

# STRANDS AND STANDARDS

## FLORICULTURE, ADVANCED



### Course Description

Students will continue to build upon floral design principals with an increased capacity in business management, advanced floral mechanics/structure, & advanced event planning (wedding, funeral, banquet, corporate event, etc.). Students will be able to demonstrate critical thinking and communication skills by interviewing, interpreting, planning, and implementing consumers requests with design work that's esthetically pleasing to that client.

<b>Intended Grade Level</b>	10-12
Units of Credit	1.0
Core Code	30.01.00.00.153
Concurrent Enrollment Core Code	N/A
Prerequisite	Floriculture
Skill Certification Test Number	135
Test Weight	1.0
<b>License Area of Concentration</b>	CTE and/or Secondary Education 6-12
<b>Required Endorsement(s)</b>	
Endorsement 1	Agriculture (CTE/General)
Endorsement 2	Agriculture Science
Endorsement 3	N/A

## STRAND 1

Student will participate in personal and leadership development activities through the FFA.

### Standard 1

Student will use communication skills to effectively communicate with others.

- Understand when it is appropriate to listen and to speak.
- Understand and follow verbal and written instructions for classroom and laboratory activities.
- Will practice communication skills through public speaking using one or more of the following activities: memorized speech, prepared speech, extemporaneous speech, parliamentary practice, group presentation, or serving in a leadership capacity.

### Standard 2

Student will effectively use teamwork to respectfully work with others.

- Identify and understand different roles in working with a team.
- Lead a group discussion or serve in a leadership capacity.

### Standard 3

Student will use critical thinking and problem-solving skills.

- Analyze the cause of the problem.
- Develop a solution to address the problem.
- Implement the plan.
- Evaluate the effectiveness of the plan.

### Standard 4

Student will be dependable, reliable, steady, trustworthy, and consistent in performance and behavior.

- Set and meet goals on attendance and punctuality.
- Prioritize, plan, and manage work to complete assignments and projects on time.

### Standard 5

Student will be accountable for results.

- Use an achievement chart for activities and behaviors in class that encourages a personal evaluation of classroom performance.
- Use reflection to describe what was learned, what went well, what could have been improved, and what are the implications to the learning process.
- Track and communicate progress toward completion of assignments and projects.

### Standard 6

Be familiar with the legal requirements and expectations of the course.

- Be familiar with the course disclosure statement and all requirements for successful completion of the course.
- Demonstrate workplace ethics, e.g., fair, honest, disciplined.

### Performance Skills

- Student will practice communication skills through public speaking using one or more of the following activities: memorized speech, prepared speech, extemporaneous speech, parliamentary practice, group presentation, or serving in a leadership capacity.

## STRAND 2

Student will participate in work-based learning activities through the Supervised Agricultural Experience (SAE) Program.

### Standard 1

Student will demonstrate employability skills.

- Use a career search network to find career choices.
- Identify appropriate CTE Pathway for selected career choice.
- Prepare for entry into the work force by completing one of the following: list of required skills needed for a career choice, a resume including a list of demonstrated skills, a cover letter or letter of application, a job application, or participate in an actual or simulated job interview.

### Standard 2

Student will participate in a work-based learning experience outside the classroom.

- Student will plan and implement a Supervised Agricultural Experience Program:
  - Foundational SAE: Career exploration and planning, employability skills for college and career readiness, personal financial management and planning, workplace safety, and agricultural literacy.
  - Immersion SAE: Ownership/entrepreneurship, placement/internship, research, school-based enterprise, and/or service-learning experiences.

### Standard 3

Student will develop a job portfolio specific to their selected SAE/WBL experience.

- Student will keep a personal record/journal/log of their SAE/WBL experience; including pictures, financial records or log of their hours, skills learned, goals, reflection, etc.

### Performance Skills

- Student will keep a personal record/journal/log of their SAE/WBL experience; including pictures, financial records or log of their hours, skills learned, goals, reflection, etc.

## STRAND 3

Students will develop a strategic business plan.

### Standard 1

Student will develop a strategic business plan by collecting and analyzing data on:

- SWOT analysis (strengths, weaknesses, opportunities, and threats)
- Market needs
- Pricing
- Product
- Promotion
- Place

### Performance Skills

- Student will develop a strategic business plan.

## STRAND 4

Students will effectively meet with clients.

### Standard 1

Students will conduct a meeting with a client to determine what their specific and unique needs are.

### Standard 2

Students will understand current industry trends, production costs and pricing.

### Standard 3

Students will prepare and present a sales presentation to a potential client.

### Performance Skills

- Students will prepare and present a sales presentation to a potential client.

## STRAND 5

Students will be able to identify flowers, foliage, floral tools, and supplies.

### Standard 1

Student will identify all floral tools, supplies and their appropriate uses.

### Standard 2

Student will identify, using both common and botanical names, flowers and foliage used in the industry.

### Performance Skills

- Select appropriate flowers and foliage for specific flower arrangements.
- Select appropriate tools and supplies to create flower arrangements.

## STRAND 6

Students will be able to create advanced floral designs.

### Standard 1

Student will be able to identify characteristics for and compare and contrast styles for the following concepts: abstract, assemblage, asymmetrical, cascade/waterfall, millefleur, and underwater.

### Standard 2

Student will be able to create designs that include abstract, assemblage, asymmetrical, Biedermeier, cascade/waterfall, millefleur, and underwater concepts.

### Standard 3

Students should be able to effectively plan for contingencies like stock issues, weather, budget reductions, etc.

### Performance Skills

- Create floral arrangements using at least two elements and or principles of design.

**STRAND 7**

Students will be able to create themed floral arrangements.

**Standard 1**

Student will be able to create advanced themed arrangements such as wedding, funeral, corporate event, western, rustic, complimentary, etc.

**Standard 2**

Student will be able to create advanced seasonal arrangements such as Christmas, Easter, Mother’s Day, Valentine’s Day, etc.

**Performance Skills**

- Create themed floral arrangements.
- Create seasonal floral arrangements.

**Skill Certification Test Points by Strand**

Test Name	Est #	Number of Test Points by Strand										Total Points	Total Questions
		1	2	3	4	5	6	7	8	9	10		