Pilot Course Proposal

Submitted by: Becca L'Amour, Thomas Caudle **Building:** Lindbergh High School

Proposed Course Title: Cosmetology

Grade Level: 12 **Department:** Career and Technical Education

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PLEASE ATTACH THE FOLLOWING:

Description of course content and how this course will meet current needs not being met by other courses. Description must also include the needs assessment data.

- Specifically, what will the student know and be able to do as a result of this course?
    - *This course is a 12-month partnership with Evergreen Beauty College, during which Renton SD seniors will participate in a rigorous comprehensive program, taught by instructors accredited at the state and national level. Students will learn each aspect of cosmetology and salon business, from safety and sanitation to cutting, styling, and treating all hair types. This program prepares participants to successfully enter the workforce as a cosmetologist, including preparation for the Cosmetology license through the Washington State Department of Licensing.*

- Upon completion of this course students will be able to meet the following Washington State K-12 Learning Standards:
    - *Framework with all industry standards and competencies and WA K-12 standards alignment by module attached.*
    - *Industry Standards and Competencies include Milady Cosmetology industry standards, Washington State Department of Licensing Minimum Safety and Sanitation Standards, National Health Science Standards (NCHSE 2022), National Standards for Business Education (NBEA 2023)*

- What are the assessments that will be used to determine student achievement of the goals of this course? (Attach to this proposal.)
    - *Students will be assessed at the end of each module (with 10 modules) with a standardized exam. Students must pass with a minimum of 76% to proceed to the next module. Evergreen Beauty College supports future professionals (students) to retake the exams as needed until they show proficiency on the standards assessed.*
    - *Following completion of the program, students will take the State Board Assessment in Cosmetology:*
        - *State Board Exam is proctored through D.L. Roope (*https://dlroope.com/)
        - *Students take a Written and Practical exam (candidate handbooks attached in hard copy)*

- Describe how this course will address:
    - **Alignment with Common Core State Standards (CCSS) and/or WA State Essential Academic Learning Requirements (EALRs)**
        - *Framework with all industry standards and competencies and WA K-12 standards alignment by module attached.*
        - *WA K-12 standards addressed include: Arts, Educational Technology, English Language Arts, Environment & Sustainability, Health and Physical Education, Mathematics, Science, Financial Education, and Social Emotional Learning Competencies.*
    - **Integration of technology**
        - *Technology is integrated into instruction daily, including PowerPoints, videos, digital response submissions, and online assessments. Future professionals will learn how to navigate point of sale*

(POS) systems and online schedulers as they prepare to operate a booth, salon, or spa. Future professionals will also learn and practice to mastery the basic use of beauty technology from hot tools and shavers to facial and nail care tools.

- **Infusion of diversity/multicultural perspectives**
  - *Future professionals in this program will develop interpersonal skills with both salon coworkers and clients, including awareness of other people's emotions, perspectives, cultures, languages, histories, identities, and abilities. Future professionals will learn how to apply the foundations of anatomy, physiology, hair prosody, types of melanin, and structures of composition of skin to provide satisfactory salon service to clients with any skin tone, skin type, hair texture, or length. Future professionals will learn how to engage in a client consultation to develop a space of belonging and safety for the client, contributing to a positive and empowering salon experience.*
- **Integration with other subject areas**
  - *This program required the thoughtful application of knowledge and concepts from several content areas, including art, science, and financial education. This program also leverages significant knowledge and skill in health science and business marketing as future professionals prepare to operate a sanitary and lucrative salon.*
- **Provision of appropriate experiences for learners of varying abilities**
  - *Career and Technical Education will assign a Special Education and Student Support liaison as needed. For the 2024-2025 school year the liaison will be Thomas Caudle, who has fulfilled this role in the past, and holds a Special Education Endorsement.*
- **Development of higher-level thinking and processing skills**
  - *This program is a comprehensive and rigorous preparatory course operating within an award-winning and accredited beauty college. Students will learn and apply complex concepts and technical skills on a vast scope and be challenged to adapt and successfully navigate challenging situations. Students will undertake higher order thinking tasks including design, creation, synthesis, and critique of their and other's work. This program will prepare students to confidently take on the complex job of a cosmetologist, applying technical knowledge and skills to nuanced and ever-changing salon and spa settings.*
- **Articulation of scope and sequences across grades K-12. Will this course replace an existing curriculum? If so, which course?**
  Current Scope and Sequence
  - *This course does not replace an existing curriculum but provides access to a robust local cosmetology program. The curriculum is determined by Evergreen Beauty College and is aligned to national industry competencies in cosmetology.*
  - *Scope and Sequence attached as the top sheet of the Cosmetology course framework.*

- Statement of impact:
  - *Cosmetology is a growing field, with 8% growth based on the US Bureau of Labor Statistics. Providing students an opportunity to attain a cosmetology license through this secondary and post-secondary partnership aligns with Renton's mission to graduate with options, prepared to participate fully in our democracy. We have expanded opportunities for students through several avenues, including College in the High School, running start, and AJAC. For students interested in cosmetology, this partnership will extend equitable opportunities to them, providing a seamless transition for students into a meaningful and sustaining career.*

- Instructional materials and cost (include titles, names of publishers and copyright).
  - ***Textbook:*** *Milady Standard Cosmetology, 14th edition. Cengage (https://www.cengage.com/c/milady-standard-cosmetology-with-standard-foundations-hardcover-14e-milady/9780357871492/?searchIsbn=9780357871492)*
  - ***Cosmetology Kit:*** *$1,690.60 (District cost), $712.66 (Student cost)*

- ***Tuition:*** *See attached draft MOU*

SIGN-OFF FOR PILOT COURSE RECOMMENDATION

	Signature **Date**
1. Department Head (Secondary) **Accepts ☐ Rejects ☐**	_____
2. Principal **Accepts ☐ Rejects ☐**	_____
3. District Content Facilitator **Accepts ☐ Rejects ☐**	_____
4. Curriculum Director **Accepts ☐ Rejects ☐**	_____

Return original to the Director of Curriculum and Instruction. Copies to Principal and Course Originator.

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Renton School District
Scope & Sequence

Chapter Guide for Cosmetology

	Instructional Hours
Module A: Haircutting and Styling Fundamentals Chapter 16: Haircutting Chapter 5: Infection Control: Principles and Practices Chapter 14: Principles of Hair Design Chapter 17: Hairstyling, Cutting Curly Hair, & Hair Typing	140
Module B: Chemical Fundamentals Chapter 21: Hair Coloring Chapter 20: Chemical Texture Services	140
Module C: Advanced Haircutting Chapter 6: General Anatomy & Physiology Chapter 11: Properties of the Hair and Scalp Nuts and Bolts (Complete Retail Experience)	140
Module D: Advanced Barbering – Tapering & Fades Chapter 13: Basics of Electricity Chapter 15: Scalp Care, Shampooing & Conditioning	140
Module E: Advanced Barbering – Straight Razor Shaving Chapter 12: Basics of Chemistry	140
Module F: Phase 2 Application and Preparation for Phase 3 Chapter 30: Preparing for Licensure & Employment Chapter 31: On the Job Chapter 32: The Salon Business	140
Module G: Advanced Techniques & Nails Chapter 9: Nail Structure & Growth Chapter 10: Nail Disorders & Diseases Chapter 25: Manicuring Chapter 26: Pedicuring Nuts and Bolts (How to Build Your Business)	140
Module H: Extensions & Skin Chapter 18: Braiding & Hair Extensions Chapter 19: Wigs & Hair Additions Chapter 7: Skin Structure, Growth & Nutrition Chapter 8: Skin Disorders & Diseases Chapter 24: Facial Make Up Chapter 22: Hair Removal Chapter 23: Facials	140

	Instructional Hours
Module I: Business Ready & Naturally Textured Hair Styling Chapter 1: History & Career Opportunities Job scan: Cover Letter Building Chapter 2: Life Skills, Nuts and Bolts: The Salon and Spa Professional Job scan: Resume Building Chapter 3: Your Professional Image Job scan: Linked in Building Chapter 4: Communicating for Success Nuts and Bolts: The Salon and Spa Professional, Interviewing	140
Module J: Application of Technical Foundation Week 1: Review of Previous Chapters Week 2: Unit 1 & 2 Tests Week 3: Unit 3 Test Week 4: Final Exam	140

Total Course Hours 1400

Notes
This course has been created in partnership with Evergreen Beauty College, allowing rising seniors interested in cosmetology to start their higher education studies during their senior year of high school.

This course is designed for:

- Students committed to a career in cosmetology working as a hairstylist, makeup artist, nail artist, or salon/spa business owner/operator.
- Students able to complete remaining graduation requirements in three morning periods or less.

Graduation equivalencies available:

- Language Arts 12A & 12B 1.0 credit
- Science Lab 1.0 credit
- Fine Arts 1.0 credit

Students who complete this program of study will earn:

- Evergreen Beauty School Cosmetology Certification
- Washington State Cosmetology)

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Career & Technical Education
Renton School District Framework

Course Information			
Course: Cosmetology		**RSD Course Code:** TBD	**Total Framework Hours:** 1400
CIP Code: 120401	☐ **Exploratory** ☒ **Preparatory**	**Date Last Modified:** 1/28/24	
Program Area: Family & Consumer Sciences	**Career Cluster:** Human Services	**Cluster Pathway:** Personal Care Services	
Equivalency: ☐ None ☒ Local ☐ State Language Arts 12A 0.5 Credit Language Arts 12B 0.5 Credit Science Lab 1.0 Credit Fine Arts 1.0 Credit	**Industry Credential:** Washington State Cosmetology License State Board Exam	**Dual Credit:** ☐ AP/IB ☐ CHS ☒ CTE DC Evergreen Beauty College	
Textbook: *Milady Standard Cosmetology, 14th edition.* Cengage (https://www.cengage.com/c/milady-standard-cosmetology-with-standard-foundations-hardcover-14e-milady/9780357871492/?searchIsbn=9780357871492)			
Course Summary: In partnership with Evergreen Beauty College, students (Future Professionals) will explore, understand, and grow proficiency in every aspect of cosmetology, as required by the Washington State Board exams. Leveraging both practical and theoretical study, students will immerse themselves in the world of cosmetology and end the program ready to step into a salon with confidence. Each module (unit) in this course consists of theoretical learning and hands-on practical training. Formative feedback is provided during hands-on practice prior to each chapter exam. Each chapter exam has a required passing score of 76% or better. If a future professional (student) does not pass, they must retake the exam the following school day. Once the exam is retaken and passed there will be an automatic score of 76%. (Example: Retake score 84% Future Professional receives 76%)			

PHASE 1: Modules A & B	
Phase Summary: In the first phase, students build technical foundations as they learn about types of hair, cuts, styles, chemical coloring and texturing as well as cleanliness and dispensary duties, including laundry, disinfecting, and stocking inventory. Theoretical learning is accompanied by hands on training in a safe, sanitary, and professional manner.	
Unit Information	
Module A: Haircutting and Styling Fundamentals	**Total Learning Hours for Unit:** 140
Module Summary: This module focuses on the principles of hair design, types of hair, hair cutting for style, and the principles of infection control. Students will gain practical knowledge in specific cuts and drying techniques to achieve a specified hairstyle, fundamentals of men's cuts, and styling with thermal and wet applications.	
Components and Assessments	
Hands-on practice on mannequins and live clients with formative feedback on practical work throughout each skill learning cycle: Week 1: Line: A, Graduation: B and Blow-drying Fundamentals Week 2: Layers: C, Continuation of A, B, C, Blow-drying & Test Outs Week 3: Men's Haircutting Fundamentals, Blow drying & Test Outs Week 4: Thermal Styling: Iron Curling, Updos, Braiding & Wet Styling: Roller Sets, Pin Curls & Thermal Test Outs **Theoretical Learning** (chapter exams require a minimum score of 76% to pass): Week 1: Chapter 16: Haircutting Week 2: Chapter 5: Infection Control: Principles and Practices	

Week 3: Chapter 14: Principles of Hair Design
Week 4: Chapter 17: Hairstyling, Cutting Curly Hair, & Hair Typing

Leadership Alignment:

- Students will **use systems thinking** and **communicate clearly** during practical work in haircutting.
- Students will **make judgements and decisions** and **interact effectively with others** to communicate with clients.
- Students will **collaborate with others, manage goals and time,** and **be responsible to others** with professionalism during practical labs.

Industry Standards and/or Competencies

Name of standards: Milady Cosmetology	**Website:** https://www.milady.com/cima

- Identify the reference points on the head and understand their role in haircutting. Define lines, sections, elevations, and guidelines.
- Perform the four basic haircuts. List the multiple ways to section and cut the bang (fringe) area. Explain a clipper cut.
- List the 16 categories of information required on Safety Data Sheets. Define Standard Precautions
- Explain the differences between cleaning, disinfecting, and sterilizing. List the types of disinfectants and the steps to using them properly.
- Understand laws and rules and the differences between them. List your responsibilities as a salon professional.
- List the types and classifications of bacteria. Define bloodborne pathogens and explain how they are transmitted.
- Perform a basic men's cut and blow-dry
- List the five elements of hair design and how they relate to hairstyling.
- Explain the five principles of hair design and recognize their specific contribution to a hairstyle.
- Identify the seven different facial shapes and design a beneficial hairstyle for each. Explain two design considerations for men.
- Execute finger waving, pin curling, roller setting, and hair wrapping. Perform the four basic curl patterns and explain the end result.
- Perform various blow-dry styling techniques and learn the proper use of blow-drying tools. Demonstrate the proper use of thermal irons.
- Understand the importance of preparation, sectioning, pinning, and balance with regard to updos. Create the two foundational updos for styling long hair.

Name of standards: Washington State Department of Licensing Minimum Safety and Sanitation Standards	**Website:** https://www.dol.wa.gov/sites/default/files/2023-03/safety-and-sanitation-booklet.pdf

(1) Requirements and standards

- (a) All locations where chemical services are provided to clients must have a dispensing sink with hot and cold running water. Dispensing sinks are used for mixing chemicals, and disinfecting supplies, tools, equipment, and other materials. Dispensing sinks must be labeled "not for public use."
- (b) On-site laundry facilities must be maintained in clean condition.
- (c) Single-use hand soap and disposable or single-use hand-drying towels for customers must be provided.
- (d) Use of bar soap or a common towel is prohibited.
- (e) A licensee must not perform or continue services on a client with visible open sores, inflamed skin, rash, or parasitic infestations.
- (f) No licensee who knowingly has open sores, or who is exhibiting symptoms of an infectious or contagious disease or a disorder of the skin or a parasitic infestation shall provide 4 (2/1/16) [Ch. 308-20 WAC] services in cosmetology, manicuring, barbering, esthetics, or master esthetics while the licensee has the above mentioned symptoms. If a licensee or a client has exhibited the symptoms mentioned in (e) and (f) of this subsection, the area in which the affected individual received or provided services, and all equipment and implements that could have possibly been touched by that individual shall be cleaned and disinfected, including the work and waiting areas.
- (g) All liquids, creams, and other cosmetic preparations including paraffin wax and depilatory wax must be kept in clean and closed containers.
- (h) All bottles and containers must be distinctly and correctly labeled to disclose their contents. All bottles and containers containing poisonous substances must be additionally and distinctly marked as such.
- (i) Items subject to possible cross contamination such as liquids, creams and lotions, cosmetic preparations and chemicals including paraffin wax and depilatory wax must be dispensed in a way that does not contaminate the remaining portion by using a disposable, or sanitized and disinfected applicator. Applicators shall not be redipped in product. Liquids must be dispensed with a squeeze bottle, pump, or spray. Any product that cannot be disinfected that comes in contact with the client shall be discarded after use on that particular client.

- (j) Pencil cosmetics must be sharpened before each use. Clean and disinfect or dispose of the sharpener after service on each client.
- (k) A licensee must thoroughly wash his or her hands with soap and warm water or any equally effective cleansing agent immediately before providing services to each client, before 5 (2/1/16) [Ch. 308-20 WAC] checking a student's work on a client, or after smoking, eating, or using the restroom. (l) A client's skin upon which services will be performed must be washed with soap and warm water or wiped and/or sprayed with antiseptic or waterless hand cleanser approved for use on skin before a service.
- (m) After service on each client, hair and nail clippings must immediately be placed in a closed covered waste container.

(5) Refuse and waste material

- (a) All waste must be deposited in a covered waste disposal container. Containers located in the reception or office area, which do not contain waste relating to the performance of services, are exempt from having covers.
- (b) All chemical, flammable, toxic or otherwise harmful waste material must be disposed of in the manner required by local hazardous waste management regulations.
- (c) All waste containers must be emptied when full. Surfaces of waste disposal containers must be kept clean.
- (d) Any disposable sharp objects that come in contact with blood or other body fluids must be disposed of in a sealable rigid (puncture proof) labeled container that is strong enough to protect the licensee, client and others from accidental cuts or puncture wounds that could happen during the disposal process.
- (e) Licensees must have sealable rigid containers available for use at all times services are being performed.

Aligned Washington State Learning Standards	
Arts The Washington State K–12 Arts Learning Standards (Adopted 2017)	MA:Re9.1.Ia. Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals. VA:Cr2.1.Ia. Engage in making a work of art or design without having a preconceived plan. VA:Cr2.1.IIa. Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. VA:Cr2.1.IIIa Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept. VA:Cr2.3.IIIa. Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives. VA:Re9.1.Ia Establish relevant criteria in order to evaluate a work of art or collection of works. VA:Re9.1.IIIa. Construct evaluations of a work of art or collection of works based on differing sets of criteria. VA:Cn10.1.Ia Document the process of developing ideas from early stages to fully elaborated ideas VA:Cn10.1.IIa Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking. VA:Cn10.1.IIIa Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.
Educational Technology The Washington State K–12 Educational Technology Learning Standards (Adopted May 2018)	1.a. Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes 1.b. Students build networks and customize their learning environments in ways that support the learning process. 2.b. Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
English Language Arts The Washington State Common Core Standards for ELA & Literacy in History/Social Studies, Science, and Technical Subjects (2011)	CCSS.ELA-LITERACY.L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCSS.ELA-LITERACY.L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CCSS.ELA-LITERACY.L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. CCSS.ELA-LITERACY.L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. CCSS.ELA-LITERACY.RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. CCSS.ELA-LITERACY.RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

	CCSS.ELA-LITERACY.RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. CCSS.ELA-LITERACY.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. CCSS.ELA-LITERACY.RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. CCSS.ELA-LITERACY.RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. CCSS.ELA-LITERACY.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. CCSS.ELA-LITERACY.RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. CCSS.ELA-LITERACY.RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. CCSS.ELA-LITERACY.RST.11-12.10 By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently. CCSS.ELA-LITERACY.WHST.11-12.1 Write arguments focused on discipline-specific content.
Environment & Sustainability The Washington State K–12 Integrated Environmental and Sustainability Learning Standards (Updated 2014)	ESE Standard 3: Sustainability and Civic Responsibility. Students develop and apply the knowledge, perspective, vision, skills, and habits of mind necessary to make personal and collective decisions and take actions that promote sustainability.
Health and Physical Education The Washington State K–12 Health & Physical Education Learning Standards (Adopted 2016)	H1.Sa1.HS Describe how to prevent occupational injuries. H7.Sa2.HSa Apply basic first aid skills. H2.W2.HSa Analyze prevention, lifestyle factors, and treatment of communicable and noncommunicable diseases.
Mathematics The Washington State Common Core Standards for Mathematics (2011)	**Mathematical Practices** 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 5. Use appropriate tools strategically. 6. Attend to precision. 8. Look for and express regularity in repeated reasoning.
Science The Next Generation Science Standards (September 2017)	HS-LS2-1 Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales HS-LS2-3 Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.
Social Emotional Learning Competencies	Benchmark 2B - Demonstrates responsible decision-making and problem-solving skills. Benchmark 3B - Demonstrates problem-solving skills to engage responsibly in a variety of situations. Benchmark 4A - Demonstrates awareness of other people's emotions, perspectives, cultures, languages, histories, identities, and abilities. Benchmark 5A - Demonstrates a range of communication and social skills to interact effectively with others. Benchmark 6B - Demonstrates the ability to work with others to set, monitor, adapt, achieve, and evaluate goals. Benchmark 6C - Contributes productively to one's school, workplace, and community.

Unit Information

Module B: Chemical Fundamentals	**Total Learning Hours for Unit:** 140

Module Summary: This module focuses on the use of chemicals in hair coloring and texturing services. From all over color to foiling techniques, students learn how varied techniques produce the desired result. Students will learn about perms and relaxers, the results each provides, and how to choose the correct one. Practical experience includes producing desired color and texture outcomes.

Components and Assessments

Hands-on practice on mannequins and live clients with formative feedback on practical work throughout each skill learning cycle:
Week 1: All Over Color Application, Color Retouch, Scalp Treatments, & Deep Conditioning
Week 2: Foiling: Classic, Herringbone, Convertibles, & Test Outs
Week 3: Perming Fundamentals: 9 Blocks, Spiral Perms, Water Perming on Each Other & Test Outs
Week 4: Relaxer Fundamentals: Virgin, Retouch Relaxer Applications, & Test Outs

Theoretical Learning (chapter exams require a minimum score of 76% to pass):
Week 1 & 2: Chapter 21: Hair Coloring
Week 3 & 4: Chapter 20: Chemical Texture Services

Leadership Alignment:

- Students will **work independently** as **self-directed learners** to complete theoretical coursework.
- Students will **access and evaluate information** to **produce results** in practical application of hair coloring and texturizing services.

Industry Standards and/or Competencies

Name of standards: Milady Cosmetology	**Website:** https://www.milady.com/cima

- Perform All Over Color Application, Color Retouch, Scalp Treatments, & Deep Conditioning.
- Perform basic Foiling techniques: Classic, Herringbone, Convertibles.
- Perform Perming Fundamentals: 9 Blocks, Spiral Perms, Water Perming.
- Perform Relaxer Fundamentals: Virgin, Retouch Relaxer Applications.
- Explain how the hair's porosity affects hair color. Understand the types of melanin found in hair.
- Define and identify levels and their role in formulating hair color. Identify primary, secondary, and tertiary colors.
- Know what roles tone and intensity play in hair color. List and describe the categories of hair color.
- Explain the role of hydrogen peroxide in a hair color formula. Explain the action of hair lighteners.
- Explain the four chemical reactions that take place during permanent waving. Explain the difference between an alkaline wave and a true acid wave.
- Explain the purpose of neutralization in permanent waving. Demonstrate safe and effective perm techniques.
- Describe how thio relaxers straighten the hair. Describe how hydroxide relaxers straighten the hair. Demonstrate safe and effective hydroxide relaxing techniques.
- Describe curl re-forming and how it restructures the hair.

Name of standards: Washington State Department of Licensing Minimum Safety and Sanitation Standards	**Website:** https://www.dol.wa.gov/sites/default/files/2023-03/safety-and-sanitation-booklet.pdf

(4) Chemical use and storage

(a) When administering services to a client that involve the use of chemicals or chemical compounds, all licensees must follow safety procedures according to manufacturer's directions or safety data sheets (SDSs), to prevent injury to the client's person or clothing.

(b) Salon shops, personal service, mobile units and schools shall have in the immediate working area access to all safety data sheets (SDSs) provided by manufacturers for any chemical products used.

(c) Flammable chemicals must be stored away from potential sources of ignition.

(d) Chemicals which could interact in a hazardous manner such as oxidizers, catalysts, and solvents, must be stored per manufacturer's instruction.
(e) Licensees using chemicals or chemical compounds when providing services to clients must store the chemicals so 7 (2/1/16) [Ch. 308-20 WAC] as to prevent fire, explosion, or bodily harm. All chemicals must be stored in accordance with the manufacturer's directions.

Name of standards: National Health Science Standards (NCHSE 2022)	**Website:** https://healthscienceconsortium.org/

7.3 Environmental Safety
7.3.1 Apply safety techniques in the work environment.
7.2 Personal Safety
7.2.3 Demonstrate and apply the use of personal protective equipment (PPE).
7.4 Common Safety Hazards
7.4.1 Observe all safety standards related to the occupational exposure to hazardous chemicals standard (safety data sheets [SDS]).
7.4.1 Comply with safety signs, symbols, and labels.

Aligned Washington State Learning Standards	
Arts The Washington State K–12 Arts Learning Standards (Adopted 2017)	MA:Re9.1.Ia. Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals. VA:Cr2.1.Ia. Engage in making a work of art or design without having a preconceived plan. VA:Cr2.1.IIa. Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. VA:Cr2.1.IIIa Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept. VA:Cr2.3.IIIa. Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives. VA:Re.7.2.Ia Analyze how one's understanding of the world is affected by experiencing visual imagery. VA:Re9.1.Ia Establish relevant criteria in order to evaluate a work of art or collection of works. VA:Re9.1.IIIa. Construct evaluations of a work of art or collection of works based on differing sets of criteria. VA:Cn10.1.Ia Document the process of developing ideas from early stages to fully elaborated ideas VA:Cn10.1.IIa Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking. VA:Cn10.1.IIIa Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design. VA:Cn11.1.IIIa Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.
Educational Technology The Washington State K–12 Educational Technology Learning Standards (Adopted May 2018)	1.a. Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes 1.b. Students build networks and customize their learning environments in ways that support the learning process. 2.b. Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
English Language Arts The Washington State Common Core Standards for ELA & Literacy in History/Social Studies, Science, and Technical Subjects (2011)	CCSS.ELA-LITERACY.L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCSS.ELA-LITERACY.L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CCSS.ELA-LITERACY.L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. CCSS.ELA-LITERACY.L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. CCSS.ELA-LITERACY.RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. CCSS.ELA-LITERACY.RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

	CCSS.ELA-LITERACY.RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. CCSS.ELA-LITERACY.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. CCSS.ELA-LITERACY.RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. CCSS.ELA-LITERACY.RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. CCSS.ELA-LITERACY.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. CCSS.ELA-LITERACY.RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. CCSS.ELA-LITERACY.RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. CCSS.ELA-LITERACY.RST.11-12.10 By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently. CCSS.ELA-LITERACY.WHST.11-12.1 Write arguments focused on discipline-specific content.
Mathematics The Washington State Common Core Standards for Mathematics (2011)	**Mathematical Practices** 2. Reason abstractly and quantitatively. 5. Use appropriate tools strategically. 6. Attend to precision. 8. Look for and express regularity in repeated reasoning.
Science The Next Generation Science Standards (September 2017)	HS-PS1-2 Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties. HS-PS1-4 Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy. HS-PS1-5 Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs. HS-PS1-6 Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium. HS-PS1-7 Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction
Social Emotional Learning Competencies	Benchmark 2B - Demonstrates responsible decision-making and problem-solving skills. Benchmark 3B - Demonstrates problem-solving skills to engage responsibly in a variety of situations. Benchmark 4A - Demonstrates awareness of other people's emotions, perspectives, cultures, languages, histories, identities, and abilities. Benchmark 5A - Demonstrates a range of communication and social skills to interact effectively with others. Benchmark 6B - Demonstrates the ability to work with others to set, monitor, adapt, achieve, and evaluate goals. Benchmark 6C - Contributes productively to one's school, workplace, and community.

PHASE 2: Modules C – I

Phase Summary: The second phase of the Cosmetology program focuses on salon floor application with advanced techniques in haircutting, barbering, hair extensions, and hair additions as well as the fundamentals of nail structure, diseases, and techniques of the nail artist. Students will explore careers, licensure, building a resume, and creating a professional image.

Unit Information

Module C: Advanced Haircutting	**Total Learning Hours for Unit:** 140

Module Summary: This unit will focus on advanced haircutting techniques, such as short convex layers, fauxhawks and other short fashion, feather razor use, and techniques for long hair. From a theoretical perspective, students will focus on anatomy and physiology as well as the properties of the hair and scalp.

Components and Assessments

Hands-on practice on mannequins and live clients with formative feedback on practical work throughout each skill learning cycle:
Week 1: Short Convex & Flat Layers
Week 2: Short Fashion Haircuts: Fauxhawks, Pompadours
Week 3: Woman's Long Haircutting & Fringe
Week 4: Haircutting with a Feather Razor

Theoretical Learning (chapter exams require a minimum score of 76% to pass)**:**
Week 1 & 2: Chapter 6: General Anatomy & Physiology & Nuts and Bolts (Complete Retail Experience)
Week 3 & 4: Chapter 11: Properties of the Hair and Scalp & Nuts and Bolts (Complete Retail Experience)

Leadership Alignment:

- Students will **use and manage information** and **manage products** to create specified hair design.
- Students will **interact effectively with others**, **be flexible**, and **communicate clearly** to understand the desired outcome of a client.
- Students will **reason effectively, use systems thinking**, and **make judgements and decisions** to understand how an individual client's hair and scalp impacts their desired end result.

Industry Standards and/or Competencies

Name of standards: Milady Cosmetology	**Website:** https://www.milady.com/cima

- Cut Short Convex & Flat Layers.
- Cut: Short Fashion Haircuts: Fauxhawks, Pompadours.
- Cut Woman's Long Haircut & Fringe.
- Perform cut with a Feather Razor.
- Define and explain the importance of anatomy and physiology to the cosmetology profession.
- Describe cells, their structure, and their reproduction.
- Define tissue and identify the four types of tissues found in the body.
- Name the 11 main body systems and explain their basic functions.
- Identify and distinguish the different structures of the hair root. Identify and explain the three types of side bonds in the cortex.
- Name and compare the differences among the three cycles of hair growth.
- Give examples of the common types of hair loss and explain what can cause hair loss.
- Learn to identify the most common hair and scalp disorders seen in the salon and school, and then name which ones a physician should treat.

Name of standards: National Health Science Standards (NCHSE 2022)	**Website:** https://healthscienceconsortium.org/

1.1 Human Anatomy and Physiology
1.1.1 Describe the organization of the human body and directional terms.

1.1.2 Identify basic structures and describe functions of human body systems. 2.1 Concepts of Effective Communication 2.1.1 Model verbal and nonverbal therapeutic communication. 2.1.2 Identify common barriers to communication. 2.2 Medical Terminology 2.2.1 Use common roots, prefixes, and suffixes to communicate information. 2.2.2 Interpret common medical abbreviations to communicate information.	
Aligned Washington State Learning Standards	
Arts The Washington State K–12 Arts Learning Standards (Adopted 2017)	MA:Re9.1.Ia. Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals. VA:Cr2.1.Ia. Engage in making a work of art or design without having a preconceived plan. VA:Cr2.1.IIa. Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. VA:Cr2.1.IIIa Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept. VA:Cr2.3.IIIa. Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives. VA:Re.7.2.Ia Analyze how one's understanding of the world is affected by experiencing visual imagery. VA:Re9.1.Ia Establish relevant criteria in order to evaluate a work of art or collection of works. VA:Re9.1.IIIa. Construct evaluations of a work of art or collection of works based on differing sets of criteria. VA:Cn10.1.Ia Document the process of developing ideas from early stages to fully elaborated ideas VA:Cn10.1.IIa Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking. VA:Cn10.1.IIIa Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design. VA:Cn11.1.IIIa Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.
Educational Technology The Washington State K–12 Educational Technology Learning Standards (Adopted May 2018)	1.a. Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes 1.b. Students build networks and customize their learning environments in ways that support the learning process. 2.b. Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
English Language Arts The Washington State Common Core Standards for ELA & Literacy in History/Social Studies, Science, and Technical Subjects (2011)	CCSS.ELA-LITERACY.L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCSS.ELA-LITERACY.L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CCSS.ELA-LITERACY.L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. CCSS.ELA-LITERACY.L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. CCSS.ELA-LITERACY.RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. CCSS.ELA-LITERACY.RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. CCSS.ELA-LITERACY.RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. CCSS.ELA-LITERACY.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. CCSS.ELA-LITERACY.RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

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Mathematics The Washington State Common Core Standards for Mathematics (2011)	**Mathematical Practices** 5. Use appropriate tools strategically. 6. Attend to precision.
Science The Next Generation Science Standards (September 2017)	HS-LS1-1 Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins, which carry out the essential functions of life through systems of specialized cells. HS-LS1-2 Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms. HS-LS1-4 Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms. HS-LS1-6 Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules. HS-LS1-7 Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed, resulting in a net transfer of energy.
Social Emotional Learning Competencies	Benchmark 2B - Demonstrates responsible decision-making and problem-solving skills. Benchmark 3B - Demonstrates problem-solving skills to engage responsibly in a variety of situations. Benchmark 4A - Demonstrates awareness of other people's emotions, perspectives, cultures, languages, histories, identities, and abilities. Benchmark 5A - Demonstrates a range of communication and social skills to interact effectively with others. Benchmark 6B - Demonstrates the ability to work with others to set, monitor, adapt, achieve, and evaluate goals. Benchmark 6C - Contributes productively to one's school, workplace, and community.

Unit Information	
Module D: Advanced Barbering – Tapers & Fades	**Total Learning Hours for Unit: 140**
Module Summary: This module focuses on advanced barbering skills. Students will learn about tools used and scalp care while gaining practical experience in hands-on barbering.	

Components and Assessments

Hands-on practice on mannequins and live clients with formative feedback on practical work throughout each skill learning cycle:
Week 1 &2: Advanced Barbering
Week 3 & 4: Advanced Barbering & Test Outs

Theoretical Learning (chapter exams require a minimum score of 76% to pass)**:**
Week 1 &2: Chapter 13: Basics of Electricity
Week 3 & 4: Chapter 15: Scalp Care, Shampooing & Conditioning

Leadership Alignment:

- Students will **use systems thinking** to **solve problems** in determining which tools and techniques to implement for the desired outcome.
- Students will **be responsible to others**, **access and evaluate information**, and **communicate clearly** during interactions with clients.

Industry Standards and/or Competencies

Name of standards: Milady Cosmetology	**Website:** https://www.milady.com/cima

- Perform barbering techniques.
- Identify the nature of electricity and the two types of electric current. List electrical measurements.
- Understand the principles of electrical equipment safety.
- Examine the main electric modalities used in cosmetology.
- Outline other types of electrical equipment that cosmetologists use and describe how to use them.
- Explain the electromagnetic spectrum, visible spectrum of light, and invisible light. Compare the types of light therapy and their benefits.
- Identify the two most basic requirements for scalp care. Demonstrate a scalp massage during a shampoo service.
- Evaluate the uses and benefits of the various types of shampoo/conditioners.
- Identify the three-part procedure of a hair care service

Name of standards: National Health Science Standards (NCHSE 2022)	**Website:** https://healthscienceconsortium.org/

7.3 Environmental Safety
7.3.1 Apply safety techniques in the work environment.
7.4 Common Safety Hazards
7.4.2 Comply with safety signs, symbols, and labels.

Aligned Washington State Learning Standards

Arts The Washington State K–12 Arts Learning Standards (Adopted 2017)	MA:Re9.1.Ia. Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals. VA:Cr2.1.Ia. Engage in making a work of art or design without having a preconceived plan. VA:Cr2.1.IIa. Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. VA:Cr2.1.IIIa Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept. VA:Cr2.3.IIIa. Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives. VA:Re.7.2.Ia Analyze how one's understanding of the world is affected by experiencing visual imagery. VA:Re9.1.Ia Establish relevant criteria in order to evaluate a work of art or collection of works. VA:Re9.1.IIIa. Construct evaluations of a work of art or collection of works based on differing sets of criteria. VA:Cn10.1.Ia Document the process of developing ideas from early stages to fully elaborated ideas VA:Cn10.1.IIa Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking. VA:Cn10.1.IIIa Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design. VA:Cn11.1.IIIa Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.
Educational Technology The Washington State K–12 Educational Technology Learning Standards (Adopted May 2018)	1.a. Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes 1.b. Students build networks and customize their learning environments in ways that support the learning process. 2.b. Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.

English Language Arts The Washington State Common Core Standards for ELA & Literacy in History/Social Studies, Science, and Technical Subjects (2011)	CCSS.ELA-LITERACY.L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCSS.ELA-LITERACY.L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CCSS.ELA-LITERACY.L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. CCSS.ELA-LITERACY.L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. CCSS.ELA-LITERACY.RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. CCSS.ELA-LITERACY.RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. CCSS.ELA-LITERACY.RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. CCSS.ELA-LITERACY.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. CCSS.ELA-LITERACY.RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. CCSS.ELA-LITERACY.RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. CCSS.ELA-LITERACY.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. CCSS.ELA-LITERACY.RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. CCSS.ELA-LITERACY.RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. CCSS.ELA-LITERACY.RST.11-12.10 By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently. CCSS.ELA-LITERACY.WHST.11-12.1 Write arguments focused on discipline-specific content. CCSS.ELA-LITERACY.WHST.11-12.1.E Provide a concluding statement or section that follows from or supports the argument presented.
Mathematics The Washington State Common Core Standards for Mathematics (2011)	**Mathematical Practices** 2. Reason abstractly and quantitatively. 5. Use appropriate tools strategically. 6. Attend to precision. 8. Look for and express regularity in repeated reasoning.
Science The Next Generation Science Standards (September 2017)	HS-PS3-1 Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known. HS-PS3-4 Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics). HS-PS3-5 Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction. HS-PS4-4 Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter. HS-PS4-5 Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.*

Social Emotional Learning Competencies	Benchmark 2B - Demonstrates responsible decision-making and problem-solving skills. Benchmark 3B - Demonstrates problem-solving skills to engage responsibly in a variety of situations. Benchmark 4A - Demonstrates awareness of other people's emotions, perspectives, cultures, languages, histories, identities, and abilities. Benchmark 5A - Demonstrates a range of communication and social skills to interact effectively with others. Benchmark 6B - Demonstrates the ability to work with others to set, monitor, adapt, achieve, and evaluate goals. Benchmark 6C - Contributes productively to one's school, workplace, and community.

Unit Information

Module E: Advanced Barbering – Straight Razor Shaving	**Total Learning Hours for Unit: 140**

Module Summary: This module focuses on the basics of chemistry and straight razor shaving.

Components and Assessments

Hands-on practice on mannequins and live clients with formative feedback on practical work throughout each skill learning cycle:
Week 1 &2: Straight Razor Shaving
Week 3 & 4: Straight Razor Shaving & Test Outs

Theoretical Learning (chapter exams require a minimum score of 76% to pass)**:**
Week 1-4: Chapter 12: Basics of Chemistry

Leadership Alignment:

- Students will **work effectively in diverse teams** to **access and evaluate information** during chemistry exploration.
- Students will **be responsible to others** during practical exercises.
- Students will **use systems thinking** and **communicate clearly** to **use and manage information** to define and evaluate chemical properties.

Industry Standards and/or Competencies

Name of standards: Milady Cosmetology	**Website:** https://www.milady.com/cima

- Perform a straight razor shave.
- List the difference between organic and inorganic chemistry.
- Categorize and give examples of different substances for each of the different states of matter: solid, liquid, and gas.
- Summarize, in your own words, oxidation-reduction (redox) reactions.
- Define the differences between pure substances and physical mixtures.
- Evaluate the differences among solutions, suspensions, and emulsions.
- Explain what pH is and how the pH scale works.

Aligned Washington State Learning Standards

Arts The Washington State K–12 Arts Learning Standards (Adopted 2017)	MA:Re9.1.Ia. Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals. VA:Cr2.1.Ia. Engage in making a work of art or design without having a preconceived plan. VA:Cr2.1.IIa. Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge chosen art form. VA:Cr2.1.IIIa. Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept. VA:Pr4.1.IIa. Analyze, select, and critique personal artwork for a collection or portfolio presentation VA:Pr5.1.Ia Analyze and evaluate the reasons and ways an exhibition is presented. VA:Re9.1.Ia Establish relevant criteria in order to evaluate a work of art or collection of works.

	VA:Re9.1.IIIa Construct evaluations of a work of art or collection of works based on differing sets of criteria.
Educational Technology The Washington State K–12 Educational Technology Learning Standards (Adopted May 2018)	1.a. Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes 1.b. Students build networks and customize their learning environments in ways that support the learning process. 2.b. Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
English Language Arts The Washington State Common Core Standards for ELA & Literacy in History/Social Studies, Science, and Technical Subjects (2011)	CCSS.ELA-LITERACY.L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCSS.ELA-LITERACY.L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CCSS.ELA-LITERACY.L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. CCSS.ELA-LITERACY.L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. CCSS.ELA-LITERACY.RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. CCSS.ELA-LITERACY.RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. CCSS.ELA-LITERACY.RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. CCSS.ELA-LITERACY.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. CCSS.ELA-LITERACY.RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. CCSS.ELA-LITERACY.RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. CCSS.ELA-LITERACY.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. CCSS.ELA-LITERACY.RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. CCSS.ELA-LITERACY.RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. CCSS.ELA-LITERACY.RST.11-12.10 By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently. CCSS.ELA-LITERACY.WHST.11-12.1 Write arguments focused on discipline-specific content.
Mathematics The Washington State Common Core Standards for Mathematics (2011)	**Mathematical Practices** 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 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.

Science The Next Generation Science Standards (September 2017)	HS-PS1-3 Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles. HS-PS1-5 Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs. HS-PS1-6 Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium. HS-PS1-7 Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction. HS-PS4-1 Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media
Social Emotional Learning Competencies	Benchmark 2B - Demonstrates responsible decision-making and problem solving skills. Benchmark 3B - Demonstrates problem-solving skills to engage responsibly in a variety of situations. Benchmark 4A - Demonstrates awareness of other people's emotions, perspectives, cultures, languages, histories, identities, and abilities. Benchmark 5A - Demonstrates a range of communication and social skills to interact effectively with others. Benchmark 6B - Demonstrates the ability to work with others to set, monitor, adapt, achieve, and evaluate goals. Benchmark 6C - Contributes productively to one's school, workplace, and community.

Unit Information

Module F: Phase 2 Application and Preparation for Phase 3	**Total Learning Hours for Unit: 140**

Module Summary: This module focuses on preparation for state board exams at the end of the program as well as a deeper dive into salon life upon completion of training. Students will explore the requirements of the state board exams and career paths available in Cosmetology.

Components and Assessments

Hands-on practice on mannequins and live clients with formative feedback on practical work throughout each skill learning cycle:
Week 1: State Board Iron Curl
Week 2: State Board Haircut
Week 3: State Board Perming Application
Week 4: State Board Color & Relaxer Applications

Theoretical Learning (chapter exams require a minimum score of 76% to pass)**:**
Week 1: Chapter 30: Preparing for Licensure & Employment
Week 2: Chapter 31: On the Job
Week 3: Chapter 32: The Salon Business

Leadership Alignment:

- Students will **reason effectively, make judgments and decisions**, and **access and evaluate information** to **solve problems** to meet state board standards.
- Students will **use systems thinking, think creatively**, and **communicate clearly** to **create media products** in employment artifact development.
- Students will **work creatively with others** and **adapt to change** to explore salon opportunities and professional expectations in the industry.

Industry Standards and/or Competencies

Name of standards: Milady Cosmetology	**Website:** https://www.milady.com/cima

- Perform iron curl to State Board standard.
- Perform haircut to State Board standard.
- Perform perm State Board standard.
- Perform color and relaxer application to State Board standard.

- Describe the process of taking and passing your state licensing examination.
- Determine your career focus by using the Inventory of Personal Characteristics and Technical Skills.
- List the different salon business categories.
- Develop a cover letter, resume, and employment portfolio.
- Know how to explore the job market, research potential employers, and operate within the legal aspects of employment.
- Describe what is expected of a new employee and what this means in terms of your everyday behavior.
- Determine the best way to record your tips and make additional income.
- Explain the principles of selling products and services in the salon.
- Identify two options for going into business for yourself. List the basic factors to be considered when opening a salon.
- Compare the types of salon ownership. Recognize the information that should be included in a business plan.
- Explain the importance of record keeping.
- Examine the responsibilities of a booth renter. Distinguish the elements of successful salon operations.

Name of Standards: National Standards for Business Education	**Website:** www.nbea.org

Accounting

- Distinguish between revenue, gains, and other comprehensive income.
- Record transactions resulting in other comprehensive income or loss.
- Explain the employer's responsibility in reporting payroll records through federal tax forms.
- Explain common methods of paying compensation (e.g., hourly, salary, commission, independent contractor) and the financial and tax implications of each.
- Calculate net pay and the employer's payroll taxes.

Entrepreneurship

- Recognize that entrepreneurs possess unique characteristics and examine the role of innovation in entrepreneurial opportunities.
- Recognize trends and social responsibilities can lead to entrepreneurial opportunities.

Management

- Analyze the organization of a business.
- Examine the role of ethics and social responsibility in decision making.
- Analyze a business organization's competitive position within the industry.

Marketing

- Recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual business, and society.
- Analyze the characteristics, motivations, and behaviors of consumers.
- Describe the elements, design, and purposes of a marketing plan.

Aligned Washington State Learning Standards	
Arts The Washington State K–12 Arts Learning Standards (Adopted 2017)	MA:Re9.1.Ia. Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals. VA:Cr2.1.Ia. Engage in making a work of art or design without having a preconceived plan. VA:Cr2.1.IIa. Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. VA:Cr2.1.IIIa Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept. VA:Cr2.3.IIIa. Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives. VA:Re9.1.Ia Establish relevant criteria in order to evaluate a work of art or collection of works. VA:Re9.1.IIIa. Construct evaluations of a work of art or collection of works based on differing sets of criteria. VA:Cn10.1.Ia Document the process of developing ideas from early stages to fully elaborated ideas

	VA:Cn10.1.IIa Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking. VA:Cn10.1.IIIa Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.
Educational Technology The Washington State K–12 Educational Technology Learning Standards (Adopted May 2018)	1.a. Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes 1.b. Students build networks and customize their learning environments in ways that support the learning process. 2.b. Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
English Language Arts The Washington State Common Core Standards for ELA & Literacy in History/Social Studies, Science, and Technical Subjects (2011)	CCSS.ELA-LITERACY.L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCSS.ELA-LITERACY.L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CCSS.ELA-LITERACY.L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. CCSS.ELA-LITERACY.L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. CCSS.ELA-LITERACY.RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. CCSS.ELA-LITERACY.RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. CCSS.ELA-LITERACY.RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. CCSS.ELA-LITERACY.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. CCSS.ELA-LITERACY.RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. CCSS.ELA-LITERACY.RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. CCSS.ELA-LITERACY.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. CCSS.ELA-LITERACY.RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. CCSS.ELA-LITERACY.RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. CCSS.ELA-LITERACY.RST.11-12.10 By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently. CCSS.ELA-LITERACY.WHST.11-12.1 Write arguments focused on discipline-specific content.
Financial Education The Washington State K–12 Financial Education Learning Standards (Adopted 2016)	12.EI.1 Revise a career plan that aligns with personal interests, financial goals, and desired lifestyle. 12.EI.2 Develop a résumé and cover letter for a specific job of interest. 12.EI.3 Analyze employee benefits and explain why they are forms of compensation. 12.EI.4 Differentiate between required employer contributions and additional benefits that an employer might offer. 12.EI.5 Analyze the monetary and non-monetary value of employee benefits in addition to wages and salaries. 12.EI.8 Revise IRS form W-4 (Employee's Withholding Allowance Certificate) to determine the optimal amount to withhold for personal income tax. 12.EI.9 Analyze circumstances that would call for the adjustment of the income tax withholding allowance. 12.EI.10 Examine the benefits of participating in employer-sponsored retirement savings plans and health care savings plans.

	12.SS.1 Specify how monetary and non-monetary assets can contribute to net worth. 12.SS.2 Investigate changes in personal spending behavior that contribute to wealth building. 12.SS.3 Differentiate between an expense that is tax deductible and one that is not. 12.SS. 4 Devise a system to retain evidence of tax deductible expenditures. 12.SS.5 Investigate the records required to claim possible tax deductions or credits. 12.SS.6 Compare the features and costs of online and mobile bill payment services offered by different institutions. 12.SS.7. Compare the costs of cashing a check with various third parties, such as banks and credit unions, check-cashing services, and retail outlets. 12.SS.8 Demonstrate how to schedule and manage bill payments. 12.SS.9 Write a check. 12.SS.10 Reconcile the balance of a checking account and verify the balance of a debit account. 12.SS.11 Explain how to verify printed and online account statements for accuracy. 12.SS.12 Demonstrate how to use comparison shopping skills to buy or finance a major purchase.
Science The Next Generation Science Standards (September 2017)	HS-PS1-3 Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles. HS-PS1-5 Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs. HS-PS1-6 Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium. HS-PS1-7 Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction. HS-PS4-1 Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media
Social Emotional Learning Competencies	Benchmark 2B - Demonstrates responsible decision-making and problem-solving skills. Benchmark 3B - Demonstrates problem-solving skills to engage responsibly in a variety of situations. Benchmark 4A - Demonstrates awareness of other people's emotions, perspectives, cultures, languages, histories, identities, and abilities. Benchmark 5A - Demonstrates a range of communication and social skills to interact effectively with others. Benchmark 6B - Demonstrates the ability to work with others to set, monitor, adapt, achieve, and evaluate goals. Benchmark 6C - Contributes productively to one's school, workplace, and community.

Unit Information	
Module G: Advanced Techniques & Nails	**Total Learning Hours for Unit: 140**
Module Summary: This module focuses on advanced hair coloring techniques, and nails from structure through manicures and pedicures. Students will learn about nail structure, growth, disorders, and diseases as well as tools, processes, and scope of licensure. Students will gain practical experience in manicuring, pedicuring, and polishing as well as performing skin analyses.	
Components and Assessments	
Hands-on practice on mannequins and live clients with formative feedback on practical work throughout each skill learning cycle: Week 1: Advanced Hair Coloring Techniques Week 2: Advanced Hair Coloring Techniques Week 3: Polishing & Manicure Techniques Week 4: Advanced Braiding & Updo Techniques **Theoretical Learning** (chapter exams require a minimum score of 76% to pass):	

Week 1: Chapter 9: Nail Structure & Growth
Week 2: Chapter 10: Nail Disorders & Diseases, Nuts and Bolts (How to Build Your Business)
Week 3: Chapter 25: Manicuring
Week 4: Chapter 26: Pedicuring, Nuts and Bolts (How to Build Your Business)

Leadership Alignment:

- Students will **communicate clearly** and **guide and lead others** in nail/skin analysis and care.
- Students will **use systems thinking** to **use and manage information** to identify process steps, scope of licensure, and identifying diseases.
- Students will **communicate clearly** and **access and evaluate information** to define tools and techniques used during analysis, manicure, and pedicure services.

Industry Standards and/or Competencies

Name of standards: Milady Cosmetology	**Website:** https://www.milady.com/cima

- Perform advanced hair coloring application.
- Perform manicure with polish.
- Perform braid and updo.
- Describe the characteristics of normal, healthy nails. Describe the nine basic parts of the nail unit.
- Discuss how nails grow.
- List and describe the various disorders and irregularities of nails. Recognize diseases of the nails that should not be treated in the salon.
- Perform a hand, nail, and skin analysis on a client.
- Describe the potential consequences if a nail technician works outside the state's scope of practice.
- Identify the four types of nail technology tools required to perform a manicure.
- Name and describe the three-part procedure used in the performance of the basic manicure.
- Describe the equipment used when performing pedicures. Identify materials only used when performing pedicures.
- Define reflexology and its use during a pedicure procedure.

Name of standards: National Health Science Standards (NCHSE 2022)	**Website:** https://healthscienceconsortium.org/

1.2 Diseases and Disorders
1.2.1 Describe etiology, pathology, diagnosis, treatment, and prevention of common diseases and disorders.
1.2.2 Describe biomedical therapies as they relate to the prevention, pathology, and treatment of disease.
7.1 Infection Control
7.1.1 Explain the principles of infection transmission.
7.1.2 Differentiate methods of controlling the spread and growth of pathogens.
7.2 Personal Safety
7.2.2 Demonstrate principles of body mechanics during patient care.
7.2.3 Demonstrate and apply the use of personal protective equipment (PPE).
7.3 Environmental Safety
7.3.1 Apply safety techniques in the work environment.
7.4 Common Safety Hazards
7.4.2 Comply with safety signs, symbols, and labels.

Aligned Washington State Learning Standards

Arts The Washington State K–12 Arts Learning Standards (Adopted 2017)	MA:Re9.1.Ia. Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals. VA:Cr2.1.Ia. Engage in making a work of art or design without having a preconceived plan. VA:Cr2.1.IIa. Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

	VA:Cr2.1.IIIa Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept. VA:Cr2.3.IIIa. Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives. VA:Re9.1.Ia Establish relevant criteria in order to evaluate a work of art or collection of works. VA:Re9.1.IIIa. Construct evaluations of a work of art or collection of works based on differing sets of criteria. VA:Cn10.1.Ia Document the process of developing ideas from early stages to fully elaborated ideas VA:Cn10.1.IIa Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking. VA:Cn10.1.IIIa Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.
Educational Technology The Washington State K–12 Educational Technology Learning Standards (Adopted May 2018)	1.a. Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes 1.b. Students build networks and customize their learning environments in ways that support the learning process. 2.b. Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
English Language Arts The Washington State Common Core Standards for ELA & Literacy in History/Social Studies, Science, and Technical Subjects (2011)	CCSS.ELA-LITERACY.L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCSS.ELA-LITERACY.L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CCSS.ELA-LITERACY.L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. CCSS.ELA-LITERACY.L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. CCSS.ELA-LITERACY.RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. CCSS.ELA-LITERACY.RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. CCSS.ELA-LITERACY.RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. CCSS.ELA-LITERACY.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. CCSS.ELA-LITERACY.RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. CCSS.ELA-LITERACY.RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. CCSS.ELA-LITERACY.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. CCSS.ELA-LITERACY.RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. CCSS.ELA-LITERACY.RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. CCSS.ELA-LITERACY.RST.11-12.10 By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently. CCSS.ELA-LITERACY.WHST.11-12.1 Write arguments focused on discipline-specific content.
Health and Physical Education The Washington State K–12 Health & Physical	H1.N5.HS Analyze and describe the relationship between nutritional choices, physical activity, and chronic diseases.

Education Learning Standards (Adopted 2016)	
Social Emotional Learning Competencies	Benchmark 2B - Demonstrates responsible decision-making and problem-solving skills. Benchmark 3B - Demonstrates problem-solving skills to engage responsibly in a variety of situations. Benchmark 4A - Demonstrates awareness of other people's emotions, perspectives, cultures, languages, histories, identities, and abilities. Benchmark 5A - Demonstrates a range of communication and social skills to interact effectively with others. Benchmark 6B - Demonstrates the ability to work with others to set, monitor, adapt, achieve, and evaluate goals. Benchmark 6C - Contributes productively to one's school, workplace, and community.

Unit Information

Module H: Extensions & Skin	**Total Learning Hours for Unit: 140**

Module Summary: This module focuses on hair extensions and additions as well as skin structure, nutrition, disorders, and hair removals. Students will get practical experience in hair extensions through braiding and sewing techniques, performing facials, and waxing services.

Components and Assessments

Hands-on practice on mannequins and live clients with formative feedback on practical work throughout each skill learning cycle:
Week 1: Braiding & Sewing for Partial Extensions
Week 2: Braiding & Sewing for Full Extensions
Week 3: Facials
Week 4: Waxing

Theoretical Learning (chapter exams require a minimum score of 76% to pass)**:**
Week 1: Chapter 18: Braiding & Hair Extensions
Chapter 19: Wigs & Hair Additions
Week 2: Chapter 7: Skin Structure, Growth & Nutrition
Week 3: Chapter 8: Skin Disorders & Diseases
Chapter 24: Facial Make Up
Week 4: Chapter 22: Hair Removal
Chapter 23: Facials

Leadership Alignment:

- Students will **access and evaluate information** and **guide and lead others** through **clear communication** on nutritional elements in hair and skin development and care.
- Students will **use and manage information, reason effectively,** and **manage products** to **produce results** for clients in hair and skin services.
- Students will **communicate clearly, be flexible, adapt to change,** and **be responsible to others** in client communication and providing requested services.

Industry Standards and/or Competencies

Name of standards: Milady Cosmetology	**Website:** https://www.milady.com/cima

- Perform braid and sewing for partial extension.
- Perform braid and sewing for pull extension.
- Perform facial.
- Perform waxing.
- Know the general history of braiding.
- Explain how to prepare the hair for braiding.
- Describe six types of braiding techniques: rope, fishtail, halo, invisible, single, and single braids with extensions.
- Demonstrate the procedure for cornrowing. Explain the techniques for textured sets and styles. Demonstrate the procedures locks.

- Describe the structure and composition of the skin. List the six functions of the skin.
- Name the classes of nutrients essential for good health. Identify the food groups and dietary guidelines recommended by the U.S. Department of Agriculture (USDA). List and describe the vitamins that can help the skin.
- Identify and describe common skin lesions, differentiating between primary and secondary lesions.
- List and describe common disorders of the sebaceous glands. List and describe common changes in skin pigmentation.
- Identify the forms of skin cancer including symptoms and mortality rates.
- Identify and describe the major causes of acne and current treatments.
- List the factors that contribute to the aging of the skin. Explain the effects of exposure to the sun on the skin.
- Describe contact dermatitis and prevention measures for cosmetologists.
- Explain the significance of a client intake form used in hair removal services.
- Name the conditions that contraindicate hair removal in the salon.
- Identify and describe three methods of permanent hair removal. List the eight methods used for temporary hair removal.

Name of standards: National Health Science Standards (NCHSE 2022)	**Website:** https://healthscienceconsortium.org/

1.2 Diseases and Disorders
1.2.1 Describe etiology, pathology, diagnosis, treatment, and prevention of common diseases and disorders.
1.2.2 Describe biomedical therapies as they relate to the prevention, pathology, and treatment of disease.
7.1 Infection Control
7.1.1 Explain the principles of infection transmission.
7.1.2 Differentiate methods of controlling the spread and growth of pathogens.
7.2 Personal Safety
7.2.2 Demonstrate principles of body mechanics during patient care.
7.2.3 Demonstrate and apply the use of personal protective equipment (PPE).
7.3 Environmental Safety
7.3.1 Apply safety techniques in the work environment.
7.4 Common Safety Hazards
7.4.2 Comply with safety signs, symbols, and labels.

Aligned Washington State Learning Standards	
Arts The Washington State K–12 Arts Learning Standards (Adopted 2017)	MA:Re9.1.Ia. Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals. VA:Cr2.1.Ia. Engage in making a work of art or design without having a preconceived plan. VA:Cr2.1.IIa. Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. VA:Cr2.1.IIIa Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept. VA:Cr2.3.IIIa. Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives. VA:Re9.1.Ia Establish relevant criteria in order to evaluate a work of art or collection of works. VA:Re9.1.IIIa. Construct evaluations of a work of art or collection of works based on differing sets of criteria. VA:Cn10.1.Ia Document the process of developing ideas from early stages to fully elaborated ideas VA:Cn10.1.IIa Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking. VA:Cn10.1.IIIa Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.
Educational Technology The Washington State K–12 Educational Technology Learning Standards (Adopted May 2018)	1.a. Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes 1.b. Students build networks and customize their learning environments in ways that support the learning process.

	2.b. Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
English Language Arts The Washington State Common Core Standards for ELA & Literacy in History/Social Studies, Science, and Technical Subjects (2011)	CCSS.ELA-LITERACY.L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCSS.ELA-LITERACY.L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CCSS.ELA-LITERACY.L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. CCSS.ELA-LITERACY.L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. CCSS.ELA-LITERACY.RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. CCSS.ELA-LITERACY.RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. CCSS.ELA-LITERACY.RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. CCSS.ELA-LITERACY.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. CCSS.ELA-LITERACY.RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. CCSS.ELA-LITERACY.RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. CCSS.ELA-LITERACY.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. CCSS.ELA-LITERACY.RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. CCSS.ELA-LITERACY.RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. CCSS.ELA-LITERACY.RST.11-12.10 By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently. CCSS.ELA-LITERACY.WHST.11-12.1 Write arguments focused on discipline-specific content.
Health and Physical Education The Washington State K–12 Health & Physical Education Learning Standards (Adopted 2016)	H1.N1.HS Predict impact of consuming adequate or inadequate amounts of nutrients.
Science The Next Generation Science Standards (September 2017)	HS-LS3-1 Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring. HS-LS3-2 Make and defend a claim based on evidence that inheritable genetic variations may result from (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.
Social Emotional Learning Competencies	Benchmark 2B - Demonstrates responsible decision-making and problem-solving skills. Benchmark 3B - Demonstrates problem-solving skills to engage responsibly in a variety of situations. Benchmark 4A - Demonstrates awareness of other people's emotions, perspectives, cultures, languages, histories, identities, and abilities. Benchmark 5A - Demonstrates a range of communication and social skills to interact effectively with others. Benchmark 6B - Demonstrates the ability to work with others to set, monitor, adapt, achieve, and evaluate goals. Benchmark 6C - Contributes productively to one's school, workplace, and community.

Unit Information

Module I: Business Ready & Naturally Textured Hair Styling	**Total Learning Hours for Unit: 140**

Module Summary: This module focuses on naturally textured hair styling and getting ready for employment beyond this college program.

Components and Assessments

Hands-on practice on mannequins and live clients with formative feedback on practical work throughout each skill learning cycle:
Week 1: Proper Shampooing, Blow Outs & Thermals
Week 2: Wraps, Sets, & Finger Waves
Week 3: Twists, Dreadlocks, & Bantu Knots
Week 4: Box Braids & Feed Ins

Theoretical Learning (chapter exams require a minimum score of 76% to pass):
Week 1: Chapter 1: History & Career Opportunities, Jobscan: Cover Letter Building
Week 2: Chapter 2: Life Skills, Nuts and Bolts: The Salon and Spa Professional, Job scan: Resume Building
Week 3: Chapter 3: Your Professional Image, Job scan: Linked in Building
Week 4: Chapter 4: Communicating for Success, Nuts and Bolts: The Salon and Spa Professional, Interviewing

Leadership Alignment:

- Students will **be self-directed learners** who **work independently** and **manage goals and time** to conduct research and develop employment tools.
- Students will **communicate clearly** and **interact effectively with others** to conduct a client consultation and manage clients.
- Students will **be responsible to others** and **adapt to change** during practical labs performing specified hair services.

Industry Standards and/or Competencies

Name of standards: Milady Cosmetology	**Website:** https://www.milady.com/cima

- Perform a shampoo and blow-out.
- Perform wraps, sets, & finger waves.
- Perform twist, dreadlocks, and Bantu knots.
- Perform box braids and feed-ins.
- List several career opportunities available to a licensed beauty practitioner.
- Draft and revise a cover letter.
- List the principles that contribute to personal and professional success.
- Create a mission statement.
- Explain long-term and short-term goals.
- Discuss the most effective ways to manage time and good study habits.
- Define ethics.
- Draft and revise a resume
- Name four good personal hygiene habits.
- Explain the concept of dressing for success.
- Practice ergonomically correct movement, postures, and principles.
- Take practical steps for effectively communicating in the workplace.
- Conduct a successful client consultation.
- Adequately manage tardy clients, schedule mix-ups, and unhappy clients.

• Build open lines of communication with coworkers.	
Aligned Washington State Learning Standards	
Arts The Washington State K–12 Arts Learning Standards (Adopted 2017)	MA:Re9.1.Ia. Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals. VA:Cr2.1.Ia. Engage in making a work of art or design without having a preconceived plan. VA:Cr2.1.IIa. Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. VA:Cr2.1.IIIa Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept. VA:Cr2.3.IIIa. Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives. VA:Re9.1.Ia Establish relevant criteria in order to evaluate a work of art or collection of works. VA:Re9.1.IIIa. Construct evaluations of a work of art or collection of works based on differing sets of criteria. VA:Cn10.1.Ia Document the process of developing ideas from early stages to fully elaborated ideas VA:Cn10.1.IIa Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking. VA:Cn10.1.IIIa Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.
Educational Technology The Washington State K–12 Educational Technology Learning Standards (Adopted May 2018)	1.a. Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes 1.b. Students build networks and customize their learning environments in ways that support the learning process. 2.b. Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
English Language Arts The Washington State Common Core Standards for ELA & Literacy in History/Social Studies, Science, and Technical Subjects (2011)	CCSS.ELA-LITERACY.L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCSS.ELA-LITERACY.L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CCSS.ELA-LITERACY.L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. CCSS.ELA-LITERACY.L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. CCSS.ELA-LITERACY.RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. CCSS.ELA-LITERACY.RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. CCSS.ELA-LITERACY.RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. CCSS.ELA-LITERACY.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. CCSS.ELA-LITERACY.RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. CCSS.ELA-LITERACY.RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. CCSS.ELA-LITERACY.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. CCSS.ELA-LITERACY.RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

	CCSS.ELA-LITERACY.RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. CCSS.ELA-LITERACY.RST.11-12.10 By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently. CCSS.ELA-LITERACY.WHST.11-12.1 Write arguments focused on discipline-specific content.
Financial Education The Washington State K–12 Financial Education Learning Standards (Adopted 2016)	12.EI.1 Revise a career plan that aligns with personal interests, financial goals, and desired lifestyle. 12.EI.2 Develop a résumé and cover letter for a specific job of interest. 12.EI.5 Analyze the monetary and non-monetary value of employee benefits in addition to wages and salaries.
Social Studies The Washington State K–12 Social Studies Learning Standards (Adopted September 2019)	H2.11-12.5 Evaluate the ethics of current and future uses of technology based on how technology has shaped history.
Social Emotional Learning Competencies	Benchmark 2B - Demonstrates responsible decision-making and problem solving skills. Benchmark 3B - Demonstrates problem-solving skills to engage responsibly in a variety of situations. Benchmark 4A - Demonstrates awareness of other people's emotions, perspectives, cultures, languages, histories, identities, and abilities. Benchmark 5A - Demonstrates a range of communication and social skills to interact effectively with others. Benchmark 6B - Demonstrates the ability to work with others to set, monitor, adapt, achieve, and evaluate goals. Benchmark 6C - Contributes productively to one's school, workplace, and community.

PHASE 3 – building business, externships, and independent study

Phase Summary: This phase focuses on preparing for state board exams, building a professional brand, externships, and independent studies. Based on attendance and performance requirements, students may have the option of completing an externship.

Unit Information

Module J: Application of Technical Foundation	**Total Learning Hours for Unit: 140**

Module Summary:

Components and Assessments

Hands-on practice with formative feedback during State Board Prep:
Week 1: Review of Hands-on Techniques
Week 2: Practical Kit Prep
Week 3: Practical Practice
Week 4: Practical Practice & Final Run Through

Theoretical Learning (exams require a minimum score of 76% to pass):
Week 1: Review of Previous Chapters
Week 2: Unit 1 & 2 Tests
Week 3: Unit 3 Test
Week 4: Final Exam

Leadership Alignment:

- Students will **manage goals and time** to review techniques prior practical application.
- Students will **make judgments and decisions** to prep a kit.
- Students will **communicate clearly** and **be responsible to others** during practical run throughs.

Industry Standards and/or Competencies	
Name of standards: Milady Cosmetology	**Website:** https://www.milady.com/cima
• Perform basic hands-on techniques to State Board standard. • Demonstrate proficiency in prepping a salon kit.	
Aligned Washington State Learning Standards	
Arts The Washington State K–12 Arts Learning Standards (Adopted 2017)	MA:Re9.1.Ia. Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals. VA:Cr2.1.Ia. Engage in making a work of art or design without having a preconceived plan. VA:Cr2.1.IIa. Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. VA:Cr2.1.IIIa Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept. VA:Cr2.3.IIIa. Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives. VA:Re9.1.Ia Establish relevant criteria in order to evaluate a work of art or collection of works. VA:Re9.1.IIIa. Construct evaluations of a work of art or collection of works based on differing sets of criteria. VA:Cn10.1.Ia Document the process of developing ideas from early stages to fully elaborated ideas VA:Cn10.1.IIa Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking. VA:Cn10.1.IIIa Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.
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