### Barbering

**Job Title:** Barber

**Career Pathway:** Personal Services

**Industry Sector:** Fashion and Interior Design

**O*NET-SOC CODE:** 39-5011.00

**CBEDS Title:** Barbering

**CBEDS No.:** 5811

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**Course Outline**

**Course Code:** 78-45-55

**Course Title:** Barber/3

**Credits:** 35

**Hours:** 420

**Course Description:**
This competency-based course is the third in a sequence of five covering aspects of barbering pursuant to Section 7316 of the Barbering and Cosmetology Act. It provides students with project-based learning in the barbering trade: review of the Board of Barber & Cosmetology rules and regulations, health, safety & hazardous substances. It also includes technical instruction in proper chemical & electrical use & safety in barbering, and bacteriology, anatomy & physiology, as well as permanent waving, chemical straightening and haircutting. This course prepares students for the examination by the State Board of Barber Examiners. Hours acquired through this course may be applied toward a 1500-hour barbering course at any time within three years from a student’s last date of attendance. The competencies in this course outline are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.

**Prerequisites:**
Enrollment requires successful completion of Barber/2 (78-45-53) course.

**NOTE:** For Perkins purposes this course has been designated as a concentrator course.

This course cannot be repeated once a student receives a Certificate of Completion.
COURSE OUTLINE COMPETENCY-BASED COMPONENTS

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; SCCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

COURSE OUTLINE COMPONENTS

GOALS AND PURPOSES

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student’s acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition and in competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.
INSTRUCTIONAL STRATEGIES

Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.

Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Adults with Disabilities.

UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTED FOR EACH UNIT

The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.

Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.

EVALUATION PROCEDURES

The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.

Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students’ progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, and simulations), paper and pencil exams, and standardized tests.

REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT

After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.
ACKNOWLEDGMENTS

Thanks to MAY LAHHAM and NAZELI ZELYAN for developing and editing this curriculum. Acknowledgment is also given to ERICA ROSARIO for designing the original artwork for the course covers.

ANA MARTINEZ
Specialist
Career Technical Education

ROSARIO GALVAN
Administrator
Division of Adult and Career Education

APPROVED:

JOE STARK
Executive Director
Division of Adult and Career Education
CALIFORNIA CAREER TECHNICAL EDUCATION MODEL CURRICULUM STANDARDS
Fashion and Interior Design Industry Sector
Knowledge and Performance Anchor Standards

1.0 Academics
Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Fashion and Interior Design academic alignment matrix for identification of standards.

2.0 Communications
Acquire and accurately use Fashion and Interior Design sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

3.0 Career Planning and Management
Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

4.0 Technology
Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Fashion and Interior Design sector workplace environment.

5.0 Problem Solving and Critical Thinking
Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Fashion and Interior Design sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

6.0 Health and Safety
Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Fashion and Interior Design sector workplace environment.

7.0 Responsibility and Flexibility
Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Fashion and Interior Design sector workplace environment and community settings.

8.0 Ethics and Legal Responsibilities
Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

9.0 Leadership and Teamwork
Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the career technical student organization (such as FHA-HERO, the California Affiliate of FCCLA).

10.0 Technical Knowledge and Skills
Apply essential technical knowledge and skills common to all pathways in the Fashion and Interior Design sector, following procedures when carrying out experiments or performing technical tasks.

11.0 Demonstration and Application
Demonstrate and apply the knowledge and skills contained in the Fashion and Interior Design anchor standards, pathway standards, and performance indicators in classroom, laboratory and workplace settings and through the career technical student organization (such as FHA-HERO, the California Affiliate of FCCLA).
Fashion and Interior Design
Pathway Standards

C. Personal Services Pathway
Students who follow the Personal Services pathway develop the essential concepts, knowledge, principles, and skills to be successful in the career opportunities in this industry. Careers or subjects in this field include barbering, cosmetology, electrology, esthetics, advanced esthetics, makeup artistry, and manicuring, with the emphasis on client consultation, health/safety, service/treatment protocols, product/equipment knowledge, marketing/promotion, management, and business practices.

Sample occupations associated with this pathway:
- Barber
- Esthetician
- Hair Stylist
- Makeup Artist
- Manicurist

C1.0 Identify the importance of state board licensing, rules and regulations for the beauty industry.

C2.0 Recognize the different communication skills that are necessary to be successful in the personal service career pathways of the beauty industry.

C3.0 Explain the importance of following the federal and state health and safety regulations, Occupational Safety and Health Administration (OSHA) regulations, infection control practices for the beauty industry.

C4.0 Describe importance of keeping up with new trends, technologies, product development, new equipment, and services for clients.

C5.0 Demonstrate the key concepts and principles to designing and performing services and treatment plans for clients.

C6.0 Employ the leadership and business management practices and cultural proficiencies that would lead to success in the beauty industry.

C7.0 Differentiate the types of business ownership and the advantages/disadvantages of owning and/or managing a business.

C8.0 Analyze the clients’ needs, abilities, purpose, and challenges to obtaining their goals with services and treatment.

C9.0 Explain the legal, ethical, scope of practice, and financial responsibilities that exist in the beauty industry.

C10.0 Synthesize the treatment protocols of clients to assess, re-evaluate, and change the services or treatment plans to reach their goals.

C11.0 Evaluate the various equipment, supplies, products, and distributors, and manufacturers, and that represent the beauty industry.

C12.0 Assess the current state, federal and international scope of practice, rules and regulations required of professionals in the beauty industry. more seamless transition.
**CBE**  
**Competency-Based Education**

### COMPETENCY-BASED COMPONENTS  
**for the Barber/3 Course**

<table>
<thead>
<tr>
<th>COMPETENCY AREAS AND STATEMENTS</th>
<th>MINIMAL COMPETENCIES</th>
<th>STANDARDS</th>
</tr>
</thead>
</table>
| **A. THE BARBERING AND COSMETOLOGY ACT/ THE BOARD’S RULES AND REGULATIONS REVIEW** | 1. Review all the rules and regulations issued by the CSBBC.  
2. Review the state licensing requirements.  
3. Review the need for state supervision of all barber-related occupations.  
4. Review good barber practices within the guidelines of the CSBBC.  
5. Review violations of the Barber and Cosmetology Act and recommend correct practices. |  
Career Ready Practice:  
1, 2, 5, 6, 7, 8, 11, 12  
CTE Anchor:  
Academics:  
1.0  
Career Planning and Management:  
3.6, 3.7  
Problem Solving and Critical Thinking:  
5.1  
Health and Safety:  
6.2, 6.7  
Responsibility and Flexibility:  
7.2, 7.3, 7.7  
Ethics and Legal Responsibilities:  
8.1, 8.2, 8.3, 8.4  
Leadership and Teamwork:  
9.4  
Technical Knowledge and Skills:  
10.1, 10.2, 10.14, 10.16  
CTE Pathway:  

(10 hours)
## COMPETENCY AREAS AND STATEMENTS

### B. PROPER CHEMICAL & ELECTRICAL USE & SAFETY IN BARBERING

Understand the chemical composition and purposes of hair and skin care preparations; the nature of electrical current, principles of operating electrical devices, and apply the various safety precautions used when operating electrical equipment.

(15 hours)

<table>
<thead>
<tr>
<th>MINIMAL COMPETENCIES</th>
<th>STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Define pH.</td>
<td>Career Ready Practice: 1, 2, 4, 5, 7, 11, 12</td>
</tr>
<tr>
<td>2. Identify the chemical composition of products used by barbers.</td>
<td></td>
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<tr>
<td>3. Identify the basic physical and chemical changes of matter.</td>
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<tr>
<td>4. Describe chemical reactions that can occur when mixing chemical products or when used on the hair and skin.</td>
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<tr>
<td>5. Identify the symptoms of illnesses caused by allergies to various products used by barbers.</td>
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<tr>
<td>6. Describe and demonstrate the ability to store, mix, and use chemicals efficiently and safely.</td>
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<tr>
<td>7. Define electrical current.</td>
<td>CTE Anchor: Communications: 2.1, 2.5, 2.6</td>
</tr>
<tr>
<td>8. Describe the principles of operating electrical equipment.</td>
<td>Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4</td>
</tr>
<tr>
<td>9. Identify the electrical appliances used by barbers.</td>
<td>Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7</td>
</tr>
<tr>
<td>10. Describe the purposes of various electrical appliances used by the barbers.</td>
<td>Responsibility and Flexibility: 7.2</td>
</tr>
<tr>
<td>11. Describe and demonstrate use of all electrical equipment in a safe, efficient way.</td>
<td>Ethics and Legal Responsibilities: 8.1, 8.2, 8.3</td>
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<tr>
<td></td>
<td>Technical Knowledge and Skills: 10.1, 10.2</td>
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<tr>
<td></td>
<td>Demonstration and Application: 11.1, 11.2, 11.4</td>
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<tr>
<td></td>
<td>CTE Pathway: C1.2, C2.1, C3.2, C3.3, C3.4, C3.5, C4.2, C5.1, C5.2, C5.5, C8.1, C8.2, C10.1, C11.1, C11.2, C11.4, C12.1</td>
</tr>
</tbody>
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### C. HEALTH, SAFETY AND HAZARDOUS SUBSTANCES REVIEW

Review and apply the products, procedures, policies and practices that promote health and safety in the workplace.

<table>
<thead>
<tr>
<th>MINIMAL COMPETENCIES</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Review the Material Safety Data Sheets (MSDS) as they apply to the barber profession.</td>
<td>Career Ready Practice: 1, 2, 4, 5, 6, 7, 8, 10, 11, 12</td>
</tr>
<tr>
<td>2. Review the Occupational Safety and Health Administration (OSHA) guidelines as they apply to the barber profession.</td>
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<tr>
<td>3. Review equipment care procedures.</td>
<td>CTE Anchor: Academics: 1.0</td>
</tr>
<tr>
<td>4. Review and demonstrate proper tool use and care.</td>
<td>Communications: 2.5, 2.6</td>
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<tr>
<td>5. Review the shop procedures for fire and earthquake safety.</td>
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<tr>
<td>6. Review the rules and regulations regarding the prevention of communicable diseases including HIV/AIDS and Hepatitis B.</td>
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<tr>
<td>7. Pass the Health and Safety/Hazardous Substances Safety Test with 100% accuracy.</td>
<td></td>
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</tbody>
</table>
### COMPETENCY AREAS AND STATEMENTS

<table>
<thead>
<tr>
<th>MINIMAL COMPETENCIES</th>
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<tbody>
<tr>
<td></td>
<td>Career Planning and Management: 3.6</td>
</tr>
<tr>
<td></td>
<td>Technology: 4.1, 4.3, 4.5</td>
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<tr>
<td></td>
<td>Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4</td>
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<td></td>
<td>Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7</td>
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<td></td>
<td>Responsibility and Flexibility: 7.2, 7.3, 7.4</td>
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<td></td>
<td>Ethics and Legal Responsibilities: 8.1, 8.3, 8.4</td>
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<td></td>
<td>Leadership and Teamwork: 9.1, 9.2, 9.3, 9.6</td>
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<td></td>
<td>Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.4, 10.14</td>
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<td></td>
<td><strong>CTE Pathway:</strong></td>
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### D. DISINFECTION AND SANITATION REVIEW

Review, apply and evaluate disinfection and sanitation techniques in barbering

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<table>
<thead>
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<tbody>
<tr>
<td>1.</td>
<td>Review and differentiate between disinfection and sanitation.</td>
</tr>
<tr>
<td>2.</td>
<td>Review the importance of working in a sanitary environment.</td>
</tr>
<tr>
<td>3.</td>
<td>Review the procedures needed to protect the health and safety of the consumer as well as barbers.</td>
</tr>
<tr>
<td>4.</td>
<td>Review the set up and use a sanitary maintenance area.</td>
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<tr>
<td>5.</td>
<td>Demonstrate the ability to mix and use various disinfectant solutions.</td>
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<tr>
<td>6.</td>
<td>Pass a disinfection and sanitation test with 100% accuracy.</td>
</tr>
</tbody>
</table>

### Career Ready Practice:

1, 2, 4, 5, 6, 7, 8, 10, 11, 12

### CTE Anchor:

Academics: 1.0
<table>
<thead>
<tr>
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<th>STANDARDS</th>
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<tbody>
<tr>
<td>Communications: 2.5</td>
<td>Problem Solving and Critical Thinking: 5.1, 5.2, 5.4</td>
<td>Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7</td>
</tr>
<tr>
<td>Responsibility and Flexibility: 7.2, 7.3, 7.4, 7.7</td>
<td>Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4</td>
<td>Leadership and Teamwork: 9.6</td>
</tr>
<tr>
<td>Technical Knowledge and Skills: 10.1, 10.2, 10.16</td>
<td>Demonstration and Application: 11.1, 11.2</td>
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</table>

E. **BACTERIOLOGY, ANATOMY AND PHYSIOLOGY**

Understand the relationship between bacteria and the practice of disinfection and sanitation; understand the anatomy and physiology of the head, face, and neck; analyze the hair; analyze treatments for hair conditions.

1. Define the following terms:
   a. bacteriology
   b. anatomy
   c. physiology
2. Describe the growth, movement, and reproduction of bacteria.
3. Describe the relationship between bacteria and the anatomy and physiology of the following areas:
   a. head
   b. hair
   c. face
   d. neck

**Career Ready Practice:**
1, 2, 5, 6, 7, 11, 12

**CTE Anchor:**
Academics: 1.0
Communications: 2.5, 2.6
Technology: 4.3, 4.6
<table>
<thead>
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<th>STANDARDS</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Problem Solving and Critical Thinking: 5.1, 5.3, 5.4 Ethics and Legal Responsibilities: 8.1, 8.4</td>
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<td></td>
<td></td>
<td>CTE Pathway: C1.4, C2.1, C2.2, C3.1, C3.2, C3.4, C4.1, C4.2, C8.1, C11.2, C12.1, C12.5</td>
</tr>
<tr>
<td>(25 hours)</td>
<td></td>
<td>CTE Anchor: Academics: 1.0 Communications: 2.4, 2.5, 2.6, 2.7 Career Planning and Management: 3.1, 3.2, 3.3, 3.4 Problem Solving and Critical Thinking: 5.1, 5.4 Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 Responsibility and Flexibility: 7.1, 7.2, 7.3, 7.4, 7.8 Ethics and Legal Responsibilities: 8.1, 8.2, 8.4, 8.7 Leadership and Teamwork: 9.6, 9.7 Technical Knowledge and Skills: 10.1, 10.16</td>
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**F. PERMANENT WAVING**

Understand and apply hair analysis techniques for chemical and heat permanent waving.

<table>
<thead>
<tr>
<th>MINIMAL COMPETENCIES</th>
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<tbody>
<tr>
<td>1.</td>
<td>Attend 20 hours of theoretical lecture on permanent waving as required by the CSBBC.</td>
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<tr>
<td>2.</td>
<td>Perform a hair analysis as applied to permanent waving.</td>
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<tr>
<td>3.</td>
<td>Use various hair sectioning techniques.</td>
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<tr>
<td>4.</td>
<td>Use various hair parting techniques.</td>
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<tr>
<td>5.</td>
<td>Use various wrapping techniques.</td>
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<tr>
<td>6.</td>
<td>Use various rod placements.</td>
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<tr>
<td>7.</td>
<td>Apply all types of self-timing heat and cold permanent waves per manufacturer's instructions.</td>
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<tr>
<td>8.</td>
<td>Demonstrate how to take a test curl.</td>
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<tr>
<td>9.</td>
<td>Demonstrate how to apply curling lotion.</td>
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<tr>
<td>10.</td>
<td>Demonstrate how to apply neutralizing agent.</td>
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<tr>
<td>11.</td>
<td>Demonstrate how to process curling lotion.</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Demonstrate how to process neutralizing agent.</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Demonstrate how to rinse curling lotion.</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Demonstrate how to rinse neutralizing agent.</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Perform a minimum of 80 complete permanent waving services on live models and practice mannequins as required by the CSBBC.</td>
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</table>
## COMPETENCY AREAS AND STATEMENTS

### G. CHEMICAL STRAIGHTENING

Understand and apply hair analysis techniques for chemical straightening

<table>
<thead>
<tr>
<th>MINIMAL COMPETENCIES</th>
<th>STANDARDS</th>
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</thead>
<tbody>
<tr>
<td>1. Attend 20 hours of theoretical lecture on chemical straightening as required by the CSBBC.</td>
<td>Career Ready Practice: 1, 2, 3, 5, 6, 7, 9, 11, 12</td>
</tr>
<tr>
<td>2. Use required safety precautions for all hair straightening products.</td>
<td>CTE Anchor: Academics: 1.0</td>
</tr>
<tr>
<td>3. Use proper sectioning for all hair straightening products.</td>
<td>Communications: 2.4, 2.5, 2.6, 2.7</td>
</tr>
<tr>
<td>4. Use proper application techniques for all hair straightening products.</td>
<td>Career Planning and Management: 3.1, 3.2, 3.3, 3.4, Problem Solving and Critical Thinking: 5.4</td>
</tr>
<tr>
<td>5. Use proper processing techniques for all hair straightening products.</td>
<td>Health and Safety: 6.1, 6.2, 6.7</td>
</tr>
<tr>
<td>6. Use proper techniques for rinsing after the hair straightening service.</td>
<td>Responsibility and Flexibility: 7.1, 7.2, 7.3, 7.8</td>
</tr>
<tr>
<td>7. Use proper techniques for neutralizing after the hair straightening service.</td>
<td>Ethics and Legal Responsibilities: 8.2, 8.4, 8.7</td>
</tr>
<tr>
<td>8. Perform a minimum of 25 complete hair straightening services on live models or practice mannequins as required by the CSBBC.</td>
<td>Leadership and Teamwork: 9.6, 9.7</td>
</tr>
<tr>
<td></td>
<td>Technical Knowledge and Skills: 10.1, 10.16</td>
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(78-45-55)
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<thead>
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<th>COMPETENCY AREAS AND STATEMENTS</th>
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<tbody>
<tr>
<td>(75 hours)</td>
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</table>
| H. HAIRCUTTING I                | 1. Attend 10 hours of theoretical lecture on wet hairstyling as required by the CSBBC.  
2. Identify various facial shapes.  
3. Identify hairstyles that complement various facial shapes.  
4. Use various guidelines in haircutting services.  
5. Use various sectioning techniques in haircutting services.  
6. Use various hair elevation techniques in achieving the desired haircut.  
7. Use various haircutting techniques.  
8. Use thinning shears in a haircut.  
11. Perform dry haircuts using scissors.  
12. Perform dry haircuts using electric clippers.  
13. Perform a minimum of 40 complete haircutting services on live models and practice mannequins as required by the CSBBC. | C3.3, C3.4, C3.5,  
C4.1, C5.1, C5.2,  
C5.3, C5.4, C5.5,  
C6.3, C6.4, C8.1,  
C8.2, C8.4, C8.7,  
C9.2, C9.6, C10.1,  
C10.2, C10.3 |
|                                | **Career Ready Practice:**  
1, 2, 3, 5, 6, 7, 9, 11, 12 |           |
|                                | **CTE Anchor:**  
Academics: 1.0  
Communications: 2.4, 2.5, 2.6, 2.7  
Career Planning and Management: 3.1, 3.2, 3.3, 3.4  
Problem Solving and Critical Thinking: 5.4  
Health and Safety: 6.1, 6.2, 6.3, 6.5, 6.7  
Responsibility and Flexibility: 7.1, 7.2, 7.3, 7.8  
Ethics and Legal Responsibilities: 8.2, 8.4, 8.7  
Leadership and Teamwork: 9.6, 9.7  
Technical Knowledge and Skills: 10.1, 10.16  
Demonstration and Application: 11.1, 11.2 |
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SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

TEXTBOOKS


PAMPHLETS AND PERIODICALS


RESOURCES

Employer Advisory Board members

Representatives of manufacturers of barber equipment and supplies.

CTE MODEL CURRICULUM STANDARDS

Fashion and Interior Design Industry Sector


COMPETENCY CHECKLIST
TEACHING STRATEGIES and EVALUATION

METHODS AND PROCEDURES

A. Lectures and discussions

B. Demonstration/participation

C. Work on live models/mannequins demonstrating use of tools and implements of barber trade.

D. Community resources

E. Multi-sensory presentations
   1. charts
   2. films
   3. mounted pictures

EVALUATION

SECTION A – The Barber and Cosmetology Act/The Board’s Rules and Regulations Review – Pass all assignments and exams on the Barber and Cosmetology Act/the Board’s rules and regulations review with a minimum score of 80% or higher.

SECTION B – Chemistry and Electricity in Barbering – Pass all assignments and exams on chemistry and electricity in barbering with a minimum score of 80% or higher.

SECTION C – Health, Safety, and Hazardous Substances Review – Health, Safety and Hazardous Substances – Pass the health and safety/hazardous substances safety test with a score of 100%.

SECTION D – Disinfection and Sanitation – Pass all assignments and exams on disinfection and sanitation with a minimum score of 80% or higher.

SECTION E – Bacteriology, Anatomy, and Physiology – Pass all assignments and exams on bacteriology, anatomy, and physiology with a minimum score of 80% or higher.

SECTION F – Permanent Waving – Pass all assignments and exams on permanent waving with a minimum score of 80% or higher.

SECTION G – Chemical Straightening – Pass all assignments and exams on chemical straightening with a minimum score of 80% or higher.

SECTION H – Haircutting I – Pass all assignments and exams on haircutting I with a minimum score of 80% or higher.
Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.