

Graphic Communications, Other, Classification of Instructional Program (CIP) 10.0399 Units of Instruction and Task Grid Linked to Pennsylvania Core Standards

Secondary Competency Task Grid with Unit and Task Numbers	Common Career Technical Core Standards	Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5	Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6	Pennsylvania Core Standards for Mathematics Standard 2.1
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100	INDUSTRY OVERVIEW, CUSTOMER SERVICE, AND EMPLOYMENT.				
101 102 103 104 105 106 107 108 109 110 111 112	Perform duties associated with positive customer services. Estimate job costs and complete customer invoices. RESERVED Identify the purpose, complete, read, and comprehend a job jacket/ticket. RESERVED RESERVED Follow a production job from start to finish. RESERVED Identify the workflow of a printed product. Research roles and responsibilities in graphics related careers. Apply calculations to efficiently plan paper use.	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.3.5.9-10. A Cite specific textual evidence, etc. Standard CC.3.5.9-10 B Standard CC.3.5.9-10 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	TEXT TYPES AND PURPOSE GRADES 9-10-11-12 Standard CC.3.6.9-10.A 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.3.6.9-10.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.3.6.9-10.C Standard CC.3.6.9-10 D Standard CC.3.6.9-10 D	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.

Analyze the structure of the	Develop and strengthen
relationships among concepts in a	writing as needed by
text, etc.	planning, revising, editing,
Standard CC.3.5.9-10.F	rewriting, or trying a new
Standard CC.3.5.11-12.F	approach, focusing on
Analyze the author's purpose in	addressing what is most
providing an explanation,	significant for a specific
describing a procedureand	purpose and audience.
Analyze the structure of the	Standard CC.3.6.9-10.E
relationships among concepts in a	Standard CC.3.6.11-12.E.
text.	Use technology, including
	the internet, to produce,
INTEGRATE KNOWLEDGE	publish, and update
& IDEAS	individual or shared writing
	products.
GRADES 9-10	
Standard CC.3.5.9-10.G	RESEARCH
Translate quantitative or technical	GRADES 9-10-11-12
information expressed in a text	Standard CC.3.6.9-10.F
into visual form (e.g. a table or	Standard CC.3.6.11-12.F
chart).	Conduct short and more
Standard CC.3.5.9-10. H	sustained research to answer
Assess the reasoning in a text to	a question or solve a
support the author's claim for	problem.
solving a technical problem.	Standard CC.3.6.9-10.G.
Standard CC.3.5.9-10. I	Standard CC.3.6.11-12.G
	Gather relevant information
Compare and contrast findings presented in a text to those from	from multiple authoritative
other sources, etc.	print and digital sources,
other sources, etc.	following a standard format
	for citation.
INTEGRATE KNOWLEDGE	Standard CC.3.6.9-10.H.
& IDEAS	Standard CC.3.6.11-12.H.
GRADES 11-12	Draw evidence from
Standard CC.3.5.11-12. G	informational texts to support
Integrate and evaluate multiple	analysis, reflection, and
sources of information presented	research.
in diverse formatsto solve a	
problem.	RANGE OF WRITING
Standard CC.3.5.11-12. H	GRADES 9-10-11-12 Standard CC 2.5.0.10 L 8
Evaluate the hypotheses, data,	Standard CC.3.5.9-10.1 & Standard CC.3.5.11.12.1
analysis, and conclusions in a	Standard CC.3.5.11-12.I.
technical text, verifying the data	Write routinely over extended time frames and
when possible.	shorter time frames for a
Standard CC.3.5.11-12. I	
	range of tasks, purposes and audiencesetc.
	auurencesett.

Symphonize information from a
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.

200	RESERVED.				
201 202 203	RESERVED RESERVED	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.3.5.9-10. A Cite specific textual evidence, etc. Standard CC.3.5.9-10 B Standard CC.3.5.9-10 B Determine the central ideas or conclusions of a text; etc. Standard CC.3.5.9-10.C 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.3.5.9-10. D Standard CC.3.5.9-10. D Determine the meaning of symbols, key terms, and other domain specific words. Standard CC.3.5.9-10.E Standard CC.3.5.9-10.E Standard CC.3.5.9-10.F Standard CC.3.5.9-10.F 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 procedureand	TEXT TYPES AND PURPOSE GRADES 9-10-11-12 Standard CC.3.6.9-10.A Standard CC.3.6.9-10.A Standard CC.3.6.9-10.B Standard CC.3.6.9-10.B 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.3.6.11-12 C Produce clear and coherent writingappropriate to task, purpose, and audience. 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.	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.

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	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.3.6.9-10.F Standard CC.3.6.9-10.F Standard CC.3.6.9-10.G. Standard CC.3.6.9-10.G. 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.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support	
sources of information presented in diverse formatsto 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	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 . Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiencesetc.	

technical texts independently and proficiently.	

300	DESKTOP PUBLISHING AND PREPRESS.			
301	RESERVED	CAREED OF HOTER	KEY IDEAS/DETAILS	TEXT TYPES AND
302	Identify the various kinds of items that can be	CAREER CLUSTER	GRADES 9-10-11-12	PURPOSE
502	designed and produced using electronic publishing.	Arts, AV Technology and Communications Career	Standard CC.3.5.9-10. A	GRADES 9-10-11-12
303	Identify the principles of color theory.	Communications Career Cluster	Standard CC.3.5.11-12 A	Standard CC.3.6.9-10.A
304	RESERVED	(Choose Standards)	Cite specific textual evidence, etc.	Standard CC.3.6.11-12.A
305	Demonstrate appropriate use of current industry	· ,	Standard CC.3.5.9-10 B	Write arguments focused on
	software.	1-2-3-4-5-6	Standard CC.3.5.11-12. B	discipline specific content.
306	Employ the use of a line gauge to demonstrate ability		Determine the central ideas or	Standard CC.3.6.9-10.B
	to measure inches, points, and picas.	PATHWAY(S)	conclusions of a text; etc.	Standard CC.3.6.11-12.B
307	Identify and understand the components of type (i.e.,	Printing Technology	Standard CC.3.5.9-10.C Standard CC.3.5.11-12.C	Write informative or explanatory texts, including
	ascenders, descenders, baseline, etc.).	Career Pathway	Follow precisely a complex	the narration of technical
308	Identify the basic type styles/classifications and their	(Choose Standards)	multistep procedure, etc.	processes, etc.
	uses.	1-2-3	manuscop procedure, etc.	processes, etc.
309	Identify and understand the components of typography		CRAFT & STRUCTURE	PRODUCTION &
	(i.e., kerning, tracking, justification, etc.)	NOTE:	GRADES 9-10-11-12	DISTRIBUTION OF
310	RESERVED	Please refer to the	Standard CC.3.5.9-10. D	WRITING
311	Proofread, preflight and edit using spell check,	Common Career		GRADES 9-10-11-12
	proofreading marks, etc.	Technical Core	Standard CC.3.5.11-12.D	Standard CC.3.6.9-10.C
312	Create a variety of design/publications using current	Standards booklet if you	Determine the meaning of	Standard CC.3.611-12 C Produce clear and coherent
212	industry software.	wish to add more Career	symbols, key terms, and other domain specific words.	writingappropriate to task,
313	Create multi-page documents using current industry	Pathways for your local		purpose, and audience.
214	software	geographic area.	Standard CC.3.5.9-10.E Standard CC.3.5.11-12.E	Standard CC.3.6.9-10 D
314	Create a PDF files created to industry specifications.		Analyze the structure of the	Standard CC.3.6.11-12.D
315	Manipulate vector images using a current industry standard software.		relationships among concepts in a	Develop and strengthen
316	Manipulate bitmapped images using a current industry		text, etc.	writing as needed by
510	standard software.		Standard CC.3.5.9-10.F	planning, revising, editing,
317	Identify the different file types and their uses.		Standard CC.3.5.11-12.F	rewriting, or trying a new
318	RESERVED		Analyze the author's purpose in	approach, focusing on
319	RESERVED		providing an explanation,	addressing what is most
320	RESERVED		describing a procedureand	significant for a specific
320	RESERVED		Analyze the structure of the	purpose and audience. Standard CC.3.6.9-10.E
322	Utilize appropriate marks. (i.e. gutters, registration		relationships among concepts in a	Standard CC.3.6.11-12.E.
	marks, fold lines, bleeds, etc.) on a printed product.		text.	Use technology, including
323	RESERVED		INTEGRATE KNOWLEDGE	the internet, to produce,
324	Prepare a prototype for a die-cut process using current		& IDEAS	publish, and update
	industry software.		GRADES 9-10	individual or shared writing
	-		Standard CC.3.5.9-10.G	products.

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325	Create a design using brainstorming, thumbnails,		Translate quantitative or technical		
	rough drafts, and comprehensives.		information expressed in a text	RESEARCH	
326	Identify different types of graphics (i.e., bitmap,		into visual form (e.g. a table or	GRADES 9-10-11-12	
	vector, line art, and continuous tone).	· · · · · · · · · · · · · · · · · · ·	chart).	Standard CC.3.6.9-10.F	
327	Calculate reduction, enlargement, and proportion of		Standard CC.3.5.9-10. H	Standard CC.3.6.11-12.F	
	images.		Assess the reasoning in a text to	Conduct short and more	
328	Prepare a Variable Data project using current industry		support the author's claim for	sustained research to answer	
020	standards.		solving a technical problem.	a question or solve a	
	Sturitures.		Standard CC.3.5.9-10. I	problem.	
				Standard CC.3.6.9-10.G.	
			Compare and contrast findings	Standard CC.3.6.11-12.G	
			presented in a text to those from	Gather relevant information	
		'	other sources, etc.	from multiple authoritative	
				print and digital sources,	
			INTEGRATE KNOWLEDGE	following a standard format	
			& IDEAS	for citation.	
			GRADES 11-12	Standard CC.3.6.9-10.H.	
			Standard CC.3.5.11-12. G	Standard CC.3.6.11-12.H.	
			Integrate and evaluate multiple	Draw evidence from	
			sources of information presented	informational texts to support	
			in diverse formatsto solve a	analysis, reflection, and	
			problem.	research.	
			Standard CC.3.5.11-12. H		
			Evaluate the hypotheses, data,	RANGE OF WRITING	
			analysis, and conclusions in a	GRADES 9-10-11-12 Standard CC.3.5.9-10.1 &	
			technical text, verifying the data	Standard CC.3.5.19-10.1 & Standard CC.3.5.11-12.I.	
			when possible.	Write routinely over	
			Standard CC.3.5.11-12. I	extended time frames and	
			Synthesize information from a	shorter time frames for a	
			range of sources into a coherent	range of tasks, purposes and	
		'	understanding.	audiencesetc.	
			DANCE OF DEADNIC	autorencesetc.	
			RANGE OF READING		
			GRADES 9-10-11-12 Standard CC 2.5.0.10 J		
			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.		

400	RESERVED.				
401	RESERVED	CAREER CLUSTER	KEY IDEAS/DETAILS	TEXT TYPES AND	
402	RESERVED		GRADES 9-10-11-12	PURPOSE	
403	RESERVED		Standard CC.3.5.9-10. A	GRADES 9-10-11-12	

404 RESERVED	Arts, AV Technology and	Standard CC.3.5.11-12 A	Standard CC.3.6.9-10.A
	Communications Career	Cite specific textual evidence, etc.	Standard CC.3.6.11-12.A
	Cluster	Standard CC.3.5.9-10 B	Write arguments focused on
	(Choose Standards)	Standard CC.3.5.11-12. B	discipline specific content.
	1-2-3-4-5-6	Determine the central ideas or	Standard CC.3.6.9-10.B
		conclusions of a text; etc.	Standard CC.3.6.11-12.B
	PATHWAY(S)	Standard CC.3.5.9-10.C	Write informative or
	Printing Technology	Standard CC.3.5.11-12.C Follow precisely a complex	explanatory texts, including the narration of technical
	Career Pathway	multistep procedure, etc.	processes, etc.
	•	munistep procedure, etc.	processes, etc.
	(Choose Standards)	CDAFT & STDUCTUDE	PRODUCTION &
	1-2-3	CRAFT & STRUCTURE	DISTRIBUTION OF
		GRADES 9-10-11-12	WRITING
	NOTE:	Standard CC.3.5.9-10. D	GRADES 9-10-11-12
	Please refer to the	Standard CC.3.5.11-12.D	Standard CC.3.6.9-10.C
	Common Career	Determine the meaning of	Standard CC.3.611-12 C
	Technical Core	symbols, key terms, and other	Produce clear and coherent
	Standards booklet if you	domain specific words.	writingappropriate to task,
	wish to add more Career	Standard CC.3.5.9-10.E	purpose, and audience.
	Pathways for your local	Standard CC.3.5.11-12.E	Standard CC.3.6.9-10 D
	geographic area.	Analyze the structure of the	Standard CC.3.6.11-12.D
		relationships among concepts in a	Develop and strengthen
		text, etc.	writing as needed by
		Standard CC.3.5.9-10.F	planning, revising, editing,
		Standard CC.3.5.11-12.F	rewriting, or trying a new
		Analyze the author's purpose in	approach, focusing on
		providing an explanation,	addressing what is most
		describing a procedureand	significant for a specific
		Analyze the structure of the	purpose and audience.
		relationships among concepts in a	Standard CC.3.6.9-10.E
		text.	Standard CC.3.6.11-12.E.
			Use technology, including
		INTEGRATE KNOWLEDGE	the internet, to produce,
		& IDEAS	publish, and update
		GRADES 9-10	individual or shared writing
		Standard CC.3.5.9-10.G	products.
		Translate quantitative or technical	RESEARCH
		information expressed in a text	GRADES 9-10-11-12
		into visual form (e.g. a table or	Standard CC.3.6.9-10.F
		chart).	Standard CC.3.6.11-12.F
		,	Conduct short and more
		Standard CC.3.5.9-10. H	sustained research to answer
		Assess the reasoning in a text to	a question or solve a
		support the author's claim for	problem.
		solving a technical problem.	Standard CC.3.6.9-10.G.
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Standard CC.3.5.9-10. I	Standard CC.3.6.11-12.G
Compare and contrast findings	Gather relevant information
presented in a text to those from	from multiple authoritative
other sources, etc.	print and digital sources,
	following a standard format
INTEGRATE KNOWLEDGE	for citation.
& IDEAS	Standard CC.3.6.9-10.H.
	Standard CC.3.6.11-12.H.
GRADES 11-12 Standard CC 2.5.11.12. C	Draw evidence from
Standard CC.3.5.11-12. G	informational texts to support
Integrate and evaluate multiple	analysis, reflection, and
sources of information presented	research.
in diverse formatsto solve a	
problem.	RANGE OF WRITING
Standard CC.3.5.11-12. H	GRADES 9-10-11-12
Evaluate the hypotheses, data,	Standard CC.3.5.9-10.1 &
analysis, and conclusions in a	Standard CC.3.5.11-12.I.
technical text, verifying the data	Write routinely over
when possible.	extended time frames and
Standard CC.3.5.11-12. I	shorter time frames for a
Synthesize information from a	range of tasks, purposes and
range of sources into a coherent	audiencesetc.
understanding.	audienceseu.
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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.	

500 501 502 503 504 505 506 506	DIGITAL OUTPUT. Prepare plates for an offset press/duplicator. RESERVED RESERVED Demonstrate the ability to input electronic content from various digital devices. (i.e., scanner, digital camera, OCR, etc.). Process digital images using various color modes (grayscale, RGB, CMYK, Duotone, spot) Prepare layouts for sheet imposition, work and	CAREER CLUSTER Arts, AV Technology and Communications Career Cluster (Choose Standards) 1-2-3-4-5-6 PATHWAY(S) Printing Technology	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.3.5.9-10 B Determine the central ideas or conclusions of a text; etc. Standard CC.3.5.9-10.C	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	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
507	Prepare layouts for sheet imposition, work and turn/tumble, step and repeat, multi-page signatures.		Standard CC.3.5.9-10.C Standard CC.3.5.11-12.C	Write informative or explanatory texts, including	Use units as a way to understand problems and to

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508	Perform the basic operations of a digital RIP system	1-2-3	Follow precisely a complex	the narration of technical	guide the solution of
	and production queues.		multistep procedure, etc.	processes, etc.	multistep problems.
509	Distinguish the functions of pagination, imposition, and	NOTE:		PRODUCTION &	Standard 2.1.HS.F.5
	color management on a digital RIP.	Please refer to the	CRAFT & STRUCTURE	DISTRIBUTION OF	Choose a level of accuracy
		Common Career	GRADES 9-10-11-12	WRITING	appropriate to limitations on measurement when reporting
		Technical Core	Standard CC.3.5.9-10. D	GRADES 9-10-11-12	quantities.
		Standards booklet if you	Standard CC.3.5.11-12.D	Standard CC.3.6.9-10.C	-
		wish to add more Career Pathways for your local	Determine the meaning of	Standard CC.3.611-12 C	Standard 2.1.HS.F.6
		geographic area.	symbols, key terms, and other	Produce clear and coherent	Extend the knowledge of arithmetic operations and
		geographic areas	domain specific words.	writingappropriate to task, purpose, and audience.	apply to complex numbers.
			Standard CC.3.5.9-10.E	Standard CC.3.6.9-10 D	apply to complex numbers.
			Standard CC.3.5.11-12.E Analyze the structure of the	Standard CC.3.6.11-12.D	
			relationships among concepts in a	Develop and strengthen	
			text, etc.	writing as needed by	
			Standard CC.3.5.9-10.F	planning, revising, editing,	
			Standard CC.3.5.11-12.F	rewriting, or trying a new	
			Analyze the author's purpose in	approach, focusing on	
			providing an explanation,	addressing what is most significant for a specific	
			describing a procedureand Analyze the structure of the	purpose and audience.	
			relationships among concepts in a	Standard CC.3.6.9-10.E	
			text.	Standard CC.3.6.11-12.E.	
				Use technology, including	
			INTEGRATE KNOWLEDGE	the internet, to produce,	
			& IDEAS	publish, and update individual or shared writing	
			GRADES 9-10	products.	
			Standard CC.3.5.9-10.G	products.	
			Translate quantitative or technical	RESEARCH	
			information expressed in a text	GRADES 9-10-11-12	
			into visual form (e.g. a table or	Standard CC.3.6.9-10.F	
			chart).	Standard CC.3.6.11-12.F Conduct short and more	
			Standard CC.3.5.9-10. H	sustained research to answer	
			Assess the reasoning in a text to	a question or solve a	
			support the author's claim for solving a technical problem.	problem.	
			Standard CC.3.5.9-10. I	Standard CC.3.6.9-10.G.	
			Compare and contrast findings	Standard CC.3.6.11-12.G	
			presented in a text to those from	Gather relevant information	
			other sources, etc.	from multiple authoritative print and digital sources,	
			ouler sources, etc.	following a standard format	
			INTEGRATE KNOWLEDGE	for citation.	
			& IDEAS	Standard CC.3.6.9-10.H.	
			GRADES 11-12	Standard CC.3.6.11-12.H.	
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Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formatsto solve a problem. Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a	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 &
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.	Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiencesetc.
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.	

600 601 602 603 604 605 606 607 608 609	OFFSET PRINTING. RESERVED RESERVED Mix fountain solutions to acquire proper Ph levels using appropriate ratios. Make ready paper path of feed-delivery systems for print production. Make ready inking systems. Make ready dampening systems. Print a variety of jobs on an offset press/duplicator. RESERVED	CAREER CLUSTER Arts, AV Technology and Communications Career Cluster (Choose Standards) 1-2-3-4-5-6 PATHWAY(S) Printing Technology Career Pathway	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 procisely a complex	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 negration of technical	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 midd the solution of
607 608	Make ready inking systems. Make ready dampening systems. Print a variety of jobs on an offset press/duplicator.	Printing Technology	Determine the central ideas or conclusions of a text; etc. Standard CC.3.5.9-10.C	Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or	Standard 2.1.HS.F.4 Use units as a way to

617	RESERVED	wish to add more Career	Determine the meaning of	Produce clear and coherent	Extend the knowledge of
618	Evaluate print quality using (star targets, color bars, and	Pathways for your local	symbols, key terms, and other	writingappropriate to task,	arithmetic operations and
018	viewing conditions, etc.) to monitor color accuracy.	geographic area.	domain specific words.	purpose, and audience.	apply to complex numbers.
619	RESERVED	geographic areas	Standard CC.3.5.9-10.E	Standard CC.3.6.9-10 D	appry to comprene numbers.
620	RESERVED		Standard CC.3.5.11-12.E	Standard CC.3.6.11-12.D	
621	RESERVED		Analyze the structure of the	Develop and strengthen	
622	RESERVED		relationships among concepts in a	writing as needed by	
623	RESERVED		text, etc.	planning, revising, editing,	
624	RESERVED		Standard CC.3.5.9-10.F	rewriting, or trying a new	
625	Identify the five press systems and their parts.		Standard CC.3.5.11-12.F	approach, focusing on	
626	RESERVED		Analyze the author's purpose in	addressing what is most	
627	RESERVED		providing an explanation,	significant for a specific	
628	RESERVED		describing a procedureand	purpose and audience. Standard CC.3.6.9-10.E	
629	Identify, troubleshoot and correct print defects.		Analyze the structure of the relationships among concepts in a	Standard CC.3.6.11-12.E.	
630	Analyze printed sheet and match to proof.		text.	Use technology, including	
631	RESERVED		text.	the internet, to produce,	
632	RESERVED		INTEGRATE KNOWLEDGE	publish, and update	
633	RESERVED		& IDEAS	individual or shared writing	
			GRADES 9-10	products.	
			Standard CC.3.5.9-10.G		
				RESEARCH	
			Translate quantitative or technical information expressed in a text	GRADES 9-10-11-12 Standard CC.3.6.9-10.F	
			into visual form (e.g. a table or	Standard CC.3.6.11-12.F	
			chart).	Conduct short and more	
			Standard CC.3.5.9-10. H	sustained research to answer	
			Assess the reasoning in a text to	a question or solve a	
			support the author's claim for	problem.	
			solving a technical problem.	Standard CC.3.6.9-10.G.	
			Standard CC.3.5.9-10. I	Standard CC.3.6.11-12.G	
			Compare and contrast findings	Gather relevant information	
			presented in a text to those from	from multiple authoritative print and digital sources,	
			other sources, etc.	following a standard format	
				for citation.	
			INTEGRATE KNOWLEDGE	Standard CC.3.6.9-10.H.	
			& IDEAS	Standard CC.3.6.11-12.H.	
			GRADES 11-12	Draw evidence from	
			Standard CC.3.5.11-12. G	informational texts to support	
			Integrate and evaluate multiple	analysis, reflection, and	
			sources of information presented	research.	
			in diverse formatsto solve a	DANCE OF WRITING	
			problem.	RANGE OF WRITING GRADES 9-10-11-12	
			Standard CC.3.5.11-12. H	GRADES 9-10-11-12 Standard CC.3.5.9-10.1 &	
			Evaluate the hypotheses, data,	Standard CC.3.5.11-12.I.	
			analysis, and conclusions in a	Stanuaru CC.5.5.11-12.1.	

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

700	BINDERY.				
701 702 703 704 705 706 707 708 709 710 711 712 713 714 715 716 717 718 719 720 721 722	Use folding equipment to produce various folds (i.e., French, accordion gate). Perform various stitching techniques. Use packaging and shrink-wrapping equipment. Properly handle printed substrates. Explain the importance of when stock squaring is required. RESERVED Demonstrate collating and gathering. RESERVED Compare creasing, scoring, and perfing. RESERVED RESERVED RESERVED RESERVED Demonstrate how to set up and properly use programmable cutters. RESERVED RESERVED RESERVED RESERVED RESERVED RESERVED RESERVED RESERVED RESERVED RESERVED RESERVED RESERVED RESERVED RESERVED Demonstrate proper padding techniques. Identify the various types of book binding. Differentiate between finishing processes (i.e., die cutting, embossing, debossing, etc.).	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.3.5.9-10. A Cite specific textual evidence, etc. Standard CC.3.5.9-10 B Standard CC.3.5.9-10 B Determine the central ideas or conclusions of a text; etc. Standard CC.3.5.9-10.C 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.3.5.9-10. D Standard CC.3.5.9-10. D Standard CC.3.5.9-10.E Standard CC.3.5.9-10.E Standard CC.3.5.9-10.E Standard CC.3.5.9-10.E Standard CC.3.5.9-10.F	TEXT TYPES AND PURPOSE GRADES 9-10-11-12 Standard CC.3.6.9-10.A 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.3.6.9-10.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.3.6.9-10.C Standard CC.3.6.9-10 D 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	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.

Standard CC.3.5.11-12.F	approach, focusing on
Analyze the author's purpose in	addressing what is most
providing an explanation,	significant for a specific
describing a procedureand	purpose and audience.
Analyze the structure of the	Standard CC.3.6.9-10.E
relationships among concepts in a	Standard CC.3.6.11-12.E.
text.	Use technology, including
	the internet, to produce,
INTEGRATE KNOWLEDGE	publish, and update
& IDEAS	individual or shared writing products.
GRADES 9-10	products.
Standard CC.3.5.9-10.G	RESEARCH
Translate quantitative or technical	GRADES 9-10-11-12
information expressed in a text	Standard CC.3.6.9-10.F
into visual form (e.g. a table or	Standard CC.3.6.11-12.F
chart).	Conduct short and more
Standard CC.3.5.9-10. H	sustained research to answer
Assess the reasoning in a text to	a question or solve a
support the author's claim for	problem.
solving a technical problem.	Standard CC.3.6.9-10.G.
Standard CC.3.5.9-10. I	Standard CC.3.6.11-12.G
Compare and contrast findings	Gather relevant information from multiple authoritative
presented in a text to those from	print and digital sources,
other sources, etc.	following a standard format
	for citation.
INTEGRATE KNOWLEDGE	Standard CC.3.6.9-10.H.
& IDEAS	Standard CC.3.6.11-12.H.
GRADES 11-12	Draw evidence from
Standard CC.3.5.11-12. G	informational texts to support
Integrate and evaluate multiple	analysis, reflection, and
sources of information presented	research.
in diverse formatsto solve a	
problem.	RANGE OF WRITING
Standard CC.3.5.11-12. H	GRADES 9-10-11-12 Standard CC 2.5.0.10 L .8
Evaluate the hypotheses, data,	Standard CC.3.5.9-10.1 & Standard CC 3.5.11.12 I
analysis, and conclusions in a technical text, verifying the data	Standard CC.3.5.11-12.I.
when possible.	Write routinely over extended time frames and
Standard CC.3.5.11-12. I	shorter time frames for a
Synthesize information from a	range of tasks, purposes and
range of sources into a coherent	audiencesetc.
understanding.	
-	
RANGE OF READING	
GRADES 9-10-11-12	

900 SAFETY. 901 Perform proper Lock Out/Tag Out techniques.	CAREER CLUSTER	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 formatsto 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.3.5.11-12.J By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.	individual or shared writing products. RESEARCH GRADES 9-10-11-12 Standard CC.3.6.9-10.F Standard CC.3.6.9-10.F Standard CC.3.6.9-10.F Standard CC.3.6.9-10.G. Standard CC.3.6.9-10.G. 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.3.6.9-10.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.3.5.9-10.J & Standard CC.3.5.9-10.I & Standard CC.3.5.9-1	NUMBERS AND
902 Identify general safety concerns in the industry.		GRADES 9-10-11-12	PURPOSE	OPERATIONS

002				CDADES 0 10 11 12	Standard 21 HC F 2
903	Identify general safety concerns in the lab (i.e., cutter,	Arts, AV Technology and	Standard CC.3.5.9-10. A	GRADES 9-10-11-12	Standard 2.1.HS.F.2
	guards, waste disposal, etc.).	Communications Career	Standard CC.3.5.11-12 A	Standard CC.3.6.9-10.A	Apply properties of rational
904	Identify the proper procedures when handling and	Cluster	Cite specific textual evidence, etc.	Standard CC.3.6.11-12.A	and irrational numbers to
	disposing of chemicals.	(Choose Standards)	Standard CC.3.5.9-10 B	Write arguments focused on	solve real world or
905	Identify and understand all the components of Safety	1-2-3-4-5-6	Standard CC.3.5.11-12. B	discipline specific content.	mathematical problems.
	Data Sheets.		Determine the central ideas or	Standard CC.3.6.9-10.B	Standard 2.1.HS.F.4
			conclusions of a text; etc.	Standard CC.3.6.11-12.B	Use units as a way to
		PATHWAY(S)	Standard CC.3.5.9-10.C	Write informative or	understand problems and to
		Printing Technology	Standard CC.3.5.11-12.C	explanatory texts, including	guide the solution of
		Career Pathway	Follow precisely a complex	the narration of technical	multistep problems.
		(Choose Standards)	multistep procedure, etc.	processes, etc.	Standard 2.1.HS.F.5
		1-2-3			
			CRAFT & STRUCTURE	PRODUCTION &	Choose a level of accuracy
		NOTE	GRADES 9-10-11-12	DISTRIBUTION OF	appropriate to limitations on
		NOTE:	Standard CC.3.5.9-10. D	WRITING	measurement when reporting
		Please refer to the		GRADES 9-10-11-12	quantities.
		Common Career	Standard CC.3.5.11-12.D	Standard CC.3.6.9-10.C	Standard 2.1.HS.F.6
		Technical Core	Determine the meaning of	Standard CC.3.611-12 C	Extend the knowledge of
		Standards booklet if you	symbols, key terms, and other	Produce clear and coherent	arithmetic operations and
		wish to add more Career	domain specific words.	writingappropriate to task,	apply to complex numbers.
		Pathways for your local	Standard CC.3.5.9-10.E	purpose, and audience.	11 7 1
		geographic area.	Standard CC.3.5.11-12.E	Standard CC.3.6.9-10 D	
			Analyze the structure of the	Standard CC.3.6.11-12.D	
			relationships among concepts in a	Develop and strengthen	
			text, etc.	writing as needed by	
			Standard CC.3.5.9-10.F	planning, revising, editing,	
			Standard CC.3.5.11-12.F	rewriting, or trying a new	
			Analyze the author's purpose in	approach, focusing on	
			providing an explanation,	addressing what is most	
			describing a procedureand	significant for a specific	
			Analyze the structure of the	purpose and audience.	
			relationships among concepts in a	Standard CC.3.6.9-10.E	
			text.	Standard CC.3.6.11-12.E.	
				Use technology, including	
			INTEGRATE KNOWLEDGE	the internet, to produce,	
			& IDEAS	publish, and update	
			GRADES 9-10	individual or shared writing	
				products.	
			Standard CC.3.5.9-10.G		
			Translate quantitative or technical	RESEARCH	
			information expressed in a text	GRADES 9-10-11-12	
			into visual form (e.g. a table or	Standard CC.3.6.9-10.F	
			chart).	Standard CC.3.6.11-12.F	
			Standard CC.3.5.9-10. H	Conduct short and more	
			Assess the reasoning in a text to	sustained research to answer	
			support the author's claim for	a question or solve a	
			solving a technical problem.	problem.	
L			a terminear 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 formatsto 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.3.5.11-12.J By the end of grades 9-10, AND 11-12, read and comprehend technical texts independently and proficiently. 	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.3.5.9-10.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 audiencesetc.	
1000	SPECIALTY PRINTING TECHNOLOGIES.				
1002 1003 1004	Explain the differing imaging technology processes (i.e., serigraphy, flexography, letterpress, gravure, indirect, etc.). Replenish consumables for digital printing equipment. Output a variety of files on digital/specialty imaging equipment (i.e., copiers, plotters, dye sublimation, etc.). Troubleshoot and resolve errors that occur on digital/specialty imaging equipment. Output color separations and composites for various printing processes.	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)	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.3.5.9-10.C Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, 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.	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.

1.2.2			
1-2-3		PRODUCTION &	Standard 2.1.HS.F.5
	CRAFT & STRUCTURE	DISTRIBUTION OF	Choose a level of accuracy
NOTE:	GRADES 9-10-11-12	WRITING	appropriate to limitations on
Please refer to the	Standard CC.3.5.9-10. D	GRADES 9-10-11-12	measurement when reporting quantities.
Common Career	Standard CC.3.5.11-12.D	Standard CC.3.6.9-10.C	-
Technical Core	Determine the meaning of	Standard CC.3.611-12 C	Standard 2.1.HS.F.6
Standards booklet if you wish to add more Career	symbols, key terms, and other	Produce clear and coherent	Extend the knowledge of arithmetic operations and
Pathways for your local	domain specific words.	writingappropriate to task,	apply to complex numbers.
geographic area.	Standard CC.3.5.9-10.E	purpose, and audience.	apply to complex numbers.
Boographine ar can	Standard CC.3.5.11-12.E	Standard CC.3.6.9-10 D	
	Analyze the structure of the	Standard CC.3.6.11-12.D Develop and strengthen	
	relationships among concepts in a	writing as needed by	
	text, etc. Standard CC.3.5.9-10.F	planning, revising, editing,	
	Standard CC.3.5.11-12.F	rewriting, or trying a new	
	Analyze the author's purpose in	approach, focusing on	
	providing an explanation,	addressing what is most	
	describing a procedureand	significant for a specific	
	Analyze the structure of the	purpose and audience.	
	relationships among concepts in a	Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E.	
	text.	Use technology, including	
		the internet, to produce,	
	INTEGRATE KNOWLEDGE & IDEAS	publish, and update	
	GRADES 9-10	individual or shared writing	
		products.	
	Standard CC.3.5.9-10.G	DEGE A D CH	
	Translate quantitative or technical	RESEARCH	
	information expressed in a text into visual form (e.g. a table or	GRADES 9-10-11-12 Standard CC.3.6.9-10.F	
	chart).	Standard CC.3.6.11-12.F	
	Standard CC.3.5.9-10. H	Conduct short and more	
	Assess the reasoning in a text to	sustained research to answer	
	support the author's claim for	a question or solve a	
	solving a technical problem.	problem.	
	Standard CC.3.5.9-10. I	Standard CC.3.6.9-10.G.	
	Compare and contrast findings	Standard CC.3.6.11-12.G Gather relevant information	
	presented in a text to those from	from multiple authoritative	
	other sources, etc.	print and digital sources,	
	·····	following a standard format	
	INTEGRATE KNOWLEDGE	for citation.	
	& IDEAS	Standard CC.3.6.9-10.H.	
	GRADES 11-12	Standard CC.3.6.11-12.H.	
	Standard CC.3.5.11-12. G	Draw evidence from	
		informational texts to support	

Integrate and evaluate multiple	analysis, reflection, and
sources of information presented	research.
in diverse formatsto solve a	
problem.	RANGE OF WRITING
Standard CC.3.5.11-12. H	GRADES 9-10-11-12
Evaluate the hypotheses, data,	Standard CC.3.5.9-10.1 &
analysis, and conclusions in a	Standard CC.3.5.11-12.I.
technical text, verifying the data	Write routinely over
when possible.	extended time frames and
Standard CC.3.5.11-12. I	shorter time frames for a
Synthesize information from a	range of tasks, purposes and
range of sources into a coherent	audiencesetc.
understanding.	
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.	