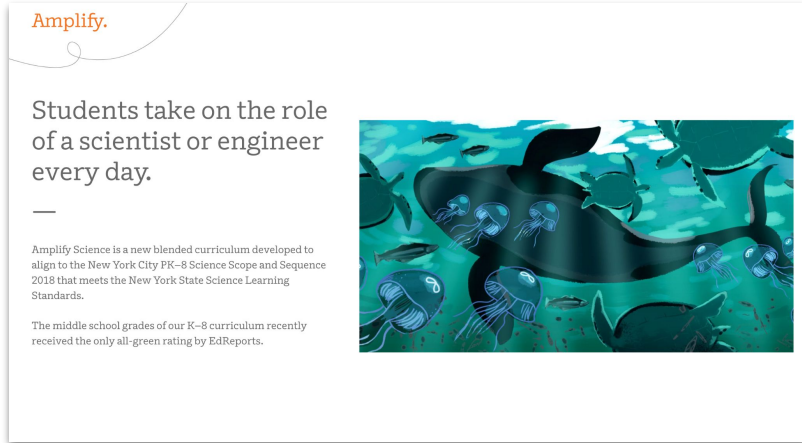


Welcome to Amplify Science!

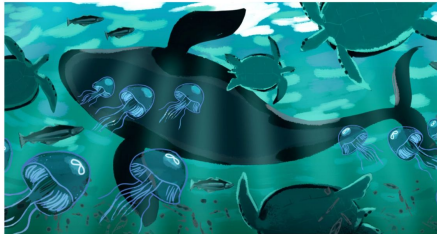
Do Now: Open auto-login site (or use your permanent account credentials) & explore Unit 2 as we wait to begin

Go to <https://amplify.com/amplify-science-nyc-doe-review/>



Amplify.

Students take on the role of a scientist or engineer every day.



Amplify Science is a new blended curriculum developed to align to the New York City PK–8 Science Scope and Sequence 2018 that meets the New York State Science Learning Standards.

The middle school grades of our K–8 curriculum recently received the only all-green rating by EdReports.



Begin your review

- What sets Amplify Science apart?
- The Amplify Science approach
- Components overview
- Review grades K–5
- Review grades 6–8
- Watch an overview
- Ready to order?

Grades K–5

Grades 6–8

What sets Amplify Science apart?

- Aligned to the New York City PK–8 Science Scope and Sequence 2018, and meets New York State Science Learning Standards.

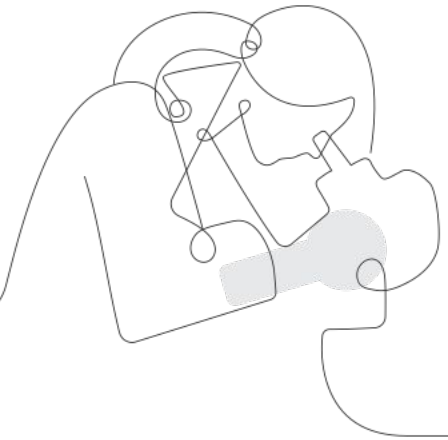
Click your grade band & then follow prompts

Amplify Science

Guided Planning: Unit Internalization

Deep-dive and strengthening workshop

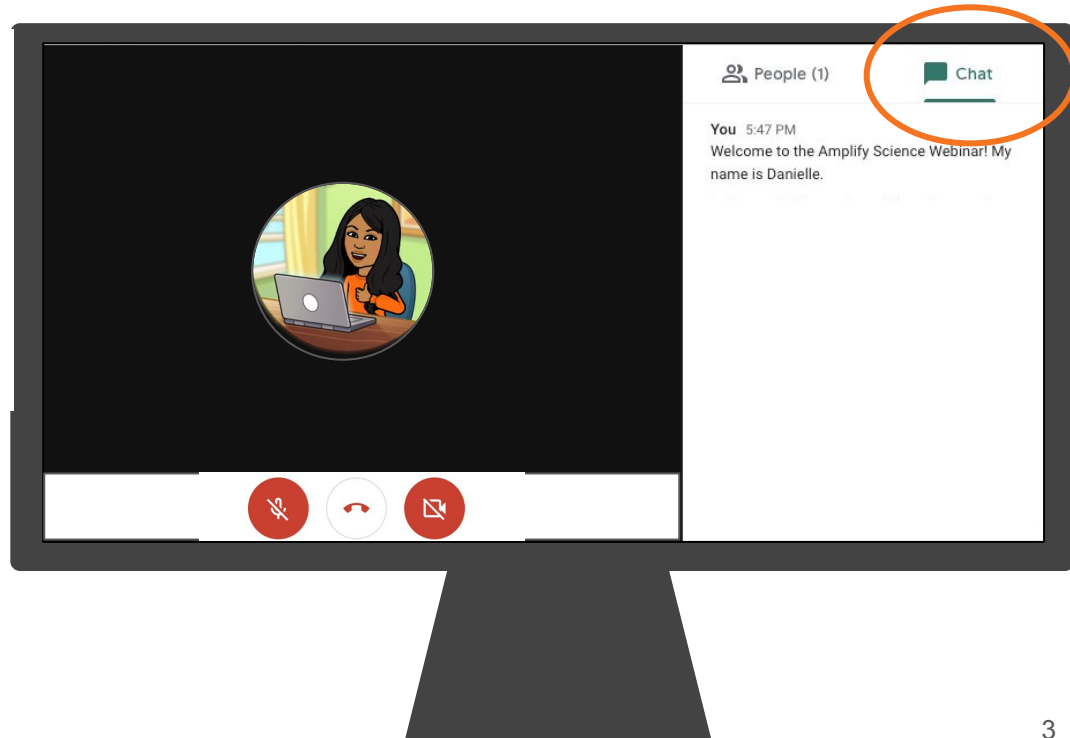
School/District Name
Date
Presented by Your Name



Introductions!

Who do we have in the room today?

- **Question 1:** What current planning or unit internalization protocols have been effective in your practice?
- **Question 2:** Share a challenge from your experience planning or internalizing an upcoming unit.

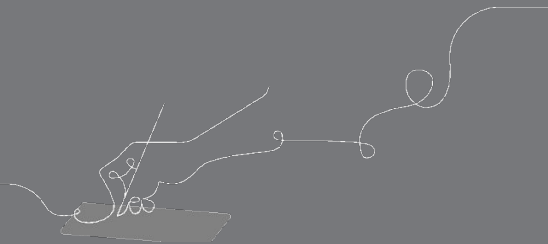


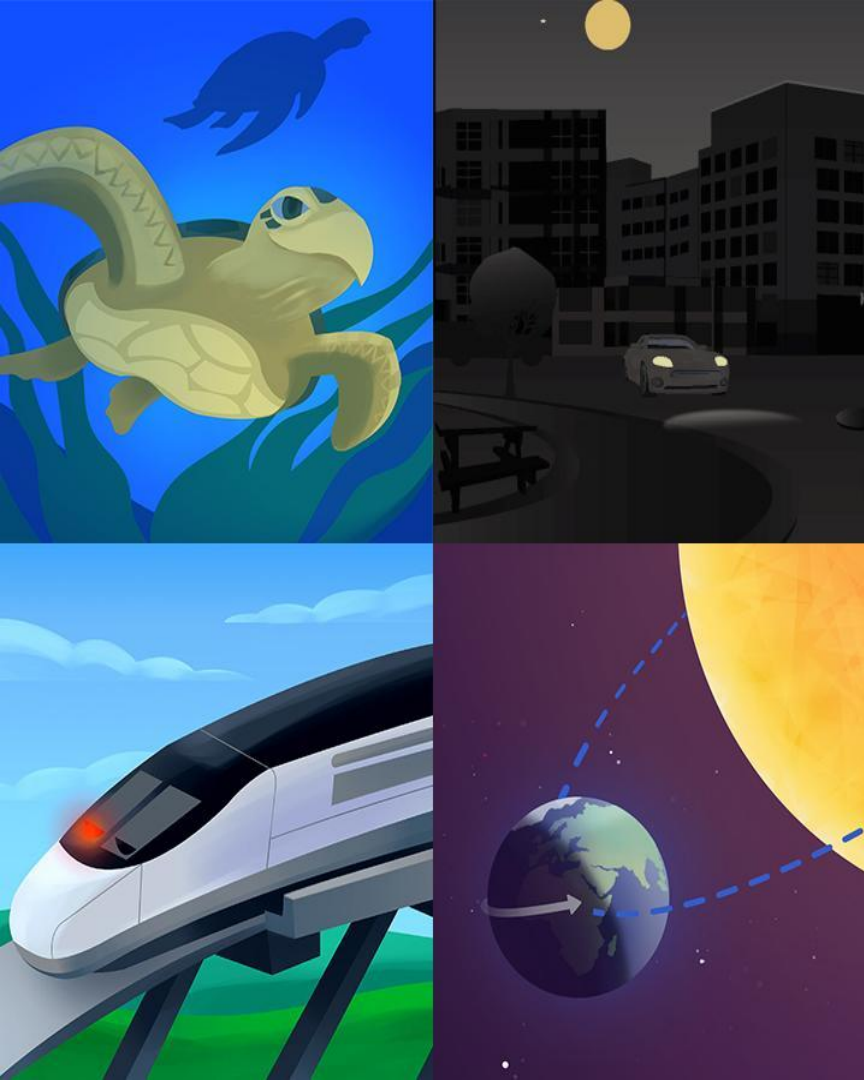
Overarching goals

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

- Use the unit level planning protocol to internalize an upcoming unit to inform planning and pacing decisions to support students in figuring out the unit phenomenon.

e





Plan for the day

- Framing the day
- Unit Internalization
- Planning to teach
- Reflection and closing

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.

Guided Planning materials

- Internalization guide (interactive pdf)
- Unit Internalization visual
 - Digital visual
 - Navigate to Jamboard to create a virtual visual
 - Physical visual
 - Paper, tape, post-its (different colors if possible)

Unit Level Planning & Internalization

Unit Title: _____

Part 1: Overview
 (Resources: Unit Overview, Teacher's Guide, Coherence Flowchart, Unit Map, 3-D Statements)

What is the phenomenon/real-world problem students are investigating in your unit? _____ Student Role: _____

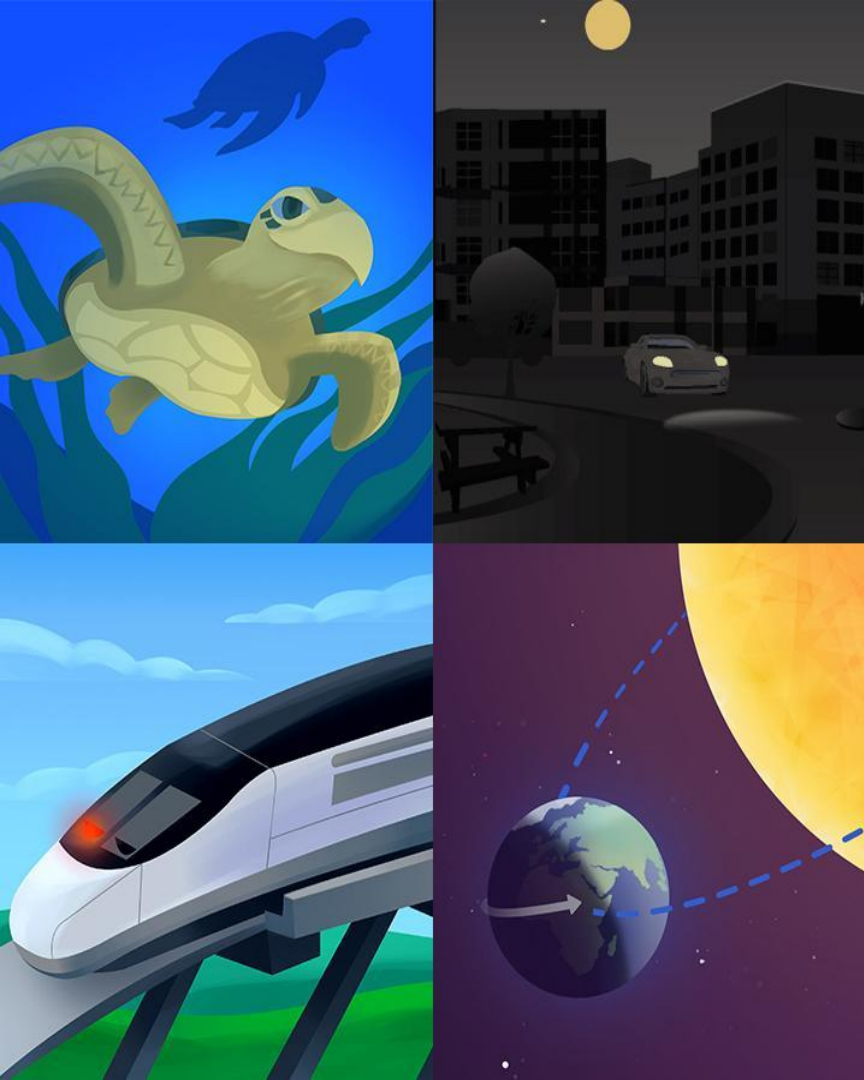
Unit Question: _____ Relationship between Question: _____

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?

Guided Planning: Unit Internalization

Energy Conversions



Plan for the day

- Framing the day
- **Unit Internalization**
- Planning to teach
- Reflection and closing

Unit internalization

The purpose of this part of the day is for you to:

- Use a planning protocol to internalize an upcoming unit.
- Create a visual that illustrates how the unit is designed to build students' conceptual understanding to predict or explain the phenomenon.
- Collaborate with peers to gain perspectives and insights to advance their own understanding of the Amplify Science unit.

Unit Level Planning & Internalization

Unit Title:

Part 1: Overview

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

What is the phenomenon/real-world problem students are investigating in your unit?

Student Role:

Suggested resources:

- Unit Guide resources → **Unit Overview** → “What’s in this unit?”
- Navigate to the **lesson where the phenomenon is introduced** to view how it is introduced.
 - 6-8: Phenomenon is usually introduced in Lesson 1.2 in Core units.
- Unit Guide resources → Printable Resources → **Coherence Flowcharts**
 - View how the “problem students work to solve” is summarized.

Unit Level Planning & Internalization

Unit Title:

Part 1: Overview

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

What is the phenomenon/real-world problem students are investigating in your unit?

Student Role:

Unit Question:

Relationship between the Unit Phenomenon and Unit Question:

Suggested resources:

- Unit Guide resources → **Lesson Overview Compilation**
- Unit Guide resources → Printable Resources → **Print Materials (11x17)**

Unit Level Planning & Internalization

Unit Title:

Part 1: Overview

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

What is the phenomenon/real-world problem students are investigating in your unit?

Student Role:

Unit Question:

Relationship between the Unit Phenomenon and Unit Question:

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?

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

Flextensions in This Unit

Printable Resources

Coherence Flowcharts

Copy



10-word summary

- In 10 words or less, what do students figure out at the end of the unit?



Unit Level Planning & Internalization

Unit Title:

Part 1: Overview

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

What is the phenomenon/real-world problem students are investigating in your unit?

Student Role:

Unit Question:

Relationship between the Unit Phenomenon and Unit Question:

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?

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



Flextensions in This Unit




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")

Offline Preparation

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

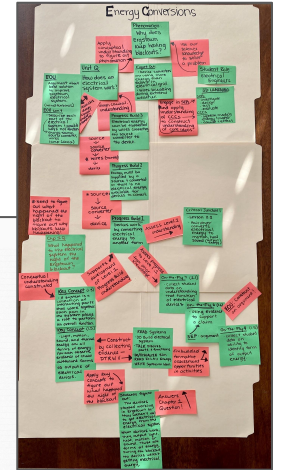
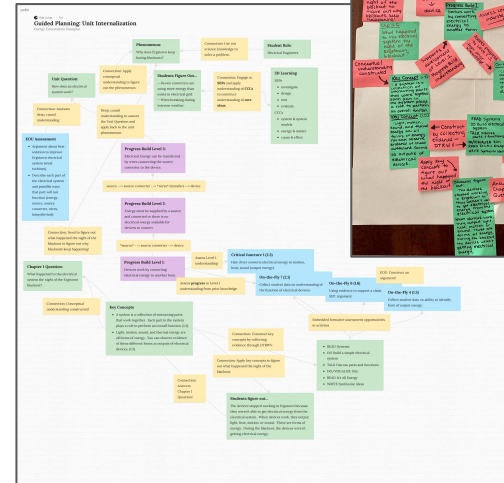
Offline Guide



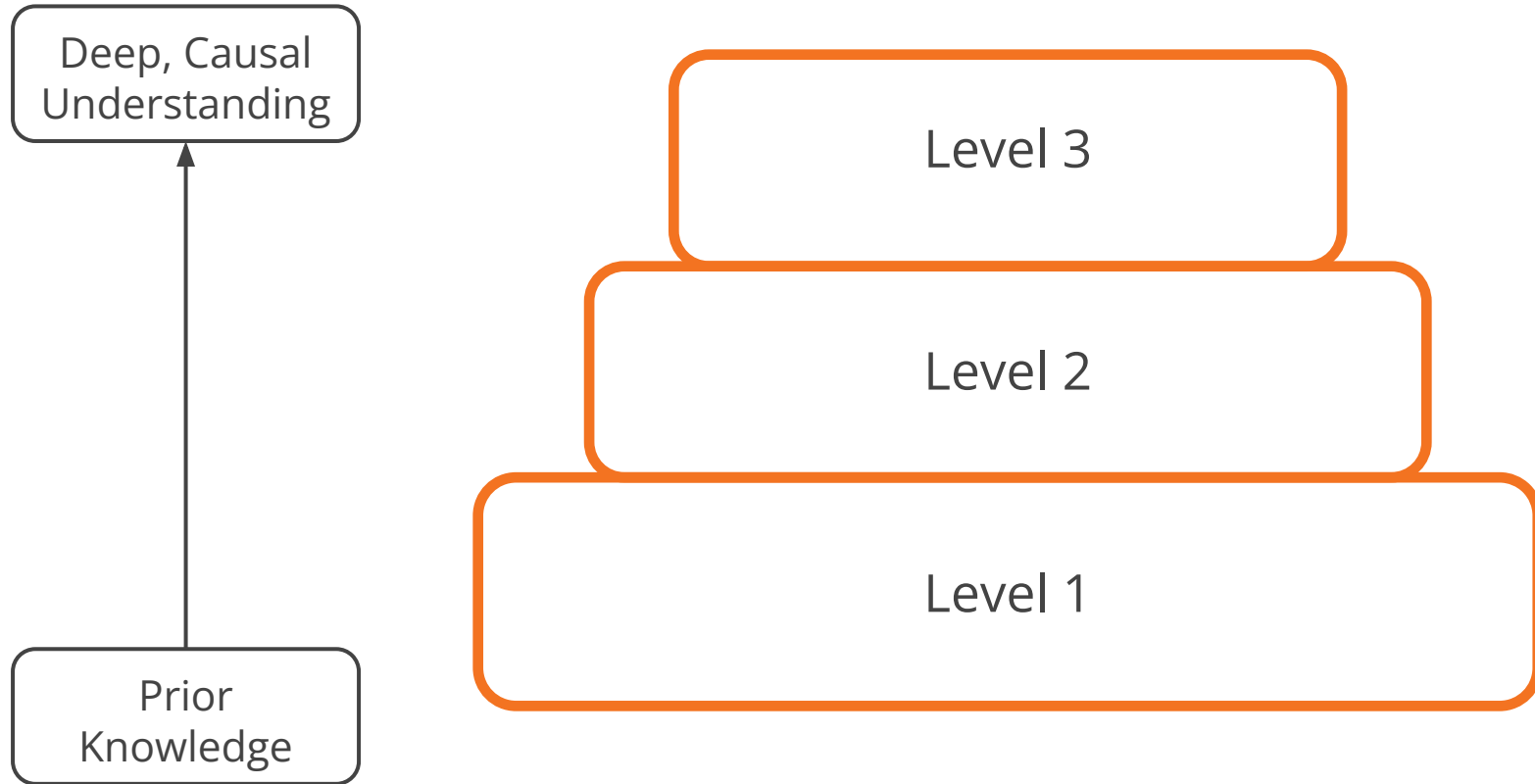
Creating your visual!

How is the unit designed to support students to figuring out the unit phenomenon?

- Add to your visual:
 - 1. 10-word summary of what students figure out at the end of the unit
 - 2. How students engage in 3-D learning to figure out the phenomenon
 - 3. Add connections that explain the relationship between what students figure out and:
 - 3-D learning
 - The Unit Question
 - Anchor phenomenon



Progress Build: A unit-specific learning progression



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](#) ▾

[Flextensions in This Unit](#) ▾

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 \(11" x 17"\)](#)

Offline Preparation

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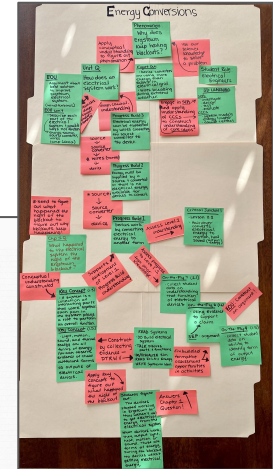
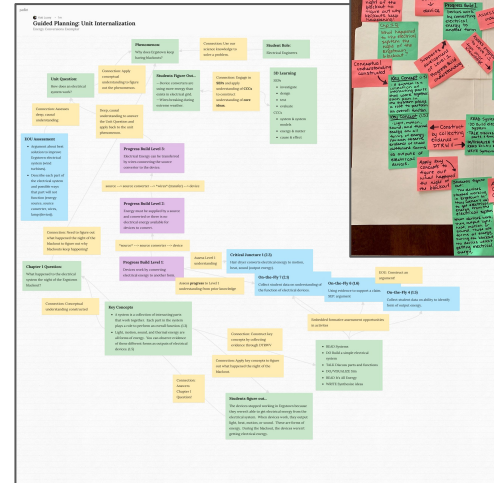
[Offline Guide](#)



Creating your visual!

How is the unit designed to support students to figuring out the unit phenomenon?

- Add to your visual:
 - 1. Progress Build levels
 - 2. Connections between levels



Part 2: Progress Build Analysis

[Resource: Progress Build]

Think-Type-Share

- Which science ideas introduced in the Progress Build do you feel confident about?
- Which science ideas would you want to do more self-study to build confidence?

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Level 4*:

How does a Level 3 (or Level 4) understanding connect to the Unit Question? To the anchor phenomenon?

Level 3:

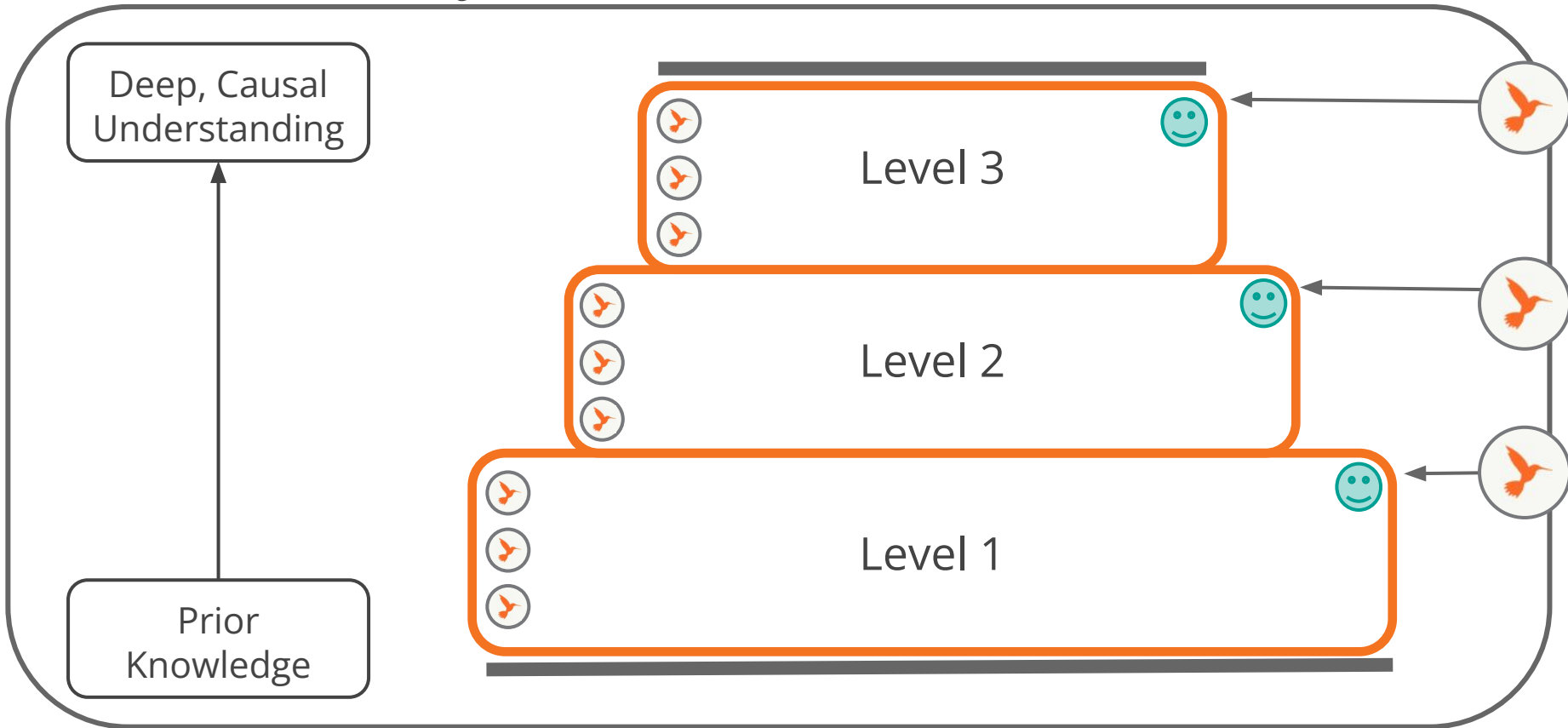
What new ideas are added in Level 3? How do those new ideas build on and connect to Level 2?

Level 2:

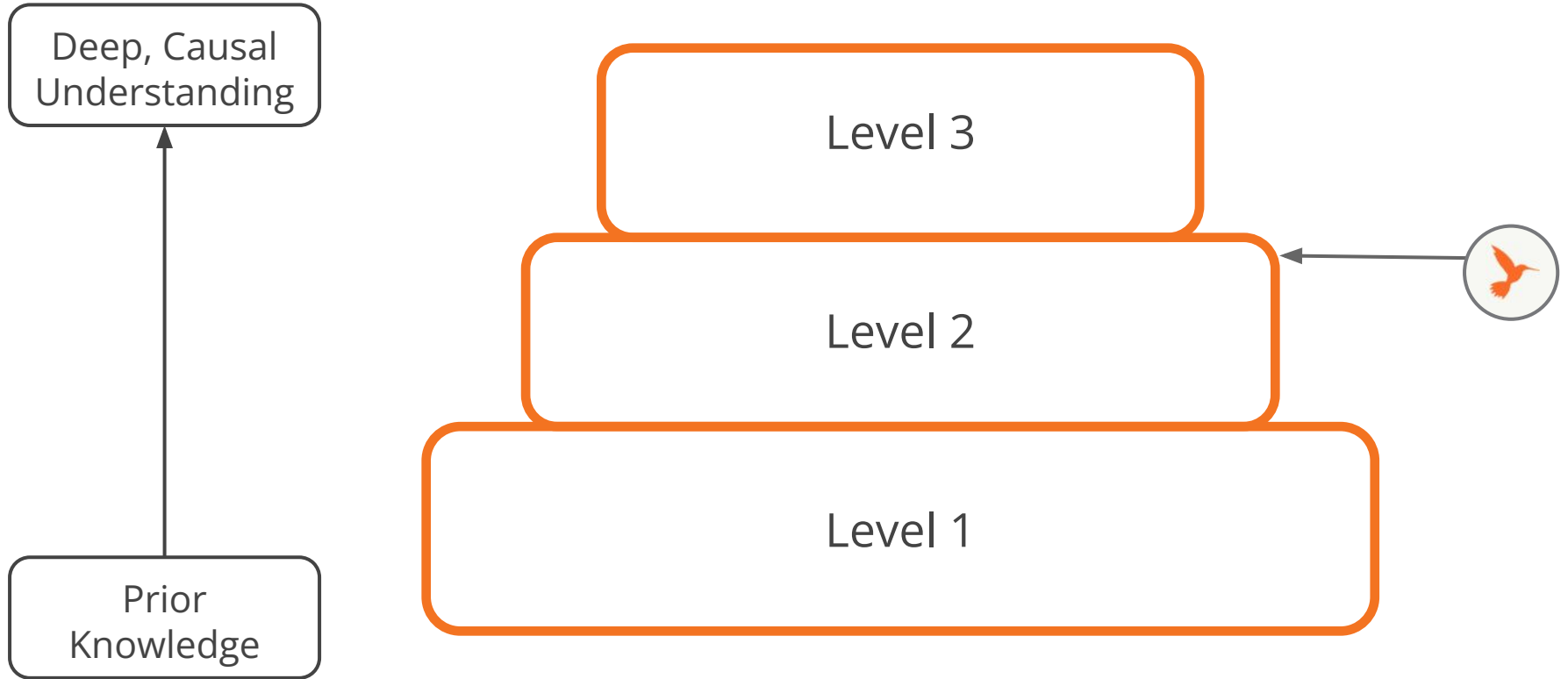
:

ny some Elementary units have a 4th level, check your Progress Build Unit Guide document)

Assessment System



6-8 Critical Juncture Assessment



Part 4: Critical Juncture Analysis

[Resources: Assessment System, Embedded Formative Assessments, Progress Build, Coherence Flowcharts, Digital or Print Teacher's Guide]

Critical Juncture Assessment located:

Assessment Focus:

Take the Critical Juncture Assessment (K-5: Part 1 only if your assessment has multiple parts; 6-8: Open response questions only). Record your exemplar response(s) to the written (or oral for grades K-1) prompt(s) and any notes/annotations below:

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



Flextensions in This Unit



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")

Offline Preparation

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Offline Guide



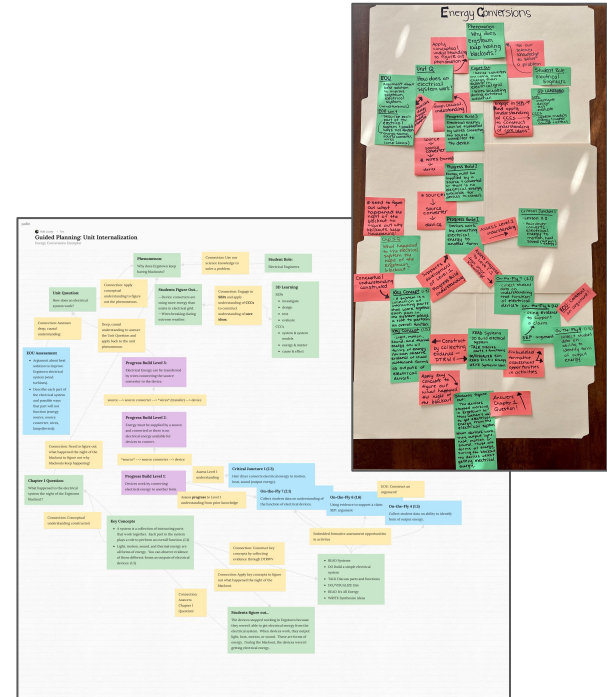
What is the relationship between conceptual understanding described in the Progress Build and the Critical Juncture Assessment?

When during the lessons leading up to the Critical Juncture Assessment are there critical opportunities to collect data on student thinking and learning?

Creating your visual!

How is the unit designed to support students to figuring out the unit phenomenon?

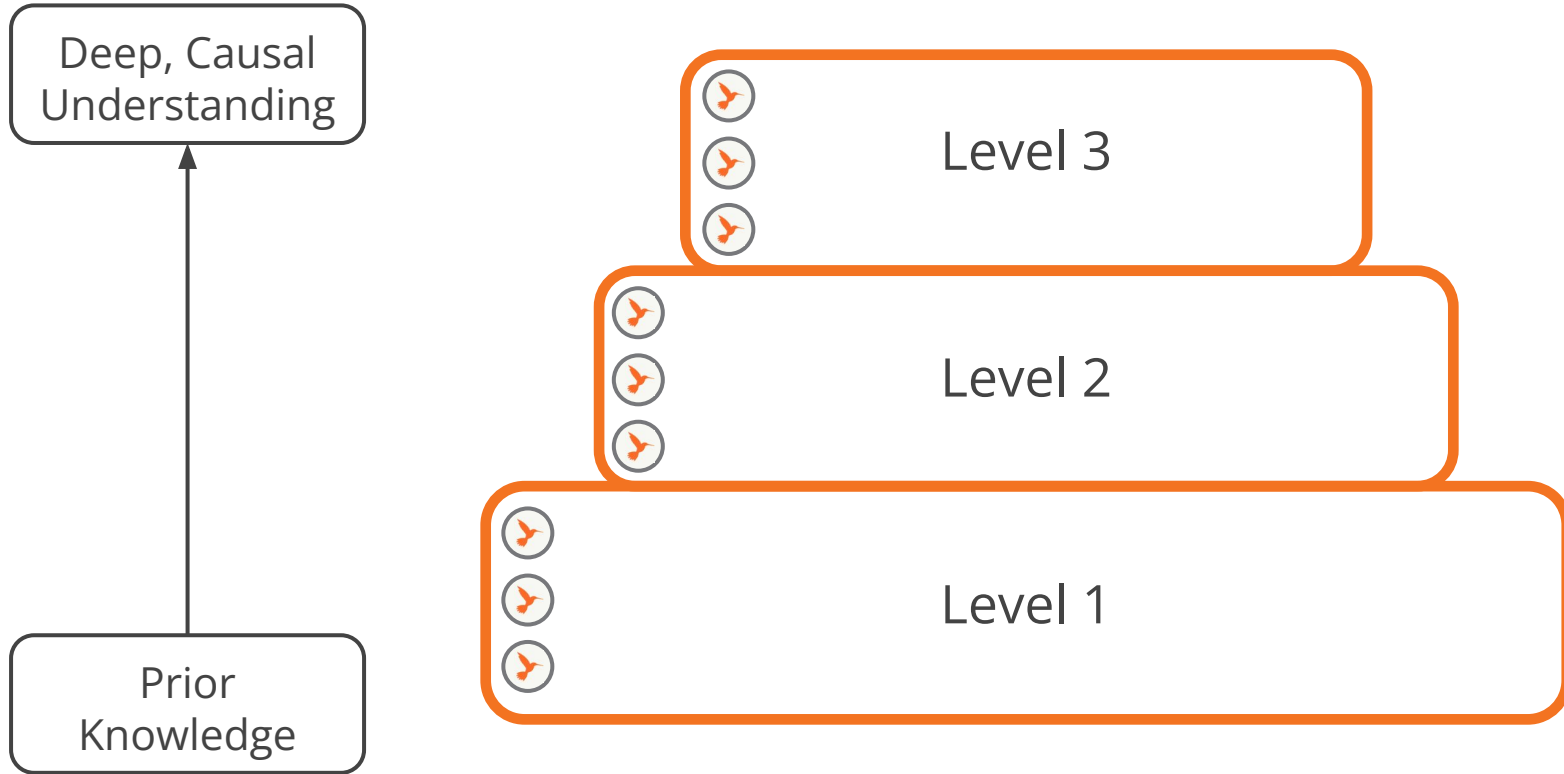
- Add to your visual:
 - Relationship between the conceptual understanding described in the Progress Build and Critical Juncture Assessment



What is the relationship between conceptual understanding described in the Progress Build and the Critical Juncture Assessment?

When during the lessons leading up to the Critical Juncture Assessment are there critical opportunities to collect data on student thinking and learning?

On-the-Fly Assessments



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



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Offline Guide



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

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- [Apps in This Unit](#) ▾
- [Flextensions in This Unit](#) ▾



Printable Resources

- [PDF Coherence Flowcharts](#)
- [PDF Copymaster Compilation](#)
- [PDF Flextension Compilation](#)
- [PDF Investigation Notebook](#)
- [PDF Multi-Language Glossary](#)
- [PDF NGSS Information for Parents and Guardians](#)
- [PDF Print Materials \(8.5" x 11"\)](#)
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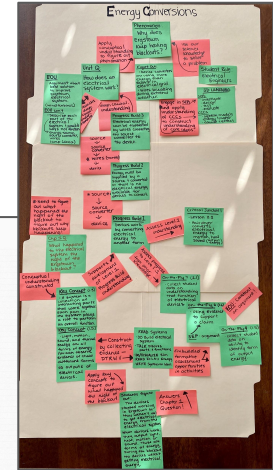
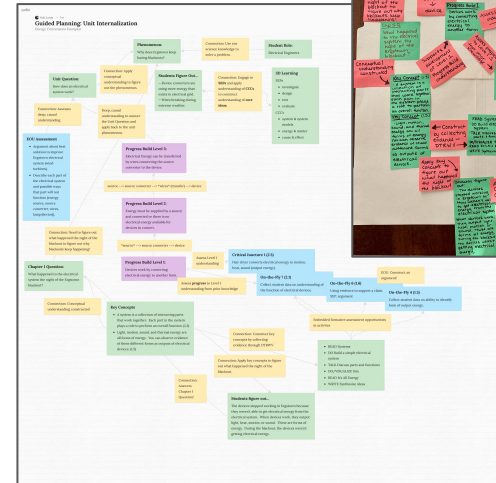
[Offline Guide](#)



Creating your visual!

How is the unit designed to support students to figuring out the unit phenomenon?

- Add to your visual:
 - 1. Embedded formative assessment opportunities
 - 2. Add connections from the assessment opportunities back to the Critical Juncture, Progress Build, 3-D learning, and the anchor phenomenon



Part 5: Chapter 1 Analysis

[Resources: Assessment System, Progress Build, Coherence Flowcharts, Digital or Print Teacher's Guide]

What is the Chapter Question?	
How does the Chapter Question connect back to the anchor phenomenon?	
What key concepts do students construct in this chapter?	
How are students constructing an understanding of these concepts? *Consider 3D Learning and the Multimodal Approach of Do-Talk-Read-Write-Visualize	
How do the key concepts constructed in Chapter 1 connect to the Progress Build?	
How do students apply the key concepts to the phenomenon/problem to answer the Chapter 1 question? *Use the Coherence Flowchart to find the explanation to the Chapter 1 question.	

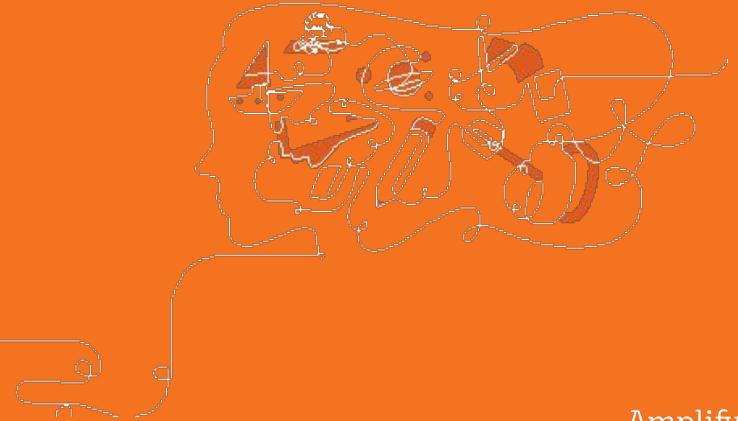
Creating your visual!

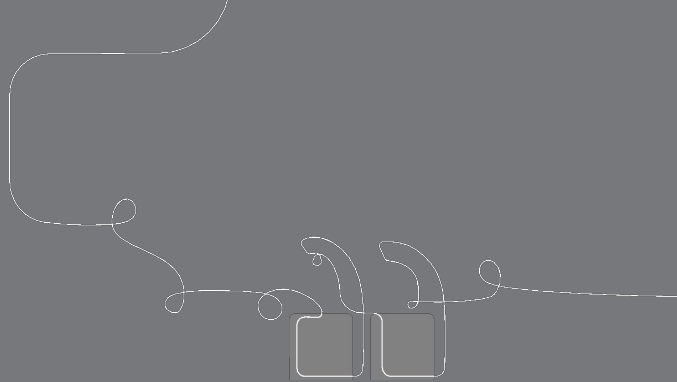
How is the unit designed to support students to figuring out the unit phenomenon?

- Add to your visual:
 - How is Chapter 1 designed to support students in starting to figure out the phenomenon?

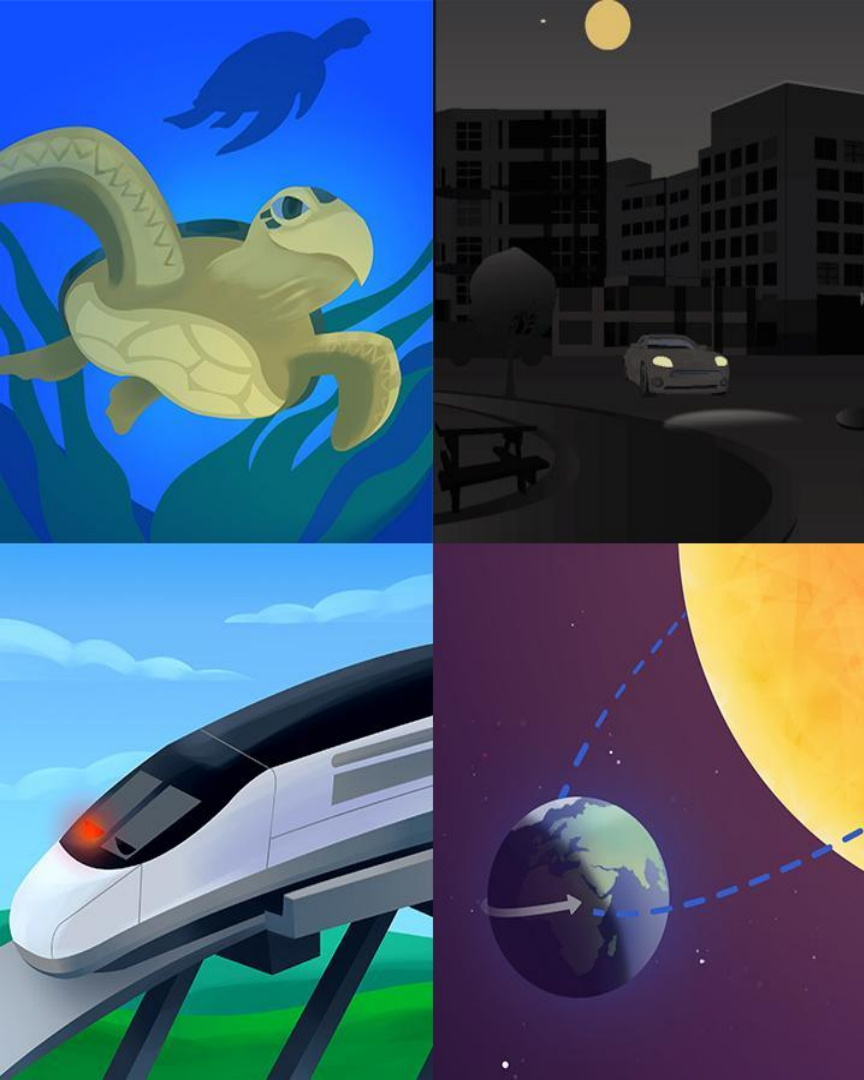


Share your visual!





Questions?



Plan for the day

- Framing the day
- Unit Internalization
- **Planning to teach**
- Reflection and closing

Planning to teach

The purpose of this part of the day is for you to:

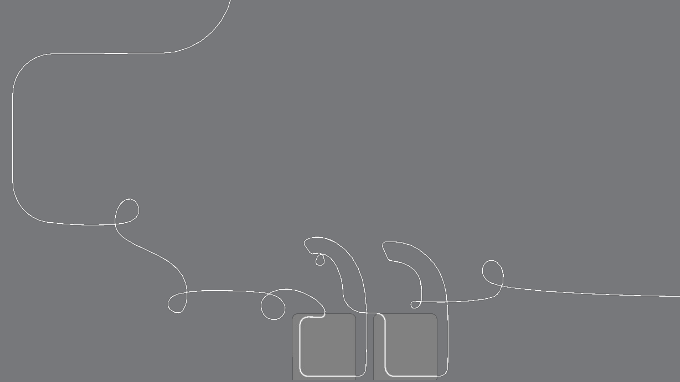
- Apply new understanding to inform planning and pacing decisions to support students in figuring out the unit phenomenon.

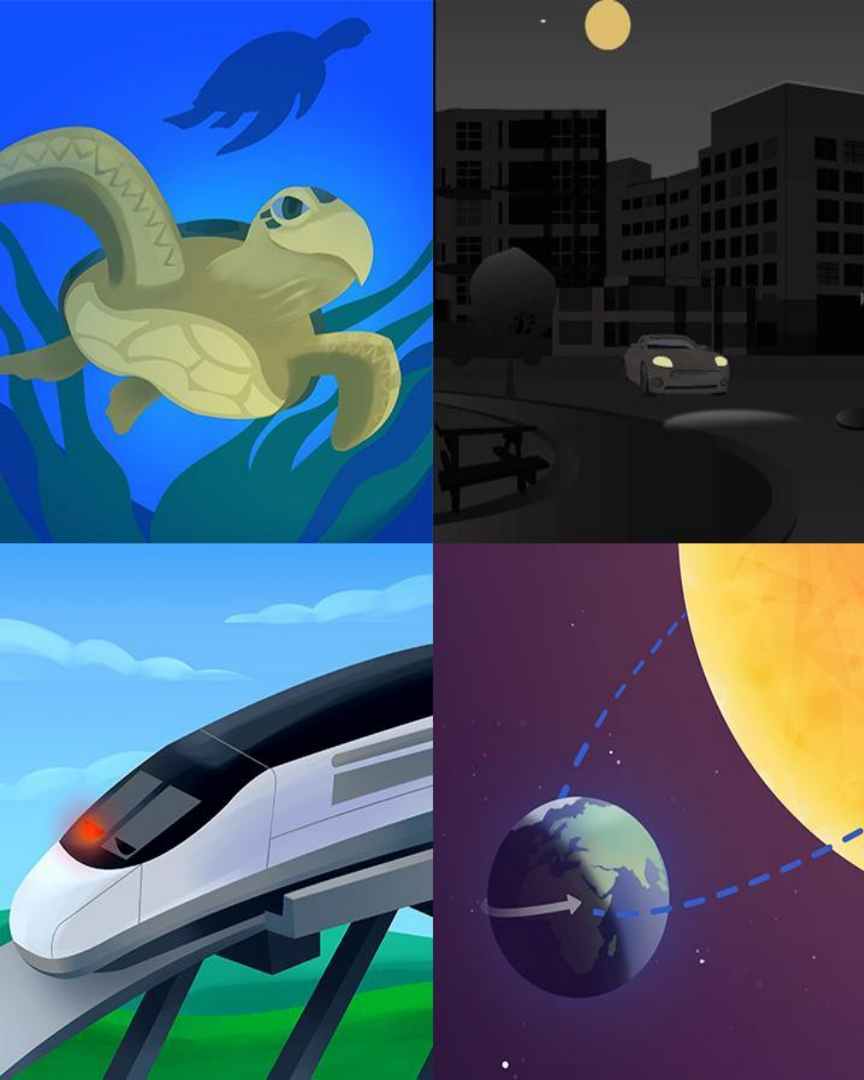
Use your visual to inform instruction!

Choose the option that best supports you in planning to teach now (time-permitting), or during your self-study & PLC times:

1. Use your visual to complete the Unit Pacing Planning on **pages 7-9.**
2. Use your visual to complete your Chapter 1 lesson plans on **pages 10-12.**
3. Use the Unit Level Planning & Internalization Guide to analyze Chapters 2-5 on **pages 13-16.**

Questions?





Plan for the day

- Framing the day
- Unit Internalization
- Planning to teach
- **Reflection and closing**

Reflecting and closing

The purpose of this part of the day is for you to:

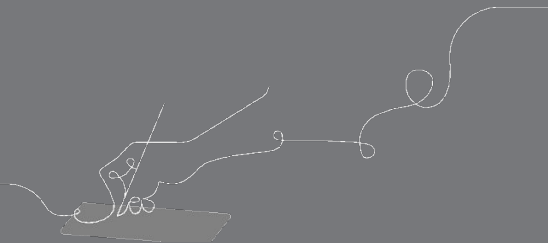
- Reflect on the learning of the day.

Overarching goals

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

- Use the unit level planning protocol to internalize an upcoming unit to inform planning and pacing decisions to support students in figuring out the unit phenomenon.

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Additional Amplify resources



Program Guide

Glean additional insight into the program's structure, intent, philosophies, supports, and flexibility.

my.amplify.com/programguide

Amplify Help

Find lots of advice and answers from the Amplify team.

my.amplify.com/help

Additional Amplify resources



Caregivers site

Provide your students' families information about Amplify Science and what students are learning

amplify.com/amplify-science-family-resource-intro/

Additional Amplify Support

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

When contacting the customer care team:

- Identify yourself as an Amplify Science user.
- Note the unit you are teaching.
- Note the type of device you are using (Chromebook, iPad, Windows, laptop).
- Note the web browser you are using (Chrome or Safari).
- Include a screenshot of the problem, if possible.
- Copy your district or site IT contact on emails.

New York City Resources Site

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



Amplify.

Amplify Science Resources for NYC (6-8)

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



THE LAWRENCE
HALL OF SCIENCE
UNIVERSITY OF CALIFORNIA, BERKELEY

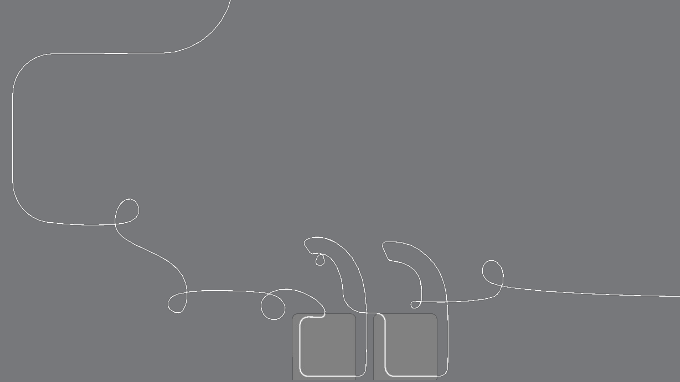
Site Resources

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

Welcome back!

Welcome back!

Questions?



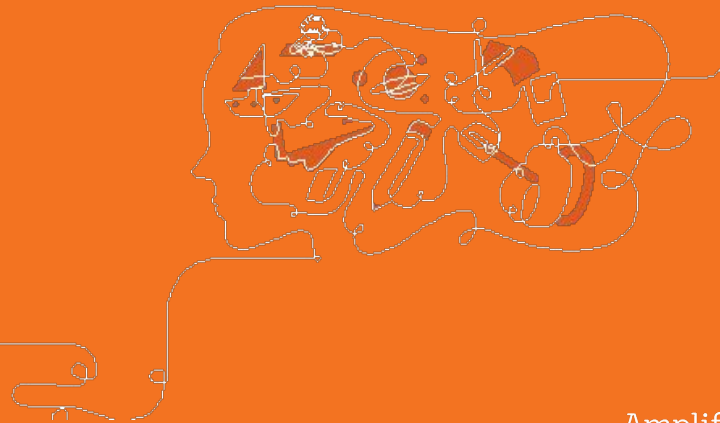
Please provide us feedback!

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

Presenter name: xx

Workshop title: Guided Planning & Support

Modality: Remote



Amplify.

Thank you & be well!

