

The CASEL 5: Social-Emotional Learning

Language: French

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
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.	Integrating personal and social identities	p. xvi–xvii, Teacher's Edition, Integrating Interculturality in Teaching and Learning: Knowing Myself, Exploring Communities, Engaging with the World; p. 35, Activité 19, Étape 2; p. 61, Activité 1, Étape 3; p. 94, J'avance 2, Étape 2; p. 163, J'y arrive, Presentational Assessment; p. 260, Activité 24, Étape 2.
	Identifying personal, cultural, and linguistic assets	p. 45, Mon progrès interculturel (self-evaluation); p. 61, Mon progrès interculturel (self-evaluation); p. 155, Mon progrès communicatif (self-evaluation); p. 234, Réflexion communicatif (forum in Explorer®); p. 283, Mon progrès interculturel (self-evaluation).
	Identifying one's emotions	p. 94, J'avance 2, Étape 2; p. 252, Comment dit-on? 3, Expressions utiles, On peut aussi dire; p. 253, Activité 20, Étape 1; p. 264, Activité 27, Étape 1; p. 265, J'avance 3, Étape 2.
	Demonstrating honesty and integrity	p. 134, J'avance 1, Étape 3; p. 144, Activité 20, Étape 2; p. 156, Activité 27, Étape 2; p. 262, Activité 25, Étape 2; p. 265, J'avance 3, Étape 1.
	Linking feelings, values, and thoughts	p. 9, Réflexion interculturelle (forum in Explorer®); p. 20, Activité 8, Étape 3; p. 37, J'avance 2, Étape 3; p. 49, J'avance 3, Étape 2; p. 94, J'avance 2, Étape 2; p. 144, Activité 20, Étape 2.

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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.	Examining prejudices and biases	p. xiv, Teacher's Edition, Cultivating Interculturality; p. 9, Réflexion interculturelle (forum in Explorer®); p. 232, Teacher Note 1, "Data literacy connection ..."; p. 258, Réflexion interculturelle, (forum in Explorer®); p. 277, Réflexion interculturelle, (forum in Explorer®).
	Experiencing self-efficacy	p. 47, Mon progrès communicatif (self-evaluation); p. 117, Mon progrès interculturel (self-evaluation); p. 254, Mon progrès communicatif (self-evaluation); p. 285, Mon progrès interculturel (self-evaluation); p. 318, Mon progrès communicatif (self-evaluation). Each unit begins with Unit Goals. Students track and show their progress toward these goals using the Mon progrès features throughout the text combined with the Portfolio, part of the online Explorer® course.
	Having a growth mindset	p. xx-xxi, Teacher's Edition, Differentiated Instruction; p. 9, Teacher Note 4, "Note that students ..."; p. 19, Teacher Note 4, "The Communicative Can-Do statements ..."; p. 42, Activité 24, Étape 3; p. 157, Teacher Note 1, "Remind students that ..."; p. 265, Teacher Note 2, "Remind students that ...". Student use of the Portfolio feature in Explorer® supports a growth mindset, showing that their French ability is not fixed, but that they are able to learn and improve. Students track their growth throughout the course and even across levels.
	Developing interests and a sense of purpose	p. x-xi, Teacher's Edition, Essential Features (authenticity, interculturality); p. xvi-xvii, Teacher's Edition, Integrating Interculturality in Teaching and Learning: Knowing Myself, Exploring Communities, Engaging with the World; p. 136, Activité 15, Étape 1; p. 156, Activité 27, Étape 1; p. 163, J'y arrive, Interpersonal Assessment; p. 283, Activité 6, Étape 2; p. 287, Activité 8, Étape 3.

Framework	Criteria	Citations
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.	Managing one's emotions	p. 252, Teacher Note 2, "Does your school ..."; p. 253, Activité 20, Étape 1; p. 265, J'avance 3, Étape 2; p. 303, J'avance 2, Étape 3; p. 314, Activité 24, Étape 2.
	Identifying and using stress-management strategies	p. 245, Activité 15, Étape 2; p. 252, Teacher Note 1, "For a brain ..."; p. 253, Activité 20, Étape 3; p. 254, Activité 21, Étape 2; p. 264, Activité 27, Étape 1.
	Exhibiting self-discipline and self-motivation	p. 37, Teacher Note 1, "Remind students that ..."; p. 80, Teacher Note 1, "In addition, remind ..."; p. 105, Teacher Note 1, "Distribute the document ..."; p. 211, Teacher Note 1, "Remind students that ..."; p. 234, Activité 9, Étape 1.
	Setting personal and collective goals	p. 4, Teacher Note 1, "While reviewing Objectifs de l'unité ..."; p. 23, Zoom culture: Connexions, Réflexion (forums in Explorer®); p. 99, Mon progrès communicatif (self-evaluation); p. 149, Stratégies (video in Explorer®); p. 218, Teacher Note 1, "While reviewing Objectifs de l'unité ..."; p. 272, Teacher Note 1, "While reviewing Objectifs de l'unité ...".
	Using planning and organizational skills	p. 26, Activité 11, Étape 1; p. 105, J'avance 3, Étape 3; p. 111, J'y arrive, Presentational Assessment; p. 233, Stratégies (video in Explorer®); p. 271, J'y arrive, Presentational Assessment; p. 303, J'avance 2, Étape 1.

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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.	Showing the courage to take initiative	p. 135, Comment dit-on? 2; p. 138, Activité 16, Étape 2; p. 152, Zoom culture: Connexions (forum in Explorer®); p. 156, Teacher Note 2, "Assign student pairs ..."; p. 197, J'avance 2, Étape 1.
	Demonstrating personal and collective agency	p. 100, Réflexion interculturelle (forum in Explorer®); p. 141, Réflexion interculturelle (forum in Explorer®); p. 150, Activité 22, Étape 2; p. 157, J'avance 3, Étape 3; p. 163, J'y arrive, Interpersonal Assessment.

Framework	Criteria	Citations
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.	Taking others' perspectives	p. 9, Réflexion interculturelle (forum in Explorer®); p. 149, Stratégies (video in Explorer®); p. 169, Réflexion interculturelle (forum in Explorer®); p. 258, Activité 23, Étape 2; p. 265, J'avance 3, Étape 2.
	Recognizing strengths in others	p. 35, Activité 19, Étape 1; p. 37, J'avance 2, Étape 4; p. 137, Activité 16, Étape 1; p. 138, Activité 16, Étape 2; p. 146, J'avance 2, Étape 2.
	Demonstrating empathy and compassion	p. xiv, Teacher's Edition, Cultivating Interculturality; p. 135, Comment dit-on? 2; p. 144, Activité 20, Étape 2; p. 150, Activité 22, Étape 2; p. 319, J'avance 3, Étape 3.
	Showing concern for the feelings of others	p. 135, Comment dit-on? 2; p. 149, Stratégies (video in Explorer®); p. 231, Activité 7, Étape 2; p. 251, J'avance 2, Étape 3; p. 265, J'avance 3, Étape 2.
	Understanding and expressing gratitude	p. 146, J'avance 2, Étape 2; p. 254, Activité 21, Étape 2; p. 301, Activité 17; p. 313, Activité 24, Étape 1; p. 319, J'avance 3, Étape 3.

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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.	Identifying diverse social norms, including unjust ones	p. 45, Zoom culture: Connexions, Réflexion (forums in Explorer®); p. 86, Zoom culture: Connexions, Réflexion (forums in Explorer®); p. 129, Zoom culture: Connexions, Réflexion (forums in Explorer®); p. 194, Zoom culture: Connexions, Réflexion (forums in Explorer®); p. 285, Zoom culture: Connexions, Réflexion (forums in Explorer®).
	Recognizing situational demands and opportunities	p. 152, Zoom culture: Connexions (forum in Explorer®); p. 156, Activité 27, Étape 2; p. 157, J'avance 3, Étape 2; p. 163, J'y arrive, Presentational Assessment; p. 243, Activité 14; p. 310, Zoom culture: Connexions, Réflexion (forums in Explorer®); p. 325, J'y arrive, Interpersonal Assessment.
	Understanding the influences of organizations/systems on behavior	p. 145, Zoom culture: Connexions (forum in Explorer®); p. 151, Activité 24, Étape 1; p. 222, Réflexion interculturelle (forum in Explorer®); p. 252, Teacher Note 2, "Does your school ..."; p. 285, Zoom culture: Connexions, Réflexion (forums in Explorer®).

Framework	Criteria	Citations
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.	Communicating effectively	p. 26, Stratégies (video in Explorer®); p. 41, Activité 23, Étape 2; p. 55, J'y arrive, Interpersonal Assessment; p. 149, Stratégies (video in Explorer®); p. 325, J'y arrive, Interpersonal Assessment.
	Developing positive relationships	p. 37, J'avance 2, Étape 3; p. 55, J'y arrive, Interpersonal Assessment; p. 80, J'avance 1, Étape 3; p. 163, J'y arrive, Interpersonal Assessment; p. 262, Activité 25, Étape 2.
	Demonstrating cultural competency	p. 9, Réflexion interculturelle (forum in Explorer®); p. 73, Réflexion interculturelle (forum in Explorer®); p. 100, Réflexion interculturelle (forum in Explorer®); p. 169, Réflexion interculturelle (forum in Explorer®); p. 233, Mon progrès interculturel (self-evaluation); p. 313, Stratégies (video in Explorer®).
	Practicing teamwork and collaborative problem-solving	p. 27, J'avance 1, Étape 3; p. 41, Activité 23, Étape 2; p. 141, Réflexion interculturelle, (forum in Explorer®); p. 149, Stratégies (video in Explorer®); p. 188, Activité 14, Étape 2.
	Resolving conflicts constructively	p. 149, Stratégies (video in Explorer®); p. 157, J'avance 3, Étape 2; p. 163, J'y arrive, Interpersonal Assessment; p. 188, Activité 14, Étape 2; p. 254, Activité 21, Étape 2.

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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.	Resisting negative social pressure	p. xxii, Teacher's Edition, Culturally Relevant Instruction; p. 249, Activité 18, Étape 1; p. 253, Activité 20, Étape 1; p. 254, Activité 21, Étape 2; p. 259, Activité 24, Étape 1.
	Showing leadership in groups	p. 31, Activité 15, Étape 3; p. 37, J'avance 2, Étape 4; p. 150, Activité 22, Étape 2; p. 163, J'y arrive, Presentational Assessment; p. 254, Activité 21, Étape 2.
	Seeking or offering support and help when needed	p. 40, Activité 22; p. 49, J'avance 3, Étape 2; p. 120, Teacher Note 1, "As this activity ..."; p. 205, Teacher Note 1, "Since this writing ..."; p. 243, Activité 14.
	Standing up for the rights of others	p. xxii, Teacher's Edition, Culturally Relevant Instruction; p. 100, Réflexion interculturelle (forum in Explorer®); p. 132, Activité 13, Étape 1; p. 145, Zoom culture: Connexions (forum in Explorer®); p. 200, Réflexion interculturelle (forum in Explorer®).

Framework	Criteria	Citations
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.	Demonstrating curiosity and open-mindedness	p. xvi–xvii, Teacher’s Edition, Integrating Interculturality in Teaching and Learning; p. 26, Activité 11, Étape 2; p. 143, Activité 19, Étape 2; p. 271, J’y arrive, Presentational Assessment; p. 277, Réflexion interculturelle (forum in Explorer®); p. 283, Réflexion interculturelle (forum in Explorer®); p. 306, Réflexion interculturelle (forum in Explorer®); p. 319, J’avance 3, Étape 3.
	Identifying solutions for personal and social problems	p. 40, Activité 22; p. 141, Réflexion interculturelle, (forum in Explorer®); p. 241, Activité 12, Étape 2; p. 250, Activité 19, Étape 1; p. 260, Activité 24, Étape 2.
	Learning to make a reasoned judgment after analyzing information, data, facts	p. 18, Réflexion interculturelle (forum in Explorer®); p. 83, Réflexion interculturelle (forum in Explorer®); p. 177, Zoom culture: Connexions, Réflexion (forums in Explorer®); p. 233, Réflexion interculturelle (forum in Explorer®); p. 258, Réflexion interculturelle (forum in Explorer®).
	Anticipating and evaluating the consequences	p. 129, Zoom culture: Connexions, Réflexion (forums in Explorer®); p. 200, Réflexion interculturelle (forum in Explorer®); p. 230, Activité 7, Étape 1; p. 250, Activité 19, Étape 2; p. 257, Activité 23, Étape 1.
	Recognizing how critical thinking skills are useful both inside & outside of school	p. 23, Réflexion interculturelle (forum in Explorer®); p. 45, Réflexion interculturelle (forum in Explorer®); p. 200, Réflexion interculturelle (forum in Explorer®); p. 242, Réflexion interculturelle (forum in Explorer®); p. 306, Réflexion interculturelle (forum in Explorer®).

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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.	Reflecting on one's role to promote personal, family, and community well-being	p. 100, Réflexion interculturelle (forum in Explorer®); p. 141, Réflexion interculturelle (forum in Explorer®); p. 258, Activité 23, Étape 3; p. 271, J'y arrive, Presentational Assessment; p. 313, Stratégies (video in Explorer®).
	Evaluating personal, interpersonal, community, and institutional impacts	p. 100, Réflexion interculturelle (forum in Explorer®); p. 129, Zoom culture: Connexions, Réflexion (forums in Explorer®); p. 145, Zoom culture: Connexions (forum in Explorer®); p. 222, Réflexion interculturelle (forum in Explorer®); p. 313, Stratégies (video in Explorer®).