

**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. xvii–xix, Teacher’s Edition, Integrating Interculturality in Teaching and Learning: Knowing Myself, Exploring Communities, Engaging with the World;                      p. 7, Actividad 3;                      p. 18, Actividad 8, Pasos 1 &amp; 2;                      p. 36, Actividad 12, Paso 1;                      p. 52, Vive entre culturas, Paso 3;                      p. 81, Actividad 6, Paso 3;                      p. 316–317, Actividad 10, Pasos 3 &amp; 4;                      p. 320, Reflexión intercultural (forum in Explorer®).</p>
	<p>Identifying personal, cultural, and linguistic assets</p>	<p>p. xxiv, Teacher’s Edition, Heritage Learners;                      p. 9, Enfoque cultural: Conexiones (forum in Explorer®);                      p. 18, Actividad 8, Paso 1;                      p. 156, En camino B, Paso 3;                      p. 220, Teacher Note 2, “Poll students to find ...”.</p>
	<p>Identifying one’s emotions</p>	<p>p. 222–223, Actividad Preliminar, Pasos 1 &amp; 2;                      p. 262, Actividad 10, Paso 1, with TE p. 448–449, Appendix F: Instructional Strategies, Graffiti Wall;                      p. 262, Teacher Note 2, “As a follow-up ...”;                      p. 297, Teacher Note 1, “Share with students ...”;                      p. 326, Teacher Note 1, “Prior to students ...”.</p>
	<p>Demonstrating honesty and integrity</p>	<p>p. 18, Teacher Note 3, “Have students think ...”;                      p. 145, En camino A, Paso 1;                      p. 284, Actividad 2, Paso 1;                      p. 291, Actividad 4, Paso 1;                      p. 295–296, Actividad 5, Pasos 1–3.</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. 13–15, Actividad 7, Paso 1;                      p. 38–40, Actividad 13, Pasos 1 &amp; 2;                      p. 113, Teacher Note 1, “Interpretive, Interpersonal, &amp; Presentational ...”;                      p. 114, Teacher Note 4, “Students’ lists of ...”;                      p. 198, ¿Qué observas?;                      p. 201, Teacher Note 5, “Follow up the ...”.</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. 308–309, Actividad 18, Pasos 1–3;                      p. 310–311, Actividad 9, Paso 1;                      p. 313, Reflexión intercultural (forum in Explorer®);                      p. 314, Actividad 10, Paso 1;                      p. 317, Mi progreso comunicativo (self-evaluation);                      p. 317, Reflexión intercultural (forum in Explorer®).</p>
	<p>Experiencing self-efficacy</p>	<p>p. 53, Teacher Note 2, “Students respond to ...”;                      p. 106–107, Vive entre culturas, Pasos 1 &amp; 2;                      p. 145, En camino A, Pasos 1–4;                      p. 170–171, Actividad 1, Pasos 1–4.                      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. 11, Teacher Note 1, “After a variety ...”;                      p. 29, Teacher Note 1, “Use this formative ...”;                      p. 174, Teacher Note 1, “Have students draw ...”;                      p. 228–229, Actividad 2, Pasos 1 &amp; 2;                      p. 294–295, Actividad 5, Paso 1;                      p. 295, Actividad 5, Paso 2.                      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. 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. 7, Actividad 4;                      p. 47, En camino B, Pasos 1–3;                      p. 185, Actividad 4, Pasos 4 &amp; 5;                      p. 188, Actividad 5, Paso 2;                      p. 308–309, Actividad 8, Pasos 1–3.</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 &amp; agency to accomplish personal/collective goals.</p>	<p>Managing one’s emotions</p>	<p>p. 262, Teacher Note 2, “As a follow-up ...”;                      p. 287, Teacher Note 1, “Ask students to ...”;                      p. 294, Actividad 4, Paso 3, with TE p. 450, Appendix F: Instructional Strategies. Simultaneous Dialogue;                      p. 294, Actividad 9, Paso 2(d) with TE p. 450–451, Appendix F: Instructional Strategies, Mind Mapping;                      p. 326, Teacher Note 1, “Prior to students ...”.</p>
	<p>Identifying and using stress-management strategies</p>	<p>p. 39, Actividad 13, Paso 1;                      p. 141, Actividad 8, Paso 1;                      p. 142–143, Actividad 8, Paso 2;                      p. 232–233, Actividad 3, Pasos 1–3;                      p. 245–246, En camino A, Pasos 1–3;                      p. 291–292, Actividad 4, Pasos 1 &amp; 2;                      p. 294, Actividad 4, Paso 3.</p>
	<p>Exhibiting self-discipline and self-motivation</p>	<p>p. 6–7, Actividad 2 with TE p. 438, Appendix F: Instructional Strategies, Actividad 2;                      p. 33, Estrategias (video in Explorer®);                      p. 156–157, En camino B, Pasos 1–5;                      p. 212, Teacher Note 3, “As an alternative ...”;                      p. 224, Teacher Note 1, “Interpretive, Interpersonal, &amp; Presentational ...”.</p>
	<p>Setting personal and collective goals</p>	<p>p. xiv, Teacher’s Edition, Welcome to EntreCulturas;                      p. 52–53, Vive entre culturas, Pasos 1–4;                      p. 54, Teacher Note 1, “Have students note ...”;                      p. 102, En camino B, Pasos 1–4;                      p. 152, Mi progreso comunicativo (self-evaluation);                      p. 273, Teacher Note 1, “Review the Unit Goals ...”;                      p. 288, Mi progreso intercultural (self-evaluation).</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 &amp; agency to accomplish personal/collective goals.</p>	<p>Using planning and organizational skills</p>	<p>p. 47, En camino B, Pasos 1–3;                      p. 102, En camino B, Pasos 1–4;                      p. 156–157, En camino B, Pasos 1–5;                      p. 193, En camino A, Pasos 1–5;                      p. 265–266, En camino B, Pasos 1–3;                      p. 321, En camino B, Pasos 1–3.</p>
	<p>Showing the courage to take initiative</p>	<p>p. 156–157, En camino B, Pasos 1–5;                      p. 222–223, Actividad Preliminar, Pasos 1–3;                      p. 245–246, En camino A, Pasos 1–3;                      p. 291–292, Actividad 4, Pasos 1 &amp; 2;                      p. 294–297, Actividad 5, Pasos 1–4.</p>
	<p>Demonstrating personal and collective agency</p>	<p>p. 39, Actividad 13, Paso 1;                      p. 86–87, En camino A, Pasos 1–4;                      p. 102, En camino B, Pasos 1–4;                      p. 245–246, En camino A, Pasos 1–3;                      p. 265–266, En camino B, Pasos 1–3.</p>

Framework	Criteria	Citations
<p>SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, &amp; 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. 11, Enfoque cultural: Conexiones (forum in Explorer®);                      p. 61, Teacher Note 1, "Before students read ...";                      p. 176, Teacher Note 3, "Remember that all ...";                      p. 252, Actividad 7, Paso 4;                      p. 281, Teacher Note 2, "Before students read ...";                      p. 281, Mi progreso intercultural (self-evaluation).</p>
	Recognizing strengths in others	<p>p. 33, Actividad 11, Paso 2;                      p. 47, Teacher Note 3, "Have students prepare ...";                      p. 157, Mi progreso comunicativo (self-evaluation);                      p. 316–317, Actividad 10, Pasos 2–4;                      p. 314, Teacher Note 1, "Have students use ...".</p>
	Demonstrating empathy and compassion	<p>p. xvii–xix, Teacher's Edition, Approaches to Teaching;                      p. 29, En camino A, Pasos 1–4;                      p. 42, Actividad 14;                      p. 39–40, Actividad 13, Pasos 1 &amp; 2;                      p. 41, Mi progreso comunicativo (self-evaluation);                      p. 95–97, Actividad 9, Pasos 2–4;                      p. 307–309, Actividad 8, Pasos 1–3;                      p. 310–313, Actividad 9, Pasos 1 &amp; 2.</p>
	Showing concern for the feelings of others	<p>p. 13, Actividad 7, Paso 1;                      p. 142–143, Actividad 8, Paso 2;                      p. 304, Actividad 7, Paso 2;                      p. 314–317, Actividad 10, Pasos 1 &amp; 2;                      p. 317, Mi progreso intercultural (self-evaluation);                      p. 318–320, Actividad 1, Pasos 1–3;                      p. 321, En camino B, Pasos 1–3.</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, &amp; 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. 95, Actividad 9, Paso 2; p. 206, Actividad 10, Paso 2; p. 246, En camino A, Paso 3; p. 278, Enfoque cultural: Conexiones (forum in Explorer®); p. 297, Actividad 5, Paso 4.</p>
	<p>Identifying diverse social norms, including unjust ones</p>	<p>p. xxiv, Teacher’s Edition, Heritage Learners; p. 38, Teacher Note 2, “Give the groups ...”; p. 54, Teacher Note 2, “Share with students ...”; p. 60, Actividad 1, Paso 1; p. 62, Actividad 4, Paso 4; p. 308, Actividad 8, Paso 2.</p>
	<p>Recognizing situational demands and opportunities</p>	<p>p. 48, Teacher Note 2, “Verb charts in ...”; p. 52–53, Vive entre culturas, Pasos 1–4; p. 119, Actividad 2, Paso 4; p. 121, Mi progreso intercultural (self-evaluation); p. 250–253, Actividad 7, Pasos 1–4; p. 326–327, Vive entre culturas, Pasos 1–3.</p>
	<p>Understanding the influences of organizations/ systems on behavior</p>	<p>p. 47, Teacher Note 3, “Paso 3: Have students prepare ...”; p. 106, Teacher Note 2, “Have students note ...”; p. 188, Teacher Note 7, “Have students review ...”; p. 218, Teacher Note 1, “Have students examine ...”; p. 321, Teacher Note 1, “Give students time ...”.</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. 7, Actividad 3;                      p. 58, Actividad Preliminar, Pasos 1 &amp; 2;                      p. 115, Mi progreso comunicativo (self-evaluation);                      p. 122, Observa, Paso 3;                      p. 201, Actividad 8, Paso 2;                      p. 244, Actividad 6, Pasos 2 &amp; 3;                      p. 244, Mi progreso comunicativo (self-evaluation).</p>
	Developing positive relationships	<p>p. 38, Actividad 12, Paso 1;                      p. 60, Actividad 1, Paso 1;                      p. 77, Reflexión intercultural (forum in Explorer®);                      p. 142, Actividad 8, Paso 2;                      p. 156–157, En camino B, Pasos 1–5;                      p. 157, Mi progreso comunicativo (self-evaluation);                      p. 170, Actividad 1, Paso 2.</p>
	Demonstrating cultural competency	<p>p. 4–5, Enfoque Intercultural: Conexiones (forum in Explorer®);                      p. 116, Enfoque cultural: Conexiones (forum in Explorer®);                      p. 203, Enfoque cultural: Conexiones (forum in Explorer®);                      p. 220–221, Enfoque Intercultural: Conexiones (forum in Explorer®);                      p. 228, Mi progreso intercultural (self-evaluation);                      p. 278, Enfoque cultural: Conexiones (forum in Explorer®).</p>
	Practicing teamwork and collaborative problem-solving	<p>p. 146, Teacher Note 3, “Interpretive, Interpersonal, &amp; Presentational ...”;                      p. 157, Mi progreso comunicativo (self-evaluation);                      p. 296–297, Actividad 5, Pasos 3 &amp; 4;                      p. 299, Actividad 6, Paso 2;                      p. 450, Actividad 5, Pasos 1 &amp; 2.</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>	Resolving conflicts constructively	p. 291, Actividad 4, Paso 1; p. 292, Actividad 4, Paso 2; p. 294, Actividad 4, Paso 3; p. 294, Mi progreso comunicativo (self-evaluation); p. 294, Teacher Note 2, "Have students jot ...".
	Resisting negative social pressure	p. xxiv, Teacher's Edition, Heritage Learners; p. 38, Teacher Note 2, "Give the groups ..."; p. 54, Teacher Note 2, "Share with students ..."; p. 60, Actividad 1, Paso 1; p. 62, Actividad 4, Paso 4; p. 308, Actividad 8, Paso 2.
	Showing leadership in groups	p. 27, Actividad 10, Paso 2; p. 33, Actividad 11, Paso 2; p. 262, Actividad 10, Paso 1; p. 308, Actividad 8, Paso 1; p. 309, Actividad 8, Paso 3.
	Seeking or offering support and help when needed	p. 7, Actividad 4; p. 33, Actividad 11, Paso 2; p. 45, Actividad 15, Paso 2; p. 96, Actividad 9, Paso 2; p. 102, En camino B, Paso 3; p. 157, En camino B, Paso 4.
	Standing up for the rights of others	p. 95–96, Actividad 9, Paso 2; p. 276, Actividad Preliminar; p. 281, Mi progreso intercultural (self-evaluation); p. 282, Observa , Paso 1; p. 284–285, Actividad 22, Pasos 1 & 2; p. 286, Actividad 22, Paso 3; p. 287, Mi progreso comunicativo (self-evaluation); p. 295, Actividad 5, Paso 2.

Framework	Criteria	Citations
<p><b>RESPONSIBLE DECISION-MAKING:</b> 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. 6, Actividad 1;                      p. 28, Reflexión intercultural (forum in Explorer®);                      p. 33, Teacher Note 3, “The topic of ...”;                      p. 107, Vive entre culturas, Paso 3;                      p. 231, Reflexión intercultural (forum in Explorer®);                      p. 261, Actividad 9, Paso 3.</p>
	<p>Identifying solutions for personal and social problems</p>	<p>p. 45, Reflexión intercultural (forum in Explorer®);                      p. 87, En camino A, Paso 3;                      p. 170, Actividad 1, Paso 1;                      p. 233, Actividad 3, Paso 3;                      p. 276, Actividad Preliminar;                      p. 291, Actividad 4, Paso 1.</p>
	<p>Learning to make a reasoned judgment after analyzing information, data, facts</p>	<p>p. 38, Teacher Note 2, “Give the groups ...”;                      p. 44, Actividad 15, Paso 1;                      p. 70, Actividad 3, Paso 3;                      p. 181–184, Actividad 4, Pasos 1–3;                      p. 295, Actividad 5, Paso 2;                      p. 308, Actividad 8, Paso 1.</p>
	<p>Anticipating and evaluating the consequences</p>	<p>p. 136–137, Actividad 7, Paso 2;                      p. 279, Actividad 1, Paso 3;                      p. 279, Teacher Note 1, “Valentina talks about ...”;                      p. 282, Observa 1, Paso 2;                      p. 302, En camino A, Pasos 1–3.</p>
	<p>Recognizing how critical thinking skills are useful both inside &amp; outside of school</p>	<p>p. 78–79, Actividad 5, Pasos 1–3;                      p. 130, Teacher Note 1, “Display the photo ...”;                      p. 136–137, Actividad 7, Paso 2;                      p. 139, Actividad 7, Paso 5;                      p. 220, Teacher Note 3, “Whenever possible have ...”;                      p. 308, Teacher Note 2, “Refer students to ...”;                      p. 321, Teacher Note 1, “Give students time ...”.</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>Reflecting on one’s role to promote personal, family, and community well-being</p>	<p>p. 43, Mi progreso intercultural (self-evaluation);                      p. 47, Teacher Note 2, “Paso 2: After students read ...”;                      p. 114, Teacher Note 4, “Students’ lists of ...”;                      p. 115, Mi progreso comunicativo (self-evaluation);                      p. 139, Mi progreso comunicativo (self-evaluation);                      p. 156–157, En camino B, Pasos 1–5;                      p. 201, Teacher Note 4, “Follow up the ...”;                      p. 216–217, Vive entre culturas, Pasos 1–5;                      p. 304–305, Actividad 7, Pasos 1–3;                      p. 321, En camino B, Pasos 1–3.</p>
	<p>Evaluating personal, interpersonal, community, and institutional impacts</p>	<p>p. 47, En camino B, Pasos 1–3;                      p. 47, Mi progreso comunicativo (self-evaluation);                      p. 65, Actividad 2, Paso 2;                      p. 185, Actividad 4, Paso 5;                      p. 302, En camino A, Pasos 1–3.</p>