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How "Murder at Old Fields" is aligned with <b>New Hampshire</b> Curriculum Standards			
Grade 9			
<b>Science</b>			
<b>STRAND / STANDARD</b>		<b>NH.SPS1.</b>	<b>Science Process Skills: Scientific Inquiry and Critical Thinking Skills</b>
	<b>STANDARD / GLE</b>	<b>S:SPS1:11:3.1.</b>	Conducting Scientific Investigations: Students will apply skills from previous grades and select and use apparatus and material safely.
	<b>STANDARD / GLE</b>	<b>S:SPS1:11:3.2.</b>	Conducting Scientific Investigations: Students will apply skills from previous grades and use instruments effectively and accurately for collecting data.
	<b>STANDARD / GLE</b>	<b>S:SPS1:11:3.3.</b>	Conducting Scientific Investigations: Students will apply skills from previous grades and compile and organize data, using appropriate units.
	<b>STANDARD / GLE</b>	<b>S:SPS1:11:4.1.</b>	Representing and Understanding Results of Investigations: Students will apply skills from previous grades and compile and display data, evidence and information by hand and computer, in a variety of formats, including diagrams, flow charts, tables, graphs and scatter plots.
	<b>STANDARD / GLE</b>	<b>S:SPS1:11:5.1.</b>	Evaluating Scientific Explanations: Students will apply skills from previous grades and explain how data support or refute the hypothesis or prediction.
	<b>STANDARD / GLE</b>	<b>S:SPS1:11:5.2.</b>	Evaluating Scientific Explanations: Students will apply skills from previous grades and provide a statement that addresses and answers the question investigated in light of the evidence generated in the investigation.
<b>STRAND / STANDARD</b>		<b>NH.SPS2.</b>	<b>Science Process Skills: Unifying Concepts of Science</b>
	<b>STANDARD / GLE</b>	<b>S:SPS2:11:1.1.</b>	Nature of Science: Students will apply skills from previous grades and explore new phenomena through investigations conducted for different reasons, or to check on previous results.
	<b>STANDARD / GLE</b>	<b>S:SPS2:11:1.2.</b>	Nature of Science: Students will apply skills from previous grades and test how well a theory predicts a phenomena.
<b>STRAND / STANDARD</b>		<b>NH.SPS4.</b>	<b>Science Process Skills: Science Skills for Information, Communication and Media Literacy</b>



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		STANDARD / GLE	S:SPS4:11:1.2.	Information and Media Literacy: Students will apply skills from previous grades and collect and use qualitative and quantitative data and information, seek evidence and sources of information to identify flaws such as errors and bias, and explain how the evidence supports or refutes an initial hypothesis.
		STANDARD / GLE	S:SPS4:11:3.1.	Critical Thinking and Systems Thinking: Students will apply skills from previous grades and pursue scientific inquiry such as observation, measurement, hypothesis formation and analysis, and value 'habits of mind' such as persistence, accuracy, and collaboration.
		STANDARD / GLE	S:SPS4:11:4.3.	Problem Identification, Formulation, and Solution: Students will apply skills from previous grades and develop models and explanations to fit evidence obtained through investigations.
		STANDARD / GLE	S:SPS4:11:5.2.	Creativity and Intellectual Curiosity: Students will apply skills from previous grades and use electronic networks to share information.
		STANDARD / GLE	S:SPS4:11:5.3.	Creativity and Intellectual Curiosity: Students will apply skills from previous grades and model solutions to a range of problems in science and technology using computer simulation software.
		STANDARD / GLE	S:SPS4:11:7.1.	Self Direction: Students will apply skills from previous grades and use key ideas of science to document and explain through an investigation the relationship between science and concepts.
	STRAND / STANDARD		NH.CC.RST.9-10.	<b>Reading Standards for Literacy in Science and Technical Subjects</b>
		STANDARD / GLE		Integration of Knowledge and Ideas
		GRADE LEVEL EXPECTATION	RST.9-10.7.	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
	STRAND / STANDARD		NH.CC.WHST.9-10.	<b>Writing Standards for Literacy in Science and Technical Subjects</b>
		STANDARD / GLE		Text Types and Purposes
		GRADE LEVEL EXPECTATION	WHST.9-10.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
		EXPECTATION	WHST.9-10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

STANDARD / GLE		WHST.9-10.6.	Production and Distribution of Writing
GRADE LEVEL EXPECTATION			Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
Grade 10			
<b>Science</b>			
<b>STRAND / STANDARD</b>		<b>NH.SPS1.</b>	<b>Science Process Skills: Scientific Inquiry and Critical Thinking Skills</b>
	<b>STANDARD / GLE</b>	<b>S:SPS1:11:3.1.</b>	Conducting Scientific Investigations: Students will apply skills from previous grades and select and use apparatus and material safely.
	<b>STANDARD / GLE</b>	<b>S:SPS1:11:3.2.</b>	Conducting Scientific Investigations: Students will apply skills from previous grades and use instruments effectively and accurately for collecting data.
	<b>STANDARD / GLE</b>	<b>S:SPS1:11:3.3.</b>	Conducting Scientific Investigations: Students will apply skills from previous grades and compile and organize data, using appropriate units.
	<b>STANDARD / GLE</b>	<b>S:SPS1:11:4.1.</b>	Representing and Understanding Results of Investigations: Students will apply skills from previous grades and compile and display data, evidence and information by hand and computer, in a variety of formats, including diagrams, flow charts, tables, graphs and scatter plots.
	<b>STANDARD / GLE</b>	<b>S:SPS1:11:5.1.</b>	Evaluating Scientific Explanations: Students will apply skills from previous grades and explain how data support or refute the hypothesis or prediction.
	<b>STANDARD / GLE</b>	<b>S:SPS1:11:5.2.</b>	Evaluating Scientific Explanations: Students will apply skills from previous grades and provide a statement that addresses and answers the question investigated in light of the evidence generated in the investigation.
<b>STRAND / STANDARD</b>		<b>NH.SPS2.</b>	<b>Science Process Skills: Unifying Concepts of Science</b>
	<b>STANDARD / GLE</b>	<b>S:SPS2:11:1.1.</b>	Nature of Science: Students will apply skills from previous grades and explore new phenomena through investigations conducted for different reasons, or to check on previous results.



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		STANDARD / GLE	S:SPS2:11:1.2.	Nature of Science: Students will apply skills from previous grades and test how well a theory predicts a phenomena.
		STANDARD / GLE	S:SPS2:11:4.2.	Patterns of Change: Students will apply skills from previous grades and describe how graphs and equations are useful (and often equivalent) ways for depicting and analyzing patterns of change.
	STRAND / STANDARD		NH.SPS4.	<b>Science Process Skills: Science Skills for Information, Communication and Media Literacy</b>
		STANDARD / GLE	S:SPS4:11:1.2.	Information and Media Literacy: Students will apply skills from previous grades and collect and use qualitative and quantitative data and information, seek evidence and sources of information to identify flaws such as errors and bias, and explain how the evidence supports or refutes an initial hypothesis.
		STANDARD / GLE	S:SPS4:11:3.1.	Critical Thinking and Systems Thinking: Students will apply skills from previous grades and pursue scientific inquiry such as observation, measurement, hypothesis formation and analysis, and value 'habits of mind' such as persistence, accuracy, and collaboration.
		STANDARD / GLE	S:SPS4:11:4.3.	Problem Identification, Formulation, and Solution: Students will apply skills from previous grades and develop models and explanations to fit evidence obtained through investigations.
		STANDARD / GLE	S:SPS4:11:5.2.	Creativity and Intellectual Curiosity: Students will apply skills from previous grades and use electronic networks to share information.
		STANDARD / GLE	S:SPS4:11:5.3.	Creativity and Intellectual Curiosity: Students will apply skills from previous grades and model solutions to a range of problems in science and technology using computer simulation software.
		STANDARD / GLE	S:SPS4:11:7.1.	Self Direction: Students will apply skills from previous grades and use key ideas of science to document and explain through an investigation the relationship between science and concepts.
	STRAND / STANDARD		NH.CC.RST.9-10.	<b>Reading Standards for Literacy in Science and Technical Subjects</b>
		STANDARD / GLE		Integration of Knowledge and Ideas



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			<b>GRADE LEVEL EXPECTATION</b>	<b>RST.9-10.7.</b>	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
	<b>STRAND / STANDARD</b>			<b>NH.CC.WHST.9-10.</b>	<b>Writing Standards for Literacy in Science and Technical Subjects</b>
			<b>STANDARD / GLE</b>		Text Types and Purposes
			<b>GRADE LEVEL EXPECTATION</b>	<b>WHST.9-10.2.</b>	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
			<b>EXPECTATION</b>	<b>WHST.9-10.2(f)</b>	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
			<b>STANDARD / GLE</b>		Production and Distribution of Writing
			<b>GRADE LEVEL EXPECTATION</b>	<b>WHST.9-10.6.</b>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
Grade 11					
	<b>Science</b>				
	<b>STRAND / STANDARD</b>			<b>NH.SPS1.</b>	<b>Science Process Skills: Scientific Inquiry and Critical Thinking Skills</b>
			<b>STANDARD / GLE</b>	<b>S:SPS1:11:3.1.</b>	Conducting Scientific Investigations: Students will apply skills from previous grades and select and use apparatus and material safely.
			<b>STANDARD / GLE</b>	<b>S:SPS1:11:3.2.</b>	Conducting Scientific Investigations: Students will apply skills from previous grades and use instruments effectively and accurately for collecting data.
			<b>STANDARD / GLE</b>	<b>S:SPS1:11:3.3.</b>	Conducting Scientific Investigations: Students will apply skills from previous grades and compile and organize data, using appropriate units.
			<b>STANDARD / GLE</b>	<b>S:SPS1:11:4.1.</b>	Representing and Understanding Results of Investigations: Students will apply skills from previous grades and compile and display data, evidence and information by hand and computer, in a variety of formats, including diagrams, flow charts, tables, graphs and scatter plots.



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		STANDARD / GLE	S:SPS1:11:5.1.	Evaluating Scientific Explanations: Students will apply skills from previous grades and explain how data support or refute the hypothesis or prediction.
		STANDARD / GLE	S:SPS1:11:5.2.	Evaluating Scientific Explanations: Students will apply skills from previous grades and provide a statement that addresses and answers the question investigated in light of the evidence generated in the investigation.
	STRAND / STANDARD		NH.SPS2.	<b>Science Process Skills: Unifying Concepts of Science</b>
		STANDARD / GLE	S:SPS2:11:1.1.	Nature of Science: Students will apply skills from previous grades and explore new phenomena through investigations conducted for different reasons, or to check on previous results.
		STANDARD / GLE	S:SPS2:11:4.2.	Patterns of Change: Students will apply skills from previous grades and describe how graphs and equations are useful (and often equivalent) ways for depicting and analyzing patterns of change.
	STRAND / STANDARD		NH.SPS4.	<b>Science Process Skills: Science Skills for Information, Communication and Media Literacy</b>
		STANDARD / GLE	S:SPS4:11:1.2.	Information and Media Literacy: Students will apply skills from previous grades and collect and use qualitative and quantitative data and information, seek evidence and sources of information to identify flaws such as errors and bias, and explain how the evidence supports or refutes an initial hypothesis.
		STANDARD / GLE	S:SPS4:11:3.1.	Critical Thinking and Systems Thinking: Students will apply skills from previous grades and pursue scientific inquiry such as observation, measurement, hypothesis formation and analysis, and value 'habits of mind' such as persistence, accuracy, and collaboration.
		STANDARD / GLE	S:SPS4:11:4.3.	Problem Identification, Formulation, and Solution: Students will apply skills from previous grades and develop models and explanations to fit evidence obtained through investigations.
		STANDARD / GLE	S:SPS4:11:5.2.	Creativity and Intellectual Curiosity: Students will apply skills from previous grades and use electronic networks to share information.



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		<b>STANDARD / GLE</b>		<b>S:SPS4:11:5.3.</b>	Creativity and Intellectual Curiosity: Students will apply skills from previous grades and model solutions to a range of problems in science and technology using computer simulation software.
		<b>STANDARD / GLE</b>		<b>S:SPS4:11:7.1.</b>	Self Direction: Students will apply skills from previous grades and use key ideas of science to document and explain through an investigation the relationship between science and concepts.
	<b>STRAND / STANDARD</b>			<b>NH.CC.RST.11-12.</b>	<b>Reading Standards for Literacy in Science and Technical Subjects</b>
		<b>STANDARD / GLE</b>			Integration of Knowledge and Ideas
			<b>GRADE LEVEL EXPECTATION</b>	<b>RST.11-12.8.</b>	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
			<b>GRADE LEVEL EXPECTATION</b>	<b>RST.11-12.9.</b>	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
	<b>STRAND / STANDARD</b>			<b>NH.CC.WHST.11-12.</b>	<b>Writing Standards for Literacy in Science and Technical Subjects</b>
		<b>STANDARD / GLE</b>			Text Types and Purposes
			<b>GRADE LEVEL EXPECTATION</b>	<b>WHST.11-12.2.</b>	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
			<b>EXPECTATION</b>	<b>WHST.11-12.2(e)</b>	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
		<b>STANDARD / GLE</b>			Production and Distribution of Writing
			<b>GRADE LEVEL EXPECTATION</b>	<b>WHST.11-12.6.</b>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Grade 12					
<b>Science</b>					
	<b>STRAND / STANDARD</b>			<b>NH.SPS1.</b>	<b>Science Process Skills: Scientific Inquiry and Critical Thinking Skills</b>



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		STANDARD / GLE	S:SPS1:12:1.3.	Making Observations and Asking Questions: Students will apply skills from previous grades and make measurements and observations about a variety of events and phenomena, including those that occur during very small and very large time frames.
		STANDARD / GLE	S:SPS1:12:2.2.	Designing Scientific Investigations: Students will apply skills from previous grades and evaluate and select appropriate instruments for collecting data and evidence in an investigation.
		STANDARD / GLE	S:SPS1:12:2.3.	Designing Scientific Investigations: Students will apply skills from previous grades and develop appropriate sampling procedures for a given investigation.
		STANDARD / GLE	S:SPS1:12:3.1.	Conducting Scientific Investigations: Students will apply skills from previous grades and carry out procedures controlling major variables and adapting or extending procedures where required.
		STANDARD / GLE	S:SPS1:12:3.2.	Conducting Scientific Investigations: Students will apply skills from previous grades and implement appropriate sampling procedures.
		STANDARD / GLE	S:SPS1:12:3.3.	Conducting Scientific Investigations: Students will apply skills from previous grades and identify and explain sources of error and uncertainty in measurement and express results in a form that acknowledges the degree of uncertainty.
		STANDARD / GLE	S:SPS1:12:4.1.	Representing and Understanding Results of Investigations: Students will apply skills from previous grades and interpret patterns and trends in data, and infer or calculate linear and non-linear relationships among variables.
		STRAND / STANDARD	NH.SPS3.	<b>Science Process Skills: Personal, Social, and Technological Perspectives</b>
		STANDARD / GLE	S:SPS3:12:3.3.	Science and Technology, Technological Design and Application: Students will apply skills from previous grades and analyze technical writing, graphs, charts, and diagrams.
		STRAND / STANDARD	NH.SPS4.	<b>Science Process Skills: Science Skills for Information, Communication and Media Literacy</b>



		STANDARD / GLE	S:SPS4:12:1.2.	Information and Media Literacy: Students will apply skills from previous grades and collect and use qualitative and quantitative data and information, seek evidence and sources of information to identify flaws such as errors and bias, and explain how the evidence supports or refutes an initial hypothesis.
		STANDARD / GLE	S:SPS4:12:3.1.	Critical Thinking and Systems Thinking: Students will apply skills from previous grades and pursue scientific inquiry such as observation, measurement, hypothesis formation and analysis, and value 'habits of mind' such as persistence, accuracy, and collaboration.
		STANDARD / GLE	S:SPS4:12:4.3.	Problem Identification, Formulation, and Solution: Students will apply skills from previous grades and develop models and explanations to fit evidence obtained through investigations.
		STANDARD / GLE	S:SPS4:12:5.2.	Creativity and Intellectual Curiosity: Students will apply skills from previous grades and use electronic networks to share information.
		STANDARD / GLE	S:SPS4:12:5.3.	Creativity and Intellectual Curiosity: Students will apply skills from previous grades and model solutions to a range of problems in science and technology using computer simulation software.
		STANDARD / GLE	S:SPS4:12:7.1.	Self Direction: Students will apply skills from previous grades and use key ideas of science to document and explain through an investigation the relationship between science and concepts.
	STRAND / STANDARD		NH.CC.RST.11-12.	<b>Reading Standards for Literacy in Science and Technical Subjects</b>
		STANDARD / GLE		Integration of Knowledge and Ideas
		GRADE LEVEL EXPECTATION	RST.11-12.8.	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
		GRADE LEVEL EXPECTATION	RST.11-12.9.	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
	STRAND / STANDARD		NH.CC.WHST.11-12.	<b>Writing Standards for Literacy in Science and Technical Subjects</b>



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STANDARD / GLE				Text Types and Purposes
			<b>GRADE LEVEL EXPECTATION</b>	<b>WHST.11-12.2.</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
			<b>EXPECTATION</b>	<b>WHST.11-12.2(e)</b> Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
STANDARD / GLE				Production and Distribution of Writing
			<b>GRADE LEVEL EXPECTATION</b>	<b>WHST.11-12.6.</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.