



Amplify Science

New York City

Guided Planning and Support Session

Grade 6 Populations and Resources

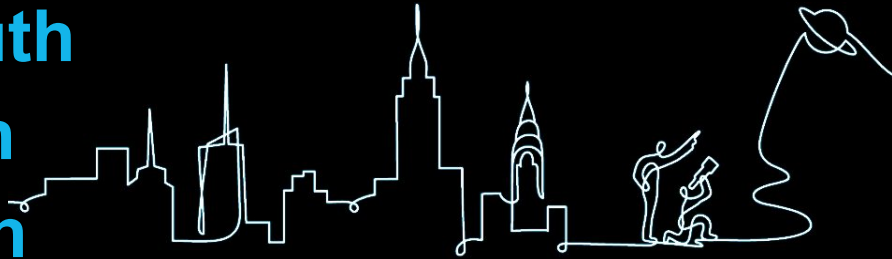
Who's in the Room?

Represent your Borough!



Share your name, role, borough.

- 1- Brooklyn North
- 2- Brooklyn South
- 3- Queens North
- 4- Queens South
- 5- The Bronx
- 6- Staten Island



Workshop Norms



- Please keep your camera on, if possible.
- Take some time to orient yourself to the platform



- Mute your microphone to reduce background noise unless sharing with the group



- The chat box is available for posting questions or responses to during the training



- Make sure you have a note-catcher present



- Be an active participant - chat, ask questions, discuss, share!

Workshop Goals

- Explore and begin internalizing the the Populations and Resources Unit
- Build your facility with the digital features and student supports of the unit
- Develop a plan for implementing the core unit within your class schedule and instructional format



During this Session

We will visit and explore:

1. [**The Amplify Science NYC Resources site**](#)
2. [**The Amplify Science Digital Teacher's Guide**](#)
3. [**The Amplify Science NYC Program Guide**](#)
4. [**The Amplify Science Program Hub**](#)



Plan for the day

- **Amplify Science NYC**
- Guided Unit Planning
- Guided Lesson Planning
- Additional Resources
- Reflection and closing





Questions
Reflections
Connections

Planning Notes

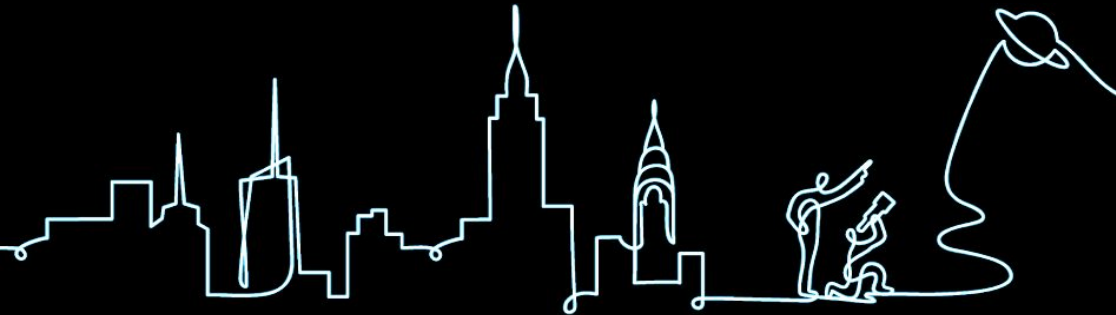
Note Taking Opportunities

A version of this presentation will be available to you.

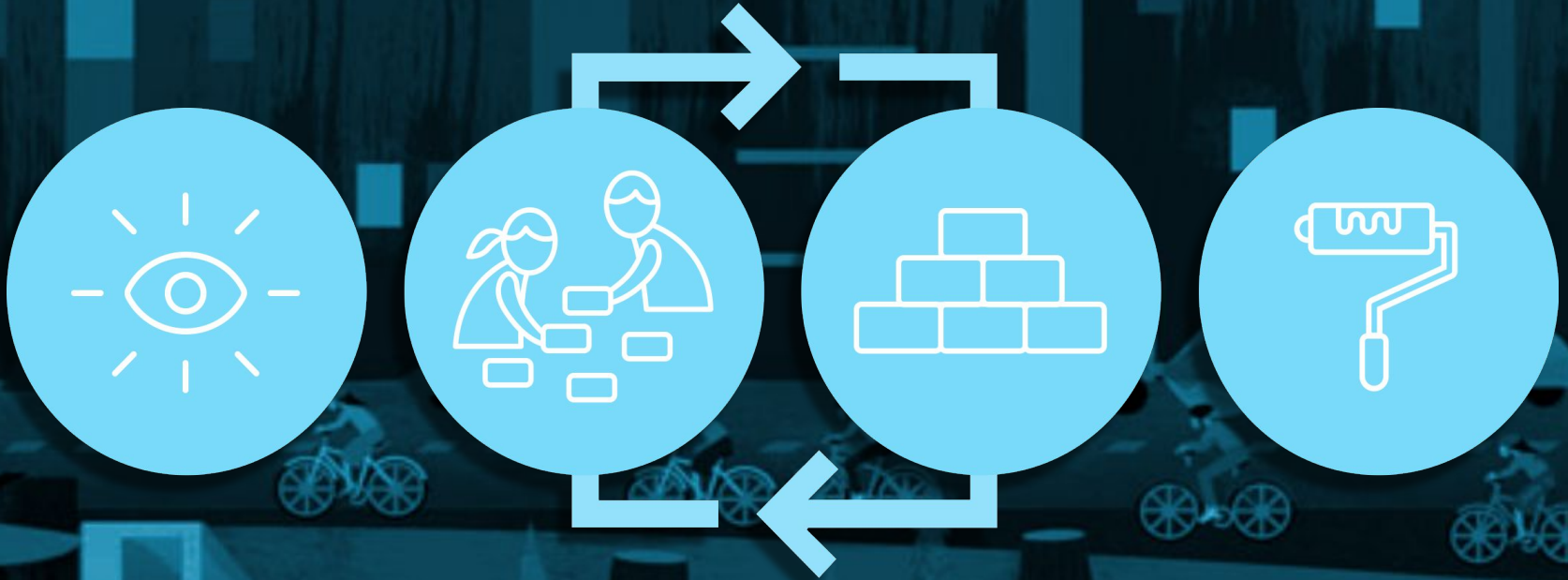
However, you may want to record some of the presenter's comments and suggestions from your colleagues!

Reflect and Share

When you begin planning for an Amplify Science Unit, which resources do you use first and most often?



Revisiting The Amplify Science approach



Problem-based deep dives

Students inhabit the role of scientists and engineers to explain or predict phenomena. They use what they figure out to solve real-world problems.



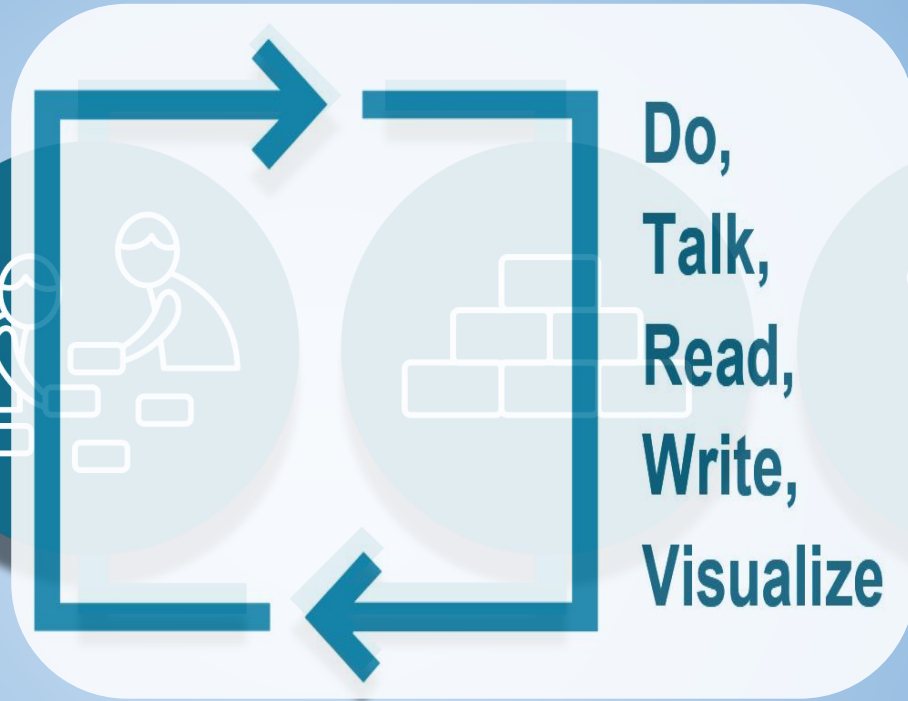
The approach



**Introduce a
phenomenon/real
world problem**



**Collect evidence
from
multiple sources**



**Build
increasingly
complex
explanations**



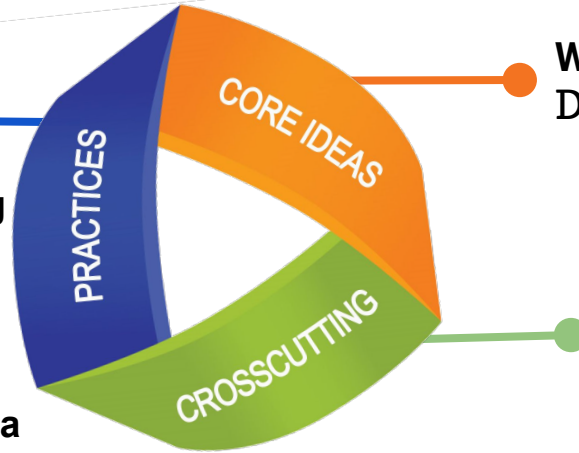
**Apply knowledge to
solve a different
problem**

NGSS/NYSSLS 3D



What scientists do Science and Engineering Practices

1. Asking questions and defining problems
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations and designing solutions
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information



What scientists want to know Disciplinary Core Ideas

How scientists make sense of, organize and connect...

Crosscutting Concepts

- patterns
- cause and effect
- scale, proportion, and quantity
- systems and system models
- energy and matter
- structure and function
- stability and change

Amplify Science
I'm a chemist.



Amplify Science
I'm a civil engineer.



Amplify Science
We are biologists.



Amplify Science offers students the opportunity to engage in **Problem-based** deep dives that **empower** them to inhabit the role of scientists and engineers to explain or predict phenomena. They use what they figure out to solve real-world problems.

Amplify Science
I'm a climatologist.




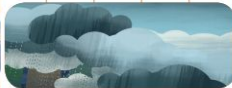

Amplify Science
I'm a genetic researcher.



Amplify Science
I'm a spectroscopist.



Amplify Science NYC 21-22 Three types of Units

Sept.			Oct.			Nov.			Dec.			Jan.			Feb.		Mar.			Apr.		May			Jun.															
9/13	9/20	9/27	10/4	10/11	10/18	10/25	11/1	11/8	11/15	11/22	11/29	12/6	12/13	12/20	1/3	1/10	1/17	1/24	1/31	2/7	2/14	2/28	3/7	3/14	3/21	3/28	4/5	4/11	4/25	5/2	5/9	5/16	5/23	5/30	6/6	6/13	6/20	6/27		
																																								
																																								
																																								
9/13	9/20	9/27	10/4	10/11	10/18	10/25	11/1	11/8	11/15	11/22	11/29	12/6	12/13	12/20	1/3	1/10	1/17	1/24	1/31	2/7	2/14	2/28	3/7	3/14	3/21	3/28	4/5	4/11	4/25	5/2	5/9	5/16	5/23	5/30	6/6	6/13	6/20	6/27		

Launch units

11 Lessons

Opportunities for students to extend their scientific thinking and practices outside the traditional realms of the science classroom.

Launch Units

Introduces practices

Scientific Argumentation

Active Reading

Writing

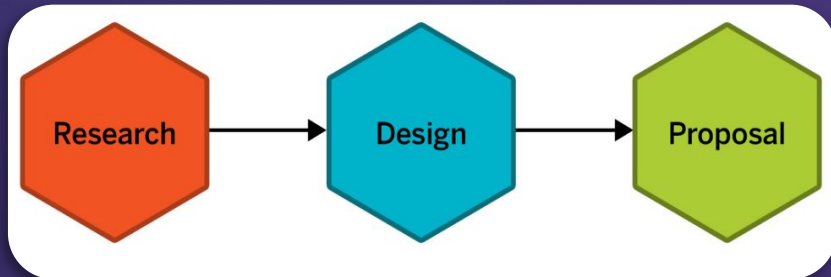
Talking about science ideas

Using Amplify Science Tools

Engineering Internship Units

10 lessons each

- Students take on the role of interns for the fictional Futura company
- Designing solutions for urgent real-world problems
- Apply and deepen learning from Core Units while cultivating students' responsibility to help others
- Teacher communicates through Futura Workspace



Core Units

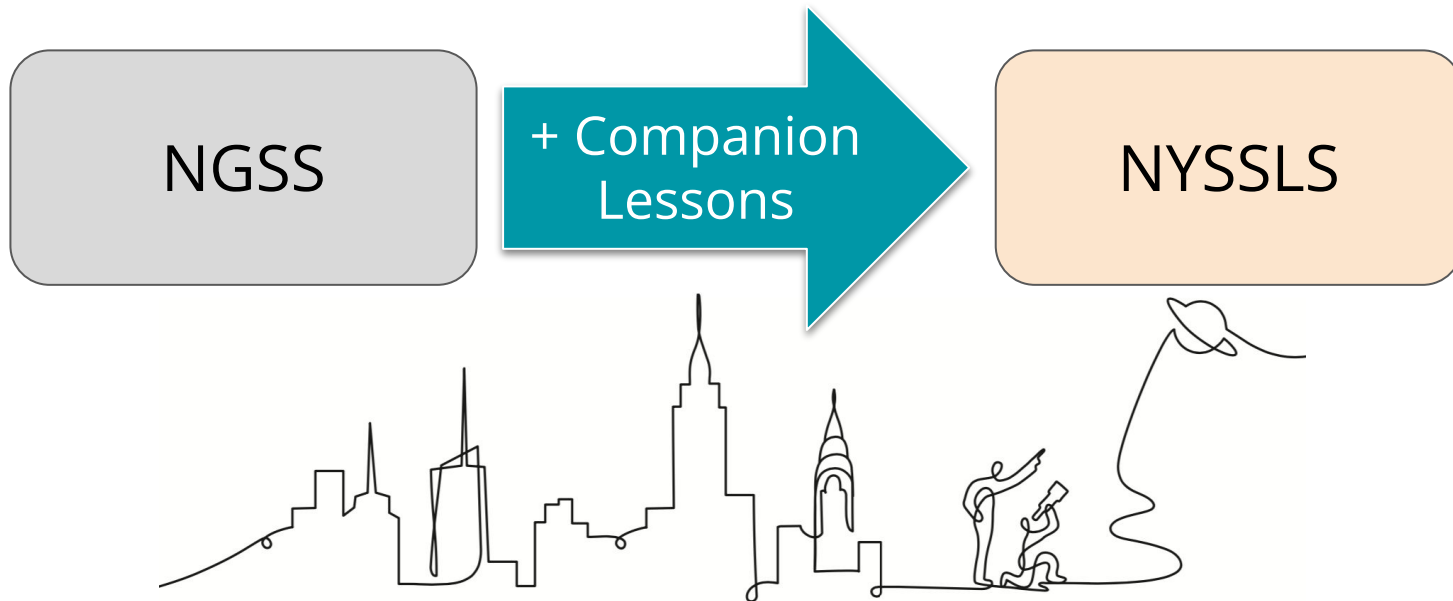
19 lessons

- Students work to figure out the unit's anchoring phenomena.
- Students gain an understanding of the unit's DCI's utilizing SEP's and CCC's.
- Unit culminates with a Science Seminar: Students apply their learning from the unit to a new real-world problem

Partnership: Amplify-LHS-NYC DOE

Amplify Science

Amplify Science NYC Edition





Questions?

Amplify Science Chat Race

Type the letter for your answer to the questions you see here in chat!

A

Type letter A in
Chat

C

Type letter C in
Chat

B

Type letter B in
Chat

D

Type letter D in
Chat

What are the multiple modalities?

A

Do, talk, read,
write, visualize

C

Do, visualize,
hands-on
projects

B

Read, write,
google search

D

Reading, writing,
math

Where can you find login information and NYC scope and sequence?

A

On the NYC
Resource Site

C

In the offline
preparation
guide

B

The Program
Hub

D

The TG on the
Unit Level

Where can you find the mandatory NYC companion lessons?

A

On the NYC
Resource Site

C

In the offline
preparation
guide

B

The Program
Hub

D

The TG on the
Unit Level

New York City Resources site

Amplify Science
Resources for NYC (6-8)



THE LAWRENCE
HALL OF SCIENCE
UNIVERSITY OF CALIFORNIA, BERKELEY

Amplify.

—
Welcome! This site contains supporting resources designed for the New York City Department of Education Amplify Science adoption for grades 6–8.

**No Login Required:
Bookmark this website!**



Amplify.



Questions?

Plan for the day

- Amplify Science NYC
- **Guided Unit Planning**
- Guided Lesson Planning
- Additional Resources
- Reflection and closing



What is phenomenon-based instruction?

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

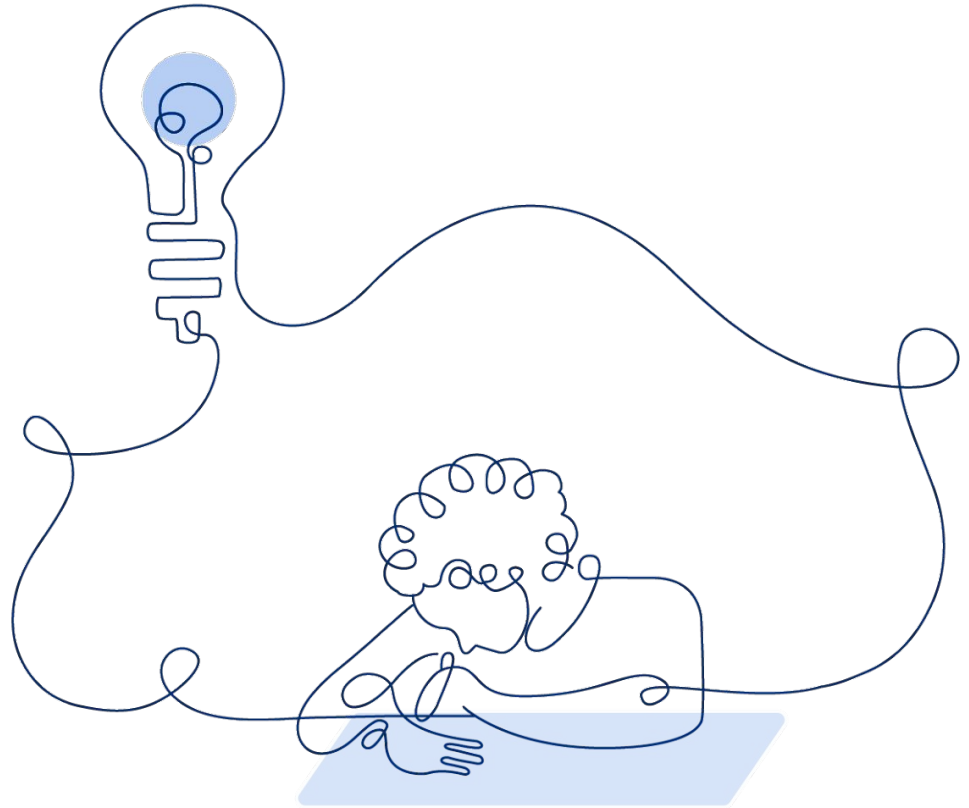


Previewing the unit

Introducing the phenomenon

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

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



Populations and Resources



I'm an Ecologists!

Glacier Sea has seen an alarming increase in the moon jelly population. In the role of student ecologists, students investigate reproduction, predation, food webs, and indirect effects to discover the cause.

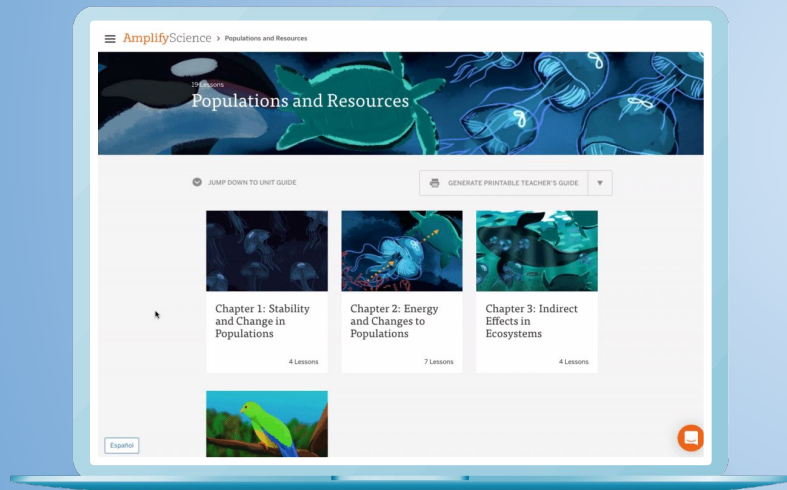
Populations and Resources



**Anchor
Phenomenon:
The size of
the moon jelly
population in
Glacier Sea
has increased
dramatically.**



Digital Teacher's Guide

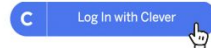


Login to Your Digital Teacher's Guide

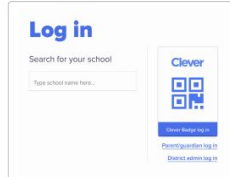
1. Go to learning.amplify.com
 - Reminders:
 - Use the latest version of Safari or Chrome
 - Supported devices: iPad 5 or more recent, MacBooks, Windows laptops or desktops, and Chromebooks
 - **Pro Tip:** Bookmark this url in your browser



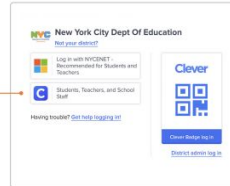
2. Select **Log In with Clever**



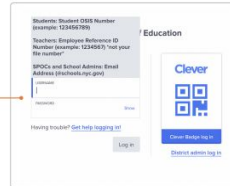
3. Search for and **select your school by name or DBN** (ex. 00M000 - PS/IS School Name)



4. Select **Students, Teachers, and School Staff**



5. Enter your district **Employee ID number** in both **username** and **password** fields



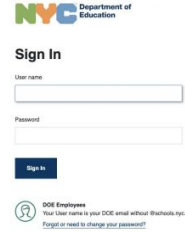
6. Click **Log In**

Clever

TeachHub: Teacher Login Guide



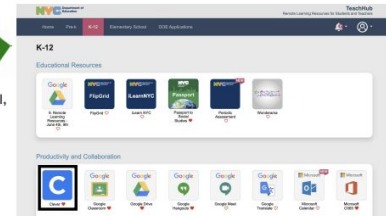
1. Head to the DOE's new Remote Learning portal at teachhub.schools.nyc.gov



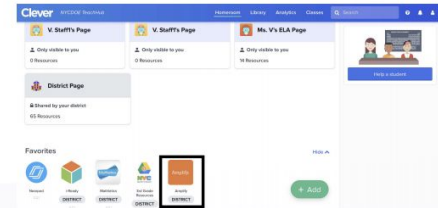
2. Enter your DOE username and password

**For teachers, this is your DOE email address with the @school.nyc.gov removed.*

3. Select the **K12** tab at the top of your portal, then click on the Clever app



4. Click on the Amplify icon



Clever

Questions? Visit support.clever.com.

Guided Navigation Unit Level

AmplifyScience > Populations and Resources

19 Lessons
Populations and Resources

JUMP DOWN TO UNIT GUIDE

GENERATE PRINTABLE TEACHER'S GUIDE

Chapter 1: Stability and Change in Populations
4 Lessons

Chapter 2: Energy and Changes to Populations
7 Lessons

Chapter 3: Indirect Effects in Ecosystems
4 Lessons

Español

Guided Unit Internalization

Part 1: Unit-level internalization

Unit title:

What is the phenomenon students are investigating in your unit?

Unit Question:

Student role:

By the end of the unit, students figure out ...

What science ideas do students need to figure out in order to explain the phenomenon?

Guided Unit Internalization Document

What is the student role? What will students figure out in Chapter 1?

Guided Unit Internalization
Part 1: Unit-level Internalization

Unit title: _____

What is the phenomenon students are investigating in your unit?









Unit Questions: _____ Student role: _____

By the end of the unit, students figure out ...

What science ideas do students need to figure out in order to explain the phenomenon?

- 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 ▾

Printable Resources

-  **Article Compilation**
-  **Coherence Flowchart**
-  **Copymaster Compilation**
-  **Flexextension Compilation**
-  **Investigation Notebook**
-  **NGSS Information for Parents and Guardians**
-  **Print Materials (8.5" x 11")**
-  **Print Materials (11" x 17")**

Offline Preparation

What are the Unit and Chapter Questions?

Guided Unit Internalization
Part 1: Unit-level Internalization

Unit title: _____

What is the phenomenon students are investigating in your unit?

Unit Question: _____ Student role: _____

By the end of the unit, students figure out ...

What science ideas do students need to figure out in order to explain the phenomenon?

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



Printable Resources



Article Compilation



Coherence Flowchart



Copymaster Compilation



Flexextension Compilation



Investigation Notebook



NGSS Information for Parents and Guardians



Print Materials (8.5" x 11")



Print Materials (11" x 17")

Offline Preparation

By the end of the unit what will the students figure out?

Guided Unit Internalization
Part 1: Unit-level internalization

Unit title:

What is the phenomenon students are investigating in your unit?

Unit Questions: Student role:

By the end of the unit, students figure out ...

What science ideas do students need to figure out in order to explain the phenomenon?

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

Printable Resources

- Article Compilation
- Coherence Flowchart
- Copymaster Compilation
- Flextension Compilation
- Investigation Notebook
- NGSS Information for Parents and Guardians
- Print Materials (8.5" x 11")
- Print Materials (11" x 17")

Offline Preparation

What science concepts do students need to figure out in order to build an explanation of the unit phenomena?

Guided Unit Internalization
Part 1: Unit-level Internalization









Unit title: _____

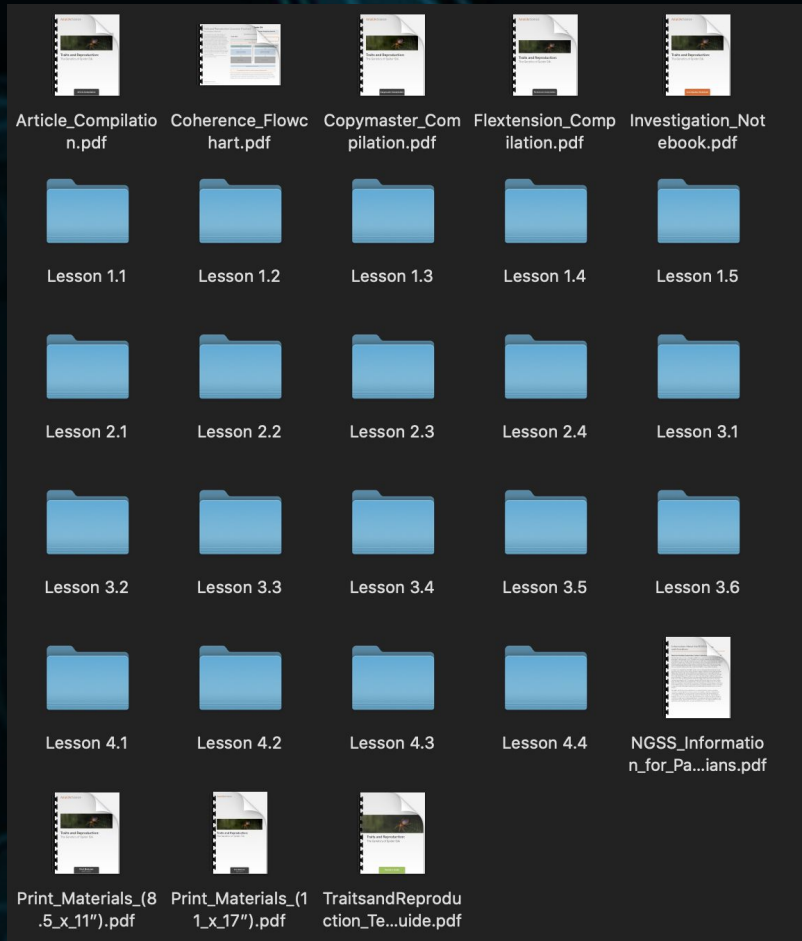
What is the phenomenon students are investigating in your unit?

Unit Question: _____ Student role: _____

By the end of the unit, students figure out ...

What science ideas do students need to figure out in order to explain the phenomenon?

Planning for the Unit		Printable Resources
Unit Overview	▼	 Article Compilation
Unit Map	▼	 Coherence Flowchart
Progress Build	▼	 Copymaster Compilation
Getting Ready to Teach	▼	 Flexextension Compilation
Materials and Preparation	▼	 Investigation Notebook
Science Background	▼	 NGSS Information for Parents and Guardians
Standards at a Glance	▼	 Print Materials (8.5" x 11")
Teacher References		 Print Materials (11" x 17")
Lesson Overview Compilation	▼	Offline Preparation



Planning Tip!
Remember to
Download the
Offline Guide
Materials

Guided Unit Internalization

Part 1: Unit-level internalization

Unit title:

What is the phenomenon students are investigating in your unit?

Unit Overview

Unit Question:

Lesson Overview Compilation

Student role:

Unit Overview

By the end of the unit, students figure out ...

**Unit Map, See also
Progress Build**

What science ideas do students need to figure out in order to explain the phenomenon?

**Unit Map, Progress Build,
Science Background Document**

**Where to
Look!**









Reflect-Type-Chat! Share and Learn

**In two sentences or less,
what do students figure
out by the end of the
unit?**



Questions?

Planning Document Where is the Coherence Flowchart?

Planning for the Unit	Printable Resources
Unit Overview	 Article Compilation
Unit Map	 Coherence Flowchart
Progress Build	 Copymaster Compilation
Getting Ready to Teach	 Flexextension Compilation
Materials and Preparation	 Investigation Notebook
Science Background	 NGSS Information for Parents and Guardians
Standards at a Glance	 Print Materials (8.5" x 11")
Teacher References	 Print Materials (11" x 17")
Lesson Overview Compilation	Offline Preparation

The problem students work to solve

Chapter 1 Question

Investigation Question

Evidence sources and reflection opportunities

Key concepts

Application of key concepts to the problem

Explanation that students can make to answer the Chapter 1 Question

Populations and Resources: Too Many Moon Jellies

What caused the size of the moon jelly population in Glacier Sea to increase?

What caused the size of the moon jelly population in Glacier Sea to increase?

How do births and deaths in a population affect its size? (1.3, 1.4)

- Use the Sim to observe what can happen to an organism in a population (1.2)
- Use a token to find out how births and deaths in a population can affect the population size (1.3)
- Watch a video demonstrating stability and change in a system (1.3)

- Within a population organisms are always being born and dying. (1.2)
- A system can be stable even as things are being added to and removed from it. If the amounts being added and being removed are not equal, then the system will change. (1.3)
- If the number of births and deaths in a given time are equal, then the population size will be stable. (1.3)
- If there are more births than deaths in a given time, then the size of the population will increase. If there are fewer births than deaths, then the size of the population will decrease. (1.3)

- Evaluate the quality of evidence about the moon jelly population (1.4)
- Use the paper Modeling Tool to show the cause of the moon jelly population increase (1.4)

There are always births and deaths happening in the jelly population. If the population increased it means that there were more births than deaths. This could have happened because births increased or because deaths decreased.

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Amplify.

Skim the Chapter 1 Coherence Flowchart.

Think about how you might use the Coherence Flowchart to summarize learning throughout Chapter 1.

Amplify.

Planning for Digital Apps

Read the Apps in your Unit Section of the Teacher References



Teacher References

Lesson Overview Compilation



Standards and Goals



3-D Statements



Assessment System



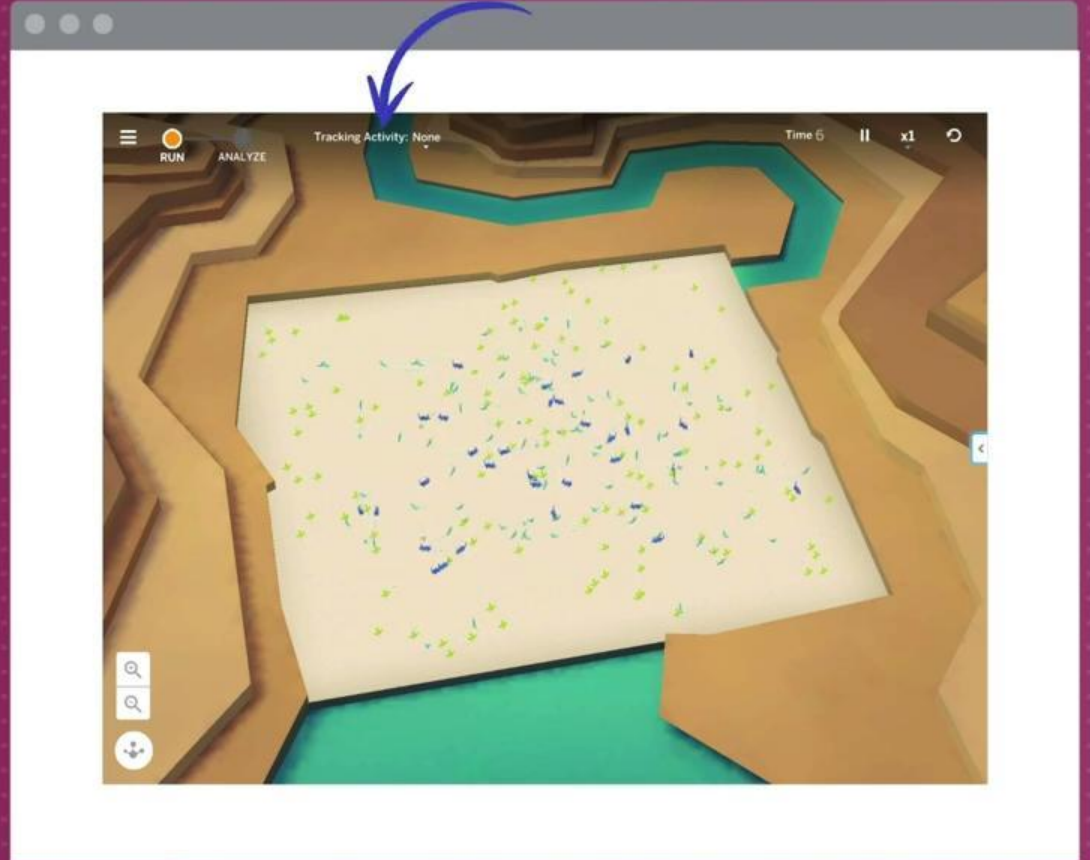
Articles in This Unit



Apps in This Unit



At the top of the screen is the **Tracking Activity** drop down. You can use it to highlight all organisms that are eating, reproducing, or dying.



Planning for the Assessment System



Progress Build

The unit's Progress Build describes the way students' explanatory understanding of the unit's focal phenomena is likely to develop and deepen over the course of a unit. It is an important tool in understanding the structure of a unit and in supporting students' learning: it organizes the sequence of instruction (generally, each level of the Progress Build corresponds to a chapter), defines the focus of assessments, and grounds the inferences about student learning progress that guide suggested instructional adjustments and differentiation.

Teacher References

Lesson Overview Compilation



Standards and Goals



3-D Statements



Assessment System



Embedded Formative Assessments



Books in This Unit



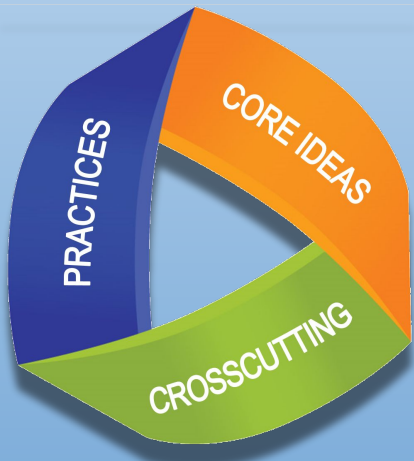
Apps in This Unit



Flexextensions in This Unit



3-D Assessment Connections



Teacher References	
Lesson Overview Compilation	▼
Standards and Goals	▼
3-D Statements	▼
Assessment System	▼
Embedded Formative Assessments	▼
Articles in This Unit	
Apps in This Unit	
Flextensions in This Unit	

Lesson 4.2, Activity 3:
Student-to-Student
Discussion: Discussing
Evidence and Claims

Assessment Type:
On-the-Fly Assessment

Evaluation Guidance:

- Look for/Now What?
notes

DCI:

- LS4.A: Evidence of Common Ancestry and Diversity

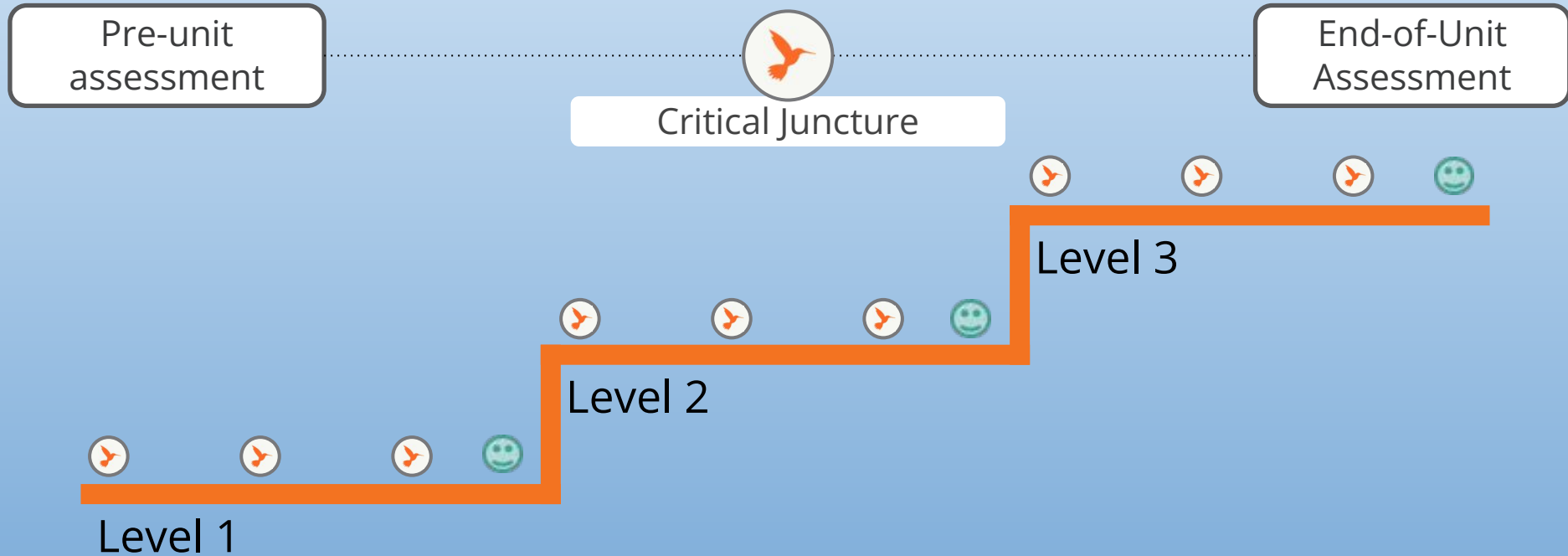
SEPs:

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

CCC:

- Stability and Change

6-8 Assessment System



G6 Populations and Resources

1.1

Pre-unit
assessment



Critical Junctures

End-of-Unit
Assessment



Level 1:
There are always births and deaths occurring in a population. Changes in the number of births and deaths can change the size of a population.

Level 2:
A change in the number of births and deaths in a population can be caused by a change in the size of its resource populations or consumer populations.

Level 3:
A change in the number of births and deaths in a population can be caused by a change in the size of a population other than its resource or consumer population.

Benchmark Assessments

- Grades 3-8
- 4 Benchmarks per grade
- 14-15 items perform

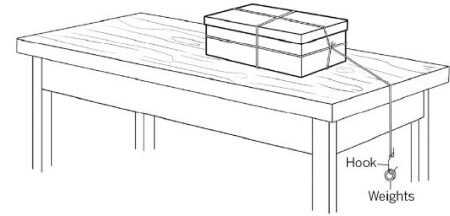
Click to open
Benchmark
Assessment site



Benchmark
Assessments

1

This box is sitting still on a table. You want to understand the changing forces that act on the box. Which of the following investigations would help you do this?



- Describe the direction the box is pushing on the table.
- Observe that the box is not moving. That means there are no forces acting on it.
- Hang weights from the hook. The weights will push on the box.
- Hang weights from the hook. The weights will pull on the box. The box will slide to the end of the table.

2

Vincent wants to move an object using touching forces. Which test will show that touching forces move objects?

- He could drop a feather from several different heights and see how fast it falls.
- He could pull a toy car with a string until it hits another toy car.
- He could rub a balloon on his shirt and hold it over his head to make his hair stand up.
- He could use a magnet to pull a stack of paper clips from one end of the table to another.

Plan for the day

- Amplify Science NYC
- Guided Unit Planning
- **Guided Lesson Planning**
- Additional Resources
- Reflection and closing

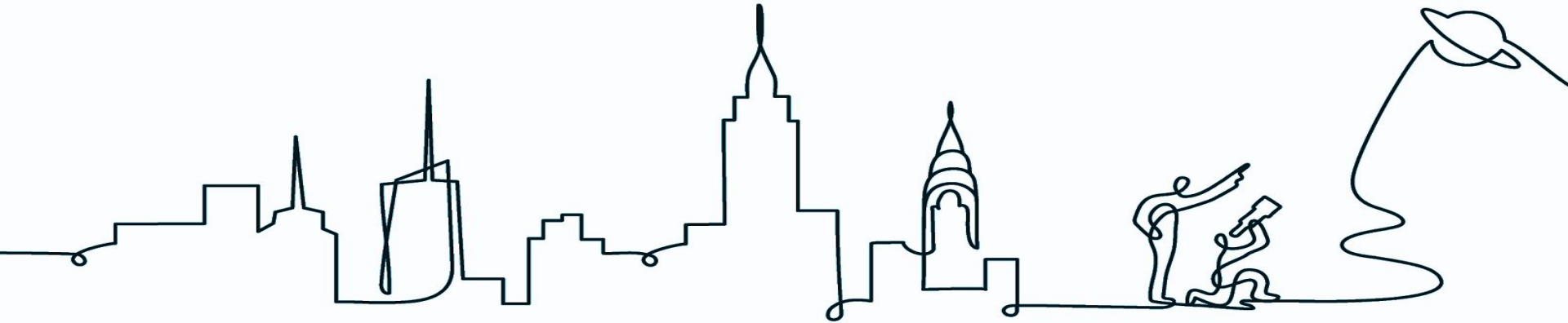




Guided Lesson Exploration and Planning

Differentiation

Quick Review of Lesson Level Brief



Lesson Exploration

Use the Lesson Brief for:

1. information about lesson timing
2. materials and preparation
3. differentiation suggestions
4. Digital Resources

The screenshot shows the AmplifyScience interface for Lesson 1.2. At the top, the breadcrumb navigation reads: AmplifyScience > Populations and Resources > Chapter 1 > Lesson 1.2. The main header features a dark blue background with glowing jellyfish illustrations and the text "Lesson 1.2: Mysterious Moon Jelly Increase". Below the header is a navigation bar with three main sections: "Lesson Brief (4 Activities)", "WARM-UP Warm-Up", and "TEACHER Video: Studying Jelly Populations". To the right, there are two more sections: "2 TEACHER-LED DISCUSSION Introduction to the Glacier Sea Ecosystem" and "3 SIM Exploring the Populations and Resources Sim". Below the navigation bar are two buttons: "RESET LESSON" and "GENERATE PRINTABLE LESSON GUIDE". On the right side of the page, there is a blue "ASSIGN" button. The main content area is divided into three columns: "Overview" (with a pink header), "Digital Resources" (with a pink header), and a sidebar on the left with a pink header. The sidebar lists: Overview, Materials & Preparation, Differentiation, Standards, Vocabulary, and Unplugged?. The "Overview" section contains text about the lesson's focus on moon jelly population increase in the fictional Glacier Sea. The "Digital Resources" section lists: Classroom Slides 1.2 | PowerPoint, Classroom Slides 1.2 | Google Slides, All Projections, Video: Studying Jelly Populations, and The Arctic Ecosystem. At the bottom left, there is a "Español" button. At the bottom right, there is a circular icon with a white envelope on a blue background.

Science Seminar: Remote/Hybrid



Considering claims and evidence



Participating in the Science Seminar



Writing an argument



A blue-tinted photograph of an orange-bellied parrot perched on a branch. The bird is facing left, and its body is mostly obscured by the blue overlay. The background is a blurred natural setting.

Science Seminar
Anchor Phenomenon:
The size of an orange-bellied
parrot population on an island
off the coast of Australia has
decreased.

Using Classroom Slides as a planning tool

Focus: Science Seminar

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

Download and use the slides to review the science seminar lessons in your unit. Record your planning observations/notes!

The screenshot shows a Classroom Slides presentation interface. The title bar reads "Lesson 1.2 - Populations and Resources" and includes a "Share" button. The menu bar includes "File", "Edit", "View", "Insert", "Format", "Slide", "Arrange", "Tools", "Add-ons", and "Help". The toolbar contains various navigation and editing icons. On the left, a slide deck is visible with 7 slides. The main slide area displays the following content:

- Slide 1: Title slide with the text "Lesson 1.2: Mysterious Moon Jelly Increase" and a background image of jellyfish.
- Slide 2: "week 1 Warmup" slide.
- Slide 3: "Today, we will begin a new unit called Populations and Resources. We will start with a theme to help get us thinking about ocean life. You can begin making your predictions as we go through the unit." slide.
- Slide 4: "week 2 Introduction to the Glacier Sea Ecosystem" slide.
- Slide 5: "week 3 Let's watch a video about a real ecologist who studies jellyfish. We'll learn about why changes in the number of organisms in a population are important. It's all here and here." slide.
- Slide 6: Video thumbnail of a woman speaking.

At the bottom of the slide, the "Lesson purpose" is stated: "to introduce students to the role they will take on in this unit, and to build their initial understanding that organisms within populations are always being born and dying". A footer note reads: "Please refer to this lesson's Materials & Preparation section in the digital Teacher's Guide or the print Teacher's Guide for".



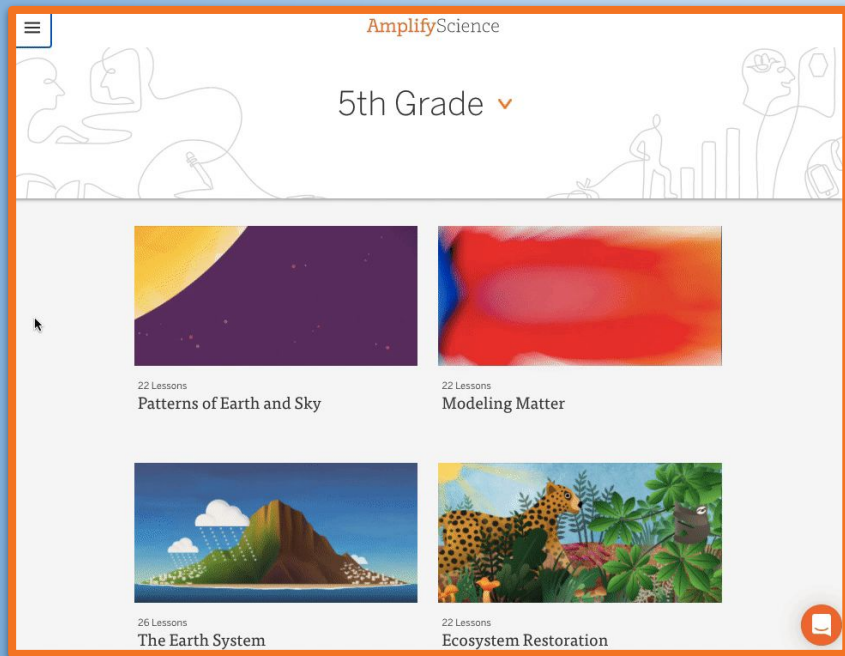
Questions?

Plan for the day

- Amplify Science NYC
- Guided Unit Planning
- Guided Lesson Planning
- **Additional Resources**
- Reflection and closing



The Program Hub with supplemental and self study resources



The screenshot shows the AmplifyScience website interface for 5th Grade. At the top, the logo "AmplifyScience" is on the left, and "5th Grade" with a dropdown arrow is in the center. Below the header, there are four course cards arranged in a 2x2 grid. Each card features a colorful illustration and text indicating the number of lessons and the course title. A small mouse cursor is visible over the top-left card. In the bottom right corner of the interface, there is a small red icon of a document with a checkmark.

Course Title	Number of Lessons
Patterns of Earth and Sky	22 Lessons
Modeling Matter	22 Lessons
The Earth System	26 Lessons
Ecosystem Restoration	22 Lessons



Reflect-Type-Chat! Share and Learn

Which self-study resource on the Program-Hub will you use most often and why?

The Amplify Science Program Guide



AmplifyScience

New York City

Welcome

Program developers

Designed for the NGSS

Program components

Scope and Sequence

Phenomena, standards, and progressions

Assessments

Science and literacy

Access and equity

Resources

Welcome

The Program Guide details information about the program, including its authorship, development, themes, and more. It serves as a resource for finding out more about the program's structure, components, supports, how it meets standards, and flexibility.

Navigate through the links on the left-hand side of the page to access more information about the program and to explore resources that can help with your implementation.

**No Login Required:
Bookmark this
website!**

ACCESS THE DIGITAL
CURRICULUM

Resources

Support and FAQs

Technical Support

(800) 823-1969

scihelp@amplify.com

More Amplify Science

Transitional Kindergarten (TK)

Search Site ...

Access and Equity: Amplify Science Program Guide

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**

Welcome

The Program Guide details information about the program, including its authorship, development, themes, and more. It serves as a resource for finding out more about the program's structure, components, supports, how it meets standards, and flexibility.

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ACCESS THE DIGITAL CURRICULUM

Support

- Amplify Help Center**
- 1-800-823-1969**
- scihelp@amplify.com**

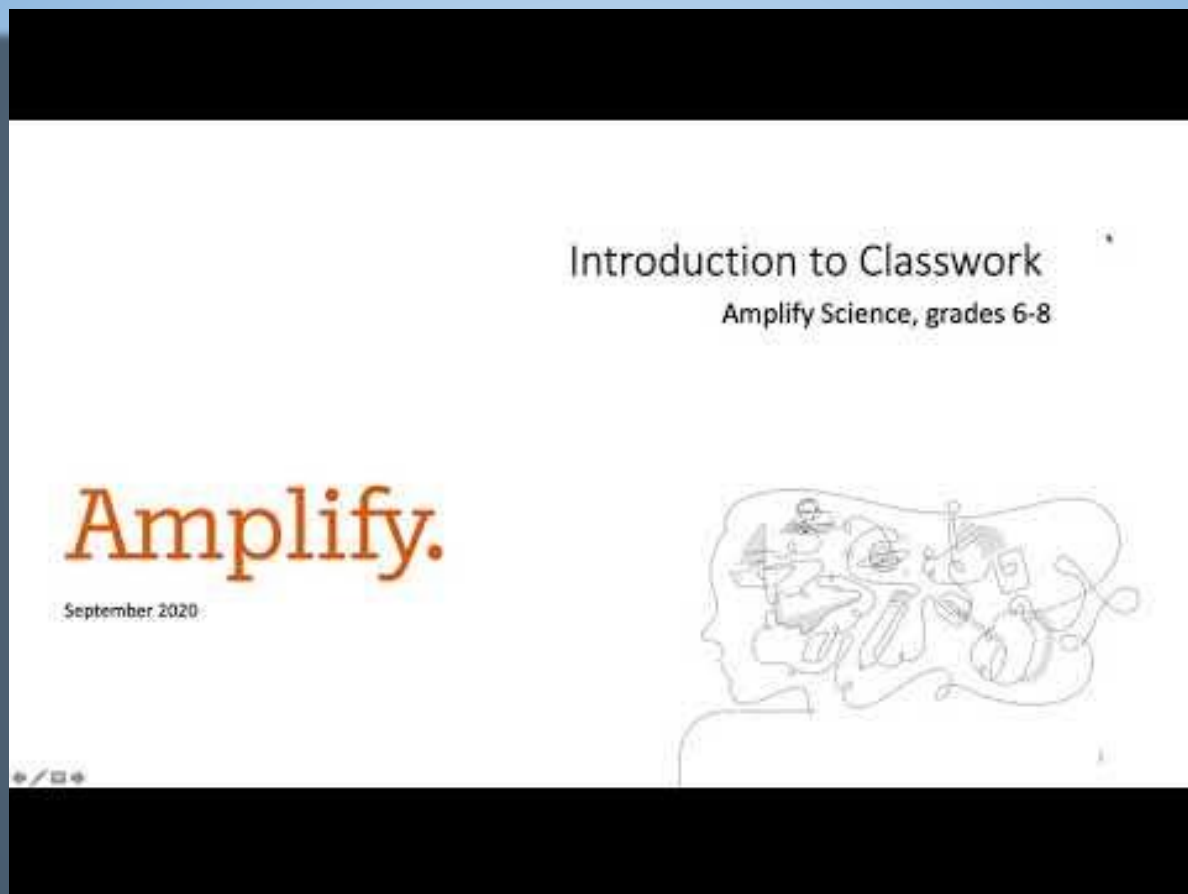
More Amplify Science

- Transitional Kindergarten**

Search Site ... >

Record your findings!

Classwork Help



New! Assign in Amplify

AmplifyScience > Traits and Reproduction > Chapter 1 > Lesson 1.2

Lesson 1.2: Introducing Spider Silk Research

Lesson Brief (5 Activities)

- 1 WARM-UP Warm-Up
- 2 STUDENT-TO-STUDENT DISCUSSION Introducing Darwin's Bark Spiders
- 3 SIM Exploring in the Simulation
- 4 HOMEWORK Homework

RESET LESSON

GENERATE PRINTABLE LESSON GUIDE

ASSIGN

Overview

Students learn that Darwin's bark spiders, a newly discovered spider species, have the strongest spider silk on Earth. When bred for optimal silk flexibility, their silk may have important medical applications. For example, Darwin's bark spiders' silk may be used to repair human tendons one day. Unfortunately, not all Darwin's bark spiders have the same silk flexibility. In order to help genetic

Digital Resources

- Classroom Slides 1.2 | PowerPoint
- Classroom Slides 1.2 | Google Slides
- All Projections

Modeling Proteins and

3 MODELING TASK Modeling Silk Flexibility

4 HOMEWORK Homework

GENERATE PRINTABLE LESSON GUIDE

ASSIGN

Digital Resources

- Classroom Slides 1.4 | PowerPoint

@ ASSIGN

Student Status Screen

Teacher tip: Use Student Status screen to keep track of where students are in the digital platform while you're teaching, and to see their progress on activities in which they can digitally submit work.

The screenshot shows the AmplifyScience interface for Lesson 1.2: Mysterious Moon Jelly Increase. The top navigation bar includes the AmplifyScience logo and the path: Populations and Resources > Chapter 1 > Lesson 1.2. The main header area features the lesson title and a background image of jellyfish. Below the header is a progress bar with four sections: 1. Lesson Brief (4 Activities), 2. WARM-UP Warm-Up, 3. TEACHER-LED DISCUSSION Video: Studying Jelly Populations, and 4. TEACHER-LED DISCUSSION Introduction to the Glacier Sea Ecosystem. The current section is highlighted. Below the progress bar are buttons for 'RESET LESSON', 'GENERATE PRINTABLE LESSON GUIDE', and 'ASSIGN'. The main content area is divided into three columns: 'Overview' (with sub-sections: Overview, Materials & Preparation, Differentiation, Standards, Vocabulary), 'Digital Resources' (with items: Classroom Slides 1.2 | PowerPoint, Classroom Slides 1.2 | Google Slides, All Projections), and a 'Spanish' button. The bottom right corner has a chat icon.

Reporting

The Reporting feature allows you to analyze student performance on Pre-Unit, Critical Juncture, and End-of-Unit Assessments.

You can generate reports on the full class, individual students, or specific assessment items.

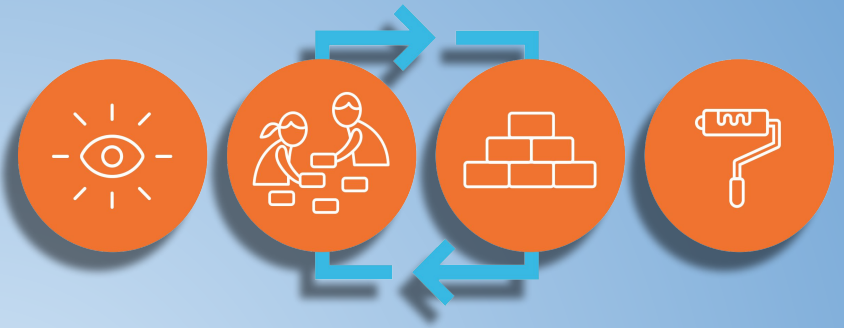
The screenshot shows the AmplifyScience website interface for the 'Populations and Resources' unit. At the top, the navigation bar includes the AmplifyScience logo and the unit title 'Populations and Resources'. Below this is a large banner image featuring a green sea turtle and several jellyfish. The text '19 Lessons' and 'Populations and Resources' is overlaid on the banner. Below the banner, there are two buttons: 'JUMP DOWN TO UNIT GUIDE' and 'GENERATE PRINTABLE TEACHER'S GUIDE'. The main content area displays three chapter cards: 'Chapter 1: Stability and Change in Populations' (4 Lessons), 'Chapter 2: Energy and Changes to Populations' (7 Lessons), and 'Chapter 3: Indirect Effects in Ecosystems' (4 Lessons). Each card has a corresponding illustration. At the bottom left, there is a language selector for 'Español'. At the bottom right, there is a notification icon.

Plan for the day

- Amplify Science NYC
- Guided Unit Planning
- Guided Lesson Planning
- Additional Resources
- **Reflection and closing**



What does this Image represent?



A Amplify Science Approach

B How students build a complex explanation

C How students deepen their understanding

D All of these

What is the first step to the Amplify Science Approach?

A

Collect evidence
from multiple
sources

C

Apply knowledge to
solve different
problem

B

Introduce a
Phenomenon and/or
real world problem

D

Build an increasingly
complex explanation

Where are differentiation notes for your Unit lessons?

A

Unit Level
Materials and
Prep

C

Digital TG
Lesson Level

B

Unit Level
Science
Background

D

Teacher
Overview

In Chat

What is your number one
takeaway from this
workshop ?



Questions?



Customer Care

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



scihelp@amplify.com



800-823-1969



Amplify Chat