

Module Correlation Chart

TEKS

§126.24. Desktop Publishing (One Credit).

- (A) General requirements. The prerequisite for this course is proficiency in the knowledge and skills described in §126.12(c) of this title (relating to Technology Applications (Computer Literacy), Grades 6-8). This course is recommended for students in Grades 9-12.
- (B) Introduction.
- (1) The technology applications curriculum has four strands: foundations, information acquisition, work in solving problems, and communication.
 - (2) Through the study of technology applications foundations, including technology-related terms, concepts, and data input strategies; students learn to make informed decisions about technologies and their applications. The efficient acquisition of information includes the identification of task requirements; the plans for using search strategies; and the use of technology to access, analyze, and evaluate the acquired information. By using technology as a tool that supports the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create a solution, and evaluate the results. Students communicate information in different formats and to diverse audiences. A variety of technologies will be used. Students will analyze and evaluate the results.
- (C) Knowledge and skills.

Texas Essential Knowledge and Skills (TEKS)		Modules
(1)	Foundations. The student demonstrates knowledge and appropriate use of hardware components, software programs, and their connections. The student is expected to:	
(A)	demonstrate knowledge and appropriate use of operating systems, software applications, and communication and networking components;	
(B)	compare, contrast, and appropriately use the various input, processing, output, and primary/secondary storage devices;	
(C)	make decisions regarding the selection, acquisition, and use of software taking under consideration its quality, appropriateness, effectiveness, and efficiency;	
(D)	delineate and make necessary adjustments regarding compatibility issues including, but not limited to, digital file formats and cross platform connectivity; and	
(E)	demonstrate knowledge of technology terminology and concepts relating them to desktop publishing.	

(2)	Foundations. The student uses data input skills appropriate to the task. The student is expected to:	
(A)	demonstrate proficiency in the use of a variety of input devices such as mouse, keyboard, disk/disc, modem, scanner, voice/sound recorder, or digital camera by appropriately incorporating such components into the product; and	
(B)	use digital keyboarding standards in word processing such as one space after punctuation, the use of em/en dashes, and smart quotation marks.	
(3)	Foundations. The student complies with the laws and examines the issues regarding the use of technology in society. The student is expected to:	
(A)	discuss copyright laws/issues and model ethical acquisition and use of digital information, citing sources using established methods;	
(B)	demonstrate proper etiquette and knowledge of acceptable use policies when using networks, especially resources on the Internet and intranet; and	
(C)	analyze the impact of desktop publishing on society including concepts related to persuasiveness, marketing, and point of view.	
(4)	Information acquisition. The student uses a variety of strategies to acquire information from electronic resources	
(A)	use strategies to obtain print and digital information from a variety of electronic resources including	
(B)	use strategies to navigate on and access information from local area networks (LANs)	
(5)	Information acquisition. The student acquires electronic information in a variety of formats, with appropriate supervision. The student is expected to:	
(A)	acquire information in electronic formats including text, audio, video, and graphics, citing the source; and	
(B)	demonstrate the ability to import and export elements from one program to another.	
(6)	Information acquisition. The student evaluates the acquired electronic information. The student is expected to:	
(A)	identify and employ a method to evaluate the information; and	
(B)	demonstrate skill in testing the accuracy and validity of the information.	
(7)	Solving problems. The student uses appropriate computer-based productivity tools to create and modify solutions to problems. The student is expected to:	
(A)	use desktop publishing methods in foundation and enrichment curricula;	
(B)	identify the tasks in a project and use the tools needed for completion such as word processing, pagination, utility, indexing, graphics, or drawing programs;	
(C)	use electronic productivity tools such as the word processor to edit text including move, copy, cut and paste, and spell check;	
(D)	select and use the categories of type, font, size, style, and alignment appropriate for the task;	
(E)	apply the basic elements of page design including text, graphics, headlines, and white space;	

(F)	distinguish design requirements as they relate to purposes and audiences including one-surface objects, multiple or bound pages, stationery, book jackets/magazine covers, pamphlets, magazines, brochures, and labels; and	
(G)	read and use technical documentation.	
(8)	Solving problems. The student uses research skills and electronic communication, with appropriate supervision, to create new knowledge. The student is expected to:	
(A)	develop technical documentation related to desktop publishing;	
(B)	demonstrate the use of technology to participate in self-directed and practical activities;	
(C)	extend the learning environment beyond the classroom through the creation and sharing of electronically formatted and published documents via electronic networks;	
(D)	synthesize new information from data gathered from interviews, print, and electronic resources; and	
(E)	demonstrate that tasks can be accomplished through technological collaboration and participate with electronic communities as a learner, initiator, contributor, and teacher/mentor.	
(9)	Solving problems. The student uses technology applications to facilitate evaluation of work, both process and product. The student is expected to:	
(A)	create technology specifications for tasks and evaluation rubrics to evaluate process and product against established criteria;	
(B)	design and implement procedures to track trends, set timelines, and review/evaluate progress for continual improvement in process and product;	
(C)	resolve information conflicts and validate information through accessing, researching, and comparing data; and	
(D)	seek and respond to advice from peers in delineating technological tasks.	
(10)	Communication. The student formats digital information for appropriate and effective communication. The student is expected to:	
(A)	define the purpose of the product and identify the specified audience;	
(B)	use terms related to typography appropriately including categories of type and type contrasts;	
(C)	use the principles of page design to create a product including, but not limited to, leading/kerning, automatic text flow into linked columns, widows/orphans, and text wrap;	
(D)	create a master template to include page specifications and other repetitive tasks;	
(E)	apply the basics of type measurement for inches and picas;	
(F)	use type techniques as graphic elements such as drop cap, decorative letters, or embedded-text frames;	
(G)	apply color principles to communicate the mood of the product for the specific audience;	

(H)	incorporate the principles of basic design including, but not limited to, balance, contrast, dominant element, use of white space, consistency, repetition, alignment, and proximity;	
(I)	identify the parts and kinds of pages including inside margin, outside margin, gutter, title, and inside pages; and	
(J)	use a variety of strategies to create effective designs, such as varying line widths and patterns, and use manipulation tools to stretch, bend, screen, rotate, follow a path, or mirror type.	
(11)	Communication. The student delivers the product electronically in a variety of media, with appropriate supervision. The student is expected to:	
(A)	use appropriate media for creating a knowledge base with a broad perspective and communicating to the worldwide community;	
(B)	use printing options such as tiling, color separations, collation, and previewing;	
(C)	distinguish design and printing requirements as they relate to purposes, audiences, and final output; and	
(D)	use styles (style sheets) including a variety of type specifications such as typeface, style, size, alignment, indents, and tabs.	
(12)	Communication. The student uses technology applications to facilitate evaluation of communication, both process and product. The student is expected to:	
(A)	identify and employ a method to evaluate the project for design, content delivery, purpose, and audience;	
(B)	use electronic project management tools to set milestones for completing projects and reviewing progress;	
(C)	seek and respond to advice from peers in evaluating the product;	
(D)	create technology specifications for tasks and evaluation rubrics; and	
(E)	demonstrate that products and product quality can be evaluated against established criteria.	

Source: The provisions of this §126.24 adopted to be effective September 1, 1998, 22 TexReg 5203.