

Correlations to the Texas Essential Knowledge and Skills (TEKS): Teacher Material

- (1) The student identifies design principles and techniques in floral art and interiorscapes.
The student is expected to:
 - (a) Identify the aesthetic benefits and the history of floral art, particularly as it relates to current practice.
 - (i) Identify the aesthetic benefits of floral art. (pages 3, 24)
 - (ii) Identify the history of floral art, particularly as it relates to the current practice. (pages 3,5,6,8,10,13,15,18,22,24)
 - (b) Classify and identify flowers and plants used in floral design.
 - (i) Classify flowers used in floral design. (page 26)
Classify plants used in floral design. (pages 26, 206, 207)
 - (ii) Identify flowers used in floral design. (page 54, 71)
 - (iii) Identify plants used in floral design. (pages 5,6,8,10,13,16)
 - (c) Identify design elements and principles.
 - (i) Identify design elements. (page 36)
 - (ii) Identify design principles. (page 40)
- (2) The student demonstrated floral design principles and techniques. The student is expected to:
 - (a) Understand and implement the design process through the medium of floral materials.
 - (i) Understand the design process through the medium of floral materials. (pages 44-55)
 - (ii) Implement the design process through the medium of floral materials. (pages 82-23)
 - (b) Evaluate and prepare geometric floral designs using cut flowers.
 - (i) Evaluate geometric floral designs using cut flowers. (pages 43-44)
 - (ii) Prepare geometric floral designs using cut flowers. (pages 54-77)
 - (c) Evaluate and prepare geometric floral designs using silk flowers.
 - (i) Evaluate geometric floral designs using silk flowers. (pages 43-44)
 - (ii) Prepare geometric floral designs using silk flowers. (page 54)
 - (d) Prepare corsages and boutonnieres.
 - (i) Prepare boutonnieres. (pages 246-249)
 - (e) Prepare floral designs for specific occasions.
 - (i) Prepare floral designs for specific arrangements. (page 54)
- (3) The student develops and formulates ideas from the environment. The student is expected to:
 - (a) Illustrate ideas for floral designs from direct observation, experiences, and imagination.
 - (i) Illustrate ideas for floral designs from experiences. (page 155)
 - (ii) Illustrate ideas for floral designs from imagination. (pages 156-157)
 - (b) Compare and contrast the use of art elements such as color, texture, form, line, and space.
 - (i) Compare and contrast the use of art elements. (pages 156-157)

- (c) Compare and contrast the art principles of art elements such as continuity, pattern, rhythm, balance, proportion, and unity in personal designs.
 - (i) Compare and contrast the art principles of art elements in personal designs. (pages 156-157)
- (4) The student makes informed judgements about personal designs and the designs of others. The student is expected to:
 - (a) Interpret, evaluate, and justify artistic decisions in personal arrangements.
 - (i) Interpret artistic decisions in personal arrangements. (page 167)
 - (ii) Evaluate artistic decisions in personal arrangements. (page 167)
 - (b) Select and analyze original designs, portfolios, and floral exhibitions by peers and others to form precise conclusions about formal qualities, and historical and cultural contexts, intents, and meanings.
 - (i) Select original designs by peers to form precise conclusions about formal qualities.
 - (ii) Select original designs by peers to form precise conclusions about historical contexts.
 - (iii) Select original designs by peers to form precise conclusions about cultural contexts.
 - (iv) Select original designs by peers to form precise conclusions about intents.
 - (v) Select original designs by peers to form precise conclusions about meanings.
 - (vi) Select original designs by peers to form precise conclusions about formal qualities.
 - (vii) Select original designs by peers to form precise conclusions about historical contexts.
 - (viii) Select original designs by peers to form precise conclusions about cultural contexts.
 - (ix) Select original portfolios by peers to form precise conclusions about intents.
 - (x) Select original portfolios by peers to form precise conclusions about meanings.
 - (xi) Select original portfolios by peers to form precise conclusions about formal qualities.
 - (xii) Select original portfolios by peers to form precise conclusions about historical contexts.
 - (xiii) Select original portfolios by peers to form precise conclusions about cultural contexts.
 - (xiv) Select original exhibitions by peers to form precise conclusions about intents.
 - (xv) Select original exhibitions by peers to form precise conclusions about meanings.
 - (xvi) Select original designs by others to form precise conclusions about formal qualities.

- (xvii) Select original designs by others to form precise conclusions about historical contexts.
- (xviii) Select original designs by others to form precise conclusions about cultural contexts.
- (xix) Select original designs by others to form precise conclusions about intents.
- (xx) Select original designs by others to form precise conclusions about meanings.
- (xxi) Select original portfolios by others to form precise conclusions about formal qualities.
- (xxii) Select original portfolios by others to form precise conclusions about historical contexts.
- (xxiii) Select original portfolios by others to form precise conclusions about cultural contexts.
- (xxiv) Select original portfolios by others to form precise conclusions about intents.
- (xxv) Select original exhibitions by others to form precise conclusions about meanings.
- (xxvi) Select original exhibitions by others to form precise conclusions about formal qualities.
- (xxvii) Select original exhibitions by others to form precise conclusions about historical contexts.
- (xxviii) Select original exhibitions by others to form precise conclusions about cultural contexts.
- (xxix) Select original exhibitions by others to form precise conclusions about intents.
- (xxx) Select original exhibitions by others to form precise conclusions about meanings.
- (xxxi) Analyze original designs by peers to form precise conclusions about formal qualities.
- (xxxii) Analyze original designs by peers to form precise conclusions about historical contexts.
- (xxxiii) Analyze original designs by peers to form precise conclusions about intents.
- (xxxiv) Analyze original designs by peers to form precise conclusions about meanings.
- (xxxv) Analyze original portfolios by peers to form precise conclusions about formal qualities.
- (xxxvi) Analyze original portfolios by peers to form precise conclusions about historical contexts.
- (xxxvii) Analyze original portfolios by peers to form precise conclusions about cultural contexts.
- (xxxviii) Analyze original portfolios by peers to form precise conclusions about intents.

- (xxxix) Analyze original portfolios by peers to form precise conclusions about meanings.
- (xl) Analyze original exhibitions by peers to form precise conclusions about formal qualities.
- (xli) Analyze original exhibitions by peers to form precise conclusions about historical contexts.
- (xlii) Analyze original exhibitions by peers to form precise conclusions about cultural contexts.
- (xliii) Analyze original exhibitions by peers to form precise conclusions about intents.
- (xliv) Analyze original exhibitions by peers to form precise conclusions about meanings.
- (xlv) Analyze original designs by others to form precise conclusions about formal qualities.
- (xlvi) Analyze original designs by others to form precise conclusions about historical contexts.
- (xlvii) Analyze original designs by others to form precise conclusions about cultural contexts.
- (xlviii) Analyze original designs by others to form precise conclusions about intents.
- (xlix) Analyze original designs by others to form precise conclusions about meanings.
- (l) Analyze original portfolios by others to form precise conclusions about formal qualities.
- (li) Analyze original portfolios by others to form precise conclusions about historical contexts.
- (lii) Analyze original portfolios by others to form precise conclusions about cultural contexts.
- (liii) Analyze original portfolios by others to form precise conclusions about intents.
- (liv) Analyze original portfolios by others to form precise conclusions about meanings.
- (lv) Analyze original floral exhibitions by others to form precise conclusions about formal qualities.
- (lvi) Analyze original floral exhibitions by others to form precise conclusions about historical contexts.
- (lvii) Analyze original floral exhibitions by others to form precise conclusions about cultural contexts.
- (lviii) Analyze original floral exhibitions by others to form precise conclusions about intents.
- (lix) Analyze original floral exhibitions by others to form precise conclusions about meanings.

- (5) The student demonstrates contemporary designs, business practices, specialty items, and creativity in the floral industry by developing floral design skills. The student is expected to:
- (a) Classify and identify floral items
 - (i) Classify specialty floral items. (Page 177)
 - (ii) Identify specialty floral items. (page 177)
 - (b) Evaluate and appraise designs
 - (i) Evaluate floral designs. (page 178)
 - (ii) Appraise floral designs. (page 178)
 - (c) Prepare cost-effective designs
 - (i) Prepare cost-effective designs (page 178)
 - (d) Create specialty designs to expand artistic expression
 - (i) Create specialty designs to expand artistic expression. (page 178)
 - (e) Demonstrate pricing and order-processing skills
 - (i) Demonstrate pricing skills. (pages 177-178)
 - (ii) Demonstrate order processing skills. (page 178)
 - (f) List service delivery options related to effectiveness
 - (i) List service delivery options related to effectiveness. (page 177)
- (6) The student knows the management factors of floral enterprises. The student is expected to:
- (a) Use temperature, preservatives, and cutting techniques to increase keeping quality.
 - (i) Use temperature to increase keeping quality. (pages 188-189)
 - (ii) Use preservatives to increase keeping quality. (pages 189, 192-194)
 - (iii) Use cutting techniques to increase keeping quality. (page 190)
 - (b) Identify tools, chemicals, and equipment used in floral design.
 - (i) Identify tools used in floral designs. (pages 44-45)
 - (ii) Identify chemicals used in floral design. (pages 192-194)
 - (iii) Identify equipment used in floral design. (pages 190-191)
 - (c) Fertilize, prune, and water tropical plants.
 - (i) Fertilize tropical plants. (page 200)
 - (ii) Prune tropical plants. (pages 211,221)
 - (iii) Water tropical plants. (pages 211, 221)
 - (d) Manage pests
 - (i) Manage pests. (pages 209-225)
 - (e) Demonstrate the technical skills for increasing the preservation of cut flowers and foliage.
 - (i) Demonstrate the technical skills for increasing the preservation of cut flowers. (pages 187-191)
 - (ii) Demonstrate the technical skills for increasing the reservation of cut foliage. (pages 187-191)
- (7) The student learns the employability characteristics of a successful employee. The student is expected to:

- (a) Identify career development and entrepreneurship opportunities in the field of floral design and interior landscape development.
 - (i) Identify career development in the field of floral design. (page 235)
 - (ii) Identify career development in the girls of interior landscape development. (page 236)
 - (iii) Identify entrepreneurship opportunities in the field of floral design. (pages 235-236)
 - (iv) Identify entrepreneurship opportunities in the girls of interior landscape development. (page 236)
- (b) Apply competencies related to resources, information, interpersonal skills, and systems of operation in floral design and interior landscape development.
 - (i) Apply competencies related to resources in floral design.
 - (ii) Apply competencies related to information in floral design.
 - (iii) Apply competencies related to interpersonal skills in floral design.
 - (iv) Apply competencies related to systems of operation in floral design.
 - (v) Apply competencies related to resources in interior landscape development.
 - (vi) Apply competencies related to information in interior landscape development.
 - (vii) Apply competencies related to interpersonal skills in interior landscape development.
 - (viii) Apply competencies related to systems of operation in interior landscape development.
- (c) Demonstrate knowledge of personal health and safety practices in the workplace.
 - (i) Demonstrate knowledge of personal health and safety practices in the workplace. (page 235)
 - (ii) Demonstrate knowledge of occupational health and safety practices in the workplace. (page 235)
- (d) Identify employers' expectations, appropriate work habits, and good citizenship skills.
 - (i) Identify employers' expectations. (page 237)
 - (ii) Identify appropriate work habits. (page 237)
 - (iii) Identify good citizenship skills. (page 237)
- (e) Identify training, education, and certification requirements for occupational choice.
 - (i) Identify training for occupational choice. (pages 235-236)
 - (ii) Identify education for occupational choice. (pages 235-236)
 - (iii) Identify certification requirements for occupational choice. (page 235)
- (8) The student develops an improved supervised agricultural experience program as it relates to agriculture, food, and natural resources. The student is expected to:
 - (a) Plan, propose, conduct, and evaluate entrepreneurship: placement: exploratory research, either experimental or analytical: improvement: supplementary: laboratory-based: or other identified, supervised agricultural experience as an experiential learning activity.

- (i) Plan entrepreneurship: placement: exploratory research, either experimental or analytical: improvement: supplementary: laboratory-based: or other identified, supervised agricultural experience as an experiential learning activity. (page 265)
- (ii) Propose entrepreneurship: placement: exploratory research, either experimental or analytical: improvement: supplementary: laboratory-based: or other identified, supervised agricultural experience as an experiential learning activity. (page 265)
- (iii) Conduct entrepreneurship: placement: exploratory research, either experimental or analytical: improvement: supplementary: laboratory-based: or other identified, supervised agricultural experience as an experiential learning activity. (page 265)
- (iv) Evaluate entrepreneurship: placement: exploratory research, either experimental or analytical: improvement: supplementary: laboratory-based: or other identified, supervised agricultural experience as an experiential learning activity. (page 265)
- (b) Apply proper record keeping skills as they relate to a supervised experience.
 - (i) Apply proper record-keeping skills as they relate to a supervised experience. (page 265)
- (c) Design and use a customized record-keeping system for the individual supervised experience.
 - (i) Design a customized record-keeping system for the individual supervised experience. (page 266)
 - (ii) Use a customized record-keeping system for the individual supervised experience. (page 266)
- (d) Participate in youth leadership opportunities to create a well-rounded experience program in agriculture.
 - (i) Participate in youth leadership opportunities to create a well-rounded experience program in agriculture. (page 265)
- (e) Produce a challenging approach for a local program of activities in agriculture.
 - (i) Produce a challenging approach for a local program of activities in agriculture. (page 265)