







**Alignment of  
The 11<sup>th</sup> & 12<sup>th</sup> Grade  
Common Core State Standards for  
Literacy in History/Social Studies,  
Science & Technical Subjects  
to  
Me & My Memory**

	Foreword, Process of Memory & Intro	What Kind of Memory Do We Have?	How Does Memory Work?	Some Key Principles of Memory	False Memory	Memory, the Brain & Loss of Memory	Traumatic Memories & Healing Narratives	Powerful Memories	Improving Memories	Summary	Additional Classroom Activities
<b>Writing Standards for Literacy in History/ Social Studies, Science &amp; Technical Subjects</b>											
<b>Text Types and Purposes (continued)</b>											
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.											X
a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.											X
b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.											X
c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.											X
d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.											X
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).											X
3. (See note; not applicable as a separate requirement)											

**Note:** Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

