Unit Name: BACTERIOLOGY, DISINFECTION AND SANITATION
Unit Number: 100

Dates: Fall 2019  Hours: 20.00

Unit Description/Objectives:
Students will demonstrate knowledge of safety procedures in order to administer minor first aid to earn at least 9 out of 10 on the learning guide.

Students will be able to demonstrate knowledge of bacteriology by preparing a wet sanitizer, perform sanitation procedures, and demonstrate an awareness of universal precautions to earn at least 9 out of 10 on the learning guide.

Tasks:
101 Define the classifications and reproduction of bacteria and viruses.
102 Define and compare the differences between sanitation, disinfection and sterilization.
103 Perform infection control procedures for various salon tools and services.
104 Administer universal precautions.
130 Implement wet and dry sanitizing procedures
131 Identify sanitary regulations
132 Sanitize towels, smocks, and capes
133 Demonstrate the blood spill procedure
134 Sanitize and clean a pedicure spa
135 Administer minor first aid
136 Restate school and department regulations
137 Identify and use fire extinguisher equipment
138 Practice emergency evacuation

Standards / Assessment Anchors

Focus Standard/Anchor
- 13.2.11 E (CEW) Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to: commitment, communication, dependability, health/safety, laws and regulations (that is Americans with Disabilities Act, Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets), personal initiative, Self-advocacy, scheduling/time management, team building, technical literacy and technology.

Supporting Standards/Anchors
10.1.12.E (Health) Identify and analyze factors that influence the prevention and control of health problems.

10.3.12.B (Health) Analyze and apply strategies for the management of injuries.
CPR
advanced first aid
Connecting Standard/Anchor
CC.3.6.11-12.B. *(Writing) Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Supporting Standards/Anchors
CC.3.6.11-12.C. (Writing) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.3.5.11-12.C. (Reading) Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Instructional Activities:

Knowledge:
- Review state laws and rules
- Define the classifications and reproduction of bacteria and viruses
- List types of disinfectants and how they are used
- Define hepatitis and HIV and explain how they are transmitted
- Describe how to safely sanitize and disinfect various salon tools and surfaces
- Explain and compare the differences between sanitation, disinfection, and sterilization
- Discuss Universal Precautions and your responsibilities as a salon professional
- Describe how to safely clean and disinfect salon tools and implements
- List the parts of a fire extinguisher
- Explain the meaning of the acronym PASS for using a fire extinguisher
- Describe how to safely perform a blood spill procedure
- Identify the colors of safety (example: green means first aid)
- Identify designated disaster/emergency evacuation areas
- Identify handbook rules and regulations

Skill:
- Differentiate between the levels of decontamination
- Practice sanitation and disinfection
- Disinfect a pedicure basin
- Administer minor first aid
- Identify Universal Precautions
- Practice emergency evacuation.

Remediation:
- Review with teacher assistance
- Individual or group tutoring
- Peer Tutoring
- Study guides
- Extended time

Enrichment:
- Create a song, rap, or poem exemplifying safety procedures
- Create a lesson to teach to first year students
- Participate in classroom leadership activities and competitions
- Schoology discussion board

Safety:
- Student must:
- Turn in all required forms completed properly, on time
- Follow all safety precautions for the related instruction and laboratory
- Handle implements, equipment, product and chemicals in a safe manner
- Wear complete and clean uniform
- Wear personal protective equipment
Use adequate ventilation
Follow manufacturer's instructions

**Assessment:**
Pre/Post Anticipation Guide
Handbook Quiz
Safety Checklist
Learning Guide (Task List)
S/P2 Cosmetology Safety Module
Workbook assignment

**Resources/Equipment:**
Handbook
Safety and First Aid Powerpoint (teacher made resource)
Safety and First Aid Notes (teacher made resource)
SP2 Safety Modules (first year students)
Career Safe 10 Hour OSHA Training (second and third year students)
Cosmetology State Board Laws and Regulations
Cosmetology implements
Sanitizers
Disinfectants
Towels, smocks, capes
Wet Sanitizers
First Aid Kit
Blood Spill Kit
Pedicure Spa
Computer
Course Name: Cosmetology

Unit Name: 200 PROFESSIONAL ATTITUDE
Unit Number: 200

Dates: Fall 2019 Hours: 5.00

Unit Description/Objectives:
Students will be able to ethically prepare and maintain client records, communicate effectively, and describe career opportunities in order to earn at least a 9 out of 10 on the learning guide.

Tasks:
201 Prepare and maintain client documentation following a successful client consultation.
202 Identify and demonstrate professional ethics.
203 Demonstrate effective communication skills, to include listening, speaking and writing in order to communicate with customers.

Standards / Assessment Anchors

Focus Standard/Anchor
- 13.2.11 E (CEW) Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to: commitment, communication, dependability, health/safety, laws and regulations (that is Americans with Disabilities Act, Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets), personal initiative, self-advocacy, scheduling/time management, team building, technical literacy and technology.

Supporting Standards/Anchors
13.3.11. B Evaluate team member roles to describe and illustrate active listening techniques:
- Clarifying
- Encouraging
- Reflecting
- Restating
- Summarizing

13.3.11. C Evaluate conflict resolution skills as they relate to the workplace:
- Constructive criticism
- Group dynamics
- Managing/leadership
- Mediation
- Negotiation
- Problem solving

Connecting Standard/Anchor
CC.1.2.11–12.G (Reading) Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Supporting Standards/Anchors
CC.1.2.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level;
demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.4.11–12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.

**Instructional Activities:**

**Knowledge:**
- Review state laws and rules
- Explain the origins of appearance enhancement
- Name the advancements made in cosmetology during the nineteenth, twentieth and early twenty-first centuries.
- List several career opportunities available to licensed beauty practitioner
- List the principles that contribute to personal and professional success
- Create a mission statement
- Explain how to set long-term and short-term goals
- Discuss the most effective ways to manage time
- Describe good study habits
- Define ethics
- List the characteristics of a health and a positive attitude
- Understand the importance of professional hygiene
- Demonstrate an understanding of ergonomic principles and ergonomically correct postures and movement
- List the golden rules of human relations
- Explain the definition of effective communication

**Skill:**
- Dress appropriately
- Maintain personal hygiene
- Present a professional image at all times
- Demonstrate professional ethics
- Create and maintain client documentation
- Conduct a successful client consultation /needs assessment
- Handle an unhappy client, tardy client, differences
- Build open lines of communication with coworkers
- Describe the benefits of and practice networking

**Remediation:**
- Review with teacher assistance
- Individual or group tutoring
- Study guides
- Extended time

**Enrichment:**
- Perform an activity from the homework tracker to enhance skills
- Participate in classroom leadership activities and competitions
- Schoology discussion board

**Safety:**
- Student must:
  - Follow all safety precautions for the related instruction and laboratory
  - Handle implements, equipment, product and chemicals in a safe manner
  - Wear complete and clean uniform
  - Wear protective gloves and clothing
Use adequate ventilation
Follow manufacturer’s instructions

**Assessment:**
Anticipation Guide
Learning Guide (Task list)
S/P2 Cosmetology Ethics Module
Clinic Tracking Sheet
Workbook Assignment

**Resources/Equipment:**
Cosmetology State Board Laws and Regulations
SP2 Ethics Modules
Cosmetology implements
Online Discovery Pro Computer Software
Computer
Guest artists & presenters
Manufacture Representatives
Field Trips
Unit Description/Objectives:
Students will be able to work safely and effectively within the salon business environment to demonstrate management skills in order to earn at least 9 out of 10 on the learning guide.

Tasks:
- 301 Develop an effective management plan.
- 302 Develop personal financial plan.
- 303 Identify, interpret and follow safety regulations, including Material Safety Data Sheet and Occupational Safety and Health Administration.
- 330 Organize and maintain a reception area
- 331 Incorporate basic skills to practical clinic practices
- 332 Prepare an inventory and rotation list
- 333 Research employment trends
- 334 Develop resume
- 335 Fill out employment application

Standards / Assessment Anchors

Focus Standard/Anchor
- 13.1.11. D (CEW) Evaluate school-based opportunities for career awareness/preparation, such as, but not limited to:
  - Career days
  - Career portfolio
  - Community service
  - Cooperative education
  - Graduation/senior project
  - Internship
  - Job shadowing
  - Part-time employment
  - Registered apprenticeship
  - School-based enterprise

Supporting Standards/Anchors
13.2.11. B. Apply research skills in searching for a job.
- CareerLinks
- Internet (i.e. O*NET)
- Networking
- Newspapers
- Professional associations
- Resource books (that is Occupational Outlook Handbook, PA Career Guide)

13.2.11. E. E. Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to:
- Commitment
- Communication
- Dependability
- Health/safety
- Laws and regulations (that is Americans With Disabilities Act, child labor laws, Fair Labor Standards Act, OSHA, Material Safety Data Sheets)
- Personal initiative
- Self-advocacy
- Scheduling/time management
- Team building
- Technical literacy
- Technology

13.3.11. D Develop a personal budget based on career choice, such as, but not limited to:
- Charitable contributions
- Fixed/variable expenses
- Gross pay
- Net pay
- Other income
- Savings
- Taxes

**Connecting Standard/Anchor**
CC.2.1.HS.F.4 (math) Use units as a way to understand problems and to guide the solution of multi-step problems.

**Supporting Standards/Anchors**
CC.2.1.HS.F.3 Apply quantitative reasoning to choose and interpret units and scales in formulas, graphs, and data displays.

CC.2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

**Instructional Activities:**

**Knowledge:**
Demonstrate an understanding of the Cosmetology laws, rules, and regulations
Describe the different salon business categories
Describe what is expected of a new employee and what this means in terms of daily work ethics
List the habits of a good salon team player
Describe three different ways in which salon professionals are compensated
List the most effective ways to build a client base
Identify two options for going into business for yourself
List the basic factors to be considered when opening a salon
Distinguish the types of salon ownership
Identify the information that should be included in a business plan
Identify the importance of record keeping
Recognize the elements of successful salon operations
Explain why selling services, products, and upselling is a vital aspect of a salon's success
Write a goal and career plan

**Skill:**
Create a personal budget
Create a management plan
Perform various duties within the salon environment
Identify, interpret, and follow safety regulations, including SDS and OSHA
Prepare and maintain client documentation following a successful client consultation
Identify and demonstrate professional ethics
Demonstrate effective communication skills to include listening, speaking, and writing
Practice interview procedures
Research employment trends
Create a career portfolio
Complete an application for employment

**Remediation:**
Review with teacher assistance
Individual or group tutoring
Study guides
Extended time

**Enrichment:**
Perform an activity from the homework tracker to enhance skills
Participate in classroom leadership activities and competitions
Create artifacts for the Career Portfolio
Schoology discussion board

**Safety:**
Student must:
Follow all safety precautions for the related instruction and laboratory
Handle implements, equipment, product and chemicals in a safe manner
Wear complete and clean uniform
Wear protective gloves and clothing
Use adequate ventilation
Follow manufacturer's instructions

**Assessment:**
Anticipation Guide
Learning Guide (Task list)
Clinic Tracking Sheet
Mock Interview Rubric
Career Portfolio Rubric
Career Research Presentation Rubric
Goal and Career Plan Rubric
Workbook Assignment

**Resources/Equipment:**
Cosmetology State Board Laws and Regulations
Cosmetology implements
Online Discovery Pro Computer Software
Computer
Unit Name: 400 PENNSYLVANIA COSMETOLOGY LAW  
Unit Number: 400  
Dates: Fall 2019  
Hours: 10.00

Unit Description/Objectives:  
Student will identify the Pennsylvania Cosmetology laws, rules and regulations in order to earn at least 9 out of 10 on the learning guide.

Tasks:  
401 Demonstrate an understanding of the Cosmetology Laws, Rules and Regulations.  
431 Identify requirements for professional licenses  
432 Define state board terminology

Standards / Assessment Anchors

Focus Standard/Anchor
- 13.2.11 E (CEW) Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to: commitment, communication, dependability, health/safety, laws and regulations (that is Americans with Disabilities Act, Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets), personal initiative, Self-advocacy, scheduling/time management, team building, technical literacy and technology.

Supporting Standards/Anchors  
CC.3.5.11-12.D. (Reading) Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

CC.3.5.11-12.J. By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.

Connecting Standard/Anchor  
CC.3.6.11-12.G. (Writing) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Supporting Standards/Anchors  
CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

CC.3.6.11-12.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Instructional Activities:

Knowledge:  
Review state laws and rules
Skill:
Identify requirements for professional licenses
Define state board terminology
Identify sanitary regulations
Identify government requirements
Identify physical requirements
Explain requirements and identify members of the state board of cosmetology
Identify relevant dates and locations

Remediation:
Review with teacher assistance
Individual or group tutoring
Peer Tutoring
Study guides
Extended time

Enrichment:
Use Quizlet and Proprofs tests and Milady Exam booklet to practice for the State Board Exam
Participate in classroom leadership activities and competitions
Schoology discussion board

Safety:
Follow all safety precautions for the related instruction and laboratory
Handle implements, equipment, product and chemicals in a safe manner
Wear complete and clean uniform
Wear personal protective equipment
Follow manufacturer’s instructions

Assessment:
Anticipation Guide
Learning Guides (Task List)
State Law Scavenger Hunts
Teacher made test

Resources/Equipment:
NOCTI Study Guide
Cosmetology State Board Laws and Regulations
Cosmetology implements
Computer
Unit Description/Objectives:
Students will be able to identify the structure and composition of the human body as related to the study of cosmetology to earn a 9 out of 10 on the learning guide.

Tasks:
501 Identify the structure and composition of the integumentary system.
502 Identify the structure and composition of the nail.
503 Identify the structure and composition of the skeletal system.
504 Identify the structure and composition of the muscular system.
505 Identify the structure and composition of the nervous system.
506 Identify the structure and composition of the circulatory system.
531 Identify and locate bones of the arms, hands, and feet
532 Identify and locate muscles of the arms, hands, and feet
533 Identify and locate nerves of the arms, hands, and feet
534 Identify and locate the facial and cranial bones
535 Identify and locate facial and cranial muscles
536 Identify and locate facial and cranial nerves

Standards / Assessment Anchors

Focus Standard/Anchor
10.1.12.B (Health) Evaluate factors that impact the body systems and apply protective/preventive strategies •fitness level •environment (e.g., pollutants, available health care) •health status (e.g., physical, mental, social) •nutrition.

Supporting Standards/Anchors
CC.3.5.11-12.I. (Reading) Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

CC.3.5.11-12.E. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

Connecting Standard/Anchor
CC.1.2.11–12.A (ELA) Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.

Supporting Standards/Anchors
CC.1.2.11–12.K (ELA) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.3.5.11-12.D. (Reading) Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

Instructional Activities:

Knowledge:

**Body Systems**
Define and explain the importance of anatomy, physiology, and histology to the cosmetology profession
List the function of the skeletal system
Describe the cells, their structure, and their reproduction
Define tissue and identify the types of tissues found in the body
Identify the 9 major body organs and the 11 main body systems and explain their basic functions

**Skin Structure**
Describe the structure and composition of the skin
List the classes of nutrients essential for good health
List and describe the vitamins that can help skin

**Nail Structure**
Identify the structure and composition of the nail
Identify the functions of the nail

Skill:
Identify the layers and structure of the skin relevant to performing skin care services
Identify the nail structures relevant to performing nail services
Identify the hand muscles and nerves to perform the hand massage
Identify the foot muscles and nerves to perform the foot massage
Identify the facial muscles and nerves to perform the facial routine

Remediation:
Review with teacher assistance
Individual or group tutoring
Study guides
Extended time

Enrichment:
Perform an activity from the homework tracker to enhance skills
Participate in classroom leadership activities and competitions
Schoology discussion board

Safety:
Student must:
Follow all safety precautions for the related instruction and laboratory
Handle implements, equipment, product and chemicals in a safe manner
Wear complete and clean uniform
Wear protective gloves and clothing
Use adequate ventilation
Follow manufacturer’s instructions

Assessment:
Anticipation Guide
Learning Guide (Task list)
Teacher made Test
Workbook Assignment

Resources/Equipment:
Cosmetology State Board Laws and Regulations
Cosmetology implements
Computer
Teacher made notes
Course Name: Cosmetology

Unit Name: 600 TRICHOLOGY
Unit Number: 600

Dates: Fall 2019 Hours: 30.00

Unit Description/Objectives:
Students will identify the structure, composition, disorders, and diseases of the hair and scalp to perform a client consultation and earn at least 9 out of 10 on the learning guide.

Tasks:
601 Identify the structure and composition of the hair.
602 Identify diseases and disorders of the hair and scalp.
603 Analyze the characteristics of a client’s hair and scalp.
631 Define the composition and growth of hair
632 Section, scale, and brush the hair

Standards / Assessment Anchors

**Focus Standard/Anchor**
acute and chronic illness
communicable and non-communicable disease
health status

**Supporting Standards/Anchors**
CC.1.3.11-12.I (ELA) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.3.5.11-12.J. (Reading) By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.

**Connecting Standard/Anchor**
CC.3.6.11-12.H. (Writing) Draw evidence from informational texts to support analysis, reflection, and research.

**Supporting Standards/Anchors**
CC.3.6.11-12.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CC.3.5.11-12.B. (Reading) Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

**Instructional Activities:**

**Knowledge:**
Name and describe the structures of the hair root
Identify the structure and composition of the hair
Identify diseases and disorders of the hair and scalp
List and describe the three main layers of the hair shaft
Describe the three types of side bonds in the cortex
Describe the hair growth cycles
Discuss the types of hair loss and their causes
Describe treatments for hair loss
List and describe the factors that should be considered in a hair and scalp analysis

**Skill:**
Identify hair and scalp disorders commonly seen in the salon and school and know which ones can be treated by cosmetologists
Analyze the characteristics of a client's hair and scalp

**Remediation:**
Review with teacher assistance
Individual or group tutoring
Study guides
Extended time

**Enrichment:**
Perform an activity from the homework tracker to enhance skills
Participate in classroom leadership activities and competitions
Schoology discussion board

**Safety:**
Student must:
Follow all safety precautions for the related instruction and laboratory
Handle implements, equipment, product and chemicals in a safe manner
Wear complete and clean uniform
Wear protective gloves and clothing
Use adequate ventilation
Follow manufacturer's instructions

**Assessment:**
Anticipation Guide
Learning Guide (Task list)
Teacher made Test
Workbook Assignment

**Resources/Equipment:**
Cosmetology State Board Laws and Regulations
Cosmetology implements
Computer
Unit Name: 700 CHEMISTRY  
Unit Number: 700  
Dates: Fall 2019  
Hours: 28.00

Unit Description/Objectives:  
Students will identify chemistry of hair and hair products and how that relates to chemical services to earn at least 9 out of 10 on the learning guide.

Tasks:  
701 - List the five elements of the hair.  
702 - Measure effects of PH pertaining to hair and skin.  
703 - Differentiate between the physical and chemical changes involved in various hair services.  
704 - Assess chemical reaction as it relates to various services.  
705 - Demonstrate knowledge of chemistry pertaining to products used for hair, skin and nails.

Standards / Assessment Anchors

Focus Standard/Anchor  
Standard - 3.2.12.A1(Science)  
Compare and contrast colligative properties of mixtures. Compare and contrast the unique properties of water to other liquids.

Supporting Standards/Anchors  
3.1.C.A2 (Science) Describe how changes in energy affect the rate of chemical reactions.

CC.3.5.11-12.C. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Connecting Standard/Anchor  
CC.2.1.7.D.1 (Math) Analyze proportional relationships and use them to model and solve real-world and mathematical problems.

Supporting Standards/Anchors  
CC.2.4.5.A.1 Solve problems using conversions within a given measurement system.

CC.2.4.5.A.2 Represent and interpret data using appropriate scale.

Instructional Activities:

Knowledge:  
Explain the difference between organic and inorganic chemistry  
Describe the different states of matter: solid, liquid, gas  
Describe oxidation-reduction (redox) reactions  
Explain the differences between pure substances and physical mixtures  
Explain the difference among solutions, suspensions, and emulsions  
Explain pH and the pH scale

Skill:  
Demonstrate knowledge of chemistry when providing client services
**Remediation:**
Review with teacher assistance
Individual or group tutoring
Study guides
Extended time

**Enrichment:**
Perform an activity from the homework tracker to enhance skills
Participate in classroom leadership activities and competitions
Create shampoo and identify chemistry of shampoo

**Safety:**
Student must:
Follow all safety precautions for the related instruction and laboratory
Handle implements, equipment, product and chemicals in a safe manner
Wear complete and clean uniform
Wear protective gloves and clothing
Use adequate ventilation
Follow manufacturer's instructions

**Assessment:**
Anticipation Guide
Learning Guide (Task list)
Teacher-made Test
Workbook Assignment

**Resources/Equipment:**
Cosmetology State Board Laws and Regulations
Cosmetology implements
Hair tools
Products
Nail tools
Products
Skin care products
Guest artists & presenters
Manufacture Representatives
Field Trips
Course Name: Cosmetology

Unit Name: 800 PHYSIOLOGY
Unit Number: 800

Dates: Fall 2016 Hours: 26.00

Unit Description/Objectives:
Students will identify functions of the human body as related to the study of cosmetology to earn at least 9 out of 10 on the learning guide.

Tasks:
801 - Identify the functions of the integumentary system.
802 - Identify the functions of the nail.
803 - Identify body structures and system.
804 - List the functions of the skeletal system.
805 - List the functions of the muscular system.
806 - List the functions of the nervous system.
807 - List the functions of the circulatory system.

Standards / Assessment Anchors

Focus Standard/Anchor
3.1.12.A6 (Science) Analyze how cells in different tissues/organs are specialized to perform specific functions.

Supporting Standards/Anchors
10.1.12.B (Health) Evaluate factors that impact the body systems and apply protective/preventive strategies •fitness level •environment (e.g., pollutants, available health care) •health status (e.g., physical, mental, social) •nutrition.

CC.3.5.11-12.J. (Reading) By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.

Connecting Standard/Anchor
CC.1.2.11–12.A (ELA) Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.

Supporting Standards/Anchors
CC.1.2.11–12.K (ELA) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.3.5.11-12.D. (Reading) Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

Instructional Activities:

Knowledge:

Body Systems
Identify the major motor and sensory nerves of the face
Define and explain the importance of anatomy, physiology, and histology to the cosmetology profession
Describe the cells, their structure, and their reproduction
Name the 9 major body organs and the 11 main body systems and explain their basic functions

**Skin Structure**
Describe the structure and composition of the skin
List the functions of the skin
List the classes of nutrients essential for good health
List the food groups and dietary guidelines recommended by the USDA
List and describe the vitamins that can help skin
Identify the layers of the skin
Identify the function of each layer of the skin
Identify the functions of the structures in the skin
Recognize common skin lesions
Identify the functions of each structure in the nail

**Skin Conditions, Diseases, and Disorders**
Describe the disorders of the sebaceous glands
Name and describe changes in skin pigmentation
Identify forms of skin cancer
Understand the two major causes of acne and how to treat them
List the factors that contribute to the aging of the skin
Explain the effects of overexposure to the sun on the skin
Identify contact dermatitis and list how it can be prevented

**Nail Structure**
Describe the structure and composition of nails
Discuss how nails grow

**Skill:**
Identify the major motor and sensory nerves of the face to perform the facial massage
Identify the function of facial muscles to perform the facial massage
Identify the function of the hand muscles and nerves to perform the hand massage
Identify the function of foot muscles and nerves to perform the foot massage

**Remediation:**
Review with teacher assistance
Individual or group tutoring
Study guides
Extended time

**Enrichment:**
Perform an activity from the homework tracker to enhance skills
Participate in classroom leadership activities and competitions
Create a “Skin Type Book” to analyze skin types and identify treatments for skin conditions
Teacher-made Kahoot game
Schoology discussion board

**Safety:**
Student must:
Follow all safety precautions for the related instruction and laboratory
Handle implements, equipment, product and chemicals in a safe manner
Wear complete and clean uniform
Wear protective gloves and clothing
Use adequate ventilation
Follow manufacturer’s instructions
Assessment:
Anticipation Guide
Learning Guide (Task list)
Teacher-made Test
Workbook Assignment
Rubric

Resources/Equipment:
Cosmetology State Board Laws and Regulations
Cosmetology implements
Hair tools
Products
Nail tools
Products
Skin care products
Teacher-made notes
Course Name: Cosmetology

Unit Name: Cosmetic Dermatology
Unit Number: 900

Dates: Fall 2019 Hours: 14

Unit Description/Objectives:
Student will know and be able to identify skin care implements, equipment, skin structure, diseases and disorders and be able to perform a client consultation to select proper products and techniques to perform a basic facial to achieve a 9 out of 10 on learning guides.

Tasks:
901- identify the diseases and disorders of the skin
902- Perform a skin analysis on a client

Standards / Assessment Anchors

Focus Standard/Anchor #1

- 3.1.B.A5. Relate the structure of cell organelles to their function (energy capture and release, transport, waste removal, protein synthesis, movement, etc).

Supporting Standards/Anchors
- 3.1.C.A7. Illustrate the formation of carbohydrates, lipids, proteins, and nucleic acids.
- CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.

Connecting Standard/Anchor

- CC.3.6.9-10.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Supporting Standards/Anchors
- CC.1.2.9–10.F Analyze how words and phrases shape meaning and tone in texts.
- CC.3.6.9-10.E. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

Instructional Activities:

Knowledge:
Identify the diseases of the skin
Identify the disorders of the skin
Identify, locate and give function of the layers of the skin
Analyze clients skin
Define and prescribe treatment to promote healthy skin

Define these terms:
Albinism Anaerobic Anhidrosis
<table>
<thead>
<tr>
<th>Skin Condition</th>
<th>Skin Condition</th>
<th>Skin Condition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basal cell carcinoma</td>
<td>Hypopigmentation</td>
<td>Rosacea</td>
</tr>
<tr>
<td>Bromhidrosis</td>
<td>Impetigo</td>
<td>Scale</td>
</tr>
<tr>
<td>Bulla</td>
<td>Intrinsic factors</td>
<td>Scar</td>
</tr>
<tr>
<td>Chloasma</td>
<td>Keloid</td>
<td>Sebaceous cyst</td>
</tr>
<tr>
<td>Closed comedo</td>
<td>Keratoma</td>
<td>Seborrheic dermatitis</td>
</tr>
<tr>
<td>Conjunctivitis</td>
<td>Lentigines</td>
<td>Secondary skin lesions</td>
</tr>
<tr>
<td>Contact dermatitis</td>
<td>Lesions</td>
<td>Sensitization</td>
</tr>
<tr>
<td>Crust</td>
<td>Leukoderma</td>
<td>Skin tag</td>
</tr>
<tr>
<td>Cyst</td>
<td>Macule/maculae</td>
<td>Squamous cell</td>
</tr>
<tr>
<td>Dermatitis</td>
<td>Malignant melanoma</td>
<td>carcinoma</td>
</tr>
<tr>
<td>Dyschromia</td>
<td>Milia</td>
<td>Stain</td>
</tr>
<tr>
<td>Eczema</td>
<td>Miliaria rubra</td>
<td>Tan</td>
</tr>
<tr>
<td>Excoriation</td>
<td>Mole</td>
<td>Telangiectasis</td>
</tr>
<tr>
<td>Extrinsic factors</td>
<td>Nevus</td>
<td>Tubercle</td>
</tr>
<tr>
<td>Fissures</td>
<td>Nodule</td>
<td>Tumor</td>
</tr>
<tr>
<td>Free radicals</td>
<td>Noncomedogenic</td>
<td>Ulcer</td>
</tr>
<tr>
<td>Herpes simplex</td>
<td>Primary lesions</td>
<td>Verruca</td>
</tr>
<tr>
<td>Hyperhidrosis</td>
<td>Psoriasis</td>
<td>Vesicle</td>
</tr>
<tr>
<td>Hyperpigmentation</td>
<td>Retention</td>
<td>Vitiligo</td>
</tr>
<tr>
<td>Hypertrophy</td>
<td>hyperkeratosis</td>
<td>Wheal</td>
</tr>
</tbody>
</table>

**Skill:**
Identify, locate and give the function of the layers of the skin
Identify the diseases and disorder of the skin
Define and prescribe treatment to promote healthy skin
Analyze client's skin
List and describe different skin types and skin conditions
Understand contraindications and the use of health-screening forms to safely perform facial treatments
Describe different types of products used in facial treatments
Demonstrate the procedure for a basic facial
Describe the different types of cosmetics and their uses
Demonstrate an understanding of cosmetic color theory
Demonstrate a basic makeup procedure for any occasion
Identify different facial types and demonstrate procedures for basic corrective makeup
Perform Machine facial.

**Remediation:**
Review with teacher assistance
Individual or group tutoring
Study guides
Extended time

**Enrichment:**
Perform an activity from the homework tracker to enhance skills
Participate in classroom leadership activities and competitions
Create a “Skin Type Book” to analyze skin types and identify treatments for skin conditions
Teacher-made Kahoot game
Schoology discussion board

**Safety:**
Student must:
Follow all safety precautions for the related instruction and laboratory
Handle implements, equipment, product and chemicals in a safe manner
Wear complete and clean uniform
Wear protective gloves and clothing
Use adequate ventilation
Follow manufacturer's directions

Assessment:
Pre/Post Test
Checklist
Student Observation
Workbook Assignment

Resources/Equipment:
Cosmetology State Board Laws and Regulations
Cosmetic Products MSDS
Skin care products MSDS
Computer with internet
Guest artists & presenters
Manufacture Representatives
Steel Center for Career and Technical Education
Course Name: Cosmetology

Unit Name: Electricity
Unit Number: 1000

Dates: Fall 2019 Hours: 18

Unit Description/Objectives:
Student will know and be able to understand the principles and safe use of electricity and the techniques of light therapy to earn at least a 9 out of 10 on the learning guide.

Tasks:
1001- Define the principle of electricity
1002- Review the safety measures related to electricity
1003- Explain the types, uses and benefits of light therapy
1030- Use electrical tools and equipment

Standards / Assessment Anchors

Focus Standard/Anchor #1
- CC.3.5.9-10.A. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

Supporting Standards/Anchors
- 3.4.12.C3 Apply the concept that many technological problems require a multi-disciplinary approach.
- 3.4.10.E7 Evaluate structure design as related to function, considering such factors as style, convenience, safety, and efficiency
- 3.2.10.B4 Describe quantitatively the relationships between voltage, current, and resistance to electrical energy and power. Describe the relationship between electricity and magnetism as two aspects of a single electromagnetic force.

Connecting Standard/Anchor
- CC.3.5.9-10.C. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

Supporting Standards/Anchors
- 3.1.10.A2. Explain cell processes in terms of chemical reactions and energy changes.
- CC.2.4.5.A.1 Solve problems using conversions within a given measurement system.
- CC.2.4.5.A.2 Represent and interpret data using appropriate scale.
- CC.2.1.7.D.1 Analyze proportional relationships and use them to model and solve real world and mathematical problems.

Instructional Activities:

Knowledge:
Define the nature of electricity and the two types of electric current
Define electrical measurements
Understand the principles of electrical equipment safety
Define the main electrical modalities used in cosmetology
Describe other types of electrical equipment that cosmetologists use and describe how to use them
Explain the electromagnetic spectrum, visible spectrum of light, and invisible light
Describe the types of light therapy and their benefits

Define these terms:

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active electrode</td>
<td>Intense pulse light</td>
</tr>
<tr>
<td>Alternating Current</td>
<td>Invisible light</td>
</tr>
<tr>
<td>Ampere</td>
<td>Insulator</td>
</tr>
<tr>
<td>Anaphoresis,</td>
<td>Iontophoresis</td>
</tr>
<tr>
<td>Anode</td>
<td>Kilowatt</td>
</tr>
<tr>
<td>Cathode</td>
<td>Laser</td>
</tr>
<tr>
<td>Catalysts</td>
<td>LED</td>
</tr>
<tr>
<td>Cataphoresis</td>
<td>Light therapy</td>
</tr>
<tr>
<td>Chromosphere</td>
<td>Micocurrent</td>
</tr>
<tr>
<td>Circuit breaker</td>
<td>Milliampere</td>
</tr>
<tr>
<td>Complete electrical circuit</td>
<td>Modalities</td>
</tr>
<tr>
<td>Conductor</td>
<td>Nonconductor</td>
</tr>
<tr>
<td>Converter</td>
<td>Ohm</td>
</tr>
<tr>
<td>Desincrustatin</td>
<td>Photothermolysis</td>
</tr>
<tr>
<td>Direct current</td>
<td>Phototherapy</td>
</tr>
<tr>
<td>Electric current</td>
<td>Polarity</td>
</tr>
<tr>
<td>Electricity</td>
<td>Probe</td>
</tr>
<tr>
<td>Electrode</td>
<td>Rectifier</td>
</tr>
<tr>
<td>Electromagnetic spectrum</td>
<td>Tesla high-frequency current</td>
</tr>
<tr>
<td>Fuse</td>
<td>UV light</td>
</tr>
<tr>
<td>Galvanic current</td>
<td>Volt</td>
</tr>
<tr>
<td>Grounding</td>
<td>Watt</td>
</tr>
<tr>
<td>Inactive electrode</td>
<td>Waveform</td>
</tr>
<tr>
<td>Infrared light</td>
<td>Wavelength</td>
</tr>
</tbody>
</table>

**Skill:**
Demonstrate proper safety measures when using electrical appliances

**Remediation:**
Review with teacher assistance
Individual or group tutoring
Study guides
Extended time

**Enrichment:**
Perform an activity from the homework tracker to enhance skills
Participate in classroom leadership activities and competitions
Create a "Skin Type Book" to analyze skin types and identify treatments for skin conditions
Teacher-made Kahoot game
Schoology discussion board

**Safety:**
Student must:
Follow all safety precautions for the related instruction and laboratory
Handle implements, equipment, product and chemicals in a safe manner
Wear complete and clean uniform
Wear protective gloves and clothing
Use adequate ventilation
Follow manufacturer’s directions

Assessment:
- Pre/Post Test
- Checklist
- Student Observation
- Workbook Assignment

Resources/Equipment:

- Gerrian, Dawn 2015 Milady standard Nail Technology (7th ed.). Cengage
- Bruce, Sandra 2015 Milday Standard Nail Technology (7th ed.). Cengage
- Cosmetology State Board Laws and Regulations
- Cosmetology implements
- Hair tools
- Products
- Nail tools
- Products
- Skin care products
- MCTI & State Board Specified Cosmetology Kit
- Elite Computer Software
- Computer
- Guest artists & presenters
- Manufacture Representatives
- Field Trips
Steel Center for Career and Technical Education  
Course Name: Cosmetology

Unit Name: 1100 SHAMPOO AND CONDITIONING  
Unit Number: 1100

Dates: Fall 2019  
Hours: 20.00

Unit Description/Objectives:
Student will be able to drape, perform a shampoo and condition service, perform scalp manipulations, and identify diseases and disorders of the hair and scalp to earn at least 9 out of 10 on the learning guide.

Tasks:
- 1101 - Demonstrate draping for all hair services.
- 1102 - Determine a product based on individual client needs.
- 1103 - Perform various shampoo and conditioning treatments on a client.
- 1130 – Shampoo the hair
- 1132 – Condition and finish the hair

Standards / Assessment Anchors

Focus Standard/Anchor #1
- 13.2.11 E (CEW) Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to: commitment, communication, dependability, health/safety, laws and regulations (that is Americans with Disabilities Act, Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets), personal initiative, Self-advocacy, scheduling/time management, team building, technical literacy and technology.

Supporting Standards/Anchors
- 3.4.10.A2 Interpret how systems thinking applies logic and creativity with appropriate comprises in complex real-life problems.
- 13.3.11. E. (CEW) Evaluate time management strategies and their application to both personal and work situations.

Connecting Standard/Anchor
- CC.3.5.11-12.C. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Supporting Standards/Anchors
- CC.2.4.5.A.1 Solve problems using conversions within a given measurement system.
- CC.2.4.5.A.2 Represent and interpret data using appropriate scale.
- CC.2.1.7.D.1 Analyze proportional relationships and use them to model and solve real-world and mathematical problems.
Instructional Activities:

**Knowledge:**
- Explain pH and its importance in shampoo selection
- Explain the role of surfactants in shampoo
- Discuss the uses and benefits of various types of shampoos and conditioners
- Identify diseases and disorders of the hair and scalp

**Skill:**
- Perform scalp manipulations as part of a shampoo service
- Demonstrate shampoo and conditioning procedures

**Remediation:**
- Review with teacher assistance
- Individual or group tutoring
- Study guides
- Extended time

**Enrichment:**
- Perform an activity from the homework tracker to enhance skills
- Teacher-made Kahoot game
- Schoology discussion board

**Safety:**
- Student must:
  - Follow all safety precautions for the related instruction and laboratory
  - Handle implements, equipment and product in a safe manner
  - Wear complete and clean uniform
  - Wear protective gloves and clothing
  - Use adequate ventilation
  - Follow manufacturer's directions

**Assessment:**
- Anticipation Guide
- Learning Guide (Task list)
- Teacher-made Test
- Workbook Assignment

**Resources/Equipment:**
- Cosmetology State Board Laws and Regulations
- Cosmetology implements
- Computer
- Guest artists & presenters
- Manufacturer representatives
- Field Trips
Steel Center for Career and Technical Education
Course Name: Cosmetology

Unit Name: 1200 HAIR SHAPING
Unit Number: 1200

Dates: Fall 2019 Hours: 110.00

Unit Description/Objectives:
Students will identify safety procedures and differentiate between hair cutting implements and equipment to perform multiple cutting techniques to earn at least 9 out of 10 on the learning guide. Student will select haircuts and styles to compliment client features.

Tasks:
1201 - Demonstrate proper handling of hair cutting tools.
1202 - Demonstrate various hair cutting techniques with shears.
1203 - Demonstrate various hair cutting techniques with a razor.
1204 - Demonstrate various clipper cutting techniques.
1205 - Perform various texturizing techniques.
1206 - Demonstrate facial, ear and neck hair removal.
1230 – Design a zero degree one length haircut
1231 – Design a 135 degree long layered haircut
1232 – Design a 90 degree uniform layered haircut
1233 – Design a 45 degree graduated haircut
1234 – Design a tapered neckline
1235 – Identify and use thinning shears
1236 – Identify and use clippers
1237 – Design a haircut with a weight line
1238 – Use clippers to create a design in a haircut

Standards / Assessment Anchors

Focus Standard/Anchor #1
13.2.11 E Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to: commitment, communication, dependability, health/safety, laws and regulations (that is Americans with Disabilities Act, Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets), personal initiative, Self-advocacy, scheduling/time management, team building, technical literacy and technology.

Supporting Standards/Anchors
3.4.10.A2 Interpret how systems thinking applies logic and creativity with appropriate comprises in complex real-life problems.

CC.2.3.HS.A.14 (Math) Apply geometric concepts to model and solve real world problems.

Connecting Standard/Anchor
CC.2.1.6.E.4 Apply and extend previous understandings of numbers to the system of rational numbers.
Supporting Standards/Anchors

CC.2.4.5.A.1 Solve problems using conversions within a given measurement system.
CC.2.4.5.A.2 Represent and interpret data using appropriate scale.
CC.2.1.7.D.1 Analyze proportional relationships and use them to model and solve real-world and mathematical problems.

Instructional Activities:

Knowledge:
- Identify reference points on the head form and understand their role in haircutting
- Define angles, elevations, and guidelines
- List the factors involved in a successful client consultation

Skill:
- Demonstrate the safe and proper use of the various haircutting tools
- Identify and use shears
- Design a zero degree one length haircut
- Design a 135 degree long layered haircut
- Design a 90-degree uniform layered haircut
- Design a 45 degree graduated haircut
- Design a tapered neckline
- Identify and use a razor
- Identify and use thinning shears
- Identify and use clippers
- Detail hair around the face, ears, and neck
- Design a haircut with a weight line
- Texturize hair using various techniques
- Use clippers without attachment/fade
- Design an ear out haircut
- Use clippers to create a design in a haircut

Remediation:
- Review with teacher assistance
- Individual or group tutoring
- Study guides
- Extended time

Enrichment:
- Practice haircutting techniques to enhance skills using early finishers such as Sam Villa articles and video clips
- Perform an activity from the homework tracker to enhance skills
- Teacher-made Kahoot game
- Schoology discussion board

Safety:
- Student must:
  - Follow all safety precautions for the related instruction and laboratory
  - Handle implements, equipment, product and chemicals in a safe manner
  - Wear complete and clean uniform
  - Wear personal protective equipment
  - Properly drape their client
  - Sweep hair before the client leaves
  - Follow manufacturer's instructions

Assessment:
Anticipation Guide
Learning Guide (Task list)
Teacher-made Test
Workbook Assignment

Resources/Equipment:
Cosmetology State Board Laws and Regulations
Mannequin
Shears
Thinning shears
Pictures of clipper cuts
Cape
Water bottle
Clips
Styling comb
Barber comb
Clippers
Trimmers
Design Stencils
Paper
Writing utensils
Products
Unit Name: 1300 HAIR STYLING/FINGERWAVING  
Unit Number: 1300  
Dates: Fall 2019 Hours: 100.00  

Unit Description/Objectives:  
Student will identify hair styling implements and equipment to perform multiple styling techniques including finger waving and select products and styles to compliment client features to earn at least 9 out of 10 on the learning guide.

Tasks:
- 1301 - Perform fingerwave techniques
- 1302 - Identify hairstyling implements and equipment
- 1303 - Select a hairstyle to compliment the client's features
- 1304 - Perform roller setting and comb-out techniques
- 1305 - Perform pin curl setting and comb-out techniques
- 1306 - Perform braiding techniques
- 1307 - Demonstrate use of a marcel iron
- 1308 – Demonstrate blow drying techniques
- 1330 – Design a two strand twist
- 1331 – Design a fishtail braid
- 1332 – Design a visible braid
- 1333 – Style hair with hot rollers
- 1334 – Wrap the hair
- 1335 – Demonstrate four different finished comb outs
- 1336 – Demonstrate ten different up-swept styles
- 1337 – Cornrow the hair
- 1338 – Freeze curl the hair
- 1339 - Accessorize the hair
- 1340 – Demonstrate pack, French lacing, and directional teasing

Standards / Assessment Anchors

Focus Standard/Anchor
- 13.2.11 E Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to: commitment, communication, dependability, health/safety, laws and regulations (that is Americans with Disabilities Act, Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets), personal initiative, Self-advocacy, scheduling/time management, team building, technical literacy and technology.

Supporting Standards/Anchors
- 3.4.10.A2 Interpret how systems thinking applies logic and creativity with appropriate comprises in complex real-life problems.
3.4.10.E7 Evaluate structure design as related to function, considering such factors as style, convenience, safety, and efficiency

**Connecting Standard/Anchor**
- CC.3.5.11-12.C. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

**Supporting Standards/Anchors**
- 10.5.12.B (Health) Incorporate and synthesize knowledge of motor skill development concepts to improve the quality of motor skills.
- CC.2.1.7.D.1 Analyze proportional relationships and use them to model and solve real-world and mathematical problems.

**Instructional Activities:**

**Knowledge:**
- List the five elements of hair design
- List the five principles of hair design
- Identify different facial shapes
- Explain design considerations for men
- Explain the importance of learning the various wet hairstyling techniques

**Skill:**
- Demonstrate how to design hairstyles to enhance or camouflage facial features
- Demonstrate the techniques of fingerwaving, pin curls, roller setting, and hair wrapping
- Perform a client consultation with respect to hair braiding
- Explain how to prepare the hair for braiding
- Demonstrate the procedures for the invisible braid, rope braid, and fishtail braid
- Demonstrate the procedures for single braids, with and without extensions
- Demonstrate the procedures for cornrowing, with and without extensions
- Perform various updos to demonstrate a chignon, French twist, and French roll
- Create spiral curls using the marcel iron
- Create barrel curls using the marcel iron
- Demonstrate pack, French lacing, and directional teasing

**Remediation:**
- Review with teacher assistance
- Individual or group tutoring
- Study guides
- Extended time

**Enrichment:**
- Perform an activity from the homework tracker to enhance skills
- Teacher-made Kahoot game
- Schoology discussion board
- Participate in classroom leadership activities and competitions

**Safety:**
- Student must:
  - Follow all safety precautions for the related instruction and laboratory
  - Handle implements, equipment, product and chemicals in a safe manner
  - Wear complete and clean uniform
  - Wear protective gloves and clothing
  - Use adequate ventilation
  - Follow manufacturer's directions

**Assessment:**
Anticipation Guide
Learning Guide (Task list)
Teacher-made Test
Workbook Assignment

Resources/Equipment:

Cosmetology State Board Laws and Regulations
Cosmetology implements
Computer
Guest artists & presenters
Manufacturer Representatives
Field Trips
Unit Description/Objectives:
Student will identify and use chemical hair relaxing implements and chemicals to demonstrate a chemical relaxer process in order to earn at least 9 out of 10 on the learning guide.

Tasks:
1401 - Select appropriate products for chemically straightening hair
1402 - Demonstrate various chemical relaxing services
1403 - Demonstrate a soft curl permanent wave service
1430 – Demonstrate a virgin relaxer process
1431 – Demonstrate a retouch relaxer process
1432 – Neutralize and condition the hair

Standards / Assessment Anchors
Focus Standard/Anchor
- CC.3.5.11-12.C. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Supporting Standards/Anchors
- CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.
- CC.2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Connecting Standard/Anchor
- CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Supporting Standards/Anchors
- CC.2.4.5.A.2 Represent and interpret data using appropriate scale.
- CC.2.1.7.D.1 Analyze proportional relationships and use them to model and solve real-world and mathematical problems.

Instructional Activities:

Knowledge:
- List the factors of a hair analysis for chemical texture services
- Explain the physical and chemical actions that take place during a chemical relaxer
- Describe the procedure for chemical hair relaxing
- Differentiate between hydroxide and thio relaxers
Differentiate between hydroxide and thio neutralizers
Explain the basic procedure for a soft curl permanent

**Skill:**
- Perform a virgin relaxer service
- Perform a retouch relaxer service
- Perform a soft curl perm
- Select and identify chemical relaxers and products based on the client’s hair type and chemical history

**Remediation:**
- Review with teacher assistance
- Individual or group tutoring
- Study guides
- Extended time

**Enrichment:**
- Perform an activity from the homework tracker to enhance skills
- Teacher-made Kahoot game
- Schoology discussion board
- Participate in classroom leadership activities and competitions

**Safety:**
Student must:
- Follow all safety precautions for the related instruction and laboratory
- Handle implements, equipment, product and chemicals in a safe manner
- Wear complete and clean uniform
- Wear protective gloves and clothing
- Use adequate ventilation
- Follow manufacturer's directions

**Assessment:**
- Anticipation Guide
- Learning Guide (Task list)
- Teacher-made Test
- Workbook Assignment

**Resources/Equipment:**
- Cosmetology State Board Laws and Regulations
- Cosmetology implements
- Products
- Computer
- Guest artists & presenters
- Manufacturer representatives
Unit Name: 1500 PERMANENT WAVING
Unit Number: 1500

Dates: Fall 2019 Hours: 100.00

Unit Description/Objectives:
Student will identify permanent waving implements and chemicals to perform multiple perm wrapping techniques to earn at least a 9 out of 10 on the learning guide.

Student will select the proper chemical and permanent wave wrapping technique to compliment client features and hair type to earn at least a 9 out of 10 on the learning guide.

Tasks:
1501 - Demonstrate various wrapping techniques
1502 - Select the appropriate solution according to client's needs
1530 – Section the hair
1531 – Demonstrate three types of end wrap techniques
1532 – Demonstrate a partial perm
1533 – Demonstrate a stack perm
1534 - Demonstrate a ponytail perm
1535 – Demonstrate a directional perm
1536 – Demonstrate a spiral perm
1537 - Demonstrate a piggyback perm

Standards / Assessment Anchors

Focus Standard/Anchor
- CC.3.5.11-12.C. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Supporting Standards/Anchors
CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.

CC.2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Connecting Standard/Anchor
CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Supporting Standards/Anchors
CC.2.4.5.A.2 Represent and interpret data using appropriate scale.

CC.2.1.7.D.1 Analyze proportional relationships and use them to model and solve real-world and mathematical problems.
Instructional Activities:

**Knowledge:**
- List the factors of a hair analysis for chemical texture services
- Explain the physical and chemical actions that take place during permanent waving
- List and describe the various types of permanent waving solutions
- Identify COHNS or the elements that make up hair

**Skill:**
- Demonstrate the difference between a croquinole wrap and spiral wrap
- Demonstrate basic wrapping procedures: straight set, curvature wrap, brick-lay wrap, double rod wrap (piggyback), partial perm, stack perm, and spiral wrap
- Demonstrate a test curl
- Select an appropriate perm solution and wrapping technique based on the client’s hair type

**Remediation:**
- Review with teacher assistance
- Individual or group tutoring
- Study guides
- Extended time

**Enrichment:**
- Perform an activity from the homework tracker to enhance skills
- Teacher-made Kahoot game
- Schoology discussion board
- Participate in classroom leadership activities and competitions

**Safety:**
- Student must:
  - Follow all safety precautions for the related instruction and laboratory
  - Handle implements, equipment, product and chemicals in a safe manner
  - Wear complete and clean uniform
  - Wear protective gloves and clothing
  - Use adequate ventilation
  - Follow manufacturer's directions

**Assessment:**
- Anticipation Guide
- Learning Guide (Task list)
- Teacher-made Test
- Workbook Assignment

**Resources/Equipment:**
- Cosmetology State Board Laws and Regulations
- Cosmetology implements
- Computer
- Guest artists & presenters
- Manufacturer representatives
Course Name: Cosmetology

Unit Name: 1600 HAIRCOLORING
Unit Number: 1600

Dates: Fall 2019  Hours: 140.00

Unit Description/Objectives:
Student will identify and use implements and chemicals to perform a variety of coloring techniques to earn at least 9 out of 10 on the learning guide.

Student will select the proper chemicals and coloring techniques to compliment a client’s features and hair type to earn at least 9 out of 10 on the learning guide.

Tasks:
1601 - Perform and evaluate a predisposition test.
1602 - Perform and evaluate a strand test.
1603 - Perform a temporary haircolor service.
1604 - Perform a semi-permanent/demi-permanent hair color service.
1606 - Perform a hair lightener and toner application.
1607 - Demonstrate techniques for creating special effects.
1608 - Demonstrate corrective color techniques.
1609 - Formulate color as it relates to the law of color.
1630 – Apply translucent hair products
1631 – Apply virgin tint to lighten hair
1632 – Apply a retouch tint
1633 – Decolorize hair using a virgin application process
1634 – Apply a lightener retouch
1635 – Create low lights application
1636 – Lighten hair using a cap process
1637 – Lighten hair using a foil process
1638 – Apply a tint back

Standards / Assessment Anchors

Focus Standard/Anchor
- CC.3.5.11-12.C. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Supporting Standards/Anchors
- CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.
- CC.2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
CC.2.2.HS.D.9 Use reasoning to solve equations and justify the solution method.

Connecting Standard/Anchor
- CC.2.1.6.E.4 Apply and extend previous understandings of numbers to the system of rational numbers.

Supporting Standards/Anchors
- CC.2.4.5.A.1 Solve problems using conversions within a given measurement system.
- CC.2.2.HS.D.2 Write expressions in equivalent forms to solve problems.
- CC.2.1.7.D.1 Analyze proportional relationships and use them to model and solve real-world and mathematical problems.

Instructional Activities:

Knowledge:
- Identify the principles of color theory and law of color as they relate to haircolor
- Explain level and tone and their role in formulating hair color
- Differentiate between direct and indirect dye
- List the four basic categories of haircolor; explain their chemical effect on the hair, and give examples of when to use them
- Explain the action of hair lighteners
- Understand problems encountered in haircoloring
- List safety precautions in haircoloring

Skill:
- Apply temporary color
- Apply translucent hair products
- Administer a patch test
- Formulate colors using level selection process
- Select and apply semi-permanent color
- Strand test hair
- Apply a virgin tint to lighten hair
- Apply a retouch tint
- Decolorize hair using a virgin application process
- Apply a lightener retouch
- Select and apply toners for lightening applications
- Create low lights application
- Lighten hair using a cap process
- Lighten hair using a foil process
- Apply a tint back
- Demonstrate corrective color techniques
- Create multi-dimensional colorization

Remediation:
- Review with teacher assistance
- Individual or group tutoring
- Peer Tutoring
- Study guides
- Extended time

Enrichment:
- Practice advanced color techniques including but not limited to balayage, color blocking, and ombre.
- Perform an activity from the homework tracker to enhance skills
- Teacher-made Kahoot game
Schoology discussion board
Participate in classroom leadership activities and competitions

Safety:
Student must:
Follow all safety precautions for the related instruction and laboratory
Handle implements, equipment, product and chemicals in a safe manner
Wear complete and clean uniform
Wear personal protective equipment such as gloves
Use adequate ventilation
Follow manufacturer's instructions

Assessment:
Anticipation Guide
Learning Guide (Task list)
Teacher-made Test
Workbook Assignment

Resources/Equipment:
Cosmetology State Board Laws and Regulations
Color bowl
Color brush
Applicator bottle
Cape
Towels
Gloves
Client Consultation Cards
Butterfly Clips
Foils
Rattail combs
Styling combs
Gel/Cholesterol Products
Poster paper
Art Supplies
Construction paper
Hair swatches
Discovery Pro Computer Software
Computer
Guest artists & presenters
Manufacturer representatives
Field Trips
Steel Center for Career and Technical Education
Course Name: Cosmetology

Unit Name: 1700 HAIR STRAIGHTENING
Unit Number: 1700

Dates: Fall 2019 Hours: 20.00

Unit Description/Objectives:
Student will identify hair styling implements to perform multiple hair straightening techniques and select products and styles to compliment client features to earn at least 9 out of 10 on the learning guide.

Tasks:
1701 - Demonstrate hair pressing techniques showing soft, medium and hard press.

Standards / Assessment Anchors

Focus Standard/Anchor
13.2.11 E Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to: commitment, communication, dependability, health/safety, laws and regulations (that is Americans with Disabilities Act, Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets), personal initiative, Self-advocacy, scheduling/time management, team building, technical literacy and technology.

Supporting Standards/Anchors
3.4.10.A2 Interpret how systems thinking applies logic and creativity with appropriate comprises in complex real-life problems.

3.4.10.E7 Evaluate structure design as related to function, considering such factors as style, convenience, safety, and efficiency

Connecting Standard/Anchor
CC.3.5.11-12.C. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Supporting Standards/Anchors
10.5.12.B (Health) Incorporate and synthesize knowledge of motor skill development concepts to improve the quality of motor skills.

CC.2.1.7.D.1 Analyze proportional relationships and use them to model and solve real-world and mathematical problems.

Instructional Activities:

Knowledge:
List the five elements of hair design
List the five principles of hair design
Identify different facial shapes

Skill:
Demonstrate the procedures for the soft, medium, and hard press.
Select products based on the client’s hair texture

Remediation:
Review with teacher assistance
Individual or group tutoring
Study guides
Extended time

**Enrichment:**
- Perform an activity from the homework tracker to enhance skills
- Teacher-made Kahoot game
- Schoology discussion board
- Participate in classroom leadership activities and competitions

**Safety:**
- Student must:
  - Follow all safety precautions for the related instruction and laboratory
  - Handle implements, equipment, product and chemicals in a safe manner
  - Wear complete and clean uniform
  - Wear protective gloves and clothing
  - Use adequate ventilation
  - Follow manufacturer's directions

**Assessment:**
- Anticipation Guide
- Learning Guide (Task list)
- Teacher-made Test
- Workbook Assignment

**Resources/Equipment:**
- Cosmetology State Board Laws and Regulations
- Cosmetology implements
- Hair tools
- Products
- Nail tools
- Products
- Skin care products
- MCTI & State Board Specified Cosmetology Kit
- Elite Computer Software
- Computer
- Guest artists & presenters
- Manufacture Representatives
- Field Trips
Steel Center for Career and Technical Education  
Course Name: Cosmetology

Unit Name: Skin Care  
Unit Number: 1800

Dates: Fall 2019  
Hours: 70

Unit Description/Objectives:
Student will know and be able to identify skin care implements, equipment, skin structure, diseases and disorders and be able to perform a client consultation to select proper products and techniques to perform a basic facial and facial treatment to earn at least a 9 of 10 on the learning guide.

Tasks:
1801 - Drape client for basic skin care service.
1802 - Select a product based on individual client needs.
1803 - Perform a basic facial on a client.
1804 - Identify skin care implements and equipment.
1830 - Identify types and uses of masks or packs
1831 - Massage the facial Area
1832 - Massage neck, Shoulders, and back
1833 - Investigate the therapeutic value of aromatherapy

Standards / Assessment Anchors

Focus Standard/Anchor #1
- CC.3.5.9-10.C. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

Supporting Standards/Anchors
- 3.1.10.A7. Describe the relationship between the structure of organic molecules and the function they serve in living organisms.
- 3.4.10.A2 Interpret how systems thinking applies logic and creativity with appropriate comprises in complex real-life problems.

Connecting Standard/Anchor
- CC.3.5.9-10.E. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).

Supporting Standards/Anchors
- CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- 1.2.9.A. Solve dilemmas using a practical reasoning approach
• Identify situation
• Identify reliable information
• List choices and examine the consequences of each
• Develop a plan of action
• Draw conclusions
• Reflect on decisions

**Instructional Activities:**

**Knowledge:**
- Describe the structure and composition of the skin
- List the functions of the skin
- Describe the aging process and the factors that influence aging of the skin
- Define important terms relating to skin disorders
- List and describe various skin conditions and treatments
- Discuss which skin disorders may be handled in the salon and which should be referred to a physician
- Describe the elements of a client consultation for a facial service
- Name the conditions that contraindicate skin treatments in the salon
- List safety measures to be followed during facial service
- Describe the basic types of electrical equipment used in facial treatments
- Identify the basic concepts of electrotherapy and light therapy techniques
- Investigate aroma therapy treatments

**Skill:**
- Demonstrate the techniques involved in a basic facial
- List the safety and sanitation precautions for all facial services
- List and describe different skin types and skin conditions
- Identify and describe contraindications and the use of health-screening forms to safely perform facial treatments.
- Identify the various types of massage movements and their physiological effects used in a facial
- Describe different types of products used in facial treatments
- Identify and use the basic types of electrical equipment used in facial treatments
- Demonstrate the procedure for a basic facial
- Demonstrate the procedure for a facial using a machine
- Identify different skin types and demonstrate facial treatment for them
- Perform a basic Facial.
- Perform soft touch facial.
- Perform a facial with stream
- Perform a facial treatment for dry skin.
- Perform a facial treatment for acne skin
- Perform a facial for treatment combination skin
- Perform a facial for oily skin with open comedones.
- Perform a facial with home care instructions.

**Remediation:**
- Review with teacher assistance
- Individual or group tutoring
- Study guides
- Extended time

**Enrichment:**
- Participate in classroom leadership activities and competitions
- Participate in local distributor work shops
- Attend industry related field trips
- Watch teacher approved and recommend YouTube videos
- Watch industry related DVD and/or Video
- Guest artists & presenters
- Manufacture Representatives hands-on work shops
Safety:
Student must:
- Follow all safety precautions for the related instruction and laboratory
- Handle implements, equipment, product, and chemicals in a safe manner
- Wear complete and clean uniform
- Wear protective gloves and clothing
- Use adequate ventilation
- Follow manufacturer's directions

Assessment:
- Pre/Post Test
- Checklist
- Student observation
- Workbook Assignment

Resources/Equipment:
- Cosmetology State Board Laws and Regulations
- Cosmetology implements
- Skin Care Products
- Skin Care tools
- Les Nouvelles Esthetiques & Spa magazine
- Computer & internet
- Manufacture Representatives presentations
- Aesthetic Video Source
  - Men's facial techniques
  - Paraffin treatments
  - European facials vol. 1,2, and 3
  - Skin Analysis & Extractions
  - Professional facial techniques for sun-damaged and dehydrated skin
Course Name: Cosmetology

Unit Name: 1900 NAIL TECHNOLOGY
Unit Number: 1900

Dates: Fall 2019 Hours: 150

Unit Description/Objectives:
Student will know and be able to identify nail care implements and equipment to prepare a manicure table and pedicure station. Student will also know and be able to identify the nail structure, diseases and disorders in order to perform a basic manicure, pedicure, artificial nail service and nail art to achieve a 9 out of 10 on the learning guides.

Tasks:
1901- Prepare a manicure table
1902- Identify nail care implements and equipment
1903- Perform a basic manicure on a client
1904- Perform massage treatment on the hands and feet
1905- Perform various specialty manicures
1906- Demonstrate knowledge of an artificial nail service
1907- Demonstrate knowledge of pedicure procedures
1908- Identify nail diseases and disorders
1930- Differentiate between the shapes of the nail
1931- Demonstrate a full nail polish application
1932- Demonstrate a hairline tip nail polish application
1933- Demonstrate a free edge nail polish application
1934- Demonstrate a lunula nail polish application
1935- Demonstrate a French manicure polish application
1936- Perform a spa manicure
1937- Differentiate uses for silk, linen, and fiberglass
1938- Apply nail tips
1939- Strengthen nails using gel and light
1940- Sculpture nails using forms, monomers, and polymers
1941- Apply various overlay tips
1942- Apply two-tone acrylic to nails
1943- Perform a hand mask
1944- Give a paraffin treatment
1945- Create free hand design
1946- Create foil designs
1947- Apply gems and decals
1948- Apply striping tape

Standards / Assessment Anchors

Focus Standard/Anchor #1

- CC.3.5.11-12.C. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Supporting Standards/Anchors

- 3.1.B.A7. Analyze the importance of carbon to the structure of biological macromolecules. Compare and contrast the functions and structures of proteins, lipids, carbohydrates, and nucleic acids. Explain the consequences of extreme changes in pH and temperature on cell proteins.
CC.3.5.11-12.I. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

**Connecting Standard/Anchor**
- CC.3.5.9-10.A. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

**Supporting Standards/Anchors**
- CC.3.5.9-10.H. Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.
- CC.2.1.7.D.1 Analyze proportional relationships and use them to model and solve real-world and mathematical problems.

**Instructional Activities:**

**Knowledge:**
- Identify the five basic nail shapes
- Describe the structure and composition of nails
- Discuss how nails grow.
- List and describe the various disorders and irregularities of nails.
- Recognize disease of the nail that should not be treated in the salon.
- Define these terms:
  - Beau’s lines
  - Bruised nails
  - Discolored nails
  - Eggshell nails
  - Hang nails (agnail)
  - Leukonychia spots (white spots)
  - Melanonychia
  - Nail disorder
  - Nail psoriasis
  - Nail pterygium
  - Onychia
  - Onychocryptosis (ingrown nails)
  - Onycholysis
  - Onychophagy
  - Onychomadesis
  - Onychomycosis
  - Onychophagy (bitten nails)
  - Onychorrhhexis
  - Onychosis
  - Paronychia
  - Pincer nail (trumpet nail)
  - Plicatured nail (folded nail)
  - Pseudomonas aeruginosa
  - Pyogenic granuloma
  - Ridges
  - Splinter hemorrhages
  - Tinea pedis

**Skill:**
- Define, locate and give the function of the parts of the nail.
- Differentiate the shapes of the nail.
- Define and prescribe treatment of nail disorders.
- Define and identify nail diseases.
- Prepare a manicure table
- Demonstrate various nail polish applications
- Perform various specialty manicures
- Perform a spa manicure
- Differentiate uses for silk, linen, and fiberglass
- Apply nail tips to extend nail length
- Strengthen nails using gel and light
- Sculpture nails using forms, monomers, and polymers
- Apply various overlay tips
- Apply two-tone acrylic to nails
- Perform a hand mask
- Give a paraffin treatment
- Create free hand nail art designs
Create foil nail art designs
Apply gems and decals to nail art design
Apply striping tape to nail art design

**Remediation:**
- Review with teacher assistance
- Individual or group tutoring
- Study guides
- Extended time

**Enrichment:**
- Participate in classroom leadership activities and competitions
- Participate in local distributor work shops
- Attend industry related field trips
- Watch teacher approved and recommend YouTube videos
- Watch industry related DVD and/or Video
- Guest artists & presenters
- Manufacture Representatives hands-on workshops
- Participate in classroom leadership activities and competitions
- Schoology discussion board

**Safety:**
- Student must:
  - Follow all safety precautions for the related instruction and laboratory
  - Handle implements, equipment, product and chemicals in a safe manner
  - Wear complete and clean uniform
  - Wear protective gloves and clothing
  - Use adequate ventilation
  - Follow manufacturer's directions

**Assessment:**
- Pre/Post Test
- Checklist
- Student Observation
- Workbook Assignment

**Resources/Equipment:**


Gerrian, Dawn 2015 Milady standard Nail Technology (7th ed.). Cengage
Bruce, Sandra 2015 Milday Standard Nail Technology (7th ed.). Cengage
Cosmetology State Board Laws and Regulations
Cosmetology implements
Hair tools
Products
Nail tools
Products
Skin care products
MCTI & State Board Specified Cosmetology Kit
Elite Computer Software
Computer
Guest artists & presenters
Manufacture Representatives
Field Trips
Unit Name: Temporary Hair Removal
Unit Number: 2000
Dates: Fall 2019  Hours: 30

Unit Description/Objectives: Student will know and be able to demonstrate knowledge of temporary hair removal procedures and perform a client consultation to select proper products and techniques to perform basic superfluous hair removal treatments on different areas of the body to achieve a 9 of 10 on the learning guides.

Tasks:
- 2001- Identify multiple methods of temporary hair removal
- 2002- Demonstrate multiple methods of temporary hair removal
- 2030- Remove superfluous hair with tweezers.
- 2031- Remove superfluous hair with wax.
- 2032- Remove superfluous hair with depilatories.

Standards / Assessment Anchors

Focus Standard/Anchor #1
- CC.3.5.11-12.C. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Supporting Standards/Anchors
- CC.3.5.9-10.D. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

Connecting Standard/Anchor
- CC.2.1.6.E.4 Apply and extend previous understandings of numbers to the system of rational numbers.

Supporting Standards/Anchors
- CC.2.2.HS.C.7 Apply radian measure of an angle and the unit circle to analyze the trigonometric functions.
- CC.2.2.6.B.1 Apply and extend previous understandings of arithmetic to algebraic expressions.

Instructional Activities:

Knowledge:
- Describe the structure and composition of the skin
- List the functions of the skin
- Describe the aging process and the factors that influence aging of the skin
Define important terms relating to skin disorders
Discuss which skin disorders may be handled in the salon and which should be referred to a physician
Describe the elements of a client consultation for hair removal
Name the conditions that contraindicate hair removal in the salon
List the two main classifications of hair removal and give examples of each
Identify and describe three methods of permanent hair removal
List safety measures to be followed during hair removal
List the different type of depilatories and its best use
List the different types of wax and its best use
Identify and describe the importance of contraindications and the use of health-screening forms to safely perform hair removal treatments
Identify the use of the basic types of electrical equipment used in hair removal

Skill:
Demonstrate the techniques involved in temporary hair removal
List the safety and sanitation precautions for hair removal
List and describe different skin types and skin conditions
Describe different types of products used in facial treatments with hair removal
Demonstrate the procedure for a basic facial
Describe the different types of cosmetics and their uses
Demonstrate a basic makeup procedure for any occasion
Identify different facial types and demonstrate complimentary eyebrow shapes
Demonstrate the application and removal of artificial lashes
List and describe eyebrow shapes for male and female face structures

Remediation:
Review with teacher assistance
Individual or group tutoring
Study guides
Extended time

Enrichment:
Participate in classroom leadership activities and competitions
Participate in local distributor work shops
Participate in teacher made games (kahoots, bingo, jeopardy, etc.)
Attend industry related field trips
Watch teacher approved and recommend YouTube videos
Watch industry related DVD and/or Video
Guest artists & presenters
Manufacture Representatives hands-on work shops

Safety:
Student must:
Follow all safety precautions for the related instruction and laboratory
Handle implements, equipment, product, and chemicals in a safe manner
Wear complete and clean uniform
Wear protective gloves and clothing
Use adequate ventilation
Follow manufacturer's directions

Assessment:
Pre/Post Written Test
Checklist
Resources/Equipment:
Cosmetology State Board Laws and Regulations
Cosmetology implements
Les Nouvelles Esthetiques & Spa magazines
Aesthetic Video source
  • Threading
  • Eyebrow contouring & facial waxing
Make-up Products
Skin care products
Computer
Unit Name: Scalp Treatment
Unit Number: 2100
Dates: Fall 2019 Hours: 15

Unit Description/Objectives:
Student will know the properties of the scalp and be able to identify implements, equipment and products to perform scalp treatments also be able to identify and prescribe treatment for scalp disorders & diseases to achieve a 9 out of 10 on the assigned learning guides.

Tasks:
2101 – Perform a basic scalp treatment on a client
2102 – Explain the uses of electrical equipment
2110 – Give a treatment to correct scalp and hair problem
2111 – List and discuss contraindications of light/ electrical scalp therapy

Standards / Assessment Anchors

Focus Standard/Anchor #1
- CC.3.5.11-12.C. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Supporting Standards/Anchors
- CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
- CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Connecting Standard/Anchor
- CC.2.1.6.E.4 Apply and extend previous understandings of numbers to the system of rational numbers.

Supporting Standards/Anchors
- CC.2.3.HS.A.8 Apply geometric theorems to verify properties of circles.
- CC.2.3.HS.A.12 Explain volume formulas and use them to solve problems.

Instructional Activities:

Knowledge:
Describe the various textures of hair
Explain the various hair and scalp disorders & diseases
List the elements and composition of hair
List and discuss the contraindications when using electrical equipment
Explain the various hair and scalp treatments
Describe the layers of the shaft and parts hair root
Discuss the phases of hair growth
Define and discuss normal and abnormal hair loss
Define the terms related to properties of the hair scalp:

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
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<tbody>
<tr>
<td>Alopecia</td>
<td>Hair cuticle</td>
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<td>Alopecia areata</td>
<td>Hair density</td>
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<td>Alopecia premature</td>
<td>Hair elasticity</td>
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<td>Alopecia senilis</td>
<td>Hair porosity</td>
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<td>Alopecia totalis</td>
<td>Hair root</td>
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<td>Alopecia universalis</td>
<td>Hair shaft</td>
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<td>Amino acids</td>
<td>Hair stream</td>
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<td>Anagen phase</td>
<td>Hydrogen bond</td>
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<td>Androgenic alopecia</td>
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<td>Canities</td>
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<td>Keratinization</td>
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<td>Contraindication</td>
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<td>Fragilitas crinium</td>
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<td>Polypeptide chain</td>
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<td>Alopecia</td>
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<td>Hair porosity</td>
<td>Proteins</td>
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<td>Hair root</td>
<td>Pseudofolliculitis</td>
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<td>Ringed hair</td>
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<td>Hair texture</td>
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<td>Tinea barbae</td>
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<td>Lanugo</td>
<td>Tinea capitis</td>
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<td>Vellus hair</td>
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<td>Wave pattern</td>
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<tr>
<td>Pityriasis capitis</td>
<td>Whorl</td>
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</tbody>
</table>

**Skill:**
- Demonstrate a basic scalp treatment on a client
- Explain the uses of electrical equipment during a scalp treatment
- Identify implements, equipment and products using during electrical/light therapy
- Demonstrate the procedure for completing an electrical/light therapy treatment

**Remediation:**
- Review with teacher assistance
- Individual or group tutoring
- Study guides
- Extended time

**Enrichment:**
- Participate in classroom leadership activities and competitions
- Participate in local distributor work shops
- Participate in teacher made bingo games
- Watch teacher approved and recommend YouTube videos
- Watch industry related DVD and/or Video
- Schoology discussion board
**Safety:**
Student must:
Follow all safety precautions for the related instruction and laboratory
Handle implements, equipment, product and chemicals in a safe manner
Wear complete and clean uniform
Wear protective gloves and clothing
Use adequate ventilation
Follow manufacturer's directions

**Assessment:**
Pre/Post Test
Checklist
Student Observation
Worksheet Assignment

**Resources/Equipment:**
Cosmetology "Milady's Standard Workbook", Lisha Barnes, 2008
Scali-Shahan, Maura 2017 Milady’s standard barbering (6th ed.). Cengage;Boston, MA
Cosmetology State Board Laws and Regulations
Cosmetology implements
Hair tools
Products
Nail tools
Products
Skin care products
MCTI & State Board Specified Cosmetology Kit
Elite Computer Software
Computer
Guest artists & presenters
Manufacturer Representatives
Field Trips
Unit Name: Care of All Hair Types and Textures  
Unit Number: 2200  
Dates: Fall 2019  
Hours: 45

Unit Description/Objectives:  
Student will know and be able to identify implements, equipment and product to perform hair additions and multiple styling techniques with synthetic and human hair bundles, wefts, and wig products. The student will also know and be able to select styling products and styles to compliment client facial features and body structure to earn a 9 out of 10 on the learning guides.

Tasks:
2201 - Select and apply styling products according to client's needs.
2202 - Identify uses of specialty hairstyling equipment.
2203 - Identify implements, equipment and products used with synthetic and human hair.
2204 - Compare and contrast synthetic and human hair services.
2205 - Perform application and styling services on wigs, hairpieces and extensions.
2230- Cleanse hair additions
2231- Condition Hair Additions
2232- Wet Style Wigs/Hairpieces
2233- Thermal Style Wigs/ Hairpieces
2234- Extend hair Using Braids
2235- Glue extensions into the hair

Standards / Assessment Anchors

Focus Standard/Anchor #1
- CC.3.5.11-12.C. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Supporting Standards/Anchors
- CC.1.4.11-12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain- specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
- CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
**Connecting Standard/Anchor**  
- CC.2.1.6.E.4 Apply and extend previous understandings of numbers to the system of rational numbers.

**Supporting Standards/Anchors**  
- CC.2.3.HS.A.8 Apply geometric theorems to verify properties of circles.  
- CC.2.3.HS.A.12 Explain volume formulas and use them to solve problems.

**Instructional Activities:**

**Knowledge:**
- Describe the various types of hairpieces and their uses  
- Explain the various methods of attaching extensions  
- List the elements of a client consultation for wig services  
- Explain the various men’s hair replacement techniques  
- Define the terms related to hair addition and replacement:
  - Bonding  
  - Braid-and-sew  
  - Cap wigs  
  - Capless wigs  
  - Fallen  
  - Finasteride  
  - Flap surgery  
  - Full head bond  
  - Fusion bonding  
  - Hackling  
  - Hair extensions  
  - Hairpiece  
  - Hair replacement  
  - System  
  - Hair solution  
  - Hair transplantation  
  - Hand tied wigs  
  - Integration  
  - Hairpiece  
  - Wig  
  - Lace-front  
  - Wig  
  - wig  
  - wig block  
  - wiglet  
  - Minoxidil  
  - Root-turning  
  - Semi-hand-tied  
  - Wig  
  - Scalp reduction  
  - Toupee  
  - Turned hair  
  - Wefts  

**Skill:**
- Explain the differences between human hair and synthetic wigs  
- Describe the two basic categories of wigs  
- Demonstrate the procedure for taking wig measurements  
- Demonstrate the procedure for putting on a wig  
- Identify implements, equipment and products used with synthetic and human hair  
- Demonstrate an awareness of services performed on synthetic and human hair  
- Demonstrate an awareness of wigs, hair pieces and extensions  
- Perform wig cutting and styling procedures  
- Clean artificial hair pieces

**Remediation:**
- Review with teacher assistance  
- Individual or group tutoring  
- Study guides  
- Extended time

**Enrichment:**
- Perform an activity from the homework tracker to enhance skills  
- Participate in classroom leadership activities and competitions  
- Create a “Skin Type Book” to analyze skin types and identify treatments for skin conditions  
- Teacher-made Kahoot game  
- Schoology discussion board  
- Work on credits on quarter charts to enhance skills  
- Participate in classroom leadership activities and competitions

**Safety:**
- Student must:  
  - Follow all safety precautions for the related instruction and laboratory  
  - Handle implements, equipment, product and chemicals in a safe manner
Wear complete and clean uniform
Wear protective gloves and clothing
Use adequate ventilation
Follow manufacturer's directions

**Assessment:**
- Pre/Post Test
- Checklist
- Student Observation
- Worksheet Assignment

**Resources/Equipment:**
- Cosmetology "Milady's Standard Workbook", Lisha Barnes, 2008
- Scali-Shahan, Maura 2017 Milady's standard barbering (6th ed.). Cengage;Boston, MA
- Cosmetology State Board Laws and Regulations
- Cosmetology implements
- Hair tools
- Products
- Nail tools
- Products
- Skin care products
- MCTI & State Board Specified Cosmetology Kit
- Elite Computer Software
- Computer
- Guest artists & presenters
- Manufacturer Representatives
- Field Trips
Unit Description/Objectives:
Student will know and be able to identify Make up implements, equipment, skin type, and be able to perform a client consultation to select proper products and techniques to perform various Facial make-up applications to earn a 9 out of 10 on the learning guides.

Tasks:
2301- Apply basic daytime make-up Application Prepare Skin and Apply Foundation
2302- Apply evening make-up
2303 – Demonstrate corrective make-up techniques according to client's needs
2304- Demonstrate Knowledge of false eyelashes
2330- Perform Eye tabbing/ Apply individual lashes
2331– Apply strip lashes
2332- Design and apply high fashion make-up (Avant Garde)
2333 - Apply Theatrical make-up.

Standards / Assessment Anchors

Focus Standard/Anchor #1
- CC.3.5.11-12.C. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Supporting Standards/Anchors
CC.3.5.9-10.H. Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.
CC.3.5.11-12.H. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

Connecting Standard/Anchor
- CC.3.5.11-12.G. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Supporting Standards/Anchors
13.3.11.A. Evaluate personal attitudes and work habits that support career retention and advancement.
**Instructional Activities:**

**Knowledge:**
- Discuss which skin disorders may be handled in the salon and which should be referred to a physician
- Describe the elements of a client consultation for hair removal
- Describe the different types of cosmetics and their uses
- Name the conditions that contraindicate hair removal in the salon
- List the two main classifications of hair removal and give examples of each
- Identify and describe three methods of permanent hair removal
- List safety measures to be followed during makeup application
- Discuss makeup color theory
- Discuss and distinguish between makeup applications for men and women
- Define facial makeup terms:
  - Band/strip lashes
  - Bimatoprost
  - Cake make up
  - Cheek color
  - Color primer
  - Concealers
  - Cool colors
  - Disposable implements
  - Eye makeup removers
  - Eye shadows
  - Eyebrow pencils
  - Eyebrow shadow
  - Eyelash adhesive
  - Eyelash enhancers
  - Eyelash extensions
  - Eyelash adhesive
  - Eyeliner
  - Eye shadow Primer
  - Face powder
  - Foundation
  - Greasepaint
  - Individual lashes
  - Lip color
  - Lip liner
  - Makeup brushes/tools
  - Mascara
  - Warm colors

**Skill:**
- Prepare Skin and Apply Foundation
- Apply basic daytime make-up Application.
- Design and Apply evening make-up.
- Design and apply high fashion make-up
- Demonstrate the use of the different cosmetic products
- Apply Theatrical make-up
- Apply strip lashes
- Apply individual lashes
- Demonstrate corrective make-up techniques according to client's needs.
- Demonstrate male makeup application
- Demonstrate an understanding of cosmetic color theory

**Remediation:**
- Review with teacher assistance
- Individual or group tutoring
- Study guides
- Extended time

**Enrichment:**
- View webinar sessions prepared by various make-up companies
- Participate in classroom leadership activities and competitions
- Field trips to relevant industry shows, workshops, and/or schools
- View in-class relevant Guest speakers

**Safety:**
- Student must:
  - Follow all safety precautions for the related instruction and laboratory
  - Handle implements, equipment, product, and chemicals in a safe and sanitary manner
Wear complete and clean uniform
Wear protective gloves and clothing
Use adequate ventilation
Follow manufacturer's directions

Assessment:
Pre/Post Test
Student observation checklist
Workbook Assignment

Resources/Equipment:
Cosmetology State Board Laws and Regulations
Cosmetology implements
Make-up Products
Aesthetic Video Source
- Professional Make-up techniques for Caucasian Women
- Professional Make-up techniques for Asian Women
- Professional Make-up techniques for Black Women
- Professional Bridal Make-up techniques
- Air brush Make-up techniques
Unit Name: Applied Mathematics
Unit Number: 3000

Dates: Fall 2019 Hours: 15

Unit Description/Objectives:
Student will know and be able to demonstrate knowledge of Mathematics to apply them to the different situation concerning the cosmetology industry to achieve a 9 out of 10 on the learning guides.

Tasks:
3001- Interpret angles by degrees
3002- Formulate colors using the shade selection process
3003- Calculate earnings using percentages and salaries
3004- Simulate a purchase plan for salon products
3005- Prepare and Dispense solution from concentrate

Standards / Assessment Anchors

Focus Standard/Anchor #1
- CC.2.2.HS.C.1 Use the concept and notation of functions to interpret and apply them in terms of their context

Supporting Standards/Anchors
- CC.2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
- CC.2.1.7.D.1 Analyze proportional relationships and use them to model and solve real world and mathematical problems.

Connecting Standard/Anchor
- CC.3.6.11-12.B. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Supporting Standards/Anchors
- CC.2.4.5.A.1 Solve problems using conversions within a given measurement system.
- CC.2.4.5.A.2 Represent and interpret data using appropriate scale.
- CC.3.5.11-12.H. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

Instructional Activities:

Knowledge:
Convert U.S. Measurement and Metric system

Define these terms:
Skill:
Interpret angles by degrees
Formulate colors using the shade selection process
Calculate earnings using percentages and salaries
Simulate a purchase plan for salon products
Prepare and Dispense solution from concentrate

Remediation:
Review with teacher assistance
Individual or group tutoring
Study guides
Extended time

Enrichment:
Work on credits on quarter charts to enhance skills
Participate in classroom leadership activities and competitions
Teacher made games
Attend industry related fieldtrips

Safety:
Student must:
Follow all safety precautions for the related instruction and laboratory
Handle implements, equipment, product and chemicals in a safe manner
Wear complete and clean uniform
Wear protective gloves and clothing
Use adequate ventilation
Follow manufacturer’s directions

Assessment:
Pre/Post Test
Checklist
Student Observation
Workbook Assignment
Resources/Equipment:


Gerrian, Dawn 2015 Milady standard Nail Technology (7th ed.). Cengage
Bruce, Sandra 2015 Milady Standard Nail Technology (7th ed.). Cengage
Cosmetology State Board Laws and Regulations
Cosmetology implements
Hair tools
Products
Nail tools
Products
Skin care products
MCTI & State Board Specified Cosmetology Kit
Elite Computer Software
Computer
Guest artists & presenters
Manufacture Representatives
Field Trips
Unit Name: 3100 State Board and NOCTI Preparation
Unit Number: 3100
Dates: Fall 2019 Hours: 65.00

Unit Description/Objectives:
Student will practice and perform services including the 90-degree haircut, blow dry, flat iron and curl hair, foil highlights, virgin relaxer, retouch color, permanent wave, and manicure in order to earn proficient or advanced on the NOCTI exam and pass the State Board exam.

Tasks:
3101 Make application
3102 Label and pack supplies
3103 Practice NOCTI procedure for manicuring
3104 Practice NOCTI procedure for styling
3105 Practice NOCTI procedure for cutting
3106 Practice NOCTI procedure for permanent
3107 Practice NOCTI procedure for chemical relaxing
3108 Practice NOCTI procedure for haircoloring
3109 Practice NOCTI procedure for infection control and safety
3110 Practice NOCTI procedure for polish application and removal
3111 Participate in NOCTI practical and theory exam

Standards / Assessment Anchors

Focus Standard/Anchor
- 13.2.11 E Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to: commitment, communication, dependability, health/safety, laws and regulations (that is Americans with Disabilities Act, Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets), personal initiative, Self-advocacy, scheduling/time management, team building, technical literacy and technology.

Supporting Standards/Anchors
- 3.4.10.A2 Interpret how systems thinking applies logic and creativity with appropriate comprises in complex real-life problems.

- 3.4.12.C3 Apply the concept that many technological problems require a multi-disciplinary approach.

Connecting Standard/Anchor
- CC.3.6.11-12.F. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Supporting Standards/Anchors
- CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.
Instructional Activities:

**Knowledge:**
- Review state laws and rules
- Identify requirements for cosmetology licensure in PA
- Identify and practice the process for taking and passing your state licensing examination.

**Skill:**
- Identify requirements for professional licenses
- Make application
- Label and pack supplies
- Practice NOCTI procedure for manicuring
- Practice NOCTI procedure for styling
- Practice NOCTI procedure for cutting
- Practice NOCTI procedure for permanent
- Practice NOCTI procedure for chemical relaxing
- Practice NOCTI procedure for hair coloring
- Participate in the NOCTI state practical and theory exam
- Practice NOCTI procedure for Infection Control & Safety
- Practice NOCTI procedure for Polish Application & Removal

**Remediation:**
- Review with teacher assistance
- Individual or group tutoring
- Peer Tutoring
- Study guides
- Extended time

**Enrichment:**
- Use Quizlet and Proprofs tests and Milady Exam booklet to practice for the State Board Exam
- Participate in classroom leadership activities and competitions
- Schoology discussion board

**Safety:**
- Follow all safety precautions for the related instruction and laboratory
- Handle implements, equipment, product and chemicals in a safe manner
- Wear complete and clean uniform
- Wear personal protective equipment
- Follow manufacturer's instructions

**Assessment:**
- Anticipation Guide
- Learning Guides (Task List)
- State Law Scavenger Hunts
- Teacher made test

**Resources/Equipment:**
NOCTI Study Guide
Cosmetology State Board Laws and Regulations
Cosmetology implements
Computer