Unit 1 - September : Preparation for State Board and Professional Salon Experience Copied from: Cosmetology 1, Copied on: 02/21/22

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Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Cosmetology 1

Grade:10

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

Belleville Board of Education

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Board Approved: September 23, 2019

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 pints 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 19^{th} , 20^{th}, and early 21^{st} 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

Life skills

New Jersey Student Learning Standards (NJSLS-S)

9.3.HU	Human Services
9.3.HT	Hospitality & Tourism
9.3.HU.1	Evaluate principles of planning, development, implementation and evaluation to accomplish long-range goals in the human services.
9.3.HT.1	Describe the key components of marketing and promoting hospitality and tourism products and services.
9.3.HU.2	Evaluate the role of the family, community and human services in society and the economy.
9.3.HT.2	Evaluate the nature and scope of the Hospitality & Tourism Career Cluster and the role of hospitality and tourism in society and the economy.
9.3.HT.3	Demonstrate hospitality and tourism customer service skills that meet customers' needs.
9.3.HU.3	Use effective communication with human services clients and their families.
9.3.HU.4	Demonstrate ethical and legal conduct in human services settings.
9.3.HT.4	Describe employee rights and responsibilities and employers' obligations concerning occupational health and safety in the hospitality and tourism workplace.
9.3.HU.5	Evaluate career opportunities in each of the Human Services Career Pathways.
9.3.HT.5	Identify potential, real and perceived hazards and emergency situations and determine the appropriate safety and security measures in the hospitality and tourism workplace.
9.3.HU.6	Explain how human development principles enhance the wellbeing of individuals and

	families.
9.3.HT.6	Describe career opportunities and means to attain those opportunities in each of the Hospitality & Tourism Career Pathways.
9.3.HT-LOD	Lodging
9.3.HU-CSM	Consumer Services
9.3.HU-CSM.1	Summarize necessary credentials, licensures or state□specific requirements to prepare for a career in consumer services.
9.3.HU-CSM.2	Communicate product or equipment features that meet the needs of clients and consumers.
9.3.HU-CSM.3	Make consumer services recommendations meeting the needs of clients or customers.
9.3.HU-CSM.4	Analyze financial/economic situations when making recommendations about consumer services.
9.3.HU-CSM.5	Use standard business processes or procedures to create consumer service information and facilitate client interactions.
9.3.HU-CSM.6	Use a variety of methods to educate audiences about consumer services.
9.3.HU-CSM.7	Demonstrate knowledge of ethical and legal responsibilities associated with providing consumer services.
9.3.HU-CSM.8	Apply business procedures and utilize equipment and facilities to produce satisfying client outcomes.
9.3.HU-PC	Personal Care Services
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.
9.3.HU-PC.5	Develop organizational policies, procedures and regulations that establish personal care organization priorities, accomplish the mission, and provide high□quality service to a diverse set of clients and families.
9.3.HU-PC.6	Identify personal care business opportunities enhanced by community involvement, self-improvement and current trends.
9.3.HU-PC.7	Apply methods of obtaining feedback to understand expectations and promote high□quality personal care services standards.

Interdisciplinary Connections

Math skills

Science/Chemistry

Anatomy/biology/etc.

Reading- Inform. vocabulary/text

Writing analysis/evaluation,

Critical Thinking

Communication Skills

Collaboration

Business, sales and marketing

9.3.ST	Science, technology, engineering & mathematics
9.3.ST-SM	Science & Mathematics Career Pathway
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.

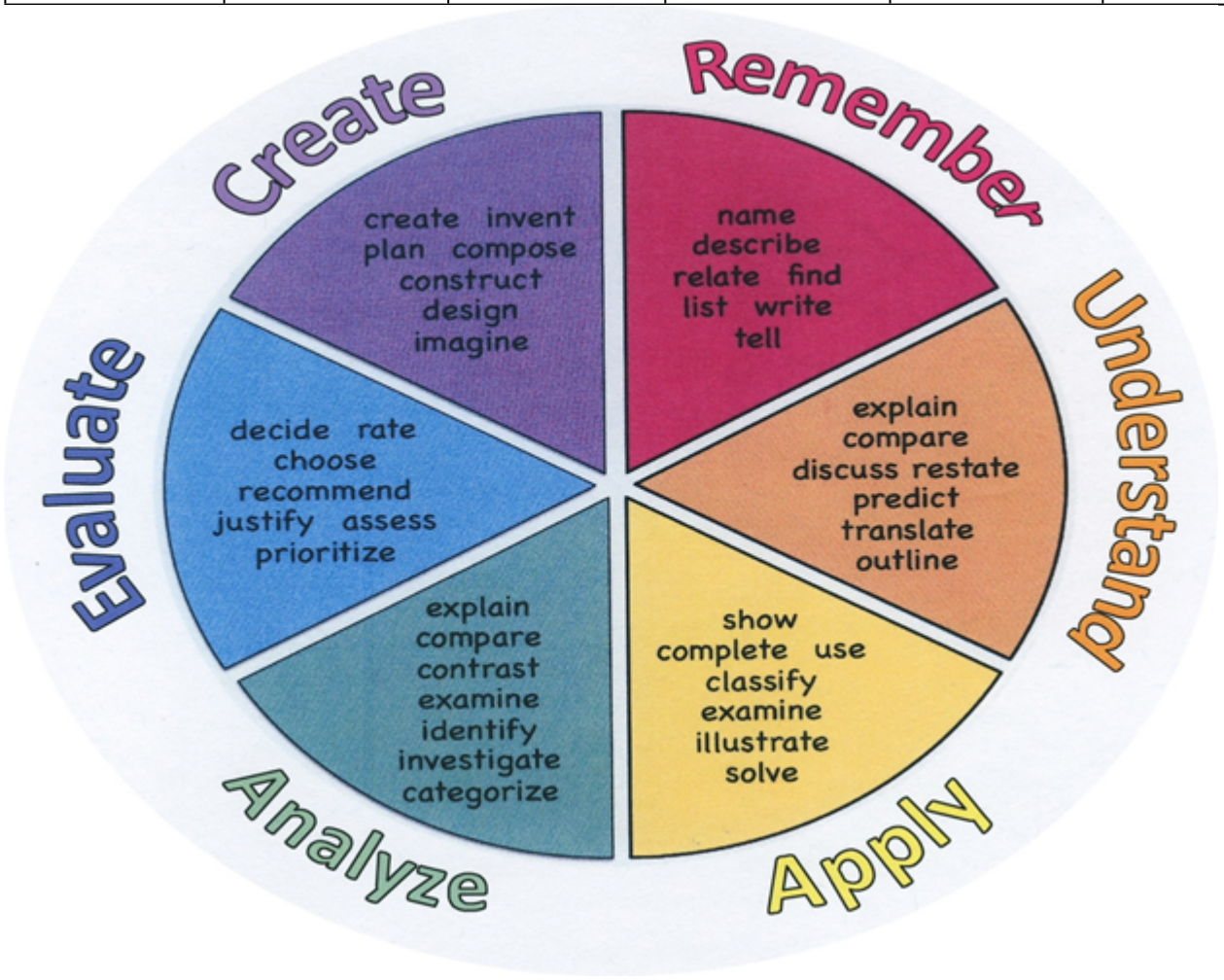
Learning Objectives

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 Memorize Name Omit Recite Select State Count Draw Outline Point Quote Recall Recognize Repeat Reproduce	Extend Give Examples Illustrate Indicate Interrelate Interpret Infer Match Paraphrase Represent Restate Rewrite Select Show Summarize Tell Translate Associate Compute Convert Discuss Estimate Extrapolate Generalize Predict	Paint Prepare Produce Select Show Sketch Solve Use Add Calculate Change Classify Complete Compute Discover Divide Examine Graph Interpolate Manipulate Modify Operate Subtract	Infer Point out Select Subdivide Survey Arrange Breakdown Combine Detect Diagram Discriminate Illustrate Outline Point out Separate	Conclude Contrast Critique Determine Grade Justify Measure Rank Rate Support Test	Hypothesize Invent Make Originate Organize Plan Produce Role Play Drive Devise Generate Integrate Prescribe Propose Reconstruct Revise Rewrite Transform



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

Assessment Evidence - Checking for Understanding (CFU)

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

Practical and written quizzes on facial products and manipulations to be certain students understand material taught by the teacher.

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

- 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

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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

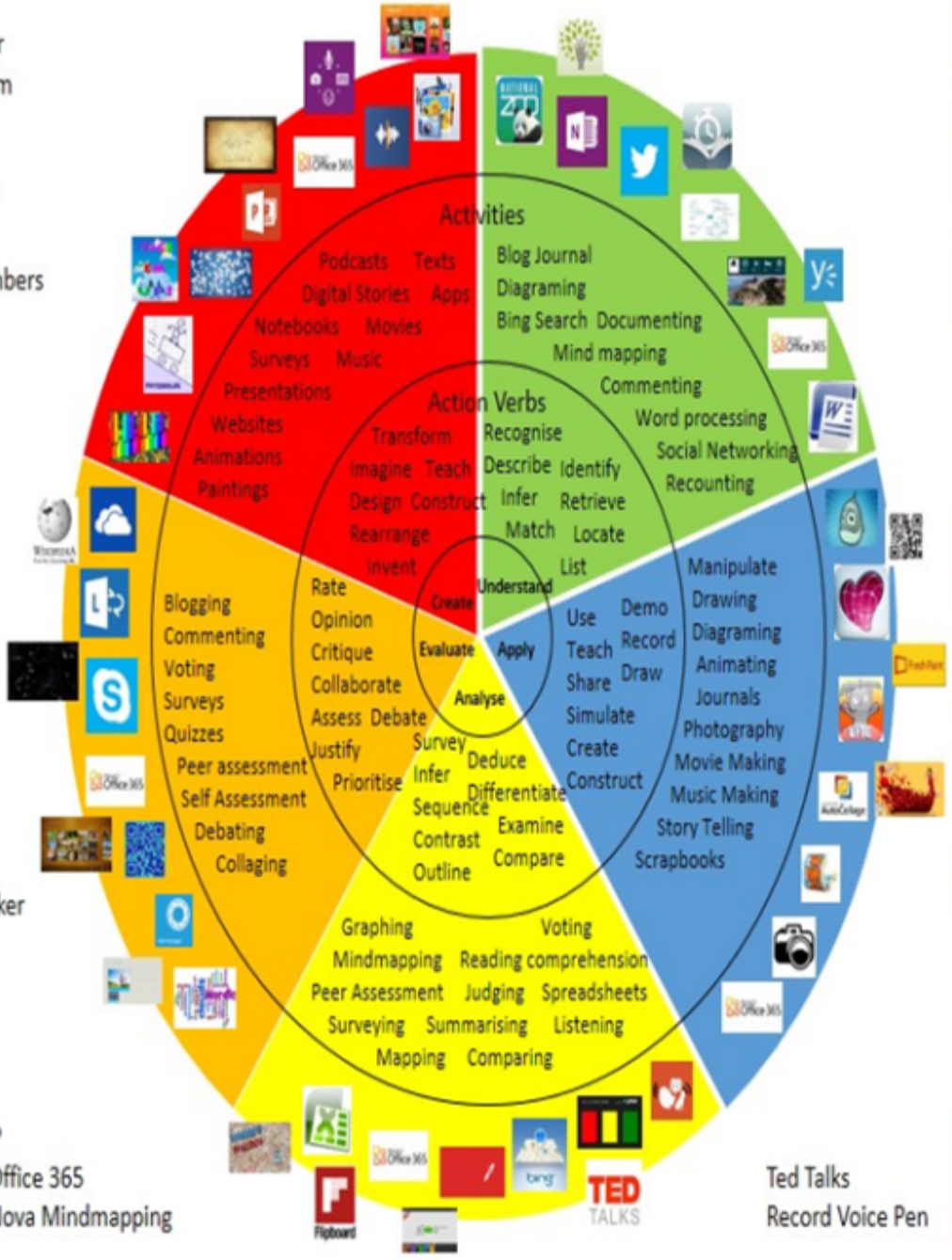
Technology Infusion

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.

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker



Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
CRP.K-12.CRP11	Use technology to enhance productivity.
CAEP.9.2.12.C	Career Preparation
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of

	world languages and diverse cultures.
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.12.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.12.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.12.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
TECH.8.2.12.B	Technology and Society: Knowledge and understanding of human, cultural and society values are fundamental when designing technology systems and products in the global society.

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

21st Century Skills

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

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 the 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 clarif
- 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 workpresented 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

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 workpresented 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

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:

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

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

9.3.HU	Human Services
9.3.HU-CSM	Consumer Services
9.3.HU-PC	Personal Care Services