

<p>8</p>  <p>Personal/Social Management</p>	<p>8</p>  <p>Personal/Social Management</p>	<p>8</p>  <p>Personal/Social Management</p>	<p>8</p>  <p>Personal/Social Management</p>
<p><input type="checkbox"/> K.4.8.A.1 Examine the effects of stereotyping based on a variety of factors (e.g., gender, age, race, roles, media influences, body type, sexual orientation, source of income...), and ways (e.g., set/review personal and group norms, standards...) to promote acceptance of self and others</p>	<p><input type="checkbox"/> K.4.8.A.2a Develop self-monitoring strategies (e.g., keep a journal, participate with a friend...) and criteria (e.g., believable, achievable, controllable, within timelines...) in goal-setting for an individual and/or group goal</p>	<p><input type="checkbox"/> K.4.8.A.2b Analyze how factors (e.g., family, peers, cultural beliefs, knowledge, personal qualities, scheduling, motivation level, degree of challenge, supports...) affect one's planning and setting of goals</p>	<p><input type="checkbox"/> K.4.8.A.3 Describe the social factors (e.g., self-esteem, interests, opinions, abilities, interpersonal skills...) that affect the decision-making/problem-solving process in group situations</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.4.8.C.1a Identify how self (e.g., accepting one’s feelings...), peers (e.g., listening supportively...), and the community (e.g., providing resources for support when needed...) contribute to the enhancement of personal health and well-being</p>	<p><input type="checkbox"/> K.4.8.C.1b Identify stages of grieving (e.g., denial, anger, bargaining, sadness, depression, acceptance...) for understanding and supporting self and others</p>	<p><input type="checkbox"/> K.4.8.C.2 Explain how stress may have positive or negative consequences (e.g., fight or flight, productivity, illness...)</p>	<p><input type="checkbox"/> K.4.8.C.3 Examine the effects of stress (e.g., increased blood pressure, elevated heart rate, muscle soreness, nausea...) and relaxation (e.g., low blood pressure and heart rate...) on body systems (e.g., digestive, cardiovascular, endocrine...)</p>
<p>K C</p>	<p>K C</p>	<p>K C</p>	<p>K C</p>

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<p><input type="checkbox"/> K.4.8.C.4a List healthy strategies (e.g., seeking support from others and community resources, positive self-talk, physical exercise...) and unhealthy strategies (e.g., smoking, alcohol misuse, isolation, fighting...) for dealing with stress and/or anxiety</p>	<p><input type="checkbox"/> 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 (e.g., participate in daily physical activity, a healthy lifestyle behaviour, a social behaviour, a specific academic goal...)</p>	<p><input type="checkbox"/> S.4.8.A.2 Apply the decision-making/problem-solving process in making group decisions in different case scenarios (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"/> S.4.8.A.3 Demonstrate functional use of interpersonal skills (i.e., communicate effectively, cooperate/collaborate, be respectful, be responsible) that promote fair play and teamwork</p>
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<p><input type="checkbox"/> S.4.8.A.5 Apply stress-management strategies (e.g., progressive relaxation, deep breathing, guided imagery, focusing, positive thinking, self-talk, talking with others, humour...) in case scenarios related to stressful situations (e.g., coping with anger, sadness, defeat, loss, changes associated with puberty, illness, environmental destruction...)</p>			
<p>S</p>	<p>A</p>		