

Implementation date
Fall 2010

PROGRAM CONCENTRATION:
CAREER PATHWAY
COURSE TITLE:

Healthcare Science
Personal Care Services
Cosmetology Services II

Course Description: This course is designed as an intermediate level course for the Cosmetology Pathway Program of Study. It presents intermediate skills and knowledge related to cosmetology and its scientific and mathematical corollaries. Clinical activities are included in this phase of study. Clinicals for hairstyling include: shaping, pincurls, fingerwaves, roller placement, comb-outs, and haircutting concepts. Students will earn credit hours toward the completion of the 1500 credit hours required by 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.

Safety and Infection Control

Students will employ health and safety preventions in salons and comprehend their importance in performance and regulatory compliance. Students will achieve advanced technical content skills necessary to pursue a full range of careers in this program concentration.

HS-CS-II-1. Students will maintain a safe work environment and prevent accidents by using safety precautions and/or practices including adherence to hazardous labeling requirements and compliance with safety signs, symbols, and labels.

- a. Analyze the role and the responsibilities of the personal care provider (student) in the classroom, laboratory, and various workplace settings in an emergency situation.
- b. Demonstrate preparedness procedures for each emergency situation—fires, electric shock, overloading a circuit, inclement weather, blood spills, and other emergency situations that may occur in the classroom/laboratory or workplace.
- c. Demonstrate all safety procedures when working with chemicals.
- d. Demonstrate all infection control procedures when working in the clinic lab.
- e. Demonstrate proper care and safety when working with models/clients.

HS-CS-II-2. Students will understand and apply infection control guidelines including techniques for sanitation, disinfection, and sterilization.

- a. Describe the importance of infection control in the personal care service industry.
- b. Discriminate between the risk and prevention of contamination in the personal care service.
- c. Demonstrate sanitizing, disinfecting, and sterilization techniques used in the personal care service industry.

Implementation date
Fall 2010

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 techniques in all laboratory situations.
- c. Follow correct protocol for identifying and reporting safety problems and violations

Hair Styling

Students will examine the fundamental theory and skills needed for basic hairstyling. Students will perform various hairstyling techniques, including shaping, pincurls, ridge waves, skipwaves, finger waves, roller placement, comb-outs, and braiding. Students will study hairstyling theory that includes chemistry of shampoos, shampooing, and draping procedures.

HS-CS-II-3. Students will study the fundamental theory and skills required to shampoo and create various hair styles and shapes. Laboratory training includes 15 hours in theory of shampooing, 20 hours of styling training on mannequins and 25 hours on live models without compensation. Topics will cover various applications including: braiding/intertwining hair, shampoo chemistry, shampoo procedures, styling principles, pincers, roller placement, finger waves, comb-out techniques, skipwaves, ridge curls, and safety precautions. Upon completion of this section, students will perform the following tasks:

- a. Demonstrate proper braiding and intertwining hair techniques.
- b. Explain the basic principles of cosmetic chemistry applied to shampooing.
- c. Identify emulsions and suspensions.
- d. Explain and utilize the pH scale.
- e. Identify types of shampoos and their chemistry and select the appropriate shampoo for the service.
- f. Demonstrate the proper steps in preparing a client for a shampoo.
- g. Demonstrate proper shampooing and rinsing techniques.
- h. Identify styling instruments.
- i. Demonstrate the making of a hair parting.
- j. Demonstrate clockwise and counterclockwise moldings and shapings.
- k. Identify the parts of a pincurl.
- l. Identify stem directions used in roller setting and explain their functions.
- m. Demonstrate roller placement in relation to various bases.
- n. Explain the principles of finger waving.
- o. Demonstrate various finger wave techniques on a mannequin.
- p. Identify types and shapes of hair rollers.
- q. Identify stem directions used in roller setting and explain their functions.

Implementation date
Fall 2010

- r. Demonstrate basic roller placement in relation to bases.
- s. Identify the implements used in a comb out.
- t. Demonstrate a proper back combing/brushing and comb out techniques.
- u. Identify skipwaves and skipwaving techniques.
- v. Demonstrate skipwaving on a mannequin.
- w. Identify ridge curls and ridge curl techniques.
- x. Demonstrate ridge curling on a mannequin.
- y. Identify unsafe conditions that may exist in shampoo and styling procedures and explain how each can be corrected.

Academic Standard(s):

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.

ELApLSV1- The student participates in student-to-teacher, student-to-student, and group verbal interactions.

SASH 1 Students will evaluate the importance of curiosity, honesty, openness, and skepticism in science

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

Haircutting

Students will further enhance competencies in hair cutting techniques for women and men. The hair cutting unit will include: the natural sciences that guide the student in the analysis of growth patterns and directions, weight, and density. The mathematical sciences will provide the key for calculation of lines, angles, and degrees. Students will demonstrate scissor-over comb with thinning shears and razor over comb. Students will perform with clippers: men's taper cuts, fades, and flat top. Women's haircuts will include a combination of the four basic haircuts: one length, layered, graduated and uniform. Focus will be on safety and infection control procedures at all times. Students will identify the basic principles of haircutting and the implements and tools used in the procedure and demonstrate mastery of four basic cuts as well as additional haircutting techniques.

HS-CS-II-4. Students will implement the use of 0, 45, 90, 135, and 180 degrees angles while performing haircuts. Reference points as well as bone structure will be identified to determine complimentary haircuts. Students will study the fundamental theory and skills required for haircutting to create various hair styles and shapes. Theory training includes a total of 30 hours as well as 40 hours of hands on training. Hair analysis will include: growth patterns, texture, density, weight, and general hair condition. Advanced hair

Implementation date
Fall 2010

cutting skills such as point cutting, notching, free-hand notching, slithering, slicing, and carving will be introduced. Hair texturizing with thinning shears and razors will be included.

- a. Identify reference points on the head form showing the major planes created by the bone structure and understand their role in hair cutting.
- b. Interpret a detailed analysis of the planes in the muscular structure and recommend a complimentary hair cut.
- c. Describe and demonstrate the geometric angles, (0, 45, 90, 135, 180 degrees) used in hair cutting with a mannequin.
- d. Explain the proper use of electrical hair clippers while utilizing various guards and trimmers.
- e. Explain the different face shapes and what hairstyles would compliment each one.
- f. Discriminate between the different cutting techniques (point cutting, notching, free-hand notching, slithering, slicing and carving) and determine when each could be used.
- g. Construct the following men's haircuts: tapered, fade, and flat top.
- h. Construct different women's haircuts using the combinations of four basic haircuts (one length, layered, graduated, and uniform).
- i. Construct one haircut for men and one for women using only the razor.
- j. Compose different haircuts using the theory of the celestial axis by creating haircuts with convex and concave curves.
- k. Judge the use of safety and infection control procedures implemented in haircutting.

Academic Standard(s):

MA1G4. Students will understand the properties of circles.

- c. Use the properties of circles to solve problems involving the length of an arc and the area of a sector.

MA1G1. Students will investigate properties of geometric figures in the coordinate plane.

- a. Determine the distance between two points.
- b. Determine the distance between a point and a line.
- c. Determine the midpoint of a segment.

MM2P3. Students will communicate mathematically.

- a. Organize and consolidate their mathematical thinking through communication.
- b. Communicate their mathematical thinking coherently and clearly to peers, teachers, and others.
- c. Analyze and evaluate the mathematical thinking and strategies of others.
- d. Use the language of mathematics to express mathematical ideas precisely.

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

Implementation date
Fall 2010

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.
 - 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.

Implementation date
Fall 2010

- 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 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

Implementation date
Fall 2010

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.