

# BEARCAT DAY

## 24 & 25

Thursday, April 23, 2020

Friday, April 24, 2020

GRADE 6

ANDERSON COUNTY SCHOOLS



ANDERSON COUNTY MIDDLE SCHOOL

## 6TH GRADE BEARCAT DAY 24

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.

<b>LANGUAGE ARTS</b>	<b>ARGUMENT: VIRTUAL ED</b> Read the article, " <a href="#">News Debate: Virtual Ed</a> " and answer the 6 questions.
<b>MATH</b>	<b>DATA DISTRIBUTION</b> Complete the <a href="#">practice set</a> for data distribution.
<b>SCIENCE</b>	<b>AIR MASSES</b> Read the <a href="#">passage</a> and answer the <a href="#">question</a> . If possible, turn in with Google Classroom. If you are unable to do that, please turn in an email or a picture. If none of those are an option, please return work to the school.
<b>SOCIAL STUDIES</b>	<b>FROM ROMAN REPUBLIC TO ROMAN EMPIRE</b> (This will be the assignment for Bearcat Days 24-27. Keep the Atlas until you have answered all the questions in this set.) Using the nystrom <a href="#">Atlas pages 34-39</a> , answer the <a href="#">questions</a> about the Roman Empire.
<b>PE/HEALTH</b>	<b>HEALTH TOPICS REVIEW</b> Use the slide notes about <a href="#">cancer</a> , <a href="#">diabetes</a> , and <a href="#">non-communicable diseases</a> to help you answer the <a href="#">questions</a> .
<b>LITERACY</b>	<b>FAMILY MEMBER INTERVIEW</b> Interview an adult family member about a difficult time in their life. What was it? How long did it last? Would they do anything differently? What was the "silver lining" of the situation? In other words, did any good come out of the situation? Write a paragraph summarizing the interview and what you learned. Send it to me on Google Classroom, Google Docs, or in an email labeled "Bearcat Day 24". You can also drop it off with your packet at AMS.

## 6TH GRADE BEARCAT DAY 25

<b>BEARCAT DAY 25 REFLECTION</b>	
Something new that I learned this week is....	A question that I would really like to ask my teacher is...

# News Debate: Virtual Ed

p 1 of 2

## ~~Do cyber schools make the grade?~~

Students in Caldwell, Idaho, can attend class in their pajamas! At Vallivue Virtual Academy, courses are taught online. Students work at home with parents, who serve as learning coaches. A certified teacher oversees the students' progress.

The cyber school was launched as a free option for students in kindergarten through grade 8 who have trouble succeeding in the district's traditional public school. Supporters of the program say that virtual schools help students avoid the social pressures that can interfere with learning. In addition, supporters argue, online courses provide kids with more focused instruction and course options than they can get in a typical school.

Not everyone gives cyber schools a passing grade, however. Some educators argue that online learning makes it hard for students to make friends. Many parents also feel that cyber schools put unrealistic time demands on them because they have to oversee their kids' daily work.

Are virtual schools a valid option? *Current Events* student reporters Sophia Platcow and Peter Brosnan each log in on a side.

## Crash Course To Failure

Technology can benefit education, but it shouldn't take over education. Students who go to virtual schools will miss many of the benefits of being in a real school.

If kids attend school online, they will miss out on important social interactions. Payton McDonough, 13, a seventh grader from Glencoe, Ill., agrees. "I don't know how I could sit at a computer all day without actually interacting with my peers and teachers," he says.

In addition, virtual schools don't have enough structure. Students who take online courses can set their own schedules, which will cause problems for students who have trouble staying motivated.

Furthermore, online schooling puts stress on parents because they have to supervise what their kids do at home. Many parents have full-time jobs. How are they going to run their children's education, excel in their jobs, and take care of their other responsibilities at home?

Virtual schools will make it harder for students to learn and will put too much pressure on parents.

## It's Time For Tech

In this ever-changing age of technology, it is important for students to learn to work in the virtual world.

Virtual learning does not need to replace classroom learning entirely, but it can help students work at their own pace. If students struggle with subjects, they can take those courses online and spend more time on them. Valerie VanSelous, a teacher from Hopewell Township, N.J., agrees. "Teachers, students, and parents need to embrace new technology and not be afraid of it. Offering different teaching aids just might be the key to unlocking a student's potential."

Virtual schools can also offer students much more flexible schedules. Students often juggle extracurricular activities, sports, and schoolwork, and cyber schools could help them manage everything.

Finally, attending virtual school can prepare students for college and for work after graduation. "We need to be responsible for working on our own," says Angela Goscilo, a senior from Pound Ridge, N.Y. "We need to develop technology skills that will help us in whatever we do. Getting an early start is a good idea."



# Bearcat Day 24-Argument- Virtual Ed

\* Required

1. Email address \*

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2. First Name \*

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3. Last Name \*

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4. Class Period \*

*Mark only one oval.*

2nd

3rd

4th

6th

7th

Bearcat Day 24-Argument Article

Read the article, "News Debate: Virtual Ed"

<https://drive.google.com/open?id=14037jukBh9241rJPHMbgZmx4wJVIZOrs>

Bearcat Day 24- Article Questions

5. 1. What is the Vallivue Virtual Academy? \*

1 point

*Mark only one oval.*

- a private school in Glencoe, Illinois
- a charter school in Hopewell Township, New Jersey
- a traditional public school in Caldwell, Idaho
- a cyber school where courses are taught online

6. 2. What argument is presented in this text? \*

1 point

*Mark only one oval.*

- an argument about prayer in schools
- an argument about virtual schools
- an argument about whether school year should be year-round
- an argument about what classes students should be required to take

7. 3. Virtual schools are BAD for kids. What evidence in the text supports this claim? \*

1 point

*Mark only one oval.*

- Virtual schools provide kids with more focused instruction than they get in a typical school.
- Virtual schools provide kids with more course options than they get in a typical school.
- Students who attend virtual schools can set their own schedules, which will cause problems for students who have trouble staying motivated.
- Attending virtual schools can prepare students for college and work after graduation by training them to work independently.

8. 4. Virtual schools are GOOD for kids. What claim in the text supports this conclusion? \* 1 point

*Mark only one oval.*

- Virtual schools help students avoid the social pressures that can interfere with learning.
- If kids attend virtual schools, they will miss out on important social interactions.
- Virtual schooling puts stress on parents because they have to supervise what their kids do at home.
- A cyber school for students in kindergarten through eighth grade was launched in Caldwell, Idaho.

9. 5. What is the central idea of this text? \* 1 point

*Mark only one oval.*

- Students in Caldwell, Idaho, can attend class in their pajamas.
- Students who go to virtual schools will miss many of the benefits of being in a real school.
- It is important for students to learn to work in the virtual world.
- There are various arguments for and against virtual schools.

### Bearcat Day 24-Argument-Question 6

10. 6. Present an argument for or against virtual schools. Chose a side (in favor of OR not in favor of) and give 3 claims (reasons) to support your argument. You may use evidence from the text. Use RACE to guide your answer. \*

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Unit: Statistics  
Homework 2

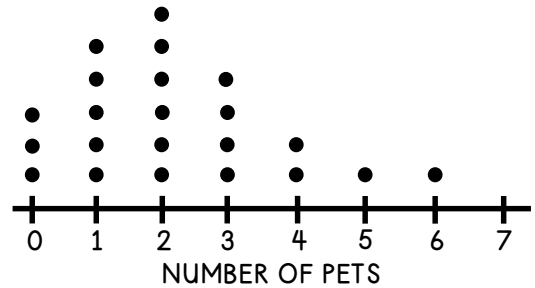
Name \_\_\_\_\_  
Date \_\_\_\_\_ Pd \_\_\_\_\_

## DATA DISTRIBUTION

Use your understanding of data distribution to answer the questions below.

Residents in the Green Oaks neighborhood were surveyed to determine how many pets were owned. The information is recorded on the dot plot.

1. How many residents were surveyed?
2. What was the least number of pets owned?
3. What was the greatest number of pets owned?
4. What was the most common number of pets owned?
5. How many people own four pets?
6. A new resident moved into the neighborhood, and they own six pets. How does this resident compare to the rest of the neighborhood?



7. What could this dot plot represent?

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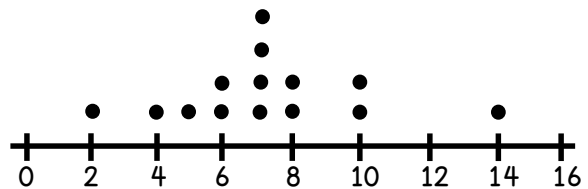
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8. Describe what a dot plot could look like for the following question:

*What is the height in inches of the students in our 6<sup>th</sup> grade math class?*

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## Air Masses

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 [flexbooks.ck12.org/cbook/ck-12-middle-school-earth-science-flexbook-2.0/section/11.6/primary/lesson/air-masses-ms-es](https://flexbooks.ck12.org/cbook/ck-12-middle-school-earth-science-flexbook-2.0/section/11.6/primary/lesson/air-masses-ms-es)



### Pick an air mass!

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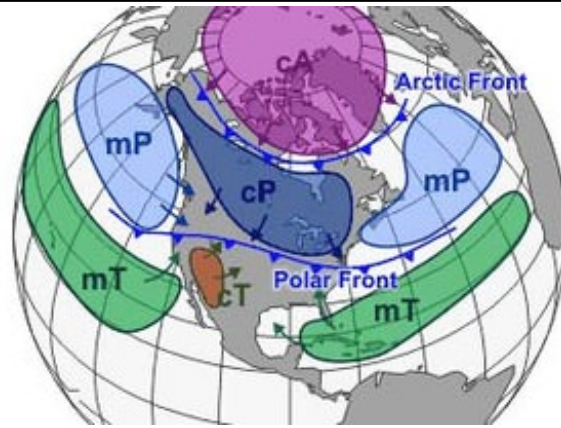
A cold dry air mass forms over the interior of Alaska. The mountain is Mt. McKinley in Denali National Park. A warm wet air mass forms over the ocean. It sneaks onto the coastal area. Which region would you like to visit?

An **air mass** is a large body of air that has about the same conditions throughout. For example, an air mass might have cold dry air. Another air mass might have warm moist air. The characteristics of an air mass depend on where the air mass formed. The air must stay over that location long enough to pick up those characteristics.

### Formation of Air Masses

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Most air masses form over polar or tropical regions. They may form over continents or oceans. Air masses are moist if they form over oceans. They are dry if they form over continents. Air masses that form over oceans are called maritime air masses. Those that form over continents are called continental air masses. The image below shows air masses that form over or near North America (**Figure below**).



- mP** Maritime Polar
- mT** Maritime Tropical  
warm, moist
- cT** Continental Tropical  
hot, dry
- cA** Continental Arctic  
very cold, dry
- cP** Continental Polar  
cold, dry

North American air masses.

An air mass takes on the conditions of the area where it forms. For example, a continental polar air mass has cold dry air. A maritime polar air mass has cold moist air. Which air masses have warm moist air? Where do they form?

## Movement of Air Masses

When a new air mass moves over a region it brings its characteristics to the region. This may change the area's temperature and humidity. Moving air masses cause the weather to change when they contact different conditions. For example, a warm air mass moving over cold ground may cause an inversion.

Why do air masses move? Winds and jet streams push them along. Cold air masses tend to move toward the Equator. Warm air masses tend to move toward the poles. The Coriolis effect causes them to move on a diagonal. Many air masses move toward the northeast over the U.S. This is the same direction that global winds blow.

## Summary

- An air mass has roughly the same temperature and humidity.
- Air masses form over regions where the air is stable for a long enough time. The air takes on the characteristics of the region.
- Air masses move when they are pushed by high level winds.

Answer the question on notebook paper.

1. What is an air mass? Use evidence to support your answer.

# The Conquests of Alexander the Great

Alexander the Great, king of ancient Macedonia, built an empire that stretched from Greece to India.

- Years of fighting had weakened the Greek city-states. Macedonia, a kingdom in northern Greece, conquered the entire region.
- Then Alexander turned to the east and conquered the Persian Empire.
- When Alexander died, his generals divided his empire into separate kingdoms.
- Alexander's conquests led to the mixing of Greek culture with the cultures of conquered lands.



**A** Alexander's conquests spread Greek society across western Asia. This Greek-style relief of him was found in Sidon, a major Phoenician city in Lebanon.

## How Big Was Alexander's Empire?

more at [NWHatlas.com](http://NWHatlas.com)

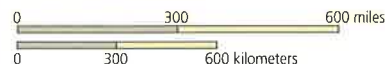


**B** Alexander's vast empire included land on Europe, Africa, and Asia. Compare it to the size of the United States.



### Alexander Conquers Persia 336-323 B.C.

- Alexander's Empire, 323 B.C.
- ➔ Route of conquest
- ▬ Persian road
- ★ Major battle
- ★ Capital
- PERSEA Culture region
- ☼ Desert area



## How do you show your culture?

Culture is what makes a group of people unique, or different from other groups. The religion we follow, the language we speak, even what we eat or drink, can all be part of our culture.



**C**

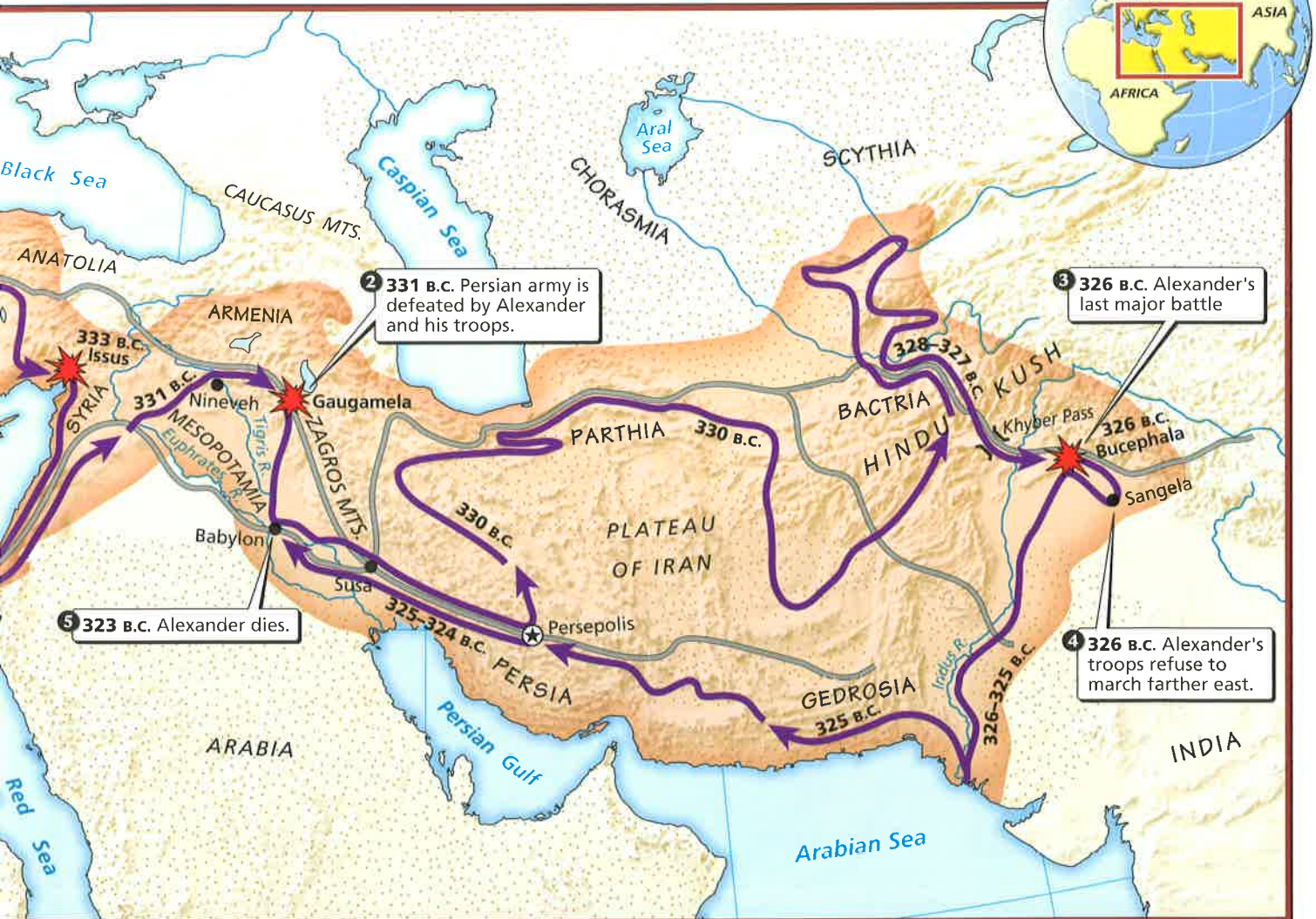
Before Alexander's invasion, the Persian Empire was the largest empire in the region. Compare this map with map D. How much of Alexander's empire had been ruled by the Persians?



**The Persian Empire**  
338 B.C.

- Persian Empire
- Macedonia
- Capital
- SYRIA Culture group

0 400 800 miles  
0 400 800 kilometers



**D**

To conquer his empire, Alexander led his armies through scorching deserts and across steep mountains. In some areas, Alexander moved his troops along roads the Persians had built.

more at [NWAtlas.com](http://NWAtlas.com)



# From Roman Republic to Roman Empire

Rome was founded as a small city-state, then became a republic, and eventually grew into a powerful empire.

- Rome became a republic in 509 B.C. The republic came to have a democratic government.
- The Roman Republic gained land through conquest. As the republic grew, so did its army.
- Civil wars destroyed the Roman Republic. The republic became an empire by 27 B.C., led by a single ruler.
- The capital of the republic and the empire was the city of Rome.

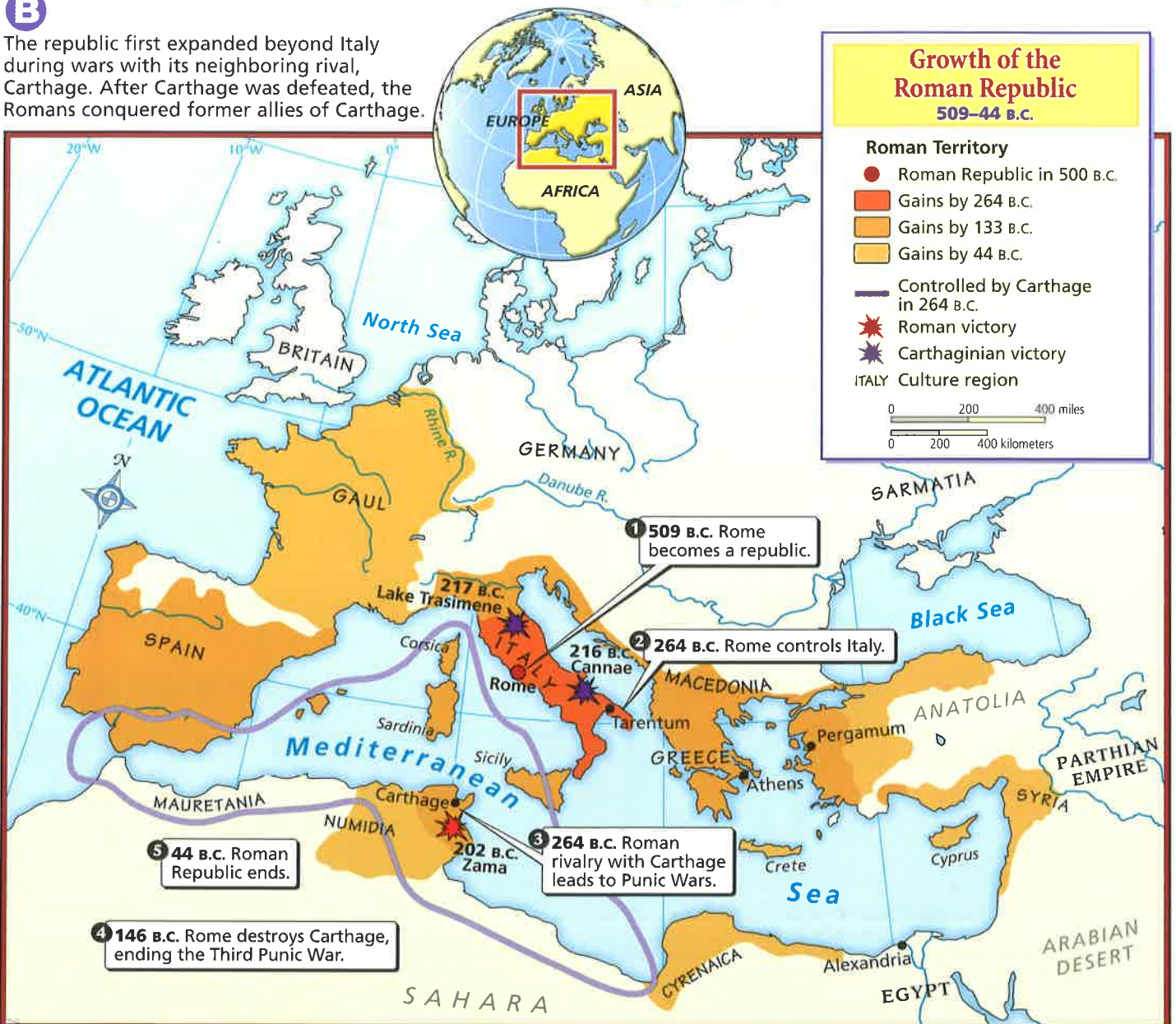


**A** Julius Caesar, in red, was a popular general and politician. His conquest of Gaul allowed him to overthrow the Senate and become dictator.

more at [NWHatlas.com](http://NWHatlas.com)

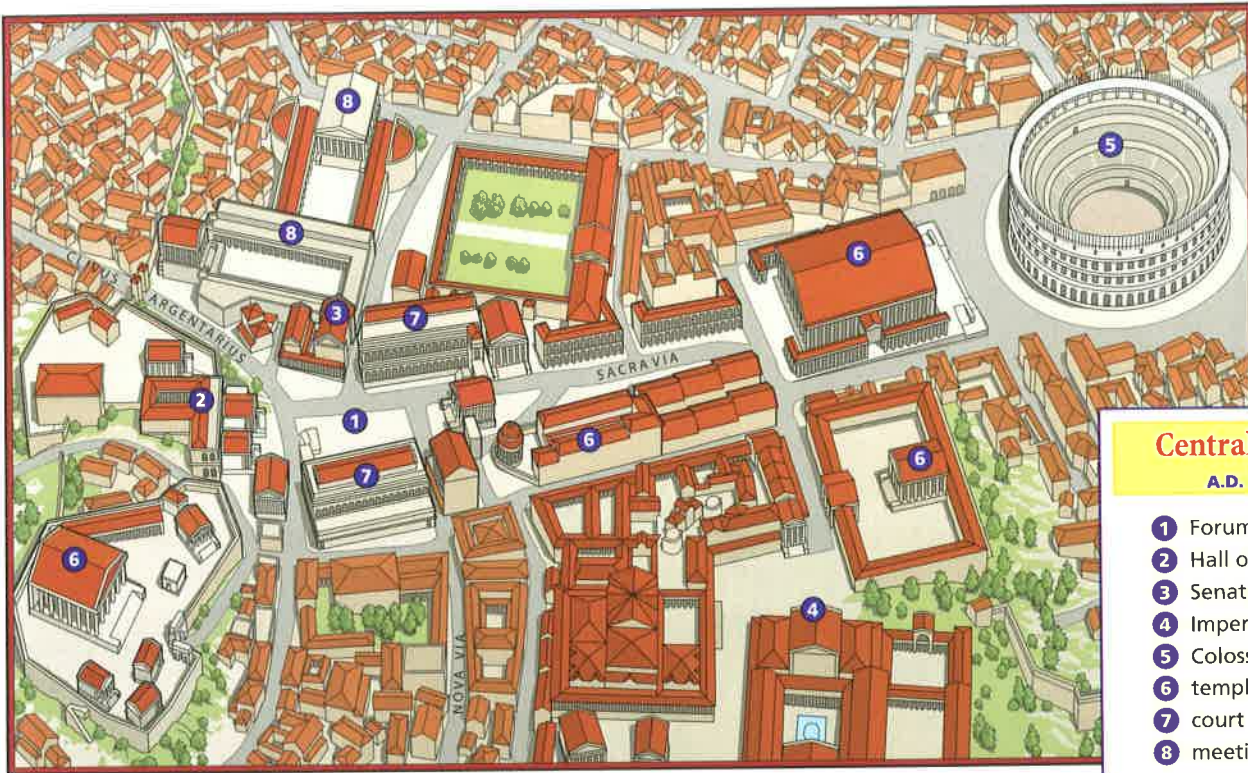
**B**

The republic first expanded beyond Italy during wars with its neighboring rival, Carthage. After Carthage was defeated, the Romans conquered former allies of Carthage.





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**Central Rome**  
A.D. 100

- 1 Forum
- 2 Hall of Records
- 3 Senate
- 4 Imperial Palace
- 5 Colosseum
- 6 temple
- 7 court
- 8 meeting hall

Smaller buildings are shops and houses.

**C** The Forum, an open area reserved for public gatherings, was the original center of Rome. Later, Roman emperors expanded the city center by building temples, government offices, and entertainment centers.

**GOVERNMENT**

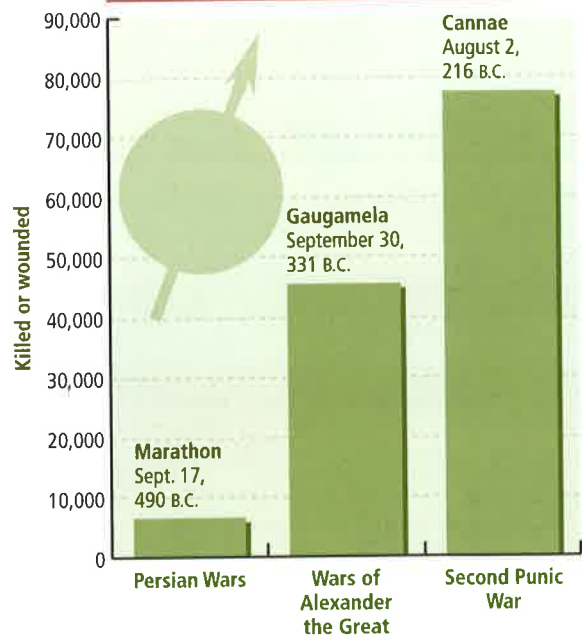
**From Republic to Empire**

Roman REPUBLIC 509–44 B.C.		Roman EMPIRE 44 B.C.–A.D. 476
Elected officials (two consuls)	Who leads?	Emperor (also later known as Caesar)
One year	How long do they rule?	For life, although many were assassinated
Appointed by Senate	How do new leaders take power?	By inheritance or by force
It was the most powerful government body	What is the role of the Senate?	It had very little real power under the emperor

**D** Julius Caesar's great-nephew, later called Augustus Caesar, eliminated the Senate's power by 27 B.C. As emperor, he and his successors held supreme power. However by A.D. 41 the Roman Army began overthrowing emperors.

**WARFARE**

**Battle Casualties**



**E** Ancient armies fought using hand-to-hand combat. The Greeks and Macedonians used spears and the Romans used swords. An army would charge at the enemy trying to break its formations.



# Height of the Roman Empire

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After the change from republic to empire, Roman territory continued to expand. At its height, the Roman Empire ruled the entire Mediterranean region.

- Strong Roman rulers brought peace and wealth to the region during a period called "Pax Romana."
- Roman roads and sea routes connected the empire. Long distance trade thrived.
- The Roman Empire included many different cultures. Trade and a common language helped unite the empire.



**A** Roman coins were used throughout the empire, making trade easier. Coins also announced an emperor's achievements, similar to newspaper headlines.

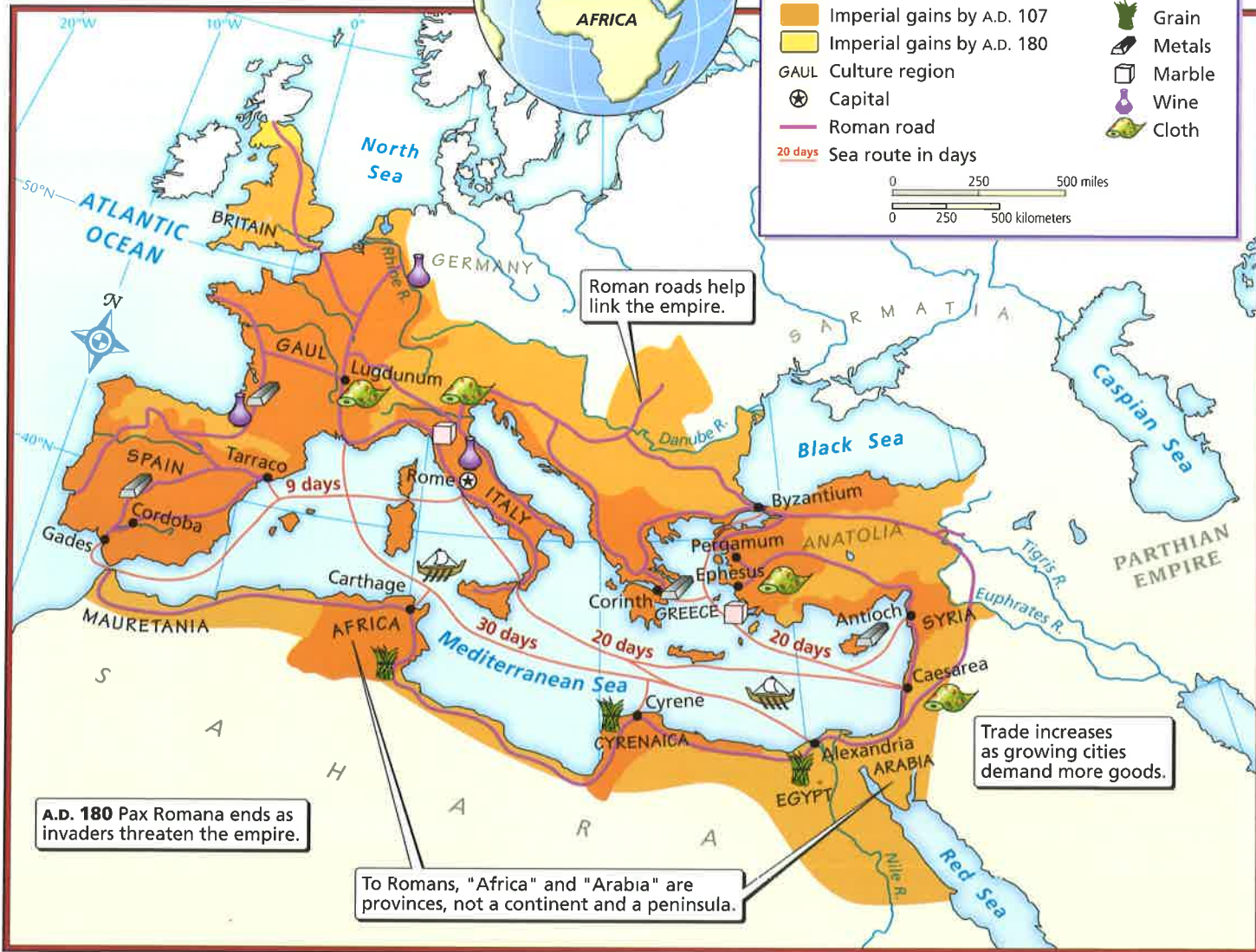
**B** The Roman Empire was rich with important resources, such as grain and metal. As the empire grew, the variety of trade goods increased.



**Expansion and Trade in the Roman Empire**  
44 B.C.–A.D. 180

Roman Republic in 44 B.C.	<b>Trade Goods</b>
Imperial gains by A.D. 107	
Imperial gains by A.D. 180	Grain
GAUL Culture region	Metals
Capital	Marble
Roman road	Wine
20 days Sea route in days	Cloth

0 250 500 miles  
0 250 500 kilometers



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**SCIENCE & TECHNOLOGY**

**Contributions of Rome**

**Sanitation**

- Built aqueducts, large structures to carry water.
- Built public baths and sewer systems.



**Architecture**

- Designed large, stone domes.
- Created large, indoor spaces in palaces, temples, and public baths.



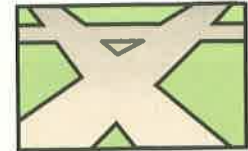
**Construction**

- Built large outdoor stadiums capable of elaborate shows.
- Organized entrances and seating for efficient crowd movement.



**Transportation**

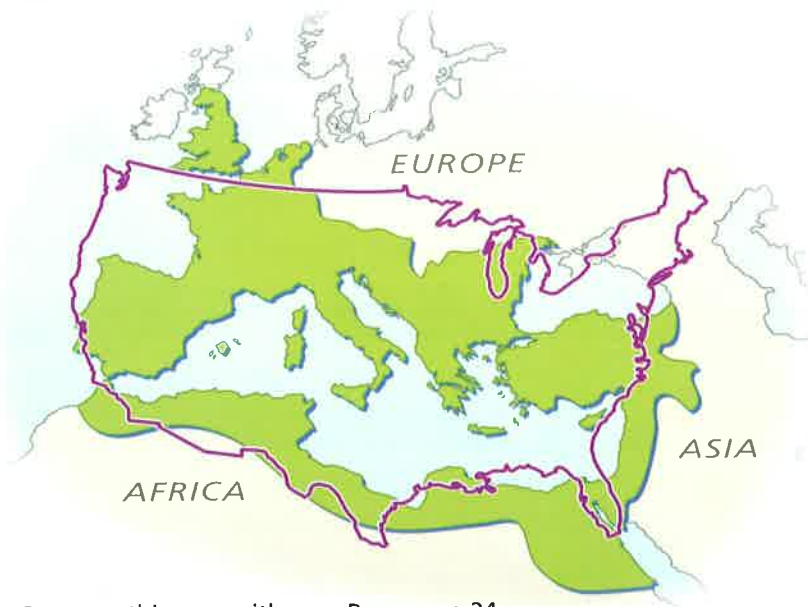
- Built a system of straight, paved roads over 50,000 miles long.
- Designed roads using strong materials and effective drainage.



**C** The Romans were experts in construction. They developed concrete, a strong, durable building material. Many Roman buildings are still standing today, and many roads are still in use.



**How Big Was the Roman Empire?**



**Why is Latin a dead language?**

When Roman education collapsed along with the Roman Empire, simpler, less formal dialects of Latin replaced official, formal Latin. As time went on, these versions became different Romance languages.

**D** Compare this map with map B on page 34. The Romans ruled the Mediterranean region and Western Europe for centuries. Also compare it to the size of the United States.



**WRITING & LANGUAGE**

**Latin Origins of Modern Languages**

LATIN	MODERN ROMANCE LANGUAGES					MODERN ENGLISH
	Portuguese	Spanish	French	Italian	Romanian	
tres	tres	tres	trois	tre	trei	three
nota	nota	nota	note	notazione	nota	note
ferrum	ferro	hierro	fer	ferro	fier	iron

**E** Latin is no longer spoken, but modern Romance languages are based on Latin. English is not a Romance language. Many of its words have Latin roots, but many others do not.



Name \_\_\_\_\_

# From Roman Republic to Roman Empire

## ➤ Gathering the Facts

1. Turn to pages 36–37 of the Atlas. Read the introduction. Use the information to fill in the blanks below. Write **T** next to each of the following statements if it is true or **F** if the statement is false.
  - a. Rome was founded as a republic. \_\_\_\_\_
  - b. Rome was a republic before it became an empire. \_\_\_\_\_
  - c. The city of Rome was the capital of the republic and the empire. \_\_\_\_\_
  - d. When Rome became a republic, it was led by a single ruler. \_\_\_\_\_
  - e. As the republic grew, its army got smaller. \_\_\_\_\_
  - f. The Roman Republic, like the United States today, had a democratic government. \_\_\_\_\_

## ➤ Time and Change

2. Use map B, "Growth of the Roman Republic" and graph E, "Battle Casualties" to fill in the blanks below.
  - a. When did Rome become a republic? \_\_\_\_\_
  - b. What culture region had Rome gained by 264 B.C.? \_\_\_\_\_
  - c. Who did Rome fight in the Punic Wars? \_\_\_\_\_
  - d. How many people were killed or wounded in the battle at Cannae?  
\_\_\_\_\_
  - e. What islands in the Mediterranean Sea did Rome gain from Carthage?  
\_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_
  - f. Name two culture regions added to the Roman Republic between 264 and 133 B.C. \_\_\_\_\_ and \_\_\_\_\_
  - g. Name two culture regions added to the Roman Republic between 133 and 44 B.C.  
\_\_\_\_\_ and \_\_\_\_\_
  - h. When did the Roman Republic end? \_\_\_\_\_
  - i. How many years did the Roman Republic last? \_\_\_\_\_

**Grade 6 Bearcat Day 25 Social studies**

Day 25

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➤ **People and Cultures**

3. Look at picture A and read its caption. Why was Julius Caesar important?

\_\_\_\_\_  
\_\_\_\_\_

★ **People and Their Environments**

4. Use map C, "Central Rome," and map C, "Mohenjo-Daro," on page 25 to answer the following questions.

a. How many temples are shown in central Rome? \_\_\_\_\_

What does this tell you about Roman society? \_\_\_\_\_

\_\_\_\_\_

b. How was Rome like major cities today? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

c. How was Rome like the city of Mohenjo-Daro?

\_\_\_\_\_

\_\_\_\_\_

d. How was Rome different from the city of Mohenjo-Daro?

\_\_\_\_\_

\_\_\_\_\_

➤ **Thinking About History**

5. Read chart D, "From Republic to Empire." Next to each statement below, write **R** if it applies to the Roman Republic or **E** if it applies to the Roman Empire.

a. New leaders are appointed by Senate. \_\_\_\_\_

b. Leader is the emperor. \_\_\_\_\_

c. Leaders rule for one year. \_\_\_\_\_

d. Leaders are elected officials. \_\_\_\_\_

e. Leaders rule for life. \_\_\_\_\_

f. New leaders seize power by force. \_\_\_\_\_

g. New leaders inherit power. \_\_\_\_\_



# H eight of the Roman Empire

Day 26  
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## ► Gathering the Facts

1. Turn to pages 38–39 of the Atlas. Read the introduction and look at picture A and read its caption. Use the information to answer the following questions.

a. What is the name of the time period when Roman rulers brought peace and wealth to the Mediterranean region? \_\_\_\_\_

b. How was the Roman Empire connected?  
\_\_\_\_\_

c. What two things helped unite the Roman Empire?  
\_\_\_\_\_ and \_\_\_\_\_

d. Where were Roman coins used? \_\_\_\_\_

e. How were Roman coins like newspaper headlines?  
\_\_\_\_\_

## ► Links Far and Near

2. Use map B, "Expansion and Trade in the Roman Empire," to fill in the blanks below.

a. Name two culture regions that became part of the Roman Empire between 44 B.C. and A.D. 107.  
\_\_\_\_\_

b. In which region did the Romans gain additional land between A.D. 107 and 180?  
\_\_\_\_\_

c. How long did it take to get from Caesarea to Rome by sea? \_\_\_\_\_

d. What goods would a trader have brought to Rome from Caesarea?  
\_\_\_\_\_

e. What goods might the trader have brought back to Caesarea from Rome?  
\_\_\_\_\_

f. Why did trade increase?  
\_\_\_\_\_

g. Why did the Pax Romana end in A.D. 180?  
\_\_\_\_\_

Day 27

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★ **Thinking About History**

3. Use chart C, "Contributions of Rome," to answer the following questions.

a. Why would a system of paved roads have been essential for the growth of the Roman Empire? \_\_\_\_\_

b. Why were aqueducts necessary for the development of large cities? \_\_\_\_\_

c. Why were large construction projects, such as stadiums and temples, important to the Roman Empire? \_\_\_\_\_

➤ **Places, Regions, and Landscapes**

4. Compare map D, "How Big Was the Roman Empire?" with map B, "How Big Was Alexander's Empire?" and map D, "Alexander Conquers Persia," on pages 34-35. Write an **A** next to each region listed below that was ruled by Alexander, **R** next to each region ruled by the Roman Empire, or **B** next to each region ruled by both empires.

- a. Northeast Africa \_\_\_\_\_
- b. Northwest Africa \_\_\_\_\_
- c. Greece \_\_\_\_\_
- d. Western Europe \_\_\_\_\_
- e. Persia \_\_\_\_\_

➤ **People and Cultures**

5. Look at the history question "Why is Latin a dead language?" and chart E, "Latin Origins of Modern Languages." Write **T** next to each of the following statements if it is true or **F** if the statement is false.

- a. Romance languages developed from Latin. \_\_\_\_\_
- b. The word "three" in Spanish is the same as it is in Latin. \_\_\_\_\_
- c. English is a Romance language. \_\_\_\_\_
- d. Many words in English have Latin roots. \_\_\_\_\_



# Cancer

A non communicable disease in which abnormal cells grow rapidly and uncontrollably on the organs and tissues of the body.

## What happens when a person has cancer?

- Abnormal cells start growing rapidly and uncontrollably on the organs and tissues of the body.
- These abnormal cells form into abnormal masses of tissue called tumors.
- As these tumors grow, they damage other organs and tissues.
- These tumors will affect how a particular organ functions. They could cause it to shut down or start acting in a way that doesn't help the body.
- If this happens in the lungs, you have lung cancer. On the skin, then its skin cancer. On the liver, then you call it Liver Cancer.

## What causes cancer?

1. Family History - If you have family history of cancer, you are more likely to develop cancer. It doesn't mean you will, you are more likely to get it than someone who doesn't have a family history of it.
2. Tobacco Use - Smoking can lead to cancer of the mouth, trachea, and lungs. Chewing/dipping can lead to cancer of the mouth.
3. Over exposure to the sun. Skin cancer is the most common form of cancer in the world.
4. Pollution - People that have breathed in, consumed, or worked with hazardous materials are at risk for cancer.
5. Many unknown factors - Some people get it and we can never determine a cause.

## Symptoms of cancer.

A change in bowel or bladder habits.

The appearance of or obvious changes in moles or warts.

Thicken lumps or knots on various parts of the body.

Nagging cough or hoarseness that lasts for weeks.

Coughing up blood, the appearance of blood in urine or stool.

A sore that doesn't heal on the skin or in the mouth.

## Treating Cancer

Cancer has no cure. Treatment can make the cancer cells go away (which is Remission) However, it can start again.

Surgery - Removing cancer tissue from the body.

Chemotherapy - Using chemicals to destroy cancer cells.

Radiation Therapy - Using radiation to destroy cancer cells.

## Ways to prevent cancer.

1. Avoid the use of tobacco products.
2. Wear sunscreen when outdoors.
3. Avoid using tanning beds and "laying out" excessively.
4. Eat a healthy diet with plenty of fruits grains and vegetables.
5. Get plenty of physical activity.

# Diabetes

Diabetes is a disease in which glucose can't get in to the cells of the body and results in high blood sugar levels.

## What is glucose?

Glucose is sugar that comes from the foods you eat and it is your body's main source of energy.

Glucose must get into your cells to give you energy.

When glucose can't get into your cells, then you have diabetes. This will result in very high blood sugar/glucose levels.

Insulin is a hormone made by your pancreas that helps get glucose into your cells.

## Type 1 or Type 2 Diabetes

Diabetes can happen for 1 of 2 reasons.

One is the body doesn't make insulin.

If your pancreas doesn't make insulin, then you have Type 1 Diabetes.

This typically starts in childhood and is often called juvenile diabetes. The biggest factor that causes it is family history.

They don't make insulin and can't get glucose into their cells.

If your body makes insulin, but the insulin doesn't work, then you have Type 2 Diabetes.

People with Type 2 still make insulin, it just doesn't work or its not enough.

Type 2 Diabetes is often referred to as adult onset diabetes.

What causes Type 2 is obesity and the behaviors that lead to obesity and family history.

# Non Communicable Disease

Disease that can't be spread from one person to another that is not caused by a pathogen.

**What are some examples of a non communicable disease?**

Cardiovascular Disease - Any disease of the heart and/or blood vessels.

Type 1 and Type 2 Diabetes

Cancer - Any kind of cancer.

Alzheimer's Disease

Parkinson's Disease



## What are some causes of non communicable disease?

Family History - Genetic traits that you inherit from your parents may make you more likely for certain diseases.

Pollution - Pollution in your environment such as breathing in contaminated air or drinking contaminated water.

Behavior - People sometimes engage in behaviors that increase their chances for disease.

Examples: Smoking, poor diet, lack of exercise, constantly trying to tan.

## Non Communicable Disease

Which kind of disease can't be spread from one person to another? \*

1 point

- Communicable
- Non Communicable

What can cause non communicable disease? \*

1 point

- Family History
- Smoking
- Being overweight
- All of these.

What disease causes abnormal cells to grow rapidly and uncontrollably? \*

1 point

- Cancer
- Type 1 Diabetes
- Type 2 Diabetes
- Heart Disease



## Grade 6 Bearcat Day 24 Health

What disease does a person have if they do not make insulin? \*

1 point

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- Cancer
- Type 1 Diabetes
- Type 2 Diabetes
- Heart Disease

What disease does a person have if they make insulin but it doesn't work well or it isn't enough? \*

1 point

- Cancer
- Type 1 Diabetes
- Type 2 Diabetes
- Heart Disease

What disease affects the heart and blood vessels?

1 point

- Cancer
- Type 1 Diabetes
- Type 2 Diabetes
- Heart Disease



# Grade 6 Bearcat Day 24 Health

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What is the use of chemicals to destroy cancer cells? \*

1 point

- Insulin
- Radiation Therapy
- Chemotherapy
- Glucose

What is the body's main source of energy? \*

1 point

- Insulin
- Radiation Therapy
- Chemotherapy
- Glucose

What hormone is made by the pancreas that helps to control the level of sugar in the blood? \*

1 point

- Insulin
- Radiation Therapy
- Chemotherapy
- Glucose

If you have a family history of cancer, you will get cancer. \*

1 point

- True
- False