



FLORICULTURE

2017-2021



NATIONAL FFA
CAREER AND LEADERSHIP
DEVELOPMENT EVENTS

IMPORTANT NOTE

Please thoroughly read the introduction section located on [FFA.org/cdeintro](https://www.ffa.org/cdeintro) for complete rules and procedures that are relevant to all National FFA Career/Leadership Development Events.

Purpose

The National FFA Floriculture Career Development Event is designed to create an interest in career preparation for all current and future aspects of the floriculture industry through leadership development and hands on technical skill development using industry standards that are delivered through the agricultural education curriculum.

Floriculture is a discipline of horticulture concerned with the cultivation of flowering and ornamental plants for gardens and the floral industry.

The floriculture industry encompasses the following areas:

- Greenhouse and field production and management.
- Garden center and floral shop management.
- Floral design and management.

Objectives

- Identify plant materials, supplies and equipment utilized in the floriculture industry.
- Demonstrate an understanding of the biological and scientific principles and develop the skills underlying propagation, variety development, growth requirements, growing techniques, harvesting, marketing and maintenance of established floriculture plants.
- Identify and recommend solutions for plant disorders.
- Demonstrate the use of principles of design and develop related skills.
- Identify, select, operate and maintain appropriate supplies and equipment for floriculture production, design and marketing.
- Demonstrate the use of safety procedures and practices in floriculture operations.
- Operate, manage and maintain facilities for floriculture operations.
- Demonstrate interpersonal skills necessary for successful employment in the floriculture industry.
- Demonstrate proper sales and customer service skills.
- Demonstrate general business practices appropriate to the floriculture industry.
- Effectively work together as a team.

Event Rules

Each team will be comprised of four members.

- All four scores will be used to determine the total team score.
- It is highly recommended that participants wear FFA Official Dress for this event.
- Under no circumstances will any participant be allowed to touch or handle plant material during the event except when instructed by the event staff.
- Any communication between participants during the event will be sufficient cause to eliminate the team from the event. The exception to this is the team activity.
- Any participant caught cheating during the event will be expelled from the event.
- All participants are expected to be prompt at their stations throughout the event. No provision will be made for tardiness, which will in most cases cause the late participant to lose event points.

- The event superintendent will assign the participants to group leaders who will escort them to various event staging sites. Participants must know their participant number and stay in their assigned group at all times or until told to change leaders by the event superintendent.
- Any assistance given to a participant from any source during the event, other than a floriculture official, will be sufficient cause to eliminate the team from the event.
- All participants will be given an identification number by which they will be designated throughout the event.
- Various computer applications may be utilized throughout the floriculture event.
- Any participant in possession of an electronic and/or communication device in the event area is subject to disqualification.

Event Format

MATERIALS STUDENTS NEED TO PROVIDE:

- Clean clipboard, free of notes.
- Two sharpened No. 2 pencils.
- Prepared resume.
- Floral cutters/clippers.
- Ribbon shears.
- Wire cutters.
- Calculator — Should be battery operated, non-programmable and non-scientific (basic five function only). No other calculators can be used during the event.
- Participants may also bring an apron and/or a tool belt and towels.

TEAM ACTIVITY (800 POINTS)

Each team will perform an assignment routinely performed in some phase of the floriculture industry that requires teamwork. Prior to the event, the National FFA Floriculture Career Development Event committee will select a theme and series of floriculture industry assignments that span the breadth of the industry from production to design. These tasks will be described in situational terms for presentation to each team. Forty-five minutes will be allowed for completing the activity. There will be an additional fifteen minutes for preparation and clean up. All materials needed to complete the assignment will be provided.

The type of assignments that may be used in this phase of the event include, but are not limited to, the following:

- Prepare floral products for an event.
- Prepare and pack floral products for shipping and updating inventory.
- Create a floral product display.
- Create a greenhouse production and task schedule to meet the needs of a given customer.

Scoring criteria for the team preparation and presentation are on the Team Activity Rubric, which will be recorded by a judge.

INDIVIDUAL ACTIVITIES

Identification of plant materials and equipment (200 points)

Fifty specimens from the floriculture plant and equipment identification list will be displayed for participants to identify by technical and common names. A number will designate each specimen. Four points will be awarded for each specimen that is correctly identified. Each participant will be allowed 25 minutes to complete this phase of the event.

General Knowledge Examination (200 points)

Participants will answer 50 multiple choice questions that cover all areas of the floriculture industry as reflected in the event objectives. This phase of the event will test participants' knowledge and understanding of basic biological and scientific principles of producing and marketing flowers, plants and foliage. Each participant will be allowed 50 minutes to complete the exam. Each answer has a value of four points.

Problem-Solving/Decision-Making (200 points)

Each participant will solve 10 problems related to the various aspects of the floriculture industry identified in the event objectives. Each problem will describe the situation or create the problem and list four possible solutions to the problem. The participant must decide on the best possible solution to the problem. All materials and information necessary to solve the problem will be available to the participant as he or she solves the problem. Each participant will be allowed 50 minutes to complete this phase of the event. Each correct solution has a value of 20 points.

Annual Practicums (300 points)

Each participant will complete three annual practicums:

1. Floral arrangement
2. Job interview
3. Growing procedures

Floral Arrangement (100 points)

Make a \$55 floral arrangement. (The \$55 cost will include both labor and tax and be within fifty cents either way of the \$55.) The event superintendent will announce the type of arrangement during the team orientation meeting. Using the materials provided, participants will be allowed 20 minutes to complete their arrangements and itemized bills. The event assistant at the beginning of the practicum will provide participants the retail price of the flowers and foliage that they will use in their arrangements. The markup will be built into the retail price. When the participant has determined the total arrangement cost, he or she has included the markup. Retail cost of flowers and foliage given to the participant will be determined after polling florists to determine their current retail prices on the flowers and foliage used in the event. Scoring criteria are presented on the Floral Arrangement Practicum scorecard, which will be recorded by a judge.

EXPLANATION OF FLORAL ARRANGEMENT TERMS

- **Design:** Category interpretation: design follows objective/scenario given
- **Balance:** Physical and visual
- **Creativity:** Artistic inventiveness
- **Depth:** Placement of materials at different levels throughout the arrangement
- **Focal Emphasis:** Design has one area of design that attracts the eye to it
- **Line:** Movement
- **Mechanics:** Professional techniques and application
- **Scale:** Proportion
- **Unity:** Cohesiveness of design

Job Interview (100 points)

Each participant will appear before an employer (judge) to interview for a position available in the employer's business. The event superintendent will announce specific information about the job for which the participant is applying at the team orientation meeting. Participants will be given two job descriptions, one with a greenhouse skills focus and one with a floral skills focus at the team orientation meeting along with application forms to complete. Participants will be allowed to choose the job they wish to interview for and prepare their applications prior to participating in the practicum. Participants will be expected to prepare, prior to the event, a resume of their experiences and background to present to the judge at the time of the interview. Ten minutes will be allowed for this practicum. Participants will be allowed five minutes to complete the interview and five minutes for judges to score the interview. Scoring criteria are presented on the Job Interview Practicum Rubric, which will be recorded by a judge.

Growing Procedures (100 points)

One of the three activities listed below will be demonstrated on an annual basis. Twenty minutes will be allowed for this section including questions from the judges.

POTTING OF YOUNG PLANTS (PLUGS OR LINERS)

- Participants will be asked to plant young plants in the pots provided. Each participant will be given a group of young plants from which to select their transplants from; an appropriate pot or pots; potting medium at the correct moisture level; and ID stake and a marking pencil.
- Scoring criteria are presented on the Potting of Young Plants Practicum Rubric, which will be recorded by a judge.

ASEXUAL PROPAGATION OF PLANTS

- Each participant will be provided the parent plant materials and all other materials needed to propagate plants asexually. Using the available materials, participants will take cuttings from the plant before them and stick them in rooting media labeled correctly. Participants should sanitize all equipment and use it appropriately in a safe manner.
- Scoring criteria are presented on the Asexual Plant Propagation Rubric, which will be recorded by a judge.

PINCHING PLANTS

- A plant will be placed before each participant. The participant will be given instructions as to what they are to do to the plant by the event assistant in charge of the practicum. Participants will be judged on the procedures they follow in pinching the plant.
- Scoring criteria are presented on the Pinching Plants Rubric, which will be recorded by a judge.

Rotational Practicums (75 Points)

In addition to the three annual practicums, three practicums will be selected from the list below for each noted year. The three to be used will be identified by the event superintendent in the annual team orientation packet that is available during the summer prior to convention on the CDE webpage.

SELLING PRACTICUM (75 POINTS) (ONE WILL BE CHOSEN)

Selling One-on-One

- Each participant will assume the role of a sales person in a floriculture business (grower, florist shop, garden center, etc.) A customer (judge) with a specific need will approach the participant. The participant will help the customer meet his or her need by using sales skills. All supplies, information and the business setting in which the participant works will be provided. Ten minutes will be allowed for this practicum. Of the 10 minutes, participants will be allowed five minutes for dialogue with the customer and completion of the sales form. Judges will be allowed five minutes to score the participant. Scoring criteria are presented on the selling One-on-One Practicum Rubric, which will be recorded by a judge.

Media Selling

Each participant will be asked to create or evaluate advertising from the following media sources:

- | | |
|------------------------|-------------------|
| • Newspaper/catalog ad | • Social media |
| • Radio script | • Facebook |
| • Newsletter | • Twitter |
| • Brochure/flyer | • Video – YouTube |
| • Email | • Web homepage |

All information and materials needed to develop the advertisement will be provided. Twenty minutes will be allowed for this practicum. Of the 20 minutes, 12 minutes will be allotted for preparation, five minutes for oral/written presentation and three for judges to score.

Scoring criteria are presented on the Media Selling Practicum Rubric, which will be recorded by a judge.

MAKE A MIXED PLANTER COMBINATION (75 POINTS)

Each participant will make a \$35 mixed combination planter. All plant materials, growing media and containers will be provided. Twenty minutes will be allowed for each participant to make their mixed combination planter and complete the itemized listing of costs. At the beginning of the practicum, the participant will be provided with the retail price of plants and other materials to be used in their mixed combination planter. The markup is built into the retail price. Scoring criteria are presented on the Making a Mixed Combination Planter Rubric, which will be recorded by a judge.

MAKE AND PACKAGE A CORSAGE (75 POINTS)

Each participant will make and package a \$25 corsage. The type of corsage and information about the corsage will be announced at the beginning of the practicum by the event assistant in charge. All plant and non-plant materials needed to construct and package the corsage will be provided. Each participant will be allowed 20 minutes to complete the construction of the corsage and complete an itemized listing of costs for the corsage constructed. Scoring criteria are presented on the Making and Packing a Corsage Rubric, which will be recorded by a judge.

IDENTIFYING AND CONTROLLING PLANT DISORDERS (75 POINTS)

Pest and disorder items may be presented as an intact specimen, photograph or preserved specimen (herbarium sheet, insect mount, etc.). Each specimen will be designated by a station number. The participant must identify the item and its classification (nutritional/environmental, insect/pest or disease). The participant must then determine the damage location as well as chemical and culture controls for the disorder. Each participant will identify 15 specimens total for this event.

No specimens or items may be touched or handled in any way. Fifteen minutes will be allowed for this event. Refer to the Disorder Practicum Scorecard for additional details.

The plant disorders will come from the following list of disorders.

NUTRITIONAL AND ENVIRONMENTAL DISORDERS

- Cold temperature (freeze)
- Cold water damage
- Ethylene damage
- Insufficient water damage
- Iron deficiency
- Nitrogen deficiency
- Phosphorus deficiency

DISEASES

- Botrytis – Gray mold
- Damping-off
- Downy mildew
- Leaf spot (Black)
- Powdery mildew
- Root rot
- Rust
- Stem rot
- Tospovirus (INSV and TSWV)

INSECTS AND PESTS

- Aphids
- Fungus gnats
- Leaf miner
- Leafhopper
- Mealybugs
- Scale
- Shore flies
- Snails/Slugs
- Spider mites
- Thrips
- Whiteflies

HANDLING A HAZARDOUS SITUATION (75 POINTS)

Each participant will be presented with a hazardous situation that could develop in a floriculture business. The participant will be asked to explain how to resolve the problem. The participant will be evaluated on their understanding of the problem and procedures and practices followed in resolving the problem. Ten minutes will be allowed for this practicum. Scoring criteria are presented on the Hazardous Situation Rubric, which will be recorded by a judge.

Scoring

Phase	Individual Points	Team Points
Identification of plant material and equipment	200	800
General knowledge	200	800
Problem solving	200	800
Annual practicums	300	1,200
Rotational practicums	225	900
Team activity	0	800
TOTAL	1,125	5,300

TIEBREAKERS

Individual

If ties occur, the following events will be used in the listed order to determine award recipients:

1. Written exam
2. Plant and equipment identification
3. Floral arrangement practicum
4. Growing procedures

Team

If ties occur, the following events will be used in the listed order to determine award recipients:

5. Team activity
6. Written exam
7. Plant and equipment identification

Awards

Awards will be presented at an awards ceremony to individuals and/or teams based upon their rankings.

Awards are sponsored by cooperating industry sponsors as a special project and/or by the general fund of the National FFA Foundation.

References

This list of references is not intended to be all-inclusive.

- Other sources may be utilized, and teachers are encouraged to make use of the very best instructional materials available. The following list contains references that may prove helpful during event preparation.
- National FFA — Past CDE Q&A's, <https://www.ffa.org/resources/cde/questions-and-answers>
- Principal of Floral Design, Pat Diehl Scace, James M. DelPrince – Goodheart Wilcox Publisher. www.g-w.com
- The AIFD Guide to Floral Design: Terms, Techniques, and Traditions – The American Institute of Floral Design.
- Introduction to Horticulture Science and Technology. 5th edition, 2015. Schroeder, Seagle Felton, Ruter, Inter- state Publishers, Inc.
- Introductory Horticulture. Carroll Shry, Edward Reiley. Eighth Edition.
- Greenhouse Operation and Management. Paul V. Nelson. Seventh Edition. (Specific reference for the disorders rotational practicum)

- Ball Publishing: Ball Redbook, Volume 1&2, 18th Edition.
- FFA Resume Generator®, resumegenerator.FFA.org

Floriculture Plant Identification List

101	<i>Aechmea fasciata</i> cv.	Silver Vase Bromeliad	137	<i>Dendrobium</i> cv.	Dendrobium Orchid
102	<i>Ageratum houstonianum</i>	Ageratum	138	<i>Dianthus caryophyllus</i> cv.	Carnation
103	<i>Alstroemeria</i> hybrid cv.	Peruvian Lily	139	<i>Dracaena cincta</i>	Red Edge Dracaena
104	<i>Anemone coronaria</i>	Anemone	140	<i>Echinocactus</i> cv.	Barrel Cactus
105	<i>Anethum graveolens</i> cv.	Dill	141	<i>Epipremnum aureum</i> cv.	Golden Pothos
106	<i>Angelonia</i> hybrid cv.	Angelonia	142	<i>Erica carnea</i> cv.	Spring Heather
107	<i>Anthurium x andraeanum</i> cv.	Flamingo Plant	143	<i>Eucalyptus polyanthemos</i>	Silver Dollar Eucalyptus
108	<i>Antirrhinum majus</i> cv.	Snapdragon	144	<i>Euphorbia pulcherrima</i> cv.	Poinsettia
109	<i>Aphelandra squarrosa</i> cv.	Zebra Plant	145	<i>Eustoma grandiflorum</i>	Lisianthus
110	<i>Araucaria heterophylla</i>	Norfolk Island Pine	146	<i>Exacum affine</i>	Persian Violet
111	<i>Asparagus densiflorus</i>	Sprengeri Fern	147	<i>Ficus benjamina</i> cv	Benjamin Fig
112	<i>Aster pringlei</i>	Monte Cassino Aster	148	<i>Ficus elastica</i> cv	Rubber Plant
113	<i>Astilbe</i> hybrid cv.	Astilbe	149	<i>Fragaria x ananassa</i> cv.	Strawberry Plant
114	<i>Begonia x semperflorens</i> – cultorum	Wax Begonia	150	<i>Freesia x hybrida</i>	Freesia
115	<i>Begonia x tuberhybrida</i> cv.	Tuberous Begonia	151	<i>Gardenia jasminoides</i>	Gardenia
116	<i>Caladium x hortulanum</i> cv.	Caladium	152	<i>Gerbera jamesonii</i>	Gerbera Daisy
117	<i>Calibrachoa</i> hybrid cv.	Million Bells	153	<i>Gladiolus x hortulanus</i> cv.	Garden Gladiolus
118	<i>Callistephus chinensis</i> cv.	China Aster	154	<i>Gomphrena</i> hybrid cv.	Globe Amaranths
119	<i>Campanula</i> hybrid cv.	Campanula	155	<i>Gypsophila elegans</i> cv.	Baby's Breath
120	<i>Canna x generalis</i> cv.	Garden Canna	156	<i>Hedera helix</i> cv.	English Ivy
121	<i>Capsicum annuum</i>	Ornamental Pepper Plant	157	<i>Helianthus annuus</i>	Sunflower
122	<i>Catharanthus roseus</i>	Vinca	158	<i>Hemerocallis</i> cv.	Daylily
123	<i>Celosia argentea</i> cv.	Cockscomb	159	<i>Hippeastrum</i> hybrid cv.	Amaryllis
124	<i>Chamaedorea elegans</i>	Parlor Palm	160	<i>Hosta</i> cv.	Hosta
125	<i>Chamelaucium uncinatum</i>	Waxflower	161	<i>Hoya carnosa</i>	Wax Plant
126	<i>Cholorophytum comosum</i> cv.	Spider Plant	162	<i>Hyacinthus orientalis</i> cv.	Hyacinth
127	<i>Chrysanthemum x morifolium</i>	Florist's Chrysanthemum	163	<i>Hydrangea macrophylla</i>	Big Leaf Hydrangea
128	<i>Clematis</i> hybrid cv.	Clematis	164	<i>Impatiens</i> hybrid cv.	Impatiens
129	<i>Codiaeum variegatum pictum</i>	Croton	165	<i>Impomoea batatas</i> cv.	Ornamental Sweet Potato
130	<i>Crassula argentea</i>	Jade Plant	166	<i>Iris x xiphium</i> cv.	Dutch Iris
131	<i>Cycas revoluta</i> cv.	Sago Palm	167	<i>Senecio cineraria</i>	Dusty Miller
132	<i>Cyclamen x persicum</i> cv.	Florist's Cyclamen	168	<i>Justica brandegeana</i>	Shrimp Plant
133	<i>Cymbidium</i> cv.	Cymbidium Orchid	169	<i>Kalanchoe x blossfeldiana</i> cv.	Kalanchoe
134	<i>Cymbopogon</i> cv.	Lemongrass (herb)	170	<i>Leucanthemum x superbum</i>	Shasta Daisy
135	<i>Dahlia</i> hybrid cv.	Dahlia	171	<i>Leucospermum</i> hybrid cv.	Pin Cushion Protea
136	<i>Delphinium consolida</i> cv.	Larkspur	172	<i>Liatris spicata</i>	Liatris

173	<i>Lilium hybrid cv.</i>	<i>Asiatic or Oriental Lily</i>
174	<i>Limonium sinuatum</i>	<i>Statice</i>
175	<i>Lobularia maritima</i>	<i>Alyssum</i>
176	<i>Maranta leuconeura</i>	<i>Prayer Plant</i>
177	<i>Matthiola incana cv.</i>	<i>Stock</i>
178	<i>Monstera deliciosa</i>	<i>Split Leaf Philodendron</i>
179	<i>Narcissus hybrid cv.</i>	<i>Daffodil or Narcissus</i>
180	<i>Nephrolepis exaltata cv.</i>	<i>Boston Fern</i>
181	<i>Ocimum basilicum cv.</i>	<i>Basil</i>
182	<i>Opuntia cv.</i>	<i>Cactus</i>
183	<i>Paeonia cv.</i>	<i>Peony</i>
184	<i>Paphiopedilum hybrid cv.</i>	<i>Ladyslipper Orchid</i>
185	<i>Pelargonium x hortorum cv.</i>	<i>Zonal Geranium</i>
186	<i>Pelargonium peltatum cv.</i>	<i>Ivy Geranium</i>
187	<i>Pentas hybrid cv.</i>	<i>Pentas</i>
188	<i>Petroselinum crispum cv.</i>	<i>Parsley</i>
189	<i>Petunia x hybrida cv.</i>	<i>Petunia</i>
190	<i>Phalaenopsis cv.</i>	<i>Moth Orchid</i>
191	<i>Philodendron scandens oxycardium</i>	<i>Heartleaf Philodendron</i>
192	<i>Pilea cadierei</i>	<i>Aluminum Plant</i>
193	<i>Portulaca oleracea cv.</i>	<i>Portulaca</i>
194	<i>Primula malacoides cv.</i>	<i>Primrose</i>
195	<i>Ranunculus hybrid cv.</i>	<i>Ranunculus</i>
196	<i>Rhododendron simsii cv.</i>	<i>Florist Azalea</i>

197	<i>Rosa hybrid cv</i>	<i>Hybrid Tea Rose</i>
198	<i>Rumohra adiantiformis</i>	<i>Leatherleaf Fern</i>
199	<i>Saintpaulia ionantha cv.</i>	<i>African Violet</i>
200	<i>Salvia splendens cv.</i>	<i>Salvia</i>
201	<i>Sansevieria trifasciata cv.</i>	<i>Snake Plant</i>
202	<i>Schefflera arboricola</i>	<i>Dwarf Schefflera</i>
203	<i>Schlumbergera bridgesii</i>	<i>Christmas Cactus</i>
204	<i>Sempervivum hybrid cv.</i>	<i>Hens and Chicks</i>
205	<i>Senecio x hybridus cv.</i>	<i>Cineraria</i>
206	<i>Sinningia speciosa Fyfiana Group cv.</i>	<i>Florist Gloxinia</i>
207	<i>Solidago hybrid cv</i>	<i>Solidago</i>
208	<i>Solenostemon scutellarioides</i>	<i>Coleus</i>
209	<i>Spathiphyllum</i>	<i>Peace Lily</i>
210	<i>Stephanotis floribunda</i>	<i>Stephanotis</i>
211	<i>Strelitzia reginae</i>	<i>Bird of Paradise</i>
212	<i>Syngonium podophyllum</i>	<i>Nepthytis</i>
213	<i>Tagetes species cv.</i>	<i>Marigold</i>
214	<i>Tradescantia zebrine</i>	<i>Wandering Jew</i>
215	<i>Tulipa cv.</i>	<i>Tulip</i>
216	<i>Verbena hybrid cv.</i>	<i>Verbena</i>
217	<i>Viola x wittrockiana cv.</i>	<i>Pansy</i>
218	<i>Zantedeschia hybrid cv.</i>	<i>Calla Lily</i>
219	<i>Zinnia cv.</i>	<i>Zinnia</i>

Floriculture Equipment and Supply Identification List

301	#100 Ribbon (satin, sheer, wired)
302	#3 Ribbon (satin, sheer, wired)
303	#40 Ribbon (satin, sheer, wired)
304	#9 Ribbon (satin, sheer, wired)
305	18-Gauge floral wire
306	28-Gauge floral wire
307	Anvil-and-blade pruner
308	Backflow preventer
309	Bouquet sleeve
310	Bulb planter
311	Cardette
312	Cell pack containers
313	Ceramic container
314	Chemical resistant gloves
315	Chenille stem
316	Coconut coir
317	Compressed air sprayer
318	Corsage box
319	Corsage pin
320	Corsage snips
321	Drip emitter, irrigation
322	Dry foam
323	Dust mask
324	Duster
325	Ellepot propagation cubes
326	Enclosure card
327	Fern greening pins
328	Fertilizer injectors
329	Floral adhesive
330	Floral foam
331	Floral knife
332	Floral preservative
333	Floral stem tape

334	Fogger
335	Gas mask
336	Glass vase
337	Glue gun
338	Glue pan
339	Glue sticks
340	Granular fertilizer
341	Greenhouse thermostat
342	Hanging basket
343	Hearing protection
344	Hook-and-blade pruners (bypass pruners)
345	Hose punch
346	Hose repair coupling
347	Hose-end repair fitting
348	Hose-end sprayer
349	Hose-end washer
350	Impulse sprinkler
351	Drip Irrigation tape
352	Irrigation timer
353	Mist nozzle (mist bed)
354	Nosegay holder
355	Nursery container
356	Oscillating sprinkler
357	Peat moss
358	Peat pots
359	Pest strips
360	pH testing meter
361	Polyethylene film
362	Polyethylene pipe
363	Pot covers
364	Propagation mat
365	Propagation trays
366	PVC (polyvinylchloride) pipe

367	PVC pipe cutter
368	Resin-coated fertilizer
369	Respirator
370	Ribbon shears
371	Rice hulls
372	Rockwool propagation cubes
373	Rose and stem flower stripper
374	Safety goggles
375	Sand
376	Scoop shovel
377	Shade fabric
378	Sharpening stone
379	Sheet moss
380	Siphon injector
381	Soil moisture meter
382	Solenoid valve
383	Spaghetti tubing (1/4" diameter or less)
384	Spanish moss
385	Sphagnum moss
386	Spray suit
387	Square point (flat) shovel
388	Styrofoam
389	Surestik cling
390	Tulle
391	Vermiculite
392	Water breaker
393	Water picks
394	Water soluble fertilizer
395	Water tubes
396	Waterproof container tape
397	Wire cutter
398	Wooden pick
399	Wrist corsage holder

Floral Arrangement Practicum Rubric

100 POINTS

Name	Member Number
Chapter	State Team Number

Possible Score	Excellent	Good	Needs Improvement	Member Score
Arrangement	85			
Category interpretation	7–15 points	6–10 points	0–5 points	
Balance	7–10 points	4–6 points	0–3 points	
Creativity	7–10 points	4–6 points	0–3 points	
Depth	7–10 points	4–6 points	0–3 points	
Focal emphasis	7–10 points	4–6 points	0–3 points	
Line	7–10 points	4–6 points	0–3 points	
Mechanics	7–10 points	4–6 points	0–3 points	
Scale	4–5 points	2–3 points	0–1 points	
Unity	4–5 points	2–3 points	0–1 points	
Itemized List of Costs	15			
Price range	4–5 points	2–3 points	0–1 point	
Identification and accuracy	7–10 points	4–6 points	0–3 points	
TOTAL (100 points possible)				

EXPLANATION OF FLORAL ARRANGEMENT TERMS

Category Interpretation: Design follows objective scenario given

Balance: Physical and visual

Creativity: Artistic inventiveness

Depth: Placement of materials at different levels throughout the arrangement

Focal Emphasis: Design has one area of design that attracts the eye to it

Line: Movement

Mechanics: Professional techniques and application

Scale: Proportion

Unity: Cohesiveness of design

Judge’s Name	Judge’s Signature	Date
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Floral Arrangement Itemized List of Costs

Name	Member Number	
Chapter	State	Team Number

Quantity	Flower/Foliage	Unit Cost	Total
TOTAL FLOWER/FOLIAGE MATERIAL COST			

Quantity	Material Used	Unit Cost	Total
TOTAL HARD GOODS COST			

Total Plant Material Cost	
Total Hard Goods Cost	
Container Cost	
<i>Sub Total</i>	
TOTAL ARRANGEMENT COST*	

**Participants will be provided the retail price of flowers and foliage that they will use in their arrangement by the event official at the beginning of the practicum. The markup is built into the retail price of the flowers and the foliage used in the arrangement.*

Job Interview Practicum Rubric

100 POINTS

Name	Member Number
Chapter	State Team Number

		Excellent	Good	Needs Improvement	Member Score
Introduction					
<ul style="list-style-type: none"> Initial presentation Eye contact Handshake 	<ul style="list-style-type: none"> Gives name States why here 	8–10 points	4–7 points	0–3 points	
Knowledge of job					
<ul style="list-style-type: none"> Resume <ul style="list-style-type: none"> Typed Completeness Content/Accurate 		11–15 points	6–10 points	0–5 points	
<ul style="list-style-type: none"> Application <ul style="list-style-type: none"> Legibility Completed 		8–10 points	4–7 points	0–3 points	
Knowledge of the floriculture industry/job					
<ul style="list-style-type: none"> Tell me about yourself. What skills do you have for this job? What are your experiences relating to this job? 	<ul style="list-style-type: none"> Why should I hire you over someone else? How would you handle a customer complaint? 	13–20 points	7–12 points	0–6 points	
Response to questions					
<ul style="list-style-type: none"> What are your weaknesses? Where do you see yourself in the next 5 years? 	<ul style="list-style-type: none"> BONUS: Would you hire this person? 	11–15 points	6–10 points	0–5 points	
Personality					
<ul style="list-style-type: none"> Confidence Enthusiasm 	<ul style="list-style-type: none"> Appearance 	11–15 points	6–10 points	0–5 points	
Poise					
<ul style="list-style-type: none"> Posture Closure (“Thank you”) 	<ul style="list-style-type: none"> Asks for the job or a decision date 	11–15 points	6–10 points	0–5 points	
TOTAL SCORE (100 points possible)					

Judge’s Name	Judge’s Signature	Date
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One-on-One Practicum Rubric

75 POINTS

Name	Member Number
Chapter	State Team Number

	Excellent	Good	Needs Improvement	Member Score
Took initiative	9–11 points Student started dialogue, greeting and/or introduction given	5–8 points Dialogue required prompting by judge	0–4 points No introduction given, no dialogue started by student	
Communicated effectively	9–11 points Modeled active listening skills and asked appropriate questions	5–8 points Did not ask enough questions or had to be prompted by judge	0–4 points Student did not ask any questions	
Exhibited ambition and efficiency	9–11 points Student able to gauge customer service and move further with the sale	5–8 points Judge had to help, offer suggestions to accomplish the sale	0–4 points Low energy and judge had to pull information from student	
Diplomatic and courteous	9–11 points Displayed proper customer service, used polite terminology	5–8 points Sometimes displayed proper customer service skills	0–4 points Did not display proper customer service or polite terminology	
Knew merchandise, prices and policies	9–11 points Explain accurately what options were available while using correct terminology	5–8 points Was able to explain partial information/options to judge	0–4 points Did not give correct information about selling options	
Accuracy of information collected	9–11 points Order form filled out correctly with all required information	5–8 points Missing some information or some information listed incorrectly on order form	0–4 points Order form not filled out or filled out incorrectly	
Closed sale properly	7–9 points Student tried to increase the sale, displayed proper customer service, offered a thank you	4–6 points Did not increase sales or did not say thank you	0–3 points Did neither up sale or offer thank you	
TOTAL SCORE (75 points possible)				

Judge's Name	Judge's Signature	Date
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Potting of Young Plants Practicum Rubric

100 POINTS

Name	Member Number
Chapter	State Team Number

	Excellent	Good	Needs Improvement	Member Score
Potting Process				
Selection of plugs or liners	5–6 points	3–4 points	0–2 points	
Proper planting depth	6–8 points	3–6 points	0–2 points	
Labeling of plant/pot	5–6 points	3–4 points	0–2 points	
Correct growing medium level in pot	5–6 points	3–4 points	0–2 points	
Plug or liner arrangement and angle	5–6 points	3–4 points	0–2 points	
Firmness of growing medium	5–6 points	3–4 points	0–2 points	
General appearance (free from handling damage)	5–6 points	3–4 points	0–2 points	
Response to questions	5–6 points	3–4 points	0–2 points	
TOTAL (100 points possible)				

Judge's Name	Judge's Signature	Date
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Making a Mixed Combination Planter Rubric

75 POINTS

Name		Member Number
Chapter	State	Team Number

	Excellent	Good	Needs Improvement	Member Score
Selection of products	6–8 points	3–5 points	0–2 points	
Preparation of plant materials	6–7 points	3–5 points	0–2 points	
Labeling of combo	7–10 points	4–6 points	0–3 points	
Balance	9–12 points	5–8 points	0–4 points	
Design	11–15 points	6–10 points	0–5 points	
Attractiveness	10–13 points	5–9 points	0–4 points	
Pricing	7–10 points	4–6 points	0–3 points	
TOTAL SCORE (75 POINTS POSSIBLE)				

Judge’s Name	Judge’s Signature	Date
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Mixed Combination Planter Itemized List of Costs

Name	Member Number
Chapter	State Team Number

Quantity	Plant Material	Unit Cost	Total
TOTAL FLOWER/FOLIAGE MATERIAL COST			

Quantity	Material Used	Unit Cost	Total
TOTAL HARD GOODS COST			

Total Plant Material Cost	
Total Hard Goods Cost	
Container Cost	
<i>Sub Total</i>	
TOTAL MIXED PLANTER COST	

Date

Making and Packing a Corsage Rubric

75 POINTS

Name		Member Number
Chapter	State	Team Number

	Excellent	Good	Needs Improvement	Member Score
Wiring, taping and/or gluing	11–15 points	6–10 points	0–5 points	
Use of ribbon	7–10 points	4–6 points	0–3 points	
Design	11–15 points	6–10 points	0–3 points	
Wearability	7–10 points	4–6 points	0–3 points	
Packaging	4–5 points	2–3 points	0–1 points-	
Pricing (accuracy of pricing identification)	7–10 points	5–8 points	0–4 points	
Pricing	7–10 points	4–6 points	0–3 points	
TOTAL SCORE (75 points possible)				

Judge’s Name	Judge’s Signature	Date
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Corsage Itemized List of Costs

Name	Member Number
Chapter	State Team Number

Quantity	Flower/Foliage Used	Unit Cost	Total
TOTAL FLOWER/FOLIAGE MATERIAL COST			

Quantity	Material Used	Unit Cost	Total
TOTAL HARD GOODS COST			

<i>Total Flower/Foliage Material Cost</i>	
<i>Total Hard Goods Cost</i>	
TOTAL CORSAGE COST	

_____ Date

Asexual Plant Propagation Rubric

100 POINTS

Name		Member Number		
Chapter	State	Team Number		
	Excellent	Good	Needs Improvement	Member Score
Proper sanitation and equipment use	4–5 points	2–3 points	0–1 point	
Selection of cuttings	4–5 points	2–3 points	0–1 point	
Making cuttings	5–6 points	3–4 points	0–2 points	
Preparation of cuttings for sticking in growing media	5--6 points	3–4 points	0–2 points	
Use of rooting hormone	4–5 points	2–3 points	0–1 point	
Selection of growing media	5–6 points	3–4 points	0–2 points	
Sticking of cuttings in growing media	5–6 points	3–4 points	0–2 points	
Cuttings labeled correctly	4–5 points	2–3 points	0–1 point	
Response to questions	5–6 points	3–4 points	0–2 points	
TOTAL SCORE (100 points possible)				

Judge's Name

Judge's Signature

Date

Disorder Practicum Scorecard

Name	Member Number
Chapter	State Team Number

		Member Answer	Possible Points	Member Score
1.	Classification #:		1	
	Identification #:		2	
	Chemical Control #:		1	
	Cultural/Biological Control #:		1	
2.	Classification #:		1	
	Identification #:		2	
	Chemical Control #:		1	
	Cultural/Biological Control #:		1	
3.	Classification #:		1	
	Identification #:		2	
	Chemical Control #:		1	
	Cultural/Biological Control #:		1	
4.	Classification #:		1	
	Identification #:		2	
	Chemical Control #:		1	
	Cultural/Biological Control #:		1	
5.	Classification #:		1	
	Identification #:		2	
	Chemical Control #:		1	
	Cultural/Biological Control #:		1	
6.	Classification #:		1	
	Identification #:		2	
	Chemical Control #:		1	
	Cultural/Biological Control #:		1	
7.	Classification #:		1	
	Identification #:		2	
	Chemical Control #:		1	
	Cultural/Biological Control #:		1	
8.	Classification #:		1	
	Identification #:		2	
	Chemical Control #:		1	
	Cultural/Biological Control #:		1	

		Member Answer	Possible Points	Member Score
9.	Classification #:		1	
	Identification #:		2	
	Chemical Control #:		1	
	Cultural/Biological Control #:		1	
10.	Classification #:		1	
	Identification #:		2	
	Chemical Control #:		1	
	Cultural/Biological Control #:		1	
11.	Classification #:		1	
	Identification #:		2	
	Chemical Control #:		1	
	Cultural/Biological Control #:		1	
12.	Classification #:		1	
	Identification #:		2	
	Chemical Control #:		1	
	Cultural/Biological Control #:		1	
13.	Classification #:		1	
	Identification #:		2	
	Chemical Control #:		1	
	Cultural/Biological Control #:		1	
14.	Classification #:		1	
	Identification #:		2	
	Chemical Control #:		1	
	Cultural/Biological Control #:		1	
15.	Classification #:		1	
	Identification #:		2	
	Chemical Control #:		1	
	Cultural/Biological Control #:		1	
TOTAL POINTS			75	

IDENTIFICATION

- 200 Aphids
- 201 Black Leaf Spot
- 202 Botrytis – Grey Mold
- 203 Cold Temperature (freeze)
- 204 Cold Water Damage
- 205 Damping-off
- 206 Downy Mildew
- 207 Ethylene Damage
- 208 Fungus Gnats
- 209 Insufficient Watering
- 210 Iron Deficiency
- 211 Leaf Miner
- 212 Leafhopper
- 213 Mealybugs
- 214 Nitrogen Deficiency
- 215 Phosphorus Deficiency
- 216 Powdery Mildew
- 217 Root Rot
- 218 Rust
- 219 Scale
- 220 Shore Flies
- 221 Snails/ Slugs
- 222 Spider Mites
- 223 Stem Rot
- 224 Thrips
- 225 Tospovirus (INSV and TSWV)
- 226 Whiteflies

CHEMICAL CONTROL

- 400 Fungicide
- 401 Insecticide
- 402 Miticide
- 403 Molluscicide
- 404 No Treatment Listed

CULTURAL CONTROL

- 500 Apply Complete Fertilizer
- 501 Correct/Adjust Temperature
- 502 Correct/Adjust Watering
- 503 Ladybird Beetles
- 504 Nematodes
- 505 Parasitic Wasps
- 506 Predatory Mites
- 507 Reduce Relative Humidity
- 508 No Treatment Listed

CLASSIFICATION:

- 100 Diseases
- 101 Insects/Pests /Mites
- 102 Nutritional/Environmental

Pinching Plants Rubric

50 POINTS

Name	Member Number	
Chapter	State	Team Number

	Excellent	Good	Needs Improvement	Member Score
Selection of plant part to pinch	8–10 points	4–7 points	0–3 points	
Use of proper procedures in making pinches	8–10 points	4–7 points	0–3 points	
Made proper pinches	8–10 points	4–7 points	0–3 points	
Overall effect of making pinches	8–10 points	4–7 points	0–3 points	
Answered questions correctly	8–10 points	4–7 points	0–3 points	
TOTAL SCORE (50 possible points)				

Judge's Name	Judge's Signature	Date
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Hazardous Situation Rubric

75 POINTS

Name Member Number

Chapter State Team Number

	Excellent	Good	Needs Improvement		Member Score
Utilize proper personal safety precautions	4–5 points	2–3 points	0–1 point	X 4	
Utilize proper safety procedures in clearing up the situation	4–5 points	2–3 points	0–1 point	X 5	
Proper disposal of problem materials	4–5 points	2–3 points	0–1 point	X 4	
Utilize proper follow-up procedures	8–10 points	4–7 points	0–3 point		
TOTAL SCORE (75 possible points)					

Judge's Name Judge's Signature Date

Media Selling Practicum Rubric

75 POINTS

Name Member Number

Chapter State Team Number

	Excellent	Good	Needs Improvement	Member Score
Identified and appealed to target group	9–12 points	5–8 points	0–4 points	
Informed the consumer	7–9 points	4–6 points	0–3 points	
Creativity	7–9 points	4–6 points	0–3 points	
Easy to read or view	7–9 points	4–6 points	0–3 points	
Presented one idea	7–9 points	4–6 points	0–3 points	
Contained essential information	7–9 points	4–6 points	0–3 points	
Grammar, spelling, accuracy	7–9 points	4–6 points	0–3 points	
Proper use of space and format	7–9 points	4–6 points	0–3 points	
TOTAL SCORE (75 possible points)				

Judge's Name Judge's Signature Date

Team Activity Rubric

Name _____ Member Number _____

Chapter _____ State _____ Team Number _____

Indicator	Very strong evidence of skill 5–4 points	Moderate evidence of skill 3–2 points	Weak evidence of skill 1–0 points	Points Earned	Weight	Total Score
Established team leadership role	One member seemed to assume leadership and others cooperated.	One member seemed to assume leadership.	No leadership role(s) were established.		X 10	
Member participation in planning activity	All members participated in discussion before work began.	Limited member discussion occurred before work began.	No member discussion occurred before work began.		X 25	
Developed a workable plan	Duties were assigned, and all had equal parts.	Duties were assigned, and all had near equal parts.	Duties were not assigned, and participation varied.		X 25	
Membership responsibilities were outlined and assigned	Responsibilities were assigned with interaction between members.	Responsibilities were assigned with little interaction.	Responsibilities were not verbally assigned.		X 10	
Material was organized prior to commencing activity	Material was organized and distributed.	Most material was organized.	Material was left as presented until needed.		X 10	
Member participation in carrying out activity functions	All members participated with leadership provided.	All members participated.	One or more members had almost no participation.		X 20	
Followed proper procedures in carrying out activity	All activities resulted in completed product.	Most activities resulted in completed product.	Some activities resulted in completed product.		X 25	
Quality of activity product	Products exceed minimum industry standard.	Products meet minimum industry standards.	Products below industry standard.		X 35	
TOTAL POINTS (800 possible points)						

Judge's Name _____

Judge's Signature _____

Date _____

Agriculture, Food and Natural Resources Content Standards

Measurements Assessed	Event Activities Addressing Measurements	Related Academic Standards
ABS.01.01. Performance Indicator: Apply micro- and macroeconomic principles to plan and manage inputs and outputs in an AFNR business.		
ABS.01.01.01.b. Apply microeconomic principles to calculate values associated with different inputs and outputs in AFNR businesses (e.g., price, point of equilibrium, opportunity costs, marginal costs, etc.).	Exam Problem solving/decision making Selling one-on-one Floral design Mixed combo planter Corsage	CCSS.ELA-Literacy.L.9-10.6 CCSS.ELA-LITERACY.L.11-12.6 CCSS.ELA-LITERACY.RST.9-10.4 CCSS.ELA-LITERACY.RST.11-12.4 CCSS.MATH.CONTENT.HSS.ID.C.7 CCSS.MATH.CONTENT.HSS.IC.B.6 Financial Investing: Benchmarks: Grade 12, Statement 9
ABS.04.03.02.a. Research and summarize examples that illustrate the importance of risk and uncertainty within AFNR businesses.	Selling one-on-one	Financial Investing: Benchmarks: Grade 12, Statement 11 Protecting and Insuring: Benchmarks: Grade 12, Statements 2 Protecting and Insuring: Benchmarks: Grade 12, Statements 3 Protecting and Insuring: Benchmarks: Grade 12, Statements 4
ABS.05.02.02.b. Assess different responses/customer reactions that could be presented during different types of sales calls used in AFNR businesses (e.g., competitor prices, competing products, post-sale service, complaints about product, etc.).	Selling one-on-one	CCSS.ELA-LITERACY.SL.9-10.6 CCSS.ELA-LITERACY.SL.11-12.6 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.RH.11-12.7 Buying Goods & Services: Benchmarks: Grade 12, Statements 1 Buying Goods & Services: Benchmarks: Grade 12, Statements 3 Buying Goods & Services: Benchmarks: Grade 12, Statements 4 Buying Goods & Services: Benchmarks: Grade 12, Statements 5
ABS.05.03. Performance Indicator: Assess marketing principles and develop marketing plans to accomplish AFNR business objectives.		
ABS.05.03.02.a. Examine and categorize strategies used in marketing programs for AFNR businesses (e.g., Internet, direct to customer, social media, etc.).	Selling	CCSS.ELA-LITERACY.L.9-10.6 CCSS.ELA-LITERACY.L.11-12.6 CCSS.ELA-LITERACY.RST.9-10.4 CCSS.ELA-LITERACY.RST.11-12.4 CCSS.ELA-LITERACY.W.9-10.2 CCSS.ELA-LITERACY.W.11-12.2 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.RH.11-12.7 CCSS.ELA-LITERACY.SL.9-10.6 CCSS.ELA-LITERACY.SL.11-12.6

		Buying Goods & Services: Benchmarks: Grade 12, Statements 1 Buying Goods & Services: Benchmarks: Grade 12, Statements 3 Buying Goods & Services: Benchmarks: Grade 12, Statements 4 Buying Goods & Services: Benchmarks: Grade 12, Statements 7
BS.02.02. Performance Indicator: Implement standard operating procedures for the proper maintenance, use and sterilization of equipment in a laboratory.		
BS.02.02.03.c. Perform sterilization techniques for equipment in a laboratory using standard operating procedures.	Growing procedures (asexual propagation)	HS-ETS1-2
BS.02.04. Performance Indicator: Safely manage and dispose of biological materials, chemicals and wastes according to standard operating procedures.		
BS.02.04.01.b. Assess the need for personal protective equipment and select the appropriate equipment to wear when working with biological and chemical materials.	Equipment list Handling a hazardous situation	CCSS.ELA-Literacy.RST.9-10.4 CCSS.ELA-Literacy.RST.11-12.4
BS.02.04.02.a. Classify and describe hazards associated with biological and chemical materials.	Handling a hazardous situation	CCSS.ELA-Literacy.RST.9-10.4 CCSS.ELA-Literacy.RST.11-12.4
BS.02.04.03.a. Summarize what happens to waste after it leaves the laboratory and examine opportunities to reduce waste and unnecessary costs.	Handling a hazardous situation	CCSS.ELA-Literacy.RST.9-10.4 CCSS.ELA-Literacy.RST.11-12.4
CS.01.01. Performance Indicator: Examine issues and trends that impact AFNR systems on local, state, national and global levels.		
CS.01.01.01.b. Analyze and document AFNR issues and their impact on local, state, national and global levels.	Problem solving	
CS.01.01.02.b. Analyze current trends in AFNR systems and predict their impact on local, state, national and global levels.	Problem solving	
CS.01.02. Performance Indicator: Examine technologies and analyze their impact on AFNR systems.		
CS.01.02.01.b. Apply appropriate use of technologies in AFNR workplace scenarios.	Growing procedures Written exam	
CS.01.02.02.b. Analyze how technology is used in AFNR systems to maximize productivity.	Growing procedures Written exam	
CS.02.01. Performance Indicator: Research geographic and economic data related to AFNR systems.		
CS.02.01.02.c. Devise a strategy to solve a problem in an AFNR system using a set of economic data.	Problem solving Team activity – media selling	
CS.02.02. Performance Indicator: Examine the components of the AFNR systems and their impact on the local, state, national and global society and economy.		
CS.02.02.01.c. Devise a strategy for explaining components of AFNR systems to audiences with limited knowledge.	Team activity Written exam	

CS.02.02.02.c. Evaluate how society traditions, customs or policies have resulted from practices with AFNR systems.	Written exam	
CS.02.02.03.b. Assess the economic impact of an AFNR system on a local, state, national and global level.	Selling one-on-one Written exam	
CS.03.01. Performance Indicator: Identify required regulations to maintain and improve safety, health and environmental management systems.		
CS.03.01.01.c. Evaluate how AFNR organizations/businesses promote improved health, safety and environmental management.	Handling a hazardous situation Plant disorders Written exam	
CS.03.01.02.c. Construct and implement methods to evaluate compliance with required safety, health and environmental management regulations.	Problem solving Handling a hazardous situation Plant disorders Written exam	
CS.03.02. Performance Indicator: Develop a plan to maintain and improve health, safety and environmental compliance and performance.		
CS.03.02.01.c. Create a plan to improve safety, health and environmental management regulations in an AFNR business.	Handling a hazardous situation	AFNR Career Cluster, Statement 6
CS.03.02.02.c. Devise a strategy to educate employees on environmental compliance and performance in an AFNR business.	Handling a hazardous situation	AFNR Career Cluster, Statement 6
CS.03.03. Performance Indicator: Apply health and safety practices to AFNR worksites.		
CS.03.03.01.b. Analyze and summarize current health and safety practices of AFNR business.	Handling a hazardous situation	
CS.03.03.02.c. Create a plan to communicate appropriate responses for health and safety situations within an AFNR business.	Handling a hazardous situation	
CS.03.03.03.b. Assess first aid knowledge and procedures relevant to AFNR worksites.	Handling a hazardous situation Written exam	
CS.03.03.04.c. Create a plan to mitigate the level of contamination or injury identified as a risk in the workplace.	Handling a hazardous situation	
CS.03.04. Performance Indicator: Use appropriate protective equipment and demonstrate safe and proper use of AFNR tools and equipment.		
C3.03.04.01.c. Design plans to ensure the use of appropriate protective equipment when using various AFNR tools and equipment.	Handling a hazardous situation Plant and tool identification Written exam	
C3.03.04.02.c. Evaluate and select appropriate tools and equipment to complete AFNR tasks.	Handling a hazardous situation Plant and tool identification Written exam	
CS.03.04.03.b. Assess and demonstrate appropriate operation, storage and maintenance techniques for AFNR tools and equipment.	Handling a hazardous situation	

CS.04.01. Performance Indicator: Identify and implement practices to steward natural resources in different AFNR systems.

CS.04.01.01.b. Analyze available practices to steward natural resources in AFNR systems (e.g., wildlife and land conservation, soil and water practices, ecosystem management, etc.).	Growing procedures Plant and tool identification	AFNR Career Cluster, Statement 2 AFNR Career Cluster, Statement 3
CS.04.01.02.b. Analyze and assess sustainability practices that can be applied in AFNR systems (e.g., energy efficiency, recycle/reuse/repurpose, green resources, etc.).	Growing procedures Plant and tool identification Written exam	AFNR Career Cluster, Statement 2 AFNR Career Cluster, Statement 3

CS.04.02. Performance Indicator: Assess the natural resource related trends, technologies and policies that impact AFNR systems.

CS.04.02.01.b. Analyze natural resources trends and technologies and document how they impact AFNR systems (e.g., climate change, green technologies, water resources, etc.).	Written exam	AFNR Career Cluster, Statement 7
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CS.05.01. Performance Indicator: Evaluate the steps and requirements to pursue a career opportunity in each of the AFNR career pathways (e.g., goals, degrees, certifications, resumes, cover letter, portfolios, interviews, etc.).

CS.05.01.01.c. Evaluate progress toward AFNR career goals and identify opportunities for improvement and necessary adjustments to one’s plan of action.	Job interview	
CS.05.01.02.c. Implement one’s personal plan of action for obtaining the required education, training and experiences and evaluate progress to identify opportunities for improvement and necessary adjustments.	Job interview	
CS.05.01.03.c. Evaluate, update and improve a set of personal tools to reflect current skills, experiences, education, goals, etc., and complete the processes needed to pursue and obtain a career in an AFNR pathway.	Asexual propagation Corsage Floral arrangement Media selling Team activity Selling one-on-one	

CS.05.02. Performance Indicator: Examine careers in each of the AFNR pathways.

CS.05.02.01.c. Interpret and evaluate the results of a personal career assessment and connect them to potential careers in AFNR pathways.	Job interview	
CS.05.02.02.c. Conduct interviews with career professionals within AFNR pathways and summarize the results.	Job interview	

CS.06.01. Performance Indicator: Explain foundational cycles and systems of AFNR.

CS.06.01.01.c. Teach others about the impact of foundational cycles within AFNR systems.	Team activity Written exam	
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CRP.01.01. Performance Indicator: Model personal responsibility in the workplace and community.

CRP.01.01.01.c. Evaluate past workplace and community situations and determine how personal responsibility positively or negatively impacted outcomes.	Team activity	
CRP.01.01.02.c. Model personal responsibility in workplace and community situations.	Job interview Selling Team activity	
CRP.01.02 Performance Indicator: Evaluate and consider the near-term and long-term impacts of personal and professional decisions on employers and community before taking action.		
CRP.01.02.01.c. Make and defend personal decisions after analyzing their near- and long-term impacts on self and others.	Job interview Problem solving	
CRP.01.02.02.c. Make and defend professional decisions after evaluating their near- and long-term impacts on employers and community.	Job interview	
CRP.02.01. Performance Indicator: Use strategic thinking to connect and apply academic learning, knowledge and skills to solve problems in the workplace and community.		
CRP.02.01.01.c. Apply academic knowledge and skills to solve problems in the workplace and reflect upon the results achieved.	Handling a hazardous situation Media selling Plant disorders Problem solving Team activity	
CRP.02.01.02.c. Apply academic knowledge and skills to solve problems in the community and reflect upon results achieved.	Media selling	
CRP.02.02. Performance Indicator: Use strategic thinking to connect and apply technical concepts to solve problems in the workplace and community.		
CRP.02.02.01.b. Assess workplace problems and distinguish the most appropriate technical concepts to apply.	Plant disorders Problem solving	
CRP.03.01. Performance Indicator: Design and implement a personal wellness plan.		
CRP.03.01.02.b. Analyze the relationship between personal wellness and workplace performance.	Floral design Job interview	
CRP.03.02. Performance Indicator: Design and implement a personal financial management plan.		
CRP.03.02.01.a. Research and examine components in a personal financial management plan (e.g., income, expense, budgeting, savings, credit, etc.).	Asexual propagation Corsage Floral arrangement	
CRP.03.02.02.a. Examine and categorize personal financial practices (e.g., earning, spending, use of management tools, credit, etc.).	Asexual propagation Corsage Floral arrangement	
CRP.04.01. Performance Indicator: Speak using strategies that ensure clarity, logic, purpose and professionalism in formal and informal settings.		

CRP.04.01.01.c. Evaluate other’s verbal and non-verbal communications (e.g., speeches, presentations, oral reports, etc.) and propose recommendations for improvement in clarity, logic, purpose and professionalism.	Growing procedure Job interview Selling one-on-one Team activity	
CRP.04.01.02.c. Evaluate personal strengths and areas for growth with regard to speaking formally and informally with clarity, logic, purpose and professionalism, and identify ways to improve.	Growing procedure Job interview Selling one-on-one Team activity	
CRP.04.02. Performance Indicator: Produce clear, reasoned and coherent written communication in formal and informal settings.		
CRP.04.02.01.c. Evaluate the effectiveness of different forms of written communication for achieving their intended purpose.	Job interview Media selling	
CRP.04.02.02.c. Compose clear and coherent written documents (e.g., agendas, audio-visuals, drafts, forms, etc.) for formal and informal settings.	Job interview Media selling	
CRP.04.03. Performance Indicator: Model active listening strategies when interacting with others in formal and informal settings.		
CRP.04.03.01.c. Evaluate personal effectiveness and devise a plan to improve active listening skills.	Selling one-on-one	
CRP.04.03.02.c. Model active listening strategies in formal and informal settings.	Job Interview Selling one-on-one	
CRP.05.01. Performance Indicator: Assess, identify and synthesize the information and resources needed to make decisions that positively impact the workplace and community.		
CRP.05.01.01.c. Evaluate workplace and community decision-making processes and devise strategies for improvement.	Team activity	
CRP.05.01.02.c. Evaluate workplace and community situations and recommend the information and resources needed to support good decisions.	Team activity	
CRP.05.01.03.c. Synthesize information and resources and apply to workplace and community situations to make positive decisions.	Team activity	
CRP.05.02. Performance Indicator: Make, defend and evaluate decisions at work and in the community using information about the potential environmental, social and economic impacts.		
CRP.05.02.01.c. Evaluate and defend decisions applied in the workplace and community situations.	Team activity	
CRP.05.02.02.c. Evaluate workplace and community situations and propose decisions to be made based upon the positive impact made on environment, social and economic areas.	Team activity	
CRP.06.01. Performance Indicator: Synthesize information, knowledge and experience to generate original ideas and challenge assumptions in the workplace and community.		

CRP.06.01.01.b. Synthesize information, knowledge and experiences to generate ideas for workplace and community situations.	Team activity	
CRP.06.02. Performance Indicator: Assess a variety of workplace and community situations to identify ways to add value and improve the efficiency of processes and procedures.		
CRP.06.02.02.b. Predict and communicate potential gains in efficiency and value-added from implementing an improved process or procedure.	Team activity	
CRP.06.03. Performance Indicator: Create and execute a plan of action to act upon new ideas and introduce innovations to workplace and community organizations.		
CRP.06.03.02.b. Elicit and assimilate input and feedback from individuals and organizations about new ideas or innovations for the workplace or community.	Team activity	
CRP.07.01. Performance Indicator: Select and implement reliable research processes and methods to generate data for decision-making in the workplace and community.		
CRP.07.01.01.c. Evaluate businesses' and organizations' use of research methods and processes and propose recommendations for improvement.	Plant disorders	
CRP.07.01.02.b. Assess the positives and negatives of using different research strategies and methods to generate data for workplace and community decisions.	Plant disorders	
CRP.07.02. Performance Indicator: Evaluate the validity of sources and data used when considering the adoption of new technologies, practices and ideas in the workplace and community.		
CRP.07.02.02.b. Assimilate data to assist in making a decision about the adoption of a new technology, practice or idea by workplaces and community organizations.	Plant disorders	
CRP.08.01. Performance Indicator: Apply reason and logic to evaluate workplace and community situations from multiple perspectives.		
CRP.08.01.01.c. Evaluate how applying critical thinking skills can impact workplace and community situations.	Problem solving Team activity	
CRP.08.01.02.b. Assess solutions to workplace and community problems for evidence of reason, logic and consideration of multiple perspectives.	Job interview Plant disorders	
CRP.08.02. Performance Indicator: Investigate, prioritize and select solutions to solve problems in the workplace and community.		
CRP.08.02.01.c. Devise strategies to evaluate the effectiveness of solutions for resolving workplace and community problems.	Problem solving Team activity	
CRP.08.02.02.c. Evaluate and select solutions with greatest potential for success to solve workplace and community problems.	Problem solving Team activity	
CRP.08.03. Performance Indicator: Establish plans to solve workplace and community problems and execute them with resiliency.		

CRP.08.03.01.c. Evaluate the effectiveness of different problem-solving models for reaching a solution to workplace and community issues.	Handling a hazardous situation Problem solving	
CRP.08.03.02.c. Implement and evaluate plans to solve workplace and community problems.	Handling a hazardous situation Problem solving	
CRP.09.01. Performance Indicator: Model characteristics of ethical and effective leaders in the workplace and community (e.g. integrity, self-awareness, self-regulation, etc.).		
CRP.09.01.01.c. Evaluate ethical and effective leadership characteristics demonstrated by others.	Job interview Team activity	
CRP.09.02.01.c. Evaluate opportunities to apply personal management skills into daily tasks and responsibilities.	Team activity	
CRP.09.02.02.c. Model personal management skills and identify opportunities for continuous improvement.	Team activity	
CRP.09.03. Performance Indicator: Demonstrate behaviors that contribute to a positive morale and culture in the workplace and community (e.g., positively influencing others, effectively communicating, etc.).		
CRP.09.03.01.b. Analyze the relationship between demonstrating respectful and purposeful behaviors (e.g., collaborative, clear expectations, etc.) and increased influence in the workplace and community.	Team activity	
CRP.09.03.02.b. Devise strategies for continuation and improvement of respectful and purposeful behaviors that contribute to positive morale and culture in workplace and community (e.g., recognize others' skills, promote collaboration, etc.).	Team activity	
CRP.10.01. Performance Indicator: Identify career opportunities within a career cluster that match personal interests, talents, goals and preferences.		
CRP.10.01.01.c. Plan a career path based on personal interests, goals, talents and preferences.	Job interview	
CRP.10.01.02.c. Match potential career opportunities in career clusters with personal interests, talents, goals and preferences.	Job interview	
CRP.10.02. Performance Indicator: Examine career advancement requirements (e.g., education, certification, training, etc.) and create goals for continuous growth in a chosen career.		
CRP.10.02.01.c. Devise and implement plans to complete the requirements for career advancement.	Job interview	
CRP.10.02.02.b. Create goals for personal improvement and continuous growth in a career area.	Job interview	
CRP.10.03. Performance Indicator: Assimilate input and/or advice from experts (e.g., counselors, mentors, etc.) to plan career and personal goals in a chosen career area.		
CRP.10.03.01.b. Assess career and personal goals and determine additional information career area experts could provide.	Job interview	

CRP.10.04. Performance Indicator: Identify, prepare, update and improve the tools and skills necessary to pursue a chosen career path.

CRP.10.04.01.c. Select and use appropriate tools to pursue career advancement opportunities and assimilate feedback from the process to identify improvements for the future.	Entire event	
CRP.10.04.02.c. Apply skills to complete common processes involved in pursuing a career and assimilate input and feedback from experts (e.g., mentors, teachers, business persons, etc.) to improve.	Entire event	

CRP.11.01. Performance Indicator: Research, select and use new technologies, tools and applications to maximize productivity in the workplace and community.

CRP.11.01.01.b. Analyze advantages and disadvantages of new technologies, tools and applications to maximize productivity in the workplace and community.	Plant disorders Written exam	
CRP.11.01.02.b. Select, apply and use new technologies, tools and applications in workplace and community situations to maximize productivity.	Plant disorders Written exam	

CRP.12.01. Performance Indicator: Contribute to team-oriented projects and build consensus to accomplish results using cultural global competence in the workplace and community.

CRP.12.01.01.c. Evaluate the effectiveness of team-oriented projects at work and in the community and make recommendations for future improvements.	Team activity	
CRP.12.01.02.c. Devise and implement methods to obtain feedback from team members on their experiences after completing workplace and community projects.	Team activity	
CRP.12.01.03.c. Evaluate personal level of cultural and global competence and implement plans for growth and improvement in workplace and community situations.	Team activity	

CRP.12.02. Performance Indicator: Create and implement strategies to engage team members to work toward team and organizational goals in a variety of workplace and community situations (e.g., meetings, presentations, etc.).

CRP.12.02.01.c. Create novel strategies to engage team members based on the situation.	Team activity	
CRP.12.02.02.c. Evaluate the effectiveness of strategies to engage team members in a variety of workplace and community situations.	Team activity	

ESS.01.01. Performance Indicator: Analyze and interpret laboratory and field samples in environmental service systems.

ESS.01.01.01.c. Collect and prepare sample measurements using appropriate data collection techniques.	Asexual propagation Growing process	CCSS.ELA-LITERACY.SL.11-12.5 CCSS.ELA-LITERACY.RST.11-12.9 CCSS.MATH.CONTENT.HSN.Q.A.1 CCSS.MATH.CONTENT.HSN.Q.A.2
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ESS.01.02. Performance Indicator: Properly utilize scientific instruments in environmental monitoring situations (e.g., laboratory equipment, environmental monitoring instruments, etc.).		
ESS.01.02.02.a. Identify basic environmental monitoring instruments and explain their uses.	Equipment identification	
ESS.04.01. Performance Indicator: Use pollution control measures to maintain a safe facility and environment.		
ESS.04.01.03.c. Construct a plan for handling hazardous waste in given situations.	Handling a hazardous situation	HS-ETS1-2
NRS.01.02. Performance Indicator: Classify different types of natural resources in order to enable protection, conservation, enhancement and management in a particular geographical region.		
NRS.01.02.02.b. Apply identification techniques to determine the species of an herbaceous plant.	Plant identification	AFNR Career Cluster – Natural Resources Systems Pathway, Statement 3 CCSS.ELA-LITERACY.RST.11-12.1 CCSS.ELA-LITERACY.RST.11-12.7 CCSS.ELA-LITERACY.RST.11-12.8 CCSS.ELA-LITERACY.WHST.9-10.2 CCSS.ELA-LITERACY.WHST.11-12.2 CCSS.ELA-LITERACY.WHST.9-10.7 CCSS.ELA-LITERACY.WHST.11-12.7 CCSS.ELA-LITERACY.WHST.9-10.9 CCSS.ELA-LITERACY.WHST.11-12.9 CCSS.MATH.CONTENT.HSN-Q.A.1 CCSS.MATH.CONTENT.HSN-Q.A.2 HS-ESS3-2
NRS.01.02.03.b. Apply identification techniques to determine the species of wildlife or insect.	Plant disorders	AFNR Career Cluster – Natural Resources Systems Pathway, Statement 3 CCSS.ELA-LITERACY.RST.11-12.1 CCSS.ELA-LITERACY.RST.11-12.7 CCSS.ELA-LITERACY.RST.11-12.8 CCSS.ELA-LITERACY.WHST.9-10.2 CCSS.ELA-LITERACY.WHST.11-12.2 CCSS.ELA-LITERACY.WHST.9-10.7 CCSS.ELA-LITERACY.WHST.11-12.7 CCSS.ELA-LITERACY.WHST.9-10.9 CCSS.ELA-LITERACY.WHST.11-12.9 CCSS.MATH.CONTENT.HSN-Q.A.1 CCSS.MATH.CONTENT.HSN-Q.A.2 HS-ESS3-2
NRS.01.02.05.a. Research and examine the characteristics used to identify non-living resources (e.g., soil types, climate, geography, etc.).	Equipment Identification	AFNR Career Cluster – Natural Resources Systems Pathway, Statement 3 CCSS.ELA-LITERACY.RST.11-12.1 CCSS.ELA-LITERACY.RST.11-12.7 CCSS.ELA-LITERACY.RST.11-12.8

		CCSS.ELA-LITERACY.WHST.9-10.2 CCSS.ELA-LITERACY.WHST.11-12.2 CCSS.ELA-LITERACY.WHST.9-10.7 CCSS.ELA-LITERACY.WHST.11-12.7 CCSS.ELA-LITERACY.WHST.9-10.9 CCSS.ELA-LITERACY.WHST.11-12.9 CCSS.MATH.CONTENT.HSN-Q.A.1 CCSS.MATH.CONTENT.HSN-Q.A.2 HS-ESS3-2
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NRS.04.02. Performance Indicator: Diagnose plant and wildlife diseases and follow protocols to prevent their spread.

NRS.04.02.01.b. Analyze a plant disease based on its symptoms, identify if the disease needs to be reported to authorities and determine which authorities it should be reported to.	Plant disorders	CCSS.ELA-LITERACY.RST.11-12.7 CCSS.ELA-LITERACY.RST.11-12.8 CCSS.ELA-LITERACY.WHST.11-12.2 CCSS.ELA-LITERACY.WHST.11-12.7 CCSS.ELA-LITERACY.WHST.11-12.8 CCSS.ELA-LITERACY.WHST.11-12.9 CCSS.MATH.CONTENT.HSN-Q.A.1 CCSS.MATH.CONTENT.HSN-Q.A.2 CCSS.MATH.CONTENT.HSN-Q.A.3 HS-LS2-7
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PS.01.01. Performance Indicator: Determine the influence of environmental factors on plant growth.

PS.01.01.01.c. Analyze plant responses to varied light color, intensity and duration and recommend modifications to light for desired plant growth.	Plant disorders	
PS.01.01.02.c. Design, implement and evaluate a plan to maintain optimal air and temperature conditions for plant growth.	Growing practicum Plant disorders Written exam	
PS.01.01.03.c. Analyze plant responses to water conditions and recommend modifications to water for desired plant growth.	Growing practicum Plant disorders Written exam	

PS.01.02. Performance Indicator: Prepare and manage growing media for use in plant systems.

PS.01.02.01.c. Formulate and prepare growing media for specific plants or crops.	Growing practicum Mixed combo planter	
PS.01.02.02.c. Determine the hydraulic conductivity for soil and how the results influence irrigation practices.	Growing practicum Written exam	

PS.01.03. Performance Indicator: Develop and implement a fertilization plan for specific plants or crops.

PS.01.03.01.c. Monitor plants for signs of nutrient deficiencies and prepare a scouting report to correct elements negatively affecting plant growth in a field or greenhouse.	Growing practicum Plant disorders Written exam	CCSS.MATH.CONTENT.HSN.Q.A.2 CCSS.MATH.CONTENT.HSN.Q.A.3
PS.01.03.02.c. Adjust the pH of growing media for specific plants or crops.	Plant disorders Written exam	CCSS.MATH.CONTENT.HSN.Q.A.2 CCSS.MATH.CONTENT.HSN.Q.A.3
PS.01.03.03.c. Prescribe fertilizer applications based on the results of a laboratory analysis of soil and plant tissue samples.	Plant disorders Problem solving Written exam	CCSS.MATH.CONTENT.HSN.Q.A.2 CCSS.MATH.CONTENT.HSN.Q.A.3
PS.01.03.05.b. Assess production methods for their short- and long-term effects on soil.	Plant disorders Written exam	CCSS.MATH.CONTENT.HSN.Q.A.2 CCSS.MATH.CONTENT.HSN.Q.A.3
PS.01.03.06.c. Devise a plan to meet plant nutrient needs based on environmental factors present.	Plant disorders Written exam	CCSS.MATH.CONTENT.HSN.Q.A.2 CCSS.MATH.CONTENT.HSN.Q.A.3

PS.02.01. Performance Indicator: Classify plants according to taxonomic systems.

PS.02.01.02.c. Identify and describe important plants to agricultural and ornamental plant systems by scientific names.	Plant identification Written exam	
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PS.02.02. Performance Indicator: Apply knowledge of plant anatomy and the functions of plant structures to activities associated with plant systems.

PS.02.02.01.b. Compare and contrast mitosis and meiosis.	Written exam	HS-LS1-4
PS.02.02.03.c. Evaluate the function of the xylem, phloem and cambium tissues and the impact on plant systems.	Written exam	HS-LS1-4
PS.02.02.04.c. Devise a plan for plant management practices that takes into account leaf structure and functions.	Team activity – crop schedule	HS-LS1-4
PS.02.02.05.c. Evaluate flower structures and analyze the impact of plant structure on plant breeding, production and use.	Written exam	HS-LS1-4
PS.02.02.06.b. Analyze and categorize the major types of seeds and fruit.	Written exam	HS-LS1-4

PS.02.03. Performance Indicator: Apply knowledge of plant physiology and energy conversion to plant systems.

PS.02.03.01.c. Evaluate the impact of photosynthesis and the factors that affect it on plant management, culture and production problems.	Plant disorders Problem solving Team activity – crop schedule Written exam	HS-LS1-5
PS.02.03.02.c. Evaluate the impact of plant respiration on plant growth, crop management and post-harvest handling decisions.	Floral arrangement Problem solving Team activity Written exam	HS-LS1-5

PS.03.01. Performance Indicator: Demonstrate plant propagation techniques in plant system activities.

PS.03.01.01.b. Examine and describe the process of plant pollination and/or fertilization.	Written exam	
PS.03.01.03.c. Evaluate asexual propagation practices based on productivity and efficiency.	Growing procedures	
PS.03.02. Performance Indicator: Develop and implement a management plan for plant production.		
PS.03.02.01.b. Inspect propagation material for evidence of pests or disease.	Growing procedures Plant disorders	CCSS.ELA-Literacy.RI.9-10.1 CCSS.ELA-Literacy.RI.9-10.8 CCSS.ELA-Literacy.RST.9-10.3 CCSS.ELA-Literacy.WHST.9-10.2 CCSS.ELA-Literacy.WHST.9-10.4 CCSS.ELA-Literacy.WHST.9-10.9
PS.03.02.02.b. Prepare soil and growing media for planting with the addition of amendments.	Growing procedures Team activity	CCSS.ELA-Literacy.RI.9-10.1 CCSS.ELA-Literacy.RI.9-10.8 CCSS.ELA-Literacy.RST.9-10.3 CCSS.ELA-Literacy.WHST.9-10.2 CCSS.ELA-Literacy.WHST.9-10.4 CCSS.ELA-Literacy.WHST.9-10.9
PS.03.02.05.c. Prepare plant production schedules utilizing plant growth knowledge to get plants to their optimal growth stage at a given time.	Team activity	CCSS.ELA-Literacy.RI.9-10.1 CCSS.ELA-Literacy.RI.9-10.8 CCSS.ELA-Literacy.RST.9-10.3 CCSS.ELA-Literacy.WHST.9-10.2 CCSS.ELA-Literacy.WHST.9-10.4 CCSS.ELA-Literacy.WHST.9-10.9
Ps.03.02.06.b. Compare and contrast the types of technologies used for controlled atmosphere production.	Equipment identification Written exam	CCSS.ELA-Literacy.RI.9-10.1 CCSS.ELA-Literacy.RI.9-10.8 CCSS.ELA-Literacy.RST.9-10.3 CCSS.ELA-Literacy.WHST.9-10.2 CCSS.ELA-Literacy.WHST.9-10.4 CCSS.ELA-Literacy.WHST.9-10.9
PS.03.02.07.b. Compare and contrast the types of systems used in hydroponic and aquaponic plant production.	Equipment identification Written exam	CCSS.ELA-Literacy.RI.9-10.1 CCSS.ELA-Literacy.RI.9-10.8 CCSS.ELA-Literacy.RST.9-10.3 CCSS.ELA-Literacy.WHST.9-10.2 CCSS.ELA-Literacy.WHST.9-10.4 CCSS.ELA-Literacy.WHST.9-10.9
PS.03.03. Performance Indicator: Develop and implement a plan for integrated pest management for plant production.		
PS.03.03.01.c. Devise solutions for plant pests, diseases and disorders.	Plant disorders Written exam	
PS.03.03.02.b. Predict pest and disease problems based on environmental conditions and life cycles.	Plant disorders Problem solving Written exam	

PS.03.03.04.b. Examine and apply procedures for the safe handling, use and storage of pesticides including personal protective equipment and reentry interval.	Handling a hazardous situation	
PS.03.05. Performance Indicator: Harvest, handle and store crops according to current industry standards.		
PS.03.05.01.b. Assess the stage of growth to determine crop maturity or marketability and demonstrate proper harvesting techniques.	Mixed combo planter	CCSS.ELA-Literacy.RST.9-10.3 CCSS.ELA-Literacy.RST.9-10.4 CCSS.ELA-Literacy.WHST.9-10.2a
PS.03.05.03.b. Research and analyze practices used to maintain a safe product through harvest, processing, storage and shipment (e.g., Food Safety Modernization Act, Good Agricultural Practices, etc.).	Handling a hazardous situation Team activity	CCSS.ELA-Literacy.RST.9-10.3 CCSS.ELA-Literacy.RST.9-10.4 CCSS.ELA-Literacy.WHST.9-10.2a
PS.03.05.04.b. Analyze the proper conditions required to maintain the quality of plants and plant products held in storage and during shipping.	Team activity	CCSS.ELA-Literacy.RST.9-10.3 CCSS.ELA-Literacy.RST.9-10.4 CCSS.ELA-Literacy.WHST.9-10.2a
PS.03.05.05.b. Demonstrate techniques for grading, handling and packaging plants and plant products for distribution.	Team activity	CCSS.ELA-Literacy.RST.9-10.3 CCSS.ELA-Literacy.RST.9-10.4 CCSS.ELA-Literacy.WHST.9-10.2a
PS.04.01. Performance Indicator: Evaluating, identifying and preparing plants to enhance an environment.		
PS.04.01.01.c. Implement a design that uses the proper plants based on the situation and environment.	Corsage Floral arrangement Growing procedures Mixed combo planter Team activity	
PS.04.01.02.c. Evaluate a design and provide feedback and suggestions for improvement (e.g., a floral arrangement, a landscape or a landscape plan, etc.).	Corsage Floral arrangement Mixed combo planter Team activity	
PS.04.02. Performance Indicator: Create designs using plants.		
PS.04.02.01.c. Analyze designs to identify use of design principles and elements.	Corsage Floral arrangement Growing procedures Mixed combo planter Team activity	AFNR Career Cluster – Natural Resources Systems Pathway, Statement 3 AFNR Career Cluster – Plant Systems Pathway, Statement 2 STEM Career Cluster, Statement 4
PS.04.02.02.c. Evaluate the proper use of design tools in creating designs.	Corsage Floral arrangement Growing procedures Mixed combo planter Team activity	AFNR Career Cluster – Natural Resources Systems Pathway, Statement 3 AFNR Career Cluster – Plant Systems Pathway, Statement 2 STEM Career Cluster, Statement 4