

North Boone Community Unit School District #200

Career and Technical Education (CTE) Committee of the Board of Education

District Office

6248 N. Boone School Rd.

Poplar Grove, IL 61065

Thursday, September 24, 2026

6:30 PM

*The Mission of the North Boone educational community is to provide a safe
and all-inclusive environment that prepares confident students
to be resilient for a future that is ever-changing.*

AGENDA

I. Call to Order

II. Roll Call

III. Audience to Visitors

IV. New Courses for 2027-2028 School Year

A. Landscape and Turfgrass Management

B. Horticulture Production and Greenhouse Management

C. Floral Design 1

D. Biological Science Applications in Agriculture (BSAA) - We have Basic Agriculture Science

V. Genoa-Kingston & Marengo High School Visits

VI. Equipment List for Shops

VII. Harvest Celebration

VIII. Middle School Career Day Date

IX. Adjournment

X. Landscape and Turfgrass Management

XI. Horticulture Production and Greenhouse Management

XII. Floral Design 1

COURSE PROPOSAL - NORTH BOONE CUSD 200

North Boone High School New Course Proposal Form (27-28 school year)

Proposed Course Name: Landscaping and Turfgrass Management

Old Course Name (if applicable): N/A

Submitted By: Cindy Kastning, Heather Obert, Marc Eckmann, Kari Neri

Implementation Date: Fall 2027

Length of Course: 1 Semester

Open to which grade levels: 10-12

Prerequisites: Intro to Agriculture OR Instructor Approval

Pass/Fail Option: No

Credit: Semester (0.5)

If the course meets a graduation requirement, which one does it meet? Elective

Where does this course fit into the department sequence? It is a second course in a sequence.

What is the potential impact of this course on the other department offerings?
It will add to the CTE Department offerings. This course will be offered in the fall opposite of the Horticulture course, which will be offered in the spring.

Course Description:

This advanced course focuses on the landscape and nursery of the horticulture industry. Units of student instruction include: identifying landscape plants, designing landscape plans, and hardscape construction techniques. Also included are nursery production, and maintenance of existing landscapes. Agribusiness units will cover calculating prices for work, managing a horticulture business, advertising, and sales. Improving computer and workplace skills will be a focus. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts.

Submit the Completed form to the Building Principal who will forward to the Superintendent

COURSE PROPOSAL - NORTH BOONE CUSD 200

Special Notes (i.e., extended periods, team teaching, etc.):

RATIONALE, OBJECTIVES, STRATEGIES

1. Course Rationale

A) What is the evidence of student need for this course? What student data shows that students are interested in this course?

Our XELLO student survey data shows that 23% of students want courses with hands-on learning activities, and 25% of students selected hands-on or mechanical work for an environment they would enjoy in the future. Current course requests for Agriculture courses are more than seats available.

B) What departmental needs/goals would this course meet?

This class will add an additional career pathway in Plant Systems to our Agriculture Department.

C) What institutional needs/goals would this course meet?

Our new strategic plan has a focus area that concentrates on Career and Technical Education programming. This course also allows students to demonstrate higher level thinking skills.

2. Course Priority Standards: List 5-6 standards that will be the focus of the curriculum. These standards are priorities because they meet the following criteria:

PS.02.01 Classify plants according to taxonomic systems.

PS.04.01 Evaluate, identify, and prepare plants to enhance an environment.

PS.04.02 Create designs using plants

3. List the main topics to be taught.

Unit 1 - Analyzing Residential Landscape

Unit 2 - Designing Landscape Areas

Unit 3 - Beginning the Design Process

Unit 4 - Principles of Art in Landscape Design

Unit 5 - Drawing Designs

Plant ID

4. What types of student assessment procedures will be used? How will the assessment be used to guide instruction?

Submit the Completed form to the Building Principal who will forward to the Superintendent

COURSE PROPOSAL - NORTH BOONE CUSD 200

Students are assessed on Plant ID, knowledge of Landscape Design (this is assessed through drawings, use of an architect scale, drawing templates, plant selection). The final is a drawing based on a contest released by the Landscape Illinois Professionals Association Design Contest. The class votes on the top three designs to submit to the state design competition.

5. List resources needed and approximate costs to implement this course. Include staff development, materials, textbooks, additional staff, equipment, technology resources, facilities, and fees.

Resources listed on this spreadsheet

Include any additional information pertinent to your course.

This course will be offered in the fall opposite of the Horticulture course, which will be offered in the spring.

Signatures: Form must be signed before it can be presented to the Curriculum, Instruction, and Assessment Committee.

Building Principal: Marc Eckmann Date: 9/22/26
Curriculum Director: Kari L. N. Date: 9/22/26
Superintendent: Matt C. Date: 9/22/26

Submit the Completed form to the Building Principal who will forward to the Superintendent

Item	Vendor	Cost	# needed	Total Cost	\$2,359.05
Drawing Board 20x26	Amazon	\$68.59	15	\$1,028.85	
T - Square variety 3 pack	Amazon	\$31.99	15	\$479.85	
Supply bags	Amazon	\$18.99	2	\$37.98	
Architect Scale	Amazon	\$9.99	15	\$149.85	
Drafting Triangles	Amazon	\$9.99	5	\$49.95	
Drafting French Curves	Amazon	\$8.99	5	\$44.95	
Landscape Drawing Template #1	Amazon	\$10.59	10	\$105.90	
Landscape Drawing Template #2	Amazon	\$10.99	10	\$109.90	
Landscape Drawing Template #3	Amazon	\$9.97	5	\$49.85	
Drawing paper 24 X 36	Amazon	\$79.18	1	\$79.18	
Drafting Tape	Amazon	\$14.60	2	\$29.20	
Eraser Shields	Amazon	\$9.99	6	\$59.94	
Drafting erasers 20 pack	Amazon	\$20.76	1	\$20.76	
Drafting Pencil H	Amazon	\$11.73	3	\$35.19	
Drafting Pencil 2H	Amazon	\$10.90	3	\$32.70	
Scanning Fee to submit final submissions for state contest		\$45.00	1	\$45.00	
				\$0.00	
				\$0.00	
				\$0.00	
			SUBTOTAL	\$2,359.05	

IDEAL class size = 15

COURSE PROPOSAL - NORTH BOONE CUSD 200

North Boone High School New Course Proposal Form (27-28 school year)

Proposed Course Name: Horticulture Production and Greenhouse Management

Old Course Name (if applicable): N/A

Submitted By: Cindy Kastning, Heather Obert, Marc Eckmann, Kari Neri

Implementation Date: Fall 2027

Length of Course: 1 Semester

Open to which grade levels: 10-12

Prerequisites: Introduction to Agriculture OR Instructor Approval

Pass/Fail Option: No

Credit: Semester (0.5)

If the course meets a graduation requirement, which one does it meet? Elective

Where does this course fit into the department sequence? It is a second course in a sequence.

What is the potential impact of this course on the other department offerings?
It will add to the CTE Department offerings. This course will be offered in the spring opposite of the Landscape course, which will be offered in the fall.

Course Description:

This advanced course offers instruction in both the greenhouse production and landscape areas of horticulture. Units of study include plant identification, greenhouse management, growing greenhouse crops. Agribusiness units will cover operating a horticultural business, pricing work, advertising, and sales. Improving computer and workplace skills will be a focus. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts.

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COURSE PROPOSAL - NORTH BOONE CUSD 200

Special Notes (i.e., extended periods, team teaching, etc.):

RATIONALE, OBJECTIVES, STRATEGIES

1. Course Rationale

A) What is the evidence of student need for this course? What student data shows that students are interested in this course?

Our XELLO student survey data shows that 23% of students want courses with hands-on learning activities, and 25% of students selected hands-on or mechanical work for an environment they would enjoy in the future. Current course requests for Agriculture courses are more than seats available.

B) What departmental needs/goals would this course meet?

This class will add an additional career pathway in Plant Systems to our Agriculture Department.

C) What institutional needs/goals would this course meet?

Our new strategic plan has a focus area that concentrates on Career and Technical Education programming. This course also allows students to demonstrate higher level thinking skills.

2. Course Priority Standards: List 5-6 standards that will be the focus of the curriculum. These standards are priorities because they meet the following criteria:

PS.01.01 Determine the influence of environmental factors on plant growth.

PS.01.02 Prepare and adjust growing media for use in plant systems.

PS.01.03 Demonstrate planting techniques and create the conditions needed for seed germination.

PS.01.04 Develop and implement a nutrient management and/or fertilizer plan for specific plants or crops.

PS.02.01 Classify plants according to taxonomic systems.

PS.03.01 Demonstrate plant propagation techniques in plant system activities.

PS.03.02 Develop and implement a management plan for plant production.

PS.03.03 Develop and implement a plan for integrated pest management for plant production.

PS.04.01 Evaluate, identify, and prepare plants to enhance an environment.

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COURSE PROPOSAL - NORTH BOONE CUSD 200

ABS.03.01 Manage cash budgets, assets, employment tax incentive opportunities for credits, loans, etc. to achieve AFNR business goals.

3. List the main topics to be taught.

- Plant propagation techniques (cuttings and seeding)
- Plant identification (common annuals and perennial plants)
- Integrated Pest Management and Disease Prevention
- Establishing a greenhouse planting schedule
- Greenhouse plant management (seeding, transplanting, hanging baskets)
- Sales management (setting prices, inventory, advertising, customer service)

4. What types of student assessment procedures will be used? How will the assessment be used to guide instruction?

The majority of assessment is work-based learning. Students record their planting activities for the week and time on task is observed. Students will also be assessed on Plant Disease knowledge and plant identification. They will also work the plant sale and learn customer service skills.

5. List resources needed and approximate costs to implement this course. Include staff development, materials, textbooks, additional staff, equipment, technology resources, facilities, and fees.

We would need a greenhouse to run this course.

Greenhouse is approximately \$50,000, this does not include cement work, electrical, plumbing, etc. We would also need benches and plastics.

Include any additional information pertinent to your course.

This course will be offered in the spring opposite of the Landscape course, which will be offered in the fall.

Signatures: Form must be signed before it can be presented to the Curriculum, Instruction, and Assessment Committee.

Building Principal: Marc Eckman Date: 9/22/26

Curriculum Director: Ran I N Date: 9/22/26

Superintendent: Mark CJ Date: 9/22/26

Submit the Completed form to the Building Principal who will forward to the Superintendent

COURSE PROPOSAL - NORTH BOONE CUSD 200

North Boone High School New Course Proposal Form (27-28 school year)

Proposed Course Name: Floral Design I

Old Course Name (if applicable): N/A

Submitted By: Cindy Kastning, Heather Obert, Marc Eckmann, Kari Neri

Implementation Date: Fall 2027

Length of Course: 1 Semester

Open to which grade levels: 11-12

Prerequisites: Introduction to Agriculture and Approval of Instructors

Pass/Fail Option: No

Credit: Semester (0.5) credit

If the course meets a graduation requirement, which one does it meet? Elective

Where does this course fit into the department sequence? It is an upper level course in a sequence.

What is the potential impact of this course on the other department offerings? This course will provide more opportunities for students interested in agriculture and will bring students into the program who are interested in a Plant Systems Pathway.

Course Description:

This course covers principles of floral art with an emphasis on commercial design. Topics include basic design styles and color harmonies; identification, use, and care of the processing of cut flowers and foliage; mechanical aids and containers; personal flowers; holiday designs; and plant identification and care. The student will demonstrate the ability to identify floral design styles and color harmonies; identify cut flowers and foliage and the care and processing methods for extended vase life; select containers and mechanical aids; and create basic floral arrangements. The study of the general principles of plants, and their life processes and morphology, with emphasis on major floral crops, are also covered. Students will also learn about marketing strategies and floral shop setup. Students will develop a bill of materials and look at other key factors in running a floral shop like overhead cost. Participation in FFA student organization activities and

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COURSE PROPOSAL - NORTH BOONE CUSD 200

Supervised Agricultural Experience (SAE) projects are an integral course component for leadership development, career exploration, and reinforcement of academic concepts.

Special Notes (i.e., extended periods, team teaching, etc.):

This class might best be offered during the 4th hour because of the lab time needed.

RATIONALE, OBJECTIVES, STRATEGIES

1. Course Rationale

A) What is the evidence of student need for this course? What student data shows that students are interested in this course?

Our XELLO student survey data shows that 23% of students want courses with hands-on learning activities, and 25% of students selected hands-on or mechanical work for an environment they would enjoy in the future. Current course requests for Agriculture courses are more than seats available.

Secondly, through word of mouth students have expressed an interest in the Floral Design class. This class can also be taught as a Dual Credit course if desired.

B) What departmental needs/goals would this course meet?

This class will add options at an upper level (Group 4) within the Plant Systems career pathway in our Agriculture Department as well as providing a Dual Credit opportunity.

C) What institutional needs/goals would this course meet?

Our new strategic plan has a focus area that concentrates on Career and Technical Education programming. This course also allows students to demonstrate higher level thinking skills as they analyze flowers for their various uses.

2. Course Priority Standards: List 5-6 standards that will be the focus of the curriculum. These standards are priorities because they meet the following criteria:

Core Career Ready Practice Standards

PS.02.01 Classify plants according to taxonomic systems.

PS.04.01 Evaluate, identify, and prepare plants to enhance an environment.

PS.04.02 Create designs using plants.

ABS.05.02. Assess and apply sales principles and skills to accomplish AFNR business objectives.

3. List the main topics to be taught.

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COURSE PROPOSAL - NORTH BOONE CUSD 200

- Careers and Care of Flowers
- Principles of Design
- Elements of Design
 - Potential designs to be completed
 - Bud Vase Bow, Single Bud Vase, Multi Stem Vase, Equilateral Triangle, Corsage/Boutonniere, Round Centerpiece, Small Vase Everlasting Arrangement, Asymmetrical Triangle, Ikebana, Vegetative Arrangement, Thanksgiving Centerpiece, Florist Vase, Porch Pots
- Maintaining and Decorating Potted Arrangements and Interiorscaping
- Site Assessment and Theme Development

4. What types of student assessment procedures will be used? How will the assessment be used to guide instruction?

Students will participate in extensive “real world” or authentic assessment opportunities through the extensive lab design schedule. Students will also be responsible for learning “real world” math skills through pricing their designs and setting sale prices.

5. List resources needed and approximate costs to implement this course. Include staff development, materials, textbooks, additional staff, equipment, technology resources, facilities, and fees.

The following are items we could build into the program. The cooler and textbooks can be purchased at a later date.

- Floral Cooler (Can be purchased with grant funds ~ \$6,960)
- Floral Foam and Vases (Can be purchased with grant funds ~ \$3,000)
- Silk Flowers ~ \$500
- Fresh Flowers ~ \$3000
- Principles of Floral Design text book (can be shared between students \$150 / book X 5) \$750

Include any additional information pertinent to your course.

Signatures: Form must be signed before it can be presented to the Curriculum, Instruction, and Assessment Committee.

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COURSE PROPOSAL - NORTH BOONE CUSD 200

Building Principal: Marc Eckmann Date: 9/22/26
Curriculum Director: Kan I Jr Date: 9/22/26
Superintendent: [Signature] Date: 9/22/26

DRAFT

Submit the Completed form to the Building Principal who will forward to the Superintendent

Biological Science Applications in Agriculture Course Description (from Marengo):

This course is designed to reinforce and extend students' understanding of science by associating scientific principles and concepts with application in agriculture. Students will examine major biological concepts through laboratory experiments and exercises. Sample topics include: growth and development of animals, nutrition, immunity systems, and plant growth. This lab course is designed to increase relevance through applications for students. **This course meets the biology high school graduation requirement for students following the agriculture sequence. Students need to be aware that some colleges and universities may not accept this credit toward science requirements.**

Basic Agriculture Science Course Description (from NBHS Course Guide):

This second-year course builds on the fundamental knowledge gained from the introductory course. Major units of introduction include advanced plant and soil science, advanced animal science and food science and technology. Applied math/science skills are stressed throughout the course. Microcomputer applications are utilized as they relate to each instructional unit.

*This course meets a science high school graduation requirement.

Submit the Completed form to the Building Principal who will forward to the Superintendent

Full Carpentry Shop	Item	Vendor	Cost	# needed	Total Cost	\$15,612.09			
GENERAL SHOP TOOLS for CARPENTRY	Table Saw	Saw Stop	\$3,881.00	1	\$3,881.00				
	Sliding Miter Saw	Grainger	\$848.67	1	\$848.67				
	Corded, 15 amp Miter Saw	Home Depot	\$349.00	2	\$698.00		IDEAL class size = 12 to 15		
	Dayton Belt and Disc Sander	Grainger	\$759.67	1	\$759.67				
	Jet Band Saw	Grainger	\$1,416.94	1	\$1,416.94				
	Jet Floor Drill Press	Grainger	\$1,247.14	1	\$1,247.14				
	Jointer ?				\$0.00				
	Planer ?				\$0.00				
	Milwaukee Compact Cordless Drill Sets	Home Depot	\$199.00	6	\$1,194.00				
	Milwaukee Cordless Orbital Sanders	Home Depot	\$229.00	10	\$2,290.00				
	Milwaukee Circular Saw	Home Depot	\$229.00	2	\$458.00				
	Milwaukee Cordless Jig Saw	Home Depot	\$389.00	2	\$778.00				
	16 oz Fiberglass Hammer	Home Depot	\$7.97	2	\$15.94				
	16 oz Fiberglass Hammer Husky	Home Depot	\$14.97	2	\$29.94				
	Stanley 25 ft tape measures	Home Depot	\$7.97	10	\$79.70				
	Husky 15 piece screwdriver set	Home Depot	\$38.97	2	\$77.94				
	Drill bit set	Home Depot	\$119.97	1	\$119.97				
	Driver set	Home Depot	\$29.97	1	\$29.97				
	Husky 3 piece pliers set	Home Depot	\$44.97	10	\$449.70				
				SUBTOTAL	\$14,374.58				
	8 ft 2x4 boards - for FINAL	Home Depot	\$3.98	50	\$199.00				
	10 ft 2x4 boards - for practice "wall" at 18"x21"	Home Depot	\$4.76	50	\$238.00	number depends on initial # of students allowed in class			
	Plywood for projects	Home Depot	\$52.98	6	\$317.88				
				SUBTOTAL	\$437.00				
Miscellaneous	Shop Safety glasses - set of 30	Amazon	\$37.99	1	\$37.99				
	Tool Storage	Home Depot	\$398.00	1	\$398.00				
	Deck Screws - 10lbs box	Home Depot	\$52.27	2	\$104.54				
	Saw Horse	Home Depot	\$129.99	2	\$259.98				
					\$0.00				
					\$0.00				
					\$0.00				
				SUBTOTAL	\$800.51				

Metals/Engines Shop	Item	Vendor	Cost	# needed	Total Cost	\$84,340.60					
Engines	Briggs & Stratton Training Kit for 20 Students	Briggs & Stratton	\$14,109.00	1	\$14,109.00	Engines are probably the area I'm the least confident in :) This sounds like a good resource that includes curriculum and supplies. Also, the curriculum says it is for a full semester, maybe this becomes a semester stand alone????					
	Based on curriculum this could be moved out of the 1 semester class and expanded on.										
				SUBTOTAL	\$14,109.00						
Welding	Lincoln Welder	Home Depot	\$979.00	10	\$9,790.00						
	Auto darkening helmet kit with wire brush and c	Home Depot	\$169.00	15	\$2,535.00						
	Welding shirt	Home Depot	\$48.90	15	\$733.50						
	Jet metal cutting band saw	Grainger	\$2,280.59	1	\$2,280.59						
	Grainger 8' Safety curtain	Grainger	\$548.92	6	\$3,293.52	This really depends on the set up of the booths					
	Welding table	Grainger	\$8,422.00	6	\$50,532.00	This would be a table option, again I am not sure what the space looks like to put these in.					
	Lincoln MIG Welder	Home Depot	\$631.00	1	\$631.00						
	Shop Safety glasses - set of 30	Amazon	\$37.99	1	\$37.99						
	Tool Storage	Home Depot	\$398.00	1	\$398.00						
					\$0.00						
	Ventilation would be necesarry.				\$0.00						
					\$0.00						
					\$0.00						
				SUBTOTAL	\$70,231.60						

Ag Mech - Semester Course	Item	Vendor	Cost	# needed	Total Cost	\$22,595.80			
	Corded, 15 amp Miter Saw	Home Depot	\$349.00	2	\$698.00		IDEAL class size = 12 to 15		
	Milwaukee Compact Cordless Drill Sets	Home Depot	\$199.00	6	\$1,194.00				
	Milwaukee Cordless Orbital Sanders	Home Depot	\$229.00	10	\$2,290.00				
	Milwaukee Circular Saw	Home Depot	\$229.00	2	\$458.00				
	Milwaukee Cordless Jig Saw	Home Depot	\$389.00	2	\$778.00				
	16 oz Fiberglass Hammer	Home Depot	\$7.97	2	\$15.94				
	16 oz Fiberglass Hammer Husky	Home Depot	\$14.97	2	\$29.94				
	Stanley 25 ft tape measures	Home Depot	\$7.97	10	\$79.70				
	Husky 15 piece screwdriver set	Home Depot	\$38.97	2	\$77.94				
	Drill bit set	Home Depot	\$119.97	1	\$119.97				
	Driver set	Home Depot	\$29.97	1	\$29.97				
	Husky 3 piece pliers set	Home Depot	\$44.97	10	\$449.70				
				SUBTOTAL	\$6,221.16				
	Cable Ripper	Home Depot	\$2.97	10	\$29.70				
	Wire Stripper	Home Depot	\$18.97	10	\$189.70				
	1-Gang PVC electrical boxes	Home Depot	\$0.96	50	\$48.00				
	1-Gang PVC ceiling fan box	Home Depot	\$2.98	45	\$134.10				
	Single pull switches	Home Depot	\$0.85	20	\$17.00				
	Three-way switches	Home Depot	\$2.37	35	\$82.95				
	Keyless Lampholder plastic	Home Depot	\$2.16	20	\$43.20				
	Receptacle	Home Depot	\$0.77	20	\$15.40				
	Four-way switch	Home Depot	\$11.65	5	\$58.25				
	Klein Multi meter	Home Depot	\$59.97	1	\$59.97				
	8 ft 2x4 boards - for FINAL	Home Depot	\$3.98	50	\$199.00				
	10 ft 2x4 boards - for practice "wall" at 18"x21"	Home Depot	\$3.98	50	\$199.00		number depends on initial # of students allowed in class		
	Light bulbs	Home Depot	\$9.98	1	\$9.98				
	Electrical plugs	Home Depot	\$3.65	50	\$182.50		number depends on initial # of students allowed in class		
	14-2 Residential Wire 100' roll	Home Depot	\$84.00	2	\$168.00				
	14-3 residential wire 15' roll	Menards	\$48.06	6	\$288.36				
				SUBTOTAL	\$1,725.11				
	Briggs & Stratton Training Kit for 20 Students	Briggs & Stratton	\$14,109.00	1	\$14,109.00		Engines are probably the area I'm the least confident in :) This sounds like a good resource that includes curriculum and supplies. Also, the curriculum says it is for a full semester, maybe this becomes a semester stand alone????		
				SUBTOTAL	\$14,109.00				
	Shop Safety glasses - set of 30	Amazon	\$37.99	1	\$37.99				
	Tool Storage	Home Depot	\$398.00	1	\$398.00				
	Deck Screws - 10lbs box	Home Depot	\$52.27	2	\$104.54				

					\$0.00				
					\$0.00				
					\$0.00				
					\$0.00				
				SUBTOTAL	\$540.53				

COURSE PROPOSAL - NORTH BOONE CUSD 200

North Boone High School New Course Proposal Form (27-28 school year)

Proposed Course Name: Landscaping and Turfgrass Management

Old Course Name (if applicable): N/A

Submitted By: Cindy Kastning, Heather Obert, Marc Eckmann, Kari Neri

Implementation Date: Fall 2027

Length of Course: 1 Semester

Open to which grade levels: 10-12

Prerequisites: Intro to Agriculture OR Instructor Approval

Pass/Fail Option: No

Credit: Semester (0.5)

If the course meets a graduation requirement, which one does it meet? Elective

Where does this course fit into the department sequence? It is a second course in a sequence.

What is the potential impact of this course on the other department offerings?
It will add to the CTE Department offerings. This course will be offered in the fall opposite of the Horticulture course, which will be offered in the spring.

Course Description:

This advanced course focuses on the landscape and nursery of the horticulture industry. Units of student instruction include: identifying landscape plants, designing landscape plans, and hardscape construction techniques. Also included are nursery production, and maintenance of existing landscapes. Agribusiness units will cover calculating prices for work, managing a horticulture business, advertising, and sales. Improving computer and workplace skills will be a focus. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts.

Submit the Completed form to the Building Principal who will forward to the Superintendent

COURSE PROPOSAL - NORTH BOONE CUSD 200

Special Notes (i.e., extended periods, team teaching, etc.):

RATIONALE, OBJECTIVES, STRATEGIES

1. Course Rationale

A) What is the evidence of student need for this course? What student data shows that students are interested in this course?

Our XELLO student survey data shows that 23% of students want courses with hands-on learning activities, and 25% of students selected hands-on or mechanical work for an environment they would enjoy in the future. Current course requests for Agriculture courses are more than seats available.

B) What departmental needs/goals would this course meet?

This class will add an additional career pathway in Plant Systems to our Agriculture Department.

C) What institutional needs/goals would this course meet?

Our new strategic plan has a focus area that concentrates on Career and Technical Education programming. This course also allows students to demonstrate higher level thinking skills.

2. Course Priority Standards: List 5-6 standards that will be the focus of the curriculum. These standards are priorities because they meet the following criteria:

PS.02.01 Classify plants according to taxonomic systems.

PS.04.01 Evaluate, identify, and prepare plants to enhance an environment.

PS.04.02 Create designs using plants

3. List the main topics to be taught.

Unit 1 - Analyzing Residential Landscape

Unit 2 - Designing Landscape Areas

Unit 3 - Beginning the Design Process

Unit 4 - Principles of Art in Landscape Design

Unit 5 - Drawing Designs

Plant ID

4. What types of student assessment procedures will be used? How will the assessment be used to guide instruction?

Submit the Completed form to the Building Principal who will forward to the Superintendent

COURSE PROPOSAL - NORTH BOONE CUSD 200

Students are assessed on Plant ID, knowledge of Landscape Design (this is assessed through drawings, use of an architect scale, drawing templates, plant selection). The final is a drawing based on a contest released by the Landscape Illinois Professionals Association Design Contest. The class votes on the top three designs to submit to the state design competition.

5. List resources needed and approximate costs to implement this course. Include staff development, materials, textbooks, additional staff, equipment, technology resources, facilities, and fees.

Resources listed on this spreadsheet

Include any additional information pertinent to your course.

This course will be offered in the fall opposite of the Horticulture course, which will be offered in the spring.

Signatures: Form must be signed before it can be presented to the Curriculum, Instruction, and Assessment Committee.

Building Principal: Marc Eckmann Date: 9/22/26
Curriculum Director: Kari L. N. Date: 9/22/26
Superintendent: Matt B. C. Date: 9/22/26

Submit the Completed form to the Building Principal who will forward to the Superintendent

Item	Vendor	Cost	# needed	Total Cost	\$2,359.05
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T - Square variety 3 pack	Amazon	\$31.99	15	\$479.85	
Supply bags	Amazon	\$18.99	2	\$37.98	
Architect Scale	Amazon	\$9.99	15	\$149.85	
Drafting Triangles	Amazon	\$9.99	5	\$49.95	
Drafting French Curves	Amazon	\$8.99	5	\$44.95	
Landscape Drawing Template #1	Amazon	\$10.59	10	\$105.90	
Landscape Drawing Template #2	Amazon	\$10.99	10	\$109.90	
Landscape Drawing Template #3	Amazon	\$9.97	5	\$49.85	
Drawing paper 24 X 36	Amazon	\$79.18	1	\$79.18	
Drafting Tape	Amazon	\$14.60	2	\$29.20	
Eraser Shields	Amazon	\$9.99	6	\$59.94	
Drafting erasers 20 pack	Amazon	\$20.76	1	\$20.76	
Drafting Pencil H	Amazon	\$11.73	3	\$35.19	
Drafting Pencil 2H	Amazon	\$10.90	3	\$32.70	
Scanning Fee to submit final submissions for state contest		\$45.00	1	\$45.00	
				\$0.00	
				\$0.00	
				\$0.00	
			SUBTOTAL	\$2,359.05	

COURSE PROPOSAL - NORTH BOONE CUSD 200

North Boone High School New Course Proposal Form (27-28 school year)

Proposed Course Name: Horticulture Production and Greenhouse Management

Old Course Name (if applicable): N/A

Submitted By: Cindy Kastning, Heather Obert, Marc Eckmann, Kari Neri

Implementation Date: Fall 2027

Length of Course: 1 Semester

Open to which grade levels: 10-12

Prerequisites: Introduction to Agriculture OR Instructor Approval

Pass/Fail Option: No

Credit: Semester (0.5)

If the course meets a graduation requirement, which one does it meet? Elective

Where does this course fit into the department sequence? It is a second course in a sequence.

What is the potential impact of this course on the other department offerings?
It will add to the CTE Department offerings. This course will be offered in the spring opposite of the Landscape course, which will be offered in the fall.

Course Description:

This advanced course offers instruction in both the greenhouse production and landscape areas of horticulture. Units of study include plant identification, greenhouse management, growing greenhouse crops. Agribusiness units will cover operating a horticultural business, pricing work, advertising, and sales. Improving computer and workplace skills will be a focus. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts.

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COURSE PROPOSAL - NORTH BOONE CUSD 200

Special Notes (i.e., extended periods, team teaching, etc.):

RATIONALE, OBJECTIVES, STRATEGIES

1. Course Rationale

A) What is the evidence of student need for this course? What student data shows that students are interested in this course?

Our XELLO student survey data shows that 23% of students want courses with hands-on learning activities, and 25% of students selected hands-on or mechanical work for an environment they would enjoy in the future. Current course requests for Agriculture courses are more than seats available.

B) What departmental needs/goals would this course meet?

This class will add an additional career pathway in Plant Systems to our Agriculture Department.

C) What institutional needs/goals would this course meet?

Our new strategic plan has a focus area that concentrates on Career and Technical Education programming. This course also allows students to demonstrate higher level thinking skills.

2. Course Priority Standards: List 5-6 standards that will be the focus of the curriculum. These standards are priorities because they meet the following criteria:

PS.01.01 Determine the influence of environmental factors on plant growth.

PS.01.02 Prepare and adjust growing media for use in plant systems.

PS.01.03 Demonstrate planting techniques and create the conditions needed for seed germination.

PS.01.04 Develop and implement a nutrient management and/or fertilizer plan for specific plants or crops.

PS.02.01 Classify plants according to taxonomic systems.

PS.03.01 Demonstrate plant propagation techniques in plant system activities.

PS.03.02 Develop and implement a management plan for plant production.

PS.03.03 Develop and implement a plan for integrated pest management for plant production.

PS.04.01 Evaluate, identify, and prepare plants to enhance an environment.

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COURSE PROPOSAL - NORTH BOONE CUSD 200

ABS.03.01 Manage cash budgets, assets, employment tax incentive opportunities for credits, loans, etc. to achieve AFNR business goals.

3. List the main topics to be taught.

- Plant propagation techniques (cuttings and seeding)
- Plant identification (common annuals and perennial plants)
- Integrated Pest Management and Disease Prevention
- Establishing a greenhouse planting schedule
- Greenhouse plant management (seeding, transplanting, hanging baskets)
- Sales management (setting prices, inventory, advertising, customer service)

4. What types of student assessment procedures will be used? How will the assessment be used to guide instruction?

The majority of assessment is work-based learning. Students record their planting activities for the week and time on task is observed. Students will also be assessed on Plant Disease knowledge and plant identification. They will also work the plant sale and learn customer service skills.

5. List resources needed and approximate costs to implement this course. Include staff development, materials, textbooks, additional staff, equipment, technology resources, facilities, and fees.

We would need a greenhouse to run this course.

Greenhouse is approximately \$50,000, this does not include cement work, electrical, plumbing, etc. We would also need benches and plastics.

Include any additional information pertinent to your course.

This course will be offered in the spring opposite of the Landscape course, which will be offered in the fall.

Signatures: Form must be signed before it can be presented to the Curriculum, Instruction, and Assessment Committee.

Building Principal: Marc Eckman Date: 9/22/26

Curriculum Director: Ran I N Date: 9/22/26

Superintendent: Mark CJ Date: 9/22/26

Submit the Completed form to the Building Principal who will forward to the Superintendent

COURSE PROPOSAL - NORTH BOONE CUSD 200

North Boone High School New Course Proposal Form (27-28 school year)

Proposed Course Name: Floral Design I

Old Course Name (if applicable): N/A

Submitted By: Cindy Kastning, Heather Obert, Marc Eckmann, Kari Neri

Implementation Date: Fall 2027

Length of Course: 1 Semester

Open to which grade levels: 11-12

Prerequisites: Introduction to Agriculture and Approval of Instructors

Pass/Fail Option: No

Credit: Semester (0.5) credit

If the course meets a graduation requirement, which one does it meet? Elective

Where does this course fit into the department sequence? It is an upper level course in a sequence.

What is the potential impact of this course on the other department offerings? This course will provide more opportunities for students interested in agriculture and will bring students into the program who are interested in a Plant Systems Pathway.

Course Description:

This course covers principles of floral art with an emphasis on commercial design. Topics include basic design styles and color harmonies; identification, use, and care of the processing of cut flowers and foliage; mechanical aids and containers; personal flowers; holiday designs; and plant identification and care. The student will demonstrate the ability to identify floral design styles and color harmonies; identify cut flowers and foliage and the care and processing methods for extended vase life; select containers and mechanical aids; and create basic floral arrangements. The study of the general principles of plants, and their life processes and morphology, with emphasis on major floral crops, are also covered. Students will also learn about marketing strategies and floral shop setup. Students will develop a bill of materials and look at other key factors in running a floral shop like overhead cost. Participation in FFA student organization activities and

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COURSE PROPOSAL - NORTH BOONE CUSD 200

Supervised Agricultural Experience (SAE) projects are an integral course component for leadership development, career exploration, and reinforcement of academic concepts.

Special Notes (i.e., extended periods, team teaching, etc.):

This class might best be offered during the 4th hour because of the lab time needed.

RATIONALE, OBJECTIVES, STRATEGIES

1. Course Rationale

A) What is the evidence of student need for this course? What student data shows that students are interested in this course?

Our XELLO student survey data shows that 23% of students want courses with hands-on learning activities, and 25% of students selected hands-on or mechanical work for an environment they would enjoy in the future. Current course requests for Agriculture courses are more than seats available.

Secondly, through word of mouth students have expressed an interest in the Floral Design class. This class can also be taught as a Dual Credit course if desired.

B) What departmental needs/goals would this course meet?

This class will add options at an upper level (Group 4) within the Plant Systems career pathway in our Agriculture Department as well as providing a Dual Credit opportunity.

C) What institutional needs/goals would this course meet?

Our new strategic plan has a focus area that concentrates on Career and Technical Education programming. This course also allows students to demonstrate higher level thinking skills as they analyze flowers for their various uses.

2. Course Priority Standards: List 5-6 standards that will be the focus of the curriculum. These standards are priorities because they meet the following criteria:

Core Career Ready Practice Standards

PS.02.01 Classify plants according to taxonomic systems.

PS.04.01 Evaluate, identify, and prepare plants to enhance an environment.

PS.04.02 Create designs using plants.

ABS.05.02. Assess and apply sales principles and skills to accomplish AFNR business objectives.

3. List the main topics to be taught.

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COURSE PROPOSAL - NORTH BOONE CUSD 200

- Careers and Care of Flowers
- Principles of Design
- Elements of Design
 - Potential designs to be completed
 - Bud Vase Bow, Single Bud Vase, Multi Stem Vase, Equilateral Triangle, Corsage/Boutonniere, Round Centerpiece, Small Vase Everlasting Arrangement, Asymmetrical Triangle, Ikebana, Vegetative Arrangement, Thanksgiving Centerpiece, Florist Vase, Porch Pots
- Maintaining and Decorating Potted Arrangements and Interiorscaping
- Site Assessment and Theme Development

4. What types of student assessment procedures will be used? How will the assessment be used to guide instruction?

Students will participate in extensive “real world” or authentic assessment opportunities through the extensive lab design schedule. Students will also be responsible for learning “real world” math skills through pricing their designs and setting sale prices.

5. List resources needed and approximate costs to implement this course. Include staff development, materials, textbooks, additional staff, equipment, technology resources, facilities, and fees.

The following are items we could build into the program. The cooler and textbooks can be purchased at a later date.

- Floral Cooler (Can be purchased with grant funds ~ \$6,960)
- Floral Foam and Vases (Can be purchased with grant funds ~ \$3,000)
- Silk Flowers ~ \$500
- Fresh Flowers ~ \$3000
- Principles of Floral Design text book (can be shared between students \$150 / book X 5) \$750

Include any additional information pertinent to your course.

Signatures: Form must be signed before it can be presented to the Curriculum, Instruction, and Assessment Committee.

Submit the Completed form to the Building Principal who will forward to the Superintendent

COURSE PROPOSAL - NORTH BOONE CUSD 200

Building Principal: Marc Eckmann Date: 9/22/26
Curriculum Director: Kan I Jr Date: 9/22/26
Superintendent: [Signature] Date: 9/22/26

DRAFT

Submit the Completed form to the Building Principal who will forward to the Superintendent