
Coal City Unit District #1
Kindergarten
SECA Curriculum

SECA.K:1 Students will identify and manage emotions and behavior.

- SECA.K:1-1 Identify and label emotions (e.g., happy, sad, angry, afraid) expressed in “feeling faces” or photographs.
- SECA.K:1-2 Identify ways to become calm (e.g., Deep breathing, take a break, use a fidget, calming tool box).
- SECA.K:1-3 Participate in a discussion about how emotions/feelings affect our physical bodies.

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

- SECA.K:2-1 Identify the people who can give them help when needed.
- SECA.K:2-2 Describe things they do well.
- SECA.K:2-3 Identify reliable adults from whom they would seek help from in an emergency.

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

- SECA.K:3-1 Discuss ways of being successful in school.
- SECA.K:3-2 Show some initiative, self-direction, and independence in actions.

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

- SECA.K:4-1 Recognize the feelings and perspectives of others.
- SECA.K:4-2 Begin to describe how others are feeling based on their facial expressions and gestures.

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

- SECA.K:5-1 Identify examples of classroom behavior that are sensitive to the needs of others (e.g., taking turns, listening to one another, supporting each other’s ideas).
- SECA.K:5-2 Identify differences in others (such as student learning, differences in appearances, differences in families/cultures, and differences in what they like and don’t like).
- SECA.K:5-3 Participate in the discussion of classroom rules.

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

- SECA.K:6-1 Describe appropriate ways to seek group entry.
- SECA.K:6-2 Engage in agreed-upon rules for discussions (e.g., listening, making eye contact, taking turns speaking, raising hand).
- SECA.K:6-3 Take turns and share toys and other resources with classmates.
- SECA.K:6-4 Practice appropriate ways to greet/respond to peers and adults.

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

- SECA.K:7-1 Describe situations at school in which classmates might disagree and experience conflict (e.g. refusing to share supplies, not apologizing for hurt feelings, making false accusations, excluding someone from an activity).
- SECA.K:7-2 Describe a time when there was a disagreement with someone, what happened, and how the situation might have been handled differently.

SECA.K:8 Students will demonstrate ethical, safety, and societal factors in making decisions.

- SECA.K:8-1 Attend a discussion of appropriate touch and inappropriate touch HE.2:3-7, Erin's Law.
- SECA.K:8-2 Demonstrate methods to stay safe in unsafe situations.
- SECA.K:8-3 Explain how hitting, yelling, and taking or destroying another's property makes them feel.
- SECA.K:8-4 Identify reliable sources of adult help.
- SECA.K:8-5 Describe situations that might feel unsafe and someone might need help (e.g.crossing a busy street, being approached by a strange adult, peers in conflict).

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

- SECA.K:9-1 Brainstorm alternative solutions to problems posed in stories and cartoons.
- SECA.K:9-2 Participate in stop, think, and act (plan) strategies in solving problems.
- SECA.K:9-3 Practice group decision making with one's peers in class meetings.

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

- SECA.K:10-1 Identify how to help out at home and what things might be done for a caregiver or sibling.
- SECA.K:10-2 Begin to identify positive activities/rules that contribute to the classroom and community.