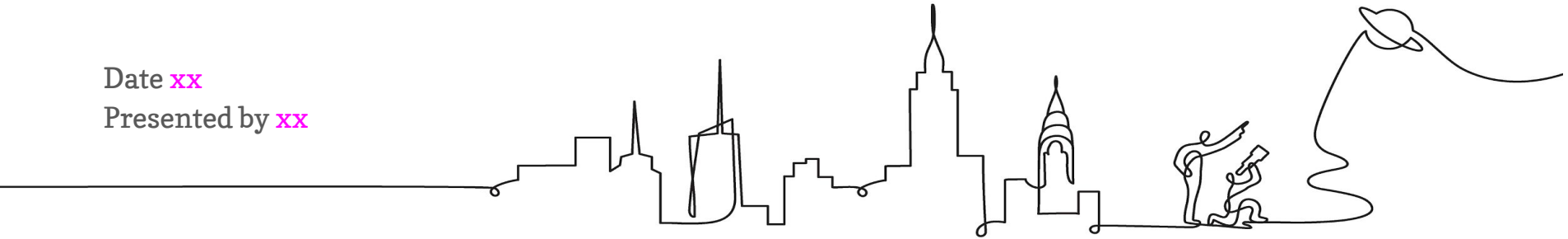
Amplify Science
New York City

Exploring the Amplify Science Curriculum: Digging Deeper

Session 1: Grades 3-5

Date xx
Presented by xx



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.

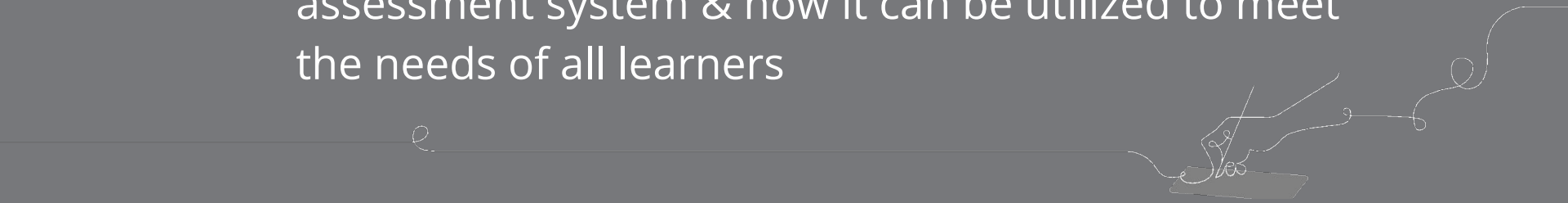
We share your goal of **inspiring all students to think deeply, creatively, and for themselves.**

Sincerely,
Amplify

Goals for session #1

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

- ❏ Explain the benefits & navigate to key resources related to transitioning to teaching with the standard Amplify Science curriculum
- ❏ Dig deeper into the Amplify Science formative assessment system & how it can be utilized to meet the needs of all learners



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.

Plan for session 1

- Introduction
- Navigation
- Comparing @Home resources to standard curriculum
- Guidance for a responsive relaunch part 1
  - NYSSLS-designed
  - Figuring out phenomena
  - Formative assessment
- Closing

Opening reflection

Reflect on your experiencing using Amplify Science.

- What has gone well for you and/or your students?
- What has been challenging?
- What have you learned?
- What do you wonder?

Navigating the standard Amplify Science curriculum

Pulse check: What's your comfort with the digital Teacher's Guide?

1: I have rarely or never navigated the digital Teacher's Guide

2: I have a little experience but I mostly feel lost

3: I can get around the Teacher's Guide but I don't feel that confident

4: I know what I'm doing but sometimes it's challenging to find things

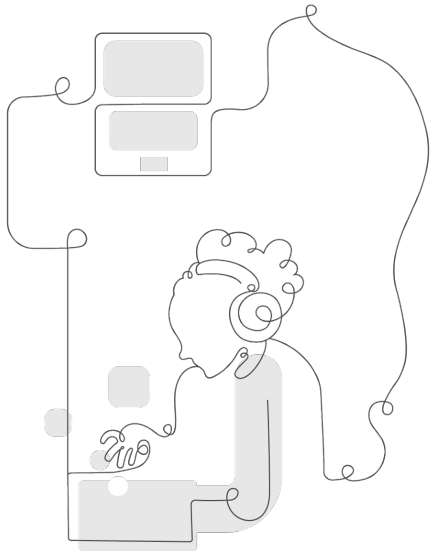
5: I navigate with automaticity. I'm an expert.

Pgs. 3-5

Navigating the standard Amplify Science curriculum

Key aspects of navigating the digital Teacher's Guide

- Navigating to and between lessons
- Familiarity with the Lesson Brief
- Accessing the Unit Guide



Unit structure

Unit

↓

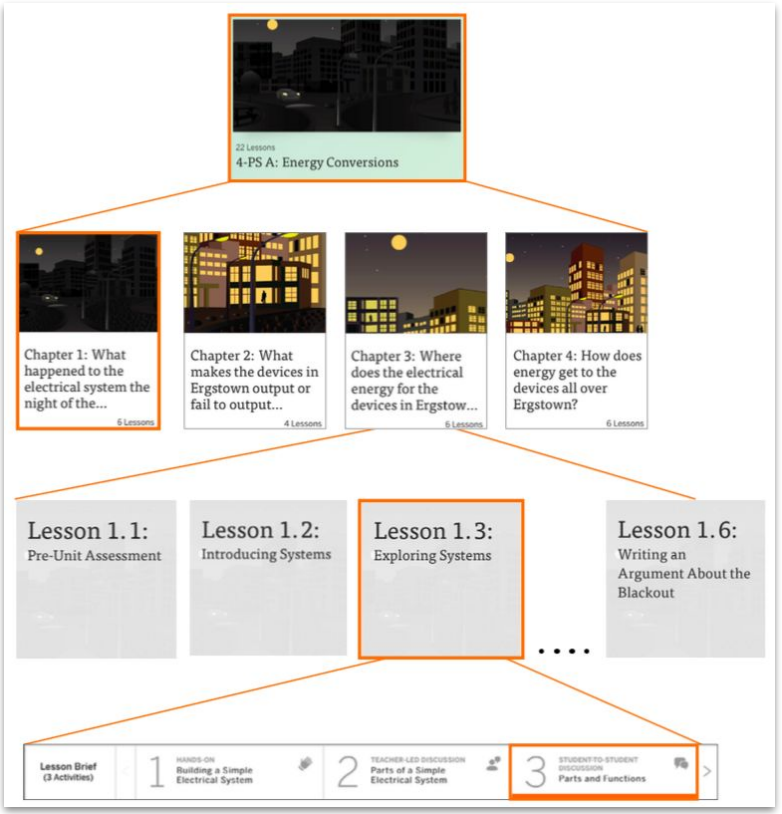
Chapter

↓

Lesson

↓

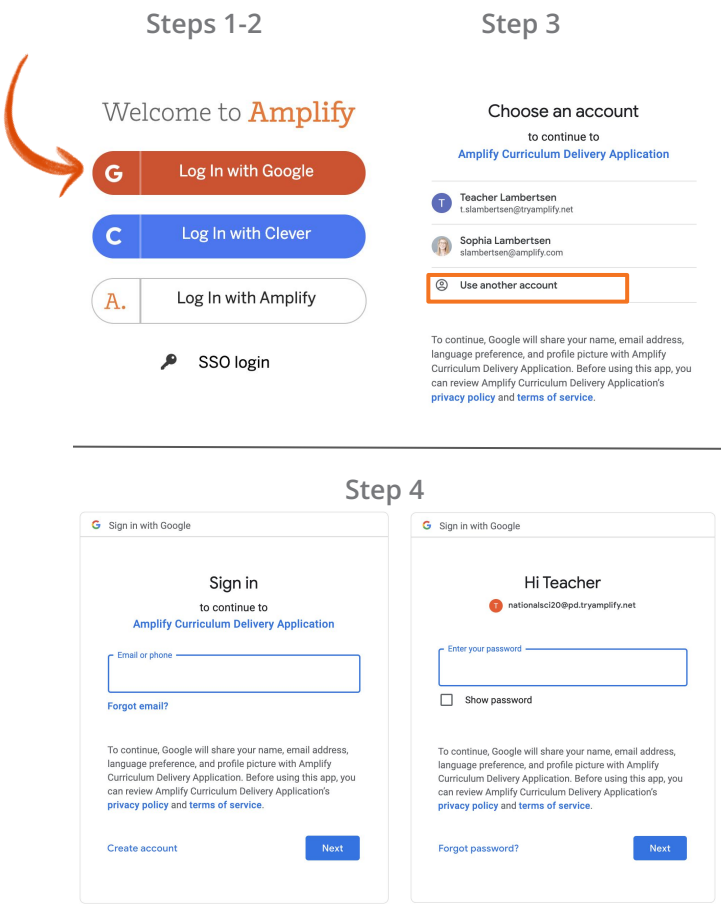
Activity



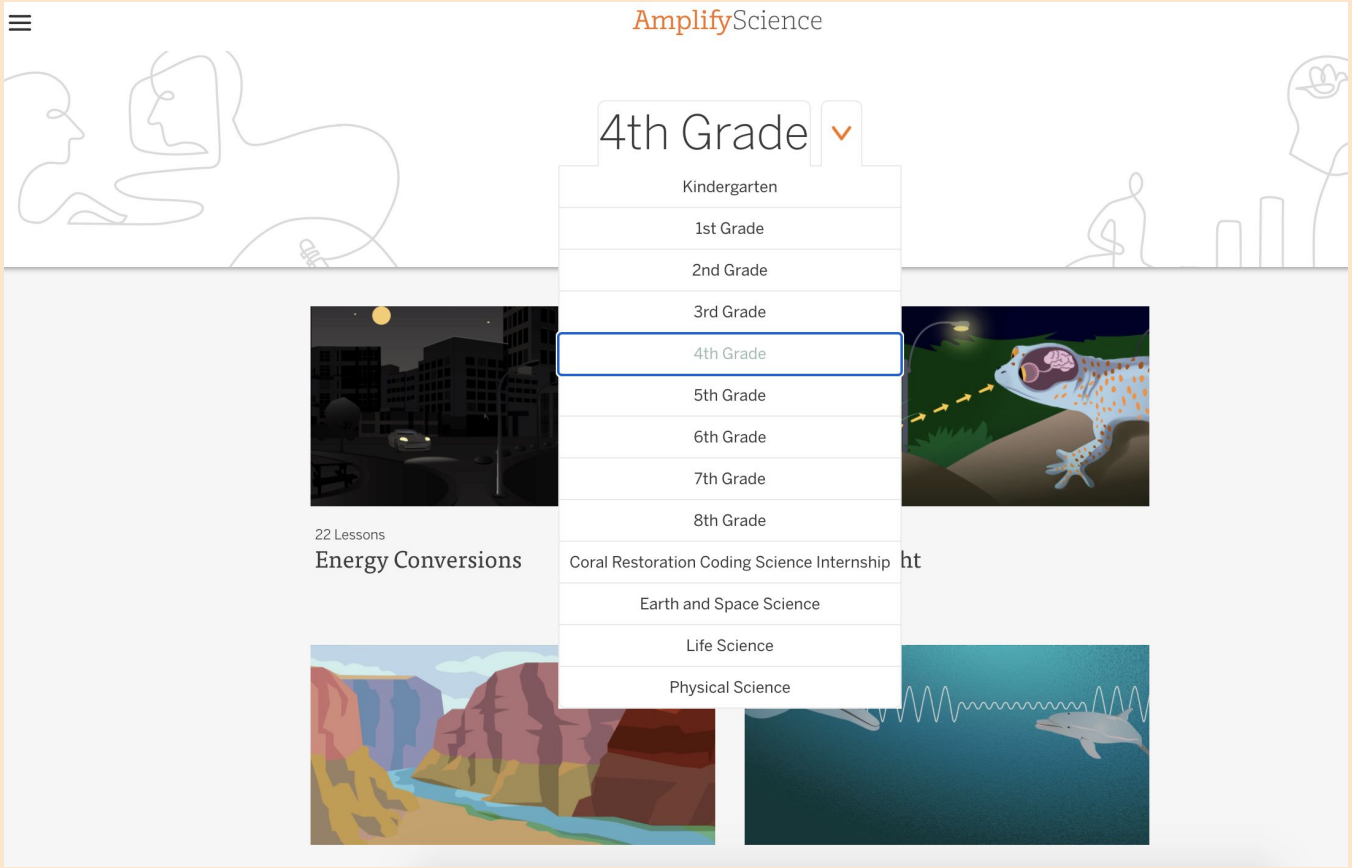
Logging in (demo account)

Safari or Chrome

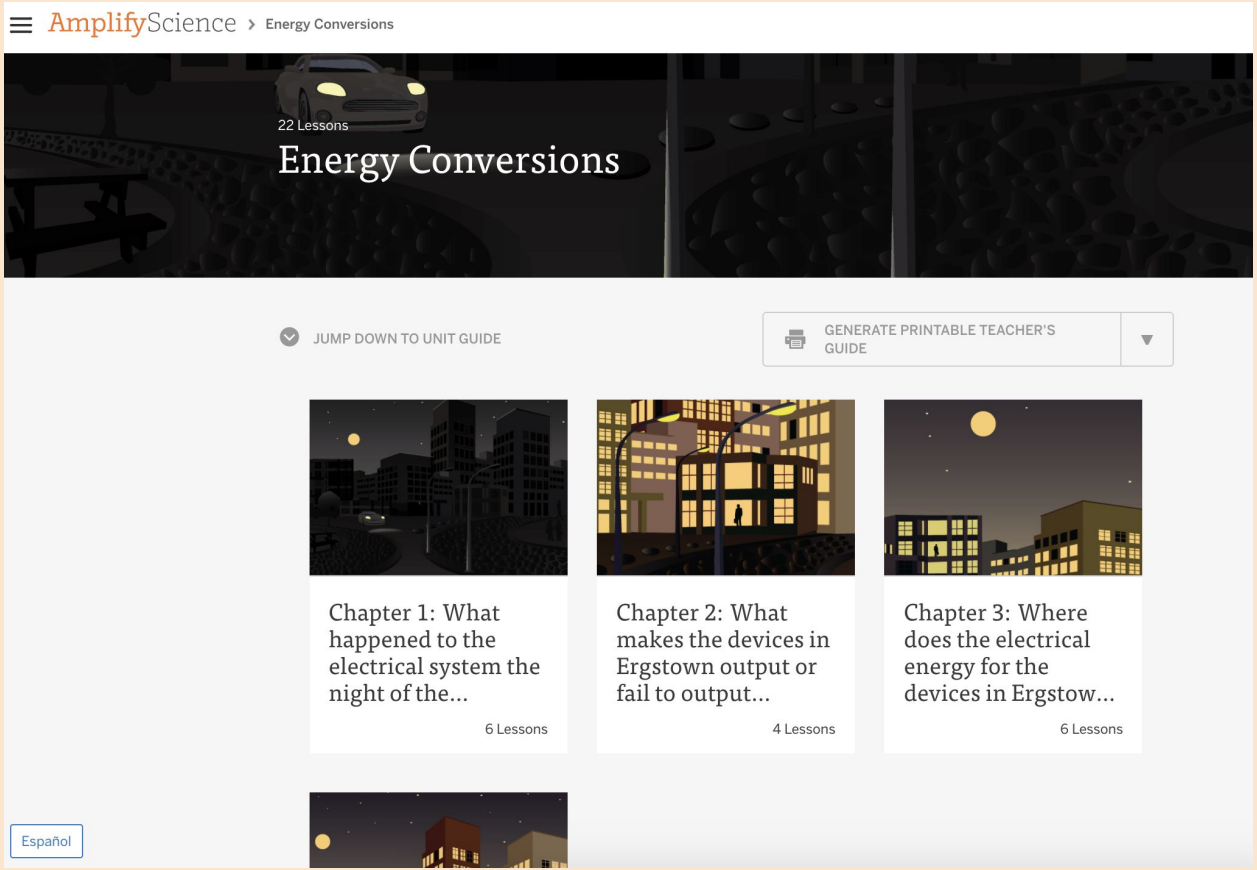
1. Go to **learning.amplify.com**
2. Select **Log in with Google**
3. If you're already logged in with other Google accounts, click **Use another account**
4. Enter teacher demo account credentials
   - xxxxxxx@pd.tryamplify.net
   - Password: xxxx



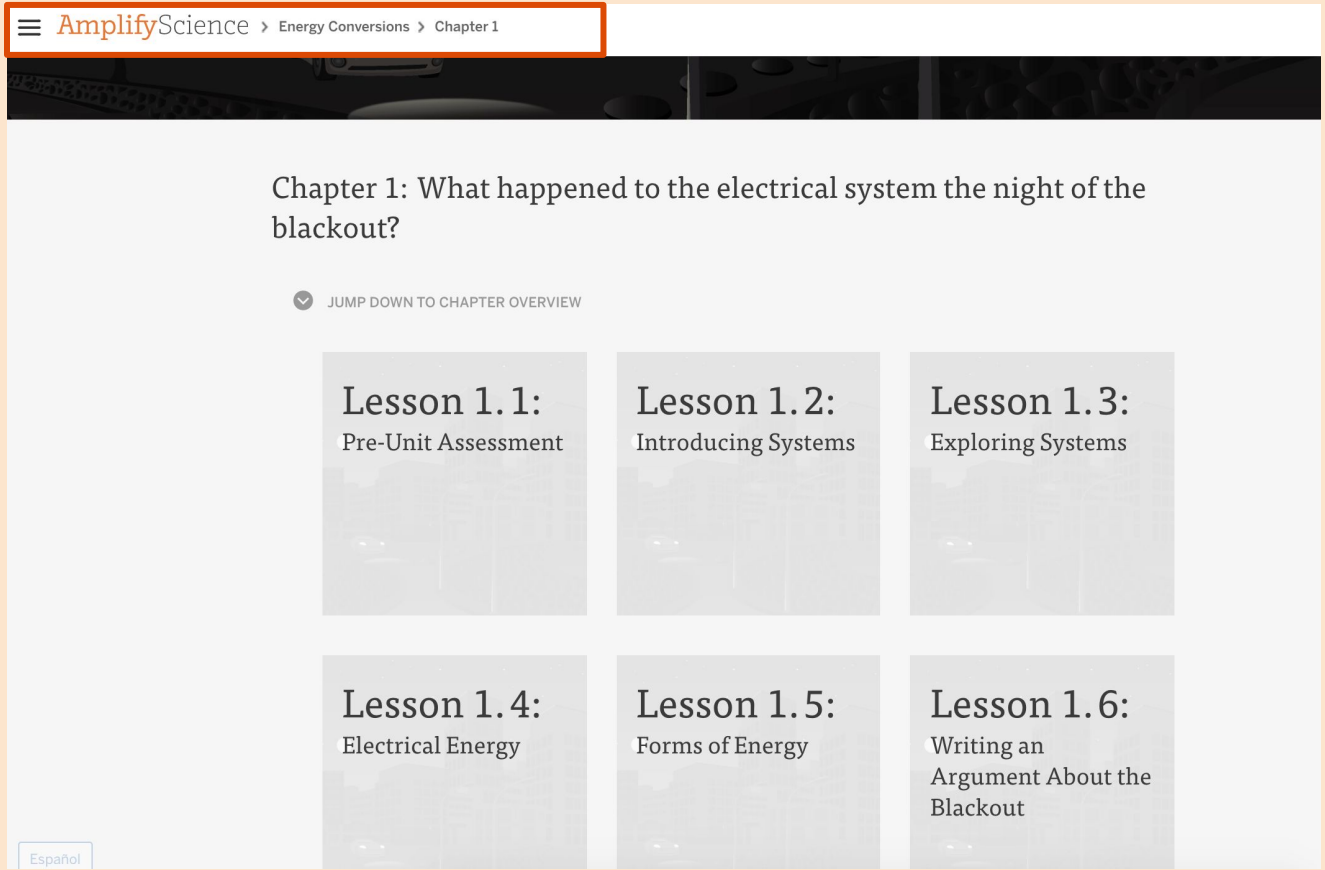
Hidden slide: Navigating to your grade level



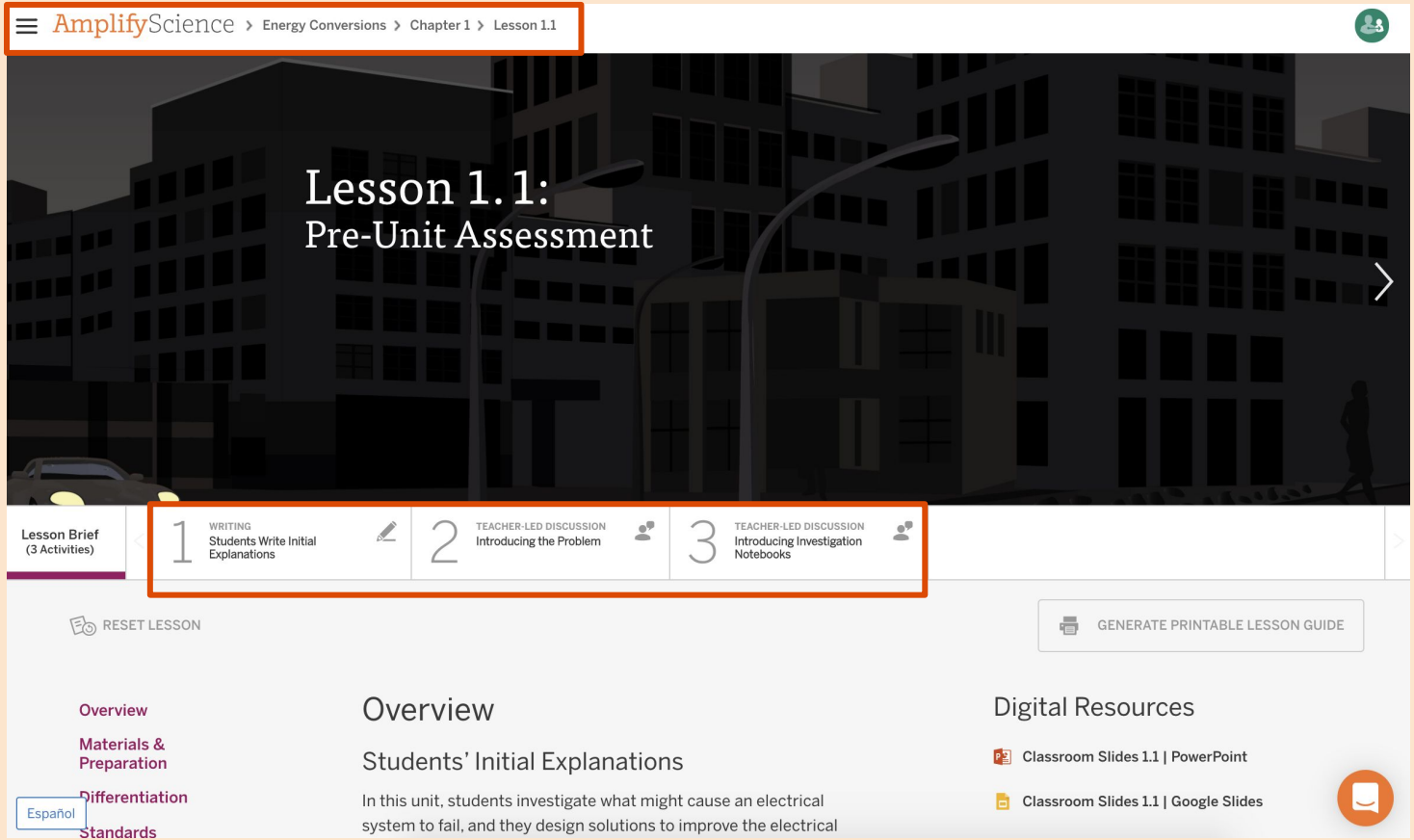
Hidden slide: Unit landing page



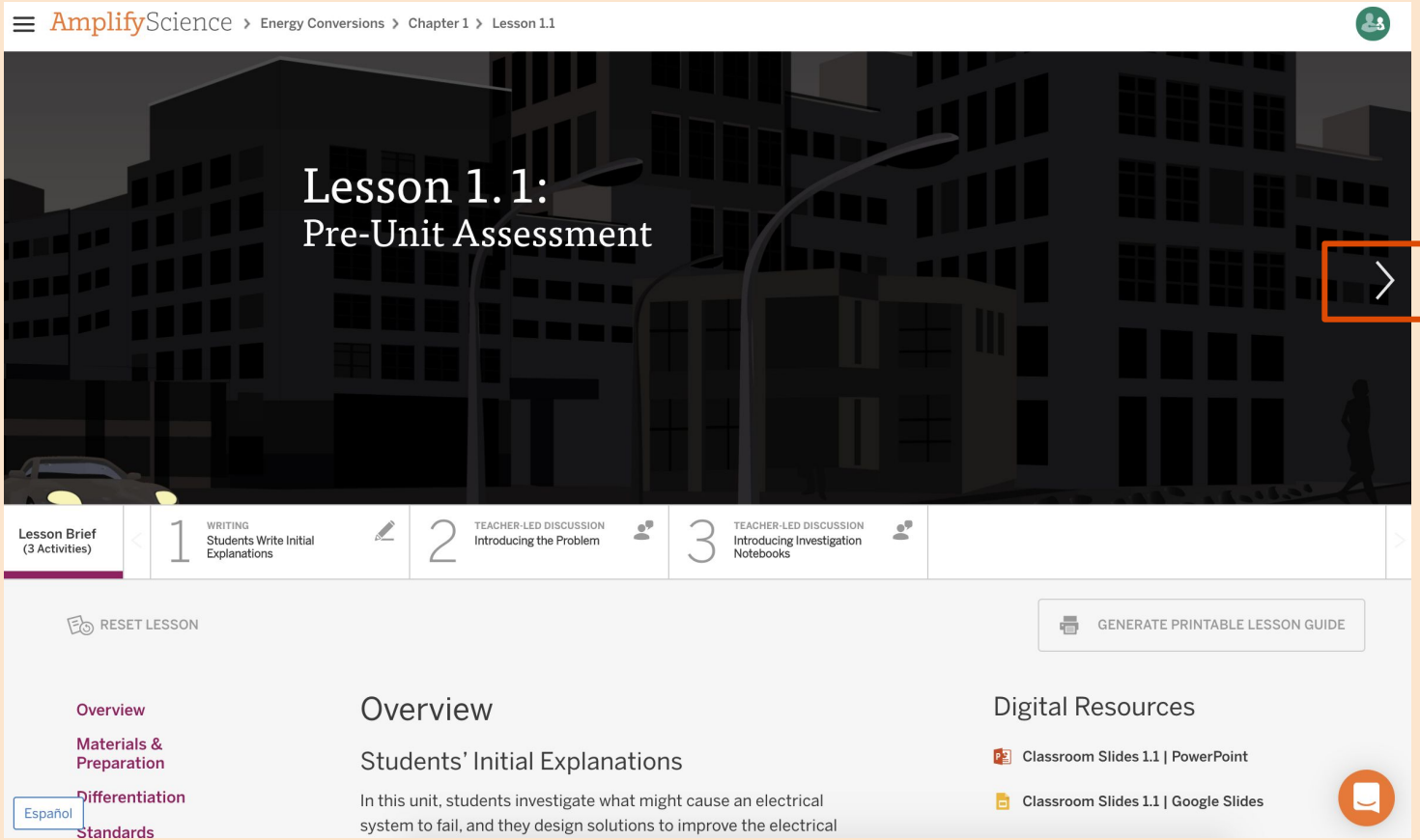
Hidden slide: Chapter 1 landing page



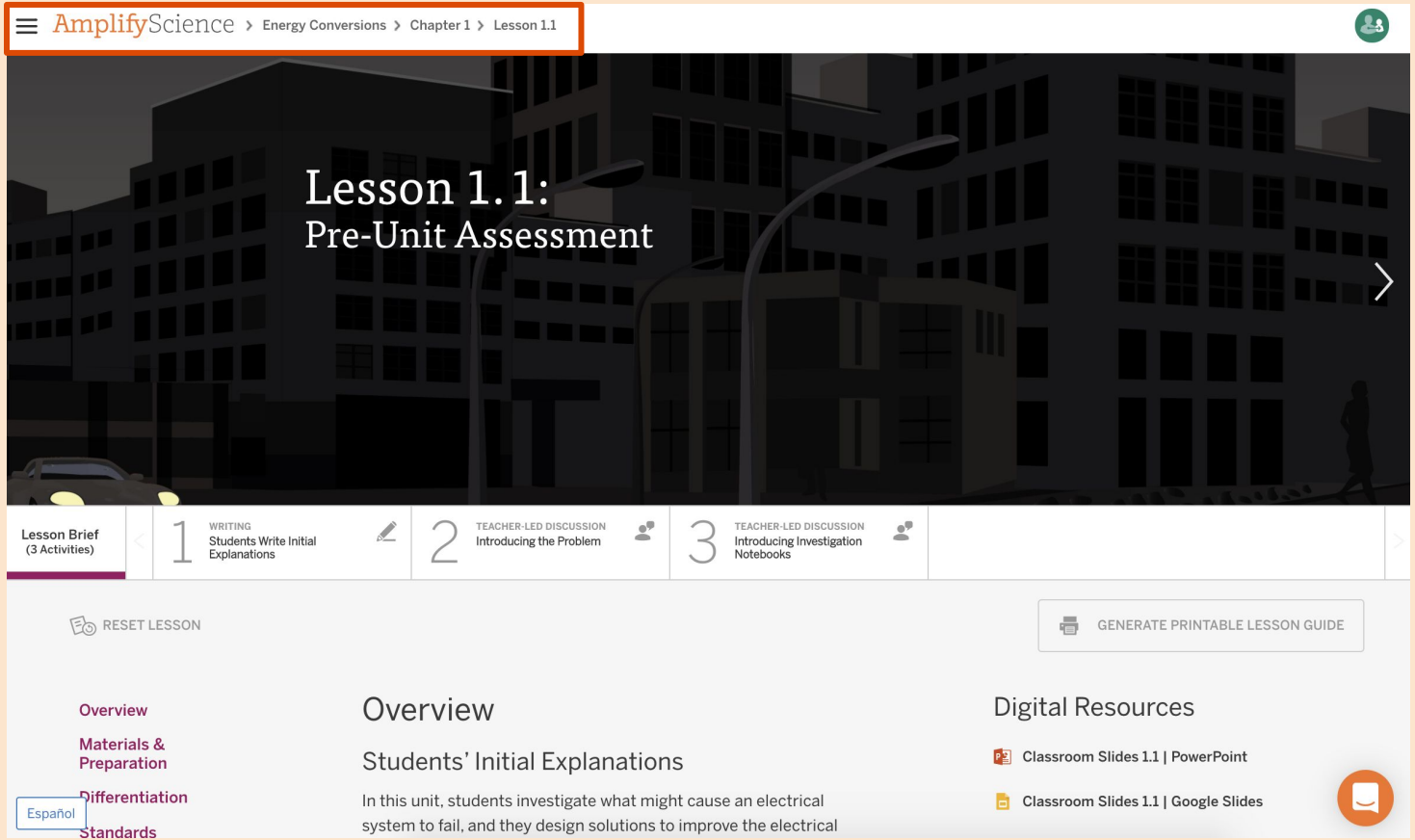
Hidden slide: Lesson 1.1 Lesson Brief



Hidden slide: Using arrows to navigate between lessons in order



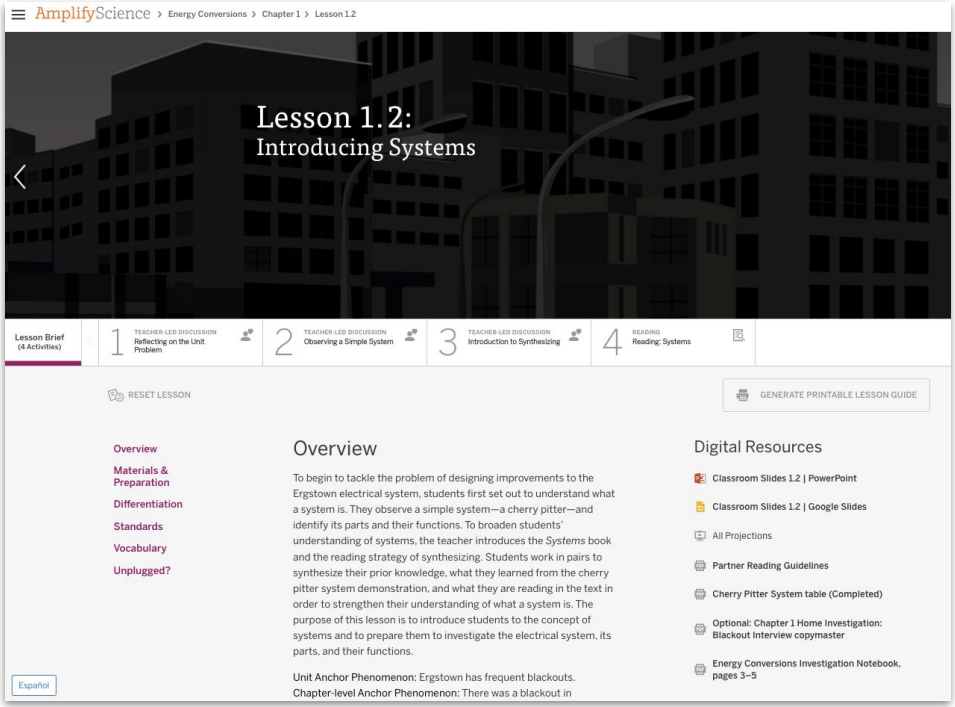
Hidden slide: Using the breadcrumb trail to navigate to a specific lesson



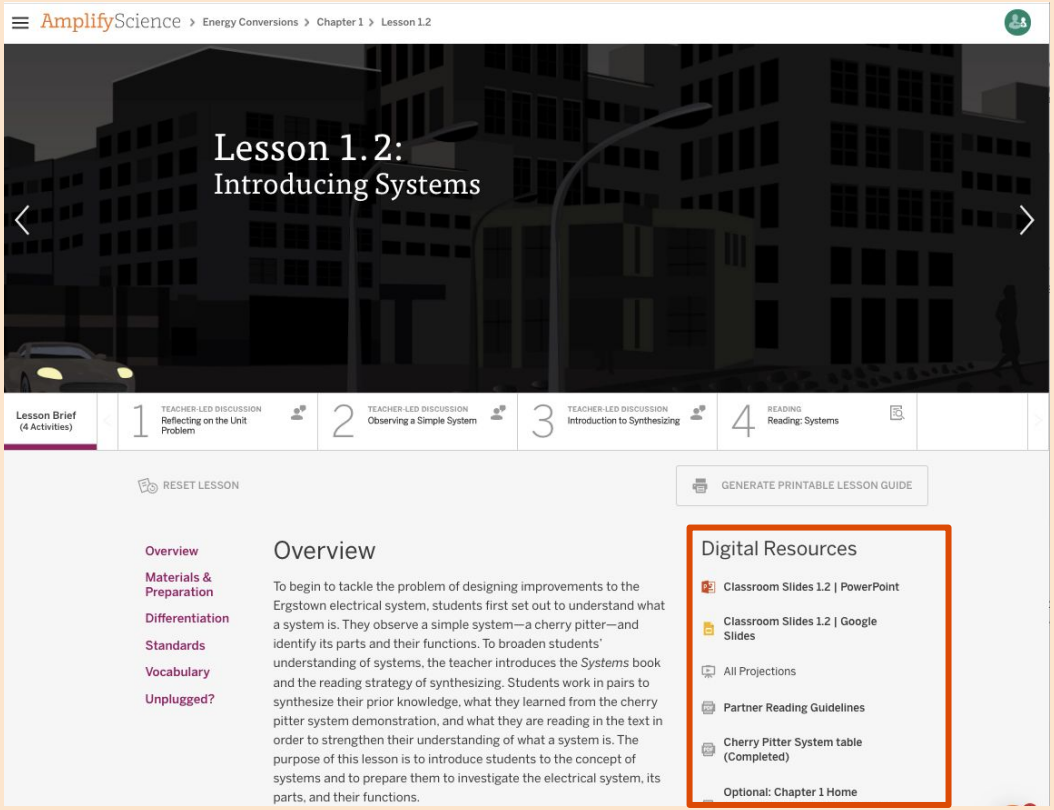
Preparing to teach a lesson

Lesson Brief

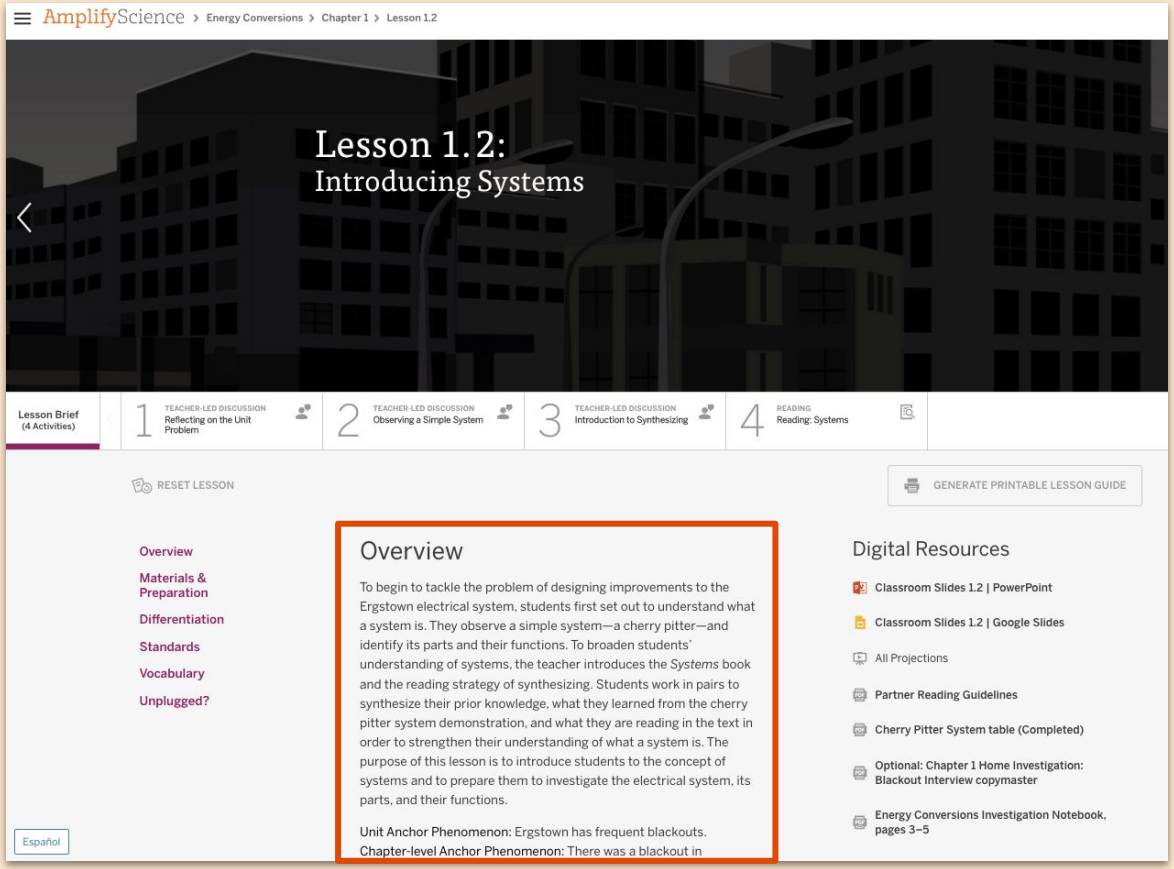
Use the Lesson Brief for information about lesson timing, materials and preparation, and differentiation suggestions.



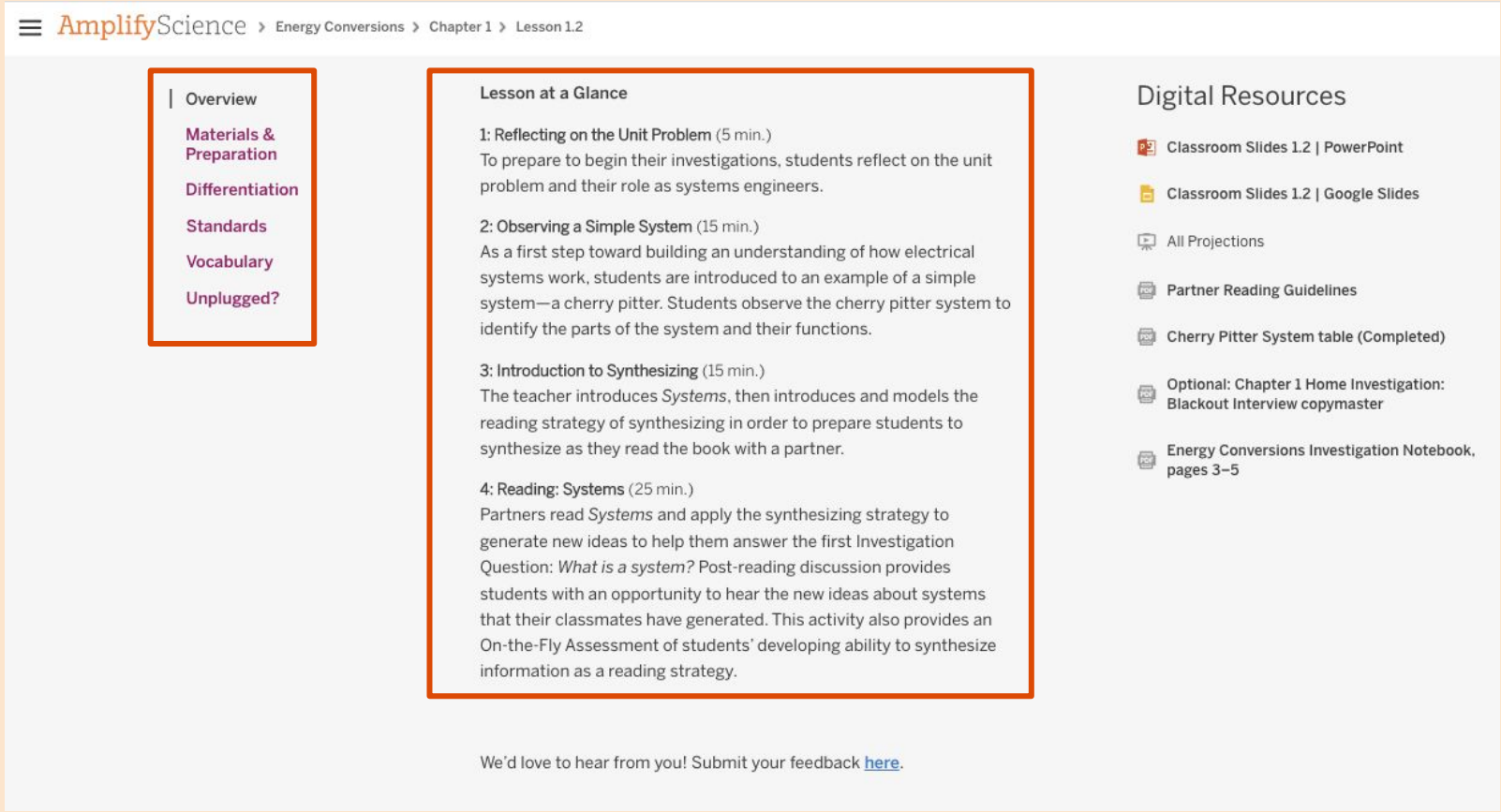
Hidden slide: Digital resources



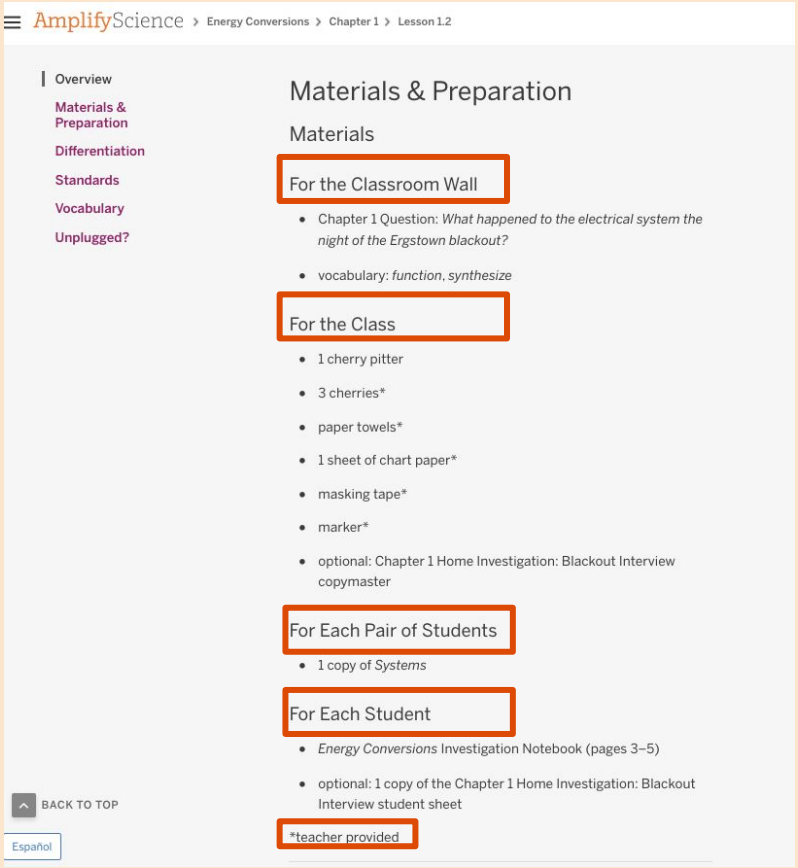
Hidden slide: Overview

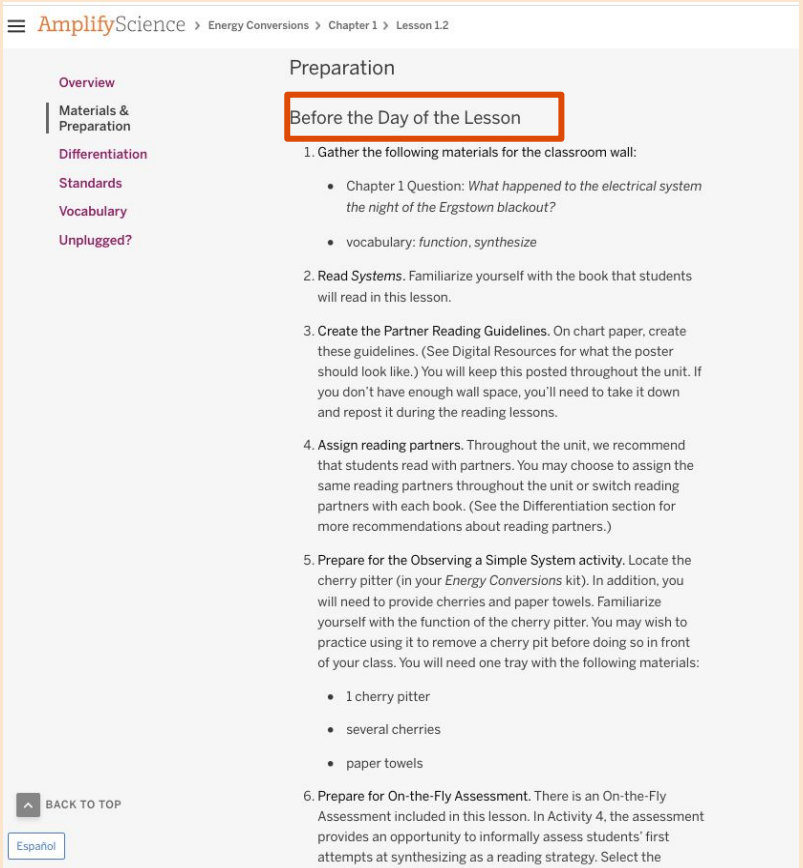


Hidden slide: Lesson at a Glance and floating menu

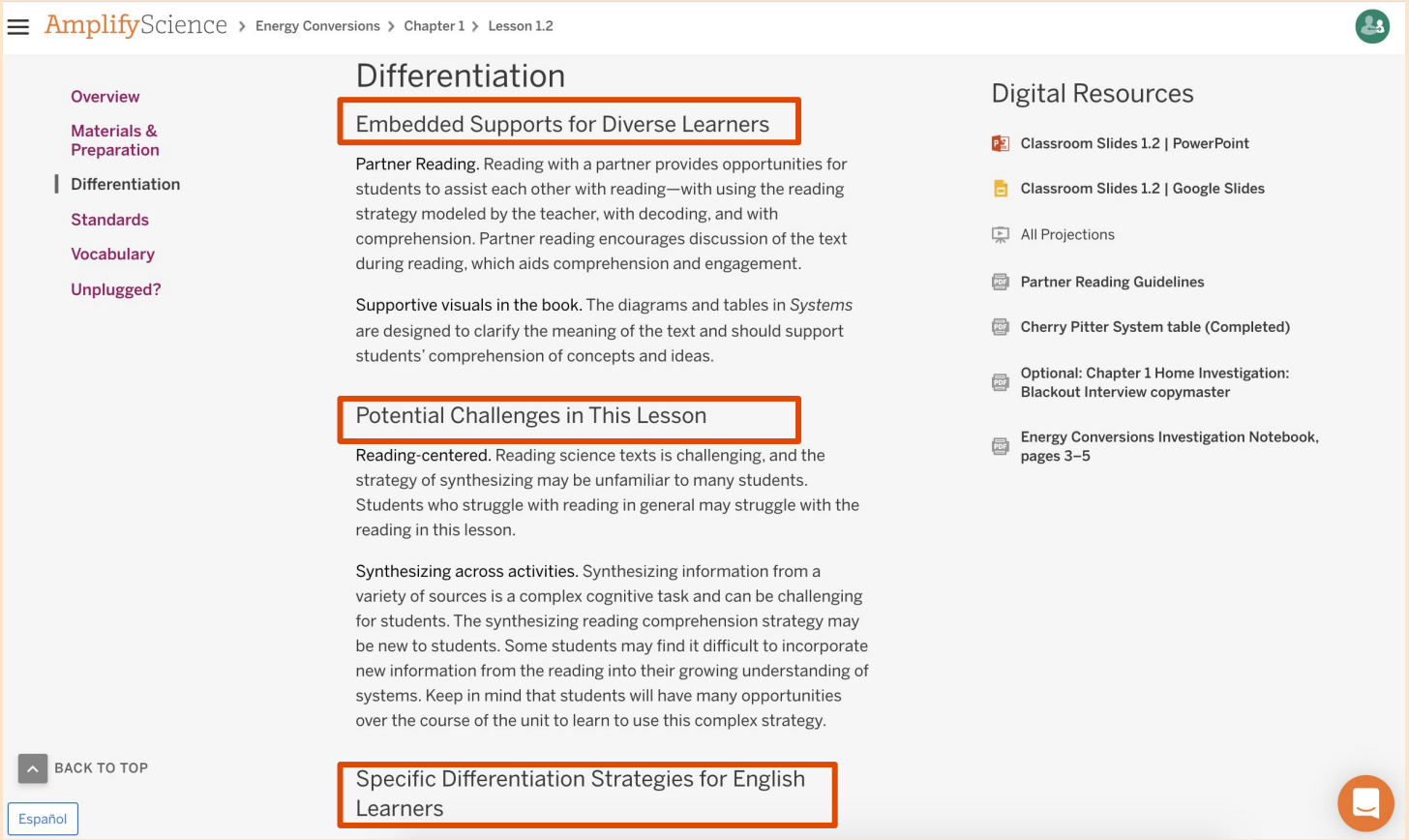


Hidden slide: Materials and preparation





Hidden slide: Differentiation

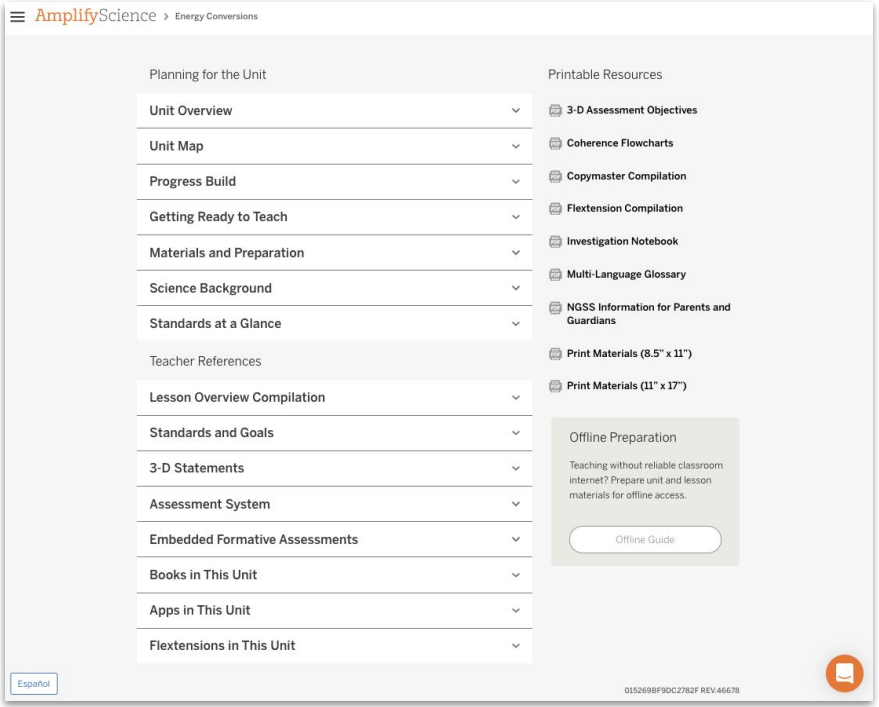


Unit Guide

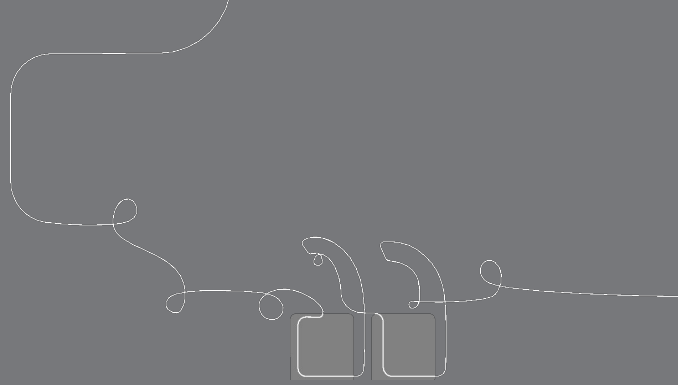
Pgs. 6-7

The Unit Guide is a collection of resources to support planning and day-to-day instruction in the unit.

You can access the Unit Guide on the Unit landing page below the chapter buttons.



Questions?

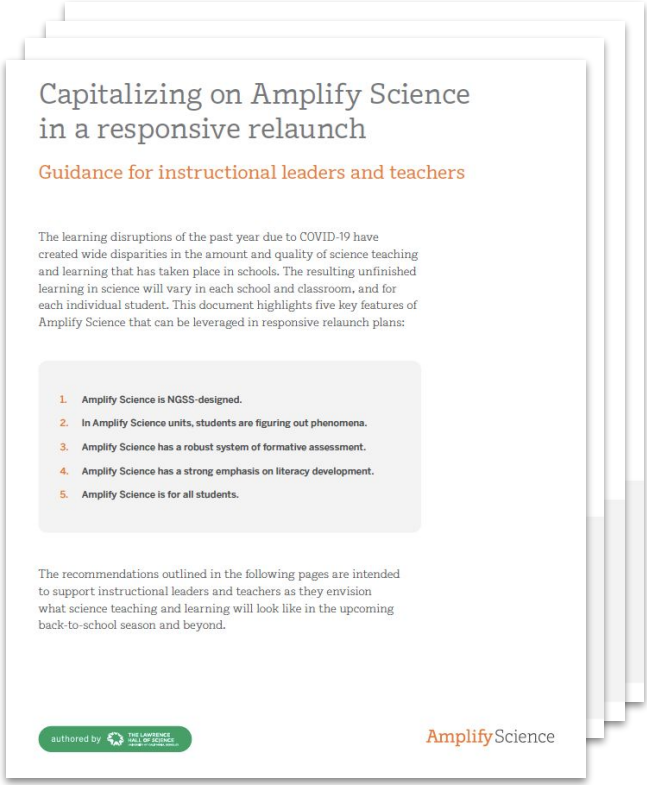


Capitalizing on Amplify Science in a responsive relaunch

Pgs. 8-14

Amplify Science…

- Is **NYSSLS-designed**
- Engages students in figuring out **phenomena**
- Has a robust system of **formative assessment**
- Has a strong emphasis on **literacy** development
- Is for **all** students



“As you transition back to in-person learning, it’s time to shift back to the standard Amplify Science curriculum to fully meet the NGSS.”

-Capitalizing on Amplify Science in a responsive relaunch

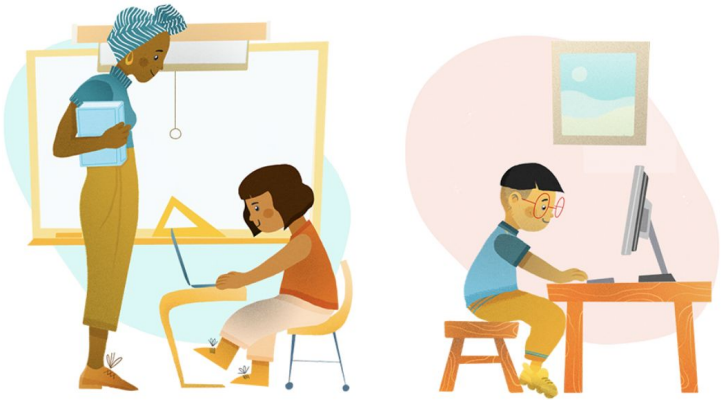
Comparative experience

@Home resources and the standard Amplify Science curriculum

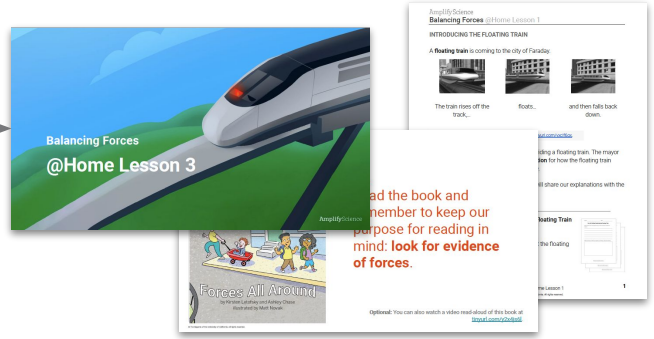
As we compare the versions of the model lesson, consider the ways in which the standard curriculum provides a **deeper and more equitable learning experience** for all students.

Amplify Science@Home

Resources for remote and hybrid teaching



Amplify Science@Home



@Home Units

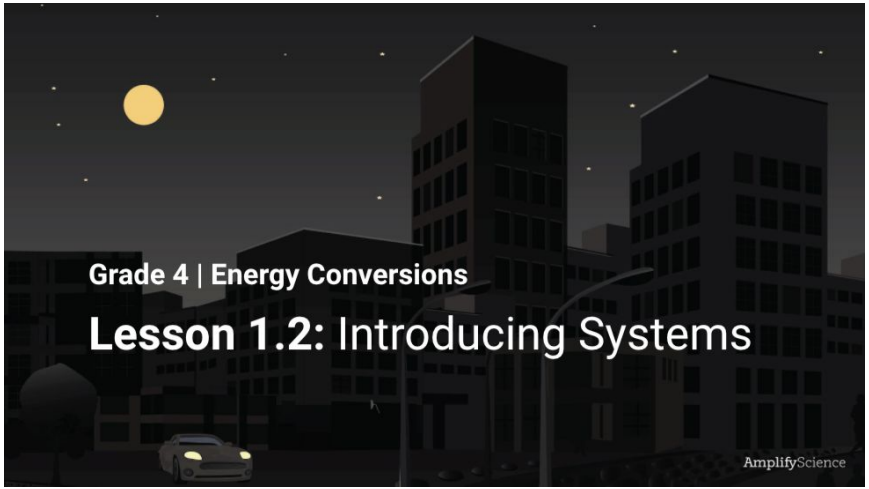
@Home Videos

Energy Conversions

The purpose of this lesson is to introduce students to the concept of systems and to prepare them to investigate the electrical system, its parts, and their functions.

Standard Curriculum Lesson 1.2

1. Reflecting on the Unit Problem
2. Observing a Simple System
3. Introduction to Synthesizing
4. Reading: Systems



Energy Conversions

Standard Curriculum Lesson 1.2

1. Reflecting on the Unit Problem
2. Observing a Simple System
3. Introduction to Synthesizing
4. Reading: Systems

@Home Lesson 2

1. Introducing the Ch. 1 Question
2. Observe a cherry pitter system
3. Read the book Systems

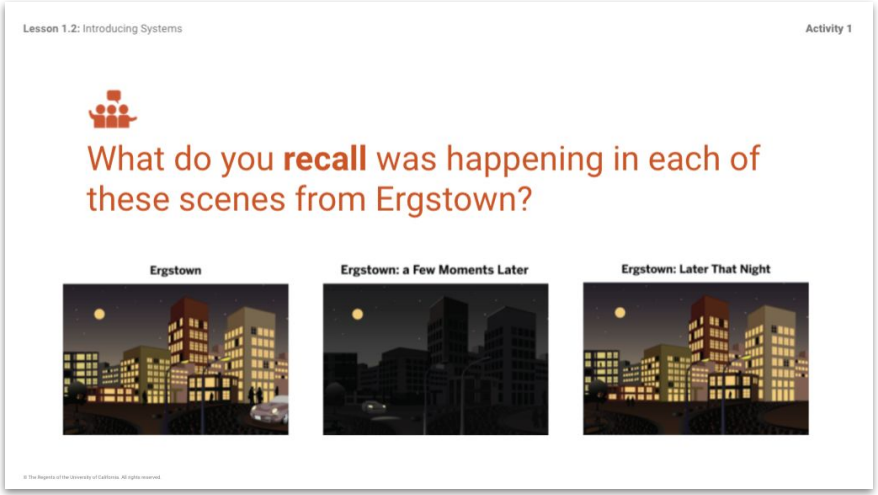
Energy Conversions Lesson 1.2: **Activity 1**

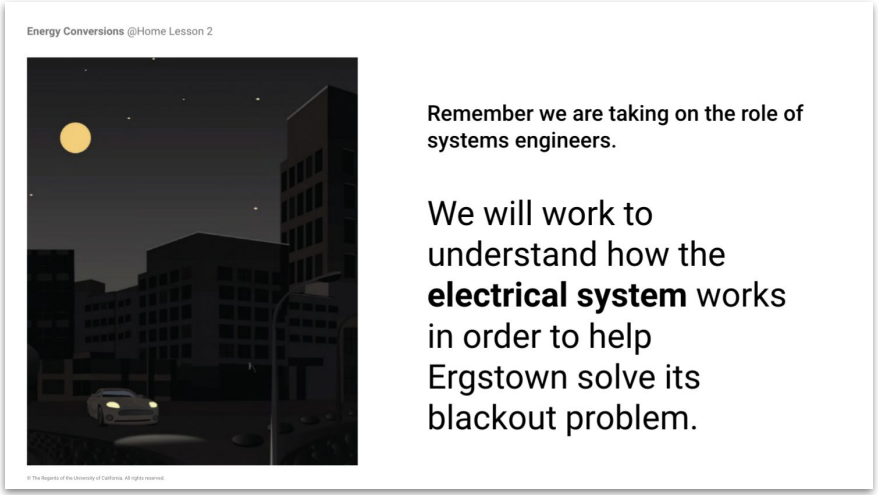
Standard curriculum

1. Reflecting on the Unit Problem

@Home Lesson

1. Introducing the Ch. 1 Question





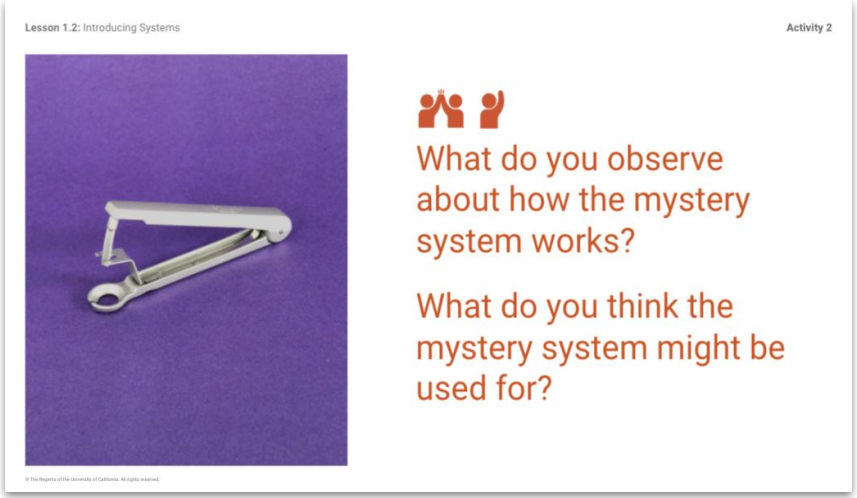
Energy Conversions Lesson 1.2: **Activity 2**

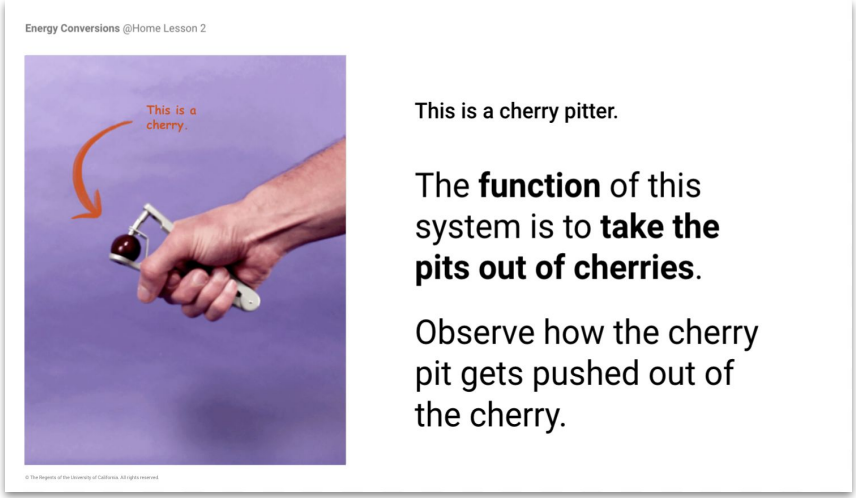
Standard curriculum

2. Observing a Simple System

@Home Lesson

2. Observe a cherry pitter system





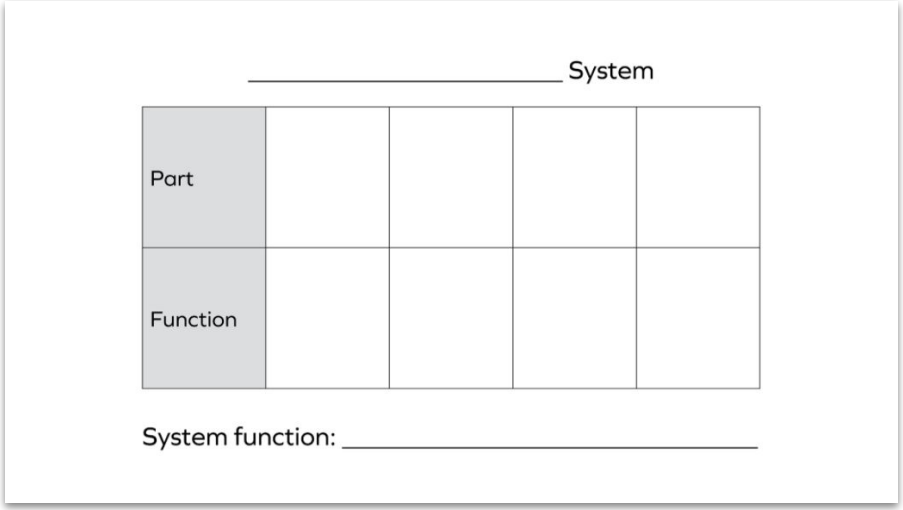
Energy Conversions Lesson 1.2: **Activity 2**

Standard curriculum

2. Observing a Simple System

@Home Lesson

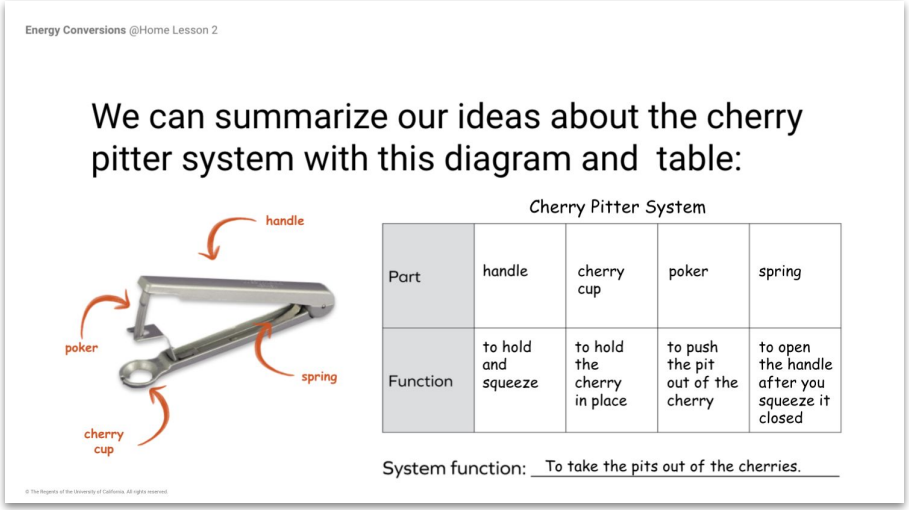
2. Observe a cherry pitter system



_____ System

Part				
Function				

System function: _____



Energy Conversions @Home Lesson 2

We can summarize our ideas about the cherry pitter system with this diagram and table:

Cherry Pitter System

Part	handle	cherry cup	poker	spring
Function	to hold and squeeze	to hold the cherry in place	to push the pit out of the cherry	to open the handle after you squeeze it closed

System function: To take the pits out of the cherries.

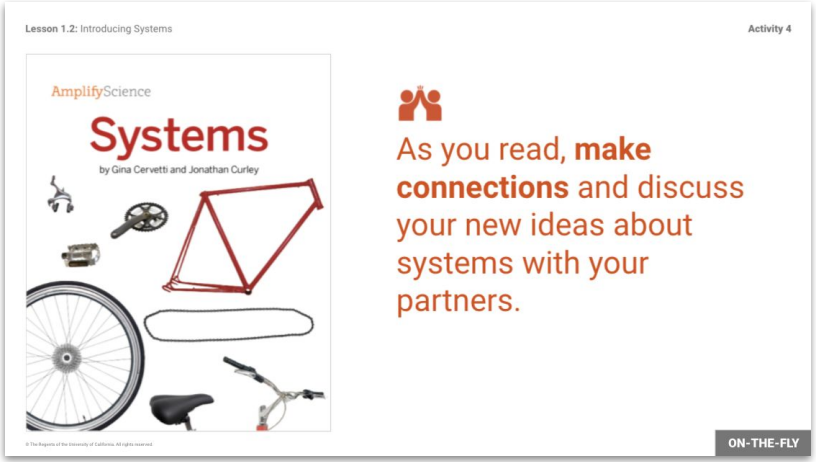
Energy Conversions Lesson 1.2: **Activities 3 and 4**

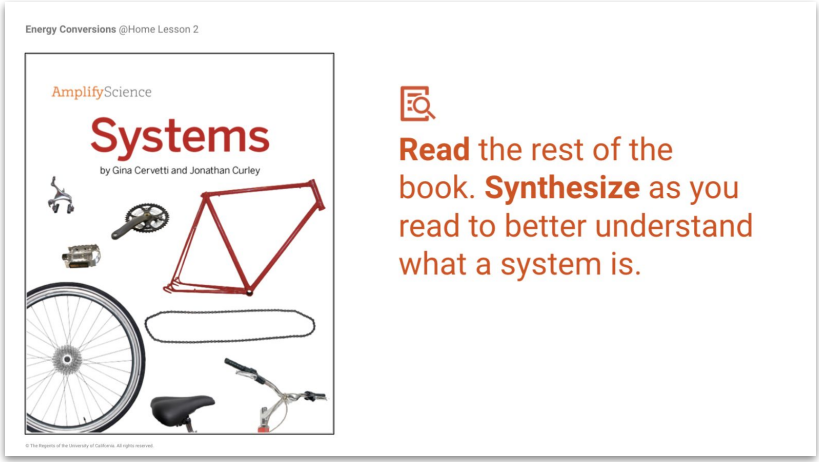
Standard curriculum

3. Introduction to Synthesizing
4. Reading: Systems

@Home Lesson

3. Read the book Systems

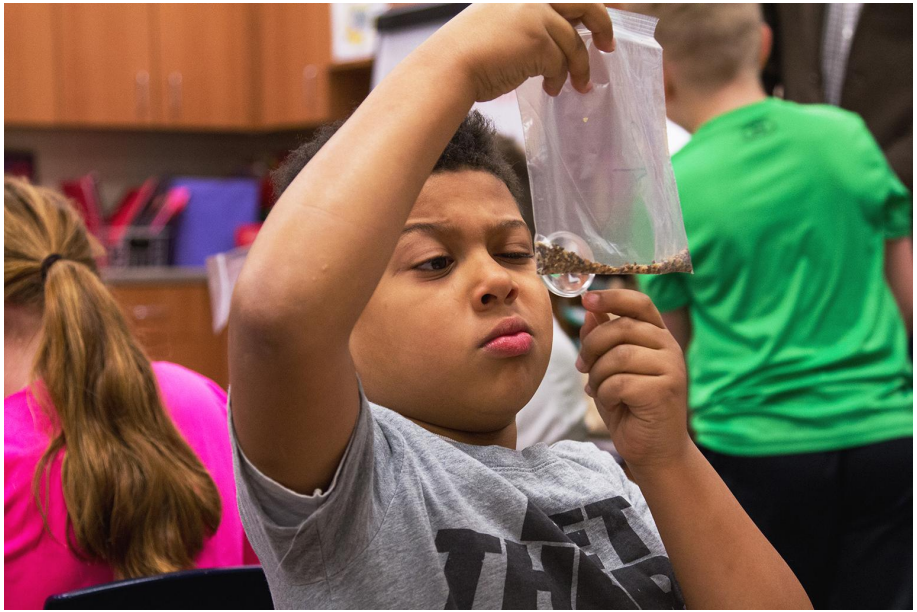




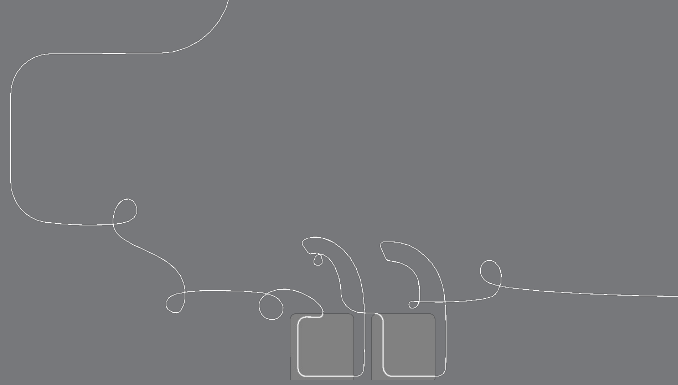
Reflection

@Home resources and the standard Amplify Science curriculum

How does the version of the lesson from the standard curriculum provide a **deeper and more equitable learning experience** for all students?



Questions?



Capitalizing on Amplify Science in a responsive relaunch

Pgs. 8-14

Amplify Science…

- Is **NYSSLS-designed**
- Engages students in figuring out **phenomena**
- Has a robust system of **formative assessment**
- Has a strong emphasis on **literacy** development
- Is for **all** students

1. Amplify Science is NGSS-designed.

The Next Generation Science Standards (NGSS) are not a list of discrete pieces of knowledge for students to acquire; rather, the **three dimensional structure of the NGSS** supports students in deepening their understanding of disciplinary core ideas across grade bands, by engaging in science and engineering practices and using Crosscutting Concepts. Thus, our systems of relaunch should emphasize helping students continue to progress in their ability to figure out, like a scientist, using all three dimensions.

How can this feature of Amplify Science support our responsive relaunch plans?

- Amplify Science learning experiences are three dimensional.
- The Science and Engineering Practices (SEP) and Crosscutting Concepts (CCC) are not specified at each grade level but rather defined with increasing sophistication in each grade band (K–2, 3–5, 6–8). Therefore there is no "loss" of these dimensions, only opportunities to strengthen them in the upcoming year.
- The content in the Disciplinary Core Ideas (DCI) spirals and is not taught in each grade level, but rather in each grade band (K–2, 3–5, 6–8). This means there are no direct dependencies in teaching one grade level's content from the grade level prior.
- Each Amplify Science unit can be taught independently and includes supports to make sure all students can succeed regardless of their prior instruction. For unit-specific information, see the Standards and Goals Unit Guide document in the section called, "How This Unit Fits into the Amplify Science Curriculum." This section provides useful information about where a unit's ideas fit in the trajectory of core ideas, as well as guidance around prerequisite knowledge for accessing the unit.

What are recommendations for capitalizing on this feature of Amplify Science?

- Move forward with this year. Focus on the current grade level standards and units rather than working to identify "missing" content or trying to backfill discreet science ideas from the previous year.
- Continue strengthening the use of the Science and Engineering Practices and Crosscutting Concepts. Authentic engagement and development of these scientific critical thinking skills is what allows students to apply their knowledge to real-world situations in and out of the classroom.
- Use a system of formative assessment to monitor student understanding (see more details in the next feature).

Can I continue to use the Amplify Science @Home Units in my responsive relaunch plans?

As you transition back to in-person learning, it's time to shift back to the standard Amplify Science curriculum to fully meet the NGSS. The @Home Units were designed only for use in remote and hybrid teaching settings. During the year of disrupted schooling, they provided a way for all students, regardless of time constraints or materials access, to be exposed to activities related to figuring out phenomena. To create these instructional materials, about 50% of activities were cut, resulting in learning experiences that do not fully engage students using all three dimensions. Examples include: less explicit instruction in disciplinary literacy practices, modifications to hands-on investigations, limited opportunities for student-to-student discourse, and a reduction of opportunities to apply and reflect. Because these are core components of students' engagement in deep learning towards figuring out phenomena, we do not recommend using the @Home Units for in-person instruction. As needed, the materials can be used in instances where a student is absent, as they can be completed asynchronously.

Amplify Science...

is NYSSLS-designed

Key points:

- Students progress in their ability to figure out using three dimensions across multiple years.
- Disciplinary Core Ideas spiral across grade bands (K-2, 3-5, 6-8).
- Amplify Science units are not dependent on specific science concepts from previous grades.

Key recommendations:

- Focus on standards and **units at your grade level** instead of revisiting “missing” content.

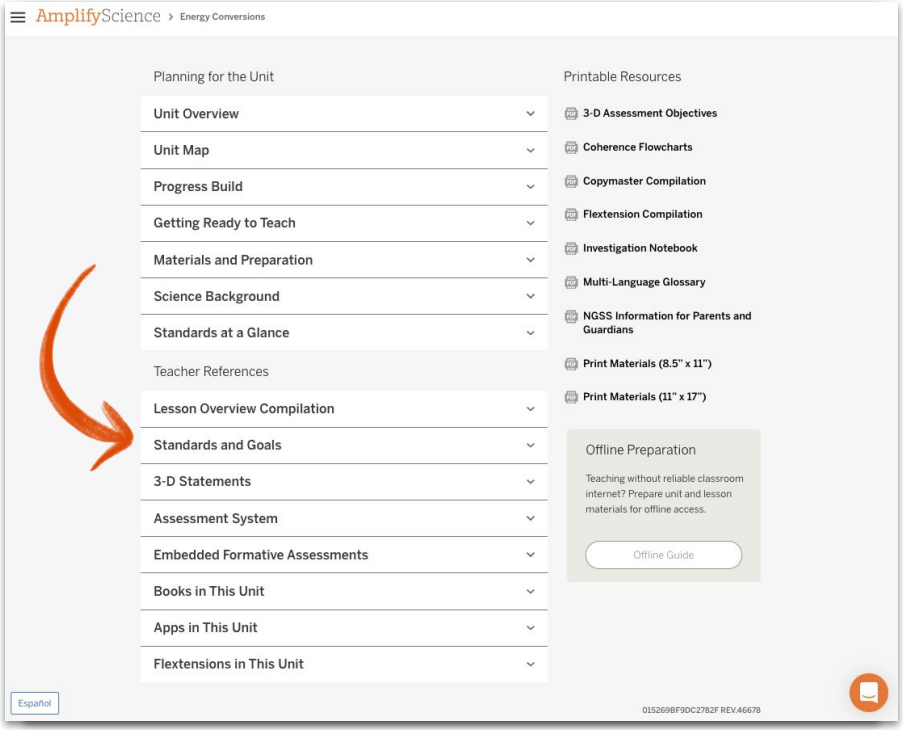
Amplify Science

is designed for NYSSLS

Navigate to the **Standards and Goals** document in your unit's Unit Guide.

Skim the following subsections:

- Trajectory of Core Ideas
- Prerequisite Knowledge



Amplify Science

engages students in figuring out phenomena

Key points:

- Figuring out phenomena increases student motivation and makes learning relevant.
- Students construct increasingly complete explanations of anchor phenomena throughout Amplify Science units.

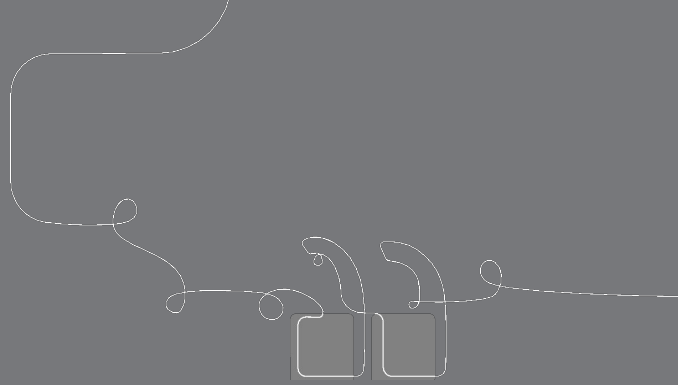
Key recommendations:

- Prioritize **teaching units fully** so students can come to a complex explanation of the unit phenomenon.

Key takeaway

Teaching **complete units at your grade level** is the best way to ensure your students progress along the Next Generation Science Standards as you return to onsite teaching.

Questions?



Amplify Science

has a robust system of formative assessment

Key points:

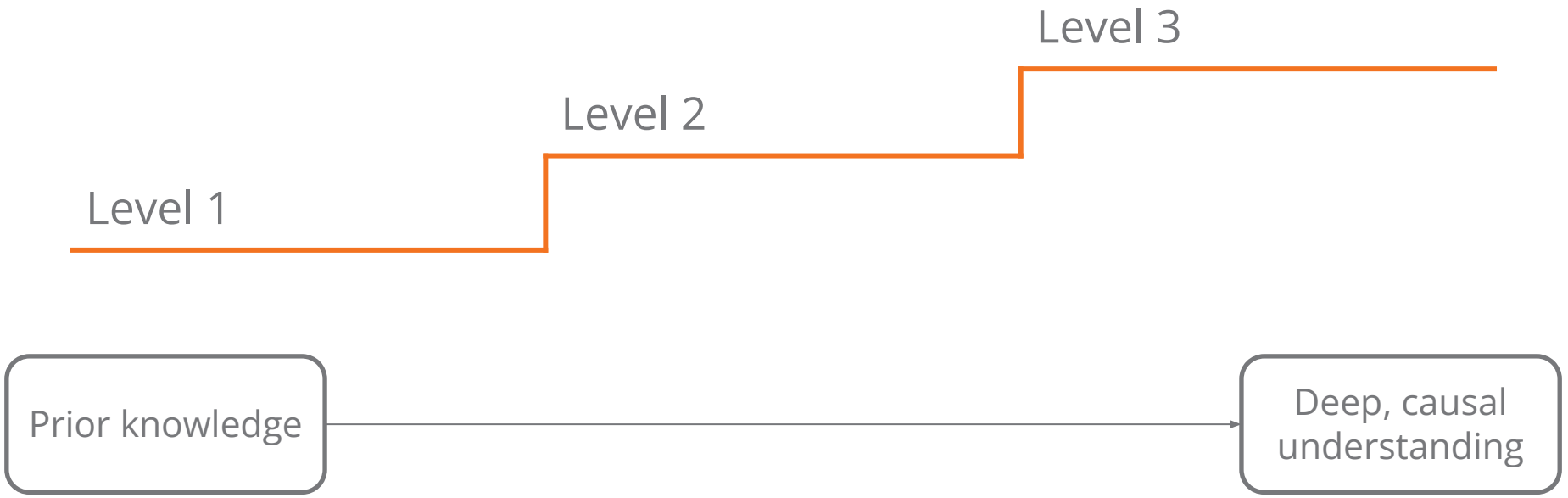
- Formative assessments in Amplify Science allow frequent insight into student learning in all three dimensions.
- Formative assessments include “Now what” suggestions for providing more support when needed.

Key recommendations:

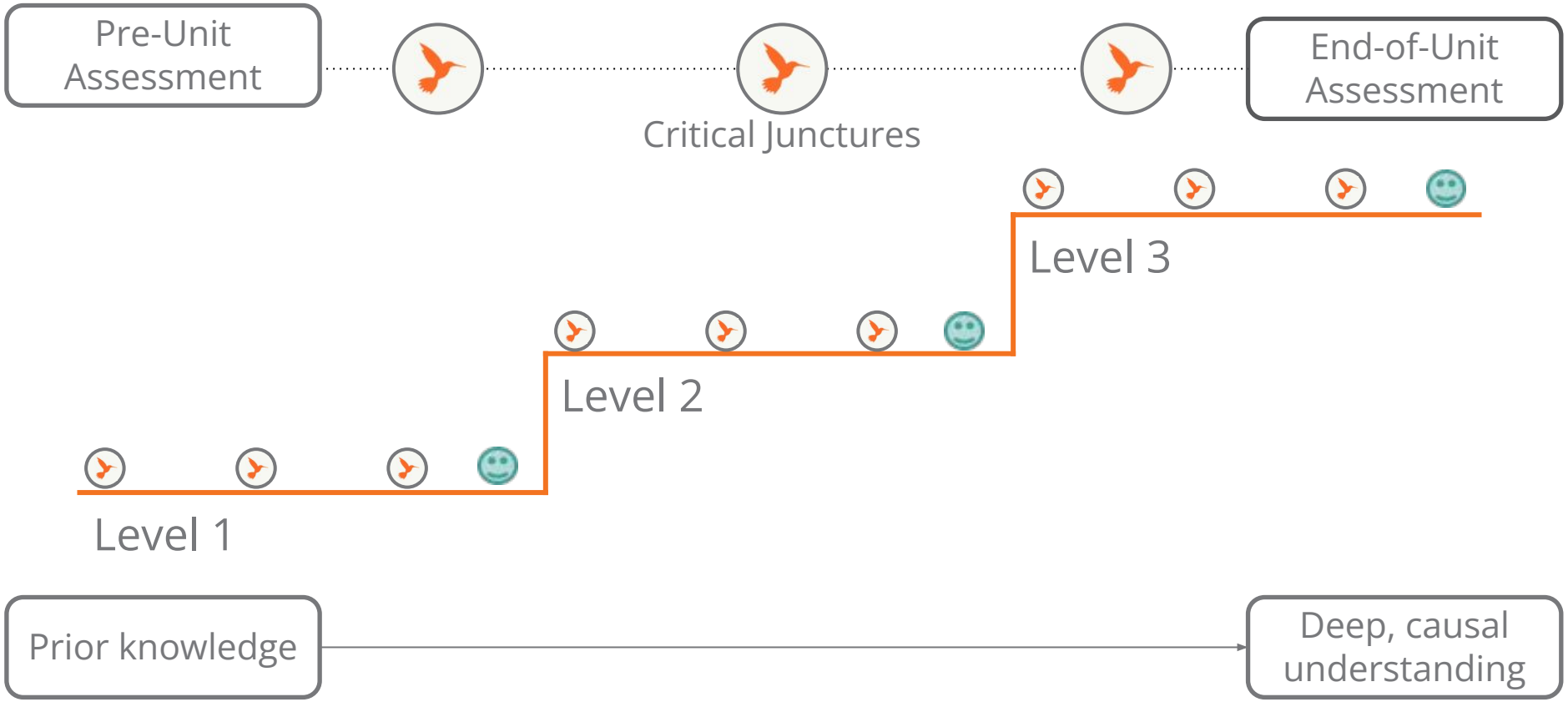
- Use unit resources to get familiar with the Assessment System. Formatively assess your students and adjust instruction as needed.

Progress Build

A unit-specific learning progression



On-the-Fly Assessments and Student Self-Assessments



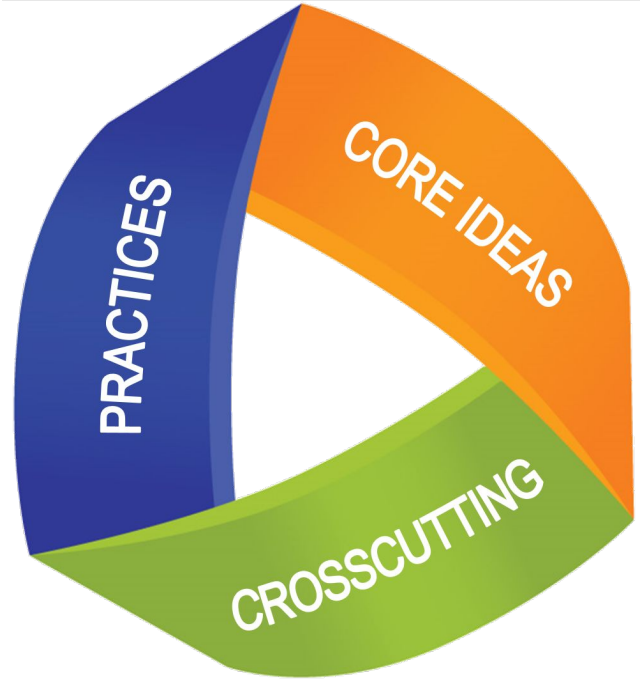
What is formative assessment?

Formative assessment is a cycle of eliciting, interpreting, and taking action on information about student learning.

Design Principles of Formative Assessment

- **Credible:** information from the assessment is trustworthy
- **Actionable:** information is at a level of specificity such that a teacher can use it to bolster instruction
- **Timely:** information comes at a time when a teacher is able to take action and when a student can productively leverage feedback

Assessment as a Three Dimensional System



Lesson 2.1, Activity 4:
Student Drawing and Discussion: The Function of Plant Parts

Assessment Type:
On-the-Fly Assessment

Evaluation Guidance:

- Look For/Now What? Notes

DCI:

- LS2.A: Interdependent Relationships in Ecosystems

SEPs:

- Practice 2: Developing and Using Models
- Practice 4: Analyzing and Interpreting Data
- Practice 7: Engaging in Argument from Evidence
- Practice 8: Obtaining, Evaluating, and Communicating Information

CCCs:

- Systems and System Models
- Structure and Function

Energy Conversions Progress Build

Level 1

Devices work by converting electrical energy to another form.

Level 2

Energy must be supplied from a source and converted or there is no electrical energy available for devices to convert.

Level 3

Electrical energy can be transferred by wires connecting the source converter to the device.

Pre-unit assessment

Critical Junctures

End-of-Unit Assessment

Situating an Assessment

Lesson 1.2 Purpose: The purpose of this lesson is to introduce students to the concept of systems and to prepare them to investigate the electrical system, its parts, and their functions.

Progress Build Level 1:

Devices work by converting electrical energy to another form.

Lesson 1.2 Overview: Activity 4

1: Reflecting on the Unit Problem (5 min.)
To prepare to begin their investigations, students reflect on the unit problem and their role as systems engineers.
2: Observing a Simple System (15 min.)
As a first step toward building an understanding of how electrical systems work, students are introduced to an example of a simple system—a cherry pitter. Students observe the cherry pitter system to identify the parts of the system and their functions.
3: Introduction to Synthesizing (15 min.)
The teacher introduces Systems, then introduces and models the reading strategy of synthesizing in order to prepare students to synthesize as they read the book with a partner.
4: Reading: Systems (25 min.)
Partners read Systems and apply the synthesizing strategy to generate new ideas to help them answer the first Investigation Question: What is a system? Post-reading discussion provides students with an opportunity to hear the new ideas about systems that their classmates have generated. This activity also provides an On-the-Fly Assessment of students' developing ability to synthesize information as a reading strategy.

Lesson 1.2, Activity 4

On-the-Fly Assessment 1: Synthesizing Information

Look for: This lesson provides students' first opportunity to learn about and discuss how to synthesize information as a reading strategy. They will continue to develop facility with this strategy throughout the unit through repeated practice. As you circulate, make note of what students are connecting to the reading and what deeper understanding they come to as a result. Are they connecting together relevant pieces of information from different sources? Are they using these connections to help them better understand systems?

Now what? If students are having trouble getting started with synthesizing, e[illegible]hey are connecting the reading to unrelated information, provide some additional models. You may wish to provide examples that combine information from the first section of *Systems* with information from other sources. Depending on how many students need this support, you could either coach a few students individually during the reading or you could work with a small group or the whole class. Be sure to remind students to keep in mind the goal of connecting pieces of information in order to come to a deeper understanding of the concept of systems.

Collecting Data

- How do you typically collect and record student data?
- What strategies have you successfully used for collecting data in a remote learning setting ?

Data Collection Tool Sample

Pg.22

Unit Name:
Lesson & Activity #:

Look for 1:

Look for 2: .

Student Name	Look for 1	Look for 2	Notes

Model Analysis: 1.2 Activity 1

Analyzing student data: refer to the Look for section of the Lesson's assessment and refer to your observation notes.

Taking action based on student data: refer to the Now what section of the lesson's assessment and consider how you might adjust instruction in your classroom.

Which misconception?	Which students?	When?	How?
❑ Key Concept ☑ Practice ❑ Crosscutting Concept Notes: Students should be able to synthesize as a reading strategy	Tristian Trent Wanda Zena	☑ In the moment ❑ In upcoming activity ❑ Outside of lesson Notes: During the activity itself.	❑ Keep an eye on certain students ☑ Provide additional instruction ❑ Revisit an activity Notes: Coach students listed as by providing models of connecting information from various sources to come to a deeper understanding of systems.

Planning for an Upcoming Assessment

1. Choose an upcoming assessment for your unit.

2. Plan using the template or your note catcher.

Unit: **Lesson:**			
Analyzing student data: refer to the Look for section of the Lesson ____ assessment. *(If using the @Home Units refer to the chapter assessment considerations).*		**Taking action based on student data:** refer to the Now what section of the ____ assessment and consider how you might adjust instruction in your classroom.	
How will I collect data?	**Which misconception?**	**When?**	**How?**
	❏ Key Concept ❏ Practice ❏ Crosscutting Concept Notes:	❏ In the moment ❏ In upcoming activity ❏ Outside of lesson Notes:	❏ Keep an eye on certain students ❏ Provide additional instruction ❏ Revisit an activity Notes:

Assessment System

Key takeaways: On-the-Fly and Critical Juncture Assessments

- Gather data about conceptual understanding, 3-D learning, literacy skills, and collaboration
- Embedded into instruction
- “Look for” defines what’s being assessed
- “Now what?” suggestions for providing differentiated support

Amplify Science

has a strong emphasis on literacy development

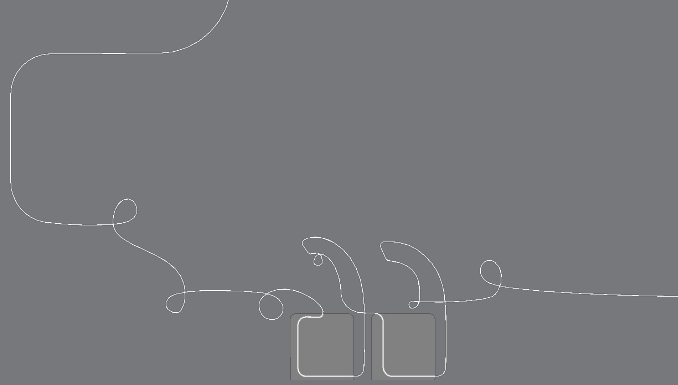
Key points:

- Amplify Science supports students with scientific reading, writing, speaking, and listening
- Literacy and discourse are key aspects of the work professional scientists do

Key recommendations:

- Use the standard curriculum as written to develop students' disciplinary literacy
- Attend to the CCSS-ELA standards addressed in Amplify Science lessons

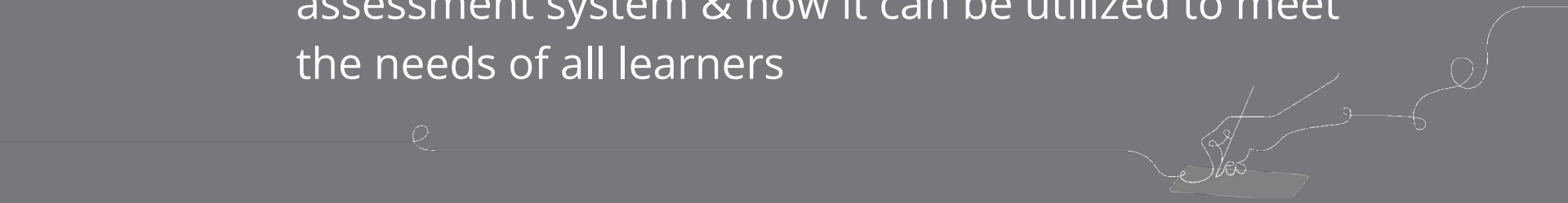
Questions?



Session 1 goals

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

- ☑ Explain the benefits & navigate to key resources related to transitioning to teaching with the standard Amplify Science curriculum
- ☑ Dig deeper into the Amplify Science formative assessment system & how it can be utilized to meet the needs of all learners



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.

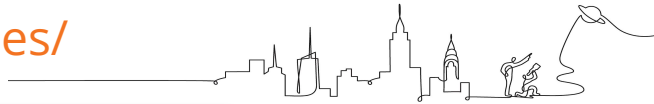
help@amplify.com

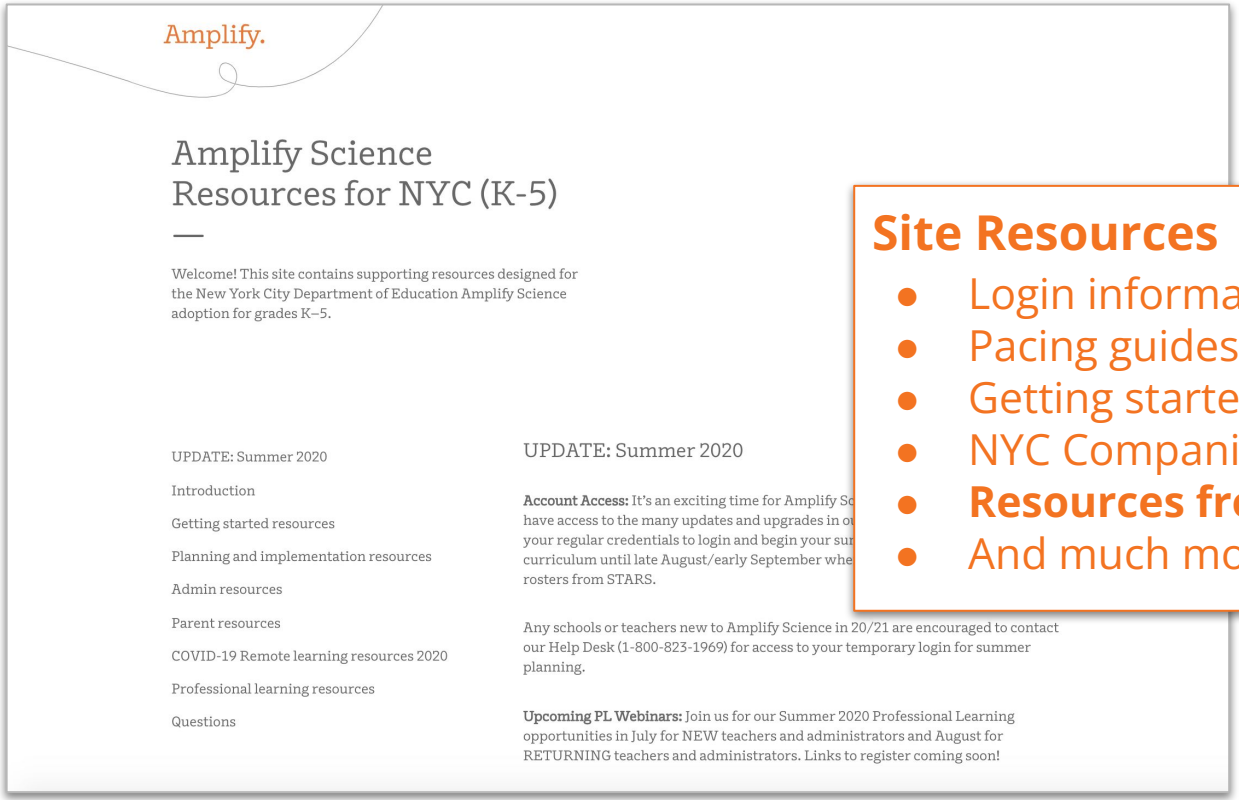
800-823-1969

Amplify Chat

New York City Resources Site

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





Site Resources

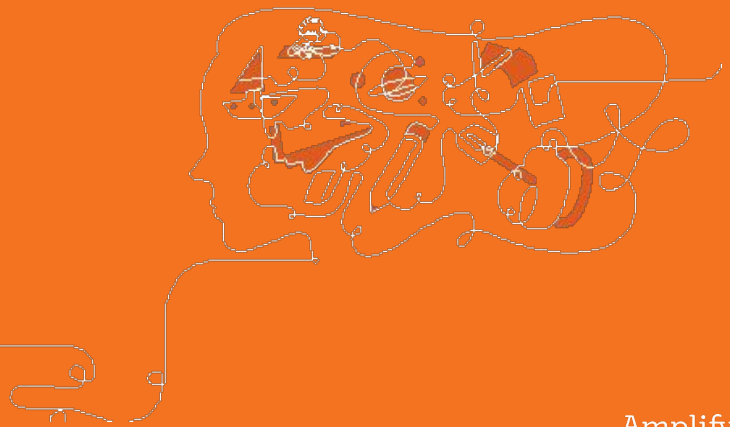
- Login information
- Pacing guides
- Getting started guide
- NYC Companion Lessons
- **Resources from PD sessions**
- And much more!

Please provide us feedback!

URL: https://www.surveymonkey.com/r/5DQW2T6

Presenter name:

Session Title:



Amplify.

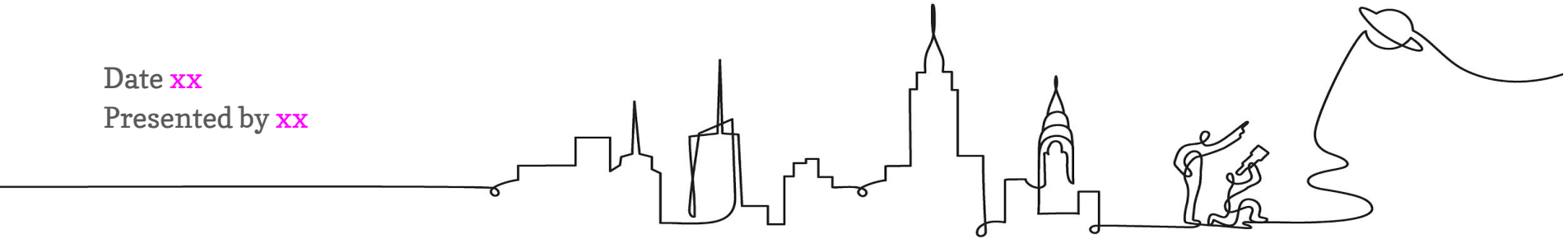
Thank you & be well!

Amplify Science
New York City

Exploring the Amplify Science Curriculum: Digging Deeper

Session 2: Grades 3-5

Date xx
Presented by xx



Welcome back! Opening reflection

Reflect & share your thoughts on Jamboard:

- Do you agree? Why or why not?
- What would you add to this quote? Why?
- What would you take away from this quote? Why?

Who are our Diverse Learners?

"Diverse learning is not based on race or dependent on a deficit model. Students who are considered gifted are also diverse learners. All students are diverse and unique, in their own right. Let's agree that diverse learning recognizes that all students have unique learning needs and we educators must be prepared to provide multiple entry points for all learners to access the rigor of the goals and standards."

Anonymous Educator

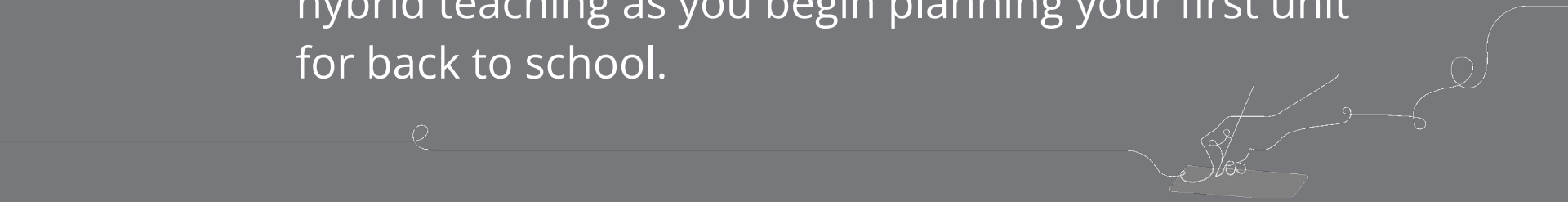
Norms: Establishing a culture of learners

- **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.

Goals for session #2

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

- ❏ Explore how the tools & activities in Amplify Science support equity, relevance, and engagement for all learners.
- ❏ Leverage successes and learnings from remote and hybrid teaching as you begin planning your first unit for back to school.



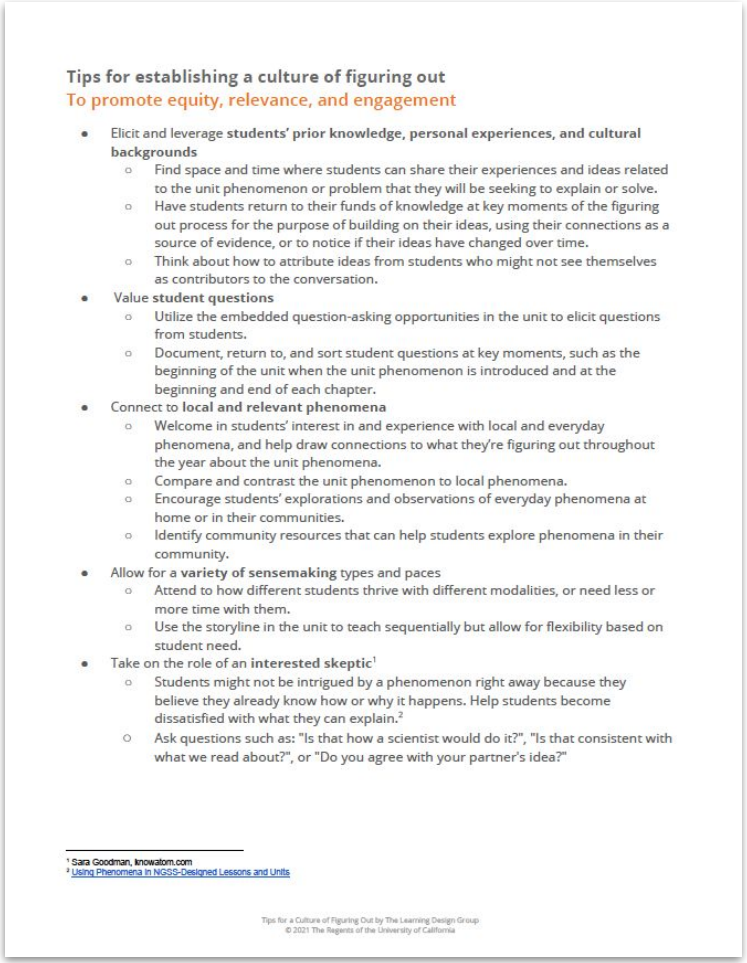
Plan for session 2

- Welcome back!
- Guidance for a responsive relaunch part 2
  - Supporting diverse learners
  - CR-SE
  - SEL
- Sensemaking
- Closing

Amplify Science

is for all students

Empower student scientists by establishing a **culture of figuring out** in your classroom.



Tips for establishing a culture of figuring out

To promote equity, relevance, and engagement

- Elicit and leverage **students' prior knowledge, personal experiences, and cultural backgrounds**
  - Find space and time where students can share their experiences and ideas related to the unit phenomenon or problem that they will be seeking to explain or solve.
  - Have students return to their funds of knowledge at key moments of the figuring out process for the purpose of building on their ideas, using their connections as a source of evidence, or to notice if their ideas have changed over time.
  - Think about how to attribute ideas from students who might not see themselves as contributors to the conversation.
- Value **student questions**
  - Utilize the embedded question-asking opportunities in the unit to elicit questions from students.
  - Document, return to, and sort student questions at key moments, such as the beginning of the unit when the unit phenomenon is introduced and at the beginning and end of each chapter.
- Connect to **local and relevant phenomena**
  - Welcome in students' interest in and experience with local and everyday phenomena, and help draw connections to what they're figuring out throughout the year about the unit phenomena.
  - Compare and contrast the unit phenomenon to local phenomena.
  - Encourage students' explorations and observations of everyday phenomena at home or in their communities.
  - Identify community resources that can help students explore phenomena in their community.
- Allow for a **variety of sensemaking** types and paces
  - Attend to how different students thrive with different modalities, or need less or more time with them.
  - Use the storyline in the unit to teach sequentially but allow for flexibility based on student need.
- Take on the role of an **interested skeptic**[1]
  - Students might not be intrigued by a phenomenon right away because they believe they already know how or why it happens. Help students become dissatisfied with what they can explain.[2]
  - Ask questions such as: "Is that how a scientist would do it?", "Is that consistent with what we read about?", or "Do you agree with your partner's idea?"

[1] Sara Goodman, knowatom.com
[2] Using Phenomena in NGSS-Designed Lessons and Units

Amplify Science

is for all students

Key points:

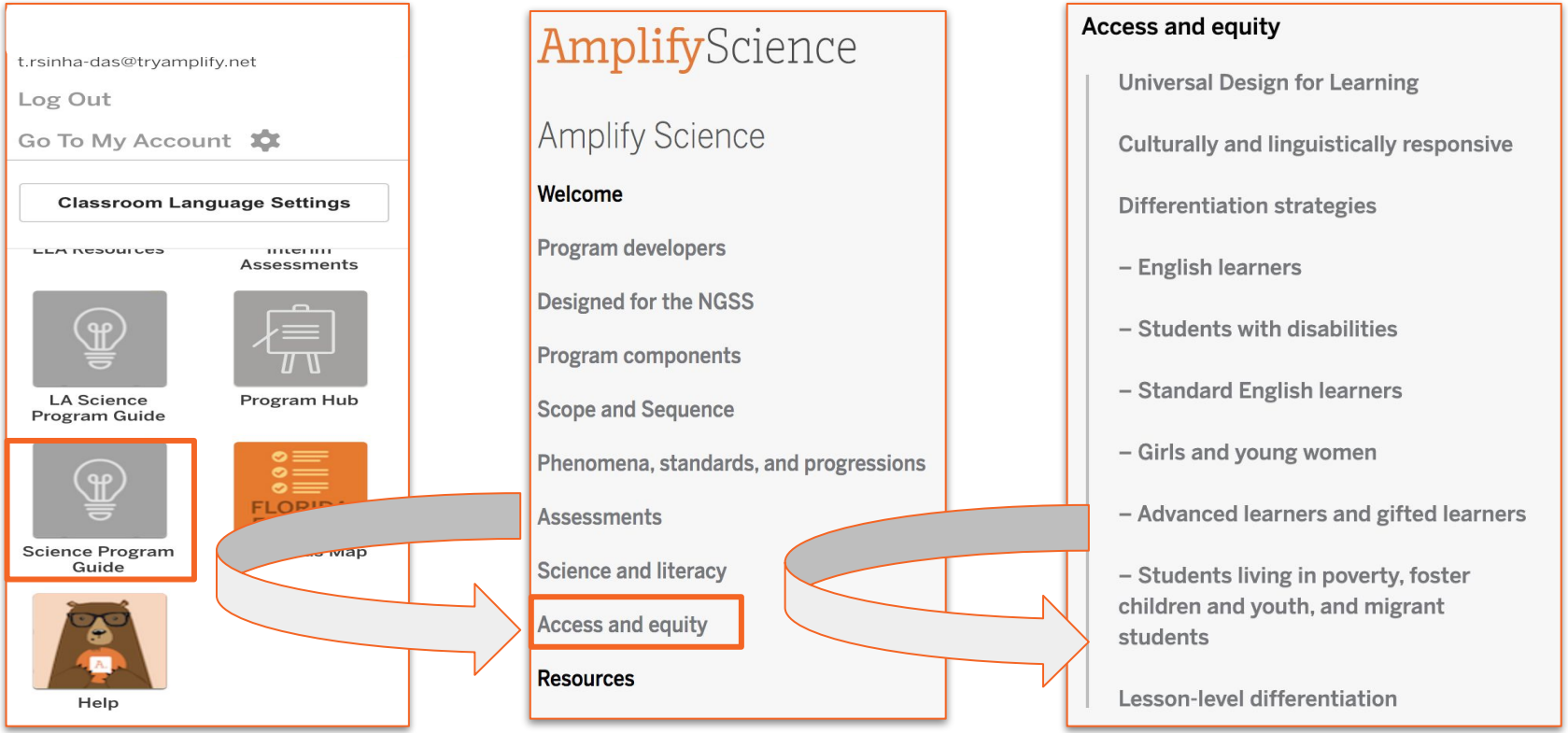
- Multimodal instruction provides multiple entry points into complex science ideas, and allows for multiple means of expression.
- Amplify Science prioritizes representation of diverse scientists.

Key recommendations:

- Leverage lesson-specific **differentiation resources** to support all learners in your class.

The Amplify Science curriculum was developed with supporting diverse learning needs in mind.

Differentiation strategies to support ALL students



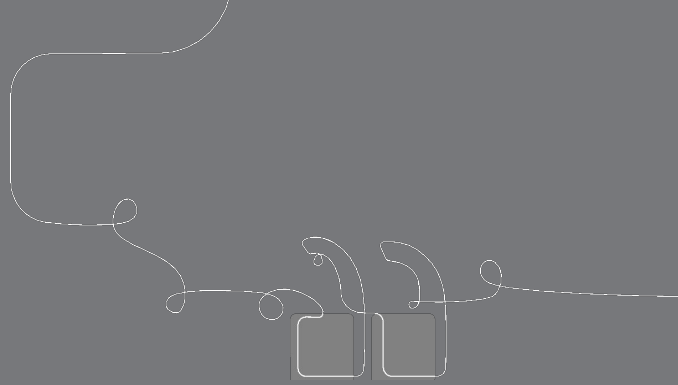
Amplify.

Diverse learner needs

Student population	Strategies for support
English learners	
Students with disabilities	
Standard English learners	
Girls and young women	
Advanced learners and gifted learners	
Students living in poverty, foster children and youth, and migrant students	

- In pairs, choose a **student population.**
- Jot down strategies you've read about from the **Program Guide** & those from your **own practice**.

Questions?



Culturally Responsive-Sustaining Education

Principles of the framework

Welcoming and affirming environment

High expectations and rigorous instruction

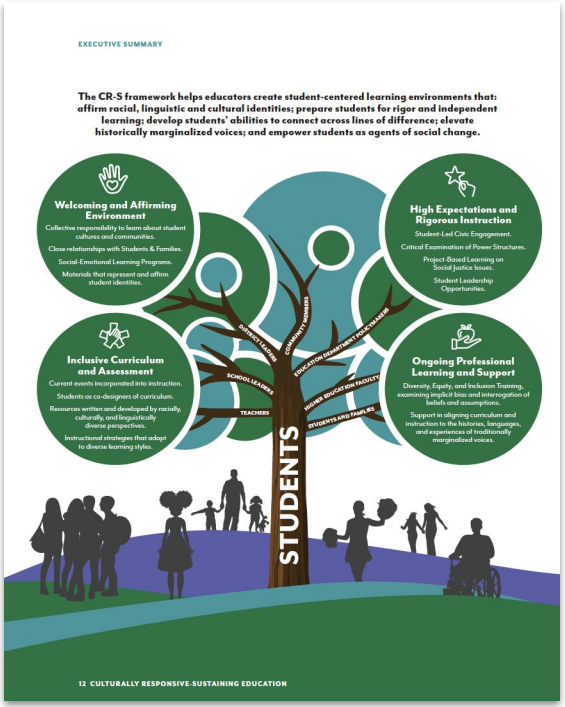
Inclusive curriculum and assessment

Ongoing professional learning

Read, reflect, & discuss

4 principles of CR-SE

- ❏ Take a few moments to review these principles.
- ❏ Reflect on how you already incorporate these principles into your regular practice.
- ❏ Share in the chat!



Pgs. 17-21

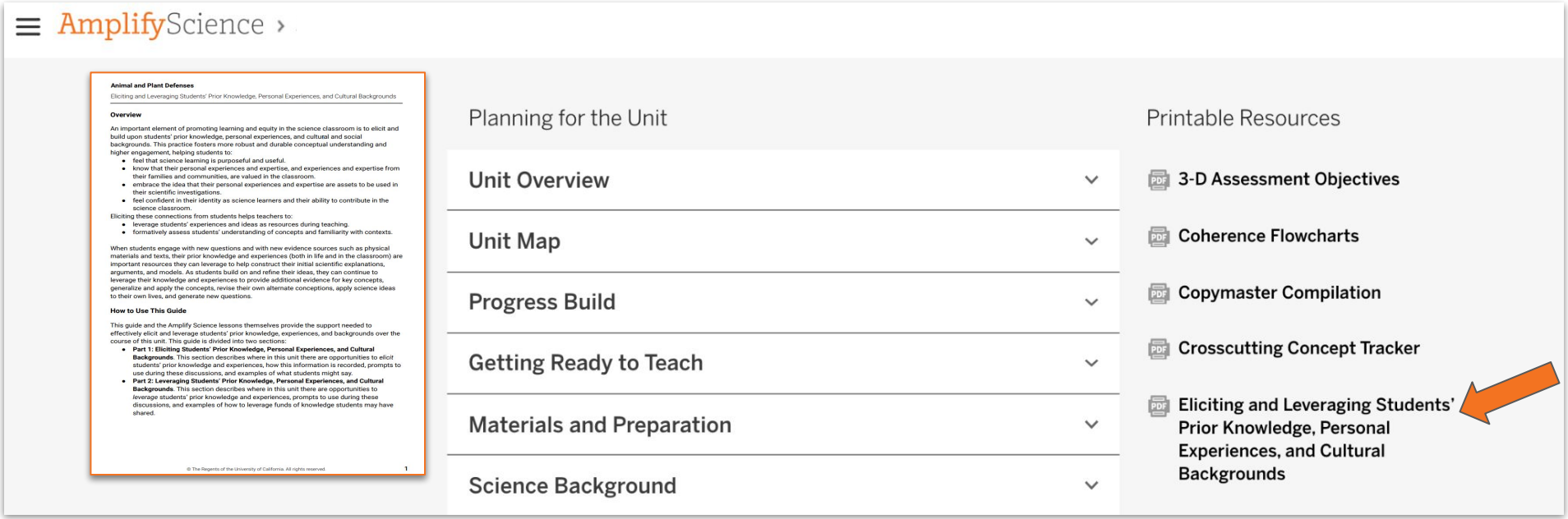
Culturally Responsive-Sustaining Education in Amplify Science

Collaborate in break-out rooms

- Each group will be randomly assigned 1 common element of equitable teaching & learning.
- Read respective blurb.
- Prepare a slides with words & images that best summarizes how Amplify Science supports each element. Be creative!

Eliciting and Leveraging Students' Prior Knowledge, Personal Experiences, and Cultural Backgrounds

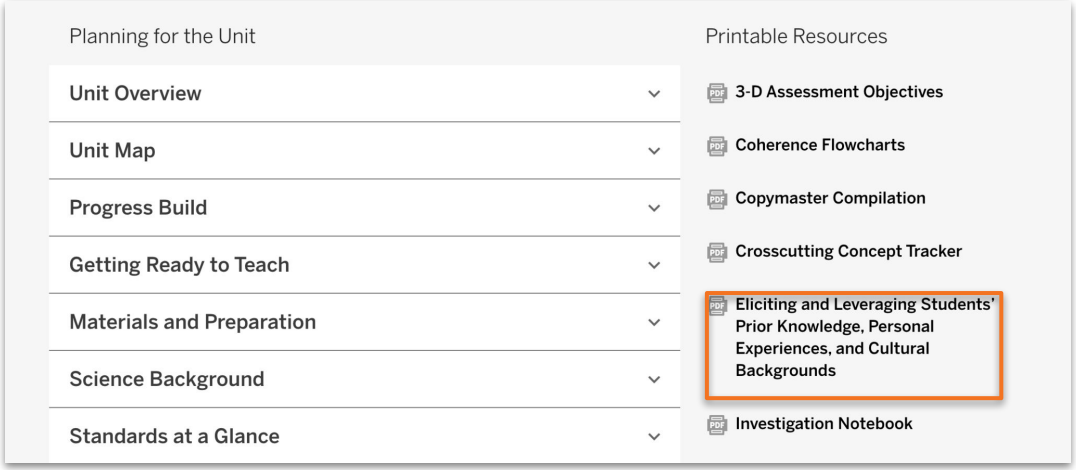
Unit-specific document



Read & reflect

Eliciting & leveraging student's prior knowledge & experiences

- ❑ Skim your first unit's "Eliciting & Leveraging Students' Prior Knowledge, Personal Experiences, & Cultural Backgrounds" document.
- ❑ Share one example in the chat of how you plan to leverage funds of knowledge students may share in your first unit.



Social Emotional Learning

5 Core Competencies

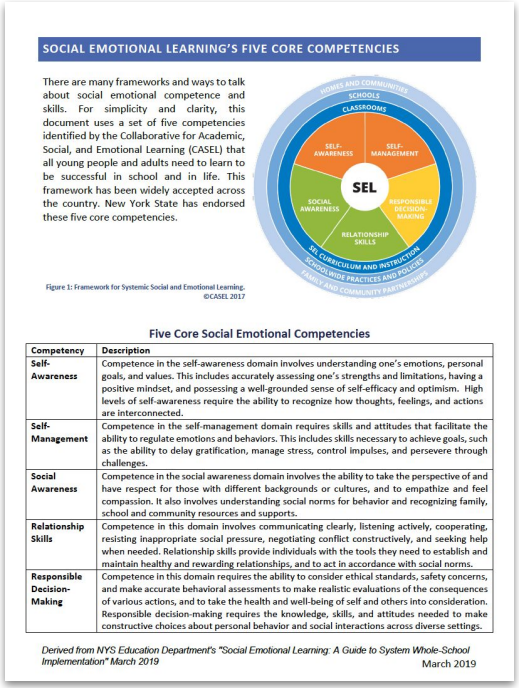
- Identified by the Collaborative for Academic, Social, & Emotional Learning (CASEL)
- Widely accepted across the country & adopted by NYS

Figure 1: Framework for Systemic Social and Emotional Learning.
©CASEL 2017

Read, reflect, & discuss

5 competencies of SEL

- Take a few moments to review these competencies.
- Reflect on how you already incorporate these competencies & skills into your instruction.
- Share in the chat!



SOCIAL EMOTIONAL LEARNING'S FIVE CORE COMPETENCIES

There are many frameworks and ways to talk about social emotional competence and skills. For simplicity and clarity, this document uses a set of five competencies identified by the Collaborative for Academic, Social, and Emotional Learning (CASEL) that all young people and adults need to learn to be successful in school and in life. This framework has been widely accepted across the country. New York State has endorsed these five core competencies.

Figure 1: Framework for Systemic Social and Emotional Learning. ©CASEL 2017

Five Core Social Emotional Competencies

Competency	Description
Self-Awareness	Competence in the self-awareness domain involves understanding one's emotions, personal goals, and values. This includes accurately assessing one's strengths and limitations, having a positive mindset, and possessing a well-grounded sense of self-efficacy and optimism. High levels of self-awareness require the ability to recognize how thoughts, feelings, and actions are interconnected.
Self-Management	Competence in the self-management domain requires skills and attitudes that facilitate the ability to regulate emotions and behaviors. This includes skills necessary to achieve goals, such as the ability to delay gratification, manage stress, control impulses, and persevere through challenges.
Social Awareness	Competence in the social awareness domain involves the ability to take the perspective of and have respect for those with different backgrounds or cultures, and to empathize and feel compassion. It also involves understanding social norms for behavior and recognizing family, school and community resources and supports.
Relationship Skills	Competence in this domain involves communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking help when needed. Relationship skills provide individuals with the tools they need to establish and maintain healthy and rewarding relationships, and to act in accordance with social norms.
Responsible Decision-Making	Competence in this domain requires the ability to consider ethical standards, safety concerns, and make accurate behavioral assessments to make realistic evaluations of the consequences of various actions, and to take the health and well-being of self and others into consideration. Responsible decision-making requires the knowledge, skills, and attitudes needed to make constructive choices about personal behavior and social interactions across diverse settings.

Derived from NYS Education Department's "Social Emotional Learning: A Guide to System Whole-School Implementation" March 2019

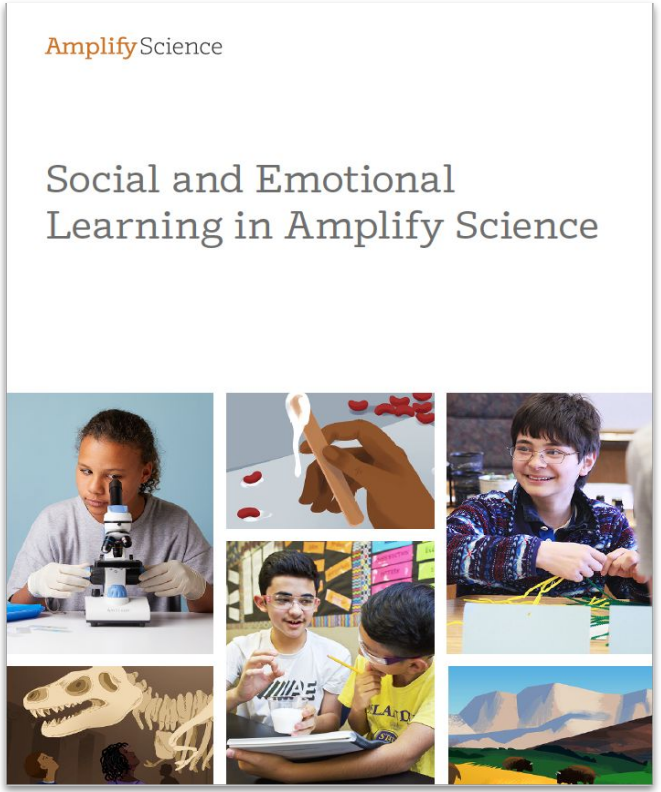
March 2019

Social & Emotional Learning in Amplify Science

Pgs. 25-29

Collaborate in break-out rooms

- Each group will be randomly assigned 1 competency.
- Read respective blurb.
- Prepare a slide with words & images that describes how Amplify Science supports each competency. Be creative!



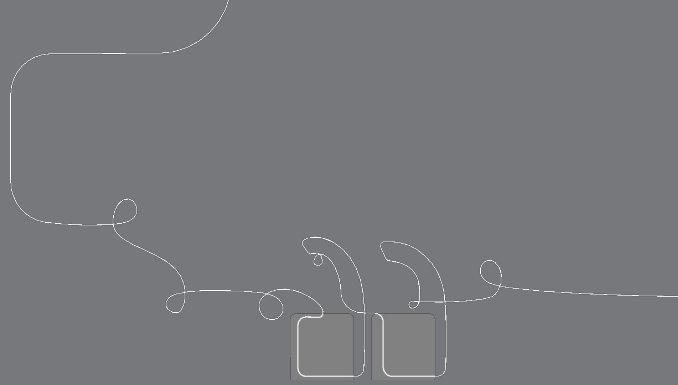
Key takeaway

Formative assessments, explicit literacy instruction, lesson-specific differentiation suggestions, & supports related to CR-SE & SEL are some of the **built-in tools** for ensuring your students have equitable access to rigorous science learning.

Plan for the day

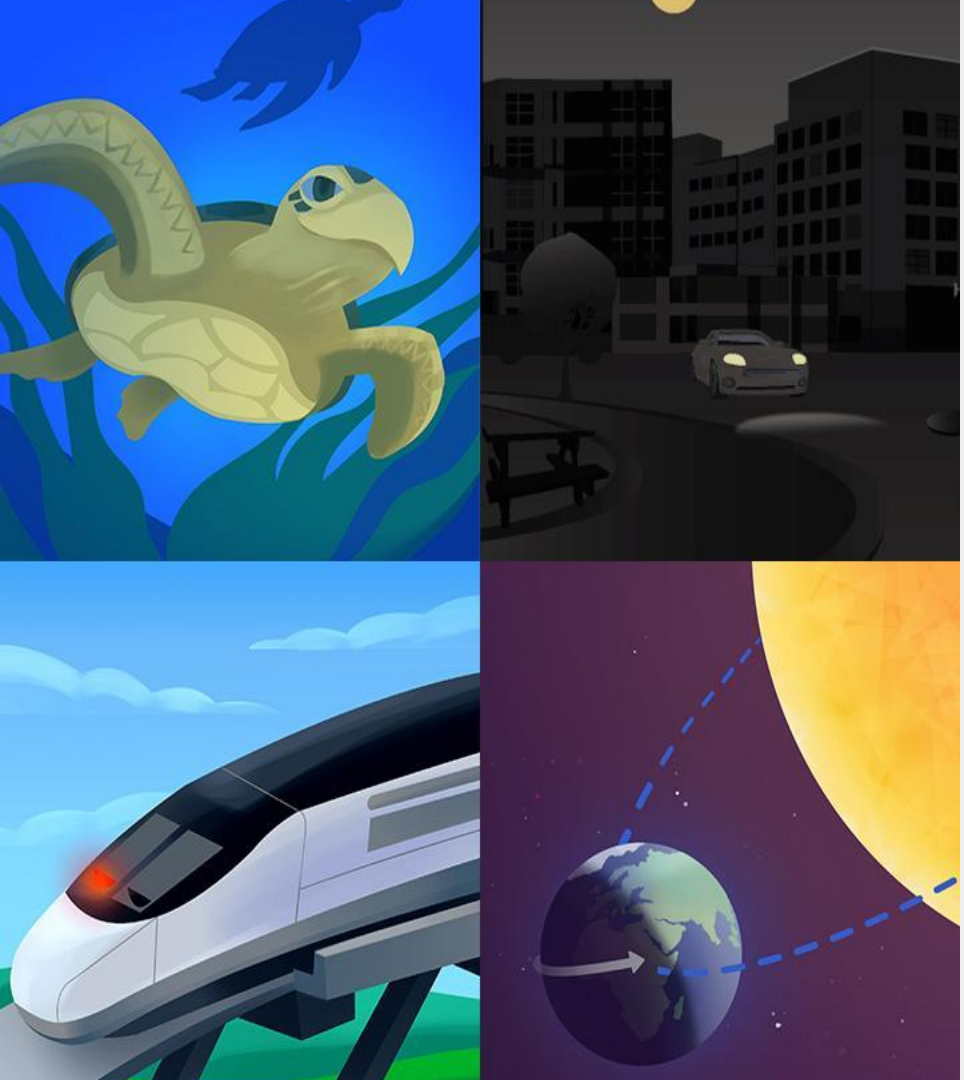
- Introduction
- Navigation
- Comparing @Home resources to the standard curriculum
- Guidance for a responsive relaunch
- **Sensemaking**
- Closing

Questions?



Sensemaking discussion prompts

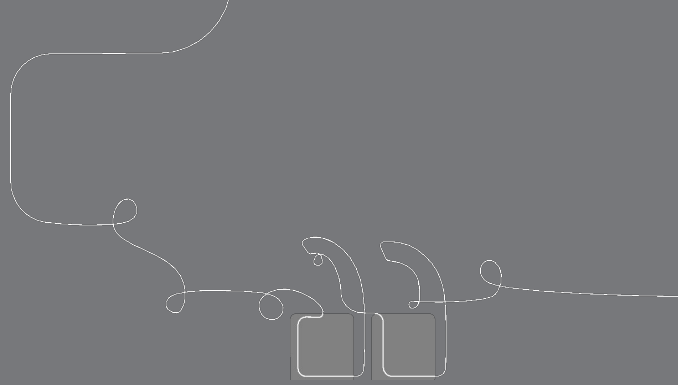
1. How can we use what we've learned during our time **teaching remotely** as we transition back to onsite teaching?
2. What can we do to **establish a culture of figuring out** in our classrooms?
3. How might this **first year back in the classroom** look different than the years that follow?
4. What are our **next steps** in general, based on what we've learned and discussed today?



Plan for session 2

- Welcome back!
- Guidance for a responsive relaunch part 2
  - Supporting diverse learners
  - CR-SE
  - SEL
- Sensemaking
- **Closing**

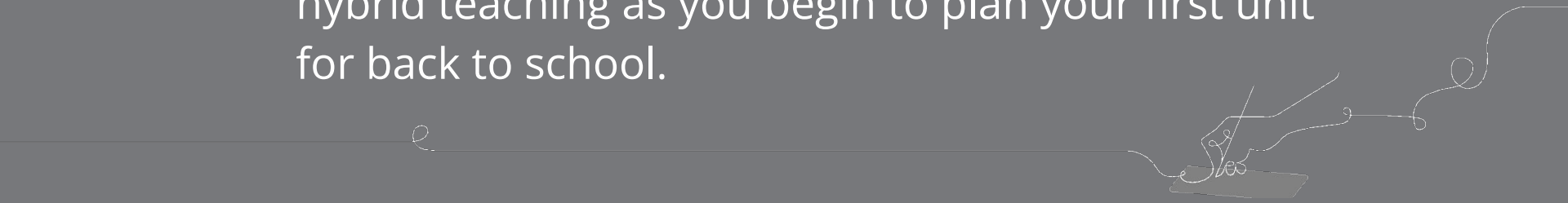
Questions?



Session 2 goals

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

- ☑ Explore how the tools & activities in Amplify Science support equity, relevance, and engagement for all learners.
- ☑ Leverage successes and learnings from remote and hybrid teaching as you begin to plan your first unit for back to school.



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.

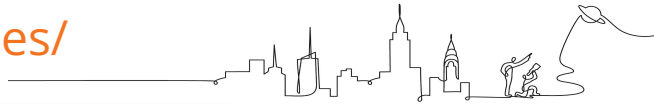
help@amplify.com

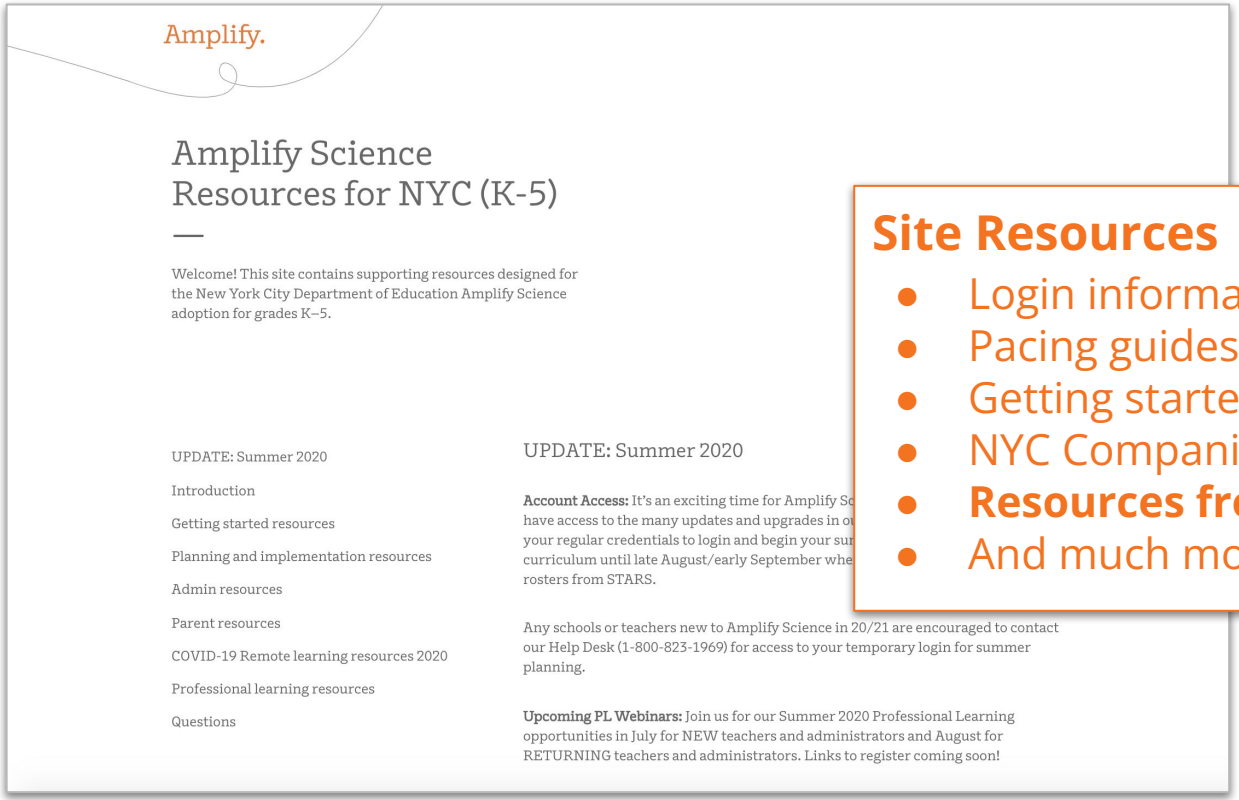
800-823-1969

Amplify Chat

New York City Resources Site

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





Site Resources

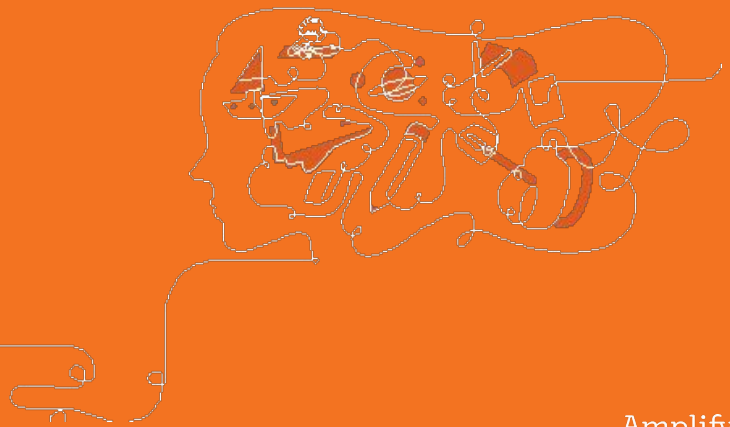
- Login information
- Pacing guides
- Getting started guide
- NYC Companion Lessons
- **Resources from PD sessions**
- And much more!

Please provide us feedback!

URL: https://www.surveymonkey.com/r/5DQW2T6

Presenter name:

Session Title:



Amplify.

Thank you & be well!