



Auburn School District

Cosmetology

		Total Framework Hours up to: 900
CIP Code: 120401	<input type="checkbox"/> Exploratory <input checked="" type="checkbox"/> Preparatory	Date Last Modified: January 30, 2013
Career Cluster: Human Services		Cluster Pathway: Social and Personal Services

Unit Outline

	<u>Hours</u>
Unit 1: Introduction to Cosmetology	40
Unit 2: Anatomy and Physiology	60
Unit 3: Electricity and Chemistry	60
Unit 4: Salon Business	40
Unit 5: Trichology and Design	125
Unit 6: Haircutting and Styling	125
Unit 7: Chemical Texturizing	125
Unit 8: Hair Coloring	125
Unit 9: Nails	100
Unit 10: Skin	100
Total Hours	900

UNIT 1 Introduction to Cosmetology

COMPONENTS AND ASSESSMENTS

Performance Assessments:

- Students will role-play situations demonstrating effective communication techniques
- Students will create and deliver a multi-media presentation discussing the importance of physical and mental health

Leadership Alignment:

- Students will create and maintain a vocabulary, terminology, and procedure journal

Standards and Competencies

Unit 1: Introduction to Cosmetology

Competencies

Total Learning Hours for Unit: 40

- Explain the elements of effective communication
- Develop and maintain positive human relations
- Ability to enhance communication with visual media
- Ability to perform for or work directly with the public
- Understand importance of physical and mental health

Aligned Washington State Standards

Educational Technology	1.1.1 Generate ideas and create original works for personal and group expression using a variety of digital tools. 2.2.1 Develop skills to use technology effectively. 2.3.1 Select and use common applications.
English Language Arts Grades 11-12 CCSS	SL--Presentation of Knowledge and Ideas (Standards 4, 5) L--Vocabulary Acquisition and Use (Standard 6)
Health and Fitness	3.1 Understand how environmental factors affect one's health. (Air, water, noise, chemicals). 3.2 Gather and analyze health information. 3.3 Use social skills to promote health and safety in a variety of situations.
Social Studies	Social Studies 3.1 Understand and apply critical thinking and problem solving skills to make informed and reasoned decisions

UNIT 2 Anatomy and Physiology

COMPONENTS AND ASSESSMENTS

Performance Assessments:

- Students will maintain up-to-date Material Safety Data Sheet (MSDS) and have it available at all times
- Students will create diagrams of cells, organs, and the skeletal system, accurately labeling each component

Leadership Alignment:

- Students will participate in First Aid/ Safety skills instruction and demonstrate the skills to other class members
- Students will create and maintain a vocabulary, terminology, and procedure journal

Standards and Competencies

Unit 2: Anatomy and Physiology

Competencies

Total Learning Hours for Unit: 60

- Recognize the structure and function of bacteria and viruses
- Identify the procedures and precautions for infection control
- List simple safety and first-aid applications for minor burns, cuts, choking, eye injury and fainting
- Explain the relationship and function of cells, tissues, primary organs, and body systems within the human body
- Identify the structure, function, and primary cosmetological significance of eight major body systems

Aligned Washington State Standards

Educational Technology	2.3.1 Select and use common applications.
English Language Arts Grades 11-12 CCSS	L--Vocabulary Acquisition and Use (Standard 6) WHST--Production and Distribution of Writing (Standard 6)
Health and Fitness	2.2 Understanding the concept of control and prevention of disease. 3.1 Understand how environmental factors affect one's health. (Air, water, noise, chemicals).
Science	LS1C: Cells contain specialized parts for determining essential functions such as regulation of cellular activities, energy capture and release, formation of proteins, waste disposal, the transfer of information, and movement. LS1D: The cell is surrounded by a membrane that separates the interior of the cell from the outside world and determines which substances may enter and which may leave the cell. SYSB: Systems thinking can be especially useful in analyzing complex situations. To be useful, a system needs to be specified as clearly as possible.

UNIT 3 Electricity and Chemistry

COMPONENTS AND ASSESSMENTS

Performance Assessments:

- Using correct vocabulary students will demonstrate the proper and safe use of electrical appliances in cosmetology
- Students will predict then test the pH level of various products, compare their results to their predictions, and explain what each level indicates

Leadership Alignment:

- Students will develop a plan to achieve agreed upon goals for the class
- Students will create and maintain a vocabulary, terminology, and procedure journal

Standards and Competencies

Unit 3: Electricity and Chemistry

Competencies

Total Learning Hours for Unit: 60

- Define the major terms used in electricity
- Describe the safety measures to be followed when using electrical appliances
- Explain how electricity is used in cosmetology
- Describe matter, the five elements of hair, and the structure and behavior of atoms and bonds
- Describe the pH scale and values associated with water, acids, and alkalines
- Identify the precautions necessary for various classifications of chemicals when working with professional products

Aligned Washington State Standards

Educational Technology	2.4.1 Formulate and synthesize new knowledge.
English Language Arts Grades 11-12 CCSS	RST--Key Ideas and Details (Standard 3) L--Vocabulary Acquisition and Use (Standard 6)
Health and Fitness	2.3 Acquire skills to live safely and reduce health risks.
Math CCSS	N-Q-Reason quantitatively and use units to solve problems (Standard 1)
Science	INQB: Scientific progress requires the use of various methods appropriate for answering different kinds of research questions, a thoughtful plan for gathering data needed to answer the question, and care in collecting, analyzing, and displaying the data. INQC: Conclusions must be logical, based on evidence, and consistent with prior established knowledge. PS2G: Chemical reactions change the arrangement of atoms in the molecules of substances. Chemical reactions release or acquire energy from their surroundings and result in the formation of new substances. PS2H: Solutions are mixtures in which particles of one substance are evenly distributed through another substance. Liquids are limited in the amount of dissolved solid or gas that they can contain. Aqueous solutions can be described by relative quantities of the dissolved substances and acidity or alkalinity (pH). PS21: The rate of a physical or chemical change may be affected by factors such as temperature, surface area, and pressure.

UNIT 4 Salon Business

COMPONENTS AND ASSESSMENTS

Performance Assessments:

- Students will create a business plan outlining the requirements for opening a salon
- Working in small groups students will create a sample retail display

Leadership Alignment:

- Working in groups students will contact local salon owners and arrange for a field trip and/or guest speaker
- Students will create and maintain a vocabulary, terminology, and procedure journal

Standards and Competencies

Unit 4: Salon Business

Competencies

Total Learning Hours for Unit: 40

- Establish short and long term personal goals
- List the steps used to develop and maintain professional relationships
- Describe salon ownership types, structure, operations, and requirements for the practice of good business
- Define the techniques used to recommend retail product sales to clients
- Explain the steps to search for a job
- Identify which job offer to accept

Aligned Washington State Standards

Art	4.5 Demonstrate knowledge of arts careers and the knowledge of arts skills in the world of work
Educational Technology	2.3.1 Select and use common applications.
English Language Arts Grades 11-12 CCSS	WHST--Text Types and Purposes (Standard 2) SL--Presentation of Knowledge and Ideas (Standard 6)
Health and Fitness	3.1 Understand how environmental factors affect one's health. (Air, water, noise, chemicals). 3.3 Use social skills to promote health and safety in a variety of situations.
Social Studies	Economics 2.1 Recognize that both buyers and sellers participate in voluntary trade because both expect to gain Economics 2.3 Understand that prices in competitive markets create incentives that influence the choices of buyers and sellers. Economics 2.4 Understand that investment in people, tools, and technology affect employment levels and standard of living

UNIT 5 Trichology and Design

COMPONENTS AND ASSESSMENTS

Performance Assessments:

- Working with a partner students will perform hair analysis and demonstrate proper draping, shampooing, and scalp massage services

Leadership Alignment:

- Students will plan and participate in a service project offering hair services to a group or organization in need
- Students will create and maintain a vocabulary, terminology, and procedure journal

Standards and Competencies

Unit 5: Trichology and Design

Competencies

Total Learning Hours for Unit: 125

- Define the theory of hair including formation, growth, structure, behavior, and color
- Recognize how to care for the hair by doing an evaluation for common hair disorders
- Explain and demonstrate proper draping, shampooing, and scalp massage services
- Identify proportions used when creating a design for the human body and face
- Recognize and analyze key areas to create and support the client's total image by using proper communication skills during consultations
- Demonstrate client safety, protection, and consultation
- Demonstrate sterilization, sanitation, and service preparation

Aligned Washington State Standards

Art	1.2 Develop arts skills and techniques 2.1 Apply a creative process in the arts
English Language Arts Grades 11-12 CCSS	L--Vocabulary Acquisition and Use (Standard 6) WHST--Research to Build and Present Knowledge (Standard 9)
Health and Fitness	2.2 Understanding the concept of control and prevention of disease. 2.3 Acquire skills to live safety and reduce health risks.
Science	INQF: Science is a human endeavor that involves logical reasoning and creativity and entails the testing, revision, and occasional discarding of theories as new evidence comes to light. LS1D: The cell is surrounded by a membrane that separates the interior of the cell from the outside world and determines which substances may enter and which may leave the cell.

UNIT 6 Haircutting and Styling

COMPONENTS AND ASSESSMENTS

Performance Assessments:

- Working with a partner students will demonstrate proper client consultations and communications
- Using a hair mannequin students will demonstrate various haircuts, thermal, and wet styling

Leadership Alignment:

- In teams students will create cards depicting various styles and challenge opposing teams to draw a card and complete the style within a specified amount of time
- Students will create and maintain a vocabulary, terminology, and procedure journal

Standards and Competencies

Unit 6: Haircutting and Styling

Competencies

Total Learning Hours for Unit: 125

- Identify the haircutting tools, areas of the head, and fundamental cutting techniques used when cutting hair
- Demonstrate proper procedures to achieve basic haircuts
- Recognize and identify the primary considerations and fundamentals of hairstyling theory
- Explain and demonstrate thermal and wet styling
- Explain and demonstrate long hair styling
- Define hair additions and describe methods of attachment
- Demonstrate client safety, protection, and consultation
- Demonstrate sterilization, sanitation, and service preparation

Aligned Washington State Standards

Art	1.2 Develop arts skills and techniques 2.1 Apply a creative process in the arts 3.3 Develop personal aesthetic criteria to communicate artistic choices
English Language Arts Grades 11-12 CCSS	SL--Presentation of Knowledge and Ideas (Standard 6)
Health and Fitness	3.4 Understand how emotions influence decision-making. 3.2 Gather and analyze health information.
Science	APPC: Choosing the best solution involves comparing alternatives with respect to criteria and constraints, then building and testing a model or other representation of the final design.
Social Studies	Social Studies 3.1 Understand and apply critical thinking and problem solving skills to make informed and reasoned decisions

UNIT 7 Chemical Texturizing

COMPONENTS AND ASSESSMENTS

Performance Assessments:

- Students will demonstrate the procedures in performing chemical texturizing including:
 - Performing a patch test to ensure there will not be an adverse reaction
 - Reviewing the manufacturer's instructions
 - Choosing the correct formula based on hair texture, porosity, and elasticity
 - Instructing a client on hair maintenance

Leadership Alignment:

- Working in teams students will assure all safety standards are met to prepare for an inspection
- Students will create and maintain a vocabulary, terminology, and procedure journal

Standards and Competencies

Unit 7: Chemical Texturizing

Competencies

Total Learning Hours for Unit: 125

- Explain the history of perming
- Explain and demonstrate the fundamental theory and procedures of perming, chemical relaxing, and curl reforming
- Demonstrate client safety, protection, and consultation
- Demonstrate sterilization, sanitation, and service preparation

Aligned Washington State Standards

Art	1.2 Develop arts skills and techniques
English Language Arts Grades 11-12 CCSS	L--Vocabulary Acquisition and Use (Standard 6) RST--Key Ideas and Details (Standard 3)
Health and Fitness	4.1 Analyze health and safety information.
Math CCSS	N-Q-Reason quantitatively and use units to solve problems (Standard 1)
Science	PS2G: Chemical reactions change the arrangement of atoms in the molecules of substances. Chemical reactions release or acquire energy from their surroundings and result in the formation of new substances. PS21: The rate of a physical or chemical change may be affected by factors such as temperature, surface area, and pressure.

UNIT 8 Hair Coloring

COMPONENTS AND ASSESSMENTS

Performance Assessments:

- With a partner students will conduct a skin patch test for permanent color to determine sensitivity or allergic reaction to certain chemicals
- Students will create their own color wheel to demonstrate understanding of the law of color
- Students will create their own color consultation binder by clipping photos of various color designs from magazines and books and assembling them in a binder
- Color lab: Students will demonstrate decolorizing and recolorizing by applying lightener to several swatches of dark hair and noting the degrees of decolorization then, recolorize the swatches with toner and record the results

Leadership Alignment:

- Students will prepare and conduct a fashion show demonstrating how to dress for success in the cosmetology industry
- Students will create and maintain a vocabulary, terminology, and procedure journal

Standards and Competencies

Unit 8: Hair Coloring

Competencies

Total Learning Hours for Unit: 125

- Define color and the law of color
- Identify the natural and artificial level, tone, and intensity of hair color
- Demonstrate and explain the procedures used to change existing hair color
- Demonstrate client safety, protection, and consultation
- Demonstrate sterilization, sanitation, and service preparation

Aligned Washington State Standards

Art	1.2 Develop arts skills and techniques 3.3 Develop personal aesthetic criteria to communicate artistic choices
Educational Technology	1.1.1 Generate ideas and create original works for personal and group expression using a variety of digital tools.
English Language Arts Grades 11-12 CCSS	L--Vocabulary Acquisition and Use (Standard 6) RST--Key Ideas and Details (Standard 3)
Health and Fitness	4.1 Analyze health and safety information.
Math CCSS	N-Q-Reason quantitatively and use units to solve problems (Standard 1)
Science	PS2G: Chemical reactions change the arrangement of atoms in the molecules of substances. Chemical reactions release or acquire energy from their surroundings and result in the formation of new substances. PS21: The rate of a physical or chemical change may be affected by factors such as temperature, surface area, and pressure.

UNIT 9 Nails

COMPONENTS AND ASSESSMENTS

Performance Assessments:

- With a partner students will perform a hand and nail examination demonstrating proper procedures
- Students will perform a basic manicure and pedicure demonstrating the proper procedures

Leadership Alignment:

- Working in pairs students will peer tutor one another to prepare for the practical and written license exams
- Students will create and maintain a vocabulary, terminology, and procedure journal

Standards and Competencies

Unit 9: Nails

Competencies

Total Learning Hours for Unit: 100

- Describe the structure, growth, diseases, disorders, and conditions of the nail
- Explain and demonstrate the services for natural nail care
- Demonstrate client safety, protection, and consultation
- Demonstrate sterilization, sanitation, and service preparation

Aligned Washington State Standards

Art	1.2 Develop arts skills and techniques 3.3 Develop personal aesthetic criteria to communicate artistic choices
English Language Arts Grades 11-12 CCSS	L--Vocabulary Acquisition and Use (Standard 6)
Health and Fitness	2.2 Understanding the concept of control and prevention of disease. 3.2 Gather and analyze health information.
Science	INQC: Conclusions must be logical, based on evidence, and consistent with prior established knowledge.

UNIT 10 Skin

COMPONENTS AND ASSESSMENTS

Performance Assessments:

- Students will demonstrate a facial and makeup application using proper facial and makeup application procedures

Leadership Alignment:

- Students will participate in a college or job fair providing information about cosmetology to attendees
- Students will create and maintain a vocabulary, terminology, and procedure journal

Standards and Competencies

Unit 10: Skin

Competencies

Total Learning Hours for Unit: 100

- Define the function, composition, and types of skin
- Identify the differences between the disorders and diseases of skin
- Explain and demonstrate steps used during a basic facial
- Identify the difference between temporary and permanent hair removal and explain the techniques used for each
- Explain the basic steps used during a makeup application
- Demonstrate client safety, protection, and consultation
- Demonstrate sterilization, sanitation, and service preparation

Aligned Washington State Standards

Art	2.1 Apply a creative process in the arts 3.1 Use the arts to express and present ideas and feelings
English Language Arts Grades 11-12 CCSS	L--Vocabulary Acquisition and Use (Standard 6)
Health and Fitness	2.2 Understanding the concept of control and prevention of disease. 3.2 Gather and analyze health information. 3.3 Use social skills to promote health and safety in a variety of situations. 4.1 Analyze health and safety information.
Science	SYSB: Systems thinking can be especially useful in analyzing complex situations. To be useful, a system needs to be specified as clearly as possible. APPC: Choosing the best solution involves comparing alternatives with respect to criteria and constraints, then building and testing a model or other representation of the final design. LS1C: Cells contain specialized parts for determining essential functions such as regulation of cellular activities, energy capture and release, formation of proteins, waste disposal, the transfer of information, and movement. LS1D: The cell is surrounded by a membrane that separates the interior of the cell from the outside world and determines which substances may enter and which may leave the cell.
Social Studies	Social Studies 3.1 Understand and apply critical thinking and problem solving skills to make informed and reasoned decisions

21st Century Skills

Check those that students will demonstrate in this course:

<p>LEARNING & INNOVATION</p> <p>Creativity and Innovation <input checked="" type="checkbox"/> Think Creatively <input checked="" type="checkbox"/> Work Creatively with Others <input checked="" type="checkbox"/> Implement Innovations</p> <p>Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Reason Effectively <input checked="" type="checkbox"/> Use Systems Thinking <input checked="" type="checkbox"/> Make Judgments and Decisions <input checked="" type="checkbox"/> Solve Problems</p> <p>Communication and Collaboration <input checked="" type="checkbox"/> Communicate Clearly <input checked="" type="checkbox"/> Collaborate with Others</p>	<p>INFORMATION, MEDIA & TECHNOLOGY SKILLS</p> <p>Information Literacy <input checked="" type="checkbox"/> Access and /evaluate Information <input checked="" type="checkbox"/> Use and Manage Information</p> <p>Media Literacy <input checked="" type="checkbox"/> Analyze Media <input checked="" type="checkbox"/> Create Media Products</p> <p>Information, Communications and Technology (ICT Literacy) <input checked="" type="checkbox"/> Apply Technology Effectively</p>	<p>LIFE & CAREER SKILLS</p> <p>Flexibility and Adaptability <input checked="" type="checkbox"/> Adapt to Change <input checked="" type="checkbox"/> Be Flexible</p> <p>Initiative and Self-Direction <input checked="" type="checkbox"/> Manage Goals and Time <input checked="" type="checkbox"/> Work Independently <input checked="" type="checkbox"/> Be Self-Directed Learners</p> <p>Social and Cross-Cultural <input checked="" type="checkbox"/> Interact Effectively with Others <input checked="" type="checkbox"/> Work Effectively in Diverse Teams</p> <p>Productivity and Accountability <input checked="" type="checkbox"/> Manage Projects <input checked="" type="checkbox"/> Produce Results</p> <p>Leadership and Responsibility <input checked="" type="checkbox"/> Guide and Lead Others <input checked="" type="checkbox"/> Be Responsible to Others</p>
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