

GET TO KNOW

# Quest Forward Learning™

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A high school program designed for rigorous academic learning and the development of essential habits and skills students need to succeed in education and career



**QUEST FORWARD**  
**ACADEMY SANTA ROSA**

The Forward-Thinking High School



## Quest Forward Learning

# A Better Learning Model for High School

Quest Forward Learning is a program designed to **engage students in their own learning.**

It is a research-based method for student growth, a comprehensive four-year curriculum, and a technology platform that supports active, student-directed learning and holistic assessment.

## Quest Forward Learning



# A Better Learning Model for High School

<b>Curriculum</b>	From passive, one-size-fits-all education		To differentiated, student-directed, project-based learning
<b>Teaching</b>	From lecturing followed by homework		To engaged mentors empowering each student individually to set and meet their goals
<b>Assessments</b>	From constant testing and letter grades that over-simplify students		To authentic, holistic assessment of work products, work process, and skill growth



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# Methodology & Curriculum



High school should not be passive, one-size-fits-all learning.



Quest Forward Learning is differentiated, student-directed, best-fit learning and growth supported by engaged mentors.



## 5 Guiding Principles

1. Learning Requires Action
2. Learning Improves with Practice
3. We Learn Better Together
4. Learning Happens Everywhere, and Always
5. Learning Drives Personal Growth



# 3 Skills Frameworks



## Essential Habits

6 self skills associated with how a student thinks, approaches the world, and how they interact with others:

-  **Express Curiosity**
-  **Learn from Setbacks**
-  **Solve Problems**
-  **Manage Yourself**
-  **Communicate and Collaborate**
-  **Live an Integrated Life**



## Learning Skills

Academic skills often focused on in school — but also important throughout life — organized into 5 groups:

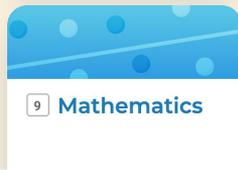
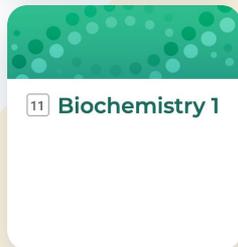
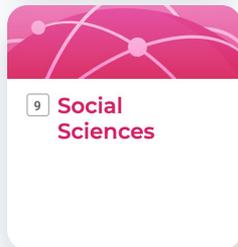
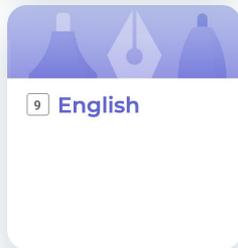
-  **Investigate**
-  **Analyze**
-  **Reason**
-  **Communicate**
-  **Learn Who You Are**



## Work Skills

Executive functions that focus on how a person works and accomplishes goals effectively:

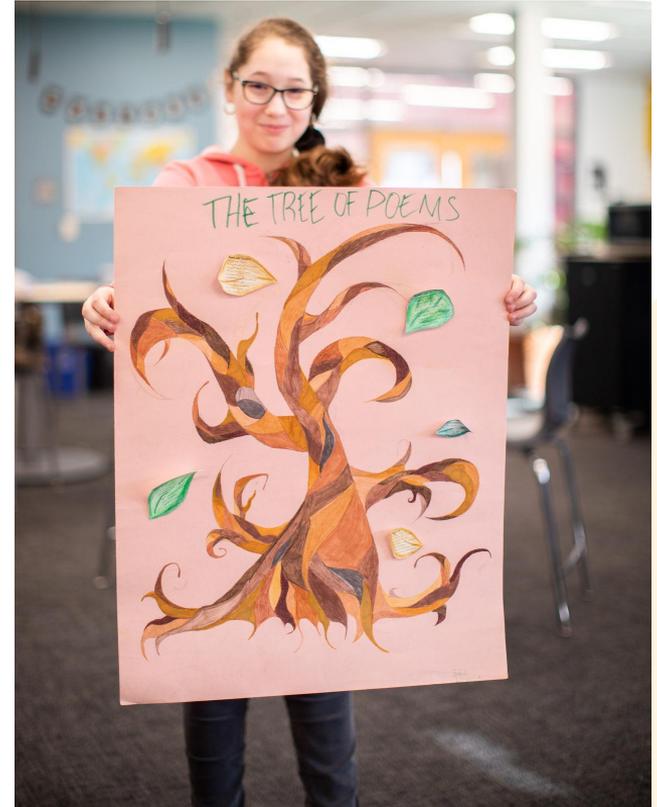
-  **Focus**
-  **Work Efficiently**
-  **Plan and Achieve Goals**
-  **Manage Time and Resources**
-  **Organize**
-  **Document and Take Notes**





# Best-Fit Path for Each Individual Student

- Differentiation and choice in course selection
- Open-ended artifacts
- Following their interests, strengths, and passions
- Challenging and individualized instruction





# The Phases of High School

## Foundation Phase

### GRADE 9

Students begin high school with a grounding in the principles of Quest Forward Learning and a solid basis for the content and skills to come.

The Foundation Phase also introduces students to the self skills and work skills that form the backbone for success in school and life.

## Exploration Phase

### GRADES 10 & 11

In Exploration Phase, students explore their interests and develop their talents more deeply. Students strengthen conceptions of themselves as drivers of their own education and see the relevance of what they are learning. As students progress through courses, they pursue subjects in more or less depth, depending on their interests.

## Transition Phase

### GRADE 12

As they begin their transition from high school their next steps, students produce comprehensive mastery projects that summarize their achievements.

Students can conclude their preparation for college, begin their pursuit of a career, or transition to college courses while still working within the structure of Quest Forward Learning.



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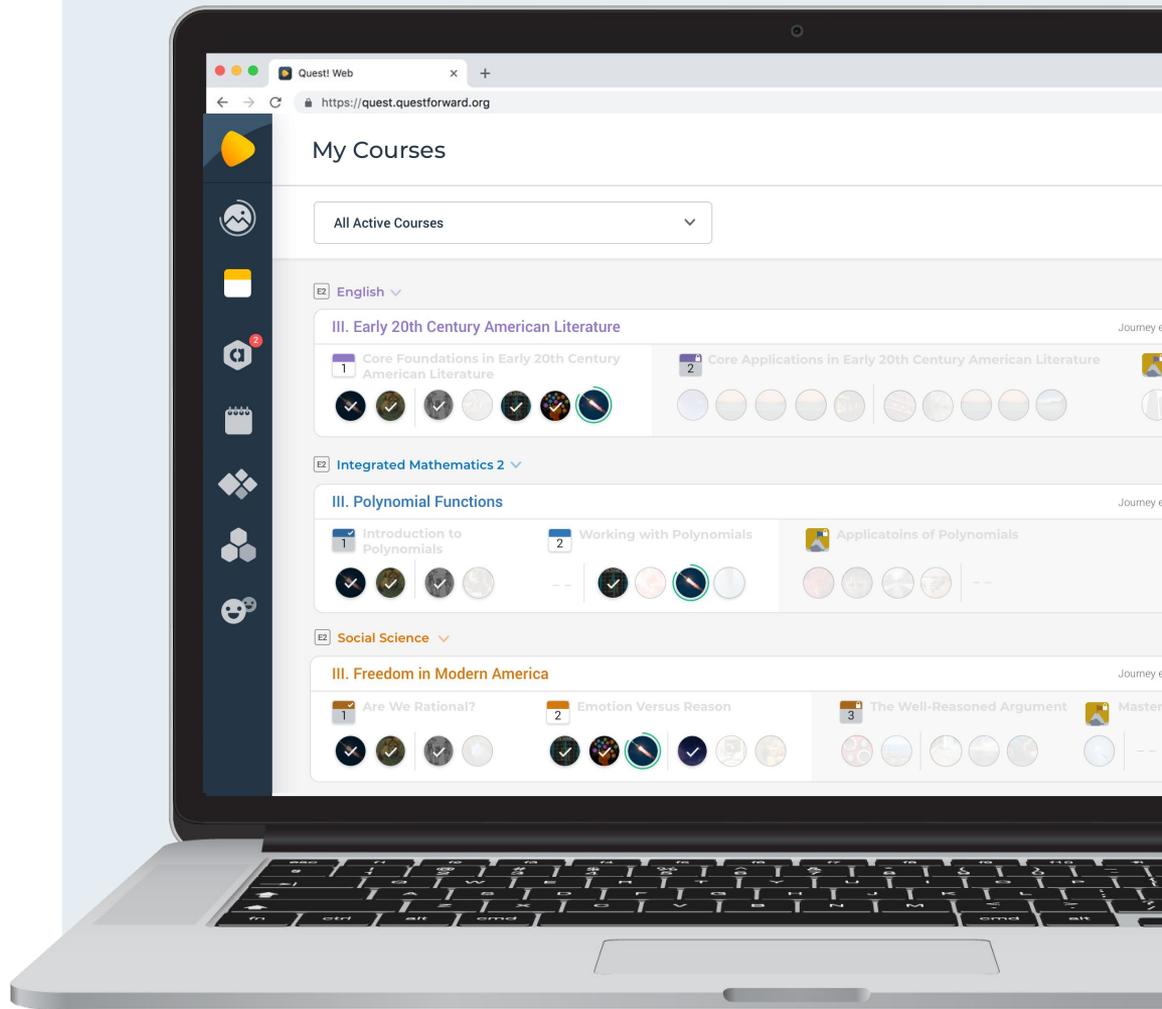
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# Course Components

# Quest Forward Courses

Courses are subject-specific — such as English, Social Sciences, Mathematics, and Science.

Each course contains a series of journeys. Journeys are thematic units, each lasting about 8-12 weeks.



# Quest Forward Courses

Each journey contains several levels that build upon each other. When students complete the minimum requirements of a level — usually a combination of “core” and “choice” quests — they unlock the next level.

While all students complete core quests (which are all required), students select the choice quests that are most interesting to them or relevant to their goals.

The screenshot displays the Quest! Web interface on a tablet. The browser address bar shows <https://quest.questforward.org>. The main heading is "My Courses". Below this, there is a section for "All Active Courses". The interface is organized into a grid of course cards. A vertical sidebar on the left contains navigation icons: a yellow play button, a camera icon, a calendar icon, a hexagonal icon with a '2', a calendar icon, a diamond icon, a hexagonal icon, and a smiley face icon. Four labels with lines pointing to the sidebar icons are: "Course" (yellow play button), "Journey" (camera icon), "Level" (hexagonal icon with '2'), and "Quests" (calendar icon). The main content area shows two course cards. The first card is for "English" (E2) and features a dropdown menu. Underneath, it lists "III. Early 20th Century American Literature" with a sub-section "1 Core Foundations in Early 20th Century American Literature". Below this are several quest icons, some with checkmarks. The second card is for "Integrated Mathematics 2" (E2) and lists "III. Polynomial Functions" with a sub-section "1 Introduction to Polynomials" and another section "2 Working w...".

Course

Journey

Level

Quests

Quest! Web

https://quest.questforward.org

My Courses

All Active Courses

E2 English

III. Early 20th Century American Literature

1 Core Foundations in Early 20th Century American Literature

E2 Integrated Mathematics 2

III. Polynomial Functions

1 Introduction to Polynomials

2 Working w...

# Sample Grade 9 Core Curriculum

## Courses

Subject-specific scope and sequence designed for each year of high school

## Journeys

Thematic sections of each course designed for flexible 8-12 week terms



Course Components

# Quests

Projects designed for  
student-directed learning





## Quests

- A driving question provides focus for the project
- Quests lead to an “artifact,” a work product to demonstrate learning and skills growth

The screenshot shows a web browser window with the URL [quest.questforward.org](http://quest.questforward.org). The page displays a quest card for "Introduction to American Government" under the category "American Government: Civic Foundations Level 1". The quest is associated with "Social Sciences" and is a "Discovery Quest" created by "Diane Barnes, Frank Pape". It includes 4 activities and covers topics like "social sciences, American Government, Transition Phase, Course introduction, paths". Below the quest card is a section titled "Just for Mentors" with a link to "View supplemental quest information." The main content area features a heading "What's the American Government course all about?" followed by a "Quest Goal" section: "Explore sources linked to the various parts of this course and brainstorm some ideas for a final project." An "Overview" section asks: "Have you ever thought about what it means to be a US citizen? Or about how the different parts of government really work? What about why things work the way they do?" and states: "This course is all about these very issues. It's designed to help you answer these questions and understand other important ways government works for you." An "Artifacts" section is partially visible at the bottom.



## Quest Activities

- Each quest contains 2-6 activities
- Activities are designed for student-directed work with narrative flow
- Each activity has a clear goal, augmented by teacher instructions

The screenshot shows a web browser window with the URL `quest.questforward.org`. The page title is "American Government: Civic Foundations Level 1". A progress bar at the top indicates the current activity is the first of four. The main content area is titled "Civic Foundations" and contains a text box with the prompt: "Reflect on what you already know and what you would like to learn about American government." Below this, the text reads: "Journey 1 of this course is all about the foundations of civic life and responsibilities. Let's start with your own knowledge base. In your notebook, write a paragraph or two responding to the following:" followed by a list of four questions. At the bottom, there is a section for "Mentor Instructions" with an "Edit" link.

Quest! Web

quest.questforward.org

12 American Government: Civic Foundations Level 1

### Civic Foundations

Reflect on what you already know and what you would like to learn about American government.

Journey 1 of this course is all about the foundations of civic life and responsibilities.

Let's start with your own knowledge base.

In your notebook, write a paragraph or two responding to the following:

- What is civics and why is it important?
- Write down *two or three* impressions you have about government and how it works. (This can be local, state, or federal government.)
- What do you think should be covered in an American government course?
- What are *two or three* things you'd really like to learn about government and civics?

Mentor Instructions [Edit](#)

#### Skills

Social Sciences

- ◆ **Compose**  
Examples:
  - Create a detailed proposal for a big project, including potential sources and a timeline to complete it.
  - Express thoughts and ideas in ways that are creative, such as art, music, or other forms of expression.
  - Create drafts free of basic errors, and incorporate feedback on thematic and substantive ideas.
- ◆ **Establish Meaning**  
Examples:
  - Summarize complex ideas in a text source, paraphrasing accurately.
  - Produce works demonstrating a mastery of discipline-specific academic phrases and concepts.
- ◆ **Investigate**  
Examples:
  - Working independently, produce deep research on a topic.
  - Integrate concepts from multiple sources within a research project.



# Activity Resources

- Activities can include any number of resources — links to websites, documents, books, videos and more — from which students can choose the ones they need or prefer



### Reconstituting the Constitution: How to Rewrite It?

NPR audio and transcript about rewriting the Constitution today (5:42)



### NPR Readers Would Ratify Four New Amendments

Results of a survey about what amendments would be suggested today



### Virginia Could Be the State to Give Women Equal Rights Nationwide

Audio discussion of Virginia's 2018 attempt to approve the Equal Rights Amendment, even though the ratification date has passed (3:55)



## Skills Practice

- Skills practiced in the activity are prominent
- Skills students work on throughout quests prepare them for life after high school and beyond — skills for learning as well as self skills and work skills

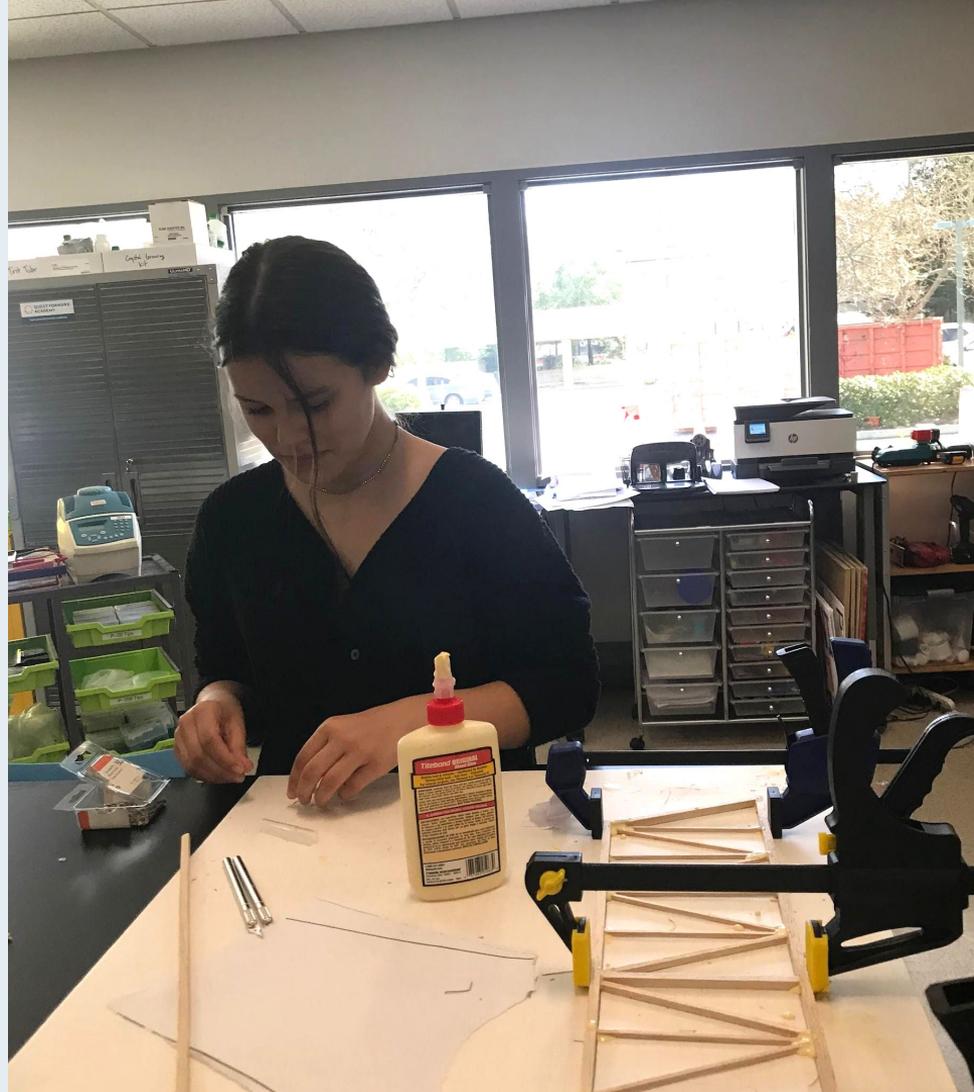
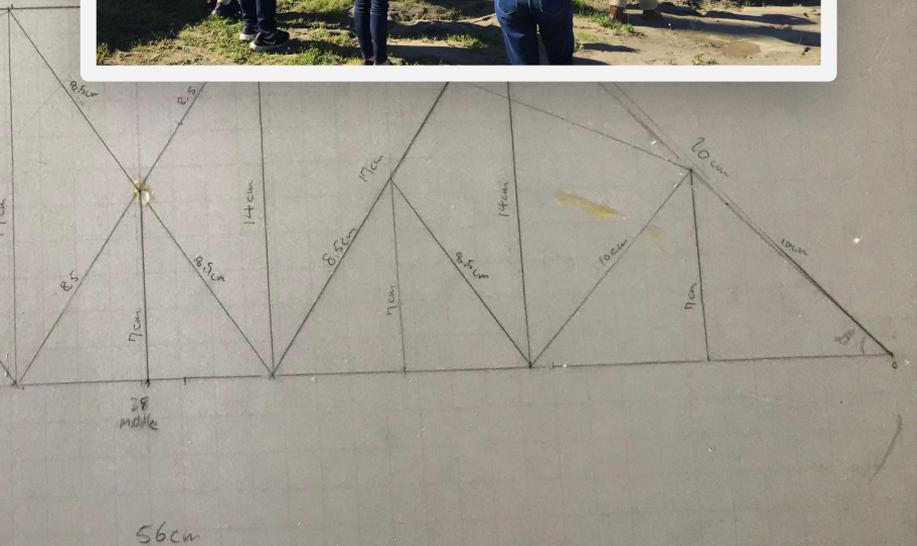
The screenshot shows a web browser window with the URL `quest.questforward.org`. The page title is "American Government: Civic Foundations Level 1". A progress bar at the top indicates the current quest is the first of four. The main content area is titled "Outside Influences on Government" and contains a text box with the prompt: "Think about how you and others might influence government." Below this, there is a paragraph of text: "Journey 2 of this course looks at influences on government. Have you thought about how outside interest groups or ideas help to shape government? What about how you can have an influence on government?" followed by a task: "Brainstorm *three or four* ways that you might influence government. Write your ideas in your notebook." A "Mentor Instructions" section is visible at the bottom, with a "Preview" button. The right sidebar shows a "Skills" panel with categories: "Compose" (Create a detailed proposal for a significant project, Express thoughts and ideas in ways other than writing, Create drafts free of basic errors), "Establish Meaning" (Summarize complex ideas in a text or primary source, Produce works demonstrating a mastery of discipline-specific academic phrases), and "Investigate" (Working independently, produce detailed research on a topic, Integrate concepts from multiple sources).



# Artifacts

- An artifact is something physical or digital students create during a quest
- Making artifacts deepens learning, communicates ideas, practices skills, and demonstrates knowledge
- Artifacts can take many forms, from essays to videos to machines to plants
- “Learning requires action,” and artifacts are a large component of Quest Forward Learning







## Artifacts

- Students submit their artifacts and request feedback from mentors
- When the mentor accepts the artifact as complete, they complete an “artifact assessment” and “skills check” to provide structured feedback on performance and growth.

The screenshot shows a web browser window with the URL [questforward.org](https://questforward.org). The page title is "American Government: Outside Influences on Government Level 1". A progress bar at the top indicates the current position in the course. The main content area is titled "Write a Letter" and contains the following text:

Write a letter to your member of Congress about gerrymandering.

A one-page letter written to your member of Congress stating your opinion on gerrymandering

Think back on what you've learned about apportionment and gerrymandering. Then, create a list of pros and cons to determine whether you approve or disapprove of gerrymandering. See the resources for some ideas.

Finally, write a letter to your representative explaining your position. Be sure to include some specifics about how it affects your own district. If you want, mail the letter using the address you identified in Activity 1. Your letter should be at least one page in length.

Either way, share it with your mentor when you're finished.

At the bottom, there are two resource cards:

- The Pros and Cons of Gerrymandering**
- Gerrymandering Isn't Evil**  
Be sure to click 'continue reading' in order to view the entire article.

On the right side, there is a "Skills" section with the following items:

- Assess Arguments**  
Examples:
  - Develop criticism of arguments using evidence, examples, and your own criticism.
  - Critique an argument by explaining its strengths and weaknesses using evidence, and structure.
  - Consider how your own point of view affects the kinds of arguments you make.
  - Identify the historical background and evidence used in an argument.
- Investigate**  
Examples:
  - Working independently, produce research on a topic.
  - Integrate concepts from multiple sources within a research project.
- Take a Position**  
Example:
  - Using scholarly evidence, research, and analysis to identify strengths and challenges to a position.



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# Growth-Focused Assessments



High school should not be full of constant memorization and testing, with only letter grades that over-simplify students



Quest Forward Learning empowers low-stress, authentic assessment of each student's work, as well as their work process and skill growth





# Authentic Evaluation of Work and Process

- **Artifact Assessment:** Teachers evaluate student artifacts for learning, timeliness, effort, and appropriate use of resources
- **Skills Check:** Teachers evaluate student artifacts for how well they reflect development of skills
- **Engagement:** During each class session, teachers track students' engagement levels



# Artifact Assessment

- Formative scale for learning, timeliness, effort, and support from others
- Feedback to the student is typically delivered in class and is also available to students in their app

**Assessment by Janella Stanton** 30 Nov 2020, 5:55 pm

Sounds like the making for an incredible paper. I really like how you define your values by contrasting them with "niceness" or compassion and loyalty.



**Learning**



Exhibited beyond expectations



**On Time**



On time



**Appropriate Effort**



Appropriate effort



**Support from Others**



Appropriate support and contributions

# Growth-Focused Assessments

## 12 American Government

7 Assessments

### Outside Influences on Government | Section 1

			📊 Learning	🕒 On Time	↔️ Effort	👥 Support	
6 Nov, 2020	 Party Time	M					

### Civic Foundations | Section 1

			📊 Learning	🕒 On Time	↔️ Effort	👥 Support	
18 Oct, 2020	 The US Out in the World (Part 1)	M					
15 Oct, 2020	 Amend That!	M					
15 Oct, 2020	 The US Out in the World (Part 2)	M					
14 Oct, 2020	 Do Your Duty!	M					
8 Oct, 2020	 Are You a Good Citizen?	M					
24 Sep, 2020	 Who Has the Most Power over You?	M					

# Skills Check

- Skills Checks use quick and simple surveys to assess skills practice and map growth over time
- Both teachers and students can record skills checks on a formative scale
- They can be recorded at any time or frequency

## Skills History

ii Social Sciences

US 9th Grade

### Ask Questions

Examples:

- Record simple observations about a text, source, or object using a graphic organizer or other given tool.
- Develop simple questions based on texts, sources, or observations.



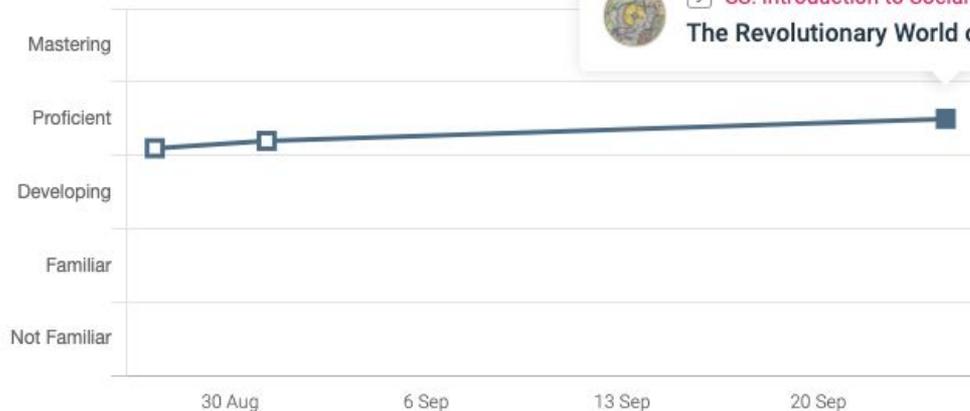
# Skills History

iii Social Sciences

## Ask Questions

Examples:

- Record simple observations about a text, source, or object using a
- Develop simple questions based on texts, sources, or observations



✔ Student Checks



✔ Mentor Checks



### Proficient

Demonstrates the skill in the intended manner, with evidence that the skill has been acquired.



**Laura Gonzalez** 24 September 2020, 1:11 pm



9 **SS: Introduction to Social Sciences** Level 2

**The Revolutionary World of World History**

See how it works at



## QUEST FORWARD ACADEMY SANTA ROSA

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[Learn More](#)

**Schedule a Free Admissions Consultation**

Email [info@questforward.academy](mailto:info@questforward.academy)  
or call 707-387-1663 today!

