

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	<ul style="list-style-type: none"> • Introduction and School Policy • Math Review • History of Barbering • Personal and Professional Success and Goal-Setting • Work-Based Learning: Career Coaching
	2	<ul style="list-style-type: none"> • Personal and Professional Success and Goal-Setting (cont.) • Communicating for Success • Professional Image • Work-Based Learning: Career Coaching
	3	<ul style="list-style-type: none"> • Professional Image (cont.) • Safety and Sanitation • Tools and Equipment • Work-Based Learning: Career Coaching
	4	<ul style="list-style-type: none"> • Men's Haircutting and Styling: Basic Haircut, Blending/Fading, Shampoo and Conditioning • Work-Based Learning: Career Coaching • Review and Final Exam
2 10th Grade	1	<ul style="list-style-type: none"> • Introduction and School Policy • Men's Haircutting and Styling: Basic Haircut, Blending/Fading, Shampoo and Conditioning • Shaving and Facial Hair Design • Work-Based Learning: Career Coaching
	2	<ul style="list-style-type: none"> • Shaving and Facial Hair Design (cont.) • Men's Facial Massage and Treatments • Properties and Disorders of the Skin • Work-Based Learning: Career Coaching
	3	<ul style="list-style-type: none"> • Properties of the Hair • Technology Tools for Management (Spreadsheets) • Work-Based Learning: Career Coaching
	4	<ul style="list-style-type: none"> • Microbiology • Anatomy and Physiology • The Business of Barbering • Work-Based Learning: Career Coaching • Review and Final Exam
3 11th Grade	1	<ul style="list-style-type: none"> • Introduction and School Policy • Men's Haircutting and Styling: Haircutting, Blending/Fading, Shampoo and Conditioning • Shaving and Facial Hair Design • Work-Based Learning: Career Coaching
	2	<ul style="list-style-type: none"> • Shaving and Facial Hair Design (cont.) • Men's Facial Massage and Treatments • The Business of Barbering • Work-Based Learning: Career Coaching
	3	<ul style="list-style-type: none"> • The Business of Barbering (cont.) • Barbershop Management and Financial Management • Work-Based Learning: Career Coaching, Job Shadow
	4	<ul style="list-style-type: none"> • Preparation for Internships • Review and Final Exam
4	1	<ul style="list-style-type: none"> • Introduction and School Policy • Men's Haircutting and Styling: Haircutting, Blending/Fading, Shampoo and Conditioning

12th Grade		(Ongoing throughout year) <ul style="list-style-type: none"> • Shaving and Facial Hair Design (Ongoing throughout year) • Work-Based Learning: Career Coaching
	2	<ul style="list-style-type: none"> • Barbershop and Financial Management • The Business of Barbering • Work-Based Learning: Career Coaching, Job Shadow
	3 and 4	<ul style="list-style-type: none"> • Preparation for Internships • Work-Based Learning: Career Coaching, 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. (2016). *Milady Standard Barbering, 6th Edition*. Boston, MA: Cengage.

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	<ul style="list-style-type: none">• Introduction and School Policy• Math Review• History of Barbering• Personal and Professional Success and Goal-Setting• Work-Based Learning: Career Coaching
2	<ul style="list-style-type: none">• Personal and Professional Success and Goal-Setting (cont.)• Communicating for Success• Professional Image• Work-Based Learning: Career Coaching
3	<ul style="list-style-type: none">• Professional Image (cont.)• Safety and Sanitation• Tools and Equipment• Work-Based Learning: Career Coaching
4	<ul style="list-style-type: none">• Men's Haircutting and Styling: Basic Haircut, Blending/Fading, Shampoo and Conditioning• Work-Based Learning: Career Coaching• 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 1-2 Introduction and School Policy	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> Identify personal learning style. Identify ways to develop effective study habits. Explain personal goals for this course. 	<ul style="list-style-type: none"> 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 Literacy 9-10RST 1,2 9-10WHST 1,2,7
				Cluster Standards HU 1,5	
				Pathway Standards HU-PC 6,7	
Week 3 Math Review	<ul style="list-style-type: none"> What means do customers use to pay for services? How are currency amounts determined? How is a spreadsheet used? 	<ul style="list-style-type: none"> Explain cash and credit and how each system of payment is set up. Demonstrate accurate counting of currency. Demonstrate making change. Demonstrate basic math functions with decimals. Describe how the tool of spreadsheets is useful. Demonstrate use of an established spreadsheet such as Excel. 	<ul style="list-style-type: none"> Class assignments Quizzes and tests Demonstrations. Teacher observation 	Career Ready Practices CRP 2,11	ELA 9-10 R2 9-10 W 2,5 9-10 SL 1,4,5,6 9-10 L 1,2,46 Literacy
				Cluster Standards HU 1	
				Pathway Standards HU-CSM 5	
Weeks 4-7 History of Barbering	<ul style="list-style-type: none"> What was the origin of barbering? How has the barbering industry developed? 	<ul style="list-style-type: none"> Describe the origin and development of barbering. Identify organizations responsible for developing the barbering profession. 	<ul style="list-style-type: none"> 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 Literacy 9-10RST 1,2,9 9-10WHST 1,2,7
				Cluster Standards HU 2	
				Pathway Standards HU-PC 5,6	
Weeks 8-12 Personal and Professional Success and Goal-Setting Work-Based Learning: Career Coaching	<ul style="list-style-type: none"> What contributes to personal and professional success? What is goal setting? How do personality and attitude affect goals? What can be learned from barbering professionals? What norms and expectations for professional barbers are standard in barbering? 	<ul style="list-style-type: none"> 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. Participate in Career Coaching process. Describe norms and professional expectations for professional barbers. List expectations for certification. Demonstrate professional conduct during all learning experiences (including approach and interaction with 	<ul style="list-style-type: none"> Chart of the attributes of personal and professional success Worksheet on goal setting Poster of short- and long-term goals Quiz Career Coaching Self-Assessment Teacher Observation 	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 Literacy 9-10RST 1,2,7 9-10WHST 1,2,7
				Cluster Standards HU 1,5,6	
				Pathway Standards HU-PC 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
		customers).			
Weeks 13-15 Communicating for Success	<ul style="list-style-type: none"> What is the golden rule? What is client consultation? What is the importance of communication in the barbershop? 	<ul style="list-style-type: none"> Explain effective communication. Conduct a client consultation. Explain possible ways to deal with unhappy clients. 	<ul style="list-style-type: none"> Self-evaluation of communication strengths and weaknesses Role play of various shop scenarios Quiz 	Career Ready Practice CRP 1,2,4,8 Cluster Standards HU 1,3,6 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 1,2,7 9-10WHST 1,2,7
Weeks 16-22 Professional Image Work-Based Learning: Career Coaching	<ul style="list-style-type: none"> What influences professional image? Why is time management important? What is the importance of motivation and self-management? What can be learned from barbering professionals? 	<ul style="list-style-type: none"> Define and explain professional image. Explain the factors that influence professional image. Participate in Career Coaching process. 	<ul style="list-style-type: none"> 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 Coaching Self-Assessment 	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
Weeks 23-26 Safety and Sanitation	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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
Weeks 27-29 Tools and Equipment Work-Based Learning: Career Coaching	<ul style="list-style-type: none"> What are the principal tools that are used in barbering? What are the correct techniques for holding barbering tools and implements? What can be learned from barbering professionals? 	<ul style="list-style-type: none"> 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. Participate in Career Coaching process. 	<ul style="list-style-type: none"> Diagrams of implements Observation of correct techniques for holding implements Quiz Career Coaching Self-Assessment 	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
Weeks 30-37 Men's Haircutting and Styling: <ul style="list-style-type: none"> Basic Haircut Blending/Fading Shampoo and 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Worksheets on styling Poster of facial shapes Vocabulary practice Written summary of process of haircutting Worksheet on cutting, blending, and fading 	Career Ready Practice CRP 1,2,4,6,8 Cluster Standards HU 1,3 Pathway Standards HU-PC 1,2,4,7	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 1,2,3,4

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
Conditioning Work-Based Learning: Career Coaching	between a basic haircut and a blend/fade haircut? <ul style="list-style-type: none"> What are the proper techniques for shampoo and scalp massage services? What can be learned from barbering professionals? 	techniques. <ul style="list-style-type: none"> 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. Participate in Career Coaching process. 	<ul style="list-style-type: none"> Poster of various haircuts with labels Demonstration of shampoo and massage techniques Quiz Career Coaching Self-Assessment 		9-10WHST 1,2,7
Weeks 37-40 Review and Final Exam	<ul style="list-style-type: none"> What are the key concepts and skills to know for the final exam? 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	
				Pathway Standards HU-PC 1,4,5,6,7	Literacy 9-10RST 1,2,3,4 9-10WHST 1,2,7

**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. (2016). *Milady Standard Barbering, 6th Edition*. Boston, MA: Cengage.

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	<ul style="list-style-type: none">• Introduction and School Policy• Men's Haircutting and Styling: Basic Haircut, Blending/Fading, Shampoo and Conditioning• Shaving and Facial Hair Design• Work-Based Learning: Career Coaching
2	<ul style="list-style-type: none">• Shaving and Facial Hair Design (cont.)• Men's Facial Massage and Treatments• Properties and Disorders of the Skin• Work-Based Learning: Career Coaching
3	<ul style="list-style-type: none">• Properties of the Hair• Technology Tools for Management (Spreadsheets)• Work-Based Learning: Career Coaching
4	<ul style="list-style-type: none">• Microbiology• Anatomy and Physiology• The Business of Barbering• Work-Based Learning: Career Coaching• 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	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> Identify personal learning style. Identify ways to develop effective study habits. Explain personal goals for this course. 	<ul style="list-style-type: none"> 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 Cluster Standards HU 1,2,3,4,5,6 Pathway Standards HU-PC 1,2,3,4,5,6,7	ELA 9-10R 4 9-10W 1,3,4,5 9-10SL 12,3,4 9-10L 1,2,4 Literacy 9-10RST 2,4 9-10WHST 2,4
Weeks 4-7 Men's Haircutting and Styling: <ul style="list-style-type: none"> Basic Haircut Blending/Fading Shampoo and Conditioning 	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 Cluster Standards HU 2,3,4 Pathway Standards HU-PC 1,2,3,4,5,6,7	ELA 9-10R 2,3,4 9-10W 1,2,4,5 9-10SL 1,4 9-10L 1,2,4,6 Literacy 9-10RST 2,4,7 9-10WHST 2,5,6
Weeks 8-12 Shaving and Facial Hair Design Work-Based Learning: Career Coaching	<ul style="list-style-type: none"> 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? What can be learned from barbering professionals? 	<ul style="list-style-type: none"> 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. Participate in Career Coaching process. 	<ul style="list-style-type: none"> Worksheets Vocabulary Practice Practical Assessment: Shaving Quiz Career Coaching Self-Assessment 	Career Ready Practice CRP 1,2,3,4,5,6,7,8,11 Cluster Standards HU 3,4 Pathway Standards HU-PC 1,2,4,6	ELA 9-10R 2,3,4,7 9-10W 2,4,8 9-10SL 3,5 9-10L 1,2,3,4 Literacy 9-10RST 2,4,7 9-10WHST 2,5,6
Weeks 13-17 Men's Facial Massage and Treatments	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> Use facial treatment equipment. Identify products affiliated with facial treatments. Identify different skin types and appropriate facial treatments and products. Explain massage manipulation. 	<ul style="list-style-type: none"> 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 Pathway Standards HU-PC 1,2,4,6	ELA 9-10R 2,3,4,7 9-10W 2,4,7,8 9-10SL 3,5 9-10L 1,2,3,4,6 Literacy 9-10RST 2,4,7 9-10WHST 2,5,6

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
Weeks 18-21 Properties and Disorders of the Skin Work-Based Learning: Career Coaching	<ul style="list-style-type: none"> 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? What can be learned from barbering professionals? 	<ul style="list-style-type: none"> Describe the parts of the skin and their function. Recognize skin disorders and identify possible treatments. Participate in Career Coaching process. 	<ul style="list-style-type: none"> Chart: Skin Structure and Function Vocabulary Practice Quiz Career Coaching Self-Assessment 	Career Ready Practice CRP 1,2,3,4,7,8,9	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
				Cluster Standards HU 3,4	
				Pathway Standards HU-PC 1,2,4,6	Literacy 9-10RST 2,4,7 9-10WHST 2,5,6
Weeks 22-25 Properties of Hair	<ul style="list-style-type: none"> What are the structures of the hair root? What are the layers of the hair shaft? What is hair protein? 	<ul style="list-style-type: none"> Describe the growth cycle of the hair. List the characteristics of hair important to hair analysis. Identify different types of hair loss and treatments. 	<ul style="list-style-type: none"> 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
				Cluster Standards HU 3,4	
				Pathway Standards HU-PC 1,2,4,6	Literacy 9-10RST 2,4,7 9-10WHST 2,5,6
Weeks 26-29 Technology Tools for Management (Spreadsheets) Work-Based Learning: Career Coaching	<ul style="list-style-type: none"> How do technology-based tools assist with client record-keeping and shop management? What information is beneficial to incorporate into a spreadsheet in this field? Why is checking the math of a spreadsheet critical? How is a spreadsheet created? How is a spreadsheet maintained? What can be learned from barbering professionals? 	<ul style="list-style-type: none"> Explain how specific tools utilizing technology assist with record keeping for both client care applications and business applications. List information that can be tracked using a spread sheet. Demonstrate creation of a spreadsheet such as Excel. Demonstrate use of basic math to check that the spreadsheet is functioning as desired. Demonstrate updating and maintaining a spreadsheet. Participate in Career Coaching process. 	<ul style="list-style-type: none"> Class assignments Demonstrations Project: Spreadsheet Unit Test: Units 5-7 Career Coaching Self-Assessment 	Career Ready Practice CRP 1,2,3,4,8,10,11	ELA 9-10R 2 9-10W 2 9-10SL 1,2,5 9-10L 1,2,3,4,6
				Cluster Standards HU 1,3,4,5	
				Pathway Standards HU-CSM 2,5	Literacy 9-10RST 2, 9-10WHST 2
Weeks 30-33 Microbiology Anatomy and Physiology	<ul style="list-style-type: none"> What are common bacteria affiliated with barbering? What are the classifications of pathogenic bacteria? What causes bacteria to grow and reproduce? How do the structures of the skull, face and neck relate to barbering? 	<ul style="list-style-type: none"> Identify bacteria associated with barbering. Define immunity and identify related terms. Recognize the differences between bacterial and viral infections. Identify important nerves and muscles of the head, face, and neck that relate to barbering services. 	<ul style="list-style-type: none"> 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
				Cluster Standards HU 3,4	
				Pathway Standards HU-PC 1,2,4,6	Literacy 9-10RST 2,4,7 9-10WHST 2,5,6
Weeks 34-37 The Business of Barbering	<ul style="list-style-type: none"> What are the laws, rules, and regulations in New York State? What is the purpose of a business plan? 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Presentation: Business Plans Career Coaching Self-Assessment Teacher Observation 	Career Ready Practice CRP 1,2,3,4,5,6,7,8,9,11	ELA 9-10R 2,3,4,7 9-10W 4,5,8 9-10SL 3,4,5 9-10L 1,2,3,4,6
				Cluster Standards HU 1,2,3,4,5,6,7	
				Pathway Standards	Literacy

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
Work-Based Learning: Career Coaching	<ul style="list-style-type: none"> What norms and expectations for professional barbers are standard in barbering? What can be learned from barbering professionals? 	<ul style="list-style-type: none"> Describe norms and professional expectations for professional barbers. List expectations for certification. Demonstrate professional conduct during all learning experiences (including approach and interaction with customers). Participate in Career Coaching process. 		HU-PC 1,2,3,4,5,6,7	9-10RST 2,3,4,7 9-10WHST 2,4,5,8
Weeks 37-40 Review and Final Exam	<ul style="list-style-type: none"> What are the key concepts and skills to know for the final exam? 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Written Final Exam Practical Final Exam 	Career Ready Practice CRP 1-11	ELA 9-10R 2,3,4 9-10W 2,4,5 9-10SL 1,4 9-10L 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 9-10RST 2,4,7 9-10WHST 2,5,6

**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. (2016). *Milady Standard Barbering, 6th Edition*. Boston, MA: Cengage.

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	<ul style="list-style-type: none"> • Introduction and School Policy • Men's Haircutting and Styling: Haircutting, Blending/Fading, Shampoo and Conditioning • Shaving and Facial Hair Design • Work-Based Learning: Career Coaching
2	<ul style="list-style-type: none"> • Shaving and Facial Hair Design (cont.) • Men's Facial Massage and Treatments • The Business of Barbering • Work-Based Learning: Career Coaching
3	<ul style="list-style-type: none"> • The Business of Barbering (cont.) • Barbershop Management and Financial Management • Work-Based Learning: Career Coaching, Job, Shadowing
4	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> Assess personal learning style. Evaluate ways to develop effective study habits. Explain personal goals for this course. 	<ul style="list-style-type: none"> 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
				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: <ul style="list-style-type: none"> Basic Haircut Blending/Fading Shampoo and Conditioning 	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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
				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 Work-Based Learning: Career Coaching	<ul style="list-style-type: none"> 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? What can be learned from barbering professionals? 	<ul style="list-style-type: none"> 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. Demonstrate a facial shave, neck shave, and mustache and beard trim. Participate in Career Coaching process. 	<ul style="list-style-type: none"> Worksheets Vocabulary Practice Practical Assessment: Shaving Quiz Career Coaching Self-Assessment 	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	
Weeks 13-17 Men's Facial Massage and Treatments	<ul style="list-style-type: none"> What are the benefits of a facial massage and treatments? Where are the facial 	<ul style="list-style-type: none"> Use facial treatment equipment. Identify and use products affiliated with facial treatments. Identify different skin types and 	<ul style="list-style-type: none"> Worksheets Poster Presentation: Skin Types and Products Practical Assessment: 	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	

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
	muscles and nerves and how are they stimulated? • What is massage manipulation?	appropriate facial treatments and products. • Explain and demonstrate massage manipulation.	Facial Treatment • Unit Test: Units 1-4	Pathway Standards HU-PC 1,2,4,6	Literacy 11-12RST 2,4,5,6,7 11-12WHST 2,4,6,7
Weeks 18-23 The Business of Barbering Work-Based Learning: Career Coaching	• What are the laws, rules, and regulations in New York State governing barbering businesses? • What is the purpose of a business plan? • What norms and expectations for professional barbers are standard in barbering? • What can be learned from barbering professionals?	• 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. • Describe norms and professional expectations for professional barbers. • List expectations for certification. • Demonstrate professional conduct during all learning experiences (including approach and interaction with customers). • Participate in Career Coaching process.	• Business plan for a barbering business. • Career Coaching Self-Assessment • Teacher Observation	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
Weeks 24-29 Barbershop Management and Financial Management Work-Based Learning: Career Coaching, Job Shadow	• What are key aspects of financial stability and success? • How is a budget developed? • What is the purpose of insurance? • What is the role of savings, loans, credit, and interest? • How are taxes and retirement planned for and accounted? • What tools help with financial 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?	• Identify key aspects of financial stability and success for a business. • Demonstrate creation of a budget that accounts for income, and expenses. • Explain the types of insurances a business owner may consider. • Explain how and where to research insurance types and costs. • Explain how savings, loans, credit and interest work and impact a business financial plan. • Explain how to research and compare benefits and drawbacks of loans and credit. • Identify county/city, state and federal taxes that are required. • Identify means to plan and prepare for retirement. • Demonstrate use of tools to track income, expense, inventory, savings, taxes, etc. • Summarize the responsibilities associated with business development and ownership.	• Completed Business Plan • Presentation: Completed Business Plan, Detailed Barbershop Blueprint, Marketing Strategy • Class assignments • Presentation/project on planning, budgeting and tracking financials. • Practical Assessment: Sales Techniques • Career Coaching Self-Assessment • Job Shadow Reflection	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 1,2,3,4,5	
				Pathway Standards HU-PC 3,4,5,6,7	Literacy 11-12RST 2,4,5,6,7 11-12WHST 2,4,6,7

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
	<ul style="list-style-type: none"> What can be learned from barbering professionals? 	<ul style="list-style-type: none"> 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. Participate in Career Coaching process. Participate in job shadow at barbering business. 			
Weeks 30-35 Preparation for Internships	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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
Weeks 36-40 Review and Final Exam	<ul style="list-style-type: none"> What are the key concepts and skills to know for the final exam? 	<ul style="list-style-type: none"> Demonstrate the knowledge and skills learned throughout the year. 	<ul style="list-style-type: none"> 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

**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. (2016). *Milady Standard Barbering, 6th Edition*. Boston, MA: Cengage.

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	<ul style="list-style-type: none">• 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)• Work-Based Learning: Career Coaching
2	<ul style="list-style-type: none">• Barbershop and Financial Management• The Business of Barbering• Work-Based Learning: Career Coaching, Job Shadow
3 and 4	<ul style="list-style-type: none">• Preparation for Internships• Work-Based Learning: Career Coaching, 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	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> Assess personal learning style. Evaluate ways to develop effective study habits. Explain personal goals for this course. 	<ul style="list-style-type: none"> 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
				Cluster Standards HU 1,2,3,4,5,6	
				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
Weeks 4-40 Men's Haircutting and Styling: <ul style="list-style-type: none"> Basic Haircut Blending/Fading (Practice and Refinement of Skills Ongoing Throughout the Year)	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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
				Cluster Standards HU 2,3,4	
				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
Weeks 4-40 Shaving and Facial Hair Design Men's Facial Massage and Treatments (Practice and Refinement of Skills Ongoing Throughout the Year) Work-Based Learning: Career Coaching	<ul style="list-style-type: none"> 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? 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? What can be learned from barbering professionals? 	<ul style="list-style-type: none"> 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 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. Participate in Career Coaching process. 	<ul style="list-style-type: none"> Worksheets Vocabulary Practice Practical Assessments: Shaving, Facial Treatment Quizzes Career Coaching Self-Assessment 	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
				Cluster Standards HU 3,4	
				Pathway Standards HU-PC 1,2,4,6	Literacy 11-12RST 2,4,5,6,7 11-12WHST 2,4,6,7
Weeks 10-14			<ul style="list-style-type: none"> Class Assignments 	Career Ready Practices CRP 1,2,4,5,8,9,10	ELA 11-12R 2,3,4,7

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
Barbershop and Financial Management	<ul style="list-style-type: none"> What do you need to be a successful barbershop owner? What are key aspects of financial stability and success? Why is comprehensive budget important? How does being an entrepreneur or self-employed business owner different from being an employee? What does it mean to be self-employed? Why is inclusion of insurance, interest, taxes, and retirement savings key for financial planning? Where is insurance obtained? How are taxes estimated? What vehicles are options for retirement planning and saving? How is a retirement account started? What tools help with financial management? What is the purpose of a business plan? What are ways to market your business? How do sales techniques affect business success? What can be learned from barbering professionals? 	<ul style="list-style-type: none"> Summarize the responsibilities associated with business development and ownership. Differentiate between various types of business ownership. Identify key factors for planning for financial stability and success. Explain the importance of a comprehensive budget that also accounts for unexpected expenses. Demonstrate creation of a budget for a business. Compare and contrast financial differences and responsibilities between being self-employed and being an employee. Identify the purpose of types of insurances, retirement planning and need to pay taxes in timely fashion. Identify where to obtain insurance, and varied types of loans or credit. Demonstrate estimating taxes to be paid given different scenarios. Identify ways to save for retirement. Demonstrate how to start a retirement account. Demonstrate use of tools to assist with financial management given data. 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. 	<ul style="list-style-type: none"> Presentation/Project of demonstrating financial management as a self-employed business owner Completed Business Plan Presentation: Completed Business Plan, Detailed Barbershop Blueprint, Marketing Strategy Practical Assessment: Sales Techniques 	Cluster Standards HU 1,2,3,4,5	11-12W 4,5,6 11-12SL 3,4,5 11-12L 1,2,3,4,6
				Pathway Standards HU-PC 3,4,5,6,7	Literacy 11-12RST 2,4,5,6,7 11-12WHST 2,4,6,7
Weeks 15-20 The Business of Barbering Work-Based Learning: Career Coaching, Job Shadow	<ul style="list-style-type: none"> What are the laws, rules, and regulations in New York State governing barbering businesses? What is the purpose of a business plan? What norms and expectations for professional barbers are standard in barbering? 	<ul style="list-style-type: none"> 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. Describe norms and professional expectations for professional barbers. 	<ul style="list-style-type: none"> Business plan for a barbering business Career Coaching Self-Assessment Teacher Observation Job Shadow Reflection 	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

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
	<ul style="list-style-type: none"> What can be learned from barbering professionals? 	<ul style="list-style-type: none"> List expectations for certification. Demonstrate professional conduct during all learning experiences (including approach and interaction with customers). Participate in Career Coaching process. Participate in job shadow at barbering business. 			
Weeks 20-36 Preparation for Internships Work-Based Learning: Career Coaching, Internships Job Search	<ul style="list-style-type: none"> 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? What can be learned from barbering professionals? 	<ul style="list-style-type: none"> 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. Participate in Career Coaching process. Participate in internship experience. Communicate with industry/potential employers through the internship experience. Apply knowledge and skills from the classroom to internship experience. 	<ul style="list-style-type: none"> Career Coaching Self-Assessment 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 Literacy 11-12RST 2,4,5,6,7 11-12WHST 2,4,6,7
				Cluster Standards HU 1,2,3,5	
				Pathway Standards HU-PC 6	
Weeks 37-40 New York State Licensing Exam	<ul style="list-style-type: none"> What are the key concepts and skills to know for the New York State Licensing Exam? 	<ul style="list-style-type: none"> Describe and demonstrate the skills needed to pass the practical portion of the New York State Licensing Examination. 	<ul style="list-style-type: none"> 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	

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
Final Exam	<ul style="list-style-type: none"> What are the key concepts and skills to know for the final exam? 	<ul style="list-style-type: none"> Demonstrate the knowledge and skills learned throughout the year. 		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