

**Human Services Career Cluster
Cosmetology Services II
Course Number 12.41000**

Course Description:

After exploring the different areas of Personal Care Services in the introduction course, students may choose to pursue further training in cosmetology services. This course as well as additional advanced cosmetology courses is aligned with the Georgia State Board of Cosmetology requirements and licensure, and with the Technical College System of Georgia. This course is designed to enhance the understanding of anatomy of the skin and hair relating to the Cosmetology Industry. Students will master shampooing, permanent waving, haircutting, basic skin care, and make-up application while maintaining safety and sanitation in the workplace set forth by OSHA standards. The prerequisite for this course is Introduction to Personal Care Services.

Course Standard 1

HUM-CSII-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 |

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|---|--|---------------------------|-------------------------------|
| 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 |

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| 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 team work 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-CSII-2

Investigate basic histology of the hair and skin, related diseases and disorders, corrective treatments and provided services based on hair and scalp analysis and applying safety precautions for scalp and hair treatments.

- 2.1 Define the composition of the hair shaft and hair root, as well as the growth cycle, and nutrients needed for healthy hair.
- 2.2 Identify the most common diseases and disorders of the skin and hair and explain their origin.
- 2.3 Differentiate between diseases and disorders that may be treated in the salon and those that require medical attention.
- 2.4 Perform hair and scalp analysis to determine texture, porosity, growth pattern, scalp condition and the physical and chemical actions that damage hair.
- 2.5 Execute hair and scalp treatment, reconditioning, scalp massage, and shampooing services based on outcome of hair and scalp analysis.
- 2.6 Describe the benefits of scalp manipulations.

Course Standard 3

HUM-CSII-3

Differentiate chemistry of shampoos and conditioners for a variety of hair types and perform shampoo and conditioning applications.

- 3.1 Demonstrate an understanding of the chemical and botanical ingredients found in shampoos.
- 3.2 Distinguish the appropriate product selection in relation to the condition for the intended service.
- 3.3 Differentiate between emulsions and suspensions.
- 3.4 Demonstrate utilization of the pH scale.
- 3.5 Describe the uses and benefits of various types of shampoos and conditioners.
- 3.6 Prepare a client for a shampoo employing all safety measures.
- 3.7 Execute proper shampooing and rinsing techniques.
- 3.8 Provide conditioning treatments.

Course Standard 4

HUM-CSII-4

Create hairstyles to demonstrate the proper use the design principles, design elements, facial shapes, and hair types as needed for hair design.

- 4.1 Describe hair styling principles and elements.
- 4.2 Identify and describe the facial shapes to complete designs that will enhance or camouflage facial features.
- 4.3 Compare and contrast the hair type related to styling.

Course Standard 5

HUM-CSII-5

Examine the fundamental theory and skills needed for wet hairstyling allowing students to perform various hairstyling techniques, including wet hairstyling, comb-outs, braiding and blow dry styling.

- 5.1 Perform wet hairstyling services, including shaping, finger waving, pin curls, roller sets, and hair wrapping.
- 5.2 Explain and utilize shaping and pin curl skills to execute multiple styles, including types of bases and pin curl techniques. (flat, barrel, ridge curl, skip waves, etc.).

- 5.3 Show braiding techniques used on various hair types.
- 5.4 Identify and explain the implements used in a comb-out.
- 5.5 Demonstrate comb-out techniques by utilizing teasing, balance, harmony, etc.
- 5.6 Illustrate the proper use and handling of instruments and products used in blow-dry styling.
- 5.7 Demonstrate utilizing the procedures for fitting, cleaning, shaping and styling human hair, synthetic wigs, and hairpieces.

Course Standard 6

HUM-CSII-6

Demonstrate thermal hairstyling services, including the use of curling irons, hair pressing comb, hot rollers, etc. applying safety precautions for thermal tools.

- 6.1 Select and identify the tools used in thermal curling.
- 6.2 Describe thermal stoves, stove heated implements and electrical hair equipment.
- 6.3 Demonstrate pressing hair and marcel curling with a stove heated implement.
- 6.4 Establish waves by using thermal instruments.
- 6.5 Show the proper use of hot rollers.

Course Standard 7

HUM-CSII-7

Explain the purpose of a scalp and hair analysis in relation to the permanent wave service. Demonstrate (on a mannequin) sectioning, blocking, and wrapping a permanent wave.

- 7.1 List and explain the factors of hair analysis for chemical texture service.
- 7.2 Differentiate the physical and chemical actions that take place during permanent waving.
- 7.3 Demonstrate the basic wrapping procedures for permanent waving.
- 7.4 Distinguish types of tools and the results achieved for a variety of permanent waving techniques.

Course Standard 8

HUM-CSII-8

Explore and demonstrate skills used in the cosmetology industry.

- 8.1 Utilize advanced techniques such as hair care and haircutting, long hair styling, nail care and design, and skin care and makeup application as needed for clientele and competition purposes.
- 8.2 Assess current industry trends, standards and practices that relate to the field of cosmetology.
- 8.3 Investigate career options and new techniques in cosmetology, utilizing industry professionals as guest speakers, as well as multimedia publications.

Course Standard 9

HUM-CSII-9

Maintain a safe work environment and accident prevention by using safety precautions and/or practices including adherence to hazardous labeling requirements and compliance with safety signs, symbols, and labels.

- 9.1 Analyze the role and the responsibilities of the personal care provider (student) in the classroom, laboratory, and various workplace settings in an emergency situation.
- 9.2 Demonstrate preparedness procedures for each emergency situation, including fires, electric shock, overloading a circuit, inclement weather, blood spills, and other emergency situations that may occur in the classroom/laboratory or workplace.

- 9.3 Adhere to all safety procedures when working with chemicals.
- 9.4 Demonstrate all infection controls procedures when working in the clinic lab.
- 9.5 Follow proper care and safety protocol when working with models/clients.

Course Standard 10

HUM-CSII-10

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.

- 10.1 Research the history of SkillsUSA.
- 10.2 Discuss the mission, purpose, motto, colors, official dress and other distinguishing characteristics of SkillsUSA.
- 10.3 Explain how participation in SkillsUSA can promote lifelong responsibility for community service and professional growth and development.
- 10.4 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.