

THE GREATEST PLACES

The large format film *The Greatest Places* covers a broad range of themes related to World Geography – from landforms to life forms. These themes align with the life science, earth science and geography standards for most grades. Following are some key correlations between the film and the curriculum standards by grade level.

For those grade levels not specified, a broad range of Core Study Skills (e.g., information processing, time and chronology, map and globe) can be applied viewing this film.

Viewing a large format film is an excellent way to reinforce classroom teaching. We hope that these correlations will assist you in integrating *The Greatest Places* into your curriculum.

Please contact the Education Department at justforeducators@fernbankmuseum.org if you need help integrating the film's content into your curriculum.

1st grade

SS1G3 The student will locate major topographical features of the earth's surface.

- a. Locate all of the continents: North America, South America, Africa, Europe, Asia, Antarctica, and Australia.
- b. Locate the major oceans: Arctic, Atlantic, Pacific, and Indian.
- c. Identify and describe landforms (mountains, deserts, valleys, plains, plateaus, and coasts).

3rd grade

S3E1. Students will investigate the physical attributes of rocks and soils.

- d. Determine how water and wind can change rocks and soil over time using observation and research.

S3L1. Students will investigate the habitats of different organisms and the dependence of organisms on their habitat.

4th grade

S4L1. Students will describe the roles of organisms and the flow of energy within an ecosystem.

- a. Identify the roles of producers, consumers, and decomposers in a community.
- b. Demonstrate the flow of energy through a food web/food chain beginning with sunlight and including producers, consumers, and decomposers.
- c. Predict how changes in the environment would affect a community (ecosystem) of organisms.

S4L2. Students will identify factors that affect the survival or extinction of organisms such as adaptation, variation of behaviors (hibernation), and external features (camouflage and protection).

a. Identify external features of organisms that allow them to survive or reproduce better than organisms that do not have these features (for example: camouflage, use of hibernation, protection, etc.).

5th grade

SS5E1. Students will identify surface features of the Earth caused by constructive and destructive processes.

a. Identify surface features caused by constructive processes.

- Deposition (Deltas, sand dunes, etc.)

b. Identify and find examples of surface features caused by destructive processes.

- Erosion (water—rivers and oceans, wind)
- Weathering

6th grade

SS6G1 The student will locate selected features of Latin America and the Caribbean.

a. Locate on a world and regional political-physical map: Amazon River, Caribbean Sea, Gulf of Mexico, Pacific Ocean, Panama Canal, Andes Mountains, Sierra Madre Mountains, and Atacama Desert.

b. Locate on a world and regional political-physical map the countries of Bolivia, Brazil, Colombia, Cuba, Haiti, Mexico, Panama, and Venezuela.

SS6G3 The student will explain the impact of location, climate, distribution of natural resources, and population distribution on Latin America and the Caribbean.

a. Compare how the location, climate, and natural resources of Mexico and Venezuela affect where people live and how they trade.

b. Compare how the location, climate, and natural resources of Brazil and Cuba affect where people live and how they trade.

SS6G4 The student will describe the cultural characteristics of people who live in Latin America and the Caribbean.

S6E3. Students will recognize the significant role of water in earth processes.

a. Explain that a large portion of the Earth's surface is water, consisting of oceans, rivers, lakes, underground water, and ice.

b. Relate various atmospheric conditions to stages of the water cycle.

7th grade

SS7G1 The student will locate selected features of Africa.

a. Locate on a world and regional political-physical map: the Sahara, Sahel, savanna, tropical rain forest, Congo River, Niger River, Nile River, Lake Tanganyika, Lake Victoria, Atlas Mountains, and Kalahari Desert.

b. Locate on a world and regional political-physical map the countries of, Democratic Republic of the Congo (Zaire), Egypt, Kenya, Nigeria, South Africa, and Sudan.

SS7G3 The student will explain the impact of location, climate, and physical characteristics on population distribution in Africa.

a. Explain how the characteristics in the Sahara, Sahel, savanna, and tropical rain forest affect where people live, the type of work they do, and how they travel.

SS7G9 The student will locate selected features in Southern and Eastern Asia.

SS7G11 The student will explain the impact of location, climate, physical characteristics, distribution of natural resources, and population distribution on Southern and Eastern Asia.

a. Describe the impact climate and location has on population distribution in Southern and Eastern Asia.
b. Describe how the mountain, desert, and water features of Southern and Eastern Asia have affected the population in terms of where people live, the types of work they do, and how they travel.

SS7G12 The student will analyze the diverse cultures of the people who live in Southern and Eastern Asia.

S7L4. Students will examine the dependence of organisms on one another and their environments.

a. Demonstrate in a food web that matter is transferred from one organism to another and can recycle between organisms and their environments.
d. Categorize relationships between organisms that are competitive or mutually beneficial.
e. Describe the characteristics of Earth's major terrestrial biomes (i.e. tropical rain forest, savannah, temperate, desert, taiga, tundra, and mountain) and aquatic communities (i.e. freshwater, estuaries, and marine).

World Geography

SSWG1 The student will explain the physical aspects of geography.

a. Describe the concept of place by explaining how physical characteristics such as landforms, bodies of water, climate, soils, natural vegetation, and animal life are used to describe a place.
b. Explain how human characteristics, such as population settlement patterns, and human activities, such as agriculture and industry, can describe a place.
c. Analyze the interrelationship between physical and human characteristics of a place.

SSWG2 The student will explain the cultural aspects of geography.

a. Describe the concept of place by explaining how the culture of a region is a product of the region's physical characteristics.
b. Explain how cultural characteristics of a place can be used to describe a place.
c. Analyze how physical factors such as mountains, climate, and bodies of water interact with the people of a region to produce a distinctive culture.
d. Explain how the development of customs and traditions help to define a culture and a people.

SSWG4 The student will describe the interaction of physical and human systems that have shaped contemporary Sub-Saharan Africa.

a. Describe the location of major physical features and their impact on Sub-Saharan Africa.
b. Describe the major climates of Sub-Saharan Africa and how they have affected the development of Sub-Saharan Africa.
d. Explain how Sub-Saharan Africa's physical features have had an impact on the distribution of its population.

SSWG5 The student will describe the interaction of physical and human systems that have shaped contemporary South Asia, Southeastern Asia, and Eastern Asia.

- a. Describe the location of major physical features and their impact on the regions of Asia.
- b. Describe the major climates of each region and how they have affected each region's development.
- c. Analyze the impact of the topography and climate on population distribution in the regions.
- d. Describe the various ethnic and religious groups in the region and the effect of geography on their development and their major customs and traditions.

SSWG7 The student will describe the interaction of physical and human systems that have shaped contemporary Latin America.

- b. Describe the location of major physical features and their impact on Latin America.
- c. Describe the major climates of Latin America and how they have affected Latin America.
- d. Explain how geographic features and climatic patterns affect population distribution.