



# Howard Lake-Waverly-Winsted ISD #2687

"Excellence through Education"



## NEW COURSE PROPOSAL

- Step 1: Communicate with the Principal about the new course.
- Step 2: Complete this form fully.
- Step 3: Obtain required signatures.
- Step 4: Submit to Counseling Department.
- Step 5: Counseling Department adds items in RED to SYNERGY.

### Course Background

Name of proposed course name: Advanced Floral Design & Greenhouse Operations

Date of proposed new course (school year it would begin): 2025-2026

Department submitting proposal: AFNR

Staff member name submitting proposal: Seena Glessing

Is the proposed course replacing an existing course?  YES  NO

If so, what course is being replaced? n/a

Rationale (include reasons why this proposal needs to be considered outside the curriculum cycle):

Need to Split current floral class to two due to time in greenhouse and meeting art standards.

Type of course:  Required  Elective

Prerequisite(s): Intro to Floral Design

Course Duration:  Semester  Full Year

Grade Levels:  9<sup>th</sup> Grade  10<sup>th</sup> Grade  11<sup>th</sup> Grade  12<sup>th</sup> Grade

MN Academic Standards: Art Standards

### Course Description:

This course covers more advanced techniques and hands-on activities in order to become more confident as a florist.

Students will Design a portfolio for a wedding and learn about various special occasions, including prom, Mother's Day, and Graduation.

Students will make arrangements for a school-based floral shop along with the school greenhouse and designing container pots for sale.

### Scheduling Considerations (# of semesters, alternating years, grade levels allowed, etc.):

Spring Semester

### Estimated Costs

Resources/Textbook (list title, copyright date, publisher, and cost):

n/a - already have materials - school-based enterprises will create funds for class

Curriculum Writing Needs (# of hours needed for curriculum mapping and writing essential standards):

n/a

Staff Development Needs (additional training staff needs to teach the course): Koehler-Dramm intro course

Staff Impact (who will teach the course, effect on dept. staffing, effect on other depts. +/-, student/staff ratio, etc.): adjusting course offerings to meet most up to date staffing

Facility Impact (any special consideration for space, equipment, etc.): \_\_\_\_\_  
n/a

**Required Signatures:**

Department Chair: Seema Ghosh Date: 11/1/24  
Curriculum Director: [Signature] Date: 11/13/24  
Principal: [Signature] Date: 11/13/24

After obtaining the required signatures, submit to Counseling Department. Counseling Department will add to Synergy.

**Final Approval Signature:**

Principal/Superintendent/Board: \_\_\_\_\_ Date: \_\_\_\_\_

**Additional Notes:**

**Curriculum/Counseling Department Use Only:**

**Synergy District Course:**

Course ID Assignment: \_\_\_\_\_  
Academic Type: \_\_\_\_\_  
Course Subject Area: \_\_\_\_\_  
STAR Assignment: \_\_\_\_\_  
STAR Grade Level: \_\_\_\_\_  
(If not 9-12, mark with the lowest grade offered.)

**National Course Classification:**

Subject Area: \_\_\_\_\_  
Course Level: \_\_\_\_\_  
Course Code: \_\_\_\_\_

**State Course Classification:**

Course Record Type: \_\_\_\_\_  
Subject Area: \_\_\_\_\_  
Course Level: \_\_\_\_\_  
Standard Addressed: \_\_\_\_\_  
AP Indicator:  (Remember to fill in - AP Test Group Name)

**Civil Rights Data Collection:**

CRDC Subject Area: \_\_\_\_\_  
CRDC Course Code: \_\_\_\_\_  
Federal AP Code: \_\_\_\_\_

**College In Schools Courses:**

College Prep:   
College Approved:   
Dual Credit:   
Course Level: Dual/Concurrent Enrollment  
(Check the Dual/Concurrent Box in State Course)  
College Code: \_\_\_\_\_  
College Course Code: \_\_\_\_\_  
College Course Title: \_\_\_\_\_  
College Course Credits:  2  3  4  
College Name: \_\_\_\_\_

# Advanced Floral Design & Greenhouse Operations

Howard Lake-Waverly-Winsted High School

Grade Level: 10-12

1 Semester = .5 credit elective / Art Credit

Prerequisite: Intro to Floral Design

<b>Teacher:</b>	Ms. Seena Glessing
<b>Contact Information:</b>	sglessing@hww.k12.mn.us 320-543-3900 ext. 4134 (Foods)
<b>Course Information:</b>	<p>This course covers many of the more advanced techniques and hands-on activities you would need in order to become a florist, work in the floral industry or be an independent entrepreneur with greenhouse operations. Complex arrangement techniques will be learned and demonstrated. A large portion of the term will be spent learning about various occasions and designing a portfolio for a wedding. Students will plan and design arrangements and potted containers for a school-based floral/greenhouse experience.</p> <ul style="list-style-type: none"> <li>• <i>This class meets a .5 credit of the MN Art standard requirement.</i></li> <li>• There is a suggested classroom donation to assist in the cost of floral supplies.</li> </ul>
<b>Course Goals:</b>	<ul style="list-style-type: none"> <li>• PS.04.01.02.c. Evaluate a design and provide feedback and suggestions for improvement (e.g., a floral arrangement)</li> <li>• PS.04.02.01.c. Analyze designs to identify use of design principles and elements.</li> <li>• PS.04.02.03.a. Identify characteristics of a landscape that are analyzed during a site evaluation. PS.04.02.03.b. Analyze a landscape site using proper site evaluation methods. PS.04.02.03.c. Make recommendations based on a site evaluation.</li> <li>• Evaluate students' work using the standard rating scale.</li> <li>• Design arrangements to proper specifications using accepted practices.</li> <li>• Design and create a wedding portfolio for a customer based on their wants and budget.</li> <li>• Prepare and present a wedding portfolio to a potential customer.</li> <li>• PS.01.01.02.b. Determine the optimal air and temperature conditions for plant growth.</li> <li>• PS.01.02.01.c. Formulate and prepare growing media for specific plants or crops.</li> <li>• PS.01.02.01.c. Formulate and prepare growing media for specific plants or crops.</li> <li>• PS.03.03.01.c. Devise solutions for plant pests, diseases, and disorders.</li> </ul>
<b>Extra Help / Questions</b>	Ms. Seena is available before or after school to assist with any student. Available by email at any time.
<b>Course Materials:</b>	<ol style="list-style-type: none"> <li>1. Notebooks - Paper or Electronic is fine.</li> <li>2. Textbook assigned or student chooses electronic version posted on google classroom.</li> <li>3. A Pencil will be necessary at times.</li> <li>4. Chromebook</li> </ol>

<p><b>Student Leadership - FFA</b></p>	<ul style="list-style-type: none"> <li>• Students are encouraged to participate in FFA activities at the district, state and national levels.</li> <li>• FFA provides students with effective leadership and community involvement opportunities.</li> <li>• FFA Chapter is affiliated with their state and national organizations.</li> <li>• Recognized FFA Chapter is an integral part of the CTE program.</li> <li>• All CTE students have the opportunity to participate in a student organization.</li> <li>• FFA assists students to develop leadership skills through a variety of activities and/or competitions at conferences on the local, regional, state and national levels.</li> <li>• FFA has a written program of work that reflects education, service and social activities.</li> </ul>
<p><b>Career Exploration - SAE</b></p>	<ul style="list-style-type: none"> <li>• CTE program assists students with individual student career plans and promotes self-reflection by students.</li> <li>• CTE program supports the existence of a career resource center at the school that is open to students, families and community.</li> <li>• CTE program assists students in gaining an understanding of the career planning process.</li> <li>• CTE program provides students with an opportunity to develop career portfolios.</li> <li>• CTE program uses a variety of strategies (e.g., mentorships, e-learning), to enhance the student's career development process.</li> <li>• Community partners assist a CTE program by providing direct career development links for students.</li> </ul>
<p><b>Articulation</b></p>	<p>None</p>
<p><b>Behavioral Expectations and Consequences:</b></p>	<ol style="list-style-type: none"> <li>1. Students are expected to come to class prepared with all necessary supplies and completed assignments every day.</li> <li>2. Students are expected to participate in class discussions, note-taking, question/answer sessions, online activities, labs, etc.</li> <li>3. Students are expected to be on their best behavior, put their best effort forward, and follow all guidelines to create a positive educational climate for all.</li> <li>4. Leaving class will be permitted only on a limited basis.</li> <li>5. Except for water, NO FOOD or DRINK is allowed in the classroom. Water can be brought in only if it is in a covered container. Food and water are NOT allowed in the lab areas.</li> <li>6. <b>Cell Phones:</b> Student phones are to be silenced and kept in their lockers from 7:55 until 3:00. Students will not be allowed to possess their phone in the classroom unless directed to do so by the teacher. Students are able to possess their phone during the lunch period. During the 4-minute passing time students may check their phone and respond to parent messages. If a student needs to contact their parent/guardian during the school day they can request a pass from a teacher to use their device or the office phone. If parents /guardians need to communicate with their child prior to 3:00, they may contact the High School office.</li> </ol>

The first violation of this rule will result in the student being directed to return their phone to their locker and the parent will be emailed. The second violation will result in a parent email and they will be sent to the office. The third violation will result in after school detention. The fourth violation will result in a day of ISP (Individual Student Plan) and the 5th violation will be ATS (Alternative to Suspension) wRight Choice. Violations will reset each semester.

7. Working cooperatively with others is expected.
8. Students are expected to sign and follow a laboratory safety contract, if applicable to the class.
9. Students are expected to follow all general school policies as stated in the student handbook.

**ABSENCE POLICY:**

1. Please check the student handbook for details of the attendance policy.
2. Students are expected to be in class on time and ready to go when the bell rings. Tardies: Consequences for tardiness will be as follows: First three tardies are free. Verbal warning will address consequences of being tardy. Fourth tardy and every tardy thereafter: Students will be assigned 30 minutes of detention by the teacher: the teacher will call the parent, guardian, or adult contact to provide notification of detention and to discuss the problem of tardiness. This detention must be scheduled and served within a week of the violation. Failure to serve this detention, or subsequent detentions, will result in an incremental grade reduction.
3. Assignments will be posted to Google Classroom for completion and submission.
  - a. **Students are responsible for make-up work when absent. If a lab day is missed, a make-up sheet with photos will need to be made demonstrating the skills missed from the lab. Students will have one week to submit missing labs.**
4. Students must bring an admit pass to class after each absence. Admit Slip: Students must bring an admit pass to each class after an absence. Students will need to stop at the office and receive an admit pass from Sandy upon their return to school from an absence.
5. Students will not be allowed makeup daily work or labs for unexcused absences. Students will be expected to know the information and will take the test/quiz on the day of return.
6. Tardies will be handled as per the student handbook.
7. For prearranged absence, students must present an absence slip before leaving.

See student handbook.

**Information regarding behavior system:**

**Grading:**

- Grading**  
 A 90-100  
 B 80-89  
 C 70-79  
 D 60-69

	<p>F 59 and below</p>
<p><b>Homework Policy:</b></p>	<p>Homework will be graded intermittently. It is the student's responsibility to hand in their homework on time. For more details about homework see the section on late work or absences.</p>
<p><b>Self-Monitoring Checklist:</b></p>	<p>Check online weekly.          Inquire with Ms. Seena before or after class or afterschool.</p>
<p><b>Guidelines for Success:</b></p>	<p>Be responsible for your own learning.          Set high expectations for yourself and monitor your learning/grade.          Attend class.          Be on time.          Bring materials every day.          Organize your binder.          Be actively engaged.          Ask questions and seek help as needed.          Do your own work.          Complete all assignments.          Respect the others in the learning community.</p>