<table>
<thead>
<tr>
<th>Secondary Competency Task Grid with Unit and Task Numbers</th>
<th>Common Career Technical Core Standards</th>
<th>Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5</th>
<th>Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6</th>
<th>Pennsylvania Core Standards for Mathematics Standard 2.1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>100</strong> INDUSTRY OVERVIEW, CUSTOMER SERVICE, AND EMPLOYMENT.</td>
<td><strong>CAREER CLUSTER</strong>&lt;br&gt;Arts, AV Technology and Communications Career Cluster&lt;br&gt;(Choose Standards)&lt;br&gt;1-2-3-4-5-6</td>
<td><strong>KEY IDEAS/DETAILS</strong>&lt;br&gt;GRADES 9-10-11-12&lt;br&gt;Standard CC.3.5.9-10. A&lt;br&gt;Standard CC.3.5.11-12 A&lt;br&gt;Cite specific textual evidence, etc.&lt;br&gt;Standard CC.3.5.9-10 B&lt;br&gt;Standard CC.3.5.11-12. B&lt;br&gt;Determine the central ideas or conclusions of a text; etc.&lt;br&gt;Standard CC.3.5.9-10.C&lt;br&gt;Standard CC.3.5.11-12.C&lt;br&gt;Follow precisely a complex multistep procedure, etc.</td>
<td><strong>TEXT TYPES AND PURPOSE</strong>&lt;br&gt;GRADES 9-10-11-12&lt;br&gt;Standard CC.3.6.9-10.A&lt;br&gt;Standard CC.3.6.11-12.A&lt;br&gt;Write arguments focused on discipline specific content.&lt;br&gt;Standard CC.3.6.9-10.B&lt;br&gt;Standard CC.3.6.11-12.B&lt;br&gt;Write informative or explanatory texts, including the narration of technical processes, etc.</td>
<td><strong>NUMBERS AND OPERATIONS</strong>&lt;br&gt;Standard 2.1.HS.F.2&lt;br&gt;Apply properties of rational and irrational numbers to solve real world or mathematical problems.&lt;br&gt;Standard 2.1.HS.F.4&lt;br&gt;Use units as a way to understand problems and to guide the solution of multistep problems.&lt;br&gt;Standard 2.1.HS.F.5&lt;br&gt;Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</td>
</tr>
<tr>
<td>101 Perform duties associated with positive customer services.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>103 RESERVED</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>104 Identify the purpose, complete, read, and comprehend a job jacket/ticket.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>105 RESERVED</td>
<td></td>
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</tr>
<tr>
<td>106 RESERVED</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>107 RESERVED</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>108 Follow a production job from start to finish.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>109 RESERVED</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>110 Identify the workflow of a printed product.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>111 Research roles and responsibilities in graphics related careers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>112 Apply calculations to efficiently plan paper use.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Analyze the structure of the relationships among concepts in a text, etc.</td>
<td></td>
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<tr>
<td>---</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
| **Standard CC.3.5.9-10.F**  
**Standard CC.3.5.11-12.F**  
Analyze the author’s purpose in providing an explanation, describing a procedure...and  
Analyze the structure of the relationships among concepts in a text. |
| **INTEGRATE KNOWLEDGE & IDEAS**  
**GRADES 9-10**  
**Standard CC.3.5.9-10.G**  
Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).  
**Standard CC.3.5.9-10. H**  
Assess the reasoning in a text to support the author’s claim for solving a technical problem.  
**Standard CC.3.5.9-10. I**  
Compare and contrast findings presented in a text to those from other sources, etc. |
| **RESEARCH**  
**GRADES 9-10-11-12**  
**Standard CC.3.6.9-10.F**  
**Standard CC.3.6.11-12.F**  
Conduct short and more sustained research to answer a question or solve a problem.  
**Standard CC.3.6.9-10.G.**  
**Standard CC.3.6.11-12.G**  
Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.  
**Standard CC.3.6.9-10.H.**  
**Standard CC.3.6.11-12.H.**  
Draw evidence from informational texts to support analysis, reflection, and research. |
| **RANGE OF WRITING**  
**GRADES 9-10-11-12**  
**Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I.**  
Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc. |
<table>
<thead>
<tr>
<th>RESERVES</th>
<th>CAREER CLUSTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>201</td>
<td>Arts, AV Technology and Communications Career Cluster</td>
</tr>
<tr>
<td>202</td>
<td>(Choose Standards)</td>
</tr>
<tr>
<td>203</td>
<td>1-2-3-4-5-6</td>
</tr>
<tr>
<td>PATHWAY(S)</td>
<td>Printing Technology Career Pathway</td>
</tr>
<tr>
<td></td>
<td>(Choose Standards)</td>
</tr>
<tr>
<td></td>
<td>1-2-3</td>
</tr>
<tr>
<td>NOTE:</td>
<td>Please refer to the Common Career Technical Core Standards booklet if you wish to add more Career Pathways for your local geographic area.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>KEY IDEAS/DETAILS</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRADES 9-10-11-12</td>
</tr>
<tr>
<td>Standard CC.3.5.9-10. A</td>
</tr>
<tr>
<td>Standard CC.3.5.11-12 A</td>
</tr>
<tr>
<td>Cite specific textual evidence, etc.</td>
</tr>
<tr>
<td>Standard CC.3.5.9-10 B</td>
</tr>
<tr>
<td>Standard CC.3.5.11-12. B</td>
</tr>
<tr>
<td>Determine the central ideas or conclusions of a text; etc.</td>
</tr>
<tr>
<td>Standard CC.3.5.9-10.C</td>
</tr>
<tr>
<td>Standard CC.3.5.11-12.C</td>
</tr>
<tr>
<td>Follow precisely a complex multistep procedure, etc.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>CRAFT &amp; STRUCTURE</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>Standard CC.3.5.9-10. D</td>
</tr>
<tr>
<td>Standard CC.3.5.11-12.D</td>
</tr>
<tr>
<td>Determine the meaning of symbols, key terms, and other domain specific words.</td>
</tr>
<tr>
<td>Standard CC.3.5.9-10.E</td>
</tr>
<tr>
<td>Standard CC.3.5.11-12.E</td>
</tr>
<tr>
<td>Analyze the structure of the relationships among concepts in a text, etc.</td>
</tr>
<tr>
<td>Standard CC.3.5.9-10.F</td>
</tr>
<tr>
<td>Standard CC.3.5.11-12.F</td>
</tr>
<tr>
<td>Analyze the author’s purpose in providing an explanation, describing a procedure...and</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEXT TYPES AND PURPOSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRADES 9-10-11-12</td>
</tr>
<tr>
<td>Standard CC.3.6.9-10.A</td>
</tr>
<tr>
<td>Standard CC.3.6.11-12.A</td>
</tr>
<tr>
<td>Write arguments focused on discipline specific content.</td>
</tr>
<tr>
<td>Standard CC.3.6.9-10.B</td>
</tr>
<tr>
<td>Standard CC.3.6.11-12.B</td>
</tr>
<tr>
<td>Write informative or explanatory texts, including the narration of technical processes, etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PRODUCTION &amp; DISTRIBUTION OF WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRADES 9-10-11-12</td>
</tr>
<tr>
<td>Standard CC.3.6.9-10.C</td>
</tr>
<tr>
<td>Standard CC.3.6.11-12.C</td>
</tr>
<tr>
<td>Produce clear and coherent writing...appropriate to task, purpose, and audience.</td>
</tr>
<tr>
<td>Standard CC.3.6.9-10.D</td>
</tr>
<tr>
<td>Standard CC.3.6.11-12.D</td>
</tr>
<tr>
<td>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Standard 2.1.HS.F.2</td>
</tr>
<tr>
<td>Apply properties of rational and irrational numbers to solve real world or mathematical problems.</td>
</tr>
<tr>
<td>Standard 2.1.HS.F.4</td>
</tr>
<tr>
<td>Use units as a way to understand problems and to guide the solution of multistep problems.</td>
</tr>
<tr>
<td>Standard 2.1.HS.F.5</td>
</tr>
<tr>
<td>Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</td>
</tr>
<tr>
<td>Standard 2.1.HS.F.6</td>
</tr>
<tr>
<td>Extend the knowledge of arithmetic operations and apply to complex numbers.</td>
</tr>
</tbody>
</table>

Revised June 2018
Analyze the structure of the relationships among concepts in a text.

**INTEGRATE KNOWLEDGE & IDEAS**
**GRADES 9-10**
**Standard CC.3.5.9-10.G**
Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

**Standard CC.3.5.9-10. H**
Assess the reasoning in a text to support the author’s claim for solving a technical problem.

**Standard CC.3.5.9-10. I**
Compare and contrast findings presented in a text to those from other sources, etc.

**INTEGRATE KNOWLEDGE & IDEAS**
**GRADES 11-12**
**Standard CC.3.5.11-12. G**
Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

**Standard CC.3.5.11-12. H**
Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

**Standard CC.3.5.11-12. I**
Synthesize information from a range of sources into a coherent understanding.

**RANGE OF READING**
**GRADES 9-10-11-12**
**Standard CC.3.5.9-10.J**
**Standard CC.3.5.11-12.J**
By the end of grades 9-10, AND 11-12, read and comprehend

**Standard CC.3.6.9-10.E**
**Standard CC.3.6.11-12.E.**
Use technology, including the internet, to produce, publish, and update individual or shared writing products.

**RESEARCH**
**GRADES 9-10-11-12**
**Standard CC.3.6.9-10.F**
**Standard CC.3.6.11-12.F**
Conduct short and more sustained research to answer a question or solve a problem.

**Standard CC.3.6.9-10.G.**
**Standard CC.3.6.11-12.G**
Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

**Standard CC.3.6.9-10.H.**
**Standard CC.3.6.11-12.H.**
Draw evidence from informational texts to support analysis, reflection, and research.

**RANGE OF WRITING**
**GRADES 9-10-11-12**
**Standard CC.3.5.9-10.I &**
**Standard CC.3.5.11-12.I.**
Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.
<table>
<thead>
<tr>
<th>300</th>
<th>DESKTOP PUBLISHING AND PREPRESS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>301</td>
<td>RESERVED</td>
</tr>
<tr>
<td>302</td>
<td>Identify the various kinds of items that can be designed and produced using electronic publishing.</td>
</tr>
<tr>
<td>303</td>
<td>Identify the principles of color theory.</td>
</tr>
<tr>
<td>304</td>
<td>RESERVED</td>
</tr>
<tr>
<td>305</td>
<td>Demonstrate appropriate use of current industry software.</td>
</tr>
<tr>
<td>306</td>
<td>Employ the use of a line gauge to demonstrate ability to measure inches, points, and picas.</td>
</tr>
<tr>
<td>307</td>
<td>Identify and understand the components of type (i.e., ascenders, descenders, baseline, etc.).</td>
</tr>
<tr>
<td>308</td>
<td>Identify the basic type styles/classifications and their uses.</td>
</tr>
<tr>
<td>309</td>
<td>Identify and understand the components of typography (i.e., kerning, tracking, justification, etc.)</td>
</tr>
<tr>
<td>310</td>
<td>RESERVED</td>
</tr>
<tr>
<td>311</td>
<td>Proofread, preflight and edit using spell check, proofreading marks, etc.</td>
</tr>
<tr>
<td>312</td>
<td>Create a variety of design/publications using current industry software.</td>
</tr>
<tr>
<td>313</td>
<td>Create multi-page documents using current industry software.</td>
</tr>
<tr>
<td>314</td>
<td>Create a PDF files created to industry specifications.</td>
</tr>
<tr>
<td>315</td>
<td>Manipulate vector images using a current industry standard software.</td>
</tr>
<tr>
<td>316</td>
<td>Manipulate bitmapped images using a current industry standard software.</td>
</tr>
<tr>
<td>317</td>
<td>Identify the different file types and their uses.</td>
</tr>
<tr>
<td>318</td>
<td>RESERVED</td>
</tr>
<tr>
<td>319</td>
<td>RESERVED</td>
</tr>
<tr>
<td>320</td>
<td>RESERVED</td>
</tr>
<tr>
<td>321</td>
<td>RESERVED</td>
</tr>
<tr>
<td>322</td>
<td>Utilize appropriate marks, (i.e. gutters, registration marks, fold lines, bleeds, etc.) on a printed product.</td>
</tr>
<tr>
<td>323</td>
<td>RESERVED</td>
</tr>
<tr>
<td>324</td>
<td>Prepare a prototype for a die-cut process using current industry software.</td>
</tr>
</tbody>
</table>

**CAREER CLUSTER**
Arts, AV Technology and Communications Career Cluster
(Choose Standards) 1-2-3-4-5-6

**PATHWAY(S)**
Printing Technology Career Pathway
(Choose Standards) 1-2-3

**NOTE:**
Please refer to the Common Career Technical Core Standards booklet if you wish to add more Career Pathways for your local geographic area.

**KEY IDEAS/DETAILS**
GRADES 9-10-11-12
Standard CC.3.5.9-10. A
Standard CC.3.5.11-12 A
Cite specific textual evidence, etc.
Standard CC.3.5.9-10 B
Standard CC.3.5.11-12. B
Determine the central ideas or conclusions of a text; etc.
Standard CC.3.5.9-10.C
Standard CC.3.5.11-12.C
Follow precisely a complex multistep procedure, etc.

**CRAFT & STRUCTURE**
GRADES 9-10-11-12
Standard CC.3.5.9-10. D
Standard CC.3.5.11-12.D
Determine the meaning of symbols, key terms, and other domain specific words.
Standard CC.3.5.9-10.E
Standard CC.3.5.11-12.E
Analyze the structure of the relationships among concepts in a text, etc.
Standard CC.3.5.9-10.F
Standard CC.3.5.11-12.F
Analyze the author’s purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

**INTEGRATE KNOWLEDGE & IDEAS**
GRADES 9-10
Standard CC.3.5.9-10.G

**TEXT TYPES AND PURPOSE**
GRADES 9-10-11-12
Standard CC.3.6.9-10.A
Standard CC.3.6.11-12.A
Write arguments focused on discipline specific content.
Standard CC.3.6.9-10.B
Standard CC.3.6.11-12.B
Write informative or explanatory texts, including the narration of technical processes, etc.

**PRODUCTION & DISTRIBUTION OF WRITING**
GRADES 9-10-11-12
Standard CC.3.6.9-10.C
Standard CC.3.6.11-12 C
Produce clear and coherent writing...appropriate to task, purpose, and audience.
Standard CC.3.6.9-10.D
Standard CC.3.6.11-12.D
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
Standard CC.3.6.9-10.E
Standard CC.3.6.11-12.E
Use technology, including the internet, to produce, publish, and update individual or shared writing products.
Create a design using brainstorming, thumbnails, rough drafts, and comprehensives.
Identify different types of graphics (i.e., bitmap, vector, line art, and continuous tone).
Calculate reduction, enlargement, and proportion of images.
Prepare a Variable Data project using current industry standards.

| 325 | 40 | 40 | Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).
| 326 | 41 | 0 | Standard CC.3.5.9-10. H
| 327 | 32 | 32 | Assess the reasoning in a text to support the author’s claim for solving a technical problem.
| 328 | 32 | 32 | Standard CC.3.5.9-10. I
| 329 | 32 | 32 | Compare and contrast findings presented in a text to those from other sources, etc.

**INTEGRATE KNOWLEDGE & IDEAS**

**GRADES 11-12**

**Standard CC.3.5.11-12. G**
Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

**Standard CC.3.5.11-12. H**
Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

**Standard CC.3.5.11-12. I**
Synthesize information from a range of sources into a coherent understanding.

**RANGE OF READING**

**GRADES 9-10-11-12**

**Standard CC.3.5.9-10.J**
**Standard CC.3.5.11-12.J**
By the end of grades 9-10, AND 11-12, read and comprehend technical texts independently and proficiently.

**RESEARCH**

**GRADES 9-10-11-12**

**Standard CC.3.6.9-10.F**
**Standard CC.3.6.11-12.F**
Conduct short and more sustained research to answer a question or solve a problem.

**Standard CC.3.6.9-10.G.**
**Standard CC.3.6.11-12.G**
Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

**Standard CC.3.6.9-10.H.**
**Standard CC.3.6.11-12.H.**
Draw evidence from informational texts to support analysis, reflection, and research.

**RANGE OF WRITING**

**GRADES 9-10-11-12**

**Standard CC.3.5.9-10.I &**
**Standard CC.3.5.11-12.I.**
Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

400 RESERED.

401 RESERED
402 RESERED
403 RESERED

| 404 | CAREER CLUSTER | KEY IDEAS/DETAILS |
| 405 | 406 | 407 | TEXT TYPES AND PURPOSE |
| 408 | 409 | 410 |

**GRADES 9-10-11-12**

**Standard CC.3.5.9-10. A**

Revised June 2018
<table>
<thead>
<tr>
<th>Arts, AV Technology and Communications Career Cluster</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Choose Standards) 1-2-3-4-5-6</td>
</tr>
<tr>
<td>PATHWAY(S) Printing Technology Career Pathway</td>
</tr>
<tr>
<td>(Choose Standards) 1-2-3</td>
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<table>
<thead>
<tr>
<th>Standard CC.3.5.11-12 A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cite specific textual evidence, etc.</td>
</tr>
<tr>
<td>Standard CC.3.5.9-10 B</td>
</tr>
<tr>
<td>Standard CC.3.5.11-12 B</td>
</tr>
<tr>
<td>Determine the central ideas or conclusions of a text; etc.</td>
</tr>
<tr>
<td>Standard CC.3.5.9-10.C</td>
</tr>
<tr>
<td>Standard CC.3.5.11-12.C</td>
</tr>
<tr>
<td>Follow precisely a complex multistep procedure, etc.</td>
</tr>
</tbody>
</table>

**CRAFT & STRUCTURE**

**GRADES 9-10-11-12**

<table>
<thead>
<tr>
<th>Standard CC.3.5.9-10. D</th>
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</thead>
<tbody>
<tr>
<td>Determine the meaning of symbols, key terms, and other domain specific words.</td>
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<tr>
<td>Standard CC.3.5.9-10.E</td>
</tr>
<tr>
<td>Standard CC.3.5.11-12.E</td>
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<td>Analyze the structure of the relationships among concepts in a text, etc.</td>
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<td>Standard CC.3.5.9-10.F</td>
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<td>Standard CC.3.5.11-12.F</td>
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<tr>
<td>Analyze the author’s purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.</td>
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</table>

**INTEGRATE KNOWLEDGE & IDEAS**

**GRADES 9-10**

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<tr>
<th>Standard CC.3.5.9-10.G</th>
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<td>Standard CC.3.5.9-10.H</td>
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**Standard CC.3.6.9-10.A**

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<tr>
<th>Standard CC.3.6.11-12.A</th>
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<tr>
<td>Write arguments focused on discipline specific content.</td>
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<tr>
<td>Standard CC.3.6.9-10.B</td>
</tr>
<tr>
<td>Standard CC.3.6.11-12.B</td>
</tr>
<tr>
<td>Write informative or explanatory texts, including the narration of technical processes, etc.</td>
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</table>

**PRODUCTION & DISTRIBUTION OF WRITING**

**GRADES 9-10-11-12**

<table>
<thead>
<tr>
<th>Standard CC.3.6.9-10.C</th>
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<tbody>
<tr>
<td>Produce clear and coherent writing...appropriate to task, purpose, and audience.</td>
</tr>
<tr>
<td>Standard CC.3.6.9-10.D</td>
</tr>
<tr>
<td>Standard CC.3.6.11-12.D</td>
</tr>
<tr>
<td>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard CC.3.6.9-10.E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard CC.3.6.11-12.E</td>
</tr>
<tr>
<td>Use technology, including the internet, to produce, publish, and update individual or shared writing products.</td>
</tr>
</tbody>
</table>

**RESEARCH**

**GRADES 9-10-11-12**

<table>
<thead>
<tr>
<th>Standard CC.3.6.9-10.F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard CC.3.6.11-12.F</td>
</tr>
<tr>
<td>Conduct short and more sustained research to answer a question or solve a problem.</td>
</tr>
<tr>
<td>Standard CC.3.6.9-10.G.</td>
</tr>
<tr>
<td>500</td>
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<td>502</td>
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<td>505</td>
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<tr>
<td>506</td>
</tr>
<tr>
<td>507</td>
</tr>
</tbody>
</table>

**REVIEWED JUNE 2018**

**Standard CC.3.5.9-10.1**
Compare and contrast findings presented in a text to those from other sources, etc.

**INTEGRATE KNOWLEDGE & IDEAS**
**GRADES 9-11**
**Standard CC.3.5.11-12.G**
Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

**Standard CC.3.5.11-12. H**
Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

**Standard CC.3.5.11-12. I**
Synthesize information from a range of sources into a coherent understanding.

**RANGE OF READING**
**GRADES 9-10-11-12**
**Standard CC.3.5.9-10.J**
By the end of grades 9-10, AND 11-12, read and comprehend technical texts independently and proficiently.

**Standard CC.3.6.11-12.G**
Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

**Standard CC.3.6.9-10.H.**
**Standard CC.3.6.11-12.H.**
Draw evidence from informational texts to support analysis, reflection, and research.

**RANGE OF WRITING**
**GRADES 9-10-11-12**
**Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I.**
Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.
Perform the basic operations of a digital RIP system and production queues. Distinguish the functions of pagination, imposition, and color management on a digital RIP.

Table:

<table>
<thead>
<tr>
<th>508</th>
<th>1-2-3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NOTE:</strong> Please refer to the Common Career Technical Core Standards booklet if you wish to add more Career Pathways for your local geographic area.</td>
<td>Follow precisely a complex multistep procedure, etc.</td>
</tr>
<tr>
<td>CRAFT &amp; STRUCTURE GRADES 9-10-11-12 Standard CC.3.5.9-10. D Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words. Standard CC.3.5.9-10.E Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc. Standard CC.3.5.9-10.F Standard CC.3.5.11-12.F Analyze the author’s purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.</td>
<td>the narration of technical processes, etc.</td>
</tr>
<tr>
<td>PRODUCTION &amp; DISTRIBUTION OF WRITING GRADES 9-10-11-12 Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience. Standard CC.3.6.9-10.D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E Use technology, including the internet, to produce, publish, and update individual or shared writing products.</td>
<td>guide the solution of multistep problems.</td>
</tr>
<tr>
<td>Standard cc.3.5.11-12. G</td>
<td>Draw evidence from informational texts to support analysis, reflection, and research.</td>
</tr>
<tr>
<td>-------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Integrate and evaluate multiple sources of information presented in diverse formats... to solve a problem.</td>
<td></td>
</tr>
<tr>
<td>Standard cc.3.5.11-12. H</td>
<td>RANGE OF WRITING GRADES 9-10-11-12 Standard cc.3.5.9-10.1 &amp; Standard cc.3.5.11-12.1.</td>
</tr>
<tr>
<td>Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.</td>
<td></td>
</tr>
<tr>
<td>Standard cc.3.5.11-12. I</td>
<td>Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences... etc.</td>
</tr>
<tr>
<td>Synthesize information from a range of sources into a coherent understanding.</td>
<td></td>
</tr>
</tbody>
</table>

**RANGE OF READING GRADES 9-10-11-12**
Standard cc.3.5.9-10.J
Standard cc.3.5.11-12.J
By the end of grades 9-10, AND 11-12, read and comprehend technical texts independently and proficiently.

### 600 OFFSET PRINTING.

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>601</td>
<td>RESERVED</td>
</tr>
<tr>
<td>602</td>
<td>RESERVED</td>
</tr>
<tr>
<td>603</td>
<td>RESERVED</td>
</tr>
<tr>
<td>604</td>
<td>Mix fountain solutions to acquire proper Ph levels using appropriate ratios.</td>
</tr>
<tr>
<td>605</td>
<td>Make ready paper path of feed-delivery systems for print production.</td>
</tr>
<tr>
<td>606</td>
<td>Make ready inking systems.</td>
</tr>
<tr>
<td>607</td>
<td>Make ready dampening systems.</td>
</tr>
<tr>
<td>608</td>
<td>Print a variety of jobs on an offset press/duplicator.</td>
</tr>
<tr>
<td>609</td>
<td>RESERVED</td>
</tr>
<tr>
<td>610</td>
<td>Compare different types of feed systems and explain their differences.</td>
</tr>
<tr>
<td>611</td>
<td>RESERVED</td>
</tr>
<tr>
<td>612</td>
<td>RESERVED</td>
</tr>
<tr>
<td>613</td>
<td>RESERVED</td>
</tr>
<tr>
<td>614</td>
<td>RESERVED</td>
</tr>
<tr>
<td>615</td>
<td>Perform clean up and basic maintenance.</td>
</tr>
<tr>
<td>616</td>
<td>RESERVED</td>
</tr>
</tbody>
</table>

**CAREER CLUSTER**
Arts, AV Technology and Communications Career Cluster
(Choose Standards)
1-2-3-4-5-6

**PATHWAY(S)**
Printing Technology Career Pathway
(Choose Standards)
1-2-3

**NOTE:**
Please refer to the Common Career Technical Core Standards booklet if you

**KEY IDEAS/DETAILS**
GRADES 9-10-11-12
Standard cc.3.5.9-10 A
Standard cc.3.5.11-12 A
Cite specific textual evidence, etc.
Standard cc.3.5.9-10 B
Standard cc.3.5.11-12 B
Determine the central ideas or conclusions of a text; etc.
Standard cc.3.5.9-10 C
Standard cc.3.5.11-12 C
Follow precisely a complex multistep procedure, etc.

**CRAFT & STRUCTURE**
GRADES 9-10-11-12
Standard cc.3.5.9-10 D
Standard cc.3.5.11-12 D

**TEXT TYPES AND PURPOSE**
GRADES 9-10-11-12
Standard cc.3.6.9-10.A
Standard cc.3.6.11-12.A
Write arguments focused on discipline specific content.
Standard cc.3.6.9-10.B
Standard cc.3.6.11-12.B
Write informative or explanatory texts, including the narration of technical processes, etc.

**PRODUCTION & DISTRIBUTION OF WRITING**
GRADES 9-10-11-12
Standard cc.3.6.9-10.C
Standard cc.3.6.11-12 C
Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

**NUMBERS AND OPERATIONS**
Standard 2.1.HS.F.2
Apply properties of rational and irrational numbers to solve real world or mathematical problems.
Standard 2.1.HS.F.4
Use units as a way to understand problems and to guide the solution of multistep problems.
Standard 2.1.HS.F.5
Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
617  RESERVED
618  Evaluate print quality using (star targets, color bars, and
619  viewing conditions, etc.) to monitor color accuracy.
620  RESERVED
621  RESERVED
622  RESERVED
623  RESERVED
624  RESERVED
625  Identify the five press systems and their parts.
626  RESERVED
627  RESERVED
628  RESERVED
629  Identify, troubleshoot and correct print defects.
630  Analyze printed sheet and match to proof.
631  RESERVED
632  RESERVED
633  RESERVED

| wish to add more Career Pathways for your local geographic area. | Determine the meaning of symbols, key terms, and other domain specific words.
Standard CC.3.5.9-10.E
Standard CC.3.5.11-12.E
Analyze the structure of the relationships among concepts in a text, etc.
Standard CC.3.5.9-10.F
Standard CC.3.5.11-12.F
Analyze the author’s purpose in providing an explanation, describing a procedure...and
Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS
GRADES 9-10
Standard CC.3.5.9-10.G
Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).
Standard CC.3.5.9-10. H
Assess the reasoning in a text to support the author’s claim for solving a technical problem.
Standard CC.3.5.9-10. I
Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS
GRADES 11-12
Standard CC.3.5.11-12. G
Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.
Standard CC.3.5.11-12. H
Evaluate the hypotheses, data, analysis, and conclusions in a

PRODUCE CLEAR AND COHERENT WRITING...appropriate to task, purpose, and audience
Standard CC.3.6.9-10 D
Standard CC.3.6.11-12.D
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
Standard CC.3.6.9-10.E
Standard CC.3.6.11-12.E
Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH
GRADES 9-10-11-12
Standard CC.3.6.9-10.F
Standard CC.3.6.11-12.F
Conduct short and more sustained research to answer a question or solve a problem.
Standard CC.3.6.9-10.G.
Standard CC.3.6.11-12.G
Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.
Standard CC.3.6.9-10.H.
Standard CC.3.6.11-12.H.
Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING
GRADES 9-10-11-12
Standard CC.3.5.9-10.1 & Standard CC.3.5.11-12.1.

EXTEND THE KNOWLEDGE OF ARITHMETIC OPERATIONS AND APPLY TO COMPLEX NUMBERS.
technical text, verifying the data when possible.

Standard CC.3.5.11-12.

Synthesize information from a range of sources into a coherent understanding.

**RANGE OF READING**

**GRADES 9-10-11-12**

By the end of grades 9-10, AND 11-12, read and comprehend technical texts independently and proficiently.

Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

| **700** BINDERY. | **701** Use folding equipment to produce various folds (i.e., French, accordion gate). | CAREER CLUSTER Arts, AV Technology and Communications Career Cluster (Choose Standards) 1-2-3-4-5-6 |
| | Demonstrate various stitching techniques. | PATHWAY(S) Printing Technology Career Pathway (Choose Standards) 1-2-3 |
| | Use packaging and shrink-wrapping equipment. | **NOTE:** Please refer to the Common Career Technical Core Standards booklet if you wish to add more Career Pathways for your local geographic area. |
| | Properly handle printed substrates. | **KEY IDEAS/DETAILS**

**GRADES 9-10-11-12**

Standard CC.3.5.9-10. A

Standard CC.3.5.11-12 A

Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B

Standard CC.3.5.11-12 B

Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C

Standard CC.3.5.11-12.C

Follow precisely a complex multistep procedure, etc.

**CRAFT & STRUCTURE**

**GRADES 9-10-11-12**

Standard CC.3.5.9-10. D

Standard CC.3.5.11-12.D

Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E

Standard CC.3.5.11-12.E

Analyze the structure of the relationships among concepts in a text, etc.

**TEXT TYPES AND PURPOSE**

**GRADES 9-10-11-12**

Standard CC.3.6.9-10.A

Standard CC.3.6.11-12.A

Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B

Standard CC.3.6.11-12.B

Write informative or explanatory texts, including the narration of technical processes, etc.

**PRODUCTION & DISTRIBUTION OF WRITING**

**GRADES 9-10-11-12**

Standard CC.3.6.9-10.C

Standard CC.3.6.11-12.C

Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10.D

Standard CC.3.6.11-12.D

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**NUMBERS AND OPERATIONS**

Standard 2.1.HS.F.2

Apply properties of rational and irrational numbers to solve real world or mathematical problems.

Standard 2.1.HS.F.4

Use units as a way to understand problems and to guide the solution of multistep problems.

Standard 2.1.HS.F.5

Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Standard 2.1.HS.F.6

Extend the knowledge of arithmetic operations and apply to complex numbers.
<table>
<thead>
<tr>
<th>Standard CC.3.5.11-12.F</th>
<th>Analyze the author’s purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INTEGRATE KNOWLEDGE &amp; IDEAS</strong></td>
<td><strong>GRADES 9-10</strong></td>
</tr>
<tr>
<td>Standard CC.3.5.9-10.G</td>
<td>Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).</td>
</tr>
<tr>
<td>Standard CC.3.5.9-10.H</td>
<td>Assess the reasoning in a text to support the author’s claim for solving a technical problem.</td>
</tr>
<tr>
<td>Standard CC.3.5.9-10.I</td>
<td>Compare and contrast findings presented in a text to those from other sources, etc.</td>
</tr>
<tr>
<td><strong>INTEGRATE KNOWLEDGE &amp; IDEAS</strong></td>
<td><strong>GRADES 11-12</strong></td>
</tr>
<tr>
<td>Standard CC.3.5.11-12.G</td>
<td>Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.</td>
</tr>
<tr>
<td>Standard CC.3.5.11-12.H</td>
<td>Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.</td>
</tr>
<tr>
<td>Standard CC.3.5.11-12.I</td>
<td>Synthesize information from a range of sources into a coherent understanding.</td>
</tr>
<tr>
<td><strong>RANGE OF WRITING</strong></td>
<td><strong>GRADES 9-10-11-12</strong></td>
</tr>
<tr>
<td>Standard CC.3.5.9-10.L &amp; Standard CC.3.5.11-12.L</td>
<td>Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.</td>
</tr>
</tbody>
</table>

**approach, focusing on addressing what is most significant for a specific purpose and audience.**

**Standard CC.3.6.9-10.E**

**Standard CC.3.6.11-12.E.**

Use technology, including the internet, to produce, publish, and update individual or shared writing products.

**RESEARCH**

**GRADES 9-10-11-12**

**Standard CC.3.6.9-10.F**

**Standard CC.3.6.11-12.F**

Conduct short and more sustained research to answer a question or solve a problem.

**Standard CC.3.6.9-10.G.**

**Standard CC.3.6.11-12.G**

Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. |
### 800 SUBSTRATES AND CONSUMABLES.

| 801 Differentiate substrate types based on basic weights, standard sizes, grain direction, finishes, etc. | CAREER CLUSTER
Arts, AV Technology and Communications Career Cluster
(Choose Standards) 1-2-3-4-5-6 |
| 802 Handle substrates properly (i.e., jog, fan, count, etc.) | PATHWAY(S)
Printing Technology Career Pathway
(Choose Standards) 1-2-3 |
| 803 Mix and test ink for printing using Pantone Matching System. | NOTE:
Please refer to the Common Career Technical Core Standards booklet if you wish to add more Career Pathways for your local geographic area. |
| 804 Identify different inks/toners, additives, and finishes such as dull or gloss. | KEY IDEAS/DETAILS
GRADES 9-10-11-12
Standard CC.3.5.9-10.A
Standard CC.3.5.11-12 A
Cite specific textual evidence, etc. |
| 805 Explain proper handling and disposal of waste materials. | Standard CC.3.5.9-10.B
Determine the central ideas or conclusions of a text; etc. |

### Standards

- **Standard CC.3.5.9-10.J**
  By the end of grades 9-10, AND 11-12, read and comprehend technical texts independently and proficiently.

### Text Types and Purpose

- **Grade 9-10-11-12**
  - **Standard CC.3.6.9-10.A**
    - Write arguments focused on discipline specific content.
  - **Standard CC.3.6.9-10.B**
    - Write informative or explanatory texts, including the narration of technical processes, etc.

### Production & Distribution of Writing

- **Grade 9-10-11-12**
  - **Standard CC.3.6.9-10.C**
    - Produce clear and coherent writing...appropriate to task, purpose, and audience.
  - **Standard CC.3.6.9-10.D**
    - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

### Numbers and Operations

- **Standard 2.1.HS.F.2**
  - Apply properties of rational and irrational numbers to solve real world or mathematical problems.
- **Standard 2.1.HS.F.4**
  - Use units as a way to understand problems and to guide the solution of multistep problems.
- **Standard 2.1.HS.F.5**
  - Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
- **Standard 2.1.HS.F.6**
  - Extend the knowledge of arithmetic operations and apply to complex numbers.
<table>
<thead>
<tr>
<th>CAREER CLUSTER</th>
<th>KEY IDEAS/DETAILS</th>
<th>TEXT TYPES AND PURPOSE</th>
<th>NUMBERS AND OPERATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRADES 9-10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>RESEARCH</strong></td>
<td>GRADES 9-10-11-12</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>INTEGRATE KNOWLEDGE &amp; IDEAS</strong></td>
<td>GRADES 11-12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GRADES 11-12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>RANGE OF READING</strong></td>
<td>GRADES 9-10-11-12</td>
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<td>GRADES 9-10-11-12</td>
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<tr>
<td>GRADES 9-10-11-12</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SAFETY.**

901 Perform proper Lock Out/Tag Out techniques.
902 Identify general safety concerns in the industry.

**GRADE 9-10**

**Standard CC.3.5.9-10.G**
Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

**Standard CC.3.5.9-10.H**
Assess the reasoning in a text to support the author’s claim for solving a technical problem.

**Standard CC.3.5.9-10.1**
Compare and contrast findings presented in a text to those from other sources, etc.

**INTEGRATE KNOWLEDGE & IDEAS**

**GRADE 11-12**

**Standard CC.3.5.11-12.G**
Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

**Standard CC.3.5.11-12.H**
Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

**Standard CC.3.5.11-12.1**
Synthesize information from a range of sources into a coherent understanding.

**RANGE OF READING**

**GRADE 9-10-11-12**

**Standard CC.3.5.9-10.J**
By the end of grades 9-10, AND 11-12, read and comprehend technical texts independently and proficiently.

**Standard CC.3.5.11-12.J**

**individual or shared writing products.**

**RESEARCH**

**GRADE 9-10-11-12**

**Standard CC.3.6.9-10.F**

**Standard CC.3.6.11-12.F**
Conduct short and more sustained research to answer a question or solve a problem.

**Standard CC.3.6.9-10.G**

**Standard CC.3.6.11-12.G**
Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

**Standard CC.3.6.9-10.H.**

**Standard CC.3.6.11-12.H.**
Draw evidence from informational texts to support analysis, reflection, and research.

**RANGE OF WRITING**

**GRADE 9-10-11-12**

**Standard CC.3.5.9-10.I**

**Standard CC.3.5.11-12.I**
Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

**GRADE 9-10-11-12**

**KEY IDEAS/DETAILS**

**TEXT TYPES AND PURPOSE**

**NUMBERS AND OPERATIONS**
Identify general safety concerns in the lab (i.e., cutter, guards, waste disposal, etc.).

Identify the proper procedures when handling and disposing of chemicals.

Identify and understand all the components of Safety Data Sheets.

Arts, AV Technology and Communications Career Cluster (Choose Standards) 1-2-3-4-5-6

PATHWAY(S)
Printing Technology Career Pathway (Choose Standards) 1-2-3

NOTE:
Please refer to the Common Career Technical Core Standards booklet if you wish to add more Career Pathways for your local geographic area.

Standard CC.3.5.9-10. A
Cite specific textual evidence, etc. Standard CC.3.5.11-12 A
Standard CC.3.5.9-10 B
Determine the central ideas or conclusions of a text; etc. Standard CC.3.5.11-12. B
Standard CC.3.5.9-10.C
Follow precisely a complex multistep procedure, etc. Standard CC.3.5.11-12.C

CRAFT & STRUCTURE
GRADES 9-10-11-12
Standard CC.3.5.9-10. D
Standard CC.3.5.11-12.D
Determine the meaning of symbols, key terms, and other domain specific words.
Standard CC.3.5.9-10.E
Standard CC.3.5.11-12.E
Analyze the structure of the relationships among concepts in a text, etc.
Standard CC.3.5.9-10.F
Standard CC.3.5.11-12.F
Analyze the author’s purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS
GRADES 9-10
Standard CC.3.5.9-10.G
Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).
Standard CC.3.5.9-10. H
Assess the reasoning in a text to support the author’s claim for solving a technical problem.

GRADES 9-10-11-12
Standard CC.3.6.9-10.A
Standard CC.3.6.11-12.A
Write arguments focused on discipline specific content.
Standard CC.3.6.9-10.B
Standard CC.3.6.11-12.B
Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING
GRADES 9-10-11-12
Standard CC.3.6.9-10.C
Standard CC.3.6.11-12.C
Produce clear and coherent writing...appropriate to task, purpose, and audience.
Standard CC.3.6.9-10.D
Standard CC.3.6.11-12.D
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard 2.1.HS.F.2
Apply properties of rational and irrational numbers to solve real world or mathematical problems.

Standard 2.1.HS.F.4
Use units as a way to understand problems and to guide the solution of multistep problems.

Standard 2.1.HS.F.5
Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Standard 2.1.HS.F.6
Extend the knowledge of arithmetic operations and apply to complex numbers.

Revised June 2018
<table>
<thead>
<tr>
<th>1000</th>
<th>SPECIALTY PRINTING TECHNOLOGIES.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1001</td>
<td>Explain the differing imaging technology processes (i.e., serigraphy, flexography, letterpress, gravure, indirect, etc.).</td>
</tr>
<tr>
<td>1002</td>
<td>Replenish consumables for digital printing equipment.</td>
</tr>
<tr>
<td>1003</td>
<td>Output a variety of files on digital/specialty imaging equipment (i.e., copiers, plotters, dye sublimation, etc.).</td>
</tr>
<tr>
<td>1004</td>
<td>Troubleshoot and resolve errors that occur on digital/specialty imaging equipment.</td>
</tr>
<tr>
<td>1005</td>
<td>Output color separations and composites for various printing processes.</td>
</tr>
</tbody>
</table>

**CAREER CLUSTER**

**Arts, AV Technology and Communications Career Cluster**
(Choose Standards)
1-2-3-4-5-6

**PATHWAY(S)**

**Printing Technology Career Pathway**
(Choose Standards)

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**Standard CC.3.5.9-10.1**
Compare and contrast findings presented in a text to those from other sources, etc.

**INTEGRATE KNOWLEDGE & IDEAS**
**GRADES 11-12**
**Standard CC.3.5.11-12. G**
Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

**Standard CC.3.5.11-12. H**
Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

**Standard CC.3.5.11-12. I**
Synthesize information from a range of sources into a coherent understanding.

**RANGE OF READING**
**GRADES 9-10-11-12**
**Standard CC.3.5.9-10.J**
**Standard CC.3.5.11-12.J**
By the end of grades 9-10, AND 11-12, read and comprehend technical texts independently and proficiently.

**KEY IDEAS/DATA**
**GRADES 9-10-11-12**

**Standard CC.3.5.9-10. A**
Cite specific textual evidence, etc.

**Standard CC.3.5.9-10. B**

**Standard CC.3.5.11-12. B**
Determine the central ideas or conclusions of a text; etc.

**Standard CC.3.5.9-10. C**

**Standard CC.3.5.11-12. C**
Follow precisely a complex multistep procedure, etc.

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**TEXT TYPES AND PURPOSE**
**GRADES 9-10-11-12**

**Standard CC.3.6.9-10.A**
Write arguments focused on discipline-specific content.

**Standard CC.3.6.9-10.B**

**Standard CC.3.6.11-12.B**
Write informative or explanatory texts, including the narration of technical processes, etc.

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**NUMBERS AND OPERATIONS**
**Standard 2.1.HS.F.2**
Apply properties of rational and irrational numbers to solve real world or mathematical problems.
**Standard 2.1.HS.F.4**
Use units as a way to understand problems and to guide the solution of multistep problems.
| 1-2-3 | CRAFT & STRUCTURE
GRADES 9-10-11-12
Standard CC.3.5.9-10. D
Standard CC.3.5.11-12.D
Determine the meaning of symbols, key terms, and other domain specific words.
Standard CC.3.5.9-10.E
Standard CC.3.5.11-12.E
Analyze the structure of the relationships among concepts in a text, etc.
Standard CC.3.5.9-10.F
Standard CC.3.5.11-12.F
Analyze the author’s purpose in providing an explanation, describing a procedure...and
Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS
GRADES 9-10
Standard CC.3.5.9-10.G
Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).
Standard CC.3.5.9-10. H
Assess the reasoning in a text to support the author’s claim for solving a technical problem.
Standard CC.3.5.9-10. I
Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS
GRADES 11-12
Standard CC.3.5.11-12. G

| PRODUCTION & DISTRIBUTION OF WRITING
GRADES 9-10-11-12
Standard CC.3.6.9-10.C
Standard CC.3.6..11-12 C
Produce clear and coherent writing...appropriate to task, purpose, and audience.
Standard CC.3.6.9-10 D
Standard CC.3.6.11-12.D
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
Standard CC.3.6.9-10.E
Standard CC.3.6.11-12.E.
Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH
GRADES 9-10-11-12
Standard CC.3.6.9-10.F
Standard CC.3.6.11-12.F
Conduct short and more sustained research to answer a question or solve a problem.
Standard CC.3.6.9-10.G.
Standard CC.3.6.11-12.G
Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.
Standard CC.3.6.9-10.H.
Standard CC.3.6.11-12.H.
Draw evidence from informational texts to support

| Standard 2.1.HS.F.5
Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
Standard 2.1.HS.F.6
Extend the knowledge of arithmetic operations and apply to complex numbers. |
Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.
**Standard CC.3.5.11-12. I**
Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.
**Standard CC.3.5.11-12. J**
Synthesize information from a range of sources into a coherent understanding.

**RANGE OF READING GRADES 9-10-11-12**
**Standard CC.3.5.9-10.J**
**Standard CC.3.5.11-12.J**
By the end of grades 9-10, AND 11-12, read and comprehend technical texts independently and proficiently.

Analysis, reflection, and research.

**RANGE OF WRITING**
**GRADES 9-10-11-12**
**Standard CC.3.5.9-10.J & Standard CC.3.5.11-12.J**
Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.