













<p>1</p>  <p>Personal/Social Management</p>	<p>1</p>  <p>Personal/Social Management</p>	<p>1</p>  <p>Personal/Social Management</p>	<p>1</p>  <p>Personal/Social Management</p>
<p><input type="checkbox"/> K.4.1.A.1 Recognize positive attributes of self, family, and classmates (e.g., physical characteristics, abilities, qualities, culture, accomplishments, highlights...)</p>	<p><input type="checkbox"/> K.4.1.A.2a Recognize that it takes time, effort, and cooperation to achieve simple individual tasks/goals (e.g., tying own shoelaces...) and group tasks/goals (e.g., deciding what to play in a group setting...)</p>	<p><input type="checkbox"/> K.4.1.A.2b Discuss behaviours that demonstrate personal responsibility and irresponsibility in a classroom (e.g., paying attention versus disrupting, sharing versus monopolizing equipment, staying on task...)</p>	<p><input type="checkbox"/> K.4.1.A.3 Identify initial steps (e.g., extending knowledge, stop and think, ask opinions of others, check rules, check options...) for making simple personal and/or guided decisions regarding home and classroom situations (e.g., follow class rules, use substances safely, wear protective equipment during play...)</p>
<p>K A</p>	<p>K A</p>	<p>K A</p>	<p>K A</p>

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<p><input type="checkbox"/> K.4.1.B.1a ➔ K.4.K.B.1a Identify examples of responsible social behaviours (e.g., contributing by listening, following rules, taking turns, sharing equipment, speaking kindly, being courteous...) for getting along with others in school and schoolyard</p>	<p><input type="checkbox"/> K.4.1.B.1b Discuss how feelings and experiences associated with participation in physical activities/sports, and/or social events can be the same or different from person to person (e.g., may feel excited, happy, angry, fearful, uncomfortable, frustrated)</p>	<p><input type="checkbox"/> K.4.1.B.2a Identify different ways (e.g., not interrupting, waiting for appropriate time, not hurting feelings of others, asking for a time out, avoiding tantrums...) of expressing feelings and emotions that contribute to getting along with others</p>	<p><input type="checkbox"/> K.4.1.B.2b Identify ways (e.g., show consideration, take turns, share equipment, help others, be inclusive, show respect...) to get along with others for developing healthy relationships</p>
<p>K B</p>	<p>K B</p>	<p>K B</p>	<p>K B</p>

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<p><input type="checkbox"/> S.4.1.A.1 Set simple short-term goals and participate in strategies for goal attainment (e.g., running without stopping for one minute, listening attentively to the teacher reading a book, completing a task...)</p>	<p><input type="checkbox"/> S.4.1.A.2 Demonstrate ways (e.g., ask a knowledgeable person, participate in discussion groups or brainstorming activities...) to expand knowledge (e.g., stop and think before reacting...) and explore different options for making informed and health-enhancing decisions</p>	<p><input type="checkbox"/> S.4.1.A.3 Demonstrate behaviours that show social responsibility (e.g., look after belongs, follow directions, encourage others, express feelings in an appropriate manner, work/play cooperatively with others...) in daily routines</p>	<p><input type="checkbox"/> S.4.1.A.4 Demonstrate ways (e.g., using “I” messages, compromising, admitting responsibility, saying “I’m sorry,”...) to resolve conflict in a peaceful manner with limited teacher input</p>
<p>S</p>	<p>A</p>	<p>S</p>	<p>S</p>