
Coal City Unit District #1
Fourth Grade
SECA Curriculum

SECA.4:1 Students will identify and manage emotions and behavior.

- SECA.4:1-1 Identify a range of emotions from personal experience.
- SECA.4:1-2 Demonstrate ways to deal with strong emotions, in various situations (e.g., sadness, anger, disappointment).

SECA.4:2 Students will demonstrate recognition of personal qualities and external supports.

- SECA.4:2-1 Identify personal strengths and weaknesses
- SECA.4:2-2 List staff members you feel comfortable talking to.
- SECA.4:2-3 Describe how peers can support each other in school.

SECA.4:3 Students will demonstrate skills related to achieving personal and academic goals.

- SECA.4:3-1 Identify how obstacles have been overcome in achieving a goal (e.g., examples from literature, social science, personal experience).
- SECA.4:3-2 Identify the steps needed to perform a routine task (e.g., homework completion, organization of personal space/materials, studying for a test).

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

- SECA.4:4-1 Identify others' feelings based on verbal and nonverbal cues in different situations.

SECA.4:5 Students will recognize individual and group similarities and differences.

- SECA.4:5-1 Identify how to build relationships with others who are different from oneself.

SECA.4:6 Students will use communication and social skills to interact effectively with others.

- SECA.4:6-1 Identify characteristics of cooperative behavior in a group setting.
- SECA.4:6-2 Demonstrate appropriate communication skills during structured/unstructured activities.

SECA.4:7 Students will demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

SECA.4:7-1 Explain how to resolve a conflict with a friend.

SECA.4:7-2 Describe different ways to solve a problem.

SECA.4:8 Students will consider ethical, safety, and societal factors in making decisions.

SECA.4:8-1 Recognize the consequences to oneself and others of dishonest behavior.

SECA.4:8-2 Identify how others influence decisions (e.g., family, church, team, club membership).

SECA.4:8-3 Define “good touch” and “bad touch” (Erin’s Law) (HE: 2:3-7)

SECA.4:9 Students will apply decision-making skills to deal responsibly with daily academic and social situations.

SECA.4:9-1 Identify alternative solutions to problems.

SECA.4:9-2 Demonstrate the steps of a decision-making process.

SECA.4:10 Students will contribute to the well-being of one’s school and community.

SECA.4:10-1 Identify your rights and responsibilities as a member of your school community.

SECA.4:10-2 Participate in acknowledging and enforcing classroom rules.