Education Directions in and Recommitment to

Graphic Communication Programs

Ivan Bradley

Curriculum

Funding

Trends

Education Directions in and Recommitment to

Graphic Communication Programs

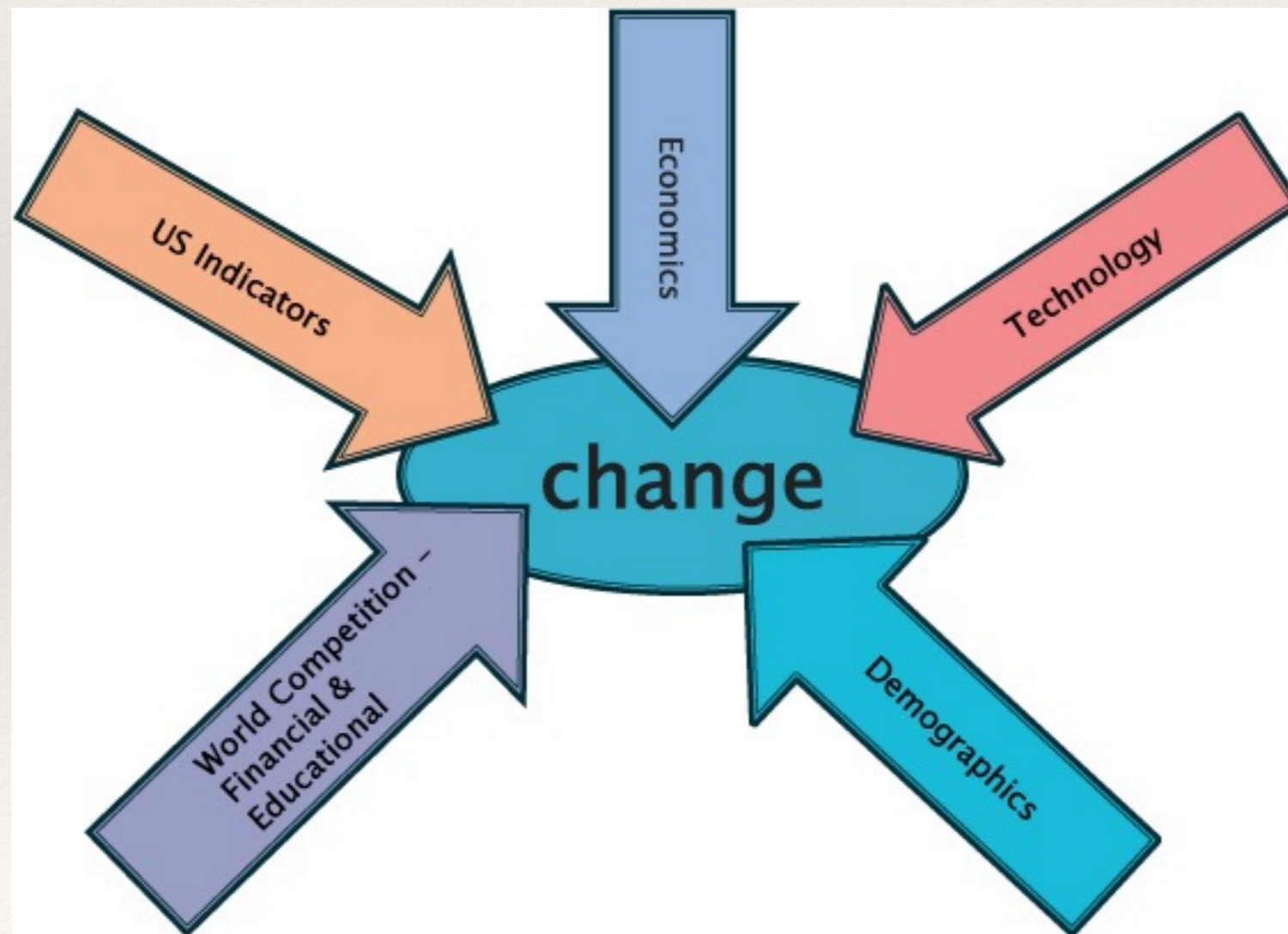Ivan Bradley

Curriculum

Common Core

Education is changing philosophically moving from *No Child Left Behind* to a *College and Career Readiness* concept, teaching academics across all content areas.

Forces of Change

Lack the necessary basic knowledge and applied skills for new entrants to the 21st century U.S. workforce.

Awareness of Need to Change

Distribution of Literary and Informational Passages by Grade in the 2009 NAEP Reading Framework

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Source: National Assessment Governing Board. 2008. *Reading Framework for the 2009 National Assessment of Educational Progress.* Washington, DC: U.S. Government Printing Office.

Awareness of Need to Change

Distribution of Communicative Purposes by Grade in the 2011 NAEP Writing Framework

Grade	To Persuade	To Explain	To Convey Experience
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

Source: National Assessment Governing Board. 2010. *Writing Framework for the 2011 National Assessment of Educational Progress (Prepublication edition).* Washington, DC: National Assessment Governing Board.

Initiative

Begun in 2009, as a joint effort between two national groups made up of state officials: the National Governors Association and the Council of Chief State School Officers, Common Core has grown to be fully or partially adopted by 45 states.

Objective

To teach *literacy* across all content areas, moving from recall to application and demonstration, and using the Smarter Balanced Assessment rather than the "answer is C" traditional testing method. More importantly it is a change from "learn to do" to "do to learn."

Standards

College AND Career Readiness Anchor Standards

The K-12 Common Core standards define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

READING

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

WRITING

Text Types and Purposes**

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SPEAKING AND LISTENING

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

LANGUAGE

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

*Please see "Research to Build and Present Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

** These broad types of writing include many subgenres. See Appendix A for definitions of key writing types (found at corestandards.org).

Standards

- Reading Standards for Literature

- Reading Standards for Informational Text

- Writing

- Speaking and Listing

- Language

Standards

Reading Standards for Literature

and

Reading Standards for Informational Text

- ❖ Key Ideas and Details
- ❖ Craft and Structure
- ❖ Integration of Knowledge and Ideas
- ❖ Range of Reading and Level of Complexity

10 Standards

Reading Level

Law and Public Safety
1420 – 1740L
Agriculture/Natural Resources
1270 – 1510L
Education and Training
1320 – 1370L
Transportation, Distribution and Logistics
1170 – 1350L
Architecture/Construction
1210 – 1340L
Business and Administration
1210 – 1310L
Health Science
1260 – 1300L
Hospitality and Tourism
1230 – 1260L
Scientific Research/Engineering
1190 – 1250L
Arts/AV Technology/Communications
1100 – 1190L

Goal is a 1200 Lexile Level

Standards

Writing Standards

❖ Text Types and Purposes
❖ Production and Distribution of Writing
❖ Research to Build and Present Knowledge
❖ Range of Writing

10 Standards

Standards

Listening and Speaking Standards

❖ Comprehension and Collaboration
❖ Presentation of Knowledge and Ideas

6 Standards

Standards

Language Standards

❖ Conventions of Standards English
❖ Knowledge of Language
❖ Vocabulary Acquisition and Use

6 Standards

Literacy?

"If you can't explain it simply,
you don't understand it well enough."

— *Albert Einstein*

Curriculum

21st Century Skills

Critical skills for successful and productive careers in this century: *Creativity and Innovation, Critical Thinking and Problem Solving, and Communication and Collaboration.*

Initiative

The American Federation of Teachers working with the Partnership for 21st Century Skills, are developing a new educational accountability system, *Framework for 21st Century Learning*

Creativity and Innovation

- ❖ Think Creatively

- ❖ Work Creatively with Others

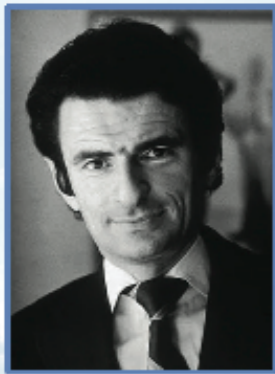- ❖ Implement Innovations

Critical Thinking and Problem Solving

❖ Reason Effectively

❖ Use System Thinking

❖ Make Judgements and Decisions

❖ Solve Problems

Communication and Collaboration

❖ Communicate Clearly

❖ Collaborate with Others

Assessment

About the Author

..erzy Kosinski was born in Poland in 1933. Since he came from a Jewish family, WWII was frightening for him. However, his family made it through the Holocaust.

Kosinski was an associate professor at the Polish Academy of Sciences. In 1957, he emigrated to the United States. He eventually graduated from Columbia University.

In 1965, Kosinski published *The Painted Bird*. This novel was quite controversial for its depictions of Poland and he was accused of being anti-Polish. However, this novel still remains one of Kosinki's most treasured works.

"One of the best. . . . Written with deep sincerity and sensitivity."—Elie Wiesel, The New York Times

"A powerful blow on the mind because it is so carefully kept within the margins of probability and fact."—Arthur Miller

"Of all the remarkable fiction that emerged from World War II, nothing stands higher than Jerzy Kosinski's The Painted Bird. A magnificent work of art, and a celebration of the individual will. No one who reads it will be unmoved by it. The Painted Bird enriches our literature and our lives."—Jonathan Yardley, The Miami Herald
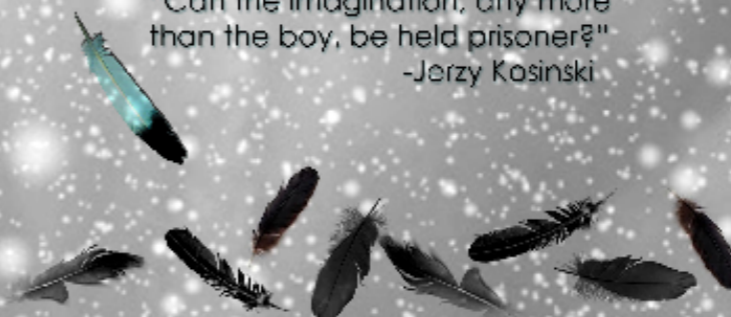
What he sees and experiences is unspeakable.

The Painted Bird

The PAINTED BIRD

By Jerzy Kosinski

"Can the imagination, any more than the boy, be held prisoner?"
-Jerzy Kosinski

The Painted Bird
by Jerzy Kosinski

The onset of World War II cuts a young Jewish boy off from his family and sets him adrift among the peasants of rural Poland. There, wide-eyed like a camera with its shutter stuck open, he witnesses atrocities and degradation, sexual and otherwise, that beggar the imagination: the title image refers to the hobby of a man who likes to capture a bird, paint its feathers different colors, and watch as its former fellows tear it apart as an intruder. The surreal carnival of violent depravity is made all the more horrifying when seen from the point of view of a boy who perceives all this as unsurprising and normal: He knows no better, and suffers it all with the endurance of the truly innocent.
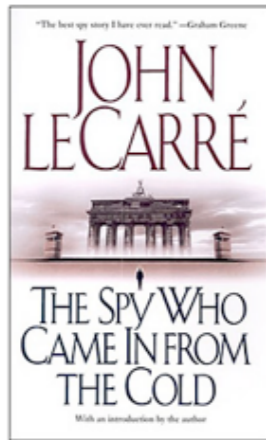
Designs: Summer Rutherford
Cost: $11.04

Assessment

Graphics – Project 9
Book Dust Cover Design
Adobe CS4 Indesign and Additional Software
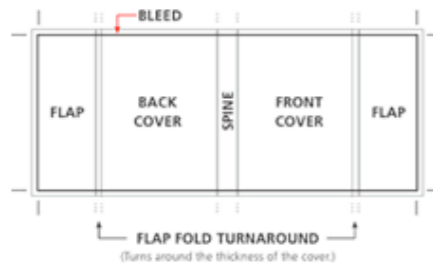
Name _____ Date Completed _____

Scenario

Even with the explosion of digital media and numerous means of reading and entertainment, printed books still are cherished for their portability, tactical experience, and sense of value. Competition on the bookshelf for a sale of a book is fierce. Though the title and often the author's name is a selling point, the design of the cover, which may include a dust cover for a hard bound book, is crucial to it's sale.

Objectives

- Develop a template
- Utilize various software programs
- Place graphics and text
- Save files in various formats (PDF)
- Pre-flight and package an Indesign file
- Produce a useful book dust cover design

Project Description

From Time Magazine's list of "Top 100 novels since 1923" web page, choose a book in which to create a dust cover design. The front and back cover design can be created using various software that you have experience with. The images are to be placed in an Indesign document. Most if not all type will be set in Indesign as well. In addition to graphical and photographic images, the front is to include the title and author's name. It may include optional text such as quotes, "Best Seller," etc. Front inside flap is to include the book title, edition if there is one, the author's name, book price, designer credit (your name), and a brief overview of the book. The back inside flap will have a short biography of the author. The author's picture may be included here or placed on the back cover. In addition to images and graphical elements the back cover is to include barcodes for ISBN and book cost. Set up document at 8.25" X 16.5". Preflight and package files, also save as PDF. Include crop marks.

Dimensions
Flap 2.25"
Turnaround .25"
Front and Back Covers 5.25"
Spine 1"
Height 8.25"

FLAP | BACK COVER | SPINE | FRONT COVER | FLAP
BLEED
FLAP FOLD TURNAROUND
(Turns around the thickness of the cover.)

Grading Rubric

Evaluation of each objective is on a 0 to 3 basis whereas 3 = exceeds standard, 2 = meets standard, 1 = meets some requirements, and 0 = meets no requirements for objective.

Objective	1	2	3	Student
Develop a template	Little use of guidelines	Correct dimensions, some guidelines used	Correct dimensions, guidelines,	
Utilize various software programs	Only Indesign used	One additional program used	Two or more programs used in addition to Indesign	
Place text and graphics	Only graphics placed	Some placement of text and graphics	Several placements of text and graphics	
Save files in various formats (PDF)	Saved as ID file only	Saved as ID and PDF with improper filename	Saved as ID and PDF with proper file naming	
Preflight and package an Indesign file	No Preflighting performed	Errors not corrected during Preflight.	All Preflight errors fixed. Package contains all files.	
Produce a useful book dust cover design	Poor design	Good design	Excellent design	
Timely production of work	Late by two class days	Late by one class day	Due date met	
Self critique work, Performance Evaluation, and CCCCs. (6 points)	Basic critique only	Several sentence critique and performance evaluation	Thorough critique, performance evaluation, and CCCCs	

Student Written Critique of Work

Time Magazine- All time 100 novels
http://entertainment.time.com/2005/10/16/all-time-100-novels/

Other Resources

Book Cover Design Tips and Tricks
http://www.graphic-design.com/DTG/Design/book_covers/index.html

Book Cover Examples
http://www.bookcoverarchieve.com

Gutenberg Project
http://www.gutenberg.org/wiki/Main_Page

Amazon
http://www.amazon.com/

Assessment

Performance Evaluation

	Improve	Meets	Exceeds
Attend Class	☐	☐	☐
Be on Time	☐	☐	☐
Be Productively on Task	☐	☐	☐
Complete Work on Time	☐	☐	☐
Be Respectful of Self and Others	☐	☐	☐
Maintain Clean Workstation	☐	☐	☐
Enjoy Learning	☐	☐	☐

Describe what steps you will take in the next project to improve your performance.

CRITICAL THINKING AND PROBLEM SOLVING

What was your reasoning for choosing this particular book to create a design for?

Describe the steps you took to visualize a design for the book cover.

COMMUNICATION AND COLLABORATION

Do you think your design communicates what the book is about? How?

Did you seek the advice of fellow students on this project or provide assistance?

CREATIVITY AND INNOVATION

What techniques, such as drop shadow, type on a path, filters, etc., did you utilize to create your design and why did you use them?

What was your reasoning for choosing the typefaces and colors that you did?

Assessment

Creativity and Innovation

◈ What techniques, such as drop shadow, type on a path, filters, etc., did you utilize to create your design and why did you use them?

◈ What was your reasoning for choosing the typefaces and colors that you did?

Communication and Collaboration

◈ Do you think your design communicates what the book is about? How?

◈ Did you seek the advice of fellow students on this project or provide assistance?

Critical Thinking and Problem Solving

◈ What was your reasoning for choosing this particular book to create a design for?

◈ Describe the steps you took to visualize a design for the book cover.

Curriculum

CTE Model Curriculum Standards

Standards that define programs of study that develop skills common to industry sectors and pathways

CTE Model Curriculum Standards

❖ 15 Industry Sectors

❖ 58 Pathways

Each Industry Sector contains Knowledge and Performance Anchor Standards, and Pathway Standards with Performance Indicators, and overall set of standards for ALL students- Standards for Career Ready Practice.

CTE Model Curriculum Standards

Industry Sectors

Agriculture and Natural Resources
Arts, Media, and Entertainment
Building and Construction Trades
Business and Finance
Education, Child Development, and Family Services
Energy, Environment, and Utilities
Engineering and Architecture
Fashion and Interior Design
Health Science and Medical Technology
Hospitality, Tourism, and Recreation
Information and Communication Technologies
Manufacturing and Product Design
Marketing Sales and Service
Public Services
Transportation

Pathways

Media and Design Arts
Performing Arts
Production and Managerial

Graphic Arts Technology
Integrated Graphics Technology
Machine and Forming Technology
Welding Technology

CTE Model Curriculum Standards

Describe the fundamental knowledge and skills that ALL students need to prepare for transition to postsecondary education, career training, or the workforce. Not just for CTE programs but are to be integrated into core curriculum as well.

CTE Model Curriculum Standards

1. Apply appropriate technical skills and academic knowledge.

2. Communicate clearly, effectively, and with reason.

3. Develop an education and career plan aligned with personal goals.

4. Apply technology to enhance productivity.

5. Utilize critical thinking to make sense of problems and persevere in solving them.

6. Practice personal health and understand financial literacy.

7. Act as a responsible citizen in the workplace and the community.

8. Model integrity, ethical leadership, and effective management.

9. Work productively in teams while integrating cultural and global competence.

10. Demonstrate creativity and innovation.

11. Employ valid and reliable research strategies.

12. Understand the environmental, social, and economic impacts of decisions.

CTE Model Curriculum Standards

Very similar to the Standards for Career Ready Practice, these establish standards common to all Industry Sectors.

CTE Model Curriculum Standards

1.0 Academics

2.0 Communications

3.0 Career Planning and Management

4.0 Technology

5.0 Problem Solving and Critical Thinking

6.0 Health and Safety

7.0 Responsibility and Flexibility

8.0 Ethics and Legal Responsibilities

9.0 Leadership and Teamwork

10.0 Technical Knowledge and Skills

11.0 Demonstration and Application

CTE Model Curriculum Standards

These standards are particular to a pathway within a standard.

Arts, Media, and Entertainment
Pathway Standards

A. Design, Visual, and Media Arts Pathway

The Design, Visual, and Media Arts pathway includes those occupations that use visual art, digital media, and Web-based tools and materials as the primary means of communication and expression. In addition to an understanding of current workplace practice, this career pathway requires the development of knowledge and skills in both visual art concepts as well as new and emerging digital processes by which individuals are able to create and communicate complex concepts in a broad range of occupations and professions.

Sample occupations associated with this pathway:

- Digital Animator
- Artistic Director
- Commercial Artist
- Web Designer
- Museum Curator

Pathway Standard

Indicator

A1.0 Demonstrate ability to reorganize and integrate visual art elements across digital media and design applications.

A1.1 View and respond to a variety of industry-related artistic products integrating industry appropriate vocabulary.

A1.2 Identify and use the principles of design to discuss, analyze, and create projects and products across multiple industry applications.

A1.3 Describe the use of the elements of art to express mood in digital or traditional art work found in the commercial environment.

CTE Model Curriculum Standards

Common practices and standards specific to an industry, such as color specification.

CTE Model Curriculum Standards

Practices, processes, and procedures as established by an employer.

Funding

Carl Perkins Act

Federal act was established to improve career-technical education programs, integrate academic and career-technical instruction, serve special populations, and meet gender equity needs.

Carl Perkins Act

Carl D. Perkins Career and Technical Education Act (Perkins), begun in 1984 and it was most recently was reauthorized in August 2006.

Perkins funds are to be used for CTE program improvement.

Carl Perkins Act

Funding Guidelines

1. The program is to teach student leadership, which may include participation Career Technical Student Organizations like FFA, DECA, and SkillsUSA

2. CTE programs are taught by CTE credentialed teachers

3. Sequence of pathway courses that include an industry- based exam

4. Maintain an advisory committee

Funding

California Careers Pathways Trust Grant

$250 million in grants made available for kindergarten through grade fourteen career pathways.

California High School CTE Programs

CTE Graphics programs offered in secondary schools, but how many students take them?

California High School CTE Programs

Statistics

1. 1,325 high schools in California with an enrollment, as of April 2015, of 1,772,017

2. 554 offer some form of graphic communication related course

3. Nearly 42% of high schools in California offer graphic arts classes

4. Approximately only 3% of all high school students, 36,135, are enrolled in graphic arts classes
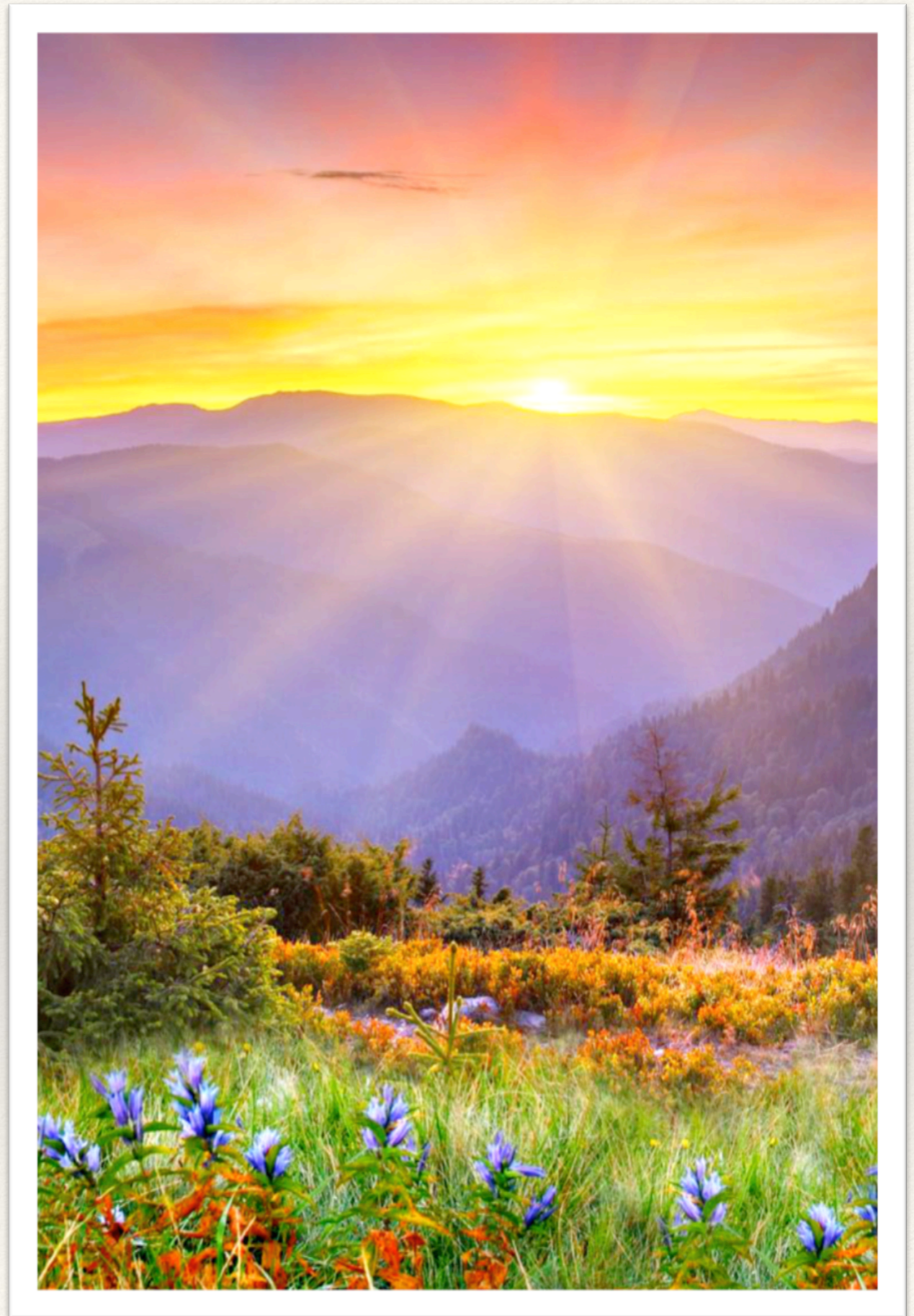
Trends

ROP and other CTE Programs

Regional Occupational Programs and Centers (ROP/C) have been in existence providing CTE courses for 40 years.

Conclusion

The climate is right in education for CTE programs, such as those that teach graphic communications.

Conclusion

Renewed support for curriculum development and refinement as well as funding to assure that CTE courses provide the educational opportunities for students to develop knowledge and skills, that prepare them for success in the 21st workplace.