Floriculture I & II
Course Description

1. Course Title: Floriculture I & II
2. CBEDs Title: Ornamental Horticulture
3. Job Titles: Refer to Labor Market Survey
4. Course Description: Floriculture I & II is a two-year course.
   Floriculture I: The course is designed to train students in CTE skills for entry level employment in floral shops, nurseries, and department stores selling houseplants, personal flowers, floral, and balloon arrangements. Instruction will include floral arrangement, balloon design and production as well as care and maintenance of houseplants.

   Classroom knowledge will be supported by Community Class opportunities, which include community service, projects and job shadowing experience.

   Floriculture II: The advanced floral design class is designed to give the student advanced design techniques including wedding, sympathy, and high-style floral design. This includes everlasting flowers, oriental style of design, contemporary design and techniques, and harvest and distribution. This class also goes into greater detail of operating a retail flower shop and covers careers and continuing education. In addition the class will also cover the employment application elements and process, interview skills and create a complete portfolio of work.

   Classroom knowledge will be supported by Community Class opportunities, which include community service, projects and job shadowing experience.

5. Course Prerequisites:
   Floriculture I – None
   Floriculture II – Students must have successfully completed one of the following: Floriculture I (ROP), or have completed 3 agriculture courses or have instructor permission.

6. Course Hours: Floriculture I – 360 hours
   Floriculture II – 360 hours
   Total 720 hours
Credit: 10 units
Graduation Requirement: Elective
Required for Graduation: No
University of California Entrance Requirement: No
Meets California State University Requirements: No
Articulated with Postsecondary Institutions: No

7. Course Dates: Revised January 26, 2011

8. Course Outline:
   A. Career Preparation Standards/SCANS:
      All work site learning methodologies including Community Classroom and
      Cooperative Vocational Education will be utilized when appropriate.
      - Students will understand how personal skill development affects their
        employability. They will exhibit positive attitudes, self confidence,
        honesty, perseverance, self discipline, and personal hygiene. They will
        manage time and balance priorities as well as demonstrate a capacity for
        lifelong learning.
      - Students will understand key concepts in group dynamics, conflict
        resolution, and negotiation. They will work cooperatively, share
        responsibilities, accept supervision, and assume leadership roles. They
        will demonstrate cooperative working relationships across gender and
        cultural groups.
      - Students will exhibit critical thinking skills, logical reasoning, and
        problem solving. They will apply numerical estimation, measurement,
        and calculation, as appropriate. They will recognize problem situations;
        identify, locate and organize needed information or data; and propose,
        evaluate, and select from alternative solutions.
      - Students will understand principles of effective communication. They will
        communicate both orally and in writing. They will listen attentively and
        follow instructions, requesting clarification or additional information as
        needed.
      - Students will understand occupational safety issues including the
        avoidance of physical hazards in the work environment. They will operate
        equipment safely so as not to endanger themselves or others. They will
        demonstrate proper handling of hazardous materials.
      - Students will understand career paths and strategies for obtaining
        employment within their chosen fields. They will assume responsibility
        for professional growth. They will understand and promote the role of
their field within a productive society, including the purposes of professional organizations.

- Students will understand and adapt to changing technology by identifying, learning, and applying new skills to improve job performance. They will effectively employ technologies relevant to their fields.
- Students will understand complex inter-relationships of systems.
  - Students will understand systems – know how social, organizational, and technological systems work and operate effectively with them.
  - Students will monitor and correct performance – distinguish trends, predict impacts on system operations, diagnose systems’ performance and correct malfunctions.
  - Students will improve or design systems – suggest modifications to existing systems and develop new or alternative systems to improve performance.
- Students will understand all aspects of the industry including: planning, management, and finance; technical and production skills; underlying principles of technology; labor, community, health, and environmental issues.

B. Content Area Skills:
Students will be able to understand and demonstrate competencies in the following areas that may lead to entry-level employment.

C. Expected Student Proficiencies:
As indicated on course outline.

D. Hours of Instruction: 720 hours
See course outline for breakdown of instructional hours.

E. Industry/Licensing: None

9. Additional Recommended/Optional Items:
A. Articulation: None

B. Academic Credit: None

C. Instructional Strategies:
   There are three required components of agriculture education in California:
   - Classroom Learning -30%
   - Laboratory Learning -60%
   - Leadership and Personal Development Participation (FFA)-10%
Examples of classroom learning:
- Individual and group assignments
- Notebooks and portfolio
- Presentations and speeches
- Tests
- Quiz
- Study guides
- Projects
- Experiments
- Reports
- Journal response

Examples of laboratory learning:
- Supervised Agriculture Experience Project (SAEP) Record Book
- Portfolio
- Community Classroom/Environmental Center

Examples of leadership and personal development (minimum of one activity per quarter):
- FFA Meeting Attendance
- Judging Teams
- Public Speaking
- Project Competition
- Conference Attendance
- Fundraiser Participation
- Floral Shop/Environmental Center
- Supply Acquisition

D. Evaluation:

E. Instructional Materials:
- Textbooks:
    - 101 Silk & Dried Designs
    - 101 Wedding Bouquets
    - Great Displays
• Florists’ Review Wedding Bouquet, Oceanic Graphic Printing, newest edition available.
• Florists’ Review How-to-Favorites, Oceanic Graphic Printing, newest edition available.
• Florists’ Review Christmas Traditions, Mainline Printing, newest edition available.
• Flowers for a Beautiful Wedding, Gail Brown Brumley, newest edition available.
• Houseplants, The Scotts Company, newest edition available.

F. Certificates: Certificate of Completion