

# PROJECT-BASED LEARNING+

## GRADES 6–12

Do not copy, post, or distribute

*This book is dedicated to the loving memory of my stepfather,  
Thoms Francis Reddington.  
Where the ocean meets the sky, you'll be sailing.*

# PROJECT-BASED LEARNING+ GRADES 6–12

Enhancing Academic, Social,  
and Emotional Learning

Jorge Valenzuela

Foreword by Yaritza Villalba

 CORWIN

Copyright ©2024 by SAGE Publications, Inc.

This work may not be reproduced or distributed in any form or by any means without express written permission of the publisher.

FOR INFORMATION:

Corwin  
A SAGE Company  
2455 Teller Road  
Thousand Oaks, California 91320  
(800) 233-9936  
www.corwin.com

SAGE Publications Ltd.  
1 Oliver's Yard  
55 City Road  
London EC1Y 1SP  
United Kingdom

SAGE Publications India Pvt. Ltd.  
Unit No 323-333, Third Floor, F-Block  
International Trade Tower Nehru Place  
New Delhi 110 019

SAGE Publications Asia-Pacific Pte. Ltd.  
18 Cross Street #10-10/11/12  
China Square Central  
Singapore 048423

---

Vice President and  
Editorial Director: Monica Eckman  
Publisher: Jessica Allan  
Content Development Editor: Mia Rodriguez  
Senior Editorial Assistant: Natalie Delpino  
Editorial Intern: Lex Nunez  
Production Editor: Tori Mirsadjadi  
Copy Editor: Integra  
Typesetter: C&M Digitals (P) Ltd.  
Proofreader: Sarah J. Duffy  
Cover Designer: Scott Van Atta  
Marketing Manager: Olivia Bartlett

Copyright © 2024 by Corwin Press, Inc.

All rights reserved. Except as permitted by U.S. copyright law, no part of this work may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without permission in writing from the publisher.

When forms and sample documents appearing in this work are intended for reproduction, they will be marked as such. Reproduction of their use is authorized for educational use by educators, local school sites, and/or noncommercial or nonprofit entities that have purchased the book.

All third-party trademarks referenced or depicted herein are included solely for the purpose of illustration and are the property of their respective owners. Reference to these trademarks in no way indicates any relationship with, or endorsement by, the trademark owner.

Printed in the United States of America

*Library of Congress Cataloging-in-Publication Data*

Names: Valenzuela, Jorge (Engineering teacher) author.

Title: Project based learning+, grades 6-12 : a framework for implementing academic, social, and emotional learning/Jorge Valenzuela.

Other titles: Project based learning plus, grades 6-12

Description: Thousand Oaks, California : Corwin, [2024] | Includes bibliographical references and index.

Identifiers: LCCN 2023016911 | ISBN 9781071889169 (paperback) | ISBN 9781071889176 (epub) | ISBN 9781071889206 (epub) | ISBN 9781071889183 (pdf)

Subjects: LCSH: Project method in teaching. | Affective education. | Social learning.

Classification: LCC LB1027.43 .V35 2024 |

DDC 371.3/6—dc23/eng/20230517

LC record available at <https://lccn.loc.gov/2023016911>

This book is printed on acid-free paper.

23 24 25 26 27 10 9 8 7 6 5 4 3 2 1

**DISCLAIMER:** This book may direct you to access third-party content via web links, QR codes, or other scannable technologies, which are provided for your reference by the author(s). Corwin makes no guarantee that such third-party content will be available for your use and encourages you to review the terms and conditions of such third-party content. Corwin takes no responsibility and assumes no liability for your use of any third-party content, nor does Corwin approve, sponsor, endorse, verify, or certify such third-party content.

# CONTENTS

Foreword	ix
<i>By Yaritza Villalba</i>	
Acknowledgments	xi
About the Author	xiii
<b>Introduction</b>	<b>1</b>
The Impact of COVID on Teachers	1
My Discovery of Project-Based Learning	2
Why We Need a PBL+ Framework	3
Who Should Read This Book?	4
How to Navigate This Book	4
<b>PART 1: THE PBL+ FRAMEWORK</b>	<b>7</b>
<b>1. Element 1: Understand the Components of Research-Informed Project-Based Learning</b>	<b>9</b>
Using Evidence to Improve PBL Practice	11
Common Hurdles to Implementing PBL	13
Pacing and Teaching Structure in PBL	14
A Simple, Effective Framework for PBL	16
Using the High-Quality PBL Framework	17
<b>2. Element 2: Understand the Basics of the CASEL 5 (for SEL) and Emotional Intelligence</b>	<b>21</b>
Students Need Emotional Support More Than Ever	22
The CASEL 5	24
Research That Informed the CASEL SEL Framework	26
Demystify Emotions for Students	28
Use an Emotional Intelligence Planner	29
Tips for Using the Emotional Intelligence Planner	32

3. Element 3: Use Knowledge of Students to Inform Teaching	33
Why Teachers Need to Know Students’ Interests, Skills, and Learning Needs	34
Empathy Mapping for Getting to Know Students	35
The Benefits of Empathy Maps	36
Gather Data for Your Empathy Map	37
Constructing an Empathy Map	38
4. Element 4: Design Projects Relevant to the Students You Serve	41
Become a Confident PBL Teacher by Focusing on Core Instruction	42
5 Key Building Blocks of Effective Core Instruction	43
The Project and Performance Task Planner	47
Key Features of the Planner	47
5. Element 5: Use Frequent Feedback Cycles to Guide Student Work	55
Feedback Can Boost Confidence for Both Teachers and Students	56
Feedback in PBL	57
Single-Point Rubrics	58
Structured-Feedback Protocol Steps and Tool	61
Assessment in PBL	63
Good Assessment Practices in PBL	64
<b>PART 2: SEL-INFUSED PROJECTS</b>	<b>65</b>
6. Understanding Self-Awareness for Connecting Passion and Purpose	67
Why Students Need to Improve Self-Awareness	67
7. Understanding Social Awareness for Having Successful Relationships	77
Students Can Improve Social-Awareness Skills in Tandem With Academic Content	77
8. Responsible Decision Making: From Awareness to Action	91
The Role of the Brain in Decision Making	91
<b>PART 3: A ROADMAP TO STUDENT ENGAGEMENT AND RIGOROUS PBL</b>	<b>101</b>
9. Using a 5-Step Roadmap to Activate Student Engagement and Rigorous PBL	103
Student Engagement Is the First Step to Rigorous PBL	103
Three Simple Engagement Strategies	105

10. Fostering Collaboration and Teamwork	115
The Ideal Teammate Activity	115
Set Roles for Each Team Member	117
First Team Meeting: Create Shared Agreements	118
Setting Guidelines for Students Working Together	119
5 Ways to Begin Creating Shared Agreements	120
Team-Building Activities and Collaboration Measures	121
11. Helping Students Prepare for the Public Product	125
Step 1: Use Protocols That Require Students to Explain	125
Step 2: Help Students Develop Presentation Scripts	128
Step 3: Take Pressure Off Students While Presenting	129
Step 4: Lead by Going First	130
Epilogue	133
Appendix A: Project and Performance Task Planner Template	135
Appendix B: The Responsible Decision-Making Project and Performance Task Template	139
Appendix C: The Self-Awareness Project and Performance Task Template	149
Appendix D: The Social-Awareness Project and Performance Task Template	159
References and Resources	171
Index	179



Visit the companion website at  
**[resources.corwin.com/ProjectBasedLearning+](https://resources.corwin.com/ProjectBasedLearning+)**  
for downloadable resources.

Note From the Publisher: The author has provided video and web content throughout the book that is available to you through QR (quick response) codes. To read a QR code, you must have a smartphone or tablet with a camera. We recommend that you download a QR code reader app that is made specifically for your phone or tablet brand.

Do not copy, post, or distribute



# FOREWORD

By Yaritza Villalba

**W**hat are the core elements of high-quality project-based learning (PBL)? What are the components of social and emotional learning (SEL)? Why is it important for educators to understand how both PBL and SEL are necessary for the success of all students and educators? Jorge Valenzuela has developed this remarkable framework to answer these questions and many more. The PBL+ Framework supplies resources and effective strategies to support every educator in adopting effective equitable practices for the success of all learners.

In answering these questions and supplying a guide for the successful implementation of strategies, Jorge reminds us of the importance of creating opportunities for students to problem-solve and make real-world connections to their learnings. PBL is all about creating student-centered performance tasks that enable students to work collaboratively while also being aware of the skills necessary to contribute to a learning environment in and out of the classroom.

In this framework, Jorge encourages educators to use their knowledge of students to guide their pedagogical practices. In doing so, he reminds us of the importance of knowledge of self and others and the benefits of using this knowledge to improve learning outcomes and create a space of intellectual prosperity for all. Schools should be spaces for students to thrive and where educators use culturally responsive sustaining strategies to meet students' individual needs through curriculum, building community with families, and developing lesson tasks that are reflective of each student and their prior experiences.

How are you preparing to serve the students in your school building? With the PBL+ Framework, Jorge offers insight into the impact that empathy and relevancy have on student performance. He breaks down core instructional practices that are relevant to K–12 education and beyond. By identifying skills, performance tasks, and driving questions, he equips educators with tools for success. This book is designed for all educators who are looking for ways to supply effective and sustaining pedagogy.

Jorge provides the perfect guide, with examples for each educator and diverse learning environments. He believes that all students should be given the opportunity to be their best selves, and throughout this book you will find gems that spark curiosity, agreeance, and the desire to continue reading on to discover new ways to build a culture of learning, despite all the challenges in education,

many of which were exposed by the COVID-19 pandemic. With education facing difficulties, many are challenged by finding strategies that enhance student learning while stimulating interests. We must search for the answers that supply actionable strategies for us to educate and learn alongside our students. For historically marginalized students, PBL tasks serve as a bridge that connects content to relevancy. Schools must cultivate environments for learning and encourage students to critically think beyond the content being presented. This is what Jorge is supplying in this book.

To provide students with effective learning outcomes, you must believe that the strategies are attainable. I recognize that learning new ways of teaching and learning may be difficult, but Jorge supplies bite-sized practices that will intensify your pedagogical skills.

If you are searching for a guide that will restore your faith in the impact that supplying multiple entry points into a lesson, unit, or curriculum has on students, you have found it! This guide is significant to education; it empowers educators to look beyond test scores and supply ways for students to learn that are beyond recalling information. Jorge aligns tasks to Common Core State Standards (CCSS), SEL, and research-based strategies to engage all learners, regardless of their grade level.

In *Project-Based Learning+*, Jorge is giving educators and schools the tools to aid students. All schools and districts will receive help from this toolkit, which is designed to build community among all stakeholders in the learning process and innovate and cultivate opportunities for growth. With this book's help, you can begin your journey of growth and ensure that all your students' needs are heard and met.

# ACKNOWLEDGMENTS

I want to personally thank God for grace and faith, my parents, Mariam, Anisa, Daniel, and Graham.

I want to express my deepest gratitude to my dear friends, Jenni and Jemma Deskins, Shelby Giles, Phil Bristol, Elizabeth Peña, Al Jackson, Steve Brown, Tongilere Roache, Erica Coleman, and Wanda Mclean, for their unwavering support and encouragement throughout my writing journey.

Thank you, Tom Berger, Marva Hinton, Rhonda Simley, Kenneth Nance Michael Courtney, Aaron Monroe, Dr. Randall Johnson, Dr. Stanley Jones, Dr. Kelvin Edwards, Dr. Marcus Newsome, Drew Hirshon, Laurel Byrd, Sylvia Escobar, Erin Salberg, Shaina Victoria Glass, Jason Bohrer, Yaritza Villalba, Coach Victor Hicks, Victoria Thompson, Diana Fingal, Dr. Crystal Caballero, Dr. Krista Leh, Ezekiel Valenga, James Fester, Katrina Futrell, Michelle Moore, Tre' Gammage, Melissa Campesi, Breauana Hall, Chanel Johnson, Brad Sever, Dr. Elisha Ford, and Dr. Sheldon Eakins for collaborating and adding to me professionally.

The development of the PBL+ Framework and the creation of this book were made possible by the invaluable contributions of the hundreds of teachers I met while coaching PBL through numerous workshops and data collections. I am also grateful for the support of Corwin, Sonja Hollins-Alexander, Lydia Chavira, the schools I partner with, and the publishing team of Mia Rodriguez, Lucas Schleicher, Natalie Delpino, Ricardo Ramirez, and Jessica Allan.

## A VERY SPECIAL ACKNOWLEDGMENT

I am expressing my deepest gratitude to Dr. Serbrenia Sims for always believing in me and being a collaborative partner in my work and throughout my doctoral program. I would not have achieved several milestones without her support and encouragement. Thank you, Dr. Sims, for your invaluable contributions to my success!

## IMPORTANT MENTIONS

PBL and SEL have much overlap but are also incredibly diverse and far-ranging topics and pedagogies; so much so that deep understanding requires learning from more than one person or organization. I want to thank and acknowledge the following scholars and entities for their fantastic contributions to these spaces.

The Collaborative for Academic, Social, and Emotional Learning (CASEL); Corwin; Edutopia; the Association for Supervision and Curriculum Development (ACSD); the International Society for Technology in Education (ISTE); Solution Tree; Defined Learning; EL Education; Tre' Gammage; PBLWorks; and countless others.

I also credit the works of other notable authors, artists, and life and education coaches like Eckhart Tolle, Travis Bradberry, Jay McTighe, John Hattie, Ron Berger, Don Miguel Ruiz, Dr. Stephen R. Covey, Malcolm Gladwell, Ava DuVernay, Curtis “50 Cent” Jackson, and Tim Grover for helping to shape my insights.

Do not copy, post, or distribute

# ABOUT THE AUTHOR



**Jorge Valenzuela** is a highly regarded performance and education coach, author, and speaker at Lifelong Learning Defined. He got his start in education and has helped countless educators improve their leadership and instructional innovation skills. Jorge specializes in emphasizing core instruction and is a trusted deliverer of reputable professional training in team building, project-based learning, STEM pathways, and SEL integration across the curriculum. He partners with superintendents and provides professional development on behalf of ASCD, Corwin, Instructional Innovation Partners, and Solution Tree. He has authored several books and is the host of the Lifelong Learning Defined podcast.

Jorge has a Bachelor of Science in management information systems from SUNY Old Westbury in New York and a master's in school administration and supervision from Phoenix University. He is currently fulfilling the requirements for his doctoral degree at Old Dominion University.

Do not copy, post, or distribute

# INTRODUCTION

*Before proceeding with anything new in your classroom, always ask yourself, what do the kids I teach need?*

—Tony Casipit  
Technology and Engineering Educator

As both a teacher and instructional coach, the most critical question I am trying to answer and help others answer is “What do the kids I teach need?” Because students and school contexts vary, so do the answers. They are unique—even for the same kid or groups of kids on a different day. I think “What do the kids I teach need?” should be the most urgent question both individual teachers and school-based teaching teams need to ponder and figure out to develop positive interpersonal relationships with their students and for making the instructional decisions necessary to help them blossom into better people and learners. Some might say that’s a tall task for educators, especially nowadays when many are teaching through trauma and crises in post-COVID classrooms (Mason, 2021). I can relate and empathize.

This book doesn’t shy away from the problematic issues teachers face in their classrooms. It was written to assist teachers in teaching post-pandemic learners and beyond using a research-informed framework for improving teaching using project-based learning (PBL) and helping them develop emotional intelligence (EQ) skills through social and emotional learning (SEL). On the one hand, PBL is a research-based instructional approach teachers can use to engage learners over an extended period to solve compelling problems they care about and acquire the skills and dispositions needed for successful lives. On the other hand, SEL is an educational approach designed to assist kids with developing their EQ skills to help anchor their learning process and decisions within school curricula. Both PBL and SEL are pedagogies that have been proven to meet the academic and social needs of students (Lucas Education Research [LER], 2021). I believe implementing PBL and SEL in post-COVID classrooms effectively can also have positive effects on educators too—the second part of this book therefore focuses on uplifting SEL competencies in our PBL teaching plans.

## THE IMPACT OF COVID ON TEACHERS

Before diving deeper into PBL and SEL, I want to acknowledge some of the problems facing our teachers and profession. Teaching post-COVID is difficult—the pandemic wreaked havoc on public education and exposed academic and social

inequities (Dorn et al., 2020), causing many to question and leave our profession (Kurtz, 2022). Results from a survey conducted by the EdWeek Research Center are bleak and tell us the following (Kurtz, 2022):

- More than 40% of the teachers surveyed reported they were “likely to leave the profession in the next two years.”
- Only 44% reported they were “treated like professionals by the public.”
- Less than 15% reported they were “very satisfied with [their] jobs.”

Additionally, here are some of the challenges expressed by teachers in their own words from a survey by the Christensen Institute (2021):

- “Student behavior is a huge problem. I spend more time redirecting than presenting instruction. Many students have learned non-school practices that make it difficult to create a high functioning independent learning environment.”
- “I have students who need extra support for social-emotional learning. I don’t have enough resources and time to meet and talk with them.”
- “Most teachers feel like zombies just going through the motions of the day.”
- “The workload is unreal. The pressure on teachers during this time is more than ever before.” (pp. 14, 15)

After reading the abovementioned quotes, I cannot in good conscience overlook the plight of our teachers or not attempt to address some of their concerns in this book. Moreover, administrators need to rally teachers in ways that don’t seem disingenuous or have an agenda to have them comply. That said, school leaders must consider the best ways of supporting their teachers who are staying in the profession by choice and new colleagues entering a potentially tricky new job situation (Valenzuela, 2022f).

Systems were broken pre-pandemic (Barrington, 2022), and now our teachers know it and rightly refuse to be blamed. There are no easy answers, but for those remaining, we have to take better care of ourselves in and out of the schoolhouse. A silver lining of the pandemic is that it has ensured personal wellness is here to stay (Cal State East Bay, 2022); for many, it’s become an exigent priority. Managing our needs with those of students is a balance that all educators need to make consciously; otherwise, we may be leaving too much to chance in our lives and the classroom. Even individuals outside of education must manage their needs in tandem with those they serve (Ahmed, 2021). From business owners, accountants, lawyers, florists, designers, retail workers, family members, and everyone in between, it’s not easy but definitely worth exploring. The SEL-infused PBL methodology introduced in this book can help us put practice to that exploration.

## MY DISCOVERY OF PROJECT-BASED LEARNING

I first became aware of PBL in 2013 when my colleagues on the curriculum and instruction (C&I) team at Richmond Public Schools, in Virginia, and I explored



the best teaching methods for hands-on learning in our district. Colleagues from another school system suggested we try our hand at PBL. Unfortunately, at that time, it was difficult to find local training or anyone who was grounded in the pedagogy of PBL, so our progress stalled momentarily. Later, in 2014, I attended the Association for Career and Technical Education (ACTE) conference in Nashville, Tennessee. At the conference, I attended my first presentation on PBL and was introduced to the Buck Institute for Education, the then world leader for PBL methodology and resources. I left the ACTE conference inspired and wanting to learn how to implement PBL well in my school district. I requested my supervisor to allow me to attend PBL World—the nation’s premier annual PBL event hosted by the Buck Institute (PBLWorks, 2022). Although I didn’t make it to PBL World, I became accepted into the Buck Institute’s national faculty development program, where I learned PBL and how to implement it across various educational contexts.

Since 2014, I’ve spent most of the last decade touring the United States (30 states and 70+ cities), working with K–16 schools to help them understand and implement PBL across the curriculum. Part of the work is to coach educators through developing PBL units they can immediately implement in their classrooms. Through lots of travel, my PBL work opened my eyes to the instructional needs of teachers and how PBL can be used to boost their teaching in urban, rural, big-city, and small-town settings for multitudes of learners with diverse needs. This became glaring on my return visits to many schools and localities for follow-up support to the initial PBL training. Seeing countless teachers become more confident planners and practitioners in their classrooms and tangible artifacts evidencing student work increased my confidence in my coaching and strengthened my message to schools.

Data collection was, and continues to be, a significant part of this work because it helps inform and tweak practice. I have learned a lot from my participants—they are trusted partners often dictating how I plan and facilitate sessions. I have found that all teachers need a trusted set of pedagogical strategies supported by tools and frameworks at their disposal. They also need to confidently reach for those tools as students and times change—pivoting with ease, comfort, and knowing they are making instructional decisions that provide their students the proper support. In my own teaching evolution, I have gleaned insights from several practices and pedagogies. I don’t see PBL as the only way to teach. Instead, PBL can be a powerful approach when coupled with SEL and high-yielding strategies showing high influences on student achievement and engagement and applied correctly to define an empowering student experience.

## WHY WE NEED A PBL+ FRAMEWORK

Using data to inform my work with teachers is critical. It has informed me that for teachers to feel confident using PBL in their classroom, they need to understand what PBL is, learn ways to boost their learners’ EQ, know the students they serve, and adapt practical strategies for planning and facilitating PBL using strategies with high influences on student engagement and achievement.

The PBL+ Framework provides educators guidance for strengthening their PBL journey and refining their instructional practice over time. Each component of the framework is supported by research and is grounded in practical steps that are replicable in any classroom. The aim is to make PBL accessible for every

educator by providing them with strategies for getting started either independently or with colleagues—ideally, within a grade-level teaching team servicing the same students.

Moreover, the components in the framework consider that not all educators teach in districts where PBL training is readily available. Even when training is available, critical next steps and additional coaching required for improving practice may not be. To adequately support readers, each element in the framework has a dedicated chapter in the forthcoming pages explaining its relevance, research, and implementation strategies. Here are the elements in the framework:

1. Understand the components of research-informed PBL
2. Understand the basics of the CASEL 5 (for SEL) and emotional intelligence
3. Use knowledge of students to inform teaching
4. Design projects relevant to the students you serve
5. Use frequent feedback cycles to guide student work

## WHO SHOULD READ THIS BOOK?

This book is written for K–12 teachers who are looking to develop or enhance their teaching using PBL but may not have experience aligning PBL to SEL and other related strategies needed for making sound and calculated instructional decisions. That’s where the PBL+ Framework can help. This book is also for instructional leaders looking to implement PBL across the curriculum in their schools using data-driven high-leverage and tangible steps that improve instruction. This book can be a manual for schools and educators looking to raise equity for vulnerable students by intentionally using PBL to activate SEL in projects but who may be unsure of where to start. Through lessons on the fundamentals of PBL, SEL, and other equity-raising practices, both the novice and expert can level up their PBL teaching by applying the contents in this book.

Whether you’re an English language arts (ELA), mathematics, science, history, art, computer science, or career and technical education (CTE) teacher, this book provides the know-how for strategically engaging your learners in projects while still maintaining the appropriate rigor levels required for your class. This book is also for the special education support teacher and teacher tasked to hold after-school learning experiences. Although you can adapt the material in this book independently, you should do so as part of a school’s collaborative teaching team. Whether you are teaching students in a support role, in an after-school club, or just as a fun activity, you will find strategies in this book to support you on your PBL- and SEL-infused teaching journey.

## HOW TO NAVIGATE THIS BOOK

This book is organized into three parts, each with three or more chapters.

Part 1 defines and explores the fundamentals of the PBL+ Framework and provides empirical evidence and many easy-to-replicate examples for its use as part of a comprehensive PBL teaching plan. Also, the intersection of educational equity, SEL, and sound teaching strategies is highlighted in these chapters

through research, tools and frameworks, and practical advice. The five elements in the framework (and Chapters 1 through 5, respectively) are as follows.

**Chapter 1, Element 1:** Understand the Components of Research-Informed Project-Based Learning. In this chapter, we consider pacing and teaching structure for projects. We explore relevant research and prepare to implement essential elements to strengthen project ideas and create the best learning experiences for students.

**Chapter 2, Element 2:** Understand the Basics of the CASEL 5 (for SEL) and Emotional Intelligence. In this chapter, we explore the SEL competencies of the Collaborative for Academic, Social, and Emotional Learning (CASEL) and use tools to help kids develop emotional intelligence skills.

**Chapter 3, Element 3:** Use Knowledge of Students to Inform Teaching. In this chapter, we explore appropriate tools and methods to become better familiar with students so we can begin to make instructional decisions that accommodate their unique needs.

**Chapter 4, Element 4:** Design Projects Relevant to the Students You Serve. In this chapter, we explore and adapt a methodology for expanding project ideas using our curricular resources to design and fine-tune a personalized PBL unit to our class context.

**Chapter 5, Element 5:** Use Frequent Feedback Cycles to Guide Student Work. In this chapter, we cover assessment in PBL and learn to adapt a set of handy protocols for giving students feedback as they complete their products or performance tasks in drafts. This chapter also offers guidance on keeping project work at the appropriate rigor levels and grading individual student work during PBL units.

Part 2 provides K–12 teachers with dedicated chapters on adaptable projects uplifting the CASEL 5 competencies of self-awareness, self-management, social awareness, relationship management, and responsible decision making. Each chapter provides an overview of SEL competencies in alignment with PBL and strategies for adopting practices that integrate the CASEL 5 into PBL units. The chapters in Part 2 are as follows.

**Chapter 6:** Understanding Self-Awareness for Connecting Passion and Purpose. This chapter delves into the self-awareness and self-management SEL competencies and provides an adaptable PBL unit educators can personalize for their classroom along with recommendations for equitable implementation.

**Chapter 7:** Understanding Social Awareness for Having Successful Relationships. This chapter delves into the social awareness and relationship management SEL competencies and provides an adaptable PBL unit educators can personalize for their classroom along with recommendations for equitable implementation.

**Chapter 8:** Responsible Decision Making: From Awareness to Action. This chapter delves into the responsible decision-making SEL competency

and provides an adaptable PBL unit educators can personalize for their classroom along with recommendations for equitable implementation.

Part 3 focuses on enhancing a PBL teaching plan with tools and resources that help learners work together with shared agreements and guidelines for fruitful collaboration. Strategies for maintaining your grade-level rigor levels and grading students in PBL are also addressed to help teachers effectively ensure learning and assess student work.

**Chapter 9: Using a 5-Step Roadmap to Activate Student Engagement and Rigorous PBL** This chapter helps teachers consider daily engagement in their teaching, prepare compelling and engaging entry events at the start of a PBL unit, and understand the steps needed for engagement throughout the entire project process. Downloadable and adaptable tools are also provided.

**Chapter 10: Fostering Collaboration and Teamwork.** This chapter helps teachers prepare students to collaborate and work on projects effectively through shared agreements and collaborative tools. Downloadable and adaptable tools are also provided.

**Chapter 11: Helping Students Prepare for the Public Product.** This chapter provides excellent guidelines and recommendations for preparing students to present their ideas, new learning, and calls to action in public presentations.

Finally, note that in each chapter, you will find *Important Note* feature boxes that highlight unique elements of a concept or strategy. I aim to supplement and clarify reader understanding throughout the book. Additionally, this book provides access to additional resources in the appendices, page 135. You can also visit the companion website at [resources.corwin.com/ProjectBasedLearning+](https://resources.corwin.com/ProjectBasedLearning+), where you can find downloadable versions of multiple templates shown throughout. Finally, we conclude our book with cited references and resources.

