

INTEGRATED MODEL

# Pilot support



# Welcome

Welcome to your Amplify Science California pilot!

We're thrilled to welcome you to the Amplify family, and we look forward to making your experience with Amplify Science California successful from day one.

The Next Generation Science Standards have raised the bar in science education. What that means for you is having to embrace a new way of teaching—one that shifts the focus of science instruction from students *learning about* to *figuring out*.

Bringing three-dimensional learning to life in the classroom can be challenging. But we're confident that—with Amplify Science California by your side—you'll find your transition to the NGSS not only manageable, but also engaging and fun!

We look forward to partnering with you on this journey!

**—Amplify California Team**

**Amplify.**



**THE LAWRENCE  
HALL OF SCIENCE**  
UNIVERSITY OF CALIFORNIA, BERKELEY

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# About the program

Amplify Science California is a brand-new science curriculum that blends hands-on investigations, literacy-rich activities, and interactive digital tools to empower students to think, read, write, and argue like real scientists and engineers.

## In the classroom, this looks like students:

### Collecting evidence from a variety of sources

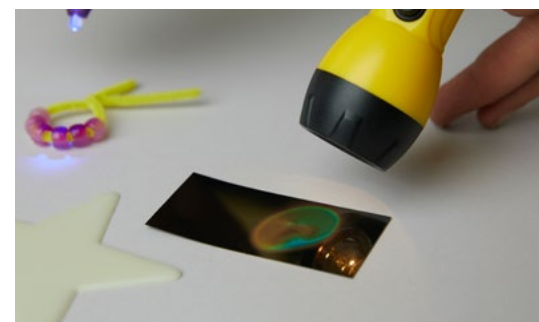
- Hands-on investigations
- Physical models
- Interactive digital simulations
- Scientific texts
- Media (including video clips, photographs, maps, and data sets)

### Making sense of evidence in a variety of ways

- Highlighting and annotating texts
- Iteratively revising models
- Weighing the strength of scientific arguments
- Analyzing trends in data sets
- Manipulating variables and recording observations
- Discussing ideas and questions with classmates

### Formulating convincing scientific arguments

- Using evidence to support claims
- Constructing and revising models
- Writing sophisticated explanations
- Evaluating the strengths of competing claims

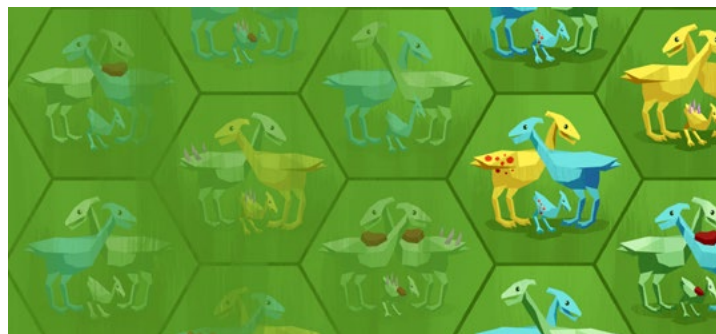


# Built for new science standards and three-dimensional learning

We set out to create a science program that educators can leverage to bring three-dimensional learning to life for their students. Educators who adopt Amplify Science California can rest assured knowing they have access to the newest comprehensive curriculum complete with detailed lesson plans, hands-on activities and materials, digital tools, embedded assessments, and robust teacher supports.

## Amplify Science California meets higher expectations for science teaching and learning.

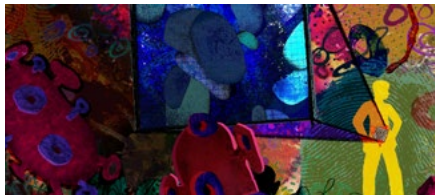
- Anchor phenomena, explored through diverse interdisciplinary contexts, serve as the foundation for compelling, coherent storylines.
- Research-based multimodal learning allows students to develop expertise in all **Science and Engineering Practices (SEPs)** and deep understanding of **Disciplinary Core Ideas (DCIs)** and **Crosscutting Concepts (CCCs)** through experiences within a wide variety of contexts.
- Modeling tools enable students to create, and later revise, visualizations of their ideas of key scientific phenomena at critical points in the curriculum.
- Embedded engineering in units focused on engineering and technology emphasize that there's not always one right answer, as students balance competing constraints to design the best justifiable solutions.



# Course topics

## Grade 6

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### Microbiome

- **Domain:** Life science
- **Unit type:** Launch
- **Student role:** Microbiological researchers
- **Phenomenon:** How can having 100 trillion microorganisms on and in the human body keep us healthy?



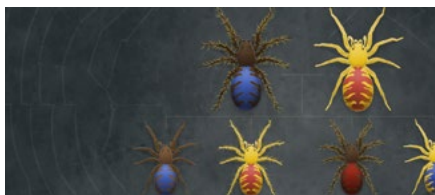
### Metabolism

- **Domain:** Life science
- **Unit type:** Core
- **Student role:** Medical researchers
- **Phenomenon:** Why does Elisa feel tired all the time?



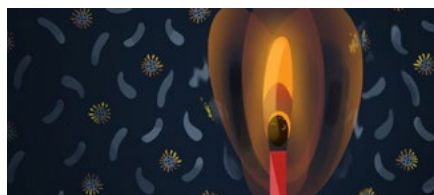
### Metabolism Engineering Internship

- **Domain:** Life science
- **Unit type:** Engineering internship
- **Student role:** Food engineers
- **Phenomenon:** How can we design health bars that meet the metabolic needs of patients or rescue workers?



### Traits and Reproduction

- **Domain:** Life science
- **Unit type:** Core
- **Student role:** Biomedical scientists
- **Phenomenon:** Why do Darwin's bark spider offspring have different silk flexibility traits, even though they have the same parents?



### Thermal Energy

- **Domain:** Physical science
- **Unit type:** Core
- **Student role:** Thermal scientists
- **Phenomenon:** Which of two proposed heating systems will best heat Riverdale School?



### Ocean, Atmosphere, and Climate

- **Domain:** Earth and space science
- **Unit type:** Core
- **Student role:** Climatologists
- **Phenomenon:** What's causing the air temperature in Christchurch, New Zealand to be cooler than usual during El Niño years?



### Weather Patterns

- **Domain:** Earth and space science
- **Unit type:** Core
- **Student role:** Forensic meteorologists
- **Phenomenon:** Why have the storms in Galetown become increasingly severe in recent years?



### Earth's Changing Climate

- **Domain:** Earth and space science
- **Unit type:** Core
- **Student role:** Climatologists
- **Phenomenon:** Why is the ice on Earth's surface melting?



### Earth's Changing Climate Engineering Internship

- **Domain:** Earth and space science
- **Unit type:** Engineering internship
- **Student role:** Civil engineers
- **Phenomenon:** How can we design rooftops to reduce a city's impact on climate change?

## Unit types

While all units are designed to provide three-dimensional learning experiences, each individual unit also emphasizes one of the following science and engineering practices.

**Launch** units are the first unit taught in each year of Amplify Science California. The goal of the Launch unit is to introduce students to norms, routines, and practices that will be built on throughout the year, including the practices of argumentation, active reading, and using the program's technology. For example, rather than taking the time to explain the process of active reading in every unit in a given year, it is explained thoroughly in the Launch unit, thereby preparing students to do active reading in all subsequent units.

**Core** units establish the context of the unit by introducing students to a real-world problem. As students move through lessons in a Core unit, they figure out the unit's anchoring phenomena, gain an understanding of the unit's disciplinary core ideas and science and engineering practices, and make linkages across topics through the crosscutting concepts. Each Core unit culminates with a Science Seminar and final writing activity.

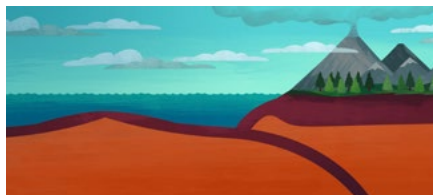
**Engineering Internship** units invite students to design solutions for real-world problems as interns for a fictional company called Futura. Students figure out how to help those in need, from tsunami victims in Sri Lanka to the needs of premature babies, through the application of engineering practices. In the process, they apply and deepen their learning from Core units.

## Grade 7



### Geology on Mars

- **Domain:** Earth and space science
- **Unit type:** Launch
- **Student role:** Planetary geologists
- **Phenomenon:** How can we search for evidence that other planets were once habitable?



### Plate Motion

- **Domain:** Earth and space science
- **Unit type:** Core
- **Student role:** Geologists
- **Phenomenon:** Why have Mesosaurus fossils been found on continents separated by thousands of kilometers of ocean, even though the Mesosaurus species once lived all together?



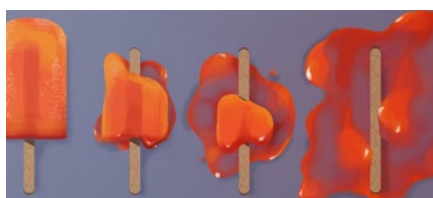
### Plate Motion Engineering Internship

- **Domain:** Earth and space science
- **Unit type:** Engineering internship
- **Student role:** Mechanical engineering interns
- **Phenomenon:** How can we design an effective tsunami warning system?



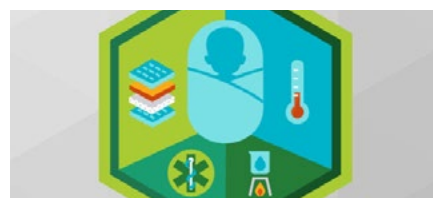
### Rock Transformations

- **Domain:** Earth and space science
- **Unit type:** Core
- **Student role:** Geologists
- **Phenomenon:** Why are rock samples from the Great Plains and from the Rocky mountains composed of such similar minerals, when they look so different and come from different areas?



### Phase Change

- **Domain:** Physical science
- **Unit type:** Core
- **Student role:** Chemists
- **Phenomenon:** What caused the mysterious disappearance of a methane lake on Titan?



### Phase Change Engineering Internship

- **Domain:** Physical science
- **Unit type:** Engineering internship
- **Student role:** Chemical engineering interns
- **Phenomenon:** How can we design portable baby incubators that use phase change to keep babies at a healthy temperature?



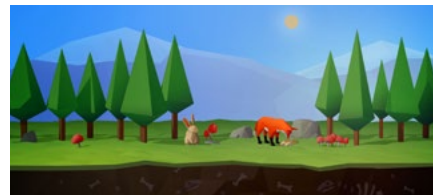
### Chemical Reactions

- **Domain:** Physical science
- **Unit type:** Core
- **Student role:** Forensic chemists
- **Phenomenon:** What is the mysterious brown substance that has been detected in the tap water of Westfield?



### Populations and Resources

- **Domain:** Life science
- **Unit type:** Core
- **Student role:** Biologists
- **Phenomenon:** Why has the size of the moon jelly population in Glacier Sea increased?



### Matter and Energy in Ecosystems

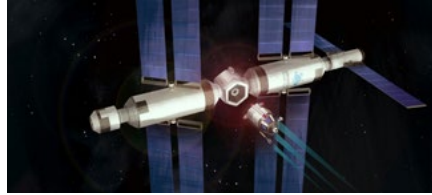
- **Domain:** Life science
- **Unit type:** Core
- **Student role:** Ecologists
- **Phenomenon:** What caused the mysterious crash of a biodome ecosystem?

## Grade 8



### Harnessing Human Energy

- **Domain:** Physical science
- **Unit type:** Launch
- **Student role:** Energy scientists
- **Phenomenon:** How can rescue workers get energy for their equipment during rescue missions?



### Force and Motion

- **Domain:** Physical science
- **Unit type:** Core
- **Student role:** Physicists
- **Phenomenon:** Why did the asteroid-sample-collecting pod fail to dock at the space station as planned?



### Force and Motion Engineering Internship

- **Domain:** Physical science
- **Unit type:** Engineering internship
- **Student role:** Mechanical engineering interns
- **Phenomenon:** How can we design delivery pods that are damaged as little as possible when dropped?



### Magnetic Fields

- **Domain:** Physical science
- **Unit type:** Core
- **Student role:** Physicists
- **Phenomenon:** Why didn't the tests of a magnetic spacecraft launcher go as planned?



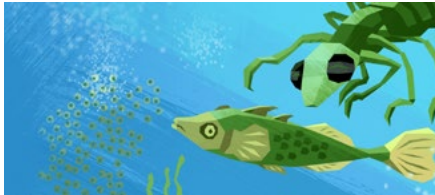
### Light Waves

- **Domain:** Physical science
- **Unit type:** Core
- **Student role:** Spectroscopists
- **Phenomenon:** Why is there a higher rate of skin cancer in Australia than in other parts of the world?



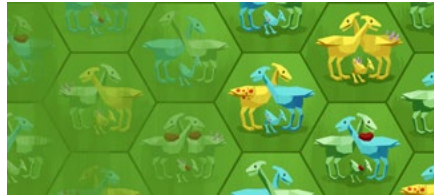
### Earth, Moon, and Sun

- **Domain:** Earth and space science
- **Unit type:** Core
- **Student role:** Astronomers
- **Phenomenon:** How can an astrophotographer plan for the best times to take photos of specific features on the moon?



### Natural Selection

- **Domain:** Life science
- **Unit type:** Core
- **Student role:** Biologists
- **Phenomenon:** Why has the newt population in Oregon State Park become more poisonous over time?



### Natural Selection Engineering Internship

- **Domain:** Life science
- **Unit type:** Engineering internship
- **Student role:** Clinical engineers
- **Phenomenon:** How can we design treatments for malaria that don't lead to drug resistance?



### Evolutionary History


- **Domain:** Life science
- **Unit type:** Core
- **Student role:** Paleontologists
- **Phenomenon:** What is the evolutionary history of a Mystery Fossil at the Natural History Museum?

# Program structure

## Units



11 Lessons  
Microbiome



19 Lessons  
Metabolism




10 Lessons  
Metabolism  
Engineering Internship




19 Lessons  
Traits and  
Reproduction

## Chapters



Chapter 1:  
Molecules Needed by  
the Cells

3 lessons




Chapter 2:  
Body Systems

7 lessons



Chapter 3:  
Cellular Respiration

5 lessons



Chapter 4:  
Metabolism and  
Athletic Performance

4 lessons

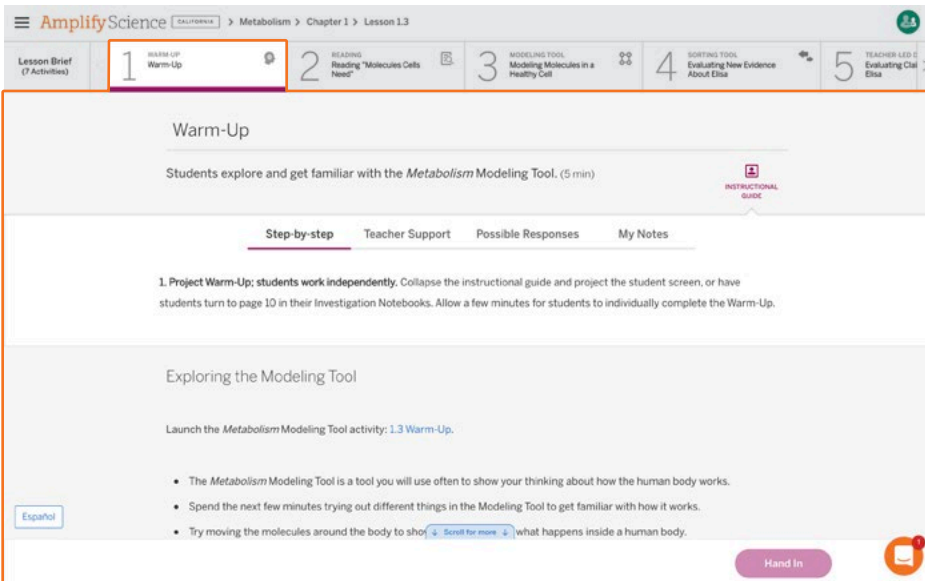
## Lessons

Lesson 1.1:  
Pre-Unit  
Assessment

Lesson 1.2:  
Welcome to  
Medical School

Lesson 1.3:  
Evaluating  
Initial Claims  
About Elisa

## Activities



AmplifyScience CALIFORNIA > Metabolism > Chapter 1 > Lesson 1.3

Lesson Brief (7 Activities) 1 WARM-UP Warm-Up 2 READING Reading "Molecules Cells Need" 3 MODELING TOOL Modeling Molecules in a Healthy Cell 4 SORTING TOOL Evaluating New Evidence About Elisa 5 TEACHER-LED Evaluating Claims

### Warm-Up

Students explore and get familiar with the *Metabolism Modeling Tool*. (5 min)

**Step-by-step** Teacher Support Possible Responses My Notes

1. **Project Warm-Up**; students *work independently*. Collapse the instructional guide and project the student screen, or have students turn to page 10 in their Investigation Notebooks. Allow a few minutes for students to individually complete the Warm-Up.

### Exploring the Modeling Tool

Launch the *Metabolism Modeling Tool* activity: [1.3 Warm-Up](#).

- The *Metabolism Modeling Tool* is a tool you will use often to show your thinking about how the human body works.
- Spend the next few minutes trying out different things in the Modeling Tool to get familiar with how it works.
- Try moving the molecules around the body to show what happens inside a human body.

Español Hand In

## Built to develop meaningful and lasting knowledge

Rather than introducing a concept on Monday, testing for mastery on Friday, and risking students will forget everything by the next Tuesday, we help students build meaningful and lasting knowledge that they can transfer and apply over the course of the entire unit and year. We accomplish this by giving students multiple opportunities (or “at-bats”) to encounter and experience a concept. Said another way, Amplify Science California is made up of a series of multi-modal “mini-lessons.”

It’s this iterative and cyclical lesson design that allows students to learn concepts more deeply than in any other program. As they progress through the unit, their understanding gradually builds and deepens, ultimately leading to their ability to develop and refine increasingly complex explanations of the unit’s phenomenon.

### Lesson design in Amplify Science California



# Key components

Print 

Digital 



## Classroom Slides

Lesson-specific PowerPoints make delivering instruction a snap with embedded links to related resources and suggested teacher talk in the Notes section of each slide. Classroom Slides for grades 6–8 will be available for the 2020–2021 school year!



## Teacher's Reference Guide

This unit-specific reference guide includes scientific background knowledge, planning information and resources, color-coded 3-D Statements, and tips for delivering instruction and differentiating learning.



## Digital student experience

Students conduct hands-on investigations using digital simulations and modeling tools, engage in active reading and writing activities, participate in discussions, record observations, and craft end-of-unit scientific arguments.

| Digital student licenses available



## Hardcover Student Edition

Districts looking for a more traditional non-consumable Student Edition can now find it with Amplify Science California! This durable Student Edition is grade-level specific and contains all of the articles that students refer to throughout the year.

| Available for purchase as individual copies or a class set



## Student Investigation Notebook (2-volume set)

Pair these consumable Student Investigation Notebooks with the hardcover Student Editions and allow students the space to record data, reflect on ideas from texts and investigations, and construct explanations and arguments. This 2-volume set combines activity pages for every unit. Articles are not included.

| Available for purchase as individual copies



## Student Investigation Notebook with Article Compilation (9-volume set)

Available for every unit, our consumable Student Investigation Notebooks with Article Compilations contain all instructions for activities and space for students to record data, read texts interactively, reflect on ideas from texts and investigations, and construct explanations and arguments.

| Available for purchase as individual copies



## Hands-on materials

Each unit-specific kit contains consumable and nonconsumable materials for use during hands-on investigations.

### In the kit you will find:

- Hands-on materials
- Classroom display materials
- One Student Investigation Notebook

### Unit Question

Why do magnets move objects in different ways?

repel

magnetic pole

# Meet your new hands-free TG!

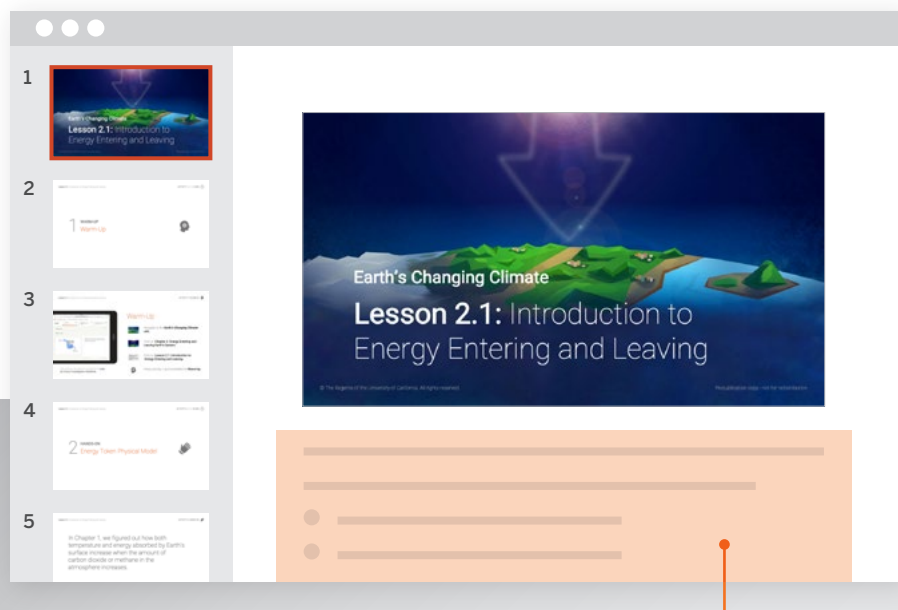
Science time just got a whole lot easier with Classroom Slides! Think of these slides as your hands-free TG. Classroom Slides let you put down the Teacher's Guide and focus on what matters most—your students. Plus, with Classroom Slides, lesson prep is as quick as a click!

## Classroom Slides are:

- ✓ **Coming soon**, with availability for back to school 2020–2021.
- ✓ **Downloadable for offline use**, which means no more sweating unreliable internet connections.
- ✓ **Streamlined for easy lesson delivery**, including lesson visuals, activity instructions and transitions, animations, investigation setup videos, technology support, and more.
- ✓ **Fully editable**, allowing you to incorporate your own flavor, flair, and favorite resources.



To find Classroom Slides, log into [learning.amplify.com](https://learning.amplify.com) and look in the Digital Resources section of any lesson.



The Notes section of most slides includes suggested teacher talk, teacher actions, potential student responses, and assessment supports. The first slide of each file includes links to relevant resources in the digital Teacher's Guide.

Let's visualize sea turtles using their structures.



How could sea turtles' **structures** help them do what they need to do to **survive**?



This activity can also be completed on page 33 of your Investigation Notebook.

Now, we will focus on answering the Chapter 2 Question.

### Chapter 2 Question

Why do temperatures on Earth increase when the amount of carbon dioxide or methane in the Earth system increases?



Earlier, you thought about the water level in a bucket as water enters and leaves. This is similar to energy entering and exiting the Earth system.



How did we **communicate** like scientists today?

Let's review the new **vocabulary card** posted on the classroom wall.

**model**

**model:** an object, diagram, or computer program that helps us understand something by making it simpler or easier to see



### Energy Token Model: Running the Model

#### STEP 1



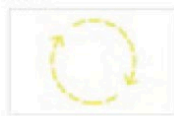
**Energy enters:** Bring in the correct number of tokens from outer space down through the atmosphere to Earth's surface.

#### STEP 2

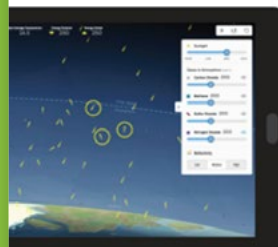


**Energy exits:** Bring out the correct number of tokens up through the atmosphere to outer space.

#### STEP 3



**Repeat three times.**  
Record the final amount of energy at Earth's surface.



In the Sim, energy enters and exits the Earth's system.

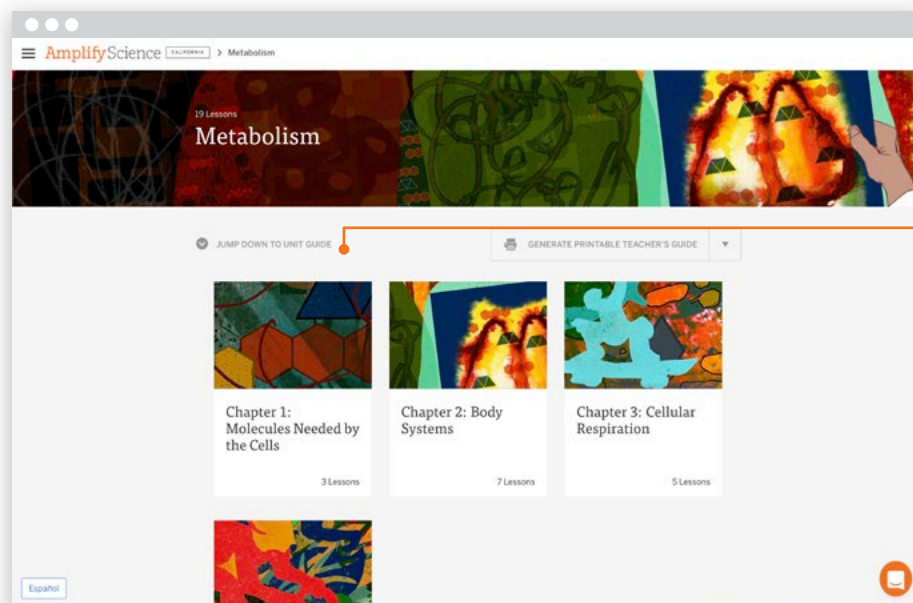
Notice the yellow arrows showing energy entering and exiting.

# Navigating a unit

In each Unit Guide section (both in the Teacher's Reference Guide and digital Teacher's Guide) there is a **Planning for the Unit** section that outlines critical information, such as:

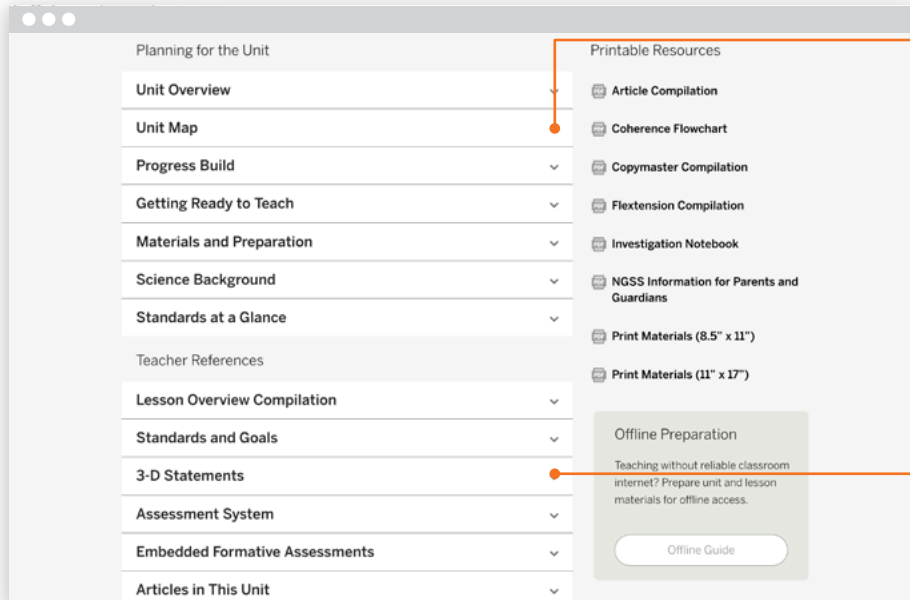
- **Unit Overview** – A detailed explanation of the why behind the unit's content and specific activities
- **Unit Map** – A summary of each chapter including what students figure out and how they do it
- **Progress Build** – The unit's core concept broken down into different levels of understanding to ensure that every child is appropriately challenged
- **Coherence Flowcharts** – A visual tool that represents the storyline of the unit and the coherent flow of questions, evidence, and ideas that support students as they build complex explanations of the unit's anchor phenomenon
- **Materials and Preparation** – A snapshot of the materials you need and how to prep them for instruction
- **Science Background** – Critical information about the science being addressed in the unit

1



Click on  
**JUMP DOWN TO UNIT GUIDE.**

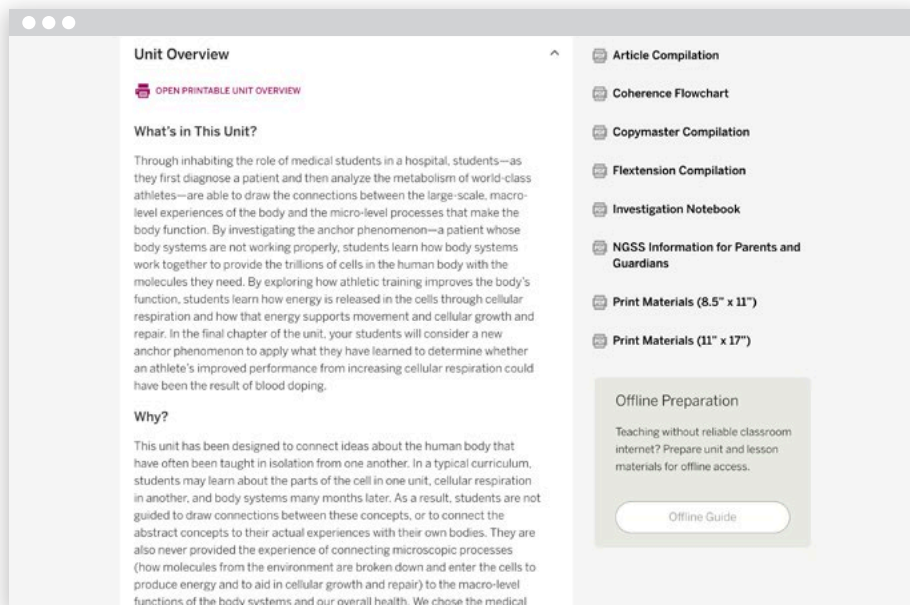
2



To access the **Unit Map**, click on the drop-down arrow.

Review the **3-D Statements** for the unit.

3



Unit Overview from the *Metabolism* digital Teacher's Guide

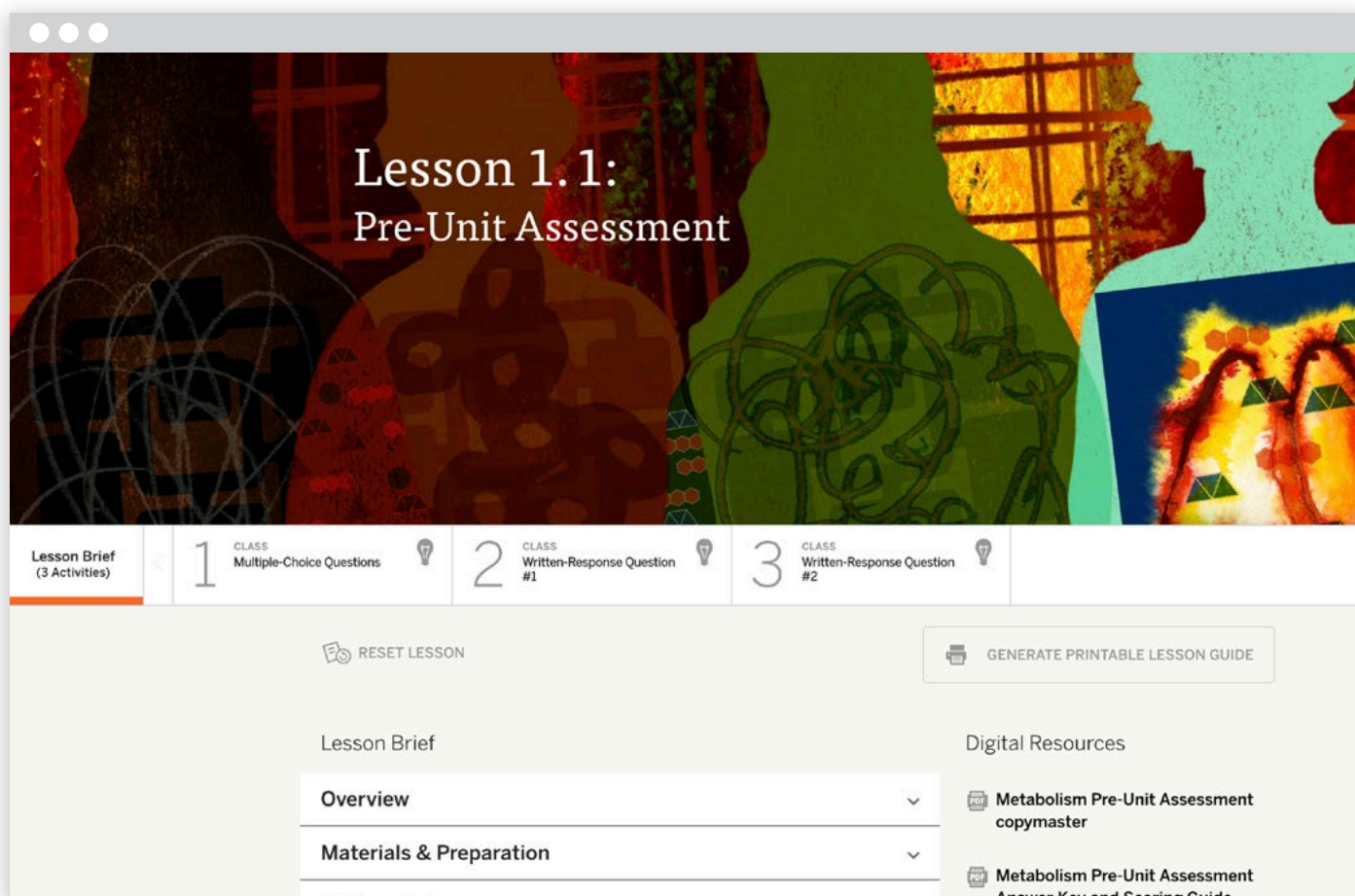
# Navigating a lesson

Within each lesson (both in the Teacher's Reference Guide and digital Teacher's Guide) there is a **Lesson Brief** section that outlines critical information, such as:

- ✓ Lesson Overview
- ✓ Materials and Preparation
- ✓ Differentiation
- ✓ Standards
- ✓ Vocabulary

In the digital Teacher's Guide, you'll also find a **Digital Resources** section that contains key resources, such as:

- ✓ Classroom Slides
- ✓ Projections
- ✓ Video links
- ✓ Other lesson-specific resources



Every lesson in Amplify Science California is made up of a series of activities. When you navigate to a lesson in the digital Teacher’s Guide, you’ll see those activities arranged from left to right near the top of your screen. Once you click into an activity, you’ll see the **Instructional Guide**, which includes:

- ✓ **Step-by-step instructions for teaching the lesson**
- ✓ **Recommended teacher talk**
- ✓ **Additional tabs for Teacher Support, Notes, and Possible Student Responses**

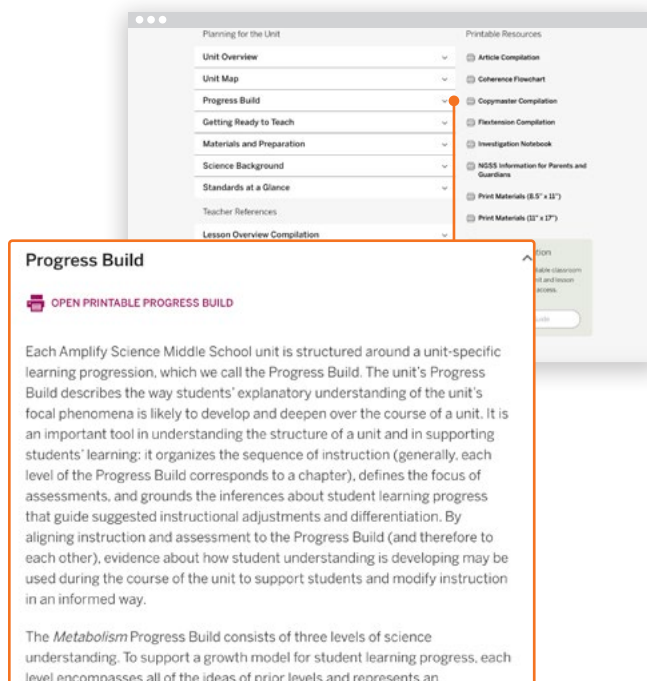
The screenshot shows the Amplify Science digital Teacher's Guide interface. At the top, the navigation bar includes the Amplify Science logo, 'CALIFORNIA', and the breadcrumb path: 'Metabolism > Chapter 1 > Lesson 1.2'. Below the navigation bar, a horizontal menu displays four activity cards: 'Lesson Brief (4 Activities)', 'TEACHER Introducing Medical Student Role', '1 WARM-UP Warm-Up', and 'TEACHER Generating Claims About Elisa' (which is highlighted with a purple bar). To the right of the menu are two more activity cards: '2 SIM Introducing the Metabolism Simulation' and '3 TEACHER-LED DISCUSSION Returning to the Patient'. The main content area is titled 'Generating Claims About Elisa'. Below the title, a paragraph states: 'After the class generates a list of possible reasons for Elisa’s problem, the teacher helps the class summarize these ideas as several possible claims. (5 min)'. To the right of this paragraph is an 'INSTRUCTIONAL GUIDE' icon. Below the paragraph are three tabs: 'Step-by-step' (highlighted with a purple bar), 'Teacher Support', and 'My Notes'. The 'Step-by-step' tab contains the following text: '1. Discuss and record possible reasons why Elisa feels tired. Have students share their ideas from the Warm-Up and partner discussion while you record on the board. Typical student responses include: Elisa doesn’t sleep enough; she doesn’t get enough vitamins; she eats too much junk food; she doesn’t exercise enough; she has asthma; and she has an infection.' '2. Present the idea of grouping students’ ideas into several possible claims.' Below this is a speech bubble icon and the text: 'These are a lot of good ideas. I think we can group these into several “umbrella” claims that we can try to investigate further.' This is followed by the instruction: 'Introduce and record the following claims on the board (and any others that seem appropriate, based on your students’ ideas). Elisa is feeling tired:' and a bulleted list: '• because she isn’t getting enough sleep.' '• because she is not eating enough food or not eating the right foods.' At the bottom left, there is a 'Español' button. At the bottom center, there is a 'Scroll for more' button. At the bottom right, there is a 'Next Up: 2 Introducing the Metabolism Simulation' button and a 'Next Activity' button. A small orange icon is visible in the bottom right corner.

# Instructional supports

## Progress Builds

Each Progress Build defines several levels of understanding of the unit's anchoring phenomenon, with each level integrating and building upon the knowledge and skills from lower levels. In this way, each Progress Build provides a clear roadmap for how a students' understanding of the phenomenon is expected to deepen and develop with each successive chapter and lesson.

What's more, the program's system of assessments is tied to these Progress Builds. This carefully crafted integration provides teachers with credible, actionable, and timely diagnostic information about student progress. Armed with this powerful data, teachers have the ultimate flexibility to decide when to move on and when to slow down and dive deeper.



**Progress Build**

[OPEN PRINTABLE PROGRESS BUILD](#)

Each Amplify Science Middle School unit is structured around a unit-specific learning progression, which we call the Progress Build. The unit's Progress Build describes the way students' explanatory understanding of the unit's focal phenomena is likely to develop and deepen over the course of a unit. It is an important tool in understanding the structure of a unit and in supporting students' learning: it organizes the sequence of instruction (generally, each level of the Progress Build corresponds to a chapter), defines the focus of assessments, and grounds the inferences about student learning progress that guide suggested instructional adjustments and differentiation. By aligning instruction and assessment to the Progress Build (and therefore to each other), evidence about how student understanding is developing may be used during the course of the unit to support students and modify instruction in an informed way.

The *Metabolism* Progress Build consists of three levels of science understanding. To support a growth model for student learning progress, each level encompasses all of the ideas of prior levels and represents an

### Metabolism Progress Build

The Progress Build in this unit consists of three levels of understanding. At each level, students add new ideas and integrate them into a progressively deeper understanding of how body systems work together to provide cells in the human body with the molecules they need.

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#### Progress Build Level 1:

Cells in the body need molecules from outside to function.

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#### Progress Build Level 2:

Systems in the body work together to take in, break down, and deliver needed molecules to the cells.

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#### Progress Build Level 3:

Cells can use these molecules to release energy for the body to function.

## Differentiation


In addition to unit-specific Progress Builds that break learning goals into smaller, more achievable levels of understanding, Amplify Science California makes learning accessible for all students through a variety of scaffolds, supports, and differentiation strategies for every lesson. For a complete list of strategies, see the **Differentiation** section of every Lesson Brief.

Lesson Brief	
Overview	▼
Materials & Preparation	▼
Differentiation	▼
Standards	▼
Vocabulary	▼

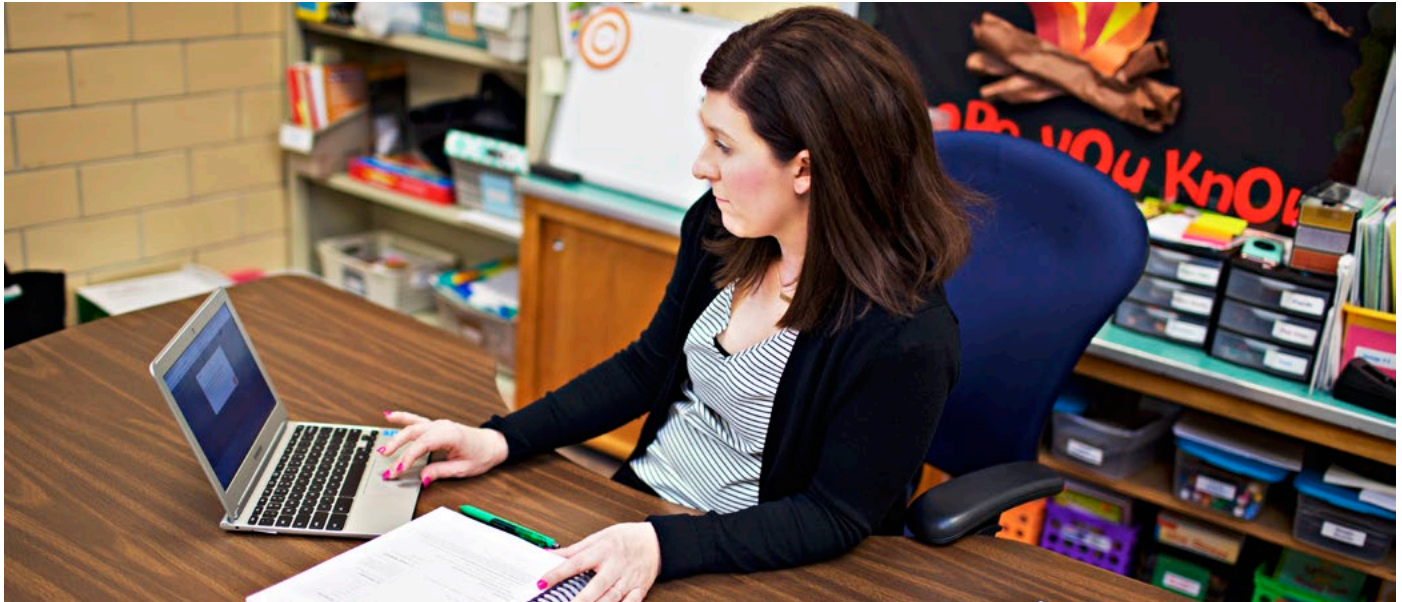
## Assessments

In Amplify Science California, assessments are directly tied to instruction and support students in advancing through the various levels of the Progress Build.

### The assessments included with Amplify Science California are:

- **Pre-Unit Assessments:** Conducted during the first lesson of each unit, these assessments include discussion, modeling, and written explanations to gauge students' prior knowledge and inform the instructional pace for the unit.
- **On-the-Fly Assessments (OtFAs):** These multidimensional assessments are integrated regularly throughout the lessons wherever you see this icon . OtFA opportunities provide evidence of how a student is coming to understand core concepts and developing an understanding of SEPs and CCCs.
- **Self-assessments:** Once per chapter, students have an opportunity to reflect on their own learning, ask questions, and reveal ongoing wonderings about unit content.
- **Critical Juncture Assessments:** Each chapter includes an integrated multidimensional performance task that can be used to assess student progress. Examples include writing scientific explanations, engaging in argumentation, developing and using models, and designing engineering solutions.
- **End-of-Unit Assessment:** Assessments toward the end of each unit feature a combination of targeted discussions, student-generated models, and written explanations to gauge students' knowledge and growth.
- **NGSS Benchmark Assessments:** Delivered three times per year in grades 6–8, our benchmark assessments report on students' facility with each of the grade-level appropriate DCIs, SEPs, CCCs, and performance expectations of the California NGSS. And now, Amplify Science California users can choose to administer the NGSS Benchmark Assessments through the Illuminate assessment platform.

# Teaching tips



## Tips for preventing tech headaches:

- Download all unit and lesson resources using the Offline Guide in the event that unexpected connectivity issues strike.
- Use Chrome or Safari if possible as these are our preferred browsers.
- Disable pop-up blockers on all devices being used to support lessons.
- Be prepared for some webpages to open in a new tab and for PDF files to download automatically.
- Check and test your connections to any projection devices that you might be using throughout the lesson.
- Display the student URL ([learning.amplify.com](https://learning.amplify.com)) near the classroom display materials.
- Bookmark frequently used URLs for easy access.

### URLs TO BOOKMARK

- [learning.amplify.com](https://learning.amplify.com) gives you access to the digital Teacher's Guide and also gives your students access to the digital student experience.
- [amplify.com/ca-science-pilot](https://amplify.com/ca-science-pilot) gives you access to other pilot support resources including videos, teacher tips, and downloadable unit guides.

## Tips for delivering lessons with ease

### Know the unit's big idea

Before you begin a unit, become familiar with its big idea, instructional goals, and phenomenon by reading the following sections in the **Unit Guide**:

- Unit Map
- 3-D Statements
- Books in this Unit
- Science Background (if needed)

Reading the articles associated with each unit is also a great way to get comfortable with the key concepts that students will encounter over the course of the unit.



### Understand how the lesson will flow

Before each lesson, become familiar with the goal of the lesson, its key activities, and your options for addressing various student needs. Start by downloading your **Classroom Slides**, and then read the following sections in the **Lesson Brief**:

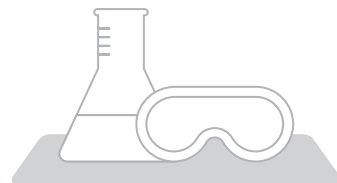
- Lesson Overview
- Differentiation
- Vocabulary



### Gather your materials

We make finding and managing your materials easy by explaining everything you'll need for each lesson in the **Materials and Preparation** section of the Lesson Brief. This section even organizes your preparation steps as follows:

- Before the Day of the Lesson
- Immediately Before the Lesson
- At the End of the Day



### Prepare your digital device plan in advance

What's important to know is that Amplify Science California lessons never require that every student has a separate device. When the use of practice apps is called for in a lesson, you have several options:

- **If limited student devices are available**—Have students do the activities in pairs or small groups.
- **If no student devices are available**—Project the digital tool to the class and either “drive” the digital tool yourself or invite students to “drive” by using your device.
- **If internet access is unavailable**—Preload the digital tool on your device or devices for use offline.



# Implementation support

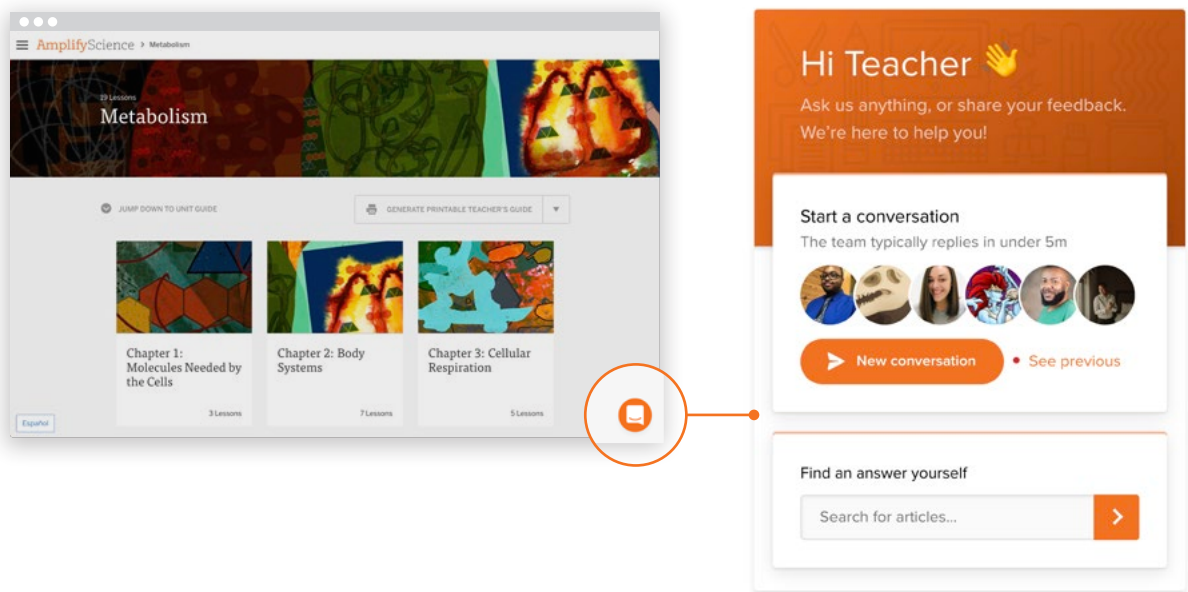
Your role as a pilot teacher is important. Your district is counting on you not only to evaluate how a curriculum works, but also to pick a reliable and supportive long-term partner.

We feel confident that we're that partner, and we look forward to proving that to you during your pilot experience.

## Support is available through any of the following channels:

- Chat in real time using the intercom feature in the digital platform.
- Visit [my.amplify.com/help](https://my.amplify.com/help) anytime to browse our library of support posts and on-demand videos.
- Call (800) 823-1969.
- Email [help@amplify.com](mailto:help@amplify.com).
- Reach out to your pilot coordinator: \_\_\_\_\_
- Reach out to your Amplify representative: \_\_\_\_\_

With our intercom, support is just one click away.





For more information on  
Amplify Science, visit  
[amplify.com/ca-science-pilot](https://amplify.com/ca-science-pilot).



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