Unit 2: October- State Board Drills/The Salon Business

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Cosmetology 3, GRADE 12

Unit 2- October-State Board Drills/ The Salon Business

Belleville Board of Education

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Unit Overview

Month: October

Shop

Hair coloring applications

Permanent waving

Roller curls

Comb out techniques

Pin curls

Finger waving

Manicuring/hand/arm massage

Pedicuring

Hair and scalp treatments

Shampooing

Blow dry styling

Facial treatments and makeup application

Customer release cards

Cash register skills

Client appointments

Client information cards

Shaving

Acrylic nails, nail tips and wraps

State laws and regulations

Theory

Seeking Employment

On the Job

The Salon Business

Enduring Understanding

This is an Enduring Understanding

Students will learn all the necessary skills needed to work proessionally 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

Essential Questions:

Can the learner explain the importance of a client consultation for all types of services performed in a salon?

Hair coloring applications

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

Is the learner able to explain how the hair's porosity affects hair color and understand the types of melanin found in the hair?

Is the learner able to define and identify levels and tones and know their role in formulating hair color?

Is the learner able to identify the types of hair colors?

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

Can the learner describe the categories of hair color?

Is the learner able to explain the action of hair lighteners and hydrogen peroxide?

Is the learner able to ask the four key questions before formulating hair color?

Is the learner able to list and describe the procedures and processes of all types of color applications?

Is the learner able to apply hair coloring to the hair in a single- process or double- process application?

Is the learner able to understand the use of toners and how to properly cover gray hair?

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

Does the learner understand all safety precautions during hair coloring?

Is the learner able to tint (color) the hair with all types of hair coloring?

Is the learner able to administer a preliminary predisposition test?

Can the learner perform a strand test?

Permanent Waving

Is the learner able to demonstrate all the methods of permanent waving?

Is the learner able to explain the chemical actions that take place during permanent waving?

Is the learner able to explain the difference between an alkaline wave and true acid wave?

Is the learner able to explain the purpose of neutralization in permanent waving?

Is the learner able to demonstrate the ability to perform the mechanical steps in giving a permanent wave?

Is the learner knowledgeable of the history of permanent waving, preliminary steps regarding permanent waving, and hair structure, types of lotions and rods, and safety procedures for permanent waving.

Is the learner able to demonstrate designer perms?

Pin curling & Roller Curling

Is the learner able to demonstrate pin curling and roller setting?

Is the learner able to have the knowledge of formation, direction, placing and combing out of all types of pin and roller curls, and planning of curls through the use of diagrams?

Comb Out Techniques

Is the learner able to back comb/tease the hair?

Is the learner able to back brush the hair?

Finger Waving

Is the learner able to wave the hair with the use of the fingers and comb?

Is the learner able to put ridges into the hair to form a style with the fingers and comb?

Manicuring/hand/arm massage

Is the learner able to describe the structure and composition of nails?

Is the learner able to discuss how nails grow?

Is the learner able to list and describe various disorders and irregularities of the nails?

Is the learner able to recognize diseases of the nails that should not be treated in the salon?

Is the learner able to give all types of manicures, complete all basic steps (including proper polish techniques) using proper tools required for a manicure?

Does the learner set up the manicure table properly and use the proper cleaning and disinfection methods?

Can the learner identify the need for different types of manicures?

Is the learner able to give a hand and arm massage using the appropriate movements?

Is the learner able to demonstrate and understand of the anatomy of the hand and arm?

Pedicuring

Is the learner able to give a pedicure in a systematic and efficient manner, using proper equipment/materials and proper disinfection and cleaning of foot spas and tools?

Is the learner able to demonstrate a foot and leg massage, understanding the anatomy of the feet and toes?

Hair and scalp treatments

Is the learner able to properly bush the hair and explain the benefits of brushing the hair and giving a scalp massage?

Is the learner able to administer scientific scalp massage and treatment?

Is the learner able to have the knowledge to recognize healthy or abnormal scalp and hair?

Is the learner able to give a proper hair and scalp analysis?

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?

Blow Dry Styling

Is the learner able to style the hair without the use of rollers or pins?

Is the learner able to handle the blow dryer properly?

Is the learner able to describe all parts/ attachments of the blow dryer?

Is the learner able to have jobs involving types of styles that can be achieved with the use of hands, blow dryer, brush and comb?

Can the learner explain the differences between different styling products and what each different type is used for? Are they able to apply these products according to the different textures of hair?

Facial treatments and makeup application

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?

Is the learner able to demonstrate knowledge of the different methods of hair removal?

Is the learner able to select and apply various kinds of make-up?

Is the learner able to know the purpose of using makeup, proper selection and sanitary care in applying makeup?

Is the learner able to know the difference in selecting proper makeup for day, evening and stage?

Customer release cards

Is the learner able to properly complete a customer release statement to protect themselves and the school or workplace?

Does the learner know where to file customer release cards?

Cash register skills

Is the learner able to write a receipt for their customer, including services performed?

Is the learner able to use the cash register and count back change for their customer?

Client appointments

Is the learner able to properly book salon appointments?

Client information cards

Is the learner able to record all chemical services on a client information card?

Does the learner know everything included on a client information card?

Does the learner know where to file client information cards?

Shaving

Is the learner able to describe the anatomy and physiology of the head, face and neck?

Is the learner able to describe the history of barber shaving?

Is the learner able to explain the basic chemistry relevant to the shaving process?

Is the learner able to demonstrate the fundamental of shaving?

Is the learner able to identify the implements and equipment used for shaving?

Is the learner able to demonstrate beard and mustache shaping?

Acrylic nails, nail tips and wraps

Is the learner able to apply artificial nails?

Is the learner able to know the different types of artificial nails and how to apply each type?

Is the learner able to wrap nails?

Is the learner able to identify different types of wraps?

Does the learner have knowledge of all types of nail wraps?

Is the learner able to demonstrate nail tip applications and removals?

State laws and regulations

Is the learner able to explain the methods of sanitation and sterilization under the State Board Rules and Regulations?

Is the learner able to practice the requirements of decontamination and sanitation in a beauty salon?

Seeking Employment

Is the learner able to understand what is involved in securing the required credentials for cosmetology in your state and know the process for taking and passing their state licensing exam?

Is the learner able to describe the different salon business categories?

Is the learner able to write a cover letter and resume and prepare an employment portfolio?

Is the learner able to explore the job market, research potential employers, and operate within the legal aspects of employment?

On the Job

Is the learner able to describe the three different ways in which salon professionals are compensated?

Is the learner able to explain the principles of selling products and services in the salon?

Can the learner list effective ways to build a clientele?

The Salon Business

Does the learner understand the different types of salon ownership?

Does the learner understand the importance of record keeping?

Does the learner understand the elements of successful salon operations?

Exit Skills

By the end of Unit 2 Students should be able to

Understand State Board rules and regulations on topics taught in the unit

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

Hair coloring applications

Permanent waving

Roller curls

Comb out techniques

Pin curls

Finger waving

Manicuring/hand/arm massage

Pedicuring

Hair and scalp treatments

Shampooing

Blow dry styling

Facial treatments and makeup application

Customer release cards – how to complete

Cash register skills- how to operate

Client appointments- properly book all appointments

Client information cards- accurate records, procedures, and chemical applications

Shaving

Acrylic nails, nail tips and wraps – application and removal

State laws and regulations

Theory

Communicating for Success- communication skills between peers, co workers, and clients

Seeking Employment – online job searches, resumes, portfolios

On the Job- salon management

The Salon Business- business skills, retail and consumption supplies

New Jersey Student Learning Standards (NJSLS)

9.3.HU	Human Services
9.3.HU.1	Evaluate principles of planning, development, implementation and evaluation to accomplish long-range goals in the human services.
9.3.HU.2	Evaluate the role of the family, community and human services in society and the economy.
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.HU.5	Evaluate career opportunities in each of the Human Services Career Pathways.
9.3.HU.6	Explain how human development principles enhance the wellbeing of individuals and families.

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-CMH	Counseling & Mental Health Services
9.3.HU-CMH.1	Use clear written, spoken and nonverbal messages when communicating with clients about mental health services and the counseling process.
9.3.HU-CMH.2	Utilize functional and specialized assessments to evaluate needs and solutions for counseling and mental health.
9.3.HU-CMH.3	Evaluate client motivation, strengths and weaknesses to develop a client treatment program.
9.3.HU-CMH.4	Demonstrate knowledge of an operational mental health or counseling program that meets organizational goals.
9.3.HU-CMH.5	Demonstrate the ethical and legal responsibilities of counseling and mental health services.
9.3.HU-CMH.6	Choose appropriate counseling and therapy techniques to serve identified needs.

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

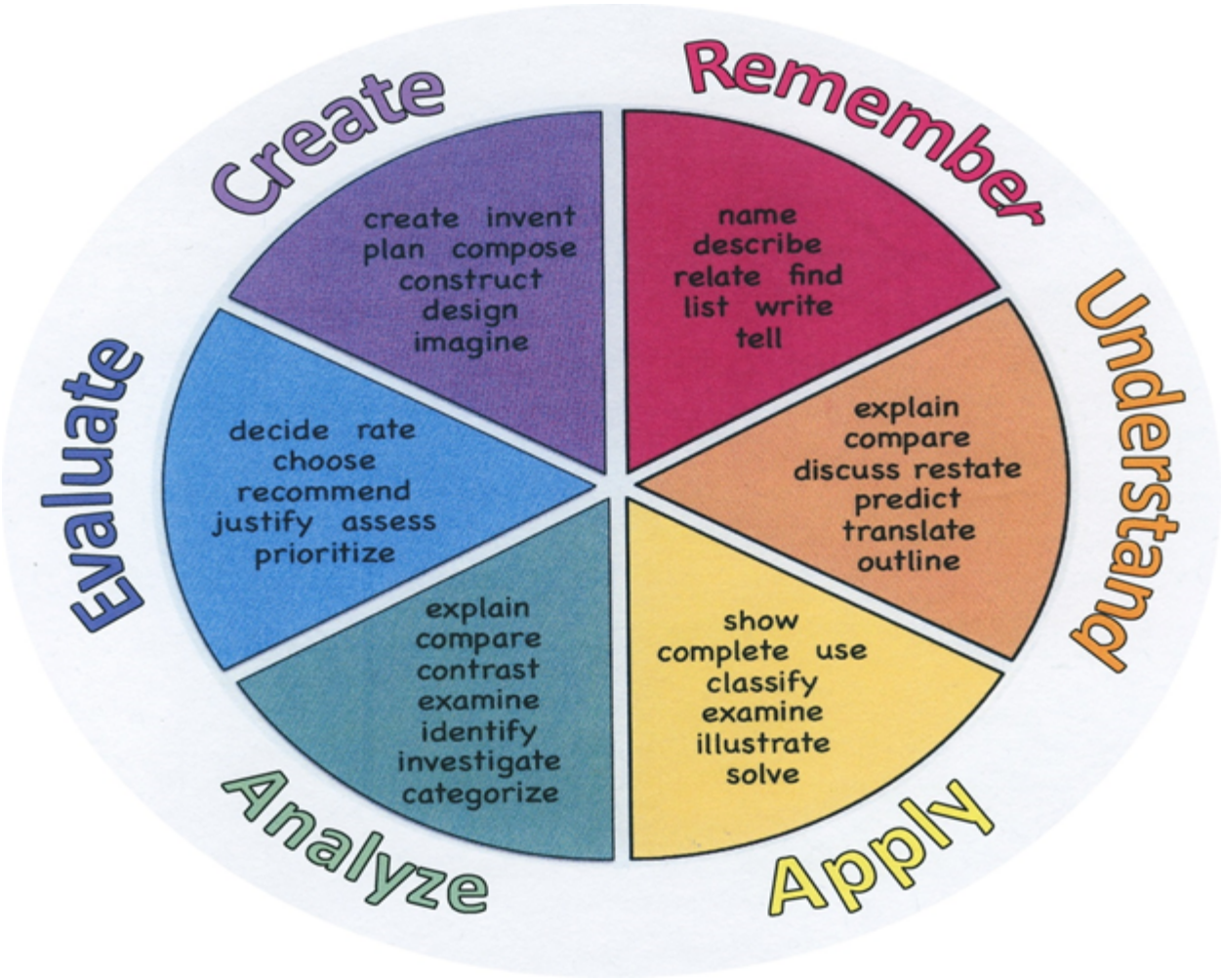
LA.K-12.NJSLSA.R	Reading
LA.K-12.NJSLSA.W	Writing
LA.K-12.NJSLSA.SL	Speaking and Listening
	Quantities.
	Numbers and Number Systems

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)

Exit tickets for the purpose of checking for understanding, for example explaining the facial manipulations, hair and scalp manipulations.-formative assessment

Practical and written quizes 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

Milady U online Licensing Prep- chapter review test-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

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

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

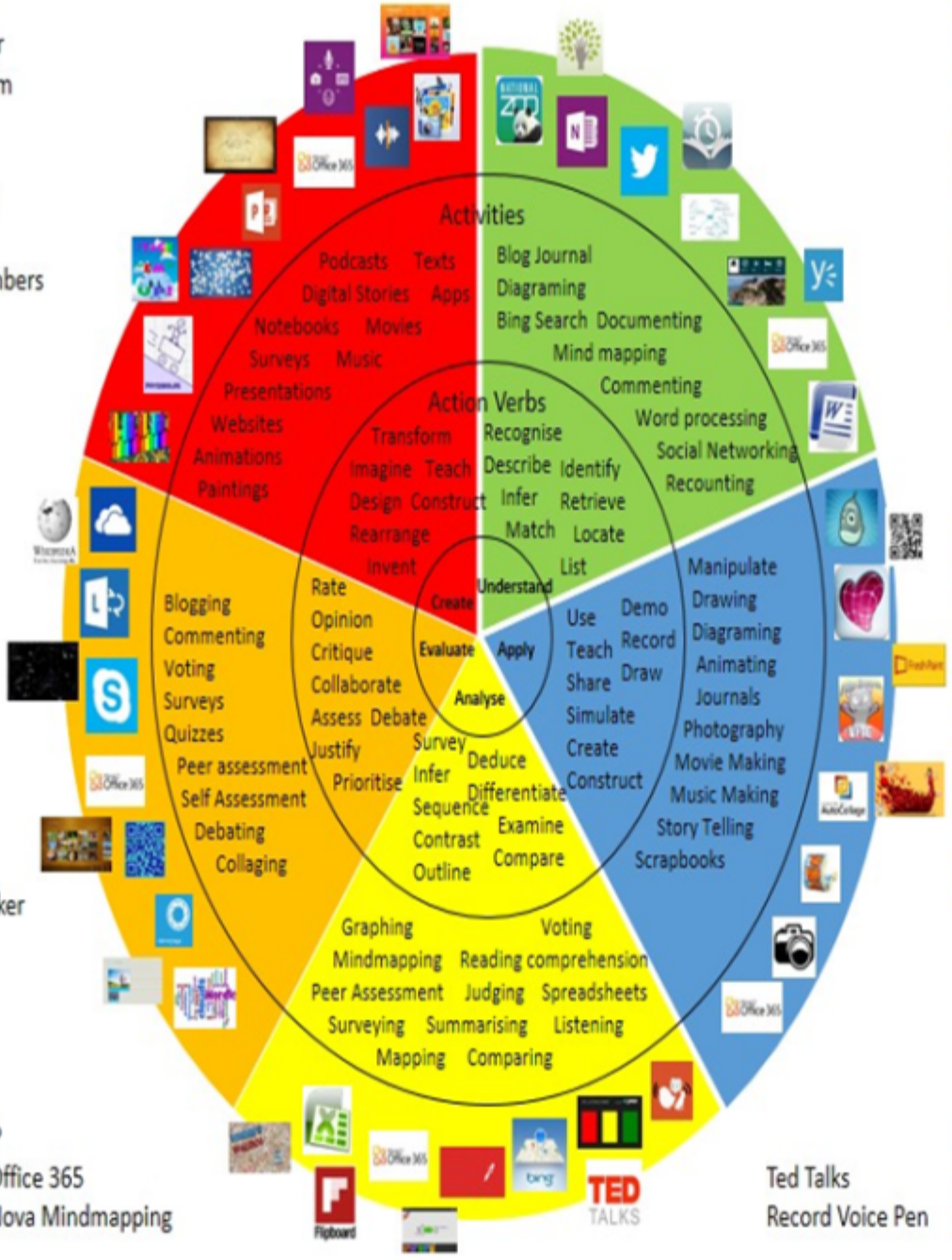
Technology Infusion

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

- 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.CRP9.1	Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
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.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.

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 manipultaions for manicuring and hand and arm massage .

Teacher will give study guide notes based on specific topics such as the manicure procedure .

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)

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 manicuring and nail polishing .

Student will repeat the procedure on how to perform a hand and arm massge and the then they will perform the procedure on 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)

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 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

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 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)

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

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: