

# SIXTH 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 6<sup>th</sup> 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:

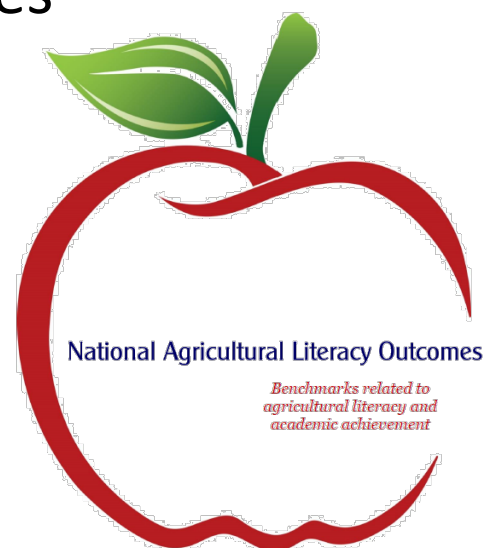
<https://4h.tennessee.edu/Pages/competencies.aspx>

## 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 6<sup>th</sup> 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
6	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)
6	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)
6	T1.6-8c	Ag and the Environment	Science	Discover how natural resources are used and conserved in agriculture (e.g., soil conservation, water conservation)
6	T2.3-5d	Plants and Animals for Food, Fiber & Energy	Science	Provide examples of specific ways farmers/ranchers meet the needs of animals
6	T2.6-8c	Plants and Animals for Food, Fiber & Energy	Science	Identify farm practices for plant protection (e.g., using a pesticide, integrated pest management, cultural practices) and the harvest of safe products for consumers
6	T3.6-8g	Food, Health, and Lifestyle	Health	Identify agricultural products (foods) that provide valuable nutrients for a balanced diet
6	T3.6-8i	Food, Health, and Lifestyle	Social Studies	Identify sources of agricultural products that provide food, fuel, clothing, shelter, medical, and other non-food products for their community, state, and/or nation
6	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
6	T4.3-5d	Science, Tech, Engineering & Mathematics	Science	Provide examples of science being applied in farming for food, clothing, and shelter products
6	T4.6-8a	Science, Tech, Engineering & Mathematics	Social Studies	Compare and contrast historical and current food processing and systems
6	T4.6-8f	Science, Tech, Engineering & Mathematics	Science	Explain the harmful and beneficial impacts of various organisms related to agricultural production and processing (e.g., harmful bacteria/beneficial bacteria, harmful/beneficial insects) and the technology developed to influence these organisms
6	T5.3-5b	Culture, Society, Economy & Geography	Social Studies	Discover that there are many jobs in agriculture
6	T5.3-5e	Culture, Society, Economy & Geography	Social Studies	Provide examples of agricultural products available, but not produced in their local area and state
6	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 6<sup>th</sup> grade area are linked to the Tennessee Academic Standards. Art related questions are linked to the Visual Art Standards and the Health and Fitness questions are linked to the Tennessee Health Education Standards. There is also a section related to College and Career linked back to the UT FCS Standards.



More information concerning Visual Art Standards can be accessed at:

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

Information concerning Tennessee Health Education outcomes can be accessed at:

<https://www.tn.gov/education/article/health-pe-wellness-standards>

# Life Skills Code Matrix

## FCS Related Codes

Code	Subject	FCS Program Area	Outcome
LSED	Life Skill College and Career	Family/Home	To help young people have a greater understanding of opportunities associated with continuing their education.

## Visual Art, Health Education Related Codes

Code	Outcome
VA 1.1	Identify and recognize media and tools (i.e. name the specific tools and materials being used).
VA 1.2	Develop and demonstrate control of different types of media, techniques, and processes.
VA 1.3	Select appropriate media, techniques, and processes to create intended meaning and desired effect in a work of art.
VA 2.1	Demonstrate an understanding of the elements of art and the principles of design.
VA 2.3	Demonstrate an understanding of various sensory and expressive qualities in a work of art.
THES 2.1	Identify and evaluate basic personal hygiene habits;
THES 4.1	Explain the importance of participation in the recommended one hour of daily physical activity;
THES 5.1	Explain the relationship of a balanced nutrition program and essential nutrients to appropriate weight, appearance, energy level and total wellness;
THES 9.2	Describe ways pathogens and diseases are spread, prevented, and managed;
THES 10.1	Evaluate ways to reduce the risks of injuries and deaths from injury (motor vehicles (includes buses and ATVs), fires and flames, drowning, hand gun injuries, falls, poisoning, choking, suffocation, strangulation, and bike/pedestrian injuries);
THES 10.2	Analyze the importance of safety rules and laws;
THES 11.1	Demonstrate appropriate actions for emergency and non-emergency situations;
THES 13.1	Distinguish between appropriate use and misuse of chemical substances for healthy living;
THES 13.2	Assess the influences of family, peers, and community on chemical substance use and abuse

# Government Standards and Codes

All 6<sup>th</sup> grade Government questions relate to the Tennessee Social Studies Academic Standards. Since the 6<sup>th</sup> grade Standards do not address Social Studies in the standards, the Clover Bowl used outcomes found in the 4<sup>th</sup> and 5<sup>th</sup> Grade Standards for Social Studies.



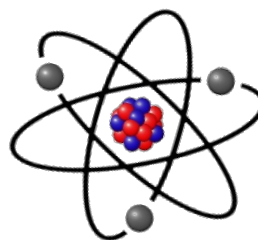
More information concerning these Standards can be found at the State Standard website:

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

## Government Code Matrix

Code	Outcome
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)
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)
5.40	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)

# Science Standards and Codes



All 6<sup>th</sup> 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
607.2.1	Examine the roles of consumers, producers, and decomposers in a biological community.
607.2.3	Identify the biotic and abiotic elements of the major biomes
607.2.4	Create poster presentations to illustrate differences among the world's major biomes.
607.6.1	Analyze information about the major components of the universe.
607.6.2	Describe the relative distance of objects in the solar system from earth.
607.6.3	Investigate how the earth, sun, and moon are responsible for a day, lunar cycle, and year.
607.6.4	Describe the different stages in the lunar cycle.
607.6.5	Predict the types of tides that occur when the earth and moon occupy various positions
607.6.6	Diagram the relationship of the earth and sun that accounts for the seasons.
607.6.7	Describe the causes of lunar and solar eclipses.
607.8.2	Describe how the sun's energy produces the wind.
607.8.3	Investigate the relationship between currents and oceanic temperature differences.
607.8.6	Use data collected from instruments such as a barometer, thermometer, psychrometer, and anemometer to describe local weather conditions.
607.10.1	Compare and contrast the three forms of potential energy
607.10.2	Compare potential and kinetic energy.
607.10.3	Explain the principles underlying the Law of Conservation of Energy.
607.12.2	Identify materials that can conduct electricity.
607.12.3	Compare and contrast the characteristics of objects and materials that conduct electricity with those that are electrical insulators

# Tennessee Standards and Codes

Since the Tennessee Social Studies Academic Standards do not address any Tennessee content in the 6<sup>th</sup> Grade, NO questions related to this area were used for 6<sup>th</sup> Grade.

