Master Barber I (Two-year Program)

8743 36 weeks / 420 hours

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Acknowledgments

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Course Description

Suggested Grade Level: 10 or 11

Barbering is the study of hair, scalp, and skin. Students study and prepare in a clinical lab setting, using mannequins and live models for manipulative practice. The program emphasizes safety and sanitation, communication, and management skills. Related areas of study include psychology, ethics, and professional image. Competency completions prepare the students to work or apprentice in a local barbershop or beauty salon.

Barbering students must satisfy a minimum of 840 hours of instruction in a two- or three-year coherent sequence of courses to be eligible to take the Board for Barbers and Cosmetology licensing examination. Upon successful completion of the program, students may earn the Virginia Board for Barbers and Cosmetology license. For more information, see Superintendent’s Memo 075-16 and Superintendent’s Memo 072-17.

As noted in Superintendent's Memo #058-17 (2-28-2017), this Career and Technical Education (CTE) course must maintain a maximum pupil-to-teacher ratio of 20 students to one teacher, due to safety regulations. The 2016-2018 biennial budget waiver of the teacher-to-pupil ratio staffing requirement does not apply.

Task Essentials List

- Tasks/competencies designated by plus icons (⊕) in the left-hand column(s) are essential
- Tasks/competencies designated by empty-circle icons (○) are optional
- Tasks/competencies designated by minus icons (⊖) are omitted
- Tasks marked with an asterisk (*) are sensitive.

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<td>⊕ Sanitize hands before and after every service.</td>
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<td>⊕ Demonstrate standard treatment of an injury to a client and to oneself.</td>
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<td>42</td>
<td>Identify the components of a Safety Data Sheet (SDS).</td>
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<td>Demonstrate prescribed procedures for attending to a contaminated (i.e., by blood spill, disease) work area.</td>
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<td>44</td>
<td>Demonstrate knowledge of blood-borne pathogens, including blood poisoning, hepatitis C, and Acquired Immune Deficiency Syndrome (AIDS).</td>
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<tr>
<td>45</td>
<td>Demonstrate safety practices when working with all chemicals.</td>
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Maintaining, Sanitizing, and Disinfecting Implements, Equipment, and Facilities

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<td>Sanitize and disinfect combs, brushes, shears, and other implements.</td>
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<td>Sanitize and disinfect electrical equipment.</td>
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<td>48</td>
<td>Maintain equipment.</td>
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<td>49</td>
<td>Sanitize rollers, clips, perm rods, and perm trays.</td>
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<td>50</td>
<td>Launder towels, capes, and smocks.</td>
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<tr>
<td>51</td>
<td>Sanitize and disinfect work areas.</td>
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Exhibiting Professionalism and Workplace Ethics

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<td>53</td>
<td>Demonstrate correct posture and physical poise.</td>
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<td>Follow practices and procedures related to workplace ethics.</td>
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Introducing Barbering

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<td>Summarize the origin and advancements of barbering.</td>
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<td>Identify various career options within barbering.</td>
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<td>57</td>
<td>Follow competency procedures.</td>
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Gathering Client's History

| 59          |      | List client's personal information and factors that could affect the service. |
| 60          |      | Record client's medical history to ensure client's health and safety. |
| 61          |      | Inform client of any irregular scalp conditions. |

Performing Scalp and Hair Care

| 62          |      | Conduct client consultation regarding use of hair products. |
| 63          |      | Apply towel and drape to client. |
| 64          |      | Analyze client's scalp and hair for abnormal conditions. |
| 65          |      | Brush hair in preparation for shampoo. |
| 66          |      | Shampoo hair. |
| 67          |      | Condition hair. |

Cutting Hair

<p>| 68          |      | Consult with client before haircut. |
| 69          |      | Analyze client's hair and facial shape, prior to a haircut. |
| 70          |      | Apply drape to client. |
| 71          |      | Analyze client's hair, prior to a haircut. |
| 72          |      | Demonstrate various haircutting elevations. |
| 73          |      | Demonstrate hand positions for cutting. |
| 74          |      | Demonstrate safe and effective handling of haircutting implements. |</p>
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<tr>
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<td>Cut hair at all elevations.</td>
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<tr>
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<td>Check overall haircut.</td>
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<tr>
<td>77</td>
<td>Trim beard, mustache, sideburns, eyebrows, and ear hair.</td>
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**Styling Hair**

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<td>Consult with client prior to styling hair.</td>
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<td>Identify design style principles.</td>
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<td>Demonstrate knowledge of styling and finishing products.</td>
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<td>Demonstrate use of blow dryer and brushes.</td>
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<td>Set hair, using pin curls.</td>
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<td>83</td>
<td>Set dry hair on hot rollers.</td>
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<td>84</td>
<td>Set hair, using curling iron.</td>
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<tr>
<td>85</td>
<td>Set hair, using rollers.</td>
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<td>Demonstrate hair wrapping and sculpting techniques.</td>
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<td>Perform finger waves.</td>
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<td>88</td>
<td>Straighten hair, using thermal tools.</td>
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<td>89</td>
<td>Style hair by basic braiding.</td>
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<tr>
<td>90</td>
<td>Demonstrate comb-out techniques.</td>
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</table>

**Introducing Chemical Texture Service Procedures**

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<tr>
<th>Task Number</th>
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<td>Conduct client consultation regarding chemical service procedures.</td>
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<td>92</td>
<td>Analyze hair and scalp condition for a particular chemical texture service.</td>
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Caring for Skin, Hands, and Feet

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<tr>
<td>114</td>
<td></td>
<td>Perform basic manicure.</td>
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<tr>
<td>115</td>
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<td>Perform basic pedicure.</td>
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<tr>
<td>116</td>
<td></td>
<td>Perform basic facial.</td>
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Legend: ✤Essential ◯Non-essential ☐Omitted

**Curriculum Framework**

**Demonstrating Safety, Sanitation, and Disease Control**

**Task Number 39**

Sanitize hands before and after every service.

**Definition**

Sanitization should include

- wetting your hands with warm water
- using liquid soap or antibacterial soap
- scrubbing your hands together and working up a good lather for 15 to 20 seconds
- paying attention to areas between fingers, nails, and both sides of the hands
- rinsing your hands well with warm water
- drying your hands either using a disposable towel or an air blower.

**Process/Skill Questions**
• What is the difference between washing and sanitizing?
• Why should all employees wash their hands before and after every service?
• What kind of soap should be used to sanitize hands?

---

**Task Number 40**

**Demonstrate standard treatment of an injury to a client and to oneself.**

**Definition**

Demonstration for treatment of the following injuries should be covered:

• bleeding and wounds
• burns
• choking
• fainting
• eye injury

**Process/Skill Questions**

• Why should all employees in a barbershop or salon receive first-aid training?
• What types of injuries commonly occur in a barbershop or salon?
• What severity of injury would require calling 911?

---

**Task Number 41**

**Follow Occupational Safety and Health Administration (OSHA) guidelines for sanitizing and disinfecting implements after exposure to blood.**

**Definition**

Following guidelines should include

• National Interstate Board of Cosmetology (NIC) Health and Safety Standards Blood Spill Procedure
• procedures to ensure safety of both the students and clients.
Process/Skill Questions

- What is OSHA?
- What OSHA regulations apply to barbershops and salons? To classroom labs?
- What types of penalties can result from OSHA violations?
- What health dangers are associated with blood spills?

Task Number 42

Identify the components of a Safety Data Sheet (SDS).

Definition

Identification should include

- ingredients of product
- hazards
- storage
- exposure control
- handling
- treatment.

Process/Skill Questions

- Why is it important for all cosmetology employees to understand the ingredients of the chemicals used in the lab/shop?
- What are the dangers of improper use of chemicals?
- What is the appropriate location for information concerning a medical reaction to products?

Task Number 43

Demonstrate prescribed procedures for attending to a contaminated (i.e., by blood spill, disease) work area.

Definition

Demonstration should include following sanitation and disinfection guidelines and procedures
soaking implements in appropriate disinfectant
- disinfecting and sanitizing work area
- properly disposing of towels and swabs.

**Process/Skill Questions**

- What is the difference between sterilization and disinfection? Why are both important in the lab/shop?
- Why is it particularly important to dispose of soiled towels correctly?

---

**Task Number 44**

**Demonstrate knowledge of blood-borne pathogens, including blood poisoning, hepatitis C, and Acquired Immune Deficiency Syndrome (AIDS).**

**Definition**

Demonstration of knowledge should include

- open sores
- unclean hands, implements, and supplies
- use of an implement on both infected areas and non-infected areas
- unsanitary conditions.

**Process/Skill Questions**

- What diseases can be transmitted through blood contact?
- Why are blood-borne pathogens a serious health threat?
- What are Universal Precautions?

---

**Task Number 45**

**Demonstrate safety practices when working with all chemicals.**

**Definition**
Demonstration should include

- washing and sanitizing hands before and after every service
- reading and following manufacturer's directions for products being used
- wearing protective gloves when necessary
- removing products completely from skin of employee and client
- keeping chemicals properly secured.

**Process/Skill Questions**

- Why is it necessary to examine the client's skin, hands, and feet for abrasions, disorders, and diseases?
- What should be done if the client has skin damage?
- Why is it necessary to read and follow manufacturer's directions for chemicals?
- When should gloves be worn?
- What can happen if the entire treatment product is not removed from skin?
- When is it necessary to apply a moisturizer at the completion of a service?

**Maintaining, Sanitizing, and Disinfecting Implements, Equipment, and Facilities**

**Task Number 46**

**Sanitize and disinfect combs, brushes, shears, and other implements.**

**Definition**

Sanitizing and disinfecting should include the following steps:

- Remove hair from combs, brushes and other implements.
- Cleanse implements with soap and water.
- Disinfect implements.

**Process/Skill Questions**

- Who is responsible for maintaining implements in a sanitized state?
- What consequences may arise from the use of improperly sanitized implements?
- What is the correct way to store sanitized implements?
Task Number 47

Sanitize and disinfect electrical equipment.

Definition

Sanitizing and disinfecting should include

- removing hair and product from electrical equipment
- using appropriate disinfectant.

Process/Skill Questions

- Who is responsible for maintaining electrical equipment in a sanitized state?
- What consequences may arise from the use of improperly sanitized equipment?
- What safety issues should be considered when cleaning electrical equipment?

Task Number 48

Maintain equipment.

Definition

Maintenance of equipment (e.g., styling chairs, shampoo station, styling station) should include

- regular cleaning
- regular inspection for safety and proper working order.

Process/Skill Questions

- Who is responsible for maintaining equipment?
- What consequences may arise from the use of improperly maintained equipment?
- What safety issues should be considered when cleaning equipment?

Task Number 49

Sanitize rollers, clips, perm rods, and perm trays.

Definition
Sanitizing should include removal of hair, end wraps, and product from implements.

**Process/Skill Questions**

- Who is responsible for maintaining rollers, clips, rods, and containers in a sanitized state?
- What consequences may arise from the use of improperly maintained rollers, clips, rods, and containers?
- What safety issues should be considered when cleaning rollers, clips, rods, and containers?

---

**Task Number 50**

**Launder towels, capes, and smocks.**

**Definition**

Laundering should include washing in hot water and detergent, with bleach or another disinfectant added to the rinse water.

**Process/Skill Questions**

- Who is responsible for maintaining towels, capes, and smocks?
- What consequences may arise from the use of improperly maintained towels, capes, and smocks?
- What sanitary measures and safety issues should be considered when cleaning towels, capes, and smocks?

---

**Task Number 51**

**Sanitize and disinfect work areas.**

**Definition**

Sanitizing should include, but is not limited to

- using Environmental Protection Agency (EPA) registered sanitation chemicals
- washing surfaces after each use
- removing dust and dirt from areas
- disposing of regular and hazardous waste in proper containers
for the appropriate process of sanitizing the lounge, stock room, individual station, and shampoo area.

**Process/Skill Questions**

- Who is responsible for maintaining work areas?
- What sanitary measures and safety issues should be considered when sanitizing work areas?
- What is the role of the EPA?

**Exhibiting Professionalism and Workplace Ethics**

**Task Number 52**

**Demonstrate a professional image.**

**Definition**

Demonstration should include maintaining a clean shop, good health and personal hygiene. It should also include being well groomed and wearing appropriate professional attire.

**Process/Skill Questions**

- What steps are involved in maintaining cleanliness and personal hygiene?
- What consequences may arise from the lack of personal hygiene?
- What factors should be considered when choosing appropriate professional attire?

**Task Number 53**

**Demonstrate correct posture and physical poise.**

**Definition**

Demonstration should include

- conducting oneself in a self-confident manner
- using ergonomics (e.g., proper sitting and standing)
  - using ergonomically designed implements
  - keeping wrists in a straight or neutral position
• keeping back and neck straight
• adjusting the height of the client's chair.

Process/Skill Questions

• Why is good posture important?
• What consequences may arise from the lack of good posture?
• Why is physical poise important when dealing with customers/clients?

Task Number 54

Follow practices and procedures related to workplace ethics.

Definition

Following practices and procedures should include

• demonstrating professional standards of conduct when working with others in classroom and professional settings
• displaying integrity, honesty, and tolerance at all times while interacting with others.

Process/Skill Questions

• Why are good work ethics important to career success?
• What consequences may arise from an employee's lack of integrity and honesty? Lack of tolerance?

Introducing Barbering

Task Number 55

Summarize the origin and advancements of barbering.

Definition

Summary should include

• historical background
• technological advancements
• current trends.
Process/Skill Questions

- Why is the study of anatomy, physiology, and histology important to barbers?
- Why is it important to know the history of barbering?
- What could be some future trends in barbering?

Task Number 56

Identify various career options within barbering.

Definition

Identification should include understanding career pathways available to a licensed barber.

Process/Skill Questions

- What skills are needed for a career in barbering?
- What specialties are in demand in the barbering field?

Task Number 57

Follow competency procedures.

Definition

Following competency procedures should include demonstrating knowledge of the theory behind barbering competencies and adhering to those procedures in practical application.

Process/Skill Questions

- How do studying theoretical principles benefit barbers in the workplace?
- What consequences may arise from not following competency procedures?

Task Number 58

Explain how to secure required license.
Definition

Explanation should include the process necessary to secure the required license to practice barbering within the Commonwealth of Virginia.

Process/Skill Questions

- How many hours of formal training are required in the Commonwealth?
- What types of training are accepted in the Commonwealth?
- Who is eligible to take the State Board Exam?
- What information is covered on the State Board Exam?

Gathering Client's History

Task Number 59

List client's personal information and factors that could affect the service.

Definition

List should include

- client's name, address, e-mail, and phone number on record card after consultation
- client's lifestyle (e.g., athletic, professional consultant, daycare teacher, stay-at-home mom).

Process/Skill Questions

- What should you do with the information that is gathered during the client's consultation?
- Why is it important to record the results of the service on the client's record card?

---

Task Number 60

Record client's medical history to ensure client's health and safety.

Definition

Record should include
• past history of skin sensitivities and reactions to skin care products
• pertinent medical history (e.g., high blood pressure, allergies).

Process/Skill Questions

• Why is it important to know the client's past history of skin reactions to skin care products?
• Why is it necessary to know the client's medical history?
• Why is it important to keep the information on the client's card in a secure location?

Task Number 61

Inform client of any irregular scalp conditions.

Definition

Informing client should include

• an explanation of irregular scalp conditions
• determination of what is treatable and non-treatable in the barbershop or salon.

Process/Skill Questions

• What are some examples of treatable scalp conditions? Non-treatable scalp conditions?
• How should the client be told of an irregular scalp condition?

Performing Scalp and Hair Care

Task Number 62

Conduct client consultation regarding use of hair products.

Definition

Consultation should include

• asking questions about client's product usage
• asking questions about known allergies
• determining the client's needs
• determining the services that meet client's needs.
Process/Skill Questions

- How should you prepare for a client consultation?
- Why is consulting with clients important?
- What skills are needed when consulting with clients?
- What privacy issues should be used when consulting with clients?

Task Number 63

Apply towel and drape to client.

Definition

Application should include

- asking client to remove and secure all relevant jewelry
- turning client's collar to the inside, if applicable
- placing the towel lengthwise across client's shoulders
- draping plastic or waterproof cape over towel and fastening it in the back
- placing another towel over the cape and securing it in the front with a clip for a wet service.

Process/Skill Questions

- What is the importance of the towel?
- What are the advantages and disadvantages of different types of capes?
- What are some methods for securing the towel and drape?

Task Number 64

Analyze client's scalp and hair for abnormal conditions.

Definition

Analysis should include

- inspecting the client's scalp and hair
- recognizing diseases, disorders, or abnormal conditions.

Process/Skill Questions
- What is the importance of recognizing hair and scalp disorders?
- What are the signs and symptoms of a contagious disorder?
- When would you suggest a client see a physician?
- How is a disorder distinguished from a disease?

---

**Task Number 65**

**Brush hair in preparation for shampoo.**

**Definition**

Procedure should include beginning at the ends of the hair and brushing to remove tangles in preparation for a shampoo service.

**Process/Skill Questions**

- Why should hair be removed of tangles prior to shampooing?
- What are the proper implements to remove tangles from various hair textures?
- How can brushing reveal information about hair?

---

**Task Number 66**

**Shampoo hair.**

**Definition**

Shampooing hair should include

- selecting the proper water temperature
- selecting the appropriate shampoo
- manipulating the scalp, using massage techniques
- cleansing and rinsing the hair thoroughly.

**Process/Skill Questions**

- What shampoos should be used for various hair types?
- Where should the fingers be placed to test the water temperature?
- What part of the fingers should be used in scalp manipulations?
- Why are scalp manipulations important when shampooing the hair?
- Why is pH important when selecting shampoo?
Task Number 67

Condition hair.

Definition

Conditioning hair should include

- selecting the appropriate conditioner to use for client's type of hair
- performing basic treatments when necessary
- using finger manipulations during conditioner application
- rinsing the hair thoroughly.

Process/Skill Questions

- Why do different types of hair require different conditioners?
- How long should conditioner be left on the hair?
- Why is it important to rinse the hair completely?

Cutting Hair

Task Number 68

Consult with client before haircut.

Definition

Consultation should include

- discussion of the needs and desires of the client
- interpretation of the needs and desires of the client
- selection of the appropriate haircut for the client.

Process/Skill Questions

- What listening skills are important when conducting a client consultation?
- What questions should the consultation include to select the appropriate haircut for a client?
- What factors should be considered when selecting the haircut for the client?
Task Number 69

Analyze client's hair and facial shape, prior to a haircut.

Definition

Analysis should demonstrate ability to determine porosity, texture, elasticity, and density according to the client's facial shape.

Process/Skill Questions

- What role does porosity play in haircutting? Texture? Density? Elasticity?
- What haircut works with the particular face shape?
- How do we use haircutting to minimize flaws and accentuate the positive?

Task Number 70

Apply drape to client.

Definition

Application should include

- the proper draping of the client for a dry haircut service
- the proper draping of the client for a wet haircut service.

Process/Skill Questions

- When is use of a neck strip appropriate in draping for a haircut? When is a towel appropriate?
- What type of cape should be used for a dry haircut? Wet haircut? Why?

Task Number 71

Analyze client's hair, prior to a haircut.

Definition
Analysis should demonstrate ability to determine porosity, texture, elasticity, and density.

**Process/Skill Questions**

- What is the difference between hair density and hair texture?
- Why is it important to analyze the client's hair before the haircut?
- What role does elasticity play in hair cutting?

---

**Task Number 72**

Demonstrate various hair cutting elevations.

**Definition**

Demonstration should include various degrees (e.g., zero, 45, 90) of elevation used during hair cutting.

**Process/Skill Questions**

- What role does elevation play in hair cutting?
- What result is produced from a zero-degree haircut?
- What result is produced from a 45-degree haircut?
- What result is produced from a 90-degree haircut?
- Is it advisable to combine more than one elevation in a haircut? Why, or why not?
- What techniques can be used to avoid uneven steps in a haircut?

---

**Task Number 73**

Demonstrate hand positions for cutting.

**Definition**

Demonstration should include appropriate hand positions for

- vertical haircut
- horizontal haircut
- diagonal cutting.

**Process/Skill Questions**
• What role does hand position play in haircutting?
• Is it recommended that more than one hand position be combined in a haircut? Why, or why not?
• What are the results of various hand positions during a haircut?

Task Number 74

Demonstrate safe and effective handling of haircutting implements.

Definition

Demonstration should include handling of

• shears
• razors
• clippers
• thinning shears.

Process/Skill Questions

• What safety procedures should be used when handling cutting implements?
• How is the guard and/or blade safely removed from a razor?
• Where should one properly dispose of a used blade?
• When should a razor blade be changed?

Task Number 75

Cut hair at all elevations.

Definition

Cut should include proper safety and cutting techniques when using hair shaping implements including

• shears
• razors
• clippers
• thinning shears.
Process/Skill Questions

- What are the four basic haircuts?
- Where are the "danger zones" in a haircut?
- Why does a cosmetologist have to be aware of the "danger zones"?
- What is the difference between razor cuts and shear cuts?

Task Number 76

Check overall haircut.

Definition

Check should include analyzing overall haircut for blending, outline, and balance.

Process/Skill Questions

- When is blending used?
- What are some cross-checking techniques?
- What are some texturizing techniques?

Task Number 77

Trim beard, mustache, sideburns, eyebrows, and ear hair.

Definition

Trim should include

- consulting with client prior to procedure
- using proper implements for each.

Process/Skill Questions

- What cutting implement should be used to shape a beard? Mustache? Sideburns?
- What cutting implement should be used to remove ear hair?
- What cutting implement should be used to trim eyebrows?

Styling Hair
Task Number 78

Consult with client prior to styling hair.

Definition

Consultation should include

- expectations of client
- products and tools needed
- lifestyle of client
- procedure to be used
- visual aids.

Process/Skill Questions

- How are visual aids effective?
- Why is lifestyle an important aspect?
- What is considered the "ideal" face shape? How does this affect the type of hairstyle?

Task Number 79

Identify design style principles.

Definition

Identification should include

- proportion
- balance
- harmony
- emphasis
- rhythm.

Process/Skill Questions

- Why should the body type be considered when deciding on a hair style?
- Why are all elements needed for the design process?
Task Number 80

Demonstrate knowledge of styling and finishing products.

Definition

Demonstration should include appropriate selection of styling and finishing products based on hair texture, density, length, and desired finish.

Process/Skill Questions

- What role does hair texture play in product selection?
- How and when are styling products applied?
- When are finishing products applied?
- What factors determine the selection of finishing products? Styling products?

Task Number 81

Demonstrate use of blow dryer and brushes.

Definition

Demonstration should include

- appropriate selection of the setting and airflow control in blow-dry styling
- appropriate selection of the brush(es) to achieve the desired style.

Process/Skill Questions

- In what direction should the blow dryer be aimed?
- How close should the blow dryer be placed to the hair when drying?
- How many revolutions should be made with a round brush?
- What determines the selection of brush(es) to be used?

Task Number 82

Set hair, using pin curls.

Definition
Setting should include

- selecting the proper setting lotion for pin curling
- selecting the proper stem direction and size for desired results
- demonstrating correct clip placement in relation to the pin curl shape.

Process/Skill Questions

- What is the stem/base/circle of a pin curl?
- What determines the stem direction?
- What is curl mobility?
- What is the importance of molding a pin curl?
- What determines the size of the base?
- Where is a pin curl anchored?

Task Number 83

Set dry hair on hot rollers.

Definition

Setting should include

- safe handling of hot rollers
- appropriate sectioning of hair for hot roller placement
- correct clip placement in relation to the roller.

Process/Skill Questions

- What determines the roller placement?
- When using hot rollers, what is meant by on base? Off base? Half-off base?
- What determines the size of the base?
- Where is a roller anchored?

Task Number 84

Set hair, using curling iron.

Definition
Setting should include

- testing the temperature of the curling iron
- subsectioning the hair in relation to the size of the curling iron
- establishing a base
- distributing hair evenly around the curling iron
- using the comb to protect the scalp from the iron.

Process/Skill Questions

- What determines the correct iron temperature?
- When using a curling iron, what is on base? Off base? Half-off base?
- What type of comb should be used with a curling iron?
- Where should the comb be placed?
- How is the curling iron safely tested?

---

Task Number 85

Set hair, using rollers.

Definition

Setting should include

- selecting the proper setting lotion for roller
- establishing a base
- using proper tension and smoothing
- selecting proper roller placement
- securing the roller properly to the head.

Process/Skill Questions

- What determines the roller placement?
- When using rollers, what is on base? Off base? Half-off base?
- What determines the size of the base?
- Where is a roller anchored?

---

Task Number 86

Demonstrate hair wrapping and sculpting techniques.
Definition

Demonstration should include

- using both wet and dry wrapping
- selecting correct product
- achieving desired style.

Process/Skill Questions

- When would a wrapping technique be used?
- When and why would hair be molded and sculpted hair?

Task Number 87

Perform finger waves.

Definition

Performing should include

- creating various sized finger waves
- using fingers and comb
- using appropriate hair product.

Process/Skill Questions

- What type of comb should be used for finger waving?
- What texture and length of hair is best suited for finger waves?

Task Number 88

Straighten hair, using thermal tools.

Definition

Straightening should be performed with a pressing comb and/or flat iron.

Process/Skill Questions
• What technique is used for testing the pressing comb?
• How wide should the subsections of hair be when straightening the hair?
• What safety precautions must be followed when straightening hair?

---

**Task Number 89**

**Style hair by basic braiding.**

**Definition**

Styling should include basic overhand and underhand techniques.

**Process/Skill Questions**

• What are some examples of basic braids? What tools are used for braiding?
• What is a visible braid? An invisible braid? What type of hair is best for an invisible braid?
• Should the hair be wet or dry when braiding? Explain your answer.

---

**Task Number 90**

**Demonstrate comb-out techniques.**

**Definition**

Demonstration should include

• back combing/back brushing
• selecting and using appropriate products
• achieving balance and blending in a finished hairstyle.

**Process/Skill Questions**

• What safety precautions should be followed during a comb out?
• What is the correct draping for a comb-out service?
• What tools may be used in a comb out?
• What does the stylist look for to determine if the comb out is balanced and blended?
Introducing Chemical Texture Service Procedures

Task Number 91

Conduct client consultation regarding chemical service procedures.

Definition

Consultation should include

- factors that might affect services
- previous chemical services
- medications that could cause a reaction to the chemicals
- lifestyle (e.g., hormonal changes, allergic reaction)
- expected outcome.

Process/Skill Questions

- What type of previous service could affect the chemical service?
- What questions should be asked in a client's consultation prior to a chemical service?
- How does a client's lifestyle affect his/her choice of service?

Task Number 92

Analyze hair and scalp condition for a particular chemical texture service.

Definition

Analysis should include

- scalp condition
- physical properties of hair.

Process/Skill Questions

- What scalp conditions would prevent the permanent wave service?
• How should hair condition and texture determine which permanent wave to use?

Task Number 93
Select product for chemical texture service.

Definition
Selection should include determining the appropriate chemical product for client’s hair type.

Process/Skill Questions
• What products are most commonly used?
• How does pH help determine which product is selected?

Task Number 94
Select rod type for permanent waving.

Definition
Selection should be based on desired curl outcome.

Process/Skill Questions
• What information is needed to select rod size?
• How does rod size affect curl outcome?
• How are rod types suited for specific curl patterns?

Task Number 95
Select wrap method and sectioning pattern.

Definition
Selection should include using
• proper sectioning and wrapping methods (e.g., spiral, croquignole)
• appropriate tension

based on desired permanent results.

**Process/Skill Questions**

- How would sectioning affect the wrapping method chosen?
- What could result from inappropriate tension during wrapping?

---

**Task Number 96**

**Demonstrate sectioning and subsectioning.**

**Definition**

Demonstration of sectioning should include choosing the appropriate size, shape, and direction of the panel.

Demonstration of subsectioning should include choosing the appropriate length and/or width of the tool being used.

**Process/Skill Questions**

- What procedure is used to section for a first-time chemical relaxer?
- What procedure is used to section for a chemical relaxer retouch?
- What procedure is used to section for a soft curl perm?
- What procedure is used to subsection for a first-time chemical relaxer?
- What procedure is used to subsection for a chemical relaxer retouch?
- What procedure is used to subsection for a soft curl perm?

---

**Task Number 97**

**Perform predisposition test.**

**Definition**

Performance should include a patch test on skin to determine sensitivity to chemicals.

**Process/Skill Questions**
• How should a patch test be performed?
• What product should be used for the test?
• When can the patch test results be examined?
• Where should patch test results be recorded?

Task Number 98

Apply protective cream and cotton for client protection.

Definition

Application should include

• using protective cream around the client's hairline, including nape area
• using cotton around the entire hairline.

Process/Skill Questions

• Why is the protective cream used before applying the perm lotion?
• What would be the result be of putting the protective cream on to the hair?

Task Number 99

Demonstrate application of chemicals.

Definition

Demonstration should include

• wearing gloves to apply solution
• applying chemicals according to manufacturer's directions
• replacing cotton or towels if saturated with solution.

Process/Skill Questions

• How is permanent wave solution applied to the perm rods?
• Why is it necessary to wear gloves when working with chemicals?
• What could result from applying chemicals without gloves?
Task Number 100

Apply permanent wave according to manufacturer's directions.

Definition

Application should include

- using the correct permanent wave according to manufacturer's directions
- checking frequently for curl development.

Process/Skill Questions

- Why is it important to read manufacturer's directions?
- What could result from improper application of the product?

Task Number 101

Demonstrate test curl.

Definition

Demonstration should include

- unwrapping the rod one and half turns
- pushing the hair up and toward the scalp, allowing it to relax into an "S" shape movement
- looking for an "S" pattern the size of the rod.

Process/Skill Questions

- Why is it important to take test curls on different areas of the head?
- What should be done after the "S" pattern is formed?

Task Number 102

Demonstrate application of relaxer.
Definition

Application should include employing a simulated product to demonstrate

- using protective cream
- demonstrating proper sectioning and subsectioning
- using various methods to apply relaxer
- demonstrating virgin and retouch application procedures
- demonstrating smoothing.

Process/Skill Questions

- How should protective cream be applied?
- When should protective cream be applied?
- Where should protective cream be applied?

Lightening and Coloring Hair

Task Number 103

Demonstrate safety practices when working with all chemical services.

Definition

Safety practices should include

- proper draping of chemical services by applying towel under and over cape
- application of protective cream around hairline
- use of protective gloves
- consultation of the client's record card for pertinent information
- performance of a predisposition test (patch test)
- analysis of client's scalp and hair
- performance of strand test
- use of sanitized towels and implements
- removal of any lightener or color with cool damp cloth
- replacement of soiled towel with clean towel if necessary
- rinsing with cool tepid water
- adherence to manufacturer's directions and Safety Data Sheet (SDS).

Process/Skill Questions

- What is the proper draping technique for a chemical service?
• What should be applied around hairline?
• How should students protect their hands?
• What information should be found on a client record card?
• What is a predisposition test?
• When is a predisposition test performed?
• What are other names for the predisposition test?
• What information can be gained from a scalp analysis?
• What is a strand test?
• Why is it necessary to use sanitary towels and implements?
• What is the importance of using cool damp towels to remove chemicals from the skin?
• Why is it necessary to use cool tepid water?
• What is an SDS?

---

**Task Number 104**

**Record client consultation information, including factors that may affect the services.**

**Definition**

A record card should include name, address, telephone number, prior chemical services, a strand test, whole head results, timing, and suggestions for next service.

**Process/Skill Questions**

- What should be included on a client record card?
- Why is it important to have a client record card?

---

**Task Number 105**

**Demonstrate a working knowledge of color theory.**

**Definition**

A working knowledge of color theory should include

- the law of color
- definition of primary colors
- definition of secondary colors
• definition of tertiary colors
• definition of complementary colors
• definition of levels of color
• definition of tones and intensity
• reference to the color wheel to predict results.

Process/Skill Questions

• What is the law of color?
• What are the three primary colors?
• How are the secondary colors created?
• How are the tertiary colors created?
• From what two categories are complementary colors derived?
• What are the ten levels of color?
• How is the color wheel used to predict results?
• What is the difference between warm and cool tones?

Task Number 106

Define temporary, semipermanent, demipermanent, and permanent color.

Definition

Definition should include the characteristics of each category of color. It should also include the following information:

• Temporary hair color makes only a physical change, not a chemical one, in the hair shaft.
• Semipermanent hair color requires a patch test and does not require maintenance of new growth.
• Demipermanent hair color makes the natural hair color darker.
• Permanent hair color remains in the hair shaft until the new growth of hair occurs.

Process/Skill Questions

• How is it determined which of the four categories of color the client will receive?
• Why would a temporary hair color be used?
• How long does semipermanent hair color last?
• How long does demipermanent hair color last?
• How long does permanent hair color last?
Task Number 107

Consult with client regarding previous chemical use and desired results.

Definition

In client consultation the client should be asked about past chemical history and desired results.

Process/Skill Questions

- What is included in a client consultation?
- What kind of communication skills are needed for a successful client consultation?

Task Number 108

Demonstrate appropriate sectioning and subsectioning.

Definition

Demonstration should include

- how to section the hair for hair color services
- how to subsection the hair for hair color services.

Process/Skill Questions

- What procedure is used to section for permanent hair color?
- What procedure is used to section for temporary hair color?
- What procedure is used to section for semipermanent hair color?
- What procedure is used to section for demipermanent hair color?
- What procedure is used to section for hair lightening?
- What procedure is used to subsection for permanent hair color?
- What procedure is used to subsection for temporary hair color?
- What procedure is used to subsection for semipermanent hair color?
- What procedure is used to subsection for demipermanent hair color?
- What procedure is used to subsection for hair lightening?

Task Number 109
Demonstrate highlighting techniques.

Definition

Demonstration should include

- demonstrating the cap technique
- demonstrating the foil technique.

Process/Skill Questions

- What is the procedure for sanitizing hands and implements?
- How is the product distributed evenly through the hair?
- What types of foil patterns can be used for highlighting?

Task Number 110

Apply temporary color and/or semipermanent color to hair.

Definition

Application should include

- following manufacturer's directions
- checking results of patch test
- sanitizing hands and implements
- pre-shampooing client's hair, if required
- towel blotting hair and removing tangles
- applying color
- combing hair color through and adding more, if needed
- doing strand test for desired results
- rinsing hair and/or shampooing as directed by manufacturer
- removing stains from skin
- reconditioning hair.

Process/Skill Questions

- What is the importance of reading manufacturer's directions?
- Why is pre-shampooing important before a temporary color service?
- How is color applied with the applicator bottle?
Task Number 111

Apply demipermanent color to hair.

Definition

Application should include the following steps:

- Follow manufacturer's directions.
- Check results of patch test.
- Sanitize hands and implements.
- Pre-shampoo client's hair, if required.
- Determine required strength of developer.
- Towel blot hair and remove tangles.
- Apply color.
- Strand test for desired results.
- Rinse hair, and/or shampoo as directed by manufacturer.
- Remove stains from skin.
- Recondition hair.

Process/Skill Questions

- How are the results of a patch test checked?
- How is color applied with the applicator bottle?
- What determines the rinsing or shampooing of the hair?
- What type of conditioner should be used?

Task Number 112

Remove hair color from skin.

Definition

Removal should include applying product to skin that is designed to diffuse pigment from skin.

Process/Skill Questions

- What product can be used to remove artificial color from skin?
- What safety precautions should to be used when removing hair color from the skin?
Task Number 113

Complete client record card for color services.

Definition

Card should include

- consultation information and any difficulties encountered
- analysis notes
- strand test information
- results
- timing
- suggestions for further services.

Process/Skill Questions

- Why is it important to write down anything that went wrong during the color service?
- Is it important to include products that were used on the client? Why, or why not?

Caring for Skin, Hands, and Feet

Task Number 114

Perform basic manicure.

Definition

Performance should include

- examining client's skin and hands for abrasions, disorders, and diseases
- suggesting medical treatment, if necessary
- removing polish, if necessary
- shaping nails
- softening cuticles in finger bowl
- drying fingers with towel
- applying cuticle remover
- loosening cuticle with orangewood stick covered with cotton
- cleaning under free edge with orangewood stick
- removing excess dead skin, if necessary
- applying nail whitener under free edge, if necessary
- applying cuticle oil or cream and massage into cuticles
- removing excess oil from nail bed
• applying base coat to nails
• applying nail color to nails
• removing excess polish from around the cuticle area
• applying topcoat to nails
• applying hand lotion to hands, using massage techniques
• sanitizing and disinfecting implements and work area.

**Process/Skill Questions**

• Why is it necessary to analyze the hands and nails?
• What are the five nail shapes?
• What are the differences between a basic manicure and a specialty service manicure?
  - Why is it necessary to analyze the hands and nails?
  - What are the five nail shapes?
  - What are the differences between a basic manicure and a specialty service manicure?
  - What is the purpose of massaging the hands?

• What is the purpose of massaging the hands?

---

**Task Number 115**

**Perform basic pedicure.**

**Definition**

Performance should include

• examining the client's skin and feet for abrasions, disorders, and diseases
• suggesting medical treatment, if necessary
• arranging required equipment, implements, and materials
• placing client's feet on clean paper towel on footrest
• filling footbath with warm water to cover ankles
• adding antiseptic or antibacterial soap to footbath and placing both feet in bath for 3-5 minutes
• removing feet from footbath, rinsing feet, and wiping them dry
• removing polish, if necessary
• filing toenails straight across and even with the ends of the toes with emery board; taking care to avoid filing into corners of the nails
• using a cotton-tipped orangewood stick, apply cuticle solvent to cuticle and under free edge of each toenail
massaging each toe with cuticle cream or oil
scrubbing feet in warm, soapy water; rinsing, and drying thoroughly
applying lotion or cream over the foot to just above the ankle
massaging both feet, using massage techniques
removing traces of lotion from the nails
applying base coat, polish, and top coat on each toenail
sanitizing and disinfecting implements and footbath.

Process/Skill Questions

• What is the importance of analyzing client's feet before giving a pedicure?
• What is the danger of massaging the shin area?
• What are the differences between a basic pedicure and a specialty service pedicure?
• What is the purpose of massaging the feet?
• What safety precautions should be used when performing a pedicure?

Task Number 116

Perform basic facial.

Definition

Procedure should include the following steps:

• Complete client consultation.
• Cleanse the face.
• Steam the face (optional).
• Apply massage cream.
• Perform facial massage, using massage techniques.
• Remove massage cream.
• Apply astringent or mild freshening lotion.
• Apply treatment mask or pack formulated for client's skin condition.
• Remove mask or pack.
• Apply astringent or mild freshening lotion.
• Apply moisturizer or protective lotion.
• Discard all disposable supplies and materials.
• Sanitize and disinfect implements and work area.

Process/Skill Questions

• What are the four basic skin types?
• What position should the headrest be in for a facial?
• How do you apply massage cream?
- What are the facial massage movements?
- What is the difference between a mask and a pack?

## SOL Correlation by Task

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<th>Task</th>
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<td>Sanitize hands before and after every service.</td>
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<td>40</td>
<td>Demonstrate standard treatment of an injury to a client and to oneself.</td>
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</table>
| 41   | Follow Occupational Safety and Health Administration (OSHA) guidelines for sanitizing and disinfecting implements after exposure to blood. | English: 10.5, 11.5  
History and Social Science: GOVT.15 |
| 42   | Identify the components of a Safety Data Sheet (SDS). | History and Social Science: GOVT.15 |
| 43   | Demonstrate prescribed procedures for attending to a contaminated (i.e., by blood spill, disease) work area. | History and Social Science: GOVT.15 |
| 44   | Demonstrate knowledge of blood-borne pathogens, including blood poisoning, hepatitis C, and Acquired Immune Deficiency Syndrome (AIDS). | English: 10.5, 11.5  
Science: BIO.4d |
| 45   | Demonstrate safety practices when working with all chemicals. | Science: CH.1b |
| 46   | Sanitize and disinfect combs, brushes, shears, and other implements. |  |
| 47   | Sanitize and disinfect electrical equipment. |  |
| 48   | Maintain equipment. |  |
| 49   | Sanitize rollers, clips, perm rods, and perm trays. |  |
| 50   | Launder towels, capes, and smocks. |  |
| 51   | Sanitize and disinfect work areas. |  |
| 52   | Demonstrate a professional image. |  |
| 53   | Demonstrate correct posture and physical poise. |  |
| 54   | Follow practices and procedures related to workplace ethics. | History and Social Science: GOVT.16 |
| 55   | Summarize the origin and advancements of barbering. | English: 10.5, 11.5  
History and Social Science: VUS.14 |
| 56   | Identify various career options within barbering. | English: 10.5, 11.5 |
| 57   | Follow competency procedures. | English: 10.5, 11.5 |
|   | Explain how to secure required license. | English: 10.5, 11.5
History and Social Science: GOVT.9, GOVT.15, GOVT.16 |
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<td>List client's personal information and factors that could affect the service.</td>
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<td>Inform client of any irregular scalp conditions.</td>
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<td>Conduct client consultation regarding use of hair products.</td>
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<td>62</td>
<td>Apply towel and drape to client.</td>
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<tr>
<td>77</td>
<td>Identify design style principles.</td>
<td></td>
</tr>
<tr>
<td>78</td>
<td>Demonstrate knowledge of styling and finishing products.</td>
<td></td>
</tr>
<tr>
<td>79</td>
<td>Demonstrate use of blow dryer and brushes.</td>
<td></td>
</tr>
<tr>
<td>80</td>
<td>Set hair, using pin curls.</td>
<td></td>
</tr>
<tr>
<td>81</td>
<td>Set dry hair on hot rollers.</td>
<td></td>
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<tr>
<td>82</td>
<td>Set hair, using curling iron.</td>
<td></td>
</tr>
<tr>
<td>83</td>
<td>Set hair, using rollers.</td>
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<tr>
<td>84</td>
<td>Demonstrate hair wrapping and sculpting techniques.</td>
<td></td>
</tr>
<tr>
<td>85</td>
<td>Perform finger waves.</td>
<td></td>
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<tr>
<td>88</td>
<td>Straighten hair, using thermal tools.</td>
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<tr>
<td>89</td>
<td>Style hair by basic braiding.</td>
<td></td>
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<tr>
<td>90</td>
<td>Demonstrate comb-out techniques.</td>
<td></td>
</tr>
<tr>
<td>91</td>
<td>Conduct client consultation regarding chemical service procedures.</td>
<td>English: 10.1, 11.1</td>
</tr>
<tr>
<td>92</td>
<td>Analyze hair and scalp condition for a particular chemical texture service.</td>
<td></td>
</tr>
<tr>
<td>93</td>
<td>Select product for chemical texture service.</td>
<td>Science: CH.1b</td>
</tr>
<tr>
<td>94</td>
<td>Select rod type for permanent waving.</td>
<td></td>
</tr>
<tr>
<td>95</td>
<td>Select wrap method and sectioning pattern.</td>
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</tr>
<tr>
<td>96</td>
<td>Demonstrate sectioning and subsectioning.</td>
<td></td>
</tr>
<tr>
<td>97</td>
<td>Perform predisposition test.</td>
<td></td>
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<tr>
<td>98</td>
<td>Apply protective cream and cotton for client protection.</td>
<td></td>
</tr>
<tr>
<td>99</td>
<td>Demonstrate application of chemicals.</td>
<td></td>
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<tr>
<td>100</td>
<td>Apply permanent wave according to manufacturer's directions.</td>
<td></td>
</tr>
<tr>
<td>101</td>
<td>Demonstrate test curl.</td>
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<tr>
<td>102</td>
<td>Demonstrate application of relaxer.</td>
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<tr>
<td>103</td>
<td>Demonstrate safety practices when working with all chemical services.</td>
<td></td>
</tr>
<tr>
<td>104</td>
<td>Record client consultation information, including factors that may affect the services.</td>
<td></td>
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<tr>
<td>105</td>
<td>Demonstrate a working knowledge of color theory.</td>
<td></td>
</tr>
<tr>
<td>106</td>
<td>Define <em>temporary, semipermanent, demipermanent, and permanent</em> color.</td>
<td>English: 10.5, 11.5</td>
</tr>
<tr>
<td>107</td>
<td>Consult with client regarding previous chemical use and desired results.</td>
<td></td>
</tr>
<tr>
<td>108</td>
<td>Demonstrate appropriate sectioning and subsectioning.</td>
<td></td>
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<tr>
<td>109</td>
<td>Demonstrate highlighting techniques.</td>
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</tr>
<tr>
<td>110</td>
<td>Apply temporary color and/or semipermanent color to hair.</td>
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<tr>
<td>111</td>
<td>Apply demipermanent color to hair.</td>
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</tr>
<tr>
<td>112</td>
<td>Remove hair color from skin.</td>
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</tr>
<tr>
<td>113</td>
<td>Complete client record card for color services.</td>
<td></td>
</tr>
<tr>
<td>114</td>
<td>Perform basic manicure.</td>
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</tr>
<tr>
<td>115</td>
<td>Perform basic pedicure.</td>
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</tr>
<tr>
<td>116</td>
<td>Perform basic facial.</td>
<td></td>
</tr>
</tbody>
</table>
Appendix: Credentials, Course Sequences, and Career Cluster Information

Industry Credentials: Only apply to 36-week courses

- College and Work Readiness Assessment (CWRA+)
- Customer Service Examination
- Customer Service Specialist (CSS) Examination
- National Career Readiness Certificate Assessment
- Professional Communications Certification Examination
- Workplace Readiness Skills for the Commonwealth Examination

Concentration sequences: A combination of this course and those below, equivalent to two 36-week courses, is a concentration sequence. Students wishing to complete a specialization may take additional courses based on their career pathways. A program completer is a student who has met the requirements for a CTE concentration sequence and all other requirements for high school graduation or an approved alternative education program.

- Master Barber II (Two-year Program) (8744/36 weeks, 420 hours)

Career Cluster: Human Services

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Occupations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Care Services</td>
<td>Barber Cosmetologist</td>
</tr>
</tbody>
</table>