

# Course Outline

Fashion and Interior Design

REVISED: August/2021

78-45-59

**Job Title**

Barber

**BARBER/5**

**Career Pathway:**

Personal Services

**Credits:** 10

**Hours:** 120

**Industry Sector:**

Fashion and Interior Design

**Course Description:**

This competency-based course is the fifth in a sequence of five covering aspects of barbering pursuant to Section 7316 of the Barbering and Cosmetology Act. It provides students with projectbased learning in the barbering trade. Review of the BBC rules and regulations, chemistry & electricity in barbering, health, safety & hazardous substances, disinfection & sanitation, bacteriology, anatomy, & physiology, wet hair styling, thermal hair styling, permanent waving, chemical straightening, haircutting and hair coloring & bleaching. It also teaches entrepreneurship/shop management, salesmanship, and employability skills. 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.

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

39-5011.00

**CBEDS Title:**

Barbering

**CBEDS No.:**

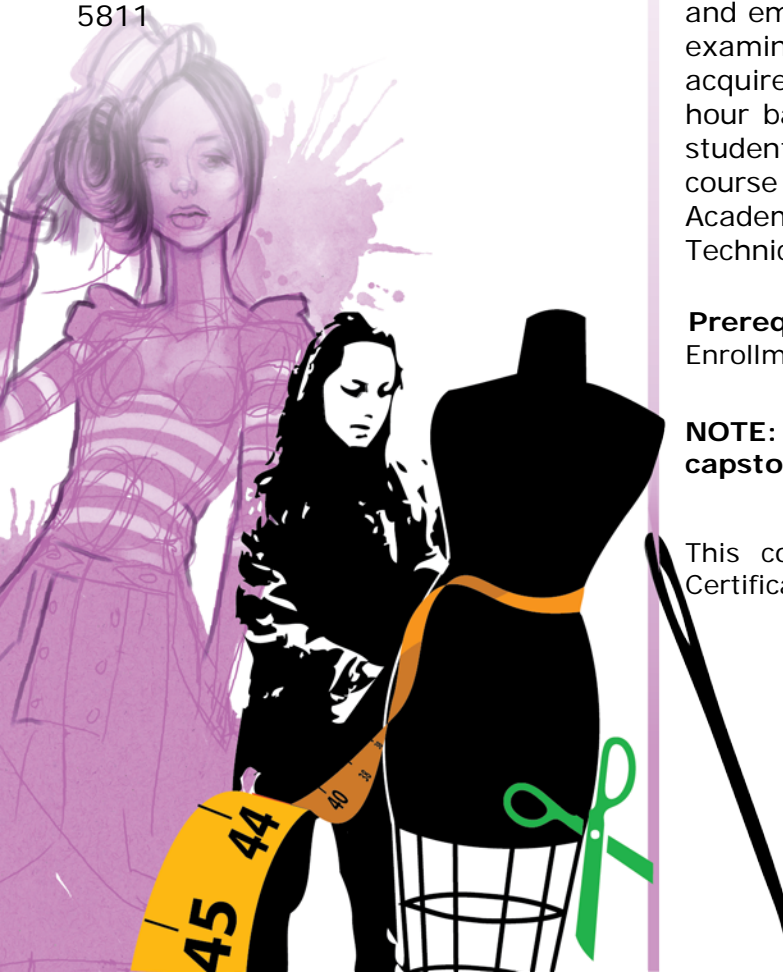
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**Prerequisites:**

Enrollment requires successful completion of Barber/4 (78-45-57).

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

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



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

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

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

### **COURSE OUTLINE COMPONENTS**

### **LOCATION**

#### **GOALS AND PURPOSES**

Cover

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

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

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

pp. 7-18

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)**

<b>COURSE OUTLINE COMPONENTS</b>	<b>LOCATION</b>
<b>INSTRUCTIONAL STRATEGIES</b>	p. 20
<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>	
<b>UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT</b>	Cover
<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>	
<b>EVALUATION PROCEDURES</b>	pp. 20-21
<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>	
<b>REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT</b>	Cover
<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>	

## **ACKNOWLEDGMENTS**

Thanks to FRANKIE CASTANEDA, RONALD KOZIEL and ROXANA SANCHEZ for developing and editing this curriculum. Acknowledgment is also given to ERICA ROSARIO for designing the original artwork for the course covers.

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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/5 Course**

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>A. THE BARBERING AND COSMETOLOGY ACT/THE BOARD'S RULES AND REGULATIONS REVIEW</p> <p>Review the rules, regulations, and safety precautions issued by the California State Board of Barbering and Cosmetology (CSBBC) under Title 16, Chapter 9 of the Barbering and Cosmetology Act.</p> <p>(5 hours)</p>	<ol style="list-style-type: none"> <li>1. Review the rules and regulations issued by the CSBBC.</li> <li>2. Review the state licensing requirements.</li> <li>3. Review the need for state supervision of all barber-related occupations.</li> <li>4. Review good barber practices within the guidelines of the CSBBC.</li> <li>5. Review violations of the Barber and Cosmetology Act and recommend correct practices.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 5, 6, 7, 8, 11, 12</p> <p><b>CTE Anchor:</b> Academics: 1.0 Career Planning and Management: 3.3, 3.7 Problem Solving and Critical Thinking: 5.1 Health and Safety: 6.2, 6.7 Responsibility and Flexibility: 7.2, 7.3, 7.7 Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4 Leadership and Teamwork: 9.4 Technical Knowledge and Skills: 10.1, 10.2, 10.14</p> <p><b>CTE Pathway:</b> C1.1, C1.2, C1.3, C1.4, C1.5, C2.1, C2.2, C2.3, C3.1, C5.4, C9.2, C9.4, C12.1, C12.2, C12.3, C12.4, C12.5</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>B. PROPER CHEMICAL AND ELECTRICAL USE &amp; SAFETY IN BARBERING REVIEW</p> <p>Review the chemical composition and purposes of hair and skin care preparations; and the nature of electrical current, principles of operating electrical devices, and apply the various safety precautions used when operating electrical equipment.</p> <p>(5 hours)</p>	<ol style="list-style-type: none"> <li>1. Review the definition of PH.</li> <li>2. Review the chemical composition of products used by barbers.</li> <li>3. Review the basic physical and chemical changes of matter.</li> <li>4. Review the chemical reactions that can occur when mixing chemical products or when used on the hair and skin.</li> <li>5. Review the symptoms of illnesses caused by allergies to various products used by barbers.</li> <li>6. Review and demonstrate the ability to store, mix, and use chemicals efficiently and safely.</li> <li>7. Review the definition of electrical current.</li> <li>8. Review the principles of operating electrical equipment.</li> <li>9. Review the electrical appliances used by barbers.</li> <li>10. Review the purposes of various electrical appliances used by barbers.</li> <li>11. Review and demonstrate use of all electrical equipment in a safe, efficient way.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 4, 5, 7, 11, 12</p> <p><b>CTE Anchor:</b> Communications: 2.1, 2.5, 2.6 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.1, 6.2, 6.3, 6.5, 6.6, 6.7 Responsibility and Flexibility: 7.2 Ethics and Legal Responsibilities: 8.1, 8.2, 8.3 Technical Knowledge and Skills: 10.1, 10.2 Demonstration and Application: 11.1, 11.2, 11.4</p> <p><b>CTE Pathway:</b> C1.2, C2.1, C3.2, C3.3, C3.4, C3.5, C4.2, C5.1, C5.2, C5.5, C8.1, 8.2, C11.1, C11.2, C11.4, C12.1</p>
<p>C. HEALTH, SAFETY AND HAZARDOUS SUBSTANCES REVIEW</p> <p>Review and apply the products, procedures, policies and practices that promote health and safety in the workplace.</p>	<ol style="list-style-type: none"> <li>1. Review the Safety Data Sheets (SDS) as they apply to the barber profession.</li> <li>2. Review the Occupational Safety and Health Administration (OSHA) guidelines as they apply to the cosmetology profession.</li> <li>3. Review equipment care procedures.</li> <li>4. Review and demonstrate proper tool use and care.</li> <li>5. Review the shop procedures for fire and earthquake safety.</li> <li>6. Review the rules and regulations regarding the prevention of communicable diseases including HIV/AIDS and Hepatitis B.</li> <li>7. Pass the Health and Safety/Hazardous Substances Safety Test with 100% accuracy.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 4, 5, 6, 7, 8, 10, 11, 12</p> <p><b>CTE Anchor:</b> Academics: 1.0 Communications: 2.5 Career Planning and Management: 3.6</p>



COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(5 hours)		<p>Technology: 4.1, 4.3, 4.5</p> <p>Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4</p> <p>Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7</p> <p>Responsibility and Flexibility: 7.2, 7.3, 7.4</p> <p>Ethics and Legal Responsibilities: 8.1, 8.3, 8.4</p> <p>Leadership and Teamwork: 9.1, 9.2, 9.3, 9.6</p> <p>Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.4, 10.14</p> <p><b>CTE Pathway:</b> C1.1, C1.2, C1.4, C3.1, C3.2, C3.3, C3.4, C3.5, C4.1, C4.2, C4.4, C5.1, C5.2, C5.3, C5.4, C5.5, C6.2, C6.4, C7.2, C7.4, C8.2, C8.4, C9.1, C9.3, C9.4, C10.1, C10.4, C11.1, C11.2, C11.3, C11.5, C12.1, C12.2, C12.5</p>
<p>D. DISINFECTION AND SANITATION REVIEW</p> <p>Review, apply and evaluate disinfection and sanitation techniques in barbering.</p>	<ol style="list-style-type: none"> <li>1. Review and differentiate between disinfection and sanitation.</li> <li>2. Review the importance of working in a sanitary environment.</li> <li>3. Review the procedures needed to protect the health and safety of the consumer as well as the cosmetologist.</li> <li>4. Review the disinfection and sanitation procedures to prevent contagious diseases according to the Centers for the Disease Control (CDC) guidelines.</li> <li>5. Review the set up and use a sanitary maintenance area.</li> <li>6. Demonstrate the ability to mix and use various disinfectant solutions.</li> <li>7. Pass a disinfection and sanitation test with 100% accuracy.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 4, 5, 6, 7, 8, 10, 11, 12</p> <p><b>CTE Anchor:</b> Academics: 1.0 Communications: 2.5 Problem Solving and Critical Thinking: 5.1, 5.2, 5.4</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(5 hours)		<p>Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7</p> <p>Responsibility and Flexibility: 7.2, 7.3, 7.4, 7.7</p> <p>Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4</p> <p>Leadership and Teamwork: 9.6</p> <p>Technical Knowledge and Skills: 10.1, 10.2, 10.16</p> <p>Demonstration and Application: 11.1, 11.2</p> <p><b>CTE Pathway:</b> C1.1, C1.2, C1.4, C2.1, C3.1, C3.2, C3.3, C3.4, C3.5, C4.1, C4.3, C5.1, C5.2, C5.3, C5.4, C5.5, C6.3, C8.1, C8.4, C8.5, C9.1, C9.2, C9.3, C9.4, C10.1, C11.2, C11.4, C12.2, C12.5</p>
<p>E. BACTERIOLOGY, ANATOMY AND PHYSIOLOGY REVIEW</p> <p>Review the relationship between bacteria and the practice of disinfection and sanitation; understand the anatomy and physiology of the head, face, neck, and nail; analyze the hair; analyze treatments for hair conditions.</p>	<ol style="list-style-type: none"> <li>1. Review the following terms: <ol style="list-style-type: none"> <li>a. bacteriology</li> <li>b. anatomy</li> <li>c. physiology</li> </ol> </li> <li>2. Review the growth, movement, and reproduction of bacteria.</li> <li>3. Review the relationship between bacteria and the anatomy and physiology of the following areas: <ol style="list-style-type: none"> <li>a. head</li> <li>b. hair</li> <li>c. face</li> <li>d. neck</li> <li>e. nail</li> </ol> </li> <li>4. Review the structure of the hair.</li> <li>5. Review and analyze the following attributes of hair: <ol style="list-style-type: none"> <li>a. texture</li> <li>b. porosity</li> <li>c. elasticity</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 5, 6, 7, 11, 12</p> <p><b>CTE Anchor:</b> Academics: 1.0 Communications: 2.5, 2.6 Technology: 4.3, 4.6 Problem Solving and Critical Thinking: 5.1, 5.3, 5.4 Ethics and Legal Responsibilities: 8.1, 8.4</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(10 hours)	<ol style="list-style-type: none"> <li>6. Review proper care for hair.</li> <li>7. Review the causes of damage to the hair.</li> <li>8. Review recommendations of treatments for damaged hair.</li> <li>9. Review conditions of the hair that may be treated by barbers.</li> </ol>	<p><b>CTE Pathway:</b> C1.4, C2.1, C2.2, C3.1, C3.2, C3.4, C4.1, C4.2, C5.1, C5.2, C5.3, C6.3, C8.1, C8.4, C10.1, C10.2, C11.2, C12.1, C12.5</p>
<p>F. WET HAIR STYLING REVIEW</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> <p>(5 hours)</p>	<ol style="list-style-type: none"> <li>1. Review the steps in hair analysis.</li> <li>2. Review the steps in scalp analysis.</li> <li>3. Review a complete shampoo service.</li> <li>4. Review the features of a pin curl structure.</li> <li>5. Review various pin curl placement techniques.</li> <li>6. Review roller direction.</li> <li>7. Review various roller placement techniques.</li> <li>8. Review the features of a finger wave structure.</li> <li>9. Review the steps in a complete finger waving service.</li> <li>10. Review various back combing techniques in the hairstyle finishing procedure.</li> <li>11. Review various back brushing techniques in the hairstyle finishing procedure.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 3, 5, 9, 11, 12</p> <p><b>CTE Anchor:</b> Academics: 1.0 Communications: 2.4, 2.6 Technology: 4.1, 4.3 Problem Solving and Critical Thinking: 5.1, 5.4 Responsibility and Flexibility: 7.2 Leadership and Teamwork: 9.6</p> <p><b>CTE Pathway:</b> C2.2, C4.1, C4.3, C5.1, C5.2, C5.3, C5.4, C5.5, C6.3, C8.1, C8.2</p>
<p>G. THERMAL HAIR STYLING REVIEW</p> <p>Review and apply the techniques in Thermal hairstyling including press curl.</p>	<ol style="list-style-type: none"> <li>1. Review and perform a hair analysis.</li> <li>2. Review and perform a scalp analysis.</li> <li>3. Review how to use a hot comb correctly, efficiently, and safely.</li> <li>4. Review straightening using a hot comb.</li> <li>5. Review waving and curling using a hot comb.</li> <li>6. Review how to use a curling iron correctly, efficiently, and safely.</li> <li>7. Review straightening using a curling iron.</li> <li>8. Review waving and curling using a curling iron.</li> <li>9. Review how to use a blow dryer correctly, efficiently, and safely.</li> <li>10. Review straightening using a blow dryer.</li> <li>11. Review waving and curling using a blow dryer.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 5, 9, 11</p> <p><b>CTE Anchor:</b> Academics: 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
(10 hours)	12. Review various techniques in the performance of thermal hairstyling services.	<p>Technology: 4.1, 4.3, 4.5, 4.6 Problem Solving and Critical Thinking: 5.1, 5.4 Responsibility and Flexibility: 7.2 Ethics and Legal Responsibilities: 8.1 Leadership and Teamwork: 9.3, 9.6 Technical Knowledge and Skills: 10.1, 10.16</p> <p><b>CTE Pathway:</b> C2.1, C5.1, C5.2, C5.3, C5.5, C6.3, C8.1, C8.4, C9.2, C10.1, C10.2, C10.3</p>
<p>H. PERMANENT WAVING REVIEW</p> <p>Review and apply hair analysis techniques for chemical and heat permanent waving.</p>	<ol style="list-style-type: none"> <li>1. Review and perform a hair analysis as applied to permanent waving.</li> <li>2. Review hair sectioning technique.</li> <li>3. Review hair parting technique.</li> <li>4. Review wrapping technique.</li> <li>5. Review rod placement.</li> <li>6. Review all types of self-timing heat and cold permanent waves per manufacturer's instructions.</li> <li>7. Review how to take a test curl.</li> <li>8. Review how to apply curling lotion.</li> <li>9. Review how to apply neutralizing agent.</li> <li>10. Review how to process curling lotion.</li> <li>11. Review how to process neutralizing agent.</li> <li>12. Review how to rinse curling lotion.</li> <li>13. Review how to rinse neutralizing agent.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 5, 6, 7, 8, 9, 10, 11, 12</p> <p><b>CTE Anchor:</b> Academics: 1.0 Problem Solving and Critical Thinking: 5.1, 5.4 Health and Safety: 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 Ethics and Legal Responsibilities: 8.1 Technical Knowledge and Skills: 10.1, 10.16</p> <p><b>CTE Pathway:</b> C2.1, C5.1, C5.2, C5.3, C5.4, C5.5,</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(10 hours)		C6.3, C8.1, C8.2, C8.4, C10.1, C10.2
<p>I. CHEMICAL STRAIGHTENING REVIEW</p> <p>Review and apply hair analysis techniques for chemical straightening.</p>	<ol style="list-style-type: none"> <li>1. Review required safety precautions for all hair straightening products.</li> <li>2. Review proper sectioning for all hair straightening products.</li> <li>3. Review proper application techniques for all hair straightening products.</li> <li>4. Review proper processing techniques for all hair straightening products.</li> <li>5. Review proper techniques for rinsing after the hair straightening service.</li> <li>6. Review proper techniques for neutralizing after the hair straightening service.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 5, 6, 7, 11, 12</p> <p><b>CTE Anchor:</b> Health and Safety: 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 Responsibility and Flexibility: 7.4 Ethics and Legal Responsibilities: 8.1 Technical Knowledge and Skills: 10.16</p> <p><b>CTE Pathway:</b> C1.2, C1.4, C3.1, C3.2, C3.3, C3.4, C3.5, C5.1, C5.2, C5.3, C5.4, C5.5, C6.3, C6.4, C8.1, C8.2, C9.2</p>
<p>J. HAIRCUTTING REVIEW</p> <p>Review and apply hair analysis techniques for wet and dry cutting.</p>	<ol style="list-style-type: none"> <li>1. Review various facial shapes.</li> <li>2. Review hairstyles that complement various facial shapes.</li> <li>3. Review various guidelines in haircutting services.</li> <li>4. Review various sectioning techniques in haircutting services.</li> <li>5. Review various hair elevation techniques in achieving the desired haircut.</li> <li>6. Review various haircutting techniques.</li> <li>7. Review thinning shears in a haircut.</li> <li>8. Review wet haircuts using scissors.</li> <li>9. Review wet haircuts using a razor.</li> <li>10. Review dry haircuts using scissors.</li> <li>11. Review dry haircuts using electric clippers.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 5, 6, 7, 11, 12</p> <p><b>CTE Anchor:</b> Health and Safety: 6.1, 6.3, 6.5 Demonstration and Application: 11.1, 11.2</p> <p><b>CTE Pathway:</b> C1.4, C2.1, C2.2, C3.1, C3.4, C4.1, C11.2, C12.1, C12.5</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>K. HAIR COLORING AND BLEACHING REVIEW</p> <p>Understand and apply hair analysis techniques for safe coloring and bleaching.</p> <p>(10 hours)</p>	<ol style="list-style-type: none"> <li>1. Review a hair analysis.</li> <li>2. Review a scalp analysis.</li> <li>3. Review the predisposition test to determine any client allergy to hair color.</li> <li>4. Review the required safety precautions for the mixing of hair color, bleach, and color removal products.</li> <li>5. Review and mix hair color, bleach, and color removal products correctly.</li> <li>6. Review the required safety precautions for the application of hair color, bleach, and color removal products.</li> <li>7. Review the required sectioning techniques for hair coloring, bleaching, and color removal services.</li> <li>8. Review the required sub-parting techniques for hair color, bleaching, and color removal services.</li> <li>9. Review the required application techniques for hair color, bleaching, and dye removal services.</li> <li>10. Review highlighting and advanced hair color techniques to create trending hair color services.</li> <li>11. Review proper shampoo techniques after the hair color or bleaching service.</li> <li>12. Review proper conditioner selection after the hair color or bleaching service.</li> <li>13. Review color rinses; however, no cosmetology credit is granted.</li> </ol>	<p><b>Career Ready Practice:</b> 2, 5, 7, 11, 12</p> <p><b>CTE Anchor:</b> Communications: 2.1 Career Planning and Management: 3.2 Problem Solving and Critical Thinking: 5.1, 5.3, 5.4 Health and Safety: 6.1, 6.2 Responsibility and Flexibility: 7.2, 7.3, 7.4 Ethics and Legal Responsibilities: 8.4 Technical Knowledge and Skills: 10.1</p> <p><b>CTE Pathway:</b> C2.2, C2.3, C2.4, C2.5, C3.1, C3.2, C3.4, C4.1, C5.4, C10.3, C11.2</p>
<p>L. ENTREPRENEURSHIP / SHOP MANAGEMENT</p> <p>Understand entrepreneurship through set-up and management analysis of a barber shop business.</p>	<ol style="list-style-type: none"> <li>1. Define the following: <ol style="list-style-type: none"> <li>a. resources</li> <li>b. management</li> <li>c. sustainability</li> </ol> </li> <li>2. Describe the management of the following resources in the barbering field: <ol style="list-style-type: none"> <li>a. time</li> <li>b. materials</li> <li>c. personnel</li> </ol> </li> <li>3. List specific examples of effective management of the following resources in the barbering field: <ol style="list-style-type: none"> <li>a. time</li> <li>b. materials</li> <li>c. personnel</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 3, 5, 6, 7, 8, 11, 12</p> <p><b>CTE Anchor:</b> Academics: 1.0 Communications: 2.4, 2.5, 2.6, 2.7 Career Planning and Management: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.9</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(10 hours)	<ol style="list-style-type: none"> <li>4. Describe the benefits of effective resource management in the barbering field:               <ol style="list-style-type: none"> <li>a. profitability/retail</li> <li>b. service pricing</li> <li>c. sustainability</li> <li>d. company growth</li> </ol> </li> <li>5. Describe the economic benefits and liabilities of managing resources in an environmentally responsible way.</li> <li>6. Explain how to select a shop.</li> <li>7. List four ways to advertise a shop.</li> <li>8. Describe what “service” means to the customer.</li> <li>9. Explain how to select a shop in a small town.</li> <li>10. Explain how to select a shop in an office building.</li> <li>11. Explain how to set up a patron’s card index.</li> <li>12. Define public relations.</li> <li>13. Identify the following shop details:               <ol style="list-style-type: none"> <li>a. management structure</li> <li>b. size of the shop</li> <li>c. style of the shop</li> <li>d. layout of the shop</li> <li>e. location of the shop</li> <li>f. record keeping</li> <li>g. tax preparation issues</li> </ol> </li> </ol>	<p>Technology: 4 .1, 4.2, 4.3, 4.6 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.2 Responsibility and Flexibility: 7.1, 7.2, 7.3, 7.5, 7.8 Ethics and Legal Responsibilities: 8.1, 8.3, 8.4, 8.5, 8.6, 8.7 Leadership and Teamwork: 9.1, 9.2, 9.3, 9.5, 9.6 Technical Knowledge and Skills: 10.3, 10.14 Demonstration and Application: 11.5</p> <p><b>CTE Pathway:</b> C1.1, C1.2, C1.3, C2.1, C2.2, C2.4, C2.5, C3.1, C3.3, C3.4, C3.5, C4.1, C4.2, C4.3, C4.4, C5.4, C5.5, C6.4, C7.1, C7.2, C7.3, C7.4, C7.5, C8.1, C9.1, C9.3, C9.4, C11.4, C12.1</p>
<p>M. SALESMANSHIP</p> <p>Understand key concepts of professional sales.</p>	<ol style="list-style-type: none"> <li>1. List ten hair products to be sold.</li> <li>2. Define the following terms:               <ol style="list-style-type: none"> <li>a. cross-selling</li> <li>b. upselling</li> </ol> </li> <li>3. Describe and demonstrate the following cross-selling techniques:               <ol style="list-style-type: none"> <li>a. identifying the value of a hair product</li> <li>b. bridging the hair product to a complementary product</li> <li>c. pointing out the benefits of the complementary hair product</li> <li>d. asking the customer to buy the complementary hair product</li> </ol> </li> <li>4. Describe and demonstrate the following upselling techniques:               <ol style="list-style-type: none"> <li>a. identifying the value of the hair product</li> <li>b. pointing out the savings and other benefits of a higher quality hair product to the customer</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12</p> <p><b>CTE Anchor:</b> Communications: 2.1, 2.3, 2.4, 2.6 Career Planning and Management: 3.1, 3.2, 3.3, 3.4, 3.5, 3.7, 3.8, 3.9</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(7 hours)	<ul style="list-style-type: none"> <li>c. asking the customer to buy the higher quality hair product</li> <li>5. Demonstrate cross-selling and upselling through:               <ul style="list-style-type: none"> <li>a. describing basic hair products to customer</li> <li>b. explaining various features of additional hair products to customer</li> <li>c. recommending additional hair products to the customer</li> </ul> </li> <li>6. Describe and demonstrate how to set up a shop for demonstrations.</li> <li>7. Describe different methods to acquire repeat business.</li> </ul>	<p>Technology: 4.1 Problem Solving and Critical Thinking: 5.1, 5.3, 5.4 Health and Safety: 6.1 Responsibility and Flexibility: 7.2, 7.5, 7.6, 7.7 Ethics and Legal Responsibilities: 8.3 Leadership and Teamwork: 9.6, 9.7 Technical Knowledge and Skills: 10.3 Demonstration and Application: 11.1, 11.3</p> <p><b>CTE Pathway:</b> C1.1, C1.2, C2.1, C2.2, C2.3, C2.4, C2.5, C3.1, C3.2, C3.3, C3.5, C4.1, C4.3, C5.1, C5.2, C5.3, C5.4, C5.5, C6.3, C6.4, C8.1, C8.3, C8.4, C8.5</p>
<p>N. EMPLOYABILITY SKILLS</p> <p>Understand, apply, and evaluate the employability skills required in the barbering field.</p>	<ul style="list-style-type: none"> <li>1. Describe employer requirements for the following:               <ul style="list-style-type: none"> <li>a. punctuality</li> <li>b. attendance</li> <li>c. attitude toward work</li> <li>d. quality of work</li> <li>e. teamwork</li> <li>f. timeliness</li> <li>g. communication skills</li> </ul> </li> <li>2. Identify potential employers through traditional and internet sources.</li> <li>3. Describe the role of electronic social networking in job search.</li> <li>4. Design sample résumés and cover letters.</li> <li>5. Describe the importance of filling out a job application legibly, with accurate and complete information.</li> <li>6. Complete sample job application forms correctly.</li> <li>7. Describe the importance of enthusiasm on a job.</li> </ul>	<p><b>Career Ready Practice:</b> 1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12</p> <p><b>CTE Anchor:</b> Communications: 2.1, 2.3, 2.4, 2.5, 2.6, 2.7 Career Planning and Management: 3.1, 3.2, 3.3, 3.4, 3.5, 3.7, 3.8, 3.9 Technology: 4.1, 4.2, 4.3, 4.4, 4.6</p>



COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(3 hours)	<ol style="list-style-type: none"> <li>8. Describe the importance of appropriate appearance on a job.</li> <li>9. Describe the importance of the continuous upgrading of job skills.</li> <li>10. Describe customer service as a method of building permanent relationships between the organization and the customer.</li> <li>11. Describe and demonstrate appropriate interviewing techniques.</li> <li>12. Identify the informational materials and resources needed to be successful in an interview.</li> <li>13. Design sample follow-up letters.</li> <li>14. Describe and demonstrate appropriate follow-up procedures: <ol style="list-style-type: none"> <li>a. explaining various features of additional hair products to customer</li> <li>b. recommending additional hair products to the customer</li> </ol> </li> <li>15. Describe and demonstrate how to set up a shop for demonstrations.</li> <li>16. Describe different methods to acquire repeat business.</li> </ol>	<p>Problem Solving and Critical Thinking: 5.1, 5.3, 5.4</p> <p>Health and Safety: 6.1, 6.3</p> <p>Responsibility and Flexibility: 7.2, 7.3, 7.4, 7.6, 7.7, 7.8</p> <p>Ethics and Legal Responsibilities: 8.1, 8.3, 8.4</p> <p>Leadership and Teamwork: 9.1, 9.2, 9.3, 9.6, 9.7</p> <p><b>CTE Pathway:</b> C1.1, C1.2, C2.1, C2.2, C2.3, C2.4, C2.5, C3.1, C3.3, C3.5, C4.1, C4.3, C5.1, C5.3, C5.4, C5.5, C6.1, C6.2, C6.3, C6.4, C7.1, C7.4, C8.5, C10.4</p>
<p>O. EVALUATION (INCLUDING THREE (3) MOCK EXAMS)</p> <p>Pass oral, practical, and written final examinations on barbering.</p>	<ol style="list-style-type: none"> <li>1. Demonstrate skills learned in course by successfully passing oral final examination.</li> <li>2. Demonstrate skills learned in course by successfully passing practical final examination.</li> <li>3. Demonstrate skills learned in course by successfully passing written final examination.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 3, 4, 5, 6, 7, 10, 11, 12</p> <p><b>CTE Anchor:</b> Communications: 2.2, 2.5, 2.7 Career Planning and Management: 3.1, 3.2 Technology: 4.3 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.2, 6.4, 6.5, 6.6, 6.7 Responsibility and Flexibility: 7.4, 7.7</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(15 hours)		Ethics and Legal Responsibilities: 8.3, 8.4 Leadership and Teamwork: 9.6, 9.7 Technical Knowledge and Skills: 10.1, 10.2 Demonstration and Application: 11.1, 11.2  <b>CTE Pathway:</b> C1.1, C1.2, C2.1, C2.2, C2.3, C3.1, C3.3, C3.5, C4.1, C4.3, C5.1, C5.2, C6.3, C6.4, C12.1, C12.2, C12.3

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

### **TEXTBOOKS**

Milady. Milady's Standard Professional Barbering, 6<sup>th</sup> 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 – The Barber and Cosmetology Act/The Board’s Rules and Regulations Review – Pass all assignments and exams on the Barber and Cosmetology Act/the Board’s rules and regulations review with a minimum score of 80% or higher.

SECTION B – Proper Chemical And Electrical Use & Safety In Barbering Review – Pass all assignments and exams on chemistry and electricity in barbering review with a minimum score of 80% or higher.

SECTION C – Health, Safety, and Hazardous Substances Review – Health, Safety and Hazardous Substances– Pass the health and safety/hazardous substances safety test with a score of 100%.

SECTION D – Disinfection and Sanitation Review – Pass all assignments and exams on disinfection and sanitation review with a minimum score of 80% or higher.

SECTION E – Bacteriology, Anatomy, and Physiology Review – Pass all assignments and exams on bacteriology, anatomy, and physiology review with a minimum score of 80% or higher.

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

SECTION G – Thermal Hair Styling Review – Pass all assignments and exams on thermal hair styling review with a minimum score of 80% or higher.

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

SECTION I – Chemical Straightening Review – Pass all assignments and exams on chemical straightening review with a minimum score of 80% or higher.

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

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

SECTION L – Entrepreneurship / Shop Management – Pass all assignments and exams on entrepreneurship / shop management with a minimum score of 80% or higher.

SECTION M– Salesmanship– Pass all assignments and exams on salesmanship with a minimum score of 80% or higher.

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

SECTION O – Evaluation (Including Three (3) Mock Exams) – Pass all assignments and exams on evaluation (including three (3) mock exams) 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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## Statement for Civil Rights

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

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