



HAIRDRESSING AND COSMETOLOGY CURRICULUM

Rev 1/2026

Prepared in alignment with:

- Connecticut Department of Public Health (DPH) Licensing Requirements
- Connecticut Technical Education and Career System Standards
- Industry and Workforce Expectations

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CTECS - Vision of Graduate

Connecticut Technical Education and Career System

Vision of a Graduate

A CTECS Graduate is...



A Problem Solver



Work Ready



Respectful



Skilled Socially



A Critical Thinker



An Effective Communicator

The Vision of a Graduate (VoG) at the Connecticut Technical Education and Career System (CTECS) embodies our commitment to preparing students for success in Connecticut's workforce.

Developed in collaboration with students, parents, staff, and employers, the VoG ensures that CTECS students are not only job-ready but also equipped to lead, innovate, and adapt in a dynamic world.

As educators, we are dedicated to developing these qualities by providing a comprehensive education that empowers our students to achieve their fullest potential and make meaningful contributions to society.

A Problem Solver

Problem solvers tackle challenges by identifying root causes of issues, brainstorming solutions, implementing effective strategies, and demonstrating adaptability.

- Engage students with open-ended, creative thinking tasks that require both conventional and innovative solutions.
- Facilitate group discussions and collaborative projects.
- Use real-world scenarios and hands-on activities.
- Highlight the importance of effort, persistence, and continuous learning.
- Provide regular feedback and encourage reflection.

Work Ready

To be work-ready includes a combination of technical expertise, soft skills, and personal qualities that ensure a graduate can effectively contribute to the workplace from day one.

- Set high standards for punctuality, responsibility, professionalism, and task completion.
- Use project-based learning and collaborative assignments.
- Emphasize clear written and verbal communication.
- Offer practical exercises like mock interviews and resume workshops.
- Integrate technology and teach digital literacy.

Respectful

Graduates who embody respectfulness emphasize the importance of treating others with dignity, valuing diversity, and fostering an inclusive and positive environment, both personally and professionally.

- Demonstrate personal, interpersonal, and professional skills.
- Show respect for diversity.
- Model respect through active listening and empathy.
- Set clear expectations for respectful interactions.
- Promote collaboration and group discussions.
- Celebrate respectful behavior.
- Address disrespect promptly and constructively.

Skilled Socially

Graduates who are skilled socially are equipped to navigate social environments, build relationships, and contribute positively to their communities and workplaces.

- Show awareness of global responsibility to others and the environment.
- Participate in community involvement.
- Design cooperative group projects and team activities
- Set expectations for respect and give regular feedback.
- Facilitate discussions on inclusivity, kindness, and respect.
- Model positive interactions and recognize strong social skills.

A Critical Thinker

Critical thinkers approach problems systematically by analyzing, evaluating, and synthesizing information to make well-informed decisions and contribute to innovative solutions.

- Encourage critical thinking individually and collaboratively.
- Design lessons that challenge assumptions and explore diverse viewpoints.
- Use open-ended questions, rigorous activities, and cross-curricular projects.
- Integrate project-based learning and real-world problem-solving.
- Offer reflective opportunities like journaling and discussions.
- Cultivate an environment that values curiosity and inquiry.

An Effective Communicator

Effective communicators convey ideas, information, and emotions accurately and persuasively, fostering understanding and collaboration.

- Communicate effectively using oral, written, visual, artistic, and technical modes.
- Include group discussions, presentations, and peer reviews.
- Promote active listening and thoughtful responses.
- Offer clear guidelines and constructive feedback.
- Stress clear, respectful, and purposeful communication.

CTECS Instructional Model

CTECS uses the Marzano Compendium to guide research-based instructional strategies that differentiate learning and promote access, engagement, and success for all students. Teachers apply these strategies to support diverse learners (including multilingual learners, students with disabilities, and students with varied academic or technical backgrounds) through scaffolds, modeling, guided practice, and multiple ways to participate and show understanding. This approach ensures every student can work toward proficiency in the Priority Standards and the competencies outlined in the CTECS Vision of a Graduate.

Feedback	Content	Context
<p>Providing and Communicating Clear Learning Goals</p> <ol style="list-style-type: none"> 1. Providing scales and rubrics 2. Tracking student progress 3. Celebrating success <p>Using Assessments</p> <ol style="list-style-type: none"> 4. Using informal assessments of the whole class 5. Using formal assessments of individual students 	<p>Conducting Direct Instruction Lessons</p> <ol style="list-style-type: none"> 6. Chunking content 7. Processing content 8. Recording and representing content <p>Conducting Practicing and Deepening Lessons</p> <ol style="list-style-type: none"> 9. Using structured practice sessions 10. Examining similarities and differences 11. Examining errors in reasoning <p>Conducting Knowledge Application Lessons</p> <ol style="list-style-type: none"> 12. Engaging students in cognitively complex tasks 13. Providing resources and guidance 14. Generating and defending claims <p>Using Strategies That Appear in All Types of Lessons</p> <ol style="list-style-type: none"> 15. Previewing strategies 16. Highlighting critical information 17. Reviewing content 18. Revising knowledge 19. Reflecting on learning 20. Assigning purposeful homework 21. Elaborating on information 22. Organizing students to interact 	<p>Using Engagement Strategies</p> <ol style="list-style-type: none"> 23. Noticing and reacting when students are not engaged 24. Increasing response rates 25. Using physical movement 26. Maintaining a lively pace 27. Demonstrating intensity and enthusiasm 28. Presenting unusual information 29. Using friendly controversy 30. Using academic games 31. Providing opportunities for students to talk about themselves 32. Motivating and inspiring students <p>Implementing Rules and Procedures</p> <ol style="list-style-type: none"> 33. Establishing rules and procedures 34. Organizing the physical layout of the classroom 35. Demonstrating withitness 36. Acknowledging adherence to rules and procedures 37. Acknowledging lack of adherence to rules and procedures <p>Building Relationships</p> <ol style="list-style-type: none"> 38. Using verbal and nonverbal behaviors that indicate affection for students 39. Understanding students' backgrounds and interests 40. Displaying objectivity and control <p>Communicating High Expectations</p> <ol style="list-style-type: none"> 41. Demonstrating value and respect for reluctant learners 42. Asking in-depth questions of reluctant learners 43. Probing incorrect answers with reluctant learners

Curriculum Introduction

This curriculum document outlines the essential learning for this trade program and provides a clear structure for planning, instruction, and assessment. It includes the components required by NEASC Standard 2.2a, along with elements that reflect the unique nature of CTECS technical programs. The curriculum is organized to show what students learn in each course, how learning progresses across grade levels, and how instruction supports both technical skill development and the CTECS Vision of a Graduate.

Teachers should use this document to:

- Understand the overall structure and expectations of the course sequence
- Reference the Course Map to see the scope and sequence of Priority Standards and the alignment to District Summative Assessments (DSAs)
- Use the Priority Standards and Units of Study to guide daily, weekly, and cycle-based planning
- Integrate Big Ideas, Essential Questions, Skills/Learning Outcomes, vocabulary, and resources during lesson design
- Identify required safety, industry, and technical content expectations
- Plan and implement formative assessments to monitor progress and guide instruction
- Prepare students for the District Summative Assessments, ensuring alignment with the Course Map
- Maintain consistency of technical and professional practice instruction across campuses while adapting to student needs and industry-based opportunities

Curriculum Components

Course Map

A Course Map serves as the scope and sequence for this course by outlining the progression of instructional units and the standards that guide teaching and assessment. While each campus will have individual student needs, cycle schedules, and industry-based opportunities, all instructors are expected to teach the standards outlined in the Course Map. Using the Course Map below, teachers will intentionally plan learning experiences that prepare students to meet the identified standards within the designated assessment windows.

Priority Standards (Units of Study)

Priority Standards identify the most essential learning in the trade program. They reflect the core technical competencies, safety practices, and industry-aligned skills that require the greatest instructional focus and appear on program assessments. In CTE programs, each Priority Standard also functions as a Unit of Study, because it includes the required components such as big ideas, essential questions, content topics, and skills/learning outcomes aligned to assessments.

Vertical Alignment

Vertical alignment shows how Priority Standards and instructional expectations progress from grade to grade within the trade program. It provides a clear pathway of skill development, increasing complexity, and technical proficiency across the four-year sequence.

Learning Outcomes

Learning outcomes are what students will know (Concepts) and be able to do (Skills). Concepts identify the major content topics within the Priority Standard (Unit of Study). They appear in the left column of the Learning Outcomes table and follow a similar coding structure as the Priority Standard.

Skills are learning objectives that describe the measurable actions students must be able to perform to demonstrate proficiency. They appear in the right column of the Learning Outcomes table and show the progression of learning evidence in the Priority Standard.

Vocabulary

Essential vocabulary includes the technical and academic terms students must understand and use accurately to engage in trade-specific learning and demonstrate proficiency on assessments. Vocabulary is foundational to safety, technical precision, and industry communication, and should be a primary initial focus within each unit and taught explicitly through modeling, demonstration, and repeated application.

Resources

Resources include the tools, equipment, texts, materials, and digital tools that support learning within each unit and reflect industry standards.

Assessment Practices

Teachers use ongoing formative assessments—such as questioning, checks for understanding, performance demonstrations, reflections, and teacher observation—to monitor progress, guide instruction, and support all learners in mastering the Priority Standards.

Each program also includes District Summative Assessments (DSAs), which measure proficiency on the Priority Standards identified in the Course Map. DSAs provide consistent evidence of student learning across campuses and ensure alignment to industry expectations, safety requirements, and program outcomes. Teachers should reference the Course Map and Units of Study when planning instruction to ensure students have opportunities to practice and demonstrate the skills and knowledge assessed on the DSA.

Hairdressing Philosophy

The Hairdressing course of studies is designed to help students develop an appreciation for the beauty and wellness industry while building the entry-level technical and professional skills required for success in the trade. Students gain academic, technical, and employability skills that support both personal development and a successful transition from high school to employment, apprenticeship, or post-secondary education.

The Hairdressing program provides foundational trade content aligned with Connecticut Department of Public Health licensing requirements and current industry standards. Students receive hands-on training in sanitation and infection control, chemical procedures, haircutting, styling, and client consultation within a simulated salon environment. Through production-based learning and optional Work-Based Learning placements in licensed salons, students apply classroom instruction in authentic settings that reflect real workplace expectations.

In addition to technical training, the program emphasizes professionalism, communication, time management, customer service, and leadership development. Participation in SkillsUSA, industry certifications, and community-based service experiences further prepare students to become responsible, adaptable professionals ready to contribute positively to the beauty industry and their communities.

Hairdressing – Course Map

Grade 9- Semester 2 DSA

- 9.1 History and Careers
- 9.2 Life Skills
- 9.3 Professional Image
- 9.4 Communication
- 9.5 Infection Control
- 9.6 Properties of the hair and Scalp
- 9.7 Scalp Care and Shampoo

Grade 10- Semester 1- DSA

- 10.1 Nail Structure
- 10.2 Manicuring & Pedicuring
- 10.3 Haircutting
- 10.4 Hair Styling

Grade 10- Semester 2- DSA

- 10.5 Braiding
- 10.6 Wigs and Artificial Hair
- 10.7 Hair Removal
- 10.8 Facials
- 10.9 Makeup

Grade 11- Semester 1- DSA

- 11.1 Advanced Haircutting
- 11.2 Haircolor
- 11.3 Chemical Texturizing
- 11.4 Principles of hair design

Grade 11- Semester 2-DSA 2

- 11.5 Skin Structure
- 11.6 Skin Diseases and Disorders
- 11.7 Nail Diseases and Disorders
- 11.8 Nail Tips and Wraps

Grade 12- Semester 1- DSA

- 12.1 Infection Control
- 12.2 Skin Structure
- 12.3 Skin Diseases and Disorders
- 12.4 Properties of hair
- 12.5 Scalp Care
- 12.6 Nail Structure
- 12.7 Manicuring & Pedicuring

Grade 12- Semester 2- DSA

- 12.8 Advanced Haircutting
- 12.9 Advanced Hairstyling
- 12.10 Braiding and Artificial Hair
- 12.11 Wigs and enhancements
- 12.12 Chemical Texturizing
- 12.13 Advanced Haircolor
- 12.14 Job Market
- 12.15 Workforce readiness
- 12.16 Business Planning

Grade 9 Curriculum

CONNECTICUT TECHNICAL EDUCATION & CAREER SYSTEM HAIRDRESSING & COSMETOLOGY GRADE 9

Priority Standard 9.1 – History and Careers

STUDENTS WILL DISCUSS AND EXPLAIN THE HISTORY AND OPPORTUNITIES OF COSMETOLOGY CAREERS.

BIG IDEA(s):

1. Many very old methods have evolved into techniques still used today. Studying the origins of these techniques can be useful in fully understanding how to use them.
2. Knowing the history of your profession can help you predict and understand upcoming trends.
3. Understanding the importance of education will give you clear direction to a successful career.
4. By learning about many possible career paths, you'll see the wide range of opportunities open to Cosmetologists.

ESSENTIAL QUESTION(s):

1. What are some important past and present cosmetology milestones and how they affect us today?
2. What career opportunities are there for licensed professionals, and how do they differ from 10 years ago?

LEARNING OUTCOMES

STUDENTS WILL NEED TO KNOW:

AS EVIDENCED BY WRITTEN, ORAL AND/OR PERFORMANCE:

9.1.1 The origins of appearance enhancement

- Describe the origins of personal beautification

9.1.2 The advancements made in cosmetology during the nineteenth, twentieth, and early twenty-first centuries

- Name the advancements made in cosmetology during the twentieth and early twenty-first centuries
- Explain the history of cosmetology and the broad range of specialty areas
- Compare and contrast how Cosmetology describe how the art and science of beautifying and improving the skin, nails, and hair is integrated

9.1.3 Career opportunities

- List the career opportunities available to a licensed cosmetologist

[GRADE 9, CHAPTER 1 RUBRIC](#)

Priority Standard 9.2 – Life Skills

INTRODUCE THE STUDENTS TO LIFE SKILLS NECESSARY FOR SUCCESSFUL EMPLOYMENT IN COSMETOLOGY.

BIG IDEA(s):

1. Practicing good life skills will lead to a more satisfying and productive beauty career. Beauty professionals work with many different types of clients, and having good life skills can help keep those interactions positive in any situation.
2. The ability to deal with difficult circumstances comes from having well-developed life skills.
3. Having good life skills builds self-esteem, which helps individuals achieve goals.

ESSENTIAL QUESTION(s):

1. How do I manage my time better?
2. What are some moral principles we should live by daily?

LEARNING OUTCOMES**STUDENTS WILL NEED TO KNOW:****AS EVIDENCED BY WRITTEN, ORAL AND/OR PERFORMANCE:**

9.2.1 Appearance enhancement

- Describe the origins of personal beautification

9.2-2 The advancements made in cosmetology during the nineteenth, twentieth, and early twenty-first centuries

- Name the advancements made in cosmetology during the twentieth and early twenty-first centuries
- Explain the history of cosmetology and the broad range of specialty areas
- Compare and contrast how Cosmetology describe how the art and science of beautifying and improving the skin, nails, and hair is integrated

9.2.3 Career opportunities

- List the career opportunities available to a licensed cosmetologist

[GRADE 9, CHAPTER 1 RUBRIC](#)

Priority Standard 3.1 – Professional Image

INTRODUCE STUDENTS ON HOW TO ACQUIRE A PROFESSIONAL IMAGE FOR SUCCESS IN COSMETOLOGY CAREERS.

BIG IDEA(s):

1. First impressions are often the gateway to obtaining a job interview, new customers, and to building a professional image. Making a positive impact is essential when working in the business of image building.
2. Clients rely on beauty professionals to look good and be well groomed. Having a professional beauty image helps to build trust with clients and leads to repeat business.
3. Finding a salon whose culture complements your image standards and goals is important for career growth and achievements.
4. There are consequences to not maintaining a professional image including loss of clients, a poor reputation, and loss of income.
5. Understanding ergonomics can help prevent health issues associated with poor working habits and help professionals stay gainfully employed.

ESSENTIAL QUESTION(s):

1. How do you “Dress for Success”?
2. What are some ways to reduce daily stress?

LEARNING OUTCOMES

STUDENTS WILL NEED TO KNOW:

AS EVIDENCED BY WRITTEN, ORAL AND/OR PERFORMANCE:

9.3.1 Professional Image

- Demonstrate professionalism and personal image related to the cosmetology industry

9.3.2 Beauty and wellness best practices

- Demonstrate an understanding of ergonomic principles and ergonomically correct postures and movement
- Understand the importance of professional hygiene

9.3.3 Appearances counts as a cosmetologist

- Explain the concept of dressing for success

9.3.4 Career readiness

- Create a professional career readiness physical presentation

[GRADE 9, FOUNDATIONS CHAPTER 2 RUBRIC](#)

Grade 10 Curriculum

CONNECTICUT TECHNICAL EDUCATION & CAREER SYSTEM HAIRDRESSING & COSMETOLOGY GRADE 10

Priority Standard 10.1 – Nail Structure

STUDENTS WILL BE ABLE TO DEFINE AND DESCRIBE BASIC NAIL STRUCTURE CHAPTER 5

BIG IDEA(s):

1. Understanding the structure and growth of natural nails allows you to expertly groom, strengthen, and beautify nails.
2. It is important to know the difference between the nail cuticle and the eponychium before performing nail services.
3. Understanding the structure and growth cycles of the natural nail will prepare you for more advanced nail services.

ESSENTIAL QUESTION(s):

1. How does the basic knowledge of nail services lead to profit opportunities?

LEARNING OUTCOMES

STUDENTS WILL NEED TO KNOW:

AS EVIDENCED BY WRITTEN, ORAL AND/OR PERFORMANCE:

10.1.1 Nail structure and growth

- Describe the characteristics of normal, healthy nails

10.1.2 Natural nail

- List and describe the nine basic parts of the nail unit

10.1.3 Nail anatomy

- Name the technical term for nail

10.1.4 Nail growth

- Discuss how nails grow

[GRADE 10, CHAPTER 5 RUBRIC](#)

Priority Standard 10.2 – Manicuring & Pedicuring

STUDENTS WILL BE ABLE TO PERFORM BASIC MANICURING AND PEDICURING PROCEDURES CHAPTERS 20 & 21

BIG IDEA(s):

1. The appearance of nails has become a visual benchmark in our society in the assessment of a person both socially and professionally.
2. Fashion continuously changes and a professional cosmetologist should always stay current to new trends in all facets of the beauty industry.
3. Some clients cannot, due to health constraints, maintain their own nails; some just prefer to have a knowledgeable professional perform this task for them.
4. It will enable you to add this very desirable service to your service offerings.
5. It is important to differentiate between the various pedicure tools and to know how they are properly used.

ESSENTIAL QUESTION(s):

1. How does the basic knowledge of nail services lead to profit opportunities?

LEARNING OUTCOMES**STUDENTS WILL NEED TO KNOW:****AS EVIDENCED BY WRITTEN, ORAL AND/OR PERFORMANCE:**

10.2.1 State and government regulations

- Define scope of practice and describe the potential consequences if a nail technician works outside the state's scope of practice
- Explain why a consultation is important before a service in the salon
- Summarize the importance of cleaning and disinfecting a pedicure bath

10.2.2 Basic manicure or pedicure

- Describe the most popular nail shape for men
- List and describe the five basic nail shapes for women
- Identify the four types of nail technology tools required to perform a manicure
- Explain the difference between multi-use (reusable) and single-use (disposable) implements
- Describe the equipment and materials used when performing pedicures

10.2.3 Massages of the hand, arm, foot and leg

- List the massage movements for performing a relaxing hand and arm massage
- Define reflexology and its use during a pedicure procedure

10.2.4 The differences between spa manicures and basic manicures

- Explain the differences between spa manicures and basic manicures

10.2.5 Manicuring & pedicuring procedures

- Perform manicuring & pedicuring procedures
- Describe the function of callus softener in a pedicure procedure

[GRADE 10, CHAPTER 20 RUBRIC](#)
[GRADE 10, CHAPTER 21 RUBRIC](#)

Priority Standard 10.3 - Haircutting

STUDENTS WILL BE ABLE TO DEMONSTRATE BASIC HAIRCUTTING SKILLS CHAPTER 11

BIG IDEA(s):

1. Haircutting is the basic foundational skill upon which all other hair design is built.
2. Being able to rely on your haircutting skills and techniques when creating a haircut is what will build confidence, trust, and loyalty between a cosmetologist and his or her clients.
3. The ability to duplicate an existing haircut or create a new haircut from a photo will build a stronger professional relationship between stylist and client.
4. A good haircut that is easy to style and maintain will make clients happy with their experience and will build repeat services.
5. Studying the fundamentals will allow you to understand advanced haircutting techniques.
6. Specializing in haircutting will increase your career opportunities and profits as a hairstylist.

ESSENTIAL QUESTION(s):

1. How do elevation and guidelines influence the final result in a haircut?

LEARNING OUTCOMES

STUDENTS WILL NEED TO KNOW:

AS EVIDENCED BY WRITTEN, ORAL AND/OR PERFORMANCE:

10.3.1 The 3 basic haircuts with scissors:

- 0 degree haircut
- 90 degree haircut
- 180 degree haircut

- Perform the three basic haircuts
- Conduct a 10-step client consultation
- Demonstrate proper posture and body position during haircutting
- Follow safety procedures during haircutting

10.3.2 Reference points on the head form and describe their role in haircutting.

- Identify reference points on the head form and understand their role in haircutting

10.3.3 Lines, elevations and guidelines.

- Define angles, elevations, and guidelines

[GRADE 10, CHAPTER 11 RUBRIC](#)

Priority Standard 10.4 - Hair Styling

STUDENTS WILL BE ABLE TO PERFORM HAIR STYLING TECHNIQUES CHAPTER 9

BIG IDEA(s):

1. Hairstyling is an important, foundational skill that allows the professional to articulate creativity and deliver a specific outcome desired by the guest.
2. Guests rely on you to teach them about their hair and how to style it so they can have a variety of options based on their lifestyle and fashion needs. You are the expert!
3. Hairstyling skills will enable you to help guests to be as contemporary as they would like to be, allowing them to keep up with the trends.

ESSENTIAL QUESTION(s):

1. How does the application of basic designing techniques lend itself to a desired end result?

LEARNING OUTCOMES**STUDENTS WILL NEED TO KNOW:****AS EVIDENCED BY WRITTEN, ORAL AND/OR PERFORMANCE:**

10.4.1 Wet hairstyling, basics finger waving, and pin curls

- Demonstrate three basic techniques of styling long hair.
- Demonstrate finger waving, pin curling, roller setting, and hair wrapping

10.4.2 Roller curls, comb-out techniques, hair wrapping, and blow dry styling

- Demonstrate various blow dry styling techniques

10.4.3 Thermal hairstyling, thermal hair straightening (hair pressing), styling long hair, and formal styling

- Demonstrate the procedures for soft pressing and hard pressing
- Demonstrate the proper use of thermal irons
- Demonstrate various thermal iron manipulations and explain proper use
- Describe the three types of hair pressing

[GRADE 10, CHAPTER 12 RUBRIC](#)

Priority Standard 10.5 – Braiding & Artificial Hair

STUDENTS WILL BE ABLE TO DEMONSTRATE HAIR DESIGNING TO INCLUDE BRAIDING & ARTIFICIAL HAIR TECHNIQUES CHAPTER 13

BIG IDEA(s):

1. These services are very popular and consumers are interested in wearing styles specific to their hair texture.
2. These techniques provide an opportunity for stylists to express their artistic abilities and to add another high-ticket service to their current service menu.
3. All professional cosmetologists should be prepared to work with every type of hair texture and hairstyle trend.
4. Working with braid extensions exposes cosmetologists to the fundamental techniques of adding hair extensions, which is another lucrative service for the stylist and the salon.

ESSENTIAL QUESTION(s):

1. Why is a client consultation essential for all artificial hair techniques?

LEARNING OUTCOMES

STUDENTS WILL NEED TO KNOW:	AS EVIDENCED BY WRITTEN, ORAL AND/OR PERFORMANCE:
10.5.1 Braiding and braid extensions	<ul style="list-style-type: none">● Know the general history of braiding● Recognize braiding basics and the importance of a consultation
10.5.2 Braiding	<ul style="list-style-type: none">● Describe the six types of braiding techniques: rope, fishtail, halo, invisible, single, and single braids with extensions● Demonstrate the procedure for cornrowing
10.5.3 Braiding and braid extension techniques	<ul style="list-style-type: none">● Describe the six types of braiding techniques: rope, fishtail, halo, invisible, single, and single braids with extensions
10.5.4 Textured sets and styles	<ul style="list-style-type: none">● Explain the techniques for textured sets and styles● Demonstrate the procedures for starting locks and lock grooming

[GRADE 10, CHAPTER 13 RUBRIC](#)

Priority Standard 10.6 - WIGS AND HAIR ENHANCEMENTS

**STUDENTS WILL BE ABLE TO DEMONSTRATE KNOWLEDGE IN WIGS AND HAIR ENHANCEMENTS
CHAPTER 14**

BIG IDEA(s):

1. Expanded knowledge in hair service bring many business opportunities

ESSENTIAL QUESTION(s):

1. The market for products and services related to faux hair has expanded to every consumer group, from baby boomers with fine and thinning hair, to young trendsetters, to celebrities.
2. Hair extensions, additions, and customized wigs can be some of the most lucrative services in the salon.
3. Each manufacturer has its own systems, but if you understand the fundamentals, you can easily work with any company on the market.
4. The skills you develop will open many doors, from working behind the scenes in Broadway shows to working in Hollywood with celebrities who invariably wear faux hair.

LEARNING OUTCOMES

STUDENTS WILL NEED TO KNOW:

AS EVIDENCED BY WRITTEN, ORAL AND/OR PERFORMANCE:

10.6.1 The differences between human and synthetic hair

- Explain the differences between human hair and synthetic hair

10.6.2 Basic wig knowledge

- Examine the two basic categories of wigs

10.6.3 Hairpieces and hair extensions

- Distinguish several types of hairpieces and their uses
- Review several different methods of attaching hair extensions

[GRADE 10, CHAPTER 14 RUBRIC](#)

Priority Standard 10.7 - HAIR REMOVAL METHODS

**STUDENTS WILL BE ABLE TO DESCRIBE HAIR REMOVAL METHODS
CHAPTER 17**

BIG IDEA(s):

1. Removing unwanted hair is a primary concern for many clients, and being able to advise them on various types of hair removal will enhance your ability to satisfy your clients.
2. Offering clients hair removal services that meet their needs and can be scheduled while they are already in the salon can be a valuable extra service you can offer. Learning the proper hair removal techniques and performing them safely makes you an even more important part of a client's beauty regimen.
3. Learning the proper hair removal techniques and performing them safely makes you an even more important part of a client's beauty regimen.

ESSENTIAL QUESTION(s):

1. How do hair removal services expand earning potentials?

LEARNING OUTCOMES**STUDENTS WILL NEED TO KNOW:****AS EVIDENCED BY WRITTEN, ORAL AND/OR PERFORMANCE:**

10.7.1 Hair removal services offered in salons

- Name the conditions that contraindicate hair removal in the salon
- Explain the significance of a client intake form used in hair removal services

10.7.2 Permanent hair removal

- Identify and describe three methods of permanent hair removal

10.7.3 Temporary hair removal

- List and describe the eight methods used for temporary hair removal

[GRADE 10, CHAPTER 17 RUBRIC](#)**Priority Standard 10.8 - FACIAL****STUDENTS WILL BE ABLE TO DEFINE AND PERFORM A BASIC FACIAL
CHAPTER 18****BIG IDEA(s):**

1. Providing skin care services to clients is extremely rewarding, and will help busy clients to relax, improve their appearance, and help them feel better about themselves.
2. Knowing the basics of skin analysis and basic information about skin care products will enable you to offer your clients advice when they ask for it.

ESSENTIAL QUESTION(s):

1. How do the basic fundamentals of facials lead to increased earning potential?

LEARNING OUTCOMES

STUDENTS WILL NEED TO KNOW:	AS EVIDENCED BY WRITTEN, ORAL AND/OR PERFORMANCE:
10.8.1 Client consultation and skin analysis	<ul style="list-style-type: none"> ● Determine skin type during the skin analysis ● Recognize aging and sun-damaged skin ● Use facials to treat basic and specialty skin types ● Explain the pertinent information to gather during a client consultation and skin analysis before performing facial treatments ● Identify examples of contraindication that prohibit performing facial treatment.
10.8.2 Skin care products	<ul style="list-style-type: none"> ● Use aromatherapy in the basic facial ● Name the different categories of skin care products used in facial treatments
10.8.3 Facial massage	<ul style="list-style-type: none"> ● Define why massage is used during a facial ● Name and briefly describe the five categories of massage manipulations
10.8.4 Facial equipment	<ul style="list-style-type: none"> ● Use electrotherapy and light therapy treat the skin ● Name and describe two types of electrical machines used in facial treatments. ● Know the difference between galvanic and high-frequency treatments

GRADE 10. CHAPTER 18 RUBRIC

Priority Standard 10.9 - FACIAL MAKEUP

**STUDENTS WILL BE ABLE TO DESCRIBE FACIAL MAKEUP AND THEIR USES AS WELL AS DEMONSTRATE KNOWLEDGE OF THE APPLICATION OF FACIAL MAKEUP AND ITS COMPONENTS
CHAPTER 19**

BIG IDEA(s):

1. Clients rely on you for advice on how to look their best.
2. Basic makeup techniques provide the finishing touch to any hairstyling service.
3. A general understanding of facial makeup formulation assists you in understanding when and on whom they should be used.
4. Highlighting, contouring, and other face-shape altering techniques will help you accent your clients' best features while minimizing those that are less desirable.

ESSENTIAL QUESTION(s):

1. How do the basic fundamentals of makeup applications lead to increased earning potential?

LEARNING OUTCOMES

STUDENTS WILL NEED TO KNOW:

AS EVIDENCED BY WRITTEN, ORAL AND/OR PERFORMANCE:

10.9.1 Facial makeup	<ul style="list-style-type: none">● Explain the importance in studying facial makeup● Identify different facial types and summarize basic makeup techniques● Describe the various types of cosmetics and their uses for facial makeup
10.9.2 Color theory	<ul style="list-style-type: none">● Explain how to use color theory when choosing cosmetics for makeup application
10.9.3 Special-occasion makeup & Facial makeup procedures	<ul style="list-style-type: none">● Explain the steps for basic makeup applications● Alter face shapes with makeup● Perform special-occasion makeup● Perform facial makeup procedures
10.9.4 Two types of artificial eyelashes	<ul style="list-style-type: none">● Apply artificial eyelashes
<u>GRADE 10, CHAPTER 19 RUBRIC</u>	

**CONNECTICUT TECHNICAL EDUCATION & CAREER SYSTEM
HAIRDRESSING & COSMETOLOGY
GRADE 11**

Priority Standard 11.1- ADVANCED HAIRCUTTING

**STUDENTS WILL BE ABLE TO DEMONSTRATE ADVANCED HAIRCUTTING SKILLS
CHAPTER 11**

BIG IDEA(s):

1. Haircutting is the basic foundational skill upon which all other hair design is built.
2. Being able to rely on your haircutting skills and techniques when creating a haircut is what will build confidence, trust, and loyalty between a cosmetologist and his or her clients.
3. The ability to duplicate an existing haircut or create a new haircut from a photo will build a stronger professional relationship between stylist and client.
4. A good haircut that is easy to style and maintain will make clients happy with their experience and will build repeat services.
5. Studying the fundamentals will allow you to understand advanced haircutting techniques.
6. Specializing in haircutting will increase your career opportunities and profits as a hairstylist.

ESSENTIAL QUESTION(s):

1. How do elevation and guidelines influence the final result in a haircut?

LEARNING OUTCOMES

STUDENTS WILL NEED TO KNOW:

AS EVIDENCED BY WRITTEN, ORAL AND/OR PERFORMANCE:

11.1.1 Clipper cut.

- Use clippers and trimmers to demonstrate a men’s haircut

11.1.2 Lines, sections, elevations, and guidelines.

- Identify the reference points on the head and understand their role in haircutting.

11.2.3 Tools of haircutting.

- Perform the four basic haircuts independently
- Discuss and explain three different texturizing techniques performed with shears

[GRADE 10, CHAPTER 11 RUBRIC](#)

Priority Standard 11.2 - HAIR COLORING

**STUDENTS WILL BE ABLE TO DEFINE AND PERFORM VARIOUS HAIR COLORING
TECHNIQUES
CHAPTER 16**

BIG IDEA(s):

1. Haircolor services provide stylists and clients with an opportunity for creative expression and artistry.
2. Clients increasingly ask for and require excellent haircoloring services to cover gray, to enhance their haircuts, and to camouflage face-shape imperfections.
3. Haircolor products employ strong chemical ingredients to accomplish services, so being aware of what these chemicals are and how they work will enable you to safely provide color services for your clients.

ESSENTIAL QUESTION(s):

1. What factors must be considered when formulating color?

LEARNING OUTCOMES

STUDENTS WILL NEED TO KNOW:	AS EVIDENCED BY WRITTEN, ORAL AND/OR PERFORMANCE:
11.2.1 Color theory	<ul style="list-style-type: none"> ● Define level, tone and intensity.
11.2.2 Hair color & chemical effects	<ul style="list-style-type: none"> ● Differentiate between the four categories of hair color and their uses.
11.2.3 The application techniques for the following: <ul style="list-style-type: none"> ○ Temporary copy ○ Semi-permanent color ○ Permanent color ○ Lighteners 	<ul style="list-style-type: none"> ● Differentiate between the different types of hair lighteners and their uses.
11.2.4 Theory of color r	<ul style="list-style-type: none"> ● Explain how the theory of color relates to color services in the salon.
11.2.5 Color application techniques: <ul style="list-style-type: none"> ○ temporary color ○ semi-permanent color ○ permanent color lighteners 	<ul style="list-style-type: none"> ● The application techniques for the following colors within industry standard time constraints: <ul style="list-style-type: none"> ○ temporary color ○ semi-permanent color ○ permanent color lighteners

[HAIRCOLORING RUBRIC](#)

Priority Standard 11.3 - CHEMICAL TEXTURE

**STUDENTS WILL BE ABLE TO DEMONSTRATE CHEMICAL TEXTURE SERVICES
CHAPTER 15**

BIG IDEA(s):

1. Chemical texture services allow stylists the opportunity to offer clients options to change the texture of their hair and explore the fashionable world of hairstyling.
2. Knowing how to perform these services accurately, safely, and professionally will help build a trusting and loyal clientele while aiding in building your confidence to offer chemical texture services to all clients.
3. Chemical services are among the most lucrative and repetitive services in the salon, and many retail products are specific to hair's texture and condition.
4. Without a thorough understanding of chemistry, cosmetologists could damage hair, cause hair loss, and harm their clients and themselves.

ESSENTIAL QUESTION(s):

1. Explain the reaction of relaxer and perm solution.
2. Differentiate between perm solution and neutralizer.

LEARNING OUTCOMES

STUDENTS WILL NEED TO KNOW:	AS EVIDENCED BY WRITTEN, ORAL AND/OR PERFORMANCE:
11.3.1 Chemical texture services	<ul style="list-style-type: none"> ● Explain chemical actions that take place during permanent waving
11.3.2 Structure of hair	<ul style="list-style-type: none"> ● Explain the structure and purpose of each of the hair's layers
11.3.3 Permanent waving	<ul style="list-style-type: none"> ● Explain the difference between an alkaline wave and a true acid wave ● Explain the purpose of neutralization in permanent waving
11.3.4 Chemical hair relaxer	<ul style="list-style-type: none"> ● Describe how thio relaxers straighten the hair ● Describe how hydroxide relaxers straighten the hair
11.3.5 Curl re-forming (Soft Curl Permanents)	<ul style="list-style-type: none"> ● Describe curl re-forming and what it is best used for

technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

CHEMICAL TEXTURIZING RUBRIC

**STUDENTS WILL BE ABLE TO PERFORM HAIR STYLING TECHNIQUES
CHAPTER 12**

BIG IDEA(s):

1. Hairstyling is an important, foundational skill that allows the professional to articulate creativity and deliver a specific outcome desired by the guest.
2. Guests rely on you to teach them about their hair and how to style it so they can have a variety of options based on their lifestyle and fashion needs. You are the expert!
3. The guest looks to you for that special style desired for that special day.
4. Hairstyling skills will enable you to help guests to be as contemporary as they would like to be, allowing them to keep up with the trends.
5. This knowledge helps make you a well-rounded hairdresser and it also creates discipline and cleanliness in your work.

ESSENTIAL QUESTION(s):

1. How does the application of basic designing techniques lend itself to a desired end result?

LEARNING OUTCOMES

STUDENTS WILL NEED TO KNOW:	AS EVIDENCED BY WRITTEN, ORAL AND/OR PERFORMANCE:
11.4.1 Wet hairstyling, basics finger waving, & pin curls	<ul style="list-style-type: none"> ● Demonstrate three basic techniques of styling long hair. ● Demonstrate finger waving, pin curling, roller setting, and hair wrapping
11.4.2 Roller curls, comb-out techniques, hair wrapping, and blowdry styling	<ul style="list-style-type: none"> ● Demonstrate various blow dry styling techniques
11.4.3 Thermal hairstyling, thermal hair straightening (hair pressing), styling long hair, and formal styling	<ul style="list-style-type: none"> ● Demonstrate the procedures for soft pressing and hard pressing ● Demonstrate the proper use of thermal irons ● Demonstrate various thermal iron manipulations and explain proper use ● Describe the three types of hair pressing

[hairstyling](#)

STUDENTS WILL BE ABLE TO DEMONSTRATE KNOWLEDGE OF THE HISTOLOGY OF SKIN THROUGH VARIOUS APPLICATIONS
CHAPTER 3

BIG IDEA(s):

1. Knowing the skin’s underlying structure and basic needs is crucial in order to provide excellent skin care for clients.
2. You will need to recognize adverse conditions, including skin diseases, inflamed skin, and infectious skin disorders so that you can refer clients to medical professionals for treatment when necessary.
3. Twenty-first century skin care has entered the realm of high technology, so you must learn about and understand the latest developments in ingredients and state-of-the-art delivery systems in order to help protect, nourish, and preserve the health and beauty of your clients’ skin.

ESSENTIAL QUESTION(s):

1. How does the knowledge of skin histology produce better effects for the client?

LEARNING OUTCOMES

STUDENTS WILL NEED TO KNOW:	AS EVIDENCED BY WRITTEN, ORAL AND/OR PERFORMANCE:
11.5.1 Skin structure, growth, and nutrition	<ul style="list-style-type: none"> ● Identify the two types of glands contained within the skin and describe their function ● Name the one essential item that no person can live without and why it is essential to the skin and body ● Identify the food groups and dietary guidelines recommended by the U.S. Department of Agriculture (USDA) ● List and describe the vitamins that can help the skin
11.5.2 Anatomy of the skin	<ul style="list-style-type: none"> ● Name and describe the function of three types of nerve fibers found in the skin ● List and describe the main divisions and layers of the skin
11.5.3 Nutrition and skin health	<ul style="list-style-type: none"> ● List the six functions of the skin ● Describe the characteristics of healthy skin

[Skin Structure and Growth Rubric](#)

Priority Standard 11.6 - SKIN DISORDERS AND DISEASES

STUDENTS WILL BE ABLE TO UNDERSTAND SKIN DISORDERS AND DISEASES CHAPTER 4

BIG IDEA(s):

1. Providing even the most basic of skin care services require an understanding of the underlying structure of the skin and common skin problems.
2. The ability to recognize skin disorders and know when the client should be referred for medical treatment or when they can be treated by the cosmetologist is essential.
3. Being fully qualified to offer skin care treatments adds another dimension of service for your clients.

ESSENTIAL QUESTION(s):

1. What is the importance in studying skin disorders and diseases?

LEARNING OUTCOMES

STUDENTS WILL NEED TO KNOW:**AS EVIDENCED BY WRITTEN, ORAL AND/OR PERFORMANCE:**

11.6.1 Skin disorders and diseases of the skin

- List and describe common skin lesions, differentiating between primary and secondary lesions.
- Recognize skin disorders and diseases commonly seen in the salon and determine treatable versus non-treatable by cosmetologists

11.6.2 Disorders of the sebaceous (oil) and sudoriferous (sweat) glands, and pigment disorders of the skin

- List and describe common disorders of the sebaceous glands.
- List and describe common changes in skin pigmentation.

11.6.3 Hypertrophies of the skin, skin cancer, acne and skin problems

- Identify the forms of skin cancer including symptoms and mortality rates
- Identify and describe the major causes of acne and current treatments.
- Describe contact dermatitis and prevention measures for cosmetologists

11.6.4 Aging skin issues and the sun and its effects

- List the factors that contribute to the aging of the skin
- Explain the effects of exposure to the sun on the skin

[Skin Disorders and Diseases Rubric](#)

Priority Standard 11.7 - DISORDERS AND DISEASES OF THE NAILS

STUDENTS WILL BE ABLE TO IDENTIFY AND RECOGNIZE THE VARIOUS DISORDERS AND DISEASES OF THE NAILS CHAPTER 6

BIG IDEA(s):

1. You must be able to identify those conditions on a client's nails and determine if they should or should not be treated in the salon.
2. You must acknowledge infectious conditions that may be present so you can take the appropriate steps to protect yourself and your clients from the spread of disease.
3. You need to be able to recognize conditions that may signal mild to serious health problems that warrant the attention of a doctor.

ESSENTIAL QUESTION(s):

1. How does the basic knowledge of nail services lead to profit opportunities?

LEARNING OUTCOMES

STUDENTS WILL NEED TO KNOW:**AS EVIDENCED BY WRITTEN, ORAL AND/OR PERFORMANCE:**

11.7.1 Nail structure and growth

- Explain the most effective way to avoid transferring infections among clients

11.7.2 Nail disorders

- List and describe the various disorders and irregularities of nails
- Recognize diseases and disorders commonly seen in the salon and determine treatable versus non-treatable nail disorders and diseases

11.7.3 Nail diseases

- Recognize the importance of learning about *Pseudomonas aeruginosa*
- Discuss what fungal organisms favor for growth

11.7.4 Hand, nail and skin analysis.

- Perform a hand, nail, and skin analysis on a client

[Nail Disorder and Diseases](#)

Priority Standard 11.8 - ADVANCED NAIL TECHNIQUES

STUDENTS WILL BE ABLE TO DEMONSTRATE KNOWLEDGE OF ADVANCED NAIL TECHNIQUES CHAPTERS 22-24

BIG IDEA(s):

1. Expanded business opportunities present themselves through nail services.

ESSENTIAL QUESTION(s):

1. How does treating the client's nails lead to additional business?

LEARNING OUTCOMES

STUDENTS WILL NEED TO KNOW:

AS EVIDENCED BY WRITTEN, ORAL AND/OR PERFORMANCE:

11.8.1 Nail tips and wraps

- Name and describe the three types of nail tips available, and describe the importance of correctly fitting nail tips

11.8.2 Nail wrap maintenance, repair and removal as well as nail tips and wraps procedures

- Demonstrate the stop, rock, and hold method of applying nail tips
- Demonstrate how to remove fabric wraps and what to avoid
- Explain a few methods of applying nail tips
- Describe the main difference between performing the two-week fabric wrap maintenance and the four-week fabric wrap maintenance

11.8.3 Monomer liquid and polymer powder nail enhancements

- Implement the proper procedure for removing monomer liquid and polymer powder nail enhancements
- Explain monomer liquid and polymer powder nail enhancement chemistry and how it works

11.8.4 Monomer liquid and polymer powder nail art

- Create monomer liquid and polymer powder nail art
- Describe the general process for using odorless products

11.8.5 Light cured gels and the proper light cured gel technology

- Explain when you would use a one-color or two-color method for applying UV or LED gels
- Explain how to correctly remove hard light cured gels
- Identify the correct way to remove soft light cured gels

[Nail Tips and Wraps RUBRIC](#)

[MONOMER LIQUID & POLYMER POWDER NAIL ENHANCEMENTS RUBRIC](#)

[Light Cured Gels RUBRIC](#)

**CONNECTICUT TECHNICAL EDUCATION & CAREER SYSTEM
HAIRDRESSING & COSMETOLOGY
GRADE 12**

Priority Standard 12.1 - **INFECTION CONTROL IN THE SALON**

**STUDENTS WILL BE ABLE TO PRACTICE INFECTION CONTROL IN THE SALON
CHAPTER 5**

BIG IDEA(s):

1. To be a knowledgeable, successful, and responsible professional in the field of cosmetology, you are required to understand the types of illness causing pathogens you may encounter in the salon.
2. Understanding the basics of cleaning and disinfecting and following federal and state rules will safeguard you and your clients.
3. Understanding the cleaning and disinfecting products that you use and how to use them will help keep you, your clients, and your salon environment protected from potential pathogens and their modes of transmission.
4. Understanding and practicing proper infection control within federal, state, and local laws/rules will safeguard your business from costly citations for safety violations.
5. Respecting the chemicals used in cleaning and disinfecting by reading labels and following manufacturer's instructions is necessary to reduce the risks involved with using any chemical.

ESSENTIAL QUESTION(s):

1. How can I prevent the spread of disease?

LEARNING OUTCOMES

STUDENTS WILL NEED TO KNOW:	AS EVIDENCED BY WRITTEN, ORAL AND/OR PERFORMANCE:
12.1.1 Infection control	<ul style="list-style-type: none"> ● Define hepatitis and Human Immunodeficiency Virus (HIV) and explain the diseases are transmitted ● List the types and classifications of bacteria
12.1.2 State infection control regulations	<ul style="list-style-type: none"> ● Describe how to safely clean and disinfect salon tools and implements
12.1.3 Infection	<ul style="list-style-type: none"> ● List the types and classifications of bacteria
12.1.4 Disease Prevention	<ul style="list-style-type: none"> ● Describe how to safely clean and disinfect salon tools and implements
12.1.5 Universal precautions that align with the state public health standards	<ul style="list-style-type: none"> ● Compare and contrast between the state laws and rules
12.1.6 Salon image	<ul style="list-style-type: none"> ● List the types of disinfectants and how the disinfectants are used ● Discuss how universal precautions is practiced in salons ● List the responsibilities of a salon professional

INFECTION CONTROL RUBRIC

Priority Standard 12.2 - HISTOLOGY OF SKIN

STUDENTS WILL BE ABLE TO DEMONSTRATE KNOWLEDGE OF THE HISTOLOGY OF SKIN THROUGH VARIOUS APPLICATIONS
CHAPTER 3

BIG IDEA(s):

1. Knowing the skin's underlying structure and basic needs is crucial in order to provide excellent skin care for clients.
2. You will need to recognize adverse conditions, including skin diseases, inflamed skin, and infectious skin disorders so that you can refer clients to medical professionals for treatment when necessary.
3. Twenty-first century skin care has entered the realm of high technology, so you must learn about and understand the latest developments in ingredients and state-of-the-art delivery systems in order to help protect, nourish, and preserve the health and beauty of your clients' skin.

ESSENTIAL QUESTION(s):

1. How does the knowledge of skin histology produce better effects for the client?

LEARNING OUTCOMES

STUDENTS WILL NEED TO KNOW:

AS EVIDENCED BY WRITTEN, ORAL AND/OR PERFORMANCE:

12.2.1 Skin structure, growth, and nutrition

- Identify the two types of glands contained within the skin and describe their function
- Name the one essential item that no person can live without and why it is essential to the skin and body
- Identify the food groups and dietary guidelines recommended by the U.S. Department of Agriculture (USDA)
- List and describe the vitamins that can help the skin

12.2.2 Anatomy of the skin

- Name and describe the function of three types of nerve fibers found in the skin
- List and describe the main divisions and layers of the skin

12.2.3 Nutrition and skin health

- List the six functions of the skin
- Describe the characteristics of healthy skin

SKIN STRUCTURE, GROWTH, & NUTRITION RUBRIC

Priority Standard 12.3 - SKIN DISORDERS AND DISEASES

STUDENTS WILL BE ABLE TO UNDERSTAND SKIN DISORDERS AND DISEASES OF THE SKIN. CHAPTER 4

BIG IDEA(s):

1. Providing even the most basic of skin care services require an understanding of the underlying structure of the skin and common skin problems.
2. The ability to recognize skin disorders and know when the client should be referred for medical treatment or when they can be treated by the cosmetologist is essential.
3. Being fully qualified to offer skin care treatments adds another dimension of service for your clients.

ESSENTIAL QUESTION(s):

1. What is the importance in studying skin disorders and diseases?

LEARNING OUTCOMES

STUDENTS WILL NEED TO KNOW:

AS EVIDENCED BY WRITTEN, ORAL AND/OR PERFORMANCE:

12.3.1 Skin disorders and diseases

- List and describe common skin lesions, differentiating between primary and secondary lesions.
- Recognize skin disorders and diseases commonly seen in the salon and determine treatable versus non-treatable by cosmetologists

12.3.2 Disorders of the sebaceous (oil) and sudoriferous (sweat) glands, and pigment disorders of the skin

- List and describe common disorders of the sebaceous glands.
- List and describe common changes in skin pigmentation.

12.3.3 Hypertrophies of the skin, skin cancer, acne and skin problems

- Identify the forms of skin cancer including symptoms and mortality rates
- Identify and describe the major causes of acne and current treatments.
- Describe contact dermatitis and prevention measures for cosmetologists

12.3.4 Aging skin

- List the factors that contribute to the aging of the skin
- Explain the effects of exposure to the sun on the skin

SKIN DISORDERS & DISEASES

Priority Standard 12.4 - PROPERTIES OF HAIR AND SCALP

STUDENTS WILL BE ABLE TO DEFINE THE PROPERTIES OF HAIR AND SCALP CHAPTER 7

BIG IDEA(s):

1. You need to know how and why hair grows and how and why it falls out in order to be able to differentiate between normal and abnormal hair loss.
2. Knowing what creates natural color and texture is a vital part of being able to offer a variety of chemical services to clients.
3. Spotting an unhealthy scalp condition that could be harboring a communicable disease or even be causing permanent hair loss is a way to aid your client in caring for their scalp and their hair's well-being.

ESSENTIAL QUESTION(s):

1. Name three disorders of the hair or scalp, and how are they treated?
2. What are the bonds in the hair? And why do we need to know them?

LEARNING OUTCOMES

STUDENTS WILL NEED TO KNOW:

AS EVIDENCED BY WRITTEN, ORAL AND/OR PERFORMANCE:

12.4.1 Properties of the hair and scalp

- List and describe the factors that should be considered in a hair and scalp analysis
- Recognize hair and scalp disorders commonly seen in the salon and determine treatable v.s non-treatable disorders by cosmetologists

12.4.2 Structure of the hair

- Name and describe the structures of the hair root

12.4.3 Chemical composition of Hair

- Describe the three types of side bonds in the cortex

12.4.4 Hair growth

- Describe the hair growth cycles

12.4.5 Categories of hair loss

- Discuss the types of hair loss and their causes
- Describe the options for hair loss treatment

12.4.6 Hair and scalp disorders

- Recognize hair and scalp disorders commonly seen in the salon and determine treatable v.s non-treatable disorders by cosmetologists

12.4.7 Hair and scalp analysis

- List and describe the factors that should be considered in a hair and scalp analysis

[Properties of The Hair & Scalp Scale & Rubric](#)

Priority Standard 12.5 - SHAMPOOS, CONDITIONERS AND RINSES

STUDENTS WILL BE ABLE TO PERFORM BASIC SHAMPOOS, CONDITIONERS AND RINSES CHAPTER 10

BIG IDEA(s):

1. The shampoo service is the first opportunity to reinforce your position as a professional who attends to the specific, individual needs of your client.
2. You will be able to examine, identify, and address hair and scalp conditions that do not require a physician's care and be able to refer clients to a physician if a more serious issue is identified.
3. A general knowledge of product category choices will assist you in determining the best preparation for other services to be performed.
4. A successful home-care regimen recommendation will keep your work looking its best for all to see.

ESSENTIAL QUESTION(s):

1. How do you select the proper shampoo and conditioner for a client?

LEARNING OUTCOMES

STUDENTS WILL NEED TO KNOW:	AS EVIDENCED BY WRITTEN, ORAL AND/OR PERFORMANCE:
12.5.1 scalp care	<ul style="list-style-type: none">● Explain the two most important requirements for scalp care
12.5.2 Massage manipulation	<ul style="list-style-type: none">● Treat scalp and hair that are dry, oily, or dandruff ridden● Describe the benefits of scalp massage
12.5.3 Hair brushing	<ul style="list-style-type: none">● Explain the role of hair brushing to a healthy scalp
12.5.4 Shampoos and conditioners	<ul style="list-style-type: none">● Discuss the uses and benefits of the various types of shampoo● Discuss the uses and benefits of the various types of conditioner
12.5.5 Draping	<ul style="list-style-type: none">● Demonstrate the appropriate draping for a basic shampooing and conditioning, and draping for a chemical service
12.5.6 Three-Part Procedure	<ul style="list-style-type: none">● Identify the Three-Part Procedure and explain why it is useful

[Scalp Care, Shampooing, & Conditioning Scale & Rubric](#)

Priority Standard 12.6 - DISORDERS AND DISEASES OF THE NAILS

STUDENTS WILL BE ABLE TO IDENTIFY AND RECOGNIZE THE VARIOUS DISORDERS AND DISEASES OF THE NAILS CHAPTER 6

BIG IDEA(s):

1. You must be able to identify those conditions on a client's nails and determine if they should or should not be treated in the salon.
2. You must acknowledge infectious conditions that may be present so you can take the appropriate steps to protect yourself and your clients from the spread of disease.
3. You need to be able to recognize conditions that may signal mild to serious health problems that warrant the attention of a doctor.

ESSENTIAL QUESTION(s):

1. How does the basic knowledge of nail services lead to profit opportunities?

LEARNING OUTCOMES

STUDENTS WILL NEED TO KNOW:	AS EVIDENCED BY WRITTEN, ORAL AND/OR PERFORMANCE:
12.6.1 Nail structure and growth	<ul style="list-style-type: none"> ● Explain the most effective way to avoid transferring infections among clients
12.6.2 Nail disorders	<ul style="list-style-type: none"> ● List and describe the various disorders and irregularities of nails ● Recognize diseases and disorders commonly seen in the salon and determine treatable versus non-treatable nail disorders and diseases
12.6.3 Nail diseases	<ul style="list-style-type: none"> ● Recognize the importance of learning about <i>Pseudomonas aeruginosa</i> ● Discuss what fungal organisms favor for growth
12.6.4 Hand, nail and skin analysis.	<ul style="list-style-type: none"> ● Perform a hand, nail, and skin analysis on a client

[Nail Disorders & Diseases Scale & Rubric](#)**Priority Standard 12.7 - MANICURING AND PEDICURING****STUDENTS WILL BE PERFORM BASIC MANICURING AND PEDICURING PROCEDURES
CHAPTERS 20 721****BIG IDEA(s):**

1. The appearance of nails has become a visual benchmark in our society in the assessment of a person both socially and professionally.
2. Fashion continuously changes and a professional cosmetologist should always stay current to new trends in all facets of the beauty industry.
3. Some clients cannot, due to health constraints, maintain their own nails; some just prefer to have a knowledgeable professional perform this task for them.
4. It will enable you to add this very desirable service to your service offerings.
5. It is important to differentiate between the various pedicure tools and to know how they are properly used.

ESSENTIAL QUESTION(s):

1. How does the basic knowledge of nail services lead to profit opportunities?

LEARNING OUTCOMES

STUDENTS WILL NEED TO KNOW:

AS EVIDENCED BY WRITTEN, ORAL AND/OR PERFORMANCE:

12.7.1 State and government regulations

- Define scope of practice and describe the potential consequences if a nail technician works outside the state's scope of practice
- Explain why a consultation is important before a service in the salon
- Summarize the importance of cleaning and disinfecting a pedicure bath

12.7.2 Basic manicure or pedicure

- Describe the most popular nail shape for men
- List and describe the five basic nail shapes for women
- Identify the four types of nail technology tools required to perform a manicure
- Explain the difference between multi-use (reusable) and single-use (disposable) implements
- Describe the equipment and materials used when performing pedicures

12.7.3 Massages of the hand, arm, foot and leg

- List the massage movements for performing a relaxing hand and arm massage
- Define reflexology and its use during a pedicure procedure

12.7.4 Spa manicures and basic manicures

- Explain the differences between spa manicures and basic manicures

12.7.5 Manicuring & pedicuring procedures

- Perform manicuring & pedicuring procedures

- Describe the function of callus softener in a pedicure procedure

[Ch. 20 Manicuring Scale & Rubric](#)

[Ch. 21 Pedicuring Scale & Rubric](#)

Priority Standard 12.8 - ADVANCED HAIRCUTTING

**STUDENTS WILL BE ABLE TO DEMONSTRATE ADVANCED HAIRCUTTING SKILLS
CHAPTER 11**

BIG IDEA(s):

1. Haircutting is the basic foundational skill upon which all other hair design is built.
2. Being able to rely on your haircutting skills and techniques when creating a haircut is what will build confidence, trust, and loyalty between a cosmetologist and his or her clients.
3. The ability to duplicate an existing haircut or create a new haircut from a photo will build a stronger professional relationship between stylist and client.
4. A good haircut that is easy to style and maintain will make clients happy with their experience and will build repeat services.
5. Studying the fundamentals will allow you to understand advanced haircutting techniques.
6. Specializing in haircutting will increase your career opportunities and profits as a hairstylist.

ESSENTIAL QUESTION(s):

1. How do elevation and guidelines influence the final result in a haircut?

LEARNING OUTCOMES

STUDENTS WILL NEED TO KNOW:

AS EVIDENCED BY WRITTEN, ORAL AND/OR PERFORMANCE:

- 12.8.1 The three basic haircuts with scissors:
- 0 degree haircut
 - 90 degree haircut
 - 180 degree haircut

- Perform the three basic haircuts
- Conduct a 10-step client consultation
- Demonstrate proper posture and body position during haircutting
- Follow safety procedures during haircutting

- 12.8.2 Reference points on the head form and their role in haircutting.

- Identify reference points on the head form and understand their role in haircutting

- 12.8.3 Lines, elevations and guidelines.

- Define angles, elevations, and guidelines

ADVANCED HAIRCUTTING RUBRIC

Priority Standard 12.9 - HAIR STYLING TECHNIQUES

**STUDENTS WILL BE ABLE TO PERFORM HAIR STYLING TECHNIQUES
CHAPTER 12**

BIG IDEA(s):

1. Hairstyling is an important, foundational skill that allows the professional to articulate creativity and deliver a specific outcome desired by the guest.
2. Guests rely on you to teach them about their hair and how to style it so they can have a variety of options based on their lifestyle and fashion needs. You are the expert!
3. The guest looks to you for that special style desired for that special day.
4. Hairstyling skills will enable you to help guests to be as contemporary as they would like to be, allowing them to keep up with the trends.
5. This knowledge helps make you a well-rounded hairdresser and it also creates discipline and cleanliness in your work.

ESSENTIAL QUESTION(s):

1. How does the application of basic designing techniques lend itself to a desired end result?

LEARNING OUTCOMES**STUDENTS WILL NEED TO KNOW:****AS EVIDENCED BY WRITTEN, ORAL AND/OR PERFORMANCE:**

12.9.1 Wet hairstyling, basics finger waving, & pin curls

- Demonstrate three basic techniques of styling long hair.
- Demonstrate finger waving, pin curling, roller setting, and hair wrapping

12.9.2 Roller curls, comb-out techniques, hair wrapping, and blow dry styling

- Demonstrate various blow dry styling techniques

12.9.3 Thermal hairstyling, thermal hair straightening (hair pressing), styling long hair, and formal styling

- Demonstrate the procedures for soft pressing and hard pressing
- Demonstrate the proper use of thermal irons
- Demonstrate various thermal iron manipulations and explain proper use
- Describe the three types of hair pressing

Priority Standard 12.10 - BRAIDING & ARTIFICIAL HAIR TECHNIQUES

STUDENTS WILL BE ABLE TO DEMONSTRATE HAIR DESIGNING TO INCLUDE BRAIDING & ARTIFICIAL HAIR TECHNIQUES CHAPTER 13

BIG IDEA(s):

1. These services are very popular and consumers are interested in wearing styles specific to their hair texture.
2. These techniques provide an opportunity for stylists to express their artistic abilities and to add another high-ticket service to their current service menu.
3. All professional cosmetologists should be prepared to work with every type of hair texture and hairstyle trend.
4. Working with braid extensions exposes cosmetologists to the fundamental techniques of adding hair extensions, which is another lucrative service for the stylist and the salon.

ESSENTIAL QUESTION(s):

1. Why is a client consultation essential for all artificial hair techniques?

LEARNING OUTCOMES

STUDENTS WILL NEED TO KNOW:

AS EVIDENCED BY WRITTEN, ORAL AND/OR PERFORMANCE:

12.10.1 Braiding and braid extensions

- Know the general history of braiding
- Recognize braiding basics and the importance of a consultation

12.10.2 Braiding

- Describe the six types of braiding techniques: rope, fishtail, halo, invisible, single, and single braids with extensions
- Demonstrate the procedure for cornrowing

12.10.3 Braiding and braid extension techniques

- Describe the six types of braiding techniques: rope, fishtail, halo, invisible, single, and single braids with extensions

12.10.4 Textured sets and styles

- Explain the techniques for textured sets and styles
- Demonstrate the procedures for starting locks and lock grooming

BRAIDING AND ARTIFICIAL HAIR RUBRIC

Priority Standard 12.11 - WIGS AND HAIR ENHANCEMENTS

STUDENTS WILL BE ABLE TO DEMONSTRATE KNOWLEDGE IN WIGS AND HAIR ENHANCEMENTS CHAPTER 14

BIG IDEA(s):

1. Expanded knowledge in hair service bring many business opportunities

ESSENTIAL QUESTION(s):

1. The market for products and services related to faux hair has expanded to every consumer group, from baby boomers with fine and thinning hair, to young trendsetters, to celebrities.
2. Hair extensions, additions, and customized wigs can be some of the most lucrative services in the salon.
3. Each manufacturer has its own systems, but if you understand the fundamentals, you can easily work with any company on the market.
4. The skills you develop will open many doors, from working behind the scenes in Broadway shows to working in Hollywood with celebrities who invariably wear faux hair.

LEARNING OUTCOMES**STUDENTS WILL NEED TO KNOW:****AS EVIDENCED BY WRITTEN, ORAL AND/OR PERFORMANCE:**

12.11.1 Human and synthetic hair

- Explain the differences between human hair and synthetic hair

12.11.2 Basic wig knowledge

- Examine the two basic categories of wigs

12.11.3 Hairpieces and hair extensions

- Distinguish several types of hairpieces and their uses
- Review several different methods of attaching hair extensions

WIGS AND HAIR ENHANCEMENTS RUBRIC

**STUDENTS WILL BE ABLE TO DEMONSTRATE CHEMICAL TEXTURE SERVICES
CHAPTER 15**

BIG IDEA(s):

1. Chemical texture services allow stylists the opportunity to offer clients options to change the texture of their hair and explore the fashionable world of hairstyling.
2. Knowing how to perform these services accurately, safely, and professionally will help build a trusting and loyal clientele while aiding in building your confidence to offer chemical texture services to all clients.
3. Chemical services are among the most lucrative and repetitive services in the salon, and many retail products are specific to hair's texture and condition.
4. Without a thorough understanding of chemistry, cosmetologists could damage hair, cause hair loss, and harm their clients and themselves.

ESSENTIAL QUESTION(s):

1. Explain the reaction of relaxer and perm solution.
2. Differentiate between perm solution and neutralizer.

LEARNING OUTCOMES

STUDENTS WILL NEED TO KNOW:	AS EVIDENCED BY WRITTEN, ORAL AND/OR PERFORMANCE:
12.12.1 Chemical texture services	<ul style="list-style-type: none"> ● Explain chemical actions that take place during permanent waving
12.12.2 Structure of hair	<ul style="list-style-type: none"> ● Explain the structure and purpose of each of the hair's layers
12.12.3 Permanent waving	<ul style="list-style-type: none"> ● Explain the difference between an alkaline wave and a true acid wave ● Explain the purpose of neutralization in permanent waving
12.12.4 Chemical hair relaxer	<ul style="list-style-type: none"> ● Describe how thio relaxers straighten the hair ● Describe how hydroxide relaxers straighten the hair
12.12.5 A curl re-forming (Soft Curl Permanents) procedural service	<ul style="list-style-type: none"> ● Describe curl re-forming and what it is best used for

CHEMICAL TEXTURIZING RUBRIC

Priority Standard 12.13- HAIR COLORING

**STUDENTS WILL BE ABLE TO DEFINE AND PERFORM VARIOUS HAIR COLORING TECHNIQUES
CHAPTER 16**

BIG IDEA(s):

1. Haircolor services provide stylists and clients with an opportunity for creative expression and artistry.
2. Clients increasingly ask for and require excellent haircoloring services to cover gray, to enhance their haircuts, and to camouflage face-shape imperfections.
3. Haircolor products employ strong chemical ingredients to accomplish services, so being aware of what these chemicals are and how they work will enable you to safely provide color services for your clients.

ESSENTIAL QUESTION(s):

1. What factors must be considered when formulating color?

LEARNING OUTCOMES

STUDENTS WILL NEED TO KNOW:

AS EVIDENCED BY WRITTEN, ORAL AND/OR PERFORMANCE:

12.13.1 Hair color theory

- Define level, tone and intensity.

12.13.2 Four basic categories of hair color, their chemical effects on the hair and their use.

- Differentiate between the four categories of hair color and their uses.

12.13.3 The application techniques for the following:

- Temporary copy
- Semi-permanent color
- Permanent color
- Lighteners

- Differentiate between the different types of hair lighteners and their uses.

12.13.4 How the theory of color relates to color services in the salon.

- Explain how the theory of color relates to color services in the salon.

12.13.5 The application techniques for the following:

- temporary color
- semi-permanent color
- permanent color lighteners

- The application techniques for the following colors within industry standard time constraints:
 - temporary color
 - semi-permanent color
 - permanent color lighteners

Priority Standard 12.14 - PROFESSIONAL EMPLOYMENT

**STUDENTS WILL BE ABLE TO PRACTICE EFFECTIVELY PROFESSIONAL EMPLOYMENT SKILLS
CHAPTER 30**

BIG IDEA(s):

1. A successful employment search is a job in itself, and there are many tools that can give you the edge as well as mistakes that can cost you an interview or a job.
2. The ability to pinpoint the right salon for you and target it as a potential employer is vital for your career success.
3. Proactively preparing the right materials, such as a great resume, and practicing interviewing will give you the confidence that's needed to secure a job in a salon you love.

ESSENTIAL QUESTION(s):

1. How do practicing effective professional employment skills lead to personal success?

LEARNING OUTCOMES

STUDENTS WILL NEED TO KNOW:

AS EVIDENCED BY WRITTEN, ORAL AND/OR PERFORMANCE:

12.14.1 Career focus

- Start networking and preparing to find a job by using the inventory of personal characteristics and technical skills necessary as a aspiring cosmetologist

12.14.2 Salon business categories.

- Describe the different salon business categories

12.14.3 Cover letter, resume, and employment portfolio.

- Write a cover letter and resume and prepare an employment portfolio

12.14.4 Job market

- Know how to explore the job market, research potential employers, and operate within the legal aspects of employment

[Seeking Employment Scale & Rubric](#)

Priority Standard 12.15 - EMPLOYABILITY SKILLS

**STUDENTS WILL BE ABLE TO PRACTICE EFFECTIVELY ON THE JOB EMPLOYABILITY SKILLS
CHAPTER 31**

BIG IDEA(s):

1. Working in a salon requires each staff member to belong to and work as a team member of the salon. Learning to do so is an important aspect of being successful in the salon environment.
2. There are a variety of ways that a salon may compensate employees. Being familiar with each way and knowing how they work will help you to determine if the compensation system at a particular salon can work for you and what to expect from it.
3. Once you are working as a salon professional, you will have financial obligations and responsibilities, so learning the basics of financial management while you are building your clientele and business is invaluable.
4. As you build your clientele and settle into your professional life, there will be opportunities for you to use a variety of techniques for increasing your income, such as retailing and upselling services. Knowing and using these techniques will help you to promote yourself, build a loyal client base, and create a sound financial future for yourself.

ESSENTIAL QUESTION(s):

1. What makes an exceptional employee?

LEARNING OUTCOMES**STUDENTS WILL NEED TO KNOW:****AS EVIDENCED BY WRITTEN, ORAL AND/OR PERFORMANCE:**

12.15.1 New employee expectations

- Describe what is expected of a new employee and what this means in terms of your everyday behavior.

12.15.2 Good salon team player.

- Demonstrates the habits of a good salon team player

12.15.3 Salon professionals Compensation

- Describe three different ways in which salon professionals are compensated

12.15.4 Selling products and services

- Explain the principles of selling products and services in the salon

12.15.5 The most effective ways to build a client base.

- List the most effective ways to build a client base.

WORKFORCE READINESS RUBRIC

Priority Standard 12.16 – Salon Operation

**STUDENTS WILL BE ABLE TO DESCRIBE HOW TO EFFECTIVELY OPERATE A SALON
CHAPTER 32**

BIG IDEA(s):

1. As you become more proficient in your craft and your ability to manage yourself and others, you may decide to become an independent booth renter or even a salon owner. In fact, most owners are former stylists.
2. Even if you spend your entire career as an employee of someone else's salon, you should have a familiarity of the rules of business that affect the salon. It is also important to look at your career behind the chair as your own business.
3. To become a successful entrepreneur, you will need to attract employees and clients to your business and maintain their loyalty over long periods of time.
4. Even if you think you will be involved in the artistic aspect of salons forever, business knowledge will serve you well in managing your career and professional finances, as well as your business practices.

ESSENTIAL QUESTION(s):

1. What are the key elements to successful salon operations?

LEARNING OUTCOMES

STUDENTS WILL NEED TO KNOW:

AS EVIDENCED BY WRITTEN, ORAL AND/OR PERFORMANCE:

12.16.1 Salon Business

- Identify two options for going into business for yourself
- Understand the responsibilities of a booth renter

12.16.2 Business plan as a salon owner

- List the basic factors to be considered when opening a salon
- Distinguish the types of salon ownership

12.16.3 Salon Operations

- Recognize the elements of successful salon operations
- Explain why selling services and products is a vital aspect of a salon's success.

12.16.4 Salon business expansion

- Identify the information that should be included in a business plan
- Understand the importance of record keeping

[SALON BUSINESS PLAN RUBRIC](#)