

# Fourth 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 4th 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:

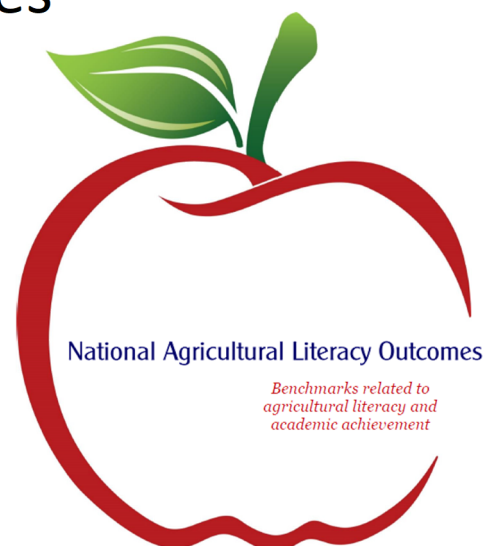
<https://4h.tennessee.edu/Pages/competencies.aspx>

## 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 4th 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
4	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)
4	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)
4	T2.3-5d	Plants and Animals for Food, Fiber & Energy	Science	Provide examples of specific ways farmers/ranchers meet the needs of animals
4	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
4	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.)
4	T4.3-5d	Science, Tech, Engineering & Mathematics	Science	Provide examples of science being applied in farming for food, clothing, and shelter products
4	T5.3-5b	Culture, Society, Economy & Geography	Social Studies	Discover that there are many jobs in agriculture
4	T5.3-5e	Culture, Society, Economy & Geography	Social Studies	Provide examples of agricultural products available, but not produced in their local area and state
4	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 4<sup>th</sup> 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.
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 4<sup>th</sup> 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/content/dam/tn/education/standards/ss/std\\_ss\\_gr\\_4.pdf](https://www.tn.gov/content/dam/tn/education/standards/ss/std_ss_gr_4.pdf)

## Tennessee Code Matrix

Code	Outcome
4.1	Describe the legacy and cultures of the major indigenous settlements in Tennessee including the Paleo, Archaic, Woodland, and Mississippian: (C, G, TN)
4.2	Analyze religious beliefs, customs, and various folklore traditions of the Cherokee, Creek, and Chickasaw, including: (C, TN)
4.4	Trace the routes of early explorers and describe the early explorations of the Americas, including: (C, E, G, H, P, TN)
4.12	Analyze the factors that led to the defeat of the American Indians, including the resistance of Indian nations to encroachment and the effects on native culture. (C, H, P)

Code	Outcome
4.20	Explain the impact of individuals who created interest in land west of the Appalachian Mountains, including: (C, E, G, TN)
4.22	Describe the causes, course, and consequences of the French and Indian War, including the massacre at Fort Loudoun. (C, G, H, P, TN)
4.25	Write a short summary of the events of Tennessee's first settlement and settlers, including the Watauga Purchase, Watauga Compact, Little Carpenter, and Dragging Canoe. (H, P, TN)
4.30	Determine the meaning and identify the terms Loyalists, Patriots, Minutemen, Overmountain Men, and Redcoats to describe people during the Revolution. (C, G, TN)
4.31	Locate and identify the major military battles, campaigns, and turning points of the American Revolution, including: (G, H, TN)
4.34	Explain using supporting details how the Revolution affected the Watauga Settlement, including: (P, TN)
4.36	Explain the purpose and obstacles in creating the new Cumberland Settlement, including: (G, TN)
4.38	Explain the events that led to the creation and failure of the Lost State of Franklin. (G, P, TN)
4.45	Label and locate the Territory South of the River Ohio (Southwest Territory) on a map, identify its leaders, and explain how it was the first step to statehood, including William Blount, John Sevier, Rocky Mount, and the Treaty of Holston. (G, P, TN)
4.47	Detail the events, struggles, success and main people of the exploration of the Louisiana Purchase and map the routes across the continent, including the Corps of Discovery, Lewis and Clark, Sacagawea, Zebulon Pike, and John Frémont. (G, H, P)
4.51	Analyze and describe the role of Tennessee in the War of 1812, including: (H, TN)
4.52	Write a short story with supporting text describing the effects of the New Madrid Earthquakes of 1811-12 on the land and people of Tennessee. (G, H, TN)
4.53	Write a narrative piece summarizing life on the frontier of Tennessee and reasons why pioneers moved west, including: (C, G, H, P, TN)
4.54	Describe and explain the contributions of Sequoyah. (C, H, TN)
4.55	Describe the major events in Jackson's presidency, including the corrupt bargain, the Indian Removal Act, reducing the national debt, preserving the union, and abolishing the national bank. (C, E, G, H, P, TN)
4.56	Analyze the impact of the Indian Removal Act on the Cherokee, detail their resistance to being removed, and map the movement west, including: (C, G, H, TN)
4.60	Describe and explain the contributions of Virginia Hill and Free Hill, Tennessee, Frances Wright and Nashoba, and Elihu Embree and their efforts to abolish slavery in Tennessee. (C, TN)
4.62	Using informational texts, explain the fight for Texas independence against Mexico and the contributions of Tennesseans Sam Houston and David Crockett. (H, P, TN)
4.63	Conduct a short research project detailing the surprise nomination and election of James K. Polk and list his accomplishments in office including Texas statehood, territorial expansion, and one term promise. (H, P, TN)

# Government Standards and Codes

All 4<sup>th</sup> grade Government questions relate to the Tennessee Social Studies Academic Standards.



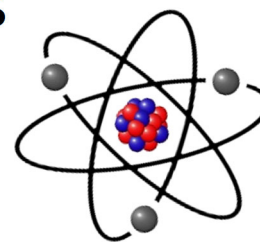
More information concerning these Standards can be found at the State Standard Website:

[https://www.tn.gov/content/dam/tn/education/standards/ss/std\\_ss\\_gr\\_4.pdf](https://www.tn.gov/content/dam/tn/education/standards/ss/std_ss_gr_4.pdf)

## Government Code Matrix

Code	Outcome
4.36	Explain the purpose and obstacles in creating the new Cumberland Settlement, including: (G, TN)
4.37	Analyze the weaknesses of the Articles of Confederation, including no power to tax, weak central government, and the impact of Shays' Rebellion. (P)
4.39	Identify the various leaders of the Constitutional Convention and analyze the major issues they debated, including: (C, E, H)
4.41	Describe the principles embedded in the Constitution, including: (P)
4.42	Write an opinion piece with supporting detail from primary sources that defends the ratification of the Constitution.
4.45	Label and locate the Territory South of the River Ohio (Southwest Territory) on a map, identify its leaders, and explain how it was the first step to statehood, including William Blount, John Sevier, Rocky Mount, and the Treaty of Holston. (G, P, TN)
4.46	Write an opinion piece using supporting detail explaining the political beliefs of Alexander Hamilton and Thomas Jefferson leading to the political parties. (H, P)
4.67	Explain the events, political debate, and outcome of the Compromise of 1850 and the Kansas and Nebraska Act. (H, P)

# Science Standards and Codes



All 4<sup>th</sup> grade Science questions relate to the Tennessee Science Academic Standards.

**These standards were revised by the State for School year 2019-2020.**

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

[https://www.tn.gov/content/dam/tn/education/standards/sci/sci\\_standards\\_reference.pdf](https://www.tn.gov/content/dam/tn/education/standards/sci/sci_standards_reference.pdf)

## Science Code Matrix

Code	Outcome
3.ESS1.1	Use data to categorize the planets in the solar system as inner or outer planets according to their physical properties.
3.ESS2.1	Explain the cycle of water on Earth.
3.ESS2.3	Use tables, graphs, and tools to describe precipitation, temperature, and wind (direction and speed) to determine local weather and climate.
3.LS1.1	Analyze the internal and external structures that aquatic and land animals and plants have to support survival, growth, behavior, and reproduction.
3.PS1.3	Describe and compare the physical properties of matter including color, texture, shape, length, mass, temperature, volume, state, hardness, and flexibility.
3.PS3.2	Solve a problem by applying the use of the interactions between two magnets.
4.ESS1.1	Generate and support a claim with evidence that over long periods of time, erosion (weathering and transportation) and deposition have changed landscapes and created new landforms.
4.ESS2.2	Use a model to explain how the orbit of the Earth and sun cause observable patterns: a. day and night; b. changes in length and direction of shadows over a day
4.LS2.1	Support an argument with evidence that plants get the materials they need for growth and reproduction chiefly through a process in which they use carbon dioxide from the air, water, and energy from the sun to produce sugars, plant materials, and waste (oxygen); and that this process is called photosynthesis.
4.LS2.2	Develop models of terrestrial and aquatic food chains to describe the movement of energy among producers, herbivores, carnivores, omnivores, and decomposers.
4.PS3.2	Observe and explain the relationship between potential energy and kinetic energy.
7.LS1.1	Develop and construct models that identify and explain the structure and function of major cell organelles as they contribute to the life activities of the cell and organism.
8.PS3.2	Conduct an investigation to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.