Scope and Sequence for Science/ Grade 5
2026-2027

Unit Title	STEELS Standards
Unit One: *Matter and Energy in Ecosystems* 8/24/2026 – 11/20/2026 **60 Instructional Periods**	Students develop understanding toward the following Performance Expectations (PEs). (Note: Not all elements of the PEs may be fully developed within this unit.) 3.1.5.A Support an argument that plants get the materials they need for growth chiefly from air and water. 3.1.5.B Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment. 3.2.5.G Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun. 3.3.5.C Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. 3.3.5.E Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment. 3.5.3-5.P Evaluate the strengths and weaknesses of existing design solutions, including their own solutions.
Unit Two: *Structure and Properties of Matter* 11/23/2026 – 3/5/2027 **60 Instructional Periods**	3.2.5.A Develop a model to describe that matter is made of particles too small to be seen. 3.2.5.D Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved. 3.2.5.B Make and communicate observations and measurements to identify materials based on their properties. 3.2.5.E Conduct an investigation to determine whether the mixing of two or more substances results in new substances.
Unit Three: *Earth and Space Systems* 3/8/2027– 6/4/2027 **60 Instructional Periods**	3.3.5.A Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth. 3.3.5.B Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky. 3.3.5.C Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. 3.3.5.D Describe and graph the amounts of saltwater and freshwater in various reservoirs to provide evidence about the distribution of water on Earth. 3.3.5.E Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment. 3.2.5.F Support an argument that the gravitational force exerted by Earth on objects is directed down.

The Pittsburgh Public Schools (PPS) does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs, activities or employment and provides equal access to the Boy Scouts and other designated youth groups. Inquiries may be directed to the Title IX Coordinator or the Section 504/ADA Title II Coordinator at 341 S. Bellefield Avenue, Pittsburgh, PA 15213 or 412.529.HELP (4357).