

Implementation date

Fall 2010

**PROGRAM CONCENTRATION:**

**CAREER PATHWAY:**

**COURSE TITLE:**

**Healthcare Science  
Personal Care Services  
Cosmetology Internship V**

**Course Description:** This laboratory course provides experiences necessary for the development of skill levels required to become a cosmetologist. This course provides a portion of hours approved by the Georgia State Board of Cosmetology. The tasks specified by this course will allow a student to earn credit hours toward completion of the 1500 hours required by the Georgia State Board of Cosmetology. This course provides more in-depth competencies for the co-curricular student organization SkillsUSA and presents integral components that should be incorporated throughout instructional strategies developed for the course. In addition, this course offers the possibility of meeting articulation alignment with the technical college standards. Topics for this course include: chemical texturing, haircolor and bleaching, skin, scalp, and hair treatments, styling, haircutting, manicuring and pedicuring.

### **Chemical Texture Services**

Students will enhance technical skill for permanent waves, chemical hair relaxers, and soft curl permanents. Student will adhere to state board criteria. Students will work toward mastering the techniques as well as the required number of hours for a Master Cosmetologist License under the Georgia State Board of Cosmetology.

#### **HS-CI-V-1. Students will perform hair relaxation and wave formation techniques in accordance with the manufacturers' directions.**

- a. Consulting with clients to determine their needs and preferences.
- b. Conducting services in a safe environment, taking measures to prevent the spread of infectious and contagious diseases.

#### **HS-CI-V-2. Students will demonstrate knowledge of procedural tools and communication/consultation to include client release and record card forms.**

- a. Generate questions to provide a client consultation.
- b. Determine if the client is eligible to receive service by analyzing the hair/scalp to identify scalp and hair conditions
- c. Record information on client intake form.

#### **Academic Standard(s):**

##### **SCSh3 Students will identify and investigate problems scientifically.**

- c. Collect, organize, and record appropriate data.
- e. Develop reasonable conclusions based on data collected.

#### **HS-CI-V-3. Students will demonstrate knowledge of the product used and its chemistry foundation.**

- a. Students demonstrate the knowledge of product used and follow all manufacturers' directions.
- b. Students perform various chemical texturing services based on the needs and preferences of the clients.

Implementation date  
Fall 2010

**HS-CI-V-4. Students will perform the appropriate number of applications on mannequins/clients, as directed by the instructor, toward completion of State Board requirements.**

- a. Perform 9 permanent waving applications.
- b. Perform 4 virgin chemical hair relaxing applications.
- c. Perform 5 retouch chemical hair relaxing applications.
- d. Perform 1 soft curl permanent application.

**Academic Standard(s):**

**SC5 Students will understand that the rate at which a chemical reaction occurs can be affected by changing concentration, temperature, or pressure and the addition of a catalyst.**

- a. Demonstrate the effects of changing concentration, temperature, and pressure on chemical reactions.

**SC7 Students will characterize the properties that describe solutions and the nature of acids and bases.**

- a. Explain the process of dissolving in terms of solute/solvent interactions:
- b. Compare, contrast, and evaluate the nature of acids and bases:
  - Arrhenius, Bronsted-Lowry Acid/Bases
  - Strong vs. weak acids/bases in terms of percent dissociation
  - pH
  - Acid-Base neutralization

### **Haircoloring and Bleaching**

Students will enhance technical skill for haircoloring and bleaching. Services will include temporary, semi-permanent, demi-permanent, and permanent haircolor. Students will perform a variety of highlight services including cap, foil, and freehand techniques. Students will adhere to State Board criteria. Students will work toward mastering the techniques as well as the required number of hours for a Master Cosmetologist License under the Georgia State Board of Cosmetology.

**HS-CI-V-5. Students will perform the applications of, safety of, and chemistry involved with haircoloring and bleaching agents.**

- a. Conduct a color service in accordance with a client's needs or expectations.
- b. Consult with clients to determine their needs and preferences.
- c. Use a variety of salon products while providing client services.
- d. Conduct services in a safe environment by taking measures to prevent the spread of infectious and contagious diseases.

**HS-CI-V-6. Students will perform the appropriate number of color applications on mannequins/clients, as directed by the instructor, toward completion of State Board requirements**

- a. Perform 1 application of temporary color.
- b. Perform 1 application of semi/demi color.

Implementation date

Fall 2010

- c. Perform 4 applications of permanent color.
- d. Perform 4 applications of retouch permanent color.
- e. Perform 1 application of bleach products.
- f. Perform 2 applications of retouch bleach products.
- g. Perform a lash and brow tint.
- h. Perform 1 foiling technique.
- i. Perform 1 cap technique.

**Academic Standard(s):**

**SCSh4 Students will use tools and instruments for observing, measuring, and manipulating scientific equipment and materials.**

**SCSh5 Students will demonstrate the computation and estimation skills necessary for analyzing data and developing reasonable scientific explanations.**

- a. Consider possible effects of measurement errors on calculations.

**SPS6 Students will investigate the properties of solutions.**

- a. Describe solutions in terms of
  - solute/solvent
- b. Observe factors affecting the rate a solute dissolves in a specific solvent.

**SC5 Students will understand that the rate at which a chemical reaction occurs can be affected by changing concentration, temperature, or pressure and the addition of a catalyst.**

- b. Investigate the effects of a catalyst on chemical reactions and apply it to everyday examples.

**HS-CI-V-7. Students will demonstrate knowledge of formulations and various applications.**

- a. Identify the client's natural level.
- b. Determine classification of color used.
- c. Apply color/bleach using brush or bottle method with appropriate sectioning.
- d. Determine when to use retouch or virgin procedures for applications.
- e. Determine which foiling technique is to be used (foiling, freehand, cap, etc).
- f. Conduct a predisposition test for possible allergies prior to service.

**Academic Standard(s):**

**SCSh3 Students will identify and investigate problems scientifically.**

- a. Develop reasonable conclusions based on data collected.
- b. Evaluate whether conclusions are reasonable by reviewing the process and checking against other available information.

**Skin, Scalp, and Hair Treatments**

Students will enhance technical skill for skin, scalp, and hair treatments. Students will adhere to State Board criteria. Students will work toward mastering the techniques as well as the required number of hours for a Master Cosmetologist License under the Georgia State Board of Cosmetology.

Implementation date

Fall 2010

**HS-CI-V-8. Students will perform the application techniques and theory in the treatment of the skin, scalp, and hair.**

- a. Conduct services in a safe environment and taking measures to prevent the spread of infectious and contagious diseases.
- b. Use a variety of salon products while providing services.
- c. Effectively market professional salon products.

**HS-CI-V-9. Students will follow safety precautions for all skin, scalp, and hair treatments.**

- a. Generate questions to perform client consultation and analyze skin, scalp, and hair for disorders prior to performing treatment procedures.
- b. Demonstrate safety precautions for all electrical equipment.

**HS-CI-V-10. Students will identify electrical equipment for scalp and facial treatments.**

**Academic Standard(s):**

**SPS7 Students will relate transformations and flow of energy within a system.**

**HS-CI-V-11. Students will identify cosmetic chemistry products and supplies used for the face, hair, and scalp.**

- a. Identify products and supplies needed to give facial treatments.
- b. Identify products and supplies needed to give scalp treatments.
- c. Identify products and supplies needed to give hair treatments.

**Academic Standard(s):**

**SCSh3 Students will identify and investigate problems scientifically.**

- e. Develop reasonable conclusions based on data collected.
- f. Evaluate whether conclusions are reasonable by reviewing the process and checking against other available information.

**HS-CI-V-12. Student will perform corrective hair and scalp treatments.**

- a. Demonstrate procedures involved in a corrective scalp treatment for oily and dry scalp.
- b. Demonstrate procedures involved in a corrective hair treatment for dry and oily hair.

**HS-CI-V-13. Students will perform facial procedures.**

- a. Demonstrate massage manipulations.
- b. Perform procedures for an oily skin facial.
- c. Perform procedures for a dry skin facial.

**HS-CI-V-14. Perform the appropriate number of applications on mannequins/clients, as directed by the instructor, toward completion of State Board requirements.**

- a. Perform 5 facials.
- b. Perform 5 scalp treatments.
- c. Perform 7 hair treatments.
- d. Perform 4 lip, chin and face hair removal services.

Implementation date

Fall 2010

- e. Perform 4 brow tweezing.
- f. Perform 4 brow waxing.

### **Hair Design**

Students will enhance general hair design skills including wet hairstyling, thermal hairstyling and special occasion hairstyling. Students will interpret designs as well as create their own designs. Students will adhere to State Board criteria. Students will work toward mastering the techniques as well as the required number of hours for a Master Cosmetologist License under the Georgia State Board of Cosmetology.

**HS-CI-V-15. Students will provide styling and finishing techniques to complete a hairstyle to the satisfaction of the client.**

- a. Consult with the client to determine needs and preferences.
- b. Research the history of hairstyling and how it has evolved to current trends.
- c. Interpret and analyze bone and muscular structure to determine complimentary hairstyles.

**HS-CI-V-16. Students will be able to enhance their skills from previous courses in the fundamental theory and skills required for hairstyling design to a advanced skill level in hairstyling, including: updo's, hair wrapping, thermal hairstyling, roller sets, pincurls, finger waves, chignons, French twist, hair pressing, braiding and hair extensions.**

- a. Demonstrate the ability to utilize and control the hairstyle using the design elements and principles within a two- or three-dimensional context.
- b. Interpret a composition analysis of hair design as it relates to balance, contrast, repetition, alternation, and proportional relationships.
- c. Construct a portfolio of hair designs reflecting the history of hairstyling research.
- d. Generate different hairstyles for different body proportions to create a balance hair design.
- e. Demonstrate proper design compositions in hair designs using form, lines, texture, and color as a guide.
- f. Illustrate different designs using design principles including repetition, alternation, progression, contrast, and balance.

**HS-CI-V-17. Students will perform the appropriate number of styles, as directed by the instructor, to meet State Board requirements.**

- a. Perform 10 wet sets.
- b. Perform 14 comb outs.
- c. Perform 4 blow dry styles to include Marcel Iron.
- d. Perform 1 pincurl style.
- e. Perform 1 finger wave style.

### **Hair Cutting**

Students will enhance technical skills for haircutting. Students will work with a variety of haircutting tools including shears, razor, thinning shears, and clippers. Students will perform

Implementation date

Fall 2010

haircuts to client specification. Students will adhere to State Board criteria. Students will work toward mastering the techniques as well as the required number of hours for a Master Cosmetologist License under the Georgia State Board of Cosmetology.

**HS-CI-V-18. Students will perform haircuts in accordance with a client's needs or expectations.**

- a. Introduce theory and skills necessary to apply haircutting techniques.
- b. Consult with clients to determine their needs and preferences.

**HS-CI-V-19. Students will identify terms associated with haircutting.**

**Academic Standard(s):**

**ELA10RL5 The student understands and acquires new vocabulary and uses it correctly in reading and writing.**

**HS-CI-V-20. Students will follow safety practices and decontamination during haircutting procedures.**

- a. Demonstrate knowledge of client protection during service.
- b. Demonstrate safe handling of implements while cutting.
- c. Identify appropriate procedures for storing sanitizing and storing implements.
- d. Demonstrate importance of sterilization and sanitation rules while cutting.

**HS-CI-V-21. Students will perform the appropriate number of haircuts, as directed by the instructor, to meet State Board requirements.**

- a. Perform 15 haircutting techniques.

**Academic Standards(s):**

**MM2G1. Students will identify and use special right triangles.**

**HS-CI-V-22. Students will perform client consultation.**

- a. Analyze client's hair and scalp condition.
- b. Perform a head/hair/body analysis.

**Academic Standard(s):**

**ELA11LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student**

- a. Initiates new topics in addition to responding to adult-initiated topics.
- b. Asks relevant questions.
- c. Responds to questions with appropriate information.

**HS-CI-V-23. Students will identify cutting implements.**

- a. Identify haircutting implements and their functions.
- b. Demonstrate how to hold, use, and care for implements.

**HS-CI-V-24. Students will identify various haircutting techniques.**

Implementation date

Fall 2010

- a. Demonstrate sectioning in haircutting.
- b. Identify traveling and stationary guidelines.
- c. Demonstrate 0 elevation, 180 degree, 45 degree, and 90 degree cuts.
- d. Demonstrate cuts using shears, razor, and clippers.
- e. Demonstrate various texture techniques in haircutting.
- f. Demonstrate cross-checking a haircut for accuracy.

**Academic Standard(s):**

**MM1G1. Students will investigate properties of geometric figures in the coordinate**

- a. plane.
- b. Determine the distance between two points.
- c. Determine the distance between a point and a line.

**MM2G1. Students will identify and use special right triangles.**

**Nail Care**

Students will enhance technical skills for manicuring, pedicuring, and advanced nail procedures. Students will adhere to State Board criteria. Students will work toward mastering techniques as well as the required number of hours for a Master Cosmetologist License under the Georgia State Board of Cosmetology.

**HS-CI-V-25. Students will provide basic manicures and pedicures to the satisfaction of the client.**

- a. Consulting with clients to determine their needs and preferences.
- b. Conducting services in a safe environment and take measures to prevent the spread of infectious and contagious diseases.

**HS-CI-V-26. Students will perform the appropriate number of applications, as directed by the instructor, to meet State Board requirements.**

- a. Perform 4 manicures.
- b. Perform 2 pedicures.
- c. Perform 1 advanced nail technique.

**Reception**

Students will perform receptionist duties to acquired hours. Students will take appointments, answer phone, greet clients.

**HS-CI-V-27. Students will perform the required hours, as directed by the instructor, in order to meet State Board requirements.**

- a. Perform 9 hours of receptionist duties.

**Academic Standard(s):**

**ELA9LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student**

- a. Initiates new topics and responds to adult-initiated topics.

Implementation date

Fall 2010

- b. Asks relevant questions.
- c. Responds to questions with appropriate information.

### **Dispensary**

Students will work in dispensary in order to fulfill required number of hours needed for State Board. Students will be responsible for mixing color, perms, etc. Students will also disinfect and sanitize used equipment.

### **HS-CI- V-28. Students will mix, fill, and dispense products to other students.**

- a. Perform 9 hours of dispensary time

### **Academic Standard(s):**

**SCSh2. Students will use standard safety practices for all classroom laboratory and field investigations.**

- a. Follow correct procedures for use of scientific apparatus.
- b. Demonstrate appropriate technique in all laboratory situations.
- c. Follow correct protocol for identifying and reporting safety problems and violations.

## **Reading Across the Curriculum**

### **Reading Standard Comment**

After the elementary years, students engage in reading for learning. This process sweeps across all disciplinary domains, extending even to the area of personal they experience text in all genres and modes of discourse. In the study of various disciplines of learning (language arts, mathematics, science, social studies), students must learn through reading the communities of discourse of each of those disciplines. Each subject has its own specific vocabulary, and for students to excel in all subjects, they must learn the specific vocabulary of those subject areas in context.

Beginning with the middle grades years, students begin to self-select reading materials based on personal interests established through classroom learning. Students become curious about science, mathematics, history, and literature as they form contexts for those subjects related to their personal and classroom experiences. As students explore academic areas through reading, they develop favorite subjects and become confident in their verbal discourse about those subjects.

Reading across curriculum content develops both academic and personal interests in students. As students read, they develop both content and contextual vocabulary. They also build good habits for reading, researching, and learning. The Reading Across the Curriculum standard focuses on the academic and personal skills students acquire as they read in all areas of learning.

Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas
  - Read a minimum of 25 grade-level appropriate books per year from a variety of subject disciplines and participate in discussions related to curricular learning in all areas.



Implementation date  
Fall 2010

- Read both informational and fictional texts in a variety of genres and modes of discourse.
- Read technical texts related to various subject areas.
- b. Discussing books
  - Discuss messages and themes from books in all subject areas.
  - Respond to a variety of texts in multiple modes of discourse.
  - Relate messages and themes from one subject area to messages and themes in another area.
  - Evaluate the merit of texts in every subject discipline.
  - Examine author's purpose in writing.
  - Recognize the features of disciplinary texts.
- c. Building vocabulary knowledge
  - Demonstrate an understanding of contextual vocabulary in various subjects.
  - Use content vocabulary in writing and speaking.
  - Explore understanding of new words found in subject area texts.
- d. Establishing context
  - Explore life experiences related to subject area content.
  - Discuss in both writing and speaking how certain words are subject area related.
  - Determine strategies for finding content and contextual meaning for unknown words.

### **CTAE Foundation Skills**

The Foundation Skills for Career, Technical and Agricultural Education (CTAE) are critical competencies that students pursuing any career pathway should exhibit to be successful. As core standards for all career pathways in all program concentrations, these skills link career, technical and agricultural education to the state's academic performance standards.

The CTAE Foundation Skills are aligned to the foundation of the U. S. Department of Education's 16 Career Clusters. Endorsed by the National Career Technical Education Foundation (NCTEF) and the National Association of State Directors of Career Technical Education Consortium (NASDCTEc), the foundation skills were developed from an analysis of all pathways in the sixteen occupational areas. These standards were identified and validated by a national advisory group of employers, secondary and postsecondary educators, labor associations, and other stakeholders. The Knowledge and Skills provide learners a broad foundation for managing lifelong learning and career transitions in a rapidly changing economy.

**CTAE-FS-1 Technical Skills:** Learners achieve technical content skills necessary to pursue the full range of careers for all pathways in the program concentration.

**CTAE-FS-2 Academic Foundations:** Learners achieve state academic

Implementation date

Fall 2010

standards at or above grade level.

**CTAE-FS-3 Communications:** Learners use various communication skills in expressing and interpreting information.

**CTAE-FS-4 Problem Solving and Critical Thinking:** Learners define and solve problems, and use problem-solving and improvement methods and tools.

**CTAE-FS-5 Information Technology Applications:** Learners use multiple information technology devices to access, organize, process, transmit, and communicate information.

**CTAE-FS-6 Systems:** Learners understand a variety of organizational structures and functions.

**CTAE-FS-7 Safety, Health and Environment:** Learners employ safety, health and environmental management systems in corporations and comprehend their importance to organizational performance and regulatory compliance.

**CTAE-FS-8 Leadership and Teamwork:** Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

**CTAE-FS-9 Ethics and Legal Responsibilities:** Learners commit to work ethics, behavior, and legal responsibilities in the workplace.

**CTAE-FS-10 Career Development:** Learners plan and manage academic-career plans and employment relations.

**CTAE-FS-11 Entrepreneurship:** Learners demonstrate understanding of concepts, processes, and behaviors associated with successful entrepreneurial performance.