

Course Title: Introduction to Cosmetology	Total Duration: 180 minutes August 20 & 21	Unit Overview: Orientation/Foundation
Background /Preparation: Copies, Confirm Speaker	Available Industry Credential(s): State Board Licensing	
Content Standards(s): 1. Apply mathematical, reading, writing, critical-thinking, decision-making, and problem-solving skills to perform the work of the cosmetology industry. 2. Demonstrate teamwork and skill necessary for developing long-range goals and projects that impact the cosmetology industry. 3. Utilize technology and information technology tools that impact the management and services provided by the cosmetology industry.	Learning Objective(s): 1. Utilize mathematical, reading, writing, critical-thinking, decision-making, and problem-solving skills to perform the work of the cosmetology industry. 2. Explain how teamwork is used to plan long-range goals and projects that impact the cosmetology industry. 3. Demonstrate technology fluency in the management and services provided by the cosmetology industry.	
	Materials/Equipment/Technology Resources: Guidelines for Activity; Internet; Computers Web sites; References; Lead Questions;	
Procedures/Activities/Learning Experiences: Orientation: (45 minutes) Complete the necessary student forms for BIC, collect fees etc. PowerPoint Presentation: (45 minutes) Review Course Syllabus and Lab Procedures Guest Speaker: (30 minutes) Guest speaker from the Cosmetology Industry speaks on their field and skills needed to be successful. Think-Pair, and Share: (25 minutes) Students think and then pair with another student to discuss how teamwork is used in a salon. Share Out. Lab Tour and Demonstration: (15 minutes) Students tour the lab/or a salon to identify technology used in the lab or salon. The teacher demonstrates explain the use of each piece of equipment and the importance of safety in the salon. Guided Practice: (20 minutes) Sample problems using these skills (math, reading, writing, critical thinking, decision making, problem solving)		
Remediation: Students that need remediation will be allowed to use the school's Resource Lab.		
Provisions for Individual Differences: <input type="checkbox"/> Check work in progress <input type="checkbox"/> Review Sessions <input type="checkbox"/> Other <input checked="" type="checkbox"/> Review Directions <input checked="" type="checkbox"/> Oral Reminders <input type="checkbox"/> Monitor Assignments <input checked="" type="checkbox"/> Extension of time to complete		
Assessment Strategies/Assessment: <input type="checkbox"/> Homework <input type="checkbox"/> Test <input type="checkbox"/> Performance <input type="checkbox"/> Class Work <input type="checkbox"/> Teacher Observation <input type="checkbox"/> Other	Essential Questions: What academic, decision-making, teamwork and technological skills are necessary to be a professional cosmetologist?	
Course/Program Culminating Product(s): Throughout the course, students use foundational knowledge and Skills to master content standards.	CTSO Activity: SkillsUSA members plan five activities that they would like to include in their SkillsUSA Program of Work.	

Course Title: Introduction to Cosmetology	Total Duration: 90 minutes August 22	Unit Overview: Salon Safety & Sanitation
Background /Preparation: Prepare Safety PowerPoint, Copies of Safety test	Available Industry Credential(s): State Board Licensing Barbicide Certification (online training)	
Content Standards(s): 4. Apply safety rules and regulations related to cosmetology, including fire equipment, tools, Material Safety Data Sheets, (MSDS), and Environmental Protection Agency (EPA) procedures.	Learning Objective(s): 1. Develop an awareness of safety rules related to cosmetology, including fire equipment, MSDA, and EPA procedures using power point presentations. 2. Identify how to safely sanitize and disinfect salon tools and surfaces and understand the importance of using sanitary measures. 3. List simple safety and first-aid applications for minor burns, cuts, choking, eye injury, and fainting procedures. 4. Recognize the impact of unsafe work and lab practices and the effect on people's lives.	
	Materials/Equipment/Technology Resources: Guidelines for Activity; Internet; Computers Web sites; References; Lead Questions; State Board Rules & Regs. Books;	
Procedures/Activities/Learning Experiences: PowerPoint Presentation: (30 minutes) Safety Rules and Regulations Related to Cosmetology Lab: (60 minutes) 1. Students prepare the lab for State Board Inspection. 2. Computer Lab (Sign up for Barbicide Certification) Research and Presentation: (Homework) Student research safety and sanitation procedures performed in a salon. They prepare a PowerPoint Presentation on their research. Report Out.		
Remediation: Students that need remediation will be allowed to use the school's Resource Lab.		
Provisions for Individual Differences: <input checked="" type="checkbox"/> Check work in progress <input type="checkbox"/> Review Directions <input type="checkbox"/> Monitor Assignments <input type="checkbox"/> Review Sessions <input checked="" type="checkbox"/> Oral Reminders <input checked="" type="checkbox"/> Extension of time to complete <input type="checkbox"/> Other		
Assessment Strategies/Assessment: <input type="checkbox"/> Homework <input type="checkbox"/> Class Work <input type="checkbox"/> Test <input type="checkbox"/> Teacher Observation <input type="checkbox"/> Performance <input type="checkbox"/> Other	Essential Questions: Why are many regulating agencies very specific in their rules pertaining to pre-cleaning metal instruments thoroughly with soap and water before immersing in any disinfectant solution?	
Course/Program Culminating Product(s): PowerPoint Presentation on Salon Safety and Sanitation	CTSO Activity: SkillsUSA members plan a community service clean-up day.	

Course Title: Introduction to Cosmetology	Total Duration: 90 minutes September 5	Unit Overview: Infection Control, Principles, and Practice
Background /Preparation: None	Available Industry Credential(s): State Board Licensing Barbicide Certification	
Content Standards(s): 10. Identify types and classifications of bacteria. Examples: nonpathogenic, pathogenic 11. Practice infection control techniques relative to cosmetology, including performing wet and dry sanitizing procedures for safety and decontamination. • Differentiating between sterilization, disinfection, and sanitation • Using Occupational Safety and Health Administration (OSHA) codes for infection control and disposal of chemicals in cosmetology	Learning Objective(s): 1. List the types and classifications of various types of bacteria. 2. Describe how bacteria grow and reproduce. 3. Differentiate between bacteria and viruses. 4. Describe vegetable and animal parasites that may be seen in the salon. 5. Identify how various infections and contaminants spread. 6. Explain the difference between sterilization, disinfection, and sanitation. 7. Demonstrate the sanitation procedure. 8. Discuss the impact of Universal Precautions on the responsibilities of a salon professional.	
	Materials/Equipment/Technology Resources: Guidelines for Activity; Internet; Computers Web sites; References; Lead Questions;	
Procedures/Activities/Learning Experiences: Guest Speaker: A Nurse or Health Department official speaks on the professional image, infection control & personal hygiene Case Studies: Students are provided with case studies that practice or does not practice infection control techniques. The student determines what is correctly being done in the salon or shop for infection control, and what is not being done correctly in the salon or shop for infection control. They recommend practices that need to be followed for the safety of clients and workers in the salon or shop. Share Out.		
Remediation: Students that need remediation will be allowed to use the school's Resource Lab.		
Provisions for Individual Differences: <input checked="" type="checkbox"/> Check work in progress <input type="checkbox"/> Review Directions <input type="checkbox"/> Monitor Assignments <input type="checkbox"/> Review Sessions <input type="checkbox"/> Oral Reminders <input checked="" type="checkbox"/> Extension of time to complete <input type="checkbox"/> Other		
Assessment Strategies/Assessment: <input type="checkbox"/> Homework <input checked="" type="checkbox"/> Class Work <input type="checkbox"/> Test <input type="checkbox"/> Teacher Observation <input type="checkbox"/> Performance <input type="checkbox"/> Other	Essential Questions: Why is it important to know and how to prevent the spread of bacteria? What form of decontamination is used in the salon? Why is it important for cosmetologist to use the Occupational Safety and Health Administration (OSHA) infection control methods?	
Course/Program Culminating Product(s): Power Point	CTSO Activity:	

Course Title: Introduction to Cosmetology	Total Duration: 90 minutes September 6	Unit Overview: Infection Control, Principles, and Practice
Background /Preparation: None		Available Industry Credential(s): State Board Licensing
Content Standards(s): 10. Identify types and classifications of bacteria. Examples: nonpathogenic, pathogenic 11. Practice infection control techniques relative to cosmetology, including performing wet and dry sanitizing procedures for safety and decontamination. <ul style="list-style-type: none"> • Differentiating between sterilization, disinfection, and sanitation • Using Occupational Safety and Health Administration (OSHA) codes for infection control and disposal of chemicals in cosmetology 		Learning Objective(s): 1. List the types and classifications of various types of bacteria. 2. Describe how bacteria grow and reproduce. 3. Differentiate between bacteria and viruses. 4. Describe vegetable and animal parasites that may be seen in the salon. 5. Identify how various infections and contaminants spread. 6. Explain the difference between sterilization, disinfection, and sanitation. 7. Demonstrate the sanitation procedure. 8. Discuss the impact of Universal Precautions on the responsibilities of a salon professional.
		Materials/Equipment/Technology Resources: Guidelines for Activity; Internet; Computers Web sites; References; Lead Questions; sprite, cups, grape koolaid
Procedures/Activities/Learning Experiences: Buzz Session: (15 minutes) Students discuss the from prior lesson the importance of practicing infection control Role Play: (30 minutes) Students write role-play situations on how contagious/communicable diseases are spread. Computer Lab: 45 minutes) Students will be given time to prepare PowerPoint on Infectious Disease.		
Remediation: Students that need remediation will be allowed to use the school's Resource Lab.		
Provisions for Individual Differences: <input type="checkbox"/> Check work in progress <input type="checkbox"/> Review Directions <input type="checkbox"/> Monitor Assignments <input type="checkbox"/> Review Sessions <input type="checkbox"/> Oral Reminders <input type="checkbox"/> Extension of time to complete <input type="checkbox"/> Other		
Assessment Strategies/Assessment: <input type="checkbox"/> Homework <input type="checkbox"/> Class Work <input type="checkbox"/> Test <input type="checkbox"/> Teacher Observation <input type="checkbox"/> Performance <input type="checkbox"/> Other	Essential Questions: Why is it important to know and how to prevent the spread of bacteria? What form of decontamination is used in the salon? Why is it important for cosmetologist to use the Occupational Safety and Health Administration (OSHA) infection control methods?	
Course/Program Culminating Product(s): Power Point	CTSO Activity:	

Course Title: Introduction to Cosmetology	Total Duration: 90 minutes September 11	Unit Overview: Basic Fundamentals
Background /Preparation:		Available Industry Credential(s): State Board Licensing
Content Standards(s): 12. Demonstrate draping procedures for hair services. Examples: dry, wet, chemical 13. Demonstrate procedures for shampooing, rinsing, conditioning, and caring for the scalp and hair. • Identifying various types of shampoos and conditioners, emulsions, and suspensions, and pH codes • Analyzing conditions of the scalp and hair • Applying procedures for scalp massages and treatments Examples: hot oil treatment, ultraviolet ray treatment		Learning Objective(s): 1. Utilize teamwork in demonstrating dry, wet, and chemical draping techniques. 2. Demonstrate proper shampooing, rinsing and conditioning procedures. 3. Discuss the uses and benefits of various types of shampoos and conditioners. 4. Perform proper scalp manipulations as part of hair and scalp treatments. Materials/Equipment/Technology Resources: Guidelines for Activity; Internet; Computers Web sites; References; Lead Questions;
Procedures/Activities/Learning Experiences: DVD Presentation: (20 minutes) Proper Draping • Dry • Wet • Chemical DVD Questions & Worksheet: (10 minutes) Demonstration: (20 minutes) Teacher demonstrates proper draping techniques. Buddy System: (30 minutes) Students demonstrate the proper draping techniques for dry, wet, and chemical services. Think-Pair-Share: (10 minutes) Students discuss what factors determine the type of shampoos and conditioners used on clients.		
Remediation: Students that need remediation will be allowed to use the school's Resource Lab.		
Provisions for Individual Differences: ___ Check work in progress ___ Review Directions ___ Monitor Assignments ___ Review Sessions _x_ Oral Reminders _x_ Extension of time to complete ___ Other		
Assessment Strategies/Assessment: ___ Homework ___ Class Work ___ Test ___ Teacher Observation ___ Performance ___ Other	Essential Questions: Why is making the proper shampoo selection for your client important?	
Course/Program Culminating Product(s): Students do a scalp and hair analysis, drape, and shampoo according to state board requirements	CTSO Activity: .	

Course Title: Introduction to Cosmetology	Total Duration: 90 minutes September 12	Unit Overview: Basic Fundamentals
Background /Preparation:		Available Industry Credential(s): State Board Licensing
Content Standards(s): 12. Demonstrate draping procedures for hair services. Examples: dry, wet, chemical 13. Demonstrate procedures for shampooing, rinsing, conditioning, and caring for the scalp and hair. • Identifying various types of shampoos and conditioners, emulsions, and suspensions, and pH codes • Analyzing conditions of the scalp and hair • Applying procedures for scalp massages and treatments Examples: hot oil treatment, ultraviolet ray treatment		Learning Objective(s): 1. Utilize teamwork in demonstrating dry, wet, and chemical draping techniques. 2. Demonstrate proper shampooing, rinsing and conditioning procedures. 3. Discuss the uses and benefits of various types of shampoos and conditioners. 4. Perform proper scalp manipulations as part of hair and scalp treatments. Materials/Equipment/Technology Resources: Guidelines for Activity; Internet; Computers Web sites; References; Lead Questions;
DVD Presentation: (45 minutes) Shampooing, Rinsing, Conditioning, and Scalp Care •Types of Products - Shampoos - Conditioners - Emulsions - Suspensions • Hair and Scalp Analysis • Scalp Massage and Treatments *Lab Experiment: (45 minutes) Students will test the pH of shampoos and conditioners used in Cosmetology and chart their findings.		
Remediation: Students that need remediation will be allowed to use the school's Resource Lab.		
Provisions for Individual Differences: <input checked="" type="checkbox"/> Check work in progress <input type="checkbox"/> Review Directions <input type="checkbox"/> Monitor Assignments <input type="checkbox"/> Review Sessions <input checked="" type="checkbox"/> Oral Reminders <input type="checkbox"/> Extension of time to complete <input type="checkbox"/> Other		
Assessment Strategies/Assessment: <input type="checkbox"/> Homework <input type="checkbox"/> Class Work <input type="checkbox"/> Test <input type="checkbox"/> Teacher Observation <input type="checkbox"/> Performance <input type="checkbox"/> Other	Essential Questions: Why is making the proper shampoo selection for your client important?	
Course/Program Culminating Product(s): Students do a scalp and hair analysis, drape, and shampoo according to state board requirements	CTSO Activity:	

Course Title: Introduction to Cosmetology	Total Duration: 90 minutes September 25	Unit Overview: Principles of Hair Design
Background /Preparation:		Available Industry Credential(s): State Board Licensing
Content Standards(s): 14. Explain principles and elements of hairstyle and design. • Explaining the relationship of facial types to styling principle for male and female design • Describing the use of various implements, tools, and equipment for hair styling • Identifying the five elements and five principles of hair design • Identifying basic pattern for haircutting 15. Apply techniques for hair shaping and design. • Utilizing correct hair shaping terminology • Demonstrating how to section hair, including basic elevation, angles, and guidelines • Demonstrating face shaving and beard and mustache trimming techniques based on facial structure, including final shaving of face and neck 16. Demonstrate methods of haircutting including clipper over comb, wet and dry, arching, scissor cut, and razor cut. • Demonstrating correct techniques of holding combs, shears, clippers, trimmers, razors, and thermal styling tools. • Demonstrating edge and clean neckline with razor, clipper, or shears. 17. Demonstrate hair styling techniques, including braiding, pressing, wrapping, and roller control.		Learning Objective(s): 1. Explain how to incorporate elements and principles of hair design to enhance facial shapes. 2. Relate hairstyles and facial structures to providing optimal hair design for male and female. 3. Identify the implements, tools, and equipment for hair styling. 4. Describe the importance of basic patterns pertaining to haircutting 5. Demonstrate the safe and proper use of the various tools of haircutting 6. Demonstrate how to section hair for a haircut, including basic elevations, angles, and guidelines. 7. Demonstrate face shaving, beard, and mustache trimming techniques based on facial structure. 8. Demonstrate correct techniques using the shears, clippers, trimmers, razors, and thermal styling tools including edging and clean neckline. 9. Perform hairstyling techniques, braiding, pressing, wrapping, and roller control. Materials/Equipment/Technology Resources: Guidelines for Activity; Internet; Computers Web sites; References; Lead Questions;
Procedures/Activities/Learning Experiences: DVD Presentation: (35 minutes) Principles of Hair Design • Facial types • Elements and principle • Implements and tools • Basic pattern for haircutting Video Questions/Worksheets: (15 minutes) Art Project: (40 minutes) Students draw hair styles to fit each facial shape Teacher Profiles: Homework Students will complete a chart of Hair Design principles using 10 teachers. (Chart will provided)		
Remediation: Students that need remediation will be allowed to use the school's Resource Lab.		

Provisions for Individual Differences: <input checked="" type="checkbox"/> Check work in progress ___ Review Directions ___ Monitor Assignments ___ Review Sessions ___ Oral Reminders <input checked="" type="checkbox"/> Extension of time to complete ___ Other	
Assessment Strategies/Assessment: ___ Homework ___ Class Work ___ Test ___ Teacher Observation ___ Performance ___ Other	Essential Questions: Why is it important for students to learn the basic principles of hair design?
Course/Program Culminating Product(s): Students place drawings and pictures of cuts and styles in portfolio. Photos of student work placed in portfolio	CTSO Activity: Members participate in cutting and styling mothers' and children's' hair for DHR Foster Kids.

Course Title: Introduction to Cosmetology	Total Duration: 90 minutes September 26	Unit Overview: Principles of Hair Design
Background /Preparation:		Available Industry Credential(s): State Board Licensing
Content Standards(s): 14. Explain principles and elements of hairstyle and design. • Explaining the relationship of facial types to styling principle for male and female design • Describing the use of various implements, tools, and equipment for hair styling • Identifying the five elements and five principles of hair design • Identifying basic pattern for haircutting 15. Apply techniques for hair shaping and design. • Utilizing correct hair shaping terminology • Demonstrating how to section hair, including basic elevation, angles, and guidelines • Demonstrating face shaving and beard and mustache trimming techniques based on facial structure, including final shaving of face and neck 16. Demonstrate methods of haircutting including clipper over comb, wet and dry, arching, scissor cut, and razor cut. • Demonstrating correct techniques of holding combs, shears, clippers, trimmers, razors, and thermal styling tools. • Demonstrating edge and clean neckline with razor, clipper, or shears. 17. Demonstrate hair styling techniques, including braiding, pressing, wrapping, and roller control.		Learning Objective(s): 1. Explain how to incorporate elements and principles of hair design to enhance facial shapes. 2. Relate hairstyles and facial structures to providing optimal hair design for male and female. 3. Identify the implements, tools, and equipment for hair styling. 4. Describe the importance of basic patterns pertaining to haircutting 5. Demonstrate the safe and proper use of the various tools of haircutting 6. Demonstrate how to section hair for a haircut, including basic elevations, angles, and guidelines. 7. Demonstrate face shaving, beard, and mustache trimming techniques based on facial structure. 8. Demonstrate correct techniques using the shears, clippers, trimmers, razors, and thermal styling tools including edging and clean neckline. 9. Perform hairstyling techniques, braiding, pressing, wrapping, and roller control. Materials/Equipment/Technology Resources: Guidelines for Activity; Internet; Computers Web sites; References; Lead Questions;
Procedures/Activities/Learning Experiences: Show Time: Students will observe Milady's DVD on Techniques for Hair Cutting Buzz Session: Group discussion and written activity on math integrated in field of Cosmetology (Lines and Angles) 20 + 10 Discussion: Teacher and student discussion on barbering.		
Remediation: Students that need remediation will be allowed to use the school's Resource Lab.		
Provisions for Individual Differences: <input checked="" type="checkbox"/> Check work in progress <input type="checkbox"/> Review Directions <input type="checkbox"/> Monitor Assignments <input type="checkbox"/> Review Sessions <input type="checkbox"/> Oral Reminders <input checked="" type="checkbox"/> Extension of time to complete <input type="checkbox"/> Other		

<p>Assessment Strategies/Assessment: <input type="checkbox"/> Homework <input type="checkbox"/> Class Work <input type="checkbox"/> Test <input type="checkbox"/> Teacher Observation <input type="checkbox"/> Performance <input type="checkbox"/> Other</p>	<p>Essential Questions: Why is it important for students to learn the basic principles of hair design?</p>
<p>Course/Program Culminating Product(s): Students place drawings and pictures of cuts and styles in portfolio. Photos of student work placed in portfolio</p>	<p>CTSO Activity: Members participate in cutting and styling mothers' and children's' hair for DHR Foster Kids.</p>

Course Title: Introduction to Cosmetology	Total Duration: 90 minutes September 27	Unit Overview: Principles of Hair Design
Background /Preparation:		Available Industry Credential(s): State Board Licensing
Content Standards(s): 14. Explain principles and elements of hairstyle and design. <ul style="list-style-type: none"> • Explaining the relationship of facial types to styling principle for male and female design • Describing the use of various implements, tools, and equipment for hair styling • Identifying the five elements and five principles of hair design • Identifying basic pattern for haircutting 15. Apply techniques for hair shaping and design. <ul style="list-style-type: none"> • Utilizing correct hair shaping terminology • Demonstrating how to section hair, including basic elevation, angles, and guidelines • Demonstrating face shaving and beard and mustache trimming techniques based on facial structure, including final shaving of face and neck 16. Demonstrate methods of haircutting including clipper over comb, wet and dry, arching, scissor cut, and razor cut. <ul style="list-style-type: none"> • Demonstrating correct techniques of holding combs, shears, clippers, trimmers, razors, and thermal styling tools. • Demonstrating edge and clean neckline with razor, clipper, or shears. 17. Demonstrate hair styling techniques, including braiding, pressing, wrapping, and roller control.		Learning Objective(s): <ol style="list-style-type: none"> 1. Explain how to incorporate elements and principles of hair design to enhance facial shapes. 2. Relate hairstyles and facial structures to providing optimal hair design for male and female. 3. Identify the implements, tools, and equipment for hair styling. 4. Describe the importance of basic patterns pertaining to haircutting 5. Demonstrate the safe and proper use of the various tools of haircutting 6. Demonstrate how to section hair for a haircut, including basic elevations, angles, and guidelines. 7. Demonstrate face shaving, beard, and mustache trimming techniques based on facial structure. 8. Demonstrate correct techniques using the shears, clippers, trimmers, razors, and thermal styling tools including edging and clean neckline. 9. Perform hairstyling techniques, braiding, pressing, wrapping, and roller control. Materials/Equipment/Technology Resources: Guidelines for Activity; Internet; Computers Web sites; References; Lead Questions;
Procedures/Activities/Learning Experiences: Demonstration: Teacher demonstrates safe and proper usage of implements and tools for basic haircuts Demonstration: Teacher demonstrates proper shaving techniques. Demonstration: Teacher demonstrates proper safety techniques in cutting hair. Demonstrations: Teacher demonstrates haircutting methods. <ul style="list-style-type: none"> • Clip over comb • Wet and dry • Arching • Scissors • Razor 		
Remediation: Students that need remediation will be allowed to use the school's Resource Lab.		

Provisions for Individual Differences: <input checked="" type="checkbox"/> Check work in progress Assignments <input type="checkbox"/> Review Sessions complete <input type="checkbox"/> Other <input type="checkbox"/> Review Directions <input type="checkbox"/> Oral Reminders <input type="checkbox"/> Monitor <input checked="" type="checkbox"/> Extension of time to	
Assessment Strategies/Assessment: <input type="checkbox"/> Homework <input type="checkbox"/> Teacher Observation <input type="checkbox"/> Other <input type="checkbox"/> Class Work <input type="checkbox"/> Performance <input type="checkbox"/> Test	Essential Questions: Why is it important for students to learn the basic principles of hair design?
Course/Program Culminating Product(s): Students place drawings and pictures of cuts and styles in portfolio. Photos of student work placed in portfolio	CTSO Activity: Members participate in cutting and styling mothers' and children's' hair for DHR Foster Kids.

Course Title: Introduction to Cosmetology	Total Duration: 90 minutes Sept 28	Unit Overview: Principles of Hair Design
Background /Preparation:		Available Industry Credential(s): State Board Licensing
Content Standards(s): 14. Explain principles and elements of hairstyle and design. • Explaining the relationship of facial types to styling principle for male and female design • Describing the use of various implements, tools, and equipment for hair styling • Identifying the five elements and five principles of hair design • Identifying basic pattern for haircutting 15. Apply techniques for hair shaping and design. • Utilizing correct hair shaping terminology • Demonstrating how to section hair, including basic elevation, angles, and guidelines • Demonstrating face shaving and beard and mustache trimming techniques based on facial structure, including final shaving of face and neck 16. Demonstrate methods of haircutting including clipper over comb, wet and dry, arching, scissor cut, and razor cut. • Demonstrating correct techniques of holding combs, shears, clippers, trimmers, razors, and thermal styling tools. • Demonstrating edge and clean neckline with razor, clipper, or shears. 17. Demonstrate hair styling techniques, including braiding, pressing, wrapping, and roller control.		Learning Objective(s): 1. Explain how to incorporate elements and principles of hair design to enhance facial shapes. 2. Relate hairstyles and facial structures to providing optimal hair design for male and female. 3. Identify the implements, tools, and equipment for hair styling. 4. Describe the importance of basic patterns pertaining to haircutting 5. Demonstrate the safe and proper use of the various tools of haircutting 6. Demonstrate how to section hair for a haircut, including basic elevations, angles, and guidelines. 7. Demonstrate face shaving, beard, and mustache trimming techniques based on facial structure. 8. Demonstrate correct techniques using the shears, clippers, trimmers, razors, and thermal styling tools including edging and clean neckline. 9. Perform hairstyling techniques, braiding, pressing, wrapping, and roller control. Materials/Equipment/Technology Resources: Guidelines for Activity; Internet; Computers; Web sites; References; Lead Questions;
Procedures/Activities/Learning Experiences: Shear Genius Challenge: (90 minutes) Students mimic the challenges from famous TV Show ‘Shear Genius’ Challenge. The challenge is to duplicate the hair style of a familiar cartoon character		
Remediation: Students that need remediation will be allowed to use the school’s Resource Lab.		
Provisions for Individual Differences: <input checked="" type="checkbox"/> Check work in progress <input type="checkbox"/> Review Directions <input type="checkbox"/> Monitor Assignments <input type="checkbox"/> Review Sessions <input type="checkbox"/> Oral Reminders <input checked="" type="checkbox"/> Extension of time to complete <input type="checkbox"/> Other		
Assessment Strategies/Assessment: <input type="checkbox"/> Homework <input type="checkbox"/> Class Work <input type="checkbox"/> Test <input type="checkbox"/> Teacher Observation <input type="checkbox"/> Performance <input type="checkbox"/> Other	Essential Questions: Why is it important for students to learn the basic principles of hair design?	

<p>Course/Program Culminating Product(s): Students place drawings and pictures of cuts and styles in portfolio. Photos of student work placed in portfolio</p>	<p>CTSO Activity: Members participate in cutting and styling mothers' and children's' hair for DHR Foster Kids.</p>
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<p>Course/Program Culminating Product(s): Students place drawings and pictures of cuts and styles in portfolio. Photos of student work placed in portfolio</p>	<p>CTSO Activity: Members participate in cutting and styling mothers' and children's' hair for DHR Foster Kids.</p>
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Course Title: Introduction to Cosmetology	Total Duration: 450 minutes October 10-12	Unit Overview: Principles of Hair Design
Background /Preparation:		Available Industry Credential(s): State Board Licensing
Content Standards(s): 14. Explain principles and elements of hairstyle and design. • Explaining the relationship of facial types to styling principle for male and female design • Describing the use of various implements, tools, and equipment for hair styling • Identifying the five elements and five principles of hair design • Identifying basic pattern for haircutting 15. Apply techniques for hair shaping and design. • Utilizing correct hair shaping terminology • Demonstrating how to section hair, including basic elevation, angles, and guidelines • Demonstrating face shaving and beard and mustache trimming techniques based on facial structure, including final shaving of face and neck 16. Demonstrate methods of haircutting including clipper over comb, wet and dry, arching, scissor cut, and razor cut. • Demonstrating correct techniques of holding combs, shears, clippers, trimmers, razors, and thermal styling tools. • Demonstrating edge and clean neckline with razor, clipper, or shears. 17. Demonstrate hair styling techniques, including braiding, pressing, wrapping, and roller control.		Learning Objective(s): 1. Explain how to incorporate elements and principles of hair design to enhance facial shapes. 2. Relate hairstyles and facial structures to providing optimal hair design for male and female. 3. Identify the implements, tools, and equipment for hair styling. 4. Describe the importance of basic patterns pertaining to haircutting 5. Demonstrate the safe and proper use of the various tools of haircutting 6. Demonstrate how to section hair for a haircut, including basic elevations, angles, and guidelines. 7. Demonstrate face shaving, beard, and mustache trimming techniques based on facial structure. 8. Demonstrate correct techniques using the shears, clippers, trimmers, razors, and thermal styling tools including edging and clean neckline. 9. Perform hairstyling techniques, braiding, pressing, wrapping, and roller control. Materials/Equipment/Technology Resources: Guidelines for Activity; Internet; Computers Web sites; References; Lead Questions;
Procedures/Activities/Learning Experiences: Guided Practice: (360 minutes) Students will demonstrate the technique of finger waving on their manikin		
Remediation: Students that need remediation will be allowed to use the school's Resource Lab.		
Provisions for Individual Differences: ___x___ Check work in progress ___ Review Directions ___ Monitor Assignments ___ Review Sessions ___ Oral Reminders ___x___ Extension of time to complete ___ Other		
Assessment Strategies/Assessment: ___ Homework ___ Class Work ___ Test ___ Teacher Observation ___ Performance ___ Other		Essential Questions: Why is it important for students to learn the basic principles of hair design?

<p>Course/Program Culminating Product(s): Students place drawings and pictures of cuts and styles in portfolio. Photos of student work placed in portfolio</p>	<p>CTSO Activity: Members participate in cutting and styling mothers' and children's' hair for DHR Foster Kids.</p>
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Course/Program Culminating Product(s):

CTSO Activity:

Course Title: Introduction to Cosmetology	Total Duration: 450 minutes October 22-26	Unit Overview: Principles of Hair Design
Background /Preparation:	Available Industry Credential(s): State Board Licensing	
Content Standards(s): 14. Explain principles and elements of hairstyle and design. <ul style="list-style-type: none"> • Explaining the relationship of facial types to styling principle for male and female design • Describing the use of various implements, tools, and equipment for hair styling • Identifying the five elements and five principles of hair design • Identifying basic pattern for haircutting 15. Apply techniques for hair shaping and design. <ul style="list-style-type: none"> • Utilizing correct hair shaping terminology • Demonstrating how to section hair, including basic elevation, angles, and guidelines • Demonstrating face shaving and beard and mustache trimming techniques based on facial structure, including final shaving of face and neck 16. Demonstrate methods of haircutting including clipper over comb, wet and dry, arching, scissor cut, and razor cut. <ul style="list-style-type: none"> • Demonstrating correct techniques of holding combs, shears, clippers, trimmers, razors, and thermal styling tools. • Demonstrating edge and clean neckline with razor, clipper, or shears. 17. Demonstrate hair styling techniques, including braiding, pressing, wrapping, and roller control.	Learning Objective(s): 1. Explain how to incorporate elements and principles of hair design to enhance facial shapes. 2. Relate hairstyles and facial structures to providing optimal hair design for male and female. 3. Identify the implements, tools, and equipment for hair styling. 4. Describe the importance of basic patterns pertaining to haircutting 5. Demonstrate the safe and proper use of the various tools of haircutting 6. Demonstrate how to section hair for a haircut, including basic elevations, angles, and guidelines. 7. Demonstrate face shaving, beard, and mustache trimming techniques based on facial structure. 8. Demonstrate correct techniques using the shears, clippers, trimmers, razors, and thermal styling tools including edging and clean neckline. 9. Perform hairstyling techniques, braiding, pressing, wrapping, and roller control.	
Materials/Equipment/Technology Resources: Guidelines for Activity; Internet; Computers Web sites; References; Lead Questions;		
Procedures/Activities/Learning Experiences: Guided Practice: (450 minutes) Students will practice roller setting, hair wrapping and roller wrapping using on base, off base and half base roller placement		
Remediation: Students that need remediation will be allowed to use the school's Resource Lab.		
Provisions for Individual Differences: ___x___ Check work in progress ___ Review Directions ___ Monitor Assignments ___ Review Sessions ___ Oral Reminders _x___ Extension of time to complete ___ Other		
Assessment Strategies/Assessment: ___ Homework ___ Class Work ___ Test ___ Teacher Observation ___ Performance ___ Other	Essential Questions: Why is it important for students to learn the basic principles of hair design?	
Course/Program Culminating Product(s):	CTSO Activity:	

Course Title: Introduction to Cosmetology	Total Duration: 180 minutes November 19 & 20	Unit Overview: Principles of Hair Design
Background /Preparation:		Available Industry Credential(s): State Board Licensing
Content Standards(s): Students will: 14. Explain principles and elements of hairstyle and design. • Explaining the relationship of facial types to styling principle for male and female design • Describing the use of various implements, tools, and equipment for hair styling • Identifying the five elements and five principles of hair design • Identifying basic pattern for haircutting 15. Apply techniques for hair shaping and design. • Utilizing correct hair shaping terminology • Demonstrating how to section hair, including basic elevation, angles, and guidelines • Demonstrating face shaving and beard and mustache trimming techniques based on facial structure, including final shaving of face and neck 16. Demonstrate methods of haircutting including clipper over comb, wet and dry, arching, scissor cut, and razor cut. • Demonstrating correct techniques of holding combs, shears, clippers, trimmers, razors, and thermal styling tools. • Demonstrating edge and clean neckline with razor, clipper, or shears. 17. Demonstrate hair styling techniques, including braiding, pressing, wrapping, and roller control.		Learning Objective(s): Students will: 1. Explain how to incorporate elements and principles of hair design to enhance facial shapes. 2. Relate hairstyles and facial structures to providing optimal hair design for male and female. 3. Identify the implements, tools, and equipment for hair styling. 4. Describe the importance of basic patterns pertaining to haircutting 5. Demonstrate the safe and proper use of the various tools of haircutting 6. Demonstrate how to section hair for a haircut, including basic elevations, angles, and guidelines. 7. Demonstrate face shaving, beard, and mustache trimming techniques based on facial structure. 8. Demonstrate correct techniques using the shears, clippers, trimmers, razors, and thermal styling tools including edging and clean neckline. 9. Perform hairstyling techniques, braiding, pressing, wrapping, and roller control. Materials/Equipment/Technology Resources: Guidelines for Activity; Internet; Computers Web sites; References; Lead Questions;
Procedures/Activities/Learning Experiences: Guided Practice: (180 minutes) Students will demonstrate dry styling techniques: Blow drying, blow drying with a round brush, blow dry with a vent brush, flat ironing, marcel curling iron		
Remediation: Students that need remediation will be allowed to use the school's Resource Lab.		
Provisions for Individual Differences: <input checked="" type="checkbox"/> Check work in progress <input type="checkbox"/> Review Directions <input type="checkbox"/> Monitor Assignments <input type="checkbox"/> Review Sessions <input type="checkbox"/> Oral Reminders <input checked="" type="checkbox"/> Extension of time to complete <input type="checkbox"/> Other		
Assessment Strategies/Assessment: <input type="checkbox"/> Homework <input type="checkbox"/> Class Work <input type="checkbox"/> Test <input type="checkbox"/> Teacher Observation <input type="checkbox"/> Performance <input type="checkbox"/> Other	Essential Questions: Why is it important for students to learn the basic principles of hair design?	
Course/Program Culminating Product(s):	CTSO Activity:	

Course Title: Introduction to Cosmetology	Total Duration: 90 minutes November 26	Unit Overview: Principles of Hair Design
Background /Preparation:		Available Industry Credential(s): State Board Licensing
Content Standards(s): Students will: 14. Explain principles and elements of hairstyle and design. • Explaining the relationship of facial types to styling principle for male and female design • Describing the use of various implements, tools, and equipment for hair styling • Identifying the five elements and five principles of hair design • Identifying basic pattern for haircutting 15. Apply techniques for hair shaping and design. • Utilizing correct hair shaping terminology • Demonstrating how to section hair, including basic elevation, angles, and guidelines • Demonstrating face shaving and beard and mustache trimming techniques based on facial structure, including final shaving of face and neck 16. Demonstrate methods of haircutting including clipper over comb, wet and dry, arching, scissor cut, and razor cut. • Demonstrating correct techniques of holding combs, shears, clippers, trimmers, razors, and thermal styling tools. • Demonstrating edge and clean neckline with razor, clipper, or shears. 17. Demonstrate hair styling techniques, including braiding, pressing, wrapping, and roller control.		Learning Objective(s): Student will: 1. Explain how to incorporate elements and principles of hair design to enhance facial shapes. 2. Relate hairstyles and facial structures to providing optimal hair design for male and female. 3. Identify the implements, tools, and equipment for hair styling. 4. Describe the importance of basic patterns pertaining to haircutting 5. Demonstrate the safe and proper use of the various tools of haircutting 6. Demonstrate how to section hair for a haircut, including basic elevations, angles, and guidelines. 7. Demonstrate face shaving, beard, and mustache trimming techniques based on facial structure. 8. Demonstrate correct techniques using the shears, clippers, trimmers, razors, and thermal styling tools including edging and clean neckline. 9. Perform hairstyling techniques, braiding, pressing, wrapping, and roller control. Materials/Equipment/Technology Resources: Guidelines for Activity; Internet; Computers Web sites; References; Lead Questions;
Procedures/Activities/Learning Experiences: Teacher Demonstration: (45 minutes) Teacher will demonstrate the technique of hair pressing and curling Thermal Styling Safety: (45 minutes) Students will review <u>Styling Safety</u> for safety test		
Remediation: Students that need remediation will be allowed to use the school's Resource Lab.		
Provisions for Individual Differences: ___x___ Check work in progress ___ Review Directions ___ Monitor Assignments ___ Review Sessions ___ Oral Reminders _x___ Extension of time to complete ___ Other		
Assessment Strategies/Assessment: ___ Homework ___ Class Work ___ Test ___ Teacher Observation ___ Performance ___ Other	Essential Questions: Why is it important for students to learn the basic principles of hair design?	
Course/Program Culminating Product(s):	CTSO Activity:	

Course Title: Introduction to Cosmetology	Total Duration: 360 minutes November 27-30	Unit Overview: Principles of Hair Design
Background /Preparation:	Available Industry Credential(s): State Board Licensing	
Content Standards(s): 14. Explain principles and elements of hairstyle and design. <ul style="list-style-type: none"> • Explaining the relationship of facial types to styling principle for male and female design • Describing the use of various implements, tools, and equipment for hair styling • Identifying the five elements and five principles of hair design • Identifying basic pattern for haircutting 15. Apply techniques for hair shaping and design. <ul style="list-style-type: none"> • Utilizing correct hair shaping terminology • Demonstrating how to section hair, including basic elevation, angles, and guidelines • Demonstrating face shaving and beard and mustache trimming techniques based on facial structure, including final shaving of face and neck 16. Demonstrate methods of haircutting including clipper over comb, wet and dry, arching, scissor cut, and razor cut. <ul style="list-style-type: none"> • Demonstrating correct techniques of holding combs, shears, clippers, trimmers, razors, and thermal styling tools. • Demonstrating edge and clean neckline with razor, clipper, or shears. 17. Demonstrate hair styling techniques, including braiding, pressing, wrapping, and roller control.	Learning Objective(s): 1. Explain how to incorporate elements and principles of hair design to enhance facial shapes. 2. Relate hairstyles and facial structures to providing optimal hair design for male and female. 3. Identify the implements, tools, and equipment for hair styling. 4. Describe the importance of basic patterns pertaining to haircutting 5. Demonstrate the safe and proper use of the various tools of haircutting 6. Demonstrate how to section hair for a haircut, including basic elevations, angles, and guidelines. 7. Demonstrate face shaving, beard, and mustache trimming techniques based on facial structure. 8. Demonstrate correct techniques using the shears, clippers, trimmers, razors, and thermal styling tools including edging and clean neckline. 9. Perform hairstyling techniques, braiding, pressing, wrapping, and roller control.	
Materials/Equipment/Technology Resources: Guidelines for Activity; Internet; Computers Web sites; References; Lead Questions;		
Procedures/Activities/Learning Experiences:		
Remediation: Students that need remediation will be allowed to use the school's Resource Lab.		
Provisions for Individual Differences: ___x___ Check work in progress ___ Review Directions ___ Monitor Assignments ___ Review Sessions ___ Oral Reminders ___x___ Extension of time to complete ___ Other		
Assessment Strategies/Assessment: ___ Homework ___ Class Work ___ Test ___ Teacher Observation ___ Performance ___ Other	Essential Questions: Why is it important for students to learn the basic principles of hair design?	
Course/Program Culminating Product(s):	CTSO Activity:	

Course Title: Introduction to Cosmetology	Total Duration: 450 minutes December 3-7	Unit Overview: Principles of Hair Design
Background /Preparation:		Available Industry Credential(s): State Board Licensing
Content Standards(s): 14. Explain principles and elements of hairstyle and design. <ul style="list-style-type: none"> • Explaining the relationship of facial types to styling principle for male and female design • Describing the use of various implements, tools, and equipment for hair styling • Identifying the five elements and five principles of hair design • Identifying basic pattern for haircutting 15. Apply techniques for hair shaping and design. <ul style="list-style-type: none"> • Utilizing correct hair shaping terminology • Demonstrating how to section hair, including basic elevation, angles, and guidelines • Demonstrating face shaving and beard and mustache trimming techniques based on facial structure, including final shaving of face and neck 16. Demonstrate methods of haircutting including clipper over comb, wet and dry, arching, scissor cut, and razor cut. <ul style="list-style-type: none"> • Demonstrating correct techniques of holding combs, shears, clippers, trimmers, razors, and thermal styling tools. • Demonstrating edge and clean neckline with razor, clipper, or shears. 17. Demonstrate hair styling techniques, including braiding, pressing, wrapping, and roller control.		Learning Objective(s): 1. Explain how to incorporate elements and principles of hair design to enhance facial shapes. 2. Relate hairstyles and facial structures to providing optimal hair design for male and female. 3. Identify the implements, tools, and equipment for hair styling. 4. Describe the importance of basic patterns pertaining to haircutting 5. Demonstrate the safe and proper use of the various tools of haircutting 6. Demonstrate how to section hair for a haircut, including basic elevations, angles, and guidelines. 7. Demonstrate face shaving, beard, and mustache trimming techniques based on facial structure. 8. Demonstrate correct techniques using the shears, clippers, trimmers, razors, and thermal styling tools including edging and clean neckline. 9. Perform hairstyling techniques, braiding, pressing, wrapping, and roller control. Materials/Equipment/Technology Resources: Guidelines for Activity; Internet; Computers Web sites; References; Lead Questions;
Procedures/Activities/Learning Experiences:		
Remediation: Students that need remediation will be allowed to use the school's Resource Lab.		
Provisions for Individual Differences: ___x___ Check work in progress ___ Review Directions ___ Monitor Assignments ___ Review Sessions ___ Oral Reminders _x___ Extension of time to complete ___ Other		
Assessment Strategies/Assessment: ___ Homework ___ Class Work ___ Test ___ Teacher Observation ___ Performance ___ Other		Essential Questions: Why is it important for students to learn the basic principles of hair design?
Course/Program Culminating Product(s):		CTSO Activity:

Course Title: Introduction to Cosmetology	Total Duration: 270 minutes December 17-19	Unit Overview: Principles of Hair Design
Background /Preparation:	Available Industry Credential(s): State Board Licensing	
Content Standards(s):	Learning Objective(s): 1. Review prior content standards and learning objectives for cumulative written exam.	
	Materials/Equipment/Technology Resources: Test	
Procedures/Activities/Learning Experiences: Final Written exam: (90minutes) Clean up Lab, clean kits, clean dispensary, classroom, and inventory Classroom for Christmas Break : (180 minutes)		
Remediation: Students that need remediation will be allowed to use the school's Resource Lab.		
Provisions for Individual Differences: <input type="checkbox"/> Check work in progress <input type="checkbox"/> Review Sessions complete <input type="checkbox"/> Other <input type="checkbox"/> Review Directions <input type="checkbox"/> Oral Reminders <input type="checkbox"/> Monitor Assignments <input type="checkbox"/> Extension of time to		
Assessment Strategies/Assessment: <input type="checkbox"/> Homework <input type="checkbox"/> Teacher Observation <input type="checkbox"/> Other <input type="checkbox"/> Class Work <input type="checkbox"/> Performance <input type="checkbox"/> Test	Essential Questions: Why is it important for students to learn the basic principles of hair design?	
Course/Program Culminating Product(s): Students place drawings and pictures of cuts and styles in portfolio. Photos of student work placed in portfolio	CTSO Activity: Members participate in cutting and styling mothers' and children's' hair for DHR Foster Kids.	