Texas Essential Knowledge and Skills (TEKS) Breakouts

Subject	**Chapter 130. Texas Essential Knowledge and Skills for Career and Technical Education**
Subchapter	**Subchapter A. Agriculture, Food, and Natural Resources**
Course	**§130.18. Principles and Elements of Floral Design (One Credit).**

(a) General requirements. This course is recommended for students in Grades 10-12.

(b) Introduction.

(1) To be prepared for careers in floral design, students need to attain academic skills and knowledge as well as technical knowledge and skills related to horticultural systems and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply and transfer their knowledge and skills and technologies in a variety of settings. This course is designed to develop students' ability to identify and demonstrate the principles and techniques related to floral design as well as develop an understanding of the management of floral enterprises.

(2) Through the analysis of artistic floral styles and historical periods, students develop respect for the traditions and contributions of diverse cultures. Students respond to and analyze floral designs, thus contributing to the development of lifelong skills of making informed judgments and evaluations.

(c) Knowledge and Skills.

Knowledge and Skills Statement	Student Expectation	Breakout
(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

Knowledge and Skills Statement	Student Expectation	Breakout
(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	(ii) identify the history of floral art, particularly as it relates to current practice
(1) The student identifies design principles and techniques in floral art and interiorscapes. The student is expected to:	(B) classify and identify flowers and plants used in floral design	(i) classify flowers used in floral design
(1) The student identifies design principles and techniques in floral art and interiorscapes. The student is expected to:	(B) classify and identify flowers and plants used in floral design	(ii) classify plants used in floral design
(1) The student identifies design principles and techniques in floral art and interiorscapes. The student is expected to:	(B) classify and identify flowers and plants used in floral design	(iii) identify flowers used in floral design

Knowledge and Skills Statement	Student Expectation	Breakout
(1) The student identifies design principles and techniques in floral art and interiorscapes. The student is expected to:	(B) classify and identify flowers and plants used in floral design	(iv) identify plants used in floral design
(1) The student identifies design principles and techniques in floral art and interiorscapes. The student is expected to:	(C) identify design elements and principles	(i) identify design elements
(1) The student identifies design principles and techniques in floral art and interiorscapes. The student is expected to:	(C) identify design elements and principles	(ii) identify design principles
(2) The student demonstrates 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

Knowledge and Skills Statement	Student Expectation	Breakout
(2) The student demonstrates floral design principles and techniques. The student is expected to:	(A) understand and implement the design process through the medium of floral materials	(ii) implement the design process through the medium of floral materials
(2) The student demonstrates floral design principles and techniques. The student is expected to:	(B) evaluate and prepare geometric floral designs using cut flowers	(i) evaluate geometric floral designs using cut flowers
(2) The student demonstrates floral design principles and techniques. The student is expected to:	(B) evaluate and prepare geometric floral designs using cut flowers	(ii) prepare geometric floral designs using cut flowers
(2) The student demonstrates floral design principles and techniques. The student is expected to:	(C) evaluate and prepare geometric floral designs using silk flowers	(i) evaluate geometric floral designs using silk flowers

Knowledge and Skills Statement	Student Expectation	Breakout
(2) The student demonstrates floral design principles and techniques. The student is expected to:	(C) evaluate and prepare geometric floral designs using silk flowers	(ii) prepare geometric floral designs using silk flowers
(2) The student demonstrates floral design principles and techniques. The student is expected to:	(D) prepare corsages and boutonnieres	(i) prepare corsages
(2) The student demonstrates floral design principles and techniques. The student is expected to:	(D) prepare corsages and boutonnieres	(ii) prepare boutonnieres
(2) The student demonstrates floral design principles and techniques. The student is expected to:	(E) prepare floral designs for specific occasions	(i) prepare floral designs for specific occasions

Knowledge and Skills Statement	Student Expectation	Breakout
(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 direct observation
(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	(ii) illustrate ideas for floral designs from experiences
(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	(iii) illustrate ideas for floral designs from imagination
(3) The student develops and formulates ideas from the environment. The student is expected to:	(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

Knowledge and Skills Statement	Student Expectation	Breakout
(3) The student develops and formulates ideas from the environment. The student is expected to:	(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
(4) The student makes informed judgments 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
(4) The student makes informed judgments about personal designs and the designs of others. The student is expected to:	(A) interpret, evaluate, and justify artistic decisions in personal arrangements	(ii) evaluate artistic decisions in personal arrangements

Knowledge and Skills Statement	Student Expectation	Breakout
(4) The student makes informed judgments about personal designs and the designs of others. The student is expected to:	(A) interpret, evaluate, and justify artistic decisions in personal arrangements	(iii) justify artistic decisions in personal arrangements
(4) The student makes informed judgments about personal designs and the designs of others. The student is expected to:	(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
(4) The student makes informed judgments about personal designs and the designs of others. The student is expected to:	(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	(ii) select original designs by peers to form precise conclusions about historical contexts

Knowledge and Skills Statement	Student Expectation	Breakout
(4) The student makes informed judgments about personal designs and the designs of others. The student is expected to:	(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	(iii) select original designs by peers to form precise conclusions about cultural contexts
(4) The student makes informed judgments about personal designs and the designs of others. The student is expected to:	(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	(iv) select original designs by peers to form precise conclusions about intents

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(4) The student makes informed judgments about personal designs and the designs of others. The student is expected to:	(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	(v) select original designs by peers to form precise conclusions about meanings
(4) The student makes informed judgments about personal designs and the designs of others. The student is expected to:	(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	(vi) select original portfolios by peers to form precise conclusions about formal qualities

Knowledge and Skills Statement	Student Expectation	Breakout
(4) The student makes informed judgments about personal designs and the designs of others. The student is expected to:	(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	(vii) select original portfolios by peers to form precise conclusions about historical contexts
(4) The student makes informed judgments about personal designs and the designs of others. The student is expected to:	(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	(viii) select original portfolios by peers to form precise conclusions about cultural contexts

Knowledge and Skills Statement	Student Expectation	Breakout
(4) The student makes informed judgments about personal designs and the designs of others. The student is expected to:	(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	(ix) select original portfolios by peers to form precise conclusions about intents
(4) The student makes informed judgments about personal designs and the designs of others. The student is expected to:	(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	(x) select original portfolios by peers to form precise conclusions about meanings

Knowledge and Skills Statement	Student Expectation	Breakout
(4) The student makes informed judgments about personal designs and the designs of others. The student is expected to:	(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	(xi) select original floral exhibitions by peers to form precise conclusions about formal qualities
(4) The student makes informed judgments about personal designs and the designs of others. The student is expected to:	(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	(xii) select original floral exhibitions by peers to form precise conclusions about historical contexts

Knowledge and Skills Statement	Student Expectation	Breakout
(4) The student makes informed judgments about personal designs and the designs of others. The student is expected to:	(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	(xiii) select original floral exhibitions by peers to form precise conclusions about cultural contexts
(4) The student makes informed judgments about personal designs and the designs of others. The student is expected to:	(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	(xiv) select original floral exhibitions by peers to form precise conclusions about intents

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(4) The student makes informed judgments about personal designs and the designs of others. The student is expected to:	(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	(xv) select original floral exhibitions by peers to form precise conclusions about meanings
(4) The student makes informed judgments about personal designs and the designs of others. The student is expected to:	(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	(xvi) select original designs by others to form precise conclusions about formal qualities

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(4) The student makes informed judgments about personal designs and the designs of others. The student is expected to:	(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	(xvii) select original designs by others to form precise conclusions about historical contexts
(4) The student makes informed judgments about personal designs and the designs of others. The student is expected to:	(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	(xviii) select original designs by others to form precise conclusions about cultural contexts

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(4) The student makes informed judgments about personal designs and the designs of others. The student is expected to:	(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	(xix) select original designs by others to form precise conclusions about intents
(4) The student makes informed judgments about personal designs and the designs of others. The student is expected to:	(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	(xx) select original designs by others to form precise conclusions about meanings

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(4) The student makes informed judgments about personal designs and the designs of others. The student is expected to:	(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	(xxi) select original portfolios by others to form precise conclusions about formal qualities
(4) The student makes informed judgments about personal designs and the designs of others. The student is expected to:	(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	(xxii) select original portfolios by others to form precise conclusions about historical contexts

Knowledge and Skills Statement	Student Expectation	Breakout
(4) The student makes informed judgments about personal designs and the designs of others. The student is expected to:	(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	(xxiii) select original portfolios by others to form precise conclusions about cultural contexts
(4) The student makes informed judgments about personal designs and the designs of others. The student is expected to:	(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	(xxiv) select original portfolios by others to form precise conclusions about intents

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(4) The student makes informed judgments about personal designs and the designs of others. The student is expected to:	(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	(xxv) select original portfolios by others to form precise conclusions about meanings
(4) The student makes informed judgments about personal designs and the designs of others. The student is expected to:	(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	(xxvi) select original floral exhibitions by others to form precise conclusions about formal qualities

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(4) The student makes informed judgments about personal designs and the designs of others. The student is expected to:	(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	(xxvii) select original floral exhibitions by others to form precise conclusions about historical contexts
(4) The student makes informed judgments about personal designs and the designs of others. The student is expected to:	(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	(xxviii) select original floral exhibitions by others to form precise conclusions about cultural contexts

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(4) The student makes informed judgments about personal designs and the designs of others. The student is expected to:	(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	(xxix) select original floral exhibitions by others to form precise conclusions about intents
(4) The student makes informed judgments about personal designs and the designs of others. The student is expected to:	(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	(xxx) select original floral exhibitions by others to form precise conclusions about meanings

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(4) The student makes informed judgments about personal designs and the designs of others. The student is expected to:	(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	(xxxi) analyze original designs by peers to form precise conclusions about formal qualities
(4) The student makes informed judgments about personal designs and the designs of others. The student is expected to:	(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	(xxxii) analyze original designs by peers to form precise conclusions about historical contexts

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(4) The student makes informed judgments about personal designs and the designs of others. The student is expected to:	(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	(xxxiii) analyze original designs by peers to form precise conclusions about cultural contexts
(4) The student makes informed judgments about personal designs and the designs of others. The student is expected to:	(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	(xxxiv) analyze original designs by peers to form precise conclusions about intents

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(4) The student makes informed judgments about personal designs and the designs of others. The student is expected to:	(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	(xxxv) analyze original designs by peers to form precise conclusions about meanings
(4) The student makes informed judgments about personal designs and the designs of others. The student is expected to:	(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	(xxxvi) analyze original portfolios by peers to form precise conclusions about formal qualities

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(4) The student makes informed judgments about personal designs and the designs of others. The student is expected to:	(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	(xxxvii) analyze original portfolios by peers to form precise conclusions about historical contexts
(4) The student makes informed judgments about personal designs and the designs of others. The student is expected to:	(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	(xxxviii) analyze original portfolios by peers to form precise conclusions about cultural contexts

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(4) The student makes informed judgments about personal designs and the designs of others. The student is expected to:	(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	(xxxix) analyze original portfolios by peers to form precise conclusions about intents
(4) The student makes informed judgments about personal designs and the designs of others. The student is expected to:	(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	(xl) analyze original portfolios by peers to form precise conclusions about meanings

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(4) The student makes informed judgments about personal designs and the designs of others. The student is expected to:	(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	(xli) analyze original floral exhibitions by peers to form precise conclusions about formal qualities
(4) The student makes informed judgments about personal designs and the designs of others. The student is expected to:	(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	(xlii) analyze original floral exhibitions by peers to form precise conclusions about historical contexts

Knowledge and Skills Statement	Student Expectation	Breakout
(4) The student makes informed judgments about personal designs and the designs of others. The student is expected to:	(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	(xliii) analyze original floral exhibitions by peers to form precise conclusions about cultural contexts
(4) The student makes informed judgments about personal designs and the designs of others. The student is expected to:	(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	(xliv) analyze original floral exhibitions by peers to form precise conclusions about intents

Knowledge and Skills Statement	Student Expectation	Breakout
(4) The student makes informed judgments about personal designs and the designs of others. The student is expected to:	(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	(xlv) analyze original floral exhibitions by peers to form precise conclusions about meanings
(4) The student makes informed judgments about personal designs and the designs of others. The student is expected to:	(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	(xlvi) analyze original designs by others to form precise conclusions about formal qualities

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(4) The student makes informed judgments about personal designs and the designs of others. The student is expected to:	(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	(xlvii) analyze original designs by others to form precise conclusions about historical contexts
(4) The student makes informed judgments about personal designs and the designs of others. The student is expected to:	(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	(xlviii) analyze original designs by others to form precise conclusions about cultural contexts

Knowledge and Skills Statement	Student Expectation	Breakout
(4) The student makes informed judgments about personal designs and the designs of others. The student is expected to:	(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	(xlix) analyze original designs by others to form precise conclusions about intents
(4) The student makes informed judgments about personal designs and the designs of others. The student is expected to:	(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	(l) analyze original designs by others to form precise conclusions about meanings

Knowledge and Skills Statement	Student Expectation	Breakout
(4) The student makes informed judgments about personal designs and the designs of others. The student is expected to:	(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	(Ii) analyze original portfolios by others to form precise conclusions about formal qualities
(4) The student makes informed judgments about personal designs and the designs of others. The student is expected to:	(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	(Iii) analyze original portfolios by others to form precise conclusions about historical contexts

Knowledge and Skills Statement	Student Expectation	Breakout
(4) The student makes informed judgments about personal designs and the designs of others. The student is expected to:	(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	(liii) analyze original portfolios by others to form precise conclusions about cultural contexts
(4) The student makes informed judgments about personal designs and the designs of others. The student is expected to:	(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	(liv) analyze original portfolios by others to form precise conclusions about intents

Knowledge and Skills Statement	Student Expectation	Breakout
(4) The student makes informed judgments about personal designs and the designs of others. The student is expected to:	(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	(lv) analyze original portfolios by others to form precise conclusions about meanings
(4) The student makes informed judgments about personal designs and the designs of others. The student is expected to:	(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	(lvi) analyze original floral exhibitions by others to form precise conclusions about formal qualities

Knowledge and Skills Statement	Student Expectation	Breakout
(4) The student makes informed judgments about personal designs and the designs of others. The student is expected to:	(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	(lvii) analyze original floral exhibitions by others to form precise conclusions about historical contexts
(4) The student makes informed judgments about personal designs and the designs of others. The student is expected to:	(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	(lviii) analyze original floral exhibitions by others to form precise conclusions about cultural contexts

Knowledge and Skills Statement	Student Expectation	Breakout
(4) The student makes informed judgments about personal designs and the designs of others. The student is expected to:	(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	(lix) analyze original floral exhibitions by others to form precise conclusions about intents
(4) The student makes informed judgments about personal designs and the designs of others. The student is expected to:	(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	(lx) 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 specialty floral items	(i) classify specialty floral items

Knowledge and Skills Statement	Student Expectation	Breakout
(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 specialty floral items	(ii) identify specialty floral items
(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:	(B) evaluate and appraise floral designs	(i) evaluate floral designs
(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:	(B) evaluate and appraise floral designs	(ii) appraise floral designs

Knowledge and Skills Statement	Student Expectation	Breakout
(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:	(C) prepare cost-effective designs	(i) prepare cost-effective designs
(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:	(D) create specialty designs to expand artistic expression	(i) create specialty designs to expand artistic expression
(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:	(E) demonstrate pricing and order-processing skills	(i) demonstrate pricing skills
(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:	(E) demonstrate pricing and order-processing skills	(ii) demonstrate order-processing skills

Knowledge and Skills Statement	Student Expectation	Breakout
(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:	(F) list service delivery options related to effectiveness	(i) list service delivery options related to effectiveness
(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
(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	(ii) use preservatives to increase keeping quality

Knowledge and Skills Statement	Student Expectation	Breakout
(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	(iii) use cutting techniques to increase keeping quality
(6) The student knows the management factors of floral enterprises. The student is expected to:	(B) identify tools, chemicals, and equipment used in floral design	(i) identify tools used in floral design
(6) The student knows the management factors of floral enterprises. The student is expected to:	(B) identify tools, chemicals, and equipment used in floral design	(ii) identify chemicals used in floral design
(6) The student knows the management factors of floral enterprises. The student is expected to:	(B) identify tools, chemicals, and equipment used in floral design	(iii) identify equipment used in floral design

Knowledge and Skills Statement	Student Expectation	Breakout
(6) The student knows the management factors of floral enterprises. The student is expected to:	(C) fertilize, prune, and water tropical plants	(i) fertilize tropical plants
(6) The student knows the management factors of floral enterprises. The student is expected to:	(C) fertilize, prune, and water tropical plants	(ii) prune tropical plants
(6) The student knows the management factors of floral enterprises. The student is expected to:	(C) fertilize, prune, and water tropical plants	(iii) water tropical plants
(6) The student knows the management factors of floral enterprises. The student is expected to:	(D) manage pests	(i) manage pests

Knowledge and Skills Statement	Student Expectation	Breakout
(6) The student knows the management factors of floral enterprises. The student is expected to:	(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
(6) The student knows the management factors of floral enterprises. The student is expected to:	(E) demonstrate the technical skills for increasing the preservation of cut flowers and foliage	(ii) demonstrate the technical skills for increasing the preservation of cut foliage
(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

Knowledge and Skills Statement	Student Expectation	Breakout
(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	(ii) identify career development in the field of interior landscape development
(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	(iii) identify entrepreneurship opportunities in the field of floral design
(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	(iv) identify entrepreneurship opportunities in the field of interior landscape development

Knowledge and Skills Statement	Student Expectation	Breakout
(7) The student learns the employability characteristics of a successful employee. The student is expected to:	(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
(7) The student learns the employability characteristics of a successful employee. The student is expected to:	(B) apply competencies related to resources, information, interpersonal skills, and systems of operation in floral design and interior landscape development	(ii) apply competencies related to information in floral design
(7) The student learns the employability characteristics of a successful employee. The student is expected to:	(B) apply competencies related to resources, information, interpersonal skills, and systems of operation in floral design and interior landscape development	(iii) apply competencies related to interpersonal skills in floral design

Knowledge and Skills Statement	Student Expectation	Breakout
(7) The student learns the employability characteristics of a successful employee. The student is expected to:	(B) apply competencies related to resources, information, interpersonal skills, and systems of operation in floral design and interior landscape development	(iv) apply competencies related to systems of operation in floral design
(7) The student learns the employability characteristics of a successful employee. The student is expected to:	(B) apply competencies related to resources, information, interpersonal skills, and systems of operation in floral design and interior landscape development	(v) apply competencies related to resources in interior landscape development
(7) The student learns the employability characteristics of a successful employee. The student is expected to:	(B) apply competencies related to resources, information, interpersonal skills, and systems of operation in floral design and interior landscape development	(vi) apply competencies related to information in interior landscape development

Knowledge and Skills Statement	Student Expectation	Breakout
(7) The student learns the employability characteristics of a successful employee. The student is expected to:	(B) apply competencies related to resources, information, interpersonal skills, and systems of operation in floral design and interior landscape development	(vii) apply competencies related to interpersonal skills in interior landscape development
(7) The student learns the employability characteristics of a successful employee. The student is expected to:	(B) apply competencies related to resources, information, interpersonal skills, and systems of operation in floral design and interior landscape development	(viii) apply competencies related to systems of operation in interior landscape development
(7) The student learns the employability characteristics of a successful employee. The student is expected to:	(C) demonstrate knowledge of personal and occupational health and safety practices in the workplace	(i) demonstrate knowledge of personal health and safety practices in the workplace

Knowledge and Skills Statement	Student Expectation	Breakout
(7) The student learns the employability characteristics of a successful employee. The student is expected to:	(C) demonstrate knowledge of personal and occupational health and safety practices in the workplace	(ii) demonstrate knowledge of occupational health and safety practices in the workplace
(7) The student learns the employability characteristics of a successful employee. The student is expected to:	(D) identify employers' expectations, appropriate work habits, and good citizenship skills	(i) identify employers' expectations
(7) The student learns the employability characteristics of a successful employee. The student is expected to:	(D) identify employers' expectations, appropriate work habits, and good citizenship skills	(ii) identify appropriate work habits

Knowledge and Skills Statement	Student Expectation	Breakout
(7) The student learns the employability characteristics of a successful employee. The student is expected to:	(D) identify employers' expectations, appropriate work habits, and good citizenship skills	(iii) identify good citizenship skills
(7) The student learns the employability characteristics of a successful employee. The student is expected to:	(E) identify training, education, and certification requirements for occupational choice	(i) identify training for occupational choice
(7) The student learns the employability characteristics of a successful employee. The student is expected to:	(E) identify training, education, and certification requirements for occupational choice	(ii) identify education for occupational choice
(7) The student learns the employability characteristics of a successful employee. The student is expected to:	(E) identify training, education, and certification requirements for occupational choice	(iii) identify certification requirements for occupational choice

Knowledge and Skills Statement	Student Expectation	Breakout
(8) The student develops an improved supervised agriculture 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
(8) The student develops an improved supervised agriculture 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	(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

Knowledge and Skills Statement	Student Expectation	Breakout
(8) The student develops an improved supervised agriculture 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	(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

Knowledge and Skills Statement	Student Expectation	Breakout
(8) The student develops an improved supervised agriculture 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	(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
(8) The student develops an improved supervised agriculture experience program as it relates to agriculture, food, and natural resources. The student is expected to:	(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
(8) The student develops an improved supervised agriculture experience program as it relates to agriculture, food, and natural resources. The student is expected to:	(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

Knowledge and Skills Statement	Student Expectation	Breakout
(8) The student develops an improved supervised agriculture experience program as it relates to agriculture, food, and natural resources. The student is expected to:	(C) design and use a customized record-keeping system for the individual supervised experience	(ii) use a customized record-keeping system for the individual supervised experience
(8) The student develops an improved supervised agriculture experience program as it relates to agriculture, food, and natural resources. The student is expected to:	(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
(8) The student develops an improved supervised agriculture experience program as it relates to agriculture, food, and natural resources. The student is expected to:	(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