5 Personal/Social Management	**5** Personal/Social Management	**5** Personal/Social Management	**5** Personal/Social Management
❏ **K.4.5.A.1 Identify how one's self-concept and feelings are affected by others** (e.g., praise/success/encouragement build confidence, ridicule/insults hurt feelings...)	❏ **K.4.5.A.2a Identify ways of setting group goals** (e.g., by consensus, by arbitrary decision, by taking turns...) **for cooperative learning and team building**	❏ **K.4.5.A.2b Describe the importance of self-regulation and taking responsibility for one's own actions** (e.g., gain the respect of others, personal achievement, quality of life, active participation, being a good team player...) **for personal success**	❏ **K.4.5.A.3 Identify the influence of self** (e.g., personal goals, emotions...) **and others** (e.g., expectations of family, teachers, friends; values and beliefs of home, religion, culture, community, society in general...) **on setting priorities and making responsible personal decisions** (e.g., academic achievement, leisure activities...)
K **A**	**K** **A**	**K** **A**	**K** **A**

5 Personal/Social Management	5 Personal/Social Management	5 Personal/Social Management	5 Personal/Social Management
❏ **K.4.5.B.1a Describe behaviours** (e.g., listen without interrupting, avoid ridicule or teasing, use inclusive language and actions...) **that show respect for the rights and feelings of others**	❏ **K.4.5.B.1b Recognize the role of activities and events** (e.g., games, sports, dances, social events, cultural events...) **in getting to know and understand others of similar and different cultures**	❏ **K.4.5.B.2a Review verbal and non-verbal behaviours that help** (e.g., listening, keeping secrets, smiling...) **and hinder** (e.g., betraying loyalty, making fun of, not listening, interrupting, using inappropriate body language...) **communication for building positive relationships**	❏ **K.4.5.B.2b Identify qualities** (e.g., honesty, support, reliability, common interests, loyalty, fairness...) **that are important in establishing and maintaining a friendship**
K **B**	**K** **B**	**K** **B**	**K** **B**

5 Personal/Social Management	**5** Personal/Social Management	**5** Personal/Social Management	**5** Personal/Social Management
❑ **K.4.5.B.3a Identify components** (e.g., personal triggers, anger cues, hidden anger...) **of anger management and strategies** (e.g., be aware, back off, check out choices and consequences, decide and do...) **for self-control in different contexts**	❑ **K.4.5.B.3b Identify misunderstandings and/or miscommunications** (e.g., portrayal of violence; ethnic, gender, and racial bias...) **related to messages in the media that could cause or affect conflict**	❑ **K.4.5.B.3c Show an understanding of the steps in a conflict-resolution process** (i.e., identify the goal; identify constraints and limiting conditions, and possible options; choose best option; evaluate for effectiveness...) **and conflict-resolution strategies** (e.g., admit mistakes, apologize when appropriate, calm self when upset, verbalize what happened, look at things from another perspective, show empathy...) **to negotiate disputes and de-escalate conflicts**	❑ **K.4.5.B.4 Identify and assess strategies** (e.g., using decision-making/problem-solving process, saying "no" assertively, walking away/staying away, using conflict-resolution skills...) **for preventing or avoiding uncomfortable or dangerous situations**
K **B**	**K** **B**	**K** **B**	**K** **B**

5 Personal/Social Management	5 Personal/Social Management	5 Personal/Social Management	5 Personal/Social Management
❑ **S.4.5.A.1 Use a goal-setting process to set and monitor progress for a group goal** (e.g., project work, gymnastic routine, prediction run...)	❑ **S.4.5.A.2 Demonstrate the ability to set priorities for possible solutions that show responsible decision making for physically active and healthy living choices**	❑ **S.4.5.A.3 Demonstrate functional use of interpersonal skills** (e.g., listen attentively, summarize information, clarify feelings, abstain from put-downs, be encouraging, play fairly, be inclusive, show non-aggressive behaviour, resist negative influences...) **for getting along with others in making group decisions while participating in class activities**	❑ **S.4.5.A.4 Demonstrate ways** (e.g., compromising, accommodating, reaching consensus, recognizing who holds the power/authority, developing an understanding of issues, forecasting positive long-term results...) **to turn conflict into a win-win situation in different case scenarios** (e.g., disagreement with a friend or classmate...)
S **A**	**S** **A**	**S** **A**	**S** **A**