

Unit: The Salon Business

Standard: Standard 9.1 (Career and Technical Education)

Strand:

A. Career Awareness/Preparation

- 9.1.A.1 Re-evaluate personal interests, abilities, and skills through various measures including self assessments.
- 9.1.A.2 Evaluate academic and career skills needed in various career clusters.
- 9.1.A.3 Analyze factors that can impact an individual's career.
- 9.1.A.4 Review and update their career plan and include the plan in a portfolio.
- 9.1.A.5 Research current advances in technology that apply to a selected occupational career cluster.

B. Employability Skills

- 9.1.B.1 Assess personal qualities that are needed to obtain and retain a job related to career clusters.
- 9.1.B.2 Communicate and comprehend written and verbal thoughts, ideas, directions, and information relative to educational and occupational settings.
- 9.1.B.3 Select and utilize appropriate technology in the design and implementation of teacher-approved projects relevant to occupations and/or higher educational settings.
- 9.1.B.4 Evaluate the following academic and career skills as they relate to home, school, community, and employment:
 - Communication
 - Punctuality
 - Time management
 - Organization
 - Decision making
 - Goal setting
 - Resources allocation
 - Fair and equitable competition
 - Safety
 - Employment application skills
 - Teamwork
- 9.1.B.5 Demonstrate teamwork and leadership skills that include student participation in real world applications of career and technical education skills.

Curriculum aligned with: 2009 New Jersey Core Curriculum Content Standards for 21st Century Skills (9.1 A-F)

21st Century Theme: Global Awareness , Financial, economic, business and entrepreneurial literacy , Civic literacy , Health literacy Environmental Literacy

21st Century Skills: Critical Thinking & Problem Solving , Creativity and Innovation , Collaboration, Teamwork and Leadership , Cross-Cultural Understanding and Interpersonal Communications , Communication and Media Fluency , Accountability, Productivity and Ethics

Interdisciplinary Connection: Math=MA, English=ELA, Science=SCI, Social Studies=SS, Physical Education=PE, Art=ART, Music=MU, Technology=TECH, World Language=WL

	Enduring Understandings	Activities and Student Experiences
<ul style="list-style-type: none"> In what ways does culture influence practices in personal enhancement? What type of skills do I need to be a successful cosmetologist? How can the therapeutic benefits of cosmetology improve the lives of clients? 	<p>Students need the ability to manipulate skills, technology, mathematics and scientific principles in a seamless fashion to function in our technological society. In-Vogue serves to emphasize planning, critical thinking, decision making, problem solving, safety principles and the development of self management and group dynamic skills. In-Vogue is that part of the student's general education which deals with an understanding of industry and our technological society. Through this exploration students will foster and develop behaviors which will enable them to adjust to the responsibilities of our society.</p>	<p>Explain the importance of keeping accurate business records Discuss the importance of the reception area to a salon's success Demonstrate good salon telephone techniques List the most effective forms of salon advertising</p> <p style="text-align: center;">ON THE JOB</p> <p>Describe the qualities that help a new employee succeed in a service profession List the habits of a good salon team player Explain the function of a job description Describe the three different ways in which salon professionals are compensated Create a personal budget List the principles of selling products and services in a salon List the most effective ways to build a client base</p> <p style="text-align: center;">LIFE SKILLS</p> <p>List the principles that contribute to personal and professional success Explain the concept of self-management Create a mission statement Explain how to set long and short term goals Discuss the most effective ways to manage time Describe good study habits Define ethics List the characteristics of a healthy, positive attitude</p> <p style="text-align: center;">HISTORY AND OPPORTUNITIES</p> <p>Describe the origins of appearance enhancement Describe the advancements made in cosmetology during the 19th, 20th, and early 21st century</p>
Content Statements	Cumulative Progress Indicators	

<p style="text-align: center;">Desired Results</p> <p>Know the importance of, and strategies to, create a personal career plan.</p> <p>The structure of a salon business.</p> <p>Employment skills related to a career in the service industry.</p> <p>Character development and ethics related to a career in the service industry.</p> <p>The importance of effective interpersonal communication related to a career in the service industry.</p> <p>The role safety and personal responsibility have in a career in the service industry.</p>	<p>List the career opportunities available to a licensed cosmetology practitioner</p> <p style="text-align: center;">COMMUNICATING FOR SUCCESS</p> <p>Discuss the golden rules of human relations</p> <p>Explain the importance of effective communication</p> <p>Conduct a successful client consultation</p> <p>Handle delicate communications with a client</p> <p>Build open lines of communication with co-workers and salon managers</p> <p style="text-align: center;">SEEKING EMPLOYMENT</p> <p>Discuss the essentials of becoming test-wise</p> <p>Explain the steps involved in preparing for employment</p> <p>List and describe the various types of salon businesses</p> <p>Write an achievement-oriented resume and prepare an employment portfolio</p> <p>Explain how to explore the job market and research potential employers</p> <ul style="list-style-type: none"> • Be prepared to complete an effective employment interview
<p>Assessments</p> <ul style="list-style-type: none"> • Performance Task: Students will participate in a mock interview to apply communication skills and reduce anxiety • Student career plan portfolio • Tests, Quizzes, and Other Quick and Ongoing Checks for Understanding <ul style="list-style-type: none"> ▪ Tests ▪ Teacher Observations • Class Discussions <p>Journal Entries/Written Assignments</p> <p><i>To show evidence of meeting this standard, students may:</i></p>	<p style="text-align: center;">Teacher Resources</p>

Equipment Needed**Unit: The Science of Cosmetology****Standard 9.1 (Career and Technical Education)****A. Career Awareness/Preparation**

- 9.1.A.1 Re-evaluate personal interests, abilities, and skills through various measures including self assessments.
- 9.1.A.2 Evaluate academic and career skills needed in various career clusters.
- 9.1.A.3 Analyze factors that can impact an individual's career.
- 9.1.A.4 Review and update their career plan and include the plan in a portfolio.
- 9.1.A.5 Research current advances in technology that apply to a selected occupational career cluster.

Standard 9.2 (Consumer, Family and Life Skills)**A. Critical Thinking**

- 9.2.A.1 Apply communications and data analysis to the problem-solving and decision making processes in a variety of life situations.
- 9.2.A.2 Describe and apply constructive responses to criticism.
- 9.2.A.3 Apply the use of symbols, pictures, graphs, objects, and other visual information to a selected project in academic and/or occupational settings.

F. Safety

- 9.2.F.1 Engage in an informed discussion about rules and laws designed to promote safety and health.
- 9.2.F.2 Describe and demonstrate basic first aid and safety procedures.
- 9.2.F.3 Analyze the occurrence of workplace hazards.
- 9.2.F.4 Practice the safe use of tools and equipment.
- 9.2.F.5 Implement safety procedures in the classroom and workplace, where appropriate

Curriculum aligned with: 2009 New Jersey Core Curriculum Content Standards for 21 st Century Skills (9.1 A-F)		
21st Century Theme: Global Awareness <input type="checkbox"/> , Financial, economic, business and entrepreneurial literacy <input type="checkbox"/> , Civic literacy <input type="checkbox"/> , Health literacy <input type="checkbox"/> Environmental Literacy <input type="checkbox"/>		
21st Century Skills: Critical Thinking & Problem Solving <input type="checkbox"/> , Creativity and Innovation <input type="checkbox"/> , Collaboration, Teamwork and Leadership <input type="checkbox"/> , Cross-Cultural Understanding and Interpersonal Communications <input type="checkbox"/> , Communication and Media Fluency <input type="checkbox"/> , Accountability, Productivity and Ethics <input type="checkbox"/>		
Interdisciplinary Connection: Math=MA, English=ELA, Science=SCI, Social Studies=SS, Physical Education=PE, Art=ART, Music=MU, Technology=TECH, World Language=WL		
	Enduring Understandings	Activities and Student Experiences
<ul style="list-style-type: none"> How does my understanding of science impact my practice of cosmetology? How is the scientific progress of cosmetology influenced by culture and technology? 	<p>The general anatomy of skin as it relates to the field of cosmetology.</p> <p>The two types of electric current.</p> <p>Safety procedures for operation electrical equipment.</p> <p>The different forms of matter, elements, compounds, and mixtures.</p> <p>The difference between solutions, suspensions, and emulsions. What pH and the pH scale are.</p> <p>Workplace practices to ensure the health and well being of patrons.</p>	<p style="text-align: center;">GENERAL ANATOMY</p> <p>Explain the importance of anatomy and physiology to the cosmetology profession</p> <p>Describe cells, their structure, and their reproduction</p> <p>Define tissue and identify the types of tissues found in the body</p> <p style="text-align: center;">BASICS OF ELECTRICITY</p> <p>Define the nature of electricity and the two types of electric current</p> <p>Define electrical measurements</p> <p>Understand the principles of electricity equipment safety</p> <p>Define electric modalities used in cosmetology</p> <p>Explain electromagnetic radiation and the visible spectrum of light</p> <p>Describe the types of light therapy and their benefits</p> <p style="text-align: center;">BASICS OF CHEMISTRY</p> <p>Explain the difference between organic and inorganic chemistry</p> <p>Discuss the different forms of matter, elements, compounds, and mixtures</p>
Content Statements	Cumulative Progress Indicators	<p>Explain the difference between solutions, suspensions, and emulsions</p> <p>Explain pH and the pH scale</p> <p>Describe oxidation and reduction (redox) reactions</p>

		<p style="text-align: center;">INFECTION CONTROL PRINCIPLES & PRACTICE</p> <p>Understand NJ State laws and rules List the types of classifications of bacteria Describe how bacteria grow and reproduce</p>
Desired Results		<p>Describe the relationship of bacteria to the spread of disease List the types of disinfectants and how they are used</p>
		<p>Define AIDS and provide brief overview of AIDS Define hepatitis and HIV, and explain how they are transmitted Describe how to safely clean and disinfect salon tools and equipment Explain the difference between cleaning, disinfection and sterilization</p> <p style="text-align: center;">DECONTAMINATION</p> <p>Explain and understand the importance of decontamination Explain the difference between sanitation, disinfection and sterilization Discuss how to safely handle and use disinfectant products Describe which cleaners, equipment and disinfectants are useful for salons</p> <ul style="list-style-type: none"> • Define universal precautions and discuss your responsibilities as a salon professional
<p>Assessments</p> <ul style="list-style-type: none"> • Performance Task: Students create an informational text explaining the importance of infectious control in a salon. Examples of text include a brochure, website, flier, service announcement • Student portfolio • Tests, Quizzes, and Other Quick and Ongoing Checks for Understanding <ul style="list-style-type: none"> ▪ Tests ▪ Teacher Observations • Class Discussions <p>Journal Entries/Written Assignments</p>		<p>Teacher Resources</p>

<i>To show evidence of meeting this standard, students may:</i>	
Equipment Needed	

Unit: You – Your Most Visible Asset

Standard 9.1 (Career and Technical Education)

B. Employability Skills

9.1.B.1 Assess personal qualities that are needed to obtain and retain a job related to career clusters.

9.1.B.2 Communicate and comprehend written and verbal thoughts, ideas, directions, and information relative to educational and occupational settings.

9.1.B.3 Select and utilize appropriate technology in the design and implementation of teacher-approved projects relevant to occupations and/or higher educational settings.

9.1.B.4 Evaluate the following academic and career skills as they relate to home, school, community, and employment:

Communication

Punctuality

Time management

Organization

Decision making

Goal setting

Resources allocation

Fair and equitable competition

Safety

Employment application skills

Teamwork

9.1.B.5 Demonstrate teamwork and leadership skills that include student participation in real world applications of career and technical education skills.

All students electing further study in career and technical education will also:

1. Participate in a structured learning experience that demonstrates interpersonal communication, teamwork, and leadership

skills.

2. Participate in simulated industry assessments, when and where appropriate.
3. Prepare industry-specific technical reports/projects that incorporate graphic aids, when and where appropriate.
4. Demonstrate occupational health and safety skills related to industry-specific activities.

Standard 9.2 (Consumer, Family and Life Skills)

9.2.C.1 Model interpersonal and effective conflict resolution skills.

9.2.C.2 Communicate effectively in a variety of settings with a diverse group of people.

Curriculum aligned with: 2009 New Jersey Core Curriculum Content Standards for 21st Century Skills (9.1 A-F)

21st Century Theme: Global Awareness , Financial, economic, business and entrepreneurial literacy , Civic literacy , Health literacy Environmental Literacy

21st Century Skills: Critical Thinking & Problem Solving , Creativity and Innovation , Collaboration, Teamwork and Leadership , Cross-Cultural Understanding and Interpersonal Communications , Communication and Media Fluency , Accountability, Productivity and Ethics

Interdisciplinary Connection: Math=MA, English=ELA, Science=SCI, Social Studies=SS, Physical Education=PE, Art=ART, Music=MU, Technology=TECH, World Language=WL

	Enduring Understandings	Activities and Student Experiences
<ul style="list-style-type: none"> • How is personal image shaped by culture? • What does your personal appearance say about you as a person? 	<p>The relationship between personal appearance and self-confidence.</p> <p>The importance of personal hygiene in terms of relationships and employment.</p> <p>Methods to present a positive impression to others.</p> <p>Verbal and nonverbal methods of communication.</p> <p>Acceptable guidelines for personal appearance.</p> <p>Cultural influences on personal</p>	<p>Explain how your personal appearance reflects the person you are.</p> <p>Identify social implications for a positive personal appearance.</p> <p>Demonstrate how hair, nails, skin, make-up and fashion are related to personal image.</p> <p>Describe how careful preparation can ease stress.</p> <p>Identify dress code and grooming standards for a new school, new job and socializing with friends.</p> <p>Explain principles for making a positive impression:</p> <ul style="list-style-type: none"> • Dress in harmony with the way your new venture is likely to dress • Don't wear an ensemble that gets all the attention • Pay close attention to the condition of shoes, handbags, hair, nails, breath, and clothing

	appearance. Strategies to improve personal appearance.	<ul style="list-style-type: none"> • Refrain from wearing anything that projects a religious belief or political cause • Refrain from wearing sunglasses and too much perfume <p>Identify three character traits vital to success:</p> <ul style="list-style-type: none"> • A positive, cooperative attitude • A pleasing personality • Effective communication skills <p>Demonstrate the ability to apply strategies to improve personal presentation:</p> <ul style="list-style-type: none"> • Smile • Shake hands when introduced • Make eye contact • Be positive • Listen attentively • Use facial expression to react during conversations • Be enthusiastic • Dress appropriately <p>Understand professional hygiene Explain the concept of dressing for success Use appropriate methods to ensure personal health and well-being</p> <ul style="list-style-type: none"> • Demonstrate an understanding of ergonomic principles and ergonomically correct postures and movements
Content Statements	Cumulative Progress Indicators	
Desired Results		
Assessments		Teacher Resources
<ul style="list-style-type: none"> • Performance Task: Create a self-assessment to reflect on personal and professional image • Student portfolio • Tests, Quizzes, and Other Quick and Ongoing Checks for Understanding <ul style="list-style-type: none"> ▪ Tests ▪ Teacher Observations • Class Discussions <p>Journal Entries/Written Assignments</p>		

<i>To show evidence of meeting this standard, students may:</i>	
Equipment Needed	

Unit: Skin Care and Cosmetics

<p>Standard 9.1 (Career and Technical Education)</p> <ul style="list-style-type: none"> 9.1.B.1 Assess personal qualities that are needed to obtain and retain a job related to career clusters. 9.1.B.2 Communicate and comprehend written and verbal thoughts, ideas, directions, and information relative to educational and occupational settings. 9.1.B.3 Select and utilize appropriate technology in the design and implementation of teacher-approved projects relevant to occupations and/or higher educational settings. <p>Standard 9.2 (Consumer, Family and Life Skills)</p> <ul style="list-style-type: none"> 9.2.A.1 Apply communications and data analysis to the problem-solving and decision making processes in a variety of life situations. 9.2.A.2 Describe and apply constructive responses to criticism. <p>F. Safety</p> <ul style="list-style-type: none"> 9.2.F.1 Engage in an informed discussion about rules and laws designed to promote safety and health. 9.2.F.2 Describe and demonstrate basic first aid and safety procedures. 9.2.F.3 Analyze the occurrence of workplace hazards. 9.2.F.4 Practice the safe use of tools and equipment. 9.2.F.5 Implement safety procedures in the classroom and workplace, where appropriate
<p>Curriculum aligned with: 2009 New Jersey Core Curriculum Content Standards for 21st Century Skills (9.1 A-F)</p>
<p>21st Century Theme: Global Awareness <input type="checkbox"/>, Financial, economic, business and entrepreneurial literacy <input type="checkbox"/>, Civic literacy <input type="checkbox"/>, Health literacy <input type="checkbox"/> Environmental Literacy <input type="checkbox"/></p>

21st Century Skills: Critical Thinking & Problem Solving , Creativity and Innovation , Collaboration, Teamwork and Leadership , Cross-Cultural Understanding and Interpersonal Communications , Communication and Media Fluency , Accountability, Productivity and Ethics

Interdisciplinary Connection: Math=MA, English=ELA, Science=SCI, Social Studies=SS, Physical Education=PE, Art=ART, Music=MU, Technology=TECH, World Language=WL

	Enduring Understandings	Activities and Student Experiences
<ul style="list-style-type: none"> • What is the importance of skin care? • How is skin care related to a overall person health? • In what ways does culture influence practices in personal enhancement? 	<p>The condition of the skin is related to overall health of a person.</p> <p>That a physician should be consulted in the event of a skin disorder.</p> <p>A health screening is important in ensuring a safe facial treatment.</p> <p>How to safely use electrical equipment for a facial treatment.</p> <p>The growth cycle of skin.</p> <p>How to conduct a facial.</p> <p>Safety and sanitation regulations related to skin treatments.</p> <p>Different techniques used for skin care and treatments.</p>	<p style="text-align: center;">SKIN STRUCTURE & GROWTH</p> <p>Recognize the anatomy of skin Explain ways to maintain skin health List the function of skin Define important terms related to skin disorders Discuss which skin disorders may be handled in a salon and which should be referred to a physician Describe the aging process and the factors that influence aging of the skin Define important terms relating to skin disorders</p> <p style="text-align: center;">FACIALS</p> <p>List and describe the various skin types and conditions Understand the use of health screening forms to safely perform facial treatments Identify the various types of massage movements and their physiological effects Describe different types of products used in facial treatments Identify the basic types of electrical equipment used in facial treatments</p> <p>Demonstrate the procedure for a basic facial</p> <p style="text-align: center;">FACIAL MAKEUP</p> <p>Describe the various types of cosmetics and their uses Demonstrate an understanding of color theory Demonstrate a basic makeup procedure for any occasion Identify different facial types and demonstrate procedures for basic corrective makeup</p>
Content Statements	Cumulative Progress Indicators	

<p>Desired Results</p>	<p>Demonstrate the application and removal of artificial lashes</p> <ul style="list-style-type: none"> List safety measure to be followed during makeup application
<p>Assessments</p> <ul style="list-style-type: none"> Performance Task: Given scenarios of different health screenings, students will determine and explain the appropriate next steps in treatment Student portfolio Tests, Quizzes, and Other Quick and Ongoing Checks for Understanding <ul style="list-style-type: none"> Tests Teacher Observations Class Discussions <p>Journal Entries/Written Assignments</p> <p><i>To show evidence of meeting this standard, students may:</i></p>	<p>Teacher Resources</p>
<p>Equipment Needed</p>	

Unit: Nail Care and Enhancement

<p>Standard 9.1 (Career and Technical Education) 9.1.B.1 Assess personal qualities that are needed to obtain and retain a job related to career clusters. 9.1.B.2 Communicate and comprehend written and verbal thoughts, ideas, directions, and information relative to educational and occupational settings. 9.1.B.3 Select and utilize appropriate technology in the design and implementation of teacher-approved projects relevant to occupations and/or higher educational settings.</p> <p>Standard 9.2 (Consumer, Family and Life Skills) 9.2.A.1 Apply communications and data analysis to the problem-solving and decision making processes in a variety of life situations. 9.2.A.2 Describe and apply constructive responses to criticism.</p> <p>F. Safety 9.2.F.1 Engage in an informed discussion about rules and laws designed to promote safety and health. 9.2.F.2 Describe and demonstrate basic first aid and safety procedures. 9.2.F.3 Analyze the occurrence of workplace hazards. 9.2.F.4 Practice the safe use of tools and equipment. 9.2.F.5 Implement safety procedures in the classroom and workplace, where appropriate</p>		
<p>Curriculum aligned with: 2009 New Jersey Core Curriculum Content Standards for 21st Century Skills (9.1 A-F)</p>		
<p>21st Century Theme: Global Awareness <input type="checkbox"/>, Financial, economic, business and entrepreneurial literacy <input type="checkbox"/>, Civic literacy <input type="checkbox"/>, Health literacy <input type="checkbox"/>, Environmental Literacy <input type="checkbox"/></p>		
<p>21st Century Skills: Critical Thinking & Problem Solving <input type="checkbox"/>, Creativity and Innovation <input type="checkbox"/>, Collaboration, Teamwork and Leadership <input type="checkbox"/>, Cross-Cultural Understanding and Interpersonal Communications <input type="checkbox"/>, Communication and Media Fluency <input type="checkbox"/>, Accountability, Productivity and Ethics <input type="checkbox"/></p>		
<p>Interdisciplinary Connection: Math=MA, English=ELA, Science=SCI, Social Studies=SS, Physical Education=PE, Art=ART, Music=MU, Technology=TECH, World Language=WL</p>		
	<p>Enduring Understandings</p>	<p>Activities and Student Experiences</p>
<ul style="list-style-type: none"> • What is the importance of nail care? • How is nail care related to a overall person health? 	<p>The growth cycle of nails. How to conduct a manicure. How to conduct a pedicure. Safety and sanitation regulations</p>	<p style="text-align: center;">NAIL STRUCTURE, GROWTH & DISORDERS</p> <p>List and describe the various disorders and irregularities of nails Recognize diseases of the nails that should not be treated in a salon Describe the structures adjoining and affecting nails</p>

<ul style="list-style-type: none"> In what ways does culture influence practices in personal enhancement? 	<p>related to nail care and treatment.</p> <p>Different techniques used for nail care and enhancement.</p> <p>Proper use of equipment related to nail care and enhancements.</p>	<p>Discuss how nails grow</p> <p style="text-align: center;">MANICURING</p> <p>Identify the four types of nail implements and/or tools required to perform a manicure</p> <p>Demonstrate the safe and correct handling of nail implements and tools</p> <p>Exhibit proper setup of a manicuring table</p> <p>Demonstrate the necessary three-part procedure requirements for nail services</p> <p>Identify the five basic nail shapes</p> <p>Perform a basic and condition oil manicure incorporating all safety, sanitation and disinfection requirements</p> <p>Perform the hand and arm movements associated with manicuring</p> <p>Perform a paraffin-wax hand treatment</p> <p>Display all sanitation, disinfections, and safety requirements essential to nail and hand care services</p> <p>Define and understand aromatherapy</p> <p>Identify carrier oils and understand their use</p> <p>Understand how aromatherapy can be incorporated into a service</p> <p>Identify the three types of nail tips</p> <p style="text-align: center;">NAILS, TIPS, WRAPS, AND NO-LIGHT GELS</p> <p>Identify the supplies needed for nail tips</p> <p>Demonstrate the proper procedure and precautions to use in applying nail tips</p> <p>Demonstrate the proper removal of tips</p> <p>List four kinds of nail wraps and what they are used for</p> <p>Explain the benefits of using silk, linen, fiberglass, and paper wraps</p> <p>Demonstration the proper procedures used in fabric wrap application</p> <p>Describe the maintenance of fabric wrap</p> <p>Explain how to use fabric wrap for crack repair</p> <p>Demonstrate the proper procedure and precautions for fabric</p>
<p>Content Statements</p>	<p>Cumulative Progress Indicators</p>	
<p style="text-align: center;">Desired Results</p>		

wrap removal
Define no-light gels
Demonstrate the proper procedures for applying no-light gels

UV GELS

Describe the chemistry and main ingredients of UV gels
Identify the supplies needed for UV gel application
Demonstrate the proper procedures for maintaining UV gel services using forms over tips and on natural nails
Describe the one-color and two-color methods for applying UV gels
Explain how to safely and correctly remove UV gels

ACRYLIC NAILS

Explain acrylic (methacrylate) nail enhancement chemistry and how it works
List the supplies needed for acrylic (methacrylate) nail enhancement application
Demonstrate the proper procedures for applying acrylic (methacrylate) nail enhancement using forms over tips, and on natural nails
Practice safety precautions involving the application of nail primers
Describe the proper procedure for maintaining healthy acrylic (methacrylate) nail enhancement
Perform regular rebalance procedures and repairs
Implement the proper procedure for removing acrylic (methacrylate) nail enhancements
Explain how the application of odorless acrylic (methacrylate) product differs from the application of traditional acrylic (methacrylate) products

PEDICURING

Identify the equipment and materials needed for pedicure
List the steps in the pedicure pre-service procedure
Demonstrate the proper procedures and precaution for a pedicure
Describe the proper technique to use in filing toenails

	<p>Describe the proper technique for trimming toenails Demonstrate the ability to perform foot massage</p> <ul style="list-style-type: none"> • Understand proper cleaning and disinfection of pedicure equipment
<p>Assessments</p> <ul style="list-style-type: none"> • Performance Task: Students will conduct a proper manicure and pedicure. • Student portfolio • Tests, Quizzes, and Other Quick and Ongoing Checks for Understanding <ul style="list-style-type: none"> ▪ Tests ▪ Teacher Observations • Class Discussions <p>Journal Entries/Written Assignments</p> <p><i>To show evidence of meeting this standard, students may:</i></p>	<p style="text-align: center;">Teacher Resources</p>
<p>Equipment Needed</p>	

Unit: Hair- Care and Design

<p>Standard 9.1 (Career and Technical Education)</p> <p>9.1.B.1 Assess personal qualities that are needed to obtain and retain a job related to career clusters.</p> <p>9.1.B.2 Communicate and comprehend written and verbal thoughts, ideas, directions, and information relative to educational and occupational settings.</p> <p>9.1.B.3 Select and utilize appropriate technology in the design and implementation of teacher-approved projects relevant to</p>

<p>occupations and/or higher educational settings.</p> <p>Standard 9.2 (Consumer, Family and Life Skills)</p> <p>9.2.A.1 Apply communications and data analysis to the problem-solving and decision making processes in a variety of life situations.</p> <p>9.2.A.2 Describe and apply constructive responses to criticism.</p> <p>F. Safety</p> <p>9.2.F.1 Engage in an informed discussion about rules and laws designed to promote safety and health.</p> <p>9.2.F.2 Describe and demonstrate basic first aid and safety procedures.</p> <p>9.2.F.3 Analyze the occurrence of workplace hazards.</p> <p>9.2.F.4 Practice the safe use of tools and equipment.</p> <p>9.2.F.5 Implement safety procedures in the classroom and workplace, where appropriate</p>		
<p>Curriculum aligned with: 2009 New Jersey Core Curriculum Content Standards for 21st Century Skills (9.1 A-F)</p>		
<p>21st Century Theme: Global Awareness <input type="checkbox"/>, Financial, economic, business and entrepreneurial literacy <input type="checkbox"/>, Civic literacy <input type="checkbox"/>, Health literacy <input type="checkbox"/> Environmental Literacy <input type="checkbox"/></p>		
<p>21st Century Skills: Critical Thinking & Problem Solving <input type="checkbox"/>, Creativity and Innovation <input type="checkbox"/>, Collaboration, Teamwork and Leadership <input type="checkbox"/>, Cross-Cultural Understanding and Interpersonal Communications <input type="checkbox"/>, Communication and Media Fluency <input type="checkbox"/>, Accountability, Productivity and Ethics <input type="checkbox"/></p>		
<p>Interdisciplinary Connection: Math=MA, English=ELA, Science=SCI, Social Studies=SS, Physical Education=PE, Art=ART, Music=MU, Technology=TECH, World Language=WL</p>		
	<p>Enduring Understandings</p>	<p>Activities and Student Experiences</p>
<ul style="list-style-type: none"> • What is the importance of hair care? • How is hair care related to a overall person health? • In what ways does culture influence practices in personal enhancement? 	<p>The growth cycle of hair.</p> <p>The principles of hair design.</p> <p>The chemistry related to shampoo and color treatments.</p> <p>Safety and sanitation regulations related to hair care and design.</p> <p>Different techniques used for hair styling and treatments.</p> <p>Proper use of equipment related</p>	<p>Describe the composition of hair</p> <p>Describe the growth process of hair</p> <p>Define basic scalp care</p> <p>Describe the causes of hair loss</p> <p>Discuss hair loss treatment options</p> <p>Recognize the scalp and hair disorders commonly seen in a salon and school and know which can be treated</p> <p style="text-align: center;">PRINCIPLES OF HAIR DESIGN</p> <p>List the five principles of hair design</p> <p>Identify different facial shapes</p> <p>Demonstrate how to design hair types to enhance or camouflage</p>

	to hair styling and treatments	facial features Explain design considerations for men
Content Statements	Cumulative Progress Indicators	SHAMPOOING, RINSING & CONDITIONING Explain the importance of pH in shampoo selection Explain the role of surfactants in shampoo
		Discuss the uses and benefits of various types of shampoos and conditioners
		Perform proper scalp manipulations as part of a shampoo service Demonstrate proper shampooing and conditioning procedures
Desired Results		HAIRCUTTING Identify reference points on the head form and understand their role in haircutting Define angles, elevations, and guidelines List the factors involved in a successful client consultation Demonstrate the safe and proper use of the various tools of hair cutting Demonstrate the mastery of the four basic haircuts Demonstrate mastery of other haircutting techniques
		HAIRSTYLING Demonstrate finger waving, pin curls, roller setting and hair wrapping Demonstrate various blow-dry styling techniques Demonstrate three basic techniques of styling long hair Demonstrate the proper use of thermal irons Demonstrate the various thermal iron manipulations and explain how they are used Describe the three types of hair pressing Demonstrate the procedures involved in soft pressing and hard pressing
		BRAIDING & BRAID EXTENSIONS Perform a client consultation and hair analysis with respect to hair braiding Explain how to prepare the hair for braiding Demonstrate the procedures for the invisible brain, rope braid,

and fishtail braid

Demonstrate the procedures for corn rowing with and without extension

HAIR COLORING

Identify the principles of color theory and relate them to hair color

Explain level and tone and their role in formulating hair color

List the four basic categories of hair color, explain their chemical effects on the hair, and give examples of their use

Explain the actions of hair lighteners

Demonstrate application techniques for temporary colors, semi permanent colors, permanent colors, semi permanent colors, and lighteners

Demonstrate special-effects hair coloring techniques

CHEMICAL TEXTURE SERVICES

List the factors of hair analysis for chemical texture services

Explain the physical and chemical actions that take place during permanent waving

Explain the physical and chemical actions that take place during permanent waving

List and describe the various types of permanent waving solutions

Demonstrate basic wrapping procedures, straight set, curvature wrap, bricklay wrap, weave wrap, double-rod wrap, and spiral wrap

Describe the procedure for chemical hair relaxing

Understand the difference between hydroxide and relaxers and thio relaxers

Understand the difference between hydroxide neutralizers and thio neutralizers

Explain the basic procedure for a curl re-forming service

WIGS & HAIR ENHANCEMENTS

List the elements of a client consultation for wig service

Explain the difference between human hair and synthetic wigs

Describe the two basic categories of wigs

	<p>Demonstrate the procedure for putting on a wig Describe the various types of hair pieces and their uses Explain the various methods of attaching extensions HAIR REMOVAL Describe the elements of a client consultation for hair removal Name the conditions that contraindicate hair removal in the salon Identify and describe three methods of permanent hair removal</p> <ul style="list-style-type: none"> • Demonstrate the techniques involved in temporary hair removal
<p>Assessments</p> <ul style="list-style-type: none"> • Performance Task: Given pictures and descriptions, students will assess and design hair care and design for fictitious clients • Student portfolio • Tests, Quizzes, and Other Quick and Ongoing Checks for Understanding <ul style="list-style-type: none"> ▪ Tests ▪ Teacher Observations • Class Discussions <p>Journal Entries/Written Assignments</p>	<p style="text-align: center;">Teacher Resources</p>
<p><i>To show evidence of meeting this standard, students may:</i></p>	
<p>Equipment Needed</p>	