

# BARBERING I, II, III CURRICULUM STANDARDS

## BARBERING I

### COURSE DESCRIPTION

**Barbering I** is the first level of barbering, and it prepares students with work-related skills for advancement into the Barbering II course. Content provide students the opportunity to acquire basic fundamental skills in both theory and practical applications of leadership and interpersonal skill development. Content stresses safety, environmental issues, and protection of the public and designers as integrated with principles of haircutting, skin, nails and scalp care, chemical and barbershop management. Laboratory facilities and experiences simulate those found in the barbering industry. Upon completion and acquisition of 340 hours, students are eligible to take the Tennessee Board of Barbering Examination for a Tennessee Barbering Technician License.

*It is strongly recommended that administration and guidance follow the scope and sequence and course recommendations as listed.*

**Recommended Credits:** 1-2

**Recommended Grade Levels:** 10<sup>th</sup> and 11<sup>th</sup>

**Number of Competencies in Course:** 1 credit - 31  
2 credits - 39

**Note (1):** Learning expectations to be completed for one credits are identified with one asterisk (\*), and those to be completed for two credits are identified with two asterisks (\*\*).

## **STANDARDS**

- 1.0** Students will interpret and demonstrate the basic principles of safety, sterilization, and sanitation as it relates to the barbering industry.
- 2.0** Students will evaluate career opportunities and career paths within the barbering industry.
- 3.0** Students will interpret and demonstrate the basic principles of safety, sterilization, and sanitation as it relates to the barbering industry.
- 4.0** Students will choose and safely use implements, tools, and equipment in the barbering industry.
- 5.0** Students will demonstrate interpersonal and employability skills required in the barbering industry.
- 6.0** Students will evaluate hair and scalp disorders.
- 7.0** Students will analyze procedures for cleansing and reconditioning the hair and the scalp.
- 8.0** Students will evaluate basic hair cutting techniques.
- 9.0** Students will create harmony using design principles and elements of design.
- 10.0** Students will evaluate hands and feet for cosmetic procedures.

## **BARBERING I**

### **STANDARD 1.0**

Students will demonstrate leadership, citizenship, and teamwork skills required for success In the school, community, and workplace.

### **LEARNING EXPECTATIONS**

The student will:

- 1.1** Cultivate positive leadership skills. \*
- 1.2** Participate in SkillsUSA as an integral part of classroom instruction. \*
- 1.3** Assess situations and apply problem-solving and decision-making skills within the school, community, and workplace. \*
- 1.4** Participates as a team member. \*

### **PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET**

The student:

- 1.1** Demonstrates character and leadership using creative-and critical-thinking skills.
- 1.2A** Relates the creed, purposes, motto, and emblem of SkillsUSA to personal and professional development.
- 1.2B** Plans and conducts meetings and other business according to accepted rules of parliamentary procedure.
- 1.3A** Makes decisions and assumes responsibilities.
- 1.3B** Analyzes a situation and uses the *Professional Development Program* of SkillsUSA to resolve it.
- 1.4A** Organizes and participates on committees.
- 1.4B** Cooperates with peers to select and organize a community service project.

## **BARBERING I**

### **STANDARD 2.0**

Students will evaluate career opportunities and career paths within the barbering industry.

### **LEARNING EXPECTATIONS**

The student will:

- 2.1** Research the history of the barbering industry. \*
- 2.2** Investigate the growth and development of the barbering industry. \*
- 2.3** Evaluate personal characteristics required for working in the barbering industry. \*

### **PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET**

The student:

- 2.1** Compares the progression of chemical and physical practices in the barbering industry.
- 2.2A** Researches and develops a projection of industry trends related to career opportunities.
- 2.2B** Compares industry plans for various career paths in the barbering industry.
- 2.3** Profiles personal characteristics which are beneficial to the success of a professional in the barbering industry.

## **BARBERING I**

### **STANDARD 3.0**

Students will interpret and demonstrate the basic principles of safety, sterilization, and sanitation as it relates to the barbering industry.

### **LEARNING EXPECTATIONS**

The student will:

- 3.1** Implement the safety and sanitation procedures established by the Environmental Protection Agency (EPA) and Occupational Safety and Health Administration (OSHA). \*
- 3.2** Comply with the Department of Health rules and the Tennessee State Board of Barbering rules and regulations. \*
- 3.3** Identify and categorize safety hazards, prevention, and treatment in the barbering industry. \*\*
- 3.4** Exhibit acceptable dress and personal grooming identified by the barbering industry. \*
- 3.5** Demonstrate first aid practices. \*

### **PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET**

The student:

- 3.1** Establishes and maintains a safe working environment.
- 3.2A** Develops and practices acceptable procedures to prevent cross contamination, airborne illnesses, and blood-borne pathogens.
- 3.2B** Distinguishes and employs preventive measures of ecological, chemical, and contaminates.
- 3.3** Maintains barbering implements and equipment in a safe and sanitary condition.
- 3.4** Compares and contrasts appropriate and inappropriate dress and personal grooming characteristics for specific jobs within the barbering industry.
- 3.5** Administers simulated basic first aid procedures including treating burns and cuts and administering the Heimlich maneuver.

## **BARBERING I**

### **STANDARD 4.0**

Students will choose and safely use implements, tools, and equipment in the barbering industry.

### **LEARNING EXPECTATIONS**

The student will:

- 4.1** Identify each implement, piece of equipment, and tool used in the barbering industry. \*
- 4.2** Demonstrate the correct implement, piece of equipment, and related tools for a given task. \*
- 4.3** Evaluate cleansing and sanitizing implements, tools, and equipment procedures. \*

### **PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET**

The student:

- 4.1** Selects implements, tools, and equipment for use in the barbering industry.
- 4.2A** Uses proper implements, tools, and equipment to perform a procedure.
- 4.2B** Demonstrates knowledge of safety procedures for each piece of equipment when performing tasks.
- 4.3** Demonstrates procedures for cleaning, sanitizing, and storing equipment.

## **BARBERING I**

### **STANDARD 5.0**

Students will demonstrate interpersonal and employability skills required in the barbering industry.

### **LEARNING EXPECTATIONS**

The student will:

- 5.1** Examine appropriate grooming techniques and apparel for job requirements. \*
- 5.2** Analyze ways of dealing with stress and human relations. \*
- 5.3** Evaluate methods of conflict resolution. \*
- 5.4** Relate to others as team members. \*
- 5.5** Develop and demonstrate time management and work-sequencing skills. \*

### **PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET**

The student:

- 5.1** Relates proper dress to various jobs in barbering and appraises characteristics that project a professional image.
- 5.2** Incorporate methods of stress reduction.
- 5.3A** Demonstrates methods of conflict resolution.
- 5.3B** Dramatizes the practice of verbal and nonverbal communication.
- 5.4** Exemplifies actions that will improve cooperation and teamwork skills.
- 5.5A** Proposes time management and other organizational management techniques.
- 5.5B** Calculate the benefits of incorporating time management skills into the barbering industry.

## **BARBERING I**

### **STANDARD 6.0**

Students will evaluate hair and scalp disorders.

### **LEARNING EXPECTATIONS**

The student will:

- 6.1** Analyze the properties of the hair and scalp. \*
- 6.2** Incorporate professional terminology in the classroom environment. \*
- 6.3** Appraise manipulative skills for corrective hair and scalp disorder treatments.  
\*\*

### **PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET**

The student:

- 6.1** Appraises hair and scalp disorders and prescribes the proper treatments.
- 6.2A** Diagnoses disorders of hair and scalp and describes each using medical terms and names.
- 6.2B** Chooses terminology to identify manipulations and to prescribe scalp treatments.
- 6.3** Illustrates corrective treatments for the hair and scalp.

## **BARBERING I**

### **STANDARD 7.0**

Students will analyze procedures for cleansing and reconditioning the hair and the scalp.

### **LEARNING EXPECTATIONS**

The student will:

- 7.1** Differentiate between draping procedures for wet, dry, and chemical services.\*
- 7.2** Illustrate infection control and safety procedures.\*
- 7.3** Evaluate when, why, and how to brush the hair and scalp.\*\*
- 7.4** Appraise various types of shampoos and conditioners. \*\*
- 7.5** Choose the proper procedure for scalp manipulations during a shampoo. \*

### **PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET**

The student:

- 7.1** Determines proper protection for the client based on the task to be performed.
- 7.2** Practices scaling and brushing techniques.
- 7.3** Develops a chart, which indicates the brushing procedure for various services, skin type, and scalp condition.
- 7.4** Categorizes types of shampoos and conditioners.
- 7.5** Demonstrates relaxing and stimulating scalp manipulations.

## **BARBERING I**

### **STANDARD 8.0**

Students will evaluate basic haircutting techniques.

### **LEARNING EXPECTATIONS**

The student will:

- 8.1** Implement safety procedures using haircutting scissors, razors, and thinning shears. \*
- 8.2** Select proper sectioning techniques for various haircuts. \*
- 8.3** Differentiate between stationary and traveling guidelines. \*
- 8.4** Employ geometric lines and angles in haircutting. \*\*

### **PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET**

The student:

- 8.1** Demonstrates correct and safe use of haircutting tools.
- 8.2A** Illustrates the various parting techniques.
- 8.2B** Illustrates various sectioning techniques for different haircuts and bone structure.
- 8.3A** Completes haircuts using a stationary guideline.
- 8.3B** Completes haircuts using a traveling guideline.
- 8.3C** Completes haircuts using both a stationary and a traveling guideline.
- 8.4** Analyzes elevation in haircutting.

## **BARBERING I**

### **STANDARD 9.0**

The students create harmony using design principles and elements of design.

### **LEARNING EXPECTATIONS**

The student will:

- 9.1** Appraise elements and principles of hair design. \*\*
- 9.2** Evaluate styling and finishing techniques. \*\*
- 9.3** Compare thermal styling to wet styling. \*

### **PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET**

The student:

- 9.1** Appraises facial shapes and employs elements of design.
- 9.1B** Constructs hairstyles using geometric lines and angles.
- 9.1C** Constructs visible and invisible braids.
- 9.2A** Demonstrates the ability to mold and shape the hair.
- 9.2B** Compares finishing techniques for particular styles.
- 9.3A** Evaluates thermal styling for various types of ethnic hair.
- 9.3B** Employs wet hairstyling techniques.

## **BARBERING I**

### **STANDARD 10.0**

The students will evaluate hands and feet for cosmetic procedures.

### **LEARNING EXPECTATIONS**

The student will:

- 10.1** Analyze the structure of the nail. \*\*
- 10.2** Differentiate between nail disorders and nail disease. \*\*
- 10.3** Employ sanitary and safety procedures necessary to practice basic manicure and pedicure techniques. \*
- 10.4** Evaluate the use of implements, cosmetics, and materials used to perform manicure and pedicure procedures. \*

### **PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET**

The student:

- 10.1** Diagrams the structure of the nail.
- 10.2** Compares and contrasts the characteristics of nail disorders and nail diseases.
- 10.3** Employs proper sanitary and safety precautions through proper decontamination and infection control procedures.
- 10.4** Demonstrates the proper use of cosmetics, materials, and implements, needed to perform basic manicure and pedicure procedures.

## BARBERING II

### COURSE DESCRIPTION

**Barbering II** is the second level of barbering and prepares students for work-related skills and advancement into the barbering III course. Content provides students the opportunity to acquire knowledge and skills in both theory and practical application. Advanced knowledge and skills in hair design, hair cutting, shaving, nail care, and cosmetic applications will be enhanced in laboratory setting, which duplicates industry standards.

***It is strongly recommended that administration and guidance follow the scope and sequence and course recommendations as listed.***

**Recommended Credits:** 2-3

**Recommended Grade Levels:** 11<sup>th</sup> and 12<sup>th</sup>

**Number of Competencies in Course:** 1 credit - 31  
2 credits - 39

**Note (1):** Learning expectations to be completed for two credits are identified with two asterisks (\*\*), and those to be completed for three credits are identified with three asterisks (\*\*\*) .

**Number of Competencies in Course:** 2 Credits - 36  
3 Credits - 47

## **STANDARDS**

- 1.0** Students will analyze procedures for cleansing and reconditioning the hair and the scalp.
- 2.0** Students will evaluate advanced haircutting techniques.
- 3.0** Students will create harmony using design principles and elements.
- 4.0** Students will evaluate hands and feet for cosmetic procedures.
- 5.0** Students will formulate cosmetic procedures and applications to enhance a client's appearance.
- 7.0** Students will evaluate basic actions of chemicals as they relate to the barbering industry.
- 7.0** Students will consult with clients and analyze reasons for non-surgical hair additions and extensions.
- 8.0** Students will appraise the structure and functions of the human body.
- 9.0** Students will research and compose information concerning entrepreneurial possibilities in the barbering industry.
- 10.0** Students will demonstrate leadership, citizenship and teamwork skills required for success in the school, community, and workplace.
- 11.0** Students will perform safety examinations and maintain safety records.

## **BARBERING II**

### **STANDARD 1.0**

Students will analyze procedures for cleansing and reconditioning the hair and the scalp.

### **LEARNING EXPECTATIONS**

The student will:

- 1.1** Analyze scalp and hair and prescribe cleansing and reconditioning treatments. \*\*
- 1.2** Demonstrate brushing techniques for various services. \*\*
- 1.3** Prescribe scalp and neck manipulations to be administered. \*\*\*

### **PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET**

The student:

- 1.1A** Conducts a hair and scalp analysis.
- 1.1B** Organizes procedures and selects products to use for cleansing and reconditioning hair and scalp.
- 1.2** Selects and practices correct brushing technique for different diagnosis.
- 1.3A** Demonstrates scalp and neck manipulations for different diagnosis.
- 1.3B** Applies relaxing and stimulating scalp manipulations.
- 1.3C** Incorporates professional terminology into conversations during training activities.

## **BARBERING II**

### **STANDARD 2.0**

Students will evaluate advanced haircutting techniques.

### **LEARNING EXPECTATIONS**

The student will:

- 2.1** Demonstrate safety procedures using haircutting scissors, razors, clippers, and texture shears. \*\*
- 2.2** Compare sectioning techniques and methods for various haircuts. \*\*
- 2.3** Establish guideline procedures for various haircuts. \*\*
- 2.4** Establish elevations used in various haircuts. \*\*
- 2.5** Consult with clients to explain bone structure and facial shapes relating to haircutting. \*\*\*

### **PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET**

The student:

- 2.1** Demonstrates the correct handling of haircutting tools.
- 2.2** Illustrates sectioning techniques using bone structure and design.
- 2.3A** Completes 5 haircuts using stationary guideline.
- 2.3B** Completes 5 haircuts using traveling guideline.
- 2.3C** Completes 5 haircuts using a combination of stationary and traveling guidelines.
- 2.4** Creates geometric lines and angles in haircutting.
- 2.5** Completes haircuts in accordance with client's desires, needs, and expectations.

## **BARBERING II**

### **STANDARD 3.0**

Students will create harmony using design principles and elements.

### **LEARNING EXPECTATIONS**

The student will:

- 3.1** Diagram hair design as creations. \*\*
- 3.2** Research styling and finishing techniques. \*\*
- 3.3** Compose designs using various techniques. \*\*

### **PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET**

The student:

- 3.1A** Distinguishes facial shapes and uses elements of design to create hairstyles which will enhance the appearance of the client.
- 3.1B** Composes designs which enhance facial features and body structure.
- 3.1C** Demonstrates various hairstyling techniques.
- 3.2A** Creates an electronic portfolio of styling and finishing techniques.
- 3.2B** Composes an electronic portfolio of designs showing effects of various designs on the appearance of the client.
- 3.3** Combines styling techniques to create new designs.

## **BARBERING II**

### **STANDARD 4.0**

Students will evaluate hands and feet for cosmetic procedures.

### **LEARNING EXPECTATIONS**

The student will:

- 4.4** Assess sanitary and safety precautions necessary for the application of artificial nails. \*\*
- 4.5** Organize, use and care for implements, tools, equipment, cosmetics, and materials used in nail application and nail artistry. \*\*

### **PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET**

The student:

- 4.1** Employs proper sanitary and safety precautions through proper decontamination and infection control procedures.
- 4.2A** Demonstrates proper use of implements, tools, and equipment for nail application and nail artistry.
- 4.2B** Demonstrates proper use of cosmetics and materials used in nail application and nail artistry.

## **BARBERING II**

### **STANDARD 5.0**

Students will formulate cosmetic procedures and applications to enhance a client's appearance.

### **LEARNING EXPECTATIONS**

The student will:

- 5.1** Research the history of the skin. \*\*
- 5.2** Complete and record an analysis of the skin. \*\*
- 5.3** Evaluate methods of hair removal. \*\*
- 5.4** Appraise the skin and bone structure for cosmetic application. \*\*\*

### **PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET**

The student:

- 5.1A** Engages in Internet navigation to research the skin.
- 5.1B** Sketches and/or constructs the structure and compositions of the skin.
- 5.1C** Relates skin structure to aesthetic approaches used in the barbering industry.
- 5.2A** Relates sanitary and safety procedures necessary for protection of the aesthetician, the client, and the environment.
- 5.2B** Evaluates various types and characteristics of the skin.
- 5.2C** Evaluates environmental effects on various types of skin.
- 5.3A** Compares the various types of hair removal and effects of each on the skin.
- 5.3B** Demonstrates the proper use of physical means of hair removal.
- 5.3C** Demonstrates the proper use of chemical means of hair removal.
- 5.3D** Researches the use of electronic devices as means of hair removal.
- 5.4A** Formulates cleansing program and selects products for various types of skin.
- 5.4B** Formulates moisturizing program and selects products for various types of skin.
- 5.4C** Determines color enhancement application based on bone structure.
- 5.4D** Demonstrates corrective makeup application procedure for various facial types.

## **BARBERING II**

### **STANDARD 6.0**

Students will evaluate basic actions of chemicals as they relate to the barbering industry.

### **LEARNING EXPECTATIONS**

The student will:

- 6.1** Consult with clients to determine their needs and preferences in chemically texturing the hair. \*\*
- 6.2** Examine the structural changes of the hair after the application of chemical services. \*\*\*
- 6.3** Evaluate color principles. \*\*
- 6.4** Analyze the pH (potential hydrogen) of products. \*\*\*
- 6.5** Select sanitation and safety precautions necessary for chemical applications. \*\*\*

### **PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET**

The student:

- 6.1A** Demonstrates re-texturing by applying permanent wave solution.
- 6.1B** Demonstrates re-texturing by applying chemical relaxers.
- 6.1C** Demonstrates re-texturing by applying various methods of hair coloring.
- 6.2A** Analyzes hair to determine texture, porosity, and elasticity.
- 6.2B** Selects chemicals for the procedure based on hair analysis.
- 6.2C** Compares hair structure prior to chemical application and after chemical application.
- 6.2D** Prescribes after-care products.
- 6.3A** Researches how color affects individuals.
- 6.3B** Analyzes the color wheel.
- 6.3C** Evaluates various color products to determine the base color of the product line.
- 6.3D** Mixes, applies, and records results of color.
- 6.4** Evaluates products to determine pH (potential hydrogen) effects on hair.
- 6.5** Selects sanitary and safety measures to use during chemical application.

## **BARBERING II**

### **STANDARD 7.0**

Students will consult with clients and analyze reasons for non-surgical hair additions and extensions.

### **LEARNING EXPECTATIONS**

The student will:

- 7.1** Compare structure and quality of various types of wigs and hair additions. \*\*
- 7.2** Calculate measurements for customizing and fitting a wig. \*\*\*
- 7.3** Evaluate the different types of hair extension designs. \*\*
- 7.4** Evaluate products used in caring for wigs and hair extensions. \*\*
- 7.5** Design styles using wigs, hair additions, and hair extensions. \*\*\*
- 7.6** Relate sanitation and safety precautions to incorporating wigs and hair additions into designs. \*\*

### **PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET**

The student:

- 7.1A** Illustrates the match test to determine quality and differences between synthetic and human hair.
- 7.1B** Cleans wigs and extensions and records results and effects.
- 7.2A** Calculates and records measurements for fitting a wig.
- 7.2B** Places an order for a wig.
- 7.2C** Fits and adjusts the wig to client's bone structure.
- 7.2D** Arranges and blends client's hair into the style of the wig.
- 7.3A** Creates an electronic portfolio of hair extension designs.
- 7.3B** Designs various styles using hair extensions.
- 7.3C** Demonstrates various methods of attaching hair additions and extensions.
- 7.4A** Compares the pH (potential hydrogen) of products.
- 7.4B** Records the effects of various products on different qualities of wigs and hair extensions.
- 7.5A** Creates styles on wigs and fits to client.
- 7.5B** Selects the type of hair additions used to add fullness.
- 7.5C** Selects the type of hair additions used to add length.
- 7.5D** Appraises designs using hair extensions based on client's bone structure and facial shape.
- 7.6** Demonstrates sanitation and safety precautions to protect the client, the designer, and the environment.

## **BARBERING I**

### **STANDARD 8.0**

Students will appraise the structure and functions of the human body.

### **LEARNING EXPECTATIONS**

The student will:

- 8.1** Examine the building blocks of the human body. \*\*
- 8.2** Differentiate between basic body systems. \*\*
- 8.3** Evaluate body structure as it relates to the barbering industry. \*\*

### **PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET**

The student:

- 8.1A** Researches and diagrams cells, tissues, organs, and systems of the human body.
- 8.1B** Relates cells, tissue, organs, and systems to the barbering industry.
- 8.2** Illustrates how systems of the body operate.
- 8.3** Appraises various body structures and relates to the aesthetic appearance of the individual.

## **BARBERING I**

### **STANDARD 9.0**

Students will research and compose information concerning the entrepreneurial possibilities in the barbering industry.

### **LEARNING EXPECTATIONS**

The student will:

- 9.1** Examine information through publications and the Internet concerning trends and technology in the barbering industry. \*\*
- 9.2** Design a business plan for a selected area in the barbering industry. \*\*\*
- 9.3** Evaluate various retail products commonly sold in the shops for profit margins. \*\*

### **PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET**

The student:

- 9.1A** Develops reports on educational events found in publications and on the Internet.
- 9.1B** Prepares a presentation on trends in the barbering industry.
- 9.1C** Prepares a projection chart to indicate future trends and the use of technology in the barbering industry.
- 9.2A** Constructs a business plan for opening a new business or purchasing an existing business or working free lance in the medical industry pertaining to the barbering industry.
- 9.2B** Develops projected income and estimates profit margins.
- 9.3A** Researches retail items.
- 9.3B** Locates vendors and sets up mock accounts.
- 9.3C** Composes a marketing plan for retail items.

## **BARBERING II**

### **STANDARD 10.0**

Students will demonstrate leadership, citizenship, and teamwork skills required for success in the school, community, and workplace.

### **LEARNING EXPECTATIONS**

The student will:

- 10.1** Exhibit positive leadership skills. \*\*
- 10.2** Participate in SkillsUSA as an integral part of classroom instruction. \*\*
- 10.3** Assess situations and apply problem-solving and decision-making skills to client relations in the community, and workplace. \*\*
- 10.4** Demonstrate the ability to work cooperatively with others in a professional setting. \*\*

### **PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET**

The student:

- 10.1A** Demonstrates character, leadership, and integrity using creative and critical-thinking.
- 10.1B** Develops a partnership with a business in the barbering industry.
- 10.1C** Researches the Internet to locate national community projects relating to the barbering industry and organizes and presents information in electronic format to school, community and professional groups.
- 10.2A** Applies the points of the creed to personal and professional situations.
- 10.2B** Participates and conducts meetings and other business according to accepted rules of parliamentary procedure.
- 10.3** Analyzes situations in the workplace and uses problem-solving techniques to solve the problem.
- 10.4A** Participates in a community service project.
- 10.4B** Assists with an officer campaign with Tennessee SkillsUSA.
- 10.4C** Job shadows or interns in an establishment in the barbering industry.

## **BARBERING II**

### **STANDARD 11.0**

Students will perform safety examinations and maintain safety records.

### **LEARNING EXPECTATIONS**

The student will:

- 11.1** Pass with 100 percent accuracy a written examination relating specifically to barbering.
- 11.2** Pass with 100 percent accuracy a performance examination relating specifically to barbering tools and equipment. \*\*
- 11.3** Maintain a portfolio record of written safety examinations and equipment examination for which the student has passed an operational checkout by the instructor. \*\*

### **PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET**

The student:

- 11.1** Passes with 100 percent accuracy a written examination relating specifically to barbering safety issues.
- 11.2** Passes with 100 percent accuracy a performance examination relating specifically to barbering tools and equipment.
- 11.3** Maintains a portfolio record of written safety examinations and equipment examinations for which the student has passed an operational checkout by the instructor.

## BARBERING III

### COURSE DESCRIPTION

**Barbering III** is the advanced level of barbering, and it prepares students with work-related services for employment and entrepreneurship in the barbering field. Content provide students the opportunity to acquire foundation skills in both theory and practical applications. Advanced knowledge and skills in hair cutting, scalp care, chemical and barbershop management, which duplicates barbering industry standards. Laboratory facilities and experiences will be used to simulate those found in the barbering industry. Upon completion and acquisition of 1500 hours, students are eligible to take the Tennessee Board of Barbering examination for a Tennessee Master Barbering License.

*It is strongly recommended that administration and guidance follow the scope and sequence and course recommendations as listed.*

**Recommended Credits:** 2-3

**Recommended Grade Levels:** 12<sup>th</sup>

**Number of Competencies in Course:** 2 credits - 19  
3 credits - 26

**Note (1):** Learning expectations to be completed for two credits are identified with two asterisks (\*\*), and those to be completed for three credits are identified with three asterisks (\*\*\*) .

## **STANDARDS**

- 1.0** Students will interpret and demonstrate the basic principles of safety, sterilization, and sanitation as it relates to chemical services performed in barbering.
- 2.0** Students will analyze procedures for cleansing and reconditioning the hair and the scalp.
- 3.0** Students will create harmony using design principles and elements.
- 4.0** Students will evaluate hands and feet for cosmetic procedures.
- 5.0** Students will formulate cosmetic procedures and applications to enhance a client's appearance.
- 8.0** Students will evaluate basic actions of chemicals as they relate to the barbering industry.
- 7.0** Students will demonstrate leadership, citizenship, and teamwork skills required for success in the school, community, and workplace.

## **BARBERING III**

### **STANDARD 1.0**

Students will interpret and demonstrate the basic principles of safety, sterilization and sanitation as it relates to chemical services performed in barbering.

### **LEARNING EXPECTATIONS**

The student will:

- 1.1** Implement the safety and sanitation procedures established by state law. \*\*
- 1.2** Comply with the Department of Health Rules and the Tennessee Board of Barbering Rules and Regulations. \*\*
- 1.3** Distinguish the difference between safe and dangerous experimentation. \*\*\*

### **PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET**

The student:

- 1.1A** Establishes and maintains a working environment incorporating safety rules and regulations of the Environmental Protection Agency (EPA), the Occupational Safety and Health Administration (OSHA), and the Tennessee Board of Barbering.
- 1.1B** Evaluates Material Safety Data Sheets (MSDS) for preventive measures to use in dealing with chemicals and treatment procedures.
- 1.1C** Develops and practices acceptable procedures to prevent cross-contamination, airborne illnesses, and blood-borne pathogens.
- 1.2A** Distinguishes and employs preventive measures for ecological, chemical, and physical contamination.
- 1.2B** Incorporates safety and sanitation terminology into conversations during the class period.
- 1.3** Evaluates the “cause” and “effect” relationship and its importance.

## **BARBERING III**

### **STANDARD 2.0**

Students will analyze procedures for cleansing and reconditioning the hair and the scalp.

### **LEARNING EXPECTATIONS**

The student will:

- 2.1** Evaluate the chemistry of water and its relationship to cleansing agents and conditioners. \*\*
- 2.2** Differentiate between the chemical make-up of soaps, detergents, and surfactants. \*\*
- 2.3** Research and compare basic types of surfactants. \*\*

### **PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET**

The student:

- 2.1A** Selects shampoos and conditioners based on water chemistry in the area.
- 2.1B** Analyzes the effects of hard and soft water in relation to shampoos and conditioners.
- 2.1C** Evaluates the shampoo molecule and its purpose.
- 2.2** Compares the pH (potential hydrogen) of soaps, detergents, and surfactants.
- 2.3** Presents a research paper on effects of surfactants.

## **BARBERING III**

### **STANDARD 3.0**

Students will interpret and demonstrate the basic principles of safety, sterilization, and sanitation as it relates to the barbering industry.

### **LEARNING EXPECTATIONS**

The student will:

- 3.1** Evaluate the chemical elements involved in the principles of hair design. \*\*
- 3.2** Evaluate chemicals used in the development of styling products. \*\*\*
- 3.3** Relate styling and finishing results to the chemicals used. \*\*

### **PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET**

The student:

- 3.1A** Distinguishes between chemical elements used in physical and chemical styling.
- 3.1B** Diagrams the chemical bonds in the hair and shows changes with various chemicals.
- 3.2** Analyzes the ability to mold, shape, and restructure hair based on chemicals used.
- 3.3A** Maintains barbering implements and equipment in a safe and sanitary condition.
- 3.3B** Evaluates the effect of styling and finishing products on the hair shaft based on chemical make-up of products used.

## **BARBERING III**

### **STANDARD 4.0**

Students will evaluate hands and feet for cosmetic procedures.

### **LEARNING EXPECTATIONS**

The student will:

- 4.1** Evaluate the structure and chemical make-up of the nail. \*\*
- 4.2** Examine the difference between physical and chemical change. \*\*\*
- 4.3** Evaluate the purpose of a catalyst and its effects on the nail. \*\*
- 4.4** Compare solvents and solutes. \*\*

### **PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET**

The student:

- 4.1** Analyzes the structure of the nail.
- 4.2** Demonstrates the ability to create a physical and a chemical change.
- 4.3** Analyzes the nail before and after the use of catalysts.
- 4.4** Evaluates the purpose and use of solvents and solutes.

## **BARBERING III**

### **STANDARD 5.0**

Students will formulate cosmetic procedures and applications to enhance a client's appearance.

### **LEARNING EXPECTATIONS**

The student will:

- 5.1** Evaluate products to determine SPF (Sun Protection Factor). \*\*
- 5.2** Evaluate products to determine skin absorption factors. \*\*\*

### **PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET**

The student:

- 5.1** Examines packaging to determine SPF (Sun Protection Factor) of products.
- 5.3** Determines the skin absorption factor of various cleansers.
- 5.2A** Determines the skin absorption factor of various moisturizers.

## **BARBERING III**

### **STANDARD 6.0**

Students will evaluate basic actions of chemicals, as they relate to the barbering industry.

### **LEARNING EXPECTATIONS**

The student will:

- 6.1** Differentiate between sulfur, hydrogen, and disulfide bonds in the hair. \*\*\*
- 6.2** Evaluate the chemical classifications of permanent waves. \*\*\*

### **PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET**

The student:

- 6.1A** Examines the effects of water on shape memory and chemical bonds in the hair.
- 6.1B** Examines the effect of chemicals on shape memory.
- 6.1C** Assesses the possibility of hair breakage during chemical treatments and develops methods to prevent breakage.
- 6.1D** Evaluates the effects of chemicals used for re-texturing by applying permanent wave.
- 6.2** Evaluates the effects of permanent wave and restructuring solution(s) on the hair.

## **BARBERING III**

### **STANDARD 7.0**

Students will demonstrate leadership, citizenship, and teamwork skills required for success in the school, community, and workplace.

### **LEARNING EXPECTATIONS**

The student will:

- 7.1** Demonstrates dignity in work. \*\*
- 7.2** Participate in SkillsUSA as an integral part of classroom instruction. \*\*
- 7.3** Evaluate school, community, and workplace situations by applying problem-solving and decision-making skills. \*\*
- 7.4** Demonstrate the ability to work professionally with others. \*\*
- 7.5** Choose the proper procedure for scalp manipulations during a shampoo. \*

### **PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET**

The student:

- 7.1A** Demonstrates attitudes conducive to success, through exhibiting characteristics of honesty, integrity, flexibility, adaptability, patience, objectivity, tolerance, perseverance, and initiative.
- 7.1B** Researches the Internet for continuing education in the barbering industry.
- 7.2A** Compares the relationship between work ethics and personal job success.
- 7.2B** Presents information valuable to consumers to school, community, and professional groups.
- 7.3** Analyzes situations in the workplace and uses problem-solving techniques to solve and create a desirable environment.
- 7.4A** Participates in job shadowing in an area of barbering.
- 7.4B** Manages an officer of national voting delegate campaign with Tennessee SkillsUSA.
- 7.5** Demonstrates relaxing and stimulating scalp manipulations.