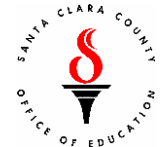




**SANTA CLARA COUNTY OFFICE OF EDUCATION
SANTA CLARA COUNTY REGIONAL OCCUPATIONAL PROGRAM
Serving Santa Clara and San Benito Counties**



1. COURSE TITLE – CAREER TECHNICAL EDUCATION PATHWAY/SECTOR

The Art & History of Floral Design/Floriculture – Ornamental Floriculture / Agriculture and Natural Resources/Arts Media and Entertainment

2. CBEDS TITLE

Horticulture and the Environment

3. CBEDS NUMBER

4050

4. JOB TITLES

O*NET	TITLE
34038F	Floral Designer
	Nursery and Greenhouse Manager
	Florist

5. COURSE DESCRIPTION

This course is designed to allow students to apply an artistic approach to floral design. Students will explore elements and principles of design, two-dimensional or three-dimensional designs, history of floral art, arrangement styles and techniques, seasonal, holiday and occasional designs. Students will achieve this through creating, designing, identifying, explaining, and evaluating all topics of study.

6. HOURS

Classroom Theory/Applied	180
Community Classroom/Coop Voc Ed	100
TOTAL HOURS	280

7. RECOMMENDED PREREQUISITE

Required	Must be 16 years of age or older, a junior or senior in high school, an out-of-school youth, or an adult.
Recommended	Successful completion of Integrated Agricultural Biology or Biology

**8. DATE REVISED June 2004
UPDATED July 2008**

B. Career Technical Skills						
Class Hours	CC/CVE Hours	CONTENT AREA SKILLS	Foundation Standards	Mention - M Reinforced - R Taught - T	CTE Pathway Standards	Mention - M Reinforced - R Taught - T
15	0	IV. Mechanics and Materials				
		A. Students will be able to: 1. Identify plant growing structures. 2. Demonstrate appropriate uses of different media according to theme. 3. Identify different media used in floral design. 4. Identify mechanics and materials used in floral design.	AG: A1(8-12) 15.0 R(9-10) 2.1 W(11-12) 2.6 LS(9-10) 1.7 4.2 5.1 VPA: R(9-10) 2.3 WOC(1-12) 1.1 WOC(1-12) 1.2 4.2	T R T T R T R R R	F2.6 F5.1 F5.5 F8.4 F9.1 F9.2 F9.3 F10.5	R T R T T R T
15	0	V. Alternative Arrangements				
		A. Students will be able to: 1. Explain, evaluate, and design alternative arrangements using Weaving and Tying techniques. 2. Create Two-Dimensional and Three-Dimensional arrangements using Weaving and Tying techniques	AG: I&E(9-12) 1.d R(9-10) 2.1 W(11-12) 2.6 LS(9-10) 1.7 4.2 4.5 5.1 VPA: R(9-10) 2.3 WOC(1-12) 1.1 WOC(1-12) 1.2 4.2	R R T T R T T M M M M M	CEP/ A: 2.1 2.3 2.6 HCCP : 3.1 3.3 AVP: 4.1 4.3 4.4 4.6 F11.3	T R R R T T M M M M T
180	100	Total Hours				

C. Expected Student Proficiencies

ATTITUDE AND WORK HABITS

Works both independently and collaboratively
Attends regularly and on time
Practices good safety procedures
Solves problems thinks critically and makes good decisions
Plans work and takes initiative
Demonstrates leadership and the willingness to help train others

CAREER PREPARATION SKILLS

Identify appropriate careers and resources for training
Identifies job resources
Demonstrates interview skills
Demonstrates knowledge of techniques for getting a job
Describes career opportunities in the floriculture industry

HISTORICAL & CULTURAL CONTEXT

Explains the history of floral design
Explains the cultural differences of wedding work, sympathy work, and alternative arrangements.

ELEMENTS AND PRINCIPLES OF DESIGN

Demonstrates principles and elements of design
Practices design procedures to increase life span of floral materials
Demonstrates arrangements with use of principles of design
Demonstrates two-dimensional layout and three-dimensional design
Demonstrates the proper techniques used in oriental, wedding, sympathy, and contemporary designs

FLOWERS AND FOLIAGE FORMS

Recognizes plant scientific names and select healthy potted plants, cut flowers and foliage
Demonstrates how to care for plants and cut flowers
Demonstrates the proper care and handling of cut flowers

MECHANICS AND MATERIALS

Recognizes and demonstrates use of commonly used tools and supplies

ALTERNATIVE ARRANGEMENTS

Explains, evaluates, and designs alternative arrangements using Weaving and Tying techniques.

10. ADDITIONAL RECOMMENDED/OPTIONAL ITEMS

A. **Academic credit:** One year or 10 units

B. **Other – n/a**

ARTICULATION None

UC APPROVAL None

X INDUSTRY CERTIFICATION NOCTI

C. **Instructional Strategies:**

- | | |
|----------------------------------|-----------------------|
| • Lecture | • Guest presentations |
| • Demonstration | • Group projects |
| • Design problems and vocabulary | • Computer programs |
| • Critical comparison | • Field trips |
| • Readings | • Videos |
| • Project-based learning | • Internet research |
| • Work-based learning | • Peer learning |

D. **Instructional Materials:**

- Art Talk, by Rosalind Ragans: pub Glencoe & McGraw-Hill
- Art Fundamentals, by Otto Ocvirk; pub McGraw-Hill.
- Discovering Art History, by Gerald F. Bromer; pub Davis
- The Visual Experience; pub Delmar
- Exploring Visual Design: The Element and Principles; pub Davis
- The Natural Way to Draw, by Kimon Nicolaides
- *Visual and Performing Arts Framework*, California Department of Education, 2005.
- *The Art of Floral Design*, by Norah T. Hunter; Delmar Publishing 2000.
- *The California State Vo-Ag Record Book*.

11. FOUNDATION STANDARDS ALIGNED

1.0 Academics

Students understand the academic content required for entry into postsecondary education and employment in the Engineering and Design sector. *(The standards listed below retain in parentheses the numbering as specified in the mathematics, science, history–social science, and visual and performing arts content standards adopted by the State Board of Education.)*

Algebra I

Specific applications of Algebra I standards (grades eight through twelve):

(15.0) Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.

Geometry

Specific applications of Geometry standards (grades eight through twelve):

(8.0) Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.

(11.0) Students determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids.

Science

Specific applications of Investigation and Experimentation standards (grades nine through twelve):

(1.m) Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.

History/Social Science

Specific applications of Principles of Economics standards (grade twelve):

(12.2.5) Understand the process by which competition among buyers and sellers determines a market price.

(12.2.6) Describe the effect of price controls on buyers and sellers.

(12.4.3) Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.

1.4 Visual and Performing Arts

Specific applications of Visual Arts standards at the proficient level (grades nine through twelve):

Artistic Perception

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts. Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

Develop Perceptual Skills and Visual Arts Vocabulary

(1.1) Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.

(1.2) Describe the principles of design as used in works of art, focusing on dominance and subordination.

Analyze Art Elements and Principles of Design

(1.3) Research and analyze the work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work.

(1.4) Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.

Impact of Media Choice

(1.5) Analyze the material used by a given artist and describe how its use influences the meaning of the work.

(1.6) Compare and contrast similar styles of works of art done in electronic media with those done with materials traditionally used in the visual arts.

Creative Expression

Skills, Processes, Materials, and Tools

(2.1) Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.

(2.2) Prepare a portfolio of original two-and three-dimensional works of art that reflects refined craftsmanship and technical skills.

(2.3) Develop and refine skill in the manipulation of digital imagery (either still or video).

(2.4) Review and refine observational drawing skills.

Communication and Expression Through Original Works of Art

(2.5) Create an expressive composition, focusing on dominance and subordination.

(2.6) Create two or three-dimensional work of art that addresses a social issue.

Historical And Cultural Context

Role and Development of the Visual Arts

(3.1) Identify similarities and differences in the purposes of art created in selected cultures.

(3.3) Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art.

(3.4) Discuss the purpose of art in selected contemporary cultures.

Aesthetic Valuing

(4.1) Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art.

(4.2) Compare the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context.

Make Informed Judgments

(4.3) Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the views of others.

(4.4) Articulate the process and rationale for refining and reworking one of their own works of art.

(4.5) Employ the conventions of art criticism in writing and speaking about works of art.

Connections, Relationships, Applications

Connections and Applications

(5.2) Create a work of art that communicates a cross-cultural or universal theme taken from literature or history.

Visual Literacy

(5.3) Compare and contrast the ways in which different media (television, newspapers, magazines) cover the same art exhibition

Careers and Career-Related Skills

(5.4) Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (aesthetician).

2.0 Communications

Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts. *(The standards listed below retain in parentheses the numbering as specified in the English–language arts content standards adopted by the State Board of Education.)*

Reading

Specific applications of Reading Comprehension standards (grades nine and ten):

(2.1) Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.

(2.2) Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.

(2.3) Generate relevant questions about readings on issues that can be researched.

Specific applications of Reading Comprehension standards (grades eleven and twelve):

(2.1) Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.

(2.3) Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

Writing

Specific applications of Writing Strategies and Applications standards (grades nine and ten):

(1.1) Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.

- (1.2) Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.
- (1.3) Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.
- (1.5) Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).
- (2.3) Write expository compositions, including analytical essays and research reports:
- Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
 - Convey information and ideas from primary and secondary sources accurately and coherently.
 - Make distinctions between the relative value and significance of specific data, facts, and ideas.
 - Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
 - Anticipate and address readers' potential misunderstandings, biases, and expectations.
 - Use technical terms and notations accurately.
- (2.5) Write business letters:
- Provide clear and purposeful information and address the intended audience appropriately.
 - Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
 - Highlight central ideas or images.
 - Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.
- (2.6) Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):
- Report information and convey ideas logically and correctly.
 - Offer detailed and accurate specifications.
 - Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).
 - Anticipate readers' problems, mistakes, and misunderstandings.
- Specific applications of Writing Strategies and Applications standards (grades eleven and twelve):
- (1.3) Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
- (1.6) Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).
- (1.8) Integrate databases, graphics, and spreadsheets into word-processed documents.
- (2.5) Write job applications and résumés:
- Provide clear and purposeful information and address the intended audience appropriately.
 - Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
 - Modify the tone to fit the purpose and audience.
 - Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.
- (2.6) Deliver multimedia presentations:
- Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).
 - Select an appropriate medium for each element of the presentation.
 - Use the selected media skillfully, editing appropriately and monitoring for quality.
 - Test the audience's response and revise the presentation accordingly.

Written & Oral English Language Conventions

- Specific applications of English Language Conventions standards (grades eleven and twelve):
- (1.1) Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.
- (1.2) Produce legible work that shows accurate spelling and correct punctuation and capitalization.

Listening & Speaking

- Specific applications of Listening and Speaking Strategies and Applications standards (grades nine and ten):
- (1.1) Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.

(1.7) Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.

(2.2) Deliver expository presentations:

- a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
- b. Convey information and ideas from primary and secondary sources accurately and coherently.
- c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
- d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.
- e. Anticipate and address the listener's potential misunderstandings, biases, and expectations.
- f. Use technical terms and notations accurately.

(2.3) Apply appropriate interviewing techniques:

- a. Prepare and ask relevant questions.
- b. Make notes of responses.
- c. Use language that conveys maturity, sensitivity, and respect.
- d. Respond correctly and effectively to questions.
- e. Demonstrate knowledge of the subject or organization.
- f. Compile and report responses.
- g. Evaluate the effectiveness of the interview.

Specific applications of Listening and Speaking Strategies and Applications standards (grades eleven and twelve):

(1.8) Use effective and interesting language, including:

- a. Informal expressions for effect
- b. Standard American English for clarity
- c. Technical language for specificity

(2.4) Deliver multimedia presentations:

- a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
- b. Select an appropriate medium for each element of the presentation.
- c. Use the selected media skillfully, editing appropriately and monitoring for quality.
- d. Test the audience's response and revise the presentation accordingly

3.0 CAREER PLANNING & MANAGEMENT

Students understand how to make effective decisions, use career information, and manage personal career plans:

- 3.1 Know the personal qualifications, interests, aptitudes, information, and skills necessary to succeed in careers.
- 3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.
- 3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.
- 3.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.
- 3.5 Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.
- 3.6 Know important strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and preparation of a portfolio.

4.0 TECHNOLOGY

Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments:

- 4.1 Understand past, present, and future technological advances as they relate to a chosen pathway.
- 4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.
- 4.5 Determine the validity of the content and evaluate the authenticity, reliability, and bias of electronic and other resources.
- 4.6 Differentiate among, select, and apply appropriate tools and technology.

5.0 PROBLEM SOLVING & CRITICAL THINKING

Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques:

- 5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.
- 5.3 Use critical thinking skills to make informed decisions and solve problems.

6.0 HEALTH & SAFETY

Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials:

- 6.1 Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.
- 6.2 Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.
- 6.4 Maintain safe and healthful working conditions.
- 6.5 Use tools and machines safely and appropriately.

7.0 RESPONSIBILITY & FLEXIBILITY

Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings:

- 7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor.
- 7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
- 7.3 Understand the need to adapt to varied roles and responsibilities.
- 7.5 Understand the importance of time management to fulfill responsibilities.
- 7.6 Know how to apply high-quality craftsmanship to a product or presentation and continually refine and perfect it.

8.0 ETHICS & LEGAL RESPONSIBILITY

Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms:

- 8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards.
- 8.3 Understand the role of personal integrity and ethical behavior in the workplace.

9.0 LEADERSHIP & TEAMWORK

Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution:

- 9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
- 9.2 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.
- 9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.
- 9.4 Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
- 9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.
- 9.6 Understand leadership, cooperation, collaboration, and effective decision-making skills applied in group or team activities, including the student organization.

10.0 TECHNICAL KNOWLEDGE & SKILLS

- 10.1 Understand the aims, purposes, history, and structure of the FFA student organization, and know the opportunities it makes available.
- 10.2 Manage and actively engage in a career-related, supervised agricultural experience.
- 10.3 Understand the importance of maintaining and completing the California Agricultural Record Book.
- 10.4 Maintain and troubleshoot equipment used in the agricultural industry.

11.0 DEMONSTRATION & APPLICATION

Students demonstrate and apply the concepts contained in the foundation and pathway standards.

12. F. Ornamental Horticulture Pathway

The Ornamental Horticulture Pathway prepares students for careers in the nursery, landscaping, and floral industries. Topics include plant identification, plant physiology, soil science, plant reproduction, nursery production, and floriculture as well as landscaping design, installation, and maintenance.

F1.0 Students understand plant classification and use principles:

- F1.1 Understand how to classify and identify plants by order, family, genus, and species.
- F1.2 Understand how to identify plants by using a dichotomous key.
- F1.3 Understand how common plant parts are used to classify the plants.
- F1.5 Understand plant selection and identification for local landscape applications.

F2.0 Students understand plant physiology and growth principles:

- F2.1 Understand plant systems, nutrient transportation, structure, and energy storage.
- F2.2 Understand the seed's essential parts and functions.
- F2.3 Understand how primary, secondary, and trace elements are used in plant growth.
- F2.4 Understand the factors that influence plant growth, including water, nutrients, light, soil, air, and climate.
- F2.6 Understand the factors that affect plant growth.

F5.0 Students understand water and soil (media) management practices:

- F5.1 Understand how basic soil science and water principles affect plant growth.
- F5.5 Know the components of soilless media and the use of those media in various types of containers.

F8.0 Students understand nursery production principles:

- F8.3 Understand how to propagate and maintain a horticultural crop to the point of sale.
- F8.4 Understand marketing and merchandising principles used in nursery production.

F9.0 Students understand the use of containers and horticultural tools, equipment, and facilities:

- F9.1 Understand the use of different types of containers and demonstrate how to maintain growing containers in controlled environments.
- F9.2 Operate and maintain selected hand and power equipment safely and appropriately.
- F9.3 Select proper tools for specific horticultural jobs.

F10.0 Students understand basic landscape planning, design, construction, and maintenance:

- F10.1 Know the terms associated with landscape and design and their appropriate use.
- F10.2 Understand the principles of residential design, including how to render design to scale.
- F10.5 Develop clear and concise landscape business contracts.

F11.0 Students understand basic floral design principles:

- F11.1 Understand the use of plant materials and tools.
- F11.2 Apply basic design principles to products and designs.
- F11.3 Handle, prepare, and arrange cut flowers appropriately.
- F11.4 Understand marketing and merchandising principles used in the floral industry.

LEGEND FOR REFERENCE OF ACADEMIC STANDARDS

Parenthetical notation preceding the content standard item refers to the grade level for the standard. i.e. (8) refers to grade 8, (9-10) refers to grades 9 & 10.

Example: (8) W2.1 refers to the Eighth Grade Writing Standard Item 2.1

English-Language Arts:

R Reading
W Writing
WOC Written & Oral Conventions
LS Listening & Speaking

Mathematics:

NS Number Sense
AF Algebra & Functions
SDP Statistics, Data Analysis & Probability
MR Mathematical Reasoning
MG Measurement & Geometry
AI Algebra I
G Geometry
AII Algebra II
P&S Probability & Statistics
APP&S Advanced Placement Probability & Statistics
C Calculus

Science:

PH Physics
CH Chemistry
ES Earth Science
I&E Investigation and Experimentation

History-Social Science:

WH World History, Culture and Geography
USH United States History and Geography
AD American Democracy
ECON Economics

Visual and Performing Arts:

APP: Artistic Perception Proficient Level
APA: Artistic Perception Advanced

CEP: Creative Expression Proficient
CEA: Creative Expression Advanced
HCCP: Historical & Cultural Proficient
HCCA: Historical & Cultural Advanced
AVP: Aesthetic Valuing Proficient
AVA: Aesthetic Valuing Advanced
CRP: Connections, Relationships, Proficient
CRA: Connections, Relationships, Advanced

ELA: English-Language Arts with in VPA

ELA- LRA: Literary Response and Analysis
ELA-WSA: Writing Strategies & Applications
ELA-WOELC: Written & Oral English Language Conventions

Sectors

AME Arts, Media and Entertainment
BTC Building Trades and Construction
ECDFS Education, Child Development & Family Services
EU Energy & Utilities
ED Engineering & Design
FID Fashion and Interior Design
FAB Finance and Business
HSMT Health Science & Medical Technology
HTR Hospitality, Tourism & Recreation
IT Information Technology
MPD Manufacturing and Product Development
MSS Marketing, Sales, & Services
PS Public Services
T Transportation