

Course Outline

Fashion and Interior Design

REVISED: August/2021

Job Title

Barber

Career Pathway:

Personal Services

Industry Sector:

Fashion and Interior Design

O*NET-SOC CODE:

39-5011.00

CBEDS Title:

Barbering

CBEDS No.:

5811

78-45-53

BARBER/2

Credits: 35

Hours: 420

Course Description:

This competency-based course is the second in a sequence of five covering aspects of barbering pursuant to Section 7316 of the Barbering and Cosmetology Act. It provides students with project-based learning in the barbering trade. Technical instruction finishes with wet hair styling and continues with thermal hair styling, and shaves, face, skin, hair care, haircutting, permanent wave, and haircolor. This course prepares students for the examination by the State Board of Barber Examiners. Hours acquired through this course may be applied toward a 1500-hour barbering course at any time within three years from a student's last date of attendance. The competencies in this course outline are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.

Prerequisites:

Enrollment requires successful completion of Barber/1 (78-45- 51).

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

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



COURSE OUTLINE COMPETENCY-BASED COMPONENTS

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

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

COURSE OUTLINE COMPONENTS

LOCATION

GOALS AND PURPOSES

Cover

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

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

PERFORMANCE OBJECTIVES OR COMPETENCIES

pp. 7-11

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

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

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

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

COURSE OUTLINE COMPETENCY-BASED COMPONENTS
(continued)

COURSE OUTLINE COMPONENTS	LOCATION
<p>INSTRUCTIONAL STRATEGIES</p> <p>Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.</p> <p>Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Adults with Disabilities.</p>	p. 13
<p>UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT</p> <p>The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.</p> <p>Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.</p>	Cover pp. 7-11
<p>EVALUATION PROCEDURES</p> <p>The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.</p> <p>Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, and simulations), paper and pencil exams, and standardized tests.</p>	pp. 13
<p>REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT</p> <p>After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.</p>	Cover

ACKNOWLEDGMENTS

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CALIFORNIA CAREER TECHNICAL EDUCATION MODEL CURRICULUM STANDARDS

Fashion and Interior Design Industry Sector Knowledge and Performance Anchor Standards

1.0 Academics

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

2.0 Communications

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

3.0 Career Planning and Management

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

4.0 Technology

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

5.0 Problem Solving and Critical Thinking

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

6.0 Health and Safety

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

7.0 Responsibility and Flexibility

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

8.0 Ethics and Legal Responsibilities

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

9.0 Leadership and Teamwork

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

10.0 Technical Knowledge and Skills

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

11.0 Demonstration and Application

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

Fashion and Interior Design Pathway Standards

C. Personal Services Pathway

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

Sample occupations associated with this pathway:

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

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

CBE
Competency-Based Education

COMPETENCY-BASED COMPONENTS
for the Barber/2 Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>A. ERGONOMICS</p> <p>Review the science of designing the workplace, equipment, and tools to make specific body movements effective and safe.</p> <p>(5 hours)</p>	<ol style="list-style-type: none"> 1. Demonstrate proper: <ol style="list-style-type: none"> a. standing and sitting posture b. use of barbering chair when performing barbering services c. body posture when performing barbering services d. handling of tools and equipment 	<p>Career Ready Practice: 1, 2, 5</p> <p>CTE Anchor: Communications: 2.1, 2.4 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.7 Responsibility and Flexibility: 7.2 Ethics and Legal Responsibilities: 8.2 Technical Knowledge and Skills: 10.1, 10.2</p> <p>CTE Pathway: C3.3</p>
<p>B. WET HAIR STYLING II</p> <p>Review the techniques for hair and scalp analyses, shampoos, finger waves, pin curl sets and all hairstyle finishing; perform hairstyling services on live models and mannequins.</p>	<ol style="list-style-type: none"> 1. Attend 20 hours of theoretical lecture on wet hairstyling as required by the CSBBC. 2. Review the steps in hair analysis. 3. Review the steps in scalp analysis. 4. Review performing a complete shampoo service. 5. Review the features of a pin curl structure. 6. Review various pin curl placement techniques. 7. Review roller direction. 8. Review various roller placement techniques. 9. Review the features of a finger wave structure. 10. Review the steps in a complete finger waving service. 11. Review various back combing techniques in the hairstyle finishing procedure. 	<p>Career Ready Practice: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</p> <p>CTE Anchor: Academic: 1.0 Communications: 2.1, 2.4, 2.5, 2.6 Career Planning and Management: 3.1, 3.2, 3.4, 3.5, 3.6</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(120 hours)	12. Review performing various back brushing techniques in the hairstyle finishing procedure. 13. Perform a minimum of 60 complete wet hairstyling services on live models and practice mannequins as required by the CSBBC.	Technology: 4.1, 4.3, 4.5, 4.6 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.7 Responsibility and Flexibility: 7.2 Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4, 8.5, 8.7 Leadership and Teamwork: 9.3, 9.6 Technical Knowledge and Skills: 10.2, 10.3, 10.16 CTE Pathway: C1.1, C1.2, C1.3, C1.4, C1.5, C2.1, C2.2, C2.5, C3.1, C3.3, C3.4, C3.5, C4.1, C4.2, C4.3, C4.4, C5.1, C5.2, C5.3, C5.4, C5.5, C6.3, C8.1, C8.2, C8.4, C8.7, C9.2, C9.4, C9.6, C10.1, C10.2, C10.3
C. THERMAL HAIR STYLING I Understand and apply the techniques in Thermal hairstyling including press curl.	1. Attend 30 hours of theoretical lecture on thermal hairstyling as required by the CSBBC. 2. Perform a hair analysis. 3. Perform a scalp analysis. 4. Demonstrate how to use a hot comb correctly, efficiently, and safely. 5. Perform straightening using a hot comb. 6. Perform waving and curling using a hot comb. 7. Demonstrate how to use a curling iron correctly, efficiently, and safely. 8. Perform straightening using a curling iron. 9. Perform waving and curling using a curling iron.	Career Ready Practice: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 CTE Anchor: Academics: 1.0 Communications: 2.1, 2.4, 2.5, 2.6, 2.7 Career Planning and Management:

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(140 hours)	<ol style="list-style-type: none"> 10. Demonstrate how to use a blow dryer correctly, efficiently, and safely. 11. Perform straightening using a blow dryer. 12. Perform waving and curling using a blow dryer. 13. Review various techniques in the performance of thermal hairstyling services. 14. Perform a minimum of 60 thermal hair styling services on live models and practice mannequins as required by the CSBBC. 	<p>3.1, 3.2, 3.3, 3.4, 3.5, 3.6 Technology: 4.1, 4.3, 4.4, 4.5, 4.6 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 Responsibility and Flexibility: 7.1, 7.2, 7.3, 7.7, 7.8 Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4, 8.7 Leadership and Teamwork: 9.3, 9.6, 9.7 Technical Knowledge and Skills: 10.1, 10.2, 10.4, 10.16 Demonstration and Application: 11.1</p> <p>CTE Pathway: C1.1, C1.2, C1.3, C1.4, C1.5, C2.1, C2.2, C2.5, C3.3, C4.1, C5.1, C5.2, C5.3, C5.5, C6.3, C8.1, C8.4, C9.2, C9.4, C10.1, C10.2, C10.3</p>
<p>D. SHAVES, FACE, SKIN, AND HAIR CARE: PREPARATION I</p> <p>Understand the techniques of shaves, facials and massages; assessment and treatments of skin and hair conditions.</p>	<ol style="list-style-type: none"> 1. Attend 40 hours of theoretical lecture on shaving, face, skin, and hair care as required by the CSBBC. 2. Explain the importance of maintaining personal hygiene, using clean linens and sterilizing each instrument when used on a patron 3. Explain the types and purposes of shaving lather. 4. Describe how to apply lather properly to face. 5. Describe how to sanitize a razor before shaving. 6. Describe how to stretch the skin while shaving and why this is done. 7. Explain the proper method for wiping the razor. 	<p>Career Ready Practice: 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.1, 2.5, 2.6</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(40 hours)	<ol style="list-style-type: none"> 8. Describe what an once-over shave is. 9. Describe what a twice-over shave is. 10. Describe the methods of removing soap and cleaning the face with hot towels after shaving. 11. Describe how to apply various after shave creams and lotions. 12. Describe how to trim a mustache. 13. Describe the various positions for holding a razor to shave a face while standing on one (1) side of the barber chair. 14. Explain what the four strokes are back-hand, free hand, reverse back and reverse free hand. 15. Explain the different textures of beards and the directions of the grain. 16. Explain the theory of facials and massage. 17. Explain the types of facials and packs used in the trade. 18. Explain why there is no heat on a rosacea facial. 19. Identify all of the facial muscles. 20. List the names and locations of the various nerves related to the brain, spinal cord, and cerebrospinal and sympathetic nervous system. 21. Explain the functions of the nerves related to barbering. 22. Differentiate between the sensory and motor nerves. 23. Define fatigue as it relates to the barbering trade. 24. Explain the function and significance of the three layers of skin and the glands within in the barbering trade. 25. Explain the functions of absorption and its significance to barbering. 26. Explain the difference between the follicle and the papilla. Know their locations. 27. Explain the treatment for alopecia areata, dry scalp, eczema, psoriasis, oily scalp and dandruff. 28. Explain how to test hair for lack of structure. 29. Define benign verruca and benign nevus. 30. Explain alopecia or baldness. 31. Evaluate customer sensitivity related to hairpieces. 32. Explain how to properly measure, fit, and service a hairpiece. 33. Choose the proper hairpiece for a head model. 34. Explain various types of hairpieces related to color and style. 	<p>Career Planning and Management: 3.1, 3.2, 3.4, 3.5, 3.6</p> <p>Technology: 4.1, 4.3, 4.5, 4.6</p> <p>Problem Solving and Critical Thinking: 5.1, 5.2, 5.4</p> <p>Health and Safety: 6.1, 6.2, 6.3, 6.6, 6.7</p> <p>Responsibility and Flexibility: 7.2, 7.3, 7.4</p> <p>Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4, 8.7</p> <p>Leadership and Teamwork: 9.3, 9.5, 9.6, 9.7</p> <p>Technical Knowledge and Skills: 10.1, 10.2, 10.14</p> <p>CTE Pathway: C1.1, C1.2, C1.3, C1.4, C1.5, C2.1, C2.2, C2.3, C2.4, C2.5, C3.1, C3.2, C3.3, C3.4, C4.1, C5.1, C5.2, C5.3, C5.4, C5.5, C6.1, C6.3, C8.1, C8.2, C8.4, C8.7, C9.6, C10.1, C10.2, C10.3, C10.4, C11.1, C11.4, C12.1, C12.2</p>
<p>E. SHAVES, FACE, SKIN, AND HAIR CARE: PERFORMANCE I</p> <p>Prepare and perform shaves, facials, massages, skin & hair assessments and treatments.</p>	<ol style="list-style-type: none"> 1. Demonstrate how to apply lather properly to face. 2. Demonstrate how to sanitize a razor before shaving. 3. Perform the various positions for holding a razor to shave a face while standing on one (1) side of the barber chair. 4. Demonstrate how to stretch the skin while shaving and why this is done. 5. Perform the proper method for wiping the razor. 6. Demonstrate what an once-over shave is. 7. Demonstrate what a twice-over shave is. 8. Perform the methods of removing soap and cleaning the face with hot towels after shaving. 9. Demonstrate how to apply various after shave creams and lotions. 	<p>Career Ready Practice: 1, 2, 5, 6, 7, 8, 11, 12</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.1, 2.5, 2.6 Career Planning and Management: 3.1, 3.2, 3.4, 3.5, 3.6</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(40 hours)	<ol style="list-style-type: none"> 10. Demonstrate how to assess the condition of the client’s skin 11. Demonstrate how to give a scientific rest facial using the ten-movement process. 12. Demonstrate how to give an acne facial. 13. Demonstrate how to give an acne rosacea facial. 14. Demonstrate how to assess the condition of the client’s hair. 15. Demonstrate how to give a scalp massage. 16. Demonstrate how to analyze and recommend special scalp treatments. 17. Demonstrate how damaged hair can be restored. 18. Demonstrate the effects of protein when combined with other mixtures. 19. Student must perform a minimum of 25 shaves/facials/massage/skin & hair assessment and treatments. 	<p>Technology: 4.1, 4.3, 4.5</p> <p>Problem Solving and Critical Thinking: 5.3</p> <p>Health and Safety: 6.2, 6.6</p> <p>Responsibility and Flexibility: 7.2, 7.3, 7.4, 7.7</p> <p>Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4, 8.5</p> <p>Leadership and Teamwork: 9.6</p> <p>Technical Knowledge and Skills: 10.2, 10.3</p> <p>Demonstration and Application: 11.1</p> <p>CTE Pathway: C1.2, C2.3, C2.4, C3.1, C3.2, C3.4, C5.1, C5.2, C5.3, C5.5, C6.1, C7.1, C8.1, C8.5, C9.1, C9.2, C9.4, C10.1, C10.2, C10.3, C10.4, C10.5, C11.2</p>
<p>F. HAIRCUTTING I</p> <p>Understand and apply hair analysis techniques for wet and dry cutting.</p>	<ol style="list-style-type: none"> 1. Attend 10 hours of theoretical lecture on wet hairstyling as required by the CSBBC. 2. Identify various facial shapes. 3. Identify hairstyles that complement various facial shapes. 4. Use various guidelines in haircutting services. 5. Use various sectioning techniques in haircutting services. 6. Use various hair elevation techniques in achieving the desired haircut. 7. Use various haircutting techniques. 8. Use thinning shears in a haircut. 9. Perform wet haircuts using scissors. 10. Perform wet haircuts using a razor. 11. Perform dry haircuts using scissors. 12. Perform dry haircuts using electric clippers. 	<p>Career Ready Practice: 1, 2, 3, 5, 6, 7, 9, 11, 12</p> <p>CTE Anchor: Academics: 1.0</p> <p>Communications: 2.4, 2.5, 2.6, 2.7</p> <p>Career Planning and Management: 3.1, 3.2, 3.3, 3.4</p> <p>Problem Solving and Critical Thinking:</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(25 hours)	13. Perform a minimum of 15 complete haircutting services on live models and practice mannequins as required by the CSBBC using razors, scissors, and clippers.	5.4 Health and Safety: 6.1, 6.2, 6.3, 6.5, 6.7 Responsibility and Flexibility: 7.1, 7.2, 7.3, 7.8 Ethics and Legal Responsibilities: 8.2, 8.4, 8.7 Leadership and Teamwork: 9.6, 9.7 Technical Knowledge and Skills: 10.1, 10.16 Demonstration and Application: 11.1, 11.2 CTE Pathway: C1.1, C1.2, C1.3, C1.4, C1.5, C2.1, C2.2, C2.5, C3.1, C3.3, C3.4, C4.1, C5.3, C6.3, C8.2, C8.4, C8.7, C9.6, C10.1, C10.2, C10.3, C11.2, C12.1, C12.5
G. PERMANENT WAVING I Understand and apply hair analysis techniques for chemical and heat permanent waving.	1. Attend 10 hours of theoretical lecture on permanent waving as required by the CSBBC. 2. Perform a hair analysis as applied to permanent waving. 3. Use various hair sectioning techniques. 4. Use various hair parting techniques. 5. Use various wrapping techniques. 6. Use various rod placements. 7. Apply all types of self-timing heat and cold permanent waves per manufacturer's instructions. 8. Demonstrate how to take a test curl. 9. Demonstrate how to apply curling lotion. 10. Demonstrate how to apply neutralizing agent. 11. Demonstrate how to process curling lotion. 12. Demonstrate how to process neutralizing agent. 13. Demonstrate how to rinse curling lotion. 14. Demonstrate how to rinse neutralizing agent. 15. Perform a minimum of 15 complete permanent waving services on live models and practice mannequins as required by the CSBBC.	Career Ready Practice: 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12 CTE Anchor: Academics: 1.0 Communications: 2.4, 2.5, 2.6, 2.7 Career Planning and Management: 3.1, 3.2, 3.3, 3.4 Problem Solving and Critical Thinking: 5.1, 5.4

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(25 hours)		<p>Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7</p> <p>Responsibility and Flexibility: 7.1, 7.2, 7.3, 7.4, 7.8</p> <p>Ethics and Legal Responsibilities: 8.1, 8.2, 8.4, 8.7</p> <p>Leadership and Teamwork: 9.6, 9.7</p> <p>Technical Knowledge and Skills: 10.1, 10.16</p> <p>CTE Pathway: C1.1, C1.2, C1.3, C1.4, C1.5, C2.1, C2.5, C3.1, C3.3, C3.4, C3.5, C4.1, C5.1, C5.2, C5.3, C5.4, C5.5, C6.3, C8.1, C8.2, C8.4, C8.7, C9.3, C9.4, C9.6, C9.7, C10.1, C10.2, C10.3</p>
<p>H. HAIR COLORING AND BLEACHING I</p> <p>Understand and apply hair analysis techniques for safe coloring and bleaching.</p>	<ol style="list-style-type: none"> 1. Attend 10 hours of theoretical lecture on hair color and bleaching as required by the CSBBC. 2. Perform a hair analysis. 3. Perform a scalp analysis. 4. Perform the predisposition test to determine any client allergy to hair color. 5. Use the required safety precautions for the mixing of hair color, bleach, and color removal products. 6. Mix hair color, bleach, and color removal products correctly. 7. Use the required safety precautions for the application of hair color, bleach, and color removal products. 8. Use the required sectioning techniques for hair coloring, bleaching, and color removal services. 9. Use the required sub-parting techniques for hair color, bleaching, and color removal services. 10. Use the required application techniques for hair color, bleaching, and dye removal services. 11. Use proper shampoo techniques after the hair color or bleaching service. 	<p>Career Ready Practice: 1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12</p> <p>CTE Anchor: Academics: 1.0</p> <p>Communications: 2.4, 2.5, 2.6, 2.7</p> <p>Career Planning and Management: 3.1, 3.2, 3.3, 3.4</p> <p>Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4</p> <p>Health and Safety: 6.1, 6.2, 6.3, 6.5, 6.6, 6.7</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(25 hours)	12. Use proper conditioner selection after the hair color or bleaching service. 13. Perform a minimum of 15 hair color services and 20 bleaching services on live models as required by the CSBBC.	Responsibility and Flexibility: 7.1, 7.2, 7.3, 7.4, 7.5, 7.8 Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4, 8.7 Leadership and Teamwork: 9.6, 9.7 Technical Knowledge and Skills: 10.1, 10.2, 10.16 Demonstration and Application: 11.1, 11.2, 11.4 CTE Pathway: C1.1, C1.2, C1.3, C1.4, C1.5, C2.1, C2.2, C2.5, C3.1, C3.2, C3.3, C4.1, C5.1, C5.2, C5.3, C5.4, C5.5, C6.3, C6.4, C8.1, C8.2, C8.4, C8.5, C8.7, C9.2, C9.6, C10.1, C10.2, C10.3, C10.5, C11.2, C11.4, C12.1, C12.5

SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

TEXTBOOKS

Milady. Milady's Standard Professional Barbering, 6th Edition. Cengage Learning, 2017.

RESOURCES

Employer Advisory Board members

Representatives of manufacturers of barber equipment and supplies.

MindTap: <https://www.cengage.com/>

CTE MODEL CURRICULUM STANDARDS

Fashion and Interior Design Industry Sector

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

COMPETENCY CHECKLIST

TEACHING STRATEGIES and EVALUATION

METHODS AND PROCEDURES

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

EVALUATION

SECTION A – Ergonomics – Pass all assignments and exams on ergonomics with a minimum score of 80% or higher.

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

SECTION C – Thermal Hair Styling I – Pass all assignments and exams on shaves II with a minimum score of 80% or higher.

SECTION D – Shaves, Face, Skin, & Hair Care: Preparation 1– Pass all assignments and exams on shaves, face, skin, & hair care I with a minimum score of 80% or higher.

SECTION E – Shaves, Face, Skin, & Hair Care: Performance I– Pass all assignments and exams on shaves, face, skin, & hair care I with a minimum score of 80% or higher.

SECTION F – Haircutting I – Pass all assignments and exams on haircutting with a minimum score of 80% or higher.

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

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

Standards for Career Ready Practice

1. Apply appropriate technical skills and academic knowledge.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and performing other work-related practices.

2. Communicate clearly, effectively, and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

3. Develop an education and career plan aligned with personal goals.

Career-ready individuals take personal ownership of their educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and they understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

4. Apply technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

5. Utilize critical thinking to make sense of problems and persevere in solving them

Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve a problem and, once agreed upon, follow through to ensure the problem is resolved.

6. Practice personal health and understand financial literacy.

Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

7. Act as a responsible citizen in the workplace and the community.

Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them, and they think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

8. Model integrity, ethical leadership, and effective management.

Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

9. Work productively in teams while integrating cultural and global competence.

Career-ready individuals contribute positively to every team, as both team leaders and team members. To avoid barriers to productive and positive interaction, they apply an awareness of cultural differences. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

10. Demonstrate creativity and innovation.

Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

11. Employ valid and reliable research strategies.

Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

12. Understand the environmental, societal, and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

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