

# Floral Design I

**8055 36 weeks**

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## Acknowledgments

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## Course Description

**Suggested Grade Level:** 11 or 12

**Prerequisites:** 8034

This course offers an expanded study of floral design, introduced in the Horticulture Sciences course. Course content covers career opportunities in the floral design industry, floral design foundations, design applications, and the marketing of floral design products and services. Specific design styles examined include mass, line-mass, line, vase, wedding, balloon, holiday, and personal-adornment arrangements. Supervised Agricultural Experiences (SAEs) and FFA are required components of a total Agricultural Education program and provide students with opportunities for experiential and work-based learning.

## Task Essentials Table

8055	Tasks/Competencies
<input checked="" type="checkbox"/>	Identify the role of supervised agricultural experiences (SAEs) in agricultural education.
<input checked="" type="checkbox"/>	Participate in an SAE.
<input checked="" type="checkbox"/>	Identify the benefits and responsibilities of FFA membership.
<input checked="" type="checkbox"/>	Describe leadership characteristics and opportunities as they relate to agriculture and FFA.
<input type="checkbox"/>	Apply for an FFA degree and/or an agricultural proficiency award.
<input checked="" type="checkbox"/>	Identify floral design careers, educational requirements, and certifications.
<input checked="" type="checkbox"/>	Identify safety concerns related to floral design.
<input checked="" type="checkbox"/>	Evaluate the principles and elements of floral design.
<input checked="" type="checkbox"/>	Identify cut flowers and foliages used to create fresh designs.

<input checked="" type="radio"/>	Condition cut flowers and foliages to maximize shelf life.	
<input checked="" type="radio"/>	Select containers, mechanics, tools, and supplies used to create floral designs.	
<input checked="" type="radio"/>	Arrange bud and/or rose vases.	
<input checked="" type="radio"/>	Construct vase arrangements.	
<input checked="" type="radio"/>	Design bouquets.	
<input checked="" type="radio"/>	Create wearable flowers.	
<input checked="" type="radio"/>	Arrange a mass design.	
<input checked="" type="radio"/>	Arrange a line-mass design.	
<input checked="" type="radio"/>	Construct holiday arrangements.	
<input checked="" type="radio"/>	Construct novelty designs.	
<input checked="" type="radio"/>	Create portfolio of student work.	
<input checked="" type="radio"/>	Calculate retail price for an order.	
<input checked="" type="radio"/>	Package cut flowers for retail sale.	
<input checked="" type="radio"/>	Prepare potted plants for retail sale.	
<input checked="" type="radio"/>	Identify types of retail outlets for florist sales.	
<input checked="" type="radio"/>	Outline the chain of distribution of floral products.	
<input checked="" type="radio"/>	Create window, wall, and freestanding floral shop displays.	
<input type="radio"/>	Conduct a holiday open house.	
<input checked="" type="radio"/>	Plan flowers and décor for a wedding.	
<input type="radio"/>	Create balloon bouquets and arches for celebrations.	

Legend:  Essential  Non-essential  Omitted

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**Note: Competencies 39-43 have been added to ensure compliance with federal legislation: National FFA Organization's Federal Charter Amendments Act (Public Law 116-7, <https://www.congress.gov/116/plaws/publ7/PLAW-116publ7.pdf>). All inquiries may be sent to [cte@doe.virginia.gov](mailto:cte@doe.virginia.gov). Students are provided opportunities for leadership, personal growth, and career success. Instruction is delivered through three major components: classroom and laboratory instruction, supervised agricultural experience (SAE) program, and student leadership (FFA).**

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# Curriculum Framework

## Task Number 39

### Identify the role of supervised agricultural experiences (SAEs) in agricultural education.

#### Definition

Identification should include

- defining an SAE program as *an opportunity for students to consider multiple careers and occupations in the agriculture, food, and natural resources (AFNR) industries, learn expected workplace behavior, develop specific skills within an industry, and apply academic and occupational skills in the workplace or a simulated workplace environment*
- researching the Foundational SAE
  - career exploration and planning
  - personal financial planning and management
  - workplace safety
  - employability skills for college and career readiness
  - agricultural literacy
- researching the Immersion SAE
  - entrepreneurship/ownership
  - placement/internships
  - research (experimental, analytical, invention)
  - school business enterprises
  - service learning
- developing a plan to participate in an SAE, based on personal and career goals
- researching available awards and degrees, based on SAE participation.

Teacher resource: [SAE Resources](#), National Council for Agricultural Education

#### Process/Skill Questions

- What are examples of SAEs related to this course and in the AFNR industries?
- Where can a copy of the Virginia SAE Record Book be found?
- What is an Immersion SAE?
- How does a placement/internship SAE differ from an ownership/entrepreneurship SAE?
- How does an SAE provide relevant work experience and contribute to the development of critical thinking skills?
- How is the SAE an extended individualized instructional component of a student's Career Plan of Study?
- How can an SAE be used to provide evidence of student growth and participation in authentic, work-related tasks?

- What are the four types of SAEs?
- What are the advantages of participating in work-based learning experiences and projects?
- How does one choose an appropriate SAE in which to participate?

## Task Number 40

### Participate in an SAE.

#### Definition

Participation should include

- developing, completing, or continuing a plan to participate in an SAE as a work-based learning experience, based on personal and career goals
- documenting experience, connections, positions held, and competencies attained, using the *Virginia SAE Record Book*
- researching available awards and degrees, based on SAE participation.

Teacher resources:

[FFA SAE](#)

[The Agricultural Experience Tracker](#)

#### Process/Skill Questions

- What are the advantages of participating in work-based learning experiences and projects?
- How do SAEs help prepare students for the workforce?
- What are some examples of SAEs in AFNR?

## Exploring Leadership Opportunities through FFA

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## Task Number 41

### Identify the benefits and responsibilities of FFA membership.

#### Definition

Identification should include

- benefits
  - listing opportunities to participate in community improvement projects and career development events (CDEs) and leadership development events (LDEs)
  - exploring leadership development opportunities

- responsibilities
  - researching the responsibilities of FFA officers, committees, and members
  - locating resources that guide participation in FFA activities
  - explaining the FFA Creed. Motto, Salute, and mission statement
  - explaining the meaning of the FFA emblem, colors, and symbols
  - explaining significant events and the history of the organization.

### **Process/Skill Questions**

- How does one become an FFA member?
- What is the FFA’s mission and how does it accomplish its mission?
- What are the benefits and responsibilities of FFA membership?
- What five FFA activities are available through the local chapter?
- What are some significant events in FFA history? How have these events shaped membership over time?
- What is the FFA program of activities (POA), and how is it used?

## **Task Number 42**

### **Describe leadership characteristics and opportunities as they relate to agriculture and FFA.**

#### **Definition**

Description should include

- examples of successful leaders
- types of leadership
  - autocratic
  - participative
  - laissez-faire
  - servant
  - followership
- positive leadership qualities and traits of successful leaders
- opportunities for participating in leadership activities in FFA
- demonstrating methods for conducting an effective meeting.

### **Process/Skill Questions**

- Who are some successful leaders in the agriculture industry?
- What qualities make a successful leader?
- What are leadership traits?
- What is the difference between positive and negative leadership?

## **Task Number 43**

### **Apply for an FFA degree and/or an agricultural proficiency award.**

## Definition

Application should include

- identifying types of FFA degrees
  - Greenhand
  - Chapter
  - State
  - American
- identifying proficiency award areas
  - entrepreneurship
  - placement
  - combined
  - agriscience research
- exploring career and leadership development events related to this course
- identifying all SAE criteria to be eligible for the award
- identifying the type of award
- applying for an FFA award.

Teacher resource: <https://www.ffa.org/participate/awards/proficiencies/>

## Process/Skill Questions

- Where are the awards and their application criteria located?
- What are the benefits of winning an FFA award?
- What are the benefits and requirements of an FFA degree?
- What FFA awards are available?
- How does the FFA degree program reward FFA members in all phases of leadership, skills, and occupational development?
- What is the highest degree that can be conferred upon an FFA member at the national level?
- What are the requirements for a Greenhand FFA degree?

# Exploring Floral Design Careers

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## Task Number 44

### Identify floral design careers, educational requirements, and certifications.

#### Definition

Identification should include the educational requirements and certifications associated with careers such as

- commercial growers

- wholesale florists
- retail florists
- floral designers
- specialty florists
- product designers
- plant research technicians.

### **Process/Skill Questions**

- What are the benefits of participating in an FFA floral design CDE?
- What are the benefits of belonging to the American Institute of Floral Designers (AIFD)? What certifications does the AIFD offer?
- Why is it important to become a certified floral designer if you are interested in a floral design career?

## **Task Number 45**

### **Identify safety concerns related to floral design.**

#### **Definition**

Identification should include

- safety standards established by federal, state, and local laws/codes
- recognition of floral design shop evacuation routes
- recognition of fire extinguisher location(s)
- personal protective equipment
- safety hazards associated with the floral design industry to include
  - biological
  - chemical
  - physical
  - ergonomic
- basic first aid treatment procedures (for cuts, punctures, burns, etc.)

### **Process/Skill Questions**

- What tools used in floral design can cause burns? What precautions should be taken to avoid burns?
- What personal protective equipment do floral designers commonly use?
- What ergonomic hazards may floral designers encounter?

## **Establishing Floral Design Foundations**

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### **Task Number 46**



# **Evaluate the principles and elements of floral design.**

## **Definition**

Evaluation should include

- elements of floral design (i.e., line, form, texture, space, pattern, fragrance, size, light, and color)
- principles of floral design (i.e., scale, harmony, dominance, balance, proportion, rhythm, contrast, and unity)
- aspects of color theory (e.g., color wheel, color schemes, hue, tint, tone, value, chroma, primary, secondary, tertiary, receding, advancing, impact of color on human psychology).

## **Process/Skill Questions**

- How can abstract art principles be applied to floral arrangements?
- What is the role of color in floral design?
- Why is it important to adhere to principles of floral design?
- When is it acceptable to disregard traditional design principles? Why would one want to do so?

# **Task Number 47**

## **Identify cut flowers and foliages used to create fresh designs.**

### **Definition**

Identification should include

- common names of commercial cut flowers and foliages
- mass, line, filler, and interest forms for cut flowers and foliages
- seasonal availability of local and commercial cut flowers and foliages
- wholesale packaging units for cut flowers and foliages.

### **Process/Skill Questions**

- Where are cut flowers and foliages grown?
- What cut materials are available year-round?
- What cut materials are available on a seasonal basis?
- Where are cut flowers and foliages purchased?
- What local growers provide cut flowers?

# **Task Number 48**

## **Condition cut flowers and foliages to maximize shelf life.**

### **Definition**

Conditioning should include

- pre-treating cut materials
- forcing flowers from closed bud into an open bloom (e.g., Birds of Paradise, carnations, roses, lilies, peonies)
- purchasing cut flowers at the correct stage of bloom
- understanding ethylene synthesis and action
- accounting for ethylene-sensitive cut flowers
- taking preventive measures to control ethylene-induced disorders
- applying floral preservatives and their formulations
- using commercial storage and display coolers
- maintaining a clean and sterile environment.

### **Process/Skill Questions**

- What factors affect shelf life of cut materials?
  - What are the steps to follow to condition cut materials?
  - What can be done to make fresh flowers last longer?
  - Why do some roses never open?
  - What temperature is best for storing fresh flowers?
  - What materials can be substituted for floral food?
- 

## **Task Number 49**

### **Select containers, mechanics, tools, and supplies used to create floral designs.**

#### **Definition**

Selection should include

- tools used following safety practices
- container types
- types and shapes of wettable and dry floral foams and/or polystyrene
- alternatives to foams for securing cut materials
- adhesives
- wire gauges
- a variety of ribbons
- accessory supplies
- trending materials.

### **Process/Skill Questions**

- What tool should be used to cut fresh materials?
- How are flowers and foliage held in place in an arrangement?

- Where can floral design supplies be purchased?
  - What potential hazards exist if tools and equipment are not used safely?
  - What new supplies are available to floral designers?
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## **Creating Floral Designs**

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### **Task Number 50**

#### **Arrange bud and/or rose vases.**

##### **Definition**

Arrangement should include

- selection of vase, flowers, foliage, accessories
- comparing mechanics available for securing foliage and floral materials
- examining the value of the full use of cut-flower inventory
- sequential steps
- care instructions for extending the shelf life.

##### **Process/Skill Questions**

- How should vase size be determined for bud-vase designs?
  - What flowers and foliages should be used in a bud-vase design?
  - Is a bow necessary for a bud-vase arrangement? Why or why not?
  - How does a bud-vase arrangement differ from other floral arrangements?
- 

### **Task Number 51**

#### **Construct vase arrangements.**

##### **Definition**

Construction should include

- selection of vase, flowers, foliage, accessories
- sequential steps
- care instructions for extending the shelf life.

## Process/Skill Questions

- What is the difference between a bud-vase and a large-vase arrangement?
  - For what types of occasions would a large-vase arrangement be appropriate?
  - How does one decide whether to use mixed-vase or single-bloom displays?
- 

## Task Number 52

### Design bouquets.

#### Definition

Design should include

- choice of bouquet style
- appropriate flowers, foliages and accessories
- sequential steps
- care instructions for extending the shelf life.

#### Process/Skill Questions

- When do hand-tied bouquets require a container? Why?
  - What are the retail opportunities for the various styles of bouquets?
  - How are various bouquets secured?
  - What are the different styles of bouquets?
- 

## Task Number 53

### Create wearable flowers.

#### Definition

Creation may include

- body flowers (e.g., multi-bloom corsage, headpiece, floral crown, shoulder corsage, wristlet, nosegay, arm bracelet, lei, necklace, anklet, choker)
- use of flowers and foliage
- use of wiring techniques (e.g., pierce, hook, insert, wrap-around, hairpin, stitch)
- selection of ribbon sizes, styles, and accessories
- use of aerosol materials that can extend flower life, alter bloom color, and act as adhesives
- use of adhesive techniques (e.g., glue, tape)
- packaging
- care instructions for extending the shelf life.

## Process/Skill Questions

- For what occasions are body flowers appropriate?
  - How do corsages differ from other body flowers?
  - What are the trends in personal-flower usage?
  - What supplies are used in securing body flowers?
  - What is the difference between a nosegay and a hand-tied bouquet?
- 

## Task Number 54

### Arrange a mass design.

#### Definition

Arrangement may be symmetrical or asymmetrical and should include

- form (e.g., right triangle, isosceles triangle, equilateral triangle, scalene triangle, oval, mound, diamond, and fan mass designs)
- various styles
- consideration of container shape
- selection of flowers and foliage
- care instructions for extending the shelf life
- sequential steps for various forms.

## Process/Skill Questions

- What flowers are used in mass arrangements?
  - When would a mass arrangement be appropriate?
  - How are mass arrangements different from other floral arrangements?
- 

## Task Number 55

### Arrange a line-mass design.

#### Definition

Arrangement may be symmetrical or asymmetrical and should include

- form (e.g., Hogarth curve, crescent, spiral, horizontal, vertical, L-pattern, inverted-T, and diagonal designs)
- consideration of container shape
- flowers and foliage
- accessories (e.g., bow, butterfly, holiday pick)

- care instructions for extending the shelf life
- sequential steps.

## **Process/Skill Questions**

- What is the difference between mass, line-mass, and line arrangements?
  - Which arrangement requires a higher skill level—a line design or a mass design? Why?
  - When would a line design be recommended?
- 

## **Task Number 56**

### **Construct holiday arrangements.**

#### **Definition**

Construction should include

- type (e.g., table pieces, wreaths, swags, ornaments, and novelty items)
- materials (e.g., fresh, silk, and/or dried supplies)
- form
- foliage or greenery appropriate to holiday designs
- care instructions for extending the shelf life of fresh holiday greens
- appropriate bases for wreaths
- reflection of traditional, Williamsburg, Victorian, religious, and contemporary themes
- identification of the mechanics, tools, and supplies employed
- accessories (e.g., ornaments, ribbon).

#### **Process/Skill Questions**

- How long will fresh holiday designs last?
  - What evergreens should be used for holiday design?
  - Where are supplies for silk holiday designs obtained?
  - What are the considerations for decorating a large space, using a variety of holiday arrangements?
- 

## **Task Number 57**

### **Construct novelty designs.**

#### **Definition**

Construction may include

- form (e.g., horizontal, vertical, L-pattern, inverted-T, and diagonal)

- consideration of container shape
- flowers and foliage
- edible arrangements (e.g., fruit, vegetables, candy)
- accessories (e.g., bow, butterfly, holiday pick)
- care instructions for extending the shelf life
- sequential steps.

### **Process/Skill Questions**

- How are materials held in place in a novelty arrangement?
  - When is a novelty arrangement appropriate?
  - What types of materials are often used in the creation of novelty arrangements? Why?
- 

## **Task Number 58**

### **Create portfolio of student work.**

#### **Definition**

Creation should include

- pictures and descriptions of student work
- reflection of learning objectives
- teacher assessment
- résumé
- use of technology.

### **Process/Skill Questions**

- How can a portfolio be used to document learning?
- Why is it important to include pictures in a portfolio?

## **Marketing Floral Products**

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### **Task Number 59**

### **Calculate retail price for an order.**

#### **Definition**

Calculation should include

- a breakdown of materials and wholesale costs
- method of markup (ratio markup, wholesale pricing method, retail cost of goods method, nesting price method)
- showing of mathematical work
- retail price.

### **Process/Skill Questions**

- How do you compute a price using the wholesale cost of goods method?
- How do you compute the price of an arrangement using the ratio markup method of pricing?
- Why is it important to show your work?
- What is retail price?
- What pricing method will be best in a given situation?
- What is the retail price for an arrangement created in class using a 4.0 markup on fresh flowers, a 3.0 markup on hard goods, and a 30% labor charge?

## **Task Number 60**

### **Package cut flowers for retail sale.**

#### **Definition**

Packaging should include

- materials, supplies, and tools appropriate for wrapping bouquets of loose cut flowers and foliage
- materials, supplies, and tools appropriate for boxing loose cut flowers and foliage
- sequential steps.

#### **Process/Skill Questions**

- What type of paper is used to wrap flowers? Why?
- Why would boxed flowers cost more than wrapped flowers?

## **Task Number 61**

### **Prepare potted plants for retail sale.**

#### **Definition**

Preparation should include

- identification of potted plants
- accessories (e.g., tissue paper, foil, mosses, dried and fresh materials, and seasonal accents)
- sequential steps involved in
  - using foil to dress potted plants



- dressing a potted plant with a basket
- dressing a potted plant in a novelty container
- care instructions with consideration to the dressing procedures.

### **Process/Skill Questions**

- Why are potted plants wrapped?
- Why would wrapping a potted plant change the care that should be provided to the plant?
- What factors determine the approach for dressing a potted plant?

## **Task Number 62**

### **Identify types of retail outlets for florist sales.**

#### **Definition**

Identification should include

- basic categories of florist shops
- different types, sizes, and locations of retail florist outlets
- types of merchandise offered by different types of florists
- display techniques employed by different types of florists
- differences in levels or types of service provided by different types of florists.

### **Process/Skill Questions**

- Why do people buy flowers in a grocery store or from a roadside stand?
- Why do different types of florists offer different services?
- How can designers obtain locally grown flowers?

## **Task Number 63**

### **Outline the chain of distribution of floral products.**

#### **Definition**

Outline should include

- cut materials from the grower to the public
- countries that are key exporters of cut materials and the products they grow
- states that are key producers of cut materials and the products they grow.

### **Process/Skill Questions**

- From whom do florists buy their flowers?
- Where are cut materials produced?
- How does Virginia compare to other states in terms of growing and producing cut flowers and foliage?

- How do trade policies affect the floral industry?
- How do global markets impact the variety and seasonal availability of fresh materials?

## **Task Number 64**

### **Create window, wall, and freestanding floral shop displays.**

#### **Definition**

Creation should include

- analysis of the floral shop exterior for its impact on sales
- design factors that should be considered when creating displays (e.g., color, theme, focal point, rhythm, proportion, spacing, depth, scale, and lighting)
- theme based on time of year
- consideration of lighting techniques
- consideration of store traffic patterns
- materials for use in displays
- props and accessories that may be incorporated into displays
- care instructions for maintenance of displays.

#### **Process/Skill Questions**

- How long is a window display viewed by persons in a passing vehicle?
- How frequently should shop displays be changed? Why?
- When is it appropriate for prices of merchandise to be included in floral shop displays? Why?
- What other options for floral shop displays exist besides in-store displays?

## **Task Number 65**

### **Conduct a holiday open house.**

#### **Definition**

Conducting a holiday open house should include

- advertising campaign, which may include direct mailings as well as advertisements in print, radio, and television media and on the Internet (e.g., on the school Web site)
- holiday design supplies
- a range of fresh, silk, and/or dried holiday designs, which may include wreaths, table pieces, swags, and novelty items
- seasonal holiday displays
- decorated holiday tree(s), if applicable
- poinsettias and other holiday potted plants dressed for retail sale, incorporating foil, baskets, and novelty containers
- special shop attractions, which may include refreshments, music and other forms of entertainment, floral demonstrations, and door prizes

- setup for taking orders for custom holiday designs and seasonal potted plants
- a post-holiday open house evaluation and recommendations for future events.

### **Process/Skill Questions**

- When should a holiday open house be conducted?
- When should preparations begin for a holiday open house?
- What media outlets may/should be used to advertise a holiday open house? When should advertisements appear in the various media?
- Are open house events cost-effective? Why or why not?
- What are the considerations when developing a timeline for preparing a holiday open house?

## **Servicing Special Events**

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### **Task Number 66**

#### **Plan flowers and décor for a wedding.**

##### **Definition**

Plan should include

- factors to be considered when conducting a wedding consultation
- identification of potential wedding floral decorations, encompassing designs for the ceremony and the reception
- research of wedding trends and analysis of the impact on floral marketing
- research of cultural wedding traditions and customs and their impact on floral marketing
- a bridal consultation
- the financial responsibilities (traditional vs. modern)
- supplies specifically intended for wedding designs
- wear and carry designs
- floral arrangements for wedding ceremonies (e.g., altar pieces, pew markers, candelabras, aisle posts, canopy, kneeling bench, aisle runner, guest book, and arches)
- flowers for wedding receptions (e.g., centerpieces, garlands, chair backers, cake decorations, and set pieces).

### **Process/Skill Questions**

- What floral decorations are often required for the ceremony? For the reception? For the pre-wedding functions?
- How are wedding flowers priced?
- Who is traditionally responsible for paying for the wedding flowers? What is the best way to determine who will be paying for the flowers?

- How and why might a florist develop partnerships with other commercial businesses involved with weddings?

## Task Number 67

### Create balloon bouquets and arches for celebrations.

#### Definition

Creations may include

- Mylar and latex balloons inflated to the correct size
- tiered and rounded balloon bouquets
- a variety of balloon weights
- accessories (e.g., glitter, stuffed animals)
- a hanging balloon arrangement
- sequential steps for assembling floating and freestanding arches
- a triple or quadruple arch of latex balloons or
- an arch incorporating Mylar balloons.

#### Process/Skill Questions

- What types of occasions are appropriate for using balloon bouquets and arches?
- Why do some balloons stay inflated longer than others?
- How are balloon arches constructed?
- What causes balloons to shrink when taken outside?

## SOL Correlation by Task

39	Identify the role of supervised agricultural experiences (SAEs) in agricultural education.	English: 11.5, 12.5
40	Participate in an SAE.	English: 11.5, 11.8, 12.5, 12.8
41	Identify the benefits and responsibilities of FFA membership.	English: 11.5, 11.6, 11.7, 11.8, 12.5, 12.6, 12.7, 12.8
42	Describe leadership characteristics and opportunities as they relate to agriculture and FFA.	English: 11.5, 12.5  History and Social Science: VUS.8, VUS.9, VUS.10, VUS.11, WHII.8, WHII.10, WHII.11
43	Apply for an FFA degree and/or an agricultural proficiency award.	English: 11.5, 12.5
44	Identify floral design careers, educational requirements, and certifications.	English: 11.5, 12.5
45	Identify safety concerns related to floral design.	English: 11.5, 12.5  History and Social Science: VUS.14, WHII.14

46	Evaluate the principles and elements of floral design.	English: 11.5, 12.5 History and Social Science: WHII.9
47	Identify cut flowers and foliages used to create fresh designs.	English: 11.5, 12.5
48	Condition cut flowers and foliages to maximize shelf life.	
49	Select containers, mechanics, tools, and supplies used to create floral designs.	
50	Arrange bud and/or rose vases.	
51	Construct vase arrangements.	
52	Design bouquets.	
53	Create wearable flowers.	
54	Arrange a mass design.	
55	Arrange a line-mass design.	
56	Construct holiday arrangements.	
57	Construct novelty designs.	
58	Create portfolio of student work.	English: 11.5, 11.6, 11.7, 12.5, 12.6, 12.7
59	Calculate retail price for an order.	Mathematics: A.1, A.4
60	Package cut flowers for retail sale.	
61	Prepare potted plants for retail sale.	English: 11.6, 11.7, 12.6, 12.7
62	Identify types of retail outlets for florist sales.	English: 11.5, 12.5
63	Outline the chain of distribution of floral products.	English: 11.6, 11.7, 12.6, 12.7 History and Social Science: WG.2, WG.3, WG.4
64	Create window, wall, and freestanding floral shop displays.	English: 11.5, 12.5
65	Conduct a holiday open house.	English: 11.2, 12.2
66	Plan flowers and décor for a wedding.	English: 11.5, 11.8, 12.5, 12.8
67	Create balloon bouquets and arches for celebrations.	

## FFA Information

The National FFA is an organization dedicated to preparing members for leadership and careers in the science, business, and technology of agriculture. Local, state, and national activities and award programs provide opportunities to apply knowledge and skills acquired through agriculture education.

For additional information about the student organization, see the [National FFA website](#) and the [Virginia FFA Association website](#).

## Entrepreneurship Infusion Units

Entrepreneurship Infusion Units may be used to help students achieve additional, focused competencies and enhance the validated tasks/competencies related to identifying and starting a new business venture. Because the unit is a complement to certain designated courses and is not mandatory, all tasks/competencies are marked “optional.”

# Appendix: Credentials, Course Sequences, and Career Cluster Information

## Industry Credentials: Only apply to 36-week courses

- College and Work Readiness Assessment (CWRA+)
- Customer Service Examination
- Customer Service Specialist (CSS) Examination
- Floriculture Assessment
- Floriculture: Greenhouse Assessment
- Greenhouse Operators Certification Examination
- National Career Readiness Certificate Assessment
- Principles of Floral Design Certification Examination
- Workplace Readiness Skills for the Commonwealth Examination

**Concentration sequences:** *A combination of this course and those below, equivalent to two 36-week courses, is a concentration sequence. Students wishing to complete a specialization may take additional courses based on their career pathways. A program completer is a student who has met the requirements for a CTE concentration sequence and all other requirements for high school graduation or an approved alternative education program.*

- Agricultural Business Fundamentals I (8022/36 weeks)
- Agricultural Business Management III (8026/36 weeks)
- Agricultural Business Operations II (8024/36 weeks)
- Floral Design II (8056/36 weeks)
- Floriculture (8038/36 weeks)
- Horticulture Sciences (8034/36 weeks)
- Introduction to Plant Systems (8007/36 weeks)

Career Cluster: Agriculture, Food and Natural Resources	
Pathway	Occupations
Agribusiness Systems	<b>Agricultural Commodity Broker</b> <b>Agricultural Products Sales Representative</b> <b>Farm Products Purchasing Agent and Buyer</b> <b>Sales Manager</b>
Plant Systems	<b>Agricultural Products Sales Representative</b> <b>Botanist</b> <b>Certified Crop Advisor</b> <b>Crop Grower</b> <b>Custom Harvester</b> <b>Farm, Ranch Manager</b> <b>Farmer/Rancher</b> <b>Floral Designer</b> <b>Floral Shop Manager</b> <b>Nursery and Greenhouse Manager</b> <b>Ornamental Horticulturist</b> <b>Plant Breeder/ Geneticist</b> <b>Secondary School Teacher</b> <b>Soil and Plant Scientist</b>