

SEL Skill Areas

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 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

<http://www.amazon.com/inteligencia-emocional-Emotionally-Intelligent-Parenting/dp/8497598644>

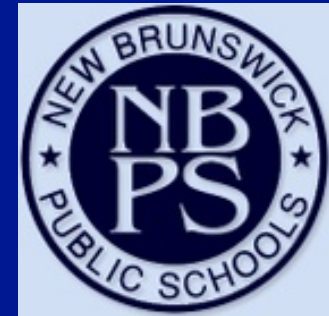
Kindle edition, in Spanish, of *Emotionally Intelligent Parenting*, a guide to building your child's SEL skills

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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.

Grades 3-5

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

