

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

Course Title	PUBLISHING III		
SDPTE Course ID	BE 0334	IBED	11152

A course designed to utilize publishing skills for the creation and publication of a complex publication such as a school yearbook. Planning and design principles are used to analyze and organize information, select and create visuals and develop a design structure. Organizational and professional skills are developed through team projects in which students prioritize project components and present the final product to its intended audience.

Term	Semester	Preq	BE 0324
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Notes:

Career Development CDev_2: Demonstrate Knowledge of Career Research

CDev_2.1 Utilize career resources to develop a knowledge base of career information.

Learning Indicator: CDev_2.1.1	Identify and learn about careers of family members and/or friends
Learning Indicator: CDev_2.1.2	Define and give examples of career clusters
Learning Indicator: CDev_2.1.3	List and describe various types of occupations in the community (e.g., banker, realtor, etc.)
Learning Indicator: CDev_2.1.4	Identify community business people and learn about career opportunities
Learning Indicator: CDev_2.1.5	Use a variety of research tools in the career exploration process (e.g., computer assisted programs, newspapers, books)
Learning Indicator: CDev_2.1.6	Research several occupational interests
Learning Indicator: CDev_2.1.7	Explain advantages of early career planning
Learning Indicator: CDev_2.1.8	Select and use resources available for projecting career opportunities and trends
Learning Indicator: CDev_2.1.9	Investigate educational opportunities (e.g., resources for training/retraining, career transition)
Learning Indicator: CDev_2.1.10	Design a questionnaire to be used for career exploration interview (e.g., educational requirements, starting salaries, career ladder opportunities)

Career Development CDev_4: Demonstrate Knowledge of Career Strategy

CDev_4.1 Apply knowledge gained from individual assessment to a comprehensive set of goals and an individual career plan.

Learning Indicator: CDev_4.1.1	Identify likes and dislikes of home and school responsibilities
Learning Indicator: CDev_4.1.2	Relate information derived from self-assessment to career areas involving data, people, and/or things
Learning Indicator: CDev_4.1.3	Relate the importance of career, family, and leisure activities to social and economic well-being
Learning Indicator: CDev_4.1.4	Describe the relationship of assessed interests, aptitudes, and abilities to academic and occupational skills
Learning Indicator: CDev_4.1.5	Apply career goals, skills, and interests to selection of high school courses
Learning Indicator: CDev_4.1.6	Explain how decisions regarding education and work impact major life decisions
Learning Indicator: CDev_4.1.7	Identify considerations for making responsible educational and occupational choices
Learning Indicator: CDev_4.1.8	Identify sources of financial assistance
Learning Indicator: CDev_4.1.9	Complete the steps required to apply for financial assistance
Learning Indicator: CDev_4.1.10	Develop an action plan to transition from postsecondary education to work

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Career Development *CDev_5: Demonstrate Knowledge of School-to-Work Transition*

CDev_5.2 Develop an employment portfolio.

Learning Indicator: CDev_5.2.1	Maintain a journal of career-oriented experiences (e.g., speakers and field trips)
Learning Indicator: CDev_5.2.2	Identify examples of work to be included in a portfolio
Learning Indicator: CDev_5.2.3	Prepare resumes and cover letters
Learning Indicator: CDev_5.2.4	Develop a portfolio (e.g. resume, sample cover letter, awards, extracurricular activities, and community service)
Learning Indicator: CDev_5.2.5	Demonstrate portfolio presentation skills
Learning Indicator: CDev_5.2.6	Enhance a portfolio through revisions (e.g., resume, sample cover letter, sample applications, career plan, examples of work and technical skills, awards, community service, and career information database)
Learning Indicator: CDev_5.2.7	Present a career portfolio
Learning Indicator: CDev_5.2.8	Use portfolio in job search process

CDev_5.4 Demonstrate an understanding of all elements involved in the job application process.

Learning Indicator: CDev_5.4.1	Locate a job opening
Learning Indicator: CDev_5.4.2	Complete a resume
Learning Indicator: CDev_5.4.3	Prepare for an interview
Learning Indicator: CDev_5.4.4	Participate in an interview
Learning Indicator: CDev_5.4.5	Complete tests required
Learning Indicator: CDev_5.4.6	Complete forms required
Learning Indicator: CDev_5.4.7	Complete an application letter
Learning Indicator: CDev_5.4.8	Complete a follow-up letter
Learning Indicator: CDev_5.4.9	Complete an acceptance letter
Learning Indicator: CDev_5.4.10	Evaluate a job offer
Learning Indicator: CDev_5.4.11	Evaluate a job rejection

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

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- 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
- 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

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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
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

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Communications *Comm_5: Demonstrate Knowledge of Organizational Communications*

Comm_5.2 Incorporate appropriate standards of personal ethics to communicate effectively with various business constituencies.

Learning Indicator: Comm_5.2.1	Discuss the fact that all organizations are political entities because they distribute the power, resources, and rewards
Learning Indicator: Comm_5.2.2	Define and discuss office politics
Learning Indicator: Comm_5.2.3	Express gratitude to colleagues when appropriate
Learning Indicator: Comm_5.2.4	Discuss the pros and cons of romantic relationships in the workplace
Learning Indicator: Comm_5.2.5	Discuss the career impact of decisions relating to family and friends
Learning Indicator: Comm_5.2.6	Discuss sexual harassment and its implications
Learning Indicator: Comm_5.2.7	Discuss the positive and negative aspects of the "grapevine"
Learning Indicator: Comm_5.2.8	Promote and gain acceptance for one's ideas and retain credit for them
Learning Indicator: Comm_5.2.9	Show interest in and support of the ideas of others
Learning Indicator: Comm_5.2.10	Write personal notes to business colleagues in special circumstances (e.g., congratulations, sympathy, appreciation, etc.)
Learning Indicator: Comm_5.2.11	Discuss the potential relationship between nonverbal cues and political posturing
Learning Indicator: Comm_5.2.12	Use assertiveness to overcome feelings of intimidation
Learning Indicator: Comm_5.2.13	Assess an audience in a social situation and select conversation and behavior accordingly
Learning Indicator: Comm_5.2.14	Discuss the ramifications of social behavior on professional image

Comm_5.3 Incorporate appropriate leadership techniques to communicate effectively with various business constituencies.

Learning Indicator: Comm_5.3.1	Identify effective leader characteristics
Learning Indicator: Comm_5.3.2	Organize and lead informal groups
Learning Indicator: Comm_5.3.3	Write short-term personal goals and professional goals
Learning Indicator: Comm_5.3.4	Explain why each meeting should have a purpose
Learning Indicator: Comm_5.3.5	Prepare and distribute an agenda prior to the meeting
Learning Indicator: Comm_5.3.6	Assess the impact of physical environment on meeting success
Learning Indicator: Comm_5.3.7	Plan, organize, and conduct meetings to achieve identified purpose
Learning Indicator: Comm_5.3.8	Demonstrate proper parliamentary procedures
Learning Indicator: Comm_5.3.9	Seek opportunities to practice leadership techniques
Learning Indicator: Comm_5.3.10	Demonstrate effective consensus building techniques
Learning Indicator: Comm_5.3.11	Identify and discuss different motivational theories
Learning Indicator: Comm_5.3.12	Determine the wants, needs, and motives of the audience to identify a motivational strategy
Learning Indicator: Comm_5.3.13	Use appropriate leadership language that includes optimism, encouragement, and action
Learning Indicator: Comm_5.3.14	Assume a leadership posture that incorporates confidence, assurance, and conviction
Learning Indicator: Comm_5.3.15	Lead a brainstorming session
Learning Indicator: Comm_5.3.16	Discuss behavior alteration techniques
Learning Indicator: Comm_5.3.17	Discuss reward and punishment theories as they relate to the business setting

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Learning Indicator: Comm_5.3.18 Explain the concepts of employee empowerment

Information Systems IS_3: Demonstrate Knowledge of Common Applications of Information Systems

IS_3.1 Identify, select, evaluate, and use application software.

Learning Indicator: IS_3.1.1	Identify the types of application software and explain their purpose or use
Learning Indicator: IS_3.1.2	Select application software types appropriate for specific tasks
Learning Indicator: IS_3.1.3	Describe emerging application software
Learning Indicator: IS_3.1.4	Use reference materials, such as on-line help, vendor bulletin boards, tutorials, and manuals available for application software
Learning Indicator: IS_3.1.5	Identify, select, and apply the features of software products, such as galleries, templates, and macros
Learning Indicator: IS_3.1.6	Evaluate application software products in terms of their features
Learning Indicator: IS_3.1.7	Select application software products appropriate to various computer platforms
Learning Indicator: IS_3.1.8	Import and export text, data, and images between software programs

Information Systems IS_18: Demonstrate Knowledge of Web Design and Internet Fundamentals

IS_18.1 Demonstrate knowledge of internet fundamentals.

Learning Indicator: IS_18.1.1	Review the history of the Internet, the Web, and HTML
Learning Indicator: IS_18.1.2	Identify hardware components, software components and providers required to access the Internet
Learning Indicator: IS_18.1.3	Identify components of the Internet including servers, clients, routers, IP address, firewalls and understand how the internet works
Learning Indicator: IS_18.1.4	Create an IP address and domain name
Learning Indicator: IS_18.1.5	Describe the differences between static and dynamic IP address
Learning Indicator: IS_18.1.6	Describe the function of a Domain Name Server (DNS)
Learning Indicator: IS_18.1.7	Explain how to register a domain name
Learning Indicator: IS_18.1.8	Define important Internet communications protocols and their roles in delivering basic Internet services such as http, https, ftp, tcp-ip, etc
Learning Indicator: IS_18.1.9	Demonstrate knowledge of standard copyright rules including licensing and citing materials
Learning Indicator: IS_18.1.10	Interpret the use and purpose of acceptable use policy (AUP) to include ethical behavior

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

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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

IS_23.5 Demonstrate ability to create and edit graphics using industry standard graphics software.

Learning Indicator: IS_23.5.1	Differentiate between bitmap (raster) and vector graphics
Learning Indicator: IS_23.5.2	Identify native formats for bitmap and vector graphics (e.g., JPG, GIF, TIF, BMP, PSD, PHG, PDF, EPS, AI, SWF, PNG, EPS)
Learning Indicator: IS_23.5.3	Acquire images via scanning, digital camera, internet search, and stock sources
Learning Indicator: IS_23.5.4	Create images using a digital camera
Learning Indicator: IS_23.5.5	Export/import images for project requirements (compression, resolution)
Learning Indicator: IS_23.5.6	Acquire clip art
Learning Indicator: IS_23.5.7	Use drawing tools to create and manipulate paths (lines and bezier curves) using anchor points, direction handles
Learning Indicator: IS_23.5.8	Use the design techniques to enhance images (e.g., crop, resize, mask, transform, restore images, apply gradients and utilize painting and drawing tools)
Learning Indicator: IS_23.5.9	Apply stroke and fill (solid and gradient)
Learning Indicator: IS_23.5.10	Select using appropriate tools

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Learning Indicator: IS_23.5.11 Group and ungroup objects

Learning Indicator: IS_23.5.12 Apply styles and effects

Learning Indicator: IS_23.5.13 Transform objects

Learning Indicator: IS_23.5.14 Create layers

Learning Indicator: IS_23.5.15 Apply transparencies

Learning Indicator: IS_23.5.16 Utilize Text Tools

IS_23.6 Demonstrate ability to place graphics and enhance publications to add appeal and brand recognition.

Learning Indicator: IS_23.6.1 Work with color and color systems (RGB and CMYK)

Learning Indicator: IS_23.6.2 Enhance objects with special effects such as shadows, 3-D, textures, gradients and patterns

Learning Indicator: IS_23.6.3 Enhance text by applying drop caps and text art

Learning Indicator: IS_23.6.4 Insert horizontal rules before and after text

Learning Indicator: IS_23.6.5 Apply border art

Learning Indicator: IS_23.6.6 Create a watermark and adjust the color and transparency

Learning Indicator: IS_23.6.7 Use design objects such as logos, forms, pull-quotes and mastheads

IS_23.7 Demonstrate ability to deliver publications to a commercial printer for final publication.

Learning Indicator: IS_23.7.1 Plan for publication by considering paper size, bleed, method of binding and budget

Learning Indicator: IS_23.7.2 Perform prepress checks using a spell checker and proofread documents

Learning Indicator: IS_23.7.3 Set properties for desktop printing by choosing print and printer options

Learning Indicator: IS_23.7.4 Enable trapping to avoid color gaps or overlapping

Learning Indicator: IS_23.7.5 Print a composite and color separations

Learning Indicator: IS_23.7.6 Deliver files to a commercial printer