
Coal City Unit District #1
Second Grade
SECA Curriculum

SECA.2:1 Students will identify and manage emotions and behavior.

- SECA.2:1-1 Identify emotions (e.g., happy, sad, angry, afraid/fear, excited, bored, annoyed, grossed out/disgusted) expressed in “feeling faces” or photographs.
SECA.2:1-2 Identify ways to calm (e.g., deep breathing, take a break, think happy thoughts, use a fidget, self-talk, size of the problem).
SECA.2:1-3 Name the emotions felt by the characters in stories.

SECA.2:2 Students will recognize personal qualities and external support.

- SECA.2:2-1 Describe an achievement that makes them feel proud.
SECA.2:2-2 Identify people that can help when needed.
SECA.2:2-3 Identify community members that can be of support when needed (e.g., extended family member, neighbor, police liaison officer).
SECA.2:2-4 Demonstrate ways to ask for help when needed.

SECA.2:3 Students will demonstrate skills related to achieving personal and academic goals.

- SECA.2:3-1 Identify a personal or academic goal they want to change.
SECA.2:3-2 Describe how to improve classroom behavior (e.g., raise your hand more often, complete assignments, pay attention).
SECA.2:3-3 Identify the progress made toward achieving a goal.

SECA.2:4 Students will demonstrate recognition of the feelings and perspectives of others.

- SECA.2:4-1 Identify verbal, physical, and situational cues in stories.
SECA.2:4-2 Identify the difference between nonverbal and verbal cues and messages.
SECA.2:4-3 Describe how students being left out might feel.

SECA.2:5 Students will demonstrate recognition of individual and group similarities and differences.

- SECA.2:5-1 Recognize that people from different cultural and social groups share many things in common.
- SECA.2:5-2 Recognize that people who share a cultural tradition differ from one another in other ways.
- SECA.2:5-3 Describe what one has learned about the ways cultural groups differ from one another (e.g., holidays, food, music, customs).

SECA.2:6 Students will use communication and social skills to interact effectively with others.

- SECA.2:6-1 Discuss how to be a good friend.
- SECA.2:6-2 Participate in establishing and enforcing ground rules for class and group/team efforts.
- SECA.2:6-3 Make and respond appropriately to introductions.
- SECA.2:6-4 Greet others by name.
- SECA.2:6-5 Demonstrate appropriate nonverbal communication with others (e.g., movements, gestures, posture, facial expressions).

SECA.2:7 Students will demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

- SECA.2:7-1 Recognize various methods of resolving conflict.
- SECA.2:7-2 Identify ways of refusing negative peer pressure.
- SECA.2:7-3 Identify bullying behavior and how it affects people.
- SECA.2:7-4 Explain how conflict can turn to violence.

SECA.2:8 Students will consider ethical, safety, and societal factors in making decisions.

- SECA.2:8-1 Identify and follow bus, classroom, and school safety rules.
- SECA.2:8-2 Participate in creating and enforcing classroom rules.
- SECA.2:8-3 Contribute to school safety by supporting classroom, lunchroom and playground rules.
- SECA.2:8-4 Describe the consequences of breaking classroom or school rules.
- SECA.2:8-5 Recognize appropriate touch; and avoid inappropriate touch.
(Erin's Law)
- SECA.2:8-6 Demonstrate sharing and taking turns.

SECA.2:9 Students will apply decision-making skills to deal responsibly with daily academic and social situations.

SECA.2:9-1 Describe the use of self-talk to calm down.

SECA.2:9-2 Describe ways to promote safety.

SECA.2:9-3 Analyze how your tone of voice influences how others respond to you.

SECA.2:9-4 Demonstrate reflective listening.

SECA.2:10 Students will contribute to the well-being of one's school and community.

SECA.2:10-1 Identify a way to help improve the local community.

SECA.2:10-2 Describe something they have done to make a positive difference in the class or school and how this made them feel.

SECA.2:10-3 Identify ways to help out at home in a way that goes beyond what is expected.