

Quest Teacher Self-Checklist

Self-Assessment Tool for Planning & Facilitating Active Inquiry in California Grades 6–8 Social Studies

Teacher: _____	Topic / Unit: _____
Course Track: ☐ Ancient World (Gr 6) ☐ Medieval Times (Gr 7) ☐ American History (Gr 8)	Quest Type: ☐ Document-Based ☐ Project-Based ☐ Civic Discussion

Status	Self-Reflection Indicators & Instructional Best Practices	Planning Notes & Reflection
☐ Ready ☐ Progress ☐ Goal	1. Essential Question & Topic Launch <i>(CA TE Frontmatter pp. xxvi–xliii)</i> Launch the topic using the Essential Question and Topic Opener Video on Savvas Realize to establish historical context and real-world inquiry.	Notes / Evidence:
☐ Ready ☐ Progress ☐ Goal	2. Quest Rubric Unpacking <i>(CA TE Frontmatter pp. xliv–liii)</i> Unpack the Quest Rubric (Document-Based Writing, Project-Based, or Civic Discussion) on Day One so students understand expectations.	Notes / Evidence:
☐ Ready ☐ Progress ☐ Goal	3. Active Journal Assignment <i>(CA TE Frontmatter pp. xliv–liii)</i> Assign or open digital Active Journals prior to lesson reading so students can log primary sources and evidence clues.	Notes / Evidence:
☐ Ready ☐ Progress ☐ Goal	4. Daily Quest Connections <i>(CA TE Lesson Margins)</i> Prompt students during daily lesson reading across Grade 6, 7, and 8 topics to identify and record Quest Connections and evidence in their Active Journals.	Notes / Evidence:
☐ Ready ☐ Progress ☐ Goal	5. California ELD Scaffolding <i>(CA TE ELA Handbook pp. ELA 1–16)</i> Apply targeted California ELD scaffolds (Emerging multi-sensory/graphic cues, Expanding sentence starters/T-charts, Bridging extended writing).	Notes / Evidence:
☐ Ready ☐ Progress ☐ Goal	6. Active Classroom Routines <i>(CA TE Frontmatter pp. l–liii / lvi–lix)</i> Facilitate active routines (Take a Stand, Conversation with History, Graffiti Concepts, Write 1-Get 3, See-Think-Wonder) during lesson investigation.	Notes / Evidence:
☐ Ready ☐ Progress ☐ Goal	7. Culturally Responsive Synthesis <i>(CA TE Frontmatter pp. liv–lv / lx–lxi)</i> Transition students into inclusive, structured peer-to-peer debriefs, debates, or gallery walks while honoring diverse student perspectives.	Notes / Evidence:
☐ Ready ☐ Progress ☐ Goal	8. California Standards Evidence Transfer <i>(CA TE Frontmatter pp. xxvi–xliii)</i> Guide students to transfer Active Journal evidence into analytical essays, blogs, or projects, evaluating against California H-SS Content Standards and C3 benchmarks.	Notes / Evidence:

This California Quest Teacher Self-Checklist aligns with Savvas California myWorld Interactive Grades 6–8 Social Studies (Ancient World, Medieval & Early Modern Times, and American History). © 2026 Savvas Learning Company LLC.