

Link Community Charter School
Grade 5 Science: Sustainability Scope and Sequence

Time Line	Topic	Standards: NGSS	Essential Questions?	Content: What will students know?	Skills: What will students be able to do?	Textbook/ Materials/ Resources
Week 1-2	Cultural Preservation and Transformation	MS.ESS3.C	How does the preservation of cultural histories contribute to sustainable communities?	How the preservation of cultural histories and heritages, and the transformation of cultural identities and practices contribute to sustainable communities.	Students will develop the ability to discern with others what to preserve and what to change in order for future generations to thrive.	Interactive Science: Environmental Science
Week 3-4	Responsible Local/Global Citizenship	MS.ESS3.2	What rights and responsibilities do we have to build healthy, sustainable communities?	The rights, responsibilities and actions associated with leadership and participation toward healthy and sustainable communities.	Students will know and understand these rights and responsibilities and assume their roles of leadership and participation.	Interactive Science: Environmental Science
Week 5-6	The Dynamics of Systems & Change	MS.LS2.A MS.LS2.C MS.LS4.D	How does the dynamic nature of systems impact ecosystems?	A system is made up of two or more parts in a dynamic relationship that forms a whole whose elements 'hang together' and change because they continually affect each other over time. Fundamental patterns of systems include growth, decline and vacillation.	Students will know and understand the dynamic nature of complex systems and change over time. They will be able to apply the tools and concepts of system dynamics and systems thinking in their present lives, and to inform the choices that will affect our future.	Interactive Science: Environmental Science
Week 7-8	Sustainable Economics	MS.ETS1.B	How can we find ways to support and maintain life on our planet while being mindful of the economic impact on society?	The evolving theories and practices of economics and the shift towards integrating our economic, natural and social systems, to support and maintain life on the planet.	Students will know and understand 21st century economic practices and will produce and consume in ways that contribute to the health of the financial, social and natural capital.	Interactive Science: Environmental Science

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Week 9-10	Healthy Commons	MS.ETS1.B	What are Healthy Commons and what is our individual and collective responsibility to maintaining them?	Healthy Commons are that upon which we all depend and for which we are all responsible (i.e., air, trust, biodiversity, climate regulation, our collective future, water, libraries, public health, heritage sites, top soil, etc.).	Students will be able to recognize and value the vital importance of the Commons in our lives and for our future. They will assume the rights, responsibilities and actions to care for the Commons.	Interactive Science: Environmental Science
Week 11-12	Natural Laws and Ecological Principles	MS.LS2.C MS.LS2.A	What can we do to help our environment and community? How can service learning help improve our environment?	The laws of nature and science principles of sustainability.	Students will see themselves as interdependent with each other, all living things and natural systems. They will be able to put their knowledge and understanding to use in the service of their lives, their communities and the places in which they live.	Interactive Science: Environmental Science
Week 13-14	Inventing and Affecting the Future	MS.LS2.5 MS.ETS1.B	What can we do to help our environment and community? How can service learning help improve our environment?	The vital role of vision, imagination and intention in creating the desired future.	Students will design, implement and assess actions in the service of their individual and collective visions.	Interactive Science: Environmental Science

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Week 15-16	Multiple Perspectives	MS.ESS3-3 MS.ESS3.B	How can we partner with other organizations to ensure a healthy and sustainable future both locally and globally?	The perspectives, life experiences and cultures of others, as well as our own.	Students will know, understand, value and draw from multiple perspectives to co-create with diverse stakeholders shared and evolving visions and actions in the service of a healthy and sustainable future locally and globally.	Interactive Science: Environmental Science
Week 17-18	A Sense of Place	MS.ESS3-2 MS.ESS3.C	Why does the connection one has to their community impact their personal sense of duty to contribute to the sustainability of the community?	The strong connection to the place in which one lives.	Students will recognize and value the interrelationships between the social, economic, ecological and architectural history of that place and contribute to its continuous health.	Interactive Science: Environmental Science