

CARROLL HIGH SCHOOL

Lesson Plan for Course entitled: Hair Color

<p>Week: 4 Estimated Duration: 450 min</p> <p>Overview: Chapter 8 Properties of the Hair and Scalp</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) Name and describe the structures of the hair root. 2) List/ Define 3 layers of the hair shaft. 3) List/ Describe 3 types of side bonds in cortex. 4) List and explain the 4 factors that should be considered in a hair analysis. 5) Describe the process of hair growth. 6) Discuss different types of hair loss/causes. 7) Discuss various options for hair loss treatments. 8) Recognize hair and scalp disorders commonly seen in the salon and school/know which can be treated. <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. Why is it important to complete a hair analysis before performing services on any client's hair?</p>	<table border="1"> <thead> <tr> <th></th> <th><i>Monday</i></th> <th><i>Tuesday</i></th> <th><i>Wednesday</i></th> <th><i>Thursday</i></th> <th><i>Friday</i></th> </tr> </thead> <tbody> <tr> <td>Beginning</td> <td>Simulated Workplace</td> <td>Assign Groups for presentation</td> <td>Work on Presentations</td> <td>Presentations</td> <td>Chapter 8 Lecture & Notes – Power point</td> </tr> <tr> <td>Middle</td> <td>Chapter 8 Lecture & Notes – Power point</td> <td>Work on presentations (Hair loss, Disorders of hair/scalp)</td> <td>Work on presentations</td> <td>Presentations</td> <td>Chapter 8 Lecture, Notes & Power Point</td> </tr> <tr> <td>End</td> <td>Simulated Work place check off</td> <td>Housekeeping check off</td> <td>Housekeeping check off</td> <td>Housekeeping Check off</td> <td>Chapter 8 Lecture Notes & Power point</td> </tr> </tbody> </table>		<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	Beginning	Simulated Workplace	Assign Groups for presentation	Work on Presentations	Presentations	Chapter 8 Lecture & Notes – Power point	Middle	Chapter 8 Lecture & Notes – Power point	Work on presentations (Hair loss, Disorders of hair/scalp)	Work on presentations	Presentations	Chapter 8 Lecture, Notes & Power Point	End	Simulated Work place check off	Housekeeping check off	Housekeeping check off	Housekeeping Check off	Chapter 8 Lecture Notes & Power point
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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. 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