

# Traverse Logic Model

Traverse is a modern social studies curriculum designed to bring learning to life through a variety of media. Its structure offers multiple opportunities for students to engage with content, with technology helping to create a more active learning experience. The program is designed with the evolving needs of today's students and classrooms in mind and is flexible in its implementation.

The logic model below provides a conceptual model of how Traverse is intended to work, the resources required to make it effective, and the outcomes that teachers can expect students to demonstrate.

## Program Inputs

### TRAVERSE

- Social Studies curriculum that is aligned to C3 (college, career, and civic life) and state standards with an instructional model that supports building Social Studies reading skills and inquiry and research skills.
- Social Studies courses including U.S. History: Beginnings to the Civil War and World History: Beginnings to the Reformation for Middle School; and U.S. History: Reconstruction to the Present, World Geography, World History: Emergence of the Modern World to the Present, World Geography, Economics and U.S. Government for High School.
- Enduring Themes like Civics and Citizenship, Innovation, and the Environment that bridge ideas and concepts across courses, helping students and teachers make connections by showing how social studies themes cross time, space, and disciplines.
- Inquiry tasks in every chapter engage students to do social studies in a way that allows for questions and evidence gathering from a variety of primary and secondary sources to build claims about history, geography, economics, and government.
- End-of-course research projects provide student choice in a fun, engaging, and memorable way to reflect on content, including practice on inquiry and reading skills, in a creative way.
- Collaborative learning activities in every chapter allow for exploration of questions related to chapter content in a whole-group setting, empowering students to engage, share ideas, and communicate reasoning and conclusions.

- Formative assessments in every lesson provide teachers multiple opportunities to monitor student progress. Summative end-of-unit assessments are modular and can be completed and graded digitally or downloaded for a paper-and-pencil administration option.
- Interactive media like 3D Objects, Flipbooks, Hotspots, Interactive Maps, and Interactive Timelines engage students in learning, creating a more fun learning experience while covering unique topics related to core content.
- Optional print materials support the digital experience through the Student Source and Skill Companion and Teacher Resource Companion.
- Digital gradebook allows teachers and administrators to see student data on specific questions, standards, and assessments.

### IMAGINE LEARNING

- Initial onboarding and implementation support.
- Professional development and coaching for teachers and administrators.
- Customer support to troubleshoot immediate issues.
- In-product Help Center for self-service needs.

### DISTRICT

- Networked computers with proper memory, media appliances, and headsets.
- Adequate classroom space.
- Online access to Traverse and appropriate bandwidth to support use.
- Optional student and teacher print support.
- School or district implementation plan and learning goals.

## Classroom Activities

### STUDENT ACTIVITIES

- Following the balanced approach pathway for instruction, complete all assigned course units within the allotted course period (e.g., semester, academic year).
- If available, review the print Source and Skill Companion as an additional resource to support source analysis.
- Complete opening chapter Vocabulary Previews.
- Complete all assigned reading skill lessons and research and inquiry skill lessons.
- Complete chapter inquiries and associated inquiry prompts.
- Complete the Take Action prompts in all assigned Echoes.
- Complete all formative assessments including each in-lesson comprehension check and all chapter review questions.
- Complete summative end-of-unit assessments.
- Participate in and complete an end-of-course project or collaborative learning opportunity.

### TEACHER ACTIVITIES

- Complete any curriculum training and/or webinars and reference the in-product Help Center to prepare for classroom use.
- With each unit and chapter, review the pacing and planning guides, which are available online or in the Teacher Resource Companion.
- Use the digital wraparound Teacher's Edition for guidance on suggested activities and approaches for instruction.
- Regularly review gradebook data and promptly grade student assignments as needed.
- If using the chapter inquiry tasks, use the rubric to evaluate student work.
- Modify instruction based on student performance in Vocabulary Preview, formative assessments, and summative assessments.
- Apply scaffolding and differentiation supports based on individual student needs.
- Use point-of-use data from student activities to check for comprehension and understanding.

## Outputs

### STUDENT OUTPUTS

- Engagement as demonstrated by participation of classroom discussions and activities and teacher-assigned work.
- Content proficiency or mastery as demonstrated by performance on assigned inquiry tasks, in-lesson comprehension checks, chapter review questions, and end-of-unit assessments.
- Skill proficiency or mastery as demonstrated by performance on activities such as analyzing images and artwork, evaluating primary and secondary sources, and analyzing historical significance.

### TEACHER OUTPUTS

- Teachers complete professional development sessions and feel prepared to implement Traverse.
- Teachers make informed calibrations of content taught to individual students or entire classes based on student performance in Traverse formative and summative assessments.
- Teachers access in-product monitoring reports at least once per week.

## Outcomes

### SHORT-TERM

- Improved Social Studies knowledge and comprehension as reflected by progress through formative and summative assessment scores and overall course grade.
- Proficiency or mastery on any state tests or assessments for Social Studies.
- Proficiency or mastery of skills aligned to the C3 Framework, state standards, and the course content.

### LONG-TERM

- Improved student proficiency in social studies content knowledge.
- Increased citizenship and community engagement.
- Improved skill in critically evaluating issues both inside and outside the classroom.