



Cosmetology 1 and 2

Course: Cosmetology	Total Framework Hours: 1600 hours
CIP Code: 120401 <input type="checkbox"/> Exploratory <input checked="" type="checkbox"/> Preparatory	Date Last Modified: 9/2015
Career Cluster: Personal Care Services	Cluster Pathway: Human Services
Resources used: Milady Standard Cosmetology textbook, WAC Cosmetology Licensing requirements, 21 st Century Leadership Skills	

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COMPONENTS AND ASSESSMENTS

Unit 1: Infection Control: Principles and Practices	Total Learning Hours for Unit: 100/160
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Performance Assessments

Students will be able to:

Year 1:

- Clean and organize work area prior to and after each service. Students rotate their "Sani" duties weekly in an effort to learn all aspects of not only personal but salon sanitation tasks. Students work in teams to get the job done.
- Maintain an up-to-date Safety Data Sheets in workspace that is available to customers, themselves and staff at all times. Students work in teams to present (using PowerPoint or some other technology) important information to the entire class so that all information in the SDS sheets is understood by all.
- Individually, students demonstrate their competence in safely using sanitary precautions to protect clients and self. Students do this through the use of scenarios or in a lab setting and are checked off by their instructor. These precautions include the following:
 - appropriately using personal protective measures (i.e. gloves, smock)
 - taking necessary special steps to ensure client safety
 - sterilizing and maintaining equipment and instruments prior to each use
 - identifying signs of infectious or contagious disease and taking appropriate actions and precautions
- Pass a safety exam with 80% or better.

Year 2:

- Individually, students demonstrate their competence in safely using sanitary precautions to protect clients and self. Students do this through the use of scenarios or in a lab setting and are checked off by their instructor. These precautions include the following:
 - appropriately using personal protective measures (i.e. gloves, smock)
 - taking necessary special steps to ensure client safety
 - sterilizing and maintaining equipment and instruments prior to each use
 - identifying signs of infectious or contagious disease and taking appropriate actions and precautions

Leadership Alignment

Leadership activity embedded in curriculum and instruction. Each student during the year is selected to take on the leadership role of "Sani Captain". Sani

Captains are responsible for ensuring all students have performed their sanitation duties and returned all cleaning supplies. This leadership role requires the following 21st Skills: Being flexible, implementing innovations, using systems thinking, make judgements and decisions, solve problems, communicate clearly, collaborate with others, manage goals and time, interact effectively with others, guide and lead others, and be responsible to others.

Standards and Competencies

Comp.	The students will:
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Year 1:

Foundation Skills:

- Establish routines to maintain a healthy body and mind
- Demonstrate understanding in mixing disinfectants from concentrated amounts to daily use.
- Use proper ventilation
- Identify the various bacteria, viruses and external parasites to assist in the prevention and spreading of diseases in the salon
- Identifies the proper use of daily safety and sanitation on tools such as combs, brushes, capes, etc.
- Understand, identify and utilize procedures/precautions for Infection Control within the school and in salons
- Knowledge of public safety and security
- Maintain accurate Safety Data Sheets in work space for all customers and know how to use them.
- Knowledge of all applicable laws and codes
- Recognize the structure and function of bacteria and viruses by their type, classification, growth and reproductive patterns and relationships to the spread of infections
- Performs daily sanitation duties
- Ability to make decisions and solve problems
- Knowledge of diseases and disorders of the scalp, hair, and skin
- Employ safety practices for the proper use and storage of chemicals, implements and electrical appliances
- Demonstrate safe/health regulations and environmental/health safety guidelines
- Inspect equipment, structures and materials for effectiveness
- Evaluate information for compliance to standards
- List simple safety and first-aid applications for minor burns, cuts, choking, eye injuries and fainting procedures
- Describe safety measures to be followed when using electrical appliances

Year 2:

Advanced Skills:

- Ability to perform for or work directly with the public
- Demonstrate professional services, products and safety applications
- Performs daily sanitation in compliance with Washington State Business Licensing laws

Aligned Washington State Standards

CCSS English/Language Arts: *Reading*

Reading For Literacy in Science and Technical Subjects RST

Key Ideas and Details 11-12

1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
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.
3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Craft and Structure

4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context

relevant to *grades 11–12 texts and topics*.

5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

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 ideas

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.

8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

CCSS English/Language Arts: *Writing*

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects WHST

Text Types and Purposes 11-12

1. Write arguments focused on *discipline-specific content*.

a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

Research to Build and Present Knowledge 11-12

8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

9. Draw evidence from informational texts to support analysis, reflection, and research.

CCSS English/Language Arts: *Speaking & Listening*

Comprehension and Collaboration 11-12

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.

c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas 11-12

4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS English/Language Arts: *Language*

Language Standards L

Conventions of Standard English 11-12

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, clauses and absolute (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
 - b. Use a colon to introduce a list or quotation.
 - c. Spell correctly.

Knowledge of Language 11-12

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use 11-12

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
 - a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
 - c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
 - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Educational Technology

- 1.1.1 Generate ideas and create original works for personal and group expression using a variety of digital tools.
- 1.2.1 Communicate and collaborate to learn with others.
- 1.3.2 Locate and organize information from a variety of sources and media.
- 2.1.1 Practice personal safety.
- 2.1.2 Practice ethical and respectful behavior.
- 2.2.1 Develop skills to use technology effectively.
- 2.3.1 Select and use common applications.
- 2.3.2 Select and use online applications.
- 2.4.1 Formulate and synthesize new knowledge.

Health/Fitness

- 2.2 Understanding the concept of control and prevention of disease.
- 2.3 Acquire skills to live safely and reduce health risks.
- 3.1 Understand how environmental factors affect one's health. (Air, water, noise, chemicals).
- 3.2 Gather and analyze health information.
- 3.3 Use social skills to promote health and safety in a variety of situations.

4.1 Analyze health and safety information.

CCSS Math

Quantities N-Q

- Reason quantitatively and use units to solve problems

Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays

Conditional Probability and the Rules of Probability S-CP

5. Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations.

Next Gen Science

9-12 SYSA	Feedback is a process in which the output of a system provides information used to regulate the operation of the system. Positive feedback increases the disturbance to a system.
9-12 SYSB	Systems thinking can be especially useful in analyzing complex situation. To be useful, a system needs to be specified as clearly as possible.
9-12 SYSC	In a complex system, entirely new and unpredictable properties may emerge. Consequently, modeling a complex system in sufficient detail to make reliable predictions may not be possible.
9-12 SYSD	Systems can be changing or in equilibrium.
9-11 LS1D	The genetic information responsible for inherited characteristics is encoded in the DNA molecules in chromosomes. DNA is composed of four subunits (A, T, C, and G). The sequence of subunits in a gene specifies the amino acids needed to make a protein. Proteins express inherited traits (e. Gl, eye color, hair texture) and carry out most cell functions.
9-11 LS1F	All of the functions of the cell are based on chemical reactions. Food molecules are broken down to provide the energy and the chemical constituents needed to synthesize other molecules. Breakdown and synthesis are made possible by proteins called enzymes.
9-11 LS1G	Cells use the DNA that forms their genes to encode enzymes and other proteins that allow a cell to grow and divide to produce more cells, and to respond to the environment.
9-12 APPB	The technological design process begins by defining a problem in terms of criteria and constraints, conducting research and generating several different solutions.
9-12 APPC	Choosing the best solution involves comparing alternatives with respect to criteria and constraints, then building and testing a model or other representation of the final design.
9-12 APPD	The ability to solve problems is greatly enhanced by use of mathematics and information technologies.
9-12 INQA	Scientists generate and evaluate questions to investigate the natural world.
9-12 INQC	Conclusions must be logical, based on evidence, and consistent with prior established knowledge.

COMPONENTS AND ASSESSMENTS

Unit 2: Anatomy & Physiology

**Total Learning
Hours for Unit: 70/60**

Performance Assessments

Students will be able to:

Year 1:

- Individually, identify all parts of cells, tissues, organs and systems as they relate to Cosmetology. Students will draw and label them. They will then write a description of how each relates to a Cosmetology service.
- Using a mannequin, demonstrate their knowledge anatomy and physiology terminology through personal demonstration in daily practice, i.e. Each student will demonstrate the ability to wrap perm rods that land ½ off base as it relates to the shape of each head and explain why based on their knowledge of A&P.
- Using colored play dough, each student will make a cell and label it correctly.
- Pass a written exam on the “Building Blocks” of the Human Body with a 70% or better.

Year 2:

- Using a live client, demonstrate their knowledge anatomy and physiology terminology through personal demonstration in daily practice, i.e. Each student will demonstrate the ability to wrap 8-10 rods on a client within 20 minutes as it states in State Board Standard Practical Exam.
- In groups, demonstrate their knowledge of the “Building Blocks” of body systems by identifying and explaining the use and function of bones in relation to personal ergonomics, professional health and the science of beauty. Each team will create a PowerPoint presentation that explains one of the eight body systems. Each presentation will have specific criterion students will have to include in the presentation. All presentations will be assessed using a rubric.
- Pass a written exam on Anatomy and Physiology of the Human Body with an 80% or better.

Leadership Alignment

Leadership activity embedded in curriculum and instruction. Students will teach what they know to their class and create activities that will support what they have taught their classmates in order to improve understanding and application of knowledge surrounding A&P.

Throughout this unit, students are being taught and assessed using the 21st Century Skills such as working independently, be self-directed learners, think critically, solve problems, communicate clearly, make judgments and decisions, reason effectively, use and manage information, access and evaluate information, adapt to change, be flexible, and produce results.

Standards and Competencies

Comp.	The students will:
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Year 1:

Foundation Skills:

- Understand the basics of anatomy and physiology as it pertains to the Cosmetology
- Identify primary functions of bones, cells, tissues, organs and muscles as it relates to Cosmetology including:
 - bones of the Cranium
 - bones of the Face
 - bones of the Neck, Back, Chest, & Shoulder
 - bones of the Arm, Wrist & Hand
 - parts of a cell
 - five functions of tissues
 - parts of a muscle
 - scalp and face muscles
 - organs
- Explain the relationship and function of cells, tissues and primary organs within the human body
- Identify the structure, function and primary cosmetologically significance of eight major body systems
 - Skeletal System
 - Muscular System
 - Circulatory System
 - Nervous System
 - Digestive System
 - Excretory System
 - Respiratory System
 - Endocrine System
- Know, understand and apply appropriate A&P terminology when working with colleagues and clients
- Demonstrate massage techniques in the appropriate areas for Manicure, Pedicure and Facial
- Define the two subsystems within the Circulatory System
- Explain the connection of massage and circulation
- Describe the difference between the Circulatory or Vascular System and the Lymph-Vascular System

Year 2:

Advanced Skills:

- Apply knowledge of A&P when working with clients to meet their personal needs, i.e. foot massages, scalp massage, etc.

Aligned Washington State Standards

CCSS English/Language Arts: *Reading*

Reading for informational text RI

Key Ideas and Details 11-12

1. Cite strong and through textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

Craft and Structure 11-12

3. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term over the course of a text.

Reading for Literacy in Science and Technical Subjects RST

Craft and structure

Determine the meaning of symbols, key terms and other domain – specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

CCSS English/Language Arts: *Writing*

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects WHST

Range of Writing 11-12

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.

CCSS English/Language Arts: *Speaking & Listening*

Speaking and Listening Standards SL

Comprehension and collaboration 11-12

1. Imitate and participate effectively in a range of collaborative discussions (one –on-one, in groups and teacher- led) with diverse partners on grades 11-12 topics , tests, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - A. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by Referring to evidence form texts and other research on the topic or issue to stimulate a thoughtful, well-seasoned exchange of ideas.
 - B. Work with others to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.

Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitatively, and orally).

CCSS English/Language Arts: *Language*

Language Standards L

Conventions of Standards English 11-12

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- b. Use various types of phrases (noun, verb, adjectival, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add a variety and interest to writing or presentations.

Educational Technology

- 1.2.1 Communicate and collaborate to learn with others.
- 1.3.2 Locate and organize information from a variety of sources and media.
- 2.1.2 Practice ethical and respectful behavior.
- 2.2.1 Develop skills to use technology effectively.

2.3.1 Select and use common applications.
2.3.2 Select and use online applications.
2.4.1 Formulate and synthesize new knowledge.
Health/Fitness
3.1 Understands how family, culture, and environmental factors affect personal health.
Art
1.1 Understand arts concepts and vocabulary
1.2 Develop arts skills and techniques
Next Gen Science
9-12 SYSA Feedback is a process in which the output of a system provides information used to regulate the operation of the system. Positive feedback increases the disturbance to a system.
9-12 SYSB Systems thinking can be especially useful in analyzing complex situation. To be useful, a system needs to be specified as clearly as possible.
9-12 SYSC In a complex system, entirely new and unpredictable properties may emerge. Consequently, modeling a complex system in sufficient detail to make reliable predictions may not be possible.
9-12 SYSD Systems can be changing or in equilibrium.
9-11 LS1C Cells contain specialized parts for determining essential functions such as regulation of cellular activities, energy capture and release, formation of proteins, waste disposal, the transfer of information, and movement.
9-11 LS1D The genetic information responsible for inherited characteristics is encoded in the DNA molecules in chromosomes. DNA is composed of four subunits (A, T, C, and G). The sequence of subunits in a gene specifies the amino acids need to make a protein. Proteins express inherited traits (e. Gl, eye color, hair texture) and carry out most cell functions.
9-11 LS1F All of the functions of the cell are based on chemical reactions. Food molecules are broken down to provide the energy and the chemical constituents needed to synthesize other molecules. Breakdown and synthesis are made possible by proteins called enzymes.
9-11 LS1G Cells use the DNA that forms their genes to encode enzymes and other proteins that allow a cell to grow and divide to produce more cells, and to respond to the environment.
9-11 LS1H Genes are carried on chromosomes. Animal cells contain two copies of each chromosome with genetic information that regulate body structure and functions. Cells divide by a process called mitosis, in which the genetic information is copied so that each new cell contains exact copies of the original chromosomes.
9-12 APPB The technological design process begins by defining a problem in terms of criteria and constraints, conducting research and generating several different solutions.
9-12 APPC Choosing the best solution involves comparing alternatives with respect to criteria and constraints, then building and testing a model or other representation of the final design.
9-12 APPD The ability to solve problems is greatly enhanced by use of mathematics and information technologies.
9-12 APPF It is important for all citizens to apply science and technology to critical issues that influence society.
9-12 INQA Scientists generate and evaluate questions to investigate the natural world.
9-12 INQC Conclusions must be logical, based on evidence, and consistent with prior established knowledge.

COMPONENTS AND ASSESSMENTS	
Unit 3: Hair Cutting	Total Learning Hours for Unit: 130/170
Performance Assessments	
Students will be able to:	
Year 1:	
<ul style="list-style-type: none"> Individually, students will be given scenarios indicating specific types of cuts (zero degree, 45 degree, 90 degree and 180 degree) to do on their 	

<p>manikin head. Using the proper tools, in accordance with salon protocol, and in a timely manner, students will perform each cut using their manikin head. Students will be assessed on their ability to follow the proper steps to complete each cut with accuracy and quality.</p> <p>Year 2:</p> <ul style="list-style-type: none"> Individually, students will apply knowledge of zero degree, 45 degree, 90 degree and 180 degree cuts to live clients in order to accurately and effectively demonstrate their ability to achieve a desired haircut while consistently maintaining attention to detail throughout the cutting process. Students will be assessed starting with the client consultation card all the way through the end debriefs with the client and instructor when the cut is complete. 	
Leadership Alignment	
<p>Leadership activity embedded in curriculum and instruction. . Each student during the year is selected to take on the leadership role of “Sani Captain”. Sani Captains are responsible for ensuring all students have performed their sanitation duties and returned all cleaning supplies. Each student will also rotate through a leadership role as “Dispensary Leader”. This student is responsible for checking supplies out and in to the dispensary as well as keep track of inventory, with the potential to order more supplies if needed.</p> <p>Throughout this unit, students are being taught and assessed using the 21st Century Skills such as interact effectively with others, work effectively in diverse teams, work creatively with others, use systems thinking, collaborate with others, guide and lead others, be responsible to others, implement innovations, managing time and goals, working independently, be self-directed learners, think critically, solve problems, communicate clearly, make judgments and decisions, reason effectively, use and manage information, access and evaluate information, adapt to change, be flexible, manage products and produce results.</p>	
Standards and Competencies	
Comp.	The students will:
<p>Year 1:</p> <p>Foundation Skills:</p> <ul style="list-style-type: none"> Define the theory of hair including formation, growth, structure, behavior and color Recognize and care for the hair by doing evaluations for common hair disorders, including hair loss Explain and demonstrate proper draping, shampooing and scalp massage services Identify the haircutting tools, areas of the head and fundamental cutting techniques used when cutting hair Demonstrate proper procedures to achieve the basic haircuts Demonstrate the ability to apply basic cutting skills to ethnically diverse hair <p>Year 2:</p> <p>Advanced Skills:</p> <ul style="list-style-type: none"> Apply knowledge and skills of haircutting to clients in a salon setting Analyze clients’ needs to determine appropriate tools, skills and outcomes necessary to complete the task Critique own skills to determine needed growth in all aspects of haircutting 	
Aligned Washington State Standards	
CCSS English/Language Arts: <i>Reading</i>	
<p>Reading standards and Literature RL</p> <p>2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build upon one another to produce a complex account; provide an objective summary of the text.</p> <p>Reading For Informational Text RI</p> <p>1.Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain</p> <p>2.Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text</p> <p>3.Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text</p>	

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

Reading For Literacy in Science and Technical Subjects RST

3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text
4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
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.
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.

CCSS English/Language Arts: *Writing*

Writing Standards W

Text Types and Purposes 11-12

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
 - e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing 11-12

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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects WHST

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.
9. Draw evidence from informational texts to support analysis, reflection, and research.

CCSS English/Language Arts: *Speaking & Listening*

Speaking and Listening Standards SL**Comprehension and Collaboration 11-12**

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
 - a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
 - d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task
2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas 11-12

5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)

CCSS English/Language Arts: Language**Language Standards L****Conventions of Standard English 11-12**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
 - b. Use a colon to introduce a list or quotation.
 - c. Spell correctly.

Knowledge of Language 11-12

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use 11-12

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
 - a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Health/Fitness

- 2.2 Understanding the concept of control and prevention of disease.
- 2.3 Acquire skills to live safely and reduce health risks.

CCSS Math**Quantities N-Q**

- Reason quantitatively and use units to solve problems
1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

Creating Equations A-CED

- Create equations that describe numbers or relationships

Create equations and inequalities in one variable and use them to solve problems.

4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving

Reasoning with Equations and Inequalities A-REI

- Understand solving equations as a process of reasoning and explain the reasoning

Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method

Conditional Probability and the Rules of Probability S-CP

- Understand independence and conditional probability and use them to interpret data

Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events

Using Probability to Make Decisions S-MD

- Calculate expected values and use them to solve problems

5. (+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.

a. Find the expected payoff for a game of chance.

b. Evaluate and compare strategies on the basis of expected values.

6. (+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).

7. (+) Analyze decisions and strategies using probability concepts

Art

EALR 1: The student understands and applies arts knowledge and skills in visual arts.

1.2 Develops art skills and techniques.

EALR 2: The student uses the artistic processes of creating, performing/presenting, and responding to demonstrate thinking skills in visual arts.

2.1 Applies a creative process to the arts.

EALR 3: The student communicates through the arts.

3.1 Uses the arts to express feelings and present ideas.

3.2 Uses the arts to communicate for a specific purpose.

3.3 Develops personal aesthetic criteria to communicate artistic choices.

EALR 4: The student makes connections within and across the arts to other disciplines, life, cultures, and work.

4.2 Demonstrates and analyzes the connections among the arts and between the arts and other content areas.

4.5 Understands how arts knowledge and skills are used in the world of work, including careers in the arts.

Next Gen Science

9-12 SYSA	Feedback is a process in which the output of a system provides information used to regulate the operation of the system. Positive feedback increases the disturbance to a system.
9-12 SYSB	Systems thinking can be especially useful in analyzing complex situation. To be useful, a system needs to be specified as clearly as possible.
9-12 SYSC	In a complex system, entirely new and unpredictable properties may emerge. Consequently, modeling a complex system in sufficient detail to make reliable predictions may not be possible.
9-12 SYSD	Systems can be changing or in equilibrium.
9-11 LS1A	Carbon-containing compounds are the building blocks of life. Photosynthesis is the process that plant cells use to combine the energy of sunlight with molecules of carbon dioxide and water to produce energy-rich compounds that contain carbon (food) and release oxygen.
9-11 LS1B	The gradual combustion of carbon-containing compounds within cells, called cellular respiration, provides the primary energy source of living organisms; the combustion of carbon by burning of modern society.
9-11 LS1C	Cells contain specialized parts for determining essential functions such as regulation of cellular activities, energy capture and release, formation of proteins, waste disposal, the transfer of information, and movement.
9-11 LS1D	The genetic information responsible for inherited characteristics is encoded in the DNA molecules in chromosomes. DNA is composed of four subunits (A, T, C, and G). The sequence of subunits in a gene specifies the amino acids need to make a protein. Proteins express inherited traits (e. Gl, eye color, hair texture) and carry out most cell functions.

9-11 LS1F	All of the functions of the cell are based on chemical reactions. Food molecules are broken down to provide the energy and the chemical constituents needed to synthesize other molecules. Breakdown and synthesis are made possible by proteins called enzymes.
9-11 LS1G	Cells use the DNA that forms their genes to encode enzymes and other proteins that allow a cell to grow and divide to produce more cells, and to respond to the environment.
9-11 LS1H	Genes are carried on chromosomes. Animal cells contain two copies of each chromosome with genetic information that regulate body structure and functions. Cells divide by a process called mitosis, in which the genetic information is copied so that each new cell contains exact copies of the original chromosomes.
9-12 APPB	The technological design process begins by defining a problem in terms of criteria and constraints, conducting research and generating several different solutions.
9-12 APPC	Choosing the best solution involves comparing alternatives with respect to criteria and constraints, then building and testing a model or other representation of the final design.
9-12 APPD	The ability to solve problems is greatly enhanced by use of mathematics and information technologies.
9-12 APPF	It is important for all citizens to apply science and technology to critical issues that influence society.
9-12 INQA	Scientists generate and evaluate questions to investigate the natural world.
9-12 INQB	Scientific progress requires the use of various methods appropriate for answering different kinds of research questions, a thoughtful plan for gathering data needed to answer the questions, and care in collecting, analyzing, and displaying the data.
9-12 INQC	Conclusions must be logical, based on evidence, and consistent with prior established knowledge.
9-12 INQD	The methods and procedures that scientists use to obtain evidence must be clearly reported to enhance opportunities for further investigation.

COMPONENTS AND ASSESSMENTS	
Unit 4: Chemical Texturizing	Total Learning Hours for Unit: 50/70
Performance Assessments	
<p>Students will be able to:</p> <p>Year 1:</p> <ul style="list-style-type: none"> Use their knowledge of scientific chemical processes and physical properties to perform a hair and scalp analysis on a manikin. Students will determine the correct chemical service and procedure to be used to achieve the desired results. At first, they will do this in pairs. After they have had time to practice and are comfortable with their skills, students will be assessed on their service decision and their ability to meet all state testing standards in a timely manner while adhering to salon protocols. (I.e. drapes correctly for the service to be performed, reviews manufacturer procedures, directions and precautions and then accurately chooses correct formula of solution according to hair texture, porosity and elasticity before performing service, correctly makes a test formula with hair to determine adverse reactions to solutions, procedures and product, etc.). <p>Year 2:</p> <ul style="list-style-type: none"> Independently, use their knowledge of scientific chemical processes and physical properties to perform a hair and scalp analysis on a client. Students will determine the correct chemical service and procedure to be used to achieve the desired results. Students will be assessed starting with the client consultation card, their decision on service and their ability to meet all state testing standards in a timely manner while adhering to salon protocols. (I.e. drapes correctly for the service to be performed, reviews manufacturer procedures, directions and precautions and then accurately chooses correct formula of solution according to hair texture, porosity and elasticity before performing service, correctly makes a test formula with hair to determine adverse reactions to solutions, procedures and product, etc.). 	
Leadership Alignment	
<p>Leadership activity embedded in curriculum and instruction. Each student during the year is selected to take on the leadership role of "Sani Captain". Sani Captains are responsible for ensuring all students have performed their sanitation duties and returned all cleaning supplies.</p> <p>Throughout this unit, students are being taught and assessed using the 21st Century Skills such as interact effectively with others, work effectively in diverse teams, work creatively with others, use systems thinking, collaborate with others, guide and lead others, be responsible to others, implement innovations, managing time and goals, working independently, be self-directed learners, think critically, solve problems, communicate clearly, make judgments and</p>	

decisions, reason effectively, use and manage information, access and evaluate information, adapt to change, be flexible, manage products and produce results.

Standards and Competencies

Comp.	The students will:
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Year 1:

Foundation Skills:

- Describe matter, the five elements of hair and the structure and behavior of atoms and bonds
- Describe the pH scale and values associated with water, acids and alkalines
- Identify the precautions necessary for various classifications of chemicals when working with professional products and cosmetics
- Explain and demonstrate the fundamental theory and procedures of perming

Year 2:

Advanced Skills:

- Explain and demonstrate the fundamental theory and procedures of chemical relaxing
- Explain and demonstrate the fundamental theory and procedures of curl reforming
- Apply knowledge and skills of chemical texturizing to clients in a salon setting
- Analyze clients' needs to determine appropriate tools, skills and outcomes necessary to complete the task
- Critique own skills to determine needed growth in all aspects of chemical texturizing

Aligned Washington State Standards

CCSS English/Language Arts: *Reading*

Reading standards and Literature RL

2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build upon one another to produce a complex account; provide an objective summary of the text.

Reading For Informational Text RI

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain
2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text
3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

Reading For Literacy in Science and Technical Subjects RST

3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text
4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
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.
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.

CCSS English/Language Arts: *Writing*

Writing Standards W

Text Types and Purposes 11-12

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
 - e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing 11-12

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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects WHST

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.
9. Draw evidence from informational texts to support analysis, reflection, and research.

CCSS English/Language Arts: *Speaking & Listening*

Speaking and Listening Standards SL

Comprehension and Collaboration 11-12

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
- a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
 - d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task
2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas 11-12

5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language

standards 1 and 3 on page 54 for specific expectations.)

CCSS English/Language Arts: *Language*

Language Standards L

Conventions of Standard English 11-12

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
 - b. Use a colon to introduce a list or quotation.
 - c. Spell correctly.

Knowledge of Language 11-12

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use 11-12

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
 - a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Health/Fitness

- 2.2 Understanding the concept of control and prevention of disease.
- 2.3 Acquire skills to live safely and reduce health risks.
- 3.1 Understand how environmental factors affect one's health. (Air, water, noise, chemicals).

CCSS Math

Quantities N-Q

- Reason quantitatively and use units to solve problems
1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

Creating Equations A-CED

- Create equations that describe numbers or relationships
4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving

Reasoning with Equations and Inequalities A-REI

- Understand solving equations as a process of reasoning and explain the reasoning
1. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

Conditional Probability and the Rules of Probability S-CP

- Understand independence and conditional probability and use them to interpret data
5. Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations.

Using Probability to Make Decisions S-MD

- Calculate expected values and use them to solve problems
5. (+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.
 - b. Evaluate and compare strategies on the basis of expected values.
 7. (+) Analyze decisions and strategies using probability concepts

Art

EALR 1: The student understands and applies arts knowledge and skills in visual arts.

1.2 Develops art skills and techniques.

EALR 2: The student uses the artistic processes of creating, performing/presenting, and responding to demonstrate thinking skills in visual arts.

2.1 Applies a creative process to the arts.

EALR 3: The student communicates through the arts.

3.1 Uses the arts to express feelings and present ideas.

3.2 Uses the arts to communicate for a specific purpose.

3.3 Develops personal aesthetic criteria to communicate artistic choices.

EALR 4: The student makes connections within and across the arts to other disciplines, life, cultures, and work.

4.2 Demonstrates and analyzes the connections among the arts and between the arts and other content areas.

4.5 Understands how arts knowledge and skills are used in the world of work, including careers in the arts.

Next Gen Science

9-12 SYSB	Systems thinking can be especially useful in analyzing complex situation. To be useful, a system needs to be specified as clearly as possible.
9-12 SYSC	In a complex system, entirely new and unpredictable properties may emerge. Consequently, modeling a complex system in sufficient detail to make reliable predictions may not be possible.
9-12 SYSD	Systems can be changing or in equilibrium.
9-11 LS1A	Carbon-containing compounds are the building blocks of life. Photosynthesis is the process that plant cells use to combine the energy of sunlight with molecules of carbon dioxide and water to produce energy-rich compounds that contain carbon (food) and release oxygen.
9-11 LS1B	The gradual combustion of carbon-containing compounds within cells, called cellular respiration, provides the primary energy source of living organisms; the combustion of carbon by burning of modern society.
9-11 LS1C	Cells contain specialized parts for determining essential functions such as regulation of cellular activities, energy capture and release, formation of proteins, waste disposal, the transfer of information, and movement.
9-11 LS1D	The genetic information responsible for inherited characteristics is encoded in the DNA molecules in chromosomes. DNA is composed of four subunits (A, T, C, and G). The sequence of subunits in a gene specifies the amino acids need to make a protein. Proteins express inherited traits (e. Gl, eye color, hair texture) and carry out most cell functions.
9-11 LS1F	All of the functions of the cell are based on chemical reactions. Food molecules are broken down to provide the energy and the chemical constituents needed to synthesize other molecules. Breakdown and synthesis are made possible by proteins called enzymes.
9-11 LS1G	Cells use the DNA that forms their genes to encode enzymes and other proteins that allow a cell to grow and divide to produce more cells, and to respond to the environment.
9-11 LS1H	Genes are carried on chromosomes. Animal cells contain two copies of each chromosome with genetic information that regulate body structure and functions. Cells divide by a process called mitosis, in which the genetic information is copied so that each new cell contains exact copies of the original chromosomes.
9-12 APPB	The technological design process begins by defining a problem in terms of criteria and constraints, conducting research and generating several different solutions.
9-12 APPC	Choosing the best solution involves comparing alternatives with respect to criteria and constraints, then building and testing a model or other representation of the final design.
9-12 APPD	The ability to solve problems is greatly enhanced by use of mathematics and information technologies.
9-12 APPF	It is important for all citizens to apply science and technology to critical issues that influence society
9-12 INQA	Scientists generate and evaluate questions to investigate the natural world.
9-12 INQB	Scientific progress requires the use of various methods appropriate for answering different kinds of research questions, a thoughtful plan for gathering data needed to answer the questions, and care in collecting, analyzing, and displaying the data.
9-12 INQC	Conclusions must be logical, based on evidence, and consistent with prior established knowledge.
9-12 INQD	The methods and procedures that scientists use to obtain evidence must be clearly reported to enhance opportunities for further investigation.

COMPONENTS AND ASSESSMENTS	
Unit 5: Hair Design	Total Learning Hours for Unit: 70/90
Performance Assessments	
<p>Students will be able to:</p> <p>Year 1:</p> <ul style="list-style-type: none"> Students will complete a group project that incorporates various elements of a selected decade, including history, fashion/hair styles, motivations behind the styles, etc. Students will create a presentation of their rendition and learning of the decade to present to the class. The presentation will be done using technology and will be assessed using a rubric. Students will complete a group project that identifies and incorporates elements of beauty from around the world. Students will research and create a presentation that demonstrates their selected country's ideas of beauty both historically and in present day. The presentation will be done using technology and will be assessed using a rubric. <p>Year 2:</p> <ul style="list-style-type: none"> Students will participate in providing services to our local high schools for their after school dances such as prom. Students will practice on clients and take pictures of their work for those materials. 	
Leadership Alignment	
<p>Leadership activity embedded in curriculum and instruction. Students will take part in a project that involves researching cosmetology styles and techniques for various decades starting with the 1920's through the 80's and included the influence each decade has had on this ever-changing industry. This project will be displayed for the public during and after school open-house. In addition, each student during the year is selected to take on the leadership role of "Sani Captain". Each student will also rotate through a leadership role as "Dispensary Leader". The student is responsible for checking supplies out and in to the dispensary as well as keep track of inventory, with the potential to order more supplies if needed.</p> <p>Throughout this unit, students are being taught and assessed using the 21st Century Skills such as interact effectively with others, work effectively in diverse teams, work creatively with others, use systems thinking, collaborate with others, guide and lead others, be responsible to others, implement innovations, managing time and goals, working independently, be self-directed learners, think critically, solve problems, communicate clearly, make judgments and decisions, reason effectively, use and manage information, access and evaluate information, adapt to change, be flexible, manage products and produce results.</p>	
Standards and Competencies	
Comp.	The students will:
<p>Year 1:</p> <p>Foundation Skills:</p> <ul style="list-style-type: none"> Identify proportions used when creating a design for the human body and face Recognize and analyze key areas to create and support the client's total image by using proper communication skills during the client consultation Identify the design elements and principles used to compose designs Recognize and apply primary considerations and fundamentals of hairstyling theory Explain and demonstrate thermal styling Explain and demonstrate wet styling Explain and demonstrate long-hair styling Explain why clients wear wigs and hairpieces <p>Year 2:</p>	

Advanced Skills:

- List professional wig services performed in salons
- Define hair additions
- Describe the five methods of hair attachments
- Apply knowledge and skills of hair design to clients in a salon setting
- Analyze clients' needs to determine appropriate tools, skills and outcomes necessary to complete the task
- Critique own skills to determine needed growth in all aspects of hair design

Aligned Washington State Standards

CCSS English/Language Arts: *Reading*

Reading standards and Literature RL

2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build upon one another to produce a complex account; provide an objective summary of the text.

Reading For Informational Text RI

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain
2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text
3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

Reading For Literacy in Science and Technical Subjects RST

3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text
4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
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.
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.

CCSS English/Language Arts: *Writing*

Writing Standards W

Text Types and Purposes 11-12

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas

and concepts.

d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing 11-12

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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)

8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects WHST

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.

9. Draw evidence from informational texts to support analysis, reflection, and research.

CCSS English/Language Arts: *Speaking & Listening*

Speaking and Listening Standards SL

Comprehension and Collaboration 11-12

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.

d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task

2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas 11-12

5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)

CCSS English/Language Arts: *Language*

Language Standards L

Conventions of Standard English 11-12

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

b. Use a colon to introduce a list or quotation.

c. Spell correctly.

Knowledge of Language 11-12

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use 11-12

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Educational Technology

1.1.1 Generate ideas and create original works for personal and group expression using a variety of digital tools.

1.2.1 Communicate and collaborate to learn with others.

1.2.2 Develop cultural understanding and global awareness by engaging with learners of many cultures.

1.3.2 Locate and organize information from a variety of sources and media.

1.3.3 Analyze, synthesize and ethically use information to develop a solution, make informed decisions and report results.

2.1.1 Practice personal safety.

2.1.2 Practice ethical and respectful behavior.

2.2.1 Develop skills to use technology effectively.

2.3.1 Select and use common applications.

2.3.2 Select and use online applications.

2.4.1 Formulate and synthesize new knowledge.

Health/Fitness

2.2 Understanding the concept of control and prevention of disease.

2.3 Acquire skills to live safely and reduce health risks.

CCSS Math

Quantities N-Q

• Reason quantitatively and use units to solve problems

1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

Creating Equations A-CED

• Create equations that describe numbers or relationships

1. Create equations and inequalities in one variable and use them to solve problems.

4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving

Reasoning with Equations and Inequalities A-REI

• Understand solving equations as a process of reasoning and explain the reasoning

1. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

Conditional Probability and the Rules of Probability S-CP

• Understand independence and conditional probability and use them to interpret data

5. Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations.

Using Probability to Make Decisions S-MD

• Calculate expected values and use them to solve problems

5. (+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.

b. Evaluate and compare strategies on the basis of expected values.

6. (+) Use probabilities to make fair decisions

7. (+) Analyze decisions and strategies using probability concepts	
Social Studies	
4.2: Understands and analyzes causal factors that have shaped major events in history.	
4.2.1 Evaluates how individuals and movements have shaped contemporary world issues.	
4.2.2 Analyzes how cultural identity can promote unity and division.	
Art	
EALR 1: The student understands and applies arts knowledge and skills in visual arts.	
1.2 Develops art skills and techniques.	
EALR 2: The student uses the artistic processes of creating, performing/presenting, and responding to demonstrate thinking skills in visual arts.	
2.1 Applies a creative process to the arts.	
EALR 3: The student communicates through the arts.	
3.1 Uses the arts to express feelings and present ideas.	
3.2 Uses the arts to communicate for a specific purpose.	
3.3 Develops personal aesthetic criteria to communicate artistic choices.	
EALR 4: The student makes connections within and across the arts to other disciplines, life, cultures, and work.	
4.2 Demonstrates and analyzes the connections among the arts and between the arts and other content areas.	
4.5 Understands how arts knowledge and skills are used in the world of work, including careers in the arts.	
Next Gen Science	
9-12 SYSB	Systems thinking can be especially useful in analyzing complex situation. To be useful, a system needs to be specified as clearly as possible.
9-12 SYSC	In a complex system, entirely new and unpredictable properties may emerge. Consequently, modeling a complex system in sufficient detail to make reliable predictions may not be possible.
9-12 SYSD	Systems can be changing or in equilibrium.
9-11 LS1A	Carbon-containing compounds are the building blocks of life. Photosynthesis is the process that plant cells use to combine the energy of sunlight with molecules of carbon dioxide and water to produce energy-rich compounds that contain carbon (food) and release oxygen.
9-11 LS1C	Cells contain specialized parts for determining essential functions such as regulation of cellular activities, energy capture and release, formation of proteins, waste disposal, the transfer of information, and movement.
9-11 LS1F	All of the functions of the cell are based on chemical reactions. Food molecules are broken down to provide the energy and the chemical constituents needed to synthesize other molecules. Breakdown and synthesis are made possible by proteins called enzymes.
9-11 LS1H	Genes are carried on chromosomes. Animal cells contain two copies of each chromosome with genetic information that regulate body structure and functions. Cells divide by a process called mitosis, in which the genetic information is copied so that each new cell contains exact copies of the original chromosomes.
9-12 APPD	The ability to solve problems is greatly enhanced by use of mathematics and information technologies.
9-12 APPF	It is important for all citizens to apply science and technology to critical issues that influence society.
9-12 INQB	Scientific progress requires the use of various methods appropriate for answering different kinds of research questions, a thoughtful plan for gathering data needed to answer the questions, and care in collecting, analyzing, and displaying the data.
9-12 INQC	Conclusions must be logical, based on evidence, and consistent with prior established knowledge.
9-12 INQD	The methods and procedures that scientists use to obtain evidence must be clearly reported to enhance opportunities for further investigation.

COMPONENTS AND ASSESSMENTS	
Unit 6: Hair Color	Total Learning Hours for Unit: 80/90
Performance Assessments	

Students will be able to:

Year 1:

- In groups, be given a scenario of a client's desired hair color change. Using the information provided, students will have to formulate the product to achieve the desired color. They will then practice by mixing the color, applying the color using proper foil technique to the mannequin hair, determine time, heat and other factors to achieve the desired color. Students will be assessed on their color formulation, application of product using proper foil technique and the final color. This will be done using a rubric. Students will also peer and self-assess to determine areas of mastery as well as areas still in need of improvement.

Year 2:

- Independently, through client consultation determine desired hair color change. Students will formulate and mix the appropriate color for application. They will perform a "pre-d" test on the client before any application takes place. Once the students has determined the client is ready and able to have the color application done, they will apply the color using proper foil technique, and determine time, heat and other factors to achieve the desired color. The desired color may include (but is not limited to) color correction, color removal (bleaching), and color design techniques (Balayage). This will all be done to State Board Standards. Students will be assessed on final client consultation and teacher evaluation.

Leadership Alignment

Leadership activity embedded in curriculum and instruction. Each student during the year is selected to take on the leadership role of "Sani Captain". Sani Captains are responsible for ensuring all students have performed their sanitation duties and returned all cleaning supplies. Each student will also rotate through a leadership role as "Dispensary Leader". This student is responsible for checking supplies out and in to the dispensary as well as keep track of inventory, with the potential to order more supplies if needed.

Throughout this unit, students are being taught and assessed using the 21st Century Skills such as interact effectively with others, work effectively in diverse teams, work creatively with others, use systems thinking, collaborate with others, guide and lead others, be responsible to others, implement innovations, managing time and goals, working independently, be self-directed learners, think critically, solve problems, communicate clearly, make judgments and decisions, reason effectively, use and manage information, access and evaluate information, adapt to change, be flexible, manage products and produce results.

Standards and Competencies

Comp.	The students will:
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Year 1:

Foundation Skills:

- Demonstrate the working knowledge of color theory
- Define temporary, semi-permanent, demi-permanent, or permanent color
- Formulate color desired color for client
- Select appropriate strength of developer for desired results
- Perform patch/predisposition test
- Perform a preliminary strand test
- Demonstrate appropriate sectioning and sub-sectioning
- Demonstrate virgin application
- Demonstrate retouch application
- Remove hair color from skin
- Perform corrective color services
- Define color and the law of color
- Identify the natural and artificial level, tone and intensity of hair color
- Demonstrate and explain the procedures used to change existing hair color
- Explain how the hair's porosity affects haircolor
- Understand the types of melanin found in hair
- Define and identify levels and their role in formulating haircolor

- List and describe the categories of haircolor
- Understand the role of hydrogen peroxide in a haircolor formula
- Apply temporary, semi-permanent, demi-permanent, and permanent hair color

Year 2:

Advanced Skills

- Apply knowledge and skills of hair color to clients in a salon setting
- Analyze clients' needs to determine appropriate tools, skills and outcomes necessary to complete the task
- Critique own skills to determine needed growth in all aspects of hair color

Preparation

- Sets up implements that are visibly clean and sanitary
- Sets up work area with supplies labeled in English
- Sanitizes hands
- Performs Predisposition/Patch Test with simulated product behind the ear or in the fold of the arm
- Divides head into four equal sections
- Applies protective cream around hairline
- Wears gloves during application of simulated lightener and hair color products

Demonstration of Virgin Hair Lightening Application

- Subsections hair 1/8 inch wide or less
- Applies simulated product 1/2 inch from scalp
- Applies simulated product up to but not including last 1 inch of hair
- Completely covers subsections with simulated product

Demonstration of Hair Color Retouch

- Outlines hair color retouch quadrant with simulated product
- Subsections hair 1/2 inch wide or less
- Applies simulated product on the scalp out to 2 inches
- Completely covers subsections with simulated product

Safety and Infection Control

- Keeps perimeter skin free of product
- Maintains neck strip or towel and drape for protection throughout service
- Disposes of soiled materials using infection control procedures
- Disposes of items to be disinfected in properly labeled receptacle
- Practices infection control procedures safely throughout service
- Maintains work area in a safe manner throughout service

Aligned Washington State Standards

CCSS English/Language Arts: *Reading*

Reading standards and Literature RL

2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build upon one another to produce a complex account; provide an objective summary of the text.

Reading For Informational Text RI

- 1.Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain
- 2.Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text
- 3.Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the

text

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

Reading For Literacy in Science and Technical Subjects RST

3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text

4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

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.

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.

CCSS English/Language Arts: *Writing*

Writing Standards W

Text Types and Purposes 11-12

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing 11-12

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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)

8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects WHST

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.

9. Draw evidence from informational texts to support analysis, reflection, and research.

CCSS English/Language Arts: *Speaking & Listening*

**Speaking and Listening Standards SL
Comprehension and Collaboration 11-12**

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
 - a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
 - d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task
2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas 11-12

5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)

CCSS English/Language Arts: Language

Language Standards L

Conventions of Standard English 11-12

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
 - b. Use a colon to introduce a list or quotation.
 - c. Spell correctly.

Knowledge of Language 11-12

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use 11-12

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
 - a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Health/Fitness

- 2.3 Acquire skills to live safely and reduce health risks.
- 3.1 Understand how environmental factors affect one's health. (Air, water, noise, chemicals).
- 3.2 Gather and analyze health information.
- 4.1 Analyze health and safety information.

CCSS Math

Quantities N-Q

- Reason quantitatively and use units to solve problems
1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose

and interpret the scale and the origin in graphs and data displays.

Creating Equations A-CED

- Create equations that describe numbers or relationships

1. Create equations and inequalities in one variable and use them to solve problems.

4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving

Reasoning with Equations and Inequalities A-REI

- Understand solving equations as a process of reasoning and explain the reasoning

1. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

Making Inferences and Justifying Conclusions S-IC

- Understand and evaluate random processes underlying statistical experiments

1. Understand statistics as a process for making inferences about population parameters based on a random sample from that population.

2. Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation.

Conditional Probability and the Rules of Probability S-CP

- Understand independence and conditional probability and use them to interpret data

Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events

Using Probability to Make Decisions S-MD

- Calculate expected values and use them to solve problems

- Use probability to evaluate outcomes of decisions

5. (+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.

- b. Evaluate and compare strategies on the basis of expected values.

7. (+) Analyze decisions and strategies using probability concepts

Art

EALR 1: The student understands and applies arts knowledge and skills in visual arts.

1.2 Develops art skills and techniques.

EALR 2: The student uses the artistic processes of creating, performing/presenting, and responding to demonstrate thinking skills in visual arts.

2.1 Applies a creative process to the arts.

EALR 3: The student communicates through the arts.

3.1 Uses the arts to express feelings and present ideas.

3.2 Uses the arts to communicate for a specific purpose.

3.3 Develops personal aesthetic criteria to communicate artistic choices.

EALR 4: The student makes connections within and across the arts to other disciplines, life, cultures, and work.

4.2 Demonstrates and analyzes the connections among the arts and between the arts and other content areas.

4.5 Understands how arts knowledge and skills are used in the world of work, including careers in the arts.

Next Gen Science

9-12 SYSB Systems thinking can be especially useful in analyzing complex situation. To be useful, a system needs to be specified as clearly as possible.

9-12 SYSC In a complex system, entirely new and unpredictable properties may emerge. Consequently, modeling a complex system in sufficient detail to make reliable predictions may not be possible.

9-12 SYSD Systems can be changing or in equilibrium.

9-11 LS1A Carbon-containing compounds are the building blocks of life. Photosynthesis is the process that plant cells use to combine the energy of sunlight with molecules of carbon dioxide and water to produce energy-rich compounds that contain carbon (food) and release oxygen.

9-11 LS1B The gradual combustion of carbon-containing compounds within cells, called cellular respiration, provides the primary energy source of living organisms; the combustion of carbon by burning of modern society.

9-11 LS1C Cells contain specialized parts for determining essential functions such as regulation of cellular activities, energy capture and release, formation of proteins, waste disposal, the transfer of information, and movement.

9-11 LS1D	The genetic information responsible for inherited characteristics is encoded in the DNA molecules in chromosomes. DNA is composed of four subunits (A, T, C, and G). The sequence of subunits in a gene specifies the amino acids need to make a protein. Proteins express inherited traits (e. Gl, eye color, hair texture) and carry out most cell functions.
9-11 LS1F	All of the functions of the cell are based on chemical reactions. Food molecules are broken down to provide the energy and the chemical constituents needed to synthesize other molecules. Breakdown and synthesis are made possible by proteins called enzymes.
9-11 LS1G	Cells use the DNA that forms their genes to encode enzymes and other proteins that allow a cell to grow and divide to produce more cells, and to respond to the environment.
9-11 LS1H	Genes are carried on chromosomes. Animal cells contain two copies of each chromosome with genetic information that regulate body structure and functions. Cells divide by a process called mitosis, in which the genetic information is copied so that each new cell contains exact copies of the original chromosomes.
9-12 APPB	The technological design process begins by defining a problem in terms of criteria and constraints, conducting research and generating several different solutions.
9-12 APPC	Choosing the best solution involves comparing alternatives with respect to criteria and constraints, then building and testing a model or other representation of the final design.
9-12 APPD	The ability to solve problems is greatly enhanced by use of mathematics and information technologies.
9-12 APPF	It is important for all citizens to apply science and technology to critical issues that influence society.
9-12 INQA	Scientists generate and evaluate questions to investigate the natural world.
9-12 INQB	Scientific progress requires the use of various methods appropriate for answering different kinds of research questions, a thoughtful plan for gathering data needed to answer the questions, and care in collecting, analyzing, and displaying the data.
9-12 INQC	Conclusions must be logical, based on evidence, and consistent with prior established knowledge.
9-12 INQD	The methods and procedures that scientists use to obtain evidence must be clearly reported to enhance opportunities for further investigation.

COMPONENTS AND ASSESSMENTS	
Unit 7: Salon Business Operations	Total Learning Hours for Unit: 20/90
Performance Assessments	
<p>Year 1:</p> <ul style="list-style-type: none"> During practical worktime in class, students will be given scenarios as part of their practice of specific Cosmetology skills. As part of their practice, they will complete a consultation, determine customer needs based on the scenario given, perform the service requested in the scenario, as well as make product recommendations. They will complete the “transaction” by determining the cost of the service provided as well as any products sold, complete the proper paperwork (to ensure inventory accuracy) and money transactions following up with booking the next appointment. Independently, students will put together a mock floor plan, price sheet, and business card for a salon. They will be assessed while they present to the entire class. <p>Year 2:</p> <ul style="list-style-type: none"> A variety of salons will come into class as guest speakers to discuss the variety of ways salons operate to ensure students understand how salon businesses operations. While students are practicing their cosmetology skills, they will take part in a “salon simulation” throughout the entire year. In salon teams, they will determine the type of salon business model they will operate under, determine the various roles (owner, manager, etc.) they will assume and together they will create a salon manual. This manual will have their business license, insurance, SDS sheets, inventory, capital overhead and funding operating model, services and costs, etc. Everything that a business would need to have in place to operate. The students will then practice their skills in the salon operating under the terms of their salon. They will keep track of their services to determine operation costs and balance their books to determine profits. 	
Leadership Alignment	

Leadership activity embedded in curriculum and instruction.

1st year: Students will select a salon of their choice, visit the salon, tour and interview the owner. From their interview, they will determine the type of business it is and ask questions to gain additional understanding of the salon and how they conduct business. In teams of like salon business models, students will create a presentation to share with the rest of the class.

This leadership activity requires the following 21st Skills: Thinking creatively, working creatively with others, implementing innovations, reasons effectively, using systems thinking, make judgements and decisions, solve problems, communicate clearly, collaborate with others, access and evaluates information, uses and manages information, creates media products, applies technology effectively, adapting to change, being flexible, manage goals and time, works independently, self-directed learner, interact effectively with others, works effectively with diverse teams, manages projects, produces results, guide and lead others, and be responsible to others.

2nd year: During their salon simulation, students will assume leadership roles and will be peer and self-assessed to determine success in their roles. After each assessment, students will analyze their strengths and weaknesses to make decisions on whether they should remain in that role or if changes need to be made.

This leadership activity requires the following 21st Skills: Thinking creatively, working creatively with others, implementing innovations, reasons effectively, using systems thinking, make judgements and decisions, solve problems, communicate clearly, collaborate with others, access and evaluates information, uses and manages information, analyze media creates media products, applies technology effectively, adapting to change, being flexible, manage goals and time, works independently, self-directed learner, interact effectively with others, works effectively with diverse teams, manages projects, produces results, guide and lead others, and be responsible to others.

Standards and Competencies

Comp.	The students will:
<p>Year 1:</p> <p>Foundation Skills</p> <ul style="list-style-type: none"> • Understand the various elements to establishing a business • Define the techniques used to recommend retail product sales to clients • Understands and demonstrates ability to complete paperwork according to salon policy and practices. • Understands and demonstrates ability to complete money transactions according to policy and practices • Understands salon policies and protocols • Communicate and analyze customer needs through consultation process • Demonstrate knowledge of steps used to develop and maintain professional relationships, including building a clientele • Describe salon ownership types, structures, operations and requirements for the practice of good business <p>Year 2:</p> <p>Sales and Marketing</p> <ul style="list-style-type: none"> • Knowledge and use of sales and marketing techniques • Judge the quality services and/or products • Know and understand current information on products and services • Create a business plan with the design of a shop, including the shop name, advertising, detail services and estimate expenses and income. • Develops and implements, in a timely manner and according to salon policy, a plan or strategy to retain clients and encourage the return of customers. • Accurately defines the needs of the client and recommends products fitting their needs. Benefits of products are discussed in accordance with salon protocol with 'best buy' suggestions, based on cost per unit, offered to client. Products and merchandise are appropriately arranged to promote retail sales and are appropriately promoted through personal use. <p>Compliance/Resource Management</p> <ul style="list-style-type: none"> • Evaluate information for compliance of standards • Understands how to avoid product waste by using appropriate amount of product. • Develops and uses accurate time allotments when scheduling client services including maintaining a reminder system for daily schedules. 	

Inventory/Records/Money Management

- Accurately maintains adequate product supply for client services by routinely inventorying and placing orders in accordance with salon protocol and by purchasing products in bulk quantities for salon use when appropriate.
- Creates an organized system for maintaining records of income, tips, and expenses and is able to use records to determine business growth.
- Accurately fills out service and/or retail sales slip; makes accurate change in a timely manner; accurately processes credit cards; endorses checks with bank stamp in accordance with salon protocol.
- Develops a client records system that includes up-to-date client information.
- Accurately and clearly records date and type of procedures including colors and products used and personal client changes (i.e., address, telephone).

Customer Service

- Knowledge of prices for all services and products offered
- Analyzes, understands and demonstrates how the arts influence and impact time and in the world of work.
- Demonstrate ability to provide excellent customer service
- Respects client time by:
 - Minimizing waiting time and performing services in appropriate timeframe
 - By actively using a wait list to fill changes
 - When client fails to show or cancel appointments, student is observed efficiently using available time to benefit salon operations or professional development.
- Systematically contact past clients to determine customer satisfaction
- Actively seeks client feedback to use for self-evaluation of performance

Aligned Washington State Standards

CCSS English/Language Arts: *Reading*

Reading standards and Literature RL

2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build upon one another to produce a complex account; provide an objective summary of the text.

Reading For Informational Text RI

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain
2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text
3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

Reading For Literacy in Science and Technical Subjects RST

3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text
4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
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.

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.

CCSS English/Language Arts: *Writing*

Writing Standards W

Text Types and Purposes 11-12

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing 11-12

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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)

8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects WHST

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.

9. Draw evidence from informational texts to support analysis, reflection, and research.

CCSS English/Language Arts: *Speaking & Listening*

Speaking and Listening Standards SL

Comprehension and Collaboration 11-12

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.

d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task

2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas 11-12

5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings,

reasoning, and evidence and to add interest.

6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)

CCSS English/Language Arts: *Language*

Language Standards L

Conventions of Standard English 11-12

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

b. Use a colon to introduce a list or quotation.

c. Spell correctly.

Knowledge of Language 11-12

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use 11-12

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Educational Technology

1.1.1 Generate ideas and create original works for personal and group expression using a variety of digital tools.

1.2.1 Communicate and collaborate to learn with others.

1.3.2 Locate and organize information from a variety of sources and media.

2.1.1 Practice personal safety.

2.1.2 Practice ethical and respectful behavior.

2.2.1 Develop skills to use technology effectively.

2.3.1 Select and use common applications.

2.3.2 Select and use online applications.

2.4.1 Formulate and synthesize new knowledge.

Health/Fitness

3.1 Understand how environmental factors affect one's health. (Air, water, noise, chemicals).

3.2 Gather and analyze health information.

3.3 Use social skills to promote health and safety in a variety of situations.

3.4 Understand how emotions influence decision-making.

4.1 Analyze health and safety information.

CCSS Math

Quantities N-Q

- Reason quantitatively and use units to solve problems

Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays

Creating Equations A-CED

- Create equations that describe numbers or relationships

1. Create equations and inequalities in one variable and use them to solve problems.

4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving

Reasoning with Equations and Inequalities A-REI

- Understand solving equations as a process of reasoning and explain the reasoning

1. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

Making Inferences and Justifying Conclusions S-IC

- Understand and evaluate random processes underlying statistical experiments

1. Understand statistics as a process for making inferences about population parameters based on a random sample from that population.

Using Probability to Make Decisions S-MD

- Calculate expected values and use them to solve problems

- Use probability to evaluate outcomes of decisions

5. (+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.

a. Find the expected payoff for a game of chance.

b. Evaluate and compare strategies on the basis of expected values.

6. (+) Use probabilities to make fair

7. (+) Analyze decisions and strategies using probability concepts

Social Studies

2.1: Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.

2.4.1 Analyzes and evaluates how individuals affect and are affected by the distribution of resources and sustainability.

Art

EALR 1: The student understands and applies arts knowledge and skills in visual arts.

1.2 Develops art skills and techniques.

EALR 2: The student uses the artistic processes of creating, performing/presenting, and responding to demonstrate thinking skills in visual arts.

2.1 Applies a creative process to the arts.

EALR 3: The student communicates through the arts.

3.1 Uses the arts to express feelings and present ideas.

3.2 Uses the arts to communicate for a specific purpose.

3.3 Develops personal aesthetic criteria to communicate artistic choices.

EALR 4: The student makes connections within and across the arts to other disciplines, life, cultures, and work.

4.2 Demonstrates and analyzes the connections among the arts and between the arts and other content areas.

4.5 Understands how arts knowledge and skills are used in the world of work, including careers in the arts.

Next Gen Science

9-12 SYSA Feedback is a process in which the output of a system provides information used to regulate the operation of the system. Positive feedback increases the disturbance to a system.

9-12 SYSB Systems thinking can be especially useful in analyzing complex situation. To be useful, a system needs to be specified as clearly as possible.

9-12 SYSC In a complex system, entirely new and unpredictable properties may emerge. Consequently, modeling a complex system in sufficient detail to make reliable predictions may not be possible.

9-12 SYSD Systems can be changing or in equilibrium.

9-12 APPD The ability to solve problems is greatly enhanced by use of mathematics and information technologies.

9-12 INQA Scientists generate and evaluate questions to investigate the natural world.

9-12 INQB Scientific progress requires the use of various methods appropriate for answering different kinds of research questions, a thoughtful plan for gathering data needed to answer the questions, and care in collecting, analyzing, and displaying the data.

9-12 INQC Conclusions must be logical, based on evidence, and consistent with prior established knowledge.

9-12 INQD The methods and procedures that scientists use to obtain evidence must be clearly reported to enhance opportunities for further investigation.

COMPONENTS AND ASSESSMENTS	
Unit 8: Seeking Employment/On the Job	Total Learning Hours for Unit: 20/130
Performance Assessments	
<p>Students will be able to:</p> <p>Year 1:</p> <ul style="list-style-type: none"> Independently, brainstorm to develop a personal resume. These resumes will be peer and teacher assessed for accuracy and excellence. Students will revise them until they are “job-ready”. Work together in teams to practice job interviewing skills, culminating into a mock interview experience with Advisory Members. The Advisory Members will provide feedback to assist students with improving their skills. Individually, digitally document their best work to begin developing their personal portfolio. <p>Year2:</p> <ul style="list-style-type: none"> Revise their resume from first year, adding any new information needed. Interview with Salon business owners. These owners will use these interviews as a means to determine student internship or job shadow placement. Individually, digitally document their best work to complete their personal portfolio. Independently pass their “Baby Boards” (a mock simulation of the State Board Exam) to ensure each student is “license ready”. 	
Leadership Alignment	
<p>Leadership activity embedded in curriculum and instruction. Students will perform mock interviews, teambuilding exercises, and job skills demonstrations. This leadership activity requires the following 21st Skills: Thinking creatively, working creatively with others, implementing innovations, reasons effectively, using systems thinking, make judgements and decisions, solve problems, communicate clearly, collaborate with others, adapting to change, being flexible, manage goals and time, works independently, self-directed learner, interact effectively with others, works effectively with diverse teams, manages projects, produces results, guide and lead others, and be responsible to others.</p>	
Standards and Competencies	
Comp.	The students will:
<p>Year 1:</p> <p>Foundation Skills:</p> <ul style="list-style-type: none"> Establish short and long range personal goals within the cosmetology industry Identify careers within the Cosmetology industry and the skills necessary to attain it Develop a professional resume Participate in a mock interview Demonstrate effective communication skills Develop and maintain positive human relations Demonstrate understanding of goal setting by adhering to their personal plan of success Comply with dress code to be job ready Apply learned skills in relationship building and client communication Know and apply key elements of a resume Understand the interviewing process Interpret the key elements of a consultation Identify various pathways to monetary compensation & license needed for each Evaluate salon in terms of advantages and disadvantages Discuss & know classroom expectations Appreciate and understand the basis of transferring hours earned onto daily task sheets 	

- Utilize proper rest, nutrition, hygiene and exercise
- Demonstrate understanding of Professional Ethics and how it applies to salon environment
- Identify primary learning style
- Apply learned skills to Professional Competition
- Demonstrate and apply professional, and 21 Century skills when participating in community service projects

Year 2:

Advanced Skills:

- Develop professional connections through job shadow and internship opportunities
- Revise professional resume to include advanced knowledge and skills

Aligned Washington State Standards

CCSS English/Language Arts: *Reading*

Reading standards and Literature RL

2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build upon one another to produce a complex account; provide an objective summary of the text.

Reading For Informational Text RI

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain
2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text
3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

Reading For Literacy in Science and Technical Subjects RST

3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text
4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
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.
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.

CCSS English/Language Arts: *Writing*

Writing Standards W

Text Types and Purposes 11-12

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information

and examples appropriate to the audience's knowledge of the topic.

c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing 11-12

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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)

8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects WHST

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9. Draw evidence from informational texts to support analysis, reflection, and research.

CCSS English/Language Arts: *Speaking & Listening*

Speaking and Listening Standards SL

Comprehension and Collaboration 11-12

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.

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3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas 11-12

5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)

CCSS English/Language Arts: *Language*

Language Standards L

Conventions of Standard English 11-12

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- b. Use a colon to introduce a list or quotation.
- c. Spell correctly.

Knowledge of Language 11-12

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use 11-12

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Art

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3.2 Uses the arts to communicate for a specific purpose.

3.3 Develops personal aesthetic criteria to communicate artistic choices.

EALR 4: The student makes connections within and across the arts to other disciplines, life, cultures, and work.

4.2 Demonstrates and analyzes the connections among the arts and between the arts and other content areas.

4.5 Understands how arts knowledge and skills are used in the world of work, including careers in the arts.

Educational Technology

1.1.1 Generate ideas and create original works for personal and group expression using a variety of digital tools.

1.2.1 Communicate and collaborate to learn with others.

1.3.2 Locate and organize information from a variety of sources and media.

2.1.1 Practice personal safety.

2.1.2 Practice ethical and respectful behavior.

2.2.1 Develop skills to use technology effectively.

2.3.1 Select and use common applications.

2.3.2 Select and use online applications.

2.4.1 Formulate and synthesize new knowledge.

Health/Fitness

3.1 Understand how environmental factors affect one's health. (Air, water, noise, chemicals).

3.2 Gather and analyze health information.

3.3 Use social skills to promote health and safety in a variety of situations.

3.4 Understand how emotions influence decision-making.

4.1 Analyze health and safety information.

COMPONENTS AND ASSESSMENTS

Unit 9: Nails (Manicures/Pedicures)

**Total Learning
Hours for Unit: 50/50**

Performance Assessments

Students will be able to:

Year 1:

- Individually, students will perform nail care services (manicures/pedicures) on a partner using the proper tools, in accordance with salon protocol, and in a timely manner. Students will be assessed on their ability to follow the proper steps to complete a nail care service (manicure/pedicure) with accuracy and quality.

Year 2:

- Individually, students will apply knowledge of nail care services (manicures/pedicures) to live clients in order to accurately and effectively demonstrate their ability to achieve desired look while maintaining attention to detail throughout the service. Students will be assessed starting with the client consultation card all the way through the end debriefs with the client and instructor when the nail care service is complete.

Leadership Alignment

Leadership activity embedded in curriculum and instruction.

Throughout this unit, students are being taught and assessed using the 21st Century Skills such as interact effectively with others, work effectively in diverse teams, work creatively with others, use systems thinking, collaborate with others, guide and lead others, be responsible to others, implement innovations, managing time and goals, working independently, be self-directed learners, think critically, solve problems, communicate clearly, make judgments and decisions, reason effectively, use and manage information, access and evaluate information, adapt to change, be flexible, manage products and produce results.

Standards and Competencies

Comp.	The students will:
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Y1-Describe the structure, growth, diseases, disorders and conditions of the nails

Y1-Explain and demonstrate the services reviewed for natural nail care

Y2-Apply knowledge and skills of nails to clients in a salon setting

Y2-Analyze clients' needs to determine appropriate tools, skills and outcomes necessary to complete the task

Y2-Critique own skills to determine needed growth in all aspects of nails

Year 2:

Students will be able to, according to state testing requirements/standards:

Preparation

- Disinfects work area or uses protective covering
- Sets up work area with supplies labeled in English
- Sanitizes hands
- Sanitizes hand to be manicured

Demonstration of Filing

- Shapes free edge safely
- Establishes uniform length and shape

Demonstration of Cuticle Care

- Immerses fingers in bowl of water
- Dries hand completely
- Applies cuticle cream or remover using infection control procedures
- Pushes back cuticle safely
- Cleans under free edge safely
- Buffs nail safely

- Applies cuticle oil using infection control procedures

Demonstration of Hand Massage

- Applies massage product using infection control procedures
- Massages palm, back of hand, and fingers while maintaining continuous contact
- Cleanses massage product from each nail plate

Application of Polish

- Applies base coat to cover nail plate
- Applies red polish to cover nail plate
- Applies top coat to cover nail plate

Final Appearance of Nails

- Final appearance of polish is smooth and even
- Cuticle and surrounding skin remain free of polish

Safety and Infection Control

- Disposes of soiled materials using infection control procedures
- Disposes of items to be disinfected in properly labeled receptacle
- Practices infection control procedures safely throughout service
- Maintains work area in a safe manner throughout service

Aligned Washington State Standards

CCSS English/Language Arts: *Reading*

Reading standards and Literature RL

2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build upon one another to produce a complex account; provide an objective summary of the text.

Reading For Informational Text RI

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain
2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text
3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed as the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

Reading For Literacy in Science and Technical Subjects RST

3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text
4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
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.
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.

CCSS English/Language Arts: *Writing*

Writing Standards W

Text Types and Purposes 11-12

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing 11-12

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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects WHST

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.
9. Draw evidence from informational texts to support analysis, reflection, and research.

CCSS English/Language Arts: *Speaking & Listening*

Speaking and Listening Standards SL

Comprehension and Collaboration 11-12

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
 - a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
 - d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas 11-12

5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings,

reasoning, and evidence and to add interest.

6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)

CCSS English/Language Arts: *Language*

Language Standards L

Conventions of Standard English 11-12

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

b. Use a colon to introduce a list or quotation.

c. Spell correctly.

Knowledge of Language 11-12

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use 11-12

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Health/Fitness

2.2 Understanding the concept of control and prevention of disease.

2.3 Acquire skills to live safely and reduce health risks.

CCSS Math

Component 2.3 Understands the concepts of prevention and control of disease

2.3.1 Analyzes personal health practices, and how they affect communicable diseases

Component 3.1 Understands how family, cultural, and environmental factors affect personal health.

3.1.3 Evaluates environmental risks associated with certain occupational, residential, and recreational choices.

Art

EALR 1: The student understands and applies arts knowledge and skills in visual arts.

1.2 Develops art skills and techniques.

EALR 2: The student uses the artistic processes of creating, performing/presenting, and responding to demonstrate thinking skills in visual arts.

2.1 Applies a creative process to the arts.

EALR 3: The student communicates through the arts.

3.1 Uses the arts to express feelings and present ideas.

3.2 Uses the arts to communicate for a specific purpose.

3.3 Develops personal aesthetic criteria to communicate artistic choices.

EALR 4: The student makes connections within and across the arts to other disciplines, life, cultures, and work.

4.2 Demonstrates and analyzes the connections among the arts and between the arts and other content areas.

4.5 Understands how arts knowledge and skills are used in the world of work, including careers in the arts.

Next Gen Science

9-12 SYSA Feedback is a process in which the output of a system provides information used to regulate the operation of the system. Positive feedback increases the disturbance to a system.

9-12 SYSB Systems thinking can be especially useful in analyzing complex situation. To be useful, a system needs to be specified as clearly as possible.

9-12 SYSC	In a complex system, entirely new and unpredictable properties may emerge. Consequently, modeling a complex system in sufficient detail to make reliable predictions may not be possible.
9-12 SYSD	Systems can be changing or in equilibrium.
9-11 LS1A	Carbon-containing compounds are the building blocks of life. Photosynthesis is the process that plant cells use to combine the energy of sunlight with molecules of carbon dioxide and water to produce energy-rich compounds that contain carbon (food) and release oxygen.
9-11 LS1B	The gradual combustion of carbon-containing compounds within cells, called cellular respiration, provides the primary energy source of living organisms; the combustion of carbon by burning of modern society.
9-11 LS1C	Cells contain specialized parts for determining essential functions such as regulation of cellular activities, energy capture and release, formation of proteins, waste disposal, the transfer of information, and movement.
9-11 LS1D	The genetic information responsible for inherited characteristics is encoded in the DNA molecules in chromosomes. DNA is composed of four subunits (A, T, C, and G). The sequence of subunits in a gene specifies the amino acids need to make a protein. Proteins express inherited traits (e. Gl, eye color, hair texture) and carry out most cell functions.
9-11 LS1F	All of the functions of the cell are based on chemical reactions. Food molecules are broken down to provide the energy and the chemical constituents needed to synthesize other molecules. Breakdown and synthesis are made possible by proteins called enzymes.
9-11 LS1G	Cells use the DNA that forms their genes to encode enzymes and other proteins that allow a cell to grow and divide to produce more cells, and to respond to the environment.
9-12 APPB	The technological design process begins by defining a problem in terms of criteria and constraints, conducting research and generating several different solutions.
9-12 APPC	Choosing the best solution involves comparing alternatives with respect to criteria and constraints, then building and testing a model or other representation of the final design.
9-12 APPD	The ability to solve problems is greatly enhanced by use of mathematics and information technologies.
9-12 APPF	It is important for all citizens to apply science and technology to critical issues that influence society.
9-12 INQA	Scientists generate and evaluate questions to investigate the natural world.
9-12 INQB	Scientific progress requires the use of various methods appropriate for answering different kinds of research questions, a thoughtful plan for gathering data needed to answer the questions, and care in collecting, analyzing, and displaying the data.
9-12 INQC	Conclusions must be logical, based on evidence, and consistent with prior established knowledge.

COMPONENTS AND ASSESSMENTS	
Unit 10:Esthetics	Total Learning Hours for Unit: 50/50
Performance Assessments	
<p>Students will be able to:</p> <p>Year 1:</p> <ul style="list-style-type: none"> Individually, students will be given scenarios indicating specific skin types, diseases, and disorders that they will have to identify the proper technique and products to needed for skin care service. They will then be assessed on their ability to identify accurately and in a timely manner. <p>Year 2:</p> <ul style="list-style-type: none"> Individually, students will apply product knowledge and techniques of skin care services to live clients to accurately and effectively demonstrate their ability to achieve desired outcome of skin care service. Students will be assessed starting with the client consultation card all the way through the end debriefs with the client and instructor when the skin care service is complete. 	
Leadership Alignment	
Leadership activity embedded in curriculum and instruction. Each student during the year is selected to take on the leadership role of “Sani Captain”. Sani Captains are responsible for ensuring all students have performed their sanitation duties and returned all cleaning supplies. Each student will also rotate	

through a leadership role as “Dispensary Leader”. This student is responsible for checking supplies out and in to the dispensary as well as keep track of inventory, with the potential to order more supplies if needed.

Throughout this unit, students are being taught and assessed using the 21st Century Skills such as interact effectively with others, work effectively in diverse teams, work creatively with others, use systems thinking, collaborate with others, guide and lead others, be responsible to others, implement innovations, managing time and goals, working independently, be self-directed learners, think critically, solve problems, communicate clearly, make judgments and decisions, reason effectively, use and manage information, access and evaluate information, adapt to change, be flexible, manage products and produce results.

Standards and Competencies

Comp.	The students will:
<p>Year 1:</p> <p>Foundation Skills</p> <ul style="list-style-type: none"> • Define the functions, composition and types of skin • Identify the difference between disorders and diseases of the skin • Explain and demonstrate steps used during a basic facial, including massage techniques • Identify the difference between temporary and permanent hair removal • Explain the techniques for removing temporary and permanent hair • Explain the basic steps used during a makeup application • Apply knowledge and skills of esthetics to models in a “mock” salon setting • Analyze scenarios to determine what clients’ needs are to make decisions on appropriate tools, skills and outcomes necessary to complete the task • Critique own skills to determine needed growth in all aspects of esthetics <p>Year 2:</p> <p>Preparation</p> <ul style="list-style-type: none"> • Disinfects work area or uses protective covering • Sets up work area with supplies labeled in English • Sanitizes hands • Applies hair drape to completely cover hair • Re-sanitizes hands <p>Demonstration of Facial</p> <ul style="list-style-type: none"> • Removes cleanser from container using infection control procedures and applies it to the entire face safely • Removes cleanser from face without dragging or pulling skin • Removes massage product from container using infection control procedures and applies it to entire face safely • Distributes massage product over entire face safely <p>Demonstrates massage maintaining continuous contact</p> <ul style="list-style-type: none"> • Removes massage product from face without dragging or pulling skin • Removes all residual massage product safely • Applies toner/astringent safely <p>Safety and Infection Control</p> <ul style="list-style-type: none"> • Maintains hair drape throughout service • Disposes of soiled materials using infection control procedures • Disposes of items to be disinfected in properly labeled receptacle • Practices infection control procedures safely throughout service • Maintains work area in a safe manner throughout service 	

Aligned Washington State Standards

CCSS English/Language Arts: *Reading*

Reading standards and Literature RL

2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build upon one another to produce a complex account; provide an objective summary of the text.

Reading For Informational Text RI

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain

2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text

3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

Reading For Literacy in Science and Technical Subjects RST

3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text

4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

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.

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.

CCSS English/Language Arts: *Writing*

Writing Standards W

Text Types and Purposes 11-12

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing 11-12

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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)

8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects WHST

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.

9. Draw evidence from informational texts to support analysis, reflection, and research.

CCSS English/Language Arts: *Speaking & Listening*

Speaking and Listening Standards SL Comprehension and Collaboration 11-12

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.

d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task

2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas 11-12

5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)

CCSS English/Language Arts: *Language*

Language Standards L Conventions of Standard English 11-12

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

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Health/Fitness	
2.2 Understanding the concept of control and prevention of disease.	
2.3 Acquire skills to live safely and reduce health risks.	
CCSS Math	
Creating Equations A-CED • Create equations that describe numbers or relationships 4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving	
Conditional Probability and the Rules of Probability S-CP • Understand independence and conditional probability and use them to interpret data 5. Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations	
Using Probability to Make Decisions S-MD • Calculate expected values and use them to solve problems • Use probability to evaluate outcomes of decisions 5. (+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values. b. Evaluate and compare strategies on the basis of expected values.	
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EALR 2: The student uses the artistic processes of creating, performing/presenting, and responding to demonstrate thinking skills in visual arts. 2.1 Applies a creative process to the arts.	
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21st Century Skills Identified within Curriculum			
LEARNING & INNOVATION	INFORMATION, MEDIA & TECHNOLOGY SKILLS	LIFE & CAREER SKILLS	
Creativity and Innovation <input type="checkbox"/> Think Creatively <input type="checkbox"/> Work Creatively with Others <input type="checkbox"/> Implement Innovations Critical Thinking and Problem Solving <input type="checkbox"/> Reason Effectively <input type="checkbox"/> Use Systems Thinking <input type="checkbox"/> Make Judgments and Decisions <input type="checkbox"/> Solve Problems Communication and Collaboration <input type="checkbox"/> Communicate Clearly <input type="checkbox"/> Collaborate with Others	Information Literacy <input type="checkbox"/> Access and /evaluate Information <input type="checkbox"/> Use and Manage Information Media Literacy <input type="checkbox"/> Analyze Media <input type="checkbox"/> Create Media Products Information, Communications and Technology (ICT Literacy) <input type="checkbox"/> Apply Technology Effectively	Flexibility and Adaptability <input type="checkbox"/> Adapt to Change <input type="checkbox"/> Be Flexible Initiative and Self-Direction <input type="checkbox"/> Manage Goals and Time <input type="checkbox"/> Work Independently <input type="checkbox"/> Be Self-Directed Learners Social and Cross-Cultural <input type="checkbox"/> Interact Effectively with Others <input type="checkbox"/> Work Effectively in Diverse Teams	Productivity and Accountability <input type="checkbox"/> Manage Projects <input type="checkbox"/> Produce Results Leadership and Responsibility <input type="checkbox"/> Guide and Lead Others <input type="checkbox"/> Be Responsible to Others