

# FLORICULTURE

## Curriculum Content Frameworks

**Please note: All assessment questions will be taken from the knowledge portion of these frameworks.**

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# Curriculum Content Frameworks

## Floriculture

Grade Levels: 10, 11, 12  
Course Code: 491240

Prerequisite: None

Course Description: This course covers the principles of design, merchandising, careers, selection, storage, supplies, management practices, ownership, and employment in the floriculture industry.

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# Unit 1: Introduction to Floriculture

## Hours: 5

Terminology: Carriage trade shop, Designer, Designer's assistant, Floriculture, Floriculture CDE, Floriculture Proficiency Award, Franchise shop, Full service shop, Mass market shop, Salesperson, Specialty shop, Stem shop, Studio operation, Wholesale florist

<b>CAREER and TECHNICAL SKILLS</b>		<b>ACADEMIC and WORKPLACE SKILLS</b>			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
1.1 Define terminology	1.1.1 Prepare a list of terms with definitions	Foundation	Reading  Writing	Comprehends written information for main ideas [1.3.7]  Applies/Uses technical words and concepts [1.6.4]	
1.2 Identify types of flower shops (full-service, carriage trade, mass market, franchise, specialty, and stem)	1.2.1 Create a list of the types of flower shops in the region and their specialties	Foundation  Interpersonal	Reading  Teamwork	Comprehends written information for main ideas [1.3.7]  Identifies relevant details, facts, and specifications [1.3.16]  Contributes to group with ideas, suggestions, and effort [2.6.2]  Works effectively with others to reach a common goal [2.6.6]	
1.3 List career opportunities available in the floriculture industry	1.3.1 Research a career in the floriculture industry to determine educational requirements, working conditions, salary, etc.	Foundation  Personal Management	Writing  Career Awareness, Development, and Mobility	Composes and creates documents –letters, manuals, reports, proposals, graphs, flow charts, etc. [1.6.8]  Evaluates written information for appropriateness/content/clarity [1.6.9]  Takes notes from various sources [1.6.18]  Develops skills to locate, evaluate, and interpret career information [3.1.4]  Explores career opportunities [3.1.6]  Identifies education and training needed to achieve goals [3.1.8]	



## Unit 2: Safety in Floriculture

### Hours: 5

Terminology: Accident, Hazard, Material Safety Data Sheet (MSDS), Risk, Safety

<b>CAREER and TECHNICAL SKILLS</b>		<b>ACADEMIC and WORKPLACE SKILLS</b>			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
2.1 Define terminology	2.1.1 Prepare a list of terms with definitions	Foundation	Reading	Comprehends written information for main ideas [1.3.7]	
			Writing	Applies/Uses technical words and concepts [1.6.4]	
2.2 Discuss the meaning and importance of safety and safe work with floriculture	2.2.1 Relate examples of safety hazards in floriculture, including equipment used in crop production and the inputs applied to plants such as pesticides and fertilizers	Foundation	Reading	Distinguishes between fact and opinion [1.3.11]	
			Speaking	Asks questions to obtain information [1.5.4]	
2.3 Identify hazards in floriculture	2.3.1 Survey hazardous situations in local floriculture facilities and prescribe the appropriate safety measures to be taken and propose ways of eliminating or reducing the risk of these hazards	Foundation	Reading	Analyzes and applies what has been read to specific task [1.3.2]	
			Personal Management	Integrity/Honesty/Work Ethic	Complies with safety and health rules in a given work environment [3.2.2]
2.4 Describe the importance of personal safety in floriculture	2.4.1 Identify and properly use appropriate Personal Protective Equipment (PPE) with floriculture	Foundation	Arithmetic/Mathematics	Calculates dollar amounts [1.1.7]	
			Interpersonal	Negotiation	Works to resolve conflict between two or more individuals [2.5.3]
2.4.2 Calculate the cost of PPE for an individual involved with floriculture	2.4.3 Work together with others to promote safety in floriculture	Thinking	Problem Solving	Comprehends ideas and concepts related to safety with animals [4.4.1]	
			2.4.4 Take a test on floriculture safety before beginning work with plants		

## Unit 3: Principles of Design

### Hours: 5

Terminology: Analogous harmony, Asymmetrical, Balance, Color, Complimentary harmony, Design, Emphasis, Focal point, Form, Harmony, Hue, Ikebana, Intensity, Line, Line arrangements, Line-mass arrangements, Mass arrangement, Monochromatic harmony, Occidental style, Oriental style, Polychromatic harmony, Progression, Proportion, Radiation, Repetition, Rhythm, Scale, Shade, Split-complimentary harmony, Symmetrical, Texture, Tint, Tone, Transition, Triadic harmony, Unity, Value

<b>CAREER and TECHNICAL SKILLS</b>		<b>ACADEMIC and WORKPLACE SKILLS</b>			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
3.1 Define terminology	3.1.1 Prepare a list of terms with definitions	Foundation	Reading  Writing	Comprehends written information for main ideas [1.3.7]  Applies/Uses technical words and concepts [1.6.4]	
3.2 Discuss the basic design principles used in flower arranging	3.2.1 Study trade magazines and journals to see illustrations of these principles	Foundation  Thinking	Reading  Knowing How to Learn	Applies/Understands technical words that pertain to principles of design [1.3.6]  Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]  Develops personal learning strategies—note taking, clustering related items, flash cards, etc. [4.3.2]	
3.3 Explain the use of line, form, texture, and color in flower arranging	3.3.1 Classify major cut flowers and foliage based on their line, form, texture, and color	Foundation  Thinking	Reading  Knowing How to Learn	Identifies relevant details, facts, and specifications [1.3.16]  Interprets drawing to obtain factual information [1.3.17]  Locate appropriate learning resources to acquire or improve knowledge and skills [4.3.3]  Processes new information as related to workplace [4.3.5]	

<b>CAREER and TECHNICAL SKILLS</b> What the Student Should be Able to Do		<b>ACADEMIC and WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
<b>Knowledge</b>	<b>Application</b>	<b>Skill Group</b>	<b>Skill</b>	<b>Description</b>
3.4 Identify color schemes	3.4.1 Determine color combinations for flower arrangements using a color wheel	Foundation	Reading	Communicates a thought, idea, or fact in spoken form [1.5.5]  Speaks effectively using appropriate eye contact, gestures, and posture [1.5.11]
		Thinking	Seeing Things in the Mind's Eye	Organizes and processes images—symbols, pictures, graphs, object, etc. [4.6.2]  Visualizes a finished product [4.6.4]

## Unit 4: Selection, Conditioning, Storage of Cut Flowers and Foliage

### Hours: 5

Terminology: Bactericide, Conditioning, Ethylene gas, Filler flowers, Form flowers, Hydration, Line flowers, Mass flowers

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
4.1 Define terminology	4.1.1 Prepare a list of terms with definitions	Foundation	Reading	Comprehends written information for main ideas [1.3.7]	
			Writing	Applies/Uses technical words and concepts [1.6.4]	
4.2 Identify the most commonly used cut flowers (chrisanthamums, Daisy, orchid, Hybrid T-Rose, Snapdragon, Baby's Breath, Gladiolus, Asiatic Lilly, Statice, Rebrum Lily, stoch)	4.2.1 Match commonly used cut flowers with their name	Foundation	Reading	Adjusts reading strategy to purpose and type of reading (skimming and scanning) [1.3.1]  Determines what information is needed [1.3.10]	
		Personal Management	Responsibility	Maintains a high level of concentration in completion of a task [3.4.7]  Sets high standards for self in completion of a task [3.4.9]	
4.3 Identify the most commonly used cut foliages (asparagus fern, florist's huckleberry, galax, leatherleaf fern, pittosporum, salal, Scotch broom, silver dollar gum, and sprenger fern)	4.3.1 Match commonly used cut foliages with their name	Foundation	Reading	Comprehends written information for main ideas [1.3.7]  Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]	
		Thinking	Reasoning	Determines which conclusions are correct when given a set of facts and set of conclusion [4.5.3]	
4.4 Explain the causes of flower deterioration (genetics, wilting, timing of harvest, ethylene gas, disease, and damage)	4.4.1 Inspect cut flowers for signs of deterioration and suggest possible causes	Foundation	Science	Acquires and processes scientific data [1.4.1]  Solves practical problems using scientific methods and techniques [1.4.23]	
		Thinking	Problem Solving	Demonstrates logical reasoning in reaching a conclusion [4.4.2]  Identifies possible reasons for problems [4.4.6]	

<b>CAREER and TECHNICAL SKILLS</b>		<b>ACADEMIC and WORKPLACE SKILLS</b>			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
<b>Knowledge</b>	<b>Application</b>	<b>Skill Group</b>	<b>Skill</b>	<b>Description</b>	
4.5 List steps in conditioning a shipment of flowers	4.5.1 Demonstrate proper stem treatment	Foundation	Writing	Applies/Uses technical words and concepts [1.6.4]  Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]	
		Personal Management	Organizational Effectiveness	Comprehends the organization's mode of operation [3.3.5]	
4.6 Compre storage requirements of various cut flowers and foliage	4.6.1 Store cut flowers and foliage as recommended	Foundation	Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]  Speaks in a clear, concise manner [1.5.12]	
		Thinking	Decision Making	Considers risks when making a decision [4.2.3]  Evaluates information/data to make best decision [4.2.5]	

## Unit 5: Supplies Used in Floral Design

### Hours: 5

**Terminology:** Anchor pin, Anchor tape, Container, Floral clay, Floral foam, Floral preservative, Floral tape, Florist knife, Florist shears, Greening pin, Hot glue, Hyacinth stake, Mechanics, Needlepoint holder, Picking machine, Picks, Pruning shears, Ribbon shears, Stem wrap, Water tube, Wire cutters

<b>CAREER and TECHNICAL SKILLS</b>		<b>ACADEMIC and WORKPLACE SKILLS</b>			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
5.1 Define terminology	5.1.1 Prepare a list of terms with definitions	Foundation	Reading	Comprehends written information for main ideas [1.3.7]	
			Writing	Applies/Uses technical words and concepts [1.6.4]	
5.2 Select containers for floral designs	5.2.1 Select the proper size and style container for arrangements	Foundation	Reading	Comprehends written specifications and applies them to a task [1.3.9]  Identifies relevant details, facts, and specifications [1.3.16]	
		Thinking	Decision Making	Accepts responsibility for decision [4.2.1]  Evaluates information/data to make best decision [4.2.5]	
5.3 Compare dry and wet types of floral foam	5.3.1 Select the right type of floral foam for an arrangement	Foundation	Listening	Evaluates oral information/presentation [1.2.2]	
	5.3.2 Prepare floral foam for use				Listens for content [1.2.3]  Listens to follow directions [1.2.6]
		Personal Management	Organizational Effectiveness	Applies knowledge to implement work related system or practice [3.3.4]	
5.4 Identify cutting tools used in floral design (florist knife, florist shears, hot glue gun, picking machine, pruning shears, ribbon shears, wire cutters)	5.4.1 Select the appropriate tools for the job to be done	Foundation	Reading	Adjusts reading strategy to purpose and type of reading (skimming and scanning) [1.3.1]  Interprets drawing to obtain factual information [1.3.17]	
		Thinking	Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]  Processes new information as related to workplace [4.3.5]	

<b>CAREER and TECHNICAL SKILLS</b> What the Student Should be Able to Do		<b>ACADEMIC and WORKPLACE SKILLS</b> What the Instruction Should Reinforce			
<b>Knowledge</b>	<b>Application</b>	<b>Skill Group</b>	<b>Skill</b>	<b>Description</b>	
5.5 Select wire of appropriate size for specific flowers and foliage	5.5.1 Demonstrate the correct procedure for wiring and taping flowers and foliage	Foundation  Personal Management	Arithmetic/ Mathematics  Integrity/Honesty/ Work Ethic	Uses basic numerical concepts in practical situations [1.1.32]  Complies with safety and health rules in a given work environment [3.2.2]  Describes desirable worker characteristics [3.2.8]	
5.6 Select ribbon of appropriate size and material for various designs	5.6.1 Construct bows from various sizes of ribbon	Foundation    Interpersonal	Reading   Coaching	Analyzes and applies what has been read to specific task [1.3.2]  Comprehends written specifications and applies them to a task [1.3.9]  Uses appropriate materials and techniques as specified [1.3.20]  Encourages others to develop personal and professional skills [2.1.2]  Helps others learn new skills [2.1.3]	

## Unit 6: Corsages and Boutonnieres

### Hours: 5

Terminology: Boutonniere, Chenille stem, Combination method, Corsage, Daisy hook method, Design mechanics, Dip dyes, Feathering, Finishing dips or sprays, Floral adhesive, Floral spray, Floral tint, Gauge, Glamellia, Net tufts, Pierce method, Tulle

<b>CAREER and TECHNICAL SKILLS</b>		<b>ACADEMIC and WORKPLACE SKILLS</b>			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
6.1 Define terminology	6.1.1 Prepare a list of terms with definitions	Foundation	Reading	Comprehends written information for main ideas [1.3.7]	
			Writing	Applies/Uses technical words and concepts [1.6.4]	
6.2 Discuss considerations in designing corsages and boutonnieres	6.2.1 Design a corsage	Foundation	Speaking	Applies/Uses technical terms as appropriate to audience [1.5.2]	
	6.2.2 Design a boutonniere			Interprets nonverbal cues such as eye contact, posture, and gestures for meaning [1.5.6]	
		Thinking	Knowing How to Learn	Uses available resources to acquire new skills or improve skills [4.3.4]	
				Uses available resources to apply new skills [4.3.6]	
			Seeing Things in the Mind's Eye	Imagines the flow of work activities from narrative descriptions [4.6.1]	
				Visualizes a finished product [4.6.4]	

## Unit 7: Floral Arrangement Designs

### Hours: 10

Terminology: Centerpiece, Circular mound, Conical, Contemporary freestyle, Crescent, Equilateral, Fan, Hogarth curve, Inverted-T, Isosceles, L-pattern, Oval, Right triangle, Scalene, Vertical

<b>CAREER and TECHNICAL SKILLS</b>		<b>ACADEMIC and WORKPLACE SKILLS</b>			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
7.1 Define terminology	7.1.1 Prepare a list of terms with definitions	Foundation	Reading  Writing	Comprehends written information for main ideas [1.3.7]  Applies/Uses technical words and concepts [1.6.4]	
7.2 Discuss consideration in choosing materials and flowers for bud vases	7.2.1 Design a two flower bud vase with foliage and a bow	Foundation	Writing	Uses words appropriately [1.6.2]  Summarizes written information [1.6.17]	
	7.2.2 Design a three flower bud vase with foliage and a bow	Personal Management	Responsibility	Exhibits enthusiasm in approaching and completing task [3.4.3]  Sets high standards for self in completion of a task [3.4.9]	
7.3 Identify four types of circular mass arrangement	7.3.1 Construct an arrangement using one of the following type of designs: <ul style="list-style-type: none"> <li>• circular mound</li> <li>• conical</li> <li>• oval</li> <li>• fan</li> </ul>	Foundation          Thinking	Reading       Seeing Things in the Mind's Eye	Adjusts reading strategy to purpose and type of reading (skimming and scanning) [1.3.1]  Applies/Understands technical words that pertain to subject [1.3.6]  Follows written directions [1.3.13]  Imagines the flow of work activities from narrative descriptions [4.6.1]  Visualizes a finished product [4.6.4]	



## Unit 8: Special Occasion Flowers

### Hours: 10

Terminology: Casket cover, Christmas, Easter, Hanukkah, Mother's Day, Spray, Thanksgiving, Valentine's Day, Wreath

<b>CAREER and TECHNICAL SKILLS</b> What the Student Should be Able to Do		<b>ACADEMIC and WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
8.1 Define terminology	8.1.1 Prepare a list of terms with definitions	Foundation	Reading  Writing	Comprehends written information for main ideas [1.3.7]  Applies/Uses technical words and concepts [1.6.4]
8.2 Discuss the impact of holidays on the retail florist business	8.2.1 Prepare and give a report of the major holidays and the flowers associated with the holidays	Foundation  Thinking	Speaking  Creative Thinking	Participates in conversation, discussion, and group presentations [1.5.8]  Responds to listener feedback [1.5.10]  Combines ideas or information in new way [4.1.2]  Makes connections between seemingly unrelated ideas [4.1.6]
8.3 Identify appropriate arrangements for various holidays	8.3.1 Create an arrangement suitable for one of the following holidays: Valentine's Day, Easter, Mother's Day, Thanksgiving, Christmas, Hanukkah	Foundation  Interpersonal  Thinking	Reading  Cultural Diversity  Seeing Things in the Mind's Eye	Draws conclusion from what is read [1.3.12]  Interprets drawings to obtain factual information [1.3.17]  Respects other's personal values, cultures, and traditions [2.2.4]  Works effectively with men and women from diverse backgrounds—ethnic, social, educational, etc. [2.2.5]  Visualizes a finished product [4.6.4]



<b>CAREER and TECHNICAL SKILLS</b> What the Student Should be Able to Do		<b>ACADEMIC and WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
<b>Knowledge</b>	<b>Application</b>	<b>Skill Group</b>	<b>Skill</b>	<b>Description</b>
8.7 Outline a process in creating standing sprays and wreathes	8.7.1 Construct a standing spray arrangement	Foundation	Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
	8.7.2 Construct a standing wreath arrangement			Organizes information into an appropriate format [1.6.10]
		Thinking	Seeing Things in the Mind's Eye	Uses technical words and symbols [1.6.20]
				Imagines the flow of work activities from narrative descriptions [4.6.1]
				Visualizes a finished product [4.6.4]

## Unit 9: Permanent Flowers and Indoor Plants

### Hours: 5

Terminology: Acclimatization, Drenching, Dried flowers, Paper flowers, Permanent indoor plant, Silk flowers, Temporary indoor plants

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
9.1 Define terminology	9.1.1 Prepare a list of terms with definitions	Foundation	Reading  Writing	Comprehends written information for main ideas [1.3.7]  Applies/Uses technical words and concepts [1.6.4]	
9.2 Discuss the characteristics of three types of permanent flowers (silk, paper, and dried)	9.2.1 Prepare a report on the characteristics of silk, paper, and dried flowers	Foundation  Thinking	Reading  Knowing How to Learn	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]  Develops personal learning strategies—note taking, clustering related items, flash cards, etc. [4.3.2]  Locates appropriate learning resources to acquire or improve knowledge and skill [4.3.3]	
9.3 List advantages of using permanent flowers in arrangements	9.3.1 Construct an arrangement using permanent flowers	Foundation  Thinking	Writing  Reasoning	Summarizes written information [1.6.17]  Writes appropriate entries [1.6.22]  Applies rules and principles to a new situation [4.5.1]  Determines which conclusions are correct when given a set of facts and a set of conclusions [4.5.3]	
9.4 Explain the importance of proper care for indoor plants	9.4.1 Provide indoor plants with optimal growing conditions	Foundation  Thinking	Science  Speaking  Problem Solving	Applies scientific principles related to proper lighting and watering for indoor plants [1.4.5]  Adapts presentation to audience [1.5.1]  Communicates a thought, idea, or fact in spoken form [1.5.5]  Draws conclusion from observations, evaluates conditions and gives possible solutions [4.4.5]  Identifies possible reasons for problems [4.4.6]	

<b>CAREER and TECHNICAL SKILLS</b>		<b>ACADEMIC and WORKPLACE SKILLS</b>			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
<b>Knowledge</b>	<b>Application</b>	<b>Skill Group</b>	<b>Skill</b>	<b>Description</b>	
9.5 Discuss the process of decorating a potted plant	9.5.1 Decorate a potted plant	Foundation	Reading	Identifies relevant details, facts, and specifications [1.3.16]  Uses appropriate materials and techniques as specified [1.3.20]	
9.6 Discuss the process of creating a dish garden	9.6.1 Create a dish garden	Thinking	Creative Thinking	Creates new design by applying specified criteria [4.1.3]  Forms opinion [4.1.7]	

## Unit 10: Retail Flower Shop Management

### Hours: 5

Terminology: Display, Display elements, Divisional percentage pricing, Portfolio, Retail cost of goods plus labor, Sales, Standard ratio markup pricing

<b>CAREER and TECHNICAL SKILLS</b> What the Student Should be Able to Do		<b>ACADEMIC and WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
10.1 Define terminology	10.1.1 Prepare a list of terms with definitions	Foundation	Reading  Writing	Comprehends written information for main ideas [1.3.7]  Applies/Uses technical words and concepts [1.6.4]
10.2 Identify skills required of a professional salesperson	10.2.1 Demonstrate effective selling skills	Foundation	Reading	Applies information to job performance [1.3.4]
	10.2.2 Role-play a telephone sale	Interpersonal          Personal Management	Customer Service          Self-esteem	Applies human relations skills in real life situations [2.3.1]          Comprehends ideas and concepts related to retail flower shop management [2.3.2]          Shows initiative and courtesy in meeting and working with customers [2.3.8]          Presents positive image of personal attitude and abilities [3.5.7]
10.3 Explain pricing strategies used to calculate the retail value of floral items	10.3.1 Calculate prices for floral items	Foundation          Thinking	Arithmetic/ Mathematics          Reasoning	Adds item cost and tax to determine amount due [1.1.43]          Figures percentages to determine sales prices [1.1.49]          Applies rules and principles to a new situation [4.5.1]          Uses logic to draw conclusions from available information [4.5.6]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
10.4 Discuss the primary purpose of displays	10.4.1 Create a display	Foundation	Speaking	Participates in conversation, discussion, and group presentations [1.5.8]  Uses verbal language and other cues such as body language appropriate in style, tone, and level of complexity to the audience and the occasion [1.5.14]
	10.4.2 Evaluate displays in flower shops	Interpersonal	Customer Service	Establishes positive first impression with customers [2.3.4]  Recognizes effects of positive/negative attitudes on customers [2.3.7]
10.5 Discuss packaging and delivery of floral products	10.5.1 Package and deliver floral products	Foundatio	Writing	Organizes information into an appropriate format [1.6.10]  Summarizes written information [1.6.17]
		Interpersonal	Customer Service	Handles criticism, disagreements, or disappointment during a conversation [2.3.5]  Works with customers to satisfy their expectations [2.3.9]
10.6 Identify benefits of belonging to a professional organization	10.6.1 Prepare a list of benefits associated with professional organization membership	Foundation	Reading	Uses standard occupational resources and materials [1.3.22]
		Interpersonal	Coaching	Comprehends ideas and concepts related to professional growth [2.1.1]  Encourages others to develop personal and professional skills [2.1.2]  Helps others learn new skills [2.1.3]

# Glossary

## Unit 1: Introduction to Floriculture

1. Carriage trade shop – a flower shop, which caters to an elite clientele such as wealthy private party and corporate accounts
2. Designer – a person who has the ability to arrange flowers and plant material in an artistic manner and has an understanding of the principles of design
3. Designer's assistant – a person who is training to become a designer and usually works with a designer
4. Floriculture – the production, processing, marketing, and use of floral crops
5. Floriculture CDE – an FFA Career Development Event that allows for competition in the different aspects of floriculture
6. Floriculture Proficiency Award – an FFA award for students who conduct a Floriculture SAEP
7. Franchise shop – a shop which is purchased from a parent company and operated according to the company's rules and regulations
8. Full service shop – a traditional type of retail flower shop offering a wide variety of services and products
9. Mass-market shop – a shop located in a general merchandise chain store or grocery store; these shops are cash and carry operations and do not offer delivery service
10. Salesperson – a person who possesses skills in the art of selling
11. Specialty shop – a shop, which targets a particular need in the market by specializing in one segment of the industry
12. Stem shop – shops that are cash and carry operations and offer a wide variety of flowers by the single stem or bunch
13. Studio operation – a shop, which concentrates on specialty and party work for an exclusive client base; it may operate out of a warehouse without a storefront since most sales are made on location
14. Wholesale florist – the wholesaler purchases goods from around the world and sells to the retail florist rather than to the general public

## Unit 2: Safety in Floriculture

1. Accident – an event that happens unexpectedly or unintentionally
2. Hazard – exposure to danger or harm
3. Material Safety Data Sheet (MSDS) – a sheet containing information about the safe use of a chemical and the steps to take in case of an accident
4. Risk – the chance that an accident might occur during a research project
5. Safety – a state of being free of danger and injury

## Unit 3: Principles of Design

1. Analogous harmony – a color scheme that utilizes three or more hues next to each other on the color wheel
2. Asymmetrical – informal arrangements that have equal visual weight on both sides of the axis but each side differs in plant materials and the manner of arrangement
3. Balance – a design principle; the placement of objects to create a physical and visual feeling of stability in a design
4. Color – the greatest visual impact of all design elements; subdivided into warm and cool colors
5. Complimentary harmony – a combination of any two colors opposite each other on the color wheel; this combination produces a strong contrast
6. Design – a planned organization of plant, floral, or accessory material for a specific purpose
7. Emphasis – the creation of visual importance or accent in a design
8. Focal point – the area of a design that attracts and holds the interest of the viewer
9. Form – the three dimensional shape of an object
10. Harmony – refers to a blending of all components of the design to create a pleasing relationship of color, texture, shape, size, and line so that a central idea or theme is accomplished
11. Hue – the name of a color, which remains the same even though it may be lighter, darker, or grayer
12. Ikebana – the art of Japanese floral arrangement; literally meaning “giving life to flowers”
13. Intensity – the brightness or dullness of a flower color
14. Line – the visual path the eye follows to create motion in the design and is the framework holding the entire arrangement together
15. Line arrangements – the Japanese designs are characterized by minimum use of plant material and the careful placement of branches and flowers; each placement has meaning, as does the angle of placement
16. Line-mass arrangements – the contemporary design style that combines the linear shapes with the massing of flowers at the focal point; most floral design in the United States is referred to as line mass and combines Oriental and European ideas
17. Mass arrangement – European style characterized by large closely spaced flowers which are located at the edge of the design
18. Monochromatic harmony – a color scheme consisting of a single hue along with variations of this color in tint, tones, and shades
19. Occidental style – a concept of floral design developed by the Egyptian and Middle Eastern cultures and was further developed by the Europeans

20. Oriental style – a concept of floral design developed by the Japanese
21. Polychromatic harmony – uses three or more unrelated colors
22. Progression – a gradual change in an arrangement by increasing or decreasing one or more qualities
23. Proportion – the relationship of all parts of an arrangement to each other
24. Radiation – an attempt to make all stems appear to come from one central axis
25. Repetition – a method of obtaining rhythm by repeating similar elements throughout a design
26. Rhythm – the movement of the eye through a design toward or away from the center of interest; it is the flow of line, textures, and colors that express a feeling of motion
27. Scale – the relationship between an arrangement and the area where an arrangement is to be displayed
28. Shade – the result of adding black to a color
29. Split-complimentary harmony – uses any color with the two colors on each side of the complement
30. Symmetrical – formal balance characterized by equal visual on each side of the axis
31. Texture – the physical surface appearance that an object projects
32. Tint – the result of adding white to a color
33. Tone – the result of adding gray to a color
34. Transition – making a gradual change in a flower arrangement by the blending of colors, line patterns, and textures
35. Triadic harmony – a color harmony using any three colors which are equally spaced on the color wheel
36. Unity – achieved when all the parts of the design suggest a oneness in idea or impression by repeating the same flower and colors throughout the arrangement
37. Value – the degree of lightness or darkness of a color

## Unit 4: Selection, Conditioning, Storage of Cut Flowers and Foliage

1. Bactericide – an agent added to a preservative that kills bacteria in the water
2. Conditioning – the technique of treating flowers to extend their life
3. Ethylene gas – a naturally occurring gas in flowers that hastens maturity and causes rapid deterioration of cut flowers
4. Filler flowers – used to fill in the gaps between mass flowers and to give depth to a design
5. Form flowers – have unusual, distinctive shapes and add emphasis to an arrangement
6. Hydration – the process of a plant's capillaries carrying water and nutrients up the stem to the leaves and flowers; keeps the flowers fresh
7. Line flowers – long, slender spikes or blossoms with florets blooming along the stem; bare twigs or other similar type materials are also classified as line flowers; these flowers are used to establish the skeleton of the arrangement
8. Mass flowers – long-stemmed flowers with large rounded heads and are used inside the framework of the linear flowers toward the focal point

## Unit 5: Supplies Used in Floral Design

1. Anchor pin – a plastic, four-pronged design mechanic that is secured to the bottom of the container with floral clay or glue
2. Anchor tape – waterproof tape used primarily to hold floral foam in place
3. Container – anything that holds water, but also helps express the idea the designer has in mind for an arrangement
4. Floral clay – a waterproof, sticky material used to fasten anchor pins that hold floral foam in place or to anchor pinpoint holders firmly in place
5. Floral foam – a soft, lightweight material that is capable of absorbing large quantities of water and is most commonly used for holding the stems of flowers in an arrangement
6. Floral preservative – chemical added to the water in a vase to aid in extending the life of cut flowers in an arrangement
7. Floral tape – paraffin-coated paper that is used to cover wires and stems in an unnoticeable way
8. Florist knife – folding knives and paring-type knives are the two choices for designers; use is for cutting stems and many floral design tasks
9. Florist shears – a tool used for cutting flower stems, wires, and ribbons in a flower shop
10. Greening pin – two-pronged metal pin with a “S” or flat top
11. Hot glue – an adhesive material that is used extensively in the florist shop
12. Hyacinth stake – a long green wooden stick to which flowers can be attached for additional support
13. Mechanics – all of the materials used to assist the designer in placing and holding flowers
14. Needlepoint holder – a design mechanic consisting of a heavy metal base with many, sharp, closely-spaced, upright pins or needles
15. Picking machine – a device used to attach metal picks to flower stems
16. Picks – a wooden or steel structure that adds length or support to the plant materials in an arrangement
17. Pruning shears – shears useful in cutting heavy stems that are too large to be easily cut by a knife or florist shears
18. Ribbon shears – scissors used in cutting ribbons and decorative foils used by the florist
19. Stem wrap – a non sticky tape that will stick to itself when stretched; used to cover wires, bind wires to flower stems, and to bind wired and taped flowers
20. Water tube – plastic tubes with a rubber top that has a small opening to accept a floral stem
21. Wire cutters – a tool used for cutting wires and the stems of artificial flowers which contain a wire

## Unit 6: Corsages and Boutonnieres

1. Boutonniere – a single flower or several small flowers worn by a man on his lapel
2. Chenille stem – a wire covered with soft, fuzzy chenille fibers, also known as a pipe cleaner
3. Combination method – a wiring technique that employs two methods of wiring to secure a flower or leaf within a corsage or boutonniere
4. Corsage – a small bouquet of flowers worn by a woman at the shoulder, waist or on the wrist
5. Daisy hook method – a wiring technique for daisies or asters for use in corsages or boutonnieres
6. Design mechanics – techniques and devices that hold a corsage or arrangement together in a secure way
7. Dip dyes – semi-transparent paints that change flower color by directly dipping the flower head in the solution
8. Feathering – a wiring technique for making smaller flowers from a larger carnation
9. Finishing dips or sprays – treatments applied to a finished corsage to minimize water loss and keep the corsage fresh for a longer period of time
10. Floral adhesive – a rubber cement that has been developed for use on fresh flowers; the harmful chemicals have been removed from floral adhesive and it may be used in designing corsages where very light and delicate flowers are used
11. Floral spray – opaque paints that will completely change any flower color
12. Floral tint – translucent paints that allow some of the flower color to show
13. Gauge – the thickness or thinness of florist wire
14. Glamellia – a composite flower of gladiola florets made to resemble a camellia
15. Net tufts – a corsage accessory made from tulle with an extended wire stem
16. Pierce method – a wiring technique that involves inserting a wire through the calyx of a flower for corsage or boutonniere work
17. Tulle – a type of decorative netting used as an accessory in corsage and wedding work

## Unit 7: Floral Arrangement Designs

1. Centerpiece – a low, horizontal design that is made to be viewed from every side
2. Circular mound – designed to be viewed from all sides
3. Conical – arranged in containers to resemble cone-shaped trees
4. Contemporary freestyle – gives designers the opportunity to express their creativity; lines are very prominent in this arrangement style
5. Crescent – a portion of a circle like the moon in it's 1st quarter
6. Equilateral – requires that all three sides of the design be equal in length
7. Fan – the first one-sided arrangement; design creates an open fan silhouette
8. Hogarth curve – (S-curve) comes from 2 circles; 3 styles are: the classic vertical, the diagonal S-curve, and the horizontal S-curve
9. Inverted-T – a variation of the equilateral triangle; the points of the design actually form an equilateral triangle
10. Isosceles – a variation of the equilateral triangle; 2 sides are equal in length while the 3rd side is shorter
11. L-pattern – similar to the right triangle arrangement, but is more linear since the area between the two major points remains unfilled
12. Oval – tends to hold the viewer's eye within the circular pattern created by the design
13. Right triangle – a one-sided mass design that resembles half of an equilateral or Isosceles triangle
14. Scalene – composed of three unequal sides
15. Vertical – has a very strong line and makes a bold statement

## Unit 8: Special Occasion Flowers

1. Casket cover – a floral arrangement that is placed over the closed lid of a casket
2. Christmas – the longest and most celebrated of the holidays; evergreens, wreaths, and poinsettias; colors, red and green
3. Easter – a religious holiday; spring flowers (tulips and daffodils) are popular
4. Hanukkah – Jewish holiday around Christmas time
5. Mother's Day – celebrated on the second Sunday in May to honor mothers; red flowers to honor living mothers and white to honor dead mothers; roses
6. Spray – the most popular funeral piece ordered; a grouping of flowers with ribbons and filler flowers
7. Thanksgiving – decorations revolved around a bountiful harvest; dried flower arrangements and wreaths
8. Valentine's Day – traditionally a time of exchanging tokens of love; the red rose is the most popular on this holiday
9. Wreath – a circular design decorated with flowers

## Unit 9: Permanent Flowers and Indoor Plants

1. Acclimatization – the process in which a plant becomes accustomed to a new environment
2. Drenching – watering until water runs out of the bottom of the pot
3. Dried flowers – plant materials that can be successfully dried or preserved
4. Paper flowers – flowers made from rice paper, parchment, and bark fiber, which have fiber content
5. Permanent indoor plant – plants that bloom or cycle through many blooming periods
6. Silk flowers – term which applies to flowers made of silk, nylon, cotton, rayon, and blends of each
7. Temporary indoor plants – plants which are alive only a short time

## Unit 10: Retail Flower Shop Management

1. Display – one component of visual merchandising that attracts attention, creates interest, and motivates the customer to want to buy the items viewed
2. Display elements – components used in assembling displays
3. Divisional percentage pricing – pricing strategy that includes net profit as a factor in pricing
4. Portfolio – a collection of photos and other information that demonstrate the type of prior work
5. Retail cost of goods plus labor – pricing strategy which involves calculating the retail value of each part of an arrangement using the ratio markup method and then adding a percentage for labor
6. Sales – the activity of selling and is considered an integral part of a business operation
7. Standard ratio markup pricing – pricing strategy that is determined by multiplying the wholesale cost of an item by a set number from two to four