I. Vines
Be able to differentiate vines, shrubs and trees using characteristics discussed in lecture.
Name the three plant parts (for example tendrils) that help hold the vine to a wall.
Name three plants that produce tendrils.
List common structures used to support vertical growth.
Be able to list the landscape value of vines.

Terms:
- free and self supporting
- hold fast
- pad
- tendril
- tendril-holdfast hybrid
- twisting stem

Plant Names and Characteristics:
- English Ivy
- Virginia creeper
- Bougainvillea
- Boston ivy
- Creeping fig
- Star jasmine
- Japanese honeysuckle
- Night blooming jasmine
- Gold trumpet vine
- lavender trumpet vine

II. Shrubs
Identify shrubs that produce red berries and those that are shade loving.
Be able to identify the landscape values of shrubs.

Terms:
- root crown
- psychological barriers
- espalier styles
- forms: mat, mound, and standard hedges
- garden or soil mix
- acid loving
- camellia
- azalea
- pyracantha
- gardenia
- rose
- cotoneaster
- heavenly bamboo

III. Trees
Be able to recognize the landscape value of trees.
Associate and name trees species (common name) with specific forms. For example, many Eucalyptus species are upright.

Terms:
- sucker
- feeder roots
- drip line
- trunk
- branch union
- watersprout
- scaffold
- spurs
- laterals
- stub
- mat
- columnar
- pyramidal (conical)
- round
- weeping
- narrow leaf
- broad leaf
- deciduous
- evergreen

Trees:
- fig
- eucalyptus
- elm
- cypress
- poplar
- birch
- willow
- bottlebrush
- bottletree
- pine
- coraltree
- peppertree
- ash
- boxtree
IV. Pruning

Understand the facts and principles for pruning plants as outlined in your notes and discussed in lecture. (remove diseased branches, remove dead wood, etc.)
Be able to recognize common practices used to prune vine, shrub and tree branches.
Be able to explain the sequence and steps used to make a three-way cut.

Terms:
apical dominance
delayed dominance
IAA
thinning out
heading back
leaf bud
flower bud
Hedge styles (loaf, oblong, and elongated pyramid)
Bonsai styles (standard, curved, semi-cascade, and cascade)
Topiary styles (interrupted cone, graduated spheres, arch, geometric forms)
Espalier styles (diamond, candelabra, tier, informal)
branch collar
wound dressing
45 degree cut
3-way cut

V. Rose

Be able to recognize the different rose groups recognized by the AARS.
What is the AARS?
How does it criteria does it use to judge roses? What scale does it use to evaluate roses?
Be able to explain the value of roses to each country through historical periods.
Be able to associate the use of the rose with each country listed in your notes.
Be able to explain the pedigree history of the rose to the grandiflora varieties.
Associate the rose as a symbol to the period, country or governance in Mediterranean, western Europe and American history.

Terms:
flower bud
Inward facing bud
outward facing but prickles
prickles
canes
bud union
T-bud
hybrid tea
grandiflora
floribunda
standard rose
Damask rose
polyantha
wild rose
single
double
wild rose
Rosa alba
AARS
rust
powdery mildew

Countries and areas:
Egypt
France
Greece
Rome
Medieval Europe
Central Asia
Middle east
North America
Australia
Western Europe
Josephine Napoleon
Paris

VI. Installation and Specifications

Be able to differentiate the practices used to plant vines, shrubs and trees.
Know the plants well diameter and depth for vine, shrubs and trees. Know the support structures for young plants and scaffolds.

<table>
<thead>
<tr>
<th>Terms:</th>
</tr>
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<tbody>
<tr>
<td>turn buckles</td>
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<tr>
<td>guy wires</td>
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<tr>
<td>salt burn</td>
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<tr>
<td>root bound</td>
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<td>chlorosis</td>
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<tr>
<td>necrosis</td>
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<td>blight</td>
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<td>planting depth and width</td>
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<tr>
<td>quick and slow release fertilizers</td>
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<tr>
<td>lateral root growth</td>
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<tr>
<td>maximum root depth</td>
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<tr>
<td>containers (1-, 2-, 5- and 10-gallon plastic; woodbox 18”, 24”, 32”, 46”, 92”</td>
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</tbody>
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