

Monroe Career & Technical Institute

Course: Cosmetology

Unit Name: P200 PROFESSIONAL ATTITUDE

Number: P200 **Hours:** 10.00

Dates: Spring 2025

Description/Objectives:

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

Tasks:

201 Prepare and maintain client documentation following a successful client consultation.

202 Identify and demonstrate professional ethics.

203 List and describe career opportunities.

204 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.

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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:

- Career Education and Work Academic Standards
13.2: Career Acquisition (Getting a Job)

Supporting Anchor/Standards:

Standard - 13.2.8.B

Evaluate resources available in researching job opportunities, such as, but not limited to:

CareerLinks

Internet (i.e. O*NET)

Networking

Newspapers

Professional associations

Resource books (that is Occupational Outlook Handbook, PA Career Guide)

Standard - 13.2.8.C

Prepare a draft of career acquisition documents, such as, but not limited to:

Job application

Letter of appreciation following an interview

Letter of introduction

Request for letter of recommendation

Resume

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 sauces

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
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- Verbal/Gestural Redirection (prompts to remain on task)
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- Syllabus for Major Projects
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- 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:

Milady Standard Cosmetology TextBook 13th Edition. Milady Standard Cosmetology Student Theory and Practical Workbooks . CIMA 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 My Appointments Computer Software. Computer and Chromebooks. Guest artists & presenters. Manufacture Representatives and Field Trips.Hyperlinks: https://www.miladycima.com/?from_logout=true

Cengage.com

Redken.com

Demalogica.com

Behindthechair.com

State board of Cosmetology PA.gov

Documents for Learning Guide

- Consultation.doc
- Art of Consultation Grad school Face shapes2015s.pptx

Monroe Career & Technical Institute

Course: Cosmetology

Unit Name: P100 BACTERIOLOGY, DISINFECTION, AND SANITATION

Number: P100 **Hours:** 20.00

Dates: Spring 2025

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:

101 Define the classification and reproduction of bacteria and viruses

102 Define and compare the differences between sanitation, disinfection and sterilization

103 Perform infection control procedures for various salon tools and services

104 Administer Universal Precautions.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

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Supporting Anchor/Standards:

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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 an 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 weak 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 check 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)
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- Wait Time
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- Use of Highlighter/Highlighted Text
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- Provide Frequent Feedback
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- Variety of Assessment Methods
- Use of Assistive Device (i.e. notepad, laptop, ect.)
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- Time out
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Use adequate ventilation
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Assessment:

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Checklist
Student Observation
Workbook Assignment

Resources/Equipment:

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https://www.miladycima.com/?from_logout=true

Redken.com

Demalogica.com

Behindthechair.com

State board of Cosmetology PA.gov

Documents for Learning Guide

- Sanitation Information sheet 9-12-11.doc

Monroe Career & Technical Institute

Course: Cosmetology

Unit Name: P300 BUSINESS PRACTICES

Number: P300 **Hours:** 10.00

Dates: Spring 2025

Description/Objectives:

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

Tasks:

301 Develop and effective management plan.

302 Develop personal financial plan.

303 Identify, interpret and follow safety regulations, including MSDS and OSHA.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

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Supporting Anchor/Standards:

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- 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 change 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, 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:

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:

Milady Standard Cosmetology TextBook 13th Edition. Milady Standard Cosmetology Student Theory and Practical Workbooks . CIMA 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 My Appointments Computer Software. Computer and Chromebooks. Guest artists & presenters. Manufacture Representatives and Field Trips.Hyperlinks:

https://www.miladycima.com/?from_logout=true

Cengage.com

Redken.com

Demalogica.com

Behindthechair.com

State board of Cosmetology PA.gov

Documents for Learning Guide

- BLOW DRY STYLING SAFETY.doc
- CARE OF WIGS.doc
- CLIPPER USE & SAFTEY.doc
- CONDUCT.doc
- Cosmetology Acknowledgement of Safety Instruction and Pledge.doc
- cosmetology safety manual.doc
- Dutie Sheet.doc
- EMERGENCY PROCEDURES.doc
- EQUIPMENT RULES.doc
- FEDERAL AND STATE REGULATIONS.doc
- GALVANIC CURRENT MACHINE SAFETY.doc
- HOUSEKEEPING.doc
- INDEX.doc
- Interview Mentor Teacher and Critique Safety Rules and Quiz.doc
- Introduction to Safety.doc
- IPEP_3_Safety_Worksheet.doc
- NAIL DRILL SAFETY.doc
- PERSONAL ATTIRE.doc
- SAFETY INSPECTIONS.doc
- Safety Manual Cover.doc
- STUDENT SIGNATURE.doc
- Temporary hair removal Safety.doc
- Warnings.doc

Monroe Career & Technical Institute

Course: Cosmetology

Unit Name: P400 PENNSYLVANIA COSMETOLOGY LAW

Number: P400 **Hours:** 10.00

Dates: Spring 2025

Description/Objectives:

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

Tasks:

401 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:

Milady Standard Cosmetology TextBook 13th Edition. Milady Standard Cosmetology Student Theory and Practical Workbooks . CIMA 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 My Appointments Computer Software. Computer and Chromebooks. Guest artists & presenters. Manufacture Representatives and Field Trips. Hyperlinks: https://www.miladycima.com/?from_logout=true

Cengage.com

Redken.com

Demalogica.com

Behindthechair.com

State board of Cosmetology PA.gov

Documents for Learning Guide

- PA Code.pdf
- COSMETOLOGY LAW.pdf

Monroe Career & Technical Institute

Course: Cosmetology

Unit Name: P500 ANATOMY AND HISTOLOGY

Number: P500 **Hours:** 40.00

Dates: Spring 2025

Description/Objectives:

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

Tasks:

501 Identify the structure and composition of the integumentary system.

502 Identify the structure and compositions of the nail.

503 Identify the structure and composition of the skeletal system.

504 Identify the structure and compositions of the muscular system

505 Identify the structure and composition of the nervous system

506 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.

Connecting Anchor/Standard:

- Science, Technology & Engineering, and Environmental Literacy & Sustainability Standards
3.1.9-12.0 Grade 9-12 Life Science Structure and Function

Supporting Anchor/Standards:

3.1.9-12.A Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins, which carry out the essential functions of life through systems of specialized cells.

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

aductors

adipose tissue

adrenal glands

anabolism

anatomy

artery

aorta

atrium

ANS

axon

belly
blood
body systems
brain
capillaries
catabolism
cell
cell membrane
CNS
cervical vertebrae
circulatory system (cardiovascular system, vascular system)
clavicle
connective tissue
cranium
cytoplasm
dendrites
diaphragm
digestive system (gastrointestinal system)
endocrine glands
exocrine glands
endocrine system
epithelial tissue
excretory system
ethmoid bone
exhalation
eyes
facial skeleton
femur
fibula
frontal bone
glands
heart
hemoglobin
histology
hormones
humerus
hyoid bone
inhalation
insertion
integumentary system
intestines
joint
kidney
liver
lungs
lymph
lymph nodes
lymph capillaries
lymphatic/immune system
mandible
metabolism
mitosis
muscle tissue
motor nerves (efferent)
muscular system
mycology
nasal bones
nerve tissue
nerves
nervous system
neurology
neuron (nerve cell)
smooth muscles

skeletal muscles
cardiac muscle
nucleus
occipital bone
organs
origin
ovaries
pancreas
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 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
 kartin
 melanin
 melanocytes
 motor nerve fibers
 papillary layer
 papule
 pheomelanin
 Propiobacterium acnes
 pustule
 reticular layer
 sebacious 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
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- 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
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- Limited, Short Directions
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- 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
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- 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:

Milady Standard Cosmetology TextBook 13th Edition. Milady Standard Cosmetology Student Theory and Practical Workbooks . CIMA 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 My Appointments Computer Software. Computer and Chromebooks. Guest artists & presenters. Manufacture Representatives and Field Trips.Hyperlinks:

https://www.miladycima.com/?from_logout=true

Cengage.com

Redken.com

Demalogica.com

Behindthechair.com

State board of Cosmetology PA.gov

Documents for Learning Guide

- Histology .pdf

Monroe Career & Technical Institute

Course: Cosmetology

Unit Name: P600 TRICHOLOGY

Number: P600 **Hours:** 30.00

Dates: Spring 2025

Description/Objectives:

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

Tasks:

601 Identify the structure and composition of the hair

602 Identify diseases and disorders of the hair and scalp

603 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.

Connecting Anchor/Standard:

- 3.1.9-12.A Students who demonstrate understanding can construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.

Supporting Anchor/Standards:

DCI.LS1.A.9-12.a Systems of specialized cells within organisms help them perform the essential functions of life.

DCI.LS1.A.9-12.b All cells contain genetic information in the form of DNA molecules. Genes are regions in the DNA that contain the instructions that code for the formation of proteins, which carry out most of the work of cells.

SEP.4.9-12.B Construct and revise an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.

CCC.6a.9-12.a Investigating or designing new systems or structures requires a detailed examination of the properties of different materials, the structures of different components, and connections of components to reveal its function and/or solve a problem.

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 areata, 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
 hydrophillic
 hyrophobic
 hpertrichosis (hirsuties)
 kertinization
 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
 trichorrhexis nodosa
 vellus hair (lanugo hair)
 wave pattern
 whorf

Skill:

Recognize hair and scap 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, 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:

Milady Standard Cosmetology TextBook 13th Edition. Milady Standard Cosmetology Student Theory and Practical Workbooks . CIMA 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 My Appointments Computer Software. Computer and Chromebooks. Guest artists & presenters. Manufacture Representatives and Field Trips.Hyperlinks:

https://www.miladycima.com/?from_logout=true

Cengage.com

Redken.com

Demalogica.com

Behindthechair.com

State board of Cosmetology PA.gov

Documents for Learning Guide

- The human hair.docx

Monroe Career & Technical Institute

Course: Cosmetology

Unit Name: P700 CHEMISTRY

Number: P700 **Hours:** 40.00

Dates: Spring 2025

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:

701 List the five elements of the air.

702 Measure effects of PH pertaining to hair and skin.

703 Differentiate between the physical and chemical changes involved in various hair services

704 Access chemical reaction as they relate to various services

705 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 provide 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
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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:

Milady Standard Cosmetology TextBook 13th Edition. Milady Standard Cosmetology Student Theory and Practical Workbooks . CIMA 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 My Appointments Computer Software. Computer and Chromebooks. Guest artists & presenters. Manufacture Representatives and Field Trips.Hyperlinks:

https://www.miladycima.com/?from_logout=true

Cengage.com

Redken.com

Demalogica.com

Behindthechair.com

State board of Cosmetology PA.gov

Documents for Learning Guide

- Chemistry.docx

Monroe Career & Technical Institute

Course: Cosmetology

Unit Name: P800 PHYSIOLOGY

Number: P800 **Hours:** 30.00

Dates: Spring 2025

Description/Objectives:

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

Tasks:

801 Identify the functions of the integumentary system

802 Identify the functions of the nail

803 Identify body structures and system.

804 List the function of the skeletal system.

805 List the function of the muscular system.

806 List the function of the nervous system.

807 List the function 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.

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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.

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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).

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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.

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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:

- 3.1.9-12.A Students who demonstrate understanding can construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.

Supporting Anchor/Standards:

DCI.LS1.A.9-12.a Systems of specialized cells within organisms help them perform the essential functions of life.

DCI.LS1.A.9-12.b All cells contain genetic information in the form of DNA molecules. Genes are regions in the DNA that contain the instructions that code for the formation of proteins, which carry out most of the work of cells.

SEP.4.9-12.B Construct and revise an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.

CCC.6a.9-12.a Investigating or designing new systems or structures requires a detailed examination of the properties of different materials, the structures of different components, and connections of components to reveal its function and/or solve a problem.

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

aductors
adipose tissue
adrenal glands
anabolism
artery
aorta
atrium
ANS
axon
belly
blood
body systems
brain
capillaries
catabolism
cell
cell membrane
CNS
cervical vertebrae
circulatory system (cardiovascular system, vascular system)
clavicle
connective tissue
cranium
cytoplasm
dendrites
diaphragm
digestive system (gastrointestinal system)
endocrine glands
exocrine glands
endocrine system
epithelial tissue
excretory system
ethmoid bone
exhalation
eyes
facial skeleton
femur
fibula
frontal bone
glands
heart
hemoglobin
histology
hormones
humerus
hyoid bone
inhalation
insertion
integumentary system
intestines
joint
kidney
liver
lungs
lymph
lymph nodes
lymph capillaries
lymphatic/immune system
mandible
metabolism
mitosis
muscle tissue
motor nerves (efferent)

muscular system
mycology
nasal bones
nerve tissue
nerves
nervous system
neurology
neuron (nerve cell)
smooth muscles
skeletal muscles
cardiac muscle
nucleus
occipital bone
organs
origin
ovaries
pancreas
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

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

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
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 - Provide repetition During Initial Instruction
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 - 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:

Milady Standard Cosmetology TextBook 13th Edition. Milady Standard Cosmetology Student Theory and Practical Workbooks . CIMA 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 My Appointments Computer Software. Computer and Chromebooks. Guest artists & presenters. Manufacture Representatives and Field Trips.Hyperlinks:

https://www.miladycima.com/?from_logout=trueCengage.com

Redken.com

Demalogica.com

Behindthechair.com

State board of Cosmetology PA.gov

Documents for Learning Guide

- Physiology.docx

Monroe Career & Technical Institute

Course: Cosmetology

Unit Name: P900 COSMETIC DERMATOLOGY

Number: P900 Hours: 30.00

Dates: Spring 2025

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:

901 Identify the diseases and disorders of the skin.

902 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.

Connecting Anchor/Standard:

- 3.1.9-12.A Students who demonstrate understanding can construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.

Supporting Anchor/Standards:

DCI.LS1.A.9-12.a Systems of specialized cells within organisms help them perform the essential functions of life.

DCI.LS1.A.9-12.b All cells contain genetic information in the form of DNA molecules. Genes are regions in the DNA that contain the instructions that code for the formation of proteins, which carry out most of the work of cells.

SEP.4.9-12.B Construct and revise an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.

CCC.6a.9-12.a Investigating or designing new systems or structures requires a detailed examination of the properties of different materials, the structures of different components, and connections of components to reveal its function and/or solve a problem.

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
ACD
anerobic
anhidrosis, bromhidrosis, hyperhidrosis
basal cell carcinoma, squamous cell carcinoma
bulla
chloasma (liver spots)
closed comedo (whitehead)
conjunctivitis (pinkeye)
dermatitis, contact dermatitiis, 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
vitilligo
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, 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:

Milady Standard Cosmetology TextBook 13th Edition. Milady Standard Cosmetology Student Theory and Practical Workbooks . CIMA 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 My Appointments Computer Software. Computer and Chromebooks. Guest artists & presenters. Manufacture Representatives and Field Trips.Hyperlinks:

https://www.miladycima.com/?from_logout=true

Cengage.com

Redken.com

Demalogica.com

Behindthechair.com

State board of Cosmetology PA.gov

Documents for Learning Guide
- Skin analysis.docx

Monroe Career & Technical Institute

Course: Cosmetology

Unit Name: PP1000 ELECTRICITY

Number: PP1000 **Hours:** 30.00

Dates: Spring 2025

Description/Objectives:

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

Tasks:

1001 Define the principles of electricity.

1002 Review the safety measures related to electricity.

1003 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, 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
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- All Vocabulary to be Defined Before Testing
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- 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:

Milady Standard Cosmetology TextBook 13th Edition. Milady Standard Cosmetology Student Theory and Practical Workbooks . CIMA 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 My Appointments Computer

Software. Computer and Chromebooks. Guest artists & presenters. Manufacture Representatives and Field Trips.Hyperlinks:

https://www.miladycima.com/?from_logout=true

Cengage.com

Redken.com

Demalogica.com

Behindthechair.com

State board of Cosmetology PA.gov

Documents for Learning Guide

- Chapter 13 Basics of Electricity Powerpoint.ppt

Monroe Career & Technical Institute

Course: Cosmetology

Unit Name: PP1100 SHAMPOO AND CONDITIONING

Number: PP1100 **Hours:** 40.00

Dates: Spring 2025

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:

1101 Demonstrates draping for all hair services.

1102 Determine a product based on individual client needs.

1103 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.

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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:

- 3.1.9-12.A Students who demonstrate understanding can construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.

Supporting Anchor/Standards:

DCI.LS1.A.9-12.a Systems of specialized cells within organisms help them perform the essential functions of life.

DCI.LS1.A.9-12.b All cells contain genetic information in the form of DNA molecules. Genes are regions in the DNA that contain the instructions that code for the formation of proteins, which carry out most of the work of cells.

SEP.4.9-12.B Construct and revise an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.

CCC.6a.9-12.a Investigating or designing new systems or structures requires a detailed examination of the properties of different materials, the structures of different components, and connections of components to reveal its function and/or solve a problem.

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)
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 - 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 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:

Milady Standard Cosmetology TextBook 13th Edition. Milady Standard Cosmetology Student Theory and Practical Workbooks . CIMA 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 My Appointments Computer Software. Computer and Chromebooks. Guest artists & presenters. Manufacture Representatives and Field Trips.Hyperlinks:

https://www.miladycima.com/?from_logout=true

Cengage.com

Redken.com

Demalogica.com

Behindthechair.com

State board of Cosmetology PA.gov

Monroe Career & Technical Institute

Course: Cosmetology

Unit Name: PP1200 HAIR SHAPING

Number: PP1200 **Hours:** 150.00

Dates: Spring 2025

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:

1201 Demonstrate proper handling of hair cutting tools.

1202 Demonstrate various haircutting techniques with shears.

1203 Demonstrate various haircutting techniques with a razor.

1204 Demonstrate various clipper cutting techniques.

1205 Perform various texturizing techniques.

1206 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, ect.)
- Syllabus for Major Projects
- Limited, Short Directions
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- 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
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- Encourage Student to Check Work Before Turning In
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- 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:

Milady Standard Cosmetology TextBook 13th Edition. Milady Standard Cosmetology Student Theory and Practical Workbooks . CIMA 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 My Appointments Computer Software. Computer and Chromebooks. Guest artists & presenters. Manufacture Representatives and Field Trips.Hyperlinks:

https://www.miladycima.com/?from_logout=true

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/FINGERWAVING

Number: PP1300 **Hours:** 100.00

Dates: Spring 2025

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:

1301 Perform fingerwave techniques.

1302 Identify hairstyling implements and equipment.

1304 Select a hairstyle to compliment the clients features.

1305 Perform roller setting and comb-out techniques.

1306 Perform pincurl setting and comb-out techniques.

1307 Perform braiding techniques.

1308 Demonstrates 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.

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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.

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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.

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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.

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RESEARCH GRADES 9-10-11-12

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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
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- Taking Tests in Alternate Setting (or if requested)
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- Provide repetition During Initial Instruction
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Student must:

- Follow all safety precautions for the related instruction and laboratory
- Handle implements, equipment, product and chemicals in a safe manner
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Assessment:

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

Resources/Equipment:

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https://www.miladycima.com/?from_logout=true

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

Number: PP1400 Hours: 100.00

Dates: Spring 2025

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 - Perform various chemical relaxing services.

PP1403 - Investigate the procedure of a soft curl permanent.

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

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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.

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INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

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RANGE OF READING GRADES 9-10-11-12

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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

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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

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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 this 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, 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 Sheets

Resources/Equipment:

Milady Standard Cosmetology TextBook 13th Edition. Milady Standard Cosmetology Student Theory and Practical Workbooks . CIMA 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 My Appointments Computer Software. Computer and Chromebooks. Guest artists & presenters. Manufacture Representatives and Field Trips.Hyperlinks:

https://www.miladycima.com/?from_logout=true

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

Number: PP1500 **Hours:** 100.00

Dates: Spring 2025

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:

1501 Demonstrate various wrapping techniques.

1502 Select the appropriate solution according to client's needs.

1503 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.

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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, 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
- Worksheet Assignment

Resources/Equipment:

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https://www.miladycima.com/?from_logout=trueCengage.com

Redken.com

Demalogica.com

Behindthechair.com

State board of Cosmetology PA.gov

Monroe Career & Technical Institute

Course: Cosmetology

Unit Name: PP1600 HAIR COLORING

Number: PP1600 **Hours:** 150.00

Dates: Spring 2025

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:

1601 Perform and evaluate a predisposition test.

1602 Perform and evaluate a strand test.

1603 Perform a temporary haircolor services.

1604 Perform a semi-permanent/demi-permanent haircolor service.

1605 Perform a permanent haircolor services.

1606 Perform a hair lightener and tones application.

1607 Demonstrate techniques for creating special effects.

1608 Demonstrate corrective color techniques.

1609 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.

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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.

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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.

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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**

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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.

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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)
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- Small Group Instruction
- Provide Visual Model to Accompany Verbal Directions (Written/Oral Directions)
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- 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
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- Provide repetition During Initial Instruction
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- 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:

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Redken.com

Demalogica.com

Behindthechair.com

State board of Cosmetology PA.gov

Monroe Career & Technical Institute

Course: Cosmetology

Unit Name: PP1700 Hair Straightening

Number: PP1700 **Hours:** 50.00

Dates: Spring 2025

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:

1701 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.

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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

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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

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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, 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
- Worksheet Assignment

Resources/Equipment:

Milady Standard Cosmetology TextBook 13th Edition. Milady Standard Cosmetology Student Theory and Practical Workbooks . CIMA 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 My Appointments Computer Software. Computer and Chromebooks. Guest artists & presenters. Manufacture Representatives and Field Trips.Hyperlinks:

https://www.miladycima.com/?from_logout=true

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

Number: PP1800 **Hours:** 30.00

Dates: Spring 2025

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:

1801 Drape client for basic skin care service.

1802 select a product based on individual client needs.

1803 Perform a basic facial on a client.

1804 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.

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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:

- 3.1.9-12.A Students who demonstrate understanding can construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.

Supporting Anchor/Standards:

DCI.LS1.A.9-12.a Systems of specialized cells within organisms help them perform the essential functions of life.

DCI.LS1.A.9-12.b All cells contain genetic information in the form of DNA molecules. Genes are regions in the DNA that contain the instructions that code for the formation of proteins, which carry out most of the work of cells.

SEP.4.9-12.B Construct and revise an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.

CCC.6a.9-12.a Investigating or designing new systems or structures requires a detailed examination of the properties of different materials, the structures of different components, and connections of components to reveal its function and/or solve a problem.

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)
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- 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)
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- 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:

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Redken.com

Demalogica.com

Behindthechair.com

State board of Cosmetology PA.gov

Monroe Career & Technical Institute

Course: Cosmetology

Unit Name: PP1900 NAIL TECHNOLOGY

Number: PP1900 **Hours:** 200.00

Dates: Spring 2025

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:

1901 Prepare a manicure table.

1902 Identify nail care implements and equipment.

1903 Perform a basic manicure on a client.

1904 Perform massage treatments on the hands and feet.

1905 Perform various specialty manicures.

1906 Demonstrate knowledge of artificial nail service.

1907 Demonstrate knowledge of pedicure procedures.

1908 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.

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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.

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INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

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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

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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.

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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
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- 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
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- 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:

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https://www.miladycima.com/?from_logout=true

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

Number: PP2000 **Hours:** 10.00

Dates: Spring 2025

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:

2001 Identify multiple methods of temporary hair removal.

2002 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.

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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:

- 3.1.9-12.A Students who demonstrate understanding can construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.

Supporting Anchor/Standards:

DCI.LS1.A.9-12.a Systems of specialized cells within organisms help them perform the essential functions of life.

DCI.LS1.A.9-12.b All cells contain genetic information in the form of DNA molecules. Genes are regions in the DNA that contain the instructions that code for the formation of proteins, which carry out most of the work of cells.

SEP.4.9-12.B Construct and revise an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.

CCC.6a.9-12.a Investigating or designing new systems or structures requires a detailed examination of the properties of different materials, the structures of different components, and connections of components to reveal its function and/or solve a problem.

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, 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:

Milady Standard Cosmetology TextBook 13th Edition. Milady Standard Cosmetology Student Theory and Practical Workbooks . CIMA 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 My Appointments Computer Software. Computer and Chromebooks. Guest artists & presenters. Manufacture Representatives and Field Trips.Hyperlinks:

https://www.miladycima.com/?from_logout=true

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

Number: PP2100 Hours: 30.00

Dates: Spring 2025

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.

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.

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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.

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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.

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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.

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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, 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
- Worksheet Assignment

Resources/Equipment:

Milady Standard Cosmetology TextBook 13th Edition. Milady Standard Cosmetology Student Theory and Practical Workbooks . CIMA 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 My Appointments Computer Software. Computer and Chromebooks. Guest artists & presenters. Manufacture Representatives and Field Trips.Hyperlinks:

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Cengage.com

Redken.com

Demalogica.com

Behindthechair.com

State board of Cosmetology PA.gov

Monroe Career & Technical Institute

Course: Cosmetology

Unit Name: PP2200 CARE OF ALL HAIR TYPES AND TEXTURES

Number: PP2200 **Hours:** 30.00

Dates: Spring 2025

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:

2201 Select and apply styling products according to client's needs

2202 Identify uses of specialty hairstyling equipment.

2203 Identify implements, equipment and products used with synthetic and human hair.

2204 Compare and contrast synthetic and human hair services.

2205 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.

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INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

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INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

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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

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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

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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.

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RESEARCH GRADES 9-10-11-12

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RANGE OF WRITING GRADES 9-10-11-12

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Connecting Anchor/Standard:

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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
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- Positive Reinforcement
- Provide Frequent Feedback
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- Variety of Assessment Methods
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- Daily Classwork Check
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- Time out
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- 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:

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Demalogica.com

Behindthechair.com

State board of Cosmetology PA.gov

Monroe Career & Technical Institute

Course: Cosmetology

Unit Name: PP2300 MAKE-UP

Number: PP2300 **Hours:** 10.00

Dates: Spring 2025

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:

2301 Apply basic daytime make-up on a client.

2302 Apply basic evening make-up on a client.

2303 Demonstrate corrective make-up techniques according to clients needs.

2304 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, 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:

Milady Standard Cosmetology TextBook 13th Edition. Milady Standard Cosmetology Student Theory and Practical Workbooks . CIMA 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 My Appointments Computer Software. Computer and Chromebooks. Guest artists & presenters. Manufacture Representatives and Field Trips.Hyperlinks:

https://www.miladycima.com/?from_logout=true

Cengage.com

Redken.com

Demalogica.com

Behindthechair.com

State board of Cosmetology PA.gov

