



Hairstyling 12

Developed by: PCSS (Karen Burgess)	Date Developed: Revised March 2019
School Name: Porter Creek Secondary School	Superintendent Signature:
Department Authorized Course Committee Approval Date:	Department Authorized Course Committee Chair Signature:
Course Name: Hairstyling 12	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 100-120

Department Authorized Prerequisite(s):

It is recommended that students have successfully completed Hairstyling 10 and Hairstyling 11

Special Training, Facilities or Equipment Required:

- Teacher required to have a certification in Cosmetology
- Salon Classroom: hair sink/stations, washer/dryer, towels
- Mannequin heads and stands
- Sheers, thinning sheers, combs, brushes, curling irons, flat irons, blow dryers, clips, spray bottles, bobby pins, elastics
- Hair products

Course Synopsis:

Hairstyling 12 provides students with an extension of the Hairstyling 11 developmental knowledge and skills. It provides students with an opportunity to further build their knowledge and skills, and to be able to provide more advanced styling needs for a client. Students will explore and deepen their understanding of the elements of hair design. They will work to develop their communication skills in a professional setting.

Goals and Rationale:

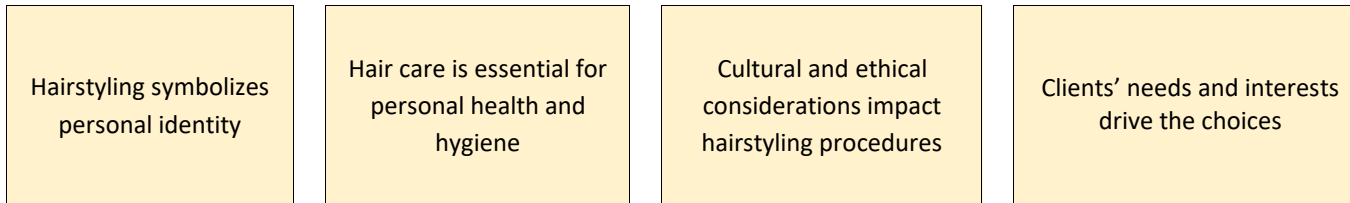
Students will demonstrate a deeper understanding of hairstyling methodology, cultural practices and beliefs, and will apply and develop their skills by learning through immersive practice. Students will learn how to communicate, behave and perform tasks as a professional hairstylist in a safe and sanitary way, to a high degree of proficiency.

This course addresses student interest in hairstyling. It engages students in learning and gives connectivity to school for the students. It provides an option as an elective course. The course provides opportunity for post-secondary advancement.

Yukon First Nations Perspectives:

- Experiential learning: Yukon First Nations Elders teach new skills using the “look, listen, do” approach.
- Learning is holistic, reflective, experiential and relational (focused on connectedness, on reciprocal relationships and a sense of place).
- Learning involves generational roles and responsibilities
- Learning involves patience and time

BIG IDEAS



Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Wet Hair Design</p> <ul style="list-style-type: none"> • Recognize disorders of hair and scalp <p>Thermal Styling</p> <ul style="list-style-type: none"> • Perform roller curls <p>Styling</p> <ul style="list-style-type: none"> • Creatively style long hair using the principles of hair design • Perform formal styling • Perform different braiding techniques <p>Microbiology and Infection Control</p> <ul style="list-style-type: none"> • Demonstrate standard infection control precautions • Perform sterilization practices • Analyze causes of skin disorders and disease <p>Hair Cutting</p> <ul style="list-style-type: none"> • Perform a blunt haircut • Perform sectioning of hair before cut • Perform graduated hair cut • Perform a variety of hairstyles based on client need <p>Life skills</p> <ul style="list-style-type: none"> • Develop successful learning strategies • Employ successful learning tools 	<p><i>Students are expected to know the following:</i></p> <p>Wet Hair Design</p> <ul style="list-style-type: none"> • Benefits of a three-part procedure to washing hair • Properties of hair and scalp <p>Thermal Styling</p> <ul style="list-style-type: none"> • Use of heat in thermal hair styling • Safety of thermal hair design • Steps (theory) to do a roller curl <p>Microbiology and Infection Control</p> <ul style="list-style-type: none"> • Theories of prevention of disease • Structure and function of bacteria and viruses by: type, classification, growth and reproductive patterns, relationship to the spread of infection • Procedures and precautions used in schools and salons, including sanitation, disinfection and sterilization • Glands of skin <p>Hair Cutting</p> <ul style="list-style-type: none"> • Principles of hair design • Basic principles of hair cutting • Steps for consultation and design • Elements of professionalism • Cultural practices around hair <p>Chemistry</p> <ul style="list-style-type: none"> • Chemistry influences on cosmetology

<ul style="list-style-type: none"> • Demonstrate time management skills • Handle communication barriers • Create guidelines for communications in salons • Demonstrate awareness of local Yukon First Nations' and other cultural hairstyling practices <p>Chemistry</p> <ul style="list-style-type: none"> • Perform hair coloring • Perform bleaching <p>Workplace Hazardous Materials Information System (WHMIS) and First Aid</p> <ul style="list-style-type: none"> • Identify hazards • Demonstrate basic First Aid Skills • Attain WHMIS certification <p>Professionalism</p> <ul style="list-style-type: none"> • Demonstrates professionalism with clientele • Takes practical steps for effectively communicating in the classroom 	<ul style="list-style-type: none"> • PH effects on hair • Elements of hair • Structure and behaviour of atoms and bonds • PH scale and values associated with water, acids, and alkaline • Precautions necessary for various classifications of chemicals when working with professional products and cosmetics • Different types of shampoos, rinses and conditioners <p>WHMIS and First Aid</p> <ul style="list-style-type: none"> • Safety and first aid applications for minor cuts, burns, choking and eye injury
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Curricular Competencies – Elaborations

- **Using the principles of hair design** – up-do's
- **Blunt haircut** – proper section, one length
- **Learning strategies** – organization, time management, self-regulation, goal setting
- **Learning tools** – utilize planners/schedulers for clientele, co-construct criteria for rubrics, positive attitude
- **Professionalism** – ability to effectively express ideas and collaborate with peers and clients

Content – Elaborations

- **Three-part procedure** – consultation, service, follow up
- **Properties of hair and scalp** – structure of hair types (porous, coarse, density) and scalp structure, pH
- **Prevention services** – safety, sanitization, disinfection, sterilization

Suggested Instructional Components:

- Interactive lectures
- Practical demonstrations
- Note-taking
- Discussions and reflections

- Personal testimonials
- Guest speakers (Local First Nation knowledge keepers on traditional hair practices)
- Project based learning
- Experiential/hands-on learning

Suggested Assessment Components:

* Ensure alignment with the [Communicating Student Learning](#) and [Principles of Quality Assessment](#)

- Summative Assessment: Digital Portfolio based on-going skill development. Students will provide photo examples of learning with elaboration on processes.
- WHMIS online exam
- Infection control exam
- Formative assessment – providing students with continuous feedback on their skill development throughout the course
- Co-constructive criteria rubric for hair design

Suggested Learning Resources:

- Milady Standard Cosmetology with instructor support slides and DVD series