**Sequencing Rationale**

 Sequencing of an educational unit for Social Studies at the 2rd grade elementary level is important because of the multiple lessons included in the framework. For the curriculum outlined within the history sub section of the Social Studies requirement, concept-related sequencing allows for an ordering of the curriculum which includes relations, sophistication, and logical prerequisites. Therefore, this model of sequencing allows for the ordering of information into categories and sequences based on a scaffolding of knowledge and categories appropriate for the elementary level.

 First, the curriculum design is broken down into relations of time, people, technology, and the changes that occurred due to events over a period of time. The first sequences allow the learner to first understand the concept of time. This would best be illustrated through a timeline. Once the timeline is created, understanding how individuals impacted history follows. For example, specific information on great leaders such as Martin Luther King Jr. and Abraham Lincoln provide the basis of individuals that changed history. Next, science and technology and the changes over time are the following sequences.

 Next, the concept-related sequencing requires an increase in sophistication. This aspect of the design allows for the building of knowledge from introductory topics to more complex material (Chiarelott, 2006). For example, the model builds on timelines and moves to how things have changed over time due to the advancing of lessons. Logical progression of information also allows for the increase in the complexity of the material taught. This is a type of scaffolding that requires basics to advance to more complex lessons as outlined on the concept map.

 In conclusion, the history sub unit of an elementary Social Studies curriculum design is best sequenced with concept-related methods. This method allows for the logical progression of information and building on that knowledge as the unit progresses through the lessons (Chiarelott, 2006). For a topic which depends on the understanding of a unit or lesson to make progression through other more advanced lessons, the above described sequencing method would be very effective.

Reference

Chiarelott, L. (2006). Curriculum in Context: Designing Curriculum and Instruction for

 Teaching and Learning in Context. Belmont, CA: Thomson Wadsworth.