

# Louisiana Believes

## Louisiana Guide to Implementing Amplify: Grade 3

To assist teachers with the implementation of the third grade Amplify curriculum, this document provides guidance regarding how Amplify units correlate with the Louisiana Student Standards for Science (LSSS). The Amplify curriculum provides ample instructional guidance for teachers. This Louisiana Guide for Implementing Amplify goes a step further to point out places in which teachers may need to make strategic decisions considering student needs and time availability.

This guidance document is considered a “living” document as we believe that teachers and other educators will find ways to improve the document as they use it. Please send feedback to [classroomsupporttoolbox@la.gov](mailto:classroomsupporttoolbox@la.gov) so that we may use your input when updating this guide.

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Standards by Unit<sup>1</sup>

|                                   | Unit 1<br>Weather & Climate   | Unit 2<br>Balancing Forces  | Unit 3<br>Inheritance of Traits   | Unit 4<br>Environments & Survival  |
|-----------------------------------|---|---|---|--|
| <b>Number of Lessons</b>          | 22 lessons  | 22 lessons  | 22 lessons  | 22 lessons   |
| <b>Anchor Phenomenon Question</b> | Which island would be the best location for an orangutan reserve? How can you protect buildings from damage by weather-related natural hazards? | How is it possible for a train to float?  | What is the origin of the traits of Wolf 44—a wolf that appears to be different from the rest of its pack?  | How can learning about how grove snails survive help engineers design effective solutions to problems?                                     |
| <b>Books in the Unit</b>          | <i>Science Walk</i><br><i>A Plant in the Desert</i><br><i>Above and Below</i><br><i>Investigating Monarchs</i><br><i>Handbook of Plants</i>     | <i>Forces All Around</i><br><i>Handbook of Forces</i><br><i>What My Sister Taught Me</i><br><i>About Magnets</i><br><i>Hoverboard</i><br><i>Explaining a Bridge</i> | <i>Blue Whales and Buttercups</i><br><i>The Code</i><br><i>How the Sparrow Learned Its Song</i><br><i>Scorpion Scientist</i><br><i>Handbook of Traits</i> | <i>Earthworms Underground</i><br><i>Mystery Mouths</i><br><i>Environment News</i><br><i>Cockroach Robots</i><br><i>Biomimicry Handbook</i> |
| <b>Standards</b>                  | 3-ESS2-1<br>3-ESS2-2<br>3-ESS3-1<br>3-LS4-3*  | 3-PS2-1<br>3-PS2-2<br>3-PS2-3<br>3-PS2-4  | 3-LS1-1<br>3-LS2-1<br>3-LS3-1<br>3-LS3-2  | 3-LS4-1<br>3-LS4-2<br>3-LS4-3<br>3-LS4-4   |

\* The performance expectation is only partially addressed using the identified phenomenon. The performance expectation is addressed in other unit(s).

<sup>1</sup> Adapted from guidance developed by Amplify

**Investigative Phenomena by Unit<sup>1</sup>**

| Units                                | Investigative Phenomena Questions  |
|--------------------------------------|--|
| Unit 1<br>Weather &<br>Climate       | Chapter 1: Which island’s weather would be best for orangutans?<br>Chapter 2: Which island’s weather will continue to be best for orangutans?<br>Chapter 3: Over many years, which island’s weather will be best for orangutans?<br>Chapter 4: How can the Wildlife Protection Organization (WPO) prepare for natural hazards that might damage their offices?                                 |
| Unit 2<br>Balancing Forces           | Chapter 1: Why does the train rise?<br>Chapter 2: Why does the train rise without anything touching it?<br>Chapter 3: Why does the train fall?<br>Chapter 4: Why does the train float?<br>Chapter 5: Why does the train change from floating to falling?   |
| Unit 3<br>Inheritance of<br>Traits   | Chapter 1: Why are wolves different from each other even though they are all the same species?<br>Chapter 2: Why is Wolf 44’s color similar to one pack but different from the other?<br>Chapter 3: Why isn’t Wolf 44 like the Bison Valley Pack in hunting style and size?<br>Chapter 4: How can scientists investigate questions about traits?   |
| Unit 4<br>Environments &<br>Survival | Chapter 1: Why are the snails with yellow shells not surviving well?<br>Chapter 2: Why are the snails with banded shells more likely to survive than the snails with yellow shells?<br>Chapter 3: Why were snails with yellow shells more likely to survive in their environment 10 years ago?<br>Chapter 4: How can engineers use what they learn from organisms’ traits to design solutions? |

<sup>1</sup> Adapted from guidance developed by PhD Science

**Alignment to EAGLE 2.0**

The EAGLE 2.0 online tool supports formative assessment in the classroom and can be used in conjunction with IQWST’s assessment guidance to enhance teaching and learning. [A Teacher’s Guide to LEAP 360](#) provides an overview of the online tool and information on how to access the science EAGLE assessment items. The assessment items that are included below can be used immediately following a unit of study to help measure student progress.

| Unit                                 | Eagle Discrete Items   | EAGLE Item Sets and Practice Test Items   |
|--------------------------------------|--|---|
| Unit 1<br>Weather &<br>Climate       | Climates (3-ESS2-2)<br>LA_BOS (3-ESS2-2)<br>Gr3 Tornadoes (3-ESS3-1)<br>Levees (3-ESS3-1)<br>Gulfbirds (3-LS4-3) | Practice Item Set Winter Storms (3-ESS2-1 and 3-ESS3-1)   |
| Unit 2<br>Balancing<br>Forces        | Cradle (3-PS2-1)<br>Ball Type (3-PS2-2)  | Practice Item Set Seesaws (3-PS2-1 and 3-PS2-2)<br>Bowling (3-PS2-1, 3-PS2-2)<br>Oil Spill (3-PS2-2 and 3-PS2-3)  |
| Unit 3<br>Inheritance of<br>Traits   | Moth (3-LS4-2)<br>Black Bears (3-LS1-1)<br>Butterfly Cycle (3-LS1-1)   | Practice Item Set Amazon River Dolphins (3-LS2-1 and 3-LS1-1)<br>Practice Item Set Rattlesnake (3-LS3-1 and 3-LS4-2)<br>Practice Item Set Plants and Heat (3-LS3-2 and 3-ESS2-1)<br>Pythons (3-LS3-1 and 3-LS3-2) |
| Unit 4<br>Environments<br>& Survival | 1014382 (3-LS4-1)<br>Red Snapper (3-LS4-4)<br>Tortoises (3-LS4-4)<br>Moth (3-LS4-2)                              | Practice Item Set Rattlesnake (3-LS3-1 and 3-LS4-2)   |

## Amplify Materials and Professional Development

### Professional Development Services

Amplify professional development sessions are designed for teachers, teacher leaders, instructional coaches, curriculum specialists, and administrators. For information about PhD Science professional development services, review the [PD Vendor Guide](#).

### Purchasing Information

Amplify Education offers Amplify Science as a [Tier 1](#) science program for grades 3-5. Print materials and kits are available for purchase. The [Amplify Price List](#) provides an overview of the materials and kits available through the Department's [Instructional Materials Contract Pricing](#).