

Floristry

Instructional Framework

An instructional framework provides educators with a list of benchmark statements aligned to Common Core standards for a given course or program. The Missouri Floristry Instructional Framework lists a sequence of content, organized into distinct units of instruction. Sample activities and potential Common Core related enhancements are provided.

	Common Core Standards	National Standards (AFNR)	Activities	Enhancements
A. Floristry Industry				
1. Identify the structure of the floristry industry.	RST.11-12.5 RST.11-12.7		UNIT: 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.	<ol style="list-style-type: none"> Students will work in groups 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.
2. Describe career opportunities in floristry.				

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B. Plant Identification				
1. Describe the factors involved identifying plants.	SL.11-12.2 SL.11-12.4 RST.11-12.4 RST.11-12.7		UNIT: Demonstrate the ability to identify plants by gathering information and illustrations of various plants and assembling a catalog of those plants.	1. Each student will create a plant collection that includes types of roots, types of leaf shapes, types of leaf margins, types of leaf attachments, and types of venation. For examples of these plant types and shapes, students can refer to lessons in the unit and outside sources to identify plant parts. 2. Students will mount each specimen to a piece of paper in some manner. Each root or leaf should be labeled as to the category and the sample it represents.
2. Identify plants and plant parts used in the floristry industry.				
C. Post-Harvest Handling				
1. Describe how plant processes affect shelf life.	W.11-12.2 RST.11-12.3 WHST.11-12.2		UNIT: Students will job shadow a day at a florist shop and assist in preparing flowers for arrangements and caring for potted plants.	1. Students will demonstrate an understanding of post-harvest handling parameters by developing procedures for treatment of potted plants and cut plant materials and presenting them in the form of care cards.
2. Demonstrate techniques for the processing of cut plant materials.				
3. Demonstrate the care of potted plants.				
D. Mechanics of Floral Design				
1. Identify and safely use	W.11-12.2		UNIT: Demonstrate an	1. Students will demonstrate

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tools and supplies.	RST.11-12.3 WHST.11-12.2		understanding of the nomenclature of floral design mechanics by associating terms with definitions, illustrations, and tools.	understanding through choosing a tool, ribbon, container, and wiring type and creating a user's guide for each. The guide will include information on what each should be used for and how to properly use each item. Each guide will be evaluated on accuracy, grammar, and attractiveness.
2. Construct bows using basic ribbon widths.				
3. Select and prepare appropriate containers.				
4. Perform basic wiring and typing techniques.				
5. Package flowers and arrangements for delivery.				
E. Basic Principles of Floral Design				
1. Identify basic principles of floral designing and elements of design.	W.11-12.1 RST.11-12.4 WHST.11-12.1		UNIT: Students will gather pictures of arrangements and categorize them into the different design shapes and also arrange them by the elements of design.	1. Demonstrate an understanding of the basic principles of floral arranging by studying, evaluating, and critiquing floral arrangements and presenting their findings in a written and oral report.
2. Identify design shapes.				
F. Types of Designs				
1. Identify how floral designs are used.	RST.11-12.3		UNIT: Demonstrate an understanding of various floral designs by planning and producing floral arrangements for a themed display.	1. Students will plan out the flowers for a wedding. They will need a list of what flowers and materials will be needed as well as a cost for the wedding. The students will write a detailed description of what each
2. Construct flowers to wear.				
3. Construct a bud vase.				
4. Construct a one-sided arrangement.				
5. Construct a centerpiece.				
6. Construct an evergreen				

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wreath.				arrangement / bouquet / centerpiece will look like and what style and shape it will be.
7. Construct a silk arrangement.				
8. Construct a dish garden.				
G. Shop Operations				
1. Demonstrate a sales transaction.	RST.11-12.3 W.11-12.6 WHST.11-12.6 N-Q.1		UNIT: Demonstrate an understanding of the marketing aspect of a floral shop operation by contributing their time and effort to the creation of an advertising message to promote the sale of floral produce.	1. Students will coordinate a sale of a product for a holiday or through the school greenhouse. The class will plan and conduct all advertising, displays, sales, and ordering supplies. Students will then reflect on the process and make suggestions for future years.
2. Deliver a floral arrangement.				
3. Calculate the price of floral products.				
4. Assist in completing an inventory.				
5. Create displays				
6. Maintain the floral shop area.				
7. Prepare an advertisement.				
H. Leadership and Personal Development for Advanced Students				
1. Develop a resume and complete a job application.	L.11-12.1 L.11-12.2 W.11-12.10		UNIT: Explore a career area by investigating entry-level job opportunities at a local agricultural business and writing a resume and letter of application for a position.	1. At the completion of the cover letter and resume, student will complete a job application and a mock interview to demonstrate competency in area of study.
2. Develop a plan for finding a job.	W.11-12.4			
3. Describe how to apply and interview for a job.	SL.11-12.6			
4. Describe the characteristics needed to develop desirable personal	SL.11-12.1			

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and social skills.				
5. Describe the importance and process of developing better human relationships.	SL.11-12.1			
I. Using the Missouri Agricultural Record Book for Secondary Students				
1. Complete forms needed to open the <i>Missouri Agricultural Record Book for Secondary Students</i>			UNIT: Demonstrate the ability to use selected forms in the <i>Missouri Agricultural Record Book for Secondary Students</i> by using a list of sample entries to complete the applicable forms in the book.	1. Have the students complete a math worksheet practicing calculating net worth, cash flow, receipts and expenditures.
2. Complete a budget for the SAE program.	N-Q.1			
3. Complete inventory and financial statement forms for the <i>Missouri Agricultural Record Book for Secondary Students</i> .	N-Q.1			
4. Complete receipt and expenditure forms in the <i>Missouri Agricultural Record Book for Secondary Students</i> .	N-Q.1			
5. Complete additional forms in the <i>Missouri Agricultural Record Book for Secondary Students</i> .	N-Q.1			

Codes for Common Core Mathematics are:

- N = Number and Quantity
- A = Algebra
- F = Functions
- G = Geometry
- S = Statistics and Probability

Codes for Common Core English Language Arts and Literacy are:

- RL = Reading for Literature
- RI = Reading for Informational Text
- RST = Reading for Literacy in Science and Technical Subjects
- RH = Reading for Literacy in History/Social Studies
- W = Writing
- WHST = Writing for Literacy in History/Social Studies, Science, and Technical Subjects
- SL = Speaking and Listening
- L = Language