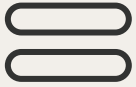


# SEL-Academic Integration Taxonomy



## EXPLICIT SKILL ALIGNMENT

### DESCRIPTION:

A direct link exists between academic standards and the social and emotional skills. You can find specific social and emotional skills within academic standards.

### PLANNING QUESTION:

How are the social and emotional skills similar to academic standards?

### EXAMPLES:

- Science and SEL both include evaluating biases and how biases may influence decisions and evaluating facts.
- Social studies and SEL both include understanding how behaviors and socio-historical factors influence the environment and others.



## EXPLICIT STRATEGY ALIGNMENT

### DESCRIPTION:

There is a direct link between the content-specific practices students engage in and the social and emotional skills students need to engage in that content practice.

### PLANNING QUESTION:

What social and emotional skills to students use in the content-specific practice? Of these competencies, which are strengths? Which need additional support?

### EXAMPLES:

- Mathematics practices require students to construct and share arguments and use perspective-taking and communication skills.
- English language arts (ELA) practices require identification of emotions and connecting emotions and situations.



## WAYS OF INTERACTING

### DESCRIPTION:

There are a variety of social and emotional skills students use to successfully accomplish tasks. Students use social and emotional skills to interact with content, with themselves, and with others to master academics.

### PLANNING QUESTION:

What social and emotional skills do students need to maximally engage in the lesson or activity? What type of mini-lesson on—or reinforcement of—social and emotional skills do students need before they engage with or during the academic lesson to promote positive interactions with self or with others?

### EXAMPLES:

- In physical education, students engage in a mini-lesson on conflict resolution prior to engaging in activity.
- Prior to engaging in a complex mathematics problem, students engage in a mindful minute to center their emotions.



## WAYS OF BEING

### DESCRIPTION:

Based on the content or domain of life, students use social and emotional competencies in specific ways. Students across content areas (science or mathematics) or within domains of life (health decisions, workforce) use similar social and emotional competencies, but the ways in which they use the competencies vary.

### PLANNING QUESTION:

How are the social and emotional competencies used in ways that are specific to the content domain? Do these competencies enhance the gifts that students bring to the classroom through their everyday lived experiences?

### EXAMPLES:

- Mathematicians and authors both use goal-setting processes, but how they set goals, plan for, and enact goals are subject-specific.
- Scientists and explorers both have to predict consequences of their actions, but the ways in which they set-up experiments, make assumptions, and test models vary by content.