

## DESIGN PRINCIPLES OF COSMETOLOGY

### COURSE DESCRIPTION

*Design Principles of Cosmetology* is the second level of cosmetology and prepares students for work-related skills and advancement into the Chemistry of Cosmetology course. Content provides students the opportunity to acquire knowledge and skills in both theory and practical application. Advanced knowledge and skills in hair design, nail artistry, and cosmetic applications will be enhanced in a laboratory setting, which duplicates cosmetology industry standards. Upon completion and acquisition of 300 hours, students are eligible to take the Tennessee Board of Cosmetology Shampoo examination for a Tennessee 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

**Recommended Credits:** 2-3

**Recommended Grade Levels:** 11<sup>th</sup> and 12<sup>th</sup>

**Note (1):** NEEDS TO CALCULATED

Learning expectations to be completed for two credits are identified with two asterisks (\*\*); those to be completed for three credits are identified with three asterisks (\*\*\*)

**Number of Competencies in Course:**

1 Credit - 37 competencies

2 Credits – 44 competencies

3 Credits – 50 competencies

## **DESIGN PRINCIPLES OF COSMETOLOGY**

### **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 work place.
- 4.0** Students will analyze procedures for cleansing and reconditioning the hair and the scalp.
- 5.0** Students will evaluate advanced haircutting techniques.
- 6.0** Students will create harmony using design principles and elements.
- 7.0** Students will evaluate hands and feet for cosmetic procedures.
- 8.0** Students will formulate cosmetic procedures and applications to enhance a client's appearance.
- 9.0** Students will evaluate basic actions of chemicals as they relate to the cosmetology industry.
- 10.0** Students will consult with clients and analyze reasons for non-surgical hair additions and extensions.

## **DESIGN PRINCIPLES 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 rules and regulations to comply with personal and lab safety standards to include 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 procedures for classroom and lab safety, fire safety, and electrical safety, first aid practice. and universal precaution procedures (ex., blood spill).
- 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 maintain 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.
- 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.
- 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.
- 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 & storing specific implements, tools, and equipment.

### **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)*

## **DESIGN PRINCIPLES 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** Cultivate positive leadership skills professional image of 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** Exemplify 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 the Professional Development Program or career technical student organization materials directly related to the student’s program of study to resolve it.
- 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' programs and/or competitive events.
- Implement an annual program of work
- Prepare a meeting agenda for specific career technical student organization 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 the American Spirit Award competition with SkillsUSA.
- Complete Professional Development Program Level I and Level II, SkillsUSA.
- Demonstrate appropriate attire as related to industry.
- Practice stress reduction techniques
- Role-play and analyze methods of conflict resolution
- Research cultural diversity in the cosmetology industry.

## **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

## **DESIGN PRINCIPLES OF COSMETOLOGY**

### **STANDARD 3.0**

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

### **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 understand 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 record keeping 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 individual attitudes in these areas. Work together to suggest strategies for overcoming the weaknesses identified on 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)

## **DESIGN PRINCIPLES 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** Analyze scalp and hair and prescribe cleansing and reconditioning treatments.
- 4.2** Demonstrate brushing techniques for various services. \*\*
- 4.3** Prescribe scalp and neck manipulations to be administered. \*\*\*

### **PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET**

The student:

- 4.1A** Conducts a hair and scalp analysis.
- 4.1B** Organizes procedures and selects products to use for cleansing and reconditioning hair and scalp.
- 4.2** Selects and practices correct brushing technique for different diagnosis.
- 4.3** Incorporates professional terminology into conversations during training activities.

### **SAMPLE PERFORMANCE TASKS**

- Maintain client data information electronically.
- Assess the pH (potential hydrogen) of various products prescribed for specific services.
- Using teams, practice manipulative skills involved in scalp and neck therapeutic massage. Evaluate each team member and collectively as a massage team.
- Working in teams, use the Internet to research Web sites for information on massage and effects of massage. Present the information to school, community, and professional groups using electronic media methods.
- Participate in Job Skill Demonstration A competition in Tennessee SkillsUSA.
- Complete the shampoo portion of the Tennessee State Board of Cosmetology examination.
- Complete the hair brushing portion of the Tennessee State Board of Cosmetology examination.

### **INTEGRATION LINKAGES**

Chemistry, Science, Health, Wellness, Manipulative Skills, Communication Skills, Teamwork Skills, Language Arts, Research and Writing Skills, Internet Navigation, Decision-Making Skills, Critical-Thinking 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 Hairdresser Association, Cosmetic Chemist Association

## **DESIGN PRINCIPLES OF COSMETOLOGY**

### **STANDARD 5.0**

Students will evaluate advanced hair shaping techniques.

### **LEARNING EXPECTATIONS**

The student will:

- 5.1** Demonstrate safety procedures using hair shaping scissors, razors, clippers, and texture shears.
- 5.2** Establish guideline procedures for various hair shapings. \*\*
- 5.3** Establish elevations used in various haircuts. \*\*\*
- 5.4** Demonstrates various bi-level and other blending techniques with various tools.\*\*\*

### **PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET**

The student:

- 5.1** Demonstrates the correct handling of haircutting tools.
- 5.2A** Completes haircuts using stationary guideline.
- 5.2B** Completes haircuts using traveling guideline.
- 5.2C** Completes haircuts using a combination of stationary and traveling guidelines.
- 5.3** Creates geometric lines and angles in haircutting.
- 5.4** Demonstrates razor cutting, slide cutting, and shears-over-comb, and various weight line hair-cut designs.

### **SAMPLE PERFORMANCE TASKS**

- Duplicate sectioning patterns on manikins and models.
- Use wire to illustrate elevations on a manikin.
- Research geometric lines and angles in haircutting.
- Visit supply houses and Web sites to view new haircutting tools and implements.
- Observe the effect of various elevations and implements used in haircutting and report on the results.
- Use customer relations skills to conduct a haircut consultation.
- Participate in Tennessee SkillsUSA competitions and events.
- Complete the haircut portion of the Tennessee State Board of Cosmetology examination.
- Research new trends in haircutting and develop a presentation to share with other students and 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

## **DESIGN PRINCIPLES OF COSMETOLOGY**

### **STANDARD 6.0**

Students will create harmony using design principles and elements.

### **LEARNING EXPECTATION**

The student will:

- 6.1** Diagram hair designs as creations.
- 6.2** Research styling and finishing techniques and products. \*\*\*
- 6.3** Compose designs using various techniques and products. \*\*

### **PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET**

The student:

- 6.1A** Demonstrates form, shape, and space in relation to hair design.
- 6.1B** Distinguishes facial shapes and uses elements of design to create hairstyles, which will enhance the appearance of the client.
- 6.1C** Demonstrate design disciplines required for corrective styling in relation to facial structure.
- 6.2A** Creates an electronic portfolio of various hair designs.
- 6.2B** Appraises various styling and finishing products necessary to support a hair design.
- 6.3A** Composes various hair designs with the aid of products suitable for a client.
- 6.3B** Combines styling techniques to create new designs.

### **SAMPLE PERFORMANCE TASK**

- Search the Internet and compile different elements of facial profiles, hairstyles, and braids.
- Develop an electronic portfolio showing design principles in cosmetology. The portfolio should show effects of various designs on individuals with different facial features and body structure. Through analysis indicate the designs that enhance each facial feature and body structure type.
- Construct visible and invisible braids.
- Demonstrate pin curl techniques, roller placements, and molding techniques, blow-dry placement, flat iron, and electric roller placement.
- Conduct a field trip to area salons and conduct interviews with designers.
- Write a report on students' salon experience and compare to information found at various Web sites.
- Conduct a competition on creative styling.
- Evaluate celebrity face-shapes and their styles of choice.
- Participate in Tennessee SkillsUSA events and competitions.
- Participate in a mock exam portion pertaining to the hairstyling portion of the Tennessee State Board of Cosmetology examination finger waves and roller placement.

## **INTEGRATION LINKAGES**

Art, Math, Geometry, Science, Chemistry, Hair Structure and Chemistry, Communication Skills, Teamwork Skills, Language Arts, Research and Writing Skills, Creative-Thinking Skills, Computer 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, Tennessee Hairdressers Association, American Cosmetology Association, Cosmetic Chemist Association, Tennessee State Board of Cosmetology

## **DESIGN PRINCIPLES OF COSMETOLOGY**

### **STANDARD 7.0**

Students will evaluate hands and feet for cosmetic procedures.

### **LEARNING EXPECTATIONS**

The student will:

- 7.1** Assess sanitary and safety precautions necessary for the application of artificial nails.
- 7.2** Organize, use, and care for implements, tools, equipment, cosmetics, and materials used in artificial nail application and nail artistry.
- 7.3** Evaluate different types of nail tips, wraps, and acrylic applications.
- 7.4** Evaluate the correct removal application for each nail service technique.

### **PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET**

The student:

- 7.1** Employs proper sanitary and safety precautions through proper decontamination and infection control procedures.
- 7.2A** Demonstrates proper use of implements, tools, and equipment for artificial nail application and nail artistry.
- 7.2B** Demonstrates proper use of cosmetics and materials used in artificial nail application and nail artistry.\*\*
- 7.3A** Properly applies and blends artificial nail tips to various shapes of nails.\*\*
- 7.3B** Demonstrates proper use of cosmetics and material used in artificial nail application and nail artistry.
- 7.3C** Properly applies various brands of liquid monomer and powder polymer products on natural and artificial nails.
- 7.3D** Properly applies various types of silk, linen, or fiberglass overlays.
- 7.3D** Properly applies UV gel products to natural and artificial nails. \*\*\*
- 7.4A** Properly removes nail tips.\*\*
- 7.4B** Properly removes nail wraps.
- 7.4C** Properly removes acrylic applications.
- 7.4D** Properly removes UV Gel products.\*\*\*

### **SAMPLE PERFORMANCE TASK**

- Set up the work area for various artificial nail applications.
- Use Internet navigation to locate new products and application techniques in artificial nail application.
- Build acrylic nails on practice sheets, setting standards for finished products and timed application.
- Create a nail display demonstrating nail artistry.
- Complete nail extensions using 30 minutes as a target time frame.
- Observe manufacturer representatives invited to demonstrate products and procedures.

- Participate in nail artistry competitions.
- Participate in the Nail Care competition in Tennessee SkillsUSA.

### **INTEGRATION LINKAGES**

Math, Geometry, Art, Communication Skills, Teamwork Skills, Language Arts, Research and Writing Skills, Manipulative 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 Skills, Internet Navigation, SkillsUSA, American Cosmetology Association, Tennessee Hairdressers Association, Cosmetic Chemist Association, Tennessee State Board of Cosmetology

## **DESIGN PRINCIPLES OF COSMETOLOGY**

### **STANDARD 8.0**

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

### **LEARNING EXPECTATIONS**

The student will:

- 8.1** Research the histology of the skin.
- 8.2** Complete and record an analysis of the skin.
- 8.3** Evaluate methods of hair removal.
- 8.4** Appraise the skin and bone structure for cosmetic application.

### **PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET**

The student:

- 8.1A** Engages in Internet navigation to research the skin.
- 8.1B** Sketches and/or constructs the structure and composition of the skin.\*\*
- 8.1C** Relates skin structure to aesthetic approaches used in the cosmetology industry.
- 8.2A** Relates sanitary, and safety procedures necessary for protection of the aesthetician, the client, and the environment.
- 8.2B** Evaluates various types and characteristics of the skin.
- 8.2C** Evaluates environmental effects on various types of skin. \*\*
- 8.3A** Compares the various types of hair removal and effects of each on the skin. \*\*\*
- 8.3B** Demonstrates the proper use of physical means of hair removal.
- 8.3C** Demonstrates the proper use of chemical means of hair removal.\*\*
- 8.3D** Researches the use of electronic devices as means of hair removal.\*\*\*
- 8.4.A** Compares skin structure to aesthetic approaches used in the cosmetology industry.
- 8.4.B** Formulates cleansing and moisturizing procedure and selects products for various skin types.
- 8.4.C** Evaluate skin tone and determine color enhancement application.
- 8.4.D** Demonstrates proper makeup application procedure for various facial types and consider corrective measures.

### **SAMPLE PERFORMANCE TASKS**

- Locate and bookmark Web site locations concerning the skin.
- Set up science projects to prove growth of bacteria in contaminated cosmetic products.
- Develop charts to show skin types and characteristics; indicate appropriate corrective treatments and types of products.
- Compare the condition of skin that has received sun exposure with skin that has remained protected from the sun.
- Sketches and/or constructs the structure and compositions of the skin.
- Invite a dermatologist to speak and show slides of various skin disorders and diseases caused by environmental conditions.

- Research the Internet for information concerning environmental effects on the skin and produce an electronic media presentation to share with school, community, and professional groups.
- Develop and maintain client data files.
- Perform a mock glamour session, making before and after photographs.
- Invite a makeup artist to discuss correct techniques for theater, magazines, and television makeup applications.
- Develop an integrated project with science and health to show environmental effects on skin and how the results affect quality of life. Share the project with school, community, and professional groups.

### **INTEGRATION LINKAGES**

Art and Design, Math, Geometry, Communication Skills, Teamwork Skills, Language Arts, Writing Skills, Research 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, Computer Technology, Internet Navigation, Tennessee Hairdressers Association, SkillsUSA, National Cosmetology Association, Cosmetic Chemist Association, Dermatology, American Cancer Society, American Association of Aesthetics, Tennessee Health Department, Tennessee State Board of Cosmetology

## **DESIGN PRINCIPLES OF COSMETOLOGY**

### **STANDARD 9.0**

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

### **LEARNING EXPECTATIONS**

The student will:

- 9.1** Consult with clients to determine their needs and preferences in chemically texturing the hair.
- 9.2** Examine the structural changes of the hair after the application of chemical services. \*\*\*
- 9.3** Evaluate color principles.
- 9.4** Analyze the pH (potential hydrogen) of products. \*\*\*

### **PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET**

The student:

- 9.1A** Demonstrates retexturing by performing rolling techniques for clients desired results.
- 9.1B** Demonstrates retexturing by applying permanent wave solution.
- 9.1C** Demonstrates retexturing by applying chemical relaxers.
- 9.1D** Demonstrates retexturing by applying various methods of hair coloring.\*\*
- 9.2A** Analyzes hair to determine texture, porosity, and elasticity.
- 9.2B** Selects chemicals for the procedure based on hair analysis. \*\*\*
- 9.2C** Compares hair structure prior to chemical application and after chemical application.\*\*\*
- 9.2D** Prescribes after-care products.
- 9.3A** Researches how color affects individuals.
- 9.3B** Analyzes the color wheel.
- 9.3C** Evaluates various color products to determine the base color of the product line.\*\*\*
- 9.3D** Mixes, applies, and records results of color.
- 9.4A** Evaluates products to determine pH (potential hydrogen) effects on hair.
- 9.4B** Selects sanitary and safety measures to use during chemical applications.

### **SAMPLE PERFORMANCE TASK**

- Perform mock applications of permanent wave solution, chemical relaxer, and hair color on mannequins and clients, employing all sanitation and safety measures.
- Record electronically the structural change of the hair on client's data form.
- Interpret results and record chemical services on client record card.
- Construct a color wheel.
- Compare color levels by composing a level system display.
- Rate the strength of chemicals according to the pH (potential hydrogen) scale.
- Evaluate the effects of chemicals according to the pH (potential hydrogen) level.
- Organize an integrated community service project to assist elementary and middle school students to understand color. The students may use play dough to demonstrate

theory of primary and secondary colors. Materials of various shades of color may be used to show the various effects of the same color mixture on different colors.

- The students may read a book about color to elementary and middle school students.

### **INTEGRATION LINKAGES**

Art, Color Theory, Math, Geometry, Communication Skills, Teamwork Skills, Language Arts, Research and Writing Skills, Technical Writing, 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, Internet Navigation, SkillsUSA, Tennessee Hairdressers Association, National Cosmetology Association, Cosmetic Chemist Association, Tennessee State Board of Cosmetology

## **DESIGN PRINCIPLES OF COSMETOLOGY**

### **STANDARD 10.0**

Students will consult with clients and analyze reasons for non-surgical hair additions and extensions.

### **LEARNING EXPECTATIONS**

The student will:

- 10.1** Relate sanitation and safety precautions to incorporating wigs and hair additions into designs.
- 10.2** Compare structure and quality of various types of wigs and hair additions. \*\*
- 10.3** Calculate measurements for customizing and fitting a wig. \*\*\*
- 10.4** Evaluate tools, implements, and materials used in designing hair extensions.
- 10.5** Appraise methods of attachment in the designing of wigs, hair additions, and hair extensions.\*\*
- 10.6** Evaluate products used in caring for wigs and hair extensions.\*\*

### **PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET**

The student:

- 10.1** Demonstrates sanitation and safety precautions to protect the client, the designer, and the environment.
- 10.2A** Illustrates the match test to determine quality and differences between synthetic, synthetic blends, and human hair.
- 10.2B** Selects the type of hair additions used to add fullness and length.
- 10.3A** Calculates and records measurements for fitting a wig.
- 10.3B** Create a customized wig/hair extension or places an order for a wig through a reputable wig vendor/manufacturer.
- 10.3C** Fits and adjusts the wig to client's bone structure.
- 10.3D** Arranges and blends client's hair into the style of the wig.
- 10.3E** Appraises designs using hair extensions based on client's bone structure and facial shape.
- 10.4A** Assess and demonstrates the various tools, implements, and materials used in customizing wigs.
- 10.4B** Compare the effectiveness of the different tools and implements used.
- 10.5A** Demonstrate the various methods used for wig designing procedures.
- 10.5B** Demonstrate the various methods used for hair additions and hair extensions.
- 10.6A** Compares the pH (potential hydrogen) of various products used in caring for wigs and hair extensions.
- 10.6B** Document the effects of various products on different qualities of wigs and hair extensions.
- 10.6C** Cleans wigs and extensions and records results and effects.

### **SAMPLE PERFORMANCE TASK**

- Creates an electronic/manual portfolio of hair extension designs.
- Design various styles using hair extensions.
- Design hair additions and extensions performing attachments using the various methods demonstrated.
- Participate in the Look Good, Feel Good Program through the National Cosmetology Association.
- Research the Internet for companies that offer wig sales and evaluate materials used in construction, quality, client comfort, guarantees, and costs.
- Participate in a clinic on artificial hair services.
- Participate in a design competition.

### **INTEGRATION LINKAGES**

Art, Math, Geometry, 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, Wellness, Computer Technology, Internet Navigation, Tennessee Hairdresser Association, National Cosmetology Association, Cosmetic Chemist Association, American Cancer Society, SkillsUSA, Tennessee State Board of Cosmetology