

# EIGHTH 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 8<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:

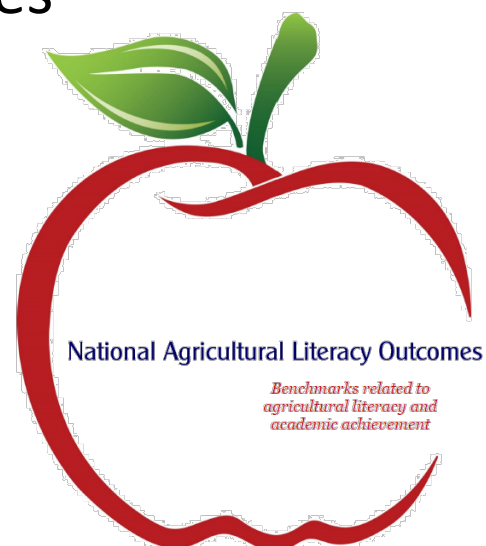
<https://4h.tennessee.edu/Pages/competencies.aspx>

## 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 8<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
8	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)
8	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)
8	T1.6-8c	Ag and the Environment	Science	Discover how natural resources are used and conserved in agriculture (e.g., soil conservation, water conservation)
8	T2.3-5d	Plants and Animals for Food, Fiber & Energy	Science	Provide examples of specific ways farmers/ranchers meet the needs of animals
8	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
8	T3.6-8g	Food, Health, and Lifestyle	Health	Identify agricultural products (foods) that provide valuable nutrients for a balanced diet
8	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
8	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
8	T4.3-5d	Science, Tech, Engineering & Mathematics	Science	Provide examples of science being applied in farming for food, clothing, and shelter products
8	T4.6-8a	Science, Tech, Engineering & Mathematics	Social Studies	Compare and contrast historical and current food processing and systems
8	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
8	T5.3-5b	Culture, Society, Economy & Geography	Social Studies	Discover that there are many jobs in agriculture
8	T5.3-5e	Culture, Society, Economy & Geography	Social Studies	Provide examples of agricultural products available, but not produced in their local area and state
8	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 8<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 Government questions in the 8<sup>th</sup> grade relate to the Tennessee Social Studies Academic Standards. Studies.



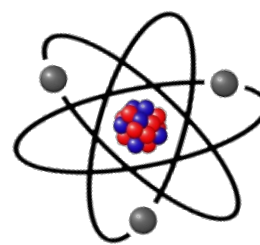
More information concerning these Standards can be found at the State Standard website:

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

## Government Code Matrix

Code	Outcome
8.30	Analyze the weaknesses of the Articles of Confederation, including no power to tax, no common currency, no control of interstate commerce, and no executive branch, failure of the Lost State of Franklin and the impact of Shays' Rebellion. (C, E, H, P, TN)
8.31	Identify the various leaders of the Constitutional Convention and analyze the major issues they debated, including: (C, E, H)
8.32	Explain the ratification process and describe the conflict between Federalists and Anti-Federalists over ratification, including the need for a Bill of Rights and concern for state's rights, citing evidence from the Federalist Papers No. 10 and 51 and other primary source texts. (H, P)
8.33	Describe the principles embedded in the Constitution, including the purposes of government listed in the Preamble, separation of powers, check and balances, the amendment process, federalism, and recognition of and protections of individual rights in the Bill of Rights. (P)
8.90	Describe the major developments in Tennessee during the Reconstruction Era, including the Constitutional Convention of 1870, the yellow fever epidemic of 1878 and the election of African- Americans to the General Assembly. (G, P, TN)

# Science Standards and Codes



All 8<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
807.5.3	Compare and contrast the ability of an organism to survive under different environmental conditions.
807.5.4	Explain why variation within a population can enhance the chances for group survival.
807.9.1	Identify atoms as the fundamental particles that make up matter.
807.9.2	Identify the common outcome of all chemical changes
807.9.4	Distinguish among elements, compounds, and mixtures.
807.9.5	Distinguish between elements and compounds by their symbols and formulas.
807.9.6	Use the periodic table to determine the characteristics of an element.
807.9.7	Explain the Law of Conservation of Mass.
807.9.10	Identify the reactants and products of a chemical reaction.
807.9.12	Identify the basic properties of acids and bases.
807.9.13	Determine whether a substance is an acid or a base by its reaction to an indicator.
807.12.1	Investigate the relationship between magnetism and electricity.
807.12.2	Describe the basic principles of an electromagnet.
807.12.4	Distinguish between mass and weight using appropriate measuring instruments and units.
807.12.5	Recognize that gravity is the force that controls the motion of objects in the solar system.
807.12.7	Explain how the motion of objects in the solar system is affected by gravity.

# Tennessee Standards and Codes

All 8<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/education/article/social-studies-standards>

## Tennessee Code Matrix

Code	Outcome
8.19	Describe the causes, course, and outcome of the French and Indian War, including the massacre at Fort Loudoun. (C, G, H, P, TN)
8.20	Explain the impact of individuals who created interest in the land west of the Appalachian Mountains, including: (C, G, H, TN)
8.22	Analyze the social, political and economic causes of the American Revolution and the major battles, leaders and events, including: (C, E, H, P)
8.25	Identify and explain the significance of the major battles, leaders, and events of the American Revolution, including: (C, E, H, P, TN)
8.26	Summarize the effect of the Revolution on the Wataugans and the reasons, plans, and struggles in creating the Cumberland Settlement, including: (G, P, TN)
8.39	Identify the leaders and events and analyze the impact of western expansion to the development of Tennessee statehood, including: (G, H, P, TN)
8.42	Analyze the impact of the Lewis and Clark Expedition by identifying the routes on a map, citing evidence from their journals. (C, E, G, H)
8.43	Explain the causes, course, and consequences of the War of 1812, including the major battles, leaders, events and role of Tennessee: (E, H, P, TN)
8.51	Trace the development of the agrarian economy in the South, the locations of the cotton-producing states, and the significance of cotton, the cotton gin and the role of Memphis as the Cotton Capital of the South. (C, E, G, P, TN)
8.53	Write a narrative with supporting text describing the effects of the New Madrid Earthquakes of 1811-12 on the land and people of Tennessee. (G, H, TN).
8.55	Explain the events and impact of the presidency of Andrew Jackson, including the “corrupt bargain,” the advent of Jacksonian Democracy, his use of the spoils system and the veto, his battle with the Bank of the United States, the Nullification Crisis and the Indian removal. (C, E, G, H, P, TN)



Code	Outcome
8.56	Analyze the contributions of Sequoyah to the Cherokee. (C, TN)
8.57	Write a narrative piece that describes the impact of the Indian Removal Act of 1830 and the struggle between the Cherokee Nation and the United States government and cites evidence from primary source accounts of the Trail of Tears. (C, G, H, TN)
8.59	Describe American settlements in Texas after 1821 and the causes for the Texas War of Independence, including the roles of David Crockett and Sam Houston in the war and the legacy of the Alamo. (G, H, P, TN)
8.61	Describe the major events and impact of the presidency of James K. Polk, including his “Dark Horse” nomination, the settlements of the Oregon boundary, the annexation of Texas, and the acquisition of California through the Mexican War. (E, G, H, P)
8.66	Analyze the impact of the various leaders of the abolitionist movement, including John Brown and armed resistance; Harriet Tubman and the Underground Railroad; William Lloyd Garrison and <i>The Liberator</i> ; Frederick Douglass and the <i>Slave Narratives</i> ; and Harriet Beecher Stowe’s <i>Uncle Tom’s Cabin</i> , Virginia Hill and Free Hill, Tennessee; Francis Wright and Nashoba Commune; and Elihu Embree’s <i>The Emancipator</i> . (C, E, H, P, TN)
8.72	Identify on a map the boundaries constituting the North and the South and delineate and evaluate the geographical differences between the two regions, including the differences between agrarians and industrialists. (E, G, P)
8.75	Explain the geographical division of Tennessee over the issue of slavery and secession, including Governor Harris, the secession convention vote of 1861, anti-secession efforts, and Scott County. (P, TN)
8.77	Explain the roles of leaders during the Civil War, including Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Stonewall Jackson and soldiers on both sides of the war, including Tennesseans David Farragut, Nathan Bedford Forrest and William Brownlow. (C, E, H, P, TN)
8.78	Describe African-American involvement in the Union army, including the Massachusetts 54th Regiment and the 13 <sup>th</sup> U.S. Colored Troops in the Battle of Nashville. (C, H, TN)
8.80	Trace the critical developments and events in the war, including geographical advantages and economic advantages of both sides, technological advances and the location and significance of the following battles:
8.83	Analyze the choice of Andrew Johnson as Vice-President, his succession to the Presidency, his plan for Reconstruction and his conflict with the Radical Republicans. (H, P, TN)
8.90	Describe the major developments in Tennessee during the Reconstruction Era, including the Constitutional Convention of 1870, the yellow fever epidemic of 1878 and the election of African-Americans to the General Assembly. (G, P, TN)