

<p style="text-align: center;"><b>Horticultural Science TEKS/LINKS – Student Objectives One Credit</b></p>	<p style="text-align: center;"><b>Suggested Time Ranges</b></p>
<p><b>First Six Weeks</b></p>	
<p><b>Orientation</b></p>	<p style="text-align: center;">1 day</p>
<p><b>Professional Standards/Employability Skills</b>            HS 1(A) The student will identify career development and entrepreneurship opportunities in the field of horticulture.            HS 1(B) The student will apply competencies related to resources, information, interpersonal skills, and systems of operation in horticulture.            HS 1(C) The student will demonstrate knowledge of personal and occupational safety practices in the workplace.            HS 1(D) The student will identify employer expectations and appropriate work habits.            HS 1(E) The student will demonstrate characteristics of good citizenship, including advocacy, stewardship, and community leadership.</p>	<p style="text-align: center;">5 days</p>
<p><b>Supervised Agricultural Experience (SAE)</b>            HS 2(A) The student will plan, propose, conduct, document, and evaluate a supervised agriculture experience program as an experiential learning activity.            HS 2(B) The student will apply proper record-keeping skills as they relate to the supervised agriculture experience.            HS 2(C) The student will participate in youth leadership opportunities to create a well-rounded experience program.            HS 2(D) The student will produce and participate in a local program of activities using a strategic planning process.</p>	<p style="text-align: center;">10 days</p>
<p><b>Structures and Physiological Processes</b>            HS 4(A) The student will examine unique plant properties to identify and describe functional differences in plant structures, including roots, stems, flowers, leaves, and fruit.            HS 4(B) The student will differentiate between monocots and dicots and male and female plants.            HS 4(C) The student will germinate seeds and transplant seedlings.            HS 4(D) The student will demonstrate asexual propagation techniques.</p>	<p style="text-align: center;">12 days</p>
<p><b>Second Six Weeks</b></p>	
<p><b>Structures and Physiological Processes continues</b>            HS 4(A) The student will examine unique plant properties to identify and describe functional differences in plant structures, including roots, stems, flowers, leaves, and fruit.            HS 4(B) The student will differentiate between monocots and dicots and</p>	<p style="text-align: center;">13 days</p>

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<p>male and female plants. HS 4(C) The student will germinate seeds and transplant seedlings. HS 4(D) The student will demonstrate asexual propagation techniques.</p>	
<p><b>Management and Production of Horticultural Plants</b> HS 3(A) The student will classify horticultural plants based on physiology for taxonomic and other classifications. HS 3(B) The student will manage the horticultural production environment. HS 3(C) The student will propagate and grow horticultural plants. HS 3(G) The student will demonstrate proper pruning techniques.</p>	12 days
<p><b>Third Six Weeks</b></p>	
<p><b>Management and Production of Horticultural Plants continues</b> HS 3(A) The student will classify horticultural plants based on physiology for taxonomic and other classifications. HS 3(B) The student will manage the horticultural production environment. HS 3(C) The student will propagate and grow horticultural plants. HS 3(G) The student will demonstrate proper pruning techniques.</p>	18 days
<p><b>Horticultural Plants - Design</b> HS 3(D) The student will create a design using plants that demonstrates an application of design elements and principles. HS 3(E) The student will design and establish landscapes.</p>	7 days
<p><b>Fourth Six Weeks</b></p>	
<p><b>Horticultural Plants – Design continues</b> HS 3(D) The student will create a design using plants that demonstrates an application of design elements and principles. HS 3(E) The student will design and establish landscapes.</p>	23 days
<p><b>Fruit, Nut and Vegetables</b> HS 3(F) The student will describe the processes of fruit, nut, and vegetable production.</p>	9 days
<p><b>Fifth Six Weeks</b></p>	
<p><b>Fruit, Nut and Vegetables continues</b> HS 3(F) The student will describe the processes of fruit, nut, and vegetable production.</p>	16 days
<p><b>Manage and Control Pests</b> HS 5(A) The student will identify common horticultural pests and pathogens.</p>	18 days

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<p>HS 5(B) The student will demonstrate safe practices in selecting, applying, storing, and disposing of chemicals. HS 5(C) The student will explain parts of a pesticide label.</p>	
<p><b>Sixth Six Weeks</b></p>	
<p><b>Manage and Control Pests</b> <i>continues</i> HS 5(A) The student will identify common horticultural pests and pathogens. HS 5(B) The student will demonstrate safe practices in selecting, applying, storing, and disposing of chemicals. HS 5(C) The student will explain parts of a pesticide label.</p>	<p style="text-align: center;">7 days</p>
<p><b>Marketing and Management Skills</b> HS 6(A) The student will identify and maintain hand and power tools and equipment. HS 6(B) The student will select appropriate tools and equipment. HS 6(C) The student will demonstrate safe use of tools and equipment. HS 6(D) The student will identify options and opportunities for business ownership. HS 6(E) The student will analyze the role of small business in free enterprise.</p>	<p style="text-align: center;">25 days</p>