



## Goodheart-Willcox Publisher Correlation of *Principles of Floral Design* ©2015 to Idaho Professional-Technical Education Course Floral Design and Marketing – Grades 9-12

OBJECTIVE	CORRELATING PAGES
Publisher/Provider: List units with specific examples of where standards are Introduced (I)/Taught (T)/Assessed (A).	
Skills and Knowledge	
1.	<p style="text-align: center;"><b>Concepts of Floral Design</b></p> <p><b>Chapter 7 Elements of Design</b> p. 133–151; <b>(A)</b> Review and Assessment p. 152–153            Color <b>(I)(T)</b> p. 134–143, 157–167, 210–211; <b>(A)</b> p. 152–153 Review #2, 3, 4; Activity #1; Critical Thinking #1; STEM #1; Communicating about Floral Design #1; p. 218 Review #4; Communicating about Floral Design #1            Form <b>(I)(T)</b> p. 144–145, 166–167, 212; <b>(A)</b> p. 152 Review #8; Activity #4; Critical Thinking #2;            Fragrance <b>(I)(T)</b> p. 145–146, 167; <b>(A)</b> p. 152 Review #9; STEM #5            Line <b>(I)(T)</b> p. 146; <b>(A)</b> p. 152 Review #10            Pattern <b>(I)(T)</b> p. 147; <b>(A)</b> p. 152 Review #11; STEM #2            Space <b>(I)(T)</b> p. 148; <b>(A)</b> p. 152 Review #12; Critical Thinking #2; Communicating about Floral Design #1; p. 130 Review #4            Size <b>(I)(T)</b> p. 148; <b>(A)</b> p. 152 Review #13; Activity #4; Critical Thinking #2; Communicating about Floral Design #3            Texture <b>(I)(T)</b> p. 149, 210–211; <b>(A)</b> p. 152 Review #14; Activities #4; p. 218 Review #6</p>
2.	<p style="text-align: center;"><b>Principles of Design</b></p> <p><b>Chapter 6 Principles of Design</b> p. 113–129; <b>(A)</b> Review and Assessment p. 130–131            Balance <b>(I)(T)</b> p. 115–117; <b>(A)</b> Review #3; Activity #1; Critical Thinking #3; p. 131 Communicating about Floral Design #1, 2            Proportion <b>(I)(T)</b> p. 119–122; <b>(A)</b> Review #6; Activity #2; p. 131 STEM #1, 5; Communicating about Floral Design #1, 2            Scale <b>(I)(T)</b> p. 123–124; <b>(A)</b> Review #7, 8; p. 131 Communicating about Floral Design #1, 2; <b>(A)</b> Review #8            Dominance <b>(I)(T)</b> p. 124; <b>(A)</b> p. 131 Communicating about Floral Design #1            Focal Point <b>(I)(T)</b> p. 124–126; <b>(A)</b> p.130 Activity #3; p. 131 Communicating about Floral Design #1            Contrast <b>(I)(T)</b> p. 126; <b>(A)</b> Review #11; p. 131 Communicating about Floral Design #1            Rhythm <b>(I)(T)</b> p. 126–127; <b>(A)</b> p.130 Review #12; Activity #3            Unity <b>(I)(T)</b> p. 127–128; <b>(A)</b> Review #14; p. 131 Communicating about Floral Design #1            Harmony <b>(I)(T)</b> p. 128–129; p. 139; <b>(A)</b> Review #13; p. 131 Communicating about Floral Design #1</p>
3.	<p style="text-align: center;"><b>Cut Flowers and Foliage</b></p> <p><b>Chapter 8 Flower Selection</b> p. 155–205; <b>(A)</b> Review and Assessment p. 174–175            Application <b>(I)(T)</b> p. 156–157; <b>(A)</b> p. 174 Review #1; Critical Thinking #1, 2; p. 175 STEM #5            Color <b>(I)(T)</b> p. 157–166; <b>(A)</b> p. 174 Review #2, 3, 4; Activity #2; p. 175 Communicating about Floral Design #1, 2            Form <b>(I)(T)</b> p. 166–167; <b>(A)</b> p. 174 Review #5            Fragrance <b>(I)(T)</b> p. 167–169; <b>(A)</b> p. 174 Review #6            Identification <b>(I)(T)</b> p. 171, 177–205; <b>(A)</b> 177–205            Cost <b>(I)(T)</b> p. 171–173; <b>(A)</b> p. 174 Review #10; Critical Thinking #2; p. 175 STEM #2, 4  <b>Chapter 9 Foliage Selection</b> p. 207–241; <b>(A)</b> Review and Assessment p. 218–219            Application <b>(I)(T)</b> p. 208–210; <b>(A)</b> p. 218 Review #1; Critical Thinking #1, 2, 3; p. 219 STEM #3            Color <b>(I)(T)</b> p. 210–211; <b>(A)</b> p. 218 Review #2, 3, 4, 5; p. 219 STEM #4; Communicating about Floral Design #1            Texture <b>(I)(T)</b> p. 210–211; <b>(A)</b> p. 218 Review 6, 7, 8; Communicating about Floral Design #1            Form <b>(I)(T)</b> p. 212; <b>(A)</b> p. 218 Review #7, 8            Rhythm <b>(I)(T)</b> p. 213–214; <b>(A)</b> p. 218 Review #8            Identification <b>(I)(T)</b> p. 214–215, 221–241; <b>(A)</b> p. 218 Review #10            Cost <b>(I)(T)</b> p. 217; <b>(A)</b> p. 218 Review #9, 10; p. 219 #1, 5</p>

4.	Mechanics, Supplies and Safety	<p><b>Chapter 3 Containers, Tools, Mechanics, and Safe Work Practices</b> p. 47–73;  <b>(A)</b> Review and Assessment p. 72–73  Containers <b>(I)(T)</b> p. 48–53; <b>(A)</b> p. 72 Review #2, 3, 4  Ribbon and Bows <b>(I)(T)</b> p. 53–55; <b>(A)</b> p. 72 Review #5, 6; Activity 1; p. 73 STEM #4; Communicating about Floral Design #2  Tools <b>(I)(T)</b> p. 56–62; <b>(A)</b> p. 72 Review #7, 8, 9, 10, #14; Activity #2; <b>(A)</b> Using a Glue Gun p. 426–427  Mechanics <b>(I)(T)</b> p. 62–69; <b>(A)</b> p. 72 Review #1, 3, 11–18; Activity #3, 4, 5; p. 73 Critical Thinking #1, 2; STEM #1, 2, 3; <b>(I)(T)</b> Bouquet Mechanics p. 316–317; <b>(I)(T)</b> Casket Sprays Mechanics p. 401–404; <b>(I)(T)</b> Permanent Botanicals p. 424–427  Shop Safety <b>(I)(T)</b> p. 70–71; <b>(A)</b> p. 72 Review #19, 20; p. 73 Critical Thinking #3, 4</p>
5.	Body* Flowers  *Referred to as Personal Flowers, Flowers to Wear, Boutonnieres, Corsages, Headpieces, Floral Jewelry in text	<p><b>Chapter 12 Flowers to Wear and Carry</b> p. 289–317; <b>(A)</b> Review and Assessment p. 318–319  Boutonnieres <b>(I)(T)</b> p. 290–293; wiring p. 295–302; <b>(A)</b> p. 318 Review #2; p. 319 STEM #1, 3, 4;  Communicating about Floral Design #1, 3  Corsages <b>(I)(T)</b> p. 291; 302–309; <b>(A)</b> p. 318 Review #3–10; Activity #1, 4, 5; p. 319 Critical Thinking #1, 2, 3;  STEM #1, 3, 4, 5; Communicating about Floral Design #1, 3  Headpieces <b>(I)(T)</b> p. 308; <b>(A)</b> p. 318 Review #11  Floral Jewelry <b>(I)(T)</b> p. 308–312; <b>(A)</b> p. 318 Review #12  Bouquets <b>(I)(T)</b> p. 313–317; <b>(A)</b> p. 318 Review #13, 14, 15; Activity #3; p. 319 STEM #5</p>
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