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November 2009: Interpreting Evidence



This issue of Science Class—an online companion to *The Science Teacher (TST)*, NSTA's journal for high school teachers—is devoted to the theme of interpreting evidence in the science classroom. From case studies to crickets to mystery boxes, this issue's activities promote evidence-based reasoning for students and provide examples of how teachers can use evidence to improve their teaching and learning. Click on the cover to view *TST*'s complete November 2009 Table of Contents and read a free article (Elk Habitat: A Case Study of Scientific Inquiry) from the issue.

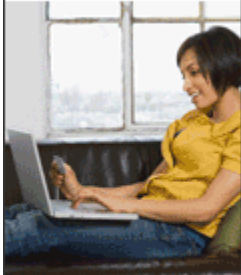
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Here is a collection of online resources we've compiled that relate to **Interpreting Evidence**:

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[In the News: Interpreting Evidence](#)

Too busy to sift through the news in search of interesting stories? Click on the link to read current news stories, collected for you by NSTA staff members, that are related to this theme.



[On the Web: Interpreting Evidence](#)

With so much on the web, it's hard to know what's *really* useful. In this section, you'll find various online resources and opportunities related to this theme.

[From the TST Archives: Interpreting Evidence](#)

Readers tell us again and again how timeless our journal articles are. So in this section, we've compiled theme-related articles from our archives.

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[Books, Books, Books: Interpreting Evidence](#)

Tired of your textbook? Click on this link for a list of some of the high school-level books we've found that relate to this theme.

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