What happens to the sun in the October?



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Compare the two tables.



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Compare the two graphs:

On a separate sheet of paper….

1. Use some of the words below to describe what is happening to the sun over time in October.

**Increasing**, **decreasing, relationship, linear, variables, non-linear, correlation, positive, negative, weak, strong, line of best fit, curve of best fit, trend,**

2. **Predict** what will happen to the sun November. Is this **extrapolation** or **interpolation**?

3. Pick **two variables** so that you can study the **relationship** between the two variables (e.g. time and sunset, time and distance, age and amount of sleeping hours).

4. Use Google to **find data** (numbers) for the **two variables**. (Hint: Google the names of the two variables and “table”; e.g. age height table image OR total offensive yards and games played table image)

  

**Math Rubric**

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| --- | --- | --- | --- | --- |
| CRITERIA | LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 |
| **Knowledge and Understanding**Do I understand the concepts?concepts |  |  | • Demonstrates considerable knowledge of content and understanding of contents |  |
| **Communication**Is my answer easy to follow and understand?Do I follow mathematical conventions?Do I use specific mathematical vocabulary? |  |  | • Explanations are mostly clear and easy to read• Uses appropriate mathematical conventions: labels on graphs, headings for tables, etc.• Uses vocabulary of the unit with considerable effectiveness: uses key words from unit. |  |
| **Reflecting**Do my answers make sense? |  |  | • Checks to make sure answers are reasonable.• Explanation includes a statement that shows students have checked that their answer is reasonable and makes sense. |  |

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