

# STRANDS AND STANDARDS

## Landscape Architecture, Introduction



### Course Description

This course explores basic concepts and applications of design and planning used to shape landscapes. Students will participate in discussions, research, case studies, design charrettes, installation and maintenance projects, and field trips. This course will work closely with the Landscape Architecture and Environmental Planning Department from USU. This is a concurrent enrollment course with Utah State University's Department of Architecture & Environmental Planning - LAEP 1030.

<b>Intended Grade Level</b>	9-12
Units of Credit	1.0
Core Code	30.10.00.00.070
Concurrent Enrollment Core Code	30.10.00.13.070
Prerequisite	None
Skill Certification Test Number	137
Test Weight	0.0
<b>License Area of Concentration</b>	
<b>Required Endorsement(s)</b>	
Endorsement 1	Agriculture (CTE/General)
Endorsement 2	Plant and Soil 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

Student will understand the history of landscape architecture.

### Standard 1

Student will understand the purpose for and interaction with our environment.

- Student will define the term landscape architecture and discuss its broad application.
- Student will identify the difference between land and landscape by examining visual examples.
- Student will identify and define placelessness in the landscape.
- Student will compare and contrast the physical use of land and the social use of land.
- Student will identify and explain the Gutkind's four stages of human interaction with the environment through the use of real-world examples.

### Standard 2

Student will examine landscape architecture in the ancient world.

- Student will examine the contributions of ancient civilizations to the development of modern society.
- Student will identify the major world events that had an impact on agriculture, modern society, and landscape architecture.

**Standard 3**

Student will examine landscape architecture in the middle ages.

- Student will examine the contributions of medieval/feudalistic society and ideology to the development of gardens and land use.
- Student will identify the major world events that had an impact on modern society and landscape architecture.

**Standard 4**

Student will examine landscape architecture in the renaissance and baroque.

- Student will examine the contributions of influential landscape architects and designers from the Renaissance and Baroque time periods.
- Student will identify the major world events that had an impact on modern society and landscape architecture.
- Student will sketch garden examples using design concepts from French and English landscape design.

**Standard 5**

Student will examine landscape architecture in the middle east and far east.

- Student will examine the elements of style used in landscape design in Middle Eastern and East Asian garden.
- Student will identify the key similarities and differences in Middle Eastern, East Asian, and Western garden design.
- Student will sketch garden examples using design concepts from Middle Eastern and East Asian landscape design.

**Standard 6**

Student will examine landscape architecture in the 19th century.

- Student will identify the purpose of public urban spaces.
- Student will identify early American landscape architects (i.e. Frederick Law Olmstead, Calbert Vaux)
- Student will analyze the contributions of the early American landscape architects to landscape design and architecture.

**Standard 7**

Student will examine landscape architecture in the 20th century.

- Student will explain the difference between modernism and postmodernism in landscape architecture and the catalysts that drove each movement.
- Student will identify the contributions of key figures (i.e. Roberto Brule Marx) in the field of 20th-century landscape architecture.

**Standard 8**

Student will examine landscape architecture in the 21st century.

- Student will discuss important landscapes concepts from the 19th, 20th, and 21st century and ideas using relevant terminology.
- Student will evaluate and analyze techniques used around the world to rehabilitate land through the use of design by examining successful domestic and international projects landscapes (i.e. New York High line, Gardens by the Bay, The Eden Project, Ariel Sharon Park).
- Student will create and present a presentation about important 21st century landscapes.

**Performance Skills**

- Student will create and present a presentation about important 21st century landscapes.

## STRAND 4

Student will be able to select the appropriate plant for the landscape and install and maintain the landscape.

### Standard 1

Student will classify plants based on landscape characteristics.

- Student will define how plant characteristics are used to classify plants.
- Student will explain how plants are divided according to physical characteristics.
- Student will discuss the method for naming plants.
- Student will differentiate plant life cycles for annual, biennial, and perennial plants.
- Student will identify plant hardiness zones.

### Standard 2

Student will select plants based on landscape characteristics.

- Student will define categories of landscape plants.
- Student will determine the factors for selecting plants for the urban environment.
- Student will identify factors to consider when selecting woody plant material for the landscape.
- Student will begin to identify locally used/commonly used landscape plants (FFA Nursery/Landscape Plant List).
- Student will demonstrate their understanding of a dichotomous key by creating one in groups.
- Student will create plant fact sheets containing important information about locally/commonly used landscape plants (FFA Nursery/Landscape Plant List).

### Standard 3

Student will install landscape material.

- Student will identify methods of harvesting trees.
- Student will explain recommended tree and shrub planting techniques.
- Student will explain post-planting care of trees and shrubs.
- Student will demonstrate proper planting techniques.

### Standard 4

Student will design irrigation systems.

- Student will describe the irrigation methods used in the landscape.
- Student will explain the operating principles of irrigation systems used in landscapes.
- Student will calculate GPM.
- Student will identify the components and tools required to construct an irrigation system.
- Student will design an irrigation system and calculate costs.

### Standard 5

Student will plan and implement post-planting care.

- Student will describe post-planting care of trees and shrubs.
- Student will define the purposes of pruning trees and shrubs.
- Students will explain good fertilization practices for turf.
- Student will demonstrate how to properly mulch, stake, and water recently installed plants.
- Student will calculate fertilizer application rates.

## Performance Skills

- Student will design a landscape and calculate the cost.
- Student will design an irrigation system and calculate the cost.

## STRAND 5

**Student will be able to conduct a proper site analysis.**

### Standard 1

Student will analyze the landscape site.

- Student will describe how to determine the client's needs and desires.
- Student will explain the purpose of a site analysis plan.
- Student will describe the components of a site analysis plan.
- Students will identify the purpose of a base plan.
- Student will analyze the attributes of a landscape.
- Student will arrange components of a landscape according to client needs and landscape attributes.

### Standard 2

Student will design a landscape area.

- Student will describe the major areas of a residential landscape.
- Student will identify the activities that occur in each of the areas.
- Student will explain how to create "rooms" in the outdoor landscape.

### Standard 3

Type Standard Here Student will identify specific landscape types.

- Student will differentiate between the terms localscapes and xeriscapes.
- Student will explain the seven principles of waterwise landscape design.
- Student will demonstrate understanding of the seven principles of waterwise landscape design through a simple landscape design.

## Performance Skills

- Student will conduct a site analysis.

## STRAND 6

**Student will understand and use the elements and principles of design.**

### Standard 1

Student will use the elements of design.

- Student will describe the basic color elements of design.
- Student will identify the cultural impacts of color
- Student will create coordinating color combinations based on color theory.
- Student will describe the basic elements of design Form, Flow, Texture.
- Student will illustrate and create representations of common tree forms.
- Student will draw textures commonly used on landscape plans.

### Standard 2

Student will use the principles of design.

- Student will be able to describe the basic principles of design, Scale, Proportion, Variety, Accent, Balance, and Repetition.
- Student will illustrate the difference between scale and proportion.
- Student will construct a sculptural model to demonstrate balance.
- Student will draw a visual representation of accent and repetition.

## Skill Certification Test Points by Strand

Test Name	Test #	Number of Test Points by Strand												Total Points	Total Questions
		1	2	3	4	5	6	7	8	9	10	11	12		