

Cosmetology III Career & Technical Education Curriculum



Roger León, Superintendent

Nicole T. Johnson, Deputy Superintendent

Dr. Mary Ann Reilly, Assistant Superintendent for Teaching and Learning

2021 - 2022

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Matthew J. Brewster, Director of Staff Development

Curriculum Writers

Nicole Daniels, West Side High School, Teacher of Cosmetology
Chamiris Mantrana, Supervisor, Career & Technical Education

Curriculum Reviewers

Akbar Cook, Principal, West Side High School

Atiba Buckman, Principal, Malcolm X Shabazz High School

Troy Long, Vice Principal, West Side High School

Omar Muhammad, Vice Principal, Malcolm X Shabazz High School

Charlene Powell, Malcolm X Shabazz High School, Teacher of Cosmetology

Tiffany Torrence-Forde, Esthetician | Permanent Makeup Artist | Makeup Artist | Wax Educator

Rubenson M. Lacroix, Barber Educator/Businessman & Entrepreneur

Office of Teaching and Learning Philosophy

The Office of Teaching and Learning believes that educating our students requires children to pursue learning in ways that are culturally engaging and academically rigorous. In order to accomplish this goal, we understand the curriculum as dynamic rather than static. This means the teacher is always in conversation with the curriculum as informed by student voice, needs, strengths, culture, interests, and the world. Curriculum documents are not meant as scripts to dictate what happens each moment in the classroom, but instead serve as guides to create lived moments that are full of invention, inquiry, joy, creativity, and academic rigor. We believe that curriculum should be culturally responsive and sustaining, putting the student at the center of the learning process.

The success of curricular implementation calls for teachers to make informed choices as they use the materials in meaningful and purposeful ways. These choices include, but are not limited to making learning student-centered, differentiating learning, and infusing past and current events to critique the world. Both teachers and students bring with them a wealth of knowledge and experience to the classroom. These experiences are a resource that should be leveraged to make choices that continually invent and reinvent the curriculum.

The Office of Teaching & Learning values:

- Teachers as Intellectuals,
- Culturally Responsive and Sustaining Teaching,
- Equity, and
- Academic Rigor.

The Office of Teaching & Learning affirms the following beliefs:

- We believe in the power and freedom of inquiry, imagination, and joy.
- We believe that all students bring with them valuable knowledge.
- We believe that the knowledge and expertise of teachers is critical to the development, implementation, and success of the curriculum process.
- We believe that teachers should co-construct curriculum with students.
- We believe that teachers are advocates of students.
- We believe in teaching and learning that is culturally responsive and sustaining.
- We believe that teaching, learning, and curriculum, as Bettina Love reminds us, should help students thrive instead of merely survive.
- We believe that teaching, learning, and curriculum should move us toward social justice and a more equitable society.
- We believe teaching, learning, and curriculum should develop the critical consciousness of learners and asks them to identify, analyze, and deconstruct various forms of oppression that affect their lived realities.
- We believe teaching, learning, and curriculum should be trauma-informed and consider the ways young people are affected by their environments.
- We believe, as bell hooks reminds us, that teachers, like any helping professional, are healers and that curriculum should be a reflection of a healing environment.
- We believe that teaching, learning, and curriculum should be anti-racist and help students identify bias, reduce stereotypes, and develop a sense of social justice.
- We believe that curriculum and instruction should be inclusive, valuing all students as an asset to the learning environment.
- We believe in the importance of continuous professional growth for all educators in order to develop a growth mindset and remain intellectually stimulated.
- We believe in the importance of preparing students for college and careers in the twenty-first century.

Course Description

The Cosmetology III course is a continuation of learning of more progressive practical skills that are part of the Cosmetology Academy Program of Study. During this course, students will experience working in a salon environment to prepare them to proceed to the cosmetology IV program, and continue to equip them to successfully pass the New Jersey State Board of Cosmetology and Hairstyling Licensing exam at the completion of the four year program. Students will learn techniques in hair coloring and its related chemistry, men's hairstyling and grooming, more advanced chemical texture services/relaxers, wigs and hair enhancements, barbering, salon business and employment skills. Students will also work on clientele in the school salon one day per week to prepare for the globally competitive workforce and reinforce the critical concepts related to: safety, sanitation, and professionalism. Cosmetology III students will have completed 600 or more hours of training and will be eligible to apply for a student permit and gain employment in the salon industry.

The Career and Technical Education Program is structured to provide the required 1000 hours to allow students to take the NJ Cosmetology Exam. After passing the practical and theory segments of the exam; the student will have earned a license to practice hairstyling, barbering, manicuring and skin care. This program is designed for students who may wish to enter the world of work upon completing high school. In addition to the career and technical education requirements, students will also participate in SKILLSUSA, which is a career and technical student organization designed to hone students' employability skills as well as enhance their technical abilities. Students' attendance, attitudes and academic success are important considerations in the selection process for cooperative education classes. NOTE: Students may possibly be denied admission to a Cooperative Work Study Program if they have not passed any parts of the New Jersey High School Proficiency Tests. Since passing these tests is required to receive a high school diploma, remediation classes must take priority over cooperative education classes. The high school diploma must be received in order to gain licensure.

Statement on Culturally Responsive-Sustaining Education

Through a Culturally Responsive and Sustaining Education (CR-SE) framework for curriculum and instruction, each content area includes inquiry-based, culturally responsive, and student-centered prekindergarten to grade twelve curricula that is designed to meet the needs of all students. In a districtwide effort to establish a culture of equity, our Clarity 2020 calls for a “A Rigorous and Relevant Framework for Curriculum & Instruction” (Priority 2). This means reimagining the landscape of teaching and learning to see diversity and difference as indispensable assets that should be leveraged for student engagement in classrooms with high expectations.

Our curriculum draws on the backgrounds, identities, and experiences of our students to make their connections to learning relevant and meaningful. Understanding the role of culture in the process of education means thinking about the ways identity (race, ethnicity, gender, sexual orientation, language, social class, nationality, ability, and religion) influences teaching and learning, gets reflected in the curriculum, and affects each individual student’s educational experience.

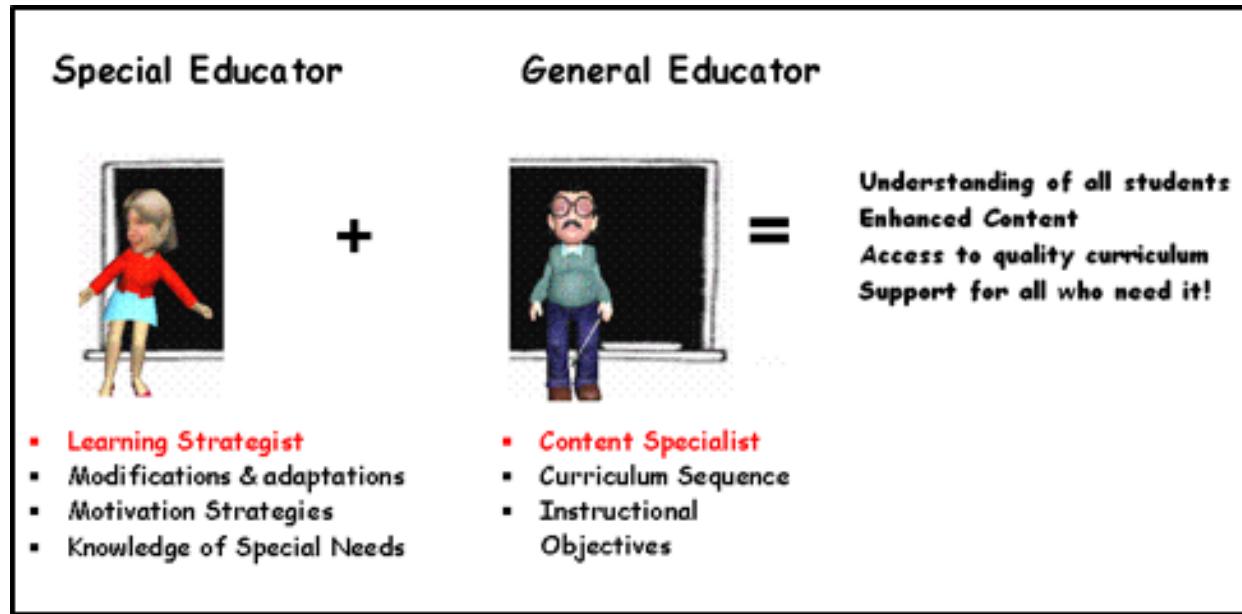
Developing the media literacy, critical consciousness, and civic engagement of students in the twenty-first century is a priority that must happen alongside the growth of academic skills. This is an interdisciplinary, democratic, and socially just approach to culturally responsive teaching that highlights the injustices that have characterized vast inequalities in the education system. A culturally responsive and sustaining approach to teaching necessitates that teachers and students work alongside one another to confront bias and disrupt educational inequities.

Studies across the country have shown that Culturally Responsive and Sustaining Education (CR-SE), “increases student participation, attendance, grade point averages, graduation rates, civic engagement, self-image, and critical thinking skills” (NYC DOE). This approach to teaching and learning requires an inclusive curriculum that integrates support for English Language Learners, students with disabilities, students at risk of school failure, gifted and talented students, and students with 504 plans. It is a framework for teaching that means advocating for students who have been historically marginalized and denied access to an equal education by creating opportunities for these students to be educated alongside their general education peers. It also involves the identification of successful practices that reduce referrals and placements in more restrictive environments.

Through the implementation of a plan to integrate civics, the Amistad Curriculum, and Holocaust/Genocide studies at all grade levels across the district, students will learn about the history of Newark, the contributions of African Americans and other ethnic groups to the city, and

how to become civically engaged, democratic citizens in the twenty first century. Further, students will learn about the evils of bias, prejudice and bigotry and how these may lead to genocide and that the evil period of slavery in the United States exhibited a number of components seen in genocides throughout the centuries. This curricula, project-based and interdisciplinary in nature, spans the content areas and grade levels.

Integrated Accommodations and Modifications for Special Education Students, English Language Learners, Students At Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans



Co-Teaching Models

One Teach, One Observe: One of the advantages in co-teaching is that more detailed observation of students engaged in the learning process can occur. With this approach, for example, co-teachers can decide in advance what types of specific observational information to gather during instruction and can agree on a system for gathering the data. Afterward, the teachers should analyze the information together. The teachers should take turns teaching and gathering data, rather than assuming that the special educator is the only person who should observe.

Station Teaching: In this co-teaching approach, teachers divide content and students. Each teacher then teaches the content to one group and subsequently repeats the instruction for the other group. If appropriate, a third "station" could give students an opportunity to work independently. As co-teachers become comfortable with their partnership, they may add groups or otherwise create variations of this model.

Parallel Teaching: On occasion, students' learning would be greatly facilitated if they just had more supervision by the teacher or more opportunity to respond. In parallel teaching, the teachers are both teaching the same information, but they do so to a divided class group within the same room. Parallel also may be used to vary learning experiences, for example, by providing manipulatives to one group but not the other or by having the groups read about the same topic but at different levels of difficulty.

Alternative Teaching: In most class groups, occasions arise in which several students need specialized attention. In alternative teaching, one teacher takes responsibility for the large group while the other works with a smaller group. These smaller groups could be used for conferences, remediation, pre-teaching, to help students who have been absent catch up on key instruction, assessment, and so on.

How can the various models and co-partner roles help?

- It increases the Instructional Intensity for students. Instruction is least effective if one teacher is “off” while the other teacher is “on”. For example, the most common ICS model, “One Teach One Assist” is the least effective if implemented every day. For improved results, both teachers should be engaged with students at the same time.
- The use of various ICS Models promotes and embeds differentiation of instruction, flexible grouping, unique discussion and questioning techniques.
- Be sure to explain to students and parents the benefits of two teachers. Avoid using the term “special education or special education teacher” to describe the environment. Instead, use terms such as Content Specialist and Learning Strategist to define your roles.
- When providing feedback, consider using different pen/ink colors (stay away from red). This reduces confusion when students have a question to ask.
- It helps to establish a more balanced role of authority between co-partners. Students need to experience instruction and directives from both co-partners.

Adaptations

Instructional adaptations for students with disabilities, English Language Learners, students At Risk of School Failure, Gifted and Talented students, and students with 504 plans include, but are not limited to, the below approaches. For students with disabilities, self-determination and interdependence are two core principles of citizenship education that apply directly to their educational needs and interests.

Student Motivation: Expanding student motivation to learn content and acquire skills in Career & Technical Education can occur through: activity choice, appeal to diverse learning styles, choice to work with others or alone, hands-on activities, and multimodal activities.

Instructional Presentations: The primary purpose of these adaptations is to provide special education students with teacher-initiated and teacher-directed interventions that prepare students for learning and engage students in the learning process (Instructional Preparation); structure and organize information to aid comprehension and recall (Instructional Prompts); and foster understanding of new concepts and processes (Instructional Application) e.g. relating to personal experiences, advance organizers, pre-teaching vocabulary and/or strategies; visual demonstrations, illustrations, models.

Instructional Monitoring: Career & Technical Education instruction should include opportunities for students to engage in goal setting, use of anchor papers, work with rubrics and checklists, reward systems, conferences.

Classroom Organization: The primary purpose of classroom organization adaptations is to maximize student attention, participation, independence, mobility, and comfort; to promote peer and adult communication and interaction; and to provide accessibility to information, materials, and equipment.

Student Response: The primary purpose of student performance responses is to provide students with disabilities a means of demonstrating progress toward the lesson objectives related to reading and writing activities.

Sample Differentiation Strategies and Activities to Enrich Learning for Advanced Students

Anchor Activities: Self-directed specified ongoing activities in which students work independently.

Curriculum Compacting: Curriculum Compacting is an instructional technique that is specifically designed to make appropriate curricular adjustments for students in any curricular area and at any grade level. Essentially, the procedure involves (1) defining the goals and outcomes of a particular unit or segment of instruction, (2) determining and documenting which students have already mastered most or all of a specified set of learning outcomes, and (3) providing replacement strategies for material already mastered through the use of instructional options that enable a more challenging and productive use of the student's time.

Flexible Grouping: Flexible grouping is a range of grouping students together for delivering instruction. This can be as a whole class, a small group, or with a partner. Flexible grouping creates temporary groups that can last an hour, a week, or even a month.

Jigsaw Activities: Jigsaw is a strategy that emphasizes cooperative learning by providing students an opportunity to actively help each other build comprehension. Use this technique to assign students to reading groups composed of varying skill levels. Each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team.

Differentiated Instruction - English Language Learners

English Language Development Standards

ENGLISH LANGUAGE LEARNERS

Instructional Supports:

- hands-on materials
- bilingual dictionaries
- visual aids
- teacher made adaptations, outlines, study guides
- varied leveled texts of the same content

Preparing students for the lesson:

1. Building Background Information through brainstorming, semantic webbing, use of visual aids and other comprehension strategies.
2. Simplifying Language for Presentation by using speech that is appropriate to students' language proficiency level. Avoid jargon and idiomatic speech.
3. Developing Content Area Vocabulary through the use of word walls and labeling classroom objects. Students encounter new academic vocabulary in literature, editing conventions, and the study of language arts.
4. Giving Directions - Stated clearly and distinctly and delivered in both written and oral forms to ensure that LEP students understand the task. In addition, students should be provided with/or have access to directional words such as: circle, write, draw, cut, underline, etc.
5. Leveraging assisted technologies.

WIDA Language Proficiency Levels

The five language proficiency levels outline the progression of language development implied in the acquisition of English as an additional language, from 1, Entering the process, to 6, Reaching the attainment of English language proficiency. The language proficiency levels delineate expected performance and describe what ELLs can do within each domain of the standards. The Performance Definitions define the expectations of students at each proficiency level. The definitions encompass three criteria: linguistic complexity—the amount and quality of speech or writing for a given situation; vocabulary usage—the specificity of words or phrases for a given context; and language control—the comprehensibility of the communication based on the amount and types of errors.

WIDA Performance Definitions

At the given level of English language proficiency, English language learners will process, understand, produce or use:

6- Reaching	<ul style="list-style-type: none">specialized or technical language reflective of the content areas at grade levela variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade leveloral or written communication in English comparable to English-proficient peers
5- Bridging	<ul style="list-style-type: none">specialized or technical language of the content areasa variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reportsoral or written language approaching comparability to that of English-proficient peers when presented with grade level material
4- Expanding	<ul style="list-style-type: none">specific and some technical language of the content areasa variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphsoral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support
3- Developing	<ul style="list-style-type: none">general and some specific language of the content areasexpanded sentences in oral interaction or written paragraphsoral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support
2- Beginning	<ul style="list-style-type: none">general language related to the content areasphrases or short sentencesoral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support
1- Entering	<ul style="list-style-type: none">pictorial or graphic representation of the language of the content areaswords, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive supportoral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support

Career & Technical Education Best Practices

1. Includes coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary to post-secondary education.
2. Incorporates secondary education and post-secondary education elements.
3. Includes opportunity for secondary education students to gain post-secondary education credits through dual or concurrent enrollment programs or other means.
4. Leads to an industry-recognized credential or certificate at the post-secondary level or an associate or baccalaureate degree.
5. Prepares students to succeed in college.
6. Emphasizes real-world applications of academic learning.
7. Provides exposure to real-world workplaces through work-based learning.
8. Teaches professional skills needed to thrive in a career.
9. Provides comprehensive support services to address individual needs of all students, ensuring equity of access, opportunity, and success.

Occupational Safety and Health

The Newark Board of Education is committed to providing a safe and healthy environment for all employees and students on school property and at work based learning worksites. The District's goal is to eliminate, as much as possible, the risk of school-related injuries and illnesses. It is also committed to providing instruction to students on the proper skills, attitudes, and work habits necessary for them to work safely in their future occupations. School staff will ensure that CTE students understand the Occupational Safety and Health Program Plan for Career and Technical Education Academies. This safety and health plan covers all occupational safety and issues associated with staff, teachers, and students both on school district property and at work based learning worksites.

Link: <https://drive.google.com/file/d/1OAdgAjU5uPArKe4fqCeMh1eSbmhjkhoY/view?usp=sharing>

Essentials of Project Based Learning

The Buck Institute maintains that in order to be considered PBL, a curriculum must include eight essential elements.

1. Focus on Significant Content

Projects target concepts and skills necessary for a student's future career in supply chain management.

2. Develop 21st Century Skills

New Jersey's Career Ready Practices are laced throughout the curriculum to increase a student's future employability.

3. Engage Students in In-Depth Inquiry

Projects require in-depth subject matter research to address the requirements of the driving question.

4. Organize Tasks Around a Driving Question

The driving question is written in terms relatable to the students and is the focal point for all research.

5. Establish a Need-to-Know

Engaging activities and relevant selected readings lead to critical and creative thinking about the driving question, but are not meant to provide the solution.

6. Encourage Voice and Choice

Teachers do not lecture but guide students through the projects, allowing them to make choices about what to research and how to work toward a solution.

7. Incorporate Revision and Reflection

Midway through the project, students will present an initial, proposed solution. Students must then incorporate audience feedback into their revisions until they settle on a final project product. At the end of each project, students will participate in a round table discussion about what they learned – process as well as content – and how they might apply those learnings in their own futures.

8. Include a Public Audience

Teachers are encouraged to invite subject matter experts and other knowledgeable individuals to serve as an authentic audience for initial solution presentations.

Integration of 21st Century Life and Careers Skills

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

Career Ready Practices in Course III:

- CRP1 Act as a responsible and contributing citizen and employee
- CRP2 Apply appropriate academic and technical skills.
- CRP3 Attend to personal health and financial well-being
- CRP4 Communicates clearly and effectively and with reason.
- CRP5 Consider the environmental, social and economic impacts of decisions.
- CRP6 Demonstrates creativity and innovation.
- CRP7 Employ valid and reliable research strategies.
- CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9 Model integrity, ethical leadership and effective management.
- CRP10 Plan education and career paths aligned to personal goals.
- CRP11 Use technology to enhance productivity.
- CRP12 Work productively in teams while using cultural global competence.

NJ Learning Standards 9.3

Career & Technical Education standards outline what students should know and be able to do upon completion of a CTE Program of Study.

Career & Technical Education standards in Course III

- 9.3.HU.1 Evaluate principles of planning, development, implementation and evaluation to accomplish long-range goals in the human services
- 9.3. HU.2 Evaluate the role of family, community and human services in society and the economy.
- 9.3. HU.3 Use Effective communication with human services clients and their families.
- 9.3. HU.4 Demonstrate ethical and legal conduct in human services settings.
- 9.3. HU.5 Evaluate career opportunities in each of the human services career pathways.
- 9.3. HU.6 Explain how human development principles enhance the wellbeing of individuals and families.
- 9.3. HU-CSM.1 Summarize necessary credentials, licensures or state-specific requirements to prepare for a career in consumer services.
- 9.3. HU-CSM.2 Communicate product or equipment features that meet the needs of clients and consumers.
- 9.3. HU-CSM.3 Make consumer recommendations meeting the needs of clients or customers.
- 9.3. HU-CSM.4 Analyze financial / economic situations when making recommendations about consumer services

- 9.3. HU-CSM.5 Use standard business processes or procedures to create consumer service information and facilitate client interactions.
- 9.3. HU-CSM.6 Use a variety of methods to educate audiences about consumer services.
- 9.3. HU-CSM.7 Demonstrate knowledge of ethical and legal responsibilities associated with providing consumer services.
- 9.3. HU-CSM.8 Apply business procedures and utilize equipment and facilities to produce satisfying client outcomes.
- 9.3. HU-PC.1 Analyze basic principles of biology, chemistry and human anatomy for safe and effective utilization and selection of personal care products and services.
- 9.3. HU-PC.2 Evaluate an individual personal care plan that reflects client preferences, needs, and interests for course of treatment/action.
- 9.3. HU-PC.3 Utilize data and information to maintain electronic records of client services and make recommendations for personal care services.
- 9.3. HU-PC.4 Demonstrate policies and procedures to achieve a safe and healthy environment for personal care services.
- 9.3. HU-PC.5 Develop organizational policies, procedures and regulations that establish personal care organization priorities, accomplish the mission, and provide high-quality service to a diverse set of clients and families.
- 9.3. HU-PC.6 Identify personal care business opportunities enhanced by community involvement, self-improvement and current trends.
- 9.3 HU-PC.7 Apply methods of obtaining feedback to understand expectations and promote high-quality personal care services standards.

Core Instructional and Supplemental Materials

- Milady Standard Cosmetology, 13th Edition. Boston, MA: Cengage Learning 2015
- Milady Standard Cosmetology Practical Workbook, 2016 edition. Boston, MA: Cengage Learning 2015
- Milady Standard Cosmetology Theory Workbook, 2016 edition. Boston, MA: Cengage Learning 2015
- Milady Standard Cosmetology Exam Review, 2016 edition. Boston, MA: Cengage Learning 2015
- www.skillsusa.org

Pacing Guide

UNIT	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Unit Focus	Techniques in Hair Coloring Both Basic and Advanced Chapter 21	Men's Hairstyling & Grooming CTSO: SkillsUSA Chapter16 supplemental materials	Chemical Texture Services / Relaxers Chapter 20 supplemental materials	Artistry of Artificial hair (wigs & extensions) Chapter 19 supplemental materials	Barbering (the shave) Chapter 16 Supplemental materials
Duration	94 hours	40 hours	47 hours	30 hours	20 hours

UNIT	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
Unit Focus	Salon Business CTSO: SkillsUSA Chapter 32 Supplemental materials	Preparing for Licensure & employment CTSO: SkillsUSA Chapter 30 supplemental materials	On The Job CTSO: SkillsUSA Chapter 31 Supplemental Materials	Clinical application of Practical Skills CTSO: SkillsUSA Chapters 15, 16, 17, 18, 20, 21, 22, 23, 25, 26 & 27 supplemental materials	Review: Practice for State Board CTSO: SkillsUSA Chapters: 15, 16, 17, 20, 21, 22, 25 & 27
Duration	22 hours	22 hours	25 hours	24 hours	90 hours

Units		Cosmetology III Program	Standards Areas	Pacing
1	Techniques in Hair Coloring Both Basic and Advanced	Milady Textbook, Milady Theory Workbook, Milady Practical Workbook, Chapter 21	CRP2, 9.3.HU-PC.1, 9.3.HU-CSM.2, 9.3.HU-CSM.6, CRP6, 9.3.HU-CSM.7, 9.3.HU-CSM.8, 9.3.HU-PC.4, 9.3.HU-PC.7, 9.3.HU-PC.2, 9.3.HU-CSM.3, CRP11, CRP12	45 days
2	Men's Hairstyling & Grooming	Milady Textbook, Milady Theory Workbook, Milady Practical Workbook, Chapter16	CRP2, 9.3.HU-CSM.2, 9.3.HU-PC.1, 9.3.HU-CSM.7, 9.3.HU-PC.4, 9.3.HU-PC.7, 9.3.HU-CSM.6, 9.3.HU-CSM.8, 9.3.HU-CSM.3, CRP11, CRP12	15 days
3	Chemical Texture Services / Relaxers	Milady Textbook, Milady Theory Workbook, Milady Practical Workbook, Chapter 20	CRP2, 9.3.HU-PC.1, 9.3.HU-CSM.2, 9.3.HU-CSM.6, CRP6, 9.3.HU-CSM.7, 9.3.HU-CSM.8, 9.3.HU-PC.4, 9.3.HU-PC.7, 9.3.HU-PC.2, 9.3.HU-CSM.3, CRP11, CRP12	15 days
4	Artistry of Artificial hair	Milady Textbook, Milady Theory Workbook, Milady Practical Workbook, Chapter 19	CRP2, 9.3.HU-CSM.2, CRP3, 9.3.HU-PC.4, 9.3.HU-PC.6, 9.3.HU-PC.7, 9.3.HU.1, 9.3.HU-PC.5, 9.3.HU-CSM.8, CRP6, 9.3.HU-CSM.7, CRP11, CRP12	15 days
5	Barbering (the shave)	Milady Textbook, Milady Theory Workbook, Milady Practical Workbook, Chapter 16	CRP4, 9.3.HU.3, 9.3.HU-CSM.2, 9.3.HU-CSM.3, 9.3.HU-CSM.4, 9.3.HU-CSM.5, 9.3.HU-CSM.6, 9.3.HU-PC.2, 9.3.HU-PC.3, 9.3.HU-CSM.7, 9.3.HU-PC.1, 9.3.HU-PC.4, CRP5, , 9.3.HU-PC.7, CRP11, CRP12	15 days
6	Salon Business	Milady Textbook, Milady Theory Workbook, Milady Practical Workbook, Chapter 32	CRP4, 9.3.HU.3, 9.3.HU-CSM.6, CRP8, 9.3.HU-CSM.2, 9.3.HU-CSM.4, 9.3.HU-CSM.7, 9.3.HU-PC.3, 9.3.HU-CSM.5, 9.3.HU-PC.2, 9.3.HU-PC.4, 9.3.HU-PC.5, 9.3.HU.4, 9.3.HU-PC.7 CRP3, 9.3.HU.1, 9.3.HU.6, 9.3.HU.4, 9.3.HU.6, 9.3.HU-PC.6, 9.3.HU-CSM.8, CRP11, CRP12	10 days
7	Preparing for Licensure & employment	Milady Textbook, Milady Theory Workbook, Milady Practical Workbook, Chapter 30	CRP4, 9.3.HU.3, 9.3.HU-CSM.6, CRP8, 9.3.HU-CSM.2, 9.3.HU-CSM.4, 9.3.HU-CSM.7, 9.3.HU-PC.3, 9.3.HU-CSM.5, 9.3.HU-PC.2, 9.3.HU-PC.4, 9.3.HU-PC.5, 9.3.HU.4, 9.3.HU-PC.7 CRP3, 9.3.HU.1, 9.3.HU.6, 9.3.HU.4, 9.3.HU.6, 9.3.HU-PC.6, 9.3.HU-CSM.8, CRP11, CRP12	10 days

8	On The Job	Milady Textbook, Milady Theory Workbook, Milady Practical Workbook, Chapters 31	CRP4, 9.3.HU.3, 9.3.HU-CSM.6, CRP8, 9.3.HU-CSM.2, 9.3.HU-CSM.4, 9.3.HU-CSM.7, 9.3.HU-PC.3, 9.3.HU-CSM.5, 9.3.HU-PC.2, 9.3.HU-PC.4, 9.3.HU-PC.5, 9.3.HU.4, 9.3.HU-PC.7 CRP3, 9.3.HU.1, 9.3.HU.6, 9.3.HU.4, 9.3.HU.6, 9.3.HU-PC.6, 9.3.HU-CSM.8, CRP11, CRP12	10 days
9	Clinical application of Practical Skills	Milady Textbook, Milady Theory Workbook, Milady Practical Workbook, Chapters 15, 16, 17, 18, 20, 21, 22, 23, 25, 26 & 27	CRP2, CRP4, CRP6, 9.3.HU.3, 9.3.HU-CSM.2, 9.3.HU-CSM.3, 9.3.HU-CSM.4, 9.3.HU-CSM.5, 9.3.HU-CSM.6, 9.3.HU-PC.2, 9.3.HU-PC.3, 9.3.HU-CSM.7, 9.3.HU-PC.1, 9.3.HU-PC.4, CRP5, , 9.3.HU-PC.7, CRP11, CRP12	20 days
10	Review: Practice for State Board	Milady Textbook, Milady Theory Workbook, Milady Practical Workbook, Chapters 15, 16, 17, 20, 21, 22, 25 & 27	CRP2, CRP4, CRP6, 9.3.HU.3, 9.3.HU-CSM.2, 9.3.HU-CSM.3, 9.3.HU-CSM.4, 9.3.HU-CSM.5, 9.3.HU-CSM.6, 9.3.HU-PC.2, 9.3.HU-PC.3, 9.3.HU-CSM.7, 9.3.HU-PC.1, 9.3.HU-PC.4, CRP5, , 9.3.HU-PC.7, CRP11, CRP12	20 days

Curriculum Map

Standards 9.3 CTE 21st Century Life & Careers	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
Human Services (HU)										
9.3. HU.1 Evaluate principles of planning, development, implementation and evaluation to accomplish long-range goals in the human services.						x	x	x		
9.3. HU.3 Use effective communication with human services clients and their families.	x	x	x	x	x	x	x	x	x	x
9.3. HU.5 Evaluate career opportunities in each of the Human Services Career Pathways.	x	x	x	x	x	x	x	x		
CONSUMER SERVICES (HU-CSM)										
9.3. HU-CSM.1 Summarize necessary credentials, licensures or state-specific requirements to prepare for a career in consumer services.						x	x	x		
9.3. HU-CSM.2 Communicate product or equipment features that meet the needs of clients and consumers.	x	x	x	x	x	x	x	x	x	x
9.3. HU-CSM.3 Make consumer services recommendations meeting the needs of clients or customers.	x	x	x	x	x	x	x	x	x	x

9.3. HU-CSM.4 Analyze financial/economic situations when making recommendations about consumer services.	x	x	x	x	x	x	x	x	x	x
9.3. HU-CSM.5 Use standard business processes or procedures to create consumer service information and facilitate client interactions.	x	x	x	x	x	x	x	x	x	x
9.3. HU-CSM.6 Use a variety of methods to educate audiences about consumer services.	x	x	x	x	x	x	x	x	x	x
9.3. HU-CSM.7 Demonstrate knowledge of ethical and legal responsibilities associated with providing consumer services.	x	x	x	x	x	x	x	x	x	x
9.3. HU-CSM.8 Apply business procedures and utilize equipment and facilities to produce satisfying client outcomes.	x	x	x	x	x	x	x	x	x	x
PERSONAL CARE SERVICES (HU-PC)	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
9.3. HU-PC.1 Analyze basic principles of biology, chemistry and human anatomy for safe and effective utilization and selection of personal care products and services.	x	x	x	x	x				x	x
9.3. HU-PC.2 Evaluate an individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action.	x	x	x	x	x				x	x
9.3. HU-PC.2 Evaluate an individualized personal care plan that reflects client	x	x	x	x	x				x	x

preferences, needs and interests for a course of treatment/action.									
9.3. HU-PC.4 Demonstrate policies and procedures to achieve a safe and healthy environment for personal care services.	x	x	x	x	x				x
9.3. HU-PC.5 Develop organizational policies, procedures and regulations that establish personal care organization priorities, accomplish the mission, and provide high-quality service to a diverse set of clients and families.	x	x	x	x	x	x	x	x	x
9.3. HU-PC.6 Identify personal care business opportunities enhanced by community involvement, self- improvement and current trends.	x	x	x	x	x	x	x	x	x
9.3. HU-PC.7 Apply methods of obtaining feedback to understand expectations and promote high-quality personal care services standards.	x	x	x	x	x	x	x	x	x

Standards 9.4 Life Literacies and Key Skills	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
Creativity and Innovation										
9.4.12. CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.	x	x	x	x	x	x	x	x	x	x
9.4.12. CI.2: Identify career pathways that highlight personal talents, skills, and abilities.	x	x	x	x	x	x	x	x		
9.4.12. CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.	x	x	x	x	x	x	x	x	x	x
Critical Thinking and Problem-solving	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
9.4.12. CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.	x	x	x	x	x	x	x	x	x	x
9.4.12. CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.	x	x	x	x	x	x	x	x	x	x
9.4.12. CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).	x	x	x	x	x	x	x	x	x	x
9.4.12. CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.	x	x	x	x	x	x	x	x	x	x

Digital Citizenship	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
9.4.12. DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.	x	x	x	x	x	x	x	x	x	x
9.4.12. DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society.	x	x	x	x	x	x	x	x	x	x
Information and Media Literacy	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
9.4.12. IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions.	x	x	x	x	x				x	x
9.4.12. IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.						x	x	x		
9.4.12. IML.8: Evaluate media sources for point of view, bias, and motivations.	x	x	x	x	x	x	x	x	x	x
9.4.12. IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.						x	x	x		

Technology Literacy	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
9.4.12. TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.	x	x	x	x	x	x	x	x	x	x
9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.	x	x	x	x	x	x	x	x	x	x
9.4.12. TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.	x	x	x	x	x	x	x	x	x	x

Standards Career Ready Practices	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
CRP1. Act as a responsible and contributing citizen and employee.	x	x	x	x	x	x	x	x	x	x
CRP2. Apply appropriate academic and technical skills.	x	x	x	x	x	x	x	x	x	x
CRP3. Attend to personal health and financial well-being.						x	x	x		
CRP4. Communicate clearly and effectively and with reason.	x	x	x	x	x	x	x	x	x	x
CRP5. Consider the environmental, social and economic impacts of decisions.	x	x	x	x	x	x	x	x	x	x
CRP6. Demonstrate creativity and innovation.	x	x	x	x	x	x	x	x	x	x

CRP7. Employ valid and reliable research strategies.	x	x	x	x	x	x	x	x		
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.	x	x	x	x	x	x	x	x	x	x
CRP9. Model integrity, ethical leadership and effective management	x	x	x	x	x	x	x	x	x	x
CRP10. Plan education and career paths aligned to personal goals.						x	x	x		
CRP11. Use technology to enhance productivity.	x	x	x	x	x	x	x	x	x	x
CRP12. Work productively in teams while using cultural global competence.	x	x	x	x	x	x	x	x	x	x

Standards Math Practices	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
1. Make sense of problems and persevere in solving them.	x	x	x	x	x				x	x
2. Reason abstractly and quantitatively.	x	x	x	x	x				x	x
4. Model with mathematics.	x	x	x	x	x				x	x
5. Use appropriate tools strategically.	x	x	x	x	x				x	x
6. Attend to precision.	x	x	x	x	x				x	x
7. Look for and make use of structure.	x	x	x	x	x				x	x
8. Look for and express regularity in repeated reasoning.	x	x	x	x	x				x	x

Standards Science and Engineering Practices	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
Asking Questions and Defining Problems	x	x	x	x	x	x	x	x	x	x
Planning and Carrying Out Investigations	x	x	x	x	x	x	x	x	x	x
Analyzing and Interpreting Data	x	x	x	x	x	x	x	x	x	x
Developing and Using Models	x	x	x	x	x				x	x
Constructing Explanations and Designing Solutions	x	x	x	x	x	x	x	x	x	x
Engaging in Argument from Evidence	x	x	x	x	x	x	x	x	x	x
Using Mathematics and Computational Thinking	x	x	x	x	x				x	x
Obtaining, Evaluating, and Communicating Information	x	x	x	x	x	x	x	x	x	x

Standards ELA Reading & Writing	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
RST.11-12.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.	x	x	x	x	x	x	x	x	x	x
RST.11-12.2 Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	x	x	x	x	x	x	x	x	x	x
<u>RST.11-12.3</u> 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.	x	x	x	x	x				x	x
<u>RST.11-12.4</u> 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 <i>grades 11-12 texts and topics</i> .	x	x	x	x	x	x	x	x	x	x
RST.11-12.5 Analyze the relationships among concepts in a text, including relationships among key terms (e.g., <i>force, friction, reaction force, energy</i>).	x	x	x	x	x	x	x	x	x	x
RST.11-12.6 Determine the author's purpose in providing an explanation, describing a	x	x	x	x	x	x	x	x	x	x

procedure, or discussing an experiment in a text, defining the question the author seeks to address.										
<u>RST.11-12.7</u> Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	x	x	x	x	x			x	x	
RST.11-12.8 Determine if the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.	x	x	x	x	x	x	x	x	x	x
<u>RST.11-12.9</u> Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	x	x	x	x	x	x	x	x	x	x
<u>RST.11-12.10</u> By the end of grade 10, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.	x	x	x	x	x	x	x	x	x	x
WHST.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.	x	x	x	x	x	x	x	x	x	x
WHST.11-12.2 Write informative/explanatory texts, including the narration of historical	x	x	x	x	x	x	x	x	x	x

events, scientific procedures/ experiments, or technical processes.										
<u>WHST.11-12.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	x	x	x	x	x	x	x	x	x	x
W <u>HST.11-12.5</u> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	x	x	x	x	x	x	x	x	x	x
WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	x	x	x	x	x	x	x	x	x	x
<u>WHST.11-12.7</u> . 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.	x	x	x	x	x	x	x	x	x	x
W <u>HST.11-12.8</u> . Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate	x	x	x	x	x	x	x	x	x	x

information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.										
W <u>HST.11-12.9</u> Draw evidence from informational texts to support analysis, reflection, and research.	x									
<u>WHST.11-12.10</u> 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.	x									

Course Proficiencies

Unit 1: Techniques in Hair Coloring both Basic and Advanced

1. Discuss and demonstrate an understanding of color theory.
2. Define melanin.
3. List and define characteristics of existing hair color.
4. Explain and identify natural color and tone.
5. Describe gray hair.
6. Identify artificial level, tone and intensity.
7. Explain the client consultation as it pertains to hair color.
8. Explain and demonstrate color product and application techniques.
9. Discuss and demonstrate an understanding of changing hair color.
10. Describe and demonstrate temporary color procedures
11. Demonstrate and apply an understanding of semi-permanent color.
12. Demonstrate and apply an understanding of oxidative color- darker result procedures.
13. Demonstrate and apply an understanding of oxidative color- lighter result procedures.
14. Demonstrate and apply an understanding of surface painting.
15. Demonstrate and apply an understanding of partial highlights: slicing
16. Demonstrate and apply an understanding of full highlights: weaving.
17. Demonstrate and apply an understanding of cap highlighting.
18. Demonstrate and apply an understanding of the double- process: blonde.
19. Describe, demonstrate and apply an understanding of tint back and hair color removal techniques.
20. Explain hair color problems and solutions.
21. Use technology and electronic devices in a professional manner.

Unit 2: Men's Hairstyling & Grooming (classic haircuts, clipper cuts, mustache & beard trims

22. Discuss the art and science of men's haircutting and styling.
23. Discuss facial shapes and anatomical features.
24. Identify and name the sections of the head as applied to haircutting.
25. Understand the fundamental terms used in haircutting.
26. Demonstrate disinfection procedures.
27. Demonstrate basic cutting techniques: fingers-and-shear, shear-over-comb, freehand shear cutting, freehand clipper cutting, clipper-over-comb, and razor cutting.

28. Demonstrate and apply knowledge of fade haircut.
29. Describe the procedure for trimming a mustache.
30. Describe the procedure for trimming a beard.
31. Demonstrate a mustache and beard trim.
32. Use technology and electronic devices in a professional manner.

Unit 3: Chemical Texture Services / Relaxers

33. Discuss and demonstrate an understanding of chemical texturizing.
34. Demonstrate infection control and safety procedures for perming.
35. Explain the client consultation as it pertains to perming.
36. Demonstrate and apply an understanding of rectangle perm wrap.
37. Demonstrate and apply an understanding of bricklay perm wrap.
38. Demonstrate and apply an understanding of oblong and spiral bricklay perm wrap.
39. Explain perm related problems and solutions.
40. Discuss and demonstrate an understanding of chemical relaxing essentials.
41. Describe infection control and safety procedures for chemical relaxing.
42. Explain and demonstrate the client consultation process, as it pertains to chemical relaxing.
43. Describe and demonstrate virgin sodium hydroxide relaxer procedures.
44. Demonstrate and apply an understanding of virgin thio relaxer procedures.
45. Demonstrate and apply an understanding of relaxer retouch procedures.
46. Discuss and demonstrate an understanding of the theory of curl reforming.
47. Describe infection control and safety procedures for curl reforming.
48. Explain, demonstrate and apply an understanding of curl reforming contour wrap.
49. Use technology and electronic devices in a professional manner.

Unit 4: Artistry of Artificial Hair (wigs & extensions)

50. Discuss the history of wigs and hairpieces.
51. Describe wig services.
52. Describe hairpiece types.
53. Demonstrate and apply an understanding of composition, colors, and construction of wigs and hairpieces.
54. Discuss and list wig and hairpiece products.
55. Discuss and list wig and hairpiece implements and supplies..
56. Discuss and list wig and hairpiece equipment.

57. Describe the infection control and safety procedures for wigs and hair pieces.
58. Demonstrate and apply knowledge of proper client consultation for wigs and hair additions.
59. Describe and discuss hair additions.
60. Demonstrate and apply knowledge of hair addition methods - off the scalp braiding, loose hair / fiber.
61. Demonstrate and apply knowledge of hair addition methods - on the scalp braiding, loose hair / fiber.
62. Demonstrate and apply knowledge of hair addition methods - Track and sew.
63. Demonstrate and apply knowledge of hair addition methods - bonding and wefts.
64. Demonstrate and apply knowledge of hair addition methods - strand by strand (fusion method).
65. Use technology and electronic devices in a professional manner.

Unit 5: Barbering (the shave)

66. Discuss the purpose of shaving.
67. Discuss sanitation and safety precautions associated with straight razor shaving.
68. List the four standard shaving positions and strokes.
69. Demonstrate the ability to perform straight razor-holding positions and cutting strokes.
70. Identify the 14 shaving areas of the face.
71. Demonstrate the shaving procedure (preparation, 14 shaving strokes, & final steps of a shave)
72. Discuss and explain proper techniques for caring for small cuts.
73. Use technology and electronic devices in a professional manner.

Unit 6: Salon Business

74. Demonstrate an understanding of the beauty industry.
75. Demonstrate an understanding of salon ownership.
76. Identify two options for going into business for yourself.
77. Understand the responsibilities of a booth renter.
78. List the basic factors to be considered when opening a salon.
79. Distinguish the types of salon ownership.
80. Identify the information that should be included in a business plan.
81. Understand the importance of record keeping.
82. Recognize the elements of successful salon operations.
83. Explain why selling services and products is a vital aspect of a salon's success.
84. Use technology and electronic devices in a professional manner.

Unit 7: Preparing for Licensure & Employment

85. Understand what is involved in securing the required credentials for cosmetology in your state and know the process for taking and passing your state licensing examination.
86. Start networking and preparing to find a job by using the personal inventory of characteristics and skills.
87. Describe the different salon business categories.
88. Write a cover letter and resume and prepare an employment portfolio.
89. Know how to explore the job market, research potential employers, and operate within the legal aspects of employment.
90. Use technology and electronic devices in a professional manner.

Unit 8: On the Job

91. Describe what is expected of a new employee and what this means in terms of your everyday behavior.
92. List the habits of a good salon team player.
93. Describe three different ways in which salon professionals are compensated.
94. Explain the principles of selling products and services in the salon.
95. List the most effective ways to build a client base.
96. Use technology and electronic devices in a professional manner.

Unit 9: Clinical Application of Practical Skills (working in the school salon)

97. Demonstrate knowledge and application of the following skills on clients: shampooing, haircutting, braiding, thermal pressing and curling, hair and scalp treatments, permanent color, semi-permanent color, single process color, double process color, lowlights/highlights cap, foil highlights, foil lowlights, combo highlights and lowlights, permanent wave, spiral permanent wave, chemical relaxers, chemical relaxer retouch, manicure, pedicure, paraffin, artificial nails/ tips/wraps, nail refills, basic facial, waxing: upper lip, eyebrows, and chin. When clients are unavailable these skills will be performed on the mannequin for continued practice and reinforcement.

Unit 10: Review (all previously learned skills will be reviewed and practiced in constant preparation for the state licensure exam)

98. Describe and demonstrate state board head (rollers, pin curls, perm rods, and finger waves)
99. Describe and demonstrate the shaving procedure (preparation, 14 shaving strokes, & final steps of a shave)
100. Describe and demonstrate tweezing
101. Describe and demonstrate waxing procedure: lip
102. Describe and demonstrate scientific brushing and scalp massage

103. Describe and demonstrate soft press and a hard press
104. Describe and demonstrate a barrel curl, figure 6 and figure 8 curl
105. Describe and demonstrate back combing/brushing
106. Describe and demonstrate proper blow dry techniques
107. Describe and demonstrate proper hair cutting techniques including thinning shears and razor cutting.
108. Describe and demonstrate virgin application bleach: bowl and brush.
109. Describe and demonstrate retouch application bleach: bowl and brush.
110. Describe and demonstrate retouch application bleach: bottle
111. Describe and demonstrate retouch application color: bottle.
112. Describe and demonstrate relaxer application: bowl and brush
113. Describe and demonstrate relaxer retouch application: bowl and brush.
114. Describe and demonstrate how to properly file fingernails.
115. Describe and demonstrate nail polish removal and application.
116. Describe and demonstrate artificial nail application.

Unit Plan 1 - Techniques in Hair Coloring both Basic and Advanced

Stage 1 – Desired Results		
ASSESSED FOCUS STANDARDS: 9.3 CTE 21st Century Life & Careers	<i>Unit Description</i> Students will learn about the modern methods of hair coloring services during this unit of study. <i>Meaning</i>	
	ENDURING UNDERSTANDINGS <ul style="list-style-type: none"> • Hair coloring is logically and systematically performed ; it is not trial and error. It is both a science and an art. • Hair coloring includes the process of: depositing color on natural hair color depositing color on previously colored hair. depositing color on hair that has been lightened. lightening and depositing color in one step. • It is important to understand the underlying principles of the color wheel, color theory, and color levels. 	ESSENTIAL QUESTIONS <ol style="list-style-type: none"> 1. What are some reasons people color their hair? 2. What are some of the roles that tone and intensity play in hair color? 3. What are some forms of hair lighteners? 4. What are some commonly used methods of hair lightening? 5. What are some of the rules of color correction? 6. What are some questions to ask when formulating hair color?
	<i>What students will know and be able to do</i>	
	KNOWLEDGE <ol style="list-style-type: none"> 1. Define melanin. 2. List and define characteristics of existing hair color. 3. Explain and identify natural color and tone. 4. Describe gray hair. 5. Identify artificial level, tone and intensity. 	SKILLS <ol style="list-style-type: none"> 7. Discuss and demonstrate an understanding of color theory. 8. Explain and demonstrate color product and application techniques. 9. Discuss and demonstrate an understanding of changing hair color. 10. Describe and demonstrate temporary color procedures.

<ul style="list-style-type: none"> <input type="checkbox"/> 9.3. HU-CSM.7 Demonstrate knowledge of ethical and legal responsibilities associated with providing consumer services. <input type="checkbox"/> 9.3. HU-CSM.8 Apply business procedures and utilize equipment and facilities to produce satisfying client outcomes. <input type="checkbox"/> 9.3. HU-PC.1 Analyze basic principles of biology, chemistry and human anatomy for safe and effective utilization and selection of personal care products and services. <input type="checkbox"/> 9.3. HU-PC.2 Evaluate an individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action. <input type="checkbox"/> 9.3. HU-PC.2 Evaluate an individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action. <input type="checkbox"/> 9.3. HU-PC.4 Demonstrate policies and procedures to achieve a safe and healthy environment for personal care services. <input type="checkbox"/> 9.3. HU-PC.5 Develop organizational policies, procedures and regulations that establish personal care organization priorities, accomplish the mission, and provide high-quality service to a diverse set of clients and families. 	<p>6. Explain the client consultation as it pertains to hair color.</p>	<p>11. Demonstrate and apply an understanding of semi-permanent color.</p> <p>12. Demonstrate and apply an understanding of oxidative color-darker result procedures.</p> <p>13. Demonstrate and apply an understanding of oxidative color-lighter result procedures.</p> <p>14. Demonstrate and apply an understanding of surface painting.</p> <p>15. Demonstrate and apply an understanding of partial highlights: slicing</p> <p>16. Demonstrate and apply an understanding of full highlights: weaving.</p> <p>17. Demonstrate and apply an understanding of cap highlighting.</p> <p>18. Demonstrate and apply an understanding of the double-process: blonde.</p> <p>19. Describe, demonstrate and apply an understanding of tint back and hair color removal techniques.</p> <p>20. Explain hair color problems and solutions.</p> <p>21. Use technology and electronic devices in a professional manner.</p>
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<ul style="list-style-type: none"> <input type="checkbox"/> 9.3. HU-PC.6 Identify personal care business opportunities enhanced by community involvement, self-improvement and current trends. <input type="checkbox"/> 9.3. HU-PC.7 Apply methods of obtaining feedback to understand expectations and promote high-quality personal care services standards. <p>SUPPORTING STANDARDS:</p> <p>9.4 Life Literacies and Key Skills Creativity and Innovation</p> <ul style="list-style-type: none"> <input type="checkbox"/> 9.4.12. CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas. <input type="checkbox"/> 9.4.12. CI.2: Identify career pathways that highlight personal talents, skills, and abilities. <input type="checkbox"/> 9.4.12. CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition. <p>Critical Thinking and Problem-solving</p> <ul style="list-style-type: none"> <input type="checkbox"/> 9.4.12. CT.1: Identify problem-solving strategies used in the development of an innovative product or practice. <input type="checkbox"/> 9.4.12. CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving <input type="checkbox"/> 9.4.12. CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning 		
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<p>activity that addresses a local or global issue (e.g., environmental justice).</p> <p><input type="checkbox"/> 9.4.12. CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.</p> <p>CONTENT CONNECTIONS:</p> <p>Reading</p> <ul style="list-style-type: none"> <input type="checkbox"/> RST.11-12.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions. <input type="checkbox"/> RST.11-12.2 Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. <input type="checkbox"/> RST.11-12.3. 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. <input type="checkbox"/> RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific 		
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<p>scientific or technical context relevant to grades 11-12 texts and topics.</p> <ul style="list-style-type: none"> <input type="checkbox"/> RST.11-12.5. Analyze the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). <input type="checkbox"/> RST.11-12.6. Determine the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address. <input type="checkbox"/> RST.11-12.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. <input type="checkbox"/> RST.11-12.8 Determine if the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. <input type="checkbox"/> RST.11-12.9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. <input type="checkbox"/> RST.11-12.10 By the end of grade 10, read and comprehend 		
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<p>science/technical texts in the grades 11-12 text complexity band independently and proficiently.</p> <p>Writing</p> <ul style="list-style-type: none"> <input type="checkbox"/> WHST.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence. <input type="checkbox"/> WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. <input type="checkbox"/> WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <input type="checkbox"/> WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. <input type="checkbox"/> WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. 		
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<ul style="list-style-type: none"> <input type="checkbox"/> WHST.11-12.7. 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. <input type="checkbox"/> WHST.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. <input type="checkbox"/> WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research. <input type="checkbox"/> WHST.11-12.10. 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 <p>SCIENCE and Engineering Practices</p> <ul style="list-style-type: none"> <input type="checkbox"/> Asking Questions and Defining Problems 		
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<input type="checkbox"/> Planning and Carrying Out Investigations <input type="checkbox"/> Analyzing and Interpreting Data <input type="checkbox"/> Engaging in Argument from Evidence <input type="checkbox"/> Constructing Explanations and Designing Solutions <input type="checkbox"/> Using Mathematics and Computational Thinking <input type="checkbox"/> Obtaining, Evaluating, and Communicating Information		
Stage 2 – Evidence		
SUMMATIVE ASSESSMENT(S)		
<ul style="list-style-type: none"> ● End of chapter tests ● Quizzes ● Expository essays ● Observations ● Practical assessments ● Portfolio with students completed and scored classwork and homework 		
PRE-ASSESSMENT		
<ul style="list-style-type: none"> ● Didactic Diagnostic test ● Background Knowledge ● CAT (Classroom Assessment Techniques) 		
Integration of 21 st Century Skills	Integration of Technology	Career Education
Career Ready Practices <ul style="list-style-type: none"> <input type="checkbox"/> CRP1. Act as a responsible and contributing citizen and employee. <input type="checkbox"/> CRP2. Apply appropriate academic and technical skills. <input type="checkbox"/> CRP4. Communicate clearly and effectively and with reason. <input type="checkbox"/> CRP5. Consider the environmental, social and economic impacts of decisions. 	Digital Citizenship <ul style="list-style-type: none"> <input type="checkbox"/> 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities <input type="checkbox"/> 9.4.12. DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society. Information and Media Literacy	9.2 Career Awareness, Exploration, Preparation, and Training Career Awareness and Planning <ul style="list-style-type: none"> <input type="checkbox"/> 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

<ul style="list-style-type: none"> <input type="checkbox"/> CRP6. Demonstrate creativity and innovation. <input type="checkbox"/> CRP7. Employ valid and reliable research strategies. <input type="checkbox"/> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. <input type="checkbox"/> CRP9. Model integrity, ethical leadership and effective management. <input type="checkbox"/> CRP10. Plan education and career paths aligned to personal goals. <input type="checkbox"/> CRP11. Use technology to enhance productivity. <input type="checkbox"/> CRP12. Work productively in teams while using cultural global competence. 	<ul style="list-style-type: none"> <input type="checkbox"/> 9.4.12. IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions <input type="checkbox"/> 9.4.12. IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change. <input type="checkbox"/> 9.4.12. IML.8: Evaluate media sources for point of view, bias, and motivations. <input type="checkbox"/> 9.4.12. IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media. <p>Technology Literacy</p> <ul style="list-style-type: none"> <input type="checkbox"/> 9.4.12. TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task. <input type="checkbox"/> 9.4.12. TL.3: Analyze the effectiveness of the process and quality of collaborative environments. <input type="checkbox"/> 9.4.12. TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem. 	<ul style="list-style-type: none"> <input type="checkbox"/> 9.2.12. CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest. <input type="checkbox"/> 9.2.12. CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
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Stage 3 – Learning Plan

UNIT VOCABULARY		
activators	level	soap cap

aniline derivatives	level system	special effects hair coloring
Balayage	lighteners	strand test
base color	line of demarcation	temporary hair color
cap technique	metallic hair colors	tertiary color
color fillers	mixed melanin	tone
complementary colors	natural hair colors	toners
conditioner fillers	new growth	virgin application
contributing pigment	off-the-scalp lighteners	volume
demi permanent hair color	on-the-scalp lighteners	weaving
developers	patch test	highlighting shampoo
double-process application	permanent hair colors	hydrogen peroxide developer
fillers	pre-lightening	intensity
foil technique	pre-softening	law of color
glaze	primary colors	semi permanent hair color
hair color	resistant	single-process hair coloring
hair color	reverse highlighting	slicing
hair color glaze	secondary color	
hair lightening		
highlighting		

SUMMARY OF KEY LEARNING

Lesson 1: Day 1 - 2: Hair color services

- **Learning Intention:** I am learning certain facts about the hair and how it pertains to hair color services.
- **Success Criteria:**
 1. I can discuss the structure of hair in depth.
 2. I can test for porosity in the hair; in order to prepare for hair coloring services.
 3. I can identify reasons that people color their hair.
- **Brief Overview of Lesson:** Students will review the structure of hair and the role the different parts of the hair plays in hair coloring. We will also discuss the various reasons why people color their hair.

Lesson 2: Day 3 - 4: Natural hair color

- **Learning Intention:** I am learning how to identify natural hair color and what pigments contribute to natural hair color.
- **Success Criteria:**
 1. I can define and describe the different types of melanin
 2. I can define and describe the level system used to identify and measure the lightness or darkness of color.
 3. I can identify the natural level and tone of hair.
- **Brief Overview of Lesson:** Students will learn about the different types of melanin and how modifying this pigment is the foundation of hair coloring. In addition, students will learn and understand the level system as a means of measuring the lightness and darkness of color and how to determine the natural level and tone of a person's hair color.

Lesson 3: Days 5 - 8: Color Theory

- **Learning Intention:** I am learning about color theory and how these concepts are applied to hair coloring services.
- **Success Criteria:**
 1. I can identify the base colors used; and describe the effects they have on hair color
 2. I can describe the law of color and explain color relationships.
 3. I can identify primary colors, secondary colors, tertiary colors and complementary colors.
 4. I can define the terms tone and intensity and explain how these terms are used when describing hair color.
- **Brief Overview of Lesson:** Students will learn all of the concepts related to color theory and how to apply color theory to hair coloring services.

Lesson 4: Day 8-18: Types of Hair color

- **Learning Intention:** I am learning about the different types of hair color and the categories they fall under.
- **Success Criteria:**
 1. I can list the four categories of hair color.
 2. I can define and describe temporary color, how it works, what it can be used for and the variety of products it can be found in.
 3. I can define and describe semi-permanent color, how it works, and what it can be used for.
 4. I can define and describe demi-permanent color, how it works, and what it can be used for.
 5. I can define and describe permanent color, how it works, and what it can be used for.
 6. I can define and describe gradual colors, how it works, and what it can be used for.
 7. I can define and describe natural colors, how it works, and what it can be used for.
 8. I can define and describe metallic hair color, how it works, and what it can be used for.
 9. I can define and describe hydrogen peroxide developers, how it works, and what it can be used for.
 10. I can define and describe lighteners, how they work, and what it can be used for.

- 11. I can describe the 10 stages of the decolorizing process.
- 12. I can define and describe the contribution to underlying pigment , how it works, and what it can be used for.
- 13. I can define and describe toners, how they work, and what it is used for.
- **Brief Overview of Lesson:** Students will learn all of the concepts related to the different types of hair color, how they work, what they are made out of and what they can be used for.

Lesson 5: Day 19 - 25 -Consultation and Hair Color formulation

- **Learning Intention:** I am learning how to conduct a proper client consultation and based on that information how to formulate the client's desired hair color.
- **Success Criteria:**
 1. I can use the ten step client consultation process previously learned in chapter 4
 2. I can recommend two options for my client.
 3. I can educate my client regarding home care.
 4. I can explain color problems and solutions to my client.
 5. I can answer the four questions needed to formulate the client's desired result: What is the natural level? What is the desired level? Are contributing pigments revealed?What colors should be mixed?
 6. I can start the hair color service.
 7. I can demonstrate various hair color techniques: oxidative color (darker result procedures, lighter result procedures), surface painting, temporary color, partial highlights (slicing), full highlights (weaving), cap highlighting, double process, tint back and color removal.
- **Brief Overview of Lesson:** Students will practice conducting a proper color client consultation using the correct lighting. In addition students will formulate hair color based on the information gained during the consultation. Students will execute the desired color service.

CULTURALLY RESPONSIVE TEACHING in PRACTICE	SOCIAL EMOTIONAL LEARNING in PRACTICE
<p>1. Establish Inclusion</p> <ul style="list-style-type: none"> • Emphasize the human purpose of what is being learned and its relationship to the students' experience. • Share the ownership of knowing with all students. • Collaborate and cooperate. The class assumes a hopeful view of people and their capacity to change. • Treat all students equitably. Invite them to point out behaviors or practices that discriminate. • Procedures: Collaborative learning approaches; cooperative 	<ul style="list-style-type: none"> 1. Self-awareness is the ability to recognize one's own feelings, interests, strengths, and limitations. 2. Self-management refers to when individuals regulate emotions and manage daily stressors. 3. Social awareness refers to perspective taking and to appreciate similarities and differences. 4. Relationship skills are when individuals exhibit prosocial behavior and demonstrate positive social skills in order to develop meaningful relationships.

<p>learning; writing groups; peer teaching; multi-dimensional sharing; focus groups; and reframing.</p> <ul style="list-style-type: none"> ● <u>Structures</u>: Ground rules, learning communities; and cooperative base groups. <p>2. Develop Positive Attitude</p> <ul style="list-style-type: none"> ● Relate teaching and learning activities to students' experience or previous knowledge. ● Encourage students to make choices in content and assessment methods based on their experiences, values, needs, and strengths. ● <u>Procedures</u>: Clear learning goals; problem solving goals; fair and clear criteria of evaluation; relevant learning models; learning contracts; approaches based on multiple intelligences theory, pedagogical flexibility based on style, and experiential learning. ● <u>Structure</u>: Culturally responsive teacher/student/parent conferences. <p>3. Enhance Meaning</p> <ul style="list-style-type: none"> ● Provide challenging learning experiences involving higher order thinking and critical inquiry. Address relevant, real-world issues in an action-oriented manner. ● Encourage discussion of relevant experiences. Incorporate student dialect into classroom dialogue. ● <u>Procedures</u>: Critical questioning; guided reciprocal peer questioning; posing problems; decision making; investigation of definitions; historical investigations; experimental inquiry; invention; art; simulations; and case study methods. ● <u>Structures</u>: Projects and the problem-posing model. <p>4. Engender Competence</p> <ul style="list-style-type: none"> ● Connect the assessment process to the students' world, frames of reference, and values. 	<p>5. Responsible decision making refers to when individuals make ethical decisions, and strengthen the ability to develop appropriate solutions to identified problems.</p> <p>6. Research demonstrates that when students participate in activities that focus on these competencies, student prosocial behavior improves, students decrease in their participation of negative behaviors, and students improve in their academic achievement.</p>
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- Include multiple ways to represent knowledge and skills and allow for attainment of outcomes at different points in time.
- Encourage self-assessment.
- Procedures: Feedback; contextualized assessment; authentic assessment tasks; portfolios and processfolios; tests and testing formats critiqued for bias; and self-assessment.
- Structures: Narrative evaluations; credit/no credit systems; and contracts for grades.

Unit Plan 2 - Men's Hairstyling & Grooming

Stage 1 – Desired Results			
ASSESSED FOCUS STANDARDS:	<p><i>Unit Description</i></p> <p>Students will learn men's hairstyling and grooming techniques during this unit of study. This will include the proper way to cut, blend and taper the hair using clippers, shears and razors.</p>		
	<p><i>Meaning</i></p> <p>ENDURING UNDERSTANDINGS</p> <ul style="list-style-type: none"> • The hairstyle, and therefore the haircut, should accentuate the client's best features and minimize the weakest ones. • Hairstyle design requires the barber to consider the client's head shape, facial contour, neckline, and hair texture. • The barber needs to be guided by the client's preferences, personality and lifestyle. 		
	<p><i>What students will know and be able to do</i></p> <p>KNOWLEDGE</p> <p>22. Discuss the art and science of men's haircutting and styling. 23. Discuss facial shapes and anatomical features. 24. Identify and name the sections of the head as applied to haircutting. 25. Understand the fundamental terms used in haircutting. 26. Describe the procedure for trimming a mustache.</p>		
		ESSENTIAL QUESTIONS	<ol style="list-style-type: none"> 1. How can facial shapes and anatomical features influence haircut styles? 2. Why would envisioning be important during the client consultation? 3. How do current trends influence the art and science of men's haircutting and styling? 4. Why are safety precautions so important in haircutting and styling?
		SKILLS	<p>28. Demonstrate disinfection procedures.</p> <p>29. Demonstrate basic cutting techniques: fingers-and-shear, shear-over-comb, freehand shear cutting, freehand clipper cutting, clipper-over-comb, and razor cutting.</p> <p>30. Demonstrate and apply knowledge of fade haircut.</p>

<p>responsibilities associated with providing consumer services.</p> <ul style="list-style-type: none"> <input type="checkbox"/> 9.3. HU-CSM.8 Apply business procedures and utilize equipment and facilities to produce satisfying client outcomes. <input type="checkbox"/> 9.3. HU-PC.1 Analyze basic principles of biology, chemistry and human anatomy for safe and effective utilization and selection of personal care products and services. <input type="checkbox"/> 9.3. HU-PC.2 Evaluate an individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action. <input type="checkbox"/> 9.3. HU-PC.2 Evaluate an individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action. <input type="checkbox"/> 9.3. HU-PC.4 Demonstrate policies and procedures to achieve a safe and healthy environment for personal care services. <input type="checkbox"/> 9.3. HU-PC.5 Develop organizational policies, procedures and regulations that establish personal care organization priorities, accomplish the mission, and provide high-quality service to a diverse set of clients and families. <input type="checkbox"/> 9.3. HU-PC.6 Identify personal care business opportunities enhanced by 	<p>27. Describe the procedure for trimming a beard.</p>	<p>31. Demonstrate a mustache and beard trim.</p> <p>32. Use technology and electronic devices in a professional manner.</p>
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<p>community involvement, self-improvement and current trends.</p> <p><input type="checkbox"/> 9.3. HU-PC.7 Apply methods of obtaining feedback to understand expectations and promote high-quality personal care services standards.</p> <p>SUPPORTING STANDARDS:</p> <p>9.4 Life Literacies and Key Skills Creativity and Innovation</p> <p><input type="checkbox"/> 9.4.12. CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.</p> <p><input type="checkbox"/> 9.4.12. CI.2: Identify career pathways that highlight personal talents, skills, and abilities.</p> <p><input type="checkbox"/> 9.4.12. CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.</p> <p>Critical Thinking and Problem-solving</p> <p><input type="checkbox"/> 9.4.12. CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.</p> <p><input type="checkbox"/> 9.4.12. CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving</p> <p><input type="checkbox"/> 9.4.12. CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or</p>		
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<p>global issue (e.g., environmental justice).</p> <p><input type="checkbox"/> 9.4.12. CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.</p> <p>CONTENT CONNECTIONS:</p> <p>Reading</p> <ul style="list-style-type: none"> <input type="checkbox"/> RST.11-12.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions. <input type="checkbox"/> RST.11-12.2. Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. <input type="checkbox"/> RST.11-12.3. 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. <input type="checkbox"/> RST.11-12.4. 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 		
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<p>relevant to grades 11-12 texts and topics.</p> <ul style="list-style-type: none"> <input type="checkbox"/> RST.11-12.5. Analyze the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). <input type="checkbox"/> RST.11-12.6. Determine the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address. <input type="checkbox"/> RST.11-12.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. <input type="checkbox"/> RST.11-12.8 Determine if the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. <input type="checkbox"/> RST.11-12.9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. <input type="checkbox"/> RST.11-12.10 By the end of grade 10, read and comprehend science/technical texts in the grades 		
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<p>11-12 text complexity band independently and proficiently.</p> <p>Writing</p> <ul style="list-style-type: none"> <input type="checkbox"/> WHST.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence. <input type="checkbox"/> WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. <input type="checkbox"/> WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <input type="checkbox"/> WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. <input type="checkbox"/> WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. 		
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<ul style="list-style-type: none"> <input type="checkbox"/> WHST.11-12.7. 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. <input type="checkbox"/> WHST.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. <input type="checkbox"/> WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research. <input type="checkbox"/> WHST.11-12.10. 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 <p>SCIENCE and Engineering Practices</p> <ul style="list-style-type: none"> <input type="checkbox"/> Asking Questions and Defining Problems 		
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<input type="checkbox"/> Constructing Explanations and Designing Solutions <input type="checkbox"/> Obtaining, Evaluating, and Communicating Information		
Stage 2 – Evidence		
SUMMATIVE ASSESSMENT(S)		
<ul style="list-style-type: none"> ● End of chapter tests ● Quizzes ● Expository essays ● Observations ● Practical assessments ● Portfolio with students completed and scored classwork and homework 		
PRE-ASSESSMENT		
<ul style="list-style-type: none"> ● Didactic Diagnostic test ● Background Knowledge ● CAT (Classroom Assessment Techniques) 		
Integration of 21 st Century Skills	Integration of Technology	Career Education
Career Ready Practices <ul style="list-style-type: none"> <input type="checkbox"/> CRP1. Act as a responsible and contributing citizen and employee. <input type="checkbox"/> CRP2. Apply appropriate academic and technical skills. <input type="checkbox"/> CRP4. Communicate clearly and effectively and with reason. <input type="checkbox"/> CRP5. Consider the environmental, social and economic impacts of decisions. <input type="checkbox"/> CRP6. Demonstrate creativity and innovation. <input type="checkbox"/> CRP7. Employ valid and reliable research strategies. 	Digital Citizenship <ul style="list-style-type: none"> <input type="checkbox"/> 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities <input type="checkbox"/> 9.4.12. DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society. Information and Media Literacy <ul style="list-style-type: none"> <input type="checkbox"/> 9.4.12. IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions <input type="checkbox"/> 9.4.12. IML.7: Develop an argument to support a claim regarding a current 	9.2 Career Awareness, Exploration, Preparation, and Training Career Awareness and Planning <ul style="list-style-type: none"> <input type="checkbox"/> 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs. <input type="checkbox"/> 9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.

<ul style="list-style-type: none"> <input type="checkbox"/> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. <input type="checkbox"/> CRP9. Model integrity, ethical leadership and effective management. <input type="checkbox"/> CRP10. Plan education and career paths aligned to personal goals. <input type="checkbox"/> CRP11. Use technology to enhance productivity. <input type="checkbox"/> CRP12. Work productively in teams while using cultural global competence. 	<p>workplace or societal/ethical issue such as climate change.</p> <ul style="list-style-type: none"> <input type="checkbox"/> 9.4.12. IML.8: Evaluate media sources for point of view, bias, and motivations. <input type="checkbox"/> 9.4.12. IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media. <p>Technology Literacy</p> <ul style="list-style-type: none"> <input type="checkbox"/> 9.4.12. TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task. <input type="checkbox"/> 9.4.12. TL.3: Analyze the effectiveness of the process and quality of collaborative environments. <input type="checkbox"/> 9.4.12. TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem. 	<input type="checkbox"/> 9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
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Stage 3 – Learning Plan

UNIT VOCABULARY		
angle arching technique blow-dry styling clipper-over- comb crest cutting above the fingers cutting below the fingers cutting line	freehand clipper cutting freehand shear cutting freehand slicing guide hair-locking horizontal layers	razor rotation reference points rolling the comb out shear-over-comb shear-point tapering stationary guide tapered

design line diagonal elevation envisioning facial shape fingers-and-shear	outlining over-direction parietal ridge part parting projection razor-over-comb	tension texturizing thinning travel guide vertical weight line
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SUMMARY OF KEY LEARNING

Lesson 1: Days 25-30 – Basic Principles of Men’s Hairstyling and grooming

- **Learning Intention:** I am learning and practicing art and science of men’s haircutting and styling.
- **Success Criteria:**
 1. I can explain what a good hairstyle should accomplish.
 2. I can list the physical considerations that help to determine the best haircut and style for an individual.
 3. I can explain the process of envisioning.
 4. I can list the haircutting areas of the head used in men’s haircutting
 5. I can list and define the basic haircutting terms.
 6. I can determine the difference between a neck shave and an outline shave.
 7. I can describe the razor rotation technique.
 8. I can explain the difference between freeform blow drying and stylized blow drying techniques.
 9. I can explain braiding techniques used to create cornrows and other braided styles.
 10. I can define hair-locking
- **Brief Overview of Lesson:** Students are learning the fundamentals needed to be able to execute men’s haircutting, styling and grooming.

Lesson 2: Day 31 - 35 –Men’s Haircutting Techniques

- **Learning Intention:** I am learning the basic cutting techniques used for men’s haircuts.
- **Success Criteria:**
 1. I can discuss the fundamental terms used in haircutting
 2. I can demonstrate the following haircutting techniques: fingers-and-shear, shear-over-comb, freehand shear cutting, freehand clipper cutting, clipper-over-comb, and razor cutting
 3. I can demonstrate shaving the outline areas
 4. I can demonstrate how to trim and shape mustaches and beards

- 5. I can demonstrate proper disinfection procedures
- 6. I can demonstrate basic hairstyling techniques
- 7. I can discuss safety precautions used in haircutting and styling

- **Brief Overview of Lesson:** students will practice various techniques used in men's haircutting. They will also practice the art of mustache and beard trimming to demonstrate proper grooming techniques.

CULTURALLY RESPONSIVE TEACHING in PRACTICE	SOCIAL EMOTIONAL LEARNING in PRACTICE
<p>1. Establish Inclusion</p> <ul style="list-style-type: none"> ● Emphasize the human purpose of what is being learned and its relationship to the students' experience. ● Share the ownership of knowing with all students. ● Collaborate and cooperate. The class assumes a hopeful view of people and their capacity to change. ● Treat all students equitably. Invite them to point out behaviors or practices that discriminate. ● <u>Procedures:</u> Collaborative learning approaches; cooperative learning; writing groups; peer teaching; multi-dimensional sharing; focus groups; and reframing. ● <u>Structures:</u> Ground rules, learning communities; and cooperative base groups. <p>2. Develop Positive Attitude</p> <ul style="list-style-type: none"> ● Relate teaching and learning activities to students' experience or previous knowledge. ● Encourage students to make choices in content and assessment methods based on their experiences, values, needs, and strengths. ● <u>Procedures:</u> Clear learning goals; problem solving goals; fair and clear criteria of evaluation; relevant learning models; learning contracts; approaches based on multiple intelligences theory, pedagogical flexibility based on style, and experiential learning. ● <u>Structure:</u> Culturally responsive teacher/student/parent 	<ul style="list-style-type: none"> 1. Self-awareness is the ability to recognize one's own feelings, interests, strengths, and limitations 2. Self-management refers to when individuals regulate emotions and manage daily stressors 3. Social awareness refers to perspective taking and to appreciate similarities and differences 4. Relationship skills are when individuals exhibit prosocial behavior and demonstrate positive social skills in order to develop meaningful relationships 5. Responsible decision making refers to when individuals make ethical decisions, and strengthen the ability to develop appropriate solutions to identified problems. 6. Research demonstrates that when students participate in activities that focus on these competencies, student prosocial behavior improves, students decrease in their participation of negative behaviors, and students improve in their academic achievement.

<p>conferences.</p> <p>3. Enhance Meaning</p> <ul style="list-style-type: none"> ● Provide challenging learning experiences involving higher order thinking and critical inquiry. Address relevant, real-world issues in an action-oriented manner. ● Encourage discussion of relevant experiences. Incorporate student dialect into classroom dialogue. ● <u>Procedures</u>: Critical questioning; guided reciprocal peer questioning; posing problems; decision making; investigation of definitions; historical investigations; experimental inquiry; invention; art; simulations; and case study methods. ● <u>Structures</u>: Projects and the problem-posing model. <p>4. Engender Competence</p> <ul style="list-style-type: none"> ● Connect the assessment process to the students' world, frames of reference, and values. ● Include multiple ways to represent knowledge and skills and allow for attainment of outcomes at different points in time. ● Encourage self-assessment. ● <u>Procedures</u>: Feedback; contextualized assessment; authentic assessment tasks; portfolios and process-folios; tests and testing formats critiqued for bias; and self-assessment. ● <u>Structures</u>: Narrative evaluations; credit/no credit systems; and contracts for grades. 	
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Unit Plan 3 - Chemical Texture Services / Relaxers

Stage 1 – Desired Results			
ASSESSED FOCUS STANDARDS: 9.3 CTE 21st Century Life & Careers	<p><i>Unit Description</i></p> <p>Students will be learning more advanced wrapping techniques and alternative chemical relaxing methods during this unit of study.</p> <p><i>Meaning</i></p>		
<p><input type="checkbox"/> 9.3. HU.3 Use effective communication with human services clients and their families.</p> <p><input type="checkbox"/> 9.3. HU.5 Evaluate career opportunities in each of the Human Services Career Pathways.</p> <p><input type="checkbox"/> 9.3. HU-CSM.1 Summarize necessary credentials, licensures or state-specific requirements to prepare for a career in consumer services.</p> <p><input type="checkbox"/> 9.3. HU-CSM.2 Communicate product or equipment features that meet the needs of clients and consumers.</p> <p><input type="checkbox"/> 9.3. HU-CSM.3 Make consumer services recommendations meeting the needs of clients or customers.</p> <p><input type="checkbox"/> 9.3. HU-CSM.4 Analyze financial/economic situations when making recommendations about consumer services.</p> <p><input type="checkbox"/> 9.3. HU-CSM.5 Use standard business processes or procedures to create consumer service information and facilitate client interactions.</p>	<p>ENDURING UNDERSTANDINGS</p> <ul style="list-style-type: none"> • A good cosmetologist can do hair. A great cosmetologist can perform all types of services on all types of hair with success. • Thorough hair and scalp analysis will be essential to creating successful styles using chemical services. • Hair structure has a significant impact on the physical and chemical actions that occur in permanent waving. • Speed is extremely important when applying a relaxer product. Extensive practice to ensure that you can apply the relaxer product to the hair with sufficient speed to avoid damage is required. <p><i>What students will know and be able to do</i></p> <p>KNOWLEDGE</p> <p>33. Discuss and demonstrate an understanding of chemical texturizing.</p> <p>34. Explain the client consultation as it pertains to perming.</p>		
	<p>ESSENTIAL QUESTIONS</p> <ol style="list-style-type: none"> 1. Why would some clients seek alternative chemical relaxing treatments? 2. Why is it important to have extensive knowledge of various perm wrapping techniques? 3. Why might a client ask for a specific speciality perm wrap? <p>SKILLS</p> <p>43. Demonstrate infection control and safety procedures for perming.</p> <p>44. Demonstrate and apply an understanding of rectangle perm wrap.</p>		

<ul style="list-style-type: none"> <input type="checkbox"/> 9.3. HU-CSM.6 Use a variety of methods to educate audiences about consumer services. <input type="checkbox"/> 9.3. HU-CSM.7 Demonstrate knowledge of ethical and legal responsibilities associated with providing consumer services. <input type="checkbox"/> 9.3. HU-CSM.8 Apply business procedures and utilize equipment and facilities to produce satisfying client outcomes. <input type="checkbox"/> 9.3. HU-PC.1 Analyze basic principles of biology, chemistry and human anatomy for safe and effective utilization and selection of personal care products and services. <input type="checkbox"/> 9.3. HU-PC.2 Evaluate an individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action. <input type="checkbox"/> 9.3. HU-PC.2 Evaluate an individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action. <input type="checkbox"/> 9.3. HU-PC.4 Demonstrate policies and procedures to achieve a safe and healthy environment for personal care services. <input type="checkbox"/> 9.3. HU-PC.5 Develop organizational policies, procedures and regulations that establish personal care organization priorities, accomplish 	<ul style="list-style-type: none"> 35. Explain perm related problems and solutions. 36. Discuss and demonstrate an understanding of chemical relaxing essentials. 37. Describe infection control and safety procedures for chemical relaxing. 38. Explain and demonstrate the client consultation process, as it pertains to chemical relaxing. 39. Describe and demonstrate virgin sodium hydroxide relaxer procedures. 40. Discuss and demonstrate an understanding of the theory of curl reforming. 41. Describe infection control and safety procedures for curl reforming. 42. Explain, demonstrate and apply an understanding of curl reforming contour wrap. 	<ul style="list-style-type: none"> 45. Demonstrate and apply an understanding of bricklay perm wrap. 46. Demonstrate and apply an understanding of oblong and spiral bricklay perm wrap. 47. Explain and demonstrate the client consultation process, as it pertains to chemical relaxing. 48. Describe and demonstrate virgin sodium hydroxide relaxer procedures. 49. Demonstrate and apply an understanding of virgin thio relaxer procedures.
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<p>the mission, and provide high-quality service to a diverse set of clients and families.</p> <ul style="list-style-type: none"> <input type="checkbox"/> 9.3. HU-PC.6 Identify personal care business opportunities enhanced by community involvement, self-improvement and current trends. <input type="checkbox"/> 9.3. HU-PC.7 Apply methods of obtaining feedback to understand expectations and promote high-quality personal care services standards. <p>SUPPORTING STANDARDS:</p> <p>9.4 Life Literacies and Key Skills</p> <p>Innovation</p> <ul style="list-style-type: none"> <input type="checkbox"/> 9.4.12. CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas. <input type="checkbox"/> 9.4.12. CI.2: Identify career pathways that highlight personal talents, skills, and abilities. <input type="checkbox"/> 9.4.12. CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition. <p>Critical Thinking and Problem-solving</p> <ul style="list-style-type: none"> <input type="checkbox"/> 9.4.12. CT.1: Identify problem-solving strategies used in the development of an innovative product or practice. <input type="checkbox"/> 9.4.12. CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving 		
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<ul style="list-style-type: none"> <input type="checkbox"/> 9.4.12. CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice). <input type="checkbox"/> 9.4.12. CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes. <p>CONTENT CONNECTIONS:</p> <p>Reading</p> <ul style="list-style-type: none"> <input type="checkbox"/> RST.11-12.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions. <input type="checkbox"/> RST.11-12.2. Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. <input type="checkbox"/> RST.11-12.3. 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. 		
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<ul style="list-style-type: none"> <input type="checkbox"/> RST.11-12.4. 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. <input type="checkbox"/> RST.11-12.5. Analyze the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). <input type="checkbox"/> RST.11-12.6. Determine the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address. <input type="checkbox"/> RST.11-12.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. <input type="checkbox"/> RST.11-12.8 Determine if the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. <input type="checkbox"/> RST.11-12.9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the 		
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<p>findings support or contradict previous explanations or accounts.</p> <p><input type="checkbox"/> RST.11-12.10 By the end of grade 10, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.</p> <p>Writing</p> <ul style="list-style-type: none"> <input type="checkbox"/> WHST.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence. <input type="checkbox"/> WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. <input type="checkbox"/> WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <input type="checkbox"/> WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. <input type="checkbox"/> WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products, 		
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<p>taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <ul style="list-style-type: none"> <input type="checkbox"/> WHST.11-12.7. 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. <input type="checkbox"/> WHST.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. <input type="checkbox"/> WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research. <input type="checkbox"/> WHST.11-12.10. 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 		
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<p>discipline-specific tasks, purposes, and audiences</p> <p>Math Practices</p> <ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning. <p>SCIENCE and Engineering Practices</p> <ul style="list-style-type: none"> <input type="checkbox"/> Asking Questions and Defining Problem <input type="checkbox"/> Developing and Using Models <input type="checkbox"/> Constructing Explanations and Designing Solutions <input type="checkbox"/> Using Mathematics and Computational Thinking <input type="checkbox"/> Obtaining, Evaluating, and Communicating Information 		
Stage 2 – Evidence		
SUMMATIVE ASSESSMENT(S)		
<ul style="list-style-type: none"> ● End of chapter tests ● Quizzes ● Expository essays ● Observations ● Practical assessments ● Projects ● Portfolio with students completed and scored classwork and homework 		

PRE-ASSESSMENT		
<ul style="list-style-type: none"> Didactic Diagnostic test Background Knowledge CAT (Classroom Assessment Techniques) 		
Integration of 21 st Century Skills	Integration of Technology	Career Education
<p>Career Ready Practices</p> <ul style="list-style-type: none"> CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence. 	<p>Digital Citizenship</p> <ul style="list-style-type: none"> 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities 9.4.12. DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society. <p>Information and Media Literacy</p> <ul style="list-style-type: none"> 9.4.12. IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions 9.4.12. IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change. 9.4.12. IML.8: Evaluate media sources for point of view, bias, and motivations. 9.4.12. IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media. <p>Technology Literacy</p> <ul style="list-style-type: none"> 9.4.12. TL.1: Assess digital tools based on features such as accessibility options, capacities, and 	<p>9.2 Career Awareness, Exploration, Preparation, and Training</p> <p>Career Awareness and Planning</p> <ul style="list-style-type: none"> 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs. 9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest. 9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

	<p>utility for accomplishing a specific task.</p> <p><input type="checkbox"/> 9.4.12. TL.3: Analyze the effectiveness of the process and quality of collaborative environments.</p> <p><input type="checkbox"/> 9.4.12. TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.</p>	
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Stage 3 – Learning Plan

UNIT VOCABULARY		
<p>Rectangle perm wrap</p> <p>Oblong and spiral bricklay perm wrap</p> <p>acid-balanced waves</p> <p>alkaline waves</p> <p>amino acids</p> <p>ammonia-free waves</p> <p>ammonium thioglycolate (ATG)</p> <p>base control</p> <p>base cream</p> <p>base direction</p> <p>endothermic waves</p> <p>exothermic waves</p> <p>glyceryl monothioglycolate (GMTG)</p> <p>soft curl permanent</p> <p>spiral perm wrap</p> <p>straight rods</p> <p>thioglycolic acid</p> <p>thio neutralization</p> <p>thio relaxers</p> <p>thio-free waves</p> <p>true acid waves</p>	<p>viscosity</p> <p>weave technique</p> <p>base placement</p> <p>base relaxers</p> <p>base sections</p> <p>basic permanent wrap</p> <p>bookend wrap</p> <p>brick lay permanent wrap</p> <p>chemical hair relaxing</p> <p>chemical texture services</p> <p>concave rods</p> <p>croquignole perm wrap</p> <p>curvature permanent wrap</p> <p>disulfide bonds</p> <p>double flat wrap</p> <p>double-rod wrap</p> <p>end papers</p>	<p>Spiral bricklay perm wrap</p> <p>half off-base placement</p> <p>hydrogen bonds</p> <p>hydroxide neutralization</p> <p>hydroxide relaxers</p> <p>keratin proteins</p> <p>lanthionization</p> <p>loop rod</p> <p>low-pH waves</p> <p>metal hydroxide relaxers</p> <p>no-base relaxers</p> <p>normalizing lotions</p> <p>off-base placement</p> <p>on-base placement</p> <p>peptide bonds</p> <p>permanent waving</p> <p>polypeptide chains</p> <p>side bonds</p> <p>single flat wrap</p> <p>soft bender rods</p>

SUMMARY OF KEY LEARNING

Lesson 1: (Days 36 - 52) – Specialty perm wraps

- **Learning Intention:** I am learning how to execute specialty perm wraps.
- **Success Criteria:**
 1. I can demonstrate a rectangle perm wrap.
 2. I can demonstrate a brick lay perm wrap.
 3. I can demonstrate an oblong perm wrap and spiral brick lay perm wrap
- **Brief Overview of Lesson:** Students will demonstrate and practice various advanced perm wrapping techniques. This will build on previous knowledge gained about chemical texture services.

Lesson 2: Day 53 -63 – Men’s perms and texture services

- **Learning Intention:** I am learning about how to provide chemical texture services for men.
- **Success Criteria:**
 1. I can demonstrate hair and scalp analysis for chemical services
 2. I can identify and discuss special problems that may arise when performing chemical texture services on men
 3. I can perform a permanent wave service
 4. I can perform a reformation curl service
 5. I can perform a hair-relaxing service
- **Brief Overview of Lesson:** students are learning how to apply what they have learned about chemical texture services to men’s hairstyling.

Lesson 3: Days 64 - 72 –Alternative Straightening Treatments

- **Learning Intention:** I am learning to apply keratin straightening treatments
- **Success Criteria:**
 1. I can demonstrate the proper application of a keratin straightening treatment (Brazilian straightening)
 2. I can demonstrate thermal reconditioning process (Japanese hair straightening)
 3. I can demonstrate hair rebonding
- **Brief Overview of Lesson:** students are learning about alternative straighten treatments for overly curly hair

Lesson 4: Days 73 - 82 –Combination of chemical services

- **Learning Intention:** I am learning how to combine chemical texture services with color services and when not too.
- **Success Criteria:**
 1. I can conduct a proper hair and scalp analysis along with a client consultation
 2. I can determine which; if any color services can be performed on hair that has received chemical texture services, based on the condition of the hair.

<p>3. I can explain which color services if any can be applied to chemically treated hair based on the type of chemical service that was performed.</p> <ul style="list-style-type: none"> ● Brief Overview of Lesson: students are learning about the combination of color services and chemically treated hair. They will learn which services are compatible with one another without causing major damage to the hair and scalp. 	
<p>CULTURALLY RESPONSIVE TEACHING in PRACTICE</p> <p>1. Establish Inclusion</p> <ul style="list-style-type: none"> ● Emphasize the human purpose of what is being learned and its relationship to the students' experience. ● Share the ownership of knowing with all students. ● Collaborate and cooperate. The class assumes a hopeful view of people and their capacity to change. ● Treat all students equitably. Invite them to point out behaviors or practices that discriminate. ● <u>Procedures:</u> Collaborative learning approaches; cooperative learning; writing groups; peer teaching; multi-dimensional sharing; focus groups; and reframing. ● <u>Structures:</u> Ground rules, learning communities; and cooperative base groups. <p>2. Develop Positive Attitude</p> <ul style="list-style-type: none"> ● Relate teaching and learning activities to students' experience or previous knowledge. ● Encourage students to make choices in content and assessment methods based on their experiences, values, needs, and strengths. ● <u>Procedures:</u> Clear learning goals; problem solving goals; fair and clear criteria of evaluation; relevant learning models; learning contracts; approaches based on multiple intelligences theory, pedagogical flexibility based on style, and experiential learning. ● Structure: Culturally responsive teacher/student/parent conferences. 	<p>SOCIAL EMOTIONAL LEARNING in PRACTICE</p> <ol style="list-style-type: none"> 1. Self-awareness is the ability to recognize one's own feelings, interests, strengths, and limitations 2. Self-management refers to when individuals regulate emotions and manage daily stressors 3. Social awareness refers to perspective taking and to appreciate similarities and differences 4. Relationship skills are when individuals exhibit prosocial behavior and demonstrate positive social skills in order to develop meaningful relationships 5. Responsible decision making refers to when individuals make ethical decisions, and strengthen the ability to develop appropriate solutions to identified problems. 6. Research demonstrates that when students participate in activities that focus on these competencies, student prosocial behavior improves, students decrease in their participation of negative behaviors, and students improve in their academic achievement.

<p>3. Enhance Meaning</p> <ul style="list-style-type: none"> • Provide challenging learning experiences involving higher order thinking and critical inquiry. Address relevant, real-world issues in an action-oriented manner. • Encourage discussion of relevant experiences. Incorporate student dialect into classroom dialogue. • Procedures: Critical questioning; guided reciprocal peer questioning; posing problems; decision making; investigation of definitions; historical investigations; experimental inquiry; invention; art; simulations; and case study methods. • Structures: Projects and the problem-posing model. <p>4. Engender Competence</p> <ul style="list-style-type: none"> • Connect the assessment process to the students' world, frames of reference, and values. • Include multiple ways to represent knowledge and skills and allow for attainment of outcomes at different points in time. • Encourage self-assessment. • Procedures: Feedback; contextualized assessment; authentic assessment tasks; portfolios and process-folios; tests and testing formats critiqued for bias; and self-assessment. • Structures: Narrative evaluations; credit/no credit systems; and contracts for grades. 	
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Unit Plan 4 - Artistry of Artificial hair

Stage 1 – Desired Results			
ASSESSED FOCUS STANDARDS: 9.3 CTE 21st Century Life & Careers	<p><i>Unit Description</i></p> <p>Students will learn all aspects of wigs and hair enhancements in this unit of study.</p>		
	<p><i>Meaning</i></p> <p>ENDURING UNDERSTANDINGS</p> <ul style="list-style-type: none"> Wigs, hairpieces and hair extensions can be another source of income for a stylist. The use of wigs and hairpieces can be extremely helpful to those who have temporary or permanent hair loss. Wigs are used extensively in theater, and film production by both male and female actors. It would benefit the cosmetologist to learn how to purchase wigs, how to block and fit them, how to maintain them, and how to select the most appropriate style for each client. 		
	<p><i>What students will know and be able to do</i></p> <p>KNOWLEDGE</p> <p>50. Discuss the history of wigs and hairpieces. 51. Describe wig services. 52. Describe hairpiece types. 53. Discuss and list wig and hairpiece products.</p>		
	<p>ESSENTIAL QUESTIONS</p> <ol style="list-style-type: none"> What are some of the differences between human-hair and synthetic wigs.? What are some different types of hairpieces and their uses? What are some of the different methods used to attach extensions? What are some different categories of wigs? 		

<ul style="list-style-type: none"> <input type="checkbox"/> 9.3. HU-CSM.8 Apply business procedures and utilize equipment and facilities to produce satisfying client outcomes. <input type="checkbox"/> 9.3. HU-PC.1 Analyze basic principles of biology, chemistry and human anatomy for safe and effective utilization and selection of personal care products and services. <input type="checkbox"/> 9.3. HU-PC.2 Evaluate an individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action. <input type="checkbox"/> 9.3. HU-PC.2 Evaluate an individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action. <input type="checkbox"/> 9.3. HU-PC.4 Demonstrate policies and procedures to achieve a safe and healthy environment for personal care services. <input type="checkbox"/> 9.3. HU-PC.5 Develop organizational policies, procedures and regulations that establish personal care organization priorities, accomplish the mission, and provide high-quality service to a diverse set of clients and families. <input type="checkbox"/> 9.3. HU-PC.6 Identify personal care business opportunities enhanced by community involvement, self-improvement and current trends. 	<ul style="list-style-type: none"> 54. Discuss and list wig and hairpiece implements and supplies.. 55. Discuss and list wig and hairpiece equipment. 56. Describe the infection control and safety procedures for wigs and hair pieces. 57. Describe and discuss hair additions. 	<ul style="list-style-type: none"> 60. Demonstrate and apply knowledge of hair addition methods - off the scalp braiding, loose hair / fiber. 61. Demonstrate and apply knowledge of hair addition methods - on the scalp braiding, loose hair / fiber. 62. Demonstrate and apply knowledge of hair addition methods - Track and sew. 63. Demonstrate and apply knowledge of hair addition methods - bonding and wefts. 64. Demonstrate and apply knowledge of hair addition methods - strand by strand (fusion method). 65. Use technology and electronic devices in a professional manner.
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<p><input type="checkbox"/> 9.3. HU-PC.7 Apply methods of obtaining feedback to understand expectations and promote high-quality personal care services standards.</p> <p>SUPPORTING STANDARDS:</p> <p>9.4 Life Literacies and Key Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Innovation <input type="checkbox"/> 9.4.12. CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas. <input type="checkbox"/> 9.4.12. CI.2: Identify career pathways that highlight personal talents, skills, and abilities. <input type="checkbox"/> 9.4.12. CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition. <p>Critical Thinking and Problem-solving</p> <ul style="list-style-type: none"> <input type="checkbox"/> 9.4.12. CT.1: Identify problem-solving strategies used in the development of an innovative product or practice. <input type="checkbox"/> 9.4.12. CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving <input type="checkbox"/> 9.4.12. CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice). 		
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- 9.4.12. CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

CONTENT CONNECTIONS:

Reading

- RST.11-12.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
- RST.11-12.2. Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
- RST.11-12.3. 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.
- RST.11-12.4. 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.

<ul style="list-style-type: none"> <input type="checkbox"/> RST.11-12.5. Analyze the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). <input type="checkbox"/> RST.11-12.6. Determine the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address. <input type="checkbox"/> RST.11-12.8 Determine if the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. <input type="checkbox"/> RST.11-12.9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. <input type="checkbox"/> RST.11-12.10 By the end of grade 10, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently. <p>Writing</p> <ul style="list-style-type: none"> <input type="checkbox"/> WHST.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence. 		
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<ul style="list-style-type: none"> <input type="checkbox"/> WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. <input type="checkbox"/> WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <input type="checkbox"/> WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. <input type="checkbox"/> WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. <input type="checkbox"/> WHST.11-12.7. 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. 		
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<ul style="list-style-type: none"> <input type="checkbox"/> WHST.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. <input type="checkbox"/> WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research. <input type="checkbox"/> WHST.11-12.10. 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 <p>SCIENCE and Engineering Practices</p> <ul style="list-style-type: none"> <input type="checkbox"/> Asking Questions and Defining Problems <input type="checkbox"/> Constructing Explanations and Designing Solutions <input type="checkbox"/> Obtaining, Evaluating, and Communicating Information 		
Stage 2 – Evidence		
SUMMATIVE ASSESSMENT(S)		
<ul style="list-style-type: none"> ● End of chapter tests ● Quizzes ● Expository essays 		

<ul style="list-style-type: none"> • Observations • Projects • Portfolio with students completed and scored classwork and homework 		
PRE-ASSESSMENT		
<ul style="list-style-type: none"> • Didactic Diagnostic test • Background Knowledge • CAT (Classroom Assessment Techniques) 		
Integration of 21 st Century Skills	Integration of Technology	Career Education
<p>Career Ready Practices</p> <ul style="list-style-type: none"> <input type="checkbox"/> CRP1. Act as a responsible and contributing citizen and employee. <input type="checkbox"/> CRP2. Apply appropriate academic and technical skills. <input type="checkbox"/> CRP4. Communicate clearly and effectively and with reason. <input type="checkbox"/> CRP5. Consider the environmental, social and economic impacts of decisions. <input type="checkbox"/> CRP6. Demonstrate creativity and innovation. <input type="checkbox"/> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. <input type="checkbox"/> CRP9. Model integrity, ethical leadership and effective management. <input type="checkbox"/> CRP10. Plan education and career paths aligned to personal goals. <input type="checkbox"/> CRP11. Use technology to enhance productivity. <input type="checkbox"/> CRP12. Work productively in teams while using cultural global competence. 	<p>Digital Citizenship</p> <ul style="list-style-type: none"> <input type="checkbox"/> 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities <input type="checkbox"/> 9.4.12. DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society. <p>Information and Media Literacy</p> <ul style="list-style-type: none"> <input type="checkbox"/> 9.4.12. IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions <input type="checkbox"/> 9.4.12. IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change. <input type="checkbox"/> 9.4.12. IML.8: Evaluate media sources for point of view, bias, and motivations. <input type="checkbox"/> 9.4.12. IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media. 	<p>9.2 Career Awareness, Exploration, Preparation, and Training</p> <p>Career Awareness and Planning</p> <ul style="list-style-type: none"> <input type="checkbox"/> 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs. <input type="checkbox"/> 9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest. <input type="checkbox"/> 9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

	<p>Technology Literacy</p> <ul style="list-style-type: none"> ❑ 9.4.12. TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task. ❑ 9.4.12. TL.3: Analyze the effectiveness of the process and quality of collaborative environments. 9.4.12. TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem. 	
Stage 3 – Learning Plan		
UNIT VOCABULARY		
block bonding braid-and-sew method cap wigs capless wigs fallen hair	fusion bonding hair extensions hairpiece hand-tied wigs integration hairpiece linking	machine-made wigs semi-hand-tied wigs strand bonding toupee turned hair
SUMMARY OF KEY LEARNING		
<p><u>Lesson 1: (Days 83 - 85) – The Wig/hair addition consultation</u></p> <ul style="list-style-type: none"> ● Learning Intention: I am learning that I am a stylist not a magician and I must be sure that the client understands this when conducting the client consultation. Working with wigs and hair additions can range from a simple retail purchase to a highly specialized hair unit. ● Success Criteria: <ol style="list-style-type: none"> 1. I can determine the need and desired effect of the wig/hair extension. Is this an accessory? Is the client disguising hair loss? Is this for a film/fashion show? 2. I can discuss the history of wigs and hairpieces 3. I can match the style with the client. 		

- 4. I can work with the client's hair type.
- 5. I can select the proper addition based on the client consultation.
- 6. I can make adequate suggestions based on the client's budgetary concerns
- 7. I am aware of the various types of hair additions and enhancements available and I can explain the uses and differences to my client.
- 8. I can explain the differences between human hair wigs/additions and synthetic hair wigs/additions; along with the advantages and disadvantages associated with both types of hair.
- 9. I can explain the differences in the types of wigs available, and the differences in their construction.
- **Brief Overview of Lesson:** This lesson reinforces skills in genuine communication and the use of compassionate language. Students learn through effective communication how to cut through the client's doubts and fears that may accompany the desire of a new look through the use of a wig or hair enhancement.

Lesson 2: (Days 86 - 89) – Wig / hair addition application and styling

- **Learning Intention:** I am learning how to properly fit my client for a wig or hair addition. I am also learning how to effectively style and integrate wigs and hair additions.
- **Success Criteria:**
 1. I can demonstrate how to accurately measure my client for a wig.
 2. I can demonstrate how to properly block the wig for proper fitting.
 3. I can demonstrate how to properly apply the wig.
 4. I can demonstrate how to properly cut and style a wig.
 5. I can explain and demonstrate proper wig maintenance.
 6. I can explain and demonstrate how to effectively color and chemically treat a wig/ hair piece.
 7. I can demonstrate how to integrate hair pieces.
- **Brief Overview of Lesson:** Students will be learning about how to customize a wig or hair addition for their client. This will include any styling, coloring and chemical texture services.

Lesson 3: (Days 90 - 92) – Hair Extensions

- **Learning Intention:** I am learning about hair extensions, these are hair additions that are secured at the base of the client's natural hair to add length, volume, texture, or color.
- **Success Criteria:**
 1. I can demonstrate knowledge of and follow the general guidelines for applying hair extensions.

2. I can demonstrate the braid and sew attachment technique.
3. I can demonstrate the bonding method for applying extensions.
4. I can demonstrate the fusion bonding method for applying extensions.
5. I can demonstrate the linking method and the tube shrinking method for applying extensions.
6. I can explain the pros and cons for each of the extension methods I have learned.

- **Brief Overview of Lesson:** Students will be learning about the various ways hair extension can be applied.

CULTURALLY RESPONSIVE TEACHING in PRACTICE	SOCIAL EMOTIONAL LEARNING in PRACTICE
<p>1. Establish Inclusion</p> <ul style="list-style-type: none"> ● Emphasize the human purpose of what is being learned and its relationship to the students' experience. ● Share the ownership of knowing with all students. ● Collaborate and cooperate. The class assumes a hopeful view of people and their capacity to change. ● Treat all students equitably. Invite them to point out behaviors or practices that discriminate. ● <u>Procedures:</u> Collaborative learning approaches; cooperative learning; writing groups; peer teaching; multi-dimensional sharing; focus groups; and reframing. ● <u>Structures:</u> Ground rules, learning communities; and cooperative base groups. <p>2. Develop Positive Attitude</p> <ul style="list-style-type: none"> ● Relate teaching and learning activities to students' experience or previous knowledge. ● Encourage students to make choices in content and assessment methods based on their experiences, values, needs, and strengths. ● <u>Procedures:</u> Clear learning goals; problem solving goals; fair and clear criteria of evaluation; relevant learning models; learning contracts; approaches based on multiple intelligences theory, pedagogical flexibility based on style, and experiential learning. ● <u>Structure:</u> Culturally responsive teacher/student/parent 	<ol style="list-style-type: none"> 1. Self-awareness is the ability to recognize one's own feelings, interests, strengths, and limitations 2. Self-management refers to when individuals regulate emotions and manage daily stressors 3. Social awareness refers to perspective taking and to appreciate similarities and differences 4. Relationship skills are when individuals exhibit prosocial behavior and demonstrate positive social skills in order to develop meaningful relationships 5. Responsible decision making refers to when individuals make ethical decisions, and strengthen the ability to develop appropriate solutions to identified problems. 6. Research demonstrates that when students participate in activities that focus on these competencies, student prosocial behavior improves, students decrease in their participation of negative behaviors, and students improve in their academic achievement.

<p>conferences.</p> <p>3. Enhance Meaning</p> <ul style="list-style-type: none"> ● Provide challenging learning experiences involving higher order thinking and critical inquiry. Address relevant, real-world issues in an action-oriented manner. ● Encourage discussion of relevant experiences. Incorporate student dialect into classroom dialogue. ● Procedures: Critical questioning; guided reciprocal peer questioning; posing problems; decision making; investigation of definitions; historical investigations; experimental inquiry; invention; art; simulations; and case study methods. ● Structures: Projects and the problem-posing model. <p>4. Engender Competence</p> <ul style="list-style-type: none"> ● Connect the assessment process to the students' world, frames of reference, and values. ● Include multiple ways to represent knowledge and skills and allow for attainment of outcomes at different points in time. ● Encourage self-assessment. ● Procedures: Feedback; contextualized assessment; authentic assessment tasks; portfolios and process-folios; tests and testing formats critiqued for bias; and self-assessment. ● Structures: Narrative evaluations; credit/no credit systems; and contracts for grades. 	
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Unit Plan 5 - Barbering (the shave)

Stage 1 – Desired Results		
ASSESSED FOCUS STANDARDS: 9.3 CTE 21st Century Life & Careers	<p><i>Unit Description</i></p> <p>Students will learn how to perform a straight razor shave; complete with pre and post services during this unit of study.</p> <p><i>Meaning</i></p>	
<p>9.3. HU.3 Use effective communication with human services clients and their families.</p> <p>9.3. HU-CSM.2 Communicate product or equipment features that meet the needs of clients and consumers.</p> <p>9.3. HU-CSM.3 Make consumer services recommendations meeting the needs of clients or customers.</p> <p>9.3. HU-CSM.5 Use standard business processes or procedures to create consumer service information and facilitate client interactions.</p> <p>9.3. HU-CSM.6 Use a variety of methods to educate audiences about consumer services.</p> <p>9.3. HU-CSM.7 Demonstrate knowledge of ethical and legal responsibilities associated with providing consumer services.</p> <p>9.3. HU-PC.1 Analyze basic principles of biology, chemistry and human anatomy for safe and effective utilization and selection of personal care products and services.</p>	<p>ENDURING UNDERSTANDINGS</p> <ul style="list-style-type: none"> • A full facial shave, complete with hot towels, lotions, and massage, is one of the most relaxing and rejuvenating services for a man. • Barber shop trends have come full circle. There is a resurgence in barbering and clients are looking for the ambience and services of a traditional barber shop. • Barbers need to master traditional skills to ensure longevity in the profession. • Shaving is an art and requires careful attention, skill and practice. <p><i>What students will know and be able to do</i></p> <p>KNOWLEDGE</p> <p>66. Discuss the purpose of shaving. 67. Discuss sanitation and safety precautions associated with straight razor shaving. 68. List the four standard shaving positions and strokes. 69. Identify the 14 shaving areas of the face.</p>	<p>ESSENTIAL QUESTIONS</p> <ol style="list-style-type: none"> 1. Why would some clients prefer a straight razor shave instead of an electric razor? 2. Why would some barber shops shy away from traditional shaving methods? 3. Why is it important for new barbers to learn the traditional shaving methods? <p>SKILLS</p> <p>71. Demonstrate the ability to perform straight razor-holding positions and cutting strokes. 72. Demonstrate the shaving procedure (preparation, 14 shaving strokes, & final steps of a shave) 73. Use technology and electronic devices in a professional manner.</p>

<ul style="list-style-type: none"> <input type="checkbox"/> 9.3. HU-PC.2 Evaluate an individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action. <input type="checkbox"/> 9.3. HU-PC.2 Evaluate an individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action. <input type="checkbox"/> 9.3. HU-PC.4 Demonstrate policies and procedures to achieve a safe and healthy environment for personal care services. <input type="checkbox"/> 9.3. HU-PC.5 Develop organizational policies, procedures and regulations that establish personal care organization priorities, accomplish the mission, and provide high-quality service to a diverse set of clients and families. <input type="checkbox"/> 9.3. HU-PC.7 Apply methods of obtaining feedback to understand expectations and promote high-quality personal care services standards. <p>CONTENT CONNECTIONS:</p> <p>Reading</p> <ul style="list-style-type: none"> <input type="checkbox"/> RST.11-12.1 Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions. 	<p>70. Discuss and explain proper techniques for caring for small cuts.</p>	
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<ul style="list-style-type: none"> <input type="checkbox"/> RST.11-12.2 Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. <input type="checkbox"/> RST.11-12.4. 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. <input type="checkbox"/> RST.11-12.5. Analyze the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). <input type="checkbox"/> RST.11-12.6. Determine the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address. <input type="checkbox"/> RST.11-12.8 Determine if the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. <input type="checkbox"/> RST.11-12.9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the 		
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<p>findings support or contradict previous explanations or accounts.</p> <p><input type="checkbox"/> RST.11-12.10 By the end of grade 10, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.</p> <p>Writing</p> <p><input type="checkbox"/> WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p><input type="checkbox"/> WHST.11-12.7. 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.</p> <p><input type="checkbox"/> WHST.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas,</p>		
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<p>avoiding plagiarism and following a standard format for citation.</p> <p><input type="checkbox"/> WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><input type="checkbox"/> WHST.11-12.10. 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</p> <p>SCIENCE and Engineering Practices</p> <p><input type="checkbox"/> Asking Questions and Defining Problems</p> <p><input type="checkbox"/> Planning and Carrying Out Investigations</p> <p><input type="checkbox"/> Analyzing and Interpreting Data</p> <p><input type="checkbox"/> Engaging in Argument from Evidence</p> <p><input type="checkbox"/> Constructing Explanations and Designing Solutions</p> <p><input type="checkbox"/> Obtaining, Evaluating, and Communicating Information</p>		
Stage 2 – Evidence		
SUMMATIVE ASSESSMENT(S)		
<ul style="list-style-type: none"> ● End of chapter tests ● Quizzes ● Expository essays ● Observations ● Portfolio with students completed and scored classwork and homework 		
PRE-ASSESSMENT		
<ul style="list-style-type: none"> ● Didactic Diagnostic test 		

- Background Knowledge
- CAT (Classroom Assessment Techniques)

Integration of 21 st Century Skills	Integration of Technology	Career Education
<p>Career Ready Practices</p> <ul style="list-style-type: none"> <input type="checkbox"/> CRP2. Apply appropriate academic and technical skills. <input type="checkbox"/> CRP4. Communicate clearly and effectively and with reason. <input type="checkbox"/> CRP6. Demonstrate creativity and innovation. <input type="checkbox"/> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. <input type="checkbox"/> CRP10. Plan education and career paths aligned to personal goals. <input type="checkbox"/> CRP11. Use technology to enhance productivity. <input type="checkbox"/> CRP12. Work productively in teams while using cultural global competence. 	<p>Information and Media Literacy</p> <ul style="list-style-type: none"> <input type="checkbox"/> 9.4.12. IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions. <p>Technology Literacy</p> <ul style="list-style-type: none"> <input type="checkbox"/> 9.4.12. TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task. <input type="checkbox"/> 9.4.12. TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem. 	<p>9.2 Career Awareness, Exploration, Preparation, and Training</p> <p>Career Awareness and Planning</p> <ul style="list-style-type: none"> <input type="checkbox"/> 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs. <input type="checkbox"/> 9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest. <input type="checkbox"/> 9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

Stage 3 – Learning Plan

UNIT VOCABULARY		
backhand close shaving cutting stroke first-time-over-shave blade heel	freehand neck shave once-over shave reverse backhand edge shank	reverse freehand second-time-over shave stygic powder head point pivot

tang back	handle	shoulder
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SUMMARY OF KEY LEARNING

Lesson 1: (Days 93 - 100) –Fundamentals of Shaving

- **Learning Intention:** I am learning about the fundamental skills needed to perform a straight razor shave.
- **Success Criteria:**
 1. I can discuss sanitation and safety precautions associated with straight razor shaving.
 2. I can demonstrate the ability to perform straight razor-holding positions and cutting strokes
 3. I can identify the different parts of the straight razor
- **Brief Overview of Lesson:** Students will be learning about the fundamentals of straight razor shaving and practicing how to properly hold the razor and demonstrate cutting strokes.

Lesson 2: (Days 101 - 103) –The Areas of the Face

- **Learning Intention:** I am learning the 14 areas of the face and the shaving strokes associated with those areas.
- **Success Criteria:**
 1. I can identify the 14 shaving areas of the face.
 2. I can demonstrate when to use a particular razor position and stroke with the corresponding facial area.
 3. I can demonstrate how to hold or stretch the skin in correspondence to the position of the razor.
 4. I can demonstrate how to position the razor over the surface of the skin
 5. I can explain how to recognize growth patterns and the grain of the hair in the different areas of the face.
 6. I can explain and demonstrate how to work efficiently and effectively.
- **Brief Overview of Lesson:** Students will be learning how to properly execute the shaving strokes on the 14 shaving areas of the face.

Lesson 3: (Days 104 - 108) –Practicing the Shaving Strokes

- **Learning Intention:** I am learning how to properly conduct the shaving strokes.
- **Success Criteria:**
 1. I can explain and demonstrate how to hold the razor and the position of my hands while performing the shave.
 2. I can properly perform the freehand stroke and can identify when and where to use this stroke on the face.
 3. I can properly perform the backhand stroke and can identify when and where to use this stroke on the face.
 4. I can properly perform the reverse freehand stroke and can identify when and where to use this stroke on the face.
 5. I can properly perform the reverse backhand stroke and can identify when and where to use this stroke on the face.
- **Brief Overview of Lesson:** Students will be learning about conducting different shaving strokes.

Lesson 5: (Days 109 - 112) –The professional Shave

- **Learning Intention:** I am learning how to conduct a professional shaving service from start to finish.
- **Success Criteria:**
 1. I can properly drape the client for a straight razor shave.
 2. I can prepare the steam towel
 3. I can prepare the face for shaving and apply the steam towel
 4. I can apply the shaving lather for preparation for the shave.
 5. I can complete the first-time-over shave demonstrating the 14 strokes
 6. I can demonstrate the second-time-over shave to remove any rough or uneven spots.
 7. I can prepare a warm towel and apply it to the face.
 8. I can remove the warm towel and apply a toner or astringent to the face
 9. I can undrape the client
 10. I can clean up and disinfect after I have completed the service.
- **Brief Overview of Lesson:** Students will learn about and practice conducting a complete straight razor shave from start to finish.

CULTURALLY RESPONSIVE TEACHING in PRACTICE	SOCIAL EMOTIONAL LEARNING in PRACTICE
<p>1. Establish Inclusion</p> <ul style="list-style-type: none"> ● Emphasize the human purpose of what is being learned and its relationship to the students' experience. ● Share the ownership of knowing with all students. ● Collaborate and cooperate. The class assumes a hopeful view of people and their capacity to change. ● Treat all students equitably. Invite them to point out behaviors or practices that discriminate. ● <u>Procedures:</u> Collaborative learning approaches; cooperative learning; writing groups; peer teaching; multi-dimensional sharing; focus groups; and reframing. ● <u>Structures:</u> Ground rules, learning communities; and cooperative base groups. <p>2. Develop Positive Attitude</p> <ul style="list-style-type: none"> ● Relate teaching and learning activities to students' experience or previous knowledge. ● Encourage students to make choices in content and 	<ul style="list-style-type: none"> 1. Self-awareness is the ability to recognize one's own feelings, interests, strengths, and limitations 2. Self-management refers to when individuals regulate emotions and manage daily stressors 3. Social awareness refers to perspective taking and to appreciate similarities and differences 4. Relationship skills are when individuals exhibit prosocial behavior and demonstrate positive social skills in order to develop meaningful relationships 5. Responsible decision making refers to when individuals make ethical decisions, and strengthen the ability to develop appropriate solutions to identified problems. 6. Research demonstrates that when students participate in activities that focus on these competencies, student prosocial behavior improves, students decrease in their participation of negative behaviors, and students improve in their academic achievement.

<p>assessment methods based on their experiences, values, needs, and strengths.</p> <ul style="list-style-type: none"> ● <u>Procedures:</u> Clear learning goals; problem solving goals; fair and clear criteria of evaluation; relevant learning models; learning contracts; approaches based on multiple intelligences theory, pedagogical flexibility based on style, and experiential learning. ● <u>Structure:</u> Culturally responsive teacher/student/parent conferences. <p>3. Enhance Meaning</p> <ul style="list-style-type: none"> ● Provide challenging learning experiences involving higher order thinking and critical inquiry. Address relevant, real-world issues in an action-oriented manner. ● Encourage discussion of relevant experiences. Incorporate student dialect into classroom dialogue. ● <u>Procedures:</u> Critical questioning; guided reciprocal peer questioning; posing problems; decision making; investigation of definitions; historical investigations; experimental inquiry; invention; art; simulations; and case study methods. ● <u>Structures:</u> Projects and the problem-posing model. <p>4. Engender Competence</p> <ul style="list-style-type: none"> ● Connect the assessment process to the students' world, frames of reference, and values. ● Include multiple ways to represent knowledge and skills and allow for attainment of outcomes at different points in time. ● Encourage self-assessment. ● <u>Procedures:</u> Feedback; contextualized assessment; authentic assessment tasks; portfolios and process-folios; tests and testing formats critiqued for bias; and self-assessment. ● <u>Structures:</u> Narrative evaluations; credit/no credit systems; and contracts for grades. 	
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Unit Plan 6 - Salon Business

Stage 1 – Desired Results				
ASSESSED FOCUS STANDARDS	Unit Description			
	Students will learn business skills and how they pertain to the salon during this unit of study.			
9.3 CTE 21st Century Life & Careers	Meaning	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 9.3. HU.3 Use effective communication with human services clients and their families. <input checked="" type="checkbox"/> 9.3. HU.5 Evaluate career opportunities in each of the Human Services Career Pathways. <input checked="" type="checkbox"/> 9.3. HU-CSM.1 Summarize necessary credentials, licensures or state-specific requirements to prepare for a career in consumer services. <input checked="" type="checkbox"/> 9.3. HU-CSM.2 Communicate product or equipment features that meet the needs of clients and consumers. <input checked="" type="checkbox"/> 9.3. HU-CSM.3 Make consumer services recommendations meeting the needs of clients or customers. <input checked="" type="checkbox"/> 9.3. HU-CSM.4 Analyze financial/economic situations when making recommendations about consumer services. <input checked="" type="checkbox"/> 9.3. HU-CSM.5 Use standard business processes or procedures to create consumer service information and facilitate client interactions. 	<p>ENDURING UNDERSTANDINGS</p> <ul style="list-style-type: none"> ● Owning or managing a salon is not the right choice for all cosmetologists. ● Being a great cosmetologist does not qualify you to effectively manage a salon. ● There are many factors that must be considered before becoming a salon manager or owner. ● Knowledge of business principles, bookkeeping, business laws, insurance, salesmanship, and psychology is crucial for a successful salon. ● Providing a service for people is one thing; managing people is something totally different. ● You need to develop your leadership and learn to plan, supervise, evaluate and be a team player. 	<p>ESSENTIAL QUESTIONS</p> <ol style="list-style-type: none"> 1. What are some options for going into business for yourself? 2. What are some of the responsibilities should you decide to be a booth renter? 3. What are some factors to consider when deciding to open a salon? 4. What are some things that should be included in a business plan? 5. Why is record keeping important? 6. What are some elements of successful salon operation? 7. Why is selling products and services important to a salon's success? 		
What students will know and be able to do				
KNOWLEDGE 74. Identify two options for going into business for yourself.		SKILLS 82. Demonstrate an understanding of the beauty industry.		

<ul style="list-style-type: none"> <input type="checkbox"/> 9.3. HU-CSM.6 Use a variety of methods to educate audiences about consumer services. <input type="checkbox"/> 9.3. HU-CSM.7 Demonstrate knowledge of ethical and legal responsibilities associated with providing consumer services. <input type="checkbox"/> 9.3. HU-CSM.8 Apply business procedures and utilize equipment and facilities to produce satisfying client outcomes. <input type="checkbox"/> 9.3. HU-PC.1 Analyze basic principles of biology, chemistry and human anatomy for safe and effective utilization and selection of personal care products and services. <input type="checkbox"/> 9.3. HU-PC.2 Evaluate an individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action. <input type="checkbox"/> 9.3. HU-PC.2 Evaluate an individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action. <input type="checkbox"/> 9.3. HU-PC.4 Demonstrate policies and procedures to achieve a safe and healthy environment for personal care services. <input type="checkbox"/> 9.3. HU-PC.5 Develop organizational policies, procedures and regulations that establish personal care organization priorities, accomplish 	<ul style="list-style-type: none"> 75. Understand the responsibilities of a booth renter. 76. List the basic factors to be considered when opening a salon. 77. Distinguish the types of salon ownership. 78. Identify the information that should be included in a business plan. 79. Understand the importance of record keeping. 80. Recognize the elements of successful salon operations. 81. Explain why selling services and products is a vital aspect of a salon's success. 	<ul style="list-style-type: none"> 83. Demonstrate an understanding of salon ownership. 84. Use technology and electronic devices in a professional manner.
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<p>the mission, and provide high-quality service to a diverse set of clients and families.</p> <ul style="list-style-type: none"> <input type="checkbox"/> 9.3. HU-PC.6 Identify personal care business opportunities enhanced by community involvement, self-improvement and current trends. <input type="checkbox"/> 9.3. HU-PC.7 Apply methods of obtaining feedback to understand expectations and promote high-quality personal care services standards. <p>SUPPORTING STANDARDS:</p> <p>9.4 Life Literacies and Key Skills Creativity and Innovation</p> <ul style="list-style-type: none"> <input type="checkbox"/> 9.4.12. CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas. <input type="checkbox"/> 9.4.12. CI.2: Identify career pathways that highlight personal talents, skills, and abilities. <input type="checkbox"/> 9.4.12. CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition. <p>Critical Thinking and Problem-solving</p> <ul style="list-style-type: none"> <input type="checkbox"/> 9.4.12. CT.1: Identify problem-solving strategies used in the development of an innovative product or practice. <input type="checkbox"/> 9.4.12. CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving 		
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<ul style="list-style-type: none"> <input type="checkbox"/> 9.4.12. CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice). <input type="checkbox"/> 9.4.12. CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes. <p>CONTENT CONNECTIONS:</p> <p>Reading</p> <ul style="list-style-type: none"> <input type="checkbox"/> RST.11-12.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions. <input type="checkbox"/> RST.11-12.2 Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. <input type="checkbox"/> RST.11-12.3. 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. 		
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<ul style="list-style-type: none"> <input type="checkbox"/> RST.11-12.4. 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. <input type="checkbox"/> RST.11-12.5. Analyze the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). <input type="checkbox"/> RST.11-12.6. Determine the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address. <input type="checkbox"/> RST.11-12.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. <input type="checkbox"/> RST.11-12.8 Determine if the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. <input type="checkbox"/> RST.11-12.9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the 		
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<p>findings support or contradict previous explanations or accounts.</p> <p><input type="checkbox"/> RST.11-12.10 By the end of grade 10, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.</p> <p>Writing</p> <ul style="list-style-type: none"> <input type="checkbox"/> WHST.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence. <input type="checkbox"/> WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. <input type="checkbox"/> WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <input type="checkbox"/> WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. <input type="checkbox"/> WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products, 		
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<p>taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <ul style="list-style-type: none"> <input type="checkbox"/> WHST.11-12.7. 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. <input type="checkbox"/> WHST.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. <input type="checkbox"/> WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research. <input type="checkbox"/> WHST.11-12.10. 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 		
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<p>discipline-specific tasks, purposes, and audiences</p> <p>SCIENCE and Engineering Practices</p> <ul style="list-style-type: none"> <input type="checkbox"/> Asking Questions and Defining Problems <input type="checkbox"/> Planning and Carrying Out Investigations <input type="checkbox"/> Constructing Explanations and Designing Solutions <input type="checkbox"/> Obtaining, Evaluating, and Communicating Information 		
Stage 2 – Evidence		
SUMMATIVE ASSESSMENT(S)		
<ul style="list-style-type: none"> ● End of chapter tests ● Quizzes ● Expository essays ● Observations ● Practical assessments ● Portfolio with students completed and scored classwork and homework 		
PRE-ASSESSMENT		
<ul style="list-style-type: none"> ● Didactic Diagnostic test ● Background Knowledge ● CAT (Classroom Assessment Techniques) 		
Integration of 21st Century Skills	Integration of Technology	Career Education
<p>Career Ready Practices</p> <ul style="list-style-type: none"> <input type="checkbox"/> CRP1. Act as a responsible and contributing citizen and employee. <input type="checkbox"/> CRP2. Apply appropriate academic and technical skills. <input type="checkbox"/> CRP4. Communicate clearly and effectively and with reason. 	<p>Digital Citizenship</p> <ul style="list-style-type: none"> <input type="checkbox"/> 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities <input type="checkbox"/> 9.4.12. DC.7: Evaluate the influence of digital communities on the nature, 	<p>9.2 Career Awareness, Exploration, Preparation, and Training</p> <p>Career Awareness and Planning</p> <ul style="list-style-type: none"> <input type="checkbox"/> 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences,

<ul style="list-style-type: none"> <input type="checkbox"/> CRP5. Consider the environmental, social and economic impacts of decisions. <input type="checkbox"/> CRP6. Demonstrate creativity and innovation. <input type="checkbox"/> CRP7. Employ valid and reliable research strategies. <input type="checkbox"/> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. <input type="checkbox"/> CRP9. Model integrity, ethical leadership and effective management. <input type="checkbox"/> CRP10. Plan education and career paths aligned to personal goals. <input type="checkbox"/> CRP11. Use technology to enhance productivity. <input type="checkbox"/> CRP12. Work productively in teams while using cultural global competence. 	<p>content and responsibilities of careers, and other aspects of society.</p> <p>Information and Media Literacy</p> <ul style="list-style-type: none"> <input type="checkbox"/> 9.4.12. IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions <input type="checkbox"/> 9.4.12. IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change. <input type="checkbox"/> 9.4.12. IML.8: Evaluate media sources for point of view, bias, and motivations. <input type="checkbox"/> 9.4.12. IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media. <p>Technology Literacy</p> <ul style="list-style-type: none"> <input type="checkbox"/> 9.4.12. TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task. <input type="checkbox"/> 9.4.12. TL.3: Analyze the effectiveness of the process and quality of collaborative environments. <input type="checkbox"/> 9.4.12. TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem. 	<p>apprenticeships, and dual enrollment programs.</p> <ul style="list-style-type: none"> <input type="checkbox"/> 9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest. <input type="checkbox"/> 9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
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Stage 3 – Learning Plan

UNIT VOCABULARY		
booth rental business plan business regulations and laws capital consumption supplies corporation demographics	goals insurance partnership record keeping retail supplies written agreements	salon operation salon policies social media sole proprietor vision statement
SUMMARY OF KEY LEARNING		
<u>Lesson 1: (Days 113 - 118) – Going Into Business</u>		
<ul style="list-style-type: none"> ● Learning Intention: I am learning about the different types of salon business ● Success Criteria: <ol style="list-style-type: none"> 1. I can demonstrate an understanding of the beauty industry 2. I can explain and describe the practice of booth rental. I understand what I am responsible for when I rent a station in a salon. 3. I can explain and describe opening my own salon. I understand that I must create a vision statement, mission statement, and a business timeline. I have to choose a name and choose a location. I have to create written agreements and have an understanding of business regulations and laws. My business has to be insured. I have to implement salon policies and ensure salon operations and record keeping. ● Brief Overview of Lesson: Students will learn how to prepare themselves for the possibility of owning and opening their own salon. 		
<u>Lesson 2: Days 119 - 121 –Types of ownership</u>		
<ul style="list-style-type: none"> ● Learning Intention: I am learning about the different types of business ownership. ● Success Criteria: <ol style="list-style-type: none"> 1. I can understand and describe the different types of business ownership. This includes: individual ownership, partnership, corporation and franchise ownership. 2. I can give the pros and cons for each of the types of business ownership. ● Brief Overview of Lesson: Students will learn about the different types of business ownerships. They will discuss the pros and cons of each. 		
<u>Lesson 3: Days 122 - 127 –Business Plan/Purchasing an Established Salon</u>		
<ul style="list-style-type: none"> ● Learning Intention: I am learning about how to write a business plan 		

- Success Criteria:
 1. I can create an executive summary.
 2. I can create a vision statement.
 3. I can create a mission statement.
 4. I can create an organizational plan.
 5. I can create a marketing plan.
 6. I can explain the financial documents that must accompany a business plan.
 7. I can explain the reason that supporting documents that must accompany a business plan.
 8. I can create salon policies for my business plan.
 9. I can summarize that when purchasing an established salon, a financial audit must be conducted to determine the value.
 10. I can explain the reason that a written purchase/sales agreement has to be created.
 11. I can explain the reason that there must be a signed statement of inventory.
 12. I can explain the reason that an investigation of loan defaults must be had.
 13. I can explain the reason I have to confirm the identity of the current owner.
 14. I can explain the reason I have to establish whether I will be using the salon's name and reputation or creating a new one.
 15. I can explain the reason that I have to have a disclosure of client information and a disclosure of the facilities condition.

Along with a noncompete agreement and employee agreements.
- Brief Overview of Lesson: students are learning about the different parts of a business plan and how to write one. They are also learning about purchasing an established salon.

Lesson 4: Days 128 – 132 – Operating a Successful Salon

- Learning Intention: I am learning what it takes to operate a successful salon.
- Success Criteria
 1. I can explain and describe the five elements needed to operate a successful salon: planning layout, hiring personnel, properly managing the front desk, efficiently using the telephone, and effectively advertising service.
 2. I can explain the reason that I have to meet payroll obligations and offer good benefits
 3. I can explain the reason that I have to promote the salon favorably
 4. I can explain the reason I have to respond to complaints with tact, and courtesy
 5. I can explain the reason I have to effectively book appointments
- Brief Overview of Lesson: Students are learning what it really takes to run a successful salon.

CULTURALLY RESPONSIVE TEACHING in PRACTICE	SOCIAL EMOTIONAL LEARNING in PRACTICE
1. Establish Inclusion <ul style="list-style-type: none"> ● Emphasize the human purpose of what is being learned and 	1. Self-awareness is the ability to recognize one's own feelings, interests, strengths, and limitations

<p>its relationship to the students' experience.</p> <ul style="list-style-type: none"> ● Share the ownership of knowing with all students. ● Collaborate and cooperate. The class assumes a hopeful view of people and their capacity to change. ● Treat all students equitably. Invite them to point out behaviors or practices that discriminate. ● <u>Procedures:</u> Collaborative learning approaches; cooperative learning; writing groups; peer teaching; multi-dimensional sharing; focus groups; and reframing. ● <u>Structures:</u> Ground rules, learning communities; and cooperative base groups. <p>2. Develop Positive Attitude</p> <ul style="list-style-type: none"> ● Relate teaching and learning activities to students' experience or previous knowledge. ● Encourage students to make choices in content and assessment methods based on their experiences, values, needs, and strengths. ● <u>Procedures:</u> Clear learning goals; problem solving goals; fair and clear criteria of evaluation; relevant learning models; learning contracts; approaches based on multiple intelligences theory, pedagogical flexibility based on style, and experiential learning. ● <u>Structure:</u> Culturally responsive teacher/student/parent conferences. <p>3. Enhance Meaning</p> <ul style="list-style-type: none"> ● Provide challenging learning experiences involving higher order thinking and critical inquiry. Address relevant, real-world issues in an action-oriented manner. ● Encourage discussion of relevant experiences. Incorporate student dialect into classroom dialogue. ● <u>Procedures:</u> Critical questioning; guided reciprocal peer questioning; posing problems; decision making; investigation 	<ol style="list-style-type: none"> 2. Self-management refers to when individuals regulate emotions and manage daily stressors 3. Social awareness refers to perspective taking and to appreciate similarities and differences 4. Relationship skills are when individuals exhibit prosocial behavior and demonstrate positive social skills in order to develop meaningful relationships 5. Responsible decision making refers to when individuals make ethical decisions, and strengthen the ability to develop appropriate solutions to identified problems. 6. Research demonstrates that when students participate in activities that focus on these competencies, student prosocial behavior improves, students decrease in their participation of negative behaviors, and students improve in their academic achievement.
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<p>of definitions; historical investigations; experimental inquiry; invention; art; simulations; and case study methods.</p> <ul style="list-style-type: none"> ● <u>Structures</u>: Projects and the problem-posing model. <p>4. Engender Competence</p> <ul style="list-style-type: none"> ● Connect the assessment process to the students' world, frames of reference, and values. ● Include multiple ways to represent knowledge and skills and allow for attainment of outcomes at different points in time. ● Encourage self-assessment. ● <u>Procedures</u>: Feedback; contextualized assessment; authentic assessment tasks; portfolios and processfolios; tests and testing formats critiqued for bias; and self-assessment. ● <u>Structures</u>: Narrative evaluations; credit/no credit systems; and contracts for grades. 	
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Unit Plan 7 – Preparing for Licensure & employment

Stage 1 – Desired Results		
ASSESSED FOCUS STANDARDS:	<i>Unit Description</i>	
9.3 CTE 21st Century Life & Careers	<i>Meaning</i>	
<input type="checkbox"/> 9.3. HU.1 Evaluate principles of planning, development, implementation and evaluation to accomplish long-range goals in the human services.	ENDURING UNDERSTANDINGS	
<input type="checkbox"/> 9.3. HU.3 Use effective communication with human services clients and their families.	<ul style="list-style-type: none"> Top professionals are not born, they are made by their desires, energy and persistence. Top professionals make sure they are prepared. They use their time wisely and make the most of the time they have. They plan for their future. 	
<input type="checkbox"/> 9.3. HU-CSM.2 Communicate product or equipment features that meet the needs of clients and consumers.	ESSENTIAL QUESTIONS	
<input type="checkbox"/> 9.3. HU-CSM.3 Make consumer services recommendations meeting the needs of clients or customers.	<ol style="list-style-type: none"> What are some ways you can network to find a job in the beauty industry? What are some different salon categories? How would you go about exploring the job market and researching potential employers? What are some things you need to do in order to gain your credentials as a cosmetologist? What do you want from your career? What areas of cosmetology interest you? How do you want to use your skills? What skills do you perform best? 	
<input type="checkbox"/> 9.3. HU-CSM.4 Analyze financial/economic situations when making recommendations about consumer services.	<i>What students will know and be able to do</i>	
<input type="checkbox"/> 9.3. HU-CSM.5 Use standard business processes or procedures to create consumer service information and facilitate client interactions.	KNOWLEDGE	
<input type="checkbox"/> 9.3. HU-CSM.6 Use a variety of methods to educate audiences about consumer services.	<ol style="list-style-type: none"> Understand what is involved in securing the required credentials for cosmetology in your state and know the process for taking and passing your state licensing examination. 	
	SKILLS	
	<ol style="list-style-type: none"> Write a cover letter and resume and prepare an employment portfolio. Use technology and electronic devices in a professional manner. 	

<ul style="list-style-type: none"> <input type="checkbox"/> 9.3. HU-CSM.7 Demonstrate knowledge of ethical and legal responsibilities associated with providing consumer services. <input type="checkbox"/> 9.3. HU-CSM.8 Apply business procedures and utilize equipment and facilities to produce satisfying client outcomes. <input type="checkbox"/> 9.3. HU-PC.1 Analyze basic principles of biology, chemistry and human anatomy for safe and effective utilization and selection of personal care products and services. <input type="checkbox"/> 9.3. HU-PC.2 Evaluate an individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action. <input type="checkbox"/> 9.3. HU-PC.2 Evaluate an individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action. <input type="checkbox"/> 9.3. HU-PC.4 Demonstrate policies and procedures to achieve a safe and healthy environment for personal care services. <input type="checkbox"/> 9.3. HU-PC.5 Develop organizational policies, procedures and regulations that establish personal care organization priorities, accomplish the mission, and provide high-quality service to a diverse set of clients and families. 	<ul style="list-style-type: none"> 86. Describe the different salon business categories. 87. Know how to explore the job market, research potential employers, and operate within the legal aspects of employment. 	<ul style="list-style-type: none"> 90. Start networking and preparing to find a job by using the personal inventory of characteristics and skills.
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- 9.3. HU-PC.6 Identify personal care business opportunities enhanced by community involvement, self-improvement and current trends.
- 9.3. HU-PC.7 Apply methods of obtaining feedback to understand expectations and promote high-quality personal care services standards.

SUPPORTING STANDARDS:

9.4 Life Literacies and Key Skills

- Innovation**
- 9.4.12. CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12. CI.2: Identify career pathways that highlight personal talents, skills, and abilities.
- 9.4.12. CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.

Critical Thinking and Problem-solving

- 9.4.12. CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.
- 9.4.12. CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
- 9.4.12. CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the

<p>field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).</p> <p><input type="checkbox"/> 9.4.12. CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.</p> <p>CONTENT CONNECTIONS:</p> <p>Reading</p> <ul style="list-style-type: none"> <input type="checkbox"/> RST.11-12.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions. <input type="checkbox"/> RST.11-12.2. Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. <input type="checkbox"/> RST.11-12.3. 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. <input type="checkbox"/> RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases 		
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<p>as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.</p> <ul style="list-style-type: none"> <input type="checkbox"/> RST.11-12.5. Analyze the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). <input type="checkbox"/> RST.11-12.6. Determine the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address. <input type="checkbox"/> RST.11-12.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. <input type="checkbox"/> RST.11-12.8 Determine if the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. <input type="checkbox"/> RST.11-12.9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. 		
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- RST.11-12.10 By the end of grade 10, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.

Writing

- WHST.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.
- WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information

<p>and to display information flexibly and dynamically.</p> <ul style="list-style-type: none"> <input type="checkbox"/> WHST.11-12.7. 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. <input type="checkbox"/> WHST.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. <input type="checkbox"/> WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research. <input type="checkbox"/> WHST.11-12.10. 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 		
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<input type="checkbox"/> Asking Questions and Defining Problems <input type="checkbox"/> Developing and Using Models <input type="checkbox"/> Constructing Explanations and Designing Solutions <input type="checkbox"/> Obtaining, Evaluating, and Communicating Information		
Stage 2 – Evidence		
SUMMATIVE ASSESSMENT(S)		
<ul style="list-style-type: none"> ● End of chapter tests ● Quizzes ● Expository essays ● Observations ● Portfolio with students completed and scored classwork and homework 		
PRE-ASSESSMENT		
<ul style="list-style-type: none"> ● Didactic Diagnostic test ● Background Knowledge ● CAT (Classroom Assessment Techniques) 		
Integration of 21st Century Skills	Integration of Technology	Career Education
Career Ready Practices <ul style="list-style-type: none"> <input type="checkbox"/> CRP1. Act as a responsible and contributing citizen and employee. <input type="checkbox"/> CRP2. Apply appropriate academic and technical skills. <input type="checkbox"/> CRP4. Communicate clearly and effectively and with reason. <input type="checkbox"/> CRP5. Consider the environmental, social and economic impacts of decisions. <input type="checkbox"/> CRP6. Demonstrate creativity and innovation. 	Digital Citizenship <ul style="list-style-type: none"> <input type="checkbox"/> 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities <input type="checkbox"/> 9.4.12. DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society. Information and Media Literacy <ul style="list-style-type: none"> <input type="checkbox"/> 9.4.12. IML.3: Analyze data using tools and models to make valid and reliable 	9.2 Career Awareness, Exploration, Preparation, and Training Career Awareness and Planning <ul style="list-style-type: none"> <input type="checkbox"/> 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs. <input type="checkbox"/> 9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to

<ul style="list-style-type: none"> <input type="checkbox"/> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. <input type="checkbox"/> CRP9. Model integrity, ethical leadership and effective management. <input type="checkbox"/> CRP10. Plan education and career paths aligned to personal goals. <input type="checkbox"/> CRP11. Use technology to enhance productivity. <input type="checkbox"/> CRP12. Work productively in teams while using cultural global competence. 	<ul style="list-style-type: none"> claims, or to determine optimal design solutions <input type="checkbox"/> 9.4.12. IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change. <input type="checkbox"/> 9.4.12. IML.8: Evaluate media sources for point of view, bias, and motivations. <input type="checkbox"/> 9.4.12. IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media. <p>Technology Literacy</p> <ul style="list-style-type: none"> <input type="checkbox"/> 9.4.12. TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task. <input type="checkbox"/> 9.4.12. TL.3: Analyze the effectiveness of the process and quality of collaborative environments. <input type="checkbox"/> 9.4.12. TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem. 	<ul style="list-style-type: none"> maintain compliance with industry requirements in areas of career interest. <input type="checkbox"/> 9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
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Stage 3 – Learning Plan

UNIT VOCABULARY		
deductive reasoning stem work ethic	employment portfolio test-wise	resume transferable skills
SUMMARY OF KEY LEARNING		

Lesson 1: Days 133 - 141 – Becoming Test-Wise/Test day strategies

- **Learning Intention:** I am learning how to prepare for my licensure exam. I am learning how to be prepared for the actual test day.
- **Success Criteria:**
 1. I can plan a realistic study schedule
 2. I can read all of the content carefully and with understanding
 3. I can keep a well-organized notebook with good notes.
 4. I can build a detailed vocabulary list
 5. I can review past tests and quizzes.
 6. I can listen carefully for test cues.
 7. I can be mentally ready for my exam
 8. I can get plenty of rest the night before my exam.
 9. I can anticipate some anxiety.
 10. I can avoid cramming the night before the exam.
 11. I can read the directions and listen carefully
 12. I can ask if I don't understand something
 13. I can skim the test before beginning
 14. I can understand test formats: true/false, multiple choice, matching and essays
 15. I can budget my time and wear a watch to monitor my time
 16. I can answer the easiest questions first.
 17. I can mark skipped questions
 18. I can read questions carefully making sure that I understand all parts of the questions
 19. I can use deductive reasoning strategies
 20. I can answer as many questions as possible.
 21. I can look over the finished test and only change answers with good reason
 22. I can practice the correct skills for my practical exam.
 23. I can make a list of equipment and implements needed for the exam
 24. I can participate in mock exams
 25. I can follow proper disinfection procedures at all times.
 26. I can listen carefully to instructions
 27. I can look the part, my appearance must be neat, clean and professional
- **Brief Overview of Lesson:** Students will learn how to begin to properly prepare for their state licensure exam. Students will learn strategies and the requirements for the actual test day.

Lesson 2: Days 142 - 147 – Preparing for Employment/Getting the job you want

- **Learning Intention:** I am learning how to prepare goal affirming questions and checking my personal inventory in preparation for employment. I am learning how to get the job that I want and how to keep it.
- **Success Criteria:**
 1. I can ask myself “what do I want from my career?”
 2. I can ask myself “what areas are the most interesting to me?”
 3. I can ask myself “what are my strongest skills?”
 4. I can ask myself “what are my best personal qualities?”
 5. I can exhibit good posture and poise during the interviewing process.
 6. I can exhibit good grooming and personal hygiene during the interviewing process.
 7. I can exhibit good manners and courtesy during the interviewing process.
 8. I can exhibit great communication skills during the interviewing process.
 9. I can exhibit a positive attitude.
 10. I can be motivated. I have the internal drive to achieve my goals.
 11. I can have integrity. I can develop a commitment to a strong code of moral and artistic values.
 12. I can have good technical and communication skills.
 13. I can have a strong work ethic.
 14. I can explain the different types of salons: small independent salons, independent salon chains, large national chains, franchise salons, basic value priced operations, mid-priced full service salons, high end “image” salons.
 15. I can explain the general resume guidelines.
 16. I can write an achievement oriented resume.
 17. I understand the do’s and don’ts of resume writing.
 18. I can prepare my portfolio.
 19. I can prepare for my interview.
 20. I can follow up after my interview.
- **Brief Overview of Lesson:** Students are learning how to prepare for the interviewing process. They are also learning the several key personal characteristics that will help them get the position that they want and keep it if they desire. This lesson goes over resume writing, interviewing skills, portfolio preparation and the follow up.

CULTURALLY RESPONSIVE TEACHING in PRACTICE	SOCIAL EMOTIONAL LEARNING in PRACTICE
<p>1. Establish Inclusion</p> <ul style="list-style-type: none"> ● Emphasize the human purpose of what is being learned and its relationship to the students' experience. ● Share the ownership of knowing with all students. ● Collaborate and cooperate. The class assumes a hopeful view 	<ol style="list-style-type: none"> 1. Self-awareness is the ability to recognize one's own feelings, interests, strengths, and limitations 2. Self-management refers to when individuals regulate emotions and manage daily stressors 3. Social awareness refers to perspective taking and to appreciate similarities and differences

<p>of people and their capacity to change.</p> <ul style="list-style-type: none"> ● Treat all students equitably. Invite them to point out behaviors or practices that discriminate. ● <u>Procedures:</u> Collaborative learning approaches; cooperative learning; writing groups; peer teaching; multi-dimensional sharing; focus groups; and reframing. ● <u>Structures:</u> Ground rules, learning communities; and cooperative base groups. <p>2. Develop Positive Attitude</p> <ul style="list-style-type: none"> ● Relate teaching and learning activities to students' experience or previous knowledge. ● Encourage students to make choices in content and assessment methods based on their experiences, values, needs, and strengths. ● <u>Procedures:</u> Clear learning goals; problem solving goals; fair and clear criteria of evaluation; relevant learning models; learning contracts; approaches based on multiple intelligences theory, pedagogical flexibility based on style, and experiential learning. ● <u>Structure:</u> Culturally responsive teacher/student/parent conferences. <p>3. Enhance Meaning</p> <ul style="list-style-type: none"> ● Provide challenging learning experiences involving higher order thinking and critical inquiry. Address relevant, real-world issues in an action-oriented manner. ● Encourage discussion of relevant experiences. Incorporate student dialect into classroom dialogue. ● <u>Procedures:</u> Critical questioning; guided reciprocal peer questioning; posing problems; decision making; investigation of definitions; historical investigations; experimental inquiry; invention; art; simulations; and case study methods. 	<ol style="list-style-type: none"> 4. Relationship skills are when individuals exhibit prosocial behavior and demonstrate positive social skills in order to develop meaningful relationships 5. Responsible decision making refers to when individuals make ethical decisions, and strengthen the ability to develop appropriate solutions to identified problems. 6. Research demonstrates that when students participate in activities that focus on these competencies, student prosocial behavior improves, students decrease in their participation of negative behaviors, and students improve in their academic achievement.
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- Structures: Projects and the problem-posing model.

4. Engender Competence

- Connect the assessment process to the students' world, frames of reference, and values.
- Include multiple ways to represent knowledge and skills and allow for attainment of outcomes at different points in time.
- Encourage self-assessment.
- Procedures: Feedback; contextualized assessment; authentic assessment tasks; portfolios and process-folios; tests and testing formats critiqued for bias; and self-assessment.

Structures: Narrative evaluations; credit/no credit systems; and contracts for grades.

Unit Plan 8 - On the Job

Stage 1 – Desired Results		
ASSESSED FOCUS STANDARDS: 9.3 CTE 21st Century Life & Careers	<p><i>Unit Description</i></p> <p>Students will be learning about transitioning from being a student to being a salon professional during this unit of study.</p> <p><i>Meaning</i></p>	
<p>9.3. HU.3 Use effective communication with human services clients and their families.</p> <p>9.3. HU.5 Evaluate career opportunities in each of the Human Services Career Pathways.</p> <p>9.3. HU-CSM.1 Summarize necessary credentials, licensures or state-specific requirements to prepare for a career in consumer services.</p> <p>9.3. HU-CSM.2 Communicate product or equipment features that meet the needs of clients and consumers.</p> <p>9.3. HU-CSM.3 Make consumer services recommendations meeting the needs of clients or customers.</p> <p>9.3. HU-CSM.4 Analyze financial/economic situations when making recommendations about consumer services.</p> <p>9.3. HU-CSM.5 Use standard business processes or procedures to create consumer service information and facilitate client interactions.</p>	<p>ENDURING UNDERSTANDINGS</p> <ul style="list-style-type: none"> • You are transitioning from being a professional in training to being a professional. • Remember that even though you are transitioning from school-to-work; your education is not over. Learning is lifelong. • We need to be a team player, have a positive attitude, keep a sense of commitment to our work and goals, and never stop learning. <p>ESSENTIAL QUESTIONS</p> <ol style="list-style-type: none"> 1. What do you think is expected of a new employee? 2. What are some habits of a good salon team player? 3. What are some ways that a salon professional is compensated? 4. Why is it important to sell products and services in the salon? 5. What are some ways to build a client base? 	
	<p><i>What students will know and be able to do</i></p> <p>KNOWLEDGE</p> <ol style="list-style-type: none"> 91. Describe what is expected of a new employee and what this means in terms of your everyday behavior. 92. List the habits of a good salon team player. 93. Describe three different ways in which salon professionals are compensated. 94. Explain the principles of selling products and services in the salon. <p>SKILLS</p> <ol style="list-style-type: none"> 96. Use technology and electronic devices in a professional manner. 	

<ul style="list-style-type: none"> <input type="checkbox"/> 9.3. HU-CSM.6 Use a variety of methods to educate audiences about consumer services. <input type="checkbox"/> 9.3. HU-CSM.7 Demonstrate knowledge of ethical and legal responsibilities associated with providing consumer services. <input type="checkbox"/> 9.3. HU-CSM.8 Apply business procedures and utilize equipment and facilities to produce satisfying client outcomes. <input type="checkbox"/> 9.3. HU-PC.1 Analyze basic principles of biology, chemistry and human anatomy for safe and effective utilization and selection of personal care products and services. <input type="checkbox"/> 9.3. HU-PC.2 Evaluate an individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action. <input type="checkbox"/> 9.3. HU-PC.2 Evaluate an individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action. <input type="checkbox"/> 9.3. HU-PC.4 Demonstrate policies and procedures to achieve a safe and healthy environment for personal care services. <input type="checkbox"/> 9.3. HU-PC.5 Develop organizational policies, procedures and regulations that establish personal care organization priorities, accomplish 	<p>95. List the most effective ways to build a client base.</p>	
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<p>the mission, and provide high-quality service to a diverse set of clients and families.</p> <ul style="list-style-type: none"> <input type="checkbox"/> 9.3. HU-PC.6 Identify personal care business opportunities enhanced by community involvement, self-improvement and current trends. <input type="checkbox"/> 9.3. HU-PC.7 Apply methods of obtaining feedback to understand expectations and promote high-quality personal care services standards. <p>SUPPORTING STANDARDS:</p> <p>9.4 Life Literacies and Key Skills Creativity and Innovation</p> <ul style="list-style-type: none"> <input type="checkbox"/> 9.4.12. CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas. <input type="checkbox"/> 9.4.12. CI.2: Identify career pathways that highlight personal talents, skills, and abilities. <input type="checkbox"/> 9.4.12. CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition. <p>Critical Thinking and Problem-solving</p> <ul style="list-style-type: none"> <input type="checkbox"/> 9.4.12. CT.1: Identify problem-solving strategies used in the development of an innovative product or practice. <input type="checkbox"/> 9.4.12. CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving 		
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<ul style="list-style-type: none"> <input type="checkbox"/> 9.4.12. CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice). <input type="checkbox"/> 9.4.12. CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes. <p>CONTENT CONNECTIONS:</p> <p>Reading</p> <ul style="list-style-type: none"> <input type="checkbox"/> RST.11-12.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions. <input type="checkbox"/> RST.11-12.2. Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. <input type="checkbox"/> RST.11-12.3. 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. 		
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<ul style="list-style-type: none"> <input type="checkbox"/> RST.11-12.4. 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. <input type="checkbox"/> RST.11-12.5. Analyze the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). <input type="checkbox"/> RST.11-12.6. Determine the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address. <input type="checkbox"/> RST.11-12.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. <input type="checkbox"/> RST.11-12.8 Determine if the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. <input type="checkbox"/> RST.11-12.9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the 		
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<p>findings support or contradict previous explanations or accounts.</p> <p><input type="checkbox"/> RST.11-12.10 By the end of grade 10, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.</p> <p>Writing</p> <ul style="list-style-type: none"> <input type="checkbox"/> WHST.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence. <input type="checkbox"/> WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. <input type="checkbox"/> WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <input type="checkbox"/> WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. <input type="checkbox"/> WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products, 		
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<p>taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <ul style="list-style-type: none"> <input type="checkbox"/> WHST.11-12.7. 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. <input type="checkbox"/> WHST.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. <input type="checkbox"/> WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research. <input type="checkbox"/> WHST.11-12.10. 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 		
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<p>discipline-specific tasks, purposes, and audiences</p> <p>SCIENCE and Engineering Practices</p> <ul style="list-style-type: none"> <input type="checkbox"/> Asking Questions and Defining Problems <input type="checkbox"/> Planning and Carrying Out Investigations <input type="checkbox"/> Analyzing and Interpreting Data <input type="checkbox"/> Constructing Explanations and Designing Solutions 		
Stage 2 – Evidence		
SUMMATIVE ASSESSMENT(S)		
<ul style="list-style-type: none"> ● End of chapter tests ● Quizzes ● Expository essays ● Observations ● Practical assessments ● Portfolio with students completed and scored classwork and homework 		
PRE-ASSESSMENT		
<ul style="list-style-type: none"> ● Didactic Diagnostic test ● Background Knowledge ● CAT (Classroom Assessment Techniques) 		
Integration of 21 st Century Skills	Integration of Technology	Career Education
<p>Career Ready Practices</p> <ul style="list-style-type: none"> <input type="checkbox"/> CRP1. Act as a responsible and contributing citizen and employee. <input type="checkbox"/> CRP2. Apply appropriate academic and technical skills. <input type="checkbox"/> CRP4. Communicate clearly and effectively and with reason. 	<p>Digital Citizenship</p> <ul style="list-style-type: none"> <input type="checkbox"/> 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities <input type="checkbox"/> 9.4.12. DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society. 	<p>9.2 Career Awareness, Exploration, Preparation, and Training</p> <p>Career Awareness and Planning</p> <ul style="list-style-type: none"> <input type="checkbox"/> 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

<ul style="list-style-type: none"> <input type="checkbox"/> CRP5. Consider the environmental, social and economic impacts of decisions. <input type="checkbox"/> CRP6. Demonstrate creativity and innovation. <input type="checkbox"/> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. <input type="checkbox"/> CRP9. Model integrity, ethical leadership and effective management. <input type="checkbox"/> CRP10. Plan education and career paths aligned to personal goals. <input type="checkbox"/> CRP11. Use technology to enhance productivity. <input type="checkbox"/> CRP12. Work productively in teams while using cultural global competence. 	<p>Information and Media Literacy</p> <ul style="list-style-type: none"> <input type="checkbox"/> 9.4.12. IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions <input type="checkbox"/> 9.4.12. IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change. <input type="checkbox"/> 9.4.12. IML.8: Evaluate media sources for point of view, bias, and motivations. <input type="checkbox"/> 9.4.12. IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media. <p>Technology Literacy</p> <ul style="list-style-type: none"> <input type="checkbox"/> 9.4.12. TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task. <input type="checkbox"/> 9.4.12. TL.3: Analyze the effectiveness of the process and quality of collaborative environments. <input type="checkbox"/> 9.4.12. TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem. 	<ul style="list-style-type: none"> <input type="checkbox"/> 9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest. <input type="checkbox"/> 9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
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Stage 3 – Learning Plan

UNIT VOCABULARY		
client base	commission	job description

retailing	ticket upgrading	
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SUMMARY OF KEY LEARNING

Lesson 1: Days 148 - 150 – School to Work

- **Learning Intention:** I am learning the differences between the school salon environment and the real world salon environment.
- **Success Criteria:**
 1. I can explain the reason that the school environment is very forgiving. I can do procedures over and over again. I can make mistakes and I have my instructor help me correct them. When I graduate and obtain my license that changes.
 2. I can explain the reason that in the salon I will be expected to put the needs of the salon and its clients ahead of my own.
 3. I can explain the reason I must be on time and be prepared to perform scheduled services regardless of what is going on in my personal life.
- **Brief Overview of Lesson:** students are gaining an understanding of what the expectations are when you transition from the school salon environment to a professional salon environment.

Lesson 2: Days 151 - 153 – Out in the real world

- **Learning Intention:** I am learning what to expect outside of the school salon.
- **Success Criteria:**
 1. I can explain the reason I probably will not get the highest paid position in the salon.
 2. I can explain the reason I will probably start out as an assistant and have to work my way up.
 3. I can explain the reason there will be cranky or difficult clients, but for the most part people will appreciate the services you provide.
 4. I can be punctual, true to my word, a problem solver, and a lifelong learner.
 5. I can strive to help, I can share my knowledge, I can remain positive, I can be a relationship builder, I can be willing to resolve conflicts.
 6. I can explain my job description and ask any necessary questions I may have.
- **Brief Overview of Lesson:** students will gain an understanding of what to expect from their first salon job. This lesson will address difficult clients and co-workers as well as how to be a team player and overall good employee.

Lesson 3: Days 154 - 156 –Selling Yourself

- **Learning Intention:** I am learning the art of selling myself as a professional, selling the services I can perform and sell the products available to clients in the salon.
- **Success Criteria:**
 1. I can explain the reason that in order to be good at selling I need ambition, determination, and a good personality

- 2. I can explain the reason that retailing is recommending and selling products to your clients for at home hair, skin and nail care.
- 3. I can explain the reason that ticket upgrading or upselling services is the practice of recommending and selling additional services to clients.
- **Brief Overview of Lesson:** students will learn that in this industry you are a salesperson. You have to sell yourself along with the products and services that you provide.

Lesson 4: Days 157 - 158 – Compensation methods & managing your money

- **Learning Intention:** I am learning about the different types of compensation methods used in the salon
- **Success Criteria:**
 1. I can explain the reason that there are three main types of compensation used in salons: salary, commission, and salary plus commission.
 2. I can explain the reason that salary can be paid as an hourly rate or a flat rate.
 3. I can explain the reason that commission means I will earn a percentage of the money I generate as a result of the services I perform; generally, ranges from 25 to 60 percent and the percentage generally depends on the length of time I have worked at the salon and my level of performance.
 4. I can explain how salary plus commission means that I will receive both a basic salary plus a commission of the services I perform and perhaps the retail that I sell.
 5. I can explain the reason that my compensation may be based on my employee evaluation.
 6. I can explain the reason that I must be aware of my debts and monthly expenses. I understand that it is important for me to establish a personal budget.
- **Brief Overview of Lesson:** students learn about the different ways they are compensated in the salon. They gain an understanding of fiscal responsibility and the importance of having a personal budget.

CULTURALLY RESPONSIVE TEACHING in PRACTICE	SOCIAL EMOTIONAL LEARNING in PRACTICE
<p>1. Establish Inclusion</p> <ul style="list-style-type: none"> ● Emphasize the human purpose of what is being learned and its relationship to the students' experience. ● Share the ownership of knowing with all students. ● Collaborate and cooperate. The class assumes a hopeful view of people and their capacity to change. ● Treat all students equitably. Invite them to point out behaviors or practices that discriminate. ● <u>Procedures:</u> Collaborative learning approaches; cooperative 	<ul style="list-style-type: none"> 1. Self-awareness is the ability to recognize one's own feelings, interests, strengths, and limitations 2. Self-management refers to when individuals regulate emotions and manage daily stressors 3. Social awareness refers to perspective taking and to appreciate similarities and differences 4. Relationship skills are when individuals exhibit prosocial behavior and demonstrate positive social skills in order to develop meaningful relationships

<p>learning; writing groups; peer teaching; multi-dimensional sharing; focus groups; and reframing.</p> <ul style="list-style-type: none"> ● <u>Structures</u>: Ground rules, learning communities; and cooperative base groups. <p>2. Develop Positive Attitude</p> <ul style="list-style-type: none"> ● Relate teaching and learning activities to students' experience or previous knowledge. ● Encourage students to make choices in content and assessment methods based on their experiences, values, needs, and strengths. ● <u>Procedures</u>: Clear learning goals; problem solving goals; fair and clear criteria of evaluation; relevant learning models; learning contracts; approaches based on multiple intelligences theory, pedagogical flexibility based on style, and experiential learning. ● Structure: Culturally responsive teacher/student/parent conferences. <p>3. Enhance Meaning</p> <ul style="list-style-type: none"> ● Provide challenging learning experiences involving higher order thinking and critical inquiry. Address relevant, real-world issues in an action-oriented manner. ● Encourage discussion of relevant experiences. Incorporate student dialect into classroom dialogue. ● Procedures: Critical questioning; guided reciprocal peer questioning; posing problems; decision making; investigation of definitions; historical investigations; experimental inquiry; invention; art; simulations; and case study methods. ● Structures: Projects and the problem-posing model. <p>4. Engender Competence</p> <ul style="list-style-type: none"> ● Connect the assessment process to the students' world, frames of reference, and values. 	<p>5. Responsible decision making refers to when individuals make ethical decisions, and strengthen the ability to develop appropriate solutions to identified problems.</p> <p>6. Research demonstrates that when students participate in activities that focus on these competencies, student prosocial behavior improves, students decrease in their participation of negative behaviors, and students improve in their academic achievement.</p>
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- Include multiple ways to represent knowledge and skills and allow for attainment of outcomes at different points in time.
- Encourage self-assessment.
- Procedures: Feedback; contextualized assessment; authentic assessment tasks; portfolios and processfolios; tests and testing formats critiqued for bias; and self-assessment.
- Structures: Narrative evaluations; credit/no credit systems; and contracts for grades.

Unit Plan 9 - Clinical application of Practical Skills

Stage 1 – Desired Results		
ASSESSED FOCUS STANDARDS:	<i>Unit Description</i>	
9.3 CTE 21st Century Life & Careers	<i>Meaning</i>	
<input type="checkbox"/> 9.3. HU.3 Use effective communication with human services clients and their families.	ENDURING UNDERSTANDINGS	
<input type="checkbox"/> 9.3. HU.5 Evaluate career opportunities in each of the Human Services Career Pathways.	<ul style="list-style-type: none"> Practice is the only way to become proficient with practical skills. Communication is key when servicing clients. Utilize the client consultation. It is important to be prepared for your client. Make sure your station is clean and you have all of your equipment and supplies before your client sits down in your chair. 	
<input type="checkbox"/> 9.3. HU-CSM.1 Summarize necessary credentials, licensures or state-specific requirements to prepare for a career in consumer services.	ESSENTIAL QUESTIONS	
<input type="checkbox"/> 9.3. HU-CSM.2 Communicate product or equipment features that meet the needs of clients and consumers.	<ol style="list-style-type: none"> What can I do to become more proficient with my practical skills? How can I improve my customer service for the clients? How can I help promote the student salon? 	
<input type="checkbox"/> 9.3. HU-CSM.3 Make consumer services recommendations meeting the needs of clients or customers.	<i>What students will know and be able to do</i>	
<input type="checkbox"/> 9.3. HU-CSM.4 Analyze financial/economic situations when making recommendations about consumer services.	KNOWLEDGE	
<input type="checkbox"/> 9.3. HU-CSM.5 Use standard business processes or procedures to create consumer service information and facilitate client interactions.	SKILLS	
	<ol style="list-style-type: none"> Demonstrate knowledge and application of the following skills on clients: shampooing, haircutting, braiding, thermal pressing and curling, hair and scalp treatments, permanent color, semi-permanent color, single process color, double process color, lowlights/highlights cap, foil highlights, foil lowlights, combo highlights and lowlights, permanent wave, spiral permanent wave, chemical relaxers, chemical 	

<ul style="list-style-type: none"> <input type="checkbox"/> 9.3. HU-CSM.6 Use a variety of methods to educate audiences about consumer services. <input type="checkbox"/> 9.3. HU-CSM.7 Demonstrate knowledge of ethical and legal responsibilities associated with providing consumer services. <input type="checkbox"/> 9.3. HU-CSM.8 Apply business procedures and utilize equipment and facilities to produce satisfying client outcomes. <input type="checkbox"/> 9.3. HU-PC.1 Analyze basic principles of biology, chemistry and human anatomy for safe and effective utilization and selection of personal care products and services. <input type="checkbox"/> 9.3. HU-PC.2 Evaluate an individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action. <input type="checkbox"/> 9.3. HU-PC.2 Evaluate an individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action. <input type="checkbox"/> 9.3. HU-PC.4 Demonstrate policies and procedures to achieve a safe and healthy environment for personal care services. <input type="checkbox"/> 9.3. HU-PC.5 Develop organizational policies, procedures and regulations that establish personal care organization priorities, accomplish 		<p>relaxer retouch, manicure, pedicure, paraffin, artificial nails/ tips/wraps, nail refills, basic facial, waxing: upper lip, eyebrows, and chin. When clients are unavailable these skills will be performed on the mannequin for continued practice and reinforcement.</p>
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<p>the mission, and provide high-quality service to a diverse set of clients and families.</p> <ul style="list-style-type: none"> <input type="checkbox"/> 9.3. HU-PC.6 Identify personal care business opportunities enhanced by community involvement, self-improvement and current trends. <input type="checkbox"/> 9.3. HU-PC.7 Apply methods of obtaining feedback to understand expectations and promote high-quality personal care services standards. <p>SUPPORTING STANDARDS:</p> <p>9.4 Life Literacies and Key Skills Creativity and Innovation</p> <ul style="list-style-type: none"> <input type="checkbox"/> 9.4.12. CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas. <input type="checkbox"/> 9.4.12. CI.2: Identify career pathways that highlight personal talents, skills, and abilities. <input type="checkbox"/> 9.4.12. CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition. <p>Critical Thinking and Problem-solving</p> <ul style="list-style-type: none"> <input type="checkbox"/> 9.4.12. CT.1: Identify problem-solving strategies used in the development of an innovative product or practice. <input type="checkbox"/> 9.4.12. CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving 		
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<ul style="list-style-type: none"> <input type="checkbox"/> 9.4.12. CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice). <input type="checkbox"/> 9.4.12. CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes. <p>CONTENT CONNECTIONS:</p> <p>Reading</p> <ul style="list-style-type: none"> <input type="checkbox"/> RST.11-12.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions. <input type="checkbox"/> RST.11-12.2. Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. <input type="checkbox"/> RST.11-12.3. 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. 		
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<ul style="list-style-type: none"> <input type="checkbox"/> RST.11-12.4. 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. <input type="checkbox"/> RST.11-12.5. Analyze the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). <input type="checkbox"/> RST.11-12.6. Determine the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address. <input type="checkbox"/> RST.11-12.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. <input type="checkbox"/> RST.11-12.8 Determine if the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. <input type="checkbox"/> RST.11-12.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate 		
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<p>information expressed visually or mathematically (e.g., in an equation) into words.</p> <p><input type="checkbox"/> RST.11-12.9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</p> <p><input type="checkbox"/> RST.11-12.10 By the end of grade 10, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.</p> <p>Writing</p> <p><input type="checkbox"/> WHST.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.</p> <p><input type="checkbox"/> WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p><input type="checkbox"/> WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><input type="checkbox"/> WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting,</p>		
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<p>or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <ul style="list-style-type: none"> <input type="checkbox"/> WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. <input type="checkbox"/> WHST.11-12.7. 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. <input type="checkbox"/> WHST.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. 		
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<ul style="list-style-type: none"> <input type="checkbox"/> WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research. <input type="checkbox"/> WHST.11-12.10. 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 <p>SCIENCE and Engineering Practices</p> <ul style="list-style-type: none"> <input type="checkbox"/> Asking Questions and Defining Problems <input type="checkbox"/> Analyzing and Interpreting Data <input type="checkbox"/> Planning and Carrying Out Investigations <input type="checkbox"/> Constructing Explanations and Designing Solutions <input type="checkbox"/> Engaging in Argument from Evidence <input type="checkbox"/> Using Mathematics and Computational Thinking <input type="checkbox"/> Obtaining, Evaluating, and Communicating Information 		
Stage 2 – Evidence		
<p>SUMMATIVE ASSESSMENT(S)</p> <ul style="list-style-type: none"> ● End of chapter tests ● Quizzes ● Expository essays ● Observations ● Practical assessments ● Portfolio with students completed and scored classwork and homework <p>PRE-ASSESSMENT</p>		

- Didactic Diagnostic test
- Background Knowledge
- CAT (Classroom Assessment Techniques)

Integration of 21 st Century Skills	Integration of Technology	Career Education
<p>Career Ready Practices</p> <ul style="list-style-type: none"> <input type="checkbox"/> CRP1. Act as a responsible and contributing citizen and employee. <input type="checkbox"/> CRP2. Apply appropriate academic and technical skills. <input type="checkbox"/> CRP4. Communicate clearly and effectively and with reason. <input type="checkbox"/> CRP5. Consider the environmental, social and economic impacts of decisions. <input type="checkbox"/> CRP6. Demonstrate creativity and innovation. <input type="checkbox"/> CRP7. Employ valid and reliable research strategies. <input type="checkbox"/> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. <input type="checkbox"/> CRP9. Model integrity, ethical leadership and effective management. <input type="checkbox"/> CRP10. Plan education and career paths aligned to personal goals. <input type="checkbox"/> CRP11. Use technology to enhance productivity. <input type="checkbox"/> CRP12. Work productively in teams while using cultural global competence. 	<p>Digital Citizenship</p> <ul style="list-style-type: none"> <input type="checkbox"/> 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities <input type="checkbox"/> 9.4.12. DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society. <p>Information and Media Literacy</p> <ul style="list-style-type: none"> <input type="checkbox"/> 9.4.12. IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions <input type="checkbox"/> 9.4.12. IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change. <input type="checkbox"/> 9.4.12. IML.8: Evaluate media sources for point of view, bias, and motivations. <input type="checkbox"/> 9.4.12. IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media. <p>Technology Literacy</p> <ul style="list-style-type: none"> <input type="checkbox"/> 9.4.12. TL.1: Assess digital tools based on features such as accessibility options, capacities, and 	<p>9.2 Career Awareness, Exploration, Preparation, and Training</p> <p>Career Awareness and Planning</p> <ul style="list-style-type: none"> <input type="checkbox"/> 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs. <input type="checkbox"/> 9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest. <input type="checkbox"/> 9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

	<p>utility for accomplishing a specific task.</p> <p><input type="checkbox"/> 9.4.12. TL.3: Analyze the effectiveness of the process and quality of collaborative environments.</p> <p><input type="checkbox"/> 9.4.12. TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.</p>	
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Stage 3 – Learning Plan

UNIT VOCABULARY

back brushing	finger waving	medium press
backcombing	finger-waving lotion	no-stem curl
barrel curls	foam	off base
base	French pleat	off-base curls
blowdry	full-base curls	on base
styling	full-stem curl	open-center curls
bun	gel	pomade
carved curls	hair pressing	ponytail
cascade curls	hair spray	ribboning
chignon	hair wrapping	ridge curls
circle	half base	rod
closed-center	half-base curls	root curl
curls	half-stem curl	shaping
concentrator	half updo	Medicated scalp lotion
curl diffuser	hard press	Scalp astringent lotion
double press	indentation	protein conditioner
end curls	liquid gels	humectants
balancing shampoo	scalp massage	Leave-in conditioner.
clarifying shampoo	draping	Treatment or repair conditioner
color-enhancing shampoo	Three-Part Procedure	dry shampoo
conditioner	Deep-conditioning treatment	nonstripping

Spray-on thermal protector	Scalp conditioner	Conditioning shampoo
Cleansing conditioner	Rinse-out conditioner	Surfactants
neutralizing shampoo	Sulfate-free shampoo	bed epithelium
Strengthening shampoo	Medicated shampoo	cuticle
Moisturizer	pH-balanced shampoo	eponychium
Hard water	deionized water	free edge
Soft water	basalt	hyponychium
koilonychia	callus softeners	ligament
leukonychia spots	curette	lunula
melanonychia	exfoliating scrubs	matrix
nail disorder	foot files	nail bed
nail pterygium	foot soaks	nail folds
toenail nippers	mask	nail groove
urea	nail rasp	nail malformation
perionychium	pedicure	nail plate
sidewall	potassium hydroxide	nail unit
Beau's lines	reflexology	natural nail
blue fingernails	salicylic acid	paronychia
bruised nail beds	toe separators	pincer nail
discolored nails	toenail clippers	plicatured nail
eggshell nails	medium grit abrasives	tinea pedis
hangnail	metal pusher	marbelizing
square nail	microtrauma	massage
stylus	multi use implements	nail clippers
effleurage	oval nail	nail nipper
acetone	protein hardener	pointed nail
color blocking	round nail	scope of practice
color fading	squoval nail	French manicure
dimethylurea hardeners	nail oils	friction
essential oils	paraffin	implements
fine grit abrasives	service sets	lower grit abrasives
Rectangle perm wrap	single use implements	
	smile line	

Oblong and spiral bricklay perm wrap acid-balanced waves alkaline waves basic permanent wrap bookend wrap Spiral bricklay perm wrap half off-base placement hydroxide relaxers semi permanent hair color single-process hair coloring slicing Balayage base color cap technique color fillers hair color glaze hair lightening highlighting	wooden pusher spiral perm wrap straight rods concave rods croquignole perm wrap curvature permanent wrap loop rod single flat wrap soft bender rods reverse highlighting demi permanent hair color developers double-process application fillers foil technique glaze	manicure nail creams thio relaxers bricklay perm wrap double flat wrap double-rod wrap end papers off-base placement on-base placement off-the-scalp lighteners on-the-scalp lighteners patch test permanent hair colors pre-lightening pre-softening
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SUMMARY OF KEY LEARNING

Lesson 1: Days 159 -164 – Hair styling, Chemical services, Color Services

- **Learning Intention:** I am demonstrating proficiency in the areas of hair styling, chemical texture services and color services.
- **Success Criteria:**
 1. I can effectively demonstrate wet hair styling, thermal hair styling, blow dry styling and natural hair styling on a live model when available and on my mannequin. I can do this while practicing infection control and maintaining a safe environment for myself and my client.
 2. I can effectively demonstrate various chemical texture services on a live model when available and on my mannequin. I can do this while practicing infection control and maintaining a safe environment for myself and my client.
 3. I can effectively demonstrate various color services on a live model when available and on my mannequin. I can do this while practicing infection control and maintaining a safe environment for myself and my client.
- **Brief Overview of Lesson:** Students will apply their practical skills in the student salon on clients when available. In the absence of clients, students will work on their mannequins and each other. Proper infection control should be practiced at all times.

Lesson 2: Days 165 -172 – Manicuring, Pedicuring and Nail Enhancements

- **Learning Intention:** I am demonstrating proficiency in the areas of manicuring, pedicuring, and nail enhancements.
- **Success Criteria:**
 1. I can effectively demonstrate manicuring services on a live model when available and on my mannequin. I can do this while practicing infection control and maintaining a safe environment for myself and my client.
 2. I can effectively demonstrate pedicure services on a live model when available and on my mannequin. I can do this while practicing infection control and maintaining a safe environment for myself and my client.
 3. I can effectively demonstrate nail enhancement services on a live model when available and on my mannequin. I can do this while practicing infection control and maintaining a safe environment for myself and my client.
- **Brief Overview of Lesson:** Students will apply their practical skills in the student salon on clients when available. In the absence of clients, students will work on their mannequins and each other. Proper infection control should be practiced at all times.

Lesson 3: Days 173 -182 – Skin Care Services

- **Learning Intention:** I am demonstrating proficiency in the areas of skin care services
- **Success Criteria:**
 1. I can effectively demonstrate skin care services on a live model when available and on my mannequin. This includes demonstrating facial manipulations, hand and arm treatments, waxing and lash enhancements. I can do this while practicing infection control and maintaining a safe environment for myself and my client.
- **Brief Overview of Lesson:** Students will apply their practical skills in the student salon on clients when available. In the absence of clients, students will work on their mannequins and each other. Proper infection control should be practiced at all times.

CULTURALLY RESPONSIVE TEACHING in PRACTICE	SOCIAL EMOTIONAL LEARNING in PRACTICE
<p>1. Establish Inclusion</p> <ul style="list-style-type: none">● Emphasize the human purpose of what is being learned and its relationship to the students' experience.● Share the ownership of knowing with all students.● Collaborate and cooperate. The class assumes a hopeful view of people and their capacity to change.● Treat all students equitably. Invite them to point out behaviors or practices that discriminate.● <u>Procedures:</u> Collaborative learning approaches; cooperative learning; writing groups; peer teaching; multi-dimensional sharing; focus groups; and reframing.● <u>Structures:</u> Ground rules, learning communities; and	<ul style="list-style-type: none">1. Self-awareness is the ability to recognize one's own feelings, interests, strengths, and limitations2. Self-management refers to when individuals regulate emotions and manage daily stressors3. Social awareness refers to perspective taking and to appreciate similarities and differences4. Relationship skills are when individuals exhibit prosocial behavior and demonstrate positive social skills in order to develop meaningful relationships5. Responsible decision making refers to when individuals make ethical decisions, and strengthen the ability to develop appropriate solutions to identified problems.

<p>cooperative base groups.</p> <p>2. Develop Positive Attitude</p> <ul style="list-style-type: none"> • Relate teaching and learning activities to students' experience or previous knowledge. • Encourage students to make choices in content and assessment methods based on their experiences, values, needs, and strengths. • <u>Procedures:</u> Clear learning goals; problem solving goals; fair and clear criteria of evaluation; relevant learning models; learning contracts; approaches based on multiple intelligences theory, pedagogical flexibility based on style, and experiential learning. • <u>Structure:</u> Culturally responsive teacher/student/parent conferences. <p>3. Enhance Meaning</p> <ul style="list-style-type: none"> • Provide challenging learning experiences involving higher order thinking and critical inquiry. Address relevant, real-world issues in an action-oriented manner. • Encourage discussion of relevant experiences. Incorporate student dialect into classroom dialogue. • <u>Procedures:</u> Critical questioning; guided reciprocal peer questioning; posing problems; decision making; investigation of definitions; historical investigations; experimental inquiry; invention; art; simulations; and case study methods. • <u>Structures:</u> Projects and the problem-posing model. <p>4. Engender Competence</p> <ul style="list-style-type: none"> • Connect the assessment process to the students' world, frames of reference, and values. • Include multiple ways to represent knowledge and skills and allow for attainment of outcomes at different points in time. • Encourage self-assessment. 	<p>6. Research demonstrates that when students participate in activities that focus on these competencies, student prosocial behavior improves, students decrease in their participation of negative behaviors, and students improve in their academic achievement.</p>
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<ul style="list-style-type: none">● <u>Procedures</u>: Feedback; contextualized assessment; authentic assessment tasks; portfolios and processfolios; tests and testing formats critiqued for bias; and self-assessment.● <u>Structures</u>: Narrative evaluations; credit/no credit systems; and contracts for grades.	
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Unit Plan 10 - Review: Practice for State Board

Stage 1 – Desired Results		
ASSESSED FOCUS STANDARDS:	<i>Unit Description</i>	
9.3 CTE 21st Century Life & Careers	<i>Meaning</i>	
<input type="checkbox"/> 9.3. HU.3 Use effective communication with human services clients and their families.	ENDURING UNDERSTANDINGS	
<input type="checkbox"/> 9.3. HU.5 Evaluate career opportunities in each of the Human Services Career Pathways.	<ul style="list-style-type: none"> • Pacing and time management are essential. All portions of the test are timed. 	
<input type="checkbox"/> 9.3. HU-CSM.1 Summarize necessary credentials, licensures or state-specific requirements to prepare for a career in consumer services.	<ul style="list-style-type: none"> • Following instructions is extremely important. You must listen to the examiner at all times. Failure to follow instructions can result in failing the exam. 	
<input type="checkbox"/> 9.3. HU-CSM.2 Communicate product or equipment features that meet the needs of clients and consumers.	<ul style="list-style-type: none"> • Remember proper infection control procedures. Any instance of improper infection control practices is an automatic failure. 	
<input type="checkbox"/> 9.3. HU-CSM.3 Make consumer services recommendations meeting the needs of clients or customers.	ESSENTIAL QUESTIONS	
<input type="checkbox"/> 9.3. HU-CSM.4 Analyze financial/economic situations when making recommendations about consumer services.	<ol style="list-style-type: none"> 1. What are some study techniques I can use to prepare for the exam? 	
<input type="checkbox"/> 9.3. HU-CSM.5 Use standard business processes or procedures to create consumer service information and facilitate client interactions.	<ol style="list-style-type: none"> 2. What are some of the resources I can use to help me practice for the practical portion of the exam? 	
<input type="checkbox"/>	<ol style="list-style-type: none"> 3. How can I develop better precision, and accuracy with my techniques while moving quickly? 	
<input type="checkbox"/>	<i>What students will know and be able to do</i>	
<input type="checkbox"/>	KNOWLEDGE	
<input type="checkbox"/>	SKILLS	
<input type="checkbox"/>	<ol style="list-style-type: none"> 98. Describe and demonstrate state board head (rollers, pin curls, perm rods, and finger waves) 	
<input type="checkbox"/>	<ol style="list-style-type: none"> 99. Describe and demonstrate the shaving procedure (preparation, 14 shaving strokes, & final steps of a shave) 	
<input type="checkbox"/>	<ol style="list-style-type: none"> 100. Describe and demonstrate tweezing 	
<input type="checkbox"/>	<ol style="list-style-type: none"> 101. Describe and demonstrate waxing procedure: lip 	

<ul style="list-style-type: none"> <input type="checkbox"/> 9.3. HU-CSM.6 Use a variety of methods to educate audiences about consumer services. <input type="checkbox"/> 9.3. HU-CSM.7 Demonstrate knowledge of ethical and legal responsibilities associated with providing consumer services. <input type="checkbox"/> 9.3. HU-CSM.8 Apply business procedures and utilize equipment and facilities to produce satisfying client outcomes. <input type="checkbox"/> 9.3. HU-PC.1 Analyze basic principles of biology, chemistry and human anatomy for safe and effective utilization and selection of personal care products and services. <input type="checkbox"/> 9.3. HU-PC.2 Evaluate an individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action. <input type="checkbox"/> 9.3. HU-PC.2 Evaluate an individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action. <input type="checkbox"/> 9.3. HU-PC.4 Demonstrate policies and procedures to achieve a safe and healthy environment for personal care services. <input type="checkbox"/> 9.3. HU-PC.5 Develop organizational policies, procedures and regulations that establish personal care organization priorities, accomplish 		<ul style="list-style-type: none"> 102. Describe and demonstrate scientific brushing and scalp massage 103. Describe and demonstrate soft press and a hard press 104. Describe and demonstrate a barrel curl, figure 6 and figure 8 curl 105. Describe and demonstrate back combing/brushing 106. Describe and demonstrate proper blow dry techniques 107. Describe and demonstrate proper hair cutting techniques including thinning shears and razor cutting. 108. Describe and demonstrate virgin application bleach: bowl and brush. 109. Describe and demonstrate retouch application bleach: bowl and brush. 110. Describe and demonstrate retouch application bleach: bottle 111. Describe and demonstrate retouch application color: bottle. 112. Describe and demonstrate relaxer application: bowl and brush 113. Describe and demonstrate relaxer retouch application: bowl and brush. 114. Describe and demonstrate how to properly file fingernails. 115. Describe and describe and Demonstrate nail polish removal and application. 116. Describe and demonstrate artificial nail application.
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<p>the mission, and provide high-quality service to a diverse set of clients and families.</p> <ul style="list-style-type: none"> <input type="checkbox"/> 9.3. HU-PC.6 Identify personal care business opportunities enhanced by community involvement, self-improvement and current trends. <input type="checkbox"/> 9.3. HU-PC.7 Apply methods of obtaining feedback to understand expectations and promote high-quality personal care services standards. <p>SUPPORTING STANDARDS:</p> <p>9.4 Life Literacies and Key Skills Creativity and Innovation</p> <ul style="list-style-type: none"> <input type="checkbox"/> 9.4.12. CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas. <input type="checkbox"/> 9.4.12. CI.2: Identify career pathways that highlight personal talents, skills, and abilities. <input type="checkbox"/> 9.4.12. CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition. <p>Critical Thinking and Problem-solving</p> <ul style="list-style-type: none"> <input type="checkbox"/> 9.4.12. CT.1: Identify problem-solving strategies used in the development of an innovative product or practice. <input type="checkbox"/> 9.4.12. CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving 		
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<ul style="list-style-type: none"> <input type="checkbox"/> 9.4.12. CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice). <input type="checkbox"/> 9.4.12. CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes. <p>CONTENT CONNECTIONS:</p> <p>Reading</p> <ul style="list-style-type: none"> <input type="checkbox"/> RST.11-12.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions. <input type="checkbox"/> RST.11-12.2. Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. <input type="checkbox"/> RST.11-12.3. 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. 		
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<ul style="list-style-type: none"> <input type="checkbox"/> RST.11-12.4. 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. <input type="checkbox"/> RST.11-12.5. Analyze the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). <input type="checkbox"/> RST.11-12.6. Determine the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address. <input type="checkbox"/> RST.11-12.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. <input type="checkbox"/> RST.11-12.8 Determine if the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. <input type="checkbox"/> RST.11-12.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate 		
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<p>information expressed visually or mathematically (e.g., in an equation) into words.</p> <p><input type="checkbox"/> RST.11-12.9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</p> <p><input type="checkbox"/> RST.11-12.10 By the end of grade 10, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.</p>		
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<p>or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <ul style="list-style-type: none"> ❑ WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. ❑ WHST.11-12.7. 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. ❑ WHST.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. 		
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<ul style="list-style-type: none"> <input type="checkbox"/> WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research. <input type="checkbox"/> WHST.11-12.10. 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 <p>SCIENCE and Engineering Practices</p> <ul style="list-style-type: none"> <input type="checkbox"/> Asking Questions and Defining Problems <input type="checkbox"/> Analyzing and Interpreting Data <input type="checkbox"/> Planning and Carrying Out Investigations <input type="checkbox"/> Constructing Explanations and Designing Solutions <input type="checkbox"/> Engaging in Argument from Evidence <input type="checkbox"/> Using Mathematics and Computational Thinking <input type="checkbox"/> Obtaining, Evaluating, and Communicating Information 		
Stage 2 – Evidence		
SUMMATIVE ASSESSMENT(S)		
<ul style="list-style-type: none"> ● End of chapter tests ● Quizzes ● Expository essays ● Observations ● Practical assessments ● Portfolio with students completed and scored classwork and homework 		

PRE-ASSESSMENT		
<ul style="list-style-type: none"> Didactic Diagnostic test Background Knowledge CAT (Classroom Assessment Techniques) 		
Integration of 21 st Century Skills	Integration of Technology	Career Education
<p>Career Ready Practices</p> <ul style="list-style-type: none"> CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence. 	<p>Digital Citizenship</p> <ul style="list-style-type: none"> 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities 9.4.12. DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society. <p>Information and Media Literacy</p> <ul style="list-style-type: none"> 9.4.12. IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions 9.4.12. IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change. 9.4.12. IML.8: Evaluate media sources for point of view, bias, and motivations. 9.4.12. IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media. <p>Technology Literacy</p> <ul style="list-style-type: none"> 9.4.12. TL.1: Assess digital tools based on features such as 	<p>9.2 Career Awareness, Exploration, Preparation, and Training</p> <p>Career Awareness and Planning</p> <ul style="list-style-type: none"> 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs. 9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest. 9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

	<p>accessibility options, capacities, and utility for accomplishing a specific task.</p> <p><input type="checkbox"/> 9.4.12. TL.3: Analyze the effectiveness of the process and quality of collaborative environments.</p> <p><input type="checkbox"/> 9.4.12. TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.</p>	
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Stage 3 – Learning Plan

UNIT VOCABULARY		
acid-balanced waves alkaline waves amino acids ammonia-free waves ammonium thioglycolate (ATG) base control base cream base direction endothermic waves exothermic waves base placement base relaxers base sections basic permanent wrap bookend wrap brick lay permanent wrap chemical hair relaxing chemical texture services concave rods croquignole perm wrap	angle apex beveling blunt haircut carving cast hairline head form Interior interior guideline layered haircut layers section shrinkage slicing slide cutting stationary guideline subsections taper tension	angle arching technique blow-dry styling clipper-over- comb crest cutting above the fingers cutting below the fingers cutting line design line diagonal elevation envisioning facial shape fingers-and-shear freehand clipper cutting freehand shear cutting freehand slicing guide hair-locking

curvature permanent wrap	texturizing	horizontal
disulfide bonds	traveling guideline	layers
double flat wrap	clipper-over-comb	outlining
double-rod wrap	cross-checking	over-direction
end papers	crown	parietal ridge
glyceryl monothioglycolate (GMTG)	cutting line	part
soft curl permanent	diagonal back	parting
spiral perm wrap	diagonal forward	projection
straight rods	distribution	razor-over-comb
thioglycolic acid	effilating	razor rotation
thio neutralization	elevation	reference points
thio relaxers	forged	rolling the comb out
thio-free waves	four corners	shear-over-comb
true acid waves	free-hand notching	shear-point tapering
viscosity	free-hand slicing	stationary guide
weave technique	graduated haircut	tapered
half off-base placement	graduation	tension
hydrogen bonds	growth pattern	texturizing
hydroxide neutralization	guideline	thinning
hydroxide relaxers	uniform layers	travel guide
keratin proteins	weight line	vertical
lanthionization	line	weight line
loop rod	long-layered haircut	backhand
low-pH waves	nape	close shaving
metal hydroxide relaxers	notching	cutting stroke
no-base relaxers	occipital bone	first-time-over-shave
normalizing lotions	over direction	blade
off-base placement	palm-to-palm	heel
on-base placement	parietal ridge	tang
peptide bonds	part/parting	back
permanent waving	perimeter	
polypeptide chains	pivoting	
side bonds	point cutting	
single flat wrap	razor-over-comb	

soft bender rods	razor rotation	freehand
barrel curls	reference points	neck shave
base	scissor-over-comb	once-over shave
circle	base	reverse backhand
curl	blow dry styling	edge
double press	concentrator	shank
end curls	curl	handle
full-base curls	diffuser	reverse freehand
full-stem curl	on base	second-time-over shave
hair pressing	Foam	styptic powder
half base	gel	head
half-base curls	hair spray	point
half-stem curl	pomade	pivot
hard press	indentation	shoulder
indentation	liquid gels	cap technique
medium press	tweezing	off-the-scalp lighteners
no-stem curl	Soft Wax	on-the-scalp lighteners
off base	Hard Wax	single-process hair coloring
off-base curls	Shaving	
on base	Contraindications	
root curl	nail tip adhesive	
	nail tips	

SUMMARY OF KEY LEARNING

Lesson 1: Days 159 -164 – state board head

- **Learning Intention:** I am reviewing how to create rollers, pin curls, perm rods, and finger waves.
- **Success Criteria:**
 1. I can demonstrate how to apply rollers: on base, half off base and off base.
 2. I can demonstrate how to apply pin curls: on base, half off base and off base.
 3. I can demonstrate how to properly wrap perm rods using endpapers and demonstrate how to properly apply the perm solution.
 4. I can demonstrate how to create fingerwaves and finish the style with ridge curls.

- **Brief Overview of Lesson:** Students will be reviewing how to create the state board head in preparation for the licensure exam. The state board head consists of the following: rollers, pin curls, perm rods, finger waves and ridge curls. Students will be expected to complete this application in 40 minutes.

Lesson 2: Days – shaving procedure (preparation, 14 shaving strokes, & final steps of a shave)

- **Learning Intention:** I am reviewing how to do a straight razor shave.
- **Success Criteria:**
 1. I can properly drape and prepare a client for a straight razor shave.
 2. I can perform the 14 shaving strokes required for a shave.
 3. I can perform the post care required for a shave.
- **Brief Overview of Lesson:** Students will be reviewing proper shaving techniques in preparation for the licensure exam. During this portion of the exam students will be told when to begin the shaving procedures. It is important that proper draping and infection control practices be followed. Students will have 15minutes to complete the shave; this includes all pre and post procedures.

Lesson 3: Days – Hair removal techniques.Tweezing and waxing procedure: lip

- **Learning Intention:** I am reviewing proper hair removal techniques.
- **Success Criteria:**
 1. I can demonstrate proper preparation of the skin in the area that is about to have hair removal service.
 2. I can demonstrate how to properly tweeze an eyebrow.
 3. I can demonstrate how to properly wax a lip.
 4. I can demonstrate proper aftercare procedures for hair removal services.
- **Brief Overview of Lesson:** Students will be reviewing proper hair removal techniques in preparation for the licensure exam. During this portion of the exam students will be given specific instructions as to what the examiner wants to see. Students will be expected to follow directions and demonstrate how to prep the skin, tweeze an eyebrow, wax a lip and provide post care for the service. It is important that proper draping and infection control practices be followed.

Lesson 4: Days – Scientific brushing and scalp massage

- **Learning Intention:** I am reviewing how to conduct scientific brushing. I am also reviewing how to do a proper scalp massage that would be used during a shampoo service.
- **Success Criteria:**
 1. I can demonstrate how to properly drape a client for a shampoo service.
 2. I can demonstrate how to conduct scientific brushing.
 3. I can demonstrate various scalp massage techniques that can be used during a shampoo service.

- **Brief Overview of Lesson:** Students will be reviewing proper scientific brushing and scalp massage techniques in preparation for the licensure exam. During this portion of the exam students will be given specific instructions as to what the examiner wants to see. Students will be expected to follow directions and demonstrate how to conduct scientific brushing on the head. Students will also be expected to demonstrate proper scalp massage used during a shampoo service. It is important that proper draping and infection control practices be followed. The examiner may also ask to see specific scalp manipulations.

Lesson 5: Days – Thermal hair styling techniques.

- **Learning Intention:** I am reviewing thermal hairstyling techniques.
- **Success Criteria:**
 1. I can demonstrate how to test a thermal iron and hot comb.
 2. I can demonstrate how to perform a soft press.
 3. I can demonstrate how to perform a hard press.
 4. I can demonstrate how to perform a figure 6 curl.
 5. I can demonstrate how to perform a figure 8 curl.
 6. I can demonstrate how to perform a barrel curl.
- **Brief Overview of Lesson:** Students will be reviewing proper thermal hairstyling techniques in preparation for the licensure exam. During this portion of the exam students will be given specific instructions as to what the examiner wants to see. Students will be expected to follow directions and demonstrate how to perform a soft press, hard press, barrel curl, figure 6 and figure 8 curl on the hair in a specific quadrant of the head. It is important that proper draping and infection control practices be followed. The examiner will want to see the student demonstrate how to properly test the iron and hot comb before use.

Lesson 6: Days – back combing/brushing

- **Learning Intention:** I am reviewing how to properly back comb/brush the hair.
- **Success Criteria:**
 1. I can use a comb to “tease” (back comb) the hair and properly smooth it over.
 2. I can use a brush to “tease” (back brush) the hair and properly smooth it over.
- **Brief Overview of Lesson:** Students will be reviewing proper “teasing” techniques in preparation for the licensure exam. During this portion of the exam students will be given specific instructions as to what the examiner wants to see. Students will be expected to follow directions and demonstrate how to back comb/brush the hair in a specific quadrant of the head. It is important that proper draping and infection control practices be followed. The examiner may also check the integrity of the back combing/brushing.

Lesson 7: Days – Blow dry techniques

- **Learning Intention:** I am reviewing proper blow drying techniques
- **Success Criteria:**

1. I can demonstrate how to properly use a blow dryer.

- **Brief Overview of Lesson:** Students will be reviewing proper blow drying techniques in preparation for the licensure exam. During this portion of the exam students will be given specific instructions as to what the examiner wants to see. Students will be expected to follow directions and demonstrate how to properly blow dry the hair in a specific quadrant of the head. It is important that proper draping and infection control practices be followed.

Lesson 8: Days – Hair cutting techniques including thinning shears and razor cutting.

- **Learning Intention:** I am reviewing hair cutting techniques
- **Success Criteria:**
 1. I can demonstrate proper use of shears
 2. I can demonstrate an increased layer haircut.
 3. I can demonstrate a stationary guideline.
 4. I can demonstrate a moving guideline.
 5. I can demonstrate a graduated haircut.
 6. I can demonstrate how to properly use a razor to cut hair.
 7. I can demonstrate how to properly use thinning shears.

- **Brief Overview of Lesson:** Students will be reviewing proper hair cutting techniques in preparation for the licensure exam. During this portion of the exam students will be given specific instructions as to what the examiner wants to see. Students will be expected to follow directions and demonstrate different hair cutting techniques, in different quadrants of the head. It is important that proper draping and infection control practices be followed.

Lesson 9: Days – Color applications

- **Learning Intention:** I am reviewing color application techniques
- **Success Criteria:**
 1. I can demonstrate virgin application bleach: bowl and brush.
 2. I can demonstrate retouch application bleach: bowl and brush.
 3. I can demonstrate retouch application bleach: bottle
 4. I can demonstrate the retouch application color: bottle.

- **Brief Overview of Lesson:** Students will be reviewing proper color application techniques in preparation for the licensure exam. During this portion of the exam students will be given specific instructions as to what the examiner wants to see. Students will be expected to follow directions and demonstrate how to apply bleach and color to different quadrants of the head. It is important that proper draping and infection control practices be followed.

Lesson 10: Days – Relaxer application

- **Learning Intention:** I am reviewing proper relaxer application techniques.
- **Success Criteria:**
 1. I can demonstrate virgin relaxer application: bowl and brush
 2. I can demonstrate relaxer retouch application: bowl and brush
- **Brief Overview of Lesson:** Students will be reviewing proper relaxer applications in preparation for the licensure exam. During this portion of the exam students will be given specific instructions as to what the examiner wants to see. Students will be expected to follow directions and demonstrate how to apply a relaxer to different quadrants of the head. It is important that proper draping and infection control practices be followed.

Lesson 11: Days – Nail care

- **Learning Intention:** I am reviewing proper nail care techniques.
- **Success Criteria:**
 1. I can demonstrate how to properly file fingernails.
 2. I can demonstrate nail polish removal and application.
 3. I can demonstrate artificial nail application.
- **Brief Overview of Lesson:** Students will be reviewing proper nail care techniques in preparation for the licensure exam. During this portion of the exam students will be given specific instructions as to what the examiner wants to see. Students will be expected to follow directions and demonstrate how to apply and remove nail polish, how to properly file both finger and toenails; as well as how to apply an artificial finger nail.

CULTURALLY RESPONSIVE TEACHING in PRACTICE	SOCIAL EMOTIONAL LEARNING in PRACTICE
<p>1. Establish Inclusion</p> <ul style="list-style-type: none"> ● Emphasize the human purpose of what is being learned and its relationship to the students' experience. ● Share the ownership of knowing with all students. ● Collaborate and cooperate. The class assumes a hopeful view of people and their capacity to change. ● Treat all students equitably. Invite them to point out behaviors or practices that discriminate. ● <u>Procedures:</u> Collaborative learning approaches; cooperative learning; writing groups; peer teaching; multi-dimensional sharing; focus groups; and reframing. ● <u>Structures:</u> Ground rules, learning communities; and 	<p>7. Self-awareness is the ability to recognize one's own feelings, interests, strengths, and limitations</p> <p>8. Self-management refers to when individuals regulate emotions and manage daily stressors</p> <p>9. Social awareness refers to perspective taking and to appreciate similarities and differences</p> <p>10. Relationship skills are when individuals exhibit prosocial behavior and demonstrate positive social skills in order to develop meaningful relationships</p> <p>11. Responsible decision making refers to when individuals make ethical decisions, and strengthen the ability to develop appropriate solutions to identified problems.</p>

<p>cooperative base groups.</p> <p>2. Develop Positive Attitude</p> <ul style="list-style-type: none"> • Relate teaching and learning activities to students' experience or previous knowledge. • Encourage students to make choices in content and assessment methods based on their experiences, values, needs, and strengths. • <u>Procedures:</u> Clear learning goals; problem solving goals; fair and clear criteria of evaluation; relevant learning models; learning contracts; approaches based on multiple intelligences theory, pedagogical flexibility based on style, and experiential learning. • <u>Structure:</u> Culturally responsive teacher/student/parent conferences. <p>3. Enhance Meaning</p> <ul style="list-style-type: none"> • Provide challenging learning experiences involving higher order thinking and critical inquiry. Address relevant, real-world issues in an action-oriented manner. • Encourage discussion of relevant experiences. Incorporate student dialect into classroom dialogue. • <u>Procedures:</u> Critical questioning; guided reciprocal peer questioning; posing problems; decision making; investigation of definitions; historical investigations; experimental inquiry; invention; art; simulations; and case study methods. • <u>Structures:</u> Projects and the problem-posing model. <p>4. Engender Competence</p> <ul style="list-style-type: none"> • Connect the assessment process to the students' world, frames of reference, and values. • Include multiple ways to represent knowledge and skills and allow for attainment of outcomes at different points in time. • Encourage self-assessment. 	<p>12. Research demonstrates that when students participate in activities that focus on these competencies, student prosocial behavior improves, students decrease in their participation of negative behaviors, and students improve in their academic achievement.</p>
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<ul style="list-style-type: none">● <u>Procedures</u>: Feedback; contextualized assessment; authentic assessment tasks; portfolios and processfolios; tests and testing formats critiqued for bias; and self-assessment.● <u>Structures</u>: Narrative evaluations; credit/no credit systems; and contracts for grades.	
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