
Coal City Unit District #1
Eighth Grade
SECA Curriculum

SECA.8:1 Students will identify and manage their emotions and behavior.

- SECA.8:1-1 Identify stress management skills by reassessing a situation.
- SECA.8:1-2 Monitor changes in their emotions over time.

SECA.8:2 Students will recognize personal qualities and external supports.

- SECA.8:2-1 Identify what they like about themselves, including things that might be considered atypical for their gender.
- SECA.8:2-2 Take an inventory of personal strengths.
- SECA.8:2-3 Identify personal interests in extracurricular activities.

SECA.8:3 Students will demonstrate skills related to achieving personal and academic goals.

- SECA.8:3-1 Establish action steps and timeframes toward the achievement of a goal.
- SECA.8:3-2 Identify people who can help achieve the goal and ask for their help.
- SECA.8:3-3 Monitor progress on achieving the goal and make adjustments in the plan as needed.

SECA.8:4 Students will recognize the feelings and perspectives of others.

- SECA.8:4-2 Recognize how actions impact others' feelings.
- SECA.8:4-4 Demonstrate empathy with others in a variety of situations.
- SECA.8:4-5 Identify strategies to provide support to others who need help with problem solving.

SECA.8:5 Students will recognize individual and group similarities and differences.

- SECA.8:5-1 Analyze the consequences of ignoring the rights of other people.
- SECA.8:5-3 Identify strategies for preventing or stopping bullying.
- SECA.8:5-4 Explain how a lack of understanding of social and cultural differences can contribute to intolerance.

- SECA.8:6 Students will use communication and social skills to interact effectively with others.**
- SECA.8:6-1 Identify indicators of possible problems in relationships based on various provided scenarios.
 - SECA.8:6-2 Determine how to stop the spread of gossip (e.g. not sharing with peers, empathy, self-reflection, forward thinking).
- SECA.8:7 Students will demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.**
- SECA.8:7-1 Identify various strategies for dealing with negative peer pressure (e.g. ignoring it, changing the subject, calling attention to negative consequences, suggesting alternatives).
 - SECA.8:7-2 Practice de-escalation strategies.
 - SECA.8:7-3 Practice assertive communication skills.
 - SECA.8:7-4 Identify what a healthy and unhealthy relationship involves.
- SECA.8:8 Students will consider ethical, safety, and societal factors in making decisions.**
- SECA.8:8-1 Recognize the consequences related to the use of alcohol, tobacco, and other drugs by adolescents.
 - SECA.8:8-2 Judge the seriousness of unethical behavior (e.g. cheating, lying, plagiarism, etc.)
 - SECA.8:8-3 Participate in child sexual abuse prevention education (Erin's Law).
- SECA.8:9 Students will apply decision-making skills to deal responsibly with daily academic and social situations.**
- SECA.8:9-1 Recognize the influence of peers on academic and social success.
 - SECA.8:9-2 Reflect on your responses to everyday problem situations in a journal.
 - SECA.8:9-3 Practice problem solving skills by answering letters sent to an advice columnist.
 - SECA.8:9-4 Demonstrate how work and social relationships are enhanced through consideration of others' as well as your own expectations.
 - SECA.8:9-5 Analyze how a literary character or a historical figure did or did not use communication skills such as reflective listening in resolving a conflict.

SECA.8:10 Students will contribute to the well-being of one's school and community.

SECA.8:10-1 Describe the role of political parties and interest groups and how they differ in their positions on issues.

SECA.8:10-2 Explain how one's decisions and behaviors affect the well being of one's school and community.

SECA.8:11 Students will recognize steps to take when peers are demonstrating at-risk behavior.

SECA.8:11-1 Describe and demonstrate the A.C.T. (acknowledge, care, tell) message.

SECA.8:11-2 Identify when to ask a trusted adult (21 years or older) for help.