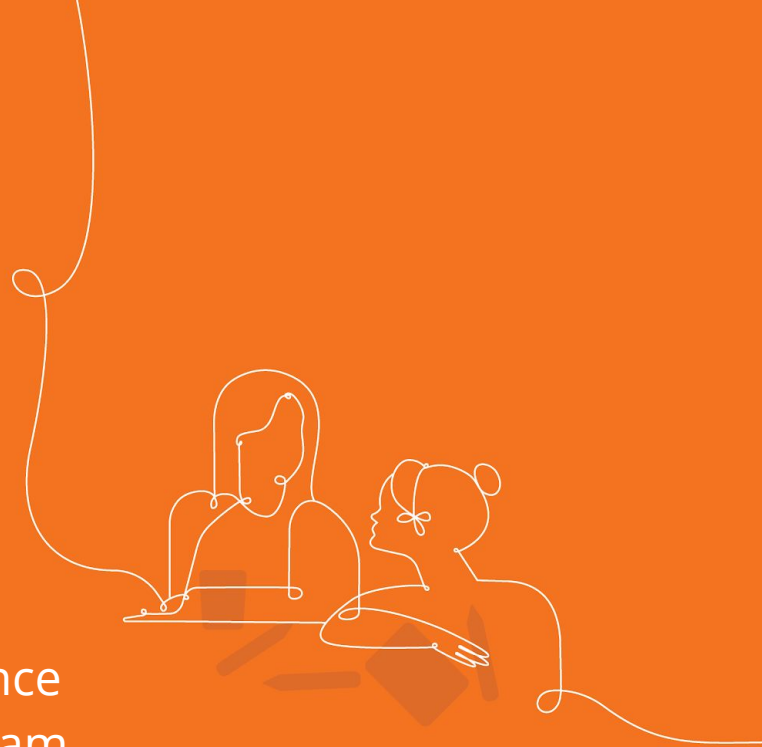
@Home Videos

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



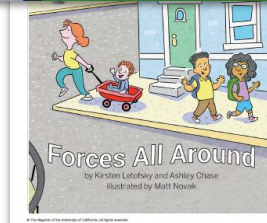
@Home Units

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



@Home Units

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



remember to keep our purpose for reading in mind: look for evidence of forces.

Optional: You can also watch a video read-aloud of this book at <https://www.youtube.com/watch?v=2x2j86j>

Name: _____ Date: _____

Reading Reflection: Forces All Around

Directions: Return to each page in the book that is listed in the first column of the table below. In the second column, describe the evidence of a force in the picture in the book. In the third column, record whether the force is a pull, a push, or not sure.

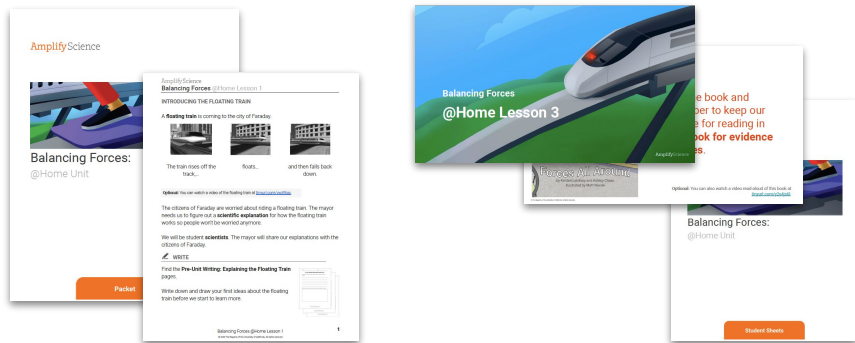
Page number	Evidence of a force (What object is moving or stopping?)	Is it a push, a pull, or not sure?
Page 3		
Page 7		

@Home Lesson 3
Unit 1 of California All-Subject Curriculum

@Home Units

A shift in approach to respond to user feedback

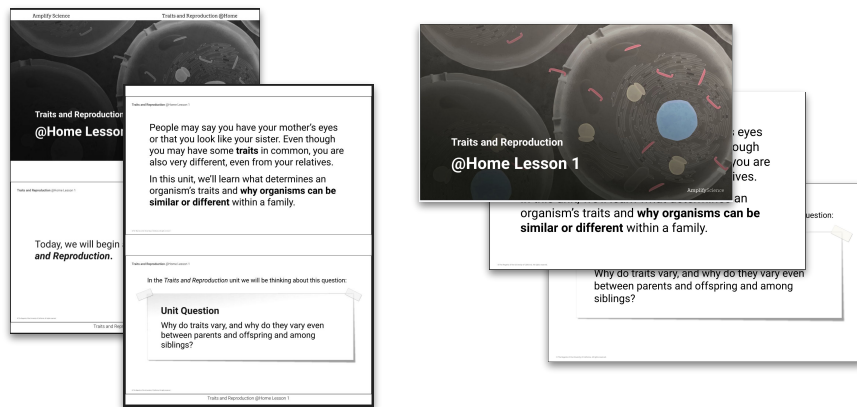
Original approach: two different resources



Print-based: @Home packets

Digital: @Home slides and student sheets

Updated approach: one resource, two formats

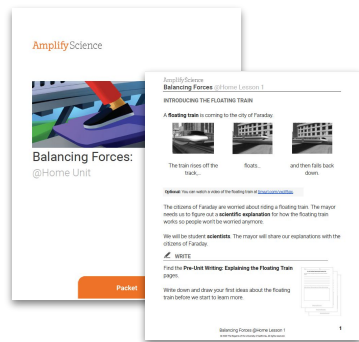


Print-based: PDFs of @Home Slides and student sheets

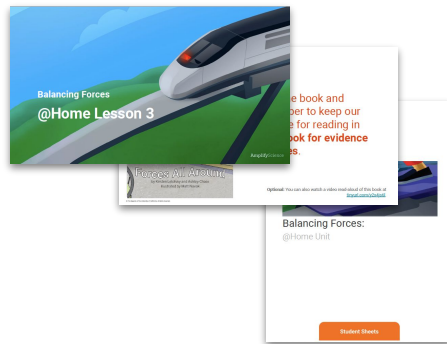
Digital: Google Slides @Home Slides and Google Doc student sheets

@Home Units

A shift in approach to respond to user feedback



Print-based:
@Home packets



Digital:
@Home slides and
student sheets

Original approach: two different resources

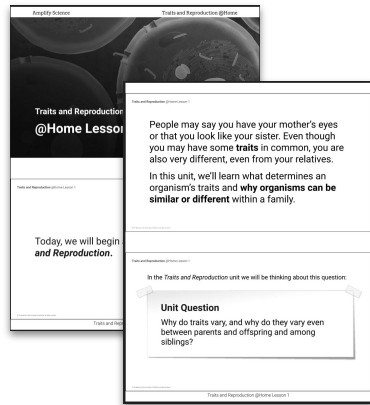
- Force and Motion
- Geology on Mars
- Harnessing Human Energy
- Plate Motion
- Metabolism
- Microbiome

@Home Units

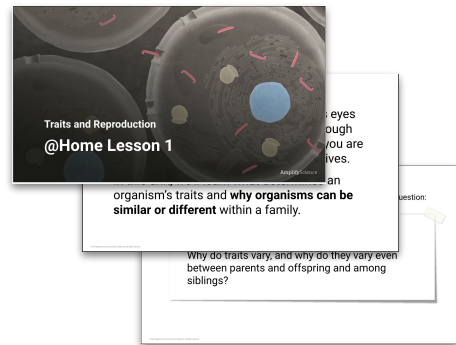
A shift in approach to respond to user feedback

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

Updated approach: one resource, two formats



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



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

Amplify Science @Home Curriculum

You have access to the
Geology on Mars @Home Unit
as well as other Gr 7 units.

Geology on Mars @Home Unit
has **9 lessons**. Each lesson is
written to be **30 minutes** long.

Geology on Mars ▼

[@Home Unit](#)[@Home Videos](#)[Hands-on investigations videos](#)[@Home Unit](#)

English ▼

[Instructions >](#)

GOM@Home Teacher Resources

TEACHER OVERVIEW

[Google](#)[PDF](#)

LESSON INDEX

[PDF](#)

GOM@Home Family Overview

[Google](#)[PDF](#)

GOM@Home Student Materials Compilations

ALL SLIDES

[Google](#)[PDF](#)

ALL STUDENT SHEETS

[Google](#)[PDF](#)

ALL PACKETS

[Google](#)[PDF](#)

GOM@Home Lesson 1

DIGITAL OPTION (SLIDES +
STUDENT SHEETS)[Slides- Google](#)[Slides- PDF](#)[Student Sheets- Google](#)

PRINT-BASED OPTION

[Packet Google](#)[Packet PDF](#)

GOM@Home Lesson 2

DIGITAL OPTION (SLIDES +
STUDENT SHEETS)[Slides- Google](#)[Slides- PDF](#)[Student Sheets- Google](#)

PRINT-BASED OPTION

[Packet Google](#)[Packet PDF](#)

GOM@Home Lesson 3

DIGITAL OPTION (SLIDES +
STUDENT SHEETS)[Slides- Google](#)[Slides- PDF](#)[Student Sheets- Google](#)

PRINT-BASED OPTION

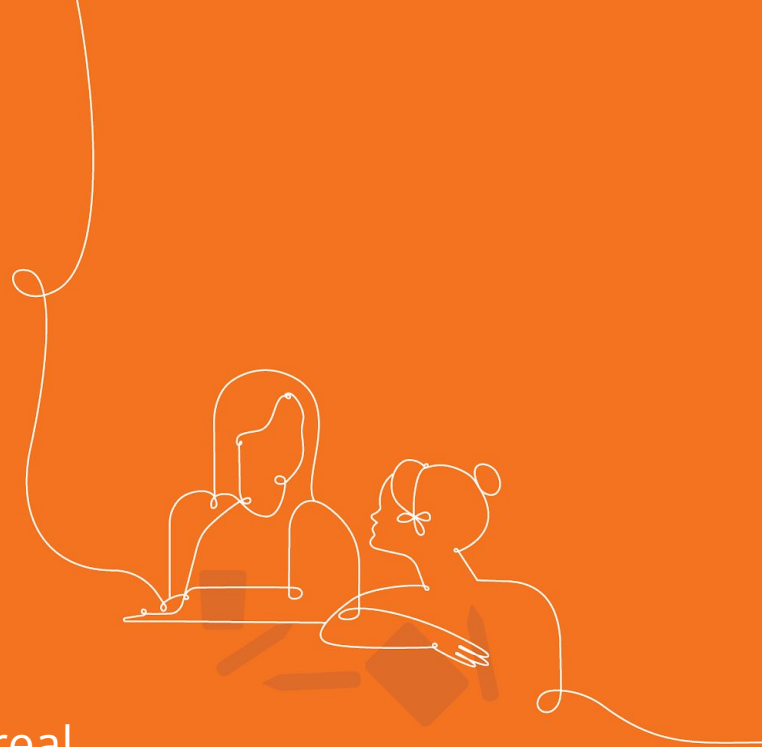
[Packet Google](#)[Packet PDF](#)

Paper option

Digital option

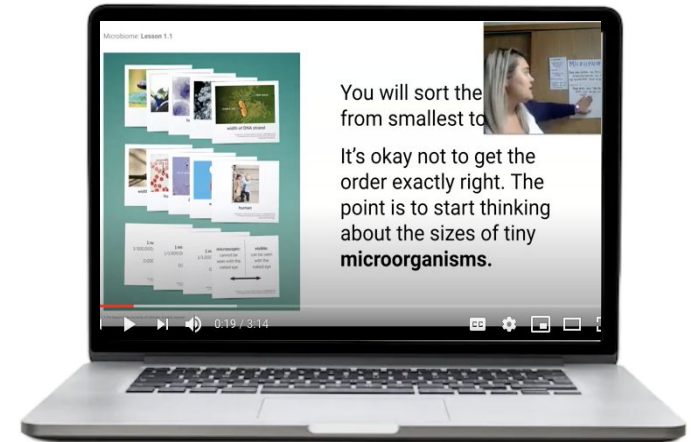
@Home Videos

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



@Home Videos

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



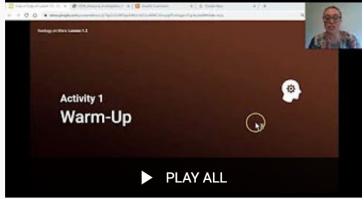
Amplify Science @Home Curriculum

You have access to the Geology on Mars @Home Videos.

There are 9 @Home Videos for the Geology on Mars unit. The video playlists on YouTube teach the standard Amplify Science Lessons.

Geology on Mars ▾


@Home Unit **@Home Videos** Hands-on investigations videos

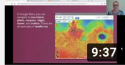



Geology on Mars Chapter 1 Lesson 1.2


7 videos • 17,901 views • Last updated on Aug 6, 2020

Unlisted

- 

Geology on Mars Chapter 1 Lesson 1.2 Activity 1
Amplify
1:38
- 

Geology on Mars Chapter 1 Lesson 1.2 Activity 2 Part A
Amplify
9:37
- 

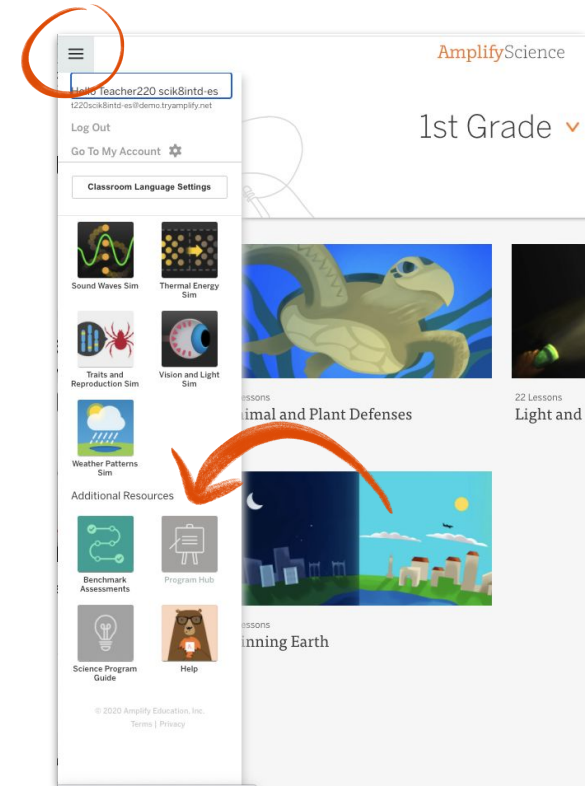
Geology on Mars Chapter 1 Lesson 1.2 Activity 2 Part B
Amplify
5:36
- 

Geology on Mars Chapter 1 Lesson 1.2 Activity 2 Part C
Amplify

Accessing Amplify Science@Home

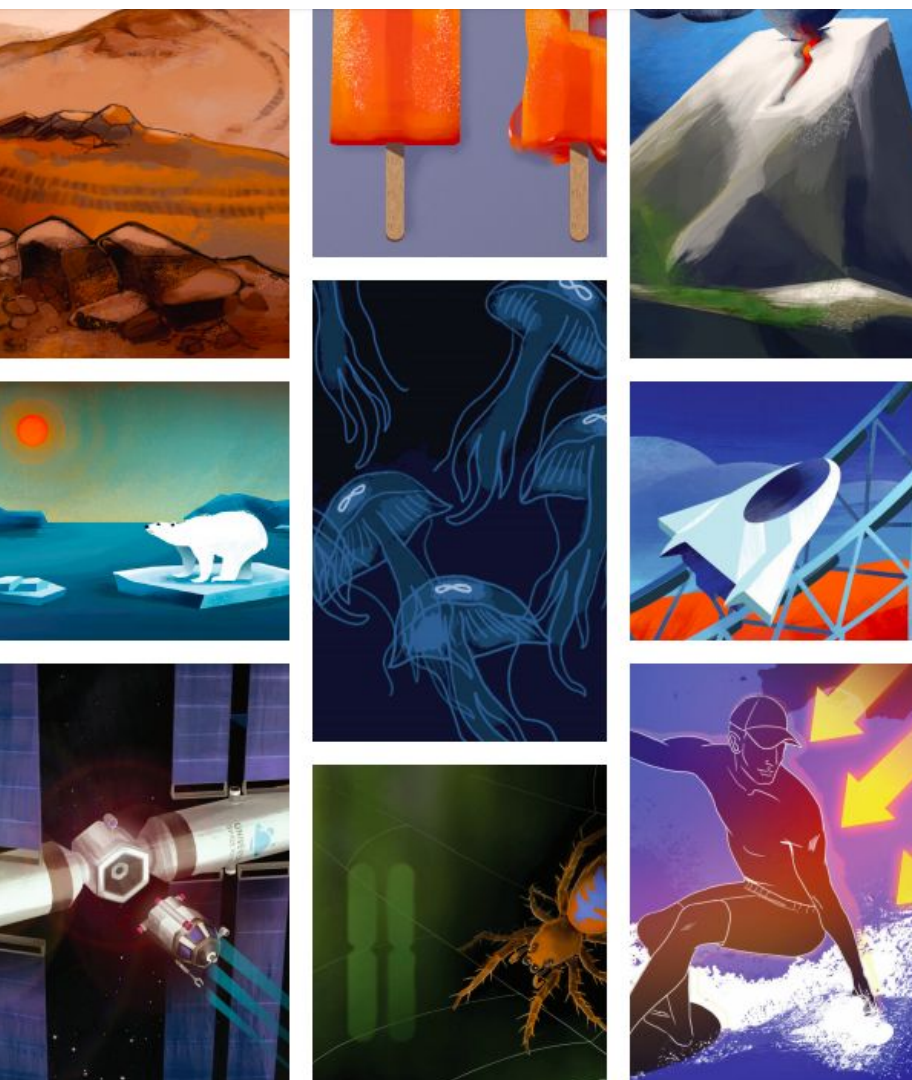
Amplify Science Program Hub

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





Questions?



Plan for the day

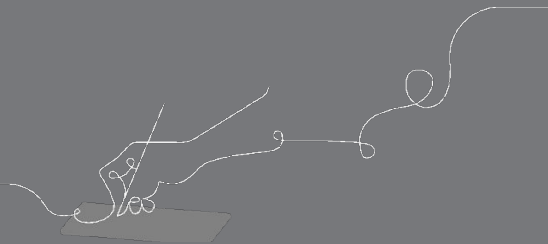
- ✔ What is Amplify Science?
- ✔ Navigation essentials
- ✔ Teaching a Lesson
- ✔ Assessments
- ✔ Remote Learning Resources
- Closing and Reflection

Overarching goals

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

- Navigate the Amplify Science curriculum.
- Understand the program's phenomenon-based approach.
- Navigate the Remote Learning Resources - Program Hub

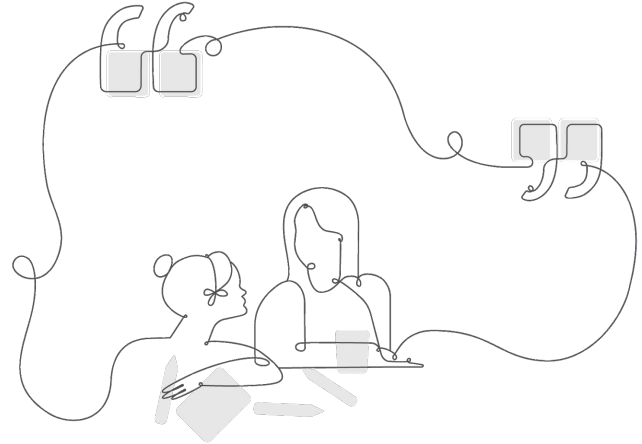
e



Upcoming LAUSD Office Hours

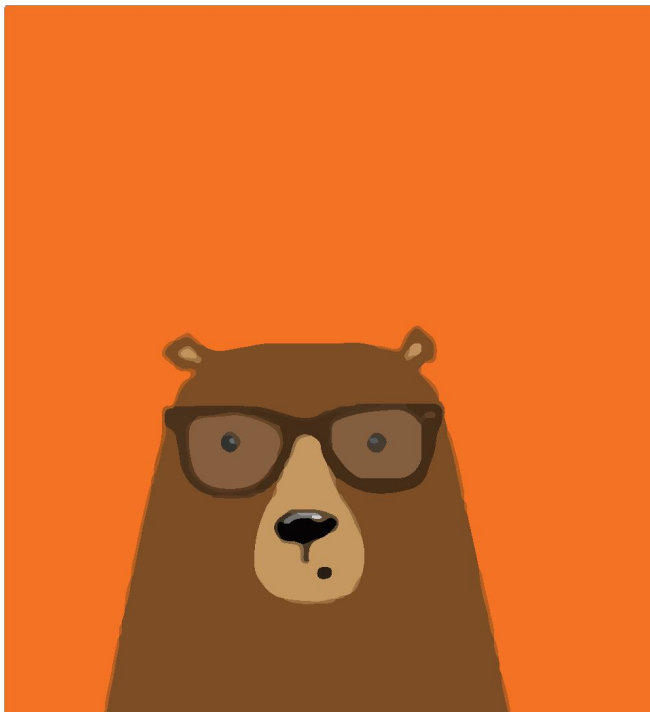
Twice Monthly

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



<http://bit.ly/LAUSDMSOfficeHours>

Additional Amplify resources



Program Guide

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

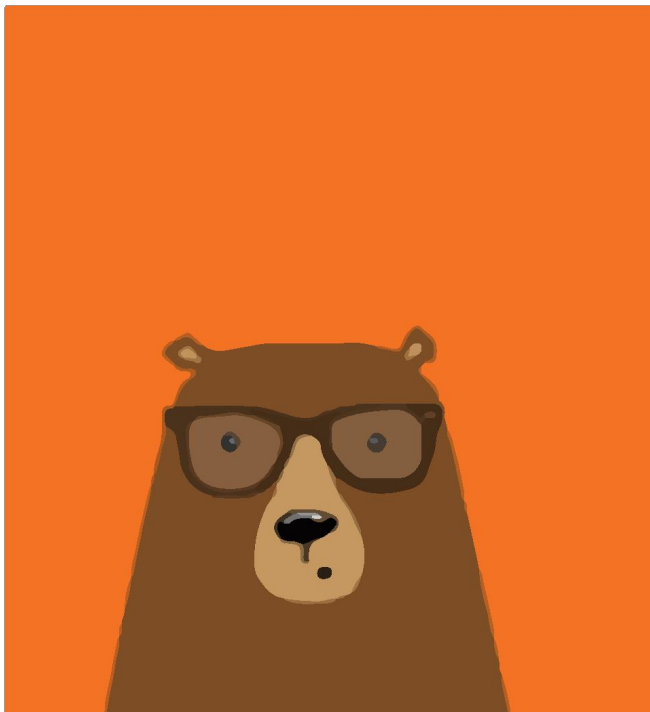
my.amplify.com/programguide

Amplify Help

Find lots of advice and answers from the Amplify team.

my.amplify.com/help

Additional Amplify resources



Program Guide

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

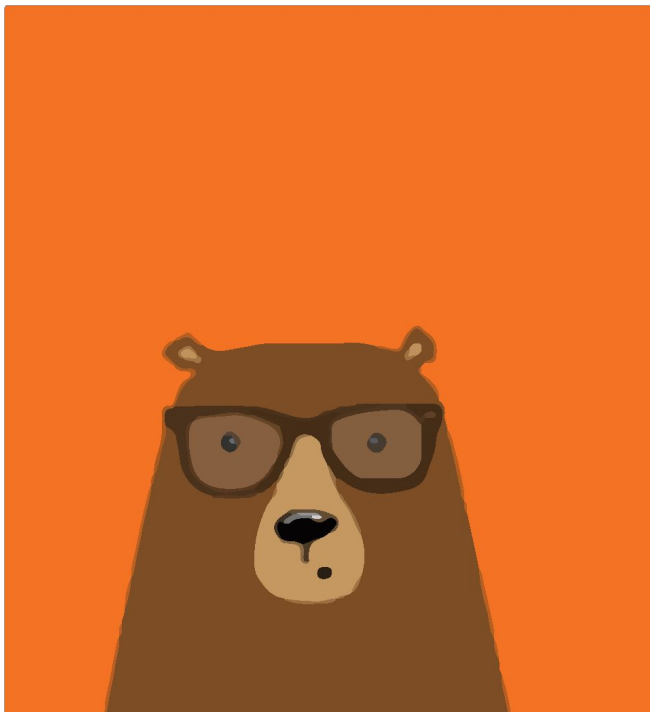
<http://amplify.com/science/california/review>

Amplify Help

Find lots of advice and answers from the Amplify team.

my.amplify.com/help

Additional Amplify resources



Program Guide

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

<https://my.amplify.com/programguide/content/louisiana/welcome/elementary-school/>

Amplify Help

Find lots of advice and answers from the Amplify team.

my.amplify.com/help

Additional Amplify resources



Caregivers site

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

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

Additional Amplify Support

Customer Care

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



scihelp@amplify.com



800-823-1969



Amplify Chat

When contacting the customer care team:

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

Please provide us feedback!

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

Presenter names:

Date: xx

