Department of Education | College, Career and Technical Education

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Barbering II

Primary Career Cluster:	Human Services
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C19H10
Prerequisite(s):	*Barbering I* (C10H09)
Credit:	1
Grade Level:	9-12
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 *Barbering* 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):	560 and 780
Required Teacher Certifications/Training:	Tennessee Master Barber License and Tennessee Barber 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

Approved 2005; Amended 2013; Nov. 2021

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.

Course Description

Barbering II is the second level of the *Barbering* program of study and prepares students for work-related skills and advancement into Barbering III. Content provides students the opportunity to acquire knowledge and skills in both theory and practical application. Advanced knowledge and skills in hair design, hair cutting, shaving, nail care, and cosmetic applications will be enhanced in a laboratory setting, which duplicates industry standards. Upon completion and acquisition of 340 hours, students are eligible to take the Tennessee Board of Cosmetology and Barbering Examination for a Tennessee Barbering Technician License.

Course Standards

1. Cleansing and Reconditioning the Hair and Scalp: Students will analyze **procedures for cleansing and reconditioning the hair and the scalp.**
    a. Analyze scalp and hair and prescribe cleansing and reconditioning treatments.
    b. Demonstrate brushing techniques for various services, including selecting and practicing correct brushing technique for different diagnosis.
    c. Prescribe scalp and neck manipulations to be administered, including both relaxing and stimulating.

2. Hair Cutting Techniques: Students will evaluate **advanced haircutting techniques**.
    a. Demonstrate safety procedures using haircutting scissors, razors, clippers, and texture shears.
    b. Compare sectioning techniques and methods for various haircuts, using bone structure and design.
    c. Establish and demonstrate guideline procedures for various haircuts.
    d. Establish and demonstrate elevations used in various haircuts, including geometric lines and angles.
    e. Consult with clients to explain bone structure and facial shapes relating to haircutting, and complete haircuts in accordance with client's desires, needs, and expectations.

3. Design Principles and Elements: Students will create harmony using **design principles and elements.**
    a. Diagram hair design as creations, including distinguishing facial shapes and using elements of various hairstyling techniques to design and create hairstyles which will enhance the appearance of the client's facial features and body structure.
    b. Research styling and finishing techniques.
    c. Compose designs using various techniques.

4. Hands and Feet: Students will evaluate **hands and feet for cosmetic procedures**.
    a. Assess sanitary and safety precautions, such as proper decontamination and infection control procedures, necessary for the application of artificial nails.
    b. Organize, use, and care for implements, tools, equipment, cosmetics, and materials used in nail application and nail artistry.

5. Cosmetic Applications: Students will formulate **cosmetic procedures and applications** to enhance a **client's appearance**.
    a. Research the history of the skin, including structure, composition, and characteristics.
    b. Complete and record an analysis of the skin, including environmental impacts.
    c. Evaluate and demonstrate various methods of hair removal including physical, chemical, and electronic methods.
    d. Appraise the skin and bone structure for cosmetic applications such as cleansing, moisturizing, color enhancement and corrective makeup.

6. Chemicals: Students will evaluate **basic actions of chemicals** as they relate to the barbering industry.
    a. Consult with clients to determine their needs and preferences in chemically texturing the hair; demonstrate texturing techniques such as permanent wave, chemical relaxers, and hair coloring.
    b. Examine the structural changes of the hair through the application of chemical services and prescribe after-care products, including determining texture, porosity, and elasticity, selecting appropriate chemicals and comparing hair structure before and after application.
    c. Evaluate color principles using the color wheel, research on impacts of color on individuals, and creation and application of color products.
    d. Analyze the pH (potential hydrogen) of products on hair.
    e. Select sanitation and safety precautions necessary for chemical applications.

7. Non-Surgical Hair Additions: Students will consult with clients and analyze reasons for **non-surgical hair additions and extensions.**
    a. Compare structure and quality of various types of wigs and hair additions.
    b. Calculate measurements for customizing and fitting a wig.
    c. Evaluate the different types of hair extension designs.
    d. Evaluate products used in caring for wigs and hair extensions.
    e. Design styles using wigs, hair additions, and hair extensions.
    f. Relate sanitation and safety precautions to incorporating wigs and hair additions into designs.

8. Structure and Function of the Human Body: Students will appraise the **structure and functions of the human body.**
    a. Examine the building blocks of the human body such as cells, tissues, organs, and systems and relate these to the barbering industry.
    b. Differentiate between basic body systems and demonstrate and understanding of their operations.
    c. Evaluate body structure as it relates to the barbering industry.

9. Entrepreneurship: Students will research and compose information concerning the **entrepreneurial possibilities in the barbering industry**.
    a. Examine information through publications and the Internet concerning trends and technology in the barbering industry.
    b. Design a business plan for a selected area in the barbering industry. Business plan may include project income and profit margins.
    c. Evaluate various retail products commonly sold in the shops for profit margins and demonstrate understanding of vendors and appropriate marketing techniques.

10. Leadership Skills: Students will demonstrate **leadership, citizenship, and teamwork skills** required for success in the school, community, and workplace.
    a. Cultivate positive leadership skills. Take part in opportunities to practice and demonstrate personal leadership skills. For example, taking advantage of opportunities provided by a career and technical student organization (CTSO), such as SkillsUSA.
    b. Assess situations, apply problem-solving techniques and decision-making skills within the school, community, and workplace.
    c. Participate as a team member in a learning environment.
    d. Respect the opinions, customs, and individual differences of others.
    e. Build personal career development by identifying career interests, strengths, and opportunities.

11. Safety Exams: Students will perform **safety examinations** and maintain **safety records**.
    a. Pass with 100 percent accuracy a written chemical/infection safety and body mechanics examination relating specifically to barbering.
    b. Pass with 100 percent accuracy a performance examination relating specifically to barbering tools and equipment.
    c. Maintain a portfolio record of written safety examinations and equipment examination for which the student has passed an operational checkout by the instructor.

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.