

CARROLL HIGH SCHOOL

Lesson Plan for Course entitled: Hair Color

<p>Week: 9 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. 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>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> <ol style="list-style-type: none"> 1. How do you know which volume developer you use when lightening someone's hair? 2. Why is it important to be knowledgeable of the decolorization levels? 3. What is the difference in natural, vegetable, & metallic hair colors? 	<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>Writing Warm Up</td> <td>Prepare for 10-40 volume lab swatches - groups</td> <td>Warm Up</td> <td>9 Week Exam</td> <td>Teacher Work Day</td> </tr> <tr> <td>Middle</td> <td>Chapter 16 Lecture and Notes –</td> <td>10-40 volume- Lab with swatches - groups</td> <td>Decolorization Notes--Draw/Color the chart.</td> <td>9 Week Exam</td> <td>Teacher Work Day</td> </tr> <tr> <td>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>Teacher Work Day</td> </tr> </tbody> </table>						<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	Beginning	Writing Warm Up	Prepare for 10-40 volume lab swatches - groups	Warm Up	9 Week Exam	Teacher Work Day	Middle	Chapter 16 Lecture and Notes –	10-40 volume- Lab with swatches - groups	Decolorization Notes--Draw/Color the chart.	9 Week Exam	Teacher Work Day	End	Simulated Workplace Check Off	Simulated Workplace-Check off	Simulated Workplace - Check Off	Simulated Workplace – Check Off	Teacher Work Day
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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