

2005 Mississippi Curriculum Framework

Secondary Cosmetology

(Program CIP: 12.0401 – Cosmetology/Cosmetologist, General)

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Standards in this document are based on information from the following organizations:

- | | |
|---|--|
| National Skills Standards for Cosmetology | <i>Milady's standard cosmetology.</i> (2004). Clifton Park, NY: Thomson Delmar Learning. (http://www.milady.com) |
| Standards for Licensing of Instructors | <i>Mississippi code of 1972: Section 73-7-15.</i> Retrieved October 7, 2004, from http://www.sos.state.ms.us/ed_pubs/mscode/ |
| Academic Standards | Mississippi Department of Education Subject Area Testing Program |
| Workplace Skills for the 21st Century | Secretary's Commission on Achieving Necessary Skills |
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Foreword

Secondary vocational-technical education programs in Mississippi are faced with many challenges resulting from sweeping educational reforms at the national and state levels. Schools and teachers are increasingly being held accountable for providing true learning activities to every student in the classroom. This accountability is measured through increased requirements for mastery and attainment of competency as documented through both formative and summative assessments.

The courses in this document reflect the statutory requirements as found in Section 37-3-49, Mississippi Code of 1972, as amended (Section 37-3-46). In addition, this curriculum reflects guidelines imposed by federal and state mandates (Laws, 1988, ch. 487, §14; Laws, 1991, ch. 423, §1; Laws, 1992, ch. 519, §4 eff. from and after July 1, 1992; Carl D. Perkins Vocational Education Act III, 1998; and No Child Left Behind Act of 2001).

Each secondary vocational-technical course consists of a series of instructional units which focus on a common theme. All units have been written using a common format which includes the following components:

- Unit Number and Title
- Suggested Time on Task - An estimated number of clock hours of instruction that should be required to teach the competencies and objectives of the unit. A minimum of 140 hours of instruction is required for each Carnegie unit credit. The curriculum framework should account for approximately 75-80 percent of the time in the course.
- Competencies and Suggested Objectives
 - A competency represents a general concept or performance that students are expected to master as a requirement for satisfactorily completing a unit. Students will be expected to receive instruction on all competencies.
 - The suggested objectives represent the enabling and supporting knowledge and performances that will indicate mastery of the competency at the course level.
- Suggested Teaching Strategies - This section of each unit indicates strategies that can be used to enable students to master each competency. Emphasis has been placed on strategies which reflect active learning methodologies. Teachers should feel free to modify or enhance these suggestions based on needs of their students and resources available in order to provide optimum learning experiences for their students.
- Suggested Assessment Strategies - This section indicates strategies that can be used to measure student mastery. Examples of suggested strategies could include rubrics, class participation, reflection, and journaling. Again, teachers should feel free to modify or enhance these suggested assessment strategies based on local needs and resources.

- Integrated Academic Topics, Workplace Skills, Technology Standards, and Occupational Standards - This section identifies related academic topics as required in the Subject Area Assessment Program (SATP) in Algebra I, Biology I, English II, and U. S. History from 1877, which are integrated into the content of the unit. It also identifies the general workplace skills as identified in the Secretary's Commission on Achieving Necessary Skills (SCANS) report as being critical for all workers in the 21st Century. In addition, national technology standards and occupational skills standards associated with the competencies and suggested objectives for the unit are also identified.
- References - A list of suggested references is provided for each unit. The list includes some of the primary instructional resources that may be used to teach the competencies and suggested objectives. Again, these resources are suggested and the list may be modified or enhanced based on needs and abilities of students and on available resources.

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Program Description

Cosmetology is a secondary instructional program designed to teach students how to provide basic services in sanitation and sterilization, shampooing, hair styling, manicuring, permanent waving, chemical waving, hair coloring, wigs, and salon management. Upon successful completion of the 1500 hour program, the student will be qualified for the certification examination as administered by the Mississippi State Board of Cosmetology.

The curriculum is designed to comply with the standards of the Mississippi State Board of Cosmetology and the requirement of 1500 contact hours for students. Students are required to receive 230 hours of theory (a minimum of 6 hours per week throughout the entire period of instruction, conducted in a separate classroom by a licensed instructor), 1200 hours of supervised skill preparation and clinic work, and 70 hours assigned at the instructor's discretion as needs of individual students dictate.

Course Outline

Cosmetology I

Course CIP Code: 12.0403

Unit	Title	Hours
Unit 1:	Orientation	40
Unit 2:	Leadership/Personal Development	30
Unit 3:	Professional Image (Look You Like)	40
Unit 4:	Communication/Safety Rules	20
Unit 5:	Decontamination and Infection Control	60
Unit 6:	Properties of Hair and Scalp	60
Unit 7:	Draping, Shampooing, and Rinsing	100
Unit 8:	Haircutting	170
Unit 9:	Hairstyling	170
Unit 10:	Permanent Waving	40
Unit 11:	Thermal Styling (Pressing & Curling)	50
Unit 12:	Chemical Relaxing	50
Unit 13:	Hair Coloring	80
Unit 14:	Nails and Disorders	20
Unit 15:	Manicuring and Pedicuring	50

Cosmetology II

Course CIP Code: 12.0490

Unit	Title	Hours
Unit 1:	Orientation (Review of Cosmetology I)	105
Unit 2:	Anatomy and Physiology	60
Unit 3:	Basic Chemistry/Electricity	30
Unit 4:	Principles of Hair Design, Braiding and Extensions, Wigs, and Hair Enhancements	75
Unit 5:	Histology of the Skin	40
Unit 6:	Hair Removal	20
Unit 7:	Facials and Massage	40
Unit 8:	Facial Make-up	30
Unit 9:	Advanced Nail Techniques	40
Unit 10:	The Salon Business, Seeking Employment, and Job Shadowing	50
Unit 11:	State Board Review	40

Cosmetology I
Unit 1: Orientation

(40 hours)

Competencies and Suggested Objectives	Suggested Strategies for Competencies
<p>1. Participate in lifelong learning to stay current with trends, technology, and techniques pertaining to the cosmetology industry.</p> <ol style="list-style-type: none"> a. Describe the origins of the cosmetology industry. b. Name some of the pioneers of modern cosmetology and discuss their roles in its development. c. Describe the advancements made in cosmetology during the nineteenth and twentieth centuries. d. List the career opportunities available to a licensed cosmetologist. e. Consult with clients to determine their needs and preferences. f. List the principles that contribute to personal and professional success. g. Explain the concept of self-management. h. Interact effectively with coworkers as part of a team. i. Create a personal mission statement. j. Explain how to set long- and short-term goals. k. Discuss the most effective ways to manage time. l. Describe good study habits. 	<p>Teaching:</p> <ul style="list-style-type: none"> • Have students match cosmetology occupation job titles with qualifications and responsibilities and identify areas of specialization in cosmetology.^{E2, E3, E4} • Review and discuss occupation job titles with qualifications and responsibilities. • Have students survey job opportunities through salon visits.^{E2} • Describe opportunities in cosmetology. • Identify cosmetology board policies and procedures. • Review the policies and procedures from the State Board Regulations. • Describe local program and vocational center policies and procedures. • Review and discuss applicable rules and regulations. • Describe employment opportunities and responsibilities. • Have students survey job opportunities through employer visits, resource persons, telephone calls, and/or field trips and report to the class.^{E2, E9} • Have a resource person speak to students regarding requirements for jobs, such as punctuality, customer relations, and following directions.^{E2} <p>Assessment:</p> <ul style="list-style-type: none"> • Monitor each student’s participation in group discussions. • Assess the job matching activity for accuracy. • Assess the job opportunity report for content and presentation.

<p>2. Use appropriate methods to ensure personal health and well-being.</p> <ul style="list-style-type: none"> a. Define ethics. b. List the characteristics of a healthy, positive attitude. c. Explain the concept of wellness as it relates to image. d. List the basic habits of daily personal hygiene. e. Explain the concept of dressing for success. f. Describe methods for reducing stress. g. Identify the basic principles of sound nutrition and exercise. h. Demonstrate ways to improve posture, both standing and sitting. i. Demonstrate an understanding of ergonomic principles and ergonomically correct postures and movement. 	
<p>3. Take the necessary steps to develop and retain clients.</p> <ul style="list-style-type: none"> a. Explain the basic processes of effective communication. b. Assess a client’s needs based on the “total look” concept. c. Conduct a successful client consultation. d. Handle delicate communication with clients. e. Build open lines of communication with coworkers and salon managers. 	

STANDARDS

National Skills Standards for Cosmetology

- NSSC1 Participating in lifelong learning to stay current with trends, technology, and techniques pertaining to the cosmetology industry.
- NSSC2 Interacting effectively with coworkers as part of a team.
- NSSC3 Effectively managing your time in order to provide efficient client services.
- NSSC4 Using appropriate methods to ensure personal health and well-being.
- NSSC5 Consulting with clients to determine their needs and preferences as they relate to cosmetology services.
- NSSC6 Taking the necessary steps to develop and retain clients.

Secondary Cosmetology

- NSSC7 Conducting services in a safe environment and taking measures to prevent the spread of infectious and contagious disease.
- NSSC8 Safety using a variety of salon products while providing client services.
- NSSC14 Providing styling and finishing techniques to complete a hairstyle to the satisfaction of the client.
- NSSC15 Effectively marketing professional salon products.
- NSSC24 Managing time to provide efficient client service.
- NSSC25 Maintaining business records on client development, income and expenses.

Standards for Licensing of Instructors

- 73-7-15(1) The board shall admit to examination for a cosmetology instructor's license any person who has made application to the board in proper form.
- 73-7-15(2) The board shall admit to examination for an esthetics instructor's license any person who has made application to the board in proper form.
- 73-7-15(3) The board shall admit to examination for a manicurist instructor's license any person who has made application to the board in proper form.
- 73-7-15(4) Applicants shall satisfactorily pass the examination prescribed by the board for licensing instructors prior to the issuance of the licenses provided in required section.
- 73-7-15(5) All instructors licensed pursuant to this section shall biennially obtain twenty-four (24) clock hours of continuing education in teacher training instruction in cosmetology or esthetics or manicuring, as the case may be, as approved by the board.
- 73-7-15(6) Each application or filing made under this section shall include the social security number(s) of the applicant in accordance with Section 93-11-64.

Academic Standards

- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.

Workplace Skills for the 21st Century

- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.

- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

National Educational Technology Standards for Students

- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

Suggested References

Cosmetology basic operator. (1999). Stillwater, OK: Curriculum and Instructional Materials Center.

Cosmetology core. (2000). Stillwater, OK: Curriculum and Instructional Materials Center.

Dalton, J. W. (1985). *The professional cosmetologist.* St. Paul, MN: West.

Havilin, S. (Ed.). (2002). *Milady's illustrated cosmetology dictionary.* New York: Milady Thomson Learning.

Kibbe, C. K. (1999). *Standard textbook of cosmetology.* Larrytown, NY: Milady.

Milady's standard: Nail technology exam review (4th ed.). (2003). New York: Milady Thomson Learning.

Pivot Point International Inc. (n.d.). Retrieved September 14, 2004, from <http://www.pivot-point.com>

Rules and regulations. (2003). Jackson, MS: Mississippi State Board of Cosmetology.

Cosmetology I
Unit 2: Leadership/Personal Development

(30 hours)

Competencies and Suggested Objectives	Suggested Strategies for Competencies
<p>1. State procedures of leadership used to reach an agreement in an orderly manner and describe personal development opportunities provided students by SkillsUSA.</p> <p>a. State procedures of leadership used in organizational meetings to reach an agreement in an orderly manner.</p> <p>b. Describe the purposes of SkillsUSA.</p>	<p>Teaching:</p> <ul style="list-style-type: none"> • State procedures of leadership used to reach an agreement in an orderly manner and personal development opportunities provided students by SkillsUSA.^{E2} • Allow students to attend a formal meeting to observe “Robert’s Rules of Order” in operation. Give a handout on procedures. Encourage classroom discussion on procedures.^{E2}
<p>2. Identify desirable personal behavior and characteristics.</p> <p>a. Identify desirable personality traits when serving the public.</p> <p>b. Identify desirable personality traits when communicating with employees, supervisors, and other employees.</p> <p>c. Identify desirable characteristics of the personal work ethic.</p>	<ul style="list-style-type: none"> • Discuss leadership opportunities. • Identify desirable personal behavior and characteristics. Have students work in groups to develop scenarios depicting undesirable personal behavior. • Conduct a class discussion involving personality traits, and have students complete journal entries about personality traits.
<p>3. Identify legal requirements for participation in the occupation.</p> <p>a. Describe ways to avoid legal liability problems in the occupation.</p>	<ul style="list-style-type: none"> • Compare public personality traits versus employee personality traits. • Have students interview someone outside of school to identify the application of personal work ethics and present the information to the class.^{E3, E4} • Identify legal requirements for participation in the occupation. • Discuss with students the liabilities that may be incurred while not meeting standards and ethics. <p>Assessment:</p> <ul style="list-style-type: none"> • Monitor class participation in discussions. • Grade group scenarios according to content. • Grade journals according to content and grammar. • Assess the interview report for content and presentation.

STANDARDS*National Skills Standards for Cosmetology*

- NSSC1 Participating in lifelong learning to stay current with trends, technology, and techniques pertaining to the cosmetology industry.
- NSSC2 Interacting effectively with coworkers as part of a team.
- NSSC3 Effectively managing your time in order to provide efficient client services.
- NSSC4 Using appropriate methods to ensure personal health and well-being.
- NSSC5 Consulting with clients to determine their needs and preferences as they relate to cosmetology services.
- NSSC6 Taking the necessary steps to develop and retain clients.
- NSSC19 Performing hair relaxation and wave formations techniques in accordance with manufacturers' directions.
- NSSC24 Managing time to provide efficient client service.
- NSSC25 Maintaining business records on client development, income and expenses.

Academic Standards

- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.

Workplace Skills for the 21st Century

- WP1 Allocates resources (time, money, materials and facilities, and human resources).
- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP4 Applies systems concept including basic understanding, monitoring and correction system performance, and designing and improving systems.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

National Educational Technology Standards for Students

- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

Suggested References

Cosmetology basic operator. (1999). Stillwater, OK: Curriculum and Instructional Materials Center.

Cosmetology core. (2000). Stillwater, OK: Curriculum and Instructional Materials Center.

Dalton, J. W. (1985). *The professional cosmetologist.* St. Paul, MN: West.

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Rules and regulations. (2003). Jackson, MS: Mississippi State Board of Cosmetology.

Cosmetology I

Unit 3: Professional Image (Look You Like)

(40 hours)

Competencies and Suggested Objectives	Suggested Strategies for Competencies
<p>1. Identify basic traits for cosmetologists.</p> <ul style="list-style-type: none"> a. Identify the color key on the basis of skin tone, eye color, and natural hair color. b. Identify importance of hygiene and good grooming. c. Demonstrate and explain visual poise. d. Identify characteristics necessary for personality development. 	<p>Teaching:</p> <ul style="list-style-type: none"> • Identify basic traits for cosmetologists.^{E3} • Discuss the color key. Distribute handouts. • Discuss hygiene and grooming, visual poise, and the characteristics necessary for personality development. Invite guest speakers to provide information.^{E2} • Have students work in groups to prepare a presentation describing basic traits for cosmetologists. <p>Assessment:</p> <ul style="list-style-type: none"> • Monitor group work to ensure that each student participates in research, idea development, and presentation preparation. • Monitor class participation in discussions.

STANDARDS

National Skills Standards for Cosmetology

- NSSC1 Participating in lifelong learning to stay current with trends, technology, and techniques pertaining to the cosmetology industry.
- NSSC2 Interacting effectively with coworkers as part of a team.
- NSSC3 Effectively managing your time in order to provide efficient client services.
- NSSC4 Using appropriate methods to ensure personal health and well-being.
- NSSC5 Consulting with clients to determine their needs and preferences as they relate to cosmetology services.
- NSSC6 Taking the necessary steps to develop and retain clients.
- NSSC7 Conducting services in a safe environment and taking measures to prevent the spread of infectious and contagious disease.
- NSSC8 Safety using a variety of salon products while providing client services.
- NSSC10 Provide basic hair care services.
- NSSC13 Using a variety of salon products while providing clients services.
- NSSC14 Providing styling and finishing techniques to complete a hairstyle to the satisfaction of the client.
- NSSC17 Providing styling and finishing techniques to complete a hairstyle to the satisfaction of the client.
- NSSC20 Conducting a color service in accordance with clients’ needs or expectations.
- NSSC24 Managing time to provide efficient client service.

Academic Standards

- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.

Workplace Skills for the 21st Century

- WP1 Allocates resources (time, money, materials and facilities, and human resources).
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

National Educational Technology Standards for Students

- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

Suggested References

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Rules and regulations. (2003). Jackson, MS: Mississippi State Board of Cosmetology.

Cosmetology I

Unit 4: Communication/Safety Rules

(20 hours)

Competencies and Suggested Objectives	Suggested Strategies for Competencies
<p>1. Describe personal safety rules for working in cosmetology.</p> <ol style="list-style-type: none"> a. Identify and apply terms and definitions for safety. b. Identify OSHA inspections and citations. c. Identify accidents including causes and prevention. d. Identify general safety procedures. e. Identify causes of electrical hazards. f. Identify proper methods for moving heavy items. g. Identify and apply emergency first-aid, if necessary. h. Identify sanitation and sterilization regulations. 	<p>Teaching:</p> <ul style="list-style-type: none"> • Describe personal safety rules for working in cosmetology. • Review and discuss applicable rules and regulations on safety. • Have students review the lab and classroom to indicate any safety violations.^{E5} • Describe accident procedures including getting help, basic first-aid, and accident report form. • Review the school’s policy on general safety procedures. • Describe hazards of electrical shock including effects of current, shock avoidance techniques, and shock treatment procedures. • Describe the proper procedure for moving heavy items. • Review steps to follow in an emergency situation.^{E5} • Describe the sanitation and sterilization requirements in a salon. • Have students work in groups to prepare and present reports on precautions for specific infectious diseases. • Have students prepare an isolation procedures and disposal methods report. <p>Assessment:</p> <ul style="list-style-type: none"> • Evaluate student reports on precautions for specific infectious diseases for content, clarity, presentation, visual aids, and group participation. • Evaluate isolation procedures and disposal methods report for content, grammar, and organization. • Monitor class participation in discussions. • Assess each student for mastery of policies and procedures using a written test, and file the test for documentation.

STANDARDS

National Skills Standards for Cosmetology

- NSSC1 Participating in lifelong learning to stay current with trends, technology, and techniques pertaining to the cosmetology industry.
- NSSC2 Interacting effectively with coworkers as part of a team.
- NSSC3 Effectively managing your time in order to provide efficient client services.
- NSSC4 Using appropriate methods to ensure personal health and well-being.
- NSSC7 Conducting services in a safe environment and taking measures to prevent the spread of infectious and contagious disease.
- NSSC8 Safety using a variety of salon products while providing client services.

Academic Standards

- E5 Complete oral and written presentations which exhibit interaction and consensus within a group.

Workplace Skills for the 21st Century

- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

National Educational Technology Standards for Students

- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

Suggested References

Cosmetology basic operator. (1999). Stillwater, OK: Curriculum and Instructional Materials Center.

Cosmetology core. (2000). Stillwater, OK: Curriculum and Instructional Materials Center.

Dalton, J. W. (1985). *The professional cosmetologist.* St. Paul, MN: West.

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Kibbe, C. K. (1999). *Standard textbook of cosmetology.* Larrytown, NY: Milady.

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Pivot Point International Inc. (n.d.). Retrieved September 14, 2004, from <http://www.pivot-point.com>

Vocational center safety handbook

Cosmetology I

Unit 5: Decontamination and Infection Control

(60 hours)

Competencies and Suggested Objectives	Suggested Strategies for Competencies
<p>1. Explain the performance of services in a safe environment, and take measures to prevent the spread of infectious and contagious diseases.</p> <ul style="list-style-type: none"> a. Describe the types and classifications of bacteria. b. Define hepatitis and AIDS, and explain how they are transmitted. c. Describe vegetable and animal parasites that may be seen in the salon. d. Describe the different types of disinfectants and how they are used. e. Describe how to safely sanitize and disinfect various salon tools and surfaces. f. Explain the differences between sterilization, disinfection, and sanitation. g. Describe universal precautions and the related responsibilities of a salon professional. 	<p>Teaching:</p> <ul style="list-style-type: none"> • Identify and describe bacteria as it relates to cosmetology.^{E3} • Identify and describe the processes of sterilization and sanitation.^{E3} • Have students quiz each other on use of safety techniques. • Host a guest speaker from the health department to speak to the class and pass out appropriate information. • Host a guest speaker from a salon.^{E2} • Identify chemistry terms and safety related to decontamination and infection control.^{E3} • Have students write a report, take pictures, and present the information from a field trip to a salon or health department. <p>Assessment:</p> <ul style="list-style-type: none"> • Use a checklist to monitor the students for use of safety techniques as they quiz each other. • Monitor the students at a field trip site. Evaluate the written report, pictures, and presentation on content and delivery. • Monitor class participation in discussions.
<p>2. Identify and describe bacteria as it relates to cosmetology.</p> <ul style="list-style-type: none"> a. List the reasons for studying bacteriology. b. Identify the types of bacteria. c. Describe how bacteria grow and reproduce. d. Identify the terms associated with bacteriology. 	
<p>3. Identify and describe the processes of sterilization and sanitation.</p> <ul style="list-style-type: none"> a. Identify the relationship of bacteria to the spread of disease. b. Identify and state the various methods of sanitation and sterilization. c. Identify the difference between sanitation and sterilization. d. List precautions to prevent the spread of disease. 	

<p>e. Identify safety measures in the salon.</p> <p>4. Identify chemistry terms and safety related to decontamination and infection control.</p> <p>a. Identify terms related to decontamination and infection control.</p> <p>b. Identify safety precautions associated with decontamination and infection control.</p> <p>c. Identify the types of chemistry related to decontamination and infection control and the nature and types of matter.</p>	
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STANDARDS

National Skills Standards for Cosmetology

- NSSC1 Participating in lifelong learning to stay current with trends, technology, and techniques pertaining to the cosmetology industry.
- NSSC2 Interacting effectively with coworkers as part of a team.
- NSSC4 Using appropriate methods to ensure personal health and well-being.
- NSSC7 Conducting services in a safe environment and taking measures to prevent the spread of infectious and contagious disease.
- NSSC8 Safety using a variety of salon products while providing client services.

Academic Standards

- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.

Workplace Skills for the 21st Century

- WP1 Allocates resources (time, money, materials and facilities, and human resources).
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.

Secondary Cosmetology

WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

National Educational Technology Standards for Students

- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

Suggested References

Cosmetology basic operator. (1999). Stillwater, OK: Curriculum and Instructional Materials Center.

Cosmetology core. (2000). Stillwater, OK: Curriculum and Instructional Materials Center.

Dalton, J. W. (1985). *The professional cosmetologist.* St. Paul, MN: West.

Havilin, S. (Ed.). (2002). *Milady's illustrated cosmetology dictionary.* New York: Milady Thomson Learning.

Kibbe, C. K. (1999). *Standard textbook of cosmetology.* Larrytown, NY: Milady.

Milady's standard: Nail technology exam review (4th ed.). (2003). New York: Milady Thomson Learning.

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Cosmetology I

Unit 6: Properties of Hair and Scalp

(60 hours)

Competencies and Suggested Objectives	Suggested Strategies for Competencies
<p>1. Explain and describe both the physical and microscopic properties of the hair and scalp including professional hair treatments.</p> <ol style="list-style-type: none"> a. Name and describe the structures of the hair root. b. List and describe the three layers of the hair shaft. c. Describe the three types of side bonds in the cortex. d. List the factors that should be considered in a hair analysis. e. Describe the process of hair growth. f. Discuss the different types of hair loss and their causes. g. Describe the various options for hair loss treatment. h. Recognize hair and scalp disorders commonly seen in the salon and school, and know which can be treated there. i. Introduce safety precautions. 	<p>Teaching:</p> <ul style="list-style-type: none"> • Identify the characteristics of hair.^{E3} • Identify problems with hair.^{E3} • Demonstrate and have students prepare a client for a shampoo. • Identify chemistry terms and safety related to shampooing and rinsing.^{E3} • Demonstrate and have students select and identify shampooing and rinsing procedures. • Have students measure appropriate chemicals. <p>Assessment:</p> <ul style="list-style-type: none"> • Monitor class participation in discussions. • Assess shampoo preparations for accuracy. • Assess shampooing and rinsing procedures selection. • Evaluate each student’s measurements for accuracy.
<p>2. Identify the characteristics of hair.</p> <ol style="list-style-type: none"> a. Identify the composition and divisions of hair. b. Identify the different structures of the hair root and follicle. c. List precautions to prevent the spread of disease. 	
<p>3. Identify problems with hair.</p> <ol style="list-style-type: none"> a. Identify various disorders and diseases of the hair and scalp. b. Identify terms related to hair and disorder of hair. c. Identify safety precautions associated with hair and disorders of hair. 	
<p>4. Explain the chemistry of shampoos, rinses, and conditioners, consulting with clients to determine their needs and preferences.</p> <ol style="list-style-type: none"> a. Explain pH and its importance in 	

shampoo selection. b. Explain the role of surfactants in shampoo. c. Discuss the uses and benefits of various types of shampoos and conditioners. d. Perform proper scalp manipulations as part of a shampoo service. e. Demonstrate proper shampooing and conditioning procedures. f. Describe general hair and scalp treatments. g. Introduce safety precautions.	
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STANDARDS

National Skills Standards for Cosmetology

- NSSC1 Participating in lifelong learning to stay current with trends, technology, and techniques pertaining to the cosmetology industry.
- NSSC2 Interacting effectively with coworkers as part of a team.
- NSSC3 Effectively managing your time in order to provide efficient client services.
- NSSC4 Using appropriate methods to ensure personal health and well-being.
- NSSC5 Consulting with clients to determine their needs and preferences as they relate to cosmetology services.
- NSSC6 Taking the necessary steps to develop and retain clients.
- NSSC7 Conducting services in a safe environment and taking measures to prevent the spread of infectious and contagious disease.
- NSSC8 Safety using a variety of salon products while providing client services.
- NSSC9 Provide basic skin care services.
- NSSC10 Provide basic hair care services.
- NSSC13 Using a variety of salon products while providing clients services.
- NSSC15 Effectively marketing professional salon products.
- NSSC17 Providing styling and finishing techniques to complete a hairstyle to the satisfaction of the client.
- NSSC18 Providing nonsurgical hair additions.
- NSSC20 Conducting a color service in accordance with clients' needs or expectations.
- NSSC21 Provide basic manicure and pedicure.
- NSSC22 Performing hair removal services.
- NSSC24 Managing time to provide efficient client service.

Academic Standards

E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.

Workplace Skills for the 21st Century

- WP1 Allocates resources (time, money, materials and facilities, and human resources).
WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

National Educational Technology Standards for Students

- T1 Basic operations and concepts
T2 Social, ethical, and human issues
T3 Technology productivity tools
T4 Technology communications tools
T5 Technology research tools
T6 Technology problem-solving and decision-making tools

Suggested References

Cosmetology basic operator. (1999). Stillwater, OK: Curriculum and Instructional Materials Center.

Cosmetology core. (2000). Stillwater, OK: Curriculum and Instructional Materials Center.

Dalton, J. W. (1985). *The professional cosmetologist.* St. Paul, MN: West.

Havilin, S. (Ed.). (2002). *Milady's illustrated cosmetology dictionary.* New York: Milady Thomson Learning.

Kibbe, C. K. (1999). *Standard textbook of cosmetology.* Larrytown, NY: Milady.

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Cosmetology I

Unit 7: Draping, Shampooing, and Rinsing

(100 hours)

Competencies and Suggested Objectives	Suggested Strategies for Competencies
1. Prepare a client for a shampoo. <ol style="list-style-type: none"> a. Explain the purpose of draping. b. Demonstrate the ability to drape a client. c. Explain the necessity for good hygienic care of the hair and scalp. d. Identify and apply safety and sanitation precautions. 	<p>Teaching:</p> <ul style="list-style-type: none"> • Demonstrate and have students prepare a client for a shampoo. • Identify chemistry terms and safety related to shampooing and rinsing.^{E3} • Demonstrate and have students work in groups to select and identify shampooing and rinsing procedures. • Have students prepare a poster related to the properties of the hair and scalp. <p>Assessment:</p> <ul style="list-style-type: none"> • Monitor group work to ensure that each member participates. • Evaluate the poster for content and appearance. • Evaluate students as they perform procedures.
2. Identify chemistry terms and safety related to shampooing and rinsing. <ol style="list-style-type: none"> a. Identify terms related to shampooing and rinsing. b. Identify safety precautions of shampooing and rinsing. c. Identify the types of chemistry related to shampooing and rinsing and the nature and types of matter. 	
3. Select and identify shampooing and rinsing procedures. <ol style="list-style-type: none"> a. Identify the various methods of shampooing. b. Identify terms related to shampooing, draping, and rinsing. c. Select the correct shampoo for problem conditions. d. Identify the purposes for and effects of rinsing. e. Apply procedures for shampooing and rinsing a client. 	

STANDARDS

National Skills Standards for Cosmetology

- NSSC1 Participating in lifelong learning to stay current with trends, technology, and techniques pertaining to the cosmetology industry.
- NSSC2 Interacting effectively with coworkers as part of a team.
- NSSC3 Effectively managing your time in order to provide efficient client services.
- NSSC4 Using appropriate methods to ensure personal health and well-being.
- NSSC5 Consulting with clients to determine their needs and preferences as they relate to cosmetology services.
- NSSC6 Taking the necessary steps to develop and retain clients.

Secondary Cosmetology

- NSSC7 Conducting services in a safe environment and taking measures to prevent the spread of infectious and contagious disease.
- NSSC8 Safety using a variety of salon products while providing client services.
- NSSC9 Provide basic skin care services.
- NSSC10 Provide basic hair care services.
- NSSC12 Marketing professional salon products.
- NSSC13 Using a variety of salon products while providing clients services.
- NSSC15 Effectively marketing professional salon products.
- NSSC24 Managing time to provide efficient client service.
- NSSC26 Managing product supply for salon use and retail sales.

Academic Standards

- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.

Workplace Skills for the 21st Century

- WP1 Allocates resources (time, money, materials and facilities, and human resources).
- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

National Educational Technology Standards for Students

- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

Suggested References

Cosmetology basic operator. (1999). Stillwater, OK: Curriculum and Instructional Materials Center.

Cosmetology core. (2000). Stillwater, OK: Curriculum and Instructional Materials Center.

Dalton, J. W. (1985). *The professional cosmetologist.* St. Paul, MN: West.

Havilin, S. (Ed.). (2002). *Milady's illustrated cosmetology dictionary*. New York: Milady Thomson Learning.

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Cosmetology I
Unit 8: Haircutting

(170 hours)

Competencies and Suggested Objectives	Suggested Strategies for Competencies
1. Identify terms and safety in hair shaping. <ul style="list-style-type: none"> a. Identify terms related to hair shaping. b. Identify safety, sanitation, and sterilization precautions of hair shaping. 	Teaching: <ul style="list-style-type: none"> • Identify terms and safety in hair shaping. E3, E4 • Have students work in groups to quiz each other about terms and safety. • Demonstrate and have students perform hair shaping. • Have each student match a hair shaping plan to the correct picture. Assessment: <ul style="list-style-type: none"> • Monitor group work as students quiz each other, and use a checklist of symbols to monitor the student's success. • Determine if each student matches the plan to the correct picture, and evaluate his or her interpretation of the information to the class for accuracy, clarity, and presentation skills. • Evaluate students as they perform procedures.
2. Perform hair shaping. <ul style="list-style-type: none"> a. Select the correct instruments for hair textures and form. b. Hold and manipulate the implements correctly. c. Shape hair properly. 	

STANDARDS

National Skills Standards for Cosmetology

- NSSC1 Participating in lifelong learning to stay current with trends, technology, and techniques pertaining to the cosmetology industry.
- NSSC2 Interacting effectively with coworkers as part of a team.
- NSSC3 Effectively managing your time in order to provide efficient client services.
- NSSC4 Using appropriate methods to ensure personal health and well-being.
- NSSC5 Consulting with clients to determine their needs and preferences as they relate to cosmetology services.
- NSSC6 Taking the necessary steps to develop and retain clients.
- NSSC7 Conducting services in a safe environment and taking measures to prevent the spread of infectious and contagious disease.
- NSSC8 Safety using a variety of salon products while providing client services.
- NSSC14 Providing styling and finishing techniques to complete a hairstyle to the satisfaction of the client.
- NSSC16 Provide a haircut in accordance with clients' needs to expectations.
- NSSC24 Managing time to provide efficient client service.
- NSSC26 Managing product supply for salon use and retail sales.

Secondary Cosmetology

Academic Standards

- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.

Workplace Skills for the 21st Century

- WP1 Allocates resources (time, money, materials and facilities, and human resources).
- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP5 Selects, applies, and maintains/troubleshoots technology.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

National Educational Technology Standards for Students

- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

Suggested References

- Cosmetology basic operator.* (1999). Stillwater, OK: Curriculum and Instructional Materials Center.
- Cosmetology core.* (2000). Stillwater, OK: Curriculum and Instructional Materials Center.
- Dalton, J. W. (1985). *The professional cosmetologist.* St. Paul, MN: West.
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Kibbe, C. K. (1999). *Standard textbook of cosmetology*. Larrytown, NY: Milady.

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Cosmetology I
Unit 9: Hairstyling

(170 hours)

Competencies and Suggested Objectives	Suggested Strategies for Competencies
1. Identify basic procedures for hair styling. a. Identify terms related to hair styling. b. Identify safety, sanitation, and sterilization precautions of hair styling. c. Identify the implements and supplies necessary for hair styling.	Teaching: <ul style="list-style-type: none"> • Identify procedures for finger waving.^{E3, E4} • Have each student define terms and uses of tools. • Demonstrate and have students perform finger waving. • Identify basic procedures for hair styling.^{E3, E4}
2. Perform hair styling procedures. a. Select the best hair style which is suitable for facial types and head shapes. b. Comb the hair in preparation for parting. c. Form and use pin curls to create a hair style. d. Use roller curls to create a hair style. e. Comb out a hair style according to steps of a comb out. f. Duplicate a hair cut, wet set, and comb out hair style from a diagram, pictures, or description.	<ul style="list-style-type: none"> • Have students work in groups to present information related to hairstyling. • Demonstrate and have students perform hair styling procedures. Assessment: <ul style="list-style-type: none"> • Evaluate each student’s definitions of terms and uses of tools for accuracy. • Evaluate each group’s presentation for content, clarity, presentation, visual aids, and length. • Evaluate students as they perform procedures.
3. Identify procedures for finger waving. a. Identify terms related to finger waving. b. Identify safety, sanitation, and sterilization precautions of finger waving. c. Identify the purposes of and reasons for finger waving.	
4. Perform finger waving. a. Select wave lotion best suited for the hair. b. Demonstrate the correct techniques for finger waving.	

STANDARDS

National Skills Standards for Cosmetology

NSSC1 Participating in lifelong learning to stay current with trends, technology, and techniques pertaining to the cosmetology industry.

Secondary Cosmetology

- NSSC2 Interacting effectively with coworkers as part of a team.
- NSSC3 Effectively managing your time in order to provide efficient client services.
- NSSC4 Using appropriate methods to ensure personal health and well-being.
- NSSC5 Consulting with clients to determine their needs and preferences as they relate to cosmetology services.
- NSSC6 Taking the necessary steps to develop and retain clients.
- NSSC7 Conducting services in a safe environment and taking measures to prevent the spread of infectious and contagious disease.
- NSSC8 Safety using a variety of salon products while providing client services.
- NSSC12 Marketing professional salon products.
- NSSC13 Using a variety of salon products while providing clients services.
- NSSC14 Providing styling and finishing techniques to complete a hairstyle to the satisfaction of the client.
- NSSC15 Effectively marketing professional salon products.
- NSSC17 Providing styling and finishing techniques to complete a hairstyle to the satisfaction of the client.
- NSSC24 Managing time to provide efficient client service.
- NSSC26 Managing product supply for salon use and retail sales.

Academic Standards

- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.

Workplace Skills for the 21st Century

- WP1 Allocates resources (time, money, materials and facilities, and human resources).
- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP5 Selects, applies, and maintains/troubleshoots technology.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

National Educational Technology Standards for Students

- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

Suggested References

Cosmetology basic operator. (1999). Stillwater, OK: Curriculum and Instructional Materials Center.

Cosmetology core. (2000). Stillwater, OK: Curriculum and Instructional Materials Center.

Dalton, J. W. (1985). *The professional cosmetologist.* St. Paul, MN: West.

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Cosmetology I

Unit 10: Permanent Waving

(40 hours)

Competencies and Suggested Objectives	Suggested Strategies for Competencies
1. Identify chemistry terms and safety related to permanent waving. <ol style="list-style-type: none"> a. Identify terms related to permanent waving. b. Identify safety precautions of permanent waving. c. Identify the types of chemistry related to permanent waving and the nature and types of matter. 	Teaching: <ul style="list-style-type: none"> • Identify chemistry terms and safety related to permanent waving.^{E3} • Identify the procedures for permanent waving.^{E4} • Demonstrate and have students perform a permanent wave. • Have students calculate the amount of necessary chemicals.
2. Identify the procedures for permanent waving. <ol style="list-style-type: none"> a. Identify terms related to permanent waving. b. Identify safety, sanitation, and sterilization precautions of permanent waving. c. Identify permanent waving and the importance of hair and scalp analysis. d. Identify chemical products and their uses in permanent waving. e. Identify special needs for problem hair. f. Identify the difference between heat and cold perming. 	Assessment: <ul style="list-style-type: none"> • Evaluate students as they perform procedures. • Monitor group work as students perform calculations.
3. Perform a permanent wave. <ol style="list-style-type: none"> a. Select the products and best procedure for permanent waving. b. Select the best method for permanent waving. c. Provide a client with a basic permanent wave. 	

STANDARDS

National Skills Standards for Cosmetology

- NSSC1 Participating in lifelong learning to stay current with trends, technology, and techniques pertaining to the cosmetology industry.
- NSSC2 Interacting effectively with coworkers as part of a team.
- NSSC3 Effectively managing your time in order to provide efficient client services.
- NSSC4 Using appropriate methods to ensure personal health and well-being.

Secondary Cosmetology

- NSSC5 Consulting with clients to determine their needs and preferences as they relate to cosmetology services.
- NSSC6 Taking the necessary steps to develop and retain clients.
- NSSC7 Conducting services in a safe environment and taking measures to prevent the spread of infectious and contagious disease.
- NSSC8 Safety using a variety of salon products while providing client services.
- NSSC10 Provide basic hair care services.
- NSSC12 Marketing professional salon products.
- NSSC13 Using a variety of salon products while providing clients services.
- NSSC14 Providing styling and finishing techniques to complete a hairstyle to the satisfaction of the client.
- NSSC15 Effectively marketing professional salon products.
- NSSC17 Providing styling and finishing techniques to complete a hairstyle to the satisfaction of the client.
- NSSC19 Performing hair relaxation and wave formations techniques in accordance with manufacturers' directions.
- NSSC24 Managing time to provide efficient client service.
- NSSC26 Managing product supply for salon use and retail sales.

Academic Standards

- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.

Workplace Skills for the 21st Century

- WP1 Allocates resources (time, money, materials and facilities, and human resources).
- WP5 Selects, applies, and maintains/troubleshoots technology.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

National Educational Technology Standards for Students

- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools

T6 Technology problem-solving and decision-making tools

Suggested References

Cosmetology basic operator. (1999). Stillwater, OK: Curriculum and Instructional Materials Center.

Cosmetology core. (2000). Stillwater, OK: Curriculum and Instructional Materials Center.

Dalton, J. W. (1985). *The professional cosmetologist.* St. Paul, MN: West.

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Cosmetology I

Unit 11: Thermal Styling (Pressing & Curling)

(50 hours)

Competencies and Suggested Objectives	Suggested Strategies for Competencies
1. Identify the procedures for thermal hair styling. <ol style="list-style-type: none"> a. Identify terms related to thermal hair styling. b. Identify safety, sanitation, and sterilization precautions of thermal hair styling. c. Identify the conditions of the hair and scalp. d. State the purposes of hair pressing. 	<p>Teaching:</p> <ul style="list-style-type: none"> • Identify the procedures for thermal hair styling.^{E4} • Have students participate in a role-play activity related to thermal styling. • Demonstrate and have students perform a thermal hair style. <p>Assessment:</p> <ul style="list-style-type: none"> • Monitor for participation in role-play activity. • Evaluate students as they perform procedures. • Continue to assess each student’s employability skills throughout the year by completing checklist.
2. Perform a thermal hair style. <ol style="list-style-type: none"> a. Select the products and best procedures for pressing. b. Select the best method and implements for a thermal hair style. c. Manipulate the implements correctly. d. Provide a client with a basic thermal hair style. 	

STANDARDS

National Skills Standards for Cosmetology

- NSSC1 Participating in lifelong learning to stay current with trends, technology, and techniques pertaining to the cosmetology industry.
- NSSC2 Interacting effectively with coworkers as part of a team.
- NSSC3 Effectively managing your time in order to provide efficient client services.
- NSSC4 Using appropriate methods to ensure personal health and well-being.
- NSSC5 Consulting with clients to determine their needs and preferences as they relate to cosmetology services.
- NSSC6 Taking the necessary steps to develop and retain clients.
- NSSC7 Conducting services in a safe environment and taking measures to prevent the spread of infectious and contagious disease.
- NSSC8 Safety using a variety of salon products while providing client services.
- NSSC10 Provide basic hair care services.
- NSSC12 Marketing professional salon products.
- NSSC13 Using a variety of salon products while providing clients services.
- NSSC14 Providing styling and finishing techniques to complete a hairstyle to the satisfaction of the client.
- NSSC15 Effectively marketing professional salon products.

- NSSC17 Providing styling and finishing techniques to complete a hairstyle to the satisfaction of the client.
- NSSC24 Managing time to provide efficient client service.
- NSSC26 Managing product supply for salon use and retail sales.

Academic Standards

- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.

Workplace Skills for the 21st Century

- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

National Educational Technology Standards for Students

- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

Suggested References

Cosmetology basic operator. (1999). Stillwater, OK: Curriculum and Instructional Materials Center.

Cosmetology core. (2000). Stillwater, OK: Curriculum and Instructional Materials Center.

Dalton, J. W. (1985). *The professional cosmetologist.* St. Paul, MN: West.

Havilin, S. (Ed.). (2002). *Milady's illustrated cosmetology dictionary.* New York: Milady Thomson Learning.

Kibbe, C. K. (1999). *Standard textbook of cosmetology.* Larrytown, NY: Milady.

Milady's standard: Nail technology exam review (4th ed.). (2003). New York: Milady Thomson Learning.

Occupational Safety and Health Administration (OSHA) regulations. (n.d.). Retrieved November 17, 2004, from <http://www.osha.gov>

Pivot Point International Inc. (n.d.). Retrieved September 14, 2004, from <http://www.pivot-point.com>

Vocational center safety handbook

Cosmetology I

Unit 12: Chemical Relaxing

(50 hours)

Competencies and Suggested Objectives	Suggested Strategies for Competencies
1. Identify chemistry terms and safety related to chemical relaxing. <ol style="list-style-type: none"> a. Identify terms related to chemical relaxing. b. Identify safety precautions of chemical relaxing. c. Identify the types of chemistry and the nature and types of matter. 	<p>Teaching:</p> <ul style="list-style-type: none"> • Identify chemistry terms and safety related to chemical relaxing.^{E3} • Have students work in teams to define safety terms and write a safety summary. • Have students complete a written safety test. • Identify the procedures for chemical relaxing.^{E4} • Demonstrate and have students perform a chemical relaxing procedure. <p>Assessment:</p> <ul style="list-style-type: none"> • Monitor teams as they work to define safety terms. • Evaluate safety summary for content. • Evaluate each student on a written safety test for 100% accuracy. • Evaluate students as they perform procedures.
2. Identify procedures for chemical relaxing. <ol style="list-style-type: none"> a. Identify terms related to chemical relaxing. b. Identify safety, sanitation, and sterilization precautions of chemical relaxing. c. Identify the actions of the chemical products to be used on the hair. 	
3. Perform a chemical relaxing procedure. <ol style="list-style-type: none"> a. Select the products for chemical relaxing. b. Select the best method for chemical relaxing. c. Provide a client with a basic chemical relaxing. 	

STANDARDS

National Skills Standards for Cosmetology

- NSSC1 Participating in lifelong learning to stay current with trends, technology, and techniques pertaining to the cosmetology industry.
- NSSC2 Interacting effectively with coworkers as part of a team.
- NSSC3 Effectively managing your time in order to provide efficient client services.
- NSSC4 Using appropriate methods to ensure personal health and well-being.
- NSSC5 Consulting with clients to determine their needs and preferences as they relate to cosmetology services.
- NSSC6 Taking the necessary steps to develop and retain clients.
- NSSC7 Conducting services in a safe environment and taking measures to prevent the spread of infectious and contagious disease.
- NSSC8 Safety using a variety of salon products while providing client services.
- NSSC9 Provide basic skin care services.
- NSSC10 Provide basic hair care services.

Secondary Cosmetology

- NSSC12 Marketing professional salon products.
- NSSC13 Using a variety of salon products while providing clients services.
- NSSC14 Providing styling and finishing techniques to complete a hairstyle to the satisfaction of the client.
- NSSC15 Effectively marketing professional salon products.
- NSSC17 Providing styling and finishing techniques to complete a hairstyle to the satisfaction of the client.
- NSSC19 Performing hair relaxation and wave formations techniques in accordance with manufacturers' directions.
- NSSC24 Managing time to provide efficient client service.
- NSSC26 Managing product supply for salon use and retail sales.

Academic Standards

- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.

Workplace Skills for the 21st Century

- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

National Educational Technology Standards for Students

- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

Suggested References

Cosmetology basic operator. (1999). Stillwater, OK: Curriculum and Instructional Materials Center.

Cosmetology core. (2000). Stillwater, OK: Curriculum and Instructional Materials Center.

Dalton, J. W. (1985). *The professional cosmetologist.* St. Paul, MN: West.

Havilin, S. (Ed.). (2002). *Milady's illustrated cosmetology dictionary.* New York: Milady Thomson Learning.

Kibbe, C. K. (1999). *Standard textbook of cosmetology.* Larrytown, NY: Milady.

Milady's standard: Nail technology exam review (4th ed.). (2003). New York: Milady Thomson Learning.

Occupational Safety and Health Administration (OSHA) regulations. (n.d.). Retrieved November 17, 2004, from <http://www.osha.gov>

Pivot Point International Inc. (n.d.). Retrieved September 14, 2004, from <http://www.pivot-point.com>

Vocational center safety handbook

Cosmetology I
Unit 13: Hair Coloring

(80 hours)

Competencies and Suggested Objectives	Suggested Strategies for Competencies
1. Identify chemistry terms and safety related to hair coloring and hair lightening. <ul style="list-style-type: none"> a. Identify terms related to hair coloring and hair lightening. b. Identify safety precautions of hair coloring and hair lightening. c. Identify the types of chemistry as related to hair coloring and hair lightening and the nature and types of matter. 	Teaching: <ul style="list-style-type: none"> • Identify chemistry terms and safety related to hair coloring and hair lightening.^{E3} • Have students role-play safety in hair coloring and use a teacher-designed checklist to peer-review the role-play. • Have students develop and present a safety scenario. • Identify the procedures for hair coloring and hair lightening.^{E3, E4} • Demonstrate and have students perform a hair coloring and hair lightening. Assessment: <ul style="list-style-type: none"> • Monitor students as they role-play. • Evaluate the safety scenario development and presentation. • Evaluate students as they perform procedures.
2. Identify the procedures for hair coloring and hair lightening. <ul style="list-style-type: none"> a. Identify terms related to hair coloring and hair lightening. b. Identify safety, sanitation, and sterilization precautions of hair coloring and hair lightening. c. Identify the actions of hair coloring on hair. 	
3. Perform a hair coloring and hair lightening. <ul style="list-style-type: none"> a. Select the products for hair coloring. b. Select the best method for hair coloring. c. Provide a client with hair coloring and hair lightening. 	

STANDARDS

National Skills Standards for Cosmetology

- NSSC1 Participating in lifelong learning to stay current with trends, technology, and techniques pertaining to the cosmetology industry.
- NSSC2 Interacting effectively with coworkers as part of a team.
- NSSC3 Effectively managing your time in order to provide efficient client services.
- NSSC4 Using appropriate methods to ensure personal health and well-being.
- NSSC5 Consulting with clients to determine their needs and preferences as they relate to cosmetology services.
- NSSC6 Taking the necessary steps to develop and retain clients.
- NSSC7 Conducting services in a safe environment and taking measures to prevent the spread of infectious and contagious disease.

- NSSC8 Safety using a variety of salon products while providing client services.
- NSSC9 Provide basic skin care services.
- NSSC10 Provide basic hair care services.
- NSSC13 Using a variety of salon products while providing clients services.
- NSSC14 Providing styling and finishing techniques to complete a hairstyle to the satisfaction of the client.
- NSSC15 Effectively marketing professional salon products.
- NSSC17 Providing styling and finishing techniques to complete a hairstyle to the satisfaction of the client.
- NSSC19 Performing hair relaxation and wave formations techniques in accordance with manufacturers' directions.
- NSSC20 Conducting a color service in accordance with clients' needs or expectations.
- NSSC24 Managing time to provide efficient client service.
- NSSC26 Managing product supply for salon use and retail sales.

Academic Standards

- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.

Workplace Skills for the 21st Century

- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

National Educational Technology Standards for Students

- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

Suggested References

Cosmetology basic operator. (1999). Stillwater, OK: Curriculum and Instructional Materials Center.

Cosmetology core. (2000). Stillwater, OK: Curriculum and Instructional Materials Center.

Dalton, J. W. (1985). *The professional cosmetologist.* St. Paul, MN: West.

Havilin, S. (Ed.). (2002). *Milady's illustrated cosmetology dictionary.* New York: Milady Thomson Learning.

Kibbe, C. K. (1999). *Standard textbook of cosmetology.* Larrytown, NY: Milady.

Milady's standard: Nail technology exam review (4th ed.). (2003). New York: Milady Thomson Learning.

Occupational Safety and Health Administration (OSHA) regulations. (n.d.). Retrieved November 17, 2004, from <http://www.osha.gov>

Pivot Point International Inc. (n.d.). Retrieved September 14, 2004, from <http://www.pivot-point.com>

Vocational center safety handbook

Cosmetology I

Unit 14: Nails and Disorders

(20 hours)

Competencies and Suggested Objectives	Suggested Strategies for Competencies
1. Explain nail services for a safe environment and taking measures to prevent the spread of infectious and contagious diseases. <ol style="list-style-type: none"> a. Describe the structure and composition of nails. b. Discuss how nails grow. c. List and describe the various disorders and irregularities of nails. d. Recognize diseases of the nails that should not be treated in the salon. 	<p>Teaching:</p> <ul style="list-style-type: none"> • Identify nails and disorders.^{E3} • Have students work in groups to prepare and present reports on precautions for specific infectious diseases. <p>Assessment:</p> <ul style="list-style-type: none"> • Evaluate student reports on precautions for specific infectious diseases for content, clarity, presentation, visual aids, and group participation.
2. Identify nails and disorders. <ol style="list-style-type: none"> a. Identify structure and composition of nails. b. Distinguish among diseases, disorders, and irregularities of nails. c. Identify terms related to nails and disorders of nails. d. Identify safety, sanitation, and sterilization precautions of nails and nail disorders. 	

STANDARDS

National Skills Standards for Cosmetology

- NSSC1 Participating in lifelong learning to stay current with trends, technology, and techniques pertaining to the cosmetology industry.
- NSSC2 Interacting effectively with coworkers as part of a team.
- NSSC3 Effectively managing your time in order to provide efficient client services.
- NSSC4 Using appropriate methods to ensure personal health and well-being.
- NSSC5 Consulting with clients to determine their needs and preferences as they relate to cosmetology services.
- NSSC6 Taking the necessary steps to develop and retain clients.
- NSSC7 Conducting services in a safe environment and taking measures to prevent the spread of infectious and contagious disease.
- NSSC8 Safety using a variety of salon products while providing client services.
- NSSC11 Provide basic nail care services.
- NSSC12 Marketing professional salon products.
- NSSC13 Using a variety of salon products while providing clients services.
- NSSC15 Effectively marketing professional salon products.
- NSSC21 Provide basic manicure and pedicure.

Secondary Cosmetology

- NSSC22 Performing hair removal services.
NSSC24 Managing time to provide efficient client service.
NSSC26 Managing product supply for salon use and retail sales.

Academic Standards

- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.

Workplace Skills for the 21st Century

- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

National Educational Technology Standards for Students

- T1 Basic operations and concepts
T2 Social, ethical, and human issues
T3 Technology productivity tools
T4 Technology communications tools
T5 Technology research tools
T6 Technology problem-solving and decision-making tools

Suggested References

Cosmetology basic operator. (1999). Stillwater, OK: Curriculum and Instructional Materials Center.

Cosmetology core. (2000). Stillwater, OK: Curriculum and Instructional Materials Center.

Dalton, J. W. (1985). *The professional cosmetologist.* St. Paul, MN: West.

Havilin, S. (Ed.). (2002). *Milady's illustrated cosmetology dictionary.* New York: Milady Thomson Learning.

Kibbe, C. K. (1999). *Standard textbook of cosmetology.* Larrytown, NY: Milady.

Milady's standard: Nail technology exam review (4th ed.). (2003). New York: Milady Thomson Learning.

Occupational Safety and Health Administration (OSHA) regulations. (n.d.). Retrieved November 17, 2004, from <http://www.osha.gov>

Pivot Point International Inc. (n.d.). Retrieved September 14, 2004, from <http://www.pivot-point.com>

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Cosmetology I

Unit 15: Manicuring and Pedicuring

(50 hours)

Competencies and Suggested Objectives	Suggested Strategies for Competencies
1. Identify chemistry terms and safety related to manicuring. <ol style="list-style-type: none"> a. Identify terms related to manicuring. b. Identify safety precautions of manicuring. c. Identify the types of chemistry related to manicuring and the nature and types of matter. 	<p>Teaching:</p> <ul style="list-style-type: none"> • Identify chemistry terms and safety related to manicuring.^{E3} • Identify procedures for giving a manicure.^{E4} • Demonstrate and have students provide a client with a manicure and pedicure. • Have students work in groups to develop and present reports on precautions for specific infectious diseases. <p>Assessment:</p> <ul style="list-style-type: none"> • Monitor each student for adherence to universal precaution rules (e.g., proper hand washing and use of protective equipment) throughout the course using a checklist. • Evaluate student reports on precautions for specific infectious diseases for content, clarity, presentation, visual aids, and group participation.
2. Identify procedures for giving a manicure. <ol style="list-style-type: none"> a. Identify the qualifications of manicure. b. Identify terms related to manicuring. c. Identify safety, sanitation, and sterilization precautions of manicuring. 	
3. Provide a client with a manicure and pedicure. <ol style="list-style-type: none"> a. Set up equipment and arrange implements and supplies. b. Provide a client with a manicure. c. Provide a client with special manicure services. d. Perform the application and removal of artificial and sculptured nails. e. Perform the techniques in the application of artificial nails. f. Perform the techniques in the application of pedicure services. 	

STANDARDS

National Skills Standards for Cosmetology

- NSSC1 Participating in lifelong learning to stay current with trends, technology, and techniques pertaining to the cosmetology industry.
- NSSC2 Interacting effectively with coworkers as part of a team.
- NSSC3 Effectively managing your time in order to provide efficient client services.
- NSSC4 Using appropriate methods to ensure personal health and well-being.
- NSSC5 Consulting with clients to determine their needs and preferences as they relate to cosmetology services.
- NSSC6 Taking the necessary steps to develop and retain clients.

Secondary Cosmetology

- NSSC7 Conducting services in a safe environment and taking measures to prevent the spread of infectious and contagious disease.
- NSSC8 Safety using a variety of salon products while providing client services.
- NSSC11 Provide basic nail care services.
- NSSC12 Marketing professional salon products.
- NSSC13 Using a variety of salon products while providing clients services.
- NSSC15 Effectively marketing professional salon products.
- NSSC21 Provide basic manicure and pedicure.
- NSSC24 Managing time to provide efficient client service.
- NSSC26 Managing product supply for salon use and retail sales.

Academic Standards

- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.

Workplace Skills for the 21st Century

- WP1 Allocates resources (time, money, materials and facilities, and human resources).
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP5 Selects, applies, and maintains/troubleshoots technology.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

National Educational Technology Standards for Students

- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

Suggested References

Cosmetology basic operator. (1999). Stillwater, OK: Curriculum and Instructional Materials Center.

Cosmetology core. (2000). Stillwater, OK: Curriculum and Instructional Materials Center.

Dalton, J. W. (1985). *The professional cosmetologist.* St. Paul, MN: West.

Havilin, S. (Ed.). (2002). *Milady's illustrated cosmetology dictionary.* New York: Milady Thomson Learning.

Kibbe, C. K. (1999). *Standard textbook of cosmetology.* Larrytown, NY: Milady.

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Pivot Point International Inc. (n.d.). Retrieved September 14, 2004, from <http://www.pivot-point.com>

Cosmetology II

Unit 1: Orientation (Review of Cosmetology I)

(105 hours)

Competencies and Suggested Objectives	Suggested Strategies for Competencies
<p>1. Participate in lifelong learning to stay current with trends, technology, and techniques pertaining to the cosmetology industry.</p> <ul style="list-style-type: none"> a. Describe the origins of the cosmetology industry. b. Name some of the pioneers of modern cosmetology and discuss their roles in its development. c. Describe the advancements made in cosmetology during the nineteenth and twentieth centuries. d. List the career opportunities available to a licensed cosmetologist. e. Consult with clients to determine their needs and preferences. f. List the principles that contribute to personal and professional success. g. Explain the concept of self-management. h. Interact effectively with coworkers as part of a team. i. Create a personal mission statement. j. Explain how to set long- and short-term goals. k. Discuss the most effective ways to manage time. l. Describe good study habits. 	<p>Teaching:</p> <ul style="list-style-type: none"> • Describe local program and vocational center policies and procedures. • Review and discuss applicable rules and regulations. • Describe employment opportunities and responsibilities. • Have students survey job opportunities through employer visits, resource persons, telephone calls, and/or field trips and report to the class.^{E2, E9} • Have resource person speak to students regarding requirements for jobs, such as punctuality, customer relations, and following directions.^{E2} • Lead students to develop advanced leadership and organizational skills. • Introduce SkillsUSA Professional Development Program (PDP). Give handouts on applicable skill competitions. Conduct first organizational meeting. • Invite guest speakers from industry and state SkillsUSA officers to discuss leadership skills.^{E2} • Describe personal safety rules for working in cosmetology. • Review and discuss applicable rules and regulations on safety and give students a safety test. • Have students examine the lab and classroom to indicate any safety violations. • Describe accident procedures including getting help, basic first-aid, and accident report form.^{E2} • Review the school’s policy on general safety procedures. • Describe hazards of electrical shock including effects of current, shock avoidance techniques, and shock treatment procedures. • Describe the proper procedure for moving heavy items.
<p>2. Use appropriate methods to ensure personal health and well-being.</p> <ul style="list-style-type: none"> a. Define ethics. b. List the characteristics of a healthy, positive attitude. c. Explain the concept of wellness as it relates to image. d. List the basic habits of daily personal hygiene. e. Explain the concept of dressing for success. f. Describe methods for reducing stress. g. Identify the basic principles of sound 	

<p>nutrition and exercise.</p> <ul style="list-style-type: none"> h. Demonstrate ways to improve posture, both standing and sitting. i. Demonstrate an understanding of ergonomic principles and ergonomically correct postures and movement. 	<ul style="list-style-type: none"> • Review steps to follow in an emergency situation. • Describe the sanitation and sterilization requirements in a salon. • Identify the information on procedures covered in Cosmetology I. • Identify bacteria found in a salon. • Identify the hair and nail compositions and disorders. • Demonstrate and have students perform basic skills in hair care.
<p>3. Take the necessary steps to develop and retain clients.</p> <ul style="list-style-type: none"> a. Explain the basic processes of effective communication. b. Assess a client’s needs based on the “total look” concept. c. Conduct a successful client consultation. d. Handle delicate communication with clients. e. Build open lines of communication with coworkers and salon managers. 	<ul style="list-style-type: none"> • Assessment: • Have each student complete a safety test (each student must answer 100% of questions accurately). • Monitor students for participation in class discussions. • Evaluate students as they perform procedures.
<p>4. Develop advanced leadership and organizational skills.</p> <ul style="list-style-type: none"> a. Identify SkillsUSA leadership and skills competition activities. b. Identify similarities between SkillsUSA leadership skills and workplace leadership skills. 	
<p>5. Describe personal safety rules for working in cosmetology.</p> <ul style="list-style-type: none"> a. Identify and apply terms and definitions for safety. b. Identify OSHA inspections and citations. c. Identify accidents including causes and prevention. d. Identify general safety procedures. e. Identify causes of electrical hazards. f. Identify proper methods for moving heavy items. g. Identify and apply emergency first aid, if necessary. h. Identify sanitation and sterilization regulations. 	

STANDARDS*National Skills Standards for Cosmetology*

- NSSC1 Participating in lifelong learning to stay current with trends, technology, and techniques pertaining to the cosmetology industry.
- NSSC2 Interacting effectively with coworkers as part of a team.
- NSSC3 Effectively managing your time in order to provide efficient client services.
- NSSC4 Using appropriate methods to ensure personal health and well-being.
- NSSC5 Consulting with clients to determine their needs and preferences as they relate to cosmetology services.
- NSSC6 Taking the necessary steps to develop and retain clients.
- NSSC7 Conducting services in a safe environment and taking measures to prevent the spread of infectious and contagious disease.
- NSSC8 Safety using a variety of salon products while providing client services.
- NSSC12 Marketing professional salon products.
- NSSC13 Using a variety of salon products while providing clients services.
- NSSC15 Effectively marketing professional salon products.
- NSSC24 Managing time to provide efficient client service.
- NSSC25 Maintaining business records on client development, income and expenses.
- NSSC26 Managing product supply for salon use and retail sales.

Academic Standards

- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.

Workplace Skills for the 21st Century

- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

National Educational Technology Standards for Students

- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

Suggested References

Cosmetology basic operator. (1999). Stillwater, OK: Curriculum and Instructional Materials Center.

Cosmetology core. (2000). Stillwater, OK: Curriculum and Instructional Materials Center.

Dalton, J. W. (1985). *The professional cosmetologist.* St. Paul, MN: West.

Havilin, S. (Ed.). (2002). *Milady's illustrated cosmetology dictionary.* New York: Milady Thomson Learning.

Kibbe, C. K. (1999). *Standard textbook of cosmetology.* Larrytown, NY: Milady.

Local administrative policies and procedures

Milady's standard: Nail technology exam review (4th ed.). (2003). New York: Milady Thomson Learning.

Pivot Point International Inc. (n.d.). Retrieved September 14, 2004, from <http://www.pivot-point.com>

Cosmetology II

Unit 2: Anatomy and Physiology

(60 hours)

Competencies and Suggested Objectives	Suggested Strategies for Competencies
<p>1. Demonstrate services in a safe environment, and take measures to prevent the spread of infectious and contagious diseases.</p> <ul style="list-style-type: none"> a. Describe the types and classifications of bacteria. b. Research hepatitis and AIDS and explain how they are transmitted. c. Describe vegetable and animal parasites that may be seen in the salon. d. Describe the different types of disinfectants and how they are used. e. Describe how to safely sanitize and disinfect various salon tools and surfaces. f. Explain the differences between sterilization, disinfection, and sanitation. g. Describe universal precautions and your responsibilities as a salon professional. 	<p>Teaching:</p> <ul style="list-style-type: none"> • Identify cells as they relate to cosmetology.^{E3} • Identify and list functions of the skeletal system as it relates to cosmetology.^{E3} • Identify and list parts of the muscular system as it relates to cosmetology.^{E3} • Identify and list the nerves as they relate to cosmetology.^{E3} • Identify and list parts of the circulatory system as it relates to cosmetology.^{E3} • Identify and list parts of other systems as they relate to cosmetology.^{E3} • Have students construct anatomy and physiology structures. <p>Assessment:</p> <ul style="list-style-type: none"> • Compare the structures constructed by each student for accuracy reflective of good communication. • Monitor each student’s participation in group discussions.
<p>2. Explain the importance of anatomy and physiology to the cosmetology profession.</p> <ul style="list-style-type: none"> a. Describe cells, their structure, and their reproduction. b. Define tissue and identify the types of tissues found in the body. c. List the 10 main body systems and explain their basic functions. <ul style="list-style-type: none"> (1) Skeletal System (2) Muscular System (3) Nervous System (4) Circulatory System (5) Endocrine System (6) Digestive System (7) Excretory System (8) Respiratory System (9) Integumentary System (10) Reproduction System 	

<p>3. Identify and apply chemistry principles to cosmetology services.</p> <ol style="list-style-type: none"> Explain the difference between organic and inorganic chemistry as related to cosmetology. Discuss the different forms of matter: elements, compounds, and mixtures. Explain pH and the pH scale. Describe oxidation and reduction (redox) reactions. Explain terms related to cosmetology chemistry. 	
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STANDARDS

National Skills Standards for Cosmetology

- NSSC1 Participating in lifelong learning to stay current with trends, technology, and techniques pertaining to the cosmetology industry.
- NSSC2 Interacting effectively with coworkers as part of a team.
- NSSC3 Effectively managing your time in order to provide efficient client services.
- NSSC4 Using appropriate methods to ensure personal health and well-being.
- NSSC5 Consulting with clients to determine their needs and preferences as they relate to cosmetology services.
- NSSC6 Taking the necessary steps to develop and retain clients.
- NSSC7 Conducting services in a safe environment and taking measures to prevent the spread of infectious and contagious disease.
- NSSC8 Safety using a variety of salon products while providing client services.
- NSSC24 Managing time to provide efficient client service.
- NSSC26 Managing product supply for salon use and retail sales.

Academic Standards

- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.

Workplace Skills for the 21st Century

- WP1 Allocates resources (time, money, materials and facilities, and human resources).
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.

Secondary Cosmetology

- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

National Educational Technology Standards for Students

- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

Suggested References

Cosmetology basic operator. (1999). Stillwater, OK: Curriculum and Instructional Materials Center.

Cosmetology core. (2000). Stillwater, OK: Curriculum and Instructional Materials Center.

Dalton, J. W. (1985). *The professional cosmetologist.* St. Paul, MN: West.

Havilin, S. (Ed.). (2002). *Milady's illustrated cosmetology dictionary.* New York: Milady Thomson Learning.

Kibbe, C. K. (1999). *Standard textbook of cosmetology.* Larrytown, NY: Milady.

Milady's standard: Nail technology exam review (4th ed.). (2003). New York: Milady Thomson Learning.

Pivot Point International Inc. (n.d.). Retrieved September 14, 2004, from <http://www.pivot-point.com>

Cosmetology II**Unit 3: Basic Chemistry/Electricity****(30 hours)**

Competencies and Suggested Objectives	Suggested Strategies for Competencies
1. Identify the importance of electricity and light therapy in cosmetology. <ol style="list-style-type: none"> a. Define terms associated with electricity and light therapy as used in cosmetology. b. Identify the importance of the use of electricity and light therapy as used in cosmetology. c. Identify the different types of currents and light rays and the benefits of each. 	Teaching: <ul style="list-style-type: none"> • Identify the importance of electricity and light therapy in cosmetology.^{E3} • Describe personal safety rules as related to electricity and light therapy. • Review the school's policy on general safety procedures. • Describe hazards of electrical shock including effects of current, shock avoidance techniques, and shock treatment procedures.^{E3} • Have each student define terms related to electricity. • Have students work in groups to prepare and present information related to basic chemistry and electricity.
2. Describe personal safety rules as related to electricity and light therapy. <ol style="list-style-type: none"> a. Identify general safety procedures b. Identify causes of electrical hazards. 	
3. Identify and apply electricity principles to cosmetology services. <ol style="list-style-type: none"> a. Discuss the nature of electricity and the two types of electric current. b. Define the four types of electrotherapy and their uses. c. Explain electromagnetic radiation and the visible spectrum of light. d. List the five types of light therapy and their benefits. e. Explain the safety precautions related to electricity use in cosmetology services. 	
Assessment: <ul style="list-style-type: none"> • Evaluate each student's definitions of terms and uses for accuracy. • Evaluate each group's presentation for content, clarity, presentation, visual aids, and length. • Monitor students for participation in class discussions. 	

STANDARDS*National Skills Standards for Cosmetology*

- NSSC1 Participating in lifelong learning to stay current with trends, technology, and techniques pertaining to the cosmetology industry.
- NSSC2 Interacting effectively with coworkers as part of a team.
- NSSC3 Effectively managing your time in order to provide efficient client services.
- NSSC4 Using appropriate methods to ensure personal health and well-being.
- NSSC5 Consulting with clients to determine their needs and preferences as they relate to cosmetology services.
- NSSC6 Taking the necessary steps to develop and retain clients.

- NSSC7 Conducting services in a safe environment and taking measures to prevent the spread of infectious and contagious disease.
- NSSC8 Safety using a variety of salon products while providing client services.
- NSSC24 Managing time to provide efficient client service.
- NSSC26 Managing product supply for salon use and retail sales.

Academic Standards

- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.

Workplace Skills for the 21st Century

- WP1 Allocates resources (time, money, materials and facilities, and human resources).
- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP4 Applies systems concept including basic understanding, monitoring and correction system performance, and designing and improving systems.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

National Educational Technology Standards for Students

- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

Suggested References

Cosmetology basic operator. (1999). Stillwater, OK: Curriculum and Instructional Materials Center.

Cosmetology core. (2000). Stillwater, OK: Curriculum and Instructional Materials Center.

Dalton, J. W. (1985). *The professional cosmetologist.* St. Paul, MN: West.

Havilin, S. (Ed.). (2002). *Milady's illustrated cosmetology dictionary*. New York: Milady Thomson Learning.

Kibbe, C. K. (1999). *Standard textbook of cosmetology*. Larrytown, NY: Milady.

Milady's standard: Nail technology exam review (4th ed.). (2003). New York: Milady Thomson Learning.

Pivot Point International Inc. (n.d.). Retrieved September 14, 2004, from <http://www.pivot-point.com>

Cosmetology II

Unit 4: Principles of Hair Design, Braiding and Extensions, Wigs and Hair Enhancements

(75 hours)

Competencies and Suggested Objectives	Suggested Strategies for Competencies
<p>1. Review the physical and microscopic properties of the hair and scalp including professional hair treatments.</p> <ul style="list-style-type: none"> a. Name and describe the structures of the hair root. b. List and describe the three layers of the hair shaft. c. Describe the three types of side bonds in the cortex. d. List the factors that should be considered in a hair analysis. e. Describe the process of hair growth. f. Discuss the different types of hair loss and their causes. g. Describe the various options for hair loss treatment. h. Recognize hair and scalp disorders commonly seen in the salon and school, and know which can be treated there. i. Explain and demonstrate safety precautions. 	<p>Teaching:</p> <ul style="list-style-type: none"> • Identify components of artificial hair.^{E3} • Have students work in groups to quiz each other about properties of hair and scalp. • Demonstrate and have students apply procedures for the service of artificial hair.^{E4} • Have students match the design plan to the correct picture. <p>Assessment:</p> <ul style="list-style-type: none"> • Monitor group work as students quiz each other, and use a checklist of symbols to monitor student success. • Determine if each student matches the plan to the correct picture, and evaluate his or her interpretation of the information to the class for accuracy, clarity, and presentation skills. • Evaluate students as they perform procedures.
<p>2. Select, adapt, and execute a hairstyle that is both suitable and desirable to the client.</p> <ul style="list-style-type: none"> a. List the five elements of hair design. b. List the five principles of hair design. c. Identify different facial shapes. d. Demonstrate how to design hairstyles to enhance or camouflage facial features. e. Explain design considerations for men. f. Explain and demonstrate safety precautions associated with hairstyling. 	

<p>3. Identify components of artificial hair.</p> <p>a. Identify terms related to artificial hair.</p> <p>b. Identify safety, sanitation, and sterilization precautions of artificial hair.</p>	
<p>4. Apply procedures for the service of artificial hair.</p> <p>a. Select the correct wig for the client's need.</p> <p>b. Clean and style hair pieces.</p> <p>c. Lengthen hair by adding additional hair by weaving and/or extension braiding.</p>	

STANDARDS

National Skills Standards for Cosmetology

- NSSC1 Participating in lifelong learning to stay current with trends, technology, and techniques pertaining to the cosmetology industry.
- NSSC2 Interacting effectively with coworkers as part of a team.
- NSSC3 Effectively managing your time in order to provide efficient client services.
- NSSC4 Using appropriate methods to ensure personal health and well-being.
- NSSC5 Consulting with clients to determine their needs and preferences as they relate to cosmetology services.
- NSSC6 Taking the necessary steps to develop and retain clients.
- NSSC7 Conducting services in a safe environment and taking measures to prevent the spread of infectious and contagious disease.
- NSSC8 Safety using a variety of salon products while providing client services.
- NSSC10 Provide basic hair care services.
- NSSC13 Using a variety of salon products while providing clients services.
- NSSC14 Providing styling and finishing techniques to complete a hairstyle to the satisfaction of the client.
- NSSC15 Effectively marketing professional salon products.
- NSSC17 Providing styling and finishing techniques to complete a hairstyle to the satisfaction of the client.
- NSSC18 Providing nonsurgical hair additions.
- NSSC22 Performing hair removal services.
- NSSC24 Managing time to provide efficient client service.
- NSSC26 Managing product supply for salon use and retail sales.

Academic Standards

- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.

Workplace Skills for the 21st Century

- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

National Educational Technology Standards for Students

- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

Suggested References

Cosmetology basic operator. (1999). Stillwater, OK: Curriculum and Instructional Materials Center.

Cosmetology core. (2000). Stillwater, OK: Curriculum and Instructional Materials Center.

Dalton, J. W. (1985). *The professional cosmetologist.* St. Paul, MN: West.

Havilin, S. (Ed.). (2002). *Milady's illustrated cosmetology dictionary.* New York: Milady Thomson Learning.

Kibbe, C. K. (1999). *Standard textbook of cosmetology.* Larrytown, NY: Milady.

Milady's standard: Nail technology exam review (4th ed.). (2003). New York: Milady Thomson Learning.

Occupational Safety and Health Administration (OSHA) regulations. (n.d.). Retrieved November 17, 2004, from <http://www.osha.gov>

Pivot Point International Inc. (n.d.). Retrieved September 14, 2004, from <http://www.pivot-point.com>

Vocational center safety handbook

Cosmetology II

Unit 5: Histology of the Skin

(40 hours)

Competencies and Suggested Objectives	Suggested Strategies for Competencies
<p>1. Explain basic skin characteristics.</p> <ul style="list-style-type: none"> a. Describe the structure and composition of the skin. b. List the functions of the skin. c. Describe the aging process and the factors that influence aging of the skin. d. Define important terms relating to the skin. e. Discuss which skin disorders may be handled in the salon and which should be referred to a physician. f. Identify safety precautions. 	<p>Teaching:</p> <ul style="list-style-type: none"> • Identify terms and safety in skin and disorders.^{E3} • Identify characteristics of the skin and disorders.^{E3} • Have students work in groups prepare and present information related to the histology of the skin. <p>Assessment:</p> <ul style="list-style-type: none"> • Monitor group work to ensure that each member participates in research, idea development, and presentation preparation. • Monitor students for participation in class discussions.
<p>2. Identify terms and safety related to skin and its disorders.</p> <ul style="list-style-type: none"> a. Identify terms related to skin and its disorders. b. Identify safety, sanitation, and sterilization precautions of skin and its disorders. 	
<p>3. Identify characteristics of the skin and its disorders.</p> <ul style="list-style-type: none"> a. Identify structures of and compositions of the skin. b. List characteristics of skin and its functions. c. Identify disorders of the skin and adjacent glands. d. Distinguish between disorders treated by cosmetologists and those treated by physicians. 	

STANDARDS

National Skills Standards for Cosmetology

- NSSC1 Participating in lifelong learning to stay current with trends, technology, and techniques pertaining to the cosmetology industry.
- NSSC2 Interacting effectively with coworkers as part of a team.
- NSSC3 Effectively managing your time in order to provide efficient client services.
- NSSC4 Using appropriate methods to ensure personal health and well-being.

Secondary Cosmetology

- NSSC5 Consulting with clients to determine their needs and preferences as they relate to cosmetology services.
- NSSC6 Taking the necessary steps to develop and retain clients.
- NSSC7 Conducting services in a safe environment and taking measures to prevent the spread of infectious and contagious disease.
- NSSC8 Safety using a variety of salon products while providing client services.
- NSSC9 Provide basic skin care services.
- NSSC13 Using a variety of salon products while providing clients services.
- NSSC15 Effectively marketing professional salon products.
- NSSC24 Managing time to provide efficient client service.
- NSSC26 Managing product supply for salon use and retail sales.

Academic Standards

- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.

Workplace Skills for the 21st Century

- WP1 Allocates resources (time, money, materials and facilities, and human resources).
- WP4 Applies systems concept including basic understanding, monitoring and correction system performance, and designing and improving systems.
- WP5 Selects, applies, and maintains/troubleshoots technology.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

National Educational Technology Standards for Students

- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

Suggested References

Cosmetology basic operator. (1999). Stillwater, OK: Curriculum and Instructional Materials Center.

Cosmetology core. (2000). Stillwater, OK: Curriculum and Instructional Materials Center.

Dalton, J. W. (1985). *The professional cosmetologist*. St. Paul, MN: West.

Havilin, S. (Ed.). (2002). *Milady's illustrated cosmetology dictionary*. New York: Milady Thomson Learning.

Kibbe, C. K. (1999). *Standard textbook of cosmetology*. Larrytown, NY: Milady.

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Cosmetology II

Unit 6: Hair Removal

(20 hours)

Competencies and Suggested Objectives	Suggested Strategies for Competencies
<p>1. Demonstrate basic skin care services related to hair removal.</p> <p>2. Demonstrate hair removal services.</p> <p>a. Describe the elements of a client consultation for hair removal.</p> <p>b. Name the conditions that contraindicate hair removal in the salon.</p> <p>c. Identify and describe three methods of permanent hair removal.</p> <p>d. Demonstrate the techniques involved in temporary hair removal.</p> <p>e. Identify safety precautions.</p>	<p>Teaching:</p> <ul style="list-style-type: none"> • Identify chemistry terms and safety related to facial makeup, eyelashes, and superfluous hair removal.^{E3} • Identify terms and safety in facial makeup, eyelashes, and superfluous hair removal.^{E3} • Identify characteristics of facial makeup, eyelashes, and superfluous hair removal.^{E3} • Have students work in groups to prepare and present information related to hair removal. <p>Assessment:</p> <ul style="list-style-type: none"> • Evaluate each group’s presentation for content, clarity, presentation, visual aids, and length. • Monitor students for participation in class discussions.

STANDARDS

National Skills Standards for Cosmetology

- NSSC1 Participating in lifelong learning to stay current with trends, technology, and techniques pertaining to the cosmetology industry.
- NSSC2 Interacting effectively with coworkers as part of a team.
- NSSC3 Effectively managing your time in order to provide efficient client services.
- NSSC4 Using appropriate methods to ensure personal health and well-being.
- NSSC5 Consulting with clients to determine their needs and preferences as they relate to cosmetology services.
- NSSC6 Taking the necessary steps to develop and retain clients.
- NSSC7 Conducting services in a safe environment and taking measures to prevent the spread of infectious and contagious disease.
- NSSC8 Safety using a variety of salon products while providing client services.
- NSSC9 Provide basic skin care services.
- NSSC10 Provide basic hair care services.
- NSSC13 Using a variety of salon products while providing clients services.
- NSSC15 Effectively marketing professional salon products.
- NSSC22 Performing hair removal services.
- NSSC23 Applying appropriate cosmetics to enhance a client’s appearance.
- NSSC24 Managing time to provide efficient client service.
- NSSC26 Managing product supply for salon use and retail sales.

Secondary Cosmetology

Academic Standards

E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.

Workplace Skills for the 21st Century

- WP1 Allocates resources (time, money, materials and facilities, and human resources).
- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP4 Applies systems concept including basic understanding, monitoring and correction system performance, and designing and improving systems.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

National Educational Technology Standards for Students

- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

Suggested References

Cosmetology basic operator. (1999). Stillwater, OK: Curriculum and Instructional Materials Center.

Cosmetology core. (2000). Stillwater, OK: Curriculum and Instructional Materials Center.

Dalton, J. W. (1985). *The professional cosmetologist.* St. Paul, MN: West.

Havilin, S. (Ed.). (2002). *Milady's illustrated cosmetology dictionary.* New York: Milady Thomson Learning.

Kibbe, C. K. (1999). *Standard textbook of cosmetology.* Larrytown, NY: Milady.

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Cosmetology II

Unit 7: Facials and Massage

(40 hours)

Competencies and Suggested Objectives	Suggested Strategies for Competencies
1. Identify chemistry terms and safety related to facials and massages. <ol style="list-style-type: none"> a. Identify terms related to facials and massages. b. Identify safety precautions of facials and massages. c. Identify types of chemistry related to facials and massages and the nature and types of matter. 	Teaching: <ul style="list-style-type: none"> • Identify chemistry terms and safety related to facials and massages.^{E3} • Identify procedures for facials and massages.^{E3} • Demonstrate and have students provide a facial and massage.
2. Identify procedures for facials and massages. <ol style="list-style-type: none"> a. Identify terms related to facials and massages. b. Identify safety, sanitation, and sterilization precautions of facials and massages. c. List psychological effects of facials and massages. d. List materials and equipment needed. e. Identify the purposes of massage. f. List manipulations and their benefits. 	Assessment: <ul style="list-style-type: none"> • Monitor students for participation in class discussions. • Evaluate students as they perform procedures.
3. Provide a facial and massage. <ol style="list-style-type: none"> a. Select required products to complete a facial treatment. b. Identify motor nerve points of the face and neck. c. Administer proper massage movement. d. Administer a facial to a client. 	

STANDARDS

National Skills Standards for Cosmetology

- NSSC1 Participating in lifelong learning to stay current with trends, technology, and techniques pertaining to the cosmetology industry.
- NSSC2 Interacting effectively with coworkers as part of a team.
- NSSC3 Effectively managing your time in order to provide efficient client services.
- NSSC4 Using appropriate methods to ensure personal health and well-being.
- NSSC5 Consulting with clients to determine their needs and preferences as they relate to cosmetology services.
- NSSC6 Taking the necessary steps to develop and retain clients.

Secondary Cosmetology

- NSSC7 Conducting services in a safe environment and taking measures to prevent the spread of infectious and contagious disease.
- NSSC8 Safety using a variety of salon products while providing client services.
- NSSC9 Provide basic skin care services.
- NSSC13 Using a variety of salon products while providing clients services.
- NSSC15 Effectively marketing professional salon products.
- NSSC23 Applying appropriate cosmetics to enhance a client's appearance.
- NSSC24 Managing time to provide efficient client service.
- NSSC26 Managing product supply for salon use and retail sales.

Academic Standards

- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.

Workplace Skills for the 21st Century

- WP1 Allocates resources (time, money, materials and facilities, and human resources).
- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP5 Selects, applies, and maintains/troubleshoots technology.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

National Educational Technology Standards for Students

- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

Suggested References

Cosmetology basic operator. (1999). Stillwater, OK: Curriculum and Instructional Materials Center.

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Cosmetology II
Unit 8: Facial Make-up

(30 hours)

Competencies and Suggested Objectives	Suggested Strategies for Competencies
<p>1. Apply basic skin care services related to facial make-up.</p> <p>2. Provide basic facial care.</p> <p>a. List and describe the five main categories of professional skin care products.</p> <p>b. Explain the different skin types and skin conditions.</p> <p>c. Identify the various types of massage movements and their physiological effects.</p> <p>d. List and describe the different types of electrical current used in facial treatments and the safety precautions that must be followed when working with them.</p> <p>e. Demonstrate the procedure for a basic facial.</p> <p>f. Identify safety precautions.</p>	<p>Teaching:</p> <ul style="list-style-type: none"> • Identify chemistry terms and safety related to facial makeup, eyelashes, and superfluous hair removal.^{E3} • Identify terms and safety in facial makeup, eyelashes, and superfluous hair removal.^{E3} • Have students quiz each other on the use of safety techniques. • Identify characteristics of facial makeup, eyelashes, and superfluous hair removal.^{E3} <p>Assessment:</p> <ul style="list-style-type: none"> • Use a checklist to monitor the students for use of safety techniques as they quiz each other. • Monitor students for participation in class discussions.
<p>3. Provide a consultation and application of appropriate cosmetics to enhance a client’s appearance.</p> <p>a. Describe the different types of cosmetics and their uses.</p> <p>b. Demonstrate an understanding of cosmetic color theory.</p> <p>c. Demonstrate a basic makeup procedure for any occasion.</p> <p>d. Identify different facial types and demonstrate procedures for basic corrective makeup.</p> <p>e. Demonstrate the application and removal of artificial lashes.</p> <p>f. List safety measures to be followed during makeup application.</p>	

STANDARDS

National Skills Standards for Cosmetology

NSSC1 Participating in lifelong learning to stay current with trends, technology, and techniques pertaining to the cosmetology industry.

Secondary Cosmetology

- NSSC2 Interacting effectively with coworkers as part of a team.
- NSSC3 Effectively managing your time in order to provide efficient client services.
- NSSC4 Using appropriate methods to ensure personal health and well-being.
- NSSC5 Consulting with clients to determine their needs and preferences as they relate to cosmetology services.
- NSSC6 Taking the necessary steps to develop and retain clients.
- NSSC7 Conducting services in a safe environment and taking measures to prevent the spread of infectious and contagious disease.
- NSSC8 Safety using a variety of salon products while providing client services.
- NSSC9 Provide basic skin care services.
- NSSC13 Using a variety of salon products while providing clients services.
- NSSC15 Effectively marketing professional salon products.
- NSSC23 Applying appropriate cosmetics to enhance a client's appearance.
- NSSC24 Managing time to provide efficient client service.
- NSSC26 Managing product supply for salon use and retail sales.

Academic Standards

- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.

Workplace Skills for the 21st Century

- WP1 Allocates resources (time, money, materials and facilities, and human resources).
- WP4 Applies systems concept including basic understanding, monitoring and correction system performance, and designing and improving systems.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

National Educational Technology Standards for Students

- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

Suggested References

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Cosmetology II

Unit 9: Advanced Nail Techniques

(40 hours)

Competencies and Suggested Objectives	Suggested Strategies for Competencies
<p>1. Conduct nail services in a safe environment and take measures to prevent the spread of infectious and contagious diseases.</p> <ul style="list-style-type: none"> a. Describe the structure and composition of nails. b. Discuss how nails grow. c. List and describe the various disorders and irregularities of nails. d. Recognize diseases of the nails that should not be treated in the salon. 	<p>Teaching:</p> <ul style="list-style-type: none"> • Explain the characteristics of professional behavior. • Give examples of how the characteristics are used in dealing with the public and in the workplace.^{E2, E5} • Divide students into groups. Give each group a different scenario involving serving the public, communicating with employees, and/or personal work ethic where desirable characteristics were lacking.^{E2, E5}
<p>2. Provide basic manicure and pedicure procedures, and take measures to prevent the spread of infectious and contagious diseases.</p> <ul style="list-style-type: none"> a. List the abilities of a good nail technician. b. Demonstrate the proper use of implements, cosmetics, and materials used in manicuring and pedicuring. c. Identify the five basic nail shapes. d. Demonstrate massage techniques used when giving: <ul style="list-style-type: none"> (1) a manicure (2) a pedicure e. Demonstrate a plain manicure. f. Demonstrate a plain pedicure. g. List the sanitary and safety precautions that should be observed when performing a manicure and pedicure. 	<p>Assessment:</p> <ul style="list-style-type: none"> • Evaluate the scenario presentation for content and delivery. • Monitor students for participation in class discussions.
<p>3. Provide basic procedures for artificial nail services.</p> <ul style="list-style-type: none"> a. List the preservice and postservice steps of an artificial nail procedure. b. Demonstrate the basic procedures for applying: <ul style="list-style-type: none"> (1) tips (2) wraps (3) acrylic nails (4) gels c. Explain the chemistry of acrylic 	

nails. d. List the safety precautions that must be followed when applying artificial nails.	
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STANDARDS

National Skills Standards for Cosmetology

- NSSC1 Participating in lifelong learning to stay current with trends, technology, and techniques pertaining to the cosmetology industry.
- NSSC2 Interacting effectively with coworkers as part of a team.
- NSSC3 Effectively managing your time in order to provide efficient client services.
- NSSC4 Using appropriate methods to ensure personal health and well-being.
- NSSC5 Consulting with clients to determine their needs and preferences as they relate to cosmetology services.
- NSSC6 Taking the necessary steps to develop and retain clients.
- NSSC7 Conducting services in a safe environment and taking measures to prevent the spread of infectious and contagious disease.
- NSSC8 Safety using a variety of salon products while providing client services.
- NSSC10 Provide basic hair care services.
- NSSC11 Provide basic nail care services.
- NSSC13 Using a variety of salon products while providing clients services.
- NSSC21 Provide basic manicure and pedicure.
- NSSC22 Performing hair removal services.
- NSSC24 Managing time to provide efficient client service.
- NSSC25 Maintaining business records on client development, income and expenses.
- NSSC26 Managing product supply for salon use and retail sales.

Academic Standards

- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E5 Complete oral and written presentations which exhibit interaction and consensus within a group.

Workplace Skills for the 21st Century

- WP1 Allocates resources (time, money, materials and facilities, and human resources).
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

Secondary Cosmetology

National Educational Technology Standards for Students

- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

Suggested References

Cosmetology basic operator. (1999). Stillwater, OK: Curriculum and Instructional Materials Center.

Cosmetology core. (2000). Stillwater, OK: Curriculum and Instructional Materials Center.

Dalton, J. W. (1985). *The professional cosmetologist.* St. Paul, MN: West.

Havilin, S. (Ed.). (2002). *Milady's illustrated cosmetology dictionary.* New York: Milady Thomson Learning.

Kibbe, C. K. (1999). *Standard textbook of cosmetology.* Larrytown, NY: Milady.

Milady's standard: Nail technology exam review (4th ed.). (2003). New York: Milady Thomson Learning.

Pivot Point International Inc. (n.d.). Retrieved September 14, 2004, from <http://www.pivot-point.com>

Cosmetology II

Unit 10: The Salon Business, Seeking Employment, and Job Shadowing

(50 hours)

Competencies and Suggested Objectives	Suggested Strategies for Competencies
<p>1. Explain procedures to operate a successful salon.</p> <ol style="list-style-type: none"> a. List the two ways in which you may go into business for yourself. b. List the factors to consider when opening a salon. c. Name and describe the types of ownership under which a salon may operate. d. Explain the importance of keeping accurate business records. e. Discuss the importance of the reception area to a salon’s success. f. Demonstrate good salon telephone techniques. g. List the most effective forms of salon advertising. h. Consult with clients to determine their needs and preferences. i. Interact effectively with coworkers as part of a team. j. Manage time to provide efficient client service. k. Take necessary steps to develop and retain clients. l. Market professional salon products. m. Maintain business records on client development, income, and expenses. n. Manage product supply for salon use and retail sales. o. Participate in lifelong learning to stay current with trends, technology, and techniques pertaining to the cosmetology industry. 	<p>Teaching:</p> <ul style="list-style-type: none"> • Identify and list factors of salon management.^{E3} • Demonstrate and have students develop an organizational plan for the management of a salon.^{E1, E2, E4} • Demonstrate and have students develop computerized clientele records. • Have students write a paper on employability skills. • Assist guidance counselor in presenting a resume writing lesson.^{E1, E3, E9} • Assist guidance counselor or industry personnel manager in showing students how to complete a job application form.^{E3, E9} • Assist guidance counselor or industry personnel manager in demonstrating proper procedures for a job interview. • Have students role-play job interviews with instructor, counselor, and/or personnel manager.^{E2, E4} • Have students develop a report (typed if technology is available) of the job outlook and current opportunities available in the field. Students may use the resources at the Career Center (career software) or search newspapers, professional journals, the Internet, and other relevant publications.^{E1, E3, E5, E9, E10} <p>Assessment:</p> <ul style="list-style-type: none"> • Assess design of organizational plan for accuracy and neatness.
<p>2. Explain the steps involved in preparing for employment.</p> <ol style="list-style-type: none"> a. Discuss the essentials of becoming test-wise. b. List and describe the different types of salon businesses. c. Write an achievement-oriented resume and prepare an employment 	<ul style="list-style-type: none"> • Evaluate each student’s employability paper for content as well as grammar and organization. • Evaluate role-play for participation and proper actions. • Evaluate the job opportunities report for content and grammar.

<p>portfolio.</p> <ul style="list-style-type: none"> d. Explain how to explore the job market and research potential employers. e. Be prepared to complete an effective employment interview. 	
<p>3. Describe the qualities that help new employees succeed in a cosmetology profession.</p> <ul style="list-style-type: none"> a. List the habits of a good salon team player. b. Explain the function of a job description. c. Describe three different ways in which salon professionals are compensated. d. Create a personal budget. e. List the principles of selling products and services in the salon. f. List the most effective ways to build a client base. g. Interact effectively with coworkers as part of a team. h. Manage time to provide efficient client services. i. Take the necessary steps to develop and retain clients. j. Market professional salon products. k. Maintain business records on client development, income, and expenses. 	

STANDARDS

National Skills Standards for Cosmetology

- NSSC1 Participating in lifelong learning to stay current with trends, technology, and techniques pertaining to the cosmetology industry.
- NSSC2 Interacting effectively with coworkers as part of a team.
- NSSC3 Effectively managing your time in order to provide efficient client services.
- NSSC4 Using appropriate methods to ensure personal health and well-being.
- NSSC5 Consulting with clients to determine their needs and preferences as they relate to cosmetology services.
- NSSC6 Taking the necessary steps to develop and retain clients.
- NSSC7 Conducting services in a safe environment and taking measures to prevent the spread of infectious and contagious disease.
- NSSC8 Safety using a variety of salon products while providing client services.

Secondary Cosmetology

- NSSC9 Provide basic skin care services.
- NSSC10 Provide basic hair care services.
- NSSC11 Provide basic nail care services.
- NSSC12 Marketing professional salon products.
- NSSC13 Using a variety of salon products while providing clients services.
- NSSC14 Providing styling and finishing techniques to complete a hairstyle to the satisfaction of the client.
- NSSC15 Effectively marketing professional salon products.
- NSSC16 Provide a haircut in accordance with clients' needs to expectations.
- NSSC17 Providing styling and finishing techniques to complete a hairstyle to the satisfaction of the client.
- NSSC18 Providing nonsurgical hair additions.
- NSSC19 Performing hair relaxation and wave formations techniques in accordance with manufacturers' directions.
- NSSC20 Conducting a color service in accordance with clients' needs or expectations.
- NSSC21 Provide basic manicure and pedicure.
- NSSC22 Performing hair removal services.
- NSSC23 Applying appropriate cosmetics to enhance a client's appearance.
- NSSC24 Managing time to provide efficient client service.
- NSSC25 Maintaining business records on client development, income and expenses.
- NSSC26 Managing product supply for salon use and retail sales.

Academic Standards

- E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.

Workplace Skills for the 21st Century

- WP1 Allocates resources (time, money, materials and facilities, and human resources).
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

National Educational Technology Standards for Students

- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

Suggested References

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Cosmetology II

Unit 11: State Board Review

(40 hours)

Competencies and Suggested Objectives	Suggested Strategies for Competencies
1. List and identify cosmetology terms.	<p>Teaching:</p> <ul style="list-style-type: none"> • Identify and discuss cosmetology terms.^{E3} • Have students type a report on a cosmetology-related topic using appropriate cosmetology terms. <p>Assessment:</p> <ul style="list-style-type: none"> • Monitor students for participation in class discussions. • Evaluate the cosmetology term report for content and grammar.
2. Review rules, laws, and regulations related to cosmetology.	
3. Review cosmetology procedures.	

STANDARDS

National Skills Standards for Cosmetology

- NSSC1 Participating in lifelong learning to stay current with trends, technology, and techniques pertaining to the cosmetology industry.
- NSSC2 Interacting effectively with coworkers as part of a team.
- NSSC3 Effectively managing your time in order to provide efficient client services.
- NSSC4 Using appropriate methods to ensure personal health and well-being.
- NSSC5 Consulting with clients to determine their needs and preferences as they relate to cosmetology services.
- NSSC6 Taking the necessary steps to develop and retain clients.
- NSSC7 Conducting services in a safe environment and taking measures to prevent the spread of infectious and contagious disease.
- NSSC8 Safety using a variety of salon products while providing client services.
- NSSC9 Provide basic skin care services.
- NSSC10 Provide basic hair care services.
- NSSC11 Provide basic nail care services.
- NSSC12 Marketing professional salon products.
- NSSC13 Using a variety of salon products while providing clients services.
- NSSC14 Providing styling and finishing techniques to complete a hairstyle to the satisfaction of the client.
- NSSC15 Effectively marketing professional salon products.
- NSSC16 Provide a haircut in accordance with clients' needs to expectations.
- NSSC17 Providing styling and finishing techniques to complete a hairstyle to the satisfaction of the client.
- NSSC18 Providing nonsurgical hair additions.
- NSSC19 Performing hair relaxation and wave formations techniques in accordance with manufacturers' directions.
- NSSC20 Conducting a color service in accordance with clients' needs or expectations.

Secondary Cosmetology

- NSSC21 Provide basic manicure and pedicure.
- NSSC22 Performing hair removal services.
- NSSC23 Applying appropriate cosmetics to enhance a client's appearance.
- NSSC24 Managing time to provide efficient client service.
- NSSC25 Maintaining business records on client development, income and expenses.
- NSSC26 Managing product supply for salon use and retail sales.

Standards for Licensing of Instructors

- 73-7-15(1) The board shall admit to examination for a cosmetology instructor's license any person who has made application to the board in proper form.
- 73-7-15(2) The board shall admit to examination for an esthetics instructor's license any person who has made application to the board in proper form.
- 73-7-15(3) The board shall admit to examination for a manicurist instructor's license any person who has made application to the board in proper form.
- 73-7-15(4) Applicants shall satisfactorily pass the examination prescribed by the board for licensing instructors prior to the issuance of the licenses provided in required section.
- 73-7-15(5) All instructors licensed pursuant to this section shall biennially obtain twenty-four (24) clock hours of continuing education in teacher training instruction in cosmetology or esthetics or manicuring, as the case may be, as approved by the board.
- 73-7-15(6) Each application or filing made under this section shall include the social security number(s) of the applicant in accordance with Section 93-11-64.

Academic Standards

- E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.

Workplace Skills for the 21st Century

- WP1 Allocates resources (time, money, materials and facilities, and human resources).
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.

WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

National Educational Technology Standards for Students

- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
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Suggested References

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Rules and regulations. (2003). Jackson, MS: Mississippi State Board of Cosmetology.

Recommended Tools and Equipment

CAPITALIZED ITEMS

1. Time clock (1)
2. Dryers (1 per 5 students)
3. Computers (4)
4. Printers (4)
5. Infra-red lamps (3)
6. Ultra-violet lamps (3)
7. Woods lamps (3)
8. Footed magnifying lamps (3)
9. Manicure tables, complete (1 per 10 students)
10. Reference library, Board approved (1)
11. Work stations with chairs and mirrors (20)
12. Facial chair, complete (7)
13. Shampoo bowls (1 per 4 students)
14. Dust-proof cabinets (13)

NON-CAPITALIZED ITEMS

1. Mannequins (7)
2. Cold wave equipment, sets of 4 dozen assorted rods (20)
3. Thinning shears (6)
4. Chemical hair straighteners, complete set (2)
5. Containers for liquid sanitizer (1 per student)
6. Container for antiseptic solution (1 per student)
7. Work tables—2' x 3' (1 per student)
8. Containers, for soiled towels (20)
9. Trash cans, large, covered (2)
10. Bulletin board (2)
11. Enamel board—3' x 12' (2)
12. First-aid kit (1)
13. Fire extinguisher (1)
14. Latex gloves as needed
15. Facial vaporizers (3)
16. Pulverized spray, mister (3)
17. Galvanic current apparatus (1)
18. High frequency apparatuses (3)
19. Heating masks (3)
20. Heating mitts, pairs (3)
21. Electric wax heater (2)
22. Utilities tables (7)
23. Tables for machines (7)
24. Cabinet, record cards (1)
25. File cabinets (2)

26. Lavatory, hot and cold water (7)

Note: When the attendance exceeds 6 average daily attendance (ADA), the equipment must be increased to one per every two students.

Student equipment and supplies

1. Approved textbook/workbook (1)
2. State Board rules and regulations (1)
3. Mannequin (1)
4. Student kit (1):

Cosmetologist

1. Rollers, assorted (4 dozen)
2. Brushes (4)
3. Combs (4)
4. Afro rake (1)
5. Large heavy comb (1)
6. Scissors, straight (1)
7. Razor and blades, box (1)
8. Curling iron (1)
9. Clippies, box (1)
10. Shampoo cape (1)
11. Tweezers (1)
12. Tint brush/applicator bottle (1)
13. Latex gloves (as needed)
14. Pressing comb and heater (set)

Manicuring

1. Finger bowl (1)
2. Nail brush (1)
3. Nail tips (1 package of various sizes)
4. Student sculpture kit (1)
5. File/emery board (1)
6. Buffer disks (1)
7. Cuticle nippers/scissors (1)
8. Metal pusher (1)
9. Orange wood stick (1)
10. Tweezers (1)
11. Nail base coat/top coat (1)
12. Ridge filler (1)
13. Cuticle oil, bottle (1)
14. Nail glue, bottle (1)
15. Latex gloves (as needed)

Esthetics

1. Skin cleanser, 4 oz.
2. Skin freshener, 4 oz.
3. Moisturizer (1)
4. Foundation, light, medium, dark (1 each)
5. Concealer, light, medium, dark (1 each)
6. Blushes, light, medium, dark (1 each)
7. Eye liner pencil (1)
8. Liquid/cream mascara (1)
9. Wedge sponges (1 package)
10. Powder brush (1)
11. Contour brush (1)
12. Applicators (1 package)
13. Plastic spatulas (1 dozen)
14. Latex gloves (as needed)

RECOMMENDED INSTRUCTIONAL AIDS

It is recommended that instructors have access to the following items:

1. Cart, AV (for overhead projector) (1)
2. Cart, AV (for TV-VCR) (1)
3. Computer with operating software with multimedia kit (2)
4. Projector, overhead (1)
5. TV-VCR (1)
6. Video out, microcomputer to TV monitor (1)

Student Competency Profile for Cosmetology I

Student: _____

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

Unit 1: Orientation

- _____ 1. Participate in lifelong learning to stay current with trends, technology, and techniques pertaining to the cosmetology industry.
- _____ 2. Use appropriate methods to ensure personal health and well-being.
- _____ 3. Take the necessary steps to develop and retain clients.

Unit 2: Leadership/Personal Development

- _____ 1. State procedures of leadership used to reach an agreement in an orderly manner and personal development opportunities provided students by SkillsUSA.
- _____ 2. Identify desirable personal behavior and characteristics.
- _____ 3. Identify legal requirements for participation in the occupation.

Unit 3: Professional Image (Look You Like)

- _____ 1. Identify basic traits for cosmetologists.

Unit 4: Communication/Safety Rules

- _____ 1. Describe personal safety rules for working in cosmetology.

Unit 5: Decontamination and Infection Control

- _____ 1. Explain the performance of services in a safe environment, and take measures to prevent the spread of infectious and contagious diseases.
- _____ 2. Identify and describe bacteria as it relates to cosmetology.
- _____ 3. Identify and describe the processes of sterilization and sanitation.
- _____ 4. Identify chemistry terms and safety related to decontamination and infection control.

Unit 6: Properties of Hair and Scalp

- _____ 1. Explain and describe both the physical and microscopic properties of the hair and scalp including professional hair treatments.
- _____ 2. Identify the characteristics of hair.
- _____ 3. Identify problems with hair.
- _____ 4. Explain the chemistry of shampoos, rinses, and conditioners, consulting with clients to determine their needs and preferences.

Unit 7: Draping, Shampooing, and Rinsing

- _____ 1. Prepare a client for a shampoo.
- _____ 2. Identify chemistry terms and safety related to shampooing and rinsing.
- _____ 3. Select and identify shampooing and rinsing procedures.

Unit 8: Haircutting

- _____ 1. Identify terms and safety in hair shaping.
- _____ 2. Perform hair shaping.

Unit 9: Hairstyling

- _____ 1. Identify basic procedures for hair styling.
- _____ 2. Perform hair styling procedures.
- _____ 3. Identify procedures for finger waving.
- _____ 4. Perform finger waving.

Unit 10: Permanent Waving

- _____ 1. Identify chemistry terms and safety related to permanent waving.
- _____ 2. Identify the procedures for permanent waving.
- _____ 3. Perform a permanent wave.

Unit 11: Thermal Styling (Pressing & Curling)

- _____ 1. Identify the procedures for thermal hairstyling.
- _____ 2. Perform a thermal hair style.

Unit 12: Chemical Relaxing

- _____ 1. Identify chemistry terms and safety related to chemical relaxing.
- _____ 2. Identify procedures for chemical relaxing.
- _____ 3. Perform a chemical relaxing procedure.

Unit 13: Hair Coloring

- _____ 1. Identify chemistry terms and safety related to hair coloring and hair lightening.
- _____ 2. Identify the procedures for hair coloring and hair lightening.
- _____ 3. Perform a hair coloring and hair lightening.

Unit 14: Nails and Disorders

- _____ 1. Explain nail services for a safe environment and taking measures to prevent the spread of infectious and contagious diseases.
- _____ 2. Identify nails and disorders.

Unit 15: Manicuring and Pedicuring

- _____ 1. Identify chemistry terms and safety related to manicuring.
- _____ 2. Identify procedures for giving a manicure.
- _____ 3. Provide a client with a manicure and pedicure.

Student Competency Profile for Cosmetology II

Student: _____

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

Unit 1: Orientation (Review of Cosmetology I)

- _____ 1. Participate in lifelong learning to stay current with trends, technology, and techniques pertaining to the cosmetology industry.
- _____ 2. Use appropriate methods to ensure personal health and well-being.
- _____ 3. Take the necessary steps to develop and retain clients.
- _____ 4. Develop advanced leadership and organizational skills.
- _____ 5. Describe personal safety rules for working in cosmetology.

Unit 2: Anatomy and Physiology

- _____ 1. Demonstrate services in a safe environment, and take measures to prevent the spread of infectious and contagious diseases.
- _____ 2. Explain the importance of anatomy and physiology to the cosmetology profession.
- _____ 3. Identify and apply chemistry principles to cosmetology services.

Unit 3: Basic Chemistry/Electricity

- _____ 1. Identify the importance of electricity and light therapy in cosmetology.
- _____ 2. Describe personal safety rules as related to electricity and light therapy.
- _____ 3. Identify and apply electricity principles to cosmetology services.

Unit 4: Principles of Hair Design, Braiding and Extensions, Wigs and Hair Enhancements

- _____ 1. Review the physical and microscopic properties of the hair and scalp including professional hair treatments.
- _____ 2. Select, adapt, and execute a hairstyle that is both suitable and desirable to the client.
- _____ 3. Identify components of artificial hair.
- _____ 4. Apply procedures for the service of artificial hair.

Unit 5: Histology of the Skin

- _____ 1. Explain basic skin characteristics.
- _____ 2. Identify terms and safety related to skin and its disorders.
- _____ 3. Identify characteristics of the skin and its disorders.

Unit 6: Hair Removal

- _____ 1. Demonstrate basic skin care services related to hair removal.
- _____ 2. Demonstrate hair removal services.

Unit 7: Facials and Massage

- _____ 1. Identify chemistry terms and safety related to facials and massages.
- _____ 2. Identify procedures for facials and massages.
- _____ 3. Provide a facial and massage.

Unit 8: Facial Make-up

- _____ 1. Apply basic skin care services related to facial make-up.
- _____ 2. Provide basic facial care.
- _____ 3. Provide a consultation and application of appropriate cosmetics to enhance a client's appearance.

Unit 9: Advanced Nail Techniques

- _____ 1. Conduct nail services in a safe environment and take measures to prevent the spread of infectious and contagious diseases.
- _____ 2. Provide basic manicure and pedicure procedures, and take measures to prevent the spread of infectious and contagious diseases.
- _____ 3. Provide basic procedures for artificial nail services.

Unit 10: The Salon Business, Seeking Employment, and Job Shadowing

- _____ 1. Explain procedures to operate a successful salon.
- _____ 2. Explain the steps involved in preparing for employment.
- _____ 3. Describe the qualities that help new employees succeed in a cosmetology profession.

Unit 11: State Board Review

- _____ 1. List and identify cosmetology terms.
- _____ 2. Review rules, laws, and regulations related to cosmetology.
- _____ 3. Review cosmetology procedures.

Appendix A:

National Skills Standards for Cosmetology and Standards for Licensing of Instructors

National Skills Standards for Cosmetology¹

- NSSC1 Participating in lifelong learning to stay current with trends, technology, and techniques pertaining to the cosmetology industry.
- NSSC2 Interacting effectively with coworkers as part of a team.
- NSSC3 Effectively managing your time in order to provide efficient client services.
- NSSC4 Using appropriate methods to ensure personal health and well-being.
- NSSC5 Consulting with clients to determine their needs and preferences as they relate to cosmetology services.
- NSSC6 Taking the necessary steps to develop and retain clients.
- NSSC7 Conducting services in a safe environment and taking measures to prevent the spread of infectious and contagious disease.
- NSSC8 Safety using a variety of salon products while providing client services.
- NSSC9 Provide basic skin care services.
- NSSC10 Provide basic hair care services.
- NSSC11 Provide basic nail care services.
- NSSC12 Marketing professional salon products.
- NSSC13 Using a variety of salon products while providing clients services.
- NSSC14 Providing styling and finishing techniques to complete a hairstyle to the satisfaction of the client.
- NSSC15 Effectively marketing professional salon products.
- NSSC16 Provide a haircut in accordance with clients' needs or expectations.
- NSSC17 Providing styling and finishing techniques to complete a hairstyle to the satisfaction of the client.
- NSSC18 Providing nonsurgical hair additions.
- NSSC19 Performing hair relaxation and wave formations techniques in accordance with manufacturers' directions.
- NSSC20 Conducting a color service in accordance with clients' needs or expectations.
- NSSC21 Provide basic manicure and pedicure.
- NSSC22 Performing hair removal services.
- NSSC23 Applying appropriate cosmetics to enhance a client's appearance.
- NSSC24 Managing time to provide efficient client service.
- NSSC25 Maintaining business records on client development, income and expenses.
- NSSC26 Managing product supply for salon use and retail sales.

¹ *Milady's standard cosmetology*. (2004). Clifton Park, NY: Thomson Delmar Learning. (<http://www.milady.com>)

Standards for Licensing of Instructors²

- 73-7-15(1) The board shall admit to examination for a cosmetology instructor's license any person who has made application to the board in proper form.
- 73-7-15(2) The board shall admit to examination for an esthetics instructor's license any person who has made application to the board in proper form.
- 73-7-15(3) The board shall admit to examination for a manicurist instructor's license any person who has made application to the board in proper form.
- 73-7-15(4) Applicants shall satisfactorily pass the examination prescribed by the board for licensing instructors prior to the issuance of the licenses provided in required section.
- 73-7-15(5) All instructors licensed pursuant to this section shall biennially obtain twenty-four (24) clock hours of continuing education in teacher training instruction in cosmetology or esthetics or manicuring, as the case may be, as approved by the board.
- 73-7-15(6) Each application or filing made under this section shall include the social security number(s) of the applicant in accordance with Section 93-11-64.

² *Mississippi code of 1972: Section 73-7-15.* Retrieved October 7, 2004, from http://www.sos.state.ms.us/ed_pubs/mscode/

Appendix B: Academic Standards

Algebra I³

Competencies and Suggested Objective(s)

- A1 Recognize, classify, and use real numbers and their properties.
- Describe the real number system using a diagram to show the relationships of component sets of numbers that compose the set of real numbers.
 - Model properties and equivalence relationships of real numbers.
 - Demonstrate and apply properties of real numbers to algebraic expressions.
 - Perform basic operations on square roots excluding rationalizing denominators.
- A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
- Analyze relationships between two variables, identify domain and range, and determine whether a relation is a function.
 - Explain and illustrate how change in one variable may result in a change in another variable.
 - Determine the rule that describes a pattern and determine the pattern given the rule.
 - Apply patterns to graphs and use appropriate technology.
- A3 Simplify algebraic expressions, solve and graph equations, inequalities and systems in one and two variables.
- Solve, check, and graph linear equations and inequalities in one variable, including rational coefficients.
 - Graph and check linear equations and inequalities in two variables.
 - Solve and graph absolute value equations and inequalities in one variable.
 - Use algebraic and graphical methods to solve systems of linear equations and inequalities.
 - Translate problem-solving situations into algebraic sentences and determine solutions.
- A4 Explore and communicate the characteristics and operations of polynomials.
- Classify polynomials and determine the degree.
 - Add, subtract, multiply, and divide polynomial expressions.
 - Factor polynomials using algebraic methods and geometric models.
 - Investigate and apply real-number solutions to quadratic equations algebraically and graphically.
 - Use convincing arguments to justify unfactorable polynomials.
 - Apply polynomial operations to problems involving perimeter and area.
- A5 Utilize various formulas in problem-solving situations.
- Evaluate and apply formulas (e.g., circumference, perimeter, area, volume, Pythagorean Theorem, interest, distance, rate, and time).
 - Reinforce formulas experimentally to verify solutions.

³ *Mississippi mathematics framework—Algebra I*. (2003). Retrieved September 10, 2003, from http://marcopolo.mde.k12.ms.us/frameworks/mathematics/ma_algebra_i.html

- c. Given a literal equation, solve for any variable of degree one.
 - d. Using the appropriate formula, determine the length, midpoint, and slope of a segment in a coordinate plane.
 - e. Use formulas (e.g., point-slope and slope-intercept) to write equations of lines.
- A6 Communicate using the language of algebra.
- a. Recognize and demonstrate the appropriate use of terms, symbols, and notations.
 - b. Distinguish between linear and non-linear equations.
 - c. Translate between verbal expressions and algebraic expressions.
 - d. Apply the operations of addition, subtraction, and scalar multiplication to matrices.
 - e. Use scientific notation to solve problems.
 - f. Use appropriate algebraic language to justify solutions and processes used in solving problems.
- A7 Interpret and apply slope as a rate of change.
- a. Define slope as a rate of change using algebraic and geometric representations.
 - b. Interpret and apply slope as a rate of change in problem-solving situations.
 - c. Use ratio and proportion to solve problems including direct variation ($y=kx$).
 - d. Apply the concept of slope to parallel and perpendicular lines.
- A8 Analyze data and apply concepts of probability.
- a. Collect, organize, graph, and interpret data sets, draw conclusions, and make predictions from the analysis of data.
 - b. Define event and sample spaces and apply to simple probability problems.
 - c. Use counting techniques, permutations, and combinations to solve probability problems.

Biology I⁴

Competencies and Suggested Objective(s)

- B1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.
- a. Demonstrate the proper use and care for scientific equipment used in biology.
 - b. Observe and practice safe procedures in the classroom and laboratory.
 - c. Apply the components of scientific processes and methods in the classroom and laboratory investigations.
 - d. Communicate results of scientific investigations in oral, written, and graphic form.
- B2 Investigate the biochemical basis of life.
- a. Identify the characteristics of living things.
 - b. Describe and differentiate between covalent and ionic bonds using examples of each.
 - c. Describe the unique bonding and characteristics of water that makes it an essential component of living systems.

⁴ *Mississippi science framework—Biology I*. (2003). Retrieved September 10, 2003, from http://marcopolo.mde.k12.ms.us/frameworks/science/sci_biology_I.html

- d. Classify solutions using the pH scale and relate the importance of pH to organism survival.
 - e. Compare the structure, properties and functions of carbohydrates, lipids, proteins and nucleic acids in living organisms.
 - f. Explain how enzymes work and identify factors that can affect enzyme action.
- B3 Investigate cell structures, functions, and methods of reproduction.
- a. Differentiate between prokaryotic and eukaryotic cells.
 - b. Distinguish between plant and animal (eukaryotic) cell structures.
 - c. Identify and describe the structure and basic functions of the major eukaryotic organelles.
 - d. Describe the way in which cells are organized in multicellular organisms.
 - e. Relate cell membrane structure to its function in passive and active transport.
 - f. Describe the main events in the cell cycle and cell mitosis including differences in plant and animal cell divisions.
 - g. Relate the importance of meiosis to sexual reproduction and the maintenance of chromosome number.
 - h. Identify and distinguish among forms of asexual and sexual reproduction.
- B4 Investigate the transfer of energy from the sun to living systems.
- a. Describe the structure of ATP and its importance in life processes.
 - b. Examine, compare, and contrast the basic processes of photosynthesis and cellular respiration.
 - c. Compare and contrast aerobic and anaerobic respiration.
- B5 Investigate the principles, mechanisms, and methodology of classical and molecular genetics.
- a. Compare and contrast the molecular structures of DNA and RNA as they relate to replication, transcription, and translation.
 - b. Identify and illustrate how changes in DNA cause mutations and evaluate the significance of these changes.
 - c. Analyze the applications of DNA technology (forensics, medicine, agriculture).
 - d. Discuss the significant contributions of well-known scientists to the historical progression of classical and molecular genetics.
 - e. Apply genetic principles to solve simple inheritance problems including monohybrid crosses, sex linkage, multiple alleles, incomplete dominance, and codominance.
 - f. Examine inheritance patterns using current technology (gel electrophoresis, pedigrees, karyotypes).
- B6 Investigate concepts of natural selection as they relate to diversity of life.
- a. Analyze how organisms are classified into a hierarchy of groups and subgroups based on similarities and differences.
 - b. Identify characteristics of kingdoms including monerans, protists, fungi, plants and animals.
 - c. Differentiate among major divisions of the plant and animal kingdoms (vascular/non-vascular; vertebrate/invertebrate).
 - d. Compare the structures and functions of viruses and bacteria relating their impact on other living organisms.

- e. Identify evidence of change in species using fossils, DNA sequences, anatomical and physiological similarities, and embryology.
 - f. Analyze the results of natural selection in speciation, diversity, adaptation, behavior and extinction.
- B7 Investigate the interdependence and interactions that occur within an ecosystem.
- a. Analyze the flow of energy and matter through various cycles including carbon, oxygen, nitrogen and water cycles.
 - b. Interpret interactions among organisms in an ecosystem (producer/consumer/decomposer, predator/prey, symbiotic relationships and competitive relationships).
 - c. Compare variations, tolerances, and adaptations of plants and animals in major biomes.
 - d. Investigate and explain the transfer of energy in an ecosystem including food chains, food webs, and food pyramids.
 - e. Examine long and short-term changes to the environment as a result of natural events and human actions.

English II⁵

Competencies and Suggested Objective(s)

- E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
- a. Produce individual and/or group compositions and/or projects to persuade, tell a story, describe, create an effect, explain or justify an action or event, inform, entertain, etc.
 - b. Produce writing typically used in the workplace such as social, business, and technical correspondence; explanation of procedures; status reports; research findings; narratives for graphs; justification of decisions, actions, or expenses; etc.
 - c. Write a response, reaction, interpretation, analysis, summary, etc., of literature, other reading matter, or orally presented material.
 - d. Revise to ensure effective introductions, details, wording, topic sentences, and conclusions.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- a. Listen to determine the main idea and supporting details, to distinguish fact from opinion, and to determine a speaker's purpose or bias.
 - b. Speak with appropriate intonation, articulation, gestures, and facial expression.
 - c. Speak effectively to explain and justify ideas to peers, to inform, to summarize, to persuade, to entertain, to describe, etc.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- a. Read, view, and listen to distinguish fact from opinions and to recognize persuasive and manipulative techniques.

⁵ *Mississippi language arts framework—English II*. (2003). Retrieved September 10, 2003, from http://marcopolo.mde.k12.ms.us/frameworks/language_arts/la_10.html

- b. Access both print and non-print sources to produce an I-Search paper, research paper, or project.
 - c. Use computers and audio-visual technology to access and organize information for purposes such as resumes, career search projects, and analytical writings, etc.
 - d. Use reference sources, indices, electronic card catalog, and appropriate research procedures to gather and synthesize information.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
- a. Interact with peers to examine real world and literary issues and ideas.
 - b. Show growth in critical thinking, leadership skills, consensus building, and self-confidence by assuming a role in a group, negotiating compromise, and reflecting on individual or group work.
- E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
- a. Share, critique, and evaluate works in progress and completed works through a process approach.
 - b. Communicate effectively in a group to present completed projects and/or compositions.
 - c. Edit oral and written presentations to reflect correct grammar, usage, and mechanics.
- E6 Explore cultural contributions to the history of the English language and its literature.
- a. Explore a variety of works from various historical periods, geographical locations, and cultures, recognizing their influence on language and literature.
 - b. Identify instances of dialectal differences which create stereotypes, perceptions, and identities.
 - c. Recognize root words, prefixes, suffixes, and cognates.
 - d. Relate how vocabulary and spelling have changed over time.
- E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
- a. Listen to and read aloud selected works to recognize and respond to the rhythm and power of language to convey a message.
 - b. Read aloud with fluency and expression.
 - c. Analyze the stylistic devices, such as alliteration, assonance, word order, rhyme, onomatopoeia, etc., that make a passage achieve a certain effect.
 - d. Demonstrate how the use of language can confuse or inform, repel or persuade, or inspire or enrage.
 - e. Analyze how grammatical structure or style helps to create a certain effect.
- E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
- a. Read and explore increasingly complete works, both classic and contemporary, for oral discussion and written analysis.
 - b. Read, discuss, and interpret literature to make connections to life.
 - c. Read from a variety of genres to understand how the literary elements contribute to the overall quality of the work.

- d. Identify qualities in increasingly complex literature that have produced a lasting impact on society.
 - e. Read for enjoyment, appreciation, and comprehension of plot, style, vocabulary, etc.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- a. Infuse the study of grammar and vocabulary into written and oral communication.
 - b. Demonstrate, in the context of their own writing, proficient use of the conventions of standard English, including, but not limited to, the following: complete sentences, subject-verb agreement, plurals, spellings, homophones, possessives, verb forms, punctuation, capitalization, pronouns, pronoun-antecedent agreement, parallel structure, and dangling and misplaced modifiers.
 - c. Give oral presentations to reinforce the use of standard English.
 - d. Employ increasingly proficient editing skills to identify and solve problems in grammar, usage, and structure.
- E10 Use language and critical thinking strategies to serve as tools for learning.
- a. Use language to facilitate continuous learning, to record observations, to clarify thought, to synthesize information, and to analyze and evaluate language.
 - b. Interpret visual material orally and in writing.

U. S. History from 1877⁶

Competencies and Suggested Objective(s)

- H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
- a. Apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues (e.g., gold standard, free coinage of silver, tariff issue, laissez faire, deficit spending, etc.).
 - b. Explain the emergence of modern America from a domestic perspective (e.g., frontier experience, Industrial Revolution and organized labor, reform movements of Populism and Progressivism, Women’s Movement, Civil Rights Movement, the New Deal, etc.).
 - c. Explain the changing role of the United States in world affairs since 1877 through wars, conflicts, and foreign policy (e.g., Spanish-American War, Korean conflict, containment policy, etc.).
 - d. Trace the expansion of the United States and its acquisition of territory from 1877 (e.g., expansionism and imperialism).
- H2 Describe the impact of science and technology on the historical development of the United States in the global community.
- a. Analyze the impact of inventions on the United States (e.g., telephone, light bulb, etc.).
 - b. Examine the continuing impact of the Industrial Revolution on the development of our nation (e.g., mass production, computer operations, etc.).

⁶ *Mississippi social studies framework—U.S. History from 1877*. (2003). Retrieved September 10, 2003, from http://marcopolo.mde.k12.ms.us/frameworks/social_studies/ss_us_history.html

- c. Describe the effects of transportation and communication advances since 1877.
- H3 Describe the relationship of people, places, and environments through time.
 - a. Analyze human migration patterns since 1877 (e.g., rural to urban, the Great Migration, etc.).
 - b. Analyze how changing human, physical, geographic characteristics can alter a regional landscape (e.g., urbanization, Dust Bowl, etc.).
- H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).
 - a. Interpret special purpose maps, primary/secondary sources, and political cartoons.
 - b. Analyze technological information on graphs, charts, and timelines.
 - c. Locate areas of international conflict (e.g., Caribbean, Southeast Asia, Europe, etc.).
- H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.
 - a. Examine various reform movements (e.g., Civil Rights, Women's Movement, etc.).
 - b. Examine the government's role in various movements (e.g., arbitration, 26th Amendment, etc.).
 - c. Examine the role of government in the preservation of citizens' rights (e.g., 19th Amendment, Civil Rights Act of 1964).
 - d. Examine individuals' duties and responsibilities in a democratic society (e.g., voting, volunteerism, etc.).

Appendix C: Workplace Skills for the 21st Century⁷

- WP1 Allocates resources (time, money, materials and facilities, and human resources).
- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP4 Applies systems concept including basic understanding, monitoring and correction system performance, and designing and improving systems.
- WP5 Selects, applies, and maintains/troubleshoots technology.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

⁷ Secretary's commission on achieving necessary skills. Retrieved July 13, 2004, from <http://wdr.doleta.gov/SCANS/>

Appendix D: National Educational Technology Standards for Students⁸

- T1 Basic operations and concepts
- Students demonstrate a sound understanding of the nature and operation of technology systems.
 - Students are proficient in the use of technology.
- T2 Social, ethical, and human issues
- Students understand the ethical, cultural, and societal issues related to technology.
 - Students practice responsible use of technology systems, information, and software.
 - Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.
- T3 Technology productivity tools
- Students use technology tools to enhance learning, increase productivity, and promote creativity.
 - Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.
- T4 Technology communications tools
- Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
 - Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
- T5 Technology research tools
- Students use technology to locate, evaluate, and collect information from a variety of sources.
 - Students use technology tools to process data and report results.
 - Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.
- T6 Technology problem-solving and decision-making tools
- Students use technology resources for solving problems and making informed decisions.
 - Students employ technology in the development of strategies for solving problems in the real world.

⁸ ISTE: National educational technology standards (NETS). Retrieved July 13, 2004, from <http://cnets.iste.org/>