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Texas 2017 Proclamation:

§130.23 Horticultural Science

**Correlations to the Texas Essential Knowledge
and Skills (TEKS)**

**Correlations to the English Language Proficiency
Standards (ELPS)**



Correlation of
Horticulture Today, 1e, ©2017
to the
Texas Essential Knowledge and Skills (TEKS)
Course: §130.23 Horticultural Science (MLC 9749)

The following chart lists the Knowledge and Skills Statements and Student Expectations for the Texas Essential Knowledge and Skills (TEKS) for Horticultural Science. For each Student Expectation, the corresponding pages in *Horticulture Today* are listed.

Student Expectations	Textbook Page(s)
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	
(1) (A) identify career development and entrepreneurship opportunities in the field of horticulture	24–25, 34–35, 52–54
(1) (B) apply competencies related to resources, information, interpersonal skills, and systems of operation in horticulture	18, 69–76
(1) (C) demonstrate knowledge of personal and occupational safety practices in the workplace	159–168
(1) (D) identify employer expectations and appropriate work habits	134–136
(1) (E) demonstrate characteristics of good citizenship, including advocacy, stewardship, and community leadership	18–19, 172
(2) The student develops a supervised agriculture experience program. The student is expected to:	
(2) (A) plan, propose, conduct, document, and evaluate a supervised agriculture experience program as an experiential learning activity	30–59
(2) (B) apply proper record-keeping skills as they relate to the supervised agriculture experience	49–50
(2) (C) participate in youth leadership opportunities to create a well-rounded experience program	8–22
(2) (D) produce and participate in a local program of activities using a strategic planning process	19–20, 28
(3) The student develops technical skills associated with the management and production of horticultural plants. The student is expected to:	

Student Expectations	Textbook Page(s)
(3) (A) classify horticultural plants based on physiology for taxonomic and other classifications	181–188
(3) (B) manage the horticultural production environment	450–454, 480–489, 541–563
(3) (C) propagate and grow horticultural plants	338–427
(3) (D) create a design using plants that demonstrates an application of design elements and principles	632–644, 690–715, 695–699
(3) (E) design and establish landscapes	630–663, 716–743
(3) (F) describe the processes of fruit, nut, and vegetable production	568–629
(3) (G) demonstrate proper pruning techniques	255, 560–561, 732–734
(4) The student identifies structures and physiological processes used in plant production. The student is expected to:	
(4) (A) examine unique plant properties to identify and describe functional differences in plant structures, including roots, stems, flowers, leaves, and fruit	206–218
(4) (B) differentiate between monocots and dicots and male and female plants	184–185, 212–213, 217–218
(4) (C) germinate seeds and transplant seedlings	341–346, 350–353
(4) (D) demonstrate asexual propagation techniques	364–383
(5) The student manages and controls common pests of horticultural plants. The student is expected to:	
(5) (A) identify common horticultural pests and pathogens	780–784, 790, 816–820, 833–835
(5) (B) demonstrate safe practices in selecting, applying, storing, and disposing of chemicals	796, 869–870, 878–883, 886–890, 893–894
(5) (C) explain parts of a pesticide label	883–886
(6) The student demonstrates marketing and management skills used in the operation of horticultural businesses. The student is expected to:	
(6) (A) identify and maintain hand and power tools and equipment	168–170, 552
(6) (B) select appropriate tools and equipment	46–47, 491–492, 644–648, 676–681
(6) (C) demonstrate safe use of tools and equipment	164–166, 168–170
(6) (D) identify options and opportunities for business ownership	34–35, 38, 124–125

Student Expectations	Textbook Page(s)
(6) (E) analyze the role of small business in free enterprise	108, 122–123

English Language Proficiency Standards (ELPS) Correlation for *Horticulture Today* by Jodi Songer Riedel and Elizabeth Driscoll, ©2017

This following chart identifies some of the content in *Horticulture Today* that may provide useful support when addressing specific Texas English Language Proficiency Standards (ELPS).

Standard	Page(s)	Specific Location
(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:		
(1)(A) use prior knowledge and experiences to understand meanings in English	148	STEM and Academic... #5
(1)(B) monitor oral and written language production and employ self-corrective techniques or other resources	59	Communicating...activity #1
	183	Communicating...activity #2
	225	Communicating...activity #3
(1)(C) use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary	118	Communicating...activity #1
	148	STEM and Academic... #6
	183	Communicating...activity #1
	207	Communicating...activity #1
	207	Communicating...activity #2
(1)(F) use accessible language and learn new and essential language in the process	148	Communicating...activity #1
	225	Communicating...activity #1
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:		
(2)(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	89	Communicating...activity #1
	225	Communicating...activity #3
	277	Communicating...activity #2
	366	STEM and Academic... #6
(2)(D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	59	Communicating...activity #1
	339	Communicating...activity #1
	367	Communicating...activity #2
	413	Communicating...activity #1

Standard	Page(s)	Specific Location
(2)(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	59	Communicating...activity #2
	118	Communicating...activity #1
	225	STEM and Academic... #3
	306	STEM and Academic... #3
	339	STEM and Academic... #6
	565	Communicating...activity #1
	929	Communicating...activity #2
(2)(F) listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment	59	Communicating...activity #2
	457	Communicating...activity #1
	565	STEM and Academic... #4
	807	STEM and Academic... #4
(2)(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	88	STEM and Academic... #1
	89	Communicating...activity #1
	118	STEM and Academic... #5
	183	Communicating...activity #2
	252	Communicating...activity #1
(2)(I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	148	STEM and Academic... #5
	252	STEM and Academic... #4
	807	Communicating...activity #1
	905	Communicating...activity #1
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:		
(3)(B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication	117	STEM and Academic... #1
	148	Communicating...activity #2
	929	Communicating...activity #2
(3)(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	89	Communicating...activity #3
	148	Communicating...activity #3
	252	Communicating...activity #1

Standard	Page(s)	Specific Location
(3)(D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	148	Communicating...activity #1
	225	Communicating...activity #1
	252	Communicating...activity #2
	276	STEM and Academic... #6
(3)(E) share information in cooperative learning interactions	225	Communicating...activity #3
	277	Communicating...activity #2
	367	Communicating...activity #2
(3)(F) ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	89	Communicating...activity #1
	118	STEM and Academic... #5
	183	Communicating...activity #2
	252	Communicating...activity #1
(3)(G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	476	STEM and Academic... #4
(3)(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired	252	Thinking Critically #2
	276	Thinking Critically #3
	276	STEM and Academic... #4
	432	Communicating...activity #2
	456	Thinking Critically #1
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:		
(4)(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	148	Communicating...activity #1
	225	Communicating...activity #1
	253	Communicating...activity #2
	277	Communicating...activity #3
	627	Communicating...activity #1
(4)(D) use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text	148	Communicating...activity #1
	225	Communicating...activity #1
	253	Communicating...activity #2
	277	Communicating...activity #3
	627	Communicating...activity #1

Standard	Page(s)	Specific Location
(4)(E) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned	59	Communicating...activity #1
	59	Communicating...activity #2
	89	Communicating...activity #2
	183	Communicating...activity #4
(4)(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	148	Communicating...activity #1
	225	Communicating...activity #1
	253	Communicating...activity #2
	277	Communicating...activity #3
	627	Communicating...activity #1
(4)(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	366	Thinking Critically #1
	366	STEM and Academic...#1
	366	STEM and Academic...#5
	392	STEM and Academic...#1
	392	Communicating...activity #1
	412	STEM and Academic...#2
	432	STEM and Academic...#2