

CARROLL HIGH SCHOOL

Lesson Plan for Course entitled: Hair Color

<p>Week: 17 Estimated Duration: 450 min</p> <p>Overview: Chapter 16 Hair Coloring</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 special effects hair coloring techniques. 2. Demonstrate the procedure for hair lightening. 3. Students will have knowledge of what to do if a problem arises during a hair coloring procedure. 4. Students will know what hair coloring procedure (and type of hair color) to use depending on what kind of results the client is looking to achieve. 5. Demonstrate the knowledge of how and when to use a filler and toners. <p>Background Preparation: Previous Chapters</p>
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<p>MATERIALS/TECHNOLOGY/RESOURCES <input type="checkbox"/>_x_ Textbook <input type="checkbox"/>_x_ Lab <input type="checkbox"/>_ Video/TV <input type="checkbox"/>_ Workbook/Handout <input type="checkbox"/>_ Posters <input type="checkbox"/>_x_ Multi-Media <input type="checkbox"/>_ Speaker <input type="checkbox"/>_ Material <input type="checkbox"/>_x_ Computer <input type="checkbox"/>_x_ Internet <input type="checkbox"/>_x_ Computer</p>	Activities and Learning Experiences																													
<p>ESSENTIAL QUESTION(S):</p> <ol style="list-style-type: none"> 1. What are three forms of hair lightener? 2. What are the most commonly used methods for highlighting and why? 3. What are the purpose of fillers? 4. Why is it important to follow the safety precautions during the hair color process? 5. What is the process involved in double-process hair coloring? 	<table border="1"> <thead> <tr> <th></th> <th style="background-color: #d3d3d3;"><i>Monday</i></th> <th style="background-color: #d3d3d3;"><i>Tuesday</i></th> <th style="background-color: #d3d3d3;"><i>Wednesday</i></th> <th style="background-color: #d3d3d3;"><i>Thursday</i></th> <th style="background-color: #d3d3d3;"><i>Friday</i></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Beginni ng</td> <td>Prepare for Lab</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>Hair Color Application Base Colors- Continued from last week</td> <td>Hair Color Applications Continued with Special Effects/Lighteners</td> <td>Hair Color Applications Continued with Special Effects</td> <td>Hair Color Applications Continued with Special Effects and Haircuts</td> <td>Finalizing Hair Color/Cuts</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	Prepare for Lab	Prepare for Lab	Prepare for Lab	Prepare for Lab	Prepare for Lab	Middle	Hair Color Application Base Colors- Continued from last week	Hair Color Applications Continued with Special Effects/Lighteners	Hair Color Applications Continued with Special Effects	Hair Color Applications Continued with Special Effects and Haircuts	Finalizing Hair Color/Cuts	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"/>_X_ homework <input type="checkbox"/>_X_ Feedback discussion <input type="checkbox"/>_X_ Class Work <input type="checkbox"/>_X_ Teacher Observation <input type="checkbox"/>_X_ Test <input checked="" type="checkbox"/>_X_ Performance <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. 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