**Sequencing Rationale**

The overall curriculum design for this course is sequenced according to the Posner and Rudnitsky (2001, as cited in Chiarelott, 2006) learning-related categorization scheme. However, individual units of the course, for example the unit on the stages of pregnancy, are sequenced according to a world-related sequencing pattern which sequences the material according to the order in which physical characteristics occur. As an overall sequencing strategy, a learning-related scheme which sequences concepts based on level of difficulty, provides the foundation upon which other concepts will be built. The focus of the course is on maintaining sexual and reproductive health and in order to gain an understanding of these concepts, the learners must first have an understanding of human anatomy. Thus, the units of the course are arranged as follows: Reproductive Anatomy, Menstruation, Pregnancy, and HIV/AIDS.

The first unit in the sequence of this course will be “Reproductive Anatomy.” An understanding of basic male and female reproductive anatomy is necessary in order to contextualize the concepts that will be taught throughout the remainder of the course. This unit will provide a foundation upon which the other units are built. Although this curriculum is designed for women, discussing male anatomy is a logical place to start because it is the least complicated to understand. Female anatomy is more complex and because this curriculum is designed for women, they may have a stronger interest in understanding this component of the curriculum, so more time will be spent on this aspect of the unit.

The second unit in this course will be “Menstruation.” This unit logically follows female anatomy, as an understanding of the anatomy lends itself to discussion of the menstruation cycle. This unit is sequenced according to the physical changes that occur in the body during the 28 day menstrual cycle. In this unit, women will learn how and why menstruation occurs and proper hygiene during menstruation. In this, as in other units, there will be a discussion of cultural practices and beliefs about menstruation.

The third unit will be “Pregnancy” which is the logical successor to the “Menstruation” unit because these reproductive processes are interrelated. Because maternal mortality rates are rampant in the sub-Saharan Africa region, a large portion of the course will be spent covering this unit. The foundational concepts for understanding this unit have been taught in previous units so this unit will focus on developing a more thorough understanding of the reproductive system. There will be a heavy emphasis on the importance of medical attention during delivery and the importance of family planning practices. Again, discussions of cultural practices and beliefs will be an important aspect of this unit.

The final unit covered in the course will be “HIV/AIDS.” This is positioned as the last unit in the course because it draws upon understanding of concepts from all of the previous units. HIV/AIDS rates are high in the region, so familiarity with the concept is likely, however much of the prior knowledge of participants is likely misconceptions or partial understandings. Covering this unit at the end of the course allows participants the opportunity to questions some of these misconceptions throughout the course and provides the context to develop a comprehensive understanding of the issue.

**References**

Chiarelott, L. (2006). *Curriculum in context.* Bowling Green State University: Thomson

Waldworth.