

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 6th 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:

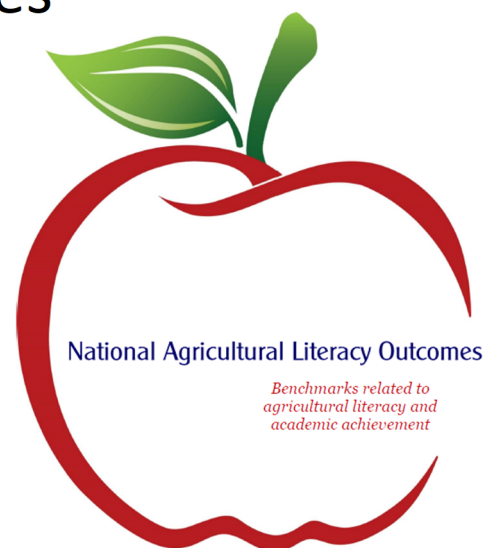
<https://4h.tennessee.edu/Pages/competencies.aspx>

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



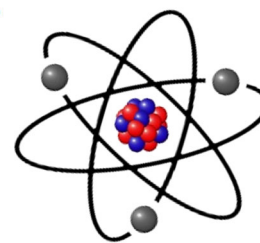
More information concerning these Standards can be found at the State Standard Website:

<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 6th 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

Science Code Matrix

Code	Outcome
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.
4.PS3.3	Describe how stored energy can be converted into another form for practical use.
5.PS1.1	Analyze and interpret data from observations and measurements of the physical properties of matter to explain phase changes between a solid, liquid, or gas.
6.ESS2.1	Gather evidence to justify that oceanic convection currents are caused by the sun's transfer of heat energy and differences in salt concentration leading to global water movement.
6.ESS2.3	Construct explanation for how atmospheric flow, geographic features, and ocean currents affect the climate of a region through heat transfer.
6.ESS2.5	Analyze and interpret data from weather conditions, weather maps, satellites, and radar to predict probable local weather patterns and conditions.
6.ESS3.1	Differentiate between renewable and nonrenewable resources by asking questions about their availability and sustainability.
6.LS2.2	Determine the impact of competitive, symbiotic, and predatory interactions in an ecosystem.
6.LS2.3	Draw conclusions about the transfer of energy through a food web and energy pyramid in an ecosystem.
6.LS2.4	Using evidence from climate data, draw conclusions about the patterns of abiotic and biotic factors indifferent biomes, specifically the tundra, tiaga, deciduous forest, desert, grasslands, rainforest, marine, and freshwater ecosystems.
6.PS3.4	Conduct an investigation to demonstrate the way that heat (thermal energy) moves among objects through radiation, conduction, or
7.ESS3.1	Graphically represent the composition of the atmosphere as a mixture of gases and discuss the potential for atmospheric change.

Tennessee Standards and Codes

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

