



Unit Name: P100 - BACTERIOLOGY,
DISINFECTION, AND SANITATION

Unit Number: P100

Dates: Spring 2016 **Hours:** 20.00

Last Edited By: Michelle Bonser (05-12-2016)

Unit Description/Objectives:

Student will know and be able to demonstrate knowledge of bacteriology by preparing a wet sanitizer, perform sanitation procedures, and demonstrate an awareness of universal precautions.

Tasks:

P101 - Define the classification and reproduction of bacteria and viruses.

P102 - Define and compare the differences between sanitation, disinfection and sterilization.

P103 - Perform infection control procedures for various salon tools and services.

P104 - Administer Universal Precautions.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:

TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Connecting Anchor/Standard:

- Pennsylvania Core Standards for Mathematics Standard 2.0

Supporting Anchor/Standards:

NUMBERS AND OPERATIONS

Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.

Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.

Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers

Instructional Activities:

Knowledge:

Review state laws and rules

List the types and classifications of bacteria

List types of disinfectant and how they are used

Define hepatitis and HIV and explain how they are transmitted

Describe how to safely sanitize and disinfect various salon tools and surfaces

Explain the differences between sanitation, disinfection, and sterilization

Discuss universal precautions and your responsibilities as a salon professional

Describe how to safely clean and disinfect salon tools and implements

Define these terms:

AIDS

immunity, acquired immunity, natural

immunity

allergy

antiseptics

bacilli

bacteria

bactericidal

binary fission

bioburden

bloodborne pathogens

chelating soaps/detergents

clean/cleaning

contagious disease/communicable disease

contamination, decontamination

diagnosis

diplococci

direct transmission

disease

disinfectants, disinfection

efficacy

exposure incident

flagella

fungi

fungicidal

hepatitis

hospital disinfectants

HIV

indirect transmission

infection, infection control, infectious

local infection

MSDS

microorganism

mildew

motility

multiuse/reusable

mycobacterium fortuitum

nonpathogenic, pathogenic, pathogenic disease

nonporous, porous

occupational disease

parasites, parasitic disease

phenolic disinfectants

pus

quaternary ammonium compounds (quats)

sanitation (sanitizing)

scabies

single-use, disposable

sodium hypochlorite

spirilla

staphylococci

sterilization

streptococci

systemic disease

tinea barbae (barber's itch), tinea capitis,

tinea pedis

toxins

tuberculous

Universal Precautions

virucidal

virus

Skill:

Demonstrate how to create a wet sanitizer

501 Sanitize a comb and brush.

Demonstrate proper sanitation

Perform assigned duties:

LAV: At the end of class you must clean both lavatories (clean sink, clean mirror and all stainless steel, dust tops replace toilet tissue when empty and sweep floor every day). Wipe off lockers in back bathroom.

THEORY ROOM CO- MANAGER, WASTEBASKETS AND FLOORS: (EXTRA) Assist the manager during clean up; act as theory room manager in his/her absence. Sweep entire theory room floor daily-under desk, tables and especially all corners; mop any stains. Empty all wastebaskets daily.

CO- DISPENSARY AREA: (EXTRA) Assist dispensary person during clean-up time. Act as dispensary person when he/she is absent, only dispensary person or assistant dispensary person allowed to be in area. You must work together daily to help one another.

DISPENSARY: Remain in dispensary area except during theory/demonstration call time. You must clean counters and cabinets; sweep floor and empty waste can daily. Do not permit any students in the dispensary area except your assistant. Keep dispensary clean and in order. Make sure wastebasket is emptied daily. No kits allowed in dispensary at any time. Closes at 10:00AM and 1:55PM. Make 2 perm trays and 2 color trays at the end of the day for clinic on wed.

LAUNDRY AREA AND CO-LAUNDRY: You are to make sure laundry area is clean at all times, wipe all equipment, sweep floor, fill laundry detergent if needed and make sure laundry is always done. You must check room at beginning of class, during class and at end of class.

LAUNDRY & SHAMPOO CABINETS: First thing when you come to class check washer and dryer.

During class and at the end of class gather cloth towels from all towel bins: wash, dry, fold, and place them in towel cabinets. Wash color towels and white towel in separate loads. Do not put capes in dryer. Do not put any plastic gloves or processing caps in dryer. Clean all cabinets daily make sure colored towels and white towels are in all cabinet's shelves. All towels should be folded and facing one way. Wash off top of dryer and washer with Windex daily and sweep floor around laundry area. Windex bottles must be filled daily and cabinet kept clean.

FACIAL AREA & MAKE-UP: Daily you must clean cabinets, waxing equipment, make-up, drawers, and all equipment in area from top to bottom, sweep floor, fill bottles, and empty waste cans in your area. Make sure that all bowls are clean and sanitized. All bottles must be facing FORWARD and in ORDER. Remove all wax in all areas with baby oil and brillo. The wax machine must be keep at the heating rang of 5 or lower. Never lean or press on wax machine or shelves. Check all facial area cords and electrical appliances for damages once a week on a Friday and report to instructor. No Footbaths allowed to remain in sink area must be dried and put away

STYLING STATIONS & CHAIRS LEFT/RIGHT SIDE: (Located on wall and both sides of stations next to wall stations.) Check everyone's station to make sure they cleaned it properly from top to bottom; clean all unassigned or absent students' stations. Make sure students use only their assigned stations; report to instructor any switching. Make sure all manikins are fixed properly and kits are fixed neatly under station. Wipe all shelves with ammonia and water located in laundry room.

FLOORS-LEFT/RIGHT SIDE: Sweep floor daily middle isle to stations on wall. Wipe any soiled spots. Must do under chairs and styling stations and corners daily. Remove black spots from the floor. Move things don't just sweep around them.

SHAMPOO BOWLS, CHAIRS AND SHELVES: Daily you must remove any hair from sinks strainers. Clean all sinks with Windex and red towel. Wipe off chairs daily and chrome legs daily. Make sure all shampoo chairs are in up position. Wipe any spots off floor. (Windex bottles are gray and are kept in laundry room). Wipe and clean all shampoo shelves. Make sure all bottles are filled and facing forward.

LOCKER ROOM & MANIKENS: Sweep locker room daily and dust top lockers. This is done at the end of class; nothing is to be left on floor, and all lockers must be locked. (Turn all locks backwards and lock them if you see them left unlocked). Mannequins must be placed neatly on all stations and facing forward in shampoo area, reception area and on display cabinets. Clean all facial trays.

DRYER CHAIRS, MANICURE & WINDOWS: Daily at the end of class ALL dryer chairs and hoods must be cleaned with Windex water. You must sweep floor under and around chairs daily. Clean the windows and sills. You must clean manicure tables, manicure drawers, and stools. Once a week on Fridays clean the dryer vent area and check dryer cords for damage. Report to instructor the quality of the equipment every Friday.

ROLLER/PERM TRAYS & ETHNIC HAIR EQUIPMENT: Daily you must clean roller trays, perm trays, sort perm rods, and clean hair from rods. Place rollers in proper trays and keep them neat at all times. Make sure all styling equipment is clean. Once a week on Fridays the electrical styling equipment must be checked for damage. Report to the instructor the quality of the equipment.

WASTEBASKETS: Empty all wastebaskets in clinic area into large waste barrel. Replace plastic liners only when soiled. All wastebaskets must have a liner; keep extra in bottom of baskets. Clean lids on cans.

FILL ALL BOTTLES: Check and fill all bottles on stations and shampoo bowls. Take them to dispensary to get them filled.

TABLES AND CHAIRS & COMPUTER AREA: All tables and chairs shall be properly placed and cleared of all articles. Dust, wet wipe, when necessary. Once a week on Fridays check the cords on the computer, printers, etc. for damage. Report to the instructor the quality of the equipment.

Remediation:

- Review with teacher assistance
- Individual or group tutoring
- Study guides
- Extended time

Enrichment:

- Work on credits on quarter charts to enhance skills
- Participate in classroom leadership activities and competitions

Special Adaptations:

- Extended Time (assignments and/or testing)
- Graphic Organizer
- Chunking of Assignments/Material
- Preferential Seating
- Directions/Comprehension Check (frequent checks for understanding)
- Study Guide
- Directions and/or Tests Read Aloud
- Use of Calculator
- Taking Tests in Alternate Setting (or if requested)
- Verbal/Gestural Redirection (prompts to remain on task)
- Drill and Practice (Repetition of Material)
- Small Group Instruction
- Provide Visual Model to Accompany Verbal Directions (Written/Oral Directions)
- Use of Daily Planner/Assignment Book (monitor use of)
- Teacher Modeling
- Use of Computer (Access to)
- Positive Reinforcement
- Have Student Repeat Directions
- Wait Time
- Access to School Counselor
- Use of Highlighter/Highlighted Text
- Positive Reinforcement
- Provide Frequent Feedback
- Provide Frequent Breaks
- Variety of Assessment Methods
- Use of Assistive Device (i.e. notepad, laptop, etc.)
- Syllabus for Major Projects
- Limited, Short Directions
- Grading Rubric
- Communication Regarding Behavior & Consequences (PBS)

- Clear Language for Directions
- Use of Multisensory Approach
- Frequent Review Sessions
- Use a variety of Modalities when Introducing Skills/Concepts
- Provide Editing Assistance
- De-Escalation Opportunities
- Text to Speech (other than for NOCTI)
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- Opportunities for Repeated Practice of MATH Skills
- Provide repetition During Initial Instruction
- Allow Pre-read of Questions Before Reading Written Passage
- Provide Verbal and Written Directions
- All Vocabulary to be Defined Before Testing
- Testing - Allow Dictation of Lengthy Answers
- Time out
- Monitor Speed/Accuracy in which Student Completes Assignment
- Encouragement to Participate in Positive Leadership Roles
- Student Self-Evaluation for Behavior
- Exempt from reading Aloud in Front of Peers

Safety:

Student must:

- Follow all safety precautions for the related instruction and laboratory
- Handle implements, equipment, product and chemicals in a safe manner
- Wear complete and clean uniform
- Wear protective gloves and clothing
- Use adequate ventilation
- Follow manufacturer's directions

Assessment:

- Pre/Post Test
- Checklist
- Student Observation
- Workbook Assignment

Resources/Equipment:

Frangie, Catherine M. Milady Standard Cosmetology. Clifton Park, NY: Cengage Learning, 2012.

Frangie, Catherine M. Milady Standard Cosmetology Student Workbook. Clifton Park, NY: Cengage Learning, 2012.

Milady Standard Cosmetology Online Licensing Preparation

Cosmetology State Board Laws and Regulations

- Cosmetology implements
- Hair tools
- Products
- Nail tools
- Products
- Skin care products

- MCTI & State Board Specified Cosmetology Kit
- Elite Computer Software
- Computer
- Guest artists & presenters
- Manufacture Representatives
- Field Trips

Hyperlinks:

- Cengage.com
- Redken.com
- Demalogica.com
- Behindthechair.com
- State board of Cosmetology PA.gov

Monroe Career & Technical Institute

Course: Cosmetology



Unit Name: P200 - PROFESSIONAL ATTITUDE

Unit Number: P200

Dates: Spring 2016 **Hours:** 10.00

Last Edited By: Michelle Bonser (05-12-2016)

Unit Description/Objectives:

Student will know and be able to ethically prepare and maintain client records, communicate effectively and describe career opportunities.

Tasks:

P201 - Prepare and maintain client documentation following a successful client consultation.

P202 - Identify and demonstrate professional ethics.

P203 - List and describe career opportunities.

P204 - Demonstrate effective communication skills, to include listening, speaking and writing.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into

visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:

TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Instructional Activities:

Knowledge:

- Review state laws and rules
- Explain the origins of appearance enhancement
- Name the advancements made in cosmetology during the nineteenth, twentieth and early twenty-first centuries.
- List several career opportunities available to licensed beauty practitioner
- List the principles that contribute to personal and professional success
- Create a mission statement
- Explain how to set long-terms and short-term goals
- Discuss the most effective ways to manage time
- Describe good study habits
- Define ethics
- List the characteristics of a health, positive attitude
- Understand the importance of professional hygiene
- Explain the concept of dressing for saucers
- Demonstrate an understanding of ergonomic principles and ergonomically correct postures and movement
- List the golden rules of human relations
- Explain the definition of effect communication
- Define these terms:
 - cosmetology
 - ergonomics
 - personal hygiene
 - physical presentation
 - professional image
 - ethics
 - game plan
 - goal setting
 - mission statement
 - perfectionism
 - prioritize
 - procrastination
 - client consultation (needs assessment)
 - effective communication
 - reflective listening

Skill:

- Dress appropriately
- Maintain personal hygiene
- Present a professional image at all times
- Demonstrate professional ethics
- Create and maintain client documentation
- Conduct a successful client consultation /needs assessment
- Handle an unhappy client, tardy client, differences
- Build open lines of communication with coworkers

Remediation:

- Review with teacher assistance
- Individual or group tutoring
- Study guides
- Extended time

Enrichment:

- Work on credits on quarter charts to enhance skills
- Participate in classroom leadership activities and competitions

Special Adaptations:

- Extended Time (assignments and/or testing)
- Graphic Organizer
- Chunking of Assignments/Material
- Preferential Seating
- Directions/Comprehension Check (frequent checks for understanding)
- Study Guide
- Directions and/or Tests Read Aloud
- Use of Calculator
- Taking Tests in Alternate Setting (or if requested)
- Verbal/Gestural Redirection (prompts to remain on task)
- Drill and Practice (Repetition of Material)
- Small Group Instruction
- Provide Visual Model to Accompany Verbal Directions (Written/Oral Directions)
- Use of Daily Planner/Assignment Book (monitor use of)
- Teacher Modeling
- Use of Computer (Access to)
- Positive Reinforcement
- Have Student Repeat Directions
- Wait Time
- Access to School Counselor
- Use of Highlighter/Highlighted Text
- Positive Reinforcement
- Provide Frequent Feedback
- Provide Frequent Breaks
- Variety of Assessment Methods
- Use of Assistive Device (i.e. notepad, laptop, ect.)
- Syllabus for Major Projects
- Limited, Short Directions
- Grading Rubric
- Communication Regarding Behavior & Consequences (PBS)
- Clear Language for Directions
- Use of Multisensory Approach
- Frequent Review Sessions
- Use a variety of Modalities when Introducing Skills/Concepts
- Provide Editing Assistance
- De-Escalation Opportunities
- Text to Speech (other than for NOCTI)
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- Opportunities for Repeated Practice of MATH Skills
- Provide repetition During Initial Instruction
- Allow Pre-read of Questions Before Reading Written Passage
- Provide Verbal and Written Directions
- All Vocabulary to be Defined Before Testing
- Testing - Allow Dictation of Lengthy Answers
- Time out
- Monitor Speed/Accuracy in which Student Completes Assignment
- Encouragement to Participate in Positive Leadership Roles
- Student Self-Evaluation for Behavior
- Exempt from reading Aloud in Front of Peers

Safety:

Student must:

- Follow all safety precautions for the related instruction and laboratory
- Handle implements, equipment, product and chemicals in a safe manner
- Wear complete and clean uniform
- Wear protective gloves and clothing
- Use adequate ventilation
- Follow manufacturer's directions

Assessment:

- Pre/Post Test
- Checklist
- Student Observation
- Workbook Assignment

Resources/Equipment:

Frangie, Catherine M. Milady Standard Cosmetology. Clifton Park, NY: Cengage Learning, 2012.

Frangie, Catherine M. Milady Standard Cosmetology Student Workbook. Clifton Park, NY: Cengage Learning, 2012.

Milady Standard Cosmetology Online Licensing Preparation

Cosmetology State Board Laws and Regulations

Cosmetology implements

Hair tools

Products

Nail tools

Products

Skin care products

MCTI & State Board Specified Cosmetology Kit

Elite Computer Software

Computer

Guest artists & presenters

Manufacture Representatives

Field Trips

Hyperlinks:

Cengage.com

Redken.com

Demalogica.com

Behindthechair.com

State board of Cosmetology PA.gov

Monroe Career & Technical Institute

Course: Cosmetology

Unit Name: P300 BUSINESS PRACTICES

Unit Number: P300

Dates: Spring 2016 **Hours:** 10.00



Last Edited By: Cosmetology (05-12-2016)

Unit Description/Objectives:

Student will know and be able to work safely and effectively within the salon business environment demonstrating management skills.

Tasks:

P301 - Develop an effective management plan.

P302 - Develop personal finance plan.

P303 - Identify, interpret, and follow safety regulations, including MSDS and OSHA.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:

TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Connecting Anchor/Standard:

- Pennsylvania Core Standards for Mathematics Standard 2.0

Supporting Anchor/Standards:

NUMBERS AND OPERATIONS

Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.

Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.

Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers

Instructional Activities:

Knowledge:

Review state laws and rules

Describe the different salon business categories

Describe what is expected of a new employee and what this means in terms of your everyday behavior

List the habits of a good salon team player

Describe three different ways in which salon professionals are compensated

List the most effective ways to build a client base

Identify two options for going into business for yourself

Understand the responsibilities of a booth renter

List the basic factors to be considered when opening a salon

Distinguish the types of salon ownership

Identify the information that should be included in a business plan

Understand the importance of record keeping

Recognize the elements of successful salon operations

Explain why selling services and products is a vital aspect of a salon's success

Define these terms:

client base

commission

job description

both rental (chair rental)

business plan

business regulations and laws

capital

consumption supplies

corporation

demographics

goals

insurance

partnership

personnel

record keeping

retail supplies

salon operations

salon policies

sole proprietor

vision statement

written agreements

Skill:

- Create a personal budget
- Create a management plan
- Perform various duties within the salon environment
- Review an MSDS sheet
- Perform the following duties:

CLINIC MANAGER: START AS SOON AS YOU WALK IN THE DOOR! Responsible for all classroom duties. You must reassign students who are absent or have clinic. Manager may chance five minutes earlier. The manager must report to the instructor daily at the end of class.

THEORY ROOM MANAGER, BLACKBOARD, AND BULLETIN BOARDS: Responsible for all duties in theory room. Wash blackboard daily with a red towel if needed. Don't forget to ask the instructor daily what can be removed from the board. Put up new charts every Monday keep boards current and remove old outdated material. Help instructor hand out material and paper work.

RECEPTIONIST: Answer the phone, say Good morning/ Good afternoon, cosmetology, person speaking: how may I help you and book appointments, receive clients and greet them properly. Make sure client signs in, and has a work- ticket. Use practical charts to assign clinic. Check money before starting and after clinic is completed. Do not leave the desk unattended on clinic days! Keep drawer closed at all times. Keep display cabinets clean and up to date. REFER TO RECEPTIONIST INFORMATION SHEET AT ALL TIMES!!!

CO- DISPENSARY AREA: (EXTRA) Assist dispensary person during clean-up time. Act as dispensary person when he/she is absent, only dispensary person or assistant dispensary person allowed to be in area. You must work together daily to help one another.

DISPENSARY: Remain in dispensary area except during theory/demonstration call time.

LIBRARY AREA & DUSTER & PORTFOLIO AREA:

You are to clean and organize books in library area daily, dust windowsills, tops of shelves, VCR, any cabinets above shampoo area, facial area, reception area, and help clean any unassigned workstations in clinic area. Keep the Portfolio's in alphabetical order. Once a week on Fridays check the cords on the VCR and TV for damage. Report to the instructor the quality of the equipment.

KIT ROOM: Make sure all kits are placed on shelves, make sure all kits are locked and have names on them, and sweep floor.

Remediation:

- Review with teacher assistance
- Individual or group tutoring
- Study guides
- Extended time

Enrichment:

- Work on credits on quarter charts to enhance skills
- Participate in classroom leadership activities and competitions

Special Adaptations:

- Extended Time (assignments and/or testing)
- Graphic Organizer
- Chunking of Assignments/Material
- Preferential Seating
- Directions/Comprehension Check (frequent checks for understanding)
- Study Guide
- Directions and/or Tests Read Aloud
- Use of Calculator
- Taking Tests in Alternate Setting (or if requested)
- Verbal/Gestural Redirection (prompts to remain on task)
- Drill and Practice (Repetition of Material)
- Small Group Instruction
- Provide Visual Model to Accompany Verbal Directions (Written/Oral Directions)
- Use of Daily Planner/Assignment Book (monitor use of)
- Teacher Modeling
- Use of Computer (Access to)
- Positive Reinforcement
- Have Student Repeat Directions

- Wait Time
- Access to School Counselor
- Use of Highlighter/Highlighted Text
- Positive Reinforcement
- Provide Frequent Feedback
- Provide Frequent Breaks
- Variety of Assessment Methods
- Use of Assistive Device (i.e. notepad, laptop, etc.)
- Syllabus for Major Projects
- Limited, Short Directions
- Grading Rubric
- Communication Regarding Behavior & Consequences (PBS)
- Clear Language for Directions
- Use of Multisensory Approach
- Frequent Review Sessions
- Use a variety of Modalities when Introducing Skills/Concepts
- Provide Editing Assistance
- De-Escalation Opportunities
- Text to Speech (other than for NOCTI)
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- Opportunities for Repeated Practice of MATH Skills
- Provide repetition During Initial Instruction
- Allow Pre-read of Questions Before Reading Written Passage
- Provide Verbal and Written Directions
- All Vocabulary to be Defined Before Testing
- Testing - Allow Dictation of Lengthy Answers
- Time out
- Monitor Speed/Accuracy in which Student Completes Assignment
- Encouragement to Participate in Positive Leadership Roles
- Student Self-Evaluation for Behavior
- Exempt from reading Aloud in Front of Peers

Safety:

Student must:
 Turn in all required forms completed properly, on time
 Follow all safety precautions for the related instruction and laboratory

Assessment:

Pre/Post Test
 Checklist
 Student Observation
 Workbook Assignment

Resources/Equipment:

Frangie, Catherine M. Milady Standard Cosmetology. Clifton Park, NY: Cengage Learning, 2012.

Frangie, Catherine M. Milady Standard Cosmetology Student Workbook. Clifton Park, NY: Cengage Learning, 2012.

Milady Standard Cosmetology Online Licensing Preparation
 Cosmetology State Board Laws and Regulations
 Cosmetology implements

Hair tools
 Products
 Nail tools
 Products
 Skin care products
 MCTI & State Board

Specified Cosmetology Kit
 Elite Computer Software
 Computer
 Guest artists & presenters
 Manufacture Representatives

Field Trips
 Hyperlinks: Cengage.com
 Redken.com
 Demalogica.com
 Behindthechair.com
 State board of CosmetologyPA.gov

Monroe Career & Technical Institute

Course: Cosmetology

Unit Name: P400 - PENNSYLVANIA COSMETOLOGY
LAW

Unit Number: P400

Dates: Spring 2016 **Hours:** 10.00

Last Edited By: Cosmetology (05-12-2016)



Unit Description/Objectives:

Student will know and understand the Pennsylvania cosmetology laws, rules and regulations.

Tasks:

P401 - Demonstrate an understanding of the Cosmetology Laws, Rules, and Regulations.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Instructional Activities:

Knowledge:

Review state laws and rules

Understand what is involved in securing the required credentials for cosmetology in your state and know the process for taking and passing your state licensing examination.

Skill:

Demonstrate an understanding of the Cosmetology Laws, Rules, and Regulations.

Remediation:

Review with teacher assistance

Individual or group tutoring

Study guides

Extended time

Enrichment:

Work on credits on quarter charts to enhance skills

Participate in classroom leadership activities and competitions

Special Adaptations:

- Extended Time (assignments and/or testing)
- Graphic Organizer
- Chunking of Assignments/Material
- Preferential Seating
- Directions/Comprehension Check (frequent checks for understanding)
- Study Guide
- Directions and/or Tests Read Aloud
- Use of Calculator
- Taking Tests in Alternate Setting (or if requested)
- Verbal/Gestural Redirection (prompts to remain on task)
- Drill and Practice (Repetition of Material)
- Small Group Instruction
- Provide Visual Model to Accompany Verbal Directions (Written/Oral Directions)
- Use of Daily Planner/Assignment Book (monitor use of)
- Teacher Modeling
- Use of Computer (Access to)
- Positive Reinforcement
- Have Student Repeat Directions
- Wait Time
- Access to School Counselor
- Use of Highlighter/Highlighted Text
- Positive Reinforcement
- Provide Frequent Feedback
- Provide Frequent Breaks
- Variety of Assessment Methods
- Use of Assistive Device (i.e. notepad, laptop, ect.)
- Syllabus for Major Projects

- Limited, Short Directions
- Grading Rubric
- Communication Regarding Behavior & Consequences (PBS)
- Clear Language for Directions
- Use of Multisensory Approach
- Frequent Review Sessions
- Use a variety of Modalities when Introducing Skills/Concepts
- Provide Editing Assistance
- De-Escalation Opportunities
- Text to Speech (other than for NOCTI)
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- Opportunities for Repeated Practice of MATH Skills
- Provide repetition During Initial Instruction
- Allow Pre-read of Questions Before Reading Written Passage
- Provide Verbal and Written Directions
- All Vocabulary to be Defined Before Testing
- Testing - Allow Dictation of Lengthy Answers
- Time out
- Monitor Speed/Accuracy in which Student Completes Assignment
- Encouragement to Participate in Positive Leadership Roles
- Student Self-Evaluation for Behavior
- Exempt from reading Aloud in Front of Peers

Safety:

Follow all safety precautions for the related instruction and laboratory
 Handle implements, equipment, product and chemicals in a safe manner
 Wear complete and clean uniform
 Wear protective gloves and clothing
 Use adequate ventilation
 Follow manufacturer's directions

Assessment:

Pre/Post Test
 Checklist
 Student Observation
 Workbook Assignment

Resources/Equipment:

Frangie, Catherine M. Milady Standard Cosmetology. Clifton Park, NY: Cengage Learning, 2012.
 Frangie, Catherine M. Milady Standard Cosmetology Student Workbook. Clifton Park, NY: Cengage Learning, 2012.
 Milady Standard Cosmetology Online Licensing Preparation
 Cosmetology State Board Laws and Regulations
 Cosmetology implements

Hair tools
 Products
 Nail tools
 Products
 Skin care products
 MCTI & State Board Specified Cosmetology

Kit
 Elite Computer Software
 Computer
 Guest artists & presenters
 Manufacture Representatives
 Field Trips

Hyperlinks:

Cengage.com
Redken.com
Demalogica.com
Behindthechair.com
State board of Cosmetology PA.gov

Monroe Career & Technical Institute

Course: Cosmetology

Unit Name: P500 - HISTOLOGY

Unit Number: P500

Dates: Spring 2016 **Hours:** 40.00

Last Edited By: Cosmetology (05-13-2016)



Unit Description/Objectives:

Student will know and be able to understand the structure of the human body as related to the study of cosmetology.

Tasks:

P501 - Identify the structure and composition of the integumentary system.

P502 - Identify the structure and composition of the nail.

P503 - Identify the structure and composition of the skeletal system.

P504 - Identify the structure and composition of the muscular system.

P505 - Identify the structure and composition of the nervous system.

P506 - Identify the structure and composition of the circulatory system.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among

concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:

TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Instructional Activities:

Knowledge:

Define and explain the importance of anatomy, physiology, and histology to the cosmetology profession

Describe the cells, their structure, and their reproduction

Define tissue and identify the types of tissues found in the body

Name the 9 major body organs and the 11 main body systems and explain their basic functions

Define these terms:

abductors	hormones
aductors	humerus
adipose tissue	hyoid bone
adrenal glands	inhalation
anabolism	insertion
anatomy	integumentary system
artery	intestines
aorta	joint
atrium	kidney
ANS	liver
axon	lungs
belly	lymph
blood	lymph nodes
body systems	lymph capillaries
brain	lymphatic/immune system
capillaries	mandible
catabolism	metabolism
cell	mitosis
cell membrane	muscle tissue
CNS	motor nerves (efferent)
cervical vertebrae	muscular system
circulatory system (cardiovascular system, vascular system)	mycology
clavicle	nasal bones
connective tissue	nerve tissue
cranium	nerves
cytoplasm	nervous system
dendrites	neurology
diaphragm	neuron (nerve cell)
digestive system (gastrointestinal system)	smooth muscles
endocrine glands	skeletal muscles
exocrine glands	cardiac muscle
endocrine system	nucleus
epithelial tissue	occipital bone
excretory system	organs
ethmoid bone	origin
exhalation	ovaries
eyes	pancreas
facial skeleton	parathyroid glands
femur	parietal bones
fibula	PNS
frontal bone	physiology
glands	pineal gland
heart	pituitary gland
hemoglobin	plasma
histology	platelets
	protoplasm

radius
Red blood cells
reflex
reproductive system
respiration
respiratory system
ribs
scapula
sensory nerves (afferent)
skeletal system
skin
skull
spinal cord
sternum
stomach
systemic circulation
temporal bones
tarsus
temporal bones
testes
thyroid gland
tibia
tissue
ulna
veins
ventricle
white blood cells (leukocytes)
zygomatic bones
Describe the structure and composition of the skin
List the classes of nutrients essential for good health
List the food groups and dietary guidelines recommended by the USDA
List and describe the vitamins that can help skin
Define these terms:
acne
Erector pili muscles
callus
collagen
comedo
dermal papillae
dermatologist

dermatology
dermis
elastin
epidermal-dermal junction
epidermis
esthetician
eumelanin
keratin
melanin
melanocytes
motor nerve fibers
papillary layer
papule
pheomelanin
Propionibacterium acnes
pustule
reticular layer
sebaceous glands
sebum
secretory coil
secretory nerve fibers
sensory nerve fibers
stratum corneum
stratum germinativum
stratum granulosum
stratum lucidum
stratum spinosum
subcutaneous tissue
sudoriferous glands
tactile corpuscles
Vitamins A, C, D, E
Discuss how nails grow
Define these terms:
bed epithelium
eponychium, hyponchium
free edge
ligament
lunula
matrix
nail bed, nail cuticle, nail folds, nail grooves, nail plate
natural nail (onyx)
natural nail unit
sidewall (lateral nail fold)

Skill:

Identify the layers of the skin
Identify the structure in each layer of the skin
Identify the nail structures

Remediation:

Review with teacher assistance
Individual or group tutoring
Study guides
Extended time

Enrichment:

Work on credits on quarter charts to enhance skills
Participate in classroom leadership activities and competitions

Special Adaptations:

- Extended Time (assignments and/or testing)
- Graphic Organizer
- Chunking of Assignments/Material
- Preferential Seating
- Directions/Comprehension Check (frequent checks for understanding)
- Study Guide
- Directions and/or Tests Read Aloud
- Use of Calculator
- Taking Tests in Alternate Setting (or if requested)
- Verbal/Gestural Redirection (prompts to remain on task)
- Drill and Practice (Repetition of Material)
- Small Group Instruction
- Provide Visual Model to Accompany Verbal Directions (Written/Oral Directions)
- Use of Daily Planner/Assignment Book (monitor use of)
- Teacher Modeling
- Use of Computer (Access to)
- Positive Reinforcement
- Have Student Repeat Directions
- Wait Time
- Access to School Counselor
- Use of Highlighter/Highlighted Text
- Positive Reinforcement
- Provide Frequent Feedback
- Provide Frequent Breaks
- Variety of Assessment Methods
- Use of Assistive Device (i.e. notepad, laptop, etc.)
- Syllabus for Major Projects
- Limited, Short Directions
- Grading Rubric
- Communication Regarding Behavior & Consequences (PBS)
- Clear Language for Directions
- Use of Multisensory Approach
- Frequent Review Sessions
- Use a variety of Modalities when Introducing Skills/Concepts
- Provide Editing Assistance
- De-Escalation Opportunities
- Text to Speech (other than for NOCTI)
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- Opportunities for Repeated Practice of MATH Skills
- Provide repetition During Initial Instruction
- Allow Pre-read of Questions Before Reading Written Passage
- Provide Verbal and Written Directions
- All Vocabulary to be Defined Before Testing
- Testing - Allow Dictation of Lengthy Answers
- Time out
- Monitor Speed/Accuracy in which Student Completes Assignment
- Encouragement to Participate in Positive Leadership Roles
- Student Self-Evaluation for Behavior
- Exempt from reading Aloud in Front of Peers

Safety:

Student must:

- Follow all safety precautions for the related instruction and laboratory
- Handle implements, equipment, product and chemicals in a safe manner
- Wear complete and clean uniform
- Wear protective gloves and clothing
- Use adequate ventilation
- Follow manufacturer's directions

Assessment:

Pre/Post Test
Checklist
Student Observation
Workbook Assignment

Resources/Equipment:

Frangie, Catherine M. Milady Standard Cosmetology. Clifton Park, NY: Cengage Learning, 2012.

Frangie, Catherine M. Milady Standard Cosmetology Student Workbook. Clifton Park, NY: Cengage Learning, 2012.

Milady Standard Cosmetology Online Licensing Preparation

Cosmetology State Board Laws and Regulations

Cosmetology implements

Hair tools

Products

Nail tools

Products

Skin care products

MCTI & State Board Specified Cosmetology Kit

Elite Computer Software

Computer

Guest artists & presenters

Manufacture Representatives

Field Trips

Cengage.com

Redken.com

Demalogica.com

Behindthechair.com

State board of Cosmetology PA.gov

Hyperlinks:

Cengage.com

Redken.com

Demalogica.com

Behindthechair.com

State board of Cosmetology PA.gov

Monroe Career & Technical Institute

Course: Cosmetology

Unit Name: P600 - TRICHOLOGY

Unit Number: P600

Dates: Spring 2016 **Hours:** 30.00

Last Edited By: Cosmetology (05-13-2016)



Unit Description/Objectives:

Student will know, understand and be able to recognize the structure, composition, disorders, and diseases of the hair and scalp.

Tasks:

P601 - Identify the structure and composition of the hair.

P602 - Identify diseases and disorders of the hair and scalp.

P603 - Analyze the characteristics of a client's hair and scalp.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:

TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Instructional Activities:

Knowledge:

- Name and describe the structures of the hair root
- List and describe the three main layers of the hair shaft
- Describe the three types of side bonds in the cortex
- Describe the hair growth cycles
- Discuss the types of hair loss and their causes
- Describe the options for hair loss treatments
- List and describe the factors that should be considered in a hair and scalp analysis

Define these terms:

- alopecia, alopecia areta, alopecia totalis, alopecia universalis, androgenic alopecia (androgenetic alopecia), postpartum alopecia
- amino acids
- anagen phase (growth phase)
- canities
- carbuncle
- catagen phase
- COHNS elements
- cortex
- cowlick
- cysteine
- cystine
- disulfide bond, hydrogen bond, peptide bond (end bond), salt bond
- fragilitas crinium
- furuncle
- hair bulb, hair cuticle, hair follicle, hair root, hair shaft
- hair density, hair elasticity, hair porosity, hair stream, hair texture
- helix
- hydrophilic
- hydrophobic
- hypertrichosis (hirsuties)
- keratinization
- lanthionine bonds
- malassezia
- nonilethrix
- pediculosis capitis
- pityriasis, pityriasis capitis simplex, pityriasis steatoides
- polypeptide chain
- proteins
- ringed hair
- scutula
- side bond
- telogen phase (resting phase)
- terminal hair
- tinea, tinea favosa (tinea favus)
- trichology
- trichoptilosis
- trichorrhhexis nodosa
- vellus hair (lanugo hair)
- wave pattern
- whorl

Skill:

- Recognize hair and scalp disorders commonly seen in the salon and school and know which ones can be treated by cosmetologists

Remediation:

- Review with teacher assistance
- Individual or group tutoring
- Study guides
- Extended time

Enrichment:

- Work on credits on quarter charts to enhance skills
- Participate in classroom leadership activities and competitions

Special Adaptations:

- Extended Time (assignments and/or testing)
- Graphic Organizer
- Chunking of Assignments/Material
- Preferential Seating
- Directions/Comprehension Check (frequent checks for understanding)
- Study Guide
- Directions and/or Tests Read Aloud
- Use of Calculator

- Taking Tests in Alternate Setting (or if requested)
- Verbal/Gestural Redirection (prompts to remain on task)
- Drill and Practice (Repetition of Material)
- Small Group Instruction
- Provide Visual Model to Accompany Verbal Directions (Written/Oral Directions)
- Use of Daily Planner/Assignment Book (monitor use of)
- Teacher Modeling
- Use of Computer (Access to)
- Positive Reinforcement
- Have Student Repeat Directions
- Wait Time
- Access to School Counselor
- Use of Highlighter/Highlighted Text
- Positive Reinforcement
- Provide Frequent Feedback
- Provide Frequent Breaks
- Variety of Assessment Methods
- Use of Assistive Device (i.e. notepad, laptop, etc.)
- Syllabus for Major Projects
- Limited, Short Directions
- Grading Rubric
- Communication Regarding Behavior & Consequences (PBS)
- Clear Language for Directions
- Use of Multisensory Approach
- Frequent Review Sessions
- Use a variety of Modalities when Introducing Skills/Concepts
- Provide Editing Assistance
- De-Escalation Opportunities
- Text to Speech (other than for NOCTI)
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- Opportunities for Repeated Practice of MATH Skills
- Provide repetition During Initial Instruction
- Allow Pre-read of Questions Before Reading Written Passage
- Provide Verbal and Written Directions
- All Vocabulary to be Defined Before Testing
- Testing - Allow Dictation of Lengthy Answers
- Time out
- Monitor Speed/Accuracy in which Student Completes Assignment
- Encouragement to Participate in Positive Leadership Roles
- Student Self-Evaluation for Behavior
- Exempt from reading Aloud in Front of Peers

Safety:

Student must:

- Follow all safety precautions for the related instruction and laboratory
- Handle implements, equipment, product and chemicals in a safe manner
- Wear complete and clean uniform
- Wear protective gloves and clothing
- Use adequate ventilation
- Follow manufacturer's directions

Assessment:

- Pre/Post Test
- Checklist
- Student Observation
- Workbook Assignment

Resources/Equipment:

Frangie, Catherine M. Milady Standard Cosmetology. Clifton Park, NY: Cengage Learning, 2012.

Frangie, Catherine M. Milady Standard Cosmetology Student Workbook. Clifton Park, NY: Cengage Learning, 2012.

Milady Standard Cosmetology Online Licensing Preparation

Cosmetology State Board Laws and Regulations

Cosmetology implements

Hair tools

Products

Nail tools

Products

Skin care products

MCTI & State Board Specified Cosmetology Kit

Elite Computer Software

Computer

Guest artists & presenters

Manufacture Representatives

Field Trips

Hyperlinks:

Cengage.com

Redken.com

Demalogica.com

Behindthechair.com

State board of Cosmetology PA.gov

Monroe Career & Technical Institute

Course: Cosmetology

Unit Name: P700 - CHEMISTRY

Unit Number: P700

Dates: Spring 2016 **Hours:** 40.00

Last Edited By: Cosmetology (05-13-2016)



Unit Description/Objectives:

Student will know and be able to understand the chemistry of hair and hair products and how that relates to various services.

Tasks:

P701 - List the five elements of the hair.

P702 - Measure effects of PH pertaining to hair and skin.

P703 - Differentiate between the physical and chemical changes involved in various hair services.

P704 - Assess chemical reaction as it relates to various services.

P705 - Demonstrate knowledge of chemistry pertaining to products used for hair, skin and nails.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:

TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Connecting Anchor/Standard:

- Pennsylvania Core Standards for Mathematics Standard 2.0

Supporting Anchor/Standards:

NUMBERS AND OPERATIONS

Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.

Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.

Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers

Instructional Activities:

Knowledge:

Explain the difference between organic and inorganic chemistry

Describe the different states of matter: solid, liquid, gas

Describe oxidation-reduction (redox) reactions

Explain the differences between pure substances and physical mixtures

Explain the difference among solutions, suspensions, and emulsions

Explain pH and the pH scale

Define these terms:

acidic solution

alkaline solution

alkalis (base)

alanolamines

alpha hydroxy acids (AHAs)

ammonia

anion

atoms

cation

chemical change

chemical properties

chemistry

combustion

compound molecules (compounds)

element

elemental molecule

emulsifier

emulsion

exothermic reactions

glycerin

immiscible

inorganic chemistry

ion

ionization

lipophilic

logarithm

matter

miscible

molecule

oil-in-water (O/W) emulsion

organic chemistry

oxidation

oxidation-reduction (redox)

oxidizing agent

pH

pH scale

physical change

physical mixture

physical properties

pure substances

reducing agent

reduction

reduction reaction

silicones

solute

solution

solvent

states of matter

surfactants

thioglycolic acid

volatile alcohols

volatile organic compounds (VOCs)

water-in-oil emulsion (W/O)

Skill:

Demonstrate knowledge of chemistry when providing client services

Remediation:

Review with teacher assistance
Individual or group tutoring
Study guides
Extended time

Enrichment:

Work on credits on quarter charts to enhance skills
Participate in classroom leadership activities and competitions

Special Adaptations:

Extended Time (assignments and/or testing)

- Graphic Organizer
- Chunking of Assignments/Material
- Preferential Seating
- Directions/Comprehension Check (frequent checks for understanding)
- Study Guide
- Directions and/or Tests Read Aloud
- Use of Calculator
- Taking Tests in Alternate Setting (or if requested)
- Verbal/Gestural Redirection (prompts to remain on task)
- Drill and Practice (Repetition of Material)
- Small Group Instruction
- Provide Visual Model to Accompany Verbal Directions (Written/Oral Directions)
- Use of Daily Planner/Assignment Book (monitor use of)
- Teacher Modeling
- Use of Computer (Access to)
- Positive Reinforcement
- Have Student Repeat Directions
- Wait Time
- Access to School Counselor
- Use of Highlighter/Highlighted Text
- Positive Reinforcement
- Provide Frequent Feedback
- Provide Frequent Breaks
- Variety of Assessment Methods
- Use of Assistive Device (i.e. notepad, laptop, etc.)
- Syllabus for Major Projects
- Limited, Short Directions
- Grading Rubric
- Communication Regarding Behavior & Consequences (PBS)
- Clear Language for Directions
- Use of Multisensory Approach
- Frequent Review Sessions
- Use a variety of Modalities when Introducing Skills/Concepts
- Provide Editing Assistance
- De-Escalation Opportunities
- Text to Speech (other than for NOCTI)
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- Opportunities for Repeated Practice of MATH Skills
- Provide repetition During Initial Instruction
- Allow Pre-read of Questions Before Reading Written Passage
- Provide Verbal and Written Directions
- All Vocabulary to be Defined Before Testing
- Testing - Allow Dictation of Lengthy Answers
- Time out
- Monitor Speed/Accuracy in which Student Completes Assignment

- Encouragement to Participate in Positive Leadership Roles
- Student Self-Evaluation for Behavior
- Exempt from reading Aloud in Front of Peers

Safety:

Student must:

Follow all safety precautions for the related instruction and laboratory
Handle implements, equipment, product and chemicals in a safe manner
Wear complete and clean uniform
Wear protective gloves and clothing
Use adequate ventilation
Follow manufacturer's directions

Assessment:

Pre/Post Test
Checklist
Student Observation
Workbook Assignment

Resources/Equipment:

Frangie, Catherine M. Milady Standard Cosmetology. Clifton Park, NY: Cengage Learning, 2012.

Frangie, Catherine M. Milady Standard Cosmetology Student Workbook. Clifton Park, NY: Cengage Learning, 2012.

Milady Standard Cosmetology Online Licensing Preparation

Cosmetology State Board Laws and Regulations

Cosmetology implements

Hair tools

Products

Nail tools

Products

Skin care products

MCTI & State Board Specified Cosmetology Kit

Elite Computer Software

Computer

Guest artists & presenters

Manufacture Representatives

Field Trips

Hyperlinks:

Cengage.com

Redken.com

Demalogica.com

Behindthechair.com

State board of Cosmetology PA.gov

Monroe Career & Technical Institute

Course: Cosmetology

Unit Name: P800 - PHYSIOLOGY

Number: P800

Dates: Spring 2016 **Hours:** 30.00

Last Edited By: Cosmetology (05-13-2016)



Unit Description/Objectives:

Student will know and be able to understand the function of the human body as related to the study of cosmetology.

Tasks:

P801 - Identify the functions of the integumentary system.

P802 - Identify the functions of the nail.

P803 - Identify body structures and system.

P804 - List the functions of the skeletal system.

P805 - List the functions of the muscular system.

P806 - List the functions of the nervous system.

P807 - List the functions of the circulatory system.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:

TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Instructional Activities:

Knowledge:

Define and explain the importance of anatomy, physiology, and histology to the cosmetology profession

Describe the cells, their structure, and their reproduction

Name the 9 major body organs and the 11 main body systems and explain their basic functions

Define these terms:

abductors	heart
aductors	hemoglobin
adipose tissue	histology
adrenal glands	hormones
anabolism	humerus
artery	hyoid bone
aorta	inhalation
atrium	insertion
ANS	integumentary system
axon	intestines
belly	joint
blood	kidney
body systems	liver
brain	lungs
capillaries	lymph
catabolism	lymph nodes
cell	lymph capillaries
cell membrane	lymphatic/immune system
CNS	mandible
cervical vertebrae	metabolism
circulatory system (cardiovascular system, vascular system)	mitosis
clavicle	muscle tissue
connective tissue	motor nerves (efferent)
cranium	muscular system
cytoplasm	mycology
dendrites	nasal bones
diaphragm	nerve tissue
digestive system (gastrointestinal system)	nerves
endocrine glands	nervous system
exocrine glands	neurology
endocrine system	neuron (nerve cell)
epithelial tissue	smooth muscles
excretory system	skeletal muscles
ethmoid bone	cardiac muscle
exhalation	nucleus
eyes	occipital bone
facial skeleton	organs
femur	origin
fibula	ovaries
frontal bone	pancreas
glands	parathyroid glands
	parietal bones

PNS
physiology
pineal gland
pituitary gland
plasma
platelets
protoplasm
radius
Red blood cells
reflex
reproductive system
respiration
respiratory system
ribs
scapula
sensory nerves (afferent)
skeletal system
skin
skull
spinal cord
sternum
stomach
systemic circulation
temporal bones
tarsus
temporal bones
testes
thyroid gland
tibia
tissue
ulna
veins
ventricle
white blood cells (leukocytes)
zygomatic bones
Describe the structure and composition of the skin
List the functions of the skin
List the classes of nutrients essential for good health
List the food groups and dietary guidelines recommended by the USDA
List and describe the vitamins that can help skin
Define these terms:
acne
arrector pili muscles
callus

Define these terms:

albinism
ACD
anerobic
anhidrosis, bromhidrosis, hyperhidrosis
basal cell carcinoma, squamous cell carcinoma

collagen
comedo
dermal papillae
dermatologist
dermatology
dermis
elastin
epidermal-dermal junction
epidermis
esthetician
eumelanin
kartin
melanin
melanocytes
motor nerve fibers
papillary layer
papule
pheomelanin
Propiobacterium acnes
pustule
reticular layer
sebaceous glands
sebum
secretory coil
secretory nerve fibers
sensory nerve fibers
stratum corneum
stratum germinativum
stratum granulosum
stratum lucidum
stratum spinosum
subcutaneous tissue
sudoriferous glands
tactile corpuscles
Vitamins A, C, D, E
Describe the disorders of the sebaceous glands
Name and describe changes in skin pigmentation
Identify forms of skin cancer
Understand the two major causes of acne and how to treat them
List the factors that contribute to the aging of the skin
Explain the effects of overexposure to the sun on the skin
Understand what contact dermatitis is and know how it can be prevented

bulla
chloasma (liver spots)
closed comedo (whitehead)
conjunctivitis (pinkeye)
dermatitis, contact dermatitis, irritant contact dermatitis (ICD), seborrheic dermatitis

crust
cyst
dyschromias
eczema
excoriation
extrinsic factors, intrinsic factors
fissure
free radicals
herpes simplex
hyperpigmentation
hypertrophy
hypopigmentation
impetigo
keloid
keratoma
lentigines
lesion
leukoderma
macules
malignant melanoma
milia
miliaria rubra (prickly heat)
mole
nevus (birthmark)
nodule

noncomedogenic
primary lesions, secondary skin lesions
psoriasis
retention hyperkeratosis
rosacea
scale
scar (cicatrix)
sebaceous cyst
sensitization
skin tag
stain
tan
telangiectasis
tubercle
tumor
ulcer
verruca (wart)
vesicle
vitiligo
wheal
Describe the structure and composition of
nails
Discuss how nails grow

Define these terms:

bed epithelium
eponychium, hyponchium
free edge
ligament
lunula

matrix
nail bed, nail cuticle, nail folds, nail
grooves, nail plate
natural nail (onyx)
natural nail unit
sidewall (lateral nail fold)

Skill:

Identify the layers of the skin
Identify the function of each layer of the skin
Identify the functions of the structures in the skin
Recognize common skin lesions
Identify the functions of each structure in the nail

Remediation:

Review with teacher assistance
Individual or group tutoring
Study guides
Extended time

Enrichment:

Work on credits on quarter charts to enhance skills
Participate in classroom leadership activities and competitions

Special Adaptations:

Extended Time (assignments and/or testing)
- Graphic Organizer
- Chunking of Assignments/Material
- Preferential Seating
- Directions/Comprehension Check (frequent checks for understanding)
- Study Guide

- Directions and/or Tests Read Aloud
- Use of Calculator
- Taking Tests in Alternate Setting (or if requested)
- Verbal/Gestural Redirection (prompts to remain on task)
- Drill and Practice (Repetition of Material)
- Small Group Instruction
- Provide Visual Model to Accompany Verbal Directions (Written/Oral Directions)
- Use of Daily Planner/Assignment Book (monitor use of)
- Teacher Modeling
- Use of Computer (Access to)
- Positive Reinforcement
- Have Student Repeat Directions
- Wait Time
- Access to School Counselor
- Use of Highlighter/Highlighted Text
- Positive Reinforcement
- Provide Frequent Feedback
- Provide Frequent Breaks
- Variety of Assessment Methods
- Use of Assistive Device (i.e. notepad, laptop, etc.)
- Syllabus for Major Projects
- Limited, Short Directions
- Grading Rubric
- Communication Regarding Behavior & Consequences (PBS)
- Clear Language for Directions
- Use of Multisensory Approach
- Frequent Review Sessions
- Use a variety of Modalities when Introducing Skills/Concepts
- Provide Editing Assistance
- De-Escalation Opportunities
- Text to Speech (other than for NOCTI)
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- Opportunities for Repeated Practice of MATH Skills
- Provide repetition During Initial Instruction
- Allow Pre-read of Questions Before Reading Written Passage
- Provide Verbal and Written Directions
- All Vocabulary to be Defined Before Testing
- Testing - Allow Dictation of Lengthy Answers
- Time out
- Monitor Speed/Accuracy in which Student Completes Assignment
- Encouragement to Participate in Positive Leadership Roles
- Student Self-Evaluation for Behavior
- Exempt from reading Aloud in Front of Peers

Safety:

Student must:

- Follow all safety precautions for the related instruction and laboratory
- Handle implements, equipment, product and chemicals in a safe manner
- Wear complete and clean uniform
- Wear protective gloves and clothing
- Use adequate ventilation
- Follow manufacturer's directions

Assessment:

- Pre/Post Test
- Checklist
- Student Observation
- Workbook Assignment

Resources/Equipment:

Frangie, Catherine M. Milady Standard Cosmetology. Clifton Park, NY: Cengage Learning, 2012.

Frangie, Catherine M. Milady Standard Cosmetology Student Workbook. Clifton Park, NY: Cengage Learning, 2012.

Milady Standard Cosmetology Online Licensing Preparation

Cosmetology State Board Laws and Regulations

Cosmetology implements

Hair tools

Products

Nail tools

Products

Skin care products

MCTI & State Board Specified Cosmetology Kit

Elite Computer Software

Computer

Guest artists & presenters

Manufacture Representatives

Field Trips

Hyperlinks:

Cengage.com

Redken.com

Demalogica.com

Behindthechair.com

State board of Cosmetology PA.gov

Monroe Career & Technical Institute

Course: Cosmetology

Unit Name: P900 - COSMETIC DERMATOLOGY

Unit Number: P900

Dates: Spring 2016 **Hours:** 30.00

Last Edited By: Cosmetology (05-13-2016)



Description/Objectives:

Student will know and be able to identify skin care implements, equipment, skin structure, diseases and disorders and be able to perform a client consultation to select proper products and techniques to perform a basic facial.

Tasks:

P901 - Identify the diseases and disorders of the skin.

P902 - Perform a skin analysis on a client.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:

TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Instructional Activities:

Knowledge:

- Describe the structure and composition of the skin
- List the functions of the skin
- Describe the aging process and the factors that influence aging of the skin
- Define important terms relating to skin disorders
- Discuss which skin disorders may be handled in the salon and which should be referred to a physician
- Describe the elements of a client consultation for hair removal
- Name the conditions that contraindicate hair removal in the salon
- List the two main classifications of hair removal and give examples of each
- Identify and describe three methods of permanent hair removal
- List safety measures to be followed during makeup application
- Describe the disorders of the sebaceous glands
- Name and describe changes in skin pigmentation
- Identify forms of skin cancer
- Understand the two major causes of acne and how to treat them
- List the factors that contribute to the aging of the skin
- Explain the effects of overexposure to the sun on the skin
- Understand what contact dermatitis is and know how it can be prevented

Define these terms:

- | | |
|--|---|
| albinism | lesion |
| ACD | leukoderma |
| anerobic | macules |
| anhidrosis, bromhidrosis, hyperhidrosis | malignant melanoma |
| basal cell carcinoma, squamous cell carcinoma | milia |
| bulla | millaria rubra (prickly heat) |
| chloasma (liver spots) | mole |
| closed comedo (whitehead) | nevus (birthmark) |
| conjunctivitis (pinkeye) | nodule |
| dermatitis, contact dermatitis, irritant contact dermatitis (ICD), seborrheic dermatitis | noncomedogenic |
| crust | primary lesions, secondary skin lesions |
| cyst | psoriasis |
| dyschromias | retention hyperkeratosis |
| eczema | rosacea |
| excoriation | scale |
| extrinsic factors, intrinsic factors | scar (cicatrix) |
| fissure | sebaceous cyst |
| free radicals | sensitization |
| herpes simplex | skin tag |
| hyperpigmentation | stain |
| hypertrophy | tan |
| hypopigmentation | telangiectasis |
| impetigo | tubercle |
| keloid | tumor |
| keratoma | ulcer |
| lentigines | verruca (wart) |
| | vesicle |
| | vitiligo |
| | wheal |

Skill:

Demonstrate the techniques involved in temporary hair removal
List the safety and sanitation precautions for hair removal
List and describe different skin types and skin conditions
Understand contraindications and 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
Understand the basic types of electrical equipment used in facial treatments
Demonstrate the procedure for a basic facial
Describe the different types of cosmetics and their uses
Demonstrate an understanding of cosmetic color theory
Demonstrate a basic makeup procedure for any occasion
Identify different facial types and demonstrate procedures for basic corrective makeup
Demonstrate the application and removal of artificial lashes

618 Perform Machine facial.

619 Demonstrate Dermalogica.

620 Demonstrate Dermalogica.

621 Demonstrate Dermalogica.

Remediation:

Review with teacher assistance
Individual or group tutoring
Study guides
Extended time

Enrichment:

Work on credits on quarter charts to enhance skills
Participate in classroom leadership activities and competitions

Special Adaptations:

- Extended Time (assignments and/or testing)
- Graphic Organizer
- Chunking of Assignments/Material
- Preferential Seating
- Directions/Comprehension Check (frequent checks for understanding)
- Study Guide
- Directions and/or Tests Read Aloud
- Use of Calculator
- Taking Tests in Alternate Setting (or if requested)
- Verbal/Gestural Redirection (prompts to remain on task)
- Drill and Practice (Repetition of Material)
- Small Group Instruction
- Provide Visual Model to Accompany Verbal Directions (Written/Oral Directions)
- Use of Daily Planner/Assignment Book (monitor use of)
- Teacher Modeling
- Use of Computer (Access to)
- Positive Reinforcement
- Have Student Repeat Directions
- Wait Time
- Access to School Counselor
- Use of Highlighter/Highlighted Text
- Positive Reinforcement
- Provide Frequent Feedback
- Provide Frequent Breaks
- Variety of Assessment Methods
- Use of Assistive Device (i.e. notepad, laptop, etc.)
- Syllabus for Major Projects
- Limited, Short Directions

- Grading Rubric
- Communication Regarding Behavior & Consequences (PBS)
- Clear Language for Directions
- Use of Multisensory Approach
- Frequent Review Sessions
- Use a variety of Modalities when Introducing Skills/Concepts
- Provide Editing Assistance
- De-Escalation Opportunities
- Text to Speech (other than for NOCTI)
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- Opportunities for Repeated Practice of MATH Skills
- Provide repetition During Initial Instruction
- Allow Pre-read of Questions Before Reading Written Passage
- Provide Verbal and Written Directions
- All Vocabulary to be Defined Before Testing
- Testing - Allow Dictation of Lengthy Answers
- Time out
- Monitor Speed/Accuracy in which Student Completes Assignment
- Encouragement to Participate in Positive Leadership Roles
- Student Self-Evaluation for Behavior
- Exempt from reading Aloud in Front of Peers

Safety:

Student must:
 Follow all safety precautions for the related instruction and laboratory
 Handle implements, equipment, product, and chemicals in a safe manner
 Wear complete and clean uniform
 Wear protective gloves and clothing
 Use adequate ventilation
 Follow manufacturer's directions

Assessment:

Pre/Post Test
 Checklist
 Student Observation
 Workbook Assignment

Resources/Equipment:

Frangie, Catherine M. Milady Standard Cosmetology. Clifton Park, NY: Cengage Learning, 2012.

Frangie, Catherine M. Milady Standard Cosmetology Student Workbook. Clifton Park, NY: Cengage Learning, 2012.

Milady Standard Cosmetology Online Licensing Preparation

Cosmetology State Board Laws and Regulations
 Cosmetology implements
 Hair tools
 Products
 Nail tools
 Products
 Skin care products

MCTI & State Board Specified Cosmetology Kit
 Elite Computer Software
 Computer
 Guest artists & presenters
 Manufacture Representatives
 Field Trips

Hyperlinks:

Cengage.com
Redken.com
Demalogica.com

Behindthechair.com
[State board of Cosmetology PA.gov](http://StateboardofCosmetologyPA.gov)

Monroe Career & Technical Institute

Course: Cosmetology

Unit Name: PP1000 - ELECTRICITY

Unit Number: PP1000

Dates: Spring 2016 **Hours:** 30.00

Last Edited By: Cosmetology (05-13-2016)



Unit Description/Objectives:

Student will know and be able to understand the principles and safe use of electricity and the techniques of light therapy.

Tasks:

PP1001 - Define the principles of electricity.

PP1002 - Review the safety measures related to electricity.

PP1003 - Explain the types, uses and benefits of light therapy.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:

TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Connecting Anchor/Standard:

- Pennsylvania Core Standards for Mathematics Standard 2.0

Supporting Anchor/Standards:

NUMBERS AND OPERATIONS

Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.

Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.

Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers

Instructional Activities:

Knowledge:

Define the nature of electricity and the two types of electric current

Define electrical measurements

Understand the principles of electrical equipment safety

Define the main electrical modalities used in cosmetology

Describe other types of electrical equipment that cosmetologists use and describe how to use them

Explain electromagnetic spectrum, visible spectrum of light, and invisible light

Describe the types of light therapy and their benefits

Define these terms:

active electrode

AC , DC

Ampere

anaphoresis, cataphoresis

anode, cathode

catalysts

chromophore

circuit breaker

complete electrical circuit

conductor

converter

desincrustatin

electric current

electricity

electrode (probe)

electromagnetic spectrum

fuse

galvanic current

grounding

inactive electrode

infrared light

intense pulse light

invisible light

iontophoresis

kilowatt

laser

LED

light therapy (phototherapy)

micocurrent

milliampere

modalities

nonconductor (insulator)

ohm

photothermolysis

polarity

rectifier

Tesla high-frequency current (violet ray)

UV light

Volt

Watt

waveform

wavelength

Skill:

Demonstrate proper safety measures when using electrical appliances

Remediation:

- Review with teacher assistance
- Individual or group tutoring
- Study guides
- Extended time

Enrichment:

- Work on credits on quarter charts to enhance skills
- Participate in classroom leadership activities and competitions

Special Adaptations:

- Extended Time (assignments and/or testing)
- Graphic Organizer
- Chunking of Assignments/Material
- Preferential Seating
- Directions/Comprehension Check (frequent checks for understanding)
- Study Guide
- Directions and/or Tests Read Aloud
- Use of Calculator
- Taking Tests in Alternate Setting (or if requested)
- Verbal/Gestural Redirection (prompts to remain on task)
- Drill and Practice (Repetition of Material)
- Small Group Instruction
- Provide Visual Model to Accompany Verbal Directions (Written/Oral Directions)
- Use of Daily Planner/Assignment Book (monitor use of)
- Teacher Modeling
- Use of Computer (Access to)
- Positive Reinforcement
- Have Student Repeat Directions
- Wait Time
- Access to School Counselor
- Use of Highlighter/Highlighted Text
- Positive Reinforcement
- Provide Frequent Feedback
- Provide Frequent Breaks
- Variety of Assessment Methods
- Use of Assistive Device (i.e. notepad, laptop, etc.)
- Syllabus for Major Projects
- Limited, Short Directions
- Grading Rubric
- Communication Regarding Behavior & Consequences (PBS)
- Clear Language for Directions
- Use of Multisensory Approach
- Frequent Review Sessions
- Use a variety of Modalities when Introducing Skills/Concepts
- Provide Editing Assistance
- De-Escalation Opportunities
- Text to Speech (other than for NOCTI)
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- Opportunities for Repeated Practice of MATH Skills
- Provide repetition During Initial Instruction
- Allow Pre-read of Questions Before Reading Written Passage
- Provide Verbal and Written Directions
- All Vocabulary to be Defined Before Testing
- Testing - Allow Dictation of Lengthy Answers
- Time out
- Monitor Speed/Accuracy in which Student Completes Assignment
- Encouragement to Participate in Positive Leadership Roles

- Student Self-Evaluation for Behavior
- Exempt from reading Aloud in Front of Peers

Safety:

Student must:

- Follow all safety precautions for the related instruction and laboratory
- Handle implements, equipment, product and chemicals in a safe manner
- Wear complete and clean uniform
- Wear protective gloves and clothing
- Use adequate ventilation
- Follow manufacturer's directions

Assessment:

- Pre/Post Test
- Checklist
- Student Observation
- Workbook Assignment

Resources/Equipment:

Frangie, Catherine M. Milady Standard Cosmetology. Clifton Park, NY: Cengage Learning, 2012.

Frangie, Catherine M. Milady Standard Cosmetology Student Workbook. Clifton Park, NY: Cengage Learning, 2012.

Milady Standard Cosmetology Online Licensing Preparation

Cosmetology State Board Laws and Regulations

Cosmetology implements

Hair tools

Products

Nail tools

Products

Skin care products

MCTI & State Board Specified Cosmetology Kit

Elite Computer Software

Computer

Guest artists & presenters

Manufacture Representatives

Field Trips

Hyperlinks:

Cengage.com

Redken.com

Demalogica.com

Behindthechair.com

State board of Cosmetology PA.gov

Monroe Career & Technical Institute

Course: Cosmetology

Unit Name: PP1100-SHAMPOO AND
CONDITIONING

Unit Number: PP1100

Dates: Spring 2016 **Hours:** 40.00

Last Edited By: Michelle Bonser (05-12-2016)



Unit Description/Objectives:

Student will know and be able to drape, perform a shampoo and condition, perform scalp manipulations, and identify diseases and disorders of the hair and scalp.

Tasks:

PP1101 - Demonstrate draping for all hair services.

PP1102 - Determine a product based on individual client needs.

PP1103 - Perform various shampoo and conditioning treatments on a client.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:

TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Instructional Activities:

Knowledge:

- Explain pH and its importance in shampoo selection
- Explain the role of surfactants in shampoo
- Discuss the uses and benefits of various types of shampoos and conditioners

Skill:

- Perform proper scalp manipulations as part of a shampoo service
- Demonstrate proper shampoo and conditioning procedures

- 401 Perform Shampoo clinic
- 402 Perform Shampoo clinic
- 406 Demonstrate long hair techniques

Remediation:

- Review with teacher assistance
- Individual or group tutoring
- Study guides
- Extended time

Enrichment:

- Work on credits on quarter charts to enhance skills
- Participate in classroom leadership activities and competitions

Special Adaptations:

- Extended Time (assignments and/or testing)
- Graphic Organizer
- Chunking of Assignments/Material
- Preferential Seating
- Directions/Comprehension Check (frequent checks for understanding)
- Study Guide
- Directions and/or Tests Read Aloud
- Use of Calculator
- Taking Tests in Alternate Setting (or if requested)
- Verbal/Gestural Redirection (prompts to remain on task)
- Drill and Practice (Repetition of Material)
- Small Group Instruction
- Provide Visual Model to Accompany Verbal Directions (Written/Oral Directions)
- Use of Daily Planner/Assignment Book (monitor use of)
- Teacher Modeling
- Use of Computer (Access to)
- Positive Reinforcement
- Have Student Repeat Directions
- Wait Time
- Access to School Counselor
- Use of Highlighter/Highlighted Text
- Positive Reinforcement
- Provide Frequent Feedback
- Provide Frequent Breaks
- Variety of Assessment Methods
- Use of Assistive Device (i.e. notepad, laptop, etc.)
- Syllabus for Major Projects
- Limited, Short Directions
- Grading Rubric
- Communication Regarding Behavior & Consequences (PBS)
- Clear Language for Directions
- Use of Multisensory Approach
- Frequent Review Sessions
- Use a variety of Modalities when Introducing Skills/Concepts

- Provide Editing Assistance
- De-Escalation Opportunities
- Text to Speech (other than for NOCTI)
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- Opportunities for Repeated Practice of MATH Skills
- Provide repetition During Initial Instruction
- Allow Pre-read of Questions Before Reading Written Passage
- Provide Verbal and Written Directions
- All Vocabulary to be Defined Before Testing
- Testing - Allow Dictation of Lengthy Answers
- Time out
- Monitor Speed/Accuracy in which Student Completes Assignment
- Encouragement to Participate in Positive Leadership Roles
- Student Self-Evaluation for Behavior
- Exempt from reading Aloud in Front of Peers

Safety:

Student must:

- Follow all safety precautions for the related instruction and laboratory
- Handle implements, equipment and product in a safe manner
- Wear complete and clean uniform
- Wear protective gloves and clothing
- Use adequate ventilation
- Follow manufacturer's directions

Assessment:

- Pre/ Post Test
- Checklist
- Student Observation
- Workbook Assignment

Resources/Equipment:

Frangie, Catherine M. Milady Standard Cosmetology. Clifton Park, NY: Cengage Learning, 2012.

Frangie, Catherine M. Milady Standard Cosmetology Student Workbook. Clifton Park, NY: Cengage Learning, 2012.

Milady Standard Cosmetology Online Licensing Preparation

Cosmetology State Board Laws and Regulations

Cosmetology implements

Hair tools

Products

Nail tools

Products

Skin care products

MCTI & State Board Specified Cosmetology Kit

Elite Computer Software

Computer

Guest artists & presenters

Manufacture Representatives

Field Trips

Hyperlinks:

Cengage.com

Redken.com

Demalogica.com

Behindthechair.com

[State board of Cosmetology PA.gov](http://StateboardofCosmetologyPA.gov)

Monroe Career & Technical Institute

Course: Cosmetology

Unit Name: PP1200 HAIR SHAPING

Unit Number: PP1200

Dates: Spring 2016 **Hours:** 150.00



Last Edited By: Michelle Bonser (05-12-2016)

Unit Description/Objectives:

Student will know and be able to identify hair cutting implements and equipment to perform multiple cutting techniques. Student will also know and be able to select cuts and styles to compliment client features.

Tasks:

PP1201 - Demonstrate proper handling of hair cutting tools.

PP1202 - Demonstrate various haircutting techniques with shears.

PP1203 - Demonstrate various haircutting techniques with a razor.

PP1204 - Demonstrate various clipper cutting techniques.

PP1205 - Perform various texturizing techniques.

PP1206 - Demonstrate facial, ear and neck hair removal.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:

TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Connecting Anchor/Standard:

- Pennsylvania Core Standards for Mathematics Standard 2.0

Supporting Anchor/Standards:

NUMBERS AND OPERATIONS

Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.

Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.

Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers

Instructional Activities:

Knowledge:

- 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

Skill:

Demonstrate the safe and proper use of the various tools of haircutting

- 1001 Demonstrate proper handling and sanitation of hair cutting tools and section for a cut.
- 1002 Perform a blunt cut on a mannequin
- 1003 Perform a 90 degree layer cut on a mannequin.
- 1004 Perform a 45 degree razor slither cut on a mannequin.
- 1005 Perform a corrective cut on a mannequin.
- 1006 Perform a blunt cut-Student.
- 1007 Perform a blunt cut-Student.
- 1008 Perform a haircut-Full head.
- 1009 Perform a haircut-Full head.
- 1010 Perform a haircut-Full head.
- 1011 Perform a haircut-Full head.
- 1012 Perform a haircut w/ear cut out.
- 1013 Perform a haircut-Full head.
- 1014 Perform a haircut-Student.
- 1015 Perform a haircut.
- 1016 Perform a haircut-Clinic.
- 1017 Perform a Clipper cut.
- 1018 Perform a haircut-Clinic.
- 1019 Perform a haircut-Clinic or student.
- 1020 Review haircutting.
- 1021 Demonstrate scissor over-comb clipper cut.
- 1022 Perform a haircut-Clinic.
- 1023 Perform a haircut-Clinic-Man.
- 1024 Perform a haircut-Student.
- 1025 Perform a haircut -Clinic / Supervise.
- 1026 Perform a haircut -Clinic / Supervise.
- 1027 Perform a haircut -Clinic / Supervise.
- 1028 Perform a haircut -Clinic or Student.

- 1029 Perform a haircut with ear cut out.
- 1030 Perform a Clipper cut.
- 1031 Perform a haircut -Clinic or Student.
- 1032 Perform a Haircut with clippers.
- 1033 Perform a Haircut-Clinic.
- 1034 Perform a Haircut-Clinic.
- 1035 Perform a haircut-Clinic-Man.
- 1036 Perform a Clipper cut.
- 1037 Perform a Haircut-Clinic.
- 1038 Review haircutting.
- 1039 Perform a Haircut -Clinic / Supervise.
- 1040 Perform a Haircut -Clinic / Supervise.
- 1041 Perform a Haircut with ear cut out.
- 1042 Perform a Haircut -Clinic / Supervise.
- 1043 Perform a haircut.
- 1044 Perform a haircut.
- 1045 Perform a Clipper cut.
- 1046 Perform a haircut-Clinic.
- 1047 Perform a haircut-Student.

Remediation:

- Review with teacher assistance
- Individual or group tutoring
- Study guides
- Extended time

Enrichment:

- Work on credits on quarter charts to enhance skills
- Participate in classroom leadership activities and competitions

Special Adaptations:

- Extended Time (assignments and/or testing)
- Graphic Organizer
- Chunking of Assignments/Material
- Preferential Seating
- Directions/Comprehension Check (frequent checks for understanding)
- Study Guide
- Directions and/or Tests Read Aloud
- Use of Calculator
- Taking Tests in Alternate Setting (or if requested)
- Verbal/Gestural Redirection (prompts to remain on task)
- Drill and Practice (Repetition of Material)
- Small Group Instruction
- Provide Visual Model to Accompany Verbal Directions (Written/Oral Directions)
- Use of Daily Planner/Assignment Book (monitor use of)
- Teacher Modeling
- Use of Computer (Access to)
- Positive Reinforcement
- Have Student Repeat Directions
- Wait Time
- Access to School Counselor
- Use of Highlighter/Highlighted Text
- Positive Reinforcement
- Provide Frequent Feedback
- Provide Frequent Breaks
- Variety of Assessment Methods
- Use of Assistive Device (i.e. notepad, laptop, etc.)
- Syllabus for Major Projects
- Limited, Short Directions

- Grading Rubric
- Communication Regarding Behavior & Consequences (PBS)
- Clear Language for Directions
- Use of Multisensory Approach
- Frequent Review Sessions
- Use a variety of Modalities when Introducing Skills/Concepts
- Provide Editing Assistance
- De-Escalation Opportunities
- Text to Speech (other than for NOCTI)
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- Opportunities for Repeated Practice of MATH Skills
- Provide repetition During Initial Instruction
- Allow Pre-read of Questions Before Reading Written Passage
- Provide Verbal and Written Directions
- All Vocabulary to be Defined Before Testing
- Testing - Allow Dictation of Lengthy Answers
- Time out
- Monitor Speed/Accuracy in which Student Completes Assignment
- Encouragement to Participate in Positive Leadership Roles
- Student Self-Evaluation for Behavior
- Exempt from reading Aloud in Front of Peers

Safety:

Student must:
 Follow all safety precautions for the related instruction and laboratory
 Handle implements, equipment, product and chemicals in a safe manner
 Wear complete and clean uniform
 Wear protective gloves and clothing
 Use adequate ventilation
 Follow manufacturer's directions

Assessment:

Pre/Post Test
 Checklist
 Student Observation
 Worksheet Assignment

Resources/Equipment:

Frangie, Catherine M. Milady Standard Cosmetology. Clifton Park, NY: Cengage Learning, 2012.

Frangie, Catherine M. Milady Standard Cosmetology Student Workbook. Clifton Park, NY: Cengage Learning, 2012.

Milady Standard Cosmetology Online Licensing Preparation

Cosmetology State Board Laws and Regulations
 Cosmetology implements
 Hair tools
 Products
 Nail tools
 Products
 Skin care products

MCTI & State Board Specified Cosmetology Kit
 Elite Computer Software
 Computer
 Guest artists & presenters
 Manufacture Representatives
 Field Trips

Hyperlinks:

Cengage.com
 Redken.com
 Demalogica.com

Behindthechair.com
 State board of Cosmetology PA.gov

Monroe Career & Technical Institute

Course: Cosmetology

Unit Name: PP1300 - HAIR STYLING/FINGER
WAVING

Unit Number: PP1300

Dates: Spring 2016 **Hours:** 100.00

Last Edited By: Michelle Bonser (05-12-2016)



Unit Description/Objectives:

Student will know and be able how to identify hair styling implements and equipment to perform multiple styling techniques including finger waving and be able to select products and styles to compliment client features.

Tasks:

PP1301 - Perform finger wave techniques.

PP1302 - Identify hairstyling implements and equipment.

PP1303 - Select a hairstyle to compliment the client's features.

PP1304 - Perform roller setting and comb-out techniques.

PP1305 - Perform pincurl setting and comb-out techniques.

PP1306 - Perform braiding techniques.

PP1307 - Demonstrate blow drying techniques.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:

TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Connecting Anchor/Standard:

- Pennsylvania Core Standards for Mathematics Standard 2.0

Supporting Anchor/Standards:

NUMBERS AND OPERATIONS

Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.

Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.

Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers

Instructional Activities:

Knowledge:

- List the five elements of hair design
- List the five principles of hair design
- Identify different facial shapes
- Explain design considerations for men
- Explain the importance of learning the various wet hairstyling techniques

Skill:

- Demonstrate how to design hairstyles to enhance or camouflage facial features
- Demonstrate the techniques of finger waving, pin curls, roller setting, and hair wrapping
- Perform a client consultation with respect to hair braiding
- Explain how to prepare the hair for braiding
- Demonstrate the procedures for the invisible braid, rope braid, and fishtail braid
- Demonstrate the procedures for single braids, with and without extensions
- Demonstrate the procedures for corn rowing, with and without extensions

- 801 Shampoo, condition, style hair.
- 802 Shampoo, curl long hair mannequin.
- 803 Shampoo, curl short hair mannequin.
- 804 Shampoo, curl mannequin.
- 805 Shampoo, cholesterol, style.
- 806 Long hair techniques.
- 807 Competition hair.
- 808 Shampoo, clinic, style.
- 809 Shampoo, cholesterol, style.
- 810 Corn rows and twist.
- 811 Brush back set.
- 812 Brush back set.
- 813 Brush back set.
- 814 Brush back set.
- 815 Side set.
- 816 Picture set.
- 817 Picture set.
- 818 Milady book set.
- 819 Timed brush back-20 minutes.

- 820 Set with full bang.
- 821 Set on live model and comb-out.
- 822 Set with roll.
- 823 Style a permed mannequin into brush back.
- 824 Style straight haired mannequin using hands.
- 825 Side fingerwave.
- 826 Side fingerwave.
- 827 Complete fingerwave.
- 828 Complete fingerwave.
- 829 State Board blow dry.
- 830 Pincurl roller set.
- 831 State Board blow dry.
- 832 State Board blow dry.
- 833 Complete fingerwave.
- 834 Pincurl roller set.
- 835 Blow dry and style curly haired mannequin.
- 836 Set from Bray.
- 837 Complete fingerwave.
- 838 Set from Bray.
- 839 Pincurl roller set.
- 840 Pressing and styling permed mannequin.
- 841 Scalp treatment and style.
- 842 Pressing and styling permed mannequin
- 843 Style straight haired mannequin using hands.
- 844 Timed brush back-20 minutes.
- 845 Set with rollers.
- 846 Set from Bray.
- 847 Pincurl roller set.
- 848 State Board blow dry.
- 849 Complete fingerwave.
- 850 Pincurl roller set.
- 851 Set from Bray.
- 852 Set with roll.
- 853 State Board blow dry.
- 854 Complete fingerwave.
- 855 Blow dry and style curly haired mannequin.
- 856 Pincurl roller set.
- 857 Competition hair - Anything goes.
- 858 Complete fingerwave.
- 859 Set from Bray.
- 860 Pincurl roller set.
- 861 State Board blow dry.
- 862 Pressing and styling permed mannequin.
- 863 Scalp treatment and style.
- 864 Style straight hair mannequin using hands.
- 865 Blow dry and style curly hair mannequin.
- 866 Competition hair.

Remediation:

- Review with teacher assistance
- Individual or group tutoring
- Study guides
- Extended time

Enrichment:

- Work on credits on quarter charts to enhance skills
- Participate in classroom leadership activities and competitions

Special Adaptations:

- Extended Time (assignments and/or testing)
- Graphic Organizer

- Chunking of Assignments/Material
- Preferential Seating
- Directions/Comprehension Check (frequent checks for understanding)
- Study Guide
- Directions and/or Tests Read Aloud
- Use of Calculator
- Taking Tests in Alternate Setting (or if requested)
- Verbal/Gestural Redirection (prompts to remain on task)
- Drill and Practice (Repetition of Material)
- Small Group Instruction
- Provide Visual Model to Accompany Verbal Directions (Written/Oral Directions)
- Use of Daily Planner/Assignment Book (monitor use of)
- Teacher Modeling
- Use of Computer (Access to)
- Positive Reinforcement
- Have Student Repeat Directions
- Wait Time
- Access to School Counselor
- Use of Highlighter/Highlighted Text
- Positive Reinforcement
- Provide Frequent Feedback
- Provide Frequent Breaks
- Variety of Assessment Methods
- Use of Assistive Device (i.e. notepad, laptop, etc.)
- Syllabus for Major Projects
- Limited, Short Directions
- Grading Rubric
- Communication Regarding Behavior & Consequences (PBS)
- Clear Language for Directions
- Use of Multisensory Approach
- Frequent Review Sessions
- Use a variety of Modalities when Introducing Skills/Concepts
- Provide Editing Assistance
- De-Escalation Opportunities
- Text to Speech (other than for NOCTI)
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- Opportunities for Repeated Practice of MATH Skills
- Provide repetition During Initial Instruction
- Allow Pre-read of Questions Before Reading Written Passage
- Provide Verbal and Written Directions
- All Vocabulary to be Defined Before Testing
- Testing - Allow Dictation of Lengthy Answers
- Time out
- Monitor Speed/Accuracy in which Student Completes Assignment
- Encouragement to Participate in Positive Leadership Roles
- Student Self-Evaluation for Behavior
- Exempt from reading Aloud in Front of Peers

Safety:

Student must:

- Follow all safety precautions for the related instruction and laboratory
- Handle implements, equipment, product and chemicals in a safe manner
- Wear complete and clean uniform
- Wear protective gloves and clothing
- Use adequate ventilation
- Follow manufacturer's directions

Assessment:

Pre/Post Test
Checklist
Student Observation
Worksheet Assignment

Resources/Equipment:

Frangie, Catherine M. Milady Standard Cosmetology. Clifton Park, NY: Cengage Learning, 2012.

Frangie, Catherine M. Milady Standard Cosmetology Student Workbook. Clifton Park, NY: Cengage Learning, 2012.

Milady Standard Cosmetology Online Licensing Preparation

Cosmetology State Board Laws and Regulations

Cosmetology implements

Hair tools

Products

Nail tools

Products

Skin care products

MCTI & State Board Specified Cosmetology Kit

Elite Computer Software

Computer

Guest artists & presenters

Manufacture Representatives

Field Trips

Hyperlinks:

Cengage.com

Redken.com

Demalogica.com

Behindthechair.com

State board of Cosmetology PA.gov

Monroe Career & Technical Institute

Course: Cosmetology

Unit Name: PP1400 - CHEMICAL TEXTURIZING

Unit Number: PP1400

Dates: Spring 2016 **Hours:** 100.00



Last Edited By: Michelle Bonser (05-12-2016)

Unit Description/Objectives:

Student will know and be able to identify and use chemical hair relaxing implements, equipment and chemicals to perform a relaxing service. Student will be able to select correct chemicals and styles to compliment client features and hair type.

Tasks:

PP1401 - Select appropriate products for chemically straightening hair.

PP1402 - Demonstrate various chemical relaxing services.

PP1403 - Demonstrate a soft curl permanent wave service.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:

TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Connecting Anchor/Standard:

- Pennsylvania Core Standards for Mathematics Standard 2.0

Supporting Anchor/Standards:

NUMBERS AND OPERATIONS

Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.

Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.

Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers

Instructional Activities:

Knowledge:

List the factors of a hair analysis for chemical texture services
Explain the physical and chemical actions that take place during permanent waving
List and describe the various types of permanent waving solutions
Describe the procedure for chemical hair relaxing
Understand the difference between hydroxide and thio relaxers
Understand the difference between hydroxide and thio neutralizers
Explain the basic procedure for a soft curl permanent

Skill:

Student will perform a relaxer service

1125 Perm with solution.
1126 Perm with haircut.
1127 Perm with solution and with haircut.
1129 Perm clinic.
1135 Perm haircut clinic.
1134 Perm with haircut.
1136 Perm with solution and with haircut.
1137 Perm haircut clinic.
1201 Perform a sodium hydroxide relaxer.

Remediation:

Review with teacher assistance
Individual or group tutoring
Study guides
Extended time

Enrichment:

Work on credits on quarter charts to enhance skills
Participate in classroom leadership activities and competitions

Special Adaptations:

- Extended Time (assignments and/or testing)
- Graphic Organizer
- Chunking of Assignments/Material
- Preferential Seating
- Directions/Comprehension Check (frequent checks for understanding)
- Study Guide
- Directions and/or Tests Read Aloud

- Use of Calculator
- Taking Tests in Alternate Setting (or if requested)
- Verbal/Gestural Redirection (prompts to remain on task)
- Drill and Practice (Repetition of Material)
- Small Group Instruction
- Provide Visual Model to Accompany Verbal Directions (Written/Oral Directions)
- Use of Daily Planner/Assignment Book (monitor use of)
- Teacher Modeling
- Use of Computer (Access to)
- Positive Reinforcement
- Have Student Repeat Directions
- Wait Time
- Access to School Counselor
- Use of Highlighter/Highlighted Text
- Positive Reinforcement
- Provide Frequent Feedback
- Provide Frequent Breaks
- Variety of Assessment Methods
- Use of Assistive Device (i.e. notepad, laptop, etc.)
- Syllabus for Major Projects
- Limited, Short Directions
- Grading Rubric
- Communication Regarding Behavior & Consequences (PBS)
- Clear Language for Directions
- Use of Multisensory Approach
- Frequent Review Sessions
- Use a variety of Modalities when Introducing Skills/Concepts
- Provide Editing Assistance
- De-Escalation Opportunities
- Text to Speech (other than for NOCTI)
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- Opportunities for Repeated Practice of MATH Skills
- Provide repetition During Initial Instruction
- Allow Pre-read of Questions Before Reading Written Passage
- Provide Verbal and Written Directions
- All Vocabulary to be Defined Before Testing
- Testing - Allow Dictation of Lengthy Answers
- Time out
- Monitor Speed/Accuracy in which Student Completes Assignment
- Encouragement to Participate in Positive Leadership Roles
- Student Self-Evaluation for Behavior
- Exempt from reading Aloud in Front of Peers

Safety:

Student must:

Follow all safety precautions for the related instruction and laboratory
 Handle implements, equipment, product and chemicals in a safe manner
 Wear complete and clean uniform
 Wear protective gloves and clothing
 Use adequate ventilation
 Follow manufacturer's directions

Assessment:

Pre/Post Test
Checklist
Student Observation
Workbook Sheets

Resources/Equipment:

Frangie, Catherine M. Milady Standard Cosmetology. Clifton Park, NY: Cengage Learning, 2012.

Frangie, Catherine M. Milady Standard Cosmetology Student Workbook. Clifton Park, NY: Cengage Learning, 2012.

Milady Standard Cosmetology Online Licensing Preparation

Cosmetology State Board Laws and Regulations

Cosmetology implements

Hair tools

Products

Nail tools

Products

Skin care products

MCTI & State Board Specified Cosmetology Kit

Elite Computer Software

Computer

Guest artists & presenters

Manufacture Representatives

Field Trips

Hyperlinks:

Cengage.com

Redken.com

Demalogica.com

Behindthechair.com

State board of Cosmetology PA.gov

Monroe Career & Technical Institute

Course: Cosmetology

Unit Name: PP1500 - PERMANENT WAVING

Unit Number: PP1500 **Hours:** 100.00

Dates: Spring 2016



Last Edited By: Michelle Bonser (05-12-2016)

Unit Description/Objectives:

Student will know and be able to identify permanent waving implements, equipment and chemicals to perform multiple perming techniques. Student will also be able to select the proper chemical and permanent wave wrapping technique to compliment client features and hair type.

Tasks:

PP1501 - Demonstrate various wrapping techniques.

PP1502 - Select the appropriate solution according to client's needs.

PP1503 - Demonstrate a permanent wave service.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:

TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Connecting Anchor/Standard:

- Pennsylvania Core Standards for Mathematics Standard 2.0

Supporting Anchor/Standards:

NUMBERS AND OPERATIONS

Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.

Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.

Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers

Instructional Activities:

Knowledge:

List the factors of a hair analysis for chemical texture services

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

List and describe the various types of permanent waving solutions

Skill:

Demonstrate basic wrapping procedures: straight set, curvature wrap, brick-lay wrap, weave wrap, double rod wrap, and spiral wrap

1101 Drape for a permanent wave, section and wrap

1102 Perform a section and wrap.

1103 Perform a section and wrap.

1104 Perm wrap.

1105 Perm wrap.

1106 Perm wrap.

1107 Perm wrap.

1108 Perm wrap.

1109 Perm wrap.

1110 Perm wrap.

1111 Timed perm wrap.

1112 Timed perm wrap.

1113 Timed perm wrap.

1114 Timed perm wrap.

1115 Timed perm wrap.

1116 Perm wrap-Cold wave.

1117 Perm wrap-Heat wave.

1118 Perm- Live model.

1119 Perm- Live model.

1120 Perm wrap.

1121 Timed perm wrap.

1122 Timed perm wrap.

1123 Timed perm wrap.

1124 Timed perm wrap.

1128 Perm-Live model.

1130 Timed perm wrap.

1131 Timed perm wrap.

1132 Timed perm wrap.

1133 Timed perm wrap.

1138 Perm or mock perm.

1139 Pony-tail perm wrap.

1140 Piggy-back perm wrap.

1141 Stack perm wrap.

1142 Double rod wrap.

1143 Spiral perm wrap

1144 Test for metallic salts

1145 Timed perm wrap.

1146 Timed perm wrap.

Remediation:

Review with teacher assistance

Individual or group tutoring

Study guides

Extended time

Enrichment:

Work on credits on quarter charts to enhance skills

Participate in classroom leadership activities and competitions

Special Adaptations:

- Extended Time (assignments and/or testing)
- Graphic Organizer
- Chunking of Assignments/Material
- Preferential Seating
- Directions/Comprehension Check (frequent checks for understanding)
- Study Guide
- Directions and/or Tests Read Aloud
- Use of Calculator
- Taking Tests in Alternate Setting (or if requested)
- Verbal/Gestural Redirection (prompts to remain on task)
- Drill and Practice (Repetition of Material)
- Small Group Instruction
- Provide Visual Model to Accompany Verbal Directions (Written/Oral Directions)
- Use of Daily Planner/Assignment Book (monitor use of)
- Teacher Modeling
- Use of Computer (Access to)
- Positive Reinforcement
- Have Student Repeat Directions
- Wait Time
- Access to School Counselor
- Use of Highlighter/Highlighted Text
- Positive Reinforcement
- Provide Frequent Feedback
- Provide Frequent Breaks
- Variety of Assessment Methods
- Use of Assistive Device (i.e. notepad, laptop, etc.)
- Syllabus for Major Projects
- Limited, Short Directions
- Grading Rubric
- Communication Regarding Behavior & Consequences (PBS)
- Clear Language for Directions
- Use of Multisensory Approach
- Frequent Review Sessions
- Use a variety of Modalities when Introducing Skills/Concepts
- Provide Editing Assistance
- De-Escalation Opportunities
- Text to Speech (other than for NOCTI)
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- Opportunities for Repeated Practice of MATH Skills
- Provide repetition During Initial Instruction
- Allow Pre-read of Questions Before Reading Written Passage
- Provide Verbal and Written Directions
- All Vocabulary to be Defined Before Testing
- Testing - Allow Dictation of Lengthy Answers
- Time out
- Monitor Speed/Accuracy in which Student Completes Assignment
- Encouragement to Participate in Positive Leadership Roles
- Student Self-Evaluation for Behavior
- Exempt from reading Aloud in Front of Peers

Safety:

Student must:

- Follow all safety precautions for the related instruction and laboratory
- Handle implements, equipment, product and chemicals in a safe manner
- Wear complete and clean uniform
- Wear protective gloves and clothing
- Use adequate ventilation
- Follow manufacturer's directions

Assessment:

Pre/Post Test
Checklist
Student Observation
Worksheet Assignment

Resources/Equipment:

Frangie, Catherine M. Milady Standard Cosmetology. Clifton Park, NY: Cengage Learning, 2012.

Frangie, Catherine M. Milady Standard Cosmetology Student Workbook. Clifton Park, NY: Cengage Learning, 2012.

Milady Standard Cosmetology Online Licensing Preparation

Cosmetology State Board Laws and Regulations

Cosmetology implements

Hair tools

Products

Nail tools

Products

Skin care products

MCTI & State Board Specified Cosmetology Kit

Elite Computer Software

Computer

Guest artists & presenters

Manufacture Representatives

Field Trips

Hyperlinks:

Cengage.com

Redken.com

Demalogica.com

Behindthechair.com

State board of Cosmetology PA.gov

Monroe Career & Technical Institute

Course: Cosmetology

Unit Name: PP1600 - HAIR COLORING

Unit Number: PP1600

Dates: Spring 2016 **Hours:** 150.00



Last Edited By: Michelle Bonser (05-12-2016)

Unit Description/Objectives:

Student will know and be able to identify and use implements, equipment and chemicals to perform a multitude of coloring techniques. Student will also be able to select the proper chemical and coloring technique to compliment client features and hair type.

Tasks:

PP1601 - Perform and evaluate a predisposition test.

PP1602 - Perform and evaluate a strand test.

PP1603 - Perform a temporary hair color service.

PP1604 - Perform a semi-permanent/demi-permanent hair color service.

PP1606 - Perform a hair lightener and tones application.

PP1607 - Demonstrate techniques for creating special effects.

PP1608 - Demonstrate corrective color techniques.

PP1609 - Formulate color as it relates to the law of color.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:

TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Connecting Anchor/Standard:

- Pennsylvania Core Standards for Mathematics Standard 2.0

Supporting Anchor/Standards:

NUMBERS AND OPERATIONS

Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.

Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.

Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers

Instructional Activities:

Knowledge:

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 effect on the hair, and give examples of their use

Explain the action of hair lighteners

Understand special problems encountered in hair coloring

List safety precautions in hair coloring

Skill:

Demonstrate the application techniques for temporary colors

Demonstrate the application techniques for traditional semi-permanent colors

Demonstrate the application techniques for semi-permanent colors

Demonstrate the application techniques for permanent colors

Demonstrate the application techniques for lighteners

Demonstrate special effects hair coloring techniques: the cap technique, foil technique and balayage technique

1301 Temporary color.

1302 Semi-permanent color.

1303 Semi-permanent color.

1304 Foil highlight.

1305 Foil highlight.

1306 Perform a strand test.

1307 Permanent color.

1308 Cap highlight.

1309 Foil highlight

1310 Cap highlight.

1311 Semi or permanent color.

1312 Cap or foil highlight.

1313 Semi or permanent color.

1314 Foil highlight

1315 Redken color class.

1316 Color your choice-No temp.

1317 Cap or foil highlight.

1318 Cap or foil highlight.

1319 Review hair color.

1320 Semi or permanent color.

1321 Cap or foil highlight.

1322 Cap or foil highlight.

1323 Semi or permanent color.

1324 Foil highlight.

1325 Redken color class.

1326 Foil highlight.

1327 Color your choice-No temp.

Remediation:

- Review with teacher assistance
- Individual or group tutoring
- Study guides
- Extended time

Enrichment:

- Work on credits on quarter charts to enhance skills
- Participate in classroom leadership activities and competitions

Special Adaptations:

- Extended Time (assignments and/or testing)
- Graphic Organizer
- Chunking of Assignments/Material
- Preferential Seating
- Directions/Comprehension Check (frequent checks for understanding)
- Study Guide
- Directions and/or Tests Read Aloud
- Use of Calculator
- Taking Tests in Alternate Setting (or if requested)
- Verbal/Gestural Redirection (prompts to remain on task)
- Drill and Practice (Repetition of Material)
- Small Group Instruction
- Provide Visual Model to Accompany Verbal Directions (Written/Oral Directions)
- Use of Daily Planner/Assignment Book (monitor use of)
- Teacher Modeling
- Use of Computer (Access to)
- Positive Reinforcement
- Have Student Repeat Directions
- Wait Time
- Access to School Counselor
- Use of Highlighter/Highlighted Text
- Positive Reinforcement
- Provide Frequent Feedback
- Provide Frequent Breaks
- Variety of Assessment Methods
- Use of Assistive Device (i.e. notepad, laptop, etc.)
- Syllabus for Major Projects
- Limited, Short Directions
- Grading Rubric
- Communication Regarding Behavior & Consequences (PBS)
- Clear Language for Directions
- Use of Multisensory Approach
- Frequent Review Sessions
- Use a variety of Modalities when Introducing Skills/Concepts
- Provide Editing Assistance
- De-Escalation Opportunities
- Text to Speech (other than for NOCTI)
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- Opportunities for Repeated Practice of MATH Skills
- Provide repetition During Initial Instruction
- Allow Pre-read of Questions Before Reading Written Passage
- Provide Verbal and Written Directions
- All Vocabulary to be Defined Before Testing
- Testing - Allow Dictation of Lengthy Answers
- Time out
- Monitor Speed/Accuracy in which Student Completes Assignment
- Encouragement to Participate in Positive Leadership Roles
- Student Self-Evaluation for Behavior
- Exempt from reading Aloud in Front of Peers

Safety:

Student must:

- Follow all safety precautions for the related instruction and laboratory
- Handle implements, equipment, product and chemicals in a safe manner
- Wear complete and clean uniform
- Wear protective gloves and clothing
- Use adequate ventilation
- Follow manufacturer's directions

Assessment:

- Pre/Post Test
- Checklist
- Student Observation
- Worksheet Assignment

Resources/Equipment:

Frangie, Catherine M. Milady Standard Cosmetology. Clifton Park, NY: Cengage Learning, 2012.

Frangie, Catherine M. Milady Standard Cosmetology Student Workbook. Clifton Park, NY: Cengage Learning, 2012.

Milady Standard Cosmetology Online Licensing Preparation

Cosmetology State Board Laws and Regulations

Cosmetology implements

Hair tools

Products

Nail tools

Products

Skin care products

MCTI & State Board Specified Cosmetology Kit

Elite Computer Software

Computer

Guest artists & presenters

Manufacture Representatives

Field Trips

Hyperlinks:

Cengage.com

Redken.com

Demalogica.com

Behindthechair.com

State board of Cosmetology PA.gov

Monroe Career & Technical Institute

Course: Cosmetology

Unit Name: PP1700 - HAIR STRAIGHTENING

Unit Number: PP1700

Dates: Spring 2016 **Hours:** 50.00



Last Edited By: Michelle Bonser (05-12-2016)

Unit Description/Objectives:

Student will know and be able how to identify hair styling implements and equipment to perform multiple styling techniques and be able to select product and styles to compliment client features during hair straightening.

Tasks:

PP1701 - Demonstrate hair pressing techniques showing soft, medium and hard press.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:

TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Connecting Anchor/Standard:

- Pennsylvania Core Standards for Mathematics Standard 2.0

Supporting Anchor/Standards:

NUMBERS AND OPERATIONS

Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.

Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.

Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers

Instructional Activities:

Knowledge:

List the five elements of hair design

List the five principles of hair design

Identify different facial shapes

Explain design considerations for men

Explain the importance of learning the various wet hairstyling techniques

Skill:

Demonstrate how to design hairstyles to enhance or camouflage facial features

Demonstrate the techniques of finger waving, pin curls, roller setting, and hair wrapping

Perform a client consultation with respect to hair braiding

Explain how to prepare the hair for braiding

Demonstrate the procedures for the invisible braid, rope braid, and fishtail braid

Demonstrate the procedures for single braids, with and without extensions

Demonstrate the procedures for corn rowing, with and without extensions

835 Blow dry and style curly haired mannequin.

840 Pressing and styling permed mannequin.

842 Pressing and styling permed mannequin

855 Blow dry and style curly haired mannequin.

862 Pressing and styling permed mannequin.

865 Blow dry and style curly hair mannequin.

Remediation:

Review with teacher assistance

Individual or group tutoring

Study guides

Extended time

Enrichment:

Work on credits on quarter charts to enhance skills

Participate in classroom leadership activities and competitions

Special Adaptations:

- Extended Time (assignments and/or testing)

- Graphic Organizer

- Chunking of Assignments/Material

- Preferential Seating

- Directions/Comprehension Check (frequent checks for understanding)

- Study Guide

- Directions and/or Tests Read Aloud

- Use of Calculator

- Taking Tests in Alternate Setting (or if requested)

- Verbal/Gestural Redirection (prompts to remain on task)

- Drill and Practice (Repetition of Material)

- Small Group Instruction

- Provide Visual Model to Accompany Verbal Directions (Written/Oral Directions)

- Use of Daily Planner/Assignment Book (monitor use of)
- Teacher Modeling
- Use of Computer (Access to)
- Positive Reinforcement
- Have Student Repeat Directions
- Wait Time
- Access to School Counselor
- Use of Highlighter/Highlighted Text
- Positive Reinforcement
- Provide Frequent Feedback
- Provide Frequent Breaks
- Variety of Assessment Methods
- Use of Assistive Device (i.e. notepad, laptop, etc.)
- Syllabus for Major Projects
- Limited, Short Directions
- Grading Rubric
- Communication Regarding Behavior & Consequences (PBS)
- Clear Language for Directions
- Use of Multisensory Approach
- Frequent Review Sessions
- Use a variety of Modalities when Introducing Skills/Concepts
- Provide Editing Assistance
- De-Escalation Opportunities
- Text to Speech (other than for NOCTI)
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- Opportunities for Repeated Practice of MATH Skills
- Provide repetition During Initial Instruction
- Allow Pre-read of Questions Before Reading Written Passage
- Provide Verbal and Written Directions
- All Vocabulary to be Defined Before Testing
- Testing - Allow Dictation of Lengthy Answers
- Time out
- Monitor Speed/Accuracy in which Student Completes Assignment
- Encouragement to Participate in Positive Leadership Roles
- Student Self-Evaluation for Behavior
- Exempt from reading Aloud in Front of Peers

Safety:

Student must:

- Follow all safety precautions for the related instruction and laboratory
- Handle implements, equipment, product and chemicals in a safe manner
- Wear complete and clean uniform
- Wear protective gloves and clothing
- Use adequate ventilation
- Follow manufacturer's directions

Assessment:

- Pre/Post Test
- Checklist
- Student Observation
- Worksheet Assignment

Resources/Equipment:

Frangie, Catherine M. Milady Standard Cosmetology. Clifton Park, NY: Cengage Learning, 2012.

Frangie, Catherine M. Milady Standard Cosmetology Student Workbook. Clifton Park, NY: Cengage Learning, 2012.

Milady Standard Cosmetology Online Licensing Preparation

Cosmetology State Board Laws and Regulations

Cosmetology implements

Hair tools

Products

Nail tools

Products

Skin care products

MCTI & State Board Specified Cosmetology Kit

Elite Computer Software

Computer

Guest artists & presenters

Manufacture Representatives

Field Trips

Hyperlinks:

Cengage.com

Redken.com

Demalogica.com

Behindthechair.com

State board of Cosmetology PA.gov

Monroe Career & Technical Institute

Course: Cosmetology

Unit Name: PP1800 - SKIN CARE

Unit Number: PP1800

Dates: Spring 2016 **Hours:** 30.00



Last Edited By: Michelle Bonser (05-12-2016)

Unit Description/Objectives:

Student will know and be able to identify skin care implements, equipment, skin structure, diseases and disorders and be able to perform a client consultation to select proper products and techniques to perform a basic facial.

Tasks:

PP1801 - Drape client for basic skin care service.

PP1802 - Select a product based on individual client needs.

PP1803 - Perform a basic facial on a client.

PP1804 - Identify skin care implements and equipment.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:

TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Instructional Activities:

Knowledge:

- Describe the structure and composition of the skin
- List the functions of the skin
- Describe the aging process and the factors that influence aging of the skin
- Define important terms relating to skin disorders
- Discuss which skin disorders may be handled in the salon and which should be referred to a physician
- Describe the elements of a client consultation for hair removal
- Name the conditions that contraindicate hair removal in the salon
- List the two main classifications of hair removal and give examples of each
- Identify and describe three methods of permanent hair removal
- List safety measures to be followed during makeup application

Skill:

- Demonstrate the techniques involved in temporary hair removal
- List the safety and sanitation precautions for hair removal
- List and describe different skin types and skin conditions
- Understand contraindications and 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
- Understand the basic types of electrical equipment used in facial treatments
- Demonstrate the procedure for a basic facial
- Describe the different types of cosmetics and their uses
- Demonstrate an understanding of cosmetic color theory
- Demonstrate a basic makeup procedure for any occasion
- Identify different facial types and demonstrate procedures for basic corrective makeup
- Demonstrate the application and removal of artificial lashes

- 601 Perform Facial.
- 602 Perform Facial.
- 603 Perform Facial.
- 604 Perform Facial.
- 612 Perform Facial with everything.
- 613 Perform Facial with everything.
- 614 Perform Facial with everything.
- 617 Perform Facial with everything.
- 615 Perform Facial with everything.

Remediation:

- Review with teacher assistance
- Individual or group tutoring
- Study guides
- Extended time

Enrichment:

- Work on credits on quarter charts to enhance skills
- Participate in classroom leadership activities and competitions

Special Adaptations:

- Extended Time (assignments and/or testing)
- Graphic Organizer
- Chunking of Assignments/Material
- Preferential Seating
- Directions/Comprehension Check (frequent checks for understanding)
- Study Guide
- Directions and/or Tests Read Aloud
- Use of Calculator
- Taking Tests in Alternate Setting (or if requested)
- Verbal/Gestural Redirection (prompts to remain on task)
- Drill and Practice (Repetition of Material)
- Small Group Instruction
- Provide Visual Model to Accompany Verbal Directions (Written/Oral Directions)
- Use of Daily Planner/Assignment Book (monitor use of)
- Teacher Modeling
- Use of Computer (Access to)
- Positive Reinforcement
- Have Student Repeat Directions
- Wait Time
- Access to School Counselor
- Use of Highlighter/Highlighted Text
- Positive Reinforcement
- Provide Frequent Feedback
- Provide Frequent Breaks
- Variety of Assessment Methods
- Use of Assistive Device (i.e. notepad, laptop, etc.)
- Syllabus for Major Projects
- Limited, Short Directions
- Grading Rubric
- Communication Regarding Behavior & Consequences (PBS)
- Clear Language for Directions
- Use of Multisensory Approach
- Frequent Review Sessions
- Use a variety of Modalities when Introducing Skills/Concepts
- Provide Editing Assistance
- De-Escalation Opportunities
- Text to Speech (other than for NOCTI)
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- Opportunities for Repeated Practice of MATH Skills
- Provide repetition During Initial Instruction
- Allow Pre-read of Questions Before Reading Written Passage
- Provide Verbal and Written Directions
- All Vocabulary to be Defined Before Testing
- Testing - Allow Dictation of Lengthy Answers
- Time out
- Monitor Speed/Accuracy in which Student Completes Assignment
- Encouragement to Participate in Positive Leadership Roles
- Student Self-Evaluation for Behavior
- Exempt from reading Aloud in Front of Peers

Safety:

Student must:

- Follow all safety precautions for the related instruction and laboratory
- Handle implements, equipment, product, and chemicals in a safe manner
- Wear complete and clean uniform
- Wear protective gloves and clothing
- Use adequate ventilation
- Follow manufacturer's directions

Assessment:

- Pre/Post Test
- Checklist
- Student observation
- Workbook Assignment

Resources/Equipment:

Frangie, Catherine M. Milady Standard Cosmetology. Clifton Park, NY: Cengage Learning, 2012.

Frangie, Catherine M. Milady Standard Cosmetology Student Workbook. Clifton Park, NY: Cengage Learning, 2012.

Milady Standard Cosmetology Online Licensing Preparation

Cosmetology State Board Laws and Regulations

Cosmetology implements

Hair tools

Products

Nail tools

Products

Skin care products

MCTI & State Board Specified Cosmetology Kit

Elite Computer Software

Computer

Guest artists & presenters

Manufacture Representatives

Field Trips

Hyperlinks:

Cengage.com

Redken.com

Demalogica.com

Behindthechair.com

[State board of Cosmetology PA.gov](http://StateboardofCosmetologyPA.gov)

Monroe Career & Technical Institute

Course: Cosmetology

Unit Name: PP1900 - NAIL TECHNOLOGY

Unit Number: PP1900

Dates: Spring 2016 **Hours:** 200.00



Last Edited By: Michelle Bonser (05-12-2016)

Description/Objectives:

Student will know and be able to identify nail care implements and equipment to prepare a manicure table and pedicure station. Student will also know and be able to identify the nail structure, diseases and disorders in order to perform a basic manicure, pedicure, artificial nail service and nail art.

Tasks:

- PP1901 - Prepare a manicure table.
- PP1902 - Identify nail care implements and equipment.
- PP1903 - Perform a basic manicure on a client.
- PP1904 - Perform massage treatments on the hands and feet.
- PP1905 - Perform various specialty manicures.
- PP1906 - Demonstrate knowledge of artificial nail service.
- PP1907 - Demonstrate knowledge of pedicure procedures.
- PP1908 - Identify nail diseases and disorders.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:

TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Connecting Anchor/Standard:

- Pennsylvania Core Standards for Mathematics Standard 2.0

Supporting Anchor/Standards:

NUMBERS AND OPERATIONS

Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.

Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.

Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers

Instructional Activities:

Knowledge:

Identify the five basic nail shapes

Define and understand aromatherapy

Identify carrier oils and understand their use

Understand how aromatherapy can be incorporated into a service

Identify the equipment and materials needed for a pedicure and explain

List the steps in the pedicure pre-service procedure

Demonstrate the proper procedures and precautions for a pedicure

Describe the proper technique to use in filing toenails

Describe the proper technique for trimming the nails

Demonstrate the ability to perform foot massage properly

Understand proper cleaning and disinfecting of pedicure equipment

Identify the supplies needed for nail tips and explain why they are needed

Identify the three types of nail tips

List four kinds of nail wraps and what they are used for

Explain benefits of using silk, linen, fiberglass, and paper wraps

Describe the maintenance of fabric wrap including a description of the 2-week and 4-week re-balance

Explain how to use fabric wrap for crack repairs

Demonstrate the proper procedure and precautions for fabric wrap removal

Define no-light gels

Demonstrate the proper procedures for applying no-light gels

Explain acrylic (methacrylate) nail enhancement chemistry and how it works

List supplies needed for acrylic (methacrylate) nail enhancement applications

Demonstrate the proper procedures for applying acrylic (methacrylate) nail enhancements 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 enhancements

Perform regular re-balance procedures and repairs

Implement the proper procedure for removal of acrylic (methacrylate) nail enhancements
Explain how the application of odorless acrylic (methacrylate) products differs from the application of traditional acrylic products
Describe the chemistry and main ingredients of UV gels
Identify the supplies needed for UV gel application

Skill:

Identify the four types of nail implements and/or tools required to perform a manicure
Demonstrate the safe and correct handling of nail implements and tools
Exhibit the proper set up of a manicuring table
Demonstrate the necessary three-part procedure requirements for nail services
Perform a basic and conditioning hot oil manicure incorporating all safety, sanitation, and disinfection requirements
Demonstrate the correct technique for the application of nail polish
Perform the five basic nail polish applications
Perform the hand and arm massage movements associated with manicuring
Perform a paraffin wax hand treatment
Display all sanitation, disinfection, and safety requirements essential to nail and hand care services
Demonstrate the proper procedure and precautions to use in applying nail tips
Demonstrate the proper removal of tips
Demonstrate the proper procedures and precautions to use in fabric wrap application
Demonstrate the proper procedures for maintaining UV gel services using forms, over tips, and on natural nails
Demonstrate the one-color and two-color method for applying UV gels
Explain how to safely and correctly remove UV gels

701 Perform Manicure.
702 Perform Manicure.
703 Perform Manicure.
704 Perform Manicure.
705 Perform Manicure.
706 Perform One hand nail application.
707 Participate in an acrylic nail class.
708 Demonstrate a Pedicure.
709 One hand nail, no tips.
710 Perform a Pedicure.
711 Perform One hand nail application.
712 Perform an Oil manicure.
713 Perform a French manicure.
714 Perform Manicure.
715 Perform French manicure.
716 Perform Oil manicure.
717 Complete One hand nail extension
-no tips.
718 Participate in an acrylic nail class.

719 Perform a Manicure.
720 Complete set of nails.
721 Perform a French manicure.
722 Perform a Pedicure or oil manicure.
723 Complete set of nails.
724 Complete two fingers of gel nails.
725 Perform a Manicure.
726 Complete a full set of nails.
727 Perform a Pedicure.
728 Perform a Manicure.
729 Perform a Pedicure.
730 Perform a Manicure.
731 Perform a French manicure.
732 Perform a Pedicure.
733 Complete one hand of gel nails.
734 Perform a Manicure.
735 Complete a full set of nails.
736 Participate in an acrylic nail class.

Remediation:

Review with teacher assistance
Individual or group tutoring
Study guides
Extended time

Enrichment:

Work on credits on quarter charts to enhance skills
Participate in classroom leadership activities and competitions

Special Adaptations:

- Extended Time (assignments and/or testing)
- Graphic Organizer
- Chunking of Assignments/Material
- Preferential Seating
- Directions/Comprehension Check (frequent checks for understanding)
- Study Guide
- Directions and/or Tests Read Aloud
- Use of Calculator
- Taking Tests in Alternate Setting (or if requested)
- Verbal/Gestural Redirection (prompts to remain on task)
- Drill and Practice (Repetition of Material)
- Small Group Instruction
- Provide Visual Model to Accompany Verbal Directions (Written/Oral Directions)
- Use of Daily Planner/Assignment Book (monitor use of)
- Teacher Modeling
- Use of Computer (Access to)
- Positive Reinforcement
- Have Student Repeat Directions
- Wait Time
- Access to School Counselor
- Use of Highlighter/Highlighted Text
- Positive Reinforcement
- Provide Frequent Feedback
- Provide Frequent Breaks
- Variety of Assessment Methods
- Use of Assistive Device (i.e. notepad, laptop, etc.)
- Syllabus for Major Projects
- Limited, Short Directions
- Grading Rubric
- Communication Regarding Behavior & Consequences (PBS)
- Clear Language for Directions
- Use of Multisensory Approach
- Frequent Review Sessions
- Use a variety of Modalities when Introducing Skills/Concepts
- Provide Editing Assistance
- De-Escalation Opportunities
- Text to Speech (other than for NOCTI)
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- Opportunities for Repeated Practice of MATH Skills
- Provide repetition During Initial Instruction
- Allow Pre-read of Questions Before Reading Written Passage
- Provide Verbal and Written Directions
- All Vocabulary to be Defined Before Testing
- Testing - Allow Dictation of Lengthy Answers
- Time out
- Monitor Speed/Accuracy in which Student Completes Assignment
- Encouragement to Participate in Positive Leadership Roles
- Student Self-Evaluation for Behavior
- Exempt from reading Aloud in Front of Peers

Safety:

Student must:

- Follow all safety precautions for the related instruction and laboratory
- Handle implements, equipment, product and chemicals in a safe manner
- Wear complete and clean uniform
- Wear protective gloves and clothing
- Use adequate ventilation
- Follow manufacturer's directions

Assessment:

Pre/Post Test
Checklist
Student Observation

Resources/Equipment:

Frangie, Catherine M. Milady Standard Cosmetology. Clifton Park, NY: Cengage Learning, 2012.

Frangie, Catherine M. Milady Standard Cosmetology Student Workbook. Clifton Park, NY: Cengage Learning, 2012.

Milady Standard Cosmetology Online Licensing Preparation

Cosmetology State Board Laws and Regulations

Cosmetology implements

Hair tools

Products

Nail tools

Products

Skin care products

MCTI & State Board Specified Cosmetology Kit

Elite Computer Software

Computer

Guest artists & presenters

Manufacture Representatives

Field Trips

Hyperlinks:

Cengage.com

Redken.com

Demalogica.com

Behindthechair.com

State board of Cosmetology PA.gov

Monroe Career & Technical Institute

Course: Cosmetology

Unit Name: PP2000 - TEMPORARY HAIR REMOVAL

Unit Number: PP2000

Dates: Spring 2016 **Hours:** 10.00



Last Edited By: Michelle Bonser (05-12-2016)

Unit Description/Objectives:

Student will know and be able to identify skin care implements, equipment, skin structure, diseases and disorders, and be able to perform a client consultation to select proper products and techniques to perform a basic facial with temporary hair removal.

Tasks:

PP2001 - Identify multiple methods of temporary hair removal.

PP2002 - Demonstrate multiple methods of temporary hair removal.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:

TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Instructional Activities:

Knowledge:

- Describe the structure and composition of the skin
- List the functions of the skin
- Describe the aging process and the factors that influence aging of the skin
- Define important terms relating to skin disorders
- Discuss which skin disorders may be handled in the salon and which should be referred to a physician
- Describe the elements of a client consultation for hair removal
- Name the conditions that contraindicate hair removal in the salon
- List the two main classifications of hair removal and give examples of each
- Identify and describe three methods of permanent hair removal
- List safety measures to be followed during makeup application

Skill:

- Demonstrate the techniques involved in temporary hair removal
- List the safety and sanitation precautions for hair removal
- List and describe different skin types and skin conditions
- Understand contraindications and 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
- Understand the basic types of electrical equipment used in facial treatments
- Demonstrate the procedure for a basic facial
- Describe the different types of cosmetics and their uses
- Demonstrate an understanding of cosmetic color theory
- Demonstrate a basic makeup procedure for any occasion
- Identify different facial types and demonstrate procedures for basic corrective makeup
- Demonstrate the application and removal of artificial lashes

- 605 Perform Facial with wax and arch.
- 609 Perform Facial with wax and make-up.
- 616 Perform Facial with wax and make-up.

Remediation:

- Review with teacher assistance
- Individual or group tutoring
- Study guides
- Extended time

Enrichment:

- Work on credits on quarter charts to enhance skills
- Participate in classroom leadership activities and competitions

Special Adaptations:

- Extended Time (assignments and/or testing)
- Graphic Organizer
- Chunking of Assignments/Material
- Preferential Seating
- Directions/Comprehension Check (frequent checks for understanding)
- Study Guide
- Directions and/or Tests Read Aloud
- Use of Calculator
- Taking Tests in Alternate Setting (or if requested)
- Verbal/Gestural Redirection (prompts to remain on task)
- Drill and Practice (Repetition of Material)
- Small Group Instruction
- Provide Visual Model to Accompany Verbal Directions (Written/Oral Directions)
- Use of Daily Planner/Assignment Book (monitor use of)
- Teacher Modeling

- Use of Computer (Access to)
- Positive Reinforcement
- Have Student Repeat Directions
- Wait Time
- Access to School Counselor
- Use of Highlighter/Highlighted Text
- Positive Reinforcement
- Provide Frequent Feedback
- Provide Frequent Breaks
- Variety of Assessment Methods
- Use of Assistive Device (i.e. notepad, laptop, etc.)
- Syllabus for Major Projects
- Limited, Short Directions
- Grading Rubric
- Communication Regarding Behavior & Consequences (PBS)
- Clear Language for Directions
- Use of Multisensory Approach
- Frequent Review Sessions
- Use a variety of Modalities when Introducing Skills/Concepts
- Provide Editing Assistance
- De-Escalation Opportunities
- Text to Speech (other than for NOCTI)
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- Opportunities for Repeated Practice of MATH Skills
- Provide repetition During Initial Instruction
- Allow Pre-read of Questions Before Reading Written Passage
- Provide Verbal and Written Directions
- All Vocabulary to be Defined Before Testing
- Testing - Allow Dictation of Lengthy Answers
- Time out
- Monitor Speed/Accuracy in which Student Completes Assignment
- Encouragement to Participate in Positive Leadership Roles
- Student Self-Evaluation for Behavior
- Exempt from reading Aloud in Front of Peers

Safety:

Student must:

- Follow all safety precautions for the related instruction and laboratory
- Handle implements, equipment, product, and chemicals in a safe manner
- Wear complete and clean uniform
- Wear protective gloves and clothing
- Use adequate ventilation
- Follow manufacturer's directions

Assessment:

- Pre/Post Test
- Checklist
- Student observation
- Workbook Assignment

Resources/Equipment:

Frangie, Catherine M. Milady Standard Cosmetology. Clifton Park, NY: Cengage Learning, 2012.

Frangie, Catherine M. Milady Standard Cosmetology Student Workbook. Clifton Park, NY: Cengage Learning, 2012.

Milady Standard Cosmetology Online Licensing Preparation

Cosmetology State Board Laws and Regulations

Cosmetology implements

Hair tools

Products

Nail tools

Products

Skin care products

MCTI & State Board Specified Cosmetology Kit

Elite Computer Software

Computer

Guest artists & presenters

Manufacture Representatives

Field Trips

Hyperlinks:

Cengage.com

Redken.com

Demalogica.com

Behindthechair.com

State board of Cosmetology PA.gov

Monroe Career & Technical Institute

Course: Cosmetology

Unit Name: PP2100 SCALP TREATMENT

Unit Number: PP2100

Dates: Spring 2016 **Hours:** 30.00



Last Edited By: Michelle Bonser (05-12-2016)

Description/Objectives:

Student will know and be able how to identify hair styling implements and equipment to perform multiple styling techniques and be able to select product and styles to compliment client features after a scalp treatment.

Tasks:

PP2101 - Perform a basic scalp treatment on a client.

PP2102 - Explain the use of electrical equipment during a scalp treatment.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:

TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Connecting Anchor/Standard:

- Pennsylvania Core Standards for Mathematics Standard 2.0

Supporting Anchor/Standards:

NUMBERS AND OPERATIONS

Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.

Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.

Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers

Instructional Activities:

Knowledge:

List the five elements of hair design

List the five principles of hair design

Identify different facial shapes

Explain design considerations for men

Explain the importance of learning the various wet hairstyling techniques

Skill:

Demonstrate how to design hairstyles to enhance or camouflage facial features

Demonstrate the techniques of finger waving, pin curls, roller setting, and hair wrapping

Perform a client consultation with respect to hair braiding

Explain how to prepare the hair for braiding

Demonstrate the procedures for the invisible braid, rope braid, and fishtail braid

Demonstrate the procedures for single braids, with and without extensions

Demonstrate the procedures for corn rowing, with and without extensions

801 Shampoo, condition, style hair.

805 Shampoo, cholesterol, style.

808 Shampoo, clinic, style.

809 Shampoo, cholesterol, style.

841 Scalp treatment and style.

863 Scalp treatment and style.

Remediation:

Review with teacher assistance

Individual or group tutoring

Study guides

Extended time

Enrichment:

Work on credits on quarter charts to enhance skills

Participate in classroom leadership activities and competitions

Special Adaptations:

- Extended Time (assignments and/or testing)
- Graphic Organizer
- Chunking of Assignments/Material
- Preferential Seating
- Directions/Comprehension Check (frequent checks for understanding)
- Study Guide
- Directions and/or Tests Read Aloud
- Use of Calculator
- Taking Tests in Alternate Setting (or if requested)
- Verbal/Gestural Redirection (prompts to remain on task)
- Drill and Practice (Repetition of Material)
- Small Group Instruction
- Provide Visual Model to Accompany Verbal Directions (Written/Oral Directions)
- Use of Daily Planner/Assignment Book (monitor use of)
- Teacher Modeling
- Use of Computer (Access to)
- Positive Reinforcement
- Have Student Repeat Directions
- Wait Time
- Access to School Counselor
- Use of Highlighter/Highlighted Text
- Positive Reinforcement
- Provide Frequent Feedback
- Provide Frequent Breaks
- Variety of Assessment Methods
- Use of Assistive Device (i.e. notepad, laptop, etc.)
- Syllabus for Major Projects
- Limited, Short Directions
- Grading Rubric
- Communication Regarding Behavior & Consequences (PBS)
- Clear Language for Directions
- Use of Multisensory Approach
- Frequent Review Sessions
- Use a variety of Modalities when Introducing Skills/Concepts
- Provide Editing Assistance
- De-Escalation Opportunities
- Text to Speech (other than for NOCTI)
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- Opportunities for Repeated Practice of MATH Skills
- Provide repetition During Initial Instruction
- Allow Pre-read of Questions Before Reading Written Passage
- Provide Verbal and Written Directions
- All Vocabulary to be Defined Before Testing
- Testing - Allow Dictation of Lengthy Answers
- Time out
- Monitor Speed/Accuracy in which Student Completes Assignment
- Encouragement to Participate in Positive Leadership Roles
- Student Self-Evaluation for Behavior
- Exempt from reading Aloud in Front of Peers

Safety:

Student must:

- Follow all safety precautions for the related instruction and laboratory
- Handle implements, equipment, product and chemicals in a safe manner
- Wear complete and clean uniform
- Wear protective gloves and clothing
- Use adequate ventilation
- Follow manufacturer's directions

Assessment:

- Pre/Post Test
- Checklist
- Student Observation
- Worksheet Assignment

Resources/Equipment:

Frangie, Catherine M. Milady Standard Cosmetology. Clifton Park, NY: Cengage Learning, 2012.

Frangie, Catherine M. Milady Standard Cosmetology Student Workbook. Clifton Park, NY: Cengage Learning, 2012.

Milady Standard Cosmetology Online Licensing Preparation

Cosmetology State Board Laws and Regulations

Cosmetology implements

Hair tools

Products

Nail tools

Products

Skin care products

MCTI & State Board Specified Cosmetology Kit

Elite Computer Software

Computer

Guest artists & presenters

Manufacture Representatives

Field Trips

Hyperlinks:

Cengage.com

Redken.com

Demalogica.com

Behindthechair.com

[State board of Cosmetology PA.gov](http://StateboardofCosmetologyPA.gov)

Monroe Career & Technical Institute

Course: Cosmetology

Unit Name: PP2200 - CARE OF ALL HAIR TYPES
AND TEXTURES

Unit Number: PP2200

Dates: Spring 2016 **Hours:** 30.00

Last Edited By: Michelle Bonser (05-12-2016)



Unit Description/Objectives:

Student will know and be able to identify implements, equipment and product to perform a multiple of styling techniques with synthetic and human hair. The student will also know and be able to select product and styles to compliment client features.

Tasks:

PP2201 - Select and apply styling products according to client's needs.

PP2202 - Identify uses of specialty hairstyling equipment.

PP2203 - Identify implements, equipment and products used with synthetic and human hair.

PP2204 - Compare and contrast synthetic and human hair services.

PP2205 - Perform application and styling services on wigs, hair pieces and extensions.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:

TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Connecting Anchor/Standard:

- Pennsylvania Core Standards for Mathematics Standard 2.0

Supporting Anchor/Standards:

NUMBERS AND OPERATIONS

Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.

Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.

Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers

Instructional Activities:

Knowledge:

Describe the various types of hairpieces and their uses
Explain the various methods of attaching extensions
List the elements of a client consultation for wig services

Skill:

Explain the differences between human hair and synthetic wigs
Describe the two basic categories of wigs
Demonstrate the procedure for taking wig measurements
Demonstrate the procedure for putting on a wig

901 Identify implements, equipment and products used with synthetic and human hair
902 Demonstrate an awareness of services performed on synthetic and human hair
903 Demonstrate an awareness of wigs, hair pieces and extensions
904 Perform wig cutting and styling procedures
905 Clean artificial hair pieces

Remediation:

Review with teacher assistance
Individual or group tutoring
Study guides
Extended time

Enrichment:

Work on credits on quarter charts to enhance skills
Participate in classroom leadership activities and competitions

Special Adaptations:

- Extended Time (assignments and/or testing)
- Graphic Organizer
- Chunking of Assignments/Material
- Preferential Seating
- Directions/Comprehension Check (frequent checks for understanding)
- Study Guide
- Directions and/or Tests Read Aloud
- Use of Calculator
- Taking Tests in Alternate Setting (or if requested)
- Verbal/Gestural Redirection (prompts to remain on task)
- Drill and Practice (Repetition of Material)
- Small Group Instruction

- Provide Visual Model to Accompany Verbal Directions (Written/Oral Directions)
- Use of Daily Planner/Assignment Book (monitor use of)
- Teacher Modeling
- Use of Computer (Access to)
- Positive Reinforcement
- Have Student Repeat Directions
- Wait Time
- Access to School Counselor
- Use of Highlighter/Highlighted Text
- Positive Reinforcement
- Provide Frequent Feedback
- Provide Frequent Breaks
- Variety of Assessment Methods
- Use of Assistive Device (i.e. notepad, laptop, etc.)
- Syllabus for Major Projects
- Limited, Short Directions
- Grading Rubric
- Communication Regarding Behavior & Consequences (PBS)
- Clear Language for Directions
- Use of Multisensory Approach
- Frequent Review Sessions
- Use a variety of Modalities when Introducing Skills/Concepts
- Provide Editing Assistance
- De-Escalation Opportunities
- Text to Speech (other than for NOCTI)
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- Opportunities for Repeated Practice of MATH Skills
- Provide repetition During Initial Instruction
- Allow Pre-read of Questions Before Reading Written Passage
- Provide Verbal and Written Directions
- All Vocabulary to be Defined Before Testing
- Testing - Allow Dictation of Lengthy Answers
- Time out
- Monitor Speed/Accuracy in which Student Completes Assignment
- Encouragement to Participate in Positive Leadership Roles
- Student Self-Evaluation for Behavior
- Exempt from reading Aloud in Front of Peers

Safety:

Student must:

- Follow all safety precautions for the related instruction and laboratory
- Handle implements, equipment, product and chemicals in a safe manner
- Wear complete and clean uniform
- Wear protective gloves and clothing
- Use adequate ventilation
- Follow manufacturer's directions

Assessment:

- Pre/Post Test
- Checklist
- Student Observation
- Worksheet Assignment

Resources/Equipment:

Frangie, Catherine M. Milady Standard Cosmetology. Clifton Park, NY: Cengage Learning, 2012.

Frangie, Catherine M. Milady Standard Cosmetology Student Workbook. Clifton Park, NY: Cengage Learning, 2012.

Milady Standard Cosmetology Online Licensing Preparation

Cosmetology State Board Laws and Regulations

Cosmetology implements

Hair tools

Products

Nail tools

Products

Skin care products

MCTI & State Board Specified Cosmetology Kit

Elite Computer Software

Computer

Guest artists & presenters

Manufacture Representatives

Field Trips

Hyperlinks:

Cengage.com

Redken.com

Demalogica.com

Behindthechair.com

State board of Cosmetology PA.gov

Monroe Career & Technical Institute

Course: Cosmetology

Unit Name: PP2300 - MAKE-UP

Unit Number: PP2300

Dates: Spring 2016 **Hours:** 10.00



Last Edited By: Michelle Bonser (05-12-2016)

Unit Description/Objectives:

Student will know and be able to identify skin care implements, equipment, skin structure, diseases and disorders and be able to perform a client consultation to select proper products and techniques to perform a basic facial with make-up.

Tasks:

PP2301 - Apply basic daytime make-up on a client.

PP2302 - Apply basic evening make-up on a client.

PP2303 - Demonstrate corrective make-up techniques according to client's needs.

PP2304 - Demonstrate knowledge of false eyelashes.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:

TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Connecting Anchor/Standard:

- Pennsylvania Core Standards for Mathematics Standard 2.0

Supporting Anchor/Standards:

NUMBERS AND OPERATIONS

Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.

Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.

Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers

Instructional Activities:

Knowledge:

Describe the structure and composition of the skin

List the functions of the skin

Describe the aging process and the factors that influence aging of the skin

Define important terms relating to skin disorders

Discuss which skin disorders may be handled in the salon and which should be referred to a physician

Describe the elements of a client consultation for hair removal

Name the conditions that contraindicate hair removal in the salon

List the two main classifications of hair removal and give examples of each

Identify and describe three methods of permanent hair removal

List safety measures to be followed during makeup application

Skill:

Demonstrate the techniques involved in temporary hair removal

List the safety and sanitation precautions for hair removal

List and describe different skin types and skin conditions

Understand contraindications and 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

Understand the basic types of electrical equipment used in facial treatments

Demonstrate the procedure for a basic facial

Describe the different types of cosmetics and their uses

Demonstrate an understanding of cosmetic color theory

Demonstrate a basic makeup procedure for any occasion

Identify different facial types and demonstrate procedures for basic corrective makeup

Demonstrate the application and removal of artificial lashes

606 Perform Facial with make-up.

607 Perform Facial with everything.

608 Perform Facial with everything.

609 Perform Facial with wax and make-up.

610 Perform Facial with everything.

611 Perform Facial with everything.

Remediation:

Review with teacher assistance

Individual or group tutoring

Study guides

Extended time

Enrichment:

- Work on credits on quarter charts to enhance skills
- Participate in classroom leadership activities and competitions

Special Adaptations:

- Extended Time (assignments and/or testing)
- Graphic Organizer
- Chunking of Assignments/Material
- Preferential Seating
- Directions/Comprehension Check (frequent checks for understanding)
- Study Guide
- Directions and/or Tests Read Aloud
- Use of Calculator
- Taking Tests in Alternate Setting (or if requested)
- Verbal/Gestural Redirection (prompts to remain on task)
- Drill and Practice (Repetition of Material)
- Small Group Instruction
- Provide Visual Model to Accompany Verbal Directions (Written/Oral Directions)
- Use of Daily Planner/Assignment Book (monitor use of)
- Teacher Modeling
- Use of Computer (Access to)
- Positive Reinforcement
- Have Student Repeat Directions
- Wait Time
- Access to School Counselor
- Use of Highlighter/Highlighted Text
- Positive Reinforcement
- Provide Frequent Feedback
- Provide Frequent Breaks
- Variety of Assessment Methods
- Use of Assistive Device (i.e. notepad, laptop, etc.)
- Syllabus for Major Projects
- Limited, Short Directions
- Grading Rubric
- Communication Regarding Behavior & Consequences (PBS)
- Clear Language for Directions
- Use of Multisensory Approach
- Frequent Review Sessions
- Use a variety of Modalities when Introducing Skills/Concepts
- Provide Editing Assistance
- De-Escalation Opportunities
- Text to Speech (other than for NOCTI)
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- Opportunities for Repeated Practice of MATH Skills
- Provide repetition During Initial Instruction
- Allow Pre-read of Questions Before Reading Written Passage
- Provide Verbal and Written Directions
- All Vocabulary to be Defined Before Testing
- Testing - Allow Dictation of Lengthy Answers
- Time out
- Monitor Speed/Accuracy in which Student Completes Assignment
- Encouragement to Participate in Positive Leadership Roles
- Student Self-Evaluation for Behavior
- Exempt from reading Aloud in Front of Peers

Safety:

Student must:

- Follow all safety precautions for the related instruction and laboratory
- Handle implements, equipment, product, and chemicals in a safe manner
- Wear complete and clean uniform
- Wear protective gloves and clothing
- Use adequate ventilation
- Follow manufacturer's directions

Assessment:

- Pre/Post Test
- Checklist
- Student observation
- Workbook Assignment

Resources/Equipment:

Frangie, Catherine M. Milady Standard Cosmetology. Clifton Park, NY: Cengage Learning, 2012.

Frangie, Catherine M. Milady Standard Cosmetology Student Workbook. Clifton Park, NY: Cengage Learning, 2012.

Milady Standard Cosmetology Online Licensing Preparation

Cosmetology State Board Laws and Regulations

Cosmetology implements

Hair tools

Products

Nail tools

Products

Skin care products

MCTI & State Board Specified Cosmetology Kit

Elite Computer Software

Computer

Guest artists & presenters

Manufacture Representatives

Field Trips

Hyperlinks:

Cengage.com

Redken.com

Demalogica.com

Behindthechair.com

State board of Cosmetology PA.gov