

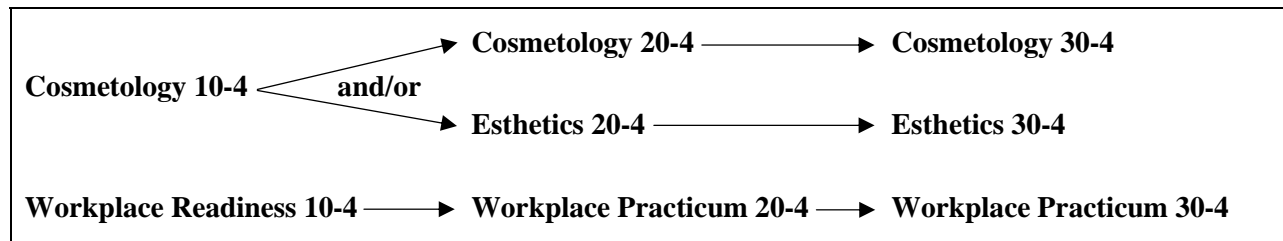
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## KNOWLEDGE AND EMPLOYABILITY COSMETOLOGY

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### COURSE SEQUENCE



Knowledge and Employability 10-level courses provide opportunities for *exploration* of, and *orientation* toward, an occupational grouping in a single career field. In 20-level courses, students progress from *orientation* toward *preparation*; and in 30-level courses, students are involved in *preparation* for direct job entry.

Cosmetology courses are designed to teach occupational knowledge and skills for entry-level positions in cosmetology and esthetics by developing employability competencies that relate to all career paths.

- All courses focus on developing career awareness, safety standards and knowledge of tools, equipment and materials related to the industry.
- Cosmetology 10-4 provides a basis for, and an introduction to, Cosmetology 20-4 and Esthetics 20-4.
- Cosmetology 20-4 and 30-4 focus on haircutting, dressing and care.

- Esthetics 20-4 and 30-4 focus on make-up and skin care.
- Students interested in cosmetology should be encouraged to take both courses at the 20 and 30 levels.
- A related Workplace Practicum or Work Experience course is recommended to further enhance employability and occupational skills and to adequately prepare students for entry into the work force. In senior high school, a 30-level Workplace Practicum course, 30-level Work Experience course or 30-level Green Certificate course is required to fulfill the requirements of a Certificate of High School Achievement. Workplace practicums are supportive work placements in a related field that will allow students to validate their learning in the workplace.

## **COURSE DELIVERY**

This Knowledge and Employability occupational strand includes two sequences of 5-credit courses. Students progress through the courses in a sequence and may combine courses across sequences to increase the depth of their knowledge.

The 10-level course is a prerequisite for both of the 20-level courses within the strand. The 20-level course in each sequence is a prerequisite for the 30-level course in that sequence.

The occupational courses may be offered in a variety of learning environments that range from a classroom in a school to a business/industry work site. The courses offer a balance between school-based and work-based learning that provides options for students to enter the workplace or to pursue post-secondary education or training.

## **GOALS**

Students in Knowledge and Employability occupational courses will:

- identify standards determined by the workplace for the academic and occupational competencies considered necessary for success
- demonstrate practical applications through on- and off-campus experiences/community partnerships
- experience career development to assist them in exploring careers, assessing their career skills and developing a career-focused portfolio
- develop interpersonal skills to ensure respect, support and cooperation with others
- develop safety awareness and habits to ensure a safe working environment.

## COMPETENCIES FRAMEWORK

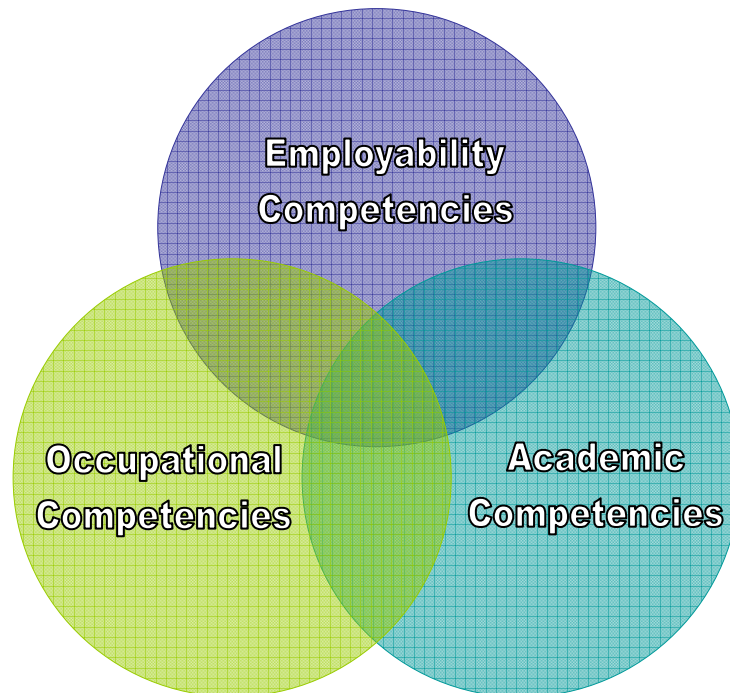
Each Knowledge and Employability occupational course is made up of three elements: employability, occupational and academic competencies. The combination of these three elements is essential to the delivery of the occupational courses.

- Employability competencies are transferable to all occupations and are consistent throughout all courses.

- Occupational competencies are specific to an occupational area and provide the context through which students will develop their employability competencies.
- Academic competencies are to be reinforced and further developed through the occupational context that provides relevance to the academic courses.

The integration of the three elements is essential to equip students to make the transition from school to the workplace.

## KNOWLEDGE AND EMPLOYABILITY OCCUPATIONAL COURSES COMPETENCIES FRAMEWORK

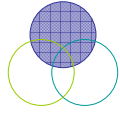




## COSMETOLOGY 10-4 GENERAL OUTCOMES

<b>Employability Competencies</b>	<b>Students will develop these competencies throughout the learning process and demonstrate them in daily life and the workplace.</b>
Managing Transitions	<ul style="list-style-type: none"> <li>• Students will develop an awareness of how learning contributes to personal success.</li> <li>• Students will develop an ability to manage change effectively.</li> <li>• Students will explore and discover personal aptitudes and interests related to occupational opportunities.</li> </ul>
Personal Management	<ul style="list-style-type: none"> <li>• Students will develop self-esteem, confidence and the ability to set personal goals and priorities.</li> <li>• Students will identify and understand the risks associated with occupational activities.</li> </ul>
Working with Others	<ul style="list-style-type: none"> <li>• Students will develop communication skills and strategies in an occupational context.</li> <li>• Students will demonstrate respect for the thoughts and opinions of others in the group.</li> <li>• Students will demonstrate positive effort and behaviour toward achieving a group's goals.</li> </ul>
<b>Occupational Competencies</b>	<b>Students will develop and demonstrate the following competencies to succeed in a specific occupation or career.</b>
Achieving Results	<ul style="list-style-type: none"> <li>• Students will explore a variety of occupations within a cosmetology career environment.</li> <li>• Students will develop safe workplace practices and procedures.</li> <li>• Students will be introduced to technology to develop a high-quality product or service.</li> <li>• Students will develop knowledge and skills to care for the hair and scalp properly.</li> <li>• Students will develop an understanding of hairstyling practices and procedures.</li> <li>• Students will develop an understanding of nail care and manicuring procedures.</li> <li>• Students will develop an understanding of skin care and the procedures for applying facials.</li> </ul>
Ensuring Quality	<ul style="list-style-type: none"> <li>• Students will develop an understanding of the value of effective task management processes by applying knowledge and skills to simulated and actual work situations.</li> </ul>
<b>Academic Competencies</b>	<b>Students will continue to develop these minimum academic competencies that provide a foundation for further learning.</b>
Communication	<ul style="list-style-type: none"> <li>• Students will enhance their ability to listen, speak, read and write effectively.</li> </ul>
Thinking	<ul style="list-style-type: none"> <li>• Students will develop problem-solving strategies.</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>• Students will understand the value of numeracy skills in the workplace.</li> </ul>
Information Technology	<ul style="list-style-type: none"> <li>• Students will familiarize themselves with the information technology used in daily workplace operation.</li> </ul>

## COSMETOLOGY 10-4



**EMPLOYABILITY COMPETENCIES:** These competencies are developed throughout the learning process and are demonstrated in daily life and the workplace. Students will develop and demonstrate these competencies through individual effort and interpersonal interaction while completing a variety of projects/activities.

### MANAGING TRANSITIONS

General Outcomes	Specific Outcomes
<p><b>Students will develop an awareness of how learning contributes to personal success.</b></p>	<p><b>Lifelong Learning</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• identify learning preferences and strengths and apply learning styles and strategies appropriate to the situation</li> <li>• set learning goals and identify how formal/informal learning can help them achieve goals</li> <li>• develop an awareness of senior high school courses and work experience and identify educational possibilities; e.g., Registered Apprenticeship Program (RAP), Green Certificate, Career and Technology Studies (CTS) and Career Internship.</li> </ul>
<p><b>Students will develop an ability to manage change effectively.</b></p>	<p><b>Adapting to Change</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• identify available support resources and assess potential barriers</li> <li>• prepare an action plan to proactively respond to a particular change or challenge.</li> </ul>
<p><b>Students will explore and discover personal aptitudes and interests related to occupational opportunities.</b></p>	<p><b>Career Development</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• create an inventory of personal competencies, interests, goals and work preferences and link this inventory to career options</li> <li>• identify sources of support for investigating and finding work; e.g., Alberta Learning Information Service (ALIS) Web site</li> <li>• describe how work contributes to individual goals</li> <li>• explore the workplace through community partnerships and identify employer and employee expectations, rights and responsibilities.</li> </ul>

## PERSONAL MANAGEMENT

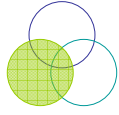
General Outcomes	Specific Outcomes
<b>Students will develop self-esteem, confidence and the ability to set personal goals and priorities.</b>	<b>Self-development</b> <i>Students will:</i> <ul style="list-style-type: none"><li>• identify personal characteristics, strengths and talents and establish an action plan to build on them</li><li>• recognize the use of strengths and talents to achieve goals</li><li>• identify acceptable and appropriate behaviours and present themselves to suit an activity or role; e.g., body language, grooming, clothing, manners</li><li>• describe personal beliefs about what is right and wrong and assess the consequences of ethical/unethical behaviours.</li></ul>
<b>Students will identify and understand the risks associated with occupational activities.</b>	<b>Risk Management</b> <i>Students will:</i> <ul style="list-style-type: none"><li>• identify current health and safety procedures; e.g., at home, at school, in the community and in the workplace</li><li>• identify risks that could impact themselves and others and identify hazards in the work environment; e.g., chemical, physical, biological and ergonomic</li><li>• identify a potential emergency situation and develop strategies for personal emergency responses</li><li>• identify sources of support when taking risks in their personal lives and in the workplace; e.g., entrepreneurship.</li></ul>

## WORKING WITH OTHERS

<b>Students will develop communication skills and strategies in an occupational context.</b>	<b>Interpersonal Communication</b> <i>Students will:</i> <ul style="list-style-type: none"><li>• demonstrate appropriate communication strategies for communicating thoughts and feelings; e.g.,<ul style="list-style-type: none"><li>– listen without interrupting</li><li>– contribute to be heard</li><li>– disagree courteously</li><li>– accept conflicting opinions</li><li>– use appropriate language and body language</li></ul></li><li>• develop awareness of verbal and nonverbal communication strategies</li><li>• improve their ability to communicate by working with others</li><li>• communicate common goals and expectations to improve their team's ability to achieve goals</li><li>• identify causes of conflict.</li></ul>
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General Outcomes	Specific Outcomes
<p><b>Students will demonstrate respect for the thoughts and opinions of others in the group.</b></p>	<p><b>Building Community</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• identify commonly accepted courteous behaviour</li> <li>• assess and respect how their personal values and beliefs differ from those of others and how those beliefs impact personal behaviour</li> <li>• identify the value of volunteering in community activities; e.g., charity work, community car wash.</li> </ul>
<p><b>Students will demonstrate positive effort and behaviour toward achieving a group's goals.</b></p>	<p><b>Teamwork</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• identify team goals</li> <li>• work independently and with others to support team goals; e.g., <ul style="list-style-type: none"> <li>– generate ideas</li> <li>– assess resources</li> <li>– contribute abilities and interests</li> <li>– monitor progress</li> <li>– share responsibility for completion of a task</li> </ul> </li> <li>• establish short- and long-term team goals.</li> </ul>





**OCCUPATIONAL COMPETENCIES:** Students will develop and demonstrate the following competencies to succeed in a specific occupation or career. They will achieve results through a variety of projects/activities as appropriate to enhance their knowledge and skills. Students will ensure the quality of their work through effective task management and will highlight their achievements in a career-based portfolio.

## ACHIEVING RESULTS

General Outcomes	Specific Outcomes
<p><b>Students will explore a variety of occupations within a cosmetology career environment.</b></p>	<p><b>Career Awareness</b></p> <p><b>Exploration</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• identify local opportunities within a career field</li> <li>• define and recognize entrepreneurship as a potential career path</li> <li>• research employment information; e.g., duties, working conditions, personal characteristics, education, salary.</li> </ul> <p><b>Standards</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• identify workplace protocols, procedures and standards of conduct; e.g.,               <ul style="list-style-type: none"> <li>– clean the entire work area, return tools to designated areas, minimize the waste of materials</li> <li>– identify related health and sanitation standards</li> <li>– display punctuality and come prepared for classroom and salon activities</li> <li>– treat the salon area with care and with attention to potential workplace health and safety risks</li> <li>– treat other members of the team with respect</li> <li>– use appropriate language and terminology</li> <li>– wear appropriate dress.</li> </ul> </li> </ul>
<p><b>Students will develop safe workplace practices and procedures.</b></p>	<p><b>Workplace Health and Safety</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• identify and demonstrate preventive measures to avoid accidents and injury to themselves and others during salon services; e.g.,               <ul style="list-style-type: none"> <li>– identify safety device locations in the salon or classroom; e.g., eyewash station, emergency shut-off, fire extinguisher, emergency exits, telephone</li> <li>– demonstrate the correct procedures for addressing injuries</li> <li>– identify the proper use of tools with regard to other classmates and salon conditions</li> </ul> </li> </ul>

General Outcomes	Specific Outcomes
<p><b>Students will be introduced to technology to develop a high-quality product or service.</b></p>	<ul style="list-style-type: none"> <li>– identify personal protective equipment (PPE); e.g., proper eyewear, proper footwear</li> <li>– demonstrate proper body position while at a work station</li> <li>– maintain a safe and clean work area</li> <li>– identify and practise the safe use of electrical equipment</li> <li>• demonstrate an understanding of the Workplace Hazardous Materials Information System (WHMIS) as it relates to the field of study and identify WHMIS symbols, classes and labelling requirements</li> <li>• recognize health and safety hazards associated with salon services and procedures.</li> </ul> <p><b>Products and Service</b></p> <p><b>Tools and Equipment</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• identify and use, safely, common hand and power tools and equipment used in salons</li> <li>• handle and dispose of, properly, environmentally hazardous materials used in salons.</li> </ul> <p><b>Technology Integration</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• explore new and emerging products and technological advances used in cosmetology.</li> </ul> <p><b>Providing Service</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• identify client relationships or interactions within the field of cosmetology</li> <li>• identify services needed, required or provided</li> <li>• collect necessary information to complete a purchase or fill out a work order</li> <li>• identify the importance of customer or client service to all businesses/industries</li> <li>• identify professional practices and work habits</li> <li>• strive to meet and exceed the client’s expectations.</li> </ul>

**General Outcomes****Specific Outcomes**

**Students will develop knowledge and skills to care for the hair and scalp properly.**

**Personal and Professional Practices**

*Students will:*

- define grooming in relation to personal hygiene
- describe the factors affecting grooming choices and practices
- investigate and describe grooming products and implements; e.g., demonstrate practices contributing to their personal grooming
- demonstrate good interpersonal communication skills; e.g.,
  - practise appropriate telephone use when providing information or setting up appointments
  - record information and keep client records
  - keep a daily log.

**Safety and Sanitation**

*Students will:*

- identify and follow safe and sanitary practices
- protect clients' clothing and property while performing services
- maintain a clean and safe work area
- sanitize and return equipment and materials to their proper storage area
- dispose of waste materials in an environmentally safe manner.

**Bacteriology**

*Students will:*

- define bacteriology
- identify and distinguish between pathogenic and nonpathogenic organisms
- define the shapes of bacteria cocci, bacilli and spirilli
- demonstrate practices used in cosmetology to control the spread of infections and diseases in the workplace.

**Hair and Scalp Care**

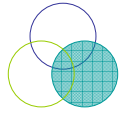
*Students will:*

- describe the structure of hair
- identify the three layers of hair; i.e., cuticle, cortex and medulla
- describe the internal and external factors that may affect the hair and scalp
- list and use a variety of hair and scalp care products and implements to perform hair, scalp, shampooing and conditioning treatments
- perform treatments in a safe and sanitary manner
- describe and identify basic hair and scalp conditions; e.g., normal, oily, dry and chemically processed
- perform a shampoo procedure, following the correct order of steps
- apply and remove conditioner according to instructions.

General Outcomes	Specific Outcomes
<p><b>Students will develop an understanding of hairstyling practices and procedures.</b></p>	<p><b>Hairstyling</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• define and describe hairstyling</li> <li>• describe the use of appropriate tools, equipment and materials for hairstyling and finishing procedures</li> <li>• develop and practise a repertoire of terminology specific to hairstyling</li> <li>• describe techniques used to style hair</li> <li>• identify the preparation of long hair prior to designing and styling</li> <li>• distinguish between ropes, knots, twists and braids</li> <li>• create and secure seven long hair techniques</li> <li>• describe the advantages and disadvantages of wearing long hair</li> <li>• prepare, section and hold hair to create on-base, half-base and off-base curls, using rollers and curling irons</li> <li>• manipulate blow dryers and curling irons to form hair, creating a variety of curls, waves and texture formations.</li> </ul>
<p><b>Students will develop an understanding of nail care and manicuring procedures.</b></p>	<p><b>Basic Manicuring</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• define manicure and manicurist</li> <li>• identify and describe basic nail structure</li> <li>• describe the factors affecting nail conditions</li> <li>• identify the four common nail shapes</li> <li>• list the steps in a plain manicure procedure</li> <li>• identify, describe and list tools, equipment and other materials required to perform a plain manicure</li> <li>• perform basic manicures for clients.</li> </ul>
<p><b>Students will develop an understanding of skin care and the procedures for applying facials.</b></p>	<p><b>Skin Care and Facials</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• explain the main functions of the skin</li> <li>• describe and label the basic layers of the skin</li> <li>• describe the appendages of the skin</li> <li>• list the steps in a facial procedure</li> <li>• identify materials available to care for the skin</li> <li>• greet, orient and analyze a client for a skin care procedure</li> <li>• demonstrate proper facial procedures on clients.</li> </ul>

## ENSURING QUALITY

General Outcomes	Specific Outcomes
<p><b>Students will develop an understanding of the value of effective task management processes by applying knowledge and skills to simulated and actual work situations.</b></p>	<p><b>Task Management</b></p> <p><b>Outcomes</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"><li>• read and/or listen to instructions</li><li>• ask questions to clarify expected outcomes, procedures and timelines.</li></ul> <p><b>Decision Making</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"><li>• identify the parameters of the task</li><li>• generate and review alternative ideas and their consequences</li><li>• make a decision or select an idea.</li></ul> <p><b>Planning</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"><li>• identify the steps involved in managing a project</li><li>• prepare a sample project plan, including budget and timeline</li><li>• identify available tools, equipment and materials.</li></ul> <p><b>Performance Standards</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"><li>• identify expected standards for a product or service</li><li>• ensure a product or service meets expected standards and timelines.</li></ul> <p><b>Evaluation</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"><li>• identify opportunities for improving quality</li><li>• establish expectations and measures for improvements</li><li>• create evidence to support an understanding of task management and skill development for inclusion in a personal portfolio.</li></ul>



**ACADEMIC COMPETENCIES:** These are the minimum academic competencies that provide a foundation for further learning. The following outcomes are provided as a reminder to address these academic competencies within the occupational context and to reinforce cross-curricular connections.

## COMMUNICATION

General Outcomes	Specific Outcomes
Students will enhance their ability to listen, speak, read and write effectively.	<b>Listening, Speaking, Reading and Writing</b> <i>Students will:</i> <ul style="list-style-type: none"><li>• read, view and interpret information presented in a variety of forms, including text, videos, graphs, charts, diagrams, manuals</li><li>• identify a purpose for writing</li><li>• print or write legibly, spell accurately and apply rules of grammar to construct text</li><li>• listen and ask questions to expand information and to appreciate the points of view of others.</li></ul>

## THINKING

Students will develop problem-solving strategies.	<b>Problem Solving</b> <i>Students will:</i> <ul style="list-style-type: none"><li>• identify and define, and ask relevant questions to clarify, the problem</li><li>• evaluate the results in terms of expected outcomes.</li></ul>
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## NUMERACY

Students will understand the value of numeracy skills in the workplace.	<b>Basic Operations, Patterns and Relationships, Shape and Space, and Statistics and Probability</b> <i>Students will:</i> <ul style="list-style-type: none"><li>• apply arithmetic operations, e.g., addition, subtraction, multiplication or division, to whole numbers and decimals and use number operations when creating and solving money problems</li><li>• use calculators or computers, to perform calculations involving large and small numbers, when solving problems</li><li>• apply concepts of rate, ratio, percentage and proportion to solve problems in a meaningful context</li><li>• demonstrate a number sense for whole numbers 0 to 100 000 and explore proper fractions and decimals</li></ul>
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General Outcomes	Specific Outcomes
	<ul style="list-style-type: none"> <li>• estimate, measure and compare, using decimal numbers and standard units of measure, to solve problems in everyday contexts; e.g., mass, length, volume, time, perimeter, surface area</li> <li>• use metric and imperial units of measure.</li> </ul>

## INFORMATION TECHNOLOGY

**Students will familiarize themselves with the information technology used in daily workplace operation.**

### **Computer Operations**

*Students will:*

- identify the most appropriate technology tool for the task; e.g., fax, e-mail, networks, telephone
- identify appropriate telephone operations, answer telephone calls appropriately, locate numbers and make telephone calls
- identify basic computer operations; e.g.,
  - use basic keyboarding skills
  - store, organize and retrieve information correctly
  - locate and select information and ideas using appropriate technology and information systems; e.g., Internet
  - access, send and retrieve e-mail and attachments
- identify procedures for connecting and using audio, video and digital equipment
- identify procedures for sending and receiving faxes and setting up a fax machine
- identify procedures for copying and printing documents.

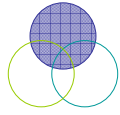




## COSMETOLOGY 20-4 GENERAL OUTCOMES

<b>Employability Competencies</b>	<b>Students will develop these competencies throughout the learning process and demonstrate them in daily life and the workplace.</b>
Managing Transitions	<ul style="list-style-type: none"> <li>• Students will apply their abilities and interests toward achieving learning goals.</li> <li>• Students will practise the skills and abilities needed to manage change.</li> <li>• Students will orient themselves toward an occupation that reflects their personal aptitudes and interests.</li> </ul>
Personal Management	<ul style="list-style-type: none"> <li>• Students will increase their self-esteem and confidence and enhance their ability to set personal goals and priorities.</li> <li>• Students will understand risks and be accountable for their actions.</li> </ul>
Working with Others	<ul style="list-style-type: none"> <li>• Students will practise effective communication skills and strategies in an occupational context.</li> <li>• Students will demonstrate the ability to understand and work within the culture of a group.</li> <li>• Students will plan and make decisions with others.</li> </ul>
<b>Occupational Competencies</b>	<b>Students will develop and demonstrate the following competencies to succeed in a specific occupation or career.</b>
Achieving Results	<ul style="list-style-type: none"> <li>• Students will orient themselves toward an occupation within a cosmetology career environment.</li> <li>• Students will demonstrate safe workplace practices and procedures.</li> <li>• Students will develop an increased awareness of technology to develop a high-quality product or service.</li> <li>• Students will demonstrate appropriate hair- and scalp-care procedures.</li> <li>• Students will demonstrate an understanding of styling practices and procedures.</li> <li>• Students will demonstrate the appropriate procedures for permanently waving hair.</li> <li>• Students will demonstrate haircutting procedures.</li> <li>• Students will demonstrate effective hair-colouring procedures.</li> </ul>
Ensuring Quality	<ul style="list-style-type: none"> <li>• Students will develop an understanding of the value of effective task management processes by applying knowledge and skills to simulated and actual work situations.</li> </ul>
<b>Academic Competencies</b>	<b>Students will continue to develop these minimum academic competencies that provide a foundation for further learning.</b>
Communication	<ul style="list-style-type: none"> <li>• Students will demonstrate effective listening, speaking, reading and writing skills.</li> </ul>
Thinking	<ul style="list-style-type: none"> <li>• Students will apply creative thinking skills to solve problems.</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>• Students will apply mathematical concepts to solve occupational problems.</li> </ul>
Information Technology	<ul style="list-style-type: none"> <li>• Students will enhance their performance by using information technology to help complete tasks.</li> </ul>

## COSMETOLOGY 20-4



**EMPLOYABILITY COMPETENCIES:** These competencies are developed throughout the learning process and are demonstrated in daily life and the workplace. Students will develop and demonstrate these competencies through individual effort and interpersonal interaction while completing a variety of projects/activities.

### MANAGING TRANSITIONS

General Outcomes	Specific Outcomes
<p><b>Students will apply their abilities and interests toward achieving learning goals.</b></p>	<p><b>Lifelong Learning</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• relate learning preferences and strengths to formal and informal learning opportunities and identify post-secondary opportunities within the related field</li> <li>• assess learning goals and current competencies, identify competencies needing development and identify and prioritize learning goals</li> <li>• create a pathway of senior high school courses to reflect learning goals</li> <li>• identify educational possibilities; e.g., Registered Apprenticeship Program (RAP), Green Certificate, Career and Technology Studies (CTS) and Career Internship.</li> </ul>
<p><b>Students will practise the skills and abilities needed to manage change.</b></p>	<p><b>Adapting to Change</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• identify goals, responsibilities and commitments</li> <li>• assess and reflect on the success of an action plan; e.g.,               <ul style="list-style-type: none"> <li>– create alternative choices to deal with unexpected change</li> <li>– identify stressors in personal environments that they can and cannot change</li> </ul> </li> <li>• identify the need for personal support and create an inventory of available personal and community sources of support.</li> </ul>
<p><b>Students will orient themselves toward an occupation that reflects their personal aptitudes and interests.</b></p>	<p><b>Career Development</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• assess work preferences and nonpreferences (e.g., indoor, outdoor, shift work), assess life/work options and outline career goals and paths</li> <li>• work in and seek out a variety of roles and responsibilities</li> <li>• measure and celebrate personal contributions to workplace goals; e.g., paid, unpaid or volunteer work</li> <li>• orient themselves to the workplace through community partnerships and assess personal performance in terms of workplace expectations.</li> </ul>

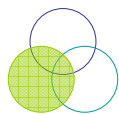
## PERSONAL MANAGEMENT

General Outcomes	Specific Outcomes
<b>Students will increase their self-esteem and confidence and enhance their ability to set personal goals and priorities.</b>	<b>Self-development</b> <i>Students will:</i> <ul style="list-style-type: none"><li>• re-evaluate an action plan to develop strengths and talents</li><li>• use strengths and talents to achieve personal goals</li><li>• clarify acceptable and appropriate behaviours for specific activities and roles</li><li>• act ethically in personal, community and workplace contexts and accept the consequences of their actions.</li></ul>
<b>Students will understand risks and be accountable for their actions.</b>	<b>Risk Management</b> <i>Students will:</i> <ul style="list-style-type: none"><li>• follow health and safety procedures; e.g., at home, at school, in the community and in the workplace</li><li>• identify potential hazards, take corrective action and develop and practise action plans to ensure safety</li><li>• practise personal emergency responses</li><li>• assess their comfort level with, and the consequences of, taking risks.</li></ul>

## WORKING WITH OTHERS

<b>Students will practise effective communication skills and strategies in an occupational context.</b>	<b>Interpersonal Communication</b> <i>Students will:</i> <ul style="list-style-type: none"><li>• assess the effectiveness of communication strategies used to communicate thoughts and feelings; e.g.,<ul style="list-style-type: none"><li>– listen without interrupting</li><li>– contribute to be heard</li><li>– disagree courteously</li><li>– accept conflicting opinions</li><li>– use appropriate body language</li></ul></li><li>• assess verbal and nonverbal communication strategies</li><li>• apply social norms to build specific relationships</li><li>• demonstrate the ability to accept praise and/or criticism.</li></ul>
<b>Students will demonstrate the ability to understand and work within the culture of a group.</b>	<b>Building Community</b> <i>Students will:</i> <ul style="list-style-type: none"><li>• interact with others in a courteous manner</li><li>• accommodate the beliefs of others in work and personal environments and show respect for differences in beliefs, abilities, etiquette and styles of interaction</li><li>• identify opportunities for participation in community growth.</li></ul>

General Outcomes	Specific Outcomes
<p><b>Students will plan and make decisions with others.</b></p>	<p><b>Teamwork</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• participate effectively as group members; e.g., <ul style="list-style-type: none"> <li>– generate ideas</li> <li>– assess resources</li> <li>– contribute abilities and interests</li> <li>– monitor progress</li> <li>– share responsibility for completion of a task</li> </ul> </li> <li>• assume various roles within a group; e.g., leadership</li> <li>• clarify the expected outcomes of teamwork.</li> </ul>



**OCCUPATIONAL COMPETENCIES:** Students will develop and demonstrate the following competencies to succeed in a specific occupation or career. They will achieve results through a variety of projects/activities as appropriate to enhance their knowledge and skills. Students will ensure the quality of their work through effective task management and will highlight their achievements in a career-based portfolio.

## ACHIEVING RESULTS

General Outcomes	Specific Outcomes
<p><b>Students will orient themselves toward an occupation within a cosmetology career environment.</b></p>	<p><b>Career Awareness</b></p> <p><b>Orientation</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• identify entry-level competencies</li> <li>• identify post-secondary opportunities</li> <li>• recognize entrepreneurial opportunities within the industry</li> <li>• introduce themselves to local business/industry operations</li> <li>• match their personal interests to their job search; e.g.,               <ul style="list-style-type: none"> <li>– identify sources of support for investigating and finding work</li> <li>– describe entry-level requirements</li> <li>– recognize potential career ladders.</li> </ul> </li> </ul> <p><b>Standards</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• develop workplace protocols, procedures and standards of conduct; e.g.,               <ul style="list-style-type: none"> <li>– demonstrate appropriate work habits</li> <li>– use safe and sanitary practices</li> <li>– demonstrate pride in themselves</li> <li>– demonstrate pride in their work performance</li> <li>– show respect for others</li> <li>– respect the property of others.</li> </ul> </li> </ul>
<p><b>Students will demonstrate safe workplace practices and procedures.</b></p>	<p><b>Workplace Health and Safety</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• identify safety device locations and procedures within the workplace environment</li> <li>• identify government regulatory bodies that support a safe workplace</li> <li>• demonstrate knowledge of, and the ability to access information about, Occupational Health and Safety (OHS) and the Workers' Compensation Board (WCB)</li> <li>• demonstrate knowledge of, and adherence to, safety rules that are specific to available tools, equipment and materials</li> </ul>

General Outcomes	Specific Outcomes
<p><b>Students will develop an increased awareness of technology to develop a high-quality product or service.</b></p>	<ul style="list-style-type: none"> <li>• demonstrate knowledge of health hazards associated with the use of chemicals and materials and retrieve information on Material Safety Data Sheets (MSDS) using appropriate print and Internet resources</li> <li>• select and wear personal protective equipment (PPE) appropriate to the specific task</li> <li>• demonstrate knowledge of environmental issues relating to the procedures for handling hazardous waste</li> <li>• demonstrate an understanding of the Workplace Hazardous Materials Information System (WHMIS) as it relates to the field of study and identify WHMIS symbols, classes and labelling requirements</li> <li>• recognize harassment in a cosmetology setting, identify strategies to deal with it and practise appropriate responses to such situations.</li> </ul> <p><b>Products and Service</b></p> <p><b>Tools and Equipment</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• identify and use, safely, common hand and power tools and equipment used in salons.</li> </ul> <p><b>Technology Integration</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• identify new and emerging products and technological advances used in cosmetology.</li> </ul> <p><b>Providing Service</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• identify client relationships or interactions within the field of cosmetology</li> <li>• identify services needed, required or provided</li> <li>• collect necessary information to complete a purchase or fill out a work order</li> <li>• recognize the importance of customer or client service to all businesses/ industries</li> <li>• demonstrate professional practices and work habits</li> <li>• strive to meet and exceed the client's expectations.</li> </ul>

**General Outcomes****Specific Outcomes**

**Students will demonstrate appropriate hair- and scalp-care procedures.**

**Personal and Professional Practices**

*Students will:*

- describe the relationship between a well-groomed appearance and a positive self-concept and develop a personal grooming plan
- demonstrate good interpersonal communication skills; e.g.,
  - practise appropriate telephone use by providing information or setting up appointments
  - record information and keep records of client services
  - keep a daily log
- read directions on products
- read and interpret cosmetology magazines and promotional materials
- estimate quantities, areas and volumes
- total bills for service, including tax
- demonstrate the process of accepting payment in various forms
- use angles and elevations
- make linear estimations
- practise personal hygiene.

**Safety and Sanitation**

*Students will:*

- follow safe and sanitary practices, including the use and basic maintenance of tools, equipment and materials
- sanitize and return tools and equipment to their proper storage area
- handle and dispose of, properly, environmentally hazardous materials used in salons; e.g.,
  - reread Material Safety Data Sheets (MSDS)
  - read publications on the safe handling of toxic substances within the salon
  - read labels on chemical containers to check their uses and hazards.

**Hair and Scalp Care**

*Students will:*

- define and describe the relationships between hair condition and scalp condition
- identify and describe the purpose and application of various hair- and scalp-care products and technologies
- define and describe the factors that identify the condition of the hair; e.g., identify the conditions that can be treated by the stylist
- consult with the client about services and products recommended for shampooing, conditioning and/or scalp treatments
- perform a hair- and scalp-care service, including client consultation, preparation and product selection based on proper hair and scalp analysis
- perform intense hair repair treatments, following directions provided by the teacher and/or the manufacturer.

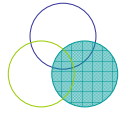
General Outcomes	Specific Outcomes
<p><b>Students will demonstrate an understanding of styling practices and procedures.</b></p>	<p><b>Hairstyling</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• identify and describe types of pin curls</li> <li>• identify the parts of a pin curl; i.e., base, stem and circle</li> <li>• construct and secure designs using each pin curl type</li> <li>• design a hairstyle using one or more pin curl techniques</li> <li>• style a hair design by combing out constructed and dried pin curls</li> <li>• identify and describe the types of rollers available and the advantages and disadvantages of each</li> <li>• construct and secure designs using metallic, thermal or mesh rollers</li> <li>• style and finish roller designs</li> <li>• style and finish a variety of sets using blow dryers and curling irons</li> <li>• style and finish a variety of sets using a blow dryer and different sizes and styles of round brushes.</li> </ul>
<p><b>Students will demonstrate the appropriate procedures for permanently waving hair.</b></p>	<p><b>Chemical Texturizing</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• describe the purposes of chemical-texturizing wraps</li> <li>• identify and describe the chemical-texturizing technology currently available</li> <li>• identify and describe the major processes involved in chemical texturizing</li> <li>• identify and describe the steps in the physical process of chemically texturizing hair</li> <li>• identify the shapes and sizes of conventional chemical-texturizing rods</li> <li>• describe the uses and effects of rods with different shapes and sizes</li> <li>• discuss the advantages and disadvantages of different wrapping techniques</li> <li>• identify the order in which sections of hair should be blocked and wrapped</li> <li>• wrap permanent wave designs using acceptable techniques.</li> </ul>
<p><b>Students will demonstrate haircutting procedures.</b></p>	<p><b>Basic Haircutting</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• explain and identify the geometrical lines in haircutting</li> <li>• identify and describe types of haircuts and haircutting techniques</li> <li>• explain and describe the principle of elevation as it applies to haircutting</li> <li>• identify and describe implements used to cut and thin hair; e.g., demonstrate the proper handling, use and maintenance of each cutting implement</li> <li>• select and prepare the necessary implements and draping supplies</li> <li>• identify and describe the uses of different sectioning patterns</li> <li>• determine the length of hair to be removed and the elevation of the cut on different areas of the head.</li> </ul>



General Outcomes	Specific Outcomes
<p><b>Students will demonstrate effective hair-colouring procedures.</b></p>	<p><b>Hair Colouring</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• define hair colouring</li> <li>• identify and describe the reasons for colouring hair</li> <li>• identify and describe the relationships among primary, secondary, tertiary and complementary colours</li> <li>• define related terms; e.g., tone, shade, level</li> <li>• distinguish between adding colour and removing colour</li> <li>• identify and distinguish among the types of hair colouring available today</li> <li>• list examples of colouring agents</li> <li>• describe the purpose of a patch/predisposition test</li> <li>• perform a patch/predisposition test</li> <li>• list the reasons for a strand test</li> <li>• describe how to perform a strand test</li> <li>• list the steps for performing the various colour procedures available today</li> <li>• list all the requirements for analyzing the client's hair to determine what colour to use</li> <li>• perform colour procedures selected by the teacher.</li> </ul>

## ENSURING QUALITY

General Outcomes	Specific Outcomes
<p><b>Students will develop an understanding of the value of effective task management processes by applying knowledge and skills to simulated and actual work situations.</b></p>	<p><b>Task Management</b></p> <p><b>Outcomes</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"><li>• read and/or listen to instructions</li><li>• ask questions to clarify expected outcomes, procedures and timelines.</li></ul> <p><b>Decision Making</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"><li>• identify the parameters of the task</li><li>• generate and review alternative ideas and their consequences</li><li>• make a decision or select an idea.</li></ul> <p><b>Planning</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"><li>• identify the steps involved in managing a project</li><li>• prepare a sample project plan, including budget and timeline</li><li>• identify available tools, equipment and materials.</li></ul> <p><b>Performance Standards</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"><li>• identify expected standards for a product or service</li><li>• ensure a product or service meets the expected standards and timelines.</li></ul> <p><b>Evaluation</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"><li>• identify opportunities for improving quality</li><li>• establish expectations and measures for improvements</li><li>• create evidence to support an understanding of task management and skill development for inclusion in a personal portfolio.</li></ul>



**ACADEMIC COMPETENCIES:** These are the minimum academic competencies that provide a foundation for further learning. The following outcomes are provided as a reminder to address these academic competencies within the occupational context and to reinforce cross-curricular connections.

## COMMUNICATION

General Outcomes	Specific Outcomes
<p><b>Students will demonstrate effective listening, speaking, reading and writing skills.</b></p>	<p><b>Listening, Speaking, Reading and Writing</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"><li>• read, view and interpret occupation-related materials; e.g.,<ul style="list-style-type: none"><li>– use related occupational terms</li><li>– identify occupation-related literature</li><li>– interpret and follow written instructions</li></ul></li><li>• select and create a text format to suit a purpose and audience, e.g., forms, letters, reports, memos, résumé, and:<ul style="list-style-type: none"><li>– describe uses of writing skills in related occupations</li><li>– write a letter of inquiry</li><li>– write a letter of thanks</li><li>– complete job applications</li></ul></li><li>• listen and present information in a clear, concise manner; e.g.,<ul style="list-style-type: none"><li>– listen attentively to organize and classify information and ideas</li><li>– organize main ideas and key messages with clarity.</li></ul></li></ul>

## THINKING

**Students will apply creative thinking skills to solve problems.**

### **Problem Solving, Decision Making and Creative Thinking**

*Students will:*

- apply a problem-solving model to identify the problem/issue
- identify appropriate actions and develop several alternatives for each promising idea
- evaluate the results, in terms of expected outcomes related to the initial problem, and evaluate personal satisfaction with the outcome of the idea; e.g., product/process.

## NUMERACY

General Outcomes	Specific Outcomes
<p>Students will apply mathematical concepts to solve occupational problems.</p>	<p><b>Basic Operations, Patterns and Relationships, Shape and Space, and Statistics and Probability</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"><li>• apply arithmetic operations, e.g., addition, subtraction, multiplication or division, to whole numbers and decimals and use number operations when creating and solving money problems</li><li>• use calculators or computers, to perform calculations involving large and small numbers, when solving problems</li><li>• apply concepts of rate, ratio, percentage and proportion to solve problems in a meaningful context</li><li>• demonstrate a number sense for whole numbers 0 to 100 000 and explore proper fractions and decimals</li><li>• estimate, measure and compare, using decimal numbers and standard units of measure, to solve problems in everyday contexts; e.g., mass, length, volume, time, perimeter, surface area</li><li>• use metric and imperial units of measure.</li></ul>

## INFORMATION TECHNOLOGY

Students will enhance their performance by using information technology to help complete tasks.

### Computer Operations and Computer Applications

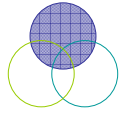
*Students will:*

- demonstrate appropriate language and etiquette when using information technology
- demonstrate appropriate telephone operations; e.g., answer telephone calls appropriately, locate numbers and make telephone calls
- demonstrate basic computer operations to complete a task; e.g.,
  - use basic keyboarding skills
  - store, organize and retrieve information correctly
  - locate and select information and ideas using appropriate technology and information systems; e.g., Internet
  - access, send and retrieve e-mail and attachments
- demonstrate procedures for connecting and using audio, video and digital equipment
- demonstrate procedures for sending and receiving faxes and setting up a fax machine
- demonstrate procedures for copying and printing documents.

## COSMETOLOGY 30-4 GENERAL OUTCOMES

<b>Employability Competencies</b>	<b>Students will develop these competencies throughout the learning process and demonstrate them in daily life and the workplace.</b>
Managing Transitions	<ul style="list-style-type: none"> <li>• Students will consistently demonstrate personal discovery and continuous learning.</li> <li>• Students will manage change effectively to support their goals.</li> <li>• Students will prepare themselves for entry-level employment in an occupation that reflects their personal aptitudes and interests.</li> </ul>
Personal Management	<ul style="list-style-type: none"> <li>• Students will exhibit self-esteem and confidence through the achievement of personal goals.</li> <li>• Students will manage risks to achieve both personal and workplace goals.</li> </ul>
Working with Others	<ul style="list-style-type: none"> <li>• Students will model effective communication skills and strategies in the home, school, community and workplace.</li> <li>• Students will promote equity in work and community endeavours.</li> <li>• Students will demonstrate the ability to complete tasks in a team environment.</li> </ul>
<b>Occupational Competencies</b>	<b>Students will develop and demonstrate the following competencies to succeed in a specific occupation or career.</b>
Achieving Results	<ul style="list-style-type: none"> <li>• Students will prepare for entry-level employment within a cosmetology career environment.</li> <li>• Students will demonstrate entry-level standards of safe workplace practices and procedures.</li> <li>• Students will use technology to develop a high-quality product or service.</li> <li>• Students will demonstrate effective waving techniques to the satisfaction of the customer.</li> <li>• Students will demonstrate effective haircutting procedures to the satisfaction of the customer.</li> <li>• Students will demonstrate effective colouring and removal techniques.</li> <li>• Students will demonstrate effective hairstyling techniques and design.</li> <li>• Students will demonstrate an understanding of the business operations of a salon.</li> <li>• Students will demonstrate an understanding of how to gain employment in a salon.</li> </ul>
Ensuring Quality	<ul style="list-style-type: none"> <li>• Students will demonstrate an understanding of the value of effective task management processes by applying knowledge and skills to simulated and actual work situations.</li> </ul>
<b>Academic Competencies</b>	<b>Students will continue to develop these minimum academic competencies that provide a foundation for further learning.</b>
Communication	<ul style="list-style-type: none"> <li>• Students will demonstrate effective listening, speaking, reading and writing skills to prepare for employment.</li> </ul>
Thinking	<ul style="list-style-type: none"> <li>• Students will research information, use creative thinking skills and use effective problem-solving strategies to solve problems.</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>• Students will demonstrate mathematical operations to effectively solve problems in a meaningful context.</li> </ul>
Information Technology	<ul style="list-style-type: none"> <li>• Students will demonstrate the effective use of information technology to perform daily workplace operations.</li> </ul>

## COSMETOLOGY 30-4



**EMPLOYABILITY COMPETENCIES:** These competencies are developed throughout the learning process and are demonstrated in daily life and the workplace. Students will develop and demonstrate these competencies through individual effort and interpersonal interaction while completing a variety of projects/activities.

### MANAGING TRANSITIONS

General Outcomes	Specific Outcomes
<p><b>Students will consistently demonstrate personal discovery and continuous learning.</b></p>	<p><b>Lifelong Learning</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• identify learning opportunities related to learning goals, commitments and resources; e.g.,                             <ul style="list-style-type: none"> <li>– identify opportunities for further education/training</li> <li>– locate needed financial support systems</li> <li>– locate needed personal support systems</li> </ul> </li> <li>• practise what has been learned to build competence and confidence and evaluate the application of competencies to learning goals</li> <li>• create a plan that demonstrates continuous learning; e.g.,                             <ul style="list-style-type: none"> <li>– analyze requirements for graduation and for further education/training</li> <li>– modify a learning plan to reflect requirements and opportunities.</li> </ul> </li> </ul>
<p><b>Students will manage change effectively to support their goals.</b></p>	<p><b>Adapting to Change</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• prioritize and assign resources to meet commitments and goals</li> <li>• prioritize commitments and goals to achieve a balanced lifestyle</li> <li>• redefine an action plan as situations change; e.g.,                             <ul style="list-style-type: none"> <li>– use adaptive strategies</li> <li>– redefine personal goals</li> <li>– select personal coping mechanisms</li> </ul> </li> <li>• access available and appropriate sources of support</li> <li>• identify opportunities for improvement and innovation; e.g., entrepreneurship.</li> </ul>

General Outcomes	Specific Outcomes
<p><b>Students will prepare themselves for entry-level employment in an occupation that reflects their personal aptitudes and interests.</b></p>	<p><b>Career Development</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• analyze elements of job satisfaction; e.g., recognition, environment, pay, benefits, prestige</li> <li>• build personal career paths and networks</li> <li>• analyze how work contributes to societal and economic needs and a sense of responsibility</li> <li>• prepare for employment through community partnership activities and organize and complete specific job tasks effectively and efficiently.</li> </ul>

## PERSONAL MANAGEMENT

**Students will exhibit self-esteem and confidence through the achievement of personal goals.**

### **Self-development**

*Students will:*

- continue to create a long-term self-development plan in which they consider accomplishments and redefine self-development goals
- demonstrate entry-level self-presentation appropriate to the activity and role
- maintain a high standard of personal ethics when interacting with others.

**Students will manage risks to achieve both personal and workplace goals.**

### **Risk Management**

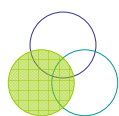
*Students will:*

- maintain health and safety procedures; e.g., at home, at school, in the community and in the workplace
- monitor success in reducing the impact of hazards on themselves and others
- demonstrate concern for the safety of others by exhibiting appropriate behaviour in the workplace
- work with others to respond to emergencies
- take planned risks to contribute to personal growth.

## WORKING WITH OTHERS

General Outcomes	Specific Outcomes
<b>Students will model effective communication skills and strategies in the home, school, community and workplace.</b>	<b>Interpersonal Communication</b> <i>Students will:</i> <ul style="list-style-type: none"><li>• communicate thoughts and feelings appropriately; e.g.,<ul style="list-style-type: none"><li>– listen without interrupting</li><li>– contribute to be heard</li><li>– disagree courteously</li><li>– accept conflicting opinions</li><li>– use appropriate body language</li></ul></li><li>• maintain a balance between speaking, listening and responding</li><li>• work together to achieve goals</li><li>• demonstrate the ability to deal constructively with conflict.</li></ul>
<b>Students will promote equity in work and community endeavours.</b>	<b>Building Community</b> <i>Students will:</i> <ul style="list-style-type: none"><li>• demonstrate and model courteous behaviour in daily interactions</li><li>• demonstrate respect for others and a shared understanding of diverse beliefs, etiquette and styles of interaction</li><li>• assess their personal contribution to community growth.</li></ul>
<b>Students will demonstrate the ability to complete tasks in a team environment.</b>	<b>Teamwork</b> <i>Students will:</i> <ul style="list-style-type: none"><li>• assess the effectiveness of group and personal contributions; e.g.,<ul style="list-style-type: none"><li>– generate ideas</li><li>– assess resources</li><li>– contribute abilities and interests</li><li>– monitor progress</li><li>– share responsibility for completion of a task</li></ul></li><li>• expand their abilities to contribute to team goals.</li></ul>





**OCCUPATIONAL COMPETENCIES:** Students will develop and demonstrate the following competencies to succeed in a specific occupation or career. They will achieve results through a variety of projects/activities as appropriate to enhance their knowledge and skills. Students will ensure the quality of their work through effective task management and will highlight their achievements in a career-based portfolio.

## ACHIEVING RESULTS

General Outcomes	Specific Outcomes
<p><b>Students will prepare for entry-level employment within a cosmetology career environment.</b></p>	<p><b>Career Awareness</b></p> <p><b>Preparation</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• assess entry-level competencies</li> <li>• recognize opportunities for further education/training</li> <li>• select post-secondary opportunities</li> <li>• identify local entrepreneurs</li> <li>• establish contacts with local businesses/industries</li> <li>• present marketable skills and strengths; e.g.,               <ul style="list-style-type: none"> <li>– write a letter of application</li> <li>– prepare a résumé</li> <li>– complete application forms</li> <li>– identify contacts and references</li> <li>– collect evidence of competencies in a portfolio.</li> </ul> </li> </ul> <p><b>Standards</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• demonstrate workplace protocols, procedures and standards of conduct; e.g.,               <ul style="list-style-type: none"> <li>– demonstrate appropriate work habits</li> <li>– demonstrate effective human relations techniques in the workplace</li> <li>– practise safety in the workplace</li> <li>– demonstrate acceptable verbal and nonverbal communication skills</li> <li>– practise personal and public hygiene procedures</li> <li>– demonstrate entry-level competency in tools and equipment usage</li> <li>– use supplies correctly</li> <li>– follow good storage practices</li> <li>– demonstrate pride in their work performance</li> <li>– demonstrate a willingness to work</li> <li>– demonstrate respect for others</li> <li>– follow accepted principles and procedures</li> <li>– recognize opportunities for further education/training.</li> </ul> </li> </ul>

General Outcomes	Specific Outcomes
<p><b>Students will demonstrate entry-level standards of safe workplace practices and procedures.</b></p>	<p><b>Workplace Health and Safety</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• identify and explain the use of safety devices within the workplace</li> <li>• demonstrate knowledge of, and the ability to access information about, Occupational Health and Safety (OHS) and the Workers' Compensation Board (WCB)</li> <li>• demonstrate a prework and postwork hazard assessment</li> <li>• demonstrate knowledge of, and adherence to, safety rules that are specific to available tools, equipment and materials</li> <li>• demonstrate knowledge of health hazards associated with the use of chemicals and materials and retrieve information on Material Safety Data Sheets (MSDS) using appropriate print and Internet resources</li> <li>• model safety consciousness by selecting and wearing personal protective equipment (PPE) appropriate to the specific task</li> <li>• demonstrate knowledge of environmental issues relating to the procedures for handling hazardous waste</li> <li>• demonstrate an understanding of the Workplace Hazardous Materials Information System (WHMIS) as it relates to the field of study and identify WHMIS symbols, classes and labelling requirements</li> <li>• describe the impact of alcohol and drug use on the worker, workplace and society</li> <li>• describe and explain the importance of familiarity with safety device locations and procedures in the workplace; e.g., eyewash stations, emergency shut-off, fire extinguisher, emergency exits and evacuation route</li> <li>• practise positive electrical safety habits and identify, explain and resolve potential electrical safety hazards in a workplace or home environment</li> <li>• recognize harassment in a cosmetology setting; e.g., <ul style="list-style-type: none"> <li>– identify strategies for dealing with harassment</li> <li>– identify agencies that deal with harassment situations.</li> </ul> </li> </ul>
<p><b>Students will use technology to develop a high quality product or service.</b></p>	<p><b>Products and Service</b></p> <p><b>Tools and Equipment</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• identify and use, safely, common hand and power tools and equipment used in salons.</li> </ul> <p><b>Technology Integration</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• use new and emerging products and technological advances needed in cosmetology; e.g., <ul style="list-style-type: none"> <li>– examine the effects of current technological advances in the cosmetology industry and explain the impact of current technology on the job descriptions of future cosmetology trade workers.</li> </ul> </li> </ul>

**General Outcomes****Specific Outcomes****Providing Service**

*Students will:*

- identify client relationships or interactions within the field of cosmetology
- identify services needed, required or provided
- collect necessary information to complete a purchase or fill out a work order
- recognize the importance of customer or client service to all businesses/industries
- demonstrate professional practices and work habits
- strive to meet and exceed the client's expectations.

**Personal and Professional Practices**

*Students will:*

- demonstrate good interpersonal communication skills; e.g.,
  - practise appropriate telephone use by providing information or setting up appointments
  - record information and keep records of client services
  - keep a daily log
- read directions on products
- read and interpret cosmetology magazines and promotional materials
- estimate quantities, areas and volumes
- total bills for service, including tax
- demonstrate the process of accepting payment in various forms
- use angles and elevations
- make linear estimations
- perform and paraphrase a client consultation
- model personal hygiene.

**Safety and Sanitation**

*Students will:*

- follow safe and sanitary practices, including the use and basic maintenance of tools, equipment and materials
- maintain a safe, clean work area
- sanitize and return tools, equipment and materials to their proper storage area
- dispose of waste materials in an environmentally safe manner
- review local and provincial health and safety regulations.

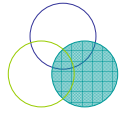
General Outcomes	Specific Outcomes
<p><b>Students will demonstrate effective waving techniques to the satisfaction of the customer.</b></p>	<p><b>Chemical Texturizing</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• identify the chemical properties and pH values of chemical-texturizing solutions</li> <li>• identify how acid and alkaline permanent waves are processed and neutralized</li> <li>• identify and follow the manufacturer’s instructions</li> <li>• list the steps involved in giving a chemical-texturizing service</li> <li>• perform chemical texturizing services</li> <li>• wrap designer permanent waves.</li> </ul>
<p><b>Students will demonstrate effective haircutting procedures to the satisfaction of the customer.</b></p>	<p><b>Haircutting</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• identify new trends in haircutting for women; e.g., create a portfolio of new unisex trends</li> <li>• greet each client by name and show them to the work area</li> <li>• consult with the client and analyze their hair and scalp to determine appropriate haircutting services</li> <li>• demonstrate different haircutting techniques</li> <li>• identify haircutting trends for men</li> <li>• perform male haircuts.</li> </ul>
<p><b>Students will demonstrate effective colouring and removal techniques.</b></p>	<p><b>Colour/Removal</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• define colour removal, bleaching and decolourizing</li> <li>• identify colour-removal products and agents</li> <li>• describe the uses, advantages and disadvantages of available colour-removal products</li> <li>• describe levels of colour removal</li> <li>• distinguish among colour-addition, colour-removal and decolourizing processes</li> <li>• distinguish between the use of hair lighteners as single-process colouring agents and their use as part of double-process colouring agents</li> <li>• distinguish between products used to remove natural colour from the hair and those used to remove artificial colour</li> <li>• describe the effect of hydrogen peroxide in colour-removal processes</li> <li>• describe the effect of hair lighteners on the hair and scalp</li> <li>• identify and describe the factors that may prohibit the application of bleaches or colour-reducing agents</li> <li>• describe the effects of over-bleaching hair</li> <li>• define and describe the processes used to highlight, streak or foil hair</li> <li>• analyze a client’s preferred style and make decisions regarding where to locate highlights or streaks</li> </ul>

General Outcomes	Specific Outcomes
<p><b>Students will demonstrate effective hairstyling techniques and design.</b></p>	<ul style="list-style-type: none"> <li>• analyze the hair and scalp to determine their suitability for applications of colour-removal agents or bleaches</li> <li>• access and arrange necessary products and application tools</li> <li>• prepare colour-removal products according to the manufacturer's instructions</li> <li>• drape and prepare a client for a wet service</li> <li>• describe and perform a strand test</li> <li>• mix and apply colour-removal agents or bleach to one or more strands, according to the manufacturer's instructions</li> <li>• facilitate the chemical process of the agent</li> <li>• perform bleaching applications</li> <li>• perform highlighting techniques</li> <li>• perform decolourizing techniques</li> <li>• monitor test strands to assess the degree of colour removal achieved</li> <li>• remove the lightening agent from the hair and scalp according to the manufacturer's instructions</li> <li>• apply finishing/conditioning/toning rinse, where necessary</li> <li>• prepare hair for forming and finishing.</li> </ul> <p><b>Hairstyling and Long Hair Design</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• wave and curl hair by using a combination of styling techniques</li> <li>• finish hair by using a variety of techniques</li> <li>• prepare and finish long hair to style into: <ul style="list-style-type: none"> <li>– chignons</li> <li>– french twists</li> <li>– a variety of knots</li> <li>– braids</li> <li>– rolls</li> </ul> </li> <li>• complete styling techniques on a client/model.</li> </ul>
<p><b>Students will demonstrate an understanding of the business operations of a salon.</b></p>	<p><b>Salon Management and Design</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• design a floor plan</li> <li>• view different salons and interview their employees</li> <li>• design a colour scheme for a salon</li> <li>• design a business card and/or an advertisement for a salon</li> <li>• create a price list</li> <li>• identify the equipment needed in a salon and estimate the start-up costs required for a new salon</li> <li>• identify various forms of employee payment options</li> <li>• identify inventory counting and recording practices</li> <li>• identify product providers and choose a selection of products needed to stock a salon</li> </ul>

General Outcomes	Specific Outcomes
<p><b>Students will demonstrate an understanding of how to gain employment in a salon.</b></p>	<ul style="list-style-type: none"> <li>• identify and calculate product mark-up rates</li> <li>• recognize various methods of payment; e.g., debit, credit card, cash, cheques</li> <li>• schedule and record appointments</li> <li>• estimate the cost of supplies</li> <li>• prepare a budget.</li> </ul> <p><b>Marketing You</b></p> <p><b>Seeking Employment</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• prepare a portfolio that includes: <ul style="list-style-type: none"> <li>– résumés and cover letters</li> <li>– diplomas</li> <li>– awards</li> <li>– achievements</li> <li>– letters of reference</li> <li>– a summary of education</li> <li>– community affiliations</li> <li>– before and after photographs of services performed on clients, models or mannequins</li> <li>– a brief statement as to why they have chosen a career in cosmetology</li> <li>– any relevant information they think is important</li> </ul> </li> <li>• list job search opportunities</li> <li>• describe networking</li> <li>• list guidelines to follow when networking with local salons</li> <li>• prepare, review and role-play the interview process</li> <li>• list questions to consider asking during an interview</li> <li>• list and discuss behaviours that should be practised prior to an interview</li> <li>• list and discuss legal and illegal questions that may or may not be asked in an interview</li> <li>• list the personal qualities that will help ensure a successful career.</li> </ul> <p><b>On the Job</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• list and discuss the most important things to consider when servicing clients</li> <li>• list and discuss the habits of successful team players</li> <li>• list and give examples of how one can generate a greater income.</li> </ul> <p><b>Retailing and You</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• list and discuss sales principles</li> <li>• discuss how to build a client base</li> <li>• list and design at least three marketing techniques that will keep clients coming back.</li> </ul>

## ENSURING QUALITY

General Outcomes	Specific Outcomes
<p><b>Students will demonstrate an understanding of the value of effective task management processes by applying knowledge and skills to simulated and actual work situations.</b></p>	<p><b>Task Management</b></p> <p><b>Outcomes</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"><li>• read and/or listen to instructions</li><li>• ask questions to clarify expected outcomes, procedures and timelines.</li></ul> <p><b>Decision Making</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"><li>• identify the parameters of the task</li><li>• generate and review alternative ideas and their consequences</li><li>• make a decision or select an idea.</li></ul> <p><b>Planning</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"><li>• identify the steps involved in managing a project</li><li>• prepare a sample project plan, including budget and timeline</li><li>• identify available tools, equipment and materials.</li></ul> <p><b>Performance Standards</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"><li>• identify expected standards for a product or service</li><li>• ensure a product or service meets expected standards and timelines.</li></ul> <p><b>Evaluation</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"><li>• identify opportunities for improving quality</li><li>• establish expectations and measures for improvements</li><li>• create evidence to support an understanding of task management and skill development for inclusion in a personal portfolio.</li></ul>



**ACADEMIC COMPETENCIES:** These are the minimum academic competencies that provide a foundation for further learning. The following outcomes are provided as a reminder to address these academic competencies within the occupational context and to reinforce cross-curricular connections.

## COMMUNICATION

General Outcomes	Specific Outcomes
<p><b>Students will demonstrate effective listening, speaking, reading and writing skills to prepare for employment.</b></p>	<p><b>Listening, Speaking, Reading and Writing</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"><li>• read, view and interpret occupation-related materials for a specific purpose; e.g.,<ul style="list-style-type: none"><li>– read related health and safety documents</li><li>– read terms of employment documents</li><li>– follow written instructions specific to an occupational area</li></ul></li><li>• create text for a specific purpose that clearly communicates information; e.g.,<ul style="list-style-type: none"><li>– write a résumé</li><li>– write a job description</li><li>– submit job application forms</li></ul></li><li>• communicate thoughts and ideas and listen to the thoughts and ideas of others to effectively complete a task; e.g.,<ul style="list-style-type: none"><li>– follow oral instructions</li><li>– give effective oral instructions when necessary.</li></ul></li></ul>

## THINKING

<p><b>Students will research information, use creative thinking skills and use effective problem-solving strategies to solve problems.</b></p>	<p><b>Problem Solving, Decision Making, Finding Information and Creative Thinking</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"><li>• demonstrate an effective problem-solving model; e.g.,<ul style="list-style-type: none"><li>– identify the need for a solution to a problem/issue</li><li>– identify why information is needed; e.g., make decisions, inform, persuade</li></ul></li><li>• identify appropriate actions and select and apply information that meets their purposes and needs</li><li>• evaluate the results in terms of expected outcomes and assess the impact of information on their purpose and audience.</li></ul>
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## NUMERACY

General Outcomes	Specific Outcomes
<p>Students will demonstrate mathematical operations to effectively solve problems in a meaningful context.</p>	<p><b>Basic Operations, Patterns and Relationships, Shape and Space, and Statistics and Probability</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"><li>• apply arithmetic operations, e.g., addition, subtraction, multiplication or division, to whole numbers and decimals and use number operations when creating and solving money problems</li><li>• use calculators or computers, to perform calculations involving large and small numbers, when solving problems</li><li>• apply concepts of rate, ratio, percentage and proportion</li><li>• demonstrate a number sense for whole numbers 0 to 100 000 and explore proper fractions and decimals</li><li>• estimate, measure and compare, using decimal numbers and standard units of measure, to solve problems in everyday contexts; e.g., mass, length, volume, time, perimeter, surface area</li><li>• use metric and imperial units of measure.</li></ul>

## INFORMATION TECHNOLOGY

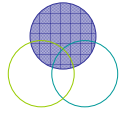
<p>Students will demonstrate the effective use of information technology to perform daily workplace operations.</p>	<p><b>Computer Operations and Computer Applications</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"><li>• model and assume personal responsibility for the ethical use of information technologies</li><li>• demonstrate appropriate telephone operations within the workplace; e.g., answer telephone calls appropriately, locate numbers and make telephone calls</li><li>• use computer operations to assist in the completion of daily workplace operations; e.g.,<ul style="list-style-type: none"><li>– use basic keyboarding skills</li><li>– store, organize and retrieve information correctly</li><li>– locate and select information and ideas using appropriate technology and information systems; e.g., Internet</li><li>– access, send and retrieve e-mail and attachments</li></ul></li><li>• demonstrate procedures for connecting and using audio, video and digital equipment</li><li>• demonstrate procedures for sending and receiving faxes and setting up a fax machine</li><li>• demonstrate procedures for copying and printing documents.</li></ul>
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## ESTHETICS 20-4 GENERAL OUTCOMES

<b>Employability Competencies</b>	<b>Students will develop these competencies throughout the learning process and demonstrate them in daily life and the workplace.</b>
Managing Transitions	<ul style="list-style-type: none"> <li>• Students will apply their abilities and interests toward achieving learning goals.</li> <li>• Students will practise the skills and abilities needed to manage change.</li> <li>• Students will orient themselves toward an occupation that reflects their personal aptitudes and interests.</li> </ul>
Personal Management	<ul style="list-style-type: none"> <li>• Students will increase their self-esteem and confidence and enhance their ability to set personal goals and priorities.</li> <li>• Students will understand risks and be accountable for their actions.</li> </ul>
Working with Others	<ul style="list-style-type: none"> <li>• Students will practise effective communication skills and strategies in an occupational context.</li> <li>• Students will demonstrate the ability to understand and work within the culture of a group.</li> <li>• Students will plan and make decisions with others.</li> </ul>
<b>Occupational Competencies</b>	<b>Students will develop and demonstrate the following competencies to succeed in a specific occupation or career.</b>
Achieving Results	<ul style="list-style-type: none"> <li>• Students will orient themselves toward an occupation within an esthetics career environment.</li> <li>• Students will demonstrate safe workplace practices and procedures.</li> <li>• Students will develop an increased awareness of technology to develop a high-quality product or service.</li> <li>• Students will demonstrate the appropriate application of theatrical make-up.</li> <li>• Students will demonstrate the application of make-up.</li> <li>• Students will demonstrate effective nail-care procedures and develop skills related to nail art.</li> <li>• Students will perform skin-care procedures.</li> <li>• Students will develop an understanding of body therapy practices and procedures.</li> </ul>
Ensuring Quality	<ul style="list-style-type: none"> <li>• Students will develop an understanding of the value of effective task management processes by applying knowledge and skills to simulated and actual work situations.</li> </ul>
<b>Academic Competencies</b>	<b>Students will continue to develop these minimum academic competencies that provide a foundation for further learning.</b>
Communication	<ul style="list-style-type: none"> <li>• Students will demonstrate effective listening, speaking, reading and writing skills.</li> </ul>
Thinking	<ul style="list-style-type: none"> <li>• Students will apply creative thinking skills to solve problems.</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>• Students will apply mathematical concepts to solve occupational problems.</li> </ul>
Information Technology	<ul style="list-style-type: none"> <li>• Students will enhance their performance by using information technology to help complete tasks.</li> </ul>

## ESTHETICS 20-4



**EMPLOYABILITY COMPETENCIES:** These competencies are developed throughout the learning process and are demonstrated in daily life and the workplace. Students will develop and demonstrate these competencies through individual effort and interpersonal interaction while completing a variety of projects/activities.

## MANAGING TRANSITIONS

General Outcomes	Specific Outcomes
<p><b>Students will apply their abilities and interests toward achieving learning goals.</b></p>	<p><b>Lifelong Learning</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• relate learning preferences and strengths to formal and informal learning opportunities and identify post-secondary opportunities within the related field</li> <li>• assess learning goals and current competencies, identify competencies needing development and identify and prioritize learning goals</li> <li>• create a pathway of senior high school courses to reflect learning goals</li> <li>• identify educational possibilities; e.g., Registered Apprenticeship Program (RAP), Green Certificate, Career and Technology Studies (CTS) and Career Internship.</li> </ul>
<p><b>Students will practise the skills and abilities needed to manage change.</b></p>	<p><b>Adapting to Change</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• identify goals, responsibilities and commitments</li> <li>• assess and reflect on the success of an action plan; e.g.,               <ul style="list-style-type: none"> <li>– create alternative choices to deal with unexpected change</li> <li>– identify stressors in personal environments that they can and cannot change</li> </ul> </li> <li>• identify the need for personal support and create an inventory of available personal and community sources of support.</li> </ul>
<p><b>Students will orient themselves toward an occupation that reflects their personal aptitudes and interests.</b></p>	<p><b>Career Development</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• assess work preferences and nonpreferences (e.g., indoor, outdoor, shift work), assess life/work options and outline career goals and paths</li> <li>• work in and seek out a variety of roles and responsibilities</li> <li>• measure and celebrate personal contributions to workplace goals; e.g., paid, unpaid or volunteer work</li> <li>• orient themselves to the workplace through community partnerships and assess personal performance in terms of workplace expectations.</li> </ul>

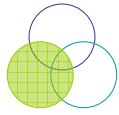
## PERSONAL MANAGEMENT

General Outcomes	Specific Outcomes
<b>Students will increase their self-esteem and confidence and enhance their ability to set personal goals and priorities.</b>	<b>Self-development</b> <i>Students will:</i> <ul style="list-style-type: none"><li>• re-evaluate an action plan to develop strengths and talents</li><li>• use strengths and talents to achieve personal goals</li><li>• clarify acceptable and appropriate behaviours for specific activities and roles</li><li>• act ethically in personal, community and workplace contexts and accept the consequences of their actions.</li></ul>
<b>Students will understand risks and be accountable for their actions.</b>	<b>Risk Management</b> <i>Students will:</i> <ul style="list-style-type: none"><li>• follow health and safety procedures; e.g., at home, at school, in the community and in the workplace</li><li>• identify potential hazards, take corrective action and develop and practise action plans to ensure safety</li><li>• practise personal emergency responses</li><li>• assess their comfort level with, and the consequences of, taking risks.</li></ul>

## WORKING WITH OTHERS

<b>Students will practise effective communication skills and strategies in an occupational context.</b>	<b>Interpersonal Communication</b> <i>Students will:</i> <ul style="list-style-type: none"><li>• assess the effectiveness of communication strategies used to communicate thoughts and feelings; e.g.,<ul style="list-style-type: none"><li>– listen without interrupting</li><li>– contribute to be heard</li><li>– disagree courteously</li><li>– accept conflicting opinions</li><li>– use appropriate body language</li></ul></li><li>• assess verbal and nonverbal communication strategies</li><li>• apply social norms to build specific relationships</li><li>• demonstrate the ability to accept praise and/or criticism.</li></ul>
<b>Students will demonstrate the ability to understand and work within the culture of a group.</b>	<b>Building Community</b> <i>Students will:</i> <ul style="list-style-type: none"><li>• interact with others in a courteous manner</li><li>• accommodate the beliefs of others in work and personal environments and show respect for differences in beliefs, abilities, etiquette and styles of interaction</li><li>• identify opportunities for participation in community growth.</li></ul>

General Outcomes	Specific Outcomes
<p><b>Students will plan and make decisions with others.</b></p>	<p><b>Teamwork</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• participate effectively as group members; e.g., <ul style="list-style-type: none"> <li>– generate ideas</li> <li>– assess resources</li> <li>– contribute abilities and interests</li> <li>– monitor progress</li> <li>– share responsibility for completion of a task</li> </ul> </li> <li>• assume various roles within a group; e.g., leadership</li> <li>• clarify the expected outcomes of teamwork.</li> </ul>



**OCCUPATIONAL COMPETENCIES:** Students will develop and demonstrate the following competencies to succeed in a specific occupation or career. They will achieve results through a variety of projects/activities as appropriate to enhance their knowledge and skills. Students will ensure the quality of their work through effective task management and will highlight their achievements in a career-based portfolio.

## ACHIEVING RESULTS

General Outcomes	Specific Outcomes
<p><b>Students will orient themselves toward an occupation within an esthetics career environment.</b></p>	<p><b>Career Awareness</b></p> <p><b>Orientation</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• identify entry-level competencies</li> <li>• identify post-secondary opportunities</li> <li>• recognize entrepreneurial opportunities within the industry</li> <li>• introduce themselves to local business/industry operations</li> <li>• match their personal interests to their job search; e.g.,               <ul style="list-style-type: none"> <li>– identify sources of support for investigating and finding work</li> <li>– describe entry-level requirements</li> <li>– recognize potential career ladders.</li> </ul> </li> </ul> <p><b>Standards</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• develop workplace protocols, procedures and standards of conduct; e.g.,               <ul style="list-style-type: none"> <li>– demonstrate appropriate work habits</li> <li>– use safe and sanitary practices</li> <li>– demonstrate pride in themselves</li> <li>– demonstrate pride in their work performance</li> <li>– show respect for others</li> <li>– respect the property of others.</li> </ul> </li> </ul>
<p><b>Students will demonstrate safe workplace practices and procedures.</b></p>	<p><b>Workplace Health and Safety</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• identify safety device locations and procedures within the workplace environment</li> <li>• identify government regulatory bodies that support a safe workplace</li> <li>• demonstrate knowledge of, and the ability to access information about, Occupational Health and Safety (OHS) and the Workers' Compensation Board (WCB)</li> <li>• demonstrate knowledge of, and adherence to, safety rules that are specific to available tools, equipment and materials</li> </ul>

General Outcomes	Specific Outcomes
<p><b>Students will develop an increased awareness of technology to develop a high-quality product or service.</b></p>	<ul style="list-style-type: none"> <li>• handle and dispose of, properly, environmentally hazardous materials used in salons; e.g., <ul style="list-style-type: none"> <li>– read Material Safety Data Sheets (MSDS)</li> <li>– read publications on the safe handling of toxic substances within the salon</li> <li>– read labels on chemical containers to check their uses and hazards</li> </ul> </li> <li>• select and wear personal protective equipment (PPE) appropriate to the specific task</li> <li>• demonstrate an understanding of the Workplace Hazardous Materials Information System (WHMIS) as it relates to the field of study and identify WHMIS symbols, classes and labelling requirements</li> <li>• recognize harassment in an esthetics setting.</li> </ul> <p><b>Products and Service</b></p> <p><b>Technology Integration</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• identify new and emerging products and technological advances used in esthetics.</li> </ul> <p><b>Providing Service</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• identify client relationships or interactions within the field of esthetics</li> <li>• identify services needed, required or provided</li> <li>• collect necessary information to complete a purchase or fill out a work order</li> <li>• recognize the importance of customer or client service to all businesses/industries</li> <li>• demonstrate professional practices and work habits</li> <li>• strive to meet and exceed the client’s expectations.</li> </ul> <p><b>Personal and Professional Practices</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• describe the relationship between a well-groomed appearance and a positive self-concept and develop a personal grooming plan</li> <li>• demonstrate good interpersonal communication skills; e.g., <ul style="list-style-type: none"> <li>– practise appropriate telephone use by providing information or setting up appointments</li> <li>– record information and keep records of client services</li> <li>– keep a daily log</li> </ul> </li> <li>• read directions on products</li> <li>• read and interpret cosmetology magazines and promotional materials</li> <li>• estimate quantities, areas and volumes</li> <li>• total bills for service, including tax</li> </ul>



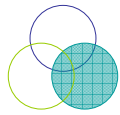
General Outcomes	Specific Outcomes
<p><b>Students will demonstrate the appropriate application of theatrical make-up.</b></p>	<ul style="list-style-type: none"> <li>• demonstrate the process of accepting payment in various forms</li> <li>• use angles and elevations</li> <li>• make linear estimations</li> <li>• practise personal hygiene.</li> </ul> <p><b>Safety and Sanitation</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• follow safe and sanitary practices, including the use and basic maintenance of tools, equipment and materials</li> <li>• protect clients' clothing and property while performing services</li> <li>• maintain a clean and safe work area</li> <li>• sanitize and return tools, equipment and materials to their proper storage area; e.g., <ul style="list-style-type: none"> <li>– wash all towels, sheets and blankets after each use</li> <li>– clean the bed, chairs and countertops with a sterilizing agent registered with the Environmental Protection Agency (EPA)</li> </ul> </li> <li>• dispose of waste materials in an environmentally safe manner.</li> </ul> <p><b>Theatrical Make-up</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• identify and describe the purpose of theatrical make-up for: <ul style="list-style-type: none"> <li>– stage performers</li> <li>– photographic images</li> <li>– television and movie performers</li> </ul> </li> <li>• describe theatrical make-up practices used to enhance or change images; e.g., <ul style="list-style-type: none"> <li>– corrective make-up</li> <li>– character make-up</li> <li>– adornments and prostheses</li> </ul> </li> <li>• explain the relationship between basic cosmetic practices and theatrical make-up practices</li> <li>• distinguish between corrective make-up and character make-up</li> <li>• explain the professional relationship between the performer and the theatrical make-up artist</li> <li>• identify primary, secondary, tertiary and complementary colours and their relationship on a colour wheel</li> <li>• define and describe characteristics of colour; e.g., <ul style="list-style-type: none"> <li>– pigment</li> <li>– tints</li> <li>– hue</li> <li>– tones</li> <li>– intensity</li> <li>– shades</li> <li>– value</li> </ul> </li> </ul>

General Outcomes	Specific Outcomes
<p><b>Students will demonstrate the application of make-up.</b></p>	<ul style="list-style-type: none"> <li>• design a colour wheel</li> <li>• identify and describe the various items and materials, e.g., tools, equipment and supplies, usually found in a theatrical make-up kit</li> <li>• identify and describe the purpose of various types of theatrical make-up</li> <li>• sketch character designs and include information about the make-up to be applied</li> <li>• perform make-up applications.</li> </ul> <p><b>Make-up</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• describe the main objective of facial make-up</li> <li>• list the factors that must be taken into consideration when applying make-up</li> <li>• identify common implements used in cosmetics</li> <li>• describe how primary, secondary and tertiary colours are made</li> <li>• create a colour wheel</li> <li>• describe complementary colours</li> <li>• distinguish between warm and cool colours</li> <li>• identify and describe different facial shapes and facial features</li> <li>• define and describe day, evening and corrective make-up techniques</li> <li>• distinguish between corrective and regular make-up techniques</li> <li>• explain the factors that may determine the client's need for corrective make-up services</li> <li>• greet each client, consult with them, analyze their needs and recommend appropriate make-up applications</li> <li>• assemble all necessary equipment, materials and supplies</li> <li>• prepare the work area for facial care and make-up application; e.g., <ul style="list-style-type: none"> <li>– prepare the skin and design and create daytime make-up applications</li> <li>– prepare the skin and design and create evening make-up applications</li> <li>– prepare the skin and apply corrective make-up applications.</li> </ul> </li> </ul>
<p><b>Students will demonstrate effective nail-care procedures and develop skills related to nail art.</b></p>	<p><b>Nail Care and Nail Art</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• identify and prepare equipment, cosmetics and implements required to perform basic and spa manicure services</li> <li>• greet each client, consult with them, analyze their needs and recommend appropriate nail care and nail art techniques</li> <li>• list the procedures for a spa manicure</li> <li>• perform spa manicures</li> <li>• list and describe nail art equipment, cosmetics and supplies</li> <li>• access and prepare equipment and cosmetics for nail art applications</li> <li>• perform a minimum of four nail art designs, using a variety of nail art techniques.</li> </ul>

General Outcomes	Specific Outcomes
<p><b>Students will perform skin-care procedures.</b></p>	<p><b>Skin Care</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• consult with clients to determine their skin care needs</li> <li>• prepare the client and perform client-approved, safe and sanitary skin care services</li> <li>• prepare the work area to promote skin care services and products; e.g., assemble all necessary equipment, materials and implements</li> <li>• drape each client as appropriate for the service</li> <li>• perform skin care procedures</li> <li>• remove draping and assist in refinishing the client’s hairstyle</li> <li>• establish and complete the client record card.</li> </ul>
<p><b>Students will develop an understanding of body therapy practices and procedures.</b></p>	<p><b>Body Therapy</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• define the roles and responsibilities of massage therapists and other related professionals</li> <li>• name and describe massage movements</li> <li>• list and describe body therapy products, masks and muds</li> <li>• list and describe the essential oils that have: <ul style="list-style-type: none"> <li>– antiseptic properties</li> <li>– eucalyptus properties</li> <li>– anti-inflammatory properties</li> <li>– soothing/relaxation qualities</li> <li>– stimulating qualities</li> </ul> </li> <li>• list essential oils that may be harmful or beneficial</li> <li>• greet each client and perform a client consultation</li> <li>• advise the client of service(s) available for body therapy treatments</li> <li>• prepare and drape the client</li> <li>• perform body therapy treatments.</li> </ul>

## ENSURING QUALITY

General Outcomes	Specific Outcomes
<p><b>Students will develop an understanding of the value of effective task management processes by applying knowledge and skills to simulated and actual work situations.</b></p>	<p><b>Task Management</b></p> <p><b>Outcomes</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"><li>• read and/or listen to instruction</li><li>• ask questions to clarify expected outcomes, procedures and timelines.</li></ul> <p><b>Decision Making</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"><li>• identify the parameters of the task</li><li>• generate and review alternative ideas and their consequences</li><li>• make a decision or select an idea.</li></ul> <p><b>Planning</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"><li>• identify the steps involved in managing a project</li><li>• prepare a sample project plan, including budget and timeline</li><li>• identify available tools, equipment and materials.</li></ul> <p><b>Performance Standards</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"><li>• identify expected standards for a product or service</li><li>• ensure a product or service meets expected standards and timelines.</li></ul> <p><b>Evaluation</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"><li>• identify opportunities for improving quality</li><li>• establish expectations and measures for improvements</li><li>• create evidence to support an understanding of task management and skill development for inclusion in a personal portfolio.</li></ul>



**ACADEMIC COMPETENCIES:** These are the minimum academic competencies that provide a foundation for further learning. The following outcomes are provided as a reminder to address these academic competencies within the occupational context and to reinforce cross-curricular connections.

## COMMUNICATION

General Outcomes	Specific Outcomes
<p><b>Students will demonstrate effective listening, speaking, reading and writing skills.</b></p>	<p><b>Listening, Speaking, Reading and Writing</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"><li>• read, view and interpret occupation-related materials; e.g.,<ul style="list-style-type: none"><li>– use related occupational terms</li><li>– identify occupation-related literature</li><li>– interpret and follow written instructions</li></ul></li><li>• select and create a text format to suit a purpose and audience, e.g., forms, letters, reports, memos, résumé, and:<ul style="list-style-type: none"><li>– describe uses of writing skills in related occupations</li><li>– write a letter of inquiry</li><li>– write a letter of thanks</li><li>– complete job applications</li></ul></li><li>• listen and present information in a clear, concise manner; e.g.,<ul style="list-style-type: none"><li>– listen attentively to organize and classify information and ideas</li><li>– organize main ideas and key messages with clarity.</li></ul></li></ul>

## THINKING

**Students will apply creative thinking skills to solve problems.**

### **Problem Solving, Decision Making and Creative Thinking**

*Students will:*

- apply a problem-solving model to identify the problem/issue
- identify appropriate actions and develop several alternatives for each promising idea
- evaluate the results, in terms of expected outcomes related to the initial problem, and evaluate personal satisfaction with the outcome of the idea; e.g., product/process.

## NUMERACY

General Outcomes	Specific Outcomes
<p>Students will apply mathematical concepts to solve occupational problems.</p>	<p><b>Basic Operations, Patterns and Relationships, Shape and Space, and Statistics and Probability</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"><li>• apply arithmetic operations, e.g., addition, subtraction, multiplication or division, to whole numbers and decimals and use number operations when creating and solving money problems</li><li>• use calculators or computers, to perform calculations involving large and small numbers, when solving problems</li><li>• apply concepts of rate, ratio, percentage and proportion to solve problems in a meaningful context</li><li>• demonstrate a number sense for whole numbers 0 to 100 000 and explore proper fractions and decimals</li><li>• estimate, measure and compare, using decimal numbers and standard units of measure, to solve problems in everyday contexts; e.g., mass, length, volume, time, perimeter, surface area</li><li>• use metric and imperial units of measure.</li></ul>

## INFORMATION TECHNOLOGY

Students will enhance their performance by using information technology to help complete tasks.

### Computer Operations and Computer Applications

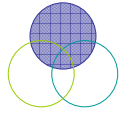
*Students will:*

- demonstrate appropriate language and etiquette when using information technology
- demonstrate appropriate telephone operations; e.g., answer telephone calls appropriately, locate numbers and make telephone calls
- demonstrate basic computer operations to complete a task; e.g.,
  - use basic keyboarding skills
  - store, organize and retrieve information correctly
  - locate and select information and ideas using appropriate technology and information systems; e.g., Internet
  - access, send and retrieve e-mail and attachments
- demonstrate procedures for connecting and using audio, video and digital equipment
- demonstrate procedures for sending and receiving faxes and setting up a fax machine
- demonstrate procedures for copying and printing documents.

## ESTHETICS 30-4 GENERAL OUTCOMES

<b>Employability Competencies</b>	<b>Students will develop these competencies throughout the learning process and demonstrate them in daily life and the workplace.</b>
Managing Transitions	<ul style="list-style-type: none"> <li>• Students will consistently demonstrate personal discovery and continuous learning.</li> <li>• Students will manage change effectively to support their goals.</li> <li>• Students will prepare themselves for entry-level employment in an occupation that reflects their personal aptitudes and interests.</li> </ul>
Personal Management	<ul style="list-style-type: none"> <li>• Students will exhibit self-esteem and confidence through the achievement of personal goals.</li> <li>• Students will manage risks to achieve both personal and workplace goals.</li> </ul>
Working with Others	<ul style="list-style-type: none"> <li>• Students will model effective communication skills and strategies in the home, school, community and workplace.</li> <li>• Students will promote equity in work and community endeavours.</li> <li>• Students will demonstrate the ability to complete tasks in a team environment.</li> </ul>
<b>Occupational Competencies</b>	<b>Students will develop and demonstrate the following competencies to succeed in a specific occupation or career.</b>
Achieving Results	<ul style="list-style-type: none"> <li>• Students will prepare for entry-level employment within an esthetics career environment.</li> <li>• Students will demonstrate entry-level standards of safe workplace practices and procedures.</li> <li>• Students will use technology to develop a high-quality product or service.</li> <li>• Students will demonstrate effective nail services to the satisfaction of the customer.</li> <li>• Students will demonstrate effective nail enhancement procedures.</li> <li>• Students will demonstrate effective pedicure services.</li> <li>• Students will demonstrate effective make-up application procedures.</li> <li>• Students will demonstrate effective hair-removal techniques.</li> <li>• Students will demonstrate an understanding of how to gain employment in a salon.</li> <li>• Students will develop an understanding of the business operations of a salon.</li> </ul>
Ensuring Quality	<ul style="list-style-type: none"> <li>• Students will develop an understanding of the value of effective task management processes by applying knowledge and skills to simulated and actual work situations.</li> </ul>
<b>Academic Competencies</b>	<b>Students will continue to develop these minimum academic competencies that provide a foundation for further learning.</b>
Communication	<ul style="list-style-type: none"> <li>• Students will demonstrate effective listening, speaking, reading and writing skills to prepare for employment.</li> </ul>
Thinking	<ul style="list-style-type: none"> <li>• Students will research information, use creative thinking skills and use effective problem-solving strategies to solve problems.</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>• Students will demonstrate mathematical operations to effectively solve problems in a meaningful context.</li> </ul>
Information Technology	<ul style="list-style-type: none"> <li>• Students will demonstrate the effective use of information technology to perform daily workplace operations.</li> </ul>

## ESTHETICS 30-4



**EMPLOYABILITY COMPETENCIES:** These competencies are developed throughout the learning process and are demonstrated in daily life and the workplace. Students will develop and demonstrate these competencies through individual effort and interpersonal interaction while completing a variety of projects/activities.

## MANAGING TRANSITIONS

General Outcomes	Specific Outcomes
<p><b>Students will consistently demonstrate personal discovery and continuous learning.</b></p>	<p><b>Lifelong Learning</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• identify learning opportunities related to learning goals, commitments and resources; e.g.,                             <ul style="list-style-type: none"> <li>– identify opportunities for further education/training</li> <li>– locate needed financial support systems</li> <li>– locate needed personal support systems</li> </ul> </li> <li>• practise what has been learned to build competence and confidence and evaluate the application of competencies to learning goals</li> <li>• create a plan that demonstrates continuous learning; e.g.,                             <ul style="list-style-type: none"> <li>– analyze requirements for graduation and for further education/training</li> <li>– modify a learning plan to reflect requirements and opportunities.</li> </ul> </li> </ul>
<p><b>Students will manage change effectively to support their goals.</b></p>	<p><b>Adapting to Change</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• prioritize and assign resources to meet commitments and goals</li> <li>• prioritize commitments and goals to achieve a balanced lifestyle</li> <li>• redefine an action plan as situations change; e.g.,                             <ul style="list-style-type: none"> <li>– use adaptive strategies</li> <li>– redefine personal goals</li> <li>– select personal coping mechanisms</li> </ul> </li> <li>• access available and appropriate sources of support</li> <li>• identify opportunities for improvement and innovation; e.g., entrepreneurship.</li> </ul>



General Outcomes	Specific Outcomes
<p><b>Students will prepare themselves for entry-level employment in an occupation that reflects their personal aptitudes and interests.</b></p>	<p><b>Career Development</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• analyze elements of job satisfaction; e.g., recognition, environment, pay, benefits, prestige</li> <li>• build personal career paths and networks</li> <li>• analyze how work contributes to societal and economic needs and a sense of responsibility</li> <li>• prepare for employment through community partnership activities and organize and complete specific job tasks effectively and efficiently.</li> </ul>

## PERSONAL MANAGEMENT

**Students will exhibit self-esteem and confidence through the achievement of personal goals.**

### **Self-development**

*Students will:*

- continue to create a long-term self-development plan in which they consider accomplishments and redefine self-development goals
- demonstrate entry-level self-presentation appropriate to the activity and role
- maintain a high standard of personal ethics when interacting with others.

**Students will manage risks to achieve both personal and workplace goals.**

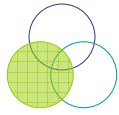
### **Risk Management**

*Students will:*

- maintain health and safety procedures; e.g., at home, at school, in the community and in the workplace
- monitor success in reducing the impact of hazards on themselves and others
- demonstrate concern for the safety of others by exhibiting appropriate behaviour in the workplace
- work with others to respond to emergencies
- take planned risks to contribute to personal growth.

## WORKING WITH OTHERS

General Outcomes	Specific Outcomes
<p><b>Students will model effective communication skills and strategies in the home, school, community and workplace.</b></p>	<p><b>Interpersonal Communication</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"><li>• communicate thoughts and feelings appropriately; e.g.,<ul style="list-style-type: none"><li>– listen without interrupting</li><li>– contribute to be heard</li><li>– disagree courteously</li><li>– accept conflicting opinions</li><li>– use appropriate body language</li></ul></li><li>• maintain a balance between speaking, listening and responding</li><li>• work together to achieve goals</li><li>• demonstrate the ability to deal constructively with conflict.</li></ul>
<p><b>Students will promote equity in work and community endeavours.</b></p>	<p><b>Building Community</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"><li>• demonstrate and model courteous behaviour in daily interactions</li><li>• demonstrate respect for others and a shared understanding of diverse beliefs, etiquette and styles of interaction</li><li>• assess their personal contribution to community growth.</li></ul>
<p><b>Students will demonstrate the ability to complete tasks in a team environment.</b></p>	<p><b>Teamwork</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"><li>• assess the effectiveness of group and personal contributions; e.g.,<ul style="list-style-type: none"><li>– generate ideas</li><li>– assess resources</li><li>– contribute abilities and interests</li><li>– monitor progress</li><li>– share responsibility for completion of a task</li></ul></li><li>• expand their abilities to contribute to team goals.</li></ul>



**OCCUPATIONAL COMPETENCIES:** Students will develop and demonstrate the following competencies to succeed in a specific occupation or career. They will achieve results through a variety of projects/activities as appropriate to enhance their knowledge and skills. Students will ensure the quality of their work through effective task management and will highlight their achievements in a career-based portfolio.

## ACHIEVING RESULTS

General Outcomes	Specific Outcomes
<p><b>Students will prepare for entry-level employment within an esthetics career environment.</b></p>	<p><b>Career Awareness</b></p> <p><b>Preparation</b></p> <p><i>Student will:</i></p> <ul style="list-style-type: none"> <li>• assess entry-level competencies</li> <li>• recognize opportunities for further education/training</li> <li>• select post-secondary opportunities</li> <li>• identify local entrepreneurs</li> <li>• establish contacts with local businesses/industries</li> <li>• present marketable skills and strengths; e.g.,               <ul style="list-style-type: none"> <li>– write a letter of application</li> <li>– prepare a résumé</li> <li>– complete application forms</li> <li>– identify contacts and references</li> <li>– collect evidence of competencies in a portfolio.</li> </ul> </li> </ul> <p><b>Standards</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• demonstrate workplace protocols, procedures and standards of conduct; e.g.,               <ul style="list-style-type: none"> <li>– demonstrate appropriate work habits</li> <li>– demonstrate effective human relations techniques in the workplace</li> <li>– practise safety in the workplace</li> <li>– demonstrate acceptable verbal and nonverbal communication skills</li> <li>– practise personal and public hygiene procedures</li> <li>– demonstrate entry-level competency in tools and equipment usage</li> <li>– use supplies correctly</li> <li>– follow good storage practices</li> <li>– demonstrate pride in their work performance</li> <li>– demonstrate a willingness to work</li> <li>– demonstrate respect for others</li> <li>– follow accepted principles and procedures</li> <li>– recognize opportunities for further education/training.</li> </ul> </li> </ul>

General Outcomes	Specific Outcomes
<p><b>Students will demonstrate entry-level standards of safe workplace practices and procedures.</b></p>	<p><b>Workplace Health and Safety</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• demonstrate knowledge of, and the ability to access information about, Occupational Health and Safety (OHS) and the Workers' Compensation Board (WCB)</li> <li>• demonstrate a prework and postwork hazard assessment</li> <li>• demonstrate knowledge of, and adherence to, safety rules that are specific to available tools, equipment and materials</li> <li>• model safety consciousness by selecting and wearing personal protective equipment (PPE) appropriate to the specific task</li> <li>• handle and dispose of, properly, environmentally hazardous materials used in salons; e.g., <ul style="list-style-type: none"> <li>– read Material Safety Data Sheets (MSDS)</li> <li>– read publications on the safe handling of toxic substances within the salon</li> <li>– read labels on chemical containers to check their uses and hazards</li> </ul> </li> <li>• demonstrate an understanding of the Workplace Hazardous Materials Information System (WHMIS) as it relates to the field of study and identify WHMIS symbols, classes and labelling requirements</li> <li>• describe the impact of alcohol and drug use on the worker, workplace and society</li> <li>• describe and explain the importance of familiarity with safety device locations and procedures used in the workplace; e.g., eyewash stations, emergency shut-off, fire extinguisher, emergency exits and evacuation route</li> <li>• practise positive electrical safety habits and identify, explain and resolve potential electrical safety hazards in a workplace or home environment</li> <li>• recognize harassment in a cosmetology setting; e.g., <ul style="list-style-type: none"> <li>– identify strategies for dealing with harassment</li> <li>– identify agencies that deal with harassment situations.</li> </ul> </li> </ul>
<p><b>Students will use technology to develop a high-quality product or service.</b></p>	<p><b>Products and Service</b></p> <p><b>Technology Integration</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• use new and emerging products and technological advances needed in esthetics; e.g., examine the effects of current technological advances in the esthetics industry and explain the impact of current technology on the job descriptions of future esthetics trade workers.</li> </ul>

**Providing Service***Students will:*

- identify client relationships or interactions within the field of esthetics
- identify services needed, required or provided
- collect necessary information to complete a purchase or fill out a work order
- recognize the importance of customer or client service to all businesses/industries
- demonstrate professional practices and work habits
- strive to meet and exceed the client's expectations.

**Personal and Professional Practices***Students will:*

- demonstrate good interpersonal communication skills; e.g.,
  - practise appropriate telephone use by providing information or setting up appointments
  - record information and keep records of client services
  - keep a daily log
- read directions on products
- read and interpret cosmetology magazines and promotional materials
- estimate quantities, areas and volumes
- total bills for service, including tax
- demonstrate the process of accepting payment in various forms
- use angles and elevations
- make linear estimations
- perform and paraphrase a client consultation
- model personal hygiene.

**Safety and Sanitation***Students will:*

- follow safe and sanitary practices, including the use and basic maintenance of tools, equipment and materials
- sanitize and return tools, equipment and materials to their proper storage areas
- dispose of waste materials in an environmentally safe manner
- perform first aid for minor cuts
- maintain a clean, safe work area.

General Outcomes	Specific Outcomes
<p><b>Students will demonstrate effective nail services to the satisfaction of the customer.</b></p>	<p><b>Nail Service</b></p> <p><b>Customer Preparation</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• meet, greet and orient a client for manicure services</li> <li>• discuss the client’s nail care needs and recommend the services available to address those needs</li> <li>• prepare the work area for client-approved service(s).</li> </ul> <p><b>Performing Services</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• perform manicure and related services; e.g., <ul style="list-style-type: none"> <li>– manicures</li> <li>– spa manicures</li> <li>– French manicures</li> <li>– nail art design</li> </ul> </li> <li>• advise clients how they may maintain the health and groomed appearance of hands, feet, nails and nail art</li> <li>• maintain accurate records of client services.</li> </ul>
<p><b>Students will demonstrate effective nail enhancement procedures.</b></p>	<p><b>Nail Enhancement</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• identify various nail enhancement techniques</li> <li>• identify and describe the materials and implements that may be used to perform nail enhancement services</li> <li>• prepare the materials and implements required for nail enhancement services</li> <li>• perform nail enhancement services to the client’s satisfaction.</li> </ul>
<p><b>Students will demonstrate effective pedicure services.</b></p>	<p><b>Pedicure Services</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• describe the purpose of the pedicure</li> <li>• identify and describe the basic structure of the feet</li> <li>• describe the diseases and disorders that may affect the feet</li> <li>• analyze feet and determine their suitability for pedicure services</li> <li>• identify equipment and supplies for a pedicure procedure</li> <li>• list the steps in a pedicure process</li> <li>• prepare the pedicure work area</li> <li>• demonstrate the reflexology techniques used when massaging feet.</li> </ul>

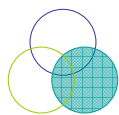
General Outcomes	Specific Outcomes
<p><b>Students will demonstrate effective make-up application procedures.</b></p>	<p><b>Make-up</b></p> <p><b>Application(s)</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• explain the factors that may determine the client’s need for regular or corrective make-up services</li> <li>• identify and describe currently available corrective make-up, including usual application techniques and related technology</li> <li>• demonstrate the proper application of common make-up cosmetics; e.g., <ul style="list-style-type: none"> <li>– design and create daytime make-up on clients/models</li> <li>– design and create evening make-up on clients/models</li> </ul> </li> <li>• perform corrective make-up techniques to the client’s satisfaction</li> <li>• meet, greet and orient the client for make-up services</li> <li>• perform facial care procedures</li> <li>• recommend make-up and skin care products for home use</li> <li>• establish a client record card and update the card after each service.</li> </ul>
<p><b>Students will demonstrate effective hair-removal techniques.</b></p>	<p><b>Hair Removal</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• distinguish between temporary and permanent methods of hair removal and describe the advantages and disadvantages of each</li> <li>• describe the advantages and disadvantages of various physical, chemical and electrical methods of hair removal</li> <li>• identify and describe body areas and conditions that must not be treated with hair-removal methods</li> <li>• identify the steps in temporary hair-removal procedures; i.e., <ul style="list-style-type: none"> <li>– shaving</li> <li>– tweezing</li> <li>– chemical depilatories</li> <li>– waxing</li> <li>– sugaring</li> </ul> </li> <li>• perform hair-removal treatments.</li> </ul>
<p><b>Students will develop an understanding of how to gain employment in a salon.</b></p>	<p><b>Marketing You</b></p> <p><b>Seeking Employment</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• prepare a portfolio that includes: <ul style="list-style-type: none"> <li>– résumés and cover letters</li> <li>– diplomas</li> <li>– awards</li> <li>– achievements</li> <li>– letters of reference</li> <li>– a summary of education</li> </ul> </li> </ul>

General Outcomes	Specific Outcomes
<p><b>Students will develop an understanding of the business operations of a salon.</b></p>	<ul style="list-style-type: none"> <li>– community affiliations</li> <li>– before and after photographs of services performed on clients, models or mannequins</li> <li>– a brief statement as to why they have chosen a career in esthetics</li> <li>– any relevant information they think is important</li> <li>• list job search opportunities</li> <li>• describe networking</li> <li>• list guidelines to follow when networking with local salons</li> <li>• prepare, review and role-play the interview process</li> <li>• list the personal qualities that will help ensure a successful career.</li> </ul>
	<p><b>On the Job</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• list and discuss the most important things to consider when servicing clients</li> <li>• list and discuss the habits of successful team players</li> <li>• list and give examples of how one can generate a greater income.</li> </ul>
	<p><b>Retailing and You</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• list and discuss sales principles</li> <li>• discuss how to build a client base</li> <li>• list and design at least three marketing techniques that will keep clients coming back.</li> </ul>
	<p><b>Salon Management and Design</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• design a floor plan</li> <li>• view different salons and interview their employees</li> <li>• design a colour scheme for a salon</li> <li>• design a business card and/or an advertisement for a salon</li> <li>• create a price list</li> <li>• create a schedule for recording appointments</li> <li>• recognize various methods of client payment</li> <li>• prepare a budget for salon operating costs; e.g., <ul style="list-style-type: none"> <li>– identify start-up costs</li> <li>– identify various forms of employee payment options</li> <li>– identify inventory accounting and recording practices</li> <li>– identify product providers and choose a selection of products needed to stock a salon</li> <li>– identify and calculate product mark-up rates.</li> </ul> </li> </ul>



## ENSURING QUALITY

General Outcomes	Specific Outcomes
<p><b>Students will develop an understanding of the value of effective task management processes by applying knowledge and skills to simulated and actual work situations.</b></p>	<p><b>Task Management</b></p> <p><b>Outcomes</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"><li>• read and/or listen to instruction</li><li>• ask questions to clarify expected outcomes, procedures and timelines.</li></ul> <p><b>Decision Making</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"><li>• identify the parameters of the task</li><li>• generate and review alternative ideas and their consequences</li><li>• make a decision or select an idea.</li></ul> <p><b>Planning</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"><li>• identify the steps involved in managing a project</li><li>• prepare a sample project plan, including budget and timeline</li><li>• identify available tools, equipment and materials.</li></ul> <p><b>Performance Standards</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"><li>• identify expected standards for a product or service</li><li>• ensure a product or service meets expected standards and timelines.</li></ul> <p><b>Evaluation</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"><li>• identify opportunities for improving quality</li><li>• establish expectations and measures for improvements</li><li>• create evidence to support an understanding of task management and skill development for inclusion in a personal portfolio.</li></ul>



**ACADEMIC COMPETENCIES:** These are the minimum academic competencies that provide a foundation for further learning. The following outcomes are provided as a reminder to address these academic competencies within the occupational context and to reinforce cross-curricular connections.

## COMMUNICATION

General Outcomes	Specific Outcomes
<p>Students will demonstrate effective listening, speaking, reading and writing skills to prepare for employment.</p>	<p><b>Listening, Speaking, Reading and Writing</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"><li>• read, view and interpret occupation-related materials for a specific purpose; e.g.,<ul style="list-style-type: none"><li>– read related health and safety documents</li><li>– read terms of employment documents</li><li>– follow written instructions specific to an occupational area</li></ul></li><li>• create text for a specific purpose that clearly communicates information; e.g.,<ul style="list-style-type: none"><li>– write a résumé</li><li>– write a job description</li><li>– submit job application forms</li></ul></li><li>• communicate thoughts and ideas and listen to the thoughts and ideas of others to effectively complete a task; e.g.,<ul style="list-style-type: none"><li>– follow oral instructions</li><li>– give effective oral instructions when necessary.</li></ul></li></ul>

## THINKING

Students will research information, use creative thinking skills and use effective problem-solving strategies to solve problems.

### **Problem Solving, Decision Making, Finding Information and Creative Thinking**

*Students will:*

- demonstrate an effective problem-solving model; e.g.,
  - identify the need for a solution to a problem/issue
  - identify why information is needed; e.g., make decisions, inform, persuade
- identify appropriate actions and select and apply information that meets their purposes and needs
- evaluate the results in terms of expected outcomes and assess the impact of information on their purpose and audience.

## NUMERACY

General Outcomes	Specific Outcomes
<b>Students will demonstrate mathematical operations to effectively solve problems in a meaningful context.</b>	<b>Basic Operations, Patterns and Relationships, Shape and Space, and Statistics and Probability</b>  <i>Students will:</i> <ul style="list-style-type: none"><li>• apply arithmetic operations, e.g., addition, subtraction, multiplication or division, to whole numbers and decimals and use number operations when creating and solving money problems</li><li>• use calculators or computers, to perform calculations involving large and small numbers, when solving problems</li><li>• apply concepts of rate, ratio, percentage and proportion</li><li>• demonstrate a number sense for whole numbers 0 to 100 000 and explore proper fractions and decimals</li><li>• estimate, measure and compare, using decimal numbers and standard units of measure, to solve problems in everyday contexts; e.g., mass, length, volume, time, perimeter, surface area</li><li>• use metric and imperial units of measure.</li></ul>

## INFORMATION TECHNOLOGY

**Students will demonstrate the effective use of information technology to perform daily workplace operations.**

### **Computer Operations and Computer Applications**

*Students will:*

- model and assume personal responsibility for the ethical use of information technologies
- demonstrate appropriate telephone operations within the workplace; e.g., answer telephone calls appropriately, locate numbers and make telephone calls
- use computer operations to assist in the completion of daily workplace operations; e.g.,
  - use basic keyboarding skills
  - store, organize and retrieve information correctly
  - locate and select information and ideas using appropriate technology and information systems; e.g., Internet
  - access, send and retrieve e-mail and attachments
- demonstrate procedures for connecting and using audio, video and digital equipment
- demonstrate procedures for sending and receiving faxes and setting up a fax machine
- demonstrate procedures for copying and printing documents.

