





















<p><b>8</b></p>  <p>Personal/Social Management</p>	<p><b>8</b></p>  <p>Personal/Social Management</p>	<p><b>8</b></p>  <p>Personal/Social Management</p>	<p><b>8</b></p>  <p>Personal/Social Management</p>
<p><input type="checkbox"/> <b>K.4.8.A.1 Examine the effects of stereotyping based on a variety of factors</b> (e.g., gender, age, race, roles, media influences, body type, sexual orientation, source of income...), <b>and ways</b> (e.g., set/review personal and group norms, standards...) <b>to promote acceptance of self and others</b></p>	<p><input type="checkbox"/> <b>K.4.8.A.2a Develop self-monitoring strategies</b> (e.g., keep a journal, participate with a friend...) <b>and criteria</b> (e.g., believable, achievable, controllable, within timelines...) <b>in goal-setting for an individual and/or group goal</b></p>	<p><input type="checkbox"/> <b>K.4.8.A.2b Analyze how factors</b> (e.g., family, peers, cultural beliefs, knowledge, personal qualities, scheduling, motivation level, degree of challenge, supports...) <b>affect one’s planning and setting of goals</b></p>	<p><input type="checkbox"/> <b>K.4.8.A.3 Describe the social factors</b> (e.g., self-esteem, interests, opinions, abilities, interpersonal skills...) <b>that affect the decision-making/problem-solving process in group situations</b></p>
<p><b>K</b>                      <b>A</b></p>	<p><b>K</b>                      <b>A</b></p>	<p><b>K</b>                      <b>A</b></p>	<p><b>K</b>                      <b>A</b></p>

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<p><input type="checkbox"/> <b>K.4.8.B.1a Describe behaviours that show social responsibility and respect for diversity</b> (e.g., showing respect toward officials and other players, inviting others to play, greeting others, helping others who are experiencing difficulty...) <b>in different contexts</b> (e.g., sports, physical activity participation, classroom settings...)</p>	<p><input type="checkbox"/> <b>K.4.8.B.1b Discuss personal participation and responsibilities in physical activities and/or social events for the promotion of inclusion and cultural diversity in communities</b></p>	<p><input type="checkbox"/> <b>K.4.8.B.2a Describe examples of assertive behaviours</b> (e.g., saying “no” to something that makes you feel uncomfortable, including others who are left out...) <b>for resisting negative peer pressure</b></p>	<p><input type="checkbox"/> <b>K.4.8.B.2b Identify roles and responsibilities</b> (e.g., loyalty, commitment, support, respect, leadership...) <b>in developing positive relationships</b> (e.g., between friends, within families, in a sports team, band/choir...)</p>
<p><b>K</b>                      <b>B</b></p>	<p><b>K</b>                      <b>B</b></p>	<p><b>K</b>                      <b>B</b></p>	<p><b>K</b>                      <b>B</b></p>

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<p><input type="checkbox"/> <b>K.4.8.C.1a Identify how self</b> (e.g., accepting one’s feelings...), <b>peers</b> (e.g., listening supportively...), <b>and the community</b> (e.g., providing resources for support when needed...) <b>contribute to the enhancement of personal health and well-being</b></p>	<p><input type="checkbox"/> <b>K.4.8.C.1b Identify stages of grieving</b> (e.g., denial, anger, bargaining, sadness, depression, acceptance...) <b>for understanding and supporting self and others</b></p>	<p><input type="checkbox"/> <b>K.4.8.C.2 Explain how stress may have positive or negative consequences</b> (e.g., fight or flight, productivity, illness...)</p>	<p><input type="checkbox"/> <b>K.4.8.C.3 Examine the effects of stress</b> (e.g., increased blood pressure, elevated heart rate, muscle soreness, nausea...) <b>and relaxation</b> (e.g., low blood pressure and heart rate...) <b>on body systems</b> (e.g., digestive, cardiovascular, endocrine...)</p>
<p><b>K</b>                      <b>C</b></p>	<p><b>K</b>                      <b>C</b></p>	<p><b>K</b>                      <b>C</b></p>	<p><b>K</b>                      <b>C</b></p>

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<p><input type="checkbox"/> <b>K.4.8.C.4a List healthy strategies</b> (e.g., seeking support from others and community resources, positive self-talk, physical exercise...) <b>and unhealthy strategies</b> (e.g., smoking, alcohol misuse, isolation, fighting...) <b>for dealing with stress and/or anxiety</b></p>	<p><input type="checkbox"/> <b>S.4.8.A.1 Develop, implement, self-monitor, and revise a plan using predetermined criteria for active healthy living to achieve a personal and/or group goal</b> (e.g., participate in daily physical activity, a healthy lifestyle behaviour, a social behaviour, a specific academic goal...)</p>	<p><input type="checkbox"/> <b>S.4.8.A.2 Apply the decision-making/problem-solving process in making group decisions in different case scenarios</b> (e.g., plan a class activity, solve a social-related problem, make a decision in the context of an orderly meeting...)</p>	<p><input type="checkbox"/> <b>S.4.8.A.3 Demonstrate functional use of interpersonal skills</b> (i.e., communicate effectively, cooperate/collaborate, be respectful, be responsible) <b>that promote fair play and teamwork</b></p>
<p><b>K</b></p>	<p><b>C</b></p>	<p><b>S</b></p>	<p><b>A</b></p>

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<p><input type="checkbox"/> <b>S.4.8.A.5 Apply stress-management strategies</b> (e.g., progressive relaxation, deep breathing, guided imagery, focusing, positive thinking, self-talk, talking with others, humour...) <b>in case scenarios related to stressful situations</b> (e.g., coping with anger, sadness, defeat, loss, changes associated with puberty, illness, environmental destruction...)</p>			
<p><b>S</b></p>	<p><b>A</b></p>		