

CARROLL HIGH SCHOOL

Lesson Plan for Course entitled: Hair Color

<p>Week: 1 Estimated Duration: 450 min</p> <p>Overview: Safety in the Salon</p>	<p><i>Alabama Course of Study:</i> CONTENT STANDARDS: Introduction to Cosmetology: Foundations #1, #3. Salon Safety and Sanitation #4. Infection Control #10, #11. CCRS: ANCHOR STANDARD #2: Identify main ideas and paraphrase/summarize into language that students understand</p>	<p>OBJECTIVE(S):</p> <ol style="list-style-type: none"> 1) Students will learn the safety rules and guidelines for Cosmetology Class and how it applies to salon workforce. 2) Display knowledge of CTSO Skills USA. 3) Demonstrate salon safety knowledge and salon conduct. 4) Identify career opportunities available to a licensed Cosmetologist. <p>Background Preparation:</p>																											
<p>MATERIALS/TECHNOLOGY/RESOURCES</p> <p><input type="checkbox"/>_x_ Textbook <input type="checkbox"/>_x_ Lab <input type="checkbox"/> Video/TV</p> <p><input type="checkbox"/>_x_ Workbook/Handout <input type="checkbox"/> Posters <input type="checkbox"/>_x_ Multi-Media</p> <p><input type="checkbox"/>_ Speaker <input type="checkbox"/>_ Material <input type="checkbox"/>_x_ Computer</p> <p><input type="checkbox"/>_x_ Internet <input type="checkbox"/>_x_ Computer</p>	<p>Activities and Learning Experiences</p>																												
<p>ESSENTIAL QUESTION(S):</p> <p>1. How will Skills USA affect my future? What academic decisions, teamwork, and technological skills are necessary to be a professional Cosmetologist?</p>	<table border="1"> <thead> <tr> <th></th> <th style="text-align: center;"><i>Monday</i></th> <th style="text-align: center;"><i>Tuesday</i></th> <th style="text-align: center;"><i>Wednesday</i></th> <th style="text-align: center;"><i>Thursday</i></th> <th style="text-align: center;"><i>Friday</i></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Beginning</td> <td>Discussion of Classroom Rules and Dress code policy</td> <td>Get to know you game</td> <td>Skills USA Notes Review</td> <td>Introduce Simulated Workplace</td> <td>Safety Review</td> </tr> <tr> <td style="text-align: center;">Middle</td> <td>Lecture and slides of safety rules</td> <td>Skills USA notes quiz</td> <td>Skills USA Notes Quiz</td> <td>Discussion/Set Up Officers and Dept.</td> <td>Safety Quiz</td> </tr> <tr> <td style="text-align: center;">End</td> <td>Turn in slips about themselves</td> <td>Discussion</td> <td>Discussion</td> <td>Report from each Department</td> <td>Discussion</td> </tr> </tbody> </table>						<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	Beginning	Discussion of Classroom Rules and Dress code policy	Get to know you game	Skills USA Notes Review	Introduce Simulated Workplace	Safety Review	Middle	Lecture and slides of safety rules	Skills USA notes quiz	Skills USA Notes Quiz	Discussion/Set Up Officers and Dept.	Safety Quiz	End	Turn in slips about themselves	Discussion	Discussion	Report from each Department	Discussion
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<p>VARIED ASSESSMENT(S)</p> <p><input type="checkbox"/>_X_ homework <input type="checkbox"/>_X_ Feedback discussion <input type="checkbox"/>_X_ Class Work</p> <p><input type="checkbox"/>_X_ Teacher Observation <input type="checkbox"/>_X_ Test <input checked="" type="checkbox"/> X_ Performance</p> <p><input type="checkbox"/>_x_ Q&A <input type="checkbox"/>_x_ Lab Check Off</p>																													

Provisions for Individual Differences (Remediation/Accommodation): The teacher will assist each student individually according to the student's IEP. A complete CTIP is on file for each student with special needs. One-on-One Instruction is provided as needed for clarification and/or remediation.

Codes: R=Reading W=Writing C=Communication SS=Social Studies M=Math Skills S=Science IR=Interpersonal Relations Skills CL=Computer Literacy Skills DM=Decision Making PS=Problem Solving CT=Critical Thinking IL=Integration of Leadership LD=Learning Disorder ES=Employability Skills MS=Management Skills WA=Work Attitudes TW=Teamwork L=Listening

CONTENT STANDARDS

1. Relate the importance of drafting design technology in today's technological work force.
2. Demonstrate the safe handling of drafting design tools according to classroom and environmental practices, procedures, and regulations.
3. Demonstrate mathematic skills related to drafting design, including basic fractions, scale reading, and conversion of customary to metric and metric to customary measurements.
4. Demonstrate proper usage of drafting instruments.
5. Demonstrate drafting techniques for freehand sketching, lettering, geometric figures, and the alphabet of lines to create a drawing.
6. Construct basic multi-view two-dimensional drawings, including visualizing principle views, creating third-angle projection, selecting proper drawing scale, and organizing layout of primary views.
7. Apply dimensions and notes to multi-view drawings, utilizing American National Standards Institute (ANSI) dimensioning standards and decimal, metric, or dual dimensioning.
8. Utilize CAD software to generate a multi-view drawing using appropriate file management techniques, basic drawing commands, and basic dimensioning techniques.
Examples: file management techniques – create, set up, and save files, basic drawing commands – line, ellipse, circle, scale, basic dimensioning techniques – linear, angular, utilizing CAD software and computer to print a multi-view drawing

CULMINATING PROJECT

At the conclusion of this course, students will complete a final drawing consisting of a detailed technical drawing. The drawing will include layers and dimension current with classroom standards.

INDUSTRY CREDENTIAL

Students who complete three or more classes of drafting are eligible to take an industry certification test, Autodesk Certified Associate.