

Amplify Science

Standard Curriculum Relaunch / Guided Planning

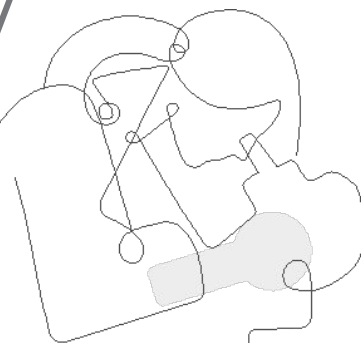
Grade 6 Elementary: Metabolism

Part 1

School/District Name: LAUSD

Date: October, 2021

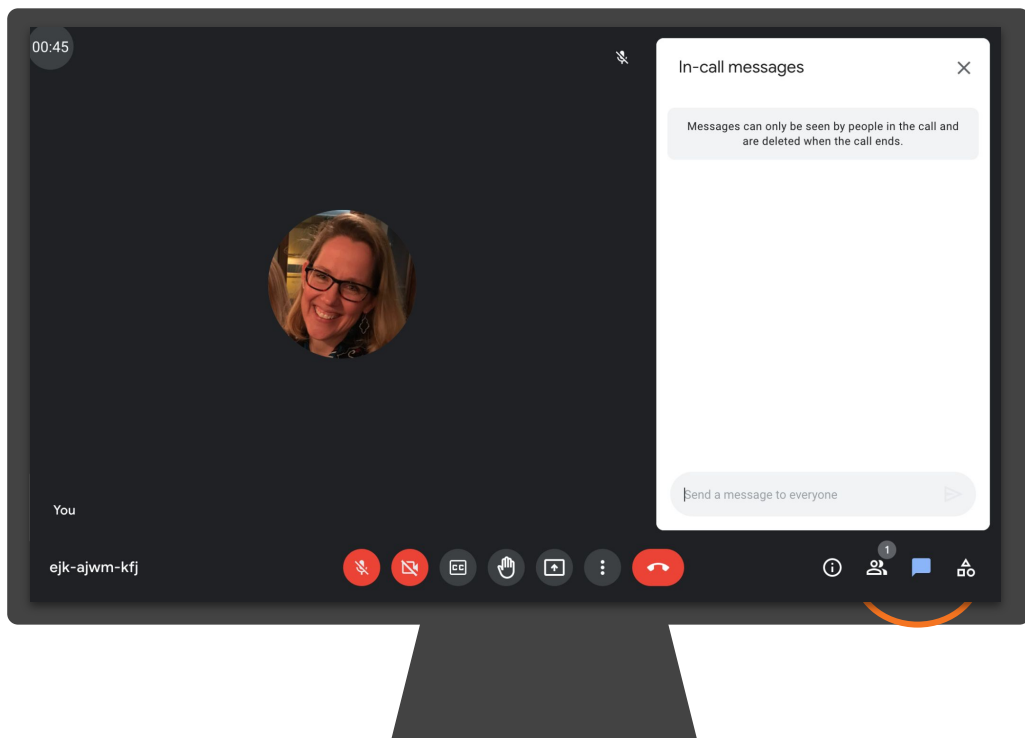
Presented by:



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

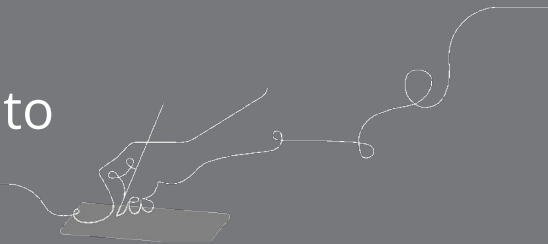
Norms: Establishing a culture of learners

- **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.


Overarching goals

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

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




Last year's Amplify apps.



[About Los Angeles Unified](#) [Find a School](#) [Offices](#) [Classic View](#)


LOS ANGELES UNIFIED SCHOOL DISTRICT



[mCLASS Student](#)

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 all course members.


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



[mCLASS Assessment](#)

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


Vendor Support Desk:
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[mCLASS Portal](#)


Content Area: ELA
Grade Level: ES
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Textbook Title(s):
NA





LOS ANGELES UNIFIED


COURSES





▼ Course Options


**Materials**


**Updates**


**Gradebook**


**Grade Setup**


**Mastery**

**Amplify Reading: Teac...**

**Amplify Science: Eleme...**


**Amplify Science: Midd...**

**mCLASS Portal**

**mCLASS Student**




This year's app(s).



LOS ANGELES UNIFIED SCHOOL DISTRICT

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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: udpp.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
Integration Type: App (Left Navigation)
Purchase Type: District and School
[Getting Started Guide](#)
Other Info: School licenses required
 mCLASS
 CKLA
 Amplify Reading
 Amplify Science
 Fractions

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

Amplify Classwork



Content Area: ELA
Grade Level: ES
Content Type: Supplemental
Integration Type: App (Left Navigation)
Purchase Type: District and School
[Getting Started Guide](#)
Other Info: School licenses required. This app is for teacher use only (install for Course Admins only)

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

All Amplify Products

Grade Sync for MS Science

Publisher Name: Starts With

Content Area: All

Grade Level: All

Content Type: All

Textbook Title: Starts With

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Hi, Terin

Classes

Programs & Licenses

Account Settings

Help Center 



[CKLA Hub](#)



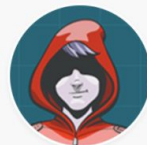
[CKLA Resource Site](#)



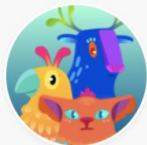
[mCLASS Assessment](#)



[mCLASS Reporting](#)



[Reading 6-8](#)



[Reading K-5](#)



[Science](#)



[Vocabulary](#)



Amplify. on Schoology

2021-2022



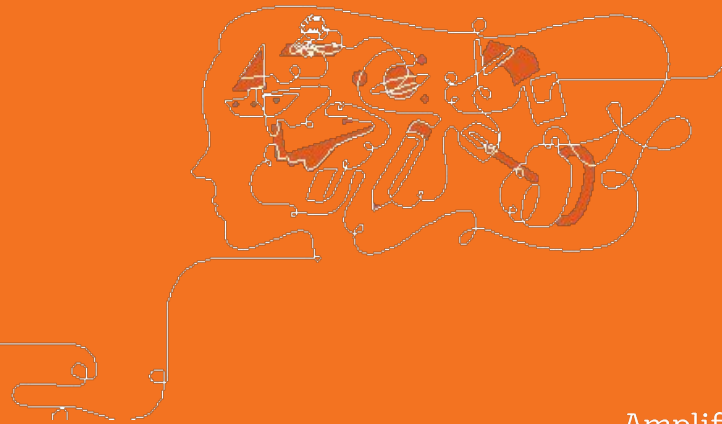
Join Amplify Science Schoology Group

To join Amplify Science Schoology

ES Group: W4PK-W466-63F5B

To join Amplify MS Group: SPG7G-K7BT9

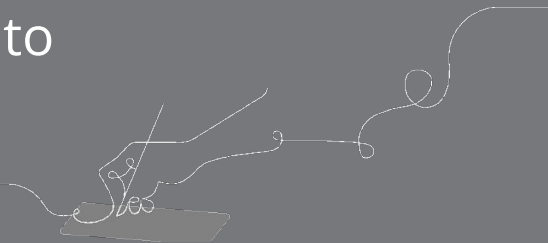
Part 1: Amplify Science Standard Curriculum Relaunch



Overarching goals

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

- ❑ Navigate the full Amplify Science curriculum.
- ❑ Understand the program's phenomenon-based approach.
- ❑ Apply the program essentials to prepare to teach.





Plan for the day: Part 1

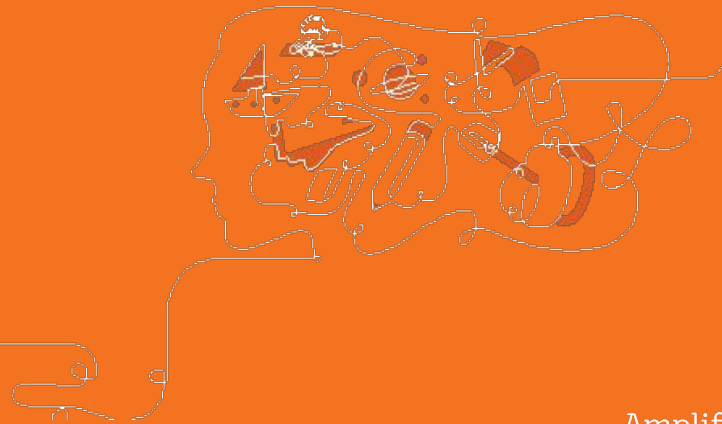
- Introduction and Framing
- Phenomenon-based Instruction
- Program Essentials



Plan for the day: Part 1

- **Introduction and Framing**
- Phenomenon-based Instruction
- Unit Internalization

Introducing Amplify Science





THE LAWRENCE
HALL OF SCIENCE
UNIVERSITY OF CALIFORNIA, BERKELEY

+

Amplify.

Amplify Science

Course curriculum structure

Integrated model*

Grade 6

- Launch: Microbiome
- Metabolism
- Engineering Internship: Metabolism
- Traits and Reproduction
- Thermal Energy
- Ocean, Atmosphere, and Climate
- Weather Patterns
- Earth's Changing Climate
- Engineering Internship: Earth's Changing Climate

Grade 7

- Launch: Geology on Mars
- Plate Motion
- Engineering Internship: Plate Motion
- Rock Transformations
- Phase Change
- Engineering Internship: Phase Change
- Chemical Reactions
- Populations and Resources
- Matter and Energy in Ecosystems

Grade 8

- Launch: Harnessing Human Energy
- Force and Motion
- Engineering Internship: Force and Motion
- Magnetic Fields
- Light Waves
- Earth, Moon, and Sun
- Natural Selection
- Engineering Internship: Natural Selection
- Evolutionary History

Key takeaways:

- 9 units per grade level
- 145 lessons total per year
- Lessons are 45 minutes long

6th Grade Elementary course curriculum 2021-2022

Integrated model*

Grade 6

- Launch: Microbiome
- Metabolism
- Engineering Internship: Metabolism
- Traits and Reproduction
- Thermal Energy
- Ocean, Atmosphere, and Climate
- Weather Patterns
- Earth's Changing Climate
- Engineering Internship: Earth's Changing Climate

Grade 7

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**These are the possible prioritized units for 6th grade elementary*

Launch units

- First unit
- 11 lessons

Core units

- Elementary 6th Grade will be teaching 4 Core Units

Engineering Internships

- Elementary 6th Grade will be teaching only one: Metabolism

6th Grade Elementary course curriculum 2022-2023

Integrated model*

Grade 6

- Launch: Microbiome
- Metabolism
- Engineering Internship: Metabolism
- Traits and Reproduction
- Thermal Energy
- Ocean, Atmosphere, and Climate
- Weather Patterns
- Earth's Changing Climate
- Engineering Internship: Earth's Changing Climate

Grade 7

- Launch: Geology on Mars
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- Engineering Internship: Plate Motion
- Rock Transformations
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- Engineering Internship: Phase Change
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- Engineering Internship: Natural Selection
- Evolutionary History

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Launch units

- First unit
- 11 lessons

Core units

- Majority of units
- 19 lessons

Engineering Internships

- Two per year
- 10 lessons

**These are the possible prioritized units for 6th grade elementary*

6th Grade Elementary course curriculum 2023-2024

Integrated model*

Grade 6

- Launch: Microbiome
- Metabolism
- Engineering Internship: Metabolism
- Traits and Reproduction
- Thermal Energy
- Ocean, Atmosphere, and Climate
- Weather Patterns
- Earth's Changing Climate
- Engineering Internship: Earth's Changing Climate

Grade 7

- Launch: Geology on Mars
- Plate Motion
- Engineering Internship: Plate Motion
- Rock Transformations
- Phase Change
- Engineering Internship: Phase Change
- Chemical Reactions
- Populations and Resources
- Matter and Energy in Ecosystems

Grade 8

- Launch: Harnessing Human Energy
- Force and Motion
- Engineering Internship: Force and Motion
- Magnetic Fields
- Light Waves
- Earth, Moon, and Sun
- Natural Selection
- Engineering Internship: Natural Selection
- Evolutionary History

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**These are the possible prioritized units for 6th grade elementary*

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Launch units

- First unit
- 11 lessons

Core units

- Majority of units
- 19 lessons

Engineering Internships

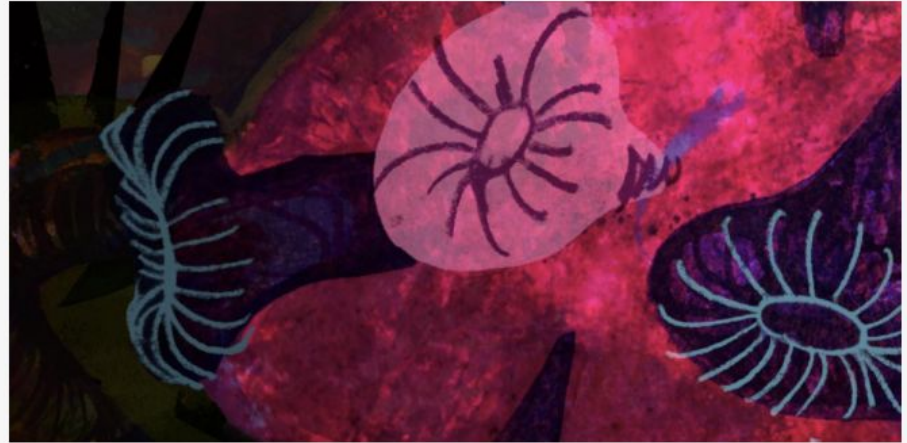
- Two per year
- 10 lessons

6-8 Curriculum: Unit types

Launch Units

Each year starts with an 11-day Launch Unit.

Launch Units introduce instructional routines and norms as well as key science practices students will leverage in every Amplify Science unit.



11 Lessons

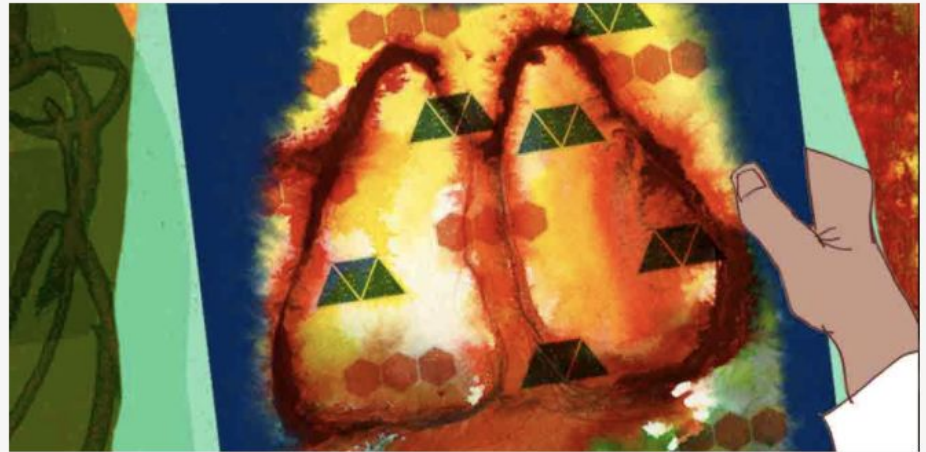
Microbiome

6-8 Curriculum: Unit types

Core Units

Each year has six Core Units. Core Units are 19 days long. The expectation this year, is to teach four.

In each Core Unit, students take on the role of a scientist or engineer and work to solve a real-world problem.



19 Lessons

Metabolism

Curriculum: Unit types

Engineering Internships

Each year has two Engineering Internships. Engineering Internships are 10 days long. The expectation this year, is to teach one.

In these units, students work as interns for a fictional company, Futura Engineering. They focus on designing solutions to real-world problems.



FUTURA
FOOD ENGINEERING

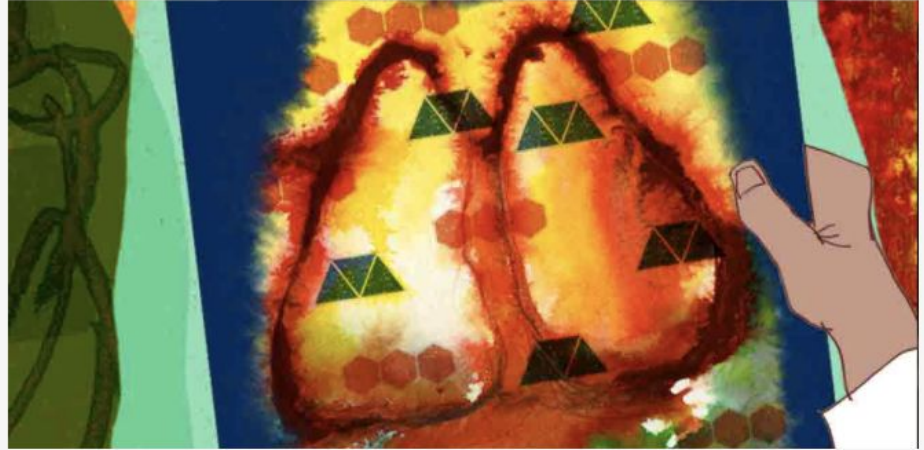
10 Lessons

Metabolism Engineering Internship

Curriculum: Unit types

Today's workshop will focus on your first Core Unit: Metabolism.

What you learn today about navigating the digital platform and how to teach Amplify Science will prepare you for all unit types.



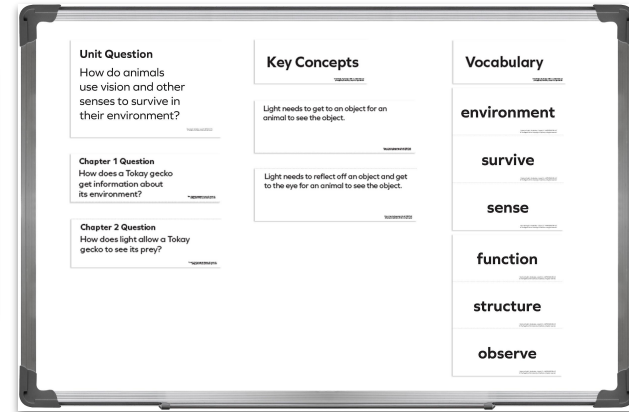
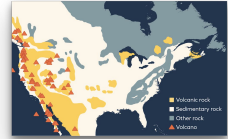
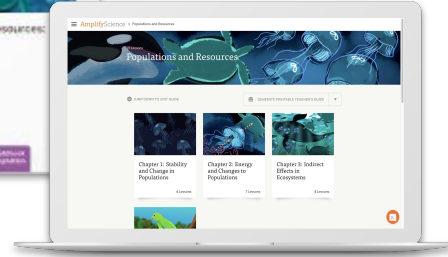
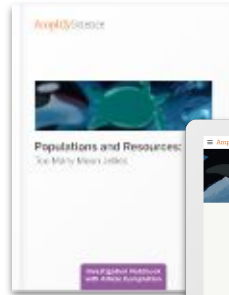
19 Lessons

Metabolism

Program components

Teacher materials

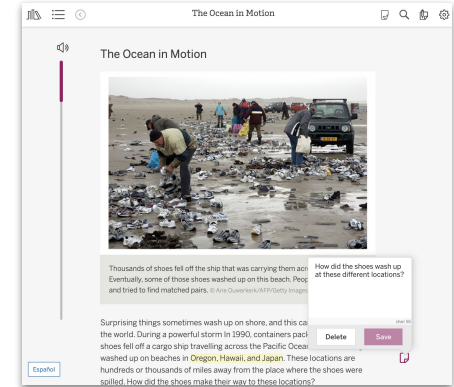
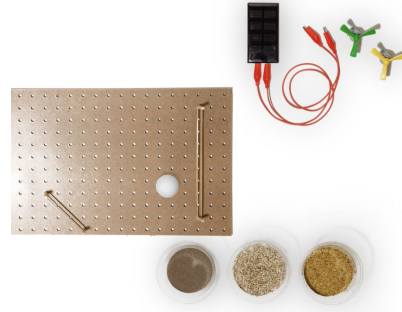
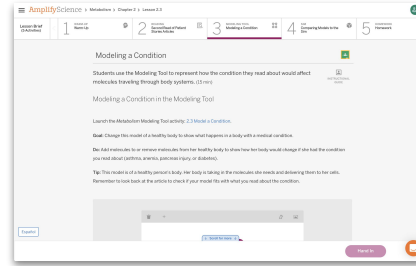
- Teacher's Guide
- Classroom Slides
- Classroom Wall materials
- Argumentation wall materials
- Embedded assessments
- Classwork
- Reporting App
- Assign feature
- Program Guide
- Program Hub
- Amplify Help site



Program components

Student materials

- Hands-on materials
- Digital student experience
- Articles (digital or print)
- Simulations and other digital tools
- Investigation Notebooks
- My Work



Questions?




Framing our reflections

Teacher lens and student lens

To synthesize our learning, we'll return to these questions throughout the session:

What is teaching like with Amplify Science?

What is learning like with Amplify Science?

<i>Teaching</i>	<i>Learning</i>
	



Plan for the day: Part 1

- Introduction and Framing
- Phenomenon-based Instruction
- Unit Internalization

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

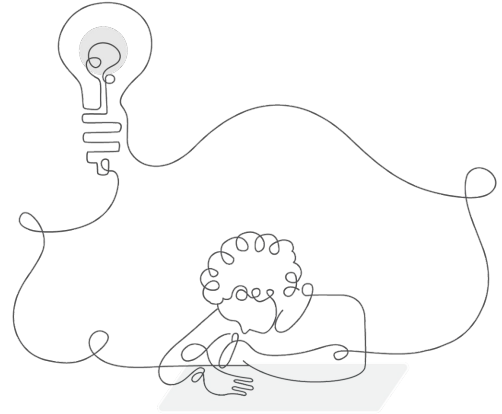


Previewing the unit

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.



Today, we will begin a new unit called ***Metabolism***.

We will start with a Warm-Up each day to get us thinking about science ideas. For today's Warm-Up, you will watch and respond to a video that introduces your new role as **medical students**.



Why do you think your new patient, Elisa, is feeling tired all the time?

Explain your ideas.

Amplify Science

Anchoring phenomenon


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



Reflection

Teacher lens and student lens

Return to your reflection notes. Add any new insights about teaching or learning with Amplify Science.

<i>Teaching</i>	<i>Learning</i>
	



Plan for the day: Part 1

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

Unit structure

Unit



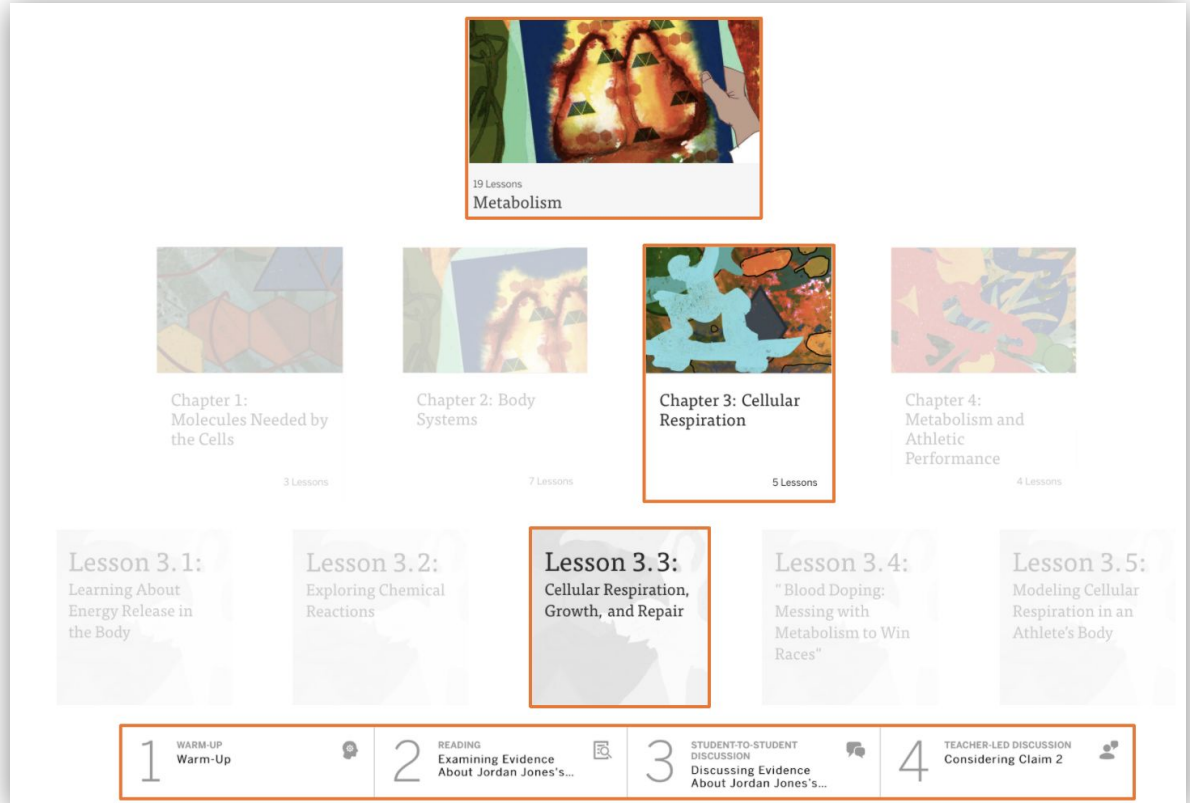
Chapter



Lesson



Activity



Let's Go Live!

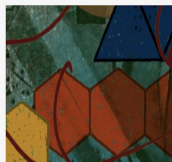
AmplifyScience > Metabolism

19 Lessons

Metabolism

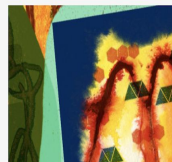
JUMP DOWN TO UNIT GUIDE

GENERATE PRINTABLE TEACHER'S GUIDE



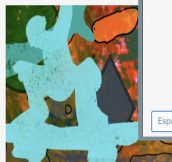
Chapter 1: Molecules Needed by the Cells

3 Lessons



Chapter 2: Body Systems

7 Lessons



Chapter 3: Cellular Respiration

5 Lessons

Español

AmplifyScience > Metabolism > Chapter 1 > Lesson 1.2

Lesson 1.2: Welcome to Medical School

Lesson Brief
(4 Activities)

TEACHER
Introducing Medical
Student Role

1
Warm-Up
Warm-Up

TEACHER
Generating Claims About
Elisa

2
SIM
Introducing the Metabolism
Simulation

3
TEACHER LEAD DISCUSSION
Returning to the Patient

4
HOMEWORK
Homework

RESET LESSON

Overview

Materials &
Preparation

Differentiation

Standards

Vocabulary

Overview

Students begin the unit by viewing a dramatic video that immerses them in their new role as medical students. Students build on the video by brainstorming initial thoughts about why their patient, Elisa, could be feeling so tired. The teacher helps the class to create plausible alternative claims from these initial ideas. Students are then introduced to the *Metabolism Simulation*, and they begin to

Digital Resources

Classroom Slides 1.2 | PowerPoint

Classroom Slides 1.2 | Google Slides

All Projections

Classroom Videos 1.2.1-1.2.3

Chapter 1: Molecules Needed by the Cells

JUMP DOWN TO CHAPTER OVERVIEW

Lesson 1.1:
Pre-Unit Assessment

SETTINGS

Lesson 1.2:
Welcome to Medical
School

Lesson 1.3:
Evaluating Initial
Claims About Elisa

Chapter Overview

Español

Explore the Program Essentials

AmplifyScience > Metabolism > Chapter 1 > Lesson 1.2



Lesson 1.2: Welcome to Medical School

Lesson Brief
(4 Activities)

T

TEACHER
Introducing Medical
Student Role



1

WARM-UP
Warm-Up



T

TEACHER
Generating Claims About
Elisa



2

SIM
Introducing the Metabolism
Simulation



3

TEACHER-LED DISCUSSION
Returning to the Patient



4

HOMEWORK
Homework



RESET LESSON



GENERATE PRINTABLE LESSON GUIDE

Overview

Materials &
Preparation

Differentiation

Standards

Vocabulary

Español

Overview

Students begin the unit by viewing a dramatic video that immerses them in their new role as medical students. Students build on the video by brainstorming initial thoughts about why their patient, Elisa, could be feeling so tired. The teacher helps the class to create plausible alternative claims from these initial ideas. Students are then introduced to the *Metabolism* Simulation, and they begin to

Digital Resources

Classroom Slides 1.2 | PowerPoint

Classroom Slides 1.2 | Google Slides

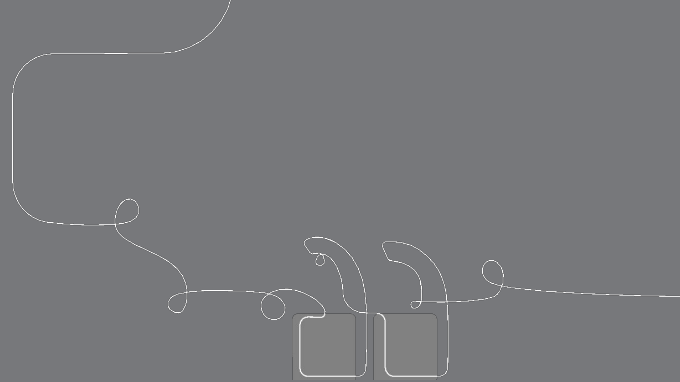
All Projections

Classroom Videos 1.2 | 7m



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

The interface is divided into two main columns. The left column contains a list of planning documents, and the right column contains printable resources and an offline preparation section. Orange arrows point to specific sections in both columns.

Planning for the Unit	Printable Resources
Unit Overview ▾	Coherence Flowcharts
Unit Map ▾	Copymaster Compilation
Progress Build ▾	Flexextension Compilation
Getting Ready to Teach ▾	Investigation Notebook
Materials and Preparation ▾	Multi-Language Glossary
Science Background ▾	NGSS Information for Parents and Guardians
Standards at a Glance ▾	Print Materials (8.5" x 11")
Teacher References	
Lesson Overview Compilation ▾	Print Materials (11" x 17")
Standards and Goals ▾	Offline Preparation Teaching without reliable classroom internet? Prepare unit and lesson materials for offline access. Offline Guide
3-D Statements ▾	
Assessment System ▾	
Embedded Formative Assessments ▾	
Books in This Unit ▾	
Apps in This Unit ▾	
Flexextensions in This Unit ▾	

Core Unit Planning & Internalization

Unit Title:

Metabolism

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?

Core Unit Planning & Internalization

Unit Title:

Metabolism

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 resource:

- Unit Overview / Unit Map

How do students engage with three-dimensional learning to figure out the phenomenon/real-world problem in your unit?

Core Unit Planning & Internalization

Unit Title: Metabolism

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?

What is causing Elissa, a young patient, to be tired all the time?

Student Role:

Medical Students

Relationship between the Unit Phenomenon and Unit Question:

Suggested resource:

- Unit Overview / Unit Map

How do students engage with three-dimensional learning to figure out the phenomenon/real-world problem in your unit?

Core Unit Planning & Internalization

Unit Title: Metabolism

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?

What is causing Elisa, a young patient, to feel tired all the time?

Student Role:

Medical Students

Unit Question:

Relationship between the Unit Phenomenon and Unit Question:

Suggested resource:

- Lesson Overview Compilation

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

Core Unit Planning & Internalization

Unit Title: Metabolism

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?

What is causing Elisa, a young patient, to feel tired all the time?

Unit Question:

How do the trillions of cells in the human body get what they need to function, and what do the cells do with the things they absorb.

Student Role:

Medical Students

Relationship between the Unit Phenomenon and Unit Question:

By investigating Elisa's condition, students learn how systems work together to provide the human body with what it needs.

Suggested resource:

- Lesson Overview Compilation

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

Core Unit Planning & Internalization

Unit Title: Metabolism

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?

What is causing Elissa, a young patient, to be tired all the time?

Student Role:

Medical Student

Unit Question:

How do the trillion of cells in the human body get what it needs to function, and what do the cells do with the things they absorb.

Relationship between the Unit Phenomenon and Unit Question:

By investigating Elissa's condition, students learn how systems work together to provide the human body with what it needs.

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

Suggested resource:

- Unit Map

10-word summary

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

Core Unit Planning & Internalization

Unit Title: Metabolism

Overview

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

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Relationship between the Unit Phenomenon and Unit Question:

By investigating Elissa's condition, students learn how systems work together to provide the human body with what it needs.

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

Elissa feels tired because her cells need both glucose and oxygen to release energy, in a process called cellular respiration.

Suggested resource:

- Unit Map

10-word summary

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

Core Unit Planning & Internalization

Unit Title: Metabolism

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?

How do the trillion of cells in the human body get what it needs to function, and what do the cells do with the things they absorb.

Student Role:

Medical Student

Unit Question:

What is causing Elissa, a young patient, to be tired all the time?

Relationship between the Unit Phenomenon and Unit Question:

By investigating Elissa's condition, students learn how systems work together to provide the human body with what it needs.

Suggested resource:

- 3D Statements

Elissa feels tired because her cells need both glucose and oxygen to release energy, in a process called cellular respiration.

How do students engage with three-dimensional learning to figure out the phenomenon/real-world problem in your unit?

Core Unit Planning & Internalization

Unit Title:	Metabolism
-------------	------------

Overview

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

<p>What is the phenomenon/real-world problem students are investigating in your unit?</p> <p>What is causing Elissa, a young patient, to be tired all the time?</p>	<p>Student Role:</p> <p>Medical Student</p>
<p>Unit Question:</p> <p>How do the trillion of cells in the human body get what it needs to function, and what do the cells need?</p>	<p>Relationship between the Unit Phenomenon and Unit Question:</p> <p>By investigating Elissa's condition, students learn how systems work together to provide the human body with what it needs.</p>
<p>By the end of the unit, students will be able to:</p> <p>Elissa needs both glucose and oxygen to release energy, in a process called cellular respiration.</p>	
<p>How do students engage with three-dimensional learning to figure out the phenomenon/real-world problem in your unit?</p> <p>Students engage in argumentation, use physical and digital models, and make connections between the macroscale and microscale processes in the body, considering scale, proportion and quantity. Students construct explanations about how body systems work together.</p>	

Suggested resource:

- 3D Statements

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

Questions?





Plan for the day: Part 1

- Introduction and Framing
- Phenomenon-based Instruction
- Unit Internalization
- Closing

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

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



Grades 6-8



[Caregivers](#)

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.



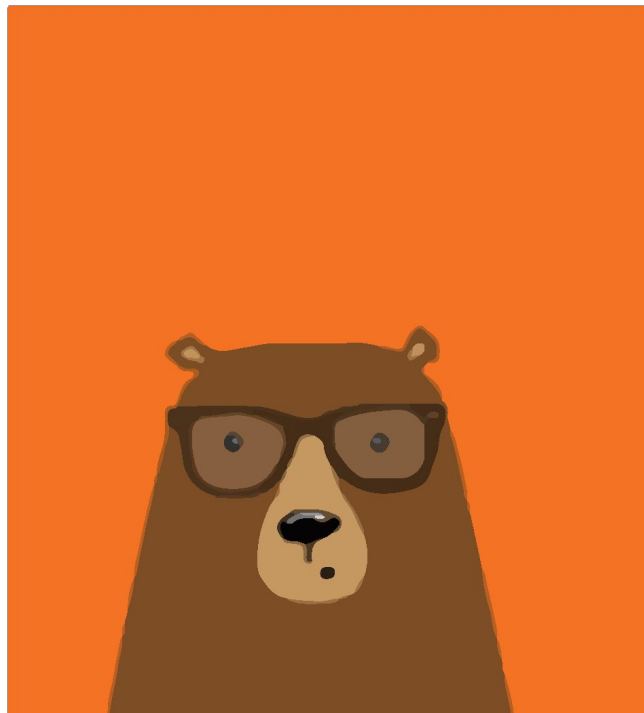
help@amplify.com



800-823-1969



Amplify Chat



Please provide feedback!

surveymonkey.com/r/InitialAmplifySciPL

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

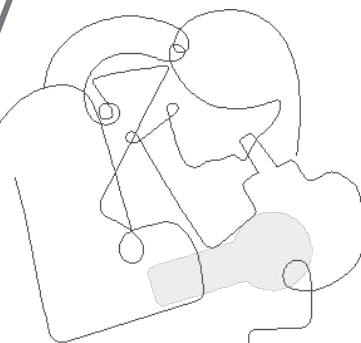
Grade 6 Elementary: Metabolism

Part 2

School/District Name: LAUSD

Date: ,

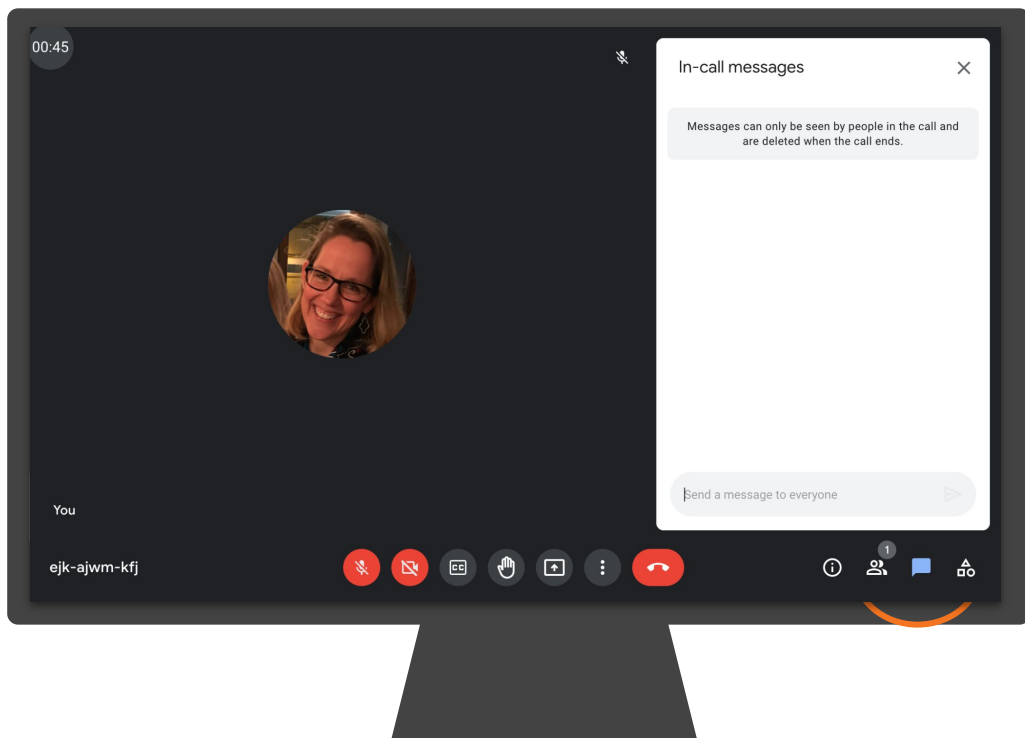
Presented by:



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.

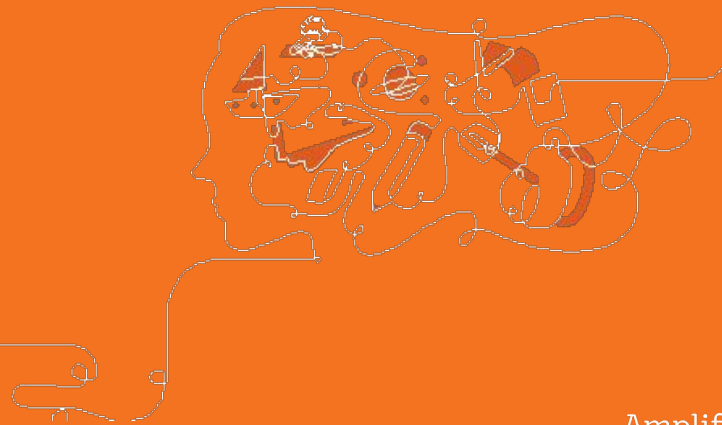
We share your goal of **inspiring all students to think deeply, creatively, and for themselves**.

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.

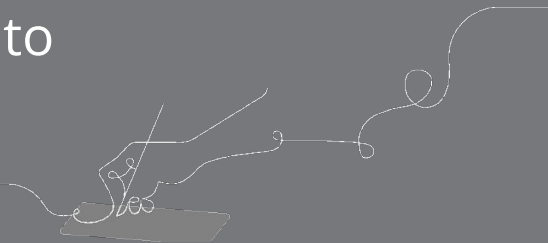
Part 2: Guided Planning (for a lesson)



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
- Planning a Lesson
- Closing

Beginning the Unit

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

Chapter 1: Molecules Needed by the Cells

▼ JUMP DOWN TO CHAPTER OVERVIEW

Lesson 1.1:
Pre-Unit Assessment

⚙️ SETTINGS

Lesson 1.2:
Welcome to Medical
School

Lesson 1.3:
Evaluating Initial
Claims About Elisa

Beginning the Unit

Unlock for students

Lesson 1.1: Pre-Unit Assessment

Select a class

californiasci26

californiasci26

californiasci26

Unlock all students

californiasci26-1 Student

californiasci26-10 Student

californiasci26-11 Student

californiasci26-12 Student

californiasci26-13 Student

californiasci26-14 Student

Lock all classes

Beginning the Unit

We start our model lesson at Chapter 1, Lesson 2

Chapter 1: Molecules Needed by the Cells

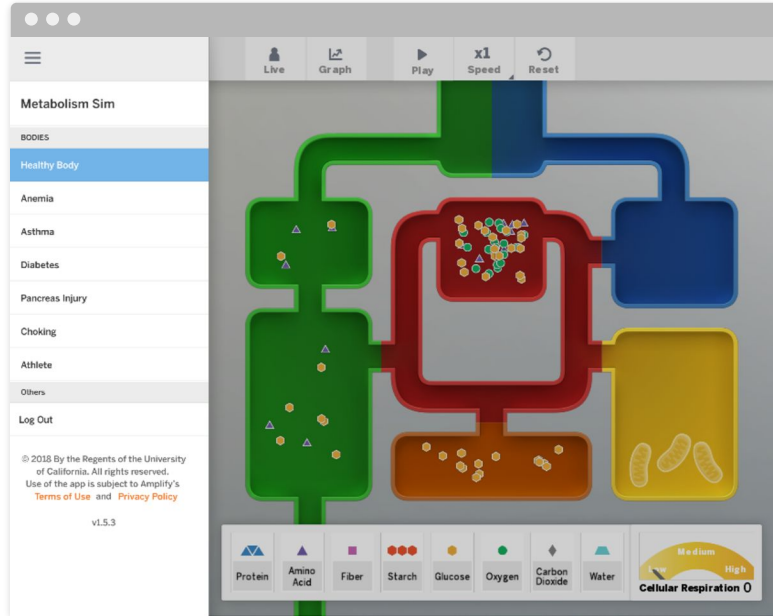
▼ JUMP DOWN TO CHAPTER OVERVIEW

Lesson 1.1:
Pre-Unit Assessment

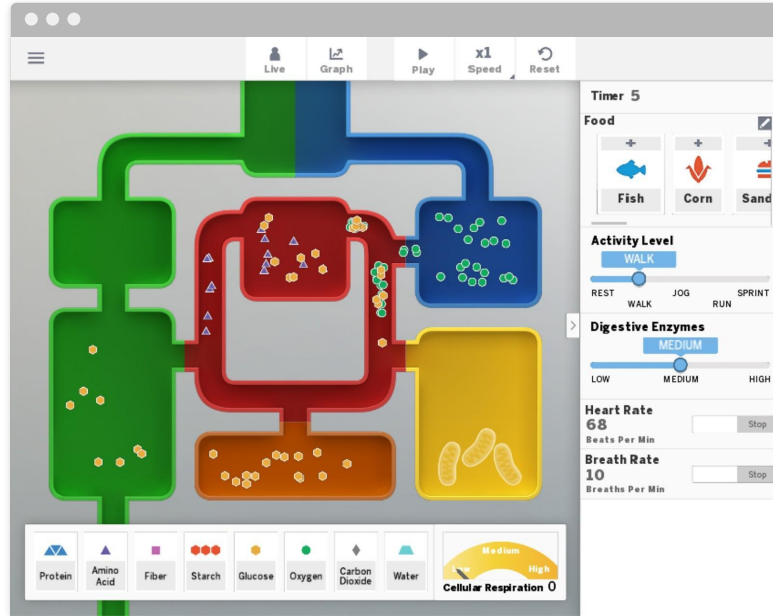
⚙️ SETTINGS

Lesson 1.2:
Welcome to Medical
School

Lesson 1.3:
Evaluating Initial
Claims About Elisa



A lot of things that happen in the human body are hidden or too small to directly observe. We will use a **simulation** to help us learn more about how human body systems function.



This simulation is called the *Metabolism* Simulation. It's a **scientific model** of the human body that simulates many things that happen inside the human body.

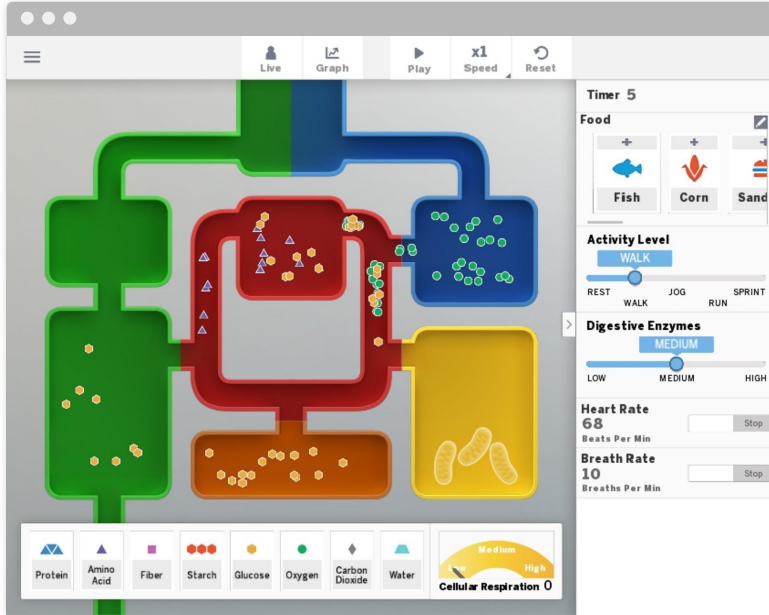


Introducing the Metabolism Simulation

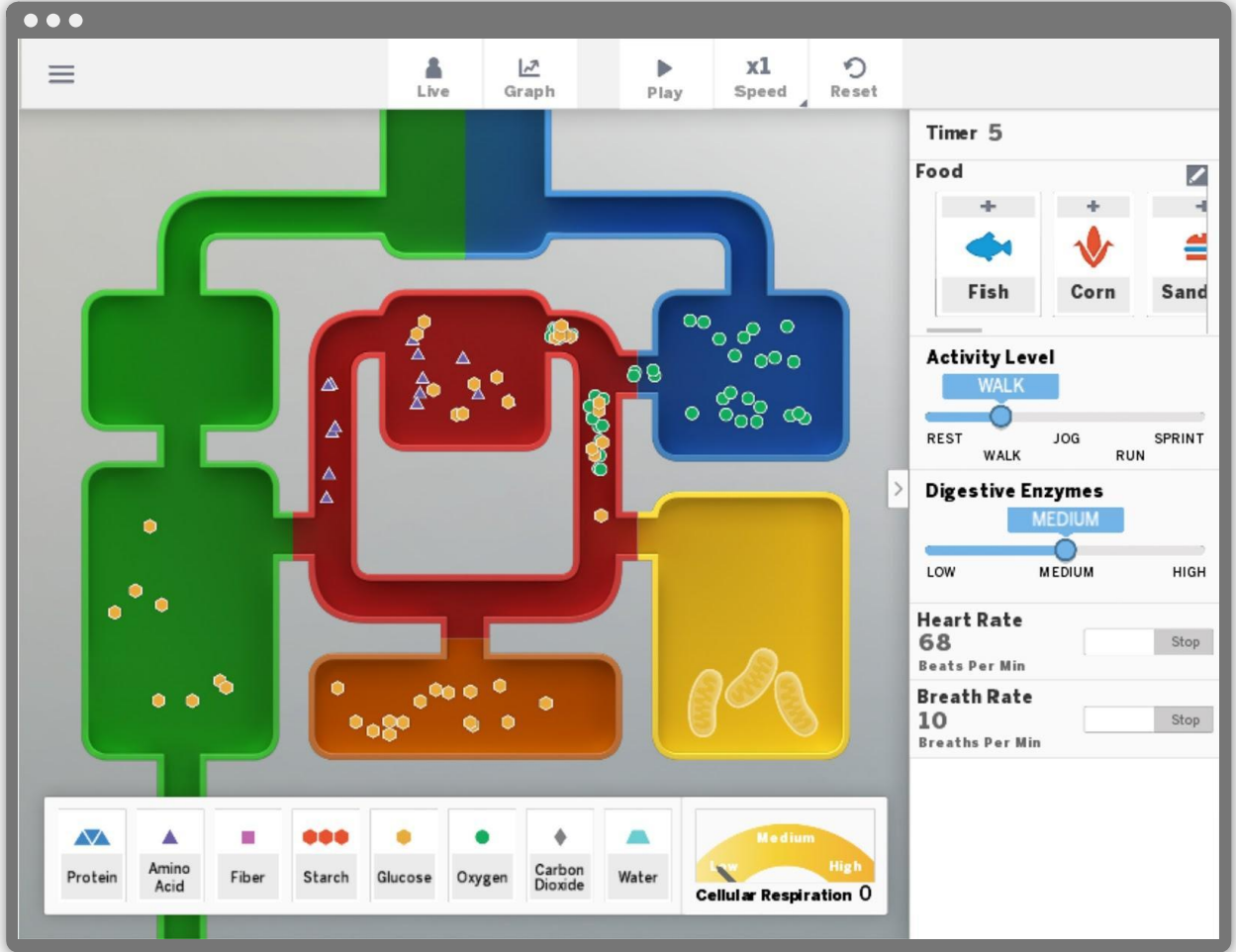
Observing Molecules in the Sim

1. Launch the [Metabolism Simulation](#).
2. Select HEALTHY BODY from the menu.
3. Select OBSERVE.
4. Explore with your partner.
5. Think about these questions:
 - How does the Simulation work?





What did you **notice** about the Sim?



This **key** identifies the different types of **molecules** entering the system.

By pressing them, you can also turn the molecule visibility **off and back on**.

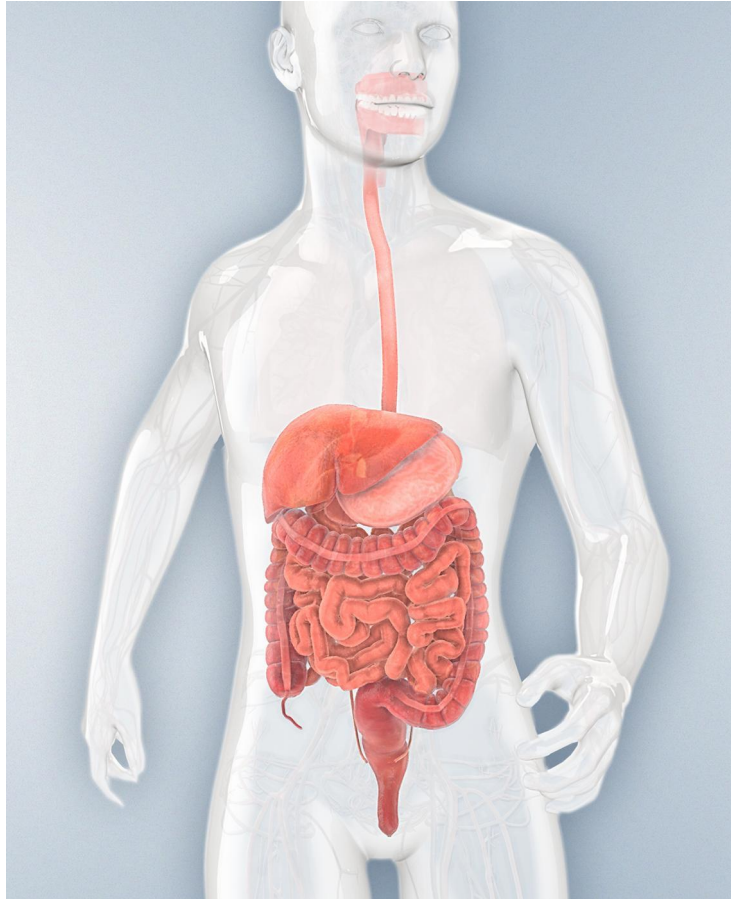




To figure out why Elisa feels so tired, we will first think about healthy bodies.



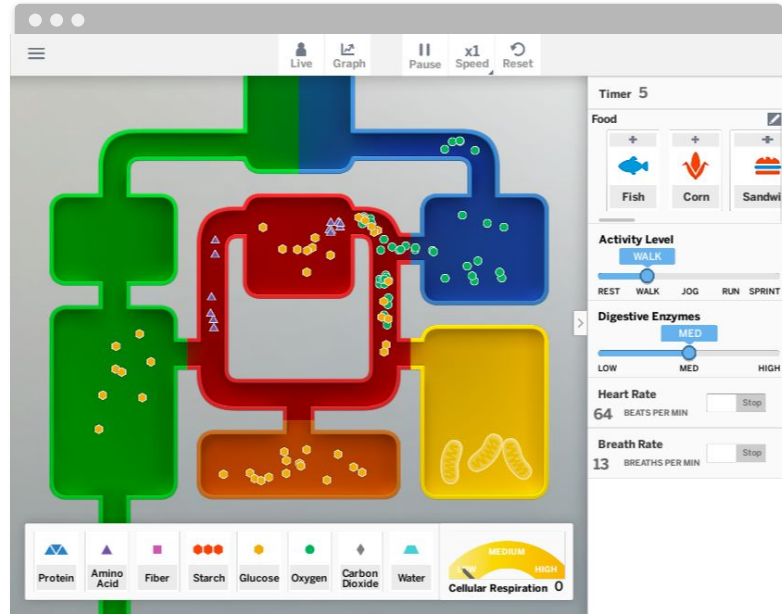
What are some things you know the human body needs to function?



What are signs you can observe when a human body is functioning properly?

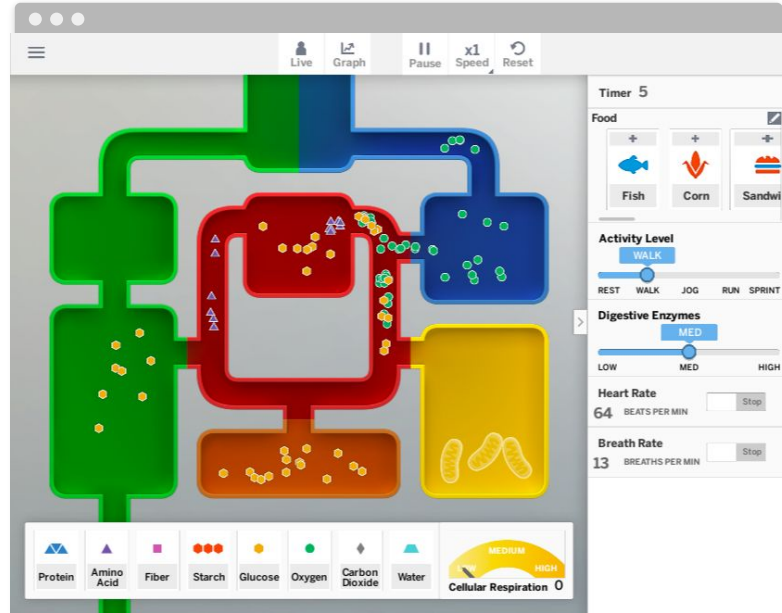
As we discussed, there are certain things we already know the human body needs to function. Two important things the human body needs to survive are **food** and **air**.

As you explore the *Metabolism* Sim again, **watch what happens to the food and air** that enter this healthy Simulation body.



Observe the Sim a second time.

This time, watch what happens to the **food and air** that enter this healthy Simulation body.



What happens to the **food and air** that enter this healthy Simulation body?

Unit Question

How do the trillions of cells in the human body get what they need to function, and what do the cells do with the things they absorb?

Classroom Wall Print Materials

Unit Question

How do the trillions of cells in the human body get what they need to function, and what do the cells do with the things they absorb?

Key Concepts

Vocabulary

Chapter 1 Question

Why does Elisa feel tired all the time?

Investigation Question

What does the human body need to function?



Chapter 1 Question

Why does Elisa feel tired all the time?

Classroom Wall Print Materials

Unit Question

How do the trillions of cells in the human body get what they need to function, and what do the cells do with the things they absorb?

Key Concepts

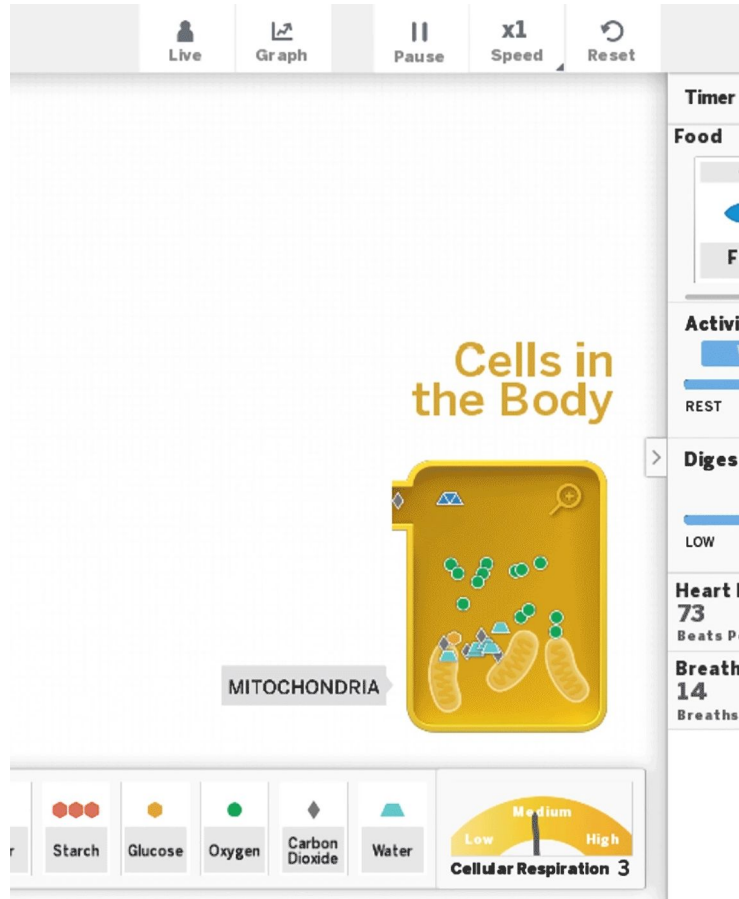
Vocabulary

Chapter 1 Question

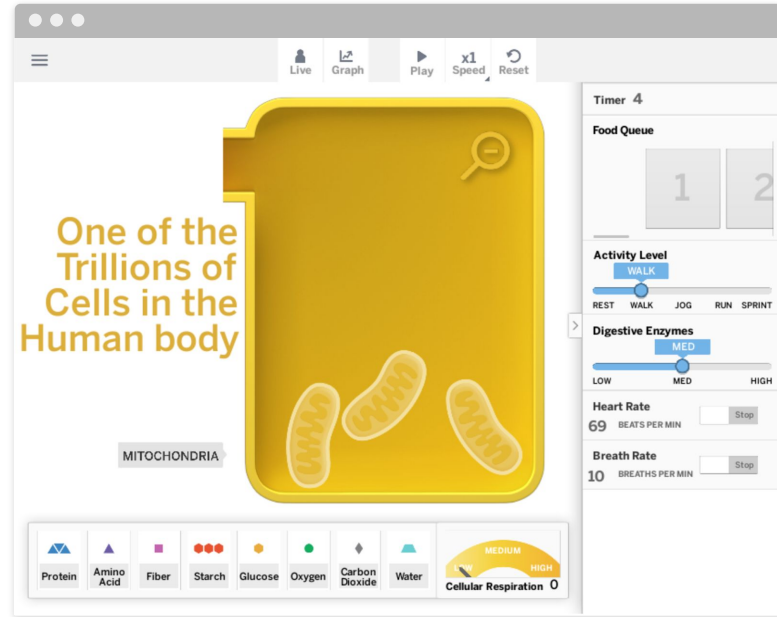
Why does Elisa feel tired all the time?

Investigation Question

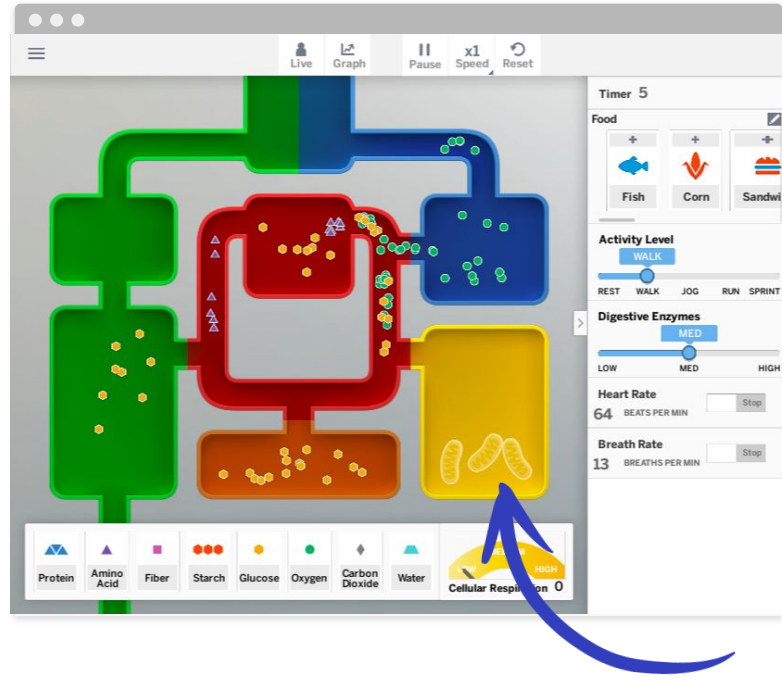
What does the human body need to function?



The yellow box **represents one cell** in this model of the healthy human body. You can zoom into this cell by pressing on the cell and then on the magnifying glass.

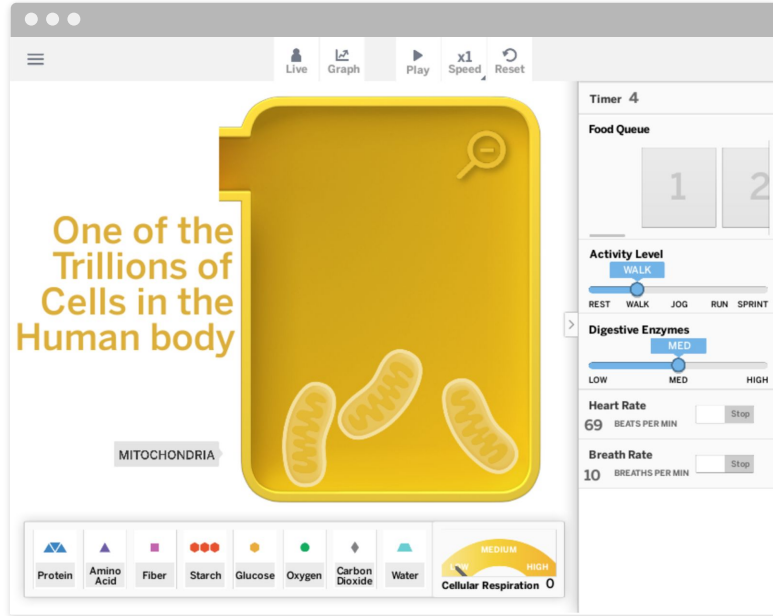


The **trillions of cells** in the body have some **similarities** in the ways they function, so we can learn more about what all cells need by **observing one cell** in the Simulation.



Observe the Sim again.

This time, pay attention to what's happening in the **representative cell** to learn more about what cells in the body need.



Which **molecules** are entering the cell?

Activity 3

Returning to the Patient



Vocabulary



metabolism

the body's use of molecules for energy and growth

Classroom Wall Print Materials

Unit Question

How do the trillions of cells in the human body get what they need to function, and what do the cells do with the things they absorb?

Chapter 1 Question

Why does Elisa feel tired all the time?

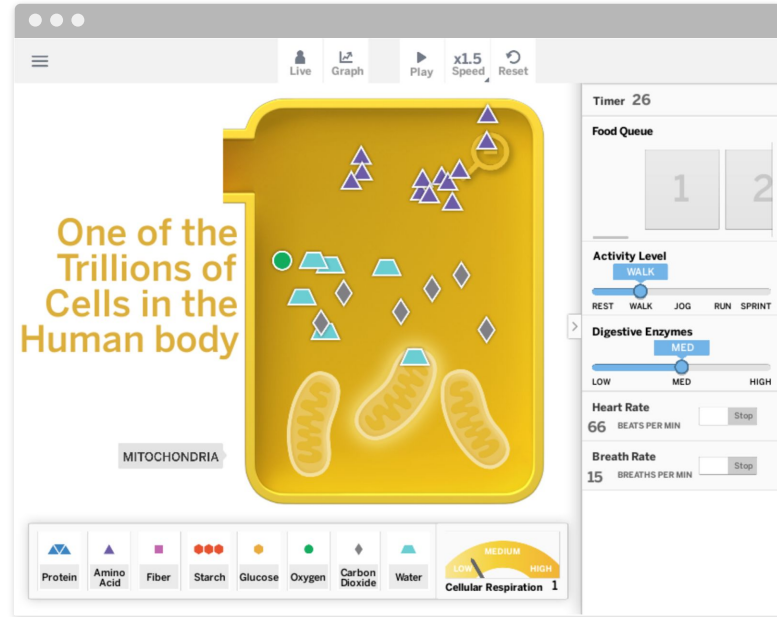
Investigation Question

What does the human body need to function?

Key Concepts

Vocabulary

metabolism



In the Sim, you observed that in a functioning, healthy body, certain **molecules that come from food and air** are transported into the body's **cells**.

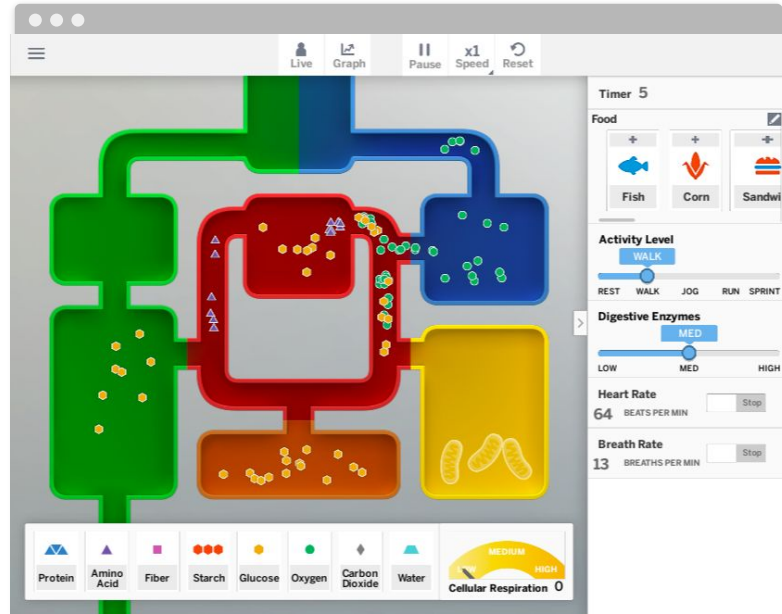
Claims

Elisa is feeling tired because she:

Remember the claims we generated about why Elisa is feeling tired.



Do you have any **new insights** or **changes in thinking** about these claims after observing the Sim?



The *Metabolism Sim* can help us investigate if Elisa's problem is related to the **molecules she is taking in from the environment** and/or what is happening in the **cells in her body**.

End of Lesson



THE LAWRENCE
HALL OF SCIENCE
UNIVERSITY OF CALIFORNIA, BERKELEY

Amplify.

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Activity 4

Homework





Homework

Testing Diets in the Sim

In this homework, you will experiment with different diets in the Simulation to see how the diet affects the number of molecules getting to the cells.

1. Launch the [Metabolism Simulation](#).
2. Select HEALTHY BODY and then select TEST.
 - In Test Mode, you set up a pre-planned diet by pressing on items under Add Food Source. Then you press Play and observe the Simulation. The diet you selected is fed to the body automatically, and the test runs until the Timer reaches 200. During the test, you can observe the *Metabolism* Sim in the Live View or switch to the Graph View. In the Graph View, you can see the final results for Total Molecules Absorbed by Cells, which is the data you will record below.
3. Plan at least three different tests of the diet for the healthy body. Record your plan in the Diet Plan tables below.
4. Run your tests and record your results: the number of molecules absorbed by the cells.





Plan for the day: Part 2

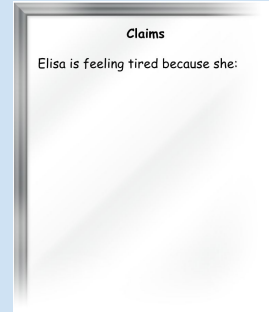
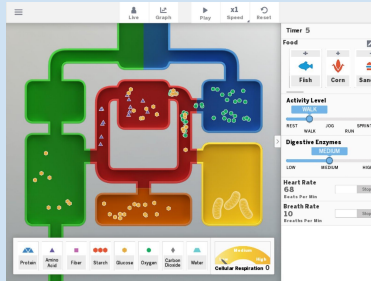
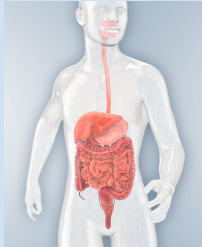
- Teaching and Learning in an Amplify Science Lesson
- Instructional Approach Reflection
- Planning a Lesson
- Closing

Gathering evidence

Metabolism Lesson 1.2

Chapter Question: Why does Elisa feel tired all the time?

Investigation Question: What does the human body need to function?

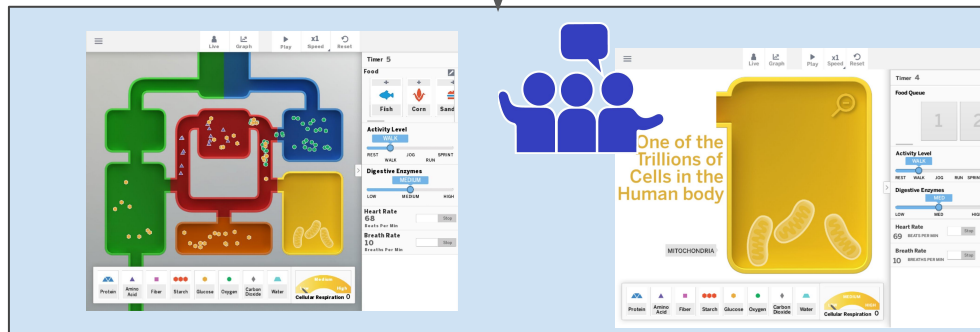


Evidence sources work together

Investigating in the Sim and discussing observations

How do these activities
work together to
support understanding of
what the human body
needs to function?

Investigation Question: What does the
human body need to function?



Gathering evidence

Metabolism Lesson 1.2

Chapter Question: Why does Elisa feel tired all the time?

Investigation Question: What does the human body need to function?

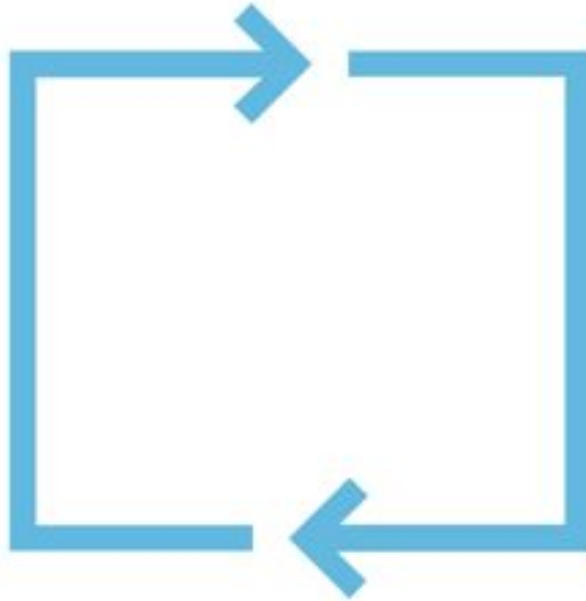


The composite image displays three educational resources. On the left is a 3D anatomical diagram of a human torso showing the internal organs of the digestive system, including the esophagus, stomach, and intestines. In the center is a screenshot of a digital simulation interface. The interface features a central flowchart with green, red, and yellow boxes representing different metabolic pathways. To the right of the flowchart are several control panels: 'Timer 5', 'Food' (with buttons for Fish, Corn, and Salad), 'Activity Level' (a slider), 'Digestive Enzymes' (a slider), 'Heart Rate' (65), 'Breath Rate' (10), and 'Cellular Respiration' (a slider). On the right side of the simulation is a large yellow box with the text 'One of the trillions of Cells in the Human body' and an illustration of a mitochondrion. Below this is a 'MITOCHONDRIA' section with buttons for Protein, ATP, Fiber, Starch, Glucose, Oxygen, Water, and Cellular Respiration. On the far right is a white box with a grey border titled 'Claims' containing the text 'Elisa is feeling tired because she:'.

What have students figured out so far?

Multimodal learning

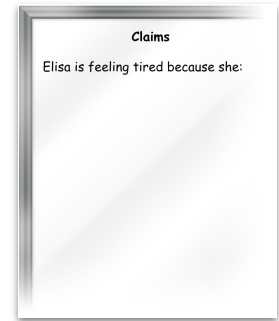
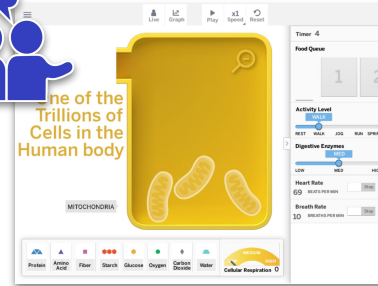
Gathering evidence over multiple lessons



**Do,
Talk,
Read,
Write,
Visualize**

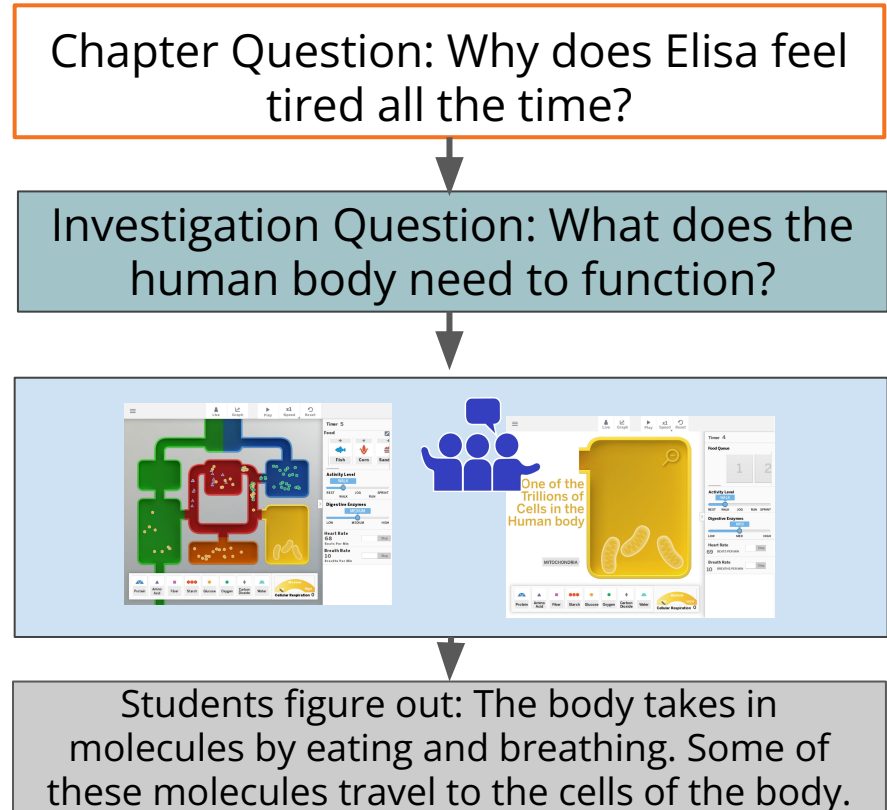
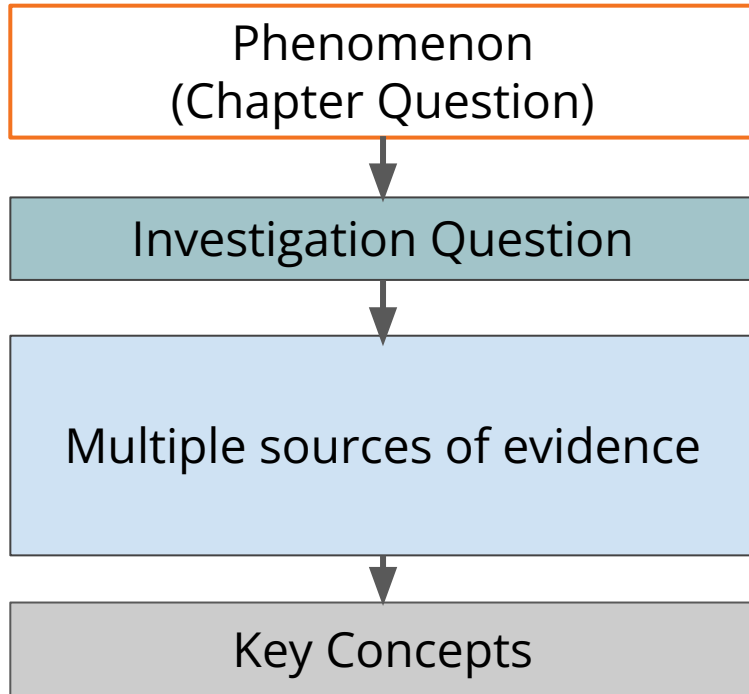
Evidence sources work together

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



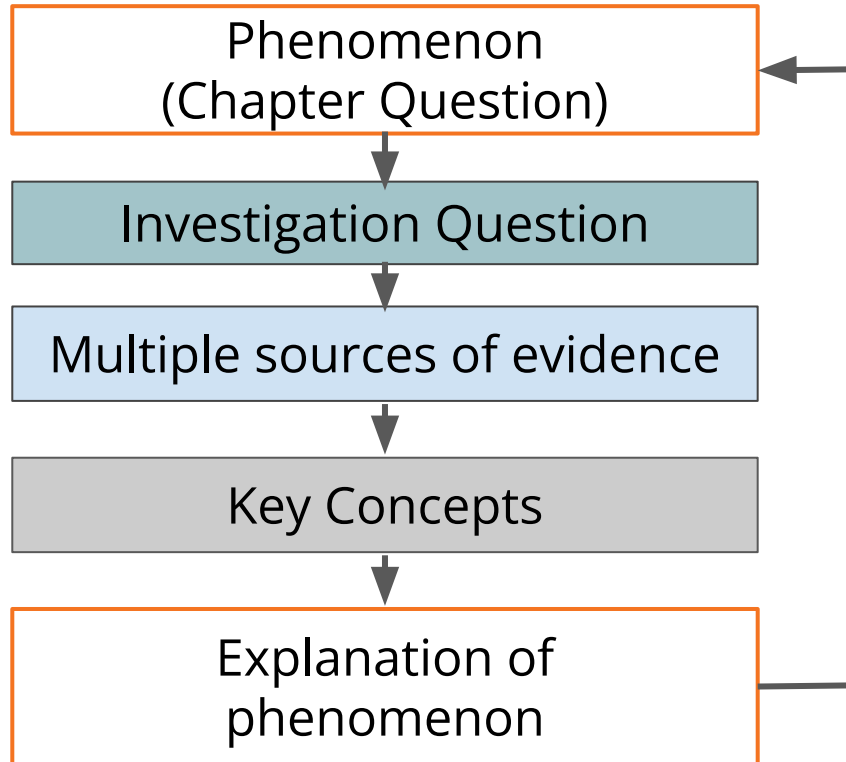
Coherence Flowchart

A diagram of student learning

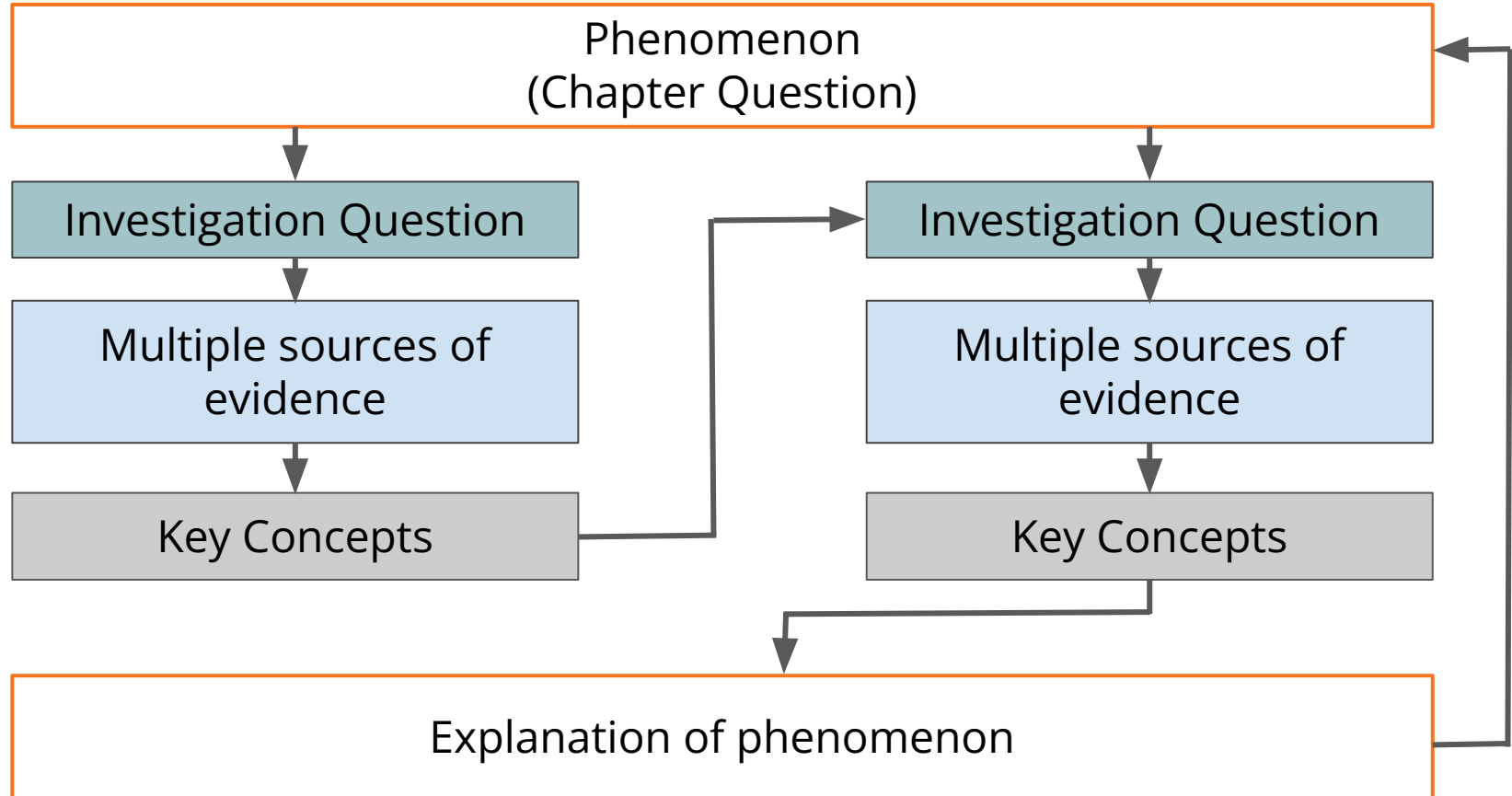


Coherence Flowchart

A diagram of student learning



Coherence Flowchart



Metabolism: Making the Diagnosis

The problem students work to solve

Chapter 1 Question

Investigation Question

Evidence Sources and reflection opportunities

Key Concepts

Applying back to the problem

The explanation that students can make to answer the Chapter 1 Question

What is causing Elisa, a young patient, to feel tired all the time?



Why does Elisa feel tired all the time?



What does the human body need to function? (1.2)



- Investigate molecules in the Sim (1.2)
- Test diets in the Sim (1.2)



Students figure out:

- The body takes in molecules by eating and breathing. (1.2)
- Some of these molecules travel to the cells of the body. (1.2)



Which molecules do cells need to function? (1.3)



- Read “Molecules Cells Need” (1.3)
- Model a healthy cell in the modeling tool (1.3)



- A functioning human body has molecules from food (glucose and amino acids) and molecules from air (oxygen) in its cells. (1.3)

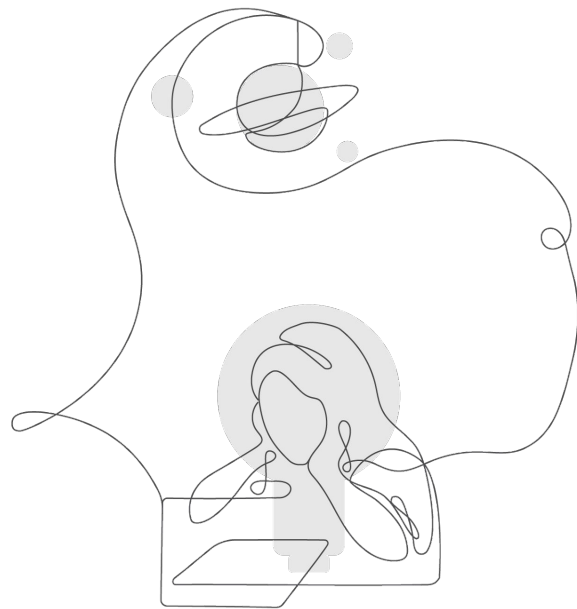
- Evaluate evidence and claims about Elisa (1.3)

Elisa's cells need molecules from food like glucose and amino acids and oxygen molecules from air in her cells. If she is tired all the time her cells may not be getting what they need.

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?



Reflection

Coherence Flowchart

After looking over the Coherence Flowchart, what new insights do you have about teaching and learning with Amplify Science?

<i>Teaching</i>	<i>Learning</i>
	

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

 AmplifyScience > Metabolism > Chapter 1 > Lesson 1.2



Lesson 1.2: Welcome to Medical School

Lesson Brief
(4 Activities)

T TEACHER
Introducing Medical
Student Role



1 WARM-UP
Warm-Up


T TEACHER
Generating Claims About
Elisa

2 SIM
Introducing the Metabolism
Simulation

3 TEACHER-LED DISCUSSION
Returning to the Patient

4 HOMEWORK
Homework

 RESET LESSON 

 GENERATE PRINTABLE LESSON GUIDE

Overview

Materials & Preparation

Differentiation


Standards


Vocabulary


Overview


Students begin the unit by viewing a dramatic video that immerses them in their new role as medical students. Students build on the video by brainstorming initial thoughts about why their patient, Elisa, could be feeling so tired. The teacher helps the class to create plausible alternative claims from these initial ideas. Students are then introduced to the *Metabolism* Simulation, and they begin to


Digital Resources

 Classroom Slides 1.2 | PowerPoint

 Classroom Slides 1.2 | Google Slides

 All Projections

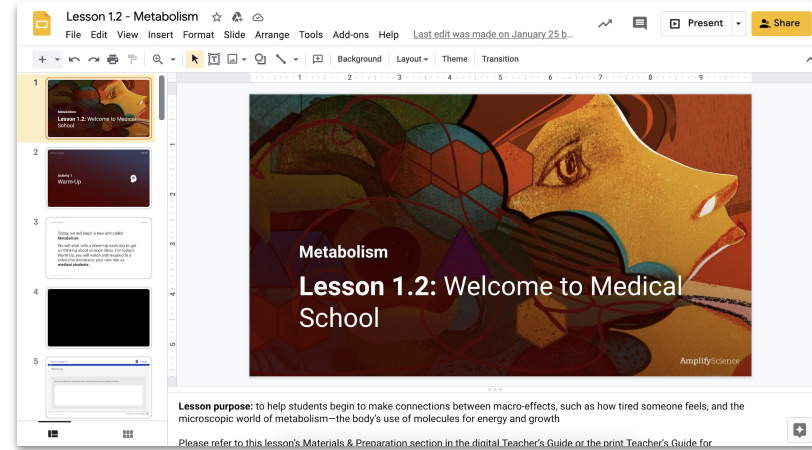
 Classroom Videos 1.2 | 7m



Preparing to teach

Classroom Slides

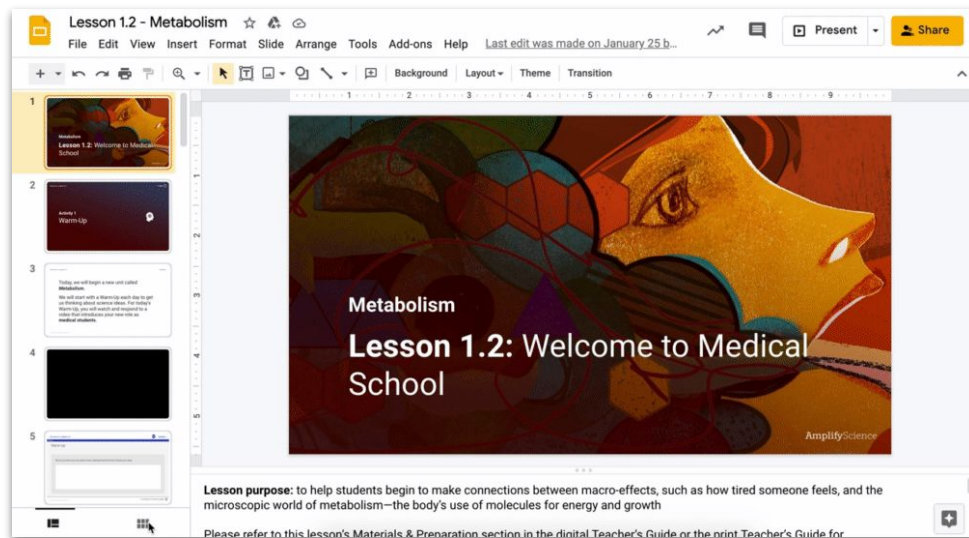
1. Open the Classroom Slides under the Digital Resources.
2. Read through the Classroom Slides including the **presenter notes** to gain a better understanding of the lesson.
3. Consider:
 - What features of the Classroom Slides will support you in teaching this lesson?



Using Classroom Slides as a planning tool

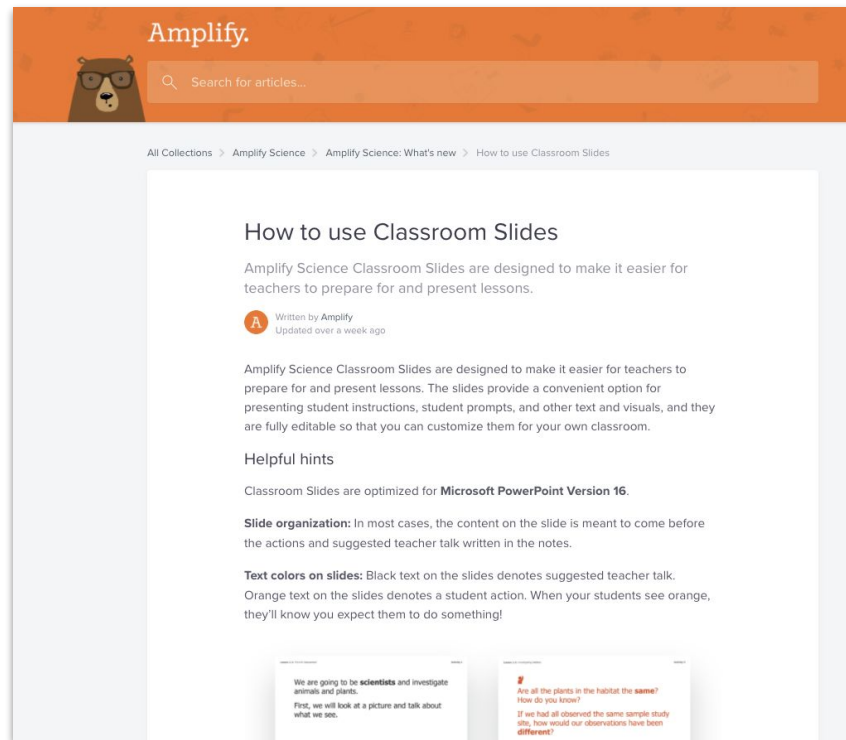
Teacher tip: Classroom Slides are a great visual summary of a lesson. Many teachers download and flip through a lesson's Classroom Slides deck to preview what happens in the lesson.

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.

The screenshot shows a lesson interface with a header bar containing three tabs: 1. TEACHER-LED DISCUSSION (Introducing Spruce the Sea Turtle), 2. TEACHER-LED DISCUSSION (Leading a Pre-Unit Assessment...), and 3. HANDS-ON (Playing the Survival Game). Below the header, there is a 'RESET LESSON' button and a language selector set to 'Esp'. A list of resources is displayed, including 'Lesson Brief', 'Overview', 'Materials & Preparation', 'Differentiation', 'Standards', and 'Vocabulario'. On the right, there is a section for 'Recursos digitales' (Digital Resources) with links to 'Classroom Slides 1.1 | Pow...', 'Todas las proyecciones', 'Assessment Guide: Interpreting Students' Pre-Unit Explanations About How the Porcupine and Its Offspring Survive', 'Survival Game Events—Part 1', 'Recycled Materials Request copymaster', and 'Investigation Notebook'. Four orange arrows with numbers 1 through 4 point to the following elements: Arrow 1 points to 'Classroom Slides 1.1 | Pow...', Arrow 2 points to 'Overview', Arrow 3 points to 'Materials & Preparation', and Arrow 4 points to 'Differentiation'.

Lesson Planning



DIRECTIONS:

1. Download the **Classroom Slides** for **Lesson 1.2** and review them.
2. Read the **Overview**.
3. Explore the **Materials & Preparation** document.
4. Read the **Differentiation** document.
5. If you have time, navigate to **Lesson 1.3** and repeat steps 1-4.

The screenshot shows a lesson planning interface with a header featuring a sea turtle illustration. Below the header is a navigation bar with three main sections: 'Lesson Brief (3 Activities)', 'TEACHER-LED DISCUSSION', and 'HANDS-ON'. The 'Lesson Brief' section is active, showing a list of activities: 'Introducing Spruce the Sea Turtle', 'Leading a Pre-Unit Assessment...', and 'Playing the Survival Game'. On the right side, there is a 'RECURSOS DIGITALES' (Digital Resources) section with a list of resources: 'Classroom Slides 1.1 | Pow...', 'Todas las proyecciones', 'Assessment Guide: Interpreting Students' Pre-Unit Explanations About How the Porcupine and Its Offspring Survive', 'Survival Game Events—Part 1', 'Recycled Materials Request copymaster', and 'Investigation Notebook'. Four orange arrows with numbers 1 through 4 point to specific elements: Arrow 1 points to the 'Classroom Slides 1.1 | Pow...' resource; Arrow 2 points to the 'Lesson Brief' section; Arrow 3 points to the 'Materials & Preparation' document; and Arrow 4 points to 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)	
Assessment Opportunities:	Activity 5 (##min)	

Lesson 1.2

Activity Overview

What is the purpose of this lesson?

The purpose of this lesson is to help students begin to make connections between macro-effects, such as how tired someone feels, and the microscopic world of metabolism—the body's use of molecules for energy and growth.

Activity 1 (10 min)

Warm-Up

(Teacher Only) Generating Claims About Elisa

What will students learn?

The body takes in molecules by eating and breathing. Some of these molecules travel to the cells of the body

Activity 2 (20 min)

Introducing the Metabolism Simulation

3-D Statement (identify SEP, CCC, and DCI):

Students use a model of the human body to make observations at the molecular scale (scale, proportion, and quantity) in order to investigate where the molecules that the body takes in through eating and breathing go once they are in the body.

Activity 3 (5 min)

Returning to the Patient (5 min.)

Student Resources:

optional: Metabolism Investigation Notebook,

Activity 4 (5 min)

Homework

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?

Classwork

Classwork is a feedback tool for all student work that is submitted digitally through the student platform.

Classwork allows you to track who has completed which assignments, score student work, and send digital feedback.

AmplifyClasswork

LAUNCH PROGRAMS

TEACHER

7th Grade Science Period 2

ACTIVITIES

PORTFOLIOS

GROUPS

UNIT

Metabolism

CHAPTER

2 | The Body System

LESSON

all

ACTIVITY TYPE

all

ACTIVITY

SUBMISSIONS

LAST SUBMISSION

FEEDBACK

5. HOMEWORK

Homework

Lesson 2

20/22

10/13/20
Thurs. 12:21pm

22
awaiting

STUDENT

STATUS

MC

GENERAL COMMENT

CUSTOM SCORE

WORDS

COMMENTS

FEEDBACK

Anthony Bryk

Handed In
10/13/20 11:59am

3/6

I can tell you were thinking...

B

99

3

Mihaly Csikszentmihalyi

In Progress

-

0

0

-

Carol Dweck

Not Started

-

Please complete!

0

1

Jamie Escalante

Resubmitted
10/12/20 7:04pm

3/6

Try rereading the passage...

B+

126

1

Fatima al-Fihri

Handed In
10/13/20 11:40am

6/6

Wow! Great use of evidenc...

A

54

1

Herbert Ginsburg

Handed In
10/13/20 11:54am

4/6

Big improvement from last...

B

96

2

Eric Donald Hirsch

Handed In
10/13/20 11:37am

3/6

Next time, try to work on...

B-

51

1

Jovita Idár

Resubmitted
10/14/20 11:59am

6/6

You really wrote effectively...

A+

134

1

Assign feature

Teacher tip: Use the Assign feature to assign activities and due dates.

Students will be notified with a bell icon. This makes it easier for students to know what's assigned and what's due.

The screenshot displays the AmplifyScience web interface. At the top, the navigation bar includes the AmplifyScience logo and a breadcrumb trail: Force and Motion > Chapter 1 > Lesson 1.2. Below this, a horizontal menu shows 'Lesson Brief (5 Activities)', '4 STUDENT-TO-STUDENT DISCUSSION Discussing Changes in Motion' (highlighted), and '5 HOMEWORK Homework'. The main content area is titled 'Discussing Changes in Motion' and includes a blue 'ASSIGN' button with a bell icon. Below the title, it states 'Students summarize what they have learned about changes in motion.(10 min)' and features an 'INSTRUCTIONAL GUIDE' icon. A tabbed interface below shows 'Step-by-step' (selected), 'Possible Responses', and 'My Notes'. The 'Step-by-step' tab contains four numbered instructions for a classroom activity. At the bottom, there is a 'Español' button, a 'Scroll for more' button, and a 'Next' button. A small orange bell icon is visible in the bottom right corner.

AmplifyScience > Force and Motion > Chapter 1 > Lesson 1.2

Lesson Brief (5 Activities) < 4 STUDENT-TO-STUDENT DISCUSSION Discussing Changes in Motion 5 HOMEWORK Homework

Discussing Changes in Motion

ASSIGN

Students summarize what they have learned about changes in motion.(10 min)

INSTRUCTIONAL GUIDE

Step-by-step Possible Responses My Notes

1. Introduce summarizing question. Collapse the instructional guide and project the student screen, or have students look at the instructions on page 9 of their Investigation Notebooks. Explain that partners will discuss and work together to record the five ways an object's motion can change.

2. Allow about 5 minutes for discussing and responding. Circulate as pairs talk. If students are having difficulty, encourage them to look back at their responses from the previous activity.

3. Invite volunteers to share ideas. As students identify the 5 ways that motion can change, condense their statements into a few words and list them on the board. [1. start moving. 2. stop moving. 3. speed up. 4. slow down. 5. change direction.]

4. Highlight that all these changes in motion involve a change in speed or direction. Note that in science, there is a specific term for speed in a certain direction.

Español

Scroll for more

1 2

Next

Grade sync from Classwork to Schoology

ACTIVITY	SUBMISSIONS	LAST SUBMISSION ↕	DUE DATE	FEEDBACK	
1. INDIVIDUAL Selected Response Questions Lesson 1	20/22	9:34am Wed. 3/1/21	11:59pm Fri. 3/5/21	20 awaiting	
STUDENT	STATUS	MC	GENERAL COMMENT	CUSTOM SCORE	FEEDBACK
				100 ⓘ	
Anthony Bryk	Handed In 3/5/21 9:31am	12/20		60/100	
Mihaly Csikszentmihalyi	In Progress	-		0/100	
Carol Dweck	Handed In 3/2/21 11:45am	16/20		80/100	
Jamie Escalante	Handed In 3/5/21 2:32pm	20/20		100/100	
	Handed In				

Michelle Obama	Handed In 3/3/21 9:35am	15/20		75/100	
Seymour Papert	Handed In 3/5/21 4:15am	16/20		80/100	
Linda Roberts	Handed In 3/2/21 12:33am	16/20		80/100	
Dorothy Strickland	Handed In 3/2/21 10:15am	14/20		70/100	
Kenneth Koch	Handed In 3/3/21 9:20am	12/20		60/100	

Sync with LMS

Last sync with LMS
3/7/21 8:20am

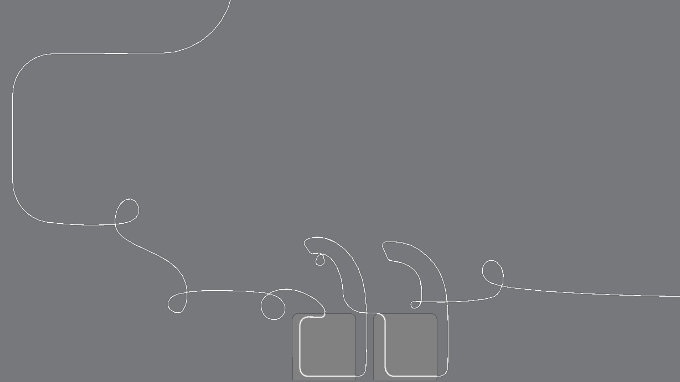
Reporting

Send all feedback

☐ Mark Incorrect
☐ Reveal Correct

2. INDIVIDUAL Constructed Response Lesson 1.2	22/22	10:19am Tues. 2/28/21	11:59pm Fri. 3/5/21	22 awaiting
-----------------------------------------------------	-------	--------------------------	------------------------	----------------

Questions?





Plan for the day: Part 2

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

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



Grades 6-8

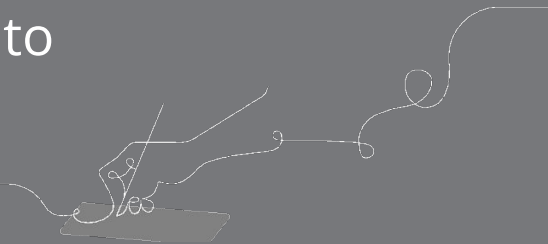


[Caregivers](#)

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, 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



Please provide feedback!

surveymonkey.com/r/InitialAmplifySciPL

Presenter name:

Workshop title:

Part 1: Relaunching the Standard Curriculum

Part 2: Guided Planning (Planning for a Lesson)

Modality:

Remote

