TRAVERSE

Inquiry-Driven Planning: Deciding What to Teach with Traverse

Participant Guide

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My Traverse Toolkit

As you explore our many planning resources to answer the workshop Compelling Question, use this space to collect the planning tools, tips, and strategies you want to remember. We hope you will build a personalized Traverse Toolkit that helps you plan inquiry-driven instruction with Traverse.

Workshop Compelling Question

How do I make inquiry-driven decisions about what to teach in Traverse?

Four Corners Collaborative Activity

In the chart below, rank which factors impact your pacing and planning from 1 (most impactful) to 4 (least impactful). Then, explain your justification for each rank.

Which factors drive your pacing and planning decisions most?

Factor	Rank	Justification
Skills Development		
Content Coverage		
Inquiry		
Survival		

Resource Wonder: Decide What to Teach

As you explore Traverse and Padlet, examine each resource as you would a primary source and consider how each will help you plan what to teach in a unit and chapter with Traverse. Complete the chart by answering the questions in each column.

Resource	Make Observations *What do you see in this resource?*	Make Inferences *How might this resource help you plan?*	Go Beyond *What questions do you have about this resource?*
Unit Preview: Unit Overview	*Example: Description of the unit, titles and Chapter Questions for each chapter*	*Example: This helps me to understand what's included in the unit and the questions that guide each chapter.*	*Example: Will these Chapter Questions be the questions I use for each lesson? Are there others?*
Unit Preview: Unit Pacing Options			
Chapter Preview: Chapter Summary			
Chapter Preview: Chapter Pacing Options			
Pacing Tool			

Inquiry-Driven Planning: Decide What to Teach at the Unit and Chapter Levels

Social studies is the only subject whose content grows every single day! To balance content, skills, inquiry, and pacing we need to make purposeful planning decisions about what to teach because, despite our best efforts, no one can teach it all in a school year.

The checklists below break down the process of making inquiry-driven decisions about what to teach and what to cut at the unit and chapter levels so you and your students can meet your goals in the time that you have.

Unit-Level Decisions

At the Unit-Level, inquiry-driven decisions involve pacing and calendaring the unit and choosing which Chapter Inquiries to teach. These decisions will form the basis for making content choices at the chapter level.

Step 1: Gather Your Tools

- ☐ School Calendar
- ☐ Existing Course and Unit Plans (Padlet)
- ☐ Traverse
- ☐ Pacing Tool(s):
  - U.S. History: Beginnings to the Civil War
  - U.S History: Reconstruction to the Present
  - World History: Beginnings to the Reformation
  - World History: Emergence of the Modern World to the Present
  - World Geography
  - Economics
  - U.S. Government

Step 2: Pace and Calendar

- ☐ Make a copy of the Traverse Pacing Tool for the course you teach or use your own planning resource (Padlet).
- ☐ Choose a unit.
- ☐ Calculate the number of days you plan to teach the unit. Record that number in the first row of the “My Pacing” section of the Unit Pacing Tool.
- ☐ Map the unit to your school calendar. Fill in the Dates for Unit section in the upper left-hand corner of the Unit Pacing Tool and the number of days at the top of the My Pacing column. (see example at the end of this checklist).

Step 3: Review Inquiries

- ☐ Review the question, sources, and task of each Chapter Inquiry in the Unit and the skill lessons and simulations if present. Use the Pacing Tool or log into Traverse to do so.
- ☐ Determine which inquiries you will teach. Consider teaching an inquiry if it:
  - ☐ Introduces students to a skill you would like them to learn
  - ☐ Grabs students' attention through an engaging topic, sources, task, or simulation
  - ☐ Presents unique perspectives or genres in the source set
- ☐ Adjust the "My Pacing" section of the Pacing Tool to include those inquiries you have chosen to teach (see example at the end of this checklist).

Example Pacing Tool: Unit Pacing Options

Unit 2: The Search for Order in the Modern World

Unit Pacing Options

With just 20 days to teach the unit, this teacher decided to include only those inquiries with skill lessons and those they thought would engage students.

Dates for Unit	Chapter	Feature	MY PACING	TRAVERSE PACING		
11/29-1/7			20 Days	Inquiry-Focused Option	Narrative-Focused Option	Balanced Option
Unit Introduction			Day 1	Day 1	Day 1	Day 1
CHAPTER 6 The Renaissance		Chapter Summary *In place of Chapter Narrative*				
		Chapter Narrative	Day 2-4	Day 2-3	Day 2-3	Day 2-4
		Chapter Inquiry	Day 5-6	Day 4-5	Day 4-5	Day 5-6
CHAPTER 7 The Protestant Reformation and the Scientific Revolution		Chapter Summary	Day 7	Day 6		
		Chapter Narrative			Day 6-7	Day 7-8
		Chapter Inquiry	Day 8-10	Day 7	Day 8-9	Day 9-11
CHAPTER 8 Converging Worlds		Chapter Summary				
		Chapter Narrative	Day 11-12	Day 8-9		Day 12-13
		Chapter Inquiry	Day 13-14		Day 10-12	Day 14-15
CHAPTER 9 Global Interactions in Asia		Chapter Summary		Day 10		
		Chapter Narrative	Day 15-16		Day 13	Day 16-17
		Chapter Inquiry		Day 11-12	Day 14-15	Day 18-19
CHAPTER 10 Absolutism And Constitutionalism In Europe		Chapter Summary				
		Chapter Narrative	Day 17-18	Day 13-14	Day 16-18	Day 20-21
		Chapter Inquiry				Day 22-23
Unit Review and Assessment			Day 19-20	Day 15	Day 19-20	Day 24-25

In Ch. 7, this teacher used the Chapter Summary to give students context for the Inquiry instead of assigning the Narrative, giving students an extra day to spend on the inquiry.

This teacher chose to omit the Inquiries in chapters 9 and 10.

A Note on End-of-Unit Assessments

Each unit in Traverse culminates with a standards-aligned assessment that includes a variety of question types including multiple-choice questions, document-based questions, and an essay and can be reviewed by clicking on the Assess tab in Traverse.

Though these exams are aligned to the objectives for each chapter and help students prepare for standardized assessments, they are not used in the Inquiry-Driven Planning process reflected in the checklists above. Instead, we start with the Chapter Inquiries as the end goal for students. We focus on the Chapter Inquiries as our assessments because they occur more frequently, assess common skills across chapters, scaffold the inquiry process for students, and appear within the chapter, enabling students to review the chapter content if needed.

We recommend that you review each End-of-Unit Assessment and decide if you would like to assign it, in part or in whole, and to consider the content and skills tested when completing the Inquiry-Driven Planning process.

Chapter-Level Decisions

When making inquiry-driven decisions about what to teach at the chapter-level, backward plan from the Chapter Inquiry to ensure that students can be successful on the task and to give yourself criteria for evaluating content.

Step 1: Gather Your Tools

- ☐ School Calendar
- ☐ Existing Course and Unit Plans
- ☐ Pacing Tool
- ☐ Content and Skills Chart (page 10)
- ☐ Evaluating Content Checklist (page 11)
- ☐ Traverse

Step 2: Review the Inquiry

- ☐ Choose a chapter containing a Chapter Inquiry that you are going to teach.
- ☐ Review the question, sources, and task of the Chapter Inquiry.
- ☐ Make a list of what students need to know and be able to do to successfully complete the Chapter Inquiry on a Content and Skills Chart (see the example to the right and page 10 for a blank version).

Example of a Content and Skill Chart for a Chapter Inquiry on the Renaissance

Content *Students will know...*	*Skills* *Students will be able to...*
• *Renaissance definition* • *Background on innovation* • *Italian Renaissance* • *Galileo* • *Heliocentric Theory* • *Copernicus* • *Medici* • *Da Vinci* • *Scientific method* • *Anatomy and art* • *Michelangelo*	• *Participate in a Silent Discussion* • *Identify relevant evidence* • *Establish a claim* • *Propose a question* • *Analyze historical significance* • *Explain reasoning* • *Write a paragraph*

Step 3: Choose Content

- ☐ Review the Evaluating Content Checklist (page 11).
- ☐ Use the Evaluating Content Checklist to help you identify which sections and pages of the Chapter Narrative you would like to assign to students.
- ☐ Adjust the "My Pacing" section of the Pacing Tool on the chapter and unit pages to reflect your decisions (see example at the end of this checklist).

A Note on Planning Chapters Whose Inquiries You Are Not Teaching

When planning chapters whose inquiries you have chosen not to teach, look ahead to the next Chapter Inquiry you will teach and use that to guide your decision making. Examine the Content and Skills Chart you created for the next Chapter Inquiry you will teach and then use the Evaluating Content Checklist to help you decide what to include from the chapter that precedes it.

Example Pacing Tool: Chapter Pacing Options

Though not reflected in the Pacing Tool, this teacher decided to omit pages from some sections while also combining pages from multiple sections into each lesson. They shaped the content into lessons by choosing questions from Traverse to guide students' learning.

Chapter Pacing Options
CHAPTER 6: THE RENAISSANCE

Dates for Chapter: 12/2-12/6	Section	MY PACING 5 Days	TRAVERSE PACING A Balanced Option	B Inquiry-Focused Option	C Narrative-Focused Option
	Chapter Overview	Day 1	Day 1	Homework	Day 1
Narrative	The Renaissance Begins		Day 2		Day 2
	Renaissance Italy				
	Renaissance Art and Literature	Day 2-3			
	Historical Reading Skill: Analyzing Images and Artwork				
	The Northern Renaissance				
	Chapter Review			Day 1	
	Echoes of History: Renaissance Festivals	Homework	Day 3		Day 3
Inquiry	Compelling Question: What scientific achievement from the Italian Renaissance was most historically significant?	Day 4		Day 2	
	Inquiry & Research Skill: Analyzing Historical Significance				
	Source Set • Letter to Giuliano de' Medici • Learning from Leonardo: Decoding the Notebooks of a Genius • Art and Anatomy in Renaissance Italy • Studies for the Libyan Sibyl				
	Communicating Conclusions: Analyze Multiple Perspectives Participate in a silent discussion with a small group of your classmates.	Day 5	Day 4	Day 3	Homework

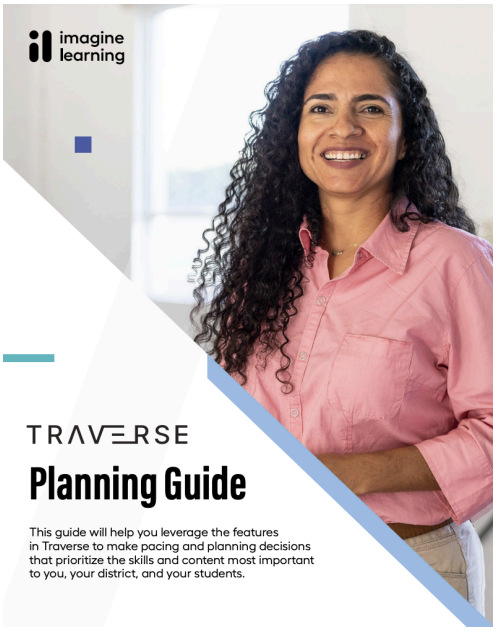
This teacher gave students multiple days to complete some lessons.

Content and Skills Chart

Content *Students will know...*	**Skills** *Students will be able to...*

Evaluating Content Checklist

Use the checklist below from the Traverse Planning Guide to help you decide which sections, topics, sources, or activities to assign in Traverse. The more checks, the more essential the content is.



- ☐ Helps students develop context for the Chapter Inquiry
- ☐ Teaches *essential* social studies knowledge
- ☐ Introduces students to a skill
- ☐ Grabs students' attention, engaging them in the lesson
- ☐ Presents a perspective or genre that would not be represented if it were cut

Found Poem Collaborative Debrief

After reading the thoughts of your fellow participants, reflect on your takeaways from today's workshop and write a four line poem titled "Inquiry-Driven Planning."

"Inquiry-Driven Planning"

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Unit ___ Pacing Tool: _____

Dates for Unit	Chapter	Feature	MY PACING	TRAVERSE PACING		
			_____ Days	Inquiry-Focused Option	Narrative-Focused Option	Balanced Option
Unit Introduction						
CHAPTER ___ _____		Chapter Summary				
		Chapter Narrative				
		Chapter Inquiry				
CHAPTER ___ _____		Chapter Summary				
		Chapter Narrative				
		Chapter Inquiry				
CHAPTER ___ _____		Chapter Summary				
		Chapter Narrative				
		Chapter Inquiry				
CHAPTER ___ _____		Chapter Summary				
		Chapter Narrative				
		Chapter Inquiry				
Unit Review and Assessment						

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CHAPTER ___: _____

Dates for Chapter:	Section	MY PACING	TRAVERSE PACING		
		_____ Days	**A** Balanced Option	**B** Inquiry-Focused Option	**C** Narrative-Focused Option
	Chapter Overview				
Narrative					
	Chapter Review				
Inquiry	Compelling Question:				
	Inquiry & Research Skill:				
	Source Set • • • • • •				
	Communicating Conclusions: _____				