

Syracuse City School District

Career and Technical Education Program

Barbering Pathway

Summary Overview



Program Overview

The Barbering program is designed to provide competency-based knowledge, theory and hands-on fundamentals associated with the barber industry. The program provides both simulated and authentic environments that enable students to develop technical skills. Course work includes instruction in all phases of professional barbering: history, sanitation and safety, hair design, related sciences, and business principles. This program prepares students to take the New York State Examination required for licensing.

Level	Quarter	Units of Study
1 9th Grade	1	• Introduction and School Policy • History of Barbering • Personal and Professional Success and Goal-Setting
	2	• Personal and Professional Success and Goal-Setting (cont.) • Communicating for Success • Professional Image
	3	• Professional Image (cont.) • Safety and Sanitation • Tools and Equipment
	4	• Men's Haircutting and Styling: Basic Haircut, Blending/Fading, Shampoo and Conditioning • Review and Final Exam
2 10th Grade	1	• Introduction and School Policy • Men's Haircutting and Styling: Basic Haircut, Blending/Fading, Shampoo and Conditioning • Shaving and Facial Hair Design
	2	• Shaving and Facial Hair Design (cont.) • Men's Facial Massage and Treatments • Properties and Disorders of the Skin
	3	• Properties and Disorders of the Hair and Scalp • Treatment of the Hair and Scalp and Men's Hair Replacement
	4	• Microbiology • Anatomy and Physiology • The Business of Barbering • Review and Final Exam
3 11th Grade	1	• Introduction and School Policy • Men's Haircutting and Styling: Haircutting, Blending/Fading, Shampoo and Conditioning • Shaving and Facial Hair Design
	2	• Shaving and Facial Hair Design (cont.) • Men's Facial Massage and Treatments • The Business of Barbering
	3	• The Business of Barbering (cont.) • Barbershop Management • Safety and Sanitation
	4	• Preparation for Internships • Review and Final Exam
4 12th Grade	1	• Introduction and School Policy • Men's Haircutting and Styling: Haircutting, Blending/Fading, Shampoo and Conditioning (Ongoing throughout year) • Shaving and Facial Hair Design (Ongoing throughout year)
	2	• Barbershop Management • The Business of Barbering
	3	• Preparation for Internships • Internships • Job Search
	4	• Internships • Job Search • New York State Licensing Exam • Review and Final Exam

**Syracuse City School District
Career and Technical Education Program
Course Syllabus
BRB100: Barbering 100**



Program Overview

The Barbering program is designed to provide competency-based knowledge, theory and hands-on fundamentals associated with the barber industry. The program provides both simulated and authentic environments that enable students to develop technical skills. Course work includes instruction in all phases of professional barbering: history, sanitation and safety, hair design, related sciences, and business principles. This program prepares students to take the New York State Examination required for licensing.

Course Description

Barbering 100 will introduce students to basic barbering skills. Students will also work toward the skills and techniques that are the foundation for Barbering 200 and 300. Topics include barbering occupations, safety, professional image, and communication as well as hair grooming, cutting and trimming. Various hands-on activities as well as textbook-based work, lectures and group discussions will reinforce students' learning. Throughout the course students will obtain hours which can be used towards New York State licensing requirements.

Work-Based Learning

Students will be connected with working professionals in the barbering industry through Career Coaching, field trips and job shadowing which could lead to further opportunities for direct job training and real-world experience. Students will create and maintain a portfolio of their work-based learning experiences throughout the program to document the development of their skills.

Pre-Requisites

N/A

Course Objectives

1. Students will gain an understanding of the field of barbering and what physical and technical qualifications are needed to be a successful barber.
2. Students will develop necessary skills such as time management, communication, and professionalism.
3. Students will develop eye-hand coordination and fine motor skills through hands-on activities.

Integrated Academics

N/A

Equipment and Supplies

- **School will provide:** Barbering textbook and Introduction to Barbering kit that students will use for the entire course. The kit is to be returned complete. Students will be held responsible for any missing items. A list of supplies will be included in the kit. Approximate cost to replace the kit is \$100.
- **Student will provide:** A closed toed rubber shoe worn for safety while working in the barbershop/lab.

Textbook

Milady. *Milady Standard Professional Barbering, Fifth Edition*. Clifton Park, NY: Cengage, 2011.

Grading

34%	Participation Grade (given daily)
33%	Written Grade (test, quizzes, homework, vocabulary, etc.)
33%	Practical Grade (all hands-on activities)

All work is due on the assigned date; if work is turned in late, the student will lose 10 points per day late.

Additional Course Policies

N/A

Course Calendar

Quarter	Units of Study
1	• Introduction and School Policy • History of Barbering • Personal and Professional Success and Goal-Setting
2	• Personal and Professional Success and Goal-Setting (cont.) • Communicating for Success • Professional Image
3	• Professional Image (cont.) • Safety and Sanitation • Tools and Equipment
4	• Men's Haircutting and Styling: Basic Haircut, Blending/Fading, Shampoo and Conditioning • Review and Final Exam

Syracuse City School District
Career and Technical Education Program
Scope and Sequence
BRB100: Barbering 100



Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Weeks 1-3 Introduction and School Policy	- What is the importance of learning style? - What methods can enhance understanding of new information? - Why will the choice of this class help students reach their goals?	- Identify personal learning style. - Identify ways to develop effective study habits. - Explain personal goals for this course.	- Worksheet on learning styles - Written summary of personal learning style and how it affects achievement - Personal statement of goals for the course	Career Ready Practices CRP 1,2,4,10	ELA 9-10R 4 9-10W 1,3,4,5 9-10SL 1,2,3,4 9-10L 1,2,4
				Cluster Standards HU 1,5	
				Pathway Standards HU-PC 6,7	Literacy 9-10RST 1,2 9-10WHST 1,2,7 Math AI-S.ID-1 Science HS-ETS1-2
Weeks 4-7 History of Barbering	- What was the origin of barbering? - How has the barbering industry developed?	- Describe the origin and development of barbering. - Identify organizations responsible for developing the barbering profession.	- Reflection paper on the history of barbering - Quiz	Career Ready Practice CRP 1,2,4,7	ELA 9-10R 1,2,3,4,6 9-10W 2,4,5,6,8,9 9-10SL 9-10.1,2,4,5 9-10L 9-10.1,2,3,4,6
				Cluster Standards HU 2	
				Pathway Standards HU-PC 5,6	Literacy 9-10RST 1,2,9 9-10WHST 1,2,7 Math AI-S.ID-1 Science HS-ETS1-2
Weeks 8-12 Personal and Professional Success and Goal Setting	- What contributes to personal and professional success? - What is goal setting? - How do personality and attitude affect goals?	- List principles that contribute to personal and professional success. - Describe characteristics of a healthy, positive attitude. - Explain the difference between short- and long-term goals.	- Chart of the attributes of personal and professional success - Worksheet on goal setting - Poster of short- and long-term goals - Quiz	Career Ready Practice CRP 1,2,3,4,10	ELA 9-10R 2,3,4 9-10W 2,4,5 9-10SL 9-10.1,4 9-10L 9-10.1,2,4,6
				Cluster Standards HU 1,5,6	
				Pathway Standards HU-PC 5,6,7	Literacy 9-10RST 1,2,7 9-10WHST 1,2,7 Math AI-S.ID-1,5,6a,9 Science HS-ETS1-2
Weeks 13-15 Communicating for Success	- What is the golden rule? - What is client consultation? - What is the importance of communication in the	- Explain effective communication. - Conduct a client consultation. - Explain possible ways to deal with unhappy clients.	- Self-evaluation of communication strengths and weaknesses - Role play of various shop	Career Ready Practice CRP 1,2,4,8	ELA 9-10R 2,3,4 9-10W 2,4,5 9-10SL 9-10.1,4 9-10L 9-10.1,2,4,6
				Cluster Standards HU 1,3,6	

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	barbershop?		scenarios • Quiz	Pathway Standards HU-PC 5,6,7	Literacy 9-10RST 1,2,7 9-10WHST 1,2,7 Math AI-S.ID-1,5,6a,9 Science HS-ETS1-2 HS-ETS1-3
Weeks 16-22 Professional Image	- What influences professional image? - Why is time management important? - What is the importance of motivation and self-management?	- Define and explain professional image. - Explain the factors that influence professional image.	- Written summary of tips for effective time management and guidelines for student success - Group summary of motivation and self-management skills - Quiz - Unit test on topics from Weeks 8-22	Career Ready Practice CRP 1,2,4,12 Cluster Standards HU 1,3,4 Pathway Standards HU-PC 5,6,7	ELA 9-10R 2,3,4 9-10W 2,4,5 9-10SL 9-10.1,4 9-10L 9-10.1,2,4,6 Literacy 9-10RST 1,2,4 9-10WHST 1,2,7 Math AI-S.ID-1,5,6a,9 Science HS-ETS1-2 HS-ETS1-3
Weeks 23-26 Safety and Sanitation	- What does New York State require barbers to know? - Why is sanitation important in the barbershop? - How is a safe environment maintained for both barbers and clients?	- Identify New York State regulations that apply to the barbering field. - Explain ways infectious materials can be transmitted in the barber shop. - Identify potential safety hazards and describe safe work practices in the barbershop. - Explain safety and sanitation procedures and how they relate to the barbershop culture.	- Poster of New York State regulations - Worksheets on safety and sanitation - Quiz	Career Ready Practice CRP 1,2,3,4,8 Cluster Standards HU 1,3,4 Pathway Standards HU-PC 1,4,5	ELA 9-10R 2,3,4 9-10W 2,3,4,5 9-10SL 9-10.1,2,4 9-10L 9-10.1,2,3,6 Literacy 9-10RST 1,2,7 9-10WHST 1,2,7 Math AI-S.ID-1,5,6a,9 AI-S.IC-3,6a,6b (+)-S.MD-5,6,7 Science HS-ETS1-1 HS-ETS1-2 HS-ETS1-3
Weeks 27-29 Tools and Equipment	- What are the principal tools that are used in barbering? - What are the correct techniques for holding barbering tools and implements?	- Identify the principal tools and implements used in barbering. - Identify the parts of shears, clippers, and razors. - Demonstrate the correct techniques for holding combs, shears, clippers, and razors.	- Diagrams of implements - Observation of correct techniques for holding implements - Quiz	Career Ready Practice CRP 1,2,4,8 Cluster Standards HU 1,3 Pathway Standards HU-PC 4,7	ELA 9-10R 2,3,4 9-10W 2,4,5 9-10SL 9-10.1,4 9-10L 9-10.1,2,4,6 Literacy 9-10RST 1,2,7 9-10WHST 1,2,7

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
					Math AI-S.ID-1,5,6a,9 AII-S.IC-3,6a,6b (+)-S.MD-5,6,7 Science HS-ETS1-2 HS-ETS1-3
Weeks 30-37 Men's Haircutting and Styling: • Basic Haircut • Blending/Fading • Shampoo and Conditioning	• Why is cutting men's hair considered an art? • How does the shape of the face dictate the hair cut? • What are the techniques for cutting men's hair? • What are the differences between a basic haircut and a blend/fade haircut? • What are the proper techniques for shampoo and scalp massage services?	• Explain the art of men's haircutting and styling. • Identify different facial shapes and features. • Define fundamental terms used in haircutting. • Demonstrate various hair cutting techniques. • Explain safety precautions used in haircutting and styling. • Explain the difference between a basic cut and a blend/fade cut. • Explain and demonstrate shampoo service. • Explain and demonstrate scalp massage techniques and treatments.	• Worksheets on styling • Poster of facial shapes • Vocabulary practice • Written summary of process of haircutting • Worksheet on cutting, blending, and fading • Poster of various haircuts with labels • Demonstration of shampoo and massage techniques • Quiz	Career Ready Practice CRP 1,2,4,6,8	ELA 9-10R 2,3,4 9-10W 2,4,5 9-10SL 9-10.1,4 9-10L 9-10.1,2,4,6
				Cluster Standards HU 1,3	Literacy 9-10RST 1,2,3,4 9-10WHST 1,2,7
				Pathway Standards HU-PC 1,2,4,7	Math AI-S.ID-1,5,6a,9 AI-N.Q-1i,ii,iii AII-S.IC-3,6a,6b (+)-S.MD-5,6,7
					Science HS-ETS1-1 HS-ETS1-2 HS-ETS1-3
Weeks 37-40 Review and Final Exam	• What are the key concepts and skills to know for the final exam?	• Describe the history of barbering. • Identify the difference between a non-professional and a professional workplace. • Describe what a safe and sanitized workplace looks like. • Identify basic supplies in the barbershop. • Describe and demonstrate the basic concepts of haircutting.	• Final Exam	Career Ready Practice CRP 1,2,4,8	ELA 9-10R 2,3,4 9-10W 2,4,5 9-10SL 9-10.1,4 9-10L 9-10.1,2,4,6
				Cluster Standards HU 1,3,4	Literacy 9-10RST 1,2,3,4 9-10WHST 1,2,7
				Pathway Standards HU-PC 1,4,5,6,7	Math AI-S.ID-1,5,6a,9 AI-N.Q-1i,ii,iii AII-S.IC-3,6a,6b (+)-S.MD-5,6,7
					Science HS-ETS1-1 HS-ETS1-2 HS-ETS1-3

**Syracuse City School District
Career and Technical Education Program
Course Syllabus
BRB200: Barbering 200**



Program Overview

The Barbering program is designed to provide competency-based knowledge, theory and hands-on fundamentals associated with the barber industry. The program provides both simulated and authentic environments that enable students to develop technical skills. Course work includes instruction in all phases of professional barbering: history, sanitation and safety, hair design, related sciences, and business principles. This program prepares students to take the New York State Examination required for licensing.

Course Description

Barbering 200 will continue to build on students' basic barbering skills from Barbering 100. Students will also work toward the skills and techniques that are the foundation for Barbering 300. Topics include shaving and facial hair design, men's facial massage and treatments, properties and disorders of the skin, hair and scalp, treatment of the hair, microbiology, anatomy and physiology and the business of barbering. Various hands-on activities as well as textbook-based work, lectures and group discussions will reinforce students' learning. Throughout the course students will obtain hours which can be used towards New York State licensing requirements.

Work-Based Learning

Students will be connected with working professionals in the barbering industry through Career Coaching, field trips and job shadowing which could lead to further opportunities for direct job training and real-world experience. Students will create and maintain a portfolio of their work-based learning experiences throughout the program to document the development of their skills.

Pre-Requisites

BRB100: Barbering 100

Course Objectives

4. Students will gain an understanding of the field of barbering and what physical and technical qualifications are needed to be a successful barber.
5. Students will develop necessary skills such as time management, communication and professionalism.
6. Students will develop eye-hand coordination and fine motor skills through hands on activities.

Integrated Academics

N/A

Equipment and Supplies

- **School will provide:** Barbering textbook and Barbering 200 kit that students will use for the entire course. The kit is to be returned complete. Students will be held responsible for any missing items. A list of supplies will be included in the kit. Approximate cost to replace the kit is \$100.
- **Student will provide:** A closed toed rubber shoe worn for safety while working in the barbershop/lab.

Textbook

Milady. *Milady Standard Professional Barbering, Fifth Edition*. Clifton Park, NY: Cengage, 2011.

Grading

34%	Participation Grade (given daily)
33%	Written Grade (test, quizzes, homework, vocabulary, etc.)
33%	Practical Grade (all hands-on activities)

All work is due on the assigned date; if work is turned in late, the student will lose 10 points per day late.

Additional Course Policies

N/A

Course Calendar

Quarter	Units of Study
1	• Introduction and School Policy • Men's Haircutting and Styling: Basic Haircut, Blending/Fading, Shampoo and Conditioning • Shaving and Facial Hair Design
2	• Shaving and Facial Hair Design (cont.) • Men's Facial Massage and Treatments • Properties and Disorders of the Skin
3	• Properties and Disorders of the Hair and Scalp • Treatment of the Hair and Scalp and Men's Hair Replacement
4	• Microbiology • Anatomy and Physiology • The Business of Barbering • Review and Final Exam

Syracuse City School District
Career and Technical Education Program
Scope and Sequence
BRB 200: Barbering 200



Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Weeks 1-3 Introduction and School Policy	- What is the importance of learning style? - What methods can enhance understanding of new information? - How will the choice of this class help students reach their goals?	- Identify personal learning style. - Identify ways to develop effective study habits. - Explain personal goals for this course.	- Worksheet: Learning Styles - Written Summary: Personal Learning Style and How It Affects Achievement - Personal Statement: Goals for the Course	Career Ready Practices CRP 1,2,3,4,5,8,9,10,12	ELA 9-10R 4
				Cluster Standards HU 1,2,3,4,5,6	9-10W 1,3,4,5 9-10SL 12,3,4 9-10L 1,2,4
				Pathway Standards HU-PC 1,2,3,4,5,6,7	Literacy 9-10RST 2,4 9-10WHST 2,4
					Math AI-S.ID-1
Weeks 4-7 Men's Haircutting and Styling: - Basic Haircut - Blending/Fading - Shampoo and Conditioning	- Why is cutting men's hair considered an art? - How does the shape of the face dictate the hair cut? - What are the techniques for cutting men's hair? - What are the differences between a basic haircut and a blend/fade haircut? - What is the importance of and proper techniques for shampoo and scalp massage services?	- Explain the art of men's haircutting and styling. - Identify facial shapes and features. - Define fundamental terms used in haircutting. - Demonstrate various cutting techniques. - Explain safety precautions used in haircutting and styling. - Explain the difference between a basic cut and a blend/ fade cut. - Explain a shampoo service. - Explain scalp massage techniques and treatments.	- Worksheets: Styling, Cutting, Blending, and Fading - Poster: Facial Shapes, Various Haircuts with Labels - Vocabulary Practice - Written Summary: Process of Haircutting - Practical Assessment: Shampoo and Massage Techniques - Quiz	Career Ready Practice CRP 1,2,3,4,5,6,7,8,11	ELA 9-10R 2,3,4
				Cluster Standards HU 2,3,4	9-10W 1,2,4,5 9-10SL 1,4 9-10L 1,2,4,6
				Pathway Standards HU-PC 1,2,3,4,5,6,7	Literacy 9-10RST 2,4,7 9-10WHST 2,5,6
					Math AI-S.ID-1,5,6a,9 AI-N.Q-1i,ii,iii AI-S.IC-3,6a,6b (+)-S.MD-5,6,7
Weeks 8-12 Shaving and Facial Hair Design	- What are the safety precautions and sanitation procedures associated with straight razor shaving? - What are the straight razor-holding positions and cutting strokes? - What are the shaving areas of the face?	- Describe the safety precautions and sanitation procedures associated with straight razor shaving. - Identify the shaving areas of the face. - Demonstrate a facial shave, neck shave, and mustache and beard trim.	- Worksheets - Vocabulary Practice - Practical Assessment: Shaving - Quiz	Career Ready Practice CRP 1,2,3,4,5,6,7,8,11	ELA 9-10R 2,3,4,7
				Cluster Standards HU 3,4	9-10W 2,4,8 9-10SL 3,5 9-10L 1,2,3,4
				Pathway Standards HU-PC 1,2,4,6	Literacy 9-10RST 2,4,7 9-10WHST 2,5,6
					Math AI-S.ID-1,5,6a,9 AI-N.Q-1i,ii,iii

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
					All-S.IC-3,6a,6b (+)-S.MD-5,6,7 Science HS-ETS1-1 HS-ETS1-2 HS-ETS1-3
Weeks 13-17 Men's Facial Massage and Treatments	- What are the benefits of facial massage and treatments? - Where are the facial muscles and nerves and how are they stimulated? - What is massage manipulation?	- Use facial treatment equipment. - Identify products affiliated with facial treatments. - Identify different skin types and appropriate facial treatments and products. - Explain massage manipulation.	- Worksheets - Poster: Skin Types - Practical Assessment: Facial Treatment - Unit Test: Units 1-4	Career Ready Practice CRP 1,2,3,4,5,7,8,9,11 Cluster Standards HU 3,4	ELA 9-10R 2,3,4,7 9-10W 2,4,7,8 9-10SL 3,5 9-10L 1,2,3,4,6
				Pathway Standards HU-PC 1,2,4,6	Literacy 9-10RST 2,4,7 9-10WHST 2,5,6 Math AI-S.ID-1,5,6a,9 AI-N.Q-1i,ii,iii All-S.IC-3,6a,6b (+)-S.MD-5,6,7
					Science HS-ETS1-1 HS-ETS1-2 HS-ETS1-3 HS-LS1-2
Weeks 18-21 Properties and Disorders of the Skin	- What is the structure of the skin? - What is the function of each part of the skin? - What are the most common skin disorders found in the barbering field?	- Describe the parts of the skin and their function. - Recognize skin disorders and identify possible treatments.	- Chart: Skin Structure and Function - Vocabulary Practice - Quiz	Career Ready Practice CRP 1,2,3,4,7,8,9 Cluster Standards HU 3,4	ELA 9-10R 2,3,4,7 9-10W 2,4,5,7,8 9-10SL 3,4,5 9-10L 1,2,3,4,6
				Pathway Standards HU-PC 1,2,4,6	Literacy 9-10RST 2,4,7 9-10WHST 2,5,6 Math AI-S.ID-1,5,6a,9 AI-N.Q-1i,ii,iii All-S.IC-3,6a,6b GEO-G.MG-1,2,3 (+)-S.MD-5,6,7
					Science HS-ETS1-1 HS-ETS1-2 HS-ETS1-3 HS-LS1-2

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Weeks 22-25 Properties and Disorders of the Hair and Scalp	- What are the structures of the hair root? - What are the layers of the hair shaft? - What is hair protein?	- Describe the growth cycle of the hair. - List the characteristics of hair important to hair analysis. - Identify different types of hair loss and treatments.	- Research Paper: Disorders of The Skin, Hair, And Scalp - Quiz	Career Ready Practice CRP 1,2,3,4,5,7,8,9	ELA 9-10R 2,3,4,7 9-10W 2,4,5,7,8 9-10SL 3,4,5 9-10L 1,2,3,4,6 Literacy 9-10RST 2,4,7 9-10WHST 2,5,6 Math AI-S.ID-1,5,6a,9 AI-N.Q-1i,ii,iii All-S.IC-3,6a,6b GEO-G.MG-1,2,3 (+)-S.MD-5,6,7 Science HS-ETS1-1 HS-ETS1-2 HS-ETS1-3 HS-LS1-2
				Cluster Standards HU 3,4	
				Pathway Standards HU-PC 1,2,4,6	
Weeks 26-29 Treatment of the Hair and Scalp and Men's Hair Replacement	- What do men purchase a hair replacement system? - What supplies are needed to execute a service hair replacement? - What are alternative hair replacement methods?	- List supplies needed to execute a service hair replacement. - Demonstrate how to measure a client for a hair replacement. - Create a hair replacement template. - Apply and remove a hair system. - Clean and service a hair replacement system.	- Presentation: Research Paper - Unit Test: Units 5-7	Career Ready Practice CRP 1,2,3,4,5,6,7,8,9,11	ELA 9-10R 2,3,4,7 9-10W 2,4,5,8 9-10SL 3,4,5 9-10L 1,2,3,4,6 Literacy 9-10RST 2,4,7 9-10WHST 2,5,6 Math AI-S.ID-1,5,6a,9 AI-N.Q-1i,ii,iii All-S.IC-3,6a,6b GEO-G.MG-1,2,3 (+)-S.MD-5,6,7 Science HS-ETS1-1 HS-ETS1-2 HS-ETS1-3 HS-LS1-2
				Cluster Standards HU 3,4,5,6	
				Pathway Standards HU-PC 1,2,4,6	
Weeks 30-33 Microbiology Anatomy and Physiology	- What are common bacteria affiliated with barbering? - What are the classifications of pathogenic bacteria? - What causes bacteria to	- Identify bacteria associated with barbering. - Define immunity and identify related terms. - Recognize the differences between	- Worksheet - Vocabulary Practice - Poster: Classifications of Bacteria - Unit Test: Unit 8	Career Ready Practice CRP 1,2,3,4,5,7,8,9	ELA 9-10R 2,3,4,7 9-10W 2,4,5,8 9-10SL 3,4,5 9-10L 1,2,3,4,6 Literacy
				Cluster Standards HU 3,4	
				Pathway Standards	

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	grow and reproduce? How do the structures of the skull, face and neck relate to barbering?	bacterial and viral infections. Identify important nerves and muscles of the head, face, and neck that relate to barbering services.		HU-PC 1,2,4,6	9-10RST 2,4,7 9-10WHST 2,5,6 Math AI-S.ID-1,5,6a,9 AI-N.Q-1i,ii,iii All-S.IC-3,6a,6b GEO-G.MG-1,2,3 (+)-S.MD-5,6,7 Science HS-ETS1-1 HS-ETS1-2 HS-ETS1-3 HS-LS1-2
Weeks 34-37 The Business of Barbering	- What are the laws, rules, and regulations in New York State? - What is the purpose of a business plan?	- Identify the primary purpose the New York State rules and regulations about barbering. - Describe the information that makes up a successful business plan. - Create a basic business plan.	Presentation: Business Plans	Career Ready Practice CRP 1,2,3,4,5,6,7,8,9,11 Cluster Standards HU 1,2,3,4,5,6,7 Pathway Standards HU-PC 1,2,3,4,5,6,7	ELA 9-10R 2,3,4,7 9-10W 4,5,8 9-10SL 3,4,5 9-10L 1,2,3,4,6 Literacy 9-10RST 2,3,4,7 9-10WHST 2,4,5,8 Math AI-S.ID-1,5,6a,9 AI-N.Q-1i,ii,iii All-S.IC-3,6a,6b GEO-G.MG-1,2,3 (+)-S.MD-5,6,7 Science HS-ETS1-1 HS-ETS1-2 HS-ETS1-3
Weeks 37-40 Review and Final Exam	What are the key concepts and skills to know for the final exam?	- Demonstrate the knowledge and skills learned throughout the year. - Describe and demonstrate the skills needed to pass the practical portion of the New York State Licensing Examination.	- Written Final Exam - Practical Final Exam	Career Ready Practice CRP 1-11 Cluster Standards HU 1,2,3,4,5,6,7 Pathway Standards HU-PC 1,2,3,4,5,6,7	ELA 9-10R 2,3,4 9-10W 2,4,5 9-10SL 1,4 9-10L 1,2,4,6 Literacy 9-10RST 2,4,7 9-10WHST 2,5,6 Math AI-S.ID-1,5,6a,9 AI-N.Q-1i,ii,iii All-S.IC-3,6a,6b GEO-G.MG-1,2,3

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
					(+)-S.MD-5,6,7
					Science HS-ETS1-1 HS-ETS1-2 HS-ETS1-3 HS-LS1-2

**Syracuse City School District
Career and Technical Education Program
Course Syllabus
BRB300: Barbering 300**



Program Overview

The Barbering program is designed to provide competency-based knowledge, theory and hands-on fundamentals associated with the barber industry. The program provides both simulated and authentic environments that enable students to develop technical skills. Course work includes instruction in all phases of professional barbering: history, sanitation and safety, hair design, related sciences, and business principles. This program prepares students to take the New York State Examination required for licensing.

Course Description

Barbering 300 will continue to build on students' barbering skills from Barbering 100 and 200. Students will work to build the knowledge and skills which will prepare them for their New York State Licensing Examination at the end of Level 400 and ultimately get them ready for industry employment. Topics include Men's Haircutting and Styling, face shaving and facial hair design, facial massage and treatment, the business of barbering, and barbershop management. Students will also begin to prepare for their internship placements in Level 400. Various hands-on activities as well as textbook-based work, lectures and group discussions will reinforce students' learning. Throughout the course students will obtain hours which can be used towards New York State licensing requirements.

Work-Based Learning

Students will be connected with working professionals in the barbering industry through Career Coaching, field trips and job shadowing which could lead to further opportunities for direct job training and real-world experience. Students will create and maintain a portfolio of their work-based learning experiences throughout the program to document the development of their skills.

Pre-Requisites

BRB100: Barbering 100 and BRB200: Barbering 200

Course Objectives

7. Students will gain an understanding of the field of barbering and what physical and technical qualifications are needed to be a successful barber.
8. Students will develop necessary skills such as time management, communication, and professionalism.
9. Students will develop eye-hand coordination and fine motor skills through hands-on activities.

Integrated Academics

N/A

Equipment and Supplies

- **School will provide:** Barbering textbook and Barbering 300 kit that students will use for the entire course. The kit is to be returned complete. Students will be held responsible for any missing items. A list of supplies will be included in the kit. Approximate cost to replace the kit is \$100.
- **Student will provide:** A closed toed rubber shoe worn for safety while working in the barbershop/lab

Textbook

Milady. *Milady Standard Professional Barbering, Fifth Edition*. Clifton Park, NY: Cengage, 2011.

Grading

34% Participation Grade (given daily)
33% Written Grade (test, quizzes, homework, vocabulary, etc.) 33% Practical Grade (all hands-on activities)

All work is due on the assigned date; if work is turned in late, the student will lose 10 points per day late.

Additional Course Policies

N/A

Course Calendar

Quarter	Units of Study
1	• Introduction and School Policy • Men's Haircutting and Styling: Haircutting, Blending/Fading, Shampoo and Conditioning • Shaving and Facial Hair Design
2	• Shaving and Facial Hair Design (cont.) • Men's Facial Massage and Treatments • The Business of Barbering
3	• The Business of Barbering (cont.) • Barbershop Management • Safety and Sanitation
4	• Preparation for Internships • Review and Final Exam

Syracuse City School District
Career and Technical Education Program
Scope and Sequence
BRB300: Barbering 300



Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Weeks 1-3 Introduction and School Policy	- What is the importance of learning style? - What methods can enhance understanding of new information? - Why will the choice of this class help students reach their goals?	- Assess personal learning style. - Evaluate ways to develop effective study habits. - Explain personal goals for this course.	- Worksheet: Learning Styles - Written Summary: Personal Learning Style and How It Affects Achievement - Personal Statement: Goals for the Course	Career Ready Practices CRP 1,2,3,4,5,8,9,10,12	ELA 11-12R 4 11-12W 1,3,4,5 11-12SL 1,2,3,4 11-12L 1,2,4 Literacy 11-12RST 2,4,5,6,7 11-12WHST 2,4,6,7 Math AI-S.ID-1 Science HS-ETS1-2
				Cluster Standards HU 1,2,3,4,5,6	
				Pathway Standards HU-PC 1,2,3,4,5,6,7	
Weeks 4-7 Men's Haircutting and Styling: - Basic Haircut - Blending/Fading - Shampoo and Conditioning	- Why is cutting men's hair considered an art? - How does the shape of the face dictate the hair cut? - What are the techniques for cutting men's hair? - What are the differences between a basic haircut and a blend/fade haircut? - What is the importance of and proper techniques for shampoo and scalp massage services?	- Justify the idea that men's haircutting and styling is an art. - Evaluate facial shapes and features to determine an appropriate haircut. - Use fundamental terms used in haircutting. - Demonstrate various cutting techniques. - Apply safety precautions used in haircutting and styling. - Demonstrate the difference between a basic cut and a blend/ fade cut. - Demonstrate a shampoo service. - Demonstrate scalp massage techniques and treatments.	- Worksheets: Styling, Cutting, Blending, and Fading - Presentation: Facial Shapes and Various Haircuts - Vocabulary Practice - Practical Assessment: Haircutting, Shampoo, and Massage Techniques - Quiz	Career Ready Practice CRP 1,2,3,4,5,6,7,8,11	ELA 11-12R 2,3,4 11-12W 1,2,4,5 11-12SL 1,4 11-12L 1,2,4,6 Literacy 11-12RST 2,4,5,6,7 11-12WHST 2,4,6,7 Math AI-S.ID-1,5,6a,9 AI-N.Q-1i,ii,iii AI-S.IC-3,6a,6b GEO-G.MG-1,2,3 (+)-S.MD-5,6,7 Science HS-ETS1-1 HS-ETS1-2 HS-ETS1-3
				Cluster Standards HU 2,3,4	
				Pathway Standards HU-PC 1,2,3,4,5,6,7	
Weeks 8-12 Shaving and Facial Hair Design	- What are the safety precautions and sanitation procedures associated with straight razor shaving? - What are the straight razor-holding positions	- Demonstrate the safety precautions and sanitation procedures associated with straight razor shaving. - Identify the shaving areas of the face and explain the different shaving techniques for each.	- Worksheets - Vocabulary Practice - Practical Assessment: Shaving - Quiz	Career Ready Practice CRP 1,2,3,4,5,6,7,8,11	ELA 11-12R 2,3,4,7 11-12W 2,4,8 11-12SL 3,5 11-12L 1,2,3,4 Literacy 11-12RST 2,4,5,6,7 11-12WHST 2,4,6,7
				Cluster Standards HU 3,4	
				Pathway Standards HU-PC 1,2,4,6	

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	and cutting strokes? • What are the shaving areas of the face?	• Demonstrate a facial shave, neck shave, and mustache and beard trim.			Math AI-S.ID-1,5,6a,9 AI-N.Q-1i,ii,iii All-S.IC-3,6a,6b GEO-G.MG-1,2,3 (+)-S.MD-5,6,7 Science HS-ETS1-1 HS-ETS1-2 HS-ETS1-3
Weeks 13-17 Men's Facial Massage and Treatments	• What are the benefits of a facial massage and treatments? • Where are the facial muscles and nerves and how are they stimulated? • What is massage manipulation?	• Use facial treatment equipment. • Identify and use products affiliated with facial treatments. • Identify different skin types and appropriate facial treatments and products. • Explain and demonstrate massage manipulation.	• Worksheets • Poster Presentation: Skin Types and Products • Practical Assessment: Facial Treatment • Unit Test: Units 1-4	Career Ready Practice CRP 1,2,3,4,5,7,8,9,11	ELA 11-12R 2,3,4,7 11-12W 2,4,7,8 11-12SL 3,5 11-12L 1,2,3,4,6
				Cluster Standards HU 3,4	Literacy 11-12RST 2,4,5,6,7 11-12WHST 2,4,6,7
				Pathway Standards HU-PC 1,2,4,6	Math AI-S.ID-1,5,6a,9 AI-N.Q-1i,ii,iii All-S.IC-3,6a,6b GEO-G.MG-1,2,3 (+)-S.MD-5,6,7 Science HS-ETS1-1 HS-ETS1-2 HS-ETS1-3 HS-LS1-2
Weeks 18-23 The Business of Barbering	• What are the laws, rules, and regulations in New York State governing barbering businesses? • What is the purpose of a business plan?	• Describe the primary purpose the New York State rules and regulations about barbering. • Describe the information that makes up a successful business plan. • Create a business plan for a barbering business.	• Business plan for a barbering business.	Career Ready Practice CRP 1,2,3,4,5,6,7,8,9,11	ELA 11-12R 2,3,4,7 11-12W 4,5,8 11-12SL 3,4,5 11-12L 1,2,3,4,6
				Cluster Standards HU 1,2,3,4,5,6,7	Literacy 11-12RST 2,4,5,6,7 11-12WHST 2,4,6,7
				Pathway Standards HU-PC 3,4,5,6,7	Math AI-S.ID-1,5,6a,9 AI-N.Q-1i,ii,iii All-S.IC-3,6a,6b GEO-G.MG-1,2,3 (+)-S.MD-5,6,7

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
					Science HS-ETS1-1 HS-ETS1-2 HS-ETS1-3
Weeks 24-28 Barbershop Management	- What does it mean to be self-employed? - What do you need to be a successful barbershop owner? - What is the purpose of a business plan? - What are ways to market your business? - How do sales techniques affect business success?	- Summarize the responsibilities associated with business development and ownership. - Differentiate between various types of business ownership. - Summarize the information that makes up a successful business plan. - Create a business plan. - Evaluate various business marketing strategies. - Demonstrate service and retail product sales techniques.	- Completed Business Plan - Presentation: Completed Business Plan, Detailed Barbershop Blueprint, Marketing Strategy - Practical Assessment: Sales Techniques	Career Ready Practices CRP 1,2,4,5,8,9,10	ELA 11-12R 2,3,4,7 11-12W 4,5,6 11-12SL 3,4,5 11-12L 1,2,3,4,6
				Cluster Standards HU 1,2,3,5	
				Pathway Standards HU-PC 3,4,5,6,7	Literacy 11-12RST 2,4,5,6,7 11-12WHST 2,4,6,7
					Math AI-S.ID-1,5,6a,9 AI-N.Q-1i,ii,iii AII-S.IC-3,6a,6b GEO-G.MG-1,2,3 (+)-S.MD-5,6,7
Weeks 29-32 Safety and Sanitation	- What does New York State require barbers to know? - Why is sanitation important in the barbershop? - How is a safe environment maintained for both barbers and clients?	- Describe how infectious organisms enter the body and how the body fights infection - Explain how infection can be controlled or prevented - Explain why infection control practices are necessary - List safety rules for infection control - Define the various types and classifications of bacteria - Identify and define the types of pathogenic and nonpathogenic bacteria	- Define and explain the differences between disinfection, sanitation and sterilization - Demonstrate methods of decontamination - Identify Hospital Grade disinfectants used to destroy HIV and Hepatitis pathogens - Demonstrate methods of destroying HIV and Hepatitis pathogens in a barber salon - Follow safety and disinfection procedures pertaining to bloodborne pathogens	Career Ready Practices CRP 1,2,4,5,8,9,10	ELA 11-12R 2,3,4,7 11-12W 4,5,8 11-12SL 3,4,5,6 11-12L 1,2,3,4,6
				Cluster Standards HU 1,2,3,5	
				Pathway Standards HU-PC 3,4,5,6,7	Literacy 11-12RST 2,4,5,6,7 11-12WHST 2,4,6,7
				Career Ready Practice CRP 1,2,3,4,5,6,7,8,9,10,11	Math AI-S.ID-1,5,6a,9 AI-N.Q-1i,ii,iii AII-S.IC-3,6a,6b GEO-G.MG-1,2,3 (+)-S.MD-5,6,7
					Science HS-ETS1-1 HS-ETS1-2 HS-ETS1-3

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
					HS-LS1-2
Weeks 33-35 Preparation for Internships	- What is the purpose of an internship? - What types of internships are available? - What are personal characteristics important for a successful job search and employment? - How does an intern convey professionalism in the workplace? - How do professionals work together to solve problems?	- Communicate with businesses about internships. - Explain professionalism and ethics in the workplace. - Explain how various professionals work together toward the common goal of solving problems.	- Identification and Communication with Businesses for Internships - List of Potential Internship Placements	Career Ready Practices CRP 2,4,5,7,8,9,10,11	ELA 11-12R 2,3,4,7 11-12W 4,5,8 11-12SL 3,4,5,6 11-12L 1,2,3,4,6
				Cluster Standards HU 1,2,3,5	
				Pathway Standards HU-PC 6	Literacy 11-12RST 2,4,5,6,7 11-12WHST 2,4,6,7 Math AI-S.ID-1,5,6a,9 AI-N.Q-1i,ii,iii AI-S.IC-3,6a,6b GEO-G.MG-1,2,3 (+)-S.MD-5,6,7 Science HS-ETS1-1 HS-ETS1-2 HS-ETS1-3
Weeks 36-40 Review and Final Exam	What are the key concepts and skills to know for the final exam?	Demonstrate the knowledge and skills learned throughout the year.	Final Exam	Career Ready Practice CRP 1,2,3,4,5,6,7,8,9,10,11	ELA 11-12R 2,3,4 11-12W 1,2,4,5 11-12SL 1,4 11-12L 1,2,4,6
				Cluster Standards HU 1,2,3,4,5,6,7	
				Pathway Standards HU-PC 1,2,3,4,5,6,7	Literacy 11-12RST 2,4,5,6,7 11-12WHST 2,4,6,7 Math AI-S.ID-1,5,6a,9 AI-N.Q-1i,ii,iii AI-S.IC-3,6a,6b GEO-G.MG-1,2,3 (+)-S.MD-5,6,7 Science HS-ETS1-1 HS-ETS1-2 HS-ETS1-3 HS-LS1-2

Syracuse City School District
Career and Technical Education Program
Course Syllabus
BRB400: Barbering 400



Program Overview

The Barbering program is designed to provide competency-based knowledge, theory and hands-on fundamentals associated with the barber industry. The program provides both simulated and authentic environments that enable students to develop technical skills. Course work includes instruction in all phases of professional barbering: history, sanitation and safety, hair design, related sciences, and business principles. This program prepares students to take the New York State Examination required for licensing.

Course Description

Barbering 400 will continue to build on students' barbering skills from Barbering 100, 200, and 300. Students will work to build the knowledge and skills which will prepare them for both the New York State Licensing Examination and industry employment. Topics include Men's Haircutting and Styling, face shaving and facial hair design, facial massage and treatment, the business of barbering, and barbershop management, with a heavy emphasis and developing student's technical skills. Students will also prepare for and participate in internship placements in local businesses. Various hands-on activities as well as textbook-based work, lectures and group discussions will reinforce students' learning. Throughout the course students will obtain hours which can be used towards New York State licensing requirements. Students will have the opportunity to take the New York State Licensing Examination and obtain their barbering license.

Work-Based Learning

Students will be connected with working professionals in the barbering industry through Career Coaching, field trips and job shadowing which could lead to further opportunities for direct job training and real-world experience. Students will create and maintain a portfolio of their work-based learning experiences throughout the program to document the development of their skills.

Pre-Requisites

BRB100: Barbering 100, BRB200: Barbering 200, and BRB300: Barbering 300

Course Objectives

10. Students will gain an understanding of the field of barbering and what physical and technical qualifications are needed to be a successful barber.
11. Students will develop necessary skills such as time management, communication, and professionalism.
12. Students will develop eye-hand coordination and fine motor skills through hands-on activities.
13. Students participate in an internship in a local business.

Integrated Academics

N/A

Equipment and Supplies

- **School will provide:** Barbering textbook and Barbering 300 kit that students will use for the entire course. The kit is to be returned complete. Students will be held responsible for any missing items. A list of supplies will be included in the kit. Approximate cost to replace the kit is \$100.
- **Student will provide:** A closed toed rubber shoe worn for safety while working in the barbershop/lab

Textbook

Milady. *Milady Standard Professional Barbering, Fifth Edition*. Clifton Park, NY: Cengage, 2011.

Grading

- | | |
|-----|---|
| 34% | Participation Grade (given daily) |
| 33% | Written Grade (test, quizzes, homework, vocabulary, etc.) |
| 33% | Practical Grade (all hands-on activities) |

All work is due on the assigned date; if work is turned in late, the student will lose 10 points per day late.

Additional Course Policies

N/A

Course Calendar

Quarter	Units of Study
1	• Introduction and School Policy • Men's Haircutting and Styling: Haircutting, Blending/Fading, Shampoo and Conditioning (Ongoing throughout year) • Shaving and Facial Hair Design (Ongoing throughout year)
2	• Barbershop Management • The Business of Barbering
3	• Preparation for Internships • Internships • Job Search
4	• Internships • Job Search • New York State Licensing Exam • Review and Final Exam

Syracuse City School District
Career and Technical Education Program
Scope and Sequence
BRB400: Barbering 400



Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Weeks 1-3 Introduction and School Policy	- What is the importance of learning style? - What methods can enhance understanding of new information? - Why will the choice of this class help students reach their goals?	- Assess personal learning style. - Evaluate ways to develop effective study habits. - Explain personal goals for this course.	- Worksheet: Learning Styles - Written Summary: Personal Learning Style and How It Affects Achievement - Personal Statement: Goals for the Course	Career Ready Practices CRP 1,2,3,4,5,8,9,10,12	ELA 11-12R 4 11-12W 1,3,4,5 11-12SL 1,2,3,4 11-12L 1,2,4 Literacy 11-12RST 2,4,5,6,7 11-12WHST 2,4,6,7 Math AI-S.ID-1 Science HS-ETS1-2
				Cluster Standards HU 1,2,3,4,5,6	
				Pathway Standards HU-PC 1,2,3,4,5,6,7	
Weeks 4-40 Men's Haircutting and Styling: - Basic Haircut - Blending/Fading (Practice and Refinement of Skills Ongoing Throughout the Year)	- Why is cutting men's hair considered an art? - How does the shape of the face dictate the hair cut? - What are the techniques for cutting men's hair? - What are the differences between a basic haircut and a blend/fade haircut?	- Justify the idea that men's haircutting and styling is an art. - Evaluate facial shapes and features to determine an appropriate haircut. - Use fundamental terms used in haircutting. - Demonstrate various cutting techniques. - Apply safety precautions used in haircutting and styling. - Demonstrate the difference between a basic cut and a blend/ fade cut.	- Worksheets: Styling, Cutting, Blending, and Fading - Presentation: Facial Shapes and Various Haircuts - Vocabulary Practice - Practical Assessments: Haircutting, Shampoo, and Massage Techniques - Quizzes	Career Ready Practice CRP 1,2,3,4,5,6,7,8,11	ELA 11-12R 2,3,4 11-12W 1,2,4,5 11-12SL 1,4 11-12L 1,2,4,6 Literacy 11-12RST 2,4,5,6,7 11-12WHST 2,4,6,7 Math AI-S.ID-1,5,6a,9 AI-N.Q-1i,ii,iii AI-S.IC-3,6a,6b GEO-G.MG-1,2,3 (+)-S.MD-5,6,7 Science HS-ETS1-1 HS-ETS1-2 HS-ETS1-3
				Cluster Standards HU 2,3,4	
				Pathway Standards HU-PC 1,2,3,4,5,6,7	
Weeks 4-40 Shaving and Facial Hair Design Men's Facial Massage and Treatments	- What are the safety precautions and sanitation procedures associated with straight razor shaving? - What are the straight razor-holding positions	- Demonstrate safety precautions and sanitation procedures associated with straight razor shaving. - Identify the shaving areas of the face and explain the different shaving techniques for each. - Demonstrate a facial shave, neck	- Worksheets - Vocabulary Practice - Practical Assessments: Shaving, Facial Treatment - Quizzes	Career Ready Practice CRP 1,2,3,4,5,6,7,8,11	ELA 11-12R 2,3,4,7 11-12W 2,4,8 11-12SL 3,5 11-12L 1,2,3,4 Literacy 11-12RST 2,4,5,6,7 11-12WHST 2,4,6,7
				Cluster Standards HU 3,4	
				Pathway Standards HU-PC 1,2,4,6	

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
(Practice and Refinement of Skills Ongoing Throughout the Year)	and cutting strokes? - What are the shaving areas of the face? - What are the benefits of a facial massage and treatments? - Where are the facial muscles and nerves and how are they stimulated? - What is massage manipulation?	shave, and mustache and beard trim. - Use facial treatment equipment. - Identify and use products affiliated with facial treatments. - Identify different skin types and appropriate facial treatments and products. - Explain and demonstrate massage manipulation.			Math AI-S.ID-1,5,6a,9 AI-N.Q-1i,ii,iii AII-S.IC-3,6a,6b GEO-G.MG-1,2,3 (+)-S.MD-5,6,7 Science HS-ETS1-1 HS-ETS1-2 HS-ETS1-3 HS-LS1-2
Weeks 10-14 Barbershop Management	- What does it mean to be self-employed? - What do you need to be a successful barbershop owner? - What is the purpose of a business plan? - What are ways to market your business? - How do sales techniques affect business success?	- Summarize the responsibilities associated with business development and ownership. - Differentiate between various types of business ownership. - Summarize the information that makes up a successful business plan. - Create a business plan. - Evaluate various business marketing strategies. - Demonstrate service and retail product sales techniques.	- Completed Business Plan - Presentation: Completed Business Plan, Detailed Barbershop Blueprint, Marketing Strategy - Practical Assessment: Sales Techniques	Career Ready Practices CRP 1,2,4,5,8,9,10	ELA 11-12R 2,3,4,7 11-12W 4,5,6 11-12SL 3,4,5 11-12L 1,2,3,4,6
				Cluster Standards HU 1,2,3,5	
				Pathway Standards HU-PC 3,4,5,6,7	Literacy 11-12RST 2,4,5,6,7 11-12WHST 2,4,6,7 Math AI-S.ID-1,5,6a,9 AI-N.Q-1i,ii,iii AII-S.IC-3,6a,6b GEO-G.MG-1,2,3 (+)-S.MD-5,6,7 Science HS-ETS1-1 HS-ETS1-2 HS-ETS1-3 HS-ETS1-4
Weeks 15-20 The Business of Barbering	- What are the laws, rules, and regulations in New York State governing barbering businesses? - What is the purpose of a business plan?	- Describe the primary purpose the New York State rules and regulations about barbering. - Describe the information that makes up a successful business plan. - Create a business plan for a barbering business.	Business plan for a barbering business	Career Ready Practice CRP 1,2,3,4,5,6,7,8,9,11	ELA 11-12R 2,3,4,7 11-12W 4,5,8 11-12SL 3,4,5 11-12L 1,2,3,4,6
				Cluster Standards HU 1,2,3,4,5,6,7	
				Pathway Standards HU-PC 3,4,5,6,7	Literacy 11-12RST 2,4,5,6,7 11-12WHST 2,4,6,7 Math AI-S.ID-1,5,6a,9 AI-N.Q-1i,ii,iii AII-S.IC-3,6a,6b GEO-G.MG-1,2,3 (+)-S.MD-5,6,7

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
					Science HS-ETS1-1 HS-ETS1-2 HS-ETS1-3 HS-ETS1-4
Weeks 20-36 Preparation for Internships Internships Job Search	- What is the purpose of an internship? - What types of internships are available? - How does an intern convey professionalism in the workplace? - How do professionals work together to solve problems? - What are personal characteristics important for a successful job search and employment? - What types of employment are available? - What wage structures are common in the barbering field?	- Communicate with businesses about internships. - Demonstrate professionalism and ethics in the workplace. - Apply the knowledge and skills learned in the classroom to working in a professional setting. - Explain how various professionals work together toward the common goal of solving problems. - Research different types of industry positions available for barbering students and their potential wages. - Describe the steps of an effective job search. - Explain the personal characteristics that important for a successful job search and employment. - Set personal job search and employment goals. - Write an effective cover letter and resume. - Explain how the demands of a job can change with the setting and the needs of the employer or client.	- Identification and Communication with Businesses for Internships - List of Potential Internship Placements - Internship Report - Written Cover Letter and Resume - List of Potential Job Placements - List of Personal Short-and Long-Term Goals	Career Ready Practices CRP 2,4,5,7,8,9,10,11	ELA 11-12R 2,3,4,7 11-12W 4,5,8 11-12SL 3,4,5,6 11-12L 1,2,3,4,6
				Cluster Standards HU 1,2,3,5	
				Pathway Standards HU-PC 6	Literacy 11-12RST 2,4,5,6,7 11-12WHST 2,4,6,7
					Math AI-S.ID-1,5,6a,9 AI-N.Q-1i,ii,iii AII-S.IC-3,6a,6b GEO-G.MG-1,2,3 (+)-S.MD-5,6,7
Weeks 37-40 New York State Licensing Exam Final Exam	- What are the key concepts and skills to know for the New York State Licensing Exam? - What are the key concepts and skills to know for the final exam?	- Describe and demonstrate the skills needed to pass the practical portion of the New York State Licensing Examination. - Demonstrate the knowledge and skills learned throughout the year.	- New York State Licensing Examination - Final Exam	Career Ready Practice CRP 1,2,3,4,5,6,7,8,9,10,11	ELA 11-12R 2,3,4 11-12W 1,2,4,5 11-12SL 1,4 11-12L 1,2,4,6
				Cluster Standards HU 1,2,3,4,5,6,7	
				Pathway Standards HU-PC 1,2,3,4,5,6,7	Literacy 11-12RST 2,4,5,6,7 11-12WHST 2,4,6,7
					Math AI-S.ID-1,5,6a,9 AI-N.Q-1i,ii,iii AII-S.IC-3,6a,6b GEO-G.MG-1,2,3 (+)-S.MD-5,6,7

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
					Science HS-ETS1-1 HS-ETS1-2 HS-ETS1-3 HS-ETS1-4 HS-LS1-2