
Coal City Unit District #1
Tenth Grade
SECA Curriculum

SECA.10:1 Students will identify and manage their emotions and behavior.

- SECA.10:1-1 Explain the consequences of communicating emotions in different forms.
- SECA.10:1-2 Predict how they would feel in giving or receiving help or a compliment.
- SECA.10:1-3 Analyze how time management might improve decision making.
- SECA.10:1-4 Practice assertive communication to manage stress.
- SECA.10:1-5 Practice appropriate reactions to being wrongly accused.
- SECA.10:1-6 Practice a stress management technique to handle anxiety related to a school task (e.g., public speaking, taking a test).
- SECA.10:1-7 Participate in suicide awareness and prevention education (e.g. Anne Marie's Law - Elyssa's Mission)

SECA.10:2 Students will recognize personal qualities and external supports.

- SECA.10:2-1 Identify things about themselves and situations that they cannot change and devote their energy to something they can change.
- SECA.10:2-2 Evaluate how various experiences (e.g., summer jobs, volunteer work, extra curricular activities) have contributed to developing an interest or skill.
- SECA.10:2-3 Differentiate among relationship factors that impact personal and career goals.

SECA.10:3 Students will demonstrate skills related to achieving personal and academic goals

- SECA.10:3-1 Identify who helped and how in achieving a recent goal.
- SECA.10:3-2 Analyze why they were or were not able to overcome obstacles in working on a recent goal.
- SECA.10:3-3 Analyze how using illegal substances could interfere with achievement of a long-term goal.
- SECA.10:3-4 Analyze how academic achievement can contribute to the achievement of a long-term goal.
- SECA.10:3-5 Identify long- and short-term academic, career and social/emotional goals

SECA.10:4 Students will recognize the feelings and perspectives of others.

- SECA.10:4-1 Recognize ways to share and reciprocate feelings.
- SECA.10:4-2 Differentiate between the factual and emotional content of what a person says.
- SECA.10:4-3 Demonstrate empathy with others in a variety of situations.
- SECA.10:4-4 Develop strategies to provide support to others who are experiencing problems.
- SECA.10:4-5 Demonstrate strategies to mentor others.

SECA.10:5 Students will recognize individual and group similarities and differences.

- SECA.10:5-1 Evaluate efforts to promote increased understanding among groups.
- SECA.10:5-2 Evaluate efforts to provide members of various groups with opportunities to work together to achieve common goals.
- SECA.10:5-3 Evaluate how protecting the rights and responsibilities of minority student groups contributes to protecting the rights of all students.
- SECA.10:5-4 Develop and maintain positive relationships with peers of different genders, races, and ethnic groups.

SECA.10:6 Students will use communication and social skills to interact effectively with others.

- SECA.10:6-1 Describe how various relationships (e.g., peers, parents, teachers, other adults) differ.
- SECA.10:6-2 Analyze differences in the degree of intimacy that is appropriate in each kind of relationship.
- SECA.10:6-3 Analyze differences in resolving conflicts in different types of relationships.
- SECA.10:6-4 Analyze differences in the distribution of power in various relationships and how this affects communication styles.
- SECA.10:6-5 Identify indicators of possible problems in relationships. (Erin's Law)

SECA.10:7 Students will demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

- SECA.10:7-1 Identify how both parties to a conflict might get their needs met.
- SECA.10:7-2 Analyze scenarios to show how power struggles contribute to conflict.
- SECA.10:7-3 Develop strategies for resisting negative peer pressure from

different sources (e.g., best friends, casual acquaintances).

SECA.10:7-4 Evaluate the effectiveness of enforced resolutions versus mutually agreed upon resolutions to conflict.

SECA.10:7-5 Apply conflict resolution skills to de-escalate, defuse, and/or resolve differences.

SECA.10:7-6 Demonstrate problem-solving techniques through participation in a simulation (e.g., a diplomatic effort to resolve an international conflict, a legislative debate).

SECA.10:8 Students will consider ethical, safety, and societal factors in making decisions.

SECA.10:8-1 Explain how to reduce negative outcomes in risky situations.

SECA.10:8-2 Explain how laws reflect social norms and affect our personal decision making.

SECA.10:8-3 Analyze how personal decisions can affect personal health and the health of others.

SECA.10:8-4 Examine how the depiction of violent acts in the media and entertainment might impact individuals and groups.

SECA.10:8-5 Show how social norms influence how we behave in different settings (e.g., hospitals, restaurants, sporting events).

SECA.10:8-6 Promote alcohol-free social events among peers.

SECA.10:9 Students will apply decision-making skills to deal responsibly with daily academic and social situations.

SECA.10:9-1 Identify effective time management and organizational skills.

SECA.10:9-2 Identify resources that facilitate academic success and social functioning.

SECA.10:9-3 Describe the causes and effects on others of one of their behaviors.

SECA.10:9-4 Evaluate how the decisions you make about studying affect academic achievement.

SECA.10:9-5 Evaluate the impact of considering safety factors on relationships.

SECA.10:9-6 Evaluate how ethical conduct might improve valued relationships.

SECA.10:9-7 Demonstrate how peers can help one another avoid and cope with potentially dangerous situations.

SECA.10:9-8 Gather evidence and consider multiple perspectives to make informed decisions

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

SECA.10:10-1 Identify possible service projects to do within your school.

SECA.10:10-2 Identify possible service projects to do within your community.

SECA.10:10-3 Explain how one's decisions and behaviors affect the well being of one's school and community

SECA.10:10-4 Describe how various organizations contribute to the well-being of

your community.

SECA.10:10-5 Evaluate the impact their activity involvement has upon improving themselves, their school and their community.

SECA.10:10-6 Evaluate how you might improve your participation in a service project in your school or community.

SECA.10:11 Students will analyze high school performance and its impact on postsecondary school opportunities.

SECA.10:11-1 Identify important values and occupations satisfying those values.

SECA.10:11-2 Identify financial needs of independent living and make informed decisions considering alternatives and consequences.

SECA.10:11-2 Develop criteria for analyzing postsecondary options.

SECA.10:11-3 Identify and compare several postsecondary options.

SECA.10:11-4 Choose one post secondary option based on developed criteria and related to individual interests.

SECA.10:11-5 Evaluate and revise 4-year High School Plan to determine likelihood of on-time graduation.

SECA.10:11-6 Reflect on grades, school behavior, and school involvement to evaluate personal progress toward postsecondary school opportunities.

SECA.10:11-7 Describe behaviors that will improve or continue school success.

SECA.10:11-8 Reflect on career-relevant skills that are being developed during community service, volunteer hours, and extracurricular activities.

SECA.10:11-9 Articulate how postsecondary education and life-long learning are necessary for long-term career success.