

Floral Design II

8056 36 weeks

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Acknowledgments

The components of this instructional framework were developed by the following curriculum development panelists:

Tiffany Anderson, Instructor, Magna Vista High School, Henry County Public Schools
Elizabeth Borst, Instructor, Sherando High School, Frederick County Public Schools
William Metzler, Instructor, Auburn Middle School, Shawsville Middle School, Montgomery County Public Schools
Jennifer Neil, Instructor, Buffalo Gap High School, Augusta County Public Schools
Tonja Romero, Instructor, Agriculture Education, Fauquier County Public Schools
Heather Veneziano, Horticulturalist, Lewis Ginter Botanical Garden, Richmond
Peyton Wells, Owner, Peyton Wells Design, Richmond

Correlations to the Virginia Standards of Learning were reviewed and updated by:

Leslie R. Bowers, English Teacher (ret.), Newport News Public Schools
Vickie L. Inge, Mathematics Committee Member, Virginia Mathematics and Science Coalition
Anne F. Markwith, New Teacher Mentor (Science), Gloucester County Public Schools
Michael Nagy, Social Studies Department Chair, Rustburg High School, Campbell County Public Schools

The framework was edited and produced by the CTE Resource Center:

Nathan K. Pope, Writer/Editor
Kevin P. Reilly, Administrative Coordinator

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Course Description

Suggested Grade Level: 11 or 12

Prerequisites: 8055

Course content covers a wide range of specialty floral designs, including historical designs, contemporary designs, oriental designs, seasonal designs, floragraphy, and designs for dried arrangements, novelty pieces, special events, and sympathy work. The business aspect of the industry is addressed through the study of pricing, advertising, shop design, wire services, delivery processes, professional organizations, sales techniques, and continuing education.

Task Essentials Table

8056	Tasks/Competencies
+	Identify the role of supervised agricultural experiences (SAEs) in agricultural education.
+	Participate in an SAE.
+	Identify the benefits and responsibilities of FFA membership.
+	Describe leadership characteristics and opportunities as they relate to agriculture and FFA.
○	Apply for an FFA degree and/or an agricultural proficiency award.
+	Create an arrangement using the principles and elements of floral design.
+	Use cut flowers and foliages to create fresh designs.
+	Perform advanced conditioning techniques on cut flowers and foliage.
+	Use containers, mechanics, tools, and supplies to create floral designs.
+	Incorporate unique accessories and bases into floral designs.
+	Preserve floral materials.

<input checked="" type="radio"/>	Create a design using dried plant material.	
<input checked="" type="radio"/>	Research the history of traditional and contemporary floral design.	
<input checked="" type="radio"/>	Construct period designs.	
<input checked="" type="radio"/>	Create oriental designs.	
<input checked="" type="radio"/>	Construct contemporary designs.	
<input checked="" type="radio"/>	Arrange advanced novelty designs.	
<input checked="" type="radio"/>	Create seasonal arrangements.	
<input checked="" type="radio"/>	Maintain a portfolio of student work.	
<input checked="" type="radio"/>	Judge a floral design.	
<input checked="" type="radio"/>	Describe the floral delivery service.	
<input checked="" type="radio"/>	Develop a business plan for a floral enterprise.	
<input checked="" type="radio"/>	Create an advertisement campaign for a floral enterprise.	
<input checked="" type="radio"/>	Describe the services provided by floral ordering networks.	
<input checked="" type="radio"/>	Manage a seasonal event.	
<input checked="" type="radio"/>	Create a customer database for business applications.	
<input checked="" type="radio"/>	Analyze facets of sales and services related to the florist industry.	
<input checked="" type="radio"/>	Manipulate pricing formulas for floricultural products.	
<input checked="" type="radio"/>	Examine avenues for professional improvement.	
<input checked="" type="radio"/>	* Plan a funeral order.	
<input checked="" type="radio"/>	Prepare flowers and décor for a wedding.	
<input type="radio"/>	Create balloon set pieces.	
<input type="radio"/>	Prepare themed floral decorations for a commercial or community event.	

Legend: Essential Non-essential Omitted

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. 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).

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](#)

[Virginia SAE Record Book](#)

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

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 CDEs and LDEs 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: [FFA Agricultural Proficiency Awards](#)

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?

Applying Floral Design Foundations

Task Number 44

Create an arrangement using the principles and elements of floral design.

Definition

Creation 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

- What is the role of color in floral design?
 - What is ROYGBIV? Why is it important when selecting colors for an arrangement?
 - What is the psychology of color, and how can it be used when designing an arrangement?
 - Can floral design principles be applied to other art forms?
 - What elements can be manipulated to create rhythm?
 - What are examples of different textural materials?
-

Task Number 45

Use cut flowers and foliages to create fresh designs.

Definition

Use should include

- seasonal local and commercial cut flowers and foliages (selected by common name)
- cut flowers and foliages for mass, line, filler, and interest
- cut flowers and foliages from wholesale packaging units
- colors of cut flowers and foliages selected according to availability
- cut flowers and foliages from other countries based on availability.

Process/Skill Questions

- Where are cut flowers and foliages grown?
 - Are all cut materials available year-round? If not, which are available year-round?
 - Where are cut flowers and foliages purchased?
 - How can you distinguish between line, filler, mass, and interest flowers and foliages?
-

Task Number 46

Perform advanced conditioning techniques on cut flowers and foliage.

Definition

Performance should include

- rehydrating specific flowers and foliage (e.g., hydrangea, ivy)
- hand-manipulating blooms (e.g., Birds of Paradise, carnations, roses, lilies, peonies)
- providing support to stem structures (e.g., Gerber daisy, tulip, daffodil, callas)
- maintaining a clean and sterile environment.

Process/Skill Questions

- How is a hydrangea rehydrated?
 - Why is it important to know how to manipulate blooms? To rehydrate flowers?
 - How can a clean and sterile environment benefit the floral design enterprise?
-

Task Number 47

Use containers, mechanics, tools, and supplies to create floral designs.

Definition

Use should include

- safe handling of basic floral tools and equipment (e.g., glass containers, floral knives, foam cutters, clippers, wire cutters)
- maintenance and sterilization of tools
- selection of basic supplies for completing floral arrangements
- selection of types and shapes of floral foam
- applications of dry floral foam and Styrofoam
- alternatives to foams for securing cut materials
- applications of adhesives
- wire gauges for floral applications
- types and widths of ribbons
- accessory supplies.

Process/Skill Questions

- What tool should be used to cut fresh materials?
 - How are flowers and foliages held in place in an arrangement?
 - Where can floral design supplies be purchased?
 - For what situations would different types of floral adhesives be used?
-
-

Creating Floral Designs

Task Number 48

Incorporate unique accessories and bases into floral designs.

Definition

Incorporation should include

- unique accessories (e.g., figurines, fruit, bird nests, shells, stones, urns, colored glass bowls, pottery bowls)
- mechanics to secure accessories in floral arrangements
- unique bases for floral arrangements
- construction of unique design bases
- mechanics for securing a floral arrangement to a base.

Process/Skill Questions

- How does a base differ from a normal floral-design container?
- Is it appropriate to include items other than flowers in an arrangement? If so, what other items may be included?
- When presented with a holiday or event, how would you describe a unique base that could be constructed?
- When presented with a holiday or event, how would you describe an accessory to be incorporated into the design?

Task Number 49

Preserve floral materials.

Definition

Preservation should include flowers and foliage that are adaptable to drying (e.g., pressing, air-drying, and/or using glycerin or desiccants).

Process/Skill Questions

- Can all flowers be dried successfully? Why or why not?
- How long does it take for flowers to dry?
- How is a flower press made?

- What is the procedure for pressing flowers?
-

Task Number 50

Create a design using dried plant material.

Definition

Creation should include making wearable and decorative designs using

- naturally dried material (e.g., acorns, peppercorns)
- preserved floral material.

Process/Skill Questions

- What designs might be created from naturally dried material?
 - What are some novelty designs that can be created with dried material?
-

Task Number 51

Research the history of traditional and contemporary floral design.

Definition

Research should include

- source information of period design (e.g., writings, paintings, engravings)
- historical periods of design (e.g., Egyptian, Greek, Roman, Dutch, French, Colonial, Georgian, Biedermeier, Victorian)
- contemporary designs (e.g., parallel, abstract, vegetative, landscape, new convention, pavé, and botanical styles)
- plant materials, containers, techniques, and styles used in traditional and contemporary design.

Process/Skill Questions

- How has traditional design influenced contemporary design?
- How have historic designs influenced current floral designs?
- What records exist of historic floral arrangements?

Task Number 52

Construct period designs.

Definition

Construction should include

- researching historical period designs (e.g., Egyptian, Greek, Roman, Dutch, French, Colonial, Georgian, Biedermeier, Victorian)
- using researched information on period design (e.g., writings, paintings, engravings).

Process/Skill Questions

- Should commercial cut flowers and foliages be used in historical designs? Why or why not?
- What were the popular colors in Victorian flower arrangements?
- What were the most prominent features of Victorian flower arrangements? Egyptian?

Task Number 53

Create oriental designs.

Definition

Creation should include

- developmental factors of oriental floral design
- an understanding of the symbolism of the container in oriental designs
- oriental design styles (e.g., Ikenobo, Moribana, Shoka, Nageire, Kabebana, Morimono, and Jiyu-Bana)
- the use of flowers and foliages appropriate for oriental designs
- the use of mechanics to secure oriental designs.

Process/Skill Questions

- How do oriental designs differ from occidental designs? Why do they differ?
- What types of containers are appropriate for oriental designs? Why?
- Are oriental designs easy to construct due to the restricted amount of materials used? Why or why not?
- How does symbolism play a role in oriental design?

Task Number 54

Construct contemporary designs.

Definition

Construction should include

- an understanding of traditional vs. contemporary design principles
- a contemporary design (e.g., parallel, abstract, vegetative, landscape, new convention, pavé, and botanical styles)
- the use of flowers and foliages appropriate for contemporary design.

Process/Skill Questions

- Do the conventional rules of floral design apply to contemporary arrangements? Why or why not?
 - What special flowers and foliage are used in contemporary design?
 - Are contemporary arrangements easier to construct than traditional designs? Why or why not?
 - Do contemporary styles evolve or remain static? Why?
 - What is the commercial market for contemporary design?
-

Task Number 55

Arrange advanced novelty designs.

Definition

Arrangement should include an understanding of

- the definition of a *novelty design*
- a variety of novelty designs
- occasions for which novelty designs are appropriate
- the role of the container in novelty arrangements
- the role of themes in novelty design

resulting in the creation of a novelty design (e.g., topiary, fruit basket, gift basket, “character” bud vase, and “ice cream soda”).

Process/Skill Questions

- How are flowers arranged to look like animals or food?
- How much should a container contribute to the expense of an arrangement?
- What kind of novelty design would be appropriate for a St. Patrick’s Day theme?
- What are the steps in creating fruit and gift baskets?
- What are the steps in creating a “character” design?
- What are the steps in creating a floral topiary?

Task Number 56

Create seasonal arrangements.

Definition

Creation should include

- list of commercially significant holidays
- designs that are associated with each holiday
- list of cut flowers, foliage, and potted plants that are associated with each holiday

- sources of hard goods for seasonal designs
- arrangements that may include swags, arches, wreaths, centerpieces, or novelty items.

Process/Skill Questions

- What portion of a florist's income is attributed to seasonal sales?
- What holiday brings the largest number of sales for a commercial florist?
- What steps can a florist take to maximize seasonal profits?

Task Number 57

Maintain a portfolio of student work.

Definition

Maintenance should include

- digital images of student-designed floral arrangements
- reflections on each item in the portfolio (discussing skills developed)
- a résumé reflecting student skills, work experiences, and supporting FFA activities.

Process/Skill Questions

- What are digital methods that can be used to create a design portfolio?
- What formats can be used to display a portfolio?
- What commentary should accompany portfolio designs?
- What is the most effective way to incorporate the portfolio presentation in the interview process?

Task Number 58

Judge a floral design.

Definition

Judging should be based on the FFA Floriculture event and should include use of a rubric to critique a peer's design.

Process/Skill Questions

- What should one look for when judging a floral design?
 - How is a rubric used?
 - Why is it important to be objective when judging a peer's design?
-
-

Marketing Floral Products

Task Number 59

Describe the floral delivery service.

Definition

Description should include

- the role that delivery plays in various floral outlets
- desirable qualities of a delivery employee
- methods of plotting delivery routes
- procedure for loading the delivery vehicle
- options available for securing floral items in delivery vehicles
- methods of handling a delivery when the recipient is not at home
- list of supplies that should be kept in a delivery vehicle
- special considerations for deliveries to a funeral home, hospital, wedding site, and for cash-on-delivery (COD) orders.

Process/Skill Questions

- Why is the delivery person an important part of the florist shop team?
- What should be done with an order when the recipient is not at home?
- How are arrangements stabilized for the delivery drive?

Task Number 60

Develop a business plan for a floral enterprise.

Definition

Development should include

- an equipment list
- budget
- logo
- shop layout
- layout of work, sales, consultation, business office, delivery staging, and storage areas.

A business plan should include the following elements:

- Executive summary

- Description of the business (e.g., location, customer, form of ownership)
- Product or service
- Marketing plan
- Operation plan
- Financial plan
- Growth plan
- Appendix

Process/Skill Questions

- What are the essential components of a business plan?
- Where can equipment for a florist business be purchased?
- How can potential sales be estimated?

Task Number 61

Create an advertisement campaign for a floral enterprise.

Definition

Creation may include

- selection of a product (e.g., seasonal potted plants, a featured design, or cash-and-carry specials)
- analysis of the advantages and disadvantages of various media (such as print, television, radio, e-mail, websites, and social media)
- use of a mailing list (e.g., postal and e-mail)
- identification of peak periods during the year for advertising campaigns
- evaluation of the campaign
- documentation of outcomes.

Process/Skill Questions

- What is the most effective advertising medium for a florist shop? Least effective?
- What is the most expensive advertising medium? Least expensive?
- How can an advertising budget be determined?
- How can electronic forms of communication be used in an advertising plan?
- How has the use of electronic forms of communication changed the floral industry?

Task Number 62

Describe the services provided by floral ordering networks.

Definition

Description should include

- the major ordering networks and the development of these networks (e.g., FTD, Flowers.com, 1-800-Flowers, Teleflora)
- an analysis of the services provided by these networks and their requirements for membership
- the role of technology in the wire-order process (e.g., telephone, websites, social media, order gatherers)
- an analysis of selection guides.

Process/Skill Questions

- What are the major networks?
- Why are they sometimes called wire services?
- What are three functions of a wire service?
- Can a florist shop belong to more than one wire service? Why or why not? If so, why would membership in more than one wire service be desirable?
- Why might a florist choose to be a member of a network? Why might a florist choose not to be a member?

Task Number 63

Manage a seasonal event.

Definition

Management may include having

- seasonal design supplies
- a variety seasonal arrangements (e.g., wreaths, table pieces, swags, and novelty items)
- a variety of materials (e.g., fresh, silk, and/or dried)
- seasonal displays prepared
- orders for custom seasonal designs and seasonal potted plants
- seasonal potted plants for retail sales (e.g., plants incorporating foil, baskets, and novelty containers)
- an advertising campaign
- special shop attractions (e.g., refreshments, music and other forms of entertainment, floral demonstrations, and door prizes)
- a post-event evaluation and recommendations for future open house events.

Process/Skill Questions

- For what seasons or holidays would an open house be appropriate?
- Are open house events cost-effective? Why or why not?

Task Number 64

Create a customer database for business applications.

Definition

Creation should include

- applications of a customer database in a florist business
- demographic information for a customer database
- an analysis of software options for developing a customer database (e.g., Excel, Google Sheets)
- procedures for updating information in the customer database
- evaluation of the return on investment of a customer database
- a mailing list (USPS, e-mail, text).

Process/Skill Questions

- How can the creation of a customer database be advantageous to a floral business?
- How can a customer database be used in an advertising campaign?

Task Number 65

Analyze facets of sales and services related to the florist industry.

Definition

Analysis should include

- good salesmanship
- effective sales (in-store, phone, online)
- an accurate floral order form
- operation of a cash register or point-of-sale system
- ability to make change using the count-up method
- payment methods (e.g., check, debit, credit, apps).

Process/Skill Questions

- What are qualities of a good salesperson?
- How do face-to-face sales differ from telephone sales?
- What information should be included on a florist order form?
- Is it necessary to count back change when using an electronic cash register? Why or why not?

Task Number 66

Manipulate pricing formulas for floricultural products.

Definition

Manipulation should include

- business expenses that must be covered by pricing formulas
- computation of prices using the ratio markup method
- computation of prices using the wholesale pricing method

- computation of prices using the retail cost of goods method
- computation of prices using the nesting method
- analysis of pricing factors for floral rental items.

Process/Skill Questions

- Are all floral products priced using the same method? Why or why not?
- What is the meaning of the term *markup*?
- How is profit figured into pricing formulas?

Task Number 67

Examine avenues for professional improvement.

Definition

Examination may include

- certification programs
- work-based learning opportunities (i.e., SAE, job shadowing, mentorship, service learning, internship, clinical experience, cooperative education, youth registered apprenticeship, and registered apprenticeship)
- formal education
- publications
- professional organizations
- design workshops.

Process/Skill Questions

- Where can a degree in floral design be obtained?
- Is formal training required to be a floral designer? Why or why not?
- Are there professional certification programs available for florists? If so, what are they?
- What certifications are offered online? Locally?

Servicing Special Events

Task Number 68

Plan a funeral order. (sensitive)

Definition

Plan should include consideration of

- information about the deceased (obituary)
- consultation process
- floral designs
- styles of funeral arrangements
- sympathy design trends
- religious and cultural funeral traditions and customs
- supplies specific to sympathy design
- funeral arrangements which may include casket sprays, standing sprays, wreaths, arrangements, and set pieces
- product alternatives to fresh arrangements for the sympathy market.

Process/Skill Questions

- Do all floral outlets service funerals? If not, which do and which do not?
- What is the role of the florist in funeral planning?
- What are the recent trends in sympathy design?

Task Number 69

Prepare flowers and décor for a wedding.

Definition

Preparation should include

- wedding consultation
- event contract
- flower design for the bridal party
- flower design for the wedding ceremony
- flower design for the wedding reception.

Process/Skill Questions

- What is the role of the florist in wedding planning?
- What are the recent trends in wedding planning?
- How can the ethnic and religious backgrounds of the couple influence the wedding flowers and décor?
- How does the venue affect wedding preparation?
- Why are contracts important for the floral business? For the client?

Task Number 70

Create balloon set pieces.

Definition

Creation should include

- air-filled set pieces
- mechanics employed in creating balloon set pieces
- evaluation of the shelf life of a balloon set piece
- equipment and supplies for construction of balloon set pieces
- air-filled sculpture in cases of helium shortage
- events for marketing balloon set pieces.

Process/Skill Questions

- What are balloon set pieces?
 - What are the mechanics involved in balloon set pieces?
 - What is the target market for balloon set pieces?
-

Task Number 71

Prepare themed floral decorations for a commercial or community event.

Definition

Preparation should include

- a site evaluation, with checklist
- client consultation
- cost estimate
- bid presentation
- design components.

Process/Skill Questions

- What types of floral decorations are appropriate for a large-scale commercial event?
 - Can commercial-event designs be completed in the florist shop? Why or why not?
 - What special pre-planning is required for a large-scale commercial event?
 - What are important considerations when preparing a community event?
-

SOL Correlation by Task

39	Identify the role of supervised agricultural experiences (SAEs) in agricultural education.	English: 11.3, 11.5, 12.3, 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, WHIL.8, WHIL.10, WHIL.11
43	Apply for an FFA degree and/or an agricultural proficiency award.	English: 11.5, 12.5
44	Create an arrangement using the principles and elements of floral design.	
45	Use cut flowers and foliage to create fresh designs.	
46	Perform advanced conditioning techniques on cut flowers and foliage.	
47	Use containers, mechanics, tools, and supplies to create floral designs.	
48	Incorporate unique accessories and bases into floral designs.	
49	Preserve floral materials.	
50	Create a design using dried plant material.	
51	Research the history of traditional and contemporary floral design.	English: 11.8, 12.8 History and Social Science: WHI.3, WHI.5, WHI.6, WHI.9, WHI.11, WHI.12, WHIL.4, WHIL.9
52	Construct period designs.	English: 11.8, 12.8 History and Social Science: VUS.3, VUS.8, VUS.13, WHI.3, WHI.4, WHI.5, WHI.6, WHI.9, WHI.11, WHI.12
53	Create oriental designs.	English: 11.5, 12.5 History and Social Science: WHI.3, WHI.11, WHIL.6
54	Construct contemporary designs.	
55	Arrange advanced novelty designs.	English: 11.3, 11.5, 12.3, 12.5
56	Create seasonal arrangements.	English: 11.8, 12.8
57	Maintain a portfolio of student work.	English: 11.6, 11.7, 12.6, 12.7
58	Judge a floral design.	
59	Describe the floral delivery service.	English: 11.5, 12.5
60	Develop a business plan for a floral enterprise.	English: 11.5, 11.6, 11.7, 12.5, 12.6, 12.7 History and Social Science: GOVT.1, GOVT.15
61	Create an advertisement campaign for a floral enterprise.	English: 11.5, 11.6, 11.7, 12.5, 12.6, 12.7
62	Describe the services provided by floral ordering networks.	English: 11.5, 12.5
63	Manage a seasonal event.	
64	Create a customer database for business applications.	English: 11.5, 12.5

		History and Social Science: GOVT.1 Mathematics: COM.1, COM.7
65	Analyze facets of sales and services related to the florist industry.	English: 11.5, 12.5
66	Manipulate pricing formulas for floricultural products.	Mathematics: A.1, A.4
67	Examine avenues for professional improvement.	English: 11.5, 12.5
68	Plan a funeral order.	English: 11.5, 11.8, 12.5, 12.8
69	Prepare flowers and décor for a wedding.	
70	Create balloon set pieces.	
71	Prepare themed floral decorations for a commercial or community event.	

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)
- Applied Agricultural Concepts (8072/18 weeks)
- Floral Design I (8055/36 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	Agricultural Commodity Broker Agricultural Products Sales Representative Farm Products Purchasing Agent and Buyer Sales Manager
Plant Systems	Agricultural Products Sales Representative Botanist Certified Crop Advisor Crop Grower Custom Harvester Farm, Ranch Manager Farmer/Rancher Floral Designer Floral Shop Manager Nursery and Greenhouse Manager Ornamental Horticulturist Plant Breeder/ Geneticist Secondary School Teacher Soil and Plant Scientist