

Auburn Framework: Floral Design and Marketing I

Course: Floriculture/Floristry Operations and Management

Total Framework Hours: 180 Hours

CIP Code: 010608

Type: Exploratory

Career Cluster: Agriculture, Food and Natural Resources

Date Last Modified: Thursday, January 29, 2015

Resources and Standard used in Framework Development:

Standards for this framework are taken from the OSPI Model Framework for Plant Systems

Unit 1 DEMONSTRATE AN UNDERSTANDING OF PLANT PHYSIOLOGY AND GROWTH

Hours: 40

Performance Assessment(s):

Floral Design & Marketing I:

Diagram all plant parts.

Can make a model of a plant and outline the function of each part.

Properly Identify and assortment of interior plants.

Floral Design I, Unit 5 (Plant Physiology)

Floral Design I, Unit 1 (Genetics and Growth-Physiology)

Leadership Alignment:

Leadership

The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understand how to apply those skills using the plant Identification project/ booklet project.

The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order reach common goals using the real world problem solving project in class.

SAE Sample: Crop production project -Bonsai

Flower grower

Floral Designer

Standards and Competencies

PS.01.01: Classify agricultural plants according to taxonomy systems

Level 1

PS.01.01.01.a Explain systems used to classify plants

Level 2

PS.01.01.01.b.Compare and contrast the hierarchical classification of agricultural plants

PS.01.02: Apply knowledge of plant anatomy and the functions of plant structures to activities associated with plant systems

PS.01.02.03.a Identify the components and the functions of plant stems

PS.01.02.05.a Identify the components of a flower, the functions of a flower and the functions of flower components

PS.01.02.06.b.Identify the major types of fruit

PS.01.02.05.c Apply the knowledge of flower structure to plant breeding, production and use.

PS.01.02.06.c Apply the knowledge of seed and fruit structures to plant culture and use.

PS.02.01: Determine the influence of environmental factors on plant growth

PS.02.01.01.a. Describe the qualities of light that affect plant growth

PS.02.01.02.b. Determine the optimal air, temperature, and water conditions for plant growth

PS.02.01.01.c Evaluate plant responses to varied light color, intensity, and duration

PS.03.05: Harvest, handle and store crops

PS.03.05.02.a Explain reasons for calculating crop yield and loss.

PS.03.05.03.a Identify storage methods for plants and plant products.

PS.03.05.02.b Evaluate crop yield and loss data.

PS.04.01: Create designs using plants.

Level 1

PS.04.01.01.a. Define design and identify design elements.

PS.04.01.02.a. Discuss the applications of art in agriculture/horticulture.

Level 2

PS.04.01.01.b. Explain design elements of line, form, texture and color and express the visual effect each has on the viewer.

PS.04.01.02.b. Discuss principles of design that form the basis of artistic impression.

Level 3

PS.04.01.02.c. Create and implement designs by following established principles of art.

Aligned to Washington State Standards

Arts

Arts 1.0 The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

1.1 Understands and applies arts concepts and vocabulary.

1.2 Develops arts skills and techniques.

Arts 2.0 The student demonstrates thinking skills using artistic processes.

- Identifies audience and purpose.

Communication - Speaking and Listening

Comprehension and Collaboration (9-10)

1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

2 - Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Comprehension and Collaboration (11-12)

1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

1b - Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Presentation of Knowledge and Ideas (11-12)

4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Health and Fitness

Language

CC: College and Career Readiness Anchor Standards for Language

Conventions of Standard English

1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Knowledge of Language

3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Mathematics

CC: Algebra (A)

Seeing Structure in Expressions (A-SSE)

1 - Interpret expressions that represent a quantity in terms of its context.*

Reasoning with Equations and Inequalities (A-REI)

1 - Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

Reading

Science

Engineering, Technology, and Applications of Science

HS-ETS1-2. Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.

HS-ETS1-3. Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environme

Life Sciences

HS-LS1-2. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

HS-LS2 Ecosystems: Interactions, Energy, and Dynamics

HS-LS2-8. Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.

Engineering, Technology, and Applications of Science

HS-ETS1-3. Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environme

Crosscutting Concepts

1. Patterns.
3. Scale, proportion, and quantity.
6. Structure and function.

Social Studies

Writing

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation

- Think Creatively
- Work Creatively with Other
- Implement Innovations

Creative Thinking and Problem Solving

- Reason Effectively
- Use Systems Thinking
- Make Judgements and Decisions
- Solve Problems

Communication and Collaboration

- Communicate Clearly
- Collaborate with Others

INFORMATION, MEDIA AND 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 AND CAREER SKILLS

Flexibility and Adaptability

- Adapt to Change
- Be Flexible

Initiative and Self-Direction

- Mange Goals and Time
- Work Independently
- Be Self-Directed Learners

Social and Cross-Cultural

- Interact Effectively with Other
- Work Effectively in Diverse Teams

Productivity and Accountability

- Manage Projects
- Produce Results

Leadership and Responsibility

- Guide and Lead Others
- Be Responsible to Others

Performance Assessment(s):

Floral Design & Marketing I:

Properly condition a variety of flowers
Determine proper condition method.

Floral Design I, Unit 6 (Floral Conditioning)

Leadership Alignment:

Leadership:

The student will demonstrate skills that assist in understanding and accepting responsibility to family, community, and business and industry using the flower ordering and processing project in class.

The student will understand the organizational skills necessary to be successful leader and citizen and practices those skills in real life by properly conditioning flowers for a customer order and filling the flower order.

The student will understand the importance and utilize the components and structure of community based organizations using the flower donation letter project.

SAE Sample Flower grower,

Florist

Interior gardening

Bonsai

Standards and Competencies

PS.01.02: Apply knowledge of plant anatomy and the functions of plant structures to activities associated with plant systems

Level 1

PS.01.02.03.a Identify the components and the functions of plant stems

PS.01.02.05.a Identify the components of a flower, the functions of a flower and the functions of flower components

Level 2

PS.01.02.06.b. Identify the major types of fruit

PS.02.01: Determine the influence of environmental factors on plant growth

PS.02.01.02.a. Describe the effects air, temperature, and water have on plant metabolism, and growth

Level 3

PS.02.01.01.c Evaluate plant responses to varied light color, intensity, and duration

PS.02.01.02.c Design, implement, and evaluate a plan to maintain optimal conditions for plant growth

PS.03.05: Harvest, handle and store crops

Level 1

PS.03.05.01.a Identify harvesting methods and harvesting equipment.

PS.03.05.03.a Identify storage methods for plants and plant products.

PS.03.05.04.a Explain the reasons for preparing plants and plant products for distribution.

Level 2

PS.03.05.03.b Explain the proper conditions to maintain the quality of plants and plant products held in storage.

PS.03.05.04.b Demonstrate techniques for grading, handling and packaging plants and plant products for distribution.

CS.01.01: Action: Exhibit the skills and competencies needed to achieve a desired result.

Level 1

CS.01.01.01.a. Work productively with a group or independently.

CS.01.01.02.a. Create a task analysis.

- CS.01.01.03.a. Exhibit good planning skills for a specific task or situation.
- CS.01.01.04.a. Explore available resources to assist in meeting project needs.
- CS.01.01.05.a. Assess the physical, financial and professional risks associated with a particular task.
- Level 2
- CS.01.01.02.b. Create measurable objectives for a given situation.
- CS.01.01.07.b. Use a variety of strategies to evaluate goals (e.g., observe, apply, and demonstrate).
- Level 3
- CS.01.01.01.c. Work independently and in group settings to accomplish a task.
- CS.01.01.03.c. Implement an effective project plan.
- CS.01.01.07.c. Evaluate actions taken and make appropriate modifications to personal goals.

Aligned to Washington State Standards

Arts

Arts 1.0 The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

1.1 Understands and applies arts concepts and vocabulary.

Arts 4.0 The student makes connections within and across the arts to other disciplines, life, cultures and work.

4.3. Understands how the arts impact and reflect personal choices throughout life

4.5. Understands how arts knowledge and skills are used in the world of work including careers in the arts.

Communication - Speaking and Listening

CC: College and Career Readiness Anchor Standards for Speaking and Listening

2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

6 - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Health and Fitness
Language
Mathematics
Reading
Science
Social Studies
Writing

21st Century Skills

<p>LEARNING AND INNOVATION</p> <p>Creativity and Innovation</p> <p><input type="checkbox"/> Think Creatively</p> <p><input type="checkbox"/> Work Creatively with Other</p> <p><input type="checkbox"/> Implement Innovations</p> <p>Creative Thinking and Problem Solving</p> <p><input checked="" type="checkbox"/> Reason Effectively</p> <p><input type="checkbox"/> Use Systems Thinking</p> <p><input type="checkbox"/> Make Judgements and Decisions</p> <p><input checked="" type="checkbox"/> Solve Problems</p> <p>Communication and Collaboration</p> <p><input type="checkbox"/> Communicate Clearly</p> <p><input checked="" type="checkbox"/> Collaborate with Others</p>	<p>INFORMATION, MEDIA AND TECHNOLOGY SKILLS</p> <p>Information Literacy</p> <p><input checked="" type="checkbox"/> Access and Evaluate Information</p> <p><input type="checkbox"/> Use and Manage Information</p> <p>Media Literacy</p> <p><input type="checkbox"/> Analyze Media</p> <p><input type="checkbox"/> Create Media Products</p> <p>Information, Communications, and Technology (ICT Literacy)</p> <p><input type="checkbox"/> Apply Technology Effectively</p>	<p>LIFE AND CAREER SKILLS</p> <p>Flexibility and Adaptability</p> <p><input type="checkbox"/> Adapt to Change</p> <p><input type="checkbox"/> Be Flexible</p> <p>Initiative and Self-Direction</p> <p><input checked="" type="checkbox"/> Mange Goals and Time</p> <p><input checked="" type="checkbox"/> Work Independently</p> <p><input checked="" type="checkbox"/> Be Self-Directed Learners</p> <p>Social and Cross-Cultural</p> <p><input checked="" type="checkbox"/> Interact Effectively with Other</p> <p><input type="checkbox"/> Work Effectively in Diverse Teams</p> <p>Productivity and Accountability</p> <p><input type="checkbox"/> Manage Projects</p> <p><input type="checkbox"/> Produce Results</p> <p>Leadership and Responsibility</p> <p><input type="checkbox"/> Guide and Lead Others</p> <p><input type="checkbox"/> Be Responsible to Others</p>
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Performance Assessment(s):

Performance Assessments:

Floral Design & Marketing I:

Diagram a Dicot and Monocot plant

Produce high quality uniform plants using a variety of propagation methods

Identify plants with their correct scientific names

Floral Design I, Unit 5 (Plant Physiology)

Floral Design I Unit 3 (Plant Taxonomy)

Leadership Alignment:

The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals using their plant classification project.

The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a variety of settings by grouping and categorizing plants into taxonomy categories.

SAE Sample Flower grower, Florist, Nursery worker

Nursery production

Standards and Competencies

PS.01.01: Classify agricultural plants according to taxonomy systems

PS.01.01: Classify agricultural plants according to taxonomy systems

Level 1

Level 1

PS.01.01.01.a Explain systems used to classify plants

PS.01.01.01.a Explain systems used to classify plants

Level 2

Level 2

PS.01.01.01.b.Compare and contrast the hierarchical classification of agricultural plants

PS.01.01.01.b.Compare and contrast the hierarchical classification of agricultural plants

Level 3

PS.01.01.01.c Classify agricultural plants according to the hierarchical classification system, life cycles, plant use and as monocotyledons or dicotyledons.

PS.01.02: Apply knowledge of plant anatomy and the functions of plant structures to activities associated with plant systems

PS.01.02.02.a Identify the components, the types and the functions of plant roots

PS.01.02.03.a Identify the components and the functions of plant stems

Level 2

Aligned to Washington State Standards

Arts

Communication - Speaking and Listening

Health and Fitness

Language

Mathematics

Reading

CC: Reading Informational Text

Craft and Structure (11-12)

4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

7 - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Science

Life Sciences

HS-LS1-5. Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.

HS-LS2 Ecosystems: Interactions, Energy, and Dynamics

HS-LS2-3. Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.

HS-LS3 Heredity: Inheritance and Variation of Traits

HS-LS4 Biological Evolution: Unity and Diversity

HS-LS4-4. Construct an explanation based on evidence for how natural selection leads to adaptation of populations.

HS-LS4-5. Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.

Crosscutting Concepts

3. Scale, proportion, and quantity.

4. Systems and system models.

6. Structure and function.

7. Stability and change.

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation

- Think Creatively
- Work Creatively with Other
- Implement Innovations

Creative Thinking and Problem Solving

- Reason Effectively
- Use Systems Thinking
- Make Judgements and Decisions
- Solve Problems

Communication and Collaboration

- Communicate Clearly
- Collaborate with Others

INFORMATION, MEDIA AND 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 AND 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 Other
- Work Effectively in Diverse Teams

Productivity and Accountability

- Manage Projects
- Produce Results

Leadership and Responsibility

- Guide and Lead Others
- Be Responsible to Others

Unit 4 DEMONSTRATE AN UNDERSTANDING OF FLORAL RELEVANCE AND APPLICATION**Hours: 25****Performance Assessment(s):**

Floral Design & Marketing I:
Identify 6 design periods
Identify and construct three types of designs

Floral Design I, Unit 3 (Floral History & Design)

Leadership Alignment:

Leadership:
The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a variety of settings using the design periods collage project and floral design arrangement project.
SAE Sample: Nursery production,
Greenhouse production

Standards and Competencies

PS.04.01: Create designs using plants.

Level 1

PS.04.01.01.a. Define design and identify design elements.

Level 2

PS.04.01.01.b. Explain design elements of line, form, texture and color and express the visual effect each has on the viewer.

PS.04.01.02.b. Discuss principles of design that form the basis of artistic impression.

Level 3

PS.04.01.01.c. Select plants, hard goods, supplies and other materials for use in a design based on a range of criteria.

PS.04.01.02.c. Create and implement designs by following established principles of art.

CS.01.03: Vision: Establish a clear image of what the future should look like.

Level 1

CS.01.03.01.a. Identify the benefits of developing vision.

Level 2

CS.01.03.01.b. Utilize visioning skills to develop a plan.

CS.03.01: Communication: Demonstrate oral, written and verbal skills

Level 1

CS.03.01.01.a. Use basic technical and business writing skills. Level 1

CS.03.01.02.a. Describe the various types and uses of resumes.

CS.04.01: Examine performance and goals to appreciate organizations and industries within AFNR.

CS.04.01.01.a. Examine performance and goals to appreciate professional organizations and industries within AFNR.

CS.04.01.01.b. Explain the major guidelines used by AFNR professional organizations to manage and improve performance.

Aligned to Washington State Standards**Arts**

Arts 1.0 The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

1.1 Understands and applies arts concepts and vocabulary.

1.2 Develops arts skills and techniques.

1.3 Understands and applies arts genres and styles from various artists, cultures, and times.

1.4 Understands and applies audience conventions in a variety of arts settings and performances.

Arts 2.0 The student demonstrates thinking skills using artistic processes.

- 2.1. Applies a creative process to the arts (dance, music, theatre and visual arts):
- 3.2 Uses the arts to communicate for a specific purpose.
- 4.4. Understands how the arts influence and reflect culture/civilization, place and time.

Communication - Speaking and Listening

4 - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Health and Fitness

Language

Mathematics

Reading

CC: Reading for Literacy in History/Social Studies

Craft and Structure (9-10)

4 - Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

Science		
Social Studies		
Writing		
21st Century Skills		
<p>LEARNING AND INNOVATION</p> <p>Creativity and Innovation</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Think Creatively <input checked="" type="checkbox"/> Work Creatively with Other <input type="checkbox"/> Implement Innovations <p>Creative Thinking and Problem Solving</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reason Effectively <input type="checkbox"/> Use Systems Thinking <input type="checkbox"/> Make Judgements and Decisions <input type="checkbox"/> Solve Problems <p>Communication and Collaboration</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communicate Clearly <input type="checkbox"/> Collaborate with Others 	<p>INFORMATION, MEDIA AND TECHNOLOGY SKILLS</p> <p>Information Literacy</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Access and Evaluate Information <input type="checkbox"/> Use and Manage Information <p>Media Literacy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze Media <input type="checkbox"/> Create Media Products <p>Information, Communications, and Technology (ICT Literacy)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Apply Technology Effectively 	<p>LIFE AND CAREER SKILLS</p> <p>Flexibility and Adaptability</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adapt to Change <input type="checkbox"/> Be Flexible <p>Initiative and Self-Direction</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Manage Goals and Time <input checked="" type="checkbox"/> Work Independently <input type="checkbox"/> Be Self-Directed Learners <p>Social and Cross-Cultural</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interact Effectively with Other <input type="checkbox"/> Work Effectively in Diverse Teams <p>Productivity and Accountability</p> <ul style="list-style-type: none"> <input type="checkbox"/> Manage Projects <input type="checkbox"/> Produce Results <p>Leadership and Responsibility</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Guide and Lead Others <input checked="" type="checkbox"/> Be Responsible to Others

Performance Assessment(s):

Floral Design & Marketing I:
Choose and use the correct tools for a specific job
Use tools in a safe manner
Properly maintain tools

Choose and use the correct tools for a specific job

Floral Design I, Unit 2 (Tools & Safety)

Leadership Alignment:

Leadership:
The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions by creating safety posters and brochures.
The student will demonstrate the ability to train others to understand the established rules and expectations, rationale, and consequences and to follow those rules and expectations using the safety brochure project.
The student will use knowledge and build interest, guide and influence decisions, organize efforts, and involve members of a group to assure that a pre-planned group activity is completed by doing a group safety demonstration.

SAE Sample: Landscaper
Nursery worker
Flower grower
Florist
Plant production

Standards and Competencies

CS.01.01: Action: Exhibit the skills and competencies needed to achieve a desired result.

Level 1

CS.01.01.01.a. Work productively with a group or independently.

CS.01.01.05.a. Assess the physical, financial and professional risks associated with a particular task.

Level 2

CS.01.01.01.b. Demonstrate the ability to complete a task without assistance.

Level 3

CS.01.01.01.c. Work independently and in group settings to accomplish a task.

CS.01.01.03.c. Implement an effective project plan.

CS.03.03: Flexibility / Adaptability: Describe traits that enable one to be capable and willing to accept change

Level 1

CS.03.03.01.a. Research current and emerging technologies in AFNR.

CS.03.03.03.a. Access to the value of providing feedback.

Level 2

CS.03.03.01.b. Analyze the advantages and disadvantages of current and emerging technologies in AFNR activities.

CS.03.03.03.b. Differentiate between positive and negative constructive feedback and realize the importance of both.

Level 3

CS.07.01: Apply safety/health practices to AFNR worksites.

Level 1

CS.07.01.01.a Implement the health and safety policies and procedures relevant to AFNR careers.

Level 2

CS.07.01.01.b. Use appropriate personal protective equipment for a given task.

Level 3

CS.07.01.01.c. Orient a group on safety measures based on the prescribed safety guidelines.

CS.07.04: Assess workplace safety.

Level 1

CS.07.04.01.a. Research applicable regulatory and safety standards (e.g., MSDS, bioterrorism).

Level 2

CS.07.04.01.b. Use safety procedures to comply with regulatory and safety standards.

Level 3

CS.07.04.01.c. Apply general workplace safety precautions/procedures.

CS.08.03: Maintain tools for efficient use

Level 1

CS.08.03.01.a. Describe the conditions that cause the need for tool maintenance.

Level 2

CS.08.03.01.b. Demonstrate how to replace tool parts and components as needed.

Level 3

CS.08.03.01.c. Develop and update a preventive maintenance schedule.

Aligned to Washington State Standards

Arts

Arts 1.0 The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

1.1 Understands and applies arts concepts and vocabulary.

Communication - Speaking and Listening

Health and Fitness

2.1.1 Evaluates dimensions of health and relates to personal health behaviors.

Health 2.3: Understands the concepts of prevention and control of disease.

2.3.1 Analyzes personal health practices, and how they affect communicable diseases.

Health 2.4: Acquires skills to live safely and reduce health risks.

2.4.1 Understands types of abuse and risky situations and how to respond appropriately and safely.

Health 3.2: Evaluates health and fitness information.

3.2.3 Creates health and fitness messages in media.

Fitness 1.2: Acquires the knowledge and skills to safely participate in a variety of developmentally appropriate physical activities.

1.2.1 (Year One) Applies how to perform activities and tasks safely and appropriately. CBA: Concepts of Health and Fitness

Fitness 1.4: Understands the components of skill-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.

1.4.1 (Year One) Applies the components of skill-related fitness to physical activity.

Language

CC: College and Career Readiness Anchor Standards for Language

Knowledge of Language

3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Mathematics

Reading

Science

Social Studies

Writing

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation

- Think Creatively
- Work Creatively with Other
- Implement Innovations

Creative Thinking and Problem Solving

- Reason Effectively
- Use Systems Thinking
- Make Judgements and Decisions
- Solve Problems

Communication and Collaboration

- Communicate Clearly
- Collaborate with Others

INFORMATION, MEDIA AND 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 AND 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 Other
- Work Effectively in Diverse Teams

Productivity and Accountability

- Manage Projects
- Produce Results

Leadership and Responsibility

- Guide and Lead Others
- Be Responsible to Others

Performance Assessment(s):

Floral Design & Marketing I:
Categorize floral jobs in to groups.
Choose career categories that fit their skill.
Apply and transfer skills learned in floral to other fields
Class presentation of a planned activity.

Floral Design I, Unit 1 (Careers)

Leadership Alignment:

Leadership:
The student will identify and analyze the characteristics of family, community, business, and industry leaders using the career cursing project.
The student will conduct self in a professional manner in practical career applications, organizational forums, and decision-making bodies using the industry research project.
The student will demonstrate self advocacy skills by achieving planned, individual goals through the resume writing project.
The student will participate in the development of a program of work or strategic plan and will work to implement the organization's goals using the program planning group activity in class.

SAE Sample: Landscape Designer
Landscape maintenance
Flower grower
Florist
Delivery person

Standards and Competencies

CS.01.06: Continuous Improvement: Pursue learning and growth opportunities related to professional and personal aspirations.
Level 2
CS.01.06.01.b. Develop a plan that includes specific goals for leadership and personal growth.

CS.02.03: Professional Growth: Develop awareness and apply skills necessary for achieving career success.
Level 1
CS.02.03.01.a. Explore various career interests/options.
CS.02.03.03.a. Identify the skills required for various careers.

Level 2
CS.02.03.01.b. Make decisions to plan for a personal career.
CS.02.03.02.b. Determine the level of non-essential actions/tasks related to personal and work life.

Level 3
CS.02.03.01.c. Implement a plan to achieve career goals and priorities.

CS.03.02: Decision Making: Analyze situations and execute an appropriate course of action.
Level 1
CS.03.02.01.a. Analyze the steps in the decision-making process.
CS.03.02.03.a. Differentiate between ethical and unethical behavior.
CS.03.02.04.a. Use an interest inventory to determine goals appropriate to personal passions, abilities and aptitudes.

Level 2
CS.03.02.02.b. Determine information that is critical to solving problems.
CS.03.02.04.b. Assess personal skills to set goals for success in a career.

Level 3

CS.03.02.01.c. Make decisions for a given situation by applying the decision making process.

CS.03.02.02.c. Use problem-solving skills

CS.10.02: Relate technology advancements to the need for Continuing Education/Career Development

Level 1

CS.10.02.01.a. Utilize historical data, technology and career training to predict market trends.

Aligned to Washington State Standards

Arts

Arts 4.0 The student makes connections within and across the arts to other disciplines, life, cultures and work.

4.2. Demonstrates and analyzes the connections between the arts and other content areas.

4.5. Understands how arts knowledge and skills are used in the world of work including careers in the arts.

Communication - Speaking and Listening

Comprehension and Collaboration (9-10)

6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on pages 54 for specific expectations.)

Comprehension and Collaboration (11-12)

2 - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Presentation of Knowledge and Ideas (11-12)

6 - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 on page 54 for specific expectations.)

Health and Fitness

Language

Mathematics

Reading

CC: Reading Informational Text

Craft and Structure (9-10)

4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Science

Social Studies

Writing

CC: Writing (11-12)

Production and Distribution of Writing

7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation

- Think Creatively
- Work Creatively with Other
- Implement Innovations

Creative Thinking and Problem Solving

- Reason Effectively
- Use Systems Thinking
- Make Judgements and Decisions
- Solve Problems

Communication and Collaboration

- Communicate Clearly
- Collaborate with Others

INFORMATION, MEDIA AND 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 AND CAREER SKILLS

Flexibility and Adaptability

- Adapt to Change
- Be Flexible

Initiative and Self-Direction

- Mange Goals and Time
- Work Independently
- Be Self-Directed Learners

Social and Cross-Cultural

- Interact Effectively with Other
- Work Effectively in Diverse Teams

Productivity and Accountability

- Manage Projects
- Produce Results

Leadership and Responsibility

- Guide and Lead Others
- Be Responsible to Others

Performance Assessment(s):

Floral Design & Marketing I:
Identify basic designs used in flower arranging
Identify and construct arrangements using a color scheme
Make 4 arrangements using design principals

Floral Design I, Unit 7 (Principles of Design)
Floral Design I, Unit 4 (Floral Design and History)

Leadership Alignment:

Leadership:
The student will think creatively, analyze, refine, and apply decision making skills through classroom, family, community, and business by creating specific floral designs for customer orders.
The student will be involved in activities that require being flexible, problem solving, guiding and leading others and using critical and creative thinking skills while creating corsages and boutonnieres in class.
The student will access and evaluate information, use and manage that information to produce an advertisement flier a basic floral design.
The student will demonstrate oral, interpersonal, written, and electronic communication and presentations skills and understand how to apply those skills using the design a brochure project.
SAE Sample: Floral Designer
Interior Landscape Designer

Standards and Competencies

PS.04.01: Create designs using plants.

Level 1

PS.04.01.01.a. Define design and identify design elements.

PS.04.01.02.a. Discuss the applications of art in agriculture/horticulture.

Level 2

PS.04.01.01.b. Explain design elements of line, form, texture and color and express the visual effect each has on the viewer.

PS.04.01.02.b. Discuss principles of design that form the basis of artistic impression.

Level 3

PS.04.01.01.c. Select plants, hard goods, supplies and other materials for use in a design based on a range of criteria.

PS.04.01.02.c. Create and implement designs by following established principles of art.

CS.01.01: Action: Exhibit the skills and competencies needed to achieve a desired result.

Level 1

CS.01.01.01.a. Work productively with a group or independently.

CS.01.01.04.a. Explore available resources to assist in meeting project needs.

Level 2

CS.01.01.01.b. Demonstrate the ability to complete a task without assistance.

CS.03.02: Decision Making: Analyze situations and execute an appropriate course of action.

CS.03.02.02.a. Select resources to help in the problem-solving process.

Level 3

CS.03.02.01.c. Make decisions for a given situation by applying the decision making process.

Aligned to Washington State Standards

Arts

Arts 1.0 The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

- 1.1 Understands and applies arts concepts and vocabulary.
- 1.3 Understands and applies arts genres and styles from various artists, cultures, and times.
- 1.4 Understands and applies audience conventions in a variety of arts settings and performances.

Arts 2.0 The student demonstrates thinking skills using artistic processes.

- 2.1. Applies a creative process to the arts (dance, music, theatre and visual arts):
- 2.2 Applies a performance and/or presentation process to the arts (dance, music, theatre and visual arts):
- 2.3 Applies a responding process to an arts performance and/or presentation of dance, music, theatre and visual arts):

Arts 3.0 The student communicates through the arts.

- 3.1 Uses the arts to express feelings and present ideas.

Arts 4.0 The student makes connections within and across the arts to other disciplines, life, cultures and work.

- 4.4. Understands how the arts influence and reflect culture/civilization, place and time.

Communication - Speaking and Listening

Health and Fitness

Language

Mathematics

Reading

CC: Reading for Literacy in Science and Technical Subjects

Key Ideas and Details (9-10)

3 - Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text.

Craft and Structure (11-12)

4 - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

Science		
Social Studies		
Writing		
21st Century Skills		
<p>LEARNING AND INNOVATION</p> <p>Creativity and Innovation</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Think Creatively <input type="checkbox"/> Work Creatively with Other <input type="checkbox"/> Implement Innovations <p>Creative Thinking and Problem Solving</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reason Effectively <input type="checkbox"/> Use Systems Thinking <input checked="" type="checkbox"/> Make Judgements and Decisions <input checked="" type="checkbox"/> Solve Problems <p>Communication and Collaboration</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communicate Clearly <input type="checkbox"/> Collaborate with Others 	<p>INFORMATION, MEDIA AND TECHNOLOGY SKILLS</p> <p>Information Literacy</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Access and Evaluate Information <input checked="" type="checkbox"/> Use and Manage Information <p>Media Literacy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze Media <input type="checkbox"/> Create Media Products <p>Information, Communications, and Technology (ICT Literacy)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Apply Technology Effectively 	<p>LIFE AND CAREER SKILLS</p> <p>Flexibility and Adaptability</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adapt to Change <input checked="" type="checkbox"/> Be Flexible <p>Initiative and Self-Direction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Manage Goals and Time <input type="checkbox"/> Work Independently <input type="checkbox"/> Be Self-Directed Learners <p>Social and Cross-Cultural</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interact Effectively with Other <input type="checkbox"/> Work Effectively in Diverse Teams <p>Productivity and Accountability</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Manage Projects <input checked="" type="checkbox"/> Produce Results <p>Leadership and Responsibility</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Guide and Lead Others <input type="checkbox"/> Be Responsible to Others

Performance Assessment(s):

Floral Design & Marketing I:
Demonstrate effective selling technique focusing on service, accuracy and knowledge of the product.
Understand and develop a floral display
List methods of delivering product services to customers

Floral Design I, Unit 8 (Sales and Marketing)

Leadership Alignment:

Leadership:
Students will access and evaluate information and apply decision-making skills through the design a display lab.
The student will demonstrate oral, interpersonal, written, and electronic communication skills and presentation skills by effectively selling flowers and plants for the spring plant sale.
The student will guide and lead others, work effectively in diverse teams, adapt to change while producing floral designs for a fundraiser.
The student will demonstrate the ability to think creatively, adapt to change, manage projects through their product service information service brochure project.
SAE Sample: Nursery production
Greenhouse production Bonsai
Floral Designer
Interior Landscape Designer

Standards and Competencies

- CS.01.01: Action: Exhibit the skills and competencies needed to achieve a desired result.
- Level 1
 - CS.01.01.01.a. Work productively with a group or independently.
 - CS.01.01.02.a. Create a task analysis.
 - CS.01.01.04.a. Explore available resources to assist in meeting project needs.
 - Level 2
 - CS.01.01.01.b. Demonstrate the ability to complete a task without assistance.
 - Level 3
 - CS.01.01.01.c. Work independently and in group settings to accomplish a task.
 - CS.01.01.02.c. Assess outcomes to determine success for a task.
- CS.01.06: Continuous Improvement: Pursue learning and growth opportunities related to professional and personal aspirations.
- Level 1
 - CS.01.06.03.a. Identify the different types of problem solving models and their applicability to specific situations.
 - Level 2
 - CS.01.06.03.b. Utilize a problem-solving model to solve a given problem.
 - Level 3
 - CS.01.06.03.c. Use problem solving strategies to solve a professional or personal issue.
- CS.03.01: Communication: Demonstrate oral, written and verbal skills
- Level 1
 - CS.03.01.01.a. Use basic technical and business writing skills. Level I
 - Level 2
 - CS.03.01.01.b. Select the appropriate form of technical and business writing or communication for a specific situation.

Level 3

CS.03.01.01.c. Demonstrate technical and business writing skills to communicate effectively with co-workers and supervisors.

CS.05.01: Manage organizational structures and processes to better serve customers

Level 1

CS.05.01.01.a. List ways an organization can be evaluated based on its customer satisfaction and service operations. Level I

Level 2

CS.05.01.01.b. Explain how organization performance including customer satisfaction and service/ operations performance can be improved.

Level 3

CS.05.01.01.c. Implement a plan to manage relationships with both internal and external customers.

Aligned to Washington State Standards

Arts

Arts 1.0 The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

1.1 Understands and applies arts concepts and vocabulary.

1.3 Understands and applies arts genres and styles from various artists, cultures, and times.

Arts 4.0 The student makes connections within and across the arts to other disciplines, life, cultures and work.

4.4. Understands how the arts influence and reflect culture/civilization, place and time.

4.5. Understands how arts knowledge and skills are used in the world of work including careers in the arts.

Communication - Speaking and Listening

Comprehension and Collaboration (9-10)

1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

2 - Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Presentation of Knowledge and Ideas (11-12)

4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Health and Fitness

Language

Mathematics

Reading

Science

Social Studies

Writing

CC: College and Career Readiness Anchor Standards for Writing

Production and Distribution of Writing

4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (11-12)

1b - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

Production and Distribution of Writing

4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation

- Think Creatively
- Work Creatively with Other
- Implement Innovations

Creative Thinking and Problem Solving

- Reason Effectively
- Use Systems Thinking
- Make Judgements and Decisions
- Solve Problems

Communication and Collaboration

- Communicate Clearly
- Collaborate with Others

INFORMATION, MEDIA AND 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 AND 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 Other
- Work Effectively in Diverse Teams

Productivity and Accountability

- Manage Projects
- Produce Results

Leadership and Responsibility

- Guide and Lead Others
- Be Responsible to Others

Unit 9 DEMONSTRATE LEADERSHIP SKILLS**Hours: 25****Performance Assessment(s):**

Floral Design & Marketing I:
Identify and demonstrate positive leadership skills
Evaluate and adjust personal employability information
Keep records of SAE projects.
Plan a team project and present it to the class.

Floral Design I, Unit 10 (Leadership)

Leadership Alignment:

Leadership:
The student will be self directed learners, interact effectively with others work independently, manage goals and time, be flexible and adapt to change while preparing their SAE projects both in and out of class.
The student will access and evaluate information be responsible to others and produce results while filling holiday flower orders.
The student will demonstrate a working knowledge of parliamentary procedure and use those skills to communicate clearly, evaluate information, work effectively in diverse teams to manage and produce an advertisement product.
The student will use knowledge, build interest, guide and influence decisions, organize efforts, and involve members of a group to assure that a pre-planned group activity is completed.
The student will understand the organizational skills necessary to be successful leader and citizen and practices those skills in real life using the SAE project and oral presentation project.
The student will understand their role, participate in and evaluate community service and service learning activities by developing a community service survey.
The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a FFA meeting in class.
SAE Sample: Nursery production
Greenhouse production Floral Designer
Interior designer

Standards and Competencies

SAE.01.01: Students will establish and conduct Supervised Agriculture Experience Projects (SAE).
SAE.01.01.b. Explain the benefits of SAE projects to skill development, leadership and career success.
SAE.01.01.c. Explain the connection between SAE and FFA.
SAE.01.01.e. Explore ideas for SAE projects.
SAE.01.01.g. Select and establish an SAE project.
SAE.01.01.h. Explain and keep records on established SAE projects.
SAE.01.01.j. Explain how SAE projects benefit the community.
PS.03.02: Develop and implement a plant management plan for crop production.
Level 1
PS.03.02.02.a Explain the reasons for preparing growing media before planting.
PS.03.02.03.a Demonstrate proper planting procedures and post-planting care.
Level 2
PS.03.02.04.b Monitor the progress of plantings and determine the need to adjust environmental conditions.
Level 3
PS.03.02.01.c Produce pest-and disease-free propagation material
PS.03.02.05.c Create and implement a plan to control and manage plant growth.
CS.03.02: Decision Making: Analyze situations and execute an appropriate course of action.
CS.03.02.03.a. Differentiate between ethical and unethical behavior.

Level 2

CS.03.02.02.b. Determine information that is critical to solving problems.

Level 3

CS.03.02.01.c. Make decisions for a given situation by applying the decision making process.

CS.03.02.02.c. Use problem-solving skills

CS.09.02: Apply skills with computer software to accomplish a variety of business activities

Level 1

CS.09.02.01.a. Demonstrate basic computer and software systems skills.

Level 2

CS.09.02.01.b. Use basic software systems such as spreadsheet and word processing to complete a task.

Level 3

CS.09.02.01.c. Use diagnostic software.

Aligned to Washington State Standards

Arts

Arts 1.0 The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

1.1 Understands and applies arts concepts and vocabulary.

1.2 Develops arts skills and techniques.

1.3 Understands and applies arts genres and styles from various artists, cultures, and times.

1.4 Understands and applies audience conventions in a variety of arts settings and performances.

Arts 2.0 The student demonstrates thinking skills using artistic processes.

- Identifies audience and purpose.

- Explores, gathers, and interprets information from diverse sources.

- Implements choices of arts elements, principles, foundations, skills, and techniques in a creative work.

- Refines work based on feedback, self-reflection, and aesthetic criteria.

Arts 4.0 The student makes connections within and across the arts to other disciplines, life, cultures and work.

4.2. Demonstrates and analyzes the connections between the arts and other content areas.

4.3. Understands how the arts impact and reflect personal choices throughout life

4.5. Understands how arts knowledge and skills are used in the world of work including careers in the arts.

Communication - Speaking and Listening

Comprehension and Collaboration (9-10)

1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

1a - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

1b - Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

Health and Fitness
Language
Mathematics
Reading
Science
<u>Crosscutting Concepts</u> 2. Cause and effect: Mechanism and explanation. 3. Scale, proportion, and quantity. 4. Systems and system models. 7. Stability and change.
Social Studies
Writing
<u>CC: College and Career Readiness Anchor Standards for Writing</u> 2 - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. <u>Production and Distribution of Writing</u> 4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation

- Think Creatively
- Work Creatively with Other
- Implement Innovations

Creative Thinking and Problem Solving

- Reason Effectively
- Use Systems Thinking
- Make Judgements and Decisions
- Solve Problems

Communication and Collaboration

- Communicate Clearly
- Collaborate with Others

INFORMATION, MEDIA AND 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 AND 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 Other
- Work Effectively in Diverse Teams

Productivity and Accountability

- Manage Projects
- Produce Results

Leadership and Responsibility

- Guide and Lead Others
- Be Responsible to Others

Performance Assessment(s):

Floral Design & Marketing I:
Choose the correct tool for a specific job
Use all tools in a safe manner
Identify and maintain a variety of tools.

Floral Design I, Unit 2 (Tool Safety in floriculture)

Leadership Alignment:

Leadership:
The student will be self-directed learners, work independently, use and manage information and produce results (floral designs) while using tools in a safe manner.
The student will demonstrate the ability to think creatively, implement innovations and manage projects while doing their SAE project for class.
The student will demonstrate the ability to think creatively, implement innovations and manage projects while maintaining school hand tools and cutting devices.
SAE Sample: Floral designer
Plant manager
Green house production manager/ worker

Standards and Competencies

CS.07.03: Follow appropriate procedures in case of an emergency.

Level 1

CS.07.03.01.b. Develop various emergency response plan requirements for a facility.

CS.07.04: Assess workplace safety.

Level 1

CS.07.04.01.a. Research applicable regulatory and safety standards (e.g., MSDS, bioterrorism).

CS.07.04.02.a. Handle chemicals and equipment in a safe and appropriate manner.

Level 2

CS.07.04.01.b. Use safety procedures to comply with regulatory and safety standards.

CS.07.04.02.b. Maintain AFNR facilities to promote health and safety.

Level 3

CS.07.04.01.c. Apply general workplace safety precautions/procedures.

CS.07.04.02.c. Evaluate general workplace safety precautions/procedures for compliance with regulations.

CS.08.02: Use appropriate protective equipment and handle AFNR tools and equipment to demonstrate safe and proper use of the tools and equipment.

Level 1

CS.08.02.01.a. Use the appropriate procedures for the use and operation of specific tools and equipment.

Level 2

CS.08.02.01.b. Demonstrate safety precautions when using tools for a specific task around bystanders.

Level 3

CS.08.02.01.c. Operate applicable AFNR equipment and vehicles safely.

CS.08.03: Maintain tools for efficient use

Level 1

CS.08.03.01.a. Describe the conditions that cause the need for tool maintenance.

Level 2

CS.08.03.01.b. Demonstrate how to replace tool parts and components as needed.

Level 3

CS.08.03.01.c. Develop and update a preventive maintenance schedule.

Aligned to Washington State Standards

Arts

Arts 4.0 The student makes connections within and across the arts to other disciplines, life, cultures and work.

4.5. Understands how arts knowledge and skills are used in the world of work including careers in the arts.

Communication - Speaking and Listening

Health and Fitness

Health 2.4: Acquires skills to live safely and reduce health risks.

2.4.2 Evaluates emergency situations, ways to prevent injuries, and demonstrates skills to respond appropriately and safely.

Language

Mathematics

Reading

CC: Reading Informational Text

Craft and Structure (9-10)

4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Science		
Social Studies		
Writing		
21st Century Skills		
<p>LEARNING AND INNOVATION</p> <p>Creativity and Innovation</p> <p><input checked="" type="checkbox"/> Think Creatively</p> <p><input type="checkbox"/> Work Creatively with Other</p> <p><input checked="" type="checkbox"/> Implement Innovations</p> <p>Creative Thinking and Problem Solving</p> <p><input type="checkbox"/> Reason Effectively</p> <p><input type="checkbox"/> Use Systems Thinking</p> <p><input type="checkbox"/> Make Judgements and Decisions</p> <p><input type="checkbox"/> Solve Problems</p> <p>Communication and Collaboration</p> <p><input type="checkbox"/> Communicate Clearly</p> <p><input type="checkbox"/> Collaborate with Others</p>	<p>INFORMATION, MEDIA AND TECHNOLOGY SKILLS</p> <p>Information Literacy</p> <p><input type="checkbox"/> Access and Evaluate Information</p> <p><input checked="" type="checkbox"/> Use and Manage Information</p> <p>Media Literacy</p> <p><input type="checkbox"/> Analyze Media</p> <p><input type="checkbox"/> Create Media Products</p> <p>Information, Communications, and Technology (ICT Literacy)</p> <p><input type="checkbox"/> Apply Technology Effectively</p>	<p>LIFE AND CAREER SKILLS</p> <p>Flexibility and Adaptability</p> <p><input type="checkbox"/> Adapt to Change</p> <p><input type="checkbox"/> Be Flexible</p> <p>Initiative and Self-Direction</p> <p><input type="checkbox"/> Manage Goals and Time</p> <p><input checked="" type="checkbox"/> Work Independently</p> <p><input checked="" type="checkbox"/> Be Self-Directed Learners</p> <p>Social and Cross-Cultural</p> <p><input type="checkbox"/> Interact Effectively with Other</p> <p><input type="checkbox"/> Work Effectively in Diverse Teams</p> <p>Productivity and Accountability</p> <p><input checked="" type="checkbox"/> Manage Projects</p> <p><input checked="" type="checkbox"/> Produce Results</p> <p>Leadership and Responsibility</p> <p><input type="checkbox"/> Guide and Lead Others</p> <p><input type="checkbox"/> Be Responsible to Others</p>

Performance Assessment(s):

Floral Design & Marketing I:
Diagram the basic floral shapes most often used in the floral industry
Use a color wheel to determine a color theme of an arrangement
Make a floral arrangement using three design principals.
Make a basic corsage
Design a single flower vase.
Take a customer order accurately.

Floral Design I, Unit 7 (Principles of Design)

Leadership Alignment:

The student will demonstrate oral, interpersonal, written, and electronic communication and presentations skills and understand how to apply those skills while creating a floral design portfolio.
The student will think creatively, implement innovations, solve problems, access and evaluate information while producing results (floral arrangements) by producing four different fresh flower designs in class.
The student will be involved in activities that require flexibility, working independently to manage their SAE projects for class. They will also use these skills to create corsages and boutonnieres for a school dance.
SAE Sample: Plant grower
Bonsai artist
Floral designer
Interior designer

Standards and Competencies

PS.04.01: Create designs using plants.

Level 1

PS.04.01.01.a. Define design and identify design elements.

PS.04.01.02.a. Discuss the applications of art in agriculture/horticulture.

Level 2

PS.04.01.01.b. Explain design elements of line, form, texture and color and express the visual effect each has on the viewer.

PS.04.01.02.b. Discuss principles of design that form the basis of artistic impression.

Level 3

PS.04.01.01.c. Select plants, hard goods, supplies and other materials for use in a design based on a range of criteria.

PS.04.01.02.c. Create and implement designs by following established principles of art.

CS.01.01: Action: Exhibit the skills and competencies needed to achieve a desired result.

Level 1

CS.01.01.04.a. Explore available resources to assist in meeting project needs.

Level 2

CS.01.01.01.b. Demonstrate the ability to complete a task without assistance.

Level 3

CS.01.01.01.c. Work independently and in group settings to accomplish a task.

CS.01.01.04.c. Create resources to complete an action or project.

Aligned to Washington State Standards

Arts

Arts 1.0 The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

- 1.1 Understands and applies arts concepts and vocabulary.
- 1.2 Develops arts skills and techniques.
- 1.3 Understands and applies arts genres and styles from various artists, cultures, and times.
- 1.4 Understands and applies audience conventions in a variety of arts settings and performances.

Arts 2.0 The student demonstrates thinking skills using artistic processes.

- 2.1 Applies a creative process to the arts (dance, music, theatre and visual arts):
 - Explores, gathers, and interprets information from diverse sources.
 - Performs work for others in a performance and/or production.
- 2.2 Applies a performance and/or presentation process to the arts (dance, music, theatre and visual arts):
 - Identifies audience and purpose of the work and/or performance.
- 2.3 Applies a responding process to an arts performance and/or presentation of dance, music, theatre and visual arts):
 - Evaluates and justifies using supportive evidence and aesthetic criteria.

Arts 3.0 The student communicates through the arts.

- 3.2 Uses the arts to communicate for a specific purpose.

Arts 4.0 The student makes connections within and across the arts to other disciplines, life, cultures and work.

- 4.2 Demonstrates and analyzes the connections between the arts and other content areas.
- 4.4 Understands how the arts influence and reflect culture/civilization, place and time.

Communication - Speaking and Listening

4 - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Health and Fitness

Language

Mathematics

CC: Number and Quantity (N)

1 - Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.*

Reading

Science

Social Studies

Writing

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation

- Think Creatively
- Work Creatively with Other
- Implement Innovations

Creative Thinking and Problem Solving

- Reason Effectively
- Use Systems Thinking
- Make Judgements and Decisions
- Solve Problems

Communication and Collaboration

- Communicate Clearly
- Collaborate with Others

INFORMATION, MEDIA AND 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 AND CAREER SKILLS

Flexibility and Adaptability

- Adapt to Change
- Be Flexible

Initiative and Self-Direction

- Mange Goals and Time
- Work Independently
- Be Self-Directed Learners

Social and Cross-Cultural

- Interact Effectively with Other
- Work Effectively in Diverse Teams

Productivity and Accountability

- Manage Projects
- Produce Results

Leadership and Responsibility

- Guide and Lead Others
- Be Responsible to Others

Performance Assessment(s):

Floral Design & Marketing I:
Grow plants effectively in a specialized medium
Demonstrate four methods of watering and caring for interior plants
Construct a dish garden

Floral Design I, Unit 9 (Interior plantscaping)

Leadership Alignment:

Leadership:
The student will be involved in activities that require thinking creatively, using effective reasoning, interacting effectively with others and managing a project while creating dish gardens for a fundraiser.
The student will access and evaluate information, manage time , work independently and be self-directed while maintaining interior plants on the school campus.
The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order reach common goals while growing plants in the greenhouse for a spring sale.
The student will demonstrate skills that assist in understanding and accepting responsibility to family, community by marketing the plants in the spring plant sale.
The student will understand their role, participate in and evaluate community service and service learning activities by creating and administering a plant growing survey.

SAE Sample: Greenhouse production
Floral designer
Interior designer
Bonsai artist
Floral CDE

Standards and Competencies

PS.02.01: Determine the influence of environmental factors on plant growth

Level 1

PS.02.01.01.a. Describe the qualities of light that affect plant growth

Level 2

PS.02.01.01.b. Describe plant responses to light color intensity and duration

Level 3

PS.02.01.01.c Evaluate plant responses to varied light color, intensity, and duration

PS.03.04: Apply principles and practices of sustainable agriculture to plant production

Level 1

PS.03.04.01.a Explain sustainable agriculture and objectives associated with the strategy.

Level 2

PS.03.04.01.b Describe sustainable agriculture practices and compare the ecological effects of traditional agricultural practices with those of sustainable agriculture.

Level 3

PS.03.04.01.c Prepare and implement a plan for an agricultural enterprise that involves practices in support of sustainable agriculture.

PS.04.01: Create designs using plants.

Level 1

PS.04.01.01.a. Define design and identify design elements.

PS.04.01.02.a. Discuss the applications of art in agriculture/horticulture.

Level 2

PS.04.01.01.b. Explain design elements of line, form, texture and color and express the visual effect each has on the viewer.

PS.04.01.02.b. Discuss principles of design that form the basis of artistic impression.

Level 3

PS.04.01.01.c Select plants, hard goods, supplies and other materials for use in a design based on a range of criteria.

PS.04.01.02.c. Create and implement designs by following established principles of art.

Aligned to Washington State Standards

Arts

Arts 1.0 The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

1.1 Understands and applies arts concepts and vocabulary.

1.2 Develops arts skills and techniques.

1.3 Understands and applies arts genres and styles from various artists, cultures, and times.

1.4 Understands and applies audience conventions in a variety of arts settings and performances.

Arts 2.0 The student demonstrates thinking skills using artistic processes.

2.1. Applies a creative process to the arts (dance, music, theatre and visual arts):

- Identifies audience and purpose.
- Explores, gathers, and interprets information from diverse sources.
- Uses ideas, foundations, skills and techniques to develop dance, music, theatre and visual art.
- Implements choices of arts elements, principles, foundations, skills, and techniques in a creative work.
- Presents work to others in a performance, exhibition, and/or production.

2.2 Applies a performance and/or presentation process to the arts (dance, music, theatre and visual arts):

Arts 3.0 The student communicates through the arts.

3.2 Uses the arts to communicate for a specific purpose.

Arts 4.0 The student makes connections within and across the arts to other disciplines, life, cultures and work.

4.3. Understands how the arts impact and reflect personal choices throughout life

Communication - Speaking and Listening

Health and Fitness

Language

Mathematics

CC: Mathematical Practices (MP)

- 1 - Make sense of problems and persevere in solving them.
- 4 - Model with mathematics.
- 5 - Use appropriate tools strategically.
- 7 - Look for and make use of structure.

Reading

CC: Reading Informational Text

Craft and Structure (9-10)

4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Science		
Social Studies		
Writing		
21st Century Skills		
<p>LEARNING AND INNOVATION</p> <p>Creativity and Innovation</p> <p><input checked="" type="checkbox"/> Think Creatively</p> <p><input type="checkbox"/> Work Creatively with Other</p> <p><input type="checkbox"/> Implement Innovations</p> <p>Creative Thinking and Problem Solving</p> <p><input checked="" type="checkbox"/> Reason Effectively</p> <p><input type="checkbox"/> Use Systems Thinking</p> <p><input type="checkbox"/> Make Judgements and Decisions</p> <p><input type="checkbox"/> Solve Problems</p> <p>Communication and Collaboration</p> <p><input type="checkbox"/> Communicate Clearly</p> <p><input type="checkbox"/> Collaborate with Others</p>	<p>INFORMATION, MEDIA AND TECHNOLOGY SKILLS</p> <p>Information Literacy</p> <p><input checked="" type="checkbox"/> Access and Evaluate Information</p> <p><input type="checkbox"/> Use and Manage Information</p> <p>Media Literacy</p> <p><input type="checkbox"/> Analyze Media</p> <p><input type="checkbox"/> Create Media Products</p> <p>Information, Communications, and Technology (ICT Literacy)</p> <p><input type="checkbox"/> Apply Technology Effectively</p>	<p>LIFE AND CAREER SKILLS</p> <p>Flexibility and Adaptability</p> <p><input type="checkbox"/> Adapt to Change</p> <p><input type="checkbox"/> Be Flexible</p> <p>Initiative and Self-Direction</p> <p><input checked="" type="checkbox"/> Manage Goals and Time</p> <p><input checked="" type="checkbox"/> Work Independently</p> <p><input checked="" type="checkbox"/> Be Self-Directed Learners</p> <p>Social and Cross-Cultural</p> <p><input checked="" type="checkbox"/> Interact Effectively with Other</p> <p><input type="checkbox"/> Work Effectively in Diverse Teams</p> <p>Productivity and Accountability</p> <p><input checked="" type="checkbox"/> Manage Projects</p> <p><input type="checkbox"/> Produce Results</p> <p>Leadership and Responsibility</p> <p><input type="checkbox"/> Guide and Lead Others</p> <p><input type="checkbox"/> Be Responsible to Others</p>

Performance Assessment(s):

Floral Design & Marketing I:

- Choose a project for SAE and submit for approval after reviewing potential program areas.
- Keep an accurate record of work, money and time invested in SAE.
- Set realistic goals for a project

Floral Design I, Unit 11 (Supervised Agriculture Experience)

Floral Design I, Unit 9 and 11(Leadership and Supervised Agriculture Experience)

Leadership Alignment:

Leadership:

The student will think creatively, work creatively with others, be flexible and manage goals and time while creating their SAE projects.

The student will collaborate with others, interact effectively with others, and produce results while setting goals for their SAE project and or class projects.

The student will be responsible to others, manage a project and be self-directed while keeping a record book of their SAE expenses.

The student will make judgments and decisions about their SAE project to produce maximum results and present those results in class using media products.

The student will understand the organizational skills necessary to be successful leader and citizen and practices those skills in real life through our class community service project.

SAE Sample: Wholesale nursery

Retail nursery worker

Crop production

Floral designer

Interior designer

Standards and Competencies

SAE.01.01: Students will establish and conduct Supervised Agriculture Experience Projects (SAE).

SAE.01.01.b. Explain the benefits of SAE projects to skill development, leadership and career success.

SAE.01.01.e. Explore ideas for SAE projects.

SAE.01.01.g. Select and establish an SAE project.

SAE.01.01.h. Explain and keep records on established SAE projects.

SAE.01.01.i. Explain SAE project Supervision, visitation and assessment.

CS.01.01: Action: Exhibit the skills and competencies needed to achieve a desired result.

Level 1

CS.01.01.01.a. Work productively with a group or independently.

CS.01.01.03.a. Exhibit good planning skills for a specific task or situation.

CS.01.01.04.a. Explore available resources to assist in meeting project needs.

CS.01.01.07.a. Set personal goals using the SMART goals method (Specific, Measurable, Approved by you, Realistic, Time-stamped).

Level 2

CS.01.01.01.b. Demonstrate the ability to complete a task without assistance.

Level 3

CS.01.01.01.c. Work independently and in group settings to accomplish a task.

CS.01.01.05.c. Implement a plan that minimizes physical, financial, and professional risks and analyze results.

Aligned to Washington State Standards

Arts

Arts 1.0 The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

1.1 Understands and applies arts concepts and vocabulary.

1.3 Understands and applies arts genres and styles from various artists, cultures, and times.

Arts 2.0 The student demonstrates thinking skills using artistic processes.

2.1. Applies a creative process to the arts (dance, music, theatre and visual arts):

- Identifies audience and purpose.

2.2 Applies a performance and/or presentation process to the arts (dance, music, theatre and visual arts):

Arts 3.0 The student communicates through the arts.

3.3. Develops personal aesthetic criteria to communicate artistic choices.

Communication - Speaking and Listening

Comprehension and Collaboration (9-10)

1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

1a - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

4 - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Presentation of Knowledge and Ideas (11-12)

4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Health and Fitness
Language
Mathematics
Reading
Science
Social Studies
Writing

21st Century Skills

<p>LEARNING AND INNOVATION</p> <p>Creativity and Innovation</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Think Creatively <input checked="" type="checkbox"/> Work Creatively with Other <input type="checkbox"/> Implement Innovations <p>Creative Thinking and Problem Solving</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reason Effectively <input type="checkbox"/> Use Systems Thinking <input checked="" type="checkbox"/> Make Judgements and Decisions <input type="checkbox"/> Solve Problems <p>Communication and Collaboration</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Communicate Clearly <input checked="" type="checkbox"/> Collaborate with Others 	<p>INFORMATION, MEDIA AND TECHNOLOGY SKILLS</p> <p>Information Literacy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Access and Evaluate Information <input checked="" type="checkbox"/> Use and Manage Information <p>Media Literacy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze Media <input checked="" type="checkbox"/> Create Media Products <p>Information, Communications, and Technology (ICT Literacy)</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Apply Technology Effectively 	<p>LIFE AND CAREER SKILLS</p> <p>Flexibility and Adaptability</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adapt to Change <input checked="" type="checkbox"/> Be Flexible <p>Initiative and Self-Direction</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Manage Goals and Time <input checked="" type="checkbox"/> Work Independently <input checked="" type="checkbox"/> Be Self-Directed Learners <p>Social and Cross-Cultural</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Interact Effectively with Other <input type="checkbox"/> Work Effectively in Diverse Teams <p>Productivity and Accountability</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Manage Projects <input checked="" type="checkbox"/> Produce Results <p>Leadership and Responsibility</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Guide and Lead Others <input checked="" type="checkbox"/> Be Responsible to Others
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Performance Assessment(s):

Floral Design & Marketing I:
Categorize floral jobs into educational pathways.
Solve a conflict with a customer.
Diagram a flow chart outlining the chain of command in a flower shop.

Floral Design I, Unit 1 (Floriculture Careers)

Leadership Alignment:

The student will demonstrate knowledge of conflict resolution, reason effectively, evaluate information and interact effectively with others using the customer complaint project in class.
The student will work effectively in diverse teams using the chain of command project in class.
The student will access and evaluate information, be flexible, and guide and lead others while creating the educational pathways flow chart for a class project.
The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills while presenting the pathways project to a group.
The student will conduct self in a professional manner while collecting information for the pathways project.
The student will use knowledge and build interest, guide and influence decisions, organize efforts, and involve members of a group to assure that the pathways project is completed on time and professional.

SAE Sample:
Plant Broker
WSDA worker
Agriculture marketing
Floriculture CDE

Standards and Competencies

PS.03.02: Develop and implement a plant management plan for crop production.

Level 1

PS.03.02.01.a Explain the importance of starting with pest-and disease-free propagation material.

PS.03.02.02.a Explain the reasons for preparing growing media before planting.

PS.03.02.03.a Demonstrate proper planting procedures and post-planting care.

Level 2

PS.03.02.01.b Inspect propagation material for evidence of pests or disease.

Level 3

PS.03.02.01.c Produce pest-and disease-free propagation material

PS.03.02.02.c Prepare growing media for planting.

CS.01.01: Action: Exhibit the skills and competencies needed to achieve a desired result.

Level 1

CS.01.01.01.a. Work productively with a group or independently.

CS.01.01.02.a. Create a task analysis.

CS.01.01.03.a. Exhibit good planning skills for a specific task or situation.

CS.01.01.04.a. Explore available resources to assist in meeting project needs.

CS.01.01.05.a. Assess the physical, financial and professional risks associated with a particular task.

CS.01.01.06.a. Identify the strengths/talents of team members needed to achieve a desired task.

CS.01.01.07.a. Set personal goals using the SMART goals method (Specific, Measurable, Approved by you, Realistic, Time-stamped).

Level 2

CS.01.01.01.b. Demonstrate the ability to complete a task without assistance.
CS.01.01.02.b. Create measurable objectives for a given situation.
CS.01.01.04.b. Use appropriate and reliable resources to complete an action or project.
Level 3
CS.01.01.01.c. Work independently and in group settings to accomplish a task.
CS.01.01.07.c. Evaluate actions taken and make appropriate modifications to personal goals.

Aligned to Washington State Standards

Arts

Arts 4.0 The student makes connections within and across the arts to other disciplines, life, cultures and work.
4.5. Understands how arts knowledge and skills are used in the world of work including careers in the arts.

Communication - Speaking and Listening

Comprehension and Collaboration (9-10)

2 - Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Presentation of Knowledge and Ideas (11-12)

4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.

Health and Fitness

Language

Mathematics

Reading

CC: Reading Informational Text

Craft and Structure (9-10)

4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Integration of Knowledge and Ideas (11-12)

7 - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Science

Social Studies

Writing

CC: Writing (11-12)

Production and Distribution of Writing

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.

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation

- Think Creatively
- Work Creatively with Other
- Implement Innovations

Creative Thinking and Problem Solving

- Reason Effectively
- Use Systems Thinking
- Make Judgements and Decisions
- Solve Problems

Communication and Collaboration

- Communicate Clearly
- Collaborate with Others

INFORMATION, MEDIA AND 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 AND CAREER SKILLS

Flexibility and Adaptability

- Adapt to Change
- Be Flexible

Initiative and Self-Direction

- Mange Goals and Time
- Work Independently
- Be Self-Directed Learners

Social and Cross-Cultural

- Interact Effectively with Other
- Work Effectively in Diverse Teams

Productivity and Accountability

- Manage Projects
- Produce Results

Leadership and Responsibility

- Guide and Lead Others
- Be Responsible to Others

Performance Assessment(s):

Floral Design & Marketing I:
Prepare a job application, resume, and cover letter in a clear and concise manner.
Perform a job interview modeling appropriate dress, behavior and questions.
Score a job interview of a peer.

Floral Design I, Unit 1 (Careers)

Leadership Alignment:

The student will demonstrate effective reasoning, clear communication and being responsible to others by creating a professional resume.
The student will evaluate information, manage information and be self directed learners while producing a business cover letter for a specific Floral job.
The student will identify and analyze the characteristics necessary for hiring employees by creating a job interview score card.
The student will demonstrate flexibility, adapt to change and working independently while participation and scoring in job interviews in class.
The student will demonstrate time management, guiding and leading others and being responsible to others by scoring at least three peer job interviews in class.
The student will conduct self in a professional manner in practical career applications, such as the job interview exercise in class.
The student will communicate, participate, and advocate effectively for a job in pairs, small groups, or teams.
The student will demonstrate the ability to train others to understand the established rules and expectations of employment through the class job interview exercise.
The student will analyze the role and responsibilities of citizenship by participating in a school charity community service project.
SAE Sample: Plant Broker
WSDA worker
SAE Sample Pesticide applicator Wholesale nursery worker
Retail nursery worker
Crop production manager.
Animal production

Standards and Competencies

CS.01.01: Action: Exhibit the skills and competencies needed to achieve a desired result.
CS.01.01.03.a. Exhibit good planning skills for a specific task or situation.
CS.01.01.06.a. Identify the strengths/talents of team members needed to achieve a desired task.
CS.01.01.07.a. Set personal goals using the SMART goals method (Specific, Measurable, Approved by you, Realistic, Time-stamped).
Level 2
CS.01.01.01.b. Demonstrate the ability to complete a task without assistance.
CS.01.05: Awareness: Desire purposeful understanding related to professional and personal activities
Level1
CS.01.05.03.a. Explain benefits and challenges of working in a diverse group.
Level 2
CS.01.05.02.b. Demonstrate responsible citizenship.
Level 3
CS.01.05.02.c. Perform leadership tasks associated with citizenship.
CS.02.03: Professional Growth: Develop awareness and apply skills necessary for achieving career success.
Level 1
CS.02.03.01.a. Explore various career interests/options.
CS.02.03.03.a. Identify the skills required for various careers.
Level 2
CS.02.03.01.b. Make decisions to plan for a personal career.

CS.02.03.03.b. Develop skills required for a specific career.

Level 3

CS.02.03.01.c. Implement a plan to achieve career goals and priorities.

CS.03.01: Communication: Demonstrate oral, written and verbal skills

Level 1

CS.03.01.01.a. Use basic technical and business writing skills. Level 1

CS.03.01.02.a. Describe the various types and uses of resumes.

CS.03.01.03.a. Develop an outline or plan for a business presentation.

Level 2

CS.03.01.01.b. Select the appropriate form of technical and business writing or communication for a specific situation.

CS.03.01.02.b. Prepare a resume.

CS.03.01.03.b. Deliver a business presentation for a peer group (e.g., class presentation).

Level 3

CS.03.01.01.c. Demonstrate technical and business writing skills to communicate effectively with co-workers and supervisors.

CS.03.01.02.c. Demonstrate effective use of a resume as part of an effort to obtain a job.

CS.03.01.03.c. Make effective business presentations.

Aligned to Washington State Standards

Arts

Arts 4.0 The student makes connections within and across the arts to other disciplines, life, cultures and work.

4.5. Understands how arts knowledge and skills are used in the world of work including careers in the arts.

Communication - Speaking and Listening

Comprehension and Collaboration (9-10)

2 - Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on pages 54 for specific expectations.)

Presentation of Knowledge and Ideas (11-12)

4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Health and Fitness

Language

Mathematics

Reading

CC: Reading for Literacy in Science and Technical Subjects

Integration of Knowledge and Ideas (11-12)

7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Science

Science and Engineering Practices
1. Asking questions and defining problems
4. Analyzing and interpreting data
8. Obtaining, evaluating, and communicating information

Social Studies

Writing

CC: College and Career Readiness Anchor Standards for Writing
2 - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

21st Century Skills

21st Century Skills		
<p>LEARNING AND INNOVATION</p> <p>Creativity and Innovation</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Think Creatively <input type="checkbox"/> Work Creatively with Other <input type="checkbox"/> Implement Innovations <p>Creative Thinking and Problem Solving</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Reason Effectively <input type="checkbox"/> Use Systems Thinking <input type="checkbox"/> Make Judgements and Decisions <input type="checkbox"/> Solve Problems <p>Communication and Collaboration</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Communicate Clearly <input type="checkbox"/> Collaborate with Others 	<p>INFORMATION, MEDIA AND TECHNOLOGY SKILLS</p> <p>Information Literacy</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Access and Evaluate Information <input checked="" type="checkbox"/> Use and Manage Information <p>Media Literacy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze Media <input type="checkbox"/> Create Media Products <p>Information, Communications, and Technology (ICT Literacy)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Apply Technology Effectively 	<p>LIFE AND CAREER SKILLS</p> <p>Flexibility and Adaptability</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Adapt to Change <input checked="" type="checkbox"/> Be Flexible <p>Initiative and Self-Direction</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Mange Goals and Time <input checked="" type="checkbox"/> Work Independently <input checked="" type="checkbox"/> Be Self-Directed Learners <p>Social and Cross-Cultural</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interact Effectively with Other <input checked="" type="checkbox"/> Work Effectively in Diverse Teams <p>Productivity and Accountability</p> <ul style="list-style-type: none"> <input type="checkbox"/> Manage Projects <input checked="" type="checkbox"/> Produce Results <p>Leadership and Responsibility</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Guide and Lead Others <input checked="" type="checkbox"/> Be Responsible to Others

Performance Assessment(s):

Floral Design & Marketing I:
Prepare a job application, resume, and cover letter in a clear and concise manner.
Perform a job interview modeling appropriate dress, behavior and questions.
Score a job interview of a peer.

Floral Design I, Unit 1 (Careers)

Leadership Alignment:

The student will demonstrate effective reasoning, clear communication and being responsible to others by creating a professional resume.
The student will evaluate information, manage information and be self directed learners while producing a business cover letter for a specific Floral job.
The student will identify and analyze the characteristics necessary for hiring employees by creating a job interview score card.
The student will demonstrate flexibility, adapt to change and working independently while participation and scoring in job interviews in class.
The student will demonstrate time management, guiding and leading others and being responsible to others by scoring at least three peer job interviews in class.
The student will conduct self in a professional manner in practical career applications, such as the job interview exercise in class.
The student will communicate, participate, and advocate effectively for a job in pairs, small groups, or teams.
The student will demonstrate the ability to train others to understand the established rules and expectations of employment through the class job interview exercise.
The student will analyze the role and responsibilities of citizenship by participating in a school charity community service project.
SAE Sample: Plant Broker
WSDA worker
Nursery worker
Landscape
Job interview CDE
Floriculture CDE

Standards and Competencies

CS.01.05: Awareness: Desire purposeful understanding related to professional and personal activities
Level 3
CS.01.05.02.c. Perform leadership tasks associated with citizenship.
CS.01.06: Continuous Improvement: Pursue learning and growth opportunities related to professional and personal aspirations.
Level 1
CS.01.06.04.a. Use various emerging technologies to enhance a program or project.
Level 2
CS.01.06.01.b. Develop a plan that includes specific goals for leadership and personal growth.
Level 3
CS.01.06.01.c. Implement a leadership and personal growth plan.
CS.01.06.03.c. Use problem solving strategies to solve a professional or personal issue.
CS.03.01: Communication: Demonstrate oral, written and verbal skills
Level 1
CS.03.01.01.a. Use basic technical and business writing skills. Level 1
CS.03.01.02.a. Describe the various types and uses of resumes.
Level 2
CS.03.01.02.b. Prepare a resume.
Level 3

CS.03.01.01.c. Demonstrate technical and business writing skills to communicate effectively with co-workers and supervisors.

CS.03.01.02.c. Demonstrate effective use of a resume as part of an effort to obtain a job.

CS.09.02: Apply skills with computer software to accomplish a variety of business activities

Level 1

CS.09.02.01.a. Demonstrate basic computer and software systems skills.

Level 2

CS.09.02.01.b. Use basic software systems such as spreadsheet and word processing to complete a task.

Aligned to Washington State Standards

Arts

Arts 4.0 The student makes connections within and across the arts to other disciplines, life, cultures and work.

4.5. Understands how arts knowledge and skills are used in the world of work including careers in the arts.

Communication - Speaking and Listening

6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on pages 54 for specific expectations.)

Health and Fitness

Language

CC: College and Career Readiness Anchor Standards for Language

Conventions of Standard English

1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Vocabulary Acquisition and Use

5 - Demonstrate understanding of word relationships and nuances in word meanings.

6 - Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Mathematics

Reading

Science

Social Studies

Writing

CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (9-10)

Production and Distribution of Writing

4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation

- Think Creatively
- Work Creatively with Other
- Implement Innovations

Creative Thinking and Problem Solving

- Reason Effectively
- Use Systems Thinking
- Make Judgements and Decisions
- Solve Problems

Communication and Collaboration

- Communicate Clearly
- Collaborate with Others

INFORMATION, MEDIA AND 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 AND 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 Other
- Work Effectively in Diverse Teams

Productivity and Accountability

- Manage Projects
- Produce Results

Leadership and Responsibility

- Guide and Lead Others
- Be Responsible to Others