

CHEMISTRY OF COSMETOLOGY

COURSE DESCRIPTION

Chemistry of Cosmetology is the advanced level of cosmetology, and it prepares students to perform work-related services using chemicals in the cosmetology industry. Content provides students the opportunity to acquire foundation skills in both theory and practical applications. Laboratory facilities and experiences will be used to simulate cosmetology work experiences. Students completing this portion of the course of cosmetology will acquire the necessary hours to transfer to a post-secondary course of study to complete the hours needed to be eligible to take the Tennessee State Board of Cosmetology examination for the Tennessee Cosmetology License. Upon completion and acquisition of 300 hours, students are eligible to take the Tennessee State Board of Cosmetology Shampooing examination for a Shampoo Technician License.

It is strongly recommended that administration and guidance follow the scope and sequence and course recommendations as listed.

Recommended: Principles of Cosmetology and Design Principles of Cosmetology

Recommended Credits: 2-3

Recommended Grade Levels: 12th

Number of Competencies in Course: 1 credit - 34 competencies
2 credits – 40 competencies
3 credits – 48 competencies

Note (1): Learning expectations to be completed for two credits are identified with two asterisks (**), and those to be completed for three credits are identified with three asterisks (***)

STANDARDS

- 1.0** Students will perform safety examinations and maintain safety records.
- 2.0** Students will demonstrate leadership, citizenship, and teamwork skills required for success in the school, community, and workplace.
- 3.0** Students will integrate reading, writing, math, and science skills and understand the impact of academic achievement in the workplace.
- 4.0** Students will analyze procedures for cleansing and reconditioning the hair and the scalp.
- 5.0** Students will create harmony using design principles and elements.
- 6.0** Students will evaluate hands and feet for cosmetic procedures.
- 7.0** Students will formulate cosmetic procedures and applications to enhance a client's appearance.
- 8.0** Students will evaluate basic actions of chemicals as they relate to the cosmetology industry.
- 9.0** Students will research and compose information concerning the entrepreneurial possibilities in the cosmetology industry.
- 10.0** Students will evaluate texturizing techniques within hair cutting.

CHEMISTRY OF COSMETOLOGY

STANDARD 1.0

Students will perform safety examinations and maintain safety records.

LEARNING EXPECTATIONS

The student will:

- 1.1** Pass with 100% accuracy a written examination on safety issues specific to this course of study.
- 1.2** Pass with 100% accuracy a performance examination on tools and equipment specific to this course of study.
- 1.3** Maintain a portfolio record of written safety examinations and equipment examinations for which the student has passed an operational checkout by the instructor.
- 1.4** Follow proper rules and regulations to comply with personal and lab safety standards, including general standards, fire, electrical, and EPA prevention in corrective measures in the industry.
- 1.5** Practice and apply health and safety OSHA standards as they pertain to the course of study.
- 1.6** Select tools, technology, machinery, equipment, and materials appropriate for the given assignment.
- 1.7** Comply with Department of Health Standards and Tennessee State Board of Cosmetology Rules and Regulations.

PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET

The student:

- 1.1** Passes with 100% accuracy a written examination on safety issues specific to this course of study.
- 1.2** Passes with 100% accuracy a performance examination on tools and equipment specific to this course of study.
- 1.3** Maintains a portfolio record of written safety examinations and equipment examinations for which the student has passed an operational checkout by the instructor.
- 1.4** Demonstrates and follows proper procedures for classroom and lab safety, fire safety, and electrical safety, first aid practice, and universal precaution procedures (ex., blood spill) and evaluate the cause and effect activity and their relationship of importance.
- 1.5** Assesses and applies health and safety OSHA standards as they pertain to the course.
- 1.6A** Demonstrates appropriate use of tools to complete assignment and maintains a safe environment.
- 1.6B** Identifies sources of information concerning state-of-the-art tools, equipment, materials, and technologies.
- 1.6C** Identifies potential hazards related to use of tools and equipment through cause and effect illustrations.
- 1.7** Complies with all rules and regulations as mandated by Tennessee State Board of Cosmetology Law both in written and practical application.

SAMPLE PERFORMANCE TASKS

- Assess the work area for safety hazards.
- Design a corrections program for identified hazards.
- Integrated with Health and Science programs to develop procedure charts using information derived from Material Safety Data Sheets (MSDS).
- Model the appropriate protective equipment for an assigned task.
- Read manufacturer specifications to determine safe practices while working with various electrical and electronic systems.
- Calculate the cost of safety corrections including financial and environmental impact.
- Demonstrate personal safety in compliance with OSHA (Occupational Safety Hazard Act standards. (e.g., dress, eye and hearing devices, jewelry, and closed toe shoes).
- Demonstrate the handling and disposing of chemicals.
- Complete a safety inspection evaluating possible fire and water hazards.
- Develop a presentation on right to know laws and any other laws required for safety.
- Use Professional Language relating to the cosmetology industry.
- Practice safe disposal procedures for chemicals used in related processes.
- Participate in a reward system for the use of professionalism within the class.
- Practice ergonomic processes when using the computers and equipment.
- Prepare Occupational Safety and Health notebook for the Tennessee SkillsUSA Championships.
- Analyze case studies for unsafe or improper uses of implements, tools, or equipment.
- Prepare a task chart detailing the appropriate steps for cleaning sanitizing, and storing specific implements, tools, and equipment.
- Conduct experiments and record results concerning the identification of reasons that contamination of chemicals alter the effectiveness of chemicals.

INTEGRATION LINKAGES

Science, Computer Skills, Research and Writing Skills, Language Arts, Communication Skills, Leadership Skills, Teamwork Skills, Communication Skills, Algebra, Geometry, Secretary's Commission on Achieving Necessary Skills (SCANS), SkillsUSA, SkillsUSA *Professional Development Program* (PDP), SkillsUSA *Total Quality Program* (TQP)

CHEMISTRY OF COSMETOLOGY

STANDARD 2.0

Students will demonstrate leadership, citizenship, and teamwork skills required for success in the school, community, and workplace.

LEARNING EXPECTATIONS

The student will:

- 2.1** Demonstrate positive leadership skills and the professional image associated with the trade.
- 2.2** Participate in the student organization directly related to their program of study as an integral part of classroom instruction.
- 2.3** Assess situations, apply problem-solving techniques and decision-making skills within the school, community, and workplace.
- 2.4** Participate as a team member in a learning environment.
- 2.5** Respect the opinions, customs, and individual differences of others.
- 2.6** Identify career interests, strengths, and opportunities in order to build personal career development.
- 2.7** Incorporate professional and technical terminology in the classroom environment.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 2.1A** Demonstrates character and leadership using creative- and critical-thinking skills.
- 2.1B** Uses creative thought process by “thinking outside the box.”
- 2.1C** Exemplifies acceptable dress and personal grooming identified by the associated trade.
- 2.2A** Relates the creed, purposes, motto, and emblem of the student organization directly related to personal and professional development.
- 2.2B** Plans and conducts meetings and other business according to accepted rules of parliamentary procedure.
- 2.3A** Makes decisions and assumes responsibilities.
- 2.3B** Analyzes a situation and uses a Professional Development Plan or a similar material directly related to the student’s program of study to resolve issues.
- 2.3C** Understands the importance of learning new information for both current and future problem solving and decision making.
- 2.4A** Organizes committees and participates in functions.
- 2.4B** Cooperates with peers to select and organize a community service project.
- 2.5A** Researches different customs and individual differences of others.
- 2.5B** Interacts respectfully with individuals of different cultures, genders, and backgrounds.
- 2.5C** Resolves conflicts and differences to maintain a smooth workflow and classroom environment.
- 2.6A** Creates personal career development by identifying career interests, strengths, and opportunities.
- 2.6B** Identifies opportunities for career development and certification requirements.
- 2.6C** Plans personal educational paths based on available courses and current career

goals.

2.6D Creates a resume that reflects student's skills, abilities, and interests.

2.7 Choose terminology to identify according to assigned task.

SAMPLE PERFORMANCE TASKS

- Create a leadership inventory and use it to conduct a personal assessment.
- Participate in various career technical student organizations' (CTSO) programs and/or competitive events (e.g., SkillsUSA Leadership competitive events).
- Implement an annual program of work.
- Prepare a meeting agenda for specific CTSO monthly meeting.
- Attend a professional organization meeting, such as Tennessee Cosmetology Association.
- Use a formal planning or decision-making process to select, implement, and evaluate an activity within the school, community, and/or workplace.
- Participate in Spirit Award competitions with affiliated CTSO organizations (e.g. SkillsUSA American Spirit Award or Sharon Melton Myers Spirit competition).
- Complete Professional Development Program Levels in affiliated CTSO organizations, like PDP Levels I and Level II in SkillsUSA.
- Develop a plan of action for a state and/or national affiliated CTSO officer or voting delegate candidate.
- Demonstrate appropriate attire as related to industry.
- Practice stress reduction technique.
- Role-play and analyze methods of conflict resolution.
- Research cultural diversity in the cosmetology industry.
- Participates in a job shadowing activity which is related to course of study.

INTEGRATION LINKAGES

SkillsUSA, *Professional Development Program*, SkillsUSA, Communications and Writing Skills, Teambuilding Skills, Research, Language Arts, Sociology, Psychology, Math, Social Studies, Problem Solving, Interpersonal Skills, Employability Skills, Critical-Thinking Skills, Secretary's Commission on Achieving Necessary Skills (SCANS), Chamber of Commerce, Colleges, Universities, Technology Centers, and Employment Agencies, National Cosmetology Association, Tennessee Hairdressers Association, Tennessee Cosmetology Association, Tennessee State Board of Cosmetology

CHEMISTRY OF COSMETOLOGY

STANDARD 3.0

Students will integrate reading, writing, math, and science skills and understand the impact of academic achievement in the workplace.

LEARNING EXPECTATIONS

The student will:

- 3.1 Assume responsibility for accomplishing classroom assignments and workplace goals within accepted time frames which relate to industry.
- 3.2 Develop advanced study skills.
- 3.3 Demonstrate and use written and verbal communication skills.
- 3.4 Read and comprehend technical documents such as regulations, manuals, reports, forms, graphs, charts, and tables.
- 3.5 Apply the foundations of mathematical principles such as algebra, geometry, and advanced math to solve problems.
- 3.6 Apply basic scientific principles and methods to solve problems and complete tasks.
- 3.7 Understand computer operations and related applications to input, store, retrieve, and output information as it relates to the course.
- 3.8 Research, recognize, and understand the interactions of the environment and *green* issues as they relate to the course work and to a global economy.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 3.1A Uses appropriate time management to achieve goals.
- 3.1B Arrives at school on time each day.
- 3.1C Completes assignments and meets deadlines.
- 3.2A Assesses current personal study skills.
- 3.2B Demonstrates advanced recordkeeping and maintaining client consultation information.
- 3.2C Formulates appropriate study strategies for given tasks.
- 3.3A Communicates ideas, information, and messages in a logical manner.
- 3.3B Fills out forms, reports, logs, and documents to comply with class and project requirements.
- 3.4A Reads and understands technical documents and uses industry jargon, acronyms, and terminology appropriately.
- 3.4B Recognizes the meaning of specialized words or phrases unique to the career and industry.
- 3.5A Utilizes computation in adding, subtracting, multiplying, and dividing of whole numbers, fractions, decimals, and percents.
- 3.5B Chooses the right mathematical method or formula to solve a problem.
- 3.5C Performs math operations accurately to complete classroom and lab tasks.
- 3.6A Understands scientific principles critical to the course.
- 3.6B Applies scientific principles and technology to solve problems and complete tasks.
- 3.6C Demonstrates knowledge of the scientific method (e.g., identifies the problem, collects information, forms opinions, and draws conclusions).
- 3.7A Uses basic computer hardware (e.g., PCs, printers) and software to perform tasks

as required for the course work.

- 3.7B** Understands capabilities of computers and common computer terminology (e.g., program, operating system) as technology relates to appropriate field.
- 3.7C** Applies the appropriate technical solution to complete tasks.
- 3.7D** Inputs data and information accurately for the course requirements.
- 3.8A** Researches and recognizes *green* trends in career area and industry.
- 3.8B** Examines current environmentally friendly trends.
- 3.8C** Applies sustainability practices by understanding processes that are non-polluting, conserving of energy and natural resources, and economically efficient.

SAMPLE PERFORMANCE TASKS

- Examine and compile different learning styles for portfolios.
- Create calendars containing all activities and obligations for one month. Discuss how to handle conflicting or competing obligations then complete daily and weekly plans showing tasks, priorities, and scheduling.
- Complete self-assessments of study habits.
- Compute precise and exact measurements.
- Explore study strategies for different subjects and tasks, then, analyze two homework assignments and select the best strategies for completing them.
- Create “life maps” showing necessary steps or “landmarks” along the path to personal, financial, educational, and career goals.
- Take notes during counselor classroom visits and work in small groups to create flow charts of the path options.
- List attitudes that lead to success, then, rate individually in these areas. Work together to suggest strategies for overcoming the weaknesses identified in own and partners’ self-assessments then share with the class the strategies developed.
- Research the Internet and other technology to collect and analyze data concerning climate change.
- Keep a data file of alternative energy sources and the sources’ impact on the environment.
- Develop a recycling project at home or for the school environment.

INTEGRATION LINKAGES

SkillsUSA, Professional Development Program; SkillsUSA; Communications and Writing Skills; Teambuilding Skills; Research; Language Arts; Sociology; Psychology; Math; English IV; Social Studies; Problem Solving; Interpersonal Skills; Employability Skills; Critical-Thinking Skills; Secretary’s Commission on Achieving Necessary Skills (SCANS); Chamber of Commerce; Colleges; Universities; Technology Centers; Secretary’s Commission on Achieving Necessary Skills (SCANS)

CHEMISTRY OF COSMETOLOGY

STANDARD 4.0

Students will analyze procedures for cleansing and reconditioning the hair and the scalp.

LEARNING EXPECTATIONS

The student will:

- 4.1** Evaluate the chemistry of water and its relationship to cleansing agents and conditioners.
- 4.2** Differentiate between the chemical makeup of soaps, detergents, and surfactants. **
- 4.3** Research and compare basic types of surfactants. ***

PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET

The student:

- 4.1A** Selects shampoos and conditioners based on water chemistry in the area.
- 4.1B** Analyzes the effects of hard and soft water in relation to shampoos and conditioners.
- 4.1C** Evaluates the shampoo molecule and its purpose.
- 4.2** Compares the pH (potential hydrogen) of soaps, detergents, and surfactants.
- 4.3** Provide researched based examples of surfactants in comparative form.

SAMPLE PERFORMANCE TASKS

- Assess the pH (potential hydrogen) of various over-the-counter hair-care products.
- Compare them with products available from professional suppliers.
- Experiment with making shampoos and conditioners.
- Choose the correct styling products for a client.
- Develop an integrated project with the chemistry class to research and write a report on the chemistry of a product. Research should include reasons the product is successful based on its chemical formulation.
- Create an electronic presentation using data collected in the research and present the findings to school, community, and professional groups.
- Enter a Job Skill Demonstration competition with affiliated CTSO (e.g., Tennessee SkillsUSA Job Skill Demonstration A).
- Complete a mock demonstration of the shampoo procedure portion of the Tennessee State Board of Cosmetology Shampoo examination per the guidelines of the Candidate Information Bulletin (CIB).

INTEGRATION LINKAGES

Chemistry, Science, Communication Skills, Teamwork Skills, Language Arts, Research and Writing Skills, Computer Technology Skills, Internet Navigation Skills, Secretary's Commission on Achieving Necessary Skills (SCANS), Occupational Safety and Health Administration (OSHA), Environmental Protection Agency (EPA), Tennessee Occupational Safety and Health Administration (TOSHA), SkillsUSA, National Cosmetology Association, Tennessee Hairdressers Association, Cosmetic Chemist Association, Tennessee State Board of Cosmetology

CHEMISTRY OF COSMETOLOGY

STANDARD 5.0

Students will create harmony using design principles and elements.

LEARNING EXPECTATIONS

The student will:

- 5.1** Evaluate chemicals used for chemically retexturing the hair.
- 5.2** Evaluate chemicals used in the development of styling products. **
- 5.3** Evaluate chemicals ingredients found in various hair styling products.***

PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET

The student:

- 5.1A** Distinguishes between chemical elements used in physical and chemical styling.
- 5.1B** Diagrams the chemical bonds in the hair and demonstrates changes with the use of various chemicals.
- 5.2** Analyzes the ability to mold, shape, and restructure hair based on chemicals used.
- 5.3** Evaluates the effect of styling and finishing products on the hair shaft based on chemical makeup of products used.

SAMPLE PERFORMANCE TASK

- Conduct experiments that will show different chemical and physical effects of shampoos, conditioners, and styling products on various hair types.
- Develop presentations that show chemical changes in the hair when different products are used.
- Discuss why some styling is more durable than others.
- Participate in the science fair as an example of projection-based learning activities
- Participate in a CTSO affiliated competition (e.g., Tennessee SkillsUSA and/or districts chosen local chapters events and competitions).
- Complete a mock demonstration of the hairstyling application portions of the Tennessee State Board of Cosmetology examination (e.g., pin curls and finger waves) per the guidelines of the candidate information bulletin (CIB).

INTEGRATION LINKAGES

Math, Chemistry, Wellness, Geometry, Communication Skills, Teamwork Skills, Language Arts, Writing Skills, Secretary's Commission on Achieving Necessary Skills (SCANS), Occupational Safety and Health Administration (OSHA), Environmental Protection Agency (EPA), Tennessee Occupational Safety and Health Administration (TOSHA), SkillsUSA, *Professional Development Program*, SkillsUSA, Psychology, Sociology, Science, Computer Technology, Computer Skills, Research Skills, National Cosmetology Association, Tennessee Hairdressers Association, Cosmetic Chemists Association, Tennessee State Board of Cosmetology

CHEMISTRY OF COSMETOLOGY

STANDARD 6.0

Students will evaluate hands and feet for cosmetic procedures.

LEARNING EXPECTATIONS

The student will:

- 6.1** Evaluate the structure and chemical makeup of the nail.
- 6.2** Examine the difference between physical and chemical change.
- 6.3** Evaluate the purpose of a catalyst and its effects on the nail. **
- 6.4** Compare solvents and solutes. ***
- 6.5** Evaluate the use of adhesives and primers. **

PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET

The student:

- 6.1** Analyzes the structure of the nail.
- 6.2** Demonstrates the ability to create a physical and a chemical change.
- 6.3** Analyzes the nail before and after the use of catalysts.
- 6.4** Evaluates the purpose and use of solvents and solutes.
- 6.5** Demonstrates the use of adhesives and primers.

SAMPLE PERFORMANCE TASK

- Construct a healthy nail using clay.
- Compose a display showing chemical and physical changes in products.
- Demonstrate nail applications, one with the use of a primer and one without the use of a primer. Record the findings.
- Incorporate a project-based learning lesson: assimilate the process of application to the maintenance of application, through fill-ins of applications, up to removal application.
- Participate in the Nail Care competition in Tennessee SkillsUSA competition.
- Complete a mock demonstration of the artificial nail application portion of the Tennessee State Board of Cosmetology Nail Technician examination per the guidelines of the Candidate Information Bulletin (CIB).
- Develop a community project to inform elementary students on the importance of proper care of the hands and feet.

INTEGRATION LINKAGES

Art, Math, Chemistry, Communication Skills, Teamwork Skills, Language Arts, Research and Writing Skills, Computer Skills, Internet Navigation Skills, Secretary's Commission on Achieving Necessary Skills (SCANS), Occupational Safety and Health Administration (OSHA), Environmental Protection Agency (EPA), Tennessee Occupational Safety and Health Administration (TOSHA), Psychology, Sociology, Science, Computer Technology, SkillsUSA, National Cosmetology Association, Tennessee Hairdressers Association, Cosmetic Chemists Association, Tennessee State Board of Cosmetology

CHEMISTRY OF COSMETOLOGY

STANDARD 7.0

Students will formulate cosmetic procedures and applications to enhance a client's appearance.

LEARNING EXPECTATIONS

The student will:

- 7.1** Evaluate product ingredients based on chemical makeup for use on different types of skin.
- 7.2** Evaluate products to determine SPF (Sun Protection Factor). **
- 7.3** Evaluate products to determine skin absorption factors to different products. ***
- 7.4** Examine the physical and chemical classifications of cosmetics. ***

PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET

The student:

- 7.1** Selects facial products based on skin analysis and skin type.
- 7.2** Determines and selects appropriate SPF (Sun Protection Factor) products based on skin analysis and skin type.
- 7.3A** Determines the skin absorption factor to various types of cleansers.
- 7.3B** Determines the various moisturizing skin absorption factors.
- 7.4** Evaluates the results of physical and chemical effects on the skin from exposure to cosmetic products.

SAMPLE PERFORMANCE TASKS

- Pour small amount of oil into a transparent container followed by a small amount of water; shake the container. Write down observation. Add a small amount of liquid soap and shake. Write down observation. Discuss the fact that when the soap was added a milky white emulsion was created.
- Research the and impact (cause and effect) of products and ingredients on the skin. Develop the findings into a physical presentation (i.e., PowerPoint, show and tell, poster board) and present to the health and chemistry classes.
- Research the development and the manufacturing process of cosmetics. Develop an integration project with economics and manufacturing.
- Visit a cosmetic test salon or a manufacturing plant to examine employment opportunities, study cosmetic manufacturing, and evaluate how ingredients are selected for particular products.
- Complete a mock demonstration of the facial and makeup application portions of the Tennessee State Board of Cosmetology examination per the guidelines of the Candidate Information Bulletin (CIB).

INTEGRATION LINKAGES

Math, Chemistry, Manufacturing, Economics, Technical Writing Skills, Communication Skills, Teamwork Skills, Language Arts, Research and Writing Skills, Computer Technology Skills, Internet Navigation Skills, Secretary's Commission on Achieving Necessary Skills (SCANS), Occupational Safety and Health Administration (OSHA), Environmental Protection Agency (EPA), Tennessee Occupational Safety and Health Administration (TOSHA), Chemistry, Psychology, Sociology, Science, SkillsUSA, National Cosmetology Association, Tennessee Hairdressers Association, Cosmetic Chemists Association, Tennessee State Board of Cosmetology

CHEMISTRY OF COSMETOLOGY

STANDARD 8.0

Students will evaluate basic actions of chemicals as they relate to the cosmetology industry.

LEARNING EXPECTATIONS

The student will:

- 8.1** Differentiate between sulfur, hydrogen, and disulfide bonds.
- 8.2** Identify and evaluate the pH and chemical classifications of hair coloring and hair lighteners.**
- 8.3** Evaluate color effects on melanin.
- 8.4** Evaluate the chemical classifications of permanent waves and relaxers.***

PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET

The student:

- 8.1.A** Identifies and examines the effects of water on shape memory and chemical bonds in the hair.
- 8.1.B** Examines the effects of chemicals on shape memory.
- 8.1.C** Assesses and develops methods to prevent possible hair breakage during chemical applications to the hair.
- 8.1.D** Applies, evaluates, and assesses the applications of permanent wave solutions, chemical relaxers, hair coloring, and hair lighteners to the hair.
- 8.2** Designs a color chart to demonstrate hair coloring effects to the hair.

SAMPLE PERFORMANCE TASK

- Evaluate results of chemical services and documents on client data form.
- Experiment with various color products and different hair textures and colors. Document the results.
- Experiment with chemicals to determine the effect on melanin. Document hair color, texture, and porosity changes.
- Determine the cause and effect for failure in permanent hair restructuring.
- Complete a mock demonstration of the chemical application portions of the Tennessee State Board of Cosmetology examination per the guidelines of the Candidate Information Bulletin (CIB).
- Compose a chart to show color effects with melanin.

INTEGRATION LINKAGES

Math, Communication Skills, Teamwork Skills, Language Arts, Research and Writing Skills, Secretary's Commission on Achieving Necessary Skills (SCANS), Occupational Safety and Health Administration (OSHA), Environmental Protection Agency (EPA), Tennessee Occupational Safety and Health Administration (TOSHA), Psychology, Sociology, Science, Chemistry, Computer Technology, Research and Experimentation Techniques, SkillsUSA, National Cosmetology Association, Tennessee Hairdressers Association, Tennessee State Board of Cosmetology

CHEMISTRY OF COSMETOLOGY

STANDARD 9.0

Students will research and compose information concerning the entrepreneurial possibilities in the cosmetology industry.

LEARNING EXPECTATIONS

The student will:

- 9.1** Examine information through various media publications and/or interviews with professionals within the industry concerning the cosmetology industry.
- 9.2** Study various business plans within the area of the cosmetology industry.***
- 9.3** Study the retail business associated with the cosmetology industry.**

PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET

The student:

- 9.1** Prepares a presentation derived from various research-based information on the future trends in the cosmetology industry.
- 9.2** Creates a business plan using different facets of the cosmetology industry as part of the basis of the business plan.
- 9.3** Researches retail items and does a comparative approach project to identify different facets within the cosmetology industry's retail environment.

SAMPLE PERFORMANCE TASK

- Attend an educational event presenting information on salon management, free lance work, and contract work.
- Conduct interviews with business owners and managers.
- Research the business side of the cosmetology industry
- Invite a panel of business owners, managers, and graduates to present on what is needed to develop a successful business.
- Use computer programs to design a business plan.
- Develop projected income and estimate profit margins.
- Design a display for effective retailing of various items sold in the cosmetology industry.
- Dramatize effective retailing in the cosmetology industry.
- Calculate profit or loss statements.
- Develop a rubric of the components and characteristics of a model salon.
- Develop reports on educational events found in publications and on the Internet.
- Prepare a presentation on trends in the cosmetology industry.
- Prepare a projection chart to indicate future trends and the use of technology in the cosmetology industry.
- Prepare a mock Tax Return as a salon owner, employee, and/or business partner.

INTEGRATION LINKAGES

Art, Marketing, Math, Accounting, Video Production, Tax Laws, Internal Revenue Service, Communication Skills, Teamwork Skills, Language Arts, Research and Writing Skills, Secretary's Commission on Achieving Necessary Skills (SCANS), Occupational Safety and Health Administration (OSHA), Environmental Protection Agency (EPA), Tennessee Occupational Safety and Health Administration (TOSHA), Psychology, Computer Technology Skills, Internet Navigation Skills, SkillsUSA *Professional Development Program*-Level II, SkillsUSA, National Cosmetology Association, Tennessee Hairdressers Association, Tennessee State Board of Cosmetology, Cosmetic and Reconstructive Surgery, Light Therapy, Massage Therapy, US Government Tax Laws.

CHEMISTRY OF COSMETOLOGY

STANDARD 10.0

Students will evaluate texturizing techniques in hair shaping.

LEARNING EXPECTATIONS

The student will:

- 10.1** Differentiate thinning and texturizing.
- 10.2** Identify the differences between effiliating, texturizing, notching, and slithering. ***
- 10.3** Distinguish the difference between blended haircuts and detached haircuts. **
- 10.4** Identify the use of clippers.

PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET

The student:

- 10.1A** Perform a correct thinning procedure.
- 10.1B** Perform a correct texturizing procedure.
- 10.2A** Perform a correct effiliating procedure.
- 10.2B** Perform a correct notching procedure.
- 10.2D** Perform a correct slithering procedure.
- 10.3** Perform a basic blended cut and perform texturizing technique to create a different look.
- 10.4A** Compare the usage of a taper clipper to a finishing clipper.
- 10.4B** Perform a fade with clippers.

SAMPLE PERFORMANCE TASKS

- Use various media visual component to identify different thinning and texturizing techniques.
- Observe the effect of various elevations and implements used in thinning and texturizing techniques.
- Use customer relations skills to conduct a haircut consultation.
- Participate in CTSO competitions and events (e.g. Cosmetology SkillsUSA Competition).
- Complete a mock demonstration of the haircut application portion of the Tennessee State Board of Cosmetology examination per the guidelines of the Candidate Information Bulletin (CIB).
- Research new trends in haircutting and develop a presentation to share with other students, the community, and professional groups.

INTEGRATION LINKAGES

Math, Geometry, Science, Hair Structure, Critical-Thinking Skills, Problem-Solving Skills, Communication Skills, Teamwork Skills, Client Relations, Language Arts, Research and Writing Skills, Secretary's Commission on Achieving Necessary Skills (SCANS), Occupational Safety and Health Administration (OSHA), Environmental Protection Agency (EPA), Tennessee Occupational Safety and Health Administration (TOSHA), SkillsUSA, *Professional Development Program*, SkillsUSA, National Cosmetology Association, Tennessee Hairdressers Association, Tennessee State Board of Cosmetology