

# Course Outline

Fashion and Interior Design

REVISED: August/2017

**Job Title:**  
Hair Stylist

**78-10-80**

**Career Pathway:**  
Personal Services

## Hair Styling (Upgrade)

**Credits:** 5

**Hours:** 60

**Industry Sector:**  
Fashion and Interior Design

### Course Description:

This competency-based course prepares trainees to advance in the trade by use of the latest hair styling techniques. It includes advanced hair cutting, hair styling, iron curling, advanced permanent waving, hair relaxing, and hair coloring techniques. The competencies in this course outline are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.

**O\*NET-SOC CODE:**  
39-5012.00

**CBEDS Title:**  
Cosmetology

**CBEDS No.:**  
5812

### Prerequisites:

Enrollment requires knowledge of basic cosmetology or barbering.

**NOTE:** For Perkins purposes this course has been designated as a **capstone** course.

This course cannot be repeated once a student receives a Certificate of Completion.



## **COURSE OUTLINE COMPETENCY-BASED COMPONENTS**

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

### **COURSE OUTLINE COMPONENTS**

### **LOCATION**

#### **GOALS AND PURPOSES**

Cover

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

#### **PERFORMANCE OBJECTIVES OR COMPETENCIES**

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Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition and In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

**COURSE OUTLINE COMPETENCY-BASED COMPONENTS**  
**(continued)**

**COURSE OUTLINE COMPONENTS**

**LOCATION**

**INSTRUCTIONAL STRATEGIES**

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Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.

Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Adults with Disabilities.

**UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT**

Cover

The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.

pp. 7-14

Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.

**EVALUATION PROCEDURES**

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The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.

Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, and simulations), paper and pencil exams, and standardized tests.

**REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT**

Cover

After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.

## **ACKNOWLEDGMENTS**

Thanks to NAZELI ZELYAN and MAY LAHHAM for developing and editing this curriculum. Acknowledgment is also given to ERICA ROSARIO for designing the original artwork for the course covers.

ANA MARTINEZ  
Specialist  
Career Technical Education

ROSARIO GALVAN  
Administrator  
Division of Adult and Career Education

APPROVED:

JOE STARK  
Executive Director  
Division of Adult and Career Education

# **CALIFORNIA CAREER TECHNICAL EDUCATION MODEL CURRICULUM STANDARDS**

## ***Fashion and Interior Design Industry Sector Knowledge and Performance Anchor Standards***

### **1.0 Academics**

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Fashion and Interior Design academic alignment matrix for identification of standards.

### **2.0 Communications**

Acquire and accurately use Fashion and Interior Design sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

### **3.0 Career Planning and Management**

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

### **4.0 Technology**

Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Fashion and Interior Design sector workplace environment.

### **5.0 Problem Solving and Critical Thinking**

Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Fashion and Interior Design sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

### **6.0 Health and Safety**

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Fashion and Interior Design sector workplace environment.

### **7.0 Responsibility and Flexibility**

Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Fashion and Interior Design sector workplace environment and community settings.

### **8.0 Ethics and Legal Responsibilities**

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

### **9.0 Leadership and Teamwork**

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the career technical student organization (such as FHA-HERO, the California Affiliate of FCCLA).

### **10.0 Technical Knowledge and Skills**

Apply essential technical knowledge and skills common to all pathways in the Fashion and Interior Design sector, following procedures when carrying out experiments or performing technical tasks.

### **11.0 Demonstration and Application**

Demonstrate and apply the knowledge and skills contained in the Fashion and Interior Design anchor standards, pathway standards, and performance indicators in classroom, laboratory and workplace settings and through the career technical student organization (such as FHA-HERO, the California Affiliate of FCCLA).

## ***Fashion and Interior Design Pathway Standards***

### **C. Personal Services Pathway**

Students who follow the Personal Services pathway develop the essential concepts, knowledge, principles, and skills to be successful in the career opportunities in this industry. Careers or subjects in this field include barbering, cosmetology, electrology, esthetics, advanced esthetics, makeup artistry, and manicuring, with the emphasis on client consultation, health/safety, service/treatment protocols, product/equipment knowledge, marketing/promotion, management, and business practices.

Sample occupations associated with this pathway:

- ◆ Barber
- ◆ Esthetician
- ◆ Hair Stylist
- ◆ Makeup Artist
- ◆ Manicurist

- C1.0 Identify the importance of state board licensing, rules and regulations for the beauty industry.
- C2.0 Recognize the different communication skills that are necessary to be successful in the personal service career pathways of the beauty industry.
- C3.0 Explain the importance of following the federal and state health and safety regulations, Occupational Safety and Health Administration (OSHA) regulations, infection control practices for the beauty industry.
- C4.0 Describe importance of keeping up with new trends, technologies, product development, new equipment, and services for clients.
- C5.0 Demonstrate the key concepts and principles to designing and performing services and treatment plans for clients.
- C6.0 Employ the leadership and business management practices and cultural proficiencies that would lead to success in the beauty industry.
- C7.0 Differentiate the types of business ownership and the advantages/disadvantages of owning and/or managing a business.
- C8.0 Analyze the clients' needs, abilities, purpose, and challenges to obtaining their goals with services and treatment.
- C9.0 Explain the legal, ethical, scope of practice, and financial responsibilities that exist in the beauty industry.
- C10.0 Synthesize the treatment protocols of clients to assess, re-evaluate, and change the services or treatment plans to reach their goals.
- C11.0 Evaluate the various equipment, supplies, products, and distributors, and manufacturers, and that represent the beauty industry.
- C12.0 Assess the current state, federal and international scope of practice, rules and regulations required of professionals in the beauty industry.  
more seamless transition.

**CBE**  
**Competency-Based Education**

**COMPETENCY-BASED COMPONENTS**  
**for the Hair Styling (Upgrade) Course**

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>A. BARBERING/COSMETOLOGY EQUIPMENT</p> <p>Describe various tools used in the barbering/cosmetology profession.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> <li>1. Differentiate among various combs and brushes.</li> <li>2. Describe the use and care of the following instruments:               <ol style="list-style-type: none"> <li>a. scissors</li> <li>b. razors</li> <li>c. thinning shears</li> <li>d. electric clippers</li> <li>e. electric trimmers</li> </ol> </li> <li>3. Select the proper tools and equipment for each operation.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 4, 5, 6, 7, 8, 11</p> <p><b>CTE Anchor:</b> Communications: 2.1, 2.6 Career Planning and Management: 3.1 Technology: 4.1, 4.3, 4.5 Problem Solving and Critical Thinking: 5.1, 5.3, 5.4 Health and Safety: 6.7 Ethics and Legal Responsibilities: 8.1, 8.2 Technical Knowledge and Skills: 10.1, 10.2, 10.14</p> <p><b>CTE Pathway:</b> C1.2, C2.1, C3.5, C4.2, C4.3, C4.4, C8.1, C8.2, C11.1, C11.2, C11.3, C11.4, C11.5, C12.2, C12.5</p>
<p>B. HAIR CHEMISTRY</p> <p>Study hair structure and various types of damage to the hair.</p>	<ol style="list-style-type: none"> <li>1. Describe the structure of hair.</li> <li>2. Identify the steps in hair analysis.</li> <li>3. Describe proper care for hair.</li> <li>4. Identify the causes of damage to the hair.</li> <li>5. Describe the recommended treatments for damaged hair.</li> </ol>	<p><b>Career Ready Practice:</b> 2, 5, 7, 9, 11, 12</p> <p><b>CTE Anchor:</b> Communications: 2.1</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(6 hours)		Technology: 4.1 Problem Solving and Critical Thinking: 5.1, 5.4 Health and Safety: 6.1 Responsibility and Flexibility: 7.2 Ethics and Legal Responsibilities: 8.3 Technical Knowledge and Skills: 10.1  <b>CTE Pathway:</b> C2.1, C2.2, C2.3, C2.5, C3.5, C4.1, C4.3, C5.2, C5.5
C. CHEMISTRY IN COSMETOLOGY  Study hair care preparations and their uses.	<ol style="list-style-type: none"> <li>1. Define pH.</li> <li>2. Describe how chemicals affect the hair.</li> <li>3. Identify and select proper use of shampoo and conditioner for various hair types.</li> <li>4. Differentiate between synthetic and organic hair care products.</li> <li>5. Differentiate between coating products and penetrating products.</li> </ol>	<b>Career Ready Practice:</b> 1, 2, 5, 7, 11, 12  <b>CTE Anchor:</b> Communications: 2.1, 2.6 Technology: 4.1, 4.5 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.1, 6.2 Technical Knowledge and Skills: 10.1, 10.2, 10.4  <b>CTE Pathway:</b> C2.1, C2.2, C2.3, C2.5, C3.2, C3.4, C8.1, C8.2, C8.4, C8.5, C9.1, C11.1



COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>D. HAIR CUTTING</p> <p>Study various haircutting techniques and perform haircuts on live models.</p> <p>(15 hours)</p>	<ol style="list-style-type: none"> <li>1. Analyze facial shape and hair in relation to haircutting.</li> <li>2. Practice haircutting methods.</li> <li>3. Use elevations and angles in haircutting.</li> <li>4. Perform haircuts on live models.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 4, 5, 6, 7, 8, 10</p> <p><b>CTE Anchor:</b>  Communications: 2.1  Technology: 4.1, 4.5  Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4  Health and Safety: 6.3, 6.5, 6.6, 6.7  Responsibility and Flexibility: 7.2, 7.7  Ethics and Legal Responsibilities: 8.1, 8.3  Technical Knowledge and Skills: 10.1, 10.2, 10.16</p> <p><b>CTE Pathway:</b> C1.1, C2.1, C2.2, C2.3, C2.5, C3.4, C3.5, C4.2, C5.1, C5.2, C5.3, C6.1, C6.3, C8.1, C8.4, C9.3, C10.1, C10.3, C10.4, C10.5</p>
<p>E. HAIRSTYLING</p> <p>Style hair in the latest fashion using hot tools/equipment.</p>	<ol style="list-style-type: none"> <li>1. Use the proper technique in the use of a hot comb or blow dryer and thermal irons.</li> <li>2. Select liquid styling tools needed for a desired style.</li> <li>3. Handle electrical styling appliances correctly and safely.</li> <li>4. Perform thermal hair styling procedures on models.</li> <li>5. Use product to protect the hair from heated tools.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 4, 5, 6, 7, 8, 10, 11, 12</p> <p><b>CTE Anchor:</b>  Communications: 2.1  Health and Safety: 6.1, 6.3, 6.4, 6.5, 6.6, 6.7  Responsibility and Flexibility: 7.2, 7.7</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(3 hours)		<p>Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4</p> <p>Technical Knowledge and Skills: 10.1, 10.2, 10.16</p> <p>Demonstration and Application: 11.1, 11.2</p> <p><b>CTE Pathway:</b> C1.1, C1.2, 2.1, C2.5, C3.1, C3.2, C3.3, C3.4, C3.5, C4.2, C4.3, C4.4, C5.1, C5.2, C5.3, C6.2, C6.3, C8.1, C8.2, C8.4, C9.3, C10.1, C11.4, C12.1</p>
<p>F. PERMANENT WAVING</p> <p>Study various winding techniques used in perming and select proper waving lotion for each hair type.</p>	<ol style="list-style-type: none"> <li>1. Identify different types of cold wave lotion.</li> <li>2. Use cold wave or heat wave methods for permanent waving.</li> <li>3. Use proper wrapping techniques in permanent waving.</li> <li>4. Identify the proper methods for the neutralization process in permanent waving.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 4, 5, 6, 7, 8, 10, 11, 12</p> <p><b>CTE Anchor:</b></p> <p>Communications: 2.1,</p> <p>Technology: 4.1, 4.5</p> <p>Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4</p> <p>Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7</p> <p>Responsibility and Flexibility: 7.7</p> <p>Ethics and Legal Responsibilities: 8.1, 8.3, 8.4, 8.7</p> <p>Leadership and Teamwork: 9.6</p> <p>Technical Knowledge and Skills: 10.2, 10.4</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(3 hours)		<p>Demonstration and Application: 11.1, 11.2</p> <p><b>CTE Pathway:</b> C1.1, C2.1, C2.2, C2.3, C2.5, C3.1, C3.2, C3.3, C3.4, C3.5, C4.2, C4.3, C4.4, C5.1, C5.2, C5.3, C6.2, C6.3, C8.1, C8.2, C8.4, C8.5, C9.1, C10.1, C11.1, C11.4</p>
<p>G. HAIR RELAXING AND STRAIGHTENING</p> <p>Relax extremely curly hair using chemical or thermal methods.</p> <p>(3 hours)</p>	<ol style="list-style-type: none"> <li>1. Use chemical relaxer to straighten extremely curly hair.</li> <li>2. Use hot-comb and curling iron to temporarily straighten extremely curly hair.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 4, 5, 6, 7, 8, 10, 11, 12</p> <p><b>CTE Anchor:</b>          Problem Solving and Critical Thinking: 5.1, 5.4          Health and Safety: 6.1, 6.3, 6.4, 6.5, 6.6, 6.7          Responsibility and Flexibility: 7.7          Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.7          Leadership and Teamwork: 9.6          Technical Knowledge and Skills: 10.1, 10.2          Demonstration and Application: 11.1, 11.2</p> <p><b>CTE Pathway:</b> C1.1, C2.1, C2.5, C3.5, C4.2, C5.1, C5.2, C5.3, C6.3, C8.1, C8.4, C10.1</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>H. HAIR COLORING</p> <p>Learn advanced hair coloring techniques.</p> <p>(6 hours)</p>	<ol style="list-style-type: none"> <li>1. Identify different types of hair color.</li> <li>2. Use proper mixing and advanced application techniques for hair color.</li> <li>3. Use hair color for blending away gray hair.</li> <li>4. Identify causes for color fading.</li> <li>5. Perform preliminary patch test for permanent and semi-permanent tints.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 4, 5, 6, 7, 8, 10, 11</p> <p><b>CTE Anchor:</b> Academics: 1.0 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6 Responsibility and Flexibility: 7.2, 7.4, 7.7 Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.7 Leadership and Teamwork: 9.6 Technical Knowledge and Skills: 10.1, 10.2 Demonstration and Application: 11.1, 11.2</p> <p><b>CTE Pathway:</b> C1.1, C2.1, C2.2, C2.3, C2.5, C3.2, C3.4, C3.5, C4.2, C4.3, C4.4, C5.1, C5.2, C5.3, C6.3, C8.1, C8.2, C8.4, C8.5, C9.1, C10.1, C11.1, C11.4</p>
<p>I. NUTRITION AND HAIR CONDITION</p> <p>Study the effects of proper diet on skin and hair condition.</p>	<ol style="list-style-type: none"> <li>1. Describe the relationship between good nutritional habits and healthy scalp and hair.</li> </ol>	<p><b>Career Ready Practice:</b> 2, 3, 5, 6, 7, 8</p> <p><b>CTE Anchor:</b> Academics: 1.0</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(1 hour)		<p>Communications: 2.1 Problem Solving and Critical Thinking: 5.3, 5.4 Leadership and Teamwork: 9.6</p> <p><b>CTE Pathway:</b> C2.1, C3.1, C5.1, C5.3, C7.1, C8.3, C8.4, C8.5, C9.1, C10.5, C11.4</p>
<p>J. EMPLOYABILITY SKILLS</p> <p>Demonstrate competency in job search and acquisition skills.</p>	<ol style="list-style-type: none"> <li>1. Describe the importance of job preparation.</li> <li>2. Demonstrate the needed skills in completing a job application and preparing for an interview.</li> <li>3. Develop a résumé.</li> <li>4. Demonstrate personal and physical characteristics desirable in a job interview.</li> <li>5. Identify job and educational opportunities related to cosmetology.</li> <li>6. Describe customer service as a method of building permanent relationships between an organization and its customers.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 3, 4, 5, 7, 8, 10, 11</p> <p><b>CTE Anchor:</b> Communications: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 Career Planning and Management: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.9 Technology: 4.1, 4.2, 4.3 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Responsibility and Flexibility: 7.2, 7.3, 7.5, 7.7 Ethics and Legal Responsibilities: 8.3, 8.4, 8.5, 8.7 Leadership and Teamwork: 9.1, 9.2, 9.3, 9.5, 9.6, 9.7 Technical Knowledge and Skills: 10.1, 10.2, 10.16</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(3 hours)		<p>Demonstration and Application: 11.2</p> <p><b>CTE Pathway:</b> C2.1, C2.2, C2.3, C2.4, C2.5, C4.1, C4.2, C4.3, C4.4, C5.2, C5.3, C5.4, C5.5, C6.1, C6.2, C6.3, C6.4, C7.1, C7.2, C7.4, C7.5</p>
<p>K. REVIEW AND EVALUATION</p> <p>Perform procedures taught for evaluation by instructor.</p> <p>(12 hours)</p>	<ol style="list-style-type: none"> <li>1. Pass written examination by 75% or better.</li> <li>2. Demonstrate various techniques taught for evaluation.</li> <li>3. Describe individual performance with instructor.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 3, 4, 5, 8, 10, 11</p> <p><b>CTE Anchor:</b> Communications: 2.1, 2.2, 2.3, 2.4, 2.5 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Responsibility and Flexibility: 7.3, 7.7</p> <p><b>CTE Pathway:</b> C2.1, C2.2, C2.3, C2.4, C2.5, C4.1, C4.3, C4.4, C5.1, C5.2, C5.3, C5.4, C5.5, C7.5, C8.1</p>

## ***SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES***

### **TEXTBOOKS**

Adams, David. The Art of Hair Colouring. Milady Publishing, 1998

Kremer, Guy. Professional Men's Hairdressing; The Art of Cutting and Styling. Cengage, 2002

Wurdinger, Victoria. Salon Ovations' The Multicultural Client: Cuts, Styles, and Chemical Services. Milady Publishing, 1995

### **MULTI-MEDIA**

Teacher-prepared slides, transparencies, and videotapes

### **RESOURCES**

Employer Advisory Board members

Representatives of manufacturers of barber equipment and supplies.

### **CTE MODEL CURRICULUM STANDARDS**

**Fashion and Interior Design Industry Sector**

<http://www.cde.ca.gov/ci/ct/sf/documents/fashioninterior.pdf>

### **COMPETENCY CHECKLIST**

## ***TEACHING STRATEGIES and EVALUATION***

### **METHODS AND PROCEDURES**

- A. Lectures and discussions
- B. Demonstration/participation
- C. Work on live models/mannequins demonstrating use of tools and implements of barber trade.
- D. Community resources
- E. Multi-sensory presentations
  - 1. charts
  - 2. films
  - 3. mounted pictures

### **EVALUATION**

SECTION A – Barbering / Cosmetology Equipment – Pass all assignments and exams on barbering / cosmetology equipment with a minimum score of 80% or higher.

SECTION B – Hair Chemistry – Pass all assignments and exams on hair chemistry with a minimum score of 80% or higher.

SECTION C – Chemistry in Cosmetology – Pass all assignments and exams on chemistry in cosmetology with a minimum score of 80% or higher.

SECTION D– Hair Cutting– Pass all assignments and exams on hair cutting with a minimum score of 80% or higher.

SECTION E– Hair Styling – Pass all assignments and exams on hair styling with a minimum score of 80% or higher.

SECTION F– Permanent Waving – Pass all assignments and exams on permanent waving with a minimum score of 80% or higher.

SECTION G– Hair Relaxing and Straightening – Pass all assignments and exams on hair relaxing and straightening with a minimum score of 80% or higher.

SECTION H– Hair Coloring – Pass all assignments and exams on hair coloring with a minimum score of 80% or higher.

SECTION I– Nutrition and Hair Condition – Pass all assignments and exams nutrition and hair condition relaxing – part II with a minimum score of 80% or higher.

SECTION J– Employability Skills– Pass all assignments and exams on employability skills with a minimum score of 80% or higher.

SECTION K– Review and Evaluation – Pass all assignments and exams on evaluation (including three (3) mock exams) with a minimum score of 80% or higher.



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### Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.

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