
Coal City Unit District #1
Eleventh Grade
SECA Curriculum

SECA.11:1 Students will identify and manage their emotions and behavior.

- SECA.11:1-1 Describe how changing the interpretation of an event can alter how someone feels about it.
- SECA.11:1-2 Identify potential impacts of denial defense mechanisms on mental health.
- SECA.11:1-3 Demonstrate how they might use upset feelings to ask for help rather than express anger.
- SECA.11:1-4 Demonstrate an ability to express hurt without withdrawal, blame, or aggression.
- SECA.11:1-5 Identify healthy defense mechanisms.

SECA.11:2 Students will recognize personal qualities and external supports.

- SECA.11:2-1 Identify the skills and credentials required to enter a particular profession and begin to prepare accordingly.
- SECA.11:2-2 Identify relationships that support personal and career goals.

SECA.11:3 Students will demonstrate skills related to achieving personal and academic goals.

- SECA.11:3-1 Set a long-term academic/career goal with dates for completion of the action steps.
- SECA.11:3-2 Analyze how current decisions about healthy behavior may affect long-term education and career goals.
- SECA.11:3-3 Evaluate achievement on two goals by using criteria related to goal setting, making and working a plan, and accessing available supports.
- SECA.11:3-4 Identify an internship opportunity related to Career Pathway.
- SECA.11:3-5 Attend a college fair.
- SECA.11:3-6 Identify a minimum of three post-high school institution options.

SECA.11:4 Students will recognize the feelings and perspectives of others.

- SECA.11:4-1 Evaluate opposing points of view on current issues
- SECA.11:4-2 Analyze factors influencing perspectives on an issue.
- SECA.11:4-3 Use appropriate nonverbal cues to communicate understanding of another's perspective.
- SECA.11:4-4 Practice responding to ideas rather than the person advancing them.

SECA.11:5 Students will recognize individual and group similarities and differences.

- SECA.11:5-1 Analyze perception of cultural variation in light of experiences had with members of various cultural groups.
- SECA.11:5-2 Analyze how the media creates and/or reinforces societal expectations of various social and cultural groups.
- SECA.11:5-3 Evaluate how marketing and media shape how social and cultural groups perceive themselves.
- SECA.11:5-4 Practice opposing intolerance and stereotyping
- SECA.11:5-5 Demonstrate an ability to work well with those of different ethnic groups and religions.

SECA.11:6 Students will use communication and social skills to interact effectively with others.

- SECA.11:6-1 Analyze how people feel when giving and receiving help.
- SECA.11:6-2 Analyze the effects of giving and receiving help in completing tasks.
- SECA.11:6-3 Evaluate how well one follows the lead of others in completing group tasks.
- SECA.11:6-4 Evaluate how well one supports the leadership of others.
- SECA.11:6-5 Demonstrate ways one can move group efforts forward (e.g., providing structure, guidelines, or ideas; supporting others' ideas).
- SECA.11:6-6 Demonstrate strategies for collaborating with peers, adults and others in the community.

SECA.11:7 Students will demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

- SECA.11:7-1 Analyze the causes of conflict in various situations (e.g., with a friend, someone you are dating, a neighbor, someone with a different political position, another country).
- SECA.11:7-2 Analyze strategies for dealing with sexual harassment and an abusive relationship. (Erin's Law)
- SECA.11:7-3 Evaluate the appropriateness of various approaches to resolving conflict (e.g., reflective listening, self-management, debate, mediation, decision making by a leader).
- SECA.11:7-4 Demonstrate various approaches for resolving conflict.

SECA.11:8 Students will consider ethical, safety, and societal factors in making decisions.

- SECA.11:8-1 Describe the value of resisting peer pressure that causes social or emotional harm to self or others.
- SECA.11:8-2 Evaluate the consequences for people following ethical principles in relationships.
- SECA.11:8-3 Evaluate ethical issues involved in a social policy.

SECA.11:9 Students will apply decision-making skills to deal responsibly with daily academic and social situations.

- SECA.11:9-1 Identify how social relationships impact academic performance.
- SECA.11:9-2 Analyze how interests, personality traits, and aptitudes affect career choices.
- SECA.11:9-3 Examine the relationship between academic courses and career goals.
- SECA.11:9-4 Examine family and friends as sources of support for academic and social decisions.
- SECA.11:9-5 Evaluate how past relationships impact decisions about future relationships.
- SECA.11:9-6 Use school and community resources in making academic and social decisions.

SECA.11:10 Students will contribute to the well-being of one's school and community.

- SECA.11:10-1 Design a survey to identify school needs.
- SECA.11:10-2 Prioritize identified school needs.
- SECA.11:10-4 Develop a project and action plan to address an identified school need.
- SECA.11:10-5 Work cooperatively with other students in addressing an identified need in the broader community (e.g., working on a political campaign, a literacy project, an effort to reduce hunger, an educational program to raise awareness about climate change).

SECA.11:11 Students will analyze high school performance and plan for postsecondary school opportunities.

- SECA.11:11-1 Develop questions to ask postsecondary representatives.
- SECA.11:11-2 Effectively communicate with postsecondary representatives to explore options.
- SECA.11:11-3 Choose several post secondary options related to individual interests and academic performance.
- SECA.11:11-4 Reflect on grades, school behavior, and school involvement to evaluate personal progress toward post-high school opportunities.
- SECA.11:11-5 Reflect on career-relevant skills that are being developed during community service, volunteer hours, and extracurricular activities.
- SECA.11:11-6 Create a resume and personal statement.