

BEARCAT DAY 22

Tuesday, April 21, 2020

GRADE 6
ANDERSON COUNTY SCHOOLS



ANDERSON COUNTY MIDDLE SCHOOL

6TH GRADE BEARCAT DAY 22

To Submit Your Assignments:

1. Answer in Google Classroom If you cannot,
2. Email your answer to your teacher. If you cannot,
3. Drop-off your written work at the school office.

LANGUAGE ARTS	ARGUMENT Read the article " Is it okay to sneak food into the movies " and answer the questions in the form .
MATH	INTRODUCTION TO STATISTICS We are beginning a look at statistics. This is looking at numbers and data to help us understand a situation better. When the Governor shares graphs and charts each night, he is using statistics to help us make decisions about how we can stay healthy. The US Census has been collecting data about the people who live here. This data will be used to make many decisions that affect our lives. In today's lesson, you will be learning about statistical questions and data. Read through the notes and answer the questions.
SCIENCE	CONTINENTAL DRIFT Read the passage and answer the questions . If you can submit using Google Classroom, please do that. If you cannot, email or send a picture. Finally, if you can't do any of those, you may send your work to the school.
SOCIAL STUDIES	CONTINUE TO WORK ON EMPERORS PROJECT FROM DAY 18 Emperor HUNT (This will be due on Day 23): Choose 5 of the 9 emperors of Rome and Complete the chart to help understand the Roman Empire and the Emperors. You may use the included articles to help you .
PE/HEALTH	TYPE 1 DIABETES Read the article on diabetes and answer the questions. Read the article on diabetes and answer the question on google classroom.
LITERACY	ARTICLE SUMMARY Choose one NEWS ELA article that I've assigned in the past 21 days. Write a two paragraph summary on the article.

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Grade 6 Bearcat Day 22 E LA

p1 of 6

Is It OK to Sneak Food Into the Movies?

Snack prices are out of control. Does that mean you should bring your own treats? **BY JUSTIN O'NEILL**

The new Star Wars movie is about to start, and you've got all the essentials: soda, popcorn, gummy worms. Sure, you spent your entire allowance on these snacks, but treats are part of what makes going to the movies so fun.

Just as the lights dim, you catch a whiff of... tuna fish?! Twisting your neck around, you spot the **culprit**: Two rows back, some dude is **noshing** on a homemade sandwich.

Ugh. You want to pelt him and his stinky sandwich with popcorn. Then you remember how much you paid for that popcorn.

Unhealthy and Expensive

Sneaking food into a movie is tempting. For one thing, the options at the concession stand are almost always junk food—nachos, candy, greasy soft pretzels. What if you want something healthy?

Then there are the prices. Why pay \$5 for M&Ms when you can get them for several dollars cheaper at the corner store? Remember, you're already forking over big bucks for your ticket.

Several years ago, a Michigan man named Joshua Thompson sued his local AMC theater for banning outside food. He argued the ban violated a state law that prohibits **price gouging**.

"He got tired of being taken advantage of," Thompson's lawyer told the *Detroit Free Press*. "It's hard to justify prices that are three and four times higher than anywhere else."

Thompson's case never made it to court, but he did have a point;

85 cents out of every dollar's worth of treats a theater sells is pure **profit**. Movie theater popcorn, in particular, has been labeled as one of America's biggest rip-offs, with some theaters marking up the price as much as 900 percent.

Don't theaters feel ashamed?

The Snack Business

The fact is that movie theaters are more in the snack business than the movie business. About half of what you spend on a ticket



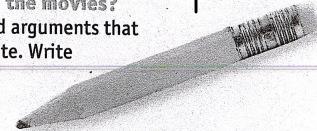
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Debate

p2 of 6

What Do You Think?

Is it OK to sneak food into the movies? Go back to the article and find arguments that support each side of the debate. Write them on the lines below.



YES

WHAT'S THE BIG DEAL?

1 You save money if you bring your own snacks.

2

3

NO

I'D NEVER!

1

2

3

goes to the studio that made the movie you're seeing. This makes sense when you consider that it's the studio that **funded** the production, hired the stars, and paid for the advertising that drew you to the theater in the first place.

Theaters make as little as 20 percent of their total **revenue** from ticket sales. And theaters have costs to cover. They need to pay employees, keep the buildings clean, and provide the latest projection equipment.

"If we can't keep a majority of that ticket price, there's only one way that we can pay for everything... and that's at the concession stand," says theater owner Jon Goldstein.

If moviegoers were to stop purchasing food, theater owners would have to raise ticket prices even higher. And they're already at an average price of almost \$9.

Rules Are Rules

There is another reason to think twice before sneaking food into the movies: It's against the rules. Some theaters will kick you out if they catch you smuggling in food—or even ban you from the theater.

Threat of punishment isn't the only reason to follow the rules though. As a society, we follow rules all the time out of respect. Sneaking food into the movies is kind of like bringing your own chips to Chipotle. It's just rude.

So what's the solution?

Well, here's a **radical** idea: Eat before the movie. ●

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Bearcat Day 22- Argument

* Required

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1. Email address *

2. First Name *

3. Last Name *

4. Class period *

Mark only one oval.

- 2nd
- 3rd
- 4th
- 6th
- 7th

Bearcat Day 22-Argument-
Question 1

Answer the question below to review the elements of argument.

Bearcat Day 22-Argument-

Answer the question below to review the elements of argument.

5. 1. What are the statements an author presents as true in order to support his or her position of a a topic? It includes any reasons or evidence the author gives to support his argument. * 1 point p4 of 6

Mark only one oval.

- thesis
- textual evidence
- claims
- artifacts

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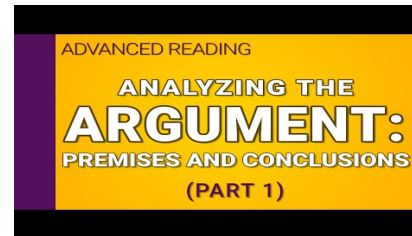
Bearcat Day 22-Argument

Read below how to evaluate an argument.

As a reader, it is your job to evaluate, or judge, whether the author's argument is sound-that is whether it presents clear thinking and sensible ideas. Begin evaluating an argument by tracing, or figuring out, how the author has "built" it. First, identify the author's position on a topic then study any claims. Claims are the reasons an author gives to support his argument. Decide if it is sound by asking if the author gives reasons and evidence that support each claim. Claims are strong when they are supported by facts and research.

Bearcat Day 22-Argument Video

Watch the video on how to evaluate an argument.



<http://youtube.com/watch?v=pP8dWURrEFO>

Bearcat Day 22-Argument-Question 2

p. 5 of 6
1 point

6. 2. Which characteristic below is NOT true of a sound claim? (Which item would NOT be a strong, believable claim?) *

Mark only one oval.

- facts
- evidence of research findings
- author's opinion
- expert quotes

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Bearcat Day 22-Argument Article "Is it Okay to Sneak Food Into the Movies?"

Read the following article, "Is it Okay to Sneak Food Into the Movies?"

<https://drive.google.com/open?id=1-gByaDOsPICK3Asvih2of4bwFVt00NMd>

Bearcat Day 22-Argument Question 3

7. 3. Identify the author's MAIN argument in the article, "Is it Okay to Sneak Food Into the Movies?" *

Mark only one oval.

- Sneaking food into a movie is tempting.
- You shouldn't have to spend your allowance on snacks.
- Sneaking food into the movies is against the rules, rude and would cause ticket prices to raise even higher.
- Movie popcorn is the best selling snack.

BearcatDay22-Argument Article-Question 4

p. 6 of 6
1 point

8. 4. Which of the author's claims is the STRONGEST or most sound? *

Mark only one oval.

- What if you want something healthy?
- Theaters make as little as 20 percent of their total revenue from ticket sales. And theaters have costs to cover.
- It's just rude.
- Eat before the movie.

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Bearcat Day 22-Argument Article-Question 5

9. 5. What do you think? Is it okay to sneak food into the movies? 1. Chose a side. 1 point (YES-what's the big deal? OR No-I'd never!) 2. Go back into the article and find claims that support your side of the debate. Write your side and at least 2 claims that support your side of the debate on the lines below. *

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Statistics: Statistical Questions & Data

Lesson 1

Today we will recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. (KY.6.SP.1) This means that we expect to receive a variety of answers for a statistical question.

* Required

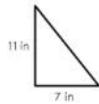
1. LAST NAME *

2. FIRST NAME *

Bellringer

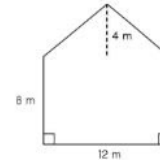
Let's review some geometry concepts!

3. Find the area of the shape below. Remember, the formula for the area of a triangle is $1/2 b \times h$. *



4. A new homeowner is making a flower bed in his backyard. The rectangular flower bed is 9 feet long and 3.5 feet wide. How many square feet will need to be covered in mulch? HINT: When we are "covering" something we need to find the area. *

5. Find the area of the shape below. HINT: Break the larger shape into smaller pieces and add the areas. *



INTRO TO STATISTICAL QUESTIONS AND DATA

DATA

- Data can be described as a collection of **facts**. For example: numbers, measurements, observations, and descriptions.
 - Categorical data: this data represents **characteristics** and is often sorted into groups.
 - Numerical data: this data represents values that can be **measured**.

TASK 1

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6. DIRECTIONS: Read each statement and decide if it is a statistical question or not a statistical question. *

Check all that apply.

	STATISTICAL	NOT STATISTICAL
LUKE, "I am collecting data to determine each student's favorite genre of book to read."	<input type="checkbox"/>	<input type="checkbox"/>
DEMARCUS, "I am collecting data to determine how many hours of sleep each student in our class gets."	<input type="checkbox"/>	<input type="checkbox"/>
JOSIE, "I am collecting data to determine how much money each student's family spends on groceries each week."	<input type="checkbox"/>	<input type="checkbox"/>
HEATHER, "I am collecting data on the color of cars that run the stoplight in front of our school."	<input type="checkbox"/>	<input type="checkbox"/>

CATEGORICAL OR NUMERICAL

Remember that the data we collect can be categorical such as colors, names of hobbies, favorite enrichment class. Other data may be numerical. This includes any question in which the person would respond with a number answer.

TASK 2


Grade 6 Bearcat Day 22 Math

p 4 of 7

7. DIRECTIONS: Read each statement and decide if it will give you categorical data or numerical data. *


Check all that apply.

	categorical data	numerical data
LUKE, "I am collecting data to determine each student's favorite genre of book to read."	<input type="checkbox"/>	<input type="checkbox"/>
DEMARCUS, "I am collecting data to determine how many hours of sleep each student in our class gets."	<input type="checkbox"/>	<input type="checkbox"/>
JOSIE, "I am collecting data to determine how much money each student's family spends on groceries each week." 3	<input type="checkbox"/>	<input type="checkbox"/>
HEATHER, "I am collecting data on the color of cars that run the stoplight in front of our school."	<input type="checkbox"/>	<input type="checkbox"/>



STATISTICAL QUESTIONS

- In order for a question to be considered statistical, it must meet two criteria:
 - the question must be able to be answered by **data**.
 - the data must **vary**.
- EX: How old are students in my school?



Consider the question, "How many movies have the students in our class seen this year?"

- Is the question answered by data? YES
- Does the data given vary? YES
- Is the question statistical? YES

TASK 3

Use your understanding of statistical questions to complete the table below.

8. Use your understanding of statistical questions to complete the table below. *

Check all that apply.

	Statistical	not statistical
What is the favorite restaurant of the students in my school?	<input type="checkbox"/>	<input type="checkbox"/>
How many years have the students on my school's soccer team played sports?	<input type="checkbox"/>	<input type="checkbox"/>
How many siblings do you have?	<input type="checkbox"/>	<input type="checkbox"/>
How many pets does Ms. Rose own?	<input type="checkbox"/>	<input type="checkbox"/>

9. Write your own statistical question. *

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Continental Drift

flexbooks.ck12.org/cbook/ck-12-middle-school-earth-science-flexbook-2.0/section/5.1/primary/lesson/continental-drift-ms-es



What does a scientist do with an interesting **observation**?

Alfred Wegener made an **observation**. From that observation, he made a **hypothesis**. He collected evidence that would support or refute his hypothesis. What did that process look like?

Wegener's Idea

Alfred Wegener, born in 1880, was a meteorologist and explorer. In 1910, he noticed that South America and Africa appeared to fit together like puzzle pieces. He was certainly not the first person to notice this. But he was intrigued by the idea and thought a lot about it. He wondered if the two continents were once joined and then moved apart? He set out to find evidence to support or refute this idea.

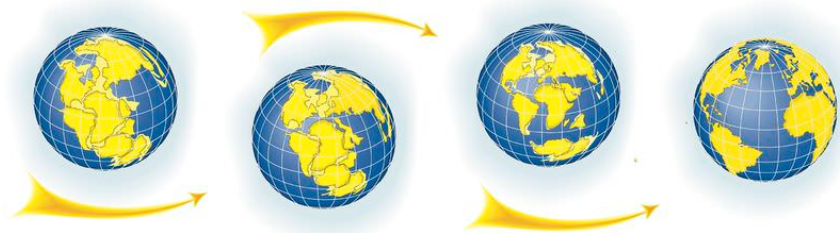
Wegener's Evidence

Here is the main evidence that Wegener and his supporters collected for his continental drift **hypothesis**:

Fit of the Continents

The continents appear to fit together, and not just South America and Africa. If the

continental margins are included, the fit is even better.



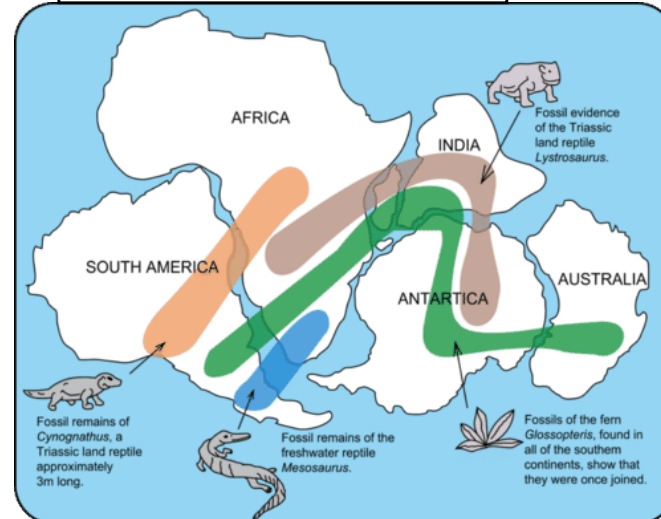
This figure shows the evolution of the continents, from the super-continent Pangaea to the way they look now.

Distribution of Fossils

Wegener found fossil evidence that the continents were once joined (**Figure below**). The same type of plant and animal fossils are found on continents that are now widely separated. These organisms would not have been able to travel across the oceans. So how did the fossils get so far apart?

Fossils of the seed fern Glossopteris are found across all of the southern continents. These seeds are too heavy to be carried across the ocean by wind. Mesosaurus fossils are found in South America and South Africa. Mesosaurus could swim, but only in fresh water. Cynognathus and Lystrosaurus were reptiles that lived on land. Both of these animals were unable to swim at all. Their fossils have been found across South America, Africa, India, and Antarctica.

Wegener thought that all of these organisms must have lived side by side. The lands later moved apart so that the fossils are separated.



Wegener used fossil evidence to support his continental drift hypothesis. The fossils of these organisms are found on lands that are now far apart. Wegener suggested that when the organisms were alive, the lands were joined and the organisms were living side-by-side.

Distribution of Rocks and Structures

Wegener found rocks of the same type and age on both sides of the Atlantic Ocean. He thought that it could not be a coincidence! He said that the rocks must have formed side by side. These rocks then drifted apart on separate continents.

Wegener also matched up mountain ranges across the Atlantic Ocean. The Appalachian Mountains were just like mountain ranges in eastern Greenland, Ireland, Great Britain, and Norway. Wegener concluded that they formed as a single mountain range. This mountain range broke apart as the continents split up. The mountain range separated as the continents drifted.

Climate Zones

Climate is found in zones around the planet. Warm tropical climates are mostly found near the Equator. Glaciers are mostly found nearer the poles. Wegener assumed that these things were true in the ancient past.

Glaciers

Wegener looked at evidence from ancient glaciers. Glaciers are found in very cold climates

near the poles. The evidence left by some ancient glaciers is very close to the Equator. Did glaciers once exist near the equator? Wegener knew that this was extremely unlikely! However, if the continents had moved, the glaciers would have been centered close to the South Pole.

Tropics

Coral reefs are found only in warm water. Coal swamps are also found in tropical and subtropical environments. Wegener discovered ancient coal seams and coral reef fossils in areas that are much too cold today. Wegener thought that ancient coral and coal plants existed at about the same latitude where they are found today. He again stated that it was the continents that moved.

Summary

- Alfred Wegener made an observation. Africa and South America appeared to fit together like puzzle pieces.
- Wegener then asked an important question and set about to answer it. Were the continents once joined and then they drifted apart?
- Wegener collected a great deal of evidence to support his idea. Wegener's evidence included the fit of the continents, the distribution of ancient fossils, the placement of similar rocks and structures on the opposite sides of oceans, and indicators of ancient climate found in locations where those climates do not exist today.

Day 22 Plate Tectonics & Continental Drift

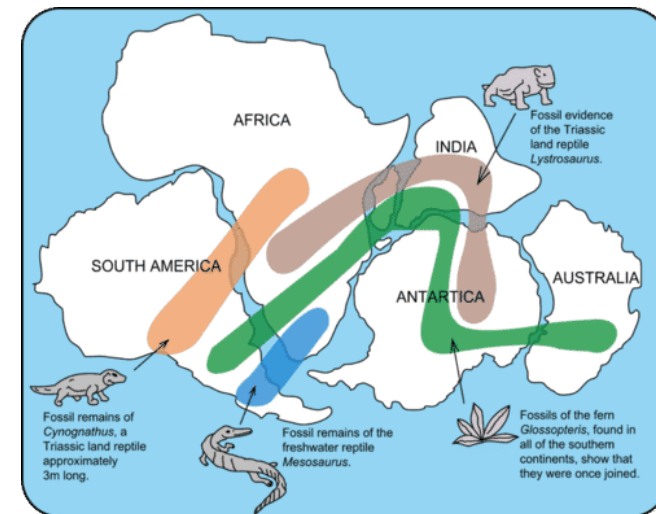
ESS2-3. Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.

* Required

Email address *

Your email

Map of evidence of Pangaea



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Grade 6 Bearcat Day 22 Science

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The picture above shows evidence that the plates used to be close together. What evidence does it show? Choose all that are correct.

15 points

- Fossil remains of freshwater reptile Mesosaurus
- Fossil remains of Cynognathus, a Triassic land reptile approximately 3m long.
- Fossils of the form Glossopteris, found in all of the southern continents
- The convection current that moves the plates

Your Name? *

Your answer

Teacher and period? *

Choose

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Grade 6 Bearcat Day 22 Health

KidsHealth

from Nemours

KidsHealth.org

The most-visited site devoted to children's health and development

page 1 of 4

Type 1 Diabetes: What Is It?

Maybe a kid you know always eats a snack during a soccer game or goes to the school nurse before lunch to get a shot.

If you have a friend or a classmate like this — or this sounds just like you — you're not alone. Thousands of kids all over the world do stuff like this every day because they have **type 1 diabetes** (say: dye-uh-BEE-tees). What is it? Let's find out.

What Is Diabetes?

Diabetes is a disease that affects how the body uses **glucose** (say: GLOO-kose), a sugar that is the body's main source of fuel. Your body needs glucose to keep running. Here's how it should work:

1. You eat.
2. Glucose from the food gets into your bloodstream.
3. Your pancreas makes a hormone called **insulin** (say: IN-suh-lin).
4. Insulin helps the glucose get into the body's cells.
5. Your body gets the energy it needs.

The pancreas is a long, flat gland in your belly that helps your body digest food. It also makes insulin. Insulin is kind of like a key that opens the doors to the cells of the body. It lets the glucose in. Then the glucose can move out of the blood and into the cells.

But if someone has diabetes, the body either can't make insulin or the insulin doesn't work in the body like it should. The glucose can't get into the cells normally, so the blood sugar level gets too high. Lots of sugar in the blood makes people sick if they don't get treatment.

What Is Type 1 Diabetes?

The two major types of diabetes are type 1 and type 2.

In type 1 diabetes (which used to be called **insulin-dependent diabetes** or **juvenile diabetes**), the pancreas can't make insulin. The body can still get glucose from food but the glucose can't get into the cells where it's needed. Glucose stays in the blood, which makes the blood sugar level very high and causes health problems.

To fix the problem, someone with type 1 diabetes needs to take insulin through regular shots or an insulin pump.

Type 2 diabetes is different from type 1 diabetes. In type 2 diabetes, the pancreas still makes insulin, but the insulin doesn't work in the body like it should and blood sugar levels get too high.

No one knows for sure what causes type 1 diabetes, but scientists think it has something to do with genes. Genes are like instructions for how the body should look and work that are passed on by parents to their kids.

But just getting the genes for diabetes isn't usually enough. Something else has to happen — like getting a viral infection — for a person to develop type 1 diabetes.

Type 1 diabetes can't be prevented. Doctors can't even tell who will get it and who won't.

What Are the Signs of Type 1 Diabetes?

When people first have diabetes, they usually:

- **pee a lot** because the body tries to get rid of the extra blood sugar by passing it out of the body in the urine (pee)
- **drink a lot** to make up for all that peeing

p2 of 4

- **eat a lot** because the body is hungry for the energy it can't get from sugar
- **lose weight** as the body starts to use fat and muscle for fuel because it can't use sugar normally
- **feel tired a lot** because the body can't use sugar for energy

Getting treatment for diabetes can stop these symptoms from happening. A doctor can do tests on a kid's blood to find out if he or she has diabetes.

If your doctor thinks you might have type 1 diabetes, he or she might have you visit a doctor called a **pediatric endocrinologist** (say: pee-dee-AHT-trik en-doh-krih-NAHL-eh-jist), a type of doctor who helps kids with diabetes, growth problems, and more.

How Is Type 1 Diabetes Treated?

Kids who have type 1 diabetes have to pay a little more attention to what they're eating and doing than kids without diabetes. They need to:

- take insulin as their doctor prescribed
- eat a healthy, balanced diet with accurate carbohydrate counts
- check blood sugar levels as prescribed
- get regular exercise

Kids with diabetes will have to do special things sometimes, like eat a snack on the bus during a long school trip. Or they might have to wake up earlier than everyone else at a sleepover to take their insulin and have some breakfast to keep their blood sugar levels under control.

What Else Should I Know?

Although this might seem like a lot of work, the good news is that new products and equipment can help make it easier for kids to take care of their diabetes. Scientists are looking for ways to make it easier to check blood sugar levels and give insulin. They're also trying to find ways to get insulin into the body without shots. And there's hope that one day a cure will be found.

Even though kids with diabetes have to do some special things, it doesn't keep them from doing the stuff they love. They can still play sports, go out with their friends, and go on trips. So if you have a friend with diabetes, let him or her know you can deal with it. Being friends is all about having fun together, not having a perfect pancreas!

Reviewed by: Shara R. Bialo, MD
Date reviewed: August 2018

Note: All information on KidsHealth® is for educational purposes only. For specific medical advice, diagnoses, and treatment, consult your doctor.

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Grade 6 Bearcat Day 22 Health

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Grade 6 Bearcat Day 22 Health

Type 1 Diabetes Article

* Required

What is a sugar that is your body's main source of fuel? *

2 points

- Insulin
- Glucose
- Pancreas

What is a hormone that helps get glucose into your cells? *

2 points

- Insulin
- Pancreas
- adrenaline

What type of diabetes does a person have if they don't make insulin? *

2 points

- Type 1 Diabetes
- Type 2 Diabetes

Grade 6 Bearcat Day 22 Health

How can people with Type 1 Diabetes still get insulin? *

2 points

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- Insulin shots
- Insulin pump
- Both insulin shots and pump

Type 1 Diabetes can't be prevented. *

2 points

- True
- False

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