





















<p>6</p>  <p>Personal/Social Management</p>	<p>6</p>  <p>Personal/Social Management</p>	<p>6</p>  <p>Personal/Social Management</p>	<p>6</p>  <p>Personal/Social Management</p>
<p><input type="checkbox"/> K.4.6.A.1 Describe individual characteristics (e.g., gender, race, family, religion, community, appearance, interests, hobbies, preferred learning approaches...) that contribute to the development of personal identity, self-confidence, and self-efficacy</p>	<p><input type="checkbox"/> K.4.6.A.2a Identify and revise short- and long-term goals (e.g., using a student planner for school work, training for a marathon relay team, saving money...) for personal management (i.e., tasks, time, responsibilities)</p>	<p><input type="checkbox"/> K.4.6.A.2b Determine effective time-management techniques and organizational skills (e.g., making lists, setting priorities...) for personal planning (e.g., preparing for tests, examinations, projects, competitions...)</p>	<p><input type="checkbox"/> K.4.6.A.3 Describe how personal factors (e.g., emotions, time, previous experience, prior knowledge, personal goals, abilities, religion...) and social factors (e.g., peers, friends, trends, society, culture, media, advertising...) influence making responsible and health-enhancing decisions (e.g., participating in daily physical activity...)</p>
<p>K A</p>	<p>K A</p>	<p>K A</p>	<p>K A</p>

<p>6</p> 	<p>6</p> 	<p>6</p> 	<p>6</p> 
<p><input type="checkbox"/> K.4.6.B.1a Identify the influences (e.g., family beliefs/values, role models, peers, advertising, television, movies...) that help or hinder responsible, social decision making (e.g., choosing friends, choosing activities, communicating with others...)</p>	<p><input type="checkbox"/> K.4.6.B.1b Recognize personal participation and responsibility (e.g., respect for and acceptance of individual differences, awareness of social norms and values, concern and compassion for others, cooperation, motivation to solve interpersonal problems...) in different social contexts</p>	<p><input type="checkbox"/> K.4.6.B.2a Identify different styles of communication (i.e., passive, aggressive, assertive) and their characteristics (e.g., passive is ignoring an issue, aggressive is confronting an issue without thinking it through, assertive is addressing an issue with tact...)</p>	<p><input type="checkbox"/> K.4.6.B.2b Identify the behaviours (e.g., showing respect, fulfilling a commitment, abstaining from put-downs, helping others who are experiencing difficulty, following directions, being encouraging...) that are important for working cooperatively and collaboratively with others</p>
<p>K B</p>	<p>K B</p>	<p>K B</p>	<p>K B</p>

<p>6</p> 	<p>6</p> 	<p>6</p> 	<p>6</p> 
<p><input type="checkbox"/> K.4.6.C.1a Determine strategies for sharing and expressing feelings in appropriate ways (e.g., talking out conflicts with safe adult assistance, using self-statements or self-talk for control, using active listening, participating in physical activities...)</p>	<p><input type="checkbox"/> K.4.6.C.1b Recognize the range of emotions that may be experienced when loss occurs, including the stages of grief (e.g., denial, anger, bargaining, sadness, depression, acceptance...), and where to go for help (e.g., family, teacher, school counsellor, elder, religious leader...)</p>	<p><input type="checkbox"/> K.4.6.C.2 Identify the personality traits (e.g., sense of humour, adaptability, patience, understanding...) that are conducive to handling stress and showing resiliency (i.e., ability to bounce back in a stressful situation)</p>	<p><input type="checkbox"/> K.4.6.C.3 Describe the General Adaptation Syndrome (GAS) relating to stress and the body's response at the various stages (i.e., alarm stage, resistance stage, exhaustion stage)</p>
<p>K C</p>	<p>K C</p>	<p>K C</p>	<p>K C</p>

<p>6</p>  <p>Personal/Social Management</p>	<p>6</p>  <p>Personal/Social Management</p>	<p>6</p>  <p>Personal/Social Management</p>	<p>6</p>  <p>Personal/Social Management</p>
<p><input type="checkbox"/> K.4.6.C.4a Identify stress-management strategies (e.g., using self-statements or self-talk, talking to parents, keeping an anger self-inventory, participating in physical activity, keeping a sense of humour...) for controlling anger in different situations (e.g., being called names, losing a game, being pressured by parents or peers...)</p>	<p><input type="checkbox"/> S.4.6.A.1 Assess and revise personal health and academic goals (e.g., fitness goal, movement skill goal, nutrition goal, active living goal, personal health-practice goal, academic goal...) to enhance health and well-being</p>	<p><input type="checkbox"/> S.4.6.A.2 Determine positive and negative consequences of possible solutions as part of the decision-making/problem-solving process for making healthy living choices</p>	<p><input type="checkbox"/> S.4.6.A.3 Demonstrate functional use of interpersonal skills (e.g., fair play, use of inclusive language and actions...) for inclusion of others in different types of physical activities (e.g., low-competitive, cooperative, multicultural...)</p>
<p>K</p>	<p>C</p>	<p>S</p>	<p>A</p>

<p>6</p>  <p>Personal/Social Management</p>	<p>6</p>  <p>Personal/Social Management</p>	<p>6</p>  <p>Personal/Social Management</p>	<p>6</p>  <p>Personal/Social Management</p>
<p><input type="checkbox"/> S.4.6.A.5 Demonstrate the functional use of stress-management strategies (e.g., using self-statements or positive self-talk, talking with others, taking time out, counting to 10, focusing, breathing deeply...) for managing stress in case scenarios related to a variety of situations (e.g., competition, anger, tests, public speaking, conflict, change, failure...)</p>			
<p>S</p>	<p>A</p>		