

BAA HAIRDRESSING 12C

DISTRICT NAME: Coquitlam School District

DISTRICT NUMBER: 43

DEVELOPED BY: Jill Reid (Secondary coordinator)

DATE DEVELOPED: April 2006

SCHOOL NAME: Coquitlam School district

PRINCIPAL'S NAME: Dan Derpak (assistant superintendent)

BOARD/AUTHORITY APPROVAL DATE: June 20, 2006

BOARD/AUTHORITY SIGNATURE _____

COURSE NAME: Hairdressing 12C: Framework

GRADE LEVEL OF COURSE: 12C

NUMBER OF COURSE CREDITS: 4

NUMBER OF HOURS OF INSTRUCTION: 120

PREREQUISITE(S): Completion of Grade 11 and Hairdressing Courses 11A, 11B & 11C

SPECIAL TRAINING, FACILITIES OR EQUIPMENT REQUIRED:

Hairdressing Salon, “Tools of the Trade”

COURSE SYNOPSIS:

Hairdressing 12C is a practical course which reinforces the basic techniques of hairdressing and extends theoretical knowledge in specific practical applications.

RATIONALE:

This course will provide students with opportunity to practice skills.

This course is taken concurrently with Hairdressing 12A which focuses on theoretical concepts. This course is designed to give students the opportunity to “put theory into practice”. It is the foundation for the building of practical skills which students will further develop in their work experience placements.

ORGANIZATIONAL STRUCTURE

UNIT	TITLE	TIME
1	Hair Cutting	15
2	Hair Styling	20
3	Colour	50
4	Chemical Texturizing and Straightening	20
5	Wigs and Hair Additions	10
6	Competition Design	5
		120

UNIT 1: Hair Cutting

The goal of this unit is to help students understand hair cutting theory through practice.

Curriculum Organizers

- Review of hair cutting theory
- Hair cutting procedures

Learning Outcomes

It is expected that students will be able to:

- Demonstrate technically correct hair cutting techniques according to criteria stated in Salon Fundamentals textbook.

UNIT 2: Hair Styling

The goal of this unit is to help students understand hairstyling theory through practice.

Curriculum Organizers

- Hairstyling considerations
- Hairstyling fundamentals
- Wet Styling
- Thermal Styling
- Long Hair Styling

Learning Outcomes

Students identify primary considerations, fundamentals, essentials, infection control and safety and client consultation guidelines of hairstyling in order to develop a repertoire of skills necessary to meet the needs of clients.

UNIT 3: Hair Colour

The goal of this unit is to help students understand hair colour. Students must be able to define colour and describe the colour wheel which is necessary because hair colour is the second leading service in the salon.

Curriculum Organizers

- Colour Theory
- Existing Hair Colour
- Hair colour essentials
- Hair colour techniques
- Infection control and safety for hair colour
- Client Consultation
- Temporary colour
- Semi-permanent colour
- Permanent colour
- Highlighting techniques
- Hair lightening techniques

Learning Outcomes

It is expected that students will be able to:

- Define colour and describe the law of colour
- Identify natural level and tone
- Identify artificial level, tone, and intensity
- Explain additional colour considerations
- Demonstrate skin test and strand test procedures
- Demonstrate colour correction techniques
- Demonstrate practical applications of different types of colour
- Demonstrate highlighting and hair lightening methods
- Demonstrate correct handling procedures for colour
- Identify first aid techniques for chemical burns

UNIT 4: Chemical Texturizing and Straightening

This unit provides students with the fundamental guidelines for chemically altering the texture of hair. The goal of this unit is to help students understand and demonstrate perming, chemical relaxing, and curl reforming.

Curriculum Organizers

- Permanent Waves
- Perm solutions
- Neutralizers
- Conditioners/Treatments
- Safety Procedures

Learning Outcomes

Students demonstrate correct technique for:

- Wrapping, processing solutions, and removal of solutions for permanent waves
- Aftercare for permed hair
- Application and timing of neutralizers
- Selection, application, and timing of conditioners and treatments
- Handling chemicals and solutions safely

UNIT 4: Wigs and Hair Additions

This unit provides students with fundamental guidelines for helping clients by offering a variety of wig and hair addition services. The goal of the unit is to help students understand wigs and hair additions and demonstrate their uses.

Curriculum Organizers

- History of wigs and hair additions
- Wig and hairpiece essentials
- Infection control and safety for wigs and hair additions
- Client consultation for wigs and hair additions

Learning Outcomes

It is expected that students will be able to:

- Meet the needs of clients who desire a variety of hairstyle changes
- Meet the needs of clients following hair loss
- Identify and define texture and quality of hair additions
- Identify and demonstrate methods of hair addition attachment

UNIT 5: Competition Design

The goal of this unit is to provide students with an overview of the requirements and demands of competition design.

Curriculum Organizers

- Design fundamentals
- Creativity and originality

Learning Outcomes

It is expected that students will be able to:

- Understand basic concepts involved in the preparation and execution of competition work.
- Apply creative and original ideas to hair cutting and styling.

Instructional Component:

Instructional strategies will include:

- Demonstration videos
- Practical demonstrations
- Cooperative analyses and critiques
- Problem solving techniques

Assessment Component:

- Effective formative assessment via:
 - Clearly articulated and understood learning intentions and success criteria
 - Questions posed by students, peers and teachers to move learning forward
 - Discussions and dialogue
 - Feedback that is timely, clear and involves a plan
 - Students are resources for themselves and others – peer and self-assessment
 - Student ownership

Formative assessment used to adapt learning experiences and inquiry plans on an on-going basis to meet specific learning goals.

Development, awareness and action, based upon metacognition intended to lead to learner independence and self-coaching.

Summative Assessment:

Summative assessments will be determined as students demonstrate proficiency/mastery toward particular learning outcomes. Summative assessments and final grades will reflect the following:

- Students will work collaboratively with the teacher to determine summative achievement on assignments and letter grades based upon dialogue, and evidence of learning
- Behaviour and work habits will NOT be included when determining letter grades
- Marks will not be deducted for late work
- Extra credit and bonus marks will not be awarded
- Plagiarizing will not result in reduced marks/grades –the student will be required to demonstrate their learning authentically
- Attendance will not be considered toward letter grade

- Only individual learning demonstrated –no group marks – will be used to determine grades
- Letter grades will reflect learning towards the learning outcomes articulated above
- Letter grades will be based upon criteria provided/agreed upon toward the learning outcomes
- Letter grades will be determined in relation to the learning outcomes – not in comparison to the achievement of other students
- Poor work will not be assessed towards grades – students will only be assessed on quality work
- Professional judgment and evidence will be used to determine final letter grade in consultation with the student
- Zeros will not be assigned to missed assignments – all required assignments must be completed
- Formative or practice towards learning outcomes will not be included in final grade assessment
- Most recent evidence toward learning outcomes will be used to assign letter grades – learning is not averaged over time

Learning Resources:

Primary Recommended Text:

St Germain, Clif.: Salon Fundamentals

Primary Supporting Texts:

Salon Fundamentals Study Guide and Workbook

