

Syracuse City School District
Career and Technical Education Program
Course Syllabus
COS100: Cosmetology



Program Overview

Cosmetology is a four-year program in which students will prepare for licensure in New York State and a career in the Appearance Enhancement field. The Cosmetology program is taught in a state-of-the-art salon setting where students will engage in many hands-on services such as haircutting, hairstyling, coloring, chemical texture service, and manicuring, pedicuring and skin care. In addition to hands-on skills, students will learn about cosmetology through written work, lectures, guest speakers, group discussions, group activities and science-based lab work. Daily class attendance is required and a crucial part of the preparation for licensure. Through this program students will also develop patience, perseverance, communication, and customer service skills as well as time management strategies that are needed to be successful in the field of cosmetology. During the senior year of the program, students will participate in worked-based learning opportunities through internships in salons for approximately 6 weeks.

New York State requires all people working in the Appearance Enhancement field to be licensed before performing services on a client. At the successful completion of the four-year program, students will qualify for a New York State Temporary Cosmetology License and become eligible to take the New York State Licensing Exam in Cosmetology. To be eligible, candidates must be at least 17 years old, have 1,000 hours of classroom instruction and a final overall passing grade of 70%. The New York State Licensing Exam in Cosmetology exam consists of a 100-question multiple choice test and a practical hands-on test.

Course Description

This is the first class of a multi-year cosmetology program. Cosmetology 100 is a one credit, one period class that will introduce students to basic Cosmetology skills. Students will get a general overview of a variety of skills and pre-requisites which are the foundation of Cosmetology. Topics include Cosmetology occupations, life skills, safety and sanitation, professional image and communication, as well as hair care, hairstyling, and nail care. Various hands-on activities as well as textbook-based work, lectures and group discussions will reinforce students' learning. Students will obtain hours which are used towards New York State licensing requirements.

NOTE: Students MUST successfully complete COS100: Cosmetology 100 in order to advance to COS200: Cosmetology 200.

Work-Based Learning

Students will be connected with cosmetology professionals in the community 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

Entrance Application and Formal Interview
Acceptance into Program

Course Objectives

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

Integrated Academics

N/A

Equipment and Supplies

- **School will provide:** Cosmetology textbook, binders, and folders
- **School will provide:** Cosmetology 100 Kit
- **Students will provide:** Lock to keep the Cosmetology 100 Kit secure (Student is responsible for all items in the Cosmetology 100 Kit); closed-toed rubber soled shoes worn for safety while working in lab/salon which can be left at school.

Textbook

Milady. 2012. *Milady: Standard Cosmetology*. Boston, MA: Cengage Learning.
 —. 2016. *Milady: Standard Cosmetology*. Boston, MA: Cengage Learning.

Grading

- 20% Participation/Daily Grade (attendance and professionalism grade given daily)
- 25% Written Grade (test, quizzes, homework, vocabulary, etc.)
- 20% Practical Grade (all hands-on activities done in salon)
- 30% Tests and Quizzes

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

Good attendance is extremely important to succeed and qualify for licensing. Students are expected to be in attendance **daily** in order to achieve the hours needed to obtain their cosmetology license. If students are going to be absent, they should call to let the teacher know that they will not be in. Upon their return to class, they should have a note from parent or doctor. Students are encouraged to take advantage of all make up opportunities.

Course Calendar

| Quarter | Units of Study |
|---------|--|
| 1 | <ul style="list-style-type: none"> • Introduction and School Policy • Cosmetology Career Occupations • Life Skills • Safety and Sanitation • Shampooing and Conditioning • Manicures • Pedicures • Nail Art • Work-Based Learning: Career Coaching, Field Trip |
| 2 | <ul style="list-style-type: none"> • Professional Image • Communicating for Success • Principles of Hair Design <ul style="list-style-type: none"> ○ Perm Wrapping ○ Roller Placement ○ Up-Do Hairstyling • Work-Based Learning: Career Coaching, Field Trip |
| 3 | <ul style="list-style-type: none"> • Principles of Hair Design <ul style="list-style-type: none"> ○ Thermal Styling ○ Braiding ○ Prom Styles • Work-Based Learning: Career Coaching, Field Trip |
| 4 | <ul style="list-style-type: none"> • New York State Licensing Exam Techniques • Final Examination |

**Syracuse City School District
Career and Technical Education Program
Scope and Sequence
COS100: Cosmetology**



| 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 1-4 Introduction and School Policy Cosmetology Career Occupations | <ul style="list-style-type: none"> • What are the expectations for the cosmetology classroom? • How did cosmetology evolve through the centuries? • What are some of the career paths within the cosmetology field? • What are common hazards in a salon? | <ul style="list-style-type: none"> • Discuss classroom orientation and expectations. • Explain how cosmetology has changed over the centuries. • Research the different career opportunities that are available under the umbrella of Cosmetology. • Explain and practice safety in the salon. | <ul style="list-style-type: none"> • Textbook-Based Essential Review Worksheets • Chapter Test • Cosmetology Career Essay and Presentation with Rubric • Observation: Safe Behavior in Salon • Reflection Journal | Career Ready Practices CRP 1,2,4,7,10 | ELA 9-10R 1,2,4,7,8,9 9-10W 2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6 |
| | | | | Cluster Standards HU 1,2,3,5,6 | Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7 |
| | | | | Pathway Standards HU-PC 4,6 | Science AECC 1,2 |
| Week 5 Life Skills | <ul style="list-style-type: none"> • What contributes to personal and professional success? • What is the definition of ethics? • What are good study habits? • What are some effective ways to manage time? | <ul style="list-style-type: none"> • Develop a mission statement, short-term, and long-term goals. • Identify characteristics of a healthy and positive attitude. • Explain the significance of individuals who avoid taking on too much in their schedules. • Predict the outcomes of implementing a daily routine of good study habits. | <ul style="list-style-type: none"> • PowerPoint Presentation: Life Skills for a Satisfying Career Using Guided Notes • Class Discussions and Live Scenarios: Professional Behaviors and Ethics • S.M.A.R.T. Goals Worksheet • Create Goals Poster: Short-Term and Long-Term Goals • Chapter Test • Reflection Journal | Career Ready Practices CRP 1,2,3,4,8,9 | ELA 9-10R 1,2,4,7,8,9 9-10W 2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6 |
| | | | | Cluster Standards HU 1,2,3,4,6 | Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7 |
| | | | | Pathway Standards HU-PC 1,2,3,4,5,6,7 | Science AECC 1 |
| Week 6 Safety and Sanitation | <ul style="list-style-type: none"> • What makes an environment safe for the practice of cosmetology? • What are the different levels of decontamination used in cosmetology? • What is meant by universal precautions? | <ul style="list-style-type: none"> • Explain and practice safety in the salon. • Identify the different types of decontamination in the salon. • Demonstrate disinfection of implements. • Demonstrate proper sanitation. • Explain what it means to use universal precautions. | <ul style="list-style-type: none"> • Observation: Sanitation and Disinfection in the Salon. • Chart: Different Means of Decontamination Including Tools and Implements That Use That Method • Quiz on Safety • Reflection Journal | Career Ready Practices CRP 1,2,4,8 | ELA 9-10R 1,2,4,7,8,9 9-10W 2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6 |
| | | | | Cluster Standards HU 1,4,6 | Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7 |
| | | | | Pathway Standards HU-PC 1,2,3,4,5,7 | Science HS-LS 1-2 HS-ESS 3-4 AECC 1,2 |
| Week 7 Shampooing and Conditioning | <ul style="list-style-type: none"> • How are scalp manipulations properly used during a shampoo? | <ul style="list-style-type: none"> • Demonstrate the procedure for shampooing. • Demonstrate draping for client protection. • Label the pH scale. | <ul style="list-style-type: none"> • Observation of Shampooing Technique • Chart and Quiz: pH Level and Selecting Shampoo | Career Ready Practices CRP 1,2,4,8 | ELA 9-10R 1,2,4,7,8,9 9-10W 2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6 |
| | | | | Cluster 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 |
|--|---|---|--|--|--|
| | <ul style="list-style-type: none"> What is pH scale and its importance in selecting shampoos? How is a client properly draped for a service? | <ul style="list-style-type: none"> Explain the uses of various types of shampoos. | <ul style="list-style-type: none"> PowerPoint Presentation: Different Shampoos and Effects Reflection Journal | HU 1,2,3,4 Pathway Standards HU-PC 1,2,3,4,5,6,7 | 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7 Science HS-PS 1-11 HS-ESS 3-4 AECC 1,2,6,7 |
| Week 8 Manicures | <ul style="list-style-type: none"> What different types of nail implements are used for manicures? What safety precautions are used in manicuring? How are supplies set up on the manicure table? What are the five basic nail shapes? What is the correct application technique of nail polish? How is a basic manicure performed? What extra services can be offered to clients during a manicure and why? | <ul style="list-style-type: none"> List the nail implements used during a manicure. Use safety, sanitation, and disinfection during the manicure procedure. Identify different nail shapes. Demonstrate a manicure with polish using proper application techniques. Explain the different types of extra spa services available. | <ul style="list-style-type: none"> Implement Identification Test Quiz: Safety, Sanitation, and Disinfection Labeled Diagram: Manicure Table and Supplies Set Up Rubric for Manicuring Skills Observation: Polish Application List: Different Spa Services Manicuring: Workbook, Essential Experience Worksheets Textbook Scenarios Chapter Test Reflection Journal | Career Ready Practices CRP 1,2,4,6,8 Cluster Standards HU 3,4 Pathway Standards HU-PC 1,2,3,4,7 | ELA 9-10R 1,2,4,7,8,9 9-10W 2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6 Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7 Science HS-ESS 3-4 AECC 1,2,12 |
| Week 9 Pedicures | <ul style="list-style-type: none"> What implements and materials are used in pedicuring? What are the steps of the pre-service procedure? What safety precautions are used in pedicuring? What techniques are used in cutting and filing toe nails? How is a foot massage given? What is the post-pedicure disinfection procedure? | <ul style="list-style-type: none"> List the implements and materials used in giving a pedicure. Follow a list of steps used for pedicuring procedure. Describe and use safety precautions during a pedicure. Demonstrate proper filing and cutting during a pedicure. Demonstrate proper foot massage Demonstrate proper disinfection of pedicure supplies and foot bath. | <ul style="list-style-type: none"> Pedicure Test: Identification of Implements and Materials Observation: Correct Pedicure Procedures Pedicuring: Workbook, Essential Experience Worksheets Textbook Scenarios Chapter Test Reflection Journal | Career Ready Practices CRP 1,2,4,6,8 Cluster Standards HU 3,4 Pathway Standards HU-PC 3,5 | ELA 9-10R 1,2,4,7,8,9 9-10W 2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6 Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7 Science HS-ESS 3-4 AECC 1,2,12 |
| Week 10 Nail Art Work-Based Learning: Career Coaching, Field Trip | <ul style="list-style-type: none"> How are add-on services used to generate extra income while manicuring or pedicuring? What is color wheel theory and its importance in cosmetology? What can be learned from cosmetology professionals? | <ul style="list-style-type: none"> Create and paint on a color wheel secondary and tertiary colors from the primary colors. Demonstrate nail art designs. Participate in Career Coaching process. Participate in field trip to local cosmetology businesses. | <ul style="list-style-type: none"> Observation: Painting and Mixing Colors Quiz: Color Wheel and Theory Reflection Journal Career Coaching Self-Assessment Field Trip Reflection Professional Portfolio | Career Ready Practices CRP 1,2,4,6,8,10 Cluster Standards HU 3,4,5 Pathway Standards HU-PC 3,5,6 | ELA 9-10R 1,2,4,7,8,9 9-10W 2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6 Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7 Science AECC 1,2,12 |

| 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 |
|--|---|---|---|---|---|
| Week 11 Professional Image | <ul style="list-style-type: none"> • What is professional and personal hygiene? • What does dressing for professional success mean? • What are ergonomic principles? | <ul style="list-style-type: none"> • Explain professional and personal hygiene and well-being. • Explain ergonomic principles, correct posture, and work-related movements. • Define professional dress in cosmetology. • Create a dress code for a salon. | <ul style="list-style-type: none"> • Discussion: Perceptions of Professional and Personal Hygiene • Salon Dress Code • Textbook Essential Experience and Review Worksheets • Textbook Scenarios • Chapter Test • Reflection Journal | Career Ready Practices CRP 1,2,3,4 | ELA 9-10R 1,2,4,7,8,9 9-10W 2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6 |
| | | | | Cluster Standards HU 1,2,3,4,6 | Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7 |
| | | | | Pathway Standards HU-PC 1,2,3,4,7 | Science HS-ESS 3-4 HS-ETS 1-2 AECC 1,2 |
| Week 12 Communicating for Success | <ul style="list-style-type: none"> • What are the golden rules for human relations? • What is the importance of effective communication? • How is a successful client consultation conducted? • What kind of communication can be used to deal with a dissatisfied client? | <ul style="list-style-type: none"> • Explain the golden rules of human relations and how to use them efficiently. • Demonstrate the basics of communication. • Explain reflective listening. | <ul style="list-style-type: none"> • Role Play: Communication Techniques During Client Consultation • Workbook, Essential Experience Study Guide Worksheets, and Review • Textbook Scenarios • Chapter Test • Reflection Journal | Career Ready Practices CRP 1,2,4,8,9 | ELA 9-10R 1,2,4,7,8,9 9-10W 2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6 |
| | | | | Cluster Standards HU 2,3,4,6 | Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7 |
| | | | | Pathway Standards HU-PC 2,3,4,5,6,7 | Science AECC 1 |
| Weeks 13-14 Perm Wrapping | <ul style="list-style-type: none"> • What is the basic perm wrapping technique? • What is the straight set perm wrap? • How is a curvature wrap performed? • Why is a brick-lay wrap technique used? • What does a weave wrap do? • What is a double-rod wrap and why is it used? • What is a spiral wrap? | <ul style="list-style-type: none"> • Demonstrate a basic perm wrap and explain its uses. • Demonstrate a straight set and explain its uses. • Demonstrate a curvature wrap and explain its uses. • Demonstrate a brick-lay wrap and explain its uses. • Demonstrate a weave wrap and explain its uses. • Demonstrate a double-rod wrap and explain when it is appropriate to use. • Demonstrate a spiral wrap and explain what type of curl is achieved. | <ul style="list-style-type: none"> • Chart: Different Wraps and Their Uses • Permanent Wave Portfolio with Pictures of Wraps, Procedures, and Explanation of Their Uses • Reflective Journal | Career Ready Practices CRP 1,2,4,8 | ELA 9-10R 1,2,4,7,8,9 9-10W 2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6 |
| | | | | Cluster Standards HU 1,3 | Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7 |
| | | | | Pathway Standards HU-PC 1,2,3,4,5,7 | Science HS-ESS 3-4 HS-LS 1-3 AECC 1,2,6,10 |
| Weeks 15-19 Roller Placement Up-Do Hairstyling Work-Based Learning: Career Coaching, Field Trip | <ul style="list-style-type: none"> • What are roller setting, pin curl setting, and hair wrapping techniques? • Why are roller setting pin curl setting, and hair wrapping techniques used? • What can be learned from cosmetology professionals? | <ul style="list-style-type: none"> • Demonstrate how to wrap hair. • Identify and perform no-stem, half-stem, and full-stem pin curls. • Identify and perform ridge curls. • Explain and perform carved curls. • Explain and perform cascade curls. • Perform barrel curls. • Perform on-base, half-base and off-base roller placement. • Perform back combing/back brushing techniques. | <ul style="list-style-type: none"> • Textbook Essential Experience Worksheets • Quiz: Pin Curl and Stem Direction • Quiz: Roller Placement • Rubrics: Stem Direction and Roller Placement • Observation: Techniques • Comparison of Completed Styles to Picture | Career Ready Practices CRP 1,2,4,8,10 | ELA 9-10R 1,2,4,7,8,9 9-10W 2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6 |
| | | | | Cluster Standards HU 1,5 | Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7 |
| | | | | Pathway Standards HU-PC 1,2,3,4,5,6 | Science HS-ESS 3-4 HS-LS 1-3 AECC |

| 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"> • Perform up-do hairstyles. • Follow a pattern for roller placement. • Use a picture to duplicate a style. • Participate in Career Coaching process. • Participate in field trip to local cosmetology businesses. | <ul style="list-style-type: none"> • Written and Performance Test with Rubric: Roller Placement and Pin Curls • Reflection Journal • Career Coaching Self-Assessment • Field Trip Reflection • Professional Portfolio | | 1,2,9 |
| Weeks 20-23 Thermal Styling | <ul style="list-style-type: none"> • What are the various blow-dry styling techniques? • How are thermal irons properly used? • What are various thermal iron manipulations and how are they used safely? • What are the different types of hair pressing? | <ul style="list-style-type: none"> • Identify different blow dry styling, tools, styling products and procedures. • Demonstrate a variety of blow dry styling techniques. • Demonstrate thermal iron techniques. • Demonstrate flat iron techniques. | <ul style="list-style-type: none"> • Workbook, Essential Experience, Essential Review • Rubric: Blow Dry Styling Technique • Test with Rubric: Thermal Styling • Observation: Thermal Styling Techniques • Reflection Journal | Career Ready Practices CRP 1,2,4,8 | ELA 9-10R 1,2,4,7,8,9 9-10W 2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6 |
| | | | | Cluster Standards HU 4 | Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7 |
| | | | | Pathway Standards HU-PC 1,2,3,4,5 | Science HS-ESS 3-4 HS-LS 1-3 AECC 1,2,7,9 |
| Weeks 24-26 Braiding | <ul style="list-style-type: none"> • How is hair prepared for braiding? • What are procedures for various types of braids? | <ul style="list-style-type: none"> • Demonstrate various types of braiding including invisible braiding, visible braiding, rope braiding, fishtail braiding, single braids, and cornrows. • Create multiple hairstyles using a variety of braiding techniques. | <ul style="list-style-type: none"> • Workbook, Worksheets, and Review • Textbook Scenarios • Braiding Test • Comparison of Completed Hairstyles to Diagrams • Reflection Journal | Career Ready Practices CRP 1,2,4,6,8 | ELA 9-10R 1,2,4,7,8,9 9-10W 2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6 |
| | | | | Cluster Standards HU 3 | Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7 |
| | | | | Pathway Standards HU-PC 1,2,3,4,7 | Science HS-ESS 3-4 AECC 1,2,7,9 |
| Weeks 27-29 Prom Styles Work-Based Learning: Career Coaching, Field Trip | <ul style="list-style-type: none"> • How can a prom hairstyle be duplicated from a picture? • How could short hair, medium length hair, and long hair be styled for the prom? • What can be learned from cosmetology professionals? | <ul style="list-style-type: none"> • Create a hairstyle from a picture using knowledge of roller placement, comb-out techniques and thermal hair styling. • Create short, medium length and long hairstyles that would be suitable for prom. • Participate in Career Coaching process. • Participate in field trip to local cosmetology businesses. | <ul style="list-style-type: none"> • Rubric • Observation: Styling Techniques • Reflection Journal • Career Coaching Self-Assessment • Field Trip Reflection • Professional Portfolio | Career Ready Practices CRP 1,2,4,6,8,10 | ELA 9-10R 1,2,4,7,8,9 9-10W 2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6 |
| | | | | Cluster Standards HU 1,3,5 | Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7 |
| | | | | Pathway Standards HU-PC 2,3,4,6,7 | Science HS-ESS 3-4 HS-ETS 1-2 AECC 1,2,9 |
| Weeks 30-35 New York State Licensing Exam Techniques | <ul style="list-style-type: none"> • What is needed to prepare for the New York State Licensing Exam in Cosmetology? | <ul style="list-style-type: none"> • Demonstrate New York State Licensing Exam techniques for blow dry styling, curling iron techniques, roller | <ul style="list-style-type: none"> • New York State Licensing Exam Rubrics: Blow Dry Styling, Curling Iron Techniques, Roller | Career Ready Practices CRP 1,2,4,6,8,9 | ELA 9-10R 1,2,4,7,8,9 9-10W 2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6 |

| 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 |
|--|--|--|--|--|--|
| | | placement, perm wrapping, pin curling and finger waving. | Placement, Perm Wrapping, Pin Curling, Finger Waving • Reflection Journal | Cluster Standards HU 1 Pathway Standards HU-PC 4,7 | Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7 Science AECC 1,2,9 |
| Weeks 36-40 Final Examination | <ul style="list-style-type: none"> How do I successfully pass the practical exam? How do I successfully pass the written exam? | <ul style="list-style-type: none"> Review for written final exam. Practice New York State Licensing Exam design techniques for practical final exam. | <ul style="list-style-type: none"> Written Final Exam Practical Final Exam | Career Ready Practices CRP 1,2,4,8 Cluster Standards HU 1 Pathway Standards HU-PC 1, 4 | ELA 9-10R 1,2,4,7,8,9 9-10W 2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6 Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7 Science AECC 1,2,7,9,12 |

| AECC: New York State Appearance Enhancement Cosmetology Curriculum |
|---|
| 1. Professional Requirements |
| 2. Safety and Health |
| 3. Anatomy and Physiology |
| 4. Hair Analysis |
| 5. Hair and Scalp Disorders and Diseases |
| 6. Chemistry as Applied to Cosmetology |
| 7. Shampoos, Rinses, Conditioners, and Treatments |
| 8. Hair Cutting and Shaping |
| 9. Hair Styling |
| 10. Chemical Restructuring |
| 11. Hair Coloring and Lightening |
| 12. Nail Care and Procedures |
| 13. Skin Care and Procedures |

Syracuse City School District
Career and Technical Education Program
Course Syllabus
COS200: Cosmetology 200



Program Overview

Cosmetology is a four-year program in which students will prepare for licensure in New York State and a career in the Appearance Enhancement field. The Cosmetology program is taught in a state-of-the-art salon setting where students will engage in many hands-on services such as haircutting, hairstyling, coloring, chemical texture service, and manicuring, pedicuring and skin care. In addition to hands-on skills, students will learn about cosmetology through written work, lectures, guest speakers, group discussions, group activities and science-based lab work. Daily class attendance is required and a crucial part of the preparation for licensure. Through this program students will also develop patience, perseverance, communication, and customer service skills as well as time management strategies that are needed to be successful in the field of cosmetology. During the senior year of the program, students will participate in worked-based learning opportunities through internships in salons for approximately 6 weeks.

New York State requires all people working in the Appearance Enhancement field to be licensed before performing services on a client. At the successful completion of the four-year program, students will qualify for a New York State Temporary Cosmetology License and become eligible to take the New York State Licensing Exam in Cosmetology. To be eligible, candidates must be at least 17 years old, have 1,000 hours of classroom instruction and a final overall passing grade of 70%. The New York State Licensing Exam in Cosmetology exam consists of a 100-question multiple choice test and a practical hands-on test.

Course Description

This is the second class of a multi-year cosmetology program. Cosmetology 200 is a one credit, one period class that will continue to reinforce basic Cosmetology skills. Students will get a general overview of a variety of skills and pre-requisites which are the foundation of Cosmetology 300 and 400. Topics include cosmetology occupations, life skills, safety and sanitation, professional image and communication, as well as hair care, hairstyling, and nail care. Various hands-on activities as well as textbook-based work, lectures and group discussions will reinforce students' learning. Students will obtain hours which are used towards New York State licensing requirements.

Work-Based Learning

Students will be connected with cosmetology professionals in the community 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

COS 100: Cosmetology 100

Course Objectives

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

Integrated Academics

N/A

Equipment and Supplies

- **School will provide:** Cosmetology textbook
- **Students will purchase:** Cosmetology Kit for \$180.00. The Cosmetology Kit will be used for the next 2 years and is each student's responsibility.
- **Students will provide:** Lock to keep Cosmetology Kit secure; closed-toed rubber soled shoes worn for safety while working in lab/salon which can be left at school.

Textbook

Milady. 2012. *Milady: Standard Cosmetology*. Boston, MA: Cengage Learning.
—. 2016. *Milady: Standard Cosmetology*. Boston, MA: Cengage Learning.

Grading

20% Participation/Daily Grade (attendance and professionalism grade given daily)

25% Written Grade (test, quizzes, homework, vocabulary, etc.)

20% Practical Grade (all hands-on activities done in salon)

30% Tests and Quizzes

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

Good attendance is extremely important to succeed and qualify for licensing. Students are expected to be in attendance **daily** in order to achieve the hours needed to obtain their cosmetology license. If students are going to be absent, they should call to let the teacher know that they will not be in. Upon their return to class, they should have a note from parent or doctor. Students are encouraged to take advantage of all make up opportunities.

Course Calendar

| Quarter | Units of Study |
|---------|--|
| 1 | <ul style="list-style-type: none">• Introduction and School Policy• Safety and Sanitation• Manicures• Pedicures• Nail Art• Work-Based Learning: Career Coaching, Field Trip |
| 2 | <ul style="list-style-type: none">• Hairstyling• Thermal Styling• Haircutting• Work-Based Learning: Career Coaching, Field Trip |
| 3 | <ul style="list-style-type: none">• Skin Structure, Growth and Nutrition• Skin Disorders and Diseases• Hair Removal (Waxing)• Work-Based Learning: Career Coaching, Field Trip |
| 4 | <ul style="list-style-type: none">• Facials• Makeup• Work-Based Learning: Career Coaching, Field Trip• New York State Licensing Exam Techniques• Final Examination |

Syracuse City School District
Career and Technical Education Program
Scope and Sequence
COS200: Cosmetology 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 1-4 Introduction and School Policy Safety and Sanitation | <ul style="list-style-type: none"> What are the expectations for the cosmetology classroom? What makes an environment safe for the practice of cosmetology? What are the different levels of decontamination used in cosmetology? What is meant by universal precautions? | <ul style="list-style-type: none"> Discuss classroom orientation and expectations. Explain and practice safety in the salon. Identify the different types of decontamination in the salon. Demonstrate disinfection of implements. Demonstrate proper sanitation Explain what it means to use universal precautions. | <ul style="list-style-type: none"> Observation: Safe Behavior in Salon Observation: Sanitation and Disinfection in the Salon Chart: Different Means of Decontamination Including the Tools and Implements That Use That Method Quiz: Safety Reflection Journal | Career Ready Practices CRP 1,2,4,7,8,10 | ELA 9-10R 1,2,4,7,8,9 9-10W 2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6 |
| | | | | Cluster Standards HU 1,2,3,4,5,6 | Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7 |
| | | | | Pathway Standards HU-PC 1,2,3,4,5,6,7 | Science HS-ESS 3-4 AECC 1,2 |
| Week 5-7 Manicures | <ul style="list-style-type: none"> What different types of nail implements are used for manicures? What safety precautions are used in manicuring? How are supplies set up on the manicure table? What are the five basic nail shapes? What extra services can be offered to clients during a manicure and why? | <ul style="list-style-type: none"> List the nail implements used during a manicure. Use safety, sanitation, and disinfection during the manicure procedure. Identify different nail shapes. Demonstrate a manicure with polish using proper application techniques. Explain the different types of extra spa services available. | <ul style="list-style-type: none"> Implement Identification Quiz Quiz: Safety, Sanitation, and Disinfection Labeled Diagram: Manicure Table and Set Up of Supplies Rubric: Manicuring Skills Reflection Journal | Career Ready Practices CRP 1,2,4,6,8 | ELA 9-10R 1,2,4,7,8,9 9-10W 2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6 |
| | | | | Cluster Standards HU 3,4 | Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7 |
| | | | | Pathway Standards HU-PC 1,2,3,4,7 | Science HS-LS 1-2,1-3 HS-ESS 3-4 AECC 1,2,12 |
| Week 8 Pedicures | <ul style="list-style-type: none"> What implements and materials are used in pedicuring? What are the steps of the pre-service procedure? What safety precautions are used in pedicuring? What is the post-pedicure disinfection procedure? | <ul style="list-style-type: none"> List the implements and materials used in giving a pedicure. Follow a list of steps used for pedicuring procedure. Explain and use safety precautions during a pedicure. Demonstrate proper disinfection of pedicure supplies and foot bath. | <ul style="list-style-type: none"> Pedicure Quiz: Identification of Implements and Materials Observation: Correct Pedicure Procedures Reflection Journal | Career Ready Practices CRP 1,2,4,6,8 | ELA 9-10R 1,2,4,7,8,9 9-10W 2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6 |
| | | | | Cluster Standards HU 3,4 | Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7 |
| | | | | Pathway Standards HU-PC 3,5 | Science HS-LS 1-2,1-3 HS-ESS 3-4 AECC 1,2,12 |
| Week 9 Nail Art Work-Based Learning: Career Coaching, Field Trip | <ul style="list-style-type: none"> How are add-on services used to generate extra income while manicuring or pedicuring? What is color wheel theory and its importance in cosmetology? What can be learned from cosmetology professionals? | <ul style="list-style-type: none"> Create and paint on a color wheel secondary and tertiary colors from the primary colors. Demonstrate nail art designs. Participate in Career Coaching process. Participate in field trip to local cosmetology businesses. | <ul style="list-style-type: none"> Observation: Painting and Mixing Colors Quiz: Color Wheel and Theory Reflection Journal Career Coaching Self-Assessment | Career Ready Practices CRP 1,2,4,6,8,10 | ELA 9-10R 1,2,4,7,8,9 9-10W 2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6 |
| | | | | Cluster Standards HU 3,4,5 | Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7 |

| 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 |
|---|---|---|--|--|--|
| | | | <ul style="list-style-type: none"> Field Trip Reflection Professional Portfolio | Pathway Standards HU-PC 3,5,6 | Science HS-ESS 3-4 AECC 1,2,12 |
| Weeks 10-13 Hairstyling | <ul style="list-style-type: none"> What type of hairstyles can be achieved with finger waves? How can new styles be created from previously learned techniques? | <ul style="list-style-type: none"> Create multiple hairstyles with finger waves and pin curls. Create multiple hairstyles using roller placement and comb out strategies. Create multiple hairstyles using thermal styling techniques. Duplicate hairstyles from pictures. | <ul style="list-style-type: none"> Hairstyling: Workbook, Worksheets, and Review Rubrics: Roller Sets, Comb Outs, and Thermal Styling Comparison of Completed Styles to Picture Chapter Test Reflection Journal | Career Ready Practices CRP 1,2,4,6,8 Cluster Standards HU 1,3 Pathway Standards HU 1,2,3,4,5 | ELA 9-10R 1,2,4,7,8,9 9-10W 2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6 Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7 Science HS-ESS 3-4 HS-LS 1-3 HS-ETS 1-3 AECC 1,2,4,7,9 |
| Weeks 14-15 Thermal Styling | <ul style="list-style-type: none"> What are the various blow-dry styling techniques? How are thermal irons properly used? What are various thermal iron manipulations and how are they used safely? What are the different types of hair pressing? | <ul style="list-style-type: none"> Identify different blow dry styling, tools, styling products and procedures. Demonstrate a variety of blow dry styling techniques. Demonstrate thermal iron techniques. Demonstrate flat iron techniques. | <ul style="list-style-type: none"> Hairstyling (Thermal Styling): Workbook, Essential Experience Worksheets and Review Rubric: Blow Dry Styling Technique Test with Rubric: Thermal Styling Observation: Thermal Styling Techniques Reflection Journal | Career Ready Practices CRP 1,2,4,8 Cluster Standards HU 4 Pathway Standards HU-PC 1,2,3,4,5 | ELA 9-10R 1,2,4,7,8,9 9-10W 2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6 Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7 Science HS-ESS 3-4 HS-LS 1-2 AECC 1,2,4,9 |
| Weeks 16-19 Haircutting Work-Based Learning: Career Coaching, Field Trip | <ul style="list-style-type: none"> What are the reference points on the head form and what is their role in haircutting? What are elevations, and guidelines? What factors are involved in a successful client consultation? How are the tools of haircutting safely and properly used? What are four basic haircuts? What can be learned from cosmetology professionals? | <ul style="list-style-type: none"> Describe the role of each reference point on the head for haircutting. Explain how elevations and guidelines are used in haircutting. Describe how to properly use the various tools of haircutting safely. Describe the four basic haircuts. Complete a 0-degree haircut. Participate in Career Coaching process. Participate in field trip to local cosmetology businesses. | <ul style="list-style-type: none"> Haircutting: Workbook and Essential Experience Worksheets Textbook Scenario Demonstration: Techniques For 0-Degree Haircut NYS Licensing Exam Rubrics Career Coaching Self-Assessment Field Trip Reflection Professional Portfolio | Career Ready Practices CRP 1,2,4,6,10 Cluster Standards HU 3,4,5 Pathway Standards HU-PC 1,2,4,6,7 | ELA 9-10R 1,2,4,7,8,9 9-10W 2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6 Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7 Science HS-ESS 3-4 AECC 1,2,8 |
| Weeks 20-22 Skin Structure, Growth and Nutrition | <ul style="list-style-type: none"> What are the structures and composition of skin? What are the functions of the skin? How is the health of the skin maintained? | <ul style="list-style-type: none"> Create a 3D model of the skin. Explain the functions and composition of the skin. Perform a skin analysis. | <ul style="list-style-type: none"> Skin Structure, Growth and Nutrition: Workbook and Essential Experiences Worksheets Textbook Scenario 3D Design of Skin Rubric Quiz: Diagram of the Skin | Career Ready Practices CRP 1,2,6 Cluster Standards HU 4 | ELA 9-10R 1,2,4,7,8,9 9-10W 2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6 Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7 |

| 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 |
|---|---|---|---|--|---|
| | | | <ul style="list-style-type: none"> Chapter Test | Pathway Standards HU-PC 1,4 | Science HS-ESS 3-4 HS-LS 1-2,1-3 AECC 1,2,13 |
| Weeks 23-25 Skin Disorders and Diseases | <ul style="list-style-type: none"> What is the aging process of the skin? What factors influence aging of the skin? Which skin disorders can be handled in salon and which need to be referred to a physician? | <ul style="list-style-type: none"> Describe different factors that contribute to aging skin. Explain the effect of sun overexposure on the skin. Define primary and secondary lesions. Describe disorders of sudoriferous and sebaceous glands. Identify skin disorders than need to be seen by a physician. Research, create a presentation on a skin disorder or disease. | <ul style="list-style-type: none"> Skin Disorders and Diseases: Workbook and Essential Experiences Worksheets Flashcards of Skin Disorders Correct Information on Trifold Textbook Scenario Chapter Test | Career Ready Practices CRP 1,4 Cluster Standards HU 3,4 Pathway Standards HU-PC 1,2,4 | ELA 9-10R 1,2,4,7,8,9 9-10W 2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6 Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7 Science HS-LS 1-2,1-3 AECC 1,2,13 |
| Weeks 26-29 Hair Removal (Waxing) Work-Based Learning: Career Coaching, Field Trip | <ul style="list-style-type: none"> What are the elements of a client consultation for hair removal? What are the conditions that would contraindicate hair removal in the salon? What are the methods of permanent hair removal? What are the methods of temporary hair removal? What safety and sanitary precautions are taken pre- and post-hair removal service? What can be learned from cosmetology professionals? | <ul style="list-style-type: none"> Explain and demonstrate client consultation. Describe contraindications that would inhibit a hair removal service. Demonstrate safety and sanitation pre- and post-hair removal service. Demonstrate of various types of temporary hair removal services. Participate in Career Coaching process. Participate in field trip to local cosmetology businesses. | <ul style="list-style-type: none"> Hair Removal Guided Notes Online Videos of Hair Removal Procedures Hair Removal: Essential Experience Worksheets and Review Safety and Sanitation Quiz Textbook Scenarios Chapter Test Reflection Journal Career Coaching Self-Assessment Field Trip Reflection Professional Portfolio | Career Ready Practices CRP 1,2,4,6,8,10 Cluster Standards HU 3,5 Pathway Standards HU-PC 1,2,3,4,6,7 | ELA 9-10R 1,2,4,7,8,9 9-10W 2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6 Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7 Science HS-ESS 3-4 HS-LS 1-3 AECC 1,2,8 |
| Weeks 30-32 Facials | <ul style="list-style-type: none"> What are the various skin types and conditions? What are various types of massage movements and what are their physiological effects? What different types of products can be used in facial treatments? What is the procedure for a basic facial? | <ul style="list-style-type: none"> Identify different skin types. Explain skin analysis and its importance. Identify different skin care supplies used during a facial. Demonstrate and explain massage techniques. Perform a basic facial. | <ul style="list-style-type: none"> Facials: Guided Notes Facials: Essential Experience Worksheets and Review Chapter Test Rubric: Basic Facial Assessment Reflective Journal | Career Ready Practices CRP 1,2,4,6,8 Cluster Standards HU 3 Pathway Standards HU-PC 1,2,3,4,7 | ELA 9-10R 1,2,4,7,8,9 9-10W 2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6 Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7 Science HS-ESS 3-4 HS-LS 1-2,1-3 AECC 1,2,13 |
| Weeks 33-36 Makeup Work-Based Learning: Career | <ul style="list-style-type: none"> What are various types of cosmetics and their uses? What is cosmetic color theory? | <ul style="list-style-type: none"> Describe Color Wheel theory (review), warm tones, and cool tones. Demonstrate basic makeup application. Demonstrate and practice special occasion makeup. | <ul style="list-style-type: none"> Facial Makeup Guided Notes Review Worksheet: Color Wheel Quiz: Color Wheel | Career Ready Practices CRP 1,2,4,6,8,10 Cluster Standards | ELA 9-10R 1,2,4,7,8,9 9-10W 2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6 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 |
|---|--|--|--|--|---|
| Coaching, Field Trip | <ul style="list-style-type: none"> • What is the basic makeup application for everyday where? • What is the application for special occasion makeup? • How are artificial eyelashes applied and removed? • Is there special makeup used for corrective makeup? What can be learned from cosmetology professionals? | <ul style="list-style-type: none"> • Demonstrate corrective Makeup. • Demonstrate and practice the application and removal of artificial eyelashes (strip and individual). • Explain and demonstrate the use of various makeup brushes. • Explain and demonstrate the use of makeup techniques. • Participate in Career Coaching process. • Participate in field trip to local cosmetology businesses. | <ul style="list-style-type: none"> • Quiz: Makeup Brushes • Makeup: Essential Experience Worksheets and Review • Chapter Test • Reflection Journal • Career Coaching Self-Assessment • Field Trip Reflection • Professional Portfolio | HU 3,4,5 | 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7 |
| | | | | Pathway Standards HU-PC 1,2,3,4,6,7 | Science HS-ESS 3-4 AECC 1,2,13 |
| Weeks 37-38 New York State Licensing Exam Techniques | <ul style="list-style-type: none"> • What is needed to prepare for the New York State Licensing Exam? | <ul style="list-style-type: none"> • Demonstrate New York State Licensing Exam techniques for blow dry styling, curling iron techniques, roller placement, perm wrapping, pin curling and finger waving. | <ul style="list-style-type: none"> • New York State Licensing Exam Rubrics for Blow Dry Styling, Curling Iron Techniques, Roller Placement, Perm Wrapping, Pin Curling, Finger Waving • Reflection Journal | Career Ready Practices CRP 1,2,4,6,8,9 | ELA 9-10R 1,2,4,7,8,9 9-10W 2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6 |
| | | | | Cluster Standards HU 1 | Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7 |
| | | | | Pathway Standards HU-PC 4,7 | Science AECC 1,2,9 |
| Weeks 39-40 Final Examination | <ul style="list-style-type: none"> • How do I successfully pass the practical exam? • How do I successfully pass the written exam? | <ul style="list-style-type: none"> • Review for written final. • Practice NYS design techniques for final exam. | <ul style="list-style-type: none"> • Written Final Exam • Practical Final Exam | Career Ready Practices CRP 1,2,4,8 | ELA 9-10R 1,2,4,7,8,9 9-10W 2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6 |
| | | | | Cluster Standards HU 1 | Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,5,6,7 |
| | | | | Pathway Standards HU-PC 1,4 | Science AECC 1,2,7,8,9,10,12,13 |

| AECC: New York State Appearance Enhancement Cosmetology Curriculum |
|---|
| 14. Professional Requirements |
| 15. Safety and Health |
| 16. Anatomy and Physiology |
| 17. Hair Analysis |
| 18. Hair and Scalp Disorders and Diseases |
| 19. Chemistry as Applied to Cosmetology |
| 20. Shampoos, Rinses, Conditioners, and Treatments |
| 21. Hair Cutting and Shaping |
| 22. Hair Styling |
| 23. Chemical Restructuring |
| 24. Hair Coloring and Lightening |
| 25. Nail Care and Procedures |
| 26. Skin Care and Procedures |

Syracuse City School District
Career and Technical Education Program
Course Syllabus
COS300: Cosmetology 300



Program Overview

Cosmetology is a four-year program in which students will prepare for licensure in New York State and a career in the Appearance Enhancement field. The Cosmetology program is taught in a state-of-the-art salon setting where students will engage in many hands-on services such as haircutting, hairstyling, coloring, chemical texture service, and manicuring, pedicuring and skin care. In addition to hands-on skills, students will learn about cosmetology through written work, lectures, guest speakers, group discussions, group activities and science-based lab work. Daily class attendance is required and a crucial part of the preparation for licensure. Through this program students will also develop patience, perseverance, communication, and customer service skills as well as time management strategies that are needed to be successful in the field of cosmetology. During the senior year of the program, students will participate in worked-based learning opportunities through internships in salons for approximately 6 weeks.

New York State requires all people working in the Appearance Enhancement field to be licensed before performing services on a client. At the successful completion of the four-year program, students will qualify for a New York State Temporary Cosmetology License and become eligible to take the New York State Licensing Exam in Cosmetology. To be eligible, candidates must be at least 17 years old, have 1,000 hours of classroom instruction and a final overall passing grade of 70%. The New York State Licensing Exam in Cosmetology exam consists of a 100-question multiple choice test and a practical hands-on test.

Course Description

This is the third class of a multi-year cosmetology program. Cosmetology 300 is a two-credit, two period class that will expand on all of the skills taught in COS100: Cosmetology 100 and COS200: Cosmetology, as well as explore many other facets of cosmetology. The Cosmetology 300 program will include science theory and advanced hands-on activities such as haircutting and styling, advanced nail techniques, and New York State Licensing Exam techniques. In addition, students will develop the time management and communication skills they will need to be successful in the field of Cosmetology. Students will engage in textbook-based work, lectures, group discussions and science lab work. Students will obtain hours that are used towards New York State licensing requirements.

Work-Based Learning

Students will be connected with cosmetology professionals in the community 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

COS100: Cosmetology 100
COS200: Cosmetology 200

Course Objectives

1. Students will project a positive attitude and a sense of personal integrity and self-confidence.
2. Students will perform the basic manipulative skills in the areas of hair care, skin care and nail care.
3. Students will use effective analytical skills to determine appropriate hair care, skin care, and nail care services to achieve the best look for clients.

Integrated Academics

1 CTE Integrated Science Credit

Equipment and Supplies

- **School will provide:** Cosmetology textbook, portfolio binders, cosmetology Lab equipment
- **Student will provide:** Cosmetology Kit (purchased for COS200: Introduction to Cosmetology); lock to keep Cosmetology Kit secure; closed-toed rubber soled shoes worn for safety while working in lab/salon which can be left at school.

Textbook

Milady. *Milady: Standard Cosmetology*. Boston, MA: Cengage Learning, 2012.

— *Milady: Standard Cosmetology*. Boston, MA: Cengage Learning, 2016.

Grading

- 20% Participation/Daily Grade (attendance and professionalism grade given daily)
- 25% Written Grade (test, quizzes, homework, vocabulary, etc.)
- 20% Practical Grade (all hands-on activities done in salon)
- 30% Tests and Quizzes

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

Good attendance is extremely important to succeed and qualify for licensing. Students are expected to be in attendance **daily** in order to achieve the hours needed to obtain their cosmetology license. If students are going to be absent, they should call to let the teacher know that they will not be in. Upon their return to class, they should have a note from parent or doctor. Students are encouraged to take advantage of all make up opportunities.

Course Calendar

| Quarter | Units of Study |
|----------------|---|
| 1 | <ul style="list-style-type: none">• Introduction and School Policy• New York State Licensing Exam Review• Infection Control• General Anatomy and Physiology• Work-Based Learning: Career Coaching, Field Trip |
| 2 | <ul style="list-style-type: none">• Nail Structure and Growth• Nail Disorders and Diseases• Advanced Nail Techniques: Acrylic• Work-Based Learning: Career Coaching, Field Trip |
| 3 | <ul style="list-style-type: none">• Advanced Nail Techniques: UV Gels• Chemistry• Properties of Hair and Scalp• Work-Based Learning: Career Coaching, Field Trip• Chemical Texture Services |
| 4 | <ul style="list-style-type: none">• Chemical Texture Services (cont.)• Electricity• Prom Styles• Work-Based Learning: Career Coaching, Field Trip• New York State Licensing Exam Techniques• NOCTI Review and Exam |

Syracuse City School District
Career and Technical Education Program
Scope and Sequence
COS 300: Cosmetology 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 |
|---|---|---|--|---|---|
| Week 1 Introduction and School Policy New York State Licensing Exam Review | <ul style="list-style-type: none"> What are the expectations in the cosmetology classroom? How will you pass the cosmetology state Licensing Exams? | <ul style="list-style-type: none"> Discuss classroom orientation and expectations. Demonstrate the techniques needed to pass the NYS cosmetology Licensing Exams. | <ul style="list-style-type: none"> Getting to Know You Health Information State Licensing Exam Rubric | Career Ready Practices CRP 1,2 | ELA 11-12R 1,2,4,7,8,9 11-12W 2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6 |
| | | | | Cluster Standards HU 1 | Literacy 11-12RST 1,2,4,7,8,9 11-12WHST 2,5,6,7 |
| | | | | Pathway Standards HU-PC 4 | Science AECC 1,2 |
| Weeks 2-3 Infection Control | <ul style="list-style-type: none"> What are the classifications of bacteria? What are the different types of disinfectants and how are they used? What is Hepatitis and HIV and how are they controlled in the salon? What is a SDS? | <ul style="list-style-type: none"> Prepare and mix disinfectant. Describe and demonstrate proper disinfection practices in salon. Explain the importance of a SDS. | <ul style="list-style-type: none"> Infection Control Principles and Practices: Workbook and Essential Experiences Worksheets MSDS Carousel Activity Disinfectant Carousel Activity Glo-Germ Lab Textbook Scenario Performance Assessment: Proper Hand Washing, Sanitation, and Disinfection Procedures Quiz on SDS And Bacteria Chapter Test | Career Ready Practices CRP 1,2,3 | ELA 11-12R 1,2,4,7,8,9 11-12W 2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6 |
| | | | | Cluster Standards HU 4 | Literacy 11-12RST 1,2,4,7,8,9 11-12WHST 2,5,6,7 |
| | | | | Pathway Standards HU-PC 1,4 | Science HS-ESS 3-4 HS-LS 1-2 HS-LS 4-2,4-4 AECC 1,2 |
| Weeks 4-10 General Anatomy and Physiology Work-Based Learning: Career Coaching, Field Trip | <ul style="list-style-type: none"> Why is anatomy and physiology important in the cosmetology profession? What are cells, their structure, and how do they reproduce? What is tissue and what are the types of tissues found in the body? What are the main body systems and what are their basic functions? What can be learned from cosmetology professionals? | <ul style="list-style-type: none"> Define anatomy, physiology, and histology. Explain why studying anatomy is important to cosmetology. Create a 3 D model of a cell, and explain the structures of a cell and cell metabolism. Describe the 5 different types of tissue found in the body. Describe the main organs found in the body. Describe the ten systems of the body and their functions. Describe the primary bones of the body including bones in the head, face, arms, hand, leg, and feet. Describe types of muscular and nerve tissue found in the body. List and describe the composition of blood and the circulatory system. | <ul style="list-style-type: none"> Anatomy and Physiology: Workbook and Essential Experiences Worksheets Textbook Scenario Chapter Test Skeleton Poster Labeled Model: Bones of the Face and Cranium Mini Quizzes: Each Body System Career Coaching Self-Assessment Field Trip Reflection Professional Portfolio | Career Ready Practices CRP 1,2,4,10 | ELA 11-12R 1,2,4,7,8,9 11-12W 2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6 |
| | | | | Cluster Standards HU 3,4,5 | Literacy 11-12RST 1,2,4,7,8,9 11-12WHST 2,5,6,7 |
| | | | | Pathway Standards HU-PC 1,6 | Science HS-LS 1-2 AECC 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 |
|---|--|---|---|---|---|
| | | <ul style="list-style-type: none"> List and describe the two types of glands found in the body. List the organs in the excretory system and their functions. Participate in Career Coaching process. Participate in field trip to local cosmetology businesses. | | | |
| Week 11-13 Nail Structure and Growth | <ul style="list-style-type: none"> What is the structure and composition of the nail? How do nails grow? | <ul style="list-style-type: none"> Create a poster size diagram of the nail. Explain the growth of nails. | <ul style="list-style-type: none"> Nail Structure and Growth: Workbook and Essential Experiences Worksheets Quiz: Nail Diagram Textbook Scenario Chapter Test | Career Ready Practices CRP 1,4 | ELA 11-12R 1,2,4,7,8,9 11-12W 2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6 |
| | | | | Cluster Standards HU 3,4 | Literacy 11-12RST 1,2,4,7,8,9 11-12WHST 2,5,6,7 |
| | | | | Pathway Standards HU-PC 1,2,4 | Science HS-LS 1-2 AECC 1,2,12 |
| Weeks 14-16 Nail Disorders and Diseases | <ul style="list-style-type: none"> What are the various disorders and diseases of the nail? Which disorders and diseases need to be seen by a physician and which can be addressed in the salon? | <ul style="list-style-type: none"> Analyze different diseases and disorders of the nails and distinguish between ones that need medical attention and those than can be serviced in salon. Create an informational tri-fold of nail disorders and diseases. | <ul style="list-style-type: none"> Nail Disorders and Diseases: Workbook and Essential Experiences Worksheets Flashcards of Diseases and Disorders Correct Information Listed on Trifold Textbook Scenario Chapter Test | Career Ready Practices CRP 1,4,6,11 | ELA 11-12R 1,2,4,7,8,9 11-12W 2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6 |
| | | | | Cluster Standards HU 3,4 | Literacy 11-12RST 1,2,4,7,8,9 11-12WHST 2,5,6,7 |
| | | | | Pathway Standards HU-PC 1,2,4 | Science HS-LS 1-2,1-3 AECC 1,2,12 |
| Weeks 17-19 Advanced Nail Techniques: Acrylic Work-Based Learning: Career Coaching, Field Trip | <ul style="list-style-type: none"> What are the main ingredients and the chemistry of acrylic monomer and polymer? What can be learned from cosmetology professionals? | <ul style="list-style-type: none"> Explain monomer liquid and polymer powder chemistry and how they work. Participate in Career Coaching process. Participate in field trip to local cosmetology businesses. | <ul style="list-style-type: none"> Monomer Liquid and Polymer Powder Nail Enhancements: Workbook and Essential Experiences Worksheets Textbook Scenario Chapter Test Career Coaching Self-Assessment Field Trip Reflection Professional Portfolio | Career Ready Practices CRP 1,2,4,10 | ELA 11-12R 1,2,4,7,8,9 11-12W 2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6 |
| | | | | Cluster Standards HU 3,4,5 | Literacy 11-12RST 1,2,4,7,8,9 11-12WHST 2,5,6,7 |
| | | | | Pathway Standards HU-PC 2,4,5,6 | Science HS-ESS 3-4 HS-PS 1-2 HS-PS 2-6 HS-PS 3-4 AECC 1,2,6,12 |
| Week 20-22 Advanced Nail Techniques: UV Gels | <ul style="list-style-type: none"> What is the chemistry and the main ingredient in UV gel nails? | <ul style="list-style-type: none"> Describe the chemistry and main ingredient of UV gels. Identify the differences with UV gels and UV lamps. | <ul style="list-style-type: none"> UV Gels: Workbook and Essential Experiences Worksheets Textbook Scenario | Career Ready Practices CRP 1,2,4,6,11 | ELA 11-12R 1,2,4,7,8,9 11-12W 2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6 |

| 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 |
|--|--|--|---|--|---|
| | <ul style="list-style-type: none"> What are the different types and uses of UV gels and UV lamps? What is the procedure for applying UV gel nails? What type of maintenance is needed for UV gels? | <ul style="list-style-type: none"> Explain the procedure for UV gel nails. Demonstrate application of UV gel nails. Describe how to safely and correctly maintain and/or remove gel nails. | <ul style="list-style-type: none"> Chapter Test UV Gel Nail Application Rubric | Cluster Standards HU 3,4 Pathway Standards HU-PC 2,4,5 | Literacy 11-12RST 1,2,4,7,8,9 11-12WHST 2,5,6,7 Science HS-ESS 3-4 HS-PS 1-1 HS-PS 2-6 HS-PS 3-4 AECC 1,2,6,12 |
| Weeks 23 Chemistry | <ul style="list-style-type: none"> What is the difference between organic and inorganic chemistry? What are different states of matter? What are elements, compounds, and mixtures? What are the differences between solutions, suspensions, and emulsions? What is pH and what is the pH scale? | <ul style="list-style-type: none"> Explain the difference between organic and inorganic chemistry. List and describe the three states of matter. Explain and describe elements, compounds, and mixtures. List the differences between solutions, suspensions, and emulsions. Describe and define pH and pH scale. | <ul style="list-style-type: none"> Basic Chemistry: Workbook and Essential Experiences Worksheets Textbook Scenario Chapter Test | Career Ready Practices CRP 1,2,5 Cluster Standards HU 3,4 Pathway Standards HU-PC 2,4,5 | ELA 11-12R 1,2,4,7,8,9 11-12W 2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6 Literacy 11-12RST 1,2,4,7,8,9 11-12WHST 2,5,6,7 Science HS-ESS 3-4 HS-PS 1-1,1-11 HS-PS 2-6 HS-PS 3-4 AECC 1,2,6 |
| Weeks 24-27 Properties of Hair and Scalp Work-Based Learning: Career Coaching, Field Trip | <ul style="list-style-type: none"> What are the structures of the hair root and shaft? What are the three layers of the hair shaft? What is the hair growth cycle? What is a hair analysis? What are the various types of hair loss and their causes? What are hair loss treatments? Which types of hair and scalp disorders are commonly seen in salon? Which scalp disorders can be treated by a cosmetologist? What can be learned from cosmetology professionals? | <ul style="list-style-type: none"> Explain what a hair analysis is and why it should be completed. List and describe various forms of hair loss and their treatments. List and describe disorders of the hair and scalp and the treatments for them. Create a 3-D model of the hair. Research, create and present an informational tri-fold of hair and scalp disorders. Participate in Career Coaching process. Participate in field trip to local cosmetology businesses. | <ul style="list-style-type: none"> Properties of Hair and Scalp: Workbook and Essential Experiences Worksheets Textbook Scenario Quiz: Labeling Parts of the Hair Informational Trifold Chapter Test Career Coaching Self-Assessment Field Trip Reflection Professional Portfolio | Career Ready Practices CRP 1,2,4,10 Cluster Standards HU 3,4,5 Pathway Standards HU-PC 1,2,4,5,6 | ELA 11-12R 1,2,4,7,8,9 11-12W 2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6 Literacy 11-12RST 1,2,4,7,8,9 11-12WHST 2,5,6,7 Science HS-ESS 3-4 HS-LS 1-2,1-3 AECC 1,2,5 |
| Weeks 28-36 Chemical Texture Services | <ul style="list-style-type: none"> What are the factors of hair analysis that important for chemical texture services? What are the physical and chemical actions that take | <ul style="list-style-type: none"> Explain hair and scalp analysis. Explain the physical and chemical actions that take place during permanent waving. | <ul style="list-style-type: none"> Chemical Texture Services: Workbook and Essential Experiences Worksheets Textbook Scenario | Career Ready Practices CRP 1,2,4 Cluster Standards | ELA 11-12R 1,2,4,7,8,9 11-12W 2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6 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 |
|--|--|---|---|--|---|
| | <p>place during permanent waving?</p> <ul style="list-style-type: none"> • What are the various types of permanent waving lotion? • What are the basic wrapping techniques? • What is the difference between hydroxide relaxers and thio relaxers? • What is the basic procedure for chemical relaxing? • What is the basic procedure for a curl reforming service? | <ul style="list-style-type: none"> • Analyze various types of permanent waving solution and select the appropriate one for a client. • Demonstrate a basic wrap, curvature wrap, double-rod wrap, bricklay wrap, weave wrap, and spiral wrap. • Demonstrate the procedure for permanent waving and chemical hair relaxing (mock chemicals). • Explain the differences between hydroxide relaxers and thio relaxers. • Explain the procedure for curl reforming. | <ul style="list-style-type: none"> • Observations and Rubric: Wrapping Techniques • State Licensing Exam Rubric: Basic Perm Wrapping and Chemical Restructuring (Relaxing) • Chapter Test | <p>HU 3,4</p> <p>Pathway Standards HU-PC 2,4,5</p> | <p>11-12RST 1,2,4,7,8,9 11-12WHST 2,5,6,7</p> <p>Science HS-ESS 3-4 HS-PS 1-5,1-6,1-11</p> <p>AECC 1,2,4,10</p> |
| <p>Week 37</p> <p>Electricity</p> | <ul style="list-style-type: none"> • What is the nature of electricity? • What are the two types of electric currents? • What are electrical measurements? • What are the principles of electrical equipment safety? • How are electric modalities used in cosmetology? • What are electromagnetic radiation and the visible spectrum of light? • What are the types of light therapy and their benefits? | <ul style="list-style-type: none"> • Describe two types of electric current and list examples of each. • List the four main types of electrical measurements and explain what they measure. • List and describe two main electric modalities or currents used in cosmetology. • List and describe two main types of light therapy. • Explain electromagnetic radiation, visible light, and white light. • Name two important precautions to observe when using light therapy. | <ul style="list-style-type: none"> • Basic Electricity: Workbook and Essential Experiences Worksheets • Model: Complete Circuit • Textbook Scenario • Chapter Test | <p>Career Ready Practices CRP 1,2,4</p> <p>Cluster Standards HU 3,4</p> <p>Pathway Standards HU-PC 1,2,4</p> | <p>ELA 11-12R 1,2,4,7,8,9 11-12W 2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6</p> <p>Literacy 11-12RST 1,2,4,7,8,9 11-12WHST 2,5,6,7</p> <p>Science HS-ESS 3-4 HS-ETS 1-2 HS-PS 4-1</p> <p>AECC 1,2,9</p> |
| <p>Week 38</p> <p>Prom Styles</p> <p>Work-Based Learning: Career Coaching, Field Trip</p> | <ul style="list-style-type: none"> • How can a prom hairstyle be duplicated from a picture? • How can short hair, medium length hair, and long hair be styled for the prom? • What can be learned from cosmetology professionals? | <ul style="list-style-type: none"> • Create a hairstyle from a picture using knowledge of roller placement, comb-out techniques and thermal hair styling. • Create short, medium length and long hairstyles that would be suitable for prom. • Participate in Career Coaching process. • Participate in field trip to local cosmetology businesses. | <ul style="list-style-type: none"> • Rubric • Observation: Styling Techniques • Reflection Journal • Career Coaching Self-Assessment • Field Trip Reflection • Professional Portfolio | <p>Career Ready Practices CRP 1,2,4,6,8,10</p> <p>Cluster Standards HU 1,3,5</p> <p>Pathway Standards HU-PC 2,3,4,6,7</p> | <p>ELA 11-12R 1,2,4,7,8,9 11-12W 2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6</p> <p>Literacy 11-12RST 1,2,4,7,8,9 11-12WHST 2,5,6,7</p> <p>Science HS-ESS 3-4 HS-ETS 1-2</p> <p>AECC 1,2,4,9</p> |
| <p>Weeks 39-40</p> <p>New York State Licensing Exam Techniques</p> <p>NOCTI Review and Exam</p> | <ul style="list-style-type: none"> • What are the expectations of the NYS Cosmetology Licensing Exam? • What is needed to pass the NOCTI technical assessment? | <ul style="list-style-type: none"> • Perform a blow-dry on top and one side of head. • Demonstrate marcel curling by performing three barrel curls on top of head clipped and cooled, and three spiral curls on dried side of head. • Demonstrate roller placement. | <ul style="list-style-type: none"> • State Licensing Exam Rubric • Review for Written Exam • NOCTI Exam | <p>Career Ready Practices CRP 1,2,10</p> <p>Cluster Standards HU 1,2,3</p> <p>Pathway Standards</p> | <p>ELA 11-12R 1,2,4,7,8,9 11-12W 2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6</p> <p>Literacy 11-12RST 1,2,4,7,8,9 11-12WHST 2,5,6,7</p> <p>Science</p> |

| 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"> • Demonstrate permanent waving technique, applying waving lotion, and testing curls. • Perform ridge and shaping with pin curls. • Demonstrate fingerwave ridges. • Demonstrate foiling procedure. • Demonstrate hair color retouch. • Demonstrate relaxing techniques for both virgin and retouch applications. | | HU-PC 4 | AECC 1,2,3,4,5,6,7,11,12,13 |

| AECC: New York State Appearance Enhancement Cosmetology Curriculum |
|---|
| 27. Professional Requirements |
| 28. Safety and Health |
| 29. Anatomy and Physiology |
| 30. Hair Analysis |
| 31. Hair and Scalp Disorders and Diseases |
| 32. Chemistry as Applied to Cosmetology |
| 33. Shampoos, Rinses, Conditioners, and Treatments |
| 34. Hair Cutting and Shaping |
| 35. Hair Styling |
| 36. Chemical Restructuring |
| 37. Hair Coloring and Lightening |
| 38. Nail Care and Procedures |
| 39. Skin Care and Procedures |

Syracuse City School District
Career and Technical Education Program
Course Syllabus
COS400: Cosmetology 400



Program Overview

Cosmetology is a four-year program in which students will prepare for licensure in New York State and a career in the Appearance Enhancement field. The Cosmetology program is taught in a state-of-the-art salon setting where students will engage in many hands-on services such as haircutting, hairstyling, coloring, chemical texture service, and manicuring, pedicuring and skin care. In addition to hands-on skills, students will learn about cosmetology through written work, lectures, guest speakers, group discussions, group activities and science-based lab work. Daily class attendance is required and a crucial part of the preparation for licensure. Through this program students will also develop patience, perseverance, communication, and customer service skills as well as time management strategies that are needed to be successful in the field of cosmetology. During the senior year of the program, students will participate in worked-based learning opportunities through internships in salons for approximately 6 weeks.

New York State requires all people working in the Appearance Enhancement field to be licensed before performing services on a client. At the successful completion of the four-year program, students may qualify for a New York State Temporary Cosmetology License and become eligible to take the New York State Licensing Exam in Cosmetology. To be eligible, candidates must be at least 17 years old, have 1,000 hours of classroom instruction and a final overall passing grade of 70%. The New York State Licensing Exam in Cosmetology exam consists of a 100-question multiple choice test and a practical hands-on test.

Course Description

This is the last class of a multi-year cosmetology program resulting in 1000 hours of instruction. This course includes the New York State Cosmetology Curriculum as the core curriculum, which aligns with industry standards and Career Ready Practices. Much of Cosmetology 400 involves hands-on practical application of knowledge and skills. The class meets every day for 2 periods during which students will run the salon for other students, staff, and members of the community at least once a week.

Upon completion of the cosmetology multi-year program, student assessments will include NOCTI accredited exams, as well as a culminating student business plan project, which demonstrates commencement-level problem solving, technical skills and academic competency. Skill competencies will be documented through on-going authentic assessment using a senior portfolio. Students that pass both the written and practical NOCTI exam will receive a technical endorsement on their diploma. At the successful completion of the four-year program, students may qualify for a New York State Temporary Cosmetology License and become eligible to take the New York State Licensing Exam in Cosmetology. To be eligible, candidates must be at least 17 years old, have 1,000 hours of classroom instruction and a final overall passing grade of 70%.

Work-Based Learning

Students will be connected with cosmetology professionals in the community through Career Coaching, field trips, job shadowing, and internships 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

COS100: Cosmetology 100
COS200: Cosmetology 200
COS300: Cosmetology 300

Course Objectives

1. Students will project a positive attitude and a sense of personal integrity and self-confidence.
2. Students will practice effective communication skills, poise, and proper grooming.
3. Students will respect the need to deliver worthy service for value received in an employer-employee relationship.
4. Students will apply academic and practical leaning and related information to ensure sound judgment, decisions, and procedures.

Integrated Academics

1 CTE Integrated English Credit

Equipment and Supplies

- **School will provide:** Cosmetology textbook, portfolio binders, cosmetology Lab equipment
- **Student will provide:** Cosmetology Kit (purchased for COS200: Cosmetology 200); lock to keep Cosmetology Kit secure; closed-toed rubber soled shoes worn for safety while working in lab/salon which can be left at school.

Textbook

Milady. *Milady: Standard Cosmetology*. Boston, MA: Cengage Learning, 2012.

—. *Milady: Standard Cosmetology*. Boston, MA: Cengage Learning, 2016.

Grading

20% Participation/Daily Grade (attendance and professionalism grade given daily)

25% Written Grade (test, quizzes, homework, vocabulary, etc.)

20% Practical Grade (all hands-on activities done in salon)

30% Tests and Quizzes

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

- **Good attendance is extremely important** to succeed and qualify for licensing. Students are expected to be in attendance **daily** in order to achieve the hours needed to obtain their cosmetology license. If students are going to be absent, they should “call in sick” and let the teacher know that they will not be in. Upon their return to class, they should have a note from parent or doctor. Students are encouraged to take advantage of all make up opportunities.
- Through an articulation agreement with Bryant and Stratton College, students who will be attending that college and who complete the Salon Business Plan with at least an 85 can apply for 3 college business credits and 3 college communication credits.

Course Calendar

| Quarter | Units of Study |
|---------|---|
| 1 | <ul style="list-style-type: none">• Introduction and School Policy• New York State Licensing Exam Requirements• Permanent Waving/Chemical Relaxing• Haircutting• Work-Based Learning: Career Coaching, Field Trip |
| 2 | <ul style="list-style-type: none">• Hair Coloring• Decades Research Project• Wigs and Hair Additions• Salon Business• Work-Based Learning: Career Coaching, Job Shadow |
| 3 | <ul style="list-style-type: none">• Business Plan (Senior Project)• Seeking Employment• On the Job• Work-Based Learning Internship |
| 4 | <ul style="list-style-type: none">• Work-Based Learning Internship (cont.)• NOCTI Review and Exam• Licensing Rules and Regulations• New York State Licensing Exam Review |

Syracuse City School District
Career and Technical Education Program
Scope and Sequence
COS 400: Cosmetology 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 |
|---|---|--|--|--|---|
| Week 1 Introduction and School Policy | <ul style="list-style-type: none"> What are the expectations in the cosmetology classroom? | <ul style="list-style-type: none"> Discuss classroom orientation and expectations. | <ul style="list-style-type: none"> Getting to Know You Health Card Information “Graduation Cap” Goals | Career Ready Practices CRP 1,2 | ELA 11-12R 1,2,4,7,8,9 11-12W 2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6 |
| | | | | Cluster Standards HU 1 | Literacy 11-12RST 1,2,4,7,8,9 11-12WHST 2,5,6,7 |
| | | | | Pathway Standards HU-PC 4 | Science AECC 1,2 |
| Weeks 2-3 New York State Licensing Requirements | <ul style="list-style-type: none"> What are the expectations on the NYS Cosmetology Licensing Exam? | <ul style="list-style-type: none"> Perform all State Licensing Exam procedures, including 90-degree haircut, thermals, styling techniques, and chemicals. | <ul style="list-style-type: none"> State Licensing Exam Rubric | Career Ready Practices CRP 1,2,10 | ELA 11-12R 1,2,4,7,8,9 11-12W 2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6 |
| | | | | Cluster Standards HU 1,2,3 | Literacy 11-12RST 1,2,4,7,8,9 11-12WHST 2,5,6,7 |
| | | | | Pathway Standards HU-PC 4,7 | Science HS-ESS 3-4 AECC 1,2 |
| Weeks 4-7 Permanent Waving/Chemical Relaxing | <ul style="list-style-type: none"> How can you document your level of understanding permanent waving and chemical relaxing? Which examples of your best work will be displayed? | <ul style="list-style-type: none"> Create a personal portfolio demonstrating knowledge and skill with permanent waving and chemical relaxing. | <ul style="list-style-type: none"> Personal Portfolio Classroom Projects Classroom Experiments on Manikin Examples of Work on Live Models Self-Assessment List Rubric | Career Ready Practices CRP 2,3,4,11,12 | ELA 11-12R 1,2,4,7,8,9 11-12W 2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6 |
| | | | | Cluster Standards HU 4 | Literacy 11-12RST 1,2,4,7,8,9 11-12WHST 2,5,6,7 |
| | | | | Pathway Standards HU-PC 1,2,3,4,5 | Science HS-ESS 3-4 AECC 1,2,10 |
| Weeks 7-9 Haircutting Work-Based Learning: Career Coaching, Field Trip | <ul style="list-style-type: none"> What are the reference points on the head form and what is their role in haircutting? What are angles, elevations, and guidelines? What factors are involved in a successful client consultation? | <ul style="list-style-type: none"> Describe the role of each reference point on the head for haircutting. Demonstrate how angles, elevations and guidelines are used in haircutting. Demonstrate how to properly use the various tools of haircutting safely. Complete a 0-degree haircut, 180 degree long layered haircut, and 90-degree uniform layered haircut. | <ul style="list-style-type: none"> Haircutting: Workbook and Essential Experience Worksheets Textbook Scenario Demonstration of Techniques For 0-Degree Haircut, 180-Degree Haircut, 90-Degree Haircut, Razor | Career Ready Practices CRP 1,2,4,6,10 | ELA 11-12R 1,2,4,7,8,9 11-12W 2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6 |
| | | | | Cluster Standards HU 3,4,5 | Literacy 11-12RST 1,2,4,7,8,9 11-12WHST 2,5,6,7 |
| | | | | Pathway Standards HU-PC 1,2,4,6,7 | Science HS-ESS 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 |
|---|--|--|---|--|---|
| | <ul style="list-style-type: none"> How are the various tools of haircutting safely and properly used? What are four basic haircuts? What are the other types of haircutting techniques? What can be learned from cosmetology professionals? | <ul style="list-style-type: none"> Complete a razor haircut. Complete the removal of excess bulk (thinning). Complete a clipper cut. Participate in Career Coaching process. Participate in field trip to local cosmetology businesses. | <ul style="list-style-type: none"> Cutting and Removal of Excess Bulk NYS Licensing Exam Rubrics Career Coaching Self-Assessment Field Trip Reflection Professional Portfolio | | AECC 1,2,8 |
| Weeks 10-13 Hair Coloring | <ul style="list-style-type: none"> What are the principles of color theory and how are they related to hair color? What roles do level and tone play in formulating hair color? What are four basic categories of hair color, what are their chemical effects on the hair, and how are they used? What is the action of hair lighteners? What are special effects hair coloring techniques? How can you document your level of understanding of hair color? Which examples of your best work will be displayed? | <ul style="list-style-type: none"> Identify principles of color theory with a color wheel. Describe ten levels of color and the importance of level when formulating hair color. Describe the importance of tone to hair color formulation. List the four basic categories of hair color and explain their chemical effects on the hair. Explain the action of hair lighteners. Demonstrate the application procedures of permanent colors, and lighteners, in both virgin and retouch applications using mock supplies. Demonstrate the application of special effects in hair coloring with caps, foiling and baylage techniques using mock products. Create a personal portfolio demonstrating knowledge and skill with hair color using a variety of developers. | <ul style="list-style-type: none"> Hair Coloring: Workbook and Essential Experiences Worksheets Textbook Scenarios Chapter Test State Licensing Exam Rubric: Foiling Technique State Licensing Exam Rubric: Color Retouch Application Personal Portfolio Classroom Projects Classroom Experiments on Manikin Examples of Work on Live Models Color Swatches Self-Assessment List | Career Ready Practices CRP 1,2,3,4,6,11,12 | ELA 11-12R 1,2,4,7,8,9 11-12W 2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6 |
| | | | | Cluster Standards HU 3,4 | Literacy 11-12RST 1,2,4,7,8,9 11-12WHST 2,5,6,7 |
| | | | | Pathway Standards HU-PC 1,2,41,2,3,4,5 | Science HS-ESS 3-4 HS-ETS 1-3 HS-PS 1-5 AECC 1,2,4,11 |
| Weeks 14-15 Decades Research Project | <ul style="list-style-type: none"> How have the people, styles and events changed over the decades? How does the past influence the styles of today? | <ul style="list-style-type: none"> Explore and research historical events, influential people, hairstyles, fashion, and life styles of a previous decade. Explain how the past influences the styles of today. Write a formal research paper of findings. Create a PowerPoint presentation of the topics in the research paper. Recreate a hairstyle from the specified decade. | <ul style="list-style-type: none"> Research Paper and Research Paper Writing Rubric Power Point Presentation Rubric | Career Ready Practices CRP 2,3,4,11,12 | ELA 11-12R 1,2,4,7,8,9 11-12W 2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6 |
| | | | | Cluster Standards HU 4 | Literacy 11-12RST 1,2,4,7,8,9 11-12WHST 2,5,6,7 |
| | | | | Pathway Standards HU-PC 1,2,3,4,5 | Science AECC 1,9 |
| Week 16 Wigs and Hair Additions | <ul style="list-style-type: none"> What are the elements of a client consultation for wig services? What are the differences between human hair and synthetic wigs? What are the two basic categories of wigs? | <ul style="list-style-type: none"> Explain the seven key points that should be covered in a client consultation for wig services. Explain the differences, advantages, and disadvantages of a variety of wigs, hairpieces, and hair extensions. | <ul style="list-style-type: none"> Wigs and Hair Additions: Workbook and Essential Experience Worksheets Wig Measurement Exercise Textbook Scenario Chapter Test | Career Ready Practices CRP 1,2,4 | ELA 11-12R 1,2,4,7,8,9 11-12W 2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6 |
| | | | | Cluster Standards HU 4 | Literacy 11-12RST 1,2,4,7,8,9 11-12WHST 2,5,6,7 |
| | | | | Pathway Standards | Science |

| 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 |
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| | <ul style="list-style-type: none"> What is the procedure for taking wig measurements? How is a wig put on? What are the various types of hairpieces and their uses? What are three methods for attaching hair extensions? | <ul style="list-style-type: none"> Describe and demonstrate the measurements that need to be taken when measuring a client for a wig. Describe the guidelines for styling a wig. Define an integration hairpiece. Describe and demonstrate the methods for attaching hairpieces. Demonstrate the methods for attaching hair extensions. | | HU-PC 2,4,6,7 | HS-ESS 3-4 HS-ETS 1-2 AECC 1,2,9 |
| Weeks 17-18 Salon Business Work-Based Learning: Career Coaching, Job Shadow | <ul style="list-style-type: none"> What are some ways cosmetologists may go into business for themselves? What factors should be considered when opening a salon? Why is it important to keep accurate business records? What are good salon telephone techniques? What are the most effective forms of salon advertising? What can be learned from cosmetology professionals? | <ul style="list-style-type: none"> Describe the ways cosmetologists may go into business for themselves. Describe what needs to be considered when opening a salon. Explain the importance of keeping accurate business records by creating payroll spreadsheets, salon expenses. Demonstrate and practice good salon telephone techniques. Create a variety of advertising techniques Participate in Career Coaching process. Participate in job shadow in a local cosmetology business.. | <ul style="list-style-type: none"> Salon Business: Workbook and Essential Experience Worksheets Textbook Scenario Salon Job Shadow (25 Hours) and Writing Piece Career Coaching Self-Assessment Professional Portfolio | Career Ready Practices CRP 1,3,4,5,6,7,9,10,11,12 Cluster Standards HU 1,2,3,4,5,6 Pathway Standards HU-PC 5,6 | ELA 11-12R 1,2,4,7,8,9 11-12W 2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6 Literacy 11-12RST 1,2,4,7,8,9 11-12WHST 2,5,6,7 Science AECC 1 |
| Weeks 19-24 Business Plan (Senior Project) | <ul style="list-style-type: none"> What are a variety of components that go into a business plan? | <ul style="list-style-type: none"> Develop a business plan including an executive summary, vision, and mission statement, as well as a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis. Describe the company overview, service list and develop potential profit. Describe the company's competitive analysis. Explain a marketing analysis and plan. Develop a financial plan. | <ul style="list-style-type: none"> Salon Business Plan Marketing Plan with Business Cards, Flyers, and Service List Financial Plan Spread Sheet | Career Ready Practices CRP 1,2,3,4,5,6,7,8,9,10,11,12 Cluster Standards HU 1,2,3,4,5,6 Pathway Standards HU-PC 5,6 | ELA 11-12R 1,2,4,7,8,9 11-12W 2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6 Literacy 11-12RST 1,2,4,7,8,9 11-12WHST 2,5,6,7 Science AECC 1 |
| Week 24 Seeking Employment | <ul style="list-style-type: none"> What are the essentials to becoming test-wise? What steps are involved in preparing for employment? What are the various types of salon businesses? How is a resume and an employment portfolio developed? How can a job seeker explore the job market and research potential employers? How is an effective employment interview completed? | <ul style="list-style-type: none"> Explain a variety of ways that one can improve test taking. Describe strategies that learners can use on the day of the exam. Describe different types of salon businesses. Describe strategies that will be helpful when writing a resume. Describe what should be avoided while writing a resume. Describe the items that should be included in a professional portfolio. Summarize things that should be considered before beginning a salon search. | <ul style="list-style-type: none"> Seeking Employment: Workbook and Essential Experience Worksheets Cover Letter and Resume Job Interview Role Play Textbook Scenario Chapter Test | Career Ready Practices CRP 1,3,4,5,9,10 Cluster Standards HU 1,2,3,5,6 Pathway Standards HU-PC 5,6 | ELA 11-12R 1,2,4,7,8,9 11-12W 2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6 Literacy 11-12RST 1,2,4,7,8,9 11-12WHST 2,5,6,7 Science AECC 1 |

| 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 |
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| | | <ul style="list-style-type: none"> • Explain what is gained by visiting a salon prior to an employment interview. • Explain why it's important to send thank-you notes after an interview. • Describe the important interview behaviors that should be practiced. | | | |
| Week 25 On the Job | <ul style="list-style-type: none"> • What are the qualities that help a new employee succeed in a service profession? • What are the habits of a good salon team player? • What is the function of a job description? • What are three different ways in which salon professionals are compensated? • What are the most effective ways to build a client base? | <ul style="list-style-type: none"> • Explain what to look for in a salon to determine if it the right fit. • Explain rules of conduct that may help a new employee succeed in a service profession. • Explain what it takes to be a good team member. • Explain how a job description is used by the salon and by the employee. • Explain the three most common methods of compensation in salons. • Explain the important personal characteristics that help build a client base. | <ul style="list-style-type: none"> • On the Job: Workbook and Essential Experience Worksheets • Textbook Scenario • Chapter Test | Career Ready Practices CRP 1,3,4,5,9,10,11,12 | ELA 11-12R 1,2,4,7,8,9 11-12W 2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6 |
| | | | | Cluster Standards HU 1,2,3,4,5,6 | Literacy 11-12RST 1,2,4,7,8,9 11-12WHST 2,5,6,7 |
| | | | | Pathway Standards HU-PC 5,6 | Science AECC 1 |
| Weeks 26-33 Work Based Learning Internship | <ul style="list-style-type: none"> • What is it really like to work in a salon as a hairstylist, manicurist, or skin care specialist? | <ul style="list-style-type: none"> • Develop and demonstrate job skills at a worksite. • Experience and explore a range of career options in a salon atmosphere. • Develop transferable skills related to attitudes, skills and knowledge needed to succeed in the workplace. | <ul style="list-style-type: none"> • Log of Internship Hours • Journal of Internship Activities • Internship Essay • Self-Evaluation • Updated Resume to Include New Skills and Experience from Internship • Thank-You Notes to Salon | Career Ready Practices CRP 1,2,3,4,5,6,7,8,9,10,11,12 | ELA 11-12R 1,2,4,7,8,9 11-12W 2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6 |
| | | | | Cluster Standards HU 1,3,4,5 | Literacy 11-12RST 1,2,4,7,8,9 11-12WHST 2,5,6,7 |
| | | | | Pathway Standards HU-PC 1,2,3,4,5,6 | Science AECC 1-13 |
| Weeks 34-35 NOCTI Review and Exam | <ul style="list-style-type: none"> • What do I need to know to pass my NOCTI Exam? | <ul style="list-style-type: none"> • Review for written test. • Perform a 90-degree haircut, demonstrate razor cutting technique. • Perform a blow dry demonstration on top and one side of head. • Demonstrate marcel curling by performing three barrel curls on top of head clipped, and three spiral curls. • Demonstrate roller placement. • Demonstrate permanent waving technique, apply waving lotion, test curl demonstration. • Perform ridge and shaping with pin curls. • Perform fingerwave ridges. • Demonstrate foiling procedure. • Demonstrate hair color retouch. • Demonstrate relaxing techniques, both virgin and retouch application. | <ul style="list-style-type: none"> • Practice Test/Review • Jeopardy Review • State Licensing Exam Practical Applications • State Licensing Exam Rubric • NOCTI Exam | Career Ready Practices CRP 1,2,10 | ELA 11-12R 1,2,4,7,8,9 11-12W 2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6 |
| | | | | Cluster Standards HU 1,2,3 | Literacy 11-12RST 1,2,4,7,8,9 11-12WHST 2,5,6,7 |
| | | | | Pathway Standards HU-PC 4,7 | Science HS-ESS 3-4 AECC 1-13 |

| 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 |
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| Weeks 36-37 Licensing Rules and Regulations | <ul style="list-style-type: none"> What are the rules and regulations of NYS Cosmetology License? | <ul style="list-style-type: none"> Identify the rules and regulations as they relate to Appearance Enhancement in New York State. Explain the rules and regulations for safety in the salon. | <ul style="list-style-type: none"> Appearance Enhancement Rules and Regulation Quiz Using Printed Copy to Locate Answers | Career Ready Practices CRP 1,2,3 | ELA 11-12R 1,2,4,7,8,9 11-12W 2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6 |
| | | | | Cluster Standards HU 1,4 | Literacy 11-12RST 1,2,4,7,8,9 11-12WHST 2,5,6,7 |
| | | | | Pathway Standards HU-PC 4,5 | Science |
| Weeks 38-40 New York State Licensing Exam Review | <ul style="list-style-type: none"> What are the expectations of the NYS Cosmetology State Licensing Exam? How do I apply for cosmetology license? | <ul style="list-style-type: none"> Practice written exams. Practice skills application from the NYS Cosmetology Practical Task List: <ol style="list-style-type: none"> 90-degree haircut and razor cutting technique. Blow dry demonstration on top and one side of head. Marcel curling with three barrel curls on top of head clipped and three spiral curls. Roller placement. Permanent waving technique, application of waving lotion, test curl demonstration. Ridge and shaping with pin curls. Fingerwave ridges. Foiling procedure. Hair color retouch. Relaxing techniques, both virgin and retouch application. | <ul style="list-style-type: none"> Jeopardy Review Practice Practical Procedures State Licensing Exam Diagram and Rubric | Career Ready Practices CRP 1,2,10 | ELA 11-12R 1,2,4,7,8,9 11-12W 2,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6 |
| | | | | Cluster Standards HU 1,2,3 | Literacy 11-12RST 1,2,4,7,8,9 11-12WHST 2,5,6,7 |
| | | | | Pathway Standards HU-PC 4,7 | Science |
| | | | | | AECC 1 |
| | | | | | AECC 1-13 |

| AECC: New York State Appearance Enhancement Cosmetology Curriculum |
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| 40. Professional Requirements |
| 41. Safety and Health |
| 42. Anatomy and Physiology |
| 43. Hair Analysis |
| 44. Hair and Scalp Disorders and Diseases |
| 45. Chemistry as Applied to Cosmetology |
| 46. Shampoos, Rinses, Conditioners, and Treatments |
| 47. Hair Cutting and Shaping |
| 48. Hair Styling |
| 49. Chemical Restructuring |
| 50. Hair Coloring and Lightening |
| 51. Nail Care and Procedures |
| 52. Skin Care and Procedures |