

BEARCAT DAY 13

GRADE 6
ANDERSON COUNTY SCHOOLS



ANDERSON COUNTY MIDDLE SCHOOL

6TH GRADE BEARCAT DAY 13

LANGUAGE ARTS	CONTINUE WORKING ON DAY 12 ASSIGNMENT
MATH	MIXED AREA AND COMPOSITE FIGURES REVIEW Read the notes and answer the questions .
SCIENCE	FORCES THAT CHANGE THE EARTH'S SURFACE Read the passage about changes to the Earth's surface and answer the 2 questions.
SOCIAL STUDIES	How the Roman Republic was designed Make a three tier chart for the three parts of the Roman Republic; The Consul, Senate, and Assembly . Turn in the notes that you made. In the chart, you must think of which social class was involved, what was their job in the government.
PE/HEALTH	FLU Read the article about the flu and answer the questions .
LITERACY	STUDENT OPINION: NO TEST, NO STRESS Reread the article from yesterday and answer the questions .

Grade 6 Bearcat Day 13 Math

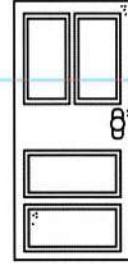
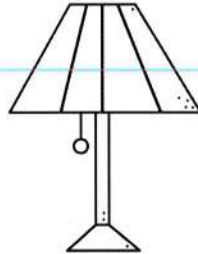
Unit: Geometry
Student Handout 3

Name Bearcat Day 13 Notes p1 of 3
Date April 1, 2020 Pd

WHAT IS A COMPOSITE FIGURE?

A Composite figure is made up of two or more shapes.

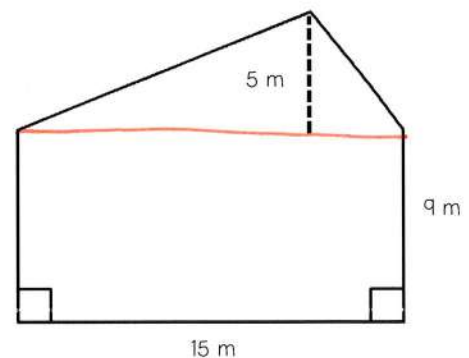
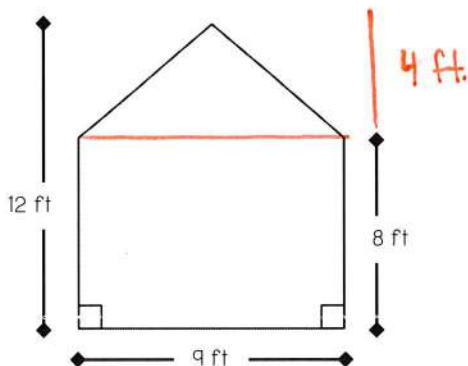
Decompose the figures below into the familiar shapes of which they consist. What others do you see in the room?



We can find the area of a composite figure by adding or subtracting the area of each shape.

AREA OF COMPOSITES

Decompose the figures below; then, find the area.



	SHAPE 1	SHAPE 2
NAME	rectangle	triangle
FORMULA	$A = b \cdot h$	$A = \frac{b \cdot h}{2}$
PLUS IN #S	$A = 9 \cdot 8$	$A = \frac{9 \cdot 4}{2}$
AREA	$A = 72 \text{ ft.}^2$	$A = 18 \text{ ft.}^2$

$$A = 90 \text{ ft.}^2$$

	SHAPE 1	SHAPE 2
NAME	rectangle	triangle
FORMULA	$A = b \cdot h$	$A = \frac{b \cdot h}{2}$
PLUS IN #S	$A = 15 \cdot 9$	$A = \frac{15 \cdot 5}{2}$
AREA	$A = 135 \text{ m}^2$	$A = 37.5 \text{ m}^2$

$$A = 172.5 \text{ m}^2$$

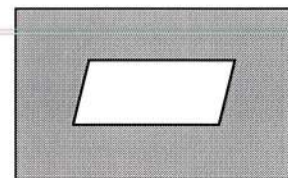
Grade 6 Bearcat Day 13 Math

A composite figure also includes overlapping shapes.

P 2 of 3

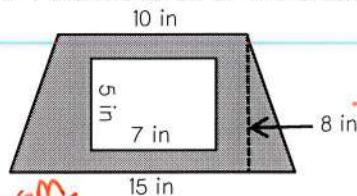
Describe the process for finding the area of the shaded region.

Find the area of the rectangle, then subtract the area of the parallelogram.



Practice finding the area of the figures below.

1. Find the area of the shaded region.



100 Parallelogram
- 35 Rectangle

$$65 \text{ in}^2$$

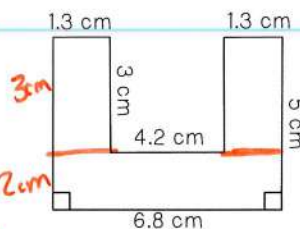
$$A = \frac{(b_1 + b_2) \cdot h}{2} = \frac{(15 + 10) \cdot 8}{2} = 100 \text{ in}^2$$

Parallelogram
 $A = \frac{(b_1 + b_2) \cdot h}{2}$

Rectangle

$$A = b \cdot h \quad A = 7 \cdot 5 \quad A = 35 \text{ in}^2$$

2. Find the area of the figure below.



Rectangle
 $A = b \cdot h$

$$A = 6.8 \cdot 5$$

$$A = 34 \text{ cm}^2$$

$$13.6$$

$$+ 7.8$$

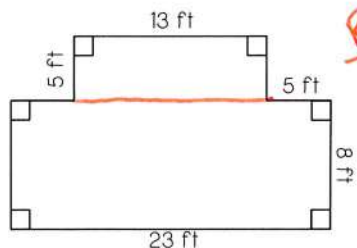
$$21.4 \text{ cm}^2$$

Rectangle

$$A = b \cdot h \quad A = 1.3 \cdot 3$$

$$A = 3.9 \text{ cm}^2 \cdot 2 = 7.8 \text{ cm}^2$$

3. Find the area of figure below.



Rectangle
 $A = b \cdot h$

$$A = 13 \cdot 5$$

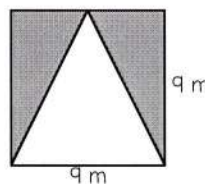
$$A = 65 \text{ ft}^2$$

Rectangle

$$A = b \cdot h \quad A = 23 \cdot 8$$

$$A = 184 \text{ ft}^2$$

4. Find the area of the shaded region.



$A = b \cdot h$

$$A = 9 \cdot 9$$

$$A = \frac{81 \text{ m}^2}{2} = 40.5 \text{ m}^2$$

Summarize today's lesson:

$$184$$

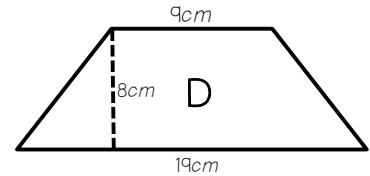
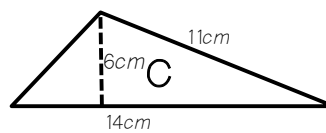
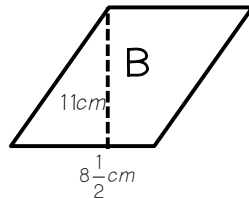
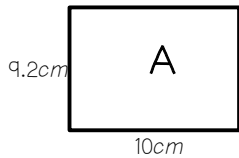
$$+ 65$$

$$249 \text{ ft}^2$$

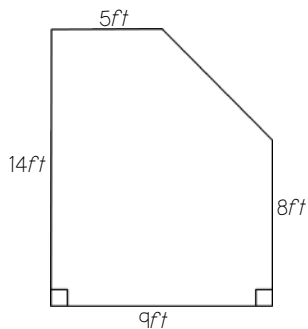
WHAT IS A COMPOSITE FIGURE?

Answer the questions below. Be sure to show your thinking.

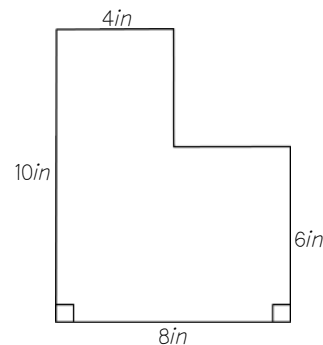
1. List the shapes in order of area from greatest to least.



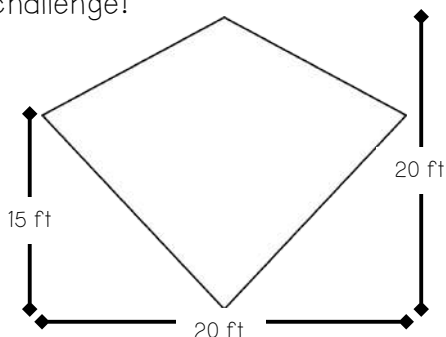
2. Calculate the area of the figure.



3. Calculate the area of the figure.



4. Describe one way to find the area of the figure below, given the dimensions. Solve for a challenge!



TOPIC 9

Forces That Change Earth's Surface

LESSON 1: THE BASICS

KEY CONCEPTS

continental
drift

plate

plate tectonics

convection
currents

plate boundary

weathering

mechanical
weatheringchemical
weathering

erosion



THINK LIKE A SCIENTIST

While flying in an airplane over California, you pass the time by looking at the ground below. You have seen rugged mountains, rocky seashores, and flat areas filled with growing crops. But wait—what's that big crack in the Earth? It looks as though the ground has split open. You remember hearing someone say that part of California is moving north. You've always wondered how that could be. Is that big crack in the ground evidence of such a claim? What could have caused the ground to rip apart that way?



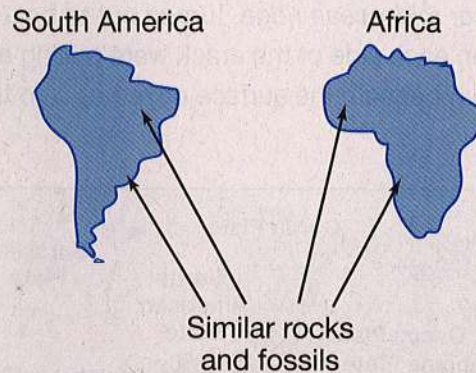
Plate Tectonics

What you saw from your airplane window was the San Andreas Fault. A *fault* is a break in the rock that makes up Earth's surface. When different parts of Earth's surface move in different directions, the ground rips apart. A fault appears. Earth's surface is broken up by many such faults.

But what makes Earth's surface move in the first place? A hundred years ago, many scientists did not realize that Earth's surface moved at all. It was only when they put certain observations together that they came to that conclusion.

p2 of 4

In the early 1900s, scientists noticed something on opposite sides of the Atlantic Ocean. Identical fossils and rock types had been found in South America and in Africa. They also wondered why the coastlines of South America and Africa seemed to fit together like puzzle pieces. Could the two continents have been joined together long ago? If so, what force had split them apart?



Similar rocks and fossils found thousands of miles away suggest that the continents were attached and then drifted apart.

Then a scientist named Alfred Wegener developed the theory of **continental drift**. This theory says that Earth's continents are moving. According to this theory, all of Earth's land was once part of a huge landmass Wegener named *Pangaea*. The landmass began to break apart about 200 million years ago. The pieces, or continents, eventually drifted to their present positions.



At first scientists were doubtful about continental drift. After all, just how did the continents move? Wegener was unable to say. That question remained unanswered for a while.

KEY CONCEPTS

continental drift ✓

plate

plate tectonics

convection currents

plate boundary

weathering

mechanical weathering

chemical weathering

erosion

KEY CONCEPTS

continental
drift ✓

plate ✓

plate tectonics ✓

convection
currents

plate boundary

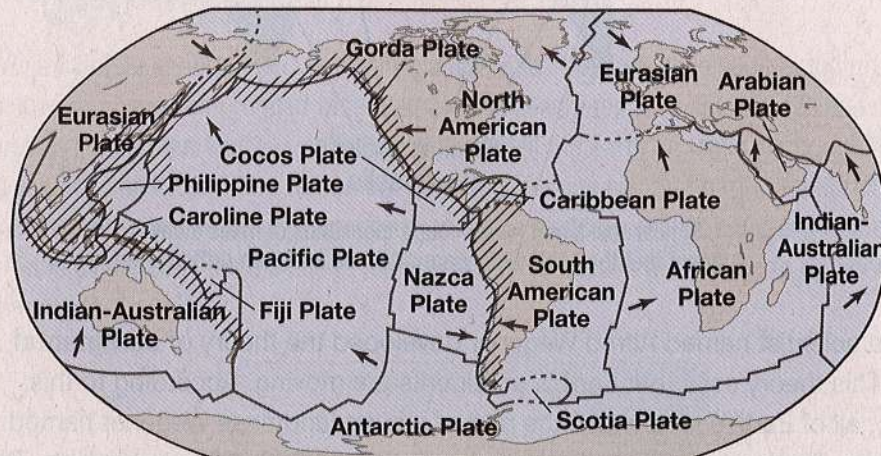
weathering

mechanical
weatheringchemical
weathering

erosion

In the mid-1900s, scientists exploring the deep ocean were surprised to find a mountain range on the ocean floor. Until then, they assumed the ocean floor was flat with few features. The mountain range they found was part of an enormous system. These mountains circle the entire planet, zigzagging between continents.

The mountain range, or *mid-ocean ridge*, turned out to be a crack in Earth's surface. The pieces on each side of the crack were pulling away from each other. Melted rock from beneath the surface oozed up into the crack, creating mountains.



Earth's crust is broken into plates.

On each side of the mid-ocean ridge is a tectonic plate. **Plates** are large, rigid pieces of rock that constantly move. They carry the continents and ocean floor with them. The theory of **plate tectonics** states that Earth's surface is made up of moving plates. Many of Earth's surface features formed as a result of these plates moving and interacting.

Two plates, the North American and the Pacific, meet in California. Where they meet, Earth's crust is cracked. You saw that crack, the San Andreas Fault, from your airplane window.

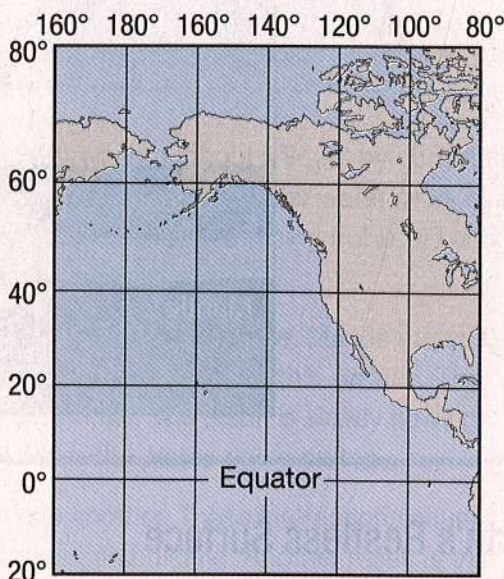
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EXPLORE

The map below shows western North America and lines of latitude and longitude. The table below gives the location of earthquakes that occurred over a seven-day period in the area shown on the map. Mark a dot on the map where each earthquake occurred. Then answer the questions.

Latitude (°N)	Longitude (°W)
52	174
32	117
37	122
60	151
55	162
53	168
32	116
45	121
51	177
56	152
42	112
38	119
38	112
36	120
51	171
62	137



INQUIRY SKILLS

interpreting data ✓

drawing conclusions ✓

1. Where did most of the earthquakes occur?

2. Look at the map of tectonic plates on page 130. Compare it to your earthquake map. How do you think earthquakes and plates are related?

SECTION

2

Government and Society

What You Will Learn...

Main Ideas

1. Roman government was made up of three parts that worked together to run the city.
2. Written laws helped keep order in Rome.
3. The Roman Forum was the heart of Roman society.



The Big Idea

Rome's tripartite government and written laws helped create a stable society.

Key Terms

magistrates, p. 303
 consuls, p. 303
 Roman Senate, p. 303
 veto, p. 304
 Latin, p. 304
 checks and balances, p. 305
 Forum, p. 305



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TAKING NOTES

Use the graphic organizer online to take notes about how government, written laws, and the Forum contributed to the development of Roman society.

If YOU were there...

You have just been elected as a government official in Rome. Your duty is to represent the plebeians, the common people. You hold office for only one year, but you have one important power—you can stop laws from being passed. Now city leaders are proposing a law that will hurt the plebeians. If you stop the new law, it will hurt your future in politics. If you let it pass, it will hurt the people you are supposed to protect.

Will you let the new law pass? Why or why not?

BUILDING BACKGROUND Government in Rome was often a balancing act. Like the politician above, leaders had to make compromises and risk the anger of other officials to keep the people happy. To keep anyone from gaining too much power, the Roman government divided power among many different officials.

Roman Government

When the plebeians complained about Rome's government in the 400s BC, the city's leaders knew they had to do something. If the people stayed unhappy, they might rise up and overthrow the whole government.

To calm the angry plebeians, the patricians made some changes to Rome's government. For example, they created new offices that could only be held by plebeians. The people who held these offices protected the plebeians' rights and interests. Gradually, the distinctions between patricians and plebeians began to disappear, but that took a very long time.

As a result of the changes the patricians made, Rome developed a tripartite (try-PAHR-tyt) government, or a government with three parts. Each part had its own responsibilities and duties. To fulfill its duties, each part of the government had its own powers, rights, and privileges.

DEFINE
What was a consul?

Magistrates

The first part of Rome's government was made up of elected **officials, or magistrates** (MA-juh-strayts). The two most powerful magistrates in Rome were called **consuls** (KAHN-suhlz). The consuls were elected each year to run the city and lead the army. There were two consuls so that no one person would be too powerful.

Below the consuls were other magistrates. Rome had many different types of magistrates. Each was elected for one year and had his own duties and powers. Some were judges. Others managed Rome's finances or organized games and festivals.

Senate

The second part of Rome's government was the Senate. The **Roman Senate was a council of wealthy and powerful Romans that advised the city's leaders**. It was originally created to advise Rome's kings. After the kings were gone, the Senate continued to meet to advise consuls.

Unlike magistrates, senators—members of the Senate—held office for life. By the time the republic was created, the Senate had 300 members. At first most senators were patricians, but as time passed many wealthy plebeians became senators as well. Because magistrates became senators after completing their terms in office, most didn't want to anger the Senate and risk their future jobs.

As time passed the Senate became more powerful. It gained influence over magistrates and took control of the city's finances. By 200 BC the Senate had great influence in Rome's government.

Assemblies and Tribunes

The third part of Rome's government, the part that protected the common people, had two branches. The first branch was made up of assemblies. Both patricians and plebeians took part in these assemblies. Their **primary** job was to elect the magistrates who ran the city of Rome.

EXPLAIN
Why was the Senate so powerful?




FOCUS ON READING

If you were outlining the discussion on this page, what headings would you use?

DRAW CONCLUSIONS
Why was the assembly a necessary part of the government?

ACADEMIC VOCABULARY

primary main, most important

Government of the Roman Republic		
Magistrates <ul style="list-style-type: none"> Consuls led the government and army, judged court cases Served for one year Had power over all citizens, including other officials 	Senate <ul style="list-style-type: none"> Advised the consuls Served for life Gained control of financial affairs 	Assemblies and Tribunes <ul style="list-style-type: none"> Represented the common people, approved or rejected laws, declared war, elected magistrates Roman citizens could take part in assemblies all their adult lives, tribunes served for one year Could veto the decisions of consuls and other magistrates 

LINKING TO TODAY

Do as the Romans Do

The government of the Roman Republic was one of its greatest strengths. When the founders of the United States sat down to plan our government, they copied many elements of the Roman system. Like the Romans, we elect our leaders. Our government also has three branches—the president, Congress, and the federal court system. The powers of these branches are set forth in our Constitution, just like the Roman officials' powers were. Our government also has a system of checks and balances to prevent any one branch from becoming too strong. For example, Congress can refuse to give the president money to pay for programs. Like the Romans, Americans have a civic duty to participate in the government to help keep it as strong as it can be.



ANALYSIS SKILL

ANALYZING INFORMATION

Why do you think the founders of the United States borrowed ideas from Roman government?

DRAW CONCLUSIONS

Why were the tribunes a necessary part of the government?

IDENTIFY
What was the veto?

THE IMPACT TODAY

Like tribunes, the president of the United States has the power to veto actions by other government officials.

EXPLAIN

How did the government keep tribunes from becoming too powerful?

The second branch was made up of a group of elected officials called tribunes. Elected by the plebeians, tribunes had the ability to **veto** (VEE-toh), or prohibit, actions by other officials. Veto means “I forbid” in **Latin**, the Romans’ language. This veto power made tribunes very powerful in Rome’s government. To keep them from abusing their power, each tribune remained in office only one year.

Civic Duty

Rome’s government would not have worked without the participation of the people. People participated in the government because they felt it was their civic duty, or their duty to the city. That civic duty included doing what they could to make sure the city prospered. For example,

DRAW CONCLUSIONS

How was civic duty demonstrated in Rome?

they were expected to attend assembly meetings and to vote in elections. Voting in Rome was a complicated process, and not everyone was allowed to do it. Those who could, however, were expected to take part in all elections.

Wealthy and powerful citizens also felt it was their duty to hold public office to help run the city. In return for their time and commitment, these citizens were respected and admired by other Romans.

Checks and Balances

In addition to limiting terms of office, the Romans put other restrictions on their leaders’ power. They did this by giving government officials the ability to restrict the powers of other officials. For example, one consul could block the actions of the other.

Laws proposed by the Senate had to be approved by magistrates and ratified by assemblies. We call these **methods to balance power checks and balances**. Checks and balances keep any one part of a government from becoming stronger or more influential than the others.

Checks and balances made Rome's government very complicated. Sometimes quarrels arose when officials had different ideas or opinions. When officials worked together, however, Rome's government was strong and efficient, as one Roman historian noted:

“In unison [together] they are a match for any and all emergencies, the result being that it is impossible to find a constitution that is better constructed. For whenever some common external danger should come upon them and should compel [force] them to band together in counsel [thought] and in action, the power of their state becomes so great that nothing that is required is neglected [ignored].”

—Polybius, from *The Constitution of the Roman Republic*

READING CHECK Finding Main Ideas

What were the three parts of the Roman government?

Written Laws Keep Order

Rome's officials were responsible for making the city's laws and making sure that people followed them. At first these laws weren't written down. The only people who knew all the laws were the patricians who had made them.

Many people were unhappy with this situation. They did not want to be punished for breaking laws they didn't even know existed. As a result, they began to call for Rome's laws to be written down and made accessible to everybody.

Rome's first written law code was produced in 450 BC on 12 bronze tables, or tablets. These tables were displayed in

the **Forum**, Rome's public meeting place. Because of how it was displayed, this code was called the Law of the Twelve Tables.

Over time, Rome's leaders passed many new laws. Throughout their history, though the Romans looked to the Law of the Twelve Tables as a symbol of Roman law and of their rights as Roman citizens.

READING CHECK Drawing Inferences Why did many people want a written law code?

Primary Source

HISTORIC DOCUMENT

Law of the Twelve Tables

The Law of the Twelve Tables governed many parts of Roman life. Some laws were written to protect the rights of all Romans. Others only protected the patricians. The laws listed here should give you an idea of the kinds of laws the tables included.

[from Table I] If anyone summons a man before the magistrate, he must go. If the man summoned does not go, let the one summoning him call the bystanders to witness and then take him by force.

[from Table III] One who has confessed a debt, or against whom judgment has been pronounced, shall have thirty days to pay it. After that forcible seizure of his person is allowed . . . unless he pays the amount of the judgment.

[from Table V] Females should remain in guardianship even when they have attained their majority.

[from Table IX] Putting to death of any man, whosoever he might be, unconvicted is forbidden.

—Law of the Twelve Tables, translated in *The Library of Original Sources* edited by Oliver J. Thatcher

A Roman who did not appear before a government official when called or did not pay his debts could be arrested.

Women—even as adults—were legally considered to be children.

No one in Rome could be executed without a trial.

ANALYSIS SKILL

ANALYZING PRIMARY SOURCES

How are these laws similar to and different from our laws today?

IDENTIFY
How were the first Roman laws written down?

RECALL:
Where was
the Law of
the Twelve
Tables
kept?

IDENTIFY:
What kind
of buildings
were in the
Forum, and
what else
drew people
there?

History Close-up

The Roman Forum

The Forum was the center of life in ancient Rome. The city's most important temples and government buildings were located there, and Romans met there to talk about the issues of the day. The word *forum* means "public place."

The Roman Forum

The Roman Forum, the place where the Law of the Twelve Tables was kept, was the heart of the city of Rome. It was the site of important government buildings and temples. Government and religion were only part of what made the Forum so important, though. It was also a popular meeting place for Roman citizens. People met there to shop, chat, and gossip.



The Glory of
Rome's Forum

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The Temple of Jupiter stood atop the Capitoline Hill, overlooking the Forum.

Important government records were stored in the Tabularium.

Roman citizens often wore togas, loose-fitting garments wrapped around the body. Togas were symbols of Roman citizenship.

Public officials often addressed people from this platform.

ANALYSIS
SKILL

ANALYZING VISUALS

What can you see in this illustration that indicates the Forum was an important place?

The Forum lay in the center of Rome, between two major hills. On one side was the Palatine (PA-luh-tyn) Hill, where Rome's richest people lived. Across the forum was the Capitoline (KA-pet-uhl-yn) Hill, where Rome's grandest temples stood. Because of this location, city leaders could often be found in or near the forum, mingling with the common people. These leaders used the Forum as a speaking area, delivering speeches to the crowds.

PREDICT:

How do you think an Italian farmer who had never been to the city of Rome would feel when he first stepped into the Roman Forum?

But the Forum also had attractions for people not interested in speeches. Various shops lined the open square, and fights between gladiators were sometimes held there. Public ceremonies were commonly held in the Forum as well. As a result, the forum was usually packed with people.

READING CHECK

Generalizing How was the Forum the heart of Roman society?

SUMMARY AND PREVIEW

In this section you read about the basic structure of Roman government. In the next section you'll see how that government changed as Rome's territory grew and its influence expanded.



Section 2 Assessment



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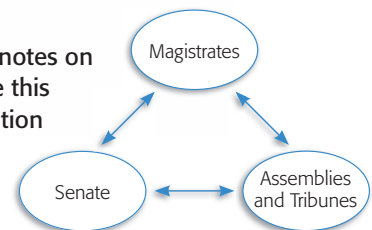
ONLINE QUIZ

Reviewing Ideas, Terms, and People

- a. Identify** Who were the **consuls**?
b. Explain Why did the Romans create a system of **checks and balances**?
c. Elaborate How do you think the **Roman Senate** gained power?
- a. Recall** What was Rome's first written law code called?
b. Draw Conclusions Why did Romans want their laws written down?
- a. Describe** What kinds of activities took place in the Roman **Forum**?

Critical Thinking

- Analyzing** Review your notes on Roman government. Use this diagram to note information about the powers of the parts of Rome's government.



FOCUS ON SPEAKING

- Choosing a Topic** You've just read about Roman laws and government. Would anything related to these topics make good subjects for your legend? Write some ideas in your notebook.



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

The Flu (Influenza)

What Is the Flu?

The flu is an infection of the respiratory tract (nose, throat, and lungs). It's caused by a virus that spreads easily from person to person. Flu season in the United States is from October to May.

What Are the Signs & Symptoms of the Flu?

When people have the flu, they usually feel worse than they do with a cold. Most people start to feel sick about 2 days after they come in contact with the flu virus. They might have:

- fever
- chills
- headache
- muscle aches
- dizziness
- loss of appetite
- tiredness
- cough
- sore throat
- runny nose
- nausea or vomiting
- weakness
- ear pain
- diarrhea

Babies with the flu also may suddenly seem fussy or just "not look right."

The flu can turn into a serious illness like pneumonia. That can be dangerous for babies and kids or adults with health problems. If you think your child has the flu, see a doctor, nurse, or other medical expert right away.

What Causes the Flu?

The flu gets its name from the virus that causes it — the influenza virus. It spreads when people cough or sneeze out droplets that are infected with the virus and other people breathe them in. The droplets also can land on things like doorknobs or shopping carts, infecting people who touch these things.

Is the Flu Contagious?

Yes, the flu is very contagious. People can spread it from a day before they feel sick until their symptoms are gone. This is about 1 week for adults, but it can be longer for young kids.

The flu usually happens in small outbreaks. When the illness spreads quickly and infects lots of people in an area at the same time it's called an **epidemic**. This tends to happen every few years. If an epidemic spreads worldwide, it's called a **pandemic**.

Who Gets the Flu?

Anyone can get the flu, but kids tend to get it more often than adults. Some very young children or kids with health problems can get very sick and need special care.

How Is the Flu Diagnosed?

Health care providers can often tell by looking if a child has the flu. Because other infections can look like the flu, they might send a mucus sample to a lab for testing. They get the sample by wiping a long cotton swab inside the child's nose or throat.

How Is the Flu Treated?

Most kids with flu get better at home. Make sure your child:

- drinks lots of fluids to prevent dehydration
- gets plenty of sleep and takes it easy
- takes acetaminophen or ibuprofen to relieve fever and aches. **Don't give kids or teens aspirin because of its link to Reye syndrome.**
- wears layers that are easy to remove. Kids might feel cold one minute and hot the next.

Children with the flu should stay home from school and childcare until they feel better. They should only go back when they have been fever-free for at least 24 hours without using a fever-reducing medicine. Some kids need to stay home longer. Ask the doctor what's best for your child.

Some children are more likely to have problems when they get the flu, including:

- kids up to the age of 5, especially babies
- kids and teens whose immune system is weakened from medicines or illnesses (like HIV infection)
- kids and teens with chronic (long-term) medical conditions, such as asthma or diabetes
- kids or teens who take aspirin regularly

They might need medical care, sometimes in the hospital.

Doctors may prescribe antiviral medicine for a very ill child or kids who might have problems. The medicine can shorten the flu by 1–2 days. It only works if children start taking it within 48 hours of the start of the flu. If a doctor prescribes antiviral medicine for your child, ask about any possible side effects.

How Long Does the Flu Last?

Fever and other flu symptoms often go away after 5 days or so, but kids may still have a cough or feel weak. Children's symptoms are usually all gone in a week or two.

Can the Flu Be Prevented?

There's no guaranteed way to avoid the flu. But getting **the flu vaccine every year** can help. Everyone 6 months of age and older should get it each year.

Most doctor's offices, clinics, and drugstores offer the flu vaccine from September to mid-November. It's best to get it before the end of October. But even if you don't get it at the start of the flu season, it's not too late to get one while the flu is still going around.

If your child is sick, has a fever, or is wheezing, talk to your doctor to see if you need to reschedule the flu vaccine.

The flu can cause big problems for adults as well as kids. Anyone who has the flu should stay away from people who might get very sick, such as:

- women who are pregnant, trying to get pregnant, just had a baby, or are breastfeeding
- babies and young children
- kids and adults with serious health problems
- people in hospitals or long-term care facilities, such as nursing homes
- seniors 65 years and older

What Else Can Help?

Taking these steps can make spreading the flu less likely:

- Wash your hands well and often with soap, especially after using the bathroom, after coughing or sneezing, and before eating or preparing food
- Never pick up used tissues.
- Don't share cups and eating utensils.
- Keep kids home if they have the flu — and stay home if you're sick.
- Cover your mouth and nose with a tissue when you cough or sneeze, then put it in the trash.
- If you don't have a tissue, cough or sneeze into your upper arm, not your hands.

Flu article

What causes the flu?

- ☐ Bacteria
- ☐ Virus
- ☐ Fungus

The flu is an infection of what part of the body?

- ☐ The digestive tract
- ☐ The respiratory tract
- ☐ The skin

List 5 symptoms of the flu.

Your answer

What word describes when a lot of people within in an area are infected with a disease at the same time?

- ☐ Epidemic
- ☐ Pandemic



What word describes when a disease spread over an entire nation or all over the world?

- ☐ Epidemic
- ☐ Pandemic

List 3 tips to help prevent spreading the flu.

Your answer

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Based on the article "No Test, No Stress" -

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