

CTE/ROP Landscape Design

San Diego County Office of Education - Sweetwater Union High School District
Pacing Guide/Course Description

Course Length: 1 Semester	Classroom Instruction: 90 hours
SUHSD Course Number:	Grade Level: 9, 10, 11, 12
SDCOE Course Number:	SDCOE Total Hours:
CBEDS Number/Title:	Year of Implementation: 2012
Course Pre-requisites: None	Articulation (school/credits): None
CTE Industry Sector: Agriculture and Natural Resources	CTE Pathway(s): Ornamental Horticulture Pathway
Job Titles: Landscape Architect, Landscape Designer, Landscape Contractor	
Credential Information: Preliminary or Clear Full-Time Designated Subjects CTE Teaching Credential in Agriculture and Natural Resources	
Required Textbooks: Sunset Western Garden Book	
Course Description: This course provides terminology and training for occupations in the landscape industry. Employment possibilities include nursery worker, landscape designer, landscape maintenance or installation personnel. Instruction covers the following areas: general horticulture, drafting techniques, and design. Students may use computers in the class. This course meets the prerequisite requirements for enrollment in Computer Drafting. Students must pass Landscape Design with a "B" or better to take the next level advanced ornamental horticulture classes.	

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Semester 1

Unit 1: General Horticulture

Unit 2: Drafting Techniques

Unit 3: Design

Unit 4 Job Acquisition Skills

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Semester 1 - Unit 1 – General Horticulture (xx hours)				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p>1A - Locate plant material by botanical name, and use the plant reference for design ideas</p> <p>1B - Identify 25 native plants</p> <p>1C - Identify 25 annuals and perennials</p> <p>1D - Identify 25 trees and shrubs</p>	<p><u>Career Technical Education:</u> *ANR/OHP/ F1.1 Understand how to classify and identify plants by order, family, genus, and species. F1.2 Understand how to identify plants by using a dichotomous key. F1.3 Understand how common plant parts are used to classify the plants. F1.4 Understand how to classify and identify plants by using botanical growth habits, landscape uses, and cultural requirements.</p> <p><u>Core Academic:</u> *ANR/C/2.2W/WSA/G11-12/ (1.6) Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).</p>	<p>1A – xx hours: How to use the Sunset Western Garden Book as a reference</p> <p>1B – xx hours: Identification of CA native & ornamental plants</p> <p>1C – xx hours: Annuals and perennials</p> <p>1D – xx hours: Trees and Shrubs</p>		<p><u>Teacher and Student Resources:</u> Textbook: 1. Sunset Western Garden Book</p>
<p>Suggestions/Assessments:</p> <ul style="list-style-type: none"> • Written Unit test <p>Comments:</p>				

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Semester 1 - Unit 2 – Drafting Techniques (xx hours)				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p>2A - Draw a plot plan using pen and paper</p> <p>2B – Understand the concepts of CAD</p> <p>2C - List the ways of printing from CAD</p> <p>2D – Learn hand letter using block style</p> <p>2E - Understand the importance of line weights in graphic standards</p> <p>2F - Understand drawing scale and methods of dimensioning plans</p> <p>2G - Perform a number of different styles of rendering plans</p>	<p><u>Career Technical Education:</u> *ANR/OHP/ F9.1 Understand the use of different types of containers and demonstrate how to maintain growing containers in controlled environments. F9.2 Operate and maintain selected hand and power equipment safely and appropriately. F9.3 Select proper tools for specific horticultural jobs. F9.4 Understand how to install landscape components and electrical land and water features. F10.0 Students understand basic landscape planning, design, construction, and maintenance: F10.1 Know the terms associated with landscape and design and their appropriate use. F10.2 Understand the principles of residential design, including how to render design to scale. F10.3 Understand proper landscape planting and maintenance practices. F11.2 Apply basic design principles to products and designs. <u>Core Academic:</u> *ANR/A/1.1M/AI/G8-12/ (10.0) Students add, subtract, multiply, and divide monomials and polynomials. Students solve multistep problems, including word problems, by using these techniques. (15.0) Students apply algebraic techniques to solve rate problems, work problems, and percent mixture</p>	<p>2A – xx hours: Modern Drafting Techniques-Pen and Paper</p> <p>2B – xx hours: Modern Drafting Techniques- Digital media and CAD</p> <p>2C – xx hours: Modern Drafting Techniques- Output devices</p> <p>2D – xx hours: Graphics - Lettering</p> <p>2E – xx hours: Graphics – Line weight</p> <p>2F – xx hours: Graphics - Dimensioning</p> <p>2G – xx hours: Graphics - Rendering</p>		<p><u>Teacher & Student Resources:</u> *Textbooks: Sunset Western Garden Book</p>

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	<p>problems. *ANR/C/2.4LS/LSSA/G9-10/ (1.1) Formulate judgments about the ideas under discussion and support those judgments with convincing evidence. (1.7) Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.</p>			
<p>Suggestions/Assessments:</p> <p>Comments:</p> <ul style="list-style-type: none">•				

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Semester 1 - Unit 3 – Design (x hours)				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p>3A - Understand the purpose of and compose a bubble diagram</p> <p>3B - Understand the importance of site analysis and prepare suitable graphics</p> <p>3C - Prepare a user analysis for a proposed project</p> <p>3D - Prepare a concept plan for a proposed project</p> <p>3E - Identify different styles of planting design</p> <p>3F - Select and identify plants for specific uses in the landscape</p> <p>3G - Prepare a sketch book of plant graphics in plan view and elevation</p> <p>3H - Prepare a planting plan</p> <p>3I - draw elevations of the proposed planting plan</p> <p>3J - Understand and draw site planting details</p> <p>3K - Draw site sections</p> <p>3L - understand and draw a one & two point perspective</p> <p>3M - Create a Powerpoint presentation for a proposed project.</p>	<p><u>Career Technical Education:</u> *ANR/OHP/ F10.0 Students understand basic landscape planning, design, construction, and maintenance: F10.1 Know the terms associated with landscape and design and their appropriate use. F10.2 Understand the principles of residential design, including how to render design to scale. F10.3 Understand proper landscape planting and maintenance practices. F11.2 Apply basic design principles to products and designs. <u>Core Academic:</u> *ANR/A/1.1M/AI/G8-12/ (10.0) Students add, subtract, multiply, and divide monomials and polynomials. Students solve multistep problems, including word problems, by using these techniques. (15.0) Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems. *ANR/C/2.4LS/LSSA/G9-10/ (1.1) Formulate judgments about the ideas under discussion and support those judgments with convincing evidence. (1.7) Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations. *ANR/C/2.4LS/LSSA/G11-12/ (2.4) Deliver multimedia presentations:</p>	<p>3A - xx hours: Site Programming - Bubble diagrams</p> <p>3B - xx hours: Site Programming - Site analysis</p> <p>3C - xx hours: Site Programming - User analysis</p> <p>3D - xx hours: Site Programming - Concept plans</p> <p>3E - xx hours: Planting Design - Design theory</p> <p>3F - xx hours: Planting Design - Functional and aesthetic uses for plants</p> <p>3G - xx hours: Planting Design - Methods to draw plant material</p> <p>3H - xx hours: Construction Drawings - Planting plan</p> <p>3I - xx hours: Construction Drawings - Elevations</p> <p>3J - xx hours: Construction Drawings - Details</p> <p>3K - xx hours: Construction Drawings - Sections</p> <p>3L - xx hours:</p>		<p><u>Teacher & Student Resources:</u> Sunset Western Garden Book</p>

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	<p>a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.</p> <p>d. Test the audience's response and revise the presentation accordingly</p>	<p>Construction Drawings - Perspectives 3M - xx hours: Construction Drawings - Presentation Graphics</p>		
<p>Suggestions/Assessments:</p> <p>Comments:</p> <ul style="list-style-type: none">•				

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<u>Semester 1 - Unit 3 – Job Acquisition Skills (x hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p>3A - Accessing and utilizing technology and information</p> <p>3B - Practicing occupational safety standards</p> <p>3C - Thinking critically and solving problems effectively</p> <p>3D - Using basic skills in reading, writing, mathematics, listening and speaking as they relate to occupation specific skills</p> <p>3E - Attaining a comprehensive understanding of all aspects of industry the individual is preparing to enter</p> <p>3F - Applying knowledge to real world problems and situations</p> <p>3G - Works independently and collaboratively.</p> <p>3H - Communicates effectively and appropriately.</p> <p>3I - Performs reliably and responsibly.</p> <p>3J - Working with diverse populations effectively and respectfully.</p> <p>3K - Is punctual</p> <p>3L - Follows directions</p> <p>3M - Works well with minimum supervision</p> <p>3N - Is cooperative</p> <p>3O - Takes initiative by working beyond minimum</p>	<p><u>Career Technical Education:</u> *ANR/CPM/</p> <p>3.1 Know the personal qualifications, interests, aptitudes, information, and skills necessary to succeed in careers.</p> <p>3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.</p> <p>3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.</p> <p>3.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.</p> <p>3.5 Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.</p> <p>3.6 Know important strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and preparation of a portfolio.</p> <p><u>Core Academic:</u> *ANR/A/1.2S/IE/G9-12/</p> <p>(1.a) Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships,</p>	<p>3A-T – 10 hours:</p>	<p>Activist</p> <p>Agriculture</p> <p>Arboretum</p> <p>Biomonitor</p> <p>Botanical garden</p> <p>Environmentalist</p> <p>Floriculture</p> <p>Garden Center</p> <p>Goal Setting</p> <p>Horticulturalist</p> <p>Interiorscaping</p> <p>Interview</p> <p>Landscape Contractor</p> <p>Landscape Designer</p> <p>Landscape Architect</p> <p>Nursery Worker</p> <p>Personal protective equipment</p> <p>Personal skills</p> <p>Restoration Specialist</p> <p>Safety</p> <p>Supervised</p> <p>Experience</p> <p>Urban Farmer</p> <p>Urban Forester</p> <p>Work habit</p>	<p><u>Teacher & Student Resources:</u> *Textbooks: Sunset Western Garden Book</p>

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<p>requirements. 3P - Meets job standards of neatness and grooming. 3Q - Responds appropriately to constructive criticism. 3R - Completing an appropriate resume and job application. 3S - Acquiring job interview techniques. 3T - Attaining awareness of advanced career and educational opportunities and the need for continuous education.</p>	<p>and display data. (1.c) Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions. (1.d) Formulate explanations by using logic and evidence (1.f) Distinguish between hypothesis and theory as scientific terms *ANR/C/2.1R/RC/G9-10/ (2.3) Generate relevant questions about readings on issues that can be researched *ANR/C/2.2W/WSA/G9-10/ (1.3) Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources (2.5a) Provide clear and purposeful information and address the intended audience appropriately (2.5b) Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients (2.5c) Highlight central ideas or images (2.5d) Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact (2.6) Report information and convey ideas logically and correctly *ANR/C/2.3WO/ELC/G11-12/ (1.1) Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage (1.2) Produce legible work that shows accurate spelling and correct</p>			
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	<p>punctuation and capitalization (1.3) Reflect appropriate manuscript requirements in writing *ANR/C/2.4LS/LSSA/G9-10/ (1.1) Formulate judgments about the ideas under discussion and support those judgments with convincing evidence (1.7) Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations *ANR/C/2.4LS/LSSA/G11-12/ (1.8) Use effective and interesting language (2.4) Deliver multimedia presentations (2.4a) Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images (2.4b) Select an appropriate medium for each element of the presentation (2.4c) Use the selected media skillfully, editing appropriately and monitoring for quality (2.4d) Test the audience's response and revise the presentation accordingly *ANR/CPM/ (3.1) Know the personal qualifications, interests, aptitudes, information, and skills necessary to succeed in careers (3.2) Understand the scope of career opportunities and know the requirements for education, training, and licensure (3.3) Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options</p>			
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	<p>(3.4) Understand the role and function of professional organizations, industry associations, and organized labor in a productive society</p> <p>(3.5) Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning</p> <p>(3.6) Know important strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and preparation of a portfolio</p> <p>*ANR/HS/</p> <p>(6.1) Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities</p> <p>(6.2) Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies</p> <p>(6.3) Understand how to locate important information on a material safety data sheet</p> <p>(6.4) Maintain safe and healthful working conditions</p> <p>(6.5) Use tools and machines safely and appropriately</p> <p>(6.6) Know how to both prevent and respond to accidents in the agricultural industry</p>			
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Suggestions/Assessments:

Comments:

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