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**Texas 2017 Proclamation:  
§130.20 Floral Design**

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

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



*Correlation of*  
**Principles of Floral Design, 1e, ©2015**  
to the  
**Texas Essential Knowledge and Skills (TEKS)**  
**Course: §130.20 Floral Design (MLC 9419)**

The following chart lists the Knowledge and Skills Statements and Student Expectations for the Texas Essential Knowledge and Skills (TEKS) for Floral Design. For each Student Expectation, the corresponding pages in *Principles of Floral Design* are listed.

| Student Expectations   | Textbook Page(s)            |
|--|-----------------------------|
| <b>(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</b>                |                             |
| (1) (A) identify career development and entrepreneurship opportunities in the field of floral design and interior landscape development                          | 6, 8, 14, 16, 17, 481       |
| (1) (B) apply competencies related to resources, information, interpersonal skills, and systems of operation in floral design and interior landscape development | 17–21, 22–23, 272, 353, 481 |
| (1) (C) demonstrate knowledge of personal and occupational health and safety practices in the workplace  | 23, 70, 71                  |
| (1) (D) identify employer expectations and appropriate work habits   | 22–23                       |
| (1) (E) demonstrate characteristics of good citizenship, including advocacy, stewardship, and community leadership   | 23                          |
| (1) (F) identify training, education, and certification requirements for occupational choices  | 16, 19                      |
| <b>(2) The student develops a supervised agriculture experience program. The student is expected to:</b>   |                             |
| (2) (A) plan, propose, conduct, document, and evaluate a supervised agriculture experience program as an experiential learning activity                          | 15, 435                     |
| (2) (B) apply proper record-keeping skills as they relate to the supervised agriculture experience   | 505                         |
| (2) (C) participate in youth leadership opportunities to create a well-rounded experience program  | 16                          |
| (2) (D) produce and participate in a local program of activities using a strategic planning process  | 16–18                       |

| Student Expectations   | Textbook Page(s)                                     |
|--|--|
| <b>(3) The student identifies design principles and techniques in floral art and interiorscapes. The student is expected to:</b>   |  |
| (3) (A) identify the aesthetic benefits and the history of floral art, particularly as it relates to current practice  | 27–43, 114, 462                                      |
| (3) (B) classify and identify flowers and plants used in floral design   | 77–79, 177–205, 453                                  |
| (3) (C) identify design elements and principles  | 114, 134   |
| <b>(4) The student demonstrates floral design principles and techniques. The student is expected to:</b>   |  |
| (4) (A) demonstrate an understanding of and implement the design process through the medium of floral materials  | 114, 246, 250, 252                                   |
| (4) (B) evaluate and prepare geometric floral designs using cut flowers  | 244, 245, 246, 250, 252, 254                         |
| (4) (C) evaluate and prepare geometric floral designs using silk flowers   | 244, 430, 432  |
| (4) (D) prepare corsages and boutonnieres  | 290–294, 309   |
| (4) (E) prepare floral designs for specific occasions  | 323, 380   |
| <b>(5) The student develops and formulates ideas from the environment. The student is expected to:</b>   |  |
| (5) (A) illustrate ideas for floral designs from direct observation, experiences, and imagination  | 273, 274–276, 280                                    |
| (5) (B) compare and contrast the use of art elements such as color, texture, form, line, and space   | 140  |
| (5) (C) compare and contrast art principles such as continuity, pattern, rhythm, balance, proportion, and unity in personal designs  | 140  |
| <b>(6) The student makes informed judgments about personal designs and the designs of others. The student is expected to:</b>  |  |
| (6) (A) interpret, evaluate, and justify artistic decisions in personal arrangements   | 76, 114, 261   |
| (6) (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 | 28, 117, 170, 252, 258, 302, 319, 361, 375, 477, 479 |
| <b>(7) The student demonstrates contemporary designs, business practices, and creativity in the floral industry by developing floral design skills. The student is expected to:</b>                                |  |
| (7) (A) classify and identify specialty floral items   | 53, 54, 56   |

| Student Expectations   | Textbook Page(s)        |
|--|-------------------------|
| (7) (B) evaluate and appraise floral designs   | 374                     |
| (7) (C) prepare cost-effective designs   | 172, 508                |
| (7) (D) create specialty designs to expand artistic expression   | 381                     |
| (7) (E) demonstrate pricing and order-processing skills  | 172, 505, 508, 511, 515 |
| (7) (F) list service delivery options related to effectiveness   | 98, 512                 |
| <b>(8) The student knows the management factors of floral enterprises. The student is expected to:</b>         |                         |
| (8) (A) use temperature, preservatives, and cutting techniques to increase keeping quality of floral materials | 95, 100–103, 108, 109   |
| (8) (B) identify tools, chemicals, and equipment used in floral design   | 56, 60, 105             |
| (8) (C) fertilize, prune, and water tropical plants  | 467, 469, 470           |
| (8) (D) manage pests   | 470                     |
| (8) (E) demonstrate technical skills for increasing the preservation of cut flowers and foliage                | 63, 103–109             |
|  |                         |

## English Language Proficiency Standards (ELPS) Correlation for *Principles of Floral Design* by Scace and DelPrince, ©2015

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

| Standard   | Page(s) | Specific Location            |
|--|---------|------------------------------|
| <p>(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:</p>  |         |                              |
| (1)(A) use prior knowledge and experiences to understand meanings in English   | 219     | Communicating... activity #1 |
|  | 269     | Communicating... activity #1 |
|  | 319     | Communicating... activity #2 |
| (1)(B) monitor oral and written language production and employ self-corrective techniques or other resources   | 25      | Communicating... activity #1 |
| (1)(C) use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary   | 91      | Communicating... activity #1 |
|  | 269     | Communicating... activity #3 |
|  | 269     | Communicating... activity #4 |
|  | 287     | Communicating... activity #1 |
| (1)(D) speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)  | 25      | Communicating... activity #1 |
|  | 25      | Communicating... activity #2 |
|  | 45      | Communicating... activity #3 |
|  | 73      | Communicating... activity #1 |
| <p>(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:</p> |         |                              |
| (2)(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions   | 353     | Communicating... activity #2 |
|  | 111     | Communicating... activity #1 |
|  | 319     | Communicating... activity #3 |
|  | 353     | Communicating... activity #2 |

| Standard  | Page(s) | Specific Location            |
|---|---------|------------------------------|
| (2)(D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed  | 353     | Communicating... activity #1 |
|   | 353     | Communicating... activity #2 |
|   | 111     | Communicating... activity #2 |
|   | 131     | Communicating... activity #1 |
|   | 287     | Communicating... activity #1 |
|   | 353     | Communicating... activity #1 |
|   | 353     | Communicating... activity #2 |
| (2)(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language   | 483     | Communicating... activity #1 |
|   | 73      | Communicating... activity #1 |
|   | 131     | 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   | 417     | Communicating... activity #2 |
|   | 219     | Communicating... activity #2 |
| (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   | 91      | Communicating... activity #3 |
|   | 153     | Communicating... activity #2 |
|   | 175     | Communicating... activity #1 |
|   | 287     | Communicating... activity #2 |
|   | 319     | Communicating... activity #1 |
|   | 353     | Communicating... activity #2 |
| (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   | 25      | Communicating... activity #1 |
|   | 25      | Communicating... activity #2 |
|   | 91      | Communicating... activity #3 |
|   | 319     | Communicating... activity #1 |
|   | 451     | Communicating... activity #1 |
| (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  | 319     | Communicating... activity #4 |
|   | 451     | 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   | 25                           | Communicating... activity #1 |
|  | 25                           | Communicating... activity #2 |
|  | 353                          | Communicating... activity #2 |
|  | 73                           | Communicating... activity #1 |
|  | 153                          | Communicating... activity #3 |
| (3)(E) share information in cooperative learning interactions  | 73                           | Communicating... activity #1 |
|  | 287                          | 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  | 25                           | Communicating... activity #3 |
|  | 45                           | Communicating... activity #2 |
|  | 91                           | Communicating... activity #2 |
|  | 287                          | Communicating... activity #1 |
|  | 287                          | Communicating... activity #3 |
|  | 353                          | Communicating... activity #1 |
|  | 521                          | Communicating... activity #2 |
|  | 25                           | Communicating... activity #3 |
|  | 45                           | Communicating... activity #1 |
|  | 91                           | Communicating... activity #2 |
|  | 287                          | Communicating... activity #3 |
| 521  | Communicating... activity #2 |                              |
| (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   | 219                          | Communicating... activity #3 |
|  | 417                          | Communicating... activity #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  | 45                           | Communicating... activity #3 |
|  | 91                           | Communicating... activity #3 |
|  | 319                          | Communicating... activity #1 |
| (4)(E) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned  | 175                          | Communicating... activity #3 |
|  | 451                          | Communicating... activity #1 |

| Standard   | Page(s) | Specific Location            |
|--|---------|------------------------------|
| (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 | 389     | Communicating... activity #3 |
|  | 45      | Communicating... activity #3 |
|  | 73      | Communicating... activity #1 |
|  | 153     | Communicating... activity #1 |
|  | 269     | Communicating... activity #1 |
|  | 389     | Communicating... activity #1 |
|  | 389     | Communicating... activity #2 |
|  | 353     | Communicating... activity #3 |
|  | 353     | Communicating... activity #2 |
|  | 521     | Communicating... activity #4 |
|  | 287     | Communicating... activity #2 |
| (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   | 25      | Communicating... activity #1 |
|  | 25      | Communicating... activity #2 |
|  | 73      | Communicating... activity #2 |
|  | 73      | Communicating... activity #3 |
|  | 91      | Communicating... activity #1 |
|  | 73      | Communicating... activity #1 |
|  | 287     | Communicating... activity #1 |
|  | 287     | Communicating... activity #3 |
|  | 353     | Communicating... activity #1 |
|  | 131     | Communicating... activity #1 |
|  | 353     | Communicating... activity #2 |