

# **Unit 9 May- State Board Copied from: Cosmetology 2, Copied on: 02/21/22**

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Course(s): **Cosmetology 2**  
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## **Title Section**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

**Curriculum Guide**

**Cosmetology 2 , GRADE 11**

**Unit 9- May - State Board**

**Belleville Board of Education**

**102 Passaic Avenue**

**Belleville, NJ 07109**

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Board Approved: September 23, 2019

## **Unit Overview**

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**Month: May**

### **Shop**

Thermal Straightening and Curling

Hair Coloring

Highlighting

### **Theory**

Braiding and Braid Extensions

Wigs and Hair Additions

## **Enduring Understanding**

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### **This is an Enduring Understanding**

Students will learn all the necessary skills needed to work professionally in the cosmetology industry.

### **This is an 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 as a professional cosmetologist in the industry?

## **Essential Questions**

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### **Essential Questions:**

*Each month's skills and essential questions are reinforced, along with adding new skills.*

### **Marcel Waving and Curling**

Is the learner able to handle Marcel irons and give Marcel waves and curls?

Is the learner able to have knowledge of proper heat and techniques?

Is the learner able to develop the ability and knowledge to press and straighten the hair?

Is the learner able to learn the proper handling, care and use of all hair pressing tools and supplies?

Is the learner able to know the difference between a hard press and a soft press?

Is the learner able to demonstrate the safety procedures involved in straightening hair with heat?

### **Thermal Straightening and Curling**

Is the learner able to curl and style the hair with the use of an electric curling iron and comb?

Is the learner able to touch- up hairstyles with the electric curling iron?

Is the learner able to demonstrate proper use of thermal irons?

Is the learner able to demonstrate soft pressing and hard pressing?

Is the learner able to describe the three types of hair pressing?

### **Haircoloring**

Is the learner able to list the reasons why people color their hair?

Is the learner able to understand the types of melanin found in hair?

Is the learner able to define and identify levels and their role in formulating haircolor?

Is the learner able to identify primary, secondary, and tertiary colors?

Is the learner able to list and describe the categories of haircolor?

Is the learner able to explain the role of hydrogen peroxide in a haircolor?

Is the learner able to know the rules of color correction?

Is the learner able to know how to properly cover gray hair?

Is the learner able name and describe the three most commonly used methods for highlighting?

Is the learner able to know the safety precautions to follow the haircolor process?

### **Braiding and Braid Extensions**

Is the learner able to explain how to prepare for hair braiding?

### **Wigs and Hair Additions**

Is the learner able to explain the difference between human hair and synthetic hair?

Is the learner able to describe several types of hair pieces and their uses?

Is the learner able to explain the different methods of attaching hair extension?

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### **Exit Skills**

**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.

## **Shop**

Thermal Straightening and Curling

Hair Coloring

Highlighting

## **Theory**

Braiding and Braid Extensions

Wigs and Hair Additions

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## **New Jersey Student Learning Standards (NJSLS)**

|                 |   |
|-----------------|---|
| 12.9.3.HU       | Human Services  |
| 12.9.3.HU.1     | Evaluate principles of planning, development, implementation and evaluation to accomplish long-range goals in the human services. |
| 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.6     | Explain how human development principles enhance the wellbeing of individuals and families.                                       |
| 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-PC   | Personal Care Services   |
| 12.9.3.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.  |
| 12.9.3.HU-PC.2 | Evaluate an individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action.  |
| 12.9.3.HU-PC.3 | Utilize data and information to maintain electronic records of client services and make recommendations for personal care services.  |
| 12.9.3.HU-PC.4 | Demonstrate policies and procedures to achieve a safe and healthy environment for personal care services.  |
| 12.9.3.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. |
| 12.9.3.HU-PC.6 | Identify personal care business opportunities enhanced by community involvement, self-improvement and current trends.  |
| 12.9.3.HU-PC.7 | Apply methods of obtaining feedback to understand expectations and promote high-quality personal care services standards.  |

## Interdisciplinary Connections

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Math skills

Science/Chemistry

Anatomy/biology/etc.

Reading- Inform. vocabulary/text

Writing analysis/evaluation,

Critical Thinking

Communication Skills

Collaboration

|                   |   |
|-------------------|---|
| LA.K-12.NJSLSA.R  | Reading   |
| LA.K-12.NJSLSA.W  | Writing   |
| LA.K-12.NJSLSA.SL | Speaking and Listening  |
| LA.K-12.NJSLSA.L  | Language  |
| SCI.HS            | Chemical Reactions  |
| 9-12.HS-LS1       | From Molecules to Organisms: Structures and Processes   |
|                   | Numbers and Number Systems  |
|                   | During the years from kindergarten to eighth grade, students must repeatedly extend their conception of number. At first, “number” means “counting number”: 1, 2, 3... Soon after that, 0 is used to represent “none” and the whole numbers are formed by the counting numbers together with zero. The next extension is fractions. At first, fractions are |

barely numbers and tied strongly to pictorial representations. Yet by the time students understand division of fractions, they have a strong concept of fractions as numbers and have connected them, via their decimal representations, with the base-ten system used to represent the whole numbers. During middle school, fractions are augmented by negative fractions to form the rational numbers. In Grade 8, students extend this system once more, augmenting the rational numbers with the irrational numbers to form the real numbers. In high school, students will be exposed to yet another extension of number, when the real numbers are augmented by the imaginary numbers to form the complex numbers.

## 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   | Subtract    |               |           |             |
|           | Generalize    |             |               |           |             |
|           | Predict       |             |               |           |             |



## **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)**

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Exit tickets for the purpose of checking for understanding, for example explaining the manipulations-formative assessment

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.-alternate assessment

Quarterly exams---decontamination-summative assessment

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

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys

- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

## **Primary Resources & Materials**

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Books from Milady publishing company, various internet websites, videos, posters, diagrams, guest speakers, information from professional businesses in the industry, evaluations/ feed back from professionals, Online licensing preparation, online resumes, job searches, online research of products, manufacturers, and companies in the industry.

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

hands on materials for assignments for example, shears, rollers, brushes, pincurl clips, styling products, blow dryers, etc.

## **Ancillary Resources**

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Build an ongoing vocabulary, procedures, diagrams, videos, projects, posters, notes, outlines, hands on activities working on manikins, peers, customers

Chapter worksheets, textbook activities, vocabulary, diagrams, videos, procedures, workbooks, review tests, manikins, peer collaboration

### **Assessments:**

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

Active participation in class discussions

Successful questions/ note taking

Critical thinking questions (according to bloom's taxonomy)

Complete class room jobs

Practice shop safety ( sterilizers, chemicals, MSDS)

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

Exam review booklet

Situational problems for the cosmetology student

Milady U online Licensing Prep- chapter review tests

Interview skills

Portfolios

Resumes

Job interviews

Cover letters

Thank you notes

Release forms

Tests & quizzes

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

Shop management

Safety precautions

## **Technology Infusion**

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**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  
Flipboard  
Office 365  
Nova Mindmapping

Ted Talks  
Record Voice Pen



## Alignment to 21st Century Skills & Technology

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Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

|                 |  |
|-----------------|--|
| 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.CRP2.1 | 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.CRP3.1 | 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.CRP4.1 | 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.CRP5.1 | Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of   |

the organization.

|                 |  |
|-----------------|--|
| CRP.K-12.CRP6.1 | Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization. |
| CRP.K-12.CRP7.1 | Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.  |
| 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.                                   |
| CAEP.9.2.12.C   | Career Preparation   |
| CAEP.9.2.12.C.1 | Review career goals and determine steps necessary for attainment.  |
| CAEP.9.2.12.C.2 | Modify Personalized Student Learning Plans to support declared career goals.   |
| 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.  |
| CAEP.9.2.12.C.6 | Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.  |
| CAEP.9.2.12.C.7 | Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.  |
| CAEP.9.2.12.C.8 | Assess the impact of litigation and court decisions on employment laws and practices.  |
| CAEP.9.2.12.C.9 | Analyze the correlation between personal and financial behavior and employability.   |
| 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.B   | Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.   |
| 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.   |

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## 21st Century Skills/Interdisciplinary Themes



Please list only the **21st Century/Interdisciplinary Themes** that will be incorporated into this unit.

- 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**

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

## **Differentiation**

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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 manipultaions 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
- Token economy

- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

#### **Hi-Prep Differentiations:**

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

#### **Lo-Prep Differentiations**

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share

- Reading buddies
- Varied journal prompts
- Varied supplemental materials

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

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Please identify the **Special Education Learning** adaptations that will be employed in the unit, using the ones identified below.

A few examples for Special Education Learning are...

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
- modified test length
- 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
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## **English Language Learning (ELL)**

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A few examples for English Language Learners are ...

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.

- 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

## **At Risk**

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Please identify Intervention Strategies that will be employed in the unit, using the ones identified below.

A few examples for Intervention Strategies ...

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

## **Talented and Gifted Learning (T&G)**

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Please identify the **Talented and Gifted** adaptations that will be employed in the unit, using the ones identified below.

A few examples for Talented and Gifted students are ...

To have students begin creating a portfolio of their work.

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

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Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology:

