

COSMETOLOGY I

Course # 1060

Credits 12.5

Revised 2018

I. Course Description:

The Cosmetology Program at PCTI is a 21st century standards base learning program. Cosmetology I begins with basic skills that are necessary to express creativity in the areas of hair, skin and nail style and care. The future professional will learn the theory of cosmetology in project-based, differentiated instruction, and/or cross content learning activities. Various forms of technology: such as a smart board, e-books, and chrome books will be used in the classroom in order for students to acquire the necessary trade knowledge. In addition, a hands on approach will be used to master the skills required in the profession. Theory will be supplement with: demonstrations, class trips, guest artists from industry, handouts, and other learning tools.

The expectations and goals of the cosmetology program are to train the future professional in proper work habits and behaviors required for employment. Additionally, knowledge of New Jersey State Laws, licensure requirements, rules and regulations, public safety procedures, and practical skills will be addressed. Expectations are to obtain three hundred (300) hours of instruction and performance of knowledge, skills and technique per level. This allows students to obtain a permit for apprenticeship in the third level.

II Units:

Content Area:	Cosmetology	Grade(s)	9th
Unit Plan Title:	The History and Opportunities		
NJSLS/CCTC Standard(s) Addressed in this unit			
6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interaction of people, culture and environment affect issues across time and culture. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21 st century.			
8.1.12. C.1- Develop an innovative solution to a real-world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.			
9.3.HU.3- Use effective communication with human services clients and their family			
CRP1. Act as a responsible and contributing citizen and employee.			
CRP2. Apply appropriate academic and technical skills.			
CRP3. Attend to personal health and financial well-being.			
CRP4. Communicate clearly and effectively and with reason.			
CRP5. Consider the environmental, social and economic impacts of decisions.			
CRP6. Demonstrate creativity and innovation.			
CRP7. Employ valid and reliable research strategies.			
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.			
CRP9. Model integrity, ethical leadership and effective management.			
CRP10. Plan education and career paths aligned to personal goals.			
CRP11. Use technology to enhance productivity.			
CRP12. Work productively in teams while using cultural global competence			
9.3. HU-PC.6- Identify personal care business opportunities enhanced by community involvement, self- improvement and current trends.			
9.3. HU.5- Evaluate career opportunities in each of the Human Services Career Pathways.			
Essential Questions (3-5)			
1. What are the origins of appearance enhancement?			
2. How would you describe some of the male hairstyles during ancient time?			
3. How are some of the advancements made in cosmetology during the nineteenth, twentieth, and early twenty-first centuries created?			
4. What are the benefits of continuing education?			
5. What are examples of the career opportunities available to licensed beauty practitioners?			
Anchor Text			
<u>CENGAGE Learning - Mind Tap. Milady Standard Cosmetology, Backe ,Cengage, 2016 , ISBN # 978-1-2857-6941-7</u>			
Short & Informational Texts (3-5)			

“Costumes and Make-up” by-Doretta Lau
“A Career as a Cosmetologist [electronic resource]” by Sally Ganchy
“So You Want to Work in Set Design, Costuming, or Make-up?” by Torene Svitil and Amy Dunkleberger

Expected Proficiencies of the Unit

1. Describe the origins of appearance enhancement
2. Describe the advancements made in cosmetology during the 19th, 20th and early 21st centuries.
3. List the career opportunities available to a licensed beauty practitioner.

Formative & Summative Assessments

Formative:

- Complete activities and exercises in Mind Tap
- Search topics in this content area and make a list of additional resources.
- Chapter test Exam Review or your Milady U: Online Licensing Prep.
- Chapter Quizzes
- Look up in a dictionary or search the internet for the definitions of any additional terms.

Summative:

- RSTs
- Milady Chapter Test
- Practical Examinations
- Presentations
- Portfolios
- Projects
- Competitions

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Canvas, Google Classroom, Mind Tap, Microsoft Office Programs, YouTube, Pinterest, Google, Instagram, Milady Pro App, etc.

Suggested Time Frame: 2 weeks

Content Area:	Cosmetology	Grade(s)	9 th
Unit Plan Title:	Life Skills		
NJSLS/CCTC Standard(s) Addressed in this unit			

8.1.12. A.2- Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

8.1.12. F.1- Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

9.3. HU-PC.6- Identify personal care business opportunities enhanced by community involvement, self- improvement and current trends.

9.3. HU.5- Evaluate career opportunities in each of the Human Services Career Pathways.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence

Essential Questions (3-5)

Why does the principles contribute to personal and professional success?

How do you create a mission statement? (Give an example)

How do you go about setting long and short-term goals?

List the most effective ways to manage time?

How do you describe good study habits?

Anchor Text

CENGAGE Learning - Mind Tap. Milady Standard Cosmetology, Backe ,Cengage, 2016 , ISBN # 978-1-2857- 6941-7

Short & Informational Texts (3-5)

“The Teen's Guide to World Domination: Advice on Life, Liberty, and the Pursuit of Awesomeness”, by Josh Shipp

“What Do You Really Want? : How to Set a Goal and Go for It!: a Guide for Teens”, by Beverly K. Bachel

“Don't Sweat the Small Stuff for Teens : Simple Ways to Keep Your Cool in Stressful Times”, by Richard Carlson

Expected Proficiencies of the Unit

List the principles that contribute to personal and professional success.

Explain the concept of self-management.

Create a mission statement.
Explain how to set long and short term goals.
Discuss the most effective ways to manage time.
Define good study habits.
Define ethics.
List the characteristics of a healthy, positive attitude.

Formative & Summative Assessments

Formative:

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- Chapter Quizzes
- Look up in a dictionary or search the internet for the definitions of any additional terms.

Summative:

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- Milady Chapter Test
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- Competitions

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Canvas, Google Classroom, Mind Tap, Microsoft Office Programs, YouTube, Pinterest, Google, Instagram, Milady Pro App, etc.

Suggested Time Frame: 2 Weeks

Content Area:	Cosmetology	Grade(s)	9th			
Unit Plan Title:	Your Professional Image					
NJSLS/CCTC Standard(s) Addressed in this unit						
8.1.12. C.1- Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community. 8.1.12. D.4- Research and understand the positive and negative impact of one's digital footprint.						

9.3. HU-PC.1 Analyze basic principles of biology, chemistry and human anatomy for safe and effective utilization and selection of personal care products and services

9.3. HU-PC.2 Evaluate an individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action.

9.3. HU-PC.3 Utilize data and information to maintain electronic records of client services and make recommendations for personal care services.

9.3. HU-PC.4 Demonstrate policies and procedures to achieve a safe and healthy environment for personal care services

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Essential Questions (3-5)

1. How do personal hygiene habits relate to professionalism?

2. What are the best ways to ensure that you are dressed for success?

3. What are the four ways you can avoid ergonomic-related injuries and provide support with your responses?

Anchor Text

CENGAGE Learning - Mind Tap. Milady Standard Cosmetology, Backe ,Cengage, 2016 , ISBN # 978 – 1 – 2857 – 6941-7

Short & Informational Texts (3-5)

“Developing a Professional Image [Video Recording]”, Amy S. Weber, director

“First-Job Survival Guide : How to Thrive and Advance in Your New Career” by Diane C. Decker, Victoria A. Hoevemeyer, and Marianne Rowe-Dimas

“Professional Ethics and Etiquette” Career Skills Library

Expected Proficiencies of the Unit

Understand professional hygiene.

Explain the concept of dressing for success.

Use appropriate methods to ensure personal health and well-being.

Demonstrate an understanding of ergonomic principles and ergonomically correct posture and movement.

Formative & Summative Assessments

Formative:

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Suggested Time Frame: 2 weeks

Content Area:	Cosmetology	Grade(s)	9th			
Unit Plan Title:	Communicating for Success					
NJSLS/CCTC Standard(s) Addressed in this unit						
. 9.3. HU-PC.1 Analyze basic principles of biology, chemistry and human anatomy for safe and effective utilization and selection of personal care products and services 9.3. HU-PC.2 Evaluate an individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action. 9.3. HU-PC.3 Utilize data and information to maintain electronic records of client services and make recommendations for personal care services. 9.3. HU-PC.4 Demonstrate policies and procedures to achieve a safe and healthy environment for personal care services CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills.						

- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Essential Questions (3-5)

1. Identify the golden rules of communication and how it's applied to success?
2. How would you design a set of effective communication rules?
3. Describe how one would play the Step Consultation Method?
4. How should you handle an unhappy client? (List the points to keep in mind.)
5. What are some things to point out when communicating with your coworkers?

Anchor Text

CENGAGE Learning - Mind Tap. Milady Standard Cosmetology, Backe ,Cengage, 2016 , ISBN # 978 – 1 – 2857 – 6941-7

Short & Informational Texts (3-5)

“Communicating with Customers [Video Recording]: An Entry Level Guide.” Learning Seed, Kildeer, Ill 2005.

“Communicating with Tact, Candor and Credibility [video recording]”, Learning Seed, Kildeer, Ill 2008.

“Cosmetology”, Ferguson Publishing Company, Chicago, Ill, 2003.

Expected Proficiencies of the Unit

List the golden rules of human relations.

Explain the importance of effective communication.

Conduct a successful client consultation.

Handle delicate communication with your client.

Build open lines of communication with co-workers and salon managers

Formative & Summative Assessments

Formative:

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Suggested Time Frame: 3 weeks

Content Area:	Cosmetology	Grade(s)	9th			
Unit Plan Title:	State Laws and Regulations					
NJSLS/CCTC Standard(s) Addressed in this unit						
9.3. HU-CSM.1- Summarize necessary credentials, licensures or state-specific requirements to prepare for a career in consumer services. CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.						

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence

Essential Questions (3-5)

1. Who issues cosmetology licenses?
2. How often do you renew your cosmetology license?
3. What is the difference between a cosmetology student permit vs. cosmetology license?
4. Can you predict what will happen if you don't have a proper license displayed?
5. What are the minimum sanitation standards and why are they important in the cosmetology field?
6. Using a chart to analyze the differences, what are the definitions of cleaning, disinfecting, and sterilizing?

Anchor Text

CENGAGE Learning - Mind Tap. Milady Standard Cosmetology, Backe ,Cengage, 2016 , ISBN # 978-1- 857-6941-7

Short & Informational Texts (3-5)

Milady's Standard Cosmetology, 2012, <http://Milady.Cengage.Com> □ State Board of Cosmetology and Hairstyling Laws

<http://www.njconsumeraffairs.gov/Statutes/cosmetologylaw.pdf>.

New Jersey Administrative Code Title 13 Law and Public Safety <http://www.njconsumeraffairs.gov/regulations/Chapter-28-Board-of-Cosmetology-and-Hairstyling.pdf>

New Jersey Uniform Enforcement Act http://www.njconsumeraffairs.gov/Documents/legal/New_Jersey_Uniform_Enforcement_Act.pdf

Expected Proficiencies of the Unit

1. State the number of members appointed to the board.
2. Identify the functions of the board.
3. List the required hours of training for all practicing licenses in cosmetology.
4. State the expiration dates and describe renewal requirements for all licenses.
5. List the requirements for salon licenses in the State of New Jersey.
6. Describe the requirements for a student permit.
7. Describe the procedures for taking the NJ state board exam.

Formative & Summative Assessments

Formative:

Complete activities and exercises in Mind Tap

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Chapter Quizzes

Look up in a dictionary or search the internet for the definitions of any additional terms.

Summative:

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Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Canvas, Google Classroom, Mind Tap, Microsoft Office Programs, YouTube, Pinterest, Google, Instagram, Milady Pro App, etc.

<http://www.njconsumeraffairs.com/>

Suggested Time Frame:

3 weeks

Content Area:	Cosmetology	Grade(s)	9th
Unit Plan Title:	Skills USA (VICA)		
NJSLS/CCTC Standard(s) Addressed in this unit			
CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies.			

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence

Essential Questions (3-5)

1. What are the uniform requirements for Skills USA completion?
2. What is the purpose of Skills USA?
3. How will Skills USA influence your abilities and talents?

Anchor Text

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Short & Informational Texts (3-5)

“Fabulous Teen Hairstyles: A Step-by-Step Guide to 34 Beautiful Style” by Eric Mayost

“Cool Hair: A Teenager's Guide to the Best Beauty Secrets on Hair, Makeup, and Style” by Vincent Roppatte and Sherry Suib Cohen

“Nail Style: Beautiful Nails for Every Occasion” by Marie Mingay

“Facing Competition: Can You Play by the Rules and Stay in the Game?” by Tish Davidson

Expected Proficiencies of the Unit

1. Define Skills USA - VICA
2. Discuss and complete level one Professional Development Program.

Formative & Summative Assessments

Competitions

Formative:

Complete activities and exercises in Mind Tap

Search topics in this content area and make a list of additional resources.

Chapter test Exam Review or your Milady U: Online Licensing Prep.

Chapter Quizzes

Look up in a dictionary or search the internet for the definitions of any additional terms.

Summative:

RSTs

Milady Chapter Test

Practical Examinations

Presentations
Portfolios
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Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Canvas, Google Classroom, Mind Tap, Microsoft Office Programs, YouTube, Pinterest, Google, Instagram, Milady Pro App, etc.

Suggested Time Frame: 3 weeks

Content Area:	Cosmetology	Grade(s)	9th			
Unit Plan Title:	Infection Control: Principles and Practice					
NJSLS/CCTC Standard(s) Addressed in this unit						
9.3. HU-PC.1 Analyze basic principles of biology, chemistry and human anatomy for safe and effective utilization and selection of personal care products and services						
9.3. HU-PC.2 Evaluate an individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action.						
9.3. HU-PC.3 Utilize data and information to maintain electronic records of client services and make recommendations for personal care services.						
9.3. HU-PC.4 Demonstrate policies and procedures to achieve a safe and healthy environment for personal care services						
CRP1. Act as a responsible and contributing citizen and employee.						
CRP2. Apply appropriate academic and technical skills.						
CRP3. Attend to personal health and financial well-being.						
CRP4. Communicate clearly and effectively and with reason.						
CRP5. Consider the environmental, social and economic impacts of decisions.						
CRP6. Demonstrate creativity and innovation.						
CRP7. Employ valid and reliable research strategies.						
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.						
CRP9. Model integrity, ethical leadership and effective management.						
CRP10. Plan education and career paths aligned to personal goals.						
CRP11. Use technology to enhance productivity.						
CRP12. Work productively in teams while using cultural global competence.						
Essential Questions (3-5)						
1. What is the primary purpose of regulatory agencies and why is it important?						
2. Describe an SDS? Where can you locate these?						

3. Using a chart to list microorganisms, how would you identify the types as either harmful or non-harmful?
4. How can a person pass on a contagious disease?

Anchor Text

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Short & Informational Texts (3-5)

“Preventing Blood Borne Infections [video recording] : Preventing Transmission, Protecting Yourself”- by Medcom ; producer/editor, Jon Frank ; writer, John Shannon ; director, David Cobb

<https://www.barbicide.com/about-us/>

https://www.osha.gov/SLTC/hairsalons/protecting_worker_health.html

Expected Proficiencies of the Unit

Understand state laws and rules

List the types and classifications of bacteria.

List the types of disinfectants and how they are used.

Define hepatitis and HIV, and explain how they are transmitted.

Describe how to safely clean and disinfect salon tools and equipment.

Explain the differences between cleaning, disinfection and sterilization.

Discuss universal precautions and your responsibilities as a salon professional.

Formative & Summative Assessments

Formative:

Complete activities and exercises in Mind Tap

Search topics in this content area and make a list of additional resources.

Chapter test Exam Review or your Milady U: Online Licensing Prep.

Chapter Quizzes

Look up in a dictionary or search the internet for the definitions of any additional terms.

Summative:

RSTs

Milady Chapter Test

Practical Examinations

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Projects

Competitions

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Canvas, Google Classroom, Mind Tap, Microsoft Office Programs, YouTube, Pinterest, Google, Instagram, Milady Pro App, etc.

Suggested Time Frame: 2 weeks

Content Area:	Cosmetology	Grade(s)	9th			
Unit Plan Title:	General of Anatomy and Physiology					
NJSLS/CCTC Standard(s) Addressed in this unit						
9.3. HU-PC.1 Analyze basic principles of biology, chemistry and human anatomy for safe and effective utilization and selection of personal care products and services 9.3. HU-PC.2 Evaluate an individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action. 9.3. HU-PC.3 Utilize data and information to maintain electronic records of client services and make recommendations for personal care services. 9.3. HU-PC.4 Demonstrate policies and procedures to achieve a safe and healthy environment for personal care services CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.						

Essential Questions (3-5)

1. How and why is the study of anatomy and physiology important to cosmetologists?
2. What is anatomy and physiology?
3. What are the basic structures of a cell and describe their function?
4. What are the primary functions of the skeletal system?
5. What are and describe the two main types of glands found in the human body?

Anchor Text

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Short & Informational Texts (3-5)

“Anatomy and Physiology [electronic resource]: an Illustrated Guide.” by Series: Marshall Cavendish reference

“Human Body” by Steve Parker

“Guide to the Human Body” by Richard Walker

Expected Proficiencies of the Unit

1. Explain the importance of anatomy and physiology to the cosmetology profession.
2. Describe the cells, their structure and their reproduction.
3. Define tissue and identify the types of tissues found in the body.
4. Name 10 main body systems and explain functions.

Formative & Summative Assessments

Formative:

Complete activities and exercises in Mind Tap

Search topics in this content area and make a list of additional resources.

Chapter test Exam Review or your Milady U: Online Licensing Prep.

Chapter Quizzes

Look up in a dictionary or search the internet for the definitions of any additional terms.

Summative:

RSTs

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Projects

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Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Canvas, Google Classroom, Mind Tap, Microsoft Office Programs, YouTube, Pinterest, Google, Instagram, Milady Pro App, etc.

Suggested Time Frame: 3 weeks

Content Area:

Cosmetology

Grade(s)

9th

Unit Plan Title:	Properties of the Hair and Scalp
NJSLS/CCTC Standard(s) Addressed in this unit	
9.3. HU-PC.1 Analyze basic principles of biology, chemistry and human anatomy for safe and effective utilization and selection of personal care products and services	
9.3. HU-PC.2 Evaluate an individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action.	
9.3. HU-PC.3 Utilize data and information to maintain electronic records of client services and make recommendations for personal care services.	
9.3. HU-PC.4 Demonstrate policies and procedures to achieve a safe and healthy environment for personal care services	
CRP1. Act as a responsible and contributing citizen and employee.	
CRP2. Apply appropriate academic and technical skills.	
CRP3. Attend to personal health and financial well-being.	
CRP4. Communicate clearly and effectively and with reason.	
CRP5. Consider the environmental, social and economic impacts of decisions.	
CRP6. Demonstrate creativity and innovation.	
CRP7. Employ valid and reliable research strategies.	
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.	
CRP9. Model integrity, ethical leadership and effective management.	
CRP10. Plan education and career paths aligned to personal goals.	
CRP11. Use technology to enhance productivity.	
CRP12. Work productively in teams while using cultural global competence.	
Essential Questions (3-5)	
<ol style="list-style-type: none"> 1. What are the structures of the hair root and describe their functions? 2. What are the layers of the hair shaft give a description of it? 3. What is the process of keratinization? 4. What are side bonds and give descriptions of them? Give examples of their strength and why? 5. What are the various factors about the hair and how should it be considered in a hair analysis? 	
Anchor Text	
CENGAGE Learning - Mind Tap. Milady Standard Cosmetology, Backe ,Cengage, 2016 , ISBN # 978 –1–2857– 6941-7	
Short & Informational Texts (3-5)	
“Alopecia Areata” by Janey Levy	
“Healthy Hair: What Is it?” by Rodney D. Sinclair	
http://www.sciencedirect.com/science/article/pii/S0022202X15526559	
“Hair Has Always Been Important” by Diana Ross	

Expected Proficiencies of the Unit

Identify and describe the structures of the hair root.
List and describe the three layers of the hair shaft.
Describe the types of side bonds in the cortex.
List the factors that should be considered in a hair analysis.
Describe the process of hair growth.
Discuss the type of hair loss and their causes.
Describe the options for hair loss treatment.
Recognize hair and scalp disorders commonly seen in the salon and school, and know which can be treated by cosmetologists.

Formative & Summative Assessments

Formative:

- Complete activities and exercises in Mind Tap
- Search topics in this content area and make a list of additional resources.
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Summative:

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Suggested Time Frame: 3 weeks

Content Area:	Cosmetology	Grade(s)	9 th
Unit Plan Title:	Shampooing, Rinsing and Conditioning		

9.3. HU-PC.1 Analyze basic principles of biology, chemistry and human anatomy for safe and effective utilization and selection of personal care products and services

9.3. HU-PC.2 Evaluate an individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action.

9.3. HU-PC.3 Utilize data and information to maintain electronic records of client services and make recommendations for personal care services.

9.3. HU-PC.4 Demonstrate policies and procedures to achieve a safe and healthy environment for personal care services

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Essential Questions (3-5)

1. What are two important requirements for a healthy scalp?
2. How should scalp and hair that are dry, oily, or have dandruff be treated?
3. What are the parts of the muscles located on the head? How do those muscles benefit from a scalp massage?
4. List and describe two types of professional draping? At what point in the service do you remove or replace the towels and cape used for each?
5. What are the benefits of using the Three-Part Procedure and list the parts?

Anchor Text

CENGAGE Learning - Mind Tap. Milady Standard Cosmetology, Backe ,Cengage, 2016 , ISBN # 978 – 1 – 2857 – 6941-7

Short & Informational Texts (3-5)

“Massage” by Nitya Lacroix

“Hair and Fibers” by John D. Wright

“A Career as a Cosmetologist” by Sally Ganchy

Expected Proficiencies of the Unit

1. Explain the importance of pH in shampoo selection.

2. Explain the role of surfactants in shampoo.
3. Discuss the uses and benefits of various types of shampoos and conditioners.
4. Perform proper scalp manipulations as part of a shampoo service.
5. Demonstrate proper shampooing and conditioning procedures.

Formative & Summative Assessments

Formative:

- Complete activities and exercises in Mind Tap
- Search topics in this content area and make a list of additional resources.
- Chapter test Exam Review or your Milady U: Online Licensing Prep.
- Chapter Quizzes
- Look up in a dictionary or search the internet for the definitions of any additional terms.

Summative:

- RSTs
- Milady Chapter Test
- Practical Examinations
- Presentations
- Portfolios
- Projects
- Competitions

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Canvas, Google Classroom, Mind Tap, Microsoft Office Programs, YouTube, Pinterest, Google, Instagram, Milady Pro App, etc.

Suggested Time Frame: 3 weeks

Content Area:	Cosmetology	Grade(s)	9th
Unit Plan Title:	Facials		
NJSLS/CCTC Standard(s) Addressed in this unit			
9.3. HU-PC.1 Analyze basic principles of biology, chemistry and human anatomy for safe and effective utilization and selection of personal care products and services			
9.3. HU-PC.2 Evaluate an individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action.			
9.3. HU-PC.3 Utilize data and information to maintain electronic records of client services and make recommendations for personal care services.			
9.3. HU-PC.4 Demonstrate policies and procedures to achieve a safe and healthy environment for personal care services			

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Essential Questions (3-5)

- 1. Explain skin analysis techniques. Why is the skin analysis important?
- 2. What is contraindication? List examples.
- 3. What are the differences between skin type and skin condition?
- 4. What are the differences between alopecic and oily skin.
- 5. What are the steps to completing a client consultation.

Anchor Text

CENGAGE Learning - Mind Tap. Milady Standard Cosmetology, Backe ,Cengage, 2016 , ISBN # 978 – 1 – 2857 – 6941-7

Short & Informational Texts (3-5)

“Classic Make-up & Beauty” by Mary Quant ; photography, Maureen Barrymore, Dave King

“The Skin Type Solution : a Revolutionary Guide to Your Best Skin Ever” by Leslie Baumann

“In Style Getting Gorgeous : the Step-by-Step Guide to Your Best Hair, Make-up and Skin” by Jennifer Tung

Expected Proficiencies of the Unit

- 1. List and describe various skin types and conditions.
- 2. Understand contraindications and the use of health screening forms to safely perform facial treatments.
- 3. Identify the various types of massage movements and their physiological effects.
- 4. Describe different types of products used in facial treatments.
- 5. Understand the basic types of electrical current used in facial treatments.
- 6. Demonstrate the procedure for a basic facial.

Formative & Summative Assessments

Formative:

Complete activities and exercises in Mind Tap

Search topics in this content area and make a list of additional resources.

Chapter test Exam Review or your Milady U: Online Licensing Prep.

Chapter Quizzes

Look up in a dictionary or search the internet for the definitions of any additional terms.

Summative:

RSTs

Milady Chapter Test

Practical Examinations

Presentations

Portfolios

Projects

Competitions

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Canvas, Google Classroom, Mind Tap, Microsoft Office Programs, YouTube, Pinterest, Google, Instagram, Milady Pro App, etc.

Suggested Time Frame:	3 weeks
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Content Area:	Cosmetology	Grade(s)	9th
Unit Plan Title:	Manicuring		

NJSLS/CCTC Standard(s) Addressed in this unit

9.3. HU-PC.1- Analyze basic principles of biology, chemistry and human anatomy for safe and effective utilization and selection of personal care products and services.

9.3. HU-PC.7- Apply methods of obtaining feedback to understand expectations and promote high-quality personal care services standards.

9.3. HU-PC.6- Identify personal care business opportunities enhanced by community involvement, self- improvement and current trends.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence

Essential Questions (3-5)

1. What are the types of professional nail tools required to perform a manicure?
2. What is the difference between multiuse and single-use implements?
3. Why is it necessary to have a consultation each time a client has a service in the salon?
4. How should a manicuring table be properly set up? Why is it important to sanitize before setting up?
5. What are the steps in a basic manicure procedure?

Anchor Text

CENGAGE Learning - Mind Tap. Milady Standard Cosmetology, Backe ,Cengage, 2016 , ISBN # 978 – 1 – 2857 – 6941-7

Short & Informational Texts (3-5)

“DIY Nail Art : 75 Creative Nail Art Designs” by Catherine Rodgers

“A Career as a Cosmetologist [electronic resource]” by Sally Ganchy

“Nail Style : Beautiful Nails for Every Occasion” by Marie Mingay

Expected Proficiencies of the Unit

1. Identify the four types of nail implements and/or tools required to perform a manicure.
2. Demonstrate the safe and correct handling of nail implements and tools.
3. Exhibit proper set up of a manicuring table.
4. Demonstrate the necessary three-part procedure requirements for nail services.
5. Identify the five basic nail shapes.
6. Perform a basic and conditioning oil manicure incorporating all safety, sanitation and disinfection requirements.
7. Demonstrate the correct technique for the application of nail polish.
8. Perform the five basic nail polish applications.
9. Perform the hand and arm massage movements associated with manicuring.
10. Perform a paraffin-wax hand treatment
11. Display all sanitation, disinfection and safety requirements essential to nail and hand care services.
12. Define and understand aromatherapy.
13. Identify carrier oils and understand their use.
14. Understand how aromatherapy can be incorporated into a service.

Formative & Summative Assessments

Formative:

Complete activities and exercises in Mind Tap

Search topics in this content area and make a list of additional resources.

Chapter test Exam Review or your Milady U: Online Licensing Prep.

Chapter Quizzes

Look up in a dictionary or search the internet for the definitions of any additional terms.

Summative:

RSTs

Milady Chapter Test

Practical Examinations

Presentations

Portfolios

Projects

Competitions

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Canvas, Google Classroom, Mind Tap, Microsoft Office Programs, YouTube, Pinterest, Google, Instagram, Milady Pro App, etc.

Suggested Time Frame: 3 weeks

Content Area:	Cosmetology	Grade(s)	9th
Unit Plan Title:	Pedicuring		

NJSLS/CCTC Standard(s) Addressed in this unit

9.3. HU-PC.1- Analyze basic principles of biology, chemistry and human anatomy for safe and effective utilization and selection of personal care products and services.

9.3. HU-PC.7- Apply methods of obtaining feedback to understand expectations and promote high-quality personal care services standards.

9.3. HU-PC.6- Identify personal care business opportunities enhanced by community involvement, self- improvement and current trends.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence

Essential Questions (3-5)

1. What are the unique pieces of equipment used in pedicures?
2. What are the specialty materials used when performing pedicures?
3. What is a callus softener and describe how it is used?
4. What is *reflexology* and explain how it is used in pedicuring?
5. Why is cleaning and disinfection of pedicure baths important?

Anchor Text

CENGAGE Learning - Mind Tap. Milady Standard Cosmetology, Backe ,Cengage, 2016 , ISBN # 978 – 1 – 2857 – 6941-7

Short & Informational Texts (3-5)

“Massage” by Nitya Lacroix

“The Skeletal System: An Introduction to the Study of Human Anatomy & Physiology.” by Elk Grove Village, IL: Scientific Publishing, Elk Grove Village, IL, 2010.

““DIY Nail Art: 75 Creative Nail Art Designs” by Catherine Rodgers

Expected Proficiencies of the Unit

1. Identify the equipment and materials needed for a pedicure and explain.
2. List the steps in the pedicure pre-service procedure.
3. Demonstrate the proper procedures and precautions for a pedicure.
4. Describe the proper technique to use in filing toe nails.
5. Describe the proper technique for trimming the nails.
6. Demonstrate your ability to perform foot massage properly.
7. Understand proper cleaning and disinfecting of pedicuring equipment.

Formative & Summative Assessments

Formative:

Complete activities and exercises in Mind Tap

Search topics in this content area and make a list of additional resources.

Chapter test Exam Review or your Milady U: Online Licensing Prep.

Chapter Quizzes

Look up in a dictionary or search the internet for the definitions of any additional terms.

Summative:

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Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Canvas, Google Classroom, Mind Tap, Microsoft Office Programs, YouTube, Pinterest, Google, Instagram, Milady Pro App, etc.

Suggested Time Frame: 3 weeks

III. Instructional Strategies:

Kahoot
Plickers
Matching
Cosmetology Feud
Scavenger Hunt
Jeopardy
Quizlet & Quizlet Live
Pair & Share
Rubrics
Surveys
Exit Slips
KWL
Bingo
Wheel of Fortune
Journaling

Path Brite
Project Base Learning
Differentiated Instruction
Individual Instruction
Student Day
Competitions
Self-Assessment
Rubrics
Community Service
Student Day
Industry Guest Artist
International Beauty Expos

IV. Scope and Sequence Chart:

Key

I = Introduced

D = Developed in Depth

R = Reinforced

M = Mastery

	9	10	11	12
History and Career Opportunities	I	D-R		
Life Skills	I	D-R		
Your Professional Image	I	D-R		
Communication for Success	I	D-R		
State Laws and Regulations	I	D-R		
Skills USA (VICA)	I	D-R		
Infection Control: Principles and Practice	I	D-R		

General of Anatomy and Physiology	I	D-R		
Properties of the Hair and Scalp	I	D-R		
Shampooing, Rinsing and Conditioning	I	D-R		
Hairstyling	I	D-R		
Facials	I	D-R		
Manicuring	I	D-R		
Pedicuring	I	D-R		

V. Textbooks, Short & Informational Texts:

CENGAGE Learning - Mind Tap. Milady Standard Cosmetology, Backe ,Cengage, 2016 , ISBN # 978 – 1 – 2857 – 6941-7

“Costumes and Make-up” by-Doretta Lau

“A Career as a Cosmetologist [electronic resource]” by Sally Ganchy

“So You Want to Work in Set Design, Costuming, or Make-up?” by Torene Svitil and Amy Dunkleberger

“The Teen's Guide to World Domination: Advice on Life, Liberty, and the Pursuit of Awesomeness”, by Josh Shipp

“What Do You Really Want? : How to Set a Goal and Go for It!: a Guide for Teens”, by Beverly K. Bachel

“Don't Sweat the Small Stuff for Teens : Simple Ways to Keep Your Cool in Stressful Times”, by Richard Carlson

“Developing a Professional Image [Video Recording]”, Amy S. Weber, director

“First-Job Survival Guide : How to Thrive and Advance in Your New Career” by Diane C. Decker, Victoria A. Hoevemeyer, and Marianne Rowe-Dimas

“Professional Ethics and Etiquette” Career Skills Library

“Communicating with Customers [Video Recording]: An Entry Level Guide.” Learning Seed, Kildeer, Ill 2005.

“Communicating with Tact, Candor and Credibility [video recording]”, Learning Seed, Kildeer, Ill 2008.

“Cosmetology”, Ferguson Publishing Company, Chicago, Ill, 2003.

Milady’s Standard Cosmetology, 2012, <http://Milady.Cengage.Com> □ State Board of Cosmetology and Hairstyling Laws

<http://www.njconsumeraffairs.gov/Statutes/cosmetologylaw.pdf> □ New Jersey Administrative Code Title 13 Law and Public Safety

<http://www.njconsumeraffairs.gov/regulations/Chapter-28-Board- of-Cosmetology-and-Hairstyling.pdf>

New Jersey Uniform Enforcement Act http://www.njconsumeraffairs.gov/Documents/legal/New_Jersey_Uniform_Enforcement_Act.pdf

“Fabulous Teen Hairstyles: A Step-by-Step Guide to 34 Beautiful Style” by Eric Mayost

“Cool Hair: A Teenager's Guide to the Best Beauty Secrets on Hair, Makeup, and Style” by Vincent Roppatte and Sherry Suib Cohen

“Nail Style: Beautiful Nails for Every Occasion” by Marie Mingay
“Facing Competition: Can You Play by the Rules and Stay in the Game?” by Tish Davidson
“Preventing Blood Borne Infections [video recording] : Preventing Transmission, Protecting Yourself”- by Medcom producer/editor, Jon Frank ; writer, John Shannon ; director, David Cobb
<https://www.barbicide.com/about-us/>
https://www.osha.gov/SLTC/hairsalons/protecting_worker_health.html
“Anatomy and Physiology [electronic resource] : an Illustrated Guide.” by Series: Marshall Cavendish reference
“Human Body” by Steve Parker
“Guide to the Human Body” by Richard Walker
“Alopecia Areata” by Janey Levy
“Healthy Hair: What Is it?” by Rodney D. Sinclair
<http://www.sciencedirect.com/science/article/pii/S0022202X15526559>
“Hair Has Always Been Important” by Diana Ross
“Massage” by Nitya Lacroix
“Hair and Fibers” by John D. Wright
“A Career as a Cosmetologist” by Sally Ganchy
“Classic Make-up & Beauty” by Mary Quant ; photography, Maureen Barrymore, Dave King
“The Skin Type Solution : a Revolutionary Guide to Your Best Skin Ever” by Leslie Baumann
“In Style Getting Gorgeous : the Step-by-Step Guide to Your Best Hair, Make-up and Skin” by Jennifer Tung
“DIY Nail Art : 75 Creative Nail Art Designs” by Catherine Rodgers
“A Career as a Cosmetologist [electronic resource]” by Sally Ganchy
“Nail Style : Beautiful Nails for Every Occasion” by Marie Mingay
“Massage” by Nitya Lacroix
“The Skeletal System: An Introduction to the Study of Human Anatomy & Physiology.” by Elk Grove Village, IL: Scientific Publishing, Elk Grove Village, IL, 2010.
“DIY Nail Art: 75 Creative Nail Art Designs” by Catherine Rodgers

VI. Student Handouts:

A. Course Description:

The Cosmetology Program at PCTI is a 21st century standards base learning program. Cosmetology I begins with basic skills that are necessary to express creativity in the areas of hair, skin and nail style and care. The future professional will learn the theory of cosmetology in project-based, differentiated instruction, and/or cross content learning activities. Various forms of technology: such as a smart board, e-books, and chrome books will be used in the classroom in order for students to acquire the necessary trade knowledge. In addition, a hands on approach will be used to master the skills required in the profession. Theory will be supplement with: demonstrations, class trips, guest artists from industry, handouts, and other learning tools.

The expectations and goals of the cosmetology program are to train the future professional in proper work habits and behaviors required for employment. Additionally, knowledge of New Jersey State Laws, licensure requirements, rules and regulations, public safety procedures, and practical skills will be addressed. Expectations are to obtain three hundred (300) hours of instruction and performance of knowledge, skills and technique per level. This allows students to obtain a permit for apprenticeship in the third level.

B. Proficiencies:

The student will be able to:

Describe the origins of appearance enhancement.

List the career opportunities available to a licensed beauty practitioner.

Explain the concept of self management, create a mission statement, explain how to set long and short term goals.

Discuss the most effective ways to manage time.

Define good study habits, ethics, list the characteristics of a healthy and positive attitude.

Understand professional hygiene and explain the concept of dressing for success.

Use appropriate methods to ensure personal health and well being.

Demonstrate an understanding of ergonomic principles, ergonomically correct posture and movement.

Identify the golden rules of human relations.

Recite the importance of effective communication.

Conduct a successful client consultation, handle delicate communication with your client, build open lines of communication with co-workers and salon managers.

State the number of members appointed to the board, identify the functions of the board, list the required hours of training for all practicing licenses in cosmetology, state the expiration dates and describe renewal requirements for all licenses.

Discover the requirements for salon licenses in the State of New Jersey.

Differentiate the requirements for a student permit, and the procedures for taking the NJ state board exam.

Distinguish New Jersey state laws and regulations.

Recognize hair and scalp disorders commonly seen in the salon and school, and know which can be treated by cosmetologists.

Perform proper scalp manipulations as part of a shampoo service.

Demonstrate the techniques of finger waving, pin curls, roller setting and hair wrapping.

Perform various thermal iron manipulations and explain how they are used.

Identify different types of products used in facial treatments.

Demonstrate the procedure for a basic facial.

Exhibit proper set up of a manicuring table and identify the four types of nail implements and/or tools required to perform a manicure.

Understand proper cleaning and disinfecting of pedicuring equipment.

