

Glendale Unified School District

High School

June 20, 2017

Department: Career Technical Education

Course Title: Cosmetology 1-2 (Personal Care) (*REVISED*)

Course Code: 5550/5551

Grade Level(s): 9- 12

Course Credits: 10

Recommended Prerequisite: None

Recommended Textbook: Milady Standard Cosmetology Textbook 13th Edition, Author Milady, 2015. ISBN-13: 978-1285769431

Course Overview: Cosmetology 1-2 is the introductory course in the Fashion and Interior Design Industry sector for students who are interested in the personal services pathway. Personal Care introduces the fundamentals of personal grooming. The class is structured to familiarize students with the cosmetology industry. Assists students in determining whether they have the desire, ambition, personality, and manipulative skills to qualify for continuing the program. Class instruction will include active participation in learning the professional way of caring for skin, hair, and nails as well as the current issues regarding personal development, and to help insure physical and mental well being.

**Semester 1**

Unit 1 - Orientation (History & Career Opportunity) (2 weeks)

Standards

Career Readiness Anchor Standards: 3.1, 3.4, 6.2

California CTE Personal Service Pathway Standards: C2.0, C2.1, C2.2, C2.3, C2.4, C2.5 C4.0, C4.1, C4.2, C4.3, C4.4, C5.2, C5.3, C6.1, C6.2, C6.3, C6.4, C7.1, C7.2, C7.3, C7.4, C7.5, C11.1, C11.2, C11.3, C11.4, C11.5

Common Core Standards: CCSSLS12.1, CCSSLS12.6, CCSSRSIT12.7, CCSSWS12.3, CCSSWS12.2

- A. History & Career Opportunity: Many very old methods have evolved into techniques still used today among Cosmetologist. Studying the origins of these techniques can be useful in fully understanding how to use them. Knowing the history of your Profession can help predict and understand upcoming trends. Understanding the purpose of education will give students clear direction to a successful career. The study of the History and Career of the cosmetology profession exposes students to several career paths and opportunities available to a licensed cosmetologist.
- B. Students will be assigned a research project based on the history of cosmetology. Students will write an essay on beautification process and how they impacted each generation, pictures will accompany the report.

Unit 2 - General Science (Health & Safety Infection Control Principles and Practices) (3 Weeks)

Standards

Career Readiness Anchor Standards: 5.1, 5.2, 5.3, 5.4, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 11.1

California CTE Personal Service Pathway Standards: C1.0, C1.1, C1.2, C1.3, C1.4, C1.5

C9.0, C9.2, C9.4 PS C12.2, C12.3, C3.0, C3.1, C3.2, C3.3, C3.4, C3.5

Common Core Standards: CCSSLS12.1, CSSLS12.6, CCSSRHSS12.7, CCSSRLST12.3,

- A. Health and Safety/Hazardous Substances and Bacteriology/Infection Control Principles: Principles & Practices: To be a knowledgeable, successful, and responsible professional in the field of cosmetology, students are required to understand the types of illness causing pathogens they may encounter in the salon. Understanding the basics of cleaning, disinfecting and following federal and state rules will safeguard the students and clients. Understanding the cleaning and disinfecting products that students use and how to use them will keep students, their clients, and the salon floor/classroom environment protected from potential pathogens and their modes of transmission. Practicing proper infection control within federal, state, and local laws/rules will safeguard Salon businesses from costly citations for safety violations. Respecting the chemicals used in cleaning and is infection by reading labels and following manufacturer's instructions is necessary to reduce the risk involved with using any chemical.
- B. Students will build a display or create a bulletin board using samples, pictures or labels of disinfectants and antiseptics and a statement of how to use them. Students will be tested and must receive 100% before moving on in the course.

Unit 3 - Orientation (Professional Image)

(2 Weeks)

Standards

Career Readiness Anchor Standards: 3.1, 3.4, 8.3, 7.7, 8.4

California CTE Personal Service Pathway Standards: C2.0, C2.1, C2.2, C2.3, C2.4, C2.5 C4.0, C4.1,

C4.2, C4.3, C4.4 C5.2, C5.3 C6.1, C6.2, C6.3, C6.4 C7.1, C7.2, C7.3, C7.4, C7.5 C11.1, C11.2, C11.3, C11.4, C11.5

Common Core Standards: CCSSLS12.1, CCSSRSIT12.7, CCSSRHSS12.7, CCSSWS12.2

- A. Professional Image/Personal Hygiene: First impressions are often the gateway to obtaining a job interview, new customers, and to building a professional image. Making a positive impact is essential when working in the business of image building. Clients rely on beauty professionals to look good and be well groomed. Having a professional beauty image helps to build trust with clients and leads to repeat business. Finding a salon whose culture complements the cosmetologist image standards and goals is important for career growth and achievements. There are consequences to not maintaining a professional image including loss of clients, a poor reputation, and loss of income. Understanding ergonomics can help prevent health issues associated with poor working habits and help professionals' stay gainfully employed.
- B. Students will be assigned to make a poster board that will include pictures and a detailed description on what should a hygiene consist of. Students will make their own personal hygiene kit for class.

#### Unit 4 - Hair Care (Properties of the Hair and Scalp)

(3 Weeks)

##### Standards

Career Readiness Anchor Standards: 5.1, 5.2, 5.3, 5.4, 6.6, 11.1

California CTE Personal Service Pathway Standards: C5.1, C5.4, C5.5, C8.0, C8.1, C8.2, C8.3, C8.4, C8.5 C10.0, C10.1, C10.2, C10.3, C10.4, C10.5,

Common Core Standards: CCSSLS12.1, CCSSLS12.2, CCSSLS12.6

- A. Draping/Scalp Care Shampooing and Conditioning: One of the most important experience that a Hair stylist provides is a shampoo. Making this a pleasurable and memorable experience can have great impact on building the student's reputation as a stylist and building and repeat business for the salon floor. The shampoo service encompasses three different processes: Scalp care and massage, shampooing and conditioning. The Shampoo service should be a soothing, pleasurable experience that sets the mood for the entire visit. It is an opportunity to provide the client with quality relaxation time that is free from the stresses of the day. This service is nurturing, when done well and adds great benefits to the hair styling process.
- B. Students will Pair up and will properly brush one another's hair. The student who is having his or her hair brushed must give the other student feedback on how the brushing feels-if it's too strong or weak, if the brush bristles are scratchy, etc. Students evaluate their partner's hair to determine and recommend the appropriate type of conditioning needed. Students will follow up by discussing with the class what their recommendation is and

why they have chosen it.

Unit 5 - Hair Care (Wet Hairstyling)

(2 Weeks)

Standards

Career Readiness Anchor Standards: 5.2, 5.2, 5.3, 5.4, 6.6, 10.6, 11.1

California CTE Personal Service Pathway Standards: C5.1, C5.4, C5.5, C8.0, C8.1, C8.2, C8.3, C8.4, C8.5, C10.0, C10.1, C10.2, C10.3, C10.4, C10.5

Common Core Standards: CCSSLS12.1, CCSSLS12.2, CCSSLS12.6

- A. Braiding: *Hair* braiding has always played a significant role in grooming and beauty practices. Hair Braiding reached its peak of social and esthetic significance in Africa, where it has always been regarded as an art form, handed down from generation to generation. This art form can require an enormous investment of time, with some elaborate style taking up to an entire day to complete. Braiding salons have sprung up in many areas in the United States. These salons practice what is commonly known as natural hairstyling, which uses no chemicals or dyes, and does not alter the natural curl or coil pattern of the hair. Include hair analysis, shampooing and, different methods of braiding.
- B. Students will research on the Internet the history of braiding in various cultures. Students will prepare for and perform various braiding procedure, ensuring students have procured all of the needed tools, implements, and equipment, and have prepared the client in the proper manner.

Unit 6 - Hair Care (Thermal Styling)

(3 Weeks)

Standards

Career Readiness Anchor Standards: 5.1, 5.2, 5.3, 5.4, 6.6, 10.6, 11.1

California CTE Personal Service Pathway Standards: C5.1, C5.4, C5.5, C8.0, C8.1, C8.2, C8.3, C8.4, C8.5, C10.0, C10.1, C10.2, C10.3, C10.4, C10.5

Common Core Standards: CCSSLS12.1, CCSSLS12.2, CCSSLS12.6,

- A. Thermal Styling: Thermal waving and curling also known as marcel waving are methods of waving and curling straight or pressed dry hair using thermal irons and special manipulative techniques. Thermal irons, which can be either electrical or stove heated, have been modernized so successfully that they are more popular today than ever before. Manipulative techniques are the same for electric irons or stove-heated irons. Hairstyling is an important, foundational skill that allows the professional to articulate creativity and deliver a specific outcome desired by the client. Clients rely on cosmetologist to teach them about their hair and how to style it so they can have a variety of options based on

their lifestyle and fashion needs.

- B. Students will prepare for and perform Thermal Waving, ensuring they have procured all of the needed tools, implements, and equipment. Students will be assessed on the basic fundamental techniques of thermal styling

Unit 7 - General Science (Nail Structure & Growth)

(2 Weeks)

Standards

Career Readiness Anchor Standards: 5.3, 5.4

California CTE Personal Service Pathway Standards: C5.2 C5.4 C8.4 C9.0 C9.1 C11.2

Common Core Standards: CCSSLS12.1, CCSSLS12.6, CCSSRLST12.4, CCSSWS12.10

- A. Nail Structure & Growth: The nail plate is composed of several major parts, including the nail plate, nail bed, matrix, nail cuticle, eponychium, hyponychium, specialized ligaments and nail folds. Understanding the structure and growth of nails allows you to expertly groom, strengthen, and beautify nails. It is important to know the difference between the nail cuticle and the eponychium before performing nail services. Understanding the structure and growth cycles of the natural nail will prepare students for more advance nail services.
- B. Students will team up and create a poster or educational bulletin board that displays the structure of the nail system. Students will present their display also describing the structure of the nails and its functions.

Unit 8 - General Science (Nail Disorders & Diseases)

(2 Weeks)

Standards

Career Readiness Anchor Standards: 5.3, 5.4

California CTE Personal Service Pathway Standards: C5.2 C5.4 C8.4 C9.0 C9.1 C11.2

Common Core Standards: CCSSLS12.1, CCSSLS12.6, CCSSRLST12.4, CCSSWS12.10

- A. Nail Disorders & Diseases: A nail disorder is a condition caused by injury or disease to the nail unit. Students must be able identify conditions on a client's nails and determine if they should or should not be treated in the salon. Students must acknowledge infectious conditions that may be present so they can take the appropriate steps to protect themselves and their clients from the spread of disease. Students need to be able to recognize conditions that may signal mild to serious health problems that warrant the attention of a doctor.
- B. Students will be assigned to interview a local dermatologist (via phone or e-mail) and determine what skin disorders or diseases he/she most frequently treats. Students will

include in their report the cause of the disorder or disease and describe the physician's most effective treatment.

## Semester 2

### Unit 9 - Nail Care (Manicure/Pedicure)

(5 Weeks)

#### Standards

Career Readiness Anchor Standards: 5.1, 5.2, 5.3, 5.4, 6.6, 10.6, 11.1

California CTE Personal Service Pathway Standards: C5.1, C5.4, C5.5, C8.0, C8.1, C8.2, C8.3, C8.4, C8.5, C10.0, C10.1, C10.2, C10.3, C10.4, C10.5

Common Core Standards: CCSSLS12.1, CCSSLS12.2, CCSSLS12.6

Manicuring: The appearance of nails and hands has become a visual benchmark in our society in the assessment of a person both socially and professionally. Fashion continuously changes and a professional cosmetologist should always stay current to new trends in all facets of the beauty industry. Some clients cannot, due to health constraints, maintain their own nails; some just prefer to have a knowledgeable professional perform this task for them. Clients love the relaxation and pampering manicures provide.

- A. Pedicuring: A pedicure is a cosmetic service performed on the feet by a licensed cosmetologist or nail technician. Pedicures can include exfoliating the skin; reducing calluses; and trimming, shaping, and polishing the toenails. Often pedicures include a foot and leg massage as well. This chapter will provide the skills you need to perform beautification and routine care on your client's feet, toes, and toenails. Pedicures are now a basic part of good foot care and hygiene and are particularly important for clients who are joggers, dancer, and cosmetologists-or for anyone who spend a lot of time standing on his or her feet. Pedicures are not merely manicures on the feet. Although the basic services are similar, pedicures require specific skills; more knowledge of chronic illnesses, disorders, and diseases; and knowledge of the additional precautions for performing the service.
- B. Students will identify all manicuring & pedicuring implements and practice setting up a procedure table according to the procedure. Students will work in pairs and give each other a basic manicure.

### Unit 10 - General Science (Skin Structure, Growth, & Nutrition)

(3 Weeks)

#### Standards

Career Readiness Anchor Standards: 5.3, 5.4

California CTE Personal Service Pathway Standards: C5.2 C5.4, C8.0, C8.4, C9.0, C9.1, C11.2

Common Core Standards: CCSSLS12.1, CCSSLS12.2, CCSSWS12.10

- A. Structure of the skin: Includes the study of cells, tissues, organs and structure of skin 3 weeks Knowing the skin's underlying structure and basic needs is crucial in order to provide excellent skin care for clients. You will need to recognize adverse conditions, including skin diseases, inflamed skin, and infectious skin disorders so that you can refer clients to medical professionals for treatment when necessary. Twenty-first century skin care has entered the realm of high technology, so you must learn about and understand the latest developments in ingredients and state-of-the-art delivery systems in order to help protect, nourish, and preserve the health and beauty of your clients' skin.
- B. Students will make a column chart analyzing the structure of the skin. The first column will describe the structure of each layer; the second column will explain what quality this structure adds to the skin; the third column will describe how a salon service could affect it; the last column will list any products or ingredients that might affect each layer.

Unit 11 - General Science (Skin Disorders and Diseases)

(2 Weeks)

#### Standards

Career Readiness Anchor Standards: 5.3, 5.4

California CTE Personal Service Pathway Standards: C5.2, C5.4, C8.0, C8.4, C9.0, C9.1, C11.2

Common Core Standards: CCSSLS12.1, CCSSLS12.2, CCSSWS12.10

- A. Acne & Problem Skin: Most people have acne or another skin issue at some time of their lives. Acne is both a skin disorder and esthetic problem, and it is a major concern to anyone who suffers from it. Frequently misunderstood to be a teenage skin disorder, it can affect people almost at any age. Because it affects the appearance, it is of interest to cosmetologist and estheticians who are in position to help their clients with treatment for minor cases or to provide dermatology referral for more severe acne. Students will understand the two major causes of acne and how to treat them.
- B. Students will be assigned to sit in front of mirror. Students will have 10 minutes to look at their faces and write-down anything they find that would be considered abnormal: pimples, discoloration, skin tags, etc. After completing a list, they will identify them by using the proper term and write down the definition.

Unit 12 - Skin Care (Facial Massage)

(2 Weeks)

#### Standards

Career Readiness Anchor Standards: 5.3, 5.4

California CTE Personal Service Pathway Standards: C5.1, C5.4, C5.5, C8.0, C8.1, C8.2, C8.3, C8.4, C8.5, C10.0, C10.1, C10.2, C10.3, C10.4, C10.5

Common Core Standards: CCSSLS12.1, CCSSLS12.2, CCSSLS12.6

- A. Massage: Massage is the manual or mechanical manipulation of the body by rubbing, gently pinching, kneading, tapping, and other movements to increase metabolism and circulation, to promote absorption, and to relieve pain. Cosmetologists massage their clients to help keep facial skin healthy and the facial muscles firm. During the first consultation and before every subsequent facial treatment, it is important to perform a thorough analysis of the client's skin.
- B. Students will practice massage movements on a mannequin head that is anchored on a holder. Students will execute the massage technique in front of a mirror so they can study the movements by looking at the reflection in the mirror. Students will create a chart detailing five basic manipulations and list all possible areas of the body where the service might be performed and be beneficial.

Unit 13 - Skin Care (Basic Facials & Mask)

(3 Weeks)

Standards

Career Readiness Anchor Standards: 5.1, 5.2, 5.3, 5.4, 6.6, 11.1

California CTE Personal Service Pathway Standards: C5.1, C5.4, C5.5, C8.0, C8.1, C8.2, C8.3, C8.4, C8.5, C10.0, C10.1, C10.2, C10.3, C10.4, C10.5

Common Core Standards: CCSSLS12.1, CCSSLS12.2, CCSSLS12.6

- A. Basic Facial & Mask: Providing a skin care service to clients is extremely rewarding, and will help busy clients to relax, improve their appearance, and help them feel better about themselves. Knowing the basics of skin analysis and basic information about skin care products will enable Students to offer clients advice when they ask for it. Although cosmetologist will not treat a skin disease, students must be able to recognize adverse skin conditions and refer clients to seek medical advice when needed, from a physician. Learning the basic techniques of facials and facial massage will give students a good overview of, and performability to, foundational services. Students may enjoy this category of services and may consider specializing in skin care services. This study will create a perfect basic for making that decision.
- B. Students will be placed in groups of two. Student 1 will analyze, recommend, and demonstrate a facial routine on student 2. Student 2 will critique their performance. Students 1 and 2 will list the daily regimen of the skin care, including a product type that is ideal for each skin type (dry, oily, and combination).

Unit 14 - Skin Care (Make Up)

(3 Weeks)

Standards



Career Readiness Anchor Standards: 5.1, 5.2, 5.3, 5.4

California CTE Personal Service Pathway Standards: C5.1, C5.4, C5.5C8.0, C8.1, C8.2, C8.3, C8.4, C8.5C10.0, C10.1, C10.2, C10.3, C10.4, C10.5

Common Core Standards: CCSSLS12.1, CCSSLS12.2, CCSSLS12.6

- A. Makeup: The field of makeup artistry is a very rewarding segment of cosmetology. Makeup artists who master a wide range of application methods are able to build a loyal following of diverse clients. The makeup application techniques you employ will vary as greatly as the skin types and personalities of your clients. In the salon setting, many clients request a makeup application that enhances the best features while minimizing those that are less desirable. See figure 24-1 found on page 812 of milady standard cosmetology. Ultimately, the goal of effective makeup application is to enhance the client's individuality, rather than offering a 'make-over' based on some ideal standard.
- B. Students will demonstrate corrective makeup application to minimize or accentuate features. Students will research daytime and night-time makeup on the Internet and duplicate the look by executing the application on a practice make-up face sheet.

Unit 15 - Skin Care (Hair Removal)

(2 Weeks)

Standards

Career Readiness Anchor Standards: 5.1, 5.2, 5.3, 5.4, 6.6, 10.6, 11.1

California CTE Personal Service Pathway Standards: C5.1, C5.4, C5.5 C8.0, C8.1, C8.2, C8.3, C8.4, C8.5C10.0, C10.1, C10.2, C10.3, C10.4, C10.5,

Common Core Standards: CCSSLS12.1, CCSSLS12.2, CCSSLS12.6

- A. Eyebrow Arching and Hair Removal: Removing unwanted hair is a primary concern for many clients, and being able to advise them on various types of hair removal will enhance students ability to satisfy clients. Offering clients hair removal services that meet their needs and can be scheduled while they already are on the salon floor can be a valuable extra service hairstylist can offer. Learning the proper hair removal techniques and performing them safely makes hairstylists an even more important part of a client's beauty regimen.
- B. Students will work in groups of four or six. As a team, students will analyze the facial features of each person in the group. Their goal should be to determine if any hair removal is needed and, if so, which product and procedure is recommended. Students will determine the natural growth pattern of excess hair and demonstrate the direction in which they would Tweeze or apply wax and how they would remove the epilating strips.

Additional Recommended Materials -

1. Milady Standard Cosmetology procedures DVD for Students & Cosmetology Course

Management Guide-resource from required textbook

2. Exam Review for Milady Standard Cosmetology (2015), author Milady, ISBN-13: 978-1285769554
3. Theory Workbook for Milady Standard Cosmetology (2015), author Milady, ISBN-13: 978-1285769455
4. Practical Workbook for Milady Standard Cosmetology (2015), author Milady, ISBN-13: 978-1285769479