

CARROLL HIGH SCHOOL

Lesson Plan for Course entitled: Hair Color

<p>Week: 12 Estimated Duration: 450 min</p> <p>Overview: Chapter 16 Haircoloring</p>	<p><i>Alabama Course of Study:</i> CONTENT STANDARDS: Haircoloring #12</p> <p>CCRS: ANCHOR STANDARD #1: Students should be able to summarize text and back up what they say with specific details from the text. ANCHOR STANDARD #2: Identify main ideas and paraphrase/summarize into language that students understand.</p>	<p>OBJECTIVE(S): Students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate the applications techniques for temporary colors, semi-permanent colors, permanent colors, and lighteners. 2. Demonstrate special effects hair coloring techniques. 3. Demonstrate & have knowledge of a successful client consultation. 4. List the 4 basic categories of hair color, explain their chemical effect on the hair, and give examples of their use. <p>Background Preparation: Previous Chapters</p>																							
<p>MATERIALS/TECHNOLOGY/RESOURCES <input type="checkbox"/> Textbook <input type="checkbox"/> Lab <input type="checkbox"/> Video/TV <input type="checkbox"/> Workbook/Handout <input type="checkbox"/> Posters <input type="checkbox"/> Multi-Media <input type="checkbox"/> Speaker <input type="checkbox"/> Material <input type="checkbox"/> Computer <input type="checkbox"/> Internet <input type="checkbox"/> Computer</p>	<p>Activities and Learning Experiences</p>																								
<p>ESSENTIAL QUESTION(S):</p> <ol style="list-style-type: none"> 1. Why is it important to perform a strand test/client consultation? 2. What are the procedures for Temporary, Semi/Demi/Permanent hair color? 	<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;">Beginni ng</td> <td>Test</td> <td>Prepare for Lab</td> <td>Prepare for Lab</td> <td>Prepare for Lab</td> <td>Prepare for Lab</td> </tr> <tr> <td style="text-align: center;">Middle</td> <td>Release Statement, Strand Test, & Consultation Test</td> <td>Temporary Application Lab</td> <td>Semi-Permanent Application Lab</td> <td>Permanent Application Lab</td> <td>Applications Lab</td> </tr> <tr> <td style="text-align: center;">End</td> <td>Simulated Workplace Check Off</td> <td>Simulated Workplace-Check Off</td> <td>Simulated Workplace - Check Off</td> <td>Simulated Workplace – Check Off</td> <td>Simulated Workplace - Check Off</td> </tr> </tbody> </table>		<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	Beginni ng	Test	Prepare for Lab	Prepare for Lab	Prepare for Lab	Prepare for Lab	Middle	Release Statement, Strand Test, & Consultation Test	Temporary Application Lab	Semi-Permanent Application Lab	Permanent Application Lab	Applications Lab	End	Simulated Workplace Check Off	Simulated Workplace-Check Off	Simulated Workplace - Check Off	Simulated Workplace – Check Off	Simulated Workplace - Check Off
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<p>VARIED ASSESSMENT(S)</p> <p><input type="checkbox"/> homework <input checked="" type="checkbox"/> Feedback discussion <input type="checkbox"/> Class Work <input type="checkbox"/> Teacher Observation <input checked="" type="checkbox"/> Test <input checked="" type="checkbox"/> Performance <input type="checkbox"/> Q&A <input type="checkbox"/> 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. Identify primary, secondary, and tertiary hues on a color wheel.
2. Interpret laws of color theory, with regard to base colors, levels, and tones.
3. Distinguish among factors that influence color selection. Examples: color harmony, skin tone, complexion, computer imaging.
4. Describe possible reactions to various hair coloring chemicals.
5. Compare characteristics and qualities of hair coloring developers.
6. Identify classifications of hair coloring.
7. Analyze skin tones to determine compatibility to hair color.
8. Demonstrate safety procedures used prior to hair coloring. *Practicing patch & strand tests.*Using a cosmetology record card.
9. Differentiate among temporary, demi-permanent, semi-permanent, and permanent hair coloring techniques.
10. Describe techniques for performing hair lightening, special effects, and corrective hair coloring.
11. Differentiate among types of products used for various classifications of hair coloring.
12. Analyze hair and scalp to determine types of hair color application.
13. Demonstrate temporary, semi-permanent, demi-permanent, and permanent hair coloring techniques.

CULMINATING PROJECT

INDUSTRY CREDENTIAL