

# Character Education - Grade 5 - Units of Study

## Unit 5: Relationship Skills

Timeframe: September-June

**Big Idea:** What helps build strong relationships with others?

(I = Introduced; D= developing; M= Mastering)

Health Standard	WALT	We can	I-D-M
2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors. 2.1.5.SSH.4 Describe how families can share common values, offer emotional support, and set boundaries and limits.	Establish and maintain healthy relationships	Identify positive relationships in our lives, as well as how we contribute to their success	D
2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).  2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and	Utilize positive communication and social skills to interact effectively with others	Understand how our words impact others	D
2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.	Identify ways to resist inappropriate social pressure	Understand peer pressure and strategies for saying "no!"	D
2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).  2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.  2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways	Identify conflict resolution strategies	D

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<p>2.1.5.PGD.5: Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.</p> <p>2.1.5.CHSS.1: Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).</p> <p>2.1.5.SSH.4 Describe how families can share common values, offer emotional support, and set boundaries and limits.</p> <p>2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a</p>	<p>Identify who, when, where, or how to seek help for oneself or others when needed</p>	<p>Identify trusted people in our lives</p>	<p>D</p>
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