

## 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>	Integrating personal and social identities	<p>p. xvii–xix, Teacher’s Edition, Integrating Interculturality in Teaching and Learning: Knowing Myself, Exploring Communities, Engaging with the World;                      p. 88, Actividad 7, Pasos 1–3;                      p. 90–91, Actividad 8, Pasos 1–2;                      p. 93–94, Actividad 9, Pasos 1–3;                      p. 144–145, Actividad 7, Pasos 1–4;                      p. 151, Actividad 9, Paso 2.</p>
	Identifying personal, cultural, and linguistic assets	<p>p. xxiv, Teacher’s Edition, Heritage Learners;                      p. 15, Variedad lingüística;                      p. 136–137, Actividad 5, Pasos 1–3;                      p. 217, Mi progreso comunicativo (self-evaluation);                      p. 281, Así se dice 1, with TE p. 382–383, Appendix F, Vocabulario de Así se dice 1.</p>
	Identifying one’s emotions	<p>p. 9, Así se dice 1;                      p. 10–11, Actividad 1, Pasos 2–3;                      p. 16, Actividad 2, Paso 2;                      p. 17, Actividad 3, Paso 1;                      p. 181–182, Actividad 2, Paso 3.</p>
	Demonstrating honesty and integrity	<p>p. 3, Teacher Note 2, “Students write 2 ...”;                      p. 9, Así se dice 1;                      p. 10–11, Actividad 1, Paso 2;                      p. 17, Actividad 3, Paso 1;                      p. 139, Actividad 6, Paso 1.</p>
	Linking feelings, values, and thoughts	<p>p. 64–65, Actividad 1, Pasos 1–2;                      p. 120–122, Actividad 1, Pasos 1–2;                      p. 128–129, Actividad 3, Paso 2;                      p. 163, Actividad 12, Paso 4;                      p. 187, Actividad 4, Pasos 1–2.</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>	Examining prejudices and biases	<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. 136, Actividad 5, Paso 1;                      p. 144, Actividad 7, Paso 1;                      p. 145, Actividad 7, Paso 4;                      p. 177, Actividad 1, Paso 2;                      p. 178, Actividad 1, Paso 3.</p>
	Experiencing self-efficacy	<p>p. 47, Actividad 10, Paso 4;                      p. 124, Actividad 2, Paso 1;                      p. 126, Mi progreso comunicativo (self-evaluation);                      p. 126, Actividad 2, Paso 4;                      p. 191, Actividad 6, Paso 1.                      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>
	Having a growth mindset	<p>p. xxiii, Teacher’s Edition, Approaches to Teaching;                      p. 185, Pregunta esencial 1;                      p. 187–188, Actividad 4, Pasos 1–3;                      p. 188–191, Actividad 5, Pasos 1–3;                      p. 254, Actividad 8, Paso 3;                      p. 312, Actividad 10, Paso 1.                      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>
	Developing interests and a sense of purpose	<p>p. 34–35, Actividad 7, Pasos 1–4;                      p. 90–92, Actividad 8, Pasos 1–4;                      p. 191, Actividad 6, Paso 1;                      p. 216–217, Actividad 12, Pasos 1–3;                      p. 286–288, Actividad 2, Pasos 1–4.</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>	Managing one’s emotions	<p>p. 10–11, Actividad 1, Paso 2;                      p. 16, Actividad 2, Paso 2;                      p. 21–24, Actividad 4, Pasos 1–4;                      p. 41, Actividad 9, Paso 3;                      p. 179, ¿Qué observas?;                      p. 182, Actividad 2, Paso 3;                      p. 270, Actividad 12, Paso 3.</p>
	Identifying and using stress-management strategies	<p>p. 21–22, Actividad 4, Pasos 1–3;                      p. 79, Actividad 5, Paso 4;                      p. 311, Así se dice 4;                      p. 314–316, Actividad 11, Pasos 1–4;                      p. 317, Actividad 12, Paso 1.</p>
	Exhibiting self-discipline and self-motivation	<p>p. 92, Actividad 8, Paso 3;                      p. 126, Mi progreso comunicativo (self-evaluation);                      p. 240, Mi progreso intercultural (self-evaluation);                      p. 271, Reflexión intercultural (forum in Explorer®);                      p. 290, Teacher Note 1, “Assign students a ...”.</p>
	Setting personal and collective goals	<p>p. 29, Actividad 6, Paso 4;                      p. 42, Actividad 9, Paso 5;                      p. 106, Actividad 12, Paso 2;                      p. 182, Actividad 3, Paso 1;                      p. 201, Actividad 8, Paso 1.</p>
	Using planning and organizational skills	<p>p. 35, Mi progreso comunicativo (self-evaluation);                      p. 42, Teacher Note 2, “For this role-play ...”;                      p. 109, Teacher Note 3, “Paso 2: Students will work ...”;                      p. 126, Actividad 2, Paso 4;                      p. 165, En camino B, Pasos 1–3.</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>Showing the courage to take initiative</p>	<p>p. 38, Actividad 8, Paso 2;                      p. 92, Actividad 8, Paso 3;                      p. 109, Teacher Note 1, “Does your school ...”;                      p. 109, En camino B, Paso 2;                      p. 263, Teacher Note 1, “Remind students to ...”;                      p. 263, Actividad 10, Paso 2;                      p. 316, Actividad 11, Paso 4.</p>
	<p>Demonstrating personal and collective agency</p>	<p>p. 130, Mi progreso comunicativo 2 (self-evaluation);                      p. 165, Mi progreso intercultural (self-evaluation);                      p. 215, Mi progreso comunicativo 1 (self-evaluation);                      p. 217, Mi progreso comunicativo (self-evaluation);                      p. 261, Mi progreso intercultural (self-evaluation).</p>

Framework	Criteria	Citations
<p><b>SOCIAL AWARENESS:</b> 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. 8, Teacher Note 5, "The video of Sebastián ...";                      p. 29, Actividad 6, Paso 3;                      p. 70, Teacher Note 4, "Give students time ...";                      p. 109, Teacher Note 3, "Paso 2: Students will work ...";                      p. 300, En camino A, Paso 2;                      p. 301, Mi progreso comunicativo (self-evaluation).</p>
	Recognizing strengths in others	<p>p. 84, Actividad 6, Paso 3;                      p. 94–95, Actividad 9, Paso 3;                      p. 126, Mi progreso comunicativo (self-evaluation);                      p. 136–137, Actividad 5, Paso 3;                      p. 180, Mi progreso comunicativo (self-evaluation);                      p. 181, Mi progreso comunicativo (self-evaluation);                      p. 109, Teacher Note 1, "Does your school ...";                      p. 126, Actividad 2, Paso 4.</p>
	Demonstrating empathy and compassion	<p>p. xviii–xix, Teacher's Edition Integrating Interculturality in Teaching and Learning;                      p. 180–181, Actividad 2, Pasos 2–3;                      p. 182, Actividad 3, Paso 1;                      p. 259–260, Actividad 9, Paso 4;                      p. 263, Actividad 10, Pasos 1–2;                      p. 269, Actividad 12, Paso 1.</p>
	Showing concern for the feelings of others	<p>p. 52, Mi progreso intercultural (self-evaluation);                      p. 176, Actividad 1, Paso 1;                      p. 177–178, Actividad 1, Paso 2;                      p. 186, Así se dice 2, with TE p. 379–380, Appendix F, Vocabulario de Así se dice 2;                      p. 205, Actividad 8, Paso 4;                      p. 205, Teacher Note 2, "Urge students to ...".</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. 38, Actividad 8, Paso 2;                      p. 39, Reflexión intercultural (forum in Explorer®);                      p. 91, Actividad 8, Paso 1;                      p. 92, Actividad 7, Paso 4;                      p. 208, Actividad 9, Paso 3;                      p. 283, Actividad 1, Paso 3.</p>
	<p>Identifying diverse social norms, including unjust ones</p>	<p>p. 39, Mi progreso intercultural (self-evaluation);                      p. 103, Actividad 11, Paso 2;                      p. 131, Así se dice 2;                      p. 140, Actividad 4, Paso 4;                      p. 141, Mi progreso intercultural (self-evaluation);                      p. 260, Encuentro cultural;                      p. 264, Mi progreso intercultural (self-evaluation).</p>
	<p>Recognizing situational demands and opportunities</p>	<p>p. 23, Teacher Note 4, “EntreCulturas 2 has ...”;                      p. 42, Teacher Note 2, “Students are asked ...”;                      p. 52, Teacher Note 1, “Encourage students to ...”;                      p. 70, Teacher Note 1, “The Columbian artist ...”;                      p. 99–100, Actividad 10, Pasos 1–3;                      p. 109, En camino B, Pasos 1–3;                      p. 184, Teacher Note 1, “Have students discuss ...”.</p>
	<p>Understanding the influences of organizations/ systems on behavior</p>	<p>p. 254, Mi progreso intercultural (self-evaluation);                      p. 263, Teacher Note 1, “Remind students to ...”;                      p. 264, Mi progreso intercultural (self-evaluation);                      p. 264, Teacher Note 1, “Have students research ...”;                      p. 292, Actividad 4, Paso 1.</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. 23, Actividad 4, Paso 2;                      p. 24, Mi progreso comunicativo (self-evaluation);                      p. 31, Mi progreso comunicativo (self-evaluation);                      p. 138, Mi progreso comunicativo (self-evaluation);                      p. 254, Mi progreso comunicativo (self-evaluation).</p>
	Developing positive relationships	<p>p. 16, Actividad 2, Paso 3;                      p. 28, Actividad 6, Paso 1;                      p. 102, Actividad 11, Paso 1;                      p. 132, Actividad 4, Paso 1;                      p. 243, Actividad 6, Paso 1.</p>
	Demonstrating cultural competency	<p>p. 12, Reflexión intercultural (forum in Explorer®);                      p. 52, Mi progreso intercultural (self-evaluation);                      p. 85, Mi progreso comunicativo (self-evaluation);                      p. 192, Mi progreso intercultural (self-evaluation);                      p. 243, Actividad 6, Paso 1;                      p. 308, Mi progreso intercultural (self-evaluation).</p>
	Practicing teamwork and collaborative problem-solving	<p>p. 93, Teacher Note 1, "Direct students to ...";                      p. 106, Actividad 12, Paso 2;                      p. 217, Mi progreso intercultural (self-evaluation);                      p. 242, Mi progreso comunicativo (self-evaluation);                      p. 243, Teacher Note 1, "Students may have ...";                      p. 244, Teacher Note 1, "Suggested strategy for ...".</p>
	Resolving conflicts constructively	<p>p. 10–11, Actividad 1, Pasos 2–3;                      p. 11, Teacher Note 4, "Remind students that ...";                      p. 123, Teacher Note 1, "Some people believe ...";                      p. 175, Así se dice 1;                      p. 177, Actividad 1, Paso 2;                      p. 246, Teacher Note 2, "Students will speak ...".</p>



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	Showing leadership in groups	<p>p. 85, En camino A, Paso 1;                      p. 217, Mi progreso comunicativo (self-evaluation);                      p. 240, Actividad 4, Pasos 3–4;                      p. 240, Mi progreso intercultural (self-evaluation);                      p. 242, Mi progreso comunicativo (self-evaluation);                      p. 266, Actividad 11, Paso 1.</p>
	Seeking or offering support and help when needed	<p>p. 181, Mi progreso intercultural (self-evaluation);                      p. 216, Actividad 12, Paso 2;                      p. 217, Actividad 12, Paso 3;                      p. 266, Actividad 11, Pasos 1–2;                      p. 317, Actividad 12, Paso 1.</p>
	Standing up for the rights of others	<p>p. 139, Actividad 6, Paso 1;                      p. 178, Actividad 1, Paso 2;                      p. 237–238, Actividad 4, Paso 2;                      p. 252, Actividad 7, Paso 3;                      p. 271, Reflexión cultural;                      p. 271 Mi progreso comunicativo 1 (self-evaluation).</p>

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. 13, Reflexión intercultural (forum in Explorer®);                      p. 16, Actividad 2, Paso 3;                      p. 31, En camino A, Paso 2;                      p. 79, Mi progreso comunicativo (self-evaluation);                      p. 105, Teacher Note 2, “Students can analyze ...”;                      p. 136, Actividad 5, Paso 1;                      p. 140, Actividad 6, Paso 4;                      p. 141, Mi progreso intercultural (self-evaluation);                      p. 145, Actividad 7, Paso 4;                      p. 193, En camino A, Paso 2.</p>
	<p>Identifying solutions for personal and social problems</p>	<p>p. 180–181, Actividad 2, Pasos 1–3;                      p. 201, Actividad 8, Paso 1;                      p. 217, Actividad 12, Paso 3;                      p. 217, Mi progreso comunicativo (self-evaluation);                      p. 259, Actividad 9, Pasos 3–4;                      p. 259, Mi progreso comunicativo (self-evaluation).</p>
	<p>Learning to make a reasoned judgment after analyzing information, data, facts</p>	<p>p. 70, Teacher Note 4, “Give students time ...”;                      p. 100, Actividad 10, Paso 2;                      p. 105, Reflexión intercultural (forum in Explorer®);                      p. 160, Actividad 11, Paso 3;                      p. 197, Actividad 7, Paso 2.</p>
	<p>Anticipating and evaluating the consequences</p>	<p>p. 229, Mi progreso comunicativo (self-evaluation);                      p. 246, Teacher Note 3, “Students can prepare ...”;                      p. 298, Mi progreso comunicativo (self-evaluation);                      p. 306, Mi progreso comunicativo (self-evaluation);                      p. 307, Actividad 8, Pasos 2–3.</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>Recognizing how critical thinking skills are useful both inside &amp; outside of school</p>	<p>p. 42, Mi progreso comunicativo (self-evaluation);                      p. 53, Mi progreso comunicativo 2 (self-evaluation);                      p. 114, Evaluación integrada, Preguntas esenciales 2, with TE p. 376–377, Appendix F, ¿Qué aprendiste?;                      p. 132, Teacher Note 2, “Students can research ...”;                      p. 136, Teacher Note 1, “In this introductory ...”;                      p. 192, Teacher Note 2, “Encourage students to ...”;                      p. 215, Mi progreso comunicativo 2 (self-evaluation);                      p. 259, Teacher Note 2, “Have students submit ...”;                      p. 301, Teacher Note 1, “Give students time ...”.</p>
	<p>Reflecting on one’s role to promote personal, family, and community well-being</p>	<p>p. 292, Teacher Note 1, “Ask students to ...”;                      p. 295, Mi progreso intercultural (self-evaluation);                      p. 301, Mi progreso comunicativo (self-evaluation);                      p. 304, Mi progreso comunicativo (self-evaluation);                      p. 317, Actividad 12, Paso 1.</p>
	<p>Evaluating personal, interpersonal, community, and institutional impacts</p>	<p>p. 99, Actividad 10, Paso 1;                      p. 108, Mi progreso intercultural (self-evaluation);                      p. 197, Actividad 7, Paso 2;                      p. 228, Actividad 1, Paso 2;                      p. 242, Actividad 5, Paso 4.</p>