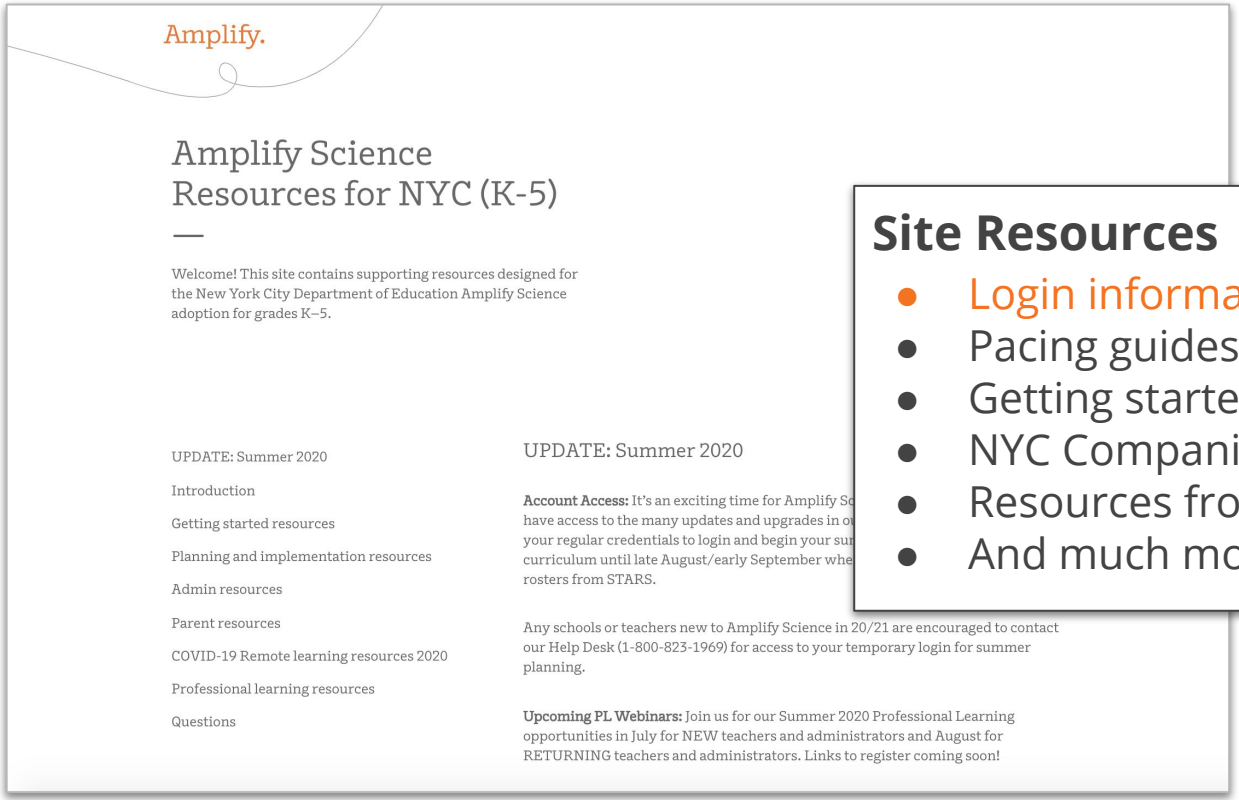
New York City Resources Site

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

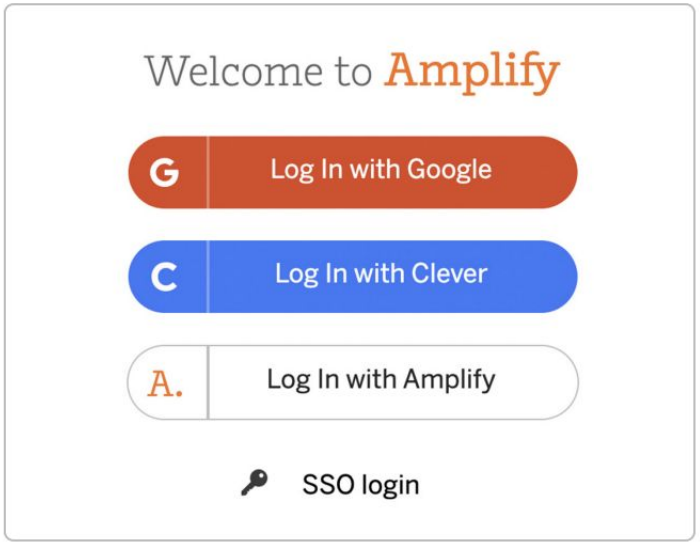


Site Resources

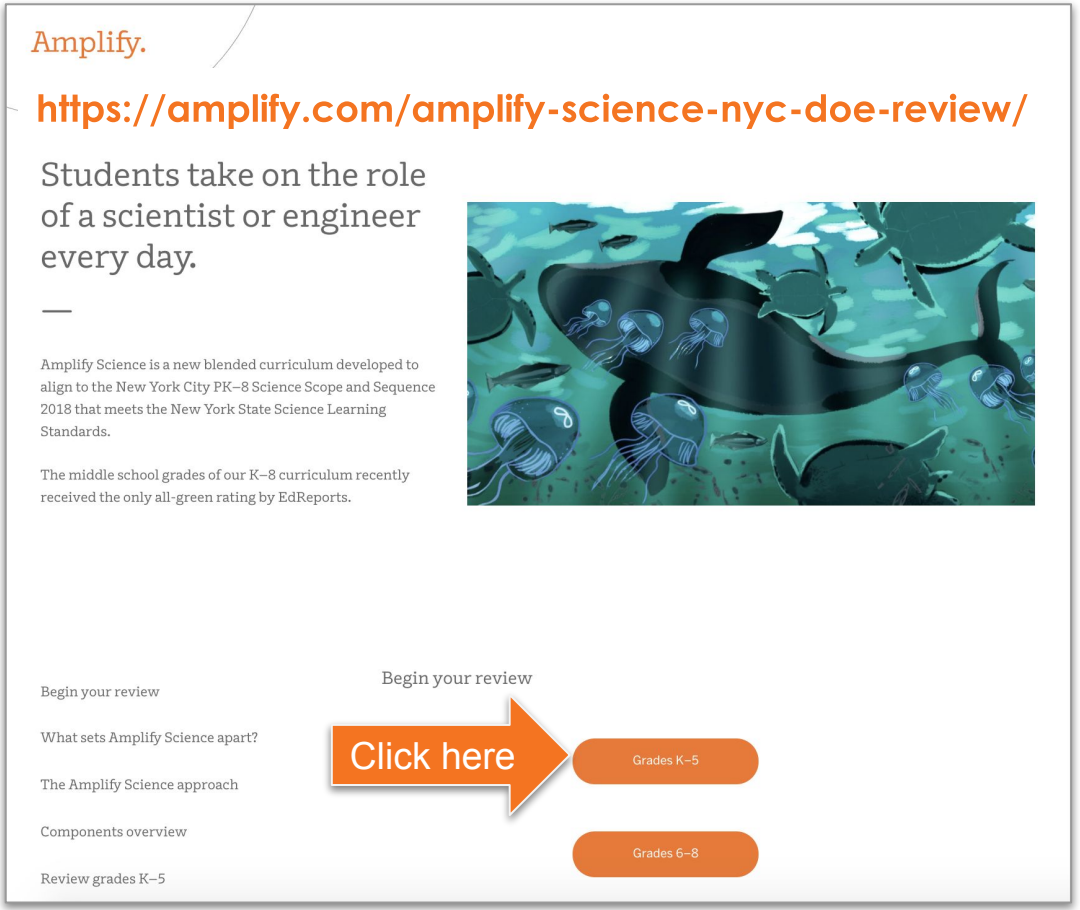
- Login information
- Pacing guides
- Getting started guide
- NYC Companion Lessons
- Resources from PD sessions
- And much more!

Welcome to Amplify Science!

Do Now: Please log in to your account



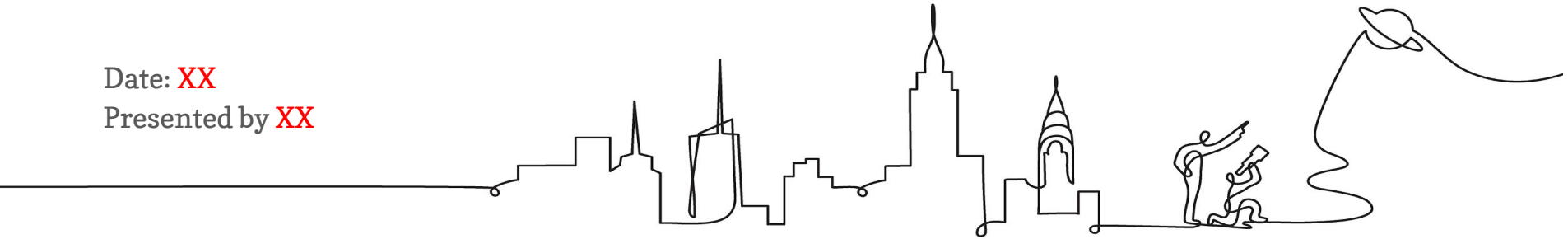
If you have your login information please use that. If not, please use the NYC DOE Review site, as indicated on the right.



Amplify Science
New York City

Introduction to Amplify Science
Grades 3-5

Date: XX
Presented by XX



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?

Remote Professional Learning Norms

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?"*

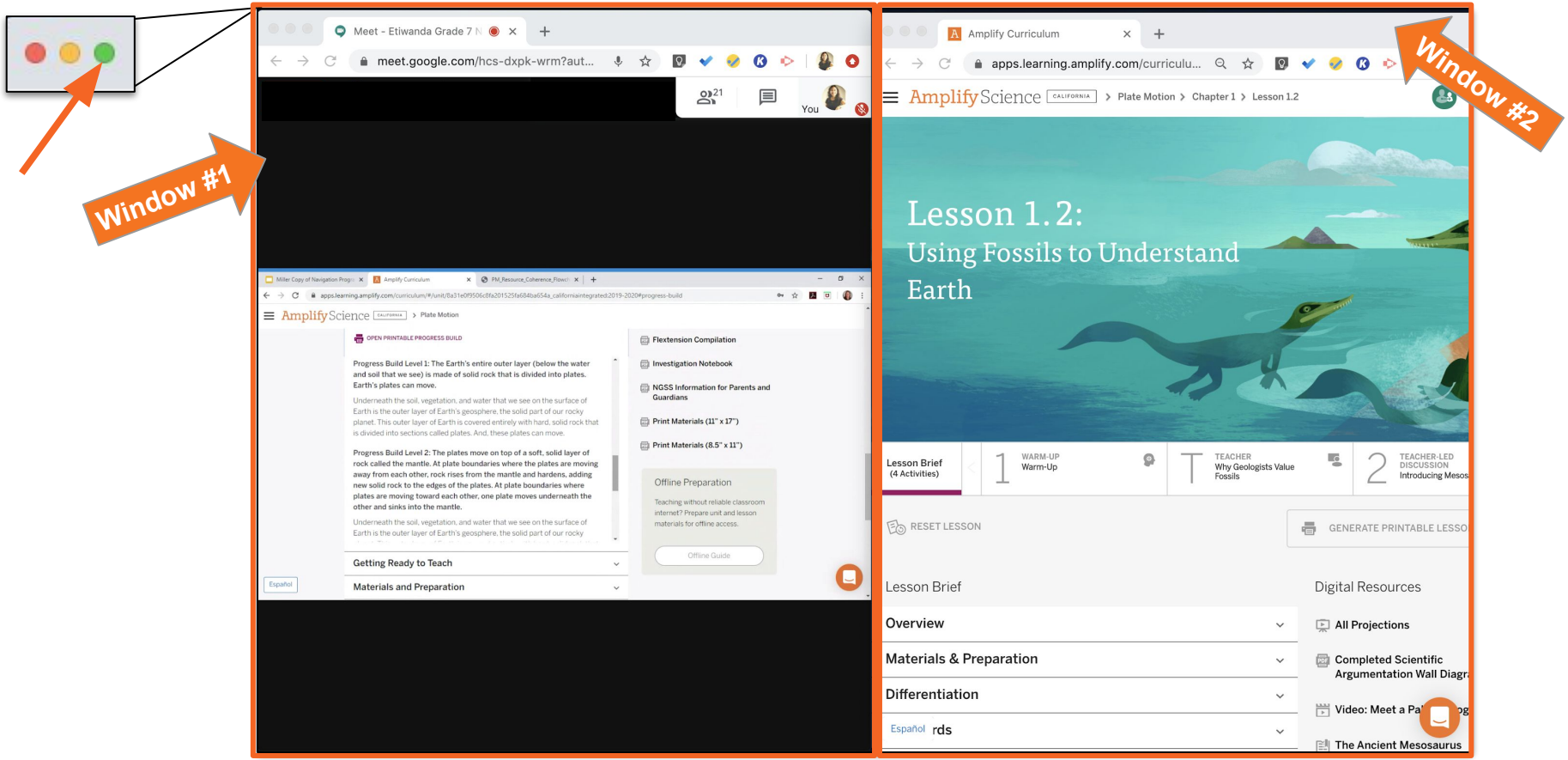
Mute your microphone to reduce background noise unless sharing with the group

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

Make sure you have a note-catcher present

Engage at your comfort level - chat, ask questions, discuss, share!

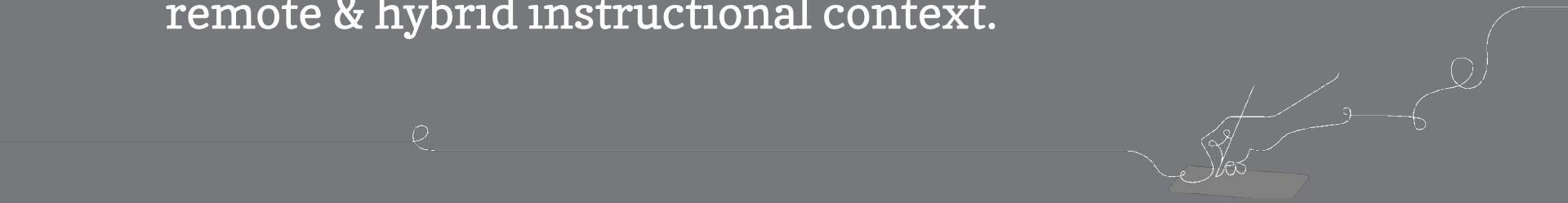
Use two windows for today's webinar

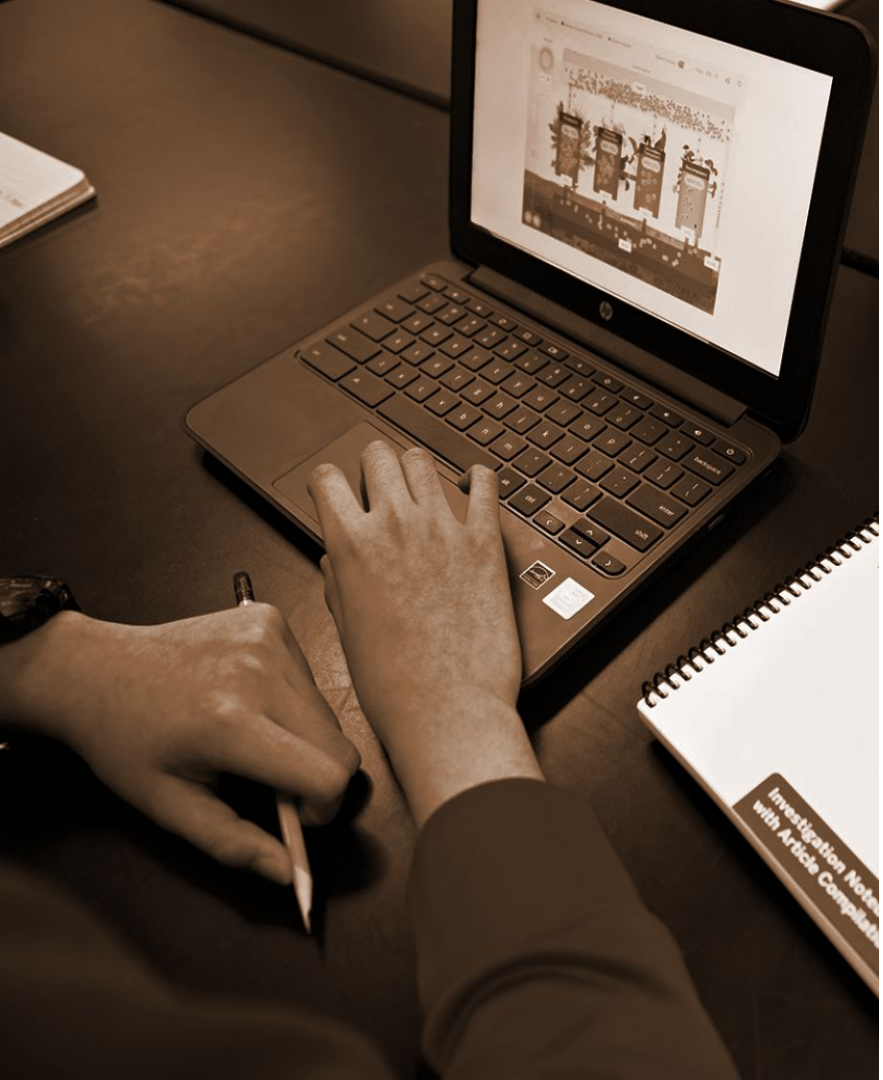


Overarching goals

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

- Navigate the digital components of the Amplify Science curriculum.
- Understand the program's phenomenon-based approach.
- Apply the program essentials to prepare to teach in a remote & hybrid instructional context.





Plan for the day

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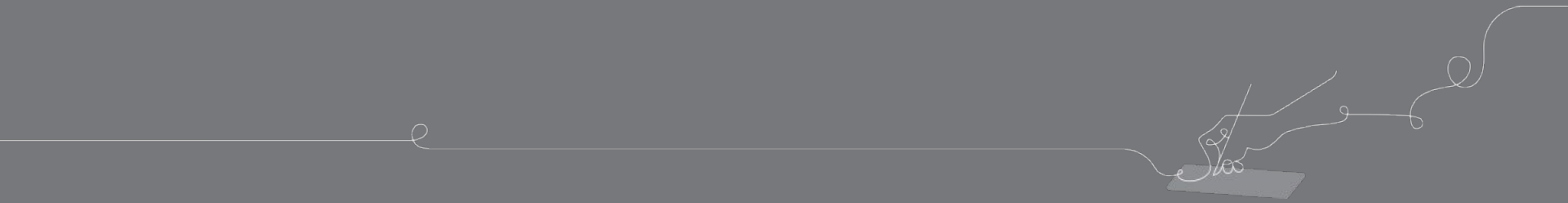
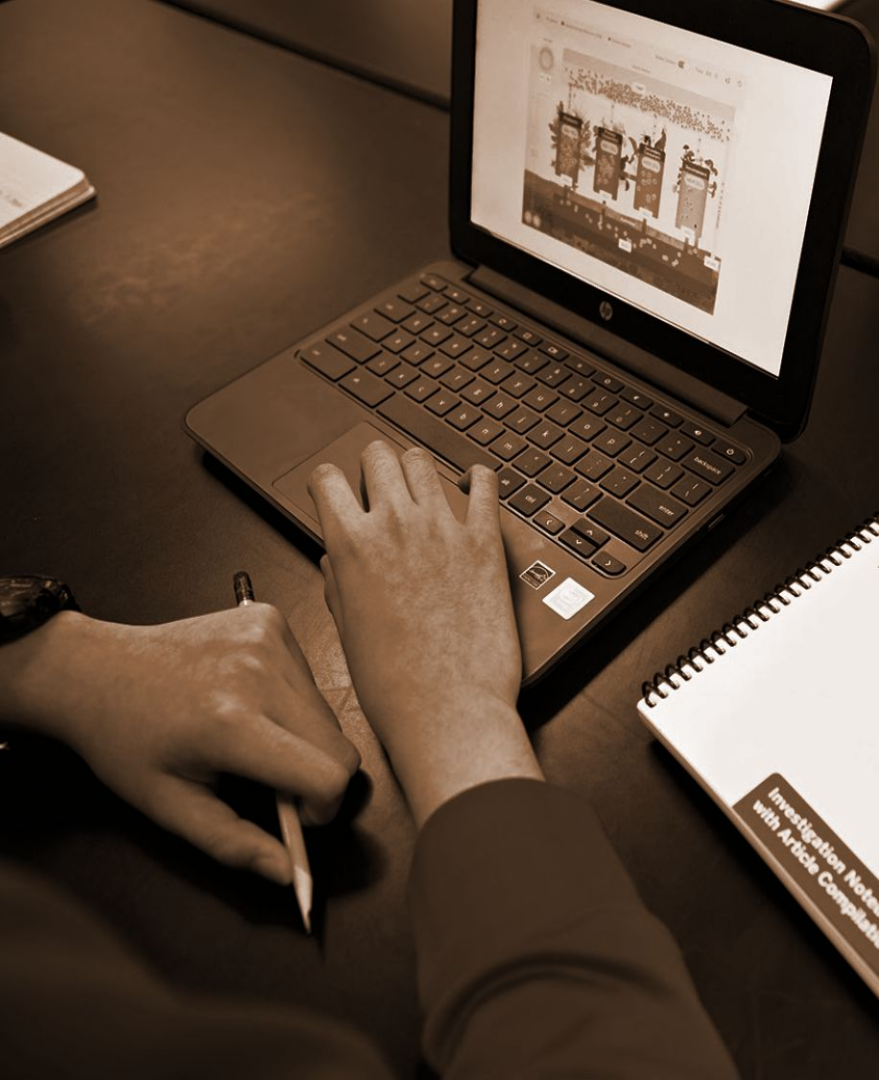
- Guided Planning
- Closing
  - Reflection & additional resources
  - Survey

Questions?





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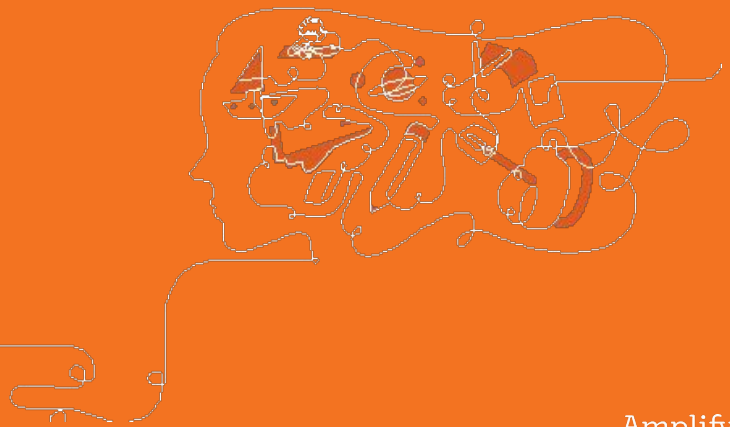
What is Amplify Science?

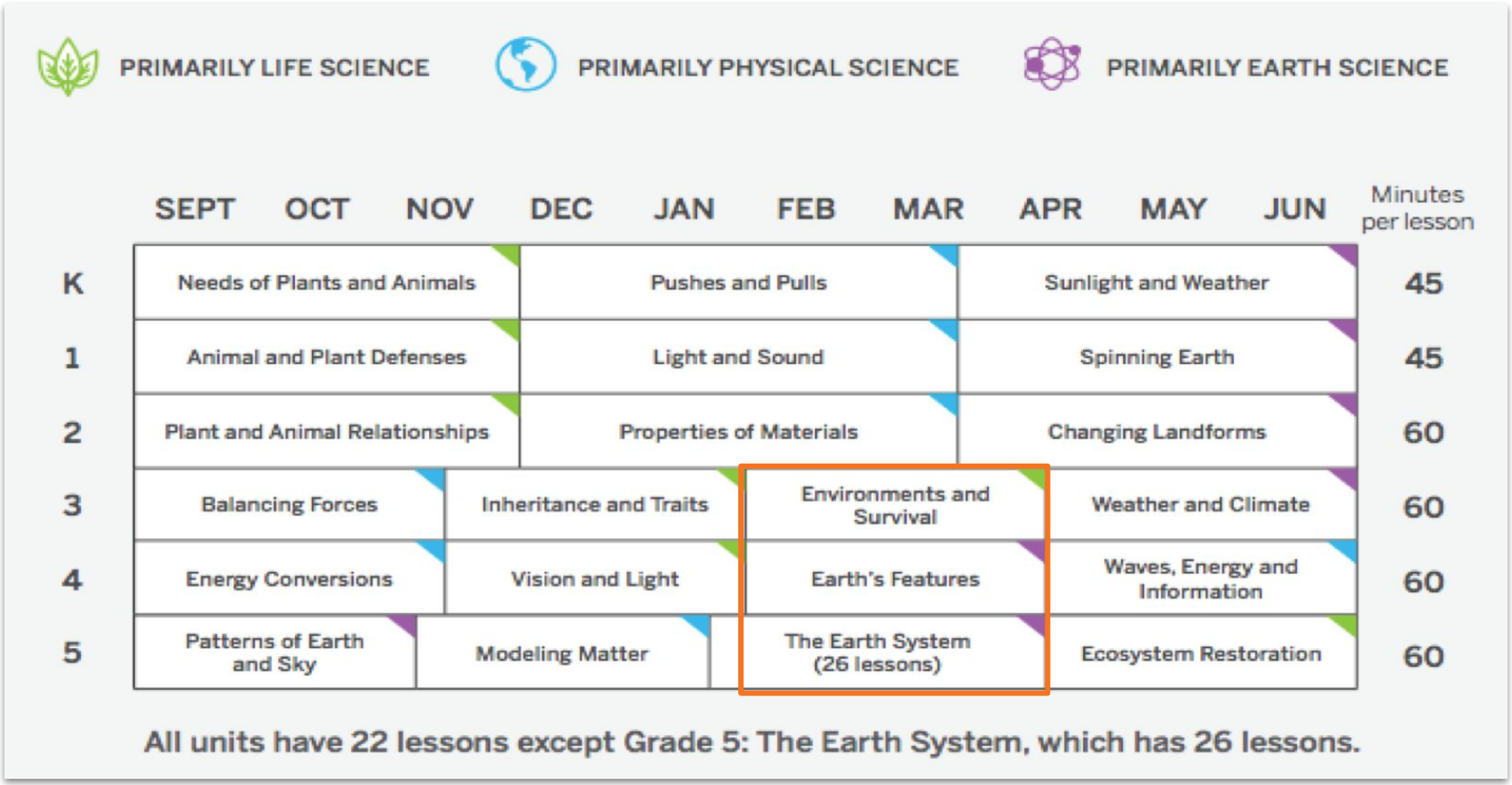


THE LAWRENCE
HALL OF SCIENCE
UNIVERSITY OF CALIFORNIA, BERKELEY

+ Amplify.

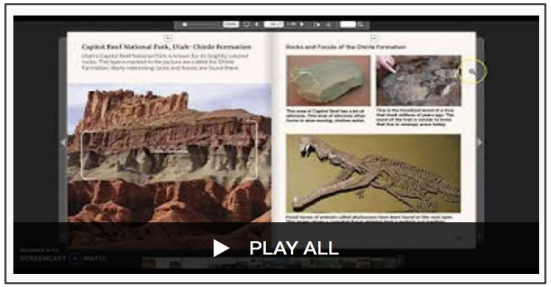
Amplify Science

Course curriculum structure

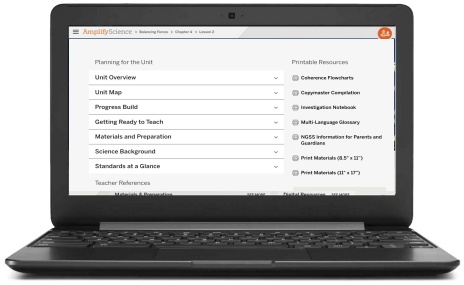


Digital Elementary school components

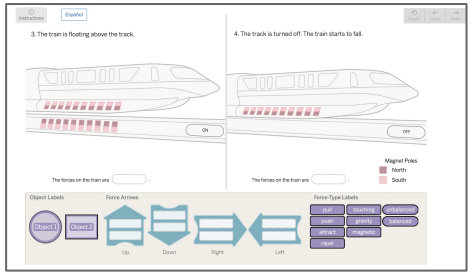
Hands-on investigation videos



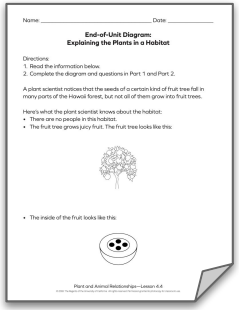
Online Student books & read-alouds



Digital Teacher's Guide

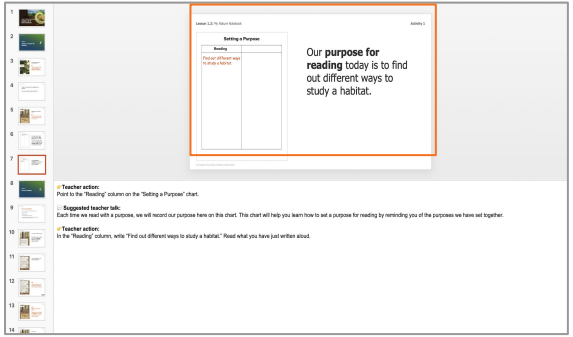


Digital practice tools



Assessments

@Home resources

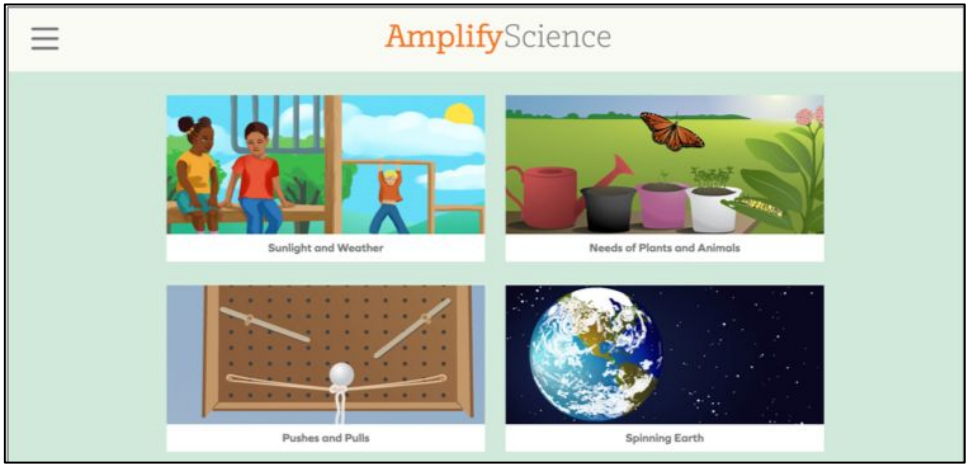


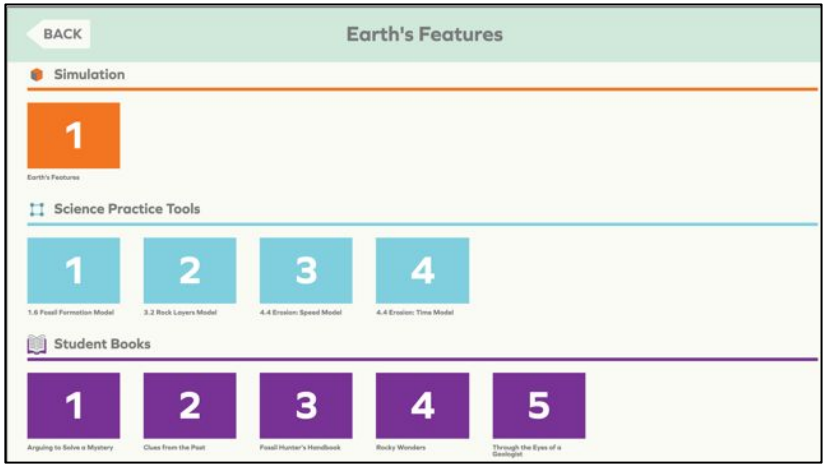
Classroom Slides

Amplify.

Students app page

Elementary digital experience for students grades K-5 is through the student apps page:
apps.learning.amplify.com/elementary



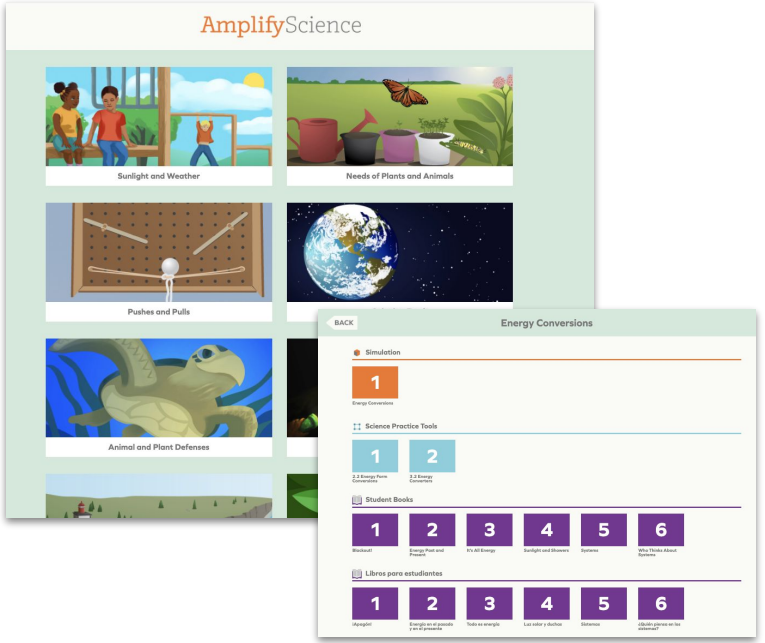


K-5 digital access

apps.learning.amplify.com/elementary

Username: nyc3

Password: science1

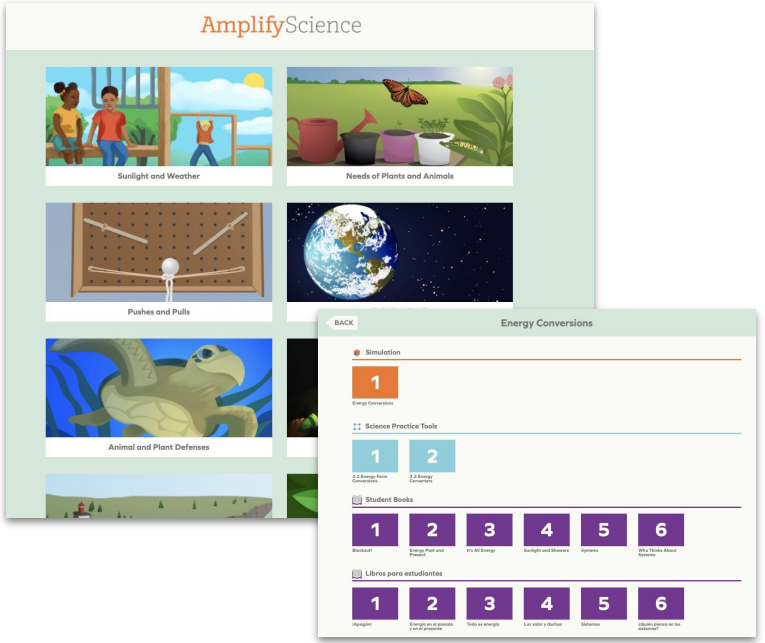


K-5 digital access

apps.learning.amplify.com/elementary

Username: nyc4

Password: science1

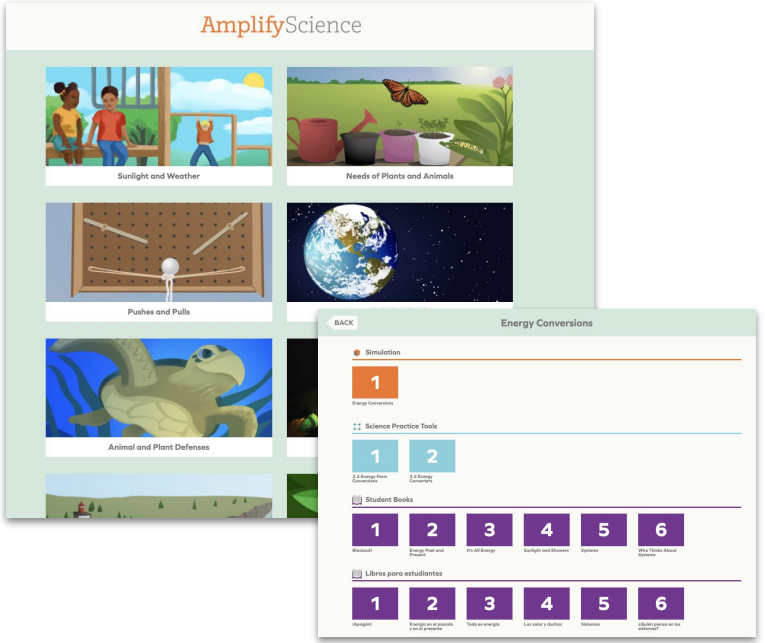


K-5 digital access

apps.learning.amplify.com/elementary

Username: nyc5

Password: science1



Curriculum Gap Lessons

Amplify Science Resources for ...

- Educator Spotlight Submission
- 20-21 Login Update
- Professional learning opportunities
- Introduction
- Getting started resources
- Planning and implementation resources
- Admin resources
- Caregiver resources
- Remote and hybrid learning resources
- 20-21 Professional learning resources

Planning and implementation resources

- Planning and Implementation Guide – Grade 5

NYC DOE Supplemental Guiding Documents: Curriculum Gaps

- Grade K Curriculum Gaps
- Grade 3 Curriculum Gaps
  - "Where do we find water on Earth?" slideshow (Unit 3, L. 1 of 2)
  - Water Cycle Lesson (Unit 3, L. 2 of 2)
- Grade 4 Curriculum Gaps
  - Water Cycle Powerpoint (Ch.1, L. 1)

Explore the New York City Resources Site

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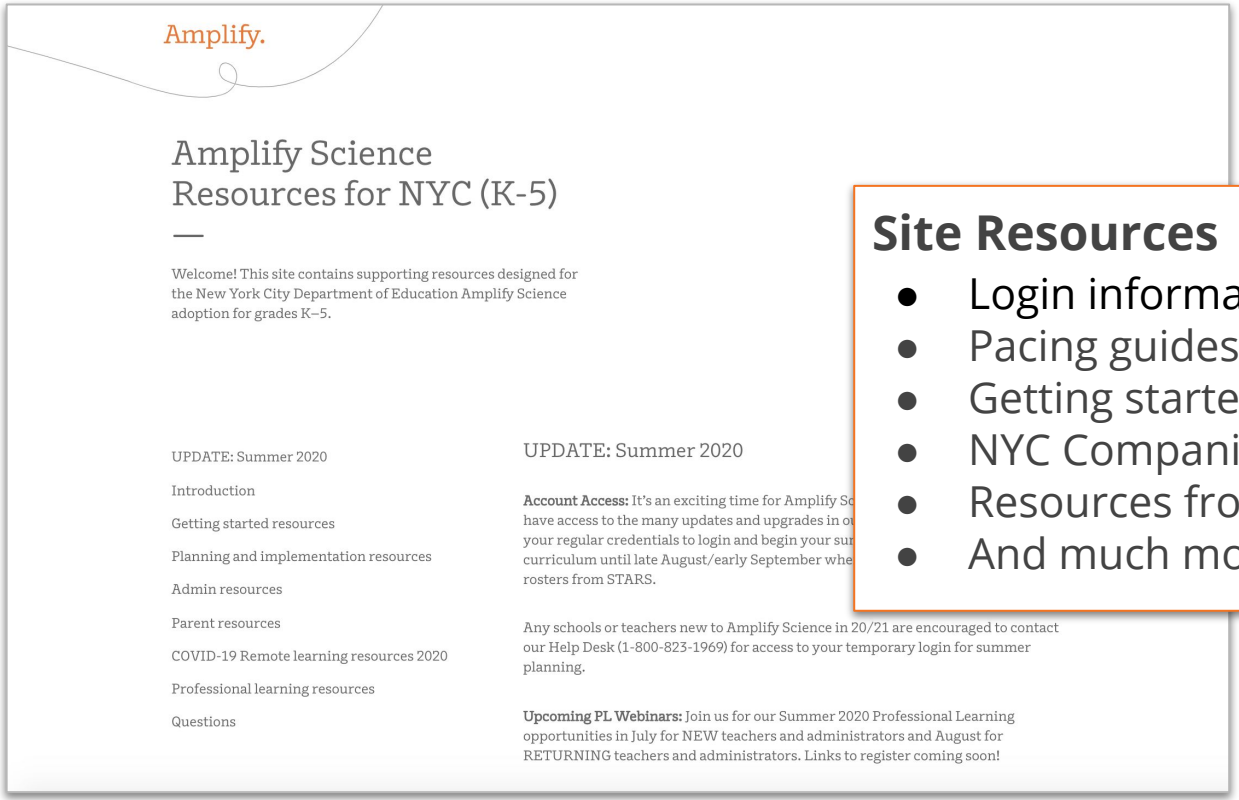

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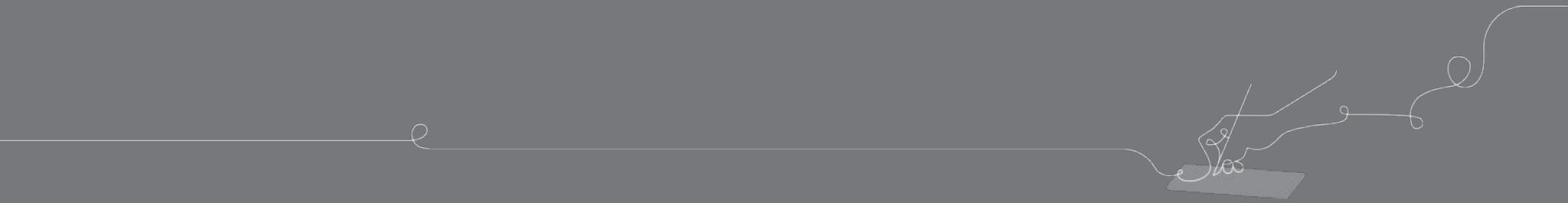
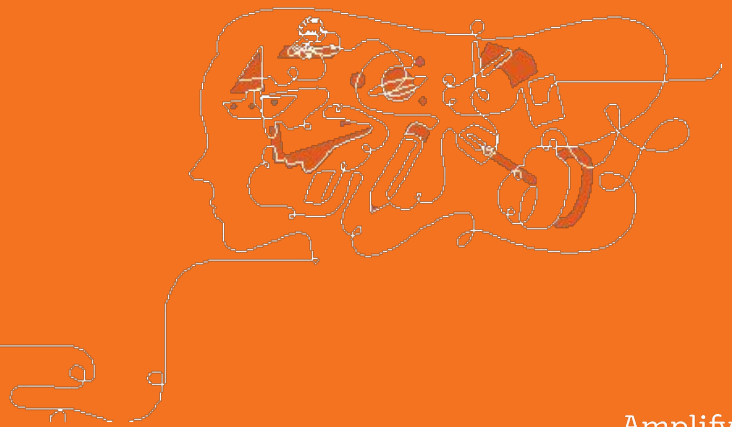


What is phenomenon-based instruction?



New York State Science Learning Standards

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

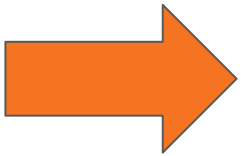
Topic-based	Phenomenon-based
Ocean habitats	A sea turtle can survive in an ocean habitat where sharks live.
Electric circuits	A flashlight won't turn on, even though it used to work.
Mixtures and solutions	One substance dissolved in water but another substance didn't.

Comparing topics and phenomena

A shift in science instruction

from learning about

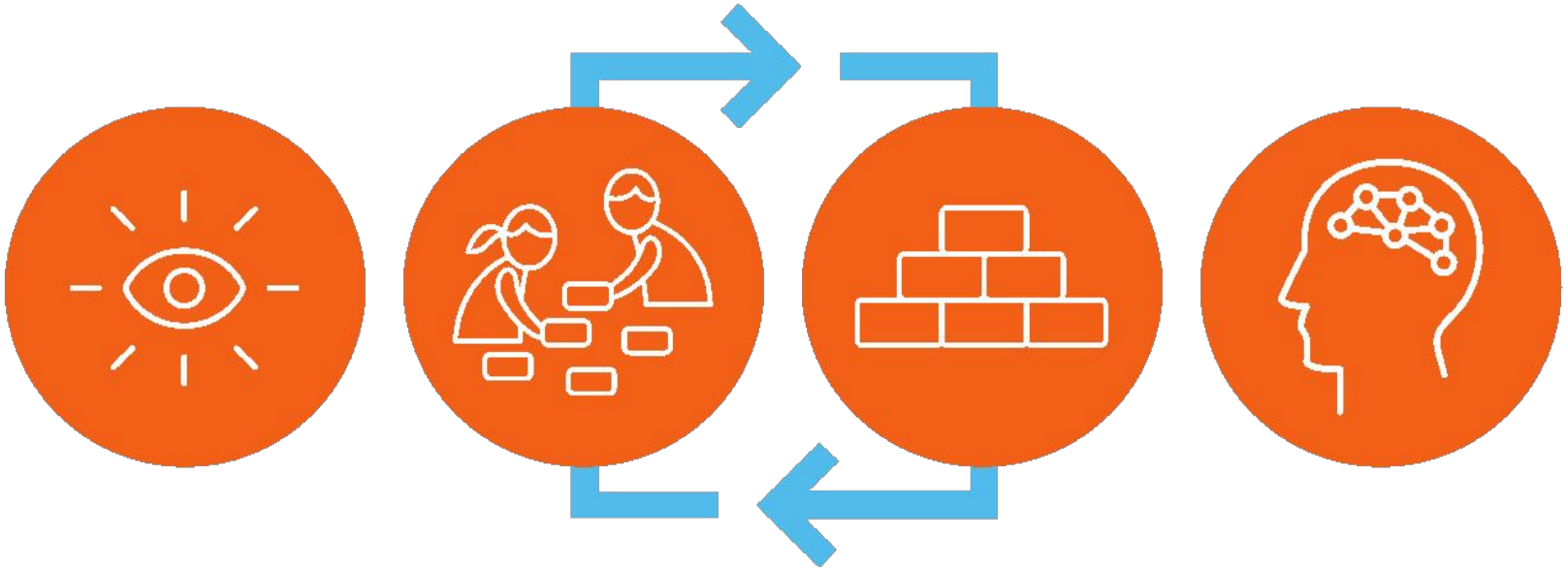
(like a student)



to figuring out

(like a scientist)

Amplify Science approach



Introduce a phenomenon and a related problem

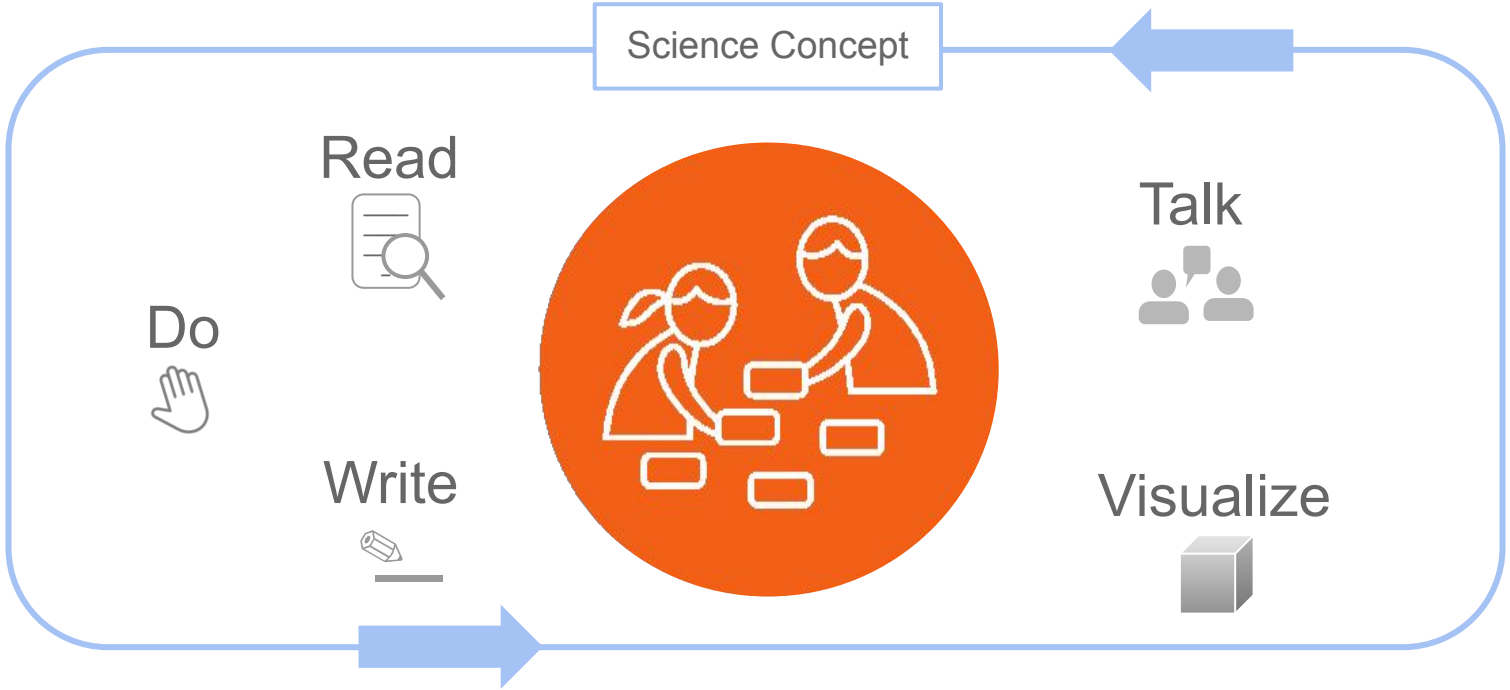
Collect evidence from multiple sources

Build increasingly complex explanations

Apply knowledge to a different context

Multimodal learning

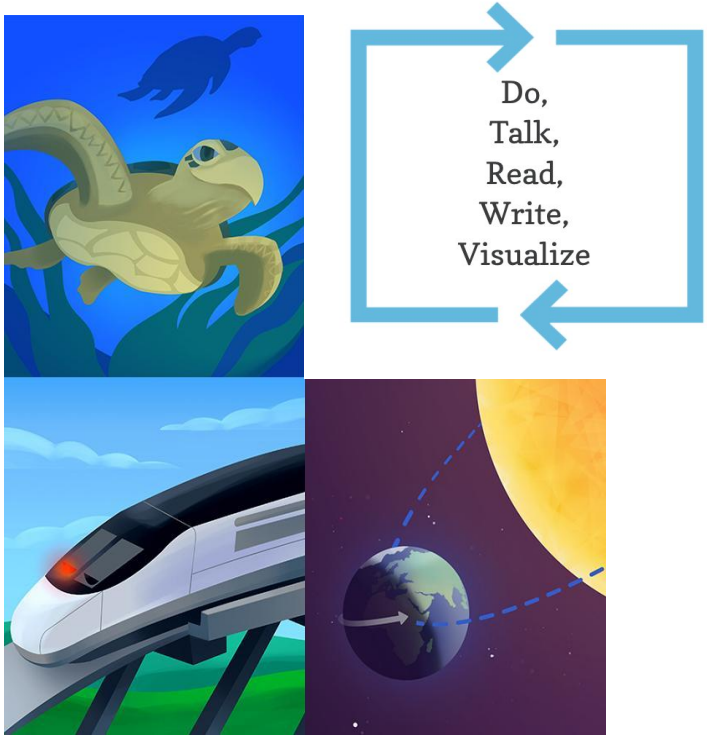
Gathering evidence from different sources



Multimodal, phenomenon-based learning

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

They gather evidence from multiple sources, using multiple modalities.



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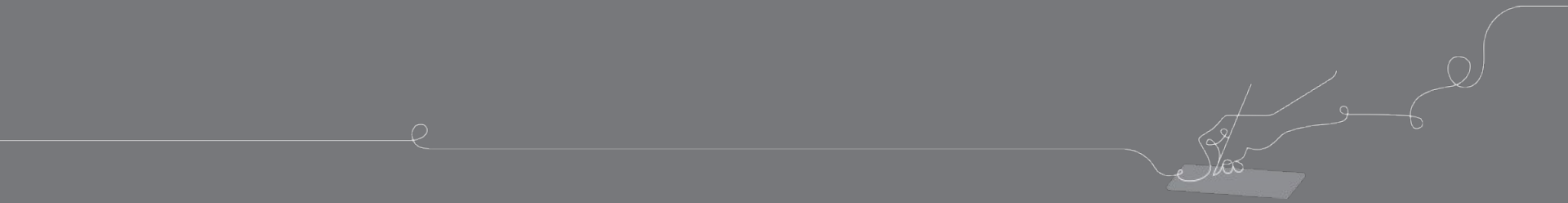

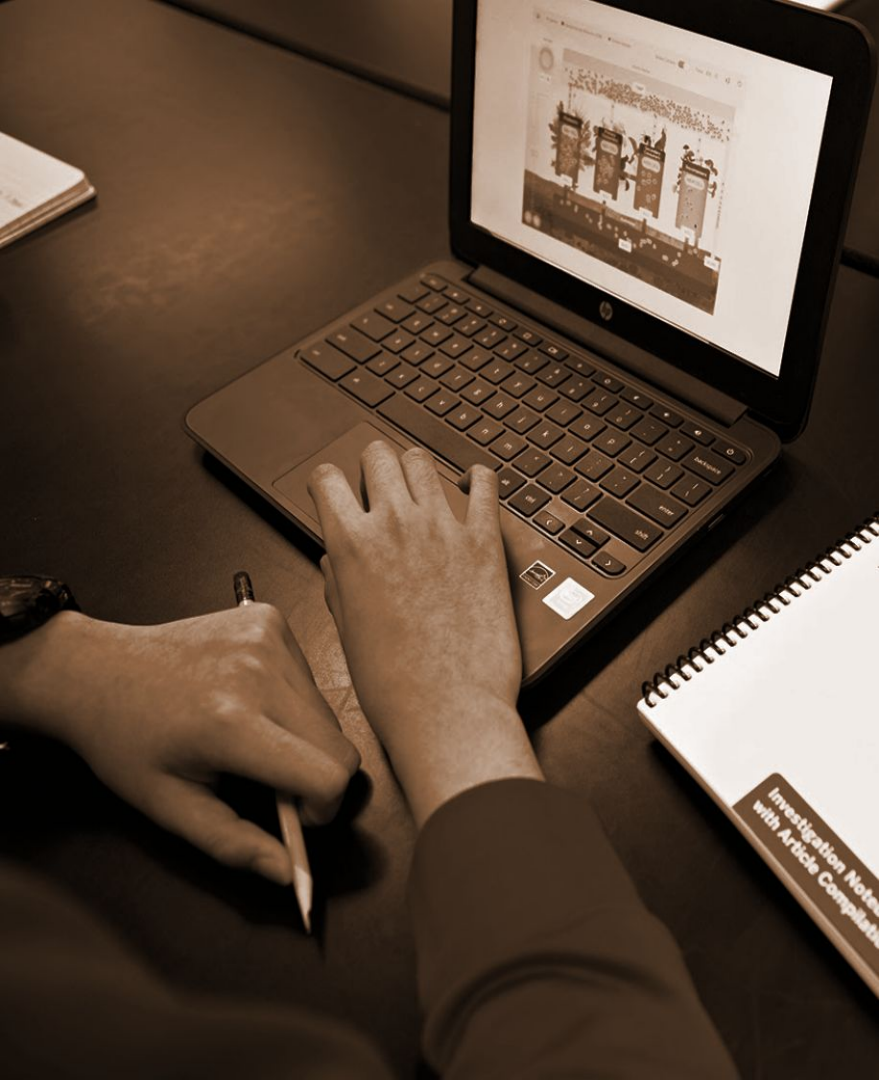

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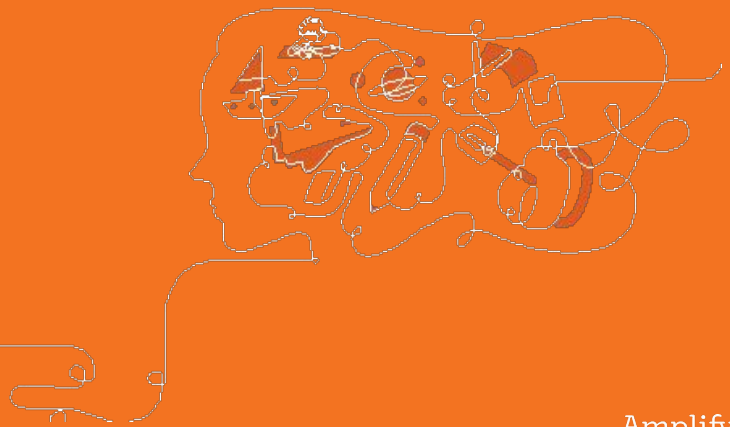
Asynchronous instruction



Earth's Features

@Home Lesson 1

AmplifyScience

We're about to begin a new science unit during which we'll learn about how **Earth** can **change** over **long periods of time**.

This is Desert Rocks National Park. We will **investigate** how this place has changed over time.

Desert Rocks National Park is not a real place, but it is **similar to many other parks** in the western United States. Our work will help park visitors understand the history of the park.

This is Desert Rocks Canyon, one of the many canyons in the park. A **canyon** is a **valley with steep sides** made of rock. Something **mysterious was found here** that might help us with our investigations.

1 ?

This is what was found.

Thinking about **what this is** and **how it got there** may give us some clues about what this place was like in the past.

1 ?

What do you think this is?

How do you think it got there?

If you thought that was a **fossil**, you're right!

This big section of rock where the fossil was found is called a **rocky outcrop**. A rocky outcrop is a section of exposed rock we can see.

In this unit, we will do what **geologists** do: gather information to think about what a place was like in the past.

Geologists often **study rocks and fossils** to learn what a place was like in the past.

1 ?

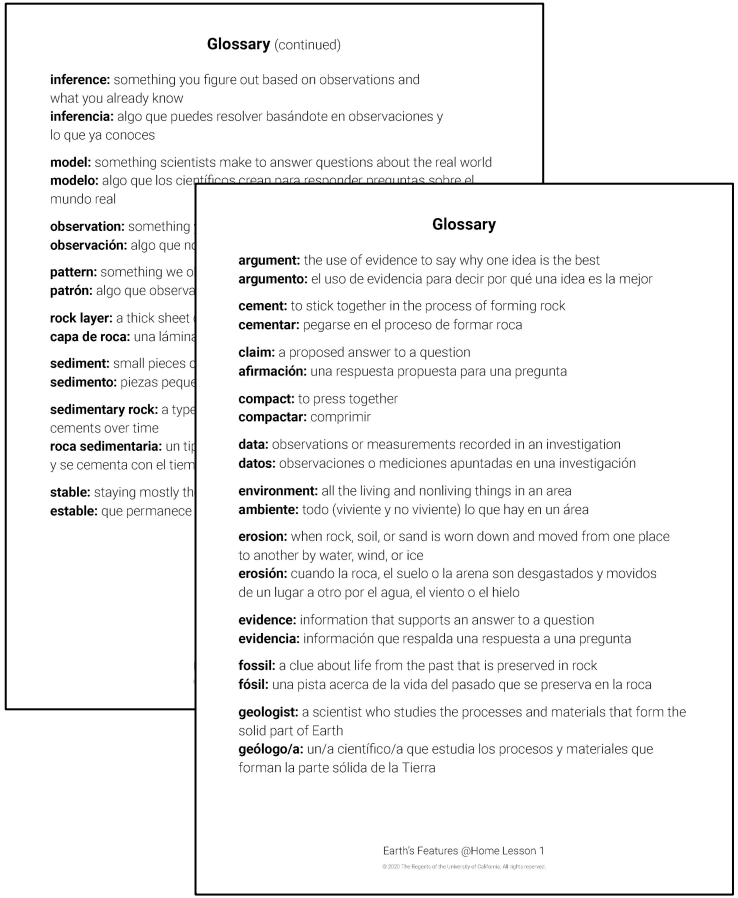
We already have our first **two clues**: the **fossil** and the **rocky outcrop** where the fossil was found.

First, we will investigate how the **fossil got into the rocky outcrop**.

We will work as **geologists** as we think about what Desert Rocks Canyon was like in the past.

geologist

a scientist who studies the processes and materials that form the solid part of Earth



Glossary (continued)

inference: something you figure out based on observations and what you already know
inferencia: algo que puedes resolver basándote en observaciones y lo que ya conoces

model: something scientists make to answer questions about the real world
modelo: algo que los científicos crean para responder preguntas sobre el mundo real

observation: something
observación: algo que n

pattern: something we o
patrón: algo que observa

rock layer: a thick sheet
capa de roca: una lámina

sediment: small pieces o
sedimento: piezas peque

sedimentary rock: a type cements over time
roca sedimentaria: un ti y se cementa con el tiem

stable: staying mostly th
estable: que permanece

Glossary

argument: the use of evidence to say why one idea is the best
argumento: el uso de evidencia para decir por qué una idea es la mejor

cement: to stick together in the process of forming rock
cementar: pegarse en el proceso de formar roca

claim: a proposed answer to a question
afirmación: una respuesta propuesta para una pregunta

compact: to press together
compactar: comprimir

data: observations or measurements recorded in an investigation
datos: observaciones o mediciones apuntadas en una investigación

environment: all the living and nonliving things in an area
ambiente: todo (viviente y no viviente) lo que hay en un área

erosion: when rock, soil, or sand is worn down and moved from one place to another by water, wind, or ice
erosión: cuando la roca, el suelo o la arena son desgastados y movidos de un lugar a otro por el agua, el viento o el hielo

evidence: information that supports an answer to a question
evidencia: información que respalda una respuesta a una pregunta

fossil: a clue about life from the past that is preserved in rock
fósil: una pista acerca de la vida del pasado que se preserva en la roca

geologist: a scientist who studies the processes and materials that form the solid part of Earth
geólogo/a: un/a científico/a que estudia los procesos y materiales que forman la parte sólida de la Tierra

Earth's Features @Home Lesson 1

You have a **Glossary** you can use if you need to find definitions for science words we are using.

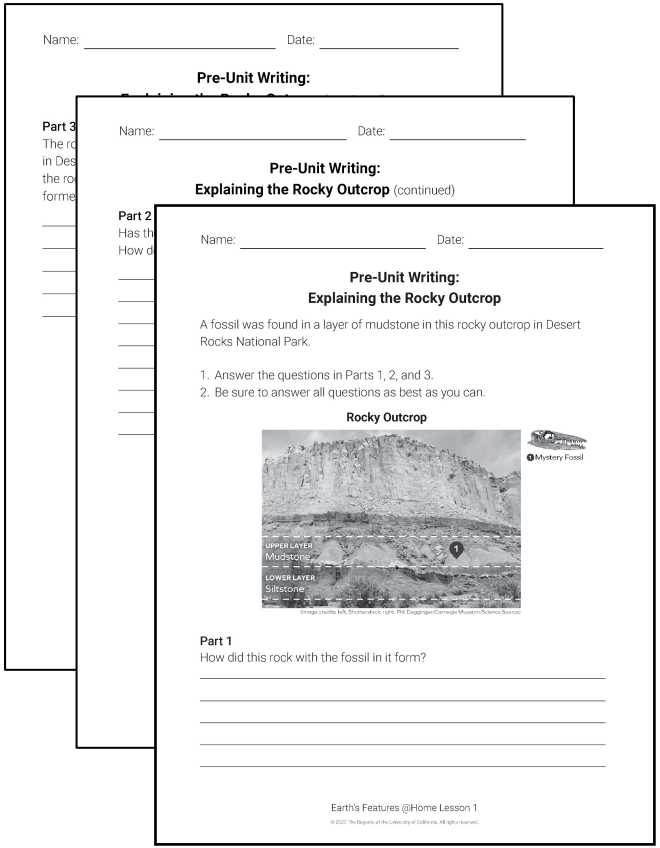
Throughout the unit, we will work to answer this question:

Unit Question

How do rocks and fossils tell us about the way Earth changes over time?

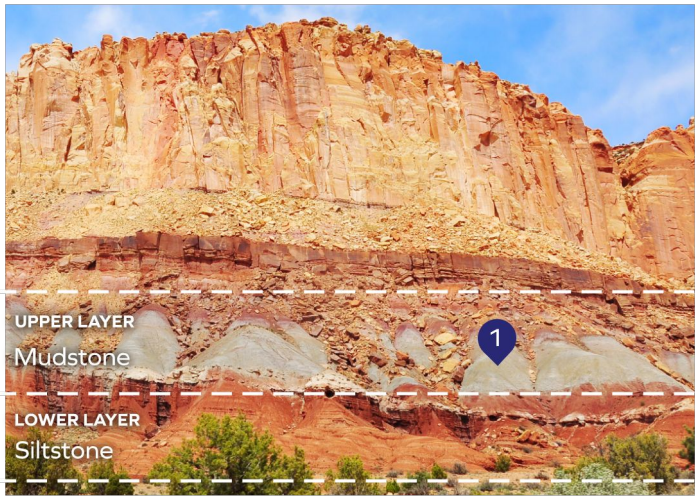
We will be studying fossils and rock as geologists.

First, we will think about what we already understand and what we don't understand yet.



Find the Pre-Unit Writing: Exploring the Rocky Outcrop pages.

You will **write** your **first ideas** about how the fossil found at Desert Rocks Canyon got into the rock. You can use the image on the next slide to help you.



1 Mystery Fossil

Write your ideas about the rocky outcrop.

In this chapter, we will work to figure out:

Chapter 1 Question

How did the fossil get inside the rocky outcrop?

Before we can figure out how the fossil got inside the rocky outcrop, we need to investigate more about fossils.

We will investigate this question:

How do fossils form?

Geologists use clues to figure out what a place was like in the past.

We will use this image as an example to practice **using clues to figure things out**.

What do you **see** in this image?

What do you think **happened** here?

What did you see that made you think that?

You may have said, “I see there is an eggshell in a nest.” That is an **observation**.

You also may have said, “A bird hatched out of the egg.” That is an **inference**.

When you describe what you see, you make **observations.**

observation

something you notice using any of the five senses

When you describe what you think happened, you make **inferences**.

inference

something you figure out based on observations and information you already know

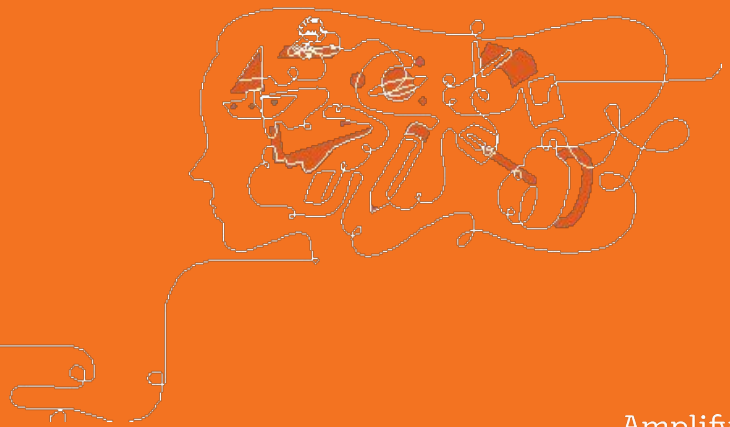
Geologists **observe clues**, like fossils and rocks, and use **ideas about science** they already know to **make inferences** about what might have happened in a place in the past.

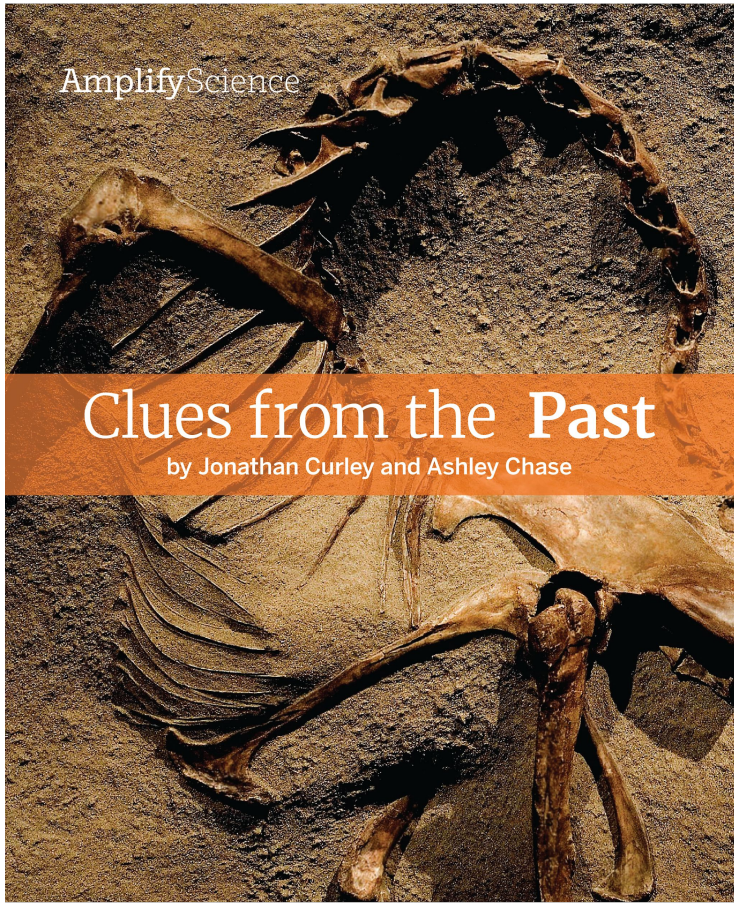
Geologists make inferences about the past by observing **fossils.**

fossil

a clue about life from the past that is preserved in rock

Synchronous instruction

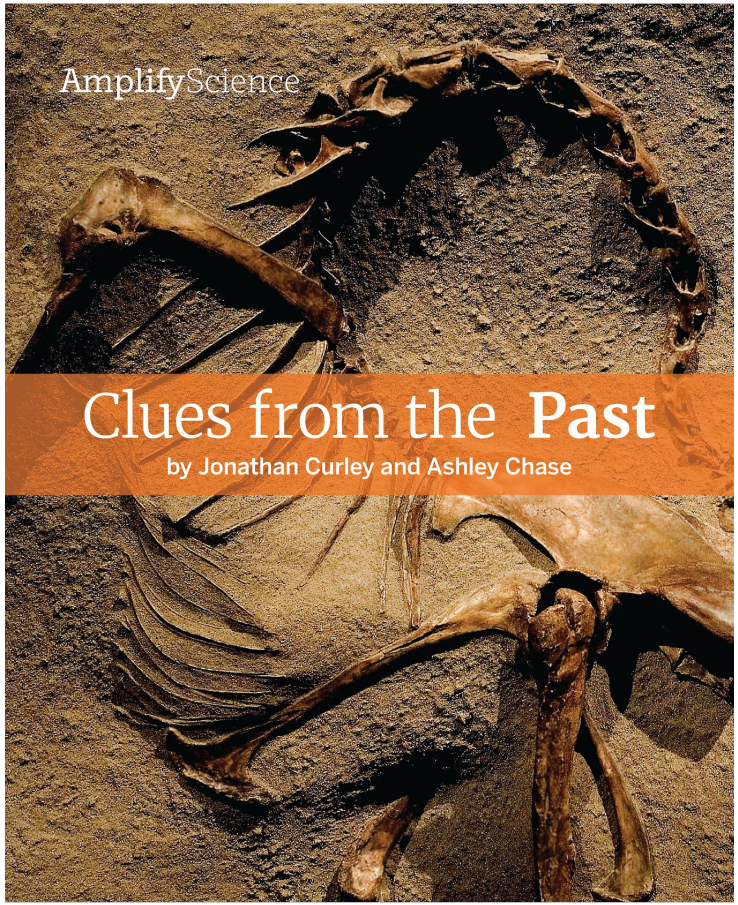




We will read a book about a **real geologist** who found a **surprising fossil**—like the mystery fossil in Desert Rocks Canyon.

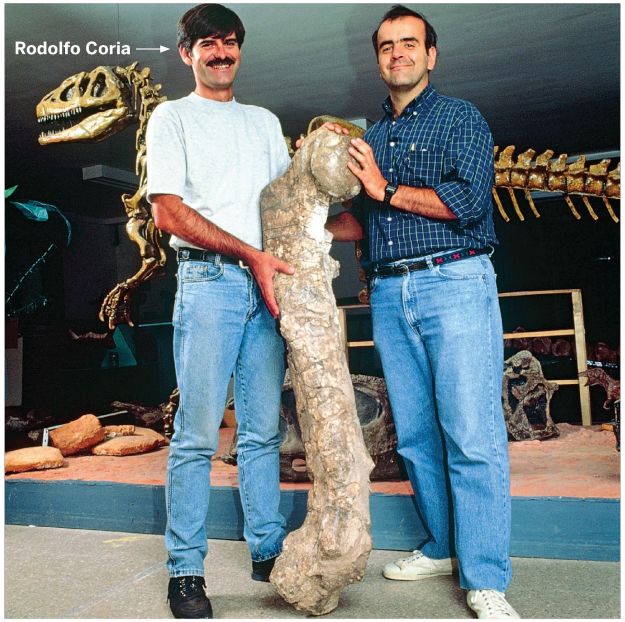
Partner Reading Guidelines

1. Sit next to your partner and place the book between you.
2. Take turns reading.
3. Read in a quiet voice.
4. Be respectful and polite to your partner.
5. Ask your partner for help if you need it. Work together to make sure you both understand what you read.



Preview the book by looking at the images and captions.

What do you think these geologists are **observing?** What kinds of **inferences** do you think they might be making?



"I felt like a mouse looking up the giant leg of an elephant." That's what Rodolfo Coria remembers about his first look at *Argentinosaurus* (ar-jen-TEEN-oh-SORE-us), a dinosaur he helped discover.

Turn to page 3.

Let's read this page together.

Rodolfo Coria is a scientist who studies dinosaurs. He lives in Argentina, a country in South America. The dinosaurs Coria studies are extinct—there are none left alive on Earth. To study dinosaurs, Coria has to make **inferences**. An inference is something he figures out by putting together what he can **observe** and what he already knows.

Turn to page 4.

Follow along as a volunteer reads out loud.

Rodolfo Coria is a scientist who studies dinosaurs. He lives in Argentina, a country in South America. The dinosaurs Coria studies are extinct—there are none left alive on Earth. To study dinosaurs, Coria has to make **inferences**. An inference is something he figures out by putting together what he can **observe** and what he already knows.

4

The last two sentences mention **inferences** and **observations**. I will reread those two sentences.

This photo shows Rodolfo Coria observing a fossil in Argentina.

Coria can't observe living dinosaurs, but he *can* observe **fossils** of dinosaurs. Fossils are imprints or parts of animals, plants, and other **organisms** that have been preserved in rock. Fossils can be found millions of years after an organism died.

Read the rest of the book.

Name: _____ Date: _____

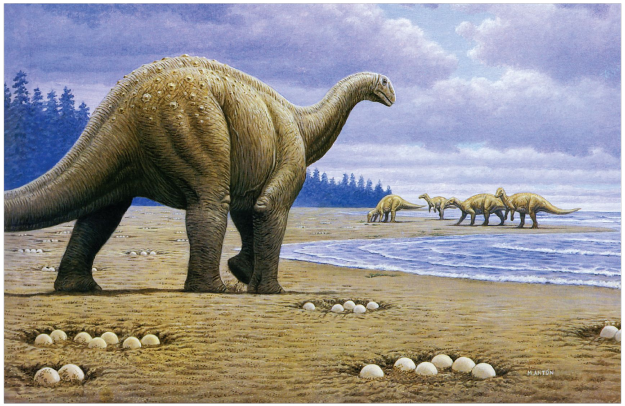
Reading About the Work of a Geologist: *Clues from the Past*

1. Reread each page from *Clues from the Past* listed in the table below.
2. For each page, record an observation that Dr. Coria made of *Argentinosaurus*.
3. For each observation, record the inference that he made.
4. In the last row, choose another observation and inference from the book to record. Be sure to record the page number in the first column.

Observations of *Argentinosaurus*	**Inferences about *Argentinosaurus***
Page 11:	
Page 12:	
Page 13:	

Turn to page 5 in your notebooks (or use link dropped in chat).

You will **record observations** and **inferences** that Dr. Coria made. We'll do the first one together.



This artwork shows what *Argentinosaurus* may have looked like. It is based on inferences.

Coria observed the shapes and sizes of the fossil bones he had found. They looked similar to fossils from large dinosaurs that had been found before. Coria could infer that the bones were from the lower leg and backbone of a dinosaur. He could also infer that the dinosaur was big and walked on four legs. Coria and the scientist he was working with named the dinosaur *Argentinosaurus* after their country. It was a type of dinosaur no one had known about before.

Let's reread page 11.

What **observation** did Coria make of the fossil bones he found?

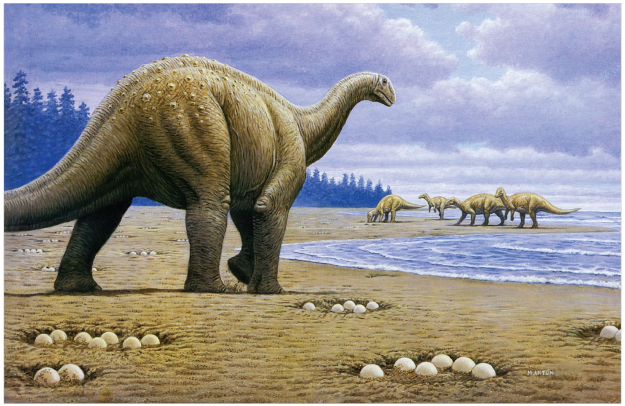
Name: _____ Date: _____

Reading About the Work of a Geologist: *Clues from the Past*

1. Reread each page from *Clues from the Past* listed in the table below.
2. For each page, record an observation that Dr. Coria made of *Argentinosaurus*.
3. For each observation, record the inference that he made.
4. In the last row, choose another observation and inference from the book to record. Be sure to record the page number in the first column.

Observations of *Argentinosaurus*	**Inferences about *Argentinosaurus***
Page 11: He observed the sizes and shapes of fossil bones.	
Page 12:	
Page 13:	

Now we can **record** the **observation** that Dr. Coria made of the fossil bones he found.



This artwork shows what *Argentinosaurus* may have looked like. It is based on inferences.

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What **inferences** did Coria make based on his observation?

Name: _____ Date: _____

Reading About the Work of a Geologist: *Clues from the Past*

1. Reread each page from *Clues from the Past* listed in the table below.
2. For each page, record an observation that Dr. Coria made of *Argentinosaurus*.
3. For each observation, record the inference that he made.
4. In the last row, choose another observation and inference from the book to record. Be sure to record the page number in the first column.

Observations of *Argentinosaurus*	**Inferences about *Argentinosaurus***
Page 11: He observed the sizes and shapes of fossil bones.	The bones were from the lower leg and backbone of a dinosaur.
Page 12:	
Page 13:	

Next, we can record the **inference** that Dr. Coria made based on this observation.

Name: _____ Date: _____

Reading About the Work of a Geologist: *Clues from the Past*

1. Reread each page from *Clues from the Past* listed in the table below.
2. For each page, record an observation that Dr. Coria made of *Argentinosaurus*.
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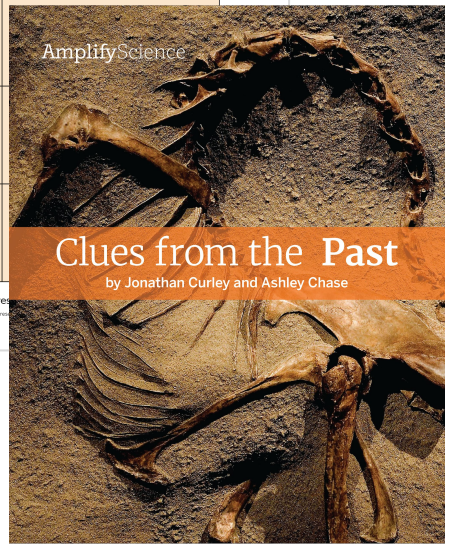
Observations of *Argentinosaurus*	Inferences about *Argentinosaurus*
Page 11: He observed the sizes and shapes of fossil bones.	The bones were from the lower leg and backbone of a dinosaur.
Page 12:	
Page 13:	

Earth's Features



Reread the book and **record** observations and inferences.

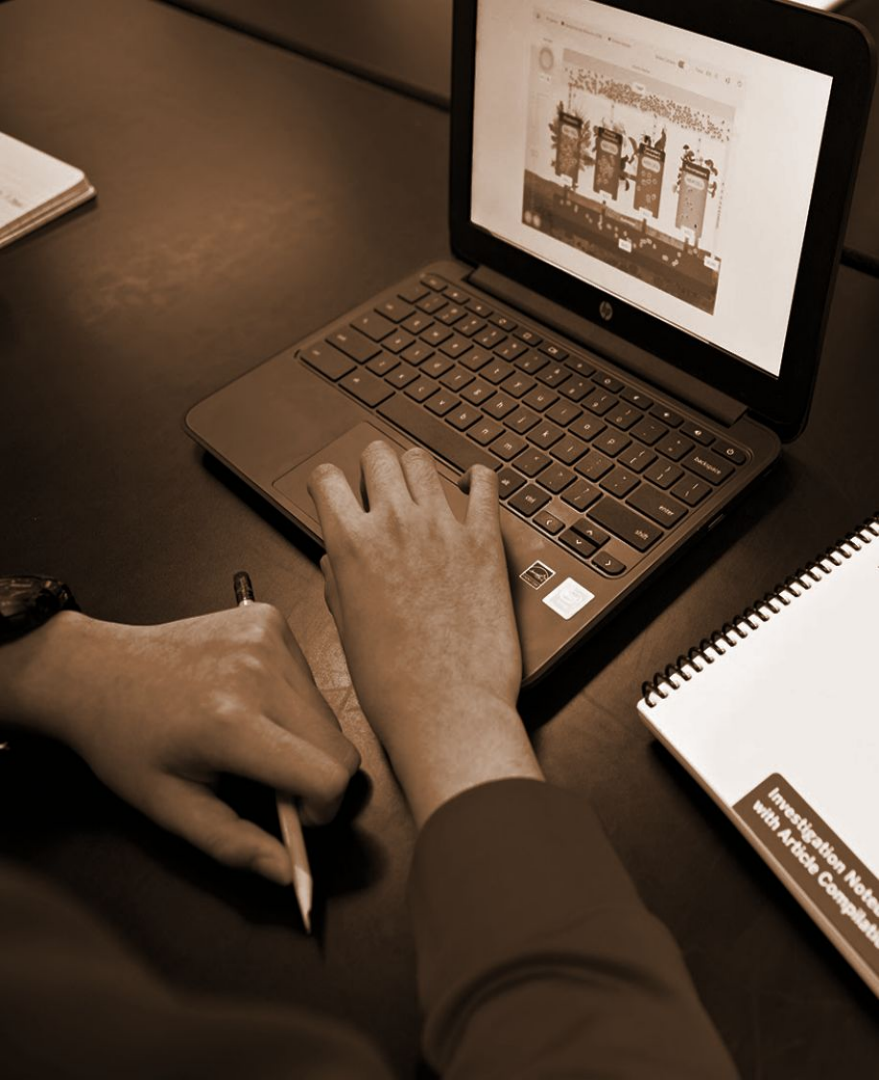
When you're finished, you may log off. See you tomorrow!

Example lesson reflection

Think-Type-Discuss

Share your insights and wonderings about the example lesson.

“I think…I wonder…”



Plan for the day

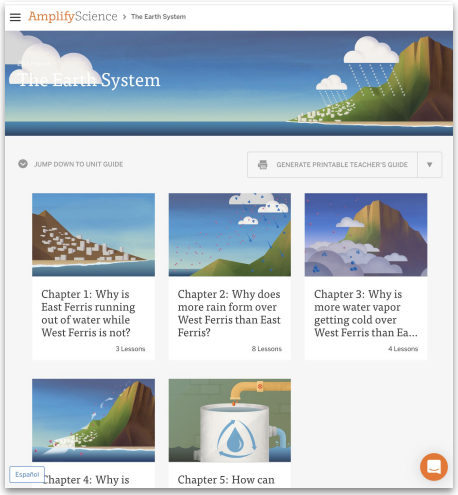
- Framing the day
  - Welcome and introductions
  - Anticipatory activity
- Overview of program & resources
  - NYC Resources site
  - Amplify Science approach
- Exemplar lesson
- @Home resources introduction
  - @Home units
  - @Home videos
- Overview of digital teacher's guide
  - Lesson brief
  - Progress build & assessments
- Guided Planning
- Closing
  - Reflection & additional resources
  - Survey

Selecting a resource

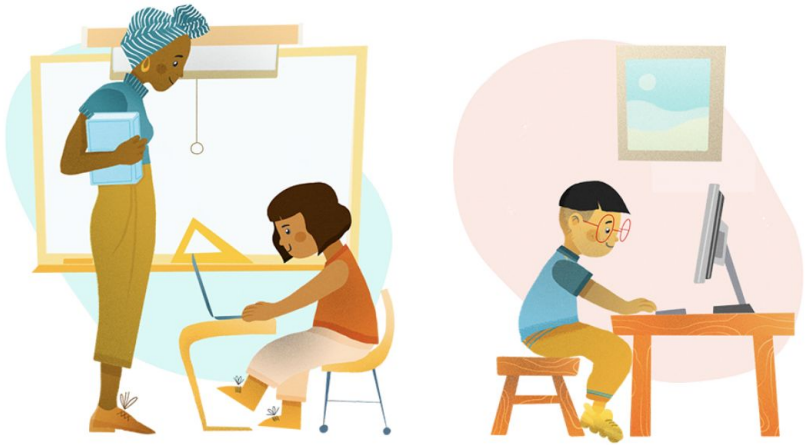
We'll take a deeper look at each resource type, following this structure:

- Brief overview of the resource
- Exploration time
- Share insights, ask questions
- Summarize key features of resource

Resource options



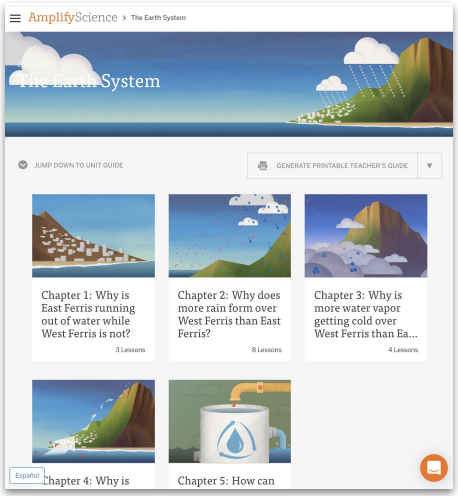
Original Amplify Science curriculum



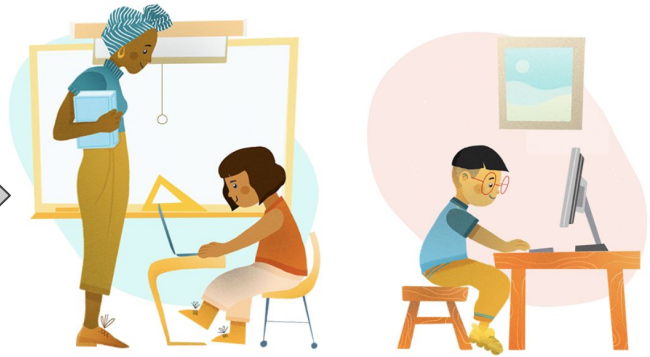
Amplify Science@Home

Resource options

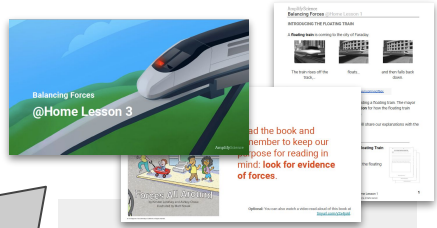
Related but unique resources



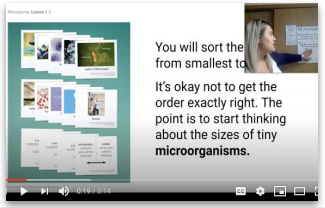
Original Amplify Science curriculum



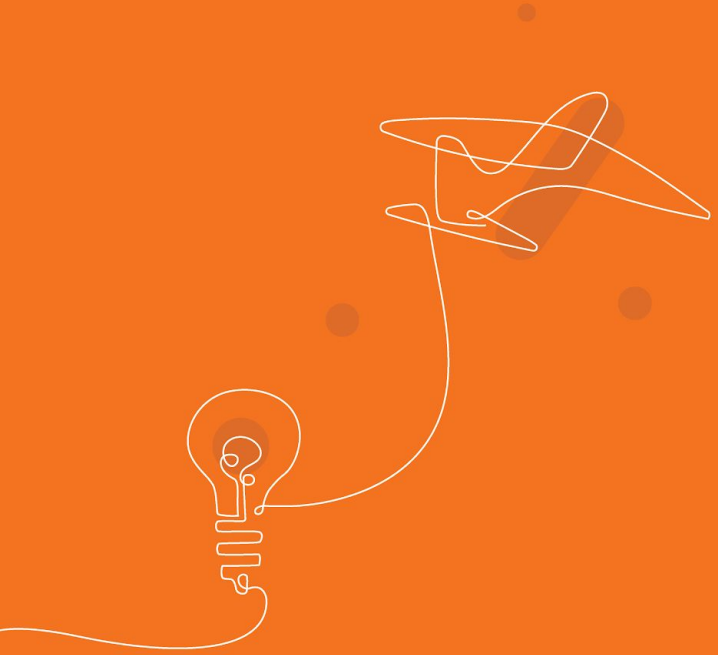
Amplify Science@Home



@Home Units



@Home Videos



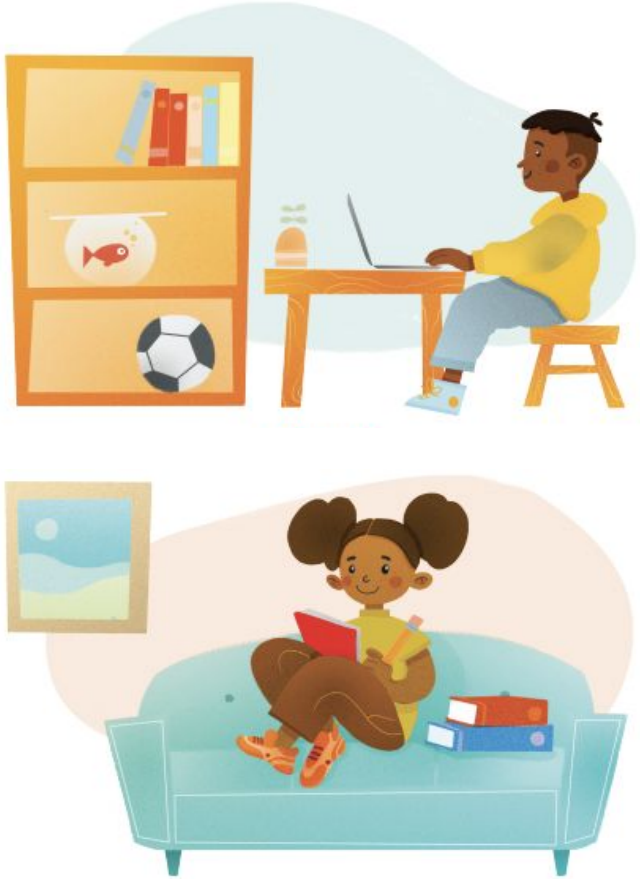
Amplify Science@Home

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

Amplify.

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)



AmplifyScience@Home

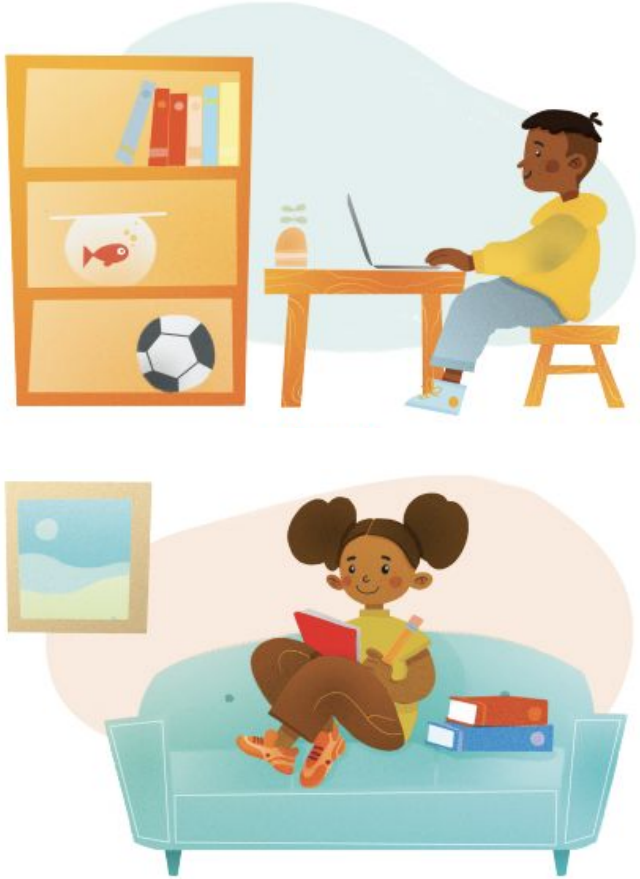
Two different options:

@Home Units

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

@Home Videos

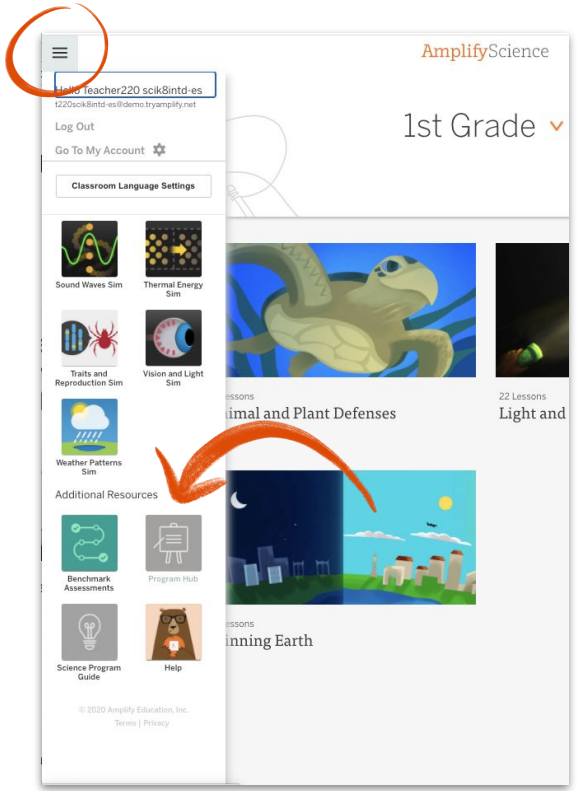
- Video playlists of Amplify Science lessons, taught by real Amplify Science teachers

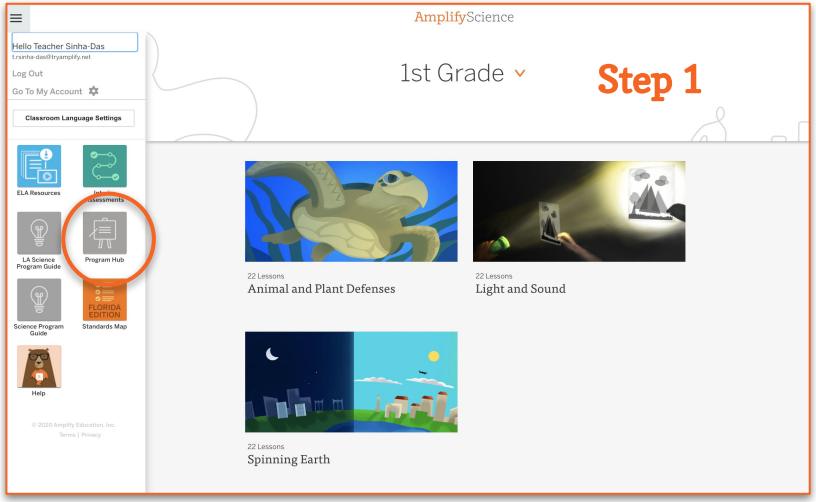


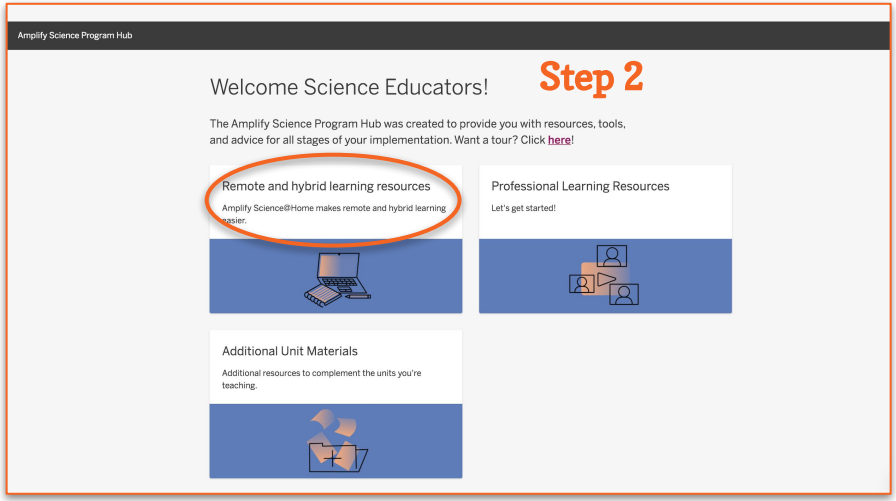
Accessing Amplify Science@Home

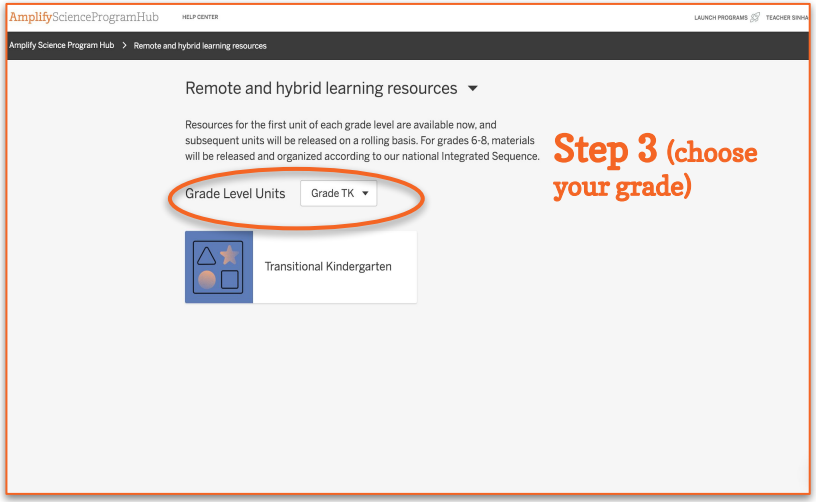
Amplify Science Program Hub

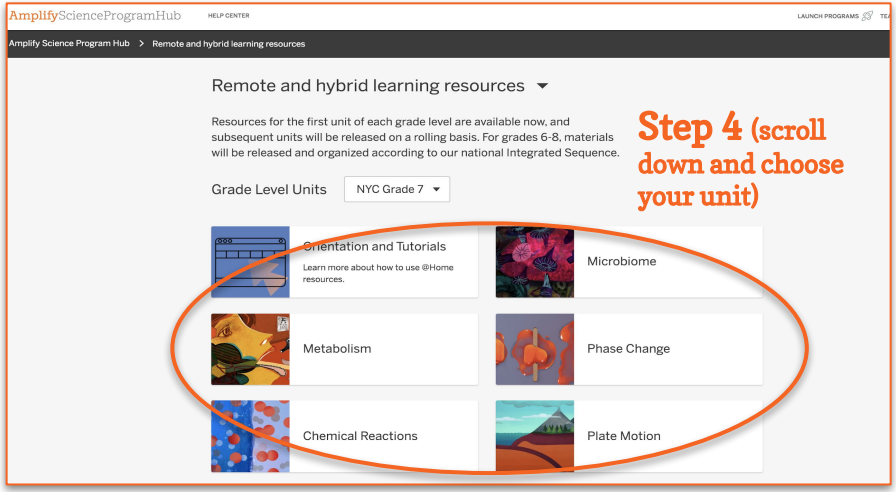
- Site containing Amplify Science@Home and additional PL resources
- Accessible via the Global Navigation menu
- Additional units rolling out throughout back-to-school




AmplifyScience
Hello Teacher Sinha-Das
Log Out
Go To My Account
Classroom Language Settings
ELA Resources
Program Hub
Science Program Guide
Standards Map
Help
1st Grade
Step 1
22 Lessons
Animal and Plant Defenses
22 Lessons
Light and Sound
22 Lessons
Spinning Earth


Amplify Science Program Hub
Welcome Science Educators!
Step 2
The Amplify Science Program Hub was created to provide you with resources, tools, and advice for all stages of your implementation. Want a tour? Click here!
Remote and hybrid learning resources
Amplify Science@Home makes remote and hybrid learning easier.
Professional Learning Resources
Let's get started!
Additional Unit Materials
Additional resources to complement the units you're teaching.


AmplifyScienceProgramHub
HELP CENTER
Amplify Science Program Hub > Remote and hybrid learning resources
Remote and hybrid learning resources
Resources for the first unit of each grade level are available now, and subsequent units will be released on a rolling basis. For grades 6-8, materials will be released and organized according to our national Integrated Sequence.
Step 3 (choose your grade)
Grade Level Units
Grade TK
Transitional Kindergarten


AmplifyScienceProgramHub
HELP CENTER
Amplify Science Program Hub > Remote and hybrid learning resources
Remote and hybrid learning resources
Resources for the first unit of each grade level are available now, and subsequent units will be released on a rolling basis. For grades 6-8, materials will be released and organized according to our national Integrated Sequence.
Step 4 (scroll down and choose your unit)
Grade Level Units
NYC Grade 7
Orientation and Tutorials
Learn more about how to use @Home resources.
Microbiome
Metabolism
Phase Change
Chemical Reactions
Plate Motion

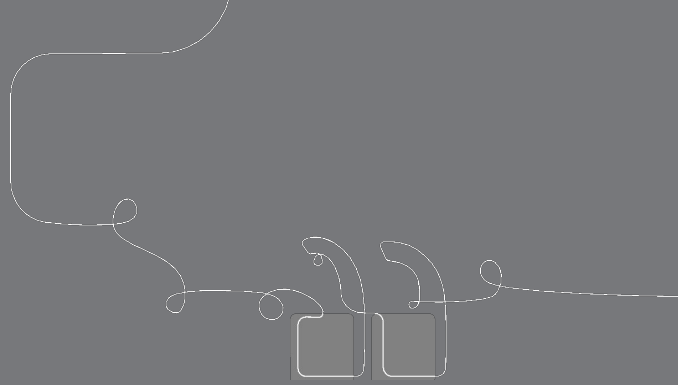
Explore your @Home Unit

Navigate to the Program Hub and explore. You may choose to start with the Teacher Overview, or dig into a lesson.

During your exploration time, consider how you will utilize these resources.

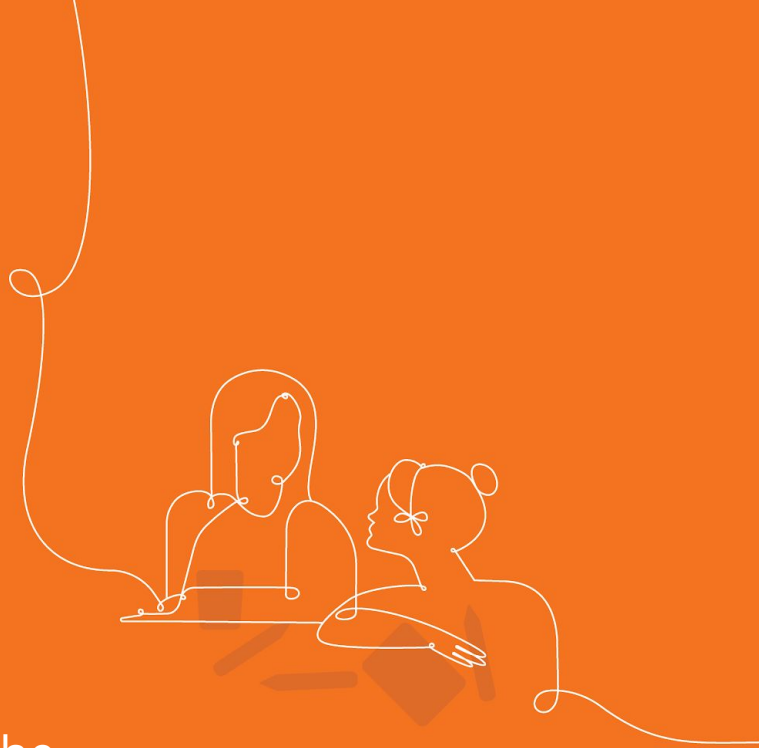
Share insights

How will you utilize these @Home Units ?



Questions?

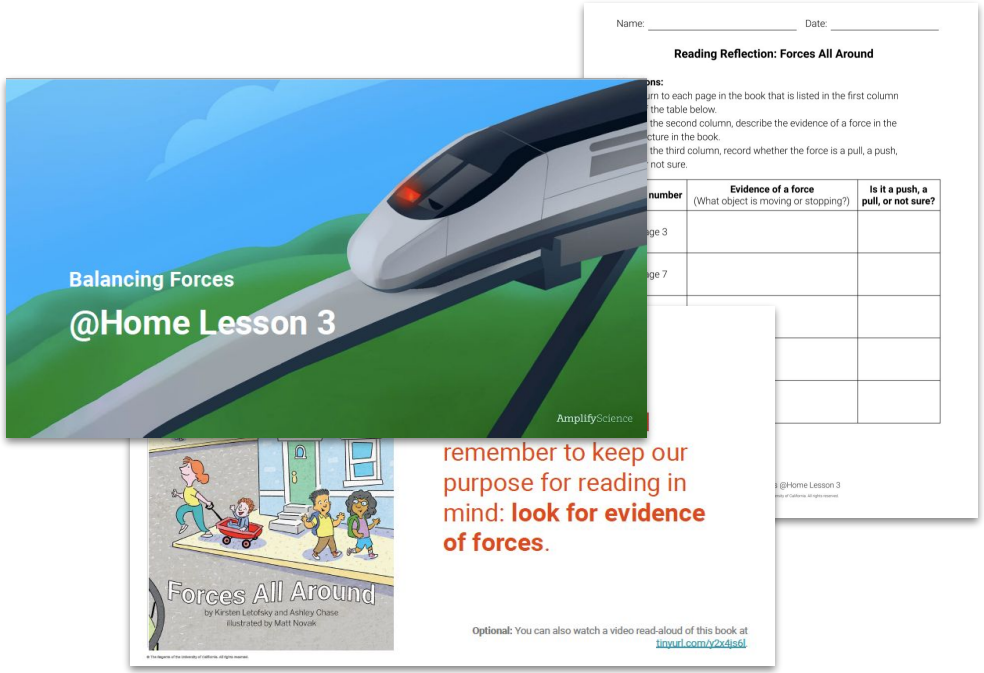
@Home Units:
A Summary Overview



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

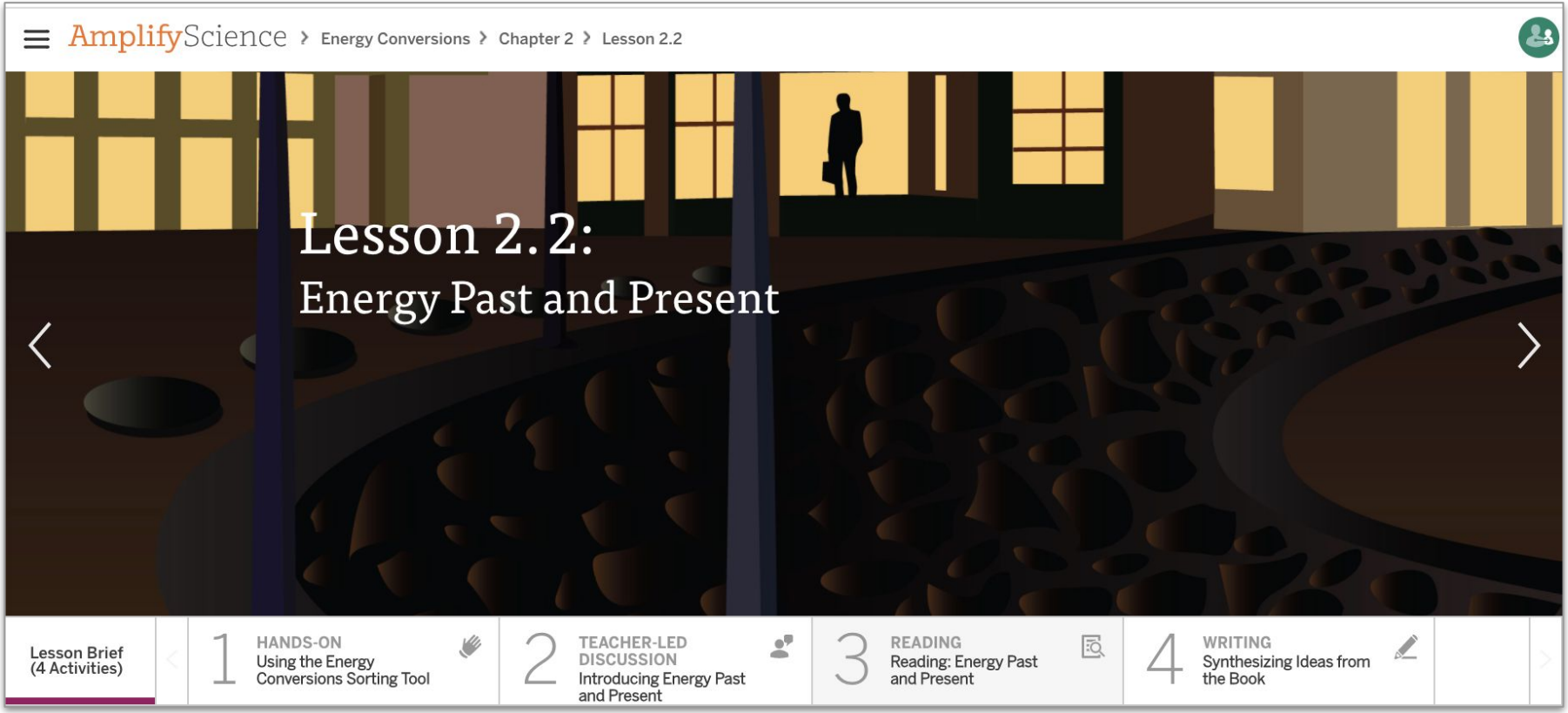


@Home Unit resources

All resources are fully editable and customizable

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

Example lesson: *Energy Conversions* 2.2



@Home Lesson 8: Modified lesson 2.2

@Home Lesson 8

Adapted from: Amplify Science Energy Conversions Lesson 2.2

Key Activities

- **Read:** Students read *Energy Past and Present*.
- **Write:** Students record and synthesize ideas from the book.

Ideas for synchronous or in-person instruction

Before meeting, have students read the book. While meeting, model recording an idea from the book, then support students as needed in recording and synthesizing ideas.

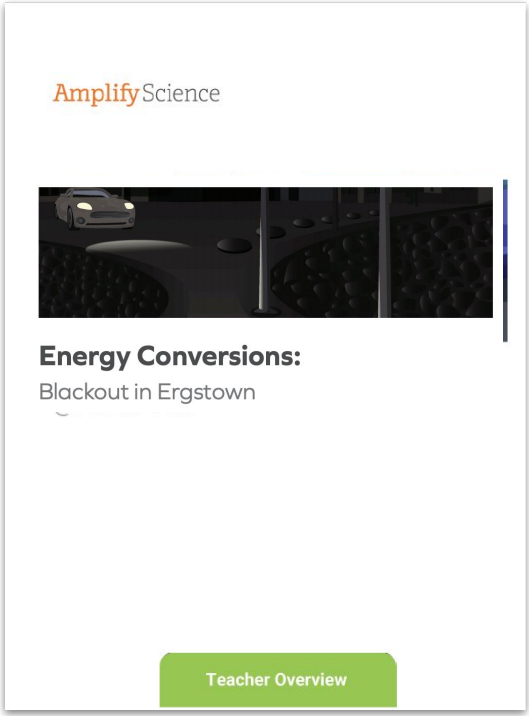
Teacher Overview

Unit-level

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

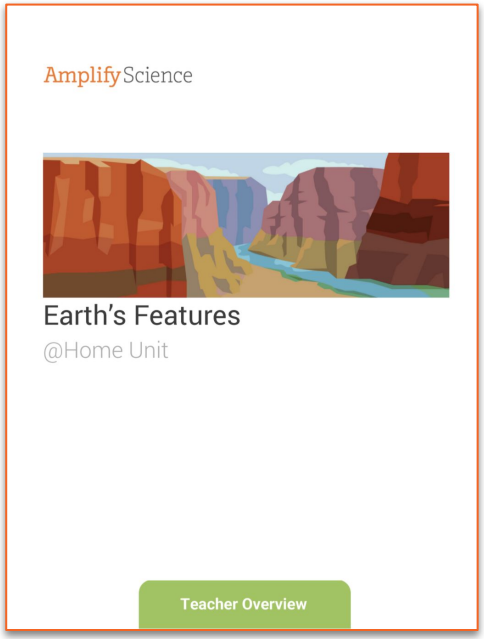
Lesson-level

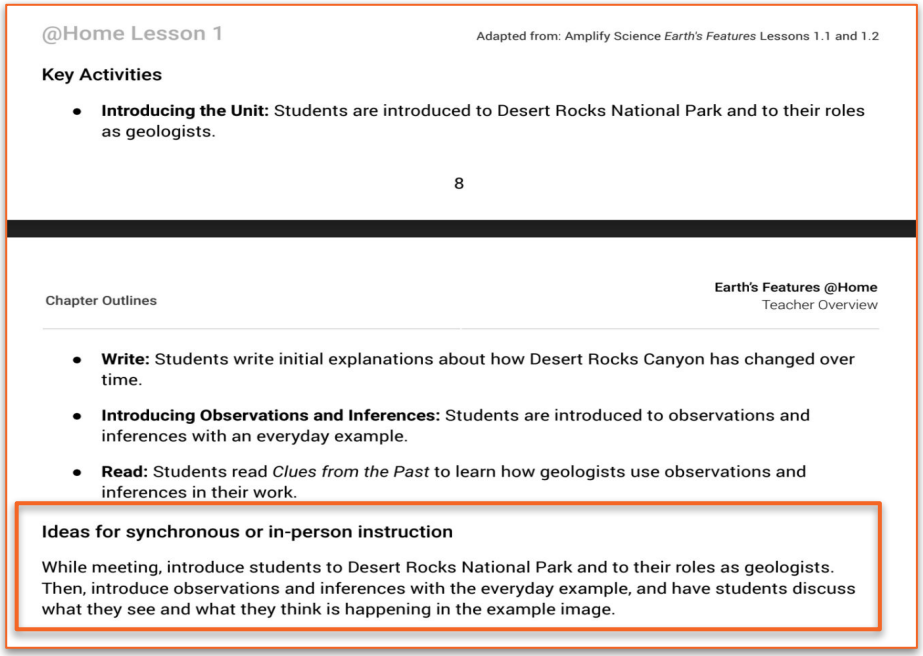
- Chapters at a glance
- Lesson outlines



*Appendix provides the student investigation notebook pages that go with each lesson.

Revisiting exemplar lesson…





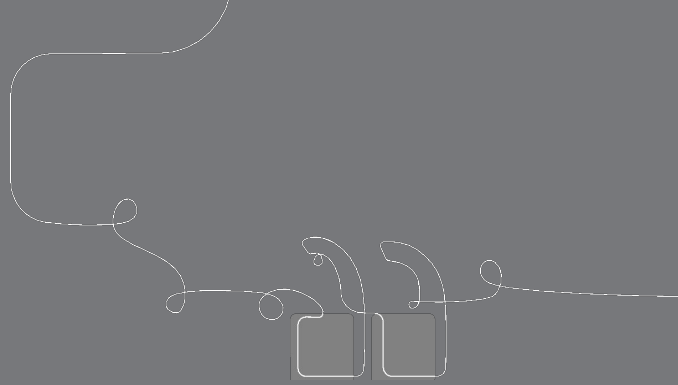
Explore your @Home Videos

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

During your exploration time, consider how you plan to use these resources.

Share insights

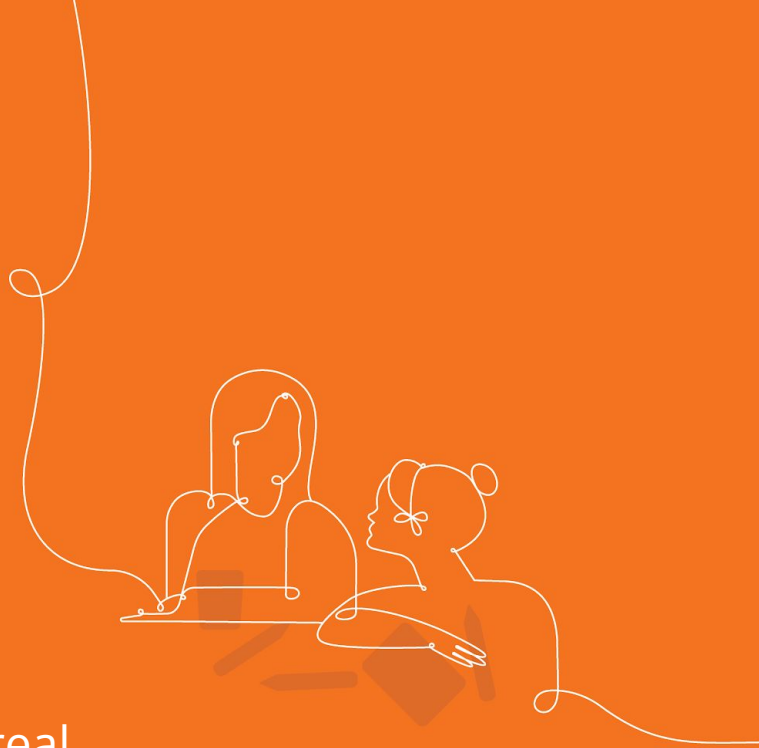
How will you utilize the @Home Videos ?



Questions?

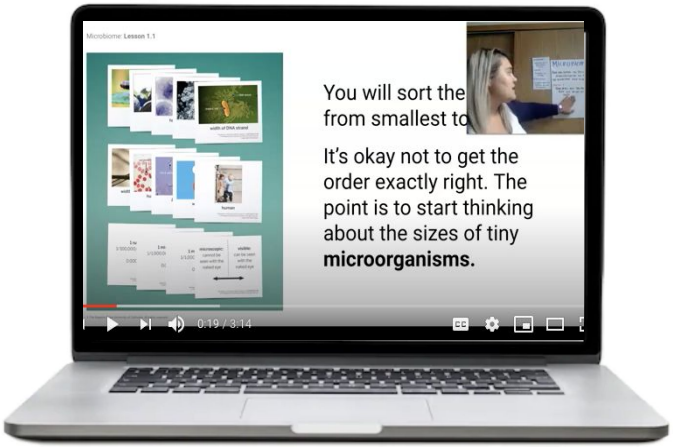
@Home Videos:
A Summary Overview

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



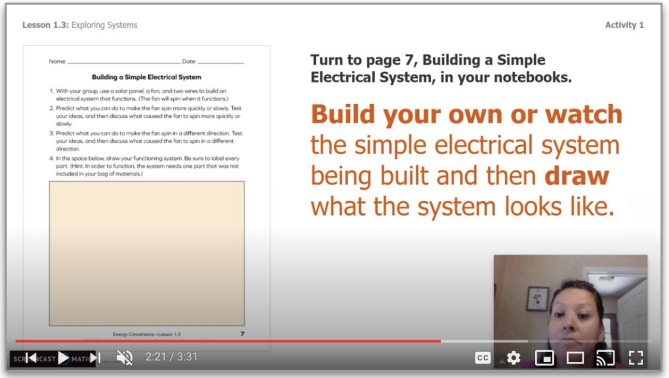
@Home Videos

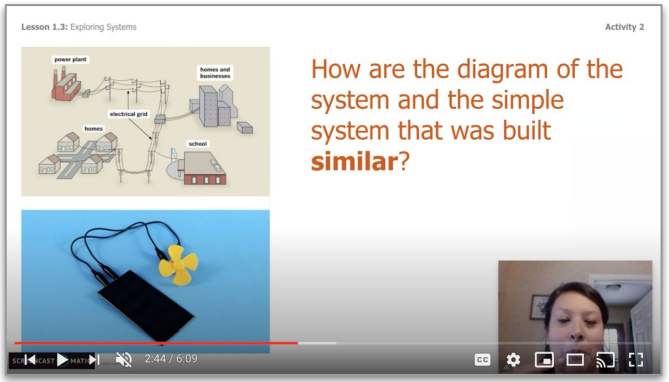
- Lesson playlists include **all activities** from original units
- Great option if have the **same amount of instructional time** as you typically would for science
- Requires **tech access** at home
- Use videos as **models for making your own lesson videos** or leading **online science class**



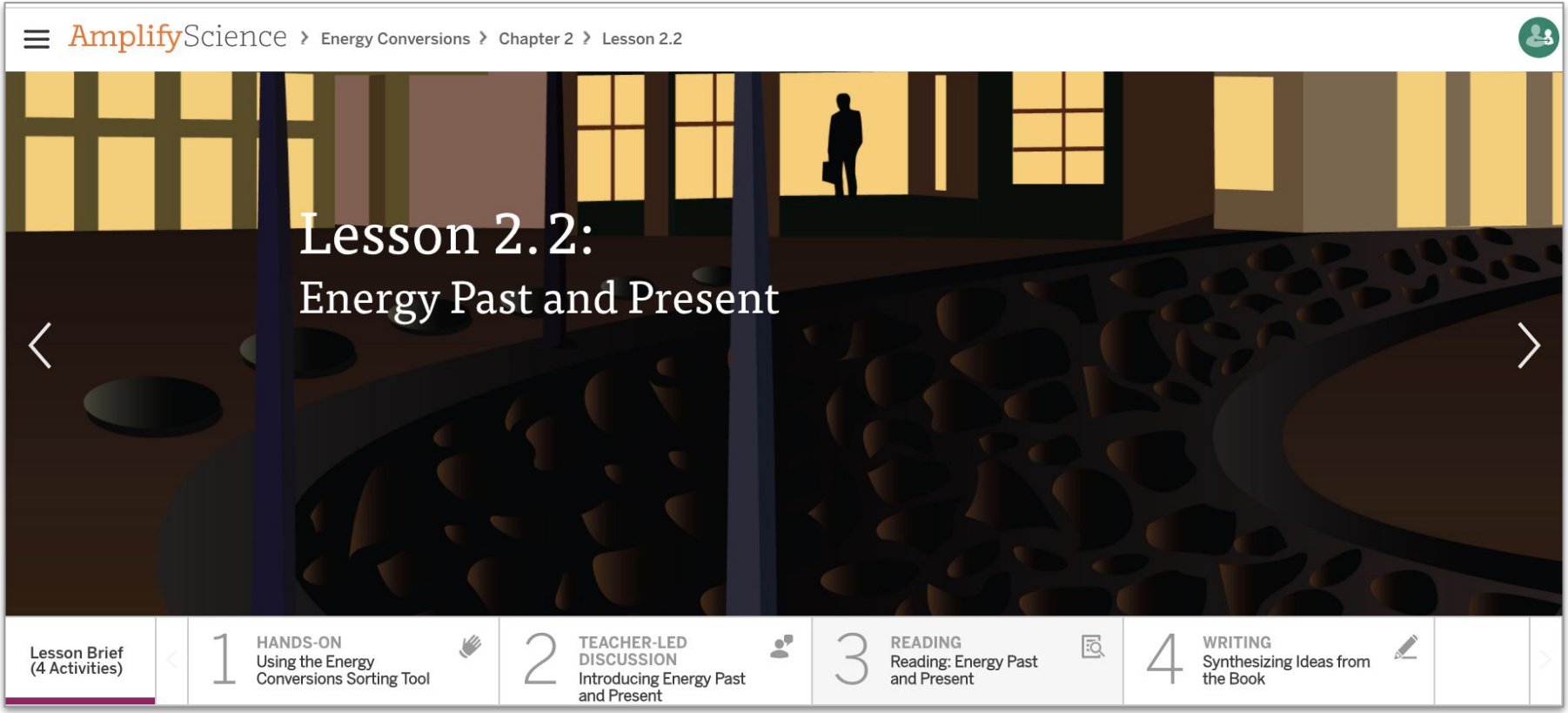
Interactive video experience

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





Example lesson: *Energy Conversions* 2.2



Example lesson: *Energy Conversions* 2.2

Grade 4 Energy Conversions Chapter 2 Lesson 2.2

6 videos • 5 views • Updated 7 days ago

Unlisted

Amplify

Amplify

SUBSCRIBE

1 

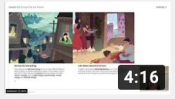
Grade 4 Energy Conversions Chapter 2 Lesson 2.2 Activity 1 Part A
Amplify

2 

Grade 4 Energy Conversions Chapter 2 Lesson 2.2 Activity 1 Part B
Amplify

3 

Grade 4 Energy Conversions Chapter 2 Lesson 2.2 Activity 1 Part C
Amplify

4 

Grade 4 Energy Conversions Chapter 2 Lesson 2.2 Activity 2
Amplify

5 

Grade 4 Energy Conversions Chapter 2 Lesson 2.2 Activity 3
Amplify

6 

Grade 4 Energy Conversions Chapter 2 Lesson 2.2 Activity 4
Amplify

Example lesson: *Energy Conversions* 2.2

1 HANDS-ON
Using the Energy Conversions Sorting Tool

2 TEACHER-LED DISCUSSION
Introducing Energy Past and Present

3 READING
Reading: Energy Past and Present

4 WRITING
Synthesizing Ideas from the Book

1 

Grade 4 Energy Conversions Chapter 2 Lesson 2.2 Activity 1 Part A
Amplify

2 

Grade 4 Energy Conversions Chapter 2 Lesson 2.2 Activity 1 Part B
Amplify

3 

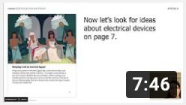
Grade 4 Energy Conversions Chapter 2 Lesson 2.2 Activity 1 Part C
Amplify

4 

Grade 4 Energy Conversions Chapter 2 Lesson 2.2 Activity 2
Amplify

5 

Grade 4 Energy Conversions Chapter 2 Lesson 2.2 Activity 3
Amplify

6 

Grade 4 Energy Conversions Chapter 2 Lesson 2.2 Activity 4
Amplify

@Home Videos

Using the resources

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

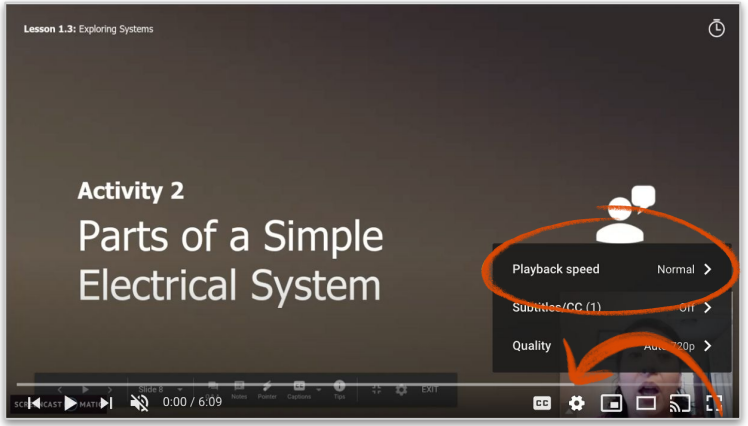
Synchronous time
• Online discussions • Hands-on investigations (option for teacher demo) • Sim demonstrations • Interactive read-alouds • Shared Writing • Co-constructed class charts

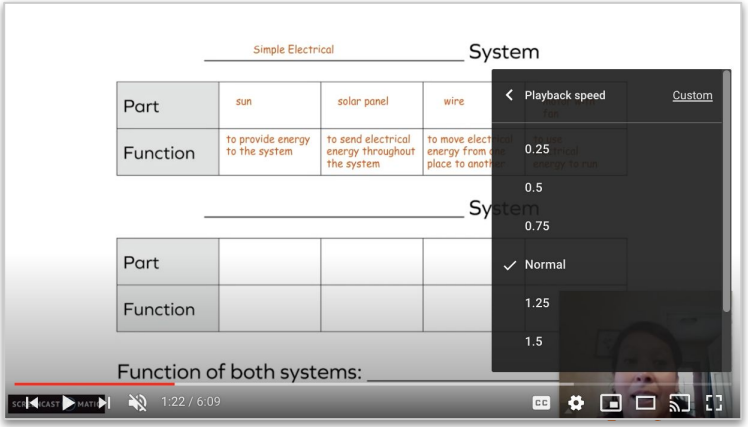
Planning suggestions: @Home Videos

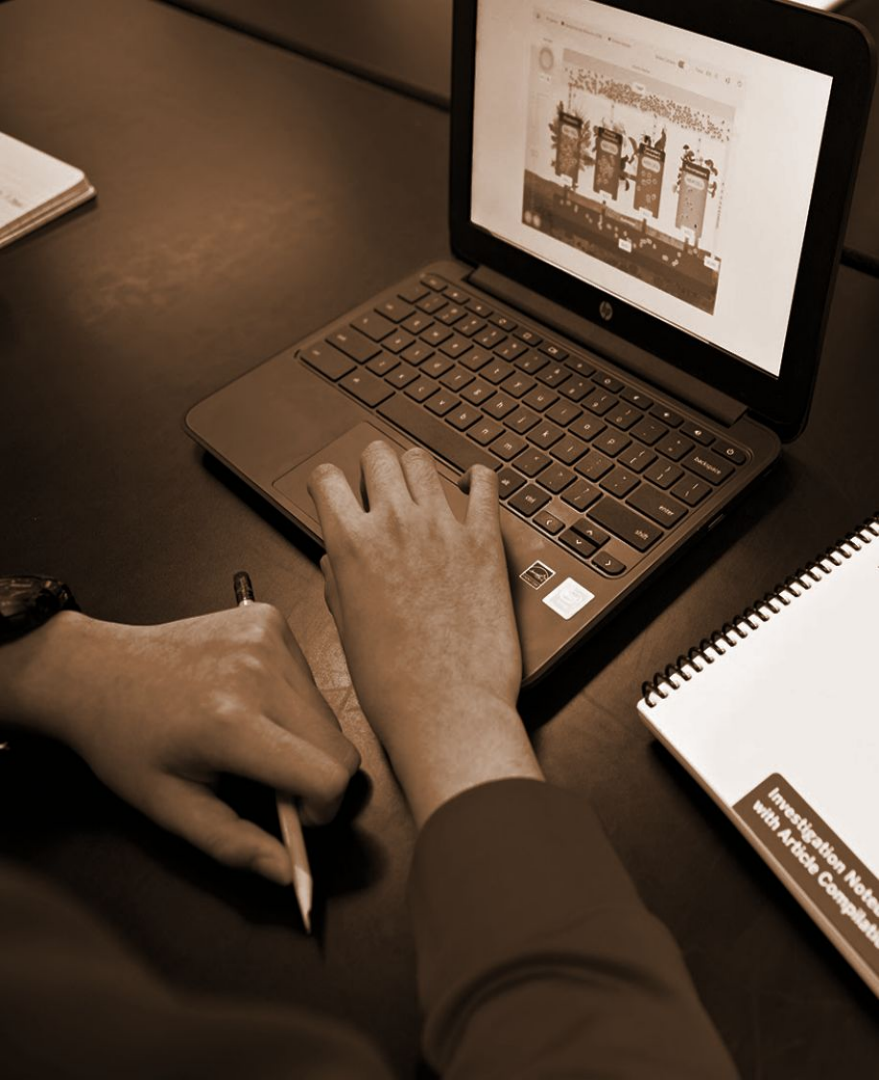
The Teacher's Guide is the best planning tool for @Home videos.

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

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







Plan for the day

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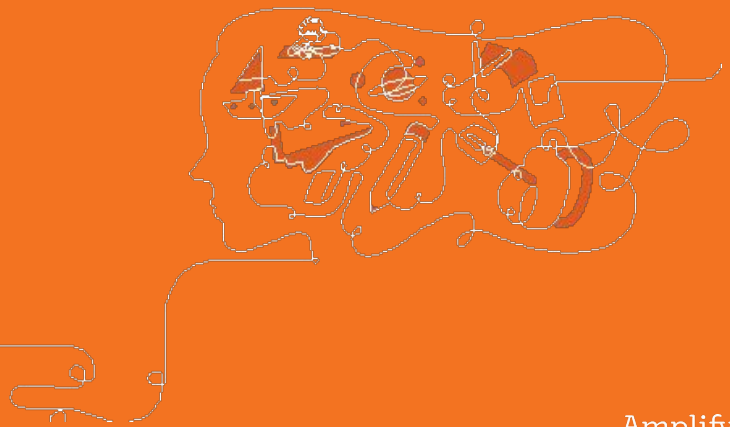
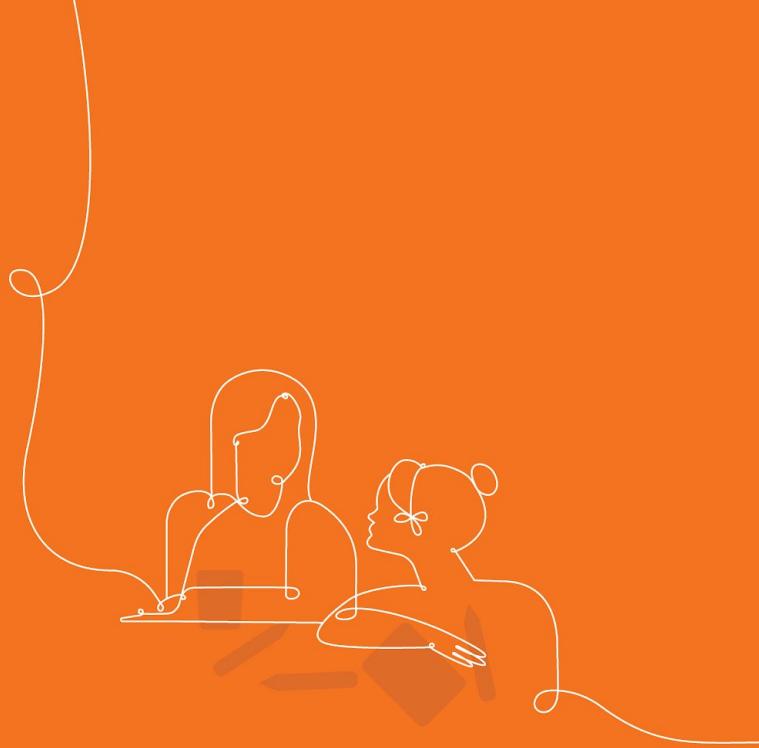
Brief overview of digital teacher's guide



Explore digital teacher's guide

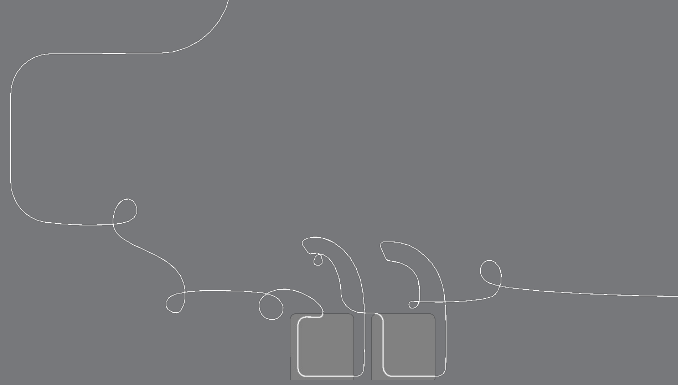
You may choose to start with the unit landing page, or dig into an original lesson.

During your exploration time, consider how you will utilize these resources.



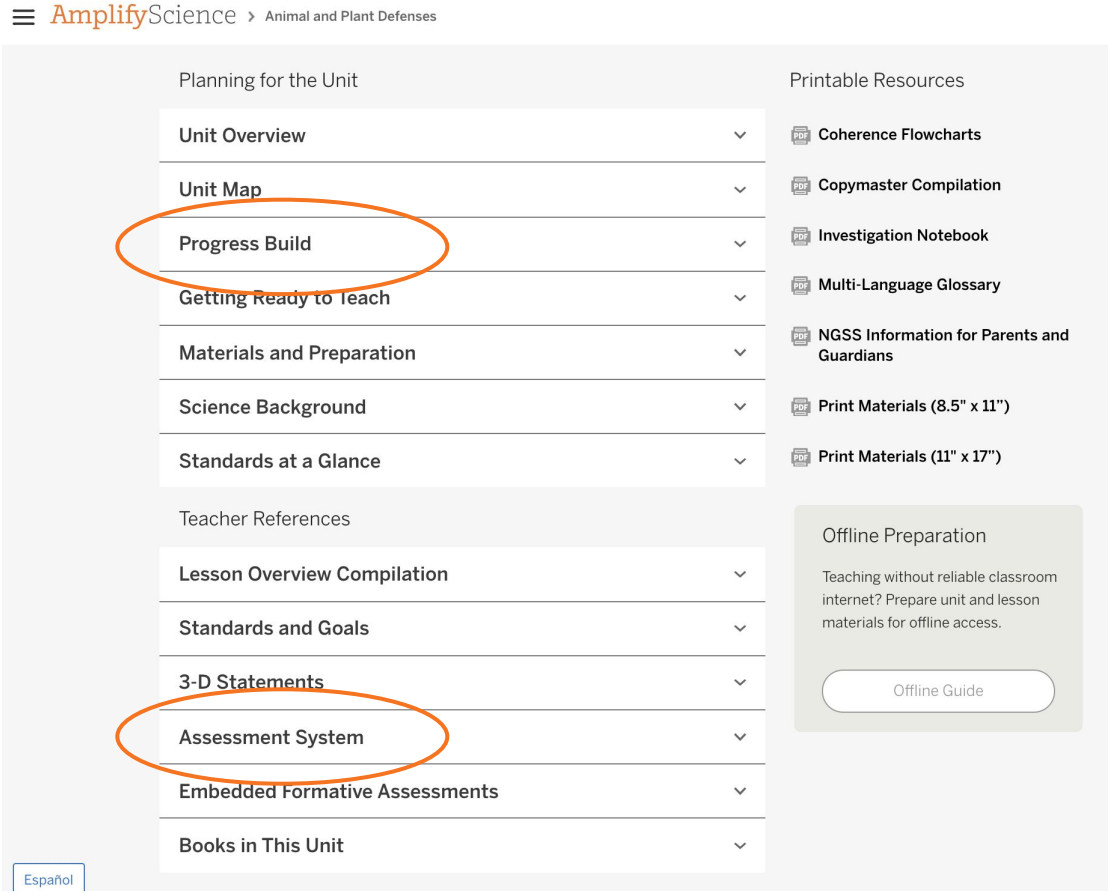
Share insights

How will you utilize the digital teacher’s guide?



Questions?

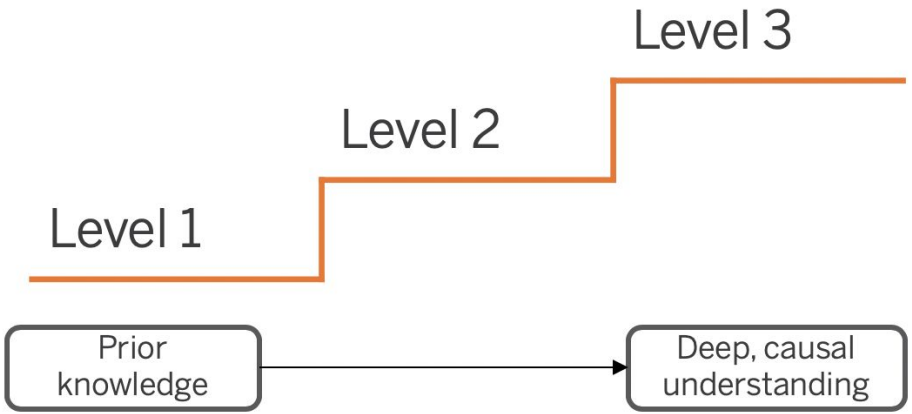
Unit Guide


AmplifyScience › Animal and Plant Defenses
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
Español
Printable Resources
Coherence Flowcharts
Copymaster Compilation
Investigation Notebook
Multi-Language Glossary
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

Progress Build

Teaching tip

Being familiar with your unit's Progress Build means you know what's coming. This will help you avoid giving ideas away too early in the unit!



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

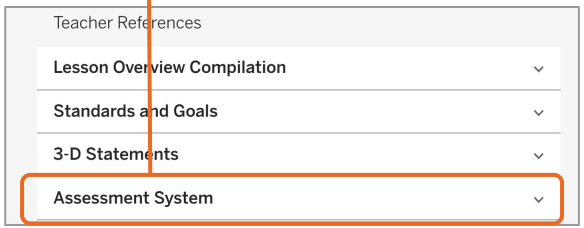
Used to measure student learning at the end of instruction

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

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:

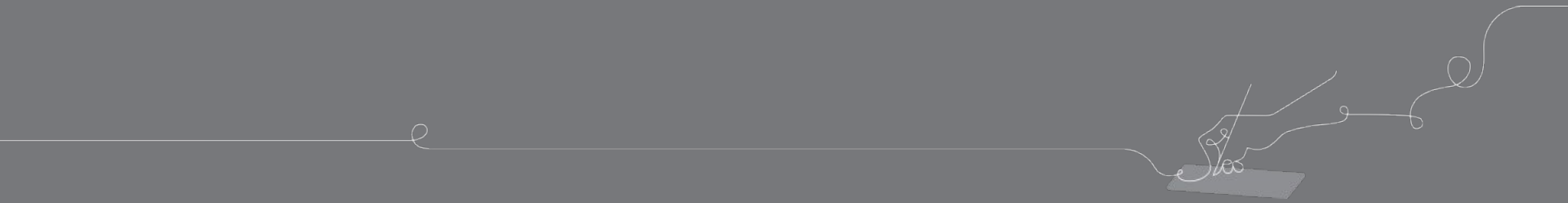
a. What are students doing?

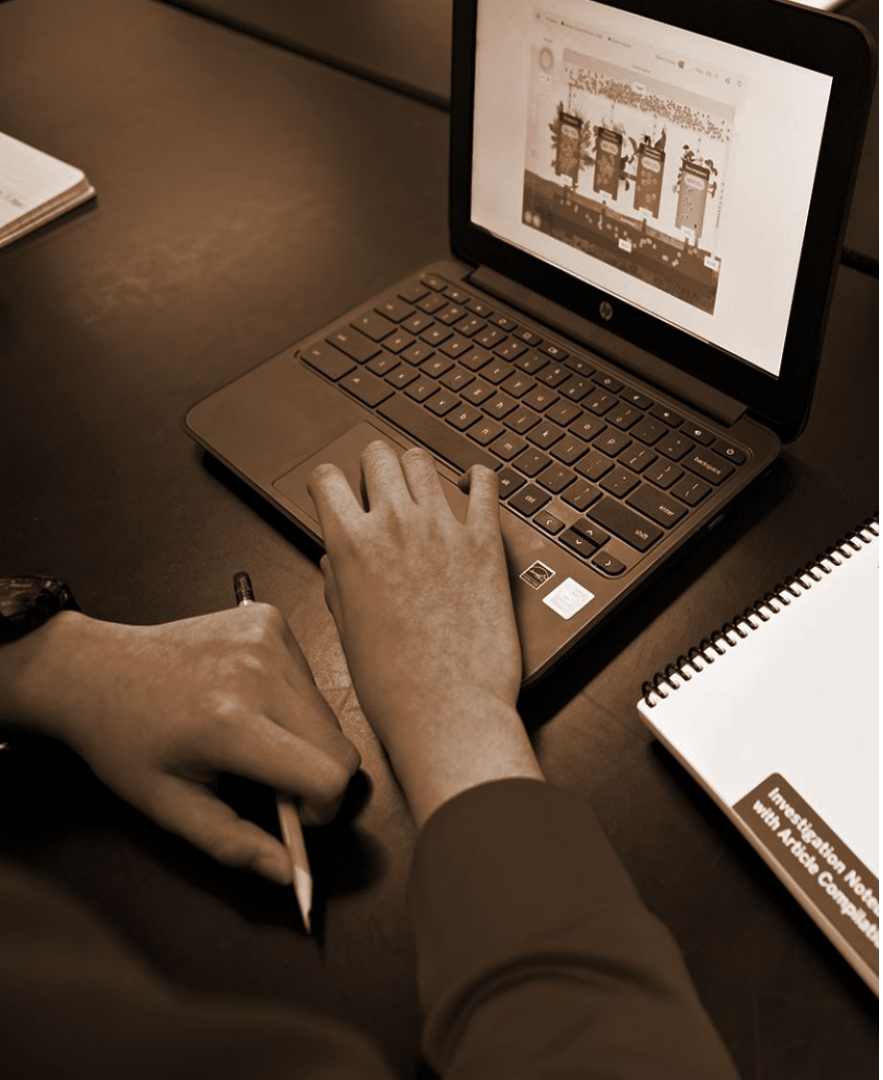
b. What would student performance tell me about student understanding?

c. How could I adjust instruction based on student performance?

d. How could I record student data?

Questions?





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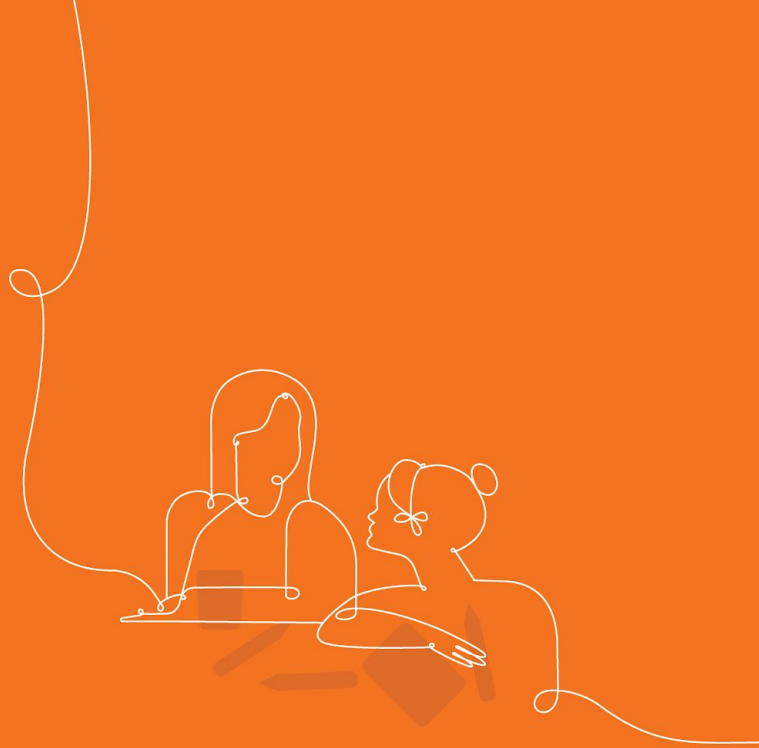
Guided Planning



Navigation Temperature Check

Rate yourself on your comfort level accessing the Amplify Science digital curriculum.

1 = Extremely Uncomfortable

2 = Uncomfortable

3 = Mild

4 = Comfortable

5 = Extremely Comfortable

@Home Resources example use case

Remote Model: with synchronous & asynchronous learning

Days 1 & 2

Asynchronous

Assign: Lesson 1.1 @Home Video and sheets for students to work through on their own

Day 3

Synchronous

Teach: Lesson 1.2 using clips from the @Home Video

Day 4

Asynchronous

Assign: Lesson 1.3 @Home Packet or @Home Slides for students to work through on their own

Day 5

Synchronous

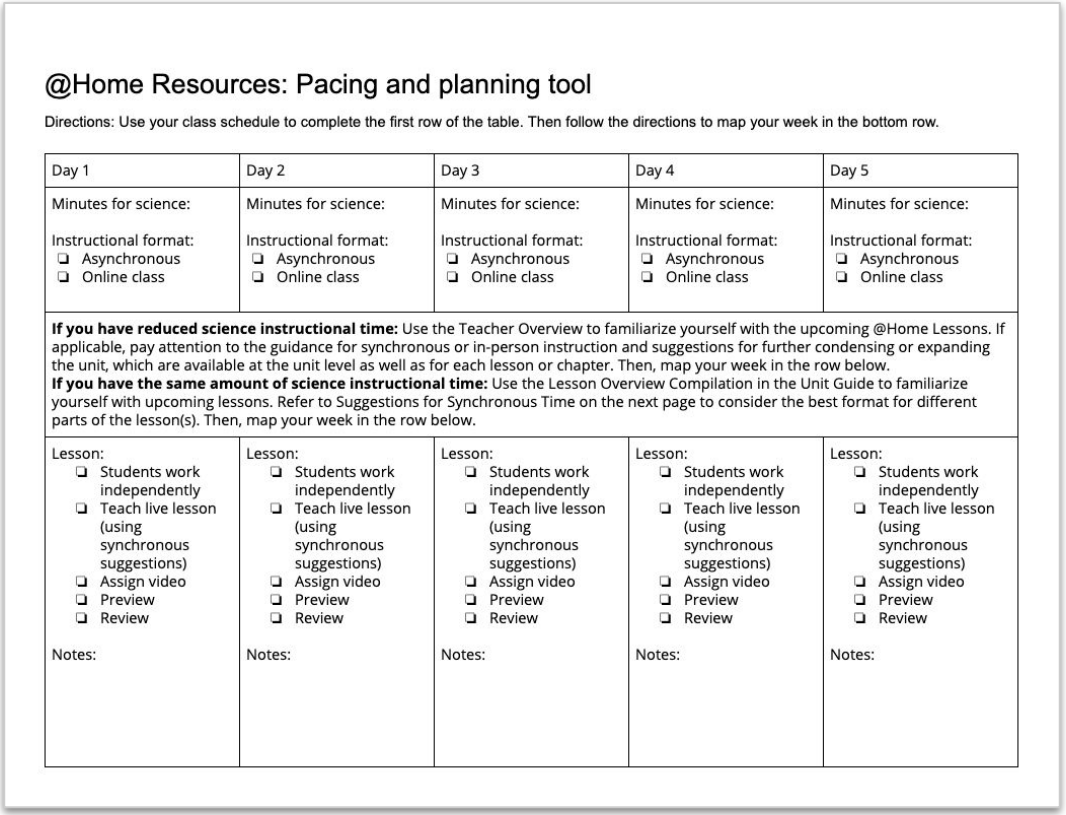
Revisit: hands-on or discourse-based activities from the week's lessons

Let's discuss and plan on

Jamboard

How do you plan to use these resources?

Planning with @Home Resources: Work time

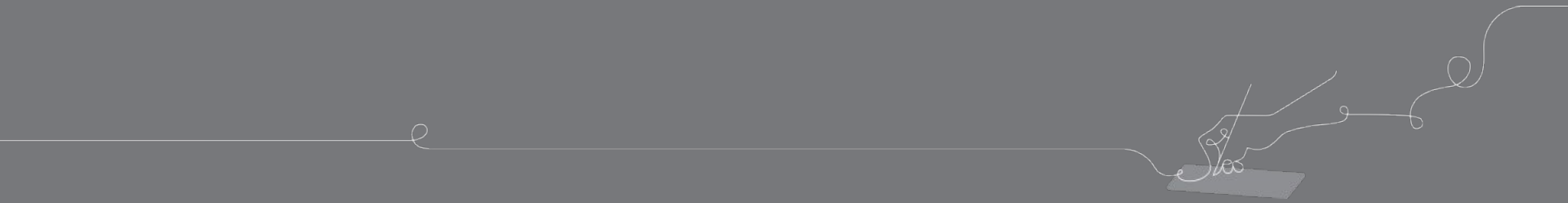


@Home Resources: Pacing and planning tool

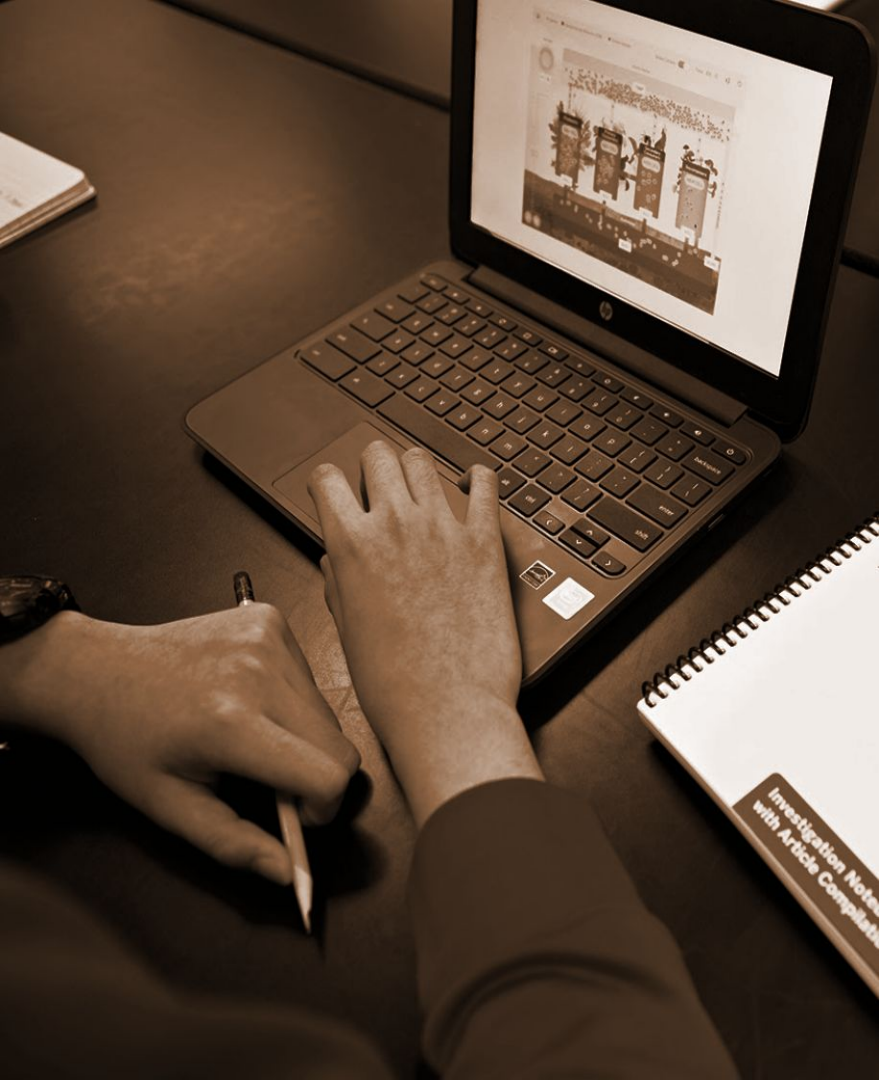
Directions: Use your class schedule to complete the first row of the table. Then follow the directions to map your week in the bottom row.

Day 1	Day 2	Day 3	Day 4	Day 5
Minutes for science: Instructional format: ❑ Asynchronous ❑ Online class	Minutes for science: Instructional format: ❑ Asynchronous ❑ Online class	Minutes for science: Instructional format: ❑ Asynchronous ❑ Online class	Minutes for science: Instructional format: ❑ Asynchronous ❑ Online class	Minutes for science: Instructional format: ❑ Asynchronous ❑ Online class
If you have reduced science instructional time: Use the Teacher Overview to familiarize yourself with the upcoming @Home Lessons. If applicable, pay attention to the guidance for synchronous or in-person instruction and suggestions for further condensing or expanding the unit, which are available at the unit level as well as for each lesson or chapter. Then, map your week in the row below. **If you have the same amount of science instructional time:** Use the Lesson Overview Compilation in the Unit Guide to familiarize yourself with upcoming lessons. Refer to Suggestions for Synchronous Time on the next page to consider the best format for different parts of the lesson(s). Then, map your week in the row below.				
Lesson: ❑ Students work independently ❑ Teach live lesson (using synchronous suggestions) ❑ Assign video ❑ Preview ❑ Review Notes:	Lesson: ❑ Students work independently ❑ Teach live lesson (using synchronous suggestions) ❑ Assign video ❑ Preview ❑ Review Notes:	Lesson: ❑ Students work independently ❑ Teach live lesson (using synchronous suggestions) ❑ Assign video ❑ Preview ❑ Review Notes:	Lesson: ❑ Students work independently ❑ Teach live lesson (using synchronous suggestions) ❑ Assign video ❑ Preview ❑ Review Notes:	Lesson: ❑ Students work independently ❑ Teach live lesson (using synchronous suggestions) ❑ Assign video ❑ Preview ❑ Review Notes:

Questions?



Grade	Unit	Student role	Unit type	Focal crosscutting concept	Sense-making strategy	Writing genre
K	Needs of Plants and Animals	scientist	investigation	systems	setting a purpose	explanation
	Pushes and Pulls	pinball engineer	design	cause and effect	visualizing	explanation
	Sunlight and Weather	weather scientist	modeling	cause and effect	making predictions	explanation
1	Animal and Plant Defenses	aquarium scientist	modeling	structure and function	visualizing	explanation
	Light and Sound	light and sound engineer	design	cause and effect	asking questions	explanation
	Spinning Earth	sky scientist	investigation	patterns	making predictions	explanation
2	Plant and Animal Relationships	plant scientist	investigation	systems	setting a purpose	explanation
	Properties of Materials	glue engineer	design	cause and effect	making predictions	design argument
	Changing Landforms	geologist	modeling	scale, proportion, and quantity	visualizing	explanation
3	Balancing Forces	scientist	modeling	stability and change	setting a purpose	explanation
	Inheritance and Traits	wildlife biologist	investigation	patterns	asking questions	explanation
	Environments and Survival	biomimicry engineer	design	structure and function	making inferences	explanation
	Weather and Climate	meteorologist	argumentation	patterns	visualizing	scientific argument
4	Energy Conversions	systems engineer	design	systems	synthesizing	design argument
	Vision and Light	conservation biologist	investigation	structure and function	asking questions	explanation
	Earth's Features	geologist	argumentation	stability and change	making inferences	scientific argument
	Waves, Energy, and Information	marine scientist	modeling	patterns	visualizing	explanation
5	Patterns of Earth and Sky	astronomer	investigation	patterns	visualizing	explanation
	Modeling Matter	food scientist	modeling	scale, proportion, and quantity	making inferences	explanation
	The Earth System	water resource engineer	design	systems	synthesizing	explanation
	Ecosystem Restoration	ecologist	argumentation	energy and matter	making inference and synthesizing	scientific argument



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Revisiting our objectives

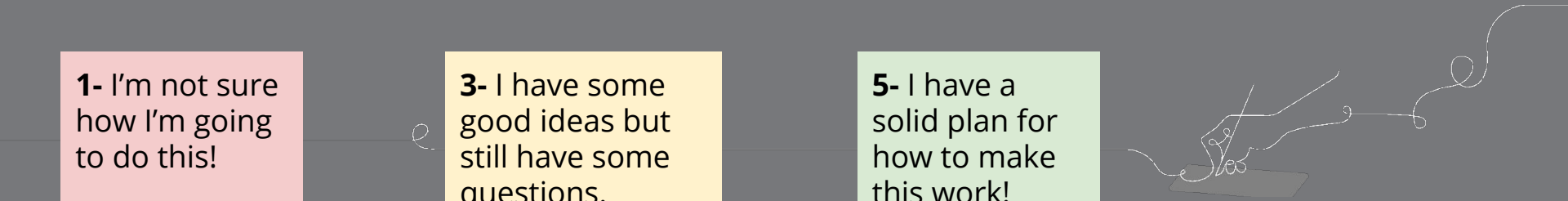
Do you feel ready to to…

- Navigate the digital components of the Amplify Science curriculum.
- Understand the program's phenomenon-based approach.
- Apply the program essentials to prepare to teach in a remote & hybrid instructional context.

1- I'm not sure how I'm going to do this!

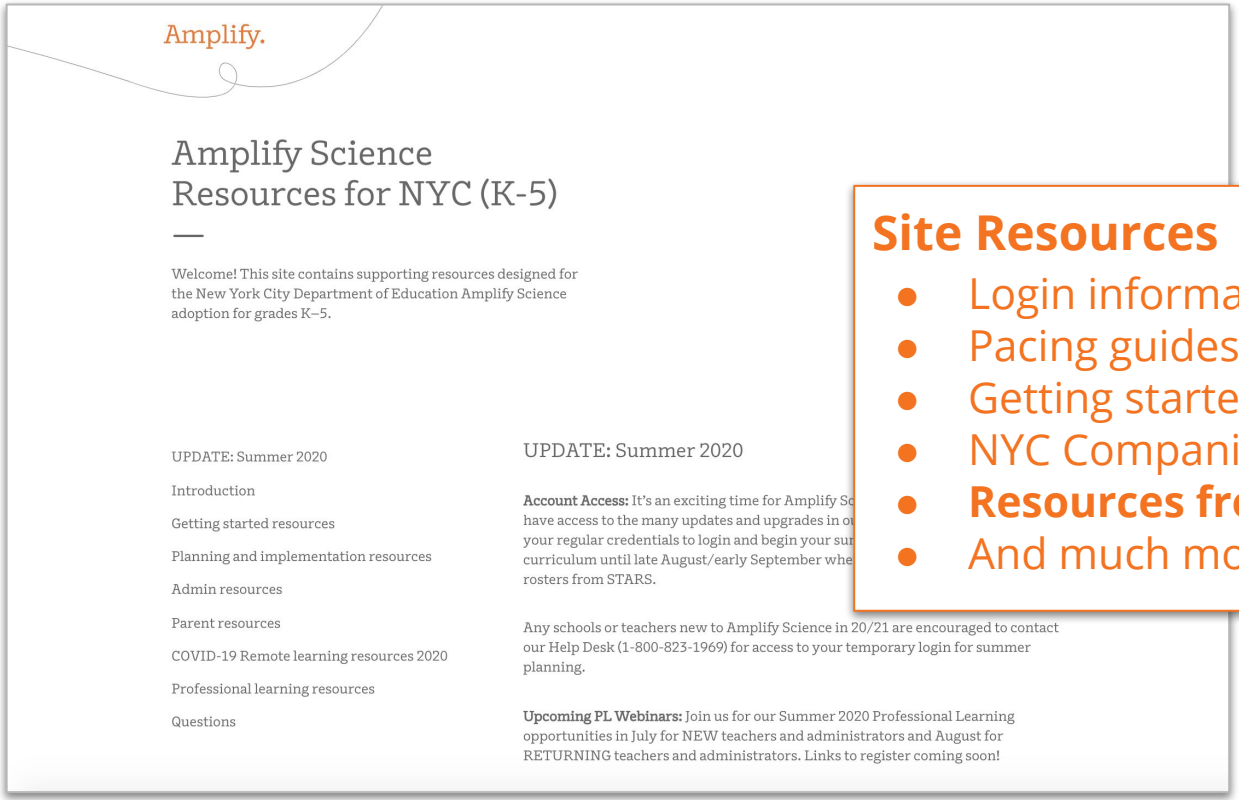
3- I have some good ideas but still have some questions.

5- I have a solid plan for how to make this work!



New York City Resources Site

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



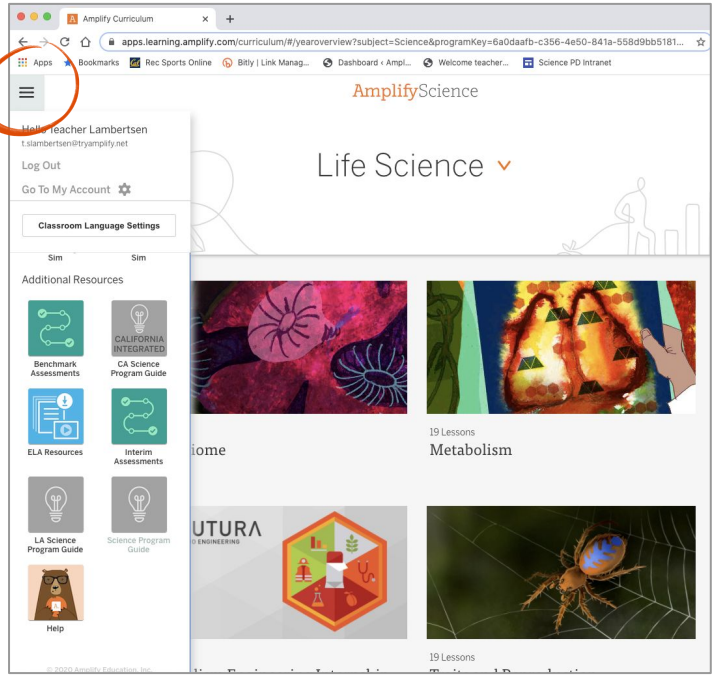
Site Resources

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

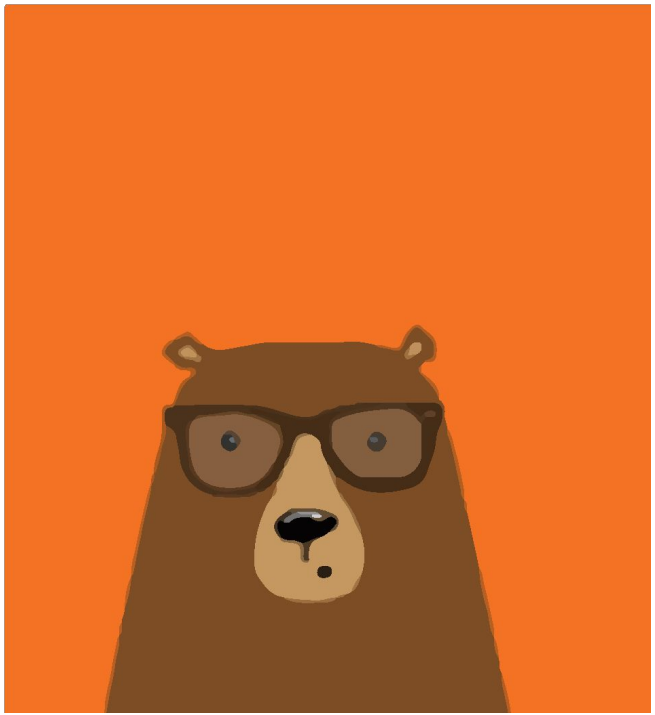
Amplify Science Program Hub

A hub for Amplify Science resources

- **Videos and resources to continue getting ready to teach**
- Amplify@Home resources
- Keep checking back for updates



Additional Amplify resources



Program Guide

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

https://my.amplify.com/programguide/content/national/welcome/science/

Amplify Help

Find lots of advice and answers from the Amplify team.

my.amplify.com/help

Additional Amplify Support

Customer Care

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

scihelp@amplify.com

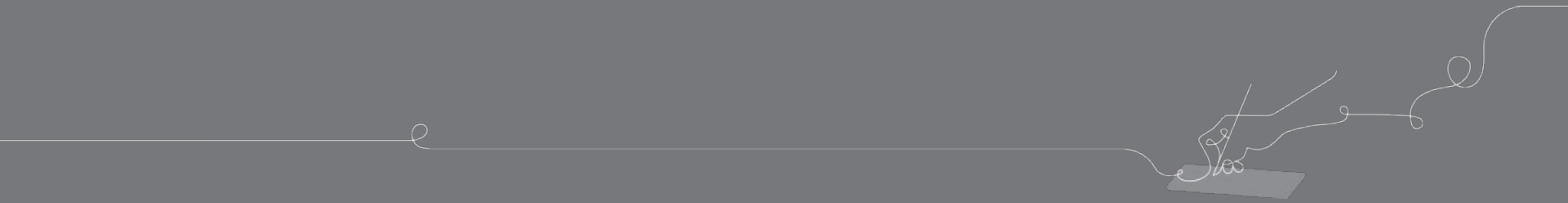
800-823-1969

Amplify Chat

When contacting the customer care team:

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

Final Questions?



Please provide us feedback!

URL: https://www.surveymonkey.com/r/BY56SBR

Presenter name: XX