# **Amplify** Science

# Standard Curriculum Relaunch / Guided Planning

Grade 5, Unit 2: Modeling Matter

#### Part 1

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



#### Ice Breaker!

#### Who do we have in the room today?

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



# Amplify's Purpose Statement

Dear teachers,

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

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

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

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

Sincerely, Amplify

### Norms: Establishing a culture of learners

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







Vendor Support Desk: P: 800.823.1969

**Content Area: ELA** Grade Level: ES Content Type: Assessment Integration Type: App (Left Navigation) Purchase Type: District **Getting Started Guide** Other Info: App to be installed for Course Admins only E: help@amplify.com S: amplify.com/support/ Textbook Title(s): NA

- A Amplify Science: Middl...

  - mCLASS Student

# This year's app(s).



#### LMS App Center

The LMS App Center provides a catalog of District-approved digital content and learning tools (including digital components of adopted textbooks) that are available for classroom teachers and students to access within the learning management system. Schoology,

For information on District-approval policies and procedures, please visit: udipp.lausd.net.

- To search the full list of digital learning tools, click "Submit".
- To search by Publisher Name or Textbook Title, type in a word associated to your adopted publisher, then click "Submit".
- To narrow your search with filters such as Content Area, Grade Level, or Content Type, select from the dropdown menu, then click "Submit".

#### To learn more about using the LMS App Center, please refer to the following video overview.

←Search Again

#### Amplify

Content Area: ELA Grade Level: ES Content Type: Supplemental Purchase Type: District and School **Getting Started Guide** Other Info: School licenses required

#### Vendor Support Desk: P: 800.823.1969 E: help@amplify.com S: amplify.com/support/ Textbook Title(s):

- mCLASS CKLA Amplify Reading
- Integration Type: App (Left Navigation) Amplify Science

# NA

Fractions

#### **Amplify Classwork**



Integration Type: App (Left Navigation) Purchase Type: District and School

Vendor Support Desk: P: 800.823.1969 E: help@amplify.com S: amplify.com/support/ Textbook Title(s): NΔ

#### Starts With amplify **Grade Sync for MS Science** All All All Starts With

All Amplify Products



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(i) mCLASS Educators: To view or make changes to your account go to mclass.amplify.com.

#### Hi, Terin



Programs & Licenses

Account Settings

Help Center 🗹



**CKLA Hub** 

Reading K-5



**CKLA Resource Site** 



mCLASS Assessment

**Science** 

mCLASS Reporting



Reading 6-8

Vocabulary













Amplify. 13

# Join Amplify Science Schoology Group

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



#### Part 1:

### Amplify Science Standard Curriculum Relaunch





# Overarching goals

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

- Navigate the full Amplify Science standard curriculum.
- Understand the program's phenomenon-based approach.
- Apply the program essentials to prepare to teach.<sup>Q</sup>





# Plan for the day: Part 1

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



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# **Amplify** Science

#### Next Generation Science Standards



#### **Disciplinary Core Ideas**

What students figure out

How students figure out the science **Science and Engineering Practices** 

The habits of thinking that help

**Crosscutting Concepts** 

students organize information

#### Course curriculum structure

<ul> <li>Grade K</li> <li>Needs of Plants and Animals</li> <li>Pushes and Pulls</li> <li>Sunlight and Weather</li> </ul>	<ul><li>Grade 1</li><li>Animal and Plant Defenses</li><li>Light and Sound</li><li>Spinning Earth</li></ul>	<ul> <li>Grade 2</li> <li>Plant and Animal Relationships</li> <li>Properties of Materials</li> <li>Changing Landforms</li> </ul>	Key takeaways: • There are 22 lessons
<b>Grade 3</b> <ul> <li>Balancing Forces</li> <li>Inheritance and Traits</li> <li>Environments and Survival</li> <li>Weather and Climate</li> </ul>	Grade 4 • Energy Conversions • Vision and Light • Earth's Features • Waves, Energy, and Information	<ul> <li>Grade 5</li> <li>Patterns of Earth and Sky</li> <li>Modeling Matter</li> <li>The Earth System</li> <li>Ecosystem Restoration</li> </ul>	<ul> <li>Lessons at grades 2-5 are 60 minutes long</li> </ul>

### Year at a Glance: Grade 5





Patterns of Earth and Sky

Modeling Matter



The Earth System



Ecosystem Restoration

**Domain**: Earth and Space Science

Student role:

Astronomers

**Domain**: Physical Science

Unit type: Investigation Unit ty

**Unit type:** Modeling

Student role: Food

scientists

**Domain**: Earth and Space Science

**Unit type:** Engineering Design

**Student role:** Water resource engineers

Domain: Life Science

**Unit type:** Argumentation

**Student role:** Ecologists

## K-5 Program components

#### **Teacher materials**

- Teacher's Guide (print and digital)
- Classroom Slides
- Classroom wall materials
- Embedded assessments
- Program Guide
- Program Hub
- Amplify Help Site







### K-5 Program components Student materials

- Hands-on materials
- Investigation Notebooks (print and digital)
- Student books
- Digital Applications



### Student books

- 5 custom-written titles including one longer reference book
- 18 copies of each title
- Digital versions with interactive e-reader
- Read-aloud videos on the Program Hub

6th book in Modeling Matter unit





### K-5 Program components Classroom kits



#### **Classroom kits**

Built for a class of 36 students, with consumables for two years



# Questions?





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Next Generation Science Standards Phenomenon-based learning and teaching

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

### Comparing topics and phenomena

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

Next Generation Science Standards How might learning be different?

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

Comparing topics and phenomena A shift in science instruction

from learning about

(like a student)



to figuring out

(like a scientist)

# **Amplify Science Approach**

Introduce a **phenomenon** and a related problem

Collect **evidence** from multiple sources Build increasingly complex explanations **Apply** knowledge to solve a different problem

S

## Previewing the unit Introducing the phenomenon

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

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





We are starting a unit called *Modeling Matter*: *The Chemistry of Food*.

This unit is about **matter**, which is the stuff that everything around us is made of, including food!



We will take a **close look at food**, not just as something tasty to eat, but also as something interesting to study.

Let's think about what **food scientists** do.



Take a moment to look at these pictures of food scientists.

# Where do you think a food scientist **works**?



Take a moment to look at these pictures.

What do you think food scientists want to find out about the food they study?



For the next few weeks, we are going to take on the role of **food scientists** for a company called Good Food Production, Inc.

### Amplify Science Anchoring phenomenon

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





## Plan for the day: Part 1

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## Let's Go Live!

# **Modeling** Matter

JUMP DOWN TO UNIT GUIDE

Chapter 1: Why did the food coloring

separate into

different dyes?

 $\sim$ 



10 Lessons

5 Lessons

7 Lesson

Chromatography

## **Explore the Program Essentials**



# Navigation summary

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

## 2. Select JUMP DOWN TO UNIT GUIDE.

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





# Key Unit Guide Documents for Planning

	Printable Resources
~	Coherence Flowcharts
~	🔤 Copymaster Compilation
~	Flextension Compilation
~	Investigation Notebook
~	👼 Multi-Language Glossary
~	NGSS Information for Parents and     Guardians
~	Print Materials (8.5" x 11")
	Print Materials (11" x 17")
on v	
~	Offline Preparation
~	Teaching without reliable classroom internet? Prepare unit and lesson
~	materials for offline access.
sments ~	Offline Guide
~	
~	
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	× • • • • • • • • • • • • • • • • • • •

Unit Title:

### Modeling Matter

#### Overview

[Resources: Unit Overview, Teacher's Guide, Coherence Flowchart, Unit Map, 3-D Statements] What is the phenomenon/real-world problem students are investigating in Student Role: vour unit? Unit Question: Relationship between the Unit Phenomenon and Unit **Ouestion:** By the end of the unit, students figure out... How do students engage with three-dimensional learning to figure out the phenomenon/real-world problem in your unit?

Unit Title:

## Modeling Matter

#### Overview

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

What is the phenomenon/real-world problem students are investigating in	Student Role:
your unit?	
Unit Question:	Relationship between the Unit Phenomenon and Unit
Currented version	Question:
Suggested resource:	
Unit Overview / Unit Map	
How do students engage with three-dimensional learning to figure out the pl	henomenon/real-world problem in your unit?

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How do stu	enon/real-world problem in your unit?
Students use digital models and create their ov explain the microscale phenomena of liquids mi mulsified.	vn diagram models in order to xing, separating and being

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Navigation Temperature Check

Rate yourself on your comfort level accessing Amplify Science materials and navigating a digital curriculum.

- 1 = Extremely Uncomfortable
- 2 = Uncomfortable
- 3 = Mild
- 4 = Comfortable
- 5 = Extremely Comfortable









# Plan for the day: Part 1

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

Closing

**Closing reflection** 

Based on our work in Part 1, share:

**Head:** something you'll keep in mind

Heart: something you're feeling

**Feet:** something you're planning to do

## Additional resources

## Welcome, caregivers!

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

#### Para acceder a este sitio en español haga clic aquí.

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









#### **Caregivers**

# LAUSD Micrositehttps://amplify.com/lausd-science

# Welcome to Amplify Science!

This site contains supporting resources designed for the LAUSD Amplify Science adoption for grades TK-8.

- Access the Amplify Science Program Hub (To help orient you to the new design, watch this video and view this reference guide.)
- Find out more about Amplify Science@Home
- Share the Caregiver Hub (Eng/Span) with your families
- For LAUSD ES Teachers- Amplify Science & Benchmark
   Advance Crosswalk
- Instructional guidance for a Responsive Relaunch of Amplify Science in 21-22

Click the button below to preview the digital Teacher's Guide, and check back for exciting updates to this site!



# Program Hub

Use the Amplify Science Program Hub to find useful resources for implementing Amplify Science, including unit overview videos and planning tools.







# 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





Amplify Chat



## Please provide feedback!

**Presenter name:** 

## Workshop title:

Part 1: Relaunching the Standard Curriculum Part 2: Guided Planning (Planning for a Lesson) Modality:

Remote



# End of Part 1





# Break

# 10:00 - 10:30





# **Amplify** Science

# Standard Curriculum Relaunch / Guided Planning

Grade 5: Modeling Matter

## Part 2

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



## Ice Breaker!

## Who do we have in the room today?

• Question: Now that we have gone through Part 1, which aspects of Amplify Science do you feel more comfortable with or have a greater understanding of?



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- **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.

# Part 2: Guided Planning (for a lesson)





# Overarching goals

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

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





# Plan for the day: Part 2

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



# Plan for the day: Part 2

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

# Beginning the Unit

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

AmplifyScience CALIFORNIA > Modeling Matter > Chapter 1

Chapter 1: Why did the	food coloring separate	into different dyes?
Lesson 1.1: Pre-Unit Assessment	Lesson 1.2: Introducing Food Science	Lesson 1.3: Made of Matter
Lesson 1.4: Separating a Food- Coloring Mixture	Lesson 1.5: Exploring Another Model of Chromatography	Lesson 1.6: Nanovision Models of Chromatography
#### **Modeling Matters Family Connection**



E RESET LESSON

Overview
Materials & Preparation
Differentiation
Standards
Vocabulary
Unplugged?

Name:	Date:		
Modeling Matter Family	<b>Connections Homework</b>	DI	gital Resources
<ol> <li>Choose a member of your househo investigating in science class.</li> </ol>	old and tell them about what we are	0	Classroom Slides 1.1   PowerPoint
<ol> <li>Ask them about their experiences, investigations.</li> </ol>	ideas, and questions related to our	•	Classroom Slides 1.1   Google Slides
3. Write notes about what you learn. Summary of our investigation you ca	n share	► Æ	All Projections
n science class, we are working as fo create and test its food products. We happens when two substances are mize	ood scientists to help a company will be answering the question, What ked together?	199	Pre-Unit Writing: Explaining Mixtures copymaster
<ul> <li>Ask questions such as:</li> <li>What does our investigation manual provide any memories at a set of the set of t</li></ul>	ke you think of?	Por	Assessment Guide: Interpreting Students' Pre- Unit Explanations About Mixtures
<ul> <li>Do you have any memories, stor something like what we're inves</li> <li>What have you heard or learned</li> </ul>	tigating? about these topics?		Investigation Notebook
What do you wonder about what	t we are investigating?	POF	Questioning Strategies for Grades 2-5
te notes here about what you learn:		PDF	Modeling Matter Family Connections Homework
		PDF	Crosscutting Concept Tracker
			Eliciting and Leveraging Students' Prior Knowledge, Personal Experiences, and Cultural Backgrounds

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#### Beginning the Unit

#### We will be looking at Chapter 1, Lesson 2 for our model lesson.

AmplifyScience CALIFORNIA > Modeling Matter > Chapter 1

Chapter 1: Why did the f	ood coloring separate	into different dyes?
Lesson 1.1: Pre-Unit Assessment	Lesson 1.2: Introducing Food Science	Lesson 1.3: Made of Matter
Lesson 1.4: Separating a Food- Coloring Mixture	Lesson 1.5: Exploring Another Model of Chromatography	Lesson 1.6: Nanovision Models of Chromatography

Grade 5 | Modeling Matter Lesson 1.2: Introducing Food Science

**Amplify**Science



#### Activity 1 Preparing to Investigate



Remember, you have taken on the role of **food scientists** at Good Food Production, Inc.

Today, you will **investigate ingredients**.



Inside this cup is a food you have probably seen before.



Take a moment to think of a few **words to describe** the food in this cup.

## Vocabulary observe

to use any of the five senses to gather information about something



I'll bring the food closer so you can use other senses, like smell, to observe it.

#### **Observe** the ketchup.

Keep thinking of words to describe it.



Let's record some of the words you thought of to describe the ketchup.

### What did you observe?

## Vocabulary property

what you can observe or measure about something that helps you identify or describe it

Activity 2 Food-Mixture Investigations





Food scientists make new food creations by combining different ingredients.

We call these combinations **mixtures**.





### Today, we are going to investigate this question:

#### How are different substances different?



Ketchup and most other foods we eat are mixtures of different substances.

## What do you think **ketchup** is a mixture of?



Your first task as food scientists will be to investigate these mixtures.

What could you do to observe more about the mixtures other than just looking at them?



Turn to page 3 in your notebooks.

#### Let's **go over the directions** for investigating the mixtures and recording your observations.

#### **Investigating Each Mixture**



**Observing Properties** 

Use your senses to observe the mixture and notice its color, smell, and texture.



**Pour Test** 

Scoop up some of the mixture onto a spoon and let it drip back into the cup.



**Dip Test** 

Dip a strip of paper towel into the mixture and then observe the paper towel.



#### Activity 3 Debriefing Properties of Food



We have been making a list of the properties of food. Since we observed and tested food mixtures, let's title our list **Properties of Food** Mixtures.



What **properties** did you notice when you observed the food mixtures?

#### **Shared Listening**



Step 1

I will ask a question. **Partner A shares** for one minute while **Partner B listens.** 



Step 2

**Partner B restates** what they heard Partner A say. **Partner A can correct misstatements**, if necessary, but not add any new information.



Step 3

**Partners switch roles** for the second question. (Partner B will share and Partner A will listen, then restate Partner B's ideas.)



Shared Listening Question 1:

# How were these mixtures different?



**Shared Listening Question 2:** 

# What **ingredients** do you think might have been in each mixture?



These mixtures are made of **flour, vinegar, water**, and **food coloring**.

Each mixture had a different combination of ingredients, but none of them had all four.



Vinegar has a strong smell and can change the flavor of foods.

Which mixture do you think had the **vinegar**?

How do you know?



## You what did the **flour** do?

#### How do you know?



# What did the water do? How do you know?



# What did the food coloring do?



#### **Different substances have different properties**, including color, smell, and texture.

Let's **record** some of the properties we observed.

#### **Unit Question**

### What happens when two substances are mixed together?

Lesson 1.2: Introducing Food Science

### **End of Lesson**





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#### Plan for the day: Part 2

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



Evidence sources work together Investigating and discussing observations

How do these activities **work together** to support understanding of how different substances are different?


### Multimodal learning

Gathering evidence over multiple lessons



Do, Talk, Read, Write, Visualize

### Evidence sources work together

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





A diagram of student learning



Chapter Question: Why did the food coloring separate into different dyes? Investigation Question: How are different substances different?

Students figure out: All molecules of one substance are exactly the same and they are different from molecules of any other substance

### **Coherence Flowchart**

A diagram of student learning



### **Coherence** Flowchart





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Amplify.

### Explore the Coherence Flowchart

Skim the Chapter 1 Coherence Flowchart of your first unit.

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





# Questions?





### Plan for the day: Part 2

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

#### Navigate to the Lesson Brief



ES RESET LESSON

Overview Materials & Preparation Differentiation Standards Vocabulary Unplugged?

#### Overview

Students launch into the unit and their role as food scientists working in the research lab at Good Food Production, Inc. Students learn that many foods are mixtures. Pairs then practice their scientific-observation skills as they describe properties and perform simple tests on food mixtures. The purpose of this lesson is twofold: 1) to immerse students in their role as food scientists and 2) for students to engage in scientific practices and consider ideas about mixtures at an observable scale that they can later apply to thinking about ideas



GENERATE PRINTABLE LESSON GUIDE

-

Español

### Preparing to teach Classroom Slides

- Open the Classroom Slides under the Digital Resources.
- 2. Read through the Classroom Slides including the **presenter notes** to gain a better understanding of the lesson.
- 3. Consider:
  - What features of the Classroom Slides will support you in teaching this lesson?



### Using Classroom Slides as a planning tool

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

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



### **Teaching with Classroom Slides**

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



### 4 Steps for Starting Your Lesson

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



Lesson	Activity Overview	
What is the purpose of this lesson? Access prior knowledge about rocks. Make observations of rocks.	Activity 1 (##min)	
What will students learn?	Activity 2 (##min)	
3-D Statement (identify SEP, CCC, and DCI):	Activity 3 (##min)	
Student Resources:	Activity 4 (##min)	
• The Regents of the University of California. All rights reserved.	Activity 5 (##min)	

Lesson <u>1.2</u>	Activity Overview	
What is the purpose of this lesson? The purpose of this lesson is twofold: 1) to immerse students in their role as food scientists and 2) for students to engage in scientific practices and consider ideas about mixtures at an observable scale that they can later apply to thinking about ideas in the nanoscale	Activity 1 (10 min)	Preparing to Investigate
What will students learn? •A property is what you can observe or measure about something that helps you identify or describe it. •A mixture is made of more than one substance. •Different substances have different observable properties	Activity 2 (30 min)	Food-Mixture Investigations
<b>3-D Statement (identify SEP, CCC, and DCI):</b> Students investigate various mixtures of food substances in order to identify similarities and differences in the mixtures and classify mixtures based on their properties (e.g., thickness, color) (patterns).	Activity 3 (20 min)	Debriefing Properties of Food
<b>Student Resources:</b> 1 tray* Cup 1 (with flour and vinegar mixture), Cup 2 (with flour, food coloring, and water mixture), Cup 3 (with flour and water mixture), 6 paper-towel strips*, 3 spoons, 4 pairs of goggles*, optional: Chapter 1 Home Investigation: Food Mixtures student sheet, <i>Modeling Matter</i> Investigation Notebook (pages 1, 3)	Activity 4 (# min)	
Assessment Opportunities: On The Fly Assessment, Activity 2 Ithe University of California. All rights reserved.	Activity 5 (##min)	

## Remember to plan for...

#### Student work:

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

#### Differentiation:

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

## 4 Steps for Starting Your Lesson

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





# Questions?





### Plan for the day: Part 2

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### Additional resources

#### Welcome, caregivers!

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

#### Para acceder a este sitio en español haga clic aquí.

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









#### **Caregivers**

## LAUSD Micrositehttps://amplify.com/lausd-science

# Welcome to Amplify Science!

This site contains supporting resources designed for the LAUSD Amplify Science adoption for grades TK-8.

- Access the Amplify Science Program Hub (To help orient you to the new design, watch this video and view this reference guide.)
- Find out more about Amplify Science@Home
- Share the Caregiver Hub (Eng/Span) with your families
- For LAUSD ES Teachers- Amplify Science & Benchmark
  Advance Crosswalk
- Instructional guidance for a Responsive Relaunch of Amplify Science in 21-22

Click the button below to preview the digital Teacher's Guide, and check back for exciting updates to this site!



### Program Hub

Use the Amplify Science Program Hub to find useful resources for implementing Amplify Science, including unit overview videos and planning tools.







# Overarching goals

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

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



### **Closing reflection**

Based on our work today in Part 2, 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





Amplify Chat



### Please provide feedback!

**Presenter name:** 

#### Workshop title:

Part 1: Relaunching the Standard Curriculum Part 2: Guided Planning (Planning for a Lesson) Modality:

Remote

