

Freshmen Year	
Trimester 2	<p>Cosmetology Freshmen students will complete an Ancient Civilizations research and PowerPoint project. (Part one) The students will have the opportunity to research a specific era and describe what the hairstyle, make-up, and clothing trends were during that time period. The students will describe what was going on in the world during that time, and what the highlights of that specific era were. Students will list key players who dictated fashion trends during the era. Students will learn about the natural resources that were available to create make-up, hair color, and adornments for specific hairstyles. Students will create a PowerPoint that includes interesting facts and information along with a plethora of visuals, audio clips, and music. The goal of the project is to present a powerful presentation that captures what it was like to live in the assigned era. Students utilize research and creativity in this project that is presented on the assigned due date. Students will be graded on content, research, relevance, resources, creativity, formatting, organization, information and facts.</p>
Trimester 3	<p>Cosmetology Freshmen students will complete an Ancient Civilizations re-creation look on a mannequin that represents their assigned era. (Part two) After the research and PowerPoint are complete, the students will then be able to execute a plan to begin the mannequin creation. The mannequin creation includes styling the hair and make-up to re-create a look from their assigned era. Students will complete the project in a timely manner that demonstrates sanitary and safety procedures. Students will have an opportunity to demonstrate multiple learned skills as well as presenting the projects to their peers. Students will be graded on different skills used, resemblance to era, creativity, uniqueness, imagination, sanitation, safety, and neatness.</p>
Additional Projects	

## Sophomore Year

### Trimester 1

**PRATICAL:** Cosmetology Students will begin collecting evidence for wet styling and thermal styling. These skills and evidence will be incorporated into projects for Trimester 2 and 3. This project includes all safety and sanitation procedures as it pertains to hairstyling (1.A; 2.A). Student performance will highlight competencies in finger waving, pin curling, roller setting (2.F) and iron setting (2.H). Skills achieved in this project: draping, volume and elevation understanding, teasing and smoothing techniques, finger wave patterns and ridges, utilizing various pin curl types/bases, and croquinole and spiral thermal curling. These skills integrate frameworks from geometry and science (4.G 3; G-CO 1; 3.MD 4; 4.MD 6; BIO 4.5)

**RELATED:** Students will begin preparing for a descriptive essay describing their styling procedures. Essay must include all frameworks competencies involved in the project as well as a reflection. This part of the project integrates English frameworks (WHST 2 a-e; WHST 4; WHST 6; L 6; RST 3; RST 4; RST 9).

### Trimester 2

**PRATICAL:** Cosmetology Students will complete a haircutting portfolio project featuring a Diagonal Forward Blunt Haircut. This project includes all safety and sanitation procedures as it pertains to haircutting and blow dry styling (1.A; 2.A). Student performance will highlight competencies in hair shaping (2.N) and blow dry styling (2.G). Skills achieved by demonstrating the haircut: proper use of haircutting shears, anatomy knowledge, use of reference points, sectioning techniques, use of stationary guides, incorporating diagonal cutting lines, and using proper elevations/angles. Skills achieved by demonstrating the target blow dry: use of appropriate styling products, incorporating different shaped brushes, demonstrating proper elevations, and knowledge of facial shapes and features. These skills integrate frameworks from geometry and science (4.G 3; G-CO 1; 3.MD 4; 4.MD 6; BIO 4.5)

**RELATED:** Students will prepare a descriptive essay describing their haircut and blow dry procedures. Essay must include all frameworks competencies involved in the project as well as a reflection. This part of the project integrates English frameworks (WHST 2 a-e; WHST 4; WHST 6; L 6; RST 3; RST 4; RST 9).

### Trimester 3

**PRATICAL:** Cosmetology Students will complete a second haircutting portfolio project featuring a 180 Degree Long Layered Haircut. This project includes all safety and sanitation procedures as it pertains to haircutting and blow dry styling (1.A; 2.A). Student performance will highlight competencies in hair shaping (2.N) and blow dry styling (2.G). Skills achieved by demonstrating the haircut: proper use of haircutting shears, anatomy knowledge, use of reference points, sectioning

techniques, use of stationary and traveling guides, incorporating horizontal parallel cutting lines, and using proper elevations/angles. Skills achieved by demonstrating the target blow dry: use of appropriate styling products, incorporating different shaped brushes, demonstrating proper elevations, and knowledge of facial shapes and features. These skills integrate frameworks from geometry and science (4.G 3; G-CO 1; 3.MD 4; 4.MD 6; BIO 4.5)

**RELATED:** Students will prepare a descriptive essay describing their haircut and blow dry procedures. Essay must include all frameworks competencies involved in the project as well as a reflection. This part of the project integrates English frameworks (WHST 2 a-e; WHST 4; WHST 6; L 6; RST 3; RST 4; RST 9).

#### Additional Projects

## Junior Year

### Trimester 1

**PRATICAL:** Cosmetology Students will complete a haircolor portfolio project featuring a Virgin Haircolor Application, a 135 Degree Medium Layered Haircut and a Blow Dry Style. This project includes all safety and sanitation procedures as it pertains to haircutting and haircoloring (1.A; 2.A; 2O.01). Student performance will highlight competencies in haircolor (2.O), hair shaping (2.N) and blow dry styling (2.G). Skills achieved by demonstrating virgin haircolor: draping, color theory and formulation, and virgin application techniques. Skills achieved by demonstrating the haircut: proper use of haircutting shears, anatomy knowledge, use of reference points, sectioning techniques, use of stationary/traveling guides, incorporating diagonal cutting lines, and using proper elevations/angles. Skills achieved by demonstrating the target blow dry: use of appropriate styling products, incorporating different shaped brushes, demonstrating proper elevations, and knowledge of facial shapes and features. These skills integrate frameworks from geometry and science (4.G 3; G-CO 1; 3.MD 4; 4.MD 6; BIO1.2; BIO 1.3; BIO 4.5; CHEM 1.2; CHEM 7.5)

**RELATED:** Students will prepare a descriptive essay describing their color, haircut and blow dry procedures. Essay must include all frameworks competencies involved in the project as well as a reflection. This part of the project integrates English frameworks (WHST 2 a-e; WHST 4; WHST 6; L 6; RST 3; RST 4; RST 9).

### Trimester 2

**PRATICAL:** Cosmetology Students will complete a second haircolor portfolio project featuring Special Effects Highlighting, a Wedged Diagonal Forward 45 Degree Haircut and a Blow Dry Style. This project includes all safety and sanitation procedures as it pertains to haircutting and haircoloring (1.A; 2.A; 2O.01). Student performance will feature competencies in haircolor (2.O), hair shaping (2.N) and blow dry styling (2.G). Skills achieved by demonstrating foil highlighting: draping, color theory and formulation, weaving techniques, lightener knowledge, and toner techniques. Skills achieved by demonstrating the haircut: proper use of haircutting shears, anatomy knowledge, use of reference points, sectioning techniques, use of stationary/traveling guides, incorporating diagonal cutting lines, and using proper elevations/angles. Skills achieved by demonstrating the target blow dry: use of appropriate styling products, incorporating different shaped brushes, demonstrating proper elevations, and knowledge of facial shapes and features. These skills integrate frameworks from geometry and science (4.G 3; G-CO 1; 3.MD 4; 4.MD 6; BIO1.2; BIO 1.3; BIO 4.5; CHEM 1.2; CHEM 7.5)

	<p><b>RELATED:</b> Students will prepare a descriptive essay describing their highlight, haircut and blow dry procedures. Essay must include all frameworks competencies involved in the project as well as a reflection. This part of the project integrates English frameworks (WHST 2 a-e; WHST 4; WHST 6; L 6; RST 3; RST 4; RST 9).</p>
<p><b>Trimester 3</b></p>	<p><b>PRATICAL:</b> Cosmetology Students will complete a Chemical Texture Permanent Wave portfolio project featuring a Basic Perm, a 90 Degree Uniform Layered Haircut and a Blow Dry Style.</p> <p><b>RELATED:</b> Students will prepare a descriptive essay describing their permanent wave, haircut and blow dry procedures. Essay must include all frameworks competencies involved in the project as well as a reflection. This part of the project integrates English frameworks (WHST 2 a-e; WHST 4; WHST 6; L 6; RST 3; RST 4; RST 9).</p>
<p><b>Additional Projects</b></p>	

## Senior Year

<b>Trimester 1</b>	Cosmetology students will complete an entrepreneurship project their senior year. Students will have the opportunity to complete a project that follows all the components of a business plan to open a mock salon that incorporates employability, entrepreneurship and technology skills that connect to Massachusetts DESE Framework Standards. Projects also involve collaborating with other shops and the integration of academic subjects. Their end result will be a binder with all plans, paperwork, and salon model.
<b>Trimester 2</b>	Practical: Students will perform a long layered razor haircut, full foil highlight and a complete blow dry style on a mannequin. Related: Students will then write a full description of their work.
<b>Trimester 3</b>	Practical: Students will perform a client consultation, full color service, haircut and complete style on a client of their chose. Related: Students will then write a full description of their work.
<b>Additional Projects</b>	