

Trumbull Career and Technical Center

## **Landscaping and Design Technologies**

**Raul W. Kemp**

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I have read and understand the basic course syllabus.

Student signature \_\_\_\_\_

Parent / Guardian signature \_\_\_\_\_

Please return this signed cover page by the end of the  
second week of school for 25 points.

## **Landscaping and Design Technologies Course Syllabus**

### **Trumbull Career and Technical Center**

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### **Course Title: Landscaping and Design Technologies**

**Course Description:** A two year intensive horticulture/landscaping training program emphasizing hands on approach to learning. Students will be placed in a green industry environment, learning various horticulture skills, and then applying them in a professional, efficient, business- like manner. Students must be adaptable to indoor and outdoor environments, customer service needs, and production goals and deadlines. Students will learn to identify and care for hundreds of different cultivated plants, construct decks, walkways, walls and patios, design landscapes and floral arrangements. Each student is expected to be an active member of their vocational service organization, the FFA. Through the FFA students will compete at local, regional, state and national levels in career development events (contests). Students will also learn how to conduct business meetings, work on committees, and perform useful service in student leadership roles. Our course is a two year program with one year centered on the floriculture and greenhouse industry, the alternating year centered on turf , landscaping, and nursery production.

## **PROGRAM PHILOSOPHY**

### **Landscaping and Design Technologies TRUMBULL CAREER & TECHNICAL CENTER**

The purpose of the Landscaping and Design Technologies program at Trumbull Career and Technical Center is to prepare students to be productive, well rounded, participating members of the local green industry, citizens of our community, and lifelong learners.

It is expected that students will achieve skill levels that allow them to function at the level of their choosing in the business and commercial world around them. In the course of study skills are labeled Level 1 (completion of 1<sup>st</sup> year), Level 2 (completion of 2<sup>nd</sup> year), and Post Secondary (completion of an associate's degree). All students will be encouraged to become proficient to the level of their abilities and the state's expected level of performance. Additionally students will be directed to opportunities that exist for continuing education including membership in industry professional organizations such as PLANET, The Ohio Nurseryman's Association, and Florist Tran world Delivery, etc.

Seven Content areas are identified in the 2008 Agriculture and Environmental Systems Content Standards. Landscaping and Design Technology have topics listed in six of those seven areas. Students will be assessed as to their understanding of course content by a variety of methods ranging from conventional testing, demonstrations, presentations, inquiry and experimentation to name a few. Acquiring, expanding, and applying student learning is critical to student and program success. Reliance on hands on inquiry based learning will assist in developing higher levels of cognitive abilities in our students. Incorporation of Bloom's Taxonomy into the course curriculum allows for variety and increased higher order thinking by students.

It is expected that students will participate in the school lab as they would a job placement. Students will complete daily job sheets documenting their daily participation. Students will dress for the workplace, use the tools of contemporary horticulture, and operate a school-based business, (TCTC Nature's Corner) in so doing students will be preparing themselves for employment in our community. Developing strong job skills and work ethic are an extensive part of core education taught here at TCTC. Many of the job, leadership, and communications skills will be taught using the vehicle of the FFA organization. The FFA is a premier leadership development student service organization, which is funded and approved at both the national and state department of education levels.

The green industry is aligned to a number of related industries in the environmental sector, including parks & recreation, wildlife, forestry, and range management as well as

traditional agriculture. Commerce in the form of wholesale and retail business and customer service is very important training for each student. Successful students must gain skill sets must include both plant and people skills.

Students will learn their skills by traditional means and methods as well as being able to operate and implement current technology. Student access to computers and appropriate technology software will assist students in understanding current and best practices in the industry. Low tech or traditional skills will be taught so that each student remains adaptable to real life situations.

## **PROGRAM GOALS**

### **Landscaping and Design Technologies TRUMBULL CAREER & TECHNICAL CENTER**

Students will receive training for continuing career opportunities in the “Green Industry”. The training that they receive here at TCTC is intended to help them to become participating members of the local economy and community. Class work and laboratory experience will provide the basis for developing a dynamic career. Active involvement and participation in the FFA will provide leadership development and enhance community involvement by our students throughout their lives.

#### **Lab Training**

Specific training in the class and lab will be given in Business Operations with emphasis on retail and wholesale marketing, business leadership and character development, communications and customer sales and service. Engineering concepts will include such areas as safety/ worker protection, construction, equipment operation and maintenance, design and installation. Environmental Sciences including soil and water conservation and management, ecosystem maintenance and improvement, and composting will be explored. Students will also be trained in hazardous materials management with special emphasis on pesticide application and handling. The Plant Science portion of the course work will include training in plant nutrition and reproduction as well as a variety of plant production projects demonstrating the management, harvesting, handling and storage of numerous crops using the school greenhouse and outdoor cropping areas. In connection with the growing operations students will utilize industry standard pest management techniques.

#### **Work Ethic**

Students will learn to work as individuals and team members in numerous hands on projects. They will be asked to assume different roles as parts of work crews on projects, team leader, specialists, or worker. A safe working environment will be maintained according to current industry standards and the demands of local, state and federal law. Worker Protection Standards for pesticide handling and application and OSHA standards are to be a focal point of each production project. Production projects will be run to approximate the work demands of a traditional employee in our local industry so that

students may develop the stamina and energy necessary to enter the competitive workforce.

### **Academic Competency**

Students will be encouraged to take full advantage of academic opportunities at TCTC including their participation in educational field experiences, academic skill teams, and extra help sessions that are made available through the school year. Each student will be assisted in their efforts to meet or exceed the Ohio Academic Competency Standards. Students will be extended the opportunity to fully access VOSE services and participate in lab time pull out sessions as needed to achieve their academic goals.

### **Decision Making Skills**

Students will be working with living changing products, which by their very nature require constant change and adaptation. Growing crops, designing landscapes and arrangements, and controlling pest outbreaks require constant implementation of problem solving skills and sometimes split second irreversible decision making. Once a tree is pruned the limbs cannot be reattached. This type of hands on learning and troubleshooting fosters higher-level thinking. It is not enough to just know the correct answer, you must be able to apply that knowledge at the right time, place and in the correct amount in order to effect desired changes. These decisions once made then must be monitored, reevaluated, compared and contrasted and adjusted according to a constantly changing environment. Hence all levels of Blooms Taxonomy will be utilized at varying times during student training and production projects.

### **Professionalism**

Students will be encouraged to be active participating members of the FFA attend leadership training, camps, and career development events. They will learn the basics of parliamentary procedure used to conduct business meetings according to Roberts Rules of Order. We will participate in professional development opportunities such as training sponsored by the Ohio Landscapers Association, Ohio Nurseryman's Association, Ohio Florists Association, and Planet. Students will be extended the invitation to join student chapters of these professional organizations and to become a more integrated part of the green industry.

In lab students will be expected to wear program shirts, and other TCTC attire to approximate the requirements of the average green industry employers. Company uniform and dress standards are a normal part of the local and national horticultural industry. All student clothing must will reflect business attire standards for the respective job type keeping in accordance with OSHA and all other government and industry benchmarks.

Students will visit institutions of higher education, progressive businesses and other landscaping and horticultural venues for professional development during their two years

in the Landscape and Design Technologies program at TCTC. These visits and / or in class presentations by various industry representatives are designed to encourage students to develop a personal career plan and vision. It is expected that students will continue training in addition to and beyond high school. These extracurricular contacts will assist students in gaining an expanded view of our industry and developing a mental picture of their place within it.

### **Employability and Entrepreneurship**

Students are encouraged to participate in job placement as soon as possible and practical for them. Job placement learning after school and as earned and permitted early release is an important part of student learning. TCTC and FFA standards for Job Placement will be required. Utilization of the appropriate FFA record books such as the job placement book, plant production, and the small business account books can help students develop the record keeping skills needed to be successful at operating their own small business.

### **Communication Skills**

Since effective communications skills are needed to be successful both as business operator and / or a horticultural employee students will be instructed in basic parliamentary procedures. Students will lead a class discussion on an assigned or chosen landscape and design topic and participate in various tours and demonstrations to students and visiting members of the public. Career development events sponsored by the FFA will also be features of their education.

### **Job Shadowing**

Students will be encouraged to job shadow and short term intern with local employers, parks, and other facilities. Students will use either the TCTC job shadow packet or the FFA General Record Book to direct this experience. Due to the seasonal nature of our business, students will be directed to job shadow at the most appropriate times of the year for their chosen sites. The school minimum of job shadow experiences is required and student's grades will be affected by their participation. Additional experiences are encouraged and will benefit the students in many ways.

**Juniors are required to job shadow a landscaper, florist, greenhouse grower or other approved green industry job site.** This is a major project that requires pre visit contacts; job site visit and hands-on work experience, and follow up letters and written reports. This is a major project and is graded as such. All senior students are expected to fully participate and enjoy this experience. Failure to complete this assignment may result in failure for an entire 9 weeks grading period.

The official job shadow date will be scheduled by the school and made publically known each year. Often this official date does not work in our weather dependent industry. **May I suggest that students would be wise to utilize a day in the late summer or a Saturday in early fall to complete this day in the world of work especially if they want to work with a landscaper, nursery or turf specialist! Consider NEOEA Day in October as a viable option.**

Students are to secure their own job shadowing site and get that approved by Mr. Kemp. Written assignments such as interviews, FFA record book descriptions, etc. will be required for Landscaping and Design Tech. class and may be required for academic classes as well.

Since our Landscaping and Design Tech. students are doing this assignment on their own time, juniors are also encouraged to participate. Ideally students should visit three or more different job sites in the green industry over their two years in the program.

### **Senior Projects**

It is expected that each student will develop a senior project either for this class or as a shared assignment for this and one or more other classes. This project will be an integral part of the curriculum and may well require many hours of study and labor both in and outside of the normal school day. It is also given that students will from time to time assist each other in parts of their project. Group effort is required on many projects; likewise many projects offer unique learning opportunities that will benefit all students, thus from time to time the instructor will direct students to assist on a project during the normal school day. Students not adequately completing a project will experience a reduction in class grade.

### **Career Safe OSHA Testing**

Students will participate in online training through Career Safe. The cost of this training is included in the tool kit fees. This allows the student to train and test on line. Students must carefully follow the rules of this program so as to receive certification of training in safe work standards meeting OSHA requirements. Students who fail any section three times are then locked out of the training course and are responsible to pay the appropriate fees in order to retest and possibly earn certification.

## **OSHA**

Teaching students to work safely is more important than teaching any skill in any program. The TCTC has made passing the 10 Hour OSHA safety course a requirement for successful completion of this program. This nationally recognized certificate will go into the student's portfolio upon completion, and because safety is so important to

employers these days, it gives our students an important advantage when applying for a job. The \$18 nominal fee (\$275 if taken after graduation) is part of the program fees and may be re-assessed if the student fails to complete the initial test successfully. Students will not receive their State Certificates of Program Completion if they do not successfully complete this test.

### **Red Cross First Aide and CPR Training**

Students often will have the opportunity to become trained and certified in Red Cross First Aide and CPR taught in school during lab time. Grades from tests will be applied to the lab grade and attitude, attention and employability during the course will be used to assess student on the daily lab sheet rubric.

## **PROGRAM DESCRIPTION**

### **Landscaping and Design Technologies TRUMBULL CAREER & TECHNICAL CENTER**

PROGRAM OVERVIEW: The Landscaping and Design Technologies program is a two year program covering landscaping, garden center, retail floriculture, nursery, turf, fruits, and vegetables. Students typically enter the program with a desire to develop skills to allow them to become employed in the local green industry.

POPULATION TO BE SERVED: *Trumbull County students may enroll in the program beginning in their junior year and continue through their senior year of high school. Many students with Individualized Educational Programs are eligible for deferred graduation and may enroll and complete beyond what would have been their graduation date.*

HOUSING OF THE PROGRAM: The program is housed in the Trumbull County Career and Technical Center in Champion Township, Ohio. Facilities include a 3600 square greenhouse, outdoor shade structures, outdoor nursery areas, and the use of the school grounds as an outdoor learning laboratory.

SUPERVISOR OF THE PROGRAM: The Agricultural Trade and Industrial Supervisor over this program is Mr. Robert Bonish

OCCUPATIONS ADDRESSED BY THE PROGRAM: Basic occupations addressed by this program include landscape installer, landscape designer, greenhouse worker, commercial grower, florist, grounds maintenance worker, outdoor equipment operator, garden center worker. There are many niche employment opportunities such as wedding designer and consultant, interiorscaper, floral wholesaler in which students may obtain employment

BASIC PROGRAM OPERATION: The program is a two year program in which students receive training in indoor and outdoor horticulture over their two year. Students spend a great deal of time and effort in project based learning, functioning as a part of a landscape, floral, or greenhouse crew. Products are produced and either sold via customer service activities or enjoyed by the general school community. Students run a school greenhouse and flower shop for a realistic customer service experience.

In addition to hands on projects, students utilize texts and other materials to learn the science of horticulture. Emphasis is placed on areas deemed of great importance by the program advisory committee such as plant and tool identification, basic plant science, and the ability to be a conscientious, productive employee.

FILED EXPERIENCE AND/OR EARLY PLACEMENT: All students are actively involved with production projects, landscape maintenance of the facilities, and school customer service. It is strongly encouraged that each student obtain employment as soon as possible after school and weekends in the related area of their choice. This work experience makes them more interested and motivated students and contributes financially toward students future career and educational goals. Special short-term placement opportunities become available from time to time such as holiday work with local florists that help students experience the demands of a commercial business for a brief but intense period of paid internship. All work experience is to be at approved site, with proper contractual agreements utilizing either the TCTC placement documents or FFA Job Placement Record Books. The utilization of these contracts makes the student eligible to earn awards and honors in the FFA such as the State Degree and Proficiency Awards.

Early Placement Is available for student From February to June of their level two year. Students must maintain a B in the program area and at least a C in academic classes plus exhibit excellent attendance and behavior.

ARTICULATION AGREEMENTS: We are currently working to establish a formal articulation agreement with Kent State University Salem Campus so that TCTC students may be able to apply part of their learning at TCTC toward either an Associates or a Bachelors Degree in Horticulture.

ACADEMICS: It is the goal of this program that students become proficient in all academic classes and meet or exceed all applicable state standards. Students needing

extra time or help in these areas may be excused from lab activities as needed for remediation.

TECHNOLOGY: The program goal is to keep students training with materials and methods that are current for our industry. The program is affiliated with PLANET a leading professional organization in the green industry and makes use of training and materials provided by many industry professional organizations. Additionally we work closely with the Ohio Cooperative Extension Service and utilize the most current data form The Ohio State University and other land grant intuitions across the US.

Smart Board and computer technology is used in the program. Continuing efforts will be make to keep our students competitive in the world of technology.

STUDENT LEADERSHIP: In class students function as crew or project leaders. Students also serve as FFA committee members either on assigned standing committee or numerous ad hoc committees. Membership in the TCTC Chapter, Ohio, and National FFA organization is a very important aspect of student leadership. It is a program goal that all students in this program participate with the FFA beyond the local level. Most participate through the state level at camp, career development events, leadership training, and state convention. Many students participate at the regional and national level at career development events and national convention.

Parliamentary Procedure, the ability to properly conduct business meetings is taught and practiced so that students will leave the program with basic abilities to participate in community and business meetings in a meaningful way. Students may also serve as class or chapter officers in the FFA and with proper preparation can run for state or even national office.

CRITICAL THINKING AND DECISION MAKING: Students in the program will be participating in actual maintenance and landscape construction projects. Likewise they will be maintaining a working greenhouse and caring for living things. Additionally they will be contracted to fill commercial floral orders by dead line. The nature of this work including customer service demands critical thinking and decision-making. Students will participate often on remote worksites spread over the entire school grounds, which will require independent thinking, teamwork, and initiative.

The principles of Bloom's Taxonomy will be applied to class work and projects to encourage students to develop critical thinking and decision-making skills. Trouble shooting and experimental learning will also aid in development of a well-rounded and prepared student.

CITIZENSHIP DEVELOPMENT: Students will participate in many activities to assist them in developing those qualities of citizenship that they should possess. Community service opportunities as part of the FFA will be ongoing. Students will participate in guest speaker presentations and help in doing their part to strengthen our community.

Community clean up and fix up projects with municipalities, parks, museums and other organizations is a very rewarding aspect of our program. Cooperative service ventures with outside service organizations also serve to strengthen and better prepare our students for their role as future citizens. Character development by learning, reinforcing and applying ethical values is important for our students. In this way they will be better prepared to obtain and keep meaningful employment and become product citizens of our community.

EMPLOYABILITY SKILLS: Employability skills will be taught in organized employability classes and/or training as well as in academic and lab classes. Students will complete a resume, job shadow, learn interview skills and other requirements. Students will from time to time receive instruction and help from advisory committee members and other business and academic leaders in developing their own employability skills.

ENTREPRENEURSHIP AND ECONOMIC EDUCATION: The FFA provides a long history of preparing students for entrepreneurship with production projects for crops, and small business projects for developing a small service business. The record books outlining these enterprises with input from the FFA advisor help students choosing to develop these skills learn what they need to know to be successful. Economic education is covered in the Business Operations portion of this programs course work.

LIFELONG LEARNING: The instructor of the program of necessity must be certified in pesticide handling and be a licensed commercial pesticide applicator. This requires continuous ongoing re-certification and serves as an example, to students of the need for continuing training. Professional development opportunities exist with such organizations as PLANET, The Ohio Nurseryman's Association and the Ohio Florist's Association and others for both the instructor and students. Taking advantage of these opportunities shows the availability and value of continuing education to students.

Students will also be introduced to local Universities that offer degrees and certificates in Horticulture. Campus visits to Ohio State ATI and Kent State Salem campus are part of the normal school year. Students will also be introduced to numerous trade journals and professional organization to keep the current and in the know as to what training is available. Students will also attend field days and open house at local green industries as part of their ongoing education. We will utilize the Ohio Cooperative Extension Service resources as another source of professional development and high-grade continuing education.

*PROGRAM LENGTH: Normal length of time in the program is two years.*

PROGRAM TYPE: V2

CIP: Continuous Improvement Plan – The Landscape and Design Program participates in the school’s continuous improvement program. Students are actively involved in Job Shadowing, Senior Projects, and other aspects of the program. Student participation with the CIP is integrated with the FFA record keeping system and the student’s pursuit of the FFA State Degree and FFA Proficiency Award.

## **PUPIL ASSESSMENT POLICY**

### **Landscaping and Design Technologies TRUMBULL CAREER & TECHNICAL CENTER**

The grading scale for TCTC is as follows:

92% to 100% = A  
83% to 91% = B  
74% to 82% = C  
66% to 73% = D  
0% to 65% = F

Student class work will be graded as follows:

Daily lab participation will be graded utilizing a simple rubric where by a student may earn five points for each of the following categories:

Attitude and Employability  
Energy and Project Production  
Lab and Job Site Clean Up  
Lab Dress and Personal Protective Equipment Use

Note that this grade is awarded upon completion and submission of a daily lab log sheet. Students failing to complete or submit a daily log sheet to the approved location will suffer a five-point reduction in their daily score. (See Appendix I.)

Students with an undocumented or unexcused absence earn a zero for their daily score.

Students with documented or excused absence earn ten points for their daily score with the opportunity to do make up work to earn the remaining ten points. Make up work consists of reading a teacher pre-approved article from an industry trade journal and writing a one page summary report of that article using the magazine article form available in the lab.

Students will receive grades for other assignments and projects as assigned. Examples of these assignments would be textbook assignments, worksheets, identification quizzes, product evaluations, hands-on presentations, record books, speaking assignments and other assignments.

Where possible the grading of products and presentations will follow existing state career development event rubrics and similar criteria.

Grading will include performance tasks and rubrics, logs and journals metacognitive reflections, observation checklists, graphic organizers, and interviews and conferences. It is important to the instructor that multiple intelligences with differences in learning styles be considered so that each student may learn and have a chance to succeed. Assignments may be modified according to need evidenced on the student's Individualized Educational Plan. Qualified students may fully utilize help from the Special Education Department as needed and advised by the program's VOSE representative.

### **Safety Testing**

Skill and technical training is second only to the safety of our students. To that end, the Landscaping and Design Technologies Program not only places heavy emphasis on safety training, but also requires each student in the program take and pass safety tests before they begin any work that may have specific safety issues. The Landscaping and Design Technologies Program requires that students take and pass the following tests:

- **General Lab Safety Test** – The Landscaping and Design Technologies Program has a broadly based general safety test that is intended to introduce new students and reintroduce continuing students to the safety issues associated with this program and industry. Students are given classroom instruction, presented with numerous training videos, and instructed in role-playing situations. Additionally students receive demonstrations and explanations of the various aspects of safety of outdoor power equipment, environmental hazards of the green industry, and safety issues that are common with human work/school endeavors. The safety test must be passed with 100% accuracy for each page to allow students to be able to work in lab. A note will be sent home with to student so that they might obtain signatures from their parent(s) or guardian(s) acknowledging that their student has indeed been trained in Program safety. This document will when returned be kept on file at TCTC.
- **Worker Protection Standard** – Each student will be trained in the WPS rules and regulations for pesticide handling as prescribed by the Federal EPA and the ODA. Students will test and must score a minimum of 80% to receive their trained service person's card. Students will also complete the required ODA form with proper dates and signatures including parent(s) or guardian(s). These forms will also be kept on file at TCTC. Once students have passed this WPS they are qualified to apply pesticides and work in treated areas under the supervision of a licensed pesticide applicator.

- **Machine/Equipment/Product Specific Safety** – From time to time students will need to operate types of equipment or use other items not covered by the general safety test. These items or products will require safety training and demonstration prior to use. A test may be required to assess student understanding. These tests must be passed with 100% accuracy.
- **OSHA/Career Safe** - An OSHA test on General Industry Safety provided through Career Safe will be part of each student's safety training. This training will be made up of a minimum of ten hours of on line study and passage of each unit assessment. This program is to be completed within the first two weeks of class, requires 600 minutes of online interaction and may or may not be completed during regular class time. OSHA sets the passage benchmarks for this test. Students who successfully complete this safety course will receive the industry recognized 10-hour safety card issued by the Occupational Safety and Health Administration.
- **General Safety Policies:**
  1. Students will be given safety instruction throughout the program. Students must pass any safety tests associated with this instruction before beginning any actual work in the specific area.
  2. Students must have required PPE in lab to participate in lab activities this includes work boots, gloves, safety glasses, proper clothing to protect the body from injury due to the nature of our work. **A complete change of clothing including bottom, top, socks and underwear is required to be kept in the students locker at all times so students may meet the WPS required by federal and state laws.**
  3. Parents or Guardians of students who fail the general lab safety, the OSHA 10 hour safety test, WPS test, or any specific safety test three consecutive times will be required to attend a conference to discuss that student's requirements for continued participation in the program. This conference will be with the program teacher, program supervisor, parent/guardian, and student.

### **Extra Credit**

Extra credit will be offered at the teacher's discretion from time to time to encourage community service, build enthusiasm, or encourage student work and participation on their own time.

### **Uniforms**

Wearing of the TCTC program shirt along with appropriate industry standard work wear is an integral part of the student's daily lab grade. Students will generally wear their program shirt daily and will be permitted different clothing only when weather or the specific requirements of the task to be performed require different attire. Standards for lab are more demanding than for school attendance, for instance shorts even when

allowed as school wear are generally not acceptable attire in lab and will result in a reduction of student grade and reassignment in work station. Students must have clothing for the weather since many tasks are performed outside. They are also required to have sturdy work shoes or boots. Failure to follow these regulations will result in a reduction of grade and possible task reassignment.

### **Job Shadowing**

Students are required by TCTC to complete a job shadowing experience including the completion of written assignments in the Job Shadowing Packet received by each student. This is a major written assignment and will be valued at approximately 500 points which will be a portion of a student's written assignments as outlined above. Additionally students who do not complete an approved job shadow experience and accompanying paperwork will receive an incomplete for the third 9-weeks grading period. Failure to complete this assignment could result in failure for that grading period.

# Appendix 1

## Clean Up Area      Landscaping and Design Technology \_\_\_\_\_ Weekly Log and Grade Sheet

Month: \_\_\_\_\_

Date: \_\_\_\_\_ to \_\_\_\_\_  
(day of the week)

Name: \_\_\_\_\_  
(job diary, what you did) (comments)

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### Monday:

Employability / Attitude 1 2 3 4 5  
Projects / Energy output 1 2 3 4 5  
Clean up area & lab 1 2 3 4 5  
Work clothes 1 2 3 4 5  
Paper not completed or turned in -5

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### Tuesday:

Employability / Attitude 1 2 3 4 5  
Projects / Energy output 1 2 3 4 5  
Clean up area & lab 1 2 3 4 5  
Work clothes 1 2 3 4 5  
Paper not completed or turned in -5

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### Wednesday:

Employability / Attitude 1 2 3 4 5  
Projects / Energy output 1 2 3 4 5  
Clean up area & lab 1 2 3 4 5  
Work clothes 1 2 3 4 5  
Paper not completed or turned in -5

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### Thursday:

Employability / Attitude 1 2 3 4 5  
Projects / Energy output 1 2 3 4 5  
Clean up area & lab 1 2 3 4 5  
Work clothes 1 2 3 4 5  
Paper not completed or turned in -5

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### Friday:

Employability / Attitude 1 2 3 4 5  
Projects / Energy output 1 2 3 4 5  
Clean up area & lab 1 2 3 4 5  
Work clothes 1 2 3 4 5  
Paper not completed or turned in -5

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**\*Unexcused attendance earns zero lab points!**

\*Excused **Documented** absence allows for written work made up 100% but lack of attendance will lower daily lab score by 10 points! You may make up the remaining ten points put reading and summarizing a trade journal article as assigned by your instructor due within two days after you return from your absence.

\*Students must have their **complete clothing change in lockers at all times**. They are also required to have **clothing ready for outdoor work under any weather conditions**.

\*Students are required to keep their tools available for their own use and **locked up** when not in use: As per administrator decision, **students are neither to loan nor borrow tools from other students**.

## Appendix 2

The FFA sponsors many different career development opportunities for students. Each of these career development events has specific rules and regulations, which are updated and changed frequently. The current rules and regulations are always available on the Ohio FFA web site at <http://www.ohioffa.org/CDE/rules>. The career development events that we **commonly train for in** the Landscaping and Design Technologies program are as follows:

**Urban Soils**

**Parliamentary Procedure**

**Floriculture**

**Nursery Landscape**

**Skills Classic (Northeast)**

Other career development events that **might be utilized** according to student mix and need are as follows:

**Agricultural Sales, Communication, and Job Interview**

**Agronomy**

**Forestry**

**Environmental Natural Resources**

**Nature Interpretation**

**Public Speaking**

**Extemporaneous Speaking**

**Beginning Prepared Speaking**

**Prepared Speaking**

These Career Development Events require great preparation both during class and as an extra curricular activity. Ongoing training will be incorporated throughout the school year as needed. This training can and often will be assessed to plumb the depths of student understanding and practice and will become a portion of student grades as determined by the instructor.

