

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		
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.	The Organic Plan: Hopi Pueblo, 49 City Plan: The Greek City, 50-52 City Plan: The Roman City, 53-55	<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)
ELS.C1.B.i Examine how meeting one's needs for food, water and shelter can impact natural and cultural systems.	Understanding the Vocabulary, 34 Inspect a Building, 36	<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.
ELS.EX3.C.i Describe how cultures relate to their environments.	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	<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.
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.	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	<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.
ELS.EN6.C.i Understand the differences between renewable and nonrenewable natural resources and the outcomes of	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	<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.

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

using each type of resource on the environment and people.		<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)
ELS.EN7.B.i Design and implement a plan to address a sustainability issue, weighing the pros and cons of proposed solutions.	GeoBlock Activity, 99	<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.