

Newark Board of Education

Cosmetology IV Career & Technical Education Curriculum



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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 IV program entails more progressive practical skills and salon experiences. The subjects covered are: Anatomy and Physiology, Advanced Nail Techniques, Basics of Chemistry and Electricity, Principles of Hair Design, Facial Makeup, and State Board Preparation. Cosmetology IV is intended for the senior level students to put into practice all of the theoretical and practical skills learned during their three years of cosmetology training. Areas that are reviewed and integrated into this course include: Barbering, Facials, Massage, Thermal Styling, Pressing, Thermal Curling, Hair Coloring, Hair lightening, Permanent Waving, Haircutting, Chemical Relaxing, Curl Reformation, and Salon Management. Review of related theories, safety and sanitation rules will be emphasized. Students will have the opportunity to refine their skills on the general public in a controlled clinical environment under the guidance of the cosmetology instructor. All students are required to participate in clinical services. Upon completion of their senior year and required hours; students are eligible to take the New Jersey State Board of Cosmetology Licensing exam. Students must successfully pass the New Jersey State Board of Cosmetology theory exam prior to sitting for the New Jersey State Board of Cosmetology practical exam.

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.

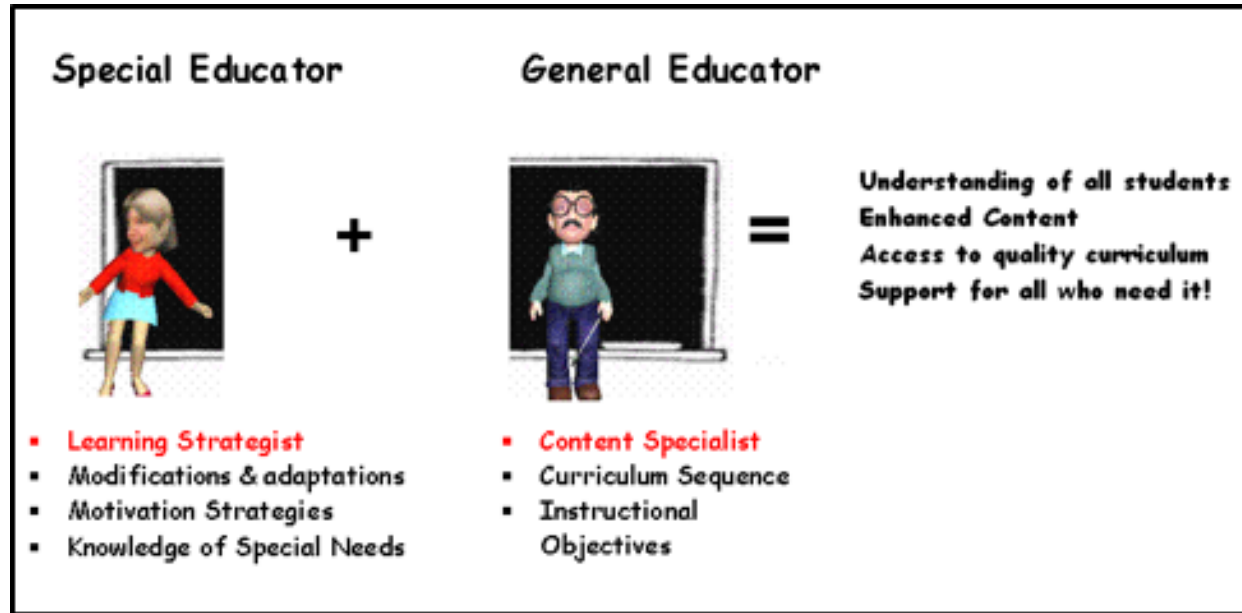
Developing the media literacy, critical consciousness, and civic engagement of students in the twenty-first century is a priority that must happen alongside the growth of academic skills. This is an interdisciplinary, democratic, and socially just approach to culturally responsive teaching that highlights 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 level a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level oral 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 areas a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports oral 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 areas a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs oral 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 areas expanded sentences in oral interaction or written paragraphs oral 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 areas phrases or short sentences oral 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 areas words, 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 support oral 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 IV:

- 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 IV

- 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 Focus	Anatomy and Physiology Chapter 6	Advanced Nail Techniques CTSO: Skills USA Chapters 28 & 29 Supplemental Materials	Basics of Chemistry Chapter 12	Basics of Electricity Chapter 13
Duration	20 hours	40 hours	20 hours	20 hours

UNIT	Unit 5	Unit 6	Unit 7	Unit 8
Unit Focus	Principles of Hair Design CTSO: Skills USA Chapter 14 Supplemental Materials	Facial Make-Up CTSO: SkillsUSA Chapter 24 Supplemental Materials	Clinical application of Practical Skills CTSO: SkillsUSA Chapters 5, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28 & 29 Supplemental Materials	Review: Practice for State Board CTSO: SkillsUSA Chapters: 1-32 Supplemental Materials
Duration	22 hours	55 hours	90 hours	95 hours

Units		Cosmetology II Program	Standards Areas	Pacing
1	Anatomy and Physiology	Milady Textbook, Milady Theory Workbook, Milady Practical Workbook, Chapter 6	CRP2, CRP5, 9.3.HU-PC.1, 9.3.HU-PC.4, 9.3.HU-CSM.3, CRP11, CRP12, 9.3.HU-CSM.7	15 days
2	Advanced Nail Techniques	Milady Textbook, Milady Theory Workbook, Milady Practical Workbook, Chapter 28 & 29	CRP2, 9.3.HU-CSM.7, 9.3.HU-PC.4, 9.3.HU-PC.7, 9.3.HU-CSM.2, 9.3.HU-CSM.6, 9.3.HU-CSM.7, 9.3.HU-PC.4, 9.3.HU-PC.7, CRP11, CRP12	25 days
3	Basics of Chemistry	Milady Textbook, Milady Theory Workbook, Milady Practical Workbook, Chapter 12	CRP2, CRP5, 9.3.HU-PC.1, 9.3.HU-PC.4, 9.3.HU-CSM.3, CRP11, CRP12, 9.3.HU-CSM.7	15 days
4	Basics of Electricity	Milady Textbook, Milady Theory Workbook, Milady Practical Workbook, Chapter 13	CRP2, CRP5, 9.3.HU-PC.1, 9.3.HU-PC.4, 9.3.HU-CSM.3, CRP11, CRP12, 9.3.HU-CSM.7	15 days
5	Principles of Hair Design	Milady Textbook, Milady Theory Workbook, Milady Practical Workbook, Chapter 14	CRP2, 9.3.HU-CSM.7, 9.3.HU-PC.4, 9.3.HU-PC.7, HU-CSM.2, 9.3.HU-CSM.6, 9.3.HU-CSM.3, , 9.3.HU-PC.4, CRP11, CRP12	25 days
6	Facial Make-Up	Milady Textbook, Milady Theory Workbook, Milady Practical Workbook, Chapter 24	CRP2, 9.3.HU-CSM.7, 9.3.HU-PC.4, 9.3.HU-PC.7, 9.3.HU-CSM.2, 9.3.HU-CSM.6, 9.3.HU-CSM.7, 9.3.HU-PC.4, 9.3.HU-PC.7, CRP11, CRP12	29 days
7	Clinical application of Practical Skills	Milady Textbook, Milady Theory Workbook, Milady Practical Workbook, Chapters 5, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28 & 29	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	28 days
8	Review: Practice for State Board	Milady Textbook, Milady Theory Workbook, Milady Practical Workbook, Chapters 1-32	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	28 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
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
9.3. HU.3 Use effective communication with human services clients and their families.	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
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
9.3. HU-CSM.2 Communicate product or equipment features that meet the needs of clients and consumers.		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
9.3. HU-CSM.4 Analyze financial/economic situations when making recommendations about consumer services.		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

9.3. HU-CSM.6 Use a variety of methods to educate audiences about consumer services.	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
9.3. HU-CSM.8 Apply business procedures and utilize equipment and facilities to produce satisfying client outcomes.		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
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	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
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
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
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

9.3. HU-PC.6 Identify personal care business opportunities enhanced by community involvement, self- improvement and current trends.		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

Standards 9.4 Life Literacies and Key Skills Creativity and Innovation	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
9.4.12. CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.		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
9.4.12. CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.		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
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
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
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

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
Digital Citizenship	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
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
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
Information and Media Literacy	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
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
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	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
9.4.12. IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.	x	x	x	x	x	x	x	x

Technology Literacy	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
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
9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.	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

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

CRP9. Model integrity, ethical leadership and effective management	x	x	x	x	x	x	x	x
CRP10. Plan education and career paths aligned to personal goals.		x			x	x	x	x
CRP11. Use technology to enhance productivity.	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

Standards Math Practices	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
1. Make sense of problems and persevere in solving them.	x	x	x	x	x	x	x	x
2. Reason abstractly and quantitatively.	x	x	x	x	x	x	x	x
4. Model with mathematics.	x	x	x	x	x	x	x	x
5. Use appropriate tools strategically.	x	x	x	x	x	x	x	x
6. Attend to precision.	x	x	x	x	x	x	x	x
7. Look for and make use of structure.	x	x	x	x	x	x	x	x
8. Look for and express regularity in repeated reasoning.	x	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
Asking Questions and Defining Problems	x	x	x	x	x	x	x	x
Planning and Carrying Out Investigations	x	x	x	x	x	x	x	x
Analyzing and Interpreting Data	x	x	x	x	x	x	x	x
Developing and Using Models	x	x	x	x	x	x	x	x
Constructing Explanations and Designing Solutions	x	x	x	x	x	x	x	x
Engaging in Argument from Evidence	x	x	x	x	x	x	x	x
Using Mathematics and Computational Thinking	x	x	x	x	x	x	x	x
Obtaining, Evaluating, and Communicating Information	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
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
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
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.	x	x	x	x	x	x	x	x
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 <i>grades 11-12 texts and topics</i> .	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</i> , <i>friction</i> , <i>reaction force</i> , <i>energy</i>).	x	x	x	x	x	x	x	x
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.	x	x	x	x	x	x	x	x
RST.11-12.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table	x	x	x	x	x	x	x	x

or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.								
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
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.	x	x	x	x	x	x	x	x
RST.11-12.10 By the end of grade 12, 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
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
WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	x	x	x	x	x	x	x	x
WHST.11-12.4 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
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.	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
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.	x	x	x	x	x	x	x	x
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.	x	x	x	x	x	x	x	x
WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.	x	x	x	x	x	x	x	x
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.	x	x	x	x	x	x	x	x

Course Proficiencies

Unit 1: Anatomy and Physiology

1. Name the ten main body systems and their functions.
2. List the primary function of bones and how they aid in performing cosmetology services.
3. Define tissues and identify the various types of tissue found in the body.
4. Describe cells, their structures and function.
5. List the muscles of the head, face, and neck.
6. Summarize the importance of anatomy and physiology to the cosmetologist.
7. Use technology and electronic devices in a professional manner.
8. Demonstrate when cutting hair, you understand the contours of the head and its bone structure.
9. Contour when applying makeup based on the bone and muscle structure of the face.
10. Demonstrate when giving a scalp treatment, you understand the circulatory system in order to achieve maximum stimulation of the scalp.
11. Demonstrate when applying massage techniques to any part of the body, such as the head, face, neck, shoulders, hands, arms, feet, and lower legs, you understand how the muscular system and the nerves of the body actually function.

Unit 2: Advanced Nail Techniques

12. List the pre-service and post-service of all artificial nail procedures.
13. Identify and describe the implements and materials needed to apply artificial nails.
14. Describe the various products and demonstrate their use in the application of artificial nails.
15. Explain the chemistry of artificial nail products.
16. Demonstrate the use of various products in the application of artificial nails.
17. Demonstrate the techniques used for nail enhancement procedures using tips and forms.
18. Demonstrate the sanitary measures used when working with the various types of advanced nail services to prevent the spread of infectious diseases
19. Use technology and electronic devices in a professional manner.

Unit 3: Basics of Chemistry

20. Define pH and the pH scale.
21. Define elements, atoms, and molecules.
22. Define solution, solute, and solvent

23. Define exothermic and endothermic reactions.
24. Explain the differences between inorganic and organic chemistry.
25. Identify the products used in cosmetology by their chemical composition.
26. Discuss the different forms of matter, elements, compounds and mixtures,
27. Explain pH (potential hydrogen) and the use of the pH scale in cosmetology.
28. Explain why chemistry is important in the field of cosmetology.
29. Use technology and electronic devices in a professional manner.

Unit 4: Basics of Electricity

30. Define the nature of electricity and the two types of electric current.
31. List and explain the four types of electrical measurements.
32. Explain key terms used in electricity & cosmetology.
33. Explain the effects of electrotherapy and light therapy and how they benefit the client.
34. Explain & describe all of the safety devices and precautions when working with electricity.
35. Explain the safety procedures and techniques used in the clinical environment.
36. Describe other types of electrical equipment that cosmetologists use and information about their use.
37. Explain the electromagnetic spectrum, visible spectrum of light, and invisible light.
38. Describe the four types of electrotherapy and their uses.
39. Use technology and electronic devices in a professional manner
40. Demonstrate safety procedures and techniques used in the clinical environment.

Unit 5: Principles of Hair Design

41. Explain & describe the elements of hair design, form, space, line, color, and wave pattern.
42. Explain & describe the principles of hair design, proportion, balance, rhythm, harmony and emphasis.
43. Identify the seven facial shapes, and recommend appropriate hair designs.
44. Demonstrate hair styles to enhance or camouflage facial features.
45. Recommend hair styles that are flattering and appropriate for the clients' career, hair type, and lifestyle.
46. Use technology and electronic devices in a professional manner.

Unit 6: Facial Make-Up

47. Describe the different types of cosmetics and their purpose.
48. Identify the seven facial types.
49. Describe the use of special-occasion makeup.
50. Demonstrate basic and corrective make-up application procedure.

51. Demonstrate the application and removal of two types of artificial lashes.
52. Use technology and electronic devices in a professional manner.
53. Follow proper safety procedures when applying make-up to prevent the spread of communicable diseases.
54. Demonstrate an understanding of cosmetic color theory.

Unit 7: Clinical Application of Practical Skills (working in the school salon)

55. Demonstrate knowledge and application of the following skills on clients and the mannequin when clients are unavailable: 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.

Unit 8: Review (all previously learned skills will be reviewed and practiced in constant preparation for the state licensure exam)

56. Describe and demonstrate on a state board head (rollers, pin curls, perm rods, and finger waves).
57. Describe and demonstrate the shaving procedure (preparation, 14 shaving strokes, & final steps of a shave).
58. Describe and demonstrate tweezing.
59. Describe and demonstrate waxing procedure: lip, eyebrows, chins and body.
60. Describe and demonstrate scientific brushing and scalp massage.
61. Describe and demonstrate soft press and a hard press.
62. Describe and demonstrate a barrel curl, figure 6 and figure 8 curl
63. Describe and demonstrate back combing/brushing
64. Describe and demonstrate proper blow dry techniques
65. Describe and demonstrate proper hair cutting techniques including thinning shears and razor cutting.
66. Describe and demonstrate virgin application bleach: bowl and brush.
67. Describe and demonstrate retouch application bleach: bowl and brush.
68. Describe and demonstrate retouch application bleach: bottle
69. Describe and demonstrate retouch application color: bottle.
70. Describe and demonstrate relaxer application: bowl and brush
71. Describe and demonstrate relaxer retouch application: bowl and brush.
72. Describe and demonstrate how to properly file fingernails.
73. Describe and describe and Demonstrate nail polish removal and application.
74. Describe and demonstrate artificial nail application.

Unit Plan 1 – Anatomy and Physiology

Stage 1 – Desired Results		
ASSESSED FOCUS STANDARDS: 9.3 CTE 21st Century Life & Careers <ul style="list-style-type: none"> ❑ 9.3. HU.3 Use effective communication with human services clients and their families. ❑ 9.3. HU.5 Evaluate career opportunities in each of the Human Services Career Pathways. ❑ 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 services 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. 	Unit Description	
	<p>Students will learn as a practitioner in the professional world of cosmetology, the services you perform will, almost without exception, affect the bones, muscles, and nerves of the body. It is absolutely essential that you understand the basic anatomy and physiology of the human body in order to perform all services safely and effectively.</p>	
	Meaning	
	ENDURING UNDERSTANDINGS <ul style="list-style-type: none"> ● You should be able to see how the study of the anatomy and physiology of the body will be of importance to you in the salon daily. ● As you study all the various subjects, you will need to understand the applicable anatomy to apply your skills most effectively. ● When cutting and styling hair, knowledge of the bone structure of the head will aid you correctly sectioning for accuracy. ● When giving massage services, you will need to massage from the insertion to the origin of the muscles so you strengthen rather than stretch them. ● Your understanding and application of proper nutrition and health will aid 	ESSENTIAL QUESTIONS <ol style="list-style-type: none"> 1. Why is the study of anatomy, physiology, and histology important to cosmetologists? 2. What is anatomy, physiology, and histology? 3. Explain cell metabolism and its purpose. 4. What are organs? 5. What are the 11 main body systems and their functions? 6. What are the types of nerves found in the body and how do they work? 7. What are the two main types of glands found in the human body? 8. List and describe the composition of blood. 9. What are the types of blood vessels found in the body?

<ul style="list-style-type: none"> ❑ 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 individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action. ❑ 9.3. HU-PC.2 Evaluate an individualized personal care plan that reflects client 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. ❑ 9.3. HU-PC.5 Develop organizational policies, procedures and regulations that establish personal care 	<p>you in your professional work by reducing strain and fatigue.</p> <ul style="list-style-type: none"> ● Good personal health is a result of all the body's systems working together. ● Early signs of illness, disease, or poor health can often be observed through the hair and nails since they are appendages of the skin. ● You will want to watch for dull, lifeless hair or nails that peel, become thin or change color. ● Clearly, an understanding of the human body is important to both you and your clients' well-being and health. 	
<p><i>What students will know and be able to do</i></p>		
	<p>KNOWLEDGE</p> <ol style="list-style-type: none"> 1. Name the ten main body systems and their functions. 2. List the primary function of bones and how they aid in performing cosmetology services. 3. Define tissues and identify the various types of tissue found in the body. 4. Describe cells, their structures and function. 5. List the muscles of the head, face, and neck. 	<p>SKILLS</p> <ol style="list-style-type: none"> 7. Use technology and electronic devices in a professional manner. 8. Demonstrate when cutting hair, you understand the contours of the head and its bone structure. 9. Contour when applying makeup based on the bone and muscle structure of the face. 10. Demonstrate when giving a scalp treatment, you understand the circulatory system in order to achieve maximum stimulation of the scalp. 11. Demonstrate when applying massage

<p>organization priorities, accomplish the mission, and provide high-quality service to a diverse set of clients and families.</p> <ul style="list-style-type: none"> ❑ 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. <p>SUPPORTING STANDARDS:</p> <p>9.4 Life Literacies and Key Skills Creativity and Innovation</p> <ul style="list-style-type: none"> ❑ 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. <p>Critical Thinking and Problem-solving</p> <ul style="list-style-type: none"> ❑ 9.4.12. CT.1: Identify problem-solving strategies used in the development of an innovative product or practice. 	<p>6. Summarize the importance of anatomy and physiology to the cosmetologist.</p>	<p>techniques to any part of the body, such as the head, face, neck, shoulders, hands, arms, feet, and lower legs, you understand how the muscular system and the nerves of the body actually function.</p>
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<ul style="list-style-type: none"> ❑ 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 field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice). ❑ 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"> ❑ 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 		
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<p>measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</p> <ul style="list-style-type: none"> ❑ 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 9-10 texts and topics. ❑ RST.11-12.5. Analyze the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). ❑ 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. ❑ 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. ❑ RST.11-12.8 Determine if the reasoning and evidence in a text support the author's claim or a 		
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<p>recommendation for solving a scientific or technical problem.</p> <ul style="list-style-type: none"> ❑ 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. ❑ RST.11-12.10 By the end of grade 12, 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"> ❑ 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, 		
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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"> ❑ WHST.11-12.9.Draw evidence from informational texts to support analysis, reflection, and research. ❑ 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"> ❑ Asking Questions and Defining Problems ❑ Planning and Carrying Out Investigations ❑ Analyzing and Interpreting Data ❑ Engaging in Argument from Evidence ❑ Constructing Explanations and Designing Solutions ❑ Using Mathematics and Computational Thinking ❑ 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

- 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. <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. 	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 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 	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. <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>❑ CRP12. Work productively in teams while using cultural global competence.</p>	<p>implicit messages within information and media.</p> <p>Technology Literacy</p> <p>❑ 9.4.12. TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.</p> <p>❑ 9.4.12. TL.3: Analyze the effectiveness of the process and quality of collaborative environments.</p> <p>❑ 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>	
<p>Stage 3 – Learning Plan</p>		
<p>UNIT VOCABULARY</p>		
<p>Abductor digiti minimi Abductor hallucis Abductors Adductors Adipose tissue Anatomy Angular artery Anterior auricular artery Anterior tibial artery Aorta</p>	<p>Clavicle Common carotid arteries Common peroneal nerve Connective tissue Corrugator muscle Cranium Cytoplasm Deep peroneal nerve Deltoid Depressor labii inferioris muscle Digestive system</p>	<p>Levator palpebrae superioris muscle Lymph Lymph capillaries Lymph nodes Lymphatic/immune system Mandible Mandibular nerve Marginal mandibular nerve Maxillae Maxillary nerve Median nerve Mentalis muscle</p>

Arteries	Digital nerve	Metacarpus
Arterioles	Dorsal nerve	Metatarsal
Autonomic nervous system	Dorsalis pedis artery	Middle temporal artery
Belly	Eleventh cranial nerve	Mitosis
Bicep	Endocrine glands	Motor nerves
Blood	Endocrine system	Muscle tissue
Blood vessel	Epicranial aponeurosis	Muscular system
Body systems	Epicranium	Nasal bones
Brain	Epithelial tissue	Nerve tissue
Buccal nerve	Ethmoid bone	Nerves
Buccinator muscle	Exocrine glands	Nervous system
Capillaries	Extensor digitorum longus	Neurology
Carpus	Extensor hallucis longus	Nucleus
Cell membrane	Extensors	Occipital artery
Cells	External carotid artery	Occipital bone
Central nervous system	External jugular vein	Occipitalis
Cervical nerves	Facial artery	-ology
Cervical vertebrae	Facial skeleton	Ophthalmic nerve
Circulatory system	Femur	Orbicularis oculi muscle
Inferior labial artery	Fibula	Orbicularis oris muscle
Infraorbital artery	Fifth cranial nerve	Organs
Insertion	Flexor digiti minimi	Parietal artery
Integumentary system	Flexor digitorum brevis	Parietal bones
Internal carotid artery	Flexor	Patella
Anterior jugular vein	Frontal artery	Pectoralis major
Joint	Frontal bone	Pectoralis minor
Lacrimal bones	Frontalis	Peripheral nervous system
Latissimus dorsi	Gastrocnemius	Peroneus brevis
Levator anguli oris muscle	Glands	Peroneus longus
	Heart	Phalanges
	Hormones	Physiology
	Humerus	Pineal gland
	Hyoid bone	Pituitary gland

Platysma muscle Popliteal artery Posterior auricular artery Posterior auricular nerve Posterior tibial artery Procerus muscle Pronator Protoplasm Pulmonary circulation Sternum Superficial temporal artery Supraorbital artery Talus Thyroid gland Tibialis anterior Trapezius Ulna Veins Zygomaticus major muscles	Levator labii superioris muscle Radial artery Radial nerve Radius Reflex Reproductive system Respiratory system Ribs Risorius muscle Saphenous nerve Scapula Submental artery Superior labial artery Sural nerve Tarsal Thorax Tibia Tissue Triangularis muscle Ulnar artery Venules Zygomaticus minor muscles	Sciatic nerve Sensory nerves Serratus anterior Seventh cranial nerve Skeletal system Skull Soleus Sphenoid bone Spinal cord Sternocleidomastoideus Superficial peroneal nerve Supinator Systemic circulation Temporal bones Temporal nerve Tibial nerve Transverse facial artery Tricep Ulnar nerve Zygomatic bones
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SUMMARY OF KEY LEARNING

Lesson 1: Day 1 : Anatomy and Physiology

- **Learning Intention:** I am learning the importance of anatomy and physiology to the cosmetology profession.
- **Success Criteria:**
 1. I can define and explain anatomy
 2. I can define and explain physiology
 3. I can define and explain histology

Brief Overview of Lesson: Students will discuss the basic anatomy of the areas of concern to a cosmetologist and how it helps develop techniques that can be used during scalp massage, facials, manicures, pedicures, and as part of a ritual at the shampoo station. In addition, knowing the bones of the skull and facial structure is important to designing flattering hairstyles that gracefully drape the head and for skillfully applying cosmetics.

Lesson 2: Day 2 - 4: Cells & Tissues

- **Learning Intention:** I am learning about cells, their structure and function. I am also learning about tissues and the different types of tissues found in the human body.
- **Success Criteria:**
 1. I can describe cells, their basic structure, reproduction and division
 2. I can define tissues and describe the different types of tissues found in the body
 3. I can name the organs and body systems, and describe their basic function.

Brief Overview of Lesson: Students will describe cells, their structure, and their reproduction. They will also define tissue and identify the types of tissues found in the body along with organs and body systems.

Lesson 3: Days 5 - 10: Skeletal System & Muscular System

- **Learning Intention:** I am learning about Skeletal System & Muscular System and the importance of these areas when performing services.
- **Success Criteria:**
 1. I can list and describe the parts of the skeletal system.
 2. I can identify the parts of the skeletal system.
 3. I can discuss the importance of the skeletal system when performing services.
 4. I can list and describe the parts of the muscular system.
 5. I can identify the parts of the muscular system.
 6. I can discuss the importance of the muscular system when performing services.

Brief Overview of Lesson: Students will learn all of the parts of the skeletal and muscular system. They will also learn their importance when performing services.

Lesson 4: Day 11-15: Nervous System, Circulatory System, Lymphatic System, Endocrine System, Digestive System, Excretory System, Respiratory System, Integumentary System, Reproductive System

- **Learning Intention:** I am learning about the different body systems and their primary functions.
- **Success Criteria:**
 1. I can list and describe the parts of the nervous system and its primary function.

2. I can list and describe the parts of the circulatory system and its primary function.
3. I can list and describe the parts of the lymphatic system and its primary function.
4. I can list and describe the parts of the endocrine system and its primary function.
5. I can list and describe the parts of the digestive system and its primary function.
6. I can list and describe the parts of the excretory system and its primary function.
7. I can list and describe the parts of the Respiratory System and its primary function.
8. I can list and describe the parts of the Integumentary System and its primary function.
9. I can list and describe the parts of the Reproductive System and its primary function.

Brief Overview of Lesson: Students will learn the different body systems, their primary function and what considerations should be made when performing services that may affect these areas of the body.

CULTURALLY RESPONSIVE TEACHING in PRACTICE

1. Establish Inclusion

- 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 learning; writing groups; peer teaching; multi-dimensional sharing; focus groups; and reframing.
- Structures: Ground rules, learning communities; and cooperative base groups.

2. Develop Positive Attitude

- 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,

SOCIAL EMOTIONAL LEARNING in PRACTICE

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.

needs, and strengths.

- Procedures: 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.

3. Enhance Meaning

- 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.

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 2 – Advanced Nail Techniques

Stage 1 – Desired Results		
ASSESSED FOCUS STANDARDS: 9.3 CTE 21st Century Life & Careers <input type="checkbox"/> 9.3. HU.3 Use effective communication with human services clients and their families. <input type="checkbox"/> 9.3. HU.5 Evaluate career opportunities in each of the Human Services Career Pathways. <input type="checkbox"/> 9.3. HU-CSM.1 Summarize necessary credentials, licensures or state-specific requirements to prepare for a career in consumer services. <input type="checkbox"/> 9.3. HU-CSM.2 Communicate product or equipment features that meet the needs of clients and consumers. <input type="checkbox"/> 9.3. HU-CSM.3 Make consumer services recommendations meeting the needs of clients or customers. <input type="checkbox"/> 9.3. HU-CSM.4 Analyze financial/economic situations when	<i>Unit Description</i>	
	Students will continue to explore & expand the various techniques and procedures used to apply natural-looking artificial nail enhancements. These procedures are beneficial to those individuals who cannot grow strong natural nails of the desired length. Artificial nails may be used to: 1. Mend or conceal broken or damaged nails. 2. Improve the appearance of very short or badly shaped nails. 3. Help overcome the habit of nail biting. 4. Protect a nail or nails against splitting or breakage. We are going to look at a process that for years now has been referred to as acrylic nails. We'll also be taking a look at UV gels as an alternate method for an artificial nail enhancement.	
	<i>Meaning</i>	
	ENDURING UNDERSTANDINGS <ul style="list-style-type: none"> • The professionals who fine tune their skills with artificial nails earn a very good income. • Monomer liquid and polymer powder nails make nail enhancements one of the fastest growing and lucrative services in our industry. A professional desiring to offer these services must master the techniques, minimize delivery time, and stay abreast of all the latest products. Gel nails contain monomers (liquid), but 	ESSENTIAL QUESTIONS <ol style="list-style-type: none"> 1. Identify the supplies needed for nail tip application and explain why they are needed. 2. Name and describe the types of nail tips available and why it is important to properly fit them for your client. 3. Demonstrate the stop, rock, and hold method of applying nail tips. 4. Explain monomer liquid and polymer powder nail enhancement chemistry and how it works.

<p>making recommendations about consumer services.</p> <ul style="list-style-type: none"> ❑ 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 individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action. 	<p>they rely mostly on oligomers which are in between a solid and liquid because they are thick, gel-like, and sticky. Gel nails require UV light to cure or harden. UV (ultra-violet) light comes from a special lamp designed to emit the proper type of UV light.</p> <ul style="list-style-type: none"> ● As a professional in the cosmetology field, it's important to have a thorough understanding of and competent skill level in every nail enhancement procedure in order to properly consult with clients to choose the enhancement procedure that best suits their needs. 	<ol style="list-style-type: none"> 5. Describe the apex, stress area, sidewall, and where they are located on the nail enhancement. 6. Demonstrate the proper procedures for applying one-color monomer liquid and polymer powder nail enhancements over tips and on natural nails. 7. Demonstrate the proper procedures for applying two-color monomer liquid and polymer powder nail enhancements using forms over nail tips and on natural nails. 8. Describe how to perform a one-color maintenance service on nail enhancements using monomer liquid and polymer powder. 9. Demonstrate how to perform crack repair procedures. 10. Implement the proper procedure for removing monomer liquid and polymer powder. 11. Describe the chemistry and main ingredients of UV gels. 12. Describe when to use the one-color and two-color methods for applying UV gels.
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<ul style="list-style-type: none"> ❑ 9.3. HU-PC.2 Evaluate an individualized personal care plan that reflects client 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. ❑ 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"> 13. Name and describe the types of UV gels used in current systems. 14. Identify the supplies needed for UV gel application. 15. Determine when to use UV gels. 16. Discuss the differences between UV light units and UV lamps. 17. Describe how to apply one-color UV gel on tips and natural nails. 18. Describe how to apply UV gels over forms. 19. Describe how to maintain UV gel nail enhancements.
<i>What students will know and be able to do</i>		
<ul style="list-style-type: none"> ❑ 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. 	<p>KNOWLEDGE</p> <ul style="list-style-type: none"> 12. List, describe and demonstrate the pre-service and post-service steps of all artificial nail procedures 13. Identify and describe the implements and materials needed to apply artificial nails. 14. Describe the various products and demonstrate their use in the application of artificial nails. 	<p>SKILLS</p> <ul style="list-style-type: none"> 16. Demonstrate the use of various products in the application of artificial nails. 17. Demonstrate the techniques used for nail enhancement procedures using tips and forms. 18. Demonstrate the sanitary measures used when working with the various types of advanced nail services to

<p>SUPPORTING STANDARDS:</p> <p>9.4 Life Literacies and Key Skills Creativity and Innovation</p> <ul style="list-style-type: none"> ❑ 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. <p>Critical Thinking and Problem-solving</p> <ul style="list-style-type: none"> ❑ 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 field) to design a service learning activity that addresses a local or 	<p>15. Explain the chemistry of artificial nail products.</p>	<p>prevent the spread of infectious disease</p> <p>19. Use technology and electronic devices.</p>
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<p>global issue (e.g., environmental justice).</p> <p>❑ 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> <p>❑ 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> <p>❑ 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.</p> <p>❑ RST.11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special</p>		
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<p>cases or exceptions defined in the text.</p> <ul style="list-style-type: none"> ❑ 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. ❑ RST.11-12.5. Analyze the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). ❑ 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. ❑ 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. 		
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<ul style="list-style-type: none"> ❑ 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. ❑ 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. ❑ 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. ❑ RST.11-12.10 By the end of grade 12, 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"> ❑ WHST.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant 		
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<p>sufficient textual and non-textual evidence.</p> <ul style="list-style-type: none"> ❑ 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 and to display information flexibly and dynamically. ❑ WHST.11-12.7. Conduct short as well as more sustained research projects 		
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<p>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> <ul style="list-style-type: none"> ❑ 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. ❑ WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research. ❑ 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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SCIENCE and Engineering Practices <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
Career Ready Practices <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. 	Digital Citizenship <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. Information and Media Literacy <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. 	9.2 Career Awareness, Exploration, Preparation, and Training Career Awareness and Planning <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.

<ul style="list-style-type: none"> ❑ 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. 	<ul style="list-style-type: none"> ❑ 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 utility for accomplishing a specified 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		
acrylonitrile butadiene styrene cyanoacrylate fabric wrap	3-D nail art apex chain reaction	bonding gels building gels cure

fiberglass wraps linen wraps maintenance nail dehydrator nail tip adhesive nail tips nail wrap nail wrap resin overlay paper wraps position stop repair patch silk wraps stress strip tip cutter wrap resin accelerator	dappen dish grit initiators inlaid designs mix ratio monomer monomer liquid monomer liquid and polymer powder nail enhancements nail extension underside nail forms nail primer odorless monomer liquid and polymer powder products polymer polymerization polymer powder shiner sidewall smile line stress area	gel polish glossing gel hard UV and LED gels inhibitor layer lamp wattage LED LED lamp light cured gel oligomer one-color method opacity photoinitiator pigmented gels self-leveling gels soft UV and LED gels two-color method urethane methacrylate UV bulb UV lamp viscosity
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SUMMARY OF KEY LEARNING

Lesson 1: Days 15 -25 –Acrylic Nail Enhancements

- **Learning Intention:** I am learning nail enhancements based on mixing liquids (monomers) and powders (polymers); which has been known for years as acrylic nails.
- **Success Criteria:**
 1. I can define and explain monomers and polymers as it relates to nail enhancements.
 2. I can explain and demonstrate the proper mixing ratios of monomers and polymers for nail enhancements.
 3. I can define and explain the polymerization process (the chemistry of acrylic nails).
 4. I can list, define and explain the products and supplies needed for acrylic nail enhancements.
 5. I can explain and demonstrate the creation of nail enhancements using monomers and polymers.
 6. I can explain and demonstrate maintenance, crack repair and removal of acrylic nails.

- **Brief Overview of Lesson:** Students will be introduced to acrylic nail enhancement services. They will learn proper mixing ratios to ensure durability of the enhancements. They will also learn the chemistry of the process, how to maintain these enhancements and how to remove them.

Lesson 2: Days 26 -38 – UV Gels

- **Learning Intention:** I am learning about a type of nail enhancement product that hardens when exposed to a UV gel light.
- **Success Criteria:**
 1. I can list and describe the characteristics of UV gels.
 2. I can list and describe UV gel categories and types of UV gels.
 3. I can explain and determine when I should use UV gels.
 4. I can list, define and explain the products and supplies needed for UV gel nail enhancements.
 5. I can explain and demonstrate the creation of nail enhancements using UV gels.
 6. I can explain and demonstrate maintenance, crack repair and removal of UV gel nails.
- **Brief Overview of Lesson:** Students will be introduced to UV gel nail enhancement services. They will learn proper mixing ratios to ensure durability of the enhancements. They will also learn the chemistry of the process, how to maintain these enhancements and how to remove them.

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. 	<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

<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. 	<p>participation of negative behaviors, and students improve in their academic achievement.</p>
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| <ul style="list-style-type: none">● 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 – Basics of Chemistry

Stage 1 – Desired Results		
ASSESSED FOCUS STANDARDS: 9.3 CTE 21st Century Life & Careers <ul style="list-style-type: none"> ❑ 9.3. HU.3 Use effective communication with human services clients and their families. ❑ 9.3. HU.5 Evaluate career opportunities in each of the Human Services Career Pathways. ❑ 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 services 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. 	Unit Description	
	Students will be learning the basics of chemistry to have the knowledge needed to understand the products that they are using in the salon; which will give their clients the professional services they deserve.	
	Meaning	
	ENDURING UNDERSTANDINGS <ul style="list-style-type: none"> ● Without an understanding of basic chemistry you would not be able to use professional products effectively and safely. ● Every product used in the salon and in cosmetology services contains some type of chemical. ● With an understanding of chemistry, you will be able to troubleshoot and solve common problems you may encounter with chemical services. ● As a professional cosmetologist, your ability to stay informed about new developments and products and how to use them effectively and safely will greatly impact your success. 	ESSENTIAL QUESTIONS <ol style="list-style-type: none"> 1. What is chemistry? 2. Why is a basic understanding of chemistry important to a cosmetologist? 3. What is oxidation-reduction? 4. What is the difference between solutions, suspensions, and emulsions? 5. What are pure substances and physical mixtures? 6. What is the difference between physical and chemical change?

<ul style="list-style-type: none">❑ 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 individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action.❑ 9.3. HU-PC.2 Evaluate an individualized personal care plan that reflects client 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.❑ 9.3. HU-PC.5 Develop organizational policies, procedures and regulations that establish personal care	What students will know and be able to do	
	KNOWLEDGE <ul style="list-style-type: none">20. Define pH and the pH scale.21. Define elements, atoms, and molecules.22. Define solution, solute, and solvent23. Define exothermic and endothermic reactions.24. Explain the differences between inorganic and organic chemistry.25. Identify the products used in cosmetology by their chemical composition.26. Discuss the different forms of matter, elements, compounds and mixtures,27. Explain pH (potential hydrogen) and the use of the pH scale in cosmetology.28. Explain why chemistry is important in the field of cosmetology.	SKILLS <ul style="list-style-type: none">29. Use technology and electronic devices in a professional manner

<p>organization priorities, accomplish the mission, and provide high-quality service to a diverse set of clients and families.</p> <ul style="list-style-type: none"> ❑ 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. <p>SUPPORTING STANDARDS:</p> <p>9.4 Life Literacies and Key Skills</p> <p>Innovation</p> <ul style="list-style-type: none"> ❑ 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. <p>Critical Thinking and Problem-solving</p> <ul style="list-style-type: none"> ❑ 9.4.12. CT.1: Identify problem-solving strategies used in the development of an innovative product or practice. 		
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<ul style="list-style-type: none"> ❑ 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 field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice). ❑ 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"> ❑ 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 		
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<p>measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</p> <ul style="list-style-type: none"> ❑ 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 9-10 texts and topics. ❑ RST.11-12.5. Analyze the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). ❑ 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. ❑ 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. ❑ RST.11-12.8 Determine if the reasoning and evidence in a text support the author's claim or a 		
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<p>recommendation for solving a scientific or technical problem.</p> <ul style="list-style-type: none"> ❑ 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. ❑ RST.11-12.10 By the end of grade 12, 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"> ❑ 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, 		
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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"> ❑ WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research. ❑ 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>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"> ❑ Asking Questions and Defining Problem ❑ Developing and Using Models ❑ Constructing Explanations and Designing Solutions ❑ Using Mathematics and Computational Thinking ❑ Obtaining, Evaluating, and Communicating Information 		
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Stage 2 – Evidence

SUMMATIVE ASSESSMENT(S)

- End of chapter tests
- Quizzes
- Expository essays
- Observations
- Practical assessments
- Projects
- Portfolio with students completed and scored classwork and homework

PRE-ASSESSMENT

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

Integration of 21st Century Skills

Career Ready Practices

- ☐ 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.

Integration of Technology

Digital Citizenship

- ☐ 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.

Information and Media Literacy

- ☐ 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable

Career Education

9.2 Career Awareness, Exploration, Preparation, and Training

Career Awareness and Planning

- ☐ 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

<ul style="list-style-type: none"> ❑ 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>claims, or to determine optimal design solutions</p> <ul style="list-style-type: none"> ❑ 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 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. 	<p>maintain compliance with industry requirements in areas of career interest.</p> <ul style="list-style-type: none"> ❑ 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

Acidic solution	Chemical change	Exothermic reactions
Alkaline solution	Chemical properties	Glycerin
Alkalis	Chemistry	Glycolic acid
Alkanolamines	Combustion	Immiscible
Alpha hydroxy acids	Compound molecules	Inorganic chemistry
Ammonia	Electrons	Ion
Anion	Element	Ionization
Atoms	Elemental molecule	Lipophilic
Cation	Emulsifier	Logarithm
Neutrons	Miscible	Matter
Oil-in-water emulsion	Organic chemistry	Oxidation
Physical change	pH	Oxidation-reduction
Physical mixture	pH scale	Oxidizing agent
Physical properties	Protons	Pure substance
States of matter	Solute	Reducing agent
Surfactants	Solution	Silicones
Suspensions	Solvent	Volatile organic compounds
Thioglycolic acid	Volatile alcohols	Water-in-oil emulsion

SUMMARY OF KEY LEARNING

Lesson 1: (Days 39 - 41) – Chemistry

- **Learning Intention:** I am learning about the science that deals with matter and how chemistry influences the cosmetology industry.
- **Success Criteria:**
 1. I can define and explain the difference between organic and inorganic chemistry.
 2. I can discuss and explain how the science of chemistry influences the cosmetology industry.

Brief Overview of Lesson: Students will be learning about the science that deals with the composition, structures, and properties of matter and how matter changes under different conditions. They will also learn how this science has a direct effect on the cosmetology industry.

Lesson 2: Day (42 -48) – Matter/States of Matter

- **Learning Intention:** I am learning about matter and its different states.
- **Success Criteria:**
 1. I can define matter.
 2. I can define and explain the states of matter.
 3. I can define an element and explain which elements are commonly found/used in cosmetic products.
 4. I can define an atom and discuss the parts of an atom.
 5. I can define molecules and discuss elemental and compound molecules.
 6. I can define and discuss the states of matter and their physical and chemical properties.

Brief Overview of Lesson: students are learning that matter is any substance that occupies space and has mass (weight). All matter has physical and chemical properties and exists in the form of a solid, liquid, or gas. Since matter is made from chemicals, everything made out of matter is a chemical.

Lesson 3: Days (49 – 55) – Potential Hydrogen

- **Learning Intention:** I am learning how to understand potential hydrogen (pH) and how it affects hair, skin, and nails.
- **Success Criteria:**
 1. I can define potential hydrogen (pH)
 2. I can demonstrate how to use a pH scale and explain where products fall on this scale based on their contents.
 3. I can discuss and explain the pH of a particular product directly relates to proper use.
 4. I can discuss and explain various chemical reactions.
 5. I can discuss and explain what chemical reactions take place during various chemical services.

Brief Overview of Lesson: students are learning about the pH scale, where products fall on this scale and how to use products properly based on their pH. They are also learning about different types of chemical reactions and which reactions take place during specific chemical services.

CULTURALLY RESPONSIVE TEACHING in PRACTICE

1. Establish Inclusion

- 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

SOCIAL EMOTIONAL LEARNING in PRACTICE

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>behaviors or practices that discriminate.</p> <ul style="list-style-type: none"> ● <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>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. 	<ul 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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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 4 – Basics of Electricity

Stage 1 – Desired Results			
ASSESSED FOCUS STANDARDS: 9.3 CTE 21st Century Life & Careers <ul style="list-style-type: none"> ❑ 9.3. HU.3 Use effective communication with human services clients and their families. ❑ 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 services 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 	Unit Description		
	Students will learn a general understanding of the basics of electricity and the various currents.		
	Meaning		
	ENDURING UNDERSTANDINGS <ul style="list-style-type: none"> ● Basic understanding of electricity is very important because many of the devices and pieces of equipment we use in beauty services are electrical. ● As a professional in the beauty enhancement industry, you must know how electricity works in order to maintain a safe environment for yourself, your coworkers, and your clients. ● We cannot perform various skin care services safely and effectively without understanding which form of electrical current will give the best results for the desired service. 		ESSENTIAL QUESTIONS <ol style="list-style-type: none"> 1. What is electric current? 2. What is the purpose of a circuit breaker? 3. What is the function of a fuse? 4. What is the purpose of grounding? 5. What is electromagnetic radiation, visible light, and white light? 6. How can electricity and light be used in cosmetology treatments?
	<i>What students will know and be able to do</i>		
	KNOWLEDGE <ol style="list-style-type: none"> 30. Define the nature of electricity and the two types of electric current. 31. List and explain the four types of 	SKILLS <ol style="list-style-type: none"> 39. Use technology and electronic devices in a professional manner 40. Demonstrate safety procedures and 	

<p>and facilities to produce satisfying client outcomes.</p> <ul style="list-style-type: none"> ❑ 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 individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action. ❑ 9.3. HU-PC.2 Evaluate an individualized personal care plan that reflects client 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. ❑ 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. 	<p>electrical measurements.</p> <ul style="list-style-type: none"> 32. Explain key terms used in electricity & cosmetology. 33. Explain the effects of electrotherapy and light therapy and how they benefit the client. 34. Explain & describe all of the safety devices and precautions when working with electricity. 35. Explain the safety procedures and techniques used in the clinical environment. 36. Describe other types of electrical equipment that cosmetologists use and information about their use. 37. Explain the electromagnetic spectrum, visible spectrum of light, and invisible light. 38. Describe the four types of electrotherapy and their uses. 	<p>techniques used in the clinical environment.</p>
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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> <p><input type="checkbox"/> 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 global issue (e.g., environmental justice).</p>		
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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

<p>relevant to grades 11-12 texts and topics.</p> <ul style="list-style-type: none"> ❑ RST.11-12.5. Analyze the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). ❑ 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. ❑ 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. ❑ 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. ❑ RST.11-12.10 By the end of grade 12, 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"> ❑ WHST.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using 		
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<p>valid reasoning and relevant sufficient textual and non-textual evidence.</p> <ul style="list-style-type: none"> ❑ 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 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; 		
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<p>synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <ul style="list-style-type: none"> ❑ 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. ❑ WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research. ❑ 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"> ❑ Asking Questions and Defining Problems ❑ Constructing Explanations and Designing Solutions ❑ Obtaining, Evaluating, and Communicating Information 		
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Stage 2 – Evidence

SUMMATIVE ASSESSMENT(S)

- End of chapter tests
- Quizzes
- Expository essays
- Observations
- Projects
- Portfolio with students completed and scored classwork and homework

PRE-ASSESSMENT

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

Integration of 21st Century Skills

Career Ready Practices

- ☐ 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.

Integration of Technology

Digital Citizenship

- ☐ 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.

Information and Media Literacy

- ☐ 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions

Career Education

9.2 Career Awareness, Exploration, Preparation, and Training

Career Awareness and Planning

- ☐ 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

<ul style="list-style-type: none"> ❑ 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. 	<ul style="list-style-type: none"> ❑ 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 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. 	<p>requirements in areas of career interest.</p> <ul style="list-style-type: none"> ❑ 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		
Active electrode Alternating current Ampere Anaphoresis	Complete electric circuit Conductor Desincrustation Direct current	Intense pulse light Inverter Invisible light Iontophoresis

Anode Catalysts Cathode Chromophore Circuit breaker Inactive electrode Infrared light Polarity Rectifier Waveform Wavelength	Electric current Electricity Electrode Electromagnetic spectrum Fuse Galvanic current Grounding Tesla high-frequency current Ultraviolet light Visible spectrum of light	Kilowatt Laser Light-emitting diode Light therapy Microcurrent Milliampere Modalities Nonconductor Ohm Photothermolysis Volt Watt
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SUMMARY OF KEY LEARNING

Lesson 1: (Days 56 - 58) – Electricity

- **Learning Intention:** I am learning a basic understanding of electricity.
- **Success Criteria:**
 1. I can describe the nature of electricity and identify the two types of electric
 2. Current.
 3. I can define and describe different types of electrical measurement.
 4. I can define and describe different types of electrical safety devices.

Brief Overview of Lesson: This lesson students are learning the basics about electricity, the two types of current: Direct current and alternating current. The various units of measure: volt, ampere, milliampere, ohm, watt and kilowatt. They are also learning about the safety devices: fuse, circuit breaker, grounding and Ground fault interrupters.

Lesson 2: (Days 59 -65) – Electrical equipment & Electrotherapy

- **Learning Intention:** I am learning about the various electrical equipment used in the cosmetology industry. I am also learning about the use of electrical currents to treat the skin; commonly referred to as electrotherapy.
- **Success Criteria:**
 1. I can list, describe and demonstrate guidelines for safe use of electrical equipment.

2. I can list and describe the main modalities used in cosmetology which are: galvanic current, microcurrent, and Tesla high-frequency current.
3. I can describe the skin treatments that use galvanic current: Iontophoresis, Cataphoresis, Anaphoresis, and Desincrustation
4. I can describe the use of the active electrode and the inactive electrode.

Brief Overview of Lesson: Students will be learning the guidelines that will help them use electricity and electrical equipment in a safe manner. They will also be learning about the various modalities, polarity and electrodes.

Lesson 3: (Days 66 - 72) – Other electrical equipment, Light energy & Light therapy

- **Learning Intention:** I am learning to understand and properly use several different types of electrical equipment or tools. I am also learning about light energy and light therapy.
- **Success Criteria:**
 1. I can demonstrate knowledge of the electromagnetic spectrum.
 2. I can define wavelength and waveform.
 3. I can demonstrate knowledge of the visible spectrum.
 4. I can demonstrate knowledge of Invisible light.
 5. I can demonstrate knowledge of infrared light.
 6. I can demonstrate knowledge of ultraviolet light.
 7. I can define catalysts and describe how they are used.
 8. I can define lasers and describe how they are used.
 9. I can demonstrate knowledge of light-emitting diodes.
 10. I can demonstrate knowledge of intense pulse light.

Brief Overview of Lesson: Students will be learning about light versus heat and energy along with other electrical equipment and light therapy.

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 its relationship to the students' experience. 	1. Self-awareness is the ability to recognize one's own feelings, interests, strengths, and limitations

- 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 learning; writing groups; peer teaching; multi-dimensional sharing; focus groups; and reframing.
- Structures: Ground rules, learning communities; and cooperative base groups.

2. Develop Positive Attitude

- 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.
- Procedures: 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.

3. Enhance Meaning

- 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

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>of definitions; historical investigations; experimental inquiry; invention; art; simulations; and case study methods.</p> <ul style="list-style-type: none"> • 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 – Principles of Hair Design

Stage 1 – Desired Results		
ASSESSED FOCUS STANDARDS: 9.3 CTE 21st Century Life & Careers <input type="checkbox"/> 9.3. HU.1 Evaluate principles of planning, development, implementation and evaluation to accomplish long-range goals in the human services. <input type="checkbox"/> 9.3. HU.3 Use effective communication with human services clients and their families. <input type="checkbox"/> 9.3. HU-CSM.2 Communicate product or equipment features that meet the needs of clients and consumers. <input type="checkbox"/> 9.3. HU-CSM.3 Make consumer services recommendations meeting the needs of clients or customers. <input type="checkbox"/> 9.3. HU-CSM.4 Analyze financial/economic situations when making recommendations about consumer services. <input type="checkbox"/> 9.3. HU-CSM.5 Use standard business processes or procedures to	Unit Description	
	Students will learn the vital importance to the professional cosmetologist's ability to select, adapt, and execute a hairstyle which is both suitable and desirable to the client. You will apply the elements and principles of design learned in this lesson to add creativity, dimension, and uniqueness to your work. Form, space, line, color, and wave patterns are all essential elements in creating a successful style. We have also learned that proportion, balance, rhythm, emphasis, and harmony are used to create total looks that are pleasing to the eye. It is essential for the successful cosmetologist to be able to analyze the client's face and head shape when designing a suitable style. It will take practice, but ultimately you will develop an innate sense for design lines which will flatter and satisfy the client.	
	Meaning	
	ENDURING UNDERSTANDINGS <ul style="list-style-type: none"> The art of dressing hair has been around for centuries. The beautification procedures that were used by various civilizations have been recorded on scrolls, in detailed paintings, and even on cave walls. Hairstyling, as we know it today, involves arranging the hair to complement the features of the client's face, head shape, and body. You must be able to design a look that enhances the positive features while minimizing unflattering 	ESSENTIAL QUESTIONS <ol style="list-style-type: none"> Describe the possible sources of hair design inspiration. List the five elements of hair design. List the five principles of hair design. Understand the influence of hair type on hairstyle. Identify different facial shapes and demonstrate how to design hairstyles to enhance or camouflage facial features.

<p>create consumer service information and facilitate client interactions.</p> <ul style="list-style-type: none"> ❑ 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 individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action. ❑ 9.3. HU-PC.2 Evaluate an individualized personal care plan that reflects client preferences, 	<p>features. You will be able to do this once you have an understanding of the elements and principles of design.</p> <ul style="list-style-type: none"> ● The most important thing to remember about the principles of hair design is that even though you may be able to create the most perfect cut, achieve a perfect chemical texture service, and formulate the most flattering color for a client, if he or she is not satisfied with the end result, that is—how he or she looks when leaving the salon—you will not have met your challenge as a professional cosmetologist. Very likely, the client will not return as well. So learning to create a design that flatters and satisfies the client is paramount to your success. 	<p>6. Explain design considerations for men.</p>
<i>What students will know and be able to do</i>		
	<p>KNOWLEDGE</p> <p>41. Explain & describe the elements of hair design, form, space, line, color, and wave pattern.</p>	<p>SKILLS</p> <p>44. Demonstrate hair styles to enhance or camouflage facial features.</p> <p>45. Recommend hair styles that are flattering and appropriate for the</p>

<p>needs and interests for a course of treatment/action.</p> <ul style="list-style-type: none"> ❑ 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. <p>SUPPORTING STANDARDS:</p> <p>9.4 Life Literacies and Key Skills</p> <ul style="list-style-type: none"> ❑ Innovation 	<p>42. Explain & describe the principles of hair design, proportion, balance, rhythm, harmony and emphasis.</p> <p>43. Identify the seven facial shapes, and recommend appropriate hair designs.</p>	<p>clients' career, hair type, and lifestyle.</p> <p>46. Use technology and electronic devices.</p>
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<ul style="list-style-type: none"> ❑ 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. <p>Critical Thinking and Problem-solving</p> <ul style="list-style-type: none"> ❑ 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 field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice). ❑ 9.4.12. CT.4: Participate in online strategy and planning sessions for 		
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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

<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"> ❑ RST.11-12.5. Analyze the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). ❑ 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. ❑ 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. ❑ 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. 		
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<p>❑ 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>❑ RST.11-12.10 By the end of grade 12, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.</p> <p>Writing</p> <p>❑ 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>❑ WHST.11-12.2.Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>❑ WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>		
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<ul style="list-style-type: none"> ❑ 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 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 		
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<p>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.</p> <ul style="list-style-type: none"> ❑ WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research. ❑ 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"> ❑ Asking Questions and Defining Problems ❑ Developing and Using Models ❑ Constructing Explanations and Designing Solutions ❑ Obtaining, Evaluating, and Communicating Information 		
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Stage 2 – Evidence

SUMMATIVE ASSESSMENT(S)

- End of chapter tests
- Quizzes
- Expository essays
- Observations
- Portfolio with students completed and scored classwork and homework

PRE-ASSESSMENT

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

Integration of 21st Century Skills

Career Ready Practices

- ☐ 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.

Integration of Technology

Digital Citizenship

- ☐ 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.

Information and Media Literacy

Career Education

9.2 Career Awareness, Exploration, Preparation, and Training

Career Awareness and Planning

- 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

<ul style="list-style-type: none"> ❑ 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. 	<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 utility for accomplishing a specified 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 	<p>maintain compliance with industry requirements in areas of career interest.</p> <ul style="list-style-type: none"> ● 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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	networks or virtual worlds to analyze and propose a resolution to a real-world problem.	
Stage 3 – Learning Plan		
UNIT VOCABULARY		
asymmetrical balance balance bang area concave profile contrasting lines convex profile curved lines	design texture diagonal lines directional lines emphasis form harmony horizontal lines parallel lines	profile proportion rhythm single lines space straight profile symmetrical balance transitional lines vertical lines
SUMMARY OF KEY LEARNING		
<u>Lesson 1: Days 73 - 81 – Inspiration, Elements of Design & Principles of Hair Design</u> <ul style="list-style-type: none"> ● Learning Intention: I am learning about inspiration for design and how it can come from anywhere at any time. I am learning that a line defines form and space. Lines create form, design, or movement in a hairstyle. Lines can be straight or curved. Lastly, principles of design is the relationship between objects relative to their size. ● Success Criteria: <ol style="list-style-type: none"> 1. I can develop visual understanding and strong technique and skills (know which hairstyles work best with different face shapes and explore new possibilities and customize your design to each client's individual needs and style) 2. I can explain and utilize lines to create form, design, or movement in a hairstyle. This includes: Horizontal, Vertical, Diagonal, Curve. 3. I can design hairstyles with color, texture, space and form in mind. 4. I can use and explain the use of body proportion, rhythm, and other physical characteristics to design hairstyles. ● Brief Overview of Lesson: Students will learn how to utilize their personal inspiration, elements of design and principles of design to create hairstyles: particularly up-dos and formal styles. SKILLSUSA lessons will be incorporated into these lessons along with other supplemental materials. 		

Lesson 2: Days 82 - 87 – Influence of Hair Types, Harmony Between Hairstyles and Facial Structure & Designing for Men

- **Learning Intention:** I am learning to utilize hair type for my hair designs; which is based on two major characteristics: wave patterns and hair texture. Wave patterns: straight, wavy, curly, extremely curly. Texture: fine, medium, coarse. I am learning to utilize facial shape for my hair designs; which is determined by the position and prominence of the facial bones.
- **Success Criteria:**
 1. I can list and describe the different facial shapes.
 2. I can list and describe the different facial profiles.
 3. I can list and explain special considerations that should be taken when designing a hairstyle.
 4. I can design hairstyles and mustache and beard shapes that are flattering and appropriate for the client's career, hair type, and lifestyle. Facial hair can discreetly disguise a facial flaw and should always appear well-groomed and flattering to the client regardless of the current trend.
- **Brief Overview of Lesson:** Students will learn to be able to analyze the client's face and head shape when designing a suitable style. SKILLS USA lessons will be incorporated into these lessons.

CULTURALLY RESPONSIVE TEACHING in PRACTICE

1. Establish Inclusion

- 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 learning; writing groups; peer teaching; multi-dimensional sharing; focus groups; and reframing.
- Structures: Ground rules, learning communities; and cooperative base groups.

2. Develop Positive Attitude

- Relate teaching and learning activities to students'

SOCIAL EMOTIONAL LEARNING in PRACTICE

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

<p>experience or previous knowledge.</p> <ul style="list-style-type: none"> ● 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. ● <u>Procedures</u>: Feedback; contextualized assessment; authentic 	<p>participation of negative behaviors, and students improve in their academic achievement.</p>
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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 – Facial Make-Up

Stage 1 – Desired Results		
ASSESSED FOCUS STANDARDS 9.3 CTE 21st Century Life & Careers <ul style="list-style-type: none"> <input type="checkbox"/> 9.3. HU.3 Use effective communication with human services clients and their families. <input type="checkbox"/> 9.3. HU.5 Evaluate career opportunities in each of the Human Services Career Pathways. <input type="checkbox"/> 9.3. HU-CSM.1 Summarize necessary credentials, licensures or state-specific requirements to prepare for a career in consumer services. <input type="checkbox"/> 9.3. HU-CSM.2 Communicate product or equipment features that meet the needs of clients and consumers. <input type="checkbox"/> 9.3. HU-CSM.3 Make consumer services recommendations meeting the needs of clients or customers. <input type="checkbox"/> 9.3. HU-CSM.4 Analyze financial/economic situations when making recommendations about consumer services. <input type="checkbox"/> 9.3. HU-CSM.5 Use standard business processes or procedures to create consumer service information and facilitate client interactions. 	Unit Description	
	Students will learn the art of effectively applying corrective makeup and special occasion makeup.	
	Meaning	
	ENDURING UNDERSTANDINGS <ul style="list-style-type: none"> ● We have learned how to identify the basic face shapes and that the oval shape has artistically ideal proportions and features. ● Through corrective makeup, shadowing, and highlighting, we can create the illusion of oval for almost any face shape ● We can contour, again through shadowing and highlighting, and minimize facial features that are unflattering. ● Being able to effectively apply corrective makeup will make you as a professional very valuable to your clients. ● As a professional cosmetologist, you will consider the structure of the client's face; the color of the eyes, skin, and hair; how the client wants 	ESSENTIAL QUESTIONS <ol style="list-style-type: none"> 1. What are the primary, secondary, and complementary colors? 2. What are the cosmetics used in basic makeup procedures, and what is the order in which they are applied? 3. What is the purpose of special-occasion makeup? 4. What basic principle is all corrective makeup founded on?

<ul style="list-style-type: none"> ❑ 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 individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action. ❑ 9.3. HU-PC.2 Evaluate an individualized personal care plan that reflects client 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. ❑ 9.3. HU-PC.5 Develop organizational policies, procedures and regulations that establish personal care 	<p>to look; and the reasonable results you can achieve.</p> <ul style="list-style-type: none"> ● You will truly become an artist when you can apply color, shading, and highlighting to create illusions which are most flattering to a client's appearance. ● You will have the advantage with your license as a cosmetologist because you will not only be able to provide the client with effective skin care services and cosmetic application, but you will also be able to provide the appropriate color and hair design to create the best possible image for your clients. 	
<i>What students will know and be able to do</i>		
	<p>KNOWLEDGE</p> <p>47. Describe the different types of cosmetics and their purpose.</p> <p>48. Identify the seven facial types.</p> <p>49. Describe the use of special-occasion makeup.</p>	<p>SKILLS</p> <p>50. Demonstrate basic and corrective make-up application procedure.</p> <p>51. Demonstrate the application and removal of two types of artificial lashes.</p> <p>52. Use technology and electronic devices in a professional manner.</p> <p>53. Follow proper safety procedures when applying make-up to prevent the spread of communicable diseases.</p>

<p>organization priorities, accomplish the mission, and provide high-quality service to a diverse set of clients and families.</p> <ul style="list-style-type: none"> ❑ 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. <p>SUPPORTING STANDARDS:</p> <p>9.4 Life Literacies and Key Skills Creativity and Innovation</p> <ul style="list-style-type: none"> ❑ 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. <p>Critical Thinking and Problem-solving</p> <ul style="list-style-type: none"> ❑ 9.4.12. CT.1: Identify problem-solving strategies used in the development of an innovative product or practice. 		<p>54. Demonstrate an understanding of cosmetic color theory.</p>
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<ul style="list-style-type: none"> ❑ 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 field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice). ❑ 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"> ❑ 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 		
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<p>measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</p> <ul style="list-style-type: none"> ❑ 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. ❑ RST.11-12.5. Analyze the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). ❑ 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. ❑ 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. ❑ RST.11-12.8 Determine if the reasoning and evidence in a text support the author's claim or a 		
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<p>recommendation for solving a scientific or technical problem.</p> <ul style="list-style-type: none"> ❑ 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. ❑ RST.11-12.10 By the end of grade 12, 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"> ❑ 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, 		
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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"> ❑ WHST.11-12.9.Draw evidence from informational texts to support analysis, reflection, and research. ❑ 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"> ❑ Asking Questions and Defining Problems ❑ Planning and Carrying Out Investigations ❑ Constructing Explanations and Designing Solutions ❑ 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"> ❑ 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. 	Digital Citizenship <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. Information and Media Literacy <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. 	9.2 Career Awareness, Exploration, Preparation, and Training Career Awareness and Planning <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>❑ CRP12. Work productively in teams while using cultural global competence.</p>	<p>Technology Literacy</p> <p>❑ 9.4.12. TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.</p> <p>❑ 9.4.12. TL.3: Analyze the effectiveness of the process and quality of collaborative environments.</p> <p>❑ 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>	
<p>Stage 3 – Learning Plan</p>		
<p>UNIT VOCABULARY</p>		
<p>Cake makeup Contour Eye shadows Eyeliner Foundation Individual lashes Lip liner Primer</p>	<p>Cheek color Cool colors Eyebrow pencils Face powder Greasepaint Line of demarcation Mascara Strip lashes</p>	<p>Concealers Eye makeup removers Eyelash adhesive Ferrule Highlight Lip color Matte Warm colors</p>

SUMMARY OF KEY LEARNING

Lesson 1: (Days 88 -90) – Facial Makeup

- **Learning Intention:** I am learning about facial makeup and their uses
- **Success Criteria:**
 1. I can define and describe the various types of facial makeup.
 2. I can define and describe the various types of makeup brushes.
 3. I can define and describe single use implements used for makeup application

Brief Overview of Lesson: Students will learn about the various types of makeup, their uses; and the various tools and implements used for makeup application.

Lesson 2: (Days 91 - 100) – Color Theory

- **Learning Intention:** I am learning how to use color theory for makeup application.
- **Success Criteria:**
 1. I can determine the difference between warm and cool colors.
 2. I can determine the three main factors to consider when choosing colors for a client.
 3. I can determine if skin is light, medium, or dark and whether it has warm or cool undertones.
 4. I can determine complementary colors for eyes.
 5. I can refer to the color wheel and coordinate in the same color family as the eye makeup for lip and cheek color.
 6. I am aware that hair color needs to be taken into account when determining eye makeup color.
 7. I have knowledge of mature skin and take that into consideration when selecting makeup.

Brief Overview of Lesson: Students will learn an understanding of color and how to utilize the color wheel as a guide to makeup application..

Lesson 3: (Days 101 - 110)– Corrective and Special Occasion Makeup

- **Learning Intention:** I am learning how to properly apply corrective and special occasion makeup
- **Success Criteria:**
 1. I can analyze facial shapes.
 2. I can demonstrate how to alter the forehead area.
 3. I can demonstrate how to alter nose and chin areas.

4. I can demonstrate how to alter the jawline.
5. I can demonstrate how to alter eye shape.
6. I can demonstrate how to alter eyebrows.
7. I can demonstrate how to alter lips.
8. I can demonstrate how to alter skin tones.
9. I can demonstrate how to conceal scars, burns and pigmentation disorders.
10. I can list, describe and demonstrate the steps for basic makeup application.
11. I can demonstrate how to use and apply special-occasion makeup.

Brief Overview of Lesson: students are learning how to identify the basic face shapes, corrective makeup procedures, basic makeup application and special occasion makeup application.

Lesson 4: Days (111 –120)– Artificial Eyelashes

- **Learning Intention:** I am learning how to apply artificial eyelashes.
- **Success Criteria**
 1. I can explain and describe the different types of artificial eyelashes and materials used for eyelash extensions.
 2. I can demonstrate the application of the different types of artificial eyelashes and eyelash extensions.
 3. I can demonstrate the removal of the different types of artificial eyelashes and eyelash extensions.

Brief Overview of Lesson: Students are learning how to identify, apply and remove various types of eyelashes and eyelash extensions.

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 	<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

<p>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. 	<ul style="list-style-type: none"> 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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| <ul style="list-style-type: none">● 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 7 - Clinical application of Practical Skills

Stage 1 – Desired Results		
ASSESSED FOCUS STANDARDS: 9.3 CTE 21st Century Life & Careers <ul style="list-style-type: none"> ❑ 9.3. HU.3 Use effective communication with human services clients and their families. ❑ 9.3. HU.5 Evaluate career opportunities in each of the Human Services Career Pathways. ❑ 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 services 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. 	Unit Description	
	Students will apply their practical skills in the student salon during this unit of study. In the absence of clients, a salon atmosphere should still be generated and students should work on their mannequins in place of human clients.	
	Meaning	
	ENDURING UNDERSTANDINGS <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. 	ESSENTIAL QUESTIONS <ol style="list-style-type: none"> 1. What can I do to become more proficient with my practical skills? 2. How can I improve my customer service for the clients? 3. How can I help promote the student salon?
	What students will know and be able to do	
	KNOWLEDGE	SKILLS
		55. 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

<ul style="list-style-type: none"> ❑ 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 individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action. ❑ 9.3. HU-PC.2 Evaluate an individualized personal care plan that reflects client 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. ❑ 9.3. HU-PC.5 Develop organizational policies, procedures and regulations that establish personal care 		<p>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.</p>
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<p>organization priorities, accomplish the mission, and provide high-quality service to a diverse set of clients and families.</p> <ul style="list-style-type: none"> ❑ 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. <p>SUPPORTING STANDARDS:</p> <p>9.4 Life Literacies and Key Skills Creativity and Innovation</p> <ul style="list-style-type: none"> ❑ 9.4.12. Cl.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas. ❑ 9.4.12. Cl.2: Identify career pathways that highlight personal talents, skills, and abilities. ❑ 9.4.12. Cl.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"> ❑ 9.4.12. CT.1: Identify problem-solving strategies used in the development of an innovative product or practice. 		
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<ul style="list-style-type: none"> ❑ 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 field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice). ❑ 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"> ❑ 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 		
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<p>measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</p> <ul style="list-style-type: none"> ❑ 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. ❑ RST.11-12.5. Analyze the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). ❑ 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. ❑ 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. ❑ RST.11-12.8 Determine if the reasoning and evidence in a text support the author's claim or a 		
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<p>recommendation for solving a scientific or technical problem.</p> <ul style="list-style-type: none"> ❑ 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. ❑ 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. ❑ RST.11-12.10 By the end of grade 12, 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"> ❑ 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. 		
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<ul style="list-style-type: none"> ❑ 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 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 		
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<p>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.</p> <ul style="list-style-type: none"> ❑ WHST.11-12.9.Draw evidence from informational texts to support analysis, reflection, and research. ❑ 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"> ❑ Asking Questions and Defining Problems ❑ Analyzing and Interpreting Data ❑ Planning and Carrying Out Investigations ❑ Constructing Explanations and Designing Solutions ❑ Engaging in Argument from Evidence ❑ Using Mathematics and Computational Thinking ❑ Obtaining, Evaluating, and Communicating Information 		
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Stage 2 – Evidence

SUMMATIVE ASSESSMENT(S)

- End of chapter tests
- Quizzes
- Expository essays
- Observations
- Practical assessments
- Portfolio with students completed and scored classwork and homework

PRE-ASSESSMENT

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

Integration of 21st Century Skills

Career Ready Practices

- ☐ 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.

Integration of Technology

Digital Citizenship

- ☐ 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.

Information and Media Literacy

- ☐ 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions

Career Education

9.2 Career Awareness, Exploration, Preparation, and Training

Career Awareness and Planning

- ☐ 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

<ul style="list-style-type: none"> ❑ 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. 	<ul style="list-style-type: none"> ❑ 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 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. 	<p>requirements in areas of career interest.</p> <ul style="list-style-type: none"> ❑ 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		
back brushing backcombing	finger waving finger-waving lotion	medium press no-stem curl

barrel curls base blowdry styling bun carved curls cascade curls chignon circle closed-center curls concentrator curl diffuser double press end curls balancing shampoo clarifying shampoo color-enhancing shampoo conditioner Spray-on thermal protector Cleansing conditioner neutralizing shampoo Strengthening shampoo Moisturizer Hard water Soft water koilonychia leukonychia spots melanonychia nail disorder nail pterygium toenail nippers	foam French pleat full-base curls full-stem curl gel hair pressing hair spray hair wrapping half base half-base curls half-stem curl half updo hard press indentation liquid gels scalp massage draping Three-Part Procedure Deep-conditioning treatment Scalp conditioner Rinse-out conditioner Sulfate-free shampoo Medicated shampoo pH-balanced shampoo deionized water basalt callus softeners curette exfoliating scrubs foot files foot soaks mask nail rasp	off base off-base curls on base open-center curls pomade ponytail ribboning ridge curls rod root curl shaping Medicated scalp lotion Scalp astringent lotion protein conditioner humectants Leave-in conditioner. Treatment or repair conditioner dry shampoo nonstripping Conditioning shampoo Surfactants bed epithelium cuticle eponychium free edge hyponychium ligament lunula matrix nail bed nail folds
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urea perionychium sidewall Beau's lines blue fingernails bruised nail beds discolored nails eggshell nails hangnail square nail stylus effleurage acetone color blocking color fading dimethylurea hardeners essential oils fine grit abrasives Rectangle perm wrap 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	pedicure potassium hydroxide reflexology salicylic acid toe separators toenail clippers medium grit abrasives metal pusher microtrauma multi use implements oval nail protein hardener round nail squoal nail nail oils paraffin service sets single use implements smile line 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 demipermanent haircolor developers	nail groove nail malformation nail plate nail unit natural nail paronychia pincer nail plicatured nail tinea pedis marbelizing massage nail clippers nail nipper pointed nail scope of practice French manicure friction implements lower grit abrasives 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
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base color cap technique color fillers hair color glaze hair lightening highlighting	double-process application fillers foil technique glaze	permanent hair colors pre-lightening pre-softening
SUMMARY OF KEY LEARNING		
<p><u>Lesson 1: Days 121 -126 – Hair styling, Chemical services, Color Services</u></p> <ul style="list-style-type: none"> ● Learning Intention: I am demonstrating proficiency in the areas of hair styling, chemical texture services and color services. ● Success Criteria: <ol style="list-style-type: none"> 1. I can 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 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 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. <p>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.</p> <p><u>Lesson 2: Days 127 -134 – Manicuring, Pedicuring and Nail Enhancements</u></p> <ul style="list-style-type: none"> ● Learning Intention: I am demonstrating proficiency in the areas of manicuring, pedicuring, and nail enhancements. ● Success Criteria: <ol style="list-style-type: none"> 1. I can 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 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 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 135 -144 – Skin Care Services

- **Learning Intention:** I am demonstrating proficiency in the areas of skin care services
- **Success Criteria:**

1. I can 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 cooperative base groups. <p>2. Develop Positive Attitude</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

<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. ● <u>Procedures</u>: Feedback; contextualized assessment; authentic assessment tasks; portfolios and process-folios; tests and 	<p>participation of negative behaviors, and students improve in their academic achievement.</p>
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<p>testing formats critiqued for bias; and self-assessment.</p> <ul style="list-style-type: none">● <u>Structures:</u> Narrative evaluations; credit/no credit systems; and contracts for grades.	
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Unit Plan 8 - Review: Practice for State Board

Stage 1 – Desired Results		
ASSESSED FOCUS STANDARDS: 9.3 CTE 21st Century Life & Careers <ul style="list-style-type: none"> ❑ 9.3. HU.3 Use effective communication with human services clients and their families. ❑ 9.3. HU.5 Evaluate career opportunities in each of the Human Services Career Pathways. ❑ 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 services 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. 	<i>Unit Description</i>	
	Students will review and practice all previously learned skills in constant preparation for the state licensure exam.	
	<i>Meaning</i>	
	ENDURING UNDERSTANDINGS <ul style="list-style-type: none"> ● Pacing and time management are essential. All portions of the test are timed. ● Following instructions is extremely important. You must listen to the examiner at all times. Failure to follow instructions can result in failing the exam. ● Remember proper infection control procedures. Any instance of improper infection control practices is an automatic failure. 	ESSENTIAL QUESTIONS <ol style="list-style-type: none"> 1. What are some study techniques I can use to prepare for the exam? 2. What are some of the resources I can use to help me practice for the practical portion of the exam? 3. How can I develop better precision, and accuracy with my techniques while moving quickly?
	<i>What students will know and be able to do</i>	
	KNOWLEDGE	SKILLS <ol style="list-style-type: none"> 56. Describe and demonstrate on a state board head (rollers, pin curls, perm rods, and finger waves). 57. Describe and demonstrate the shaving procedure (preparation, 14

<ul style="list-style-type: none"> ❑ 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 individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action. ❑ 9.3. HU-PC.2 Evaluate an individualized personal care plan that reflects client 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. ❑ 9.3. HU-PC.5 Develop organizational policies, procedures and regulations that establish personal care 		<p>shaving strokes, & final steps of a shave).</p> <p>58. Describe and demonstrate tweezing.</p> <p>59. Describe and demonstrate waxing procedure: lip, eyebrows, chins and body.</p> <p>60. Describe and demonstrate scientific brushing and scalp massage.</p> <p>61. Describe and demonstrate soft press and a hard press.</p> <p>62. Describe and demonstrate a barrel curl, figure 6 and figure 8 curl</p> <p>63. Describe and demonstrate back combing/brushing</p> <p>64. Describe and demonstrate proper blow dry techniques</p> <p>65. Describe and demonstrate proper hair cutting techniques including thinning shears and razor cutting.</p> <p>66. Describe and demonstrate virgin application bleach: bowl and brush.</p> <p>67. Describe and demonstrate retouch application bleach: bowl and brush.</p> <p>68. Describe and demonstrate retouch application bleach: bottle</p> <p>69. Describe and demonstrate retouch application color: bottle.</p> <p>70. Describe and demonstrate relaxer application: bowl and brush</p> <p>71. Describe and demonstrate relaxer retouch application: bowl and brush.</p> <p>72. Describe and demonstrate how to properly file fingernails.</p>
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<p>organization priorities, accomplish the mission, and provide high-quality service to a diverse set of clients and families.</p> <ul style="list-style-type: none"> ❑ 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. <p>SUPPORTING STANDARDS:</p> <p>9.4 Life Literacies and Key Skills Creativity and Innovation</p> <ul style="list-style-type: none"> ❑ 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. <p>Critical Thinking and Problem-solving</p> <ul style="list-style-type: none"> ❑ 9.4.12. CT.1: Identify problem-solving strategies used in the development of an innovative product or practice. 		<p>73. Describe and describe and Demonstrate nail polish removal and application.</p> <p>74. Describe and demonstrate artificial nail application.</p>
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- ❑ 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 field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
- ❑ 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

<p>measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</p> <ul style="list-style-type: none"> ❑ 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. ❑ RST.11-12.5. Analyze the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). ❑ 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. ❑ 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. ❑ RST.11-12.8 Determine if the reasoning and evidence in a text support the author's claim or a 		
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<p>recommendation for solving a scientific or technical problem.</p> <ul style="list-style-type: none"> ❑ 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. ❑ 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. ❑ RST.11-12.10 By the end of grade 12, 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"> ❑ 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. 		
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<ul style="list-style-type: none"> ❑ 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 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 		
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<p>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.</p> <ul style="list-style-type: none"> ❑ WHST.11-12.9.Draw evidence from informational texts to support analysis, reflection, and research. ❑ 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"> ❑ Asking Questions and Defining Problems ❑ Analyzing and Interpreting Data ❑ Planning and Carrying Out Investigations ❑ Constructing Explanations and Designing Solutions ❑ Engaging in Argument from Evidence ❑ Using Mathematics and Computational Thinking ❑ Obtaining, Evaluating, and Communicating Information 		
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Stage 2 – Evidence

SUMMATIVE ASSESSMENT(S)

- End of chapter tests
- Quizzes
- Expository essays
- Observations
- Practical assessments
- Portfolio with students completed and scored classwork and homework

PRE-ASSESSMENT

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

Integration of 21st Century Skills

Career Ready Practices

- ☐ 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.

Integration of Technology

Digital Citizenship

- ☐ 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.

Information and Media Literacy

- ☐ 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions

Career Education

9.2 Career Awareness, Exploration, Preparation, and Training

Career Awareness and Planning

- ☐ 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

<ul style="list-style-type: none"> ❑ 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. 	<ul style="list-style-type: none"> ❑ 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 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. 	<p>requirements in areas of career interest.</p> <ul style="list-style-type: none"> ❑ 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		
acid-balanced waves alkaline waves	angle apex	angle arching technique

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 curvature permanent wrap disulfide bonds double flat wrap double-rod wrap end papers glyceryl monothioglycolate (GMTG) soft curl permanent spiral perm wrap straight rods thioglycolic acid thio neutralization thio relaxers thio-free waves true acid waves viscosity	beveling blunt haircut carving cast hairline head form Interior interior guideline layered haircut layers section shrinkage slicing slide cutting stationary guideline subsections taper tension texturizing traveling guideline clipper-over-comb cross-checking crown cutting line diagonal back diagonal forward distribution effilating elevation forged four corners free-hand notching free-hand slicing	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 horizontal layers outlining over-direction parietal ridge part parting projection razor-over-comb razor rotation reference points rolling the comb out shear-over-comb
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weave technique half off-base placement hydrogen bonds hydroxide neutralization hydroxide relaxers keratin proteins lanthionization loop rod low-pH waves metal hydroxide relaxers no-base relaxers normalizing lotions off-base placement on-base placement peptide bonds permanent waving polypeptide chains side bonds single flat wrap soft bender rods barrel curls base circle curl double press end curls full-base curls full-stem curl hair pressing half base half-base curls	graduated haircut graduation growth pattern guideline uniform layers weight line line long-layered haircut nape notching occipital bone over direction palm-to-palm parietal ridge part/parting perimeter pivoting point cutting razor-over-comb razor rotation reference points scissor-over-comb base blow dry styling concentrator curl diffuser on base Foam gel hair spray pomade indentation	shear-point tapering stationary guide tapered tension texturizing thinning travel guide vertical weight line backhand close shaving cutting stroke first-time-over-shave blade heel tang back freehand neck shave once-over shave reverse backhand edge shank handle reverse freehand second-time-over shave styptic powder head point pivot shoulder
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half-stem curl hard press indentation medium press no-stem curl off base off-base curls on base root curl	liquid gels tweezing Soft Wax Hard Wax Shaving Contraindications nail tip adhesive nail tips	cap technique off-the-scalp lighteners on-the-scalp lighteners single-process hair coloring
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SUMMARY OF KEY LEARNING

Lesson 1: Days 145 -150 – 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, eyebrows, chins and body

- **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, eyebrows, chins and body.
 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

1. Establish Inclusion

- 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 learning; writing groups; peer teaching; multi-dimensional sharing; focus groups; and reframing.
- Structures: Ground rules, learning communities; and cooperative base groups.

2. Develop Positive Attitude

- Relate teaching and learning activities to students' experience or previous knowledge.
- Encourage students to make choices in content and

SOCIAL EMOTIONAL LEARNING in PRACTICE

7. Self-awareness is the ability to recognize one's own feelings, interests, strengths, and limitations
8. Self-management refers to when individuals regulate emotions and manage daily stressors
9. Social awareness refers to perspective taking and to appreciate similarities and differences
10. Relationship skills are when individuals exhibit prosocial behavior and demonstrate positive social skills in order to develop meaningful relationships
11. Responsible decision making refers to when individuals make ethical decisions, and strengthen the ability to develop appropriate solutions to identified problems.
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.

assessment methods based on their experiences, values, needs, and strengths.

- Procedures: 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.

3. Enhance Meaning

- 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.

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.	
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