

Manicure II Curriculum 2006

Course Description

This Manicure II Curriculum presents requirements for Manicuring programs in the public schools of New Jersey. These requirements comply with the standards set by the Cosmetology and Hairstyling Act.

The combine Manicure I and II Curriculums is based on a minimum of 300 hours of instructional and practical implementation that includes the identification of the skills necessary for entry into the cosmetology and hairstyling profession.

For this Manicure II Curriculum, there are twenty manicuring categories which provide the scope and sequence. Eleven categories were introduced in the Manicure I Curriculum. All twenty categories have multiple student objectives. Each category contains a list of the proficiencies to be achieved. The proficiencies include those requisite sub concepts and skills essential to achieving the objectives.

Both courses will train the students in all theory and practical phases of manicuring. It will develop the dexterity skill of the student for acceptable performance in manicuring, pedicuring, nail extensions, nail wrapping, hair removal and product application.

The students will be practiced in the principles of professional manicuring. After completion of 300 hours, the student will be prepared to meet the State Licensing requirements for job placement.

Classes are formatted and conducted through theory, one-on-one and small group instruction, audio visual aids, practical skill methods and demonstrations, and computer-based lab activities.

New Jersey Core Curriculum Content Standards for Career Education and Consumer, Family, and Lifer Skills

Career and Technical Education

At the high school level, career and technical education programs establish necessary pathways for entering the world of work as well as continuing education, such as college, post-secondary vocational-technical education, specialized certification and/or registered apprenticeships. They also support lifelong learning. These essential elements include preparation for post-secondary pursuits as well as providing an essential foundation in everyday living skills. In essence, career and technical education is the application of life, academic, and occupational skills demonstrated by student-centered experiences in courses related to the sixteen States' Career Clusters supported by state vocational technical directors from across the country. Career and technical education provides a variety of learning experiences to meet the needs of students having multiple learning styles.

Consumer, Family, and Life Skills

All students need to develop consumer, family, and life skills necessary to be a functioning member of society. All students will develop original thoughts and ideas, think creatively, develop habits of inquiry, and take intellectual and performance risks. They will recognize problems, devise a variety of ways to solve these problems, analyze the potential advantages and disadvantages of each alternative, and evaluate the effectiveness of the method ultimately selected. Students will work collaboratively with a variety of groups and demonstrate trustworthiness, responsibility, respect, fairness, caring, and citizenship. Students will apply the principles of resource management and skills that promote personal and professional well-being. They will also be expected to understand the components of financial education and make economic choices.

Standards and Strands

There are two career education and consumer, family, and life skills standards, each of which has a number of lettered strands. The standards and strands include:

9.1 Career and Technical Education

- A. Career Awareness and Planning
- B. Employability Skills

9.2 Consumer, Family, and Life Skills

- A. Critical Thinking
- B. Self-Management
- C. Interpersonal Communication
- D. Character Development and Ethics
- E. Consumer and Personal Finance
- F. Safety

STANDARD 9.1: (CAREER AND TECHNICAL EDUCATION) ALL STUDENTS WILL DEVELOP CAREER AWARENESS AND PLANNING, EMPLOYABILITY SKILLS, AND FOUNDATIONAL KNOWLEDGE NECESSARY FOR SUCCESS IN THE WORKPLACE.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:

A. Career Awareness/Preparation

1. Re-evaluate personal interests, abilities, and skills through various measures including self assessments.
2. Evaluate academic and career skills needed in various career clusters.
3. Analyze factors that can impact an individual's career.
4. Review and update their career plan and include the plan in a portfolio.
5. Research current advances in technology that apply to a selected occupational career cluster.

B. Employability Skills

1. Assess personal qualities that are needed to obtain and retain a job related to career clusters.
2. Communicate and comprehend written and verbal thoughts, ideas, directions, and information relative to educational and occupational settings.
3. Select and utilize appropriate technology in the design and implementation of teacher-approved projects relevant to occupations and/or higher educational settings.
4. Evaluate the following academic and career skills as they relate to home, school, community, and employment:

§ Communication

§ Punctuality

§ Time management

§ Organization

§ Decision making

§ Goal setting

§ Resources allocation

§ Fair and equitable competition

§ Safety

§ Employment application skills

§ Teamwork

5. Demonstrate teamwork and leadership skills that include student participation in real world

applications of career and technical education skills.

All students electing further study in career and technical education will also:

1. Participate in a structured learning experience that demonstrates interpersonal communication, teamwork, and leadership skills.
2. Participate in simulated industry assessments, when and where appropriate.
3. Prepare industry-specific technical reports/projects that incorporate graphic aids, when and where appropriate.
4. Demonstrate occupational health and safety skills related to industry-specific activities.

STANDARD 9.2 (CONSUMER, FAMILY, AND LIFE SKILLS) ALL STUDENTS WILL DEMONSTRATE CRITICAL LIFE SKILLS IN ORDER TO BE FUNCTIONAL MEMBERS OF SOCIETY.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:

A. Critical Thinking

1. Apply communications and data analysis to the problem-solving and decision making processes in a variety of life situations.
2. Describe and apply constructive responses to criticism.
3. Apply the use of symbols, pictures, graphs, objects, and other visual information to a selected project in academic and/or occupational settings.
4. Recognize bias, vested interest, stereotyping, and the manipulation and misuse of information while formulating solutions to problems that interfere with attaining goals.
5. Apply knowledge and skills needed to use various means of transportation within a community.

B. Self-Management

1. Revise and update the personal growth plan to address multiple life roles.
2. Apply project planning and management skills in academic and/or occupational settings.
3. Compare and contrast methods for maximizing personal productivity.

C. Interpersonal Communication

1. Model interpersonal and effective conflict resolution skills.
2. Communicate effectively in a variety of settings with a diverse group of people.

D. Character Development and Ethics

1. Analyze how character influences work performance.
2. Identify and research privileges and duties of citizens in a democratic society.
3. Discuss consequences and sanctions when on-the-job rules and laws are not followed.
4. Compare and contrast a professional code of ethics or code of conduct from various work fields and discuss similarities and differences.

5. Apply a professional code of ethics to a workplace problem or issue.

E. Consumer and Personal Finance

1. Analyze factors that influence gross and net income.
2. Design, implement, and critique a personal financial plan.
3. Discuss how to obtain and maintain credit.
4. Prepare and use skills for budget preparation, making predictions about income and expenditures, income tax preparation, and adjusting spending or expectations based on analysis.
5. Use comparative shopping techniques for the acquisition of goods and services.
6. Analyze the impact of advertising, peer pressure, and living arrangements on personal purchasing decisions.
7. Evaluate the actions a consumer might take in response to excess debt and personal financial status.
8. Analyze the interrelationships between the economic system and consumer actions in a chosen career cluster.

F. Safety

1. Engage in an informed discussion about rules and laws designed to promote safety and health.
2. Describe and demonstrate basic first aid and safety procedures.
3. Analyze the occurrence of workplace hazards.
4. Practice the safe use of tools and equipment.
5. Implement safety procedures in the classroom and workplace, where appropriate.
6. Discuss motor vehicle safety, including but not limited to, New Jersey motor vehicle laws and regulations, methods of defensive driving, and the importance of personal responsibility on public roads/streets.

Course Outline & Objectives

I. Your Professional Image

The students will be able to:

1. Define salon conduct. (9.1 A.2)
2. Give five examples of professional salon conduct toward clients. (9.2 C.1, C.2)
3. Give examples of professional salon conduct toward employers and coworkers. (9.2 C.1, C.2)
 4. Define professional ethics. (9.1 A.2)
 5. Give examples of professional ethics toward clients. (9.2 D.1, D.4)
6. Give examples of professional ethics toward employers and coworkers. (9.2 D.1, D.4)
7. Describe the type of appearance you should have as a professional nail technician. (9.1 A.3, B.4)

II. Bacteria & Other Infectious Agents

The students will be able to:

1. Define and understand bacteria. (9.1 A.2)
2. Explain the difference between pathogenic and non pathogenic bacteria. (9.2 A.1)

3. Identify and describe the main groups of pathogenic bacteria. (9.1 A.2) (9.2 A.1)
4. Give examples of common infections caused by viruses and bacteria. (9.1 A.2) (9.2 A.1)
5. Understand which types of infections are likely to occur in the fingernail. (9.1 A.2)
6. Name the various types of immunities. (9.1 A.2)
7. Name some common sources of infection in the salon. (9.1 A.2)
8. Identify the steps necessary to protect you and your client from the spread of infection. (9.1 A.2) (9.2 A.1)

III. Sanitation & Disinfection

The students will be able to:

1. Understand contamination control and identify common salon contaminants. (9.1 A.2) (9.2 A.1)
2. Explain why sterilization is not important in the professional salon. (9.1 A.2) (9.2 A.1)
3. Define sanitation and disinfection and know when each is appropriate. (9.1 A.2) (9.2 A.1)
4. Know how to effectively use disinfectants on implements and hard surfaces. (9.2 A.1)
5. Perform Universal Sanitation procedures in your salon. (9.2 A.1, F.1, F.3, F.4)

IV. Safety in the Salon

The students will be able to:

1. Understand and identify the early warning signs of overexposure. (9.1 A.2) (9.2 A.1)
2. Read and use Material Safety Data Sheets (MSDS). (9.1 A.2, A.5) (9.2 A.1, F.2)
3. List all three chemical "Routes of Entry." (9.1 A.2)
4. Know how to achieve proper ventilation in the salon. (9.2 A.1, F.3, F.5)
5. Avoid the risks of overexposure to vapors and dusts. (9.2 A.1, F.3, F.5)
6. Recognize and avoid cumulative trauma disorders (CTDs). (9.2 A.1, F.3, F.5)

V. Nail Product Chemistry

The students will be able to:

1. Understand the basic chemistry of salon products. (9.1 A.2) (9.2 A.1)
2. Explain adhesion and how adhesives work. (9.1 A.2) (9.2 A.1)
3. Identify the two main categories of nail coatings. (9.1 A.2) (9.2 A.1)
4. Describe the basic chemistry of all enhancements. (9.1 A.2) (9.2 A.1)
5. Determine the cause and prevention of skin disorders. (9.1 A.2) (9.2 A.1)

VI. Anatomy and Physiology

The students will be able to:

1. Explain how an understanding of anatomy and physiology will help you become a better nail technician. (9.1 A.2) (9.2 A.1)
2. Describe the purpose of cells within the human body. (9.1 A.2) (9.2 A.1)
3. Describe cell metabolism and explain the difference between the two phases of metabolism. (9.1 A.2) (9.2 A.1)
4. Name the different types of body tissue and explain the function of each type. (9.1 A.2) (9.2 A.1)
5. Name the most important organs of the body and explain the function of each organ. (9.1 A.2) (9.2 A.1)
6. Name the systems that make up the human body and explain the function of each system. (9.1 A.2) (9.2 A.1)
7. List the ways in which muscles are stimulated. (9.1 A.2) (9.2 A.1)
8. Name the types of muscles that are affected by massages. (9.1 A.2) (9.2 A.1)
9. Name the divisions of the nervous system and explain the function of each division. (9.1 A.2) (9.2 A.1)
10. Identify the chief functions of the blood. (9.1 A.2) (9.2 A.1)

VII. The Nail and its Disorders

The students will be able to:

1. Identify the basic parts of the nail unit. (9.1 A.2) (9.2 A.1)
2. Identify the part of the nail unit that produces the nail plate. (9.1 A.2) (9.2 A.1)
3. Define the term nail disorder. (9.1 A.2)
4. Cite the golden rule for dealing with nail disorders. (9.1 A.2)
5. Identify the term pterygium and describe how it relates to a nail disorder. (9.1 A.2) (9.2 A.1)
6. Determine if the terms cuticle and pterygium are interchangeable. (9.1 A.2) (9.2 A.1)
7. Determine why the nail technician should not aggressively push back or cut cuticles during a nail service. (9.1 A.2) (9.2 A.1)
8. Identify the nail disorders that can be serviced by a nail technician. (9.1 A.2) (9.2 A.1)
9. Identify the nail disorders that should not be serviced by a nail technician. (9.1 A.2) (9.2 A.1)

VIII. The Skin and its Disorders

The students will be able to:

1. Describe the characteristics of healthy skin. (9.1 A.2) (9.2 A.1)
2. List the functions of the skin. (9.1 A.2) (9.2 A.1)
3. Describe the epidermis and dermis. (9.1 A.2) (9.2 A.1)
4. Explain how the skin is nourished. (9.1 A.2) (9.2 A.1)
5. Describe the function of sweat glands. (9.1 A.2) (9.2 A.1)
6. Define lesion. (9.1 A.2)
7. Describe the characteristics of eczema and psoriasis. (9.1 A.2) (9.2 A.1)

IX. Client Consultation

The student will be able to:

1. Explain the purpose of a client consultation. (9.1 A.2) (9.2 A.1)
2. Explain the parts of a consultation. (9.1 A.2) (9.2 A.1)
3. Describe the consultative technique. (9.1 A.2) (9.2 A.1, C.2)
4. Describe the appearance of healthy nails. (9.1 A.2) (9.2 A.1)
5. Describe the symptoms of allergies. (9.1 A.2) (9.2 A.1)
6. Explain why knowing a client's lifestyle is helpful in making decisions about products and services. (9.1 A.2) (9.2 A.1, C.2)
7. Determine when it is necessary to refer a client to a physician. (9.1 A.2) (9.2 A.1)
8. Describe the information that should be gathered on the client health/record form. (9.1 A.2) (9.2 A.1)
9. Name the reasons for maintaining a client health/record form. (9.1 A.2) (9.2 A.1, F.1)
10. Name the reasons for maintaining a client service and product record. (9.1 A.2) (9.2 A.1)

X. Manicuring

The students will be able to:

1. Identify the four types of nail technology tools required to perform a manicure. (9.1 A.2) (9.2 A.1)
2. Demonstrate the correct handling of nail technology tools. (9.1 A.2) (9.2 A.1, F.4)
3. Exhibit the proper set up of a manicuring table. (9.1 A.2) (9.2 A.1)
4. Demonstrate the necessary three-part procedure requirements for nail services. (9.1 A.2) (9.2 A.1)
5. Create the five basic nail shapes. (9.1 A.2) (9.2 A.1)
6. Perform a basic and reconditioning hot oil manicure incorporating all safety and sanitation requirements. (9.1 A.2) (9.2 A.1, F.2, F.4, F.5)
7. Demonstrate the correct technique for the application of nail polish. (9.1 A.2) (9.2 A.1)
8. Perform the five basic nail polish applications. (9.1 A.2) (9.2 A.1)
9. Perform movements associated with manicuring. (9.1 A.2) (9.2 A.1)
10. Perform a paraffin wax hand treatment. (9.1 A.2) (9.2 A.1)
11. Display all sanitation and safety requirements essential to nail and hand care. (9.1 A.2) (9.2 A.1, F.1, F.3, F.4, F.5)

XI. Pedicuring

The students will be able to:

1. Identify the equipment and materials needed for a pedicure and explain what they are used for. (9.1 A.2) (9.2 A.1)
2. List the steps in the pedicure pre-service procedure. (9.1 A.2) (9.2 A.1)
3. Demonstrate the proper procedures and precautions for a pedicure. (9.1 A.2) (9.2 A.1, F.4)

4. Describe the proper technique to use in filing toenails. (9.1 A.2) (9.2 A.1)
5. Describe the proper technique for trimming the nails. (9.1 A.2) (9.2 A.1)
6. Demonstrate your ability to perform foot massage properly. (9.1 A.2) (9.2 A.1)

XII. Electric Filing

The students will be able to:

1. Determine if electric files are safe. (9.1 A.2) (9.2 A.1)
2. Identify which types of electric files have grown in popularity. (9.1 A.2) (9.2 A.1)
3. Define torque. (9.1 A.2)
4. Define RPMs. (9.1 A.2)
5. Explain “diamond” bit. (9.1 A.2) (9.2 A.1)
6. Determine the grits of a carbide bit. (9.1 A.2) (9.2 A.1)
7. Explain the application technique used to ensure safety. (9.1 A.2) (9.2 A.1, F.1, F.2)

XIII. Aromatherapy

The students will be able to:

1. Define and understand aromatherapy. (9.1 A.2) (9.2 A.1)
2. Explain where essential oils come from. (9.1 A.2) (9.2 A.1)
3. Name the essentials oils most commonly used in the beauty industry. (9.1 A.2) (9.2 A.1)
4. Identify carrier oils and understand their use. (9.1 A.2) (9.2 A.1)
5. Understand how aromatherapy can be incorporated into a service. (9.1 A.2) (9.2 A.1)

XIV. Nail Tips

The students will be able to:

1. Identify the supplies needed for nail tips and explain what they are used for. (9.1 A.2) (9.2 A.1)
2. Identify the two types of nail tips. (9.1 A.2) (9.2 A.1)
3. Demonstrate the proper procedure and precautions to use in applying nails tips. (9.1 A.2) (9.2 A.1, F.4)
4. Describe the proper maintenance of tips. (9.1 A.2) (9.2 A.1)
5. Demonstrate the proper removal of tips. (9.1 A.2) (9.2 A.1)

XV. Nail Wraps

The students will be able to:

1. List four kinds of nail wraps and what they are used for. (9.1 A.2) (9.2 A.1)
2. Explain benefits of using silk, linen, fiberglass, and paper wraps. (9.1 A.2) (9.2 A.1)

3. Demonstrate the proper procedure and precautions to use in fabric wrap application. (9.1 A.2) (9.2 A.1, F.4, F.5)
4. Describe the maintenance of fabric wrap. Include a description of the two-week and four-week follow-up. (9.1 A.2) (9.2 A.1)
5. Explain how fabric wrap is used for crack repair. (9.1 A.2) (9.2 A.1)
6. Demonstrate the proper procedure and precautions for fabric wrap removal. (9.1 A.2) (9.2 A.1, F.4)
7. List the supplies used in paper wrap. (9.1 A.2) (9.2 A.1)
8. Demonstrate proper procedures for paper wrap application. (9.1 A.2) (9.2 A.1)
9. Define liquid nail wrap and describe its purpose. (9.1 A.2) (9.2 A.1)

XVI. Acrylic Nails

The students will be able to:

1. Explain the origin of acrylic nail chemistry and what makes it work. (9.1 A.2) (9.2 A.1)
2. List the supplies needed for acrylic nail application. (9.1 A.2) (9.2 A.1)
3. Demonstrate the proper procedures for applying acrylics, using forms, over tips, on natural nails, and on bitten nails. (9.1 A.2) (9.2 A.1)
4. Practice safety precautions involving the use of primer. (9.1 A.2) (9.2 A.1, F.4, F.5)
5. Describe the proper procedure for maintaining healthy acrylic. (9.1 A.2) (9.2 A.1)
6. Demonstrate the proper procedure and precautions for acrylic nail application over bitten nails. (9.1 A.2) (9.2 A.1)
7. Perform regular maintenance procedures and repairs. (9.1 A.2) (9.2 A.1)
8. Implement the proper procedure for removal of acrylic nails. (9.1 A.2) (9.2 A.1)
9. Explain how the application of odorless and light-cured acrylics differs from the application of traditional acrylics. (9.1 A.2) (9.2 A.1)
10. Describe how the dipping method of using acrylics differs from all other methods. (9.1 A.2) (9.2 A.1)

XVII. Gels

The students will be able to:

1. Describe the chemistry difference between U.V. gel and a no-light gel. (9.1 A.2) (9.2 A.1)
2. Identify the supplies needed for gel application. (9.1 A.2) (9.2 A.1)
3. Demonstrate the proper procedures for applying light-cured gels using forms, over tips, and to natural nails. (9.1 A.2) (9.2 A.1)
4. Demonstrate the proper procedures for applying no-light gels over tips and to natural nails. (9.1 A.2) (9.2 A.1)
5. Explain how both kinds of gels are removed. (9.1 A.2) (9.2 A.1)

XVIII. The Creative Touch

The students will be able to:

1. Describe the different nail art supplies. (9.1 A.2) (9.2 A.1)
2. Describe the techniques for using these supplies. (9.1 A.2) (9.2 A.1)
3. Demonstrate one nail art application. (9.1 A.2) (9.2 A.1)
4. Describe the use of the color wheel. (9.1 A.2) (9.2 A.1)
5. Describe the basic nail art brushes and their uses. (9.1 A.2) (9.2 A.1)
6. Describe airbrush equipment. (9.1 A.2) (9.2 A.1)
7. Demonstrate proper airbrush techniques. (9.1 A.2) (9.2 A.1)
8. Describe the two color fade. (9.1 A.2) (9.2 A.1)

XIX. Salon Business

The students will be able to:

1. Discuss the advantages and disadvantages of working in the four types of salons. (9.1 A.1, A.2, A.3) (9.2 A.1)
2. List ten questions you will need to ask before deciding what salon is right for you. (9.1 A.1, A.2, A.3) (9.2 A.1)
3. List eight questions that will help you determine if a salon has safe working conditions. (9.1 A.2) (9.2 A.1, F.3)
4. Explain the difference between income and expenses and give two examples of each. (9.1 A.2) (9.2 A.1, E.1, E.4, E.7)
5. List four types of salon compensation. (9.1 A.2) (9.2 A.1, E.4)
6. List the practical uses for business records that are required by local, state, and federal laws. (9.1 A.2) (9.2 A.1, E.1, E.2, E.3, E.4)
7. Explain the difference between an employee and a booth renter. (9.1 A.2) (9.2 A.1)
8. List seven questions a successful interviewer might ask. (9.1 A.2) (9.2 A.1)
9. List the types of information that a salon can gather by keeping accurate records. (9.1 A.2) (9.2 A.1, E.4, E.6)
10. Discuss the advantages of keeping proper service, inventory, and personal appointment records. (9.1 A.2) (9.2 A.1)
11. List the guidelines that should be followed in booking appointments. (9.1 A.2) (9.2 A.1)
12. List six sources of support for nail technicians. (9.1 A.2) (9.2 A.1)

XX. Selling Nail Products and Services

The students will be able to:

1. List the five basic principles of selling products and services. (9.1 A.2) (9.2 A.1)
2. Explain the difference between product or service features and benefits and list examples of each. (9.1 A.2) (9.2 A.1)

3. List three methods of marketing in the salon with examples of each. (9.1 A.2) (9.2 A.1, E.6)
4. Describe the least expensive, most effective form of advertising. (9.1 A.2) (9.2 A.1, E.6)
5. Discuss how to set process for products and services. (9.1 A.2) (9.2 A.1, E.4, E.5, E.6)
6. List monthly events and give examples of promotional tie-ins to each. (9.1 A.2) (9.2 A.1)
7. Discuss ways to fill open time slots in your daily schedule. (9.1 A.2) (9.2 A.1)
8. Calculate client retention rates. (9.1 A.2) (9.2 A.1)

Course Proficiencies

Proficiencies

1. The students will be able to explain the Basic Anatomy of the Nail.
 - a. The students will be able to describe the structure of the nail.
 - b. The students will be able to describe the function of the nail.
 - c. The students will be able to define the terminology of the nail structure.
 - d. The students will be able to describe the composition of the nail, the blood supply, the nerve supply and the nail growth patterns.
 - e. The students will be able to identify the basic nail shapes.

NJCCS: (9.1 A.2) (9.2 A.1)

2. The students will be able to identify Nail Diseases and Disorders.
 - a. The students will be able to list the common disorders and diseases of the nails.
 - b. The students will be able to describe the treatments recommended for these diseases and disorders.
 - c. The students will be able to list the safety precautions needed for treating nail diseases and disorders.

NJCCS: (9.1 A.2) (9.2 A.1, F.1. F.2)

3. The students will be able to describe the Bone Anatomy of the Arms, Hands and Feet.
 - a. The students will be able to identify the bones of the arms, hand and feet.
 - b. The students will be able to describe the function of the bones in the arms, hands and feet.
 - c. The students will be able to identify and label the muscles of the arms, hands and feet.
 - d. The students will be able to identify and label the main nerves and arteries of the arms, hands and feet.

NJCCS: (9.1 A.2) (9.2 A.1)

4. The students will be able to demonstrate the Techniques for Giving a Manicure.

- a.** The students will be able to explain the purpose of a manicure.
- b.** The students will be able to assemble the implements, cosmetics and related materials used in performing a manicure.
- c.** The students will be able to prepare a manicure table.
- d.** The students will be able to follow the safety and sanitization procedures necessary when giving a manicure.
- e.** The students will be able perform a hand and arm message.
- f.** The students will be able to perform a plain manicure.
- g.** The students will be able to perform an oil manicure.
- h.** The students will be able to perform a manicure on a male client.
- i.** The students will be able to perform a manicure using electric equipment.

NJCCS: (9.1 A.2) (9.2 A.1, F.4, F.5)

5. The students will be able to demonstrate the Application of Nail Extensions and Repair.

- a.** The students will be able to set up a manicuring table with the implements and cosmetics necessary for applying nail extensions and providing nail care.
- b.** The students will be able to perform a hand and nail analysis and determine the type of service needed.
- c.** The students will be able to follow the recommended safety and sanitary precautions.
- d.** The students will be able to demonstrate the application of nail extensions.
- e.** The students will be able to demonstrate nail sculpturing.
- f.** The students will be able to demonstrate nail care techniques.

NJCCS: (9.1 A.2) (9.2 A.1, F.5)

6. The students will be able to demonstrate the Techniques for Giving a Pedicure.

- a.** The students will be able organize and set up a pedicuring station.
- b.** The students will be able to assemble the implements and cosmetics needed in performing a pedicure.
- c.** The students will be able to analyze the feet and toe nails.
- d.** The students will be able to demonstrate the procedures for performing a basic pedicure.
- e.** The students will be able to demonstrate a basic foot and leg message.
- f.** The students will be able to clean and sanitize the work area and the implements.

NJCCS: (9.1 A.2) (9.2 A.1, F.4, F.5)

7. The students will be able to perform Leg and Foot Treatments.

- a.** The students will be able to analyze the legs and feet to determine the treatment to be performed.
- b.** The students will be able to assemble the cosmetics and implements necessary for providing the desired treatment.
- c.** The students will be able to describe the anatomy of the legs and feet.

- d. The students will be able to follow the safety precautions described in the manufacturer's instructions.
- e. The students will be able to perform a leg waxing procedure.
- f. The students will be able to perform a massage on the legs and feet.

NJCCS: (9.1 A.2) (9.2 A.1)

- 8.** The students will be able to remove Superfluous Hair.
- a. The students will be able to explain the differences between the methods of temporary and permanent removal of superfluous hair.
 - b. The students will be able to remove superfluous hair by tweezing.
 - c. The students will be able to remove superfluous hair by using hot and cold waxing techniques.
 - d. The students will be able to remove superfluous hair with chemical depilatories.
 - e. The students will be able to explain how hair is removed by the electrolysis method.
 - f. The students will be able to test skin for allergic reactions when using depilatory techniques.
 - g. The students will be able to discuss what constitutes superfluous hair and why some cultures do not remove superfluous hair.

NJCCS: (9.1 A.2) (9.2 A.1)

- 9.** The students will be able to identify and describe the laws and regulations pertaining to nail shop management.
- a. The students will be able to implement local, state, and federal laws and regulations pertaining to the operation of a salon.
 - b. The students will be able to perform in the following related areas: accounting, personnel management, inventory, ordering, insurance, and maintain accurate customer/employee records.

NJCCS: (9.1 A.2) (9.2 A.1, E.1, E.2, E.3, E.4, E.5, E.6, E.7, E.8)

Textbooks / Instructional Materials / Software

Texts

Milady's Art and Science of Nail Technology
Milady's Standard Nail Technology
Milady's Standard Nail Technology Workbook
Answers to Milady's Nail Technology Workbook
Milady's Nail Technology Exam Review

Periodicals

Trent Newspapers

The Nail Book

Software

Milady's Standard Nail Technology Tutorial

Smart Tutor

Smart Tester

Scope and Sequence

The Scope and Sequence of both manicuring courses, along with the related chart, are in direct correlation with the outline of the courses. Variations occur in the subcategories of each section. This is done to provide an expanded view and better understanding for implementation. The scope, sequence and overall curriculum remain flexible so as to address a variety of student learning levels and abilities. This can be documented on individual levels using the Scope and Sequence Chart.

1. Your Professional Image

Professional Salon Conduct

Professional Ethics

Your Professional Appearance

2. Bacteria and Other Infectious Agents

Bacteria

Viruses and Fungus

Parasites

3. Sanitation and Disinfection

Contamination Control

Sterilization / Sanitation / Disinfection

Implements and Other Surfaces

4. Safety in the Salon

Chemicals

Methods of Infection Control (OSHA – MSDS)

Overexposure

Working Safely

5. Nail Product Chemistry

Understanding Chemicals

Adhesion and Adhesives

Fingernail Coatings

Avoiding Skin Problems

6. Anatomy and Physiology

Cells / Tissues / Organs

Skeletal / Muscular / Nervous / Circulatory Systems

Blood

7. The Nail and its Disorders

Normal Nail Anatomy

Nail Disorders

8. The Skin and its Disorders

Healthy Skin

Structure of the Skin

Skin Disorders

9. Client Consultation

Determining Condition of Nails / Skin

Determining / Meeting Client Needs

Completing Client Health / Record Form

10. Manicuring

Nail Technology Supplies

Manicure Procedures

Supplies

Paraffin Wax Treatment

Hand / Arm Massage

11. Pedicuring

Pedicure Supplies

Pedicure Procedure

Foot Massage

12. Electric Filing

Types of Files

Choosing a File

13. Aromatherapy

Essential Oils

Recipes for Manicures / Pedicures

Choosing an Aroma

14. Nail Tips

Supplies

Application

Maintenance and Removal

15. Nail Wraps

Fabric / Paper Wraps

Maintenance / Removal / Repairs

16. Acrylic Nails

Types of Acrylics

Supplies

Maintenance and Removal

17. Gels

Types of Gels

Supplies

Maintenance and Removal

18. The Creative Touch

Foundations of Nail Art

Creating Nail Art

Freehand Painting

19. Salon Business

Working Environment

State Laws and Regulations

Booth Rental and Salon Ownership

Personal / Business Records

Advertising Yourself

Payment for Service

20. Selling Nail Products and Services

Know Client Needs / Wants

Marketing

Presenting Products / Services

Answering Questions / Objections

Closing Sales

Tracking Success

Scope & Sequence Chart

Key:

I = Introduced

D = Developed In Depth

R = Reinforced

SKILL TO BE LEARNED**11****12**

Define salon conduct. (9.1 A.2)	I	D R
Define professional ethics. (9.1 A.2)	I	D R
Give examples of professional ethics. (9.2 D.1, D.4)	I	D R
Define and understand bacteria. (9.1 A.2)	I	D R
Name common sources of infection in the salon. (9.1 A.2)	I	D R
Understand contamination control. (9.1 A.2) (9.2 A.1)	I	D R
Perform Universal Sanitation procedures in your salon. (9.2 A.1, F.1, F.3, F.4)	I	D R
Understand and identify the early warning signs of overexposure. (9.1 A.2) (9.2 A.1)	I	D R
Read and use Material Safety Data Sheets (MSDS). (9.1 A.2, A.5) (9.2 A.1, F.2)	I	D R
List all three chemical "Routes of Entry." (9.1 A.2)	I	D R
Understand the basic chemistry of salon products. (9.1 A.2) (9.2 A.1)	I	D R
Explain how an understanding of anatomy and physiology will help you become a better nail technician. (9.1 A.2) (9.2 A.1)	I	D R
Name the different types of body tissue and explain the function of each type. (9.1 A.2) (9.2 A.1)	I	D R
Name the systems that make up the human body and explain the function of each system. (9.1 A.2) (9.2 A.1)	I	D R
Identify the basic parts of the nail unit. (9.1 A.2) (9.2 A.1)	I D	R
Define the term nail disorder. (9.1 A.2)	I D	R
Identify the nail disorders that can be serviced by a nail technician. (9.1 A.2) (9.2 A.1)	I	D R
Describe the characteristics of healthy skin. (9.1 A.2) (9.2 A.1)	I	D R
List the functions of the skin. (9.1 A.2) (9.2 A.1)	I D	R
Explain the purpose of a client consultation. (9.1 A.2) (9.2 A.1)	I	D R
Describe the information that should be gathered on the client health/record form. (9.1 A.2) (9.2 A.1)	I	D R
Identify the four types of nail technology tools required to perform a manicure. (9.1 A.2) (9.2 A.1)	I D	R
Demonstrate the correct handling of nail technology tools. (9.1 A.2) (9.2 A.1, F.4)	I	D R
Demonstrate the necessary three-part procedure requirements for nail services. (9.1 A.2) (9.2 A.1)	I D	R

Perform movements associated with manicuring. (9.1 A.2) (9.2 A.1)	I	D R
Display all sanitation and safety requirements essential to nail and hand care. (9.1 A.2) (9.2 A.1, F.1, F.3, F.4, F.5)	I	D R
Identify the equipment and materials needed for a pedicure and explain what they are used for. (9.1 A.2) (9.2 A.1)	I	D R
List the steps in the pedicure pre-service procedure. (9.1 A.2) (9.2 A.1)		I D R
Define torque. (9.1 A.2)		I D R
Define RPMs. (9.1 A.2)		I D R
Define and understand aromatherapy. (9.1 A.2) (9.2 A.1)		I D R
Identify the supplies needed for nail tips and explain what they are used for. (9.1 A.2) (9.2 A.1)		I D R
Demonstrate the proper procedure and precautions to use in applying nails tips. (9.1 A.2) (9.2 A.1, F.4)		I D R
List four kinds of nail wraps and what they are used for. (9.1 A.2) (9.2 A.1)		I D R
Explain the origin of acrylic nail chemistry and what makes it work. (9.1 A.2) (9.2 A.1)		I D R
Demonstrate the proper procedures for applying acrylics, using forms, over tips, on natural nails, and on bitten nails. (9.1 A.2) (9.2 A.1)		I D R
Identify the supplies needed for gel application. (9.1 A.2) (9.2 A.1)		I D R
Describe the different nail art supplies. (9.1 A.2) (9.2 A.1)		I D R
Discuss the advantages and disadvantages of working in the four types of salons. (9.1 A.1, A.2, A.3) (9.2 A.1)		I D R
List the practical uses for business records that are required by local, state, and federal laws. 9.1 A.2) (9.2 A.1, E.1, E.2, E.3, E.4)		I D R
Discuss the advantages of keeping proper service, inventory, and personal appointment records. (9.1 A.2) (9.2 A.1)	I D	D R
List the five basic principles of selling products and services. (9.1 A.2) (9.2 A.1)	I D	D R
List three methods of marketing in the salon with examples of each. (9.1 A.2) (9.2 A.1, E.6)	I D	D R

List monthly events and give examples of promotional tie-ins to each. (9.1 A.2) (9.2 A.1)	I	DR
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Time Allotment Breakdown

Key:

T = Theory

P = Practical

	T	P	Total
Your Professional Image	5	5	10
Bacteria & Other Infectious Agents	5	0	5
Sanitation & Disinfection	10	5	15
Safety in the Salon	5	5	10
Nail Product Chemistry	10	5	15
Anatomy and Physiology	15	0	15
The Nail and its Disorders	15	0	15
The Skin and its Disorders	10	0	10
Client Consultation	5	10	20
Manicuring	10	25	35
Pedicuring	10	25	35
Electric Filing	5	5	10
Aromatherapy	5	5	10
Nail Tips	5	10	15
Nail Wraps	5	10	15
Acrylic Nails	5	10	15
Gels	5	5	10
The Creative Touch	5	10	15
Salon Business	10	10	20
Selling Nail Products and Services	5	5	10

TOTAL	150	150	300
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Industry Standards

The following categories present the various standards related to the vocation of manicuring as required by New Jersey State Law. This is an integral part of the curriculum. At the completion of the Manicure I & II courses, the students will have the exposure needed for the State Board Exam and daily operations of a manicuring and/or haircutting establishment.

Individual license
 Business license
 Area renter business license requirement
 Temporary license
 Business name
 Business licenses issued to residential practitioners
 Remote locations
 Bond or liability insurance
 Posting requirements
 Owner responsibilities
 Inspection and investigation
 Barbering prohibitions
 Facilities: ancillary provisions
 Cleaning, disinfection or sterilization of implements
 Common use of certain items
 Procedures with respect to blood, body fluids and client contact
 Hygienic practices
 Sanitary dress
 Sanitary facilities
 Towels and linens
 Chemical storage and MSDS
 Product labeling
 Photograph requirements
 Renewal
 Education credit
 Verification of education
 Applicability of examination results
 Photograph requirement for practical examination
 Practical Examiners
 Examination interpreters
 Compliance with laws

Instructional Strategies

The Manicure I & II Curriculum will utilize a variety of instructional activities that will provide the students with ample information, instructional time and practical application.

The vocation itself provides both short and long term success. Short term success will provide the student with continued motivation on a daily basis. Nevertheless, course emphasis will focus on long term goals. Daily exercises, whether theory or practical, will reflect the desired end results, which encourages both vocational and academic success.

The following instructional activities will be utilized:

Instructional/Practical

- Theory - entire class
- One-on-one and Small Group Instruction
- Pre/Post School Hours Tutorial Program
- Classroom Demonstration and Lab Activities
- Computer-based Lab
- Guest Speakers
- Seminars/Field Trips

Visual Aids

- 35mm Kodak Carousel Projector
- Video monitors with VCR (video tape)
- Overhead Projector with Transparencies
- Handouts / Worksheets
- Charts

Software

- Milady Standard Nail Technology Tutorial
- Smart Tutor
- Smart Tester

Evaluation with Guidelines

Students will be evaluated using the following criteria:

Class Assignments & Homework (10%)

Attendance & Class Participation (15%)

Projects (15%)

Practical Work (20%)

Tests & Quizzes (40%)
= 100%

Evaluation Procedures with Guidelines

Each student is evaluated for cooperation, attendance, conduct, professionalism and can exhibit mastery of manicuring goals and proficiencies.

Evaluation reports are done at 100, 200, and 300 hours.

Also utilized is the workplace atmosphere. Indicative to this vocation, a professional Cosmetology Salon atmosphere must be developed and maintained. Students are responsible for and subjected to;

- professional dress
- professional attitudes
- mastery of profession
- punctuality
- attendance
- termination of practical time (if necessary)

The levels once again are flexible and are determined by individual classes from year to year. Prior years can be used for reference.

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Manicure II Curriculum 2006

Course Description

This Manicure II Curriculum presents requirements for Manicuring programs in the public schools of New Jersey. These requirements comply with the standards set by the Cosmetology and Hairstyling Act. Manicuring II will train the students in all theory and practical phases of manicuring. It will develop the dexterity skill of the student for acceptable performance in manicuring, pedicuring, nail extensions, nail wrapping, hair removal and product application.

Course Proficiencies

Proficiencies

1. The students will be able to explain the Basic Anatomy of the Nail.
2. The students will be able to identify Nail Diseases and Disorders.
3. The students will be able to describe the Bone Anatomy of the Arms, Hands and Feet.
4. The students will be able to demonstrate the Techniques for Giving a Manicure.
5. The students will be able to demonstrate the Application of Nail Extensions and Repair.
6. The students will be able to demonstrate the Techniques for Giving a Pedicure.
7. The students will be able to perform Leg and Foot Treatments.
8. The students will be able to remove Superfluous Hair.
9. The students will be able to identify and describe the laws and regulations pertaining to nail shop management.