





















<p>2</p>  <p>Personal/Social Management</p>	<p>2</p>  <p>Personal/Social Management</p>	<p>2</p>  <p>Personal/Social Management</p>	<p>2</p>  <p>Personal/Social Management</p>
<p><input type="checkbox"/> K.4.2.A.1 Recognize that everyone is special, unique, and able to succeed (i.e., families, interests, talents, feelings, desires)</p>	<p><input type="checkbox"/> K.4.2.A.2a Identify examples of simple, realistic goals for healthy living that are short term (e.g., bringing a healthy snack, helping a friend, playing actively as a group at recess...) and long term (e.g., running faster, increasing strength, developing a healthy heart, having no cavities...)</p>	<p><input type="checkbox"/> K.4.2.A.2b List ways to show personal responsibility at home and school (e.g., keep room tidy, put away belongings, follow directions, practise daily health habits, complete homework, respect others, play safely, learn to set boundaries, ask for help, offer to help...)</p>	<p><input type="checkbox"/> K.4.2.A.3 Discuss the concept of consequences (e.g., cause-and-effect relationships...) of behaviours as part of the decision-making/problem-solving process for health and well-being (e.g., touching a very hot surface will cause burns...)</p>
<p>K A</p>	<p>K A</p>	<p>K A</p>	<p>K A</p>

<p>2</p> 	<p>2</p> 	<p>2</p> 	<p>2</p> 
<p><input type="checkbox"/> K.4.2.B.1a Identify responsible and respectful behaviours (e.g., following directions, completing tasks, being honest, displaying etiquette, playing fairly, cooperating, sharing, keeping promises, speaking kindly...) for developing positive relationships</p>	<p><input type="checkbox"/> K.4.2.B.1b Talk about similarities and differences (e.g., likes/dislikes, cultural connections...) of responses of self and responses of others related to situations involving sports/physical activities and/or social events</p>	<p><input type="checkbox"/> K.4.2.B.2a Identify positive communication skills (e.g., focus on speaker, repeat back information, use appropriate body language, ask relevant questions, include everyone, disagree politely, show self-control, take turns, work cooperatively...) for listening with attention in small-group settings</p>	<p><input type="checkbox"/> K.4.2.B.2b Identify situations (e.g., carrying something heavy, contributing to a project...) in which friends may be helpful and ways (e.g., saying thank you, returning the favour...) to show appreciation</p>
<p>K B</p>	<p>K B</p>	<p>K B</p>	<p>K B</p>

<p>2</p>  <p>Personal/Social Management</p>	<p>2</p>  <p>Personal/Social Management</p>	<p>2</p>  <p>Personal/Social Management</p>	<p>2</p>  <p>Personal/Social Management</p>
<p><input type="checkbox"/> K.4.2.C.1a Identify appropriate ways for sharing and expressing feelings and emotions related to different situations (e.g., cooperative-type activities, competitive-type activities, at home, in public...)</p>	<p><input type="checkbox"/> K.4.2.C.1b Discuss ways (e.g., show empathy when others are suffering, help others rather than hurt or neglect, respect rather than belittle, support and protect rather than dominate or ignore...) to communicate with someone who is feeling different emotions (e.g., sad, happy, hurt, angry...)</p>	<p><input type="checkbox"/> K.4.2.C.2 Identify and sort causes of anxiety or stress (e.g., facing new and/or unfamiliar situations, feeling out of control; experiencing loud voices/noises, competition, disagreements, heights, performing in front of others; being apart from family; health problems...) for self and others as they relate to school, home, and community</p>	<p><input type="checkbox"/> K.4.2.C.3 Identify feelings and emotions associated with anxiety (e.g., feeling anxious, scared, nervous, timid...)</p>
<p>K C</p>	<p>K C</p>	<p>K C</p>	<p>K C</p>

<p>2</p>  <p>Personal/Social Management</p>	<p>2</p>  <p>Personal/Social Management</p>	<p>2</p>  <p>Personal/Social Management</p>	<p>2</p>  <p>Personal/Social Management</p>
<p><input type="checkbox"/> K.4.2.C.4a Discuss ways and activities (e.g., play, deep breathing, progressive relaxation, family walk, talk with safe adult, healing circles...) to reduce personal stress</p>	<p><input type="checkbox"/> S.4.2.A.1 ➔ 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.4.2.A.2 List possible options and consequences for specific behaviours and/or health habits (e.g., brushing your teeth...) for the promotion of physically active and healthy lifestyles</p>	<p><input type="checkbox"/> S.4.2.A.3 Demonstrate appropriate behaviours for getting along with others (e.g., wait for one's turn, share equipment, help others, invite others to play, show respect for individual differences...) in partner activities</p>
<p>K</p>	<p>C</p>	<p>S</p>	<p>A</p>

<p>2</p>  <p>Personal/Social Management</p>	<p>2</p>  <p>Personal/Social Management</p>	<p>2</p>  <p>Personal/Social Management</p>	<p>2</p>  <p>Personal/Social Management</p>
<p><input type="checkbox"/> S.4.2.A.5 Explore ways to relax the mind and body (e.g., progressive relaxation, deep-breathing exercises, visualization, quiet time, light cool-down activities...)</p>			
<p>S</p>	<p>A</p>		