



EGG HARBOR TOWNSHIP PUBLIC SCHOOLS Floriculture Grades 9-12

Author, Laura Butrus, 8/1/16  
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Department

## FLORICULTURE Grades 9-12

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### EHT

The purpose of the floriculture instruction is to provide learners with life and career skills necessary to be functioning and contributing members of society. This curriculum guide has been designed to target 21st century themes such as critical thinking, manufacturing/marketing, advertising, business, career awareness and financial literacy.

#### **DISTRICT MISSION STATEMENT**

Our mission in the Egg Harbor Township School District is to partner with the student, family, school, and community to provide a safe learning environment that addresses rigorous and relevant 21st Century standards and best practices which will develop academic scholarship, integrity, leadership, citizenship, and the unique learning style of students, while encouraging them to develop a strong work ethic and to act responsibly in their school community and every day society.

#### **Floriculture - PHILOSOPHY**

We believe that the citizens of the future will need a strong foundation of knowledge, skills, and the ability to be literate, problem-solving individuals able to adapt to an ever-changing world. Egg Harbor Township Public Schools foster students' achievement for personal growth and self-fulfillment, success in work, citizenship in a diverse society, and participation in a multi-cultural community. It is our desire that students achieve excellence in their application of foundational life skills relative to activities of daily living to promote personal and professional well-being; to connect what they are taught in school to the world of work and the expectations they will face as adults.

#### **Floriculture- STATEMENT OF PURPOSE**

The purpose of the floriculture instruction is to provide learners with life and career skills necessary to be functioning and contributing members of society. This curriculum guide has been designed to target 21<sup>st</sup> century themes such as critical thinking, problem solving, manufacturing, marketing, media, business, career awareness and financial literacy.

Instruction will focus on school to work transition skills with a concentration on workplace readiness in efforts to better prepare the learner for real world work experiences and to assist with their transition to post high school opportunities. The purpose is to stimulate the study and interest in retailing flowers, plants and foliage through "hands- on"

activities; cooperative learning projects; small group discussions; interactive lessons; community based instruction; and use of technology in the classroom. The students will practice the art of effective communication, acquire interpersonal & team building skills, and participate in learning experiences that help guide them in the acquisition of functional skills that are essential for life.

## **INTRODUCTION**

The most precious resource teachers have is time. Regardless of how much time a course is scheduled for, it is never enough to accomplish all that one would like. Therefore, it is imperative that teachers utilize the time they have wisely in order to maximize the potential for all students to achieve the desired learning.

High quality educational programs are characterized by clearly stated goals for student learning, teachers who are well-informed and skilled in enabling students to reach those goals, program designs that allow for continuous growth over the span of years of instruction, and ways of measuring whether students are achieving program goals.

## **THE EGG HARBOR TOWNSHIP SCHOOL DISTRICT CURRICULUM TEMPLATE**

The Egg Harbor Township School District has embraced the backward-design model as the foundation for all curriculum development for the educational program. When reviewing curriculum documents and the Egg Harbor Township curriculum template, aspects of the backward-design model will be found in the stated enduring *understandings/essential questions*, *unit assessments*, and *instructional activities*. Familiarization with backward-design is critical to working effectively with Egg Harbor Township's curriculum guides.

### **GUIDING PRINCIPLES: WHAT IS BACKWARD DESIGN? WHAT IS UNDERSTANDING BY DESIGN?**

"Backward design" is an increasingly common approach to planning curriculum and instruction. As its name implies, "backward design" is based on defining clear goals, providing acceptable evidence of having achieved those goals, and then working 'backward' to identify what actions need to be taken that will ensure that the gap between the current status and the desired status is closed.

Building on the concept of backward design, Grant Wiggins and Jay McTighe (2005) have developed a structured approach to planning programs, curriculum, and instructional units. Their model asks educators to state goals; identify deep understandings, pose essential questions, and specify clear evidence that goals, understandings, and core learning have been achieved.

Programs based on backward design use desired results to drive decisions. With this design, there are questions to consider, such as: What should students understand, know, and be able to do? What does it look like to meet those goals? What kind of program will

result in the outcomes stated? How will we know students have achieved that result? What other kinds of evidence will tell us that we have a quality program? These questions apply regardless of whether they are goals in program planning or classroom instruction.

The backward design process involves three interrelated stages for developing an entire curriculum or a single unit of instruction. The relationship from planning to curriculum design, development, and implementation hinges upon the integration of the following three stages.

*Stage I: Identifying Desired Results:* Enduring understandings, essential questions, knowledge and skills need to be woven into curriculum publications, documents, standards, and scope and sequence materials. Enduring understandings identify the “big ideas” that students will grapple with during the course of the unit. Essential questions provide a unifying focus for the unit and students should be able to answer more deeply and fully these questions as they proceed through the unit. Knowledge and skills are the “*stuff*” upon which the understandings are built.

*Stage II: Determining Acceptable Evidence:* Varied types of evidence are specified to ensure that students demonstrate attainment of desired results. While discrete knowledge assessments (e.g.: multiple choice, fill-in-the-blank, short answer, etc...) will be utilized during an instructional unit, the overall unit assessment is performance-based and asks students to demonstrate that they have mastered the desired understandings. These culminating (summative) assessments are authentic tasks that students would likely encounter in the real-world after they leave school. They allow students to demonstrate all that they have learned and can do. To demonstrate their understandings students can explain, interpret, apply, provide critical and insightful points of view, show empathy and/or evidence self-knowledge. Models of student performance and clearly defined criteria (i.e.: rubrics) are provided to all students in advance of starting work on the unit task.

*Stage III: Designing Learning Activities:* Instructional tasks, activities, and experiences are aligned with stages one and two so that the desired results are obtained based on the identified evidence or assessment tasks. Instructional activities and strategies are considered only once stages one and two have been clearly explicated. Therefore, congruence among all three stages can be ensured and teachers can make wise instructional choices.

At the curricular level, these three stages are best realized as a fusion of research, best practices, shared and sustained inquiry, consensus building, and initiative that involves all stakeholders. In this design, administrators are instructional leaders who enable the alignment between the curriculum and other key initiatives in their district or schools. These leaders demonstrate a clear purpose and direction for the curriculum within their school or district by providing support for implementation, opportunities for revision through sustained and consistent professional development, initiating action research activities, and collecting and evaluating materials to ensure alignment with the desired results. Intrinsic to the success of curriculum is to show how it aligns with the overarching goals of the district, how the document relates to district, state, or national standards, what a high quality educational program looks like, and what excellent teaching and learning looks like. Within education, success of the educational program is realized through this blend of commitment and organizational direction.

## **INTENT OF THE GUIDE**

This guide is intended to provide teachers with course objectives and possible activities, as well as assist the teacher in planning and delivering instruction in accordance with the New Jersey Core Curriculum Content Standards. The guide is not intended to restrict or limit the teacher's resources or individual instruction techniques. It is expected that the teacher will reflectively adjust and modify instruction and units during the course of normal lessons depending on the varying needs of the class, provided such modified instruction attends to the objectives and essential questions outlined below.

**Unit Name: Unit 1: Procedures**  
**Author: Special Education Teachers**

**Marking Period 1,2,3,4**

## **UNIT 1**

Subject:  
**Floriculture**  
Course/Grade: **9-12**  
School: **Egg**  
**Harbor**  
**Township**  
**High School**

Country: **USA**  
State/Group: **NJ**

### **UNIT SUMMARY**

The unit focuses on the use of shop procedures, such as safety, supplies, understanding, and demonstrating, operating and maintaining equipment for floriculture operations.

### **UNIT RESOURCES**

#### **Internet Resource Links**

### **UNIT RESOURCES**

Hands-on equipment/tools

**Internet Resource Links**  
**[www.SAFNOW.org](http://www.SAFNOW.org)**

## STAGE ONE

### GOALS AND STANDARDS

#### 9.1 Career and Technical Education:

##### GOALS AND STANDARDS (Taught and Assessed)

**9.1 Career and Technical Education:** All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.

9.4.12D.(6).3 Planning and monitor day to day activities based upon maintaining and improving operational business functions

9.4.12.D.(5).6 Evaluate and plan day to day business activities to foster a healthy and safe work environment

9.4.12N.(4).14 Create safety plans to minimize loss and maximize returns

9.4.12.M.(5).3 Examine emerging safety issues related to using green energy and to green environments

AAAA.K-12.5.1 Follow safety rules and procedures

AAAA.K12.5.2 Demonstrate safe physical movement

#### ENDURING UNDERSTANDINGS

After completion of the unit, students will understand:

- Safety plans, procedures, and reviews can make the workplace and workforce safe and more productive
- The importance of being responsible at school, at home and at work
- The purpose of time management
- Job readiness skills and procedures

#### ESSENTIAL QUESTIONS

- Safety plans, procedures, and reviews can make the workplace and workforce safe and more productive.
- The importance of being responsible at school, at home , and at work
- The purpose of time management
- Job readiness skills and procedures

#### KNOWLEDGE AND SKILLS

- Identify and use safe work procedures

- Develop organization procedures in accordance to health & safety standards and productivity standards
- Assume responsibility for actions and decisions
- Assist co-workers with safety procedures
- Evaluate academic and career skills as they relate to home, school, community, and employment
- Complete safety procedures in the classroom which can crossover to future employment

#### **Students will be able to**

- Explain how to set priorities and why setting priorities is important.
- Explain why it is important to manage your time
- Identify a goal (long term or short term) they wish to achieve and explain the steps necessary to reach goal
- Identify steps in the decision making process
- Assess personal qualities that are needed to obtain and retain a job related to career clusters
- Evaluate academic and career skills as they relate to home, school, community, and employment
- Complete job readiness skills in classroom which can relate to future employment

### **STAGE TWO**

#### **PERFORMANCE TASKS**

- Quizzes and Tests
- Journals
- Oral Presentations
- Maintaining a daily schedule
- Cooperative learning projects / assignments
- Group discussions
- Internet research to explore career clusters

#### **OTHER EVIDENCE**

Teacher Observation  
 Quarterly Exam (10%)  
 Hands- on class activities  
 Formative / Summative assessments  
 Role Play  
 Oral quiz on safety rules

### **STAGE THREE**

#### **LEARNING ACTIVITIES**

- Compare and contrast with hands-on demonstration of safety shop rules video and our own Greenery safety rules
- Youtube.com "General Safety Rules"
- Hands-on student demonstration on handling and operating floral tools and equipment
- [www.pinterest.com](http://www.pinterest.com)
- [www.quizlet.com](http://www.quizlet.com)

**Unit Name: Manufacturing/Marketing**  
**Author: Butrus**

**Marking Period 1,2,3,4**



Subject:  
**Floriculture**  
Course/Grade: **9-12**  
School: **Egg  
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Country: **USA**  
State/Group:  
**NJ**

### **UNIT SUMMARY**

The unit focuses on how to use the design principals can add aesthetic and monetary value to floral designs.

### **UNIT RESOURCES**

Fresh Flowers, plants and floral supplies

### **Internet Resource Links:**

[www.youtube.com/watch](http://www.youtube.com/watch)  
Monkey survey or Google Docs: Develop a survey on customer feedback  
iPad photographs of floral creations  
Blogging answers to floral and gardening questions  
iPad video advertisements and special projects

### **STAGE ONE**

#### **GOALS AND STANDARDS (Taught and Assessed)**

**9.4.12.N.(5).11 Employ concepts and actions used in this pathway to determine client needs and wants, and to respond to clients through planned, personalized communications intended to influence purchasing decisions and enhance future sales opportunities**

**9.12.9.4.12.N.45 Plan day to day activities required for continued business operations**

**9.1.12.B.3 Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem solving strategies during structured learning experiences, service learning or volunteering**

**9.4.12.M.(2).9 Design a product that satisfies a customer's desires to demonstrate the relationship between production processes and meeting the customer needs**

### **ENDURING UNDERSTANDINGS**

#### **After completion of the unit, student will understand:**

- Identify floriculture and florist materials
- Understand principles and develop skills of basic floral design
- Understand and demonstrate proper sales and service skills

## **ESSENTIAL QUESTIONS**

- How are design principals applied to floral design?
- What are the procedures used in the floral industry to extend the life of cut flowers?
- How many flowers can you name or recall?
- What are the most important flowers in the industry?
- Can you calculate the cost of a floral design?

## **KNOWLEDGE AND SKILLS**

### **Students will be able to:**

- Create a basic floral design
- Communicate effectively with customers of the Greenery
- Identify and recall the most common and important flowers and plants in the floriculture industry
- recall some elements of design and use them to create floral arrangements
- create a critique of peer arrangements
- calculate the cost of a floral design

## **STAGE TWO**

### **PERFORMANCE TASKS**

- Hands-on unpacking and handling of floral items
- Interaction of students as a team
- Student will design and price arrangements for sale

### **OTHER EVIDENCE**

- Hands-on design work
- Following multi-step oral directions
- Class work assignments
- Class projects
- Quarterly exams (10%)

Formative /Summative assessments

## **STAGE THREE**

## LEARNING ACTIVITIES

- Students will create floral roses, carnations and bouquets
- Students will learn pricing and cost effectiveness

Students will recognize key procedural steps

**Unit Name: Unit 3: Inventory**

**Author :Butrus**

**Marking Period1, 2,3,4**

## UNIT 3

Subject:  
**Floriculture**

Course/Grade: **9-12**

School: **Egg  
Harbor  
Township  
High School**

Country: **USA**

State/Group:  
**NJ**

### UNIT SUMMARY

Inventory is one of the most important aspects of running a business. Maintaining records and proper reports that are accurate and legible.

### UNIT RESOURCES

Floral shop resources, flowers, supplies, sales and waste

#### Internet Resource Links:

*Lightspeed:* Use POS system to run inventory reports for products sold

*Lightspeed:* Add new products and product information into the POS system

[www.dvfloral.com](http://www.dvfloral.com)

[www.floralmanagement.com](http://www.floralmanagement.com)

## STAGE ONE

### GOALS AND STANDARDS

#### GOALS AND STANDARDS (Taught and Assessed)

- 9.4.12.M.(5).1 Communicate with co-workers and /or external customers about logistics and inventory control issues to ensure production meets business requirements.
- 9.4.12.M.(5).4 Ship and receive products and materials using logistics and inventory control procedures
- 9.4.12.N.(4).11 Employ pricing strategies to maximize return and meet customer's perceptions of value
- MA.K-12.4.6.1 Use whole numbers to count groups of objects within the context of everyday tasks

## **ENDURING UNDERSTANDINGS**

### **After completion of this unit, students will understand:**

- Demonstrate strategies and techniques for good record keeping and accomplish business objectives common to the industry.
- Know the difference between good vs. bad inventory
- Demonstrate the knowledge of inventory tracking technology to facilitate operational controls.

## **ESSENTIAL QUESTIONS**

What is Inventory Control?

- Why is taking inventory important to the floral shop?
- How do we take inventory?
- What is the difference between wholesale vs. retail value?
- How does our inventory change throughout the school year?
- What is efficiency or running a business efficiently?
- How does "shelf life" affect inventory?
- What are the procedures for damaged goods?
- What is sales tax?
- Why do we have to charge sales tax?

## **KNOWLEDGE AND SKILLS**

### **Students will be able to:**

- **Take a physical inventory**
- **Read and analyze invoice**
- **Compare prices of different floral items**
- **Account for damaged goods**
- **Differentiate between wholesale and retail**
- **Handle goods with care**

## PERFORMANCE TASKS

- Unpack and account for all items delivered to school
- Report physical inventory
- Compare invoice with items delivered
- Compare and contrast at spreadsheets with holiday sales
- Daily skill performance checklist
- Quizzes/tests

## OTHER EVIDENCE

- Quarterly exam (10%)
- Group discussion
- Cooperative learning activities
- Formative / Summative assessments
- Class projects

Teacher observation

## STAGE THREE

### LEARNING ACTIVITIES

- Report physical inventory to teacher
- Compare physical inventory to invoice inventory
- Lightspeed: Read POS system to inventory floral items sold
- Lightspeed: List new items to entered into the POS system

**Unit Name: Career Planning**

**Author: Butrus**

**Marking Period 3**

## UNIT 4

Subject:  
**Floriculture**  
Course/Grade: **9-12**  
School: **Egg Harbor**

Country: **USA**  
State/Group: **NJ**

**Township  
High School**

**UNIT SUMMARY**

**The unit will focus on career exploration, workplace readiness skills, resume writing, interview preparedness, and career planning**

**UNIT RESOURCES**

**Identify strengths, interests and weakness through online assessments, and discussions**

**Internet Resource Links:**

NJ Can: Research careers, salaries, prerequisite skills, demand, etc.  
[www.safnow.org](http://www.safnow.org)  
[you tube .com/careers](https://www.youtube.com/careers)

**STAGE ONE**

**GOALS AND STANDARDS**

- **9.3.12.C.5 Identify transferrable skills in career choices and design alternative career based on those skills**
- **9.3.12. C.7 Pursue a variety of activities to career preparation (e.g... volunteer, seek employment etc.)**
- **9.3.12.C.1 Assess and modify Personalized Student Learning Plans to support declared career goals**
- **9.1.12.A.2 Participate in online strategy and planning sessions for course-based, school-based, or outside projects**

**ENDURING UNDERSTANDINGS**

**After completion of this unit, students will understand:**

- The purpose of obtaining a job
- The appropriate information needed to complete a resume, and job application
- How to explore career options using various online resources
- The importance of effective communication in the workplace
- How to properly conduct one-self during a job interview
- Job skills needed at work site via Eagle Greenery

Proper patience and team-working with co-workers

## ESSENTIAL QUESTIONS

- Before you look for a job, what are some things you should consider?
  - How does work fulfill human needs?
  - What are skills and why are they important in the workplace?
  - Why do employers consider a person's characteristics before hiring him or her?
  - How should you present yourself in an interview?
  - How can employers get the information they need to choose the right person for the job?
  - What are the job procedures for the community work place?
- 
- How do you act as a good team at a job?

## KNOWLEDGE AND SKILLS

### Students will be able to

- Complete a job application
- Write a resume
- Use effective communication skills during a videoed simulated interview
- Investigate career choices using personal, interest, and skill inventories
- Compare and contrast benefits of various jobs
- Describe actions and skills that will help one to maintain employment
- Identify ways problem solving can help one get along at work

Appropriate social skills at the Eagle Greenery

## STAGE TWO

### PERFORMANCE TASKS

- Quarterly Exam (10%)
- Homework/Class work assignments
- Class projects
- Class activities
- Formative/Summative assignments
- NJCAN
- Teacher observation

Class participation

### OTHER EVIDENCE

- Quarterly Exam (10%)
- Homework/Class work assignments
- Class projects
- Class activities
- Formative/Summative assignments
- NJCAN
- Teacher observation

Class participation

## STAGE THREE

### LEARNING ACTIVITIES

- NJ CAN: Research careers, salaries, prerequisite skills, etc.
  - Set 3 goals for education, career and life
  - Fill out job application
  - Discuss consequences and sanctions when on-the-job rules and laws are not followed
- Apply a professional code of ethics to a workplace problem

## UNIT 5

## STAGE ONE



STAGE TWO

STAGE THREE

## UNIT 6

### STAGE ONE

STAGE TWO



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