Human Services Cluster
Cosmetology Services IV
Course Number 12.41200

Course Description:
This course is designed to increase knowledge and skills in cosmetology competencies including, advanced hair color techniques, color correction, haircutting, hairstyling, facials, waxing, lash and brow tint and nail services. Students will earn credit hours toward the completion of the 1500 training hours (*250 theory + 1250 service application hours*) required by the Georgia State Board of Cosmetology. In addition, this course offers the possibility of meeting articulation alignment with the technical colleges or other post-secondary options. This course includes required theory and practical applications. This course provides more in-depth competencies for the co-curricular student organization SkillsUSA and presents integral components that should be incorporated throughout instructional strategies developed for the course.
Pre-requisite: Introduction to Personal Care Services, Cosmetology II and III

Course Standard 1

HUM-CSIV-1

The following standard is included in all CTAE courses adopted for the Career Cluster/Pathways. Teachers should incorporate the elements of this standard into lesson plans during the course. The topics listed for each element of the standard may be addressed in differentiated instruction matching the content of each course. These elements may also be addressed with specific lessons from a variety of resources. This content is not to be treated as a unit or separate body of knowledge but rather integrated into class activities as applications of the concept.

Standard: Demonstrate employability skills required by business and industry.
The following elements should be integrated throughout the content of this course.
1.1   Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities.

Person-to-Person Etiquette	Telephone and Email Etiquette	Cell Phone and Internet Etiquette	Communicating At Work	Listening
Interacting with Your Boss	Telephone Conversations	Using Blogs	Improving Communication Skills	Reasons, Benefits, and Barriers
Interacting with Subordinates	Barriers to Phone conversations	Using Social Media	Effective Oral Communication	Listening Strategies
Interacting with Co-workers	Making and Returning Calls		Effective Written Communication	Ways We Filter What We Hear
Interacting with Suppliers	Making Cold Calls		Effective Nonverbal Skills	Developing a Listening Attitude
	Handling Conference Calls		Effective Word Use	Show You Are Listening
	Handling Unsolicited Calls		Giving and Receiving Feedback	Asking Questions
				Obtaining Feedback
				Getting Others to Listen

Nonverbal Communication	Written Communication	Speaking	Applications and Effective Résumés
Communicating Nonverbally	Writing Documents	Using Language Carefully	Completing a Job Application
Reading Body Language and mixed Messages	Constructive Criticism in Writing	One-on-One Conversations	Writing a Cover Letter

Matching Verbal and Nonverbal communication		Small Group Communication	Things to Include in a Résumé
Improving Nonverbal Indicators		Large Group Communication	Selling Yourself in a Résumé
Nonverbal Feedback		Making Speeches	Terms to Use in a Résumé
Showing Confidence Nonverbally		Involving the Audience	Describing Your Job Strengths
Showing Assertiveness		Answering Questions	Organizing Your Résumé
		Visual and Media Aids	Writing an Electronic Résumé
		Errors in Presentation	Dressing Up Your Résumé

1.2 Demonstrate creativity by asking challenging questions and applying innovative procedures and methods.

Teamwork and Problem Solving	Meeting Etiquette
Thinking Creatively	Preparation and Participation in Meetings
Taking Risks	Conducting Two-Person or Large Group Meetings
Building Team Communication	Inviting and Introducing Speakers
	Facilitating Discussions and Closing
	Preparing Visual Aids
	Virtual Meetings

1.3 Exhibit critical thinking and problem-solving skills to locate, analyze and apply information in career planning and employment situations.

Problem Solving	Customer Service	The Application Process	Interviewing Skills	Finding the Right Job
Transferable Job Skills	Gaining Trust and Interacting with Customers	Providing Information, Accuracy and Double Checking	Preparing for an Interview	Locating Jobs and Networking
Becoming a Problem Solver	Learning and Giving Customers What They Want	Online Application Process	Questions to Ask in an Interview	Job Shopping Online
Identifying a Problem	Keeping Customers Coming Back	Following Up After Submitting an Application	Things to Include in a Career Portfolio	Job Search Websites
Becoming a Critical Thinker	Seeing the Customer's Point	Effective Résumés:	Traits Employers are Seeking	Participation in Job Fairs
Managing	Selling Yourself and the Company	Matching Your Talents to a Job	Considerations Before Taking a Job	Searching the Classified Ads
	Handling Customer Complaints	When a Résumé Should be Used		Using Employment Agencies
	Strategies for Customer Service			Landing an Internship
				Staying Motivated to Search

1.4 Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.

Workplace Ethics	Personal Characteristics	Employer Expectations	Business Etiquette	Communicating at Work
Demonstrating Good Work Ethic	Demonstrating a Good Attitude	Behaviors Employers Expect	Language and Behavior	Handling Anger
Behaving Appropriately	Gaining and Showing Respect	Objectionable Behaviors	Keeping Information Confidential	Dealing with Difficult Coworkers
Maintaining Honesty	Demonstrating Responsibility	Establishing Credibility	Avoiding Gossip	Dealing with a Difficult Boss

Playing Fair	Showing Dependability	Demonstrating Your Skills	Appropriate Work Email	Dealing with Difficult Customers
Using Ethical Language	Being Courteous	Building Work Relationships	Cell Phone Etiquette	Dealing with Conflict
Showing Responsibility	Gaining Coworkers' Trust		Appropriate Work Texting	
Reducing Harassment	Persevering		Understanding Copyright	
Respecting Diversity	Handling Criticism		Social Networking	
Making Truthfulness a Habit	Showing Professionalism			
Leaving a Job Ethically				

1.5   Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply teamwork skills.

Expected Work Traits	Teamwork	Time Management
Demonstrating Responsibility	Teamwork Skills	Managing Time
Dealing with Information Overload	Reasons Companies Use Teams	Putting First Things First
Transferable Job Skills	Decisions Teams Make	Juggling Many Priorities
Managing Change	Team Responsibilities	Overcoming Procrastination
Adopting a New Technology	Problems That Affect Teams	Organizing Workspace and Tasks
	Expressing Yourself on a Team	Staying Organized
	Giving and Receiving Constructive Criticism	Finding More Time
		Managing Projects
		Prioritizing Personal and Work Life

1.6   Present a professional image through appearance, behavior, and language.

On-the-Job Etiquette	Person-to-Person Etiquette	Communication Etiquette	Presenting Yourself
Using Professional Manners	Meeting Business Acquaintances	Creating a Good Impression	Looking Professional
Introducing People	Meeting People for the First Time	Keeping Phone Calls Professional	Dressing for Success
Appropriate Dress	Showing Politeness	Proper Use of Work Email	Showing a Professional Attitude
Business Meal Functions		Proper Use of Cell Phone	Using Good Posture
Behavior at Work Parties		Proper Use in Texting	Presenting Yourself to Associates
Behavior at Conventions			Accepting Criticism
International Etiquette			Demonstrating Leadership
Cross-Cultural Etiquette			
Working in a Cubicle			

Support of CTAE Foundation Course Standards and Georgia Standards of Excellence
L9-10RST 1-10 and L9-10WHST 1-10:
Georgia Standards of Excellence ELA/Literacy standards have been written specifically for technical subjects and have been adopted as part of the official standards for all CTAE courses.

Course Standard 2

HUM-CSIV-2
Create color/lightening formulas for clients/mannequins using different techniques and applications following a hair and scalp analysis and client consultation to determine their preferences and needs.

2.1   Compare and contrast hair lightening services for selected on-the-scalp lighteners and off-the-

scalp lighteners.
2.2. Create hair swatches that illustrate the decolorizing process and analyze the results.
2.3 Assess preliminary strand tests when using hair color and lighteners.
2.4 Justify and explain hair color formulas created for covering gray hair, including pre-softening for gray coverage.
2.5 Design various lightening techniques using advanced methods including caps, foiling, and balayage techniques.
2.6 Perform 2 virgin color applications, 1 retouch color application, 3 hair lightening applications and 1 temporary color application.
2.7 Investigate and perform 6 hours of color/tint removal and predisposition color test.
2.8 Perform 1 lash and brow tint.

Course Standard 3

HUM-CSIV-3
Critique hair color challenges utilizing information gained from the client consultation for various hair color correction formulas.
3.1 Examine the hair for different signs of damage and apply effective color correction.
3.2 Apply haircoloring concepts and recommendations for color correction services.
3.3 Analyze different gray hair challenges, including corrective treatments or formulas.
3.4 Formulate various hair colors for yellowed hair, green cast, brass tones, unwanted reds, and hair color resulting to dark.
3.5 Prepare fillers and toners for color corrections for various hair color challenges.
3.6 Perform haircoloring services utilizing all safety rules and precautions.

Course Standard 4

HUM-CSIV-4
Perform 16 various haircutting services using tools and technical skills including a variety of degree projections and incorporate multiple cutting implements and texturing techniques.
4.1 Conduct a client consultation for haircutting service using reflective listening skills, elements of hair design including styling options, hair and face shape analysis to recommend a complementary haircut for the client.
4.2 Perform proper draping procedure for haircutting service.
4.3 Perform various haircuts using a variety of haircutting tools while incorporating safety procedures throughout haircutting including shears, texturizing shears, razors, clippers, and trimmers.
4.4 Market recommended professional salon products to benefit the clients' haircare needs.
4.5 Follow post service procedures: disinfect implements, complete client consultation card, and rebook.
4.6 Disinfect and maintain all haircutting tools.
4.7 Perform 16 haircuts using a variety of degree projections (such as 0, 45, 90, and 180) within the 45-minute time frame per state board requirements.

Course Standard 5

HUM-CSIV-5
Create hairstyles using an assortment of hairstyling implements, materials and techniques including thermal hair styling, braiding, long hair designs, wigs, and artificial hair pieces.
5.1 Conduct a hair and scalp analysis including overall hair condition and services recommended from the client consultations.
5.2 Compare and contrast electrical and non-electrical thermal irons and pressing combs.
5.3 Practice safety measures while using thermal irons and pressing combs.
5.4 Determine the proper selection of haircare products needed for thermal hairstyling, braiding, long hair designs, wigs, and artificial hair pieces.

5.5 Create thermal curling techniques on a variety of hair textures and lengths using the figure 6 and 8 techniques.

5.6 Differentiate between soft, medium, and hard hair pressing techniques.

5.7 Perform 17 hairstyle technique, including round brushes and smoothing techniques.

Course Standard 6

HUM-CSIV-6
Analyze and perform facial and makeup application services suitable for the client's individual skin care needs.

6.1 Conduct a consultation to determine which facial service will be most beneficial for the client's skin.

6.2 Analyze the skin, accessing skin and problem areas. Draw conclusions for the proper products needed to maximize effectiveness for the client.

6.3 Research ingredients used in skincare products.

6.4 Perform facial massage techniques and describe the effectiveness massage has during a facial. (basic massage movements effleurage, petrissage, friction, tapotement, and vibration).

6.5 Describe the benefits of facial equipment that will be used to enhance a basic facial.

6.6 Compare and contrast facial makeup determining which products are needed to complete the desired makeup look.

6.7 Apply makeup products to alter the client appearance highlighting and contouring as needed to reach desired result.

6.8 Recommend facial treatments, products and makeup needed for different skin types.

6.9 Critique and analyze products on the market for aging skin, including treatments, and preventions.

6.10 Market appropriate product based on clients' skincare needs.

6.11 Perform 5 facials.

6.12 Perform 5 makeup applications.

Course Standard 7

HUM-CSIV-7
Gather and analyze information from the client consultation to create a complementary hair removal services following safety and sanitation precautions.

7.1 Consult with client to determine the client's desires and appropriate hair removal services.

7.2 Conduct analysis to determine if there are contraindications that would prevent hair removal services.

7.3 Research various permanent hair removal services, the training and licenses required to perform these services, and the occupational outlook.

7.4 Compare and contrast various temporary hair removal services.

7.5 Perform pre-service and post service hair removal procedures.

7.6 Perform 12 hair removal services (waxing, tweezing, etc.).

Course Standard 8

HUM-CSIV-8
Investigate the use of electricity used in the salon/beauty industry and perform the correct treatment for the benefit of the client.

8.1 Compare and contrast electrical appliances that are used in salons.

8.2 Explain how electricity is measured and the benefits of all modalities as well as the risk associated with each type.

8.3 Perform services using a variety of electrical appliances, adhering to all electrical safety precautions, standards, and guidelines.

Course Standard 9

HUM-CSIV-9
Analyze hands and feet to identity if conditions are favorable to receive nails care services, perform nail care services using a variety of techniques including natural nail care and nail enhancement applications that are best suited for the client.

9.1 Distinguish between disorders and diseases of the nail to identify signs that would warrant the need to refer clients to a physician.
9.2 Demonstrate advanced manicure and polish services (Men's, Basic, French, Gel, etc.).
9.3 Demonstrate artificial nail enhancement services including nail tips, gel nails, acrylic overlay sculptured nails, etc.
9.4 Compare and contrast basic manicures/pedicures and spa manicures/pedicures; establish the techniques and products that would be added to enhance the procedure.
9.5 Perform massage techniques used in manicures and pedicures (hand, arm, and foot massages).
9.6 Perform 2 manicures, 2 pedicures, and 1 set of sculpture nails.

Course Standard 10

HUM-CSIV-10
Explore and demonstrate basic and advanced skills, including technology used in the industry for cosmetology, barbering, esthetics, and nails.

10.1 Observe demonstrations of all modalities utilized by a licensed professional in cosmetology, barbering, esthetics, and nails.
10.2 Identify various tools used in cosmetology, barbering, esthetics, and nails.
10.3 Demonstrate proper shampooing and conditioning procedures.
10.4 Examine basic barbering techniques and facial hair design using various facial shapes.
10.5 Research new trends, techniques, products, and technology used in the cosmetology industry.

Course Standard 11

HUM-CSIV-11
Explore how related student organizations are integral parts of career and technology education courses through leadership development, school, and community service projects, entrepreneurship development, and competitive events.

11.1 Research the history of SkillsUSA.
11.2 Discuss the mission, purpose, motto, colors, official dress, and other distinguishing characteristics of SkillsUSA.
11.3 Explain how participation in SkillsUSA can promote lifelong responsibility for community service and professional growth and development.
11.4 Create a personal leadership plan to participate in programs, conferences, community service and competitive events on the local, state, and national level that align with the competencies, skills, and knowledge of this course.