



**Cleveland Heights – University Heights
City School District**

Cosmetology

COURSE OF STUDY

September, 2008

**Deborah S. Delisle
Superintendent of Schools**

STATEMENT OF APPROVAL

THIS COURSE OF STUDY HAS BEEN EXAMINED BY THE CLEVELAND HEIGHTS-UNIVERSITY HEIGHTS BOARD OF EDUCATION.

THE DOCUMENT WAS FORMALLY APPROVED FOR ADOPTION BY THE BOARD OF EDUCATION ON SEPTEMBER 2, 2008.

RESOLUTION #08-09-110

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ACKNOWLEDGEMENTS

COSMETOLOGY CLEVELAND HEIGHTS-UNIVERSITY HEIGHTS CITY SCHOOLS

Sincere appreciation goes to the following individuals for their assistance and cooperation in preparing the Cosmetology Course of Study.

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Thanks also go to members of the advisory committee for their assistance in approving this document and any one who may have helped or scarified during the preparation of this course of study.

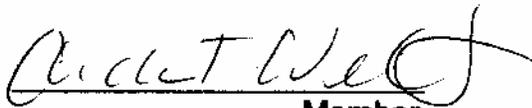
**RECOMMENDATION BY CAREER & TECHNICAL
ADVISORY COMMITTEE
CLEVELAND HEIGHTS-UNIVERSITY HEIGHTS CITY SCHOOLS**

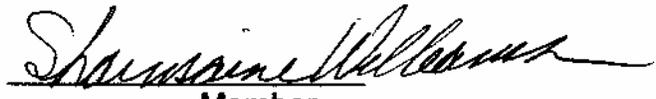
The CTE Advisory Committee of the Cosmetology program, Cleveland Heights High School has reviewed this course of study and recommends it for use as the foundation for instruction in the classroom and any cooperative occupational experiences.

The developers of the course of study have considered local labor market needs and the school district's ability to offer specialized programs. The competencies found on the Core and Specialization STANDARDS for this program have been reviewed and accepted as being congruent with our school district's philosophy and student outcome measures. Additional competencies related to the cosmetology field have been incorporated into the course of study.

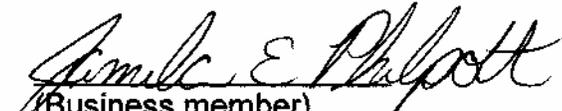
We believe that this course of study adequately and correctly focuses upon the development of technical competencies, attitudes, values, and appreciation critical to successful employment in the cosmetology field.

The Cosmetology Advisory Committee recommended this course of study
on 7/28/08.
(Date)

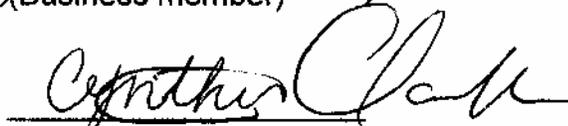

Member


Member


(Business member)


(Business member)


(Former student)


(Parent)

DISTRICT PHILOSOPHY

PHILOSOPHY OF EDUCATION

The educational organization, administration, development and programs within our school system are to be guided by the following premises:

1. All children are entitled to a public education that will encourage the fullest development of their individual talents.
2. Learning is essential to individual independence and the general welfare of the changing American society.
3. Effective learning develops both intellectual and emotional qualities and is for action; its proper evaluation lies in the quality of resultant activity, not mere response.
4. Organized education, a deployment of human and material resources as means toward learning, implies learning for all -
- students, teachers, administrators -- at different levels of understanding and maturity.
5. Organized education is at its best when graced with experimental attitudes and dedicated to the proposition that all issues between organization and learning shall be resolved in favor of learning.
6. All rewards and penalties adopted in the organization of education become legitimate only insofar as they assist learning.
7. For purposes of learning and growth, internal motivations are more valuable than the external, such as, grades and competition.

The primary people in our school system are first, the students, and next, the teachers. Accordingly, they will be given primary consideration in any action taken by the Board of Education.

Our school system will provide training in the basic skills.

Our school system should provide a framework in which basic problem-solving and personal adjustment methods can be learned in an orderly, phased, and wholly accessible manner.

Our school system should educate toward both responsibility and responsiveness. It should provide greatly enriched conditions for individual growth in self-awareness, in a larger social awareness, and in controlled and meaningful response both to inner and outer influences. It should strive to heighten the developing student's appreciation of the cultural and individual diversity within the human family, and improve his/her skill in working harmoniously and creatively with that diversity, since this is a rich resource for innovative and successful growth.

A major effort of the teaching-learning process should be the early development of positive self-assurance and the continuing development of individual potential to deal with a changing society, to think rationally and creatively, to be independent and productive, and to choose rewarding life activities. Thinking, creativity, independence, productivity, and activity are also characterized by individual differences. Yet they must meet external requirements, and these change with the changing society.

*Ohio Administrative Code 3301-35-02

Approved by Board of Education February 9, 1970

Revised by Board of Education January 31, 1977

Re-adopted by Board of Education January 3, 1978; March 14, 1983;
December 11, 1989

PROGRAM DESIGN
COSMETOLOGY
CLEVELAND HEIGHTS-UNIVERSITY HEIGHTS CITY SCHOOLS

PROGRAM PHILOSOPHY

We believe the cosmetology program at the Heights School of Cosmetology should develop every student's sense of self worth and personal pride, enabling them to be self-sufficient and confident individuals, coupled with a steady, vigorous desire to succeed in their chosen profession. The cosmetology program should equip students for national licensing and an entry level position in the cosmetology field while stimulating in every student the desire for continuous lifelong learning and good work ethics.

We believe the cosmetology program will develop saleable skills in all phases of cosmetology and reflect behavioral changes in cosmetologist's attitude and dedication to providing health centered services in cosmetology. The cosmetology program will develop in every student a capacity for self discipline, self respect, personal initiative, and individual responsibility.

We believe the program should promote a positive attitude towards school, community, and home and provide an environment intended to encourage the development of individuality through the mutual respect for our differences and by fostering the ability to work in harmony with others. We believe all students are entitled to a public education that will encourage the fullest development of their individual talents. We believe it is our responsibility to partner with industry, community, and school to produce functioning contributing members of society. Students having artistic abilities and manual dexterity are the most desirable students for the cosmetology program. However, through proper guidance and perseverance most students can become successful cosmetologists.

PROGRAM GOALS

The cosmetology program goals are to meet or exceed the following areas:

1. Technical and related knowledge necessary for the passing of the Ohio State Board of Cosmetology's national licensing examination, entry level employment in cosmetology and or future education in the following areas:
 - Career Exploration, Development and Employability Traits
 - Business Processes
 - Communications
 - Legal and Ethical Responsibilities
 - Health and Safety
 - Client Empowerment
 - Client Interaction
 - Assessment
 - Community and Service Networking

Education, Training and Self Development
 Vocational, Educational and Career Support
 Organizational Participation
 Documentation
 Anatomy and Physiology
 Health, Sanitation and Safety Standards
 Dispensary Operations
 Hair and Skin Services
 Scalp and Hair Care
 Shampooing
 Hair Shaping/ Cutting
 Permanent Waving and Relaxing
 Hair Coloring and Highlighting
 Wig and Hairpiece Care
 Facial Treatments
 Make-up Application ands Skin Care
 Nail and Facial Services
 Manicuring and Pedicuring
 Artificial Nail Application
 Salon Management

2. Academic knowledge relevant to success and progress in their chosen occupation and for continuing education;
3. Employability skills to insure the ability to retain and advance in their chosen career;
4. Life skills that will help the students recognize the need to contribute to the welfare of the community;
5. Career awareness that promotes investigation and exploration of employment options within the field;
6. Leadership skills developed through youth club activities like SkillsUSA to promote a positive self-image;
7. Entrepreneurial and management skills that foster independence and self-sufficiency;
8. An attitude that will help them handle any problem with critical thinking and problem solving strategies;
9. Technical skills in cosmetology that will foster good occupational safety habits and a thorough understanding of Infection Control;
10. Interpersonal skills to enable the ability to cooperate with other workers in cosmetology and or any chosen profession;

11. Technical skills in cosmetology to be able to establish and maintain the healthy of the hair skin and nails;
12. Communication skill to enable good written, verbal, listening, and technological communication in the workplace;
13. Team functioning to enable students to work functionally to achieve particular objectives that may require cooperative activities;
14. Respectability for other persons and their property, and teach them to be able to live and work cooperatively with others;
15. National Cosmetology licensing equipping the students with a license to practice cosmetology in thirty-eight state in the United States of America.

PROGRAM OVERVIEW

Cosmetology (grades 11 and 12): The program consists of a two-year course of study concerned with the many employability skills and phases of hair care, nail care, skin care, and their related cosmetics; related math and science, which includes sanitation, sterilization, anatomy and physiology of the head, face, neck, arm, and hands; communication skills and leadership development for students who are interested in meeting the licensing requirements of the Ohio State Board of Cosmetology.

POPULATION TO BE SERVED

Open to 11th and 12th grade students interested in pursuing employment in the field of cosmetology. Educationally, economically, and physically disadvantaged students fulfilling necessary requirements are mainstreamed unless disability prevents the student from benefiting from the program or creates a significant safety hazard to self or others.

HOUSING OF PROGRAM

The cosmetology program is taught in both the classroom and cosmetology laboratory setting.

SUPERVISOR OF PROGRAM

Career Prep Coordinator.

OCCUPATIONS ADDRESSED BY THE PROGRAM

The program consists of competencies required of these students preparing for entry level employment in any of the following occupations: hair stylist, color specialist, nail technician, esthetician, salon manager, platform artist, manufacturers representative, state board proctor or inspector, and cosmetology instructor.

BASIC PROGRAM OPERATION

The program activities include classroom instruction, laboratory experiences and clinical experiences. Classroom instruction includes the sciences related to each of these activities. Laboratory experiences are provided to develop the students competence in basic skills of hair care, nail and hand care, and skin care. Clinical experiences are provided to develop communication skills.

FIELD EXPERIENCE AND EARLY PLACEMENT

Because of State Board of Cosmetology Rules and Regulations, cosmetology students are unable to participate in field experience and early placement. However, students may visit salons in the area and be employed as a receptionist in a salon outside of school time. Field trips are taken throughout the year with the instructors to various professional shows and meetings.

ARTICULATION AGREEMENT

The program curriculum meets all State Board of Cosmetology requirements for examination and licensure in the state of Ohio.

INTEGRATED ACADEMICS

Mathematics, science, and communications concepts are considered an essential and integral part of the occupational competencies and are presented in their "applied" mode through problem-solving techniques of instruction. The school system has elected to incorporate the fundamentals of the English language in all aspects of instruction to all students. The proper use of the English language will enhance the students' ability to communicate with others in society. The students will additionally be required to take mathematics, science, and English at the main high school with a licensed teacher in those academic areas.

TECHNOLOGY

The curriculum promotes knowledge of principles and development of skills of cosmetology and the sciences related to each skill. The concepts and principles underlying these areas are taught as applied and transferable knowledge. Students are encouraged to participate in one or more of the related skill contests at local, state, and national levels to heighten interest and reinforce learning of technological concepts and principles.

STUDENT LEADERSHIP

Participation in the SKILLS USA organization is a part of classroom instruction. Students are highly encouraged to increase their competence in leadership, citizenship, and communication. SKILLS USA provides opportunities for each student to participate in meetings and leadership activities provided at the local, state, and national levels. These activities include public speaking, styling contests, styling shows and field trips.

CRITICAL THINKING AND DECISION MAKING

Developing and using critical-thinking skills to make wise decisions is an integral part of classroom instruction and laboratory learning activities. Students learn decision-making techniques through the "problem-solving" approach. Problem solving includes identification, selection, testing and determination of a solution to cosmetology and technical problems.

DISCLAIMER STATEMENT

This course of study conforms to all Federal, State, and Local laws and regulations, including Title IX and non-discrimination against any student because of race, color, creed, sex, religion, citizenship, economic status, marital status, pregnancy, handicap, or other physical characteristics, age, or national origin. This policy of non-discrimination shall also apply to otherwise qualified handicapped individuals.

DEFINITIONS AND CODES

Determined by Business, Industry and Labor (BIL) Panel

Essential (E) Competency:

E = Competency is needed to ensure minimal level of employability. Entry-level employees (defined as graduates of an associate degree or apprenticeship program) should be able to perform this competency for career success.

Recommended (R) Competency:

R = Competency should be included but is not essential for minimal level of employability or is related only to a subspecialty within a pathway.

Determined by Educator (EDU) Panel

Grade Level:

10	=	by the end of grade 10
11	=	by the end of grade 11
12	=	by the end of grade 12
AD	=	by the end of the associate degree program

Depth:

I	=	Introduce competency
R	=	Reinforce, or add depth after introducing a competency, OR after proficiency
P	=	Proficient or achievement of the competency; ability to apply knowledge of and/or perform the competency

Determined by Academic Review Panel

Correlated English Language Arts Academic Content Benchmarks

Benchmarks drawn from the *Ohio Academic Content Standards for English Language Arts* that have been determined to be embedded in corresponding technical competency

Correlated Mathematics Academic Content Benchmarks

Benchmarks drawn from the *Ohio Academic Content Standards for Mathematics* that have been determined to be embedded in the corresponding technical competency

Correlated Science Academic Content Benchmarks

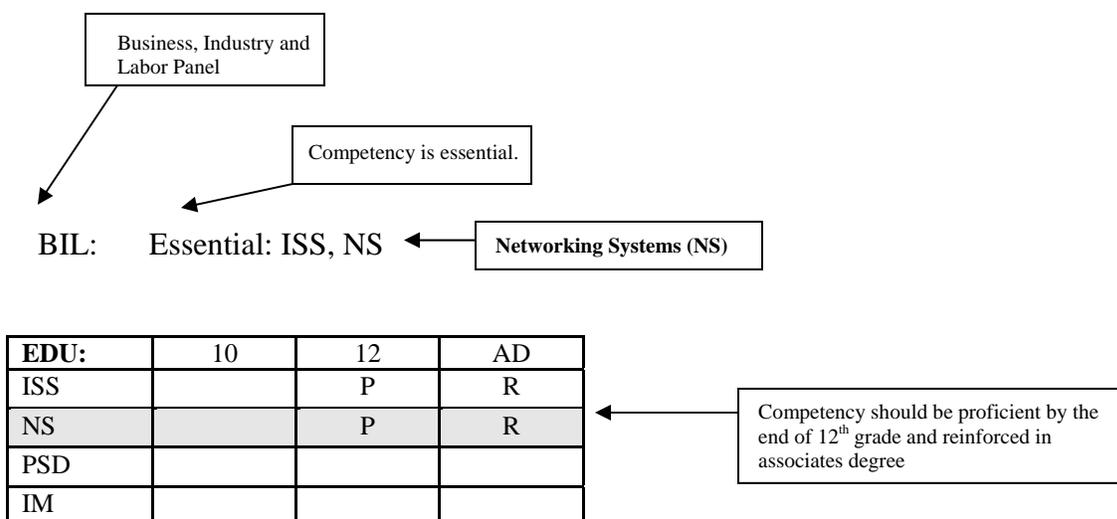
Benchmarks drawn from the *Ohio Academic Content Standards for Science* that have been determined to be embedded in the corresponding technical competency

Correlated Social Studies Academic Content Benchmarks

Benchmarks drawn from the *Ohio Academic Content Standards for Social Studies* that have been determined to be embedded in the corresponding technical competency

SAMPLE COMPETENCY

Unit 16: Hardware Design, Operation, Maintenance



Competency 16.1: Demonstrate proficiency in working with microcomputer systems.

TPO: *Given a diagram of an open computer, demonstrate proficiency in working with microcomputer systems, identifying and labeling the components with 80% accuracy.*

Terminal Performance Objective

Descriptors:

- 16.1.1 Identify the essential components of microcomputers and the functions of each
- 16.1.2 Discuss the principles and operation of bus concepts (e.g., VESA, EISA)
- 16.1.3 Discuss the operating systems (e.g., Windows, *NIX, DOS)
- 16.1.4 List types of input and output devices and peripherals
- 16.1.5 Discuss the principles and operation of storage devices
- 16.1.6 Connect input and output ports to peripherals

Correlated English Language Arts Academic Content Benchmarks

- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)

Benchmarks from the English Language Arts Content Standards

SCOPE AND SEQUENCE

JUNIOR AND SENIOR YEAR

**COSMETOLOGY
CLEVELAND HEIGHTS-UNIVERSITY HEIGHTS
SCHOOL DISTRICT**

Human Services Core Body of Knowledge

Unit 1: Career Exploration, Development and Employability Traits

BIL: Essential

EDU:	12	AD
	P	R

CS Competency 1.1: Explore careers in human services.

TPO: Using information obtained on the internet, explore careers in human services according to the procedures established in class.

Descriptors:

- 1.1.1 Identify current and future career options for a person interested in human services.
- 1.1.2 Describe the current trends, issues and scope of the various careers in human services.
- 1.1.3 Experience specific personal human services interests (e.g., shadowing, professional readings, community service, internship)
- 1.1.4 Analyze the interrelationships among human services agencies.
- 1.1.5 Identify the education and licensure/certification needed for a career in human services.
- 1.1.6 Identify the personal compensation and opportunities involved with human services employment.
- 1.1.7 Describe the ways of gaining entry and access to the human services career tracks.
- 1.1.8 Explore professional development and career advancement opportunities.
- 1.1.9 Examine personal motivation for seeking a career in human services.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Apply reading comprehension strategies to understand grade-appropriate text.* (Reading Process A, 8-10; Reading Process A, 11-12)
- *Formulate open-ended research questions suitable for investigation and adjust questions as necessary while research is conducted.* (Research A, 8-10)
- *Formulate open-ended research questions suitable for inquiry and investigation and adjust questions as necessary while research is conducted.* (Research A, 11-12)
- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Use historical interpretations to explain current issues.* (History B, 11-12)
- *Explain how the character and meaning of a place reflect a society's economics, politics, social values, ideology and culture.* (Geography A, 11-12)
- *Explain the use of a budget in making personal economic decisions and planning for the future.* (Economics E, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

SITACS 1.1: Participate in orientation

TPO: Using the Orientation Packet, participate in orientation by complying with all phases of orientation daily with 99% accuracy

Key Indicators:

- 1.1.1 Cooperate with Ohio State Board of Cosmetology and State Board inspectors
- 1.1.2 Identify/comply with regulations of Environmental Protection Agency (EPA) and Occupational Safety and Health Administration (OSHA) (e.g., Right-To-Know Law)
- 1.1.3 Identify professional liability concerns of cosmetologist and employer
- 1.1.4 Develop professionalism
- 1.1.5 Develop/maintain good personal hygiene and appearance

BIL: Essential

EDU:	12	AD
	P	R

CS Competency 1.2: Demonstrate the ability to seek and apply for employment.

TPO Following the directions outlined in class, demonstrate the ability to seek and apply for employment without the use of instructor intervention

Descriptors:

- 1.2.1 Identify personal goals and objectives in concert with human services.
- 1.2.2 Research employers and the applicability of personal skill sets.
- 1.2.3 Explain the impact an individual’s past and present behavior can have on a career in human services.
- 1.2.4 Maintain a résumé, a list of references and a portfolio.
- 1.2.5 Prepare and interview for employment.
- 1.2.6 Demonstrate the ability to evaluate and compare employment opportunities.

Correlated English Language Arts Academic Content Benchmarks

- *Produce letters (e.g., business, letters to the editor, job applications) that follow the conventional style appropriate to the text and that include appropriate details and exclude extraneous details and inconsistencies. (Writing Applications C, 8-10)*
- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers’ problems or misunderstandings and that include formatting techniques that are user friendly. (Writing Applications C, 11-12)*
- *Use a variety of strategies to enhance listening comprehension. (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)*
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes. (Communication: Oral and Visual C, 11-12)*

BIL: Essential

EDU:	12	AD
	P	R

CS Competency 1.3: Demonstrate positive work behaviors and personal qualities.

TPO: According to the standards established in class, demonstrate positive work behaviors and personal qualities 100% of the time.

Descriptors:

- 1.3.1 Conform to agency and departmental policies (e.g., attendance, punctuality, time management).
- 1.3.2 Demonstrate professionalism, self-discipline, positive attitude and integrity.
- 1.3.3 Demonstrate flexibility and willingness to learn.
- 1.3.4 Exhibit a commitment to the organization.
- 1.3.5 Explain how individuals impact the public perception of an organization.

BIL: Essential

EDU:	12	AD
	P	R

CS Competency 1.4: Demonstrate sensitivity to cultural and generational values.

TPO: After being placed in a team, demonstrate sensitivity to cultural and generational values based on the criteria specified in class.

Descriptors:

- 1.4.1 Compare and contrast values and beliefs from a variety of cultures.
- 1.4.2 Differentiate attitudes, values and beliefs from various generations.
- 1.4.3 Demonstrate sensitivity to individuals with disabilities.
- 1.4.4 Explore personal values, beliefs and possible biases, and describe how these can possibly lead to conflict.
- 1.4.5 Demonstrate sensitivity to other cultures.

Correlated English Language Arts Academic Content Benchmarks

- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)
- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how issues may be viewed differently by various cultural groups.* (People in Societies A, 11-12)
- *Identify the causes of political, economic and social oppression and analyze ways individuals, organizations and countries respond to resulting conflicts.* (People in Societies B, 11-12)
- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

BIL: Essential

EDU:	12	AD
	P	R

CS Competency 1.5: Employ critical thinking and problem solving skills independently or in teams to formulate solutions to problems.

TPO: After being placed in a team, employ critical thinking and problem solving skills independently or in teams to formulate solutions to problems with an 85% accuracy rate.

Descriptors:

- 1.5.1 Describe problem-solving methods used in human services organizations.
- 1.5.2 Combine critical thinking (e.g., analysis, synthesis, evaluation) and team building skills to solve problems.
- 1.5.3 State personal positions clearly and respect differing positions.
- 1.5.4 Identify the challenges associated with substance abuse and with mental and physical disabilities.
- 1.5.5 Engage in consensus group decisions within bounds of ethical, safety and legal concerns, even when different from a personal preference.
- 1.5.6 Exhibit flexibility in response to unexpected events and conditions.
- 1.5.7 Address conflict between available resources, requirements of a service and time lines.
- 1.5.8 Analyze the solutions and unintended consequences of problem solving methods.

Correlated English Language Arts Academic Content Benchmarks

- *Communicate findings, reporting on the substance and processes orally, visually and in writing or through multimedia.* (Research E, 8-10; Research E, 11-12)
- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Apply mathematical knowledge and skills routinely in other content areas and practical situations.* (Mathematical Processes B, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Use historical interpretations to explain current issues.* (History B, 11-12)
- *Analyze how issues may be viewed differently by various cultural groups.* (People in Societies A, 11-12)
- *Identify the causes of political, economic and social oppression and analyze ways individuals, organizations, and countries respond to resulting conflicts.* (People in Societies B, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

BIL: **Essential**

EDU:	12	AD
	P	R

CS Competency 1.6: Demonstrate the ability to lead or work on a team.

TPO: According to the guidelines established in class, demonstrate the ability to lead or work on a team 100% of the time.

Descriptors:

- 1.6.1 Recognize the importance of teamwork and its impact on business.
- 1.6.2 Explain the roles and responsibilities of the individual as part of a team.
- 1.6.3 Describe the interpersonal skills that contribute to leadership and teamwork (e.g., empathy, listening, respect, unconditional positive regard).
- 1.6.4 Discuss the importance of relating to the culture and climate of an organization.
- 1.6.5 Assist associates to develop their careers within human services.
- 1.6.6 Facilitate the inclusion of new employees into the informal organization.

Correlated English Language Arts Academic Content Benchmarks

- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how issues may be viewed differently by various cultural groups.* (People in Societies A, 11-12)
- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

BIL: **Essential**

EDU:	12	AD
	I	P

CS Competency 1.7: Examine entrepreneurship.

TPO: Given a project, examine entrepreneurship according to the standards established in class.

Descriptors:

- 1.7.1 Explain how an entrepreneurial mindset can benefit an organization.
- 1.7.2 Compare an individual’s personal interests and characteristics with those needed by an entrepreneur.
- 1.7.3 Examine the abilities and aptitudes needed to become a successful entrepreneur.

- 1.7.4 Determine motives for becoming an entrepreneur.
- 1.7.5 Compare business ownership to working for others.
- 1.7.6 Explain the risks and rewards of business ownership.

Correlated English Language Arts Academic Content Benchmark

- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Apply mathematical knowledge and skills routinely in other content areas and practical situations.* (Mathematical Processes B, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Identify factors which inhibit or spur economic growth and cause expansions or recessions.* (Economics B, 11-12)
- *Explain the use of a budget in making personal economic decisions and planning for the future.* (Economics E, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

Unit 2: Business Processes

(Industry-Driven Authentic Assessment; See Appendix)

BIL: **Essential**

EDU:	12	AD
	I	P

CS Competency 2.1: Analyze human services organizations.

TPO: Using information obtained on the internet and in trade magazines, analyze human services organizations according to the guidelines established in class.

Descriptors:

- 2.1.1 Identify types of organizations and their respective functions.
- 2.1.2 Describe and explain the missions and goals of various organizations.
- 2.1.3 Use organizational charts to analyze the hierarchy and workplace operations.
- 2.1.4 Prepare a diagram, chart and/or model that illustrates the workflow through a human services organization.
- 2.1.5 Describe the critical customers, suppliers and stakeholders of the organization.
- 2.1.6 Explain the major competitive challenges faced by the organization.
- 2.1.7 Explain how the various human services organizations work together to generate services.

Correlated English Language Arts Academic Content Benchmarks

- *Compile, organize and evaluate information, take notes and summarize findings.*

(Research B, 11-12)

- *Communicate findings, reporting on the substance and processes orally, visually and in writing or through multimedia.* (Research E, 8-10; Research E, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Identify factors which inhibit or spur economic growth and cause expansions or recessions.* (Economics B, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: Essential

EDU:	12	AD
	I	P

CS Competency 2.2: Explain the impact of economic, social and technological changes on a human services organization.

TPO: Based on the information provided in class, explain the impact of economic, social and technological changes on a human services organization according to the guidelines established in class.

Descriptors:

- 2.2.1 Describe social and economic conditions that affect income growth or decline.
- 2.2.2 Explain the impact of attitudes, preferences, demographics and population shifts.
- 2.2.3 Describe organizational adjustments needed to accommodate technological advancements.

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Explain the role of diverse cultural institutions in shaping American society.* (People in Societies C, 11-12)
- *Explain how the character and meaning of a place reflect a society's economics, politics, social values, ideology and culture.* (Geography A, 11-12)
- *Use appropriate data sources and geographic tools to analyze and evaluate public policies.* (Geography C, 11-12)
- *Analyze how scarcity of productive resources affects supply, demand, inflation and*

economic choices. (Economics A, 11-12)

- *Identify factors which inhibit or spur economic growth and cause expansions or recessions.* (Economics B, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: **Essential**

EDU:	12	AD
	I	P

CS Competency 2.3: Explain how planning and budgeting are used to accomplish organizational goals and objectives.

TPO: Given a project, explain how planning and budgeting are used to accomplish organizational goals and objectives by developing an accurate usable budget.

Descriptors:

- 2.3.1 Explain the impact of long-term goals and planning on an organization or its performance.
- 2.3.2 Explain how work plans and budgets are used to allocate people and resources.
- 2.3.3 Identify and explain reports used to track performance and resources.
- 2.3.4 Identify needed improvements and modifications, and describe how they will be implemented.
- 2.3.5 Identify and describe the most critical performance problems that human services organizations typically face.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
- *Evaluate the usefulness and credibility of data and sources.* (Research B, 8-10)

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices.* (Economics A, 11-12)
- *Identify factors which inhibit or spur economic growth and cause expansions or recessions.* (Economics B, 11-12)

BIL: **Essential**

EDU:	12	AD
	I	P

CS Competency 2.4: Maintain material control and product inventories necessary to meet customer and business requirements.

TPO: Keeping in mind the procedures demonstrated in class, maintain material control and product inventories necessary to meet customer and business requirements according to the example presented.

Descriptors:

- 2.4.2 Describe procedures to access inventory.
- 2.4.3 Calculate inventory needs and describe ordering strategies.
- 2.4.4 Utilize technology to manage inventory.

Correlated Mathematics Academic Content Benchmarks

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)
- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis and Probability A, 11-12)
- *Connect statistical techniques to applications in workplace and consumer situations.* (Data Analysis and Probability D, 11-12)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmark

- *Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices.* (Economics A, 11-12)

BIL: Essential

EDU:	12	AD
	I	P

CS Competency 2.5: Demonstrate internal and external customer service techniques.

TPO: Given a simulated situation, demonstrate internal and external customer service techniques according to the standards established in class.

Descriptors:

- 2.5.1 Conduct in-depth investigations to identify internal and external customer needs.
- 2.5.2 Describe the relationship between meeting customer needs and organization success.
- 2.5.3 Maintain customer satisfaction, and address customer problems and complaints efficiently.
- 2.5.4 Communicate with internal and/or external customers to ensure products or services meet their requirements.

Correlated English Language Arts Academic Content Benchmarks

- *Formulate open-ended research questions suitable for investigation and adjust*

questions as necessary while research is conducted. (Research A, 8-10)

- *Formulate open-ended research questions suitable for inquiry and investigation and adjust questions as necessary while research is conducted. (Research A, 11-12)*
- *Use a variety of strategies to enhance listening comprehension. (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)*
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes. (Communication: Oral and Visual C, 11-12)*

Correlated Mathematics Academic Content Benchmarks

- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators. (Data Analysis and Probability A, 11-12)*
- *Design and perform a statistical experiment, simulation or study; collect and interpret data; and use descriptive statistics to communicate and support predictions and conclusions. (Data Analysis and Probability C, 11-12)*

Correlated Social Studies Academic Content Benchmarks

- *Identify factors which inhibit or spur economic growth and cause expansions or recessions. (Economics B, 11-12)*
- *Critique data and information to determine the adequacy of support for conclusions. (Social Studies Skills and Methods B, 11-12)*
- *Work in groups to analyze an issue and make decisions. (Social Studies Skills and Methods D, 11-12)*

BIL: **Essential**

EDU:	12	AD
	I	P

CS Competency 2.6: Design a business plan.

TPO: Given a project, design a business plan meeting the criteria established in class.

Descriptors:

- 2.6.1 Describe the components of a business plan.
- 2.6.2 Establish a mission statement, company goals and objectives.
- 2.6.3 Identify types of businesses (e.g., profit, non-profit, service, product).
- 2.6.4 Describe the type and quantity of resources needed (e.g., capital, people, materials).
- 2.6.5 Create a strategic plan that takes into account all aspects of the business (e.g., scope, time, costs, specifications, marketing, promotion).
- 2.6.6 Design an organizational chart with job and activity descriptions.
- 2.6.7 Budget for resources (e.g., materials, equipment, employees, leases).
- 2.6.8 Identify market segments and perspective clients.
- 2.6.9 Describe approaches for managing organizational risks.

Correlated English Language Arts Academic Content Benchmarks

- *Determine the usefulness of organizers and apply appropriate pre-writing tasks. (Writing Processes B, 8-10)*
- *Edit to improve sentence fluency, grammar and usage. (Writing Processes D, 8-10)*
- *Produce functional documents that report, organize and convey information and ideas*

accurately, foresee readers' problems or misunderstandings and that include formatting techniques that are user friendly. (Writing Applications C, 11-12)

- *Evaluate the usefulness and credibility of data and sources.* (Research B, 8-10)

Correlated Mathematics Academic Content Benchmarks

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)
- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis and Probability A, 11-12)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices.* (Economics A, 11-12)
- *Identify factors which inhibit or spur economic growth and cause expansions or recessions.* (Economics B, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: Essential

EDU:	12	AD
	I	P

CS Competency 2.7: Explain basic procedures in the accounting cycle.

TPO: Given a case study, explain basic procedures in the accounting cycle with a 75% accuracy.

Descriptors:

- 2.7.1 Describe the essential nature of profitability and value.
- 2.7.2 Describe job costing with direct and indirect costs.
- 2.7.3 Explain basic economic concepts (e.g., supply, demand, price, cost, profit, value, cash flow).
- 2.7.4 Interpret financial statements (e.g., balance sheet, profit/loss statement).

Correlated Mathematics Academic Content Benchmarks

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)
- *Translate information from one representation (words, table, graph or equation) to another representation of a relation or function.* (Patterns, Functions and Algebra C, 8-10)
- *Use algebraic representations, such as tables, graphs, expressions, functions and*

inequalities, to model and solve problem situations. (Patterns, Functions and Algebra D, 8-10)

- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices.* (Economics A, 11-12)
- *Identify factors which inhibit or spur economic growth and cause expansions or recessions.* (Economics B, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: **Essential**

EDU:	12	AD
	I	P

CS Competency 2.8: Explain the measures human services organizations use to manage and improve performance.

TPO: Using information obtained on the internet and in class, explain the measures human services organizations use to manage and improve performance within a specified time frame.

Descriptors:

- 2.8.1 Define and explain the measures for financial performance (e.g. profitability, cost reduction, asset utilization).
- 2.8.2 Define and explain the measures for market performance (e.g., customer, sales/service growth).
- 2.8.3 Define and explain the measures for service and internal operations performance (e.g., customer satisfaction, service quality, cycle time).
- 2.8.4 Define and explain the measures for organizational compliance and for health, safety and environmental performance (e.g., audit findings, emissions, lost time accidents).
- 2.8.5 Benchmark performance against competitors and the general industry.

Correlated English Language Arts Academic Content Benchmark

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Use algebraic representations, such as tables, graphs, expressions, functions and inequalities, to model and solve problem situations.* (Patterns, Functions and Algebra D, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices.* (Economics A, 11-12)
- *Identify factors which inhibit or spur economic growth and cause expansions or recessions.* (Economics B, 11-12)
- *Analyze the role of fiscal and regulatory policies in a mixed economy.* (Economic D, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: **Essential**

EDU:	12	AD
	I	P

CS Competency 2.9: Evaluate marketing techniques.

TPO: Given a case study, evaluate marketing techniques following the instructions provided in class with a 75% accuracy.

Descriptors:

- 2.9.1 Differentiate among marketing, promotions and publicity.
- 2.9.2 Describe and develop the components of an effective marketing plan.
- 2.9.3 Describe and develop the components of an effective promotions plan.
- 2.9.4 Develop and maintain contacts with other professionals and agents.
- 2.9.5 Identify and develop strategies for self promotion and image enhancement.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers’ problems or misunderstandings and that include formatting techniques that are user friendly.* (Writing Applications C, 11-12)

Correlated Mathematics Academic Content Benchmark

- *Apply mathematical knowledge and skills routinely in other content areas and practical situations.* (Mathematical Processes B, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices.* (Economics A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: **Essential**

EDU:	12	AD
	P	R

CS Competency 2.10: Demonstrate effective use of technology.

TPO: Keeping in mind the procedures demonstrated in class, demonstrate effective use of technology without the use of instructor intervention.

Descriptors:

- 2.10.1 Operate office technology (e.g., email, FAX, phones).
- 2.10.2 Create documents using a computer (e.g. text document, spreadsheet, database).
- 2.10.3 Access and conduct research on the Internet.
- 2.10.4 Access client and product information from electronic sources.
- 2.10.5 Create documents using graphics and publishing software.
- 2.10.6 Perform calculations and analysis on data.

Correlated English Language Arts Academic Content Benchmarks

- *Apply reading comprehension strategies to understand grade-appropriate text.* (Reading Process A, 8-10; Reading Process A, 11-12)
- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers’ problems or misunderstandings and that include formatting techniques that are user friendly.* (Writing Applications C, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis and Probability A, 11-12)
- *Use descriptive statistics to analyze and summarize data, including measures of center, dispersion, correlation and variability.* (Data Analysis and Probability B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

Unit 3: Communications

(Industry-Driven Authentic Assessment; See Appendix)

BIL: Essential

EDU:	12	AD
	P	R

CS Competency 3.1: Utilize reading strategies to interpret data, information and analysis.

TPO: Given a case study, utilize reading strategies to interpret data, information and analysis with a 75% accuracy.

Descriptors:

- 3.1.1 Skim, read for detail, and read for meaning and critical analysis, etc., to determine purpose of text.
- 3.1.2 Describe content, technical concepts and vocabulary to analyze information and follow

directions.

- 3.1.3 Interpret, transcribe and communicate information, data and observations to apply information learned from reading to actual practice.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Apply reading comprehension strategies to understand grade-appropriate text.* (Reading Process A, 8-10; Reading Process A, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: **Essential**

EDU:	12	AD
	P	R

CS Competency 3.2: Locate, organize and reference written human services information from various sources.

TPO: Using the internet, in trade magazines or in class materials, locate, organize and reference written human services information from various sources following the instructions provided in class with a 75% accuracy.

Descriptors:

- 3.2.1 Locate written information to communicate with co-workers and clients.
- 3.2.2 Organize information to use in written and oral communications.
- 3.2.3 Document the source and proper reference for written information.

Correlated English Language Arts Academic Content Benchmarks

- *Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources.* (Research C, 11-12)
- *Use style guides to produce oral and written reports that give proper credit for sources (e.g., words, ideas, images and information) and include an acceptable format for source acknowledgement.* (Research D, 8-10; Research D, 11-12)
- *Communicate findings, reporting on the substance and processes orally, visually and in writing or through multimedia.* (Research E, 8-10; Research E, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Translate information from one representation (words, table, graph or equation) to*

another representation of a relation or function. (Patterns, Functions and Algebra C, 8-10)

- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmark

- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)

BIL: **Essential**

EDU:	12	AD
	P	R

CS Competency 3.3: Write and utilize coherent and focused technical communications that support a defined perspective for human services.

TPO: Given a project, write and utilize coherent and focused technical communications that support a defined perspective for human services without instructor intervention.

Descriptors:

- 3.3.1 Use various note-taking techniques to summarize main ideas.
- 3.3.2 Structure ideas and arguments in an organized manner and support them by relevant documentation and/or examples.
- 3.3.3 Write messages using language that is appropriate for the intended audience and purpose.
- 3.3.4 Use correct spelling, grammar, capitalization and punctuation.
- 3.3.5 Identify positions from relevant research and resources.
- 3.3.6 Calculate and interpret descriptive statistics to communicate and support predictions and conclusions.
- 3.3.7 Utilize tables, charts and graphs to clarify textual explanations and to support arguments.

Correlated English Language Arts Academic Content Benchmarks

- *Formulate writing ideas and identify a topic appropriate to the purpose and audience.* (Writing Processes A, 8-10; Writing Processes A, 11-12)
- *Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics.* (Writing Processes F, 8-10)
- *Edit to improve sentence fluency, grammar and usage.* (Writing Processes D, 8-10)
- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers' problems or misunderstandings and that include formatting techniques that are user friendly.* (Writing Applications C, 11-12)
- *Organize information from various resources and select appropriate sources to support central ideas, concepts and themes.* (Research C, 8-10)

Correlated Mathematics Academic Content Benchmark

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: **Essential**

EDU:	12	AD
	P	R

CS Competency 3.4: Deliver formal and informal presentations that demonstrate organization and delivery skill.

TPO: Given an assignment, deliver formal and informal presentations that demonstrate organization and delivery skill according to the standards established in class.

Descriptors:

- 3.4.1 Demonstrate appropriate usage of grammar, diction and sentence structure.
- 3.4.2 Communicate main ideas and supporting facts to achieve the purpose of the communication.
- 3.4.3 Use appropriate technology to enhance clarity and persuasiveness.
- 3.4.4 Use proper organization and structure to achieve coherence.
- 3.4.5 Use technical terms, references and quoted material properly.
- 3.4.6 Engage an audience using appropriate vocal variety and gestures.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate an understanding of effective speaking strategies by selecting appropriate language and adjusting presentation techniques.* (Communication: Oral and Visual D, 8-10)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)
- *Give presentations using a variety of delivery methods, visual displays and technology.* (Communication: Oral and Visual G, 8-10; Communication: Oral and Visual F, 11-12)

Correlated Mathematics Academic Content Benchmark

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)
- *Develop a research project that identifies the various perspectives on an issue and explain a resolution of that issue.* (Social Studies Skills and Methods C, 11-12)
- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

BIL: **Essential**

EDU:	12	AD
	P	R

CS Competency 3.5: Listen and speak effectively to contribute to group discussions and meetings.

TPO: In a group setting, listen and speak effectively to contribute to group discussions and meetings without instructor intervention.

Descriptors:

- 3.5.1 Conduct meetings in a timely, organized and professional manner.
- 3.5.2 Clarify the purpose and goals of a discussion or meeting.
- 3.5.3 Demonstrate respect for diverse positions, values and cultures.
- 3.5.4 Give and receive feedback appropriately.
- 3.5.5 Summarize the results of the meeting, including agreements and disagreements.
- 3.5.6 Speak succinctly and clearly to convey information.
- 3.5.7 Identify resources (e.g., interpreters, technology devices) needed to breach communication barriers.

Correlated English Language Arts Academic Content Benchmarks

- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes* (Communication: Oral and Visual C, 11-12)
- *Demonstrate an understanding of effective speaking strategies by selecting appropriate language and adjusting presentation techniques.* (Communication: Oral and Visual D, 8-10)
- *Give informational presentations that present ideas in a logical sequence, include relevant facts and details from multiple sources and use a consistent organizational structure.* (Communication: Oral and Visual E, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how issues may be viewed differently by various cultural groups.* (People in Societies A, 11-12)
- *Identify the causes of political, economic and social oppression and analyze ways individuals, organizations and countries respond to resulting conflicts.* (People in Societies B, 11-12)
- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

BIL: Essential

EDU:	12	AD
	P	R

CS Competency 3.6: Apply active listening skills to obtain and clarify information provided in oral communications.

TPO: Given a simulated situation, apply active listening skills to obtain and clarify information provided in oral communications according to the standards established in class.

Descriptors:

- 3.6.1 Identify and apply active listening techniques both one-to-one and in team or group meetings.
- 3.6.2 Interpret verbal cues and behaviors to enhance communication.
- 3.6.3 Interpret nonverbal cues and behaviors to enhance communication.
- 3.6.4 Paraphrase and repeat information to confirm understanding.
- 3.6.5 Record and summarize information in written notes.
- 3.6.6 Ask questions to seek or confirm understanding.

Correlated English Language Arts Academic Content Benchmarks

- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

BIL:	Essential	
EDU:	12	AD
	I	P

CS Competency 3.7: Utilize written documents to direct human services operations.

TPO: Using examples provided, utilize written documents to direct human services operations with a 75% accuracy.

Descriptors:

- 3.7.1 Identify types of reports (e.g., quality assurance, shift turnover, schedules, preventive maintenance).
- 3.7.5 Identify the components of contract documents.
- 3.7.6 File reports with the appropriate personnel.
- 3.7.7 Disseminate written information from various sources to co-workers and clients.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Apply editing strategies to eliminate slang and improve conventions.* (Writing Processes D, 11- 12)
- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers’ problems or misunderstandings and that include formatting techniques that are user friendly.* (Writing Applications C, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)

- Write and solve real-world, multi-step problems involving money, elapsed time and temperature, and verify reasonableness of solutions. (Measurement F, 8-10)
- Construct convincing arguments based on analysis of data and interpretation of graphs. (Data Analysis and Probability F, 8-10)

Correlated Social Studies Academic Content Benchmarks

- Obtain and evaluate information from public records and other resources related to a public policy issue. (Social Studies Skills and Methods A, 11-12)
- Critique data and information to determine the adequacy of support for conclusions. (Social Studies Skills and Methods B, 11-12)

BIL: Essential

EDU:	12	AD
	P	R

CS Competency 3.8: Interact with customers and vendors in a professional manner.

TPO: In a simulated situation, interact with customers and vendors in a professional manner without instructor intervention.

Descriptors:

- 3.8.1 Recognize the importance of all customers to a business.
- 3.8.2 Describe the relationship between meeting customer needs and profitability.
- 3.8.3 Demonstrate professional etiquette (e.g., phone, e-mail, person-to-person) when dealing with customers, vendors and the general public.
- 3.8.4 Follow through on commitments made to customers and vendors in a timely manner.

Correlated English Language Arts Academic Content Benchmarks

- Use a variety of strategies to enhance listening comprehension. (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- Select and use effective speaking strategies for a variety of audiences, situations and purposes. (Communication: Oral and Visual C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- Analyze the influence of different cultural perspectives on the actions of groups. (People in Societies A, 9-10)
- Work in groups to analyze an issue and make decisions. (Social Studies Skills and Methods D, 11-12)

Unit 4: Legal and Ethical Responsibilities

BIL: Essential

EDU:	12	AD
	P	R

CS Competency 4.1: Differentiate legal and ethical issues.

TPO: Based on case studies provided, differentiate legal and ethical issues according to the criteria established in class.

Descriptors:

- 4.1.1 Define “legal” and “ethical” issues.
- 4.1.2 Apply legal and ethical protocols to human services.

Correlated English Language Arts Academic Content Benchmark

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

Correlated Social Studies Academic Content Benchmark

- *Use historical interpretations to explain current issues.* (History B, 11-12)

BIL: Essential

EDU:	12	AD
	I	P

CS Competency 4.2: Comply with organizational policies, laws, regulations and contract provisions.

TPO: According to standards established by the Ohio State Board of Cosmetology, comply with organizational policies, laws, regulations and contract provisions 100% of the time.

Descriptors:

- 4.2.1 Identify governmental laws, regulations and codes pertinent to a specific agency.
- 4.2.2 Comply with state, local and federal acts and other pertinent legislation (e.g., substance abuse, harassment, discrimination, labor laws).
- 4.2.3 Comply with state, local and federal legislation and regulatory agencies’ directives relating to labor practices.
- 4.2.4 Describe the interrelationships among state, local and national codes.
- 4.2.5 Compare and contrast the roles of various regulatory agencies (e.g. content of laws, regulation of jurisdictions).
- 4.2.6 Identify personal and organizational ramifications for failure to comply with government laws and regulations.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today.* (Government A, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)

- Critique data and information to determine the adequacy of support for conclusions. (Social Studies Skills and Methods B, 11-12)

BIL: **Essential**

EDU:	12	AD
	P	R

CS Competency 4.3: Complete work-related duties within an ethical framework.

TPO: Following procedures established in class complete work-related duties within an ethical framework 100% of the time.

Descriptors:

- 4.3.1 Identify the Ohio Ethics Law, related statutes and rulings.
- 4.3.2 Identify the code of ethics within the profession.
- 4.3.3 Establish an individual ethical framework.
- 4.3.4 Demonstrate ethical behavior when interacting with customers and colleagues, both internal and external.
- 4.3.5 Maintain confidentiality and limit exposure of sensitive information to those who have a legal right to the information.
- 4.3.6 Describe the ethical impact of positive cultural sensitivity.

Correlated English Language Arts Academic Content Benchmark

- Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing). (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- Analyze how issues may be viewed differently by various cultural groups. (People in Societies A, 11-12)
- Identify the causes of political, economic and social oppression and analyze ways individuals, organizations and countries respond to resulting conflicts. (People in Societies B, 11-12)

BIL: **Essential**

EDU:	12	AD
	P	R

CS Competency 4.4: Assess the implications of ethical and unethical behavior.

TPO: Given a case study, assess the implications of ethical and unethical behavior according to the guidelines established in class.

Descriptors:

- 4.4.1 Identify the legal ramifications of unethical behavior.
- 4.4.2 Identify the professional and personal ramifications of unethical actions.
- 4.4.3 Compare and contrast personal, professional and organizational ethics.

- 4.4.4 Describe issues relating to potential conflicts of interest between personal and organizational ethics.
- 4.4.5 Identify strategies for responding to the unethical actions of individuals and organizations.

Correlated English Language Arts Academic Content Benchmark

- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Use historical interpretations to explain current issues.* (History B, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: Essential

EDU:	12	AD
	I	P

CS Competency 4.5: Explain employee and employer liability.

TPO: Using information obtained on the internet, explain employee and employer liability without the use of instructor intervention.

Descriptors:

- 4.5.1 Define liability and negligence.
- 4.5.2 Discuss ways to minimize liability risks.
- 4.5.3 Discuss the concept of transferring risk.
- 4.5.4 Describe “multi-employer” responsibility.

Correlated English Language Arts Academic Content Benchmark

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

Unit 5: Health and Safety

(Industry-Driven Authentic Assessment; See Appendix)

BIL: Essential

EDU:	12	AD
	P	R

CS Competency 5.1: Maintain general safety in accordance with government regulations, health standards, company policies and practices.

TPO: Keeping in mind the procedures demonstrated in class, maintain general safety in

accordance with government regulations, health standards, company policies and practices meeting the standards established in class.

Descriptors:

- 5.1.1 Maintain and wear personal protective equipment (PPE), as appropriate.
- 5.1.2 Check and correct potential hazards (e.g. hair, jewelry, clothing).
- 5.1.3 Follow established procedures when using safety apparatus and equipment, including fall protection.
- 5.1.4 Check power sources for potential hazards and confirm proper grounding.
- 5.1.5 Shut down power equipment in dangerous situations using disconnect switches and established lock-out/tag-out (LO/TO) procedures.
- 5.1.6 Identify the locations of emergency flush showers, eye wash fountains, fire alarms and exits.
- 5.1.7 Maintain work areas in accordance with standards for cleanliness and safety.
- 5.1.8 Describe how to operate fire extinguishers, and identify classes of fires.

Correlated English Language Arts Academic Content Benchmark

- *Use appropriate self-monitoring strategies for comprehension.* (Reading Process C, 8-10; Reading Process C, 11-12)

Correlated Mathematics Academic Content Benchmark

- *Estimate and compute various attributes, including length, angle measure, area, surface area and volume, to a specified level of precision.* (Measurement E, 8-10)

BIL: Essential

EDU:	12	AD
	P	R

CS Competency 5.2: Evaluate the human and ergonomic factors associated with human services.

TPO: Given a case study, evaluate the human and ergonomic factors associated with human services based on criteria specified in class.

Descriptors:

- 5.2.1 Identify and describe the appropriate ergonomic factors and equipment of the workplace.
- 5.2.2 Identify the body mechanics and repetitive motions associated with the work.
- 5.2.3 Demonstrate appropriate body mechanics in lifting and moving heavy objects.
- 5.2.4 Describe the ergonomic importance of properly operating various types of tools and equipment.
- 5.2.5 Wear personal protective devices in accordance with the ergonomic process.

Correlated English Language Arts Academic Content Benchmark

- *Apply knowledge of roots, affixes and phrases to aid understanding of content area vocabulary.* (Acquisition of Vocabulary D, 11-12)

BIL: Essential

EDU:	12	AD
	I	P

CS Competency 5.3: Identify state, federal and local worker safety, health and environmental regulations.

TPO: Using the internet or materials provided in class, identify state, federal and local worker safety, health and environmental regulations without the use of instructor intervention.

Descriptors:

- 5.3.1 Examine the Occupational Safety and Health Administration (OSHA).
- 5.3.2 Describe the function of the Ohio Bureau of Workers Compensation (BWC).
- 5.3.3 Discuss Ohio and federal Environmental Protection Agency (EPA) regulations.
- 5.3.4 Interpret personal safety rights according to employee’s Right-to-Know Plan and Hazardous Communications policies.
- 5.3.5 Interpret material safety data sheets (MSDS) and use materials accordingly.

Correlated English Language Arts Academic Content Benchmarks

- *Use context clues and text structures to determine the meaning of new vocabulary.* (Acquisition of Vocabulary A, 8-10)
- *Use appropriate self-monitoring strategies for comprehension.* (Reading Process C, 8-10; Reading Process C, 11-12)
- *Evaluate how features and characteristics make information accessible and usable and how structures help authors achieve their purposes.* (Reading Applications: Informational, Technical and Persuasive Text A, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today.* (Government A, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: Essential

EDU:	12	AD
	P	R

CS Competency 5.4: Demonstrate practices that contribute to a healthy workplace environment.

TPO: Keeping in mind the procedures demonstrated in class, demonstrate practices that contribute to a healthy workplace environment 100% of the time.

Descriptors:

- 5.4.1 Identify unsafe operations.
- 5.4.2 Participate in safety training meetings with relevant topics.
- 5.4.3 Participate in accident or incident investigations.
- 5.4.4 Identify and correct unsafe actions of co-workers.
- 5.4.5 Examine access and egress procedures.

- 5.4.6 Identify the resources for first aid and Cardiopulmonary Resuscitation (CPR) training and certification.
- 5.4.7 Explain basic sanitation, health and hygiene principles.
- 5.4.8 Describe organizational strategies to eliminate substance abuse in the work environment.
- 5.4.9 Describe the risks of substance abuse in the work environment.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Social Studies Academic Content Benchmark

- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: **Essential**

EDU:	12	AD
	P	R

CS Competency 5.5: Complete and apply operations and safety training on pertinent equipment.

TPO: Prior to working in the lab, complete and apply operations and safety training on pertinent equipment without instructor intervention.

Descriptors:

- 5.5.1 Complete orientation to pertinent equipment before operating.
- 5.5.2 Utilize the correct tools to do the job.
- 5.5.3 Participate in an ongoing evaluation to assure that equipment is being operated safely.
- 5.5.4 Fulfill safety and health requirements for maintenance.
- 5.5.5 Monitor and operate equipment in compliance with both company and government regulations.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
- *Use appropriate self-monitoring strategies for comprehension.* (Reading Process C, 8-10; Reading Process C, 11-12)

Correlated Mathematics Academic Content Benchmark

- *Create, interpret and use graphical displays and statistical measures to describe data; e.g., box-and-whisker plots, histograms, scatterplots, measures of center and variability.* (Data Analysis and Probability A, 8-10)

BIL: **Essential**

EDU:	12	AD
	P	R

CS Competency 5.6: Identify workplace hazards and the practices that contribute to a healthy environment.

TPO: Given a photograph of two salon interiors, identify workplace hazards and the practices that contribute to a healthy environment according to the standards established by the Ohio State Board of Cosmetology.

Descriptors:

- 5.6.1 Describe strategies to reduce exposure to health-threatening environments (e.g., temperature, chemicals and communicable diseases).
- 5.6.2 Identify types of hazardous materials (e.g., chemical, biological).
- 5.6.3 Describe precautions required when using toxic or flammable materials.
- 5.6.4 Describe the interactions of incompatible substances, and interpret container label precautions.
- 5.6.5 Identify hazardous storage procedures in compliance with government regulations.
- 5.6.6 Identify hazardous materials in accordance with government regulations.
- 5.6.7 Employ a hazardous materials safety plan.

Correlated English Language Arts Academic Content Benchmark

- *Apply reading comprehension strategies to understand grade-appropriate text.* (Reading Process A, 8-10; Reading Process A, 11-12)

Correlated Social Studies Academic Content Benchmark

- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: Essential

EDU:	12	AD
	P	R

CS Competency 5.7: Explain emergency response plans.

TPO: Following the procedures illustrated in class, explain emergency response plans with 100% accuracy.

Descriptors:

- 5.7.1 Describe different types of emergency response plans (e.g., natural disaster, crisis planning, substance abuse).
- 5.7.2 Explain procedures in the event of an emergency.
- 5.7.3 Describe the personal protective equipment (PPE), and response equipment and materials needed for emergency response.
- 5.7.4 Explain the role of material safety data sheets (MSDS) in an emergency response.
- 5.7.5 Practice universal precautions to protect against infection and communicable diseases.
- 5.7.6 Describe crisis identification and referral procedures.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
- *Use appropriate self-monitoring strategies for comprehension.* (Reading Process C, 8-10; Reading Process C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Use appropriate data sources and geographic tools to analyze and evaluate public policies.* (Geography C, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

Unit 6: Client Empowerment

BIL: **Essential**

EDU:	12	AD
	I	P

SS Competency 6.1: Employ problem solving-strategies that assist clients to make informed decisions, follow through on responsibilities and take risks.

TPO: Given a simulated situation, employ problem solving-strategies that assist clients to make informed decisions, follow through on responsibilities and take risks without instructor intervention.

Descriptors:

- 6.1.1 Assist clients in identifying alternatives when faced with the need to make a decision.
- 6.1.2 Assist clients in identifying the potential outcomes of alternatives.
- 6.1.3 Cite barriers that limit choices, and describe ways to overcome those barriers.
- 6.1.4 Describe specific examples in which professional ethics and responsibilities are potentially in conflict with clients' choices or preferences.

Correlated Social Studies Academic Content Benchmarks

- *Evaluate various means for citizens to take action on a particular issue.* (Citizenship Rights and Responsibilities A, 11-12)
- *Explain how the exercise of a citizen's rights and responsibilities helps to strengthen a democracy.* (Citizenship Rights and Responsibilities B, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: **Essential**

EDU:	12	AD
	I	P

SS Competency 6.2: Consult with clients and involve them in the process of individualizing their support services.

TPO: In a simulated situation, consult with clients and involve them in the process of individualizing their support services without teacher intervention.

Descriptors:

- 6.2.1 Describe a typical goal planning process, and provide techniques that enhance clients' participation.
- 6.2.3 Encourage clients to explore a range of options and to think about their ambitions, aspirations and hopes for the future.
- 6.2.4 Describe ways to facilitate client involvement, expression and participation in goal planning meetings.

Correlated English Language Arts Academic Content Benchmarks

- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.*(Communication: Oral and Visual C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)
- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

BIL: Essential

EDU:	12	AD
	I	P

SS Competency 6.3: Prescribe strategies to help clients become self-advocates.

TPO: Given a simulated situation, prescribe strategies to help clients become self-advocates without the use of instructor intervention.

Descriptors:

- 6.3.1 Increase awareness of self-advocacy methods and techniques.
- 6.3.2 Encourage and assist clients to be assertive and to speak on their own behalf.

Correlated Social Studies Academic Content Benchmarks

- *Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today.* (Government A, 11-12)
- *Evaluate various means for citizens to take action on a particular issue.* (Citizenship Rights and Responsibilities A, 11-12)

- *Explain how the exercise of a citizen’s rights and responsibilities helps to strengthen a democracy. (Citizenship Rights and Responsibilities B, 11-12)*
- *Obtain and evaluate information from public records and other resources related to a public policy issue. (Social Studies Skills and Methods A, 11-12)*
- *Critique data and information to determine the adequacy of support for conclusions. (Social Studies Skills and Methods B, 11-12)*
- *Work in groups to analyze an issue and make decisions. (Social Studies Skills and Methods D, 11-12)*

BIL: **Essential**

EDU:	12	AD
	I	P

SS Competency 6.4: Facilitate access to resources that clients can use for self-advocacy.

TPO: Given a simulated situation, facilitate access to resources that clients can use for self-advocacy meeting the standards established in class.

Descriptors:

- 6.4.2 Describe relevant legal and civil rights provisions that affect clients.
- 6.4.4 Assist clients in gathering and exploring information and options that can help them make decisions about their lives.

Correlated English Language Arts Academic Content Benchmarks

- *Compile, organize and evaluate information, take notes and summarize findings. (Research B, 11-12)*
- *Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources. (Research C, 11-12)*

Correlated Social Studies Academic Content Benchmarks

- *Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today. (Government A, 11-12)*
- *Evaluate various means for citizens to take action on a particular issue. (Citizenship Rights and Responsibilities A, 11-12)*
- *Explain how the exercise of a citizen’s rights and responsibilities helps to strengthen a democracy. (Citizenship Rights and Responsibilities B, 11-12)*
- *Obtain and evaluate information from public records and other resources related to a public policy issue. (Social Studies Skills and Methods A, 11-12)*
- *Critique data and information to determine the adequacy of support for conclusions. (Social Studies Skills and Methods B, 11-12)*
- *Work in groups to analyze an issue and make decisions. (Social Studies Skills and Methods D, 11-12)*

Unit 7: Client Interaction

BIL: **Essential**

EDU:	12	AD
	P	R

SS Competency 7.1: Utilize communication skills to build rapport and channels of communication.

TPO: Given a simulated situation, utilize communication skills to build rapport and channels of communication without instructor intervention

Descriptors:

- 7.1.1 Recognize and adapt to the range of client communication styles.
- 7.1.2 Use active listening skills that are sensitive to cultural and individual communication differences.
- 7.1.3 Give feedback promptly and with sensitivity to a person’s cultural background and personal experiences.
- 7.1.4 Manage conflict using appropriate conflict resolution skills.
- 7.1.5 Show respect for others through consistent use of “people first” language.
- 7.1.6 Facilitate clients’ communication and empowerment by supporting and engaging in effective communication.

Correlated English Language Arts Academic Content Benchmarks

- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how issues may be viewed differently by various cultural groups.* (People in Societies A, 11-12)
- *Identify the causes of political, economic and social oppression and analyze ways individuals, organizations and countries respond to resulting conflicts.* (People in Societies B, 11-12)
- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

BIL: Essential

EDU:	12	AD
	P	R

SS Competency 7.2: Employ communication modes that are appropriate to the needs of clients.

TPO: Given a simulated situation, employ communication modes that are appropriate to the needs of clients without the use of instructor intervention.

Descriptors:

- 7.2.1 Recognize a client’s dominant communication modes by interacting with the client, interviewing others who know the person well and/or arranging for formal assessments.

- 7.2.2 Use alternative communications (e.g., sign language) or other languages, gain access to interpreters, or employ technical devices (e.g., technical communication device for the deaf [TDD], computers).
- 7.2.3 Use terminology appropriately, explaining as necessary to ensure client understanding.
- 7.2.4 Use terminology accurately and sensitively with clients, their families and their social networks.
- 7.2.5 Use terminology appropriately and accurately in work environments (e.g., team meetings, case conferences, written correspondence, supervisory meetings).

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.*(Communication: Oral and Visual C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how issues may be viewed differently by various cultural groups.* (People in Societies A, 11-12)
- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

Unit 8: Assessment

BIL: **Essential**

EDU:	12	AD
	I	P

SS Competency 8.1: Initiate and/or assist in the assessment process by gathering information and by informing clients about what to expect throughout the assessment process.

TPO: Utilizing case studies, initiate and/or assist in the assessment process by gathering information and by informing clients about what to expect throughout the assessment process according to the standards established in class.

Descriptors:

- 8.1.1 Identify the sources of client information (e.g., self-assessment and history, prior records, test results, evaluation results).
- 8.1.2 Explain the assessment process to clients in a manner that is clear and understandable.
- 8.1.3 Identify assessments that are relevant to the client’s goals, interests and preferences and that are consistent with relevant professional practice.
- 8.1.4 Respect the balance between an assessment of needs and the importance of identifying and supporting the client’s capabilities and strengths.
- 8.1.6 Obtain background information, prior records and evaluation results as needed with the client’s informed consent, while maintaining confidentiality.

Correlated English Language Arts Academic Content Benchmarks

- Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources. (Research C, 11-12)
- Select and use effective speaking strategies for a variety of audiences, situations and purposes. (Communication: Oral and Visual C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- Analyze how issues may be viewed differently by various cultural groups. (People in Societies A, 11-12)
- Critique data and information to determine the adequacy of support for conclusions. (Social Studies Skills and Methods B, 11-12)
- Work in groups to analyze an issue and make decisions. (Social Studies Skills and Methods D, 11-12)

BIL: **Essential**

EDU:	12	AD
	I	P

SS Competency 8.2: Conduct or arrange for assessments to determine client needs, preferences and capabilities.

TPO: Using the guidelines provided, conduct or arrange for assessments to determine client needs, preferences and capabilities without the use of instructor intervention.

Descriptors:

- 8.2.1 Gather assessment information in an accurate, objective and unobtrusive manner.
- 8.2.2 Recognize personal limitations regarding assessment and seek additional assessment information and resources.
- 8.2.3 Gather information about a client’s capabilities, behaviors and skills in a number of environments, and synthesize the information into an individualized action plan.
- 8.2.4 Consult with the client and with individuals designated by the client, including support team members, to review and modify the assessment process.

Correlated English Language Arts Academic Content Benchmark

- Compile, organize and evaluate information, take notes and summarize findings. (Research B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- Critique data and information to determine the adequacy of support for conclusions. (Social Studies Skills and Methods B, 11-12)
- Work in groups to analyze an issue and make decisions. (Social Studies Skills and Methods D, 11-12)

BIL: **Essential**

EDU:	12	AD
	I	P

SS Competency 8.3: Discuss findings and recommendations with a client in a clear and understandable manner.

TPO: Given a simulated situation, discuss findings and recommendations with a client in a clear and understandable manner without the use of instructor intervention.

Descriptors:

- 8.3.1 Assist a client in using assessment findings to develop strategies for obtaining needed resources and supports.
- 8.3.2 Assist a client who disagrees with the results of the assessment to advocate for his/her position.
- 8.3.4 Follow-up on results and reevaluate the findings as necessary.

Correlated English Language Arts Academic Content Benchmarks

- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.*(Communication: Oral and Visual C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Explain how the exercise of a citizen’s rights and responsibilities helps to strengthen a democracy.* (Citizenship Rights and Responsibilities B, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)
- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

Unit 10: Individualized Service Plan Process

BIL: Essential

EDU:	12	AD
	I	P

SS Competency 10.1: Assist or facilitate the development of an individual plan, based on a client’s preferences, needs and interests.

TPO: According to the guidelines presented in class, assist or facilitate the development of an individual plan, based on a client’s preferences, needs and interests without instruction intervention.

Descriptors:

- 10.1.1 Establish a positive relationship with clients in order to develop goals.
- 10.1.2 Represent the views of clients regarding their preferences, needs and interests during the planning period.
- 10.1.3 Assist in the development of an individual client’s goals, including measurable outcomes, based on his/her needs, preferences and interests.

Correlated English Language Arts Academic Content Benchmarks

- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers' problems or misunderstandings and that include formatting techniques that are user friendly.* (Writing Applications C, 11-12)

Correlated Social Studies Academic Content Benchmark

- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: Essential

EDU:	12	AD
	I	P

SS Competency 10.2: Assist or facilitate the implementation of an individualized plan to achieve specific outcomes.

TPO: Given a simulated situation, assist or facilitate the implementation of an individualized plan to achieve specific outcomes without the use of instructor intervention.

Descriptors:

- 10.2.1 Assist in assigning and/or implementing responsibilities for identified client outcomes.
- 10.2.3 Support, assist or facilitate the achievement of individual client outcomes.

Correlated Mathematics Academic Content Benchmark

- *Create, interpret and use graphical displays and statistical measures to describe data; e.g., box and- whisker plots, histograms, scatterplots, measures of center and variability.* (Data Analysis and Probability A, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)
- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

BIL: Essential

EDU:	12	AD
	I	P

SS Competency 10.3: Review individual client outcomes.

TPO: Using information provided by client, review individual client outcomes without instructor intervention.

Descriptors:

- 10.3.1 Collect and review feedback regarding client outcomes.
- 10.3.2 Collaborate with client to reevaluate and modify goals based on feedback.

Correlated English Language Arts Academic Content Benchmark

- *Compile, organize and evaluate information, take notes and summarize findings.*
(Research B, 11-12)

Correlated Social Studies Academic Content Benchmark

- *Critique data and information to determine the adequacy of support for conclusions.*
(Social Studies Skills and Methods B, 11-12)

Unit 11: Community Living Skills and Supports

BIL: Essential

<i>EDU:</i>	<i>12</i>	<i>AD</i>
	<i>I</i>	<i>P</i>

SS Competency 11.1: Assist clients to meet their physical needs (e.g., health, grooming, eating) and their personal management needs (e.g., human development, sexuality).

TPO: Based on the guidelines established in class, assist client to meet their physical needs (e.g., health, grooming, eating) and their personal management needs (e.g., human development, sexuality) without the use of instructor intervention.

Descriptors:

- 11.1.1 Demonstrate sensitivity to clients’ preferences and abilities regarding physical and personal management needs.
- 11.1.2 Teach skills, provide support, and build on individual strengths and capabilities.
- 11.1.3 Provide physical and personal management support to clients while respecting the privacy, autonomy and dignity of each individual.
- 11.1.4 Provide physical and personal support to clients with a concern for safety.
- 11.1.6 Assist clients to recognize and take appropriate action regarding the signs and symptoms of illness and the side effects of medications, drugs or alcohol.
- 11.1.7 Refer clients to appropriate health and human services professionals.

BIL: Essential

EDU:	12	AD
	I	P

SS Competency 11.3: Assist clients with identifying, securing and using needed equipment (e.g., adaptive equipment) and therapies (e.g., physical, occupational and communication).

TPO Given the products and information available in the lab, assist clients with identifying, securing and using needed equipment (e.g., adaptive equipment) and therapies (e.g., physical, occupational and communication) without instructor intervention.

Descriptors:

- 11.3.1 Recognize and respect clients’ individual needs and preferences for equipment and

- therapy.
- 11.3.2 Assist clients in securing and arranging for assistive equipment, as indicated by needs and preferences.

Correlated Social Studies Academic Content Benchmark

- Critique data and information to determine the adequacy of support for conclusions. (Social Studies Skills and Methods B, 11-12)

Unit 12: Education, Training and Self-Development

BIL: Essential

EDU:	12	AD
	I	P

SS Competency 12.1: Complete required training, education, certification and professional development to keep abreast of relevant resources and current information.

TPO: Upon completion of the course, complete required training, education, certification and professional development to keep abreast of relevant resources and current information according to the standards established by the Ohio State Board of Cosmetology.

Descriptors:

- 12.1.1 Develop goals that address training, education and self-development.
- 12.1.2 Participate in career-related in-service training, degree programs and/or continuing education.
- 12.1.3 Develop methods to stay current with recent changes in the field.

Correlated English Language Arts Academic Content Benchmarks

- Apply reading comprehension strategies to understand grade-appropriate text. (Reading Process A, 8-10; Reading Process A, 11-12)
- Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing). (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- Obtain and evaluate information from public records and other resources related to a public policy issue. (Social Studies Skills and Methods A, 11-12)
- Critique data and information to determine the adequacy of support for conclusions. (Social Studies Skills and Methods B, 11-12)

BIL: Essential

EDU:	12	AD
	P	R

SS Competency 12.2: Educate clients, co-workers and community members about issues.

TPO: Keeping in mind the procedures demonstrated in class, educate clients, co-workers and community members about issues without instructor intervention.

Descriptors:

- 12.2.1 Disseminate information to self-advocacy and family support groups.
- 12.2.2 Participate in community outreach education activities (e.g., presentations, job fairs, dissemination of materials, visits to community colleges).
- 12.2.3 Participate in formal training and informal information sharing with clients and family members.
- 12.2.4 Participate in in-service training activities, and informally share information with colleagues.

Correlated English Language Arts Academic Content Benchmarks

- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)
- *Give informational presentations that present ideas in a logical sequence, include relevant facts and details from multiple sources and use a consistent organizational structure.* (Communication: Oral and Visual E, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Explain the role of diverse cultural institutions in shaping American society.* (People in Societies C, 11-12)
- *Evaluate various means for citizens to take action on a particular issue.* (Citizenship Rights and Responsibilities A, 11-12)
- *Explain how the exercise of a citizen’s rights and responsibilities helps to strengthen a democracy.* (Citizenship Rights and Responsibilities B, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

Unit 13: Advocacy

BIL: Essential

EDU:	12	AD
	I	P

SS Competency 13.2: Explain laws, services and community resources in order to educate clients and assist them with securing needed services.

TPO: After review, explain laws, services and community resources in order to educate clients about and assist them with securing needed services with 100% accuracy.

Descriptors:

- 13.2.1 Research information regarding laws, community services and advocacy issues and resources.
- 13.2.2 Educate clients regarding their rights and service options.

Correlated English Language Arts Academic Content Benchmarks

- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)
- *Communicate findings, reporting on the substance and processes orally, visually and in writing or through multimedia.* (Research E, 8-10; Research E, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Evaluate various means for citizens to take action on a particular issue.* (Citizenship Rights and Responsibilities A, 11-12)
- *Explain how the exercise of a citizen's rights and responsibilities helps to strengthen a democracy.* (Citizenship Rights and Responsibilities B, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)

Unit 15: Crisis Intervention

BIL: **Essential**

EDU:	12	AD
	I	P

SS Competency 15.1: Identify the crisis and its precipitating factors, defuse the situation, evaluate and determine intervention strategy, and contact necessary supports.

TPO: Based on examples presented in class, identify the crisis and its precipitating factors, defuse the situation, evaluate and determine intervention strategy, and contact necessary supports with a 100% accuracy.

Descriptors:

- 15.1.1 Demonstrate crisis prevention by evaluating the interactions of the clients with others and with the environment, then plan and respond accordingly.
- 15.1.2 Intervene in the crisis situation by managing the physical and social environment to reduce conflict and promote the safety of clients, workers and others.
- 15.1.3 Seek outside assistance when the needs of the situation exceed personal abilities.
- 15.1.4 Examine the incident, interview those involved, explore the causes, recommend strategies to prevent recurrence, and resolve underlying conflicts.

Correlated English Language Arts Academic Content Benchmarks

- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers' problems or misunderstandings and that include formatting techniques that are user friendly.* (Writing Applications C, 11-12)
- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Connect statistical techniques to applications in workplace and consumer situations.* (Data Analysis and Probability D, 11-12)

BIL: **Essential**

EDU:	12	AD
	I	P

SS Competency 15.2: Monitor crisis situations, discuss the incidents with authorized staff and clients, and adjust supports and the environment.

TPO: Given a simulated situation, monitor crisis situations, discuss the incidents with authorized staff and clients, and adjust supports and the environment without the use of instructor intervention.

Descriptors:

- 15.2.1 Review the crisis situation with authorized staff and the clients to determine the need for ongoing support and to develop strategies for avoiding such crisis in the future.
- 15.2.2 Conceptualize a plan to implement organizational or personnel changes to lower the risk of similar incidents.

Correlated English Language Arts Academic Content Benchmarks

- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers’ problems or misunderstandings and that include formatting techniques that are user friendly.* (Writing Applications C, 11-12)

Correlated Social Studies Academic Content Benchmark

- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

Unit 16: Organizational Participation

BIL: **Essential**

EDU:	12	AD
	I	P

SS Competency 16.1: Contribute to program evaluations and help set organizational priorities to ensure quality.

TPO: In a team, contribute to program evaluations and help set organizational priorities to ensure quality based on the criteria established in class.

Descriptors:

- 16.1.1 Collaborate with other staff to review the organizational mission, develop organizational priorities and discuss quality indicators for client support.

- 16.1.2 Seek feedback from clients regarding performance.
- 16.1.3 Incorporate the results of program and client evaluations into changes in practice and approach.

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Connect statistical techniques to applications in workplace and consumer situations.* (Data Analysis and Probability D, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)
- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

BIL: Essential

EDU:	12	AD
	P	R

SS Competency 16.2: Demonstrate sensitivity to cultural, religious, racial, disability, class and gender issues in daily practices and interactions.

TPO: In a simulated situation, demonstrate sensitivity to cultural, religious, racial, disability, class and gender issues in daily practices and interactions 100% of the time.

Descriptors:

- 16.2.1 Collaborate with other staff in the agency to develop practices sensitive to cultural, religious, racial, disability, class and gender issues.
- 16.2.2 Network with other organizations in the community that promote sensitivity to cultural, religious, racial, disability, class and gender issues.

Correlated Social Studies Academic Content Benchmarks

- *Analyze how issues may be viewed differently by various cultural groups.* (People in Societies A, 11-12)
- *Identify the causes of political, economic and social oppression and analyze ways individuals, organizations and countries respond to resulting conflicts.* (People in Societies B, 11-12)
- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

BIL: Recommended

EDU:	12	AD
	I	P

SS Competency 16.3: Provide and accept co-worker support, participate in supportive supervision and performance evaluations, and contribute to the screening of potential employees.

TPO: In an actual school situation provide and accept co-worker support, participate in supportive supervision and performance evaluations, and contribute to the screening of potential employees according to the guidelines established by instructor.

Descriptors:

- 16.3.1 Establish and maintain effective working relationships with all levels of personnel within the organization.
- 16.3.2 Participate in agency mentoring programs.
- 16.3.3 Participate in the hiring and peer review processes.
- 16.3.4 Collaborate with appropriate supervisors to develop professional goals.

Correlated English Language Arts Academic Content Benchmarks

- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Correlated Social Studies Academic Content Benchmark

- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: Recommended

EDU:	12	AD
	I	P

SS Competency 16.4: Provide input into budget priorities, identifying ways to promote services in a more cost effective manner.

TPO Using information obtained on the internet provide input into budget priorities, identifying ways to promote services in a more cost effective manner according to examples presented in class.

Descriptors:

- 16.4.1 Collaborate with other staff to review budget priorities and to make suggestions regarding beneficial methods of using resources.
- 16.4.2 Explain the organizational structure of the agency, and attend agency-related meetings as appropriate.
- 16.4.3 Acknowledge volunteer and in-kind contributions to clients.

Correlated Mathematics Academic Content Benchmark

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Critique data and information to determine the adequacy of support for conclusions.*

(Social Studies Skills and Methods B, 11-12)

- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

Unit 17: Documentation

BIL: Essential

EDU:	12	AD
	P	R

SS Competency 17.1: Maintain accurate records; collect, compile and evaluate data; and submit records in a timely fashion.

TPO: Following the procedures illustrated in class, maintain accurate records; collect, compile and evaluate data; and submit records in a timely fashion.

Descriptors:

- 17.1.1 Record data neatly, coherently, accurately and objectively.
- 17.1.2 Use proper grammar, correct spelling and correct sentence structure.
- 17.1.4 Use “people first” language in all written communication (e.g., “people with epilepsy” versus “epileptic”).

Correlated English Language Arts Academic Content Benchmarks

- *Edit to improve sentence fluency, grammar and usage.* (Writing Processes D, 8-10)
- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers’ problems or misunderstandings and that include formatting techniques that are user friendly.* (Writing Applications C, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis and Probability A, 11-12)
- *Use descriptive statistics to analyze and summarize data, including measures of center, dispersion, correlation and variability.* (Data Analysis and Probability B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: Essential

EDU:	12	AD
	P	R

SS Competency 17.2: Remain current with appropriate documentation systems, set priorities and develop a system to manage documentation.

TPO: Using materials provided, remain current with appropriate documentation systems, set priorities and develop a system to manage documentation according to the standards established in class.

Descriptors:

- 17.2.1 Manage time so that documentation requirements are met.
- 17.2.2 Use computers and other tools to organize and retrieve information.
- 17.2.3 Balance the necessity of documentation with the importance of other activities, especially direct contact with clients.

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis and Probability A, 11-12)

Unit 18: Legal and Ethical Aspects

BIL: Essential

EDU:	12	AD
	P	R

SS Competency 18.1: Maintain standards of confidentiality and ethical practice.

TPO: Given a project, maintain standards of confidentiality and ethical practice by creating a personal code of ethics.

Descriptors:

- 18.1.1 Ensure that clients are aware of their rights to access personal records and to give or to refuse consent for release of information to others.
- 18.1.2 Exercise sound judgment in managing verbal and written information, so as to protect clients' confidentiality and to provide information only to others who have a legitimate need to know.
- 18.1.3 Inform clients about situations that would likely involve disclosure of private information prior to that disclosure (e.g. health and safety issues).
- 18.1.6 Ensure that clients are informed of their rights pertinent to the services to be provided.

Correlated Social Studies Academic Content Benchmarks

- *Explain how the exercise of a citizen's rights and responsibilities helps to strengthen a democracy.* (Citizenship Rights and Responsibilities B, 11-12)

BIL: Essential

EDU:	12	AD
	P	R

SS Competency 18.2: Maintain collaborative professional relationships with clients and support team members.

TPO: In an actual school situation, maintain collaborative professional relationships with clients and support team members without instructor intervention.

Descriptors:

- 18.2.1 Maintain ethical standards of practice (e.g., confidentiality, informed consent) in formal as well as informal settings.
- 18.2.2 Cooperate with support team members, and respect their contributions to clients' wellbeing.
- 18.2.3 Recognize when a productive relationship with a client is jeopardized, and address the problem by seeking supervisory support and/or transferring services when necessary.

Correlated Social Studies Academic Content Benchmarks

- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

Personal Care Services Pathway

Unit 19: Anatomy and Physiology

(Industry-Driven Authentic Assessment; See Appendix)

BIL: Essential

EDU:	12	AD
	P	R

SS Competency 19.1: Differentiate the various systems of the human body.

TPO: Using the Milady's Cosmetology Textbook, differentiate the various systems of the human body, by answering all the State Board of Cosmetology final chapter test questions with at least 80% accuracy.

Descriptors:

- 19.1.1 Describe the human body in relation to cells, tissues and organs.
- 19.1.2 Explain the composition of tissue, cells and organs and how they function.
- 19.1.3 Identify the various body systems and explain their functions (e.g., skeleton, muscle, nervous, circulatory, respiratory).
- 19.1.4 Describe the relationships of tissues, cells, organs and systems to each other.
- 19.1.5 Explain the major muscles, their actions and the nerves associated with them.
- 19.1.6 Describe the cranial and spinal portion of the nervous system.

Correlated English Language Arts Academic Content Benchmarks

- *Apply knowledge of roots and affixes to determine the meanings of complex words and subject area vocabulary.* (Acquisition of Vocabulary E, 8-10)
- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions*

(e.g., literal, inferential, evaluative and synthesizing). (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Science Academic Content Benchmarks

- Explain that cells are the basic unit of structure and function of living organisms, that once life originated all cells come from pre-existing cells, and that there are a variety of cell types. (Life Sciences A, 9-10)
- Explain the characteristics of life as indicated by cellular processes and describe the process of cell division and development. (Life Sciences B, 9-10)
- Explain how processes at the cellular level affect the functions and characteristics of an organism. (Life Sciences A, 11-12)

BIL: **Essential**

EDU:	12	AD
	P	R

SS Competency 19.2: Differentiate the various systems of the human body.

TPO: Using the Milady’s Standard Cosmetology Textbook, differentiate the various systems of the human body by answering all the review questions with at least an 80% accuracy.

Descriptors:

- 19.2. Explain the structure and functions of the skin.
- 19.2.2 Identify diseases, irregularities and disorders of the skin and glands.
- 19.2.3 Explain the functions of endocrine glands and hormones.
- 19.2.4 Describe treatments for skin, glandular and hormonal disorders.

Correlated English Language Arts Academic Content Benchmarks

- Apply knowledge of roots and affixes to determine the meanings of complex words and subject area vocabulary. (Acquisition of Vocabulary E, 8-10)
- Use multiple resources to enhance comprehension of vocabulary. (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

Correlated Science Academic Content Benchmark

- Explain how processes at the cellular level affect the functions and characteristics of an organism. (Life Sciences A, 11-12)

BIL: **Essential**

EDU:	12	AD
	P	R

SS Competency 19.3: Examine hair and scalp, and their disorders.

TPO: Using information obtained from the Cosmetology Standard Textbook, examine hair and scalp, and their disorders by performing the examination according to the requirements of the Ohio State Board of Cosmetology.

Descriptors:

- 19.3.1 Explain the composition and structure of the hair follicle.
- 19.3.2 Describe hair structure, shape, distribution and growth.
- 19.3.3 Complete a hair analysis and describe the qualities of hair.
- 19.3.4 Describe the various contagious and non-contagious disorders of the hair and scalp.
- 19.3.5 Explain corrective hair and scalp treatments.
- 19.3.6 Describe appropriate scalp manipulations and their respective functions.

Correlated English Language Arts Academic Content Benchmarks

- *Apply knowledge of roots and affixes to determine the meanings of complex words and subject area vocabulary.* (Acquisition of Vocabulary E, 8-10)
- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

Correlated Science Academic Content Benchmark

- *Explain how processes at the cellular level affect the functions and characteristics of an organism.* (Life Sciences A, 11-12)

SITAC 4.1: Prepare client for scalp care and hair care

TPO: While in the lab, prepare client for scalp care and hair care by following all rules and procedures as set forth in the Milady’s Cosmetology textbook with at least 80% accuracy.

Key Indicators:

- 4.1.1 Consult with client about scalp-care or hair care
- 4.1.2 Analyze scalp and hair
- 4.1.3 Identify scalp diseases and disorders
- 4.1.4 Recommend corrective measures for scalp disorders
- 4.1.5 Drape client
- 4.1.6 Brush hair
- 4.1.7 Follow all infection control and safety precautions during scalp care and hair care procedures
- 4.1.8 Demonstrate cleanup procedures

**Unit 20: Health, Sanitation and Safety Standards
(Industry-Driven Authentic Assessment; See Appendix)**

BIL: Essential

EDU:	12	AD
	P	R

SS Competency 20.1: Analyze the impact of hygiene and bacteriology on personal care services.

TPO: Using information obtained from Cosmetology Standard Textbook, analyze the impact of hygiene and bacteriology on personal care services by performing according to the requirements of the Ohio State Board of Cosmetology.

Descriptors:

- 20.1.1 Identify the different types and classifications of bacteria.
- 20.1.2 Explain bacteria growth and its relationship to diseases and infection.
- 20.1.3 Discuss sources of infection and their effects on clients’ health.
- 20.1.4 Identify strategies to eliminate diseases and infections.
- 20.1.5 Prepare sanitizers and disinfectant solutions, following labels and manufacturers’ specifications.
- 20.1.6 Maintain sanitation, decontamination and infection control for all procedures.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Use appropriate self-monitoring strategies for comprehension.* (Reading Process C, 8-10; Reading Process C, 11-12)

Correlated Mathematics Academic Content Benchmark

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)

Correlated Science Academic Content Benchmark

- *Explain how processes at the cellular level affect the functions and characteristics of an organism.* (Life Sciences A, 11-12)

BIL: **Essential**

EDU:	12	AD
	P	R

SS Competency 20.2: Demonstrate safe professional practices.

TPO: Using information obtained from Cosmetology Standard Textbook, demonstrate safe professional practices by performing according to the requirements of the Ohio State Board of Cosmetology.

Descriptors:

- 20.2.1 Identify and comply with Environmental Protection Agency (EPA) and Occupational Safety and Health Administration (OSHA) regulations.
- 20.2.2 Demonstrate emergency procedures (e.g., exit, injury, threat).
- 20.2.3 Dispose of refuse and biodegradable materials, according to manufacturers’ directions and state and federal requirements.
- 20.2.4 Explain the need for appropriate working heights of chairs, stools, footrests, work areas and equipment.
- 20.2.5 Describe potential sources of harm (e.g., air quality, noise level, lighting).
- 20.2.6 Demonstrate proper ergonomic practices (e.g., lifting, posture, repetition).
- 20.2.7 Employ universal precautions when exposed to blood and body fluids.
- 20.2.8 Interpret material safety data sheets (MSDS) and use materials accordingly.
- 20.2.9 Explain the theory relevant to patron protection.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Apply reading comprehension strategies to understand grade-appropriate texts.* (Reading Process A, 8-10; Reading Process A, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)
- *Estimate and compute various attributes, including length, angle measure, area, surface area and volume, to a specified level of precision.* (Measurement E, 8-10)

BIL: **Essential**

EDU:	12	AD
	P	R

SS Competency 20.3: Perform dispensary operations in accordance with state and local regulations.

TPO: While in the lab, perform dispensary operations in accordance with state and local regulations by following all rules and procedures as set forth in the Milady’s Cosmetology textbook with at least 80% accuracy.

Descriptors:

- 20.3.1 Describe, and compare and contrast the various methods of decontamination (e.g. sanitation, disinfection, sterilization).
- 20.3.2 Describe the elementary principles of chemistry relating to decontamination.
- 20.3.3 Maintain a clean, sanitized and disinfected dispensary.
- 20.3.4 Handle and dispose of chemicals according to manufacturers’ directions.
- 20.3.5 Prepare and dispense solutions made from concentrates according to manufacturers’ directions.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Apply reading comprehension strategies to understand grade-appropriate texts.* (Reading Process A, 8-10; Reading Process A, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)
- *Estimate and compute various attributes, including length, angle measure, area, surface area and volume, to a specified level of precision.* (Measurement E, 8-10)

Correlated Science Academic Content Benchmark

- *Explain how processes at the cellular level affect the functions and characteristics of an organism.* (Life Sciences A, 11-12)

SITAC 2.1: Maintain clean, sanitized, disinfected, and safe dispensary according to Ohio State Board of Cosmetology regulations

TPO: Using the lab as a workplace, Maintain clean, sanitized, disinfected, and safe dispensary according to Ohio State Board of Cosmetology regulations by following all rules and procedures as set forth in the Milady's Cosmetology textbook with at least 80% accuracy.

Key Indicators:

- 2.1.1 Define sanitation, disinfection, and sterilization
- 2.1.2 Clean/sanitize and/or disinfect work areas
- 2.1.3 Label/organize work areas
- 2.1.4 Provide/maintain safe work environment
- 2.1.5 Follow safe mixing and operating instructions
- 2.1.6 Identify fire extinguishment methods
- 2.1.7 Demonstrate operation of electrical devices
- 2.1.8 Handle/dispose of chemicals safely according to manufacturer's directions

SITAC 2.2: Maintain inventory

TPO: Using information obtained from Cosmetology Standard Textbook and from the instructor, maintain inventory in the lab with 95% accuracy.

Key Indicators

- 2.2.1 Order and receive supplies
- 2.2.2 Record/maintain inventory accurately
- 2.2.3 Store and rotate supplies

SITAC 2.3: Dispense Supplies

TPO: Using information obtained from Cosmetology Standard Textbook and from the instructor, dispense Supplies in the lab with 95% accuracy.

Key Indicators:

- 2.3.1 Prepare/dispense solutions made from concentrates according to manufacturer's directions
- 2.3.2 Dispense clean, sanitize, and/or disinfect non-porous applicators
- 2.3.3 Dispense paper and cotton products
- 2.3.4 Dispense cosmetics
- 2.3.5 Dispense clean and disinfect tools and supplies
- 2.3.6 Dispose of refuse and biodegradable materials according to manufacturer's directions, and state and federal requirements
- 2.3.7 Conserve resources and energy (e.g., consumable products, recyclables)
- 2.3.8 Handle broken glass and cutting edges and razor blades safely
- 2.3.9 Practice preventive measures to prevent transfer of contagious diseases

SITAC 2.4: Demonstrate knowledge of ergonomics

TPO. Using information obtained from Cosmetology Standard Textbook and from the instructor, demonstrate knowledge of ergonomics in the lab with 75% accuracy.

Key Indicators:

- 2.4.1 Define ergonomics
- 2.4.2 Minimize repetitive tasks
- 2.4.3 Explain need for appropriate working heights of chairs, stools, footrests, work areas, equipment, and other potential sources of harm to cosmetologist (e.g., air quality, noise level)
- 2.4.4 Explain need for adequate lighting and ventilation
- 2.4.5 Explain need for proper lifting procedures and posture

SITAC 3.1: Maintain clean and sanitized work areas

TPO: While in the lab, maintain clean and sanitized work areas by following all rules and procedures as set forth in the Milady's Cosmetology textbook with at least 80% accuracy.

Key Indicators:

- 3.1.1 Clean/sanitize shampoo sinks
- 3.1.2 Clean cabinets and countertops
- 3.1.3 Clean floors and walls
- 3.1.4 Clean upholstery
- 3.1.5 Clean dryers, irons, and other small equipment

SITAC 3.2: Prepare sanitizers and disinfectant solutions following label specifications and manufacturer's directions.

TPO: While in the lab, prepare sanitizers and disinfectant solutions following label specifications and manufacturer's directions by following all rules and procedures as set forth in the Milady's Cosmetology textbook with at least 80% accuracy.

Key Indicators:

- 3.2.1 Mix wet sanitizing solutions
- 3.2.2 Prepare wet sanitizer
- 3.2.3 Prepare dry sanitizer

SITAC 3.3: Perform sanitizing and disinfecting procedures

TPO: While in the lab, perform sanitizing and disinfecting procedures by following all rules and procedures as set forth in the Milady's Cosmetology textbook with at least 80% accuracy.

Key Indicators:

- 3.3.1 Follow sanitary practices and infection control for all procedures
- 3.3.2 Preclean/disinfect combs and brushes
- 3.3.3 Preclean/disinfect metal implements
- 3.3.4 Preclean/disinfect electrical equipment
- 3.3.5 Preclean/disinfect nonmetallic supplies
- 3.3.6 Preclean/disinfect capes and garments
- 3.3.7 Disinfect towels and linens
- 3.3.8 Store sanitized and disinfected supplies

Unit 21: Hair and Skin Services

(Industry-Driven Authentic Assessment; See Appendix)

Correlated English Language Arts Academic Content Benchmarks

Note: Throughout Unit 21, students are expected to learn and use vocabulary specific to hair and skin services.

Correlations to the English Language Arts **Acquisition of Vocabulary Standard** include the following benchmarks:

- *Apply knowledge of roots, affixes and phrases to aid understanding of content area vocabulary.* (Acquisition of Vocabulary D, 11-12)
- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

BIL: **Essential**

EDU:	12	AD
	P	R

SS Competency 21.1: Analyze shampoo, rinse and conditioning services.

TPO: When faced with a situation in the lab while servicing a client or in classroom situation, analyze shampoo, rinse and conditioning services by following all rules and procedures as set forth by my instructor and in the Milady's Cosmetology textbook with at least 95% accuracy.

Descriptors:

- 21.1.1 Explain the function of shampoo, rinse and conditioning services.
- 21.1.2 Distinguish between the products used for each service.
- 21.1.3 Match the appropriate product to the respective hair and scalp conditions.
- 21.1.4 Perform shampoo, rinse and conditioning services.

SITAC 4.2: **Select/apply shampoo**

TPO: When faced with a situation in the lab while servicing a client, select/apply shampoo by following all rules and procedures as set forth by my instructor and in the Milady's Cosmetology textbook with at least 95% accuracy.

Key Indicators:

- 4.2.1 Select/apply specialized shampoo (e.g., for oily scalp, dry scalp, pityriasis, or other scalp conditions)
- 4.2.2 Apply shampoo

SITAC 4.3: **Select/apply hair product(s)**

TPO: When faced with a situation in the lab while servicing a client, select/apply hair product(s) by following all rules and procedures as set forth by my instructor and in the Milady's Cosmetology textbook with at least 95% accuracy.

Key Indicators:

- 4.3.1 Select appropriate hair product for client

- 4.3.2 Apply instant conditioner
- 4.3.3 Apply deep-penetrating conditioner

SITAC 4.4: Select/apply scalp-care treatment

TPO: When faced with a situation in the lab while servicing a client, select/apply scalp-care treatments by following all rules and procedures as set forth by my instructor and in the Milady’s Cosmetology textbook with at least 95% accuracy.

Key Indicators:

- 4.4.1 Perform manual or mechanical scalp manipulations
- 4.4.2 Select/apply appropriate scalp-care treatment for client
- 4.4.3 Provide services for clients with specific health conditions, i.e. hair loss
- 4.4.4 Provide scalp-care and hair-care services for clients with hair implants, and hair additions

BIL: Essential

EDU:	12	AD
	P	R

SS Competency 21.2: Perform hair analysis and cutting services.

TPO: When faced with a situation in the lab while servicing a client or in classroom situation, perform hair analysis and cutting services by my instructor and in the Milady’s Cosmetology textbook with at least 95% accuracy.

Descriptors:

- 21.2.1 Identify and explain appropriate hair styles in relation to facial shapes, head and body forms.
- 21.2.2 Identify and explain the relationship of sectioning procedures to hair cutting.
- 21.2.3 Explain the theory relevant to angles and degrees.
- 21.2.4 Explain the function and use of various hair cutting instruments.
- 21.2.5 Describe necessary procedural adjustments to accommodate different types and textures of hair.

Correlated Mathematics Academic Content Benchmarks

- Estimate and compute various attributes, including length, angle measure, area, surface area and volume, to a specified level of precision. (Measurement E, 8-10)
- Recognize and apply angle relationships in situations involving intersecting lines, perpendicular lines and parallel lines. (Geometry and Spatial Sense C, 8-10)

SITAC 5.1 Prepare client for hair cut

TPO: While in the lab servicing a client, prepare client for hair cut by my instructor and in the Milady’s Cosmetology textbook with at least 95% accuracy.

Key Indicators:

- 5.1.1 Consult with client about hair cut
- 5.1.2 Analyze hair prior to cut
- 5.1.3 Analyze body structure and facial shape
- 5.1.4 Follow all infection control and safety precautions during hair cutting procedures
- 5.1.5 Demonstrate cleanup procedures

SITAC 5.2: Identify haircutting implements and sectioning procedures following recommended safety procedures

TPO: Using information obtained from Cosmetology Standard Textbook, identify haircutting implements and sectioning procedures following recommended safety procedures by performing according to the requirements of the Ohio State Board of Cosmetology.

Key Indicators:

- 5.2.1 Follow safety precautions for cutting hair
- 5.2.2 Use scissors
- 5.2.3 Use thinning shear
- 5.2.4 Use razor
- 5.2.5 Use edger or trimmer
- 5.2.6 Use clipper
- 5.2.7 Use haircutting implements
- 5.2.8 Demonstrate haircut sectioning
- 5.2.9 Remove excess neckline hair

SITAC 5.3: Perform razor haircut

TPO: Using information obtained from Cosmetology Standard Textbook, perform razor haircut by performing according to the requirements of the Ohio State Board of Cosmetology.

Key Indicators:

- 5.3.1 Cut hair with razor
- 5.3.2 Thin hair with razor

SITAC 5.4: Perform scissor haircut

TPO: Using information obtained from Cosmetology Standard Textbook, perform scissor haircut by performing according to the requirements of the Ohio State Board of Cosmetology.

Key Indicators:

- 5.4.1 Cut hair with scissors
- 5.4.2 Taper hair with scissors
- 5.4.3 Thin hair with scissors

SITAC 5.5: Perform clipper haircut

TPO: Using information obtained from Cosmetology Standard Textbook, perform clipper haircut by performing according to the requirements of the Ohio State Board of Cosmetology.

Key Indicators:

- 5.5.1 Cut hair with clippers
- 5.5.2 Taper hair with clippers

SITAC 5.6: Perform specialized haircuts

TPO: Using information obtained from Cosmetology Standard Textbook, perform clipper haircut by performing according to the requirements of the Ohio State Board of Cosmetology.

Key Indicators:

- 5.6.1 Demonstrate basic/classic haircut
- 5.6.2 Demonstrate trend/fashion haircuts

BIL: Essential

EDU:	12	AD
	P	R

SS Competency 21.3: Perform basic hair styling services.

TPO: While in the lab servicing a client, perform basic hair styling services by my instructor and in the Milady's Cosmetology textbook with at least 95% accuracy.

Descriptors:

- 21.3.1 Analyze the various hair styles in relation to facial shapes, head and body forms.
- 21.3.2 Describe the function of various waves, curls, braids, etc. that are major components of styling hair.
- 21.3.3 Contrast the various hair styling implements (e.g., rollers, clips) to the desired styles.
- 21.3.4 Explain thermal styling techniques and their respective applications.
- 21.3.5 Discuss specialized styling techniques such as air forming.
- 21.3.6 Describe procedures to complete a finished style comb-out.

Correlated Mathematics Academic Content Benchmarks

- Estimate and compute various attributes, including length, angle measure, area, surface area and volume, to a specified level of precision. (Measurement E, 8-10)
- Recognize and apply angle relationships in situations involving intersecting lines, perpendicular lines and parallel lines. (Geometry and Spatial Sense C, 8-10)

SITAC 6.1: Prepare client for hairstyling

TPO: While in the lab servicing a client, prepare client for hairstyling by my instructor and in the Milady's Cosmetology textbook with at least 95% accuracy.

Key Indicators:

- 6.1.1 Consult with client about hair styling
- 6.1.2 Analyze hair type
- 6.1.3 Analyze overall body and facial structure
- 6.1.4 Select appropriate styling product for client
- 6.1.5 Follow all infection control and safety precautions during styling procedures
- 6.1.6 Demonstrate cleanup procedures

SITAC 6.2: Perform basic hairstyling techniques

TPO: While in the lab servicing a client, perform basic hairstyling techniques by my instructor and in the Milady's Cosmetology textbook with at least 95% accuracy.

Key Indicators:

- 6.2.1 Select/apply styling products
- 6.2.2 Shape wet hair into finger wave and skip wave pattern
- 6.2.3 Style hair with pin curls
- 6.2.4 Style hair with rollers
- 6.2.5 Demonstrate braiding techniques

SITAC 6.3: Finish style combout

TPO: While in the lab servicing a client, finish style combout by my instructor and in the Milady's Cosmetology textbook with at least 95% accuracy.

Key Indicators:

- 6.3.1 Perform basic style combout
- 6.3.2 Create artistic combout
- 6.3.3 Apply finishing product(s)

SITAC 6.4: Perform thermal styling techniques

TPO: When faced with a situation, perform thermal styling techniques by following all rules and procedures as set forth by my instructor and in the Milady's Cosmetology textbook with at least 80% accuracy.

Key Indicators:

- 6.4.1 Follow safety precautions specific to thermal styling
- 6.4.2 Apply appropriate styling product(s) for client
- 6.4.3 Style hair with blow-dryer tools/attachments (e.g., air waving)
- 6.4.4 Curl hair with Marcel curling iron
- 6.4.5 Demonstrate pressing
- 6.4.6 Demonstrate thermal waving

SITAC 6.5: Perform specialized styling techniques

TPO: When faced with a situation, perform specialized styling techniques by following all rules and procedures as set forth by my instructor and in the Milady's Cosmetology textbook with at least 80% accuracy.

Key Indicators:

- 6.5.1 Demonstrate procedures for attaching hair additions
 6.5.2 Demonstrate maintenance and care for hair additions

BIL: Essential

EDU:	12	AD
	P	R

SS Competency 21.4: Analyze chemical waving and hair relaxing procedures.

TPO: While in the lab servicing a client, analyze chemical waving and hair relaxing procedures by my instructor and in the Milady's Cosmetology textbook with at least 95% accuracy.

Descriptors:

- 21.4.1 Distinguish inorganic from organic chemistry.
 21.4.2 Define matter, elements, compounds, mixtures and pH factor.
 21.4.3 Explain the composition and current state of hair and its reaction to various chemical treatments (e.g., wave, relax).
 21.4.4 Differentiate between waving solution and neutralizer, and alkaline and acid-based perm.

Correlated Science Academic Content Benchmarks

- Describe that matter is made of minute particles called atoms and atoms are comprised of even smaller components. Explain the structure and properties of atoms. (Physical Sciences A, 9-10)
- Explain how atoms react with each other to form other substances and how molecules react with each other or other atoms to form even different substances. (Physical Sciences B, 9-10)
- Describe the identifiable physical properties of substances (e.g., color, hardness, conductivity, density, concentration and ductility). Explain how changes in these properties can occur without changing the chemical nature of the substance. (Physical Sciences C, 9-10)

BIL: Essential

EDU:	12	AD
	P	R

SS Competency 21.5: Demonstrate chemical waving and hair relaxing procedures.

TPO: Using the lab as a workplace, demonstrate chemical waving and hair relaxing procedures by following all rules and procedures as set forth in the Milady's Cosmetology textbook with at least 80% accuracy.

Descriptors:

- 21.5.1 Explain chemical waving or hair relaxing procedures and daily care.
 21.5.2 Analyze hair and scalp condition for chemical wave or hair relaxer.

- 21.5.3 Describe special problems associated with chemical waving or chemical hair relaxing procedures.
- 21.5.4 Contrast the various implements (e.g., rods, clips) used in chemical procedures.
- 21.5.5 Explain sectioning, blocking and wrapping techniques.
- 21.5.6 Describe the strand testing procedure to assure the desired outcome.
- 21.5.7 Complete records and documentation.

SITAC 7.1: Prepare client for permanent wave or relaxing procedure

TPO: When faced with a situation, prepare client for permanent wave or relaxing procedure by following all rules and procedures as set forth by my instructor and in the Milady's Cosmetology textbook with at least 80% accuracy.

Key Indicators:

- 7.1.1 Consult with client about chemical (permanent) waving procedure
- 7.1.2 Educate client in daily care of chemically-waved or relaxed hair
- 7.1.3 Analyze hair and scalp condition for chemical (permanent) wave or hair relaxer
- 7.1.4 Demonstrate strand test
- 7.1.5 Complete release statement
- 7.1.6 Select appropriate chemical (permanent) wave solution or hair relaxer product
- 7.1.7 Drape client for chemical (permanent) wave solution or hair relaxer application
- 7.1.8 Follow all infection control and safety precautions procedures for each chemical waving or hair relaxing procedure
- 7.1.9 Demonstrate cleanup procedures

SITAC 7.2: Perform chemical (permanent) wave

TPO: Using the lab as a workplace, perform chemical (permanent) wave by following all rules and procedures as set forth in the Milady's Cosmetology textbook with at least 80% accuracy.

Key Indicators:

- 7.2.1 Follow manufacturer's directions
- 7.2.2 Identify liability concerns for chemical (permanent) wave applications
- 7.2.3 Follow safety precautions specific to chemical (permanent) waving
- 7.2.4 Select appropriate equipment and supplies for chemical (permanent) wave specific to client
- 7.2.5 Demonstrate application of end papers and tools
- 7.2.6 Demonstrate test curl pattern
- 7.2.7 Section/subsection hair for chemical (permanent) waving
- 7.2.8 Apply protective cream
- 7.2.9 Demonstrate design or customized chemical (permanent) wave wraps
- 7.2.10 Perform standard chemical (permanent) wave
- 7.2.11 Demonstrate proper rod maintenance
- 7.2.12 Complete client record
- 7.2.13 Demonstrate cleanup procedures

SITAC 7.3: Identify special problems associated with chemical (permanent) waving hair

TPO: Using the lab as a workplace or in the class room, identify special problems associated with chemical (permanent) waving hair according to the standards set forth in the Milady's Cosmetology textbook with at least 80% accuracy.

Key Indicators:

- 7.3.1 Analyze hair condition
- 7.3.2 Identify procedures for special problems associated with chemical (permanent) waving
- 7.3.3 Select product and technique for treating chemical (permanent) wave problems

SITAC 7.4: Perform chemical hair-relaxer

TPO: Using the lab as a workplace, perform chemical hair-relaxer by following all rules and procedures as set forth in the Milady's Cosmetology textbook with at least 95% accuracy.

Key Indicators:

- 7.4.1 Follow manufacturer's directions
- 7.4.2 Identify liability concerns when performing chemical hair-relaxer procedures
- 7.4.3 Follow safety precautions specific to chemical hair-relaxing applications
- 7.4.4 Identify characteristics of chemically relaxed hair
- 7.4.5 Prepare equipment and supplies for chemical hair-relaxing application
- 7.4.6 Apply protective cream
- 7.4.7 Apply chemical hair-relaxer
- 7.4.8 Apply sodium hydroxide hair-relaxing following manufacturer's directions
- 7.4.9 Apply ammonium thioglycolate hair-relaxing following manufacturer's directions
- 7.4.10 Complete client record
- 7.4.11 Demonstrate cleanup procedures

SITAC 7.5: Identify special problems associated with chemical hair-relaxing procedures

TPO: Using the lab as a workplace, perform chemical hair-relaxer by following all rules and procedures as set forth in the Milady's Cosmetology textbook with at least 95% accuracy.

Key Indicators:

- 7.5.1 Analyze hair condition
- 7.5.2 Select appropriate product(s) for client's hair treated with chemical relaxer
- 7.5.3 Apply specialized products for hair treated with chemical relaxer(s) according to manufacturer's direction

SITAC 8.1: Perform curl-reformation procedure

TPO: Using the lab as a workplace, perform curl-reformation procedure following all rules and procedures as set forth in the Milady's Cosmetology textbook with at least 95% accuracy.

Key Indicators:

- 8.1.1 Follow manufacturer's directions

- 8.1.2 Follow safety precautions specific to curl reformation procedures
- 8.1.3 Assemble equipment and supplies for curl reformation
- 8.1.4 Select rods for desired curl formation
- 8.1.5 Demonstrate test curl pattern
- 8.1.6 Perform virgin curl reformation application
- 8.1.7 Perform retouch curl reformation application
- 8.1.8 Complete client record
- 8.1.9 Demonstrate cleanup procedures

Correlated English Language Arts Academic Content Benchmark

- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers’ problems or misunderstandings and that include formatting techniques that are user friendly.* (Writing Applications C, 11-12)

BIL: **Essential**

EDU:	12	AD
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SS Competency 21.6: Analyze hair coloring and lightening procedures.

TPO: While in the lab or the classroom, analyze hair coloring and lightening by using the standards set forth in the Milady’s Cosmetology textbook with at least 95% accuracy

Descriptors:

- 21.6.1 Explain color theory, “Law of Color,” chemistry of color, and their implications for hair treatments.
- 21.6.2 Describe primary, secondary and tertiary colors and their characteristics.
- 21.6.3 Distinguish between temporary, semi-permanent, demi-permanent and permanent hair color treatment.
- 21.6.4 Differentiate different color treatments (e.g., tint, lightener, retouch).
- 21.6.5 Explain the special characteristics of gray, white, and salt and pepper hair.
- 21.6.6 Describe the chemicals used in hair coloring and their intended functions.
- 21.6.7 Explain potential problems that may be encountered during a hair coloring procedure.
- 21.6.8 Explain the effects on the hair, both positive and negative, from a hair coloring procedure.

Correlated English Language Arts Academic Content Benchmark

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Mathematics Academic Content Benchmark

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)

Correlated Science Academic Content Benchmarks

- *Describe the identifiable physical properties of substances (e.g., color, hardness, conductivity, density, concentration and ductility). Explain how changes in these*

properties can occur without changing the chemical nature of the substance. (Physical Sciences C, 9-10)

- *Demonstrate that waves (e.g., sound, seismic, water and light) have energy and waves can transfer energy when they interact with matter. (Physical Sciences G, 9-10)*

BIL: Essential

EDU:	12	AD
	P	R

SS Competency 21.7: Demonstrate hair coloring and lightening procedures.

TPO: While in the lab servicing a client, demonstrate hair coloring and lightening procedures by my instructor and in the Milady's Cosmetology textbook with at least 80% accuracy.

Descriptors

- 21.7.1 Describe procedures for the formulation of color.
- 21.7.2 Use color swatch or chart to determine the most appropriate level and shades of color.
- 21.7.3 Analyze hair and scalp for hair color or lightening applications.
- 21.7.4 Describe hair coloring products and their respective functions.
- 21.7.5 Perform a hair color patch and strand test.
- 21.7.6 Describe techniques and procedures for hair color application.
- 21.7.7 Discuss the daily care of hair coloring treatments.

Correlated Mathematics Academic Content Benchmark

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions. (Number, Number Sense and Operations G, 8-10)*

SITAC 9.1: Prepare client for hair color or hair lightening application

TPO: Using information obtained from Cosmetology Standard Textbook, prepare client for hair color or hair lightening application by performing according to the requirements of the Ohio State Board of Cosmetology.

Key Indicators:

- 9.1.1 Consult with client about hair coloring or hair lightening procedure
- 9.1.2 Identify liability concerns for hair color or hair lightening applications
- 9.1.3 Select/apply hair color predisposition test
- 9.1.4 Demonstrate use of color charts and swatches
- 9.1.5 Analyze hair and scalp for hair color or lightening application(s)
- 9.1.6 Complete release statement
- 9.1.7 Follow safety precautions for hair coloring or lightening procedures
- 9.1.8 Drape client for specific hair color or lightening application
- 9.1.9 Select products and apply hair color or lightening strand test
- 9.1.10 Educate client in daily care of colored or lightened hair
- 9.1.11 Follow all infection control and safety precautions for all hair color or lightening procedures
- 9.1.12 Demonstrate cleanup procedures

SITAC 9.2: Perform temporary, demi, and semi-permanent hair color applications.

TPO: Using information obtained from Cosmetology Standard Textbook on in classroom assignment, by performing according to the requirements of the Ohio State Board of Cosmetology.

Key Indicators:

- 9.2.1 Follow manufacturer's directions
- 9.2.2 Select appropriate products for temporary, demi, or semi-permanent hair color application
- 9.2.3 Apply temporary hair color
- 9.2.4 Apply semi-permanent hair color formula
- 9.2.5 Complete client record
- 9.2.6 Demonstrate cleanup procedures

SITAC 9.3: Perform permanent hair color application(s)

TPO: Using the procedure note cards from your binder obtained from Cosmetology Standard Textbook, perform permanent hair color application(s) by performing the services according to the requirements of the Ohio State Board of Cosmetology.

Key Indicators:

- 9.3.1 Follow manufacturer's directions
- 9.3.2 Section for hair coloring
- 9.3.3 Select appropriate product(s) for permanent hair color application
- 9.3.4 Apply aniline derivative (permanent oxidative) hair color to virgin hair
- 9.3.5 Apply hair color retouch
- 9.3.6 Apply special color-effect
- 9.3.7 Apply appropriate hair color to hairpieces
- 9.3.8 Complete client record
- 9.3.9 Demonstrate cleanup procedures

SITAC 9.4: Perform corrective hair color application(s) corm corrective hair color application(s)

TPO: Using information obtained from the Instructor perform corrective hair color application(s) and corm corrective hair color application(s) all to the satisfaction of the instructor.

Key Indicators:

- 9.4.1 Follow manufacturer's directions
- 9.4.2. Identify problems associated with hair coloring
- 9.4.3 Analyze hair condition
- 9.4.4 Demonstrate corrective hair procedures for hair color problems
- 9.4.5 Select appropriate corrective hair color procedure
- 9.4.6 Apply color filler
- 9.4.7 Apply hair color removal
- 9.4.8 Complete client record

9.4.9 Demonstrate cleanup procedures

SITAC 9.5: Perform hair-lightening and toning procedures

TPO: Using information obtained from the Cosmetology Standard Textbook, perform hair-lightening and toning procedures all to the satisfaction of the instructor and the states standard.

Key Indicators:

- 9.5.1 Follow manufacturer’s directions
- 9.5.2 Demonstrate knowledge of hair-lightening products
- 9.5.3 Follow safety precautions specific to hair-lightening procedures
- 9.5.4 Section hair for hair lightening
- 9.5.5 Select appropriate product(s) for hair lightening and toning
- 9.5.6 Apply hair lightener to virgin hair
- 9.5.7 Apply hair lightener retouch
- 9.5.8 Apply toner
- 9.5.9 Complete client record
- 9.5.10 Demonstrate cleanup procedures

SITAC 9.6: Demonstrate specialized lightening effects

TPO: Using the procedure note cards from your binder obtained from Cosmetology Standard Textbook, demonstrate specialized lightening effects according to the requirements of the Ohio State Board of Cosmetology.

Key Indicators:

- 9.6.1 Consult with client about the specialized lightening procedure
- 9.6.2 Select appropriate product(s) for specialized lightening procedure
- 9.6.3 Follow manufacturer’s directions
- 9.6.4 Perform frosting procedure
- 9.6.5 Perform tipping procedure
- 9.6.6 Perform hair-painting procedure
- 9.6.7 Perform foil-weaving procedure
- 9.6.8 Complete client record
- 9.6.9 Demonstrate cleanup procedures
- 9.6.10 Emphasize daily care after specialized lightening procedure

BIL: Essential

EDU:	12	AD
	P	R

SS Competency 21.8: Analyze artificial hair needs and services.

TPO: Using information obtained from Cosmetology Standard Textbook, analyze artificial hair needs and services by performing according to the requirements of the Ohio State Board of Cosmetology.

Descriptors:

- 21.8.1 Discuss the medical and/or aesthetic reasons for wearing wigs, hairpieces and hair extensions.
- 21.8.2 Describe the various types of human and synthetic hairpiece materials.
- 21.8.3 Measure a client for an appropriately fitted wig or hairpiece.
- 21.8.4 Demonstrate wig or hairpiece fitting (e.g., shape, block, adjust).
- 21.8.5 Perform wig or hairpiece care procedures (e.g., styling, cleaning, storing).

Correlated Mathematics Academic Content Benchmark

- *Apply indirect measurement techniques, tools and formulas, as appropriate, to find perimeter, circumference and area of circles, triangles, quadrilaterals and composite shapes, and to find volume of prisms, cylinders, and pyramids. (Measurement C, 8-10)*

Correlated Science Academic Content Benchmark

- *Describe the identifiable physical properties of substances (e.g., color, hardness, conductivity, density, concentration and ductility). Explain how changes in these properties can occur without changing the chemical nature of the substance. (Physical Sciences C, 9-10)*

SITAC 10.1: Consult with client about wig or hairpiece care

TPO: Using information obtained from Cosmetology Standard Textbook, consult with client about wig or hairpiece care by performing according to the requirements of the Ohio State Board of Cosmetology.

Key Indicators:

- 10.1.1 Identify human and synthetic hairpiece materials
- 10.1.2 Instruct client in care of wig or hairpiece
- 10.1.3 Complete client record

SITAC 10.2: Care for wig or hairpiece

TPO: While in the lab, using information obtained from Cosmetology Standard Textbook, care for wig or hairpiece by performing according to the requirements of the Ohio State Board of Cosmetology.

Key Indicators:

- 10.2.1 Follow safety precautions and infection control when caring for a wig or hairpiece
- 10.2.2 Maintain wig or hairpiece (i.e., cut, condition, repair/alter, and store)
- 10.2.3 Style wig or hairpiece
- 10.2.4 Place wig or hairpiece on client
- 10.2.5 Complete client record

Unit 22: Nail and Facial Services

(Industry-Driven Authentic Assessment; See Appendix)

Correlated English Language Arts Academic Content Benchmarks

Note: Throughout Unit 22, students are expected to learn and use vocabulary specific to nail and facial services.

Correlations to the English Language Arts **Acquisition of Vocabulary Standard** include the following benchmarks:

- *Apply knowledge of roots, affixes and phrases to aid understanding of content area vocabulary.* (Acquisition of Vocabulary D, 11-12)
- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

BIL: Essential

EDU:	12	AD
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SS Competency 22.1: Examine nails, their disorders and diseases.

TPO: Using the Milady's Cosmetology Textbook, examine nails, their disorders and diseases answering all the review questions with at least 80% accuracy.

Descriptors:

- 22.1.1 Describe the structure and various shapes of the nail.
- 22.1.2 Explain the nail growth process.
- 22.1.3 Differentiate nail irregularities and diseases.
- 22.1.4 Identify nail mold and fungus, and describe their causes.
- 22.1.5 Explain treatments for disorders and diseases.
- 22.1.6 Describe advanced nail techniques (e.g., wrapping, sculptured, acrylic).
- 22.1.7 Demonstrate manicure and pedicure procedures.

SITAC 11.1: Prepare client for manicure or pedicure

TPO: Using the lab as a workplace, prepare client for manicure or pedicure by following all rules and procedures as set forth in the Milady's Cosmetology textbook with at least 80% accuracy.

Key Indicators:

- 11.1.1 Consult with client about nail care procedures
- 11.1.2 Analyze hands and nails (nail disorders, shapes, and cuticle)
- 11.1.3 Follow all infection control and safety precautions for all manicuring or pedicuring procedures
- 11.1.4 Demonstrate cleanup procedures

SITAC 11.2: Perform manicures

TPO: Using the lab as a workplace, perform manicures by following all rules and procedures as set forth in the Milady's Cosmetology textbook with at least 80% accuracy.

Key Indicators:

- 11.2.1 Perform plain manicure
- 11.2.2 Perform hot-oil manicure
- 11.2.3 Perform electric manicure
- 11.2.4 Perform hand and arm massage
- 11.2.5 Repair broken or split nails

- 11.2.6 Apply liquid polish
- 11.2.7 Educate client in daily care of hands and nails for each nail procedure
- 11.2.8 Dispose of nail care products according to manufacturer's directions, and state and federal regulations

SITAC 11.3: Apply artificial nails

TPO: Using the lab as a workplace, apply artificial nails by following all rules and procedures as set forth in the Milady's Cosmetology textbook with at least 80% accuracy.

Key Indicators:

- 11.3.1 Complete release statement
- 11.3.2 Follow safety precautions and infection control when performing procedures to apply artificial nails
- 11.3.3 Identify problems with artificial nails
- 11.3.4 Apply nail tips
- 11.3.5 Apply artificial nails
- 11.3.6 Educate client in daily care of artificial nails
- 11.3.7 Complete client record

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Science Academic Content Benchmarks

- *Explain how processes at the cellular level affect the functions and characteristics of an organism.* (Life Sciences A, 11-12)

BIL: Essential

EDU:	12	AD
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SS Competency 22.2: Perform facial services.

TPO: Using the lab as a workplace, perform facial services by following all rules and procedures as set forth in the Milady's Cosmetology textbook with at least 80% accuracy.

Descriptors

- 22.2.1 Describe facial manipulations, massage and their respective benefits.
- 22.2.2 Explain special skin conditions and corrective treatments.
- 22.2.3 Describe the purposes and procedures for applying packs and masks.
- 22.2.4 Discuss the various machines available for facial treatments and their respective applications.
- 22.2.5 Explain methods of hair removal.

SITAC 12.1: Prepare client for facial service

TPO: When faced with a situation, prepare client for facial service by following all rules and procedures as set forth by my instructor and in the Milady's Cosmetology textbook with at least 80% accuracy.

Key Indicators:

- 12.1.1 Consult with client about skin care
- 12.1.2 Educate client in daily skin care
- 12.1.3 Complete release statement
- 12.1.4 Drape client for facial
- 12.1.5 Analyze skin, skin problems, and skin disorders
- 12.1.6 Recommend corrective measures for skin disorders
- 12.1.7 Complete client record for each facial service performed
- 12.1.8 Follow all infection control and safety precautions for all facial service procedures
- 12.1.9 Demonstrate cleanup procedures

SITAC 12.2: Perform facial

TPO: When faced with a situation, perform facial by following all rules and procedures as set forth by my instructor and in the Milady's Cosmetology textbook with at least 80% accuracy.

Key Indicators:

- 12.2.1 Select appropriate products for facial
- 12.2.2 Apply appropriate facial products following manufacturer's directions
- 12.2.3 Demonstrate manual facial
- 12.2.4 Demonstrate pack application
- 12.2.5 Demonstrate mask application
- 12.2.6 Demonstrate product removal
- 12.2.7 Describe electrical systems used on face

SITAC 12.3: Remove superfluous hair

TPO: When faced with a situation, remove superfluous hair by following all rules and procedures as set forth by my instructor and in the Milady's Cosmetology textbook with at least 80% accuracy.

Key Indicators:

- 12.3.1 Arch eyebrows with tweezers
- 12.3.2 Remove superfluous hair with wax
- 12.3.3 Remove superfluous hair with chemical depilatory

BIL: Essential

EDU:	12	AD
	P	R

SS Competency 22.3: Assess facial makeup services.

Descriptors

- 22.3.1 Analyze facial features and face shape.
- 22.3.2 Explain the principles of color harmony and corrective makeup for each facial shape.
- 22.3.3 Describe the procedures for eyebrow and lash applications.
- 22.3.4 Demonstrate facial makeup procedures.

SITAC 12.4: Apply makeup

TPO: When faced with a situation, apply makeup by following all rules and procedures as set forth by my instructor and in the Milady’s Cosmetology textbook with at least 80% accuracy.

Key Indicators:

- 12.4.1 Consult with client about makeup application
- 12.4.2 Select appropriate product(s) for makeup for client
- 12.4.3 Apply daytime makeup
- 12.4.4 Apply evening makeup
- 12.4.5 Apply corrective makeup
- 12.4.6 Apply artificial eyelashes

BIL: Essential

EDU:	12	AD
	P	R

SS Competency 22.4: Analyze electricity and light therapy.

TPO: Using information obtained from Cosmetology Standard Textbook, analyze electricity and light therapy by answering all the test questions with at least an 80% accuracy.

Descriptor:

- 22.4.1 Describe basic electrical theory.
- 22.4.2 Differentiate the different currents (e.g., galvanic, faradic, sinusoidal).
- 22.4.3 Match the correct electrode to the respective service.
- 22.4.4 Describe the functions of electrical equipment used in personal care services.
- 22.4.5 Describe visible and invisible light rays and how they are reproduced.
- 22.4.6 Explain how infrared and ultraviolet rays are used in personal care services.

Correlated English Language Arts Academic Content Benchmark

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing). (Reading Process B, 8-10; Reading Process B, 11-12)*

Correlated Science Academic Content Benchmark

- *Demonstrate that waves (e.g., sound, seismic, water and light) have energy and waves can transfer energy when they interact with matter. (Physical Sciences G, 9-10)*

BIL: Essential

EDU:	12	AD
	P	R

SS Competency 22.5: Analyze arm, hand and foot massage services.

TPO: Using information obtained from Cosmetology Standard Textbook, analyze arm, hand and foot massage services by the instructor in the lab with 95% accuracy.

Descriptor:

- 22.5.1 Explain the theory of basic arm, hand and foot manipulations.
- 22.5.2 Discuss health conditions that prohibit the safe use of massage.
- 22.5.3 Examine skin anatomy, types and disorders.
- 22.5.4 Demonstrate arm, hand and/or foot massage.

Correlated English Language Arts Academic Content Benchmark

- *Give informational presentations that present ideas in a logical sequence, include relevant facts and details from multiple sources and use a consistent organizational structure.* (Communication: Oral and Visual E, 8-10)

SITAC 11.4: Perform pedicure

TPO: When faced with a situation, perform pedicure by following all rules and procedures as set forth by my instructor and in the Milady's Cosmetology textbook with at least 80% accuracy.

Key Indicators:

- 11.4.1 Perform plain pedicure
- 11.4.2 Perform foot and leg massage
- 11.4.3 Educate client in daily care of feet and nails

Unit 23: Barbering

(Industry-Driven Authentic Assessment; See Appendix)

Correlated English Language Arts Academic Content Benchmarks

Note: Throughout Unit 23, students are expected to learn and use vocabulary specific to barbering. Correlations to the English Language Arts **Acquisition of Vocabulary** standard include the following benchmarks:

- *Apply knowledge of roots, affixes and phrases to aid understanding of content area vocabulary.* (Acquisition of Vocabulary D, 11-12)
- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

BIL: Essential

EDU:	12	AD
	I	P

SS Competency 23.1: Explain the fundamentals of barbering.

TPO: Using information obtained from the Instructor, explain the fundamentals of barbering all to the satisfaction of the instructor.

Descriptor:

23.1.1 Discuss the differences between barbering and cosmetology.

Correlated Science Academic Content Benchmark

- *Explain how processes at the cellular level affect the functions and characteristics of an organism. (Life Sciences A, 11-12)*

SITAC 13.1: Communicate with clients

TPO: Using the Milady's Cosmetology Textbook, communicate with clients by answering all the review questions with at least 80% accuracy.

Key Indicators:

- 13.1.1 Demonstrate telephone etiquette
- 13.1.2 Converse with clients
- 13.1.3 Schedule/confirm appointments
- 13.1.4 Demonstrate suggestive selling
- 13.1.5 Demonstrate knowledge and techniques for building a salon clientele

SITAC 13.2: Process client payments

TPO: Using the Milady's Cosmetology Textbook, process client payments by answering all the review questions with at least 80% accuracy.

Key Indicators:

- 13.2.1 Calculate charges, including tax and gratuity
- 13.2.2 Operate cash register or computer systems
- 13.2.3 Process credit card and check transactions
- 13.2.4 Make change
- 13.2.5 Close out cash drawer each day
- 13.2.6 Maintain file records

SITAC 13.3: Demonstrate basic computer skills

TPO: Using the Milady's Cosmetology Textbook, demonstrate basic computer skills by answering all the review questions with at least 80% accuracy.

Key Indicators:

- 13.3.1 Operate computer
- 13.3.2 Demonstrate basic computer skills, e.g., input information; create, copy, and save a file; use spell-check; use computer security codes
- 13.3.3 Research product/service information on Internet

SITAC 13.4: Maintain sales area

TPO: Using information obtained from the Instructor, maintain sales area all to the satisfaction of the instructor.

Key Indicators:

- 13.4.1 Display/maintain retail items
- 13.4.2 Clean/maintain waiting area

SITAC 14.1: Comply with regulations of Ohio State Board of Cosmetology and other federal, state, or local agencies

TPO: Using information obtained from the Instructor, maintain sales area all to the satisfaction of the instructor.

Key Indicators:

- 14.1.1 Demonstrate knowledge of state cosmetology regulations
- 14.1.2 Maintain federal, state, and local tax records
- 14.1.3 Demonstrate knowledge of workers' compensation policies, insurance, and other benefits

SITAC 14.2: Manage salon operations

TPO: Using information obtained from the Instructor, manage salon operations all to the satisfaction of the instructor.

Key Indicators:

- 14.2.1 Demonstrate conflict resolution and problem solving
- 14.2.2 Handle client concerns
- 14.2.3 Apply marketing strategies
- 14.2.4 Identify professional liability responsibilities
- 14.2.5 Manage inventory
- 14.2.6 Monitor salon infection control
- 14.2.7 Monitor equipment condition
- 14.2.8 Perform routine safety inspections

SITAC 14.3: Maintain professionalism

TPO: Using information obtained from the Instructor, maintain professionalism all to the satisfaction of the instructor.

Key Indicators:

- 14.3.1 Acquire/maintain state license to practice cosmetology
- 14.3.2 Affiliate with professional organizations
- 14.3.3 Attend continuing education activities
- 14.3.4 Identify career options and opportunities for advancement

SITAC 14.4: Establish a salon (required for manager's license only)

TPO: Using information obtained from the Instructor, establish a salon (required for manager's license only) maintain professionalism all to the satisfaction of the instructor.

Key Indicators:

- 14.4.1 Research location
- 14.4.2 Design a floor plan
- 14.4.3 Secure contract for maintenance services (e.g., carpenter, plumber, electrician)
- 14.4.4 Establish financial resources
- 14.4.5 Negotiate lease
- 14.4.6 Identify accounting and legal needs (e.g., bank, credit rating)
- 14.4.7 Obtain licenses/comply with codes and state regulations
- 14.4.8 Develop marketing strategies
- 14.4.9 Identify staff needs
- 14.4.1 Interview/hire staff

*** Licenses offered by Ohio State Board of Cosmetology**

Cosmetologist: 1500 hours

Hair Designer: 1200 hours (does not include pedicuring, manicuring and facial services Unit)

Esthetician: 600 hours

Natural Hair Stylist: 450 hours

Manicurist: 200 hours

Manager: 300 hours

NOTE: A managers license may be obtained through either of the following processes: 1) Completion of a managers course, which requires additional hours to the basic licenses mentioned above and successfully complete the Ohio State Board of Cosmetology manager's written examination. 2) Complete one year of full-time work experience and successfully complete the Ohio State Board of Cosmetology manager's written examination. Due to limitation of the number of hour available to secondary students for cosmetology coursework, currently the manager's Course at a Career-Technical and Adult Center is only offered to students enrolled in Adult Education Programs.

Junior and Senior Curriculum Map

Human Services Core Body of Knowledge

Integrating Academics with Cosmetology Cleveland Heights University City Schools

Competency	Academic Bench Marks	Integration Strategy
<p>Unit 1: Career Exploration, Development and Employability Traits</p> <p>1.1: Explore careers in human services.</p> <p>SITACS 1.1: Participate in orientation</p>	<p>Correlated English Language Arts Academic Content Benchmarks</p>	<ul style="list-style-type: none"> • <i>Use multiple resources to enhance comprehension of vocabulary. (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)</i> • <i>Apply reading comprehension strategies to understand grade-appropriate text. (Reading Process A, 8-10; Reading Process A, 11-12)</i> • <i>Formulate open-ended research questions suitable for inquiry and investigation and adjust questions as necessary while research is conducted. (Research A, 11-12)</i> • <i>Compile, organize and evaluate information, take notes and summarize findings. (Research B, 11-12)</i>

<p>CS 1.6: Demonstrate the ability to lead or work on a team.</p>	<p>Correlated English Language Arts Academic Content Benchmarks</p>	<ul style="list-style-type: none"> • <i>Use a variety of strategies to enhance listening comprehension.</i> (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12) • <i>Select and use effective speaking strategies for a variety of audiences, situations and purposes.</i> (Communication: Oral and Visual C, 11-12)
<p>Competency CS 1.7: Examine entrepreneurship.</p>	<p>Correlated Social Studies Academic Content Benchmarks</p> <p>Correlated English Language Arts Academic Content Benchmark</p> <p>Correlated Mathematics Academic Content Benchmarks</p> <p>Correlated Social Studies Academic Content Benchmarks</p>	<ul style="list-style-type: none"> • <i>Analyze how issues may be viewed differently by various cultural groups.</i> (People in Societies A, 11-12) • <i>Work in groups to analyze an issue and make decisions.</i> (Social Studies Skills and Methods D, 11-12) • <i>Compile, organize and evaluate information, take notes and summarize findings.</i> (Research B, 11-12) • <i>Apply mathematical knowledge and skills routinely in other content areas and practical situations.</i> (Mathematical Processes B, 8-10) • <i>Identify factors which inhibit or spur economic growth and cause expansions or recessions.</i> (Economics B, 11-12) • <i>Explain the use of a budget in making personal economic decisions and planning for the future.</i> (Economics E, 11-12) • <i>Critique data and information to determine the adequacy of support for conclusions.</i> (Social Studies Skills and Methods B, 11-12)

<p>CS 2.5: Demonstrate internal and external customer service techniques.</p>	<p>Correlated English Language Arts Academic Content Benchmarks</p>	<ul style="list-style-type: none"> • <i>Use a variety of strategies to enhance listening comprehension.</i> (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12) • <i>Select and use effective speaking strategies for a variety of audiences, situations and purposes.</i> (Communication: Oral and Visual C, 11-12) • <i>Design and perform a statistical experiment, simulation or study; collect and interpret data; and use descriptive statistics to communicate and support predictions and conclusions.</i> (Data Analysis and Probability C, 11-12)
<p>CS 2.6: Design a business plan.</p>	<p>Correlated Mathematics Academic Content Benchmarks</p> <p>Correlated Social Studies Academic Content Benchmarks</p> <p>Correlated English Language Arts Academic Content Benchmarks</p>	<ul style="list-style-type: none"> • <i>Work in groups to analyze an issue and make decisions.</i> (Social Studies Skills and Methods D, 11-12) • <i>Determine the usefulness of organizers and apply appropriate pre-writing tasks.</i> (Writing Processes B, 8-10) • <i>Edit to improve sentence fluency, grammar and usage.</i> (Writing Processes D, 8-10) • <i>Produce functional documents that report, organize and convey information and ideas accurately, foresee readers' problems or misunderstandings and that include formatting techniques that are user friendly.</i> (Writing Applications C, 11-12)

<p>CS 2.9: Evaluate marketing techniques.</p>	<p>Correlated English Language Arts Academic Content Benchmarks</p>	<ul style="list-style-type: none"> • <i>Produce functional documents that report, organize and convey information and ideas accurately, foresee readers' problems or misunderstandings and that include formatting techniques that are user friendly.</i> (Writing Applications C, 11-12)
<p>CS 2.10: Demonstrate effective use of technology.</p>	<p>Correlated Mathematics Academic Content Benchmark</p> <p>Correlated Social Studies Academic Content Benchmarks</p> <p>Correlated English Language Arts Academic Content Benchmarks</p> <p>Correlated Mathematics Academic Content Benchmarks</p> <p>Correlated Social Studies Academic Content Benchmarks</p>	<ul style="list-style-type: none"> • <i>Apply mathematical knowledge and skills routinely in other content areas and practical situations.</i> (Mathematical Processes B, 8-10) • <i>Critique data and information to determine the adequacy of support for conclusions.</i> (Social Studies Skills and Methods B, 11-12) • <i>Apply reading comprehension strategies to understand grade-appropriate text.</i> (Reading Process A, 8-10; Reading Process A, 11-12) • <i>Use descriptive statistics to analyze and summarize data, including measures of center, dispersion, correlation and variability.</i> (Data Analysis and Probability B, 11-12) • <i>Obtain and evaluate information from public records and other resources related to a public policy issue.</i> (Social Studies Skills and Methods A, 11-12) • <i>Critique data and information to determine the adequacy of support for conclusions.</i> (Social Studies Skills and Methods B, 11-12)

<p>CS 3.6: Apply active listening skills to obtain and clarify information provided in oral communications.</p>	<p>Correlated English Language Arts Academic Content Benchmarks</p>	<p><i>listening comprehension.</i> (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)</p> <ul style="list-style-type: none"> • <i>Select and use effective speaking strategies for a variety of audiences, situations and purposes.</i> (Communication: Oral and Visual C, 11-12) • <i>Work in groups to analyze an issue and make decisions.</i> (Social Studies Skills and Methods D, 11-12)
<p>CS 3.7: Utilize written documents to direct human services operations.</p>	<p>Correlated Social Studies Academic Content Benchmarks</p> <p>Correlated English Language Arts Academic Content Benchmarks</p> <p>Correlated Mathematics Academic Content Benchmarks</p> <p>Correlated Social Studies Academic Content Benchmarks</p>	<ul style="list-style-type: none"> • <i>Apply editing strategies to eliminate slang and improve conventions.</i> (Writing Processes D, 11- 12) • <i>Write and solve real-world, multi-step problems involving money, elapsed time and temperature, and verify reasonableness of solutions.</i> (Measurement F, 8-10) • <i>Obtain and evaluate information from public records and other resources related to a public policy issue.</i> (Social Studies Skills and Methods A, 11-12) • <i>Critique data and information to determine the adequacy of support for conclusions.</i> (Social Studies Skills and Methods B, 11-12)

<p>CS 4.3: Complete work-related duties within an ethical framework.</p>	<p>Correlated English Language Arts Academic Content Benchmark</p>	<ul style="list-style-type: none"> • <i>Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).</i> (Reading Process B, 8-10; Reading Process B, 11-12)
<p>CS 4.4: Assess the implications of ethical and unethical behavior.</p>	<p>Correlated Social Studies Academic Content Benchmarks</p> <p>Correlated English Language Arts Academic Content Benchmark</p> <p>Correlated Social Studies Academic Content Benchmarks</p>	<ul style="list-style-type: none"> • <i>Analyze how issues may be viewed differently by various cultural groups.</i> (People in Societies A, 11-12) • <i>Compile, organize and evaluate information, take notes and summarize findings.</i> (Research B, 11-12) • <i>Use historical interpretations to explain current issues.</i> (History B, 11-12) • <i>Critique data and information to determine the adequacy of support for conclusions.</i> (Social Studies Skills and Methods B, 11-12)
<p>CS 4.5: Explain employee and employer liability.</p>	<p>Correlated English Language Arts Academic Content Benchmark</p>	<ul style="list-style-type: none"> • <i>Use multiple resources to enhance comprehension of vocabulary.</i> (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
<p>Unit 5: Health and Safety</p>		
<p>CS 5.1: Maintain general safety in accordance with government regulations, health standards, company policies and practices.</p>	<p>Correlated English Language Arts Academic Content Benchmark</p>	<ul style="list-style-type: none"> • <i>Use appropriate self-monitoring strategies for comprehension.</i> (Reading Process C, 8-10; Reading Process C, 11-12)
<p>CS 5.2: Evaluate the human and ergonomic factors associated with human services.</p>	<p>Correlated English Language Arts Academic Content Benchmark</p>	<ul style="list-style-type: none"> • <i>Apply knowledge of roots, affixes and phrases to aid understanding of content area vocabulary.</i> (Acquisition of Vocabulary D, 11-12)

<p>CS 5.5: Complete and apply operations and safety training on pertinent equipment.</p>	<p>Correlated English Language Arts Academic Content Benchmarks</p>	<ul style="list-style-type: none"> • <i>Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).</i> (Reading Process B, 8-10; Reading Process B, 11-12) • <i>Use appropriate self-monitoring strategies for comprehension.</i> (Reading Process C, 8-10; Reading Process C, 11-12)
<p>CS 5.6: Identify workplace hazards and the practices that contribute to a healthy environment.</p>	<p>Correlated English Language Arts Academic Content Benchmark</p> <p>Correlated Social Studies Academic Content Benchmark</p>	<ul style="list-style-type: none"> • <i>Apply reading comprehension strategies to understand grade-appropriate text.</i> (Reading Process A, 8-10; Reading Process A, 11-12) • <i>Critique data and information to determine the adequacy of support for conclusions.</i> (Social Studies Skills and Methods B, 11-12)
<p>CS 5.7: Explain emergency response plans.</p>	<p>Correlated English Language Arts Academic Content Benchmarks</p> <p>Correlated Social Studies Academic Content Benchmarks</p>	<ul style="list-style-type: none"> • <i>Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).</i> (Reading Process B, 8-10; Reading Process B, 11-12) • <i>Use appropriate self-monitoring strategies for comprehension.</i> (Reading Process C, 8-10; Reading Process C, 11-12) • <i>Use appropriate data sources and geographic tools to analyze and evaluate public policies.</i> (Geography C, 11-12)

<p>SS 6.3: Prescribe strategies to help clients become self-advocates.</p>	<p>Correlated Social Studies Academic Content Benchmarks</p>	<ul style="list-style-type: none"> • <i>Critique data and information to determine the adequacy of support for conclusions.</i> (Social Studies Skills and Methods B, 11-12) • <i>Work in groups to analyze an issue and make decisions.</i> (Social Studies Skills and Methods D, 11-12)
<p>SS 6.4: Facilitate access to resources that clients can use for self-advocacy.</p>	<p>Correlated English Language Arts Academic Content Benchmarks</p>	<ul style="list-style-type: none"> • <i>Compile, organize and evaluate information, take notes and summarize findings.</i> (Research B, 11-12) • <i>Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources.</i> (Research C, 11-12)
<p>Unit 7: Client Interaction</p>		
<p>Competency SS 7.1: Utilize communication skills to build rapport and channels of communication.</p>	<p>Correlated English Language Arts Academic Content Benchmarks)</p>	<ul style="list-style-type: none"> • <i>Use a variety of strategies to enhance listening comprehension.</i> (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12) • <i>Select and use effective speaking strategies for a variety of audiences, situations and purposes.</i>(Communication: Oral and Visual C, 11-12)
<p>SS 7.2: Employ communication modes that are appropriate to the needs of clients.</p>	<p>Correlated English Language Arts Academic Content Benchmarks</p>	<ul style="list-style-type: none"> • <i>Use a variety of strategies to enhance listening comprehension.</i> (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)

<p>SS 10.2: Assist or facilitate the implementation of an individualized plan to achieve specific outcomes.</p>	<p>Correlated Social Studies Academic Content Benchmarks</p>	<ul style="list-style-type: none"> • <i>Critique data and information to determine the adequacy of support for conclusions.</i> (Social Studies Skills and Methods B, 11-12) • <i>Work in groups to analyze an issue and make decisions.</i> (Social Studies Skills and Methods D, 11-12)
<p>SS 10.3: Review individual client outcomes.</p>	<p>Correlated Social Studies Academic Content Benchmark</p>	<ul style="list-style-type: none"> • <i>Critique data and information to determine the adequacy of support for conclusions.</i> (Social Studies Skills and Methods B, 11-12)
<p>Unit 11: Community Living Skills and Supports</p>		
<p>SS 11.1: Assist clients to meet their physical needs (e.g., health, grooming, eating) and their personal management needs (e.g., human development, sexuality).</p>	<p>Correlated Social Studies Academic Content Benchmark</p>	<ul style="list-style-type: none"> • <i>Critique data and information to determine the adequacy of support for conclusions.</i> (Social Studies Skills and Methods B, 11-12)
<p>Unit 12: Education, Training and Self-Development</p>		
<p>SS 12.1: Complete required training, education, certification and professional development to keep abreast of relevant resources and current information.</p>	<p>Correlated English Language Arts Academic Content Benchmarks</p> <p>Correlated Social Studies Academic Content Benchmarks</p>	<ul style="list-style-type: none"> • <i>Apply reading comprehension strategies to understand grade-appropriate text.</i> (Reading Process A, 8-10; Reading Process A, 11-12) • <i>Obtain and evaluate information from public records and other resources related to a public policy issue.</i> (Social Studies Skills and Methods A, 11-12)

<p>SS 19.1: Differentiate the various systems of the human body.</p>	<p>Correlated English Language Arts Academic Content Benchmarks</p>	<ul style="list-style-type: none"> • <i>Apply knowledge of roots and affixes to determine the meanings of complex words and subject area vocabulary. (Acquisition of Vocabulary E, 8-10)</i> • <i>Use multiple resources to enhance comprehension of vocabulary. (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)</i>
<p>SS 19.3: Examine hair and scalp, and their disorders.</p> <p>SITAC 4.1: Prepare client for scalp care and hair care</p>	<p>Correlated Science Academic Content Benchmark</p> <p>Correlated English Language Arts Academic Content Benchmarks</p> <p>Correlated Science Academic Content Benchmark</p>	<ul style="list-style-type: none"> • <i>Explain how processes at the cellular level affect the functions and characteristics of an organism. (Life Sciences A, 11-12)</i> • <i>Apply knowledge of roots and affixes to determine the meanings of complex words and subject area vocabulary. (Acquisition of Vocabulary E, 8-10)</i> • <i>Use multiple resources to enhance comprehension of vocabulary. (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)</i> • <i>Explain how processes at the cellular level affect the functions and characteristics of an organism. (Life Sciences A, 11-12)</i>

<p>SS 21.4: Analyze chemical waving and hair relaxing procedures.</p>	<p>Correlated Science Academic Content Benchmarks</p>	<ul style="list-style-type: none"> • <i>Describe that matter is made of minute particles called atoms and atoms are comprised of even smaller components. Explain the structure and properties of atoms. (Physical Sciences A, 9-10)</i> • <i>Explain how atoms react with each other to form other substances and how molecules react with each other or other atoms to form even different substances. (Physical Sciences B, 9-10)</i> • <i>Describe the identifiable physical properties of substances (e.g., color, hardness, conductivity, density, concentration and ductility). Explain how changes in these properties can occur without changing the chemical nature of the substance. (Physical Sciences C, 9-10)</i>
<p>SS 21.5: Demonstrate chemical waving and hair relaxing procedures.</p> <p>SITAC 7.1: Prepare client for permanent wave or relaxing procedure</p> <p>SITAC 7.2: Perform chemical (permanent) wave</p> <p>SITAC 7.3: Identify special problems associated with chemical (permanent) waving hair</p> <p>SITAC 7.4: Perform chemical hair-relaxer</p> <p>SITAC 7.5: Identify special problems associated with chemical hair-relaxing procedures</p> <p>SITAC 8.1: Perform curl-reformation procedure</p>	<p>Correlated English Language Arts Academic Content Benchmark</p>	<ul style="list-style-type: none"> • <i>Produce functional documents that report, organize and convey information and ideas accurately, foresee readers' problems or misunderstandings and that include formatting techniques that are user friendly. (Writing Applications C, 11-12)</i>

<p>SS 21.7: Demonstrate hair coloring and lightening procedures.</p> <p>SITAC 9.1: Prepare client for hair color or hair lightening application SITAC 9.2: Perform temporary, demi, and semi-permanent hair color applications SITAC 9.3: Perform permanent hair color application(s) SITAC 9.4: Perform corrective hair color application(s) SITAC 9.5: Perform hair-lightening and toning procedures SITAC 9.6: Demonstrate specialized lightening effects</p>	<p>Correlated Mathematics Academic Content Benchmark</p>	<ul style="list-style-type: none"> • <i>Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.</i> (Number, Number Sense and Operations G, 8-10)
<p>SS 21.8: Analyze artificial hair needs and services.</p> <p>SITAC 10.1: Consult with client about wig or hairpiece care SITAC 10.2: Care for wig or hairpiece</p>	<p>Correlated Mathematics Academic Content Benchmark</p> <p>Correlated Science Academic Content Benchmark</p>	<ul style="list-style-type: none"> • <i>Apply indirect measurement techniques, tools and formulas, as appropriate, to find perimeter, circumference and area of circles, triangles, quadrilaterals and composite shapes, and to find volume of prisms, cylinders, and pyramids.</i> (Measurement C, 8-10) • <i>Describe the identifiable physical properties of substances (e.g., color, hardness, conductivity, density, concentration and ductility). Explain how changes in these properties can occur without changing the chemical nature of the substance.</i> (Physical Sciences C, 9-10)

<p>14. Salon Operations</p> <p>Competency SITAC 14.1: Comply with regulations of Ohio State Board of Cosmetology and other federal, state, or local agencies</p> <p>Competency SITAC 14.2: Manage salon operations</p> <p>Competency SITAC 14.3: Maintain professionalism</p> <p>Competency SITAC 14.4: Establish a salon (required for manager's license only)</p>		
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<p>20. Health, Sanitation and Safety Standards</p> <p>21. Hair and Skin Services</p> <ul style="list-style-type: none">1. Shampooing2. Hair Shaping/ Cutting3. Hair Styling4. Permanent Waving and Relaxing5. Hair Coloring and Highlighting6. Wig and Hairpiece Care <p>22. Nail and Facial Services</p> <ul style="list-style-type: none">1. Manicuring and Pedicuring2. Artificial Nail Application3. Facial Treatments4. Make-up Application and Skin Care <p>23. Barbering</p> <p>14. Salon Operations</p> <ul style="list-style-type: none">1. Career Exploration, Development and Employability Traits2. Business Processes3. Communications4. Legal and Ethical Responsibilities5. Health and Safety		
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<ul style="list-style-type: none">6. Client Empowerment7. Client Interaction8. Assessment10. Individual Service Plan Process11. Community Living Skills and Supports12. Education, Training and Self Development13. Advocacy15. Crisis Intervention16. Organizational Participation17. Documentation18. Legal and Ethical Aspects		
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COSMETOLOGY

STUDENT ASSESSMENT POLICY

The students shall perform the competencies set in the Human Services Standards in a manner acceptable in the cosmetology field. There shall be a specific number of assigned competencies that a student must achieve in order to receive credit for the course.

A student's grade shall be determined by his or her performances in the following areas:

RELATED	LAB
Bellwork	Following Instruction
Pretest	Gathering appropriate material
Post tests	Kit Checks
Teacher observation and evaluations	Pretest
Class discussions	Post tests
Self evaluations	Teacher observation and evaluations
Class discussions	Class discussions
Skill test/timings	Self evaluations
Weekly uniform and shoes	Class discussions
Daily Grades	Skill test/timings
Oral test	Weekly shop duties
Following instruction	Task performance
Class participation	Cosmetology binder
	Oral test
	Health and safety application

The number of competencies mastered will be translated into appropriate grades consistent with the district and school policies and highly considering the criteria set before the Heights School of Cosmetology Department, as required by the Ohio State Board of Cosmetology. The Ohio State Board of Cosmetology requires the students to pass all tests with at least a 75% competency.

Grading Scale	
100 - 90%	= A
89 - 80%	= B
79 - 70%	= C
69 - 60%	= D
59 - 0%	= F

At the completion of the program each student will receive a Career Passport indicating competencies in which student is proficient.