

Natural Hazards

Unit: Natural Hazards Teacher: Amira M. Abazied
Subject(s): Geography Grad: 1 st of the secondary school
Time frame: four weeks, one class(1 hour) every week

Objective(s) By the end of the unit student should:	Intelligence:	Technologies:	
1. Know and understand what the Natural Hazards mean .	Verbal / Linguistic. Logical/ Mathematical	Microsoft Word PowerPoint Draw or Paint Program Encyclopedia Digital Cameras CD ROM disks Floppy drive	
2. Determine How the Natural Hazards Happen.	Verbal / Linguistic . Logical . Naturalist . Visual .		
3. Determine the geographical zones which faces the Natural Hazards.	Visual / Spatial . Naturalist . Verbal / Linguistic . Kinesthetic .		
4. Know and understand the effects of the Natural Hazards on the human beings lives .	Verbal / Linguistic . Logical / Mathematical Visual / Spatial . Interpersonal. Intrapersonal.		

<p>Materials: Textbook, E-Atlases, Natural Hazards Movies, Maps, Encyclopedias . Computers with internet access . Virtual Field Trips (Virtual Reality) . Some web sites: www.atlapedia.com www.sitesatlas.com/Atlas/PolAtlas/polatlas.htm www.naturalhazards.org www.naturalhazards.com www.naturalhazards.net.nz www.hazards.metro.region.org www.rmis.rmfamily.com/sites/disasnatur.php</p>	<p>Intelligences: Verbal /linguistic Spatial / Visual Naturalist Interpersonal Intrapersonal Kinesthetic</p>
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Procedures :	Intelligence:
<p>Week (1):</p> <p>In order to know and understand what the Natural Hazards mean , Teacher should begin with an overview about the Natural Hazards and their kinds using Microsoft Word and PowerPoint , he can use brainstorming to ask students about “ what we mean by Natural Hazards. Student should conduct a survey through the textbooks , the internet and encyclopedias. Students can work in small groups .</p>	<p>Verbal / Linguistic. Logical/ Mathematical</p>
<p>Week (2):</p> <p>In order to determine how the Natural Hazards happen , Teacher can use problem solving strategy, and can display one or two of the Natural Hazards Movies through DVD PLAYER . Teacher can form a team work of students each member in the team can conduct a search for one of the Natural Hazards. Students can work in groups or individually using E-encyclopedias, and Digital cameras .</p>	<p>Verbal / Linguistic Logical Naturalist Visual</p>
<p>Week (3):</p> <p>In order to determine the geographical zones which faces the Natural Hazards teacher can offer some links to the internet like :</p> <p>www.atlappedia.com www.sitesatlas.com/Atlas/PolAtlas/polatlas.htm www.naturalhazards.org www.naturalhazards.com www.naturalhazards.net.nz www.hazards.metro.region.org www.rmis.rmfamily.com/sites/disasnatur.php</p> <p>Students can use E-Atlases , and Maps guided by teacher to track the geographical zones of the Natural Hazards. Students will be asked to do some hand-on activities, such as making maps or models for the places which natural hazards exist.</p>	<p>Visual / Spatial Naturalist Verbal / Linguistic Kinesthetic</p>
<p>Week (4):</p> <p>In order to Know and understand the effects of the Natural Hazards on the human beings lives , teacher should use the CDs contains movies of the crises happen as a results to the Natural Hazards and he should push the students ,through displaying the movie, to anticipate how would the Natural Hazards affects the human beings lives. Students can use Digital cameras to gather some photos</p>	<p>Verbal / Linguistic Logical / Mathematical Visual / Spatial Interpersonal. Intrapersonal</p>

<p>from the environment to things related to the Natural Hazards. The students may asked to form small groups, each group should chose one of the Natural Hazards and discuss it's effects on the human beings lives, they can communicate when they are at home via e-mails.</p>	
<p><u>THE ASSESSMENT:</u></p> <p>Student should chose one of the following kinds of assessment:</p> <p>The Quiz : Multiple choice quiz, consists of 100 statement for 1 hour . The quiz is about identifying the student's geographical understanding.</p> <p>The Quest : The quest is about conducting a survey about one of the Natural Hazards, collecting as more of information and maps as it possible, the quest end by presenting a report about the chosen Natural Hazard including: - A brief overview to the natural hazards (its meaning , and kinds). - A detailed presentation to one kind of the Natural Hazards kinds (its meaning, how it happens, its geographical zones, and its effects on the human beings lives) . - some suggested ways to deal with the chosen Natural Hazard.</p> <p>The Project: The project is about choosing one of the geographical area which suffer from any kind of the Natural Hazards kinds and student should: 1. Study the geographical circumstances of the area chosen. 2. Study the nature of the Natural Hazards which the area suffer from. 3. Suggest some ways through it the area chosen can deal with the Natural Hazard which it suffer from.</p>	<p>Verbal/ linguistic Spatial / Visual Naturalist Interpersonal Intrapersonal Kinesthetic</p> <p>Verbal / linguistic Spatial / Visual Naturalist Interpersonal Intrapersonal Kinesthetic</p> <p>Verbal/ linguistic Spatial / Visual Naturalist Interpersonal Intrapersonal Kinesthetic</p>

Assessment Rubrics

Rubrics Kinds of assessment	Below Average	Average	Good	Excellent	Self-assessment	Classmates-Assessment	Teacher-assessment
Quiz	Student get fewer than 60% of the quiz degrees.	Student get at least 60% of the quiz degrees.	Student get at least 80% of the quiz degrees.	Student get 100% of the quiz degrees.			
Quest	Student didn't complete the quest and didn't give a report to one of the Natural Hazards.	Student complete the quest, but gives unsatisfied report for one of the Natural Hazards.	Student complete the quest and gives a complete and satisfied report	Student complete the quest and give a complete and satisfied report on one of the Natural Hazards based on authentic understanding for the Natural Hazards . And gives examples from the his environment			
Project	Student didn't complete the project assignment.	Student complete the project assignment .But give unsatisfied coverage to his project..	Student complete the project assignment and give a satisfied coverage to his project.	Student complete the project assignment and give a satisfied coverage to his project based on an authentic understanding to the geographical prospective for the Natural Hazards. And gives examples to similar geographical areas suffer from the same natural hazards.			

