Sequencing Rationale

The rationale that best supports the sequencing for this curriculum design is the logical prerequisite (Chiarelott, 2006). When the standards for science were written, there was careful consideration of what the logical antecedent and consequent curriculums would be for the prior and future grade levels.

When reviewing the standards, I noticed that in the previous grade levels the students learned several different foundational concepts. They include concepts such as wind is moving air, air is a nonliving substance that surrounds Earth, wind can be measured, sunlight warms air, wind and water are observable parts of weather, physical properties (solid and liquid) of water can change, weather changes daily, and weather changes can be measured and have patterns (Ohio Department of Education, 2011).

I then noticed that these second grade concepts will be built upon in the future. They will go on to learn about renewable energy, air pollution, erosion, thermal energy, air currents, global climate patterns, states and conservations of matter, and the hydrolic cycle (Ohio Department of Education, 2011).

This type of format shows that much emphasis was placed on the logical sequence of concepts to be taught over time. It works to start off with basic, core concepts that grow with detail, depth, and intensity over time.

References

Chiarelott, L. (2006). *Curriculum in Context*. Belmont, CA: Wadsworth.

Ohio Department of Education. (2011, May 12). *New science education standards.* Retrieved from http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1705&ContentID=76585