

# RETAIL FLORAL DESIGN

**INDUSTRY SECTOR |** Marketing, Sales and Services  
**PATHWAY |** Professional Sales

## COURSE ESSENTIAL QUESTION:

Enter Course Essential Question (Single Space, not to exceed xx words.)

## COURSE OVERVIEW:

Retail Floral Design focus on the production, use and marketing of flowers and foliage utilized in the floral industry. Included are care and handling of cut flowers, principles of art applied to floral design, and the mechanics of floral design. Agribusiness units will be introduced in merchandising, advertising, sales, and operating a retail floral business. Integrated throughout the course are Common Core State Standards and Career Technical Education Standards, which include safety, communication, technology, ethics, career planning and other employability skills.

## INFORMATION:

- A. **Pre-requisite:** Basic reading and math skills
- B. **Abilities Required:** Hand dexterity (e.g. bending, lifting, etc.)
- C. **Dress Requirement and Grooming:** As required by Industry Standards
- D. **Students must master 85% of the certificate competencies to receive a certificate.**
- E. **Fee:** None
- F. **Course Length:** 180 hours
- G. **Textbook:** None
- H. **UC a-g Approved:** No
- I. **Industry Certification:** No
- J. **Sequencing to Include a Capstone:** Yes
- K. **Community College Articulation:** No
- L. **Common Core Alignment:** Yes
- M. **Community Classroom:** Yes
- N. **Career Technical Student Organization:** No
- O. **Work-Based Learning:** Yes

IDEA/THEME: UNIT 1. CAREER PLANNING

ENGAGING TITLE:

ESSENTIAL QUESTION: *Find the Job!*

INSTRUCTIONAL HOURS: 15.00 HOURS / CC: 30.00 HOURS

### Common Core Unit Objective

After completing the lesson, the students will be able to locate job, fill out job application error-free. Create a resume with clear and purposeful information.

### Key Assignments

- Students will create industry specific resume, cover letter, job application. Demonstrate skills for completing job application.

### Anchor Standards

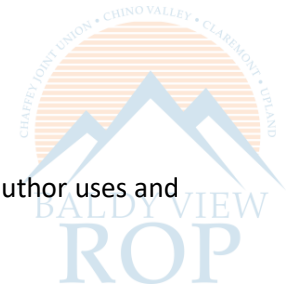
- 3.0 **Career Planning and Management:** Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.
- 3.1 Identify personal interest, aptitudes, information, and skills necessary for informed career decision making.
- 3.4 Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.
- 3.6 Recognize the role and function of professional organizations, industry associations, and organized labor in a productive society.
- 11.0 **Demonstration and Application:** Demonstrate and apply the knowledge and skills contained in the Marketing, Sales, and Services anchor standards, pathway standards, and performance indicators in classroom, laboratory and workplace settings, and through the DECA career technical student organization.
- 11.5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.

### Pathway Standards

*Enter Pathway Standards*

### Common Core Standards

- RS 11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.



**RESOURCES:**

**Resources**

*Resources*



IDEA/THEME: UNIT 2. CUSTOMER SERVICE

ENGAGING TITLE:

ESSENTIAL QUESTION: *Enter Essential Question*

INSTRUCTIONAL HOURS: 10.00 HOURS / CC: 40.00 HOURS

### Common Core Unit Objective

Understand consumer behavior and the role of sales associate in facilitating customers' purchase decisions.

### Key Assignments

- Students will group and role play customer-sales associate situations. Answer "Eye of the Customer" hand-out sheet.

### Anchor Standards

- 2.0 **Communications:** Acquire and accurately use Agriculture and Natural Resources sector terminology and protocols at the career and college readiness level for communication effectively in oral, written, and multimedia formats.
- 5.0 **Problem Solving and Critical Thinking:** Conduct short as well as more sustained research to create alternative solutions to answer a question or solve a problem unique to the Agriculture and Natural Resources sector, using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.
- 7.0 **Responsibility and Flexibility:** Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Agriculture and Natural Resources sector workplace environment and community settings.

### Pathway Standards

- B3.0 Analyze customer/ client behavior in the selling process  
B3.3 Explain the importance of customer service and explain communication techniques.

### Common Core Standards

*Enter Common Core Standards*

### RESOURCES:

#### Resources

*Resources*





IDEA/THEME: UNIT 4. FLOWER FOLIAGE AND PLANT IDENTIFICATION

ENGAGING TITLE:

ESSENTIAL QUESTION: *Enter Essential Question*

INSTRUCTIONAL HOURS: 3.00 HOURS / CC: 40 HOURS

### Common Core Unit Objective

*Enter Common Core Unit Objectives*

### Key Assignments

- Present deck of cards that shows every flower and foliage according to color. Give students an unlabeled picture of flowers and foliage and have students name them.

### Anchor Standards

- 5.0 **Problem Solving and Critical Thinking**: Conduct short as well as more sustained research to create alternative solutions to answer a question or solve a problem unique to the Agriculture and Natural Resources sector, using critical and creative thinking, logical reasoning, analysis, inquiry and problem-solving techniques.

### Pathway Standards

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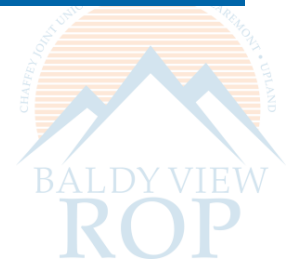
### Common Core Standards

- RLST 11-12.3 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.

### RESOURCES:

#### Resources

*Resources*



IDEA/THEME: UNIT 5. DESIGN, STYLE, HARMONY AND UNITY OF FLORAL ARRANGEMENTS

ENGAGING TITLE:

ESSENTIAL QUESTION: *Enter Essential Question*

INSTRUCTIONAL HOURS: 15.00 HOURS / CC: 25.00 HOURS

### Common Core Unit Objective

Explain the principles of design, style, harmony, and unity in floral design.

### Key Assignments

- Students will identify the three methods of style, harmony and unity in floral design

### Anchor Standards

- 11.0 **Demonstration and Application:** Demonstrate and apply the knowledge and skills contained in the Marketing, Sales, and Services anchor standards, pathway standards and performance indicators in classroom, laboratory and workplace settings, and through the DECA career technical student organization.
- 11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Agriculture and Natural Resources sector program of study.

### Pathway:

*Enter Pathway Standards*

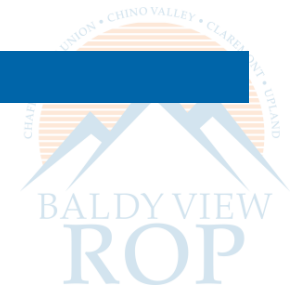
### Common Core Standards

- RLST. 11-12.3 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.

### RESOURCES:

#### Resources

*Resources*



IDEA/THEME: UNIT 6. FLORAL DESIGNS

ENGAGING TITLE:

ESSENTIAL QUESTION: *Enter Essential Question*

INSTRUCTIONAL HOURS: 20.00 HOURS / CC: 35.00 HOURS

### Common Core Unit Objective

Create focal points in floral designs by using shapes and themes.

### Key Assignments

- Student will identify geometric shapes used in floral arranging and describe the steps involved in their construction.

### Anchor Standards

- 11.0 **Demonstration and Application:** Demonstrate and apply the knowledge and skills contained in the Marketing, Sales, and Services anchor standards, pathway standards and performance indicators in classroom, laboratory and workplace settings, and through the DECA career technical student organization.
- 11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Agriculture and Natural Resources sector program of study.

### Pathway Standards

*Enter Pathway Standards*

### Common Core Standards

- RLST: 11-12.3 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.

### RESOURCES:

#### Resources

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IDEA/THEME: UNIT 7. SPECIAL OCCASIONS AND HOLIDAY DESIGNS

ENGAGING TITLE:

ESSENTIAL QUESTION: *Enter Essential Question*

INSTRUCTIONAL HOURS: 15.00 HOURS / CC: 20.00 HOURS

### Common Core Unit Objective

Demonstrate competency in creating specialized designs for seasonal, holiday and special occasions.

### Key Assignments

Identify and explain the types of flowers, foliage, containers, and color schemes.

### Anchor Standards

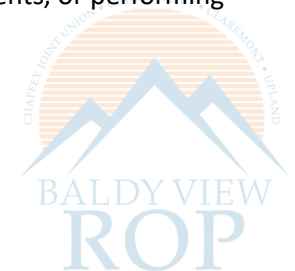
- 2.0 **Communications:** Acquire and accurately use Marketing, Sales and Services sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.
- 2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- 5.0 **Problem Solving and Critical Thinking:** Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Marketing, Sales, and Services sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.
- 5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.

### Pathway Standards

Enter Pathway Standards

### Common Core Standards

- RLST: 11-12.3 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.



**RESOURCES:**

**Resources**

*Resources*



IDEA/THEME: UNIT 8. BALANCE, PROPORTION AND SCALE IN FLORAL ARRANGEMENTS

ENGAGING TITLE:

ESSENTIAL QUESTION: *Enter Essential Question*

INSTRUCTIONAL HOURS: 15.00 HOURS / CC: 30.00 HOURS

### Common Core Unit Objective

Demonstrate competence in the application of balance, proportion and scale.

### Key Assignments

Students will identify the four types of visual balance and explain how they are achieved in floral arrangements they have designed.

### Anchor Standards

- 11.0 **Demonstration and Application:** Demonstrate and apply the knowledge and skills contained in the Marketing, Sales, and Services anchor standards, pathway standards and performance indicators in classroom, laboratory and workplace settings, and through the DECA career technical student organization.
- 11.1 Utilize work-based/workplace learning experience to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Agriculture and Natural Resources sector.

### Pathway Standards

*Enter Pathway Standards*

### Common Core Standards

- RLST: 11-12.3 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.

### RESOURCES:

#### Resources

*Resources*



IDEA/THEME: UNIT 9. RIBBONS AND BOWS

ENGAGING TITLE:

ESSENTIAL QUESTION: *Enter Essential Question*

INSTRUCTIONAL HOURS: 10.00 HOURS / CC: 20.00 HOURS

### Common Core Unit Objective

Students will demonstrate ribbon and bow techniques typically used in the floral industry and describe their use.

### Key Assignments

Students will demonstrate ribbon and bow techniques typically used in floral industry and describe their use in design.

### Anchor Standards

- 11.0 **Demonstration and Application:** Demonstrate and apply the knowledge and skills contained in the Marketing, Sales, and Services anchor standards, pathway standards and performance indicators in classroom, laboratory and workplace settings, and through the DECA career technical student organization.
- 11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Agriculture and Natural Resources sector program of study.

### Pathway Standards

*Enter Pathway Standards*

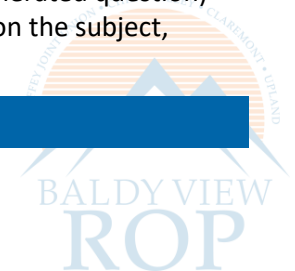
### Common Core Standards

- RLST: 11-12.3 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.
- WS: 11-12.7 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.

### RESOURCES:

#### Resources

*Resources*



IDEA/THEME: UNIT 10. FLOWERS TO WEAR

ENGAGING TITLE:

ESSENTIAL QUESTION: *Enter Essential Question*

INSTRUCTIONAL HOURS: 8.00 HOURS / CC: 15.00 HOURS

### Common Core Unit Objective

Identify and describe styles of corsages and boutonnières.

### Key Assignments

Students will identify and design basic shapes of corsages and boutonnières.

### Anchor Standards

- 7.0 **Responsibility and Flexibility:** Initiate and participate in a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Marketing, Sales, and Services sector workplace environment and community settings.
- 7.5 Apply high-quality techniques to product or presentation design and development

### Pathway Standards

Enter Pathway Standards

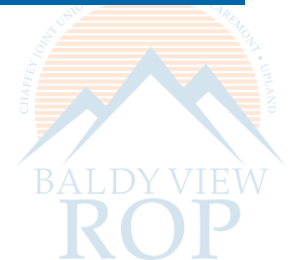
### Common Core Standards

- RLST 11-12.3 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.

### RESOURCES:

#### Resources

*Resources*



IDEA/THEME: UNIT 11. WEDDING/EVENT PLANNER

ENGAGING TITLE:

ESSENTIAL QUESTION: *Enter Essential Question*

INSTRUCTIONAL HOURS: 3.00 HOURS / CC: 10.00 HOURS

### Common Core Unit Objective

Describe typical wedding and event floral needs,

### Key Assignments

Students will identify the basic needs to plan an event. Design a basic wedding bouquet.

### Anchor Standards

- 11.0 **Demonstration and Application:** Demonstrate and apply the knowledge and skills contained in the Marketing, Sales, and Services anchor standards, pathway standards and performance indicators in classroom, laboratory and workplace settings, and through the DECA career technical student organization.

### Pathway Standards

Enter Pathway Standards

### Common Core Standards

- RLST 11-12.3. 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.

### RESOURCES:

#### Resources

*Resources*



IDEA/THEME: UNIT 12. SYMPATHY FLOWERS

ENGAGING TITLE:

ESSENTIAL QUESTION: *Enter Essential Question*

INSTRUCTIONAL HOURS: 3.00 HOURS / CC: 15.00 HOURS

### Common Core Unit Objective

Identify and describe typical sympathy pieces.

### Key Assignments

Students will identify and describe common funeral set pieces.

### Anchor Standards

- 5.0 **Problem Solving and Critical Thinking:** Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Marketing, Sales, and Services sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.
- 5.1 Identify and ask significant questions that clarify various points of view to solve problems

### Pathway Standards

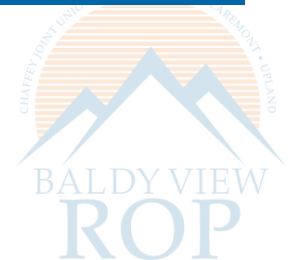
Enter Pathway Standards

### Common Core Standards

- RLST 11-12.3 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.

### RESOURCES:

#### Resources



IDEA/THEME: UNIT 13. FLORAL BUSINESS MARKETING

ENGAGING TITLE:

ESSENTIAL QUESTION: *Enter Essential Question*

INSTRUCTIONAL HOURS: 25.00 HOURS / CC: 20.00 HOURS

### Common Core Unit Objective

Describe and demonstrate key elements of marketing in the floral business.

### Key Assignments

Research and develop a business plan, posters, brochures, using a variety of resources.

### Anchor Standards

- 3.0 **Career Planning and Management:** Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.
- 3.6 Recognize the importance of small business in California and global economies.

### Pathway Standards

*Enter Pathway Standards*

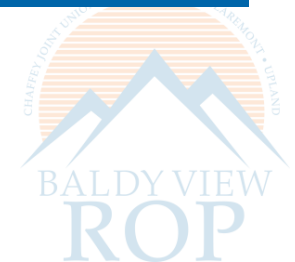
### Common Core Standards

- RLST: 11-12.3 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.

### RESOURCES:

#### Resources

*Resources*





IDEA/THEME: UNIT 14. APPLIED FLORAL BUSINESS MATHEMATICS

ENGAGING TITLE:

ESSENTIAL QUESTION: *Enter Essential Question*

INSTRUCTIONAL HOURS: 5.00 HOURS / CC: 15.00 HOURS

### Common Core Unit Objective

Identify and describe the accounting procedures for a floral business.

### Key Assignments

Students will practice correct procedures for making change, completing credit card purchases and check writing.

### Anchor Standards

- 3.0 **Career Planning and Management:** Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.
- 3.7 Recognize the importance of small business in California and global economies.

### Pathway Standards

Enter Pathway Standards

### Common Core Standards

- RLST: 11-12.3 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

### RESOURCES:

#### Resources

*Resources*



IDEA/THEME: UNIT 15. FLORAL ASSOCIATION AND WIRE SERVICE

ENGAGING TITLE:

ESSENTIAL QUESTION: *Enter Essential Question*

INSTRUCTIONAL HOURS: 5.00 HOURS / CC: 15.00 HOURS

### Common Core Unit Objective

Identify how local, national and international associations can affect sales and delivery.

### Key Assignments

Students will compare and contrast how different on-line information systems cover the same product and services.

### Anchor Standards

- 4.0 **Technology:** Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Marketing, Sales, and Services sector workplace environment.
- 4.1 Use electronic references materials to gather information and produce products and services.

### Pathway Standards

*Enter Pathway Standards*

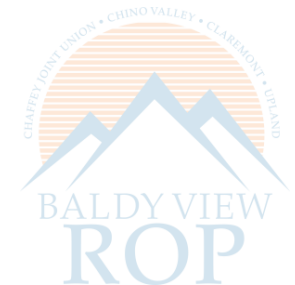
### Common Core Standards

- RLST 11-12.3 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.

### RESOURCES:

#### Resources

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IDEA/THEME: UNIT 16. SELLING TECHNIQUES

ENGAGING TITLE:

ESSENTIAL QUESTION: *Enter Essential Question*

INSTRUCTIONAL HOURS: 20.00 HOURS / CC: 14.00 HOURS

### Common Core Unit Objective

Demonstrate effective selling technique skills to be employed in the floral industry.

### Key Assignments

Students will understand how to prepare written orders from customers and phone orders.

### Anchor Standards

- 2.0 **Communications:** Acquire and accurately use Marketing, Sales and Services sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.
- 2.4 Demonstrate elements of written and electronic communication, such as accurate spelling, grammar, and format
- 4.0 **Technology:** Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Marketing, Sales, and Services sector workplace environment.
- 4.1 Use electronic reference materials to gather information and produce products and services.

### Pathway Standards

*Enter Pathway Standards*

### Common Core Standards

- RLST 11-12.3 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.

### RESOURCES:

#### Resources

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