



Nooksack Valley School District/Nooksack Valley High School

Course: Floral Design Cross Credited – Fine Arts Credit Precision Exam Certification Pending School Board Approval for Floriculture Certification		Total Framework Hours: 90
CIP Code: 010608	☒ Exploratory ☐ Preparatory	Date Last Modified: 1/20/2019
Career Cluster: Agriculture, Food and Natural Resources		Cluster Pathway: Plant Systems

COMPONENTS AND ASSESSMENTS

Performance Assessments: Principles and Elements of Design quiz, Color Use and Symmetry in Floral Design , Meaning of Flowers
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Leadership Alignment: Students will <u>work independently</u> to complete a summary of the principles and elements of design unit questions and quiz at standard (75% or higher). Students will <u>access and evaluate information</u> as they identify different arrangements and describe the color scheme used, emotional response and symmetry of the arrangement. Student will <u>create media products</u> (PowerPoint) describing 10 flowers and their meanings. Students will <u>communicate clearly</u> as they present their 10 flowers presentation to a small group.

Standards and Competencies

Unit: Principles and Elements of Floral Design <i>Students learn about the principles and elements of design and how they can apply this learned knowledge to each arrangement made in class throughout the semester.</i>

Industry Standards and/or Competencies AFNR	Total Learning Hours for Unit: 10
• 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.	

Aligned Washington State Learning Standards

Arts	<u>Proficient</u> Performance Standard (VA:Re8.1.1) a. Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
Computer Science	
Educational Technology	6.a. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

English Language Arts	<u>Writing Grade 11-12</u> 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. <u>Speaking and Listening Grade 11-12</u> 5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Environment & Sustainability	
Financial Education	
Health and Physical Education	
Mathematics	
Science	
Social Studies	
COMPONENTS AND ASSESSMENTS	
Performance Assessments: Plant Identification and Classification (weekly quizzes), Classification chart (filler, line, form, mass), Plant processing and handling assignment, and Condition Poster	
Leadership Alignment: Students will learn the common and scientific names of plants, flowers and foliage listed in the WA State FFA Floriculture CDE handbook and will be quizzed weekly. Students will <u>use and manage information</u> learned and organize it to study for weekly plant identification quizzes, create organizational charts for classification of flowers (filler, line, form, mass). Students will <u>interact effectively with others</u> to process all flowers and foliage that come in and need to be processed and conditioned. Students will <u>communicate clearly</u> to others as they present a specific researched condition (problem that can arise) in handling and storing fresh cut flowers.	
Standards and Competencies	
Unit: Plant Identification, Classification, Proper Care and Handling <i>Students will learn scientific and common names flowers, plants, and foliage that are commonly used in the floral industry on a weekly basis through the semester. They will also learn how to process/condition every flower/foliage purchased for the classroom for proper storage to prolong the life and quality of the plants.</i>	
Industry Standards and/or Competencies AFNR	Total Learning Hours for Unit: 10
● PS.02.01.02.b. Identify and describe important plants to agricultural and ornamental plant systems by common names. ● PS.02.01.02.c. Identify and describe important plants to agricultural and ornamental plant systems by scientific names. ● PS.03.05.05.a. Summarize the reasons for preparing plants and plant products for distribution. ● PS.03.05.05.b. Demonstrate techniques for grading, handling and packaging plants and plant products for distribution. ● PS.04.01.01.a. Identify and categorize plants by their purpose (e.g., floral plants, landscape plants, house plants, etc.). ● PS.03.05.04.b. Analyze the proper conditions required to maintain the quality of plants and plant products held in storage and during shipping. ● PS.03.03.01.a. Identify and categorize plant pests, diseases and disorders. ● PS.03.03.01.c. Devise solutions for plant pests, diseases and disorders. ● PS.02.01.01.a. Identify and summarize systems used to classify plants based on specific characteristics.	
Aligned Washington State Learning Standards	

Arts	
Computer Science	
Educational Technology	6.a. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
English Language Arts	<u>Writing Grade 11-12</u> 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. <u>Speaking and Listening Grade 11-12</u> 5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Environment & Sustainability	
Financial Education	
Health and Physical Education	
Mathematics	
Science	
Social Studies	

COMPONENTS AND ASSESSMENTS	
Performance Assessments: Flower Part dissection, Flower part poster, Wiring techniques chart, Wire sizing chart	
Leadership Alignment: Students will <u>access and evaluate information</u> to identify, dissect, and explain the parts of a flower then create a visual aid to study. Students will access and evaluate information to organize and describe different sizes of wire and their purpose/use. Students will <u>adapt to change</u> as they learn 7 wiring techniques for different flowers and foliage.	
Standards and Competencies	
Unit: Flower Parts and Wiring <i>Students learn the parts of a flower so that they can properly identify parts as they learn 7 wiring techniques to use on flowers and foliage for use in constructing boutonnieres, corsages, vase work, etc.</i>	
Industry Standards and/or Competencies AFNR	Total Learning Hours for Unit: 10
● PS.02.02.05.a. Identify and summarize the components of a flower, the functions of a flower and the functions of flower components. ● PS.02.02.05.b. Apply knowledge of flower structure to differentiate between the types of flowers and flower inflorescence (e.g., complete, incomplete, perfect, imperfect). ● PS.04.02.02.a. Identify and categorize tools used for design (e.g., computer landscape software, drawing tools, florist tools, etc.). ● PS.04.02.02.b. Demonstrate the use of tools used for creating designs.	

Aligned Washington State Learning Standards	
Arts	
Computer Science	
Educational Technology	
English Language Arts	<u>Writing Grade 11-12</u> 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. <u>Speaking and Listening Grade 11-12</u> 5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Environment & Sustainability	
Financial Education	
Health and Physical Education	
Mathematics	
Science	
Social Studies	
COMPONENTS AND ASSESSMENTS	
Performance Assessments: Rubric evaluation of the following arrangements: boutonnieres, corsages, bud vases, rose wraps, Hershey Kiss arrangement, round circular centerpieces, long and low centerpieces, crescent design, right triangular design, Ikebana, the final self-selected arrangement and seasonal arrangements depending on the semester (Thanksgiving basket designs, Christmas long and low centerpieces, wreaths, Mother's Day basket arrangements, Easter centerpieces, etc.)	
Leadership Alignment: Students design arrangements that could be designed at the WA State Floriculture CDE event. Students <u>think creatively</u> to design floral arrangements. Students <u>work creatively with others</u> when paired up for partner arrangements. Students <u>implement innovations</u> and learned techniques in creating designs. Students <u>evaluate/peer assess</u> others designs and give feedback.	
Standards and Competencies	
Unit: Creating Multiple Floral Designs <i>Students will design the following projects in which they will self and peer assess before turning it in for grading. Students use a rubric that applies the principles and elements of design to each project. Students construct: boutonnieres, corsages, bud vases, rose wraps, Hershey Kiss arrangement, round circular centerpieces, long and low centerpieces, crescent design, right triangular design, Ikebana, and seasonal arrangements depending on the semester (Thanksgiving basket designs, Christmas long and low centerpieces, wreaths, Mother's Day basket arrangements, Easter centerpieces, etc.)</i>	
Industry Standards and/or Competencies AFNR	Total Learning Hours for Unit: 40
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. 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.	

PS.04.01.01.b. Demonstrate proper use of plants in their environment (e.g., focal and filler plants in floriculture, heat tolerant and shade plants in a landscape design, etc.). PS.04.01.01.c. Install plants according to a design plan that uses the proper plants based on the situation and environment. PS.04.01.02.a. Summarize the applications of design in agriculture and ornamental plant systems. PS.04.01.02.b. Create a design utilizing plants in their proper environments. PS.04.01.02.c. Evaluate a design and provide feedback and suggestions for improvement (e.g., a floral arrangement, a landscape or a landscape plan, etc.).	
Aligned Washington State Learning Standards	
Arts	Performance Standard (VA:Cr1.1.I) a. Use multiple approaches to begin creative endeavors. Performance Standard (VA:Cr2.1.I) a. Engage in making a work of art or design without having a preconceived plan. Performance Standard (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. Performance Standard (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. Performance Standard (VA:Re8.1.I) a. Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
Computer Science	
Educational Technology	
English Language Arts	
Environment & Sustainability	
Financial Education	
Health and Physical Education	
Mathematics	
Science	
Social Studies	
COMPONENTS AND ASSESSMENTS	
Performance Assessments: History of Design Presentation, Influences on Design	
Leadership Alignment: Students <u>communicate clearly</u> as they present their research on their era of floral design history. Students <u>use and manage information</u> in order create a Power Point presentation. Students <u>create media products</u> (Power Point) on research and influence of history on design. Students <u>communicate clearly</u> with others as they discuss their ideas of how history influenced floral design today and what aspects of the floral industry were influenced the most.	
Standards and Competencies	
Unit: History of Floral Design	
Industry Standards and/or Competencies AFNR	Total Learning Hours for Unit: 5
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. PS.04.01.01.a. Identify and categorize plants by their purpose (e.g., floral plants, landscape plants, house plants, etc.).	

Aligned Washington State Learning Standards	
Arts	<u><i>Proficient</i></u> Performance Standard (VA:Pr6.1.I) a. Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings. Performance Standard (VA:Re7.1.I) a. Hypothesize ways in which art influences perception and understanding of human experiences. Performance Standard (VA:Re7.2.I) a. Analyze how one's understanding of the world is affected by experiencing visual imagery. Performance Standard (VA:Cn11.1.I) a. Describe how knowledge of culture, traditions, and history may influence personal responses to art.
Computer Science	
Educational Technology	6.a. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
English Language Arts	<u><i>Writing Grade 11-12</i></u> 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. <u><i>Speaking and Listening Grade 11-12</i></u> 5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Environment & Sustainability	
Financial Education	
Health and Physical Education	
Mathematics	
Science	
Social Studies	

COMPONENTS AND ASSESSMENTS
Performance Assessments: Floral Pricing, Floral Pricing Practice, Career Research, Floral Supply Ordering
Leadership Alignment: Students will <u>work independently</u> to price out each arrangement designed. Students create an arrangement and price it out including product and labor (COGS pricing method) with a goal of \$35 retail price or less (WA State FFA Floriculture Arrangement Practicum) Students will <u>access and evaluate information</u> as they research careers in floriculture (description of industry, type of job, educational/skill requirements, wages, outlook and job availability). Students will <u>access and evaluate information</u> to prepare a floral order at the wholesale level on a budget. Student will <u>create media products</u> (PowerPoint) describing their chosen floriculture career. Students will <u>communicate clearly</u> as they present their career research presentation to a small group.

Standards and Competencies	
Unit: Business Practices and Careers in Floral Design <i>Students learn pricing strategies, chain of production from grower to retail, and about trends and job availability in the floral design industry.</i>	
Industry Standards and/or Competencies AFNR	Total Learning Hours for Unit: 10
ABS.05.01.01.a. Distinguish and explain markets related to AFNR businesses (e.g. commodity markets, energy markets, etc.). ABS.05.01.01.b. Analyze and describe the role of trade and price in the market structure as it relates to AFNR businesses. ABS.01.03.01.a. Define and provide examples of management skills used to organize an AFNR business (e.g., management types, organizational structures, time management techniques, conducting business agreements, etc.).	
Aligned Washington State Learning Standards	
Arts	
Computer Science	
Educational Technology	6.a. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
English Language Arts	<u>Writing Grade 11-12</u> 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. <u>Speaking and Listening Grade 11-12</u> 5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Environment & Sustainability	
Financial Education	Explore job and career options. 1. Explore a career plan that aligns with personal interests, financial goals, and desired lifestyle.
Health and Physical Education	
Mathematics	
Science	
Social Studies	

COMPONENTS AND ASSESSMENTS
Performance Assessments: SAE Record Keeping (record book)
Leadership Alignment: Students will <u>use and manage information</u> as they maintain accurate records of an SAE project. Students will <u>manage goals and time and work independently</u> to maintain their record book (written or electronic). Students will maintain an FFA SAE.
Standards and Competencies
Unit: SAE Connection/Record Keeping <i>Students create or improve an SAE project and learn how to maintain records using basic accounting skills and forms. Starting to implement AET online record keeping.</i>

Industry Standards and/or Competencies AFNR		Total Learning Hours for Unit: 5
• ABS.02.01.01.b. Evaluate the implementation and appropriateness of accounting systems and procedures used for record keeping in AFNR businesses • ABS.02.01.01.c. Select appropriate accounting systems and develop accounting procedures to maintain records for AFNR businesses		
Aligned Washington State Learning Standards		
Arts		
Computer Science		
Educational Technology	2.a. Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world. 2.b. Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices. 2.d. Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online. 5.b. Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.	
English Language Arts	<u>Writing Grade 11-12</u> 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	
Environment & Sustainability		
Financial Education	<u>Spending and Saving 9.SS</u> Develop a plan for spending and saving. 1. Use a plan to manage spending and achieve financial goals. Develop a system for keeping and using financial records. 3. Investigate checking, savings, and credit card accounts <u>Employment and Income 9.EI</u> Explore job and career options. 1. Explore a career plan that aligns with personal interests, financial goals, and desired lifestyle.	
Health and Physical Education		
Mathematics		
Science		
Social Studies		

21st Century Skills

Check those that students will demonstrate in this course:

LEARNING & INNOVATION

Creativity and Innovation

- ☒ Think Creatively
- ☒ Work Creatively with Others
- ☒ Implement Innovations

Critical Thinking and Problem Solving

- ☐ Reason Effectively
- ☐ Use Systems Thinking
- ☐ Make Judgments and Decisions
- ☐ Solve Problems

Communication and Collaboration

- ☒ Communicate Clearly
- ☐ Collaborate with Others

INFORMATION, MEDIA & TECHNOLOGY SKILLS

Information Literacy

- ☒ Access and /evaluate Information
- ☒ Use and Manage Information

Media Literacy

- ☐ Analyze Media
- ☒ Create Media Products

Information, Communications and Technology (ICT Literacy)

- ☐ Apply Technology Effectively

LIFE & CAREER SKILLS

Flexibility and Adaptability

- ☐ Adapt to Change
- ☐ Be Flexible

Initiative and Self-Direction

- ☒ Manage Goals and Time
- ☒ Work Independently
- ☐ Be Self-Directed Learners

Social and Cross-Cultural

- ☒ Interact Effectively with Others
- ☐ Work Effectively in Diverse Teams

Productivity and Accountability

- ☐ Manage Projects
- ☐ Produce Results

Leadership and Responsibility

- ☐ Guide and Lead Others
- ☐ Be Responsible to Others