

Amplify Science CALIFORNIA

Navigating Program Essentials Grade 3

School/District Name

Date

Presented by Your Name



Use two windows for today's webinar

Window #1

Meet - Etiwanda Grade 7 N x +
meet.google.com/hcs-dxpk-wrm?aut...

Amplify Science
OPEN PRINTABLE PROGRESS BUILD

Progress Build Level 1: The Earth's entire outer layer (below the water and soil that we see) is made of solid rock that is divided into plates. Earth's plates can move.

Underneath the soil, vegetation, and water that we see on the surface of Earth is the outer layer of Earth's geosphere, the solid part of our rocky planet. This outer layer of Earth is covered entirely with hard, solid rock that is divided into sections called plates. And, these plates can move.

Progress Build Level 2: The plates move on top of a soft, solid layer of rock called the mantle. At plate boundaries where the plates are moving away from each other, rock rises from the mantle and hardens, adding new solid rock to the edges of the plates. At plate boundaries where plates are moving toward each other, one plate moves underneath the other and sinks into the mantle.

Underneath the soil, vegetation, and water that we see on the surface of Earth is the outer layer of Earth's geosphere, the solid part of our rocky planet.

Getting Ready to Teach

Materials and Preparation

Flexension Compilation

Investigation Notebook

NGSS Information for Parents and Guardians

Print Materials (11" x 17")

Print Materials (8.5" x 11")

Offline Preparation

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

Offline Guide

Español

Window #2

Amplify Curriculum
apps.learning.amplify.com/curriculum/#/unit/8a31e0f9506c8fa2015

Amplify > Plate Motion > Chapter 1 > Lesson 1.2

Lesson 1.2:
Using Fossils to Understand Earth

Lesson Brief (4 Activities) 1 WARM-UP Warm-Up T TEACHER Why Geologists Value Fossils 2 TEACHER DISCUS Introduce

RESET LESSON

Overview

Materials & Preparation

Differentiation

Standards

Vocabulary

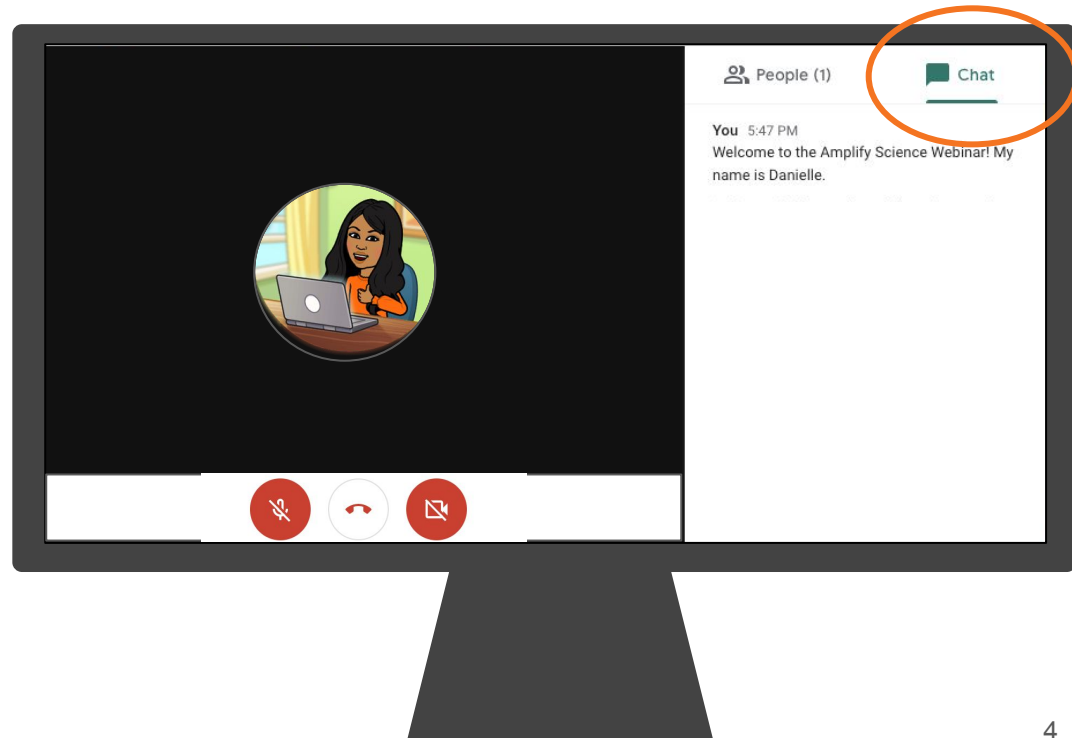
Unlabeled?

Students are introduced to their role as student geologists working for the fictional Museum of West Namibia. They are enlisted to solve the mystery of how the fossils of *Mesosaurus* that originally lived in the same time and place could be embedded in two rock formations now found 4,000 kilometers and an ocean apart. Students watch a documentary video about a paleontologist working in the field today and they learn that scientists use fossils as evidence to understand

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?

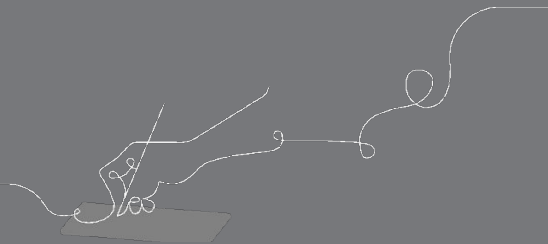


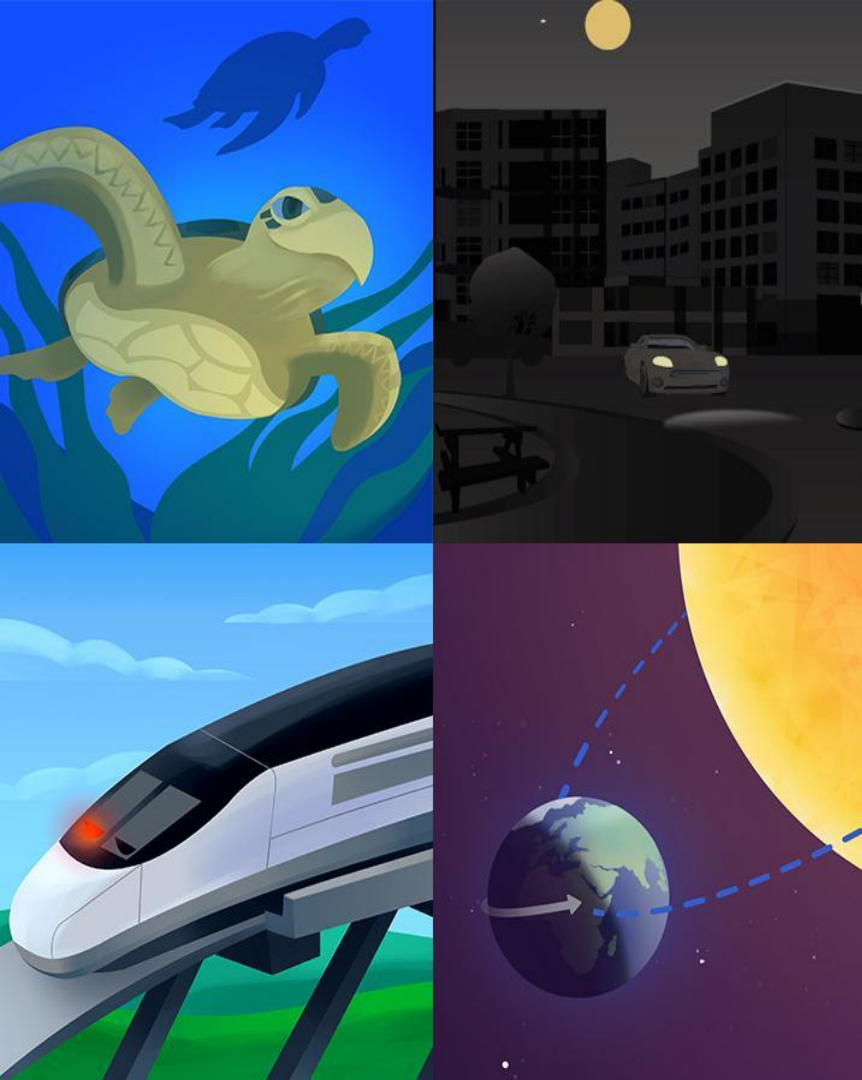
Objectives

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

- Navigate the Amplify Science curriculum.
- Navigate the Program Hub

e





Plan for the day

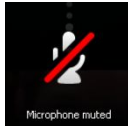
- Introducing Amplify Science
- Navigation Essentials
- Assessments
- Remote & Hybrid Learning Resources
- Reflection and closing

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



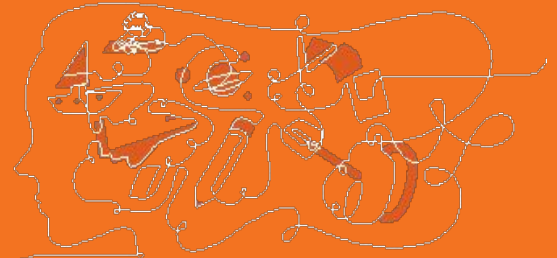
Engage at your comfort level - chat, ask questions, discuss, share!



Plan for the day

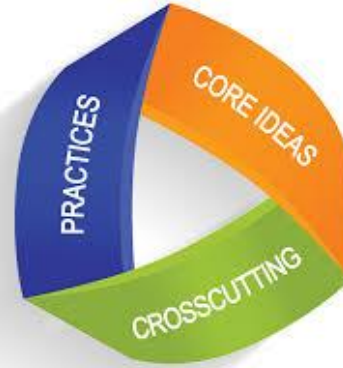
- Introducing Amplify Science
- Navigation Essentials
- Assessments
- Remote & Hybrid Learning Resources
- Reflection and closing

What is Amplify Science?



AmplifyScience

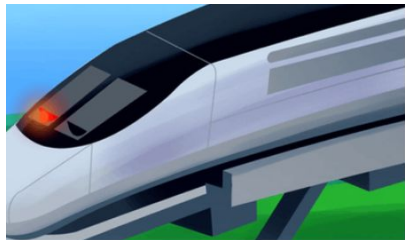
A new phenomena-based
core curriculum for grades K-8



THE LAWRENCE
HALL OF SCIENCE
UNIVERSITY OF CALIFORNIA, BERKELEY

Amplify.

Year at a Glance: Grade 3



Balancing Forces

Domain: Physical Science

Unit type: Modeling

Student role: Engineers

Phenomenon: The town of Faraday is getting a new train that floats above its tracks.



Inheritance and Traits

Domain: Life Science

Unit type: Investigation

Student role: Wildlife biologists

Phenomenon: An adopted wolf in Graystone National Park (“Wolf 44”) has some traits that appear similar to one wolf pack in the park and other traits that appear to be similar to a different wolf pack.



Environments and Survival

Domains: Life Science, Engineering Design

Unit type: Engineering design

Student role: Biomimicry engineers

Phenomenon: Over the last 10 years, a population of grove snails has changed: The number of grove snails with yellow shells has decreased, while the number of snails with banded shells has increased.



Weather and Climate

Domains: Earth and Space Science, Engineering Design

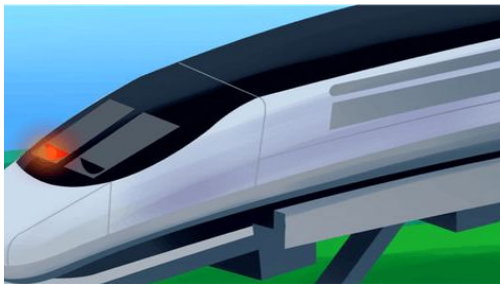
Unit type: Argumentation

Student role: Meteorologists

Phenomenon: Three different islands, each a contender for becoming an Orangutan reserve, experience different weather patterns.

Unit at a Glance: Balancing Forces

Modeling Unit



Balancing Forces

20 lessons

60 minutes each

2 assessment days

Domain: Physical Science

Unit type: Modeling

Student role: Engineers

Phenomenon: The town of Faraday is getting a new train that floats above its tracks.



**I'm a civil
engineer.**

The town of Faraday is
getting a new train that
floats above the tracks.

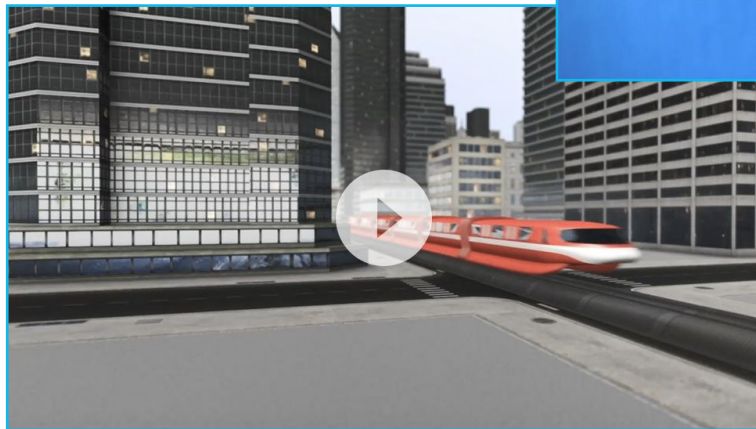
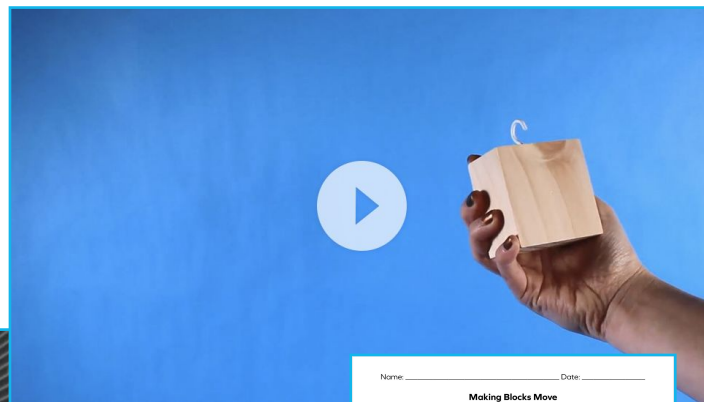
How is it possible for a
train to float?

Grade 3





The mayor has asked us to figure out a scientific explanation for HOW the new floating train works so she can share that information with the citizens of Faraday.




Name: _____ Date: _____

Making Blocks Move

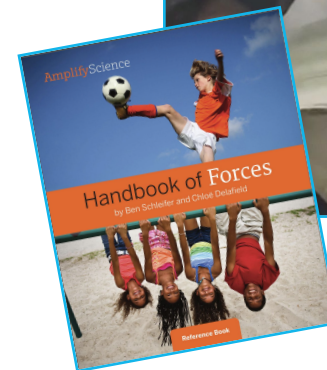
Directions:

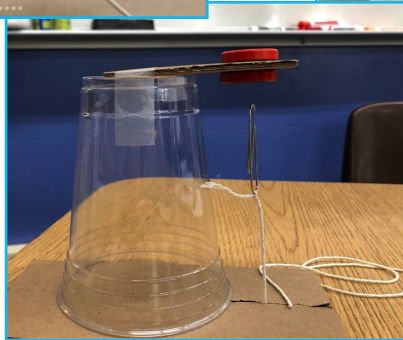
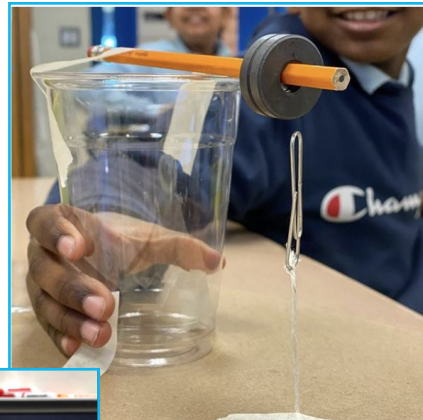
1. With your partner, use the materials in your bag to make a block start moving.
2. In each box, record the object you used to make the block move.
3. In each box, record or draw your observation.

<p>We used <u>a rubber band</u></p> <p>We observed:</p>  <p>The block moved forward.</p>	<p>We used _____</p> <p>We observed:</p>
<p>We used _____</p> <p>We observed:</p>	<p>We used _____</p> <p>We observed:</p>

2 Balancing Forces—Lesson 1.2

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thirdgrade266 @thirdgrade266 · Oct 27
We are learning about forces. Investigating non-touching forces. @team266Q
#handsonlearning #amplifyscience @amplify

Balancing Forces

Lesson 3.3: Observing Forces in Chain Reactions

Activity 1



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You will build a chain reaction, including at least one touching force, one magnetic force, and one example of the force of gravity.

Name: _____ Date: _____

Different Forces in a Chain Reaction

Directions:

1. Work with your partner to make a chain reaction.
2. Include at least one touching force, one magnetic force, and one example of the force of gravity.
3. Draw a diagram of your chain reaction.



4. Fill out the table for three of the forces in your chain reaction.

Object 1	Object 2	Evidence of a force	Type of force (circle one)
			Touching force Magnetic force Gravity
			Touching force Magnetic force Gravity
			Touching force Magnetic force Gravity



What **evidence** did you see of the **force of gravity**?

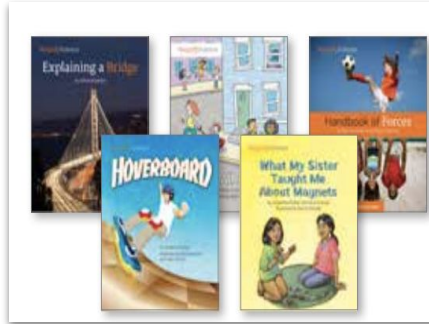
What are the two objects involved in this **force**?

The Page Turner

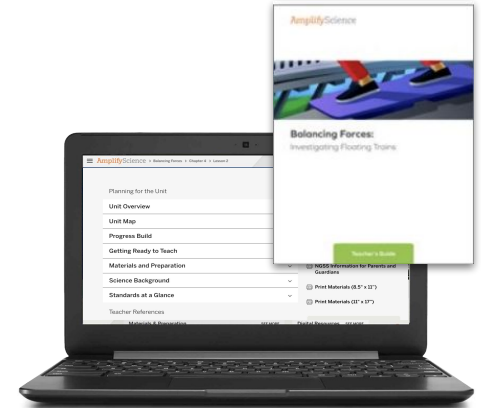
Elementary school components



Hands-on materials



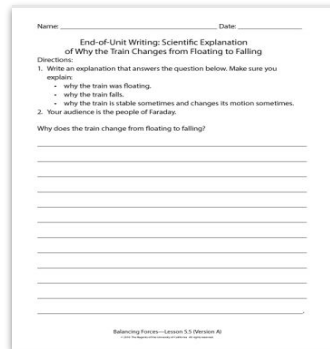
Student books



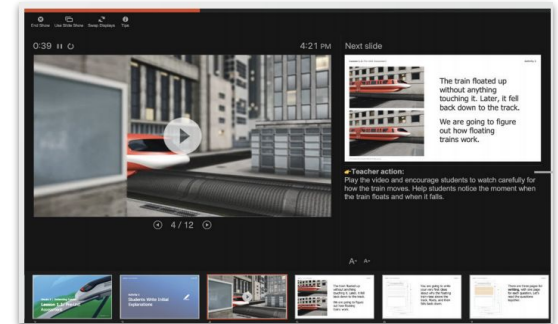
Teacher's Guide (Digital + Print)



Investigation Notebooks



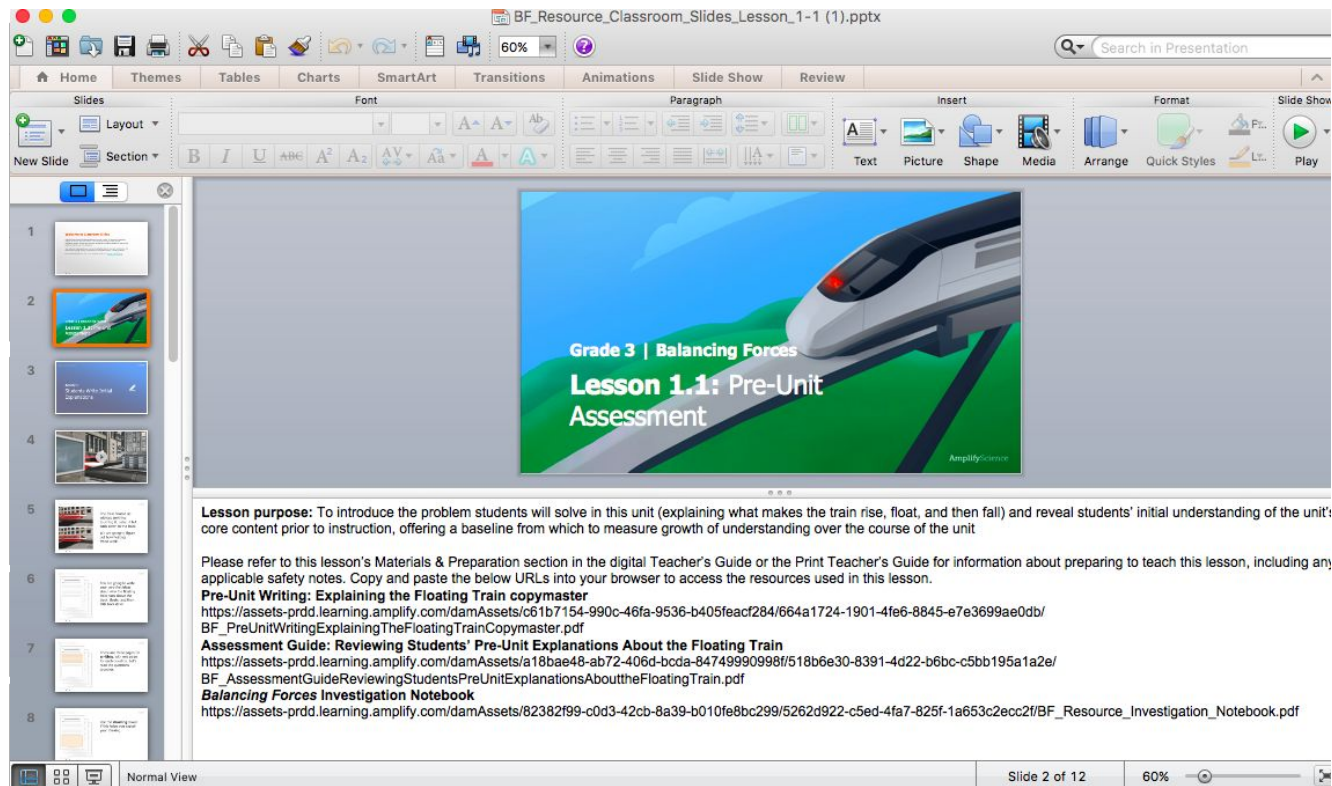
Assessments



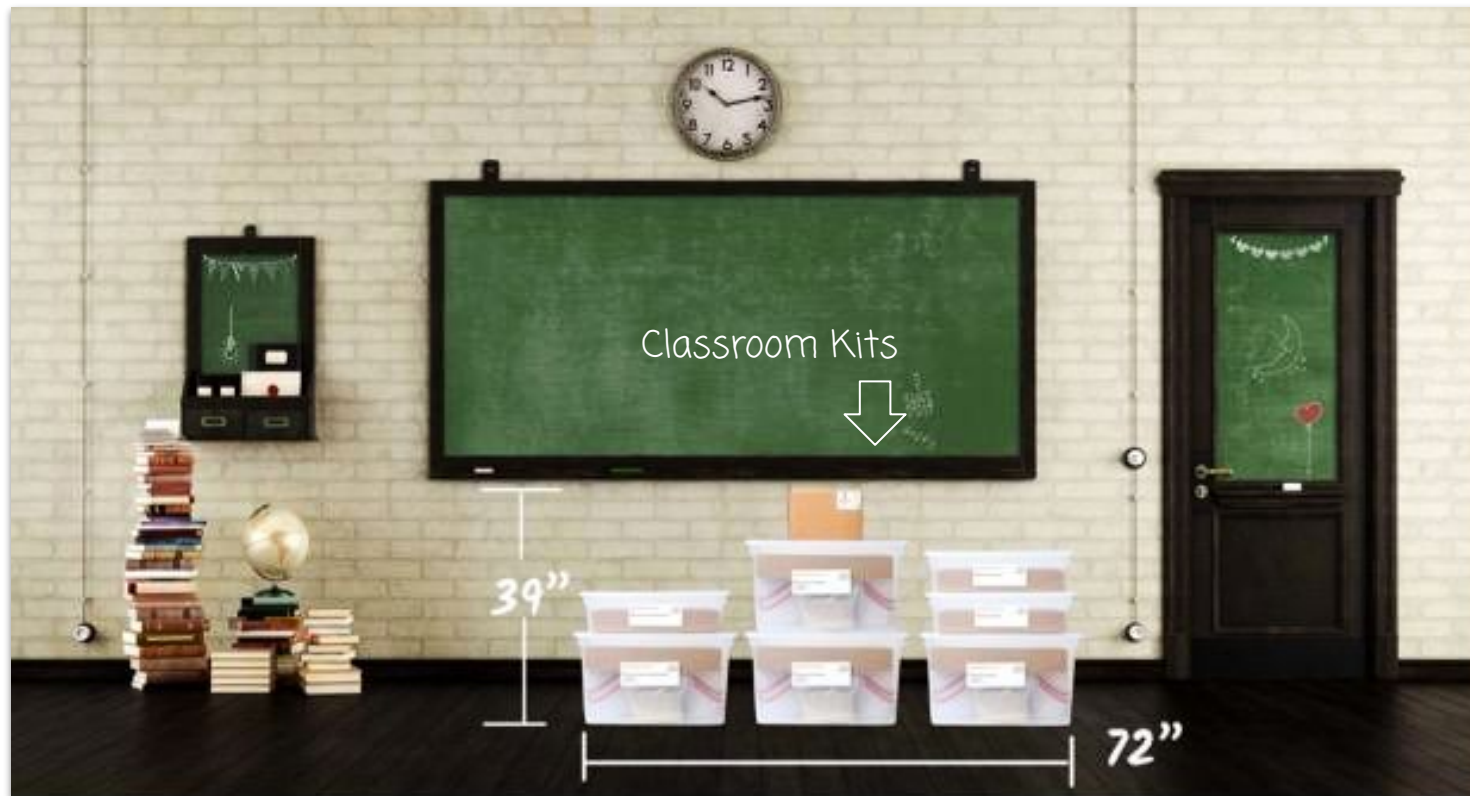
Classroom Slides

Classroom Slides

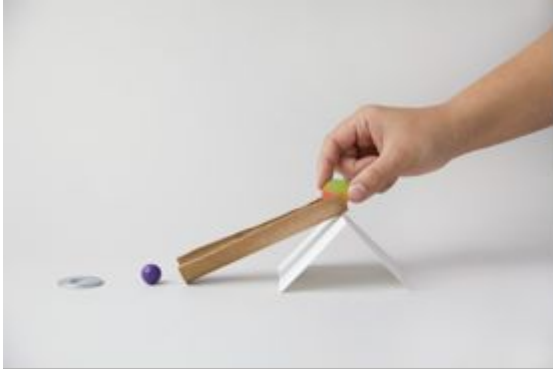
Each lesson will have a downloadable and editable PowerPoint file to help guide teachers and their students through the lesson.



Classroom Kits



Hands On Learning Materials



Classroom Wall Print Materials

Unit Question

What can make an object move or not move?

Key Concepts

Key Concept: A force acts between two objects

Vocabulary

evidence

force

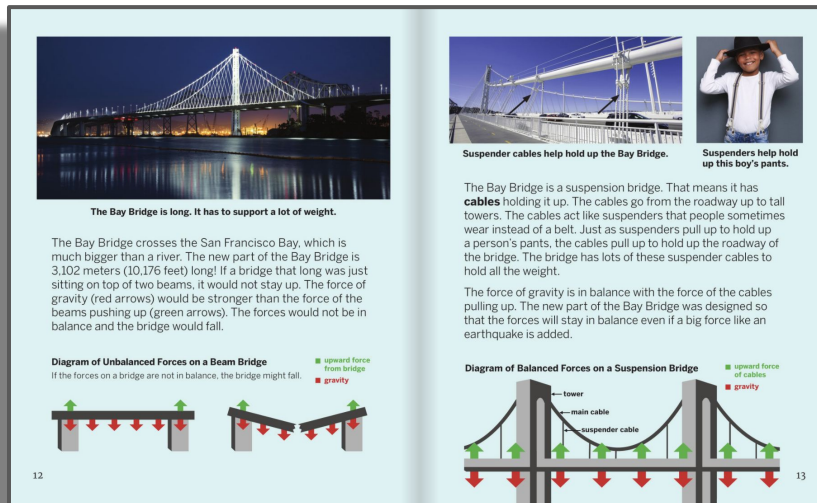
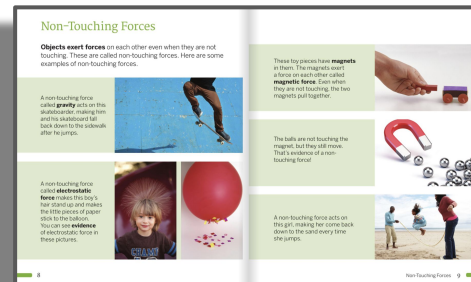
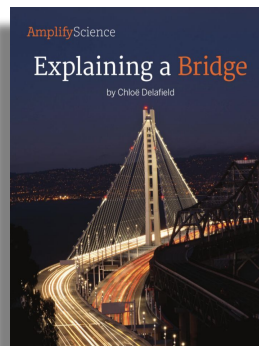
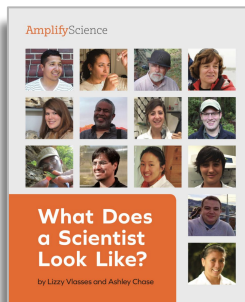
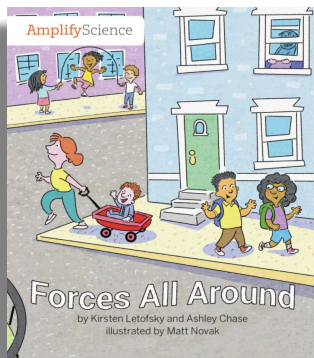
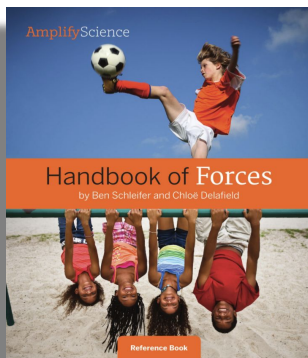
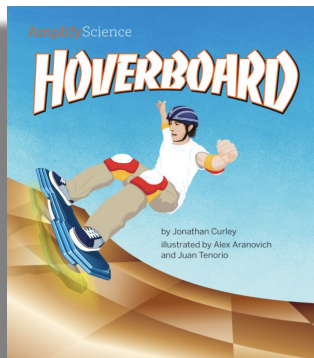
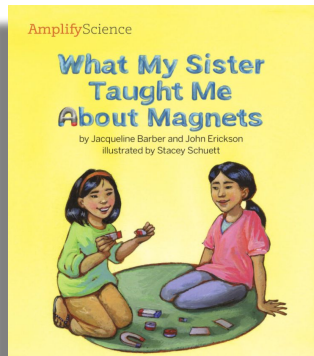
investigation

observation

Chapter 1 Question

Why does the train rise?

Literacy Integration



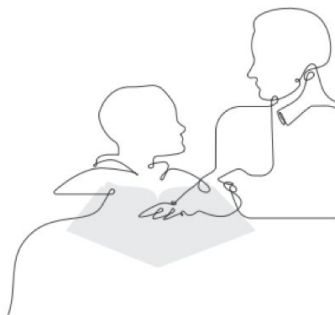
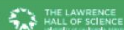
Content connections

Amplify Science CALIFORNIA

Grades K–5

Amplify Science and Benchmark Advance crosswalk

authored by



Grade K

Benchmark unit 10

Amplify Science

Unit title

The Power of Electricity: Where Do Scientific Discoveries Lead Us?

Energy Conversions: Blackout in Ergstown

Students play the role of systems engineers for Ergstown, a fictional town that experiences frequent blackouts. They explore reasons why an electrical system can fail, choose new energy sources and energy converters for the town, and use evidence to explain why their choices will make the town's electrical system more reliable.

Next Generation Science Standards

4-PS3-2: Energy can be Transferred
4-PS3-4: Design an Energy Converter
4-ESS3-1: Energy and Fuels

4-PS3-1: Relationship Between Speed and Energy
4-PS3-2: Energy can be Transferred
4-PS3-3: Collisions
4-PS3-4: Design an Energy Converter
4-ESS3-1: Energy and Fuels
3-5-ETS1-1: Defining the Problem
3-5-ETS1-2: Developing Possible Solutions
Crosscutting Concepts: Systems and Systems Models; Energy and Matter; Structure and Function; Cause and Effect

ELA reading standards

- **Reading Informational Text:** RI.4.1; RI.4.2; RI.4.6; RI.4.7; RI.4.8; RI.4.9; RI.4.10
- **Writing:** W.4.1; W.4.1A; W.4.1B; W.4.1C; W.4.1D; W.4.4; W.4.5; W.4.6; W.4.7; W.4.8; W.4.9B; W.4.10
- **Speaking and Listening:** SL.4.1; SL.4.2; SL.4.3; SL.4.4; SL.4.5; SL.4.6
- **Language:** L.4.4.A; L.4.4.C; L.4.6

- **Reading Informational Text:** RI.4.1; 4.2; 4.3; 4.4; 4.6; 4.7; 4.10
- **Writing:** W.4.1; 4.2; 4.4; 4.8; 4.9; 4.10
- **Speaking and Listening:** SL.4.1; 4.4; 4.6
- **Language:** L.4.6

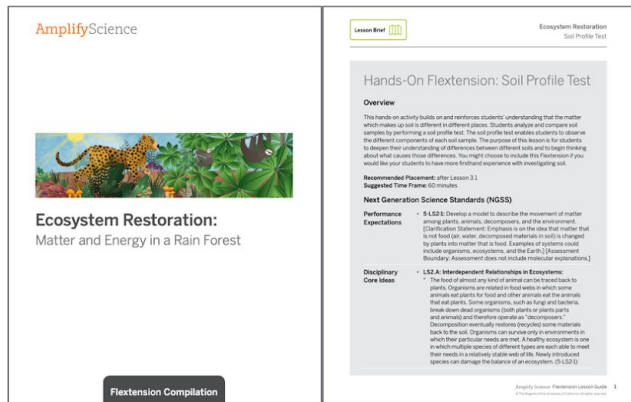
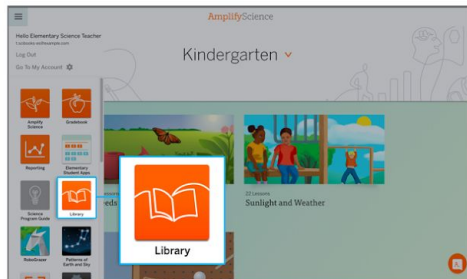
Math standards

- **Math Practices:** MP.1; 2; 4; 5
- **Math Content:** 4.OA.3; 4.NBT.2; 4.NBT.4; 4.MD.5.A; 4.MD.6

Foundational reading standards

- RF.4.3.A

Amplify Science: Additional Resources



Hands-on Flexextensions

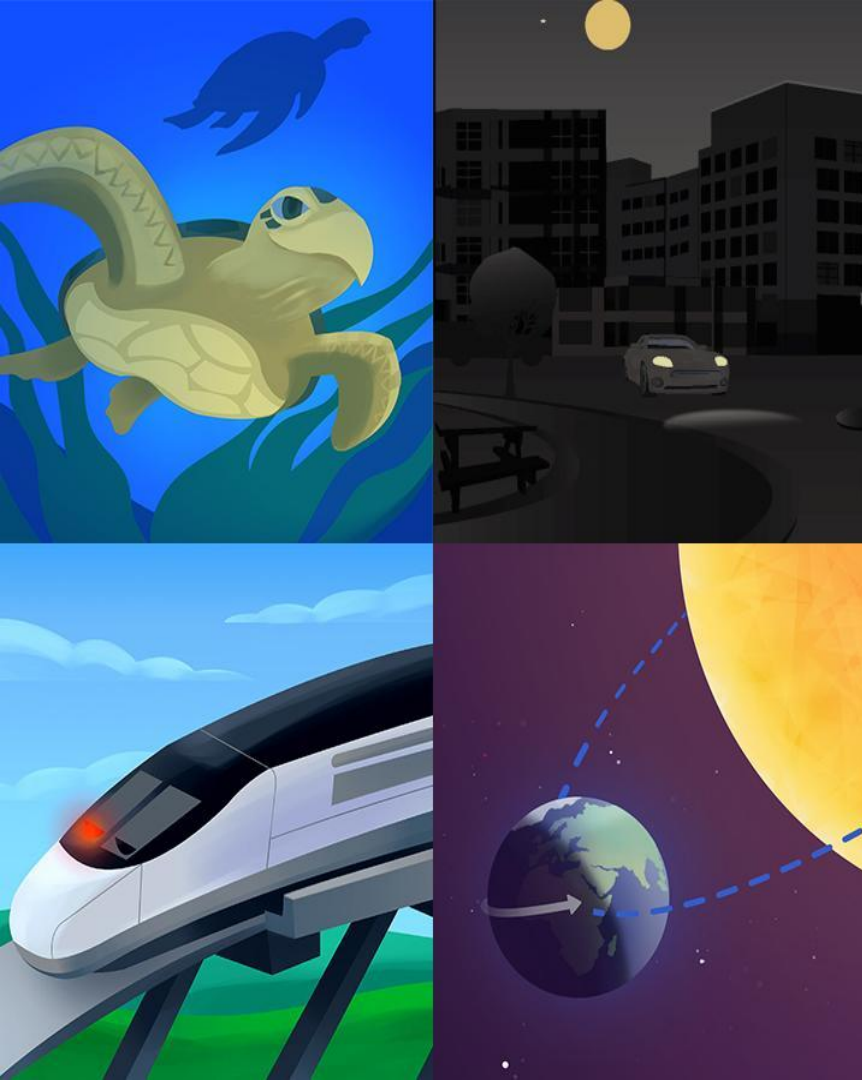


New digital K–5
Student Books

MYSTERY
science



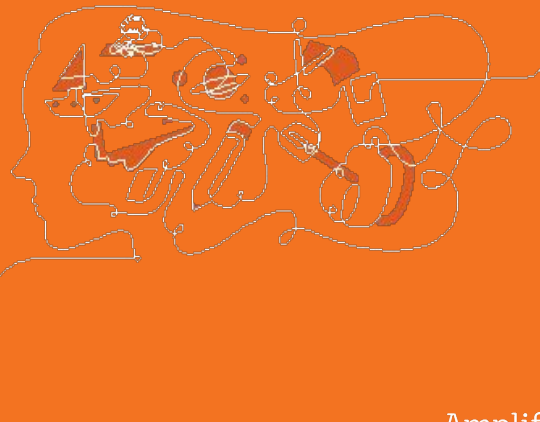
Questions?



Plan for the day

- Introducing Amplify Science
- **Navigation Essentials**
- Assessments
- Remote & Hybrid Learning Resources
- Reflection and closing

Navigation Essentials



Schoology Apps

You should have these 2 apps in schoology



1. **ES School Student Edition** - downloading this app pushes the content to students (**students DO NOT need to download anything**)



2. **Teacher Edition** - downloading this app gives full teacher access - **this is the app that teachers will ACTUALLY USE**

Schoology Apps

To join Amplify ES Group:

W4PK-W466-63F5B



Unit



Chapters



Lessons

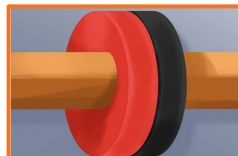


Activities



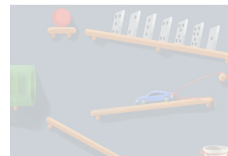
Chapter 1: Why does the train rise?

4 Lessons



Chapter 2: Why does the train rise without anything touching it?

5 Lessons



Chapter 3: Why does the train fall?

4 Lessons



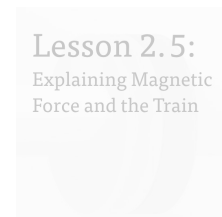
Chapter 4: Why does the train float, even though gravity is acting on it?

4 Lessons



Chapter 5: Why does the train change from floating to falling?

5 Lessons



Lesson Brief (3 Activities)	<	1 HANDS-ON Investigating What Objects Magnetic Forces Act On	Hand icon	2 TEACHER-LED DISCUSSION Discussing What Objects Magnetic Forces Act On	People icon	3 READING Reading: Handbook of Forces	Book icon	>
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Lesson 1.1: Pre-Unit Assessment

Lesson Brief
(2 Activities)

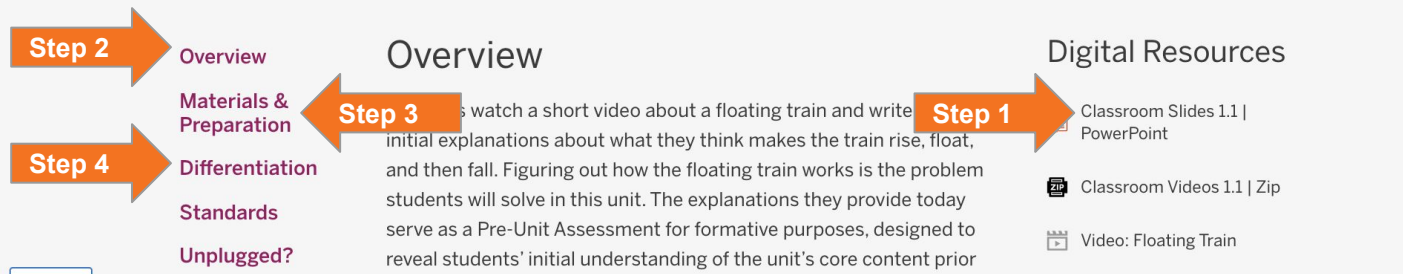
TEACHER
The Floating Train Video

1 WRITING
Students Write Initial
Explanations

2 TEACHER-LED
DISCUSSION
Introducing Investigation
Notebooks

RESET LESSON

GENERATE PRINTABLE LESSON GUIDE



4 Steps for Preparing to Teach

- Step 1:**
Download Classroom Slides
- Step 2:**
Read the Lesson Overview
- Step 3:**
Read the Materials and Preparation section
- Step 4:**
Read the Differentiation

Chapter 1: Why does the train rise?



Investigation Question:
What makes an object start to move?



Multiple sources of evidence



Key Concept



A force acts between two objects.

Classroom Wall

Unit Question

What can make an object move or not move?

Key Concepts

Key Concept: A force acts between two objects

Vocabulary

evidence

force

investigation

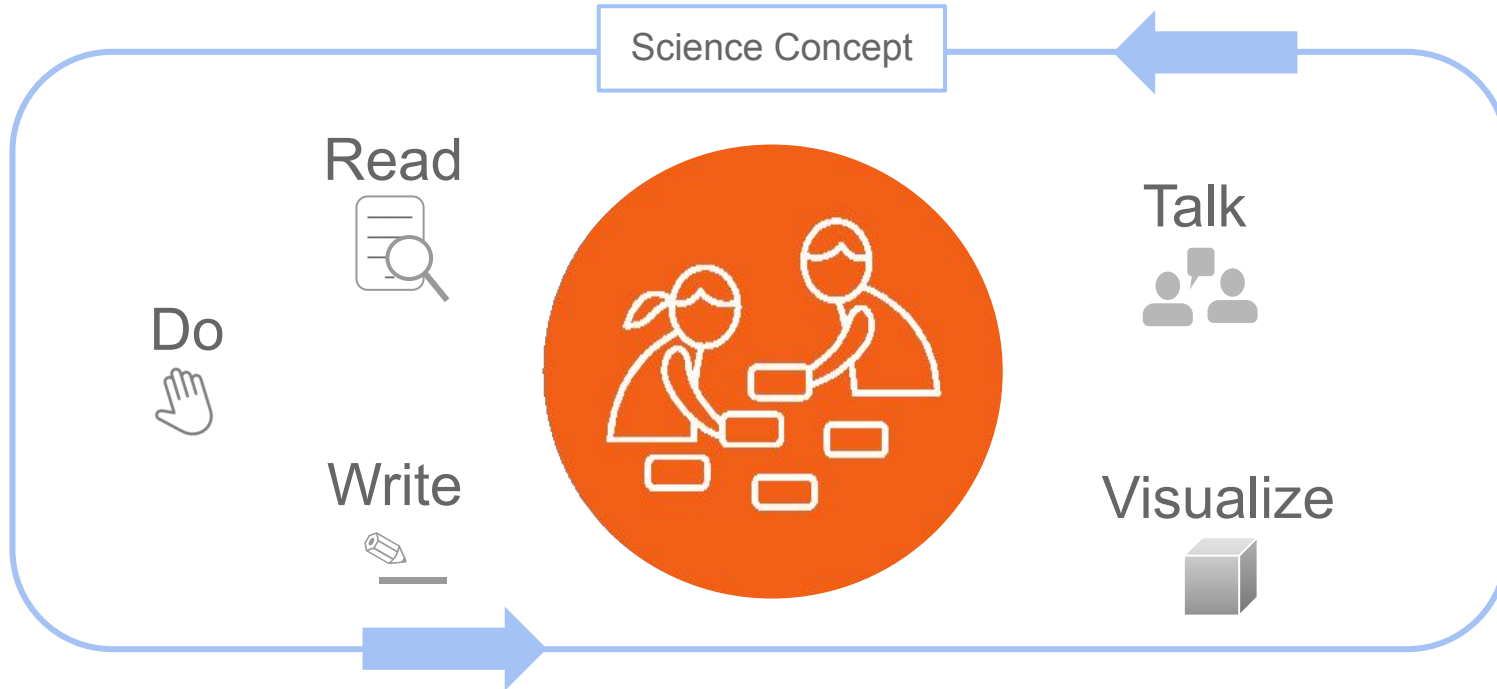
observation

Chapter 1 Question

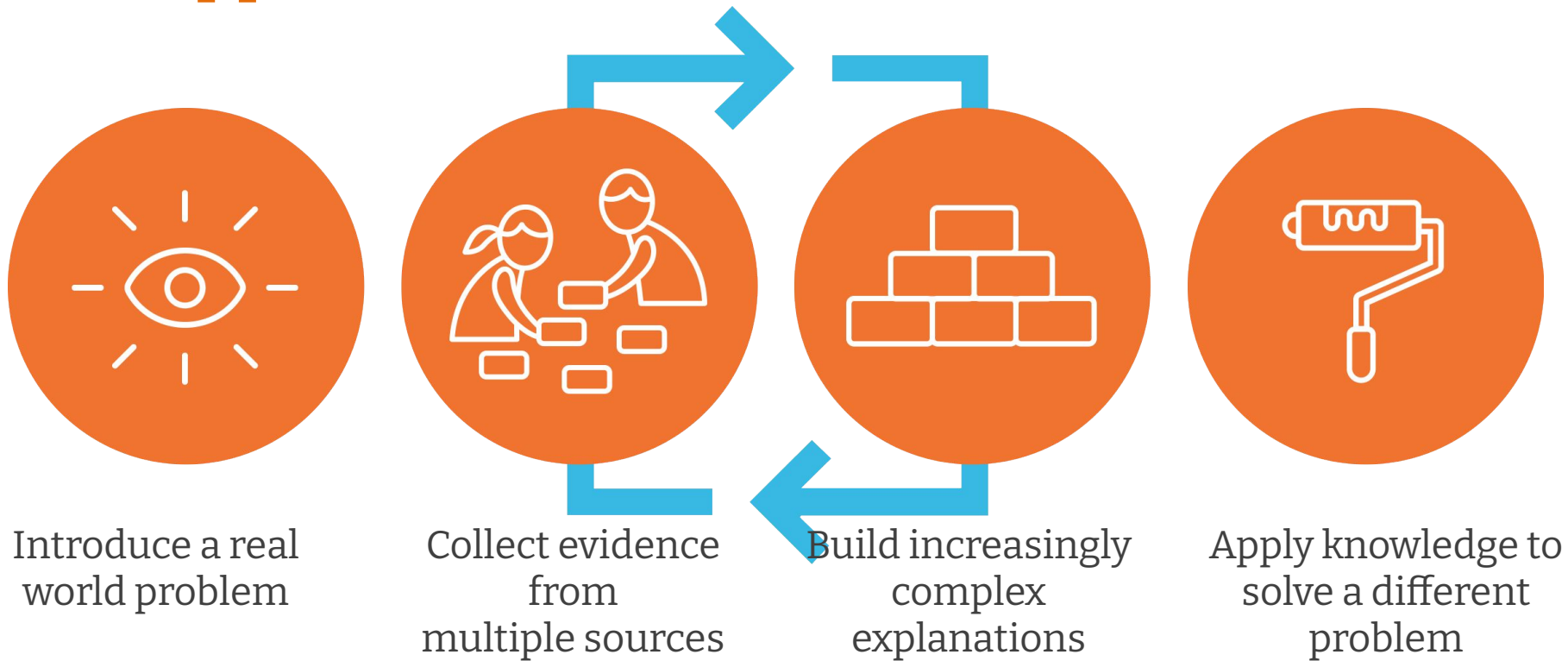
Why does the train rise?

Multimodal learning

Gathering evidence from different sources



The approach





Questions?



Group Chat

How do you normally prepare to teach a new lesson?



First Days of Teaching

Day 1	Day 2	Day 3	Day 4	Day 5
1.1: Pre-Unit Assessment Prep: 10 min ----- 1. Students Write Initial Explanations (20 min.) 2: Introducing Investigation Notebooks (10 min.)	1.2: Making an Object Move Prep: 20-150 min ----- 1: Discussing Initial Ideas (10 min.) 2: Making Blocks Move (20 min.) 3: Sharing Observations (20 min.)	1.3: Forces All Around Prep: 30 min ----- 1: Setting a Purpose for Reading (5 min.) 2: Forces All Around (25 min.) 3: Sharing Observations and Drawing Conclusions (25 min.) 4: Introducing the Science Idea of Change (5 min.)	1.4: Explaining Forces and the Train Prep: 20 min ----- 1: Creating Forces in Chain Reactions (15 min.) 2: Modeling How to Write a Scientific Explanation (10 min.) 3: Asking Questions About What Makes the Train Rise (10 min.) 4: Critical Juncture: Writing a Scientific Explanation (15 min.)	2.1: Discovering Non-Touching Forces Prep: 20 min ----- 1: Investigating Non-Touching Forces (20 min.) 2: Making Sense of Magnet Observations (20 min.) 3: Diagramming Magnetic Forces (10 min.) 4: Activating Prior Knowledge about Magnets (10 min.)

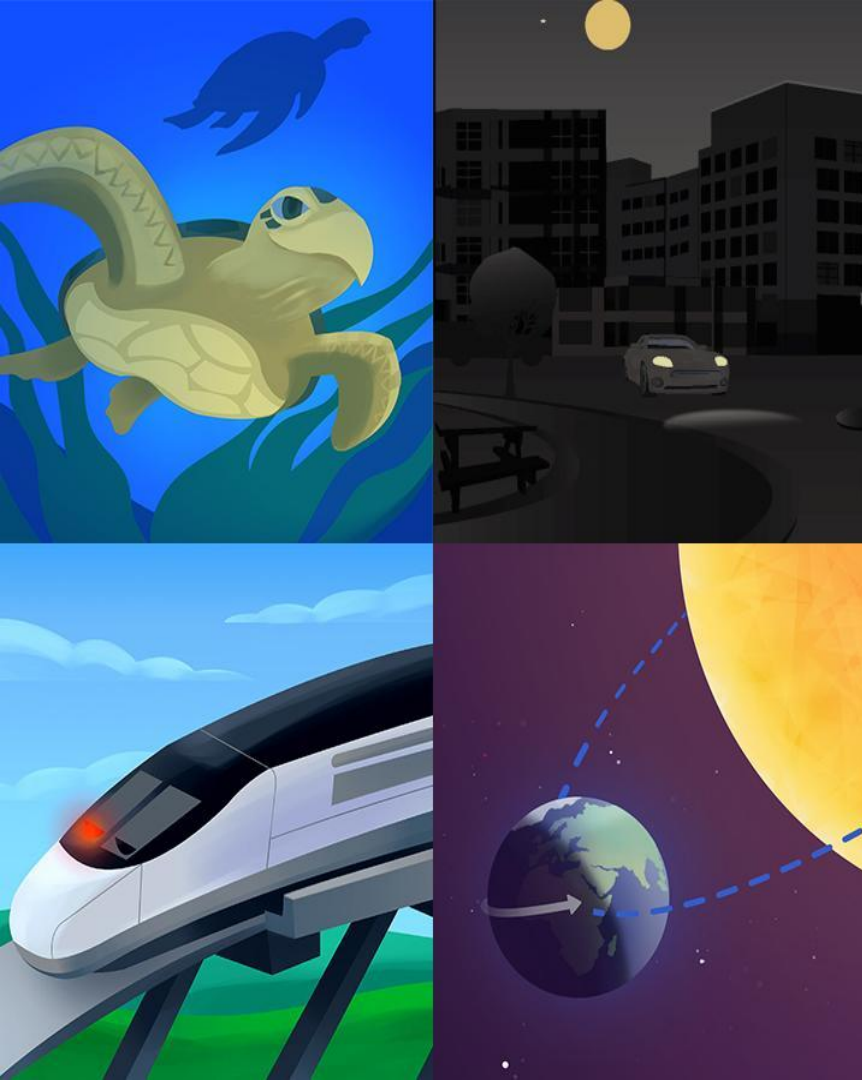
How are students thinking
and solving problems like a
scientist?

What might your students be
challenged by?





Questions?



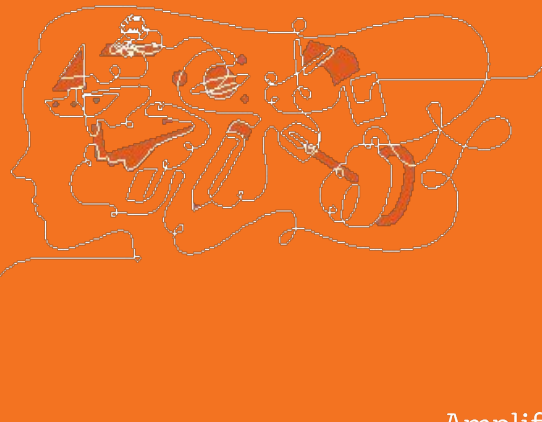
Plan for the day

- Introducing Amplify Science
- Navigation Essentials
- **Assessments**
- Remote & Hybrid Learning Resources
- Reflection and closing



Assessments

How do students show you
what they know?



Amplify Science Assessment System

Credible

- Assessments provide reliable information about student learning

Actionable

- Assessments provide actionable suggestions

Timely

- Assessments are embedded into instruction

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.



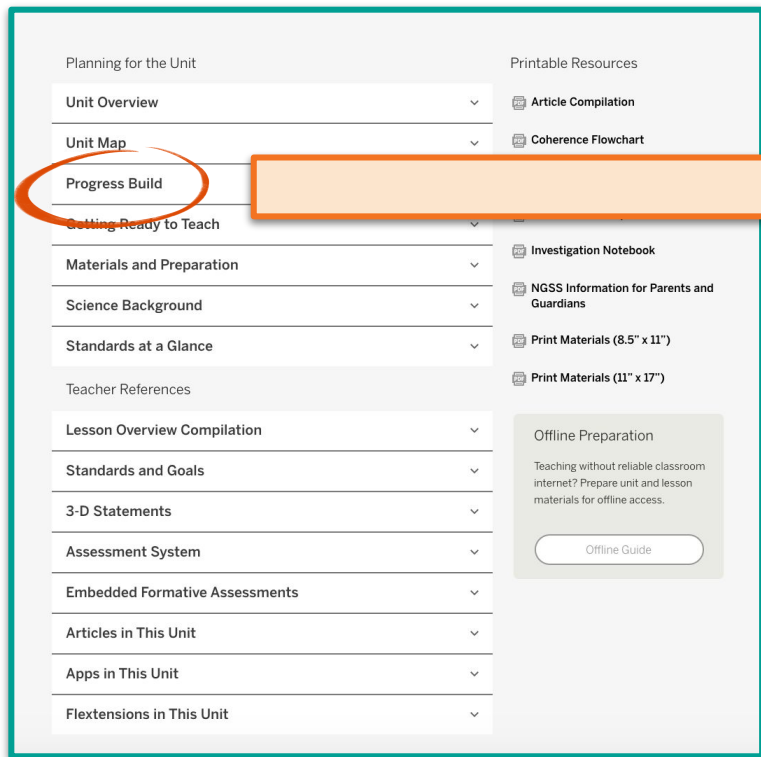
Summative Assessments

Used to measure student learning at the end of instruction

End-of-Unit

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

Progress Build



The screenshot shows a web interface for 'Progress Build'. On the left is a sidebar menu with the following items: 'Planning for the Unit', 'Unit Overview', 'Unit Map', 'Progress Build' (circled in orange), 'Getting Ready to Teach', 'Materials and Preparation', 'Science Background', 'Standards at a Glance', 'Teacher References', 'Lesson Overview Compilation', 'Standards and Goals', '3-D Statements', 'Assessment System', 'Embedded Formative Assessments', 'Articles in This Unit', 'Apps in This Unit', and 'Flextensions in This Unit'. On the right is a 'Printable Resources' section with links to 'Article Compilation', 'Coherence Flowchart', 'Investigation Notebook', 'NGSS Information for Parents and Guardians', 'Print Materials (8.5" x 11")', and 'Print Materials (11" x 17")'. Below this is an 'Offline Preparation' section with a description and an 'Offline Guide' button. A large orange arrow points from the 'Progress Build' link in the sidebar to the right-hand page.

Balancing Forces Planning for the Unit

Progress Build



Progress Build

A Progress Build describes the way in which students' explanations of the central phenomenon should develop and deepen over the course of a unit. It is an important tool in understanding the design of the unit and in supporting students' learning. A Progress Build organizes the sequence of instruction, defines the focus of the assessments, and grounds inferences about students' understanding of the content, specifically at each of the Critical Juncture Assessments found throughout the unit. A Critical Juncture is the differentiated instruction designed to address specific gaps in students' understanding. This document will serve as an overview of the *Balancing Forces: Investigating the Floating Train* Progress Build. Since the Progress Build is an increasingly complex yet integrated explanation, we represent it below by including the new ideas for each level in bold.

In the *Balancing Forces* unit, students will learn to construct scientific explanations of a central phenomenon: how the floating train in the town of Faraday works.

Assumed prior knowledge (preconceptions): When you push or pull something, it starts moving.

Progress Build Level 1: A force is a push or pull that acts between two objects.

A force is a push or pull exerted on an object. When something starts or stops moving, that is evidence of a force. Forces always act between two objects.

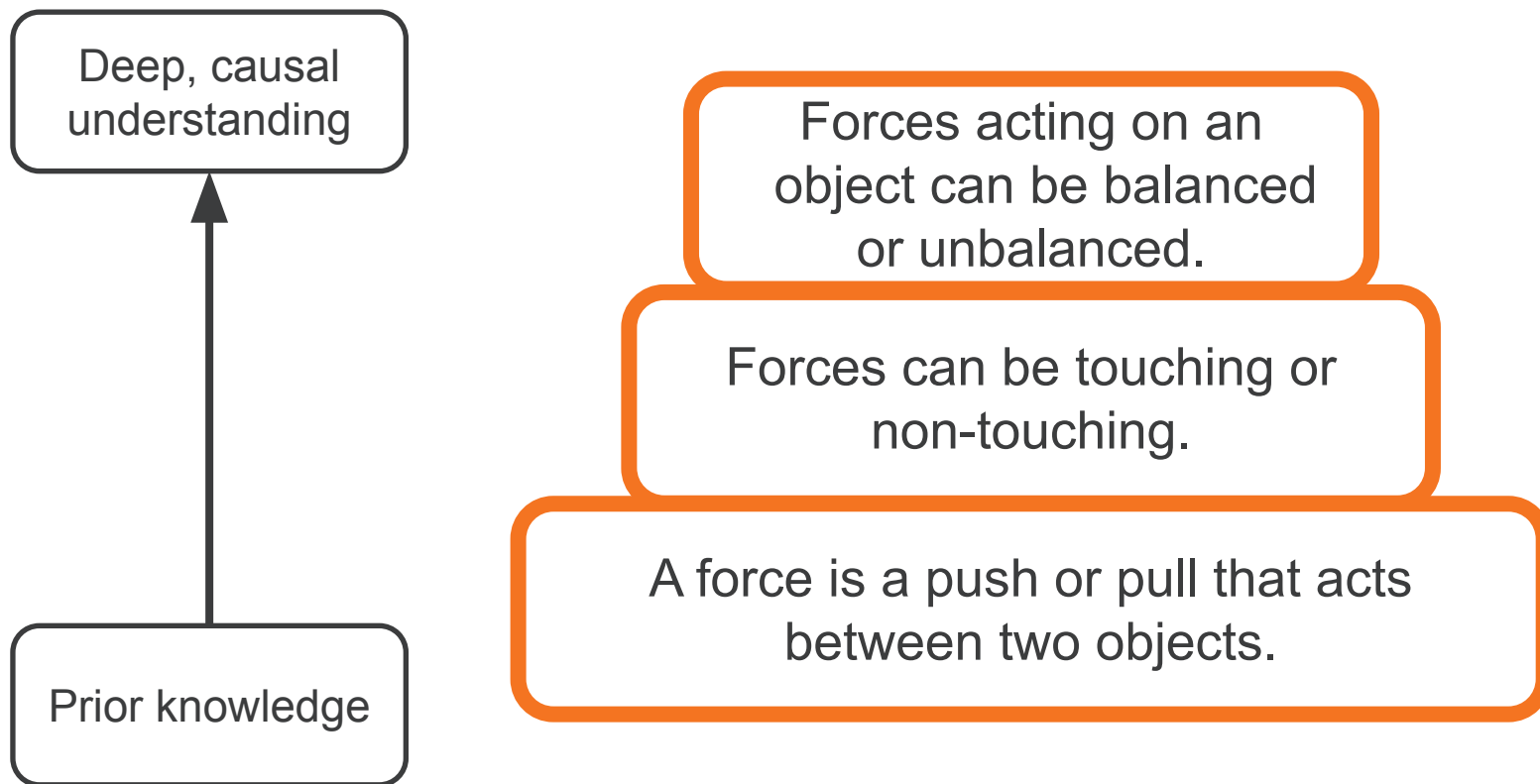
Progress Build Level 2: Forces can be touching or non-touching.

A force is a push or pull exerted on an object. When something starts or stops moving, that is evidence of a force. Forces always act between two objects. **Forces can be touching or non-touching. Gravity is a non-touching force that acts between Earth and all other objects. Magnetic force is a non-touching force that acts between magnets and some other metal objects.**

Progress Build Level 3: More than one force can act on an object at the same time. When those forces are balanced, a still object will remain still; when those forces are unbalanced, the object will start to move.

A force is a push or pull exerted on an object. When something starts or stops moving, that is evidence of a force. Forces always act between two objects. Forces can be touching or non-touching. Gravity is a non-touching force that acts between Earth and all other objects. Magnetic force is a non-touching force that acts between magnets and some other metal objects. **More than one force can act on an object at a time. If the forces are in opposite directions and of the same strength, the forces are balanced, and a nonmoving object will not start to move. If the forces are in opposite directions and are not of the same strength, the forces are unbalanced, and the object will move in the direction of the stronger force.**

Balancing Forces Progress Build



Assessment System



Deep, causal
understanding

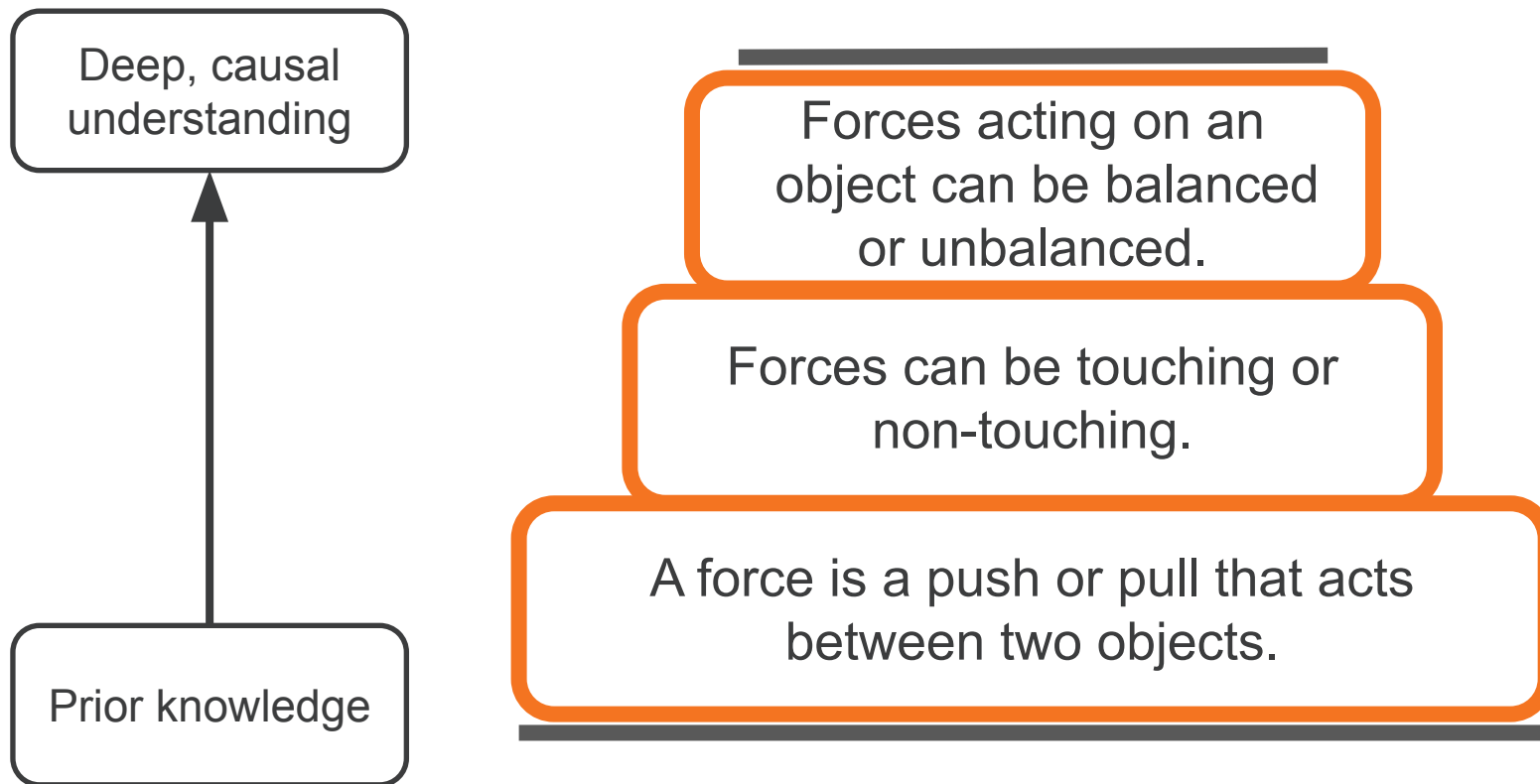
Prior knowledge

Forces acting on an
object can be balanced
or unbalanced.

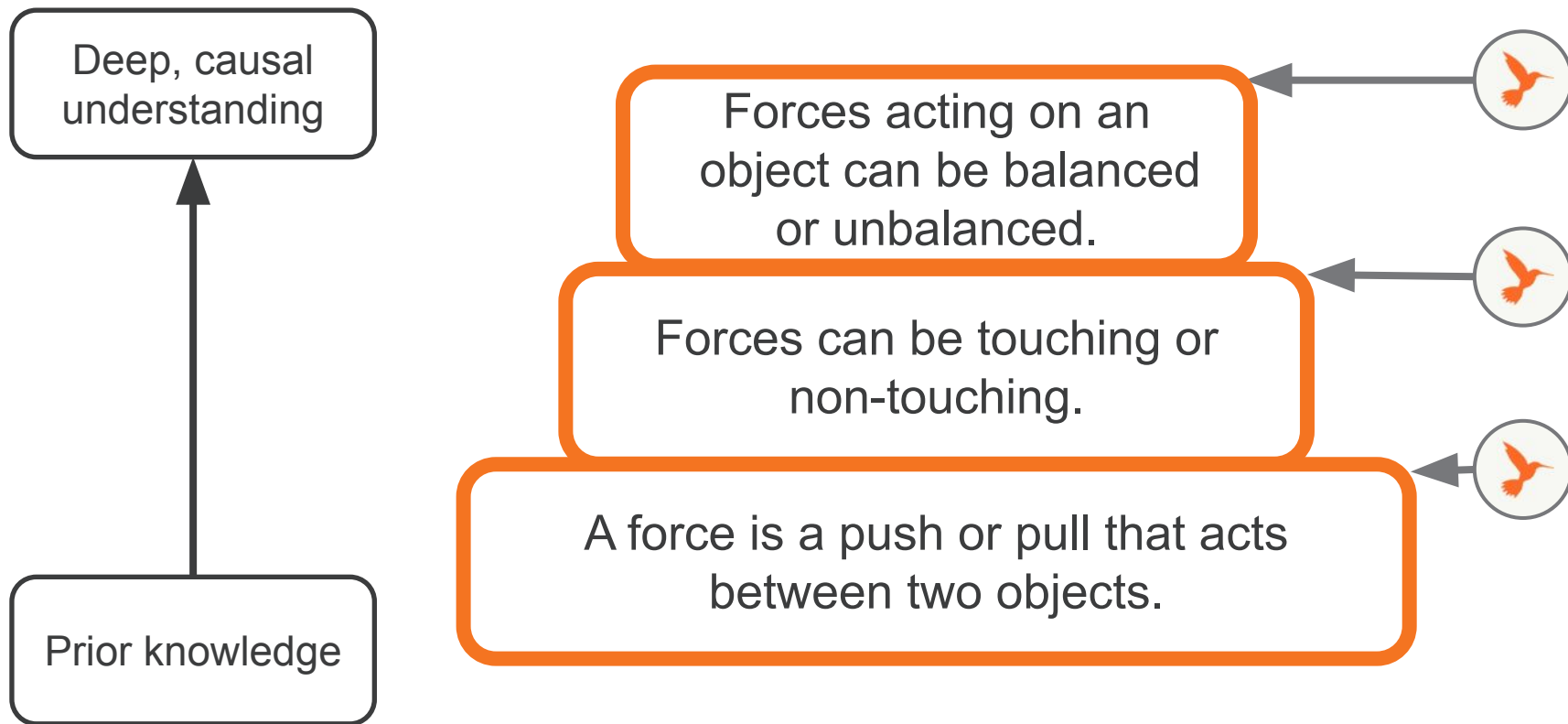
Forces can be touching or
non-touching.

A force is a push or pull that acts
between two objects.

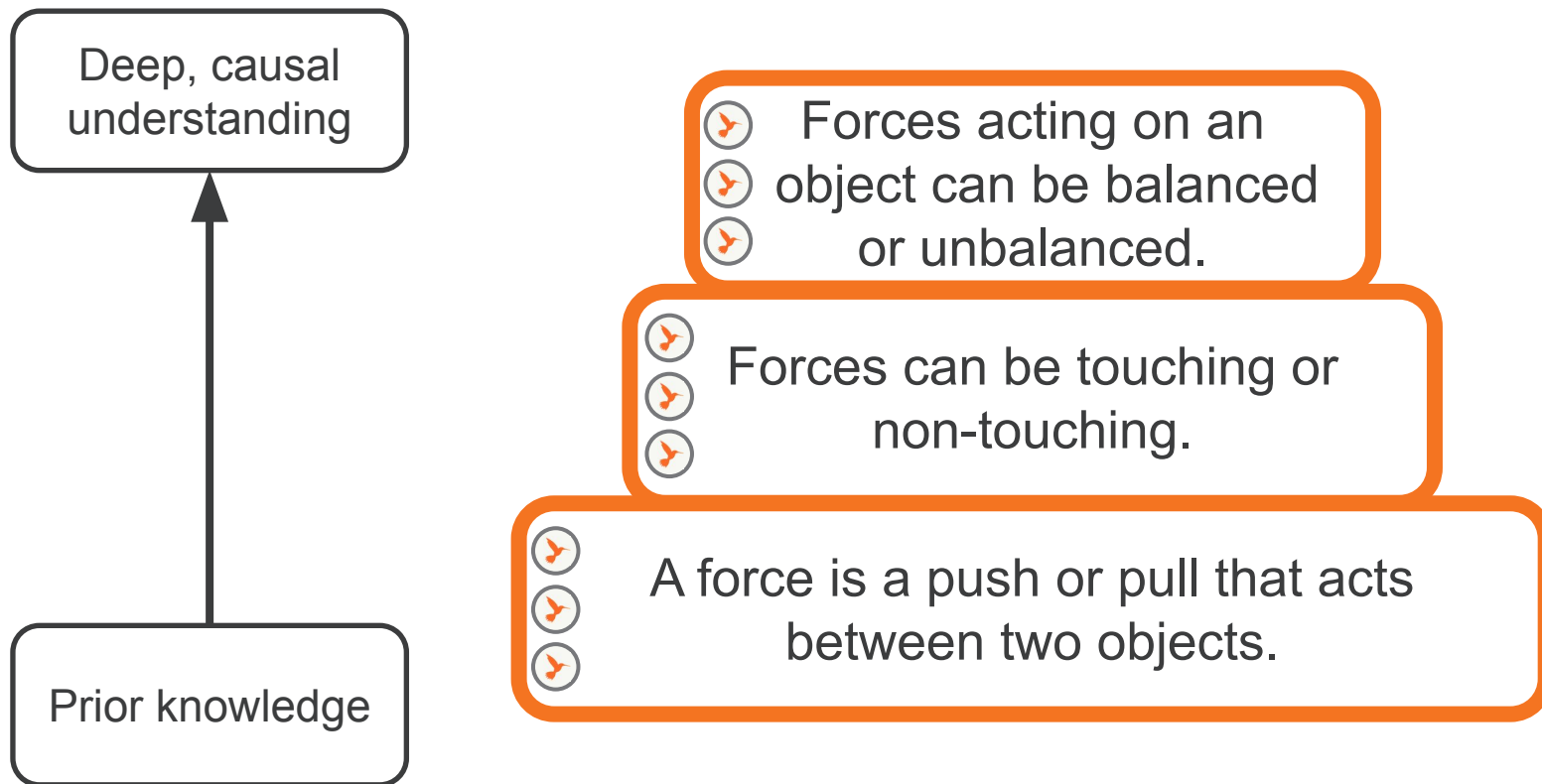
Pre- and End-of-Unit Assessments



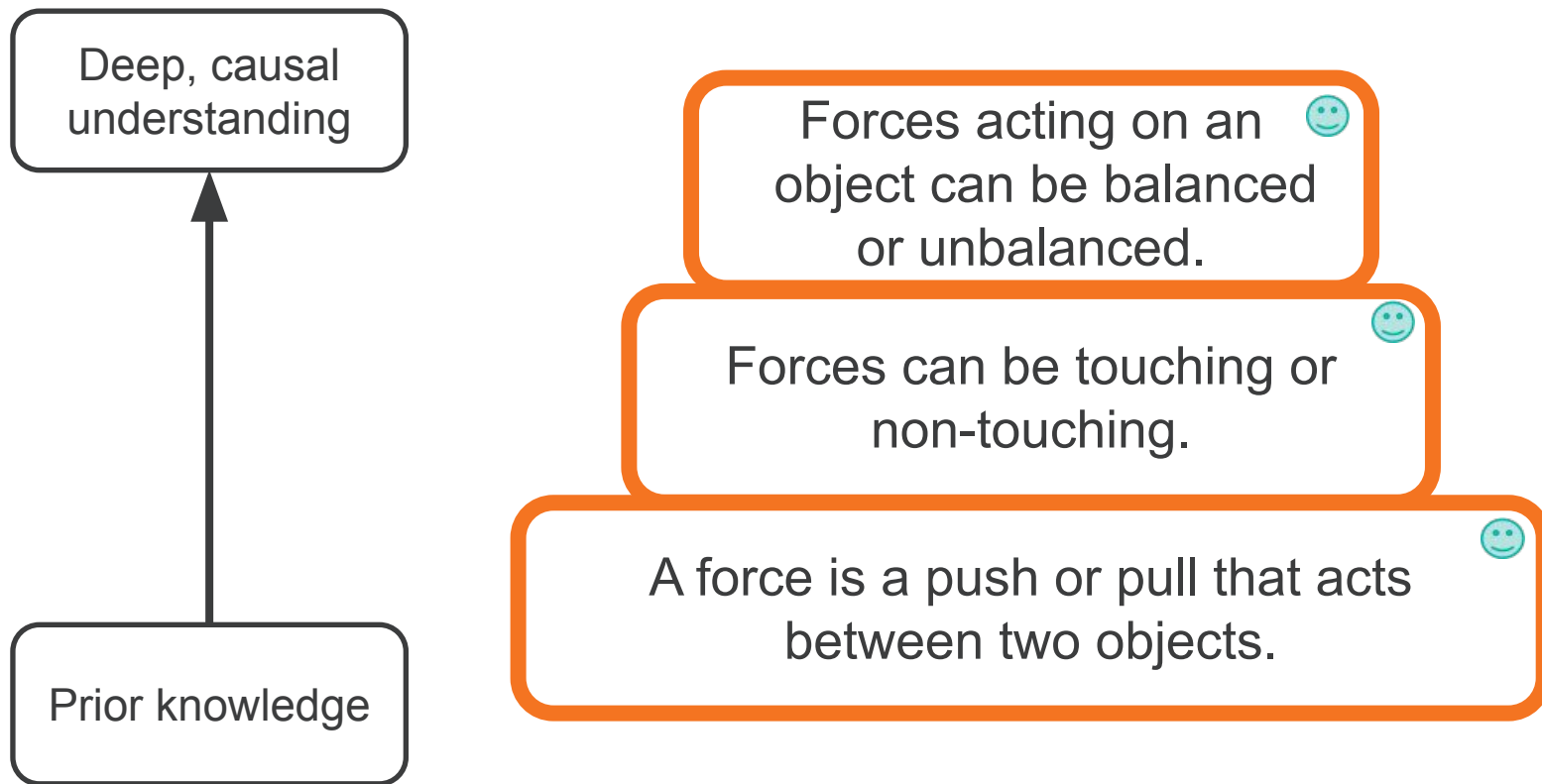
Critical Juncture Assessments



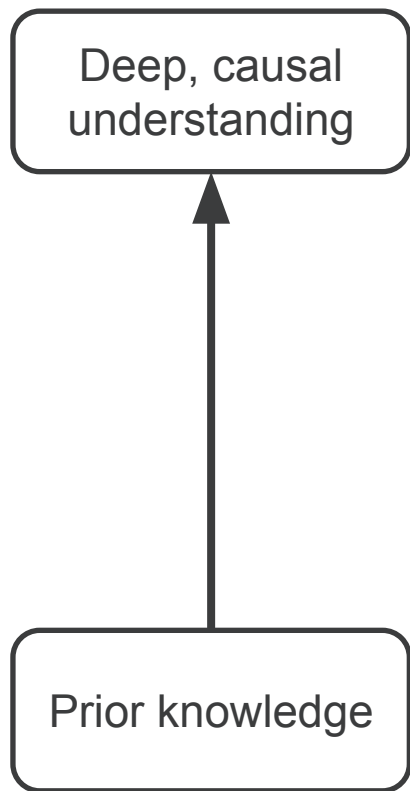
On-the-Fly Assessments



Self-Assessments (optional)



Investigation Assessment



Forces acting on an object can be balanced or unbalanced.

Forces can be touching or non-touching.

A force is a push or pull that acts between two objects.

Investigation Assessments



Grade	Unit Title
Kindergarten	Sunlight and Weather
First Grade	Light and Sound
Second Grade	Plant and Animal Relationships
Third Grade	Balancing Forces
Fourth Grade	Vision and Light
Fifth Grade	Patterns of Earth and Sky

Portfolio Assessment

Deep, causal
understanding



Prior knowledge

Forces acting on an
object can be balanced
or unbalanced.

Forces can be touching or
non-touching.

A force is a push or pull that acts
between two objects.

Locating Assessment Resources

The screenshot displays the Amplify curriculum interface. On the left, a sidebar lists various resources under the heading 'Teacher References'. An orange arrow points to the 'Assessment System' link. The main content area shows a grid of chapter cards for 'Spruce the Sea Turtle' and a list of printable resources. A callout box on the right provides a detailed view of the 'Teacher References' section, highlighting the 'Assessment System' and 'Embedded Formative Assessments' links with orange borders.

Teacher References

- Lesson Overview Compilation
- Standards and Goals
- 3-D Statements
- Assessment System**
- Embedded Formative Assessments**
- Books in This Unit

Chapter Cards:

- Chapter 1: How does Spruce the Sea Turtle do what she needs to do to survive? 5 Lessons
- Chapter 2: How can Spruce the Sea Turtle survive where there are sharks? 8 Lessons
- Chapter 3: How can Spruce the Sea Turtle's offspring survive where there are sharks? 5 Lessons
- Chapter 4: How can aquarium scientists explain animal defenses to the... 4 Lessons

Printable Resources:

- Coherence Flowcharts
- Copymaster Compilation
- Investigation Notebook
- Multi-Language Glossary
- NCSS Information for Parents and Guardians
- Print Materials (8.5" x 11")
- Print Materials (11" x 17")

Offline Preparation:

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

Offline Guide

Benchmark Assessment Grades 3-5

Amplify Science

Hello Teacher Menéndez
t.menendez@tryamplify.net

Log Out

Go To My Account ⚙️

Classroom Language Settings

Benchmark Assessments

CA Science Program Guide



Amplify.

Science

English Language Arts

NGSS Benchmark Assessments

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

Overview

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

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

Assessment Rollout by Grade

Grades 3–5	4 benchmarks per grade
Grades 6–8 Integrated	3 benchmarks per grade
Grades 6–8 Domain	3 benchmarks per grade

Administering the Assessments

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

*Last updated: October 10, 2019

On paper



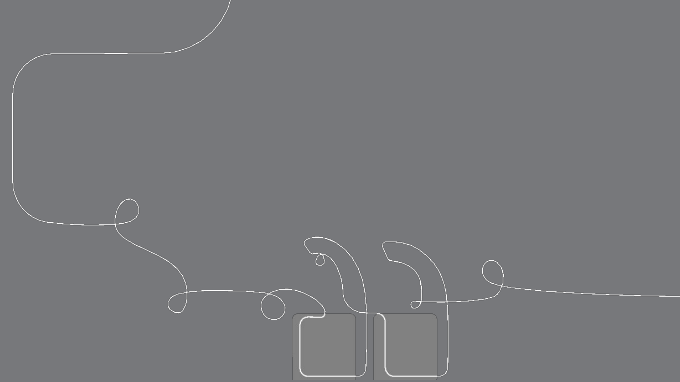
In Illuminate



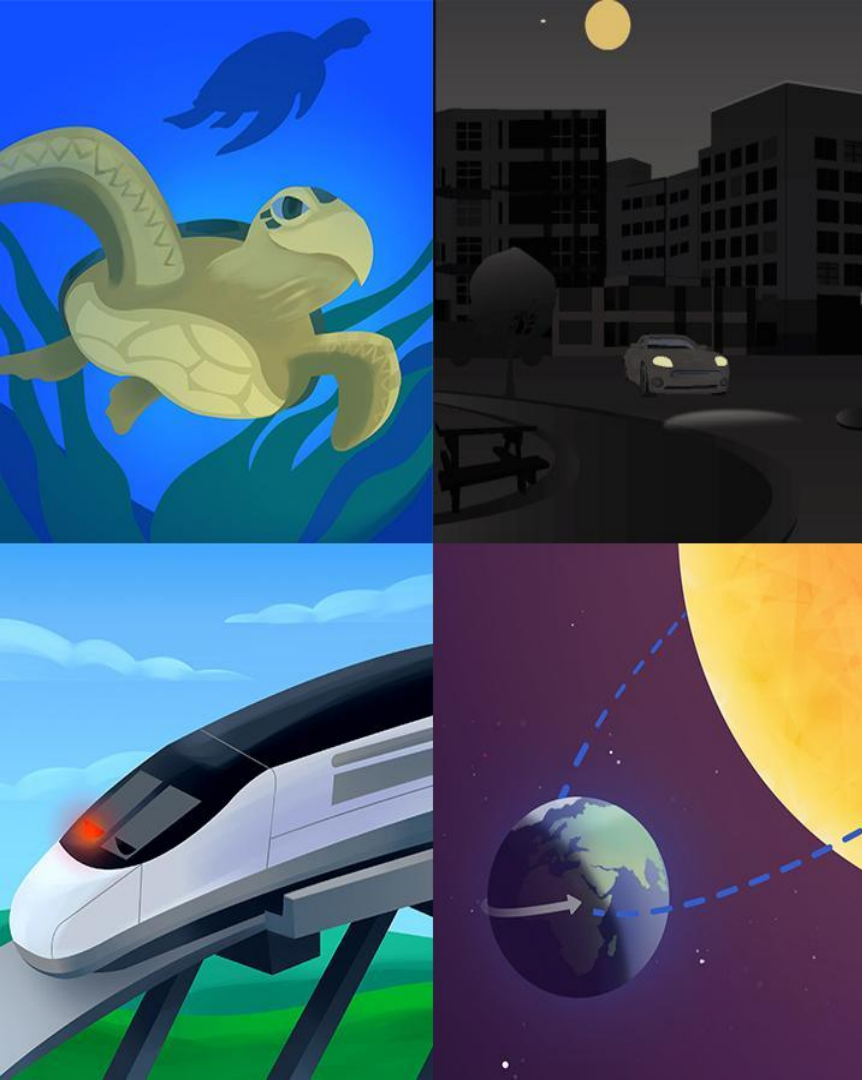
Using other platforms



Self-Assessment



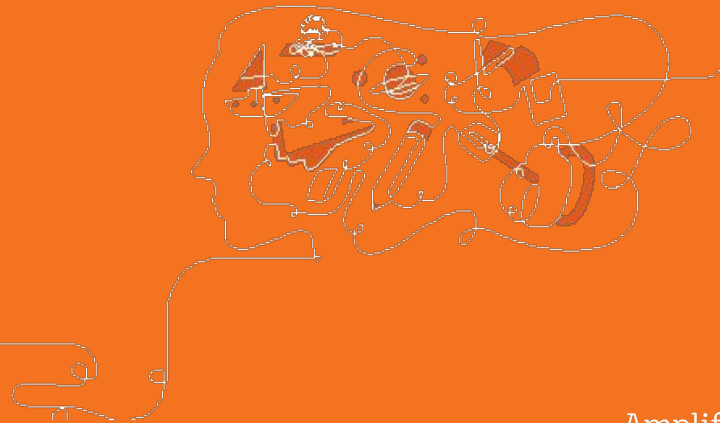
- Which questions have we answered?
- What new questions do you have?



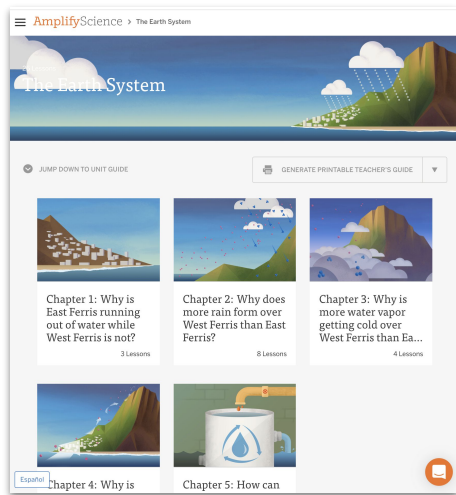
Plan for the day

- Introducing Amplify Science
- Navigation Essentials
- Assessments
- **Remote & Hybrid Learning Resources**
- Reflection and closing

Remote/Hybrid Learning Resources



Back-to-school options



Original Amplify
Science curriculum



Amplify Science@Home

AmplifyScience@Home

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



AmplifyScience@Home

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



AmplifyScience@Home

Two different options:

@Home Units

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

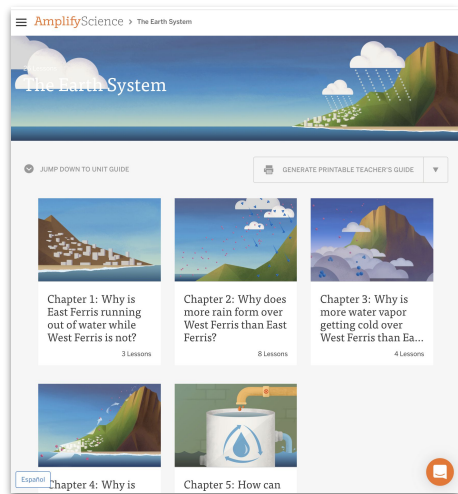
@Home Videos

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

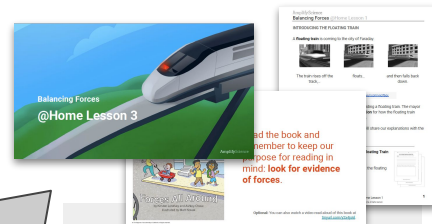
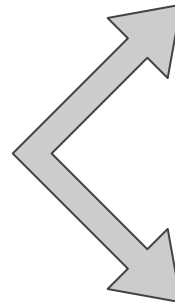
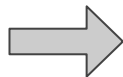


Back-to-school options

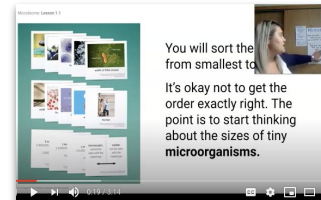
Related but unique resources



Original Amplify
Science curriculum



@Home Units

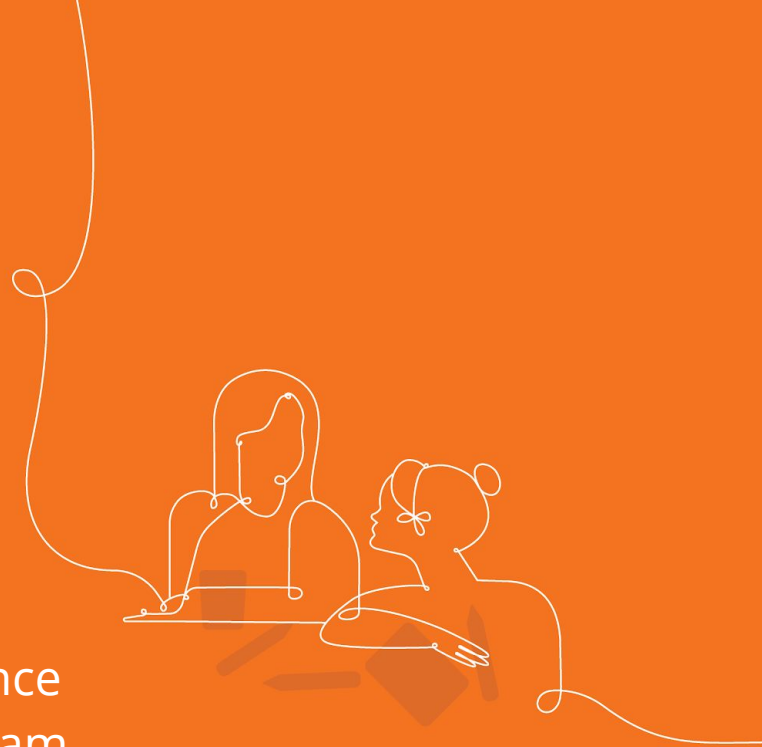


@Home Videos

Amplify Science@Home

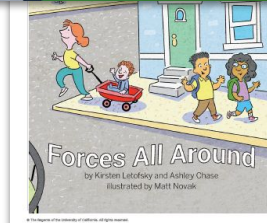
@Home Units

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



@Home Units

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



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

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

Name: _____ Date: _____

Reading Reflection: Forces All Around

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

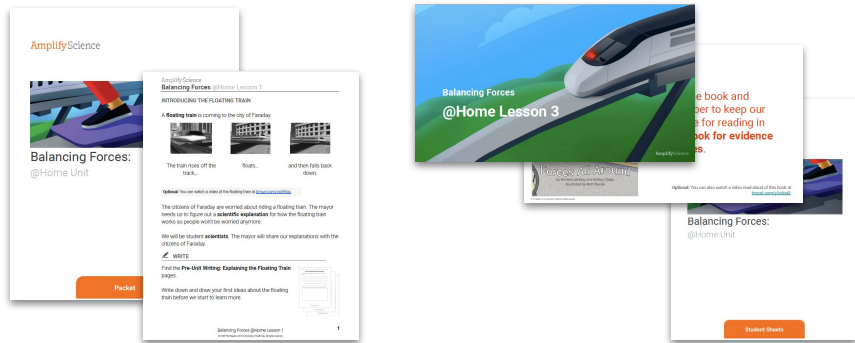
Page number	Evidence of a force (What object is moving or stopping?)	Is it a push, a pull, or not sure?
Page 3		
Page 7		

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

@Home Units

A shift in approach to respond to user feedback

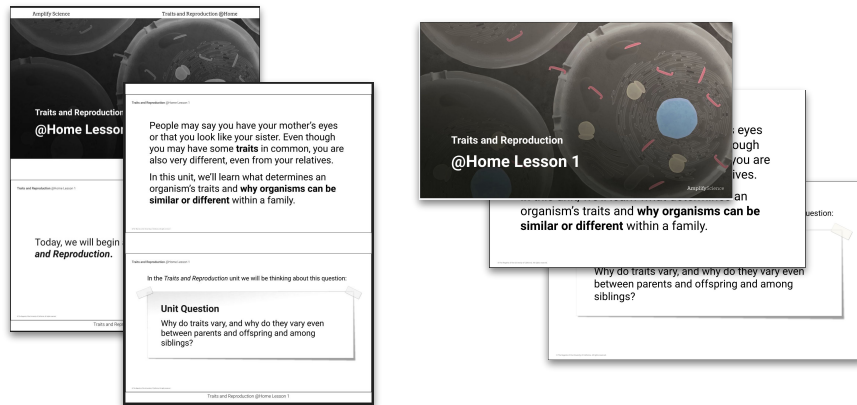
Original approach: two different resources



Print-based: @Home packets

Digital: @Home slides and student sheets

Updated approach: one resource, two formats

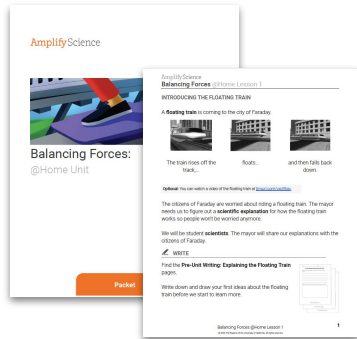


Print-based: PDFs of @Home Slides and student sheets

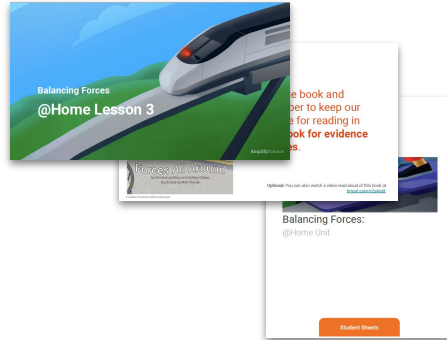
Digital: Google Slides @Home Slides and Google Doc student sheets

@Home Units

A shift in approach to respond to user feedback



Print-based:
@Home packets



Digital:
@Home slides and student sheets

Original approach: two different resources

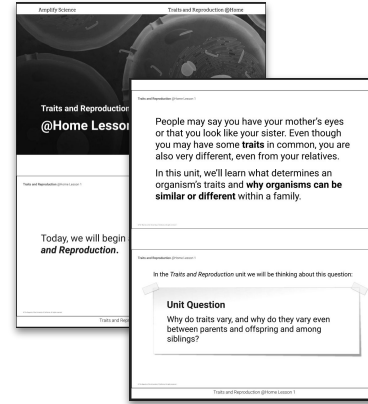
- Needs of Plants and Animals (K)
- Animal and Plant Defenses (1)
- Plant and Animal Relationships (2)
- Balancing Forces (3)
- Inheritance and Traits (3)
- Energy Conversions (4)
- Vision and Light (4)
- Patterns of Earth and Sky (5)
- Modeling Matter (5)

@Home Units

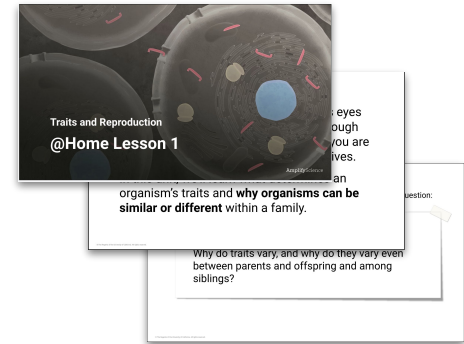
A shift in approach to respond to user feedback

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

Updated approach: one resource, two formats



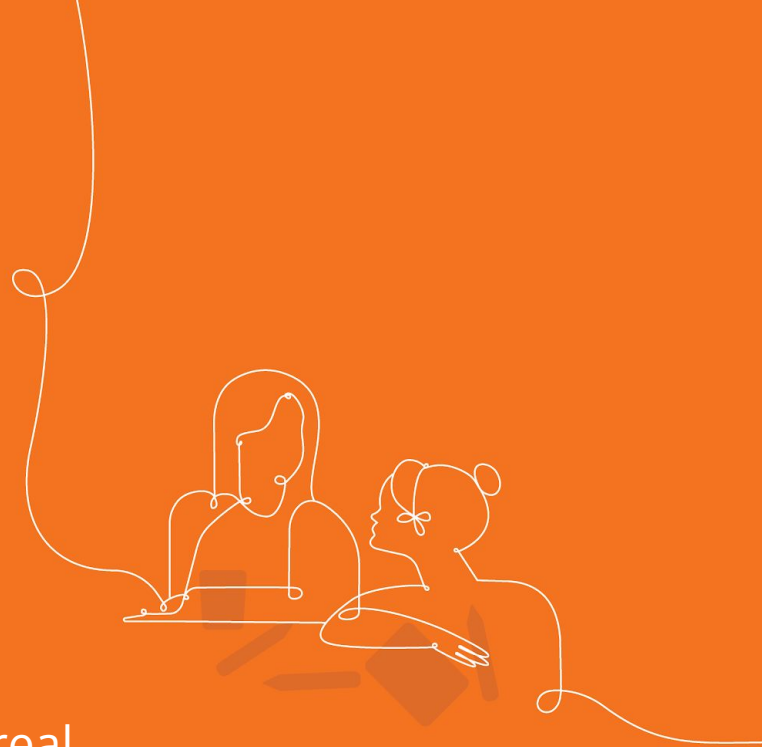
Print-based: PDFs of @Home Slides and student sheets



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

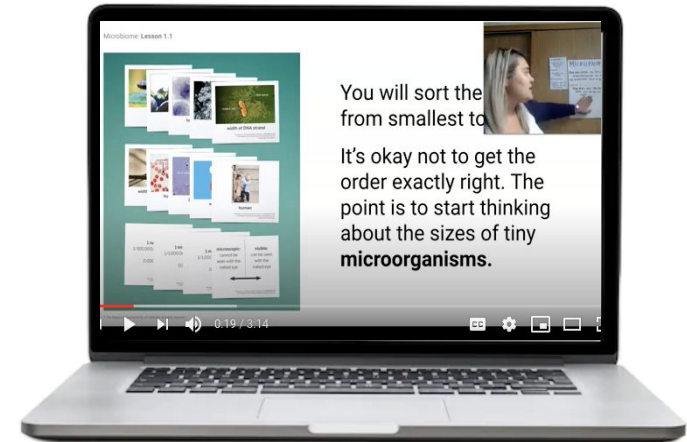
@Home Videos

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



@Home Videos

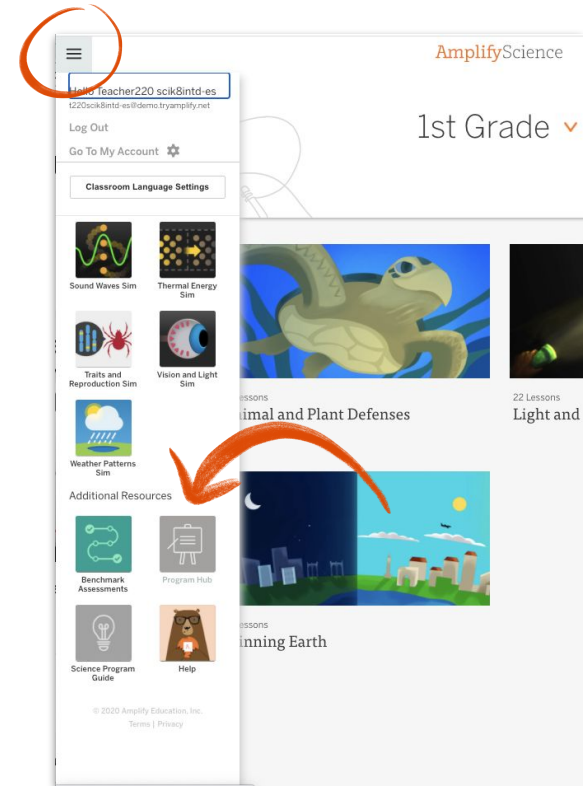
- Lesson playlists include **all activities** from original units
- Great option if have the **same amount of instructional time** as you typically would for science
- Requires **tech access** at home
- Can be used as models for **creating your own videos**



Accessing Amplify Science@Home

Amplify Science Program Hub

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

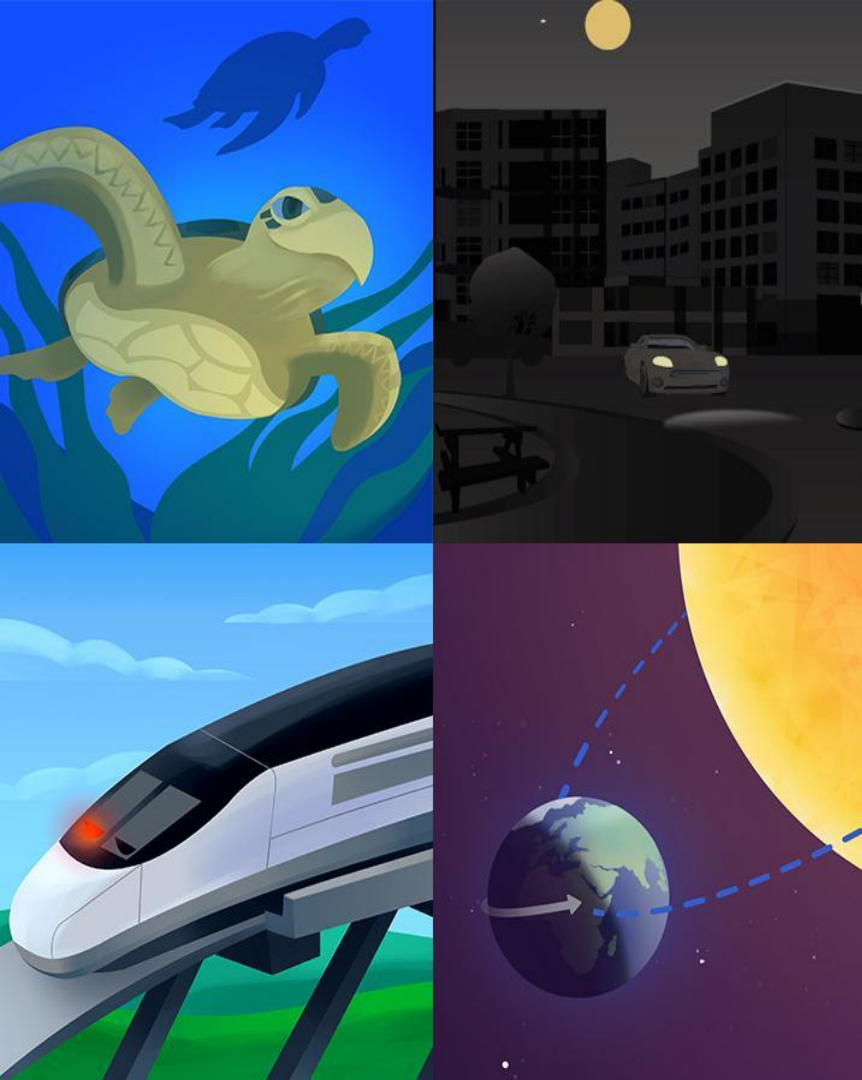


Which resource should I choose?

Use @Home Units if...	Use @Home Videos if...
<ul style="list-style-type: none">● You have reduced instructional time for science● You need a print-based solution for some or all of your students	<ul style="list-style-type: none">● You have about the same amount of instructional time for science



Questions?



Plan for the day

- Introducing Amplify Science
- Navigation Essentials
- Assessments
- Remote & Hybrid Learning Resources
- **Reflection and closing**

Navigation Temperature Check

Rate yourself on your comfort level accessing Amplify Science materials and navigating a digital curriculum.

1 = Extremely Uncomfortable

2 = Uncomfortable

3 = Mild

4 = Comfortable

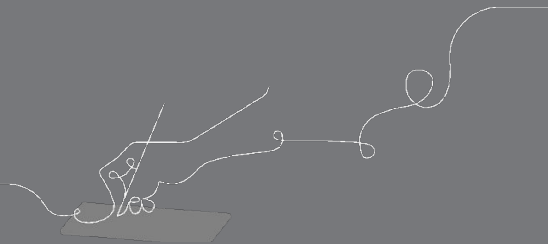
5 = Extremely Comfortable

Objectives

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

- Navigate the Amplify Science curriculum.
- Navigate the Program Hub

e



LAUSD Amplify resources

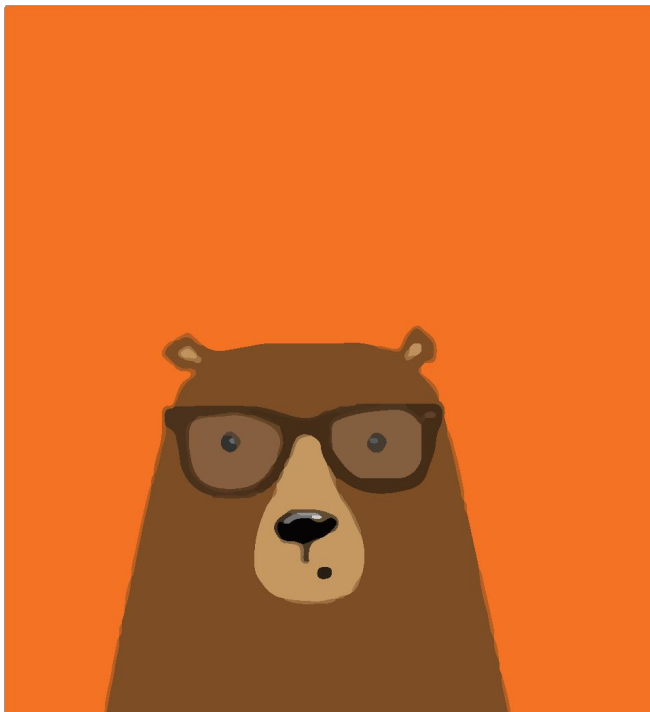


Amplify Science for LAUSD

Glean additional insight into the program's structure, intent, philosophies, supports, and flexibility. Review previous trainings and access materials from the trainings.

<https://amplify.com/lausd-science>

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 resources



Caregivers site

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

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

Additional Amplify Support

Customer Care

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



scihelp@amplify.com



800-823-1969



Amplify Chat

When contacting the customer care team:

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