

# MYWORLD INTERACTIVE 6–8:

## Quest Teacher Self-Reflection Checklist

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

|                                                                                                       |                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Teacher:</b> _____                                                                                 | <b>Topic / Unit:</b> _____                                                                                                                  |
| <b>Course Track:</b> <input type="checkbox"/> American History <input type="checkbox"/> World History | <b>Quest Type:</b> <input type="checkbox"/> Document-Based <input type="checkbox"/> Project-Based <input type="checkbox"/> Civic Discussion |

| 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; Topic Launch (TE p. xl)</b><br>Launch the topic using the Essential Question and Topic Opener Video to establish historical context and real-world inquiry.       | Notes:                      |
| <input type="checkbox"/> Ready<br><input type="checkbox"/> Progress<br><input type="checkbox"/> Goal | <b>2. Quest Rubric Unpacking (TE p. xlviii)</b><br>Unpack the Quest Rubric (Document-Based Writing, Project-Based, or Civic Discussion) on Day One so students understand expectations.          | Notes:                      |
| <input type="checkbox"/> Ready<br><input type="checkbox"/> Progress<br><input type="checkbox"/> Goal | <b>3. Active Journal Assignment (TE p. xlviii)</b><br>Assign or open digital Active Journals prior to lesson reading so students can log primary sources and evidence clues.                     | Notes:                      |
| <input type="checkbox"/> Ready<br><input type="checkbox"/> Progress<br><input type="checkbox"/> Goal | <b>4. Daily Quest Connections (TE Lesson Margins)</b><br>Prompt students during daily lesson reading to identify and record Quest Connections and evidence in their Active Journals.             | Notes:                      |
| <input type="checkbox"/> Ready<br><input type="checkbox"/> Progress<br><input type="checkbox"/> Goal | <b>5. Point-of-Use ELD/MLL Scaffolding (TE pp. ELA 1–16)</b><br>Apply targeted ELD scaffolds (Entering/Emerging visual cues, Developing graphic organizers, Bridging extended writing).          | Notes:                      |
| <input type="checkbox"/> Ready<br><input type="checkbox"/> Progress<br><input type="checkbox"/> Goal | <b>6. Active Classroom Routines (TE pp. xlviii–liii)</b><br>Facilitate active routines (Take a Stand, Conversation with History, Graffiti Concepts, Write 1-Get 3) during lesson investigation.  | Notes:                      |
| <input type="checkbox"/> Ready<br><input type="checkbox"/> Progress<br><input type="checkbox"/> Goal | <b>7. Collaborative Debrief &amp; Synthesis (TE pp. xlviii–liii)</b><br>Transition students off devices into structured peer-to-peer debriefs, debates, or gallery walks.                        | Notes:                      |
| <input type="checkbox"/> Ready<br><input type="checkbox"/> Progress<br><input type="checkbox"/> Goal | <b>8. Evidence-Based Writing &amp; Evaluation (TE p. xl)</b><br>Guide students to transfer Active Journal evidence into analytical essays, blogs, or projects, evaluating against Quest Rubrics. | Notes:                      |

This teacher self-reflection checklist aligns with Savvas myWorld Interactive Grades 6–8 Social Studies (American History and World History). © 2026 Savvas Learning Company LLC.