Master Barber I

8740 36 weeks / 280 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 barber shop 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/Competency List

- Tasks/competencies designated by plus icons (➕) in the left-hand column(s) are essential
- Tasks/competencies designated by empty-circle icons (〇) are optional
- Tasks/competencies designated by minus icons (➖) are omitted
- Tasks marked with an asterisk (*) are sensitive.

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Introducing Chemical Texture Service Procedures

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Lightening and Coloring Hair

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**Curriculum Framework**

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

**Task Number 39**

**Sanitize hands before and after every service.**

**Definition**

Sanitation 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 barber shop or salon receive first-aid training?
- What types of injuries commonly occur in a barber shop or salon?
- What severity of injury would require calling 911?

Task Number 41

Follow 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 barber shops 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 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 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 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 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 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?
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?
Performing Scalp and Hair Care

Task Number 61

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 62

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 63

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 64

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 65
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?
- What are surfactants in shampoo?

Task Number 66

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?
Task Number 67

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 68

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 69

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?

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Task Number 70

Demonstrate various haircutting elevations.

Definition

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

Process/Skill Questions

- What role does elevation play in haircutting?
- 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?

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Task Number 71

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 72

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 73

Cut hair.

Definition

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

- shears
- razors
• clippers
• thinning shears.

Process/Skill Questions

• What safety procedures should be used when handling cutting implements?
• Which haircuts require damp hair?
• What hand positions should be used when cutting with shears? Razors? Clippers? Thinning shears?

Task Number 74

Check overall haircut.

Definition

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

Process/Skill Questions

• What is cross-checking? When would it be used?
• What position should be used to check a vertical haircut? Why?
• What position should be used to check a horizontal haircut? Why?
• What position should be used to check a diagonal haircut? Why?

Styling Hair

Task Number 75

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 76

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 77

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 78

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 79

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 80

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 81

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 82

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 83

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 84

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 85

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 86

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 87**

**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 88**

**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 89**

**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 90**

**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 91**

**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 92**

**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?

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**Lightening and Coloring Hair**

**Task Number 93**
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 94

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 95

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 96
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 97

Complete client record card for color services.

Definition

Record all information on a record card which should contain the consultation information and any difficulties encountered. All analysis notes, strand test information, results, timing, and suggestions for further services should also be included.

Process/Skill Questions

- Why is it important to record consultation information on a record card?
- Why is it important to record all analysis notes, strand test information, results, and timing?
- Why is it important to record suggestions for future services?

SOL Correlation by Task

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
<th>English</th>
<th>History and Social Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>39</td>
<td>Sanitize hands before and after every service.</td>
<td></td>
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<tr>
<td>40</td>
<td>Demonstrate standard treatment of an injury to a client and to oneself.</td>
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<tr>
<td>41</td>
<td>Follow OSHA guidelines for sanitizing and disinfecting implements after exposure to blood.</td>
<td>English: 10.5, 11.5</td>
<td>History and Social Science: GOVT.15</td>
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<td></td>
<td>Task Description</td>
<td>Subject(s)</td>
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<tr>
<td>42</td>
<td>Identify the components of a Safety Data Sheet (SDS).</td>
<td>History and Social Science: GOVT.15</td>
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<tr>
<td>43</td>
<td>Demonstrate prescribed procedures for attending to a contaminated (i.e., by blood spill, disease) work area.</td>
<td>History and Social Science: GOVT.15</td>
<td></td>
</tr>
<tr>
<td>44</td>
<td>Demonstrate knowledge of blood-borne pathogens, including blood poisoning, hepatitis C, and AIDS.</td>
<td>English: 10.5, 11.5, Science: BIO.4d</td>
<td></td>
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<tr>
<td>45</td>
<td>Demonstrate safety practices when working with all chemicals.</td>
<td>Science: CH.1b</td>
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<tr>
<td>46</td>
<td>Sanitize and disinfect combs, brushes, shears, and other implements.</td>
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<td>47</td>
<td>Sanitize and disinfect electrical equipment.</td>
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<tr>
<td>48</td>
<td>Maintain equipment.</td>
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<tr>
<td>49</td>
<td>Sanitize rollers, clips, perm rods, and perm trays.</td>
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<tr>
<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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<tr>
<td>52</td>
<td>Demonstrate a professional image.</td>
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<td>53</td>
<td>Demonstrate correct posture and physical poise.</td>
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<tr>
<td>54</td>
<td>Follow practices and procedures related to workplace ethics.</td>
<td>History and Social Science: GOVT.16</td>
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</tr>
<tr>
<td>55</td>
<td>Summarize the origin and advancements of barbering.</td>
<td>English: 10.5, 11.5, History and Social Science: VUS.14</td>
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<tr>
<td>56</td>
<td>Identify various career options within barbering.</td>
<td>English: 10.5, 11.5</td>
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<td>57</td>
<td>Follow competency procedures.</td>
<td>English: 10.5, 11.5</td>
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<tr>
<td>58</td>
<td>Explain how to secure required license.</td>
<td>English: 10.5, 11.5, History and Social Science: GOVT.9, GOVT.15, GOVT.16</td>
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<tr>
<td>59</td>
<td>List client's personal information and factors that could affect the service.</td>
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<td>60</td>
<td>Record client's medical history to ensure client's health and safety.</td>
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<tr>
<td>61</td>
<td>Conduct client consultation regarding use of hair products.</td>
<td>English: 10.1, 11.1</td>
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<tr>
<td>62</td>
<td>Apply towel and drape to client.</td>
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<tr>
<td>63</td>
<td>Analyze client's scalp and hair for abnormal conditions.</td>
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<td>64</td>
<td>Brush hair in preparation for shampoo.</td>
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<td>65</td>
<td>Shampoo hair.</td>
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<td>66</td>
<td>Condition hair</td>
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<tr>
<td>67</td>
<td>Consult with client before haircut.</td>
<td>English: 10.1, 11.1</td>
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<tr>
<td>68</td>
<td>Analyze client's hair and facial shape, prior to a haircut.</td>
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<td>69</td>
<td>Apply drape to client.</td>
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<td>70</td>
<td>Demonstrate various haircutting elevations.</td>
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<td>71</td>
<td>Demonstrate hand positions for cutting.</td>
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<tr>
<td>72</td>
<td>Demonstrate safe and effective handling of haircutting implements.</td>
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<tr>
<td>73</td>
<td>Cut hair.</td>
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<tr>
<td>74</td>
<td>Check overall haircut.</td>
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<td>Select product for chemical texture service.</td>
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<td>Select rod type for permanent waving.</td>
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Consult with client regarding previous chemical use and desired results.

Complete client record card for color services.

Customer Service Infusion Units

Customer Service Infusion Units (CSIU) were designed to be infused with designated CTE courses to help students in those programs achieve additional, focused, validated tasks/competencies in customer service. These units are not mandatory, and, as such, the tasks/competencies are marked as "optional," to be taught at the instructor's discretion. Teachers can find the infusion/unit in the course listing.

Entrepreneurship Infusion Units

Entrepreneurship Infusion Units may be used to help students achieve additional, focused competencies and enhance the validated tasks/competencies related to identifying and starting a new business venture. Because the unit is a complement to certain designated courses and is not mandatory, all tasks/competencies are marked "optional." Teachers can find the infusion/unit in the course listing.
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
- Virginia Master Barbers 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 (8741/36 weeks, 280 hours)

Career Cluster: Human Services

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