

Glendale Unified School District

High School

April 27, 2020

(Revised Course Outline Board Approved July 14, 2020)

Department: Career Technical Education

Course Title: Cosmetology 3-4 (*Revised*)

Course Code: 5552V/5553V

Grade Level(s): 10-12

School(s)
Course Offered: Glendale High School

UC/CSU Approved
(Y/N, Subject): Y, "f" Visual & Performing Arts / Interdisciplinary Arts

Course Credits: 10

Recommended
Prerequisite: A grade of "C" or better in Cosmetology 1-2
Recommended to attend after school program

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

Course Overview: Cosmetology 3-4 is the concentration course in the Fashion and Interior Design Industry sector for students who are interested in the personal services pathway. The purpose of this class is to emphasize on the "Art" in cosmetology. Cosmetology 3-4 includes the basic principles of visual art related to hair care, nail care manicuring/care predicating, skin care with related Anatomy and Physiology, Interpersonal Communications, human relations, ethics, scope of practice, legal rules and regulations, and State Board of Cosmetology Mandated Curriculum; establish a core foundation for practice as the entry level employee within the Cosmetology Industry. ALL content domains are covered each year, progressing knowledge and skills from basic to complex in the major design elements-form texture and color relating to visual and performing art.

First Semester-Course Content

Unit 1A: Competitive Business Relations in Cosmetology

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: C4.2, C4.3, C5.0, C5.2, C5.3, C5.5, C6.3, C8.1, C8.2, C8.3, C8.4, C8.5, C10.1, C10.2, C10.3, C10.4, C10.5

Common Core Standards: CSSLS12.2, CCSSRSIT12.7, CCSSRHSS12.2, CCSSWS12.2, CCSSWS12.3

- A. Students engage with the nuances of researching and understanding the competitive landscape, including knowing the strengths and weaknesses of their own company, and possible rival companies. Students will identify the purpose of and unpack the key sources of each element of the SWOT (Strengths & Weaknesses, Opportunities, and Threats) analysis. They will perform and use in depth SWOT analyses to: evaluate real world business ventures (i.e. product lines: Chi, Biolage, Kera Kera); draw conclusions about their potential product/service created in Unit 1; and add to their business plans. Students will then strategize to predict market profitability for their product/service. Finally, students will create a brand related to personal services and develop a brand strategy for their product/service
- B. Students will present a blueprint/strategy to convince investors that there is a demonstrated need for their product/service and must include rationale, branding, highlights from market research, and key points of their SWOT analysis. The presentation will be accompanied by a brief summary and report that cites all relevant sources and data utilized in the presentation. Students will then lead a discussion with their peers and field questions from investors based on their presentation.

Unit 1B: Principles of Visual Art in Hair Design

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: C4.2, C4.3, C5.0, C5.2, C5.3, C5.5, C6.3, C8.1, C8.2, C8.3, C8.4, C8.5, C10.1, C10.2, C10.3, C10.4, C10.5

Common Core Standards: CSSLS12.2, CCSSRSIT12.7, CCSSRHSS12.2, CCSSWS12.2, CCSSWS12.3

- A. Principles of Hair Design: Hair design follows the same basic artistic concepts as other art forms and applies them to hair. Students will work with the three major design elements - form texture and color. Students will understand why a particular hairstyle will or will not

be the best choice for a client. The principles of design will serve as helpful guidelines to assist students in achieving their styling vision. Students will be able to create haircuts and styles designed to help clients camouflage areas of concern while emphasizing their most attractive feature. Students will learn how to create the best suitable hairstyle based on a client's lifestyle, dress attire & form design element describing the outline or silhouette of an object

- B. Students will describe hair design principles and identify the appropriate hairstyles for the common face shapes. Oval, Round, Square, Oblong, Trapezoid Diamond & triangle.

According to face shapes students will survey their classmates & give full description of the hair service that should be performed. Students will follow the activity by styling the mannequin hair according to the face shape.

Unit 2: The Barbering and Cosmetology Act And State Board's Rules and Regulation: General Science-Health & Safety/ Infection Control; Principles & Practices

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

Common Core Standards: CCSSLS12.1, CCSSLS12.6, CCSSWS12.3, CCSSRLST12.9

- 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. Students will define Bacteriology and explain the differences between Pathogenic and Non-Pathogenic Bacteria.

**Unit 3A: The Barbering and Cosmetology Act And State Board's Rules and Regulation:
General Science - Properties of the Hair & Scalp**

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. Properties of the Hair & Scalp Students need to know how and why hair grows and how and why it falls out in order to be able to differentiate between normal and abnormal hair loss. Knowing what creates natural color and texture is a vital part of being able to offer a variety of chemical services to clients. Spotting an unhealthy scalp condition that could be harboring a communicable disease or even causing permanent hair loss is a way to aid clients in caring for their scalp and their hair's well being.
- B. Students will write technical terms on a flip chart pronouncing and describing them out as a group. Students will describe the different feel between coarse, medium and fine hair. Students will determine how porosity, elasticity and texture determine how products affect the hair shaft. Students will define Bacteriology and explain the differences between Pathogenic and Non-Pathogenic Bacteria.
- C. Students will write in a group journal defining and explaining communicable, blood borne and airborne disease along with visuals (pictures or drawings). Students will be grouped into 3 and will explain in an oral presentation how knowledge of hazardous substances can protect and prevent any harm to the client and the cosmetologist.

Unit 3B: Principles in the Art of Formulating Hair Color

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. Formulating hair color One of the most creative, challenging, and popular services is hair coloring. It is important to have an understanding of what motivates people to color their hair. Students will learn how to correct unwanted tones in hair caused by environmental exposure such as sun or chlorine. Students will learn how to enhance an existing color, cover grey, accentuate a particular haircut, measure and formulate hair color. Students will learn how to identify natural hair color using the level system which is used as a measurement to determine lightness and darkness of hair color. Understanding the structure of hair, and how

it relates to hair color is essential to performing a color service. The theory of color such as the natural level system, and various types of hair color used in the salon will prepare students to be efficient hair colorists. Hair Color services provide stylists and clients with an opportunity for creative expression and artistry. Students will learn the importance of hair Coloring products and how to employ strong chemical ingredients to accomplish services safely

- B. 1. Students will use a measuring scale to formulate hair color to neutralize unwanted tones on a mannequin based on the analysis of the texture, density and natural color of the hair and perform a style.
- C. 2. Students will perform hair coloring services to cover gray, to enhance haircuts, and to camouflage face-shape imperfections following all necessary safety precautions.

Unit 4: **Career Opportunities in Hair Care-Hair Cutting**

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. Haircutting/ One length The first haircut is the blunt haircut. In a blunt haircut, also known as a one-length haircut, all the hair comes to a single hanging level, forming a weight line. Students will understand the shape of the head, referred to as a head form. Understanding where the head curves, turns, and changes will help students achieve the desired haircut as well as elevation, distribution and angles. Haircutting is the basic foundation skill upon which all other hair design is built. Being able to rely on haircutting skills and techniques when creating a haircut is what will build confidence, trust, and loyalty between a cosmetologist and his or her clients. The ability to duplicate an existing haircut or create a new haircut from a photo will build a stronger professional relationship between stylist and client. A good haircut that is easy to style and maintain will make clients happy with their experience and will build repeat services. Studying the fundamentals will allow students to understand advanced haircutting techniques. Specializing in haircutting will increase student's career opportunities and profits as a hairstylist.
- B. Students will perform hair analysis as it relates to haircutting and demonstrate tool control of shears. Students will diagram a blunt haircut on a Head sheet and execute a one length blunt haircut on a mannequin. Students will distinguish angles, elevations and guidelines when performing basic haircuts with pictures or drawings for each. Students will interpret information and draw conclusions in essay form, based on the best analysis to make informed decisions. In regards to cutting and styling hair

Unit 5A: **Principles in the Art of Wet Hairstyling**

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, C8.5C10.0, C10.1, C10.2, C10.3, C10.4, C10.5,

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

- A. The Art of Blow Dry Styling/Product Knowledge: Hairstyling is the art of dressing and arranging hair to create temporary changes in the form and texture of the finished hairstyle. Students will learn how to sketch out a Blowdry style by demonstrating head form, elevation, distribution and exercising base control.. Blow-dry Styling is the technique of drying and styling damp hair in one operation, and has revolutionized the hairstyling world. Hairstyling is an important, foundational skill that allows the professional to articulate creativity and deliver a specific outcome desired by the client. Students will identify lines, shapes & learn how to build volume in hair using elevation. Clients rely on hairstylists 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. Cosmetologists are the experts! Clients look to hair stylists for that special desired style. Hairstyling skills will enable students to be as contemporary as they would like to be, allowing them to keep up with trends. If a students goal is to work on photo shoots or do editorial work for fashion, they must first master the basic techniques
- B. Students will sketch a diagram of the blow dry style implementing the headform, elevation, distribution and design lines. Students will perform a blow dry hair style producing a smooth, full finish; ensuring students have procured all of the needed tools, equipment and products according to the hair analysis. Students will include the various base control techniques in order to build the proper shape in the art of hairstyling hair styling. Students will use the correct products.

Unit 5B: **Career Opportunities in Hair Care-Wet Hair Styling**

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, C8.5C10.0, C10.1, C10.2, C10.3, C10.4, C10.5,

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

- A. Blow Dry Styling /Product knowledge Blow-dry Styling is the technique of drying and styling damp hair in one operation, and has revolutionized the hairstyling world. 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 hairstylists 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. You are the expert! The guest looks to you for that special desire for that special day. Hairstyling skills will enable you to help guests to This knowledge helps make you well-rounded and it also creates discipline and be as contemporary as they would like to be, allowing them to keep up with the trends. Work. If a student's goal is to work on photo shoots or do editorial work for fashion, they must first master the basic techniques.

- B. Students will use correct products and tools according to hair analysis. Students will prepare and perform Blow Dry styling technique of a one length blunt haircut producing a smooth, Full finish, ensuring students have procured all of the needed tools, implements and equipment.
- C. Students will create a diagram of the hair shaft. Properly labeling the medulla, cortex and cuticle. Students will be asked to Identify hair texture, density and hair growth patterns for the proper hairstyling design. Each student turns to another student nearby and reads or tells his or her own response to each question. They will discuss the answers amongst each other to determine if the correct answer was given.

Unit 6A: Competitive Strategy in Cosmetology Business Industry

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. Students will learn and use two frameworks to compare positions in the market:
 - a. The SWOT framework forces students to consider both internal resources and their position in the external market.
 - b. Porter's 5 Forces model: this economic model is used by a significant percentage of business corporations. It is a complex model in the sense that five relevant parameters have to be analyzed and weighted to each other. Both models require students to develop strategic thinking as they consider the position of others to create an optimal strategy. Both models also require students to use sophisticated planning techniques
- B. Problem Set: Comparing advantages and disadvantages of a product activity. Completing SWOT analysis for a recently introduced product activity. SWOT Analysis Presentation for Team Business Project Students build on the skills and knowledge acquired in unit 1 to generate a persuasive presentation (2 minutes) on SWOT framework analysis (in teams). The presentation's purpose is to demonstrate understanding of the SWOT analysis as related to the team business project. The presentation will be accompanied by a brief summary that cites all relevant sources and data utilized in the presentation. Students will then lead a discussion with their peers and field questions from instructors.

Unit 6B: Principles in the Art of Haircutting

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. Haircutting/One length: Haircutting can be defined as the artistic carving or removing of hair length with shears, taper shears, razor and/ or clippers to create various forms. Students will learn how to sketch out a haircut demonstrating head form, elevation, distribution and cut lines. Colored pencils will be used to distinguish the in elevation distribution and the cut lines. The first haircut is the blunt haircut. In a blunt haircut, also known as a one-length haircut, all the hair comes to a single hanging level, forming a weight line. Students will understand the shape of the head, referred to as a head form. Understanding where the head curves, turns, and changes will help students achieve the desired haircut as well as elevation, distribution and angles. Haircutting is the basic foundation skill upon which all other hair design is built. Being able to rely on haircutting skills and techniques when creating a haircut is what will build confidence, trust, and loyalty between a cosmetologist and his or her clients. The ability to duplicate an existing haircut or create a new haircut from a photo will build a stronger professional relationship between stylist and client. A good haircut that is easy to style and maintain will make clients happy with their experience and will build repeat services. Studying the fundamentals will allow students to understand advanced haircutting techniques. Specializing in haircutting will increase student's career opportunities and profits as a hairstylist.
- B. Students will perform hair analysis as it relates to haircutting and demonstrate tool control of shears. Students will sketch a diagram of a blunt haircut on a Head sheet and execute a one length blunt haircut on a mannequin. Students will sketch out the distribution, elevation & cutline of the one length haircut.

Course Content-Second Semester

**Unit 7A: The Barbering and Cosmetology Act And State Board's Rules and Regulation:
General Science - Skin Disorders and Diseases**

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, CCSSLS12.2, CCSSRLST12.9, CCSSWS12.9

- A. Skin Disorder and Disease: Providing even the most basic of skin care services requires and understanding of the underlying structure of the skin and common skin problems. Like any

other organ of the body, the skin is susceptible to a variety of diseases, disorders, and ailments. The ability to recognize skin disorders and know when the client should be referred for medical treatment or when the cosmetologist can treat them is essential. Being fully qualified to offer skin care treatments adds another dimension of service for clients. Cosmetologist when offering a service should be prepared to recognize certain common skin conditions and know which they can help and which must be referred to a physician

- B. Students will write a short detailed description of the cause, treatment and natural remedy of the disease or disorder assigned. Students will present a creative poster board display to the class of pictures/sketches of the skin disease or disorder assigned

Unit 8: The Barbering and Cosmetology Act And State Board's Rules and Regulation: Skin Care -Facials Aromatherapy

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, C5.5C8.0, 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. Facials/Aromatherapy:The use of essential oils such as lemon verbena, lavender, and rose is a frequent practice in facial skin care. Many essential oils are also used for aromatherapy, the therapeutic use of plant aromas for beauty and health treatment. Aromatherapy is thought to benefit and enhance a person's physical, emotional, mental, and spiritual well-being. Using various oils and oils blends for specific benefits is believed to create positive effects on the body, mind and spirit. Facials and facial massage will give students a good overview of, and an 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 basis for making that decision.
- B. Students will get into groups of two and discuss how aromatherapy is used in the basic facial procedure and create an aromatherapy facial regimen. Students will write the definition of the epidermis, the dermis, and its composition and the functions of each. Students will give examples of the effects of overexposure to the sun, major causes of acne and how to treat them in the salon. Students will use pictures to identify each example.

Unit 9A: The Barbering and Cosmetology Act And State Board's Rules and Regulation: Skin Care-Facial Makeup/Lashes

STANDARDS

Career Readiness Anchor Standards: 5.1, 5.2, 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. **Artificial Eyelashes** The use of artificial eyelashes has grown enormously, mainly because the technology has improved dramatically and fashion has become more reliant on these accessories. Clients with sparse lashes and those who wish to enhance their eyes for special occasions are most likely to request this service. The objective is to make the clients own lashes look fuller, longer, and more attractive without appearing unnatural. Students will learn how to apply an exaggerated, natural & band lash.
- B. Students will practice applying artificial band lashes to mannequins first, then to models. Students will also practice applying individual lashes on a practice eyelash sheet demonstrating the difference between an exaggerated and natural lash application. Students gather in groups of four and will begin with a word circled in the center, then connect the word to identify facial techniques, massage movements and their physiological effects to perform a foundation service. Students will describe in a paragraph the basic electrical equipment used for facial services, the basic concepts of electrotherapy, light therapy, and when they should be used during facial services.

Unit 9B: Principles in the Visual Art of Skin Care -Facials Aromatherapy

STANDARDS

Career Readiness Anchor Standards: 5.1, 5.2, 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. **Facials/Aromatherapy**: The benefits the client can derive from receiving a professional facial service includes the relaxing of muscles, soothing nerves, correcting minor skin problems, improving circulation and enhancing healthy skin. Students will learn how to sketch out drawings according to face proportion and use it as a guide to perform facial aromatherapy service. The use of essential oils such as lemon verbena, lavender, and rose is a frequent practice in facial skin care. Many essential oils are also used for aromatherapy, the therapeutic use of plant aromas for beauty and health treatment. Aromatherapy is thought to benefit and enhance a person's physical, emotional, mental, and spiritual well-being. Using various oils and oil blends for specific benefits is believed to create positive effects on the body, mind and

spirit. Facials and facial massage will give students a good overview of, and a 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 basis for making that decision.

- B. Students will create a drawing that demonstrates their understanding of facial proportions in the front view profile view. Students will get into groups of two, discuss how aromatherapy is used in the basic facial procedure and create an aromatherapy facial regimen.

Unit 10A: Pricing Strategies for Products Used in Cosmetology Business

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. This unit introduces students to the science of setting prices for goods and services. Students are first introduced to three simple pricing strategies that are common across the business landscape. Students are then introduced to the psychology of pricing. This behavioral model is based on research showing how consumers perceive their buying decisions. Finally students are shown the mechanics of common, sophisticated pricing strategies like bundling and two part tariffs.
- B. 1. Pricing problem sets, including cost-plus pricing, competition-based pricing and customer-based pricing 2. Market Entrance Strategies Problem Set 3. Sophisticated Pricing Strategies Problem Set 4. Toolkit for Developing a Business Plan: Complete Pricing Method, Benefits, Need Fulfilled, and Suggested Price Equation.

Unit 10B: Principles in the Art of Makeup & Artificial Eyelashes

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. Makeup and Artificial Lashes: The law of color is equally as important in make-up design as it is in hair color designs. Selecting the correct color foundation, concealer, eyeshadow and lipstick according to a person's skin tone is vital in the application of makeup. Understanding warm and cool tones for neutralizing colors is instrumental as a make-up artist. Students will learn how to sketch out the make-up design and color it according to the desired look. The

use of artificial eyelashes has grown enormously, mainly because the technology has improved dramatically and fashion has become more reliant on these accessories. Clients with sparse lashes and those who wish to enhance their eyes for special occasions are most likely to request this service. The objective is to make the clients own lashes look fuller, longer, and more attractive without appearing unnatural. Students will learn how to apply an exaggerated, natural & band lash.

- B. Students will perform a make-up application on a face chart. Demonstrating how to camouflage and enhance features on the face with make-up. Students will draw & fill in the appropriate eyebrows based on the face shape. Completing the make-up look with the final touches of a lipstick color.
- C. Students will practice applying artificial band lashes to mannequins first, then to models. Students will also practice applying individual lashes on a practice eyelash sheet demonstrating the difference between an exaggerated and natural lash application.

Unit 11A: Rules and Regulations in Nail Care (Manicure Paraffin Wax Treatments/Aromatherapy)

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. Paraffin Wax Treatments Paraffin wax treatments are designed to trap moisture in the skin while the heat causes skin pores open. Besides opening the pores, heat from the warm paraffin increases blood circulation. This is considered to be a luxurious add- on service and can be safely performed on most clients. Paraffin is a petroleum by-product that has excellent sealing properties (barrier qualities) to hold moisture in the skin. A paraffin wax treatment may be offered before a manicure, during a manicure or as a stand -alone service.
- B. Students will get into groups of two and safely demonstrate a paraffin wax treatment on one another. Students will write down their experience and the effect it has on their skin.
- C. Students will compile a list describing the basic elements of hair design with the use of bands, hair pins, bobby pins, and other up-do tools for wet hairstyling.
- D. Students will identify hairstyling products used for setting, combing out and styling hair. Students will define and explain in a paragraph what a Paraffin Wax is and how it works.

- E. Then the student will give an oral presentation to the class. Student will give written answers regarding the benefits of a paraffin wax and the various health benefit

Unit 11B: Hair Care (Wet Hairstyling/Finger Waves, Pin Curls, Hair Wrapping)

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, C8.5C10.0, C10.1, C10.2, C10.3, C10.4, C10.5

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

- A. Finger Waves, Pin Curls & Hair Wrapping: Finger waving is the process of shaping and directing the hair into an S pattern with the fingers, comb, and waving lotion. Finger waving was very popular in the 1920's and 1930's. students will learn how to sketch out finger wave technique which will include the directions, angles, lines and distribution. Finger waves, in addition to its use in today's fashions, finger waving teaches students the technique of moving and directing hair. Pin curls serve as the basis for patterns, lines, waves, curls, and rolls that are used in a wide range of hairstyles. 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 cosmetologists 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 complete a finger wave on a mannequin creating a style similar to those in fashion in the roaring twenties. Students create a complete style on a mannequin using at least three types of pin curls.
- C. Students will pair in groups of two. The two students will show the other pictures of a hairstyle they would like to have. The students will then interpret (in writing) information and draw conclusions, based on the best analysis to make an informed decision explanation of why this style will or will not work for them. If the style chosen for will not work, students will show them with pictures a style they feel would best fit their face and health of hair, and explain why. Students will translate with pictures the various advanced haircutting techniques into more complex haircutting and designs.

Unit 12A: Rules and Regulations in Hair Care (Principles Of Hair Design) Standards

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. Principles Of Hair Design Students will understand why a particular hairstyle will or will not be the best choice for a client. The principles of design will serve as helpful guidelines to assist students in achieving their styling vision. Students will be able to create haircuts and styles designed to help clients camouflage areas of concern while emphasizing their most attractive feature. Students will be able to create the best suitable hairstyle based on a client's lifestyle & dress attire.
- B. Students will describe hair design principles and identify the appropriate hairstyles according to face shapes and body proportions by surveying their classmates. Filling out a consultation card including suggested products. Students will create a diagram of the eye explaining the anatomy of eyelashes. Students will individually write an essay explaining the following: What are eyelashes, What happens during the procedure of applying artificial eyelashes and what type of artificial eyelashes are used during the procedure

Unit 12B: **Principles of the Art of Manicure Design and Paraffin Wax Treatment**

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. Manicure is the cosmetic care of the hands and feet. Students will learn how to enhance the natural nail shape with the five basic shapes; pointed, oval, round, square & squoval. Nail art is a creative way to paint, decorate, enhance, and embellish the nails. It is a type of artwork that can be done on fingernails and toenails, usually after manicures, pedicures or acrylic nails. Students will learn a variety of nail art designs to perform on clients. Students will perform a manicure followed by nail art design. Students will learn how to perform a Paraffin wax treatment designed to trap moisture in the skin while the heat causes skin pores open. Besides opening the pores, heat from the warm paraffin increases blood circulation. This is considered a luxurious add on service and can be safely performed on most clients. Paraffin is a petroleum by-product that has excellent sealing properties (barrier qualities) to hold moisture in the skin. A paraffin wax treatment may be offered before a manicure, during a manicure or as a stand -alone service
- B. Students will demonstrate a nail art design on a practice sheet followed by a manicure service incorporating the chosen nail art design.
- C. Students will get into groups of two and safely demonstrate a paraffin wax treatment on one another. Students will write down their experience and the effect it has on their skin.

Unit 13: Rules and Regulations in Hair Care (Hair Coloring)

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. Hair Coloring: Understanding the structure of hair and how it relates to hair color is essential to performing a color service. The theory of color such as the natural level system, and various types of hair color used in the salon will prepare students to be efficient hair colorist. Hair Color services provides stylists and clients with an opportunity for creative expression and artistry. Clients increasingly ask for and require excellent hair coloring services to cover gray, to enhance their haircuts, and to camouflage face -shape imperfections. Hair Coloring products employ strong chemical ingredients to accomplish services, so being aware of what these chemicals are and how they work will enable students to safely provide color services.
- B. Students will demonstrate on a mannequin the application of a temporary color following all necessary safety precautions. Students will group into two and analyze the integrity of their partners hair and explain in writing how they would apply the proper corrective hair color technique according to their partners hair type. Students will describe in an essay the decolorizing process and the underlying contributing pigment in the hair shaft and explain the purpose and use of a toner during a highlighting service.

Unit 14: Pitching & Presenting a Business Plan

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. Students will synthesize knowledge gained in the entire course by presenting a business plan and pitch for the company that they created. Students will include their business plans, competitive environment analyses, sales and marketing plan, pricing strategies, operations and human resource management, cost analysis, and budgeting and accounting projections. Students will present this pitch in a formal environment.
- B. Pitch Presentation – This is the culminating project of the course, where students synthesize key concepts from all units. 1. Students prepare for a formal presentation to peers and any other attendees. Throughout this exercise, students collaborate, and then present in a formal

setting. Students will Identify purpose, key elements, and key entrepreneurial and financial terms in relation to students' own product and company.

- C. 2. Collaborate to generate a comprehensive pitch that explains the company's product, business plans, competitive environment analysis, sales and marketing plan, pricing strategies, operations and human resource management, cost analysis, and budgeting and accounting projections.

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