

## MISSION TRAILS REGIONAL OCCUPATION PROGRAM

1. **COURSE TITLE:** FLORISTRY
2. **CBEDS TITLE:** HORTICULTURE AND THE ENVIRONMENT
3. **CBEDS NUMBER:** 4050  
EDUCATION CODE: 01-007-77
4. **JOB TITLES:** FLORAL DESIGNER, FREE LANCE DESIGNER,  
FLORAL DELIVERY PERSON, SHOP MANAGER.
5. **COURSE DESCRIPTION:** THE COURSE IN FLORISTRY IS FOR STUDENTS INTERESTED IN PURSUING A CAREER IN FLORAL DESIGN, FLOWER SHOP MANAGEMENT, GROWING FIELD CROPS OR OTHER RELATED FIELDS. STUDENTS ARE TAUGHT PROPER IDENTIFICATION AND USE OF TOOLS AND EQUIPMENT, THE CARE OF INDOOR PLANTS, THE ART OF FLORAL DESIGN, AND BASIC SHOP MANAGEMENT SKILLS NECESSARY TO OPERATE A SHOP. STUDENTS ARE TAUGHT TO PROPERLY DESIGN CORSAGES, CENTERPIECES, EVERYDAY ARRANGEMENTS, WEDDING BOUQUETS, FUNERAL PIECES, AND THE DIFFERENT PHASES OF PLANNING AND STAGING OF EVENTS OR CORPORATE PARTIES. FLOWER MATERIALS TO BE USED, BUT NOT LIMITED TO, FRESH FLOWERS AND FOLIAGES, SILKS OR DRIES, OR OTHER TEXTURES THAT MAY BE REQUIRED TO COMPLETE A PROJECT. STUDENTS WHO ARE JOB READY AND HAVE A GENUINE INTEREST IN FLORISTRY WILL BE GIVEN AN OPPORTUNITY TO GO INTO A COMMUNITY CLASSROOM SETTING AND OBTAIN ACTUAL JOB TRAINING IN THE FLORAL INDUSTRY. STUDENTS WHO ARE SUCCESSFUL IN THE PROGRAM CAN EXPECT TO OBTAIN FULL OR PART-TIME EMPLOYMENT.
6. **HOURS:** 525
7. **PREREQUISITES:** AGE 16 YEARS OR OLDER AND HAVE AN INTEREST IN FLORISTRY.
- REVISION DATE:** October 2003

**9. COURSE OUTLINE:**

**a. CONTENT AREA SKILLS:**

**i. EXPECTED STUDENT OUTCOMES**

**ii. HOURS OF INSTRUCTION**

**COURSE OUTLINE**

CONTENT AREA SKILLS	EXPECTED STUDENT OUTCOMES	HOURS		
		CL	CC	C P
<p><b>Instruction will include:</b></p>	<p><b>Student will be able to:</b></p>			
<p>1. A. Introduction: 2. B. Goals and objectives 3. C. Classroom rules and grading procedures to be signed by student.</p>	<p>1. B. Summarize and explain the goal s and objectives for the class. 2. C. Understand and follow rules outlined and become aware of grading procedures</p>	5	5	
<p>2. Floristry Equipment</p>	<p>2. Students will be able to correctly identify tools and supplies used in the floral industry, as well as use these tools in a safe manner.</p>	25	5	
<p>3. Corsages and Boutonnieres</p>	<p>3. Construct flowers to wear in a fashionable and saleable manner using correct wiring and taping methods. They can include different types of ribbons, bows, and textures as may be required. This can be done using fresh or permanent materials.</p>	30	15	
<p>4. All Occasion Arrangements/ Holiday arrangements</p>	<p>4. Distinguish between holiday-type arrangements and arrangements to be used for any occasion. Know when the major flower holidays occur. Students will create arrangements suitable for either a holiday setting or an everyday order using Western design methods.</p>	25	25	
<p>5. Basic and Advanced design techniques</p>	<p>5. Using fresh or permanent materials students will be able to produce both basic and advanced designs and be able to tell the difference between both.</p>	20	15	
<p>6. Wedding Flowers</p>	<p>6. Students will design wedding bouquets using fresh and permanent materials, selected by the bride. Create other flowers as may be needed for the wedding party. Complete decorations for both church and reception. Students will help plan and implement wedding orders according to the client's wishes.</p>	25	20	

Funeral Flowers	7. Be aware of the important role of funeral flowers in the floral industry, through discussion and use of local speakers. Students will use design skills to fill orders for delivery to local mortuaries.	15	25	
8. Identification of flowers and foliages.	8. Through instruction by teacher and by use of materials when designing, students will learn names and appropriate uses of fresh and permanent flowers and foliages. Tests will be administered to check for knowledge.	10	10	
9. Color	9. Use classroom textbook to draw and recreate a color wheel. Students will use only primary colors to do the color wheel, giving themselves a general knowledge of the importance of color in floral design as well as everyday life.	10	5	
10. Pricing of arrangements	10. Price various projects upon completion. Students will use invoices and basic math to calculate the wholesale and retail cost of floral designs and the cost of hard-goods used in a project.	15	5	
11. Preparation of fresh materials	11. Clean and prepare flowers and fresh foliages for proper storage. Students will become familiar with vase life of different fresh materials and the proper storage requirements as individually needed.	10	10	
12. Storage of cleaned fresh materials	12. Determine appropriate temperatures for flowers that are stored in refrigeration. Students will read a thermometer and determine the temperature necessary to assure freshness of materials used.	10	15	
13. Store maintenance	13. Demonstrate various practices used to keep a shop in an orderly, organized manner. Familiarize students with the necessity for clean germ free storage containers used to store fresh materials.	5	15	
14. Customer Relations	14. Take orders as specified by clients and teacher, and then complete the project as may be required. Student will be able to complete a charge/cash transaction. Students will be able to answer the phone in a courteous and knowledgeable manner. Students will be familiarized with the different wire services available to local retail florists.	10	10	
15. Ribbon and other Textures.	15. Students will receive instruction on correct bow making procedures and use of ribbon in the different areas of floral industry. Students will also be able to measure the	10	5	

	correct amount of ribbon needed to accent any floral piece. Student will know the different sizes of ribbon used in various arrangements, and be able to figure the price per yard.			
16. Use of dry and silk material.	16. Students will be given various opportunities to use and create long lasting designs using dry, silk and other permanent materials. Students will also be familiar with the use of permanent materials as may be appropriate for the different holidays.	15	15	
17. Job skills	17. Students will be able to complete basic application forms as may be required by employers. Students will also complete a portfolio containing a sample resume, cover letter, and pictorial samples of completed projects. Students will be made aware of the need to continually update their resumes and portfolio samples. In the world of design, a portfolio is a continual work in progress.	10	5	
18. Human Relations	18. Students will be instructed in good human relation's skills and the importance they play in keeping a job. Students will be able to demonstrate good decision-making skills prior to entering the community classroom setting.	10	5	
19. Fairs and Flower shows	19. Students will be instructed on entering a local fair and flower show. Many floral wire services sponsor design contests and shops encourage their employees to become involved.	15	0	
20. Employment opportunities	20. Students will be informed of the different fields of employment offered in the world of design and floral industry. This will be done through classroom instruction and job shadowing. Local professionals will be utilized.	10	5	
21. Time management skills	21. Students will be made aware of the importance time management skills play in the floral industry. Due to the perishable nature of the materials used, designers need to complete projects quickly and efficiently, as well as keep ahead of projected timelines for client's orders.	15	15	
		295	230	
		525		

## 10. COURSE OUTLINE:

### a. CAREER PERFORMANCE STANDARDS

#### i. EXPECTED STUDENT OUTCOMES

#### ii. HOURS OF INSTRUCTION

## COURSE OUTLINE

CAREER PERFORMANCE STANDARDS	EXPECTED STUDENT OUTCOMES	HOURS
<b>Instruction will include:</b>	<b>Student will be able to:</b>	
<p><b>1. Personal Skills</b></p> <ul style="list-style-type: none"> <li>▪ Classroom policies &amp; procedures</li> <li>▪ Ethics               <ul style="list-style-type: none"> <li>→ Work</li> <li>→ Business</li> </ul> </li> <li>Sexual harassment laws</li> <li>Personal skills, including positive attitude, self-confident, honesty, perseverance &amp; self-discipline</li> <li>▪ Professional appearance</li> <li>▪ Time management</li> <li>▪ Lifelong learning</li> </ul>	<p><b>1. Understand how personal skill development, including positive attitude, honesty, self-confidence, time management, &amp; other positive traits affect employability.</b></p> <ul style="list-style-type: none"> <li>▪ Demonstrate and understand classroom policies &amp; procedures</li> <li>▪ Define work and business ethics &amp; demonstrate the importance of ethical standards &amp; social responsibilities in the business environment.</li> <li>▪ Discuss the laws applicable to sexual harassment &amp; discuss tactics for handling harassment situations.</li> <li>▪ Demonstrate personal skills in class and/or business environment:               <ul style="list-style-type: none"> <li>→ Positive attitude</li> <li>→ Self-confidence</li> <li>→ Honesty</li> <li>→ Perseverance</li> <li>→ Self-discipline</li> </ul> </li> <li>▪ Demonstrate and model personal hygiene and acceptable professional attire</li> <li>▪ Prioritize tasks and meet deadlines</li> <li>▪ Explain the importance of lifelong learning</li> </ul>	<p>Integrated in content area skills</p>

CAREER PERFORMANCE STANDARDS	EXPECTED STUDENT OUTCOMES	HOURS
<b>Instruction will include:</b>	<b>Student will be able to:</b>	
<b>2. Interpersonal Skills</b> <ul style="list-style-type: none"> <li>▪ Group dynamics</li> <li>▪ Conflict resolution and negotiation</li> <li>▪ Team work</li> <li>▪ Etiquette across gender and cultural groups</li> </ul>	<b>2. Understand principles of effective interpersonal skills, including group dynamics, conflict resolution, and negotiation.</b> <ul style="list-style-type: none"> <li>▪ Identify and explain the key concepts of group dynamics</li> <li>▪ Discuss and demonstrate the dynamics of conflict resolution and negotiation, and their importance within the business environment</li> <li>▪ Demonstrate effective teamwork, share responsibilities, accept supervision and assume leadership roles</li> <li>▪ Demonstrate cooperative working relationships and proper etiquette across gender and cultural groups</li> </ul>	Integrated in content area skills
<b>3. Thinking and Problem-Solving Skills</b> <ul style="list-style-type: none"> <li>▪ Critical and creative thinking skills Logical reasoning and problem-solving skills</li> <li>▪ Numerical estimation, measurement, and calculation</li> <li>▪ Identify, locate, and organize needed information and propose, evaluate, and select alternative solutions</li> </ul>	<b>3. Understand the importance of critical thinking and problem-solving skills in the workplace.</b> <ul style="list-style-type: none"> <li>▪ Apply critical and creative thinking skills in a work environment and implement a plan of improvement as needed</li> <li>▪ Demonstrate logical reasoning and problem solving skills in a work environment</li> <li>▪ Apply numerical estimation, measurement and calculation skills to business applications including the following:               <ul style="list-style-type: none"> <li>→ Whole number math</li> <li>→ Decimals &amp; fractions</li> <li>→ Counting &amp; monetary functions</li> <li>→ Use of tables &amp; graphs</li> </ul> </li> <li>▪ Recognize problem situations; identify, locate and organize needed information, and propose, evaluate and select from alternate solutions</li> </ul>	Integrated in content area skills

CAREER PERFORMANCE STANDARDS	EXPECTED STUDENT OUTCOMES	HOURS
<b>Instruction will include:</b>	<b>Student will be able to:</b>	
<b>4. Communication Skills</b> <ul style="list-style-type: none"> <li>▪ Written communications</li> <li>▪ Verbal and Nonverbal communications</li> <li>▪ Active and effective listening</li> <li>▪ Proper etiquette in business communications</li> <li>▪ Writing and editing skills</li> <li>▪ Use of reference material and handbooks</li> <li>▪ Oral presentations</li> </ul>	<b>4. Understand principles of effective communication.</b> <ul style="list-style-type: none"> <li>▪ Read and implement written instructions, technical manuals, written communication, and reference books</li> <li>▪ Present a positive image of verbal and nonverbal communication through use of appropriate methods</li> <li>▪ Demonstrate active and effective listening skills through verbal, nonverbal and written feedback</li> <li>▪ Demonstrate proper etiquette in business communications, including an awareness of requisite for international communications (languages, customs, and time zones)</li> <li>▪ Demonstrate the following writing and editing skills: <ul style="list-style-type: none"> <li>→ Use correct grammar, punctuation, capitalization, vocabulary and spelling</li> <li>→ Write, proofread and edit</li> <li>→ Select and use appropriate forms of communication</li> </ul> </li> <li>▪ Exhibit a proficiency in the use of reference materials such as dictionary, thesaurus, telephone directory, almanac, zip code directory, and office handbooks</li> </ul>	<b>Integrated in content area skills</b>
<b>5. Occupational Safety</b> <ul style="list-style-type: none"> <li>▪ Good safety practices</li> </ul>	<b>5. Understand occupational safety issues, including avoidance of physical hazards</b> <ul style="list-style-type: none"> <li>▪ Model and implement good safety practices including: <ul style="list-style-type: none"> <li>→ Avoidance and reporting of physical hazards in the work environment</li> <li>→ Safe operation of equipment</li> <li>→ Proper handling of hazardous materials</li> </ul> </li> </ul>	<b>Integrated in content area skills</b>

CAREER PERFORMANCE STANDARDS	EXPECTED STUDENT OUTCOMES	HOURS
<b>Instruction will include:</b>	<b>Student will be able to:</b>	
<b>6. Employment Literacy</b> <ul style="list-style-type: none"> <li>▪ Expand awareness of career opportunities</li> <li>▪ Set employment goals and objectives</li> <li>▪ Aptitudes, personal characteristics and interests</li> <li>▪ Develop portfolio to C-TAP standards</li> <li>▪ Develop interviewing techniques</li> </ul>	<b>6. Understand career paths and strategies for obtaining employment.</b> <ul style="list-style-type: none"> <li>▪ Explore career opportunities and develop a career plan</li> <li>▪ Identify steps for setting goals and writing personal goals and objectives</li> <li>▪ Examine aptitudes related to career options; relate personal characteristics and interests to educational and occupational opportunities</li> <li>▪ Develop a portfolio to include the following: <ul style="list-style-type: none"> <li>→ Letter of Introduction</li> <li>→ Cover letter</li> <li>→ Resume</li> <li>→ Thank you letter</li> <li>→ Job application</li> <li>→ Licenses, Certificates and Awards</li> <li>→ Transcripts</li> <li>→ Letters of Recommendation</li> <li>→ Work Samples</li> </ul> </li> </ul>	Integrated in content area skills
<b>7. Technology Literacy</b> <ul style="list-style-type: none"> <li>▪ Apply Industry specific technology</li> <li>▪ Use Industry specific software</li> <li>▪ Demonstrate Keyboarding</li> <li>▪ Accessing information</li> <li>▪ Lifelong enhancement of technology skills</li> </ul>	<b>7. Understand and adapt to changing technology.</b> <ul style="list-style-type: none"> <li>▪ Identify and demonstrate use of appropriate technology</li> <li>▪ Identify and use industry specific software</li> <li>▪ Demonstrate proficiency in alphanumeric keyboarding</li> <li>▪ Input and retrieve information</li> <li>▪ Understand the importance of lifelong learning in adapting to changing technology</li> </ul>	Integrated in content area skills

**1. ADDITIONAL RECOMMENDED /OPTIONAL ITEMS**

**a. ARTICULATION: N/A**

**b. VOCATIONAL CREDIT: 10 credits per semester or 5 per quarter**

**c. ACADEMIC CREDIT: N/A**

**d. INSTRUCTIONAL STRATEGIES: Hands on, tests, community classroom training.**

**e. INSTRUCTIONAL MATERIALS: Text books, videos, trade magazines, hand-outs.**

**f. CERTIFICATES: Upon completion of one year of Floristry.**