

Cosmetology II

Primary Career Cluster:	Human Services
Course Content:	CTE.Standards@tn.gov
Course Code(s):	C19H14
Prerequisite(s):	<i>Cosmetology I</i> (C19H12)
Credit:	1 credit for theoretical standards. 2 credits for all 24 standards (theoretical and practical).
Grade Level:	10-11
Focus Elective - Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Human Services courses.
POS Concentrator:	This course satisfies one out of two required courses to meet the Perkins V concentrator definition, when taken in sequence in the approved program of study.
Programs of Study and Sequence:	This is the second course in the program <i>Cosmetology</i> program of study.
Aligned Student Organization(s):	SkillsUSA: http://tnskillsusa.com/
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://www.tn.gov/education/career-and-technical-education/work-based-learning.html .
Promoted Tennessee Student Industry Credentials:	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/career-and-technical-education/student-industry-certification.html
Teacher Endorsement(s):	561 and 781
Required Teacher Certifications/Training:	Tennessee Cosmetologist License and Tennessee Cosmetology Instructor License
Teacher Resources:	https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-human-services.html Best for All Central: https://bestforall.tnedu.gov/

Course at a Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and 21st century skills necessary to be successful in career and in life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards which feed into intentionally designed programs of study.

Students engage in industry relevant content through general education integration and experiences such as career & technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with industry standard content and technology, solve industry-based problems, meaningfully interact with industry professionals, and use/produce industry specific, informational texts.

Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for your students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course, note this is not an exhaustive list.

- Participate in CTSO Fall Leadership Conference to engage with peers by demonstrating logical thought processes and developing industry specific skills that involve teamwork and project management
- Participate in contests that highlight job skill demonstration; interviewing skills; community service activities, extemporaneous speaking, and job interview
- Participate in leadership activities such as Student2Student Mentoring, National Week of Service, Officer Training, and Community Action Project

For more ideas and information, visit Tennessee SkillsUSA at <http://www.skillsusatn.org/>

Using a Work-based Learning (WB) in Your Classroom

Sustained and coordinated activities that relate to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- Students will demonstrate all work-based learning activities through their work in the school's onsite barber shop or in the barber shop lab.

For more ideas and information, visit <https://www.tn.gov/education/career-and-technical-education/work-based-learning.html>.

Course Description

Cosmetology II is the second course in the *Cosmetology* program of study intended to prepare students for careers in cosmetology by developing an understanding of efficient and safe work practices, nail procedures, hair design, and chemical services. Students will gain experience in practical applications of cosmetology practices. Laboratory facilities and experiences simulate those found in the cosmetology industry. Upon completion and acquisition of 1500 hours, students are eligible to take the Tennessee Board of Cosmetology Examination to attain a Tennessee Cosmetology License. Artifacts will be created for inclusion in a portfolio, which will continue throughout the full sequence of courses.

Program of Study Application

This is the second course in the *Cosmetology* program of study. Flexibility is built in to offer this course for either one or two credits, depending on school capacity and early postsecondary opportunities (i.e., dual enrollment or dual credit). For more information on the benefits and requirements of implementing these programs in full, please visit the Human Services website at <https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-human-services.html>.

Recommended Credit

If offering *Cosmetology II* for 1 credit, follow Option A (theoretical standards). If the offering the course for 2 credits, follow Option B (theoretical and practical standards). If all standards in the course are covered, the course is recommended for two credits.

1 Credit – Option A

Content	Standards
Cosmetology Career Readiness	1, 2, 3
Safety, Sanitation, & Efficient Work Practices	4, 5, 6
Nail Procedures	7, 8
Properties & Procedure for Hair	10, 12, 13, 14
Chemical Services	16, 17, 18, 19, 20, 21, 22, 23, 24

2 Credits – Option B

Credit	Standards
Cosmetology Career Readiness	1, 2, 3
Safety, Sanitation, & Efficient Work Practices	4, 5, 6
Nail Procedures	7, 8, 9
Properties & Procedure for Hair	10, 11, 12, 13, 14, 15
Chemical Services	16, 17, 18, 19, 20, 21, 22, 23, 24

Course Standards

Cosmetology Career Readiness

- 1.) Collect Codes of Ethics from various cosmetology-related professional organizations and examine areas of commonality. Debate the significance of including standards in these areas. Synthesize principles from the codes investigated to create a personal code of ethics. Clearly define how the code of ethics relates to the culture of a salon and to retaining clients. Explore different salon cultures possible within the cosmetology industry.

- 2.) Research and demonstrate proper consultation of clients. Practice effective verbal, nonverbal, written, and electronic communication skills for working with clients while demonstrating the ability to: empathize, motivate, listen attentively, speak courteously and respectfully, defuse client's anger or skepticism, resolve conflicting interests, and respond to client objections or complaints to the client's satisfaction. Using simulations, practice problematic clients and consultations using laws as reasoning.
- 3.) Research apprenticeships and postsecondary institutions (colleges of applied technology, community colleges, and four-year universities) in Tennessee and other states that offer cosmetology-related programs. Evaluate each license that is attainable in the cosmetology field. Write an informative paper or develop an infographic identifying entry requirements for a specific apprenticeship or postsecondary program of study, and the secondary courses that will prepare students to be successful in the program.

Safety, Sanitation, and Efficient Work Practices

- 4.) Compile, practice, and critique procedures for maintaining a safe and sanitary environment for clients present in a cosmetology facility. Cite information for the Occupational Safety and Health Administration (OSHA), Environmental Protection Agency (EPA) guidelines, and state and national code requirements to identify precautionary guidelines to prevent illness, communicable diseases and injuries. Incorporate safety procedures and complete a safety test with 100 percent accuracy; include exam in course portfolio.
- 5.) Demonstrate and explain the rationale behind each of the following concepts:
 - a. Proper set-up and operation of equipment and utilization of materials by mixing chemicals in appropriate proportions according to manufacturer's instructions.
 - b. Clean and maintain implements by using appropriately mixed chemicals and following the procedures for decontamination of tools.
 - c. Identify appropriate chemicals and perform disinfecting procedures.
- 6.) Summarize the different functions, structures, and diseases and disorders of hair, skin and nails, citing your sources. Write a script and create a video or public service announcement explaining how to properly care for hair, skin, and nails through cleanliness, nutrition, and healthful living. Include correct demonstration of draping, shampooing, conditioning, and rinsing as it applies to safety or diagnosis of the clients in the video or public service announcement.

Nail Procedures

- 7.) Research and create an informational artifact (e.g., brochure, poster, fact sheet, narrative, or presentation) explaining safety and sanitary procedures for nails in manicures and pedicures as it applies to advanced techniques, cite your sources. Apply nail wraps using proper techniques and safety and sanitary procedures.
- 8.) Write a narrative analyzing the correct removal application for each nail service or pedicure service technique. Demonstrate proper removal of all materials. Using correct techniques to apply nail tips including all sanitary and safety procedures and chemical processes.

- 9.) Evaluate concepts related to the advanced artificial nail techniques to demonstrate the following while adhering to all manufacturer's directions and safety procedures:
- a. Correctly apply artificial material, acrylic and gels, to the free edge of the natural nail and or to the full natural nail. Recognize and demonstrate understanding of diseases and disorders of the nail as well as the relationship to size for molding the artificial nail into a natural looking nail.
 - b. Demonstrate comprehension of acetone product reactions to the skin and nails by removing the artificial material from the natural nail plate without damage to the natural nail.
 - c. Apply knowledge of the chemical reactions of products to the skin and nails, correctly demonstrate the ability to properly polish the nail with a base, color and topcoat to make a smooth even shade to the nail, relying on consultation with client. Demonstrate ability to create an artful scene on a minute surface.
 - d. Exhibit awareness of nail diseases and disorders by providing client with the proper information regarding safe nail maintenance.

Properties and Procedures for Hair

- 10.) Differentiate and demonstrate the proper techniques used in scalp care, shampooing, conditioning, and draping including head massage and specialized treatments, hair brushing, shampoo and conditioning services, and sectioning.
- 11.) Identify, describe, and effectively demonstrate hairstyling techniques and manipulating implements appropriately, include the following, but not limited to:
- a. Advanced thermal hairstyling
 - b. Advanced braiding
 - c. Formal hairstyling
- 12.) Incorporating geometric principles, identify the reference points on the head, analyzing the purpose of and interrelationships to their role in haircutting and explaining the importance of balance, consistency, and necessary technique changes.
- 13.) Research and describe the principles and techniques that guide haircutting, including areas of the head, lines, sections, angles, elevation, guidelines, and overdirection. Apply the haircutting principles to conduct an effective client consultation while also incorporating a hair and face shape analysis.
- 14.) Draw on cosmetology texts and other technical documents to compare and contrast types of haircutting implements. Create a written report or visual depiction outlining the implements' characteristics and properties of each type. Describe the costs and other factors that influence the decision to use each type of implement. Discuss the importance of high-quality professional implements, proper fit, and maintenance that is required of each. List of implements may include, but are not limited to the following:
- a. Haircutting shears
 - b. Texturizing shears
 - c. Razors

- d. Clippers
 - e. Trimmers
 - f. Sectioning clips
 - g. Combs: wide-tooth, tail, barber, and styling or cutting
- 15.) Demonstrate good posture and body positions while beginning basic haircutting techniques. Write a narrative explaining the importance of good posture and body positions while cutting hair, analyzing the long term effects. Haircutting techniques may include:
- a. Sectioning techniques in relation to bone structure
 - b. Elevation
 - c. Holding shears and comb procedures (combing and actual cutting process)
 - d. Parting techniques
 - e. Sectioning techniques for different haircuts and bone structures

Chemical Services

- 16.) Differentiate between the chemical texture services exploring how each service affects the structure of the hair. Write an essay explaining the importance of potential hydrogen (pH) in chemical texture services, include distinguishing factors between sulfur, hydrogen, and disulfide bonds.
- 17.) Research various texts and form a hypothesis explaining why clients choose to use chemical texture services and how a cosmetologist can influence a client's decision. Also include a theory on why chemical services are the most lucrative and repetitive services in salons.
- 18.) Prepare informational artifacts (e.g., brochure, poster, fact sheet, narrative, or presentation) of the following chemical texture service topics:
- a. Indicate and explain the four chemical reactions that take place during permanent waving.
 - b. Compare and contrast an alkaline wave and a true acid wave.
 - c. Explain the purpose of neutralization in permanent waving.
 - d. Analyze how thio relaxers straighten the hair.
 - e. Describe how hydroxide relaxers straighten the hair.
 - f. Explain curl re-forming and how it restructures the hair.
- 19.) Create an illustrative guide that outlines permanent waving procedures. Include discussion for the purpose of the preliminary test curls, types of rods, end papers, directions for sectioning a perm, base placement and base direction, wrapping techniques and patterns, and safety precautions for permanent waving.
- 20.) Create a flyer or graphic illustration that demonstrates reasons for why people color their hair (i.e., covering gray, enhance haircuts, conceal face shape imperfections, trends, etc.). Research and develop a logical explanation of the importance of why learning what specific chemical ingredients are and how they work.
- 21.) Recall and indicate hair characteristics; discuss the importance of evaluating how products affect the hair and how to select the best choices for clients. Analyze and identify levels and

their role in formulating hair color in relation to melanin.

22.) Analyze the color wheel and apply concepts of color theory to the development of haircolor. Identify techniques that achieve desired hues, values, and intensities. Demonstrate the ability to color mix in various color systems, including color corrections.

23.) Research and prepare informational artifacts that provide haircolor classifications and their uses, employing accurate terms and illustrations. Indicate each classification as non-oxidative or oxidative. Provide discussion on natural and metallic haircolor as well as all haircoloring safety precautions. Classifications should include:

- a. Temporary haircolor
- b. Semipermanent haircolor
- c. Demipermanent haircolor
- d. Permanent haircolor

24.) Evaluate chemicals used in the hair coloring process including developers and lighteners.

- a. Explain the role of hydrogen peroxide in haircolor formulas.
- b. Compare and contrast lightener processes.

The following artifacts will reside in the student's portfolio:

- Code of Ethics
- EPSO & Postsecondary Informational Artifact
- Safety Exam
- Nail Safety & Sanitation Artifact
- Hair Design Procedural Graphics
- Haircutting & Styling Implements Artifact
- Posture and Body Positions Narrative
- pH Essay
- Chemical Texture Services Client Hypothesis
- Chemical Texture Services Informative Artifacts
- Permanent Illustrative Guide
- Haircolor Classifications
- Chemical Services Procedural Graphics

Standards Alignment Notes

*References to other standards include:

- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.