

**Steel Center for Career and Technical Education**  
**Course Name: Cosmetology**



**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  
Schoolology 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:**

Frangie, Catherine M. Milady Standard Cosmetology. Clifton Park, NY: Cengage Learning, 2012.  
Frangie, Catherine M. Milady Standard Cosmetology Student Workbook. Clifton Park, NY: Cengage Learning, 2012.  
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

# Steel Center for Career and Technical Education

## 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-terms 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

Schooly 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:**

Frangie, Catherine M. Milady Standard Cosmetology. Clifton Park, NY: Cengage Learning, 2012.  
Frangie, Catherine M. Milady Standard Cosmetology Student Workbook. Clifton Park, NY: Cengage Learning, 2012.  
Cosmetology State Board Laws and Regulations  
SP2 Ethics Modules  
Cosmetology implements  
Online Discovery Pro Computer Software  
Computer  
Guest artists & presenters  
Manufacture Representatives  
Field Trips

**Steel Center for Career and Technical Education**  
**Course Name: Cosmetology**



**Unit Name:** 300 BUSINESS PRACTICES  
**Unit Number:** 300

**Dates:** Fall 2019 **Hours:** 15.00

---

**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:**

"Build your future with O\*NET OnLine." O\*NET OnLine. N.p., n.d. Web. 31 Mar. 2017.  
<<https://www.onetonline.org/>>.  
"Build a bridge to your new career." *Explore new career options and expand your job search | mySkills myFuture | CareerOneStop*. N.p., n.d. Web. 31 Mar. 2017. <<https://www.myskillsmyfuture.org/>>.  
Tezak, Edward. *Successful Salon & Spa Management*. Clifton Park, NY: Cengage Learning, 2012.  
Frangie, Catherine M. *Milady Standard Cosmetology*. Clifton Park, NY: Cengage Learning, 2012.  
Frangie, Catherine M. *Milady Standard Cosmetology Student Workbook*. Clifton Park, NY: Cengage Learning, 2012.  
International SPA Association and ISPA Foundation. *Retail Management for Salons and Spas*. Clifton Park, NY: Cengage Learning, 2013.  
"Home : Occupational Outlook Handbook:." U.S. Bureau of Labor Statistics. U.S. Bureau of Labor Statistics, n.d. Web. 31 Mar. 2017. <<http://www.bls.gov/ooh/>>.  
"Pennsylvania CareerZone." *Announcements RSS*. N.p., n.d. Web. 31 Mar. 2017.  
<<http://www.pacareerzone.org/>>.  
"Home : Occupational Outlook Handbook:." U.S. Bureau of Labor Statistics. U.S. Bureau of Labor Statistics, n.d. Web. 31 Mar. 2017. <<http://www.bls.gov/ooh/>>.  
"Your Journey Starts with Mapping Your Future!" *Mapping Your Future*. N.p., n.d. Web. 31 Mar. 2017.  
<<http://mappingyourfuture.org/>>.  
Cosmetology State Board Laws and Regulations  
Cosmetology implements  
Online Discovery Pro Computer Software  
Computer

**Steel Center for Career and Technical Education**  
**Course Name: Cosmetology**



**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:**

- Frangie, Catherine M. Milady Standard Cosmetology. Clifton Park, NY: Cengage Learning, 2012.
- Frangie, Catherine M. Milady Standard Cosmetology Student Workbook. Clifton Park, NY: Cengage Learning, 2012.
- Frangie, Catherine M. Milady Standard Cosmetology Exam Review. Clifton Park, NY: Cengage Learning, 2012.
- NOCTI Study Guide
- Cosmetology State Board Laws and Regulations
- Cosmetology implements
- Computer

**Steel Center for Career and Technical Education**  
**Course Name: Cosmetology**



**Unit Name:** 500 HISTOLOGY  
**Unit Number:** 500

**Dates:** Fall 2019 **Hours:** 84.00

---

**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  
Schoolology 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:**

Frangie, Catherine M. *Milady Standard Cosmetology*. Clifton Park, NY: Cengage Learning, 2012.

Frangie, Catherine M. *Milady Standard Cosmetology Student Workbook*. Clifton Park, NY: Cengage Learning, 2012.

Wise, Eric, and Stephanie McCann. *Anatomy coloring book*. New York, NY: Kaplan Publishing, 2014. Print.

Cosmetology State Board Laws and Regulations

Cosmetology implements

Computer

Teacher made notes

# Steel Center for Career and Technical Education

## 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*

10.1.12.A (Health) Evaluate factors that impact growth and development during adulthood and late adulthood.

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  
Schology 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:**

Frangie, Catherine M. Milady Standard Cosmetology. Clifton Park, NY: Cengage Learning, 2012.  
Frangie, Catherine M. Milady Standard Cosmetology Student Workbook. Clifton Park, NY: Cengage Learning, 2012.  
Cosmetology State Board Laws and Regulations  
Cosmetology implements  
Computer

# Steel Center for Career and Technical Education

## Course Name: Cosmetology



**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:**

Frangie, Catherine M. Milady Standard Cosmetology. Clifton Park, NY: Cengage Learning, 2012.  
Frangie, Catherine M. Milady Standard Cosmetology Student Workbook. Clifton Park, NY: Cengage Learning, 2012.  
Cosmetology State Board Laws and Regulations  
Cosmetology implements  
Hair tools  
Products  
Nail tools  
Products  
Skin care products  
Guest artists & presenters  
Manufacture Representatives  
Field Trips

# Steel Center for Career and Technical Education

## 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:**

Frangie, Catherine M. *Milady Standard Cosmetology*. Clifton Park, NY: Cengage Learning, 2012.  
Frangie, Catherine M. *Milady Standard Cosmetology Student Workbook*. Clifton Park, NY: Cengage Learning, 2012.  
Kahoot. *Create.kahoot.it*. N.p., 2017. Web. 26 April. 2017.  
Wise, Eric, and Stephanie McCann. *Anatomy coloring book*. New York, NY: Kaplan Publishing, 2014. Print.  
Cosmetology State Board Laws and Regulations  
Cosmetology implements  
Hair tools  
Products  
Nail tools  
Products  
Skin care products  
Teacher-made notes

**Steel Center for Career and Technical Education**  
**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
- Analyse clients skin
- Define and prescribe treatment to promote healthy skin

Define these terms:

Albinism

Anaerobic

Anhidrosis

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

### **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:**

Frangie, Catherine M. Milady Standard Cosmetology. Clifton Park, NY: Cengage Learning, 2012.  
Frangie, Catherine M. Milady Standard Cosmetology Student Workbook. Clifton Park, NY: Cengage Learning, 2012.  
Frangie, C. 2008. Milady's Standard Cosmetology, (1st ed.). Cengage; Florence, KY.  
Barnes, L. 2008. Milady Standard Workbook, (1st ed.). Cengage; Florence, KY  
Gerson, Joel 2013 Milady Standard Esthetics: Fundamentals (11<sup>th</sup> ed.). Cengage;  
Harrity, Jean 2013 Milady Standard Esthetics: Fundamentals (11<sup>th</sup> ed.). Cengage;  
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 electromagnetic spectrum, visible spectrum of light, and invisible light  
Describe the types of light therapy and their benefits

Define these terms:

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

**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  
Schoolology 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:**

Frangie, Catherine M. Milady Standard Cosmetology. Clifton Park, NY: Cengage Learning, 2012.  
Frangie, Catherine M. Milady Standard Cosmetology Student Workbook. Clifton Park, NY: Cengage Learning, 2012.  
Frangie, C. 2008. Milady's Standard Cosmetology, (1st ed.). Cengage; Florence, KY.  
Barnes, L. 2008. Milady Standard Workbook, (1st ed.). Cengage; Florence, KY

Gerson, Joel 2013 Milady Standard Esthetics: Fundamentals (11th ed.). Cengage;  
Harrity, Jean 2013 Milady Standard Esthetics: Fundamentals (11th ed.). Cengage;  
Gerrian, Dawn 2015 Milady standard Nail Technology (7<sup>th</sup> ed.). Cengage  
Bruce, Sandra 2015 Milday Standard Nail Technology (7<sup>th</sup> 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:**

- Frangie, Catherine M. Milady Standard Cosmetology. Clifton Park, NY: Cengage Learning, 2012.
- Frangie, Catherine M. Milady Standard Cosmetology Student Workbook. Clifton Park, NY: Cengage Learning, 2012.
- 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 haircutting 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 haircutting techniques with shears.
- 1203 - Demonstrate various haircutting 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:**

Frangie, Catherine M. *Milady Standard Cosmetology*. Clifton Park, NY: Cengage Learning, 2012.  
Frangie, Catherine M. *Milady Standard Cosmetology Student Workbook*. Clifton Park, NY: Cengage Learning, 2012.  
Cosmetology State Board Laws and Regulations  
Scali-Sheahan, Maura. *Milady Standard Barbering*. Boston, MA: Cengage Learning, 2017.  
Villa, Sam. *Sam Villa Professional*. Retrieved on September 26, 2016 from [www.samvilla.com](http://www.samvilla.com).  
Mannequin  
Shears  
Thinning shears  
Pictures of clipper cuts  
Cape  
Water bottle  
Clips  
Styling comb  
Barber comb  
Clippers  
Trimmers  
Design Stencils  
Paper  
Writing utensils  
Products

**Steel Center for Career and Technical Education**  
**Course Name: Cosmetology**



**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 pincurl 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
- Schoolology 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:**

Frangie, Catherine M. Milady Standard Cosmetology. Clifton Park, NY: Cengage Learning, 2012.  
Frangie, Catherine M. Milady Standard Cosmetology Student Workbook. Clifton Park, NY: Cengage Learning, 2012.  
Johnson, Timothy. Milady Standard Updos. Clifton Park, NY: Cengage Learning, 2015.  
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:** 1400 CHEMICAL TEXTURIZING  
**Unit Number:** 1400

**Dates:** Fall 2019 **Hours:** 100.00

---

**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:**

Frangie, Catherine M. Milady Standard Cosmetology. Clifton Park, NY: Cengage Learning, 2012.  
Frangie, Catherine M. Milady Standard Cosmetology Student Workbook. Clifton Park, NY: Cengage Learning, 2012.  
Cosmetology State Board Laws and Regulations  
Cosmetology implements  
Products  
Computer  
Guest artists & presenters  
Manufacturer representatives

**Steel Center for Career and Technical Education**  
**Course Name: Cosmetology**



**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:**

- Frangie, Catherine M. Milady Standard Cosmetology. Clifton Park, NY: Cengage Learning, 2012.
- Frangie, Catherine M. Milady Standard Cosmetology Student Workbook. Clifton Park, NY: Cengage Learning, 2012.
- Cosmetology State Board Laws and Regulations
- Cosmetology implements
- Computer
- Guest artists & presenters
- Manufacturer representatives

**Steel Center for Career and Technical Education**  
**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:**

Frangie, Catherine M. Milady Standard Cosmetology. Clifton Park, NY: Cengage Learning, 2012.  
Frangie, Catherine M. Milady Standard Cosmetology Student Workbook. Clifton Park, NY: Cengage Learning, 2012.  
Lloyd, Tracey. The Colour Book. Bedford Row, London: Thomson Learning, 2005.  
Cosmetology State Board Laws and Regulations  
Color bowl  
Color brush  
Applicator bottle  
Cape  
Towels  
Gloves  
Client Consultation Cards  
Butterfly Clips  
Foins  
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:**

Frangie, Catherine M. Milady Standard Cosmetology. Clifton Park, NY: Cengage Learning, 2012.  
Frangie, Catherine M. Milady Standard Cosmetology Student Workbook. Clifton Park, NY: Cengage Learning, 2012.  
Frangie, C. 2008. Milady's Standard Cosmetology, (1st ed.). Cengage; Florence, KY.  
Barnes, L. 2008. Milady Standard Workbook, (1st ed.). Cengage; Florence, KY  
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 steam

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:**

Frangie, Catherine M. Milady Standard Cosmetology. Clifton Park, NY: Cengage Learning, 2012.  
Frangie, Catherine M. Milady Standard Cosmetology Student Workbook. Clifton Park, NY: Cengage Learning, 2012.  
Frangie, C. 2008. Milady's Standard Cosmetology, (1st ed.). Cengage; Florence, KY.  
Barnes, L. 2008. Milady Standard Workbook, (1st ed.). Cengage; Florence, KY  
Gerson, Joel 2013 Milady Standard Esthetics: Fundamentals (11th ed.). Cengage;  
Harrity, Jean 2013 Milady Standard Esthetics: Fundamentals (11th ed.). Cengage;  
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

**Steel Center for Career and Technical Education**  
**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

Onychomadesis  
Onychomycosis  
Onychophagy (bitten nails)  
Onychorrhexis  
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 work shops  
Participate in classroom leadership activities and competitions  
Schoolology 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:**

Frangie, Catherine M. Milady Standard Cosmetology. Clifton Park, NY: Cengage Learning, 2012.  
Frangie, Catherine M. Milady Standard Cosmetology Student Workbook. Clifton Park, NY: Cengage Learning, 2012.  
Frangie, C. 2008. Milady's Standard Cosmetology, (1st ed.). Cengage; Florence, KY.  
Barnes, L. 2008. Milady Standard Workbook, (1st ed.). Cengage; Florence, KY

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:** 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.

3.1.12.A7. Evaluate metabolic activities using experimental knowledge of **enzymes**.

#### *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

Student observation  
Workbook Assignment  
Creative work assignments

**Resources/Equipment:**

Frangie, Catherine M. Milady Standard Cosmetology. Clifton Park, NY: Cengage Learning, 2012.  
Frangie, Catherine M. Milady Standard Cosmetology Student Workbook. Clifton Park, NY: Cengage Learning, 2012.  
Frangie, C. 2008. Milady's Standard Cosmetology, (1st ed.). Cengage; Florence, KY.  
Barnes, L. 2008. Milady Standard Workbook, (1st ed.). Cengage; Florence, KY  
Gerson, Joel 2013 Milady Standard Esthetics: Fundamentals (11th ed.). Cengage;  
Harrity, Jean 2013 Milady Standard Esthetics: Fundamentals (11th ed.). Cengage;  
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

**Steel Center for Career and Technical Education**  
**Course Name: Cosmetology**



**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:

Alopecia	Hair cuticle	Polypeptide chain
Alopecia areata	Hair density	Postpartum
Alopecia premature	Hair elasticity	alopecia
Alopecia senilis	Hair porosity	Proteins
Alopecia totalis	Hair root	Pseudofolliculitis
Alopecia universalis	Hair shaft	barbae
Amino acids	Hair stream	Ringed hair
Anagen phase	Hair texture	Salt bonds
Androgenic alopecia	Helix	Scutula
Arrector pili	Hydrogen bond	Side bonds
Canities	Hydrophic	Sycosis vulgaris
Carbuncles	Hydrophobic	Telogen phase
Catagen phase	Hypertrichosis	Terminal hair
COHNS elements	Keratin	Tinea
Contraindication	Keratinization	Tinea barbae
Cortex	Lanugo	Tinea capitis
Cowlick	Lanthionine bonds	Tinea favosa
Cysteine	Malassezia	Tinea sycosis
Dermal papilla	Medulla	Trichology
Disulfide bond	Monilethrix	Trichoptilosis
End bonds	Pediculosis capitis	Trichorrhexis
Eumelanin	Peptide bond	nodosa
Folliculitis barbae	Pityriasis	Vellus hair
Fragilitas crinium	Pityriasis capitis	wave pattern
Furuncle	simplex	whorl
Hair bulb	Pityriasis steatoides	

### **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:**

- Frangie, Catherine M. Milady Standard Cosmetology. Clifton Park, NY: Cengage Learning, 2012.
- Frangie, Catherine M. Milady Standard Cosmetology Student Workbook. Clifton Park, NY: Cengage Learning, 2012.
- Frangie, C. 2008. Milady's Standard Cosmetology, (1st ed.). Cengage; Florence, KY.
- Barnes, L. 2008. Milady Standard Workbook, (1st ed.). Cengage; Florence, KY
- Cosmetology "Milady's Standard Workbook", Lisha Barnes, 2008
- Scali-Shahan, Maura 2017 Milady's standard barbering (6<sup>th</sup> 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

**Steel Center for Career and Technical Education**  
**Course Name: Cosmetology**



**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	Hair extensions	Minoxidil
Braid-and-sew method	hairpiece	Root-turning
Cap wigs	Hair replacement system	Semi-hand-tied wigs
Capless wigs	Hair solution	Scalp reduction
Fallen	Hair transplantation	Toupee
Finasteride	Hand tied wigs	Turned hair
Flap surgery	Integration	Wefts
Full head bond	hairpiece	wig
Fusion bonding	Lace-front	Wig block
Hackling	Machine-made wigs	wiglet

**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:**

Frangie, Catherine M. Milady Standard Cosmetology. Clifton Park, NY: Cengage Learning, 2012.  
Frangie, Catherine M. Milady Standard Cosmetology Student Workbook. Clifton Park, NY: Cengage Learning, 2012.  
Frangie, C. 2008. Milady's Standard Cosmetology, (1st ed.). Cengage; Florence, KY.  
Barnes, L. 2008. Milady Standard Workbook, (1st ed.). Cengage; Florence, KY  
Cosmetology "Milady's Standard Workbook", Lisha Barnes, 2008  
Scali-Shahan, Maura 2017 Milady's standard barbering (6<sup>th</sup> 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

# Steel Center for Career and Technical Education

## Course Name: Cosmetology



**Unit Name:** Make UP  
**Unit Number:** 2300

**Dates:** Fall 2019 **Hours:** 55

---

### **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

Eye tabbing

Eyebrow pencils

Eyebrow shadow

Eyelash adhesive

Eyelash enhancers

Eyelash extensions

Eyeliner

Face powder

Foundation

Greasepaint

Individual lashes

Latisse

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:**

Frangie, Catherine M. Milady Standard Cosmetology. Clifton Park, NY: Cengage Learning, 2012.

Frangie, Catherine M. Milady Standard Cosmetology Student Workbook. Clifton Park, NY: Cengage Learning, 2012.

Frangie, C. 2008. Milady's Standard Cosmetology, (1st ed.). Cengage; Florence, KY.

Barnes, L. 2008. Milady Standard Workbook, (1st ed.). Cengage; Florence, KY

Gerson, Joel 2013 Milady Standard Esthetics: Fundamentals (11th ed.). Cengage;

Harrity, Jean 2013 Milady Standard Esthetics: Fundamentals (11th ed.). Cengage;

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

# Steel Center for Career and Technical Education

## Course Name: Cosmetology



**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:

Angles  
Average  
Booth rental  
Budget  
Business plans  
Capital  
Celsius  
Conversion table  
Commission  
Consumption supplies  
Demographics  
Expenses  
Fahrenheit  
Fluid ounces  
Formula  
Goals  
Gross income  
Inches  
Centimeter  
Income  
Insurance  
Liter

Loss  
Mark down  
Mark up  
Metric system  
Measurement  
Milliliters  
Net pay  
Partnership  
Payroll  
Percentage  
Personnel  
Profit  
Record keeping  
Retail supplies  
Salary  
Salon operation  
Sole proprietor  
Tax  
Temperature  
Volume  
Written agreement

**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:**

Frangie, Catherine M. Milady Standard Cosmetology. Clifton Park, NY: Cengage Learning, 2012.  
Frangie, Catherine M. Milady Standard Cosmetology Student Workbook. Clifton Park, NY: Cengage Learning, 2012.  
Frangie, C. 2008. Milady's Standard Cosmetology, (1st ed.). Cengage; Florence, KY.  
Barnes, L. 2008. Milady Standard Workbook, (1st ed.). Cengage; Florence, KY

Gerrian, Dawn 2015 Milady standard Nail Technology (7th ed.). Cengage  
Bruce, Sandra 2015 Milady Standard Nail Technology (7th ed.). Cengage  
Gerson, Joel 2013 Milady Standard Esthetics: Fundamentals (11th ed.). Cengage;  
Harrity, Jean 2013 Milady Standard Esthetics: Fundamentals (11th 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:** 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

CC.3.6.11-12.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

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

### **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  
Schoolology 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:**

Frangie, Catherine M. Milady Standard Cosmetology. Clifton Park, NY: Cengage Learning, 2012.  
Frangie, Catherine M. Milady Standard Cosmetology Student Workbook. Clifton Park, NY: Cengage Learning, 2012.  
Frangie, Catherine M. Milady Standard Cosmetology Exam Review. Clifton Park, NY: Cengage Learning, 2012.

NOCTI Study Guide  
Cosmetology State Board Laws and Regulations  
Cosmetology implements  
Computer