Orange Public Schools
Office of Innovation

Cosmetology I

"**Good to Great**"

Cosmetology I Curriculum Writers

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Cosmetology I

The Cosmetology I course is the foundation of the cosmetology education program. It will enable students to comprehend and perform entry level skills. Students will be trained in basic manipulative skills, safety judgements, proper work habits and desirable attitudes necessary to obtain gainful employment in the field of cosmetology or related careers.

Scope and Sequence

Timeline	Concepts
Unit 1	**History and Career Opportunities** (10 days)
Unit 2	**Infection Control: Principles and Practices** (10 days)
Unit 3	**Life Skills** (10 days)
Unit 4	**Hair Service Preparation** (15 days)
Unit 5	**Braiding** (15 days)
Unit 6	**Your Professional Image**(10 days)
Unit 7	**Communicating for Success (**10 days)

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21ˢᵗ Century Skills

NJSLS for Career Readiness, Life Literacies and Key Skills

An education in career readiness, life literacies, and key skills fosters a population that: continually self-reflects and seeks to improve the essential life and career practices that lead to success; uses effective communication and collaboration skills and resources to interact with a global society; possesses financial literacy and responsibility at home and in the broader community; plans, executes, and alters career goals in response to changing societal and economic conditions; and seeks to attain skill and content mastery to achieve success in a chosen career path.

By the end of Grade 12,
9.4 Life Literacies and Key Skills
Creativity and Innovation
9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
Critical Thinking and Problem Solving
9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
Digital Citizenship
9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).
9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.
9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
9.4.12.DC.4: Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).
9.4.12.DC.5: Debate laws and regulations that impact the development and use of software.
9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
9.4.12.DC.8: Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.
Global and Cultural Awareness
9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).
Information and Media Literacy
9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.
9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.
9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)
9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).
9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).

9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).

9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

Technology Literacy

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

Career Ready Practices

- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Instructional Strategies

- Academic vocabulary and language
- Accountable talk
- Adapting to learning styles/multiple intelligences
- Analysis of student work
- Cues, questions, activating prior knowledge
- Current events
- Direct instruction
- Discovery/Inquiry-based learning
- Document-based questions
- Effective questioning
- Field experience, field trip, or field study
- Flexible/strategic grouping
- Formative assessment process
- Guest speakers
- Hands-on learning
- Identifying similarities and differences
- Integration of content areas
- Lecture
- Modeling

- Nonlinguistic representations
- Note booking/journaling
- Peer teaching/collaboration
- Project-based learning
- Reinforcing effort and providing recognition
- Role play/simulations/drama
- Student goal setting
- Student self-assessment
- Summarizing and note taking
- Targeted feedback
- Word walls

Integrated Accommodations and Modifications

Special Education/504	English Language Learners
Adhere to all modifications and health concerns stated in each IEP. Give students a MENU option allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth. Use the online reading software, which can revise the reading at the Lexile level to meet students at current reading level. Accommodating Instructional Strategies: Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website, Handouts, Definition List, Syllabus, Large Print, Outlines. Utilize speech to text resources.	Use the district purchased software; give students the option to change the language of the articles to the student's native language for most articles. Speech to text platform extension additions. Will read to the student in the language selected. Online word banks Use visuals whenever possible to support classroom instruction and classroom activities. Teacher modeling and written instructions for every assignment. **SIOP Strategies:** Adapted, taped, or highlighted text, Anticipation / Reaction Guides, Bilingual dictionaries, Classroom charts and posters to link prior learning to new learning Advance Organizers Videos, DVDs, stories, articles, books, pictures, or photographs, Cloze activities Mnemonic strategies, Concept definition maps Word sorts, Vocabulary flip books, Demonstration of lesson procedures, High-interest, low-readability texts, Incorporate listening, speaking, reading, and writing activities, Insert Method, Anticipation Guides Concept/Question Board, Interactive word walls, Jigsaw activities, Labeling Word knowledge self-assessment,, Word banks, Marginal notes Native language texts, Question Stems to elicit and share background experiences and promote higher-order thinking skills, Realia, manipulatives, props, photographs, illustrations, Rehearsal strategies Teacher-prepared outlines, Text comprehension strategies (predicting, retelling. summarizing, etc.) QAR strategy Questioning the Author, Think-Alouds Thinking Maps and other graphic organizers, Trade books, Vocabulary Self-Collection Strategy (VSS), Personal dictionaries, Word generation activities, Note Taking

	(Three-Column, Cornell notes, etc.), Scaffolded Questions / Verbal scaffolding of student responses
Gifted and Talented	**Students at Risk of Failure**
Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair- Share, Individual Assignments graded on a more rigorous rubric, Multimedia Projects, working with more primary source documents and completing Case Studies. Student led classroom instruction; also Project Based Learning.	Give students a MENU option allowing students to pick activities based on interest that address the objectives and standards of the unit. Modified Instructional Strategies, Graphic organizers, Readings. Study Guides, small learning group instruction, class website (Google Classroom). Syllabus, inclusion of more visuals and films, Field Trips, Google Expeditions, Peer Support, one on one instruction Constant parental contact along with mandatory tutoring appointments Academic Contracts

Interdisciplinary Connections

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

ETS1.B: Developing Possible Solutions

Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people

6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions

6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time

6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions

HS-PS1-1 Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.

HS-PS1-2 Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.

HS-PS1-7 Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.

HS-ETS1-2 Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.

HS-ETS1-3 Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.

Standards for Mathematical Practices

Make sense of problems and persevere in solving them.

Reason abstractly and quantitatively.

Construct viable arguments and critique the reasoning of others.

Model with mathematics.

Use appropriate tools strategically.

Attend to precision.

Look for and make use of structure.

Look for and express regularity in repeated reasoning.

Unit 1	**History and Career Opportunities (10 Days)**	Grade	9
Unit Plan Title:	**History and Career Opportunities (10 Days)**		

Unit Overview

Cosmetologists should study and have a thorough understanding of the history of cosmetology and the career opportunities available because: many very old methods have evolved into techniques still used today. Knowing the history of your profession can help you predict and understand upcoming trends. By learning about many possible career paths, you'll see the wide range of opportunities open to cosmetologists.

Essential Question(s)

1. How would you identify a person's tribe, age, marital status, wealth, power, and religion?
2. How have the Internet and social media impacted stylists' beauty careers?

Enduring Understandings

1. There has never been a time in history when we were more connected as cosmetologists.
2. The Internet and social media provide instant links to other professionals, video tutorials, and group pages where you can ask questions and share your knowledge with others and tap into many other resources to advance your career.
3. Social media has also become a rich source for new clients.

Assessments

Formative Assessments: Do Now, Workbook, Classwork, and Exit Tickets

Summative Assessment: Quiz and Chapter test

Authentic Assessment: History of Cosmetology Presentation

Lesson and Learning Goal/Pacing	
Lesson 1	History Of Cosmetology **(2 Days)**
Lesson 2	Renaissance And Victorian Age's Beauty Developments **(2 Days)**
Lesson 3	Beauty Industry's Evolution During The Early Twentieth Century **(1 Day)** Mid- And Late Twentieth Century's Major Beauty Advances **(1 Day)**
Lesson 4	Career Opportunities For Licensed Cosmetologists **(2 Days)**
	Lesson 1
NJSLS	9.3. HU-CSM.2 Communicate product or equipment features that meet the needs of clients and consumers. 9.3. HU-CSM.3 Make consumer services recommendations meeưng the needs of clients or customers. 9.3. HU-PC.1 Analyze basic principles of biology, chemistry and human anatomy for safe and effective utilization and selection of personal care products and services. 9.3. HU-PC.2 Evaluate an individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action. 9.3. HU-PC.2 Evaluate an individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action. 9.3. HU-PC.7 Apply methods of obtaining feedback to understand expectations and promote high-quality personal care services Standards.
Learning Objective	I can… ● explain the benefits of learning cosmetology's history.

	● outline how ancient civilization beauty practices influenced modern-day cosmetology.
Teacher/Student Materials	● Miladycima.com ● Milady textbook ● Theory Workbook ● Practical workbook ● Milady Powerpoint Support Slides
	Lesson 2
NJSLS	9.3. HU-CSM.2 Communicate product or equipment features that meet the needs of clients and consumers. 9.3. HU-CSM.3 Make consumer services recommendations meeng the needs of clients or customers. 9.3. HU-PC.1 Analyze basic principles of biology, chemistry and human anatomy for safe and effective utilization and selection of personal care products and services. 9.3. HU-PC.2 Evaluate an individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action. 9.3. HU-PC.2 Evaluate an individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action. 9.3. HU-PC.7 Apply methods of obtaining feedback to understand expectations and promote high-quality personal care services Standards.
Learning Objective	I can… ● describe beauty and grooming during the middle ages. ● list the renaissance and victorian age's beauty developments.
Teacher/Student Materials	● Miladycima.com ● Milady textbook ● Theory Workbook ● Practical workbook ● Milady Powerpoint Support Slides
	Lesson 3
NJSLS	9.3. HU-CSM.2 Communicate product or equipment features that meet the needs of clients and consumers. 9.3. HU-CSM.3 Make consumer services recommendations meeng the needs of clients or customers. 9.3. HU-PC.1 Analyze basic principles of biology, chemistry and human anatomy for safe and effective utilization and selection of personal care products and services. 9.3. HU-PC.2 Evaluate an individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action. 9.3. HU-PC.2 Evaluate an individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action.

	9.3. HU-PC.7 Apply methods of obtaining feedback to understand expectations and promote high-quality personal care services Standards.
Learning Objective	I can… ● describe the beauty industry's evolution during the early twentieth century. ● outline the mid- and late twentieth century's major beauty advances.
Teacher/Student Materials	● Miladycima.com ● Milady textbook ● Theory Workbook ● Practical workbook ● Milady Powerpoint Support Slides
	Lesson 4
NJSLS	9.3. HU-CSM.2 Communicate product or equipment features that meet the needs of clients and consumers. 9.3. HU-CSM.3 Make consumer services recommendations meeting the needs of clients or customers. 9.3. HU-PC.1 Analyze basic principles of biology, chemistry and human anatomy for safe and effective utilization and selection of personal care products and services. 9.3. HU-PC.2 Evaluate an individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action. 9.3. HU-PC.2 Evaluate an individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action. 9.3. HU-PC.7 Apply methods of obtaining feedback to understand expectations and promote high-quality personal care services Standards.
Learning Objective	I can… ● describe important trends that defined cosmetology in the twenty-first century. ● list career opportunities for licensed cosmetologists.
Teacher/Student Materials	● Miladycima.com ● Milady textbook ● Theory Workbook ● Practical workbook ● Milady Powerpoint Support Slides

Unit 2	**Infection Control: Principles and Practices (15 Days)**	Grade(s)	9
Unit Plan Title:	**Infection Control: Principles and Practices (15 Days)**		

Unit Overview

It is important to follow the proper cleaning and disinfection procedures in the salon. Cosmetologists should have a thorough understanding of infection control principles and practices because: You are required to understand the types of infections you may encounter in the salon. Understanding the basics of cleaning and disinfecting and following federal and state rules will safeguard you and your clients and ensure that you have a long and successful career as a cosmetologist. Understanding the chemistry of the cleaning and disinfecting products that you use and how to use them will help keep you, and your clients, and your salon environment safe.

Essential Question(s)

1. How do the Federal agencies regulate the beauty and wellness professions?
2. How are the four modes of pathogen transmitted?
3. How are the five types of organisms important to the beauty professional?

Enduring Understandings

1. Cleaning is the mechanical process of removing all visible dirt and debris by washing with soap and water or detergent and water.
2. Disinfecting is the chemical process that uses specific products to destroy harmful organisms (except bacterial spores) on environmental surfaces. Sterilizing is the process that completely destroys all microbial life, including spores.
3. The five types of organisms important to the beauty professional are bacteria, viruses, fungi, parasites, and biofilms.
4. Four modes of transmission are direct, indirect, airborne, and respiratory droplet.
5. Federal agencies regulate the beauty and wellness professions by setting guidelines for the manufacture, sale, and use of equipment and chemical ingredients and for safety in the workplace.
6. State agencies regulate licensing and enforcement; protect the health, safety, and welfare of the consumer; and guide your conduct when working in a salon, spa, or barbershop.

Assessments

Formative Assessments: Do Now, Workbook,, Classwork, and Exit Tickets

Summative Assessment: Quiz and Chapter test

Authentic Assessment: Salon Inspection (Rubric)

Lesson and Learning Goal/Pacing	
Lesson 1	Infection Control **(3 Days)**
Lesson 2	Federal And State Regulatory Agencies. **(2 Days)**
Lesson 3	Recognize The Principles Of Infection. **(2 Days)**
Lesson 4	Identify Different Types Of Pathogens. **(2 Days)**
Lesson 5	Employ The Principles Of Prevention. **(2 Days)**
Lesson 6	Follow Standard Precautions To Protect Yourself And Your Clients. **(2 Days)**
Lesson 7	Demonstrate Safe Work Practices And Safety Precautions **(2 Days)**

	Lesson 1
NJSLS	9.1.12.CFR.6: Identify and explain the consequences of breaking federal and/or state employment or financial laws. 9.1.12.EG.3: Explain how individuals and businesses influence government policies. 9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest. 9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors. 9.3.HU.1 Evaluate principles of planning, development, implementation and evaluation to accomplish long-range goals in the human services. 9.3.HU.4 Demonstrate ethical and legal conduct in human services settings. 9.3.HU-CSM.1 Summarize necessary credentials, licensures or state-specific requirements to prepare for a career in consumer services. 9.3.HU-CSM.7 Demonstrate knowledge of ethical and legal responsibilities associated with providing consumer services. 9.3.HU-PC.4 Demonstrate policies and procedures to achieve a safe and healthy environment for personal care services.
Learning Objective	I can explain infection control and the methods that are used
Teacher/Student Materials	- Miladycima.com - Milady textbook - Theory Workbook - Practical workbook - Milady Powerpoint Support Slides
	Lesson 2
NJSLS	9.1.12.CFR.6: Identify and explain the consequences of breaking federal and/or state employment or financial laws. 9.1.12.EG.3: Explain how individuals and businesses influence government policies. 9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest. 9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors. 9.3.HU.1 Evaluate principles of planning, development, implementation and evaluation to accomplish long-range goals in the human services. 9.3.HU.4 Demonstrate ethical and legal conduct in human services settings. 9.3.HU-CSM.1 Summarize necessary credentials, licensures or state-specific requirements to prepare for a career in consumer services. 9.3.HU-CSM.7 Demonstrate knowledge of ethical and legal responsibilities associated with providing consumer services. 9.3.HU-PC.4 Demonstrate policies and procedures to achieve a safe and healthy environment for personal care services.

Learning Objective	I can describe the difference between federal and state regulatory agencies and what they each control
Teacher/Student Materials	- Miladycima.com - Milady textbook - Theory Workbook - Practical workbook - Milady Powerpoint Support Slides
	Lesson 3
NJSLS	9.1.12.CFR.6: Identify and explain the consequences of breaking federal and/or state employment or financial laws. 9.1.12.EG.3: Explain how individuals and businesses influence government policies. 9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest. 9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors. 9.3.HU.1 Evaluate principles of planning, development, implementation and evaluation to accomplish long-range goals in the human services. 9.3.HU.4 Demonstrate ethical and legal conduct in human services settings. 9.3.HU-CSM.1 Summarize necessary credentials, licensures or state-specific requirements to prepare for a career in consumer services. 9.3.HU-CSM.7 Demonstrate knowledge of ethical and legal responsibilities associated with providing consumer services. 9.3.HU-PC.4 Demonstrate policies and procedures to achieve a safe and healthy environment for personal care services.
Learning Objective	I can recognize the principles of infection and understand how to prevent them
Teacher/Student Materials	- Miladycima.com - Milady textbook - Theory Workbook - Practical workbook - Milady Powerpoint Support Slides
	Lesson 4
NJSLS	9.1.12.CFR.6: Identify and explain the consequences of breaking federal and/or state employment or financial laws. 9.1.12.EG.3: Explain how individuals and businesses influence government policies. 9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest. 9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

	9.3.HU.1 Evaluate principles of planning, development, implementation and evaluation to accomplish long-range goals in the human services. 9.3.HU.4 Demonstrate ethical and legal conduct in human services settings. 9.3.HU-CSM.1 Summarize necessary credentials, licensures or state-specific requirements to prepare for a career in consumer services. 9.3.HU-CSM.7 Demonstrate knowledge of ethical and legal responsibilities associated with providing consumer services. 9.3.HU-PC.4 Demonstrate policies and procedures to achieve a safe and healthy environment for personal care services.
Learning Objective	I can Identify different types of pathogens and the methods that are used to prevent the spread of them
Teacher/Student Materials	- Miladycima.com - Milady textbook - Theory Workbook - Practical workbook - Milady Powerpoint Support Slides
	Lesson 5
NJSLS	9.1.12.CFR.6: Identify and explain the consequences of breaking federal and/or state employment or financial laws. 9.1.12.EG.3: Explain how individuals and businesses influence government policies. 9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest. 9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors. 9.3.HU.1 Evaluate principles of planning, development, implementation and evaluation to accomplish long-range goals in the human services. 9.3.HU.4 Demonstrate ethical and legal conduct in human services settings. 9.3.HU-CSM.1 Summarize necessary credentials, licensures or state-specific requirements to prepare for a career in consumer services. 9.3.HU-CSM.7 Demonstrate knowledge of ethical and legal responsibilities associated with providing consumer services. 9.3.HU-PC.4 Demonstrate policies and procedures to achieve a safe and healthy environment for personal care services.
Learning Objective	I can employ the principles of prevention while demonstrating safety procedures
Teacher/Student Materials	- Miladycima.com - Milady textbook - Theory Workbook - Practical workbook - Milady Powerpoint Support Slides
	Lesson 6

NJSLS	9.1.12.CFR.6: Identify and explain the consequences of breaking federal and/or state employment or financial laws.
	9.1.12.EG.3: Explain how individuals and businesses influence government policies.
	9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.
	9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
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	9.3.HU-CSM.7 Demonstrate knowledge of ethical and legal responsibilities associated with providing consumer services.
	9.3.HU-PC.4 Demonstrate policies and procedures to achieve a safe and healthy environment for personal care services.
Learning Objective	I can demonstrate standard precautions to protect myself and my clients from the spread of infections
Teacher/Student Materials	- Miladycima.com - Milady textbook - Theory Workbook - Practical workbook - Milady Powerpoint Support Slides
Lesson 7	
NJSLS	9.1.12.CFR.6: Identify and explain the consequences of breaking federal and/or state employment or financial laws.
	9.1.12.EG.3: Explain how individuals and businesses influence government policies.
	9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.
	9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
	9.3.HU.1 Evaluate principles of planning, development, implementation and evaluation to accomplish long-range goals in the human services.
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	9.3.HU-CSM.1 Summarize necessary credentials, licensures or state-specific requirements to prepare for a career in consumer services.
	9.3.HU-CSM.7 Demonstrate knowledge of ethical and legal responsibilities associated with providing consumer services.
	9.3.HU-PC.4 Demonstrate policies and procedures to achieve a safe and healthy environment for personal care services.
Learning Objective	I can demonstrate safe work practices and safety precautions while working in a salon
Teacher/Student Materials	Miladycima.com

	● Milady textbook ● Theory Workbook ● Practical workbook ● Milady Powerpoint Support Slides

Unit 3	**Life Skills (10 Days)**	Grade(s)	9
Unit Plan Title:	**Life Skills (10 Days)**		

Unit Overview

Life skills are particularly important in the field of cosmetology because the salon is a social atmosphere that requires strong self-discipline and excellent people skills.

Essential Question(s)

1. How is having a mission statement useful, both now and in the future?
2. How do you go about setting long- and short-term goals?
3. How do you describe good study habits?
4. How would you characterize a healthy, positive attitude in the workorce?

Enduring Understandings

1. Once you are on the job, a mission statement allows you to communicate to clients who you are and why you are different; provides the basis for all business decisions; helps motivate you to be better than your daily trials and circumstances; and adds a level of professionalism to your work.
2. Decide on the short-term goals you wish to accomplish in a year or less and the long-term goals for larger sections of time, such as 5 or 10 years, or even longer.

Assessments

Formative Assessments: Do Now, Workbook,, Classwork, and Exit Tickets

Summative Assessment: Quiz and Chapter test

Authentic Assessment: Practical Assignments & Projects

	Lesson and Learning Goal/Pacing	
Lesson 1	1. Life Skills 2. Principles That Contribute To Success 3. Mission Statement. 4. Long-Term And Short-Term Goals	(4 Days)
Lesson 2	1. Time Management (5 Days) 2. Learning Tools	
Lesson 3	1. Define Ethics (1 Day) 2. Positive Personality And Attitude	
	Lesson 1	
NJSLS	9.3.HU-CSM.3 Make consumer services recommendations meeting the needs of clients or customers. 9.3.HU-CSM.6 Use a variety of methods to educate audiences about consumer services. 9.3.HU-PC.1 Analyze basic principles of biology, chemistry and human anatomy for safe and effective utilization and selection of personal care products and services. 9.3.HU-PC.2 Evaluate an individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action. 9.3.HU-PC.4 Demonstrate policies and procedures to achieve a safe and healthy environment for personal care services. RST.9-10.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions. RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.	

	WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
Learning Objective	I can… ● explain life skills. ● list the principles that contribute to success. ● design a mission statement. ● set long-term and short-term goals.
Teacher/Student Materials	● Miladycima.com ● Milady textbook ● Theory Workbook ● Practical workbook ● Milady Powerpoint Support Slides
	Lesson 2
NJSLS	9.3.HU-CSM.3 Make consumer services recommendations meeting the needs of clients or customers. 9.3.HU-CSM.6 Use a variety of methods to educate audiences about consumer services. 9.3.HU-PC.1 Analyze basic principles of biology, chemistry and human anatomy for safe and effective utilization and selection of personal care products and services. 9.3.HU-PC.2 Evaluate an individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action. 9.3.HU-PC.4 Demonstrate policies and procedures to achieve a safe and healthy environment for personal care services. RST.9-10.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions. RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics. WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
Learning Objective	I can… ● demonstrate effective time management. ● employ successful learning tools
Teacher/Student Materials	● Miladycima.com ● Milady textbook ● Theory Workbook ● Practical workbook ● Milady Powerpoint Support Slides
	Lesson 3

NJSLS	9.3.HU-CSM.3 Make consumer services recommendations meeting the needs of clients or customers.
	9.3.HU-CSM.6 Use a variety of methods to educate audiences about consumer services.
	9.3.HU-PC.1 Analyze basic principles of biology, chemistry and human anatomy for safe and effective utilization and selection of personal care products and services.
	9.3.HU-PC.2 Evaluate an individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action.
	9.3.HU-PC.4 Demonstrate policies and procedures to achieve a safe and healthy environment for personal care services.
	RST.9-10.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
	RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.
	WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
Learning Objective	I can… ● define ethics. ● develop a positive personality, attitude and demonstrate good work ethics
Teacher/Student Materials	● Miladycima.com ● Milady textbook ● Theory Workbook ● Practical workbook ● Milady Powerpoint Support Slides

Unit 4	Hair Service Preparation: Scalp Care, Shampooing, and Conditioning (15 Days)	Grade(s)	10
Unit Plan Title:	Hair Service Preparation: Scalp Care, Shampooing, and Conditioning (15 Days)		

Unit Overview

Cosmetologists should have a thorough understanding of scalp care, shampooing, and conditioning because: the shampoo service is the first opportunity to reinforce your position as a professional who attends to the specific, individual needs of your client. You will be able to examine, identify, and address hair and scalp conditions that do not require a physician's care. A thorough knowledge of hair care products will assist you in determining the best preparation for other services to be performed.

Essential Question(s)

1. How should a dry scalp and hair be treated?
2. How should an oily scalp and hair be treated?
3. How would you describe the motions used when performing an effleurage massage?
4. How does the action of the conditioner affect the hair?

Enduring Understandings

1. Hairstylists should select scalp preparations containing moisturizing and emollient ingredients
2. Hairstylists manipulate the scalp using a kneading technique to increase the microcirculation to the skin
3. Effleurage massage movement consist of stroking and circular hand movements
4. Conditioners deposit protein, moisturizers, or both to help restore the hair's strength, infuse moisture, give it a manageable body, and protect it against possible breakage.

Assessments

Formative Assessments: Do Now, Workbook,, Classwork, and Exit Tickets

Summative Assessment: Quiz and Chapter test

Authentic Assessment: Shampooing and Conditioning Task (Rubric)

Lesson and Learning Goal/Pacing	
Lesson 1	Correct Product To Use On The Client's Hair. (5 Days)
Lesson 2	Demonstrate Proper Shampooing Procedure. (5 Days)
Lesson 3	Scalp Manipulation For Scalp Treatment (5 Days)

Lesson 1	
NJSLS	9.3.HU.1 Evaluate principles of planning, development, implementation and evaluation to accomplish long-range goals in the human services. 9.3.HU.5 Evaluate career opportunities in each of the Human Services Career Pathways. 9.3.HU-CSM.6 Use a variety of methods to educate audiences about consumer services. 9.3.HU-CSM.7 Demonstrate knowledge of ethical and legal responsibilities associated with providing consumer services. 9.3.HU-PC.5 Develop organizational policies, procedures and regulations that establish personal care organization priorities, accomplish the mission, and provide high-quality service to a diverse set of clients and families.

Learning Objective	I can… ● explain why cosmetologists need a thorough understanding of shampooing, conditioning, and basic scalp care. ● explain the benefits of the three-part hair care service.
Teacher/Student Materials	● Miladycima.com ● Milady textbook ● Theory Workbook ● Practical workbook ● Milady Powerpoint Support Slides

	Lesson 2
NJSLS	9.3.HU.1 Evaluate principles of planning, development, implementation and evaluation to accomplish long-range goals in the human services. 9.3.HU.5 Evaluate career opportunities in each of the Human Services Career Pathways. 9.3.HU-CSM.6 Use a variety of methods to educate audiences about consumer services. 9.3.HU-CSM.7 Demonstrate knowledge of ethical and legal responsibilities associated with providing consumer services. 9.3.HU-PC.5 Develop organizational policies, procedures and regulations that establish personal care organization priorities, accomplish the mission, and provide high-quality service to a diverse set of clients and families.
Learning Objective	I can… ● list important information to gather about your client before performing a shampoo and conditioning service or scalp massage. ● demonstrate appropriate draping for a basic shampooing and conditioning service and for a chemical service. ● describe how to properly brush the hair and how hair brushing contributes to a healthy scalp.
Teacher/Student Materials	● Miladycima.com ● Milady textbook ● Theory Workbook ● Practical workbook ● Milady Powerpoint Support Slides

	Lesson 3
NJSLS	9.3.HU.1 Evaluate principles of planning, development, implementation and evaluation to accomplish long-range goals in the human services. 9.3.HU.5 Evaluate career opportunities in each of the Human Services Career Pathways. 9.3.HU-CSM.6 Use a variety of methods to educate audiences about consumer services. 9.3.HU-CSM.7 Demonstrate knowledge of ethical and legal responsibilities associated with providing consumer services.

	9.3.HU-PC.5 Develop organizational policies, procedures and regulations that establish personal care organization priorities, accomplish the mission, and provide high-quality service to a diverse set of clients and families.
Learning Objective	I can… ● describe the benefits of a scalp massage during a shampoo and conditioning service. ● describe treatments for normal to mild scalp conditions. ● describe the uses and benefits of the various types of shampoos. ● outline the uses and benefits of the various types of conditioners.
Teacher/Student Materials	● Miladycima.com ● Milady textbook ● Theory Workbook ● Practical workbook ● Milady Powerpoint Support Slides

Unit 5	**Braiding and Braid Extensions (15 Days)**	Grade(s)	10
Unit Plan Title:	**Braiding and Braid Extensions (15 Days)**		

Unit Overview

Cosmetologists should have a thorough understanding of the importance of braiding and braid extensions because: these services are very popular and consumers are interested in wearing styles specific to their hair texture. All professional cosmetologists should be prepared to work with every type of hair and hairstyles trends with every culture.

Essential Question(s)

1. How would you define what is the most effective way to prepare hair for braiding?
2. How would you list the steps to a basic cornrow?
3. How would you choose which brush is best to use with braiding and extensions, and why?

Enduring Understandings

1. Most braiding styles require the hair to be dry.
2. Blow Drying is the most effective way to prepare the hair for the braiding service.
3. Boar-bristle brush (natural hairbrush) to stimulate the scalp, smooth dry textured hair, and remove dirt and lint from locks
4. Soft nylon brushes combined with boar bristle to use for fine, soft hair, especially around the hairline and for smoothing wet textured hair
5. Square paddle brush/detangling brush for releasing tangles, knots, and snarls in short textured hair and long, straight, wavy, and curly hair
6. Vent brush to gently remove tangles on wet and wavy hair, dry and curly hair, and human hair extensions

Assessments

Formative Assessments: Do Now, Workbook,, Classwork, and Exit Tickets

Summative Assessment: Quiz and Chapter test

Authentic Assessment: Braiding Task (Rubric)

Lesson and Learning Goal/Pacing	
Lesson 1	Basic Braiding And Braid Extension Styles **(5 Days)**
Lesson 2	Braiding Consultation. **(3 Days)**
Lesson 3	Tools And Materials **(2 Days)**
Lesson 4	Braiding Techniques: Single, And Cornrow **(5 Days)**
Lesson 5	Braiding Techniques: Rope, Fishtail **(5 Days)**
Lesson 6	Braiding Techniques: Halo, Invisible **(5 Days)**
	Lesson 1
NJSLS	9.3. HU-PC.1 Analyze basic principles of biology, chemistry and human anatomy for safe and effective utilization and selection of personal care products and services. RST.11-12.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

	RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.
	RST.11-12.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
	RST.11-12.10 By the end of grade 12, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.
Learning Objective	I can…. ● explain the advantages of learning basic braiding and braid extension styles.
Teacher/Student Materials	● Miladycima.com ● Milady textbook ● Theory Workbook ● Practical workbook ● Milady Powerpoint Support Slides
	Lesson 2
NJSLS	9.3. HU-PC.1 Analyze basic principles of biology, chemistry and human anatomy for safe and effective utilization and selection of personal care products and services. RST.11-12.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions. RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics. RST.11-12.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. RST.11-12.10 By the end of grade 12, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.
Learning Objective	● I can conduct a braiding consultation and explain the importance of a consultation
Teacher/Student Materials	● Miladycima.com ● Milady textbook ● Theory Workbook ● Practical workbook ● Milady Powerpoint Support Slides
	Lesson 3
NJSLS	9.3. HU-PC.1 Analyze basic principles of biology, chemistry and human anatomy for safe and effective utilization and selection of personal care products and services. RST.11-12.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise

	details for explanations or descriptions. RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics. RST.11-12.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. RST.11-12.10 By the end of grade 12, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.
Learning Objective	● I can demonstrate how to use each of the tools and materials needed for braiding and extensions.
Teacher/Student Materials	● Miladycima.com ● Milady textbook ● Theory Workbook ● Practical workbook ● Milady Powerpoint Support Slides
	Lesson 4
NJSLS	9.3. HU-PC.1 Analyze basic principles of biology, chemistry and human anatomy for safe and effective utilization and selection of personal care products and services. RST.11-12.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions. RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics. RST.11-12.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. RST.11-12.10 By the end of grade 12, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.
Learning Objective	● I can describe and demonstrate six types of foundational braiding techniques: rope, fishtail, halo, invisible, single, and cornrow.
Teacher/Student Materials	● Miladycima.com ● Milady textbook ● Theory Workbook ● Practical workbook ● Milady Powerpoint Support Slides
	Lesson 5
NJSLS	9.3. HU-PC.1 Analyze basic principles of biology, chemistry and human anatomy for safe and effective utilization and selection of personal care products and services. RST.11-12.1. Accurately cite strong and thorough evidence from the text

	to support analysis of science and technical texts, attending to precise details for explanations or descriptions. RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics. RST.11-12.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. RST.11-12.10 By the end of grade 12, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.
Learning Objective	I can…. ● I can describe and demonstrate six types of foundational braiding techniques: rope, fishtail, halo, invisible, single, and cornrow.
Teacher/Student Materials	● Miladycima.com ● Milady textbook ● Theory Workbook ● Practical workbook ● Milady Powerpoint Support Slides
	Lesson 6
NJSLS	9.3. HU-PC.1 Analyze basic principles of biology, chemistry and human anatomy for safe and effective utilization and selection of personal care products and services. RST.11-12.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions. RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics. RST.11-12.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. RST.11-12.10 By the end of grade 12, read and comprehend science/technical texts in the grades 1 1-12 text complexity band independently and proficiently.
Learning Objective	I can… ● I can describe and demonstrate six types of foundational braiding techniques: rope, fishtail, halo, invisible, single, and cornrow.
Teacher/Student Materials	● Miladycima.com ● Milady textbook ● Theory Workbook ● Practical workbook ● Milady Powerpoint Support Slides

Unit 6	**Your Professional Image (10 Days)**	Grade	**10**
Unit Plan Title:	**Your Professional Image (10 Days)**		

Unit Overview

Successful beauty professionals are representations of themselves and their beliefs; trying to be someone you are not will hinder your creativity and detract from the uniqueness that defines you. Beauty professionals should study and have a thorough understanding of professional image because: Your knowledge, talent, and professional reputation define you as a professional and are your most valuable assets. Clients rely on beauty professionals to look good and be well groomed. Having a professional image helps build trust with clients and leads to repeat business. Finding a salon, spa, or barbershop whose culture complements your image standards and goals is important for career growth and achievements. The most successful professionals stay informed, educated, and up-to-date and are on the cutting edge of what is new and trending in their industry.

Essential Question(s)

1. How important is a positive attitude in shaping your professional image?
2. How can you ensure that you are dressed for success?
3. How would you determine what you should not do when it comes to social media?

Enduring Understandings

1. As a beauty professional, it is your artistic talent, technical skills, and professional image that will generate referrals and return clients, but it is a positive attitude that keeps the referrals flowing and clients returning.
2. One of the greatest challenges that you will encounter as a beauty professional is the diverse personalities of your clients.
3. Your client may be tired, stressed, overworked, unhappy, sad, nervous, or angry—and it will be your attitude and professional image that will shape the outcome of your service.
4. Do not use profane language; participate in or entertain arguments online; post nude or embarrassing photographs; forward spam

Assessments

Formative Assessments: Do Now, Workbook,, Classwork, and Exit Tickets

Summative Assessment: Quiz and Chapter test

Authentic Assessment: Professional Image Presentation

Lesson and Learning Goal/Pacing	
Lesson 1	1. Professional Image (5 Days) 2. Image-Building
Lesson 2	3. Professional Attitude (5 Days) 4. Personal Portfolio 5. Social Media
	Lesson 1
NJSLS	9.3.HU.3 Use effective communication with human services clients and their families. 9.3.HU-CSM.2 Communicate product or equipment features that meet the needs of clients and consumers. 9.3.HU-CSM.3 Make consumer services recommendations meeting the needs of clients or customers. 9.3.HU-CSM.7 Demonstrate knowledge of ethical and legal responsibilities associated with providing consumer services. 9.3.HU-PC.1 Analyze basic principles of biology, chemistry and human anatomy for safe and effective utilization and selection of personal care products and services. 9.3.HU-PC.2 Evaluate an individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action.

	9.3.HU-PC.2 Evaluate an individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action.
Learning Objective	I can…. - explain professional image. - employ image-building basics. - demonstrate a professional attitude.
Teacher/Student Materials	- Miladycima.com - Milady textbook - Theory Workbook - Practical workbook - Milady Powerpoint Support Slides
	Lesson 2
NJSLS	9.3.HU.3 Use effective communication with human services clients and their families. 9.3.HU-CSM.2 Communicate product or equipment features that meet the needs of clients and consumers. 9.3.HU-CSM.3 Make consumer services recommendations meeting the needs of clients or customers. 9.3.HU-CSM.7 Demonstrate knowledge of ethical and legal responsibilities associated with providing consumer services. 9.3.HU-PC.1 Analyze basic principles of biology, chemistry and human anatomy for safe and effective utilization and selection of personal care products and services. 9.3.HU-PC.2 Evaluate an individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action. 9.3.HU-PC.2 Evaluate an individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action.
Learning Objective	I can…. - demonstrate a professional attitude. - create your personal portfolio. - implement social media best practices.
Teacher/Student Materials	- Miladycima.com - Milady textbook - Theory Workbook - Practical workbook - Milady Powerpoint Support Slides

Unit 7	**Communicating for Success (10 Days)**	Grade(s)	10
Unit Plan Title:	**Communicating for Success (10 Days)**		

Unit Overview

In order to have a thriving clientele, you must also master the art of communication. Effective human relations and communication skills build lasting client relationships, accelerate professional growth, and help prevent misunderstandings in the workplace.

Essential Question(s)

1. How should you handle an unhappy client?
2. How should you communicate with your coworkers?
3. How would you list the 10 steps of the consultation method?
4. How are the golden rules of communication used?

Enduring Understandings

1. Some tactics for handling an unhappy client include: Finding out why the client is unhappy, address the client's dislikes and change their dislikes, and never argue with a client or force your opinion on your clients.
2. Things to remember when communicating with coworkers include: Treat everyone with respect, Remain objective, Be honest and sensitive, Remain neutral, Avoid gossip, Seek help from someone you respect, Do not take things personally, and Keep your private life private.
3. The ten steps of the consultation method are: review, assess, preferences, analyze, lifestyle, show and tell, recommend, upsell, maintain, and repeat.
4. The golden rules of communication are: project a professional demeanor at all times, a smile can be your best asset and wear one every day, be aware of your body language, always remember that listening is the best relationship builder, speak clearly and loudly enough for people to hear and don't mumble, and avoid using slang

Assessments

Formative Assessments: Do Now, Workbook,, Classwork, and Exit Tickets

Summative Assessment: Quiz and Chapter test

Authentic Assessment: Communicating for Success Project

Lesson and Learning Goal/Pacing	
Lesson 1	1. Communicating For Success. 2. Communication Skills. (5 Days)
Lesson 2	1. Client Consultation. 2. Communication Barriers. (5 Days) 3. Guidelines For Workplace Communication.
Lesson 1	
NJSLS	9.3. HU-CSM.2 Communicate product or equipment features that meet the needs of clients and consumers. 9.3. HU-CSM.3 Make consumer services recommendations meeting the needs of clients or customers. 9.3. HU-CSM.6 Use a variety of methods to educate audiences about consumer services. 9.3. HU-PC.1 Analyze basic principles of biology, chemistry and human anatomy for safe and effective utilization and selection of personal care products and services. 9.3. HU-PC.2 Evaluate an individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action. 9.3. HU-PC.2 Evaluate an individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action.

	RST.9-10.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions. RST.9-10.10 By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently. WHST.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under Investigation. WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.
Learning Objective	I can…. ● explain communicating for success. ● practice communication skills.
Teacher/Student Materials	● Miladycima.com ● Milady textbook ● Theory Workbook ● Practical workbook ● Milady Powerpoint Support Slides
	Lesson 2
NJSLS	9.3. HU-CSM.2 Communicate product or equipment features that meet the needs of clients and consumers. 9.3. HU-CSM.3 Make consumer services recommendations meeting the needs of clients or customers. 9.3. HU-CSM.6 Use a variety of methods to educate audiences about consumer services. 9.3. HU-PC.1 Analyze basic principles of biology, chemistry and human anatomy for safe and effective utilization and selection of personal care products and services. 9.3. HU-PC.2 Evaluate an individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action. 9.3. HU-PC.2 Evaluate an individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action. RST.9-10.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions. RST.9-10.10 By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently. WHST.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under Investigation. WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.

Learning Objective	I can…. ● conduct the client consultation. ● handle communication barriers. ● follow guidelines for workplace communication.
Teacher/Student Materials	● Miladycima.com ● Milady textbook ● Theory Workbook ● Practical workbook ● Milady Powerpoint Support Slides