

Course of Study Information Page

COURSE TITLE Floral Design 3: Retail Floral			
DISTRICT COURSE NUMBER 0732		4-DIGIT STATE COURSE CODE (COMPLETED BY SILT) 7165	
Rationale:	As students progress from the skills and concepts learned in Floral Design and Advanced Floral Design, their focus should become more business-oriented and include the entrepreneurship and leadership skills necessary to join the floral design industry. Students' background knowledge of science, art, leadership, and record keeping will all culminate in this capstone agriculture course.		
Course Description that will be in the Course Directory:	Floral Design 3: Retail Floral is a continuation of advanced floral techniques and also covers the retail aspect of the floral industry in depth. Students not only add to their skill levels by designing wedding, sympathy, and event floral work but will also learn how to complete client consultations and pricing estimates. Students will learn customer service skills and improve on leadership skills to prepare them for a career in the floral industry. This course is largely hands-on in nature.		
How Does this Course align with or meet State and District content standards?	This course aligns with the elective state and district content standards.		
Core Subjects:	<i>Select up to two that apply:</i> ☒ Arts ☐ Economics ☐ English ☐ Foreign Language ☐ Geography ☐ Civics and Government ☐ History ☐ Mathematics ☐ Reading / Language Arts ☐ Science ☒ Not Core Subject		
CDE CALPADS Course Descriptors: (See Page 2 for Definitions)	CTE TECH PREP COURSE INDICATORS ☐ Tech Prep (32) (Higher Ed) ☐ Tech Prep & ROP(33) (Higher Ed) ☐ ROP (30) ☐ N/A	CTE COURSE CONTENT CODE ☐ CTE Introductory (01) ☐ CTE Concentrator (02) ☒ CTE Completer (03) ☐ Voc Subject _____ ☐ N/A	INSTRUCTIONAL LEVEL CODE ☐ Remedial (35) ☐ Honors UC-Certified (39) ☐ Honors Non UC-Certified (34) ☐ College (40) ☐ N/A
Length of Course:	☒ Year ☐ Semester		
Grade Level(s):	☐ 9 ☐ 10 ☒ 11 ☒ 12		
Credit:	☐ Number of credits: 10 _____ ☒ Meets graduation requirements (subject <u>CTE</u>) ☒ Request for UC "a-g" requirements CSU/UC requirement <u>Fine Arts</u>		☒ College Prep
Prerequisites:	Satisfactory completion of Floral Design and Advanced Floral Design		
Department(s):	Agriculture		
District Sites:	PHS, UMHS		
Board of Trustees COS Adoption Date:	May 14, 2024		

Textbooks / Instructional Materials:	<i>The Art of Floral Design</i>, Norah T. Hunter, Cengage Learning, 3rd Edition/2013, Primary* <i>Floriculture: Designing and Merchandising</i>, Charles P. Griner, Cengage Learning, 4th Edition/2019, Primary Floral Design & Marketing, Gary A. Anderson, Ohio State University/1995, Not Primary *We already possess the first text listed.
Funding Source:	
Board of Trustees Textbook Adoption Date:	

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: Floral Design 3: Retail Floral****TABLE OF CONTENTS**

STATE CONTENT STANDARD #	CONTENT STANDARD/UNIT TOPIC	PAGE
Agriculture and Natural Resources Knowledge and Performance Anchor Standards 3.0, 3.1, 3.4, 3.5, 3.6, 3.7 4.0, 4.2, 4.3, 4.4	Careers in Retail Floral Business and Professional Organizations	6
Agriculture and Natural Resources Knowledge and Performance Anchor Standards 4.0, 4.1, 4.3, 4.5, 4.7 5.0, 5.1, 5.2, 5.3, 5.4 8.0, 8.3, 8.4 Agriculture and Natural Resources Pathway Standards Ag Business Pathway A1.4, A1.5, A1.6 CA Arts Standards for Visual Arts Prof, Acc, and Adv.VA:Cr1.1 Prof, Acc, and Adv.VA:Cr1.2	Floral Planning, Buying, Pricing, and Accounting	8
Agriculture and Natural Resources Knowledge and Performance Anchor Standards 10.0, 10.1, 10.2, 10.3, 10.4, 10.8 Agriculture and Natural Resources Pathway Standards Ornamental Horticulture Pathway F11.0, F11.1, F11.2, F11.3 CA Arts Standards for Visual Arts Prof, Acc, and Adv.VA:Cr1.2 Prof, Acc, and Adv.VA:Cr2.1 Prof, Acc, and Adv.VA:Cr2.2 Prof, Acc, and Adv.VA:Cr3 Prof and Acc.VA:Pr6 Adv.VA:Cn11	Principles and Elements of Design	10
Agriculture and Natural Resources Knowledge and Performance Anchor Standards 4.0, 4.1, 4.3, 4.5, 4.7 5.0, 5.1, 5.2, 5.3, 5.4 8.0, 8.3, 8.4 Agriculture and Natural Resources Pathway Standards Ag Business Pathway	Wedding and Event Flowers	13

A1.4, A1.5, A1.6 Ornamental Horticulture Pathway F11.0, F11.1, F11.2, F11.3 CA Arts Standards for Visual Arts Prof, Acc, and Adv.Cn10		
Agriculture and Natural Resources Knowledge and Performance Anchor Standards 10.0, 10.1, 10.2, 10.3, 10.8 Agriculture and Natural Resources Pathway Standards Ornamental Horticulture Pathway F11.0, F11.1, F11.2, F11.3 CA Arts Standards for Visual Arts Prof, Acc, and Adv.Cn10 Prof and Acc.VA:Cn11	Sympathy Flowers	15
Agriculture and Natural Resources Knowledge and Performance Anchor Standards 2.0, 2.1, 2.2, 2.3 5.0, 5.1, 5.2, 5.3, 5.4 6.0, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 7.0, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7 8.0, 8.3, 8.4, 8.5, 8.7 10.0, 10.1, 10.2, 10.3, 10.8 Agriculture and Natural Resources Pathway Standards Ornamental Horticulture Pathway F11.0, F11.1, F11.2, F11.3	Processing Customer Orders & Floral Delivery	18
Agriculture and Natural Resources Knowledge and Performance Anchor Standards 2.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 10.0, 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7, 10.8 Agriculture and Natural Resources Pathway Standards Ornamental Horticulture Pathway F11.4 Ag Business Pathway A8.0, A8.1, A8.2, A8.3 CA Arts Standards for Visual Arts Prof, Acc, and Adv.Cr2.3 Adv.VA:Pr4 Prof, Acc, and Adv.VA:Pr5 Adv.VA:Pr6 Prof and Acc.VA:Re7.2	Student Retail Flower Shop	20
Agriculture and Natural Resources Knowledge and Performance Anchor Standards 2.0, 2.4, 2.5 5.0, 5.1, 5.2, 5.3, 5.4 11.0, 11.3, 11.4 Agriculture and Natural Resources	Entrepreneurship in the Floral Industry	23

Pathway Standards Ornamental Horticulture Pathway F11.4 CA Arts Standards for Visual Arts Adv.VA:Re7.2 Prof, Acc, and Adv.VA:Re8		
Agriculture and Natural Resources Knowledge and Performance Anchor Standards 2.0, 2.1, 2.2., 2.3, 2.4 3.0, 3.1, 3.2, 3.7 6.0, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 7.0, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7 8.0, 8.3, 8.4, 8.5, 8.7 10.0, 10.1, 10.2, 10.3, 10.4, 10.8 Agriculture and Natural Resources Pathway Standards Ornamental Horticulture Pathway F11.0, F11.1, F11.2, F11.3 CA Arts Standards for Visual Arts Prof.VA:Cr2.2 Prof, Acc, and Adv.VA:Pr5	Floral Internship	25
Agriculture and Natural Resources Knowledge and Performance Anchor Standards 2.0, 2.2, 2.4, 2.5 3.0, 3.2, 3.9 4.0, 4.7 11.0, 11.5 CA Arts Standards for Visual Arts Prof and Acc.VA:Pr4	Web Based Floral Portfolio	28
Agriculture and Natural Resources Knowledge and Performance Anchor Standards 2.0, 2.1, 2.2, 2.3, 2.5 4.0, 4.7 7.0, 7.2, 7.3, 7.4, 7.7 9.0, 9.1, 9.2, 9.3, 9.5, 9.6, 9.7, 9.9, 9.10, 9.11, 9.12, 9.13	FFA	30
Agriculture and Natural Resources Knowledge and Performance Anchor Standards 4.0, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7 5.0, 5.1, 5.2, 5.3, 5.4 7.0, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7 8.0, 8.1, 8.2, 8.3, 8.4, 8.5 10.0, 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7, 10.8 11.0, 11.1, 11.2, 11.3, 11.4, 11.5	Supervised Agriculture Experience (SAE)	32

EDUCATIONAL SERVICES

Department: **Agriculture**

Course Title: **Floral Design 3: Retail Floral**

Course Number: _____

Unit Title: **Careers in Retail Floral Business and Professional Organizations**

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

Agriculture and Natural Resources Knowledge and Performance Anchor Standards

3.0 Career Planning and Management

- Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans. (Direct alignment with SLS 11-12.2)
- 3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career 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.

4.0 Technology

- Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Agriculture and Natural Resources sector workplace environment. (Direct alignment with WS 11-12.6)
- 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.

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 careers in the retail flower business and research professional organizations available in the industry sector. The students will demonstrate knowledge and understanding of careers and continuing education.

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

Students will visit at least 4 different types of floral retailers.

Students will write a paper that

- identifies the jobs available in a retail business
- the duties of various jobs in a retail business
- an explanation of two types of florists.
- a description of the training requirements for a job in the retail flower shop

Students will contact professionals in several professional organizations organized to assist retail florists and complete the following:

- identify the purpose of the organization
- identify membership requirements
- list professional development offered by the organization
- describe certifications that the organization offers

Students will list some of the many trade publications, websites, design workshops, and educational programs available to increase their skills in the floral industry.

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

Summative- A Professional Portfolio that contains the following:

- Resume, Letter of Introduction, Sample Job Application

Summative- Students will create a summary presentation of their previous research on careers in the floral industry to be presented and discussed with the class.

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

How-to videos

One-on-one instruction

Whole class instruction (re-teaching/reviews)

Peer Support/Mentoring

Specific feedback and options to improve work to required level

EDUCATIONAL SERVICES

Department: **Agriculture**

Course Title: **Floral Design: Retail Floral**

Course Number: _____

Unit Title: **Floral Planning, Buying, Pricing, and Accounting**

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

Agriculture and Natural Resources Knowledge and Performance Anchor Standards

4.0 Technology

- Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Agriculture and Natural Resources sector workplace environment. (Direct alignment with WS 11-12.6)
- 4.1 Use electronic reference materials to gather information and produce products and services.
- 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

5.0 Problem Solving and Critical Thinking

- Conduct short as well as more sustained research to create alternative solutions to answer a question or solve a problem unique to the Agriculture and Natural Resources sector, using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-12.7)
- 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

8.0 Ethics and Legal Responsibilities

- Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms. (Direct alignment with SLS 11-12.1d)
- 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.

Agriculture and Natural Resources Pathway Standards

Ag Business

- A1.4 Analyze appropriate decision-making tools and financial records to make key management decisions.
- A1.5 Analyze physical production relationships to determine optimum use levels.
- 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.

California Arts Standards for Visual Arts

- Prof.VA:Cr1.1 Use multiple approaches to begin creative endeavors.
- Acc.VA:Cr1.1 Individually or collaboratively formulate new creative problems based on students' existing artwork.
- Adv.VA:Cr1.1 Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change

- Prof.VA:Cr1.2 Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.
- Acc.VA:Cr1.2 Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
- Adv.VA:Cr1.2 Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.

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 be able to increase net profits by careful and selective budgeting and buying, calculating the costs of floral products, and understanding the fundamentals involved in bookkeeping. Students will also demonstrate an ability to satisfy the needs of business and the client's wishes.

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

Students will complete a spreadsheet for ordering perishable floral products.

Students will complete a spreadsheet for ordering non-perishable merchandise.

Students will research the markup and profit for local floral retailers, determining which vendors to purchase from using price and quality as factors in their purchasing choices.

Students will plan floral arrangements for an event, estimating costs, mark up, and profit.

Students will use a cash register and learn how to process credit cards.

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

Formative- Students will complete an event project in which they create a floral plan for an event, determine amounts of plant materials and hard goods to order, complete a pricing spreadsheet that includes markup and profit, create a quote for a customer, and communicate with a wholesaler to practice ordering.

Formative- Price all products used/sold in the floral shop by identifying expenses, determining selling price, and calculating profit.

Formative- Create and maintain a spreadsheet, keeping track of sales and expenses for the retail floral shop.

Summative- Quiz or Test that assesses students' ability to calculate the cost of goods for floral designs, use three pricing strategies to calculate the retail value of floral items, and define leader pricing.

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

How-to videos

One-on-one instruction

Whole class instruction (re-teaching/reviews)

Peer Support/Mentoring

Specific feedback and test re-takes

EDUCATIONAL SERVICES

Department: **Agriculture**

Course Title: **Floral Design 3: Retail Floral**

Course Number: _____

Unit Title: **Principles and Elements of Design**

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

Agriculture and Natural Resources Content Area Standards

10.0 Technical Knowledge and Skills

- Apply essential technical knowledge and skills common to all pathways in the Agriculture and Natural Resources sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6)
- 10.1 Interpret and explain terminology and practices specific to the Agriculture and Natural Resources sector.
- 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.
- 10.8 Maintain and troubleshoot equipment used in the agricultural industry.

Agriculture and Natural Resources Pathway Standards

Ornamental Horticulture Pathway

- F11.0 Understand basic floral design principles.
- 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.

California Arts Standards for Visual Arts

- Prof.VA:Cr1.2 Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.
- Acc.VA:Cr1.2 Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
- Adv.VA:Cr1.2 Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.
- Prof.VA:Cr2.1 Engage in making a work of art or design without having a preconceived plan.
- Acc.VA:Cr2.1 Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
- Adv.VA:Cr2.1 Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
- Prof.VA:Cr2.2 Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.
- Acc.VA:Cr2.2 Demonstrate awareness of ethical implications of making and distributing creative work.
- Adv.VA:Cr2.2 Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.
- Prof.VA:Cr3 Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.
- Acc.CA:Cr3 Engage in constructive critique with peers, then reflect on, re engage, revise, and refine works

- of art and design in response to personal artistic vision.
- Adv.VA:Cr3 Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.
- Prof.VA:Pr6 Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
- Acc.VA:Pr6 Make, explain, and justify connections between artists or artwork and social, cultural, and political history.
- Adv.VA:Cn11 Assess the impact of an artist or group of artists on the beliefs, values, and behaviors of a society.

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 increase and improve their knowledge and application of the Principles and Elements of Floral Design by expanding on the concepts of line, form/shape, space, depth, focal point, rhythm, balance, color, proportion, scale, and fragrance. Students will work safely in the floral lab, being aware of tools, materials, and design choices as well as their impacts on the environment.

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

Students will participate in a safety survey that includes hazards related to plant materials, tools and hard goods, chemicals in the floral lab, and occupational hazards.

Students will do an internet search of modern-day floral businesses and write a paper that includes the following:

- Description of 3 businesses' style and impact on the floral industry
- Environmental consciousness of the said business
- Implications of the business' design decisions on the global and local economy and environment

Students will conduct experiments using floral foam and alternative materials in the "foam-free" movement.

Students will design the following pieces for evaluation:

- line designs: implied, expressive, vertical, horizontal, and diagonal
- shape designs: round, oval, vertical, horizontal, diagonal, inverted-t, Hogarth curve, crescent, right triangle, equilateral triangle, isosceles triangle, scalene triangle

Students will create a Historical Design using the appropriate plant materials, container, and accessories. Students will sketch a draft of their design, price and order materials, and produce a design. Students will explain as part of their digital portfolio, how the design and materials fit the era of history and include a self-critique of their work.

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

Formative- Safety Survey

Summative- Safety Test

Formative- Business and the Environment Paper

Formative- Foam vs. Non-Foam Lab Reports

Formative- Ongoing Design Labs/Orders graded using the Tier 2 Floral Certification rubrics

Formative- "Designer's Choice" Labs (students have options of materials and the final design style, structure, and significant meaning)

Summative- Historical Design

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

How-to videos

One-on-one instruction

Whole class instruction (re-teaching/reviews)

Peer Support/Mentoring

Specific feedback and options to improve work to industry standards

EDUCATIONAL SERVICES

Department: **Agriculture**

Course Title: **Floral Design: Retail Floral**

Course Number: _____

Unit Title: **Wedding and Event Flowers**

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

Agriculture and Natural Resources Knowledge and Performance Anchor Standards

4.0 Technology

- Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Agriculture and Natural Resources sector workplace environment. (Direct alignment with WS 11-12.6)
- 4.1 Use electronic reference materials to gather information and produce products and services.
- 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

5.0 Problem Solving and Critical Thinking

- Conduct short as well as more sustained research to create alternative solutions to answer a question or solve a problem unique to the Agriculture and Natural Resources sector, using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-12.7)
- 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

8.0 Ethics and Legal Responsibilities

- Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms. (Direct alignment with SLS 11-12.1d)
- 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.

Agriculture and Natural Resources Pathway Standards

Ag Business Standards

- A1.4 Analyze appropriate decision-making tools and financial records to make key management decisions.
- A1.5 Analyze physical production relationships to determine optimum use levels.
- 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.

Ornamental Horticulture Pathway

- F11.0 Understand basic floral design principles.
- 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.

California Arts Standards for Visual Arts

- Prof.VA:Cn10 Document the process of idea development from early-stage ideas to fully elaborated ideas.
- Acc.VA:Cn10 Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.
- Adv.VA:Cn10 Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.

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 be able to plan a large event, price and order all materials, organize work time, and produce floral designs that meet industry standards for artistic design and marketability. .

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

Students will participate in a consultation with a customer (real or mock), noting ideas, requests, traditions, cultural information, and requirements.

Students will create a visual representation of the ideas in order to clearly communicate the design styles that will be created (mock ups of designs, idea boards, slideshow, etc...).

Students will complete a spreadsheet for ordering perishable floral products.

Students will complete a spreadsheet for ordering non-perishable merchandise.

Students will research the markup and profit for local floral retailers, determining which vendors to purchase from using price and quality as factors in their purchasing choices.

Students will plan floral arrangements for an event, estimating costs, mark up, and profit.

Students will develop a detailed estimate to be shared with the client.

Students will communicate with wholesalers and salespeople to acquire needed products.

Students will follow through on designing a large event from beginning to end while satisfying the client's needs and preferences.

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

Formative- Consultation Form

Summative- Slideshow, images, and sketches of proposal for client

Formative- Spreadsheets determining input costs

Formative- Detailed Estimate for client

Summative- Floral Designs created for the wedding/event

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

How-to videos

One-on-one instruction

Whole class instruction (re-teaching/reviews)

Peer Support/Mentoring

Specific feedback and options to improve work to industry standards

EDUCATIONAL SERVICES

Department: **Agriculture**

Course Title: **Floral Design 3: Retail Floral**

Course Number: _____

Unit Title: **Sympathy Flowers**

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

Agriculture and Natural Resources Content Area Standards

10.0 Technical Knowledge and Skills

- Apply essential technical knowledge and skills common to all pathways in the Agriculture and Natural Resources sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6)
- 10.1 Interpret and explain terminology and practices specific to the Agriculture and Natural Resources sector.
- 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.
- 10.8 Maintain and troubleshoot equipment used in the agricultural industry.

Agriculture and Natural Resources Pathway Standards

Ornamental Horticulture Pathway

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California Arts Standards for Visual Arts

- Prof.VA:Cn10 Document the process of idea development from early-stage ideas to fully elaborated ideas.
- Acc.VA:Cn10 Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.
- Prof.VA:Cn10 Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.
- Prof.VA:Cn11 Describe how knowledge of culture, traditions, and history may influence personal responses to art.
- Acc.VA:Cn11 Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary, local, and global contexts.

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 research and design at least one large significant floral piece or their choice for a funeral or funeral reception.

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

Students will engage in research regarding the historical and cultural traditions surrounding floral design and death including significant color schemes, types of sympathy designs, and specific flower/material choices.

Students will participate in a real or mock consultation with a customer, noting ideas, requests, traditions, and cultural requirements.

Students will create a visual representation of the client's ideas in order to clearly communicate the design styles that will be created (mock ups, idea boards, slideshow, etc...).

Students will complete a spreadsheet for ordering perishable floral products.

Students will complete a spreadsheet for ordering non-perishable merchandise.

Students will research the markup and profit for local floral retailers, determining which vendors to purchase from using price and quality as factors in their purchasing choices.

Students will plan floral arrangements for an event, estimating costs, mark up, and profit.

Students will develop a detailed estimate to be shared with the client.

Students will communicate with wholesalers and salespeople to acquire needed products.

Students will follow through on designing a large event from beginning to end and satisfying the cultural and personal needs and requests of said customer. .

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

Formative- Historical/Cultural Sympathy Presentation

Formative- Complete a sympathy order form

Formative- Create a presentation identifying any religious inclusions, possible exclusions, or considerations

Formative- Give an oral and visual explanation identifying the areas the floral pieces that would be used at a funeral

Summative- Design one large floral piece using appropriate colors, flower types, forms (shapes), and techniques.

Summative- Give an oral critique of the finished piece which includes analysis of the Principles and Elements of Design, religious/traditional significance, and mechanics.

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

How-to videos

One-on-one instruction

Whole class instruction (re-teaching/reviews)

Peer Support/Mentoring

Specific feedback and options to improve work to industry standards

EDUCATIONAL SERVICES

Department: **Agriculture**

Course Title: **Floral Design 3: Retail Floral**

Course Number: _____

Unit Title: **Processing Customer Orders and Floral Delivery**

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

Agriculture and Natural Resources Knowledge and Performance Anchor Standards

2.0 Communications

- Acquire and accurately use Agriculture and Natural Resources sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment with LS 9-10, 11-12.6)
- 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.

5.0 Problem Solving and Critical Thinking

- Conduct short as well as more sustained research to create alternative solutions to answer a question or solve a problem unique to the Agriculture and Natural Resources sector, using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-12.7)
- 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

6.0 Health and Safety

- Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Agriculture and Natural Resources sector workplace environment. (Direct alignment with RSTS 9-10, 11-12.4)
- 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).

7.0 Responsibility and Flexibility

- Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Agriculture and Natural Resources sector workplace environment and community settings. (Direct alignment with SLS 9-10, 11-12.1)
- 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.

8.0 Ethics and Legal Responsibilities

- Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms. (Direct alignment with SLS 11-12.1d)
- 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.
- 8.7 Conform to rules and regulations regarding sharing of confidential information, as determined by Agriculture and Natural Resources sector laws and practices

10.0 Technical Knowledge and Skills

- Apply essential technical knowledge and skills common to all pathways in the Agriculture and Natural Resources sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6)
- 10.1 Interpret and explain terminology and practices specific to the Agriculture and Natural Resources sector.
- 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.
- 10.8 Maintain and troubleshoot equipment used in the agricultural industry.

Agriculture and Natural Resources Pathway Standards

Ornamental Horticulture Pathway

- F11.0 Understand basic floral design principles.
- 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

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 be able to safely carry out the necessary tasks of a floral shop employee/owner :from beginning (taking an order from a customer) to end (delivering the completed order to the customer and following through with customer service and communication).

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

Students will write a phone greeting, a confirmation email, and a follow-up email to customers that includes a satisfaction survey.

Students will practice one-on-one communication on the phone and through email using correct salutations, format, tone, and eye contact.

Students will demonstrate safety in all hands-on activities.

Students will work in the school floral shop at least one day per week at an arranged time.

Students will take, process, and complete custom orders.

Students will process an order for delivery.

Students will make floral deliveries and follow through with customer service and communication.

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

Formative- Customer satisfaction surveys

Formative- Phone Greeting

Formative- Sample Emails

Summative- Beginning-to-End Project Evaluations

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

How-to videos

One-on-one instruction

Whole class instruction (re-teaching/reviews)

Peer Support/Mentoring

Specific feedback and options to improve work to required standards

EDUCATIONAL SERVICES

Department: **Agriculture**

Course Title: **Floral Design 3: Retail Floral**

Course Number: _____

Unit Title: **Student Retail Floral Shop**

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

Agriculture and Natural Resources Knowledge and Performance Anchor Standards

2.0 Communications

- Acquire and accurately use Agriculture and Natural Resources sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment with LS 9-10, 11-12.6)
- 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.

10.0 Technical Knowledge and Skills

- Apply essential technical knowledge and skills common to all pathways in the Agriculture and Natural Resources sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6)
- 10.1 Interpret and explain terminology and practices specific to the Agriculture and Natural Resources sector.
- 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.
- 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.
- 10.8 Maintain and troubleshoot equipment used in the agricultural industry.

Agriculture and Natural Resources Pathway Standards

Ornamental Horticulture Pathway

- F11.4 Develop a marketing and merchandising strategy to use in the floral industry

Ag Business

- A8.0 Understand the sales of agricultural products and services.
- 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.

California Arts Standards for Visual Arts

- Prof.VA:Cr2.3 Collaboratively develop a proposal for an installation, artwork, or space design that

transforms the perception and experience of a particular place.

- Acc.VA:Cr2.3 Redesign an object, system, place, or design in response to contemporary issues.
- Adv.VA:Cr2.3 Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.
- Adv.VA:Pr4 Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
- Prof.VA:Pr5 Analyze and evaluate the reasons and ways an exhibition is presented.
- Acc.VA:Pr5 Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.
- Adv.VA:Pr5 Investigate, compare, and contrast methods and processes for preserving, presenting, and protecting a variety of art works.
- Adv.VA:Pr6 Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural, and/or political experiences.
- Prof.VA:Re7.2 Analyze how one's understanding of the world is affected by experiencing visual imagery.
- Acc.VA:Re7.2 Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.

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 knowledge and understanding of the retail flower shop and develop skills in the areas of salesmanship, upselling, telephone/social media sales, and designing popular arrangements and displays.

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

Students will write a paper in which they discuss the following information:

- the key management responsibilities required for a retail floral business
- the primary functions of a retail flower shop
- the major classifications of retail flower operations
- the characteristics of store location options
- the principle responsibilities of employees of a profitable and successful floral shop
- product presentation and the importance of window and store displays
- the sequence of taking information for a telephone order

Students will research the difference between marketing, advertising, promoting, and sales.

Students will study best practices regarding social media and sales of floral products.

Students will write a script to use when "cold calling" a potential customer.

Students will design a digital or hand-drawn advertisement for their upcoming flower sale.

Students will work in teams to create works of floral art to display as part of a school or community event or holiday, connecting the theme, cultural traditions, historical significance, and style to their work.

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

Formative- Create a marketing, advertising, and sales strategy for a specific design idea including a shop display (window or table) and print and social media advertising.

Formative- Perform a phone sale and a person to person sale in an attempt to market their own designs.

Summative- Plan, delegate, and design floral arrangements that fit the aforementioned marketing strategy, and conduct a sale, maximizing profits and minimizing losses.

Summative- Event/Holiday Display (Examples: Ofrenda for Dia de los Muertos, theme entries to El Dorado County Fair, Valentine's Day, or Mother's Day)

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

How-to videos

One-on-one instruction

Whole class instruction (re-teaching/reviews)

Peer Support/Mentoring

Specific feedback and options to improve work to required standard

EDUCATIONAL SERVICES

Department: **Agriculture**

Course Title: **Floral Design 3: Retail Floral**

Course Number: _____

Unit Title: **Entrepreneurship in the Floral Industry**

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

Agriculture and Natural Resources Knowledge and Performance Anchor Standards

2.0 Communications

- Acquire and accurately use Agriculture and Natural Resources sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment with LS 9-10, 11-12.6)
- 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.

5.0 Problem Solving and Critical Thinking

- Conduct short as well as more sustained research to create alternative solutions to answer a question or solve a problem unique to the Agriculture and Natural Resources sector, using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-12.7)
- 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

11.0 Demonstration and Application

- Demonstrate and apply the knowledge and skills contained in the Agriculture and Natural Resources anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and through the FFA career technical student organization.
- 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.

Agriculture and Natural Resources Pathway Standards

Ornamental Horticulture Pathway

- F11.4 Develop a marketing and merchandising strategy to use in the floral industry

California Arts Standards for Visual Arts

- Adv.VA:Re7.2 Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.
- Prof.VA:Re8 Interpret an artwork, or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
- Acc.VA:Re8 Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
- Adv.VA:Re8 Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.

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 areas of design, production, consultation with customers, and specialty work in the floral industry in order to understand trends and to gain insight into the business side of floriculture. Students will perform research of different companies, required employee qualifications, necessary education and experience, typical working conditions, job descriptions, salary and benefits for each company. In addition, trips to local producers, retailers, wholesalers, and visits from industry professionals are integrated into this unit. To grasp the scope of the floral design realm, students will research and evaluate the works of at least three influential floral artists, either historical or contemporary. Eventually, students will create a business plan, a floor plan of a potential business, and a marketing plan for the business.

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

Students will complete a research project on 3-5 floral businesses.

Students will research and evaluate the work of an influential floral artist, either historical or contemporary.

Students will develop a comprehensive launch of a floral business incorporating marketing, product placement (displays), and advertising strategies. They will draft a plan, develop a campaign along with a novelty product, and deliver the pitch in a “Shark Tank” scenario to the class.

Students will construct a floor plan for a floral business utilizing a drawing to scale with a legend. The floor plan will contain the following elements: overall square footage of the business, display cooler, storage cooler, sinks, work tables, customer area, cashier, displays, consultation area, processing area, and design area. All entrances/exits and loading areas will be designated, and each area listed will include square footage.

Students will deliver a proposal for a floral marketing strategy to launch a new floral shop in the local area.

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

Formative- Research Projects

Formative- Development of a comprehensive business plan

Summative- “Shark Tank” Presentation to class

Summative- Floral Marketing Proposal

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

How-to videos

One-on-one instruction

Whole class instruction (re-teaching/reviews)

Peer Support/Mentoring

Specific feedback and options to improve work to required standards

EDUCATIONAL SERVICES

Department: **Agriculture**

Course Title: **Floral Design 3: Retail Floral**

Course Number: _____

Unit Title: **Floral Internship**

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

Agriculture and Natural Resources Knowledge and Performance Anchor Standards

2.0 Communications

- Acquire and accurately use Agriculture and Natural Resources sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment with LS 9-10, 11-12.6)
- 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.

3.0 Career Planning and Management

- Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans. (Direct alignment with SLS 11-12.2)
- 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.
- 3.7 Recognize the importance of small business in the California and global economies.

6.0 Health and Safety

- Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Agriculture and Natural Resources sector workplace environment. (Direct alignment with RSTS 9-10, 11-12.4)
- 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).

7.0 Responsibility and Flexibility

- Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Agriculture and Natural Resources sector workplace environment and community settings. (Direct alignment with SLS 9-10, 11-12.1)
- 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.

8.0 Ethics and Legal Responsibilities

- Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms. (Direct alignment with SLS 11-12.1d)
- 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.
- 8.7 Conform to rules and regulations regarding sharing of confidential information, as determined by Agriculture and Natural Resources sector laws and practices

10.0 Technical Knowledge and Skills

- Apply essential technical knowledge and skills common to all pathways in the Agriculture and Natural Resources sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6)
- 10.1 Interpret and explain terminology and practices specific to the Agriculture and Natural Resources sector.
- 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.
- 10.8 Maintain and troubleshoot equipment used in the agricultural industry.

Agriculture and Natural Resources Pathway Standards

Ornamental Horticulture Pathway

- F11.0 Understand basic floral design principles.
- 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.

California Arts Standards for Visual Arts

- Prof.VA:Cr2.2 Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.
- Prof.VA:Pr5 Analyze and evaluate the reasons and ways an exhibition is presented.
- Acc.VA:Pr5 Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.
- Adv.VA:Pr5 Investigate, compare, and contrast methods and processes for preserving, presenting, and protecting a variety of art works.

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 safely intern (job shadow) a local florist or other professional in the floral industry for at least four hours, and the student will complete at least one design/piece of work with guidance from the industry professional.

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

Students will review, report on, and demonstrate industry-accepted practices related to flower care and handling to ensure the longest vase life of materials in various surroundings.

Students will review and then pass a teacher-written safety test.

Students will submit a written paper about the internship including but not limited to the following:

- size and scope of the operation
- designers' artistic choices and variability
- common clientele
- business focus
- care and handling of perishable product and hard goods
- reasoning for design choices for the required construction piece

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

Formative- Flower Processing and Handling Lab

Summative- Safety Test

Summative- Written paper

Formative- Final design piece

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

How-to videos

One-on-one instruction

Whole class instruction (re-teaching/reviews)

Peer Support/Mentoring

Specific feedback and option to improve work to industry standards

Test retakes

EDUCATIONAL SERVICES

Department: **Agriculture**

Course Title: **Floral Design 3: Retail Floral**

Course Number: _____

Unit Title: **Web Based Floral Portfolio**

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

Agriculture and Natural Resources Knowledge and Performance Anchor Standards

2.0 Communications

- Acquire and accurately use Agriculture and Natural Resources sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment with LS 9-10, 11-12.6)
- 2.2 Identify barriers to accurate and appropriate communication.
- 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.

3.0 Career Planning and Management

- Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans. (Direct alignment with SLS 11-12.2)
- 3.2 Evaluate personal character traits, such as trust, respect, and responsibility, and understand the impact they can have on career success.
- 3.9 Develop a career plan that reflects career interests, pathways, and postsecondary options.

4.0 Technology

- Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Agriculture and Natural Resources sector workplace environment. (Direct alignment with WS 11-12.6)
- 4.7 Demonstrate the use of appropriate tools and technology used in the Agriculture and Natural Resources sector.

11.0 Demonstration and Application

- Demonstrate and apply the knowledge and skills contained in the Agriculture and Natural Resources anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and through the FFA career technical student organization.
- 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.

California Arts Standards for Visual Arts

- Prof.VA:Pr4 Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
- Acc.VA:Pr4 Analyze, select, and critique personal artwork for a collection or portfolio presentation.

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.

Throughout the course, students will create a portfolio that is a compilation of their skills from the current and previous years.

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

Students will submit a one-page paper commenting on the photo gallery of one AIFD (American Institute of Floral Designers) professional.

Students will create a digital portfolio that contains at least the following:

- 15-20 color photos of the student's best floral designs
- a description of the flowers, color scheme, and form/shape used in the design
- a written report to the teacher on at least 5 of the designs that includes a self-critique

Students will submit a written request to a California Certified Florist to review/critique their portfolio.
Students will participate in a peer review of portfolios.

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

Formative- Documents leading to final portfolio

Summative- Final Portfolio

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

How-to videos

One-on-one instruction

Whole class instruction (re-teaching/reviews)

Peer Support/Mentoring

Specific feedback and options to improve work to industry standards

EDUCATIONAL SERVICES

Department: **Agriculture**

Course Title: **Floral Design 3: Retail Floral**

Course Number: _____

Unit Title: **FFA**

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

Agriculture and Natural Resources Knowledge and Performance Anchor Standards

2.0 Communications

- Acquire and accurately use Agriculture and Natural Resources sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment with LS 9-10, 11-12.6)
- 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.
- 2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats. .

4.0 Technology

- Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Agriculture and Natural Resources sector workplace environment. (Direct alignment with WS 11-12.6)
- 4.7 Demonstrate the use of appropriate tools and technology used in the Agriculture and Natural Resources sector.

7.0 Responsibility and Flexibility

- Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Agriculture and Natural Resources sector workplace environment and community settings. (Direct alignment with SLS 9-10, 11-12.1)
- 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.
- 7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.

9.0 Leadership and Teamwork

- Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the Future Farmers of America (FFA) career technical student organization. (Direct alignment with SLS 11-12.1b)
- 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.
- 9.5 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.

- 9.9 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

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 improve their leadership qualities by participating in activities related to the National FFA Organization, the California FFA, and the local FFA chapter.

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

Students will maintain an accurate and current FFA Record Book which documents involvement in activities.

Students will work towards the next possible FFA Degree.

Students will be involved in the required number of FFA activities per semester. *

*FFA is an intracurricular organization, and ample opportunities for FFA involvement are offered during the school day.

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

Formative- Grading of the FFA Record Book (weekly or monthly basis)

Summative- Grading of the FFA Record Book (quarterly and semester basis)

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

How-to videos

One-on-one instruction

Whole class instruction (re-teaching/reviews)

Peer Support/Mentoring

Alternative, individualized activities

EDUCATIONAL SERVICES

Department: **Agriculture**

Course Title: **Floral Design 3: Retail Floral**

Course Number: _____

Unit Title: **Supervised Agriculture Experience (SAE)**

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

Agriculture and Natural Resources Knowledge and Performance Anchor Standards

4.0 Technology

- Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Agriculture and Natural Resources sector workplace environment. (Direct alignment with WS 11-12.6)
- 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.

5.0 Problem Solving and Critical Thinking

- Conduct short as well as more sustained research to create alternative solutions to answer a question or solve a problem unique to the Agriculture and Natural Resources sector, using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-12.7)
- 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

7.0 Responsibility and Flexibility

- Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Agriculture and Natural Resources sector workplace environment and community settings. (Direct alignment with SLS 9-10, 11-12.1)
- 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.

8.0 Ethics and Legal Responsibilities

- Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms. (Direct alignment with SLS 11-12.1d)
- 8.1 Access, analyze, and implement quality assurance standards of practice.
- 8.2 Identify local, district, state, and federal regulatory agencies, entities, laws, and regulations related to the Agriculture and Natural Resources industry sector.
- 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.

10.0 Technical Knowledge and Skills

- Apply essential technical knowledge and skills common to all pathways in the Agriculture and Natural Resources sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6)
- 10.1 Interpret and explain terminology and practices specific to the Agriculture and Natural Resources sector.
- 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.
- 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.
- 10.8 Maintain and troubleshoot equipment used in the agricultural industry.

11.0 Demonstration and Application

- Demonstrate and apply the knowledge and skills contained in the Agriculture and Natural Resources anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and through the FFA career technical student organization.
- 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 carry out a Supervised Agricultural Experience (SAE) project in order to apply concepts learned in class beyond the classroom.

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

Students will participate in an SAE project, work with an agriculture teacher, and keep records of the project in their FFA Record Book.

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

Formative- AET Record Book checks monthly or every two months on the following

- Business Agreements/Plans
- Budgets
- Journals- A record of hours spent on SAE projects and FFA, Community Service, and School Activities
- Finances- Records of income, expenses, and acquisition/sales of property

Summative- AET Record Books checks quarterly and yearly

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

How-to videos

AET instructional videos (from program creator)

One-on-one instruction

Whole class instruction (re-teaching/reviews)

Peer Support/Mentoring

Specific feedback and options to improve work to required standards

Ag teacher project visits and feedback

Student/parent conferences