

**EL DORADO UNION HIGH SCHOOL DISTRICT
EDUCATIONAL SERVICES
Course of Study Information Page**

COURSE TITLE Advanced Floral Design																		
DISTRICT COURSE NUMBER 0731		4-DIGIT STATE COURSE CODE (COMPLETED BY SILT) 7165																
Rationale:	<p>Advanced Floral Design is an option for students in agriculture programs to fulfill the elective requirement in the El Dorado Union High School District as well as meeting the UC “g” credit for electives.</p> <p>Advanced Floral Design is written for the student who would like to gain the ultimate skill set in this CTE area. Students will complete the class with significant college and career readiness as a result of specific knowledge and hands-on skills required to be successful in the floral. In addition to creating floral designs, students will explore local and worldwide floral supplies and focus on the business/entrepreneurial aspects of the industry. Students will plan, create, advertise, and market custom floral designs and ensure the satisfaction of the recipients in a realistic, relevant work-like setting.</p>																	
Course Description that will be in the Course Directory:	<p>Advanced Floral Design allows students to learn professional florist skills and to increase their knowledge needed for employment in the floral industry. Curriculum focuses on a continued accumulation of knowledge and then the advancement of applicable hands-on skills. Students will explore the floriculture industry on a more technical and advanced level including: the proper care and handling of flowers, plants and foliage; the evaluation of floral materials and arrangements; the utilization of floral tools, supplies, and products to apply design principles to floral media; the construction of arrangements for all occasions; the marketing and pricing of floral designs; and the preservation of floral materials. The art elements and principles of design will serve as a foundation for each unit covered. Students will be exposed to careers available in agriculture business. All agriculture students are automatically members of the FFA, and participation in FFA leadership-development activities and Supervised Agricultural Experience Program projects (SAEs) will be graded components of this course. At the end of the course, students will be prepared to secure a job in the floral industry and can challenge themselves by taking the state standardized floral design certification assessment.</p>																	
How Does this Course align with or meet State and District content standards?	<p>Advanced Floral Design is based on the Career Technical Education Standards set forth by the California Department of Education.</p>																	
NCLB Core Subjects:	<p><i>Select up to two that apply:</i></p> <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> Arts</td> <td><input type="checkbox"/> Civics and Government</td> <td style="text-align: right;"><input checked="" type="checkbox"/> Not Core Subject</td> </tr> <tr> <td><input type="checkbox"/> Economics</td> <td><input type="checkbox"/> History</td> <td></td> </tr> <tr> <td><input type="checkbox"/> English</td> <td><input type="checkbox"/> Mathematics</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Foreign Language</td> <td><input type="checkbox"/> Reading / Language Arts</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Geography</td> <td><input type="checkbox"/> Science</td> <td></td> </tr> </table>			<input type="checkbox"/> Arts	<input type="checkbox"/> Civics and Government	<input checked="" type="checkbox"/> Not Core Subject	<input type="checkbox"/> Economics	<input type="checkbox"/> History		<input type="checkbox"/> English	<input type="checkbox"/> Mathematics		<input type="checkbox"/> Foreign Language	<input type="checkbox"/> Reading / Language Arts		<input type="checkbox"/> Geography	<input type="checkbox"/> Science	
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CDE CALPADS Course Descriptors: (See Page 2 for Definitions)	<p style="text-align: center;">CTE TECH PREP COURSE INDICATORS</p> <input type="checkbox"/> Tech Prep (32) (Higher Ed) <input type="checkbox"/> Tech Prep & ROP(33) (Higher Ed) <input type="checkbox"/> ROP (30) <input type="checkbox"/> N/A	<p style="text-align: center;">CTE COURSE CONTENT CODE</p> <input type="checkbox"/> CTE Introductory (01) <input type="checkbox"/> CTE Concentrator (02) <input checked="" type="checkbox"/> CTE Completer (03) <input type="checkbox"/> Voc Subject <input type="checkbox"/> N/A	<p style="text-align: center;">INSTRUCTIONAL LEVEL CODE</p> <input type="checkbox"/> Remedial (35) <input type="checkbox"/> Honors UC-Certified (39) <input type="checkbox"/> Honors Non UC-Certified (34) <input type="checkbox"/> College (40) <input checked="" type="checkbox"/> N/A															

Length of Course:	X Year <input type="checkbox"/> Semester	
Grade Level(s):	<input type="checkbox"/> 9 <input type="checkbox"/> 10 X 11 X 12	
Credit:	X Number of credits: <u> 10 </u> X Meets graduation requirements (subject CTE, Elective) X Request for UC "a-g" requirements CSU/UC requirement <u> Elective </u>	X College Prep
Prerequisites:	Students must have completed Floral and Landscape design.	
Department(s):	Agriculture	
District Sites:	Ponderosa High School	
Board of Trustees COS Adoption Date:	April 23, 2019	
Textbooks / Instructional Materials:	<p>Basic Text <i>The Art of Floral Design</i> by Norah Hunter, Third Edition</p> <p>Other Texts <i>The Book of Flowers</i>, Le Livre des Fleurs <i>Essential Impressionist</i>, Paragon Publishing Book <i>The Natural Way to Draw</i>, Kimon Nicolaides <i>Art Talk</i>, Rosalind Ragans, Glencoe and McGraw Hill <i>Exploring Visual Design: The Elements and Principles</i>, Davis <i>Discovering Art History</i>, Gerald F. Bromer, Davis <i>Bouquets Floral Arrangements of the Masters</i>, Barrons <i>Principles of Floral Design</i>, Pat Diehl Scace and James DelPrince</p> <p>Supplemental Information <i>American Institute of Floral Design (AIFD) Manual</i> <i>Flower and Color Guide</i> produced by the California Cut Flower Commission (CCFC) Flower and Plant Care and Handling by the Society of American Florists (SAF)</p>	
Funding Source:	Agriculture Incentive Grant CTE Incentive Grant Perkins Funds Bruin Blooms ASB Organization (Flower Shop) Ponderosa FFA Boosters Organization	
Board of Trustees Textbook Adoption Date:	N/A	

Definitions

CALPADS	California Longitudinal Pupil Achievement Data System
CTE Technical Prep	A course within a CTE technical career pathway or program that has been articulated with a postsecondary education or through an apprenticeship program of at least 2 years following secondary instruction.
Instructional Level Code	Represents a nonstandard instructional level at which the content of a specific course is either above or below a 'standard' course instructional level. These levels may be identified by the actual level of instruction or identified by equating the course content and level of instruction with a state or nationally recognized advanced course of study, such as IB or AP.
Instructional Level Honors, UC Certified	Includes all AP courses.
Instructional Level Honors, non UC Certified	Requires Board approval.
Instructional Level College	Includes ACE courses. Equivalent to college course and content, but not an AP course. Not related to section, but to course.

EDUCATIONAL SERVICES

Course Title: Advanced Floral Design

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in the Floriculture Industry

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EDUCATIONAL SERVICES

Department: **Agriculture**

Course Title: **Advanced Floral Design**

Course Number: **0731**

Unit Title: **Review of Floral Design Skills**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

CTE Anchor Standards:

- 4.2 Employ Web-based communications responsibly and effectively to explore complex systems and issues.
- 4.6 Assess the value of various information and communication technologies to interact with constituent populations as part of a search of the current literature or in relation to the information task.
- 4.7 Demonstrate the use of appropriate tools and technology used in the Agriculture and Natural Resources sector.
- 6.1 Locate, and adhere to, Material Safety Data Sheet (MSDS) instructions.
- 6.2 Interpret policies, procedures, and regulations for the workplace environment, including employer and employee responsibilities.
- 6.3 Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies.
- 6.4 Practice personal safety when lifting, bending, or moving equipment and supplies.
- 6.5 Demonstrate how to prevent and respond to work-related accidents or injuries; this includes demonstrating an understanding of ergonomics.
- 6.6 Maintain a safe and healthful working environment.
- 6.7 Be informed of laws/acts pertaining to the Occupational Safety and Health Administration (OSHA).
- 7.3 Understand the need to adapt to changing and varied roles and responsibilities.
- 7.4 Practice time management and efficiency to fulfill responsibilities.
- 7.5 Apply high-quality techniques to product or presentation design and development.
- 7.6 Demonstrate knowledge and practice of responsible financial management.
- 7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.
- 10.1 Interpret and explain terminology and practices specific to the Agriculture and Natural Resources sector.
- 10.3 Construct projects and products specific to the Agriculture and Natural Resources sector requirements and expectations.
- 11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Agriculture and Natural Resources sector program of study.

Ornamental Horticulture Pathway Standards:

- F11.1 Demonstrate the use of plant materials and tools.
- F11.2 Apply basic design principles to products and designs.
- F11.3 Handle, prepare, and arrange cut flowers appropriately.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Students will demonstrate an understanding of floral art concepts including elements and principles of design, floral safety, floral tools, and materials through the creation, analysis, interpretation, and judgment of floral arrangements. This unit reviews Chapters 2-4 of *The Art of Floral Design*.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

- 1.1 Students review art elements such as: line, shape, value, texture, color, intensity, form, mass, space, and volume. They also review art principles of design: balance, symmetry, asymmetry, contrast, dominance, pattern, rhythm, theme variation, and unity.
Students create two-and three-dimensional works of floral art, identify elements and principles within the arrangement, and self-evaluate/peer-evaluate work with a lab partner.
- 1.2 Students demonstrate knowledge of arrangement shapes and styles.
Construct a minimum of 7 of the 11 basic shapes of floral arrangements such as: equilateral, isosceles, right, and scalene triangles, round, oval, fan, crescent, Hogarth, vertical, and horizontal.
- 1.3 Students identify flowers, foliage, mechanics, and materials
Review slide shows/identification methods through an internet-accessible method (like Quizlet)
- 1.4 Students review and demonstrate knowledge of safety procedures and proper use of materials and equipment.
Create safety videos using lab safety rules as if the student were in a management position and needed to minimize workplace injuries

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Safety Review and 100% performance of the Floral Safety Test
Inventory, Labeling, and Organization of the floral lab in order to review all tools and materials

- 1.1 Students review Elements and Principles of Design note from Floral Design course.
Formative- Lab Write-Up with reflection paragraph, design graded by rubric, Floral Design Portfolio
Summative- Quiz
- 1.2 Students demonstrate knowledge of arrangement shapes and styles
Formative- Lab Write-Up with reflection paragraph, design graded by rubric, Floral Design Portfolio
Summative- Designs graded by rubric
- 1.3 Students identify flowers, foliage, and mechanics, and materials
Formative- Online Quizzes
Summative- Flower, Plant, and Tool ID Test
- 1.4 Students review and demonstrate knowledge of safety procedures and proper use of materials and equipment.
Formative- Video Presentations
Summative- Safety Test

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

- Reviews offered through online or web-based curriculum
- Review of textbook or reference books
- Audio-visual supports
- Teacher or peer reviews
- Collaboration
- Floral lab make up times/days
- Alternative hands-on designs
- Test/assignment retakes
- Graphic organizers
- Scaffolding/differentiated assignments
- Acceptance of late work with or without penalties
- Modified pacing/requirements for diverse students

EDUCATIONAL SERVICES

Department: **Agriculture**

Course Title: **Advanced Floral Design**

Course Number: **0731**

Unit Title: **The Wholesale Floral Industry**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

CTE Anchor Standards:

- 2.1 Recognize the elements of communication using a sender–receiver model.
- 2.2 Identify barriers to accurate and appropriate communication.
- 2.3 Interpret verbal and nonverbal communications and respond appropriately.
- 2.4 Demonstrate elements of written and electronic communication, such as accurate spelling, grammar, and format.
- 2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- 2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.
- 3.6 Recognize the role and function of professional organizations, industry associations, and organized labor in a productive society.
- 3.7 Recognize the importance of small business in the California and global economies.
- 4.1 Use electronic reference materials to gather information and produce products and services.
- 4.2 Employ Web-based communications responsibly and effectively to explore complex systems and issues.
- 4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.
- 4.4 Discern the quality and value of information collected using digital technologies, and recognize bias and intent of the associated sources.
- 5.1 Identify and ask significant questions that clarify various points of view to solve problems.
- 5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.
- 5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.
- 5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.
- 6.3 Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies. 6.4 Practice personal safety when lifting, bending, or moving equipment and supplies.
- 6.5 Demonstrate how to prevent and respond to work-related accidents or injuries; this includes demonstrating an understanding of ergonomics.
- 6.6 Maintain a safe and healthful working environment.
- 7.1 Recognize how financial management impacts the economy, workforce, and community.
- 7.2 Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
- 7.3 Understand the need to adapt to changing and varied roles and responsibilities.
- 7.4 Practice time management and efficiency to fulfill responsibilities.
- 7.5 Apply high-quality techniques to product or presentation design and development.
- 7.6 Demonstrate knowledge and practice of responsible financial management.
- 7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.
- 8.1 Access, analyze, and implement quality assurance standards of practice.
- 8.3 Demonstrate ethical and legal practices consistent with Agriculture and Natural Resources sector workplace standards.
- 8.4 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace. 8.5 Analyze organizational culture and practices within the workplace environment.
- 9.7 Participate in interactive teamwork to solve real Agriculture and Natural Resources sector issues and problems.

9.10 Understand how to organize and structure work, individually and in teams, for effective performance and the attainment of goals.

9.13 Participate in group or team activities, including those offered by the student organization, that develop skills in leadership, cooperation, collaboration, and effective decision making.

10.1 Interpret and explain terminology and practices specific to the Agriculture and Natural Resources sector.

10.4 Collaborate with industry experts for specific technical knowledge and skills.

11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Agriculture and Natural Resources sector program of study.

Ornamental Horticulture Pathway Standards:

F3.1 Explain the different forms of sexual and asexual plant reproduction.

F3.2 Demonstrate the various techniques for successful plant propagation (e.g., budding, grafting, cuttings, seeds).

F3.3 Utilize and monitor plant reproduction for the development of a saleable product.

F4.4 Design an integrated approach to solving plant problems.

F5.1 Explain how basic soil science and water principles affect plant growth.

F5.2 Illustrate basic irrigation design and installation methods.

F5.3 Prepare and amend soils, implement soil conservation methods, and compare results.

F5.5 Explain the components of soilless media and test the use of those media in various types of containers.

F8.1 Demonstrate the proper use of production facilities and common nursery equipment.

F8.2 Use common nursery production practices.

F8.3 Demonstrate how to propagate and maintain a horticultural crop to the point of sale.

F8.4 Design a marketing and merchandising strategy to use in nursery production.

F9.1 Use different types of containers and demonstrate how to maintain growing containers in controlled environments.

F9.2 Operate and maintain selected hand and power equipment safely and appropriately.

F9.3 Select proper tools for specific horticultural jobs.

Agricultural Business Pathway Standards:

A4.2 Demonstrate the use and describe the importance of budgets, income statements, balance sheets, and financial statements.

A5.4 Maintain appropriate evidence (e.g., Point of Origin, pick/pack dates, production records) to support and defend risk management.

A8.1 Determine the most effective methods for assessing customer needs and wants.

A8.2 Describe the stages in making a successful sale and the various techniques used to approach potential customers and overcome their objections.

A8.3 Examine the physiological and psychological factors that influence motivation to purchase, including the fundamental steps in making a purchase.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Students will demonstrate an understanding of the flower industry in the local area and as a worldwide market. Having previously designed with floral materials for a year, this unit will lead students down the path of the supply chain. Through research and investigation, students will determine where their materials come from and understand the best sources for quality products. Finally, students will be responsible for maintaining and growing part of the floral supply needed for class. Chapters 1, 2, and 8 in *The Art of Floral Design* can be used for reference for this unit.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

2.1 Students investigate the origin of flowers.
Research project, world map, and CA map

2.2 Students research wholesale supply and flower sources, Industry Quality Standards, and harvesting and shipping of quality floriculture crops.
Research paper

- 2.3 Students will become proficient in ordering from a wholesaler.
At least three class projects will require students to order from a local wholesaler on line or through a phone Conversation or email.
Trip to or video of local floral wholesalers and the San Francisco Flower Market
Wholesaler or flower grower guest speaker
- 2.4 Students will manage a greenhouse or indoor growing area and grow plants while considering environmental conditions required for potted/flowering plants and the general health and diseases of cut flowers and flowering plants.

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

- 2.1 Students investigate the origin of flowers.
Formative- Research project graded with a rubric
- 2.2 Students become familiar with wholesale supply, flower sources, quality standards, and harvesting/shipping.
Formative- Research paper graded with rubric
Summative- Calendar Project of flowers by color and season
- 2.3 Ordering flowers from wholesaler
Formative- Emails or observed phone conversations with wholesalers or mock ups of these
- 2.4 Management of greenhouse or growing area
Formative- Project visits/evaluations; Student work logs
Summative- Plants and flowers evaluations based on industry quality standards

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

- Reviews offered through online or web-based curriculum
- Review of textbook or reference books
- Audio-visual supports
- Teacher or peer reviews
- Collaboration
- Floral lab make up times/days
- Alternative hands-on designs
- Test/assignment retakes
- Graphic organizers
- Scaffolding/differentiated assignments
- Acceptance of late work with or without penalties
- Modified pacing/requirements for diverse students

EDUCATIONAL SERVICES

Department: **Agriculture**

Course Title: **Advanced Floral Design**

Course Number: **0731**

Unit Title: **Advanced Floral Design Technique and Sales**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

CTE Anchor Standards

- 2.1 Recognize the elements of communication using a sender–receiver model.
- 2.3 Interpret verbal and nonverbal communications and respond appropriately.
- 2.4 Demonstrate elements of written and electronic communication, such as accurate spelling, grammar, and format.
- 5.1 Identify and ask significant questions that clarify various points of view to solve problems.
- 5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.
- 5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.
- 5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.
- 6.3 Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies.
- 6.4 Practice personal safety when lifting, bending, or moving equipment and supplies.
- 6.5 Demonstrate how to prevent and respond to work-related accidents or injuries; this includes demonstrating an understanding of ergonomics.
- 6.6 Maintain a safe and healthful working environment.
- 7.2 Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
- 7.3 Understand the need to adapt to changing and varied roles and responsibilities.
- 7.4 Practice time management and efficiency to fulfill responsibilities.
- 7.5 Apply high-quality techniques to product or presentation design and development.
- 7.6 Demonstrate knowledge and practice of responsible financial management.
- 7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.
- 8.1 Access, analyze, and implement quality assurance standards of practice.
- 8.3 Demonstrate ethical and legal practices consistent with Agriculture and Natural Resources sector workplace standards.
- 9.7 Participate in interactive teamwork to solve real Agriculture and Natural Resources sector issues and problems.
- 9.10 Understand how to organize and structure work, individually and in teams, for effective performance and the attainment of goals.
- 10.3 Construct projects and products specific to the Agriculture and Natural Resources sector requirements and expectations.
- 11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Agriculture and Natural Resources sector program of study.

Ornamental Horticulture Pathway Standards:

- F11.1 Demonstrate the use of plant materials and tools.
- F11.2 Apply basic design principles to products and designs.
- F11.3 Handle, prepare, and arrange cut flowers appropriately.
- F11.4 Develop a marketing and merchandising strategy to use in the floral industry.

Agricultural Business Pathway:

- A1.4 Analyze appropriate decision-making tools and financial records to make key management decisions.

- A1.6 Calculate the fixed and variable costs associated with the production of agricultural products and determine the output level that will yield maximum profit.
- A2.1 Identify basic economic factors affecting agricultural production and agribusiness management decisions.
- A2.3 Apply the law of supply and demand and evaluate its effect on price determination.
- A2.4 Assess how agriculture uses scarce resources to meet the needs and demands of its consumers.
- A2.5 Differentiate between elastic and inelastic supply and demand.
- A2.6 Predict how the law of diminishing returns impacts agricultural production.
- A4.2 Demonstrate the use and describe the importance of budgets, income statements, balance sheets, and financial statements.
- A8.1 Determine the most effective methods for assessing customer needs and wants.
- A8.2 Describe the stages in making a successful sale and the various techniques used to approach potential customers and overcome their objections.
- A8.3 Examine the physiological and psychological factors that influence motivation to purchase, including the fundamental steps in making a purchase

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Students will demonstrate their abilities to combine their knowledge and hands-on skills in the creation of advanced floral designs including, but not limited to, the following: designs of historical significance, contemporary designs, modern trends, and mechanically challenging designs. By drawing on previous knowledge and then utilizing more complicated techniques, students will complete a customer transaction from start to finish. Students will also become familiar with the California Certified Florist Exam and will be assessed in a timed scenario similar to the exam itself. Chapters 4-7 in *The Art of Floral Design* can be used as reference/background for this unit.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

- 3.1 Students will demonstrate the ability to design at industry standards.
Students will create various designs to demonstrate their abilities with different styles. Some examples of advanced designs would be: curvilinear, European style, waterfall, parallel design, Biedermeier, Ikebana, hand-tied, vase arrangements, and personal flowers.
Students will create designs for a mock CCF (California Certified Florist) Exam in a timed environment with Limited materials.
- 3.2 Students create a time management plan to complete the order and deliver at the appropriate time.
Develop a time management plan for at least five floral orders.
- 3.3. Students will properly take a flower order and complete the order including the following steps: making a materials list, pricing the order, ordering flowers and supplies as needed, creating a high-quality design that meets industry standards, delivering and setting up the arrangement, and insuring customer satisfaction of the final product.
Follow the steps above for at least five real-life or mock orders.

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

- 3.1 Students will demonstrate the ability to design at industry standards.
Formative- Floral Design Critiques completed verbally and in writing with personal reviews/assessment by instructor.
Summative- Semester Design Finals using California Certified Florist scorecard/rubric
- 3.2 Students create a time management plan to complete the order and deliver at the appropriate time.
Formative- Time Management Plan
- 3.3. Students will properly take a flower order and complete the order including the following steps: making a materials list, pricing the order, ordering flowers and supplies as needed, creating a high-quality design that

meets industry standards, delivering and setting up the arrangement, and insuring customer satisfaction of the final product.

Formative- Flower Order Form (contains materials list and pricing)

Summative- Performance Review with instructor; Order Critique

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

- Reviews offered through online or web-based curriculum
- Review of textbook or reference books
- Audio-visual supports
- Teacher or peer reviews
- Collaboration
- Floral lab make up times/days
- Alternative hands-on designs
- Test/assignment retakes
- Graphic organizers
- Scaffolding/differentiated assignments
- Acceptance of late work with or without penalties
- Modified pacing/requirements for diverse students

EDUCATIONAL SERVICES

Department: **Agriculture**

Course Title: **Advanced Floral Design**

Course Number: **0731**

Unit Title: **Marketing and Merchandising Horticultural Products**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

CTE Anchor Standards:

- 2.1 Recognize the elements of communication using a sender–receiver model.
- 2.2 Identify barriers to accurate and appropriate communication.
- 2.3 Interpret verbal and nonverbal communications and respond appropriately.
- 2.4 Demonstrate elements of written and electronic communication, such as accurate spelling, grammar, and format.
- 2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- 2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.
- 3.6 Recognize the role and function of professional organizations, industry associations, and organized labor in a productive society.
- 3.8 Understand how digital media are used by potential employers and postsecondary agencies to evaluate candidates.
- 4.1 Use electronic reference materials to gather information and produce products and services.
- 4.2 Employ Web-based communications responsibly and effectively to explore complex systems and issues.
- 4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.
- 4.5 Research past, present, and projected technological advances as they impact a particular pathway.
- 4.6 Assess the value of various information and communication technologies to interact with constituent populations as part of a search of the current literature or in relation to the information task.
- 4.7 Demonstrate the use of appropriate tools and technology used in the Agriculture and Natural Resources sector.
- 5.1 Identify and ask significant questions that clarify various points of view to solve problems.
- 5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.
- 5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.
- 5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.
- 6.3 Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies.
- 6.4 Practice personal safety when lifting, bending, or moving equipment and supplies.
- 6.5 Demonstrate how to prevent and respond to work-related accidents or injuries; this includes demonstrating an understanding of ergonomics.
- 6.6 Maintain a safe and healthful working environment.
- 7.3 Understand the need to adapt to changing and varied roles and responsibilities.
- 7.4 Practice time management and efficiency to fulfill responsibilities.
- 7.5 Apply high-quality techniques to product or presentation design and development.
- 7.6 Demonstrate knowledge and practice of responsible financial management.
- 7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.
- 8.6 Adhere to copyright and intellectual property laws and regulations, and use and appropriately cite proprietary information.
- 9.4 Explain how professional associations and organizations and associated leadership development and competitive career development activities enhance academic preparation, promote career choices, and contribute to employment opportunities.
- 10.4 Collaborate with industry experts for specific technical knowledge and skills.
- 11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills

gained during classroom instruction and laboratory practices specific to the Agriculture and Natural Resources sector program of study.

Ornamental Horticulture Pathway Standards:

- F11.1 Demonstrate the use of plant materials and tools.
- F11.2 Apply basic design principles to products and designs.
- F11.3 Handle, prepare, and arrange cut flowers appropriately.
- F11.4 Develop a marketing and merchandising strategy to use in the floral industry.

Agriculture Business Pathway Standards:

- A2.3 Apply the law of supply and demand and evaluate its effect on price determination.
- A2.4 Assess how agriculture uses scarce resources to meet the needs and demands of its consumers.
- 7.2 Compare the advantages and disadvantages of the various marketing options for agricultural products and services.
- A7.4 Explore the impact of advertising, promotion, and data analysis on the marketing of agricultural products and services.
- A7.5 Assess how promotion trends for agricultural products influence individuals.
- A7.6 Develop a marketing plan for an agricultural product or service.
- A8.1 Determine the most effective methods for assessing customer needs and wants.
- A8.2 Describe the stages in making a successful sale and the various techniques used to approach potential customers and overcome their objections.
- A8.3 Examine the physiological and psychological factors that influence motivation to purchase, including the fundamental steps in making a purchase
- A9.7 Analyze agricultural marketing strategies in other parts of the world.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Students will demonstrate an understanding of merchandising and marketing principles used in the floral industry. Modern marketing techniques, like the use of social media, web sites, and floral wire services will be explored as they relate to the floral industry. Students will become familiar with complex graphic design techniques and digital photography enhancement in the marketing of products. Chapters 1 and 8 in *The Art of Floral Design* can be used for reference/background information for this unit.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

- 4.1 Students will be introduced to and apply effective advertising techniques.
Create a flyer, email, and online advertisement.
Set up and coordinate a display on campus (window display, cooler sale, bulletin board, etc...)
- 4.2 Students will identify horticultural marketing techniques and apply them.
Floriculture brochure and/or online site the includes: product, price, placement, and promotion.
- 4.3 Students will apply horticultural merchandising techniques to create displays for floral shop activities.
Merchandise products for Flower of the Month, Valentine's Day, Holidays, Friendship Flowers, or other Campaigns
- 4.4 Students will price floriculture products.
Use completion of designs, price individual and large orders considering pricing for profit and affordability
- 4.5 Students will explore wire service information for the floriculture and horticulture industries.
Research project on wire service information, contracts, and availability
Personal or email interview with a local florist regarding his/her experiences with wire services
- 4.6 Students will practice floriculture sales and sales techniques.
In-Person Sales not limited to: Flower of the Month, Friendship Flowers, Holiday Flowers, Plant Sale

- 4.7 Students will become familiar with floral-related professional organizations, certifications, and the benefits and disadvantages of each.
Internet Research Project

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

- 4.1 Students will be introduced to and apply effective advertising techniques.
Formative- Advertising Campaign graded according to rubric
- 4.2 Students will identify horticultural marketing techniques and apply them.
Formative- Brochure/Site graded according to rubric
- 4.3 Students will apply horticultural merchandising techniques to create displays for floral shop activities.
- 4.4 Students will price floriculture products.
Summative- Floral Price Sheet Quiz
- 4.5 Students will explore wire service information for the floriculture and horticulture industries.
Formative- Pro/Con Sheet
Formative- Notes page from Floral Professional Interview
- 4.6 Students will practice floriculture sales and sales techniques.
Formative- Instructor Observation of student sales techniques
Formative- Sales Reflection Form
- 4.7 Students will become familiar with floral-related professional organizations, certifications, and the benefits and disadvantages of each.
Formative- Pro/Con Sheet
Formative- Internet Research Project graded by rubric

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

- Reviews offered through online or web-based curriculum
- Review of textbook or reference books
- Audio-visual supports
- Teacher or peer reviews
- Collaboration
- Floral lab make up times/days
- Alternative hands-on designs
- Test/assignment retakes
- Graphic organizers
- Scaffolding/differentiated assignments
- Acceptance of late work with or without penalties
- Modified pacing/requirements for diverse students

EDUCATIONAL SERVICES

Department: **Agriculture**

Course Title: **Advanced Floral Design**

Course Number: **0731**

Unit Title: **Floral Shop**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

CTE Anchor Standards:

- 2.1 Recognize the elements of communication using a sender–receiver model.
- 2.2 Identify barriers to accurate and appropriate communication.
- 2.3 Interpret verbal and nonverbal communications and respond appropriately.
- 2.4 Demonstrate elements of written and electronic communication, such as accurate spelling, grammar, and format.
- 2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- 2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.
- 4.1 Use electronic reference materials to gather information and produce products and services.
- 4.2 Employ Web-based communications responsibly and effectively to explore complex systems and issues.
- 4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.
- 4.7 Demonstrate the use of appropriate tools and technology used in the Agriculture and Natural Resources sector.
- 5.1 Identify and ask significant questions that clarify various points of view to solve problems.
- 5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.
- 5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.
- 5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.
- 6.3 Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies. 6.4 Practice personal safety when lifting, bending, or moving equipment and supplies.
- 6.5 Demonstrate how to prevent and respond to work-related accidents or injuries; this includes demonstrating an understanding of ergonomics.
- 6.6 Maintain a safe and healthful working environment.
- 7.1 Recognize how financial management impacts the economy, workforce, and community.
- 7.2 Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
- 7.3 Understand the need to adapt to changing and varied roles and responsibilities.
- 7.4 Practice time management and efficiency to fulfill responsibilities.
- 7.5 Apply high-quality techniques to product or presentation design and development.
- 7.6 Demonstrate knowledge and practice of responsible financial management.
- 7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession. 8.1 Access, analyze, and implement quality assurance standards of practice.
- 9.10 Understand how to organize and structure work, individually and in teams, for effective performance and the attainment of goals.
- 10.2 Comply with the rules, regulations, and expectations of all aspects of the Agriculture and Natural Resources sector.
- 10.3 Construct projects and products specific to the Agriculture and Natural Resources sector requirements and

expectations.

10.4 Collaborate with industry experts for specific technical knowledge and skills.

Agricultural Business Pathway Standards:

A2.3 Apply the law of supply and demand and evaluate its effect on price determination.

A2.4 Assess how agriculture uses scarce resources to meet the needs and demands of its consumers.

A2.5 Differentiate between elastic and inelastic supply and demand.

A2.6 Predict how the law of diminishing returns impacts agricultural production.

A4.2 Demonstrate the use and describe the importance of budgets, income statements, balance sheets, and financial statements.

A7.4 Explore the impact of advertising, promotion, and data analysis on the marketing of agricultural products and services.

A7.5 Assess how promotion trends for agricultural products influence individuals.

A7.6 Develop a marketing plan for an agricultural product or service.

A8.1 Determine the most effective methods for assessing customer needs and wants.

A8.2 Describe the stages in making a successful sale and the various techniques used to approach potential customers and overcome their objections.

A8.3 Examine the physiological and psychological factors that influence motivation to purchase, including the fundamental steps in making a purchase

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Students will demonstrate a relevant understanding of floral shop practices through hands-on application in an on-campus floral shop. Using the floral industry as a model, students will create organizational systems, inventory and manage supplies and equipment, create work schedules, and develop an employee handbook. As students work in this realistic environment, they will periodically create improvement plans and constantly work on customer relations. Chapters 1 and 4 in *The Art of Floral Design* can be used for reference/background information for this unit.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

- 5.1 Students will develop shop management procedures.
Develop a shop management handbook with rules and policies of a floral shop
- 5.2 Students will design a floor plan/layout design of an effective floral shop.
Take inventory of hard goods; complete Inventory Sheet
Tour or video tour of local floral shop
Shop Layout/Floor Plan Project
- 5.3 Students will investigate the importance of good customer relations.
Customer Relations Week- taking orders, fulfilling (free) orders, follow up surveys/critiques
- 5.4 Students will manage a small floral shop the constructs monthly, holiday, and seasonal projects.
Flower of the Month orders and other custom orders
Routine floral shop cleaning, organizing, inventory, ordering, and simple maintenance

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

- 5.1 Students will develop shop management procedures.
Formative- Shop Management Handbook graded by rubric
- 5.2 Students will design a floor plan/layout design of an effective floral shop.
Formative- Shop Layout/Floor Plan Project
- 5.3 Students will investigate the importance of good customer relations.
Formative- Instructor Observation and Discussion of Customer Follow-Up Surveys
- 5.4 Students will manage a small floral shop the constructs monthly, holiday, and seasonal projects.
Formative- Occasional Floral Lab Reviews/Critiques
Summative- Teacher observation from a predetermined (and shared) checklist

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

- Reviews offered through online or web-based curriculum
- Review of textbook or reference books
- Audio-visual supports
- Teacher or peer reviews
- Collaboration
- Floral lab make up times/days
- Alternative hands-on designs
- Test/assignment retakes
- Graphic organizers
- Scaffolding/differentiated assignments
- Acceptance of late work with or without penalties
- Modified pacing/requirements for diverse students

EDUCATIONAL SERVICES

Department: **Agriculture**

Course Title: **Advanced Floral Design**

Course Number: **0731**

Unit Title: **Special Occasions**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

CTE Anchor Standards:

- 2.1 Recognize the elements of communication using a sender–receiver model.
- 2.2 Identify barriers to accurate and appropriate communication.
- 2.3 Interpret verbal and nonverbal communications and respond appropriately.
- 2.4 Demonstrate elements of written and electronic communication, such as accurate spelling, grammar, and format.
- 2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- 2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.
- 4.1 Use electronic reference materials to gather information and produce products and services.
- 4.2 Employ Web-based communications responsibly and effectively to explore complex systems and issues.
- 4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.
- 4.5 Research past, present, and projected technological advances as they impact a particular pathway.
- 4.7 Demonstrate the use of appropriate tools and technology used in the Agriculture and Natural Resources sector.
- 5.1 Identify and ask significant questions that clarify various points of view to solve problems.
- 5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.
- 5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.
- 5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.
- 6.3 Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies. 6.4 Practice personal safety when lifting, bending, or moving equipment and supplies.
- 6.5 Demonstrate how to prevent and respond to work-related accidents or injuries; this includes demonstrating an understanding of ergonomics.
- 6.6 Maintain a safe and healthful working environment.
- 7.1 Recognize how financial management impacts the economy, workforce, and community.
- 7.2 Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
- 7.3 Understand the need to adapt to changing and varied roles and responsibilities.
- 7.4 Practice time management and efficiency to fulfill responsibilities.
- 7.5 Apply high-quality techniques to product or presentation design and development.
- 7.6 Demonstrate knowledge and practice of responsible financial management.
- 7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession. 8.1 Access, analyze, and implement quality assurance standards of practice.
- 8.3 Demonstrate ethical and legal practices consistent with Agriculture and Natural Resources sector workplace standards.
- 9.10 Understand how to organize and structure work, individually and in teams, for effective performance and the attainment of goals.
- 10.3 Construct projects and products specific to the Agriculture and Natural Resources sector requirements and expectations.
- 11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Agriculture and Natural Resources sector program of study.

Ornamental Horticulture Pathway Standards:

- F11.1 Demonstrate the use of plant materials and tools.
- F11.2 Apply basic design principles to products and designs.
- F11.3 Handle, prepare, and arrange cut flowers appropriately.
- F11.4 Develop a marketing and merchandising strategy to use in the floral industry.

Agricultural Business Pathway Standards:

- A2.3 Apply the law of supply and demand and evaluate its effect on price determination.
- A2.4 Assess how agriculture uses scarce resources to meet the needs and demands of its consumers.
- A2.5 Differentiate between elastic and inelastic supply and demand.
- A2.6 Predict how the law of diminishing returns impacts agricultural production.
- A4.2 Demonstrate the use and describe the importance of budgets, income statements, balance sheets, and financial statements.
- A7.4 Explore the impact of advertising, promotion, and data analysis on the marketing of agricultural products and services.
- A7.5 Assess how promotion trends for agricultural products influence individuals.
- A7.6 Develop a marketing plan for an agricultural product or service.
- A8.1 Determine the most effective methods for assessing customer needs and wants.
- A8.2 Describe the stages in making a successful sale and the various techniques used to approach potential customers and overcome their objections.
- A8.3 Examine the physiological and psychological factors that influence motivation to purchase, including the fundamental steps in making a purchase

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Students will demonstrate an understanding of special occasions by creating marketable, sellable products for floral event work. Students will complete a detailed plan for a special occasion, write a materials list, price materials, create a visual proposal for a potential client, present a quote to a potential client, order necessary materials from wholesalers, and then complete the design work and ensure customer satisfaction. Chapter 7 in *The Art of Floral Design* can be used for reference/background information for this unit.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

- 6.1 Students will demonstrate an understanding of special occasions by creating sellable products for floral event work.
Development of planning materials including: consultation form, materials form, timeline, and order form
- 6.2 Students will identify and experience the techniques required for wedding work.
Wedding Slideshow Presentation
Wedding Design Work
- 6.3 Students will become familiar with customs and techniques required for sympathy designs.
Research project related to various cultural traditions centered around funeral and memorial work
Planning and completion of a sympathy design for a real or mock scenario; examples include: flat and casket pieces, lid settings, and easel sprays
- 6.4 Students will plan and create designs for floral holidays and occasions.
Holiday Orders and Arrangements
- 6.5 Students will follow the organizational and planning steps needed to design for large events, like banquets.
FFA Banquet Centerpieces within a specific scenario

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

- 6.1 Students will demonstrate an understanding of special occasions by creating sellable products for floral event work.
- 6.2 Students will identify and experience the techniques required for wedding work.
Formative- Wedding Project Presentation graded by rubric
Summative- Wedding Design graded by rubric
- 6.3 Students will become familiar with customs and techniques required for sympathy designs.
Formative- Research project graded by rubric
Summative- Sympathy Design graded by rubric
- 6.4 Students will plan and create designs for floral holidays and occasions.
Formative- Floral Lab Write Up
- 6.5 Students will follow the organizational and planning steps needed to design for large events, like banquets.
Formative- Floral Lab Write Up
Summative- FFA Banquet Centerpieces graded by rubric

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

- Reviews offered through online or web-based curriculum
- Review of textbook or reference books
- Audio-visual supports
- Teacher or peer reviews
- Collaboration
- Floral lab make up times/days
- Alternative hands-on designs
- Test/assignment retakes
- Graphic organizers
- Scaffolding/differentiated assignments
- Acceptance of late work with or without penalties
- Modified pacing/requirements for diverse students

EDUCATIONAL SERVICES

Department: **Agriculture**

Course Title: **Advanced Floral Design**

Course Number: **0731**

Unit Title: **Careers, Merchandising, and Sales in the Floriculture Industry**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

CTE Anchor Standards:

- 2.1 Recognize the elements of communication using a sender–receiver model.
- 2.2 Identify barriers to accurate and appropriate communication.
- 2.3 Interpret verbal and nonverbal communications and respond appropriately.
- 2.4 Demonstrate elements of written and electronic communication, such as accurate spelling, grammar, and format.
- 2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- 2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.
- 3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.
- 3.2 Evaluate personal character traits, such as trust, respect, and responsibility, and understand the impact they can have on career success.
- 3.3 Explore how information and communication technologies are used in career planning and decision making.
- 3.4 Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.
- 3.5 Integrate changing employment trends, societal needs, and economic conditions into career planning.
- 3.6 Recognize the role and function of professional organizations, industry associations, and organized labor in a productive society.
- 3.7 Recognize the importance of small business in the California and global economies.
- 3.8 Understand how digital media are used by potential employers and postsecondary agencies to evaluate candidates.
- 3.9 Develop a career plan that reflects career interests, pathways, and postsecondary options.
- 4.1 Use electronic reference materials to gather information and produce products and services.
- 4.2 Employ Web-based communications responsibly and effectively to explore complex systems and issues.
- 4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.
- 4.4 Discern the quality and value of information collected using digital technologies, and recognize bias and intent of the associated sources.
- 4.5 Research past, present, and projected technological advances as they impact a particular pathway.
- 4.6 Assess the value of various information and communication technologies to interact with constituent populations as part of a search of the current literature or in relation to the information task.
- 4.7 Demonstrate the use of appropriate tools and technology used in the Agriculture and Natural Resources sector.
- 5.1 Identify and ask significant questions that clarify various points of view to solve problems.
- 5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.
- 5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.
- 7.4 Practice time management and efficiency to fulfill responsibilities.
- 7.5 Apply high-quality techniques to product or presentation design and development.
- 7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.
- 9.1 Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.
- 9.2 Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills, as applied in groups, teams, and career technical student organization activities.
- 9.3 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community,

and workplace setting.

9.4 Explain how professional associations and organizations and associated leadership development and competitive career development activities enhance academic preparation, promote career choices, and contribute to employment opportunities.

9.5 Understand that the modern world is an international community and requires an expanded global view.

9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace.

9.7 Participate in interactive teamwork to solve real Agriculture and Natural Resources sector issues and problems.

9.8 Define the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.

9.9 Identify the ways in which pre-professional associations, such as the Future Farmers of America (FFA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.

9.10 Understand how to organize and structure work, individually and in teams, for effective performance and the attainment of goals.

9.11 Explain multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.

9.12 Demonstrate how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.

9.13 Participate in group or team activities, including those offered by the student organization, that develop skills in leadership, cooperation, collaboration, and effective decision making.

10.5 Interpret and explain the aims, purposes, history, and structure of the FFA student organization and know the opportunities it makes available.

10.6 Manage, and actively engage in, a career-related, supervised agricultural experience.

10.7 Understand the importance of maintaining and completing the California Agricultural Record Book.

11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Agriculture and Natural Resources sector program of study.

11.2 Demonstrate proficiency in a career technical pathway that leads to certification, licensure, and/or continued learning at the postsecondary level.

11.3 Demonstrate entrepreneurship skills and knowledge of self-employment options and innovative ventures.

11.4 Employ entrepreneurial practices and behaviors appropriate to Agriculture and Natural Resources sector opportunities.

11.5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Students will explore career opportunities in the floriculture and horticulture industry and prepare to enter the industry. Through the FFA leadership organization, students will gain leadership and record-keeping skills that will benefit them throughout life. Each student will carry out a Supervised Agriculture Experience Program project. As a final assessment, students will complete a Professional Portfolio and participate in activities that make them college and career ready. The ideal culmination of the course would include students taking an industry-based floral certification test like the California Certified Florist Exam or an equivalent exam created for students of this ability level. Chapter 1 in *The Art of Floral Design* can be used for reference/background information for this unit.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

7.1 Students will demonstrate employability skills as noted on their Career Readiness Charts. Career Readiness Charts include instructor and student evaluations of the following areas: communication, cooperation with co-workers, ability to follow directions, completion of assigned floral jobs, and cleaning and maintenance of work areas.

7.2 Students will develop a resume, letter of introduction, and job application for an available job in the interest area of the student.

- 7.3 Students will demonstrate interview skills in a mock interview session and Mock Interview Contest.
- 7.4 Students will create a Professional Floral Portfolio.
Sample Portfolio Contents: Letter of Introduction, Resume, Job Application, Floral Work Samples (photos), Project Timelines, Project Materials Lists, Project Pricing Sheets, Quote to a Potential Customer, Academic or Community Based Work Samples and Awards, Letters of Recommendation
- 7.5 Students will explore career opportunities and challenges as well as professional organizations related to their career interest areas.
Labor Market Research Project
Naviance (or similar) Career Interest Program
Job Shadow with a professional
- 7.6 Students will develop an ownership or placement SAE project and maintain records of the project.
Projects may be on or off campus. Group SAE projects allow students to participate with no financial commitment (some examples are the Peace Lily Project and Succulent Project.)
FFA Record Book
- 7.7 Students will develop leadership skills through the FFA youth leadership organization.
Opportunities are available throughout the year during the school day or outside of the school day.

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

- 7.1 Students will demonstrate employability skills as noted on their Career Readiness Charts.
Formative- Career Readiness Charts
- 7.2 Students will develop a resume, letter of introduction, and job application for an available job in the interest area of the student.
Formative- Rough Drafts
Summative- Portfolio Final graded by rubric
- 7.3 Students will demonstrate interview skills in a mock interview session and Mock Interview Contest.
Formative- Mock Interview Critiques
- 7.4 Students will create a Professional Floral Portfolio.
Summative- Portfolio Final graded by rubric
- 7.5 Students will explore career opportunities and challenges.
Formative- Career Exploration Participation graded by checklist
Formative- Job Shadow Report
- 7.6 Students will develop an ownership or placement SAE project.
Formative and Summative- FFA Record Book graded by rubric
- 7.7 Students will develop leadership skills through the FFA youth leadership organization.
Formative and Summative- FFA Record Book graded by rubric

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

- Reviews offered through online or web-based curriculum
- Review of textbook or reference books
- Audio-visual supports
- Teacher or peer reviews
- Collaboration
- Floral lab make up times/days
- Alternative hands-on designs
- Test/assignment retakes
- Graphic organizers
- Scaffolding/differentiated assignments
- Acceptance of late work with or without penalties
- Modified pacing/requirements for diverse students