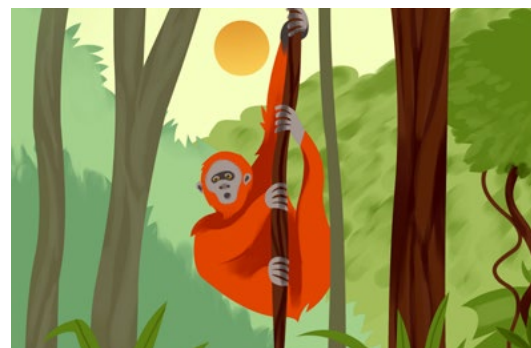


ROCHESTER CITY SCHOOL DISTRICT

Digital Review Guide Start Here



Go online

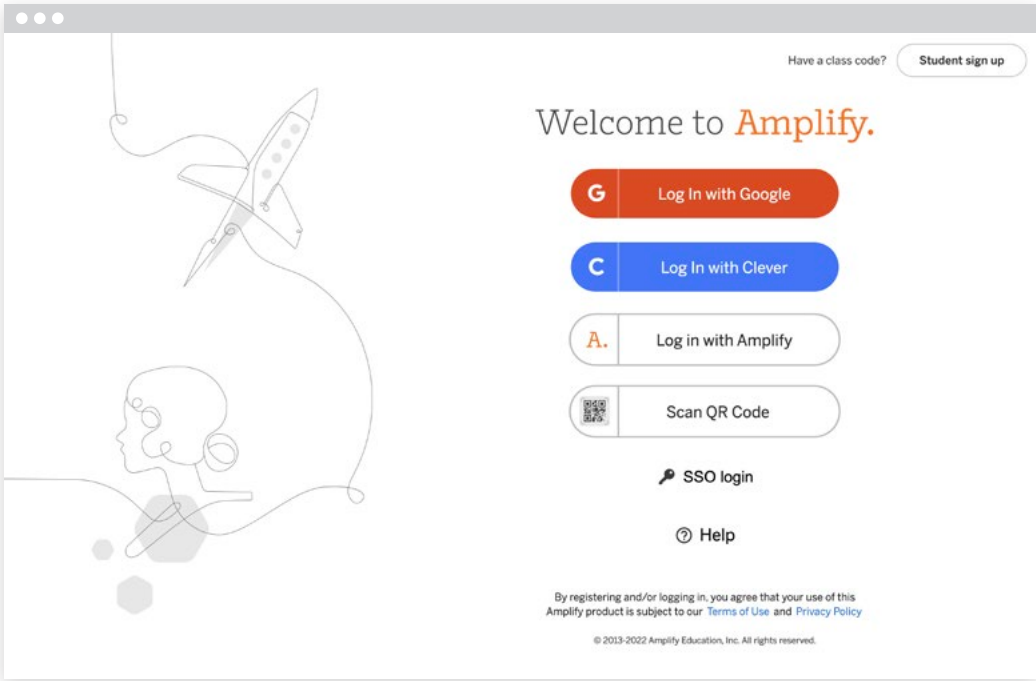
1. Go to my.amplify.com.

2. Click  Log in with Amplify and enter the following credentials:

TEACHER LOGIN
t1.rcsdtrial@demo.tryamplify.net

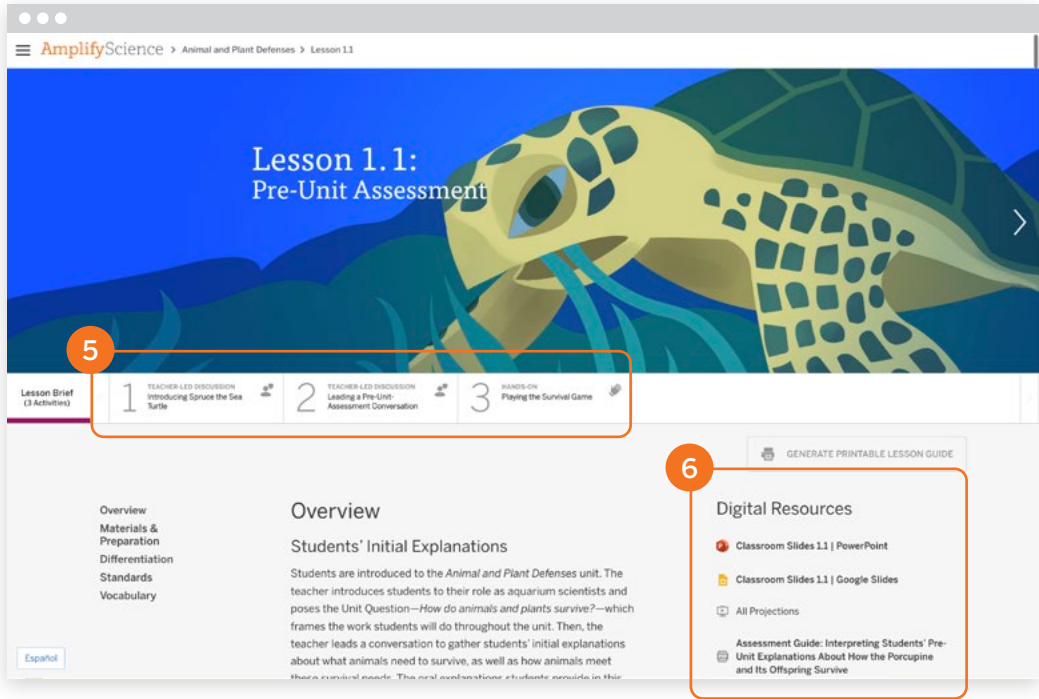
STUDENT LOGIN
s1.rcsdtrial@demo.tryamplify.net

PASSWORD FOR ALL
Amplify1-rcsdtrial



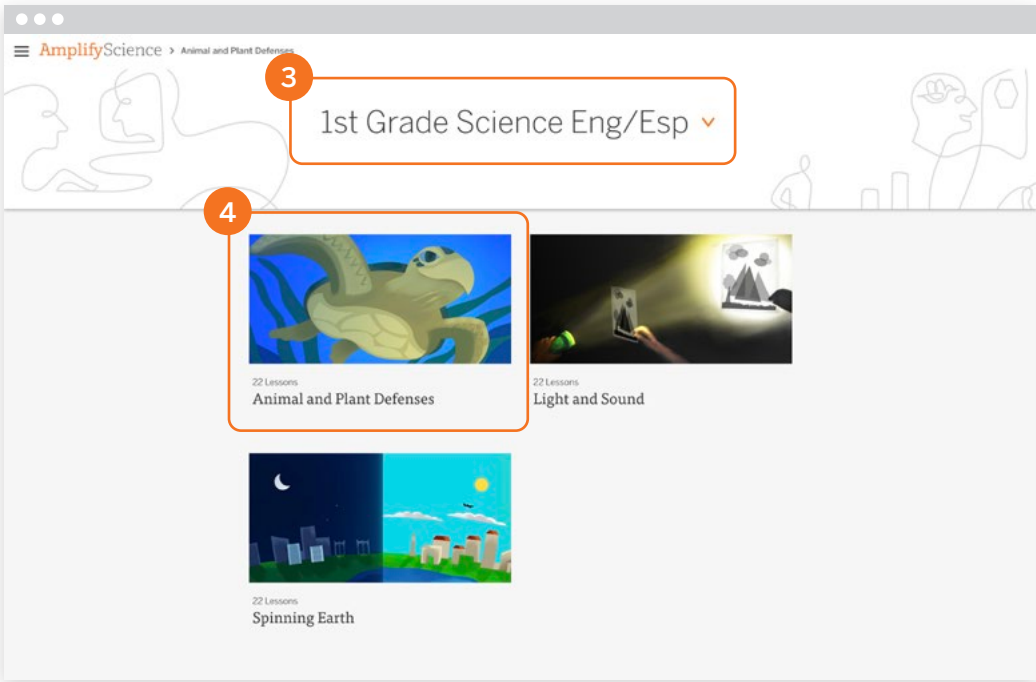
5. After selecting your unit, choose an Activity.

6. Additional digital resources can be found here.

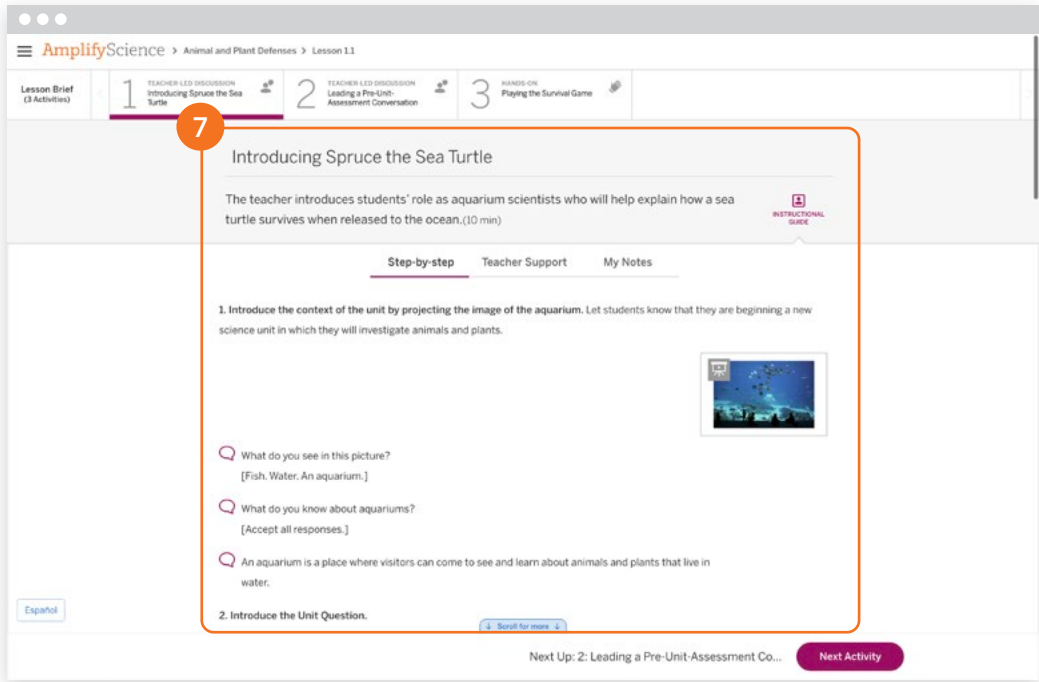


3. Select your grade level.

4. Choose your desired unit.



7. Locate identified digital activities here.





Begin your review

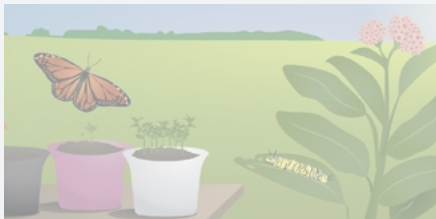
Each Amplify Science unit is designed around a unit-specific learning progression that aligns with NGSS disciplinary core ideas and crosscutting concepts. The levels that comprise the unit’s learning progression are cumulative. As students progress through the unit, they are able to integrate prior understanding with new insights, and there are continuing opportunities for students to master conceptual comprehension of early-unit content in subsequent chapters of the unit.

This means that standards are often addressed across entire units instead of in one particular activity or lesson. Thus the lessons noted over the next few pages are examples of where the concept represented in the listed DCI is addressed, but this list should not be considered exhaustive. Instead, students have frequent opportunities to engage with these ideas throughout the unit, the grade, and the grade band.

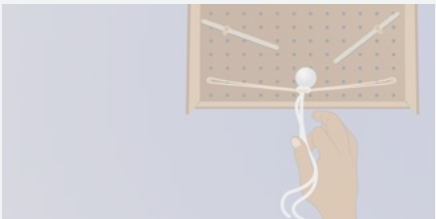
Kindergarten

DCI ESS2.D: Weather and Climate

Select your unit



Needs of Plants and Animals



Pushes and Pulls



Sunlight and Weather

Materials needed from your Unit Kit

Student Book *What is the Weather Like Today?*

Student Book *Tornado! Predicting Severe Weather*

Chapter 1

Lesson 1.1

- **Activity 2 and 3**, Step-by-step tab
- **Student Book**, *What is the Weather Like Today?*

Lesson 1.2

- **Activity 1 and 3**, Step-by-step tab

Lesson 1.3

- **Activity 1 and 2**, Step-by-step tab

Lesson 1.4

- **Activity 1**, Step-by-step tab (especially steps 5, 9, and 10), and Teacher Support tab (“Assessment Opportunity: Assessing Students’ Understanding of Types of Weather”)
- **Lesson Brief**, Digital Resources, “Playground Weather Calendars and Playground Weather Graphs (Completed)”

Chapter 5

Lesson 5.1

- **Activity 1**, Step-by-step tab (especially steps 6–7), and Teacher Support, Assessment tab (“Assessment Opportunity: Assessing Students’ Understanding of Weather and Why We Measure It”)
- **Student Book**, *Tornado! Predicting Severe Weather*, pages 6–9

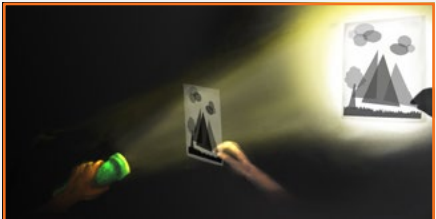
Grade 1

DCI PS4.A: Wave Properties

Select your unit



Animal and Plant Defenses



Light and Sound



Spinning Earth

Materials needed from your Unit Kit

- Light and Sound Student Investigation Notebook
- Student Book *What Vibrates?*

Chapter 4

Lesson 4.1

- **Activity 3**, Step-by-step tab (steps 1–12)
- **Investigation Notebook**, page 24
- **Lesson Brief** Digital Resources and Assessment Guide

Lesson 4.2

- **Activity 2**, Step-by-step tab and On-the-Fly Assessment ➤
- **Activity 3**, Step-by-step tab and On-the-Fly Assessment ➤
- **Activity 4**, Step-by-step tab
- **Student Book**, *What Vibrates?*
- **Investigation Notebook**, page 25

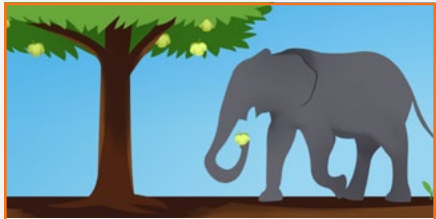
Lesson 4.3,

- **Activity 1**, Step-by-step tab (steps 5–11, 13) and Teacher Support tab (“Instructional Suggestion, Going Further: Sound Can Cause Vibrations”)
- **Activity 3**, Step-by-step tab
- **Activity 4**, Step-by-step tab and On-the-Fly Assessment ➤
- **Lesson Brief**, Digital Resources, “I Hear a Sound. What Vibrates? Mini-Book copymaster”

Grade 2

DCI LS2.A: Interdependent Relationships in Ecosystems

Select your unit



Plant and Animal Relationships



Properties of Materials



Changing Landforms

Materials needed from your Unit Kit

- Plant and Animal Relationships Student Investigation Notebook
- Student Book *A Plant is a System*

Chapter 1

Lesson 1.6

- **Activity 2–4**, Step-by-step tab
- **Plant and Animal Investigation Notebook**, pages 15–19

Lesson 1.7

- **Activity 2**, Step-by-step tab, Possible Responses tab, and Critical Juncture Assessment ➤
- **Activity 3**, Step-by-step tab

Chapter 2

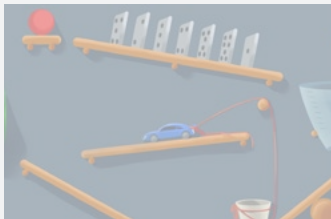
Lesson 2.2

- **Activity 2**, Step-by-step tab (especially steps 4–12) and Possible Responses tab
- **Student Book**, *A Plant is a System*

Grade 3

DCI ESS2.D: Weather and Climate

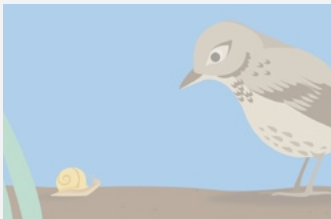
Select your unit



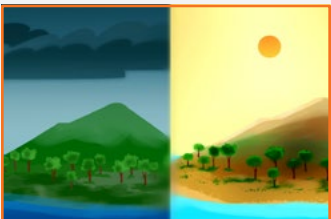
Balancing Forces



Inheritance and Traits



Environments and Survival



Weather and Climate

Materials needed from your Unit Kit

Weather and Climate Student Investigation Notebook

Student Book *Dangerous Weather Ahead*

Student Book *Sky Notebook*

Chapter 1

Lesson 1.4

- **Activity 2**, Step-by-step tab
- **Student Book**, *Sky Notebook*

Chapter 2

Lesson 2.3

- **Activity 3**, Step-by-step tab and Possible Responses tab
- **Weather and Climate Investigation Notebook**, page 28

Chapter 3

Lesson 3.2

- **Activity 2 and 3**, Step-by-step tab
- **Lesson Brief**, Digital Resources, “Anchorage, Queenstown, and Saint Petersburg Graphs copymaster”

Lesson 3.3

- **Activity 2**, Step-by-step tab, Possible Responses tab, and On-the-Fly Assessment

Lesson 3.6

- **Activity 1**, Step-by-step tab (especially steps 3–5) and On-the-Fly Assessment

Lesson 3.7

- **Activity 3**, Step-by-step tab (especially steps 3–7)
- **Lesson Brief**, Digital Resources, “End-of-Unit Writing: Arguing About Future Island Weather Version A copymaster” and Assessment Guide

Chapter 4

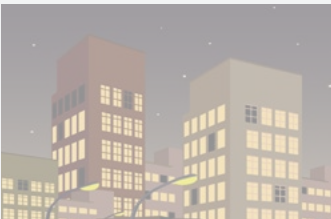
Lesson 4.2

- **Activity 2**, Step-by-step tab, Possible Responses tab, and On-the-Fly Assessment
- **Student Book**, *Dangerous Weather Ahead*

Grade 4

DCI PS4.A: Wave Properties

Select your unit



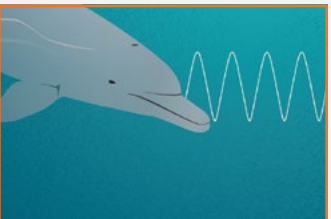
Energy Conversions



Vision and Light



Earth’s Features



Waves, Energy, and Information

Materials needed from your Unit Kit

Student Book *Warning: Tsunami!*

Student Book *Patterns in Communication*

Chapter 1

Lesson 1.4

- **Activity 1**, Step-by-step tab (especially steps 1 and 4)
- **Student Book**, *Warning: Tsunami!*
- **Activity 2**, Step-by-step tab, On-the-Fly Assessment, and Teacher Support tab (“Instructional Suggestion, Providing More Experience: Waves in Water”)

Chapter 3

Lesson 3.1

- **Activity 2**, Step-by-step tab (especially steps 4–8) and On-the-Fly Assessment
- **Activity 3**, Step-by-step tab and simulation

Lesson 3.2

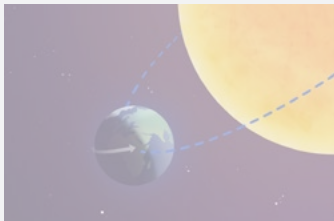
- **Activity 3**, Step-by-step tab, On-the-Fly Assessment, and *Waves, Energy, and Information* simulation

Lesson 3.3

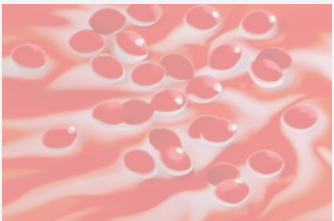
- **Activity 4**, Step-by-step tab and On-the-Fly Assessment
- **Student Book**, *Patterns in Communication*, pages 6–7

LS2.A: Interdependent Relationships in Ecosystems

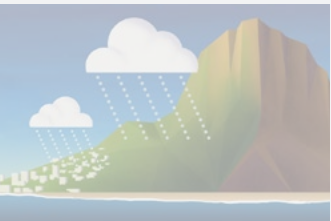
Select your unit



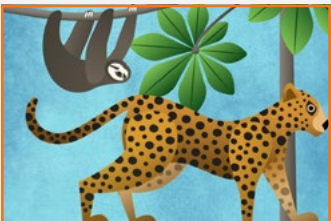
Patterns of Earth and Sky



Modeling Matter



The Earth System



Ecosystem Restoration



Materials needed from your Unit Kit

- Student Book *Restoration Case Studies*
- Student Book *Walk in the Woods*
- Organism Name Cards: Set 1

Chapter 1

Lesson 1.6

- **Activity 2**, Step-by-step tab, Possible Responses tab, and Modeling Tool: 1.6 Healthy Ecosystem Model
- **Activity 3**, Step-by-step tab (steps 2–3), Possible Responses tab, and Critical Juncture Assessment

Lesson 1.8

- **Activity 3**, Step-by-step tab (steps 6–8) and Possible Responses tab

Lesson 1.7

- **Activity 2**, Step-by-step tab
- **Activity 3**, Step-by-step tab (steps 3–7) and On-the-Fly Assessment
- **Printable Resources**, Print Materials (8.5" × 11"), Organism Name Cards: Set 1, pages 12–17

Chapter 2

Lesson 2.3

- **Activity 3**, Step-by-step tab (steps 1–4), Possible Responses tab, and Modeling Tool: 2.3 Plant Needs Model

Lesson 2.5

- **Activity 3**, Step-by-step tab
- **Student Book**, *Restoration Case Studies*

Chapter 3

Lesson 3.2

- **Activity 2**, Step-by-step tab
- **Student Book**, *Walk in the Woods*, pages 6–10

Lesson 3.3

- **Activity 4**, Step-by-step tab and simulation

Lesson 3.4

- **Activity 2**, Step-by-step tab, Possible Responses tab, On-the-Fly Assessment, and simulation

Lesson 3.5

- **Activity 2**, Step-by-step tab and Teacher Support tab (“Instructional Suggestion, Going Further: Balance and Interdependence of Ecosystems: Impacts of Invasive Species”)
- **Student Book**, *Restoration Case Studies*, pages 11, 31, and 47

Lesson 3.6

- **Activity 2**, Step-by-step tab (steps 4–5), Possible Responses tab, and Critical Juncture Assessment

Lesson 3.7

- **Activity 1**, Step-by-step tab, Possible Responses tab, and Modeling Tool: 3.7 No Decomposers Model

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