

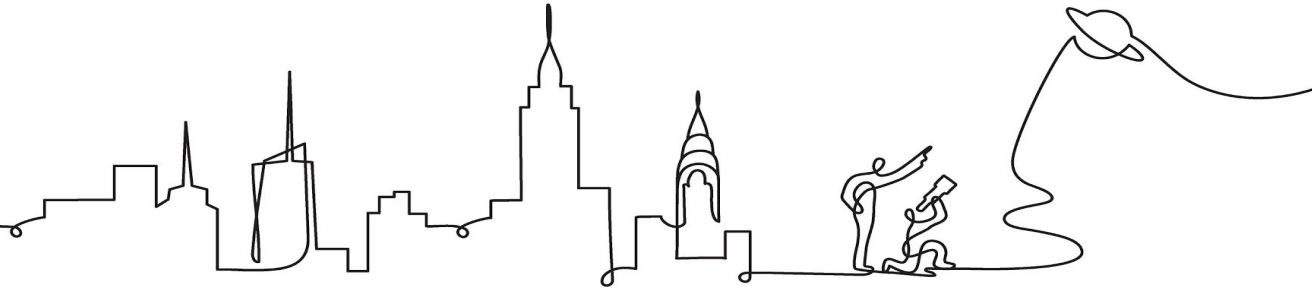
Amplify Science

New York City

Exploring the Amplify Science Curriculum: Digging Deeper Session 1: Grades K-2

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

e



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

Pg. 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

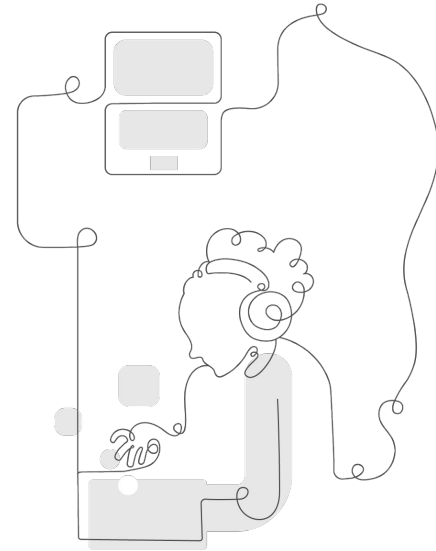
4: I know what I'm doing but sometimes it's challenging to find things

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

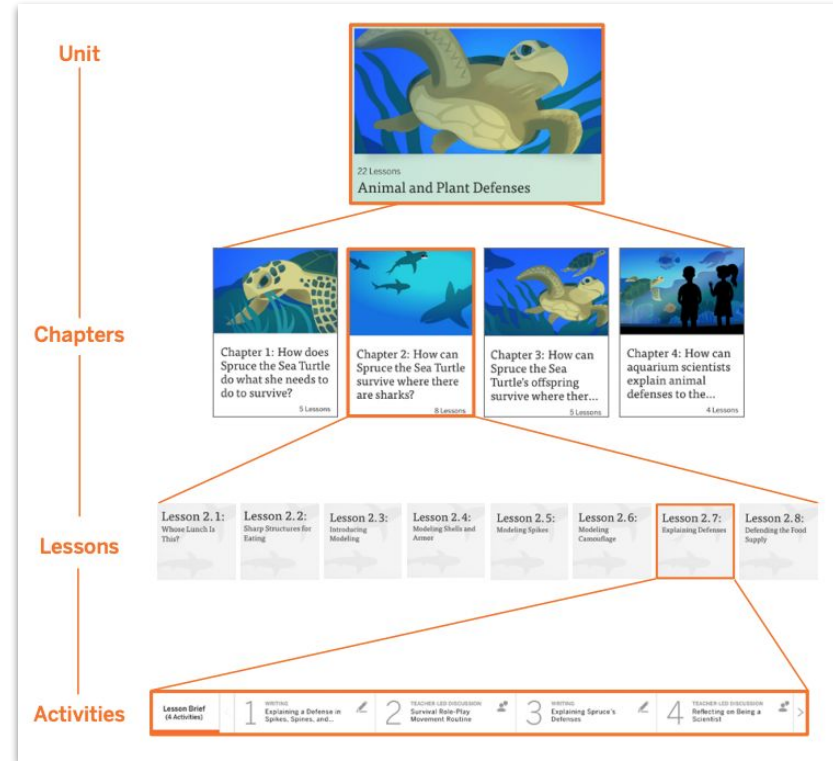
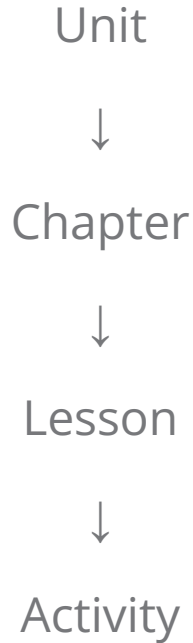
Navigating the standard Amplify Science curriculum

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



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

- xxxxxxxx@pd.tryamplify.net
- Password: xxxx

Steps 1-2

Welcome to **Amplify**

G Log In with Google

C Log In with Clever

A. Log In with Amplify

SSO login

Step 3

Choose an account to continue to Amplify Curriculum Delivery Application

T Teacher Lamberten
t.lamberten@tryamplify.net

S Sophia Lamberten
slamberten@amplify.com

② Use another account

To continue, Google will share your name, email address, language preference, and profile picture with Amplify Curriculum Delivery Application. Before using this app, you can review Amplify Curriculum Delivery Application's [privacy policy](#) and [terms of service](#).

Step 4

Sign in with Google

Sign in to continue to Amplify Curriculum Delivery Application

Email or phone

Forgot email?

To continue, Google will share your name, email address, language preference, and profile picture with Amplify Curriculum Delivery Application. Before using this app, you can review Amplify Curriculum Delivery Application's [privacy policy](#) and [terms of service](#).

Create account **Next**

Sign in with Google

Hi Teacher

nationalsci20@pd.tryamplify.net

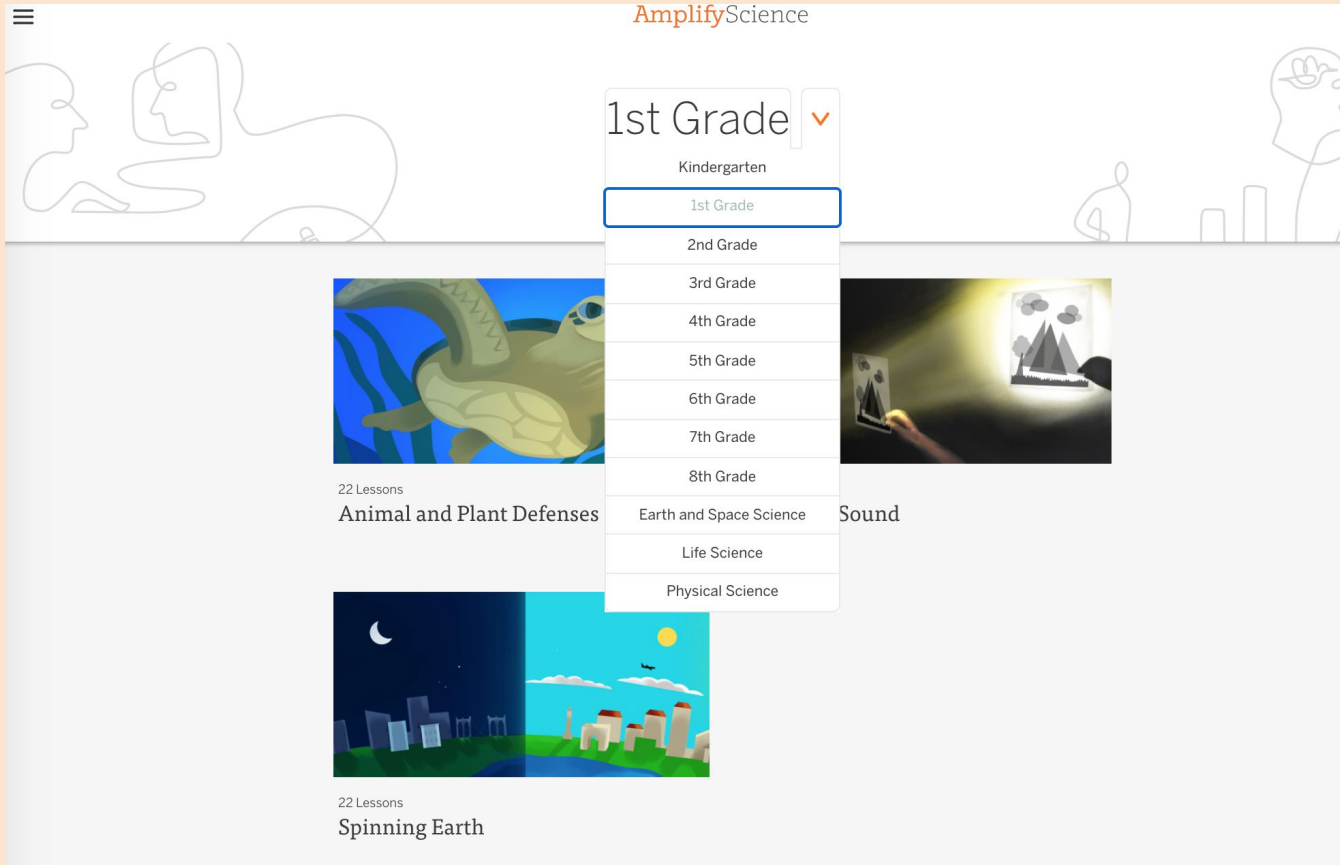
Enter your password

Show password

To continue, Google will share your name, email address, language preference, and profile picture with Amplify Curriculum Delivery Application. Before using this app, you can review Amplify Curriculum Delivery Application's [privacy policy](#) and [terms of service](#).

Forgot password? **Next**

Hidden slide: Navigating to your grade level



The screenshot shows the AmplifyScience website interface. At the top, the logo "AmplifyScience" is displayed. A navigation menu is open, showing a list of grade levels from Kindergarten to 8th Grade. The "1st Grade" option is currently selected and highlighted with a blue border. Below the menu, two course cards are visible: "Animal and Plant Defenses" (22 Lessons) featuring a sea turtle, and "Spinning Earth" (22 Lessons) featuring a cityscape with a moon and sun. A "Sound" section is also partially visible on the right.

AmplifyScience

1st Grade ▾

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade
- 4th Grade
- 5th Grade
- 6th Grade
- 7th Grade
- 8th Grade

22 Lessons
Animal and Plant Defenses

22 Lessons
Spinning Earth

Sound

Hidden slide: Unit landing page

AmplifyScience > Animal and Plant Defenses

22 Lessons

Animal and Plant Defenses

✓ JUMP DOWN TO UNIT GUIDE



GENERATE PRINTABLE TEACHER'S GUIDE



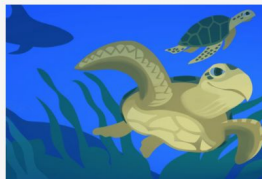
Chapter 1: How does Spruce the Sea Turtle do what she needs to do to survive?

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 ther...

5 Lessons



Español

Hidden slide: Chapter 1 landing page

Chapter 1: How does Spruce the Sea Turtle do what she needs to do to survive?

▼ JUMP DOWN TO CHAPTER OVERVIEW

Lesson 1.1:
Pre-Unit Assessment

Lesson 1.2:
Tortoise Parts

Lesson 1.3:
Animal and Plant
Structures

Lesson 1.4:
Surviving by Not
Being Eaten

Lesson 1.5:
Explaining Sea
Turtle Survival

Hidden slide: Lesson 1.1 Lesson Brief

AmplifyScience › Animal and Plant Defenses › Chapter 1 › Lesson 1.1

Lesson 1.1: Pre-Unit Assessment

Lesson Brief (3 Activities)

- 1 TEACHER-LED DISCUSSION
Introducing Spruce the Sea Turtle
- 2 TEACHER-LED DISCUSSION
Leading a Pre-Unit-Assessment Conversation
- 3 HANDS-ON
Playing the Survival Game

RESET LESSON

GENERATE PRINTABLE LESSON GUIDE

Overview

Materials & Preparation

Differentiation

Standards

Students' Initial Explanations

Students are introduced to the *Animal and Plant Defenses* unit. The teacher introduces students to their role as aquarium scientists and


Digital Resources

- Classroom Slides 1.1 | PowerPoint
- Classroom Slides 1.1 | Google Slides

Español

Hidden slide: Using arrows to navigate between lessons in order

AmplifyScience > Animal and Plant Defenses > Chapter 1 > Lesson 1.1



Lesson 1.1: Pre-Unit Assessment

Lesson Brief (3 Activities)

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Introducing Spruce the Sea Turtle
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- Classroom Slides 1.1 | PowerPoint
- Classroom Slides 1.1 | Google Slides

Español



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

AmplifyScience > Animal and Plant Defenses > Chapter 1 > Lesson 1.1



Lesson 1.1: Pre-Unit Assessment

Lesson Brief
(3 Activities)

1 TEACHER-LED DISCUSSION
Introducing Spruce the Sea Turtle

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GENERATE PRINTABLE LESSON GUIDE

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Classroom Slides 1.1 | PowerPoint

Classroom Slides 1.1 | Google Slides

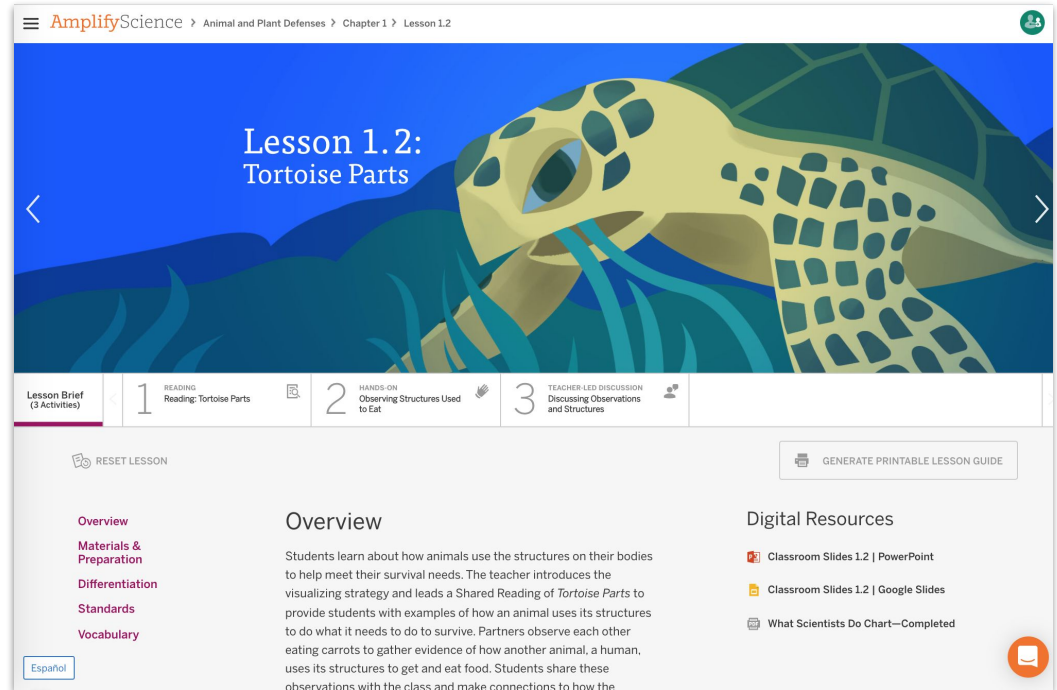
Español



Preparing to teach a lesson

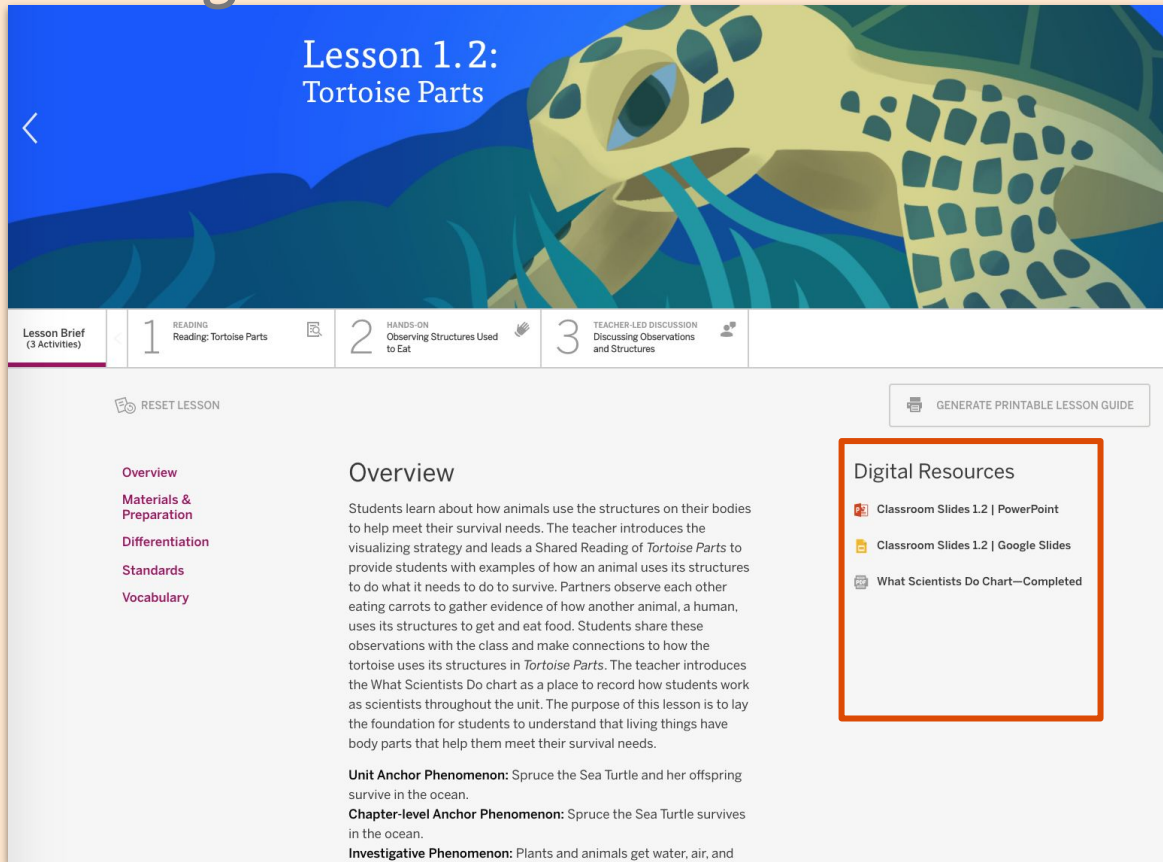
Lesson Brief

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



The screenshot shows the AmplifyScience interface for Lesson 1.2: Tortoise Parts. The header includes the AmplifyScience logo and navigation links: Animal and Plant Defenses > Chapter 1 > Lesson 1.2. The main content area features a large illustration of a tortoise eating carrots, with the title "Lesson 1.2: Tortoise Parts" overlaid. Below the illustration is a navigation bar with three tabs: "Lesson Brief (3 Activities)", "1 READING: Reading: Tortoise Parts", "2 HANDS-ON: Observing Structures Used to Eat", and "3 TEACHER-LED DISCUSSION: Discussing Observations and Structures". The "Lesson Brief" tab is currently selected. Below the navigation bar, there are buttons for "RESET LESSON" and "GENERATE PRINTABLE LESSON GUIDE". The main content area is divided into three sections: "Overview", "Digital Resources", and a sidebar. The "Overview" section contains the following text: "Students learn about how animals use the structures on their bodies to help meet their survival needs. The teacher introduces the visualizing strategy and leads a Shared Reading of *Tortoise Parts* to provide students with examples of how an animal uses its structures to do what it needs to do to survive. Partners observe each other eating carrots to gather evidence of how another animal, a human, uses its structures to get and eat food. Students share these observations with the class and make connections to how the...". The "Digital Resources" section lists: "Classroom Slides 1.2 | PowerPoint", "Classroom Slides 1.2 | Google Slides", and "What Scientists Do Chart—Completed". The sidebar on the left contains links for "Overview", "Materials & Preparation", "Differentiation", "Standards", and "Vocabulary". A "Español" button is located at the bottom left of the sidebar.

Hidden slide: Digital resources



The slide features a blue background with a stylized illustration of a sea turtle eating seaweed. The title "Lesson 1.2: Tortoise Parts" is in white text. A navigation bar at the bottom includes a "Lesson Brief (3 Activities)" section and three activity icons: "1 READING Reading: Tortoise Parts", "2 HANDS-ON Observing Structures Used to Eat", and "3 TEACHER-LED DISCUSSION Discussing Observations and Structures". A "RESET LESSON" button is on the left, and a "GENERATE PRINTABLE LESSON GUIDE" button is on the right. The main content area has a left sidebar with links for "Overview", "Materials & Preparation", "Differentiation", "Standards", and "Vocabulary". The "Overview" section contains text about animal survival structures and a "Digital Resources" box with three items: "Classroom Slides 1.2 | PowerPoint", "Classroom Slides 1.2 | Google Slides", and "What Scientists Do Chart—Completed".

Lesson 1.2: Tortoise Parts

Lesson Brief
(3 Activities)

1 READING
Reading: Tortoise Parts

2 HANDS-ON
Observing Structures Used
to Eat

3 TEACHER-LED DISCUSSION
Discussing Observations
and Structures

RESET LESSON

GENERATE PRINTABLE LESSON GUIDE

Digital Resources

- Classroom Slides 1.2 | PowerPoint
- Classroom Slides 1.2 | Google Slides
- What Scientists Do Chart—Completed

Overview


Students learn about how animals use the structures on their bodies to help meet their survival needs. The teacher introduces the visualizing strategy and leads a Shared Reading of *Tortoise Parts* to provide students with examples of how an animal uses its structures to do what it needs to do to survive. Partners observe each other eating carrots to gather evidence of how another animal, a human, uses its structures to get and eat food. Students share these observations with the class and make connections to how the tortoise uses its structures in *Tortoise Parts*. The teacher introduces the What Scientists Do chart as a place to record how students work as scientists throughout the unit. The purpose of this lesson is to lay the foundation for students to understand that living things have body parts that help them meet their survival needs.

Unit Anchor Phenomenon: Spruce the Sea Turtle and her offspring survive in the ocean.

Chapter-level Anchor Phenomenon: Spruce the Sea Turtle survives in the ocean.

Investigative Phenomenon: Plants and animals get water, air, and

Hidden slide: Overview



Lesson 1.2: Tortoise Parts

Lesson Brief (3 Activities)

1 READING
Reading: Tortoise Parts

2 HANDS-ON
Observing Structures Used to Eat

3 TEACHER-LED DISCUSSION
Discussing Observations and Structures

RESET LESSON

GENERATE PRINTABLE LESSON GUIDE

Overview

Materials & Preparation

Differentiation

Standards

Vocabulary

Overview

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Digital Resources

- Classroom Slides 1.2 | PowerPoint
- Classroom Slides 1.2 | Google Slides
- What Scientists Do Chart—Completed

Hidden slide: Lesson at a Glance and floating menu

AmplifyScience > Animal and Plant Defenses > Chapter 1 > Lesson 1.2

Lesson at a Glance

Overview

Materials & Preparation

Differentiation

Standards

Vocabulary

1: Reading: Tortoise Parts (20 min.)

The teacher introduces the Investigation Question that frames the work students will do in the next few lessons and leads a Shared Reading of *Tortoise Parts*. Students are introduced to the visualizing strategy to help them make sense of how tortoises do what they need to do to survive. *Tortoise Parts* introduces the idea that animals use specific body parts to meet their survival needs. Included in this activity is an On-the-Fly Assessment that provides an opportunity to assess students' initial use of the visualizing strategy.

2: Observing Structures Used to Eat (15 min.)

The teacher introduces the word observe to support students' understanding of the firsthand observations they make in this activity. Partners observe one another eating carrots to gather evidence about how animals use their structures to do what they need to do to survive.

3: Discussing Observations and Structures (10 min.)

Students share their observations from the Carrot Eating activity to identify the structures that humans use to get and eat the food they need to survive. The teacher introduces the What Scientists Do chart to help students understand the various things they are doing to answer questions in their work as scientists.

Digital Resources

- Classroom Slides 1.2 | PowerPoint
- Classroom Slides 1.2 | Google Slides
- What Scientists Do Chart—Completed

BACK TO TOP

Español

We'd love to hear from you! Submit your feedback [here](#).

Hidden slide: Materials and preparation

AmplifyScience > Energy Conversions > Chapter 1 > Lesson 1.2

Overview
Materials & Preparation
Differentiation
Standards
Vocabulary
Unplugged?

Materials & Preparation

Materials

For the Classroom Wall

- Chapter 1 Question: *What happened to the electrical system the night of the Ergstown blackout?*
- vocabulary: *function, synthesize*

For the Class

- 1 cherry pitter
- 3 cherries*
- paper towels*
- 1 sheet of chart paper*
- masking tape*
- marker*
- optional: Chapter 1 Home Investigation: Blackout Interview copymaster

For Each Pair of Students

- 1 copy of *Systems*

For Each Student

- Energy Conversions* Investigation Notebook (pages 3–5)
- optional: 1 copy of the Chapter 1 Home Investigation: Blackout Interview student sheet

*teacher provided

BACK TO TOP

Español

AmplifyScience > Energy Conversions > Chapter 1 > Lesson 1.2

Overview
Materials & Preparation
Differentiation
Standards
Vocabulary
Unplugged?

Preparation

Before the Day of the Lesson

- Gather the following materials for the classroom wall:
 - Chapter 1 Question: *What happened to the electrical system the night of the Ergstown blackout?*
 - vocabulary: *function, synthesize*
- Read Systems.** Familiarize yourself with the book that students will read in this lesson.
- Create the Partner Reading Guidelines.** On chart paper, create these guidelines. (See Digital Resources for what the poster should look like.) You will keep this posted throughout the unit. If you don't have enough wall space, you'll need to take it down and repost it during the reading lessons.
- Assign reading partners.** Throughout the unit, we recommend that students read with partners. You may choose to assign the same reading partners throughout the unit or switch reading partners with each book. (See the Differentiation section for more recommendations about reading partners.)
- Prepare for the Observing a Simple System activity.** Locate the cherry pitter (in your *Energy Conversions* kit). In addition, you will need to provide cherries and paper towels. Familiarize yourself with the function of the cherry pitter. You may wish to practice using it to remove a cherry pit before doing so in front of your class. You will need one tray with the following materials:
 - 1 cherry pitter
 - several cherries
 - paper towels
- Prepare for On-the-Fly Assessment.** There is an On-the-Fly Assessment included in this lesson. In Activity 4, the assessment provides an opportunity to informally assess students' first attempts at synthesizing as a reading strategy. Select the

BACK TO TOP

Español

Hidden slide: Differentiation



Overview

Materials & Preparation

Differentiation

Standards

Vocabulary

Unplugged?

Differentiation

Embedded Supports for Diverse Learners

Partner Reading. Reading with a partner provides opportunities for students to assist each other with reading—with using the reading strategy modeled by the teacher, with decoding, and with comprehension. Partner reading encourages discussion of the text during reading, which aids comprehension and engagement.

Supportive visuals in the book. The diagrams and tables in *Systems* are designed to clarify the meaning of the text and should support students' comprehension of concepts and ideas.

Potential Challenges in This Lesson

Reading-centered. Reading science texts is challenging, and the strategy of synthesizing may be unfamiliar to many students. Students who struggle with reading in general may struggle with the reading in this lesson.

Synthesizing across activities. Synthesizing information from a variety of sources is a complex cognitive task and can be challenging for students. The synthesizing reading comprehension strategy may be new to students. Some students may find it difficult to incorporate new information from the reading into their growing understanding of systems. Keep in mind that students will have many opportunities over the course of the unit to learn to use this complex strategy.

Specific Differentiation Strategies for English Learners

Digital Resources

Classroom Slides 1.2 | PowerPoint

Classroom Slides 1.2 | Google Slides

All Projections

Partner Reading Guidelines

Cherry Pitter System table (Completed)

Optional: Chapter 1 Home Investigation: Blackout Interview copymaster

Energy Conversions Investigation Notebook, pages 3–5



Unit Guide

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.

The screenshot displays the AmplifyScience interface for the 'Energy Conversions' unit. The page is organized into several sections:

- Planning for the Unit:** A list of resources with dropdown arrows, including Unit Overview, Unit Map, Progress Build, Getting Ready to Teach, Materials and Preparation, Science Background, and Standards at a Glance.
- Teacher References:** A list of resources with dropdown arrows, including Lesson Overview Compilation, Standards and Goals, 3-D Statements, Assessment System, Embedded Formative Assessments, Books in This Unit, Apps in This Unit, and Flextions in This Unit.
- Printable Resources:** A list of downloadable materials, including 3-D Assessment Objectives, Coherence Flowcharts, Copymaster Compilation, Flextension Compilation, Investigation Notebook, Multi-Language Glossary, NGSS Information for Parents and Guardians, and two versions of Print Materials (8.5" x 11" and 11" x 17").
- Offline Preparation:** A section with the text 'Teaching without reliable classroom internet? Prepare unit and lesson materials for offline access.' and a button labeled 'Offline Guide'.

At the bottom left, there is a language selector for 'Español'. At the bottom right, there is a version number '015269BF9DC2782F REV.46678' and a small orange icon.

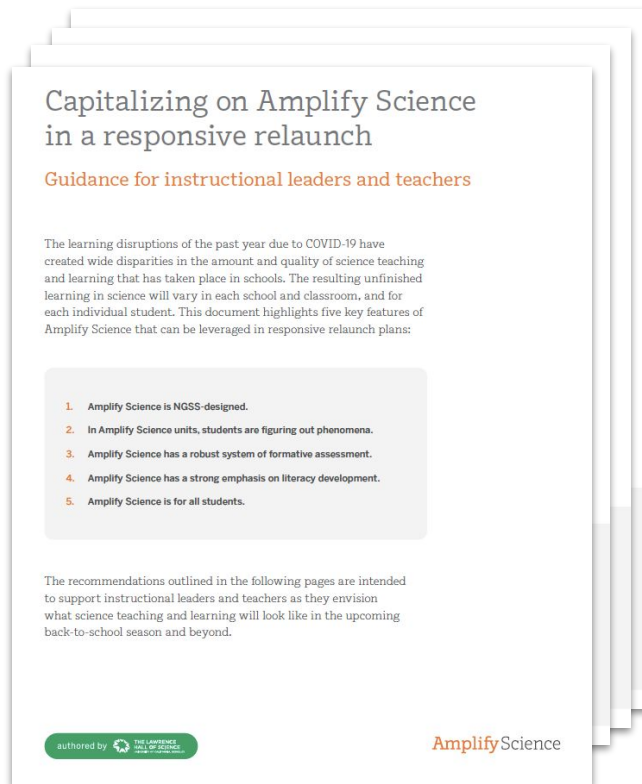
Questions?



Capitalizing on Amplify Science in a responsive relaunch

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

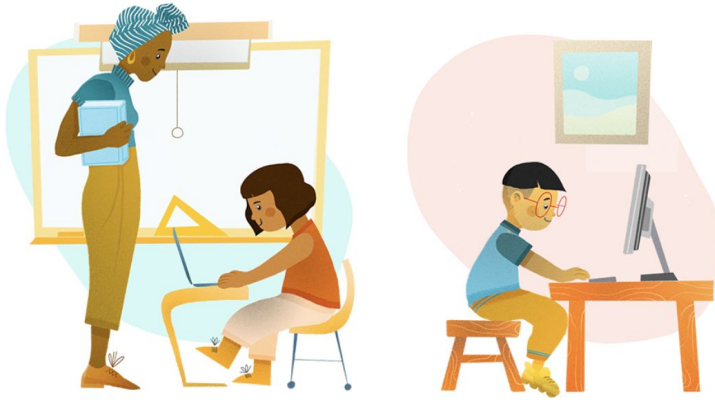
@Home resources and the standard Amplify Science curriculum

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.

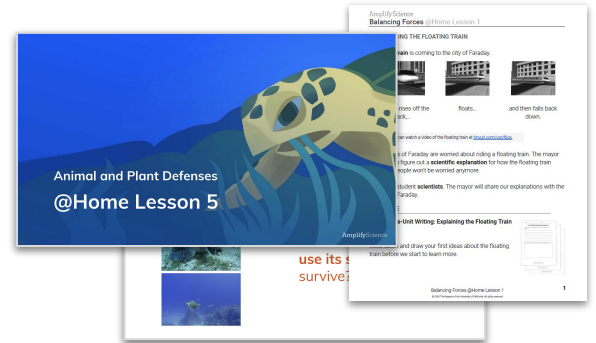


Amplify Science@Home

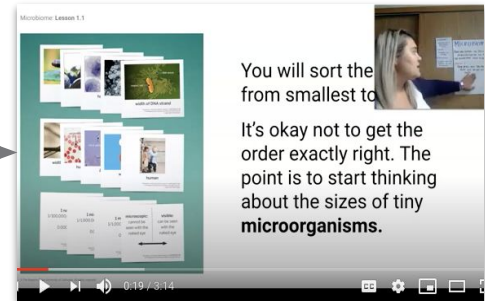
Resources for remote and hybrid teaching



Amplify Science@Home



@Home Units



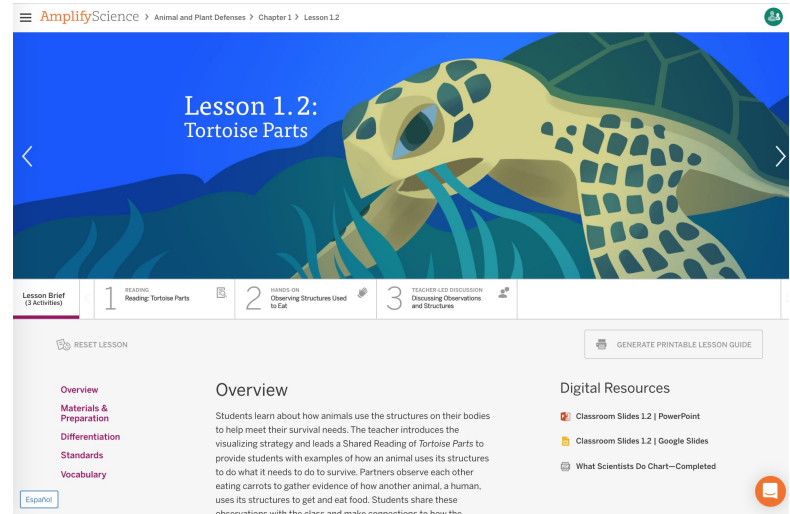
@Home Videos

Animal & Plant Defenses

The purpose of this lesson is to lay the foundation for students to understand that living things have body parts that help them meet their survival needs.

Standard Curriculum Lesson 1.2

1. Reading: Tortoise Parts
2. Observing Structures Used to Eat
3. Discussing Observations & Structures



The screenshot shows the AmplifyScience interface for Lesson 1.2: Tortoise Parts. The page features a large illustration of a tortoise eating green seaweed against a blue background. The lesson title "Lesson 1.2: Tortoise Parts" is displayed in white text. Below the illustration is a navigation bar with three activity tabs: "1 READING: Reading: Tortoise Parts", "2 HANDED ON: Observing Structures Used to Eat", and "3 TEACHER-LED DISCUSSION: Discussing Observations and Structures". The "1 READING" tab is currently selected. On the left side, there is a sidebar menu with options: "Overview", "Materials & Preparation", "Differentiation", "Standards", and "Vocabulary". A "RESET LESSON" button is located above the sidebar. The main content area is titled "Overview" and contains text describing the lesson's purpose: "Students learn about how animals use the structures on their bodies to help meet their survival needs. The teacher introduces the visualizing strategy and leads a Shared Reading of Tortoise Parts to provide students with examples of how an animal uses its structures to do what it needs to do to survive. Partners observe each other eating carrots to gather evidence of how another animal, a human, uses its structures to get and eat food. Students share these observations with the class and make connections to how the...". On the right side, there is a "DIGITAL RESOURCES" section with two items: "Classroom Slides 1.2 | PowerPoint" and "Classroom Slides 1.2 | Google Slides". A "What Scientists Do Chart—Completed" is also listed. A "GENERATE PRINTABLE LESSON GUIDE" button is located at the top right of the main content area. The AmplifyScience logo and navigation breadcrumbs are visible at the top of the page.

Animal & Plant Defenses

Standard Curriculum Lesson 1.2

1. Reading Tortoise Parts



2. Observing Structures Used to Eat



3. Discussing Observations &
Structures



@Home Lesson 2

1. Shared reading of Tortoise Parts

2. Observe household members &
self-reflect

Animal & Plant Defenses Lesson 1.2: Activity 1

Standard curriculum

@Home Lesson

Guided use of visualization strategy → Independent use of visualization strategy

Lesson 1.2: Tortoise Parts

Activity 1



Close your eyes and **visualize** the tortoise using its beaky mouth to eat leaves.

Animal and Plant Defenses @Home Lesson 2



We can visualize, or make a movie in our minds, about the sharp, beaky mouth biting leaves and ripping the leaves off the plant.

Close your eyes and **visualize** the tortoise using its beaky mouth to eat leaves.

Animal & Plant Defenses Lesson 1.2: Activity 2

Standard curriculum

@Home Lesson

Guided observation of structures → Independent observation of structures

Lesson 1.2: Tortoise Parts



You will take turns **observing** each other eating a carrot.

Watch how your partner gets the carrot and eats the carrot.


Activity 2

Animal and Plant Defenses @Home Lesson 2



Now you need a partner and some pieces of **hard food**, like carrots or pretzels.

You will take turns **observing** each other eating.

Your partner can be anyone at home with you! Make sure you check with an adult before eating anything. 

Animal & Plant Defenses Lesson 1.2: Activity 3

Standard curriculum


Scaffolded discussion of observations




@Home Lesson

Independently conducted reflections

Lesson 1.2: Tortoise Parts Activity 3




 What did you observe when your partner was eating a carrot?


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Animal and Plant Defenses @Home Lesson 2

Observing Structures We Use to Eat



1. **Partner A** eats a piece of hard food.
Partner B observes.
2. **Partners** switch.
3. **Partner B** eats a piece of hard food.
Partner A observes.

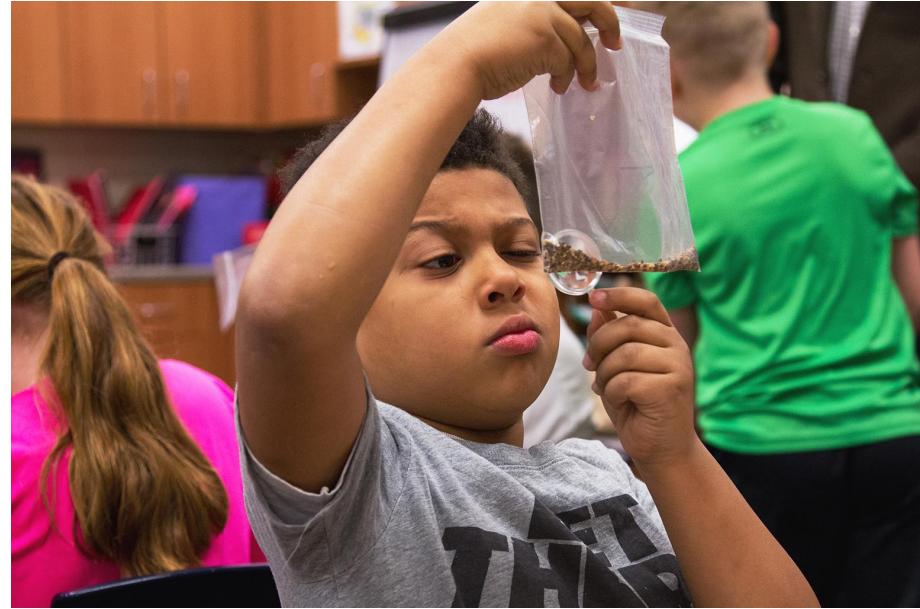
 What did you observe when your partner was eating?

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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

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

AmplifyScience > Energy Conversions

Planning for the Unit

- Unit Overview
- Unit Map
- Progress Build
- Getting Ready to Teach
- Materials and Preparation
- Science Background
- Standards at a Glance

Teacher References

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

Printable Resources

- 3-D Assessment Objectives
- Coherence Flowcharts
- Copymaster Compilation
- Flexension Compilation
- Investigation Notebook
- Multi-Language Glossary
- NGSS Information for Parents and Guardians
- Print Materials (8.5" x 11")
- Print Materials (11" x 17")

Offline Preparation

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

Offline Guide

Español

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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:

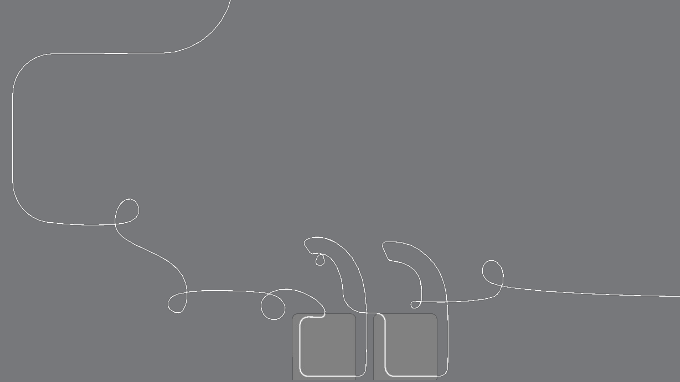
- Prioritize **teaching units fully** so students can come to a complex explanation of the unit phenomenon.

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:

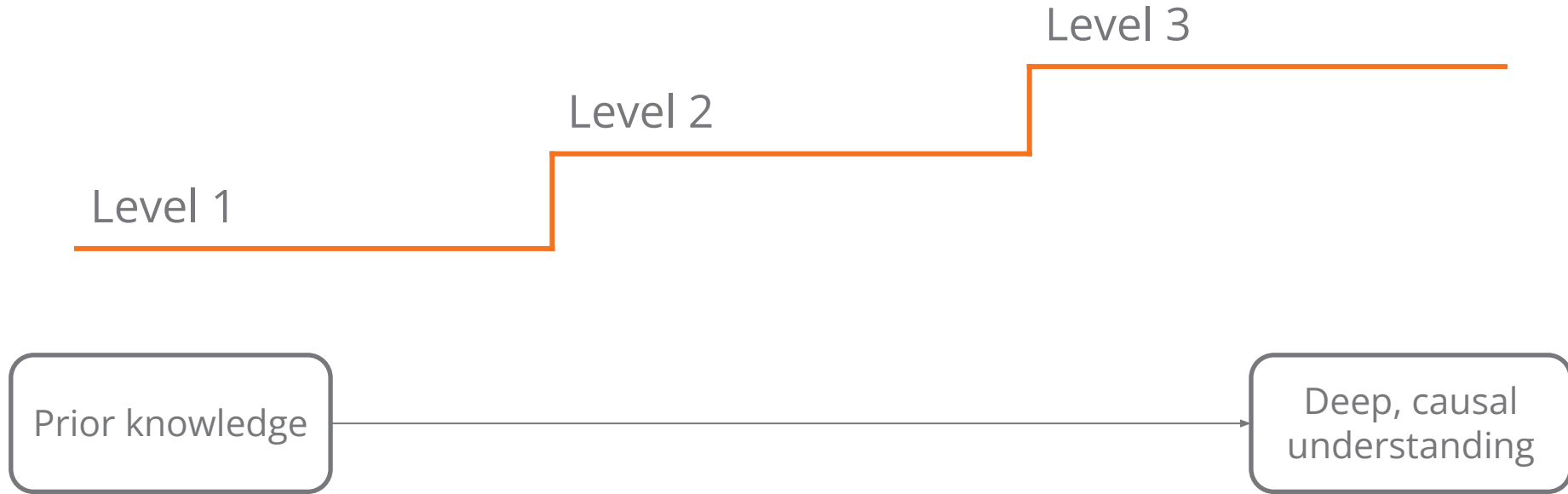
- Formative assessments in Amplify Science allow frequent insight into student learning in all three dimensions.
- Formative assessments include “Now what” suggestions for providing more support when needed.

Key recommendations:

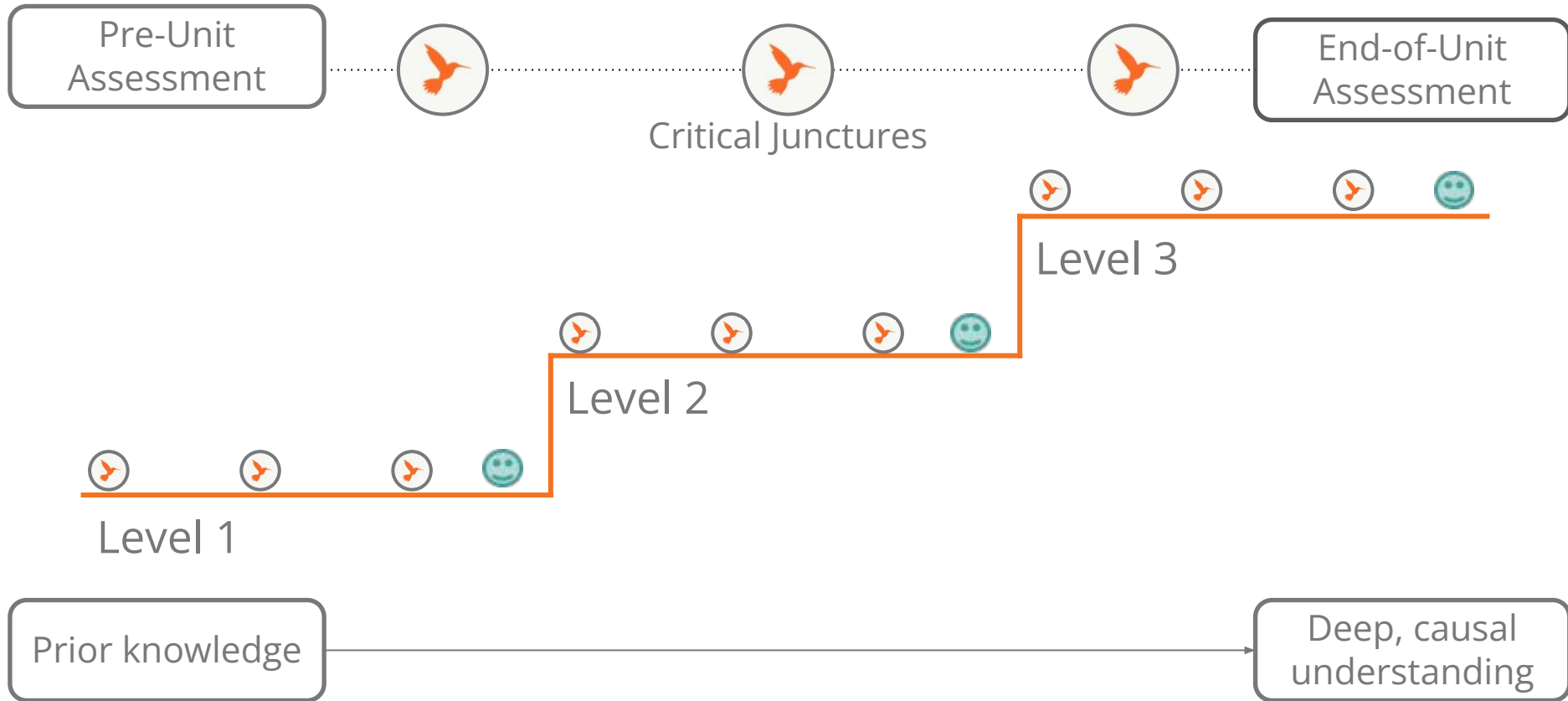
- Use unit resources to get familiar with the Assessment System. Formatively assess your students and adjust instruction as needed.

Progress Build

A unit-specific learning progression



On-the-Fly Assessments and Student Self-Assessments



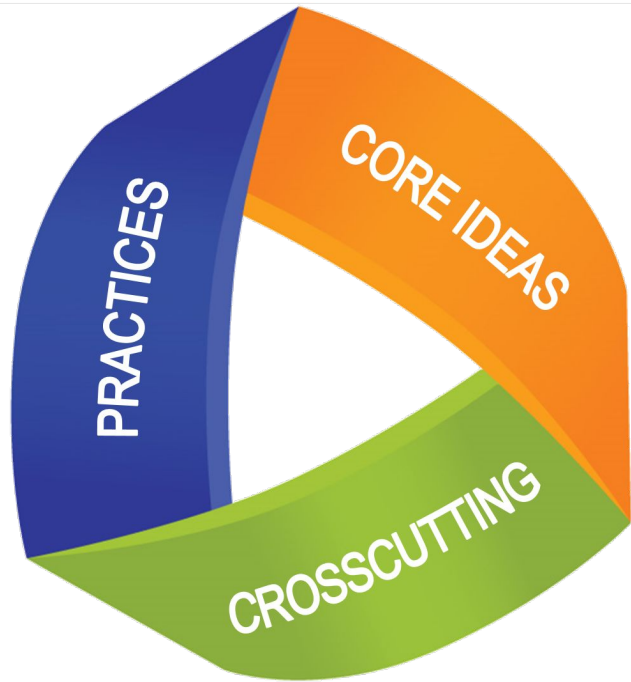
What is formative assessment?

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

Animal & Plant Defenses Progress Build

Level 1

To survive, animals and plants must not be eaten by animals that try to eat them for food.

Level 2

Many animals and plants have body structures with qualities that make them good for stopping animals from finding and/or eating them.

Level 3

Animals' and plants' offspring have similar, though not identical, structures to their parents that work in the same ways.

Pre-unit
assessment



Critical Junctures

End-of-Unit
Assessment

Situating an Assessment

Lesson 1.2 Purpose: The purpose of this lesson is to lay the foundation for students to understand that living things have body parts that help them meet their survival needs.

Progress Build Level 1:

To survive, animals and plants must not be eaten by animals

Lesson 1.2 Overview: Activity 1

1: Reading: Tortoise Parts (20 min.)

The teacher introduces the Investigation Question that frames the work students will do in the next few lessons and leads a Shared Reading of Tortoise Parts. Students are introduced to the visualizing strategy to help them make sense of how tortoises do what they need to do to survive. Tortoise Parts introduces the idea that animals use specific body parts to meet their survival needs. Included in this activity is an On-the-Fly Assessment that provides an opportunity to assess students' initial use of the visualizing strategy.

2: Observing Structures Used to Eat (15 min.)

The teacher introduces the word observe to support students' understanding of the firsthand observations they make in this activity. Partners observe one another eating carrots to gather evidence about how animals use their structures to do what they need to do to survive.

3: Discussing Observations and Structures (10 min.)

Students share their observations from the Carrot Eating activity to identify the structures that humans use to get and eat the food they need to survive. The teacher introduces the What Scientists Do chart to help students understand the various things they are doing to answer questions in their work as scientists.

Lesson 1.2, Activity 1

On-the-Fly Assessment 1: Visualizing Tortoise Structures in Use

Look for: Students' descriptions of their visualizations of the tortoise using its various structures presents an opportunity to informally assess their initial ability to visualize based on what they see and read. Visualizing information read or seen in books is the focal sense-making strategy for this unit. In general, students should describe visualizations that reflect the elements in the image and text. For example, a student might say something like *I saw the big toenails ripping and pushing the dirt behind the tortoise.*



Now what? As students share what they visualized, take time to repeat one or two examples of visualizing that drew on the text and images, and emphasize those connections. For example, you might say something like *We read about the tortoise's big toenails and can see its feet in the dirt in this picture. You visualized those big toenails pushing that dirt backward, behind the tortoise. Good visualizing starts with the things we see and read, and uses them to imagine something more.*


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 ?

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?
<ul style="list-style-type: none"> <input type="checkbox"/> Key Concept <input checked="" type="checkbox"/> Practice <input type="checkbox"/> Crosscutting Concept <p>Notes:</p> <p><i>Students should be able to visualize based on what they see & read.</i></p>	<p><i>Tristian</i></p> <p><i>Trent</i></p> <p><i>Wanda</i></p> <p><i>Zena</i></p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> In the moment <input type="checkbox"/> In upcoming activity <input type="checkbox"/> Outside of lesson <p>Notes:</p> <p><i>During the activity itself.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Keep an eye on certain students <input checked="" type="checkbox"/> Provide additional instruction <input type="checkbox"/> Revisit an activity <p>Notes:</p> <p><i>Coach students listed as they continue to practice & hear other visualizations drawing on both text & images.</i></p>

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. <i>(If using the @Home Units refer to the chapter assessment considerations).</i>		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?
	<input type="checkbox"/> Key Concept <input type="checkbox"/> Practice <input type="checkbox"/> Crosscutting Concept Notes:	<input type="checkbox"/> In the moment <input type="checkbox"/> In upcoming activity <input type="checkbox"/> Outside of lesson Notes:	<input type="checkbox"/> Keep an eye on certain students <input type="checkbox"/> Provide additional instruction <input type="checkbox"/> 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

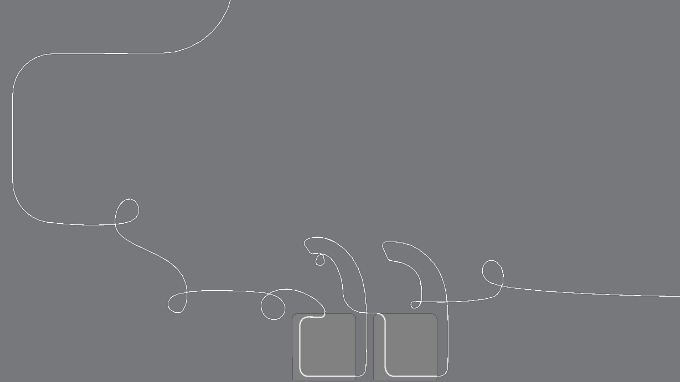
Key points:

- 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

e



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.



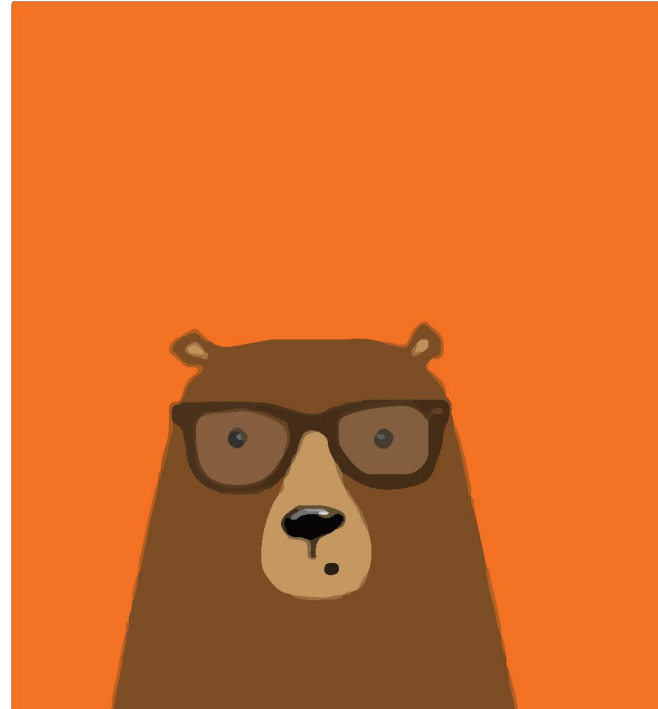
help@amplify.com



800-823-1969



Amplify Chat



New York City Resources Site

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



Amplify.

Amplify Science Resources for NYC (K-5)

Welcome! This site contains supporting resources designed for the New York City Department of Education Amplify Science adoption for grades K-5.

UPDATE: Summer 2020

Introduction

Getting started resources

Planning and implementation resources

Admin resources

Parent resources

COVID-19 Remote learning resources 2020

Professional learning resources

Questions

UPDATE: Summer 2020

Account Access: It's an exciting time for Amplify Science! We have access to the many updates and upgrades in our curriculum until late August/early September when we will update rosters from STARS.

Any schools or teachers new to Amplify Science in 20/21 are encouraged to contact our Help Desk (1-800-823-1969) for access to your temporary login for summer planning.

Upcoming PL Webinars: Join us for our Summer 2020 Professional Learning opportunities in July for NEW teachers and administrators and August for RETURNING teachers and administrators. Links to register coming soon!

Site Resources

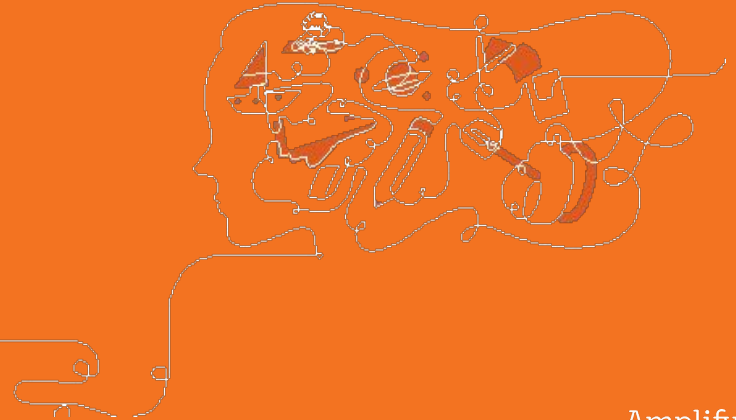
- Login information
- Pacing guides
- Getting started guide
- NYC Companion Lessons
- **Resources from PD sessions**
- And much more!

Please provide us feedback!

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

Presenter name: [REDACTED]

Session Title: [REDACTED]



Amplify.

Thank you & be well!



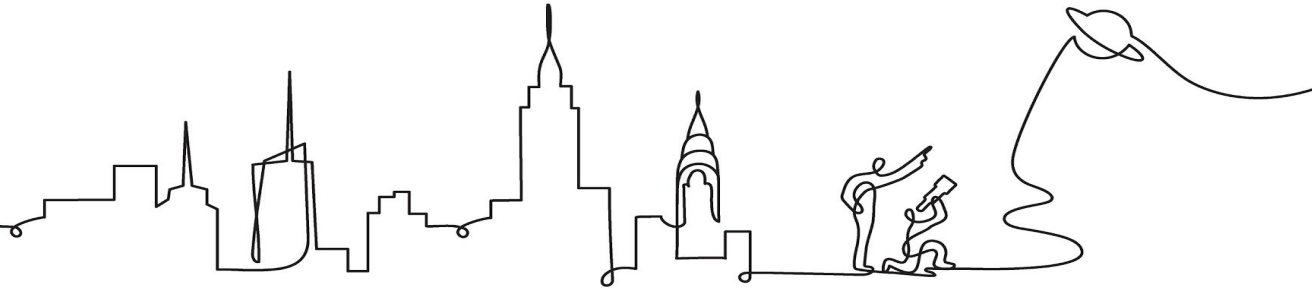
Amplify Science

New York City

Exploring the Amplify Science Curriculum: Digging Deeper Session 2: Grades K-2

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

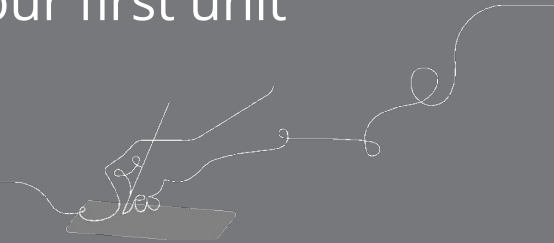
- **Take risks:** Ask any questions, provide any answers.
- **Participate:** Share your thinking, participate in discussion and reflection.
- **Be fully present:** Unplug and immerse yourself in the moment.
- **Physical needs:** Stand up, get water, take breaks.

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.

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Plan for session 2

Pg. 1

- 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 skeptic¹
 - 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

t.rsinha-das@tryamplify.net


Log Out


Go To My Account ⚙️


Classroom Language Settings


LEA Resources


Interim Assessments

 LA Science Program Guide

 Program Hub

 **Science Program Guide**

 Florida map

 Help

AmplifyScience

Amplify Science

Welcome

Program developers

Designed for the NGSS

Program components

Scope and Sequence

Phenomena, standards, and progressions

Assessments

Science and literacy

Access and equity

Resources

Access and equity

Universal Design for Learning

Culturally and linguistically responsive

Differentiation strategies

– 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

Lesson-level differentiation

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

Pg.16

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!



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

Animal and Plant Defenses

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

Overview

An important element of promoting learning and equity in the science classroom is to elicit and build upon students' prior knowledge, personal experiences, and cultural and social backgrounds. This practice fosters more robust and durable conceptual understanding and higher engagement, helping students to:

- feel that science learning is purposeful and useful.
- know that their personal experiences and expertise, and experiences and expertise from their families and communities, are valued in the classroom.
- embrace the idea that their personal experiences and expertise are assets to be used in their scientific investigations.
- feel confident in their identity as science learners and their ability to contribute in the science classroom.

Eliciting these connections from students helps teachers to:

- leverage students' experiences and ideas as resources during teaching.
- formatively assess students' understanding of concepts and familiarity with contexts.

When students engage with new questions and with new evidence sources such as physical materials and texts, their prior knowledge and experiences (both in life and in the classroom) are important resources they can leverage to help construct their initial scientific explanations, arguments, and models. As students build on and refine their ideas, they can continue to leverage their knowledge and experiences to provide additional evidence for key concepts, generalize and apply the concepts, revise their own alternate conceptions, apply science ideas to their own lives, and generate new questions.

How to Use This Guide

This guide and the Amplify Science lessons themselves provide the support needed to effectively elicit and leverage students' prior knowledge, experiences, and backgrounds over the course of this unit. This guide is divided into two sections:

- **Part 1: Eliciting Students' Prior Knowledge, Personal Experiences, and Cultural Backgrounds.** This section describes where in this unit there are opportunities to elicit students' prior knowledge and experiences, how this information is recorded, prompts to use during these discussions, and examples of what students might say.
- **Part 2: Leveraging Students' Prior Knowledge, Personal Experiences, and Cultural Backgrounds.** This section describes where in this unit there are opportunities to leverage students' prior knowledge and experiences, prompts to use during these discussions, and examples of how to leverage funds of knowledge students may have shared.

Planning for the Unit

Unit Overview



Unit Map



Progress Build



Getting Ready to Teach



Materials and Preparation



Science Background



Printable Resources



3-D Assessment Objectives



Coherence Flowcharts



Copymaster Compilation



Crosscutting Concept Tracker



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



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.

Planning for the Unit	Printable Resources
Unit Overview ▾	3-D Assessment Objectives
Unit Map ▾	Coherence Flowcharts
Progress Build ▾	Copymaster Compilation
Getting Ready to Teach ▾	Crosscutting Concept Tracker
Materials and Preparation ▾	Eliciting and Leveraging Students' Prior Knowledge, Personal Experiences, and Cultural Backgrounds
Science Background ▾	Investigation Notebook
Standards at a Glance ▾	

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

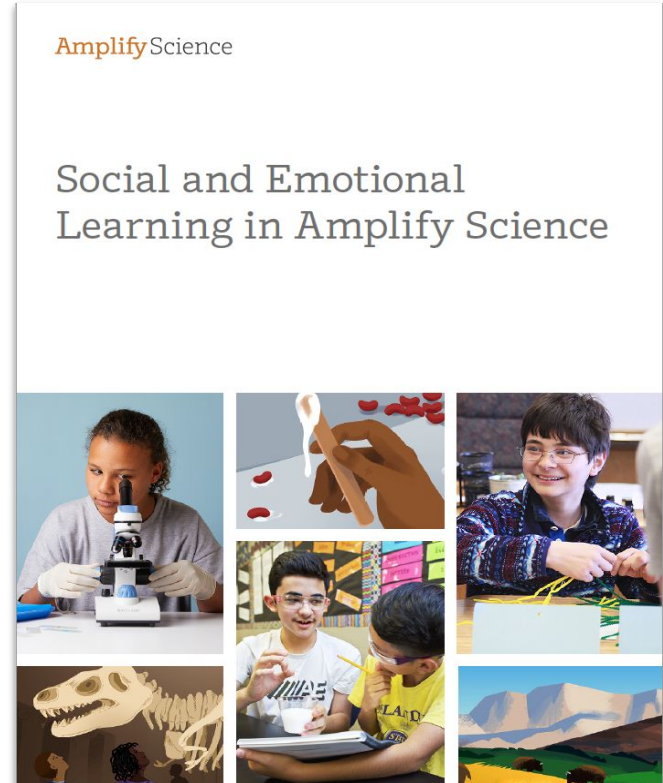
Competency	Description
Self-Awareness	Competence in the self-awareness domain involves understanding one's emotions, personal goals, and values. This includes accurately assessing one's strengths and limitations, having a positive mindset, and possessing a well-grounded sense of self-efficacy and optimism. 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

Social & Emotional Learning in Amplify Science

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.

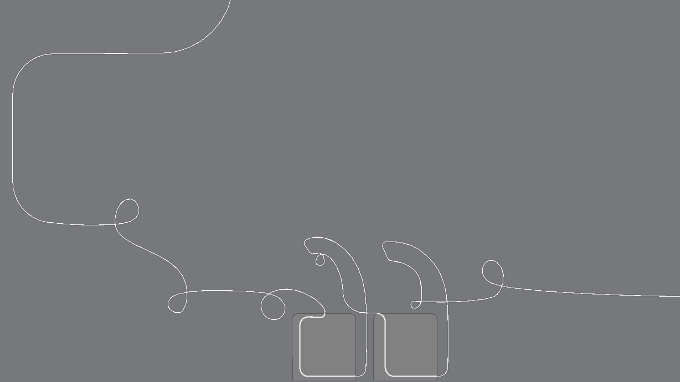




Plan for the day

- 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?

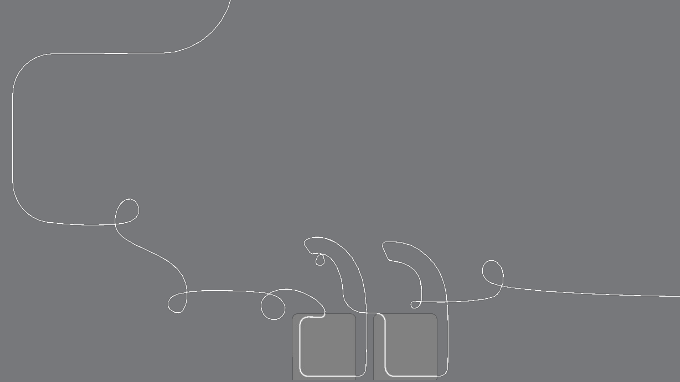




Plan for session 2

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

Questions?

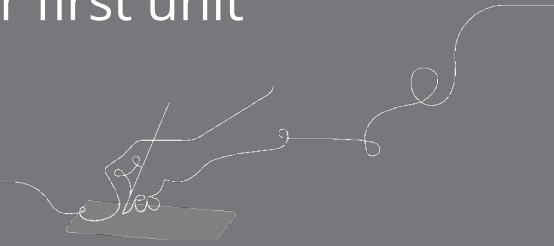


Session 2 goals

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.

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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.



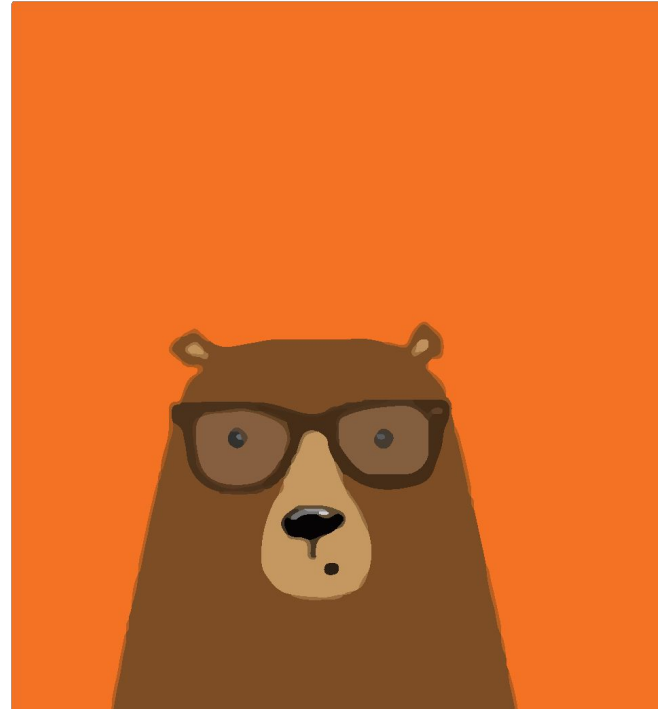
help@amplify.com



800-823-1969



Amplify Chat



New York City Resources Site

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



Amplify.

Amplify Science Resources for NYC (K-5)

Welcome! This site contains supporting resources designed for the New York City Department of Education Amplify Science adoption for grades K-5.

UPDATE: Summer 2020

Introduction

Getting started resources

Planning and implementation resources

Admin resources

Parent resources

COVID-19 Remote learning resources 2020

Professional learning resources

Questions

UPDATE: Summer 2020

Account Access: It's an exciting time for Amplify Science! We have access to the many updates and upgrades in our curriculum until late August/early September when we will update our rosters from STARS.

Any schools or teachers new to Amplify Science in 20/21 are encouraged to contact our Help Desk (1-800-823-1969) for access to your temporary login for summer planning.

Upcoming PL Webinars: Join us for our Summer 2020 Professional Learning opportunities in July for NEW teachers and administrators and August for RETURNING teachers and administrators. Links to register coming soon!

Site Resources

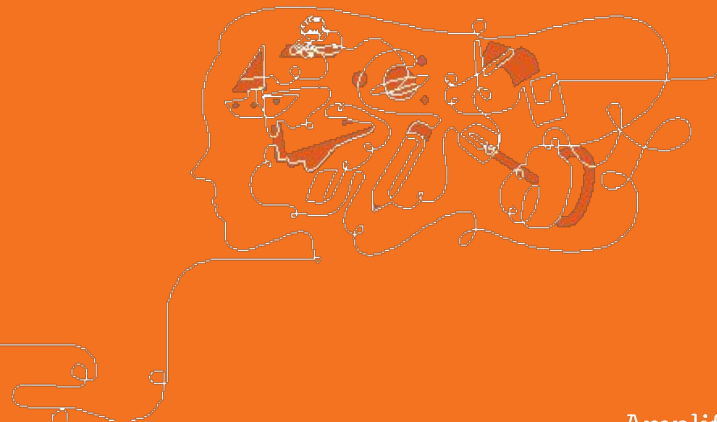
- Login information
- Pacing guides
- Getting started guide
- NYC Companion Lessons
- **Resources from PD sessions**
- And much more!

Please provide us feedback!

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

Presenter name:

Session Title:



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Thank you & be well!

