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PROGRAM CONCENTRATION: **Healthcare Science**
CAREER PATHWAY: **Personal Care Services--Cosmetology**
COURSE TITLE: **Cosmetology Services--Core IV**

Course Description: This course is designed to enhance competencies in nail diseases and disorders, manicures, pedicures, hairstyling, wigs, thermal curling and pressing, electricity, salon business, and safety. Units will include how to recognize signs of infections, disorders and diseases and when to decline a service. Focus will be on proper procedures for nail services by using sanitation and infection control guidelines. Hairstyling will include working with wigs and the use of thermal irons. The importance of understanding the basics of electricity and how to use equipment safety in the salon will be emphasized. The Salon Business unit will provide the student an opportunity to learn employability skills, marketing, selling, customer relations, business operations, and owning a salon. Students will earn credit hours toward the completion of the 1500 credit hours required by the Georgia State Board of Cosmetology. In addition, this course offers the possibility of meeting articulation alignment with the technical college standards. 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.

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-IV-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-IV-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.

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- b. Discriminate between the risk and prevention of contamination in the personal care service.
- c. Demonstrate sanitizing and disinfecting and sterilization techniques used in the personal care service industry.

Academic Standard(s):

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

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

Skin, Scalp, and Hair

Students will further their knowledge of cosmetology skills and develop the skills needed to perform services on clients in the areas of skin, scalp, hair, hairstyling, and nail care.

HS-CS-IV-3. Students will perform scalp and hair treatments. Students will describe the usage of electrical implements and how they are used in scalp treatments.

- a. Analyze hair and scalp to determine which type of treatment is needed.
- b. Explain the usage of electrical implements used for hair and scalp treatments.
- c. Demonstrate corrective scalp and hair treatments.
- d. Describe the usage of light therapy for corrective treatment.

Academic Standard(s):

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

HS-CS-IV-4. Students will perform a skin analysis and provide services suitable for the client's individual skin care needs.

- a. Differentiate between a facial for dry skin and a facial for oily skin.
- b. Analyze skin to determine which facial services are needed and proceed with appropriate facial.
- c. Perform facial hair removal services: waxing, tweezing, etc.
- d. Perform an effective skin analysis.
- e. Perform exfoliation techniques using proper products.

Academic Standard(s):

SCSh3 Students will identify and investigate problems scientifically.

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

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- f. Evaluate whether conclusions are reasonable by reviewing the process and checking against other available information.

Intermediate Hairstyling

Students will demonstrate a variety of techniques used in thermal hairstyling using thermal tools to create wearable styles. Students will further develop an understanding by building on basic foundation skills covered in previous courses on thermal hairstyling. Students will demonstrate artificial hairstyling techniques. The student will be able to determine which types of services to provide according to the client's own preferences. Safety practices for all electrical equipment will be maintained.

HS-CS-IV-5. Students will develop an understanding on the tools used in thermal hair styling and will perform thermal hair curling techniques on clients/mannequins.

- a. Define thermal waving.
- b. Compare and contrast electrical and non-electrical thermal irons.
- c. Describe safety measures used when working with thermal irons.
- d. Label the parts of a thermal iron.
- e. Demonstrate proper procedure for thermal waving.
- f. Demonstrate thermal curling techniques on a variety of hair textures and lengths (short, medium, fine, coarse, etc.)

HS-CS-IV-6. Students will demonstrate the technique of thermal hair pressing, use a pressing comb, and be able to choose soft, medium or hard press to reach the desired style.

- a. Define thermal pressing.
- b. Describe the different types of pressing combs and their structure.
- c. Distinguish between soft, medium, and hard press.

HS-CS-IV-7. Students will be able to perform blow-dry styling techniques to achieve desired style with the proper use of blow-dry styling tools such as brushes, blow-dryer attachments, and styling aids.

- a. Create a hairstyle to accentuate face shape.
- b. Demonstrate the use of a diffuser and concentrator to maximize style.
- c. Demonstrate blow-dry styling using a variety of styling brushes (round, vented, etc.).
- d. Demonstrate blow-dry styling on curly hair.

HS-CS-IV-8. Students will provide hair services including shampoo and styling of different types of artificial hair.

- a. Demonstrate procedure for fitting, cleaning, shaping, and styling all types of human hair and synthetic wigs and hair pieces.

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Nail Care Services

Students will strengthen their basic nail care services as well as expand the services to include artificial nail enhancements. Students will identify nail care services that should be performed or referred to a physician. Students will practice safety and sanitation practices for pre- and post-manicuring and pedicuring services.

HS-CS- IV-9. Students will distinguish between nail disorders and irregularities of the nail as well as recognize the need to refer clients to a physician.

- a. Describe a healthy nail.
- b. Identify the diseases of the hands and feet and recognize diseases that should not be treated in the salon.

Academic Standard(s):

SAP1 Students will analyze anatomical structures in relationship to their physiological functions.

- a. Apply correct terminology when explaining the orientation of body parts and regions.
- e. Describe how structure and function are related in terms of cell and tissue types.

SCSh6 Students will communicate scientific investigations and information clearly.

HS-CS-IV-10. Students will perform nail care services to include manicures and pedicures. (hand, arm, and foot massages)

- a. Prepare a basic manicure table including material, equipment, and supplies used to perform a manicure.
- b. Demonstrate pre-service sanitation and post-service procedure.
- c. Demonstrate manicure services (basic, oil, French, etc.).
- d. Demonstrate hand and arm massage.
- e. Show nail polish application.
- f. Demonstrate basic pedicure services including foot massage and toenail polish application.

HS-CS-IV-11. Students will perform acrylic (methacrylate) nail enhancement services including nail tips, nail forms, and overlays.

- a. Identify the tools, equipment, and supplies used in acrylic nail services.
- b. Demonstrate basic nail tip application with pre and post service procedures.
- c. Explain acrylic (methacrylate) nail enhancements.
- d. Demonstrate acrylic (methacrylate) nail enhancements using nail forms, over tips, and natural nail.

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Academic Standard(s):

SPS6 Students will investigate the properties of solutions.

- a. Describe solutions in terms of
* solute/solvent

HS-CS-IV-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.

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- 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.

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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 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.