

# Floristry

**Curriculum Guide:** *Floristry*

**Unit:** I. Floristry Industry

**Unit Objective:**

Students will demonstrate an understanding of the floristry industry by exploring training and educational opportunities available to prospective industry practitioners and presenting their findings in a poster.

**Show-Me Standards:** 4.8, SS6

**References:**

*Careers in Floriculture: Catalog of Schools.* Society of American Florists. Accessed August 14, 2003, from <http://www.safnow.org/Public/schoollisting.doc>.

*Floristry.* University of Missouri-Columbia, Instructional Materials Laboratory, 1996.

*Make People Smile: Grow Your Future in the Floral Industry.* Society of American Florists. Accessed August 14, 2003, from <http://www.safnow.org/Public/career%20brochure.pdf>.

Students will use additional outside sources to complete this activity.

**Instructional Strategies/Activities:**

- Students will engage in study questions in lessons 1 and 2.
- Students will complete AS 2.1, Careers in Floristry.
- Additional activities that relate to the unit objective can be found under the heading "Other Activities" in the following location: p. I-16 (2, 3).

**Performance-Based Assessment:**

Students will work in groups of three to develop a list of common and unique floristry and related courses at postsecondary educational institutions. Each group will present findings from its survey in poster form, grouping common courses and citing unique courses at specific institutions.

Assessment will be based on the content, organization, clarity, and quality of the poster. Assessment also will take into account grammar, spelling, punctuation, and capitalization.



**Unit I—Floristry Industry  
Instructor Guide**

**The instructor should assign the performance-based assessment activity at the beginning of the unit. Students will work toward completing the activity as they progress through the unit lessons. The assessment activity will be due at the completion of the unit.**

1. Students will work in teams of three to develop a poster on floristry courses offered at a variety of postsecondary educational institutions.
2. Team members will research and identify course listings in floristry programs at three to five schools or colleges. NOTE: The instructor may want to assign specific educational institutions to each team to ensure a variety of floristry programs are surveyed by the entire class.
3. Students will need to use outside material for their research and must provide a complete bibliography of their sources along with their posters.
4. After completing the research, the team will develop and write material for a poster about the subject of the team's research. The poster will essentially contain several lists of course titles and corresponding course descriptions.
  - ❑ One list will contain courses common to all or several of the floristry educational programs researched. Each course on the list should appear with a synopsis of the course description.
  - ❑ All other lists will contain courses unique to each floristry educational program researched. There should be one list for each institution researched by the team. Each course on each of these lists should appear with a synopsis of its respective course description.
5. Assessment will evaluate the team's poster and will be based on a range of success (from excellence to failure) in several categories:
  - a. Factors to be evaluated will be content, organization, clarity, and quality.
  - b. Spelling, grammar, punctuation, and capitalization also will be factors in the assessment.



**Unit I—Floristry Industry  
Student Handout**

1. You will work in teams of three students to develop a poster on floristry courses offered at a variety of postsecondary educational institutions.
2. You and your team members will research and identify course listings in floristry programs at three to five schools or colleges.
3. You will need to use outside material for your research and must provide a complete bibliography of your sources along with your poster.
4. After completing the research, your team will develop and write material for a poster about the subject of your team’s research. The poster will essentially contain several lists of course titles and corresponding course descriptions.
  - One list will contain courses common to all or several of the floristry educational programs researched. Each course on the list should appear with a synopsis of the course description.
  - All other lists will contain courses unique to each floristry educational program researched. There should be one list for each institution researched by the team. Each course on each of these lists should appear with a synopsis of its respective course description.
5. Assessment will evaluate your team’s poster and will be based on a range of success (from excellence to failure) in several categories.
  - a. Factors to be evaluated will be content, organization, clarity, and quality.
  - b. Spelling, grammar, punctuation, and capitalization also will be factors in the assessment.



# Floristry

**Unit I—Floristry Industry**  
**Scoring Guide**  
**Team Members \_\_\_\_\_**

Assessment Area	Criteria	0 Points	1 Point	2 Points	3 Points	4 Points	Weight	Total
Poster	Content	Failed	Minimum Effort	Adequate	Superior	Excellent	X 5.625	
	Organization	Failed	Minimum Effort	Adequate	Superior	Excellent	X 5.625	
	Clarity	Failed	Minimum Effort	Adequate	Superior	Excellent	X 5.625	
	Quality	Failed	Minimum Effort	Adequate	Superior	Excellent	X 5.625	
Technical Considerations	<input type="checkbox"/> Spelling <input type="checkbox"/> Grammar <input type="checkbox"/> Punctuation <input type="checkbox"/> Capitalization	0 criteria met	1 criterion met	2 criteria met	3 criteria met	All 4 criteria met	X 2.5	
<b>TOTAL</b>								

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Final Assessment Total \_\_\_\_\_/100 pts.

Comments:

