



# Regional Occupational Program

## Cosmetology 2026-2027

### COURSE DESCRIPTION

This comprehensive Cosmetology course provides technical instruction and practical training in the practice of cosmetology, including hair care, hairstyling, haircutting, chemical services, skin care, facials, makeup, manicuring, pedicuring, health and safety, sanitation and disinfection, client consultation, professional practices, and applicable state licensing requirements. This course is offered as a 1,000-clock-hour program aligned to the current California Board of Barbering and Cosmetology minimum requirement for cosmetology training. Upon successful completion of all course requirements, students may be eligible to apply for the California Board of Barbering and Cosmetology Cosmetologist licensing examination and complete any required application, examination, and licensure processes. Specific hours of attendance, technical instruction, and practical training are required.

Any LEA or school site that chooses to adopt and offer this course for California Cosmetologist licensure eligibility must ensure that the program is offered through a California Board of Barbering and Cosmetology-approved school of cosmetology before instruction begins. The adopting LEA or school site is responsible for meeting all current Board requirements, including but not limited to curriculum, course hours, facility approval, equipment, staffing, instructional delivery, student records, attendance records, health and safety procedures, application requirements, and any required Board review or inspection. Programs must use current Board guidance, forms, laws, and regulations.

#### Course Information

Course Length:	1000 hours	39-5012	Hairdressers, Hairstylists and Cosmetologists
Prerequisite:	None		
Course Level:	Capstone	39-5093	Shampooers
UC:	No		
Articulated:	No		
Industry Cert.:	California Cosmetologist licensure eligibility / licensing examination preparation		
Industry Sector:	Fashion and Interior Design		
Pathway:	Cosmetology		
CALPADS:	7839		

#### O\*Net SOC Codes

#### 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

## Cosmetology

### 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, transferable 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"> <li>a. <b>Demonstrate effective verbal communication and conflict resolution skills.</b></li> <li>b. <b>Use the writing process to develop written communication with the appropriate tone, organization, and format for the identified audience.</b></li> <li>c. Explain the effect of interpersonal skills on one's ability to communicate effectively and develop relationships.</li> <li>d. Describe the impact of ineffective communication on business relationships.</li> <li>e. Analyze the impact of vocabulary, body language, and tone on verbal communication.</li> <li>f. Demonstrate active listening skills.</li> <li>g. Accurately interpret industry-specific written communication.</li> <li>h. Model responsible and effective use of various communication technologies.</li> <li>i. Identify valid and reliable digital reference and resource materials.</li> <li>j. Gather information from multiple digital sources to compare and contrast, synthesize, and summarize.</li> <li>k. Identify and use appropriate communication and collaboration technologies.</li> <li>l. Utilize technology to problem solve, accomplish tasks, and to produce or publish products.</li> </ol>		<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"> <li>a. <b>Demonstrate critical thinking skills for a variety of purposes and in different settings.</b></li> <li>b. <b>Collaborate to reach consensus on an identical objective through the sharing of knowledge, tasks, and learning.</b></li> <li>c. Discuss the importance of the critical thinking process to real-world applications.</li> <li>d. Evaluate the impact of creative thinking on problem solving and innovation in real-world applications.</li> </ol>		<u>2</u> <u>4</u> <u>5</u> <u>7</u> <u>9</u> <u>10</u>	<u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>7</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u>  <u>SLS</u> <u>9-10</u>	<u>1c</u> <u>3c,d</u> <u>4a-d</u> <u>5c,d</u> <u>6c</u> <u>7b,c,d</u>

<ul style="list-style-type: none"> <li>e. Compile work that demonstrates the process used to (elaborate, refine, analyze) evaluate original ideas and maximize creative efforts.</li> <li>f. Apply divergent and convergent thinking to the development of an original idea or solution.</li> <li>g. Examine real-world limits to adopting ideas.</li> <li>h. Demonstrate creative thinking (preparation, insight, evaluation, elaboration, and communication) to create a new idea or concept.</li> <li>i. Assume shared responsibility for collaborative work, and value the individual contributions made by each team member.</li> <li>j. Evaluate evidence, arguments, claims, and beliefs to identify connections.</li> <li>k. Identify bias, prejudice, propaganda, self-deception, distortion, and misinformation.</li> <li>l. Produce intellectual, informational, or material products that serve an authentic purpose.</li> <li>m. Work effectively and respectfully with those from diverse backgrounds or cultures.</li> <li>n. Demonstrate respect, trust, commitment, and the ability to compromise in collaborative projects.</li> </ul>		<u>11</u>	<u>8</u> <u>9</u> <u>11</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>	
<p><b>3. Leaders and Teams: Roles and Responsibilities</b></p>	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> <li>a. <b>Determine the individual and team members' roles and responsibilities.</b></li> <li>b. <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).</b></li> <li>c. Explain the importance of technical, social, and communication skills to team success.</li> <li>d. Compare and contrast leadership styles and their effectiveness in various situations.</li> <li>e. Organize and delegate responsibilities in a team setting to encourage ideas, perspectives, and contributions from all team members.</li> <li>f. Develop a strong sense of team identity by brainstorming solutions, volunteering, assisting others, practicing respect and courtesy, and taking initiative.</li> <li>g. Examine situations in which a follower becomes the leader.</li> <li>h. Describe twenty-first-century skills required across all occupations.</li> <li>i. Identify and discuss the characteristics of a successful team (i.e., leadership, cooperation, and effective decision-making).</li> <li>j. Leverage social and cultural differences to increase innovation and quality of work.</li> </ul>		<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>
<p><b>4. Legal, Ethical, and Environmental Considerations</b></p>	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> <li>a. <b>Demonstrate industry specific ethical and legal practices.</b></li> <li>b. <b>Identify eco-friendly industry specific practices and resources.</b></li> <li>c. Identify local, state, and federal regulatory agencies, entities, laws, and regulations.</li> <li>d. Identify discrimination based on race, nationality, religion, gender, age, disability, or sexual orientation.</li> </ul>		<u>5</u> <u>7</u> <u>8</u> <u>12</u>	<u>3</u> <u>5</u> <u>7</u> <u>8</u> <u>9</u>	<u>WS</u> <u>11-12.6</u> <u>11-12.7</u>  <u>SLS</u>	<u>2a,b</u> <u>3a,b</u> <u>5c</u> <u>6c</u>

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

o. Assess the potential impact of preventative physical and mental health measures on workplace safety.					
Cosmetology Units of Instruction					
7. Introduction to Cosmetology	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. Discuss the objectives for the course, including student and teacher expectations, policies, and career opportunities.</p> <p>b. Review course syllabus, objectives, competencies, and the State Board Rules and Regulations.</p> <p>c. Explain applicable classroom management procedures, classroom rules, attendance, appropriate dress, and any operational guidelines.</p> <p>d. Explain enrollment and attendance requirements and procedures.</p> <p>e. Review the course hours and discuss the attitude, time, and financial commitment required for completion.</p> <p>f. Demonstrate knowledge of course requirements and grading policies.</p> <p>g. Review classroom safety and emergency procedures.</p> <p>h. Discuss career opportunities and California Board of Barbering and Cosmetology licensing requirements for cosmetologists.</p>	<p><a href="#">C1.1</a></p> <p><a href="#">C1.2</a></p>	<p><a href="#">1</a></p> <p><a href="#">2</a></p> <p><a href="#">3</a></p> <p><a href="#">5</a></p> <p><a href="#">7</a></p> <p><a href="#">8</a></p> <p><a href="#">11</a></p>	<p><a href="#">1</a></p> <p><a href="#">2</a></p> <p><a href="#">3</a></p> <p><a href="#">5</a></p> <p><a href="#">7</a></p> <p><a href="#">8</a></p> <p><a href="#">11</a></p>	<p><a href="#">LS</a></p> <p><a href="#">9-10</a></p> <p><a href="#">11-12.6</a></p> <p><a href="#">SLS</a></p> <p><a href="#">9-10</a></p> <p><a href="#">11-12.1</a></p> <p><a href="#">11-12.1d</a></p> <p><a href="#">11-12.2</a></p> <p><a href="#">WS</a></p> <p><a href="#">11-12.7</a></p>	
8. Professionalism and Ethics	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. Describe and demonstrate professionalism in relationships with clients, employers, and co-workers.</p> <p>b. Maintain a professional appearance appropriate to the occupation.</p> <p>c. Discuss the importance of maintaining a professional demeanor with clients, employers, and co-workers.</p> <p>d. Discuss the role of business and personal ethics in the decision-making process.</p> <p>e. Practice business and social etiquette skills, including personal integrity and maintaining confidentiality.</p> <p>f. Discuss the importance of diversity awareness and sensitivity in the workplace.</p> <p>g. Demonstrate positive teamwork skills by contributing to a group effort.</p> <p>h. Demonstrate flexibility, adaptability, and the receptiveness to change.</p> <p>i. Identify different personality types and strategies for working effectively with each type.</p> <p>j. Demonstrate the use of time management skills.</p> <p>k. Define sexual harassment in the workplace and identify the employee's role and responsibility.</p>	<p><a href="#">C5.2</a></p> <p><a href="#">C5.3</a></p> <p><a href="#">C6.1</a></p> <p><a href="#">C6.4</a></p>	<p><a href="#">2</a></p> <p><a href="#">5</a></p> <p><a href="#">6</a></p> <p><a href="#">7</a></p> <p><a href="#">8</a></p> <p><a href="#">9</a></p> <p><a href="#">11</a></p> <p><a href="#">12</a></p>	<p><a href="#">2</a></p> <p><a href="#">5</a></p> <p><a href="#">6</a></p> <p><a href="#">7</a></p> <p><a href="#">8</a></p> <p><a href="#">9</a></p> <p><a href="#">11</a></p>	<p><a href="#">LS</a></p> <p><a href="#">9-10</a></p> <p><a href="#">11-12.6</a></p> <p><a href="#">WS</a></p> <p><a href="#">11-12.7</a></p> <p><a href="#">RSTS</a></p> <p><a href="#">9-10</a></p> <p><a href="#">11-12.4</a></p> <p><a href="#">SLS</a></p> <p><a href="#">9-10</a></p> <p><a href="#">11-12.1</a></p> <p><a href="#">11-12.1b</a></p> <p><a href="#">11-12.1d</a></p>	
9. Communication	CTE - PS	CRP	CTE - AS	CCSS	ISTE

<ul style="list-style-type: none"> <li>a. <b>Use appropriate verbal, written, and listening skills in the classroom and worksite.</b></li> <li>b. Demonstrate positive verbal communication skills using appropriate vocabulary, demeanor, and vocal tone in the classroom and worksite.</li> <li>c. Practice professional verbal skills for resolving a conflict.</li> <li>d. Demonstrate active listening skills including techniques for checking for understanding, and for obtaining clarification of directions.</li> <li>e. Listen for and process information and directions.</li> <li>f. Read and interpret written information and directions.</li> <li>g. Practice positive body language skills.</li> <li>h. Practice various forms of written communication appropriate to the occupation.</li> </ul>	<a href="#">C2.4</a>	<u><a href="#">1</a></u> <u><a href="#">2</a></u> <u><a href="#">5</a></u> <u><a href="#">7</a></u> <u><a href="#">8</a></u> <u><a href="#">10</a></u> <u><a href="#">11</a></u>	<u><a href="#">1</a></u> <u><a href="#">2</a></u> <u><a href="#">5</a></u> <u><a href="#">7</a></u> <u><a href="#">8</a></u> <u><a href="#">9</a></u> <u><a href="#">11</a></u>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>  <a href="#">WS</a> <a href="#">11-12.7</a>  <a href="#">SLS</a> <a href="#">9-10</a> <a href="#">11-12.1</a> <a href="#">11-12.1b</a> <a href="#">11-12.1d</a>	
<b>10. The Barbering &amp; Cosmetology Act and the Board’s Rules &amp; Regulations</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
<ul style="list-style-type: none"> <li>a. <b>Describe course requirements for preparation for the California Cosmetologist licensing examination, including applicable requirements of the Barbering and Cosmetology Act and the Board’s Rules and Regulations.</b></li> <li>b. Identify career opportunities in the cosmetology field.</li> <li>c. Identify California Board of Barbering and Cosmetology licensure requirements and procedures for obtaining an individual cosmetologist license and working in a licensed establishment.</li> <li>d. Explain the role of the Board.</li> <li>e. Describe course requirements for preparation for the California Cosmetologist licensing examination.</li> <li>f. Explain how students fulfill course hour requirements through approved instructional activities, technical instruction, and practical training.</li> <li>g. Review the Barbering and Cosmetology Act and the Board’s Rules and Regulations.</li> </ul>	<a href="#">C1.0</a> <a href="#">C1.1</a> <a href="#">C1.2</a> <a href="#">C1.4</a> <a href="#">C1.5</a>	<u><a href="#">1</a></u> <u><a href="#">2</a></u> <u><a href="#">3</a></u> <u><a href="#">4</a></u> <u><a href="#">11</a></u>	<u><a href="#">1</a></u> <u><a href="#">2</a></u> <u><a href="#">3</a></u> <u><a href="#">4</a></u> <u><a href="#">11</a></u>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>  <a href="#">SLS</a> <a href="#">11-12.2</a>  <a href="#">WS</a> <a href="#">11-12.6</a>	
<b>11. Cosmetology Chemistry</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
<ul style="list-style-type: none"> <li>a. <b>Identify chemical composition concepts and the purpose of nail, hair, and skin care preparations used in cosmetology services.</b></li> <li>b. Identify basic chemical composition concepts related to cosmetology products and services.</li> <li>c. Describe chemical processes related to cosmetology services, including skin peels used for beautification purposes only.</li> </ul>		<u><a href="#">2</a></u> <u><a href="#">5</a></u> <u><a href="#">6</a></u> <u><a href="#">11</a></u>	<u><a href="#">2</a></u> <u><a href="#">5</a></u> <u><a href="#">6</a></u> <u><a href="#">11</a></u>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>  <a href="#">WS</a> <a href="#">11-12.7</a>  <a href="#">RSTS</a> <a href="#">9-10</a> <a href="#">11-12.4</a>	
<b>12. Health and Safety/Hazardous Materials</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>

<ul style="list-style-type: none"> <li>a. <b>Describe and demonstrate safety practices and procedures related to protecting the health and safety of the consumer and the technician.</b></li> <li>b. Follow health and safety precautions, including the use of protective equipment and appropriate dress.</li> <li>c. Demonstrate infection-control practices related to standard precautions and communicable diseases, including bloodborne pathogens.</li> <li>d. Recognize good housekeeping as a safety issue, including the maintenance of equipment and using correct procedures for disposal of waste materials.</li> <li>e. Identify safety hazards commonly found in the workplace environment.</li> <li>f. Describe the procedures for reporting a work-related injury.</li> <li>g. Discuss ways to report a potential safety hazard to a supervisor.</li> <li>h. Explain the importance of CAL-OSHA.</li> <li>i. Define and discuss ergonomics in relation to the working environment.</li> <li>j. Demonstrate the proper use of equipment to avoid potential hazards.</li> <li>k. Explain the function of Safety Data Sheets (SDS).</li> <li>l. Describe procedures for protecting the health and safety of the client and technician in relation to infection control, exposure prevention, and disorders of the skin, scalp, hair, and nails.</li> <li>m. Identify hazardous substances/chemicals and procedures for preventing injuries.</li> </ul>	<p><a href="#">C3.0</a> <a href="#">C3.3</a> <a href="#">C3.4</a></p>	<p><a href="#">2</a> <a href="#">4</a> <a href="#">5</a> <a href="#">6</a> <a href="#">10</a> <a href="#">11</a></p>	<p><a href="#">2</a> <a href="#">4</a> <a href="#">5</a> <a href="#">6</a> <a href="#">10</a> <a href="#">11</a></p>	<p><a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a></p> <p><a href="#">WS</a> <a href="#">11-12.6</a> <a href="#">11-12.7</a></p> <p><a href="#">RSTS</a> <a href="#">9-10</a> <a href="#">11-12.4</a></p>	
<p><b>13. Theory of Electricity in Cosmetology</b></p>	<p>CTE - PS</p>	<p>CRP</p>	<p>CTE - AS</p>	<p>CCSS</p>	<p>ISTE</p>
<ul style="list-style-type: none"> <li>a. <b>Demonstrate safe operation of electrical devices and equipment.</b></li> <li>b. Describe the nature of electrical current.</li> <li>c. Explain safety precautions for use of electrical equipment.</li> <li>d. Demonstrate safe operation of electrical devices.</li> </ul>		<p><a href="#">2</a> <a href="#">5</a> <a href="#">7</a> <a href="#">11</a></p>	<p><a href="#">2</a> <a href="#">5</a> <a href="#">7</a> <a href="#">11</a></p>	<p><a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a></p> <p><a href="#">WS</a> <a href="#">11-12.7</a></p> <p><a href="#">SLS</a> <a href="#">9-10</a> <a href="#">11-12.1</a></p>	
<p><b>14. Disinfection and Sanitation</b></p>	<p>CTE - PS</p>	<p>CRP</p>	<p>CTE - AS</p>	<p>CCSS</p>	<p>ISTE</p>
<ul style="list-style-type: none"> <li>a. <b>Describe and demonstrate sanitation, cleaning, and disinfection procedures for tools, instruments, equipment, and work areas.</b></li> <li>b. Review Article 12, Health and Safety of the Board’s Rules and Regulations.</li> <li>c. Explain the difference between sanitation, disinfection, and sterilization.</li> <li>d. Demonstrate safe handling and use of disinfectant products.</li> <li>e. Explain and demonstrate each step for cleaning and disinfecting non-electrical tools in accordance with Article 12, Section 979 of the Board’s Rules and Regulations.</li> </ul>	<p><a href="#">C3.4</a> <a href="#">C3.5</a></p>	<p><a href="#">2</a> <a href="#">5</a> <a href="#">7</a> <a href="#">11</a></p>	<p><a href="#">2</a> <a href="#">5</a> <a href="#">7</a> <a href="#">11</a></p>	<p><a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a></p> <p><a href="#">WS</a> <a href="#">11-12.7</a></p> <p><a href="#">SLS</a></p>	

<p>f. Explain and demonstrate each step for cleaning and disinfecting electrical tools in accordance with Article 12, Section 980 of the Board’s Rules and Regulations.</p> <p>g. Thoroughly and accurately perform required cleaning and disinfection procedures for tools, instruments, and equipment before use.</p>				<p><a href="#">9-10</a> <a href="#">11-12.1</a></p>	
<p><b>15. Bacteriology, Anatomy, and Physiology Related to Cosmetology</b></p>	<p>CTE - PS</p>	<p>CRP</p>	<p>CTE - AS</p>	<p>CCSS</p>	<p>ISTE</p>
<p>a. <b>Identify anatomical areas affected by cosmetology services.</b></p> <p>b. Identify types and classifications of microorganisms and bacteria related to infection control in cosmetology services.</p> <p>c. Describe how bacteria grow and reproduce.</p> <p>d. Describe the relationship of microorganisms and bacteria to the spread of disease.</p> <p>e. Describe the functions of human cells.</p> <p>f. Describe the structures and functions of the organs and systems of the human body.</p> <p>g. Describe histology of hair and skin.</p>		<p><a href="#">1</a> <a href="#">2</a> <a href="#">5</a> <a href="#">11</a> <a href="#">12</a></p>	<p><a href="#">1</a> <a href="#">2</a> <a href="#">5</a> <a href="#">11</a></p>	<p><a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>  <a href="#">WS</a> <a href="#">11-12.7</a></p>	
<p><b>16. Wet Hair Styling</b></p>	<p>CTE - PS</p>	<p>CRP</p>	<p>CTE - AS</p>	<p>CCSS</p>	<p>ISTE</p>
<p>a. <b>Explain and demonstrate hair analysis in relation to wet hair styling.</b></p> <p>b. Describe the process for selecting wet styling techniques based on hair analysis and client needs.</p> <p>c. Demonstrate how to shampoo.</p> <p>d. Explain the purpose of a finger waving and demonstrate the technique.</p> <p>e. Describe and demonstrate various pin curl techniques.</p> <p>f. Demonstrate proper comb-out techniques.</p>	<p><a href="#">C5.0</a> <a href="#">C8.2</a></p>	<p><a href="#">2</a> <a href="#">5</a> <a href="#">10</a> <a href="#">11</a></p>	<p><a href="#">2</a> <a href="#">5</a> <a href="#">11</a></p>	<p><a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>  <a href="#">WS</a> <a href="#">11-12.7</a></p>	
<p><b>17. Thermal Hair Styling</b></p>	<p>CTE - PS</p>	<p>CRP</p>	<p>CTE - AS</p>	<p>CCSS</p>	<p>ISTE</p>
<p>a. <b>Explain and demonstrate hair analysis in relation to thermal hair styling.</b></p> <p>b. Demonstrate procedures and techniques for thermal waving, curling, pressing, and straightening using appropriate thermal styling tools.</p> <p>c. Demonstrate techniques for blower styling.</p> <p>d. Demonstrate safe use, care, cleaning, and storage of tools and implements used in thermal styling.</p>	<p><a href="#">C5.0</a> <a href="#">C8.2</a></p>	<p><a href="#">2</a> <a href="#">5</a> <a href="#">10</a> <a href="#">11</a></p>	<p><a href="#">2</a> <a href="#">5</a> <a href="#">11</a></p>	<p><a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>  <a href="#">WS</a> <a href="#">11-12.7</a></p>	
<p><b>18. Permanent Weaving</b></p>	<p>CTE - PS</p>	<p>CRP</p>	<p>CTE - AS</p>	<p>CCSS</p>	<p>ISTE</p>
<p>a. <b>Analyze hair and describe the relationship between hair structure, permanent waving chemistry, and permanent waving techniques.</b></p> <p>b. Differentiate among permanent waving techniques and explain related chemical and safety considerations.</p> <p>c. Demonstrate proper rod selection and sectioning, parting, and wrapping procedures.</p>	<p><a href="#">C5.0</a> <a href="#">C8.2</a></p>	<p><a href="#">2</a> <a href="#">5</a> <a href="#">10</a> <a href="#">11</a></p>	<p><a href="#">2</a> <a href="#">5</a> <a href="#">6</a> <a href="#">11</a></p>	<p><a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>  <a href="#">WS</a></p>	

<ul style="list-style-type: none"> <li>d. Demonstrate proper permanent waving procedures.</li> <li>e. List safety precautions required for permanent waving.</li> </ul>				<a href="#">11-12.7</a> <a href="#">RSTS</a> <a href="#">9-10</a> <a href="#">11-12.4</a>	
<b>19. Chemical Straightening</b>	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> <li>a. <b>Describe and demonstrate hair analysis for chemical straightening procedures.</b></li> <li>b. Explain the use of chemical straightening products, including sodium hydroxide and other formulations, and related safety precautions.</li> <li>c. Demonstrate procedures for chemical straightening.</li> <li>d. Demonstrate safe handling, application, storage, and disposal of chemical straightening products and materials.</li> </ul>	<a href="#">C5.0</a> <a href="#">C8.2</a>	<a href="#">2</a> <a href="#">5</a> <a href="#">10</a> <a href="#">11</a>	<a href="#">2</a> <a href="#">5</a> <a href="#">11</a>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>  <a href="#">WS</a> <a href="#">11-12.7</a>	
<b>20. Haircutting</b>	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> <li>a. <b>Describe and demonstrate the proper use of scissors, razors, electric clippers, and thinning shears for wet and dry cutting.</b></li> <li>b. Analyze hair and scalp in relation to haircutting.</li> <li>c. Explain the basic rules of haircutting.</li> <li>d. Demonstrate haircutting procedures using various sectioning and elevation techniques.</li> <li>e. Discuss safety, cleaning, and disinfection procedures related to haircutting tools and equipment.</li> </ul>	<a href="#">C5.0</a> <a href="#">C8.2</a>	<a href="#">1</a> <a href="#">2</a> <a href="#">5</a> <a href="#">10</a> <a href="#">11</a>	<a href="#">1</a> <a href="#">2</a> <a href="#">5</a> <a href="#">10</a> <a href="#">11</a>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>  <a href="#">WS</a> <a href="#">11-12.7</a> <a href="#">11-12.6</a>	
<b>21. Hair Coloring and Bleaching</b>	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> <li>a. <b>Describe and demonstrate hair and scalp analysis in relation to hair coloring, bleaching, and related hair treatments.</b></li> <li>b. Compare temporary, semi-permanent, and permanent color products.</li> <li>c. Describe and demonstrate required patch, strand, and/or predisposition tests according to product directions and safety procedures.</li> <li>d. Describe and demonstrate safety precautions.</li> <li>e. Describe how hair structure relates to coloring.</li> <li>f. Discuss possible chemical and product interactions, including tints/dyes, direct dyes, metallic dyes, henna, peroxide, lighteners, shampoos, rinses, and other hair coloring or treatment products.</li> <li>g. Practice procedures for measuring and mixing formulas.</li> <li>h. Demonstrate application of lighteners, color products, and color removers according to product directions and safety procedures.</li> <li>i. Explain the process for applying highlighting, dimensional color, and related lightening techniques.</li> <li>j. Describe the use of color correctors and fillers.</li> </ul>	<a href="#">C5.0</a> <a href="#">C8.2</a>	<a href="#">1</a> <a href="#">2</a> <a href="#">5</a> <a href="#">7</a> <a href="#">10</a> <a href="#">11</a>	<a href="#">1</a> <a href="#">2</a> <a href="#">5</a> <a href="#">7</a> <a href="#">11</a>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>  <a href="#">WS</a> <a href="#">11-12.7</a>  <a href="#">SLS</a> <a href="#">9-10</a> <a href="#">11-12.1</a>	

<b>22. Scalp and Hair Treatments</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
<ul style="list-style-type: none"> <li>a. <b>Analyze hair and scalp in relation to treatment and demonstrate appropriate brushing and manual or electrical scalp manipulation techniques.</b></li> <li>b. Describe and demonstrate hair and scalp analysis in relation to scalp and hair treatment.</li> <li>c. Describe and demonstrate brushing techniques appropriate to hair and scalp treatment.</li> <li>d. Describe and demonstrate electrical and manual scalp manipulation techniques.</li> <li>e. Describe and demonstrate other hair and scalp treatments.</li> </ul>	<a href="#">C5.0</a> <a href="#">C8.2</a>	<u>1</u> <u>2</u> <u>5</u> <u>7</u> <u>10</u> <u>11</u>	<u>1</u> <u>2</u> <u>5</u> <u>7</u> <u>11</u>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>  <a href="#">WS</a> <a href="#">11-12.7</a>  <a href="#">SLS</a> <a href="#">9-10</a> <a href="#">11-12.1</a>	
<b>23. Facials</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
<ul style="list-style-type: none"> <li>a. <b>Demonstrate the use of manual, electrical, and chemical procedures for facials and skin care.</b></li> <li>b. Describe the beneficial effects of a facial.</li> <li>c. Review the anatomy of the face, neck, and head.</li> <li>d. Describe and demonstrate massage techniques, including effleurage, petrissage, tapotement/percussion, friction, and vibration.</li> <li>e. Describe the process to determine whether skin is dry, oily, combination or normal.</li> <li>f. List the materials and equipment required for facial treatment.</li> <li>g. Practice safety in administering facials, including draping, skin protection, placement of supplies and use of protective equipment.</li> <li>h. Describe and demonstrate the steps for a manual facial including cleansing, scientific manipulation, and the use of packs and masks.</li> <li>i. Describe and demonstrate proper techniques for the use of approved electrical modalities and equipment for facials and skin care purposes.</li> <li>j. Demonstrate proper techniques for chemical skin peels, packs, masks, and scrubs for beautification purposes only and within the cosmetologist scope of practice.</li> <li>k. Identify, discuss, and follow Article 12, Section 992 requirements for skin peeling set by the California Board of Barbering and Cosmetology.</li> </ul>	<a href="#">C5.0</a> <a href="#">C8.2</a>	<u>1</u> <u>2</u> <u>5</u> <u>7</u> <u>8</u> <u>10</u> <u>11</u>	<u>1</u> <u>2</u> <u>5</u> <u>7</u> <u>8</u> <u>11</u>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>  <a href="#">WS</a> <a href="#">11-12.7</a>  <a href="#">SLS</a> <a href="#">9-10</a> <a href="#">11-12.1</a> <a href="#">11-12.1d</a>	
<b>24. Eyebrow Arching and Hair Removal</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
<ul style="list-style-type: none"> <li>a. <b>Demonstrate the use of wax, tweezers, and depilatories for removal of superfluous hair within the cosmetologist scope of practice.</b></li> </ul>	<a href="#">C5.0</a> <a href="#">C8.2</a>	<u>1</u> <u>2</u>	<u>1</u> <u>2</u>	<a href="#">LS</a> <a href="#">9-10</a>	

<ul style="list-style-type: none"> <li>b. Describe and demonstrate procedures for using wax for temporary hair removal.</li> <li>c. Demonstrate procedures for using tweezers for removal of superfluous hair.</li> <li>d. Explain and demonstrate the process for using depilatories for temporary hair removal.</li> <li>e. Demonstrate eyebrow arching and shaping.</li> </ul>		<u>5</u> <u>7</u> <u>10</u> <u>11</u>	<u>5</u> <u>7</u> <u>11</u>	<u>11-12.6</u>  <u>WS</u> <u>11-12.7</u>  <u>SLS</u> <u>9-10</u> <u>11-12.1</u>	
<b>25. Makeup</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
<ul style="list-style-type: none"> <li>a. <b>Analyze skin and apply complete and corrective makeup.</b></li> <li>b. Describe and demonstrate the steps for skin analysis.</li> <li>c. Explain the selection of products and demonstrate application of daytime, evening, corrective, and special-effects makeup.</li> <li>d. Describe lash and brow tinting procedures, safety precautions, and applicable scope-of-practice limitations.</li> <li>e. Demonstrate the application of false eyelashes.</li> </ul>	<u>C5.0</u> <u>C8.2</u>	<u>1</u> <u>2</u> <u>5</u> <u>10</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>	
<b>26. Manicuring and Pedicures</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
<ul style="list-style-type: none"> <li>a. <b>Describe and demonstrate nail analysis, water and oil manicures, hand and arm massage, artificial nail application, pedicures, and foot and ankle massage.</b></li> <li>b. Analyze nail conditions and shapes.</li> <li>c. Review the anatomy of the hands, arms, and feet, including analysis of nails and nail disorders.</li> <li>d. Explain and demonstrate safety procedures.</li> <li>e. Explain and demonstrate proper care and storage of tools, materials, and equipment.</li> <li>f. Demonstrate a complete water or oil manicure using appropriate nail analysis, safety, infection-control, and client-care procedures.</li> <li>g. Demonstrate the process for applying acrylic nails using liquid and brush-on techniques.</li> <li>h. Demonstrate the application of artificial nail tips.</li> <li>i. Demonstrate the procedure for applying nail wraps and completing nail repairs.</li> <li>j. Apply artificial nails, including acrylic nails, artificial nail tips, nail wraps, and repairs, in accordance with course requirements.</li> <li>k. Demonstrate a complete pedicure using appropriate nail analysis, safety, infection-control, and client-care procedures.</li> <li>l. Discuss safety concerns and referral considerations related to abnormal foot conditions, diabetes, and conditions outside the cosmetologist scope of practice.</li> </ul>	<u>C5.0</u> <u>C8.2</u>	<u>1</u> <u>2</u> <u>5</u> <u>6</u> <u>7</u> <u>10</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>	
<b>27. Salon Operations</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>

<p><b>a. Demonstrate effective techniques for sales and merchandising of salon products and services.</b></p> <p>b. Practice sales and merchandising techniques for salon products and services.</p> <p>c. Compare the benefits of commissioned employment, self-employment, and 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 procedures for starting and maintaining client service records.</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, recordkeeping, and basic business documentation procedures.</p> <p>j. Practice cosmetology skills on clients in accordance with course requirements, safety procedures, and applicable Board regulations.</p>	<p><a href="#">C5.1</a></p> <p><a href="#">C5.4</a></p> <p><a href="#">C7.0</a></p> <p><a href="#">C8.1</a></p> <p><a href="#">C10.1</a></p> <p><a href="#">C11.1</a></p>	<p><a href="#">2</a></p> <p><a href="#">3</a></p> <p><a href="#">5</a></p> <p><a href="#">10</a></p> <p><a href="#">11</a></p> <p><a href="#">12</a></p>	<p><a href="#">2</a></p> <p><a href="#">3</a></p> <p><a href="#">5</a></p> <p><a href="#">11</a></p>	<p><a href="#">LS</a></p> <p><a href="#">9-10,</a></p> <p><a href="#">11-12.6</a></p> <p><a href="#">SLS</a></p> <p><a href="#">11-12.1</a></p> <p><a href="#">WS</a></p> <p><a href="#">11-12.7</a></p>	
<p><b>28. Other Training</b></p>	<p><b>CTE - PS</b></p>	<p><b>CRP</b></p>	<p><b>CTE - AS</b></p>	<p><b>CCSS</b></p>	<p><b>ISTE</b></p>
<p><b>a. Demonstrate care and styling of wigs.</b></p> <p>b. Practice presentation and modeling techniques related to cosmetology services.</p>		<p><a href="#">5</a></p> <p><a href="#">10</a></p> <p><a href="#">11</a></p>	<p><a href="#">5</a></p> <p><a href="#">11</a></p>	<p><a href="#">WS</a></p> <p><a href="#">11-12.7</a></p>	

Topic	Technical Instruction Hours	Practical Training / Clinic or Client Application Hours	Total Course Hours
Health and Safety, including hazardous substances, chemical safety, Safety Data Sheets (SDS), protection from hazardous chemicals, prevention of chemical injuries, health and safety laws and regulations, prevention of communicable diseases, Board-approved health and safety content, basic labor laws, and physical and sexual assault awareness	75	25	100
Disinfection and Sanitation, including sanitation, cleaning, disinfection procedures, infection-control practices, safe handling of disinfectants, and proper disinfection procedures for tools, equipment, and work areas	50	50	100
Chemical Hair Services, including coloring, straightening, waving, bleaching/lightening, hair analysis, predisposition and strand tests, safety precautions, formula mixing, and color remover use	75	125	200
Hairstyling Services, including shampooing, arranging, blow drying, curling, dressing, waving, nonchemical straightening, thermal styling, and haircutting with shears, razors, clippers, trimmers, and thinning shears for wet and dry cutting	75	125	200
Skin Care, including manual, electrical, and chemical facials; massage; stimulation; exfoliation; cleansing; and beautification of the face, scalp, neck, or body using approved products and devices within scope of practice	75	75	150
Hair Removal and Lash/Brow Beautification, including tinting and perming eyelashes and brows, applying eyelashes, and removing superfluous hair by approved methods such as depilatories, tweezers, sugaring, nonprescription chemicals, or waxing, excluding lasers or light waves	25	25	50
Manicure and Pedicure, including water and oil manicures, hand and arm massage, foot and ankle massage, nail analysis, and artificial nail services, including acrylic, liquid and powder brush-ons, dip, tips, wraps, and repairs	50	50	100
Additional Training Hours allocated by the school to reinforce cosmetology technical instruction, practical training, client services, salon operations, professional practice, Board examination preparation, and course competencies	25	75	100
<b>Total Course Hours</b>	<b>450</b>	<b>550</b>	<b>1,000</b>

## **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***

- C1.0 *Identify the importance of state board licensing, rules, and regulations for the beauty industry.*
- C1.1 *Define the state board licensing requirements and procedures that currently exist in California.*
- C1.2 *List the state board rules and regulations that currently exist in California.*
- C1.4 *State the purposes of having a governing or licensing board over the beauty industry in California.*
- C1.5 *Access information regarding the Barbering and Cosmetology Board meetings, agendas, and minutes in California.*
- C2.4 *Define the differences between body language, written, oral, and listening communication skills.*
- 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.*
- C3.3 *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.*
- C3.5 *Review the various business and industry companies that provide equipment and products for infection control practices for quality and safety.*
- 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.*
- C5.2 *Practice ethical and moral leadership when performing services or treatment plans with/on clients at all times.*
- 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.*
- C6.1 *Discover various methods to develop cultural proficiencies for a successful career.*
- C6.4 *Prepare and train new personnel in the salons, spas, or other beauty industry careers with integrity, ethics, and professionalism at all times.*
- C7.0 *Differentiate the types of business ownership and the advantages/disadvantages of owning and/or managing a business.*
- 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.*
- C10.1 *Revise or modify treatment protocols for clients as needed based on re-evaluating their needs, goals, or achievements during services or treatment plans offered.*
- C11.1 *Explain the rationale used when buying new technology, equipment, or products to use in services or treatment plans for clients.*

## 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.*