

Curriculum and Instruction
CTE
COURSE OF STUDY OUTLINE

Title of Course of Study : Advanced Retail Floral Design

Course Number: _____ *(Assigned by Curriculum Department)*

CTE Course of Study Adoption Process	
PROCEDURES:	
1	Write/revise course of study
2	Review with CTE Principal and acquire signature
3	Email course of study to appropriate CTE sector staff at all high schools with link to Curriculum Council survey
4	Attach copy of survey and comments along with sign in sheet from required department meeting.
5	Meet with appropriate department teachers to discuss responses, review course of study and sign. Attendance sheet of meeting is required
6	Technology review/sign prior to submission required if any technology components used
7	Course of study MUST be complete, including required signatures, and submitted to Curriculum Dept. 2 weeks prior to the scheduled Curriculum Council meeting.
8	Assistant Superintendent, Curriculum & Instruction - Review/Sign
9	Assistant Superintendent, Secondary Education - Review/Sign
10	Present course of study to Curriculum Council
11	Curriculum Council Recommends
12	Board of Education Approves

Note: Please complete all sections. Enter "none" or "n/a" as appropriate.

I. Course Title: Advanced Retail Floral Design

II. Industry Sector: Agriculture

Pathway Name: Ornamental Horticulture_ Number: _____

- Introduction Course
- Concentrator Course
- Capstone Course

Advisory Committee Approval: Meeting Date: _____
(Meeting minutes and sign-in sheet must be attached)

III. Length of Course: Full year Credit Value: 10

- Meets high school graduation requirement credits
- Elective course credit
- No credit

IV. Grade:

- 9th
- 10th
- 11th
- 12th

V. Course Level: General CP Pre-AP AP

VI. Is this an Internet-based course? Yes No

If so, who is the course provider?

VII. UC/CSU Approved Course: Yes No

Is this course modeled after a UC-approved course from another district?

Yes No If so, which school/district? Bret Harke Union High School District

VIII. Recommended pathway:

(Please complete each section as required by the UC system)

IX. COURSE DESCRIPTION: *Use this section to emphasize the core knowledge and skills students are expected to learn in the course, including concepts, theory and texts. There should be clear evidence of the course's level of rigor and the development of essential critical thinking skills. The Course Description is comprised of three sections:*

1. COURSE OVERVIEW: *The Course Overview provides a snapshot of the course content for all users browsing courses in the Course Search section. You will be asked to provide a brief summary/snapshot (3-5 sentences) of the course's content.*

2. HIGHLY RECOMMENDED PREREQUISITES & CO-REQUISITES:

- A. *Prerequisites provide insight to the foundational coursework and skills expected of students before taking the proposed "a-g" course.*
- B. *Co-requisites provide context to the coursework students will be simultaneously completing with the proposed "a-g" course.*

3. COURSE CONTENT: *The Course Content section will request information in a unit-by-unit style. For each unit of the course, you will be asked to provide:*

- 1. A brief description (5-10 sentences) of topics to be addressed that demonstrates the critical thinking, depth and progression of content covered.*
- 2. A brief summary (2-4 sentences) of at least one assignment that explains what a student produces, how the student completes the assignment and what the student learns.*

X. Texts and Supplemental Instructional materials:
(Primary, Supplemental, newspapers, magazines, and software.)
Please supply ISBN #'s for all texts.

Title: Principles of Floral Design, 3rd Edition

Author: Pat Diehl Scace and James M. DelPrince

Publisher: The Goodheart-Wilcox Company, Inc.

Date of Publication: 2025 ISBN # : 979-8-88817-338-1

Board Approval Date: _____

Course Outline: Advanced Retail Floral Design

Course Description/Overview

This course is a continuation of advanced floral techniques and also covers the retail aspects of the floral industry, in depth. Students not only add to their skill level with designing weddings, sympathy, and event floral work, but will also learn how to complete client consultations and pricing estimates. Students will learn customer service skills and basic soft skills to prepare them for a career in the floral industry. This course is largely hands-on in nature and contains project-based units.

Prerequisites and Corequisites

Art & History of Floral Design- Required Course

Advanced Floral Design- Required Course

Unit Outlines

Unit 1: Careers in Retail Floral Business and Professional Organizations

Unit Summary: Students will explore careers in the retail flower business and research professional organizations available in the industry sector. The students will demonstrate knowledge and understanding of careers and continuing education. They will research and show understanding of how to achieve various certifications as a continuing education students and/or a member of the floral industry in their career.

CAGS – Career Planning & Management: 3.1; 3.2; 3.4; 3.5; 3.6

Unit Assignments: Students will be assessed on their ability to write a resume, cover letter, and create a portfolio of their work.

1. Students will visit different types of flower shops in person if available or virtually.
2. Student will write a paper, including:
 - Identifying the jobs available in the retail business
 - Describing the duties of various jobs in the retail business
 - Identifying and explaining two types of florist
 - Describing the training requirements for a job in the retail flower shop
 - Listing several professional organizations organized to assist retail florist
 - Outlining the skills and experience required to work in specialized areas of floral design
 - Identifying membership requirements
 - Describing various employment opportunities in a retail flower shop
 - Listing some of the many trade publications, design workshops, and educational programs available to increase the knowledge and skills of a floral design

Students will hear from one or several guest speakers on the topic of careers in the floral industry

when available and write summaries and/or notes about the information the guest speaker shares with them about various careers in the floral industry.

Students will learn the various types of floral certification including but not limited to California Certified Florist and American Institute of Floral Design, to learn how they can improve their skills and earn accolades that will aid them in showing mastery of floral design hands-on skills to obtain a career in the floral design industry. They will practice and demonstrate understanding of these certification requirements through hands-on projects and floral design simulations. They will make the designs as they would in the certifications in a timed manner where they have to choose which material they use based on scenarios and use time management skills when designing.

Unit 2: Principles and Elements of Design

Unit Summary: In this unit students will expand upon the elements of design learned in the previous courses including lines, shapes/forms, colors, textures, value, and space and depth. Line topics include uses of line in visual art works such as implied, expressive, vertical, horizontal, and diagonal. Shape topics will be covered in length as students arrange designs of each of the following forms: round, oval, vertical, horizontal, diagonal, inverted-t, fan, Hogarth-curve, crescent, right triangle, equilateral triangle, isosceles triangle, scalene triangle. Students will research the origin of color, analyze color harmony, and discover monochromatic, analogous, complementary, and triadic color schemes and apply this knowledge to student work. Students will create designs using visual and tactile components in floral using fine medium and coarse textured media.

CAgS – Ornamental Horticulture: F11.4

Unit Assignments: Historical Theme: Students will complete a practicum using a given historical theme: two dimensional layouts, three dimensional arrangements, while selecting the appropriate fresh and dry cut flowers and containers. When engaging in this supervised practical application of their learning, students will sketch a draft of their design, apply appliqués focusing around their historical theme and will subsequently select and utilize floral media to produce a three dimensional rendition of their design. They will explain how their choice of design and material fit the theme in their portfolio and include a self-critique of work. They will also participate in a peer review experience where they evaluate each other's work and give feedback based on a rubric.

Unit 3: Floral Buying, Pricing & Accounting

Unit Summary: Students will be able to increase net profits by careful and selective buying using real, industry standard order catalogs and sheets for floral wholesalers in California.

- Perishable merchandise
- Non-perishable items

To calculate the cost of floral products

- Determining unit costs
- Markup rates
- Profit and loss calculations

To understand the fundamentals involved in bookkeeping.

- Record keeping
- Cash register operations
- Credit records

CAGS – Problem Solving & Critical Thinking: 5.1; 5.2; 5.3

CAGS – Ornamental Horticulture: F11.4

CAGS – Technology: 4.2

Unit Assignments: Students will be assessed on their ability to create a materials list for flower and balloon arrangements and other products. They will use a list to determine which vendors to purchase from using price and quality as factors in their purchasing choice.

Students will complete a Quiz and Test:

- Calculate the cost of goods for floral items using industry standard wholesale sheets and catalogs in California
- Use three pricing strategies to calculate the retail value floral items
- Define leader pricing

Skills test:

Pricing all products sold in the shop by identifying expenses, determining selling price, and calculating profit.

Skills Test:

Practical application creating a spreadsheet, keeping track of sales and expenses for the retail floral shop.

Unit 4: Wedding Flowers

Unit Summary: Students will research the role of flowers in wedding ceremonies or receptions for two cultures or religions.

CAGS: Foundation Standards: 5.0, 5.1

CAGS:- Ornamental Horticulture: F11.0 F11.2, F11.3

Unit Assignments: Students will design two culturally/religiously significant floral pieces for a wedding ceremony or reception based on their research.

Students must:

- Complete a wedding order and consultation form
- Design two floral pieces using culturally appropriate colors, flower types, forms(shapes) and techniques
- Create a small presentation identifying any other cultural inclusions, possible exclusions or

considerations.

- Give an oral explanation identifying the areas the floral pieces would be used at the wedding and explain any and all materials that would be needed to set up the piece at the wedding

Unit 5: Sympathy Flowers

Unit Summary: Students will research and design one large religiously significant floral piece or their choice for a funeral or funeral reception.

CAGS: Foundation Standards: 5.0, 5.1

CAGS:- Ornamental Horticulture: F11.0 F11.2, F11.3

Unit Assignments: Students must:

- Complete a sympathy order form
- Design one large floral piece using religiously appropriate colors, flower types, forms(shapes) and techniques
- Create a small presentation identifying any other religious inclusions, possible exclusions or considerations.
- Give an oral explanation identifying the areas the floral pieces would be used at the funeral and explain any additional materials that would be needed to set up/display the pieces at the funeral

Unit 6: Retail Floral Shop/Business Management

Unit Summary: The students will demonstrate knowledge and understanding of a retail flower shop and personal floral business.

To develop skills in retail sales.

- Salesmanship
- Upselling
- Telephone sales
- Designing popular arrangements
- Marketing strategies in retail settings, technological communications and social media

CAGS – Ornamental Horticulture: F11.1; F11.2; F11.3; F11.4

CAGS – Problem Solving & Critical Thinking: 5.1; 5.2; 5.3

CAGS – Responsibility & Flexibility: 7.1; 7.2; 7.3; 7.4; 7.5

CAGS – Ethics & Legal Responsibilities: 8.2; 8.3

CAGS – Leadership & Teamwork: 9.5

Unit Assignments: Students will write a paper with the following information:

- Summarize the key management responsibilities required for a retail flower shop/personal business
- Identify the primary functions of a retail flower shop/personal business

- Differentiate the major classifications of retail flower/personal business operations
- Explain the characteristics of store location options
- Characterize the principle responsibilities of employees
- Describe a successful and profitable flower shop
- Describe product presentation and the importance of window and store display
- Identify the primary goals of display
- Describe the sequence of taking information for a telephone order
- Explain proper methods for promoting and marketing flower sales/flower events/business references

Skills Test:

1. Performing a phone sale, and person to person sale. Ability to market their own designs
2. Students will create promotional materials in multiple media forms including but not limited to social media posts and promotions, promotional fliers, website creation and maintenance, and posters.
3. Students will review the Elements and Principles of Design to create two and three-dimensional floral arrangements. They will construct floral arrangements, such as triangles, oval, fan, vertical, and horizontal, paying close attention to popular trends and demands in the market . These items will be sold in the student retail shop.

Unit 7: Processing and Designing Customer Orders & Floral Delivery

Unit Summary: Processing and Designing Customer Orders

Students will be able to take, process, and complete customer orders.

- Floral arrangements – All occasions.
- Balloon arrangements – All occasions.

Floral Delivery

To identify the components and the importance of a floral delivery system.

- Delivery categories and charges.
- Processing an order for delivery.
- Making the delivery.

CAGS – Responsibility & Flexibility: 7.3; 7.5;7.6

CAGS – Leadership & Teamwork: 9.5

CAGS – Ornamental Horticulture: F11.1; F11.2; F11.3; F11.4

Unit Assignments:

Students need to apply their ability to apply practical skills learned throughout the course, creating, solving, delivering, selling, ordering, and managing.

Skills Test:

1. Students are required to create and help develop the school floral club and the orders that are produced from it during the school year.
2. Practical application of performing deliveries on campus and off campus (off campus with

teacher's presence only)

Unit 8: Entrepreneurship in the Floral Industry

Unit Summary: In this unit, students will explore current trends in today's Floriculture/Horticulture careers and an insight into the floral industry. While floriculture/horticulture offers a variety of career areas, this pathway is designed for students to focus their research in the areas of design, production, consultations and specialty work. Students will perform guided, web-based, research on both local and more distant domestic Floral companies/careers. Research will explore different companies, required employee qualifications, necessary education and experience, typical working conditions/job descriptions and salary/benefits for each company. Field trips to local producers, as well as industry, trade schools and post-secondary CTE guest speakers are integrated in this unit. Students will use this guest speaker industry perspective information as another form of obtaining current Floral careers information. Students will also be engaged in the immersion of associated industry literature.

To plan a visual display

- Primary purposes of displays.
- Categories of displays.
- Designing display arrangements.

CAGS – Ornamental Horticulture: F11.1; F11.2; F11.3; F11.4

CAGS – Problem Solving & Critical Thinking: 5.1; 5.2; 5.3

CAGS – Responsibility & Flexibility: 7.1; 7.2; 7.3; 7.4; 7.5

CAGS – Ethics & Legal Responsibilities: 8.2; 8.3

CAGS – Leadership & Teamwork: 9.5

Unit Assignments:

Students will be developing a comprehensive launch of a floral business incorporating marketing, product launch and advertising strategies. They will draft a plan, develop a campaign along with a novelty product. They will then deliver the pitch in a quasi-Shark Tank Scenario to the class.

1. Construct a Floor Plan for a Floral Shop utilizing a to scale drawing with a legend. Floor plan should contain the following elements:

- Visual Cooler
- Sink
- Client Area
- Employee Station or Work Areas
 - Plants
 - Cashier
 - Window Displays

- -Consultation Vignette area
2. Develop a proposal for a floral viral marketing strategy to launch a new floral shop in your area.
 3. Develop a floral novelty or specialty product model and construct a “Shark Tank” like presentation to market that product.

Unit 9: Floral Internship

Unit Summary: Students will intern for 5 hours with a local florist or private floral designer, to include designing at least one piece with the local florist.

Unit Assignments:

Students will submit a written paper about the internship including but not limited to:

1. Size and scope of the operation
2. Designers artistic choices and variability
3. Common clientele
4. Business focus
5. Reasoning for design choices for the required construction piece

Unit 10: Web Based Floral Portfolio

Unit Summary: Throughout the course students will create a portfolio of a compilation of the floral design throughout the year and previous years.

Unit Assignments:

Web based Portfolio must include:

- 15-20 color photos of the students best pieces
- A description of the flowers, color scheme and form(shape) used.
- Written report to the teacher that will include a self critique of each arrangement in the portfolio.
- An eye appealing web platform to showcase the portfolio
- Each portfolio will be critiqued by different two classmates
- Must submit a formal request for their portfolio to be critiqued/reviewed by a California Certified Florist or a current designer part of American Institute of Floral Designers
- Submit a one page paper studying the photo gallery of one (AIFD) American Institute of Floral Designer members photo gallery. Paying close attention to artistic qualities such as texture, use of light and shadows, color, rhythm, harmony. Also perspective and creativity.

Unit 11: Future Farmers of America

Unit Summary: Students will gain a basic understanding of the National FFA Organization and leadership opportunities gained through FFA participation.

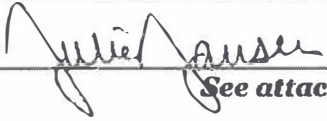
- Maintain a complete and accurate record book.
- Demonstrate an understanding of the different degrees, while working towards them.

CAGS – Leadership & Teamwork: 9.1; 9.2; 9.6

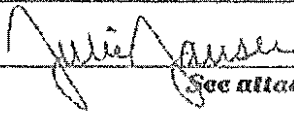
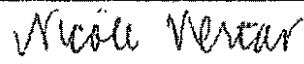
Unit Assignments:

Students will create a Supervised Agricultural Experience project in their digital record books to record the hours outside of class time that they are working to expand their skills in the floral design industry. They will complete an application using those hours and entries to attempt to achieve the next FFA degree by:

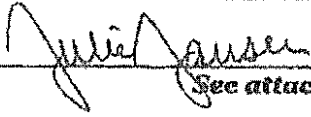

1. Maintaining an accurate FFA record book.
2. Applying for the next FFA degree.
3. Involvement in FFA activities: 3 activities per semester

SIGNATURES for REVIEW		
Outline prepared by		Site: Lincoln Technical Academy
CTE Principal		Site: Lincoln Technical AcademyH
Technology Representative (if applicable)	<i>See attached Web Ticket</i>	
Teacher Representative:	<i>Signature indicates course is aligned to CTE Model Standards.</i>	** Please state reason for no signature in the space below.
Bear Creek High School		
Lodi High School		
McNair High School		
Tokay High School		
Principal		
Bear Creek High School		
Lodi High School		
McNair High School		
Tokay High School		
Assistant Superintendent, Curriculum & Instruction	<i>Robert Sahit</i> , Associate SuperintendentH	
Assistant Superintendent, Secondary Education		

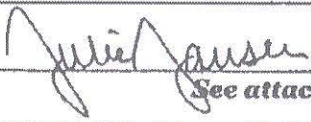

DATE	
April 1, 2024	Date sent and/or presented to principal for review
April 1, 2024	Course Outline Submitted
April 11, 2024	Curriculum Council Recommendation for Approval
	Board of Education Approval

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Outline prepared by		Site: Lincoln Technical Academy
CTE Principal		Site: Lincoln Technical Academy
Technology Representative (if applicable)	See attached Web Ticket	
Teacher Representative:	<i>Signature indicates course is aligned to CTE Model Standards.</i>	<i>** Please state reason for no signature in the space below.</i>
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Lodi High School		
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Tokay High School		
Principal		
Bear Creek High School		
Lodi High School		
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Tokay High School		
Assistant Superintendent Curriculum & Instruction		
Assistant Superintendent, Secondary Education		

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CTE Principal		Site: Lincoln Technical Academy
Technology Representative (if applicable)	See attached Web Ticket	
Teacher Representative:	<i>Signature indicates course is aligned to CTE Model Standards.</i>	** Please state reason for no signature in the space below.
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Assistant Superintendent, Secondary Education		

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CTE Principal		Site: Lincoln Technical Academy
Technology Representative (if applicable)	<i>See attached Web Ticket</i>	
Teacher Representative:	<i>Signature indicates course is aligned to CTE Model Standards.</i>	<i>** Please state reason for no signature in the space below.</i>
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Lodi High School		
McNair High School		
Tokay High School		
Principal		
Bear Creek High School		
Lodi High School		
McNair High School		
Tokay High School		
Assistant Superintendent Curriculum & Instruction		
Assistant Superintendent, Secondary Education		

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SIGNATURES for REVIEW		
Outline prepared by	Alyssa Oberle	Site: Lodi High
CTE Principal	<i>[Signature]</i>	Site: LTH
Technology Representative (if applicable)		
Teacher Representative:	<i>Signature indicates course is aligned to content standards.</i>	<i>** Please state reason for no signature in the space below.</i>
Bear Creek High School	<i>[Signature]</i>	
Lodi High School	Alyssa Oberle	
McNair High School		
Tokay High School	Rebecca Freeman	
Assistant Superintendent Curriculum & Instruction		
Assistant Superintendent, Secondary Education		

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