

FIFTH GRADE

Grade Clover Bowl

Standards

and

Codes

Codes for questions will appear
at the end of each Answer
within the Clover Bowl
Handbook.

4-H Standards and Codes

The 5th grade questions related to 4-H will be using codes which link those questions back to the life skills and core competencies administered through the Tennessee 4-H Program.



More information concerning the competency areas associated with the Tennessee 4-H Program can be accessed at:

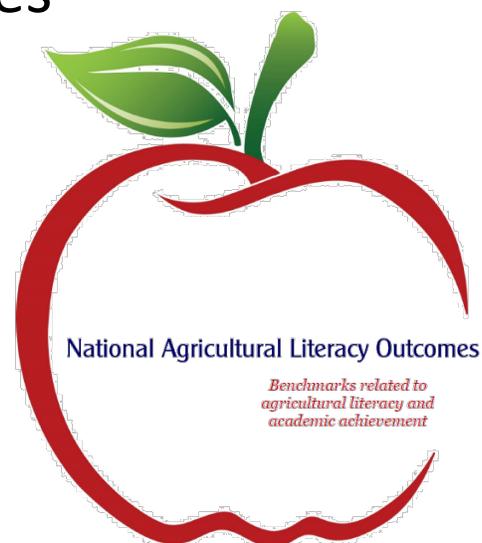
<https://4h.tennessee.edu/Pages/competencies.aspx>

4-H Code Matrix

Code	Title	Life Skills Associated with Clover Bowl Contest	Competency Areas related to Questions
4HA	4-H Activities	Achieving Goals, Building Relationships, Communication, Decision Making, Leadership, Positive Self Esteem Responsibility, Teamwork	Personal/Social, Health/Physical
4HC	4-H Contests		Cognitive/Creative
4HE	4-H Eligibility		Personal/Social,
4HH	4-H History		Cognitive/Creative Citizenship/Ethics,
4HL	4-H Leadership		Citizenship/Ethics, Vocational, Personal/Social,
4HP	4-H Projects		Cognitive/Creative Health/Physical
4HS	4-H Symbols		Cognitive/Creative Citizenship/Ethics,

AG Standards and Codes

The 5th grade questions related to Agriculture will be using codes based on The National Agricultural Literacy Outcomes. This is a resource utilized by Tennessee Farm Bureau for their Ag in the Classroom program. It is taught by teachers in middle school classrooms all across Tennessee.



More information concerning Ag in the Classroom, including the NALO outcomes, can be accessed at the following website:

<https://www.agclassroom.org/teacher/matrix/>

Ag Code Matrix

Grade	Code	Theme	Subject Area	Outcome
5	T1.3-5a	Ag and the Environment	Science	Describe similarities and differences between managed and natural systems (e.g., wild forest and tree plantation; natural lake/ocean and fish farm)
5	T1.3-5e	Ag and the Environment	Science	Recognize the natural resources used in agricultural practices to produce food, feed, clothing, landscaping plants, and fuel (e.g., soil, water, air, plants, animals, and minerals)
5	T2.3-5d	Plants and Animals for Food, Fiber & Energy	Science	Provide examples of specific ways farmers/ranchers meet the needs of animals
5	T4.3-5a	Science, Tech, Engineering & Mathematics	Science	Compare simple tools to complex modern machines used in agricultural systems to improve efficiency and reduce labor

Grade	Code	Theme	Subject Area	Outcome
5	T4.3-5c	Science, Tech, Engineering & Mathematics	Science	Identify examples of how the knowledge of inherited traits is applied to farmed plants and animals in order to meet specific objectives (i.e., increased yields, better nutrition, etc.)
5	T4.3-5d	Science, Tech, Engineering & Mathematics	Science	Provide examples of science being applied in farming for food, clothing, and shelter products
5	T5.3-5b	Culture, Society, Economy & Geography	Social Studies	Discover that there are many jobs in agriculture
5	T5.3-5e	Culture, Society, Economy & Geography	Social Studies	Provide examples of agricultural products available, but not produced in their local area and state
5	T5.3-5f	Culture, Society, Economy & Geography	Social Studies	Understand the agricultural history of an individual's specific community and/or state

Life Skills Standards and Codes

Life Skill questions in the 5th grade area are referenced back to the five program areas served by the Family and Consumer Science Department of UT Extension.



More information concerning Family and Consumer Science Programing can be accessed at:

<https://ag.tennessee.edu/fcs/Pages/default.aspx>

Life Skills Code Matrix

Code	Subject	FCS Program Area	Outcome
LSCM	Life Skill Currency and Money	Money	To help young people have a greater understanding of money, currency, and personal economics
LSCS	Life Skill Citizenship and Symbols	Family/Home	To help young people have a greater understanding of traditions and privileges of a citizen.
LSED	Life Skill College and Career	Family/Home	To help young people have a greater understanding of opportunities associated with continuing their education.
LSGM	Life Skill Geography and Maps	Family/Home	To help young people have a greater understanding of their surroundings.
LSME	Life Skill Manners and Etiquette	Family/Home	To help young people have a greater understanding of good manners and proper etiquette.
LSMM	Life Skill Units and Measurement	Family/Home	To help young people have a better understand common units of measurement.

Tennessee Standards and Codes

All 5th grade Tennessee questions relate to the Tennessee Social Studies Academic Standards.



More information concerning these Standards can be found at the State Standard website:

<https://www.tn.gov/education/article/social-studies-standards>

Tennessee Code Matrix

Code	Outcome
5.6	Explain with supporting details why Tennessee was divided on the issue of secession and the events that led it to eventually leave the Union to include: state convention vote of 1861, the Free and Independent State of Scott, Hurst Nation, East Tennessee mostly pro-Union and divided families. (H, P, TN)
5.11	Explain the significance and outcome of the major battles and identify their location on a map or visual representation, including: (G, H, TN)
5.15	Explain the contributions of Tennesseans during the war, including: (H, TN)
5.17	Explain why Lincoln chose Andrew Johnson as his running mate in the election of 1864. (H, P, TN)

Code	Outcome
5.20	Analyze the goals and accomplishments of the 13th, 14th, and 15th Amendments, Freedmen's Bureau, and Fisk University to help former slaves begin a new life. (C, H, P, TN)
5.24	Explain the impact of the Tennessee Constitutional Convention of 1870, including poll taxes, segregation, and funds for public education. (E, P, TN)
5.26	Describe the impact of yellow fever during the 1870s; why it was particularly deadly in West Tennessee and the election of African Americans to the General Assembly. (G, H, TN)
5.27	Explain the need for the South and Tennessee to move toward industry and mechanization after the Civil War and identify examples of the effort, including Coca Cola bottling in Chattanooga, mining on the Cumberland Plateau, coal and iron processing, the growth of urban areas, and the increase in railroads. (G, E, H, TN)
5.37	Use a graphic organizer to provide information about important business leaders, inventors, and entrepreneurs and the impact they had on American society, including: (C, E, H)
5.38	Use multiple media elements to create a presentation describing the 1897 Centennial Exposition, including its purpose, sights, exhibits, and impact on the state. (TN)
5.41	Describe the effects of Jim Crow Laws on the nation and Tennessee and the efforts of Ida B. Wells and Randolph Miller to bring attention to the inequalities of segregation. (C, H, P, TN)
5.44	Explain the roles of significant people and groups in World War I, including Herbert Hoover, John J. Pershing, doughboys, Lawrence Tyson, and Alvin C. York. (H, TN)
5.46	Evaluate the role of Tennessee as the "Perfect 36" and the work of Anne Dallas Dudley, Harry Burn, and Governor Roberts in the fight for women's suffrage and Josephine Pearson's opposition. (C, P, TN)
5.47	Make connections with the growth of popular culture of the "Roaring Twenties" with the following: (C,E, TN) •
5.50	Use specific textual evidence from primary and secondary source to summarize the success, failures, and challenges of President Roosevelt's New Deal policies, including: (C, E, G, H, TN)
5.53	Compare and contrast different stories from media, and informational text regarding the bombing of Pearl Harbor and its impact on the United States, including the USS Arizona and USS Tennessee and America's entry in the war. (H, TN)
5.56	With supporting facts and details provide reasons for rationing, victory gardens, the design of The Rosie the Riveter ideal (Avco jobs for Tennessee women) and the Women Airforce Service Pilots-Cornelia Fort. (C, E, H, TN)
5.59	Describe the role of the Manhattan Project and Oak Ridge, Tennessee in ending World War II and the decision to drop the atom bomb on Japan. (H, TN)
5.60	Explain the purpose of the formation of the United Nations and the role of Cordell Hull. (H, TN)
5.61	Identify the reasons for the growth of suburbs, home ownership, mass media, Interstate Highway System, and a consumer society after the war. (C, E, G)
5.62	Examine the meaning and the main events of the "Cold War," including the Space Race, Berlin Wall, arms race, Rosenbergs, and the Cuban Missile Crisis. (C, E, H, P)
5.64	Refer to details and examples about the significance of Tennessee in popular music, including Sun Studios, Stax Records, Elvis Presley, B.B. King, and Memphis, Tennessee. (C, TN)
5.65	Analyze the key events and struggles during the Civil Rights Movement, including: (C, E, H, P)
5.69	Investigate the works of Alex Haley and his influence on American culture. (C, TN)
5.70	Analyze the significant events of Reagan's presidency, including: (C, E, H, P)

Government Standards and Codes

All 5th grade Government questions relate to the Tennessee Social Studies Academic Standards.



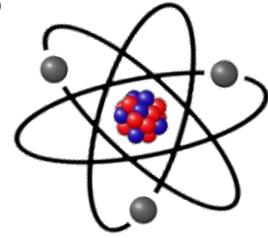
More information concerning these Standards can be found at the State Standard website:

<https://www.tn.gov/education/article/social-studies-standards>

Government Code Matrix

Code	Outcome
5.20	Analyze the goals and accomplishments of the 13th, 14th, and 15th Amendments, Freedmen's Bureau, and Fisk University to help former slaves begin a new life. (C, H, P, TN)
5.24	Explain the impact of the Tennessee Constitutional Convention of 1870, including poll taxes, segregation, and funds for public education. (E, P, TN)
5.27	Explain the need for the South and Tennessee to move toward industry and mechanization after the Civil War and identify examples of the effort, including Coca Cola bottling in Chattanooga, mining on the Cumberland Plateau, coal and iron processing, the growth of urban areas, and the increase in railroads. (G, E, H, TN)
5.40	Analyze the major goals, struggles, and achievements of the Progressive Era, including attacking racial discrimination, child labor, big business, conservation, and alcohol use: (C, E, P)
5.41	Describe the effects of Jim Crow Laws on the nation and Tennessee and the efforts of Ida B. Wells and Randolph Miller to bring attention to the inequalities of segregation. (C, H, P, TN)
5.50	Use specific textual evidence from primary and secondary source to summarize the success, failures, and challenges of President Roosevelt's New Deal policies, including: (C, E, G, H, TN)

Science Standards and Codes



All 5th grade Science questions relate to the Tennessee Science Academic Standards.

More information concerning these Standards can be found at the State Standard website:

<https://www.tn.gov/education/article/science-standards>

Science Code Matrix

Code	Outcome
507.1.1	Distinguish between the basic structures and functions of plant and animal cells.
507.2.1	Evaluate producer/consumer, predator/prey, and parasite/host relationships.
507.2.2	Distinguish among symbiotic, commensal, and parasitic relationships.
507.3.1	Identify the cell structures that enable plants to conduct photosynthesis.
507.4.1	Explain how genetic information is transmitted from parents to offspring.
507.4.2	Create a chart that compares hereditary and environmental traits.
507.5.1	Classify animals according to their physical characteristics.
507.6.1	Develop a chart that communicates the major characteristics of each planet.
507.6.2	Use images of the night sky to identify different seasonal star patterns.
507.7.1	Create a model to illustrate geologic events responsible for changes in the earth's crust.
507.7.2	Prepare a chart to compare how volcanoes, earthquakes, faulting, and plate movements affect the earth's surface features.
507.8.1	Describe the effects of the oceans on weather and climate.
507.8.2	Use land maps to demonstrate how mountain ranges affect weather and climate.

Code	Outcome
507.9.1	Compare the simple chemical properties of common substances.
507.9.2	Investigate how different types of materials freeze, melt, evaporate, or dissipate.
507.9.3	Investigate factors that affect the rate at which various materials freeze, melt, or evaporate.
507.10.1	Differentiate between potential and kinetic energy.
507.10.2	Create a graphic organizer that illustrates different types of potential and kinetic energy.
507.10.3	Describe the differences among conduction, convection, and radiation.
507.11.1	Explain the relationship that exist among mass, force, and distance traveled.
507.12.2	Identify the force that causes objects to fall to the earth.