

How "Murder at Old Fields" is aligned with New York Core Curriculum			
Grade 9			
Science			
STRAND / DOMAIN		NY.L.	THE LIVING ENVIRONMENT
	STANDARD	L.1.S2:	SCIENTIFIC INQUIRY: Beyond the use of reasoning and consensus, scientific inquiry involves the testing of proposed explanations involving the use of conventional techniques and procedures and usually requiring considerable ingenuity.
	STANDARD	L.1.S3:	SCIENTIFIC INQUIRY: The observations made while testing proposed explanations, when analyzed using conventional and invented methods, provide new insights into phenomena.
STRAND / DOMAIN		NY.C.	PHYSICAL SETTING / CHEMISTRY
	CATEGORY / CLUSTER	C.1.	Analysis, Inquiry, and Design: Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.
	STANDARD	C.1.S2.	SCIENTIFIC INQUIRY: Beyond the use of reasoning and consensus, scientific inquiry involves the testing of proposed explanations involving the use of conventional techniques and procedures and usually requiring considerable ingenuity.
	EXPECTATION	1.S2.1.	Devise ways of making observations to test proposed explanations.
	GRADE EXPECTATION	1.S2.1.i.	Design and/or carry out experiments, using scientific methodology to test proposed calculations.
	EXPECTATION	1.S2.4.	Carry out a research plan for testing explanations, including selecting and developing techniques, acquiring and building apparatus, and recording observations as necessary.
	GRADE EXPECTATION	1.S2.4.i.	Determine safety procedures to accompany a research plan
	STANDARD	C.1.S3.	SCIENTIFIC INQUIRY: The observations made while testing proposed explanations, when analyzed using conventional and invented methods, provide new insights into phenomena.
	EXPECTATION	1.S3.1.	Use various means of representing and organizing observations (e.g.,



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					diagrams, tables, charts, graphs, equations, and matrices) and insightfully interpret the organized data.	
				<b>GRADE EXPECTATION</b>	<b>1.S3.1.i.</b>	Organize observations in a data table, analyze the data for trends or patterns, and interpret the trends or patterns, using scientific concepts.
				<b>EXPECTATION</b>	<b>1.S3.2.</b>	Apply statistical analysis techniques when appropriate to test if chance alone explains the result.
				<b>EXPECTATION</b>	<b>1.S3.3.</b>	Assess correspondence between the predicted result contained in the hypothesis and the actual result, and reach a conclusion as to whether or not the explanation on which the prediction is supported.
				<b>GRADE EXPECTATION</b>	<b>1.S3.3.i.</b>	Evaluate experimental methodology for inherent sources of error and analyze the possible effect on the result.
				<b>EXPECTATION</b>	<b>7.2.1.</b>	Work effectively
				<b>EXPECTATION</b>	<b>7.2.2.</b>	Gather and process information
				<b>EXPECTATION</b>	<b>7.2.4.</b>	Observe common themes
				<b>EXPECTATION</b>	<b>7.2.5.</b>	Realize ideas
<b>STRAND / DOMAIN</b>					<b>NY.P.</b>	<b>PHYSICAL SETTING / PHYSICS</b>
				<b>CATEGORY / CLUSTER</b>	<b>P.1.</b>	Analysis, Inquiry, and Design: Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.
				<b>STANDARD</b>	<b>P.1.S1.</b>	SCIENTIFIC INQUIRY: The central purpose of scientific inquiry is to develop explanations of natural phenomena in a continuing, creative process.
				<b>EXPECTATION</b>	<b>1.S1.1.</b>	Develop extended visual models and mathematical formulations to represent an understanding of natural phenomena.
				<b>EXPECTATION</b>	<b>1.S1.2.</b>	Clarify ideas through reasoning, research, and discussion.
				<b>STANDARD</b>	<b>P.1.S2.</b>	SCIENTIFIC INQUIRY: Beyond the use of reasoning and consensus, scientific inquiry involves the testing of proposed explanations involving the use of conventional techniques and procedures and usually requiring considerable ingenuity.
				<b>EXPECTATION</b>	<b>1.S2.4.</b>	Carry out a research plan for testing explanations, including selecting and developing techniques, acquiring and building apparatus, and recording observations as necessary. (Note: This could apply to many activities from simple investigations to long-term projects.)
				<b>STANDARD</b>	<b>P.1.S3.</b>	SCIENTIFIC INQUIRY: The observations made while testing proposed explanations, when analyzed using conventional and invented methods,



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						provide new insights into phenomena.
				<b>EXPECTATION</b>	<b>1.S3.1.</b>	Use various means of representing and organizing observations (e.g., diagrams, tables, charts, graphs, and equations) and insightfully interpret the organized data.
				<b>GRADE EXPECTATION</b>	<b>1.S3.1.ii.</b>	Identify possible sources of error in data collection and explain their effects on experimental results
				<b>EXPECTATION</b>	<b>1.S3.2.</b>	Apply statistical analysis techniques when appropriate to test if chance alone explains the result.
				<b>GRADE EXPECTATION</b>	<b>1.S3.2.i.</b>	Examine collected data to evaluate the reliability of experimental results, including percent error, range, standard deviation, line of best fit, and the use of the correct number of significant digits
				<b>EXPECTATION</b>	<b>1.S3.3.</b>	Assess correspondence between the predicted result contained in the hypothesis and the actual result, and reach a conclusion as to whether or not the explanation on which the prediction was based is supported.
				<b>CATEGORY / CLUSTER</b>	<b>P.2.</b>	Information Systems: Students will access, generate, process, and transfer information, using appropriate technologies.
				<b>STANDARD</b>	<b>P.2.1.</b>	Information technology is used to retrieve, process, and communicate information as a tool to enhance learning.
				<b>EXPECTATION</b>	<b>2.1.1.</b>	Understand and use the more advanced features of word processing, spreadsheets, and database software.
				<b>GRADE EXPECTATION</b>	<b>2.1.2.ii.</b>	Use appropriate technology to gather experimental data, develop models, and present results.
				<b>EXPECTATION</b>	<b>6.6.1.</b>	Determine optimal solutions to problems that can be solved using quantitative methods.
				<b>CATEGORY / CLUSTER</b>	<b>P.7.</b>	Interdisciplinary Problem Solving: Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.
				<b>STANDARD</b>	<b>P.7.2.</b>	Solving interdisciplinary problems involves a variety of skills and strategies, including effective work habits; gathering and processing information; generating and analyzing ideas; realizing ideas; making connections among the common themes of mathematics, science, and technology; and presenting results.
				<b>EXPECTATION</b>	<b>7.2.1.</b>	Collect, analyze, interpret, and present data, using appropriate tools.
				<b>EXPECTATION</b>	<b>7.2.2.</b>	If students participate in an extended, culminating mathematics, science,



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						and technology project, then students should:
					<b>GRADE EXPECTATION</b>	<b>7.2.2.i.</b> Work effectively
					<b>GRADE EXPECTATION</b>	<b>7.2.2.ii.</b> Gather and process information
					<b>GRADE EXPECTATION</b>	<b>7.2.2.iii.</b> Generate and analyze ideas
					<b>GRADE EXPECTATION</b>	<b>7.2.2.iv.</b> Observe common themes
					<b>GRADE EXPECTATION</b>	<b>7.2.2.v.</b> Realize ideas
					<b>STRAND / DOMAIN</b>	<b>NY.CC.9-10.RST.</b> <b>Reading Standards for Literacy in Science and Technical Subjects</b>
					<b>CATEGORY / CLUSTER</b>	Integration of Knowledge and Ideas
					<b>STANDARD</b>	<b>9-10.RST.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 / DOMAIN</b>	<b>NY.CC.9-10.WHST.</b> <b>Writing Standards for Literacy in Science and Technical Subjects</b>
					<b>CATEGORY / CLUSTER</b>	Text Types and Purposes
					<b>STANDARD</b>	<b>9-10.WHST.2.</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
					<b>EXPECTATION</b>	<b>9-10.WHST.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>CATEGORY / CLUSTER</b>	Production and Distribution of Writing
					<b>STANDARD</b>	<b>9-10.WHST.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.
<b>Grade 10</b>						
<b>Science</b>						
					<b>STRAND / DOMAIN</b>	<b>NY.L.</b> <b>THE LIVING ENVIRONMENT</b>
					<b>CATEGORY / CLUSTER</b>	<b>L.1.</b> Analysis, Inquiry, and Design: Students will use mathematical analysis,



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					scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.
			<b>STANDARD</b>	<b>L.1.S2:</b>	SCIENTIFIC INQUIRY: Beyond the use of reasoning and consensus, scientific inquiry involves the testing of proposed explanations involving the use of conventional techniques and procedures and usually requiring considerable ingenuity.
			<b>EXPECTATION</b>	<b>1.S2.3.</b>	Develop and present proposals including formal hypotheses to test explanations; i.e., predict what should be observed under specific conditions if the explanation is true.
			<b>EXPECTATION</b>	<b>1.S2.4.</b>	Carry out a research plan for testing explanations, including selecting and developing techniques, acquiring and building apparatus, and recording observations as necessary.
			<b>STANDARD</b>	<b>L.1.S3:</b>	SCIENTIFIC INQUIRY: The observations made while testing proposed explanations, when analyzed using conventional and invented methods, provide new insights into phenomena.
			<b>EXPECTATION</b>	<b>1.S3.2.</b>	Apply statistical analysis techniques when appropriate to test if chance alone explains the results.
			<b>STRAND / DOMAIN</b>	<b>NY.E.</b>	<b>PHYSICAL SETTING / EARTH SCIENCE</b>
			<b>CATEGORY / CLUSTER</b>	<b>E.1.</b>	Analysis, Inquiry, and Design: Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.
			<b>STRAND / DOMAIN</b>	<b>NY.C.</b>	<b>PHYSICAL SETTING / CHEMISTRY</b>
			<b>CATEGORY / CLUSTER</b>	<b>C.1.</b>	Analysis, Inquiry, and Design: Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.
			<b>GRADE EXPECTATION</b>	<b>1.M1.1.i.</b>	Organize, graph, and analyze data gathered from laboratory activities or other sources: identify independent and dependent variables.
			<b>GRADE EXPECTATION</b>	<b>1.M1.1.ii.</b>	Organize, graph, and analyze data gathered from laboratory activities or other sources: create appropriate axes with labels and scale.
			<b>GRADE EXPECTATION</b>	<b>1.M1.1.iii.</b>	Organize, graph, and analyze data gathered from laboratory activities or other sources: identify graph points clearly.
			<b>GRADE EXPECTATION</b>	<b>1.M1.1.iv.</b>	Measure and record experimental data and use data in calculations: choose appropriate measurement scales and use units in recording.
			<b>GRADE</b>	<b>1.M1.1.xii.</b>	Recognize and convert various scales of measurement: Length - kilometers

			<b>EXPECTATION</b>	(km); meters (m); centimeters (cm); millimeters (mm).
			<b>STANDARD</b>	<b>C.1.S2.</b> SCIENTIFIC INQUIRY: Beyond the use of reasoning and consensus, scientific inquiry involves the testing of proposed explanations involving the use of conventional techniques and procedures and usually requiring considerable ingenuity.
			<b>EXPECTATION</b>	<b>1.S2.1.</b> Devise ways of making observations to test proposed explanations.
			<b>GRADE EXPECTATION</b>	<b>1.S2.1.i.</b> Design and/or carry out experiments, using scientific methodology to test proposed calculations.
			<b>STANDARD</b>	<b>C.1.S3.</b> SCIENTIFIC INQUIRY: The observations made while testing proposed explanations, when analyzed using conventional and invented methods, provide new insights into phenomena.
			<b>EXPECTATION</b>	<b>1.S3.1.</b> Use various means of representing and organizing observations (e.g., diagrams, tables, charts, graphs, equations, and matrices) and insightfully interpret the organized data.
			<b>GRADE EXPECTATION</b>	<b>1.S3.1.i.</b> Organize observations in a data table, analyze the data for trends or patterns, and interpret the trends or patterns, using scientific concepts.
			<b>EXPECTATION</b>	<b>1.S3.2.</b> Apply statistical analysis techniques when appropriate to test if chance alone explains the result.
			<b>CATEGORY / CLUSTER</b>	<b>C.6.</b> Interconnectedness: Common Themes: Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.
			<b>STANDARD</b>	<b>C.7.2.</b> Solving interdisciplinary problems involves a variety of skills and strategies, including effective work habits; gathering and processing information; generating and analyzing ideas; realizing ideas; making connections among the common themes of mathematics, science, and technology; and presenting results. If students are asked to do a project, then the project would require students to:
			<b>EXPECTATION</b>	<b>7.2.1.</b> Work effectively
			<b>EXPECTATION</b>	<b>7.2.2.</b> Gather and process information
			<b>EXPECTATION</b>	<b>7.2.4.</b> Observe common themes
			<b>EXPECTATION</b>	<b>7.2.5.</b> Realize ideas
			<b>STRAND / DOMAIN</b>	<b>NY.P. PHYSICAL SETTING / PHYSICS</b>
			<b>STANDARD</b>	<b>P.1.S1.</b> SCIENTIFIC INQUIRY: The central purpose of scientific inquiry is to develop explanations of natural phenomena in a continuing, creative process.

			<b>EXPECTATION</b>	<b>1.S1.1.</b>	Develop extended visual models and mathematical formulations to represent an understanding of natural phenomena.
			<b>EXPECTATION</b>	<b>1.S1.2.</b>	Clarify ideas through reasoning, research, and discussion.
			<b>STANDARD</b>	<b>P.1.S2.</b>	SCIENTIFIC INQUIRY: Beyond the use of reasoning and consensus, scientific inquiry involves the testing of proposed explanations involving the use of conventional techniques and procedures and usually requiring considerable ingenuity.
			<b>EXPECTATION</b>	<b>1.S2.4.</b>	Carry out a research plan for testing explanations, including selecting and developing techniques, acquiring and building apparatus, and recording observations as necessary. (Note: This could apply to many activities from simple investigations to long-term projects.)
			<b>STANDARD</b>	<b>P.1.S3.</b>	SCIENTIFIC INQUIRY: The observations made while testing proposed explanations, when analyzed using conventional and invented methods, provide new insights into phenomena.
			<b>EXPECTATION</b>	<b>1.S3.1.</b>	Use various means of representing and organizing observations (e.g., diagrams, tables, charts, graphs, and equations) and insightfully interpret the organized data.
			<b>GRADE EXPECTATION</b>	<b>1.S3.1.ii.</b>	Identify possible sources of error in data collection and explain their effects on experimental results
			<b>EXPECTATION</b>	<b>1.S3.2.</b>	Apply statistical analysis techniques when appropriate to test if chance alone explains the result.
			<b>GRADE EXPECTATION</b>	<b>1.S3.2.i.</b>	Examine collected data to evaluate the reliability of experimental results, including percent error, range, standard deviation, line of best fit, and the use of the correct number of significant digits
			<b>EXPECTATION</b>	<b>1.S3.3.</b>	Assess correspondence between the predicted result contained in the hypothesis and the actual result, and reach a conclusion as to whether or not the explanation on which the prediction was based is supported.
			<b>CATEGORY / CLUSTER</b>	<b>P.2.</b>	Information Systems: Students will access, generate, process, and transfer information, using appropriate technologies.
			<b>STANDARD</b>	<b>P.2.1.</b>	Information technology is used to retrieve, process, and communicate information as a tool to enhance learning.
			<b>EXPECTATION</b>	<b>2.1.1.</b>	Understand and use the more advanced features of word processing, spreadsheets, and database software.
			<b>EXPECTATION</b>	<b>2.1.2.</b>	Prepare multimedia presentations demonstrating a clear sense of audience

						and purpose. (Note: Multimedia may include posters, slides, images, presentation software, etc.)
					<b>GRADE EXPECTATION</b>	<b>2.1.2.ii.</b> Use appropriate technology to gather experimental data, develop models, and present results.
					<b>EXPECTATION</b>	<b>6.5.2.</b> Search for multiple trends when analyzing data for patterns, and identify data that do not fit the trends.
					<b>GRADE EXPECTATION</b>	<b>6.5.2.i.</b> Deduce patterns from the organization and presentation of data.
					<b>GRADE EXPECTATION</b>	<b>6.5.2.ii.</b> Identify and develop models, using patterns in data.
					<b>STANDARD</b>	<b>P.6.6.</b> In order to arrive at the best solution that meets criteria within constraints, it is often necessary to make trade-offs.
					<b>EXPECTATION</b>	<b>6.6.1.</b> Determine optimal solutions to problems that can be solved using quantitative methods.
					<b>CATEGORY / CLUSTER</b>	<b>P.7.</b> Interdisciplinary Problem Solving: Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.
					<b>STANDARD</b>	<b>P.7.2.</b> Solving interdisciplinary problems involves a variety of skills and strategies, including effective work habits; gathering and processing information; generating and analyzing ideas; realizing ideas; making connections among the common themes of mathematics, science, and technology; and presenting results.
					<b>EXPECTATION</b>	<b>7.2.1.</b> Collect, analyze, interpret, and present data, using appropriate tools.
					<b>EXPECTATION</b>	<b>7.2.2.</b> If students participate in an extended, culminating mathematics, science, and technology project, then students should:
					<b>GRADE EXPECTATION</b>	<b>7.2.2.i.</b> Work effectively
					<b>GRADE EXPECTATION</b>	<b>7.2.2.ii.</b> Gather and process information
					<b>GRADE EXPECTATION</b>	<b>7.2.2.iii.</b> Generate and analyze ideas
					<b>GRADE EXPECTATION</b>	<b>7.2.2.iv.</b> Observe common themes
					<b>GRADE</b>	<b>7.2.2.v.</b> Realize ideas



EXPECTATION			
<b>STRAND / DOMAIN</b>		<b>NY.CC.9-10.RST.</b>	<b>Reading Standards for Literacy in Science and Technical Subjects</b>
<b>CATEGORY / CLUSTER</b>			Integration of Knowledge and Ideas
<b>STANDARD</b>		<b>9-10.RST.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 / DOMAIN</b>		<b>NY.CC.9-10.WHST.</b>	<b>Writing Standards for Literacy in Science and Technical Subjects</b>
<b>CATEGORY / CLUSTER</b>			Text Types and Purposes
<b>STANDARD</b>		<b>9-10.WHST.2.</b>	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
<b>EXPECTATION</b>		<b>9-10.WHST.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>CATEGORY / CLUSTER</b>			Production and Distribution of Writing
<b>STANDARD</b>		<b>9-10.WHST.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.
<b>Grade 11</b>			
<b>Science</b>			
<b>STRAND / DOMAIN</b>		<b>NY.L.</b>	<b>THE LIVING ENVIRONMENT</b>
<b>CATEGORY / CLUSTER</b>		<b>L.1.</b>	Analysis, Inquiry, and Design: Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.
<b>STANDARD</b>		<b>L.1.S2:</b>	SCIENTIFIC INQUIRY: Beyond the use of reasoning and consensus, scientific inquiry involves the testing of proposed explanations involving the use of conventional techniques and procedures and usually requiring considerable ingenuity.
<b>EXPECTATION</b>		<b>1.S2.3.</b>	Develop and present proposals including formal hypotheses to test explanations; i.e., predict what should be observed under specific conditions if the explanation is true.
<b>EXPECTATION</b>		<b>1.S2.4.</b>	Carry out a research plan for testing explanations, including selecting and

					developing techniques, acquiring and building apparatus, and recording observations as necessary.
			<b>STANDARD</b>	<b>L.1.S3:</b>	SCIENTIFIC INQUIRY: The observations made while testing proposed explanations, when analyzed using conventional and invented methods, provide new insights into phenomena.
			<b>EXPECTATION</b>	<b>1.S3.2.</b>	Apply statistical analysis techniques when appropriate to test if chance alone explains the results.
			<b>STANDARD</b>	<b>C.1.S2.</b>	SCIENTIFIC INQUIRY: Beyond the use of reasoning and consensus, scientific inquiry involves the testing of proposed explanations involving the use of conventional techniques and procedures and usually requiring considerable ingenuity.
			<b>EXPECTATION</b>	<b>1.S2.1.</b>	Devise ways of making observations to test proposed explanations.
			<b>GRADE EXPECTATION</b>	<b>1.S2.1.i.</b>	Design and/or carry out experiments, using scientific methodology to test proposed calculations.
			<b>EXPECTATION</b>	<b>1.S2.4.</b>	Carry out a research plan for testing explanations, including selecting and developing techniques, acquiring and building apparatus, and recording observations as necessary.
			<b>STANDARD</b>	<b>P.1.S1.</b>	SCIENTIFIC INQUIRY: The central purpose of scientific inquiry is to develop explanations of natural phenomena in a continuing, creative process.
			<b>EXPECTATION</b>	<b>1.S1.1.</b>	Develop extended visual models and mathematical formulations to represent an understanding of natural phenomena.
			<b>EXPECTATION</b>	<b>1.S1.2.</b>	Clarify ideas through reasoning, research, and discussion.
			<b>STANDARD</b>	<b>P.1.S2.</b>	SCIENTIFIC INQUIRY: Beyond the use of reasoning and consensus, scientific inquiry involves the testing of proposed explanations involving the use of conventional techniques and procedures and usually requiring considerable ingenuity.
			<b>EXPECTATION</b>	<b>1.S2.4.</b>	Carry out a research plan for testing explanations, including selecting and developing techniques, acquiring and building apparatus, and recording observations as necessary. (Note: This could apply to many activities from simple investigations to long-term projects.)
			<b>STANDARD</b>	<b>P.1.S3.</b>	SCIENTIFIC INQUIRY: The observations made while testing proposed explanations, when analyzed using conventional and invented methods, provide new insights into phenomena.
			<b>EXPECTATION</b>	<b>1.S3.1.</b>	Use various means of representing and organizing observations (e.g.,

						diagrams, tables, charts, graphs, and equations) and insightfully interpret the organized data.
				<b>GRADE EXPECTATION</b>	<b>1.S3.1.ii.</b>	Identify possible sources of error in data collection and explain their effects on experimental results
				<b>EXPECTATION</b>	<b>1.S3.2.</b>	Apply statistical analysis techniques when appropriate to test if chance alone explains the result.
				<b>GRADE EXPECTATION</b>	<b>1.S3.2.i.</b>	Examine collected data to evaluate the reliability of experimental results, including percent error, range, standard deviation, line of best fit, and the use of the correct number of significant digits
				<b>EXPECTATION</b>	<b>1.S3.3.</b>	Assess correspondence between the predicted result contained in the hypothesis and the actual result, and reach a conclusion as to whether or not the explanation on which the prediction was based is supported.
				<b>CATEGORY / CLUSTER</b>	<b>P.2.</b>	Information Systems: Students will access, generate, process, and transfer information, using appropriate technologies.
				<b>STANDARD</b>	<b>P.2.1.</b>	Information technology is used to retrieve, process, and communicate information as a tool to enhance learning.
				<b>EXPECTATION</b>	<b>2.1.1.</b>	Understand and use the more advanced features of word processing, spreadsheets, and database software.
				<b>EXPECTATION</b>	<b>2.1.2.</b>	Prepare multimedia presentations demonstrating a clear sense of audience and purpose. (Note: Multimedia may include posters, slides, images, presentation software, etc.)
				<b>GRADE EXPECTATION</b>	<b>2.1.2.ii.</b>	Use appropriate technology to gather experimental data, develop models, and present results.
				<b>EXPECTATION</b>	<b>2.1.5.</b>	Model solutions to a range of problems in mathematics, science, and technology, using computer simulation software.
				<b>GRADE EXPECTATION</b>	<b>2.1.5.i.</b>	Use software to model and extend classroom and laboratory experiences, recognizing the differences between the model used for understanding and real-world behavior.
				<b>EXPECTATION</b>	<b>7.2.1.</b>	Collect, analyze, interpret, and present data, using appropriate tools.
				<b>EXPECTATION</b>	<b>7.2.2.</b>	If students participate in an extended, culminating mathematics, science, and technology project, then students should:
				<b>GRADE EXPECTATION</b>	<b>7.2.2.i.</b>	Work effectively
				<b>GRADE</b>	<b>7.2.2.ii.</b>	Gather and process information

			<b>EXPECTATION</b>		
			<b>GRADE EXPECTATION</b>	7.2.2.iii.	Generate and analyze ideas
			<b>GRADE EXPECTATION</b>	7.2.2.iv.	Observe common themes
			<b>GRADE EXPECTATION</b>	7.2.2.v.	Realize ideas
<b>STRAND / DOMAIN</b>			NY.CC.11-12.RST.	<b>Reading Standards for Literacy in Science and Technical Subjects</b>	
<b>CATEGORY / CLUSTER</b>				Integration of Knowledge and Ideas	
<b>STANDARD</b>			11-12.RST.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.	
<b>STRAND / DOMAIN</b>			NY.CC.11-12.WHST.	<b>Writing Standards for Literacy in Science and Technical Subjects</b>	
<b>CATEGORY / CLUSTER</b>				Text Types and Purposes	
<b>STANDARD</b>			11-12.WHST.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	
<b>EXPECTATION</b>			11-12.WHST.2.e.	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>CATEGORY / CLUSTER</b>				Production and Distribution of Writing	
<b>STANDARD</b>			11-12.WHST.6.	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.	
<b>Grade 12</b>					
<b>Science</b>					
<b>STRAND / DOMAIN</b>			NY.L.	<b>THE LIVING ENVIRONMENT</b>	
<b>STANDARD</b>			L.1.S2:	SCIENTIFIC INQUIRY: Beyond the use of reasoning and consensus, scientific inquiry involves the testing of proposed explanations involving the use of conventional techniques and procedures and usually requiring considerable ingenuity.	
<b>STANDARD</b>			L.1.S3:	SCIENTIFIC INQUIRY: The observations made while testing proposed explanations, when analyzed using conventional and invented methods,	



						information, using appropriate technologies.
				<b>STANDARD</b>	<b>P.2.1.</b>	Information technology is used to retrieve, process, and communicate information as a tool to enhance learning.
				<b>EXPECTATION</b>	<b>2.1.1.</b>	Understand and use the more advanced features of word processing, spreadsheets, and database software.
				<b>GRADE EXPECTATION</b>	<b>2.1.2.ii.</b>	Use appropriate technology to gather experimental data, develop models, and present results.
				<b>EXPECTATION</b>	<b>7.2.1.</b>	Collect, analyze, interpret, and present data, using appropriate tools.
				<b>EXPECTATION</b>	<b>7.2.2.</b>	If students participate in an extended, culminating mathematics, science, and technology project, then students should:
				<b>GRADE EXPECTATION</b>	<b>7.2.2.i.</b>	Work effectively
				<b>GRADE EXPECTATION</b>	<b>7.2.2.ii.</b>	Gather and process information
				<b>GRADE EXPECTATION</b>	<b>7.2.2.iii.</b>	Generate and analyze ideas
				<b>GRADE EXPECTATION</b>	<b>7.2.2.iv.</b>	Observe common themes
				<b>GRADE EXPECTATION</b>	<b>7.2.2.v.</b>	Realize ideas
				<b>STRAND / DOMAIN</b>	<b>NY.CC.11-12.RST.</b>	<b>Reading Standards for Literacy in Science and Technical Subjects</b>
				<b>CATEGORY / CLUSTER</b>		Integration of Knowledge and Ideas
				<b>STANDARD</b>	<b>11-12.RST.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>STRAND / DOMAIN</b>	<b>NY.CC.11-12.WHST.</b>	<b>Writing Standards for Literacy in Science and Technical Subjects</b>
				<b>CATEGORY / CLUSTER</b>		Text Types and Purposes
				<b>STANDARD</b>	<b>11-12.WHST.2.</b>	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
				<b>EXPECTATION</b>	<b>11-12.WHST.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).



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CATEGORY / CLUSTER			Production and Distribution of Writing
	STANDARD	11-12.WHST.6.	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.