

COSMETOLOGY II

Cosmetology II emphasis will be toward the development of advanced skills in styling, hair coloring, permanent waving, facials and manicuring. Students will also study anatomy and physiology, professionalism, and salon management in relation to cosmetology.

Application of Content

Intensive laboratory applications are a required component of this course and may be either school based or on-the-job or a combination of the two. Work-based experiences in closely related industry settings are strongly encouraged. A Standards-based plan for each student guides the work-based experience.

Career and Technical Student Organizations

Career and Technical Student Organizations are considered a powerful instructional tool when integrated into Career and Technical Education courses. They enhance the knowledge and skills students learn in a course by allowing a student to participate a unique program of career and leadership development. Students in this course should be encouraged to participate in Skills USA.

Dual Credit

This course provides the opportunity for dual credit for students who meet postsecondary requirements for earning dual credit and successfully complete the dual credit requirements of this course.

Course Specifications

- DOE Code: 5806
- Recommended Grade Level: Grade 12
- Recommended Prerequisites: Cosmetology I
- Credits: 3 credits per semesters, maximum of 2 semesters, maximum of 6 credits
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course is aligned with postsecondary courses for Dual Credit:
 - Vincennes University
 - COSM 200 Cosmetology III
 - COSM 250 Cosmetology IV

Content Standards

Domain - Salon Business

Core Standard 1 Develop professional practices and procedures in salon retailing and salon business to be successful in the industry.

Standards

- CO2-1.1 Create a business plan with short and long term goals to own or manage a salon
- CO2-1.2 Analyze the importance of building and maintaining professional relationships with clientele and peers
- CO2-1.3 Analyze selling methods including advertising and follow-up, in the salon retailing business

CO2-1.4 Evaluate proper telephone techniques used in a salon to communicate with customers

Domain - Nails

Core Standard 2 Demonstrate mastery in manicuring and pedicuring

Standards

- CO2-2.1 Evaluate nail structure and growth in fingernails and toenails
- CO2-2.2 Examine disorders, diseases, and irregularities of fingernails and toenails
- CO2-2.3 Demonstrate proper skills and procedures, and sanitary precautions for a manicure and pedicure
- CO2-2.4 Demonstrate basic procedures for applying artificial nails including tips, wraps, acrylic nails and gels

Domain - Skin Care

Core Standard 3 Analyze and perform proper techniques and procedures of the skin

Standards

- CO2-3.1 Evaluate and perform facials and facial manipulations
- CO2-3.2 Demonstrate the application of makeup and artificial eyelashes
- CO2-3.3 Demonstrate basic waxing techniques and sanitation precautions for hair removal to the eyebrows, lips, and chin

Domain - Indiana Cosmetology Law and Seeking Employment

Core Standard 4 Analyze state laws and regulations pertaining to employment in and operation of a cosmetology enterprise.

Standards

- CO2-4.1 Apply employment seeking knowledge and skills to secure employment in the cosmetology industry
- CO2-4.2 Demonstrate knowledge of Indian Law governing the cosmetology industry

Process Standards

Common Core Literacy Standards for Technical Subjects

Reading Standards for Literacy in Technical Subjects 11-12

The standards below begin at grade 11 and define what students should understand and be able to do by the end of grade 12. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations – the former providing broad standards, the latter providing additional specificity.

Key Ideas and Details

- 11-12.RT.1 Cite specific textual evidence to support analysis of technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
- 11-12.RT.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- 11-12.RT.3 Follow precisely a complex multistep procedure when performing technical tasks; analyze the specific results based on explanations in the text.

Craft and Structure

- 11-12.RT.4 Determine the meaning of symbols, key terms, and other domain-specific words and

phrases as they are used in a specific scientific context relevant to *grades 11-12 texts and topics*.

- 11-12.RT.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
- 11-12.RT.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

Integration of Knowledge and Idea

- 11-12.RT.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
- 11-12.RT.8 Evaluate the hypotheses, data, analysis, and conclusions in a technical subject, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
- 11-12.RT.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Range of Reading and Level of Text Complexity

- 11-12.RT.10 By the end of grade 12, read and comprehend technical texts in the grades 11-CCR text complexity band independently and proficiently.

Writing Standards for Literacy in Technical Subjects 11-12

The standards below begin at grade 11 and define what students should understand and be able to do by the end of grade 12. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations – the former providing broad standards, the latter providing additional specificity.

Text Types and Purposes

- 11-12.WT.1 Write arguments focused on *discipline-specific content*.
- 11-12.WT.2 Write informative/explanatory texts, including technical processes.
- 11-12.WT.3 Students will not write narratives in technical subjects. *Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In technical, students must be able to write precise enough descriptions of the step-by-step procedures they use in their technical work that others can replicate them and (possibly) reach the same results.*

Production and Distribution of Writing

- 11-12.WT.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 11-12.WT.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- 11-12.WT.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

- 11-12.WT.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 11-12.WT.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation
- 11-12.WT.9 Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

- 11-12.WT.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.