Amplify Science

Standard Curriculum Relaunch / Guided Planning

Grade 6 Elementary

School/District Name: LAUSD Date: October, 2021 Presented by:



Ice Breaker!

Who do we have in the room today?

- Question 1: Which aspects of implementing the full Amplify Science curriculum are you most excited or hopeful about?
- **Question 2:** What do you feel most hesitant about?



Amplify's Purpose Statement

Dear teachers,

You do a job that is nearly impossible and **utterly essential**.

We are in your corner – extending your reach, saving you time, and enhancing your understanding of each student.

Thank you for working with us to craft rigorous and riveting learning experiences for your classroom.

We share your goal of inspiring all students to think deeply, creatively, and for themselves.

Sincerely, Amplify

Norms: Establishing a culture of learners

- **Take risks:** Ask any questions, provide any answers.
- **Participate:** Share your thinking, participate in discussion and reflection.
- **Be fully present:** Unplug and immerse yourself in the moment.
- **Physical needs:** Stand up, get water, take breaks.

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Overarching goals

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

- □ Navigate the Amplify Science curriculum.
- Describe what teaching and learning look like in Amplify Science.
- Apply the program essentials to prepare to teach.

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This year's app(s).

LOS ANGELES UNIFIED SCHOOL DISTRICT **LMS App Center** The LMS App Center provides a catalog of District-approved digital content and learning tools (including digital components of adopted textbooks) that are available for classroom teachers and students to access within the learning management system, Schoology For information on District-approval policies and procedures, please visit: udipp.lausd.net. About Los Angeles Unified Find a School < Offices < **Classic View** Families Employees • To search the full list of digital learning tools, click "Submit". · To search by Publisher Name or Textbook Title, type in a word associated to your adopted publisher, then click "Submit" • To narrow your search with filters such as Content Area, Grade Level, or Content Type, select from the dropdown menu, then click "Submit". LOS ANGELES UNIFIED SCHOOL DISTRICT To learn more about using the LMS App Center, please refer to the following video overview. 2 COURSES GROUPS RESOURCES TOOLS ←Search Again ← Back to Schoology Home Page Amplify **LMS App Center** Content Area: ELA Vendor Support Desk: Grade Level: ES P: 800.823.1969 The LMS App Center provides a catalog of District-approved digital content and learning tools (including digital components of adopted textbooks) tha Content Type: Supplemental E: help@amplify.com are available for classroom teachers and students to access within the learnin Integration Type: App (Left Navigation) S: amplify.com/support/ **All Amplify Products** Purchase Type: District and School Textbook Title(s): For information on District-approval policies and procedures, please visit: udi **Getting Started Guide** NA Other Info: School licenses required • To search the full list of digital learning tools, click "Submit". mCLASS • To search by Publisher Name or Textbook Title, type in a word associated to your adopted publisher, then click "Submit". CKLA Amplify Reading • To narrow your search with filters such as Content Area, Grade Level, or Content Type, select from the dropdown menu, then click "Submit". Amplify Science Fractions To learn more about using the LMS App Center, please refer to the following video overview. **Amplify Classwork** Content Area: ELA Vendor Support Desk: **Publisher Name** Starts With amplify Grade Level: ES P: 800.823.1969 **Grade Sync for MS Science** Content Type: Supplemental E: help@amplify.com Integration Type: App (Left Navigation) S: amplify.com/support/ **Content Area** All . Purchase Type: District and School Textbook Title(s) Getting Started Guide NA Other Info: School licenses required. This app is for Grade Level All . teacher use only (install for Course Admins only) ΔIJ v Content Type **Textbook Title** Starts With . Submit Amplify. 16

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Reading K-5



CKLA Resource Site



mCLASS Assessment

mCLASS Reporting





Vocabulary



Science



Reading 6-8



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Join Amplify Science Schoology Group

To join Amplify Science Schoology ES Group: W4PK-W466-63F5B

To join Amplify MS Group: SPG7G-K7BT9

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Part 1: Amplify Science Standard Curriculum Relaunch



Overarching goals

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

- Navigate the full Amplify Science curriculum.
- Understand the program's phenomenon-based approach.
- Apply the program essentials to prepare to teach.

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Plan for Part 1

- Introduction and Framing
- Phenomenon-based Instruction
- Program Essentials



Plan for the day

- Introduction and Framing
- Phenomenon-based Instruction
- Unit Internalization

Introducing Amplify Science





Amplify Science

6th Grade Elementary course curriculum 2021-2022

Grade 7

Launch:

.

Geology on Mars

Engineering Internship:

Rock Transformations

Engineering Internship:

Chemical Reactions

Matter and Energy

in Ecosystems

Populations and Resources

authored by

Plate Motion

Plate Motion

Phase Change

Phase Change

Integrated model*

Grade 6

- Launch: Microbiome
- Metabolism .
- Engineering Internship: • Metabolism
- **Traits and Reproduction** .
- **Thermal Energy** .
- Ocean, Atmosphere, . and Climate
- Weather Patterns .
- Earth's Changing Climate .
- Engineering Internship: Earth's Changing Climate

AmplifyScience

*These are the possible prioritized units for 6th grade elementary

Grade 8

- Launch: Harnessing Human Energy
- Force and Motion
- Engineering Internship: Force and Motion
- Magnetic Fields .
- Light Waves
- Earth, Moon, and Sun
- Natural Selection
- Engineering Internship: • Natural Selection
- Evolutionary History

THE LAWRENCE HALL OF SCIENCE

Launch units

- First unit
- 11 lessons

Core units

Elementary 6th Grade • will be teaching 4 Core Units

Engineering **Internships**

Elementary 6th Grade • will be teaching only one: Metabolism

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6-8 Curriculum: Unit types Launch Units

Each year starts with an 11-day Launch Unit.

Launch Units introduce instructional routines and norms as well as key science practices students will leverage in every Amplify Science unit.



11 Lessons Microbiome

6-8 Curriculum: Unit types Core Units

Each year has six Core Units. Core Units are 19 days long. The expectation this year, is to teach four.

In each Core Unit, students take on the role of a scientist or engineer and work to solve a real-world problem.



19 Lessons Metabolism

Curriculum: Unit types Engineering Internships

Each year has two Engineering Internships. Engineering Internships are 10 days long. The expectation this year, is to teach one.

In these units, students work as interns for a fictional company, Futura Engineering. They focus on designing solutions to real-world problems.



Curriculum: Unit types

Today's workshop will focus on your first Core Unit: Metabolism.

What you learn today about navigating the digital platform and how to teach Amplify Science will prepare you for all unit types.



19 Lessons Metabolism

Program components

Teacher materials

- Teacher's Guide
- Classroom Slides
- Classroom Wall materials
- Argumentation wall materials
- Embedded assessments
- Classwork
- Reporting App
- Assign feature
- Program Guide
- Program Hub
- Amplify Help site





Unit Question	Key Concepts	Vocabulary
How do animals	- State construction	702-018-71-02-01
use vision and other		
their environment?	Light needs to get to an object for an animal to see the object.	environment
	%color#4420	
Chapter 1 Question		survive
How does a Tokay gecko get information about its environment?	Light needs to reflect off an object and get to the eye for an animal to see the object.	Strangel an University and an University of Strange
		sense
Chapter 2 Question	and a state of a	3006.003,003,003
How does light allow a Tokay		
-sevenies		function
		structure
		Andre Sens with State of
		observe

Program components

Student materials

- Hands-on materials
- Digital student experience
- Articles (digital or print)
- Simulations and other digital tools
- Investigation Notebooks
- My Work









Questions?

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Plan for the day

- Introduction and Framing
- Phenomenon-based Instruction
- Unit Internalization

Next Generation Science Standards Phenomenon-based learning and teaching

A scientific phenomenon is an **observable event** that occurs in the universe that we can use science ideas to explain or predict.

Comparing topics and phenomena

Topic-based	Phenomenon-based
Chemical reactions	There's a reddish-brown substance in a town's tap water.

Next Generation Science Standards How might learning be different?

Topic-based	Phenomenon-based
Chemical reactions	There's a reddish-brown substance in a town's tap water.
Electric circuits	A flashlight won't turn on, even though it used to work.
Natural selection	A population of newts has become more poisonous over time.

Comparing topics and phenomena A shift in science instruction

from learning about

(like a student)



to figuring out

(like a scientist)

Amplify Science Approach



Previewing the unit Introducing the phenomenon

Amplify Science units are designed around complex phenomena that drives student learning through the unit.

Pay attention to the phenomenon, or observable event, students will figure out in your unit.



Today, we will begin a new unit called *Metabolism*.

We will start with a Warm-Up each day to get us thinking about science ideas. For today's Warm-Up, you will watch and respond to a video that introduces your new role as **medical students**.

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Metabolism: Lesson 1.2







Why do you think your new patient, Elisa, is feeling tired all the time? Explain your ideas.

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Amplify Science

Anchoring phenomenon

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





Plan for the day

- Introduction and Framing
- Phenomenon-based Instruction
- Program Essentials

Unit structure

Unit ↓ Chapter ↓ Lesson ↓ Activity




Explore the Program Essentials



Navigation summary

- 1. Select your first unit
 - a. You are now on the Unit Landing Page.

2. Select JUMP DOWN TO UNIT GUIDE.

a. Or scroll down the page to *Planning* for the Unit and Teacher References



Key Unit Guide Documents for Planning

Printable Re	esources
V Pr Coherenc	e Flowcharts
∽ 📴 Copymast	er Compilation
✓ 📴 Flextensic	on Compilation
√ Investigat	ion Notebook
V Multi-Lan	guage Glossary
✓ Index	ormation for Parents and
🗸 👼 Print Mate	erials (8.5" x 11")
print Mate	erials (11" x 17")
~	
✓ Offline F	Preparation
✓ Teaching v ✓ internet? F	vithout reliable classroom Prepare unit and lesson
→ materials	or offline access.
· (Offline Guide
~	
~	
~	
	Printable Resident in the second s

What is the phenomenon/real-world problem students are investigating in /our unit?	Student Role:
Unit Question:	Relationship between the Unit Phenomenon and Unit Question:
By the end of the unit, students figure out	
How do students angage with three dimensional learning to figure out the r	henomenon/real-world problem in your unit?

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Unit Question: Suggested resource: • Unit Overview / Unit Map	on and Unit
How do students engage with three-dimensional learning to figure out the phenomenon/real-world problem in your unit	t?

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Core	Unit	Planning	&	Internalization
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Unit Title: Metabolism

Overview

[Resources: Unit Overview, Teacher's Guide, Coherence Flowchart, Unit Map, 3-D Statements]

	What is the phenomenon/real-world problem students are investigating in	Student Role:
	vour unit?	
	What is causing Flissa a young patient to be	Madical Students
	tined all the time?	Medical Students
	tirea all the tirrie?	
		Relationship between the Unit Phenomenon and Unit
		Question:
Suggester	racourca	
Juggestet	a resource.	
- Ilnit O	ioniow / I Init	
Man		
iviap		
	How do students ongogo with three dimensional learning to figure out the ph	enomenon/real world problem in your unit?
	How do students engage with three-dimensional learning to figure out the pr	lenomenon/real-world problem in your unit?

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Unit Title: Metabolism

Overview

[Resources: Unit Overview, Teacher's Guide, Coherence Flowchart, Unit Map, 3-D Statements]

What is the phenomenon/real-world problem students are investigating in your unit?	Student Role:
What is causing Elisa, a young patient, to feel tired all the time?	Medical Students
Unit Question:	Relationship between the Unit Phenomenon and Unit
	Question.

Suggested resource:

Lesson Overview Compilation

ut the phenomenon/real-world problem in your unit?

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Unit Title: Metabolism

Overview

[Resources: Unit Overview, Teacher's Guide, Coherence Flowchart, Unit Map, 3-D Statements]

	What is the phenomenon/real-world problem students are investigatin	ng in	Student Role:
	What is causing Elisa, a young patient, to feel tired all the time?		Medical Students
	Unit Question:		Relationship between the Unit Phenomenon and Unit
	How do the trillions of cells in the human body get what they need to function, and what do the cells do with the things they absorb.		By investigating Elisa's condition, students learn how systems work together to provide the human body with what it needs.
Suggeste	d resource:		
 Lesso 	n Overview Compilation 🔤	the ph	enomenon/real-world problem in your unit?

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Unit Title: Metabolism

Overview

[Resources: Unit Overview, Teacher's Guide, Coherence Flowchart, Unit Map, 3-D Statements]

			I	
	What is the phenomenon/real-wo	rld problem students are investigating in	Student Role:	
	What is causing Eli- be tired all the time	ssa, a young patient, to ?	Medical Student	
	Unit Question:		Relationship between the Unit Phenom	enon and Unit
	How do the trillion of o get what it needs to f cells do with the thing	cells in the human body unction, and what do the s they absorb.	Question: By investigating Elissa's condition how systems work together to human body with what it needs	on, students learr provide the 5.
	By the end of the unit, students fig	gure out		
Suggest • Unit	ed resource: Map	 10-word summ In 10 words do students the end of t 	nary or less, what figure out at	init?

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Unit Title: Metabolism

Overview

[Resources: Unit Overview, Teacher's Guide, Coherence Flowchart, Unit Map, 3-D Statements]

		What is the phenomenon/real-wo	rld problem students are investigating in	Student Role:	
		What is causing Elized be tired all the time	ssa, a young patient, to ?	Medical Student	
		Unit Question:		Relationship between the Unit Phenom	enon and Unit
		How do the trillion of a get what it needs to f cells do with the thing	cells in the human body unction, and what do the s they absorb.	Question: By investigating Elissa's conditio how systems work together to human body with what it needs	n, students learn provide the
		By the end of the unit, students fig	gure out		
		Elissa feels tired becau process called cellular	use her cells need both glucos respiration.	e and oxagen to release ene	rgy, in a
Suggest • Unit	ed : M	resource: ap	 10-word summ In 10 words do students the end of t 	nary or less, what figure out at	init?

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^{Unit Title:} Metabolism

Overview

[Resources: Unit Overview, Teacher's Guide, Coherence Flowchart, Unit Map, 3-D Statements]

What is the phenomenon/real-world problem students are investigating in your unit?	Student Role:
How do the trillion of cells in the human body get what it needs to function, and what do the cells do with the things they absorb.	Medical Student
What is causing Elissa, a young patient, to	Relationship between the Unit Phenomenon and Unit Question: By investigating Elissa's condition, students learn
Suggested resource:	hów systems work together to provide the human body with what it needs.
 3D Statements 	
Elissa feels fired because her cells need both glucose process called cellular respiration.	e and oxagen to release energy, in a
How do students engage with three-dimensional learning to figure out the ph	nenomenon/real-world problem in your unit?

^{Unit Title:} Metabolism

Overview

[Resources: Unit Overview, Teacher's Guide, Coherence Flowchart, Unit Map, 3-D Statements]

What is the phenomenon/real-world problem students are investigating in	Student Role:			
What is causing Elissa, a young patient, to be tired all the time?	Medical Student			
Unit Question:	Relationship between the Unit Phenomenon and Unit			
How do the trillion of cells in the human body get what it needs to function, and what do the cel	Question: By investigating Elissa's condition, students learn how systems work together to provide the human body with what it needs.			
By t 3D Statements Fed both glucose and oxagen to release energy, in a process called cellular respiration.				
How do students engage with three-dimensional learning to figure out the ph	nenomenon/real-world problem in your unit?			
Students engage in argumentation, use physical and digital models, and make connections between the macroscale and microscale processes in the body, considering scale, proportion and quantity. Students construct explanations about how body systems work together				

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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



Questions?

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Break 10:00 - 10:30



Part 2: Guided Planning



Overarching goals

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

- □ Navigate the Amplify Science curriculum.
- Describe what teaching and learning look like in Amplify Science.
- Apply the program essentials to prepare to teach.

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Plan for Part 2

- Teaching and Learning in an Amplify Science Lesson
- Instructional Approach Reflection
- Planning a Lesson
- Closing

Beginning the Unit

The first lesson of every CORE Unit is a pre-unit assessment

Chapter 1: Molecules N	leeded by the Cells
------------------------	---------------------

JUMP DOWN TO CHAPTER OVERVIEW



Lesson 1.2: Welcome to Medical School Lesson 1.3: Evaluating Initial Claims About Elisa

Beginning the Unit Unlock for students



Beginning the Unit

We start our model lesson at Chapter 1, Lesson 2

JUMP DOWN TO CHAPTER OVERVIEW



SETTINGS

Lesson 1.2: Welcome to Medical School Lesson 1.3: Evaluating Initial Claims About Elisa



A lot of things that happen in the human body are hidden or too small to directly observe. We will use a **simulation** to help us learn more about how human body systems function.



This simulation is called the *Metabolism* Simulation. It's a **scientific model** of the human body that simulates many things that happen inside the human body.



$\bullet \bullet \bullet$

Introducing the Metabolism Simulation

Observing Molecules in the Sim

1. Launch the Metabolism Simulation.

2. Select HEALTHY BODY from the menu.

3. Select OBSERVE.

- 4. Explore with your partner.
- 5. Think about these questions:
 - How does the Simulation work?

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Investigation Notebook pg 7









Activity 2 - Screen 1

This **key** identifies the different types of **molecules** entering the system. By pressing them, you can also turn the molecule visibility **off and back on**.





To figure out why Elisa feels so tired, we will first think about healthy bodies.

What are some things you know the human body needs to function?



What are signs you can observe when a human body is functioning properly?

As we discussed, there are certain things we already know the human body needs to function. Two important things the human body needs to survive are **food** and **air**.

As you explore the *Metabolism* Sim again, **watch what happens to the food and air** that enter this healthy Simulation body.



Observe the Sim a second time.

This time, watch what happens to the **food and air** that enter this healthy Simulation body.





What happens to the **food and air** that enter this healthy Simulation body?

Unit Question

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

Classroom Wall Print Materials

Unit Question How do the trillions of cells in the human body get what they need to function, and what do the cells do with the things they absorb?	Key Concepts	Vocabulary
Chapter 1 Question Why does Elisa feel tired all the time?		
Investigation Question What does the human body need to function?		

Activity 2 - Screen 3

Chapter 1 Question

Why does Elisa feel tired all the time?
Classroom Wall Print Materials

Unit Question How do the trillions of cells in the human body get what they need to function, and what do the cells do with the things they absorb? Chapter 1 Question Why does Elisa feel tired all the time?	Key Concepts	Vocabulary
Investigation Question What does the human body need to function?		

Metabolism: Lesson 1.2



The yellow box represents one cell in this model of the healthy human body. You can zoom into this cell by pressing on the cell and then on the magnifying glass.



The trillions of cells in the body have some similarities in the ways they function, so we can learn more about what all cells need by observing one cell in the Simulation.



Observe the Sim again.

This time, pay attention to what's happening in the **representative cell** to learn more about what cells in the body need.

Metabolism: Lesson 1.2



Which molecules are entering the cell?

Metabolism: Lesson 1.2



Activity 3 Returning to the Patient





the body's use of molecules for energy and growth

Classroom Wall Print Materials

Unit Question How do the trillions of cells in the human body get what they need to function, and what do the cells do with the things they absorb?	Key Concepts	Vocabulary metabolism
Chapter 1 Question Why does Elisa feel tired all the time?		
Investigation Question What does the human body need to function?		



In the Sim, you observed that in a functioning, healthy body, certain **molecules that come from food and air** are transported into the body's **cells**.



Remember the claims we generated about why Elisa is feeling tired.

Do you have any new insights or changes in thinking about these claims after observing the Sim?



The *Metabolism* Sim can help us investigate if Elisa's problem is related to the **molecules she is taking in from the environment** and/or what is happening in the **cells in her body**.

Metabolism: Lesson 1.2

End of Lesson





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Metabolism: Lesson 1.2

Activity 4 Homework



$\bullet \bullet \bullet$

Homework

Testing Diets in the Sim

In this homework, you will experiment with different diets in the Simulation to see how the diet affects the number of molecules getting to the cells.

1. Launch the Metabolism Simulation.

2. Select HEALTHY BODY and then select TEST.

In Test Mode, you set up a pre-planned diet by pressing on items under Add Food Source. Then you press Play and
observe the Simulation. The diet you selected is fed to the body automatically, and the test runs until the Timer reaches
200. During the test, you can observe the *Metabolism* Sim in the Live View or switch to the Graph View. In the Graph
View, you can see the final results for Total Molecules Absorbed by Cells, which is the data you will record below.

3. Plan at least three different tests of the diet for the healthy body. Record your plan in the Diet Plan tables below.

A. Pun your tasts and record your results: the number of molecules absorbed by the colls



PDF



Plan for the day

- Teaching and Learning in an Amplify Science Lesson
- Instructional Approach Reflection
- Planning a Lesson
- Closing

Gathering evidence

Metabolism Lesson 1.2



Evidence sources work together

Investigating in the Sim and discussing observations

How do these activities **work together** to support understanding of what the human body needs to function?



Gathering evidence

Metabolism Lesson 1.2



What have students figured out so far?

Multimodal learning

Gathering evidence over multiple lessons



Evidence sources work together

Teacher tip: Every evidence source plays an important role in student learning. Be sure to teach every activity in order!



Coherence Flowchart

A diagram of student learning





Coherence Flowchart

A diagram of student learning



Coherence Flowchart





Metabolism: Making the Diagnosis

Explore the Coherence Flowchart

Skim the Chapter 1 Coherence Flowchart of your first unit.

> How can the Coherence Flowchart serve you as a planning tool as you begin teaching Amplify Science?





Questions?





Plan for the day

- Teaching and Learning in an Amplify Science Lesson
- Instructional Approach Reflection
- Planning a Lesson
- Closing

Preparing to teach

Classroom Slides

- Open the Classroom Slides under the Digital Resources.
- 2. Read through the Classroom Slides including the **presenter notes** to gain a better understanding of the lesson.

3. Consider:

- Why do some slides have scripting in black while others have scripting in orange?
- What features of the Classroom Slides will support you in teaching this lesson?



Using Classroom Slides as a planning tool

Teacher tip: Classroom Slides are a great visual summary of a lesson. Many teachers download and flip through a lesson's Classroom Slides deck to preview what happens in the lesson.

This is a useful first step for preparing to teach the lesson.



Teaching with Classroom Slides

This detailed guide on the Amplify Science Help Site includes tips for teaching with Classroom Slides and information about the different symbols and activity types you'll find in the slide deck.



4 Steps for Starting Your Lesson



- 1. Download Classroom Slides and review them.
- 2. Read the Overview.
- 3. Review the Materials & Preparation document.
- 4. Read the Differentiation document.



Lesson Planning

DIRECTIONS:

- 1. Download the Classroom Slides for Lesson 1.2 and review them.
- 2. Read the Overview.
- 3. Explore the Materials & Preparation document.
- 4. Read the **Differentiation** document.
- If you have time, navigate to Lesson 1.3 and repeat steps 1-4.



Lesson	Activity Overview				
What is the purpose of this lesson? Access prior knowledge about rocks. Make observations of rocks.	Activity 1 (##min)				
What will students learn?	Activity 2 (##min)				
3-D Statement (identify SEP, CCC, and DCI):	Activity 3 (##min)				
Student Resources:	Activity 4 (##min)				
Assessment Opportunities:	Activity 5 (##min)				
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Lesson <u>1.2</u>	Activity Overview				
What is the purpose of this lesson? The purpose of this lesson is to help students begin to make connections between macro-effects, such as how tired someone feels, and the microscopic world of metabolism—the body's use of molecules for energy and growth.	Activity 1 (10 min)	Warm-Up (Teacher Only) Generating Claims About Elisa			
What will students learn? The body takes in molecules by eating and breathing. Some of these molecules travel to the cells of the body	Activity 2 (20 min)	Introducing the Metabolism Simulation			
3-D Statement (identify SEP, CCC, and DCI): Students use a model of the human body to make observations at the molecular scale (scale, proportion, and quantity) in order to investigate where the molecules that the body takes in through eating and breathing go once they are in the body.	Activity 3 (5 min)	Returning to the Patient (5 min.)			
Student Resources: optional: Metabolism Investigation Notebook,	Activity 4 (5 min)	Homework			

Remember to plan for...

Student work:

• How do you plan to collect evidence of student work?

Differentiation:

• How do you plan to differentiate the lesson for diverse learners?

Classwork

Classwork is a feedback tool for all student work that is submitted digitally through the student platform.

Classwork allows you to track who has completed which assignments, score student work, and send digital feedback.

Ar	nplifyClasswork					LAUNCH	H PROGRAMS	5 🜮 тел
	7th Grade Science	Period 2	. //			1		,
				ACTIVITIES	PORTFOL	IOS	GRO	UPS
	UNIT CHAPT			LESSON		ACTIVITY	TYPE	
	Metabolism	▼ 2 The Bo	dy System	▼ all	•	all		•
	ACTIVITY			SUBMISSIONS	LAST SUBMISSION		FEEDBACK	c .
	5. HOMEWORK Homework Lesson 2			20/22	10/13/20 Thurs. 12:21pm		22 awaiting	^
	STUDENT	STATUS	мс	GENERAL COMMENT	CUSTOM SCORE	WORDS	COMMENTS	FEEDBACK
	Anthony Bryk	Handed In 10/13/20 11:59am	3/6	I can tell you were thinking	В	99	3	
	Mihaly Csikszentmihalyi	In Progress	-			0	0	-
	Carol Dweck	Not Started	-	Please complete!		0	1	/
	Jamie Escalante	Resubmitted 10/12/20 7:04pm	3/6	Try rereading the passage	B+	126	1	
	Fatima al-Fihri	Handed In 10/13/20 11:40am	6/6	Wow! Great use of evidenc	A	54	1	
	Herbert Ginsburg	Handed In 10/13/20 11:54am	4/6	Big improvement from last	В	96	2	
	Eric Donald Hirsch	Handed In 10/13/20 11:37am	3/6	Next time, try to work on	B-	51	1	
	Jovita Idár	Resubmitted 10/14/20 11:59am	6/6	You really wrote effectively	A+	134	1	1
Assign feature

Teacher tip: Use the Assign feature to assign activities and due dates.

Students will be notified with a bell icon. This makes it easier for students to know what's assigned and what's due.

≡ Ampl	ifyScience > Force and Motion > Chapter 1 > Lesson 1.2	& 3
Lesson Brief (5 Activities)	<	
	Discussing Changes in Motion	
	Students summarize what they have learned about changes in motion.(10 min)	
	Step-by-step Possible Responses My Notes	
	1. Introduce summarizing question. Collapse the instructional guide and project the student screen, or have students look at the	
	instructions on page 9 of their Investigation Notebooks. Explain that partners will discuss and work together to record the five	
	 Allow about 5 minutes for discussing and responding. Circulate as pairs talk. If students are having difficulty, encourage them 	
	to look back at their responses from the previous activity.	
	3. Invite volunteers to share ideas. As students identify the 5 ways that motion can change, condense their statements into a few	
	words and list them on the board. [1. start moving. 2. stop moving. 3. speed up. 4. slow down. 5. change direction.]	
	4. Highlight that all these changes in motion involve a change in speed or direction. Note that in science, there is a specific term	
Español	for speed in a certain direction.	
	1 2 Next	Q

Grade sync from Classwork to Schoology

ACTIVITY		SUBMISSIONS	LAST SUBMISSION \$	DUE DATE	FEEDBACK
1. INDIVIDUAL					
Selected Response Questions		20/22	9:34am _{Wed. 3/1/21}	11:59pm Fri. 3/5/21	20 A
STUDENT	STATUS	MC	GENERAL COMMENT	CUSTOM SC	ORE FEEDBACK
				100	(i)
Anthony Bryk	Handed In 3/5/21 9:31am	12/20		60/100	
Mihaly Csikszentmihalyi	In Progress	-		0/100	
Carol Dweck	Handed In 3/2/21 11:45am	16/20		80/100	/
Jamie Escalante	Handed In 3/5/21 2:32pm	20/20		100/100	
	Handed In		ſ	1	A
Michelle Obama	Handed In 3/3/21 9:35am	15/20		75/100	
Seymour Papert	Handed In 3/5/21 4:15am	16/20		80/100	/
Linda Roberts	Handed In 3/2/21 12:33am	16/20		80/100	
Dorothy Strickland	Handed In 3/2/21 10:15am	14/20		70/100	
Kenneth K pel. Sync with LN	Handed In 3/3/21 9:20an IS	12/20		60/100	
	Last sync with LMS		Send all feedback		Mark Incorrect
					Reveal Correct
L. INDIVIDUAL					



Questions?

Amplify.



Plan for the day

- Teaching and Learning in an Amplify Science Lesson
- Instructional Approach Reflection
- Planning a Lesson
- Closing

Additional resources

Welcome, caregivers!

We hope you enjoy learning more about Amplify Science and what students are learning in science this year.

Para acceder a este sitio en español haga clic aquí.

Amplify welcomes you and your learner to the Science program for the new school vear. We are verv excited to







Caregivers

Overarching goals

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

- Vavigate the Amplify Science curriculum.
- Describe what teaching and learning look like in Amplify Science.
- Apply the program essentials to prepare to teach.

Amplify.

Closing reflection

Based on our work today, share:

Head: something you'll keep in mind

Heart: something you're feeling

Feet: something you're planning to do

Additional resources and ongoing support

Customer Care

Seek information specific to enrollment and rosters, technical support, materials and kits, and teaching support, weekdays 7AM-10PM EST and weekends 10AM-6PM EST.



help@amplify.com



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