

Course Title: LANDSCAPE DESIGN AND MANAGEMENT

Unit: 1	Career Opportunities
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Content Standard(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 1. Compare job characteristics for various careers in landscape design and management.
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Learning Objective(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 1. Describe the three major career fields within the landscape profession. 2. Identify career choices in the landscape industry. 3. Identify methods of accessing career information.
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Essential Question(s):	How do job characteristics identify what you find essential for a job you are interested in?
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>I. Career Fields</p> <ol style="list-style-type: none"> A. Design B. Construction C. Maintenance <p>II. Job Characteristics</p> <ol style="list-style-type: none"> A. Nature of Work B. Compensation and Benefits C. Requirements D. Qualifications 	<p>Look up employment opportunities in local Newspaper, Internet and/or Trade Journals.</p> <p>Research a career and report.</p> <p>Survey Job Market and report on results. Mock job interview</p> <p>Résumé</p>	<p>Computer- Internet</p> <p>www.usda.gov</p> <p>www.nationjob.com/ag.agview.com</p> <p>www.landscapelibrary.com/careers-careersearch</p> <p>www.anla.org (American Nursery and Landscape Association)</p> <p>www.alca.org (Association of Landscape Contractors of America)</p> <p>Newspaper Trade Journals Phone Book</p>

		Computer Job Application
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Unit Assessment:	Evaluate individual reports, answer questions utilizing books, computer programs and Internet sources.
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Unit/Course CTSO Activity:	Students will participate in Career Development Events and Personal S.A.E
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Unit/Course Culminating Product:	Students will participate in Career Development Events and Personal S.A.E
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Course/Program Credential(s): <input type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input type="checkbox"/> University Degree <input type="checkbox"/> Other:

Course Title: LANDSCAPE DESIGN AND MANAGEMENT

Unit: 2	Safety
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Content Standard(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 2. Identify safe use of pesticides, power equipment, and hand tools in the landscaping industry.
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Learning Objective(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 1. Explain the way pesticides are classified according to toxicity. 2. Identify the types of pesticide license. 3. Explain the various pesticides record keeping requirements. 4. Identify the importance of preventative maintenance. 5. Safely redress a selected hand tool. 6. Describe the importance of servicing power equipment to the manufacturer's recommendation. 7. Set up a maintenance calendar. 8. Perform basic service recommendations on power equipment.
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Essential Question(s):	
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<ol style="list-style-type: none"> I. Pesticide Safety <ol style="list-style-type: none"> A. Toxicity <ol style="list-style-type: none"> 1. General-Use 2. Restricted-Use B. Pesticide Licensing <ol style="list-style-type: none"> 1. Private Applicator 2. Pesticide Dealer 3. Commercial Applicator and Operator 4. License Category 	Pesticide Safety Web site PowerPoint Presentation Safety Test	University of Illinois @Urbana-Champaign, Pesticide Safety and Education website www.pesticidesafety.uiuc.edu PowerPoint

- 5. License Requirements
 - a. Applicator
 - b. Operator
- 6. Public Applicator and Operator
- 7. Commercial Not-For-Hire Applicator and Operator

- C. Record Keeping
 - 1. Private Applicator
 - 2. Commercial Applicators
 - 3. Pesticide Dealers

II. Power Equipment Safety

- A. Proper Maintenance
- B. Safety Precautions
- C. Maintenance Schedule

III. Hand Tool Safety

- A. Selection of Tool(s)

Test a blade for balance.

Mower Blade

When do you use a hand tool instead of a power tool?

Right tool for the job

Price comparison cheap vs. professional grade tool

Observe dull tools vs. factory cuts on new blades and shears.

Clean and sharpen tools.

Owners manual
 Computer-Internet
www.homedepot.com Sharpen blades video

www.stanleyworks.com/ or
www.toolsource.com

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Unit Assessment:	Safety Test
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Unit/Course CTSO Activity:	Nursery/ Landscape CDE
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Unit/Course Culminating Product:	Safety walk-through
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Course/Program Credential(s): <input type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input type="checkbox"/> Other:

Course Title: LANDSCAPE DESIGN AND MANAGEMENT

Unit: 3	Design
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Content Standard(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 3. Apply principles of landscape design, including simplicity, balance, focalization of interest, rhythm and line, scale and proportion, and unity. <ul style="list-style-type: none"> • Describing computer programs used in landscape planning • Designing a landscape plan, including enrichment features <p>Examples: fencing, birdbath, gazebo, walkway, driveway</p>
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Learning Objective(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 1. Explain the criteria used in the selection of enrichment, enclosures, and surfacing features. 2. Describe functions of the constructed enclosures. 3. Describe features of an outdoor room. 4. Identify the design qualities of plants and landscape features including color and texture. 5. Describe and use the principles of balance, simplicity, focalization of interest, rhythm and line, scale and proportion, and unity.
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Essential Question(s):	
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>I. Principles of Landscape Design</p> <ol style="list-style-type: none"> A. Simplicity B. Balance C. Focalization of Interest D. Rhythm and Line E. Scale and Proportion F. Unity 	<p>Guest Speaker</p> <p>Practice exercises from chapter</p> <p>PowerPoint Presentation</p> <p>Color Wheel</p> <p>Landscape Pictures –relate to principles of design</p> <p>Tour school grounds/neighborhood</p>	<p>Textbook</p> <p>Computer</p> <p>TV/VCR</p> <p>Color wheel discuss visual effect and combinations</p> <p>Landscape magazines</p> <p>Photos with good and bad elements of design</p>

<p>II. Categorize features of outdoor landscape-use areas.</p> <ul style="list-style-type: none"> A. Public area B. Family living area C. Private living area D. Service area <p>III. Landscape features</p> <ul style="list-style-type: none"> A. Enrichment <ul style="list-style-type: none"> 1. Tangible (touchable) <ul style="list-style-type: none"> a. stones b. specimens c. water d. animals 2. Intangible (nontouchable) B. Enclosure material C. Surfacing <ul style="list-style-type: none"> 1. Hard paving 2. Soft paving 3. Turfgrass 4. Ground Cover <p>IV. Landscape Styles</p> <ul style="list-style-type: none"> A. Xeriscape B. Formal C. Informal D. English Garden E. Oriental F. Woodland G. Natural H. Local/Other <p>VI. Apply symbols of all major landscape features.</p> <p>VII. Measure length and distances to scale.</p> <p>VIII. Apply computer-assisted design techniques to landscape planning</p>	<p>Students pair develop questions for client</p> <p>Draw a Landscape Plan</p> <p>Worksheets</p> <p>Calculate the distance of outdoor steps</p>	<p>Analysis of Family needs form/checklist</p> <p>Drafting tools</p> <p>Paper</p> <p>Computer (CAD)</p> <p>Calculator</p> <p>Measuring wheel or tape</p>
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Unit Assessment:

Completed landscape design, quiz, laboratory activities, worksheets

**Unit/Course
CTSO Activity:**

Read landscape design plans for competition, Nursery/Landscape CDE (design portion)

**Unit/Course
Culminating
Product:**

Design a given landscape site.

Course/Program Credential(s): Credential Certificate Postsecondary Degree University Degree
 Other:

<p>II. Characteristics for Plant Identification</p> <ul style="list-style-type: none"> A. Flower morphology B. Stem morphology C. Form D. Habit E. Bark F. Leaf morphology <p>III. Identify common plants used in the landscape design.</p> <ul style="list-style-type: none"> A. Trees B. Shrubs C. Ground Covers D. Vines E. Annual Bedding Plants F. Turf G. Perennials, Ornamental Grasses and Bamboo H. Bulbs <p>IV. Select plants for landscape applications based on physical and cultural differences.</p> <ul style="list-style-type: none"> A. Hardiness B. Mature Size <ul style="list-style-type: none"> 1. Height 2. Width 3. Shape C. Flowering D. Fruiting E. Color F. Foliage G. Sun/Shade tolerance H. Growth Habit I. Period of interest J. Landscape use 	<p>Research a plant and create brochure</p> <p>Campus/Neighborhood walk tour</p> <p>Research culture and uses of a bulb. Cart bulb bloom dates- bloom sequence</p> <p>Plant(s) of the week</p>	<p>Student Notebook www.usda.gov www.hcs.ohio-state.edu</p> <p>Posters</p> <p>CDE Plant identification list Plant ID CD ROM</p> <p>Hardiness map www.prairenet.org/ag/garden</p> <p>physical examples of plants</p> <p>Student Notebook</p>
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<p>Unit Assessment:</p>	<p>Plant ID tests, Plant ID research, Project Rubric, Student Notebooks</p>
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Unit/Course CTSO Activity:	Plant identification for FFA competition FFA Nursery/Landscape Career Development Event
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Unit/Course Culminating Product:	Student will be able to identify common landscape plants by physical and cultural characteristics.
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Course/Program Credential(s): <input type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input type="checkbox"/> Other:

II. Environmental Benefits

- A. Recreation
- B. Biological
- C. Increase Real Estate Value

III. Environmental Damage

- A. Chemical Application
- B. Pollution
 - 1. Point Source Pollution
 - 2. Nonpoint Source Pollution

IV. Chemicals

- A. Fertilizers
 - 1. Eutrophication
 - 2. Excessive Nitrogen
 - 3. Phosphorus leaching
- B. Pesticides
 - 1. Healthy plants reduce need
 - 2. Use as directed

V. Specific Plant Process to Landscape Plants

- A. Photosynthesis
- B. Respiration
- C. Transpiration

VI. Diagnose deficiencies and toxicity in landscape

- A. Primary nutrients
- B. Secondary nutrients
- C. Trace nutrients

VII. Function of nutrients utilized by landscape plants

- A. Primary
- B. Secondary
- C. Micronutrients

Classroom discussion

Examples from local businesses
Textbook

Unit Assessment:	Chapter Reviews
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Unit/Course CTSO Activity:	Nursery/Landscape CDE
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Unit/Course Culminating Product:	The student will be able to read fertilizer label and calculate ratios, along with developing a fertilizer schedule.
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Course/Program Credential(s): <input type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input type="checkbox"/> Other:

Course Title: LANDSCAPE DESIGN AND MANAGEMENT

Unit: 6	Landscape Establishment and Management
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<p>Content Standard(s) and Depth of Knowledge Level(s):</p>	<p>Students will:</p> <ol style="list-style-type: none"> 8. Demonstrate methods for planting shrubs, trees, annuals, bulbs, groundcovers and vines. 9. Describe techniques used for establishing and maintaining landscapes, including pruning, fertilizing, irrigating, mulching, and controlling pests. <ul style="list-style-type: none"> • Identifying insects, diseases, and weeds that pose a problem in the landscape • Describing types of selective and nonselective pesticides used in the landscaping industry 10. Identify criteria for the selection of hand tools, power tools, power equipment, and machinery for a specific landscape task. <ul style="list-style-type: none"> • Describing basic maintenance procedures required for tools and equipment used in landscaping 11. Describe the purpose of various sprinklers within an irrigation system. <p>Examples: impulse, oscillating, automatic, pop-up</p> <ul style="list-style-type: none"> • Describing methods of drainage in a landscape <p>Examples: tiling, sloping</p>
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<p>Learning Objective(s) and Depth of Knowledge Level(s):</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Demonstrate proper methods of planting landscape plants. 2. Describe techniques for maintaining an established landscape. 3. Describe methods of proper drainage in the landscape 4. Discuss common methods of solving drainage problems.
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<p>Essential Question(s):</p>	
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<ol style="list-style-type: none"> I. Proper method for planting landscape plants <ol style="list-style-type: none"> A. Shrubs B. Trees C. Annuals D. Turf E. Bulbs F. Ground covers G. Vines 	<p>Tour school – discuss placement of various landscaping plants</p>	<p>Paper/pencil/clipboard</p>

<p>II. Methods to maintain an established landscape</p> <ul style="list-style-type: none"> A. Pruning B. Fertilizing C. Irrigating D. Mulching E. Controlling pests <ul style="list-style-type: none"> 1. Weeds <ul style="list-style-type: none"> a. Selective Pesticides b. Non-selective pesticides 2. Insects 3. Diseases <p>III. Irrigation systems</p> <ul style="list-style-type: none"> A. Sprinklers <ul style="list-style-type: none"> 1. Impulse 2. Oscillating 3. Automatic 4. Pop-up <p>IV. Drainage Methods</p> <ul style="list-style-type: none"> A. Tiling B. Sloping 		
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Unit Assessment:	Student performance on application activities, written test
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Unit/Course CTSO Activity:	The student will answer questions from practice CDE tests pertaining to landscape design and management.
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Unit/Course Culminating Product:	The student will be able to design a given landscape.
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Course/Program Credential(s):	<input type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input type="checkbox"/> Other:
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Course Title: LANDSCAPE DESIGN AND MANAGEMENT

Unit: 7	Interior Plantscaping and Xeriscaping
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Content Standard(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <p>12. Identify common needs for indoor plants used in interior plantscaping.</p> <p>Examples: light, media, watering and drainage, fertilization, temperature, humidity</p> <ul style="list-style-type: none"> • Explaining principles of interior design • Selecting techniques used to achieve Xeriscaping
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Learning Objective(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify the types of plants commonly used in interiorscapes. 2. Explain some of the problems associated with the care of interior plants. 3. Describe common tasks associated with plant maintenance. 4. Explain interior plantscaping and its basic design principles. 5. Describe basic construction and irrigation techniques used in interior plantscapes. 6. Describe safety concerns associated with the installation of large plant materials. 7. List the basic concepts of Xeriscaping. 8. Identify plants that can be used in Xeriscaping. 9. List the four major concerns in caring for interior plants. 10. Discuss principles of interior design. 11. Describe the best cultural conditions for selected plants(water, light, soil requirements).
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Essential Question(s):	What is Interiorscaping? What are some of the basic design principles it uses? How is Xeriscaping achieved?
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>I. Interior Plantscaping Basic Design Principles</p> <ol style="list-style-type: none"> A. Design Principles B. Tropical Plants 	<p>Create a plant wheel.</p> <p>Create an interior design plantscape.</p>	<p>Textbook</p> <p>Handouts and Brads</p> <p>Colored Pencils</p> <p>Paper and Templates</p>

<p>VII. Plant Maintenance responsibility A. Weekly B. Other responsibilities</p> <p>VIII. Xeriscaping</p> <p>IX. Select proper techniques used to achieve xeriscaping concepts.</p>	<p>Guest Speaker Forms employees fill out</p>	<p>Introduction to Horticulture Activity manual</p>
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<p>Unit Assessment:</p>	<p>Student Performance, Worksheets</p>
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<p>Unit/Course CTSO Activity:</p>	<p>Horticultural related CDEs</p>
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<p>Unit/Course Culminating Product:</p>	<p>Utilizing plant wheel create an interior plantscape design for a given location.</p>
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<p>Course/Program Credential(s): <input type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input type="checkbox"/> Other:</p>

Course Title: LANDSCAPE DESIGN AND MANAGEMENT

Unit: 8	Business Management
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Content Standard(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <p>13. Demonstrate business-related work ethics and managerial skills for the successful operation of a landscape business.</p> <p>Examples: work ethics – following instructions, being on time, cooperating with others managerial skills – record keeping, budgeting, pricing, scheduling work, inventorying, purchasing, advertising, handling customer complaints, communicating in oral and written form</p>
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Learning Objective(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 1. Demonstrate work related ethics. 2. Demonstrate efficiency in management skills for a landscape business.
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Essential Question(s):	<p>What forms are necessary in a landscape business? How does worker traits rollover to business ethics?</p>
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>I. Business related-work ethics</p> <ol style="list-style-type: none"> A. Following instructions B. Being on time C. Cooperating with others <p>II. Management skills</p> <ol style="list-style-type: none"> A. Record keeping <ol style="list-style-type: none"> 1. Inventory 2. Sales, Shipping and Delivery Receipts 3. Local, Federal and State Business Forms 4. Pesticide Records 	<p>Ethics Worksheet Overhead: Desirable Work Traits of a Worker</p> <p>Fill out a deposit slip. Guidelines of Business Records</p>	<p>LifeKnowledge</p> <p>Worksheets</p>

Course Title: LANDSCAPE DESIGN AND MANAGEMENT

Unit: 9	Technology
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Content Standard(s) and Depth of Knowledge Level(s):	Students will: 14. Identify advancements in technology that enhance the landscape industry
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Learning Objective(s) and Depth of Knowledge Level(s):	Students will: 1. Research and identify technology that helps the landscape design and management business owner.
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Essential Question(s):	
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
I. Computers/Internet II. GPS III. Variable rate technology IV. New design techniques	Lecture Demonstration Student practice Guest speaker Group assignment Individual assignments	Textbook PowerPoint Presentation Computer/projector Examples of GPS Worksheets Internet Examples of new plant varieties

Unit Assessment:	Research project on technology available to landscape design and management business owners.
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Unit/Course CTSO Activity:	Horticultural related CDEs
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Unit/Course Culminating Product:	Research project on technology available to landscape design and management business owners.
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Course/Program Credential(s): <input type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input type="checkbox"/> Other:
