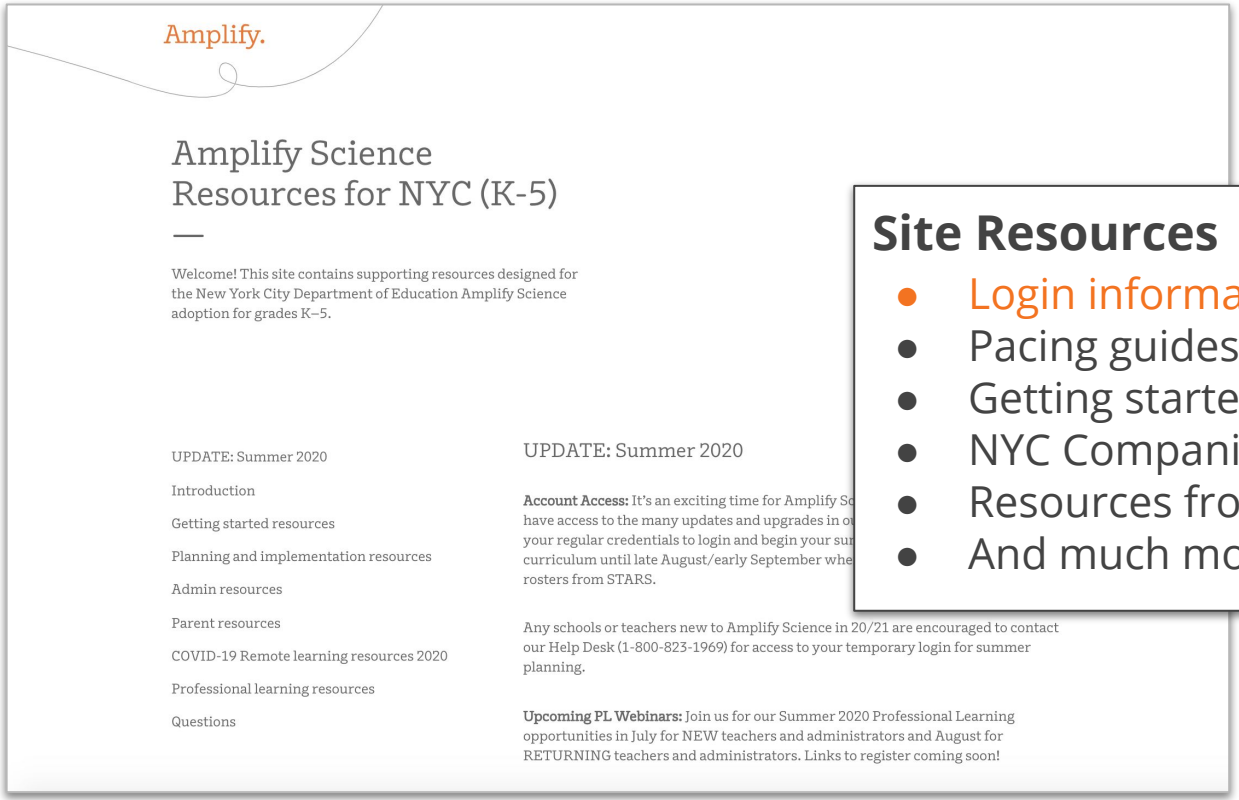
New York City Resources Site

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

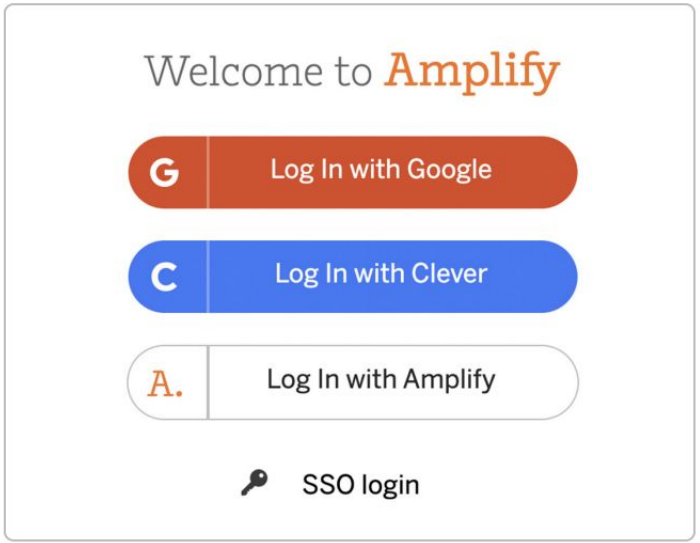


Site Resources

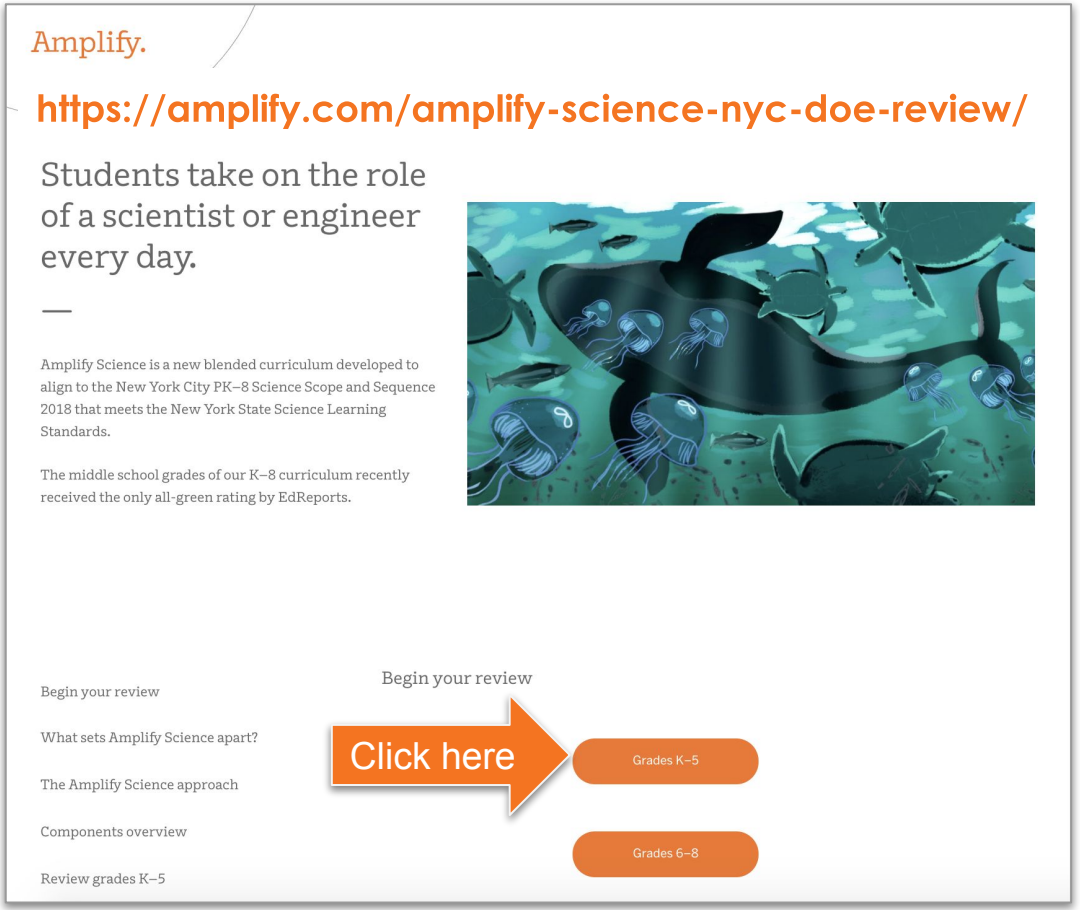
- Login information
- Pacing guides
- Getting started guide
- NYC Companion Lessons
- Resources from PD sessions
- And much more!

Welcome to Amplify Science!

Do Now: Please log in to your account



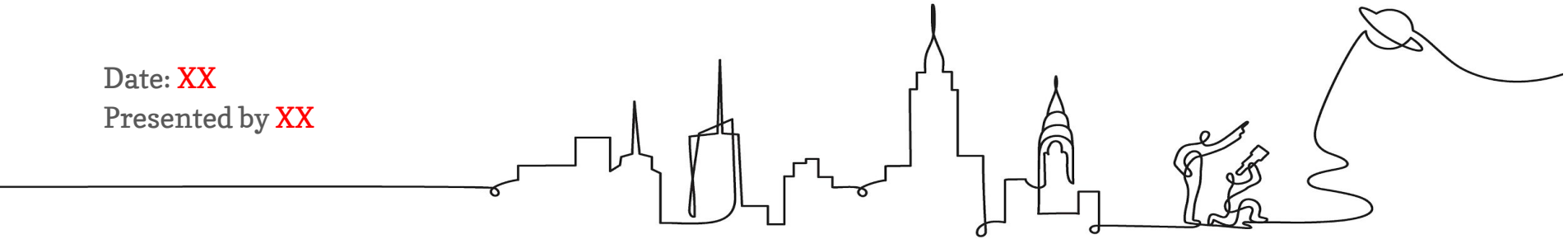
If you have your login information please use that. If not, please use the NYC DOE Review site, as indicated on the right.



Amplify Science
New York City

Introduction to Amplify Science
Grades K-2

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?"*

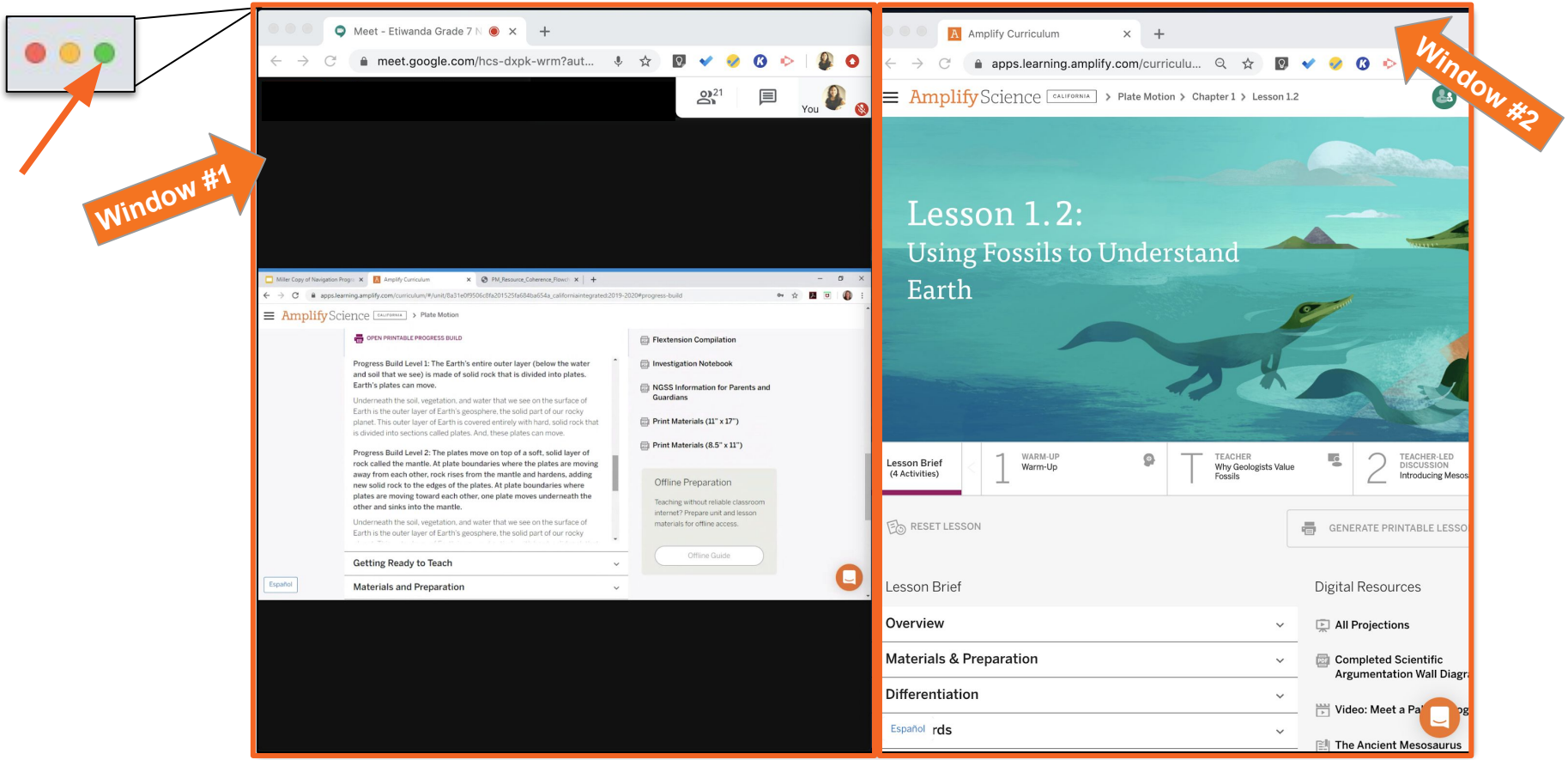
Mute your microphone to reduce background noise unless sharing with the group

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!

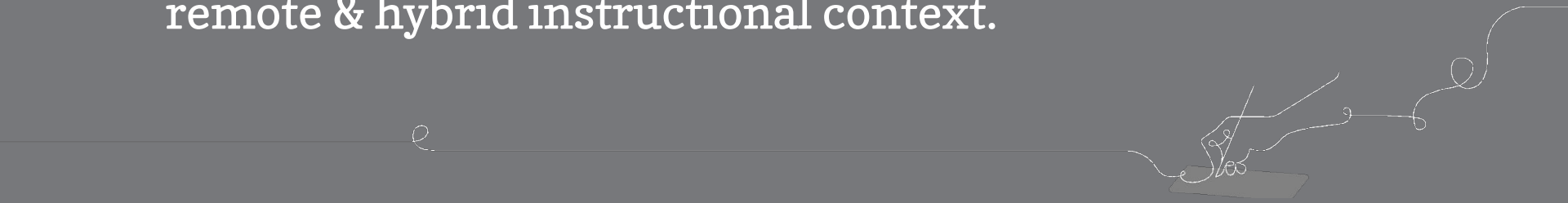
Use two windows for today's webinar

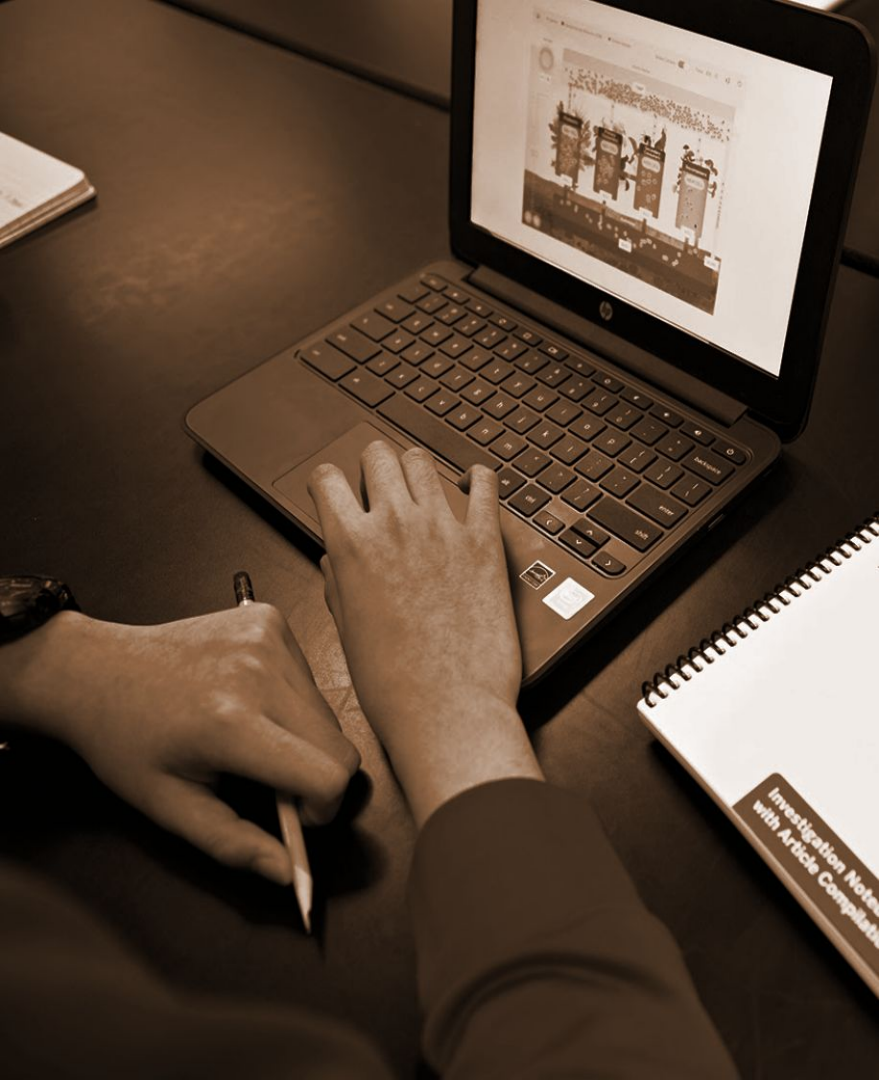


Overarching goals

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.





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- Exemplar lesson
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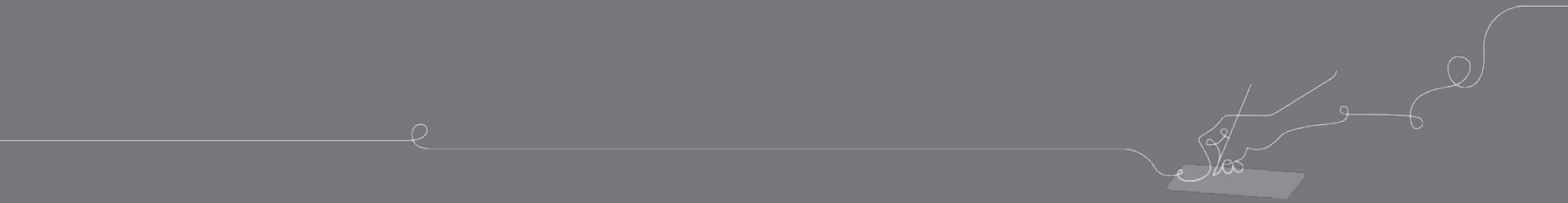
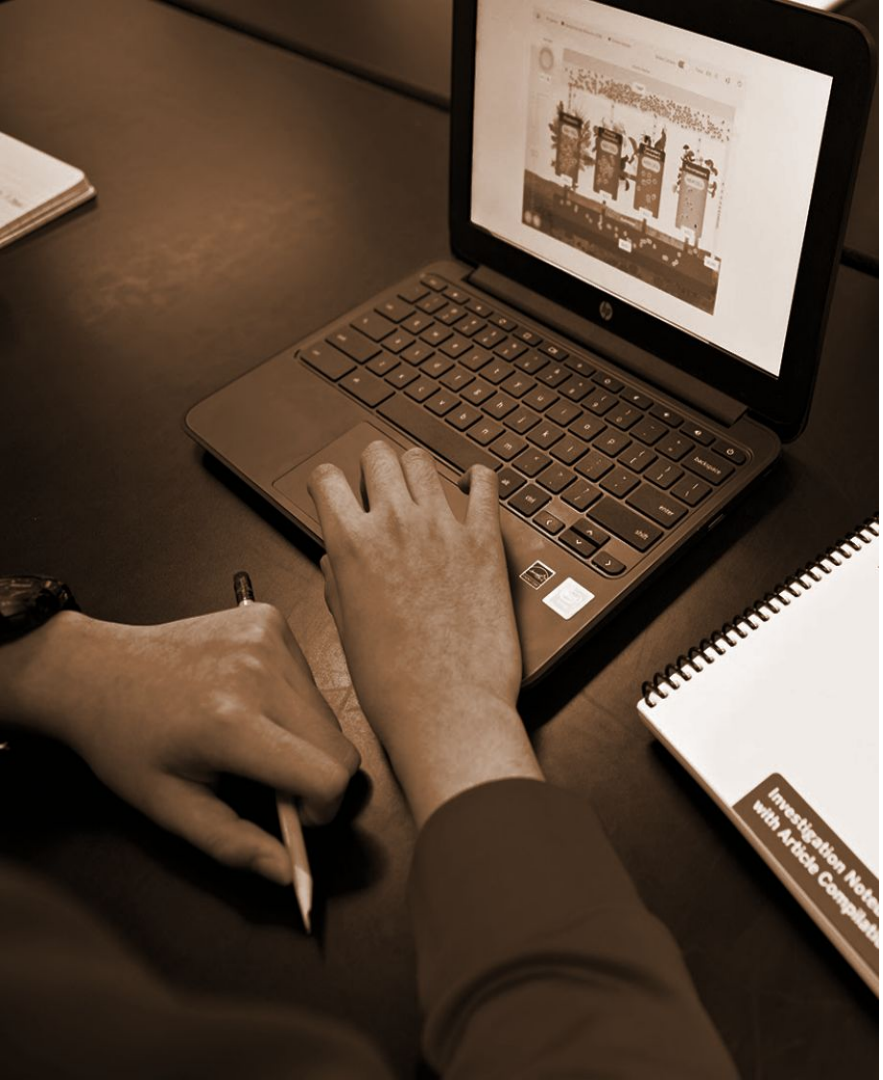
  - Lesson brief
  - Progress build & assessments
- Guided Planning
- Closing
  - Reflection & additional resources
  - Survey

Questions?





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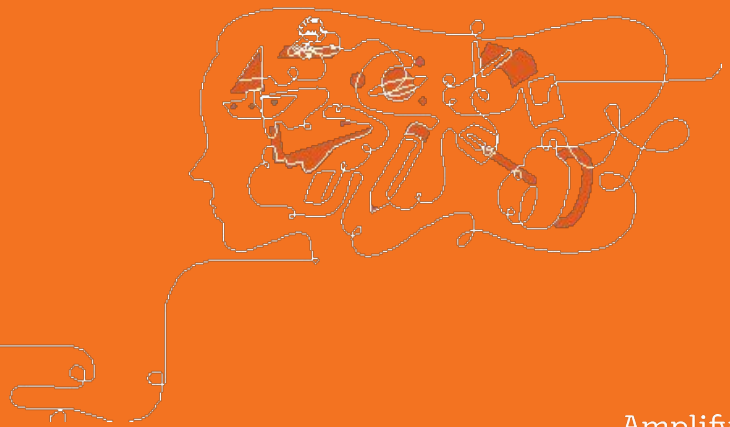
What is Amplify Science?

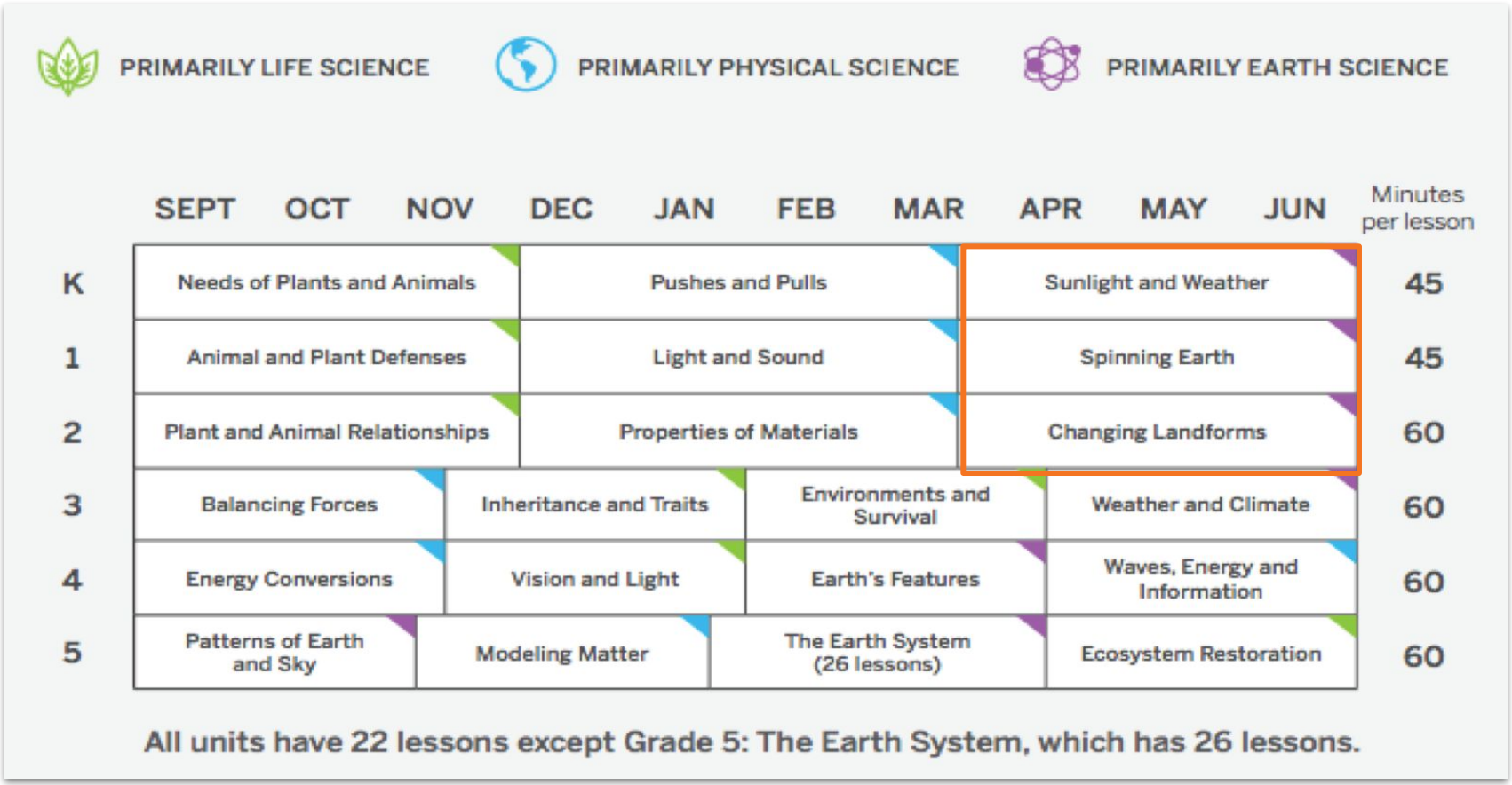


THE LAWRENCE
HALL OF SCIENCE
UNIVERSITY OF CALIFORNIA, BERKELEY

+ Amplify.

Amplify Science

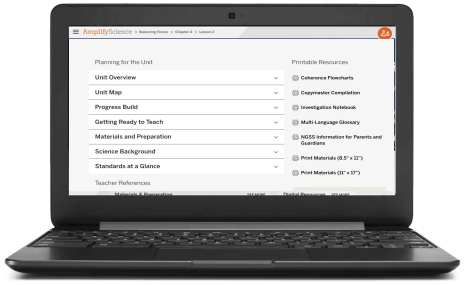
Course curriculum structure



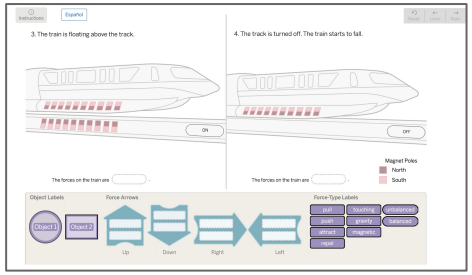
Digital Elementary school components

Hands-on investigation videos

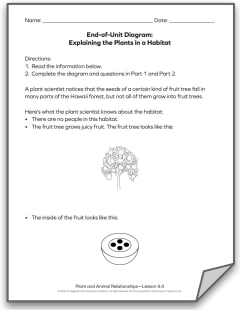
Online Student books & read-alouds



Digital Teacher's Guide

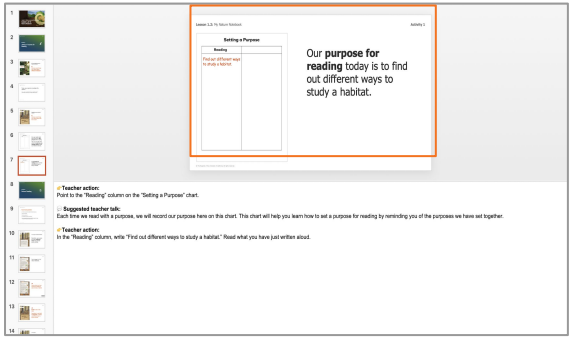


Digital practice tools (grade 2)



Assessments

@Home resources

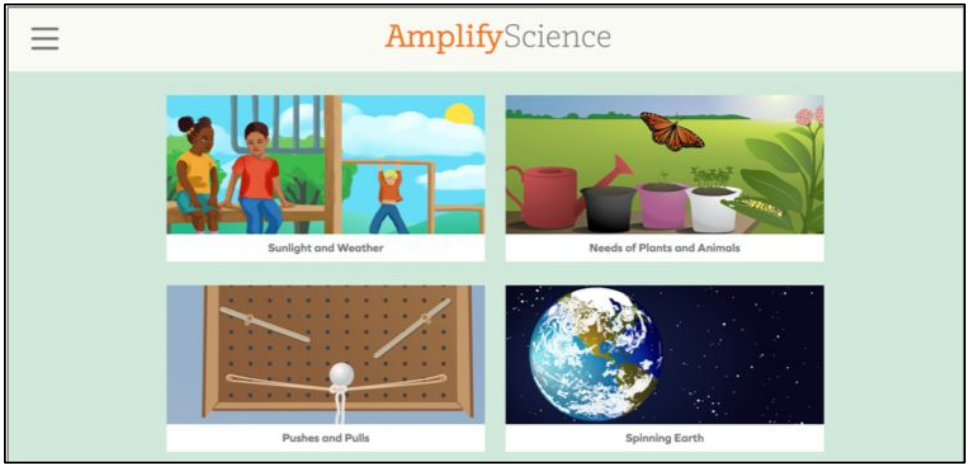


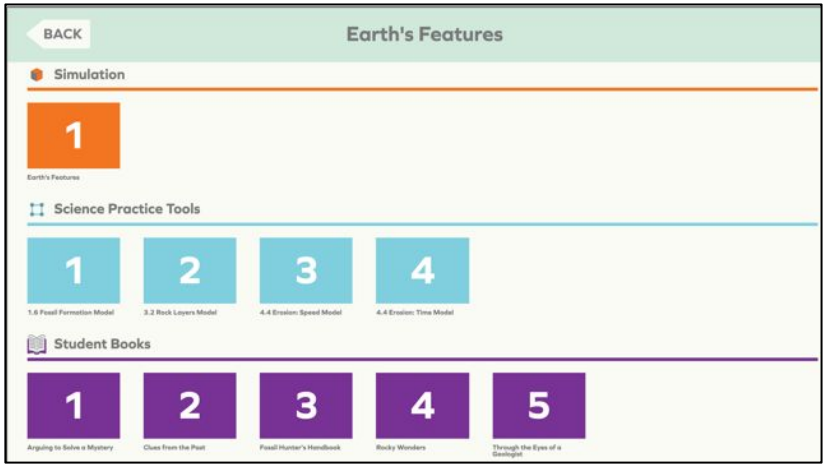
Classroom Slides

Amplify.

Students app page

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



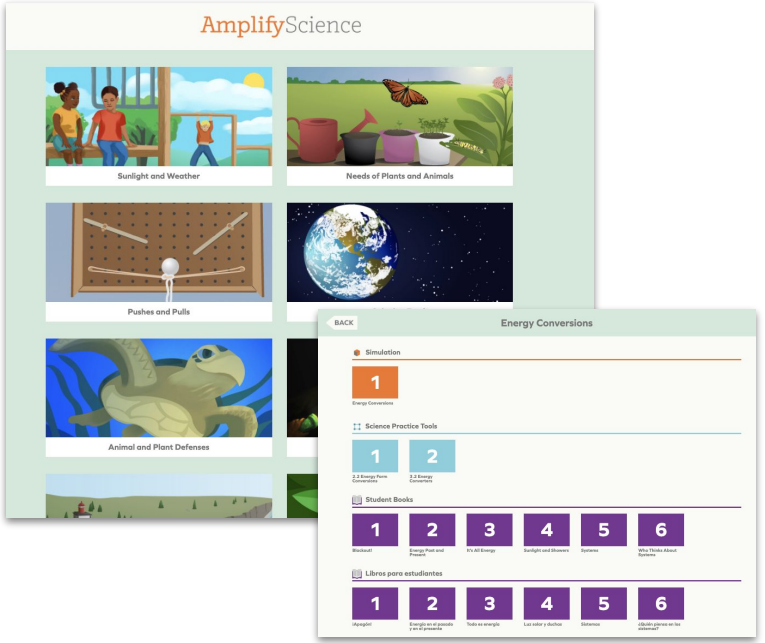


K-5 digital access

apps.learning.amplify.com/elementary

Username: nyck

Password: science1

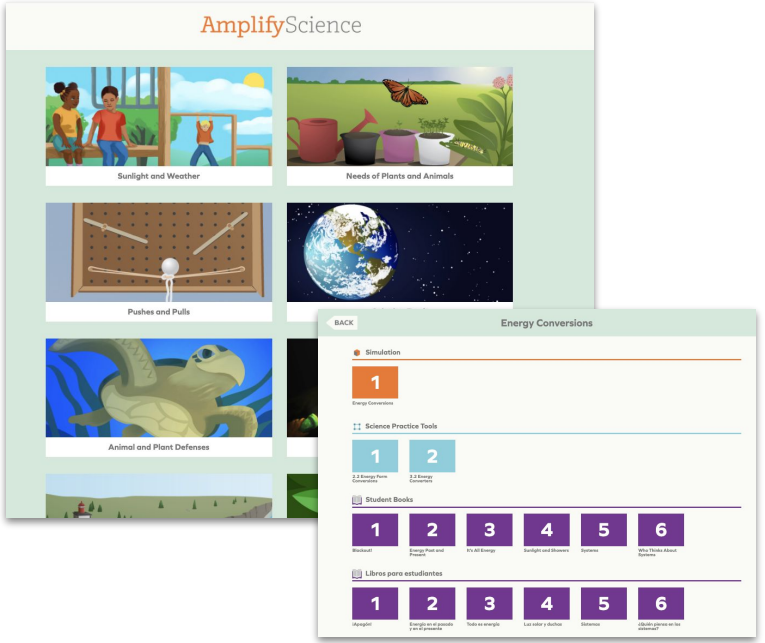


K-5 digital access

apps.learning.amplify.com/elementary

Username: nyc1

Password: science1

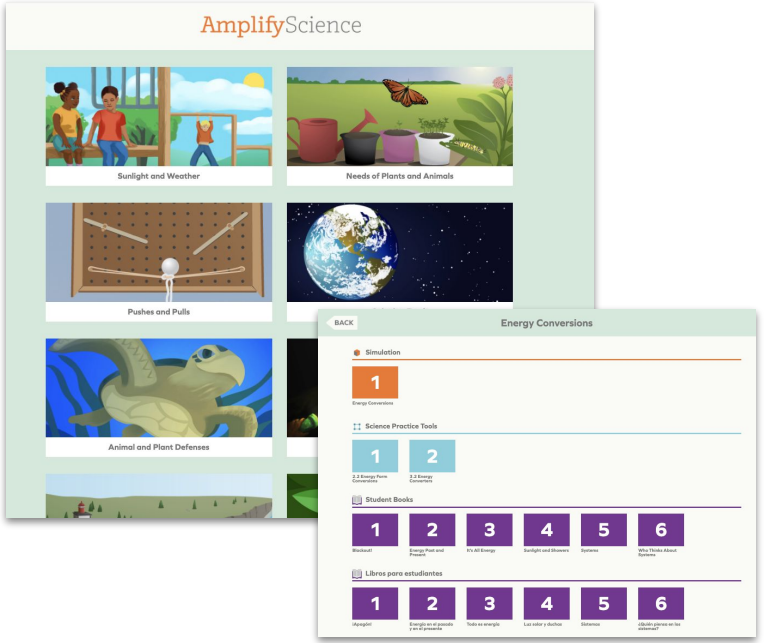


K-5 digital access

apps.learning.amplify.com/elementary

Username: nyc2

Password: science1



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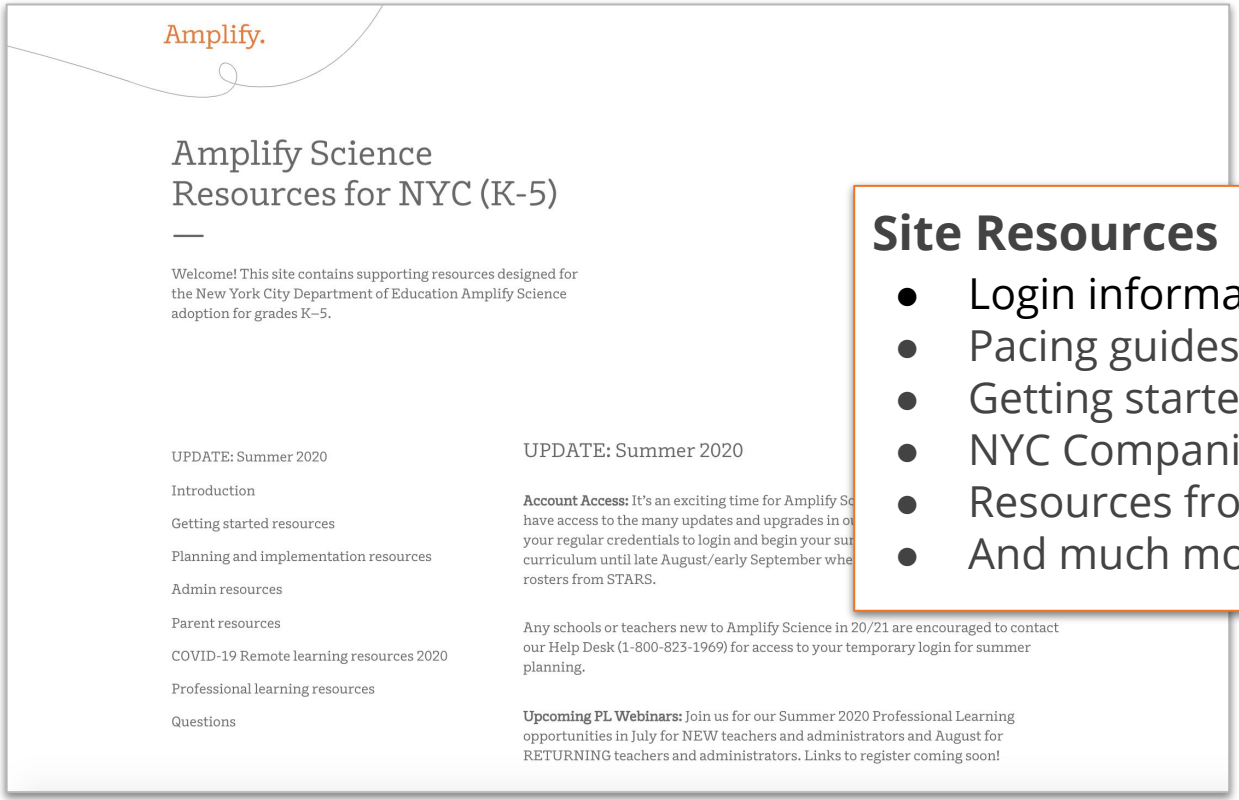

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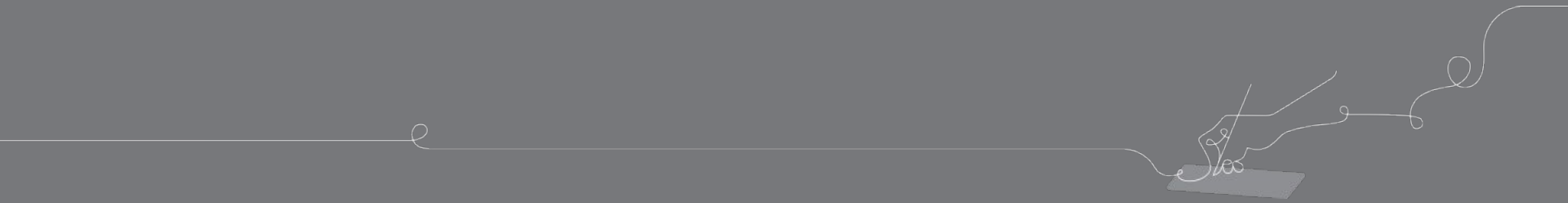
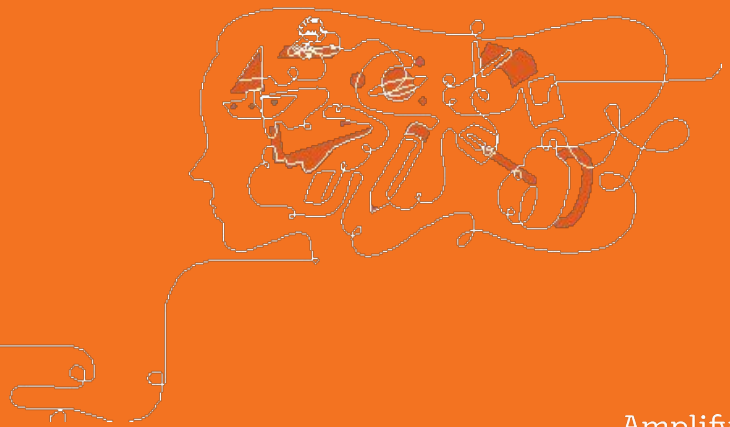


What is phenomenon-based instruction?



New York State Science Learning Standards

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

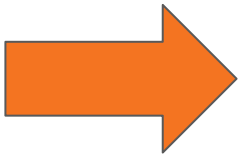
Topic-based	Phenomenon-based
Ocean habitats	A sea turtle can survive in an ocean habitat where sharks live.
Electric circuits	A flashlight won't turn on, even though it used to work.
Mixtures and solutions	One substance dissolved in water but another substance didn't.

Comparing topics and phenomena

A shift in science instruction

from learning about

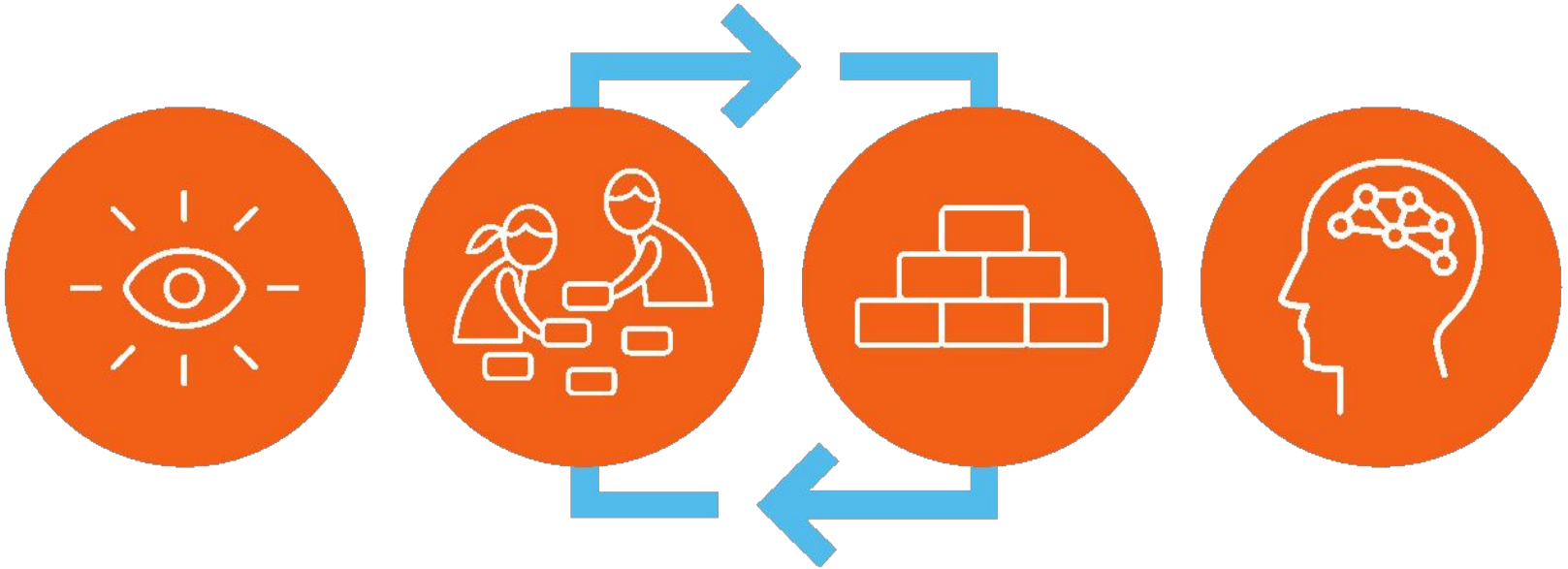
(like a student)



to figuring out

(like a scientist)

Amplify Science approach



Introduce a phenomenon and a related problem

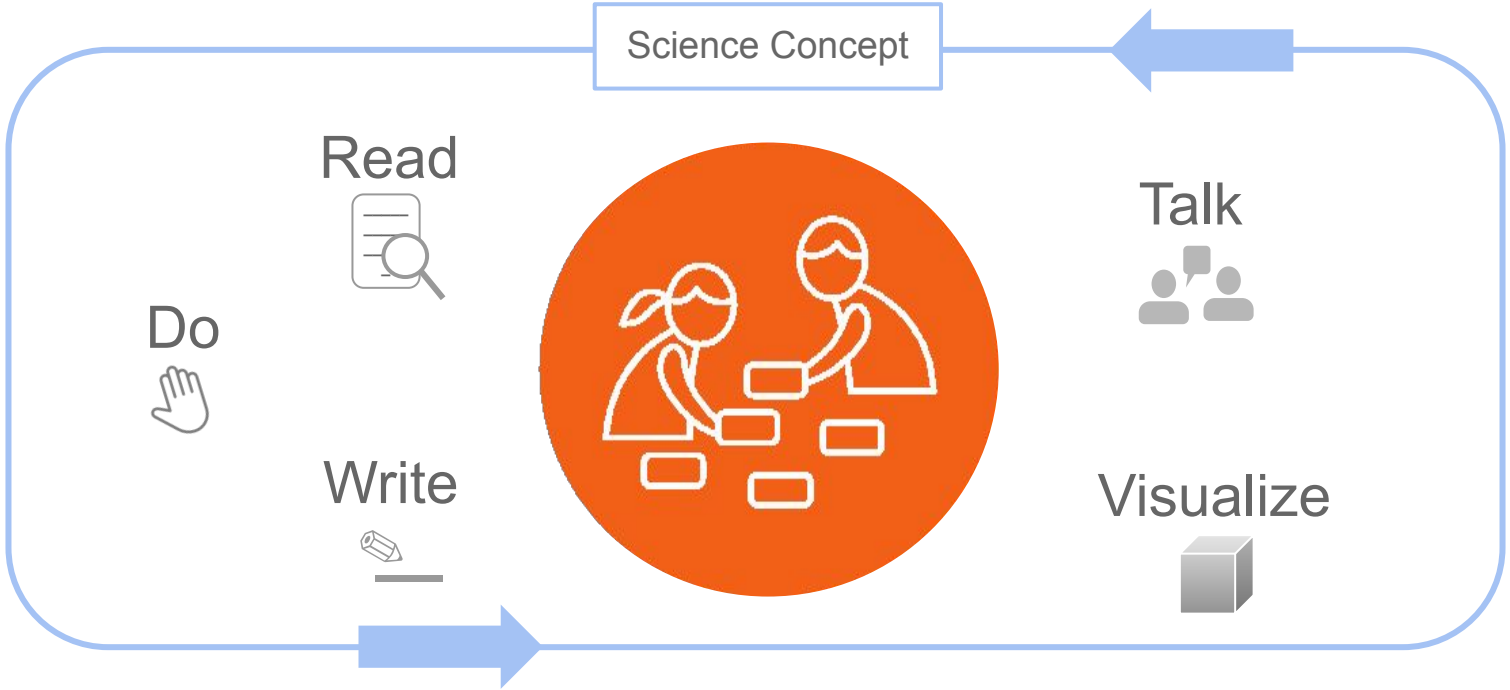
Collect evidence from multiple sources

Build increasingly complex explanations

Apply knowledge to a different context

Multimodal learning

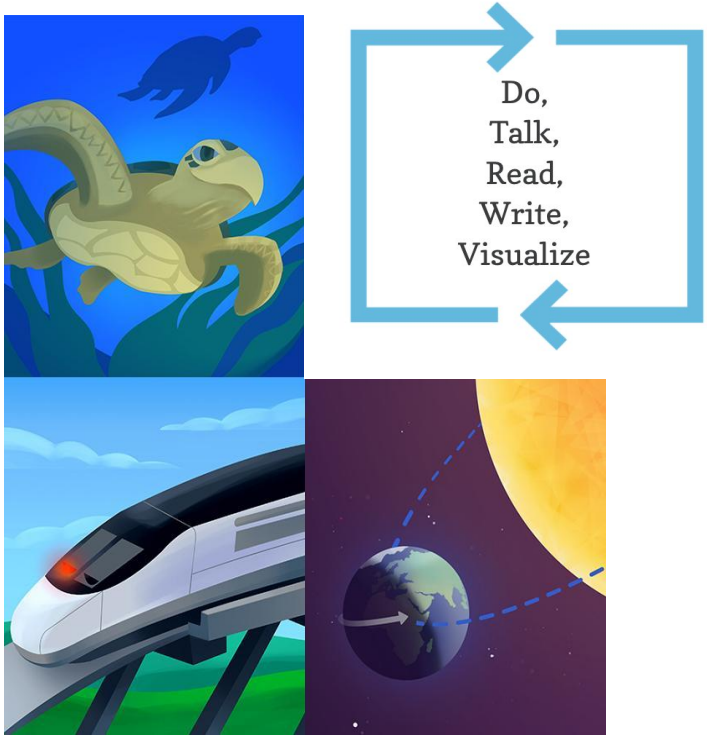
Gathering evidence from different sources



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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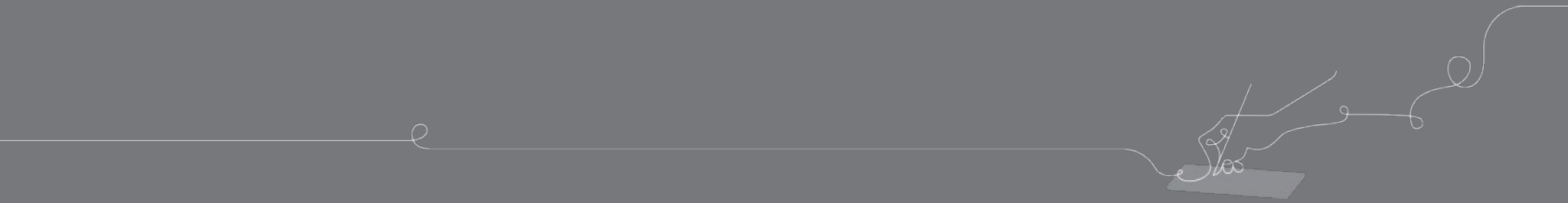

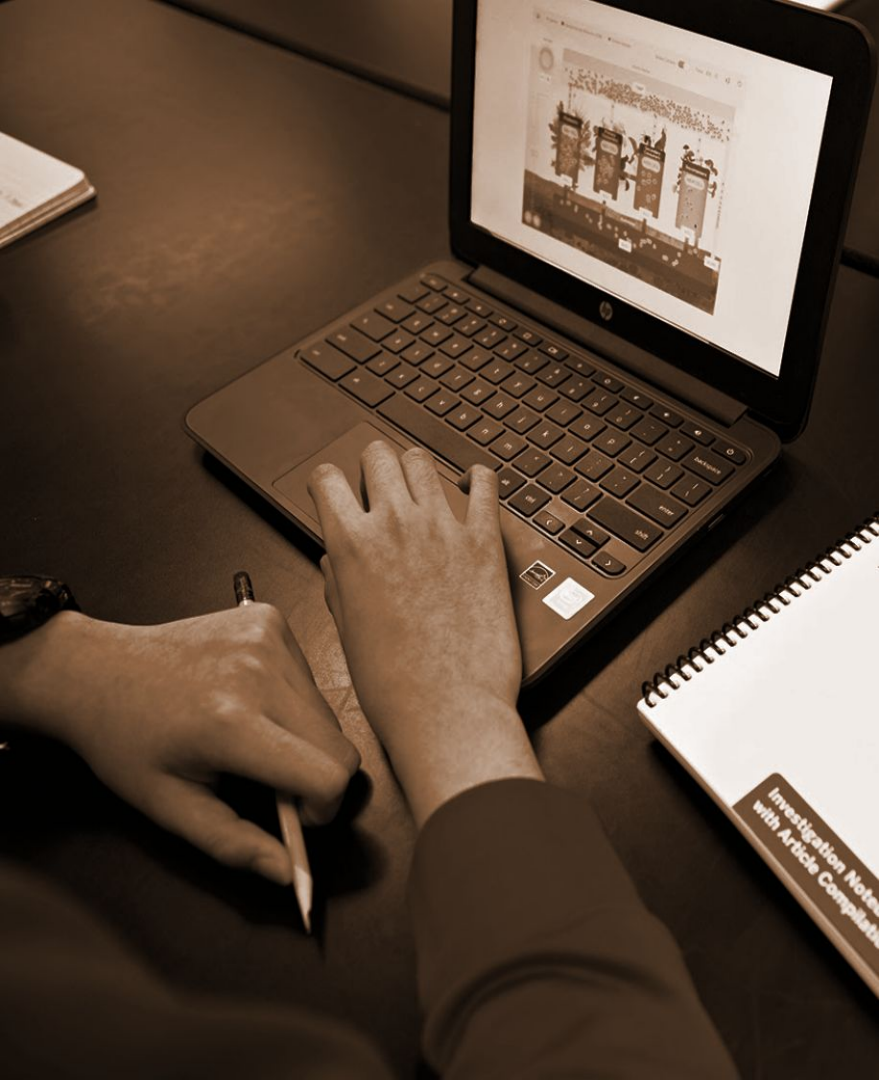

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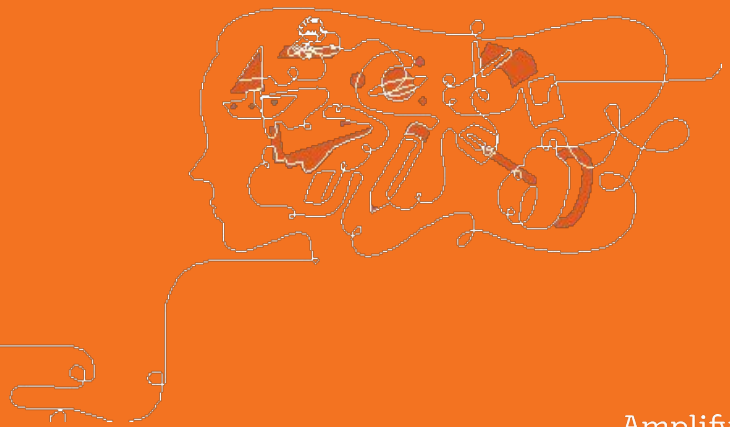
Asynchronous instruction



Light and Sound

@Home Lesson 1

AmplifyScience

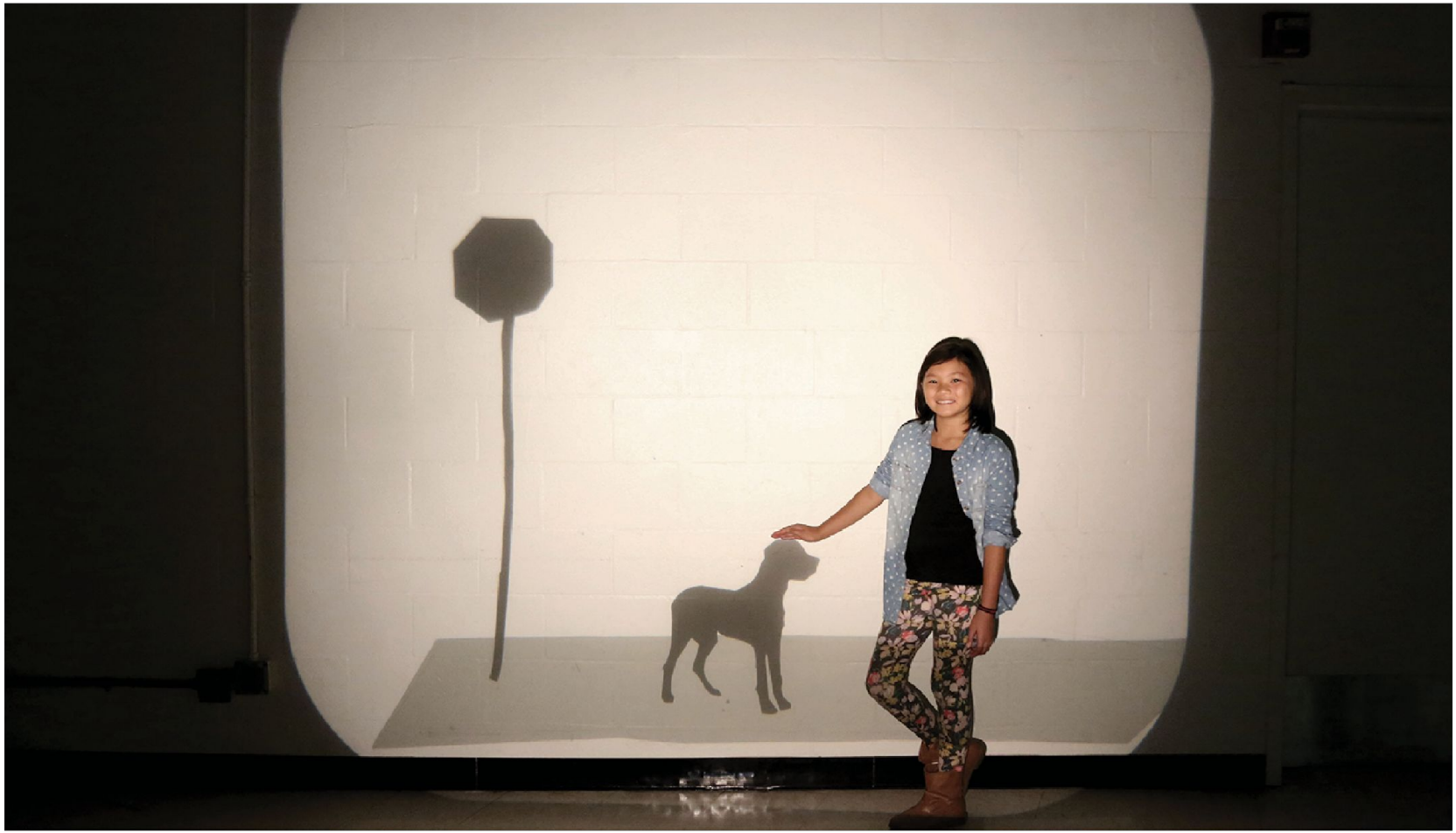
We will start learning about **light and sound**.

We will be **engineers** who work with light and sound. Today we will learn what light and sound engineers do.

Let's get ready by **observing** some pictures. You will need a **partner** to talk with.

Your partner can be a family member, a friend or classmate on the phone, a stuffed animal, or even a pet!

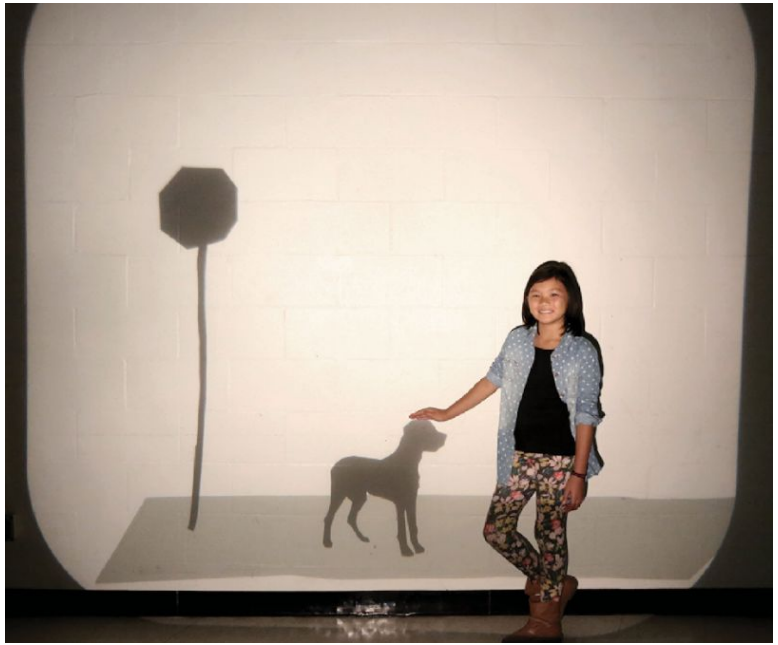
For each picture, **describe** what you notice.



What was the **same** in all of the pictures we just observed?

Let’s think about what we know about how **brighter and darker areas** on a surface, such as a wall or the ground, might be made.

We will look at one of the pictures again. It shows brighter and darker areas on a wall. We will **discuss our ideas** about why some areas are brighter and some areas are darker.



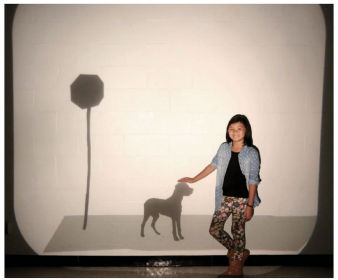
How do you think someone made those **brighter and darker areas** on the wall?

Name: _____ Date: _____

Thinking About Brighter and Darker Areas

Directions:

1. Think about what you know about how brighter and darker areas on a surface might be made.
2. Look carefully at the picture.
3. In the box, draw to show how you think someone made the brighter and darker areas on the wall.
4. Label your drawing.



Light and Sound @Home Lesson 1

Find the **Thinking About Brighter and Darker Areas** page.

Draw to show how you think someone made the brighter and darker areas on the wall.

Label your drawing.

Now, look around you and find **bright and dark areas**.

Talk about **why** the areas you find are bright or dark.

This is the end of the partner work in this lesson.

A **puppet-theater company** has come to us with a **problem** that they think we can **solve** by using **light and sound**.

Their puppet shows use many heavy parts that are difficult to carry around.

They are hoping that we can figure out how to **use light to make a picture on a wall** instead.

Using light to make a picture will make it so the puppet-theater company will not have to carry all the heavy parts to their shows.

Now, we'll look at **pictures of their puppet shows.**

Think about what you **notice** in the pictures.

We can see **light** shining from the left side.

Light can be used to do many different things. It can help us **see what is around us**, it can **send signals**, and it can be used to **make pictures on walls**.

We can also see the musicians on the left side.

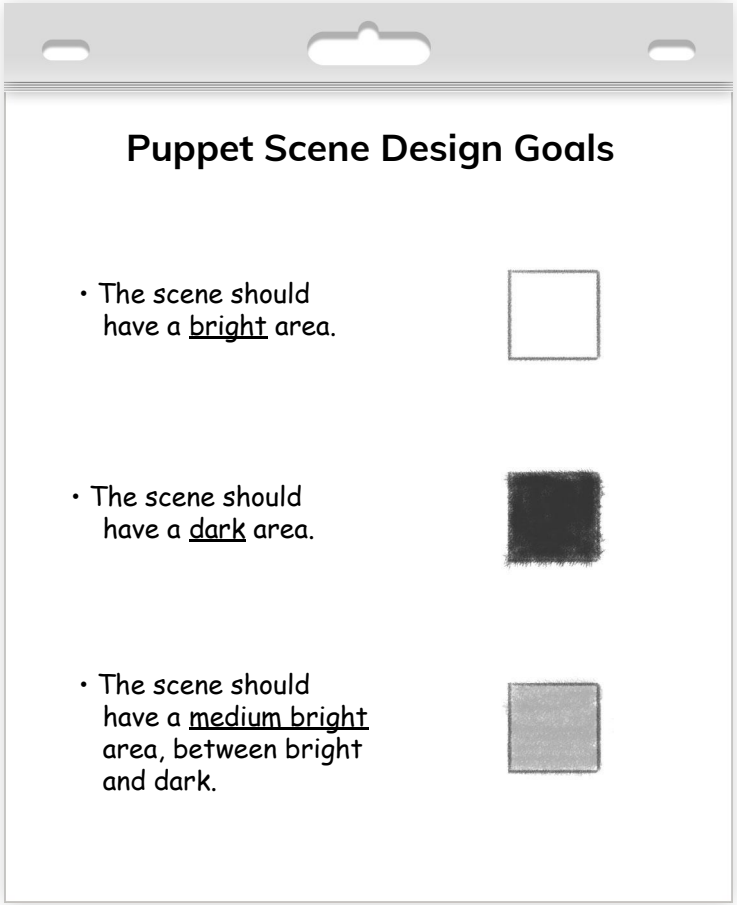
They are making **sound** for the show.

A **scene** is the **background** of a play or a puppet show.

The puppet-theater company wants us to **create a picture on the wall using light** for a scene in their puppet show.

What do you think this scene is showing for the story?

Think about **how light is being used** in this scene.



This list shows our **design goals**.

The puppet-theater company asked us to make scenes that create **three different areas** on the wall.

By making these **three areas**, the puppet-theater company will be able to include many different things in their scenes.

Engineers who **study light** try to answer questions about **how to make brighter and darker areas**.

We will think about this question as we help the puppet-theater company solve its problem:

Unit Question

How do we make different parts of a surface brighter or darker?

Glossary

block: to stop something from passing through
bloquear: no permitir que algo pase

design: to try to make something new that people want or need
diseñar: intentar crear algo nuevo que las personas quieren o necesitan

engineer: a person who makes something to solve a problem
ingeniero/a: una persona que crea algo para solucionar un problema

material: what something is made of
material: lo que constituye algo

observe: to use any of the five senses (sight, hearing, smell, taste, touch) to learn more about something
observar: usar cualquiera de los cinco sentidos (vista, oído, olfato, gusto, tacto) para aprender más sobre algo

source: the place where something comes from
fuente: el lugar desde donde viene algo

surface: the outside part of something
superficie: la parte exterior de algo

vibrate: to move back and forth quickly
vibrar: mover hacia adelante y hacia atrás rápidamente

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

End of @Home Lesson

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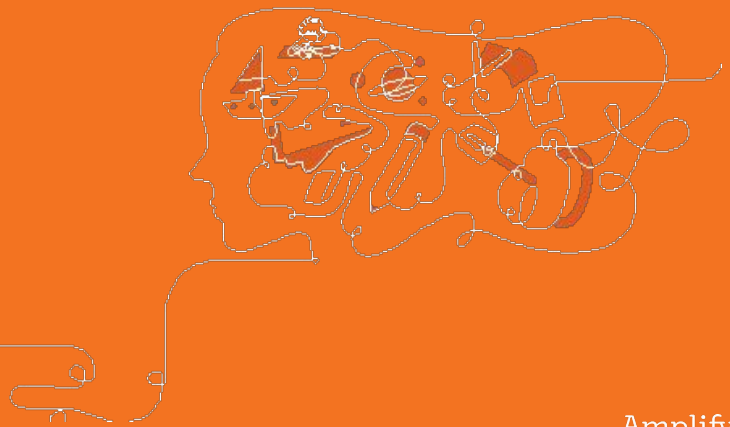
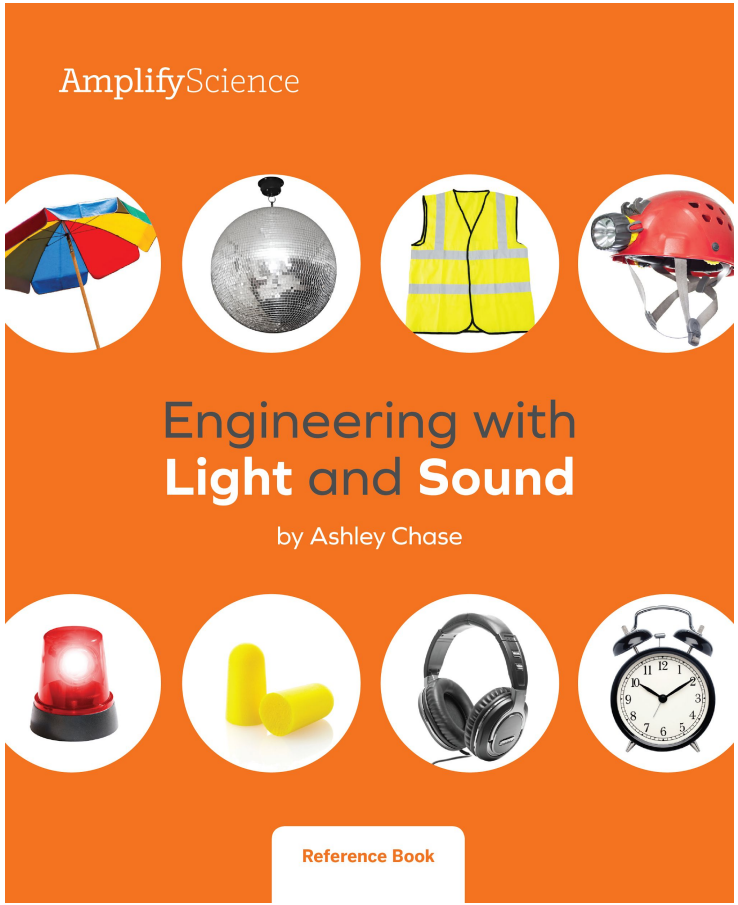
Synchronous instruction



In order to help the puppet-theater company solve its problem, we will work as **light and sound engineers**.

Engineers are people who **make things** to solve problems.



We will read this book about engineering to find out more about **what engineers do**.

This is a special type of book called a **reference book**.

Contents

What Is an Engineer? 4

Designing Light Sources 7

Designing Things That Block Light or Let Light Pass Through 13

Designing Things That Reflect Light 22

Designing Sound Sources 26

Designing Things That Block Sound 33

Designing Things That Use Both Light and Sound 36

Glossary 39

Index 40

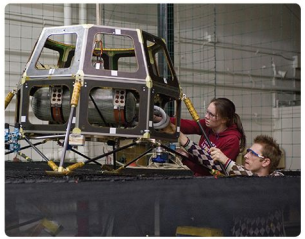
This is the **Contents** page.

It lists the different sections where we can find out more about what engineers do.

What Is an Engineer?

Engineers make things to solve problems. They call this **designing**. Engineers design **solutions** to problems.

This man is an engineer.



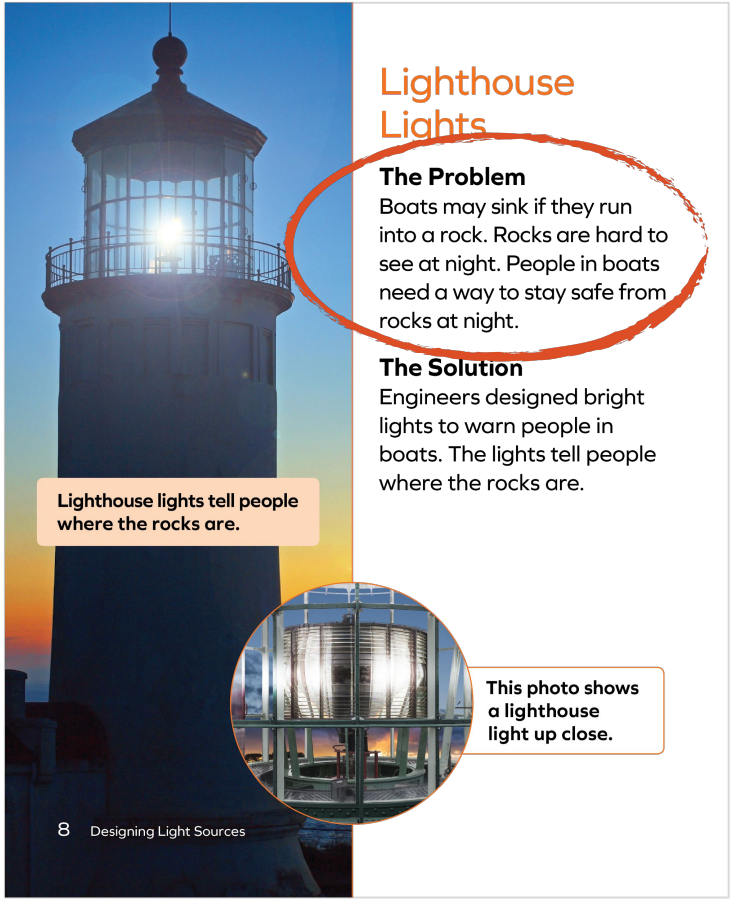
These engineers are designing solutions.

First, engineers learn all they can about a problem. Next they plan how to solve the problem. Once they have finished planning, they make their solutions. Then engineers **test** their solutions to see if they work. They may need to change their solutions or try new solutions.

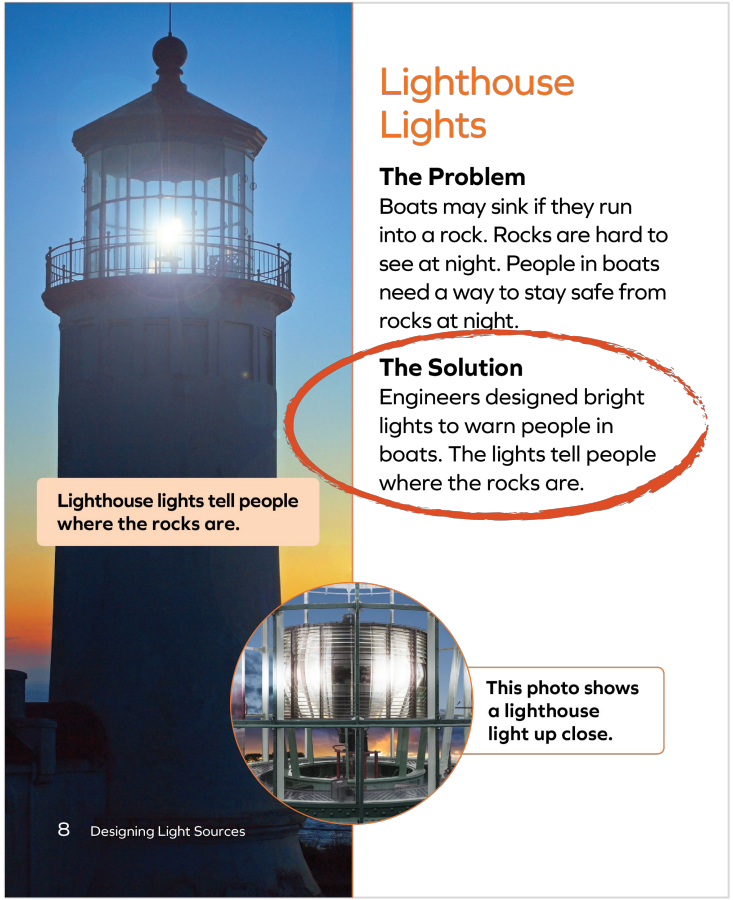
Let's explore this book.

Each section has the same two headings:

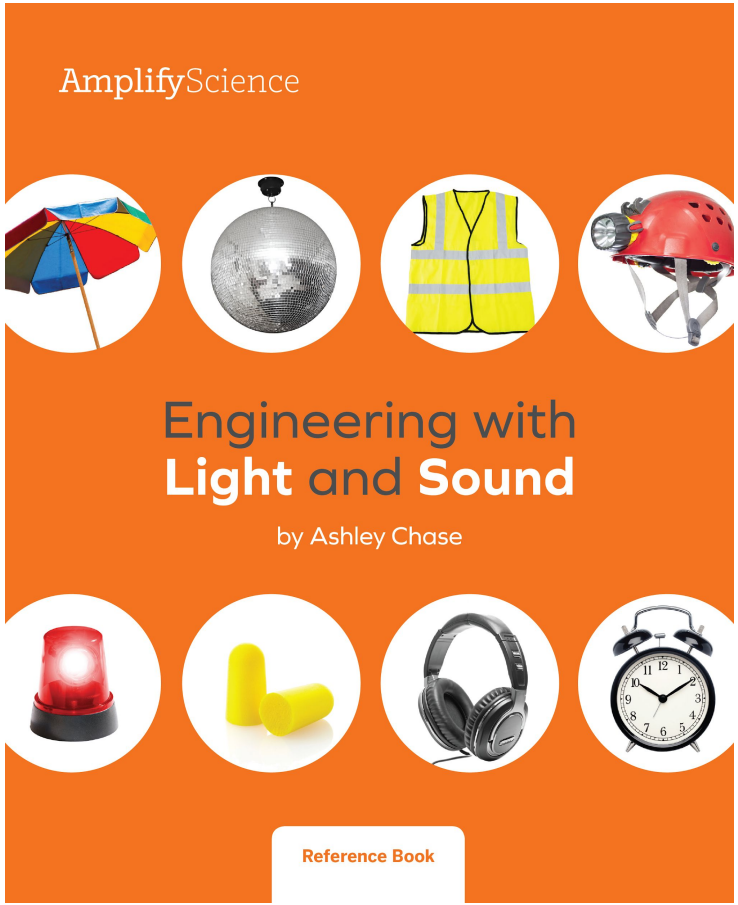
"**The Problem**" and "**The Solution**"



"**The Problem**" section describes something that people wanted or needed to do but could not.



"**The Solution**" section describes what the engineers made to solve that problem and help people do what they wanted or needed to do.



You and your partner will look at the **solutions** in the book to get ideas about what light and sound engineers do and make.

I will show you how.

Emergency Signal Mirror

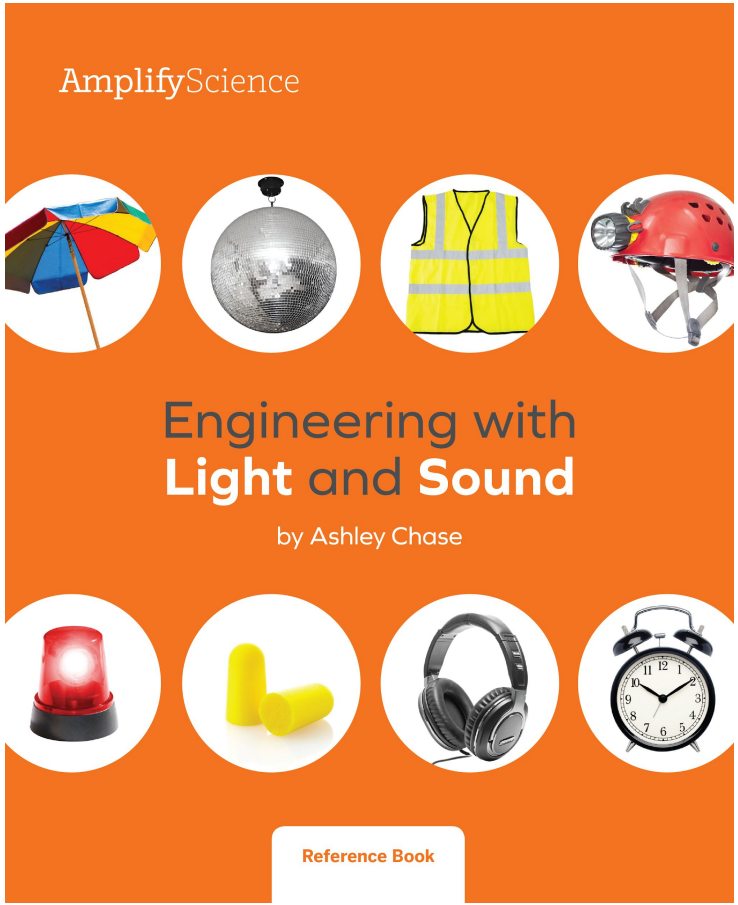
The Problem
Sometimes, hikers become lost in the woods. Rescuers send planes to try to find them, but from a plane it is hard to see a person in the woods. Hikers need a way to send a signal to a search plane flying high overhead.

The Solution
Engineers designed signal mirrors. A lost hiker can use the mirror to reflect sunlight in flashes. People in search planes can see the flashes of light. The reflected light sends a signal. It tells the people in the plane that the lost hiker is below.

This mirror reflects light to send a signal.

This section looks interesting. This person is wearing a raincoat and a backpack, and there are trees behind him.

I wonder if he is hiking or camping.



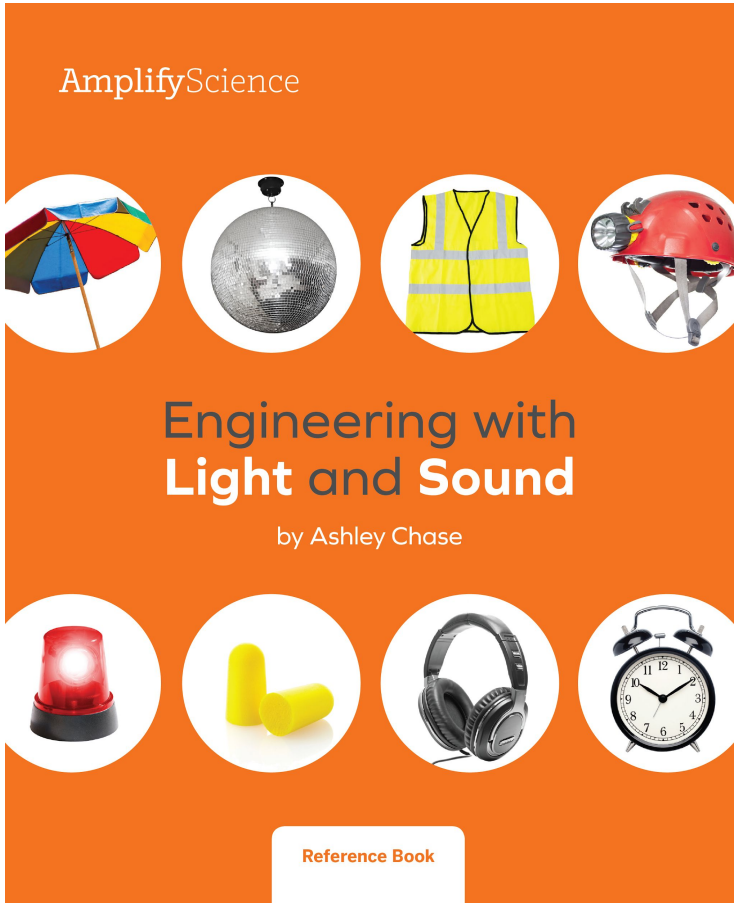
Now you will do what I did.

Look for a page you think is **interesting**. Talk to your partner about the **problem** and the **solution**.

What Is an Engineer?

Engineers make things to solve problems. They call this **designing**. Engineers design **solutions** to problems.

What did you learn about what **engineers** do?



What problems and solutions did you look at?

People depend on the **solutions** engineers make, like the examples we saw today. Engineers are people who use what they know to make things to solve problems.

We will work like **engineers** as we help the puppet-theater company solve their problem.

End of Lesson

THE LAWRENCE HALL OF SCIENCE
UNIVERSITY OF CALIFORNIA, BERKELEY

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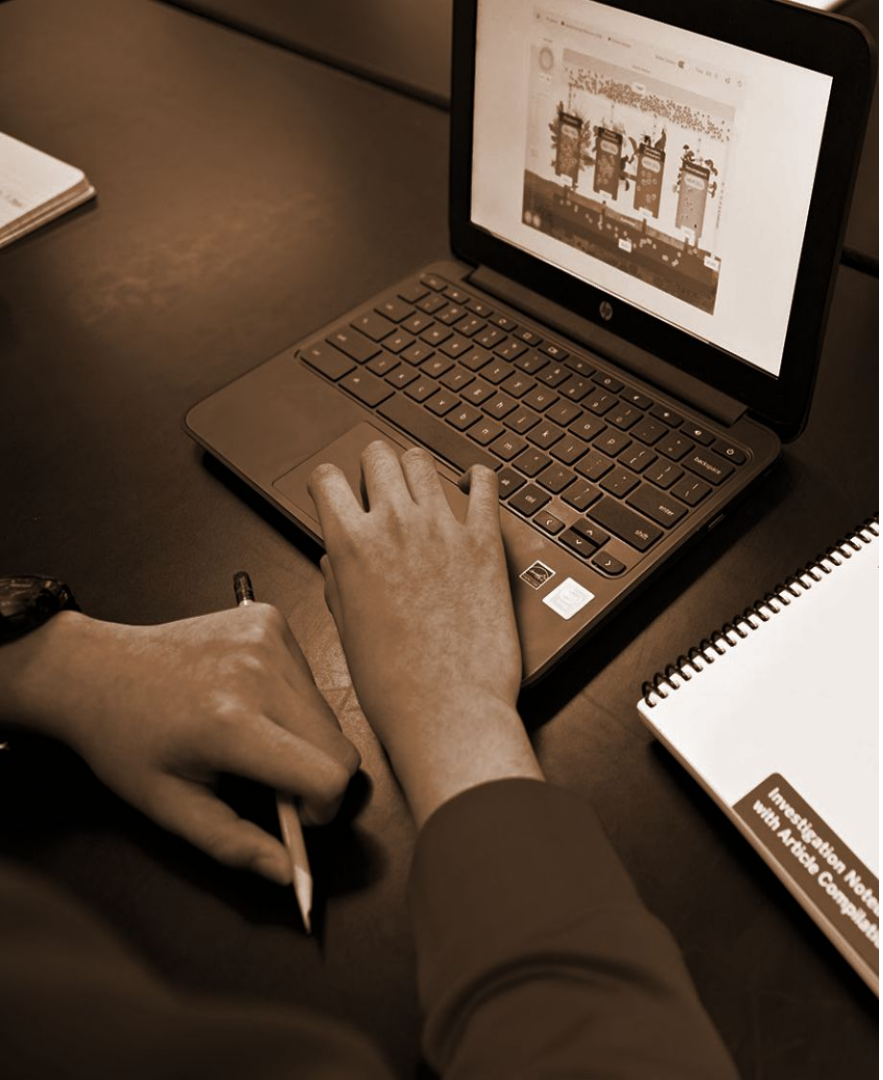
Example lesson reflection

Think-Type-Discuss

Share your insights and wonderings about the example lesson.

“I think…I wonder…”



Plan for the day

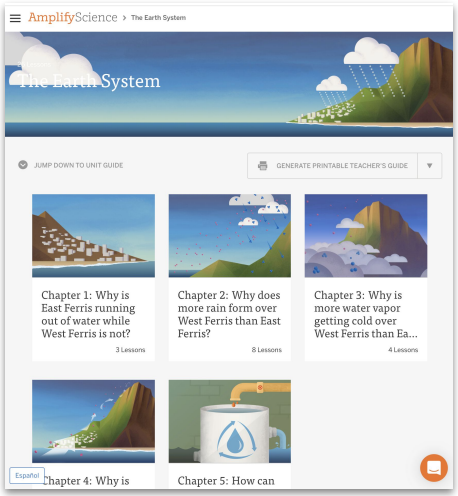
- Framing the day
  - Welcome and introductions
  - Anticipatory activity
- Overview of program & resources
  - NYC Resources site
  - Amplify Science approach
- Exemplar lesson
- @Home resources introduction
  - @Home units
  - @Home videos
- Overview of digital teacher's guide
  - Lesson brief
  -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

Selecting a resource

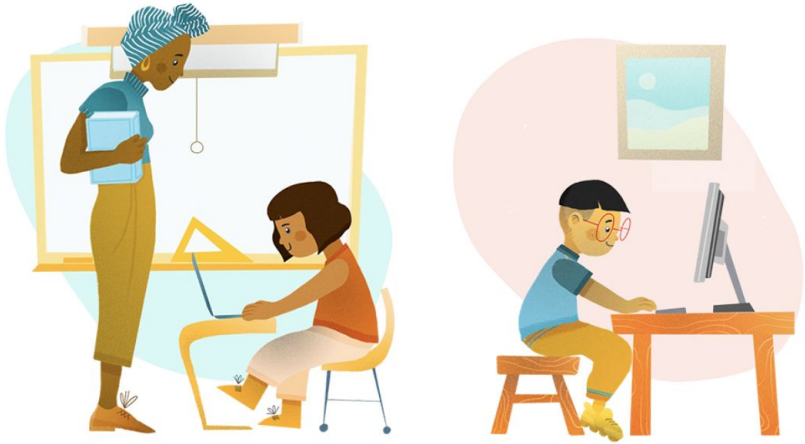
We'll take a deeper look at each resource type, following this structure:

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

Resource options



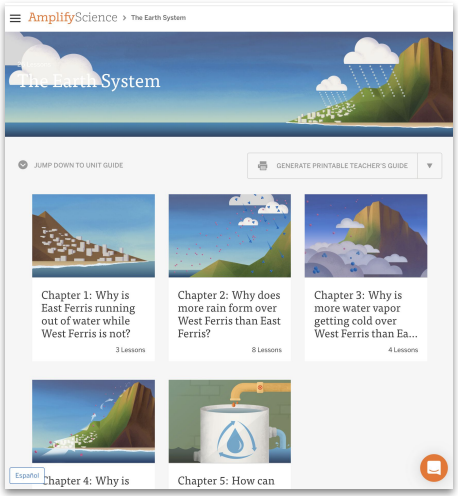
Original Amplify Science curriculum



Amplify Science@Home

Resource options

Related but unique resources



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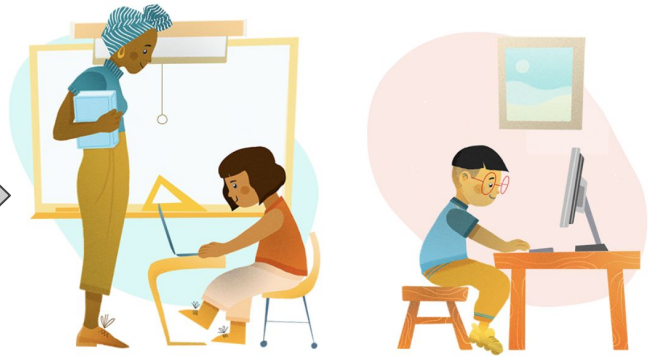
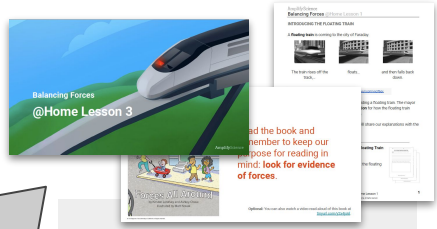
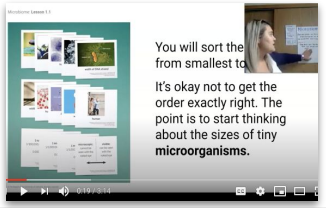


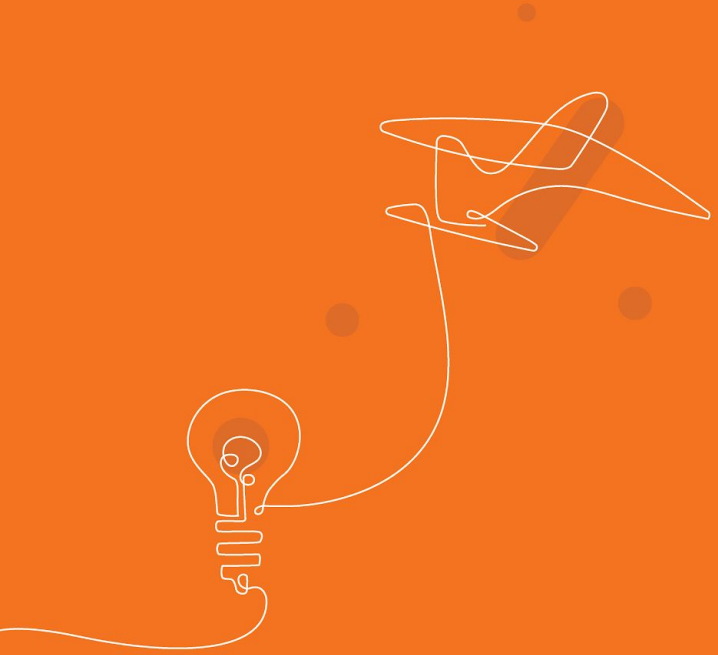
Amplify Science@Home



@Home Units



@Home Videos



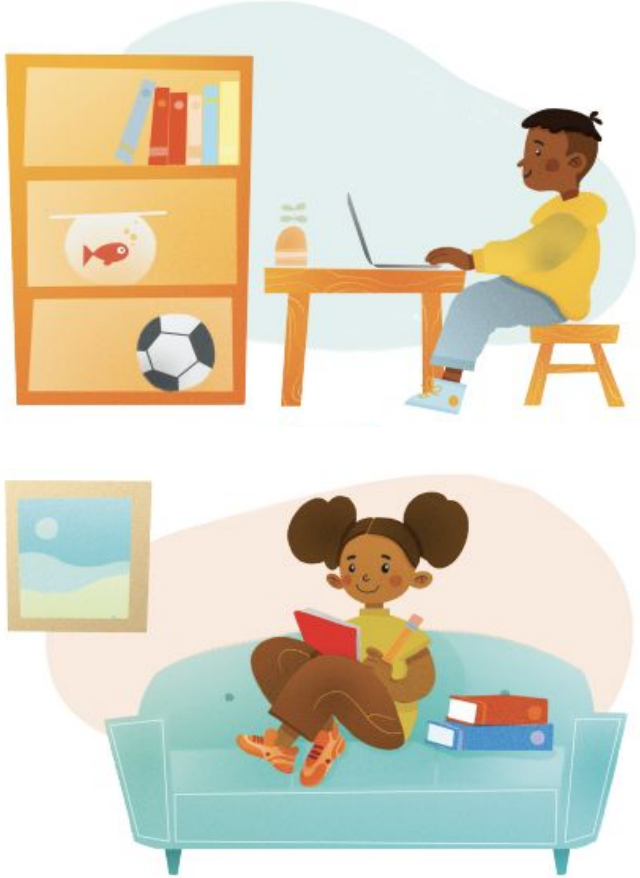
Amplify Science@Home

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

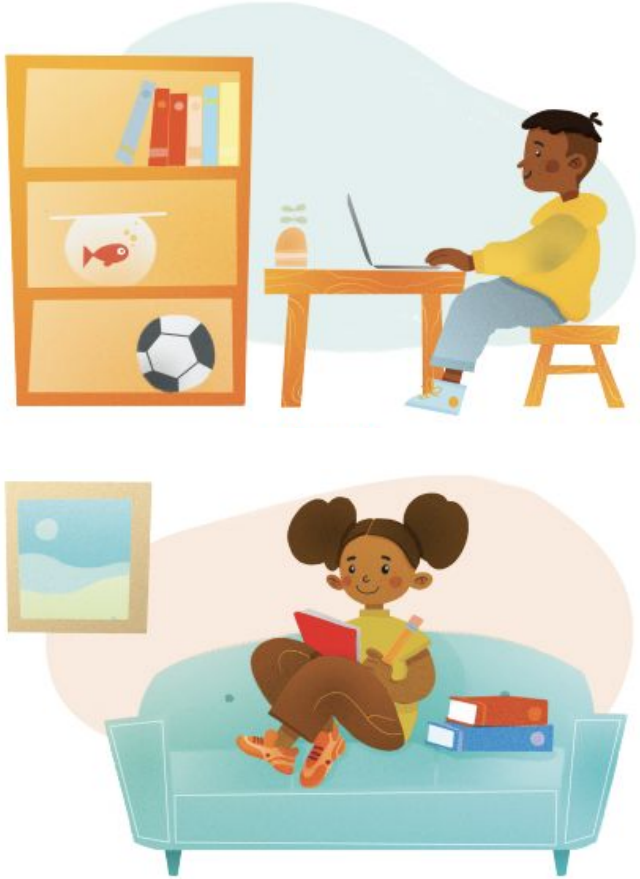
Two different options:

@Home Units

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

@Home Videos

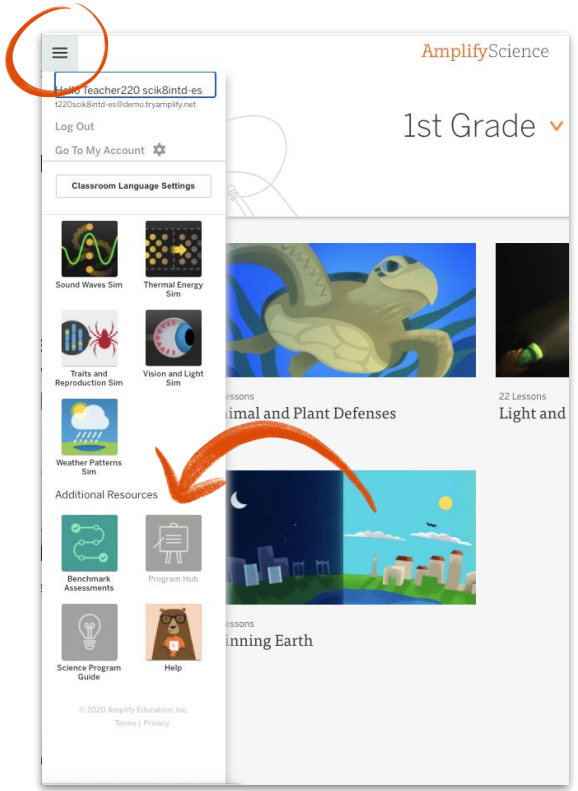
- Video playlists of Amplify Science lessons, taught by real Amplify Science teachers

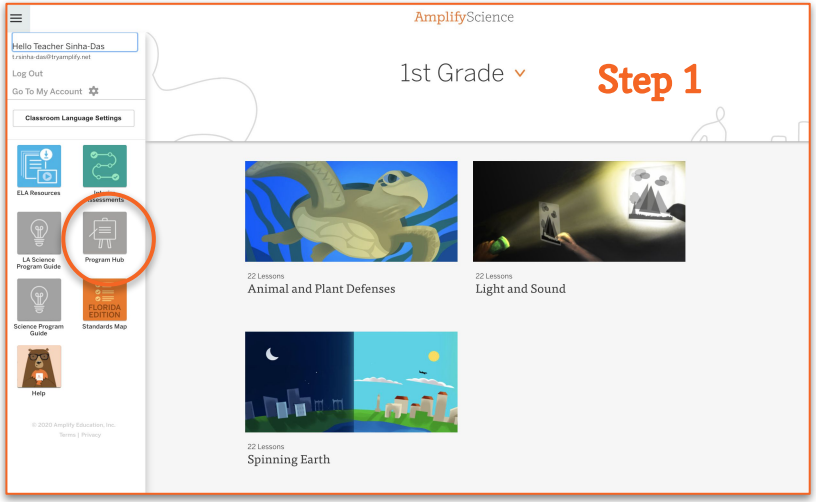


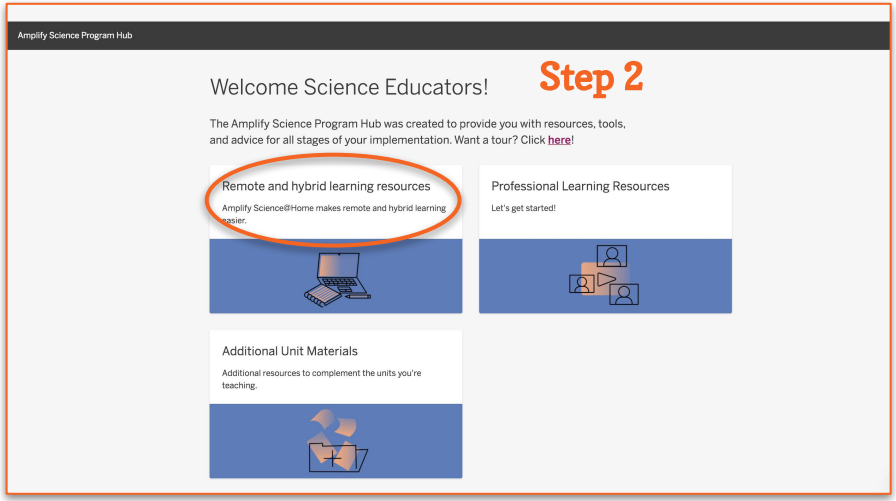
Accessing Amplify Science@Home

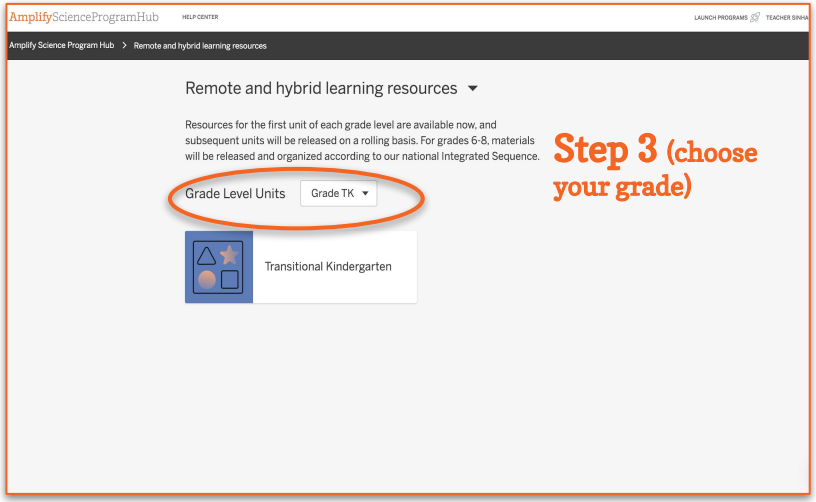
Amplify Science Program Hub

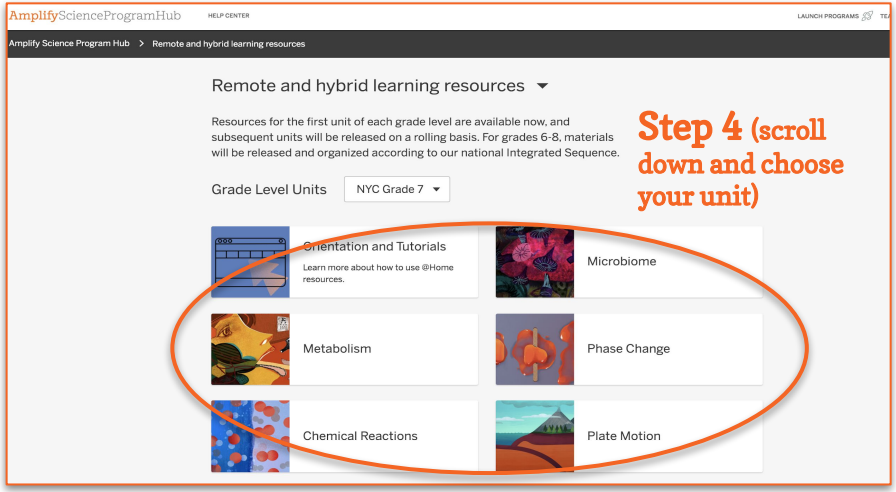
- Site containing Amplify Science@Home and additional PL resources
- Accessible via the Global Navigation menu
- Additional units rolling out throughout back-to-school




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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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

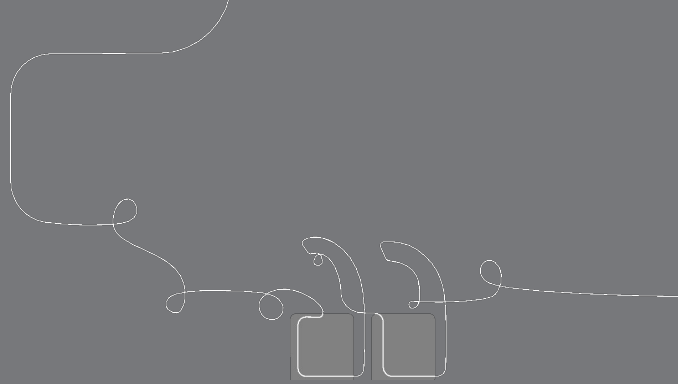
Explore your @Home Unit

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.

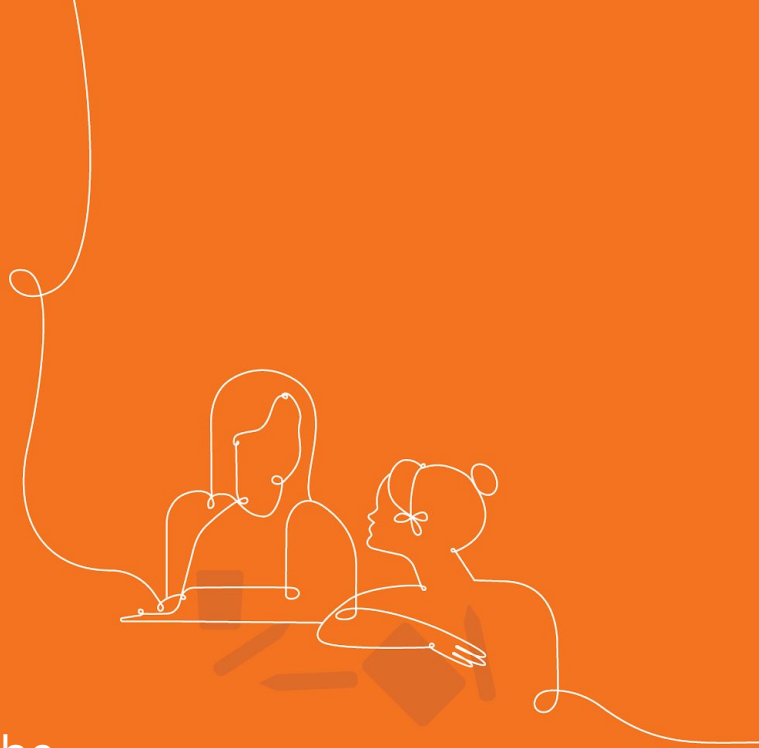
Share insights

How will you utilize these @Home Units ?



Questions?

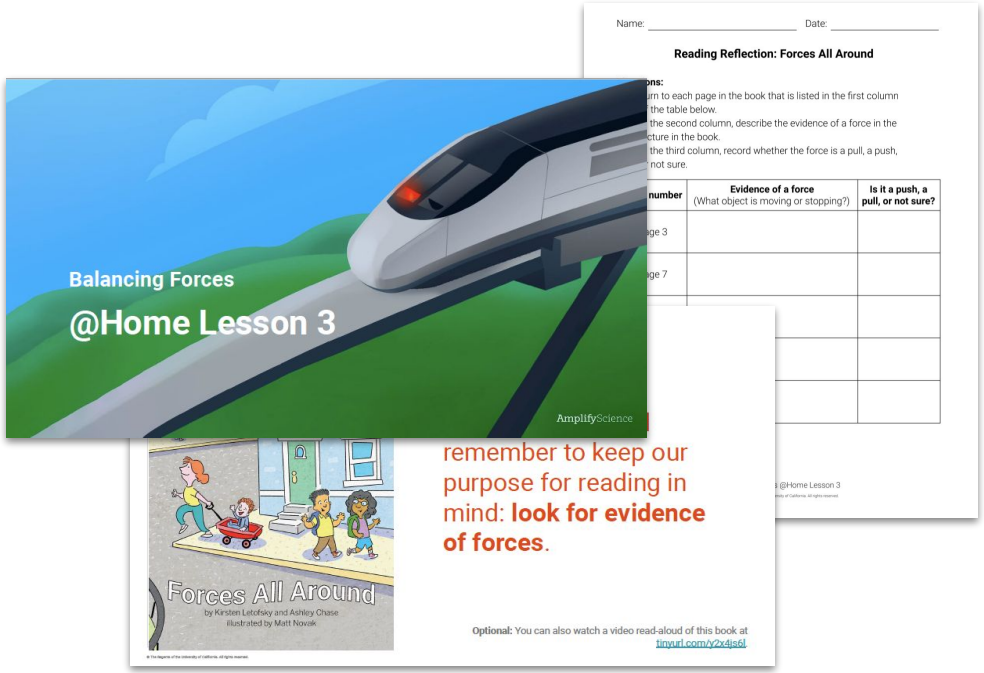
@Home Units:
A Summary Overview



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

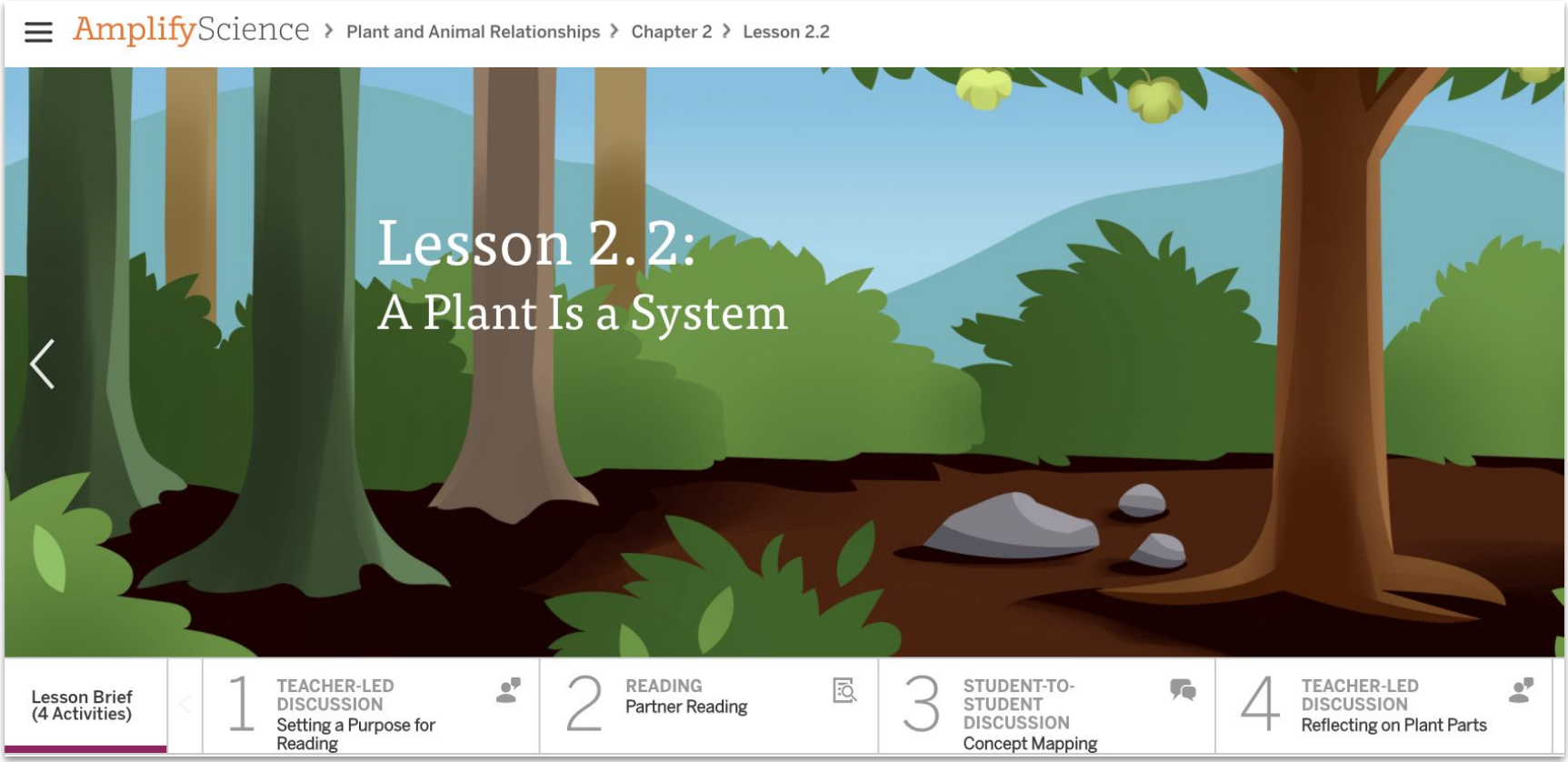


@Home Unit resources

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: *Plant and Animal Relationships* 2.2



@Home Lesson 8: Combined lessons 2.2 & 2.3

@Home Lesson 8

Adapted from: Amplify Science *Plant and Animal Relationships* Lesson 2.2 and 2.3

Key Activities

- **Read:** Students read *A Plant Is a System* and record what they learn about plant parts as they read.
- **Talk:** Students discuss what they have learned about what different plant parts do and how a plant is a system.
- **Write:** Students draw and write to show what they have learned about how a plant uses sunlight and water, and how the parts of a plant work together as a system.

Ideas for synchronous or in-person instruction

Prior to meeting, have students read *A Plant Is a System* and complete the What Do the Parts of a Plant Do? page. While meeting, introduce the vocabulary words and lead students in a discussion about their new understandings (as in *Plant and Animal Relationships* Lesson 2.2, Activity 2). While meeting, you can also have students complete the A Plant Is a System page, and then invite students to share their ideas with classmates.

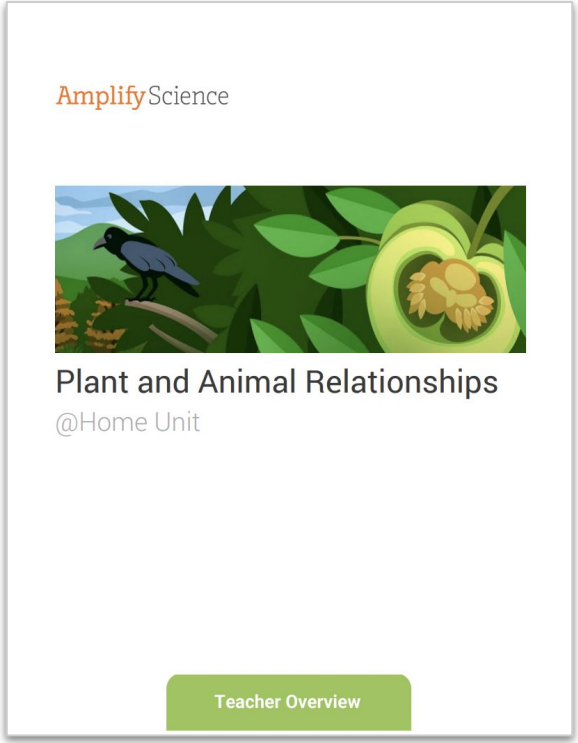
Teacher Overview

Unit-level

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

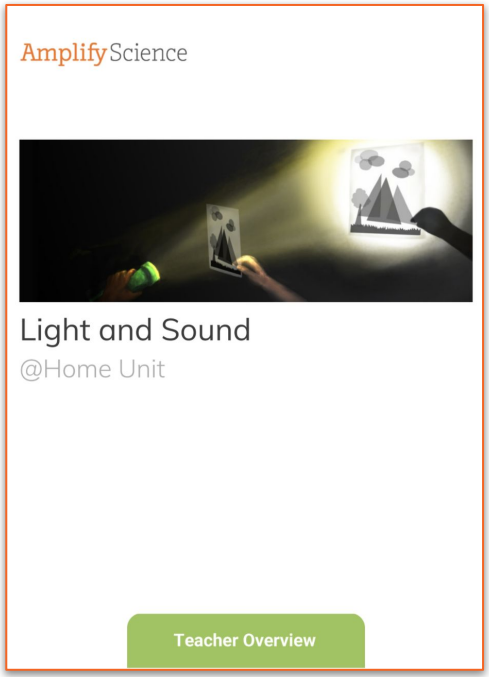
Lesson-level

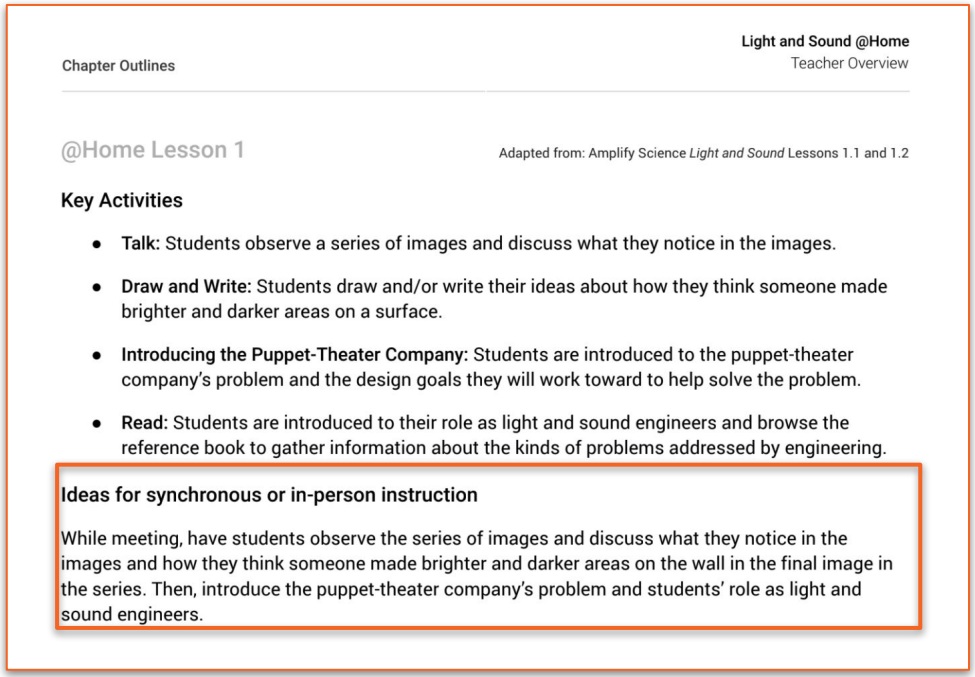
- Chapters at a glance
- Lesson outlines



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

Revisiting exemplar lesson…





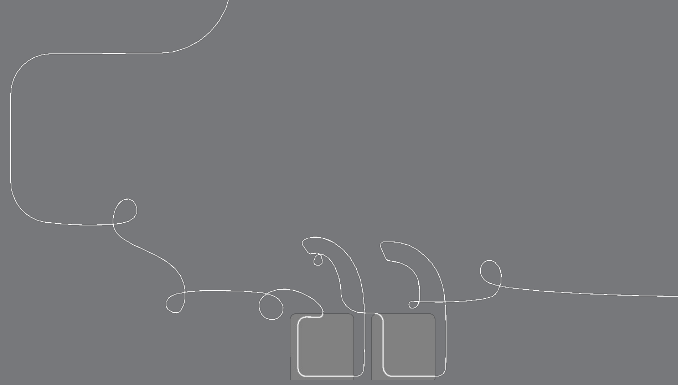
Explore your @Home Videos

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.

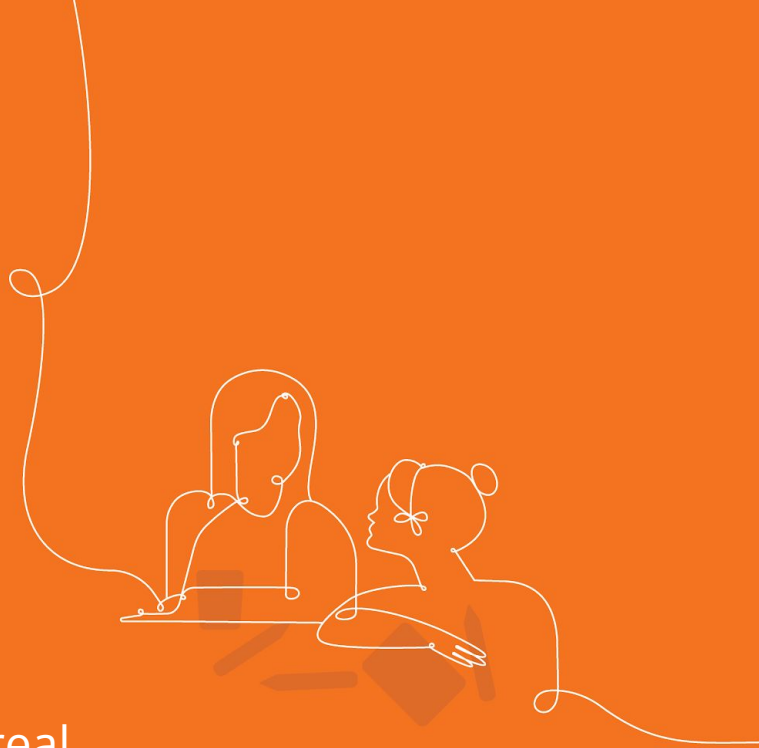
Share insights

How will you utilize the @Home Videos ?



Questions?

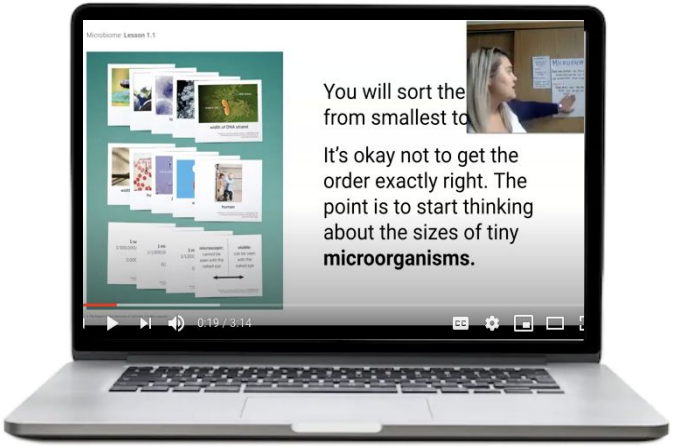
@Home Videos:
A Summary Overview



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

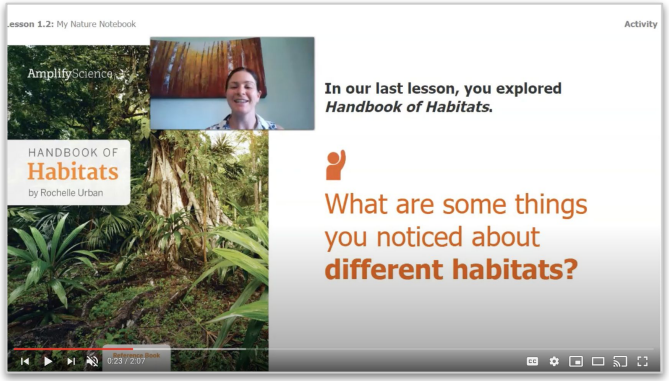
@Home Videos

- 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**

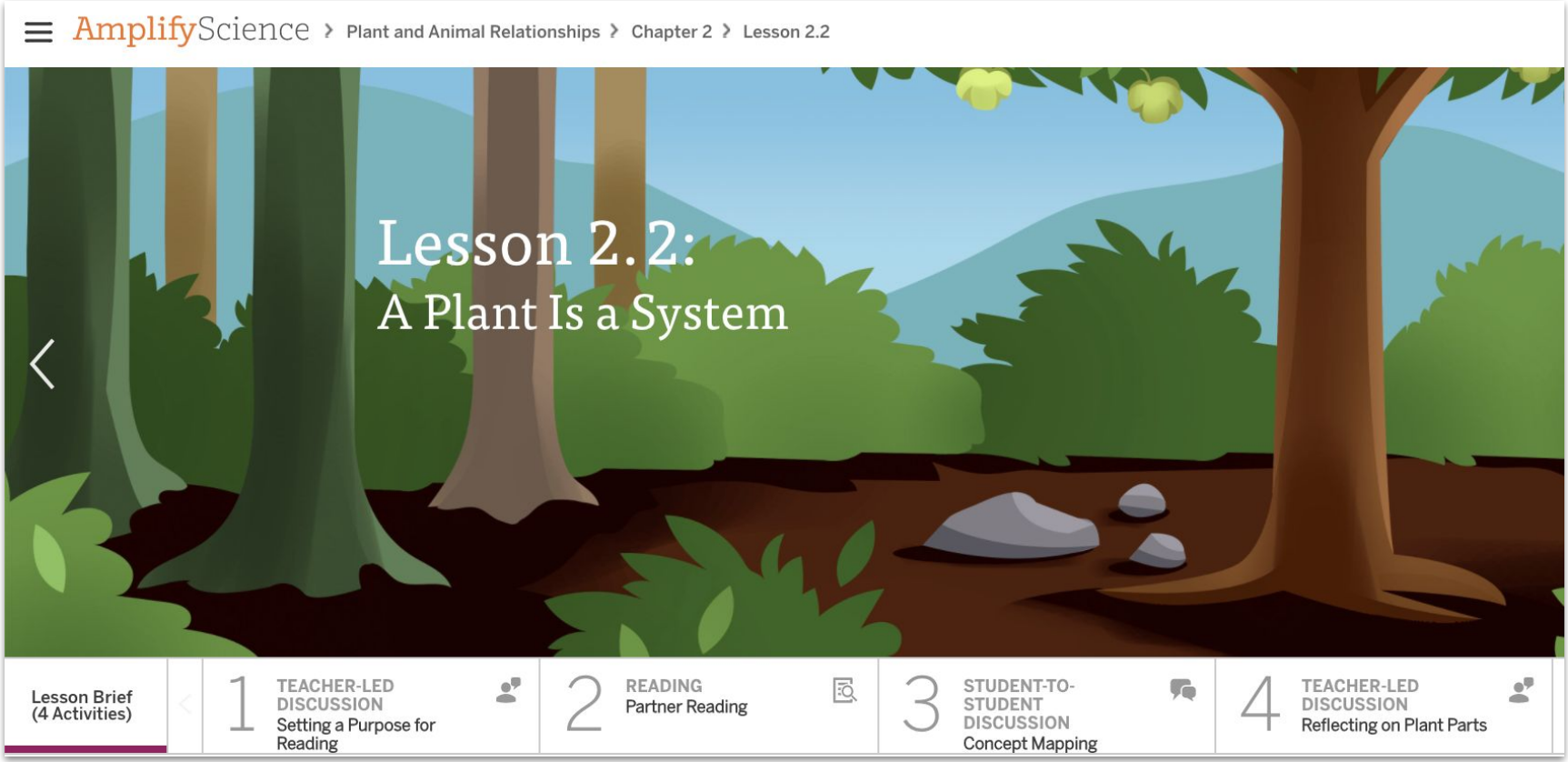


Interactive video experience

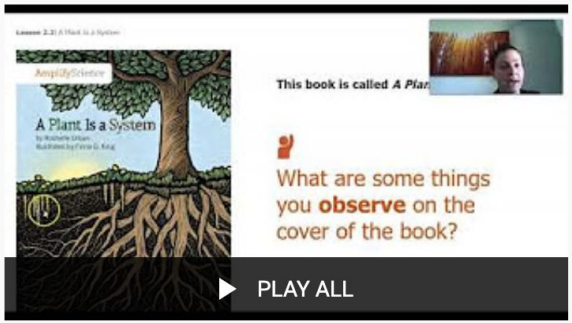
- **Calls to action**
  - Think prompts, pause and take notes, stand up and try it, talk to someone
- **Stand-alone videos within lesson playlists**
  - Read-alouds, digital tool uses, hands-on
- **Options** to use notebooks and/or materials if available



Example lesson: *Plant and Animal Relationships* 2.2



Example lesson: *Plant and Animal Relationships 2.2*



Grade 2 Plant and Animal Relationships Chapter 2 Lesson 2.2

5 videos • 2 views • Last updated on Jul 30, 2020

Unlisted

Amplify

Amplify

SUBSCRIBE

1 

Grade 2 Plant and Animal Relationships Chapter 2 Lesson 2.2 Activity 1

Amplify

2 

Grade 2 Plant and Animal Relationships Chapter 2 Lesson 2.2 Activity 2 Part A

Amplify

3 

Grade 2 Plant and Animal Relationships Chapter 2 Lesson 2.2 Activity 2 Part B

Amplify

4 

Grade 2 Plant and Animal Relationships Chapter 2 Lesson 2.2 Activity 3

Amplify

5 

Grade 2 Plant and Animal Relationships Chapter 2 Lesson 2.2 Activity 4

Amplify

Example lesson: *Plant and Animal Relationships* 2.2

1 TEACHER-LED DISCUSSION
Setting a Purpose for Reading

2 READING
Partner Reading

3 STUDENT-TO-STUDENT DISCUSSION
Concept Mapping

4 TEACHER-LED DISCUSSION
Reflecting on Plant Parts

1 

Grade 2 Plant and Animal Relationships Chapter 2 Lesson 2.2 Activity 1
Amplify

2 

Grade 2 Plant and Animal Relationships Chapter 2 Lesson 2.2 Activity 2 Part A
Amplify

3 

Grade 2 Plant and Animal Relationships Chapter 2 Lesson 2.2 Activity 2 Part B
Amplify

4 

Grade 2 Plant and Animal Relationships Chapter 2 Lesson 2.2 Activity 3
Amplify

5 

Grade 2 Plant and Animal Relationships 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)

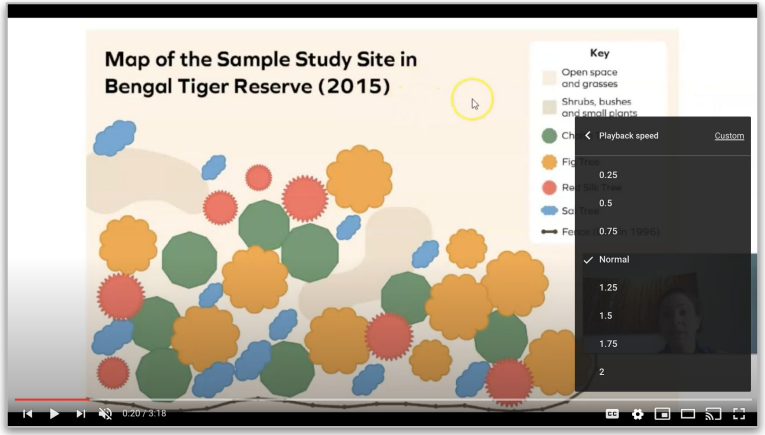
Synchronous time
• Online discussions • Hands-on investigations (option for teacher demo) • Digital tool demonstrations • Interactive read-alouds • Shared Writing • Co-constructed class charts

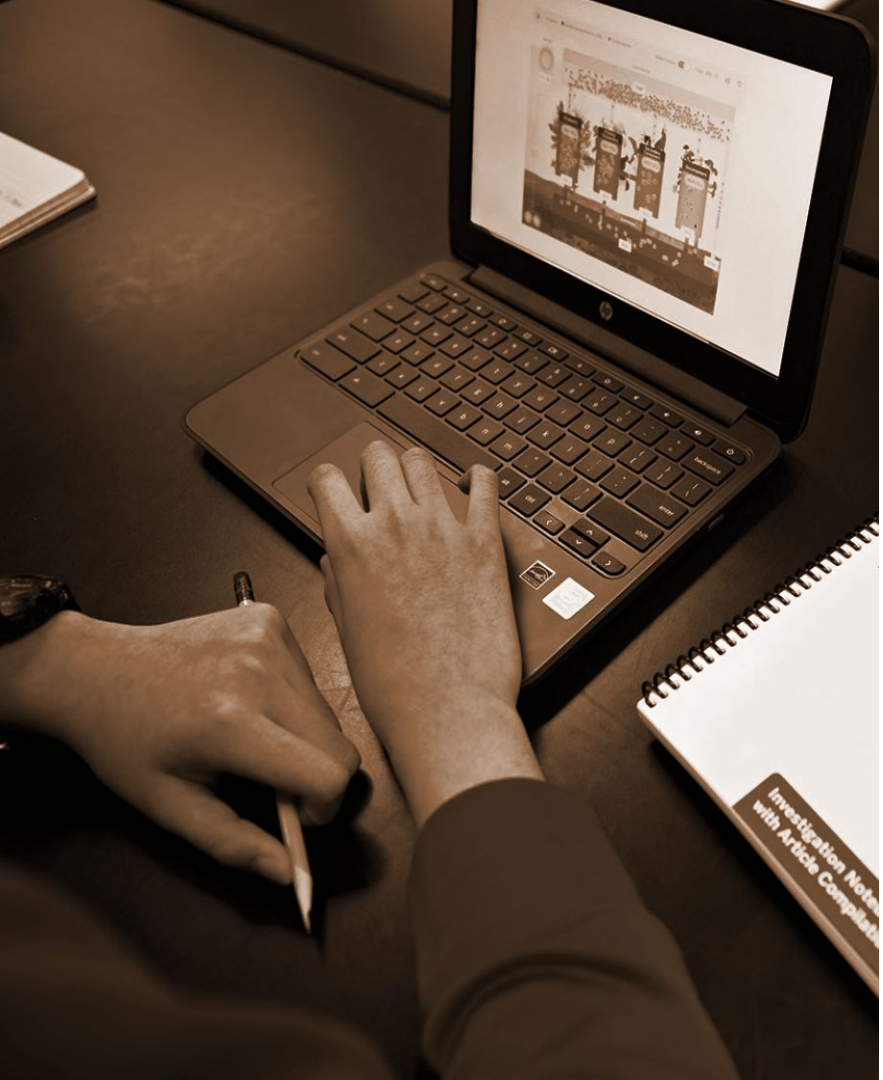
Planning suggestions: @Home Videos

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.





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  - Lesson brief
  - Progress build & assessments
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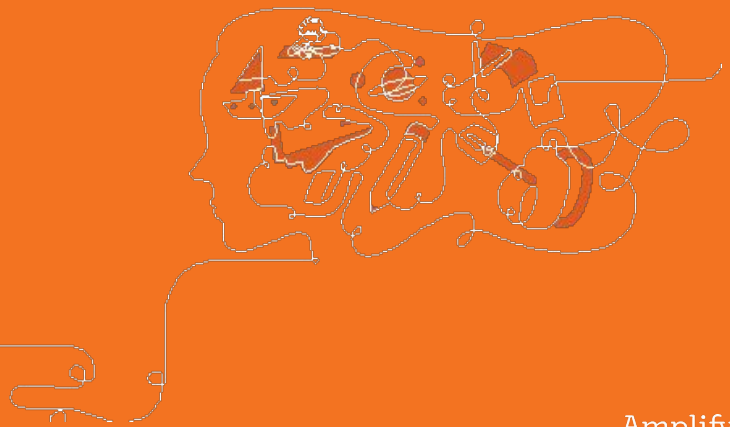
- Closing
  - Reflection & additional resources
  - Survey

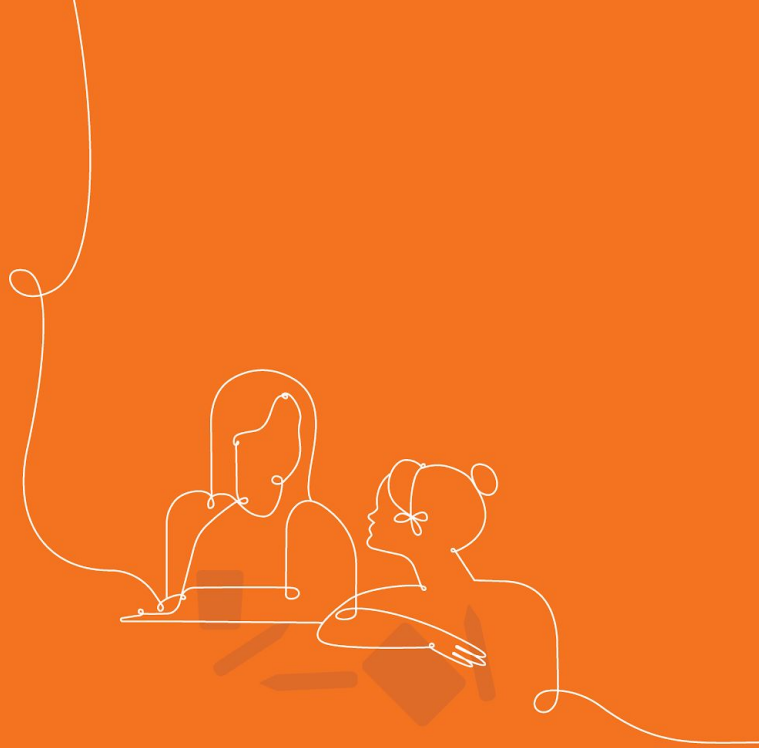
Brief overview of digital teacher's guide



Explore digital teacher's guide

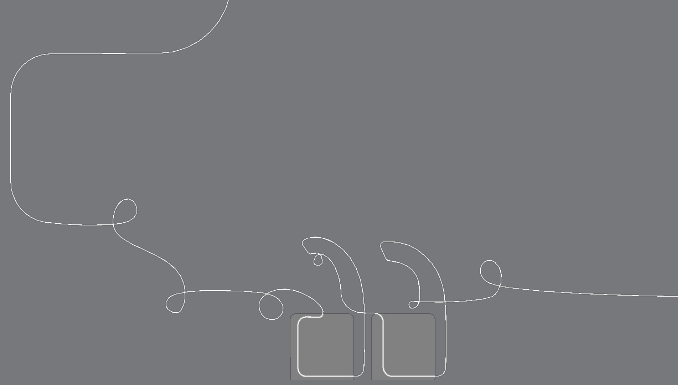
You may choose to start with the unit landing page, or dig into an original lesson.

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



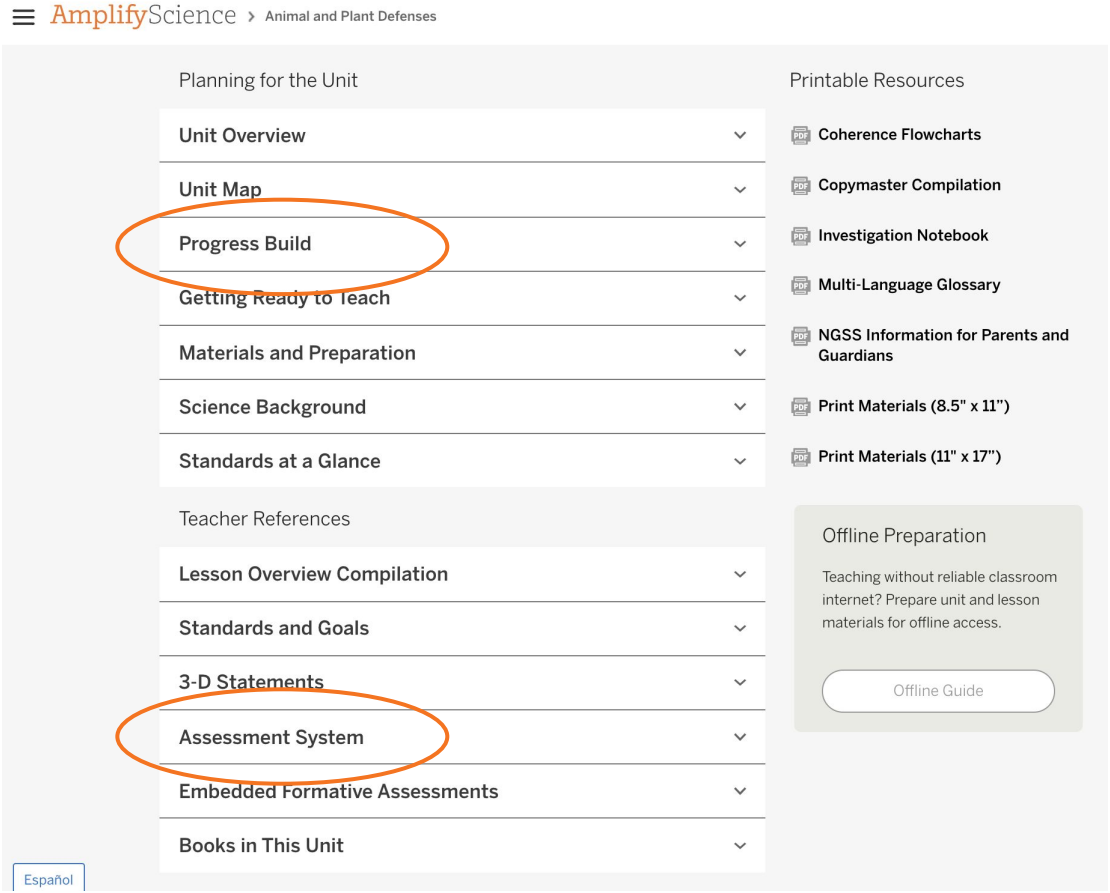
Share insights

How will you utilize the digital teacher’s guide?



Questions?

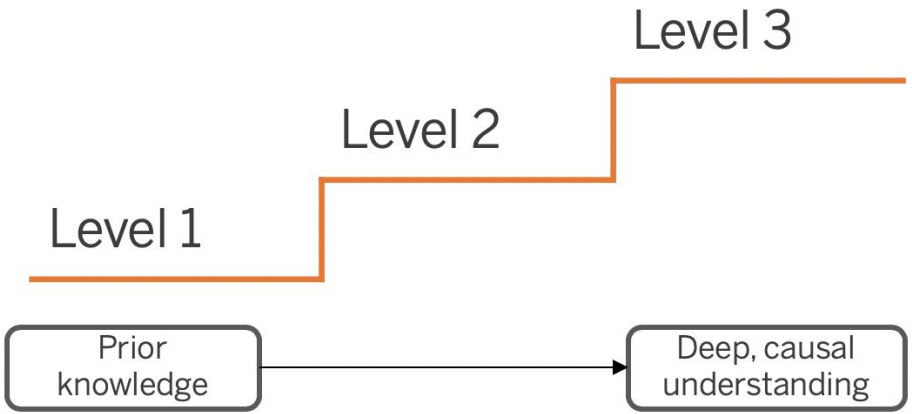
Unit Guide


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
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
Español

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

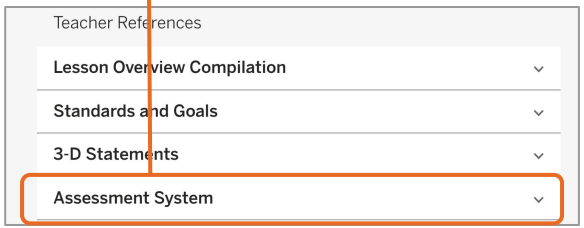
Used to measure student learning at the end of instruction

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:

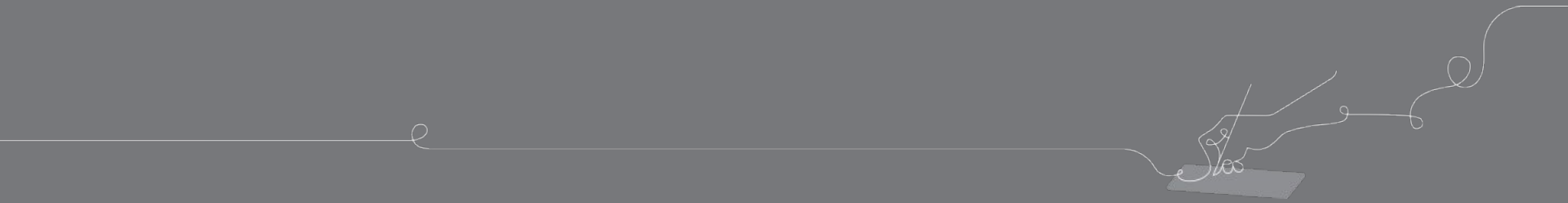
a. What are students doing?

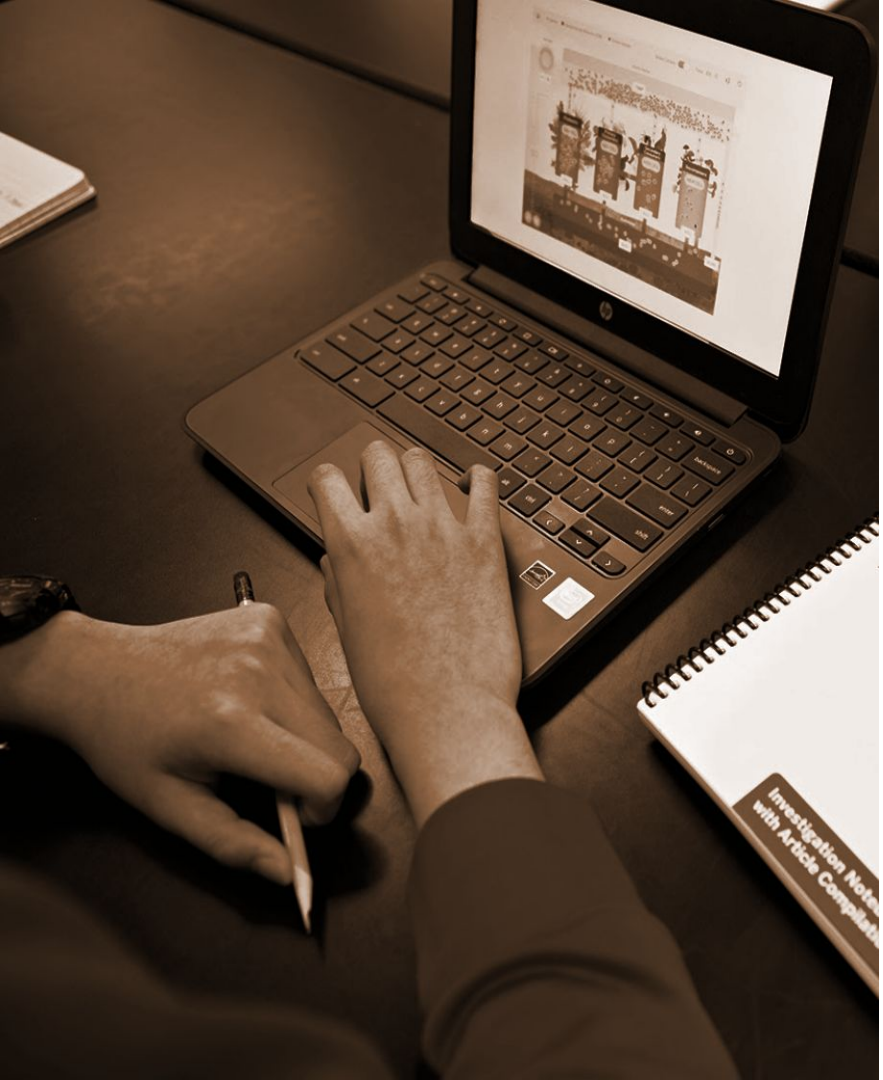
b. What would student performance tell me about student understanding?

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

d. How could I record student data?

Questions?





Plan for the day

- Framing the day
  - Welcome and introductions
  - Anticipatory activity
- Overview of program & resources
  - NYC Resources site
  - Amplify Science approach
- Exemplar lesson
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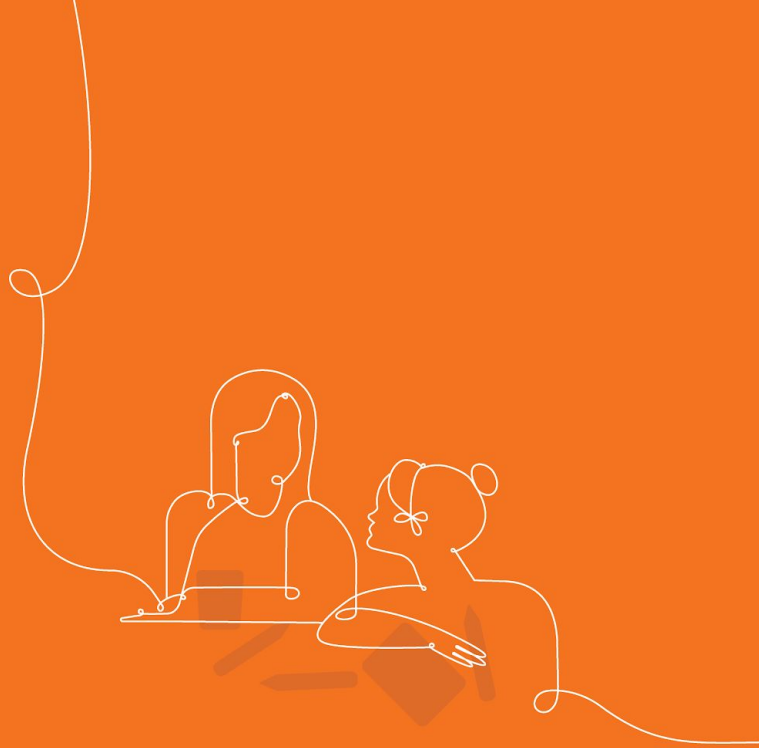
- Guided Planning
- Closing
  - Reflection & additional resources
  - Survey

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:

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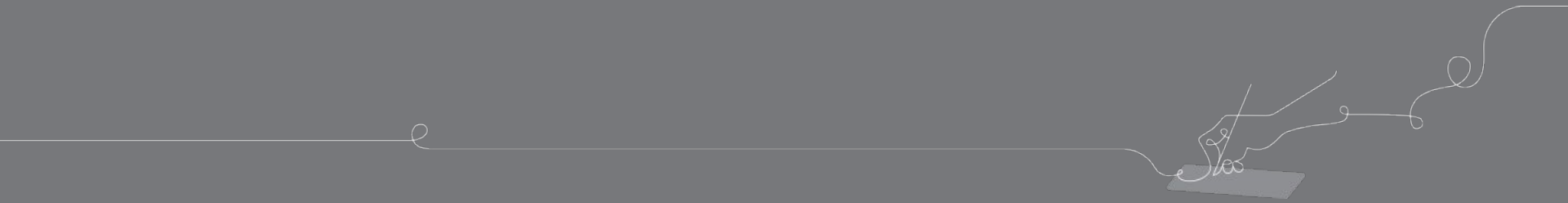

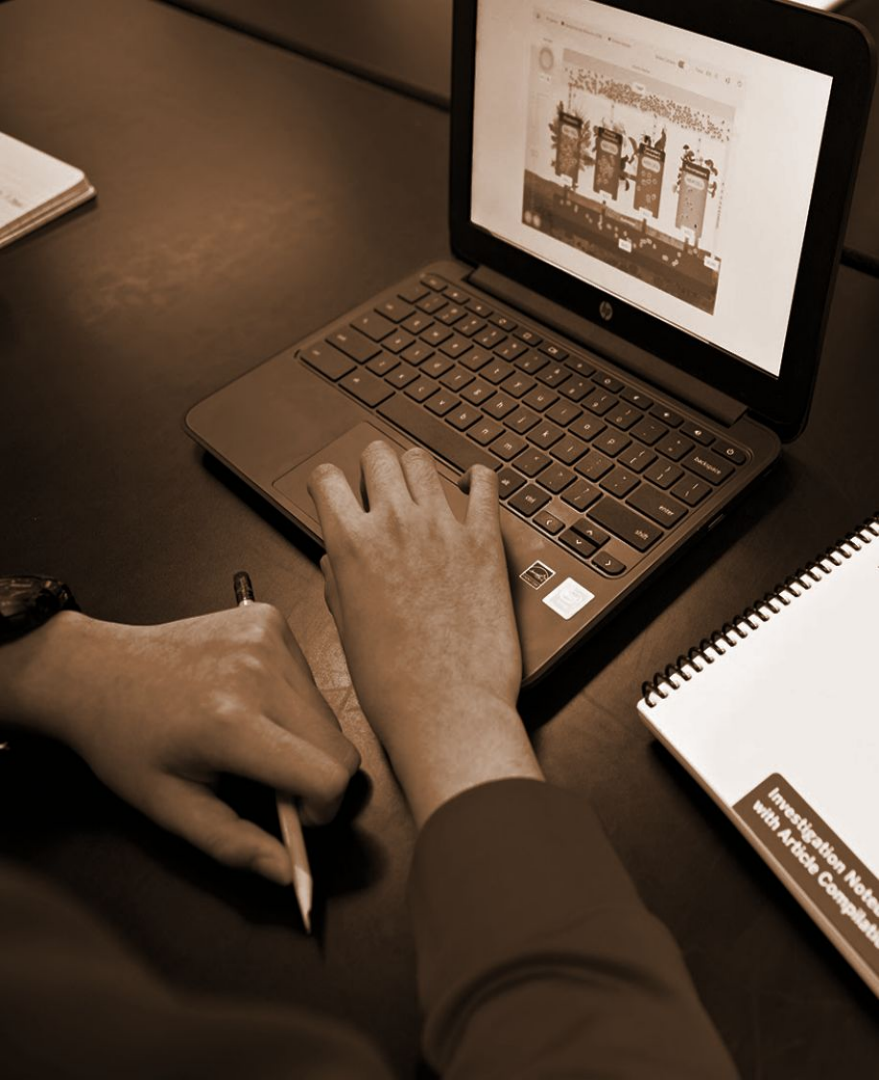

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Revisiting our objectives

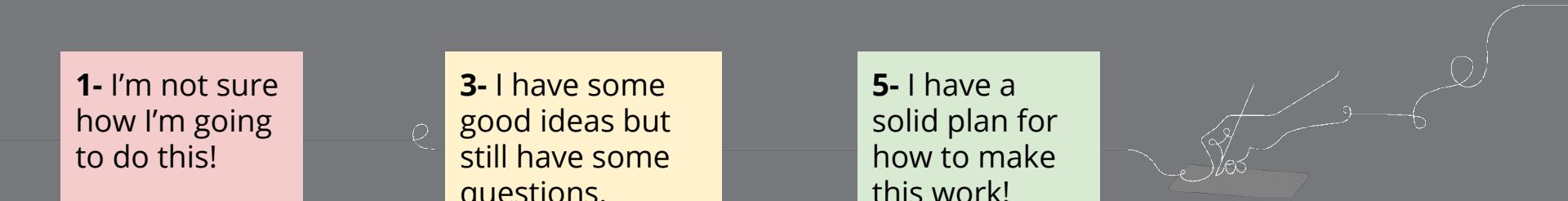
Do you feel ready to to…

- 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!

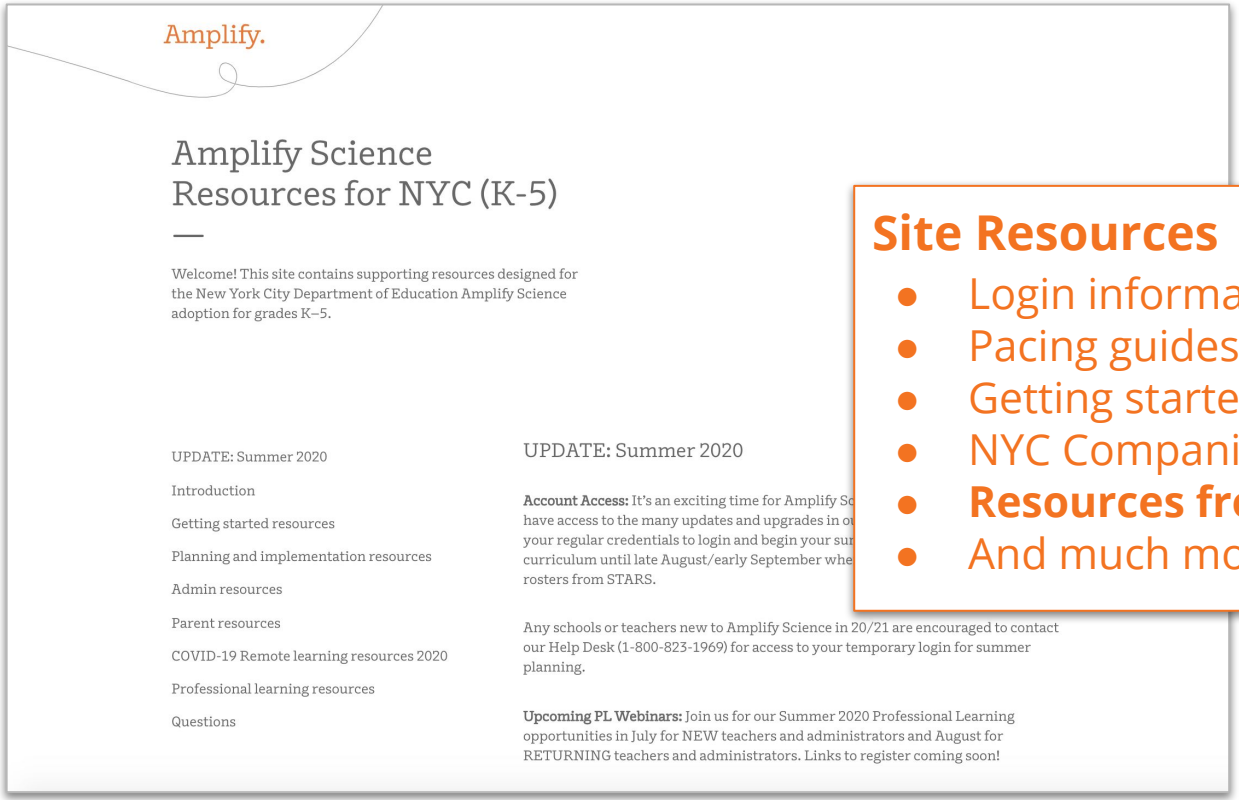
3- I have some good ideas but still have some questions.

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/



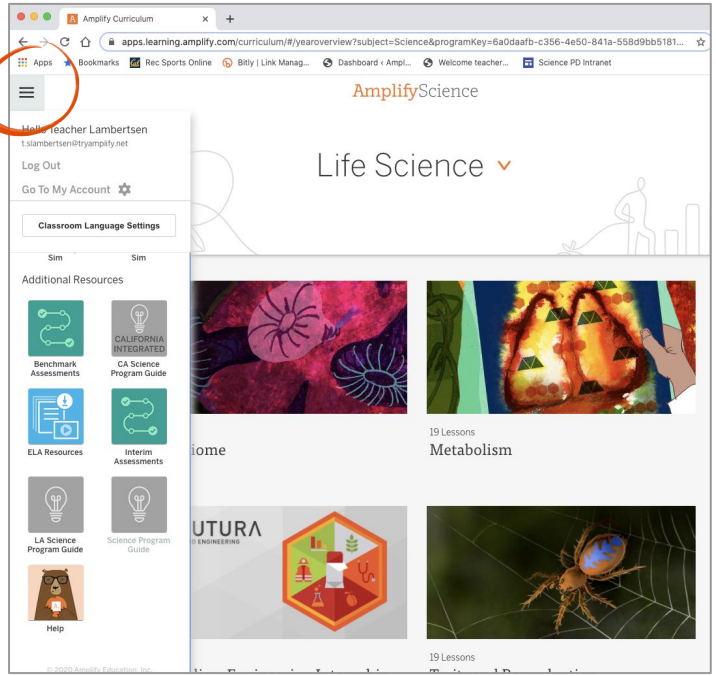
Site Resources

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

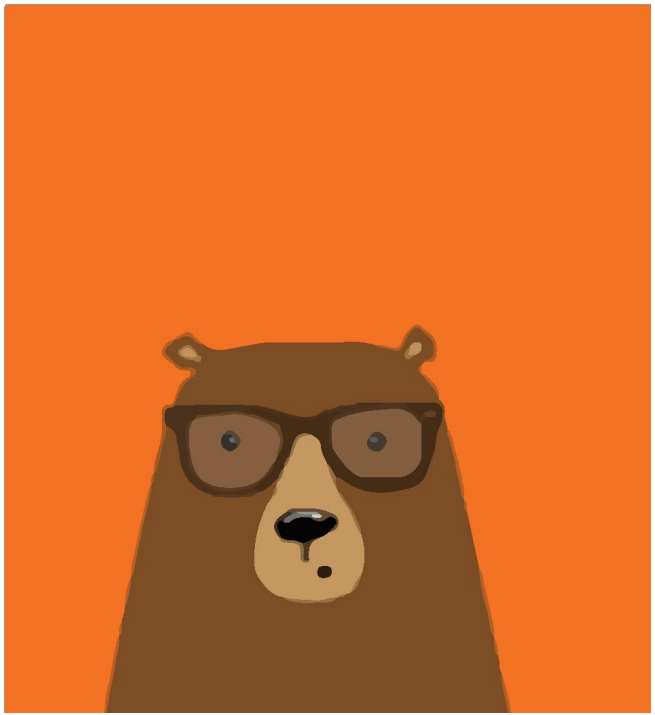
Amplify Science Program Hub

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

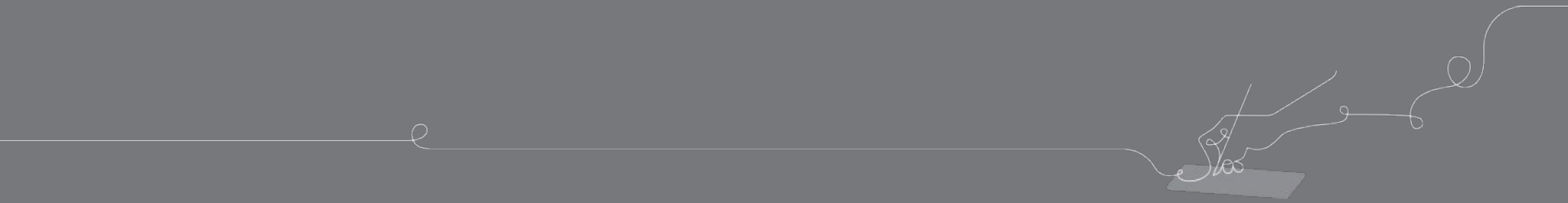
800-823-1969

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