





















<h1>S2</h1>  <p>Personal/Social Management</p>	<h1>S2</h1>  <p>Personal/Social Management</p>	<h1>S2</h1>  <p>Personal/Social Management</p>	<h1>S2</h1>  <p>Personal/Social Management</p>
<p><input type="checkbox"/> K.4.S2.A.1 Assess personal attributes and talents across a variety of domains (e.g., academic, athletic, musical, artistic, interpersonal, intrapersonal...), and assess how each contributes to self-esteem/self-confidence.</p>	<p><input type="checkbox"/> K.4.S2.A.2a Examine the effectiveness of using a goal-setting process for setting and achieving personal goals and/or for changing a behaviour (e.g., evaluate application of goal-setting process to improving cardiovascular fitness, career plan...).</p>	<p><input type="checkbox"/> K.4.S2.A.2b Evaluate how various internal and external factors (e.g., availability of particular jobs versus ability to do the jobs, making a team, improving a grade, improving fitness...) may have an impact on the achievement of personal and/or career goals (e.g. improving a grade, improving fitness, getting a job...).</p>	<p><input type="checkbox"/> K.4.S2.A.3 Analyze factors (i.e., values, beliefs, peer influence, media influence, environmental influence, financial influence) that influence personal and/or group decisions for active, healthy lifestyles.</p>
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<p><input type="checkbox"/> K.4.S2.B.1a Examine the role of games, sports, and the arts for their contributions to social development and cultural diversity (e.g., getting to know and understand others of like and different cultures, Olympics...).</p>	<p><input type="checkbox"/> K.4.S2.B.1b Discuss the historical and/or current roles of games, sports, and other physical activity pursuits for the appreciation of different cultures</p>	<p><input type="checkbox"/> K.4.S2.B.2a Evaluate the benefits of effective communication skills (e.g., listen actively, paraphrase, show appreciation, criticize ideas not people...) for getting along with family, friends, and peers in school, community, and/or the workplace</p>	<p><input type="checkbox"/> K.4.S2.B.2b Identify potential adult roles (e.g., parent, partner, spouse...) and ways to prevent potential problems (e.g., domestic conflict, abuse...) in developing meaningful 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"/> K.4.S2.C.1a Describe the behaviours necessary for providing support to others (e.g., listen to a friend in difficulty...) and promoting emotional health and well-being</p>	<p><input type="checkbox"/> K.4.S2.C.1b Show an understanding of ways to support others (e.g., show empathy, be available, provide comfort, join a support organization...) who are dealing with the loss of a friend or family member</p>	<p><input type="checkbox"/> K.4.S2.C.2 Describe situations (e.g., presentations, competition, tests, new situations, family conflicts, time constraints, media influences, peer pressure, relationships, financial difficulty, academic expectations, physical features, technology, emergency situations...) that cause personal stress</p>	<p><input type="checkbox"/> K.4.S2.C.3 Examine the physiological and psychological effects of stress related to health and well-being (i.e., General Adaptation Syndrome, prevention of disease).</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.S2.C.4a Examine the stress management strategies (e.g., deep breathing, relaxation exercises, guided imagery, exercising...) and defense mechanisms (e.g., denial, compensation, rationalization, day-dreaming, regression...) that can be healthy or unhealthy ways of managing stress</p>	<p><input type="checkbox"/> S.4.S2.A.1 Apply goal-setting strategies as part of designing long-term personal plans for healthy lifestyle practices (e.g., physical activity and/or fitness plan, nutrition plan...).</p>	<p><input type="checkbox"/> S.4.S2.A.2 Design, implement, evaluate, and revise an action plan for making a personal and/or group decision based on values and beliefs</p>	<p><input type="checkbox"/> S.4.S2.A.3 Apply communication skills and strategies (e.g., listening actively, clarify feelings, summarizing...) in case scenarios for getting along with others in a variety of contexts (e.g., while participating in physical activities, discussion groups, project work, job interviews, conversations with adults in home/school/community...).</p>
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<input type="checkbox"/> S.4.S2.A.5 Apply stress management strategies (e.g., mental imagery, relaxation skills, rest habits, focusing...) and communication skills (e.g., listen, comfort, seek help...) for stress reduction for self and/or others in case scenarios related to stressful situations (e.g., family breakdown, violence...).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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