

Course of Study

Cosmetology

Warren County Career Center

**3525 North State Route 48
Lebanon, Ohio 45036**

Adopted June 17, 2010

*This document is for the use of the staff at Warren County Career Center.
Credit is given the designer of the template, Upper Valley JVS, Piqua, Ohio.*

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Cosmetology Warren County Career Center

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Warren County Career Center Administrative Team
Warren County Educational Service Center
Pivot Point International

Statement of Recommendation

The Cosmetology Advisory Committee at Warren County Career Center has reviewed this course of study and recommends it for use as the foundation for instruction in the Cosmetology class.

The developers of this course of study have considered local labor market needs and the school's ability to offer specialized programs. The competencies have been reviewed and accepted as being congruent with our school's vision, mission, and strategic goals. When appropriate, additional competencies related to the program area have been incorporated into this course of study.

Achievement of technical competencies, utilizing proper attitudes, and demonstrating appropriate values are critical for successful employment and for furthering educational opportunities within a student's chosen field. We believe that this course of study adequately and correctly focuses upon student development.

This course of study is recommended on: June 17, 2010

Warren County Career Center Vision Statement

WCCC is the valued partner of choice within the educational and economic systems of our communities, by providing quality academic and career technical education.

We pave the way for a future of opportunities unique to each of our learners.

Warren County Career Center Mission Statement

To prepare youths and adults to make informed career choices and to successfully enter, compete, and advance in a changing work world.

Warren County Career Values

- Treating each other with respect, dignity, trust and mutual value
- Communicating openly and honestly
- Taking ownership of personal actions and being held accountable for results
- Upholding and demonstrating high ethical, educational and fiscal standards
- Exhibiting high levels of professionalism
- Providing high quality instruction and highly qualified staff to ensure success for all learners
- Making quality customer service a high priority
- Promoting partnerships and a team environment
- Celebrating team and individual achievements
- Using data to drive planning, decision making and actions
- Embracing educational opportunities for change and diversity

Course Design

Courses are designed to reflect career-focused education, which combines high-level academics with real-life technical skills. The intent is to maximize a student's present and future academic and career success.

Career-focused education enhances the integration of academic and technical skills, designs programs that prepare students with transferable skills and promotes each student's career opportunities.

Course Philosophy

We believe that the Cosmetology course prepares students to enter the beauty field. They are given the opportunity to develop fundamental skills and learn to participate actively in many phases of Cosmetology.

- To develop a knowledge, skill, and appreciation in the theory and practice of Cosmetology.
- To acquire the habits of doing things properly in the interest of safety and hygiene for oneself and others.
- To learn to select wisely and use properly, the commercial products that are related to the application of beauty treatments.
- To encourage professional growth and desire to keep abreast of new and unique developments in the practice of beauty culture.
- To impart ideals and attitudes of willingness to cooperate with employers, employees, and patrons.
- To develop an appreciation of the scientific contributions to the practice of Cosmetology.
- To train graduates for gainful employment in Cosmetology.
- To help the student prepare for the State Board of Cosmetology examination.

Course Goals

The course goals for Cosmetology are to:

Cosmetology is an ever-changing industry requiring many duties for the successful operation of the business.

The employees in this business must be able to practice human relations and maintain their facility. Understanding the goals serves to guide the teacher's efforts in attaining specific objectives in the classroom.

The goals of the Junior and Senior Cosmetology programs are:

Instill safe, efficient, productive work habits and attitudes in the student

Develop and maintain a respect for their profession.

Develop within each student a feeling of self-worth.

Develop a sense of leadership and a desire for future growth in their profession and their Community.

Develop an understanding of the technical and related practices required in the practice of Cosmetology.

Help the student to prepare for State Board examinations in order to obtain a license to Practice Cosmetology.

Give the student the opportunity to develop his/her fullest potential in Vocational Industrial Clubs of America (VICA).

Train graduates for gainful employment in Cosmetology.

Course Description

The Cosmetology course prepares students to enter the beauty field. They are given the opportunity to develop fundamental skills and learn to participate actively in many phases of Cosmetology.

In the beginning of the program, the students practice on mannequins and each other. These practices include such skills as hair cutting, permanent waving, hair coloring, hair setting and styling. After the students have successfully passed an examination on each area of service, they are permitted to perform services on the public.

The related materials provide the technical knowledge and scientific principles necessary to perform various Cosmetology skills. Some of the scientific subject matter includes chemistry, anatomy, bacteriology, sterilization, diseases and disorders of the hair, scalp, skin and nails. Salon management is also a part of the related studies. The students not only are trained to perform a variety of beauty services, but also learn how to deal with the public, how to sell themselves and their abilities and how to become creative individuals.

The Cosmetology course is a two year program. Although not required, human biology is a good background for this course. The students have a two and three quarter hour lab period each day, five days a week for a total of 180 days per year or 36 weeks of instruction in cosmetology alone.

By the end of the senior year the student must have accumulated a total of 21 credits. This enables them to take a State Board Examination. After they have passed the examination, they then become a licensed Cosmetologist in the state of Ohio. Students completing the required attendance and achievement of the Warren County Career Center also receive the school's Certificate of Completion as well as a \$1,000.00 scholarship to the Pivot Point International Academy in Chicago, Illinois.

Academic and Technical Integration

Expectations of curriculum must be aligned with what is written, taught, assessed, and reported. Student expectations focus on active, project-centered learning—an approach to learning that emphasizes a connection between ideas in a discipline and the outside world. Educational programming and course content will clearly connect career and post-secondary opportunities. At the Warren County Career Center, the main goal is to design courses and projects that use strategies for authentic instruction. These characteristics of instruction focus on deep understanding, established opportunities for concept connections, provide anticipatory and abstract thinking, and emphasize genuine application.

The academic courses at the WCCC follow the state model curricula. They are designed to meet both associate school and state requirements. These standards respond to the need to improve student achievement, quality of curriculum and instruction, and strengthen school and community relationships.

Technology

The Warren County Career Center board and staff believe that technology skills are essential for all students to achieve in the 21st century. It is the goal of this district to infuse technology into all facets of education:

- Instruction
- Assessment
- Administration
- Career planning
- Course design
- Professional development

Strategies to incorporate technology into all facets of education are a priority of the district and there is commitment to a continual process to provide updated hardware, software, and professional development for staff members for the purpose of providing a high quality education, with the integration of technology, for all students.

Job Shadowing

Job Shadowing is designed to give the student a short-term overview of the many opportunities within a career field. Career-technical instructors confer with students to determine appropriate experiences.

Internships and Job Placement vary somewhat, but during each experience students should accomplish the following goals:

1. Work with mentors, supervisors, co-workers, and others to accomplish assigned tasks that contribute to the long- and short-term goals of the student. All aspects of the internship/placement (including dates, times, responsibilities, evaluations, etc.) will be outlined in an approved Internship Learning Plan that is coordinated by the career-technical instructor.
2. Apply basic skills and knowledge to "real world" business settings and learn new skills that are relevant to the career path.
3. Demonstrate a solid understanding of the basic skills outlined in the Internship Learning Plan.
4. Reflect upon the internship/placement/job shadowing in terms of post-secondary education/career options.

The criterion for participation in career-based learning experiences is included in the approved packet for each activity and may be obtained by the instructor from the Career Pathways office.

The specifics of how these opportunities are offered in this career-technical program or statement of academic support are:

Students that meet the requirements set forth by the Early Placement Committee are eligible to work with local businesses during the second semester of their senior year. This allows the student to work during designated lab time with the approval of the Instructor. The Instructor will monitor academic eligibility along with the status of their field progress using contractor evaluations. In addition, parent approval and a written contract with the student for certain goals to be achieved will be required.

Students Served

The population served by this program is juniors and seniors.

Scope and Sequence

Human Services Core Body of Knowledge

Unit 1: Career Exploration, Development and Employability Traits

BIL: Essential

EDU:	12	AD
	P	R

Competency 1.1: Explore careers in human services.

Descriptors:

- 1.1.1 Identify current and future career options for a person interested in human services.
- 1.1.2 Describe the current trends, issues and scope of the various careers in human services.
- 1.1.3 Experience specific personal human services interests (e.g., shadowing, professional readings, community service, internship).
- 1.1.4 Analyze the interrelationships among human services agencies.
- 1.1.5 Identify the education and licensure/certification needed for a career in human services.
- 1.1.6 Identify the personal compensation and opportunities involved with human services employment.
- 1.1.7 Describe the ways of gaining entry and access to the human services career tracks.
- 1.1.8 Explore professional development and career advancement opportunities.
- 1.1.9 Examine personal motivation for seeking a career in human services.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Apply reading comprehension strategies to understand grade-appropriate text.* (Reading Process A, 8-10; Reading Process A, 11-12)
- *Formulate open-ended research questions suitable for investigation and adjust questions as necessary while research is conducted.* (Research A, 8-10)
- *Formulate open-ended research questions suitable for inquiry and investigation and adjust questions as necessary while research is conducted.* (Research A, 11-12)
- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Use historical interpretations to explain current issues.* (History B, 11-12)
- *Explain how the character and meaning of a place reflect a society's economics, politics, social values, ideology and culture.* (Geography A, 11-12)
- *Explain the use of a budget in making personal economic decisions and planning for the future.* (Economics E, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: Essential

EDU:	12	AD
	P	R

Competency 1.2: Demonstrate the ability to seek and apply for employment.

Descriptors:

- 1.2.1 Identify personal goals and objectives in concert with human services.
- 1.2.2 Research employers and the applicability of personal skill sets.
- 1.2.3 Explain the impact an individual's past and present behavior can have on a career in human services.
- 1.2.4 Maintain a résumé, a list of references and a portfolio.
- 1.2.5 Prepare and interview for employment.
- 1.2.6 Demonstrate the ability to evaluate and compare employment opportunities.

Correlated English Language Arts Academic Content Benchmarks

- *Produce letters (e.g., business, letters to the editor, job applications) that follow the conventional style appropriate to the text and that include appropriate details and exclude extraneous details and inconsistencies. (Writing Applications C, 8-10)*
- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers' problems or misunderstandings and that include formatting techniques that are user friendly. (Writing Applications C, 11-12)*
- *Use a variety of strategies to enhance listening comprehension. (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)*
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes. (Communication: Oral and Visual C, 11-12)*

BIL: Essential

EDU:	12	AD
	P	R

Competency 1.3: Demonstrate positive work behaviors and personal qualities.

Descriptors:

- 1.3.1 Conform to agency and departmental policies (e.g., attendance, punctuality, time management).
- 1.3.2 Demonstrate professionalism, self-discipline, positive attitude and integrity.
- 1.3.3 Demonstrate flexibility and willingness to learn.
- 1.3.4 Exhibit a commitment to the organization.
- 1.3.5 Explain how individuals impact the public perception of an organization.

BIL: Essential

EDU:	12	AD
	P	R

Competency 1.4: Demonstrate sensitivity to cultural and generational values.

Descriptors:

- 1.4.1 Compare and contrast values and beliefs from a variety of cultures.
- 1.4.2 Differentiate attitudes, values and beliefs from various generations.
- 1.4.3 Demonstrate sensitivity to individuals with disabilities.

- 1.4.4 Explore personal values, beliefs and possible biases, and describe how these can possibly lead to conflict.
- 1.4.5 Demonstrate sensitivity to other cultures.

Correlated English Language Arts Academic Content Benchmarks

- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)
- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how issues may be viewed differently by various cultural groups.* (People in Societies A, 11-12)
- *Identify the causes of political, economic and social oppression and analyze ways individuals, organizations and countries respond to resulting conflicts.* (People in Societies B, 11-12)
- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

BIL: Essential

EDU:	12	AD
	P	R

Competency 1.5: Employ critical thinking and problem solving skills independently or in teams to formulate solutions to problems.

Descriptors:

- 1.5.1 Describe problem-solving methods used in human services organizations.
- 1.5.2 Combine critical thinking (e.g., analysis, synthesis, evaluation) and team building skills to solve problems.
- 1.5.3 State personal positions clearly and respect differing positions.
- 1.5.4 Identify the challenges associated with substance abuse and with mental and physical disabilities.
- 1.5.5 Engage in consensus group decisions within bounds of ethical, safety and legal concerns, even when different from a personal preference.
- 1.5.6 Exhibit flexibility in response to unexpected events and conditions.
- 1.5.7 Address conflict between available resources, requirements of a service and time lines.
- 1.5.8 Analyze the solutions and unintended consequences of problem solving methods.

Correlated English Language Arts Academic Content Benchmarks

- *Communicate findings, reporting on the substance and processes orally, visually and in writing or through multimedia.* (Research E, 8-10; Research E, 11-12)
- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Correlated Mathematics Academic Content Benchmarks

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Competency 1.7: Examine entrepreneurship.

Descriptors:

- 1.7.1 Explain how an entrepreneurial mindset can benefit an organization.
- 1.7.2 Compare an individual’s personal interests and characteristics with those needed by an entrepreneur.
- 1.7.3 Examine the abilities and aptitudes needed to become a successful entrepreneur.
- 1.7.4 Determine motives for becoming an entrepreneur.
- 1.7.5 Compare business ownership to working for others.
- 1.7.6 Explain the risks and rewards of business ownership.

Correlated English Language Arts Academic Content Benchmark

- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Apply mathematical knowledge and skills routinely in other content areas and practical situations.* (Mathematical Processes B, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Identify factors which inhibit or spur economic growth and cause expansions or recessions.* (Economics B, 11-12)
- *Explain the use of a budget in making personal economic decisions and planning for the future.* (Economics E, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

Unit 2: Business Processes
(Industry-Driven Authentic Assessment; See Appendix)

BIL: Essential

EDU:	12	AD
	I	P

Competency 2.1: Analyze human services organizations.

Descriptors:

- 2.1.1 Identify types of organizations and their respective functions.
- 2.1.2 Describe and explain the missions and goals of various organizations.
- 2.1.3 Use organizational charts to analyze the hierarchy and workplace operations.
- 2.1.4 Prepare a diagram, chart and/or model that illustrates the workflow through a human services organization.
- 2.1.5 Describe the critical customers, suppliers and stakeholders of the organization.
- 2.1.6 Explain the major competitive challenges faced by the organization.

2.1.7 Explain how the various human services organizations work together to generate services.

Correlated English Language Arts Academic Content Benchmarks

- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)
- *Communicate findings, reporting on the substance and processes orally, visually and in writing or through multimedia.* (Research E, 8-10; Research E, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Identify factors which inhibit or spur economic growth and cause expansions or recessions.* (Economics B, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: Essential

EDU:	12	AD
	I	P

Competency 2.2: Explain the impact of economic, social and technological changes on a human services organization.

Descriptors:

- 2.2.1 Describe social and economic conditions that affect income growth or decline.
- 2.2.2 Explain the impact of attitudes, preferences, demographics and population shifts.
- 2.2.3 Describe organizational adjustments needed to accommodate technological advancements.

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Explain the role of diverse cultural institutions in shaping American society.* (People in Societies C, 11-12)
- *Explain how the character and meaning of a place reflect a society's economics, politics, social values, ideology and culture.* (Geography A, 11-12)
- *Use appropriate data sources and geographic tools to analyze and evaluate public policies.* (Geography C, 11-12)

EDU:	12	AD
	I	P

Competency 2.4: Maintain material control and product inventories necessary to meet customer and business requirements.

Descriptors:

- 2.4.1 Compare and contrast carrying an inventory to the just-in-time (JIT) inventory system.
- 2.4.2 Describe procedures to access inventory.
- 2.4.3 Calculate inventory needs and describe ordering strategies.
- 2.4.4 Utilize technology to manage inventory.

Correlated Mathematics Academic Content Benchmarks

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)
- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis and Probability A, 11-12)
- *Connect statistical techniques to applications in workplace and consumer situations.* (Data Analysis and Probability D, 11-12)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmark

- *Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices.* (Economics A, 11-12)

BIL: Essential

EDU:	12	AD
	I	P

Competency 2.5: Demonstrate internal and external customer service techniques.

Descriptors:

- 2.5.1 Conduct in-depth investigations to identify internal and external customer needs.
- 2.5.2 Describe the relationship between meeting customer needs and organization success.
- 2.5.3 Maintain customer satisfaction, and address customer problems and complaints efficiently.
- 2.5.4 Communicate with internal and/or external customers to ensure products or services meet their requirements.

Correlated English Language Arts Academic Content Benchmarks

- *Formulate open-ended research questions suitable for investigation and adjust questions as necessary while research is conducted.* (Research A, 8-10)
- *Formulate open-ended research questions suitable for inquiry and investigation and adjust questions as necessary while research is conducted.* (Research A, 11-12)
- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis and Probability A, 11-12)
- *Design and perform a statistical experiment, simulation or study; collect and interpret data; and use descriptive statistics to communicate and support predictions and conclusions.* (Data Analysis and Probability C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Identify factors which inhibit or spur economic growth and cause expansions or recessions.* (Economics B, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)
- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

BIL: **Essential**

EDU:	12	AD
	I	P

Competency 2.6: **Design a business plan.**

Descriptors:

- 2.6.1 Describe the components of a business plan.
- 2.6.2 Establish a mission statement, company goals and objectives.
- 2.6.3 Identify types of businesses (e.g., profit, non-profit, service, product).
- 2.6.4 Describe the type and quantity of resources needed (e.g., capital, people, materials).
- 2.6.5 Create a strategic plan that takes into account all aspects of the business (e.g., scope, time, costs, specifications, marketing, promotion).
- 2.6.6 Design an organizational chart with job and activity descriptions.
- 2.6.7 Budget for resources (e.g., materials, equipment, employees, leases).
- 2.6.8 Identify market segments and perspective clients.
- 2.6.9 Describe approaches for managing organizational risks.

Correlated English Language Arts Academic Content Benchmarks

- *Determine the usefulness of organizers and apply appropriate pre-writing tasks.* (Writing Processes B, 8-10)
- *Edit to improve sentence fluency, grammar and usage.* (Writing Processes D, 8-10)
- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers' problems or misunderstandings and that include formatting techniques that are user friendly.* (Writing Applications C, 11-12)
- *Evaluate the usefulness and credibility of data and sources.* (Research B, 8-10)

Correlated Mathematics Academic Content Benchmarks

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)
- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)

EDU:	12	AD
	I	P

Competency 2.8: Explain the measures human services organizations use to manage and improve performance.

Descriptors:

- 2.8.1 Define and explain the measures for financial performance (e.g. profitability, cost reduction, asset utilization).
- 2.8.2 Define and explain the measures for market performance (e.g., customer, sales/service growth).
- 2.8.3 Define and explain the measures for service and internal operations performance (e.g., customer satisfaction, service quality, cycle time).
- 2.8.4 Define and explain the measures for organizational compliance and for health, safety and environmental performance (e.g., audit findings, emissions, lost time accidents).
- 2.8.5 Benchmark performance against competitors and the general industry.

Correlated English Language Arts Academic Content Benchmark

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Use algebraic representations, such as tables, graphs, expressions, functions and inequalities, to model and solve problem situations.* (Patterns, Functions and Algebra D, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices.* (Economics A, 11-12)
- *Identify factors which inhibit or spur economic growth and cause expansions or recessions.* (Economics B, 11-12)
- *Analyze the role of fiscal and regulatory policies in a mixed economy.* (Economic D, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: Essential

EDU:	12	AD
	I	P

Competency 2.9: Evaluate marketing techniques.

Descriptors:

- 2.9.1 Differentiate among marketing, promotions and publicity.
- 2.9.2 Describe and develop the components of an effective marketing plan.
- 2.9.3 Describe and develop the components of an effective promotions plan.
- 2.9.4 Develop and maintain contacts with other professionals and agents.
- 2.9.5 Identify and develop strategies for self promotion and image enhancement.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers' problems or misunderstandings and that include formatting techniques that are user friendly.* (Writing Applications C, 11-12)

Correlated Mathematics Academic Content Benchmark

- *Apply mathematical knowledge and skills routinely in other content areas and practical situations.* (Mathematical Processes B, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices.* (Economics A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: **Essential**

EDU:	12	AD
	P	R

Competency 2.10: Demonstrate effective use of technology.

Descriptors:

- 2.10.1 Operate office technology (e.g., email, FAX, phones).
- 2.10.2 Create documents using a computer (e.g. text document, spreadsheet, database).
- 2.10.3 Access and conduct research on the Internet.
- 2.10.4 Access client and product information from electronic sources.
- 2.10.5 Create documents using graphics and publishing software.
- 2.10.6 Perform calculations and analysis on data.

Correlated English Language Arts Academic Content Benchmarks

- *Apply reading comprehension strategies to understand grade-appropriate text.* (Reading Process A, 8-10; Reading Process A, 11-12)
- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers' problems or misunderstandings and that include formatting techniques that are user friendly.* (Writing Applications C, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis and Probability A, 11-12)
- *Use descriptive statistics to analyze and summarize data, including measures of center, dispersion, correlation and variability.* (Data Analysis and Probability B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

Unit 3: Communications
(Industry-Driven Authentic Assessment; See Appendix)

BIL: Essential

EDU:	12	AD
	P	R

Competency 3.1: Utilize reading strategies to interpret data, information and analysis.

Descriptors:

- 3.1.1 Skim, read for detail, and read for meaning and critical analysis, etc., to determine purpose of text.
- 3.1.2 Describe content, technical concepts and vocabulary to analyze information and follow directions.
- 3.1.3 Interpret, transcribe and communicate information, data and observations to apply information learned from reading to actual practice.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Apply reading comprehension strategies to understand grade-appropriate text.* (Reading Process A, 8-10; Reading Process A, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: Essential

EDU:	12	AD
	P	R

Competency 3.2: Locate, organize and reference written human services information from various sources.

Descriptors:

- 3.2.1 Locate written information to communicate with co-workers and clients.
- 3.2.2 Organize information to use in written and oral communications.
- 3.2.3 Document the source and proper reference for written information.

Correlated English Language Arts Academic Content Benchmarks

- *Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources.* (Research C, 11-12)
- *Use style guides to produce oral and written reports that give proper credit for sources (e.g., words, ideas, images and information) and include an acceptable format for source acknowledgement.* (Research D, 8-10; Research D, 11-12)
- *Communicate findings, reporting on the substance and processes orally, visually and in writing or through multimedia.* (Research E, 8-10; Research E, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Translate information from one representation (words, table, graph or equation) to another representation of a relation or function.* (Patterns, Functions and Algebra C, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmark

- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)

BIL: **Essential**

EDU:	12	AD
	P	R

Competency 3.3: Write and utilize coherent and focused technical communications that support a defined perspective for human services.

Descriptors:

- 3.3.1 Use various note-taking techniques to summarize main ideas.
- 3.3.2 Structure ideas and arguments in an organized manner and support them by relevant documentation and/or examples.
- 3.3.3 Write messages using language that is appropriate for the intended audience and purpose.
- 3.3.4 Use correct spelling, grammar, capitalization and punctuation.
- 3.3.5 Identify positions from relevant research and resources.
- 3.3.6 Calculate and interpret descriptive statistics to communicate and support predictions and conclusions.
- 3.3.7 Utilize tables, charts and graphs to clarify textual explanations and to support arguments.

Correlated English Language Arts Academic Content Benchmarks

- *Formulate writing ideas and identify a topic appropriate to the purpose and audience.* (Writing Processes A, 8-10; Writing Processes A, 11-12)
- *Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics.* (Writing Processes F, 8-10)
- *Edit to improve sentence fluency, grammar and usage.* (Writing Processes D, 8-10)
- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers' problems or misunderstandings and that include formatting techniques that are user friendly.* (Writing Applications C, 11-12)

- *Organize information from various resources and select appropriate sources to support central ideas, concepts and themes.* (Research C, 8-10)

Correlated Mathematics Academic Content Benchmark

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: Essential

EDU:	12	AD
	P	R

Competency 3.4: Deliver formal and informal presentations that demonstrate organization and delivery skill.

Descriptors:

- 3.4.1 Demonstrate appropriate usage of grammar, diction and sentence structure.
- 3.4.2 Communicate main ideas and supporting facts to achieve the purpose of the communication.
- 3.4.3 Use appropriate technology to enhance clarity and persuasiveness.
- 3.4.4 Use proper organization and structure to achieve coherence.
- 3.4.5 Use technical terms, references and quoted material properly.
- 3.4.6 Engage an audience using appropriate vocal variety and gestures.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate an understanding of effective speaking strategies by selecting appropriate language and adjusting presentation techniques.* (Communication: Oral and Visual D, 8-10)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)
- *Give presentations using a variety of delivery methods, visual displays and technology.* (Communication: Oral and Visual G, 8-10; Communication: Oral and Visual F, 11-12)

Correlated Mathematics Academic Content Benchmark

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)
- *Develop a research project that identifies the various perspectives on an issue and explain a resolution of that issue.* (Social Studies Skills and Methods C, 11-12)

- 3.6.4 Paraphrase and repeat information to confirm understanding.
- 3.6.5 Record and summarize information in written notes.
- 3.6.6 Ask questions to seek or confirm understanding.

Correlated English Language Arts Academic Content Benchmarks

- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

BIL: Essential

EDU:	12	AD
	I	P

Competency 3.7: Utilize written documents to direct human services operations.

Descriptors:

- 3.7.1 Identify types of reports (e.g., quality assurance, shift turnover, schedules, preventive maintenance).
- 3.7.2 Generate work orders, including change order requests.
- 3.7.3 Calculate job cost and prepare billing documents.
- 3.7.4 Complete reports in accordance with established standards.
- 3.7.5 Identify the components of contract documents.
- 3.7.6 File reports with the appropriate personnel.
- 3.7.7 Disseminate written information from various sources to co-workers and clients.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Apply editing strategies to eliminate slang and improve conventions.* (Writing Processes D, 11-12)
- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers' problems or misunderstandings and that include formatting techniques that are user friendly.* (Writing Applications C, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)
- *Write and solve real-world, multi-step problems involving money, elapsed time and temperature, and verify reasonableness of solutions.* (Measurement F, 8-10)
- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)

Correlated Social Studies Academic Content Benchmarks

4.3.6 Describe the ethical impact of positive cultural sensitivity.

Correlated English Language Arts Academic Content Benchmark

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how issues may be viewed differently by various cultural groups.* (People in Societies A, 11-12)
- *Identify the causes of political, economic and social oppression and analyze ways individuals, organizations and countries respond to resulting conflicts.* (People in Societies B, 11-12)

BIL: Essential

EDU:	12	AD
	P	R

Competency 4.4: Assess the implications of ethical and unethical behavior.

Descriptors:

- 4.4.1 Identify the legal ramifications of unethical behavior.
- 4.4.2 Identify the professional and personal ramifications of unethical actions.
- 4.4.3 Compare and contrast personal, professional and organizational ethics.
- 4.4.4 Describe issues relating to potential conflicts of interest between personal and organizational ethics.
- 4.4.5 Identify strategies for responding to the unethical actions of individuals and organizations.

Correlated English Language Arts Academic Content Benchmark

- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Use historical interpretations to explain current issues.* (History B, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: Essential

EDU:	12	AD
	I	P

Competency 4.5: Explain employee and employer liability.

Descriptors:

- 4.5.1 Define liability and negligence.
- 4.5.2 Discuss ways to minimize liability risks.
- 4.5.3 Discuss the concept of transferring risk.

4.5.4 Describe “multi-employer” responsibility.

Correlated English Language Arts Academic Content Benchmark

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

Unit 5: Health and Safety
(Industry-Driven Authentic Assessment; See Appendix)

BIL: Essential

EDU:	12	AD
	P	R

Competency 5.1: Maintain general safety in accordance with government regulations, health standards, company policies and practices.

Descriptors:

- 5.1.1 Maintain and wear personal protective equipment (PPE), as appropriate.
- 5.1.2 Check and correct potential hazards (e.g. hair, jewelry, clothing).
- 5.1.3 Follow established procedures when using safety apparatus and equipment, including fall protection.
- 5.1.4 Check power sources for potential hazards and confirm proper grounding.
- 5.1.5 Shut down power equipment in dangerous situations using disconnect switches and established lock-out/tag-out (LO/TO) procedures.
- 5.1.6 Identify the locations of emergency flush showers, eye wash fountains, fire alarms and exits.
- 5.1.7 Maintain work areas in accordance with standards for cleanliness and safety.
- 5.1.8 Describe how to operate fire extinguishers, and identify classes of fires.

Correlated English Language Arts Academic Content Benchmark

- *Use appropriate self-monitoring strategies for comprehension.* (Reading Process C, 8-10; Reading Process C, 11-12)

Correlated Mathematics Academic Content Benchmark

- *Estimate and compute various attributes, including length, angle measure, area, surface area and volume, to a specified level of precision.* (Measurement E, 8-10)

BIL: Essential

EDU:	12	AD
	P	R

Competency 5.2: Evaluate the human and ergonomic factors associated with human services.

Descriptors:

- 5.2.1 Identify and describe the appropriate ergonomic factors and equipment of the workplace.
- 5.2.2 Identify the body mechanics and repetitive motions associated with the work.
- 5.2.3 Demonstrate appropriate body mechanics in lifting and moving heavy objects.
- 5.2.4 Describe the ergonomic importance of properly operating various types of tools and equipment.

5.2.5 Wear personal protective devices in accordance with the ergonomic process.

Correlated English Language Arts Academic Content Benchmark

- *Apply knowledge of roots, affixes and phrases to aid understanding of content area vocabulary.* (Acquisition of Vocabulary D, 11-12)

BIL: Essential

EDU:	12	AD
	I	P

Competency 5.3: Identify state, federal and local worker safety, health and environmental regulations.

Descriptors:

- 5.3.1 Examine the Occupational Safety and Health Administration (OSHA).
- 5.3.2 Describe the function of the Ohio Bureau of Workers Compensation (BWC).
- 5.3.3 Discuss Ohio and federal Environmental Protection Agency (EPA) regulations.
- 5.3.4 Interpret personal safety rights according to employee’s Right-to-Know Plan and Hazardous Communications policies.
- 5.3.5 Interpret material safety data sheets (MSDS) and use materials accordingly.

Correlated English Language Arts Academic Content Benchmarks

- *Use context clues and text structures to determine the meaning of new vocabulary.* (Acquisition of Vocabulary A, 8-10)
- *Use appropriate self-monitoring strategies for comprehension.* (Reading Process C, 8-10; Reading Process C, 11-12)
- *Evaluate how features and characteristics make information accessible and usable and how structures help authors achieve their purposes.* (Reading Applications: Informational, Technical and Persuasive Text A, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today.* (Government A, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: Essential

EDU:	12	AD
	P	R

Competency 5.4: Demonstrate practices that contribute to a healthy workplace environment.

Descriptors:

- 5.4.1 Identify unsafe operations.
- 5.4.2 Participate in safety training meetings with relevant topics.
- 5.4.3 Participate in accident or incident investigations.
- 5.4.4 Identify and correct unsafe actions of co-workers.
- 5.4.5 Examine access and egress procedures.
- 5.4.6 Identify the resources for first aid and Cardiopulmonary Resuscitation (CPR) training and certification.
- 5.4.7 Explain basic sanitation, health and hygiene principles.
- 5.4.8 Describe organizational strategies to eliminate substance abuse in the work environment.
- 5.4.9 Describe the risks of substance abuse in the work environment.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Social Studies Academic Content Benchmark

- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: Essential

EDU:	12	AD
	P	R

Competency 5.5: Complete and apply operations and safety training on pertinent equipment.

Descriptors:

- 5.5.1 Complete orientation to pertinent equipment before operating.
- 5.5.2 Utilize the correct tools to do the job.
- 5.5.3 Participate in an ongoing evaluation to assure that equipment is being operated safely.
- 5.5.4 Fulfill safety and health requirements for maintenance.
- 5.5.5 Monitor and operate equipment in compliance with both company and government regulations.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
- *Use appropriate self-monitoring strategies for comprehension.* (Reading Process C, 8-10; Reading Process C, 11-12)

Correlated Mathematics Academic Content Benchmark

- *Apply knowledge of roots and affixes to determine the meanings of complex words and subject area vocabulary.* (Acquisition of Vocabulary E, 8-10)
- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Science Academic Content Benchmarks

- *Explain that cells are the basic unit of structure and function of living organisms, that once life originated all cells come from pre-existing cells, and that there are a variety of cell types.* (Life Sciences A, 9-10)
- *Explain the characteristics of life as indicated by cellular processes and describe the process of cell division and development.* (Life Sciences B, 9-10)
- *Explain how processes at the cellular level affect the functions and characteristics of an organism.* (Life Sciences A, 11-12)

BIL: Essential

EDU:	12	AD
	P	R

Competency 6.2: Examine the skin and glands, and their disorders.

Descriptors:

- 6.2.1 Explain the structure and functions of the skin.
- 6.2.2 Identify diseases, irregularities and disorders of the skin and glands.
- 6.2.3 Explain the functions of endocrine glands and hormones.
- 6.2.4 Describe treatments for skin, glandular and hormonal disorders.

Correlated English Language Arts Academic Content Benchmarks

- *Apply knowledge of roots and affixes to determine the meanings of complex words and subject area vocabulary.* (Acquisition of Vocabulary E, 8-10)
- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

Correlated Science Academic Content Benchmark

- *Explain how processes at the cellular level affect the functions and characteristics of an organism.* (Life Sciences A, 11-12)

BIL: Essential

EDU:	12	AD
	P	R

Competency 6.3: Examine hair and scalp, and their disorders.

Descriptors:

- 6.3.1 Explain the composition and structure of the hair follicle.
- 6.3.2 Describe hair structure, shape, distribution and growth.
- 6.3.3 Complete a hair analysis and describe the qualities of hair.
- 6.3.4 Describe the various contagious and non-contagious disorders of the hair and scalp.

- 6.3.5 Explain corrective hair and scalp treatments.
- 6.3.6 Describe appropriate scalp manipulations and their respective functions.

Correlated English Language Arts Academic Content Benchmarks

- *Apply knowledge of roots and affixes to determine the meanings of complex words and subject area vocabulary.* (Acquisition of Vocabulary E, 8-10)
- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

Correlated Science Academic Content Benchmark

- *Explain how processes at the cellular level affect the functions and characteristics of an organism.* (Life Sciences A, 11-12)

Unit 7: Health, Sanitation and Safety Standards
(Industry-Driven Authentic Assessment; See Appendix)

BIL: Essential

EDU:	12	AD
	P	R

Competency 7.1: Analyze the impact of hygiene and bacteriology on personal care services.

Descriptors:

- 7.1.1 Identify the different types and classifications of bacteria.
- 7.1.2 Explain bacteria growth and its relationship to diseases and infection.
- 7.1.3 Discuss sources of infection and their effects on clients' health.
- 7.1.4 Identify strategies to eliminate diseases and infections.
- 7.1.5 Prepare sanitizers and disinfectant solutions, following labels and manufacturers' specifications.
- 7.1.6 Maintain sanitation, decontamination and infection control for all procedures.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Use appropriate self-monitoring strategies for comprehension.* (Reading Process C, 8-10; Reading Process C, 11-12)

Correlated Mathematics Academic Content Benchmark

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)

Correlated Science Academic Content Benchmark

- *Explain how processes at the cellular level affect the functions and characteristics of an organism.* (Life Sciences A, 11-12)

BIL: Essential

EDU:	12	AD
	P	R

Competency 7.2: Demonstrate safe professional practices.

Descriptors:

- 7.2.1 Identify and comply with Environmental Protection Agency (EPA) and Occupational Safety and Health Administration (OSHA) regulations.
- 7.2.2 Demonstrate emergency procedures (e.g., exit, injury, threat).
- 7.2.3 Dispose of refuse and biodegradable materials, according to manufacturers' directions and state and federal requirements.
- 7.2.4 Explain the need for appropriate working heights of chairs, stools, footrests, work areas and equipment.
- 7.2.5 Describe potential sources of harm (e.g., air quality, noise level, lighting).
- 7.2.6 Demonstrate proper ergonomic practices (e.g., lifting, posture, repetition).
- 7.2.7 Employ universal precautions when exposed to blood and body fluids.
- 7.2.8 Interpret material safety data sheets (MSDS) and use materials accordingly.
- 7.2.9 Explain the theory relevant to patron protection.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Apply reading comprehension strategies to understand grade-appropriate texts.* (Reading Process A, 8-10; Reading Process A, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)
- *Estimate and compute various attributes, including length, angle measure, area, surface area and volume, to a specified level of precision.* (Measurement E, 8-10)

BIL: Essential

EDU:	12	AD
	P	R

Competency 7.3: Perform dispensary operations in accordance with state and local regulations.

Descriptors:

- 7.3.1 Describe, and compare and contrast the various methods of decontamination (e.g. sanitation, disinfection, sterilization).
- 7.3.2 Describe the elementary principles of chemistry relating to decontamination.
- 7.3.3 Maintain a clean, sanitized and disinfected dispensary.
- 7.3.4 Handle and dispose of chemicals according to manufacturers' directions.
- 7.3.5 Prepare and dispense solutions made from concentrates according to manufacturers' directions.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

- *Apply reading comprehension strategies to understand grade-appropriate texts.* (Reading Process A, 8-10; Reading Process A, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)
- *Estimate and compute various attributes, including length, angle measure, area, surface area and volume, to a specified level of precision.* (Measurement E, 8-10)

Correlated Science Academic Content Benchmark

- *Explain how processes at the cellular level affect the functions and characteristics of an organism.* (Life Sciences A, 11-12)

Unit 8: Hair and Skin Services
(Industry-Driven Authentic Assessment; See Appendix)

Correlated English Language Arts Academic Content Benchmarks

Note: Throughout Unit 21, students are expected to learn and use vocabulary specific to hair and skin services. Correlations to the English Language Arts **Acquisition of Vocabulary Standard** include the following benchmarks:

- *Apply knowledge of roots, affixes and phrases to aid understanding of content area vocabulary.* (Acquisition of Vocabulary D, 11-12)
- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

BIL: Essential

EDU:	12	AD
	P	R

Competency 8.1: Analyze shampoo, rinse and conditioning services.

Descriptors:

- 8.1.1 Explain the function of shampoo, rinse and conditioning services.
- 8.1.2 Distinguish between the products used for each service.
- 8.1.3 Match the appropriate product to the respective hair and scalp conditions.
- 8.1.4 Perform shampoo, rinse and conditioning services.

BIL: Essential

EDU:	12	AD
	P	R

Competency 8.2: Perform hair analysis and cutting services.

Descriptors:

- 8.2.1 Identify and explain appropriate hair styles in relation to facial shapes, head and body forms.
- 8.2.2 Identify and explain the relationship of sectioning procedures to hair cutting.
- 8.2.3 Explain the theory relevant to angles and degrees.
- 8.2.4 Explain the function and use of various hair cutting instruments.

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)

Correlated Science Academic Content Benchmarks

- *Describe the identifiable physical properties of substances (e.g., color, hardness, conductivity, density, concentration and ductility). Explain how changes in these properties can occur without changing the chemical nature of the substance.* (Physical Sciences C, 9-10)
- *Demonstrate that waves (e.g., sound, seismic, water and light) have energy and waves can transfer energy when they interact with matter.* (Physical Sciences G, 9-10)

BIL: Essential

EDU:	12	AD
	P	R

Competency 8.7: Demonstrate hair coloring and lightening procedures.

Descriptors

- 8.7.1 Describe procedures for the formulation of color.
- 8.7.2 Use color swatch or chart to determine the most appropriate level and shades of color.
- 8.7.3 Analyze hair and scalp for hair color or lightening applications.
- 8.7.4 Describe hair coloring products and their respective functions.
- 8.7.5 Perform a hair color patch and strand test.
- 8.7.6 Describe techniques and procedures for hair color application.
- 8.7.7 Discuss the daily care of hair coloring treatments.

Correlated Mathematics Academic Content Benchmark

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)

BIL: Essential

EDU:	12	AD
	P	R

Competency 8.8: Analyze artificial hair needs and services.

Descriptors:

- 8.8.1 Discuss the medical and/or aesthetic reasons for wearing wigs, hairpieces and hair extensions.
- 8.8.2 Describe the various types of human and synthetic hairpiece materials.
- 8.8.3 Measure a client for an appropriately fitted wig or hairpiece.
- 8.8.4 Demonstrate wig or hairpiece fitting (e.g., shape, block, adjust).
- 8.8.5 Perform wig or hairpiece care procedures (e.g., styling, cleaning, storing).

Correlated Mathematics Academic Content Benchmark

- *Apply indirect measurement techniques, tools and formulas, as appropriate, to find perimeter, circumference and area of circles, triangles, quadrilaterals and composite shapes, and to find volume of prisms, cylinders, and pyramids.* (Measurement C, 8-10)

Correlated Science Academic Content Benchmark

- Describe the identifiable physical properties of substances (e.g., color, hardness, conductivity, density, concentration and ductility). Explain how changes in these properties can occur without changing the chemical nature of the substance. (Physical Sciences C, 9-10)

Unit 9: Nail and Facial Services (Industry-Driven Authentic Assessment; See Appendix)

Correlated English Language Arts Academic Content Benchmarks

Note: Throughout Unit 22, students are expected to learn and use vocabulary specific to nail and facial services. Correlations to the English Language Arts **Acquisition of Vocabulary Standard** include the following benchmarks:

- Apply knowledge of roots, affixes and phrases to aid understanding of content area vocabulary. (Acquisition of Vocabulary D, 11-12)
- Use multiple resources to enhance comprehension of vocabulary. (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

BIL: Essential

EDU:	12	AD
	P	R

Competency 9.1: Examine nails, their disorders and diseases.

Descriptors:

- 9.1.1 Describe the structure and various shapes of the nail.
- 9.1.2 Explain the nail growth process.
- 9.1.3 Differentiate nail irregularities and diseases.
- 9.1.4 Identify nail mold and fungus, and describe their causes.
- 9.1.5 Explain treatments for disorders and diseases.
- 9.1.6 Describe advanced nail techniques (e.g., wrapping, sculptured, acrylic).
- 9.1.7 Demonstrate manicure and pedicure procedures.

Correlated English Language Arts Academic Content Benchmarks

- Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing). (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Science Academic Content Benchmarks

- Explain how processes at the cellular level affect the functions and characteristics of an organism. (Life Sciences A, 11-12)

BIL: Essential

EDU:	12	AD
	P	R

Competency 9.2: Perform facial services.

Descriptors

- 9.2.1 Describe facial manipulations, massage and their respective benefits.
- 9.2.2 Explain special skin conditions and corrective treatments.

- 9.2.3 Describe the purposes and procedures for applying packs and masks.
- 9.2.4 Discuss the various machines available for facial treatments and their respective applications.
- 9.2.5 Explain methods of hair removal.

BIL: Essential

EDU:	12	AD
	P	R

Competency 9.3: Assess facial makeup services.

Descriptors

- 9.3.1 Analyze facial features and face shape.
- 9.3.2 Explain the principles of color harmony and corrective makeup for each facial shape.
- 9.3.3 Describe the procedures for eyebrow and lash applications.
- 9.3.4 Demonstrate facial makeup procedures.

BIL: Essential

EDU:	12	AD
	P	R

Competency 9.4: Analyze electricity and light therapy.

Descriptor:

- 9.4.1 Describe basic electrical theory.
- 9.4.2 Differentiate the different currents (e.g., galvanic, faradic, sinusoidal).
- 9.4.3 Match the correct electrode to the respective service.
- 9.4.4 Describe the functions of electrical equipment used in personal care services.
- 9.4.5 Describe visible and invisible light rays and how they are reproduced.
- 9.4.6 Explain how infrared and ultraviolet rays are used in personal care services.

Correlated English Language Arts Academic Content Benchmark

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Science Academic Content Benchmark

- *Demonstrate that waves (e.g., sound, seismic, water and light) have energy and waves can transfer energy when they interact with matter.* (Physical Sciences G, 9-10)

BIL: Essential

EDU:	12	AD
	P	R

Competency 9.5: Analyze arm, hand and foot massage services.

Descriptor:

- 9.5.1 Explain the theory of basic arm, hand and foot manipulations.
- 9.5.2 Discuss health conditions that prohibit the safe use of massage.
- 9.5.3 Examine skin anatomy, types and disorders.

9.5.4 Demonstrate arm, hand and/or foot massage.

Correlated English Language Arts Academic Content Benchmark

- *Give informational presentations that present ideas in a logical sequence, include relevant facts and details from multiple sources and use a consistent organizational structure.*
(Communication: Oral and Visual E, 8-10)

Unit 10: Barbering
(Industry-Driven Authentic Assessment; See Appendix)

Correlated English Language Arts Academic Content Benchmarks

Note: Throughout Unit 10, students are expected to learn and use vocabulary specific to barbering. Correlations to the English Language Arts **Acquisition of Vocabulary** standard include the following benchmarks:

- *Apply knowledge of roots, affixes and phrases to aid understanding of content area vocabulary.* (Acquisition of Vocabulary D, 11-12)
- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

BIL: Essential

EDU:	12	AD
	I	P

Competency 10.1: Explain the fundamentals of barbering.

Descriptor:

- 10.1.1 Discuss the differences between barbering and cosmetology.
- 10.1.2 Describe elementary chemistry relating to barbering decontamination.

Correlated Science Academic Content Benchmark

- *Explain how processes at the cellular level affect the functions and characteristics of an organism.* (Life Sciences A, 11-12)

BIL: Essential

EDU:	12	AD
	I	P

Competency 10.2: Analyze the principles of shaving.

Descriptor:

- 10.2.1 Examine the hair texture, grain of beard and skin analysis.
- 10.2.2 Describe the purpose and procedures for honing and stropping.
- 10.2.3 Explain shaving procedures and cutting strokes.
- 10.2.4 Describe mustache and beard design and trimming.
- 10.2.5 Demonstrate shaving, mustache and beard services.

Correlated English Language Arts Academic Content Benchmark

- *Give informational presentations that present ideas in a logical sequence, include relevant facts and details from multiple sources and use a consistent organizational structure.*
(Communication: Oral and Visual E, 8-10)

Correlated Science Academic Content Benchmark

- *Explain how processes at the cellular level affect the functions and characteristics of an organism. (Life Sciences A, 11-12)*

Appendix A

Industry-Driven Authentic Assessment Based on SkillsUSA

Appendix A Industry-Driven Authentic Assessment Based on SkillsUSA

Industry-driven, authentic assessments based on the career-technical student organization, SkillsUSA, are linked to various competencies. This linkage demonstrates the co-curricular nature of the career-technical student organization and provides an opportunity for authentic assessment of a student's knowledge and skills at the local, regional, state and national levels. Complete information on the assessments, including scoring rubrics, can be obtained at www.ohioskillsusa.org

Unit 2: Business Processes

Customer Service – Evaluates an individual's ability to apply concepts of communication, professionalism, ethics and the business process to the field of customer service.

Chapter Business Procedure – Evaluates a local chapter's ability to work as a team to conduct a meeting, using correct parliamentary procedure.

Chapter Display – Evaluates a local chapter's ability to work as a team to construct a promotional display.

Unit 3: Communications

Prepared Speech – Evaluates an individual's ability to apply concepts of English language arts to prepare and present, clearly and effectively, a series of thoughts relating to a central theme.

Extemporaneous Speaking – Evaluates an individual's ability to apply concepts of English language arts and communication to give a speech on an assigned topic with a minimum of advance notice.

Job Interview – Evaluates an individual's ability to apply concepts of English language arts in written, verbal and non-verbal form in employment procedures, as applied to an employment opportunity.

Unit 5: Safety, Health and Environmental

Occupational Health and Safety – Evaluates a team’s promotion of good health and safety habits in the workplace.

First Aid/CPR – Evaluates an individual’s ability to react positively in a simulated situation demanding first aid intervention, and to recognize excellence and professionalism in administering first aid and Cardiopulmonary Resuscitation (CPR).

Units 6-10: Personal Care Services

Job Skills Demonstration – Evaluates an individual’s ability to verbalize and apply concepts of mathematics, science and technology in order to explain and demonstrate an entry level skill used in the occupation area for which he or she is training.

Unit 8: Hair and Skin Services

Cosmetology – Evaluates an individual’s ability to apply mathematics, science and technology to create, duplicate and perform hair coloring, chemical waving, hair relaxing, and cut and style. Skills include, but are not limited to, women’s cut and design, men’s cut and design, hair coloring, curling and relaxing hair, and communication skills.

Unit 9: Nail and Facial Services

Nail Care – Evaluate an individual’s ability to apply concepts of science and technology to organize and ensure the cleanliness of working environments, to adhere to sanitation and safety procedures, and to use communication skills effectively. Skills include, but are not limited to, acrylic application, tip and wrap application, lacquer and polish application, flat nail art application, as well as professionalism and organizational skills.

Technology Standards

Standard 1: Nature of Technology

Students develop an understanding of technology, its characteristics, scope, core concepts* and relationships between technologies and other fields.

Benchmark A: Synthesize information, evaluate and make decisions about technologies.

Benchmark B: Apply technological knowledge in decision-making.

Benchmark C: Examine the synergy between and among technologies and other fields of study when solving technological problems.

Standard 2: Technology and Society Interaction

Students recognize interactions among society, the environment and technology, and understand technology's relationship with history. Consideration of these concepts forms a foundation for engaging in responsible and ethical use of technology.

Benchmark A: Interpret and practice responsible citizenship relative to technology.

Benchmark B: Demonstrate the relationship among people, technology and the environment.

Benchmark C: Interpret and evaluate the influence of technology throughout history, and predict its impact on the future.

Benchmark D: Analyze ethical and legal technology issues and formulate solutions and strategies that foster responsible technology usage.

Benchmark E: Forecast the impact of technological products and systems.

Standard 3: Technology for Productivity Applications

Students learn the operations of technology through the usage of technology and productivity tools.

Benchmark A: Integrate conceptual knowledge of technology systems in determining practical applications for learning and technical problem-solving.

Benchmark B: Identify, select and apply appropriate technology tools and resources to produce creative works and to construct technology-enhanced models.

Standard 4: Technology and Communication Applications

Students use an array of technologies and apply design concepts to communicate with multiple audiences, acquire and disseminate information and enhance learning.

Benchmark A: Apply appropriate communication design principles in published and presented projects.

Benchmark B: Create, publish and present information, utilizing formats appropriate to the content and audience.

Benchmark C: Identify communication needs, select appropriate communication tools and design collaborative interactive projects and activities to communicate with others, incorporating emerging technologies.

Standard 5: Technology and Information Literacy

Students engage in information literacy strategies, use the Internet, technology tools and resources, and apply information-management skills to answer questions and expand knowledge.

Benchmark A: Determine and apply an evaluative process to all information sources chosen for a project.

Benchmark B: Apply a research process model to conduct research and meet information needs.

Benchmark C: Formulate advanced search strategies, demonstrating an understanding of the strengths and limitations of the Internet, and evaluate the quality and appropriate use of Internet resources.

Benchmark D: Evaluate choices of electronic resources and determine their strengths and limitations.

Standard 6: Design

Students apply a number of problem-solving strategies demonstrating the nature of design, the role of engineering and the role of assessment.

Benchmark A: Identify and produce a product or system using a design process, evaluate the final solution and communicate the findings.

Benchmark B: Recognize the role of teamwork in engineering design and of prototyping in the design process.

Benchmark C: Understand and apply research, development and experimentation to problem-solving.

Standard 7: Designed World

Students understand how the physical, informational and bio-related technological systems of the designed world are brought about by the design process. Critical to this will be students' understanding of their role in the designed world: its processes, products, standards, services, history, future, issues and career connections.

Benchmark A: Classify, demonstrate, examine, and appraise energy and power technologies.

Benchmark B: Classify, demonstrate, examine and appraise transportation technologies.

Benchmark C: Classify, demonstrate, examine and appraise manufacturing technologies.

Benchmark D: Classify, demonstrate, examine and appraise construction technologies.

Benchmark E: Classify, demonstrate, examine and appraise information and communication technologies

Benchmark F: Classify, demonstrate, examine and appraise medical technologies.

Benchmark G: Classify, demonstrate, examine and appraise agricultural and related biotechnologies.

Performance Measures/Student Assessment/Instructional Strategies

Assessments/Evaluations

- Observations
- Demonstrations
- Portfolios
- Standardized Tests
- Class Assignment
- Quizzes/Tests/Exams
- Web Exam/Certification

Instructional Strategies

- Teacher-Directed & Student-Centered Activities
- Case Study Problem Solving
- Cooperative Learning
- Project-Based Learning
- Career-Based Learning (Internships/Shadowing/Placement)
- Community-Based Learning (CTSOs and Other)
- Exploratory Learning
- Independent Research
- Team Teaching

Content Specific Strategies