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**Sequencing Rationale**

My social studies curriculum is organized according to the concept-related patterns of logical prerequisite because it provides a way of ordering concepts that makes the most sense for the students.

In the social studies curriculum for Ohio, students have to study history, geography, government, and economics. I will start with the history domain first because I feel it’s important to learn about Ohio and the U.S. history before moving on the other aspects of social studies.

In the history domain I will do each statement in order by the content statement number. For example content statement one will be first, content statement two will be next, and so on. I would do it this way because each learning objective builds upon each other.

I would start with statement one first because students had previous experience with timelines in previous years. For example students started timelines in grade two, and in grade three students started to practice chronological order by placing local events on a time line. By grade four students are able to construct timelines with appropriate titles, evenly spaced intervals for years, decades and centuries, and events in chronological order.