

PROGRAM OVERVIEW

A comprehensive social studies curriculum for grades 6–12



GET TO KNOW TRAVERSE

Traverse is a comprehensive social studies curriculum for grades 6–12 that combines:

- Robust social studies content
- An inquiry-driven instructional framework
- A focus on primary and secondary source analysis
- Three types of skill development (reading, inquiry, and research)
- Interactive multimedia that brings social studies to life

This multi-pronged approach is designed to provide all the social studies content you expect within a framework that inspires students to question, be curious, stay curious, and become lifelong critical thinkers and informed citizens.

Exploring the World.
Informing the Future.





Cultivate critical thinkers and informed citizens.

Built from scratch for the C3 Framework, Traverse balances robust social studies content with inquiry-driven instruction, source analysis, and skill development to build the knowledge and skills students need for college, career, and civic life.

Bring social studies to life.

Traverse uses technology and multimedia not just to engage but to enhance instruction and bring history, economics, geography, government, and civics to life — creating digital learners out of digital natives.

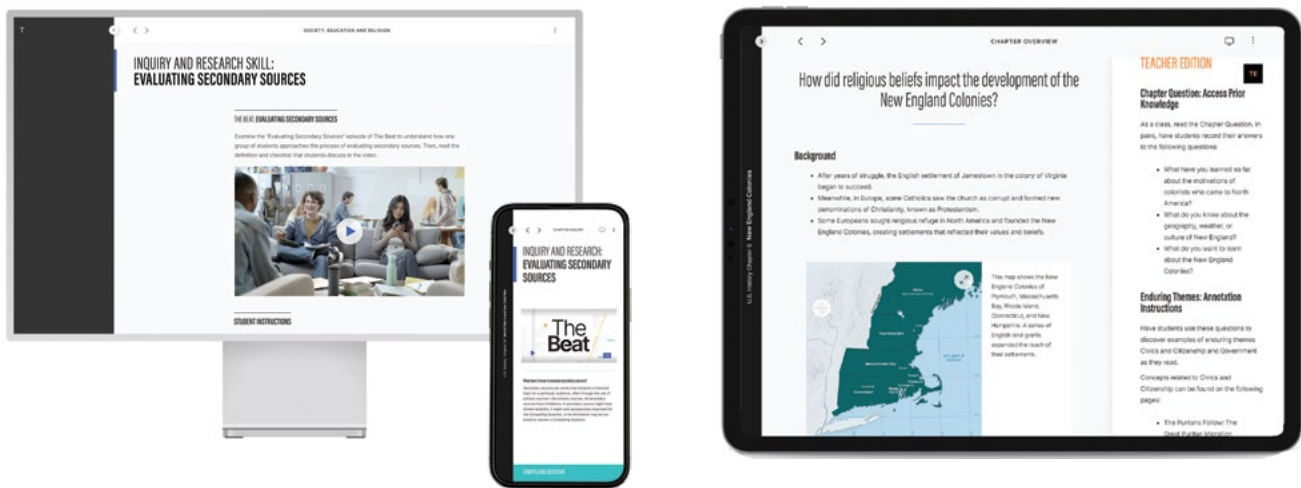
Teach with confidence.

Flexible implementation models, resources in English and Spanish, data-driven assessment reports, support in both print and digital, and student-facing differentiation unlike anything you've seen before ensures teachers feel confident every class period, every day, every school year.



TRAVERSE IS DIFFERENT, LET US INTRODUCE YOU

Traverse's intentional design leverages the flexibility and customization that only digital can offer — empowering teachers to create interactive and personalized learning experiences while also providing the print resources needed to support you and every learner in your classroom.



Digital Student Experience

The student edition content lives inside a dynamic digital platform — not in a traditional student edition:

- Broken into digestible, bite-size chunks
- Student-facing scaffolds to personalize learning
- Interactive media embedded at point of use
- Available in English and Spanish

Offline Access

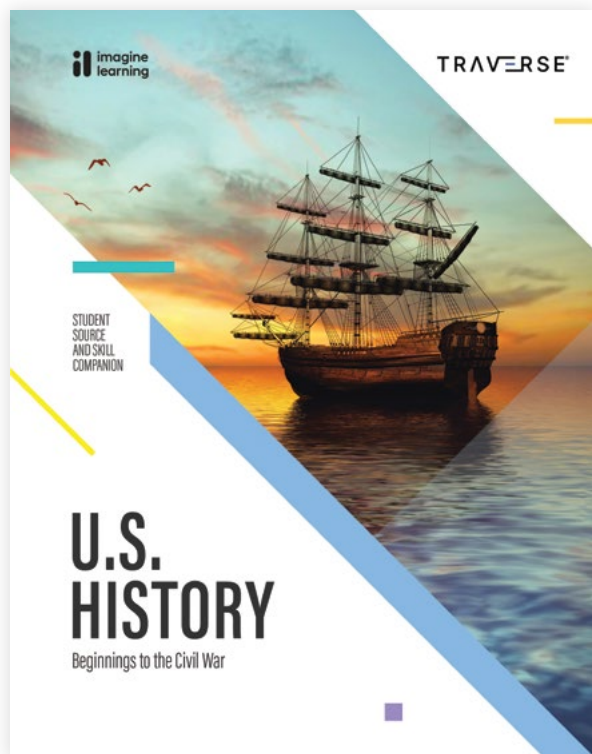
Our mobile version allows students to work offline, whenever and wherever.

Digital Teacher Experience

The teacher edition instruction also lives online, right alongside the student edition — not in a traditional print wraparound.

- Teacher wrap instruction at point of use
- Standards labeling
- Multimedia for whole class viewing
- Ever-growing Digital Library

STUDENT



Print Student Source and Skill Companion

- Student edition content summaries
- Primary and secondary sources with analysis practice
- Everything needed to complete inquiry tasks
- Instruction and practice for critical thinking skill development

TEACHER



Print Teacher Resource Companion

- Pacing options and inquiry facilitation guides
- Scaffolding and differentiation
- Cues for when and how Traverse multimedia enhances instruction
- Answer keys (which are helpful even when students complete work online)

GUIDED BY EXPERTS

Social studies isn't just about learning historical facts; it's about examining the complex relationships between people, societies, and cultures and understanding how they shape the world. This requires students to think critically — which is where inquiry-driven instruction comes into play.

Imagine Learning is proud to work with leading experts in inquiry and social studies instructional practices, so you can be confident that every lesson will drive deeper thinking, collaboration, and civil discourse in the classroom.

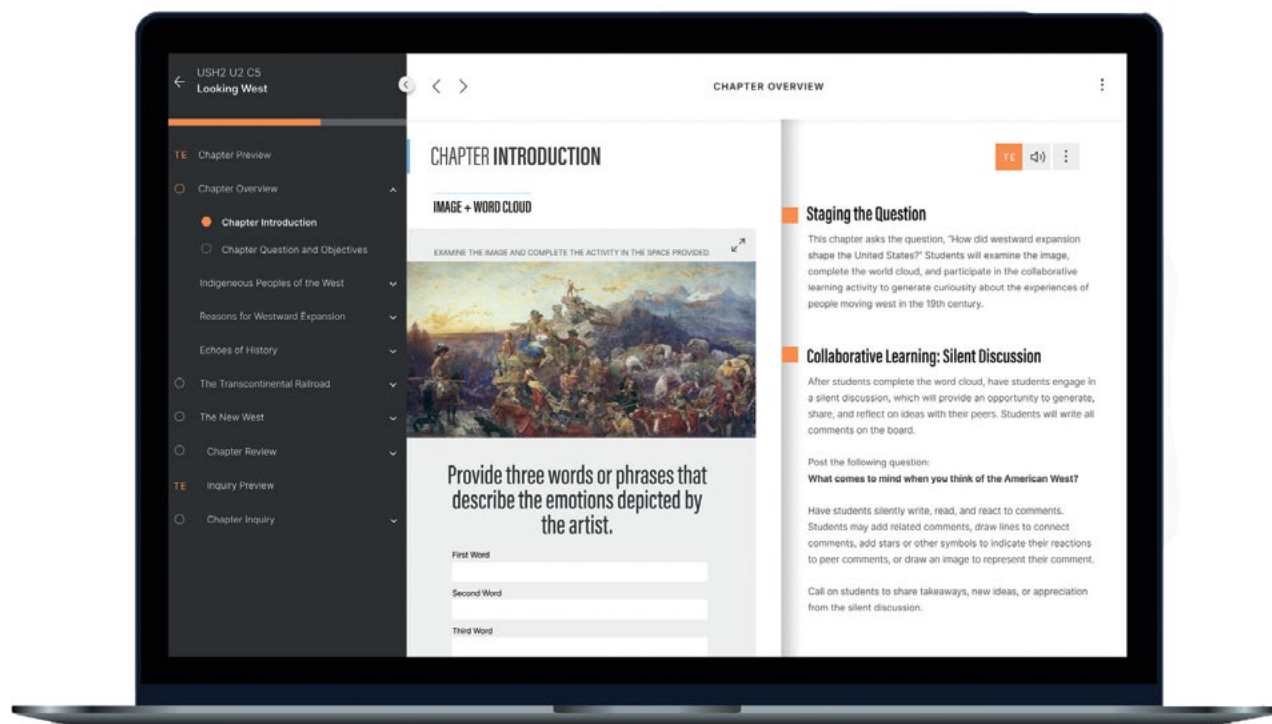
Dr. Kathy Swan, a professor at the University of Kentucky, served as the project director and lead writer of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards (2013). Traverse's pedagogical framework is built upon Dr. Swan's Inquiry Design Model, with integrated questions, sources, and tasks.

Dr. Sam Wineburg is a renowned expert on historical education and pedagogy and the founder of Digital Inquiry Group (DIG; formerly SHEG, Stanford History Education Group). His research and work with DIG have played a key role in developing the inquiry-based approach used in the Traverse U.S. History and World History courses.



BUILT FOR C3 AND STATE STANDARDS

The C3 Framework is the foundation of Traverse's inquiry-driven instructional approach. By using Dr. Swan's Inquiry Design Model, Traverse empowers educators to teach robust history, economics, geography, and government content while also cultivating lifelong critical thinkers and informed citizens.



In Traverse, students will:

- Investigate primary and secondary sources to build a compelling argument
- Analyze through multiple perspectives to develop an informed conclusion
- Conduct civil discourse inside — and outside — the classroom

In Traverse, teachers will find:

- All courses aligned to the most recent state standards
- Standards-based pacing guides in both print and digital
- C3 Framework and state standard labeling at point of use in the digital platform

THE STUDENT EDITION MEETS EMBEDDED MEDIA AND TOOLS

Remember, Traverse is different by design — your student edition content isn't in a print textbook. Your student edition lives inside a dynamic, digital platform that allows for content to be broken into manageable chunks and for interactive multimedia and tools to be embedded at point of use.



Chapter Narrative

This is the student edition content. It is organized into manageable chunks that support learning while providing complete standards coverage.

Interactive Media

Multimedia and interactive tools are embedded at point of use within the chapter narrative making social studies come to life.

Point-of-Use Assessment

Formative and summative assessments invite students to reflect on the content, share their perspectives, and display mastery of standards.

Multimedia and Interactive Tools

Videos mirror familiar social media-like platforms, and embedded instructional interactive tools — including the ability to annotate videos and images — make concepts, events, figures, artifacts, locations, and time frames relatable and engaging. Media is available in Spanish.

THE VIEW



The View videos introduce each unit.

TRAVERSE 360



Presenters explore the impactful moments that make history.

QuickTalk



Quick Talks provide fast and fun insights into the content.

TimeTunnel



Time Tunnels are focused on events and key moments in history.

EXPLAINER VIDEO



These videos explain concepts, events, figures, and locations.

TheBeat



The Beat features a study group modeling inquiry and analysis skills.

3D OBJECT

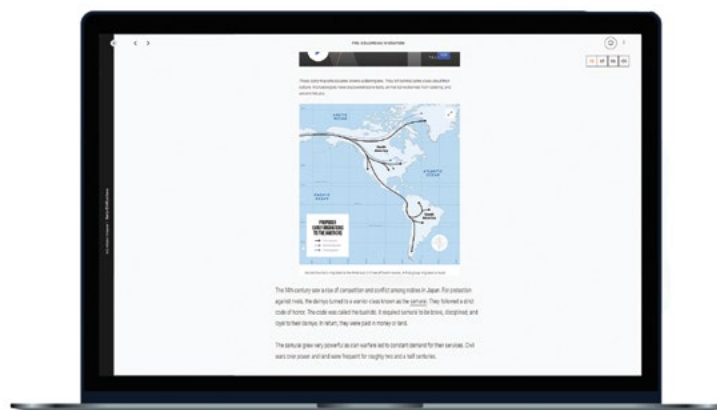


3D object animations highlight details and examine artifacts from all angles.

FLIPBOOK



Information about a person, place, or idea is presented in a storylike experience.



Learn more at
[imaginelearning.com/
traverse](https://imaginelearning.com/traverse).

PRINT AND DIGITAL WORKING TOGETHER

While Traverse can be taught in a fully digital format, print student and teacher companions work with and enhance the student edition content that lives online. Explore how print and digital work together in four key areas:

- Full content coverage
- Primary and secondary source analysis
- Inquiry-driven learning
- Spiraled, intentional skill development



Content Coverage

Traverse provides the robust history, economics, geography, government, and civics content you expect from a comprehensive curriculum.



Student Digital

This is your student edition! Full student edition content is chunked into bite-size pieces, provides complete standards coverage, and embeds interactive multimedia at point of use.



Student Print

The Print Student Companion ensures that students always have the content they need to complete source analysis, inquiry projects, and skill development work — even offline.

Primary and Secondary Source Analysis

Traverse provides an unparalleled selection of primary and secondary sources to enhance and deepen student edition content and provide continuous opportunities for source analysis.

Sourcing Information and Background

Set context for students with relevant source details.

Media Suggestions

Use cues to prompt students to go online and bring social studies to life.

Social Studies Skill Practice

Practice source-analysis skills with questions for every source.

STUDENT

PRIMARY AND SECONDARY SOURCES

THE SPACE RACE

FOREIGN POLICY AND CUBA

FOREIGN POLICY AND GERMANY

INQUIRY

PRIMARY SOURCE

APOLLO 11 MOON LANDING

SOURCING INFORMATION

Genre: Video

Director: NASA

Date: 1969

BACKGROUND

This video clip from the National Aeronautics and Space Administration (NASA) documents the American landing on the moon on July 20, 1969. The video and radio feed describe the opening of the capsule and the descent by Apollo 11 astronaut Neil Armstrong and lunar module pilot Edwin "Buzz" Aldrin Jr. Armstrong was the first person to walk on the moon.

Online option

Follow your teacher's directions for completing this activity.

Source Analysis: Identify key details in the video, and make inferences about how the event affected the Space Race.

Log in to your digital student account to watch this video.

Online option

THE SPACE RACE

HISTORICAL READING SKILL | Analyzing Auditory and Video Sources

Match each media element with the correct example. Then explain the significance of the element.

Media Element

1. motion

2. overview shot

3. voice-over

4. eyewitness account

Example

A. video of astronaut Neil Armstrong descending a ladder

B. narrative audio confirmation that the video is working

C. image of many people working at monitors in Houston

D. report from the moon's surface

RESEARCH SKILL | Exploring Evolving Interpretations

ents in the video have influenced public opinion about the Space Race?

PRIMARY AND SECONDARY SOURCES

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APOLLO 11 MOON LANDING

Genre: Video | Director: National Aeronautics and Space Administration (NASA) | Date: 1969

Background

This video clip from the National Aeronautics and Space Administration (NASA) documents the American landing on the moon on July 20, 1969. The video and radio feed describe the opening of the capsule and the descent by Apollo 11 astronaut Neil Armstrong and lunar module pilot Edwin "Buzz" Aldrin Jr. Armstrong was the first person to walk on the moon.

APOLLO 11 MOON LANDING

PRACTICE INQUIRY AND RESEARCH SKILLS

COMPLETE THE GRAPHIC ORGANIZER

Examine the sources. Complete the Graphic Organizer.

Source Title	Possible Answer to Guiding Question	Evidence
Web Launch First Space Satellite	Write your response...	Write your response...
Impact of U.S. and Soviet Space Programs on World Opinion	Write your response...	Write your response...

All sources in print are also in digital.

TEACHER

THE SPACE RACE
FOREIGN POLICY AND CUBA
FOREIGN POLICY AND GERMANY
INQUIRY

PRIMARY SOURCE
APOLLO 11 MOON LANDING

THINK LIKE A HISTORIAN: SOURCING INFORMATION

Summary: The video shows the 1969 moon landing by Apollo 11 astronauts. In this excerpt, Buzz Aldrin and Neil Armstrong describe what they see and experience when descending to the moon's surface.

Purpose: The purpose of the video was to document Apollo 11's lunar landing.

Intended Audience: The intended audience was primarily NASA. However, since the video was also broadcast on TV, the

audience was also the viewing public in the United States and the world.

Source Considerations: The Apollo 11 spaceflight that landed the first two people on the moon was broadcast live. Because of how the video was converted, some images and audio are distorted and might seem crude by today's standards of high-resolution technology. This source helps students answer the Compelling Question because it shows one of the victories the United States had in the Space Race: the first lunar landing.

SOURCE ANALYSIS SUPPORT

Media: Explain to students that the video was viewed live by more than half a billion people, perhaps the largest-ever TV audience. Special equipment and technology were developed and considered state-of-the-art at the time, allowing the event to be seen from 239,000 miles away.

Style: Explain that the source is an actual transmission and conversation between the astronauts and mission command at NASA. It is not necessarily entertaining, like today's documentaries, but was meant to capture a momentous event as it occurred.

ANALYZE AND DISCUSS

- What details do you observe in the video? *Answers will vary but might include Neil Armstrong describing his first steps on the moon.*
- How do these details connect to information you learned in the chapter about the Space Race? *Answers will vary but may discuss how this event proved America's space program was more advanced than the Soviets', pushing the United States further ahead in the Space Race.*

Online option THE SPACE RACE

HISTORICAL READING SKILL | Analyzing Auditory and Video Sources
Match each media element with the correct example. Then explain the significance of the element.

- motion
A. Explanation: *This was the first human contact with the moon.*
- overview shot
C. Explanation: *This mission was a large team effort.*
- voice-over
B. Explanation: *This was broadcast to television viewers who needed context for what was happening.*
- eyewitness account
D. Explanation: *This was the first close-up eyewitness account of the moon, including tactile description of the moon's surface.*

Go online for immediate student response data that you can use to monitor progress, adjust your teaching plan, or reteach important information.

Background Information for Teachers

Develop expertise with in-depth sourcing information.

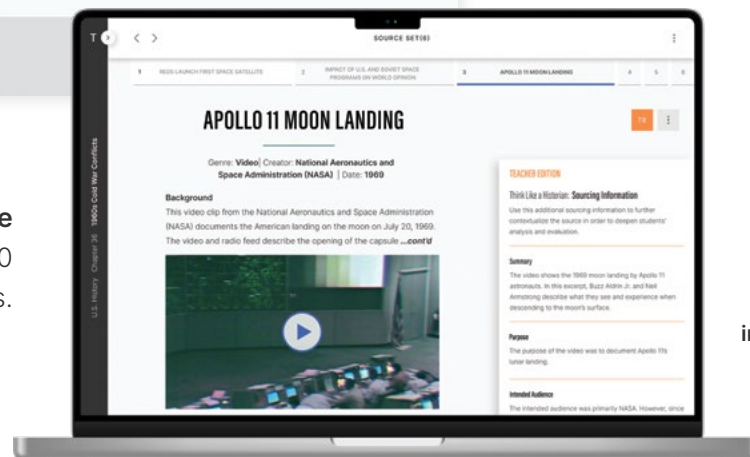
Source Analysis Support

Enrich student comprehension and analysis with additional discussion of a source's genre, style, organization, and more.

Answer Keys

Answer keys provide clarification and information for you, even when students complete questions online.

Our ever-expanding **Traverse Digital Library** features over 1,500 primary and secondary sources.



Learn more at
imaginelearning.com/traverse.

Inquiry-Driven Learning

Social studies examines the relationships between people, societies, and cultures to understand their impact on the world. In Traverse, students will actively participate in that examination and exploration through inquiry-driven instruction.

Compelling Question

Introduce each inquiry with the Compelling Question, Supporting Questions, and background information.

Source Set

Use the source pages to complete the inquiry.

STUDENT

CHAPTER INQUIRY

?

COMPELLING QUESTION

Could the Space Race be won?

1 | COMPELLING QUESTION

BACKGROUND INFORMATION

Are the achievements of an individual, community, or nation important only if they are considered "better" than another's achievements? Some might focus on comparing one to another, but others may recognize the greater impact of innovation and creativity developed from striving to achieve something. In this Chapter Inquiry, you will explore the achievements of the United States and the Soviet Union during the Space Race.

SUPPORTING QUESTIONS

Use the Supporting Questions to prepare for the Chapter Inquiry:

- What were the Soviet Union's and the United States' goals in the Space Race?
- What did the Soviet Union accomplish during the Space Race?
- What did the United States accomplish during the Space Race?
- How could a winner be determined?

As you analyze the source set, gather information to add to your answers.

GRAPHIC ORGANIZER

Track your ideas as you work through the source set. Complete one row for each source.

Source Title	Possible Answer to Compelling Question	Evidence
Reds Launch First Space Satellite		

INQUIRY PROMPT

Adapt an Argument: Work with a partner to create a podcast in which you respond to the Compelling Question. Be sure to reference information from multiple sources representing how ideas have developed over time. Include a claim, evidence for your claim, and a counterclaim in your podcast. Be sure to explain the strengths and limitations of your claim and explanation, as well as the strengths and limitations of the counterclaim, as you make the case for your position.

2 | SOURCE SET



REDS LAUNCH FIRST SPACE SATELLITE
Genre: Video
Creator: Universal Studios
Date: 1957
PAGE 569



APOLLO 11 MOON LANDING
Genre: Video
Director: NASA
Date: 1969
PAGE 567



HOW THE SOVIETS WON THE SPACE RACE FOR EQUALITY
Genre: Article
Author: Sophie Pinkham
Date: 2019
PAGE 572



IMPACT OF U.S. AND SOVIET SPACE PROGRAMS ON WORLD OPINION
Genre: Document
Author: U.S.A. Office of Information
Date: 1957
PAGE 571



EXPLORER 1, AMERICA'S ANSWER TO SPUTNIK
Genre: Radio Program
Participants: Renee Montagne, Richard Harris, Michael Neufeld
Date: 2008
PAGE 571

CHAPTER INQUIRY

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Students can complete the Chapter Inquiry online using a traveling graphic organizer to complete their source analysis.

14 Print and Digital Working Together

TEACHER

CHAPTER INQUIRY

?

COMPELLING QUESTION

Could the Space Race be won?

1

COMPELLING QUESTION

INQUIRY INTRODUCTION

Read the Compelling Question and Inquiry Prompt. Ensure students' readiness to begin the Chapter Inquiry by discussing the Supporting Questions. Remind students that their answers may be incomplete at this point, but they will gain knowledge from the source set. If students struggle to answer these questions, use the Inquiry Connection questions from the chapter to connect students to their prior knowledge.

FACILITATING INQUIRIES

Depending on the needs of your class, determine the best approach for facilitating this Chapter Inquiry: as a whole group, in small groups, or individually. If you are short on time or students need more support with source analysis, suggest that students engage with the following sources only:

- Reds Launch First Space Satellite
- Apollo 11 Moon Landing
- Explorer 1, America's Answer to Sputnik
- How the Soviets Won the Space Race for Equality

SCAFFOLDING AND DIFFERENTIATION

- Have students work independently or in pairs to identify one strength and one limitation of each source. Refer to the sourcing information for examples.

- Have students research another nation's views of the Space Race and include an additional source from that research in their response to the Compelling Question.

2

SOURCE SET

REDS LAUNCH FIRST SPACE SATELLITE

Genre: Video

Creator: Universal Studios

Date: 1957

APOLLO 11 MOON LANDING

Genre: Video

Director: NASA

Date: 1969

HOW THE SOVIETS WON THE SPACE RACE FOR EQUALITY

Genre: Article

Author: Sophie Pinkham

Date: 2019

IMPACT OF U.S. AND SOVIET SPACE PROGRAMS ON WORLD OPINION

Genre: Document

Author: USIA Office of Research Analysis

Date: 1959

EXPLORER 1, AMERICA'S ANSWER TO SPUTNIK

Genre: Radio Program

Participants: Renee Montagne, Richard Harris, Michael Neufeld

Date: 2008

Support for Facilitating Inquiries

Determine your path through the inquiry with options for grouping and pacing.

Scaffolding and Differentiation

Provide targeted inquiry support for beyond-grade-level students, English language learners, and approaching-grade-level students.

Navigate quickly between sources on the platform using the tabbed view.

Learn more at
imaginelearning.com/traverse.

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Spiraled, Intentional Skill Development

Skill lessons are paired with student edition content, and skills are revisited — spiraled — in later chapters, reinforcing learning and promoting retention.

STUDENT

Skill Modeling Videos

Go online to watch episodes of *The Beat*, which follows a study group over one school year. Students will see social studies skills being modeled using the same sources and inquiry prompts that they are completing.

Checklist

Every skill lesson is accompanied by a checklist that students can use to apply the skill to a variety of sources.

3 | INQUIRY AND RESEARCH SKILL
EVALUATING SECONDARY SOURCES



Examine the “Evaluating Secondary Sources” episode of *The Beat* to understand how one group of students approaches the process of evaluating secondary sources. Then read the definition and checklist that students discuss in the video.

What does it mean to evaluate secondary sources?
Secondary sources are works that interpret a historical topic for a particular audience, often through the use of primary sources. Like primary sources, all secondary sources have limitations. A secondary source might have limited reliability, it might omit perspectives important for answering the Compelling Question, or its information may be too broad to answer the Compelling Question. Before using a secondary source to answer the Compelling Question, it is important to identify the source’s strengths and limitations.

Why is it important to evaluate secondary sources?
There are usually multiple secondary sources on a topic, and the makers of those sources often come to different conclusions, even if they all use the same primary source evidence. Analyzing and comparing each secondary source’s interpretation or central argument and evaluating their strengths and weaknesses will help you determine how to effectively use the source to build an argument or explanation.

1. CHECKLIST HOW DO YOU EVALUATE SECONDARY SOURCES?

☒ **Analyze the source’s relevance as evidence to answer your Compelling Question:**

- What is the source’s maker’s interpretation or central argument?
- How does this interpretation or central argument connect to the Compelling Question?

☒ **Analyze the source’s credibility as evidence to answer your Compelling Question:**

- Is the information in the source historically accurate? Do other sources contain similar information?
- Is the maker of this source credible and qualified to discuss the topic?
- How might the maker’s perspective shape their interpretation or argument?
- Does the maker support the interpretation or argument in the source with logical reasoning and strong evidence?

☒ **Evaluate the source’s strengths and limitations for use in your Inquiry Prompt response:**

- Strengths: What makes this source a strong fit for your Inquiry Prompt response? Its credibility? Its relevance? Both?
- Limitations: After analyzing this source, what do you still need to know? How can you address any gaps by adjusting your claim or using additional sources?

2. SOURCE

Now it’s time to practice evaluating secondary sources with **THE CASE FOR TAMMANY HALL BEING ON THE RIGHT SIDE OF HISTORY**, the first item in your source set. Use the checklist for Evaluating Secondary Sources to read and analyze the source and fill in your graphic organizer. Then you’ll examine a second episode of *The Beat* showing how the students used the checklist to analyze the same source.



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CHAPTER INQUIRY

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THE CASE FOR TAMMANY HALL BEING ON THE RIGHT SIDE OF HISTORY

Genre: Interview | Participants: Terry Gohway and Dave Davies | Date: 2014

Background
In this excerpt from a 2014 interview with *Fresh Air*’s Dave Davies, historian Terry Gohway discusses the history of Tammany Hall in New York City and argues that the infamous organization, though certainly corrupt, actually provided immigrants with tangible benefits during its tenure. Gohway is the author of *Machine Made: Tammany Hall and the Creation of Modern American Politics*.

0:00 1:04 1:04 SPEED 1X

Transcript
DAVE DAVIES: So we could see this maybe as a bargain, a marriage of convenience. What did the Tammany organization get from the immigrants, and what did the immigrants get from Tammany?
TERRY GOHWAY: The immigrants got respect from Tammany Hall. Now whether it was calculated or not, you know, was a matter of debate. But

INQUIRY AND RESEARCH SKILL:
EVALUATING SECONDARY SOURCES



Student Instructions
As you review the video, use the annotation tool to ask questions and draw annotations. Consider the following questions:
1. How can a secondary source be evaluated for relevance?
2. What does it mean for the author or creator of the source to be credible?
3. How did the example of the music review connect to the video?
What does it mean to evaluate secondary sources?
Secondary sources are works that interpret a historical topic for a particular audience, often through the use of primary sources. Like

Skill lessons are also available online. Students can use digital tools to split their screen and view two items side by side for easy application of a checklist.

16 Print and Digital Working Together

Two types of skill instruction and practice are developed:

- **Reading** to learn how to analyze disciplinary content and sources
- **Inquiry and Research** to learn how to evaluate sources, construct arguments and compelling questions, analyze historical perspectives and evolving interpretations, communicate conclusions, and more.

TEACHER

3 | INQUIRY AND RESEARCH SKILL
EVALUATING SECONDARY SOURCES

Introduce students to the skill definition and checklist for Evaluating Secondary Sources. Then have students read and annotate the definition and checklist in pairs, in groups, or as a class. Use the discussion questions to gauge students' understanding.

- How can a secondary source be evaluated for relevance? *Does the source directly address the topic or Compelling Question?*
- What does it mean for the author or creator of the source to be credible? *The author or creator is credible if they have expertise in the subject they are writing about.*
- How did the example of the music review connect to the skills? *The students evaluated the relevance of the reviews, examined the credibility of the authors, and acknowledged the limitations of their sources.*

Explain to students that this Chapter Inquiry focuses on the skill of Evaluating Secondary Sources. They will get a chance to practice this skill before applying it to the Inquiry Prompt.

ACADEMIC VOCABULARY

Draw attention to the following academic vocabulary words in the skill: • address: to apply oneself to something; direct one's efforts toward something, such as a question, issue, or problem • interpret: to make sense of and assign a meaning to • topic: the subject matter of a written work, discussion, or conversation	Call on students to share definitions in their own words. Remind students that these words can be used in everyday as well as academic and workplace contexts. Ask students to share examples of how these words might be used in an everyday context. Encourage students to use these vocabulary words in their response.
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SKILL MODEL

Project The Beat episode and use the following questions to prompt discussion. Allow students to use the annotation tool to answer the questions before you discuss them as a class. **Encourage students to use the annotation tool to note places where the students are using elements of the checklist in their conversation.**

- What conclusions do the students come to about the relevance of the podcast on Tammany Hall? *The students decide that the podcast is relevant to the Compelling Question because it talks about the benefits of Tammany Hall, but they acknowledge that the podcast has a smaller focus than the Compelling Question.*
- What limitations do the students identify with the credibility of the source? *The students acknowledge that the source comes from a historian but notice that he doesn't cite any primary sources.*
- How do the students plan to address the limitations of the source? *The students plan to use a primary source and to look at sources that talk about other political machines.*

COMMON MISCONCEPTIONS

Students may think that because secondary sources include encyclopedias, scholarly articles, and published interpretations, arguments, and information in them can be taken at face value.

- It is best practice for secondary-source authors to fact-check their work, provide citations for information used to address competing arguments to convey a balanced perspective. But authors do not always take these measures.
- All sources have limitations. Even secondary sources written by experts and scholars need to be carefully evaluated for credibility.
- A secondary source may contain inaccurate information, bias, omissions, and missing perspectives.

CHAPTER INQUIRY

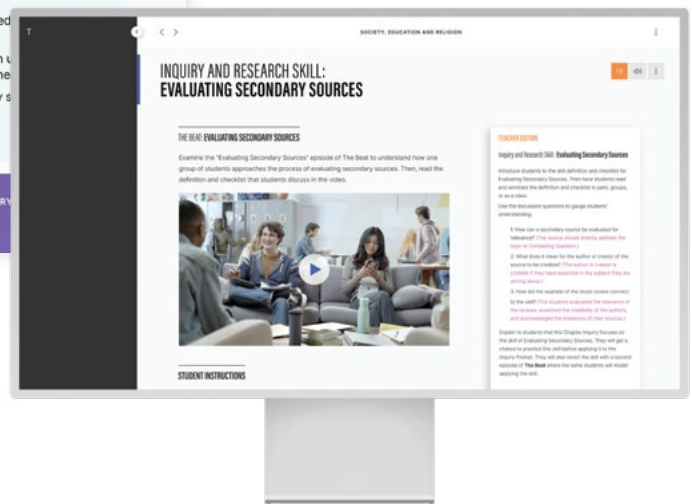
Academic Vocabulary

Introduce academic terms together with inquiry skills to provide context and a better understanding.

Teacher Notes

Teacher notes provide additional support as students analyze sources, complete inquiry projects, and practice skills.

Skill lesson instruction is also available at point of use in the Digital Teacher Edition.



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Teacher Resource Companion

Essential Instructional information is available in print:

- Unit and Chapter Pacing Guides based on how long you have in the classroom and your area of focus
- Support for source analysis and inquiry facilitation
- Social studies skill development
- Differentiation support

UNIT PACING OPTIONS

	Chapter Narrative	Chapter Summary	Chapter Inquiry	Narrative or inquiry based on skills placement	All narratives; inquiries with skills	All narratives; all inquiries
SECTION	15 DAYS	20 DAYS	25 DAYS			
UNIT INTRODUCTION	1	1	1			
CHAPTER 1: EARLY CIVILIZATIONS Chapter Narrative • Archaeology • Pre-Columbian Migration, <i>Historical Reading Skill</i> : Analyzing Artifacts • Civilization and the Environment Chapter Inquiry	2-4	2-5	2-4			5-6
CHAPTER 2: INDIGENOUS AMERICANS Chapter Narrative • North American Geography • People of the Southwest • People of the Pacific Northwest, <i>Historical Reading Skill</i> : Analyzing Secondary Sources • People of the Eastern Woodlands, <i>Historical Reading Skill</i> : Analyzing Primary Sources • People of the Great Plains Chapter Inquiry	5-8	6-10	7-10			11-13
CHAPTER 3: BUILDING GLOBAL EMPIRES Chapter Narrative • European Expansion and Global Interaction • New Spain Chapter Inquiry and <i>Research Skill</i> : Evaluating Primary Sources	9 10-11	11-12 13-14	14-16 17-18			
CHAPTER 4: CONQUEST AND COLONIZATION Chapter Narrative • Europe Extends Its Reach • French and Dutch Colonies • English Colonies, <i>Historical Reading Skill</i> : Analyzing Time Lines Chapter Inquiry	12-14	15-18	19-21 22-23			
UNIT REVIEW AND ASSESSMENT	15	19-20	24-25			

UNIT 1

7

Essential Instructional information is available in print:

- Unit and Chapter Pacing Guides based on how long you have in the classroom and your area of focus
- Support for source analysis and inquiry facilitation
- Social studies skill development
- Differentiation support

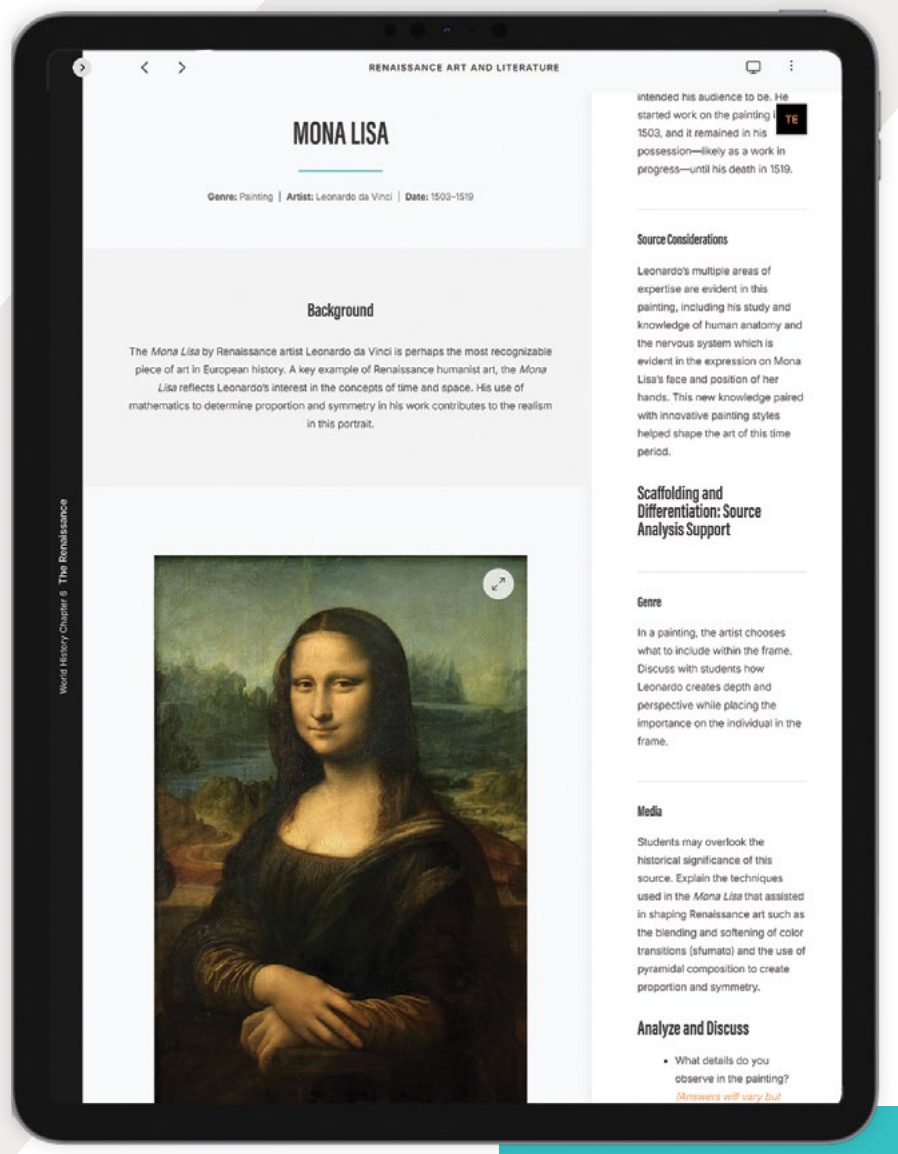
100



Digital Teacher Edition

Everything you need to teach with Traverse:

- State standards labeled at point of use.
- Teacher wrap instruction at point of use, such as collaborative learning activities
- Planning and pacing guidance
- Multimedia at point of use for easy whole-class viewing
- Differentiation support, including student-facing slide-in scaffolds
- Assessment and data to remediate in real time





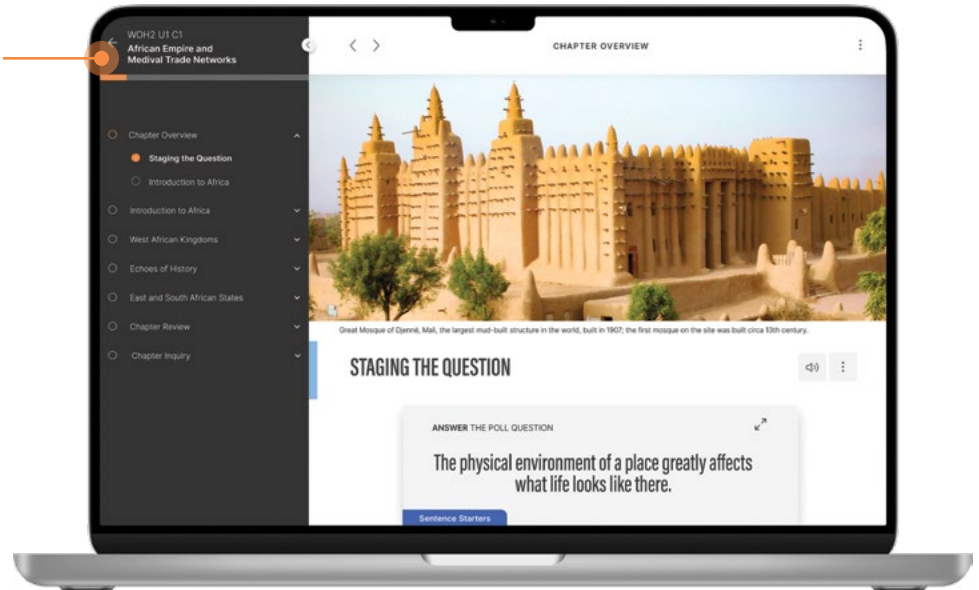
Personalize for Every Learner

Both the print and digital teacher experiences include point of use differentiation suggestions and instruction. Each lesson offers slide-in digital scaffolds, providing targeted student-facing support you won't find anywhere else.

All scaffolds automatically appear for students based on their teacher's designation.

Six Levels of Support

- Two levels for approaching learners
- One level for beyond-grade-learners
- Three levels for English language learners, plus integrated and designated supports



Customize Your Content and Assignments

Traverse is built upon the C3 Framework and aligned with the most recent state standards; we also recognize that every group of students and educators has a unique set of needs. With Traverse, you are empowered to exercise additional choice over what content is — and is not — included in your curriculum. You also have the ability to create and customize assignments and can upload your own teaching materials.

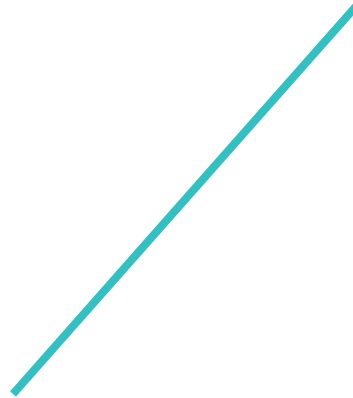


Growing Resource Library

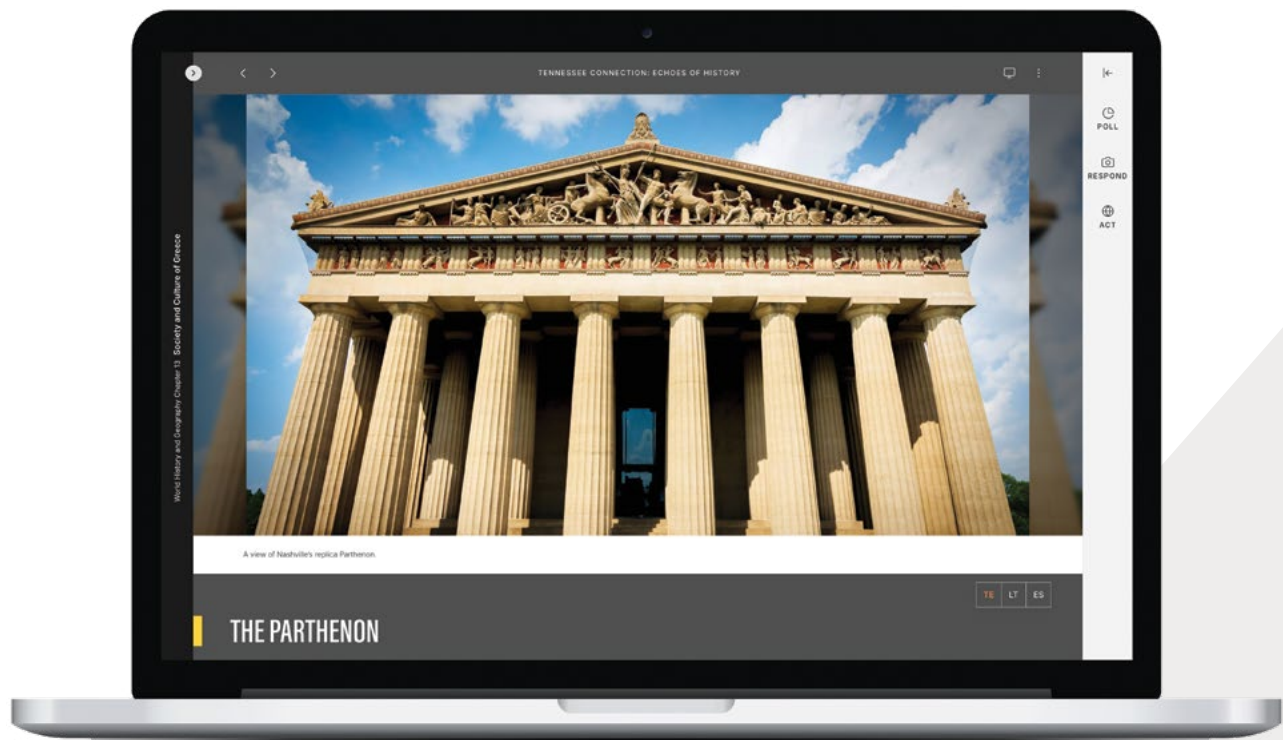
Keep your classroom up-to-date with the most extensive, diverse selection of resources available in the ever-growing digital library.

With over 1,500 sources (and growing), you'll never run out of materials to use. The Resource Library contains all of the curriculum's sources and more, so you can assign students individually. Each source contains in-depth sourcing information for students and teachers, plus activities to test students' comprehension.





Thought-provoking read/write activities (Echoes) invite students to read about the past and draw connections to present-day events, exploring how concepts in history, economics, geography, and government reverberate over time. Echoes are presented in a familiar, social media-like format and foster lively discussion among peers.



Data-Driven Assessment

Traverse provides a variety of assessment options to prepare students through the TCAP, backed by a data-driven platform that measures students' progress through standards.



01

**Chapter Narrative
Formative Assessments**

track understanding of key information, sources, and skills.

02

Chapter Recap

turns content review into opportunities for collaborative learning.

03

Chapter Assessments

use standards-aligned review questions to gauge mastery of the section objectives and chapter question.

04

Chapter Inquiry Tasks

evaluate critical thinking skills and understanding.

05

Unit Assessments

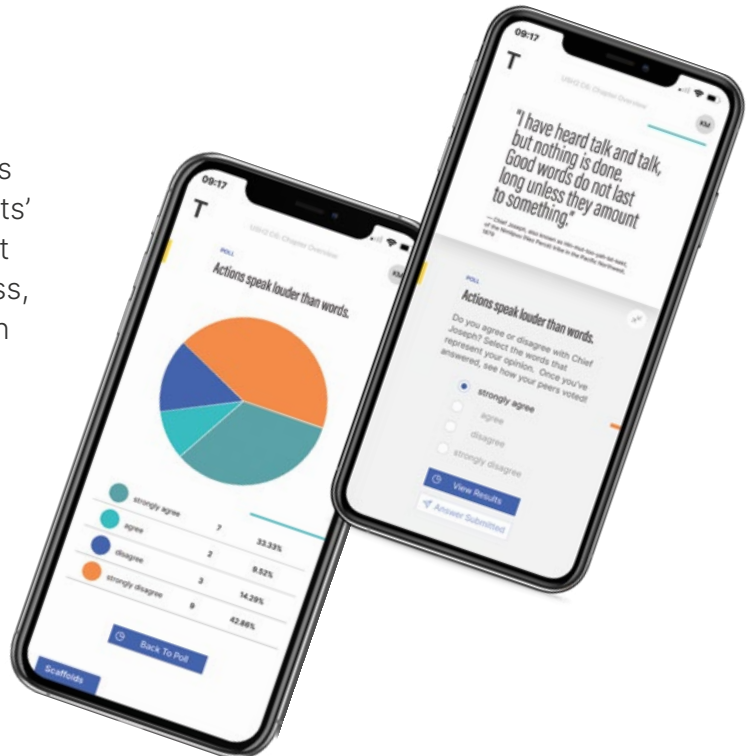
gauge mastery of the unit's key knowledge and skills with question types that match high-stakes tests.

06

Course Projects

provide creative ways for students to apply learned social studies skills.

Collaborative and tech-enhanced activities encourage interaction and assess students' knowledge of content. Teachers can collect data and remediate in real time during class, enabling students to receive support when they need it.



Implementation Support | Professional Learning

We understand the curriculum is only one component of student success in the classroom. Imagine Learning is committed to being your partner through the life of your adoption, supporting educators with both the technical and pedagogical training needed to successfully implement Traverse print and digital tools, helping ensure both student and teacher success.

With your Traverse adoption, you'll have access to:

- A regional **customer success manager** to support your technical questions, implementation, integrations, and rostering and be the point of contact for the life of the adoption.
- A range of **professional development and training options** that can be adapted and customized to support the needs of your school or district.
- An embedded, searchable **Help Center** with video tutorials, platform training, on-demand workshops, resources from expert teachers who have already made the shift to inquiry-based learning, and more.
- **Live webinars** on topics on a range of topics, from initial support to in-depth workshops.
- On-site **Learning Walks** that feature an expert teacher facilitating professional development directly to support your district's priorities.



Our Content, Your Platform

Traverse offers seamless integration with a variety of LMS platforms.

Imagine Learning provides ongoing consultation with districts on specific integration needs in order to plan and deliver the optimal product experience.

One Click Assignments

Assign Traverse lessons directly through your LMS with just a click.

Automatic Grade Passback

Student progress and performance syncs back in real-time, keeping everything in one place.



TRAVERSE®

EXPLORING THE WORLD. INFORMING THE FUTURE.



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