

Advanced Chemical Services

Subject Code 174140

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Rigorous Assessment Items Aligned to the Four Depth of Knowledge Levels for Ohio CT Courses in

Agricultural and Environmental Systems

Construction Technologies

Human Services

Health Science

Transportation Systems

Sponsored by Northwest Ohio Tech Prep, Northwest Ohio HSTW, The University of Toledo CTE Teacher Prep Program, and Ohio ACTE



Teachers and administrators from five schools throughout Northwest Ohio engaged in a three day workshop focusing on the creation of rigorous assessment items aligned to the four Depth of Knowledge (DOK) Levels as defined by Ohio's Career Field Technical Content Standards for at least one course in their career field. Rigorous assessment items were developed to assist teachers in the creation of student assessments aligned to the state standards, thus ensuring an increase in student performance on the correlating WebXams.

Schools engaged in the initiative:

Penta Career Center, Perrysburg, Ohio

Christina Kerns, Supervisor of Curriculum and Instruction, Workshop Facilitator
Nicole Costello, Small Animal Care Teacher
Eric Eisel, Auto Collision Teacher
Tracy Graf, Hair Design Teacher
Shelley Rogers, Medical Technologies Teacher
David Stacklin, Agriculture Teacher
Phil Stockwell, Supervisor of Agriculture and Transportation
Jason Vida, Construction Carpentry Teacher

Oregon City Schools, Oregon, Ohio

Steve Bialorucki, Director, Career & Technology Education
Jodi Eckman, Cosmetology Teacher
Meredith Wolfe, Agriculture Teacher

Sylvania City Schools, Sylvania, Ohio

Holly Fair, Cosmetology Teacher
Julie Sanford, Secondary/CTE Assistant Director
Bryan Smith, Ag Business Teacher

Toledo Public Schools, Toledo, Ohio

Bryan Ellis, Urban Agriculture Teacher
Steve Oswanski, Small Animal Management Teacher

Washington Local Schools, Toledo, Ohio

Kimberlee Farnham, Cosmetology Teacher
Leslie Fish, Cosmetology Teacher
Phil Kraus, Construction Carpentry Technology Teacher
Deb Heban, Director, Career & Technical Education

Post-Secondary Support:

Kathleen Crates, The University of Findlay
Paul Hubaker, Northwest Ohio Tech Prep
Eric Landversicht, The University of Toledo
Kathy Wilson, Northwest Ohio Tech Prep



Courses Aligned to the Four DOK Levels:

Agricultural and Environmental Systems Career Field

1. **Agriculture, Food and Natural Resources 010105** (A0, A1, A2, A3, A5, and A6 Pathways)
David Stacklin, Penta Career Center, Agriculture Teacher and Meredith Wolfe, Oregon City Schools, Agriculture Teacher
2. **Greenhouse & Nursery Management 010610** (A0 and A5 Pathways)
Bryan Ellis, Toledo Public Schools, Urban Agriculture Teacher and Bryan Smith, Sylvania City Schools, Ag Business Teacher
3. **Zoo and Aquarium 010940** (A2 Pathway)
Nicole Costello, Penta Career Center, Small Animal Care Teacher and Steve Oswanski, Toledo Public Schools, Small Animal Management Teacher

Construction Technologies Career Field

1. **Structural Coverings and Finishes 178004** (Structural Systems DD Pathway)
Phil Kraus, Washington Local Schools, Construction Carpentry Technology Teacher and Jason Vida, Penta Career Center, Construction Carpentry Teacher

Human Services Career Field

1. **Advanced Hair Cutting and Styling 174130** (Cosmetology M1 Pathway)
Tracy Graf, Penta Career Center, Hair Design Teacher, Kimberlee Farnham, Washington Local Schools, Cosmetology Teacher, and Steve Bialorucki, Oregon City Schools, Director, Career & Technology Education
2. **Advanced Chemical Services 174140** (Cosmetology M1 Pathway)
Tracy Graf, Penta Career Center, Hair Design Teacher, Kimberlee Farnham, Washington Local Schools, Cosmetology Teacher, and Steve Bialorucki, Oregon City Schools, Director, Career & Technology Education
3. **Microbiology and Infection Control 174115** (Cosmetology M1 Pathway)
Jodi Eckman, Oregon City Schools, Cosmetology Teacher, Holly Fair, Sylvania City Schools, Cosmetology Teacher and Leslie Fish, Washington Local Schools, Cosmetology Teacher

Health Science Career Field

1. **Patient Centered Care 072050** (Allied Health and Nursing JM Pathway)
Deb Heban, Washington Local Schools, Director, Career & Technical Education and Shelley Rogers, Penta Career Center, Medical Technologies Teacher

Transportation Systems Career Field

1. **Collision Painting & Refinishing 177012** (Ground Transportation T9 Pathway)
Eric Eisel, Penta Career Center, Auto Collision Teacher and Phil Stockwell, Penta Career Center, Supervisor of Agriculture and Transportation

Course Specific Descriptors for Each DOK Level
Human Services Career Field
Advanced Chemical Services

COURSE DESCRIPTION

Students will learn advanced chemical services using specialized products and techniques. Students will do advanced coloring, dimensional coloring, corrective techniques, texturizing, and advanced chemical wave wrapping techniques.

DOK LEVEL 1

At this level, students will: identify safety measures necessary in a lab environment; demonstrate knowledge of safe operation of salon tools; and demonstrate personal safety practices.

DOK LEVEL 2

At this level, students will identify basic classifications of bacteria, diseases and how they lead to the spread of infection, as well as the use of personal protective equipment. They will apply this knowledge in ways to prevent infection in the salon environment. Most importantly, students will learn how to protect themselves, as well as their clients from harm.

DOK LEVEL 3

Students at this level of learning will identify product features and make correct coloring, perming, and chemical-relaxing selections for clients based on performance of hair analysis. Students will also perform basic draping and shampooing services leading to advanced methods as they apply to chemical services.

DOK LEVEL 4

Students at this deepest level of learning will apply previous knowledge to a salon environment, working safely with clients. They will evaluate possible contraindications as they apply chemical services. Students will perform procedures accurately and safely, demonstrating proper tool uses and sectioning procedures. Students will demonstrate awareness of adverse reactions and express knowledge of how to address adverse reactions appropriately.

Program: _____ Cosmetology _____ **Course:** _____ Advanced Chemical Services _____

Name(s): _____ Steve Bialorucki, Kimberlee Farnham, Tracy Graf _____

Competency: 3.1.1 Use standard precaution guidelines, recommended by the Centers for Disease Control and Prevention. _____

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL ____ Question <u>X</u> Activity ____ Project ____</p> <p>List five (5) examples of personal protective equipment (PPE) used in a standard cosmetology salon.</p> <p>Define the Center for Disease Control and Prevention.</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question <u>X</u> Activity ____ Project ____</p> <p>Given a set of precautionary guidelines for hair coloring, explain the reasons why each of the guidelines are expected to be used in normal operation.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question ____ Activity ____ Project <u>X</u></p> <p>Given a list of accidents obtained by the Ohio Board of Cosmetology or local EMS/Fire Safety instructors, determine a possible cause of each accident, as well as actions that could have prevented the accident from happening based on current guidelines from the Center from Disease Control and Prevention. Cite evidence to support your claims.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity ____ Project ____</p>

Notes: _____

Resources Needed: _____

Program: _____ Cosmetology _____ **Course:** _____ Advanced Chemical Services _____

Name(s): _____ Steve Bialorucki, Kimberlee Farnham, Tracy Graf _____

Competency: 3.1.2 Identify and remove environmental and electrical hazards to decrease the risk of falls, injury, or ingestion of dangerous materials
(e.g., clutter, equipment, throw rugs, spills, plants, hazardous chemicals).

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL ____ Question <u>X</u> Activity ____ Project <u>X</u></p> <p>List five (5) items that can cause a trip hazard in any operational salon.</p> <p>Given a salon waiting area photo containing a coffee machine with a frayed cord, an extension cord under an area rug that has a corner folded over, and a window with a cracked pain of glass visible, identify the safety concerns and list how to make the area safe.</p> <p>Draw a salon on 11x17 paper with five (5) workstations, a restroom, entry door, hospitality station, waiting area. Assure there are no risks of falls for clients.</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question <u>X</u> Activity ____ Project ____</p> <p>Given a picture of a salon waiting area with a coffee machine with a frayed cord, an extension cord under a rug that has a folded corner over, and a visible cracked pain of glass in a window, identify the safety concerns, suggest the appropriate fix for the situation and explain why each item is unsafe.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question ____ Activity <u>X</u> Project ____</p> <p>Visit three (3) local salons. Take a picture of each salon waiting area and identify one item/area/circumstance in the waiting area that could be the cause of a slip, fall, injury, or accidental ingestion of hazardous chemicals. Explain why you identified each area and offer a suggestion to eliminate each potential hazard. Share the information with the salon owner.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity ____ Project <u>X</u></p> <p>Create a marketing video/web commercial of your new salon that promotes your salon as safe, family-oriented, and community minded. In the video, showcase a waiting area that is free from all potential hazards as viewed from the perspective of a firefighter, parent of small children, and an Ohio Board of Cosmetology Inspector. Explain specific items that are important to you as a business owner.</p>

Notes: _____

Resources Needed: _____

Program: _____ Cosmetology _____ **Course:** _____ Advanced Chemical Services _____

Name(s): _____ Steve Bialorucki, Kimberlee Farnham, Tracy Graf _____

Competency: 3.1.3 Demonstrate chemical and electrical safety and their application to the work environment. _____

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL ____ Question <u>X</u> Activity ____ Project ____</p> <p>How would you describe a hair dryer that is safe to use on a client?</p> <p>How would you label a cabinet that contains chemicals and/or hair spray for local emergency response teams in the event of an emergency evacuation?</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question <u>X</u> Activity ____ Project ____</p> <p>When examining a salon workstation, infer why the electrical outlet is located in the specific area. Identify an ergonomic reason, as well as a safety reason.</p> <p>Explain why gloves are used by stylists in application of hair coloring.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question <u>X</u> Activity ____ Project <u>X</u></p> <p>Given the opportunity to layout a workstation in a new salon, where would you locate electrical outlets? Provide reasoning to support your claims.</p> <p>or</p> <p>Create a rough sketch of a workstation. Identify where you would locate electrical outlets and explain why you would choose the electrical outlet locations.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity ____ Project ____</p>

Notes: _____

Resources Needed: _____

Program: _____ Cosmetology _____ **Course:** _____ Advanced Chemical Services _____

Name(s): _____ Steve Bialorucki, Kimberlee Farnham, Tracy Graf _____

Competency: 3.1.4 Determine the risk of burns resulting from equipment, liquids, chemicals and fire. _____

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL ____ Question <u>X</u> Activity ____ Project ____</p> <p>List the chemicals used in normal salon operation that can be associated with skin burns.</p> <p>What equipment in a salon has a potential to burn skin?</p> <p>What types of equipment present in an operational salon can cause a fire?</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question <u>X</u> Activity ____ Project ____</p> <p>Given a normal hand held hair dryer, describe what conditions need to be present to start a fire?</p> <p>Given a client requesting a hair coloring service, what equipment or supplies would be used to ensure a client is safe from a chemical burn?</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question <u>X</u> Activity ____ Project ____</p> <p>Given a random hair coloring solution used in normal operation, what steps would be taken to ensure a client is safe from a chemical burn? Support your claims with evidence.</p> <p>Given examples of electrical equipment normally used in a salon environment, determine which devices are suitable for safe use in a salon and explain why each is or is not safe to use. Justify your explanation with supporting documents or research.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity ____ Project ____</p>

Notes: _____

Resources Needed: _____

Program: _____ Cosmetology _____ **Course:** _____ Advanced Chemical Services _____

Name(s): _____ Steve Bialorucki, Kimberlee Farnham, Tracy Graf _____

Competency: 3.1.5 Implement disaster preparedness response to fire, tornado, emergency evacuation, hazardous material spill, infant/child abduction, bomb threat, active shooter, missing adult and loss of power. _____

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL ____ Question <u>X</u> Activity ____ Project ____</p> <p>List five (5) possible emergency situations that could arise while working at a salon.</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question <u>X</u> Activity ____ Project ____</p> <p>Explain why it is critical to have a plan for emergency situations. Provide examples where possible.</p> <p>Explain how human trafficking impacts the cosmetology industry. Provide possible steps that a stylist or salon employee could take when a client tells them she has been kidnapped.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question ____ Activity ____ Project <u>X</u></p> <p>Explain why it is critical to have a plan for emergency situations. Provide examples where possible.</p> <p>Explain how human trafficking impacts the cosmetology industry. Provide possible steps that a stylist or salon employee could take when a client tells them she has been kidnapped.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity ____ Project ____</p>

Notes: _____

Resources Needed: _____

Program: _____ Cosmetology _____ **Course:** _____ Advanced Chemical Services _____

Name(s): _____ Steve Bialorucki, Kimberlee Farnham, Tracy Graf _____

Competency: 3.1.6 Identify risk factors of exposure to hazardous materials (i.e., chemical, radiological, microbial) and provide safety precautions. _____

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL ____ Question <u>X</u> Activity ____ Project ____</p> <p>What are some risk factors associated with coloring, perm, and manicure/pedicure procedures?</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question <u>X</u> Activity ____ Project ____</p> <p>Explain risk factors associated with hair coloring, perm, and manicure/pedicure procedures and provide a list of procedures based on manufacturers' recommendations to be followed reducing the stated risks for both clients and employees.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question ____ Activity <u>X</u> Project ____</p> <p>Given a set of hazardous materials (cleaning products, coloring supplies, etc.), develop a solution for appropriate storage and use by employees for the specific product. Support your reasoning with evidence.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity ____ Project ____</p>

Notes: _____

Resources Needed: _____

Program: _____ Cosmetology _____ **Course:** _____ Advanced Chemical Services _____

Name(s): _____ Steve Bialorucki, Kimberlee Farnham, Tracy Graf _____

Competency: 3.1.7 Account for all instruments, supplies and equipment. _____

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL ____ Question <u>X</u> Activity ____ Project ____</p> <p>Create a list of five (5) supplies to be stocked in the dispensary.</p> <p>Compile a list of equipment needed for the State Board of Cosmetology Licensure Exam.</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question <u>X</u> Activity ____ Project ____</p> <p>Create a list of equipment to be used during the Ohio State Board of Cosmetology Licensure Exam and explain how each piece of equipment will be used in normal cosmetology practice.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question ____ Activity ____ Project ____</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity ____ Project ____</p>

Notes: _____

Resources Needed: _____

Program: _____ Cosmetology _____ **Course:** _____ Advanced Chemical Services _____

Name(s): _____ Steve Bialorucki, Kimberlee Farnham, Tracy Graf _____

Competency: 3.1.8 Perform the safe operation, packing and cleaning of equipment. _____

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL ____ Question <u>X</u> Activity ____ Project ____</p> <p>List the types of equipment that can be stored in an unsecured storage area.</p> <p>List three (3) items that must be stored in a secured area away from customer/client service areas.</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question <u>X</u> Activity ____ Project ____</p> <p>Explain the proper procedures for cleaning, packing, and storage of portable pedicure basins.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question <u>X</u> Activity ____ Project ____</p> <p>Given a drawing of a dispensary including a cabinet labeled "Flammable," explain the reasoning behind the storage area. Include in your explanation customer locations, employee access, restrooms, and building utilities, such as hot water tanks and electrical panels.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity ____ Project <u>X</u></p> <p>Design a salon including storage areas, customer areas, utilities, parking, and employee-only spaces. Include appropriate equipment, pricing of equipment, selection criteria, and local demographics. Be sure to include in your plans the use of appropriate storage for a variety of equipment, supplies, solutions, and access plans for employees. Share your plan with the class.</p>

Notes: _____

Resources Needed: _____

Program: _____ Cosmetology _____ **Course:** _____ Advanced Chemical Services _____

Name(s): _____ Steve Bialorucki, Kimberlee Farnham, Tracy Graf _____

Competency: _____ 3.1.9 Prepare and dispense solutions made from concentrates according to manufacturers' directions. _____

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL ____ Question <u>X</u> Activity ____ Project ____</p> <p>List the types of concentrates typically used in a salon.</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question <u>X</u> Activity ____ Project ____</p> <p>Explain the process to correctly dispense aroma therapy concentrate for use in customer application.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question ____ Activity <u>X</u> Project ____</p> <p>Explain the process as you correctly disperse a solution from concentrate for use in aroma therapy application.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity <u>X</u> Project ____</p> <p>Create a bulk purchasing plan for a local salon that includes products in concentrate, product prices, product storage, and appropriate Ohio Board of Cosmetology standards for use and appropriate storage. Provide a written plan for owner.</p>

Notes: _____

Resources Needed: _____

Program: _____ Cosmetology _____ **Course:** _____ Advanced Chemical Services _____

Name(s): _____ Steve Bialorucki, Kimberlee Farnham, Tracy Graf _____

Competency: 3.1.10 Explain the need for appropriate working heights of chairs, stools, footrests, work areas and equipment. _____

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL ____ Question <u>X</u> Activity ____ Project ____</p> <p>Describe the appropriate working height of chairs for client work.</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question <u>X</u> Activity ____ Project ____</p> <p>Infer the impact of a stylist chair that is set at an incorrect height.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question ____ Activity <u>X</u> Project ____</p> <p>Identify the following equipment to purchase for a new salon:</p> <p>Three (3) salon chairs Three (3) hair wash basins Three (3) dryers</p> <p>Compare and contrast each type of equipment. Select the pieces you would purchase. Provide reasons for your decisions.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity <u>X</u> Project ____</p> <p>Develop a business plan for a salon including a floor plan with appropriate equipment, projected expenses for equipment, and purchase reasons for selecting the specific floor equipment that incorporate the specifications required to meet the needs of the local demographic.</p> <p>Create a 3D computer model for display.</p>

Notes: _____

Resources Needed: _____

Program: _____ Cosmetology _____ **Course:** _____ Advanced Chemical Services _____

Name(s): _____ Steve Bialorucki, Kimberlee Farnham, Tracy Graf _____

Competency: _____ 3.1.11 Properly position clients to safely deliver service. _____

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL ____ Question <u>X</u> Activity ____ Project ____</p> <p>Describe the proper height of a client and position in relation to the mirrored work station.</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question ____ Activity <u>X</u> Project ____</p> <p>Given a specific client, position the client at the proper position and explain why.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question ____ Activity ____ Project ____</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity ____ Project ____</p>

Notes: _____

Resources Needed: _____

Program: Cosmetology Course: Advanced Chemical Services

Name(s): Kim Farnham

Competency: 3.2.1 Identify the different types and classifications of bacteria.

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL ____ Question <u>X</u> Activity ____ Project ____</p> <p>Identify and summarize the two (2) classifications of bacteria.</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question <u>X</u> Activity ____ Project ____</p> <p>Classify the different types of bacteria and their shapes. Organize your work in a chart.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question <u>X</u> Activity <u>X</u> Project ____</p> <p>Describe the types of bacteria and explain the factors used to place them in either pathogenic or non-pathogenic categories.</p> <p>Activity: Pictionary: Two (2) teams, seven to ten cards containing terminology with corresponding page numbers and definitions from bacteriology. Have artist from first team select a card and draw the term. Two (2) minutes for team to guess. If wrong, allow opposing team two (2) minutes. (Remind students a picture paints a thousand words.) Follow rules for the official Pictionary game.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity ____ Project ____</p>

Notes: Combine with 3.2.2

Resources Needed: _____

Program: _____ Cosmetology _____ **Course:** _____ Advanced Chemical Services _____

Name(s): _____ Steve Bialorucki, Kimberlee Farnham, Tracy Graf _____

Competency: 3.2.2 Explain bacteria growth and its relationship to diseases and infection. _____

3.2.3 Describe the chain of infection and mechanisms for the spread of infection. _____

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL ____ Question ____ Activity ____ Project ____</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question <u>X</u> Activity ____ Project ____</p> <p>3.2.2 Define bacteria and viruses and explain their growth cycles.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question <u>X</u> Activity ____ Project ____</p> <p>Cite evidence and develop an argument for which bacteria are harmless and which cause disease. How are they spread?</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity ____ Project <u>X</u></p> <p>Investigate and draw conclusions about how the growth of bacteria impacts the salon environment.</p> <p>Project: Analyze multiple sources in the school/salon environment using growth medium. Cite source, (graph) using growth medium track areas of contamination and how quickly results are seen. What are the most contaminated areas?</p>

Notes: _____

Resources Needed: Plastic cups, q-tips, jello (plain) to make growth medium or can be purchased. Marker to label and date. _____

The q-tips can be placed in a plastic bag and marked to identify area and student, as they travel. _____

Program: _____ Cosmetology _____ **Course:** _____ Advanced Chemical Services _____

Name(s): _____ Kim Farnham _____

Competency: 3.2.4 Implement methods of controlling or eliminating microorganisms and the importance of practices that hinder the spread of infection
(e.g., hand washing, disinfecting care areas).

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL ____ Question <u>x</u> Activity ____ Project ____</p> <p>Describe a proper hand washing procedure.</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question <u>x</u> Activity ____ Project ____</p> <p>Classify the types of disinfectants used in the salon. Organize your information in a chart.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question <u>x</u> Activity <u>x</u> Project ____</p> <p>Differentiate between the classifications of disinfection used to disinfect tools, as well as all surfaces in a salon environment and why specifically.</p> <p>Activity: Purchase germ glo and have them demonstrate whether proper hand washing has been achieved.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity ____ Project ____</p>

Notes: _____

Resources Needed: Black light/dark room

Program: _____ Cosmetology _____ **Course:** _____ Advanced Chemical Services _____

Name(s): _____ Kim Farnham _____

Competency: 3.2.5 Use personal protection equipment (PPE) when encountering body fluids, potential of splashing, or respiratory droplets (e.g. sneezing, coughing). _____

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL ____ Question <u>X</u> Activity ____ Project ____</p> <p>Describe items used in the salon environment that are classified as PPE to ensure safety. In what way are they important?</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question ____ Activity <u>X</u> Project ____</p> <p>Collect and display items classified as PPE and explain each protection.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question ____ Activity ____ Project ____</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity ____ Project ____</p>

Notes: _____

Resources Needed: _____

Program: _____ Cosmetology _____ **Course:** _____ Advanced Chemical Services _____

Name(s): _____ Kim Farnham _____

Competency: 3.2.6 Perform various decontamination techniques and procedures. 3.2.9 Apply principles of decontamination (e.g. sanitize, disinfect, and sterilize).

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL ____ Question <u>X</u> Activity ____ Project ____</p> <p>Define contamination and the two (2) methods used to decontaminate.</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question <u>X</u> Activity ____ Project ____</p> <p>Categorize and classify the different principles (levels) of decontamination in the salon. Organize your information in a graphic organizer.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question ____ - Activity <u>X</u> Project ____</p> <p>Evaluate different areas of the salon, as well as tools used, and place them in the proper category of disinfection needed. Include whether or not the item is disposable or reusable. What would be the result if you didn't follow proper disinfection procedures? Organize your information in a graphic organizer and cite evidence to support your claims.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity ____ Project ____</p>

Notes: _____

Resources Needed: _____

Program: _____ Cosmetology _____ **Course:** _____ Advanced Chemical Services _____

Name(s): _____ Steve Bialorucki, Kimberlee Farnham, Tracy Graf _____

Competency: 3.2.7 Dispose of refuse and biodegradable materials, according to manufacturers' directions and state and federal requirements. _____

3.2.8 Implement effective draping and client protection techniques. _____

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL ____ Question <u> x </u> Activity ____ Project ____</p> <p>3.2.7 Name another term for shampoo draping.</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question <u> x </u> Activity ____ Project ____</p> <p>Classify the different types of draping and what services they are used for, as well as how to properly dispose of or cleanse reusable items.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question <u> x </u> Activity <u> x </u> Project ____</p> <p>What are some potential results if we do not follow state and federal regulations, as well as manufacturers' directions, or if we don't follow proper disposal or disinfection procedures? Cite evidence to support your claims.</p> <p>Activity: Create a checklist for the salon covering proper safety and disinfection procedures, include proper measuring for mixing of various solutions used for these purposes.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity ____ Project ____</p>

Notes: _____

Resources Needed: _____

Program: _____ Cosmetology _____ **Course:** _____ Advanced Chemical Services _____

Name(s): _____ Kim Farnham _____

Competency: 4.1.1 Explain the function of shampoo, rinse and conditioning services. _____

4.1.2 Based on the composition and current state of hair and scalp, evaluate possible reactions to various chemical treatments (e.g., permanent wave, relax). _____

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL ____ Question ____ Activity ____ Project ____</p> <p>4.1.1 4.1.2 List the categories of shampoos, rinses, and conditioners.</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question ____ Activity ____ Project ____</p> <p>4.1.1 4.1.2 Describe the composition of shampoos and conditioners and their basic benefits, as well as the description of water. Compile your findings in a graphic organizer.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question ____ Activity ____ Project ____</p> <p>4.1.1 4.1.2 Develop a logical argument comparing product choices from the shampooing chapter, research choices from the chapter on chemical texturizing, and their possible effects on these services.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity ____ Project ____</p>

Notes: _____

Resources Needed: _____

Program: _____ Cosmetology _____ **Course:** _____ Advanced Chemical Services _____

Name(s): _____ Steve Bialorucki, Kimberlee Farnham, Tracy Graf _____

Competency: 4.1.1-4.1.7, 4.4.11 _____

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL ____ Question <u>X</u> Activity ____ Project ____</p> <p>4.1.1. Explain the function of shampoo, rinse and conditioning services.</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question ____ Activity <u>X</u> Project ____</p> <p>4.1.2. Compare and contrast product composition and product features and select for each service. Organize your information in a chart.</p> <p>4.1.3. Using a student as a client, evaluate the hair's chemical composition and structure.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question ____ Activity <u>X</u> Project ____</p> <p>4.1.4. Apply and rinse shampoo thoroughly through the client's scalp.</p> <p>4.1.5. Apply and rinse treatment or conditioner based on manufacturer's guidelines.</p> <p>4.1.6. Perform necessary procedural adjustments to accommodate different types and textures of hair.</p> <p>4.1.7. Complete the proper manipulation based on scalp analysis and client assessment.</p> <p>4.4.11. Apply braiding techniques to natural and artificial hair.</p> <p>Have students partner up and analyze each other's hair and scalp. Shampoo/condition the hair with the proper products chosen. Practice the proper manipulations based on scalp analysis and client assessment.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity ____ Project ____</p>

Notes: _____

Resources Needed: _____

Program: _____ Cosmetology _____ **Course:** _____ Advanced Chemical Services _____

Name(s): _____ Steve Bialorucki, Kimberlee Farnham, Tracy Graf _____

Competency: 4.1.3 Evaluate the hair's chemical composition and structure. _____

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL ____ Question <u> x </u> Activity ____ Project ____</p> <p>4.1.3 Identify the three (3) parts of the hair shaft.</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question <u> x </u> Activity ____ Project ____</p> <p>Evaluate the hair's chemical composition and structure. Organize your findings in a chart.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question <u> x </u> Activity ____ Project ____</p> <p>Investigate which services maintaining the integrity of the hair shaft is important and why.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity ____ Project ____</p>

Notes: _____

Resources Needed: _____

Program: _____ Cosmetology _____ **Course:** _____ Advanced Chemical Services _____

Name(s): _____ Kim Farnham _____

Competency: 4.1.4 Apply & rinse shampoo thoroughly through client's scalp. 4.1.5 Apply & rinse treatment or condition based on manufacturer's guidelines

4.1.6 Perform necessary procedural adjustments to accommodate different types and textures of hair.

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL ____ Question <input checked="" type="checkbox"/> Activity ____ Project ____</p> <p>4.1.4 4.1.5 4.1.6 Name two (2) types of scalp treatments offered to clients.</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question <input checked="" type="checkbox"/> Activity ____ Project ____</p> <p>4.1.4 4.1.5 4.1.6 Explain the procedure for normal hair and scalp treatment.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question ____ Activity <input checked="" type="checkbox"/> Project ____</p> <p>4.1.6 Activity: Demonstrate the proper procedure for applying shampoo and rinsing following a relaxer service. Why is it different? Cite evidence to support your claims.</p> <p>Activity: Place different types of conditioner on the students' desks. Have them discuss the manufacturer's directions and first three (3) ingredients of each. Ask them what they notice.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity ____ Project ____</p>

Notes: Explain what the first three ingredients in most products stand for.

Resources Needed: _____

Program: _____ Cosmetology _____ **Course:** _____ Advanced Chemical Services _____

Name(s): _____ Kim Farnham _____

Competency: 4.2.1 Describe the chemical and physical changes associated with perms and other chemical treatments. _____

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL ____ Question ____ Activity ____ Project ____</p> <p>Define chemical change versus physical change.</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question <u>X</u> Activity ____ Project ____</p> <p>Explain the physical actions performed for permanent waves and for relaxers. Summarize the differences between the processes. Organize the information in a graphic organizer.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question <u>X</u> Activity <u>X</u> Project ____</p> <p>Compare the various chemicals used in permanents versus relaxers. Explain the dangers involved when certain products are mixed. Justify conclusions.</p> <p>Activity: Design a questionnaire to gather information from a client as to their chemical history. Minimum ten questions.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity ____ Project ____</p>

Notes: _____ Could be incorporated into a client consultation. _____

Resources Needed: _____

Program: _____ Cosmetology _____ **Course:** _____ Advanced Chemical Services _____

Name(s): _____ Kim Farnham _____

Competency: 4.2.2 Based on the composition and current state of hair and scalp, evaluate possible reactions to various chemical treatments (e.g., permanent wave, relax).

4.2.8 Complete the strand testing procedure. 4.2.9 Apply knowledge of possible adverse chemical reactions to the skin.

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL ____ Question <u>X</u> Activity ____ Project ____</p> <p>4.2.2 4.2.8 4.2.9 Identify the various types of chemicals used in permanent waves and relaxers.</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question <u>X</u> Activity ____ Project ____</p> <p>4.2.2 4.2.8 4.2.9 Describe the Ph of the various products and list the possible affects they may have on hair and skin.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question <u>X</u> Activity <u>X</u> Project ____</p> <p>4.2.2 4.2.8 4.2.9 Assess your knowledge of different hair textures and explain the possible adverse affects for each texture based on choice of perms and relaxers for each. Create a graphic organizer to share with the class.</p> <p>Activity: Students investigate various adverse reactions for perms and relaxers and their affect on hair and skin. Use the Internet to provide visual confirmation on when poor choices are made.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity ____ Project ____</p>

Notes: _____

Resources Needed: _____

Program: _____ Cosmetology _____ **Course:** _____ Advanced Chemical Services _____

Name(s): _____ Kim Farnham _____

Competency: 4.2.3 Differentiate between waving solution and neutralizer, and alkaline and acid-based perm. _____

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL ____ Question <u>X</u> Activity ____ Project ____ Define basic chemicals used in waving and neutralizing solutions.</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question <u>X</u> Activity ____ Project ____ Explain the relationship between permanent wave solution and neutralizer.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question <u>X</u> Activity ____ Project ____ Compare an alkaline perm and an acid based perm of choice. List the instructions in your own words and explain why they are different in their process.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity ____ Project ____</p>

Notes: _____

Resources Needed: _____

Program: _____ Cosmetology _____ **Course:** _____ Advanced Chemical Services _____

Name(s): _____ Kim Farnham _____

Competency: 4.2.4 Explain chemical waving or hair relaxing procedures and daily care. _____

4.2.5 Describe special problems associated with chemical waving or chemical hair relaxing procedures. _____

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL ____ Question ____ Activity ____ Project ____</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question <u>X</u> Activity ____ Project ____</p> <p>4.2.4 4.2.5 Define the basic after care for permanent waves and hair relaxers.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question <u>X</u> Activity ____ Project ____</p> <p>4.2.4 4.2.5 Distinguish the basic differences in procedures for a permanent wave and a hair relaxer. List some of the possible adverse outcomes if proper procedure isn't followed.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question <u>X</u> Activity <u>X</u> Project ____</p> <p>4.2.4 4.2.5 Develop several aftercare handouts based on proper daily care for both perms and relaxers, including proper product recommendations for each procedure based on hair type.</p>

Notes: _____ Should be developed in such a way as to be used in customer service applications. _____

Resources Needed: _____

Program: _____ Cosmetology _____ **Course:** _____ Advanced Chemical Services _____

Name(s): _____ Kim Farnham _____

Competency: 4.2.6 Contrast the various implements (e.g. rods, clips) used in chemical procedures. _____

4.2.7 Perform sectioning, blocking, and wrapping techniques. _____

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL ____ Question <u>X</u> Activity ____ Project ____</p> <p>4.2.6 4.2.7 Explain the differences in types of rods, and some of the tools needed in perming.</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question ____ Activity <u>X</u> Project ____</p> <p>Identify sectioning, blocking, and different wrapping techniques and recommend best types for various hair lengths. Organize your information in a brochure.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question ____ Activity <u>X</u> Project ____</p> <p>Using your knowledge of tools, blocking, and sectioning techniques, design a pattern of your choosing and explain the reasoning and expected outcome of your own special perm service. Perform and display the outcome to the class.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity ____ Project ____</p>

Notes: Head sheets/before and after pictures. _____

Resources Needed: _____

Program: Cosmetology Course: Advanced Chemical Services

Name(s): Kim Farnham

Competency: 4.2.10 Apply the proper chemicals required for a permanent wave or chemical relaxer.

4.2.11 Apply the processing solution for the appropriate time to achieve desired results. 4.2.12 Blot, shampoo, and/or neutralize all chemical solutions.

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL ____ Question ____ Activity ____ Project ____</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question <u>X</u> Activity ____ Project ____</p> <p>4.2.10 4.2.11 Summarize how to determine the proper processing time for perms and relaxers. What do you need to see? How are these services properly completed?</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question <u>X</u> Activity ____ Project ____</p> <p>Develop an argument of whether to choose a traditional relaxer procedure or keratin smoothing procedure and why you chose it.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity <u>X</u> Project ____</p> <p>Develop a rubric in your words for one hair type regarding a perm solution of choice and one relaxer product. Be sure to combine your knowledge of the procedure, as well as the manufacturers' directions. Discuss why you selected the the specific hair type, perm solution and relaxer product.</p>

Notes: _____

Resources Needed: _____

Program: _____ Cosmetology _____ **Course:** _____ Advanced Chemical Services _____

Name(s): _____ Kim Farnham _____

Competency: 4.3.1 Explain color theory, "Law of Color," chemistry of color, and their implications for hair procedures. _____

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL ____ Question <u>X</u> Activity ____ Project ____</p> <p>List the primary colors, secondary colors, and tertiary colors available on a color wheel.</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question <u>X</u> Activity ____ Project ____</p> <p>What steps are necessary for applying the "Law of Color" properly?</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question <u>X</u> Activity <u>X</u> Project ____</p> <p>What would be the result if we didn't apply our "Law of Color" and the chemistry of color when formulating for a client? Give three (3) examples of possible poor outcomes and explain why.</p> <p>Activity: Using play-dough in the basic colors, have students work their way through creating the color wheel by combining the colors together.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity ____ Project ____</p>

Notes: _____

Resources Needed: _____

Program: _____ Cosmetology _____ **Course:** _____ Advanced Chemical Services _____

Name(s): _____ Kim Farnham _____

Competency: 4.3.2 Compare and contrast between temporary, semi-permanent, demi-permanent and permanent hair color treatment. _____

4.3.4 Compare and contrast the chemicals used in hair coloring and select for the intended functions. _____

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL ____ Question <u>X</u> Activity ____ Project ____</p> <p>4.3.2 4.3.4 Identify the four (4) types of hair color available for use in our industry.</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question <u>X</u> Activity ____ Project ____</p> <p>Describe the chemicals used in hair color and explain how each type of color is affected regarding penetration of the cuticle/cortex and coverage achieved.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question <u>X</u> Activity <u>X</u> Project ____</p> <p>Group types of hair color available and sort into a table by properties and types of clients in which they may be applicable.</p> <p>Activity: Using gray/white hair swatches approximately two (2) inches in length, demonstrate the coverage level of each of the four available types of hair color demonstrating penetration level.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity ____ Project ____</p>

Notes: _____

Resources Needed: Gray/white swatches/samples of the four types of hair color. _____

Program: _____ Cosmetology _____ **Course:** _____ Advanced Chemical Services _____

Name(s): _____ Kim Farnham _____

Competency: 4.3.2 Compare and contrast between temporary, semi-permanent, demi-permanent and permanent hair color treatments. _____

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL ____ Question <u>X</u> Activity ____ Project ____</p> <p>Define temporary, semi-permanent, demi-permanent, and permanent hair color.</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question <u>X</u> Activity ____ Project ____</p> <p>Compare and contrast between temporary, semi-permanent, demi-permanent, and permanent hair color. Organizer your information in a graphic organizer.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question ____ Activity <u>X</u> Project ____</p> <p>Create a chart detailing the various lasting powers of temporary, semi, demi, and permanent color.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity ____ Project <u>X</u></p> <p>Given various client scenarios, decide which type of hair color would fit your client's needs and justify your decisions.</p>

Notes: _____

Resources Needed: _____

Program: _____ Cosmetology _____ **Course:** _____ Advanced Chemical Services _____

Name(s): _____ Kim Farnham _____

Competency: 4.3.3 Explain the special characteristics and percentages of gray, white, and salt and pepper hair. _____

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL ____ Question <u>X</u> Activity ____ Project ____</p> <p>Define the special characteristics of gray, white, and salt and pepper hair.</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question <u>X</u> Activity ____ Project ____</p> <p>Classify the percentage of gray that we use to affect our formulations for the best outcomes of gray coverage.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question <u>X</u> Activity ____ Project ____</p> <p>Draw conclusions for why it is necessary to include a natural or neutral color in gray formulations and at what percent of formula should be used. Also determine why special hair color is available for gray coverage and why it works.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity ____ Project ____</p>

Notes: _____

Resources Needed: _____

Program: _____ Cosmetology _____ **Course:** _____ Advanced Chemical Services _____

Name(s): _____ Kim Farnham _____

Competency: 4.3.5 Identify potential problems that may be encountered during a hair coloring procedure and explain corrective measures. _____

4.3.6 Use color swatch to determine the most appropriate level and shades of color. 4.3.13 Perform a strand test. _____

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL ____ Question ____ Activity ____ Project ____</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question <u>X</u> Activity ____ Project ____</p> <p>4.3.5 4.3.6 4.3.13 Collect and display natural hair color chart levels one (1) through ten (10) and explain how to use it.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question <u>X</u> Activity ____ Project ____</p> <p>Construct a table listing some of the most important tips used for dealing with corrective color, identifying the problems they correct. Share your work with the class.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity <u>X</u> Project ____</p> <p>Create a natural level swatch chart collecting swatches one (1) through ten (10) and display them. Using a strand test, perform a choice of three (3) corrective measures and explain your thought process used in making that correction (e.g., using a filler, tint back a blond).</p>

Notes: _____

Resources Needed: _____

Program: _____ Cosmetology _____ **Course:** _____ Advanced Chemical Services _____

Name(s): _____ Kim Farnham _____

Competency: 4.3.7 Analyze hair texture, density, elasticity, porosity, condition and scalp for hair color or lightening applications. _____

4.3.12 Discuss the daily care of hair coloring treatments. _____

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL ____ Question <u>X</u> Activity ____ Project ____</p> <p>4.3.7 4.3.12 Explain some of the important factors involved in selecting home care products for color treated hair.</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question <u>X</u> Activity ____ Project ____</p> <p>What does a hair analysis involve and why is it important?</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question <u>X</u> Activity ____ Project ____</p> <p>Given a customer scenario, explain in your own words the importance of proper products for maintenance after a color service.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity ____ Project ____</p>

Notes: _____

Resources Needed: _____

Program: _____ Cosmetology _____ **Course:** _____ Advanced Chemical Services _____

Name(s): _____ Steve Bialorucki, Kimberlee Farnham, Tracy Graf _____

Competency: 4.3.8 Perform an FDA mandated skin test. _____

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL ____ Question ____ Activity ____ Project ____</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question ____ Activity <u>X</u> Project ____</p> <p>Perform an FDA mandated skin test on a fellow student. Interpret the results and share the results with the student and the teacher. Explain next steps.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question ____ Activity <u>X</u> Project ____</p> <p>Perform an FDA mandated test on a client prior to applying chemical services. Interpret the results and share the results with the client. Discuss next steps.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity ____ Project ____</p>

Notes: _____

Resources Needed: _____

Program: _____ Cosmetology _____ **Course:** _____ Advanced Chemical Services _____

Name(s): _____ Kim Farnham _____

Competency: 4.3.9 Select and assemble all materials needed. 4.3.10 Divide the hair into appropriate sections to visualize the scalp for proper application of products. _____

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL ____ Question <u>X</u> Activity ____ Project ____</p> <p>4.3.9 4.3.10 List several materials needed for a color service.</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question <u>X</u> Activity ____ Project ____</p> <p>Using a head sheet, illustrate the proper partings for a hair analysis, leading into a hair color retouch.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question ____ Activity <u>X</u> Project ____</p> <p>Given the head sheet you created, demonstrate a proper hair color retouch using proper partings and safety precautions.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity ____ Project ____</p>

Notes: _____

Resources Needed: _____

Program: _____ Cosmetology _____ **Course:** _____ Advanced Chemical Services _____

Name(s): _____ Kim Farnham _____

Competency: 4.3.11 Describe techniques and procedures for hair color application. _____

4.3.14 Safely apply appropriate color, toner, and/or bleach according to manufacturer's guidelines. _____

Depth of Knowledge Level (Check One): Level 1 Level 2 Level 3 Level 4

Revised Bloom's Taxonomy Level (Check One): Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

<p>DOK LEVEL 1 RBT LEVEL ____ Question <u>X</u> Activity ____ Project ____</p> <p>4.3.11 4.3.14 List the five (5) types of procedures used in hair coloring.</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question <u>X</u> Activity ____ Project ____</p> <p>Categorize the types of procedures available for hair color application (e.g., retouch, etc.). Organize your work in a graphic organizer.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question <u>X</u> Activity ____ Project ____</p> <p>Construct a table with the different types of procedures available and place each type of hair color applications in proper category (e.g., color, toner). Share the table with your class.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity ____ Project ____</p>

Notes: _____

Resources Needed: _____