

Marking Period	Unit Title	Recommended Instructional Days
1	Introduction to Cosmetology	45
<p style="text-align: center;"><b>CTE</b> <b>Disciplinary Concept:</b> <b>Personal Care Services</b></p>		<p><b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CLKS within Unit</b></p>
<p><i>Core Ideas and Performance Expectation:</i></p> <p><b>Personal Care Services</b> 9.3.HU-PC.1 Analyze basic principles of biology, chemistry and human anatomy for safe and effective utilization and selection of personal care products and services. 9.3.HU-PC.2 Evaluate an individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action. 9.3.HU-PC.3 Utilize data and information to maintain electronic records of client services and make recommendations for personal care services. 9.3.HU-PC.4 Demonstrate policies and procedures to achieve a safe and healthy environment for personal care services. 9.3.HU-PC.5 Develop organizational policies, procedures and regulations that establish personal care organization priorities, accomplish the mission, and provide high-quality service to a diverse set of clients and families. 9.3.HU-PC.6 Identify personal care business opportunities enhanced by community involvement, self- improvement and current trends. 9.3.HU-PC.7 Apply methods of obtaining feedback to understand expectations and promote high-quality personal care services standards.</p>		
<p style="text-align: center;"><b>Life Literacy &amp; Key Skills</b> <b>Disciplinary Concept:</b> <b>Creativity and Innovation</b></p>		
<p><i>Core Ideas and Performance Expectation:</i></p> <p><b>Creativity and Innovation</b> <i>With a growth mindset, failure is an important part of success.</i> 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).</p>		<p><b>Essential Question/s:</b> What career do you see in your future? What education do you need for this career? How much money will you make? Are you prepared to continue to educate yourself Throughout your Cosmetology career? What are some of the rewards of a career in cosmetology?</p>

<p><i>Innovative ideas or innovation can lead to career opportunities.</i> 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8). 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).</p>	<p>What are some demands? What are some demands? Why study Cosmetology history and career opportunities? What are some important past and present cosmetology milestones and how they affect us today? What career opportunities are there for licensed professionals, and how do they differ from 10 years ago? How does climate change impact hair and scalp health, and what steps can be taken to protect against these effects? What are the benefits of using sustainable hair and scalp care products, and how do they compare to traditional products in terms of effectiveness and environmental impact?</p>
<p><b>Career Awareness, Exploration, Preparation, &amp; Training</b> <b>Disciplinary Concept:</b> <b>Career Awareness and Planning</b></p>	
<p><b><i>Core Ideas and Performance Expectation:</i></b></p> <p><b>Career Awareness and Planning</b> <i>There are strategies to improve one's professional value and marketability.</i> 9.2.12.CAP.1: Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession. 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs. 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.</p> <p><i>Career planning requires purposeful planning based on research, self-knowledge, and informed choices.</i> 9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment. • 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans. 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills. 9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest. 9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.</p>	<p><b><u>Activity Description:</u></b> Students will explore the Cosmetology industry by reading textbook chapters and discussing both its history and its current shape. Students will demonstrate basic consultations and scalp analysis on each other. Students will practice hypothetical “total look” transformations on each other. Role playing with a classmate, taking turns being client and the stylist to demonstrate effective communication through a client consultation. Consider the effects of climate change on hair and scalp health (e.g., increased dryness, UV damage, pollution exposure). Discuss sustainable product alternatives for scalp and hair care.</p> <p><b>Project:</b> Students will research and write about one pioneer in Cosmetology. Require that at least one student per group research a Black or Jewish pioneer in the beauty industry, reinforcing the impact of both the Amistad and Holocaust laws.</p> <p><b>Classroom Activities and Discussions on the following topics:</b> Scope and history of the Cosmetology Industry, career opportunities Types of establishments.</p> <p><b>Interdisciplinary Connections:</b></p>

	<p>NJSLA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>
<p align="center"><b>Personal Financial Literacy</b> <b>Disciplinary Concept:</b> <b>Financial Psychology</b> <b>Planning and Budgeting</b></p>	<p>NJSLA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p>
<p><b>Financial Psychology</b> <i>To be fiscally responsible, an individual's finances should align with his or her values and goals.</i> 9.1.12.FP.1: Create a clear long-term financial plan to ensure its alignment with your values. 9.1.12.FP.2: Explain how an individual's financial values and goals may change across a lifetime and the adjustments to the personal financial plan that may be needed</p> <p><b>Planning and Budgeting</b> <i>A budget may need to be modified as an individual's career, financial goals (e.g., education, home ownership, retirement), and/or other life situations change.</i> 9.1.12.PB.3: Design a personal budget that will help you reach your long-term and short-term financial goals.</p>	<p>RST.9-10.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</p> <p>RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.</p> <p>RST.9-10.10. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.</p> <p>NJSLA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>NJSLA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. NJSLA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>
<p align="center"><b>Social and Emotional Learning:</b> <b>Competencies and Sub-Competencies</b></p>	
<p><b>Self-Awareness</b></p> <ul style="list-style-type: none"> <li>• Recognize one's feelings and thoughts</li> <li>• Recognize the impact of one's feelings and thoughts on one's own behavior</li> <li>• Recognize one's personal traits, strengths, and limitations</li> <li>• Recognize the importance of self-confidence in handling daily tasks and challenges</li> </ul> <p><b>Self-Management</b></p> <ul style="list-style-type: none"> <li>• Understand and practice strategies for managing one's own emotions, thoughts, and behaviors</li> <li>• Recognize the skills needed to establish and achieve personal and educational goals</li> </ul>	<p>NJSLA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>NJSLA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>NJSLA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical</p>

- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

**Social Awareness**

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings.

**Responsible Decision-Making**

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions

**Relationship Skills**

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others

processes. A. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. D. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. F. Provide a concluding paragraph or section that supports the argument presented.

WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WHST.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

<b>Career Ready Practices</b>	
<p>Act as a responsible and contributing community members and employee.            Demonstrate creativity and innovation.            Utilize critical thinking to make sense of problems and persevere in solving them.            Model integrity, ethical leadership and effective management.            Plan education and career paths aligned to personal goals.            Use technology to enhance productivity increase collaboration and communicate effectively.</p>	
<b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>	<b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i>
<b><u>Formative Assessments:</u></b> Teacher Observation Do Now Homework Class Participation Portfolio Discussions Quiz Journal writing Group Assessment Group Interaction/Discussion/Computer Research Self and Peer Evaluations	<b><u>Benchmarks:</u></b> Quiz Exam  <b><u>Summative Assessments:</u></b> Pre-Test Oral Presentations Projects Rubric Teacher observation Written Assessments Reflective Paper Group Presentations
<b><u>Technical Skill Assessments:</u></b> <i>License/Certification/CTE Assessment/ Industry Valued Credential / Stackable Credential</i>	<b><u>Name of Assessment(s):</u></b>  <b><u>Type of Assessment(s):</u></b>
<b>Differentiated Student Access to Content:            Teaching and Learning Resources/Materials</b>	

<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core Resources</b>
<p>Tiered Content Materials: Textbooks at different reading levels (below, at, and above grade level) Simplified versions of texts with key concepts highlighted Advanced supplementary readings for accelerated learners Audio versions of texts for auditory learners or struggling readers</p> <p>Multimedia Resources: Educational videos and documentaries Interactive online modules and simulations Podcasts and audio recordings Infographics and visual aids</p> <p>Hands-On Materials: Physical manipulatives and models Lab equipment and supplies for experiments Art supplies for creative projects</p>	<p>Tiered Content Materials: Simplified versions of texts with key concepts highlighted Audio versions of texts for auditory learners or struggling readers Leveled or topical readers at different reading levels Books on tape Highlighted text</p> <p>Collaborative Learning Tools: Opportunity to work alone, in pairs, or small groups Structured group roles for small group work Peer tutoring and mentoring programs</p> <p>Individualized Options: Independent study options Compacting the curriculum for advanced learners Varied timelines or check-in points Choice of review activities</p>	<p>Keep material concept-focused and principle-driven.</p> <p>Allow the use of digital translation or grouping students together.</p> <p>Provide multiple means of action and expression.</p>	<p>Provide opportunities for open-ended, self-directed activities.</p> <p>Encourage the use of creativity</p> <p>Ask higher level questions</p> <p>Provide opportunities to develop depth and breadth of knowledge in the subject area</p>

	<p>ESL-Specific Resources:</p> <p>Bilingual dictionaries or glossaries</p> <p>Sentence frames and language scaffolds</p> <p>Visual supports for key vocabulary</p>		
<b>Supplemental Resources</b>			
<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>● Laptop</li> <li>● Chromebook</li> <li>● SmartBoard</li> <li>● Internet Access</li> <li>● Projector</li> <li>● Occupational Handbook</li> <li>● Resume Builder</li> <li>● Resume Templates</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>●</li> </ul>			
<b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core</b>
<p>Content Differentiation:</p> <p>Tiered content at different complexity levels</p>	<p>Content Differentiation:</p> <p>Simplified versions of texts with key concepts highlighted</p>	<p>Content Differentiation:</p> <p>Simplified versions of texts with key concepts highlighted</p>	<p>Content Differentiation:</p> <p>Advanced, above-grade level textbooks and materials</p>

<p>Variety of textbooks at different reading levels</p> <p>Supplemental materials like videos, podcasts, and interactive modules</p> <p>Compacting curriculum for advanced learners</p> <p>Choice boards allowing students to select learning activities</p> <p>Varied resources/texts on the same topic</p> <p>Process Differentiation:</p> <p>Flexible grouping (whole group, small group, individual)</p> <p>Learning contracts tailored to student needs</p> <p>Interest centers focused on different aspects of a topic</p> <p>Varied instructional strategies (visual, auditory, kinesthetic)</p> <p>Scaffolded support like graphic organizers and writing frames</p> <p>Technology-enabled instruction (synchronous or asynchronous options)</p> <p>Product Differentiation:</p> <p>Multiple options for demonstrating learning (reports, presentations, models, etc.)</p> <p>Varied assessment methods based on student learning preferences</p>	<p>Audio versions of texts for auditory learners or struggling readers</p> <p>Leveled readers at different reading levels</p> <p>Bilingual materials for ESL students</p> <p>Visual aids, infographics, and multimedia resources</p> <p>Process Differentiation:</p> <p>Flexible grouping based on readiness levels</p> <p>Scaffolded support like graphic organizers and writing frames</p> <p>Extended time for task completion</p> <p>One-on-one or small group instruction</p> <p>Use of assistive technology (text-to-speech, speech-to-text tools)</p> <p>Product Differentiation:</p> <p>Multiple options for demonstrating learning (oral presentations, projects, etc.)</p> <p>Adjusted expectations based on IEP/504 goals</p> <p>Alternative assessments aligned with student abilities</p>	<p>Audio versions of texts for auditory learners</p> <p>Leveled readers at different reading levels</p> <p>Bilingual materials and resources<sup>1</sup></p> <p>Visual aids, infographics, and multimedia resources</p> <p>Modified texts with rewording, reduced extraneous information, and added visuals</p> <p>Process Differentiation:</p> <p>Flexible grouping based on language proficiency levels</p> <p>Scaffolded support like graphic organizers and writing frames</p> <p>Extended time for task completion</p> <p>One-on-one or small group instruction</p> <p>Use of gestures and total physical response to support verbal instruction</p> <p>Incorporation of students' native language or culture when possible</p> <p>Product Differentiation:</p> <p>Multiple options for demonstrating learning (oral presentations, projects, etc.)</p> <p>Adjusted expectations based on English proficiency levels</p>	<p>Supplementary resources on complex or specialized topics</p> <p>Interdisciplinary curriculum connecting multiple subject areas</p> <p>Primary source documents and advanced readings</p> <p>Access to college-level coursework or materials</p> <p>Process Differentiation:</p> <p>Accelerated pacing of instruction</p> <p>Independent study options on topics of interest</p> <p>Problem-based and project-based learning opportunities</p> <p>Socratic seminars and philosophical discussions</p> <p>Mentorship programs with experts in fields of interest</p> <p>Product Differentiation:</p> <p>Open-ended, creative project options</p> <p>Real-world application of learning through authentic tasks</p> <p>Opportunities for original research and experimentation</p> <p>Multimedia presentations and publications</p>
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<p>Adjusting product expectations based on student readiness</p> <p>Learning Environment Differentiation: Flexible seating arrangements Options for individual, paired, or group work Varied time allocations for task completion Use of technology to support different learning needs</p>	<p>Use of portfolios to showcase progress over time</p> <p>Learning Environment Differentiation: Flexible seating arrangements Quiet spaces for individual work Sensory tools or fidgets as needed Visual schedules and routines</p> <p>Specialized Supports Implementation of IEP accommodations and modifications ESL supports like sentence frames and vocabulary guides Interventions for at-risk students (e.g. reading interventions) Social-emotional learning supports</p> <p>Ongoing Assessment Frequent formative assessments to monitor progress Data-driven adjustments to instruction Progress monitoring aligned with IEP goals</p>	<p>Alternative assessments aligned with student abilities</p> <p>Use of portfolios to showcase progress over time</p> <p>Learning Environment Differentiation: Flexible seating arrangements Use of learning centers or stations focused on different aspects of a topic Visual schedules and routines Incorporation of culturally relevant materials and examples</p> <p>Specialized Supports: ESL supports like sentence frames and vocabulary guides Use of students' native language for clarification when needed Frequent opportunities for speaking and listening practice Integration of all four language skills (listening, speaking, reading, writing)</p> <p>Instructional Strategies: Slowing down speech and using clear enunciation Rephrasing and clarifying instructions Using visuals to support verbal instruction</p>	<p>Portfolio development to showcase depth of learning</p> <p>Learning Environment Differentiation: Flexible grouping with intellectual peers Access to advanced technology and lab equipment Field trips and off-campus learning experiences Online courses and virtual learning options Competitions and academic challenges</p> <p>Specialized Supports: Critical and creative thinking skill development Training in research methods and academic writing Guidance on social-emotional needs of gifted learners College and career planning tailored to advanced learners Opportunities to explore passions and develop talents</p> <p>Instructional Strategies:</p>
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		<p>Providing content in multiple formats (visual, auditory, kinesthetic)</p> <p>Connecting content to students' interests and cultural backgrounds</p> <p>Utilizing music, melodies, or songs to enhance learning</p> <p>Ongoing Assessment:</p> <p>Frequent formative assessments to monitor progress</p> <p>Data-driven adjustments to instruction</p> <p>Accommodated assessments (e.g., simplified language, added visuals)</p>	<p>Inquiry-based and discovery learning approaches</p> <p>Higher-order questioning techniques</p> <p>Abstract and complex problem-solving tasks</p> <p>Emphasis on depth and complexity of content</p> <p>Integration of multiple disciplines and perspectives</p> <p>Assessment Options:</p> <p>Pre-assessments to determine readiness levels</p> <p>Performance-based and authentic assessments</p> <p>Self-assessment and reflection opportunities</p> <p>Above-grade level standardized testing</p> <p>Credit by examination options</p>
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**Work-Based Learning Experiences (WBL)- \*Previously called Structured Learning Experience (SLE)**

*Each course within a CTE program is now required to include at least one WBL each year.*

**Work-Based Learning:** Sustained, meaningful interactions with industry or community professionals that foster in-depth, firsthand engagement with the tasks required in a given career field. Experiences may be delivered in workplaces, in the community, at educational institutions, and/or

<b>virtually. WBL is aligned with national, state, and/or local standards. WBL develops and reinforces relevant technical, academic, and employability knowledge and skills.</b>		
<b>WBL Integration/Activity:</b>	<b>Duration:</b>	<b>Brief description of activities:</b>
<b>WBL Partners:</b>		
<b>Career and Technical Student Organization- *Every CTE program must incorporate a Career and Technical Student Organization (CTSO).</b>		
<b>CTSO:</b>	<b>CTSO Advisor:</b>	

<b>Freshman Level: Approximately 10 hours</b> Career Awareness- brief exposure to a variety of work settings needs.	<b>Sophomore Level: Approximately 20 hours</b> Career Exploration- understand the nature of work through first-hand exposure to the workplace.	<b>Junior Level: Approximately 50 hours</b> Career Preparation - builds basic workplace competence	<b>Senior Level: Approximately 75 hours</b> Work-Related Training - a period of work experience for the purpose of training job skills and job-related skills. work experience Students may or may not be paid.
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Career fair Guest Speakers Online Career Navigation, Assessments, Videos Informational Interviews Workplace Tours/Field Trips	Informational interviews Job shadowing Workplace tours/worksites visits Simulated Workplace Experience Mock Interviews	Service-learning Interactive/Hands-on demonstrations with industry prof. (online, in person, simulated) Career Cluster Employer Panel Presentations Structured Assignments after a workplace tour, presentation, shadowing Career Related Competitions School-based enterprises Simulated Workplace Experience Non-Paid Work Experience Service Learning/Volunteering	Internships (Paid or Non-Paid) Service Learning Student-led Enterprises Volunteering Work Experience (Paid or Non-Paid) Pre-Apprenticeships Apprenticeship
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New Jersey Legislative Statutes and Administrative Code  
(place an "X" before each law/statute if/when present within the curriculum map)

X	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	X	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	X	Standards in Action: <i>Climate Change</i>		Erin's Law: <i>A-769/S-1130</i>
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Marking Period	Unit Title	Recommended Instructional Days
2	Your Professional Image	45
<p align="center"><b>CTE</b> <b>Disciplinary Concept:</b> <b>Personal Care Services</b></p>		<p><b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CLKS within Unit</b></p>
<p><i>Core Ideas and Performance Expectation:</i></p> <p><b>Personal Care Services</b>            9.3.HU-PC.1 Analyze basic principles of biology, chemistry and human anatomy for safe and effective utilization and selection of personal care products and services.            9.3.HU-PC.2 Evaluate an individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action.            9.3.HU-PC.3 Utilize data and information to maintain electronic records of client services and make recommendations for personal care services.            9.3.HU-PC.4 Demonstrate policies and procedures to achieve a safe and healthy environment for personal care services.            9.3.HU-PC.5 Develop organizational policies, procedures and regulations that establish personal care organization priorities, accomplish the mission, and provide high-quality service to a diverse set of clients and families.            9.3.HU-PC.6 Identify personal care business opportunities enhanced by community involvement, self- improvement and current trends.            9.3.HU-PC.7 Apply methods of obtaining feedback to understand expectations and promote high-quality personal care services standards.</p>		
<p align="center"><b>Life Literacy &amp; Key Skills</b> <b>Disciplinary Concept:</b> <b>Creativity and Innovation</b></p>		
<p><i>Core Ideas and Performance Expectation:</i></p> <p><b>Creativity and Innovation</b>  <i>With a growth mindset, failure is an important part of success.</i>            9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). Innovative ideas or innovation can lead to career opportunities.</p>		<p><b>Essential Question/s:</b>            How should you conduct yourself in the workplace?            Why is it important to dress professionally?            How will good people skills affect my career in cosmetology?</p>

<p><b>Career Awareness, Exploration, Preparation, &amp; Training</b> <b>Disciplinary Concept:</b> <b>Career Awareness and Planning</b></p>	<p>How can cosmetologists create an inclusive and accessible salon environment that ensures all clients, including LGBTQ+ individuals and those with disabilities, feel respected, comfortable, and valued?</p>
<p><b>Core Ideas and Performance Expectation:</b></p> <p><b>There are strategies to improve one’s professional value and marketability.</b> 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs. 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.</p> <p><b>Career planning requires purposeful planning based on research, self-knowledge, and informed choices.</b> 9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment. 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans. 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills. 9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest. 9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.</p>	<p><b>Activity Description:</b> Students will complete an online career skills inventory to determine specific skills they embody and use this to pick careers.</p> <p>Students will be assigned a situation or dilemma they may encounter in their daily life as a professional cosmetologist. Working in small groups they will develop a conflict resolution plan and present their findings in class. This activity gives them an opportunity to sharpen their decision-making and relationship.</p> <p>Students will explain changes that occurred in the beauty industry in the 20th and 21st centuries. What influenced these changes from previous centuries?</p> <p>Discuss the importance of an inclusive and accessible work environment, ensuring LGBTQ+ clients and those with disabilities feel welcomed in the salon industry.</p> <p>Group Activity: "Time Line Commercial Magazine Ad" Instructor will assign each group a timeline. Students will design a full page commercial magazine AD for the timeline that they were assigned.</p> <p><b>Project:</b> Students will research and name the advancements made in cosmetology during the 19th, 20th and early 21st centuries.</p> <p><b>Project:</b> Students will write a research paper on a career pathway, and the skills required, the education required, labor market projections in our area and the average salary/benefits ranges in our area. They must discuss how their training can prepare them for this career pathway.</p>
<p><b>Personal Financial Literacy</b> <b>Disciplinary Concept:</b></p>	
<p><b>Core Ideas and Performance Expectation:</b></p> <p>NA</p>	<p><b>Interdisciplinary Connections:</b></p>

<p align="center"><b>Social and Emotional Learning:</b> <i>Competencies and Sub-Competencies</i></p>	
<p><b>Self-Awareness</b></p> <ul style="list-style-type: none"> <li>• Recognize one’s feelings and thoughts</li> <li>• Recognize the impact of one’s feelings and thoughts on one’s own behavior</li> <li>• Recognize one’s personal traits, strengths, and limitations</li> <li>• Recognize the importance of self-confidence in handling daily tasks and challenges</li> </ul> <p><b>Self-Management</b></p> <ul style="list-style-type: none"> <li>• Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors</li> <li>• Recognize the skills needed to establish and achieve personal and educational goals</li> <li>• Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals</li> </ul> <p><b>Social Awareness</b></p> <ul style="list-style-type: none"> <li>• Recognize and identify the thoughts, feelings, and perspectives of others</li> <li>• Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds</li> <li>• Demonstrate an understanding of the need for mutual respect when viewpoints differ</li> <li>• Demonstrate an awareness of the expectations for social interactions in a variety of settings.</li> </ul> <p><b>Responsible Decision-Making</b></p> <ul style="list-style-type: none"> <li>• Develop, implement, and model effective problem-solving and critical thinking skills</li> <li>• Identify the consequences associated with one’s actions in order to make constructive choices</li> <li>• Evaluate personal, ethical, safety, and civic impact of decisions</li> </ul> <p><b>Relationship Skills</b></p> <ul style="list-style-type: none"> <li>• Establish and maintain healthy relationships</li> </ul>	<p>NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>RST.9-10.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</p> <p>RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.</p> <p>RST.9-10.10. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.</p> <p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquirybased research process, based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical</p>

• Utilize positive communication and social skills to interact effectively with others

processes. A. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. D. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. F. Provide a concluding paragraph or section that supports the argument presented.

WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WHST.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

<b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		<b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
<p><b><u>Formative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Do Now</li> <li>Homework</li> <li>Class Participation</li> <li>Portfolio</li> <li>Discussions</li> <li>Quiz</li> <li>Journal writing</li> <li>Group Assessment</li> <li>Group Interaction/Discussion/Computer Research</li> <li>Self and Peer Evaluations</li> </ul>		<p><b><u>Benchmarks:</u></b></p> <ul style="list-style-type: none"> <li>Quiz</li> <li>Exam</li> <li>Students will be able to safely use/operate tools and equipment With little to no instruction.</li> <li>Students will be able to verbally explain a process when asked.</li> <li>Students will be periodically add to their portfolios</li> </ul> <p><b><u>Summative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>Pre-Test</li> <li>Oral Presentations</li> <li>Projects</li> <li>Rubric</li> <li>Teacher observation</li> <li>Written Assessments</li> <li>Reflective Paper</li> <li>Group Presentations</li> <li>Completed project</li> </ul>	
<p><b><u>Technical Skill Assessments:</u></b> <i>License/Certification/CTE Assessment/ Industry Valued Credential / Stackable Credential</i></p>		<p><b><u>Name of Assessment(s):</u></b></p> <p><b><u>Type of Assessment(s):</u></b></p>	
<b>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</b>			
<b>Core Resources</b>	<b>Alternate Core Resources</b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core Resources</b>

	<i><b>IEP/504/At-Risk/ESL</b></i>		
<p>Tiered Content Materials:</p> <p>Textbooks at different reading levels (below, at, and above grade level)</p> <p>Simplified versions of texts with key concepts highlighted</p> <p>Advanced supplementary readings for accelerated learners</p> <p>Audio versions of texts for auditory learners or struggling readers</p> <p>Multimedia Resources:</p> <p>Educational videos and documentaries</p> <p>Interactive online modules and simulations</p> <p>Podcasts and audio recordings</p> <p>Infographics and visual aids</p> <p>Hands-On Materials:</p> <p>Physical manipulatives and models</p> <p>Lab equipment and supplies for experiments</p> <p>Art supplies for creative projects</p> <p>Building materials for engineering challenges</p>	<p>Tiered Content Materials:</p> <p>Simplified versions of texts with key concepts highlighted</p> <p>Audio versions of texts for auditory learners or struggling readers</p> <p>Leveled or topical readers at different reading levels</p> <p>Books on tape</p> <p>Highlighted text</p> <p>Collaborative Learning Tools:</p> <p>Opportunity to work alone, in pairs, or small groups</p> <p>Structured group roles for small group work</p> <p>Peer tutoring and mentoring programs</p> <p>Individualized Options:</p> <p>Independent study options</p> <p>Compacting the curriculum for advanced learners</p> <p>Varied timelines or check-in points</p> <p>Choice of review activities</p> <p>ESL-Specific Resources:</p>	<p>Keep material concept-focused and principle-driven.</p> <p>Allow the use of digital translation or grouping students together.</p> <p>Provide multiple means of action and expression.</p>	<p>Provide opportunities for open-ended, self-directed activities.</p> <p>Encourage the use of creativity</p> <p>Ask higher level questions</p> <p>Provide opportunities to develop depth and breadth of knowledge in the subject area</p>

	<p>Bilingual dictionaries or glossaries</p> <p>Sentence frames and language scaffolds</p> <p>Visual supports for key vocabulary</p>		
<b>Supplemental Resources</b>			
<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>● Laptop</li> <li>● Chromebook</li> <li>● SmartBoard</li> <li>● Internet Access</li> <li>● Projector</li> </ul> <p><b>Other:</b></p>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core</b>
<p>Content Differentiation:</p> <p>Tiered content at different complexity levels</p> <p>Variety of textbooks at different reading levels</p> <p>Supplemental materials like videos, podcasts, and interactive modules</p> <p>Compacting curriculum for advanced learners</p> <p>Choice boards allowing students to select learning activities</p>	<p>Content Differentiation:</p> <p>Simplified versions of texts with key concepts highlighted</p> <p>Audio versions of texts for auditory learners or struggling readers</p> <p>Leveled readers at different reading levels</p> <p>Bilingual materials for ESL students</p>	<p>Content Differentiation:</p> <p>Simplified versions of texts with key concepts highlighted</p> <p>Audio versions of texts for auditory learners</p> <p>Leveled readers at different reading levels</p> <p>Bilingual materials and resources<sup>1</sup></p> <p>Visual aids, infographics, and multimedia resources</p>	<p>Content Differentiation:</p> <p>Advanced, above-grade level textbooks and materials</p> <p>Supplementary resources on complex or specialized topics</p> <p>Interdisciplinary curriculum connecting multiple subject areas</p> <p>Primary source documents and advanced readings</p> <p>Access to college-level coursework or materials</p>

<p>Varied resources/texts on the same topic</p> <p>Process Differentiation:</p> <p>Flexible grouping (whole group, small group, individual)</p> <p>Learning contracts tailored to student needs</p> <p>Interest centers focused on different aspects of a topic</p> <p>Varied instructional strategies (visual, auditory, kinesthetic)</p> <p>Scaffolded support like graphic organizers and writing frames</p> <p>Technology-enabled instruction (synchronous or asynchronous options)</p> <p>Product Differentiation:</p> <p>Multiple options for demonstrating learning (reports, presentations, models, etc.)</p> <p>Varied assessment methods based on student learning preferences</p> <p>Adjusting product expectations based on student readiness</p> <p>Learning Environment Differentiation:</p> <p>Flexible seating arrangements</p> <p>Options for individual, paired, or group work</p>	<p>Visual aids, infographics, and multimedia resources</p> <p>Process Differentiation:</p> <p>Flexible grouping based on readiness levels</p> <p>Scaffolded support like graphic organizers and writing frames</p> <p>Extended time for task completion</p> <p>One-on-one or small group instruction</p> <p>Use of assistive technology (text-to-speech, speech-to-text tools)</p> <p>Product Differentiation:</p> <p>Multiple options for demonstrating learning (oral presentations, projects, etc.)</p> <p>Adjusted expectations based on IEP/504 goals</p> <p>Alternative assessments aligned with student abilities</p> <p>Use of portfolios to showcase progress over time</p> <p>Learning Environment Differentiation:</p> <p>Flexible seating arrangements</p> <p>Quiet spaces for individual work</p>	<p>Modified texts with rewording, reduced extraneous information, and added visuals</p> <p>Process Differentiation:</p> <p>Flexible grouping based on language proficiency levels</p> <p>Scaffolded support like graphic organizers and writing frames</p> <p>Extended time for task completion</p> <p>One-on-one or small group instruction</p> <p>Use of gestures and total physical response to support verbal instruction</p> <p>Incorporation of students' native language or culture when possible</p> <p>Product Differentiation:</p> <p>Multiple options for demonstrating learning (oral presentations, projects, etc.)</p> <p>Adjusted expectations based on English proficiency levels</p> <p>Alternative assessments aligned with student abilities</p> <p>Use of portfolios to showcase progress over time</p> <p>Learning Environment Differentiation:</p> <p>Flexible seating arrangements</p>	<p>Process Differentiation:</p> <p>Accelerated pacing of instruction</p> <p>Independent study options on topics of interest</p> <p>Problem-based and project-based learning opportunities</p> <p>Socratic seminars and philosophical discussions</p> <p>Mentorship programs with experts in fields of interest</p> <p>Product Differentiation:</p> <p>Open-ended, creative project options</p> <p>Real-world application of learning through authentic tasks</p> <p>Opportunities for original research and experimentation</p> <p>Multimedia presentations and publications</p> <p>Portfolio development to showcase depth of learning</p> <p>Learning Environment Differentiation:</p> <p>Flexible grouping with intellectual peers</p> <p>Access to advanced technology and lab equipment</p>
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<p>Varied time allocations for task completion</p> <p>Use of technology to support different learning needs</p>	<p>Sensory tools or fidgets as needed</p> <p>Visual schedules and routines</p> <p>Specialized Supports</p> <p>Implementation of IEP accommodations and modifications</p> <p>ESL supports like sentence frames and vocabulary guides</p> <p>Interventions for at-risk students (e.g. reading interventions)</p> <p>Social-emotional learning supports</p> <p>Ongoing Assessment</p> <p>Frequent formative assessments to monitor progress</p> <p>Data-driven adjustments to instruction</p> <p>Progress monitoring aligned with IEP goals</p>	<p>Use of learning centers or stations focused on different aspects of a topic</p> <p>Visual schedules and routines</p> <p>Incorporation of culturally relevant materials and examples</p> <p>Specialized Supports:</p> <p>ESL supports like sentence frames and vocabulary guides</p> <p>Use of students' native language for clarification when needed</p> <p>Frequent opportunities for speaking and listening practice</p> <p>Integration of all four language skills (listening, speaking, reading, writing)</p> <p>Instructional Strategies:</p> <p>Slowing down speech and using clear enunciation</p> <p>Rephrasing and clarifying instructions</p> <p>Using visuals to support verbal instruction</p> <p>Providing content in multiple formats (visual, auditory, kinesthetic)</p> <p>Connecting content to students' interests and cultural backgrounds</p> <p>Utilizing music, melodies, or songs to enhance learning</p> <p>Ongoing Assessment:</p>	<p>Field trips and off-campus learning experiences</p> <p>Online courses and virtual learning options</p> <p>Competitions and academic challenges</p> <p>Specialized Supports:</p> <p>Critical and creative thinking skill development</p> <p>Training in research methods and academic writing</p> <p>Guidance on social-emotional needs of gifted learners</p> <p>College and career planning tailored to advanced learners</p> <p>Opportunities to explore passions and develop talents</p> <p>Instructional Strategies:</p> <p>Inquiry-based and discovery learning approaches</p> <p>Higher-order questioning techniques</p> <p>Abstract and complex problem-solving tasks</p> <p>Emphasis on depth and complexity of content</p> <p>Integration of multiple disciplines and perspectives</p>
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		<p>Frequent formative assessments to monitor progress</p> <p>Data-driven adjustments to instruction</p> <p>Accommodated assessments (e.g., simplified language, added visuals)</p>	<p>Assessment Options:</p> <p>Pre-assessments to determine readiness levels</p> <p>Performance-based and authentic assessments</p> <p>Self-assessment and reflection opportunities</p> <p>Above-grade level standardized testing</p> <p>Credit by examination options</p>
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**Work-Based Learning Experiences (WBL)- \*Previously called Structured Learning Experience (SLE)**  
*Each course within a CTE program is now required to include at least one WBL each year.*

**Work-Based Learning:** Sustained, meaningful interactions with industry or community professionals that foster in-depth, firsthand engagement with the tasks required in a given career field. Experiences may be delivered in workplaces, in the community, at educational institutions, and/or virtually. WBL is aligned with national, state, and/or local standards. WBL develops and reinforces relevant technical, academic, and employability knowledge and skills.

WBL Integration/Activity:	Duration:	Brief description of activities:

<b>WBL Partners:</b>		
<b>Career and Technical Student Organization- *Every CTE program must incorporate a Career and Technical Student Organization (CTSO).</b>		
<b>CTSO:</b>	<b>CTSO Advisor:</b>	

<p><b>Freshman Level: Approximately 10 hours</b> Career Awareness- brief exposure to a variety of work settings needs.</p>	<p><b>Sophomore Level: Approximately 20 hours</b> Career Exploration- understand the nature of work through first-hand exposure to the workplace.</p>	<p><b>Junior Level: Approximately 50 hours</b> Career Preparation - builds basic workplace competence</p>	<p><b>Senior Level: Approximately 75 hours</b> Work-Related Training - a period of work experience for the purpose of training job skills and job-related skills. work experience Students may or may not be paid.</p>
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<p>Career fair Guest Speakers Online Career Navigation, Assessments, Videos Informational Interviews Workplace Tours/Field Trips</p>	<p>Informational interviews Job shadowing Workplace tours/worksites visits Simulated Workplace Experience Mock Interviews</p>	<p>Service-learning Interactive/Hands-on demonstrations with industry prof. (online, in person, simulated) Career Cluster Employer Panel Presentations Structured Assignments after a workplace tour, presentation, shadowing Career Related Competitions School-based enterprises Simulated Workplace Experience Non-Paid Work Experience Service Learning/Volunteering</p>	<p>Internships (Paid or Non-Paid) Service Learning Student-led Enterprises Volunteering Work Experience (Paid or Non-Paid) Pre-Apprenticeships Apprenticeship</p>
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New Jersey Legislative Statutes and Administrative Code  
(place an "X" before each law/statute if/when present within the curriculum map)

<p>Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i></p>	<p>Holocaust Law: <i>N.J.S.A. 18A:35-28</i></p>	<p>X</p>	<p>LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i></p>	<p>Diversity &amp; Inclusion: <i>N.J.S.A. 18A:35-4.36a</i></p>	<p>Standards in Action: <i>Climate Change</i></p>	<p>Erin's Law: <i>A-769/S-1130</i></p>
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Marking Period	Unit Title	Recommended Instructional Days
3	Communicating for Success	45
<p style="text-align: center;"><b>CTE</b>  <b>Disciplinary Concept:</b>  <b>Personal Care Services</b></p>		<p><b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CLKS within Unit</b></p>
<p><i>Core Ideas and Performance Expectation:</i></p> <p><b>Personal Care Services</b>                      9.3.HU-PC.1 Analyze basic principles of biology, chemistry and human anatomy for safe and effective utilization and selection of personal care products and services.                      9.3.HU-PC.2 Evaluate an individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action.                      9.3.HU-PC.3 Utilize data and information to maintain electronic records of client services and make recommendations for personal care services.                      9.3.HU-PC.4 Demonstrate policies and procedures to achieve a safe and healthy environment for personal care services.                      9.3.HU-PC.5 Develop organizational policies, procedures and regulations that establish personal care organization priorities, accomplish the mission, and provide high-quality service to a diverse set of clients and families.                      9.3.HU-PC.6 Identify personal care business opportunities enhanced by community involvement, self- improvement and current trends.                      9.3.HU-PC.7 Apply methods of obtaining feedback to understand expectations and promote high-quality personal care services standards.</p>		
<p style="text-align: center;"><b>Life Literacy &amp; Key Skills</b>  <b>Disciplinary Concept:</b>  <b>Creativity and Innovation</b></p>		
<p><i>Core Ideas and Performance Expectation:</i></p> <p><b>Creativity and Innovation</b>  <i>With a growth mindset, failure is an important part of success.</i></p>		<p><b>Essential Question/s:</b>                      Why study communicating for success?                      What are things to remember when communicating with coworkers?                      How do effective human relations and communication skills build lasting client relationships and accelerate professional growth?</p>

<p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).</p>	<p>How does a salon professional handle an unhappy client? What are the main parts of the ten step consultation method? Why is reflective listening important? What are some important past and present cosmetology milestones and how they affect us today? What career opportunities are there for licensed professionals, and how do they differ from 10 years ago? What are the qualities and characteristics of professional ethics? What are some moral principles we should live by daily and why? How can you practice ethics in a salon everyday? How can salons create a safe and supportive environment for clients?</p>
<p><b>Career Awareness, Exploration, Preparation, &amp; Training</b> <b>Disciplinary Concept:</b> <b>Career Awareness and Planning</b></p>	
<p><b><i>Core Ideas and Performance Expectation:</i></b></p> <p><b>Career Awareness and Planning</b> <i>There are strategies to improve one's professional value and marketability.</i> 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.</p>	<p><b><u>Activity Description:</u></b> Students imagine that they have been hired to make "cold calls" to ask people whether they are familiar with a new salon that has just opened in your neighborhood. They will write a script for the phone call. Ask a classmate to copresent as they deliver the script orally in class, as if they were making a phone call to the classmate. They will discuss their experience with the rest of the class.</p>
<p><b>Personal Financial Literacy</b> <b>Disciplinary Concept:</b></p>	
<p><b><i>Core Ideas and Performance Expectation:</i></b></p> <p>NA</p>	
<p><b>Social and Emotional Learning:</b> <b><i>Competencies and Sub-Competencies</i></b></p>	
<p><b>Self-Awareness</b></p> <ul style="list-style-type: none"> <li>• Recognize one's feelings and thoughts</li> <li>• Recognize the impact of one's feelings and thoughts on one's own behavior</li> <li>• Recognize one's personal traits, strengths, and limitations</li> <li>• Recognize the importance of self-confidence in handling daily tasks and challenges</li> </ul> <p><b>Self-Management</b></p> <ul style="list-style-type: none"> <li>• Understand and practice strategies for managing one's own emotions, thoughts, and behaviors</li> <li>• Recognize the skills needed to establish and achieve personal and educational goals</li> </ul>	<p>Role play with a classmate, taking turns being the client and the stylist. As you play the role of client:</p> <ol style="list-style-type: none"> <li>1. Act out different personalities: first shy then aggressive.</li> <li>2. Act out a problem that was your (client's) fault. Then evaluate your classmate's (stylist's) reaction.</li> <li>3. Continue the conversation until you are satisfied.</li> </ol> <p>As you play the role of stylist:</p> <ol style="list-style-type: none"> <li>1. Pay attention to the tone and level of your voice.</li> <li>2. Make certain you understand the problem.</li> <li>3. Avoid being defensive.</li> <li>4. Offer more than one solution.</li> <li>5. Determine when you should involve a manager.</li> </ol> <p>Classroom Activity: Students will be assigned a situation or dilemma they may encounter in their daily life as a professional cosmetologist. Working in small groups they will develop a conflict resolution plan and present their</p>

<ul style="list-style-type: none"><li>• Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals</li></ul> <p><b>Social Awareness</b></p> <ul style="list-style-type: none"><li>• Recognize and identify the thoughts, feelings, and perspectives of others</li><li>• Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds</li><li>• Demonstrate an understanding of the need for mutual respect when viewpoints differ</li><li>• Demonstrate an awareness of the expectations for social interactions in a variety of settings.</li></ul> <p><b>Responsible Decision-Making</b></p> <ul style="list-style-type: none"><li>• Develop, implement, and model effective problem-solving and critical thinking skills</li><li>• Identify the consequences associated with one's actions in order to make constructive choices</li><li>• Evaluate personal, ethical, safety, and civic impact of decisions</li></ul> <p><b>Relationship Skills</b></p> <ul style="list-style-type: none"><li>• Establish and maintain healthy relationships</li><li>• Utilize positive communication and social skills to interact effectively with others</li></ul>	<p>findings in class. This activity gives them an opportunity to sharpen their decision-making and relationship.</p> <p>Project: "Different cultures communicate in different ways." Students will be assigned a culture and research how that culture communicates. They will present their finding in class.</p> <p><b>Classroom Activities and Discussions on the following topics:</b></p> <p>Definition of effective communication. Meeting and greeting new clients (Intake Form) Successful client consultation/needs assessment. 10 step consultation method Special issues in communication (Ex.unhappy client) Building lines of communication with coworkers. Diversity in Beauty <a href="https://www.scconline.org/Portals/100/SCC%20Events%20Page/SCC75/Speak0Beauty.%2C%20marketing%2C%20">https://www.scconline.org/Portals/100/SCC%20Events%20Page/SCC75/Speak0Beauty.%2C%20marketing%2C%20</a> Class Discussion: Ethical Responsibility in the Beauty Industry</p> <p><b>Interdisciplinary Connections:</b></p> <p>RST.9-10.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</p> <p>NJLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>NJLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>
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NJSLA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed. C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

**Carrer Ready Practices:**

Act as a responsible and contributing community member and employee.

Attend to financial well-being.

Consider the environmental, social and economic impacts of decisions.

Demonstrate creativity and innovation.

Utilize critical thinking to make sense of problems and persevere in solving them.

Model integrity, ethical leadership and effective management.

Plan education and career paths aligned to personal goals.

Use technology to enhance productivity, increase collaboration, and communicate effectively.

Work productively in teams while using cultural/global competence.

**Career Ready Practices**

<p>Act as a responsible and contributing community members and employee.                  Demonstrate creativity and innovation.                  Utilize critical thinking to make sense of problems and persevere in solving them.                  Plan education and career paths aligned to personal goals.                  Use technology to enhance productivity increase collaboration and communicate effectively.                  Work productively in teams while using cultural/global competence.</p>	
<p><b>Assessments (Formative)</b>  <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>	<p><b>Assessments (Summative)</b>  <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Do Now</li> <li>Homework</li> <li>Class Participation</li> <li>Portfolio</li> <li>Discussions</li> <li>Quiz</li> <li>Journal writing</li> <li>Group Assessment</li> <li>Group Interaction/Discussion/Computer Research</li> <li>Self and Peer Evaluations</li> <li>Shop and classroom etiquette Housekeeping critique</li> <li>Completion of safety assignments</li> <li>Examine handouts in notebook for completeness and accuracy of information</li> <li>Project critique and evaluation at completion</li> <li>Observe proper care and use of tools, equipment, and materials</li> </ul>	<p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>Quiz</li> <li>Exam</li> <li>Apply an Engineering Design Process</li> <li>Develop and Test a Solution</li> <li>Improve a Design through Iteration</li> <li>Develop Skills in Graphically Representing Ideas</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>Pre-Test</li> <li>Oral Presentations</li> <li>Projects</li> <li>Rubric</li> <li>Teacher observation</li> <li>Written Assessments</li> <li>Reflective Paper</li> <li>Group Presentations</li> <li>Maintain Anecdotal Records/Notetaking</li> <li>Completed project</li> <li>Performance test on equipment or tool.</li> </ul>
<p><b>Differentiated Student Access to Content:                  Teaching and Learning Resources/Materials</b></p>	

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<p>Tiered Content Materials:</p> <p>Textbooks at different reading levels (below, at, and above grade level)</p> <p>Simplified versions of texts with key concepts highlighted</p> <p>Advanced supplementary readings for accelerated learners</p> <p>Audio versions of texts for auditory learners or struggling readers</p> <p>Multimedia Resources:</p> <p>Educational videos and documentaries</p> <p>Interactive online modules and simulations</p> <p>Podcasts and audio recordings</p> <p>Infographics and visual aids</p> <p>Hands-On Materials:</p> <p>Physical manipulatives and models</p> <p>Lab equipment and supplies for experiments</p> <p>Supplies for creative projects</p> <p>Building materials for engineering challenges</p>	<p>Tiered Content Materials:</p> <p>Simplified versions of texts with key concepts highlighted</p> <p>Audio versions of texts for auditory learners or struggling readers</p> <p>Leveled or topical readers at different reading levels</p> <p>Books on tape</p> <p>Highlighted text</p> <p>Collaborative Learning Tools:</p> <p>Opportunity to work alone, in pairs, or small groups</p> <p>Structured group roles for small group work</p> <p>Peer tutoring and mentoring programs</p> <p>Individualized Options:</p> <p>Independent study options</p> <p>Compacting the curriculum for advanced learners</p> <p>Varied timelines or check-in points</p> <p>Choice of review activities</p>	<p>Keep material concept-focused and principle-driven.</p> <p>Allow the use of digital translation or grouping students together.</p> <p>Provide multiple means of action and expression.</p>	<p>Provide opportunities for open-ended, self-directed activities.</p> <p>Encourage the use of creativity</p> <p>Ask higher level questions</p> <p>Provide opportunities to develop depth and breadth of knowledge in the subject area</p>

	<p>ESL-Specific Resources:</p> <p>Bilingual dictionaries or glossaries</p> <p>Sentence frames and language scaffolds</p> <p>Visual supports for key vocabulary</p>		
<b>Supplemental Resources</b>			
<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>● Laptop</li> <li>● Chromebook</li> <li>● SmartBoard</li> <li>● Internet Access</li> <li>● Projector</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>●</li> </ul>			
<b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core</b>
<p>Lectures</p> <p>Step-by-step methods</p> <p>Objective based learning, demonstrations</p> <p>Clinic/student salon activity management</p> <p>Content Differentiation:</p> <p>Tiered content at different complexity levels</p>	<p>Content Differentiation:</p> <p>Simplified versions of texts with key concepts highlighted</p> <p>Audio versions of texts for auditory learners or struggling readers</p> <p>Leveled readers at different reading levels</p>	<p>Content Differentiation:</p> <p>Simplified versions of texts with key concepts highlighted</p> <p>Audio versions of texts for auditory learners</p> <p>Leveled readers at different reading levels</p>	<p>Content Differentiation:</p> <p>Advanced, above-grade level textbooks and materials</p> <p>Supplementary resources on complex or specialized topics</p> <p>Interdisciplinary curriculum connecting multiple subject areas</p>

<p>Variety of textbooks at different reading levels</p> <p>Supplemental materials like videos, podcasts, and interactive modules</p> <p>Compacting curriculum for advanced learners</p> <p>Choice boards allowing students to select learning activities</p> <p>Varied resources/texts on the same topic</p> <p>Process Differentiation:</p> <p>Flexible grouping (whole group, small group, individual)</p> <p>Learning contracts tailored to student needs</p> <p>Interest centers focused on different aspects of a topic</p> <p>Varied instructional strategies (visual, auditory, kinesthetic)</p> <p>Scaffolded support like graphic organizers and writing frames</p> <p>Technology-enabled instruction (synchronous or asynchronous options)</p> <p>Product Differentiation:</p> <p>Multiple options for demonstrating learning (reports, presentations, models, etc.)</p> <p>Varied assessment methods based on student learning preferences</p>	<p>Bilingual materials for ESL students</p> <p>Visual aids, infographics, and multimedia resources</p> <p>Process Differentiation:</p> <p>Flexible grouping based on readiness levels</p> <p>Scaffolded support like graphic organizers and writing frames</p> <p>Extended time for task completion</p> <p>One-on-one or small group instruction</p> <p>Use of assistive technology (text-to-speech, speech-to-text tools)</p> <p>Product Differentiation:</p> <p>Multiple options for demonstrating learning (oral presentations, projects, etc.)</p> <p>Adjusted expectations based on IEP/504 goals</p> <p>Alternative assessments aligned with student abilities</p> <p>Use of portfolios to showcase progress over time</p> <p>Learning Environment Differentiation:</p>	<p>Bilingual materials and resources<sup>1</sup></p> <p>Visual aids, infographics, and multimedia resources</p> <p>Modified texts with rewording, reduced extraneous information, and added visuals</p> <p>Process Differentiation:</p> <p>Flexible grouping based on language proficiency levels</p> <p>Scaffolded support like graphic organizers and writing frames</p> <p>Extended time for task completion</p> <p>One-on-one or small group instruction</p> <p>Use of gestures and total physical response to support verbal instruction</p> <p>Incorporation of students' native language or culture when possible</p> <p>Product Differentiation:</p> <p>Multiple options for demonstrating learning (oral presentations, projects, etc.)</p> <p>Adjusted expectations based on English proficiency levels</p> <p>Alternative assessments aligned with student abilities</p> <p>Use of portfolios to showcase progress over time</p>	<p>Primary source documents and advanced readings</p> <p>Access to college-level coursework or materials</p> <p>Process Differentiation:</p> <p>Accelerated pacing of instruction</p> <p>Independent study options on topics of interest</p> <p>Problem-based and project-based learning opportunities</p> <p>Socratic seminars and philosophical discussions</p> <p>Mentorship programs with experts in fields of interest</p> <p>Product Differentiation:</p> <p>Open-ended, creative project options</p> <p>Real-world application of learning through authentic tasks</p> <p>Opportunities for original research and experimentation</p> <p>Multimedia presentations and publications</p> <p>Portfolio development to showcase depth of learning</p> <p>Learning Environment Differentiation:</p>
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<p>Adjusting product expectations based on student readiness</p> <p>Learning Environment Differentiation:</p> <p>Flexible seating arrangements</p> <p>Options for individual, paired, or group work</p> <p>Varied time allocations for task completion</p> <p>Use of technology to support different learning needs</p>	<p>Flexible seating arrangements</p> <p>Quiet spaces for individual work</p> <p>Sensory tools or fidgets as needed</p> <p>Visual schedules and routines</p> <p>Specialized Supports</p> <p>Implementation of IEP accommodations and modifications</p> <p>ESL supports like sentence frames and vocabulary guides</p> <p>Interventions for at-risk students (e.g. reading interventions)</p> <p>Social-emotional learning supports</p> <p>Ongoing Assessment</p> <p>Frequent formative assessments to monitor progress</p> <p>Data-driven adjustments to instruction</p> <p>Progress monitoring aligned with IEP goals</p>	<p>Learning Environment Differentiation:</p> <p>Flexible seating arrangements</p> <p>Use of learning centers or stations focused on different aspects of a topic</p> <p>Visual schedules and routines</p> <p>Incorporation of culturally relevant materials and examples</p> <p>Specialized Supports:</p> <p>ESL supports like sentence frames and vocabulary guides</p> <p>Use of students' native language for clarification when needed</p> <p>Frequent opportunities for speaking and listening practice</p> <p>Integration of all four language skills (listening, speaking, reading, writing)</p> <p>Instructional Strategies:</p> <p>Slowing down speech and using clear enunciation</p> <p>Rephrasing and clarifying instructions</p> <p>Using visuals to support verbal instruction</p> <p>Providing content in multiple formats (visual, auditory, kinesthetic)</p> <p>Connecting content to students' interests and cultural backgrounds</p>	<p>Flexible grouping with intellectual peers</p> <p>Access to advanced technology and lab equipment</p> <p>Field trips and off-campus learning experiences</p> <p>Online courses and virtual learning options</p> <p>Competitions and academic challenges</p> <p>Specialized Supports:</p> <p>Critical and creative thinking skill development</p> <p>Training in research methods and academic writing</p> <p>Guidance on social-emotional needs of gifted learners</p> <p>College and career planning tailored to advanced learners</p> <p>Opportunities to explore passions and develop talents</p> <p>Instructional Strategies:</p> <p>Inquiry-based and discovery learning approaches</p> <p>Higher-order questioning techniques</p> <p>Abstract and complex problem-solving tasks</p>
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		<p>Utilizing music, melodies, or songs to enhance learning</p> <p>Ongoing Assessment: Frequent formative assessments to monitor progress</p> <p>Data-driven adjustments to instruction</p> <p>Accommodated assessments (e.g., simplified language, added visuals)</p>	<p>Emphasis on depth and complexity of content</p> <p>Integration of multiple disciplines and perspectives</p> <p>Assessment Options: Pre-assessments to determine readiness levels</p> <p>Performance-based and authentic assessments</p> <p>Self-assessment and reflection opportunities</p> <p>Above-grade level standardized testing</p> <p>Credit by examination options</p>
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Recognized post secondary credits/dual enrollment	Specify One: Currently offered for this course Not currently offered, but possible None available	Post Secondary Institution	Type of Credit Available Articulated Credit Dual Credit
Postsecondary Course Name		Number of Credits	

**Work-Based Learning Experiences (WBL)- \*Previously called Structured Learning Experience (SLE)**  
*Each course within a CTE program is now required to include at least one WBL each year.*

<b>Work-Based Learning: Sustained, meaningful interactions with industry or community professionals that foster in-depth, firsthand engagement with the tasks required in a given career field. Experiences may be delivered in workplaces, in the community, at educational institutions, and/or virtually. WBL is aligned with national, state, and/or local standards. WBL develops and reinforces relevant technical, academic, and employability knowledge and skills.</b>		
WBL Integration/Activity:	Duration:	Brief description of activities:
<b>WBL Partners:</b>		
<b>Career and Technical Student Organization- *Every CTE program must incorporate a Career and Technical Student Organization (CTSO).</b>		
<b>CTSO:</b>	<b>CTSO Advisor:</b>	

<b>Freshman Level: Approximately 10 hours</b> Career Awareness- brief exposure to a variety of work settings needs.	<b>Sophomore Level: Approximately 20 hours</b> Career Exploration- understand the nature of work through first-hand exposure to the workplace.	<b>Junior Level: Approximately 50 hours</b> Career Preparation - builds basic workplace competence	<b>Senior Level: Approximately 75 hours</b> Work-Related Training - a period of work experience for the purpose of training job skills and job-related skills. work experience Students may or may not be paid.
Career fair Guest Speakers Online Career Navigation, Assessments, Videos Informational Interviews Workplace Tours/Field Trips	Informational interviews Job shadowing Workplace tours/worksites visits Simulated Workplace Experience Mock Interviews	Service-learning Interactive/Hands-on demonstrations with industry prof. (online, in person, simulated) Career Cluster Employer Panel Presentations Structured Assignments after a workplace tour, presentation, shadowing Career Related Competitions School-based enterprises Simulated Workplace Experience Non-Paid Work Experience Service Learning/Volunteering	Internships (Paid or Non-Paid) Service Learning Student-led Enterprises Volunteering Work Experience (Paid or Non-Paid) Pre-Apprenticeships Apprenticeship

New Jersey Legislative Statutes and Administrative Code  
(place an "X" before each law/statute if/when present within the curriculum map)

	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Standards in Action: <i>Climate Change</i>	X	Erin's Law: <i>A-769/S-1130</i>
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Marking Period	Unit Title	Recommended Instructional Days
4	History, Ethics, and Career Opportunities	45
<p align="center"><b>CTE</b> <b>Disciplinary Concept:</b> <b>Personal Care Services</b></p>		<p><b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CLKS within Unit</b></p>
<p><i>Core Ideas and Performance Expectation:</i></p> <p><b>Personal Care Services</b>            9.3.HU-PC.1 Analyze basic principles of biology, chemistry and human anatomy for safe and effective utilization and selection of personal care products and services.            9.3.HU-PC.2 Evaluate an individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action.            9.3.HU-PC.3 Utilize data and information to maintain electronic records of client services and make recommendations for personal care services.            9.3.HU-PC.4 Demonstrate policies and procedures to achieve a safe and healthy environment for personal care services.            9.3.HU-PC.5 Develop organizational policies, procedures and regulations that establish personal care organization priorities, accomplish the mission, and provide high-quality service to a diverse set of clients and families.            9.3.HU-PC.6 Identify personal care business opportunities enhanced by community involvement, self- improvement and current trends.            9.3.HU-PC.7 Apply methods of obtaining feedback to understand expectations and promote high-quality personal care services standards.</p>		
<p align="center"><b>Life Literacy &amp; Key Skills</b> <b>Disciplinary Concept:</b> <b>Creativity and Innovation</b></p>		
<p><i>Core Ideas and Performance Expectation:</i></p> <p><b>Creativity and Innovation</b> <i>With a growth mindset, failure is an important part of success.</i></p>		<p><b>Essential Question/s:</b>            Which civilizations were the first to practice beauty routines we recognize today?            Archaeologists believe the first practices of haircutting and hairstyling began during which time?</p>

<p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). .</p> <p>9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12 prof.CR2b, 2.2.12.LF.8).</p> <p><i>Innovative ideas or innovation can lead to career opportunities.</i></p> <p>9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).</p>	<p>What are the qualities and characteristics of professional ethics? What are some moral principles we should live by daily and why? How can you practice ethics in a salon everyday?</p> <p><b>Activity Description:</b> Students will work in pairs to complete a client intake form and conduct a client consultation/needs assessment. Students will work in pairs to demonstrate the 10 step consultation method. Students will research and write about one pioneer in Cosmetology.</p> <p><b>Project:</b> Design and record a training video on either ethics or personality development and attitude. The recording must be video tape, camcorder, phone (something that can be shown on a computer). It must be at least 10 – 15 minutes in length. It can be done alone or in a group, (of no more than 4) with an explanation of every member's contributions.</p> <p><b>Project:</b> Students will research and name the advancements made in cosmetology during the 19th, 20th and early 21st centuries</p> <p><b>Interdisciplinary Connections:</b> RST.9-10.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</p> <p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>
<p><b>Career Awareness, Exploration, Preparation, &amp; Training</b> <b>Disciplinary Concept:</b></p>	
<p>NA</p>	
<p><b>Personal Financial Literacy</b> <b>Disciplinary Concept:</b></p>	
<p><b>Core Ideas and Performance Expectation:</b></p> <p>NA</p>	
<p><b>Social and Emotional Learning:</b> <b>Competencies and Sub-Competencies</b></p>	
<p><b>Self-Awareness</b></p> <ul style="list-style-type: none"> <li>• Recognize one’s feelings and thoughts</li> <li>• Recognize the impact of one’s feelings and thoughts on one’s own behavior</li> <li>• Recognize one’s personal traits, strengths, and limitations</li> <li>• Recognize the importance of self-confidence in handling daily tasks and challenges</li> </ul> <p><b>Self-Management</b></p> <ul style="list-style-type: none"> <li>• Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors</li> <li>• Recognize the skills needed to establish and achieve personal and educational goals</li> </ul>	

<ul style="list-style-type: none"> <li>Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals</li> </ul> <p><b>Social Awareness</b></p> <ul style="list-style-type: none"> <li>Recognize and identify the thoughts, feelings, and perspectives of others</li> <li>Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds</li> <li>Demonstrate an understanding of the need for mutual respect when viewpoints differ</li> <li>Demonstrate an awareness of the expectations for social interactions in a variety of settings.</li> </ul> <p><b>Responsible Decision-Making</b></p> <ul style="list-style-type: none"> <li>Develop, implement, and model effective problem-solving and critical thinking skills</li> <li>Identify the consequences associated with one’s actions in order to make constructive choices</li> <li>Evaluate personal, ethical, safety, and civic impact of decisions</li> </ul> <p><b>Relationship Skills</b></p> <ul style="list-style-type: none"> <li>Establish and maintain healthy relationships</li> <li>Utilize positive communication and social skills to interact effectively with others</li> </ul>	<p>NJSLA.W7. Conduct short as well as more sustained research projects, utilizing an inquirybased research process, based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>NJSLA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>NJSLA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>NJSLA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>NJSLA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>
<p align="center"><b>Career Ready Practices</b></p>	
<p>Act as a responsible and contributing community members and employee. Demonstrate creativity and innovation. Utilize critical thinking to make sense of problems and persevere in solving them. Model integrity, ethical leadership and effective management. Use technology to enhance productivity increase collaboration and communicate effectively. Work productively in teams while using cultural/global competence</p>	
<p align="center"><b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>	<p align="center"><b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>

<p><b><u>Formative Assessments:</u></b>                  Teacher Observation                  Do Now                  Homework                  Class Participation                  Portfolio                  Discussions                  Quiz                  Journal writing                  Group Assessment                  Group Interaction/Discussion/Computer Research                  Self and Peer Evaluations                  Examine handouts in notebook for completeness and accuracy of information                  Project critique and evaluation at completion</p>		<p><b><u>Benchmarks:</u></b>                  Quiz                  Exam</p> <p><b><u>Summative Assessments:</u></b>                  Pre-Test                  Oral Presentations                  Projects                  Rubric                  Teacher observation                  Written Assessments                  Reflective Paper                  Group Presentations                  Completed project</p>	
<p><b><u>Technical Skill Assessments:</u></b>                  License/Certification/CTE Assessment/ Industry Valued Credential/ Stackable Credential</p>		<p><b><u>Name of Assessment(s):</u></b></p> <p><b><u>Type of Assessment(s):</u></b></p>	
<p><b>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</b></p>			
<p><b>Core Resources</b></p>	<p><b>Alternate Core Resources IEP/504/At-Risk/ESL</b></p>	<p><b>ELL Core Resources</b></p>	<p><b>Gifted &amp; Talented Core Resources</b></p>
<p>Tiered Content Materials:                  Textbooks at different reading levels (below, at, and above grade level)                  Simplified versions of texts with key concepts highlighted                  Advanced supplementary readings</p>	<p>Tiered Content Materials:                  Simplified versions of texts with key concepts highlighted                  Audio versions of texts for auditory learners or struggling readers                  Leveled or topical readers at different reading levels</p>	<p>Keep material concept-focused and principle-driven.                  Allow the use of digital translation or grouping students together.                  Provide multiple means of action and expression.</p>	<p>Provide opportunities for open-ended, self-directed activities.                  Encourage the use of creativity                  Ask higher level questions</p>

<p>for accelerated learners</p> <p>Audio versions of texts for auditory learners or struggling readers</p> <p>Multimedia Resources:</p> <p>Educational videos and documentaries</p> <p>Interactive online modules and simulations</p> <p>Podcasts and audio recordings</p> <p>Infographics and visual aids</p> <p>Hands-On Materials:</p> <p>Physical manipulatives and models</p> <p>Lab equipment and supplies for experiments</p> <p>Art supplies for creative projects</p> <p>Building materials for engineering challenges</p>	<p>Books on tape</p> <p>Highlighted text</p> <p>Collaborative Learning Tools:</p> <p>Opportunity to work alone, in pairs, or small groups</p> <p>Structured group roles for small group work</p> <p>Peer tutoring and mentoring programs</p> <p>Individualized Options:</p> <p>Independent study options</p> <p>Compacting the curriculum for advanced learners</p> <p>Varied timelines or check-in points</p> <p>Choice of review activities</p> <p>ESL-Specific Resources:</p> <p>Bilingual dictionaries or glossaries</p> <p>Sentence frames and language scaffolds</p> <p>Visual supports for key vocabulary</p>		<p>Provide opportunities to develop depth and breadth of knowledge in the subject area</p>
<b>Supplemental Resources</b>			
<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>● Laptop</li> <li>● Chromebook</li> <li>● SmartBoard</li> </ul>			

- Internet Access
- Projector

**Other:**

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**Differentiated Student Access to Content:  
Recommended *Strategies & Techniques***

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<p>Content Differentiation:</p> <p>Tiered content at different complexity levels</p> <p>Variety of textbooks at different reading levels</p> <p>Supplemental materials like videos, podcasts, and interactive modules</p> <p>Compacting curriculum for advanced learners</p> <p>Choice boards allowing students to select learning activities</p> <p>Varied resources/texts on the same topic</p> <p>Process Differentiation:</p> <p>Flexible grouping (whole group, small group, individual)</p> <p>Learning contracts tailored to student needs</p>	<p>Content Differentiation:</p> <p>Simplified versions of texts with key concepts highlighted</p> <p>Audio versions of texts for auditory learners or struggling readers</p> <p>Leveled readers at different reading levels</p> <p>Bilingual materials for ESL students</p> <p>Visual aids, infographics, and multimedia resources</p> <p>Process Differentiation:</p> <p>Flexible grouping based on readiness levels</p> <p>Scaffolded support like graphic organizers and writing frames</p> <p>Extended time for task completion</p>	<p>Content Differentiation:</p> <p>Simplified versions of texts with key concepts highlighted</p> <p>Audio versions of texts for auditory learners</p> <p>Leveled readers at different reading levels</p> <p>Bilingual materials and resources<sup>1</sup></p> <p>Visual aids, infographics, and multimedia resources</p> <p>Modified texts with rewording, reduced extraneous information, and added visuals</p> <p>Process Differentiation:</p> <p>Flexible grouping based on language proficiency levels</p> <p>Scaffolded support like graphic organizers and writing frames</p>	<p>Content Differentiation:</p> <p>Advanced, above-grade level textbooks and materials</p> <p>Supplementary resources on complex or specialized topics</p> <p>Interdisciplinary curriculum connecting multiple subject areas</p> <p>Primary source documents and advanced readings</p> <p>Access to college-level coursework or materials</p> <p>Process Differentiation:</p> <p>Accelerated pacing of instruction</p> <p>Independent study options on topics of interest</p> <p>Problem-based and project-based learning opportunities</p>

<p>Interest centers focused on different aspects of a topic</p> <p>Varied instructional strategies (visual, auditory, kinesthetic)</p> <p>Scaffolded support like graphic organizers and writing frames</p> <p>Technology-enabled instruction (synchronous or asynchronous options)</p> <p>Product Differentiation:</p> <p>Multiple options for demonstrating learning (reports, presentations, models, etc.)</p> <p>Varied assessment methods based on student learning preferences</p> <p>Adjusting product expectations based on student readiness</p> <p>Learning Environment Differentiation:</p> <p>Flexible seating arrangements</p> <p>Options for individual, paired, or group work</p> <p>Varied time allocations for task completion</p> <p>Use of technology to support different learning needs</p>	<p>One-on-one or small group instruction</p> <p>Use of assistive technology (text-to-speech, speech-to-text tools)</p> <p>Product Differentiation:</p> <p>Multiple options for demonstrating learning (oral presentations, projects, etc.)</p> <p>Adjusted expectations based on IEP/504 goals</p> <p>Alternative assessments aligned with student abilities</p> <p>Use of portfolios to showcase progress over time</p> <p>Learning Environment Differentiation:</p> <p>Flexible seating arrangements</p> <p>Quiet spaces for individual work</p> <p>Sensory tools or fidgets as needed</p> <p>Visual schedules and routines</p> <p>Specialized Supports</p> <p>Implementation of IEP accommodations and modifications</p> <p>ESL supports like sentence frames and vocabulary guides</p>	<p>Extended time for task completion</p> <p>One-on-one or small group instruction</p> <p>Use of gestures and total physical response to support verbal instruction</p> <p>Incorporation of students' native language or culture when possible</p> <p>Product Differentiation:</p> <p>Multiple options for demonstrating learning (oral presentations, projects, etc.)</p> <p>Adjusted expectations based on English proficiency levels</p> <p>Alternative assessments aligned with student abilities</p> <p>Use of portfolios to showcase progress over time</p> <p>Learning Environment Differentiation:</p> <p>Flexible seating arrangements</p> <p>Use of learning centers or stations focused on different aspects of a topic</p> <p>Visual schedules and routines</p> <p>Incorporation of culturally relevant materials and examples</p> <p>Specialized Supports:</p> <p>ESL supports like sentence frames and vocabulary guides</p>	<p>Socratic seminars and philosophical discussions</p> <p>Mentorship programs with experts in fields of interest</p> <p>Product Differentiation:</p> <p>Open-ended, creative project options</p> <p>Real-world application of learning through authentic tasks</p> <p>Opportunities for original research and experimentation</p> <p>Multimedia presentations and publications</p> <p>Portfolio development to showcase depth of learning</p> <p>Learning Environment Differentiation:</p> <p>Flexible grouping with intellectual peers</p> <p>Access to advanced technology and lab equipment</p> <p>Field trips and off-campus learning experiences</p> <p>Online courses and virtual learning options</p> <p>Competitions and academic challenges</p>
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	<p>Interventions for at-risk students (e.g. reading interventions)</p> <p>Social-emotional learning supports</p> <p>Ongoing Assessment</p> <p>Frequent formative assessments to monitor progress</p> <p>Data-driven adjustments to instruction</p> <p>Progress monitoring aligned with IEP goals</p>	<p>Use of students' native language for clarification when needed</p> <p>Frequent opportunities for speaking and listening practice</p> <p>Integration of all four language skills (listening, speaking, reading, writing)</p> <p>Instructional Strategies:</p> <p>Slowing down speech and using clear enunciation</p> <p>Rephrasing and clarifying instructions</p> <p>Using visuals to support verbal instruction</p> <p>Providing content in multiple formats (visual, auditory, kinesthetic)</p> <p>Connecting content to students' interests and cultural backgrounds</p> <p>Utilizing music, melodies, or songs to enhance learning</p> <p>Ongoing Assessment:</p> <p>Frequent formative assessments to monitor progress</p> <p>Data-driven adjustments to instruction</p> <p>Accommodated assessments (e.g., simplified language, added visuals)</p>	<p>Specialized Supports:</p> <p>Critical and creative thinking skill development</p> <p>Training in research methods and academic writing</p> <p>Guidance on social-emotional needs of gifted learners</p> <p>College and career planning tailored to advanced learners</p> <p>Opportunities to explore passions and develop talents</p> <p>Instructional Strategies:</p> <p>Inquiry-based and discovery learning approaches</p> <p>Higher-order questioning techniques</p> <p>Abstract and complex problem-solving tasks</p> <p>Emphasis on depth and complexity of content</p> <p>Integration of multiple disciplines and perspectives</p> <p>Assessment Options:</p> <p>Pre-assessments to determine readiness levels</p> <p>Performance-based and authentic assessments</p>
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<b>WBL Partners:</b>		
<b>Career and Technical Student Organization- *Every CTE program must incorporate a Career and Technical Student Organization (CTSO).</b>		
<b>CTSO:</b>	<b>CTSO Advisor:</b>	

<b>Freshman Level: Approximately 10 hours</b> Career Awareness- brief exposure to a variety of work settings needs.	<b>Sophomore Level: Approximately 20 hours</b> Career Exploration- understand the nature of work through first-hand exposure to the workplace.	<b>Junior Level: Approximately 50 hours</b> Career Preparation - builds basic workplace competence	<b>Senior Level: Approximately 75 hours</b> Work-Related Training - a period of work experience for the purpose of training job skills and job-related skills. work experience Students may or may not be paid.
Career fair Guest Speakers Online Career Navigation, Assessments, Videos Informational Interviews Workplace Tours/Field Trips	Informational interviews Job shadowing Workplace tours/worksites visits Simulated Workplace Experience Mock Interviews	Service-learning Interactive/Hands-on demonstrations with industry prof. (online, in person, simulated) Career Cluster Employer Panel Presentations Structured Assignments after a workplace tour, presentation, shadowing Career Related Competitions School-based enterprises Simulated Workplace Experience Non-Paid Work Experience Service Learning/Volunteering	Internships (Paid or Non-Paid) Service Learning Student-led Enterprises Volunteering Work Experience (Paid or Non-Paid) Pre-Apprenticeships Apprenticeship

New Jersey Legislative Statutes and Administrative Code  
 (place an "X" before each law/statute if/when present within the curriculum map)

	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Standards in Action: <i>Climate Change</i>		Erin's Law: <i>A-769/S-1130</i>
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