Self-Awareness and Self-Management
- Shows emotional awareness through ability to recognize and label one’s emotion and connect feelings to situations
- Ability to use strategies to keep oneself calm and focus on goals

Social Awareness and Relationship Skills
- Recognizes and respects the feelings and perspectives of others
- Child can understand and respect others’ feelings and point of view
- Child can appropriately offer help to others
- Making friends and engaging in appropriate interactions with peers and adults

Responsible Decision Making
- Stay calm and in control during conflicts with others
- Make good and safe decisions on your own and begin to think of solutions to problems
- Being a valuable, involved, and constructive participant in group settings

Resources
When parents are involved with their child’s education it increases successful educational outcomes.

The Collaborative for Academic, Social, and Emotional Learning (SEL) Expectations
www.casel.org
Easy-to-use information, with a section on how parents can support their children’s social and emotional learning at home.

Parent Tool Kit for Social-Emotional Learning and Health
http://www.parenttoolkit.com/index.cfm?objectid=4C2E89B0-32E7-11E4-AB0A0050569A5318
Age-related tips, fact sheets, blogs, and articles on your child’s social-emotional development, behavior, learning, and health.

Educar con inteligencia emocional
Kindle edition, in Spanish, of Emotionally Intelligent Parenting, a guide to building your child’s SEL skills

New Brunswick Public Schools
268 Baldwin Street
New Brunswick, New Jersey 08901
http://www.nbpschools.net

Social-Emotional Learning (SEL) Expectations
The New Brunswick Public Schools will help students become life-long learners and responsible citizens and establish a safe, secure, and nurturing environment for social-emotional and academic growth in partnership with families and the community.
**GRADE 3**

**Self-Awareness and Self-Management**
- Can accurately identify emotions most of the time with prompting
- Can calm down when upset with prompting
- Able to set and work toward goals

**Social Awareness and Relationship Skills**
- Can identify feelings of others most of the time and will respect others most of the time with prompting
- Can talk through conflict and respond well to help from adults
- Interacts well with at least some peers in the class

**Responsible Decision Making**
- Usually knows when consequences of actions are hurtful
-Apologizes for hurtful actions when prompted
-Can begin to describe strategy to solve problems when prompted
-Responds to others’ ideas when prompted

**GRADE 4**

**Self-Awareness and Self-Management**
- Can accurately identify emotions most of the time with prompting
- Can calm down when upset with prompting
- Able to set and work toward goals

**Social Awareness and Relationship Skills**
- Can identify feelings of others and will respect others most of the time without prompting
- Interacts well with at least some peers and selects appropriate students to interact with in the class

**Responsible Decision Making**
- Knows when consequences of actions are hurtful
- Clearly knows “right” from “wrong” and “safe” from “unsafe”
- Apologizes for hurtful actions without being prompted
- Can describe strategy to solve problems involving other people with little prompting
- Responds to others’ ideas with little prompting

**GRADE 5**

**Self-Awareness and Self-Management**
- Can accurately identify emotions most of the time with prompting
- Can calm down when upset with prompting
- Able to set and work toward goals

**Social Awareness and Relationship Skills**
- Can identify feelings of others and will respect others most of the time without prompting
- Interacts well with at least some peers and selects appropriate students to interact with in the class

**Responsible Decision Making**
- Knows when consequences of actions are hurtful
- Clearly knows “right” from “wrong” and “safe” from “unsafe”
- Apologizes for hurtful actions without being prompted
- Can describe strategy to solve problems involving other people with little prompting
- Responds to others’ ideas with little prompting