

CARROLL HIGH SCHOOL

Lesson Plan for Course entitled: Hair Color

<p><u>Week: 6</u> Estimated Duration: 450 min</p> <p><u>Overview:</u> Chapter 16 Haircoloring</p>	<p><i>Alabama Course of Study:</i> <u>CONTENT STANDARDS:</u> Haircoloring #12</p> <p><u>CCRS:</u> 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><u>OBJECTIVE(S):</u> Students will be able to:</p> <ol style="list-style-type: none"> 1. Identify the principles of color theory and relate them to hair color. 2. Explain level and tone and their role in formulating hair color. 3. List the four basic categories of hair color, explain their chemical effect on the hair, and give examples of their use. 4. Explain the action of hair lighteners. 5. Demonstrate the applications techniques for temporary colors, semi-permanent colors, permanent colors, and lighteners. 6. Demonstrate special effects hair coloring techniques. <p>Background Preparation:</p>																									
<p><u>MATERIALS/TECHNOLOGY/RESOURCES</u> <input type="checkbox"/>_x_ Textbook <input type="checkbox"/>_x_ Lab <input type="checkbox"/>_ Video/TV <input type="checkbox"/>_x_ 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>	<p><u>Activities and Learning Experiences</u></p>																										
<p><u>ESSENTIAL QUESTION(S):</u></p> <ol style="list-style-type: none"> 1. Why is it important to perform a patch test before applying hair color? 2. Why is it important to be knowledgeable of the level system? 3. How do you consult with a client to determine their needs and expectations of the color service? 4. Why do you consult with a client about their color service? 	<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width:5%;"></th> <th style="width:20%;"><i>Monday</i></th> <th style="width:20%;"><i>Tuesday</i></th> <th style="width:20%;"><i>Wednesday</i></th> <th style="width:20%;"><i>Thursday</i></th> <th style="width:15%;"><i>Friday</i></th> </tr> </thead> <tbody> <tr> <td style="text-align: center; vertical-align: middle;"><u>Beginning</u></td> <td>Writing Warm Up</td> <td>Color Wheel-Warm Up</td> <td>Warm Up</td> <td>Prepare for Lab</td> <td>No School</td> </tr> <tr> <td style="text-align: center; vertical-align: middle;"><u>Middle</u></td> <td>Notes on Chapter 16</td> <td>Color Wheel-Primary, Secondary, Tertiary Colors & Lecture/Notes</td> <td>Complementary Colors/Neutralizing – Lecture & Notes</td> <td>Free Lab</td> <td>No School</td> </tr> <tr> <td style="text-align: center; vertical-align: middle;"><u>End</u></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>No School</td> </tr> </tbody> </table>				<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<u>Beginning</u>	Writing Warm Up	Color Wheel-Warm Up	Warm Up	Prepare for Lab	No School	<u>Middle</u>	Notes on Chapter 16	Color Wheel-Primary, Secondary, Tertiary Colors & Lecture/Notes	Complementary Colors/Neutralizing – Lecture & Notes	Free Lab	No School	<u>End</u>	Simulated Workplace-Check off	Simulated Workplace-Check off	Simulated Workplace - Check Off	Simulated Workplace – Check Off	No School
	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>																						
<u>Beginning</u>	Writing Warm Up	Color Wheel-Warm Up	Warm Up	Prepare for Lab	No School																						
<u>Middle</u>	Notes on Chapter 16	Color Wheel-Primary, Secondary, Tertiary Colors & Lecture/Notes	Complementary Colors/Neutralizing – Lecture & Notes	Free Lab	No School																						
<u>End</u>	Simulated Workplace-Check off	Simulated Workplace-Check off	Simulated Workplace - Check Off	Simulated Workplace – Check Off	No School																						
<p><u>VARIED ASSESSMENT(S)</u></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