Glendale Unified School District

Middle School

May 24, 2016

Department: Career Technical Education

Course Title: Introduction to Cosmetology

Course: Number: 5549G2

Grade Level: 7 and 8

Semester Credits: 5

Recommended
Prerequisite: None

Recommended
Textbook: Milady Standard Cosmetology; Frangie, Catherine M., et. All;
                         Cengage Learning; New York, NY; 2000.

Course Description: Introduction to Cosmetology introduces the fundamentals of
                         personal grooming, assists and prepare students in determining whether
                         they have the desire, ambition, personality, and manipulative skills to
                         qualify for continuing the vocational program at high school level. Class
                         instruction will include active participation in learning the professional
                         ways of caring for skin, hair, and nails.

I.   Standards
        CTA Industry Sector Anchor Standards and Career Pathway Academic Standards

        Language Standards:

        L7-8.1 Demonstrate command of the conventions of Standard English grammar and
        usage when writing or speaking.

        L7-8.2 Demonstrate command of the conventions of Standard English capitalization,
        punctuation, and spelling when writing.

        L7-8.3 Apply knowledge of language to understand how language functions in
        different contexts, to make effective choices for meaning or style, and to comprehend
        more fully when reading or listening.

L7-8.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7-8 reading and content, choosing flexibly from a range of strategies.

L7-8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Reading Standard for Information Text:

RI7-8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI7-8.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Reading Standards for Literacy in History/Social Studies:
RH7-8.3 Analyze how and why individuals, events, or ideas develop and interact or the course of a text.

RH7-8.7 Intergrade and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Reading Standards for Literacy in Science and Technical Subjects:
RST7-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Writing Standards:

W7-8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W7-8.3 Write narratives to develop real or imaged experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W7-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, and well-structured event sequences.

W7-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W7-8.6 Use technology, including the internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

W7-8.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W7-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively, assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W7-8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

1. Student Learning Objectives
   a) Recognize the history of cosmetology,
   b) Learn career paths of cosmetology,
   c) Understand the importance of professional image, personal hygiene, and physical presentation,
   d) Learn the importance of communication for success,
   e) Learn the importance of keeping the work area sanitized and free from possible infection,
   f) List the seven (7) steps of disinfecting nonelectrical tools and implements in their proper order,
   g) Perform a complete manicure and pedicure using a systematic procedure to improve the condition and appearance of the nails,
   h) Learn the properties of hair and scalp,
   i) Differentiate between seven facial shapes by discussing hair arranging and its importance relative to choosing a hairstyle for appropriate face shape by solving problems.

2. Additional Learning Objectives

   a. Introduces students to:
      1. The origins of appearance enhancement.
      2. The career paths and opportunities available to a licensed cosmetologist.

       3. The ethics, characteristics of a healthy and positive attitude of a cosmetologist.
       4. The golden rule of human relation.
       5. Effective communication and how to handle special issues in communication.

    b. The Principles of Infection Control:
       1. Define the state laws rules.
       2. Principles of infection and related disease and infection.
       3. Principles of prevention.
       4. Differences between cleaning, disinfecting, sterilizing.
       5. Safely clean and disinfect salon tools and implements.

    c. Nail Structure and Growth:
       1. Nail diseases and infections.
       2. The tools required to perform a manicure and/or pedicure.
       3. Reusable and disposable tools.
       4. Basic nail shapes for women and men.
       5. Proper set up for manicuring table.
       6. Application of nail polish

    d. Properties of Hair and Principles of Hair Design:
       1. Structures of hair roots and growth cycles.
       2. Sources of hair design inspiration.
       3. Principles of hair design.
       4. The influence of hair type on hairstyle.
       5. Different facial shapes.
       6. To design hairstyles to enhance or camouflage facial features.
       7. Design considerations for men.
       8. Hairstyling
       9. Basic techniques for styling for long hair.
      10. Basic techniques for braiding hair.

II. Sample Assessments

    A. There will be a pre- test the first week of the class to get the baseline and post-test to compare the data for growth.
    B. Grades will be based on classroom assignments, projects, practical application, and participation in the classroom.
    C. Students are expected to turn in their assignments within deadline. Students with special needs will be given extra time according to their IEP. All assignments are final unless the student makes the arrangement prior to the assignment.

III. Topic of Study - Suggested Time Distribution

Introduction   10%
The Principles of Infection Control 10%
Nail Structure and Growth 15%
Properties of Hair and Principles of Hair Design 10%
Hairstyling 10%
Practical application 45%

IV.   Recommended Materials:

Manicure, pedicure, hairstyling tools.
Cleaning and disinfecting equipment and material.
Disinfecting tools and material.
Cosmetology Mannequin Training Head and clamps.