Josh Bowersock

EDTL 7100 Summer 2011

Sequencing Rationale

High School Health: Nutrition Unit

I feel that this unit would fall under a concept-related sequencing pattern, probably of the class-relations variety. The two units have similar criteria and work off of the other one. The subunit of calories, for example, would need to be understood in order for full comprehension of the nutrient subunit. However, mention of some of the nutrients from the nutrient subunit, like carbohydrates, proteins, and fats, would need to be mentioned in the calorie subunit as that is where the body received calories through food and drink. Talk of calories must be included when talking about nutrients, especially when looking at the nutrient-density of foods. This makes for an almost symbiotic-type of relationship between the two subunits, they need each other for either one to be fully understood.

Upon completion of the two subunits, application personal experiences can then be done, where both sets of information, both caloric and nutrient intake, are able to be examined by the same experiment or project. This can be done on the analysis of a personal two-day food journal as described in the learning outcomes, even though the assignment is only placed under the subunit of nutrition. It is under the subunit of nutrients only because it is a learning outcome that must be done after all other outcomes have been completed. Therefore, if the subunits were reversed, that learning outcome would then be the last one in the calorie subunit. It is also possible to look at the relationship of the two subunits as they work together to form ones diet and how that diet can affect the overall health, physical, emotional, and social, of a person.

Finally, I believe it would be possible for the two subunits to be taught in the reverse order and the students still be able to comprehend and apply the knowledge. The two work so much off of each other they could most likely be looked at in one unit, but the actual concepts and applications, while many think they understand them on an elementary level, quickly become much farther reaching and complex to the point where a separation must be made for the sake of stopping heads from drowning under an avalanche of information.