

HAMILTON HIGH SCHOOL
Curriculum Guide

COURSE TITLE: The Art and History of Floral Design

PREREQUISITE: Junior or Senior

GRADE LEVEL: Seniors have priority.

LENGTH OF COURSE: One Year

INSTRUCTOR: Ms. Lohse

TEXT:

Hunter, Nora T. The Art of Floral Design, 2000. Delmar Publishers Inc., New York.

BRIEF COURSE DESCRIPTION:

This course is designed to allow students to apply an artistic approach to floral design. Students will explore elements and principles of design, two or three dimensional designs, history of floral art, arrangements, styles and techniques, season, holiday and occasional designs. Students will achieve this through creating, designing, identifying, explaining and evaluating all topics of study.

GOALS AND OBJECTIVES

1. Students will develop an understanding of the floral industry.
2. Students will comprehend and analyze the elements and principles of floral design.
3. Students will interpret various styles in design: European mass, Western line, and Oriental.
4. Students will design various arrangements and products while applying principles and elements of design.

CLASSWORK AND FFA ACTIVITIES

- Every student will have a 3 ring binder for their floral portfolio.
- Notebooks will need to be in class everyday and will be graded on completeness without prior notice throughout the year. Please keep them up to date and accurate.
- Attendance is important, as the activities involving discussion and classroom participation are valuable and notes cannot substitute what took place in the classroom. It is the responsibility of the students to make up any missed notes or assignments within 2 days of an excused absence. This can best be done in the morning before school, not during class instructional time. ***LATE ASSIGNMENTS WILL NOT BE ACCEPTED!*** Missed floral arrangements will not be made up. More than 5 absences or excessive tardies may result in a loss of credits.
- Every student will be expected to participate in 2 FFA activities per semester. FFA activities will be announced, posted in class, and sent out in the FFA newsletter.
- Every student will keep an accurate record book that corresponds to his or her FFA projects and activities.
- Every student will be expected to arrive for class prepared with their notebook, paper, and a pen or pencil by the time the tardy bell rings.
- Participation, cooperation and a positive attitude are encouraged from every student.
- While participating in agriculture classes, school farm activities, and FFA I understand my picture may be taken and used in media promoting FFA and Hamilton High School.

ESLR'S ADDRESSED

1.0 Content/Critical Thinker

Students will:

- 1.1 develop mastery in individual content areas
- 1.2 use available and appropriate resources to gather and apply data and basic academic skills to solve problems
- 1.3 develop and revise plans to solve a variety of complex problems and reflectively evaluate outcomes

2.0 Communicator (Written and Oral)

Students will:

- 2.1 produce relevant and justifiable responses and quality work using words, number, visuals and technology
- 2.2 communicate actively, critically and reflectively

3.0 Citizenship/Collaboration

Students will:

- 3.1 be involved constructively in school and community in preparation for responsible citizenship
- 3.2 assume responsibility for personal wellness
- 3.3 demonstrate effective goal setting strategies to create a positive vision for their future

4.0 Work Ethic

Students will:

- 4.1 maintain good attendance and be prepared with instructive materials and completed assignments.

OUTLINE TOPICS and CONTENT STANDARDS

Unit 1: Intro to Floral Design

A. Tool and Equipment Use and Identification

Students will learn and identify floral equipment and tools and their use.

- AG-OH Standards 5.12.1: Identify materials and tools, describe proper handling, safe preparations, and the arrangement of cut flowers.
- Basic Core 1.10.1: Identify commonly used tools.
- Basic Core 1.10.2: Select and justify the tools appropriate for a given project.

Students will complete an identification test on a group of tools and equipment.

- AG-OH Standards 5.12.1: Identify materials and tools, describe proper handling, safe preparations, and the arrangement of cut flowers.
- Basic Core 1.10: Students will understand the operating principles of common tools used in agriculture and will understand the principles of safety that apply to them.

B. Constructing Bows

Students will learn the difference between various bow sizes and their applications.

- AG-OH Standards 5.12.1: Identify materials and tools, describe proper handling, safe preparations, and the arrangement of cut flowers.

Students will construct a basic bow for a corsage, single wrap and large projects.

- AG-OH Standard 5.12.2: Design and construct a simple floral project.
- AG-OH Standards 1.12.2: Students will understand the basic principles and skills of floral design

Students will learn how to floral tape a bow before and after construction.

- AG-OH Standards 5.12.1: Students will understand the basic principles and skills of floral design.

C. Constructing Accessories

Students will construct a tufts, and single loops for corsage construction.

- AG-OH Standards 1.12.2: Students will understand the basic principles and skills of floral design

D. Constructing Simple Floral Projects

1. Boutonnieres

Students will construct a single carnation boutonniere with the appropriate accessories.

- AG-OH Standard 5.12.1: Students will understand the basic principles and skills of floral design.
- AG-OH Standard 5.12.2: Design and construct a simple floral project.
- VPA 1.1: Identify and use the principles of design to discuss, analyze, and write about the visual aspects in the environment and in works of art, including their own work.
- VPA 2.1: Solve a visual arts problem that involves the effective use of the elements of art and principles of design.

2. Corsage Construction

Students will construct a single carnation corsage with the appropriate accessories.

- AG-OH Standard 5.12.1: Students will understand the basic principles and skills of floral design.
- AG-OH Standard 5.12.2: Design and construct a simple floral project.
- VPA 1.1: Identify and use the principles of design to discuss, analyze, and write about the visual aspects in the environment and in works of art, including their own work.
- VPA 2.1: Solve a visual arts problem that involves the effective use of the elements of art and principles of design.

Students will construct a corsage utilizing 5 miniature carnations and appropriate accessories, filler and greenery.

- AG-OH Standard 5.12.1: Students will understand the basic principles and skills of floral design.
- AG-OH Standard 5.12.2: Design and construct a simple floral project.
- VPA 1.1: Identify and use the principles of design to discuss, analyze, and write about the visual aspects in the environment and in works of art, including their own work.
- VPA 2.1: Solve a visual arts problem that involves the effective use of the elements of art and principles of design.

Unit 2- Color Uses in Floral Design

A. Color as an Element of Design

1. Color Properties

Students will paint the twelve recognized colors on the color wheel utilizing the three primary colors.

- AG-OH Standard 5.12.1: Students will understand the basic principles and skills of floral design.
- VPA 1.1: Identify and use the principles of design to discuss, analyze, and write about the visual aspects in the environment and in works of art, including their own work.

2. Color Schemes

Students will identify the various color combinations used in floral design.

- AG-OH Standards 5.12.1: Identify materials and tools, describe proper handling, safe preparations, and the arrangement of cut flowers.
- VPA 1.1: Identify and use the principles of design to discuss, analyze, and write about the visual aspects in the environment and in works of art, including their own work.

Students will create a color theme project utilizing paints from the three primary colors.

- AG-OH Standard 5.12.1: Students will understand the basic principles and skills of floral design.
- VPA 1.1: Identify and use the principles of design to discuss, analyze, and write about the visual aspects in the environment and in works of art, including their own work.

Students will construct a corsage representing one of the color combinations and describe how it represents that specific color combination. (Monochromatic, Direct Compliment, Split Compliment, Triadic, Polychromatic)

- AG-OH Standard 5.12: Students will understand the basic principles and skills of floral design.
- VPA 1.1: Identify and use the principles of design to discuss, analyze, and write about the visual aspects in the environment and in works of art, including their own work.
- VPA 2.1: Solve a visual arts problem that involves the effective use of the elements of art and principles of design.

3. Psychological Effects

Students will identify colors associated with feelings and themes.

- AG-OH Standard 5.12.1: Students will understand the basic principles and skills of floral design.
- VPA 1.1: Identify and use the principles of design to discuss, analyze, and write about the visual aspects in

the environment and in works of art, including their own work.

4. Color in Design

Students will identify appropriate colors for various cultural occasions and events.

(Weddings, Funerals, Festivals)

- Ag-OH Standard 5.12.1: Students will understand the basic principles and skills of floral design.
- VPA 1.1: Identify and use the principles of design to discuss, analyze, and write about the visual aspects in the environment and in works of art, including their own work.

Unit 3: Principles of Floral Design

A. Principles:

1. Balance

a. Physical vs. Visual

Students will understand the difference between physical and visual balance utilizing color, size of flower, depth, pattern and other elements of design.

- AG-OH Standard 5.12: Students will understand the basic principles and skills of floral design
- VPA 2.1: Solve a visual arts problem that involves the effective use of the elements of art and principles of design.

b. Forms of Balance

1. Asymmetrical

2. Radial

3. Symmetrical

4. Open

Students will construct a symmetrical and asymmetrical arrangement during the school year.

- AG-OH Standard 5.12.1: Students will understand the basic principles and skills of floral design.
- AG-OH Standard.5.12.2: Design and construct a simple floral project.
- VPA 1.1: Identify and use the principles of design to discuss, analyze, and write about the visual aspects in the environment and in works of art, including their own work.
- VPA 2.1: Solve a visual arts problem that involves the effective use of the elements of art and principles of design.

Students will construct collages using geometrical shapes to demonstrate their knowledge of the four different types of balance.

- AG-OH Standard 5.12.1: Students will understand the basic principles and skills of floral design
- VPA 1.1: Identify and use the principles of design to discuss, analyze, and write about the visual aspects in the environment and in works of art, including their own work.

2. Proportion and Scale

Students will understand the principle of proportion and how it relates to floral design.

- AG-OH Standard 5.12: Students will understand the basic principles and skills of floral design
- VPA 1.1: Identify and use the principles of design to discuss, analyze, and write about the visual aspects in the environment and in works of art, including their own work.

Students will understand the principal of scale and balance and how it relates to proportion.

- Ag-OH Standard 5.12: Students will understand the basic principles and skills of floral design

3. Focal Point

Students will learn the elements that are used to create focal point.

- AG-OH Standard 5.12: Students will understand the basic principles and skills of floral design
- VPA 1.1: Identify and use the principles of design to discuss, analyze, and write about the visual aspects in the environment and in works of art, including their own work.

Students will understand the rules of floral design that relate to focal point.

- Ag-OH Standard 5.12: Students will understand the basic principles and skills of floral design
- VPA 1.1: Identify and use the principles of design to discuss, analyze, and write about the visual aspects in the environment and in works of art, including their own work.

4. Rhythm

Students will learn the theory and rules of rhythm of floral design.

- AG-OH Standard 5.12: Students will understand the basic principles and skills of floral design
- VPA 1.1: Identify and use the principles of design to discuss, analyze, and write about the visual aspects in the environment and in works of art, including their own work.

5. Depth

Students will learn the theory and rules apply to depth as related to floral design.

- AG-OH Standard 5.12: Students will understand the basic principles and skills of floral design
- VPA 1.1: Identify and use the principles of design to discuss, analyze, and write about the visual aspects in the environment and in works of art, including their own work.

6. Harmony/Unity

Students will learn the principles of harmony and unity and how they increase the difficulty level and quality of floral arrangements.

- Ag-Standard 5.12: Students will understand the basic principles and skills of floral design
- VPA 1.1: Identify and use the principles of design to discuss, analyze, and write about the visual aspects in the environment and in works of art, including their own work.

B. Design Practicum

The students will draw two-dimensional works of floral design utilizing the elements and principles of floral design.

- VPA 1.1: Identify and use the principles of design to discuss, analyze, and write about the visual aspects in the environment and in works of art, including their own work.
- VPA Standard 2.1: Solve a visual arts problem that involves the effective use of the elements of art and principles of design.
- VPA Standard 2.2: Prepare a portfolio of original two and three-dimensional artworks that reflect refined craftsmanship and technical skills.

The students will create numerous floral arrangements over the year that implement the application of elements and principles of floral design and compare their works to other student work.

- Ag-OH Standard 5.12: Floriculture: Students will understand the basic principles and skills of floral design
- Ag-OH Standard 5.12.2: Design and construct a simple floral project.
- VPA 1.1: Identify and use the principles of design to discuss, analyze, and write about the visual aspects in the environment and in works of art, including their own work.
- VPA Standard 1.2: Discuss a series of their original works of art, using the appropriate vocabulary of art.
- VPA Standard 1.3: Analyze their works of art as to personal direction and style.

The student will create a horizontal Thanksgiving Centerpiece utilizing the above principles and compare their centerpiece to other student projects.

- Ag-OH Standard 5.12: Floriculture: Students will understand the basic principles and skills of floral design
- Ag-OH Standard 5.12.2: Design and construct a simple floral project.
- VPA 1.1: Identify and use the principles of design to discuss, analyze, and write about the visual aspects in the environment and in works of art, including their own work.
- VPA Standard 1.2: Discuss a series of their original works of art, using the appropriate vocabulary of art.
- VPA Standard 1.3: Analyze their works of art as to personal direction and style.

The students will take digital pictures of their floral arrangements to be utilized in their portfolio.

- VPA Standard 2.2: Prepare a portfolio of original two and three-dimensional artworks that reflects refined craftsmanship and technical skills.

C. Research Project

The students will work cooperatively in a group and research several interpretations on an assigned principle and prepare a class presentation.

- Ag-OH Standard 5.12: Students will understand the basic principles and skills of floral design.
- VPA 1.2: Discuss a series of their original works of art, using the appropriate vocabulary of art.

The student group will create a visual aide that represents the element or principle

- Ag-OH 5.12.2: Design and construct a simple floral project.

The student group will present the element or principle to class in the form of a lesson including an activity or worksheet.

- VPA 1.3: Analyze their works of art as to personal direction and style.
- Reading Standard 1.1: Word Analysis, Fluency, and Systematic Vocabulary Development: Identify and use the literal and figurative meaning of words and understand work derivations.

Unit 4 – Seasonal, Holiday and Occasional Designs through Elements and Principles of Design (Ch. 13, pages 210-230)

A. Seasonal Themes

1. Spring
2. Summer
3. Autumn
4. Winter

Students will create seasonal designs during the specific season.

- Ag-OH 5.12.2: Design and construct a simple floral project.
- VPA 1.1: Identify and use the principles of design to discuss, analyze, and write about the visual aspects in the environment and in works of art, including their own work.
- VPA 2.1: Solve a visual arts problem that involves the effective use of the elements of art and principles of design.

Students will create a Christmas centerpiece utilizing the principles and elements of floral design.

- Ag-OH 5.12.2: Design and construct a simple floral project.
- VPA 1.1: Identify and use the principles of design to discuss, analyze, and write about the visual aspects in the environment and in works of art, including their own work.
- VPA 2.1: Solve a visual arts problem that involves the effective use of the elements of art and principles of design.

Students will create a floral arrangement that represents the cultural heritage and the holiday season.

- Ag-OH Standard 5.12: Floriculture: Students will understand the basic principles and skills of floral design.
- Ag.-OH Standard 5.12.2: Design and construct a simple floral project..
- VPA 1.1: Identify and use the principles of design to discuss, analyze, and write about the visual aspects in the environment and in works of art, including their own work.
- VPA 2.1: Solve a visual arts problem that involves the effective use of the elements of art and principles of design.

Unit 5: Shop Management

A. Product Research and Development

Students will research design and develop inventory for special occasions.

Students will determine the wholesale and retail cost of shop inventory

Students will conduct product surveys to determine customer preferences.

B. Advertising and Marketing of Floral Products

Students will develop a marketing plan for floral inventory.

- VPA 5.1: Design an advertising campaign for a theatre or dance production held at a school, creating images that represent characters and major events in the production.
- Ag Business 4.1: Economic Principles
- Ag Business 4.8: Students will understand the principles of marketing and selling of Ag products and apply this knowledge using simulations and career development events.

Students will develop a newspaper ad representative of industry standards for floral products.

- VPA 5.1: Design an advertising campaign for a theatre or dance production held at a school, creating images that represent characters and major events in the production.

Students will develop displays highlighting floral products.

- VPA 5.1: Design an advertising campaign for a theatre or dance production held at a school, creating images that represent characters and major events in the production.

C. Salesmanship: The finer points

Students will demonstrate the ability to conduct a one-on-one sale utilizing salesmanship strategies.

- Ag Business 4.8: Students will understand the principles of marketing and selling of Ag products and apply this knowledge using simulations and career development events.

D. Scheduling and Delivery

Students will develop a model for delivery and scheduling product during peak holiday periods.

- Ag Business 4.8.3: Demonstrate use of technology in tracking prices and discussing price movement.

Unit 6: History of Floral Design

A. Introduction/Importance of Floral Industry

1. Egyptian Era

Students will create an artifact that represents the Egyptian era.

- VPA 3.1: Identify similarities and differences in the purposes of art created in selected cultures.
- VPA 3.3: Identify and describe the role and influence of new technologies on contemporary works of art.

2. Roman and Greek Era (600 – 46 B.C.)

Students will construct a head wreath to represent the Greek era.

- VPA 3.1: Identify similarities and differences in the purposes of art created in selected cultures.
- VPA 3.3: Identify and describe the role and influence of new technologies on contemporary works of art.

3. Renaissance Era

Students will create an artifact that represents the Renaissance era.

- VPA 3.1: Identify similarities and differences in the purposes of art created in selected cultures.
- VPA 3.3: Identify and describe the role and influence of new technologies on contemporary works of art.

4. Victorian Era

Students will create a tussy mussy hand bouquet representative of the Victorian era.

- VPA 1.1: Identify and use the principles of design to discuss, analyze, and write about the visual aspects in the environment and in works of art, including their own work.
- VPA 2.1: Solve a visual arts problem that involves the effective use of the elements of art and principles of design.
- VPA 3.1: Identify similarities and differences in the purposes of art created in selected cultures.
- VPA 3.3: Identify and describe the role and influence of new technologies on contemporary works of art.

5. French

Students will create a ½ dozen or 1 dozen vase mass arrangement to represent the French era.

- VPA 1.1: Identify and use the principles of design to discuss, analyze, and write about the visual aspects in the environment and in works of art, including their own work.
- VPA 2.1: Solve a visual arts problem that involves the effective use of the elements of art and principles of design.
- VPA 3.1: Identify similarities and differences in the purposes of art created in selected cultures.

6. English-Georgian

Students will create a bud vase arrangement to represent the English Georgian Era.

- VPA 1.1: Identify and use the principles of design to discuss, analyze, and write about the visual aspects in the environment and in works of art, including their own work.
- VPA 2.1: Solve a visual arts problem that involves the effective use of the elements of art and principles of design.
- VPA 3.1: Identify similarities and differences in the purposes of art created in selected cultures.

7. Early American History of Floral Design

Students will create an artifact that represents the Early American era.

- VPA 3.1: Identify similarities and differences in the purposes of art created in selected cultures.
- VPA 3.3: Identify and describe the role and influence of new technologies on contemporary works of art.

8. American Victorian

Students will research flowers used during this era and create a collage.

- VPA 3.1: Identify similarities and differences in the purposes of art created in selected cultures.
- VPA 3.3: Identify and describe the role and influence of new technologies on contemporary works of art.

9. Oriental Influence

Students will create an Ikebana Style arrangement to represent the Japanese style of arrangement.

- VPA 1.1: Identify and use the principles of design to discuss, analyze, and write about the visual aspects in the environment and in works of art, including their own work.
- VPA 2.1: Solve a visual arts problem that involves the effective use of the elements of art and principles of design.

- VPA 3.1: Identify similarities and differences in the purposes of art created in selected cultures.
- VPA 3.3: Identify and describe the role and influence of new technologies on contemporary works of art.

B. Practicum: Cross History/Floral Era Project

Students will research various floral periods and create a historical presentation on writers, poets, musicians, architecture and relevant artists from that era.

- VPA 3.1: Identify similarities and differences in the purposes of art created in selected cultures.
- VPA 3.3: Identify and describe the role and influence of new technologies on contemporary works of art.
- VPA 5.2: Create a work of art that communicates a cross-cultural or universal theme taken from literature or history.

Students will construct a portfolio that represents the history of floral design. The portfolio will include pictures, projects or assignments completed during the study of each era and the key points from each era.

- VPA 2.2: Prepare a portfolio of original two-and three-dimensional works of art that reflects refined craftsmanship and technical skills
- VPA 2.3: Develop and refine skill in the manipulation of digital imagery (either still or video).
- VPA 3.1: Identify similarities and differences in the purposes of art created in selected cultures.
- VPA 3.3: Identify and describe the role and influence of new technologies on contemporary works of art.

Unit 7: Elements of Floral Design

A. Elements

1. Line

Students will learn the principle of line and how it relates to floral design.

- AG-OH Standard 5.12: Students will understand the basic principles and skills of floral design.
- VPA 1.1: Identify and use the principles of design to discuss, analyze, and write about the visual aspects in the environment and in works of art, including their own work.

2. Shapes/Forms

Students will understand the difference between the various shapes and forms of floral arrangements.

- AG-OH Standards 5.12.1: Identify materials and tools, describe proper handling, safe preparations, and the arrangement of cut flowers.
- VPA 1.1: Identify and use the principles of design to discuss, analyze, and write about the visual aspects in the environment and in works of art, including their own work.
- VPA 2.1: Solve a visual arts problem that involves the effective use of the elements of art and principles of design.

Students will create one arrangement from each listed shape/form during the school year.

- AG-OH Standard 5.12: Students will understand the basic principles and skills of floral design
- VPA 1.1: Identify and use the principles of design to discuss, analyze, and write about the visual aspects in the environment and in works of art, including their own work.
- VPA 2.1: Solve a visual arts problem that involves the effective use of the elements of art and principles of design.

Students will create a project that depicts the eight most popular forms of floral design.

- AG-OH Standard 5.12: Students will understand the basic principles and skills of floral design
- VPA 1.1: Identify and use the principles of design to discuss, analyze, and write about the visual aspects in the environment and in works of art, including their own work.
- VPA 2.1: Solve a visual arts problem that involves the effective use of the elements of art and principles of design.

3. Textures

B. Flower and foliage component

Students will identify the different types and forms of textures relative to size and shape.

- AG-OH Standards 5.12.1: Identify materials and tools, describe proper handling, safe preparations, and the arrangement of cut flowers.
- VPA 1.1: Identify and use the principles of design to discuss, analyze, and write about the visual aspects in the environment and in works of art, including their own work.

Students will construct a floral arrangement that demonstrates knowledge of texture through use of greenery, flowers and accessories.

- AG-OH Standard 5.12.1: Students will understand the basic principles and skills of floral design.
- VPA 1.1: Identify and use the principles of design to discuss, analyze, and write about the visual aspects in the environment and in works of art, including their own work.
- VPA 2.1: Solve a visual arts problem that involves the effective use of the elements of art and principles of design.

C. Practicum: Project Construction

Students will create a equilateral triangle arrangement for their spring/Easter project.

- Ag-OH Standard 5.12: Floriculture: Students will understand the basic principles and skills of floral design.
- Ag-OH 5.12.2: Design and construct a simple floral project.
- VPA 1.1: Identify and use the principles of design to discuss, analyze, and write about the visual aspects in the environment and in works of art, including their own work.

Unit 8: Wedding Flowers (Ch 18)

A. Trends and Traditions

B. Cultural Influences

C. Construction of Wedding Arrangements or Components

Students will create a power point presentation identifying various floral products produced for the wedding theme of their choice.

- VPA 3.3: Identify and describe the role and influence of new technologies on contemporary works of art.

Students will create floral pieces that are typical for the mother and father of the bride.

- Ag-OH Standard 5.12.2: Design and construct a simple floral project.
- VPA 1.1: Identify and use the principles of design to discuss, analyze, and write about the visual aspects in the environment and in works of art, including their own work.
- VPA 2.1: Solve a visual arts problem that involves the effective use of the elements of art and principles of design.

Students will conduct a bridal consultation and determine the wholesale and retail cost of a bridal bouquet.

Unit 9: Funeral Flowers (Ch 19)

A. Trends and Traditions

B. Cultural Influences

C. Construction of Funeral Pieces

Students will construct a miniature casket saddle.

- Ag-OH Standard 5.12.2: Design and construct a simple floral project.
- VPA 1.1: Identify and use the principles of design to discuss, analyze, and write about the visual aspects in the environment and in works of art, including their own work.
- VPA 2.1: Solve a visual arts problem that involves the effective use of the elements of art and principles of design.

Unit 10: Careers in the Floral Industry

Students will conduct research on the various job opportunities in California.

- AG-OH Standard 5.13: Students will understand horticulture career paths and students will be aware of professional trade organizations within the horticulture industry.

Students will identify key floriculture production areas and the trends in this field.

- Ag. OH.- Floriculture Standard 5.13: Horticulture Careers and Industry. Students will understand horticulture career paths and students will be aware of professional trade organizations within the horticulture

Unit 11: Portfolio Development

A. Parts of a Portfolio

1. Job Applications

Students will learn and apply the fundamentals of completing a basic job application.

- Ag-OH Standard 5.13.1: Demonstrate strategies for obtaining employment.

2. Resume Writing

Students will construct a resume specific to the floral industry.

- Ag-OH Standard 5.13.1: Demonstrate strategies for obtaining employment.
- Basic Core 1.8.2: Develop a resume and participate in a mock job interview.
- ELA Writing Standards 2.5: Write job application and resumes.
- LA Writing Standards 2.6: Write technical documents

3. Completing Letters of Introduction

Students will construct a letter of introduction specific to the floral industry.

- Ag-OH Standard 5.13.1: Demonstrate strategies for obtaining employment.

B. Portfolio Development

Students will create a floral portfolio that includes pictures and budgets of each arrangement, a resume, class projects, and handouts.

- VPA 1.1: Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.
- VPA 2.2: Prepare a portfolio of original two and three-dimensional artworks that reflect refined craftsmanship and technical skills.
- VPA 2.3: Develop and refine skill in the manipulation of digital imagery (either still or video).

EVALUATION:

Grades will be determined as follows:

Portfolio/Projects/Classwork	40%	A= 90-100%
Tests and Quizzes	30%	B= 80-89%
FFA	10%	C= 70-79%
Class Participation	20%	D= 60-69%
		F= 59% and below

I have read this course outline and agree to follow class procedures. I understand that my grade will be maintained on Aeries/ABI, and that I may check it at any time.

Print Name:

Student Signature

Date

Parent Signature

Date