

# Project Imagine: Teacher Self-Reflection Checklist



Self-Assessment Tool for Planning & Facilitating High School Social Studies Digital Immersives

Teacher: \_\_\_\_\_

Course Track: ☐ US History ☐ World History

Immersive Title: \_\_\_\_\_

Topic / Chapter: \_\_\_\_\_

Date / Block: \_\_\_\_\_

Timing Path: ☐ Pressed for Time (30m) ☐ More Time (60-90m)

| Status                                                                                               | Self-Reflection Indicators & Instructional Best Practices                                                                                                                                                                                                            | Planning Notes & Reflection |
|------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| <input type="checkbox"/> Ready<br><input type="checkbox"/> Progress<br><input type="checkbox"/> Goal | <b>1. Essential Question &amp; Context Launch (TE pp. T14, T16)</b><br>Launch the immersive using the Topic Essential Question (e.g., 'When is war justified?' or 'How can we ensure equality for all?') and myStory video to establish baseline historical context. | Notes:                      |
| <input type="checkbox"/> Ready<br><input type="checkbox"/> Progress<br><input type="checkbox"/> Goal | <b>2. Student Handout Preparation &amp; Assignment (Realize)</b><br>Assign or print the corresponding <b>Project Imagine Student Handout</b> (e.g., role-play tracker, 360° tour log, or decision-tree worksheet) prior to device time.                              | Notes:                      |
| <input type="checkbox"/> Ready<br><input type="checkbox"/> Progress<br><input type="checkbox"/> Goal | <b>3. Trauma-Informed Safety Framing (TE pp. T14, T16)</b><br>Provide explicit, respectful safety warnings before encountering sensitive primary sources (Dachau, Emmett Till, Nanjing, Tulsa) and establish opt-out parameters.                                     | Notes:                      |
| <input type="checkbox"/> Ready<br><input type="checkbox"/> Progress<br><input type="checkbox"/> Goal | <b>4. Timing Pathway Selection (TE Frontmatter)</b><br>Select between <i>Pressed for Time</i> (30m group path) or <i>More Time</i> (60–90m individual/pair path) based on block pacing and learning objectives.                                                      | Notes:                      |
| <input type="checkbox"/> Ready<br><input type="checkbox"/> Progress<br><input type="checkbox"/> Goal | <b>5. Active Handout &amp; Digital Evidence Collection</b><br>Circulate while students navigate decision trees or 360° tours, ensuring they actively record source evidence, decisions, and perspectives directly on their Student Handout.                          | Notes:                      |
| <input type="checkbox"/> Ready<br><input type="checkbox"/> Progress<br><input type="checkbox"/> Goal | <b>6. Role-Play &amp; Ethical Decision-Tree Facilitation</b><br>Prompt students during role-plays (WWII Home Front, Civil Rights Reporter, Freedom Summer) to evaluate the constraints, motives, and trade-offs of historical figures.                               | Notes:                      |
| <input type="checkbox"/> Ready<br><input type="checkbox"/> Progress<br><input type="checkbox"/> Goal | <b>7. Off-Screen Reflective Synthesis Routine</b><br>Transition off devices into structured peer-to-peer routines: <i>Take a Stand</i> (opinion line), <i>Conversation with History</i> , or <i>Sticky Notes/Graffiti Concepts</i> .                                 | Notes:                      |
| <input type="checkbox"/> Ready<br><input type="checkbox"/> Progress<br><input type="checkbox"/> Goal | <b>8. DBQ &amp; Written Evidence Transfer (TE pp. T14, T16)</b><br>Guide students to transfer evidence from their Student Handout and digital notes directly into DBQ Workspaces, analytical essays, or policy proposals.                                            | Notes:                      |
| <input type="checkbox"/> Ready<br><input type="checkbox"/> Progress<br><input type="checkbox"/> Goal | <b>9. Civic &amp; Modern Connections</b><br>Prompt students to analyze how historical choices connect to modern civic responsibilities and ongoing human rights issues.                                                                                              | Notes:                      |

This teacher self-checklist aligns with Savvas High School Social Studies (US History & World History) Project Imagine Digital Immersives. © 2026 Savvas Learning Company LLC.