

Correlation of Wisconsin Model Academic Standards in Fourth Grade ELS to Terrace Town and the Box City Curriculum

Standards	Corresponding Box City Pages	Learning and Activities
Environmental Literacy and Sustainability		
<p>ELS.C1.B.i Describe natural and cultural histories of a locality, explain the relationship between the two from a variety of perspectives, and identify how that creates a sense of place.</p>	<p>The Organic Plan: Hopi Pueblo, 49 City Plan: The Greek City, 50-52 City Plan: The Roman City, 53-55</p>	<ul style="list-style-type: none"> • Examine geographic features of the Madison area, including lakes, the isthmus, and effigy mounds, and how these shaped and were impacted by the development of the city. Use <i>Madison City of Four Lakes</i> textbook. • Resources: Destination Wisconsin From Exploration to Statehood; Advocates for Change (poster sets at MMSD Doyle Library); Madison: A History of the Formative Years (teacher reference book at MMSD Doyle Library)
<p>ELS.C1.B.i Examine how meeting one’s needs for food, water and shelter can impact natural and cultural systems.</p>	<p>Understanding the Vocabulary, 34 Inspect a Building, 36</p>	<ul style="list-style-type: none"> • Provide examples of different types of houses made from a variety of materials, matched to their geographic location. Discuss natural resources available, space for buildings, climate.
<p>ELS.EX3.C.i Describe how cultures relate to their environments.</p>	<p>The Organic Plan: Hopi Pueblo, 49 City Plan: The Greek City, 50-52 City Plan: The Roman City, 53-55 Why did Romans like Concrete?, 55</p>	<ul style="list-style-type: none"> • Compare and contrast different cultures’ perspectives on shared resources. • Investigate the relationship between economic status and access to parks. • Research the history of urban renewal in Madison’s Greenbush neighborhood and its impact on the citizens who resided there.
<p>ELS.EN6.B.i Analyze the role of civic and personal ideals in enhancing natural and cultural systems. Analyze the short- and long- term impact of personal choices on the environment and sustainable communities.</p>	<p>Where Does Responsibility Begin? 38 The Linear Plan: Broadacre City, 59 Leave the City Behind, 60 Sustainable Development, 69 What is Box City/Eco City?, 71</p>	<ul style="list-style-type: none"> • Generate ideas about individual responsibilities as a member of a community. What can kids do? • Write an argument for an individual’s right to access to green spaces.
<p>ELS.EN6.C.i Understand the differences between renewable and nonrenewable natural resources and the outcomes of</p>	<p>The Linear Plan: Broadacre City, 59 Leave the City Behind, 60 City Plan: Edge City, 61 Transportation Infrastructure, 65 The Automobile, 66 Planning for Cars or Planning for People? 87</p>	<ul style="list-style-type: none"> • Provide visuals of early woodstoves, fireplaces to heat homes, smokestacks from factories, landfills, compared to visuals illustrating solar panels, wind turbines, recycling centers.

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<p>using each type of resource on the environment and people.</p>		<ul style="list-style-type: none"> • Do a neighborhood walk and determine what transportation systems are at work. Consider whether the neighborhood accommodates walking, bus use and bicycling. • Resources: Using Nature’s Gifts (Rand McNally kit at MMSD Doyle Library); Time for Kids series Working Together to Save Our Planet [Gr. 2]; Time for Kids series Transportation: Yesterday and Today [Gr. 3] (kits at MMSD Doyle Library)
<p>ELS.EN7.B.i Design and implement a plan to address a sustainability issue, weighing the pros and cons of proposed solutions.</p>	<p>GeoBlock Activity, 99</p>	<ul style="list-style-type: none"> • Construct a model of a city for the Terrace Town project. • Use GeoBlocks to build a sustainable region on a map with a geographical feature. • Review the scorecard for “green cities” as issued by the United States Green Building Council.