**Sequencing Rationale**

This Physical Science course provides students with an inquiry-based experience that provides the basic building blocks in Scientific Inquiry, Chemistry, Physics, and Earth Science. The order of each subunit is not critical in the success of this class. However, there is obviously a specific sequence once you move into concepts within a subgroup. For example, you would want to define and study energy before moving on to energy transfer. This flexibility should allow a teacher to plan the class and consider external factors such as supplies, length of units compared to the school calendar, weather for outside experimentation.

I have found starting with basic scientific investigations and the beginning of the year to be highly successful. This allows you to focus on science safety, basic lab procedures, problem-solving, graphing, and interpreting data at the very beginning of the year.

Next I would move into the Study of Matter. This basic understanding of chemistry is usually challenging and relatively exciting for students because it allows for many investigations into chemical reactions and phase changes which tend to peak students interest.

The third subunit would be the study of the Universe. This unit fits well here because it is the smallest and has the least amount of concepts associated with it. After completing the Study of Matter it is usually moving closer to the typical holiday break for most schools. This unit fits nicely before that holiday break.

The fourth subunit would be Energy and Waves. I would want to start this unit following the Holiday break. It is also nice to build of the solid foundation of scientific investigations set forth at the beginning of the class. This is very important because there are many investigation possibilities in this subunit that engage the students and keep them interested in science class.

Lastly, I would finish the year with Forces and Motion. I have found that in the past that this unit can be maximized at the end of the year because there are opportunities to engage the students with some outside activity involving speed, forces, and gravity.