

Implementation date

Fall 2010

PROGRAM CONCENTRATION:

Healthcare Science

CAREER PATHWAY:

Personal Care Services--Cosmetology

COURSE TITLE:

Advanced Cosmetology Services

Course Description: This laboratory course is designed to enhance competencies in chemical hair processing techniques on the hair, specifically in permanent waving, chemical relaxing, and hair coloring techniques. Students will earn credit hours toward the completion of the 1500 credit 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.

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-ACS-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-ACS-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.

Academic Standard(s):

Implementation date

Fall 2010

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

Advanced Nail Techniques

Students will provide advanced nail services. Consulting with clients to determine their needs and preferences will be presented. Students will use a variety of salon products while performing client services and while conducting services in a safe environment. Measures will be implemented to prevent the spread of infectious and contagious diseases.

HS-ACS-3. Students will demonstrate the pre-service and post-service steps for artificial nail applications.

- a. Prepare a table for artificial nail services using decontamination procedures.
- b. Demonstrate proper handling of equipment, supplies, and chemicals for artificial nail services.
- c. Discuss options with clients about the variety of nail services available.
- d. Discuss safety and home maintenance care of artificial nails.
- e. Demonstrate correct disposal of waste contaminated with blood-borne pathogens and proper clean-up procedures.

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.

HS-ACS-4. Students will be able to demonstrate procedures for sculpture nails, tips with acrylic overlay, fabric wraps, gel nails, and dipped nails.

- a. Perform client consultation and complete client record card.
- b. Create sculpture nails over natural nails.
- c. Apply different types of tips (full-well, half-well, clear, and white) for acrylic overlays, fabric wraps, gel nails, and dipped nails.
- d. Demonstrate the use of different types of fabric wraps (fiber glass, linen, paper, and silk).
- e. Distinguish between light cured and no-light cured gels.
- f. Explain the procedure for dipped nails.
- g. Follow all safety precautions for artificial nail removal.

Implementation date

Fall 2010

HS-ACS-5. Students will create wearable and competitive nail art using a variety of techniques.

- a. Use three-stroke method for nail polish application.
- b. Create flat art designs using freehand applications.
- c. Distinguish Gems, stones, taping, and striping applications.
- d. Demonstrate proper removal of art work.

Chemical Texturing Services

Students will give a permanent wave on all types and lengths of hair. Students will perform wave formation techniques in accordance with the manufacturers' directions.

HS-ACS-6. Students will consult with clients to determine their needs and preferences.

- a. Communicate the needs of the client by making appropriate adjustments in language use in work situations demonstrating sensitivity to gender and cultural bias.
- b. Communicate an understanding of factors that influence the determination of strategies necessary to meet individual client needs.

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.
- b. Asks relevant questions.
- c. Responds to questions with appropriate information.
- d. Actively solicits another person's comments or opinions.
- e. Offers opinions forcefully without domineering.
- g. Gives reasons in support of opinions expressed.
- h. Clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions.

HS-ACS-7. Students will perform permanent wave techniques in accordance with manufacturers' directions.

- a. Demonstrate procedures for performing advanced permanent waving techniques.
- b. Demonstrate the practice of effective draping of the client to insure safety in the workplace and community.
- c. Analyze scalp, hair, and skin for diseases or disorders in order to avoid adverse reaction and determine the proper chemical for the client.
- d. Demonstrate knowledge of chemical and physical energy by shampooing, permanent waving, and shaping the hair.
- e. Select appropriate solution and strength, by measuring and mixing, according to hair texture and desired results.
- f. Demonstrate strand test and test curl.

Implementation date

Fall 2010

- g. Demonstrate knowledge of the chemistry involved in different types of permanent waves and soft curl permanent waves.
- h. Explain what happens during the neutralization process of a permanent waves.
- i. Describe the chemical effects on hair and skin.
- j. Identify structural changes that occur during permanent waving.
- k. Distinguish between rod sizes and desired curl formation.
- l. Demonstrate correct blocking, sectioning and wrapping techniques for short, medium and long hair.
- m. Demonstrate proper procedure and application of chemicals.

Academic Standard(s):

SC1. Students will analyze the nature of matter and its classifications.

- b. Identify substances based on chemical and physical properties.

SPS6. Students will investigate the properties of solutions.

- d. Compare and contrast the components and properties of acids and bases.

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

- b. Compare, contrast, and evaluate the nature of acids and bases:
- c. PH
- d. Acid-Base neutralization.

SPS6. Students will investigate the properties of solutions.

- d. Compare and contrast the components and properties of acids and bases.

HS-ACS-8. Students will explain the differences between giving a perm to virgin hair and hair that has been previously treated with color or lightening products.

- a. Identify different types of hair.
- b. Compare virgin application to chemically treated application.
- c. Investigate possible solutions for uneven curl formation.
- d. Demonstrate knowledge of possible adverse chemical reactions to the skin.
- e. Apply and explain the importance of a protective barrier cream.

Academic Standard(s):

SCSh3. Students will identify and investigate problems scientifically.

- a. Suggest reasonable hypotheses for identified problems.
- b. Develop procedures for solving scientific problems.
- c. Collect, organize and record appropriate data.
- e. Develop reasonable conclusions based on data collected.

Advanced Styling and Shaping Principles

Implementation date

Fall 2010

Students will create hairstyles for all types and lengths of hair using shaping fundamentals while incorporating various styling techniques. Students will provide styling and finishing techniques to complete a hairstyle to the satisfaction of the client. Marketing professional salon products strategies will be explored.

HS-ACS-9. Students will create various wearable and marketable day, evening, and formal hairstyles on live models/mannequins using hair design principles.

- a. Determine the desired result during consultation period.
- b. Assemble the necessary supplies and products needed.
- c. Determine the best technique to achieve results.
- d. Prepare the model for the service to be performed.
- e. Explain methods used to execute advanced styling.
- g. Create hairstyles utilizing principles of design.
- h. Create hairstyles using wet sets, comb-outs, blow dry styles, fingerwaves, pincurls, thermal curling, and roller placement.
- i. Create hairstyles going from day wear to evening wear.
- j. Demonstrate men's hair styling.
- k. Explain current trends in styling.

HS-ACS-10. Students will design and create competitive hairstyles.

- a. Identify the principles of fashion trend styling.
- b. Create hairstyles utilizing principles of design.
- c. Identify the principles of sculpting, molding, and wrapping the hair.
- d. Identify different styling aids and their functions.
- e. Use different tools to design a hairstyle.

HS-ACS-11. Students will perform advanced shaping techniques.

- a. Identify the principles of precision haircutting.
- b. Identify the principles of clipper designing.
- c. Identify the elements of line and design.

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.

Implementation date
Fall 2010

- c. Determine the midpoint of a segment.

HS-ACS-12. Students will display continuity of salon services they have previously mastered.

- a. Demonstrate application of skills through salon services via client or mannequin (hairstyling, chemical, skin, and nail services, etc.).

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.

Implementation date
Fall 2010

- 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.