



Statewide Framework Document for: 010608

**Floral Design**

Standards may be added to this document prior to submission but may not be removed from the framework to meet state credit equivalency requirements. Performance assessments may be developed at the local level. In order to earn state approval, performance assessments must be submitted within this framework. **This course is eligible for 1.0 Art Credit.**

The Arts learning standards describe what students should know and be able to do in the arts. The final and approved Arts Learning Standards are now available for use and implementation. The standards include five disciplines: dance, media arts, music, theater, and visual arts.

The standards are arranged under four artistic processes for each discipline: creating, performing/presenting/producing, responding, and connecting. Each standard also contains suggestions and examples of tasks students can perform to demonstrate proficiency.

School District Name		
<b>Course Title:</b> Floral Design		<b>Total Framework Hours:</b> 180 hours
<b>CIP Code:</b> 010608	<input type="checkbox"/> Exploratory <input checked="" type="checkbox"/> Preparatory	<b>Date Last Modified</b> March 22, 2023
<b>Career Cluster:</b> Agriculture, Food and Natural Resources		<b>Cluster Pathway:</b> Plant Systems
<p><b>Course Summary:</b> Students prepare for a career; students need to attain academic skills and knowledge as well as an awareness of artistic design used to create arrangements in the floral industry. Students will be exposed to career opportunities, entry requirements, and industry expectations through inquiry-based learning. To prepare for success, students need opportunities to learn, reinforce, apply and transfer their artistic knowledge, skills and technologies in a variety of settings. This course is designed to develop students' ability to identify and demonstrate the principles and techniques related to floral design as well as develop an understanding of the management of floral enterprises.</p> <p>Through the analysis of artistic floral styles and historical periods, students develop respect for the traditions and contributions of diverse cultures. Students respond to and analyze floral designs, thus contributing to the development of lifelong skills of making informed judgments and evaluations. This course includes an introduction to more advanced floral design concepts, with an emphasis on specialty designs and specific occasion planning. From conception to evaluation, students are challenged to create an array of floral designs that meet the needs of the client. An emphasis will be placed on budgetary adherence and entrepreneurship, which will equip students with the necessary skills needed for success in future employment opportunities. During this course students will regularly analyze, critique and revise their own and other students' floral designs. This course will include instruction and involvement in Supervised Agricultural Experience Projects (SAE) and will embed 21st century leadership skills throughout the course. This course will Include inquiry-based instruction in:</p>		

Unit	Hours
1. Application of Floral Design Principles with a Focus on History and Color	35
2. Staying Safe on the Job	15
3. Plants: Who are we and how are we utilized in design	20
4. Floral Operations and Business Marketing	20
5. Floral Design in Action	70
6. Employability in the Floral Industry	10
7. SAE and Leadership Opportunities	10
Total	180

**Eligible for Equivalent Credit in:** Arts

**Total Number of Units:** 7

**Course Resources:**

iCEV  
CASE Plant Science  
The Art of Floral Design  
Principles of Floral Design  
Floral Reference Books (John Henry Company)  
Floral Design Institute - Videos  
Local Florists  
Telefloral Books  
Washington Floral Service (or other wholesale businesses)  
National Floriculture Career Development Event  
Local Nursery or Greenhouse Supply Locations (for designs related to live floral displays)  
Flower Arranging Step by Step instruction for everyday designs (Florists Review)  
AIFD Guide to Floral Design - Terms, Techniques and Traditions (American Institute of Floral Design)

**Unit 1: Application of Floral Design Principles with a Focus on History and Color****Total Learning Hours for Unit: 35****Unit Summary:**

Students explore major elements and principles of design as they relate to the basis of artistic impression. Students explore foundational concepts that have influenced the progression of floral design throughout history. While implementing a range of color palettes they explore the use of the color wheel.

**Performance Assessments:** (Districts to complete for each unit)

*Example assessments for this unit include:*

- Research a design era and create a presentation to explain the important details
- Create a Nosegay bouquet utilizing a style from the English-Georgian Period in history
- Create a bouquet from a different era and culture
- Create a Paper Flower/Foliage arrangement based on the design era you researched, including the principles of design for that era and identifiable color scheme and create a presentation to explain your choices to the class
- Create a sales flyer to incorporate the use of color and develop interest
- Create a 3-Bud Vase arrangement applying the principles of focal point and rhythm
- Create a Flower Mosaic in a determined color scheme
- Design an entire room to demonstrate the principles of floral design using <https://home.by.me/> or similar program
- Flower Astrological Sign - research the meaning of flowers used in floral arrangements
- Design a Holiday-Stained Glass Window to demonstrate principles of design
- Create an Edible Color Wheel
- Create a color wheel it identify the main color schemes using different types of mixed media
- Create an Ice Cream Soda arrangement to demonstrate the use and importance of color
- Create a Candy Color arrangement utilizing the principles of texture and color
- Create a Single Bud arrangement utilizing the concepts of design, harmony and unity
- Create a Round floral arrangement utilizing the principles of space and depth
- Create a Monochromatic Floral arrangement utilizing the single most important factor of color in design
- Create a Dozen Rose arrangement utilizing the principles of design, balance and scale in a design
- Create an Everlasting Floral arrangement utilizing the principles of focal point and rhythm in a design
- Create a Fragrant Flower arrangement incorporating the use of texture and fragrance in a design
- Create a Holiday Horizontal arrangement utilizing the principles of line, color, and focal point
- Upload projects/photos to Floral Design Portfolio - Unit Assessment

**Leadership Alignment:** (Districts to complete for each unit)

*Leadership alignment must include a unit specific project/activity that aligns with the 21<sup>st</sup> Century Leadership Skills.*

*2.B.1 Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems*

*1.B.2 Be open and responsive to new and diverse perspectives*

- Create floral arrangements to showcase all skill levels using a variety of materials and incorporate group input and feedback.

*1.A.1 Use a wide range of idea creation techniques (such as brainstorming)*

*1.B.1 Develop, implement and communicate new ideas to others effectively*

- Create a Paper Flower/Foliage arrangement based on the design era you researched, including the principles of design for that era and identifiable color scheme and create a presentation to explain your choices to the class

**Industry Standards and/or Competencies:**

**AFNR - PLANT SYSTEM STANDARDS**

PS.04.01: Create designs using plants.

PS.04.01.01.a. Define design and identify design elements.

PS.04.01.01.b. Explain design elements of line, form, texture and color and express the visual effect each has on the viewer.

PS.04.01.01.c. Select plants, hard goods, supplies and other materials for use in a design based on a range of criteria.

PS.04.01.02.a. Discuss the applications of art in agriculture/horticulture.

PS.04.01.02.b. Discuss principles of design that form the basis of artistic impression.

PS.04.01.02.c. Create and implement designs by following established principles of art.

PS.04.02.01.a. Research and summarize the principles and elements of design for use in plant systems.

PS.04.02.01.b. Apply principles and elements of design that form the basis of artistic impression.

**AFNR- CAREER READY SKILLS CONTENT STANDARDS**

CS.01.01: Action: Exhibit the skills and competencies needed to achieve a desired result.

CS.01.01.01.a. Work productively with a group or independently.

CS.01.01.01.c. Work independently and in group settings to accomplish a task.

CS.01.01.02.c. Assess outcomes to determine success for a task.

CS.01.01.03.c. Implement an effective project plan.

**Aligned Washington State Academic Standards**

**Arts**

**Visual Arts**

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

(VA:Cr1.1.I): a. Use multiple approaches to begin creative endeavors.

Anchor Standard 3: Refine and complete artistic work.

(VA:Cr3.1.II) a. 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.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

(VA:Pr5.1.I): a. Analyze and evaluate the reasons and ways an exhibition is presented.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

(VA:Pr6.1.II):a. Make, explain, and justify connections between artists or artwork and social, cultural, and political history.

Anchor Standard 7: Perceive and analyze artistic work.

(VA:Re7.1.III):a. Analyze how responses to art develop over time based on knowledge of and experience with art and life.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

(VA:Cn11.1.I.): a Describe how knowledge of culture, traditions, and history may influence personal responses to art.

(VA:Cn11.1.II): a. Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.

### **Media Arts**

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

(MA:Pr4.1.I): a. Integrate various arts, media arts forms, and content into unified media arts productions, considering the reaction and interaction of the audience, such as experiential design.

Anchor Standard 7: Perceive and analyze artistic work.

(MA:Re7.1.I): a. Analyze the qualities of and relationships between the components, style, and preferences communicated by media artworks and artists.

**Unit 2: Staying Safe on the Job****Total Learning Hours for Unit: 15****Unit Summary:**

Students identify and demonstrate safety procedures using industry standard tools. Demonstrate and apply knowledge of safe application procedures for chemicals within the work environment. Students demonstrate the ability to locate Personal Protective Equipment (PPE) in the lab (i.e. eye wash, sink, fire extinguisher, first aid equipment). Evaluate and use tools and equipment appropriately to complete a specific task. Keep areas clean of debris to prevent injury and contamination of the workstation. Utilization of basic arrangement mechanics to meet aesthetic criteria successful final project (i.e. appropriate wire size, taping down foam, gluing techniques, proper use of floral tape). Safety contract signed by students and parents outlining expectations in the lab.

**Performance Assessments:** (Districts to complete for each unit)

*Example assessments for this unit include:*

- Draw a map of workspace with all safety areas marked, tool/supply locations, and first aid resources
- Floral Safety Tests - pass all safety tests at 100%
- Floral Chemical Use - examine chemicals used to properly care for cut flowers
- Safe Use of equipment and tools during hands-on activities
- Create a Tool Reference guide to demonstrate skill in identifying tools
- Make a Hershey Kiss Rose using the appropriate wire size and taping technique
- Make a Flower Pen utilizing good taping technique
- Make a Pocket Flower utilizing floral glue or glue dots

**Leadership Alignment:** (Districts to complete for each unit)

*Leadership alignment must include a unit specific project/activity that aligns with the 21<sup>st</sup> Century Leadership Skills.*

*2.A.1 Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation*

- Floral Safety Tests - pass all safety tests at 100%
- Safe Use of equipment and tools during hands-on activities

*2.D.2 Identify and ask significant questions that clarify various points of view and lead to better solutions*

- Make a Hershey Kiss Rose using the appropriate wire size and taping technique
- Make a Pocket Flower utilizing floral glue or glue dots
- Chemical Use - examine chemicals used to properly care for cut flowers

*11.B.1 Act responsibly with the interests of the larger community in mind*

- Draw a map of workspace with all safety areas marked, tool/supply locations and first aid resources

**Industry Standards and/or Competencies:**

## AFNR- CAREER READY SKILLS CONTENT STANDARDS

CS.07.04: Assess workplace safety.

CS.07.04.02.a. Handle chemicals and equipment in a safe and appropriate manner.

CS.07.04.01.b. Use safety procedures to comply with regulatory and safety standards.

CS.07.04.02.b. Maintain AFNR facilities to promote health and safety.

CS.07.04.01.c. Apply general workplace safety precautions/procedures.

CS.08.01: Evaluate and select the appropriate tool to perform a given task.

CS.08.01.01.a. Identify standard tools, equipment, and safety procedures related to a specific task.

CS.08.01.02.a. Follow operating instructions related to specific tools and equipment needed to complete a task.

CS.08.01.02.b. Demonstrate appropriate operation, storage, and maintenance techniques for tools and equipment.

CS.08.01.01.c. Use tools and equipment appropriately to complete a specific task.

CS.08.02: Use appropriate protective equipment and handle AFNR tools and equipment to demonstrate safe and proper use of the tools and equipment.

CS.08.02.01.a. Use the appropriate procedures for the use and operation of specific tools and equipment.

CS.08.02.01.c. Operate applicable AFNR equipment and vehicles safely.

CS.08.03: Maintain tools for efficient use

CS.08.03.01.a. Describe the conditions that cause the need for tool maintenance.

## Aligned Washington State Academic Standards

### Arts

#### Visual Arts

Anchor Standard 2: Organize and develop artistic ideas and work.

(VA:Cr2.1.II): a. Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

(VA:Cr2.2.I) a. Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.

Anchor Standard 4: Select, analyze and interpret artistic work for presentation.

(VA:Pr4.1.II): a. Analyze, select, and critique personal artwork for a collection or portfolio presentation. Every unit/step

**Unit Summary:**

Students identify the life cycle of a plant beginning with growth through utilization in your final product. The focus is on the unique factors that influence processes of growth (i.e. plant physiology, environmental factors, growth regulators, plant management). Utilize different methods to prepare flowers and foliage for use in floral arranging. Describe methods for conditioning flowers to ensure quality and longevity of the final product. Determine optimal temperature, water and air conditions for different types of flowers and foliage based on their individual needs. Demonstrate knowledge of plants, flowers and foliage used to create artistic designs in the floral industry.

**Performance Assessments:** (Districts to complete for each unit)

*Example assessments for this unit include:*

- Flower and Foliage Identification Test or Periodic quizzes
- Major Areas of Flower Production - visually demonstrate knowledge of where flowers are grown around the world
- Create a Flower and Foliage Identification guidebook
- Create a Floral arrangement incorporating the use of flowers harvested in our local area
- Pinching Plant Lab
- Make a Drawing Booklet with parts of the plant
- Flower Processing utilizing industry standards for the different flower and foliage types
- Develop a Crop Management Plan with a team of your peers
- Plant/Flower dissection Lab
- Create display

**Leadership Alignment:** (Districts to complete for each unit)

*Leadership alignment must include a unit specific project/activity that aligns with the 21<sup>st</sup> Century Leadership Skills.*

*1.B.4 View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes*

- Flower Processing utilizing industry standards for the different flower and foliage types

*3.B.1 Demonstrate ability to work effectively and respectfully with diverse teams*

- Develop a Crop Management Plan with a team of your peers

*7.A.2 Work effectively in a climate of ambiguity and changing priorities*

- Propagation of local flowering plants
- Pinching Plant Lab



## **Industry Standards and/or Competencies:**

### **AFNR – Plant Systems Standards**

PS.01.03: Apply knowledge of plant physiology and energy conversion to plant systems

PS.01.03.01.a Explain the basic process of photosynthesis and its importance to life on earth

PS.01.03.02.a.Explain Cellular respiration and its importance to plant life

PS.01.03.03.a Define primary growth and the role of the apical meristem

PS.01.03.01.b.Explain requirements necessary for photosynthesis to occur and identify the products and by products of photosynthesis.

PS.01.03.02.b.Explain factors that affect cellular respiration and identify the products and by-products of cellular respiration. PS.01.03.03.b. Explain the process of secondary plant growth.

PS.01.03.04.b Identify the plant responses to plant growth regulators and different forms of tropism

PS.01.03.04.c Select plant growth regulators to produce desired responses from plants.

PS.02.01: Determine the influence of environmental factors on plant growth

PS.02.01.02.a. Describe the effects air, temperature, and water have on plant metabolism, and growth

PS.02.01.01.b. Describe plant responses to light color intensity and duration

PS.02.01.02.b. Determine the optimal air, temperature, and water conditions for plant growth

PS.02.01.02.c Design, implement, and evaluate a plan to maintain optimal conditions for plant growth

PS.02.03: Develop and implement a fertilization plan for specific plants or crops (Specific to floral food nutrient source)

PS.02.03.01.a. Identify the essential nutrients for plant growth and development and their major functions

PS.02.03.04.a. Identify fertilizer sources of essential plant nutrients, explain fertilizer formulations and describe different methods of fertilizer applications

PS.02.03.01.b. Describe nutrient deficiency symptoms and recognize environmental causes of nutrient deficiencies

PS.02.03.01.c. Monitor plants for signs of nutrient deficiencies and prepare a scouting report

PS.03.01: Demonstrate plant propagation techniques.

PS.03.01.01.a Explain pollination, cross-pollination and self-pollination of flowering plants.

PS.03.01.03.a Describe optimal conditions for asexual propagation and demonstrate techniques used to propagate plants by cuttings, division, separation and layering

PS.03.01.03.c Evaluate asexual propagation practices based on productivity and efficiency.

PS.03.02: Develop and implement a plant management plan for crop production.

PS.03.02.01.a Explain the importance of starting with pest-and disease-free propagation material.

PS.03.02.03.a Demonstrate proper planting procedures and post-planting care.

PS.03.02.05.a Explain the reasons for controlling plant growth

PS.03.02.01.b Inspect propagation material for evidence of pests or disease.

PS.03.02.04.b Monitor the progress of plantings and determine the need to adjust environmental conditions.

PS.03.02.05.b Demonstrate proper techniques to control and manage plant growth through mechanical, cultural or chemical means.

PS.03.02.02.c Prepare growing media for planting.

PS.03.05. Harvest, handle and store crops according to current industry standards.

PS.03.05.01.a. Identify and summarize harvesting methods and equipment.

PS.03.05.01.b. Assess the stage of growth to determine crop maturity or marketability and demonstrate proper harvesting techniques.

PS.04.02. Create designs using plants.

PS.04.02.01.b. Apply principles and elements of design that form the basis of artistic impression.

PS.04.02.02.a. Identify and categorize tools used for design.

PS.04.02.02.b. Demonstrate the use of tools used for creating designs.

PS.04.02.02.c. Choose and properly use appropriate tools to create a desired design.

### Aligned Washington State Academic Standards

#### Arts

#### Visual Arts

Anchor Standard 2: Organize and develop artistic ideas and work

(VA:Cr2.1.I): a. Engage in making a work of art or design without having a preconceived plan.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

(VA:Pr5.1.I): a. Analyze and evaluate the reasons and ways an exhibition is presented.

(VA:Pr5.1.II) a. Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.

Anchor Standard 7: Perceive and analyze artistic work.

(VA:Re7.2.II): a. Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.

**Unit 4: Floral Operations and Business Marketing****Total Learning Hours for Unit: 20****Unit Summary:**

Students identify how to assess the floral needs of your business, keep an updated inventory and develop an organized system for record keeping. Estimate the supply and demand for your product during seasons, holidays or slow times to ensure adequate but not excessive materials on hand. Establish a pricing method for your products and determine a profit margin to cover expenses. Understand the difference between wholesale and retail values. Analyze and create marketing strategies utilized in industry to gain customer interest and support for your enterprise. Practice customer service scenarios to build relations both in person and over the phone. Implement a method of receiving funds that align with your school district policy.

**Performance Assessments:** (Districts to complete for each unit)

*Example assessments for this unit include:*

- Retail Window Display - utilize principles of design, focal point and color to create a display
- Retail Floral Shop Reference Book - design a retail floral shop and describe arrangements designed for customers
- Create Flyers to promote the floral business, specific special events or services provided
- Holiday Promotions - examine articles/flyers on Holiday promotions and explain the effect they have on the floral industry
- Develop a Marketing Plan for an event i.e. Valentine's Day
- Create a Rose Bowl arrangement utilizing the Biedermeier style of design working with concentric circles to include in portfolio of work for the class
- Calculate cost and profit margin of items for sale
- Determine supply orders based on projected sales and past sales
- Develop and implement marketing strategies
- Demonstrate good customer service skills
- Money Handling - calculating bills, making change, record keeping
- Utilize the accounting system in place for the floral business
- Pricing Sheet Quizzes that include wholesale prices, mark-up and tax
- Keeping accurate inventory of supplies
- Product ordering to maintain adequate inventory of supplies
- Explain pricing strategies used in retail business
- One-on-One Sales Skill - interview a customer and complete a floral shop order form

**Leadership Alignment:** (Districts to complete for each unit)

*Leadership alignment must include a unit specific project/activity that aligns with the 21<sup>st</sup> Century Leadership Skills.*

**1.B.1** Develop, implement and communicate new ideas to others effectively

- Create Flyers to promote the floral business, specific special events or services provided
- Develop a Marketing Plan for an event i.e. Valentine's Day

2.A.7 Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

- Retail Window Display - utilize principles of design, focal point and color to create a display

3.A.7 Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts

- One-on-One Sales Skill - interview a customer and complete a floral shop order form
- Demonstrate good customer service skills

### **Industry Standards and/or Competencies:**

#### **AFNR – PLANT SYSTEM STANDARDS**

PS.04.02. Create designs using plants.

PS.04.02.01.b. Apply principles and elements of design that form the basis of artistic impression.

#### **AFNR – CAREER READY PRACTICES**

CRP.04.01 Speak using strategies that ensure clarity, logic, purpose and professionalism in formal and informal settings.

CRP.04.01.01.b. Analyze use of verbal and non-verbal communication strategies in workplace situations.

CRP.04.01.02.b. Apply strategies for speaking with clarity, logic, purpose and professionalism in a variety of situations in formal and informal settings.

CPR.04.03. Model active listening strategies when interacting with others in formal and informal settings.

CRP.04.03.01.b. Apply active listening strategies.

#### **AFNR – CAREER READY SKILLS CONTENT STANDARDS**

CS.02.01. Research and use geographic and economic data to solve problems in AFNR systems.

CS.02.01.02.a. Identify and examine economic data related to AFNR systems (e.g., commodity markets, food marketing, food and nutritional assistance programs, etc.).

CS.02.01.02.b. Analyze and interpret a set of economic data and explain how it impacts an AFNR system.

CS.02.01.02.c. Devise a strategy to solve a problem in an AFNR system using a set of economic data.

CS.02.02: Social Growth: Interact with others in a manner that respects the differences of a diverse and changing society.

CS.02.02.02.a. Demonstrate proper conduct and appearances for various settings.

CS.02.02.03.a. Identify the skills needed to develop a professional relationship.

CS.02.02.02.b. Apply the skills required to present oneself appropriately in various settings.

CS.02.02.03.b. Exhibit the behaviors needed for developing and maintaining a professional relationship.

CS.02.02.02.c. Present oneself appropriately in various settings.

CS.02.02.03.c. Maintain effective professional relationships.

CS.02.02. Examine the components of the AFNR systems and assess their impact on the local, state, national and global society and economy.

CS.02.02.03.a. Examine and summarize the components of the agricultural economy (e.g., environmental, crops, livestock, etc.).

CS.03.01: Communication: Demonstrate oral, written and verbal skills

CS.03.01.01.a. Use basic technical and business writing skills. Level I

**Aligned Washington State Academic Standards**

**Arts**

**Visual Arts**

Anchor Standard 3: Refine and complete artistic work.

(VA:Cr3.1.II) a. 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.

Anchor Standard 4: Select, analyze and interpret artistic work for presentation.

(VA:Pr4.1.II): a. Analyze, select, and critique personal artwork for a collection or portfolio presentation.

Anchor Standard 7: Perceive and analyze artistic work.

(VA:Re7.2.II): a. Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.

**Media Arts**

Anchor Standard 1: Generate and conceptualize artistic ideas and work

(MA:Cr1.1.I): a. Use identified generative methods to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes.

Anchor Standard 2: Organize and develop artistic ideas and work.

(MA:Cr2.1.I): a. Apply aesthetic criteria in developing, proposing, and refining artistic ideas, plans, prototypes, and production processes for media arts productions, considering original inspirations, goals, and presentation context.

**Unit Summary:**

Students demonstrate the foundational shapes, forms and techniques used to develop artistic expression in floral arrangements. Subsections for floral arrangements include traditional designs for daily use, wearable art, seasonal designs, displays, container use, special occasions or events. Identify appropriate plants, flowers or foliage needed to create a design for interior scaping (i.e. dish gardens, terrariums, live displays). This section needs to focus on the aesthetic work using a variety of mediums. The use of color, balance, rhythm, depth, line, form and texture should be reflected in designs.

**Performance Assessments:** (Districts to complete for each unit)

*Example assessments for this unit include:*

- Create an arrangement utilizing different types of modified greenery i.e., braiding, gluing, folding, weaving, bending
- Understand the use of balloons in a floral design
- Make a Floral Chaplet or Floral Crown utilizing wiring and taping techniques, using cultural contexts as developing a student rubric
- Create a Flower Arrangement of the Month booklet focusing on flower types and colors that are used during the different months
- Plan an Event according to customs and traditions currently used in the floral industry for a specific event or casual setting
- Create a Wedding Portfolio Project demonstrating knowledge of flower arrangements used in the Wedding Industry
- Create Wreaths for different seasonal Holidays that incorporate traditional and non-traditional features
- Create a Dish Garden or Terrarium Design utilizing live plant material
- Create an arrangement using Ikebana methods
- Create a Thanksgiving Candle arrangement
- Create a Round Basket arrangement - visually demonstrate the use of flowers in creating shapes
- Create a Triangle arrangement using the principles of line and form
- Create a Boutonniere utilizing wiring and taping techniques
- Create a Shoulder Corsage utilizing wiring and taping techniques
- Create a Wrist Corsage utilizing gluing and wiring techniques
- Create a Tropical Contemporary arrangement while exploring and incorporating tropical flowers utilizing a modern style of design
- Create a Sympathy arrangement

Demonstrate House Plant care

**Leadership Alignment:** (Districts to complete for each unit)

*Leadership alignment must include a unit specific project/activity that aligns with the 21<sup>st</sup> Century Leadership Skills.*

**4.A.1 Access information efficiently (time) and effectively (sources)**

- Create a Wedding Portfolio Project demonstrating knowledge of flower arrangements used in the Wedding Industry

**7.B.1 Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments**

- Create a Sympathy arrangement

8.B.7 Monitor, define, prioritize and complete tasks without direct oversight

- Plan an Event according to customs and traditions currently used in the floral industry

### **Industry Standards and/or Competencies:**

#### **AFNR – PLANT SYSTEM STANDARDS**

PS.02.01. Classify plants according to taxonomic systems.

PS.02.01.02.b. Identify and describe important plants to agricultural and ornamental plant systems by common names.

PS.04.01: Create designs using plants.

PS.04.01. Evaluating, identifying and preparing plants to enhance an environment.

PS.04.01.01.a. Define design and identify design elements.

PS.04.02.01.a. Research and summarize the principles and elements of design for use in plant systems.

PS.04.01.01.b. Explain design elements of line, form, texture and color and express the visual effect each has on the viewer.

PS.04.01.01.c. Install plants according to a design plan that uses the proper plants based on the situation and environment.

PS.04.01.01.c. Select plants, hard goods, supplies and other materials for use in a design based on a range of criteria.

PS.04.01.02.a. Discuss the applications of art in agriculture/horticulture.

PS.04.01.02.b. Discuss principles of design that form the basis of artistic impression.

PS.04.01.02.b. Create a design utilizing plants in their proper environment.

PS.04.01.02.c. Evaluate a design and provide feedback and suggestions for improvement.

PS.04.01.02.c. Create and implement designs by following established principles of art.

PS.04.02. Create designs using plants.

PS.04.02.01.a. Research and summarize the principles and elements of design for use in plant systems.

PS.04.02.01.b. Apply principles and elements of design that form the basis of artistic impression.

PS.04.02.01.c. Analyze designs to identify use of design principles and elements.

#### **AFNR- CAREER READY SKILLS CONTENT STANDARDS**

CS.01.01: Action: Exhibit the skills and competencies needed to achieve a desired result.

CS.01.01.01.a. Work productively with a group or independently.

CS.01.01.01.c. Work independently and in group settings to accomplish a task.

CS.01.01.02.c. Assess outcomes to determine success for a task.

CS.01.01.03.c. Implement an effective project plan.

### **Aligned Washington State Academic Standards**

#### **Arts**

#### **Visual Arts**

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

(VA:Cr1.1.I): a. Use multiple approaches to begin creative endeavors.

(VA:Cr1.1.II): a. Individually or collaboratively formulate new creative problems based on student's existing artwork.

(VA:Cr1.2.I): a. Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.

(VA:Cr1.2.II): a. Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

(VA:Cr1.2.III): a. 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.

Anchor Standard 2: Organize and develop artistic ideas and work.

(VA:Cr2.1.I): a. Engage in making a work of art or design without having a preconceived plan.

(VA:Cr2.1.II): a. Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

(VA:Cr2.3.I) a. Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.

Anchor Standard 3: Refine and complete artistic work.

(VA:Cr3.1.I): a. Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

(VA:Cr3.1.II) a. 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.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

(VA:Pr5.1.I): a. Analyze and evaluate the reasons and ways an exhibition is presented.

(VA:Pr5.1.II) a. Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.

Anchor Standard 9: Apply criteria to evaluate artistic work.

(VA:Re9.1.I): a. Establish relevant criteria in order to evaluate a work of art or collection of works.

(VA:Re9.1.III): a. Construct evaluations of a work of art or collection of works based on differing sets of criteria.

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

(VA:Cn10.1.I): a. Document the process of developing ideas from early stages to fully elaborated ideas.

(VA:Cn10.1.II): a. Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.



**Unit 6: Employability in the Floral Industry****Total Learning Hours for Unit: 10****Unit Summary:**

During Unit 6 develop an awareness of potential careers in the floriculture industry and the education and skills required to obtain employment for the specific careers. An emphasis should be placed on careers focused on the art and culture of design. Twenty-first century skills will be the focus of discussion on how to be an effective employee (i.e. oral and written communication, eye contact, handshake, body language, professional dress).

**Performance Assessments:** (Districts to complete for each unit)

*Example assessments for this unit include:*

- Floriculture Career Presentation - research and select a career in the floriculture industry and prepare a presentation
- Create a Resume based on experience in the floriculture industry and practice Job Interview skills
- Create a Cover Letter
- Practice customer service skills i.e. communication, eye contact, handshake, body language

**General**

- Identify Career opportunities in the floriculture industry
- Participate in teamwork activities
- Create a chart of the skills needed for different careers in the industry (based off student presentations)

**Leadership Alignment:** (Districts to complete for each unit)

*Leadership alignment must include a unit specific project/activity that aligns with the 21<sup>st</sup> Century Leadership Skills.*

**9.B.2** Respond open-mindedly to different ideas and values

- Participate in teamwork activities

**10.B.1** Demonstrate additional attributes associated with producing high quality products.

- Floriculture Career Presentation - research and select a career in the floriculture industry and prepare a presentation

**Industry Standards and/or Competencies:****AFNR- CAREER READY SKILLS CONTENT STANDARDS**

CS.02.02: Social Growth: Interact with others in a manner that respects the differences of a diverse and changing society.

CS.02.02.02.a. Demonstrate proper conduct and appearances for various settings.

CS.02.02.03.a. Identify the skills needed to develop a professional relationship.

CS.02.02.02.b. Apply the skills required to present oneself appropriately in various settings.

CS.02.02.03.b. Exhibit the behaviors needed for developing and maintaining a professional relationship.

CS.02.02.02.c. Present oneself appropriately in various settings.

CS.02.02.03.c. Maintain effective professional relationships.

CS.02.03: Professional Growth: Develop awareness and apply skills necessary for achieving career success.

CS.02.03.01.a. Explore various career interests/options.

CS.02.03.03.a. Identify the skills required for various careers.

CS.02.03.03.b. Develop skills required for a specific career.

CS.02.03.03.c. Demonstrate employability skills for a specific career.

CS.03.01: Communication: Demonstrate oral, written and verbal skills

CS.03.01.01.a. Use basic technical and business writing skills. Level I

CS.03.01.02.a. Describe the various types and uses of resumes.

CS.03.01.01.b. Select the appropriate form of technical and business writing or communication for a specific situation.

CS.03.01.02.b. Prepare a resume.

CS.03.01.02.c. Demonstrate effective use of a resume as part of an effort to obtain a job.

### **AFNR – Career Ready Practices**

CRP.04.01 Speak using strategies that ensure clarity, logic, purpose and professionalism in formal and informal settings.

CRP.04.01.01.b. Analyze use of verbal and non-verbal communication strategies in workplace situations.

CRP.04.01.02.b. Apply strategies for speaking with clarity, logic, purpose and professionalism in a variety of situations in formal and informal settings.

CPR.04.03. Model active listening strategies when interacting with others in formal and informal settings.

CRP.04.03.01.b. Apply active listening strategies.

CRP.10.01 Identify career opportunities within a career cluster that match personal interests, talents, goals and preferences.

CRP.10.01.01.a. Determine personal interests, talents, goals and preferences for potential careers.

CRP.10.01.02.a. Examine career clusters and identify potential career opportunities based on personal interests, talents, goals and preferences.

### **Aligned Washington State Academic Standards**

<b>Arts</b>	<p><b>Media Arts</b></p> <p><u>Anchor Standard 3:</u> Refine and complete artistic work.</p> <p>(MA:Cr3.1.I): a. Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts productions, demonstrating understanding of associated principles, such as emphasis and tone.</p> <p>b. Refine and modify media artworks, honing aesthetic quality and intentionally accentuating stylistic elements, to reflect an understanding of personal goals and preferences.</p> <p><u>Anchor Standard 5:</u> Develop and refine artistic techniques and work for presentation.</p>
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	(MA:Pr5.1.II): a. Demonstrate effective command of artistic, design, technical and soft skills in managing and producing media artworks.
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<b>Unit 7: SAE and Leadership Opportunities</b>	<b>Total Learning Hours for Unit: 10</b> throughout the course
<p><b>Unit Summary:</b>          Students identify the various types of Supervised Agricultural Experience (SAE) projects available. Establish opportunities to develop leadership skills and goals within the course. Identify resources available in the National FFA Organization related to student goals. Develop and implement a plan related to individual aspirations within the organization.</p> <p>Students create and present a final capstone project, based upon their portfolio, to showcase their skills and conceptual design of floral holidays and events. Key concepts and floral design skills as well as 21st Century Skills, career connections and industry standards should be represented and demonstrate proficient, accomplished or advanced levels.</p> <p><b>Performance Assessments:</b> (Districts to complete for each unit)  <i>Example assessments for this unit include:</i></p> <ul style="list-style-type: none"> <li>• Floral Design CBA             <ul style="list-style-type: none"> <li>○ Students display/present their capstone project based upon their portfolio at a school/community showcase, with critiques by students and assessment done by industry/educational partners.</li> </ul> </li> <li>• Opportunities in the FFA Floriculture CDE             <ul style="list-style-type: none"> <li>○ Creating a Media Sales Flyer,</li> <li>○ Making and Packaging a Corsage,</li> <li>○ Designing a Floral Arrangement</li> <li>○ Make a Combo Planter</li> </ul> </li> <li>• SAE presentation</li> <li>• Manage SAE project to be effective and accountable for documentation (record book)</li> </ul> <p>General Standards</p> <ul style="list-style-type: none"> <li>• Develop an SAE program</li> <li>• Analyze SAE project and develop goals for its continued growth</li> <li>• Identify FFA opportunities related to classroom content</li> <li>• Opportunities in the Job Interview LDE - Developing a Resume, Interviewing for a job in the floral industry</li> </ul>	
<p><b>Leadership Alignment:</b> (Districts to complete for each unit)  <i>Leadership alignment must include a unit specific project/activity that aligns with the 21<sup>st</sup> Century Leadership Skills.</i></p> <p>10.A.2 Prioritize, plan and manage work to achieve the intended result</p> <ul style="list-style-type: none"> <li>• Develop an SAE program</li> </ul> <p>2.D.1 Solve different kinds of non-familiar problems in both conventional and innovative ways</p>	

- Analyze SAE project and develop goals for its continued growth

3.A.7 Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts

- SAE presentation
- Opportunities in the Job Interview LDE - Developing a Resume, Interviewing for a job in the floral industry

**Industry Standards and/or Competencies:**

SAE.01.01: Students will establish and conduct Supervised Agriculture Experience Projects (SAE).

SAE.01.01.b. Explain the benefits of SAE projects to skill development, leadership and career success.

SAE.01.01.c. Explain the connection between SAE and FFA.

SAE.01.01.d. Explain the five types of SAE. (Entrepreneurship, Placement, Research, Exploratory, Improvement)

SAE.01.01.e. Explore ideas for SAE projects.

SAE.01.01.f. Explain how SAE projects support academic achievement.

SAE.01.01.g. Select and establish an SAE project.

SAE.01.01.h. Explain and keep records on established SAE projects.

SAE.01.01.i. Explain SAE project Supervision, visitation and assessment.

SAE.01.01.j. Explain how SAE projects benefit the community.

SAE.01.01.k. Seek recognition for SAE project accomplishments.

SAE.01.01.l. Explain the three circle concept for SAE, FFA Leadership, Classroom/Laboratory in an Agriculture Education program.

CS.01.01: Action: Exhibit the skills and competencies needed to achieve a desired result.

CS.01.01.01.a. Work productively with a group or independently.

CS.01.01.03.a. Exhibit good planning skills for a specific task or situation.

CS.01.01.04.a. Explore available resources to assist in meeting project needs.

CS.01.01.05.a. Assess the physical, financial and professional risks associated with a particular task.

CS.01.01.07.a. Set personal goals using the SMART goals method (Specific, Measurable, Approved by you, Realistic, Time-stamped).

CS.01.01.03.b. Assess individual strengths and weaknesses in planning.

CS.01.01.04.b. Use appropriate and reliable resources to complete an action or project.

CS.01.01.02.c. Assess outcomes to determine success for a task.

CS.01.01.03.c. Implement an effective project plan.

CS.01.01.05.c. Implement a plan that minimizes physical, financial, and professional risks and analyze results.

CS.01.06: Continuous Improvement: Pursue learning and growth opportunities related to professional and personal aspirations.

CS.01.06.05.a. Describe the value of being a life-long learner and the need for continuous development.

CS.01.06.01.b. Develop a plan that includes specific goals for leadership and personal growth.

CS.01.06.02.b. Identify areas where a personal mentor could be helpful.

CS.01.06.05.b. Assess personal motivations and their impact on acquiring new knowledge and skills.

CS.01.06.05.c. Implement a plan to develop new knowledge and skills related to professional and personal aspirations.

### Aligned Washington State Academic Standards

#### Arts

##### **Visual Arts**

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

(VA:Cr1.2.III): a. 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.

Anchor Standard 3: Refine and complete artistic work.

(VA:Cr3.1.III): a. Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.

##### **Media Arts**

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

(MA:Pr4.1.I): a. Integrate various arts, media arts forms, and content into unified media arts productions, considering the reaction and interaction of the audience, such as experiential design.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

(MA:Pr5.1.I): a. Demonstrate progression in artistic, design, technical, and soft skills, as a result of selecting and fulfilling specified roles in the production of a variety of media artworks.

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

(MA:Cn10.1.I): a. Access, evaluate, and integrate personal and external resources to inform the creation of original media artworks, such as experiences, interests, and cultural experiences.

b. Explain and demonstrate the use of media artworks to expand meaning and knowledge, and create cultural experiences, such as learning and sharing through online environments.