Sequencing Rationale

Despite the fact that more than one of the sequencing rationales could have been applied, this global awareness unit is sequenced according to the concept-related sequencing pattern of logical prerequisite because it is the only pattern that will optimize student learning and accomplish the goals of the course.

Unit one, “Understanding the Community” is the logical starting point for this course because it provides students with the basic concepts and skills they will need in order to master the other units. Students must understand what a community is and the various forms it assumes. In addition, they must possess effective reading, communication, research, and problem-solving skills before tackling the objectives contained within the second and third units. This unit provides students with the learning experiences that foster the acquisition of the necessary skills and content in a highly contextualized manner. It is the foundation upon which the other units rest.

The second unit “Global Awareness” must come next because students must be able to conceptualize their significance in the greater scheme of the Global Community before they can accomplish the articulation of real-world issues and the various communities to which they belong. This unit provides the basis for the integration of community problem-solving in the final unit of the course.

Finally, students will be called upon to demonstrate their mastery of the course in Unit three, “Community Problem-Solving”. This unit had to be last in the sequence because its outcomes are based on the learning students completed in the previous two units.

Logic and a desire to maximize student learning outcomes were the basis for the concept-related sequencing pattern of the curriculum. Social adaptation demands that curriculum prepare students for successful assimilation into society; logic demands that students understand how they can benefit from the curriculum. This course provides for both.