

Language: Spanish

The Collaborative for Academic, Social, and Emotional Learning (CASEL) is a trusted source for knowledge about high-quality, evidence-based social and emotional learning (SEL). SEL is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.

The CASEL 5 addresses five broad, interrelated areas of competence and examples for each: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The CASEL 5 can be taught and applied at various developmental stages from childhood to adulthood and across diverse cultural contexts to articulate what students should know and be able to do for academic success, school and civic engagement, health and wellness, and fulfilling careers.

CLASSROOMS. Research has shown that social and emotional competence can be enhanced using a variety of classroom-based approaches such as: (a) explicit instruction through which social and emotional skills and attitudes are taught and practiced in developmentally, contextually, and culturally responsive ways; (b) teaching practices such as cooperative learning and project-based learning; and (c) integration of SEL and academic curriculum such as language arts, math, science, social studies, health, and performing arts. High-quality SEL instruction has four elements represented by the acronym SAFE: Sequenced - following a coordinated set of training approaches to foster the development of competencies; Active - emphasizing active forms of learning to help students practice and master new skills; Focused - implementing curriculum that intentionally emphasizes the development of SEL competencies; and Explicit - defining and targeting specific skills, attitudes, and knowledge.

SEL instruction is carried out most effectively in nurturing, safe environments characterized by positive, caring relationships among students and teachers. To facilitate age-appropriate and culturally responsive instruction, adults must understand and appreciate the unique strengths and needs of each student and support students' identities. When adults incorporate students' personal experiences and cultural backgrounds and seek their input, they create an inclusive classroom environment where students are partners in the educational process, elevating their own agency. Strong relationships between adults and students can facilitate co-learning, foster student and adult growth, and generate collaborative solutions to shared concerns.

SCHOOLS. Effectively integrating SEL schoolwide involves ongoing planning, implementation, evaluation, and continuous improvement by all members of the school community. SEL efforts both contribute to and depend upon a school climate where all students and adults feel respected, supported, and engaged. Because the school setting includes many contexts—classrooms, hallways, cafeteria, playground, bus—fostering a healthy school climate and culture requires active engagement from all adults and students. A strong school culture is rooted in students' sense of belonging, with evidence that suggests that it plays a crucial role in students' engagement. SEL also offers an opportunity to enhance existing systems of student support by integrating SEL goals and practices with universal, targeted, and intensive academic and behavioral supports. By coordinating and building upon SEL practices and programs, schools can create an environment that infuses SEL into every part of students' educational experience and promotes positive social, emotional, and academic outcomes for all students.

Source: <https://casel.org/wp-content/uploads/2020/12/CASEL-SEL-Framework-11.2020.pdf>

The CASEL 5: Social-Emotional Learning

Framework	Criteria	Citations
<p>SELF-AWARENESS: The abilities to understand one’s own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one’s strengths and limitations with a well-grounded sense of confidence and purpose.</p>	Integrating personal and social identities	<p>p. xiii–xix, Teacher’s Edition, Integrating Interculturality in Teaching and Learning: Knowing Myself, Exploring Communities, Engaging with the World;</p> <p>p. 11, Actividad 3, Paso 1;</p> <p>p. 12, Reflexión intercultural and Enfoque cultural (forum in Explorer®);</p> <p>p. 43, Actividad 3, Pasos 1 & 2;</p> <p>p. 47, Actividad 8, Pasos 1 & 2;</p> <p>p. 47, Mi progreso comunicativo (self-evaluation);</p> <p>p. 181, Actividad 33, Paso 1.</p>
	Identifying personal, cultural, and linguistic assets	<p>p. 14, Mi progreso comunicativo (self-evaluation);</p> <p>p. 21, Mi progreso intercultural (self-evaluation);</p> <p>p. 130, Mi progreso intercultural (self-evaluation);</p> <p>p. 131, Mi progreso comunicativo (self-evaluation);</p> <p>p. 232, Mi progreso comunicativo (self-evaluation).</p>
	Identifying one’s emotions	<p>p. 76, Actividad 34;</p> <p>p. 263, Actividad 11;</p> <p>p. 263, Expresiones útiles;</p> <p>p. 267, Actividad 17;</p> <p>p. 315, Actividad 8.</p>
	Demonstrating honesty and integrity	<p>p. 82, Teacher Note 1, “As you review ...”;</p> <p>p. 83, Essential Questions;</p> <p>p. 97, Reflexión intercultural (forum in Explorer®);</p> <p>p. 97, Mi progreso intercultural (self-evaluation);</p> <p>p. 128, Reflexión intercultural (forum in Explorer®);</p> <p>p. 130, Actividad 34, Paso 3;</p> <p>p. 133, Actividad 36, Pasos 3 & 4;</p> <p>p. 133, Mi progreso comunicativo (self-evaluation);</p> <p>p. 188, Actividad 36, Paso 2.</p>

Framework	Criteria	Citations
<p>SELF-AWARENESS: The abilities to understand one’s own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one’s strengths and limitations with a well-grounded sense of confidence and purpose.</p>	<p>Linking feelings, values, and thoughts</p>	<p>p. 97, Reflexión intercultural (forum in Explorer®); p. 128, Reflexión intercultural (forum in Explorer®); p. 133, Reflexión intercultural (forum in Explorer®); p. 147, Enfoque cultural, Conexiones (forum in Explorer®); p. 156, Mi progreso comunicativo (self-evaluation).</p>
	<p>Examining prejudices and biases</p>	<p>p. xvi, Teacher’s Edition, Cultivating Interculturality; p. xviii–xix, Teacher’s Edition, Integrating Interculturality in Teaching and Learning; p. xxii–xxiii, Teacher’s Edition, Integrated Differentiated Instruction; p. 93, Enfoque cultural, Conexiones (forum in Explorer®); p. 77, Mi progreso intercultural (self-evaluation).</p>
	<p>Experiencing self-efficacy</p>	<p>p. 32, Mi progreso comunicativo (self-evaluation); p. 67, Mi progreso comunicativo (self-evaluation); p. 91, Mi progreso comunicativo (self-evaluation); p. 166, Mi progreso comunicativo (self-evaluation); p. 287, Mi progreso comunicativo (self-evaluation); p. 324, Mi progreso comunicativo (self-evaluation). Each unit begins with Unit Goals. Students track and show their progress toward these goals using the Mi progreso features throughout the text combined with the Mi portafolio, part of the online Explorer® course.</p>

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<p>SELF-AWARENESS: The abilities to understand one’s own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one’s strengths and limitations with a well-grounded sense of confidence and purpose.</p>	<p>Having a growth mindset</p>	<p>p. xxiii, Teacher’s Edition, Approaches to Teaching; p. 41, Teacher Note 2, “Throughout EntreCulturas ...”; p. 54, Teacher Note 1, “Use this activity ...”; p. 115, Teacher Note 1, “As students work ...”; p. 179, Teacher Note 3, “As you assess ...”; p. 351, Mi progreso comunicativo (self-evaluation). Student use of the Mi portafolio feature in Explorer® supports a growth mindset, showing that their Spanish ability is not fixed, but that they are able to learn and improve. Students track their growth throughout the course and even across levels.</p>
	<p>Developing interests and a sense of purpose</p>	<p>p. 28, Mi progreso comunicativo (self-evaluation); p. 189, Actividad 37, Paso 2; p. 293, Actividad 40, Paso 3; p. 259, Mi progreso comunicativo (self-evaluation); p. 329, Actividad 26, Paso 1; p. 331, Actividad 27.</p>

Framework	Criteria	Citations
<p>SELF-MANAGEMENT: The abilities to manage one’s emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation & agency to accomplish personal/collective goals.</p>	<p>Managing one’s emotions</p>	<p>p. xviii–xix, Teacher’s Edition, Integrating Interculturality in Teaching and Learning; p. 76, Actividad 34; p. 263, Actividad 11; p. 291, Enfoque cultural, Conexiones (forum in Explorer®); p. 277, Enfoque cultural, Conexiones (forum in Explorer®); p. 278, Teacher Note 2, “Presentation warm-up ...”</p>
	<p>Identifying and using stress-management strategies</p>	<p>p. 60, Estrategias (video in Explorer®); p. 70, Teacher Note 3, “Verify that students ...”; p. 122, Teacher Note 1, “You will find ...”; p. 278, Teacher Note 2, “Presentation warm-up ...”; p. 298, Teacher Note 1, “Practice playing dominoes ...”</p>
	<p>Exhibiting self-discipline and self-motivation</p>	<p>p. 19, Actividad 16, Paso 1 with TE p. 452, Appendix F: Instructional Strategies, Actividad 16; p. 100, Actividad 14; p. 123, Actividad 11, Paso 2; p. 186, Teacher Note 1, “Encourage students to ...”; p. 187, Actividad 36, Paso 1 with TE p. 461, Appendix F: Instructional Strategies, Actividad 36.</p>
	<p>Setting personal and collective goals</p>	<p>p. 34, Teacher Note 1, “While reviewing unit goals ...”; p. 41, Mi progreso intercultural (self-evaluation); p. 125, Mi progreso comunicativo (self-evaluation); p. 136, Teacher Note a, “Have students read ...”; p. 226, Mi progreso comunicativo (self-evaluation); p. 248, Teacher Note 1, “As you review ...”; p. 461, Appendix F: Instructional Strategies, Extensión 3.</p>

Framework	Criteria	Citations
<p>SELF-MANAGEMENT: The abilities to manage one’s emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation & agency to accomplish personal/collective goals.</p>	<p>Using planning and organizational skills</p>	<p>p. 27, Actividad 23, Paso 2; p. 31, Vive entre culturas, Paso 1; p. 66, Actividad 21; p. 113, Actividad 26; p. 205, Actividad 3; p. 281, Actividad 32; p. 327, Actividad 24.</p>
	<p>Showing the courage to take initiative</p>	<p>p. 195, Vive entre culturas, Presentational Assessment; p. 238, Teacher Note 1, “Have students write ...”; p. 247, Vive entre culturas, Presentational Assessment; p. 270, Teacher Note 1, “Presentation idea ...”; p. 278, Teacher Note 2, “Presentation warm-up ...”.</p>
	<p>Demonstrating personal and collective agency</p>	<p>p. 130, Enfoque cultural, Conexiones (forum in Explorer®); p. 187, Actividad 36, Paso 1; p. 333, Reflexión intercultural (forum in Explorer®); p. 351, Mi progreso comunicativo (self-evaluation); p. 352, Vive entre culturas, Presentational Assessment.</p>

Framework	Criteria	Citations
<p>SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports.</p>	Taking others' perspectives	<p>p. 21, Mi progreso intercultural (self-evaluation); p. 24, Enfoque cultural, Conexiones (forum in Explorer®); p. 50, Enfoque cultural, Conexiones (forum in Explorer®); p. 72, Actividad 27; p. 76, Teacher Note 3, "The link to ..."; p. 127, Enfoque cultural, Conexiones (forum in Explorer®); p. 188, Enfoque cultural, Conexiones (forum in Explorer®); p. 313, Enfoque cultural, Conexiones (forum in Explorer®).</p>
	Recognizing strengths in others	<p>p. 5, Teacher Note 1, "In groups, have ..."; p. 67, Actividad 23; p. 76, Actividad 33, Paso 1; p. 93, Actividad 7; p. 123, Actividad 31, Paso 1; p. 292, Teacher Note 1, "Guide students to ...".</p>
	Demonstrating empathy and compassion	<p>p. xviii–xix, Teacher's Edition, Integrating Interculturality in Teaching and Learning; p. 17, Estrategias (video in Explorer®); p. 40, Teacher Note 1, "In the video ..."; p. 41, Mi progreso intercultural (self-evaluation); p. 128, Mi progreso intercultural (self-evaluation).</p>
	Showing concern for the feelings of others	<p>p. 76, Actividad 34; p. 182, Actividad 33, Paso 2; p. 189, Teacher Note 1, "Prior to reading ..."; p. 249, Teacher Note 3, "Sports, music, dance ..."; p. 263, Expresiones útiles.</p>

Framework	Criteria	Citations
<p>SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports.</p>	<p>Understanding and expressing gratitude</p>	<p>p. 17, Estrategias (video in Explorer®); p. 147, Actividad 5, Paso 4; p. 207, Actividad 6, Paso 3; p. 223, Expresiones útiles; p. 249, Teacher Note 3, “Sports, music, dance ...”.</p>
	<p>Identifying diverse social norms, including unjust ones</p>	<p>p. 12, Mi progreso intercultural (self-evaluation); p. 24, Enfoque cultural, Conexiones (forum in Explorer®); p. 97, Mi progreso intercultural (self-evaluation); p. 114, Enfoque cultural, Conexiones (forum in Explorer®); p. 272, Mi progreso comunicativo (self-evaluation).</p>
	<p>Recognizing situational demands and opportunities</p>	<p>p. 31, Vive entre culturas, Paso 1; p. 81, Vive entre culturas, Presentational Assessment; p. 130, Enfoque cultural, Conexiones (forum in Explorer®); p. 194–195, Vive entre culturas; p. 333, Estrategias (video in Explorer®).</p>
	<p>Understanding the influences of organizations/ systems on behavior</p>	<p>p. 126, Actividad 33, Paso 1; p. 130, Actividad 34, Paso 2; p. 189, Actividad 37, Paso 2; p. 349, Mi progreso intercultural (self-evaluation); p. 349, Reflexión intercultural (forum in Explorer®).</p>

Framework	Criteria	Citations
<p>RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed.</p>	Communicating effectively	<p>p. 5, Teacher Note 1, “In groups, have ...”; p. 22, Actividad 18, Paso 1; p. 123, Actividad 31, Paso 3; p. 240, Actividad 38, Paso 1; p. 267, Actividad 17; p. 301, Vive entre culturas, Presentational Assessment.</p>
	Developing positive relationships	<p>p. 78, Teacher Note 1, “Students will collaborate ...”; p. 79, Actividad 35, Paso 3; p. 163, Actividad 19, Paso 2; p 213, Actividad 13; p. 290, Teacher Note 1, “Use the graphic ...”.</p>
	Demonstrating cultural competency	<p>p. 8, Mi progreso intercultural (self-evaluation); p. 21, Enfoque cultural, Conexiones (forum in Explorer®); p. 128, Mi progreso intercultural (self-evaluation); p. 156, Enfoque cultural, Conexiones (forum in Explorer®); p. 237, Mi progreso intercultural (self-evaluation); p. 276, Mi progreso intercultural (self-evaluation); p. 349, Mi progreso intercultural (self-evaluation).</p>
	Practicing teamwork and collaborative problem-solving	<p>p. 67, Teacher Note 1, “Have students present ...”; p. 76, Actividad 33, Paso 1; p. 78, Teacher Note 1, “Students will collaborate ...”; p. 230, Vocabulary, Section 1 with TE p. 462, Appendix F: Instructional Strategies, Vocabulary recall 1; p. 290, Teacher Note 1, “Use the graphic ...”.</p>
	Resolving conflicts constructively	<p>p. 78, Teacher Note 1, “Students will collaborate ...”; p. 135, Vive entre culturas, Interpretive Assessment, Paso 2; p. 159, Actividad 16, Pasos 1 & 2; p. 159, Expresiones útiles; p. 290, Teacher Note 1, “Use the graphic ...”.</p>

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<p>RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed.</p>	Resisting negative social pressure	<p>p. xxiv, Effective strategies for Engaging Heritage Learners; p. 183, Teacher Note 2, "Ask the students ..."; p. 195, Vive entre culturas, Presentational Assessment; p. 298, Teacher Note 1, "Practice playing dominoes ..."; p. 299, Teacher Note 1, "As a class ..."</p>
	Showing leadership in groups	<p>p. 67, Actividad 22, Presentación PechaKucha; p. 93, Actividad 7; p. 154, Teacher Note 1, "The objective of ..."; p. 292, Teacher Note 1, "Guide students to ..."; p. 300, Vive entre culturas, Interpretive Assessment.</p>
	Seeking or offering support and help when needed	<p>p. 60, Estrategias (video in Explorer®); p. 99, Estrategias (video in Explorer®); p. 163, Estrategias (video in Explorer®); p. 225, Estrategias (video in Explorer®); p. 265, Estrategias (video in Explorer®); p. 333, Estrategias (video in Explorer®).</p>
	Standing up for the rights of others	<p>p. 156, Enfoque cultural, Conexiones (forum in Explorer®); p. 241, Reflexión intercultural (forum in Explorer®); p. 313, Enfoque cultural, Conexiones (forum in Explorer®); p. 343, Enfoque cultural, Conexiones (forum in Explorer®); p. 352, Vive entre culturas, Presentational Assessment.</p>

Framework	Criteria	Citations
<p>RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being.</p>	<p>Demonstrating curiosity and open-mindedness</p>	<p>p. 57, Actividad 17; p. 69, Teacher Note 1, "Paso 1: Assign ..."; p. 101, Actividad 15, Paso 2; p. 114, Actividad 27; p. 145, Actividad 4, Paso 1; p. 156, Reflexión intercultural (forum in Explorer®); p. 338, Actividad 33.</p>
	<p>Identifying solutions for personal and social problems</p>	<p>p. 12, Reflexión intercultural (forum in Explorer®); p. 81, Vive entre culturas, Interpersonal Assessment; p. 92, Actividad 6; p. 93, Enfoque cultural, Conexiones (forum in Explorer®); p. 232, Teacher Note 2, "As students converse ...".</p>
	<p>Learning to make a reasoned judgment after analyzing information, data, facts</p>	<p>p. 69, Actividad 25, Paso 2; p. 78, Actividad 35, Pasos 1–4; p. 125, Actividad 32; p. 172, Actividad 28; p. 186–187, Actividad 35; p. 240, Actividad 38; p. 289, Actividad 38; p. 349, Reflexión intercultural (forum in Explorer®).</p>
	<p>Anticipating and evaluating the consequences</p>	<p>p. 76, Teacher Note 3, "The link to ..."; p. 79, Mi progreso intercultural (self-evaluation); p. 127, Enfoque cultural, Conexiones (forum in Explorer®); p. 241, Reflexión intercultural (forum in Explorer®); p. 345, Actividad 38; p. 349, Reflexión intercultural (forum in Explorer®).</p>

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<p>RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being.</p>	<p>Recognizing how critical thinking skills are useful both inside & outside of school</p>	<p>p. xviii–xix, Integrating Interculturality in Teaching and Learning; p. 9, Teacher Note 3, “Using the map ...”; p. 50, Enfoque cultural, Conexiones (forum in Explorer®); p. 76, Actividad 33, Paso 2; p. 187, Actividad 36; p. 205, Enfoque cultural, Conexiones (forum in Explorer®); p. 233, Actividad 34, Pasos 1 & 2; p. 333, Estrategias (video in Explorer®).</p>
	<p>Reflecting on one’s role to promote personal, family, and community well-being</p>	<p>p. 8, Actividad 2, Paso 1; p. 24, Enfoque cultural, Conexiones (forum in Explorer®); p. 97, Actividad 11, Paso 2; p. 241, Reflexión intercultural (forum in Explorer®); p. 343, Enfoque cultural, Conexiones (forum in Explorer®); p. 351, Mi progreso comunicativo (self-evaluation).</p>
	<p>Evaluating personal, interpersonal, community, and institutional impacts</p>	<p>p. 79, Mi progreso intercultural (self-evaluation); p. 241, Actividad 38, Paso 2; p. 296, Teacher Note 2, “Students can use ...”; p. 313, Reflexión intercultural (forum in Explorer®); p. 349, Reflexión intercultural (forum in Explorer®).</p>