

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>

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>Integrating personal and social identities</p>	<p>p. xvi–xix, Teacher’s Edition, Integrating Interculturality in Teaching and Learning: Knowing Myself, Exploring Communities, Engaging with the World; p. 77, Reflexión intercultural and Enfoque cultural Conexiones (forum in Explorer®); p. 138, Actividad 8, Pasos 3 & 4; p. 199, Actividad 9, Paso 2B; p. 234, Enfoque cultural, Conexiones and Reflexión intercultural (forums in Explorer®); p. 234, Actividad 4, Pasos 2A & 2B; p. 285, Vive entre culturas, Paso 2.</p>
	<p>Identifying personal, cultural, and linguistic assets</p>	<p>p. 20, Mi progreso comunicativo (self-evaluation); p. 77, Mi progreso comunicativo (self-evaluation); p. 166, Mi progreso intercultural (self-evaluation); p. 277, Mi progreso intercultural (self-evaluation); p. 311, Mi progreso comunicativo (self-evaluation).</p>
	<p>Identifying one’s emotions</p>	<p>p. 48, Actividad 21, Paso 2; p. 48, Actividad 22, Paso 1, with ¿Te acuerdas de las emociones?; p. 89, En camino A, Paso 3; p. 96, Actividad 13, Paso 2; p. 96, Enfoque cultural, Conexiones (forum in Explorer®); p. 249, Actividad 9, Paso 4B.</p>
	<p>Demonstrating honesty and integrity</p>	<p>p. 45, Actividad 19, Paso 3; p. 105, Actividad 17, Paso 2B; p. 163, Enfoque cultural, Conexiones (forum in Explorer®); p. 166, Reflexión intercultural (forum in Explorer®); p. 169, Vive entre culturas, Paso 1.</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>Linking feelings, values, and thoughts</p>	<p>p. 105, Actividad 17, Paso 2B; p. 105, Actividad 17, Reflexión intercultural; p. 105, Actividad 17, ¡Prepárate!; p. 105, Actividad 17, Enfoque cultural, Conexiones (forum in Explorer®); p. 105, Mi progreso comunicativo; p. 114, Vive entre culturas, Paso 1 Comparaciones culturales & Paso 2; p. 209, Actividad 12, Paso 4; p. 234, Actividad 4, Reflexión intercultural (forum in Explorer®); p. 240, Enfoque cultural, Conexiones (forum in Explorer®).</p>
	<p>Examining prejudices and biases</p>	<p>p. xii–xiii, Teacher’s Edition, Essential Features (cultivating interculturality); p. xiv–xv, Teacher’s Edition, EntreCulturas Mission and Vision, Welcome to EntreCulturas; p. 17, Reflexión intercultural (forum in Explorer®); p. 139, Reflexión intercultural (forum in Explorer®); p. 215, Reflexión intercultural (forum in Explorer®); p. 238, Reflexión intercultural (forum in Explorer®); p. 308, Reflexión intercultural (forum in Explorer®).</p>
	<p>Experiencing self-efficacy</p>	<p>p. 40, Mi progreso comunicativo (self-evaluation); p. 41, Mi progreso intercultural (self-evaluation); p. 73, Mi progreso comunicativo (self-evaluation); p. 132, Mi progreso comunicativo (self-evaluation); p. 237, 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. 28, Teacher Note Top, “Here students are incorporating ...”; p. 37, Actividad 17, Paso 1; p. 39, Actividad 17, ¡Prepárate!; p. 42, Actividad 18, ¡Prepárate!; p. 97, Teacher Note 2, “Here students do some ...”. Students chart their growth in the Mi portafolio feature in Explorer® to support a growth mindset, showing that their Spanish ability is not fixed, but that they are able to learn and improve (growth mindset). Students track their growth throughout the course and even across levels.</p>
	<p>Developing interests and a sense of purpose</p>	<p>p. xii–xiii, Teacher’s Edition, Essential Features (authenticity, interculturality); p. xvi–xix, Teacher’s Edition, Integrating Interculturality in Teaching and Learning: Knowing Myself, Exploring Communities, Engaging with the World; p. 34, En camino A, Paso 2; p. 114, Vive entre culturas, Paso 2; p. 123, Actividad 3, Paso 1; p. 167, En camino B, Paso 1; p. 250, En camino A, Pasos 2 & 3.</p>

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<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>	Managing one’s emotions	<p>p. 11, Actividad 3, Paso 3; p. 96, Enfoque cultural, Conexiones (forum in Explorer®); p. 234, Reflexión intercultural (forum in Explorer®); p. 240, Enfoque cultural, Conexiones (forum in Explorer®); p. 249, Actividad 9, Paso 4B.</p>
	Identifying and using stress-management strategies	<p>p. 42, Mi progreso comunicativo (self-evaluation); p. 48, Actividad 21, Paso 3; p. 85–86, Actividad 11, Pasos 1 & 3B (audio en Explorer®, transcript on p. 393, Teacher’s Edition); p. 89, En camino A, Paso 3; p. 460–461, Teacher’s Edition, Appendix F: Instructional Strategies, Actividad 11, Pasos 3A, 3B, 4A.</p>
	Exhibiting self-discipline and self-motivation	<p>p. 37, Actividad 17, Paso 1; p. 40, Actividad 18, Paso 1A; p. 41, Enfoque cultural, Conexiones (forum in Explorer®); p. 109, Mi progreso comunicativo (self-evaluation); p. 163, Mi progreso comunicativo (self-evaluation).</p>
	Setting personal and collective goals	<p>p. 2, Teacher Note 1, “Begin each unit ...”; p. 40, Mi progreso comunicativo (self-evaluation); p. 41, Mi progreso intercultural (self-evaluation); p. 58, Teacher Note 1, “Take time to ...”; p. 107, Teacher Note 1, “Go over the ...”; p. 224, Teacher Note 1, “Read through the ...”; p. 286, Teacher Note 1, “Go over the ...”.</p>
	Using planning and organizational skills	<p>p. 21, Actividad 9, Paso 4A; p. 47, Actividad 21, Paso 1; p. 87, Actividad 11, Paso 4A; p. 188, Actividad 6, Paso 4; p. 242, Actividad 7, Paso 2.</p>

The CASEL 5: Social-Emotional Learning

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>Showing the courage to take initiative</p>	<p>p. 10, Actividad 3, Paso 2; p. 45, Actividad 19, Paso 3; p. 89, En camino A, Paso 3; p. 111, En camino B, Paso 3B; p. 169, Vive entre culturas, Pasos 2 & 3; p. 317, Mi progreso comunicativo (self-evaluation); p. 452, Teacher’s Edition, Appendix F: Instructional Strategies, Actividad 4; p. 435, Teacher’s Edition, Appendix F: Instructional Strategies, Actividad 5.</p>
	<p>Demonstrating personal and collective agency</p>	<p>p. 57, Vive entre culturas, Presentational Assessment; p. 143, Reflexión intercultural (forum in Explorer®); p. 163, Enfoque cultural, Conexiones (forum in Explorer®); p. 166, Mi progreso comunicativo (self-evaluation); p. 166, Mi progreso intercultural (self-evaluation); p. 313, Teacher Note 1, “In this Enfoque ...”.</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, Actividad 9, Paso 4B; p. 33, Actividad 16, Paso 2C; p. 48, Actividad 22, Pasos 1; p. 49, Actividad 22, Paso 3B; p. 89, Teacher Note 5, “If you want ...”; p. 203, En camino A, Paso 3.</p>
	Recognizing strengths in others	<p>p. 62, Actividad 1, Paso 4; p. 81, Teacher Note 1, “Students can follow ...”; p. 110, Teacher Note 2, “Students are getting ...”; p. 162, Mi progreso comunicativo (self-evaluation); p. 163, Enfoque cultural, Conexiones (forum in Explorer®).</p>
	Demonstrating empathy and compassion	<p>p. xvii–xix, Teacher’s Edition, Approaches to Teaching; p. 139, Reflexión intercultural, Enfoque cultural, Conexiones (forums in Explorer®); p. 209, Teacher Note 1, “You could also ...”; p. 213, Mi progreso comunicativo (self-evaluation); p. 324, Enfoque cultural, Conexiones (forum in Explorer®); p. 324, Mi progreso intercultural (self-evaluation).</p>
	Showing concern for the feelings of others	<p>p. xvi, Teacher’s Edition, Cultivating Interculturality; p. 15, Actividad 5, Paso 2 (video in Explorer®, transcript TE p. 378–379); p. 96, Enfoque cultural, Conexiones (forum in Explorer®); p. 240, Enfoque cultural, Conexiones (forum in Explorer®).</p>
	Understanding and expressing gratitude	<p>p. 197, Actividad 8, ¡Prepárate!; p. 214, Actividad 14, Paso 2A; p. 237, Actividad 5, Paso 3; p. 310, Actividad 7, Paso 4B; p. 317, Actividad 10, Paso 2.</p>

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<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>Identifying diverse social norms, including unjust ones</p>	<p>p. 79, Enfoque cultural, Conexiones (forum in Explorer®); p. 164, Enfoque cultural, Conexiones (forum in Explorer®); p. 233, Enfoque cultural, Conexiones (forum in Explorer®); p. 234, Enfoque cultural, Conexiones (forum in Explorer®); p. 235, Mi progreso comunicativo (self-evaluation); p. 238, Reflexión intercultural (forum in Explorer®); p. 271–272, Enfoque cultural, Reflexión intercultural (forums in Explorer®).</p>
	<p>Recognizing situational demands and opportunities</p>	<p>p. 89, En camino A, Paso 1; p. 459–460, Teacher’s Edition, Appendix F: Instructional Strategies, Actividad 9; p. 463, Teacher’s Edition, Appendix F: Instructional Strategies, Actividad 6; p. 464, Teacher’s Edition, Appendix F: Instructional Strategies, En camino A; p. 469, Teacher’s Edition, Appendix F: Instructional Strategies, Actividad 14.</p>
	<p>Understanding the influences of organizations/ systems on behavior</p>	<p>p. 18, Teacher Note 1, “Ideas may vary ...”; p. 164, Enfoque cultural, Conexiones (forum in Explorer®); p. 169, Vive entre culturas, Pasos 1–3; p. 272, Enfoque cultural, Conexiones (forum in Explorer®); p. 316, Enfoque cultural, Conexiones (forum in Explorer®).</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>	Communicating effectively	<p>p. 62, Actividad 1, Paso 4; p. 210, Actividad 12, Paso 5; p. 223, Vive entre culturas, Pasos 1–3; p. 330, Actividad 13, ¡Prepárate!; p. 341, En camino B, Paso 3.</p>
	Developing positive relationships	<p>p. 12, Actividad 4, Paso 2B; p. 41, Actividad 18, Paso 3B; p. 99, Actividad 14, Paso 3B; p. 111, En camino B, Paso 2; p. 237, Actividad 5, Paso 3.</p>
	Demonstrating cultural competency	<p>p. 17, Mi progreso intercultural (self-evaluation); p. 25, Enfoque cultural, Conexiones (forum in Explorer®); p. 95, Mi progreso intercultural (self-evaluation); p. 141, Enfoque cultural, Conexiones (forum in Explorer®); p. 308, Mi progreso intercultural (self-evaluation).</p>
	Practicing teamwork and collaborative problem-solving	<p>p. 41, Actividad 18, Paso 3B; p. 94, Actividad 12, Paso 3; p. 124, Actividad 3, Paso 3; p. 222, Vive entre culturas, Interpretive Assessment; p. 237, Actividad 5, Paso 3; p. 285, Vive entre culturas, Interpersonal Assessment.</p>
	Resolving conflicts constructively	<p>p. 75, Teacher Note 1, “Go to your Explorer ...”; p. 107, Teacher Note 5, “This is a ...”; p. 110, Teacher Note 1, “Students should read ...”; p. 139, Mi progreso comunicativo (self-evaluation); p. 270, Teacher Note 1, “Go to your Explorer ...”.</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. 44, Actividad 19, Paso 1B; p. 47, Actividad 21, Paso 1; p. 97, Actividad 13, ¡Prepárate!; p. 234, Teacher Note 1, “Talking about their...”; p. 323, Actividad 11, Paso 1.</p>
	Showing leadership in groups	<p>p. 41, Actividad 18, Paso 3B; p. 79, Actividad 9, Paso 1B; p. 94, Actividad 12, Paso 3; p. 248, Actividad 9, Paso 2; p. 267, Actividad 14, Paso 2.</p>
	Seeking or offering support and help when needed	<p>p. 81, Teacher Note 2, “Students can follow...”; p. 97, Teacher Note 2, “Here students do...”; p. 110, Teacher Note 2, “Students are getting...”; p. 267, Actividad 14, Paso 2; p. 281, Teacher Note 4, “The goal of...”.</p>
	Standing up for the rights of others	<p>p. 164, Enfoque cultural, Conexiones (forum in Explorer®). p. 165, Actividad 18, Paso 3; p. 166, Reflexión intercultural (forum in Explorer®); p. 169, Vive entre culturas, Pasos 1 & 2; p. 323, Actividad 11, Paso 1; p. 336, Enfoque cultural, Conexiones (forum in Explorer®).</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. 20, Actividad 8, Paso 4; p. 85, Actividad 10, Paso 3C; p. 95, Actividad 12, Paso 4; p. 250, En camino A, Paso 2; p. 337, Mi progreso intercultural (self-evaluation).</p>
	<p>Identifying solutions for personal and social problems</p>	<p>p. 17, Actividad 6, Pasos 1 & 2 (video in Explorer®, transcript TE p. 379); p. 235, Actividad 4, Paso 3; p. 313, Teacher Note 1, "In this Enfoque ..."; p. 322, Teacher Note 6, "Paso 1: Before ..."; p. 323, Actividad 11, Paso 2 (video in Explorer®, transcript TE p. 437); p. 344, Vive entre culturas, Interpretive and Interpersonal Assessments (video in Explorer®, transcript TE p. 442).</p>
	<p>Learning to make a reasoned judgment after analyzing information, data, facts</p>	<p>p. 111, En camino B, Paso 3B; p. 157, Actividad 15, Paso 3; p. 193, Actividad 7, Paso 5; p. 276, Actividad 17, Paso 2; p. 323, Actividad 11, Paso 1.</p>
	<p>Anticipating and evaluating the consequences</p>	<p>p. 47, Actividad 21, Paso 1; p. 103, Actividad 16, Paso 2 & ¡Prepárate! p. 324, Actividad 11, Paso 3; p. 324, Mi progreso intercultural (self-evaluation); p. 459–460, Actividad 9, Paso 2.</p>
	<p>Recognizing how critical thinking skills are useful both inside & outside of school</p>	<p>p. 51, Enfoque cultural, Conexiones (forum in Explorer®); p. 57, Vive entre culturas, Paso 3; p. 78, Teacher Note 1, "Ask students to ..."; p. 272, Enfoque cultural, Conexiones (forum in Explorer®); p. 276, Actividad 17, Paso 2.</p>

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	<p>Evaluating personal, interpersonal, community, and institutional impacts</p>	<p>p. 103, Mi progreso comunicativo (self-evaluation); p. 111, En camino B, Paso 3B; p. 164, Actividad 14, Paso 2B; p. 198, Enfoque cultural, Conexiones (forum in Explorer®); p. 213, Enfoque cultural, Conexiones (forum in Explorer®); p. 272, Enfoque cultural, Conexiones (forum in Explorer®).</p>