

# Idaho PTE Business Education Course with Essential Learning Outcomes and Learning Indicators

Course Title	PUBLISHING I		
SDPTE Course ID	BE 0314	IBED	IBED 11152

A course designed to develop proficiencies in the planning, designing, and development of business and promotional documents (newsletters, magazines, advertisements, etc.) using industry standard pagination and graphic design software. Identification of client needs and consideration of the intended audience direct the work students engage in as they combine appropriate text, graphics and design concepts to communicate the desired message effectively. Publishing careers will be examined.

Term	Semester	Preq	BE 0022
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Notes:

## Career Development CDev\_1: Demonstrate Knowledge of Self-Awareness

**CDev\_1.1 Assess personal skills, abilities, and aptitudes as they relate to career exploration and development.**

Learning Indicator: CDev_1.1.1	List positive characteristics about yourself
Learning Indicator: CDev_1.1.2	Identify personal likes and dislikes
Learning Indicator: CDev_1.1.3	Identify individual talents and interests
Learning Indicator: CDev_1.1.4	Identify personal, physical, and mental characteristics
Learning Indicator: CDev_1.1.5	Complete a series of standardized interest and career identification tests
Learning Indicator: CDev_1.1.6	Compare personal skills and aptitudes with various career options
Learning Indicator: CDev_1.1.7	Assess and analyze personal talents and interests as they may relate to a future career
Learning Indicator: CDev_1.1.8	Correlate personal, physical, and mental characteristics with the requirements of various career opportunities
Learning Indicator: CDev_1.1.9	Demonstrate a realistic understanding of self
Learning Indicator: CDev_1.1.10	Determine attitudes needed for career success
Learning Indicator: CDev_1.1.11	Model the concepts of honesty and dependability
Learning Indicator: CDev_1.1.12	Provide examples of how feelings and actions of oneself are influenced by other's behaviors
Learning Indicator: CDev_1.1.13	Demonstrate and practice the steps involved in resolving a conflict/stress situation
Learning Indicator: CDev_1.1.14	Demonstrate the ability to use mediation techniques based on peer feedback
Learning Indicator: CDev_1.1.15	Demonstrate ability to adapt to change

## Career Development CDev\_4: Demonstrate Knowledge of Career Strategy

**CDev\_4.3 Develop an individual career plan.**

Learning Indicator: CDev_4.3.1	Explain the importance of planning
Learning Indicator: CDev_4.3.2	Develop a career plan that includes the investigation of career clusters
Learning Indicator: CDev_4.3.3	Design a career plan that includes self-assessment, research, career alternatives, and high school course options
Learning Indicator: CDev_4.3.4	Create and implement a career plan that includes the required steps to transition from high school to post secondary education/training or the workplace
Learning Indicator: CDev_4.3.5	Explore appropriate employment opportunities and further education
Learning Indicator: CDev_4.3.6	Continue to revise and update one's career plan

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## Communications *Comm\_1: Demonstrate Knowledge of Foundations of Communications*

**Comm\_1.1** Through vocal expression, communicate in a clear, courteous, concise, and correct manner on personal and professional levels.

- Learning Indicator: Comm\_1.1.1 Express wants, needs and feelings
- Learning Indicator: Comm\_1.1.2 Differentiate between and practice correct pronunciation and enunciation
- Learning Indicator: Comm\_1.1.3 Select language appropriate to the situation
- Learning Indicator: Comm\_1.1.4 Ask questions with confidence to elicit general and/or specific
- Learning Indicator: Comm\_1.1.5 Use proper telephone techniques and etiquette
- Learning Indicator: Comm\_1.1.6 Organize thoughts to reflect logical thinking before speaking
- Learning Indicator: Comm\_1.1.7 Express opinions and discuss issues positively and tactfully
- Learning Indicator: Comm\_1.1.8 Use appropriate techniques to organize impromptu speeches and deliver one
- Learning Indicator: Comm\_1.1.9 Identify regional and cultural differences in spoken communications
- Learning Indicator: Comm\_1.1.10 Plan and present short presentations, individually or as a member of a group
- Learning Indicator: Comm\_1.1.11 Prepare, outline, and deliver a short oral presentation with attention to audience, suitable topic, and scope, with preparation including practicing speech on tape
- Learning Indicator: Comm\_1.1.12 Prepare visual material to support an oral presentation with attention to audience, site, appropriateness to topic, and necessary equipment to be used
- Learning Indicator: Comm\_1.1.13 Demonstrate an awareness and acceptance of international, regional, and multicultural speech
- Learning Indicator: Comm\_1.1.14 Exchange ideas in a formal/informal setting
- Learning Indicator: Comm\_1.1.15 Participate in group discussion and role playing
- Learning Indicator: Comm\_1.1.16 Participate in group discussions for problem resolution
- Learning Indicator: Comm\_1.1.17 Identify various roles within the group and practice listening, synthesizing, and restating information
- Learning Indicator: Comm\_1.1.18 Organize and lead discussions
- Learning Indicator: Comm\_1.1.19 Preside at meetings
- Learning Indicator: Comm\_1.1.20 Answer questions in formal and informal situations
- Learning Indicator: Comm\_1.1.21 Dictate using recording equipment

**Comm\_1.3** Communicate in a written format in a clear, courteous, concise, and correct manner on personal and professional levels.

- Learning Indicator: Comm\_1.3.1 Discuss the importance of correct spelling, grammar, word usage, mechanics, and legible writing
- Learning Indicator: Comm\_1.3.2 Write logical, coherent phrases, sentences, and paragraphs incorporating correct grammar, mechanics, and word usage
- Learning Indicator: Comm\_1.3.3 Compose simple requests for information, reports, and summaries; edit and revise written work
- Learning Indicator: Comm\_1.3.4 Outline to facilitate logical and understandable written documents
- Learning Indicator: Comm\_1.3.5 Use acceptable standards for grammar, mechanics, and word usage
- Learning Indicator: Comm\_1.3.6 Write coherent business correspondence, instructions, descriptions, summaries, and reports using appropriate formats
- Learning Indicator: Comm\_1.3.7 Proofread documents to ensure correct grammar, spelling, and punctuation

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Learning Indicator: Comm_1.3.8	Distinguish between paraphrasing, documentation, and plagiarism; use proper documentation procedures to avoid plagiarism
Learning Indicator: Comm_1.3.9	Demonstrate a sensitivity to language bias (e.g., sexist, gender, race, religious, physically challenged, etc.) and avoid use of language bias
Learning Indicator: Comm_1.3.10	Use note taking skills incorporating critical listening and reading techniques
Learning Indicator: Comm_1.3.11	Identify factors affecting the readability of text
Learning Indicator: Comm_1.3.12	Compare drafts to final documents and make editorial changes
Learning Indicator: Comm_1.3.13	Proofread business documents to ensure that they are clear, correct, concise, complete, consistent, and courteous
Learning Indicator: Comm_1.3.14	Compose messages that promote positive human behavior
Learning Indicator: Comm_1.3.15	Use a wide variety of references and resources (both electronic and printed) for the purpose of writing business documents
Learning Indicator: Comm_1.3.16	Write formal and informal reports using suitable format supported by appropriate graphic aids
Learning Indicator: Comm_1.3.17	Use the direct or indirect approach in appropriate correspondence situations
Learning Indicator: Comm_1.3.18	Analyze and respond in writing to routine business problems both individually and collaboratively
Learning Indicator: Comm_1.3.19	Write business communications that are sensitive to multicultural situations
Learning Indicator: Comm_1.3.20	Write appropriate messages for specific audiences, i.e., using empathy in a message, or addressing specific needed improvements
Learning Indicator: Comm_1.3.21	Write business communications that reflect international differences and address current practice and protocol

## **Communications Comm\_3: Demonstrate Knowledge of Technological Communications**

### **Comm\_3.1 Use technology to enhance the effectiveness of communications.**

Learning Indicator: Comm_3.1.1	Demonstrate proper telephone etiquette, including cellular phones
Learning Indicator: Comm_3.1.2	Demonstrate basic keyboarding and computer functions
Learning Indicator: Comm_3.1.3	Use basic software applications (e.g., word processing, spreadsheets, etc.)
Learning Indicator: Comm_3.1.4	Use CD-ROMs, laser disks, videos, and modems for knowledge acquisition
Learning Indicator: Comm_3.1.5	Project a positive first impression on the telephone
Learning Indicator: Comm_3.1.6	Use the telephone to gather personal and consumer information
Learning Indicator: Comm_3.1.7	Use basic functions of databases, spreadsheets, and programming languages by formatting documents
Learning Indicator: Comm_3.1.8	Refine documents using an electronic spell checker, a thesaurus and a grammar checker
Learning Indicator: Comm_3.1.9	Use a wide variety of references and research resources such as electronic bulletin boards and information services
Learning Indicator: Comm_3.1.10	Operate electronic message technologies to include voice mail, conference calls, pagers, and e-mail
Learning Indicator: Comm_3.1.11	Use computer networks (e.g., communicating computers, Internet, or on-line databases) to facilitate collaborative or individual learning and communicating
Learning Indicator: Comm_3.1.12	Discuss the use of the following communication systems: WATS lines, LAN systems, cellular technology, and voice recognition dictation

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Learning Indicator: Comm_3.1.13	Enhance documents through the use of advanced layout, design, and graphics production software and scanning hardware
Learning Indicator: Comm_3.1.14	Address the ethical issues regarding ownership of information generated electronically
Learning Indicator: Comm_3.1.15	Apply the rules of electronic messaging etiquette
Learning Indicator: Comm_3.1.16	Evaluate the select messages which may be addressed best by electronic media
Learning Indicator: Comm_3.1.17	Incorporate the use of international electronic resources such as the Internet to complete higher level projects
Learning Indicator: Comm_3.1.18	Use techniques to protect confidential messages that are transmitted via technology to avoid identity theft

## Information Systems IS\_1: Demonstrate Knowledge of the Foundations of Information Systems

### IS\_1.1 Identify and use various input technologies that include keyboarding, voice recognition, handwriting recognition, optical character recognition, and other forms of emerging input technologies.

Learning Indicator: IS_1.1.1	Develop proper input techniques for the keyboard and 10-key pad
Learning Indicator: IS_1.1.2	Build keyboarding skills, including speed and accuracy
Learning Indicator: IS_1.1.3	Master touch-keying for letter, punctuation, numeric, and symbol keys
Learning Indicator: IS_1.1.4	Apply proofreading skills
Learning Indicator: IS_1.1.5	Select and apply various appropriate input technologies such as image and text scanning, voice recognition, handwriting recognition, digital cameras, student response systems, touch screen mouse or stylus and tablet forms of input
Learning Indicator: IS_1.1.6	Develop proper input techniques for emerging technologies to optimize performance in composing documents
Learning Indicator: IS_1.1.7	Describe ergonomic issues and recognize how to prevent repetitive stress injuries related to input technologies
Learning Indicator: IS_1.1.8	Demonstrate proper safety techniques using input technologies (e.g., burning and copying media and DVD's)
Learning Indicator: IS_1.1.9	Organize and arrange workspace area

## Information Systems IS\_7: Demonstrate Knowledge of Information Systems Ethical Issues

### IS\_7.1 Establish and use a personal code of ethics for information systems use and management.

Learning Indicator: IS_7.1.1	Identify and explain property, privacy, access, and accuracy issues pertaining to information systems
Learning Indicator: IS_7.1.2	Analyze various information systems to distinguish ethical issues and problems
Learning Indicator: IS_7.1.3	Develop a code of ethics for information systems
Learning Indicator: IS_7.1.4	Apply ethical considerations to the operation and management of information systems common to organizations
Learning Indicator: IS_7.1.5	Demonstrate knowledge of laws and statutes relative to use of technology including copyright, equal access, fair use, educational opportunity, and least restrictive learning environment
Learning Indicator: IS_7.1.6	Discuss ethical and human issues relative to the use of technology in schools

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## Information Systems IS\_23: Demonstrate Knowledge of Using Desktop Publishing Software

### IS\_23.1 Evaluate the purposes, functions and features of desktop publishing software.

Learning Indicator: IS\_23.1.1 Describe the hardware components used in desktop publishing

Learning Indicator: IS\_23.1.2 Identify tools in toolbars and palettes

Learning Indicator: IS\_23.1.3 Demonstrate knowledge of effective color utilization

Learning Indicator: IS\_23.1.4 Demonstrate knowledge of design proximity, balance and contrast

Learning Indicator: IS\_23.1.5 Explore Web features of desktop publishing

### IS\_23.2 Consider a plan for documents to be published including the target audience, text, graphics and printer.

Learning Indicator: IS\_23.2.1 Plan the document to be published and consider the target audience

Learning Indicator: IS\_23.2.2 Create a new file and select a design

Learning Indicator: IS\_23.2.3 Decide on text to communicate the desired message effectively

Learning Indicator: IS\_23.2.4 Recognize and use two main categories of proportional typefaces: serif and sans serif

Learning Indicator: IS\_23.2.5 Choose color scheme

Learning Indicator: IS\_23.2.6 Choose graphics for the document

Learning Indicator: IS\_23.2.7 Choose a printer for the document

### IS\_23.3 Demonstrate ability to insert and edit text, and consider typography when publishing documents.

Learning Indicator: IS\_23.3.1 Create a blank document to include page size, margins, page orientation and bleed

Learning Indicator: IS\_23.3.2 Insert and edit text boxes or text frames

Learning Indicator: IS\_23.3.3 Choose fonts and apply font styles

Learning Indicator: IS\_23.3.4 Align text to ensure proper proximity within the document

Learning Indicator: IS\_23.3.5 Set indents and tabs and create lists

Learning Indicator: IS\_23.3.6 Adjust spacing to consider white space, tracking, kerning, and leading

Learning Indicator: IS\_23.3.7 Copy, move and import text utilizing the clipboard

Learning Indicator: IS\_23.3.8 Control text flow by creating and linking columns

### IS\_23.4 Demonstrate ability to format pages considering contrast, balance, and consistency.

Learning Indicator: IS\_23.4.1 Change page setup if necessary to consider gutter, binding and double-sided printing

Learning Indicator: IS\_23.4.2 Set guides for the positioning and alignment of objects

Learning Indicator: IS\_23.4.3 Use master pages to provide consistency through a multiple page document

Learning Indicator: IS\_23.4.4 Insert page numbers as fields on the master pages using headers or footers

Learning Indicator: IS\_23.4.5 Insert and delete pages

Learning Indicator: IS\_23.4.6 Create templates to ensure uniform page setup and formatting characteristics

Learning Indicator: IS\_23.4.7 Select and apply color and font scheme

Learning Indicator: IS\_23.4.8 Use styles to help maintain consistent formatting throughout the document