

Floriculture

COURSE OUTLINE

1. **Course Title:** Floriculture
2. **CBEDS Title:** Other Agriculture Course
3. **CBEDS Number:** 4098
4. **Job Titles:**
 - Floral Designers
 - Designers
 - Florists
 - Interior Design Assistant

5. Course Description:

Floriculture is a yearlong competency based course that will provide students with training for entry-level employment in floral design. Instruction covers the understanding of design principles and elements, flower/plant identification, the construction of symmetrical floral arrangements with fresh and dried materials and basic corsage construction. The student will develop a portfolio of their work, which will assist them in future job searches. Principles of art will be taught through the construction of floral products. An appreciation of art history, cultural awareness and esthetic value will be explored and developed. Production, processing and care of floral and plant products, business techniques and sales will also be covered.

Student Outcomes and Objectives:

Students will:

- A. The course objectives are as follows:
 1. Relate the importance of the floriculture industry to California agribusiness
 2. Describe career opportunities in the floriculture industry
 3. Explain the techniques in grading, bunching and shipping cut flowers in preparation for market
 4. List methods of classification of floral crops according to design, category, season availability and life span
 5. Describe how to care for tools and equipment
 6. Demonstrate basic principles of design
 7. Practice procedures to increase life span of floral materials
 8. Recognize and select healthy potted plants
 9. Demonstrate how to care for plants
 10. Identify and classify 50 major floral crops of the floriculture industry
 11. Demonstrate methods of propagation of floral crops
 12. Demonstrate how to treat flowers correctly after field cutting or market preparation
 13. Identify 25 tools and equipment of the floriculture industry
 14. Demonstrate selection of correct flowers and how to wire them for corsage work
 15. Construct three (3) types of corsages
 16. Construct two (2) basic arrangements using basic design principles
 17. List and demonstrate methods of creating color harmony in arrangements
 18. Identify common pests and diseases of flowering foliage
 19. Demonstrate the ability to complete simple tasks on the computer, including word processing, wiring an ordering and inventory control
 20. Simulate using a cash drawer or register and count back correct change

21. Demonstrate how to correctly use an adding machine, fax machine, copy machine and a wire service system.

Integrated throughout the course are career preparation standards, which include basic academic skills, communication, interpersonal skills, problem solving, workplace safety, technology, and employment literacy.

Pathway

Recommended Sequence	Courses
Introductory	Agriculture Science Basic Core
Skill Building	Floriculture or Ornamental Horticulture
Advanced Skill	Supervised Agricultural Experience Project

6. Hours: *Students receive up to 180 hours of classroom instruction.*

7. Prerequisites: Agriculture Science Basic Core Course

8. Date (of creation/revision): July 2008

9. Course Outline

COURSE OUTLINE

Upon successful completion of this course, students will be able to demonstrate the following skills necessary for entry-level employment.

Instructional Units and Competencies	Course Hours	Model Curr. Standards	CA Academic Content Standards	CAHSEE
<p>I. CAREER PREPARATION STANDARDS</p> <p>A. Career Planning and Management</p> <ol style="list-style-type: none"> 1. Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers. <ol style="list-style-type: none"> a. Students will identify skills needed for job success. b. Students will identify the education and experience required for moving along a career ladder. 2. Understand the scope of career opportunities and know the requirements for education, training, and licensure. <ol style="list-style-type: none"> a. Students will describe how to find a job. b. Students will select two jobs in the field and map out a timeline for completing education and/or licensing requirements. c. Students will describe career opportunities in the floriculture industry. 3. Develop a career plan that is designed to reflect career interests, pathways and postsecondary options. <ol style="list-style-type: none"> a. Students will conduct a self-assessment and explain how professional qualifications affect career choices. 4. Understand the role and function of professional organizations, industry associations, and organized labor in a productive society. <ol style="list-style-type: none"> a. Contact two professional organizations and identify the steps to become a member. 5. Understand the past, present and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning. <ol style="list-style-type: none"> a. Students will describe careers in agriculture and/or floriculture related fields. b. Students will identify work-related cultural differences to prepare for a global marketplace. c. Students will relate the importance of the floriculture industry to California agribusiness. 6. Know the main strategies for self-promotion in the hiring process, such as completing job applications, resume writing, interviewing skills, and preparing a portfolio. <ol style="list-style-type: none"> a. Students will write and key a resume, cover and thank you letters, and complete a job application. <p>B. Technology</p> <ol style="list-style-type: none"> 1. Understand past, present and future technological advances as they related to a chosen pathway. 2. Understand the use of technological resources to gain access to, manipulate, and produce information, products and services. <ol style="list-style-type: none"> a. Students will demonstrate the ability to complete simple tasks on the computer, including word processing, wiring and order and inventory control. 3. Understand the influence of current and emerging technology on selected segments of the economy. 4. Use appropriate technology in the chosen career pathway. 	<p>10</p> <p>Additional hours are integrated throughout the course.</p>	<p>Agriculture & Natural Resources Industry Sector, Model Curriculum Standards</p> <p>3.0, 4.2, 4.6</p>	<p><u>Language Arts</u> (8) R 1.3, 2.6 W1.3, 2.5, LC 1.4,1.5, 1.6 LS1.2, 1.3, (9/10) R2.1,2.3,2 W2.5 LC1.4 LS 1.1, 2.3 (11/12) R2.3 W2.5 LC1.2 <u>Math</u> (7) NS1.2, 1.7 MR 1.1,1.3, 2.7,2.8, 3.1</p>	<p>Lang. Arts R 8.2.1 (9/10) R 2.1, 2.3 W2.5 Math (7) NS 1.2, 1.3, 1.7 MR 1.1, 2.1, 3.1</p>

<p>C. Problem Solving and Critical Thinking</p> <ol style="list-style-type: none"> 1. Apply appropriate problem-solving strategies and critical thinking to work-related issues and tasks. 2. Use critical thinking skills to make informed decisions and solve problems. <p>D. Health and Safety</p> <ol style="list-style-type: none"> 1. Know policies, procedures, and regulations, regarding health and safety in the workplace, including employers’ 2. Use tools and machines safely and appropriately. 3. Know how to both prevent and respond to accidents in the agriculture industry. <p>E. Responsibility and Flexibility</p> <ol style="list-style-type: none"> 1. Understand the qualities and behaviors that constitute a positive and professional work demeanor. 2. Understand the importance of accountability and responsibility in fulfilling personal, community, and work place roles. 3. Understand the need to adapt to varied roles and responsibilities. <p>F. Ethics and Legal Responsibilities</p> <ol style="list-style-type: none"> 1. Know the major local, district, state and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations. 2. Understand the concept and application of ethical and legal behavior consistent with workplace standards. <ol style="list-style-type: none"> a. Contact a business and obtain a copy of their rules for employment. b. Role play difference ethical scenarios. 3. Understand the role of personal integrity and ethical behavior in the workplace. <p>G. Leadership and Teamwork</p> <ol style="list-style-type: none"> 1. Understand the ways in which preprofessional associations such as the Future Farmers of America (FFA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability. 2. Understand leadership, cooperation, collaboration, and effective decision-making skills applied in group or team activities, including the student organization. <p>H. Technical Knowledge and Skills</p> <ol style="list-style-type: none"> 1. Understand the aims, purposes, history, and structure of the FFA student organization, and know the opportunities it makes available. 2. Understand the importance of maintaining and completing the California Agriculture Record Book. 				
--	--	--	--	--

Instructional Units and Competencies	Hours	Model Curr. Standards.	CA Academic Standards	CAHSEE
<p>A. Introduction and Orientation</p> <ol style="list-style-type: none"> 1. Introduction to course 2. Class procedures 3. Regulations and Safety 4. Student Evaluation 	5		ELA. 7; LS; 1.1, 1.2, 1.3	(10)WA 1.1 (10)WS 1.2 (10)WS 1.9
<p>B. Plant Structure and Flower Care</p> <ol style="list-style-type: none"> 1. Plant/Flower parts <ol style="list-style-type: none"> a. Students will list methods of classification of floral crops according to design, category, season availability and life span b. Students will identify and classify 50 major floral crops of the floriculture industry c. Students will demonstrate methods of propagation of floral crops d. Students will identify common pests and diseases of flowering foliage 2. Proper storage facilities <ol style="list-style-type: none"> a. Students will practice procedures to increase life span of floral materials b. Students will demonstrate how to care for plants c. Students will recognize and select healthy potted plants 3. Care and conditioning for cut flowers <ol style="list-style-type: none"> a. Students will be able to explain the techniques in grading, bunching & shipping cut flowers in preparation for market b. Students will demonstrate how to treat flowers correctly after field cutting or market preparation 	20	Ornament. Hort. Pathway F1.1 F1.3 F4.3 F8.3 F9.1 F11.3 F11.4		
<p>C. General floral Design</p> <ol style="list-style-type: none"> 1. History of design styles <ol style="list-style-type: none"> a. Students will construct two basic arrangements using basic design principles 2. Floral Materials (line, mass, form and filler) 3. Floral tools and their uses <ol style="list-style-type: none"> a. Students will identify 25 tools and equipment of the floriculture industry b. Students will describe how to care for tools and equipment 4. Color <ol style="list-style-type: none"> a. Students will list and demonstrate methods of creating color harmony in arrangements. 	25	Ornament. Hort. Pathway F9.3 F11.1 F11.2	VA. 9-12; Prof. 1.1 & 1.2.	

Instructional Units and Competencies	Hours	Model Curr. Standards.	CA Academic Standards	CAHSEE
E. Corsage Construction <ol style="list-style-type: none"> 1. Principles of corsage design 2. Styles of corsages <ol style="list-style-type: none"> a. Students will demonstrate selection of correct flowers and how to wire them for corsage work b. Students will construct three types of corsages 3. Basic corsage/boutonniere design and construction <ol style="list-style-type: none"> a. Ribbon and bows b. Wiring and taping c. Net and ribbon tufts d. Use of foliage 	15	Ornament. Hort. Pathway F11.2 F11.3	VA. 9-12; Prof.; 1.2, 1.4 VA. 9-12; Prof.; 2.2 VA. 9-12; Prof.; 2.5	(10)WA 1.1 (10)WS 1.2 (10)WS 1.9 (7)NS1. 2, 1.3, 1.6, 1.7 (7)MR1 .2, 2.3
F. Flower Arranging <ol style="list-style-type: none"> 1. Principles and elements of design 2. Styles/shapes 3. Floral mechanics 4. Flower categories 5. Arrangements <ol style="list-style-type: none"> a. Basic 9 point round b. Mixed round c. Bud vases d. Centerpiece e. Triangle f. Wreath 	45	Ornament. Hort. Pathway F11.2		
G. Wedding Flowers <ol style="list-style-type: none"> 1. Bride bouquets 2. Bridesmaid bouquets 3. Altar Pieces 4. Traditional vs. non-traditional settings 	35		VA. 9-12; Prof.; 2.1, 2.2	
H. Event Planning/Customer Relations <ol style="list-style-type: none"> 1. Contracts 2. Event coordinators/Hospitality managers 3. Floral orders 	25	Ornament. Hort. Pathway A8.1	ELA. 9-10; LS; 1.1 ELA 9-10; WO; 1.4	

10. Additional recommended/optional items

- a. Articulation: None
- b. Academic credit: None
- c. Instructional strategies:
 - Methods of Instruction:
 - a. Lecture
 - b. Audio Visual Materials
 - c. Research Readings and Written Presentations
 - d. Homework Assignments
 - e. Group & Individual Activities
 - f. Design Projects

- g. Quizzes, Tests & Final Exam
 - h. Guest Speakers
 - i. Field Trips
 - j. Internet Exploration
 - k. Event Plan presentation
- d. Instructional materials: Text: Hunter, Nora; The Art of Floral Design; Delmar Publishing
- e. Certificates: None