

BEARCAT DAY 10

GRADE 6
ANDERSON COUNTY SCHOOLS



ANDERSON COUNTY MIDDLE SCHOOL

6TH GRADE BEARCAT DAY 10

LANGUAGE ARTS	STRAND 1 Review Questions For this lesson you will use the passages from Bearcat day 9. This assignment is located in your ELA class' Google Classroom. Please complete in Google Classroom if you are able. If you are not able to please write your answers on notebook paper to turn in at school.
MATH	DECIMAL OPERATIONS REVIEW (continue working on this from yesterday) PRACTICE SET This assignment is located in your Math class' Google Classroom. Please complete it Google Classroom if you are able. If you are not able to please write your answers on notebook paper to turn in at school.
SCIENCE	WEATHER AND CLIMATE This assignment is located in your Science class' Google Classroom. Please complete it Google Classroom if you are able. If you are not able to please write your answers on notebook paper to turn in at school.
SOCIAL STUDIES	ROME BECOMES AN EMPIRE JULIUS CAESAR: STATESMAN AND SOLDIER This assignment is located in your Social Studies class' Google Classroom. Please complete it Google Classroom if you are able. If you are not able to please write your answers on notebook paper to turn in at school.
PE/HEALTH	PHYSICAL ACTIVITY LOG Student and parent will sign the activity log once the activity is complete.
LITERACY	ANSWER THE WRITING PROMPT USING THE ARTICLE "HOW YOUNG IS TOO YOUNG FOR CELLPHONES IN SCHOOL?" This assignment is located in MS. Hamrick's Google Classroom. Please complete it Google Classroom if you are able. If you are not able to please write your answers on notebook paper to turn in at school.

Read the passage.

A Return from Space

Akiko aimed her father's telescope at a speck of light in the star-filled sky and gazed through the viewer at Earth—a beautiful globe of blue and white suspended in the blackness of space.

Earth was Akiko's first target each night when she gazed through the telescope. She had been born there thirteen years ago, but her parents had moved to this remote planet, Anon 1, soon after her birth.

They had left Earth because her father, a high-ranking spaceship commander, had been transferred here. After he died on a mission to Delta Scorpii two years ago, Akiko and her mother remained on Anon 1.

Her father's death had hit Akiko like a plasma burst, crushing her spirit and causing her to withdraw into herself. She stopped hanging out with her friends and began spending most of her time scanning the universe through the telescope. All she wanted now was to become a spaceship commander, just like her father.

"Akiko," her mother called, "don't forget that you have that early tutoring session with Mr. Secus tomorrow. Please go to bed now and get some sleep."

Akiko was now in the sixth level of school, the year when students receive their first flight training in the classroom and in a simulator. Next year, advanced students would graduate to extensive training flights in space. Akiko wanted to participate in that, but she constantly worried that her best wasn't good enough.

When she reached the classroom at 0500 the next morning, Mr. Secus was already waiting.

"I have a surprise for you," Mr. Secus announced. "We're ascending into space."

"I'm prepared," Akiko responded, heading toward the simulator.

"No," Mr. Secus said lightly. "We'll be entering space in a spaceship."

Akiko paused in mid-stride. "Up into space, today? I wasn't expecting . . . I'm not ready . . . I mean . . . really?!"

Mr. Secus smiled infrequently, but the approval in his eyes indicated that he was genuinely pleased with Akiko. He knew that his young pupil had never recovered from her father's death and that the tragedy had somehow quashed her self-confidence. When Akiko became his student, he had made it his mission to help repair her self-esteem.

They crossed the quadrangle to the hanger where the training spaceships were housed. Mr. Secus supervised as Akiko verified each item on the checklist. As soon as she entered the cockpit, Akiko conducted the flight preparation sequence.

"I'll take it from here," Mr. Secus said, and powered up the spaceship. As it taxied slowly to the runway, he shifted the propulsion system full-on. The spaceship angled into a near vertical ascent and entered space just two minutes later.

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As Anon 1 shrank to the size of a basketball, then to that of a baseball, and finally to the size of a quarter, Mr. Secus allowed Akiko to experience the pleasure of a first-time tourist marveling at the wonders of space flight. Then he asked, "Do you want to take control for a while? You've been preparing for flight for four months. These controls have the same placement, the same feel, and are calibrated exactly the same as the simulator."

Akiko couldn't speak. She merely nodded and nervously took over flight control.

"We'll continue on this route for a few more minutes," Mr. Secus said gently.

As they continued, Mr. Secus reviewed numerous in-flight practices and procedures and then talked about the landing. He quizzed Akiko on the characteristics of the landing zone and the sequence of landing procedures.

"Now fade off to 0184 and look over your left shoulder," he said. "See that little blue and yellow speck? That's Anon 1. Do you think you can get back there from here and land this ship?"

Akiko took a deep breath. *That's what we've been practicing for weeks*, she told herself. *You can do this.* "I think so," she told Mr. Secus, reminding herself that her teacher would be there to guide her every step of the way. "Yes. Definitely."

"Tremendous," Mr. Secus nodded approvingly. "I'm going to check something down below. Keep the flight steady on 0184." Mr. Secus unhooked his seat restraint, disconnected his electronics, and descended to the ship's lower level.

Akiko smiled to herself and looked around at the cabin, which was glistening with lights, switches, and digital displays. Suddenly, the ship shuddered slightly, and a flash of blue light swung away to her right.

"Mr. Secus!" Akiko cried, as she realized that the blue light was on the shuttle transport that had just separated from her ship.

"It's okay, Akiko," Mr. Secus's voice reassured her over the headset. "I'll see you back on Anon 1. Remember your training."

Stunned, Akiko watched his shuttle disappear back toward Anon 1. She was truly in command now, alone in the cosmos, barely within sight of home. She glanced again at the speck of light she called her home and turned the spaceship slowly toward Anon 1.

Twenty minutes later, Akiko landed her spaceship with only the slightest bump on touchdown. She jumped out excitedly to find Mr. Secus striding toward her. He was definitely smiling now, and Akiko was ecstatic. She knew something important had occurred that would forever alter the direction of her life. And she was pretty sure her father knew about it, too.

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Answer the questions.

1 Read each plot event from the passage. Match it to the part of the plot that **best** describes it.

A. Mr. Secus leaves Akiko alone in the spaceship.

1. exposition

B. Akiko turns the spacecraft toward Anon 1.

2. rising action

C. Akiko's father perishes on a mission to Delta Scorpii.

3. climax

D. Akiko realizes that something important has occurred.

4. falling action

E. Mr. Secus tells Akiko that they are going into space.

5. resolution

2 This question has two parts. First, answer Part A. Then, answer Part B.

Part A

Circle **one** choice in each column to indicate how the story is told.

The point of view is...	The narrator shares...
First-person	Akiko's thoughts and feelings
Third-person omniscient	Mr. Secus's thoughts and feelings
Third-person limited	Akiko's and Mr. Secus's thoughts and feelings

Part B

Underline **two** details in the passage that support your responses to Part A.

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3 Read this dialogue from the passage.

"I have a surprise for you," Mr. Secus announced. "We're ascending into space."

"I'm prepared," Akiko responded, heading toward the simulator.

"No," Mr. Secus said lightly. "We'll be entering space in a spaceship."

Akiko paused in mid-stride. "Up into space, today? I wasn't expecting . . . I'm not ready . . . I mean . . . really?!"

What do you learn about Akiko from this dialogue? Circle **all** that apply.

- A. She dreads going up in a spaceship.
- B. She is surprised that she will be going into space.
- C. She distrusts Mr. Secus.
- D. She works hard at her space training.
- E. She doubts her own abilities.
- F. She doesn't like surprises.

4 Is Akiko a dynamic character or a static character? Use text evidence to explain your answer.

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5 This question has two parts. First, answer Part A. Then, answer Part B.
Read the following sentence from the passage.

She had been born there thirteen years ago, but her parents had moved to this remote planet, Anon 1, soon after her birth.

Part A

Which phrase **best** describes the image suggested by the word remote?

- A. a planet without life
- B. a planet that is isolated
- C. a freezing planet
- D. an unexplored planet

Part B

Write one word that has the same denotation as the word remote. Then, write one word that has a similar connotation.

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LESSON 1: THE BASICS

KEY CONCEPTS

solar energy ✓

wind

water cycle

evaporation

condensation

precipitation

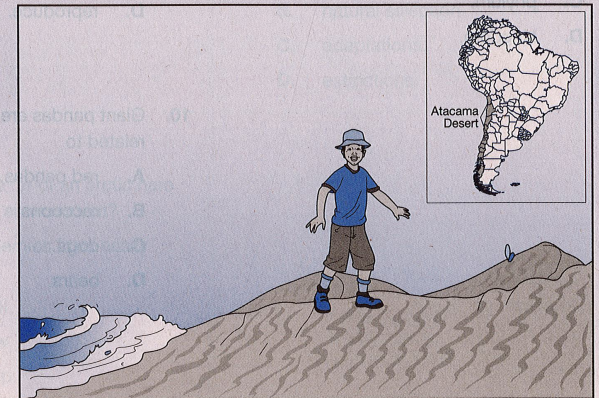
weather

climate



You have traveled about 7,000 miles south from your home in Seattle, Washington. To your left, waves of the Pacific Ocean break on a sandy beach. To your right, desert dunes seem to stretch forever. You are standing in the driest place on Earth, the Atacama Desert in the country of Chile in South America.

Strangely, this desert is not only dry, it is cool, just like Seattle. But Seattle gets lots of rain. The Atacama Desert gets almost none. "Why are the place where I live and this desert both cool, but one gets much more rain than the other?" you ask yourself.



Heat from the Sun

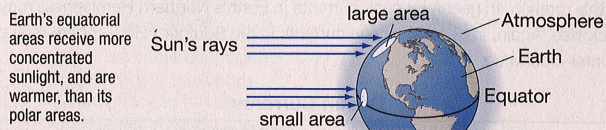
There are a number of answers to your question. One answer has to do with an object that lies 150,000,000 km away from Earth—the sun! Energy from the sun, called **solar energy**, travels that distance to warm Earth's air, land, and water.

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Topic 8: Weather and Climate

But solar energy doesn't warm Earth evenly. Because Earth's surface is curved, not all places receive the same amount of energy from the sun. Solar energy is more concentrated near Earth's equator. It's more spread out near Earth's poles. That's why areas near the equator are much warmer than areas near the poles.

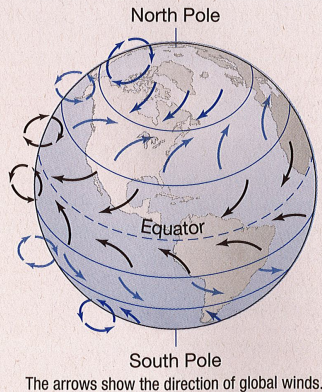


The uneven heating of Earth produces a lot of motion in the atmosphere. Hot air at the equator rises. At the same time, cold air near the poles sinks. The cooler air slides toward the equator while the warmer air heads toward the poles. Moving air is **wind**. So these motions produce wind.

Winds are classified as local or global. Local winds can blow in all directions. And they can change direction from minute to minute. But global winds form patterns that stay pretty much the same throughout the year.

This might lead you to believe that Earth's global winds generally blow straight north and straight south. They don't! The drawing below shows that global winds curve. This makes them move from southwest to northeast over places like Seattle. It makes them move from southeast to northwest over places like the Atacama Desert.

What causes this curving of global winds? Earth's rotation. As Earth spins, the paths of global winds are made to curve. The drawing below shows you Earth's patterns of global winds.



KEY CONCEPTS

solar energy ✓

wind ✓

water cycle

evaporation

condensation

precipitation

weather

climate

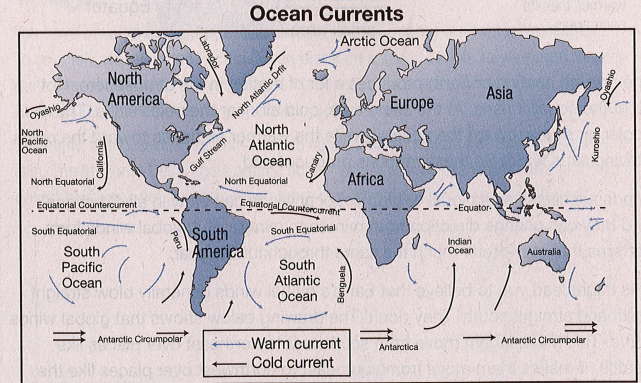
P 2 of 4

LESSON 1: THE BASICS

Grade 6 Bearcat Day 10 science

The rotation of Earth also produces ocean currents. Ocean currents that move away from Earth's polar areas carry cold water. Ocean currents that move away from Earth's equator carry warm water.

Like global winds, ocean currents form curved patterns that are caused by Earth's rotation. In general, ocean currents in Earth's Northern Hemisphere move clockwise. Again, in general, ocean currents in the Southern Hemisphere move counter-clockwise.



The arrows show the direction of the warm and cold currents.

It's the patterns of Earth's global winds and ocean currents that hold clues to why Seattle is generally wet and cool while the Atacama Desert is generally dry and cool. Put on your detective's cap, and let's see where these clues lead.

KEY CONCEPTS

solar energy ✓

wind ✓

water cycle

evaporation

condensation

precipitation

weather

climate

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EXPLORE

The map on page 116 shows Earth's continents and ocean currents. Use the map to predict the effect of ocean currents.

Questions	Answers
1. What probable effect does the current in the South Atlantic Ocean have on the continents of Africa and South America?	
2. The Namib Desert is on the southwest coast of Africa. Are temperatures in the Namib likely to be similar to or different from those in the Atacama? Why?	
3. The state of Washington is on the west coast of North America. What might you expect about the water temperature along the shore of Washington? Why?	

INQUIRY SKILLS

reading maps ✓

interpreting data ✓

predicting ✓

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Name

Period

Date

CHAPTER 13 | LESSON 3 Rome Becomes an Empire

Julius Caesar: Statesman and Soldier

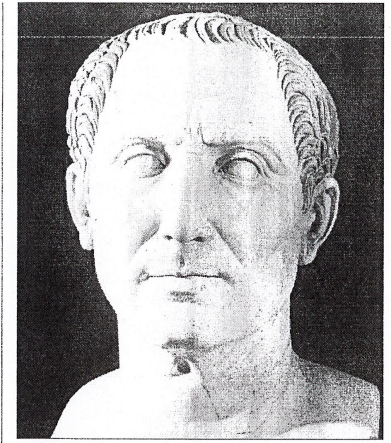
Julius Caesar (100–44 B.C.) was a Roman statesman, soldier, writer, and orator. His government reforms served as the foundation for the Roman Empire.

Julius Caesar was born on July 13, 100 B.C. into a family that was noble but not especially wealthy. His father claimed to be descended from Aeneas, a Trojan prince and hero of the *Aeneid*, the epic poem by the Roman poet Virgil. According to legend, Aeneas was the grandson of the goddess Venus. Caesar's background seemed to suggest that he was destined for great things.

Caesar became involved in politics as a young man. His uncle, Marius, was a general in the Roman army. Marius opposed a faction led by another general named Sulla. Their disputes eventually led to civil war. When Sulla emerged from the war as the winner, Caesar found himself in trouble. Sulla ordered Caesar to divorce his wife, Cornelia, whose father was one of Sulla's enemies. Caesar refused and, fearing for his life, fled Rome. Although Sulla eventually pardoned Caesar, Caesar wisely avoided Rome until Sulla died.

Early Career Caesar was ambitious, but he masked his drive with a light-hearted manner. Like many who achieve fame, he was also a risk taker. In 65 B.C., he was elected to public office. His position involved the regulation of business, traffic, and building projects. It also involved the organization of public entertainment in the Circus Maximus. It was in this role that Caesar took an enormous financial risk. With little money in the city budget for grand spectacles, Caesar decided to pay for them himself. Caesar won the hearts of the Romans with these extravagant entertainments but at a price. He was soon bankrupt and burdened with huge debts.

But Caesar's risk eventually paid off. He was elected to the position of high priest. This position entitled him to live in a public house



in the Roman Forum. This benefit greatly helped reduce his debts.

The Triumvirate and Gaul In 59 B.C., Caesar was elected to the position of senior consul. During that year he formed an informal partnership with Roman generals Crassus and Pompey. Caesar needed Crassus' money and Pompey's influence. Crassus and Pompey apparently joined forces with Caesar in the hope of achieving goals of their own. Their union is called the First Triumvirate, or rule by three men.

After a difficult year, Caesar received a new post—the governorship of Gaul (present-day France). During his five-year appointment, Caesar sharpened his leadership skills. He began the Gallic Wars, which led to Roman annexation of all of Gaul and parts of Germania. As a military leader, he inspired intense loyalty from his soldiers. According to the Greek biographer Plutarch, Caesar conquered 800 cities in all. Although this is probably an exaggeration, the conquest of Gaul was a great military achievement.

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Grade 6 Bearcat Day 10 & 11 social studies

Name _____ Period _____ Date _____

HISTORY MAKERS: JULIUS CAESAR CONTINUED

Civil War Meanwhile in Rome, Crassus and Pompey extended Caesar's appointment for another five years. Shortly afterward, however, Crassus was killed, leaving Pompey as Rome's sole ruler. Pompey had allied himself with Caesar's enemies. As a result, he had Caesar declared an enemy of the state. The Senate ordered Caesar to disband his army and return to Rome.

Caesar refused to obey. Instead, he led his army into Roman territory by crossing the Rubicon River. This was an act of war and signaled the start of another civil war. Caesar again took a big risk, for he was accompanied by only one of his legions—about 3,000 to 6,000 men, plus cavalry. Although Pompey's forces were nearly twice as large, Caesar defeated them. He continued to conduct successful military campaigns in Egypt, the Middle East, Africa, and Spain. Caesar summed up his swift victory in the Middle East with the famous words *Veni, vidi, vici* ("I came, I saw, I conquered").

Reforms Once again elected to serve as consul, Caesar set about reforming the government. He drew up a plan for units of local self-government. He enlarged the Senate to provide greater representation for Roman citizens. He extended citizenship to include residents of the entire Italian Peninsula. Caesar also revised the Roman calendar. His changes resulted in the Julian calendar, which formed the basis for the calendar we use today.

Assassination Caesar was repeatedly honored by the Senate. Early in 44 B.C., they even elected him dictator for life. But a group of Senators calling themselves the Liberators feared that this position gave Caesar too much power. On March 15 of that year, they attacked Caesar in the Senate and stabbed him to death.

Caesar's death resulted in another round of civil wars, during which many of the conspirators died. Two years after Caesar's death, the Senate formally proclaimed him to be a god. He was given the title *Divus Iulius*, meaning "the Divine Julius."

Review Questions

1. What leadership qualities did Caesar display early in his career?
2. What did Caesar accomplish while he served as governor of Gaul?
3. How did Caesar reform Roman government?

Critical Thinking

4. **Understanding Cause and Effect** How might Caesar's background have influenced his choice of career?
5. **Making Inferences** What reasons might the Liberators have had to kill Caesar?
6. **Summarizing** How would you describe the ancient Roman civilization in the time of Caesar?

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*** This is Social Studies for Day 10 and Day 11**

Grade 6 Bearcat Day 10 Health & PE

Physical Activity Log

Warm up:

30 seconds of Jumping Jacks and 60 seconds of running in place.

Stretches:

- Triceps both right and left arm for 15 seconds each
- Deltoid (shoulder) 15 seconds each arm
- Toe Touches 15 seconds
- Hurdler stretch, 15 seconds for each leg
- Butterfly stretch 15 seconds
- Flamingo, 15 seconds for each leg
- Calve muscle, 15 seconds each leg

Exercises:

- 2 minutes of jumping jacks
- 2 minutes of jumping rope
- 2 minutes of running in place
- 1 minute of squats
- 10 push ups
- 10 sit ups
- 1 minute break
- Repeat the exercise routine 3 more times.

Additional Physical Activities:

20 minutes of work around the house (cleaning, shoveling snow, whatever needs to be done)

I, _____, have completed all of the above activities for Bearcat Day 1.

Student Signature _____ Date: _____

Parent Witness _____ Date: _____

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You can email this to Mr. Ginter or write on notebook paper to turn in.

Grade 6 Bearcat Day 10 Literacy

Based on the article "How Young is Too Young for Cell Phones at School"

Write a paragraph that explains the central idea of the article.
Use at least two details from the article to support your response.

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Grade 6 Bearcat Day 10 Literacy

How young is too young for cellphones in school?

By Donna St. George, Washington Post on 11.20.17

Word Count 1,220

Level MAX



Students (from left) Jack Doyle, Ryan Ward, Aiden Franz and Gray Rager use their cellphones during lunch at Westland Middle School in Bethesda, Maryland. Photo by: Washington Post by Michael Robinson Chavez

It's been a long time since mobile phones arrived in the nation's schools. But educators are still grappling with what to do about them.

Should they be allowed in elementary schools? What about middle-schoolers using them at lunch? Which limits make the most sense for devices so ubiquitous?

What has become a more settled matter for high school students is sparking questions and controversy in lower grades, some two decades after portable phones became an inescapable part of the cultural landscape.

The debate has emerged in Maryland's biggest school system, in suburban Montgomery County. Some of the rules have been relaxed there in recent months.

It used to be that students through fifth grade could carry cellphones only with special permission. But over the years, an increasing number of parents wanted their elementary-age children to take

Grade 6 Bearcat Day 10 Literacy

phones to school. They often believe kids will be safer — walking home or in an emergency — with the device at the ready.

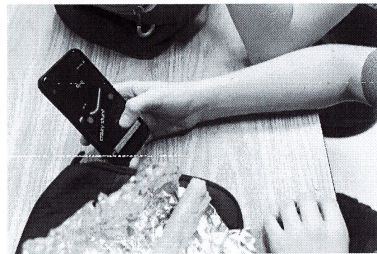
As the Maryland district recently moved to do away with the old rule, other parents objected, shocked that children as young as 6 or 7 would be permitted to bring smartphones to school. One father recalled his child's school banning fidget spinners and Pokémon cards. Why allow cellphones?

"A phone would be more of a distraction," said Art Bennett, who has three children in school. "Unless there's a demonstrated need, I don't see why there ought to be phones in elementary school at all."

The change in district rules, which took effect this fall, also allows middle school students to use cellphones during lunch if principals give the OK. This idea has conjured images of children bent over phones in the cafeteria and left parents, already worried about the hours their children spend on screens, dismayed.

"We all know the phone is a blessing and a curse," said Lisa Cline. She is co-chair of a safe technology subcommittee of the countywide council of PTAs. "I don't see why we want to make these children into little adults."

While there is little national data on how school systems handle such issues, it appears that approaches vary widely. Some schools ban smartphones. Others allow them in hallways or during lunch periods, or actively incorporate them into instruction.



"I really don't see a consensus," said Elizabeth Englander, a professor at Bridgewater State University in Massachusetts. "Nobody really knows what to do. I think everybody's trying out different things and seeing how they work."

Englander recently found that 40 percent of third-graders surveyed in five states had a cellphone. The number doubled from 2013 to 2017. Among the third-graders who had a phone, more than 80 percent said they brought them to school daily, according to a preliminary analysis.

In the Washington, D.C., region, rules often vary by school.

In Fairfax County, Virginia, some middle schools allow cellphones during lunch, and some don't. In Prince George's, Maryland, they are allowed with principal approval. In the District, public schools also develop cellphone policies at the school level. At least one middle school gives phones back to students at lunch.

In Montgomery, school system officials say they are changing with the times, in an increasingly digital world where more parents buy their children phones and more children tuck them into backpacks, pockets and lockers. Students in all grades are responsible for using them appropriately.

Grade 6 Bearcat Day 10 Literacy

"Five or 10 years ago, many elementary school students didn't have cellphones," said Pete Cevenini. He is chief technology officer for the school system. "Now, many of them do."

But some parents voice concern that the end of a requirement to get a waiver will mean more devices in elementary school. Children are not allowed to use phones during school hours, unless a teacher blends them into instruction. They may use them after dismissal and on school buses under the new rules.

Common Sense Media is a nonprofit group that helps families navigate issues related to media and technology. A recent report by this group showed mobile screen time on the rise for children 8 and younger.

Nationally, as more phones have gone to school in the past decade, educators have changed their focus. Rather than focusing on the mere fact of having a device, they are paying more attention to any inappropriate behavior, said Ann Flynn, of the National School Boards Association.

As middle schools consider the issue, many parents worry about the broader phenomenon of screen time. They say students need face-to-face contact to develop social skills, expand friendships and learn to navigate uncomfortable situations. They don't need another place where phones take over their attention.

Angie Melton is a mother of four. She said two of her children reported near-silence at lunch when their middle school allowed phones for a week.

"They get in their virtual worlds, and I want them in the real world," she said.

Others question whether cellphones at lunch may add to the gap between the haves and have-nots. "Does that mean some kids get locked out of what's happening socially at lunch?" wondered Cathy Stocker, a mother of two and PTA volunteer.

Justus Swan is a sixth-grader. He said he is in no hurry to bring cellphones into the day's largest stretch of free time. Lunch is about socializing, he said. With phones in hand, students would be less tuned in to conversation.

"It defeats the point," the 11-year-old said.

But the phone-friendly lunch has supporters.

Matthew Post is the student member of Takoma Park Middle School's school board. Matthew said that he backs a school-by-school approach but that phone privileges at lunch would give students the chance to learn about responsible use and get ready for the world beyond middle school. As he has visited schools, he said, he has found the lunches where phones are allowed no less social. "There was the same chatter and bustle that I saw in every middle-school lunch," he said.

At Westland Middle School in Bethesda, Maryland, 14-year-old Gray Rager worked with another student government leader last year to make the case for phones during lunch. Kids can text parents, check grades online, play music, watch videos, he said.

"It's a nice freedom to have," he said.

Westland Principal Alison Serino said a survey showed that students overwhelmingly favored the idea — but that parents overwhelmingly did not. As a middle ground, Serino has allowed

Grade 6 Bearcat Day 10 Literacy

cellphones at Friday lunches this year, under ground rules: No Snapchat or Instagram. No violent games or taking photos or videos. Ear buds for playing music.

It means another 30 minutes of screen time in a week, Serino acknowledged. But she has found that students are still social at lunch. "I'm seeing the vast majority of kids are still interacting with each other," she said.

At a middle school in Silver Spring, Maryland, Principal Nicole Sosik allows cellphones at lunch five days a week. But she says she's made clear the privilege will end if students are not responsible. Those who lack phones may use the school's Chromebook laptops at lunch.

It's a change from the past, she said, when "a lot of time was spent monitoring electronic devices and confiscating them."

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