**April/May 2015 Correlations to the Next-Generation Science Standards**

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| **Article** | **NGSS** |
| **Left Life? Right Life? Chirality in Action**  |

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| **HS-LS1-6.**Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules. |

**Crosscutting Concepts:** * Cause and effect: Mechanism and explanation
* Structure and Function
* Systems and system models

**Science and Engineering Practices:** * Developing and using models
* Constructing explanations (for science) and designing solutions (for engineering)

**Nature of Science:** * Scientific knowledge is based on empirical evidence.
* Scientific knowledge assumes an order and consistency in natural systems.
* Science addresses questions about the natural and material world.
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| **Parabens: A Source of Concern?** |

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| **HS-ETS1-3.**Evaluate a solution to a complex real-world problem based on prioritized criteria and tradeoffs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.**Crosscutting Concepts:** * Structure and Function
* Stability and Change
* Scale, proportion, and quantity

**Science and Engineering Practices**: * Asking questions (for science) and defining problems (for engineering)
* Constructing evidence (for science) and designing solutions (for engineering)

**Nature of Science**: * Scientific knowledge is based on empirical evidence.
* Scientific knowledge is open to revision in light of new evidence.
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| **Smartphones, Smart Chemistry** |

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| **HS-PS2-6.** Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials. **HS-ETS1-3.**Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts. |

**Crosscutting Concepts:** * Structure and Function
* Systems and System Models

**Science and Engineering Practices:** * Constructing evidence (for science) and designing solutions (for engineering)

**Nature of Science:** * Science addresses questions about the natural and material world.
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| **Venoms: From Lethal to Life-Saving** |

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| **HS-PS2-6.** Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials. **Crosscutting Concepts:** * Cause and Effect
* Structure and Function

**Science and Engineering Practices:** * Developing and using models
* Constructing evidence (for science) and designing solutions (for engineering)

**Nature of Science**: * Science addresses questions about the natural and material world.
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| **The Skinny on Fats** |

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| **HS-LS1-2.** Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms. |
| **Crosscutting Concepts:** * Cause and effect: mechanism and explanation
* Structure & Function

**Science and Engineering Practices**: * Asking questions (for science) and defining problems (for engineering)
* Analyzing and interpreting data
* Using mathematics and computational thinking
* Obtaining, evaluating, and communicating information

**Nature of Science**: * Scientific knowledge is open to revision in light of new evidence.
* Science addresses questions about the natural and material world.
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