



Amplify Science CALIFORNIA

Navigating Program Essentials Grade 5

Presented by:

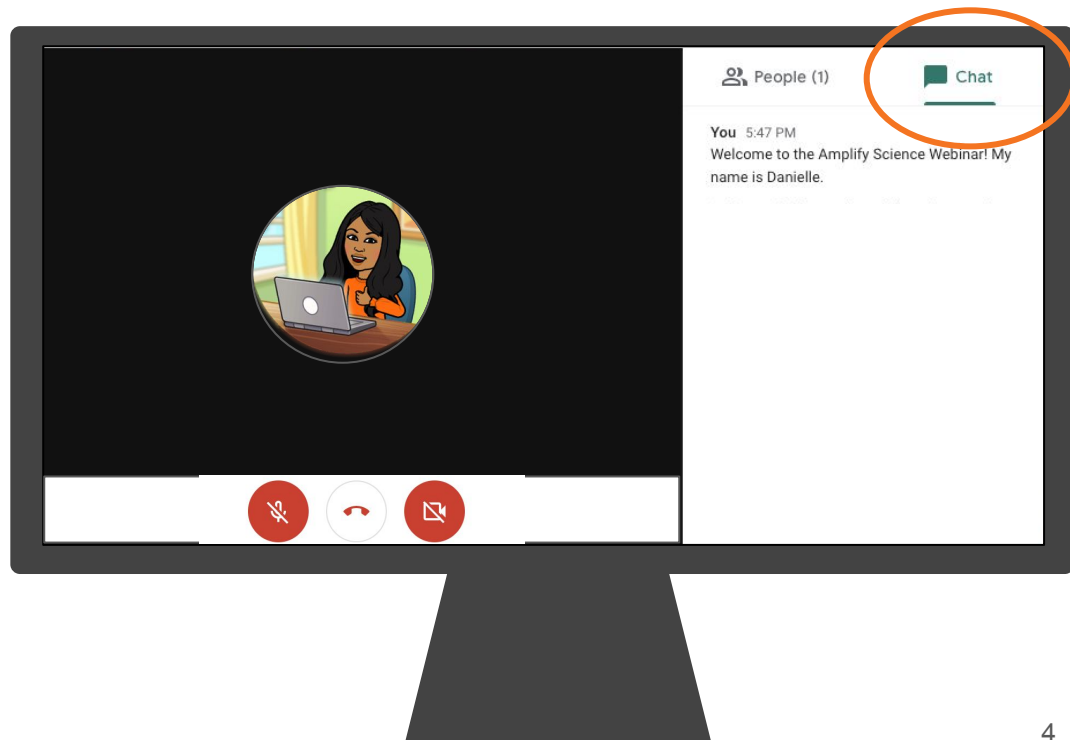
Date:



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?

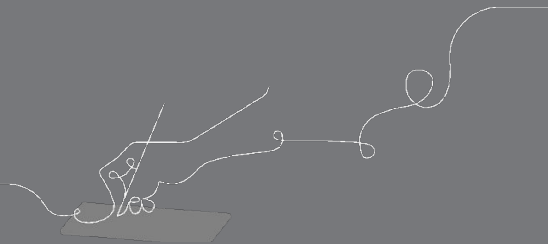


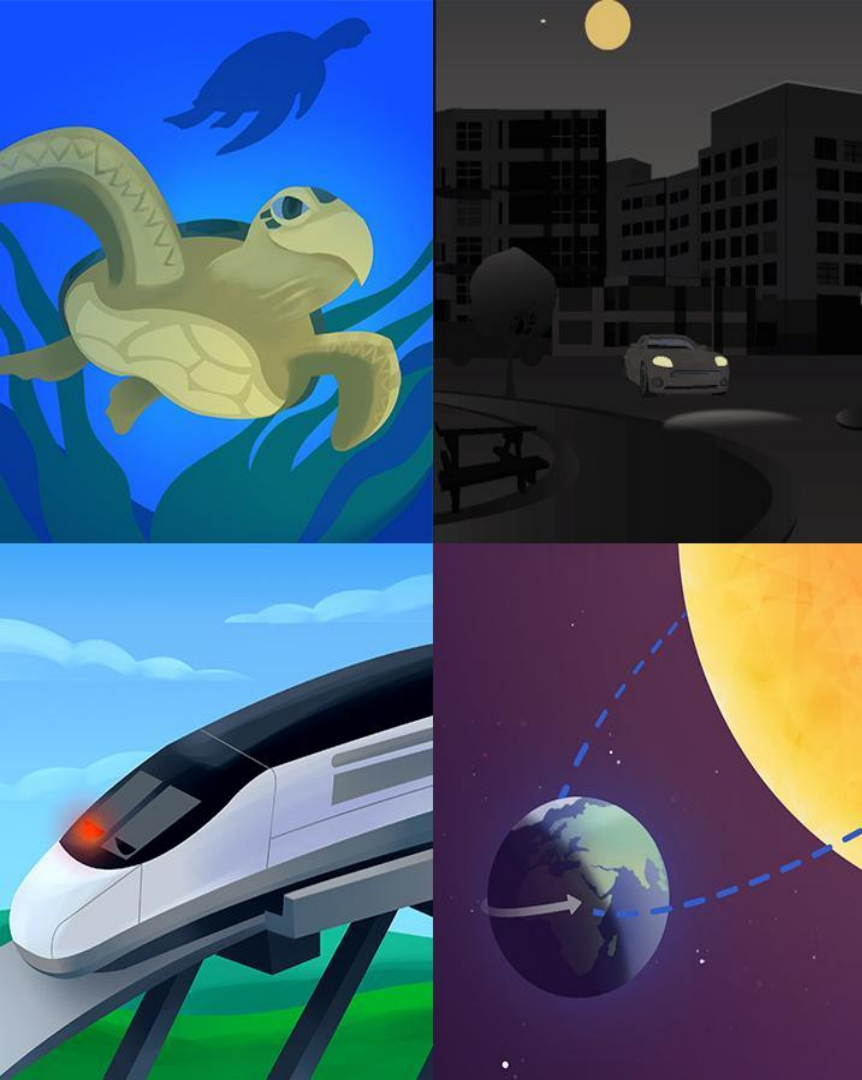
Objectives

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



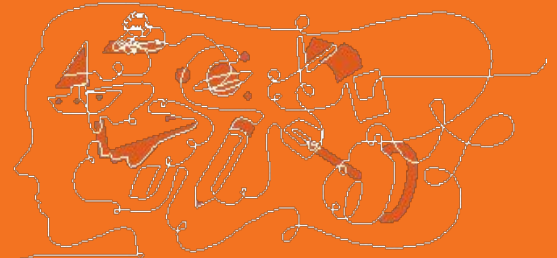
Engage at your comfort level - chat, ask questions, discuss, share!



Plan for the day

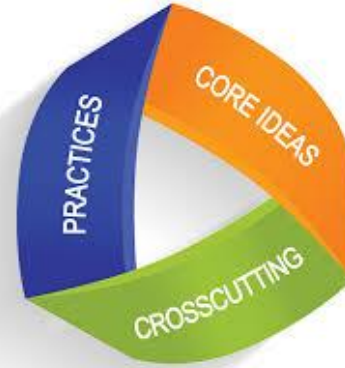
- **Introducing Amplify Science**
- Navigation essentials
- Assessments
- Remote & Hybrid Learning Resources
- Reflection and closing

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 5



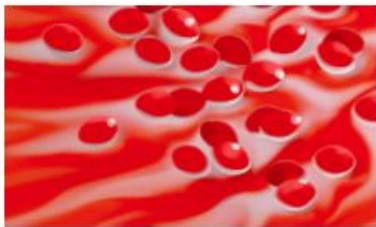
Patterns of Earth and Sky

Domains: Physical Science, Earth and Space Science

Unit type: Investigation

Student role: Astronomers

Phenomenon: An ancient artifact depicts what we see in the sky at different times — the sun during the daytime and different stars during the nighttime — but it is missing a piece.



Modeling Matter

Domain: Physical Science

Unit type: Modeling

Student role: Food scientists

Phenomenon: Chromatography is a process for separating mixtures. Some solids dissolve in a salad dressing while others do not. Oil and vinegar appear to separate when mixed in a salad dressing.



The Earth System

Domains: Earth and Space Science, Physical Science, Engineering Design

Unit type: Engineering Design

Student role: Water resource engineers

Phenomenon: East Ferris, a city on one side of the fictional Ferris Island, is experiencing a water shortage, while West Ferris is not.



Ecosystem Restoration

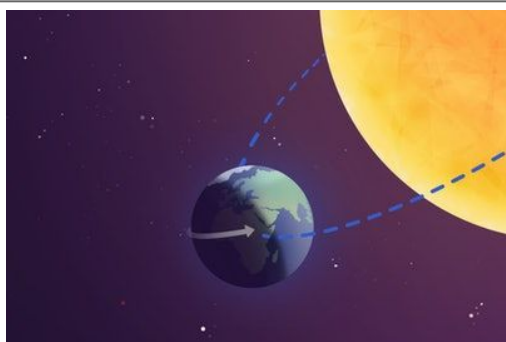
Domains: Physical Science, Life Science, Earth and Space Science, Engineering Design

Unit type: Argumentation

Student role: Ecologists

Phenomenon: The jaguars, sloths, and cecropia trees in a reforested section of a Costa Rican rain forest are not growing and thriving.

Unit at a Glance: Patterns of Earth and Sky



Patterns of Earth and Sky

20 lessons

60 minutes each

2 assessment days

Domain: Physical Science, Earth and Space Science

Unit type: Investigation

Student role: Astronomers

Phenomenon: An ancient artifact depicts what we see in the sky at different times — the sun during the daytime and different stars during the nighttime — but it is missing a piece.



I'm an
astronomer.

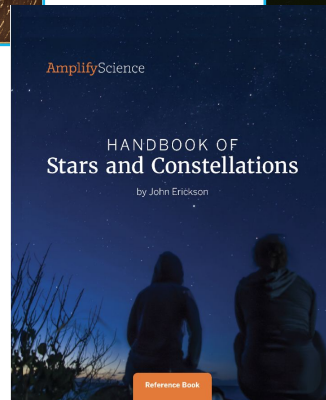
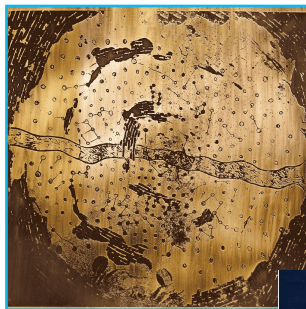
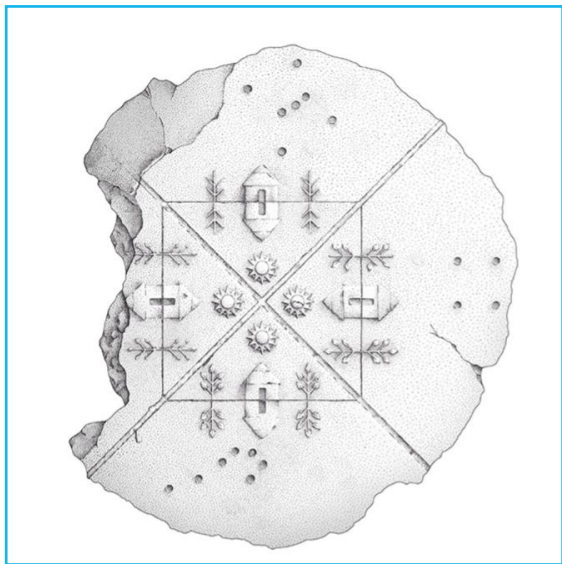
What stars are
missing from the
ancient astronomical
artifact?

Grade 5



22 Lessons

Patterns of Earth and Sky



Patterns of Earth and Sky



Two Completed Rows of the Data Table

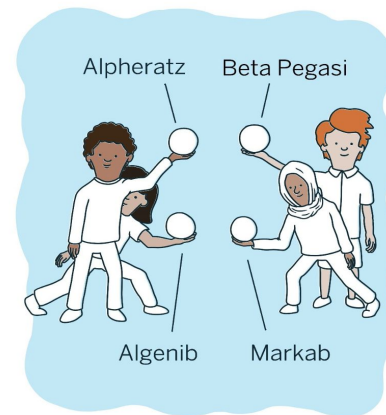
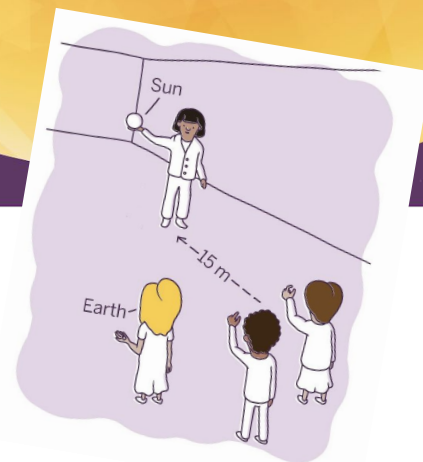
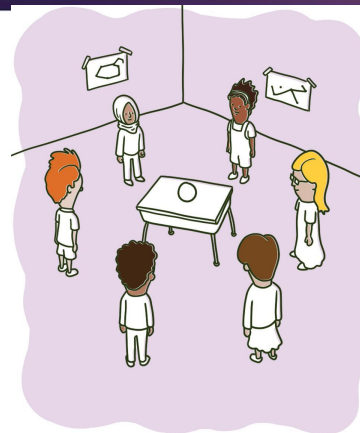
Constellation: Monoceros	Starting day, midnight	System View
Starting date: Jan. 22, 2017	Is it visible? <input checked="" type="checkbox"/> yes <input type="checkbox"/> no	
	Starting day, 6 a.m.	
	Is it visible? <input type="checkbox"/> yes <input checked="" type="checkbox"/> no	

Name: _____ Date: _____

Investigating Distances to Stars

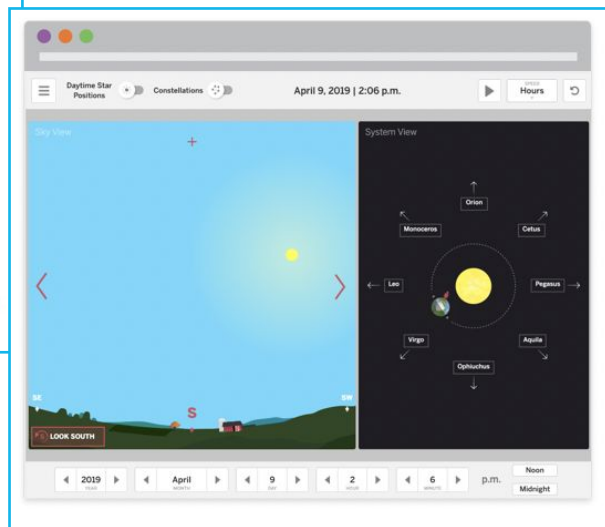
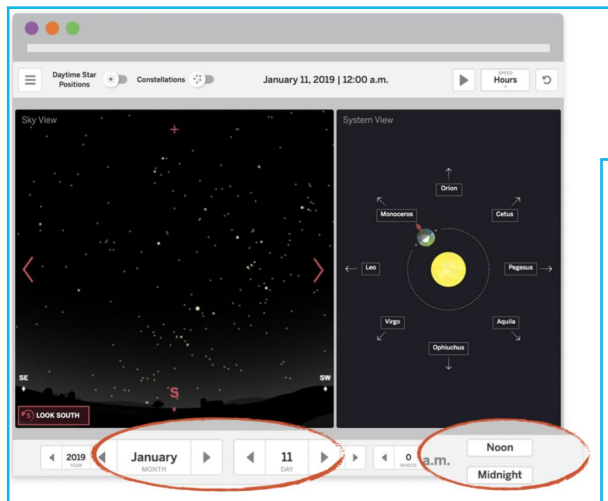
- Record the distance from Earth to the stars. Begin with the sun and then the four stars that form the Great Square of Pegasus.
- With your partner, use Sky View to choose four additional stars. Record their names in the left-hand column and their distances from Earth in the right-hand column.

Name of star	Distance from Earth to star (light-years)
sun	
Alpheratz	
Beta Pegasi	
Algenib	
Markab	



22 Lessons

Patterns of Earth and Sky



Name: _____ Date: _____

Investigation Plan

1. Record your investigation question. Include the name of the constellation or star as part of the question.
2. Write what you will observe and record, what you will change, and what you will keep the same in your investigation.
3. Complete the headings for each column in the data table.

What is your investigation question?

What will you observe and record?

What will you change every time you make an observation?

What will you keep the same every time you make an observation?

68 Patterns of Earth and Sky—Lesson 4.2, 4.3

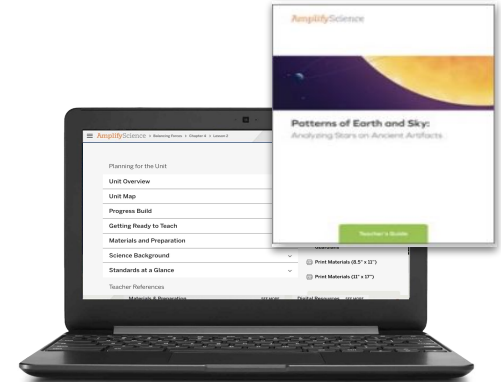
Elementary school components



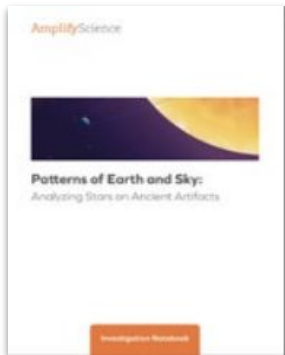
Hands-on materials



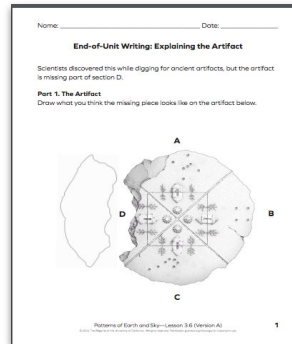
Student books



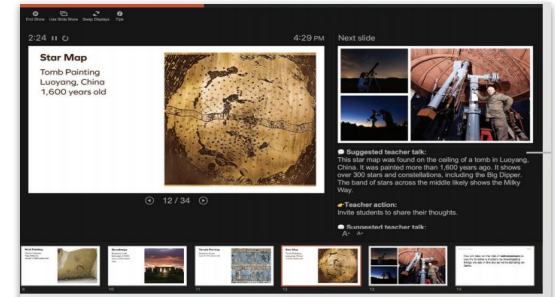
Teacher's Guide (Digital + Print)



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.

13

Lesson 1.3: How Big Is Big? How Far Is Far?

Activity 2

Partner Reading

14

Lesson 1.3: How Big Is Big? How Far Is Far?

Activity 2

As you read the book, use sticky notes to mark places where you **visualized** to better understand the distances and sizes of objects.

15

Lesson 1.3: How Big Is Big? How Far Is Far?

Activity 2

How did visualizing help you better understand the **sizes and distances** in the book?

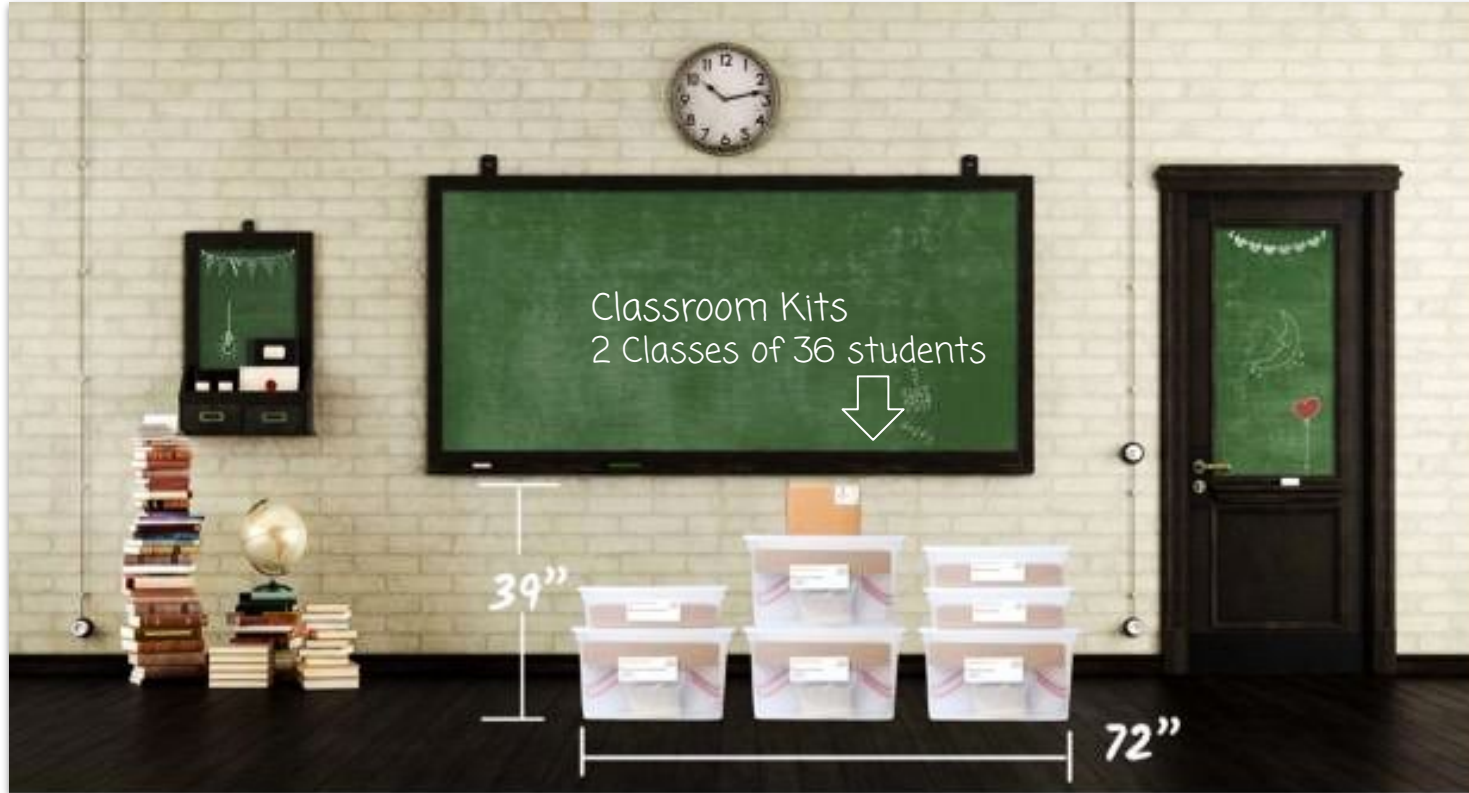
Lesson 1.3: How Big Is Big? How Far Is Far?

Activity 2

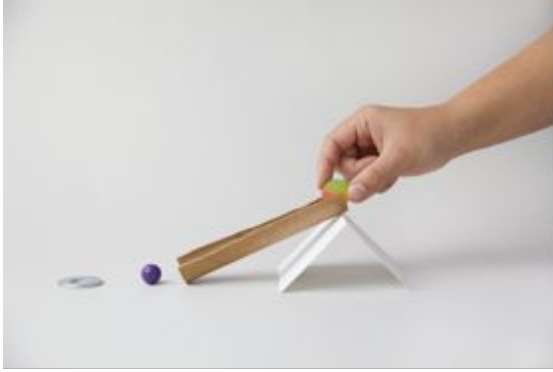
As you read the book, use sticky notes to mark places where you **visualized** to better understand the distances and sizes of objects.

ON-THE-FLY

Classroom Kits



Hands On Learning Materials



Classroom Wall Print Materials

Unit Question

Why do we see different stars at different times?

Chapter 1 Question Why don't we see a lot of stars in the daytime?

Key Concepts

Key Concept: Stars are very far away from Earth in every direction. (1.4)

Vocabulary

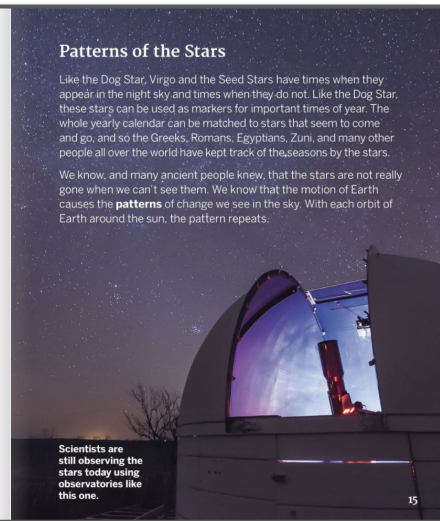
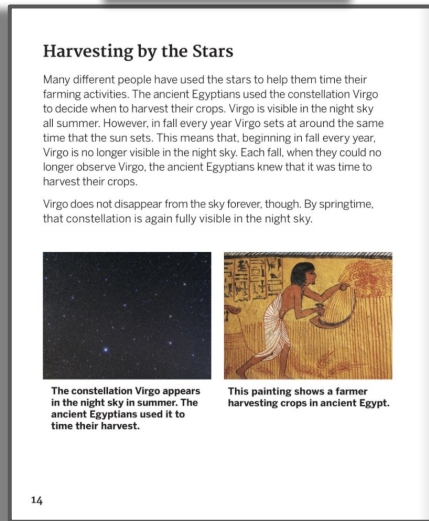
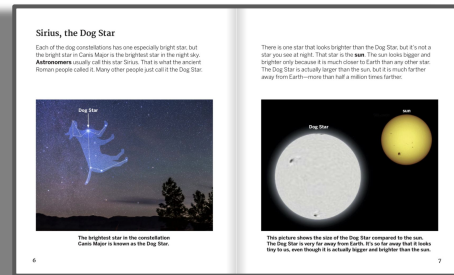
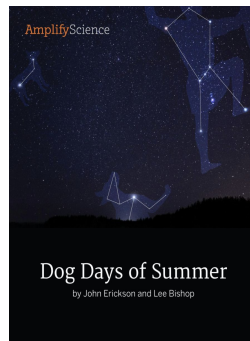
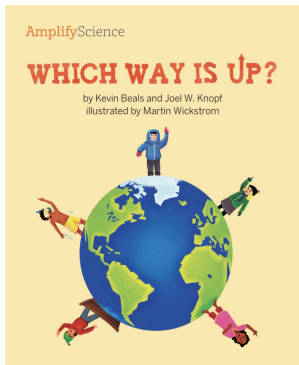
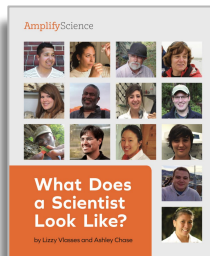
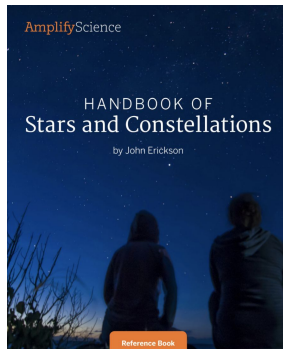
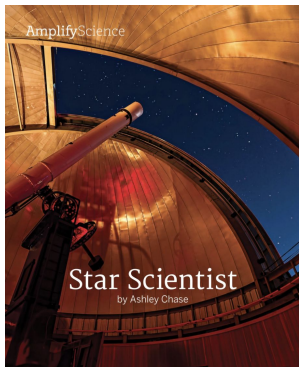
bright

Earth

evidence

solar system

Literacy Integration



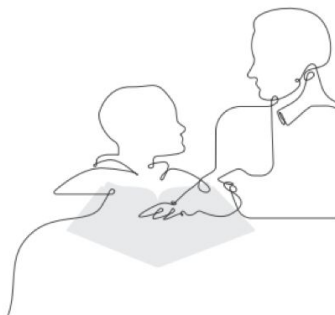
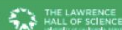
Content connections

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

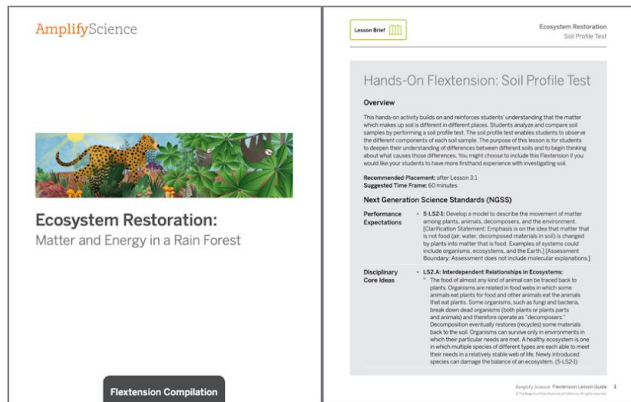
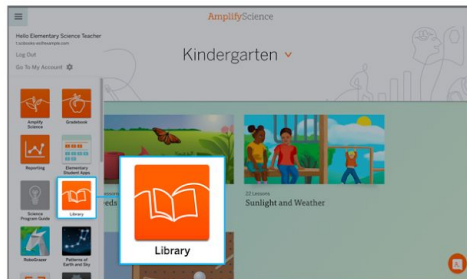
Math standards

- **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



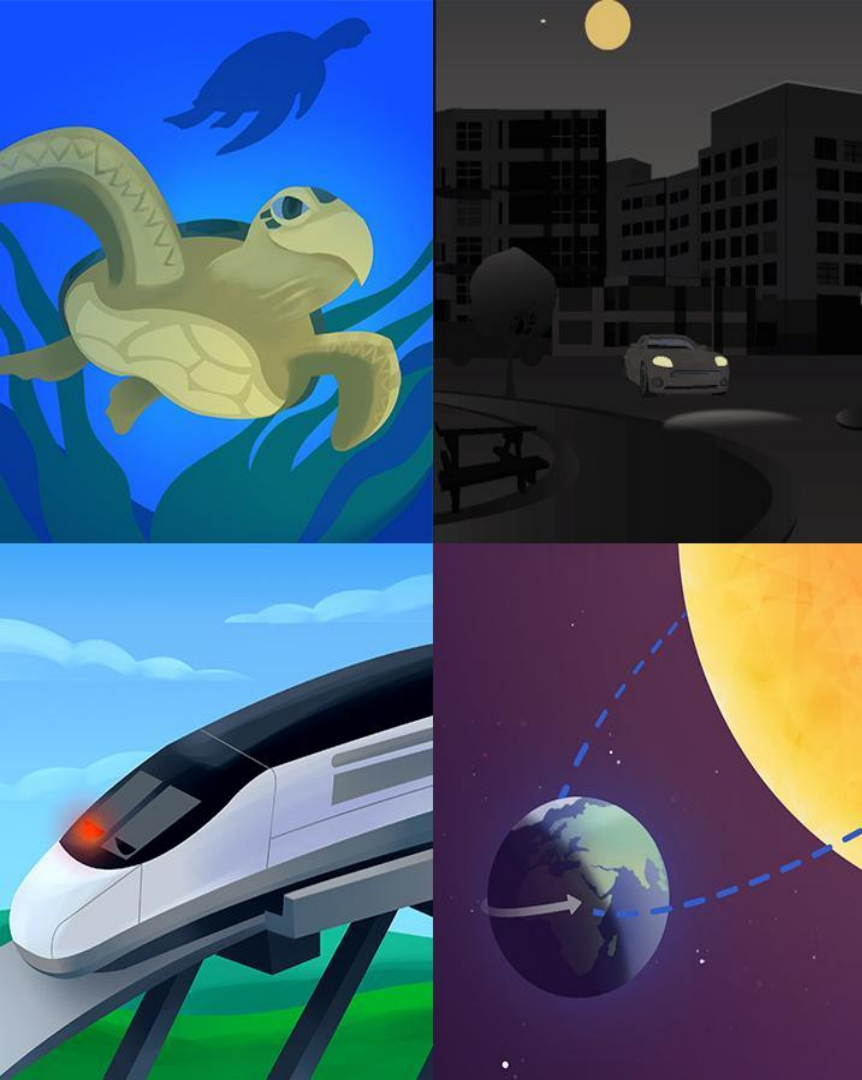
New digital K–5
Student Books

MYSTERY
science



Answer in the chat feature

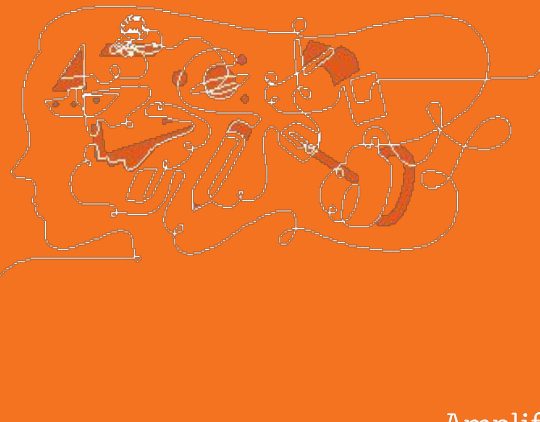
Questions?



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

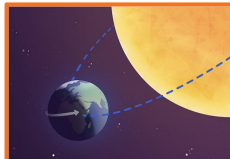
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Activities



Chapter 1: Why don't we see a lot of stars in the daytime?

7 Lessons



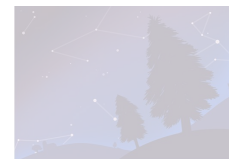
Chapter 2: Why is the sun up sometimes, but not other times?

6 Lessons



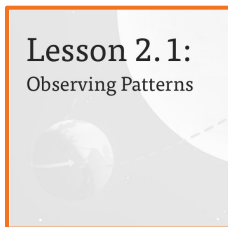
Chapter 3: Why do we see different stars at different times of year?

6 Lessons



Chapter 4: How can we investigate why we see different stars on different nights?

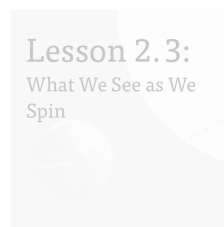
3 Lessons



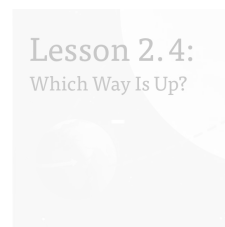
Lesson 2.1:
Observing Patterns



Lesson 2.2:
The Daily Pattern



Lesson 2.3:
What We See as We Spin



Lesson 2.4:
Which Way Is Up?



Lesson 2.5:
How Does Up Change?



Lesson 2.6:
Explaining the Effects of Earth's Spin

1

TEACHER-LED DISCUSSION
Looking for Patterns



2

TEACHER-LED DISCUSSION
Making Observations from Mount Nose



3

STUDENT-TO-STUDENT DISCUSSION
Reflecting on the Model



4

TEACHER-LED DISCUSSION
Preparing to Investigate Stars





Lesson 1.1: Pre-Unit Assessment



Lesson Brief
(4 Activities)

1

TEACHER-LED
DISCUSSION
Introducing the Unit



2

TEACHER-LED
DISCUSSION
Introducing the Artifact



3

CLASS
Pre-Unit Assessment



4

READING
Previewing the Reference
Book



RESET LESSON



GENERATE PRINTABLE LESSON GUIDE

Step 2

Overview

Overview

Materials &
Preparation

Step 3

Students' Initial Explanations

Step 1

Digital Resources

Classroom Slides 1.1 |
PowerPoint

All Projections

Pre-Unit Writing: Explaining the
Discovered Artifact copymaster

Step 4

Differentiation

Standards

Vocabulary

This lesson introduces students to the scientific phenomenon that they will investigate in this unit: why we see stars at different times. Students are introduced to their role as astronomers who are being asked to help determine what the missing piece of an archaeological artifact might look like. They write initial explanations about why the

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

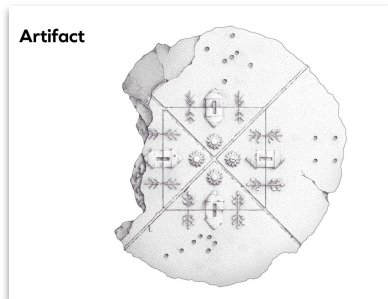
Chapter 1: Why don't we see a lot of stars during the daytime?



Investigation Question:
Where are the stars in space?



Multiple sources of evidence



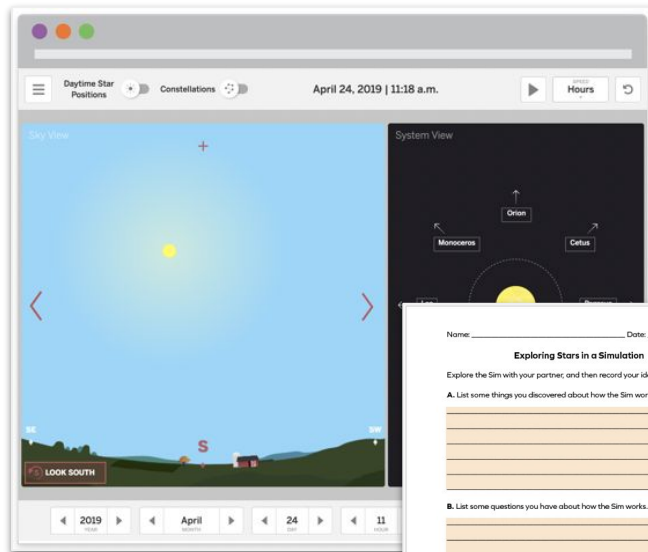
Chapter 1 Question

Why don't we see a lot of stars during the daytime?

We're going to investigate this question:

Where are the stars in space?

model



Name: _____ Date: _____

Exploring Stars in a Simulation

Explore the Sim with your partner, and then record your ideas.

A. List some things you discovered about how the Sim works.

B. List some questions you have about how the Sim works.

Name: _____ Date: _____

Think-Write-Pair-Share: Where Are the Stars in Space?

1. Think about the question, *Where are the stars in space?*
2. Record your ideas.
3. Share your ideas with your partner.

Think-Write-Pair-Share Routine



Think
Think silently about the question.



Write
Write your ideas about the question in your notebook.



Pair
Turn and talk to a partner about the question.



Share
Share your ideas about the question with the class.

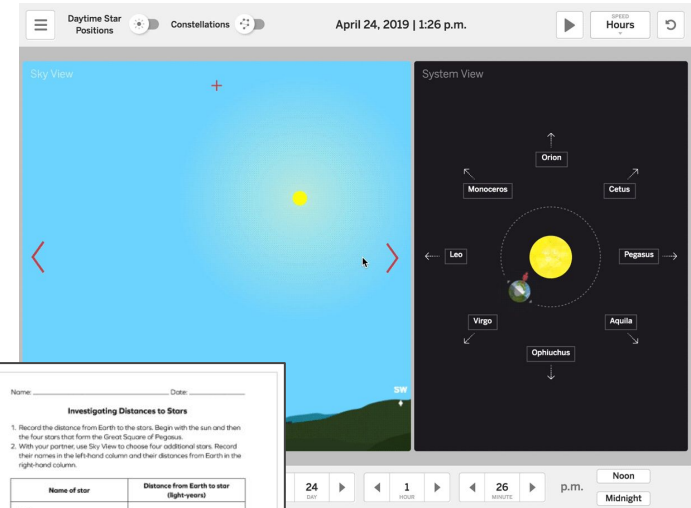
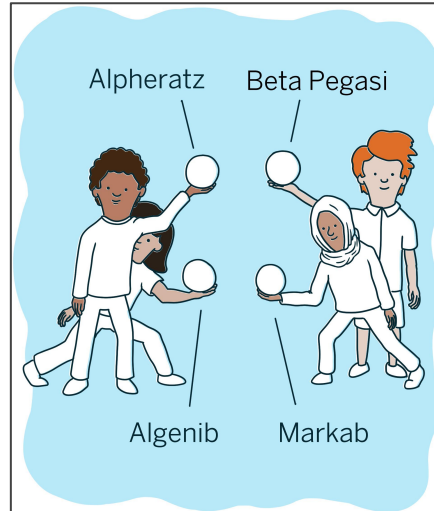
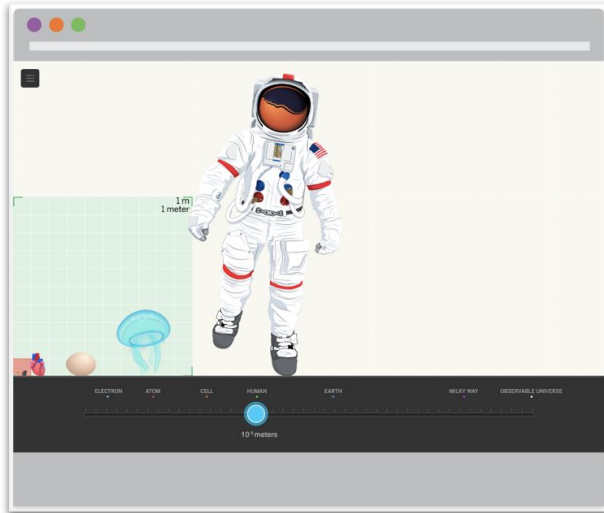


visualize

sun

solar system

Introduction to the purpose of this lesson's Sim activity to prepare students for their first Sim investigation.



Name _____ Date _____

Investigating Distances to Stars

1. Record the distance from Earth to the stars. Begin with the sun and then the four stars that form the Great Square of Pegasus.

2. With your partner, use Sky View to choose four additional stars. Record their names in the left-hand column and their distances from Earth in the right-hand column.

Name of star	Distance from Earth to star (light-years)
sun	
Alpheratz	
Beta Pegasi	
Algenib	
Markab	

Key Concept

Stars are very far away from Earth in every direction.

Classroom Wall

Unit Question

Why do we see different stars at different times?

Chapter 1 Question

Why don't we see a lot of stars in the daytime?

Key Concepts

Key Concept: Stars are very far away from Earth in every direction.

Vocabulary

bright

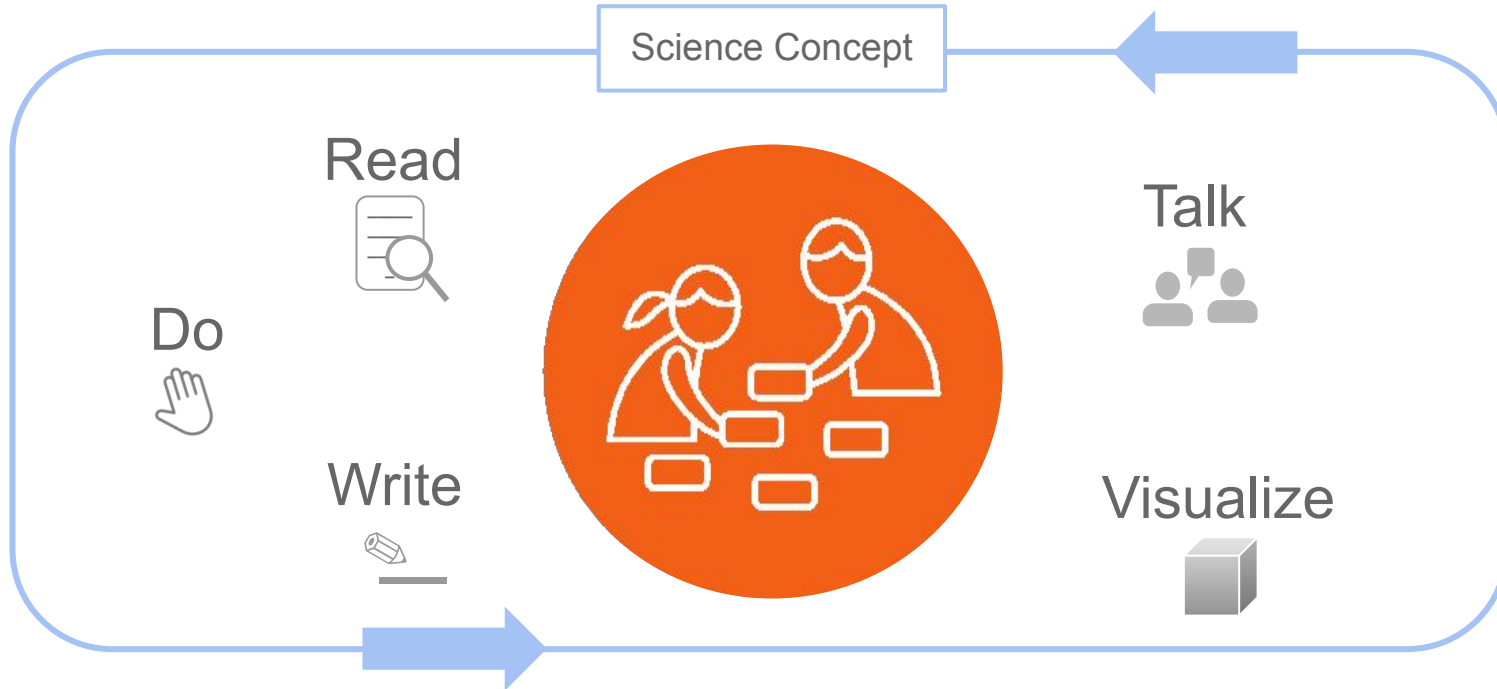
Earth

evidence

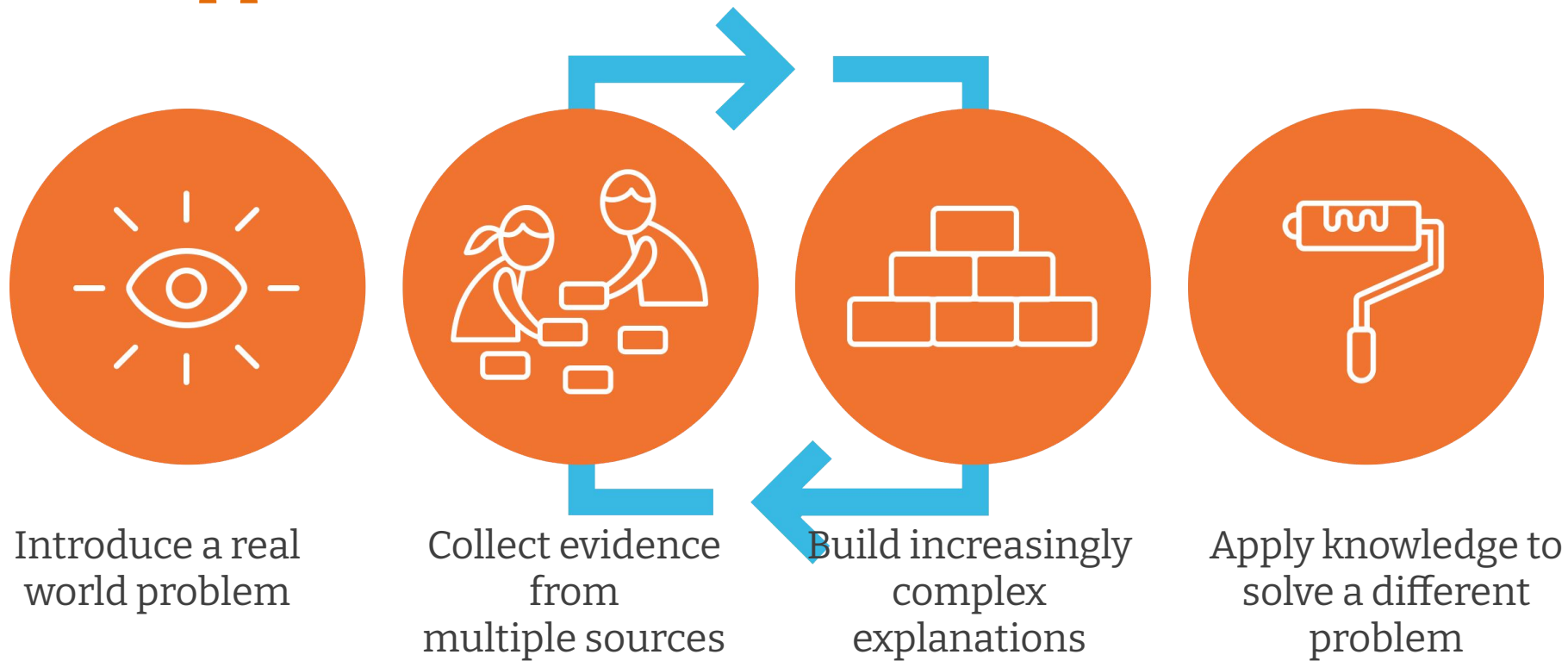
solar system

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: 45 min ----- 1: Introducing the Unit (10 min.) 2: Introducing the Artifact (10 min.) 3: Pre-Unit Assessment (30 min.) 4: Previewing the Reference Book (10 min.)	1.2: Earth and Stars in Space Prep: 45 min ----- 1: Modeling the Shape of Earth (20 min.) 2: Exploring a Simulation of Earth and Sky (20 min.) 3: Sharing What We Discovered (10 min.) 4: Ideas About Where the Stars Are (10 min.)	1.3: How Big is Big? How Far is Far? Prep: 15 min ----- 1: Introducing How Big Is Big? How Far Is Far? (15 min.) 2: Partner Reading (35 min.) 3: Thinking About Scale (10 min.)	1.4: Distances to the Stars Prep: 20 min ----- 1: Preparing to Measure Distances (10 min.) 2: Investigating Distances to Stars (20 min.) 3: Modeling the Sun and Other Stars (20 min.) 4: Reflecting on Where Stars Are (10 min.)	1.5: Investigating Size and Distance Prep: 15 min ----- 1: Observing Artifacts (10 min.) 2: Investigating Stars in Daytime and Nighttime (20 min.) 3: Size and Distance Investigation (30 min.)

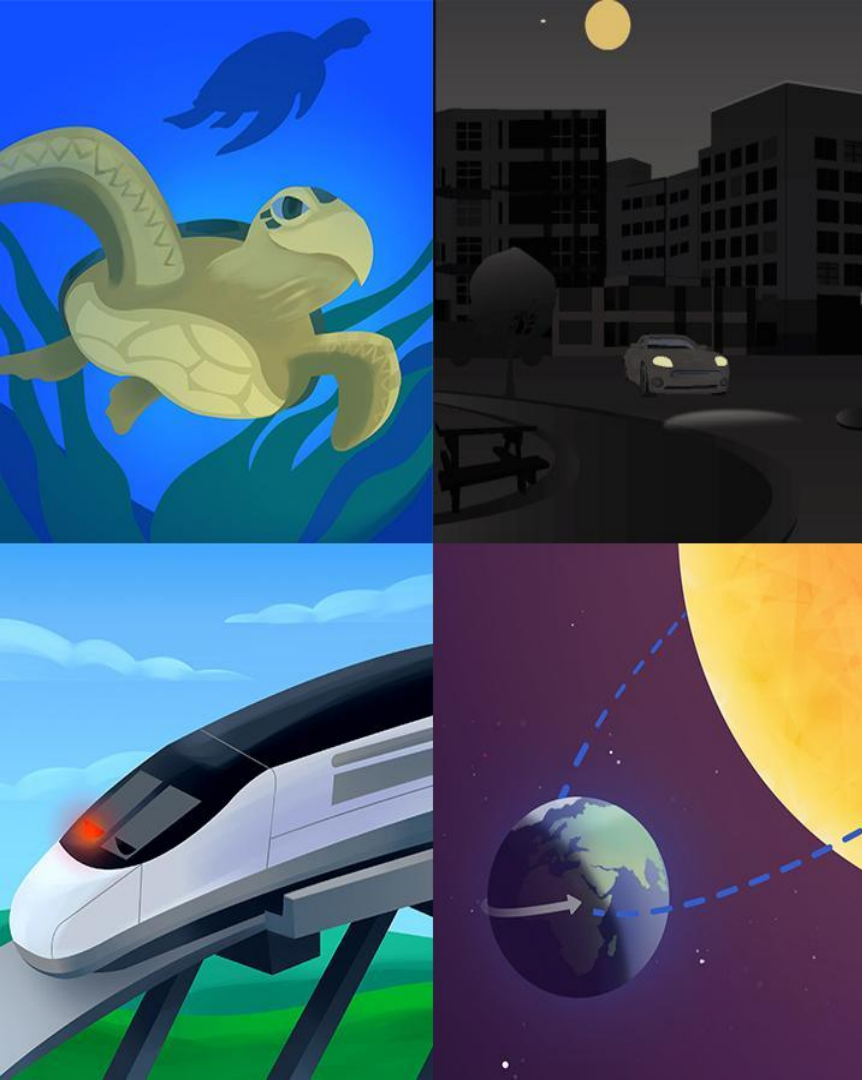
How are students thinking
and solving problems like a
scientist?

What might your students be
challenged by?





Questions?



Plan for the day

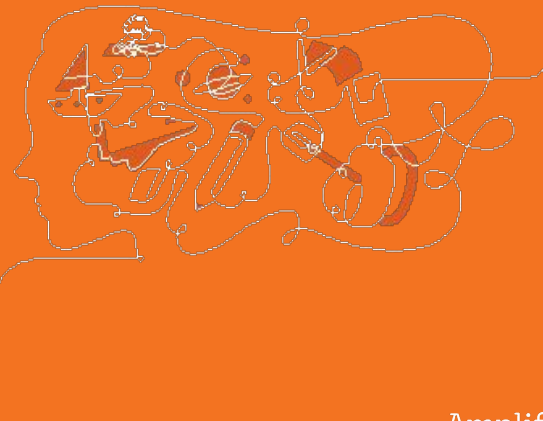
- Introducing Amplify Science
- Navigation essentials
- **Assessments**
- Remote & Hybrid Learning Resources
- Reflection and closing



Answer in the chat feature

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

Planning for the Unit

Unit Overview

Unit Map

Progress Build

Getting Ready to Teach

Materials and Preparation

Science Background

Standards at a Glance

Teacher References

Lesson Overview Compilation

Standards and Goals

3-D Statements

Assessment System

Embedded Formative Assessments

Articles in This Unit

Apps in This Unit

Flextensions in This Unit

Printable Resources

Article Compilation

Coherence Flowchart

Investigation Notebook

NGSS Information for Parents and Guardians

Print Materials (8.5" x 11")

Print Materials (11" x 17")

Offline Preparation

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

Offline Guide

Patterns of Earth and Sky

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 Assessment guides the instruction designed to address specific gaps in students' understanding. This document will serve as an overview of the *Patterns of Earth and Sky* 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 *Patterns of Earth and Sky* unit, students will learn to construct scientific explanations about why we see different stars at different times.

Prior knowledge (preconceptions): By grade 5, students will have had many everyday experiences looking up at the sky. They are likely to know the sun is up during the daytime and stars are up during the nighttime. Students may understand that Earth is round and that Earth moves, although they may not know that Earth moves in two different ways simultaneously (spin and orbit). Students may have been exposed to the concept of gravity and that it makes things fall down to the ground. While these ideas are not necessary for students to participate fully in the unit, having exposure to these ideas will prepare students well for what they will be learning.

Progress Build Level 1: The sun looks bigger and brighter than all other stars because it is much closer to Earth than all other stars.

We see the sun and not the other stars during the daytime, even though stars are all around Earth. This is because the sun is the closest star to Earth. Because the sun is so much closer to Earth than all other stars, the sun appears to be much bigger and brighter than all other stars. When the sun is up during the daytime, it looks so bright that it makes it difficult for us to see the other stars.

Progress Build Level 2: As Earth spins, what we see in the sky changes throughout the day.

We see the sun and not the other stars during the daytime, even though stars are all around Earth. This is because the sun is the closest star to Earth. Because the sun is so much closer to Earth than all other stars, the sun appears to be much bigger and brighter than all other stars. When the sun is up during the daytime, it looks so bright that it makes it difficult for us to see the other stars. **The sun appears sometimes, but not at other times, because Earth spins once each day (24 hours) while other stars, including the sun, remain in place. Since Earth always pulls things down toward the ground with gravitational force, what we see up in the sky changes as Earth spins. When the side of Earth we are on faces the sun, the sun is in the sky. When Earth spins to face away from the sun, the sun is not in the sky, so we can see other stars.**

Progress Build Level 3: As Earth orbits the sun, the stars we see in the night sky change throughout the year.

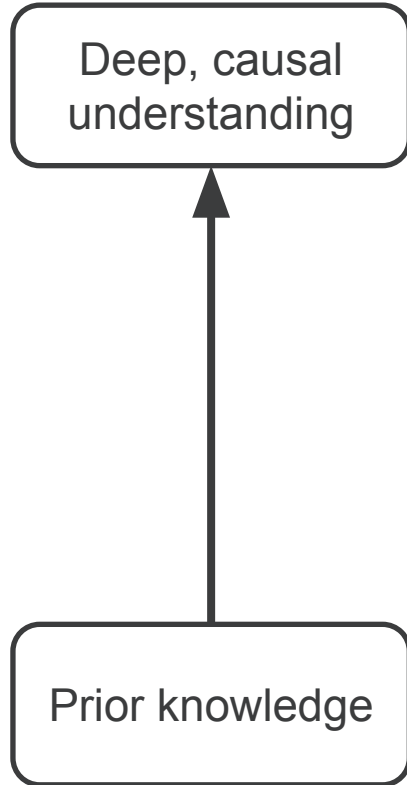
We see the sun and not the other stars during the daytime, even though stars are all around Earth. This is because the sun is the closest star to Earth. Because the sun is so much closer to Earth than all other stars, the sun appears to be much bigger and brighter than all other stars. When the sun is up during the daytime, it looks so bright that it makes it difficult for us to see the other stars. The sun appears sometimes, but not at other times, because Earth spins once each day (24 hours) while other stars, including the sun, remain in place. Since Earth always pulls things down toward

Earth and Sky

Planning for the Unit

of Earth we are on
sky, so we can see
its position in
different times of
night sky

Patterns of Earth and Sky Progress Build



As Earth orbits the sun,
the stars we see change
throughout the year.

As Earth spins, what we
see in the sky changes
throughout the day.

The sun looks bigger and brighter
than all other stars because it is
much closer to Earth.

Assessment System



Deep, causal understanding

Prior knowledge

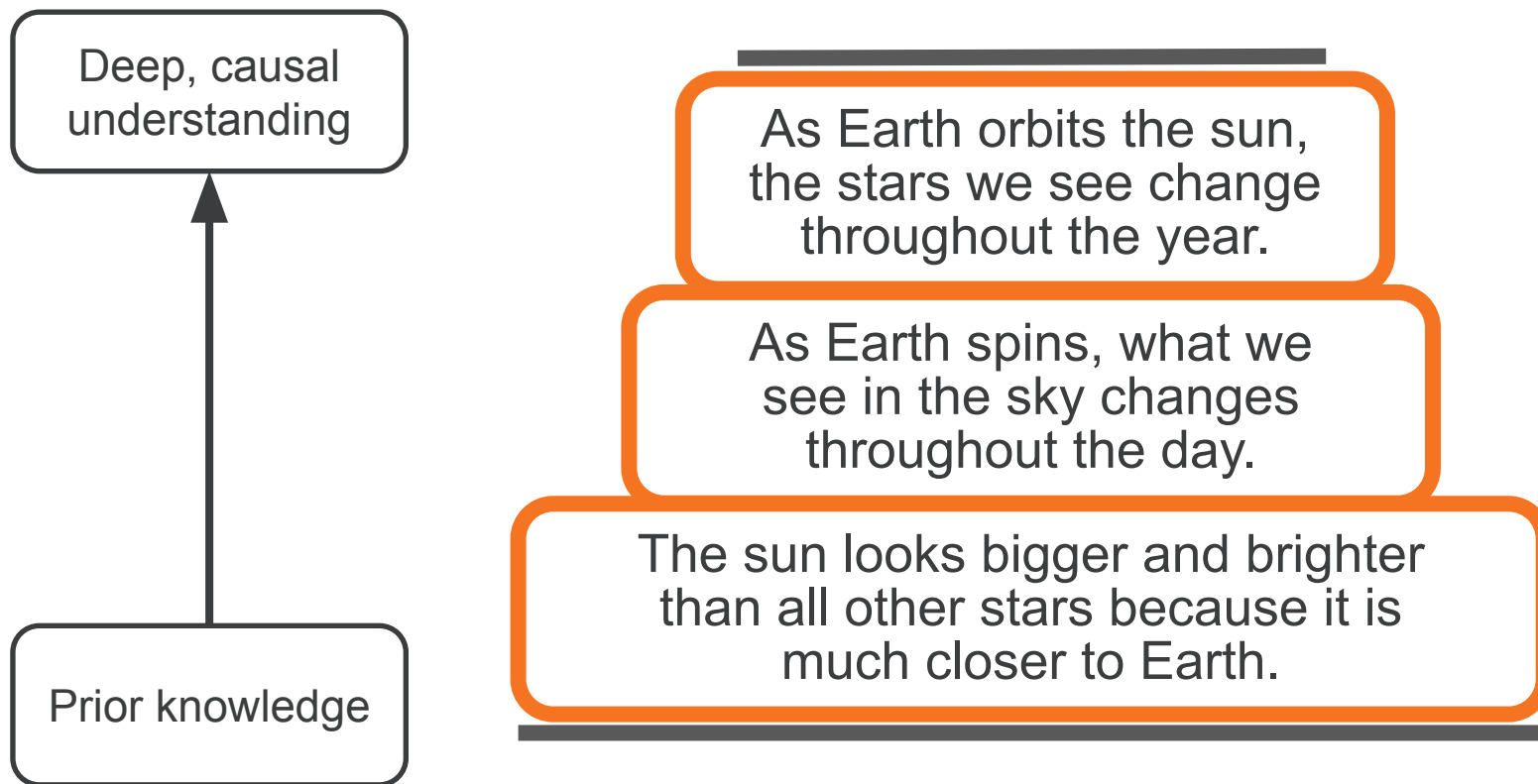
As Earth orbits the sun,
the stars we see change
throughout the year.

As Earth spins, what we
see in the sky changes
throughout the day.

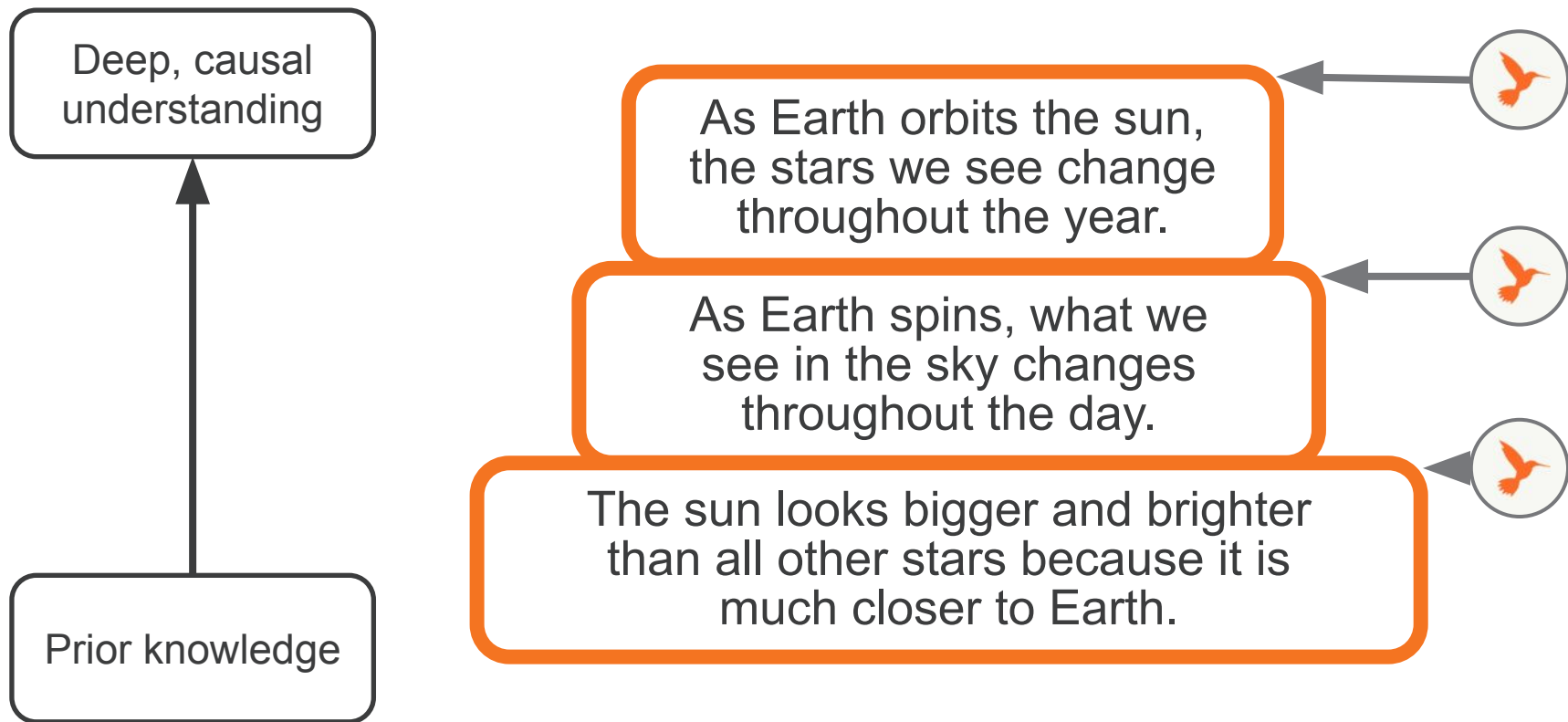
The sun looks bigger and brighter
than all other stars because it is
much closer to Earth.



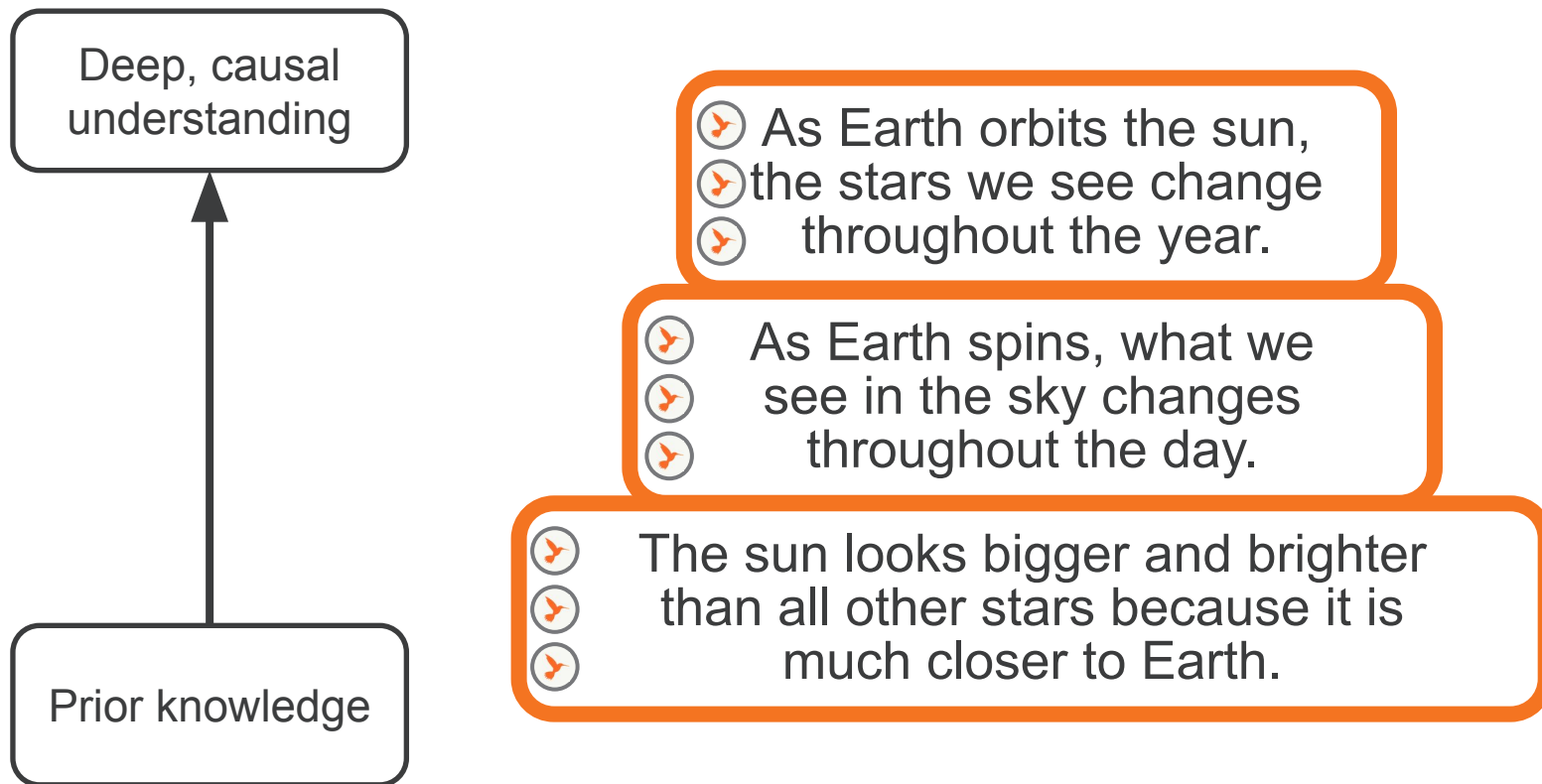
Pre- and End-of-Unit Assessments



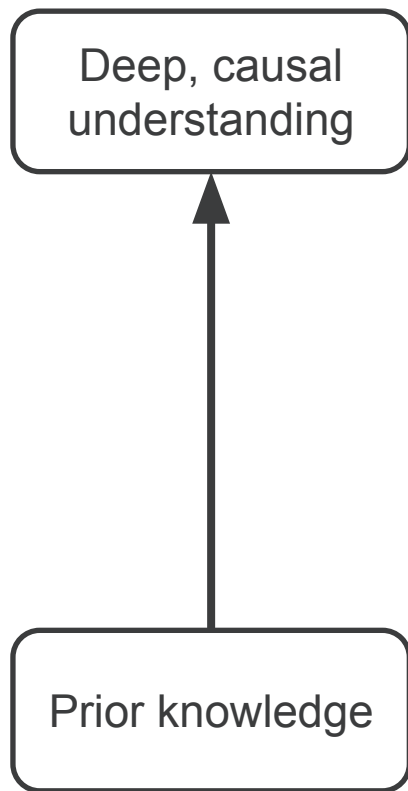
Critical Juncture Assessments





On-the-Fly Assessments




Self-Assessments

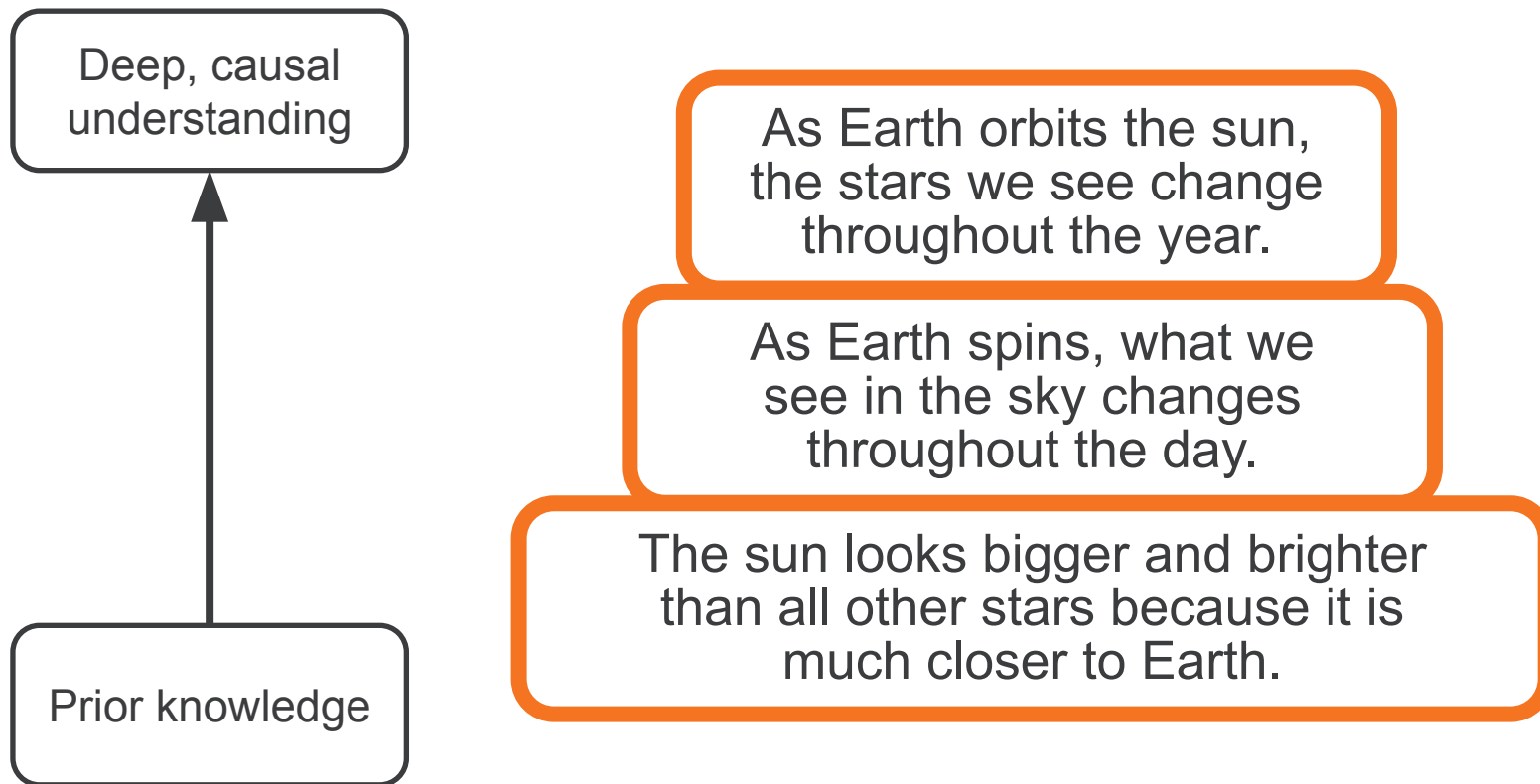


As Earth orbits the sun,
the stars we see change
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see in the sky changes
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The sun looks bigger and brighter
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Investigation Assessment



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

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:

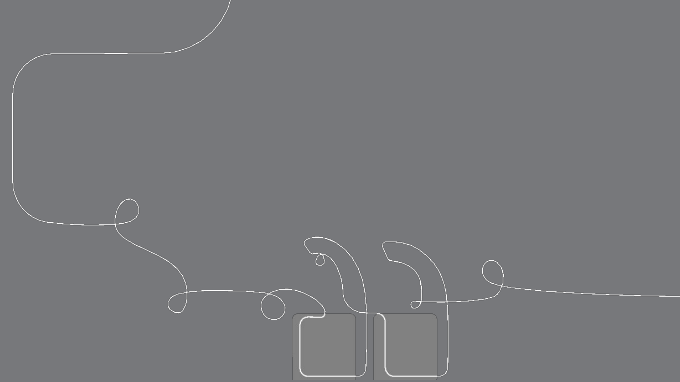
- Coherence Flowcharts
- Copymaster Compilation
- Investigation Notebook
- Multi-Language Glossary
- NCSS Information for Parents and Guardians
- Print Materials (8.5" x 11")
- Print Materials (11" x 17")

Offline Preparation:

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

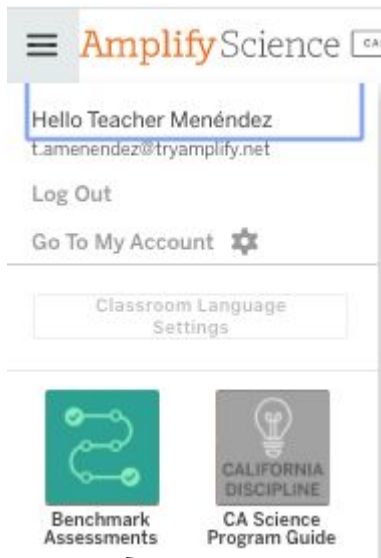
Offline Guide

Self-Assessment



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

Benchmark Assessment Grades 3-5



Amplify Science

Hello Teacher Menéndez
t.amenendez@tryamplify.net

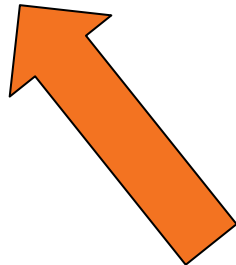
Log Out

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



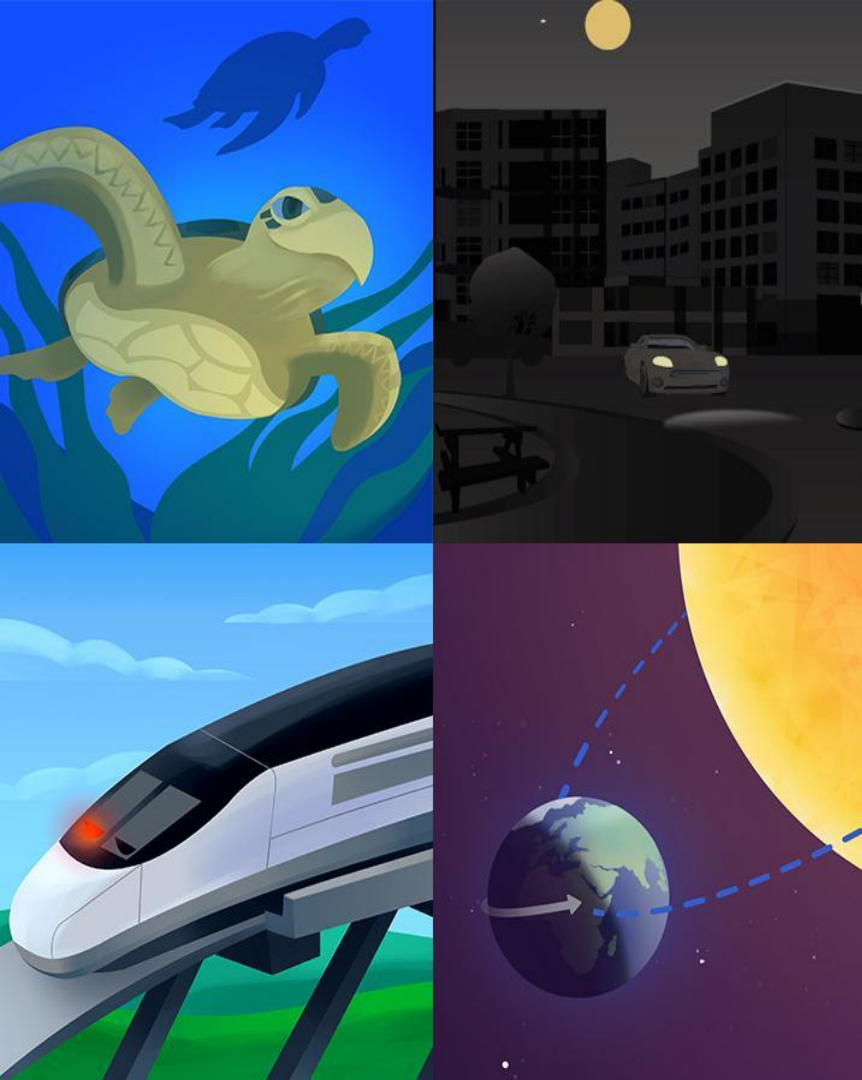
Using other platforms



Amplify.



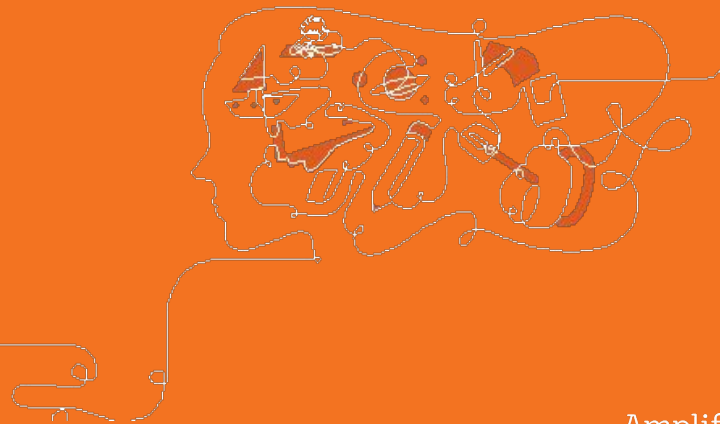
Questions?



Plan for the day

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

Remote/Hybrid Learning Resources



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%

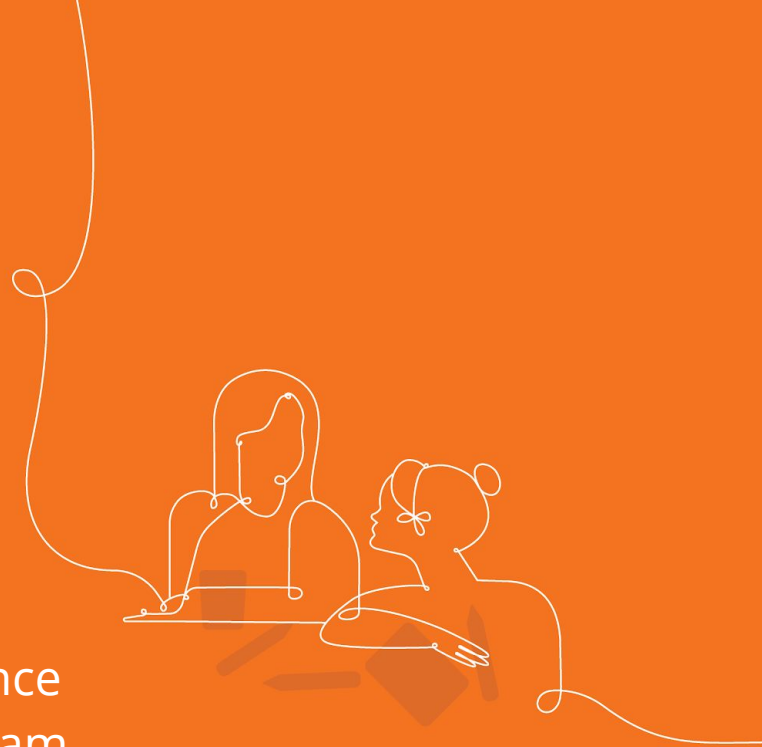
@Home Videos

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



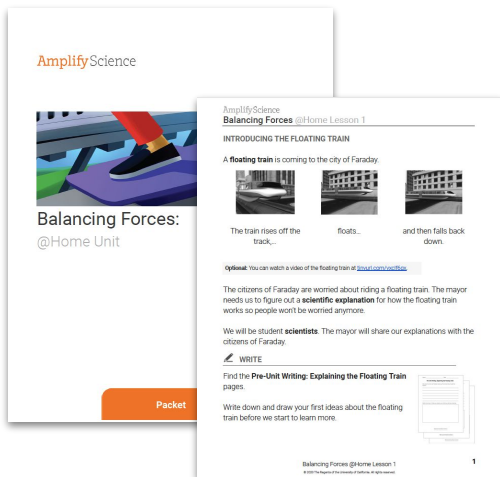
@Home Units

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

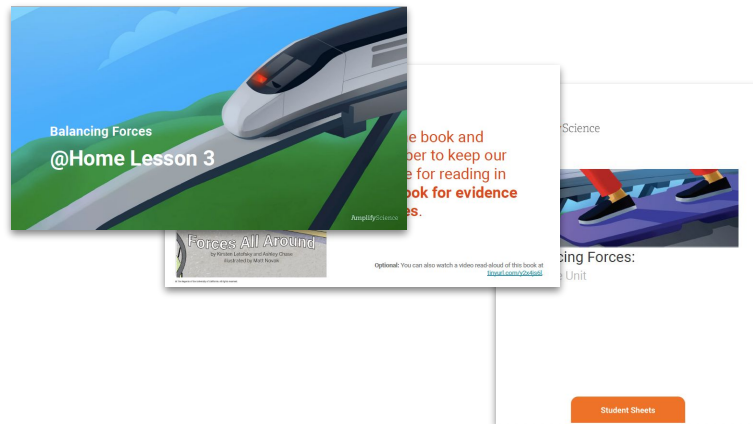


@Home Units

- Solution for **reduced instructional time**
- Two options for student access



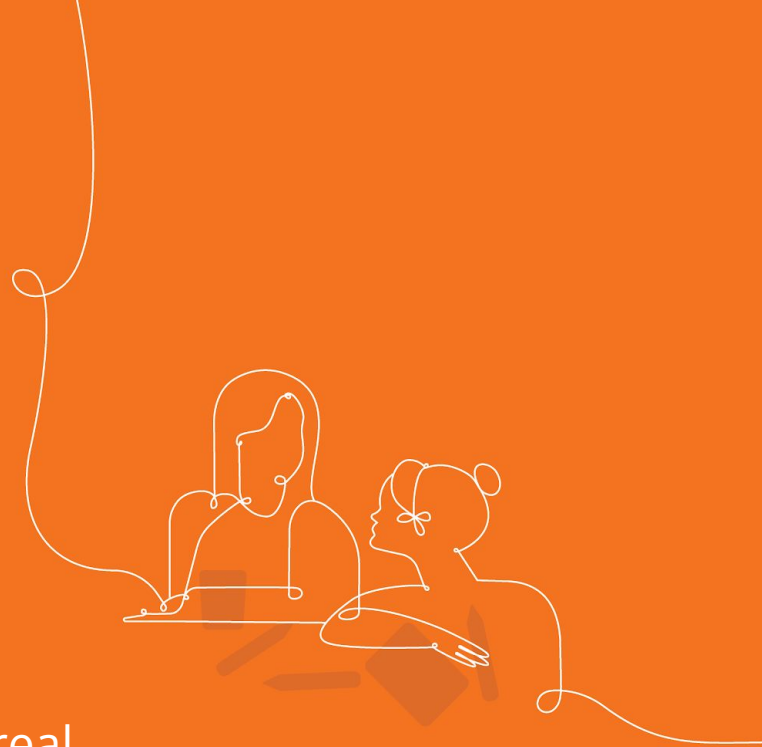
@Home Packets:
print-based



@Home Slides and Student
Sheets: tech-based

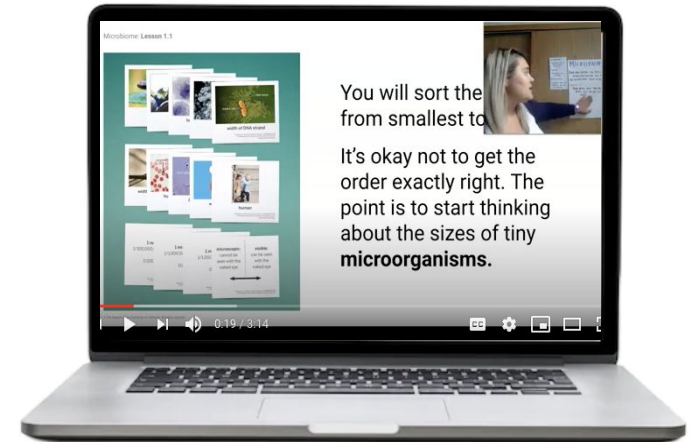
@Home Videos

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



@Home Videos

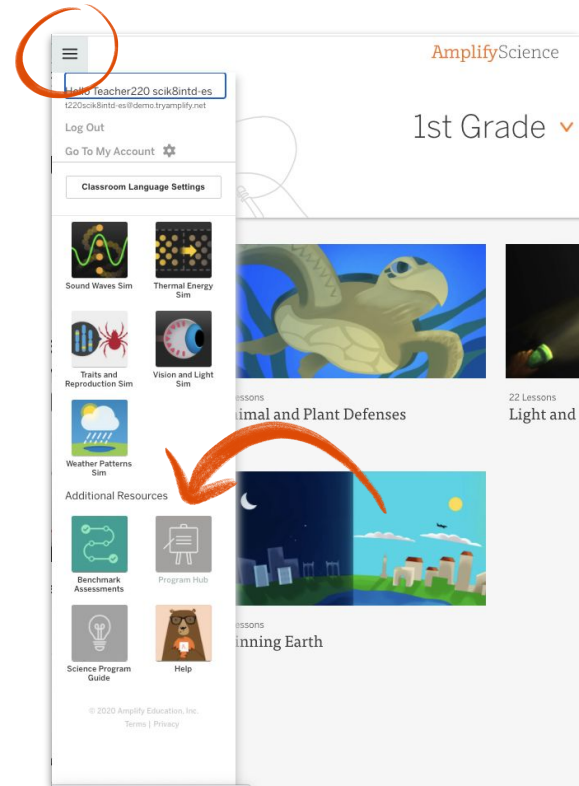
- Lesson playlists include **all activities** from original units
- Great option if have the **same amount of instructional time** as you typically would for science
- Requires **tech access** at home
- Can be used as models for **creating your own videos**



Accessing Amplify Science@Home

Amplify Science Program Hub

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

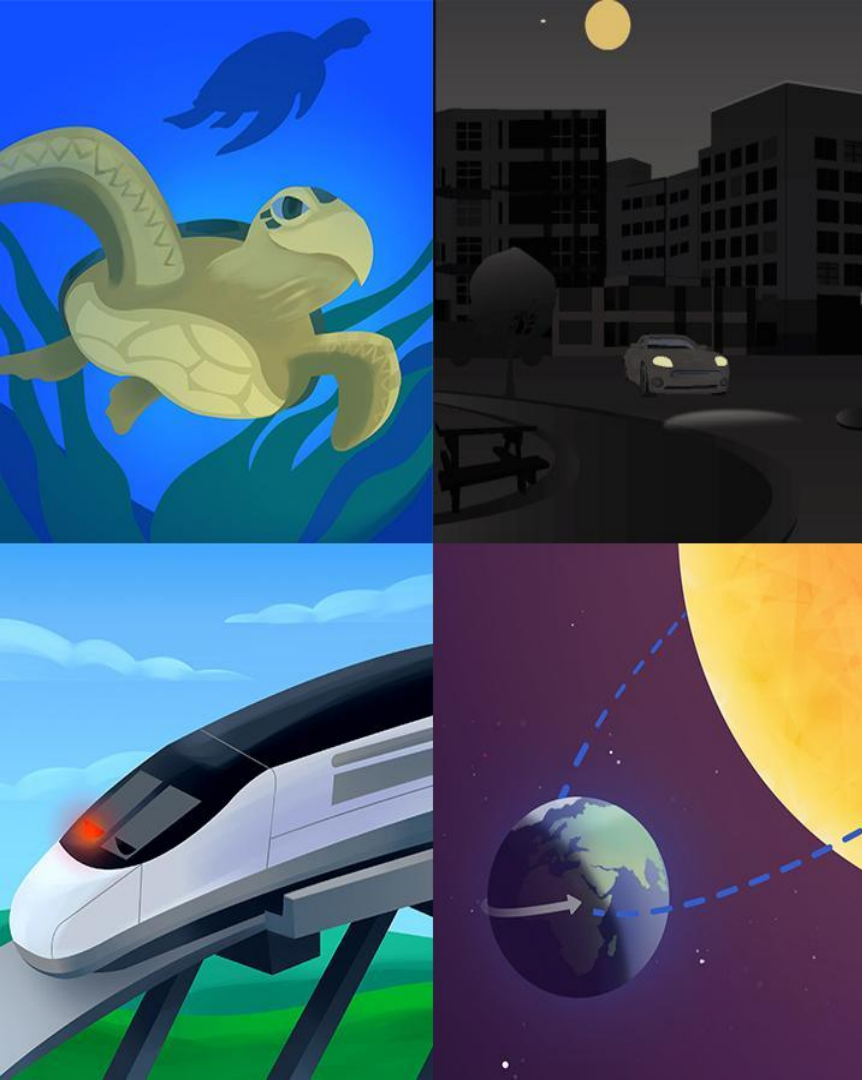


Which resource should I choose?

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
As you explore the resources, you may decide to use both!	



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

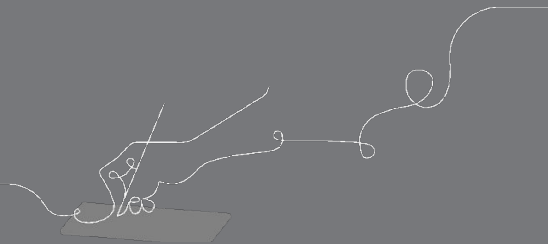
5 = Extremely Comfortable

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

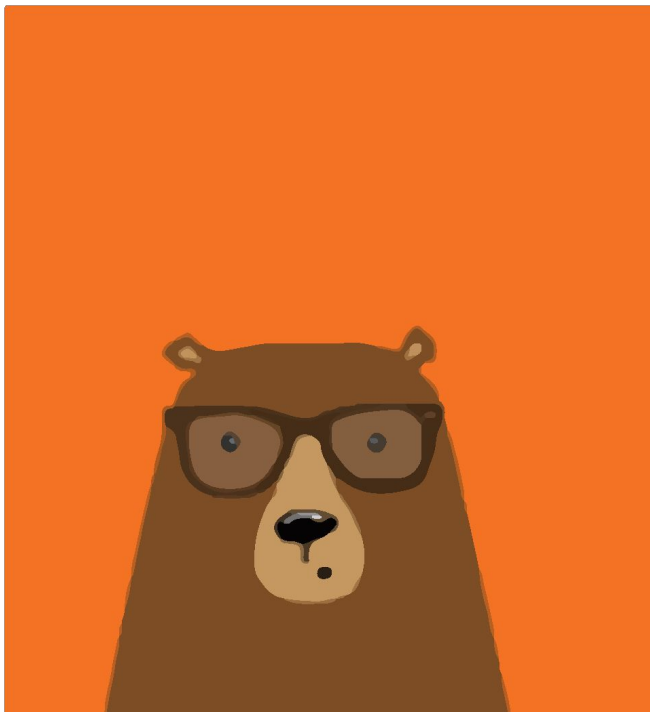


Amplify Science for LAUSD

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.

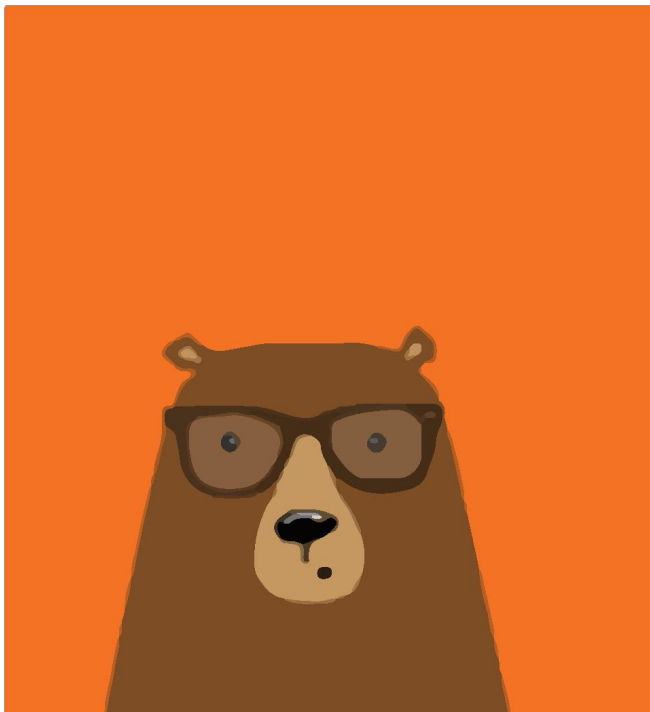
<https://my.amplify.com/programguide/content/national/welcome/science/>

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.