

Unit 1 - September : Preparation for State Board and Professional Salon Experience

Content Area: **CTE**
Course(s): **Cosmetology 1**
Time Period: **September**
Length: **20 Days & Grade 10**
Status: **Published**

Title Section

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

Cosmetology 1

Unit 1: September: Preparation for State Board and Professional Salon Experience.

Belleville Board of Education

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Board Approved:

Unit Overview

Month: September

Introduction

Shop and theory responsibilities and policies.

Shop safety rules.

Grading and Hour requirements.

Shop

Shampooing

Conditioning

Facials /manipulations

Haircutting

Theory

History and career opportunities

Life skills

Enduring Understanding

- **Enduring Understanding:**

Students will learn the necessary skills to work professionally in the salon industry.

Essential Questions

Essential Question:

Have the students learned the necessary, professional skills necessary to prepare themselves for the state licensing exam?

Are the students prepared to work on assignments and partners as models?

Can the student pass a safety test with a grade of 100%?

- **Appearance**

Is the learner able to present a good appearance through proper application of make-up, personal cleanliness, and good posture?

Is the learner able to select and care for appropriate uniform and shoes?

Is the learner able to follow manufacturer's instructions in regard to laundering uniforms?

Is the learner able to demonstrate an understanding of the importance and need for shop cleanliness?

Is the learner able to follow a routine that uses proper methods of cleaning and maintaining of the shop?

Is the learner able to demonstrate proper health and safety precautions necessary to clean and maintain a shop?

Shop Safety

Is the learner able to protect himself/herself and his/her customer by knowledge of shop safety?

Is the learner able to prepare sterilizers, use of electrical equipment properly, use chemical solutions properly and dispose of broken glass and liquids properly?

Is the learner able to understand and utilize the Material Safety Data Sheets (MSDS)?

Personality Development

Is the learner able to demonstrate good personality traits, as these affect reception and service to shop clients, shop ethics, attitudes and cooperation with other operators, managers and clients?

Shop Behavior

Is the learner able to develop the ability to work in close contact with employer, client, and co-workers?

Is the learner able to demonstrate proper professional working attitudes and behaviors?

Care of Workstation

Is the learner able to demonstrate the proper care of the workstation?

Is the learner able to demonstrate the knowledge and techniques of decontamination and cleanliness of workstations?

Care of General Shop Furniture

Is the learner able to care for all shop furniture?

Is the learner able to use all physical and chemical agents with safety?

Care of Electrical Equipment

Is the learner able to take proper care of electrical equipment?

Is the learner able to understand the need for effective care and proper use of all electrical equipment?

and recognize the hazards involved in using electrical equipment?

Duties of Shop Manager

Is the learner able to supervise staff and make efficient use of supplies, time and equipment?

Is the learner able to have the knowledge of human relations, personal hygiene, State Board Rules and Regulations, sanitation and decontamination and the business aspects of operating a shop profitably and efficiently?

Shop & Ethical Standards

Is the learner able to perform all jobs according to good ethical standards?

Is the learner able to demonstrate good ethical conduct toward the clients and co-workers?

Performance Standards

Is the learner able to perform each job in a professional manner?

Is the learner able to demonstrate quality performance and speed in each service?

Shampoos

Is the learner able to explain the role of hair brushing to a healthy scalp?

Is the learner able to discuss the uses and benefits of various types of shampoos and the purposes for each?

Is the learner able to demonstrate appropriate draping for a basic shampoo and conditioning service?

Is the learner able to give all types of shampoos?

Rinses

Is the learner able to discuss the uses and benefits of the various types of rinses/conditioners?

Is the learner able to use the different rinses properly?

Is the learner able to demonstrate the proper techniques of applying rinses?

Facials/manipulations

Is the learner able to describe the various skin types and conditions?

Is the learner able to describe the types of facials and facial packs?

Is the learner able to describe different types of products used in facials, and choose what to use accordingly?

Is the learner able to give a professional facial and facial massage with proper movements?

Is the learner able to demonstrate an understanding of skin types, facial movements and when not to give a facial treatment?

Haircutting

Is the learner able to identify reference points on the head form and understand their role in haircutting?

Is the learner able to conduct a successful client consultation?

Is the learner able to explain the various tools of haircutting?

Is the learner able to drape and section for a haircut?

Is the learner able to cut and shape the hair?

Is the learner able to demonstrate the ability to cut hair in different patterns, types of styles with scissors?

History and Career Opportunities

Is the learner able to explain the origins of appearance enhancements?

Is the learner able to name the advancements made in cosmetology during the 19th, 20th, and early 21st centuries?

Is the learner able to list several career opportunities available to a licensed beauty practitioner?

Life skills

Is the learner able to list the principles that contribute to personal and professional success?

Is the learner able to create a mission statement?

Is the learner able to explain how to set long and short-term goals?

Is the learner able to explain the most effective ways to manage time?

Is the learner able to describe good study habits?

Is the learner able to define ethics?

Is the learner able to list the characteristics of a healthy, positive attitude?

Exit Skills

By the end of Unit 1

Skills- active class participation, successful questions, note taking, study skills, and performance in shop and

theory class. Completion of all shop assignments on manikins or peers.

Introduction

Shop and theory responsibilities and policies.

Shop safety rules.

Grading and Hour requirements.

Shop

Shampooing

Conditioning

Draping

Facials /manipulations

Haircut sectioning

Theory

History and career opportunities

New Jersey Student Learning Standards (NJSL-S)

12.9.3.HU.2	Evaluate the role of the family, community and human services in society and the economy.
12.9.3.HU.3	Use effective communication with human services clients and their families.
12.9.3.HU.4	Demonstrate ethical and legal conduct in human services settings.
12.9.3.HU.5	Evaluate career opportunities in each of the Human Services Career Pathways.
12.9.3.HU-CSM	Consumer Services
12.9.3.HU-CSM.1	Summarize necessary credentials, licensures or state-specific requirements to prepare for a career in consumer services.
12.9.3.HU-CSM.2	Communicate product or equipment features that meet the needs of clients and consumers.
12.9.3.HU-CSM.3	Make consumer services recommendations meeting the needs of clients or customers.
12.9.3.HU-CSM.4	Analyze financial/economic situations when making recommendations about consumer services.
12.9.3.HU-CSM.5	Use standard business processes or procedures to create consumer service information and facilitate client interactions.
12.9.3.HU-CSM.6	Use a variety of methods to educate audiences about consumer services.
12.9.3.HU-CSM.7	Demonstrate knowledge of ethical and legal responsibilities associated with providing consumer services.
12.9.3.HU-CSM.8	Apply business procedures and utilize equipment and facilities to produce satisfying client outcomes.
CS.K-2.8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
CS.9-12.8.1.12.CS.1	Describe ways in which integrated systems hide underlying implementation details to simplify user experiences.

CS.9-12.8.1.12.CS.2	Model interactions between application software, system software, and hardware.
CS.9-12.8.1.12.CS.3	Compare the functions of application software, system software, and hardware.
CS.9-12.CS	Computing Systems
WRK.9.2.12.CAP	Career Awareness and Planning
WRK.9.2.12.CAP.1	Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.
WRK.9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
WRK.9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
WRK.9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
WRK.9.2.12.CAP.5	Assess and modify a personal plan to support current interests and post-secondary plans.
WRK.9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
TECH.9.4.12.CI	Creativity and Innovation
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT	Critical Thinking and Problem-solving
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). Career planning requires purposeful planning based on research, self-knowledge, and informed choices. Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally. Innovative ideas or innovation can lead to career opportunities. A computing system involves interaction among the user, hardware, application software, and system software. With a growth mindset, failure is an important part of success. There are strategies to improve one's professional value and marketability. The usability, dependability, security, and accessibility of devices within integrated systems are important considerations in their design as they evolve. Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

Interdisciplinary Connections

LA.K-12.NJSLSA.W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.K-12.NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and

information clearly and accurately through the effective selection, organization, and analysis of content.

LA.K-12.NJSLSA.W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.K-12.NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
LA.K-12.NJSLSA.SL2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
LA.K-12.NJSLSA.SL3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
PFL.9.1.12.A	Income and Careers
PFL.9.1.12.A.1	Differentiate among the types of taxes and employee benefits.
PFL.9.1.12.B	Money Management
PFL.9.1.12.B.1	Prioritize financial decisions by systematically considering alternatives and possible consequences.

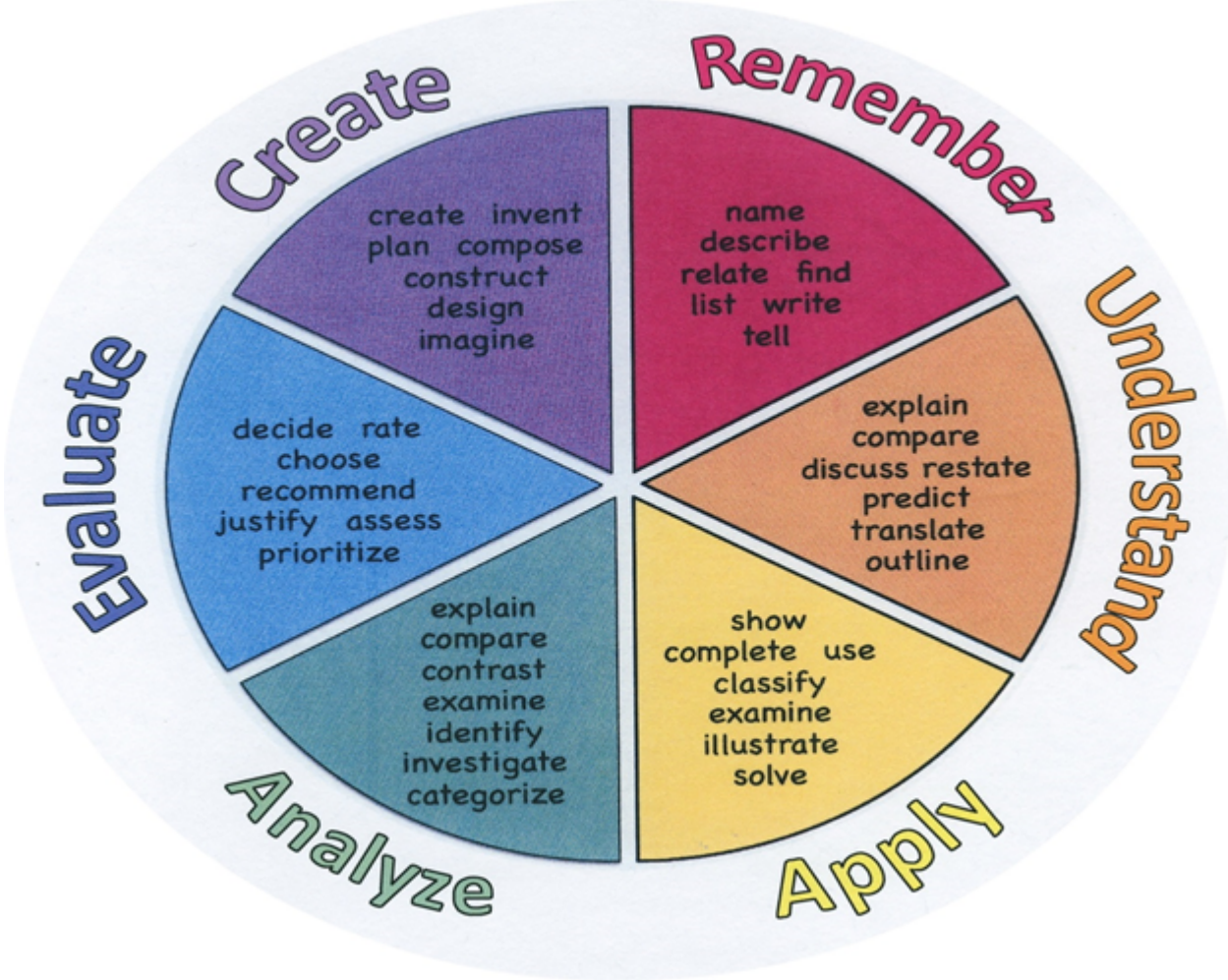
Learning Objectives

SWDAT understand and expedite all state board rules and regulations as they complete assignments given by the teacher. Students will continue to develop time management skills and professional skills to prepare for client and the professional salon experience. (Topics are covered under skills)

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			

	Extrapolate Generalize Predict	Subtract			
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Suggested Activities & Best Practices

Activities:

Chapter worksheets, textbook activities, vocabulary, diagrams, videos, procedures, workbooks, review tests, manikins and shop materials, peer collaboration with shop assignments, stateboard procedure cards, google classroom, exit tickets pertaining to sanitation, decontamination, shampooing, conditioning, haircutting etc.

Active participation in class discussions

Successful questions/ note taking

Critical thinking questions (according to bloom's taxonomy)

Complete class room jobs for management purposes

Practice shop safety (sterilizers, chemicals, SDS)

Complete hands on assignments with partners or on manikins. (follow guidelines from New Jersey Consumer Affairs for Cosmetology and Hairstyling)

Chapter worksheets

Theory and practical workbooks on chapters

Situational problems for the cosmetology student

Milady U online Licensing Prep- chapter review tests

Tests & quizzes

Quarterly exams---decontamination

Complete hands on assignments with partners or on manikins. (follow guidelines from New Jersey Consumer Affairs for Cosmetology and Hairstyling)

Tests & quizzes

Chapter review questions

Worksheets

Workbooks

Shop management

Safety precautions

Students will have an understanding of the impact of an aerosol can has on the environment

Students will identify famous African American Cosmetologists.

A way to "go green" Students will also bring in a sample product of skin care that they use in their daily skin routine, they will read, analyze and research the list of ingredients, they will explain in order the impact of each ingredient on the skin and the environment.

Students will understand all hair types and textures of all races and genders, they will understand which products will be beneficial for all. We will discuss the importance of knowing how to work on hair of everyone so we understand and can accept clients no matter their race, gender, or ethnicity. Discrimination will not be tolerated in the industry.

Assessment Evidence - Checking for Understanding (CFU)

Exit tickets for the purpose of checking for understanding, for example explaining the facial manipulations (Formative)

Practical and written quizzes on facial products and manipulations for students understand material taught by the teacher. (Formative)

For example, teacher will give topics to students and students will create their own study guides prior to tests. (Alternate)

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Define
- Describe
- Evaluate
- Exit Tickets
- Explaining
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quizzes
- Self- assessments
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Unit review/Test prep

- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

Evaluation, tests, quizzes, rubrics, safety procedures, lab experiences and work, procedures/procedure cards, and student performance.

:Books from Milady publishing company, various internet websites, videos, posters, and diagrams, hands on materials for assignments for example, shears, rollers, brushes, pincurl clips, styling products, blow dryers, etc.

Ancillary Resources

Active participation in class discussions

Information from product companies

Successful questions/ note taking

Critical thinking questions (according to bloom's taxonomy)

Complete class room jobs

Practice shop safety (sterilizers, chemicals, SDS)

Complete hands on assignments with partners or on manikins. (follow guidelines from New Jersey Consumer Affairs for Cosmetology and Hairstyling)

Chapter worksheets

Theory and practical workbooks

Situational problems for the cosmetology student

Milady U online Licensing Prep- chapter review tests

Tests & quizzes

Quarterly exams

Complete hands on assignments with partners or on manikins. (follow guidelines from New Jersey Consumer Affairs for Cosmetology and Hairstyling)

Chapter review questions

Worksheets

Workbooks

Shop management

Safety precautions

Technology Infusion

Chromebooks, Google Classroom, Internet, YouTube, Smart Tv's, Milady Online licensing preparation program and online research of products, manufacturers, and companies in the industry, professional websites, business websites to research topics, such as product knowledge and show demos on topics covered in unit, for example proper manipulations.

Alignment to 21st Century Skills & Technology

PFL.9.1.2.CR	Civic Responsibility There are actions an individual can take to help make this world a better place.
PFL.9.1.2.CR.2	List ways to give back, including making donations, volunteering, and starting a business. Money comes in different values, forms, and uses.
PFL.9.1.2. FI.1	Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards). There is a relationship between an individual's values, emotions, and the ways he/she chooses to spend money.
PFL.9.1.2.FP.1	Explain how emotions influence whether a person spends or saves. External factors can influence the items that an individual wants or needs.
PFL.9.1.2.FP.2	Differentiate between financial wants and needs.
WRK.9.2.12.CAP	Career Awareness and Planning
WRK.9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
WRK.9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
WRK.9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
WRK.9.2.12.CAP.5	Assess and modify a personal plan to support current interests and post-secondary plans.
WRK.9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
WRK.9.2.12.CAP.7	Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.
TECH.9.4.12.CI	Creativity and Innovation
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT	Critical Thinking and Problem-solving
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.CT.3	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
TECH.9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
TECH.9.4.12.GCA	Global and Cultural Awareness
TECH.9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).
TECH.9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLA.W8, Social Studies Practice: Gathering and Evaluating Sources).
TECH.9.4.12.IML.6	<p>Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLA.SL5).</p> <p>Digital tools such as artificial intelligence, image enhancement and analysis, and sophisticated computer modeling and simulation create new types of information that may have profound effects on society. These new types of information must be evaluated carefully.</p> <p>Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.</p> <p>Career planning requires purposeful planning based on research, self-knowledge, and informed choices.</p> <p>With a growth mindset, failure is an important part of success.</p> <p>Innovative ideas or innovation can lead to career opportunities.</p> <p>There are strategies to improve one's professional value and marketability.</p> <p>Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.</p>

21st Century Skills

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy

- Life and Career Skills
- Media Literacy

Differentiation

Students will be able to highlight topics covered in different colors according to practical and theory topics based on the unit.

Teacher will demonstrate assignments in small groups such as proper manipulations for facials, hair and scalp treatments.

Teacher will give study guide notes based on specific topics such as sanitation.

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Study guides
- Teacher reads assessments allowed
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Auditory presentations

Hi-Prep Differentiations:

- Alternative formative and summative assessment
- Group investigations
- Guided Reading
- Independent research and projects
- Learning contracts
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Stations/centers
- Tiered activities/assignments
- Varying organizers for instructions

Lo-Prep Differentiations

- Goal setting with students
- Mini workshops to re-teach or extend skills

- Open-ended activities
- Varied supplemental materials

At Risk

To teach students key topics that are on their state licensing exam..for example, continue to reinforce decontamination practices since 30% of their licensing exam is on decontamination.

Peers will help tutor students.

Peers will provide peers with key notes and outlines for the test.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Special Education Learning (IEP's & 504's)

To teach practical lessons in small groups and model the assignment more than once for example shampooing and conditioning.

Student will repeat the procedure on how to perform a shampoo and then they will perform the procedure on either the manikin or a partner.

In theory we will print out our powerpoints so the student has a copy of the notes.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

To show pictures of the assignment and the expectations, to show a manikin completed by the teacher of the

assignment.

Peers will help tutor ELL students and they will be able to explain the topics covered.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

Talented and Gifted Learning (T&G)

To have students begin creating a portfolio of their work, students will include pictures and explanations of their creativity.

Give students challenging assignments in shop and theory.

Give students the Milady situational problem solving questions that pertain to the chapter.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: Professional Scalp treatment and Massage Manipulations

NJSLS: See Below

Interdisciplinary Connection: professional salon experience- biology (bones) - geometry

Statement of Objective: Students will be able to explain all the qualities and skills you believe are required of a cosmetology professional. Also, explain qualities you observed during personal visits to different salons.

-give a professional scalp treatment (including manipulations) according to teacher's instructions.

Anticipatory Set/Do Now:

change into shop uniform, record hours for the day, set up stations and prepare for daily assignments.

Learning Activity: students will

- Lecture/ Note-taking
- State board note cards
- Vocabulary wall for reference
- Computer Activity (Milady online testing program and student interactive learning cd)

- Hands on shop assignments
- Cooperative Groups
- Worksheets (handouts for shop or theory depending on assignment)
- Clean-up & jobs
- Time management
- Safety, sanitation, & professionalism
- Lesson closing
- Global warming effects

Student Assessment/CFU's: 9. observation 10. self-assessment 21. one sentence summary

4. analogy prompt 47. say something 54.k-w-l

Materials: note cards and materials pertaining to lesson on scalp treatment

21st Century Themes and Skills: professional salon experience

Differentiation:

Learning styles: visual, auditory, and kinesthetic

Direct and guided instruction

Modifications as per IEP and 504 plan

Integration of Technology: computers/ smartTV

Homework: **practice 4 of the 12 massage manipulations**

Standards

Linked

PFL.9.1.12.CFR

Civic Financial Responsibility

The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.

LA.L.9-10.3

Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

WRK.9.2.12.CAP

Career Awareness and Planning

WRK.9.2.12.CAP.1	Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.
WRK.9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
WRK.9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
WRK.9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
WRK.9.2.12.CAP.5	Assess and modify a personal plan to support current interests and post-secondary plans.
WRK.9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
TECH.9.4.12.CI	Creativity and Innovation
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	<p>Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).</p> <p>Career planning requires purposeful planning based on research, self-knowledge, and informed choices.</p> <p>Innovative ideas or innovation can lead to career opportunities.</p> <p>There are strategies to improve one's professional value and marketability.</p> <p>With a growth mindset, failure is an important part of success.</p>