



CTE Multimedia Publishing

- PS 1 Articulate the purpose of digital media such as blogs, newsletters, websites, etc.
- PS 2 Explain the content of the digital media such as blogs, newsletters, websites, etc.
- PS 3 Communicate effective leadership techniques used in classroom and workplace situations.
- PS 4 Explain and apply a variety of publishing tools.
- PS 5 Receive assignments and meet industry deadlines.
- PS 6 Prepare the blog/projects following current copyright laws.
- PS 7 Compare school and workplace expectations to workplace expectations.
- PS 8 Explore career opportunities in the publishing industry.
- PS 9 Understand employability skills and workplace readiness skills as required by employers.
- PS 10 Apply employability skills and workplace readiness.
- PS 11 Engage in feedback protocols for the creative process (plan, draft, revise, publish).
- PS 12 Apply effective communication skills using a variety of modes.
- PS 13 Use appropriate spelling, grammar, and punctuation.

- PS 14 9-10.WHST.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

- PS 15 9-10.WHST.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation

Fine Arts Equivalency

- PS 16 Develop visual arts skills and techniques.
- PS 17 Applies a creative process in producing visual arts.
- PS 18 Develops the ability to analyze and critique work of others.
- PS 19 Uses the arts to express and present ideas/feelings to communicate a purpose.

Language Arts Equivalency (Common Core)

- PS 20 Provide a conclusion/concluding statement that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. [CCSS.ELA-LITERACY.W.9-10.3.E](#), [W.11-12.2.F](#)
- PS 21 Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. [CCSS.ELA-LITERACY.W.9-10.3.D](#), [W.11-12.3.D](#)
- PS 22 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. [CCSS.ELA-LITERACY.W.9-10.3](#), [W.11-12.3](#)
- PS23 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (12.RI.1)

- PS24 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (12.W.4)
- PS25 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (12.W.6)
- PS26 Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. CCSS.ELA-LITERACY.W.9-10.3.A, .W.11-12.3.A
- PS27 Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (CCSS.ELA-LITERACY.W.9-10.1.D)
- PS28 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (12.L.6)
- PS29 Present information, findings, and supportive evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (12.SL.4)