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| **Chemistry of Cosmetology Pacing Guide First Semester** | | | | |
|  | **1st Quarter** | **TN Standards** | **Lesson Focus** | **Additional Notes** |
|  | Week 1 | **STANDARD 1.0**  Students will perform safety examinations and maintain safety records. | Classroom rules and regulations |  |
| Week 2 | * **1.1**Pass with 100% accuracy a written examination on safety issues specific to this  course of study. * **1.2**Pass with 100% accuracy a performance examination on tools and equipment  specific to this course of study. * **1.3**Maintain a portfolio record of written safety examinations and equipment  examinations for which the student has passed an operational checkout by the  instructor. | Safety | * Tennessee Cosmetology Laws and Regulations * Employability Skills * Passes with 100% accuracy a written examination on safety issues specific to this course of study. * Passes with 100% accuracy a performance examination on tools and equipment specific to this course of study. * Maintains a portfolio record of written safety examinations and equipment examinations for which the student has passed an operational checkout by the instructor. |
| Leas | * **1.4**Follow rules and regulations to comply with personal and lab safety standards to  include general standards, fire, electrical, and EPA prevention in corrective measures  in the industry. | Rules and Regulations | * Employability Skills * Lab Skills * Demonstrates and followsproceduresfor classroom and lab safety, fire safety, and electrical safety, first aid practice and universal precaution procedures (ex., blood spill). |
| Week 4 | * **1.5**Practice and apply health and safety OSHA standards as they pertain to the course of  study. | Safety | * Employability Skills * Lab Skills * Assesses and applies health and safety OSHA standards as they pertain to the course. |
| Week 5 | * **1.6**Select tools, technology, machinery, equipment, and materials appropriate for the  given assignment. | Safety | * Employability Skills * Lab Skills * Demonstrates appropriate use of tools to complete assignment and maintain safe environment. |
| Week 6 | * **1.7**Comply with Department of Health Standards and Tennessee State Board of  Cosmetology Rules and Regulations. | Safety | * Employability Skills * Lab Skills * Comply with Department of Health Standards and Tennessee State Board of Cosmetology Rules and Regulations. |
| Week 7 | **STANDARD 2.0**  Students will demonstrate leadership, citizenship, and teamwork skills required for success in the school, community, and workplace. | Leadership | Professionalism  Employability Skills  Teamwork |
| Week 8 | * **2.1**Cultivate positive leadership skills professional image of the trade. * **2.2**Participate in the student organization directly related to their program of study as an  integral part of classroom instruction. | Leadership | * Professionalism * Employability Skills * Teamwork * Leadership * SkillsUSA * Demonstrates character and leadership using creative- and critical-thinking skills.\* * Uses creative thought process by “thinking outside the box.” * Exemplifies acceptable dress and personal grooming identified by the associated trade. * Relates the creed, purposes, motto, and emblem of the Career and Technical Student Organization (CTSO) directly related to personal and professional development. * Plans and conducts formal and informal meetings according to accepted rules of parliamentary procedure. |
| Week 9 | * **2.3**Assess situations, apply problem-solving techniques and decision-making skills  within the school, community, and workplace. * **2.4**Participate as a team member in a learning environment. | Leadership | * Problem Solving * Conflict Resolution * Makes decisions and assumes responsibilities. * Analyzes a situation and uses a form of professional development procedure which is directly related to the student’s program of study to resolve the situation. * Understands the importance of learning new information for both current and future problem solving and decision making. * Organizes committees and participates in functions. * Cooperates with peers to select and organize a community service project. |
|  | **End of 1st Quarter** |  | | |
|  | **Fall Break** | | | |
|  | **2nd Quarter** | **TN Standards** | **Lesson Focus** | **Additional Notes** |
|  | Week 1 | * **2.5**Respect the opinions, customs, and individual differences of others. * **2.6**Identify career interests, strengths, and opportunities in order to build personal career  development. | Leadership | * Teamwork * Problem Solving Skills * Conflict Resolution * Career Interest Survey * Employability Skills * Professionalism * Researches different customs and individual differences of others. * Interacts respectfully with individuals of different cultures, genders, and backgrounds. * Resolves conflicts and differences to maintain a smooth workflow and classroom environment. * Creates personal career development by identifying career |
| Week 2 | * **2.7**Incorporate professional and technical terminology in the classroom environment. | Leadership | * Industry Terminology * Chooses terminology to identify according to assigned task. |
| Week 3 | **STANDARD 3.0**  Students will integrate reading, writing, math, and science skills and understand the impact of academic achievement in the work place. | Life Skills |  |
| Week 4 | * **3.1**Assume responsibility for accomplishing classroom assignments and workplace  goals within accepted time frames which relate to industry. * **3.2**Develop advanced study skills. | Life Skills | * Time Management * Study Skills * Uses appropriate time management to achieve goals. * Arrives at school on time each day. * Completes assignments and meets deadlines. * Assesses current personal study skills. * Demonstrates advanced record keeping and maintaining client consultation information. * Formulates appropriate study strategies for given tasks. |
| Week 5 | * **3.3**Demonstrate and use written and verbal communication skills. * **3.4**Read and understand technical documents such as regulations, manuals, reports,  forms, graphs, charts, and tables. | Life Skills | * Communication * Reading Comprehension * Communicates ideas, information, and messages in a logical manner. * Fills out forms, reports, logs, and documents to comply with class and project requirements. * Reads and understands technical documents and uses industry jargon, acronyms, and terminology appropriately. * Recognizes the meaning of specialized words or phrases unique to the career and industry. |
| Week 6 | * **3.5**Apply the foundations of mathematical principles such as algebra, geometry, and  advanced math to solve problems. * **3.6**Apply basic scientific principles and methods to solve problems and complete tasks. | Life Skills | * Math Skills * Scientific principles * Utilizes computation in adding, subtracting, multiplying, and dividing of whole numbers, fractions, decimals, and percents. * Chooses the right mathematical method or formula to solve a problem. * Performs math operations accurately to complete classroom and lab tasks. * Comprehends scientific principles critical to the course. * Applies scientific principles and technology to solve problems and complete tasks. * Has knowledge of the scientific method (e.g., identifies the problem, collects information, forms opinions, and draws conclusions). |
| Week 7 | * **3.7**Understand computer operations and related applications to input, store, retrieve,  and output information as it relates to the course. * **3.8**Research, recognize, and understand the interactions of the environment and *green*  issues as they relate to the course work and to a global economy. | Life Skills | * Technology * Environmental Issues * Uses basic computer hardware (e.g., PCs, printers) and software to perform tasks as required for the course work. * Understands capabilities of computers and common computer terminology (e.g.,program, operating system) as technology relates to appropriate field. * Applies the appropriate technical solution to complete tasks. * Inputs data and information accurately for the course requirements. * Researches and recognizes *green* trends in career area and industry. * Examines current environmentally-friendly trends. * Applies sustainability practices by understanding processes that are non-polluting, conserving of energy and natural resources, and economically efficient. |
| Week 8 | **STANDARD 4**  Students will analyze procedures for cleansing and reconditioning the hair and the scalp. | Shampooing and Conditioning |  |
| Week 9 | * **4.1**Analyze scalp and hair and prescribe cleansing and reconditioning treatments. * **4.2**Demonstrate brushing techniques for various services. * **4.3**Prescribe scalp and neck manipulations to be administered. | Shampooing and Conditioning | * Hair and Scalp Analysis * Organizes products * Product Selection * Professional Terminology * Selects shampoos and conditioners based on water chemistry in the area. * Analyzes the effects of hard and soft water in relation to shampoos and conditioners. * Evaluates the shampoo molecule and its purpose. * Compares the pH (potential hydrogen) of soaps, detergents, and surfactants. * Provide researched based examples of surfactants in comparative form. |
|  | **End of 2nd Quarter** |  | | |
|  | **End of 1st Semester** | **Semester I Exam** | | |
|  | **Winter Break** | | | |
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| **Chemistry of Cosmetology Pacing Guide Second Semester** | | | | |
|  | **3rd Quarter** | **TN Standards** | **Lesson Focus** | **Additional Notes** |
|  | Week 1 | **STANDARD 5.0**  Students will create harmony using design principles and elements. | Design Principles and Elements | Demonstrate form, shapes and space in hair design |
| Week 2 | * **5.1**Evaluate chemicals used for chemically retexturing the hair. | Design Principles and Elements | * Distinguish facial shapes and use in elements of design. * Distinguishes between chemical elements used in physical and chemical styling. * Diagrams the chemical bonds in the hair and demonstrates changes with the use of  various chemicals. |
| Week 3 | * **5.2**Evaluate chemicals used in the development of styling products. | Design Principles and Elements | * Composes various hair designs * Combines styling techniques to create new designs, * Analyzes the ability to mold, shape, and restructure hair based on chemicals used. * Evaluates the effect of styling and finishing products on the hair shaft based on  chemical makeup of products used. |
| Week 4 | **STANDARD 6.0**  Students will evaluate hands and feet for cosmetic procedures. | Nail Structure and Growth  Nail Disorders and Diseases |  |
| Week 5 | * **6.1**Evaluate the structure and chemical makeup of the nail. * **6.2**Examine the difference between physical and chemical change. | Nail Structure and Growth  Nail Disorders and Diseases | * Analyzes the structure of the nail. * Demonstrates the ability to create a physical and a chemical change. |
| Week 6 | * **6.3**Evaluate the purpose of a catalyst and its effects on the nail. * **6.5**Evaluate the use of adhesives and primers. | Nail Structure and Growth  Nail Disorders and Diseases | * Analyzes the nail before and after the use of catalysts. * Evaluates the purpose and use of solvents and solutes. * Demonstrates the use of adhesives and primers. |
| Week 7 | **STANDARD 7.0**  Students will formulate cosmetic procedures and applications to enhance a client’s appearance. | Skin Structure and Growth  Facial Make Up  Sun Protection |  |
| Week 8 | * **7.1**Evaluate product ingredients based on chemical makeup for use on different types  of skin. | Skin Structure and Growth  Facial Make Up | * Sanitation and Safety Precautions * Demonstrate proper use of tools and cosmetics * Selects facial products based on skin analysis and skin type. |
| Week 9 | * **7.2**Evaluate products to determine SPF (Sun Protection Factor). | Skin Structure and Growth  Sun Protection | * Selects facial products based on skin analysis and skin type * Determines and selects appropriate SPF (Sun Protection Factor) products based on  skin analysis and skin type. |
|  | **End of 3rd Quarter** |  | | |
|  | **4th Quarter** | **TN Standards** | **Lesson Focus** | **Additional Notes** |
|  | Week 1 | **STANDARD 8.0**  Students will evaluate basic actions of chemicals as they relate to the cosmetology industry. | Chemistry |  |
| Week 2 | * **8.1**Differentiate between sulfur, hydrogen, and disulfide bonds. * **8.2**Identify and evaluate the pH and chemical classifications of hair coloring and hair  lighteners. | Chemistry  Haircoloring | * Identifies and examines the effects of water on shape memory and chemical bonds  in the hair. * Examines the effects of chemicals on shape memory. * Assesses and develops methods to prevent possible hair breakage during chemical  applications to the hair. * Applies, evaluates, and assesses the applications of permanent wave solutions,  chemical relaxers, hair coloring, and hair lighteners to the hair. |
| Week 3 | * **8.3**Evaluate color effects on melanin. | Haircolor theory | * Designs a color chart to demonstrate hair coloring effects to the hair. |
| Week 4 | **STANDARD 9.0**  Students will research and compose information concerning the entrepreneurial possibilities in the cosmetology industry |  |  |
| Week 5 | * **9.1**Examine information through various media publications and/or interviews with  professionals within the industry concerning the cosmetology industry. | Salon Business | * Prepares a presentation derived from various research-based information on the  future trends in the cosmetology industry. |
| Week 6 | * **9.3**Study the retail business associated with the cosmetology industry. | Salon Business | * Researches retail items and does a comparative approach project to identify different  facets within the cosmetology industry’s retail environment. |
| Week 7 | **STANDARD 10.0**  Students will evaluate texturizing techniques in hair shaping. | Haircutting |  |
| Week 8 | * **10.1**Differentiate thinning and texturizing. |  | * Perform a correct thinning procedure. * Perform a correct texturizing procedure. |
| Week 9 | * **10.3**Distinguish the difference between blended haircuts and detached haircuts.\*\* * **10.4**Identify the use of clippers. |  | * Perform a basic blended cut and perform texturizing technique to create a different look. * Compare the usage of a taper clipper to a finishing clipper. |
|  | **End of 4th Quarter** |  | | |
|  | **End of 2nd Semester** | **Semester II Exam** | | |