



Regional Occupational Program

Nail Care - Manicuring 2025-2026

COURSE DESCRIPTION

The nail care course consists of four hundred (400) clock hours of technical instruction and practical operations covering all practices of a manicurist, pursuant to Section 7316 of the Barbering and Cosmetology Act*. Students will learn manicure and pedicure techniques and the application of artificial nails. Upon successful completion, students are eligible to take the state certification test to become a licensed manicurist. Specific hours of attendance and demonstrated practical operations are required.

**This course is compliant as of December 2021. Any LEA that adopts this curriculum will need to become an authorized training facility. Learn more about this process at this link: <https://www.barbercosmo.ca.gov/schools/forms.shtml>*

Course Information

Course Length: 2 Years (400 hours)
 Prerequisite: None
 Course Level: Capstone
 UC: No
 Articulated: No
 Industry Cert.: Eligible for State Certification
 Industry Sector: Fashion and Interior Design
 Pathway: Manicuring #162D
 CALPADS: 7841

O*Net SOC Codes

39-5092 Manicurist and Pedicurists

Legend

CTE - PS CTE Pathway Standards
 CRP Career Ready Practices
 CTE - AS CTE Anchor Standards
 CCSS Common Core State Standards
 ISTE International Society for Technology in Education

Manicuring and Pedicurists Occupations

Course Orientation

- a. Discuss objectives for this course, including competencies, teacher expectations, classroom policies, and procedures.
- b. Identify and discuss the acquisition of transferable skills (communication, collaboration, creativity, and critical thinking) and their importance to being college and career ready and for future personal and professional success.
- c. Review objectives, competencies, and course syllabus.
- d. Discuss student and teacher expectations, including behavior, class rules, appropriate dress, pre-course knowledge, and grading policies, including enrollment and attendance requirements and procedures, and classroom/school safety and disaster procedures.
- e. Discuss next steps in course sequence related to the career pathway, the need for reinforcement of basic skills, transferrable skills, and postsecondary and career options.
- f. Discuss the Big Six: Career Ready Essentials and the Standards for Career Ready Practice as they relate to this course, all aspects of the industry sector, and being college and career ready.

Big Six: Career Ready Essentials

1. Effective Communication	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ol style="list-style-type: none"> a. Demonstrate effective verbal communication and conflict resolution skills. b. Use the writing process to develop written communication with the appropriate tone, organization, and format for the identified audience. c. Explain the effect of interpersonal skills on one's ability to communicate effectively and develop relationships. d. Describe the impact of ineffective communication on business relationships. e. Analyze the impact of vocabulary, body language, and tone on verbal communication. f. Demonstrate active listening skills. g. Accurately interpret industry-specific written communication. h. Model responsible and effective use of various communication technologies. i. Identify valid and reliable digital reference and resource materials. j. Gather information from multiple digital sources to compare and contrast, synthesize, and summarize. k. Identify and use appropriate communication and collaboration technologies. l. Utilize technology to problem solve, accomplish tasks, and to produce or publish products. 		<u>1</u> <u>2</u> <u>11</u>	<u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u> <u>SLS</u> <u>11-12.2</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u> <u>WS</u> <u>11-12.7</u> <u>11-12.6</u>	<u>1b,c</u> <u>2c</u> <u>3b,c</u> <u>5c</u> <u>6b,c,d</u>
2. Collaboration, Creativity, and Critical Thinking	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ol style="list-style-type: none"> a. Demonstrate critical thinking skills for a variety of purposes and in different settings. b. Collaborate to reach consensus on an identical objective through the sharing of knowledge, tasks, and learning. c. Discuss the importance of the critical thinking process to real-world applications. 		<u>2</u> <u>4</u> <u>5</u> <u>7</u>	<u>2</u> <u>3</u> <u>4</u> <u>5</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u>	<u>1c</u> <u>3c,d</u> <u>4a-d</u> <u>5c,d</u>

<ul style="list-style-type: none"> d. Evaluate the impact of creative thinking on problem solving and innovation in real-world applications. e. Compile work that demonstrates the process used to (elaborate, refine, analyze) evaluate original ideas and maximize creative efforts. f. Apply divergent and convergent thinking to the development of an original idea or solution. g. Examine real-world limits to adopting ideas. h. Demonstrate creative thinking (preparation, insight, evaluation, elaboration, and communication) to create a new idea or concept. i. Assume shared responsibility for collaborative work, and value the individual contributions made by each team member. j. Evaluate evidence, arguments, claims, and beliefs to identify connections. k. Identify bias, prejudice, propaganda, self-deception, distortion, and misinformation. l. Produce intellectual, informational, or material products that serve an authentic purpose. m. Work effectively and respectfully with those from diverse backgrounds or cultures. n. Demonstrate respect, trust, commitment, and the ability to compromise in collaborative projects. 		<u>9</u> <u>10</u> <u>11</u>	<u>7</u> <u>8</u> <u>9</u> <u>11</u>	<u>SLS</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u> <u>11-12.2</u> <u>WS</u> <u>11-12.7</u> <u>11-12.6</u>	<u>6c</u> <u>7b,c,d</u>
3. Leaders and Teams: Roles and Responsibilities	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Determine the individual and team members' roles and responsibilities. b. Demonstrate leadership skills and qualities (i.e., reliability, negotiation skills, initiative, positive reinforcement, recognition of others' efforts, problem-solving skills, conflict resolution, and delegation). c. Explain the importance of technical, social, and communication skills to team success. d. Compare and contrast leadership styles and their effectiveness in various situations. e. Organize and delegate responsibilities in a team setting to encourage ideas, perspectives, and contributions from all team members. f. Develop a strong sense of team identity by brainstorming solutions, volunteering, assisting others, practicing respect and courtesy, and taking initiative. g. Examine situations in which a follower becomes the leader. h. Describe twenty-first-century skills required across all occupations. i. Identify and discuss the characteristics of a successful team (i.e., leadership, cooperation, and effective decision-making). j. Leverage social and cultural differences to increase innovation and quality of work. 		<u>7</u> <u>8</u> <u>9</u>	<u>3</u> <u>7</u> <u>8</u> <u>9</u> <u>11</u>	<u>SLS</u> <u>11-12.2</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u> <u>WS</u> <u>11-12.6</u>	<u>7a,c</u>
4. Legal, Ethical, and Environmental Considerations	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Demonstrate industry specific ethical and legal practices. b. Identify eco-friendly industry specific practices and resources. c. Identify local, state, and federal regulatory agencies, entities, laws, and regulations. 		<u>5</u> <u>7</u> <u>8</u>	<u>3</u> <u>5</u> <u>7</u>	<u>WS</u> <u>11-12.6</u> <u>11-12.7</u>	<u>2a,b</u> <u>3a,b</u> <u>5c</u>

<ul style="list-style-type: none"> d. Identify discrimination based on race, nationality, religion, gender, age, disability, or sexual orientation. e. Summarize the ethical and legal implications of workplace discrimination and harassment. f. Explain the concept of corporate citizenship. g. Examine an employer's role in protecting the health and welfare of employees, the community, and the environment. h. Analyze current environmental laws and regulations and their impact on industry. i. Compare and contrast both society's and industry's impact on the environment. 		<u>12</u>	<u>8</u> <u>9</u> <u>11</u>	<u>SLS</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u> <u>11-12.2</u>	<u>6c</u>
5. Personal Growth and Career Planning	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Demonstrate continued personal development and growth. b. Develop and manage a personal growth and career plan. c. Explain the relationship between sound financial habits and financial security. d. Create and manage a personal financial plan. e. Demonstrate initiative in achieving personal and professional goals. f. Apply time management strategies to meet deadlines. g. Demonstrate a growth mindset through flexibility and a positive attitude. h. Select and demonstrate appropriate job-search and retention techniques. i. Demonstrate strategies to prepare for employment. j. Demonstrate interpersonal skills appropriate for the workplace. k. Elaborate on the importance of perseverance to personal and professional success. l. Discover personal career interests, aptitudes, and skills. 		<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>6</u>	<u>2</u> <u>3</u> <u>4</u> <u>7</u> <u>8</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u> <u>SLS</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u> <u>11-12.2</u> <u>WS</u> <u>11-12.6</u>	<u>1a</u> <u>3a,c</u> <u>4d</u> <u>6a,d</u> <u>7b</u>
6. Workplace Safety and Personal Wellness	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Demonstrate proper industry specific safe work practices to prevent injury or illness. b. Assess the potential impact of goal setting on personal and professional success. c. Describe the role of security and emergency procedures in workplace safety. d. Describe the effect of preventative measures on emergencies in the workplace. e. Identify and describe the causes, prevention, and treatment of common accidents. f. Identify local, state, and federal agencies that regulate workplace safety. g. Explain the role of the California Occupational Safety and Health Administration (Cal-OSHA) and the Environmental Protection Agency (EPA). h. Discuss the basics of system operations. i. Demonstrate the proper use of personal protective equipment (PPE). j. Explain the purpose of and accurately interpret a Safety Data Sheet (SDS). k. Identify hazardous materials and chemicals. l. Demonstrate proper procedures to respond to work-related accidents and injuries. m. Describe how ergonomics, housekeeping, and maintenance are related to accidents and injuries. 		<u>2</u> <u>5</u> <u>6</u> <u>8</u> <u>12</u>	<u>2</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>10</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u> <u>WS</u> <u>11-12.7</u> <u>11-12.6</u> <u>SLS</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u>	<u>1a,d</u> <u>2a,d</u> <u>5b</u>

n. Demonstrate cyber ethics, cyber safety, and cybersecurity.					
o. Assess the potential impact of preventative physical and mental health measures on workplace safety.					

Nail Care Manicuring Units of Instruction

7. The Barbering and Cosmetology Act and the Board’s Rules and Regulations	CTE - PS	CRP	CTE- AS	CCSS	ISTE
<p>a. Describe the course requirements for preparation for the California state examination, including requirements of the Barbering and Cosmetology Act and the Board’s Rules and Regulations related to manicuring.</p> <p>b. Identify career opportunities for manicurists.</p> <p>c. Site licensure requirements and procedures for obtaining a license.</p> <p>d. Explain the role of the Board.</p> <p>e. Describe course requirements for preparation of the California state examination.</p> <p>f. Explain “applied effort” in fulfilling 400 hours of training as required by the State Board through self-study, classroom, and patron practice.</p> <p>g. Review the Barbering and Cosmetology Act and the Board’s Rules and Regulations related to manicuring.</p>	C1.1 C1.4	<u>1</u> <u>2</u> <u>3</u> <u>11</u>	<u>1</u> <u>2</u> <u>3</u> <u>11</u>	LS 9-10 11-12.6 SLS 11-12.2	
8. Cosmetology Chemistry Related to Manicuring Practices	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. Identify the chemical compositions and the purpose of nail care preparations.</p> <p>b. Identify chemical compositions and the purpose of nail care preparations.</p> <p>c. Identify elementary chemical composition.</p> <p>d. Identify and describe physical and chemical changes of matter.</p>		<u>2</u> <u>5</u> <u>11</u>	<u>2</u> <u>5</u> <u>11</u>	LS 9-10 11-12.6 SLS 11-12.1d	
9. Health and Safety/Hazardous Substances	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. Describe and demonstrate safety practices and procedures related to protecting the health and safety of the consumer and the technician.</p> <p>b. Follow health and safety precautions, including the use of protective equipment and appropriate dress.</p> <p>c. Demonstrate proper procedures for universal precautions and communicable diseases, including HIV/AIDS and Hepatitis B.</p> <p>d. Recognize good housekeeping as a safety issue, including the maintenance of equipment and using correct procedures for disposal of waste materials.</p> <p>e. Identify safety hazards commonly found in the workplace environment.</p> <p>f. Describe the procedures for reporting a work-related injury.</p> <p>g. Discuss ways to report a potential safety hazard to a supervisor.</p> <p>h. Explain the importance of CAL-OSHA.</p>	C3.0 C3.2 C3.3	<u>1</u> <u>2</u> <u>5</u> <u>6</u> <u>11</u>	<u>1</u> <u>2</u> <u>5</u> <u>6</u> <u>11</u>	LS 9-10 11-12.6 WS 11-12.7 RSTS 9-10 11-12.4	

<ul style="list-style-type: none"> i. Define and discuss ergonomics in relation to the working environment. j. Demonstrate the proper use of equipment to avoid potential hazards. k. Explain the function of material safety data sheets. l. Describe procedures for protecting the health and safety of the consumer and the technician in relation to airborne disease control, precautions, and disorders of the skin. m. Identify hazardous substances/chemicals and procedures for preventing injuries. 					
10. Disinfection and Sanitation	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Describe and demonstrate universal sanitation and decontamination techniques for disinfecting instruments and equipment. b. Review Article 12, Health and Safety of the Board’s Rules and Regulations. c. Explain the difference between sanitation, disinfection, and sterilization. d. Demonstrate safe handling and use of disinfectant products. e. Explain and demonstrate each step for disinfecting non-electrical instruments and equipment (Article 12, section 979). f. Explain and demonstrate each step for disinfecting electrical instruments (Article 12, section 980). g. Thoroughly and accurately perform steps to disinfect all instruments and equipment before each use. 	<u>C3.4</u>	<u>1</u> <u>2</u> <u>5</u> <u>6</u> <u>7</u> <u>11</u>	<u>1</u> <u>2</u> <u>5</u> <u>6</u> <u>7</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u> <u>WS</u> <u>11-12.7</u> <u>RSTS</u> <u>9-10</u> <u>11-12.4</u> <u>SLS</u> <u>9-10</u> <u>11-12.1</u>	
11. Bacteriology, Anatomy, and Physiology	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Identify anatomical areas affected by nail care services. b. List the various types and classifications of bacteria. c. Describe how bacteria grow and reproduce. d. Describe the relationship of bacteria to the spread of disease. e. Describe the functions of human cells. 		<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u> <u>WS</u> <u>11-12.7</u>	
12. Water and Oil Manicures	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Describe and demonstrate water and oil manicures, including nail analysis, hand and arm massage. b. Analyze nail conditions and shapes. c. Review the anatomy of the hands and arms, including analysis of nails and nail disorders. d. Explain and demonstrate safety procedures. e. Explain and demonstrate proper care and storage of tools, materials, and equipment. f. Describe the process and demonstrate a water and oil manicure, including nail analysis, hand and arm massage. 	<u>C8.1</u> <u>C8.2</u>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u> <u>WS</u> <u>11-12.7</u>	

13. Pedicures	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. Describe and demonstrate a complete pedicure, including nail analysis, foot and ankle massage.</p> <p>b. Analyze nail conditions and shapes.</p> <p>c. Review the anatomy of the foot and ankle, including analysis of nails and nail disorders.</p> <p>d. Explain and demonstrate safety procedures.</p> <p>e. Explain and demonstrate proper care and storage of tools, materials, and equipment.</p> <p>f. Describe the process and demonstrate a complete pedicure, including nail analysis, foot and ankle massage.</p> <p>g. Discuss safety concerns related to abnormal foot conditions and diabetes.</p>	<p>C8.1 C8.2</p>	<p>1 2 5 6 10 11</p>	<p>1 2 5 6 11</p>	<p>LS 9-10 11-12.6</p> <p>WS 11-12.7</p> <p>RSTS 9-10 11-12.4</p>	
14. Application of Artificial Nails	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. Demonstrate the process for applying acrylic nails using liquid and brush on techniques, applying artificial nail tips, nail wraps, and completing nail repairs.</p> <p>b. Demonstrate the process for applying acrylic nails using liquid and brush on techniques.</p> <p>c. Demonstrate the application of artificial nail tips.</p> <p>d. Demonstrate the procedure for applying nail wraps and completing nail repairs.</p> <p>e. Apply the required number of artificial nails, including acrylic nails, artificial nail tips, nail wraps, and repairs.</p>		<p>1 2 5 10 11</p>	<p>1 2 5 11</p>	<p>LS 9-10 11-12.6</p> <p>WS 11-12.7</p>	
15. Nail Salon Sales and Service	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. Demonstrate effective techniques for sales and merchandising of nail care products and services.</p> <p>b. Practice sales and merchandising of nail care products and services.</p> <p>c. Compare the benefits of commissioned employment, self-employment, and nail salon ownership.</p> <p>d. Demonstrate procedures for maintaining a neat and clean workstation.</p> <p>e. Practice professional telephone techniques.</p> <p>f. Demonstrate procedure for starting and maintaining client service record cards.</p> <p>g. Demonstrate front desk reception and customer service procedures.</p> <p>h. Practice client scheduling and time management.</p> <p>i. Perform inventory and recordkeeping procedures.</p> <p>j. Practice manicuring skills on clients.</p>	<p>C5.0 C5.1 C5.3 C5.4 C5.5 C7.0 C7.5 C8.4 C8.5 C10.3</p>	<p>1 2 5 10 11 12</p>	<p>1 2 5 11 12</p>	<p>LS 9-10 11-12.6</p> <p>WS 11-12.7</p>	

300 Hours of Technical Instruction and Practical Training in Nail Care		
Topic	Hours of Instruction	Hours of Practical Operations
Manicures and Pedicures	60	60
Nails		180
100 Hours of Technical Instruction and Practical Training in Health and Safety		
Laws and Regulations	10	
Health and Safety Considerations	25	
Disinfection and Sanitation	20	10
Anatomy and Physiology	10	
Additional Training	25	

Standards Alignment

The curricula have been aligned with the CTE Model Curriculum Standards released in 2013. Each industry sector was updated to meet the increased rigor and relevancy requirements of the Common Core State Standards. The curriculum also includes the new Standards for Career Ready Practices.

Standards for Career Ready Practice

1. *Apply appropriate technical skills and academic knowledge.*
2. *Communicate clearly, effectively, and with reason.*
3. *Develop an education and career plan aligned with personal goals.*
4. *Apply technology to enhance productivity.*
5. *Utilize critical thinking to make sense of problems and persevere in solving them.*
6. *Practice personal health and understand financial literacy.*
7. *Act as a responsible citizen in the workplace and the community.*
8. *Model integrity, ethical leadership, and effective management.*
9. *Work productively in teams while integrating cultural and global competence.*
10. *Demonstrate creativity and innovation.*
11. *Employ valid and reliable research strategies.*
12. *Understand the environmental, social, and economic impacts of decisions.*

CTE Anchor Standards—Common Core English Language Arts Alignment

Anchor Standard 1: Academics

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the industry sector alignment matrix for identification of standards. Note: alignment listed within each sector.

Anchor Standard 2: Communications

Language Standard: Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the (career and college) readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. LS 9-10, 11-12.6

Anchor Standard 3: Career Planning and Management

Speaking and Listening Standard: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SLS 11-12.2

Anchor Standard 4: Technology

Writing Standard: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.

Anchor Standard 5: Problem Solving and Critical Thinking

Writing Standard: 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, and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. WS 11-12.7

Anchor Standard 6: Health and Safety

Reading Standards for Science and Technical Subjects: Determine the meaning of symbols, keywords, and other domain-specific words and phrases as they are used in a specific scientific or technical context. RSTS 9-10, 11-12.4

Anchor Standard 7: Responsibility and Flexibility

Speaking and Listening Standard: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively. SLS 9-10, 11-12.1

Anchor Standard 8: Ethics and Legal Responsibilities

Speaking and Listening Standard: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the work. SLS 11-12.1d

Anchor Standard 9: Leadership and Teamwork

Speaking and Listening Standard: Work with peers to promote civil, democratic discussions and decision making; set clear goals and deadlines; and establish individual roles as needed. SLS 11-12.1b

Anchor Standard 10: Technical Knowledge and Skills

Writing Standard: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. WS 11-12.6

Anchor Standard 11: Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the industry-sector anchor standards, pathway standards, and performance indicators in the classroom, laboratory, and workplace settings, and the career technical student organization. Note: no alignment evident for this standard. WS 11-12.6

CTE Model Curriculum Standards—Industry Sectors and Pathways

Fashion and Interior Design

C. Personal Services Pathway

- C1.1 Define the state board licensing requirements and procedures that currently exist in California.*
- C1.4 State the purposes of having a governing or licensing board over the beauty industry in California.*
- C3.0 Explain the importance of following the federal and state health and safety regulations, Occupational Safety and Health Administration (OSHA) regulations, infection control practices for the beauty industry.*
- C3.2 Locate all Material Safety Data Sheets (MSDS) for chemicals and products.*
- C3.3 Discuss the purposes of knowing OSHA regulations.*
- C3.4 Distinguish the differences of the various infection control practices to protect the consumer as well as the professional.*
- C5.0 Demonstrate the key concepts and principles to designing and performing services and treatment plans for clients.*
- C5.1 Apply consistent concepts and principles in designing a service or treatment plan for each client.*
- C5.3 Use professional respect, courtesy, and demeanor at all times when working with clients and other professionals.*
- C5.4 Illustrate the purpose of having a thorough client consultation and record system of services or treatment plans performed for clients.*
- C5.5 Modify the service or treatment plan accordingly as the goals of the client change or become achieved in the services provided.*
- C7.0 Differentiate the types of business ownership and the advantages/disadvantages of owning and/or managing a business.*
- D7.5 Model positive attributes about work.*
- C8.1 Identify the appropriate tools, products, and supplies that are needed to help the client reach their treatment plan goals.*
- C8.2 Select the proper products and equipment to be used at home or in professional treatments to achieve the client's needs and goals.*
- C8.4 Illustrate the purpose of having a well-designed client consultation form for services and treatment plans.*
- C8.5 Diagram a service or treatment plan protocol for the client's needs, goals, and challenges to follow at home and with professional services.*
- C10.3 Create a treatment plan for each client individually to achieve their needs and goals of services or treatments being offered.*

ISTE Standards for Students

1. Empowered Learner- Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.

a) Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.

b) Students build networks and customize their learning environments in ways that support the learning process.

c) Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways

d) Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

2. Digital Citizen- Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.

a) Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.

b) Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.

c) Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

d) Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

3. Knowledge Constructor- Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

a) Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

b) Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.

c) Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

d) Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.

4. Innovative Designer- Students use a variety of technologies within a design process to identify and solve problems creating new, useful, or imaginative solutions.

a) Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts, or solving authentic problems.

b) Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.

c) Students develop, test, and refine prototypes as part of a cyclical design process.

d) Students exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems.

5. Computational Thinker- Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

a) Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models, and algorithmic thinking in exploring and finding solutions.

b) Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.

c) Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.

d) Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.

6. Creative Communicator- Students communicate clearly and express themselves creatively for a variety of purposes using platforms, tools, styles, formats, and digital media appropriate for their goals.

a) Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

b) Students create original works or responsibly repurpose or remix digital resources into new creations.

c) Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.

d) Students publish or present content that customizes the message and medium for their intended audiences.

7. Global Collaborator- Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

a) Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

b) Students use collaborative technologies to work with others, including peers, experts, or community members, to examine issues and problems from multiple viewpoints.

c) Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

d) Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.