

<b>Teacher(s)</b>	<b>SMC MDI RKE HOL</b>	<b>Subject group and discipline</b>	<b>Individuals &amp; Societies - Geography</b>		
<b>Unit title</b>	<b>To what extent can nature be truly impossible?</b>	<b>MYP year</b>	<b>2</b>	<b>Unit duration (hrs)</b>	<b>18</b>

Inquiry: Establishing the purpose of the unit

<b>Key concept</b>	<b>Related concept(s)</b>	<b>Global context</b>
<b>Global interactions</b>	<b>Scale</b> <b>Processes</b>	<b>Scientific and technical innovation</b>
<b>Statement of inquiry</b>		
<p><b>Managing the unpredictable nature of processes that cause natural hazards of varying scales relies on global interaction through planning, scientific understanding and technological innovation.</b></p>		
<b>Inquiry questions</b>		
<p><b>Factual</b> What are the causes and impacts of natural hazards? How can natural hazards be managed to reduce impacts?</p> <p><b>Conceptual</b> To what extent does an increasing knowledge and understanding of natural hazards alleviate the impacts in LIC's and HIC's?</p> <p><b>Debatable</b> Does a higher level of development automatically mean fewer impacts from natural hazards?</p>		

Objectives	Summative assessment	
<p><b>Criterion A - Knowing and understanding</b></p> <p>i. use vocabulary in context</p> <p>ii. Demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations, and examples.</p> <p><b>Criterion D - Thinking critically</b></p> <p>i. identify the main points of ideas, events, visual representation, or arguments.</p> <p>ii. use information to justify an opinion</p> <p>iii. identify and analyse a range of sources/data in terms of origin and purpose</p> <p>iv. Identify different views and their implications.</p>	<p><b>Goal</b> – To produce and justify an action plan to help a community in an HIC prepare for a possible volcanic eruption</p> <p><b>Role</b> – You work for the local government and are in charge of disaster management policy</p> <p><b>Audience</b> – The local community</p> <p><b>Situation</b> – A nearby dormant volcano is showing signs of activity. Seismologists have been issuing daily updates and believe the volcano will erupt within the next 2 to 3 weeks.</p> <p><b>Purpose</b> – You will produce and justify a plan that will help residents prepare for a possible eruption. Your plan needs to include an analysis and explanation of the science of the causes, monitoring and prediction of eruptions using information and data from geophysical organisations. It will also include likely short and longer term impacts and how these can be managed</p> <p><b>Standards</b> – A and D</p>	<p><b>Relationship between summative assessment task(s) and statement of inquiry:</b></p> <p>The assessment gives students the opportunity to understand how <b>global</b> organisations such as the USGS are relied upon to share knowledge and understanding of natural hazards and the <b>processes</b> that create them.</p> <p>Students will be able to understand how <b>interactions</b> between people and the natural environment can create conflict and difficulties</p> <p>Students will be able to explore the different ways hazards can be monitored using sophisticated <b>technology</b> and evaluate the extent to which these can successfully reduce impacts</p> <p>Students will be able to understand the difficulties and limitations around managing natural hazards. They will be able to evaluate the extent to which level of development and the <b>scale</b> of the impacts correlate</p>

## Approaches to learning (ATL)

In order for students to design a Hazard Management Plan, they will need to develop Thinking Skills.

Explicitly taught and practised skill strategy: They will be introduced into different actions taken and will evaluate through comprehension activities the strengths and weaknesses of these approaches. This will be further developed for highly attaining students who will be able to place their evaluation within the context of the case studies and show how the effectiveness of such approaches may change as the areas continue to develop. As such they will have contrasting examples to draw their arguments from and frame them around explanations and evaluations of their effectiveness.

### **Thinking - Generating novel ideas and considering new perspectives**

- Consider multiple alternatives, including those that might be unlikely or impossible
- Apply existing knowledge to generate new ideas, products or processes
- Create original works and ideas; use existing works and ideas in new ways

### **Thinking - Analysing and evaluating issues and ideas**

- Gather and organize relevant information to formulate an argument
- Recognize unstated assumptions and bias