

PRINCIPLES OF COSMETOLOGY

COURSE DESCRIPTION

Principles of Cosmetology is the first level of cosmetology, and it prepares students with work-related skills for advancement into the Design Principles of Cosmetology course. Content provides students the opportunity to acquire basic fundamental skills in both theory and practical applications of leadership and interpersonal skill development. Content stresses safety, environmental issues, and protection of the public and designers as integrated with principles of hair design, nail structure, and cosmetic procedures. Laboratory facilities and experiences simulate those found in the cosmetology industry.

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

Recommended Credits: 1-2

Recommended Grade Levels: 10th and 11th

Number of Competencies in Course:

Note (1): Learning expectations to be completed for two credits are identified with one asterisk (*).

1 credit – 42 competencies

2 credit - 49 competencies

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 relate principles of electricity to the cosmetology industry.
- 5.0** Student will evaluate hair and scalp disorders.
- 6.0** Students will analyze procedures for draping for cosmetology services, cleansing and reconditioning the hair and the scalp.
- 7.0** Students will evaluate basic haircutting techniques.
- 8.0** The students create harmony using design principles and elements of design.
- 9.0** The students will evaluate hands and feet for cosmetic procedures.
Students will create harmony using design principles and elements of design.
- 10.0** Students will appraise the structure and functions of the human body.

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, 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 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 along with various chemical products.
- 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.
- Design classroom posters addressing environmental safety (ex: spill cleanup, electrical cord storage, proper lifting, etc).

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)

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** Exemplifies acceptable dress and personal grooming identified by the associated trade.
- 2.2A** Relates the creed, purposes, motto, and emblem of the Career and Technical Student Organization (CTSO) directly related to personal and professional development.
- 2.2B** Plans and conducts formal and informal meetings according to accepted rules of parliamentary procedure.
- 2.3A** Makes decisions and assumes responsibilities.
- 2.3B** Analyzes a situation and uses a form of professional development procedure which is directly related to the student’s program of study to resolve the situation.
- 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** Chooses 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.
- Implement an annual program of work.
- Prepare a meeting agenda for specific Career Technical Student Organization (CTSO) monthly meeting.
- Attend a professional organization meeting, such as Tennessee Cosmetology Association (TCA).
- 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 type competitions which exemplify patriotism and community involvement. (e.g. American Spirit Award and Sharon Melton Myers Spirit Competition with SkillsUSA).
- Complete Professional Development Programs like the Levels found the in PDP program associated with SkillsUSA program.
- Demonstrate appropriate attire as related to industry.
- Practice Stress reduction techniques
- Role play and analyze methods of conflict resolution
- Research cultural diversity within the Cosmetology Industry.
- Design a poster comparing various career paths within the cosmetology industry.
- Develop a class scrapbook focusing on leadership activities.
- Participate on an opening/closing ceremony team.

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

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** Comprehends scientific principles critical to the course.
- 3.6B** Applies scientific principles and technology to solve problems and complete tasks.
- 3.6C** Has 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 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.
- Design and present a various media type of presentations.
- Utilize different types of media to research an area of study in marketing and industry of trade.

INTEGRATION LINKAGES

SkillsUSA, Professional Development Program; SkillsUSA; Communications and Writing Skills; Teambuilding Skills; Research; Language Arts; Sociology; Psychology; Math; English; 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)

PRINCIPLES OF COSMETOLOGY

STANDARD 4.0

Students will relate principles of electricity to the cosmetology industry.

LEARNING EXPECTATIONS

The student will:

- 4.1** Evaluate the principles of electricity and identify the two types of electrical currents.
- 4.2** Assess safety procedures to perform during the use of electrical devices.
- 4.3** Detail the effects of electricity in relation to cosmetic and scalp treatments.*

PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET

The student:

- 4.1** Relates principles terms of electricity as it relates to the cosmetology industry.
- 4.2A** Passes with 100% safety exam on all electrical appliances.
- 4.2B** Operates electrical equipment using all safety precautions.
- 4.3A** Evaluates the effects of electrotherapy and their uses.
- 4.3B** Research electromagnetic radiation and the visible spectrum of light.
- 4.3C** Evaluate light therapy and their benefits in relation to cosmetic and scalp treatments.

SAMPLE PERFORMANCE TASK

- Conduct a safety inspection of electrical devices.
- Diagram visible light spectrum on a chart.
- Perform hairstyling services using electrical appliances on a client.
- Employ the use of light therapy giving a scalp treatment. (high-frequency)
- Employ use of a heating cap during a scalp treatment.
- Demonstrate light therapy treatments.
- Participate in a discussion with an aesthetician on effects of electrical currents, lasers, and light rays on the skin, and job requirements to work as paramedical aesthetician in medical environment
- Develop an integrated project with physics, electronics, and health science to research the development and future trends of cosmetic and pertaining to the cosmetology industry.

INTEGRATION LINKAGES

Electricity and Electronics, Math, Light Therapy, Laser Surgery, 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, Science, Computer Technology, Laser Technology, Internet Navigation Skills, Therapeutic Massage, Anatomy and Physiology, Tennessee Hairdressers Association, National Cosmetology Association, SkillsUSA, Tennessee Health Department, National Association of Aesthetics, SkillsUSA, Tennessee State Board of Cosmetology

PRINCIPLES OF COSMETOLOGY

STANDARD 5.0

Students will evaluate hair and scalp disorders.

LEARNING EXPECTATIONS

The student will

- 5.1** Analyze the properties of the hair and scalp.
- 5.2** Appraise manipulative skills for corrective and scalp disorder treatments.*

PERFORMANCE INDICATORS: EVIDENCE STANDARD MET

The student:

- 5.1A** Appraises hair and scalp disorders and prescribes the proper treatments.
- 5.1B** Identifies disorders of hair and scalp using professional terms.
- 5.1C** Defines and describes contagious disorders untreatable in the salon.
- 5.1D** Identifies all structures of the hair root and cellular differences in the hair shaft.
- 5.2A** Chooses terminology to identify manipulations and to recommend appropriate scalp services.
- 5.2B** Illustrates corrective measures used for the hair and scalp.

SAMPLE PERFORMANCE TASKS

- Work in teams to diagnose hair and scalp disorders and prescribe corrective treatments.
- Use cooperative learning to differentiate and analyze the hair and scalp using the four senses.
- Maintain electronic client record information using correct terminology.
- Practice scalp manipulations on a partner.
- Perform follow-up contact and examinations for corrective treatment.
- Participate in the Suitcase Display-Occupational competition for SkillsUSA.
- Develop an integrated project with wellness, science, and health classes to study hair and scalp disorders and how each affects the individual. Develop an electronic presentation based on the findings.
- Role-play—identify scalp and hair types.

INTEGRATION LINKAGES

Lifetime Wellness, Science, Health, Personal Hygiene, Psychology, Sociology, Anatomy and Physiology, Adult Living, Language Arts, Medical Terminology, Research and Writing Skills, Communication Skills, Therapeutic Massage, Teambuilding and Leadership Skills, Employability Skills, Organization and Critical-Thinking Skills, Computer Skills, SkillsUSA, National Cosmetology Association, Tennessee Hairdresser Association, Tennessee Cosmetology Association, Tennessee State Board of Cosmetology

PRINCIPLES OF COSMETOLOGY

STANDARD 6.0

Students will analyze procedures for draping for cosmetology services, cleansing and reconditioning the hair and the scalp.

LEARNING EXPECTATIONS

The student will:

- 6.1** Learn the basic anatomy of the head and neck.
- 6.2** Differentiate between draping procedures for wet, dry, and chemical services.
- 6.3** Illustrate infection control and safety procedures in shampooing and conditioning services.
- 6.4** Evaluate when, why, and how to brush the hair and scalp.
- 6.5** Appraise various types of shampoos and conditioners in relation to pH. *
- 6.6** Choose the proper procedure for scalp manipulations during a shampoo and conditioning service.
- 6.7** Demonstrate knowledge of general hair and scalp services.*

PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET

The student:

- 6.1** Identifies bones, muscles, and nerves affected by shampoo and scalp conditioning procedures.
- 6.2** Determines proper protection for the client based on the task to be performed.
- 6.3** Identifies and performs proper safety procedures in a shampoo and conditioning procedure.
- 6.4** Practices brushing techniques.
- 6.5** Categorizes and identifies types of shampoos and conditioners as they relate to pH .
- 6.6** Demonstrates relaxing and stimulating scalp manipulations.
- 6.7** Performs various hair and scalp services.

SAMPLE PERFORMANCE TASKS

- Compare draping for various cosmetology services.
- Select proper safety and sanitation procedures.
- Create charts on various types of cleansing and conditioning products.
- Practice various types of brushing techniques in relation to services performed.
- Assess the pH (potential hydrogen) of various products from home, school, and discount stores.
- Practice manipulative skills.

- Provide research based projects that project the learning objectives of this unit of instruction.
- Participate in mock shampoo examination, that assimilate the Tennessee State Board of Cosmetology Shampoo Technician exam per curricular of the Candidate Information Bulletin (CIB).
- Participate in some type of Job Skill Demonstration Competition,. e.g., SkillsUSA Job Skill Demonstration and/or Action Skills Competition.

INTEGRATION/ LINKAGES

Lifetime Wellness, Science, Chemistry, Health, Personal Hygiene, Psychology, Anatomy and Physiology, Adult Living, Language Arts, Medical Terminology, Research and Writing Skills, Communication Skills, Therapeutic Massage, Teambuilding and Leadership Skills, Employability Skills, Organization and Critical-Thinking Skills, Computer Skills, SkillsUSA, National Cosmetology Association, Tennessee Hairdresser Association, Occupational Safety and Health Administration (OSHA), Environmental Protection Agency (EPA), Tennessee Occupational Safety and Health Administration (TOSHA), Secretary's Commission on Achieving Necessary Skills (SCANS), Tennessee State Board of Cosmetology

PRINCIPLES OF COSMETOLOGY

STANDARD 7.0

Students will evaluate basic hair shaping techniques.

LEARNING EXPECTATIONS

The student will:

- 7.1** Identify bones of the head and reference points and understand their role in haircutting.
- 7.2** Employ geometric lines and angles in haircuts. *
- 7.3** Learn proper holding and usage techniques of hair shaping implements.
- 7.4** Select proper sectioning and sub-sectioning techniques for various haircuts.
- 7.5** Consult with clients to gather information relating to hair shaping. *
- 7.6** Demonstrate safety procedures using hair shaping implements.

PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET

The student:

- 7.1** Illustrates sectioning techniques in relation to bone structure and design.
- 7.2** Analyzes elevation in haircutting.
- 7.3A** Illustrates the holding procedure of comb and shears while combing the hair and during the actual cutting process of the subsection of hair.
- 7.3B** Illustrates the various parting techniques.
- 7.4** Illustrates various sectioning techniques for different haircuts and bone structure.
- 7.5** Completes client consultation in accordance with clients desires, needs, and expectations.
- 7.6** Explains and demonstrates safety precautions in relation to tools and the client while completing a hair shaping service.

SAMPLE PERFORMANCE TASKS

- Duplicate parting and sectioning patterns on mannequins.
- Research geometric lines and angles used in haircutting.
- Work in teams to evaluate hairstyles to determine the type of guideline and elevations used in the haircut. The findings should be presented to the class using an electronic means of presentation.
- Evaluate the effect of various elevations and implements used in haircutting and report on the results.
- Work in teams to complete client consultations.
- Participate in a CTSO affiliated competition (e.g., Tennessee SkillsUSA Cosmetology events and competitions).

- Complete the hair shaping portion of the Tennessee State Board of Cosmetology Practical examination as per illustrated in the Candidate Information Bulletin (CIB).

INTEGRATION LINKAGES

Math, Geometry, Communication Skills, Teamwork Skills, Language Arts, Research and Writing Skills, Wellness, Science, Chemistry, Health, Personal Hygiene, Psychology, Anatomy and Physiology, Adult Living, Language Arts, Medical Terminology Leadership Skills, Employability Skills, Organization and Critical-Thinking Skills, Computer Skills, SkillsUSA, National Cosmetology Association, Tennessee Hairdresser Association, Occupational Safety and Health Administration (OSHA), Environmental Protection Agency (EPA), Tennessee Occupational Safety and Health Administration (TOSHA), Secretary's Commission on Achieving Necessary Skills (SCANS), Tennessee State Board of Cosmetology

PRINCIPLES OF COSMETOLOGY

STANDARD 8.0

The students create harmony using design principles and elements of design.

LEARNING EXPECTATIONS

The student will:

- 8.1** Appraise elements and principles of hair design.
- 8.2** Identify the anatomy of the head and facial shape.
- 8.3** Evaluate styling and finishing techniques between wet and thermal styling.

PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET

The student:

- 8.1A** Appraises facial shapes and employs elements of design.
- 8.1B** Identifies the bones of the head face and neck.
- 8.1C** Identifies hairstyles using geometric lines and angles.
- 8.1D** Identifies visible and invisible braids.
- 8.2** Illustrates the areas of the head in relation to proportion in hairstyling.
- 8.3A** Demonstrates the ability to mold and shape the hair.
- 8.3B** Compares finishing techniques for particular styles.
- 8.3C** Evaluates thermal styling techniques for various types of hair in relation to ethnicity.
- 8.3D** Employs wet hairstyling techniques.
- 8.3E** Performs a thermal and wet hair design.

SAMPLE PERFORMANCE TASK

- Using computer programs for design analysis, evaluate the effects of hairstyles on various facial shapes.
- Take a field trip to area salons.
- Diagram hairstyles using geometric lines and angles.
- Research cultural differences in hair structure and styling techniques for each.
- Design a packet using magazine pictures depicting examples of all facial shapes.
- Design a packet using magazine pictures depicting examples of a variety of haircutting shapes.
- Have a hair design competition amongst the class.

INTEGRATION LINKAGES

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), SkillsUSA, *Professional Development Program*, SkillsUSA, Psychology, Sociology, Science, Computer Technology, National Cosmetology Association, Tennessee Hairdresser Association, Tennessee Board of Cosmetology, Tennessee Cosmetology Association

PRINCIPLES OF COSMETOLOGY

STANDARD 9.0

The students will evaluate hands and feet for cosmetic procedures.

LEARNING EXPECTATIONS

The student will:

- 9.1** Identify the parts and composition of the nail.
- 9.2** Identify nail and skin disorders and diseases commonly encountered by nail technicians.
- 9.3** Employ sanitary and safety procedures necessary to practice basic manicure and pedicure techniques.
- 9.4** Evaluate the use of implements, cosmetics, and materials used to perform manicure and pedicure procedures.

PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET

The student:

- 9.1** Diagrams the structure of the nail.
- 9.2** Compares and contrasts the characteristics of skin and nail disorders and skin and nail diseases.
- 9.3** Employs proper sanitary and safety precautions through proper decontamination and infection control procedures.
- 9.4A** Demonstrates the proper use of cosmetics, materials, and implements needed to perform basic manicure and pedicure procedures.
- 9.4B** Demonstrates various in depth spa type therapy services. *

SAMPLE PERFORMANCE TASK

- Set up a manicure table and a pedicure area according to correct procedure.
- Work in teams and demonstrate basic manicure and pedicure skills.
- Present a research project on nail disorders and nail diseases using PowerPoint and oral presentation skills.
- Use Internet navigation to locate nail care related articles.
- Participate in Tennessee SkillsUSA events and competitions.
- Complete a mock manicure portion of the Tennessee State Board of Cosmetology manicure examination, following the Candidate Information Bulletin (CIB).

INTEGRATION LINKAGES

Math, Geometry, Communication Skills, Teamwork Skills, Language Arts, Research and Writing Skills, Internet Navigation, 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, National Cosmetology Association, Tennessee Hairdresser Association, Tennessee Cosmetology Association, Tennessee State Board of Cosmetology

PRINCIPLES OF COSMETOLOGY

STANDARD 10.0

Students will appraise the structure and functions of the human body.

LEARNING EXPECTATIONS

The student will:

10.1 Examine the building blocks of the human body. *

10.2 Differentiate between basic body systems. *

PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET

The student:

10.1A Researches and diagrams cells, tissues, organs, and systems of the human body.

10.1B Relates cells, tissue, organs, and systems to the cosmetology industry.

10.2 Illustrates how systems of the body operate.

SAMPLE PERFORMANCE TASK

- Use Internet navigation procedures to locate illustrations of the integrated functions of parts of the body.
- Research the role of cosmetologists in comparison to the role of medical personnel.
- Research dietary effects on skin, hair, and nails.
- Sketch the bones, nerves, and muscles on shaved mannequin heads.
- Listen to and question a guest speaker from the medical profession.
- Present various fashion ensembles on different body structure types.
- Prepare a fashion and design show to illustrate the effects of clothing and hairstyles on various body structures.
- Develop an integrated project with health, biology, and wellness classes to research body systems.
- Read stories to elementary students concerning the human body. Working in teams, have student lay down on news press paper and outline each student's body. Ask the student to take the drawing and place inside the body the body systems.

INTEGRATION LINKAGES

Art, Wellness, Biology, Health, Math, Food and Nutrition, 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, Science, Computer Technology, Internet Navigation Skills, Medical Terminology, Therapeutic Massage, Anatomy and Physiology, American Medical Association, Tennessee Department of Health, National Cosmetology Association, Tennessee Hairdresser Association, SkillsUSA, Tennessee State Board of Cosmetology