

# Floriculture

Exam Information	Description										
<b>Exam number</b> <b>131</b>  <b>Items</b> <b>36</b>  <b>Points</b> <b>39</b>  <b>Prerequisites</b> <b>None</b>  <b>Recommended course length</b> <b>One semester</b>  <b>National Career Cluster</b> <b>Agriculture, Food, &amp; Natural Resources</b>  <b>Performance standards</b> <b>Included (Optional)</b>  <b>Certificate available</b> <b>Yes</b>	<p>The Floriculture Industry Certification Exam assesses learners' knowledge related to the floriculture industry. It evaluates their competency in floral design and management. Learners demonstrate their understanding of how to create floral arrangements, grow floriculture crops, and manage commercial floriculture operations.</p>										
	Exam Blueprint										
	<table> <tr> <th>Standard</th><th>Percentage of exam</th></tr> <tr> <td>1. FFA Leadership Development</td><td>5%</td></tr> <tr> <td>2. Work-Based Learning (SAE program)</td><td>8%</td></tr> <tr> <td>3. Floral Design Techniques</td><td>67%</td></tr> <tr> <td>4. Floriculture Business Concepts</td><td>21%</td></tr> </table>	Standard	Percentage of exam	1. FFA Leadership Development	5%	2. Work-Based Learning (SAE program)	8%	3. Floral Design Techniques	67%	4. Floriculture Business Concepts	21%
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## Standard 1

Student will participate in personal and leadership development activities through the FFA.

**Objective 1** Student will use communication skills to effectively communicate with others.

1. Understand when it is appropriate to listen and to speak.
2. Understand and follow verbal and written instructions for classroom and laboratory activities.
3. Will practice communication skills through public speaking using one or more of the following activities: memorized speech, prepared speech, impromptu speech, parliamentary practice, group presentation, or serving in a leadership capacity.

**Objective 2** Student will effectively use teamwork to respectfully work with others.

1. Identify and understand different roles in working with a team.
2. Lead a group discussion or serve in a leadership capacity.

**Objective 3** Student will use critical thinking and problem-solving skills.

1. Analyze the cause of the problem.
2. Develop a solution to address the problem.
3. Implement the plan.
4. Evaluate the effectiveness of the plan.

**Objective 4** Student will be dependable, reliable, steady, trustworthy, and consistent in performance and behavior.

1. Set and meet goals on attendance and punctuality.
2. Prioritize, plan, and manage work to complete assignments and projects on time.

**Objective 5** Students will be accountable for results.

1. Use an achievement chart for activities and behaviors in class that encourages a personal evaluation of classroom performance.
2. Use reflection to describe what was learned, what went well, what could have been improved, and what are the implications to the learning process.
3. Track and communicate progress toward completion of assignments and projects.

**Objective 6** Be familiar with the legal requirements and expectations of the course.

1. Be familiar with the course disclosure statement and all requirements for successful completion of the course.
2. Demonstrate workplace ethics, e.g., fair, honest, disciplined.

**Standard 1 Performance Evaluation included below (Optional)**

## Standard 2

Student will participate in work-based learning activities through the Supervised Agricultural Experience (SAE) Program.

**Objective 1** Student will demonstrate employability skills.

1. Use a career search network to find career choices.
2. Identify the appropriate CTE Pathway for the selected career choice.
3. Prepare for entry into the workforce by completing one of the following: a list of required skills needed for a career choice, a resume including a list of demonstrated skills, a cover letter or letter of application, a job application, or participating in an actual or simulated job interview.

**Objective 2** Student will participate in a work-based learning experience outside the classroom.

1. Students will plan and implement a Supervised Agricultural Experience Program:
2. Foundational SAE: Career exploration and planning, employability skills for college and career readiness, personal financial management and planning, workplace safety, and agricultural literacy.
3. Immersion SAE: Ownership/entrepreneurship, placement/internship, research, school-based enterprise, and/or service-learning experiences.

**Objective 3** Student will develop a job portfolio specific to their selected SAE/WBL experience.

1. Student will keep a personal record/journal/log of their SAE/WBL experience; including pictures, financial records or log of their hours, skills learned, goals, reflection, etc.

**Standard 2 Performance Evaluation included below (Optional)**

**Standard 3**

Students will demonstrate floral design techniques.

**Objective 1** Identify common plant materials used in floral design.

1. Identify common cut flowers used in floral design.
2. Identify common foliage used in floral design.
3. Identify common live plants used in floral design.

**Objective 2** Care for fresh flowers and foliage.

1. Explain the basic care requirements of cut flowers (e.g., water, light, temperature).
2. Describe the causes of deterioration and death of flowers (e.g., ethylene gas).
3. Describe the steps of effective conditioning of flowers and foliage.
4. Explain the importance of using floral preservatives.

**Objective 3** Identify floral design tools and supplies.

1. Identify common tools used in floral design.
2. Recognize and describe floral design supplies.

**Objective 4** Explain the principles and elements of floral design

1. Discuss the history and influence of different styles of design in the floriculture industry.
2. Analyze the principles of floral design.
3. Examine the concept of proportion and scale.

4. Explain how the concept of balance is applied to floral design.
5. Describe how rhythm is applied in floral work.
6. Explain how the principles of dominance and focal point are used in floral design.
7. Describe the major flower forms used in floral design.
8. Explain how space and depth enhance floral design.
9. Assess the importance of texture in floral design.
10. Evaluate the influences of color on floral work.
11. Explain basic geometric designs.

**Objective 5** Design floral arrangements using the principles and elements of design using at least four of the following indicators.

1. Design corsages and boutonnieres.
2. Design bud vase arrangements.
3. Design vase arrangements.
4. Design centerpieces.
5. Design holiday arrangements.
6. Design wedding pieces.
7. Design sympathy arrangements.
8. Design color bowls and hanging baskets.
9. Design arrangements using everlasting flowers.
10. Prepare a potted plant with foil.
11. Create bows and/or accessories appropriate for the design

**Standard 3 Performance Evaluation included below (Optional)**

## Standard 4

Students will explain floriculture business concepts.

**Objective 1** Price floral design work.

1. Calculate the costs for floral arrangements.
2. Assess typical pricing strategies.
3. Calculate mark-up.

**Objective 2** Prepare floriculture crops for sale.

1. Clean plants and containers.
2. Decorate plants and containers.
3. Attach price tags and care instructions.

**Objective 3** Explain the basics of marketing in the floriculture industry.

1. Display floriculture materials for sale.
2. Recognize ways of maintaining and increasing the effectiveness of horticultural business displays.
3. Recognize how advertising is used.
4. Complete sales tickets.
5. Use proper telephone techniques.
6. Describe effective packaging and delivery.

7. Describe the impact of the international flower market on the floriculture industry.

**Objective 4** Describe floriculture business management.

1. Differentiate the types of floriculture businesses.
2. Recognize costs related to floriculture production.
3. Analyze the importance of marketing, promotion, and sales.
4. Describe career opportunities associated with floriculture management.

**Standard 4 Performance Evaluation included below (Optional)**

**Floriculture**

Performance assessments may be completed and evaluated at any time during the course. The following performance skills are to be used in connection with the associated standards and exam. To pass the performance standard the student must attain a performance standard average of 8 or higher on the rating scale. Students may be encouraged to repeat the objectives until they average 8 or higher.

**Student's Name:** \_\_\_\_\_

**Class:** \_\_\_\_\_

**Performance standards rating scale**

0	Limited skills	2	→	4	Moderate skills	6	→	8	High skills	10
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**Standard 1 – Student Organization in Agricultural Education**

**Score:**

- Student will practice communication skills through public speaking using one or more of the following activities: memorized speech, prepared speech, impromptu speech, parliamentary practice, group presentation, or serving in a leadership capacity.

**Standard 2 – Agricultural Experience in Agricultural Education**

**Score:**

- Student will keep a personal record/journal/log of their SAE/WBL experience; including pictures, financial records or log of their hours, skills learned, goals, reflection, etc.

**Standard 3 – Floral Design Techniques**

**Score:**

- Student will design and make corsages and boutonnieres.
- Student will design and make four of the following floral arrangements; bud vase, centerpiece, holiday arrangement, wedding arrangement, sympathy arrangement, color bowl, or hanging basket using the principles and elements of design.

**Standard 4 – Floriculture Business Concepts**

**Score:**

- Student will calculate the cost of floral arrangements.
- Student will calculate markup.
- Student will prepare floriculture arrangements for sale.

**Performance standard average score:**

**Evaluator Name:** \_\_\_\_\_

**Evaluator Title:** \_\_\_\_\_

**Evaluator Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_