

Floristry

Curriculum Guide: *Floristry*

Unit: II. Plant Identification

Unit Objective:

Students will demonstrate the ability to identify plants by gathering information and illustrations of various plants and assembling a catalog of those plants.

Show-Me Standards: 1.4, SC3

References:

Commercial seed and plant catalogs providing illustrations and descriptions of specimens

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

Students may 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, Flowering Potted Plants; and AS 2.2, Potted Foliage Plants.
- Additional activities that relate to the unit objective can be found under the heading "Other Activities" in the following locations: p. II-5 (2, 3) and p. II-15 (3).

Performance-Based Assessment:

Students will work in teams of three to gather information for and illustrations of 20 plants. Each team will use its information and illustrations to prepare a catalog of the 20 plants for display to the class.

Assessment will be based on the accuracy and clarity of the information cited in the catalog, the quality of the illustrations used and each catalog entry produced, and the overall quality of the entire catalog, including the cover. Assessment also will take into account grammar, spelling, punctuation, and capitalization.

**Unit II—Plant Identification
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 produce a plant catalog of 20 specimens for display to their classmates.
2. Team members will gather information on and illustrations of each specimen.
 - a. Information about each specimen in all catalog entries should include the following:
 - Specimen's scientific name
 - Common name
 - Characteristics
 - Growing conditions
 - Growing area
 - Seasonal availability
 - Minimum quantities
 - b. Sources of illustrations can include the following:
 - Personal copies of commercial plant catalogs or other personal sources
 - Photocopies from library references or other nonpersonal sources, such as plant encyclopedias
 - Photos taken by team members of actual specimens
3. Students may use material found in the unit and additional outside material to complete their catalogs. Students must provide a complete bibliography of their sources along with their catalogs.
4. After collecting the information and illustrations, the team will perform the following steps:
 - Write material for each entry in the catalog.
 - Match the written material with the appropriate illustration.
 - Place each catalog entry on a single page.
 - Assemble all pages into a catalog with an appropriate cover.
5. Assessment will evaluate the team's catalog with the following considerations:
 - a. Each catalog entry will be individually evaluated for accuracy and clarity of information, the quality of the illustration, and the overall quality of the entry.

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- b. The quality of the entire catalog, including its cover, also will be evaluated.
- c. Spelling, grammar, punctuation, and capitalization also will be factors in the assessment.

**Unit II—Plant Identification
Student Handout**

1. You will work in a team with two other students to produce a plant catalog of 20 specimens for display to your classmates.
2. Your team will gather information on and illustrations of each specimen.
 - a. Information about each specimen in all catalog entries should include the following:
 - Specimen's scientific name
 - Common name
 - Characteristics
 - Growing conditions
 - Growing area
 - Seasonal availability
 - Minimum quantities
 - b. Sources of illustrations can include the following:
 - Personal copies of commercial plant catalogs or other personal sources
 - Photocopies from library references or other nonpersonal sources, such as plant encyclopedias
 - Photos taken by team members of actual specimens
3. You may use material found in the unit and additional outside material to complete your catalog. You must provide a complete bibliography of your sources along with your catalog.
4. After collecting the information and illustrations, your team will perform the following steps:
 - Write material for each entry in the catalog.
 - Match the written material with the appropriate illustration.
 - Place each catalog entry on a single page.
 - Assemble all pages into a catalog with an appropriate cover.
5. Assessment will evaluate your team's catalog with the following considerations:
 - a. Each catalog entry will be individually evaluated for accuracy and clarity of information, the quality of the illustration, and the overall quality of the entry.
 - b. The quality of the entire catalog, including its cover, also will be evaluated.
 - c. Spelling, grammar, punctuation, and capitalization also will be factors in the assessment.

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**Unit II—Plant Identification
Scoring Guide
Team Members _____**

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Assessment Area	Criteria	0 Points	1 Point	2 Points	3 Points	4 Points	Weight	Total
Catalog Specimens	Information accuracy	Failed	Minimum Effort	Adequate	Superior	Excellent	X 5	
	Information clarity	Failed	Minimum Effort	Adequate	Superior	Excellent	X 5	
	Illustration quality	Failed	Minimum Effort	Adequate	Superior	Excellent	X 5	
	Entry quality	Failed	Minimum Effort	Adequate	Superior	Excellent	X 5	
Catalog, Including Cover	Overall quality	Failed	Minimum Effort	Adequate	Superior	Excellent	X 3	
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	
TOTAL								

Final Assessment Total _____/100 pts.

Comments:

