



Floriculture/Floristry

Course: Beginning Floral Design		Total Framework Hours up to: 180
CIP Code: 010601	☒ Exploratory Beginning ☐ Preparatory Advanced	Date Last Modified: 2012
Career Cluster: Agriculture, Food and Natural Resources		Cluster Pathway: Plant Systems

COMPONENTS AND ASSESSMENTS

Performance Assessments:

- Identify and summarize the components of a flower, the functions of a flower and the functions of flower components. PS.02.02.05.a
- Identify structures in a typical plant cell and summarize the function of plant cell organelles. PS.02.02.01.a
- Evaluate the impact of different seed and fruit structures to plant culture and use. PS.02.02.06.c
- Summarize the importance of photosynthesis to plant life on earth and the process of photosynthesis, including the types (c3, c4, Cam), its stages (e.g., light-dependent and light independent reactions), and its products and byproducts. PS.02.03.01.a

Leadership Alignment: Students will think creatively to build a model of the flower components. Students will interact effectively with others to build analogies for plant cell organelles.

Standards and Competencies

Unit: Plant physiology and growth.

Competencies

Total Learning Hours for Unit: 10

- Identify and describe the morphology and functions of all parts of the plant (include roots, stems, leaves, flowers, and fruit).
- Describe cellular theory and cellular structures through knowledge of the plant processes (including photosynthesis, respiration, transpiration, and vascular systems).
- Explain plant variations and diversity.
- Describe plant relationships through the plant taxonomy system.

Aligned Washington State Standards

Language	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 referenced materials, as appropriate.
Reading	Read and comprehend complex literary and informational texts independently and proficiently.
Science	Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.
Writing	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

COMPONENTS AND ASSESSMENTS

Performance Assessments: <ul style="list-style-type: none"> • Demonstrate the proper handling and processing of flowers. • Develop a chart comparing the different methods of drying flowers. • Identify and categorize plant preparation methods for storing and shipping plants and plant products. PS.03.05.04.a 	
Leadership Alignment: Students will work independently to keep flowers healthy and alive for the longest time possible. Students will solve problems when storing flowers for use. Students will work creatively with others to manage flower deliveries.	
Standards and Competencies	
Unit: Floral processing procedures.	
Competencies	Total Learning Hours for Unit: 5
<ul style="list-style-type: none"> • Understand equipment and systems commonly used in the floriculture industry. • Understand biological and physiological processes involved in post-harvest physiology of floral crops. • Develop an understanding of modern and commonly used accounting methods. • Demonstrate an understanding of stock management in the floriculture industry. • Practice common methods of drying and preserving floral materials. 	
Aligned Washington State Standards	
Social Studies	Understands how economic systems function.
Speaking and Listening	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
COMPONENTS AND ASSESSMENTS	
Performance Assessments: <ul style="list-style-type: none"> • Identify and summarize new technologies, tools and applications to use in workplace and community situations. CRP.11.01.01.a • Evaluate the implementation and appropriateness of accounting systems and procedures used for record keeping in AFNR businesses. ABS.02.01.01.b • Recommend and select tools and services to track, record and audit AFNR business transactions that meet business needs and priorities. ABS.02.01.02.c • Identify and define the components of operational plans in AFNR businesses (e.g., location, supply and inventory management, production and distribution, organization structure, etc). BAS.04.02.01.a 	
Leadership Alignment: Students will reason effectively when pricing out flower arrangements. Students will make judgments and decisions when making balloon and flower orders.	
Standards and Competencies	
Unit: Product pricing methods and adequate inventory.	
Competencies	Total Learning Hours for Unit: 15
<ul style="list-style-type: none"> • Understand pricing strategies used for retail sales. • Understand mark-up for different occasions. • Pricing out arrangements for wholesale and retail. • Keeping inventory of flowers and balloons for ordering. • Ordering of product to maintain adequate levels of inventory. 	
Aligned Washington State Standards	

Educational Technology	Innovate: Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology. Collaborate: Use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others.
Math	Use probability to evaluate outcomes of decisions
Social Studies	Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.
Speaking and Listening	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
COMPONENTS AND ASSESSMENTS	
Performance Assessments: <ul style="list-style-type: none"> Develop a model arrangement from a selected time period and present information on the specific model to the class. Research the change in wearable art over the past 50 years and document changes through photos. Build a corsage and boutonniere based on historical design elements. Evaluate the differences between then and current trends. 	
Leadership Alignment: Students will access and evaluate information about floral trends. Students will collaborate with others and communicate clearly during a presentation on common types of arrangements.	
<i>Standards and Competencies</i>	
Unit: History of the floral industry and change to meet consumer needs.	
Competencies	Total Learning Hours for Unit: 10
<ul style="list-style-type: none"> Demonstrate understanding of the importance of floriculture in a variety of historical situations. Identify the various types of floral designs developed and used throughout history. Apply principals and elements of historical design to floral arrangements, especially corsages and boutonnieres. 	
<i>Aligned Washington State Standards</i>	
Arts	Understands and applies visual art concepts and vocabulary. Understands and applies visual art genres and styles of various artists, cultures, and times. Applies a creative process to visual arts (identifies, explores, gathers, interprets, uses, implements, reflects, refines, and presents) Uses visual arts to communicate for a specific purpose. Understands how the arts impact and reflect personal choices throughout life.
Educational Technology	Innovate: Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology. Collaborate: Use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others.
Reading	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. Read and comprehend complex literary and informational texts independently and proficiently.
Social Studies	Understands historical chronology.
Speaking and Listening	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.
Writing	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
COMPONENTS AND ASSESSMENTS	

Performance Assessments: <ul style="list-style-type: none"> Evaluate and select appropriate tools and equipment to complete AFNR tasks. C3.06.04.02.c 	
Leadership Alignment: Students will reason effectively when dealing with floral knives and cutters. Students will communicate clearly when dealing with tools. Students will be responsible to others when using classroom tools.	
<i>Standards and Competencies</i>	
Unit: Safe procedures in floriculture situations.	
Competencies	Total Learning Hours for Unit: 5
<ul style="list-style-type: none"> Demonstrate safe application of floricultural tools. Demonstrate knowledge of safe application procedures for chemicals. Demonstrate safe working and lifting procedures. 	
<i>Aligned Washington State Standards</i>	
Health and Fitness	Acquires the knowledge and skills to safely participate in a variety of developmentally appropriate physical activities Acquires skills to live safely and reduce health risks
Speaking and Listening	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.
COMPONENTS AND ASSESSMENTS	
Performance Assessments: <ul style="list-style-type: none"> Match potential career opportunities in career clusters with personal interests, talents, goals and preferences. CRP.10.01.02.c Organize personal information to prepare and continuously update a set of tools to aid in the pursuit of a career path. CRP.10.04.01.b Apply skills to complete common processes involved in pursuing a career and assimilate input and feedback from experts to improve. CRP.10.04.02.c Examine and practice the skills needed to complete common processes for pursuing a career. CRP.10.04.02.b Analyze skills needed for potential careers and compare and contrast skills needed with personal interests, talents, goals and preferences. CRP.10.01.02.b 	
Leadership Alignment: Students will use and manage information independently to develop a presentation on an floral career to share with the class using clear communication. Students will produce results when putting together their job documents. Students will have the opportunity to participate in the job interview program.	
<i>Standards and Competencies</i>	
Unit: Career options available in the floral industry.	
Competencies	Total Learning Hours for Unit: 5
<ul style="list-style-type: none"> Demonstrate quality employability skills essential for positions in the floriculture field. Understand appropriate employee retention skills. Understand and demonstrate the importance of customer service in floriculture. Demonstrate an understanding of legal requirements and obligations in floricultural occupations. Demonstrate an understanding of workplace ethics. Identify career opportunities in the floriculture industry. Identify entrepreneurial opportunities in the floricultural industry. Understand, apply and transfer skills learned in floricultural applications to other fields. 	

<i>Aligned Washington State Standards</i>	
Educational Technology	Innovate: Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.
Language	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Reading	Read and comprehend complex literary and informational texts independently and proficiently.
Speaking and Listening	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
Writing	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
COMPONENTS AND ASSESSMENTS	
Performance Assessments: <ul style="list-style-type: none"> Demonstrate proper use of plants in their environment (e.g., focal and filler plants in floriculture, heat tolerant and shade plants in a landscape design, etc.). PS.04.01.01.b Evaluate a design and provide feedback and suggestions for improvement (e.g., a floral arrangement, a landscape or a landscape plan, etc.). PS.04.01.02.c Choose and properly use appropriate tools to create a desired design. PS.04.02.02.c 	
Leadership Alignment: Students will solve problems when dealing with the principals of design. Students will work creatively with others to build floral designs. Students will use and manage information to build their color wheels.	
<i>Standards and Competencies</i>	
Unit: Design theory.	
Competencies	Total Learning Hours for Unit: 30
<ul style="list-style-type: none"> Demonstrate an understanding of the principles and elements of design as they apply to the natural materials used in the floriculture industry. Discuss the basic design principals in floral arranging including: balance, harmony, rhythm, line, form, scale, proportion, unity, focal point, space, depth, texture and fragrance. Demonstrate color use with a color wheel, utilizing combinations. 	
<i>Aligned Washington State Standards</i>	
Arts	Understands and applies visual art concepts and vocabulary. Uses visual arts to communicate for a specific purpose. Understands how the arts impact and reflect personal choices throughout life.
Educational Technology	Innovate: Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.
Reading	Read and comprehend complex literary and informational texts independently and proficiently.
Speaking and Listening	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.
Writing	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
COMPONENTS AND ASSESSMENTS	
Performance Assessments: <ul style="list-style-type: none"> Apply the sales process to AFNR businesses and communicate ways of accomplishing the businesses' goals and objectives. ABS.05.02.01.b Identify and explain marketing principles used in AFNR businesses (e.g., 4 P's-product, place, price, promotion; attention, interest, desire, action, etc.). BAS.05.03.01.a 	
Leadership Alignment: Students will collaborate with others and think creatively to design marketing plants for our floral shop in general and formally for Valentine's day sales. Students will create media projects while working independently. Students will manage their projects throughout the unit.	

Standards and Competencies	
Unit: Utilize sales and marketing techniques.	
Competencies	Total Learning Hours for Unit: 15
<ul style="list-style-type: none"> Follow sound sales steps and techniques in a sales situation. Develop skills in product/service display as a means of showing a product to its best advantage. Identify methods of delivering products or services that are appropriate to the floriculture industry. Demonstrate common advertising techniques specific to the floriculture industry. Using common seasonal and holiday features, demonstrate skills in organizing and producing basic floral services and products. 	
Aligned Washington State Standards	
Arts	Uses visual arts to communicate for a specific purpose. Uses visual arts to express feelings and present ideas.
Educational Technology	Innovate: Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology. Collaborate: Use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others. Investigate and Think Critically: Research, manage and evaluate information and solve problems using digital tools and resources.
Language	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Math	Make inferences and justify conclusions from sample surveys, experiments and observational studies
Reading	Read and comprehend complex literary and informational texts independently and proficiently.
Social Studies	Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices. Understands the economic issues and problems that all societies face
Speaking and Listening	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.
Writing	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
COMPONENTS AND ASSESSMENTS	
Performance Assessments: <ul style="list-style-type: none"> Demonstrate the use of tools used for creating designs. PS.04.02.02.b Assess and demonstrate appropriate operation, storage and maintenance techniques for AFNR tools and equipment. CS.03.04.03.b 	
Leadership Alignment: Students will reason effectively when using tools such as knives and floral cutters in class. Students will be responsible to others to maintain a safe working environment.	
Standards and Competencies	
Unit: Correctly identify, use and maintain floriculture tools and equipment.	
Competencies	Total Learning Hours for Unit: 15
<ul style="list-style-type: none"> Utilize floricultural tools correctly. Maintain floricultural tools correctly. Identify tools and containers used in floriculture. Use appropriate safety procedures when working with floriculture tools. Store floriculture tools correctly. 	
Aligned Washington State Standards	

Health and Fitness	Acquires skills to live safely and reduce health risks
Speaking and Listening	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.
COMPONENTS AND ASSESSMENTS	
Performance Assessments: <ul style="list-style-type: none"> Demonstrate proper use of plants in their environment (e.g., focal and filler plants in floriculture, heat tolerant and shade plants in a landscape design, etc.). PS.04.01.01.b Evaluate a design and provide feedback and suggestions for improvement (e.g., a floral arrangement, a landscape or a landscape plan, etc.). PS.04.01.02.c Choose and properly use appropriate tools to create a desired design. PS.04.02.02.c 	
Leadership Alignment: Students will work creatively with others and be flexible when creating floral designs in the classroom. Students will collaborate with others when demonstrating the different forms and shapes. Students will manage their projects and produce saleable designs with the materials provided in the classroom.	
Standards and Competencies	
Unit: Creating different styles of design.	
Competencies	Total Learning Hours for Unit: 45
<ul style="list-style-type: none"> Demonstrate the basic shapes and forms used to create different styles of design. Develop an understanding of the importance of Asian influence in creating a design for the floriculture industry. Understanding different holiday flowers common in the local floriculture industry. Describe and demonstrate basic wearable arrangements for occasion specific and non-specific activities. Describe and demonstrate an understanding of complete planning for a wedding floral component. Describe and demonstrate the planning and completion of a sympathy floral arrangement. Describe and use a plan involving specialty floral construction. Understanding the use of balloons as a component in floral design. 	
Aligned Washington State Standards	
Arts	Understands and applies visual art concepts and vocabulary. Uses visual arts to communicate for a specific purpose. Understands how the arts impact and reflect personal choices throughout life.
Educational Technology	Investigate and Think Critically: Research, manage and evaluate information and solve problems using digital tools and resources.
Reading	Read and comprehend complex literary and informational texts independently and proficiently.
Speaking and Listening	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.
Writing	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
COMPONENTS AND ASSESSMENTS	
Performance Assessments: <ul style="list-style-type: none"> Maintain a house plant. Evaluate plants specific environmental needs and make a list of plants that can thrive in specific living conditions. 	
Leadership Alignment: Students will communicate with others on the care of their houseplant in a school location. Students will make judgments and decisions in the care of their plant. Students will work creatively with others to put terrariums and dish gardens together.	
Standards and Competencies	

Unit: Creating interiorscape designs.	
Competencies	Total Learning Hours for Unit: 15
<ul style="list-style-type: none"> • Demonstrate sound principles involved in production, construction, and growth of a dish garden. • Demonstrate sound principles involved in production, construction and growth of a terrarium. • Houseplant care. • Demonstrate knowledge of specific plant selections as it relates to environmental needs of plants and the conditions in which they grow. 	
<i>Aligned Washington State Standards</i>	
Arts	Understands and applies visual art concepts and vocabulary. Uses visual arts to communicate for a specific purpose.
Educational Technology	Investigate and Think Critically: Research, manage and evaluate information and solve problems using digital tools and resources.
Reading	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.
Speaking and Listening	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.
Writing	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

COMPONENTS AND ASSESSMENTS	
Performance Assessments: <ul style="list-style-type: none"> • Devise, implement, and evaluate strategies for personal involvement in civic service at work and in the community. CRP.01.03.01.c • Identify opportunities to apply technical concepts to solve problems in the community. CRP.02.02.01.a • Classify the types of information (e.g., data, research, procedures, regulations, etc.) and resources (e.g., human, financial, technology, time, etc.) that may be used to make workplace and community decisions. CRP.05.01.03.a • Analyze how different research methods are used to generate data in a variety of situations. CRP.07.01.01.b • Analyze and demonstrate adherence to protective equipment requirements when using various AFNR tools and equipment. CS.03.04.02.b 	
Leadership Alignment: Students will work creatively with others to manage our floral shop. Students will solve problems with on the job site orders. Students will produce results for community orders. Students will collaborate with others to keep up to date inventory. Students can participate in the floral CDE contest.	
<i>Standards and Competencies</i>	
Unit: Demonstrate an understanding of Supervised Agricultural Experience Programs and leadership skills.	
Competencies	Total Learning Hours for Unit: 10
<ul style="list-style-type: none"> • Describe the various types of Supervised Agricultural Experience Programs including Experience Programs including Entrepreneurship, Placement, Improvement, and Exploratory Programs. • Describe the purpose of Supervised Agricultural Experience Programs within the Agricultural Education program. • Demonstrate effective communication skills. • Incorporate appropriate research into Supervised Agricultural Experience Program. • Participate in team work activities. 	
<i>Aligned Washington State Standards</i>	
Educational Technology	Investigate and Think Critically: Research, manage and evaluate information and solve problems using digital tools and resources.

Language	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 considering a word or phrase important to comprehension or expression.
Math	Reason quantitatively and use units to solve problems. Reason quantitatively and use units to solve problems Apply geometric concepts in modeling situations.
Speaking and Listening	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
Writing	Write arguments to support claims in an analysis of substantive of topics or texts, using valid reasoning and relevant and sufficient evidence. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

21st Century Skills		
Check those that students will demonstrate in this course:		
LEARNING & INNOVATION Creativity and Innovation ☒ Think Creatively ☒ Work Creatively with Others ☒ Implement Innovations Critical Thinking and Problem Solving ☒ Reason Effectively ☐ Use Systems Thinking ☒ Make Judgments and Decisions ☒ Solve Problems Communication and Collaboration ☒ Communicate Clearly ☒ Collaborate with Others	INFORMATION, MEDIA & TECHNOLOGY SKILLS Information Literacy ☒ Access and /evaluate Information ☒ Use and Manage Information Media Literacy ☒ Analyze Media ☒ Create Media Products Information, Communications and Technology (ICT Literacy) ☒ Apply Technology Effectively	LIFE & CAREER SKILLS Flexibility and Adaptability ☒ Adapt to Change ☒ Be Flexible Initiative and Self-Direction ☒ Manage Goals and Time ☒ Work Independently ☒ Be Self-Directed Learners Social and Cross-Cultural ☒ Interact Effectively with Others ☒ Work Effectively in Diverse Teams Productivity and Accountability ☒ Manage Projects ☒ Produce Results Leadership and Responsibility ☒ Guide and Lead Others ☒ Be Responsible to Others