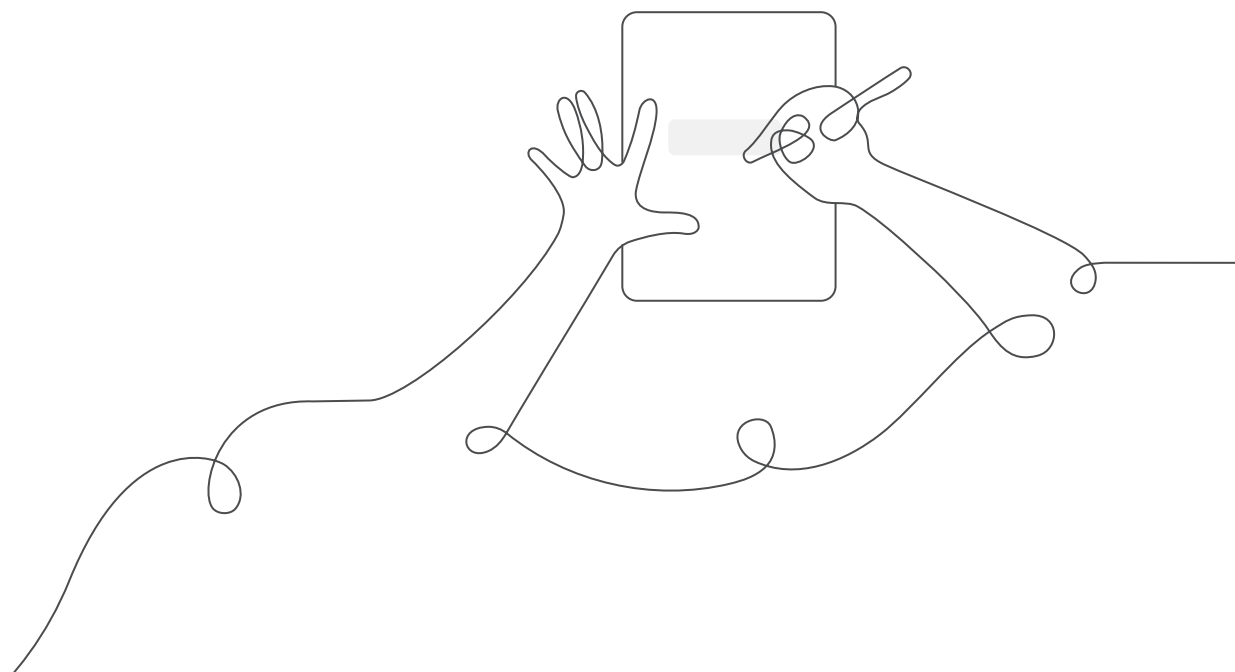
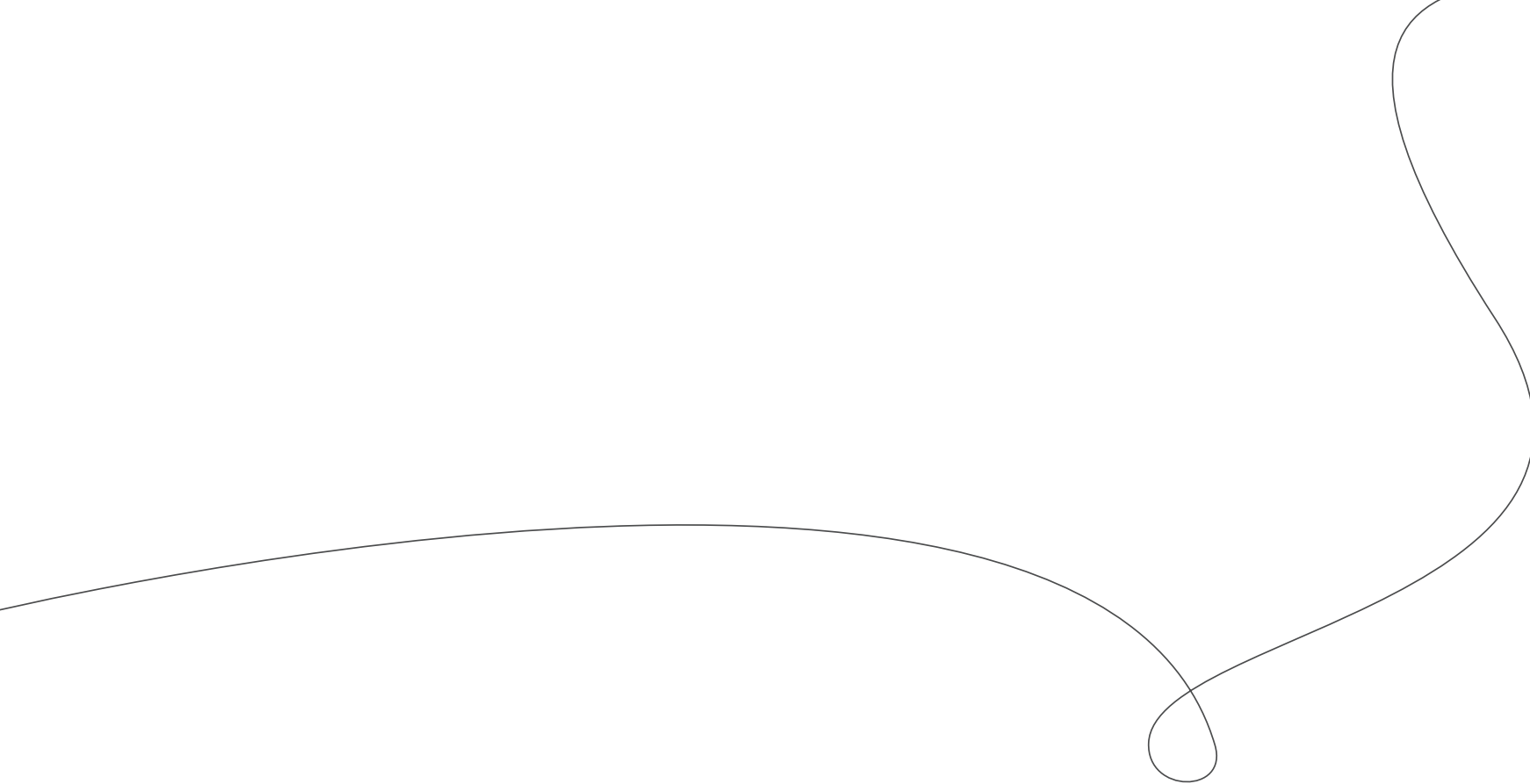


# Amplify Science / Amplify CKLA Crosswalk





CKLA exposes students to disciplinary core science topics and ideas, but because it is a literacy program, it is not intended to teach science three-dimensionally with the Crosscutting Concepts and Science and Engineering Practices. Science standards need to be taught and assessed during core science instructional time. The recommendation is that teachers teach the literacy and science units simultaneously.

# Kindergarten

## CKLA Domain/Unit & Standards

### Knowledge 4: Plants

K-LS1-1: Survival Needs  
K-ESS3-1: Qualities of a Habitat

### Knowledge 5: Farms

K-LS1-1: Survival Needs  
K-ESS3-1: Qualities of a Habitat  
K-ESS2-1: Impacting Environment

—

### Knowledge 8: Seasons and Weather

K-PS3-1: Sunlight on Earth's Surface  
K-PS3-2: Reducing Warming  
K-ESS3-1: Weather Pattern  
K-ESS3-2: Preparing for Severe Weather

### Knowledge 11: Taking Care of Earth

K-ESS3-3  
K-2-ETS1-2

## Amplify Science & Standards

### Needs of Plants and Animals

K-LS1-1: Survival Needs  
K-ESS2-2: Impacting Environment  
K-ESS3-1: Qualities of a Habitat  
K-ESS3-3: Reducing Impacts  
K-2-ETS1-1: Defining the Problem  
K-2-ETS1-2: Developing Possible Solutions

### Pushes and Pulls

K-PS2-1: Pushes and Pulls  
K-PS2-2: Change Speed and Direction  
K-2-ETS1-1: Defining the Problem  
K-2-ETS1-2: Developing Possible Solutions  
K-2-ETS1-3: Comparing Different Solutions

### Sunlight and Weather

K-PS3-1: Sunlight on Earth's Surface  
K-PS3-2: Reducing Warming  
K-ESS3-2: Preparing for Severe Weather  
K-2-ETS1-1: Defining the Problem  
K-2-ETS1-2: Developing Possible Solutions K-2-ETS1-3: Comparing Different Solutions

# Grade 1

## CKLA Domain/Unit & Standards

### Knowledge 8: Animals and Habitats

- 1-LS1-1: Mimicking Organisms' Structures
- 1-LS1-2: Parents Promote Survival of Offspring
- 1-LS3-1: Young Organisms Resemble Parents

—

### Knowledge 6: Astronomy

- 1-ESS1-1: Observable Patterns of Sky Objects
- 1-ESS1-2: Amount of Daylight

## Amplify Science & Standards

### Animal and Plant Defenses

- 1-LS1-1: Mimicking Organisms' Structures
- 1-LS1-2: Parents Promote Survival of Offspring
- 1-LS3-1: Young Organisms Resemble Parents

### Light and Sound: Puppet Theater Engineers

- 1-PS4-1: Sound and Vibration
- 1-PS4-2: Seeing Requires Light
- 1-PS4-3: Light Interaction with Materials
- 1-PS4-4: Light and Sound for Communication
- K-2-ETS1-1: Defining the Problem
- K-2-ETS1-2: Developing Possible Solutions
- K-2-ETS1-3: Comparing Different Solutions

### Spinning Earth: Investigating Patterns in the Sky

- 1-ESS1-1: Observable Patterns of Sky Objects
- 1-ESS1-2: Amount of Daylight

# Grade 2

## CKLA Domain/Unit & Standards

### Knowledge 6: Cycles in Nature

2-LS4-1: Diversity of Life in Different Habitats

### Knowledge 8: Insects

2-LS4-1: Diversity of Life in Different Habitats

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## Amplify Science & Standards

### Plant and Animal Relationships

2-LS2-1: Sunlight and Water for Plants

2-LS2-2: Animals' Role in Seed Dispersal

2-LS4-1: Diversity of Life in Different Habitats

K-2-ETS1-1: Defining the Problem

K-2-ETS1-2: Developing Possible Solutions

K-2-ETS1-3: Comparing Different Solutions

### Properties of Materials: Designing Glue

2-PS1-1: Properties of Materials

2-PS1-2: Materials for Specific Purposes

2-PS1-3: Pieces Can be Made Into New Objects

2-PS1-4: Changes Caused by Heating and Cooling

K-2-ETS1-1: Defining the Problem

K-2-ETS1-3: Comparing Different Solutions

### Changing Landforms: Disappearing Cliff

2-ESS1-1: Fast and Slow Earth Events

2-ESS2-1: Slowing the Erosion of Land Forms

2-ESS2-2: Landforms and Bodies of Water

2-ESS2-3: Water on Earth

# Grade 3

## CKLA Domain/Unit & Standards

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### Unit 2: Animal Classification

3-LS1-1: Life Cycles and Life Stages

### Unit 11: Ecology

3-LS2-1: Animals' Social Interactions

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## Amplify Science & Standards

### Balancing Forces: Investigating Floating Trains

3-PS2-1: Balanced and Unbalanced Forces

3-PS2-2: Predicting Motion

3-PS2-3: Non-Touching Forces

3-PS2-4: Solve a Problem with Magnets

### Inheritance and Traits: Variation in Wolves

3-LS1-1: Life Cycles and Life Stages

3-LS2-1: Animals' Social Interactions

3-LS3-1: Traits are Inherited and Vary

3-LS3-2: Traits can be Influenced by Environment

### Environments and Survival : Snail Trait Biomimicry

3-LS2-1: Animals' Social Interactions

3-LS4-1: Fossils and Evidence of Environment

3-LS4-2: Adaptive and Non-Adaptive Traits

3-LS4-3: Survival Impact of Different Environments

3-LS4-4: Solutions to Environmental Changes

3-5-ETS1-1: Defining the Problem

3-5-ETS1-2: Developing Possible Solutions

3-5-ETS1-3: Improving Designs

### Weather and Climate: Establishing an Orangutan Colony

3-ESS2-1: Represent Weather Patterns

3-ESS2-2: Describe Climates

3-ESS3-1: Reducing Impact of Weather Hazards

3-5-ETS1-2: Developing Possible Solutions

# Grade 4

## CKLA Domain/Unit & Standards

### Unit 4: Eureka! Student inventor

3-5-ETS1-1: Defining the Problem  
3-5-ETS1-2: Developing Possible Solutions  
3-5-ETS1-3: Improving Designs  
4-PS3-2: Energy can be Transferred

—

### Unit 5: Geology

4-ESS1-1: Landscape Changes  
4-ESS2-1: Evidence of Weathering or Erosion  
4-ESS2-2: Patterns of Earth's Features

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## Amplify Science & Standards

### Energy Conversions: Blackout in Ergstown

4-PS3-1: Relationship Between Speed and Energy  
4-PS3-2: Energy can be Transferred  
4-PS3-3: Collisions  
4-PS3-4: Design an Energy Converter  
4-ESS3-1: Energy and Fuels  
3-5-ETS1-1: Defining the Problem  
3-5-ETS1-2: Developing Possible Solutions

### Vision and Light: Investigating Animal Eyes

4-LS1-1: Internal and External Structures  
4-LS1-2: Patterns to Transfer Information

### Earth's Features: Mystery in Desert Rocks Canyon

4-ESS1-1: Landscape Changes  
4-ESS2-1: Evidence of Weathering or Erosion  
4-ESS2-2: Patterns of Earth's Features  
4-ESS3-1: Energy and Fuels  
4-ESS3-2: Reduce Impacts of Earth Processes

### Waves, Energy, and Information: Investigating How Dolphins Communicate

4-PS3-2 Energy Can Be Transferred  
4-PS3-3: Collisions  
4-PS4-1: Waves  
4-PS4-3: Patterns to Transfer Information  
4-LS1-2: Info, Senses and the Brain  
4-ESS3-2: Reduce Impacts of Earth Processes  
3-5-ETS1-1: Defining the Problem  
3-5-ETS1-2: Developing Possible Solutions



# Grade 5

## CKLA Domain/Unit & Standards

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### Unit 9: Chemical Matter

5-PS1-1: Matter is Made of Particles  
5-PS1-3: Properties of Materials  
3-5-ETS1-1: Defining Problems  
3-5-ETS1-2: Developing Possible Solutions

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## Amplify Science & Standards

### Patterns of Earth and Sky

5-PS2-1: Gravity  
5-ESS1-1: Apparent Brightness of Stars  
5-ESS1-2: Patterns of Daily and Seasonal Changes

### Modeling Matter: The Chemistry of Food

5-PS1-1: Matter is made of Particles  
5-PS1-3: Properties of Materials  
5-PS1-4: Mixing Substances

### The Earth System: Investigating Water Shortages

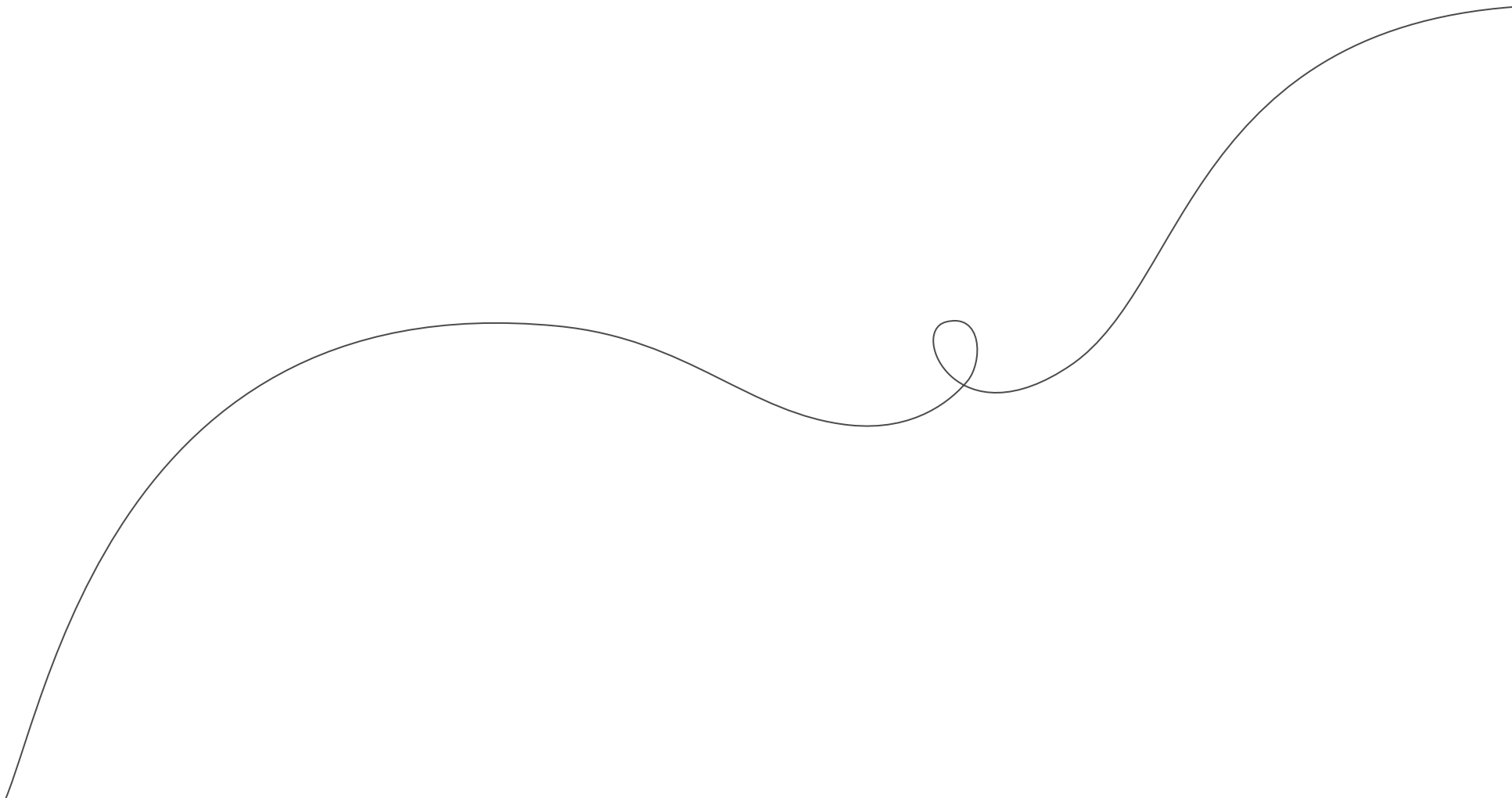
5-ESS2-1: Interaction of Spheres  
5-ESS2-2: Distribution of Water on Earth  
5-ESS3-1: Protecting Earth  
5-PS1-1: Matter is Made of Particles  
5-PS1-2: Conservation of Matter  
5-PS1-3: Properties of Materials  
5-PS1-4: Mixing Substances  
3-5-ETS1-1: Defining Problems  
3-5-ETS1-2: Developing Possible Solutions  
3-5-ETS1-3: Improving Solutions

### Ecosystem Restoration: Matter and Energy in a Rainforest

5-PS3-1: Use and Origin of Energy in Food  
5-LS1-1: Plant Materials from Air and Water  
5-LS2-1: Matter Flows  
5-ESS3-1: Protecting Earth  
5-PS1-1: Matter is Made of Particles  
3-5-ETS1-1: Defining the Problem  
3-5-ETS1-2: Developing Possible Solutions

## Notes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



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

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visit **[amplify.com/ckla](https://amplify.com/ckla)**.

Amplify.



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