

Advanced Hair Cutting and Styling

Subject Code 174130

Steve Bialorucki-Oregon City Schools

Kimberlee Farnham-Washington Local

Tracy Graf-Penta Career Center



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 Hair Cutting and Styling

COURSE DESCRIPTION

Students will learn advanced cutting and formal styling using specialized equipment and techniques. This course offers enhanced training in current trends and razor techniques.

DOK LEVEL 1

At this level, students will identify various types of human and synthetic hairpieces, as well as natural hair. They will understand how to cleanse, cut and style the various hairpieces and hair types to achieve certain looks and textures. Students will demonstrate knowledge of safe operation of salon tools and demonstrate personal safety practices.

DOK LEVEL 2

At this level, students will identify types of hair, as well as basic haircuts and styles. They will demonstrate conceptual understanding regarding relationships between projection, sectioning and angles used and showcase the finished result. They will distinguish between the classifications of different textures, styles and cuts and determine which tools are used to achieve desired looks.

DOK LEVEL 3

Students at this level of learning will perform various haircuts and styles on natural and artificial hair. They will provide rationale regarding specific cutting or styling techniques to achieve a desired look. Finally, students will create a logical argument explaining why the chosen technique works best.

DOK LEVEL 4

Students at this deepest level of learning will apply previous knowledge to perform cutting and styling techniques safely on clients. They will evaluate many different possible techniques that could be used before completing the service. Students will perform procedures accurately while safely demonstrating proper tool uses and sectioning procedures.

Program: _____ Cosmetology _____ **Course:** _____ Advanced Hair Cutting and Styling _____

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

Competency: 4.1.2 Compare and contrast product composition and product features and select for each 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>List the categories of shampoos, rinses and conditioners.</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question <u> x </u> Activity ____ Project ____</p> <p>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 <u> x </u> Activity ____ Project ____</p> <p>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 Hair Cutting and Styling _____

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

Competency: 4.4.1 Describe the various types of human and synthetic hairpiece materials. _____

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 various types of human and synthetic hairpiece materials.</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question <u>X</u> Activity ____ Project ____</p> <p>Contrast and compare three (3) examples of synthetic hair pieces. Organize your information in a graphic organizer.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question ____ Activity ____ Project <u>X</u></p> <p>Create an argument for why human hairpieces are superior to synthetic.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity ____ Project <u>X</u></p> <p>Create a commercial for your assigned hairpiece material and explain why it is superior to other options.</p>

Notes: _____

Resources Needed: _____

Program: _____ Cosmetology _____ **Course:** _____ Advanced Hair Cutting and Styling _____

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

Competency: 4.4.2 Recognize and select various artificial hair 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 ____ Explain in your own words when you might choose artificial hair over natural hair.</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question <u>X</u> Activity ____ Project ____ Compare and contrast the differences between styling artificial hair as opposed to natural hair.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question ____ Activity <u>X</u> Project ____ Create a style using artificial hair pieces.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity ____ Project <u>X</u> Research the history of artificial hair in the United States and present your findings to the class using visual media.</p>

Notes: _____

Resources Needed: _____

Program: _____ Cosmetology _____ **Course:** _____ Advanced Hair Cutting and Styling _____

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

Competency: 4.4.3 Measure and demonstrate a client for an appropriately fitted wig or hairpiece (e.g., shape, block, adjust). _____

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 ____ When might someone use or need a wig or hairpiece?</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question ____ Activity ____ Project <u>X</u> Make an informative poster describing how to properly fit and measure a client for a hairpiece.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question ____ Activity <u>X</u> Project ____ Measure and demonstrate a client for an appropriately fitted wig or hairpiece.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity <u>X</u> Project ____ Design and fit a hairpiece or wig for a specific client and explain to the client why the piece you designed is best for them.</p>

Notes: _____

Resources Needed: _____

Program: _____ Cosmetology _____ **Course:** _____ Advanced Cutting and Styling _____

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

Competency: 4.4.4 Clean and store wigs and hairpieces care procedures (e.g., styling, cleaning, storing). _____

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>Write a list of key words you know about cleaning and storing wigs.</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question <u>X</u> Activity ____ Project ____</p> <p>How would you apply what you've learned to clean and store wigs and hairpieces?</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question <u>X</u> Activity ____ Project ____</p> <p>Create an argument expressing the importance of properly cleaning and storing wigs and hairpieces.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity ____ Project <u>X</u></p> <p>Create an instructional video explaining how to care for wigs and hairpieces.</p>

Notes: _____

Resources Needed: _____

Program: _____ Cosmetology _____ **Course:** _____ Advanced Hair Cutting and Styling _____

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

Competency: 4.4.5 Compare and contrast various hair styles in relation to texture, direction, and movement. _____

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 texture, direction, and movement as it relates to hairstyling.</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question <u>X</u> Activity ____ Project ____ Compare and contrast how texture, hair direction, and movement can change the overall style.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question ____ Activity <u>X</u> Project ____ Explain how a client's hair texture is directly related to the techniques you will use to style the hair.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity ____ Project <u>X</u> Given three (3) clients (each with different hair textures), demonstrate and explain how you will adjust your technique to achieve a uniform look on all three (3) clients.</p>

Notes: _____

Resources Needed: _____

Program: _____ Cosmetology _____ **Course:** _____ Advanced Hair Cutting and Styling _____

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

Competency: 4.4.6 Describe how various waves, curls and braids contribute as major components of styling 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 ____ Define waves, curls and braids.</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question <u>X</u> Activity ____ Project ____ Brainstorm three (3) different hair styles you would create using waves, curls, and braids.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question <u>X</u> Activity ____ Project ____ Describe what would happen if you had to create a style without using the three (3) given major styling components.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity <u>X</u> Project ____ Create a style using at least three (3) different styling components. Plan your style ahead of time and present your idea to the class.</p>

Notes: _____

Resources Needed: _____

Program: _____ Cosmetology _____ **Course:** _____ Advanced Hair Cutting and Styling _____

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

Competency: 4.4.7 Compare and contrast the various hair styling implements (e.g., rollers, clips) to the desired styles. _____

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 ____ List six (6) different styling implements.</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question <u>X</u> Activity ____ Project ____ Compare and contrast the given styling implements and what results they produce. Organize your findings in a table.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question <u>X</u> Activity ____ Project ____ How is the type of styling implement used directly related to the outcome of the finished style? Give specific examples and cite evidence to support your claims.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity <u>X</u> Project ____ Analyze finished hairstyles and determine what specific tools and techniques were used to achieve the given look.</p>

Notes: _____

Resources Needed: _____

Program: _____ Cosmetology _____ **Course:** _____ Advanced Hair Cutting and Styling _____

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

Competency: 4.4.8 Perform thermal styling techniques and their respective applications. _____

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 ____ Explain what thermal hairstyling is.</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question ____ Activity <u>X</u> Project ____ Create a step-by-step technical sheet describing how to perform three (3) thermal styling techniques.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question ____ Activity <u>X</u> Project ____ Given a mannequin, perform the assigned thermal styling technique.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity ____ Project <u>X</u> Create a step-by-step technical sheet explaining how to do the assigned thermal techniques and then create the same thermal style on a mannequin.</p>

Notes: _____

Resources Needed: _____

Program: _____ Cosmetology _____ **Course:** _____ Advanced Hair Cutting and Styling _____

Name(s): _____ Tracy Graf _____

Competency: 4.4.9 Complete a finished style comb-out. _____

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> </u>^x Activity ____ Project ____</p> <p>Write a list of keywords related to hairstyling.</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question <u> </u>^x Activity ____ Project ____</p> <p>Summarize how to do a specific hair style.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question ____ Activity <u> </u>^x Project ____</p> <p>Given a mannequin, complete a finished comb-out style that replicates a chosen style.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity <u> </u>^x Project ____</p> <p>Research various comb-out styles, select one, and then recreate the style on a partner.</p>

Notes: _____

Resources Needed: _____

Program: _____ Cosmetology _____ **Course:** _____ Advanced Hair Cutting and Styling _____

Name(s): _____ Tracy Graf _____

Competency: 4.4.10 Perform "wet set" using principles of design (i.e. hair sculpturing, rollers and fingerwaves). _____

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 ____ Describe what a "wet set" is and when you would use it.</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question <u> x </u> Activity ____ Project ____ Brainstorm how the given "wet set" pictures will result in different hair designs.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question <u> x </u> Activity ____ Project ____ Develop a logical argument for why it is still important to learn "wet set" styling today.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity <u> x </u> Project ____ Create your own "wet set" style or pattern and present it to the class. After all of the styles have been presented and combed out, students will choose their favorite and justify their choice.</p>

Notes: _____

Resources Needed: _____

Program: _____ Cosmetology _____ **Course:** _____ Advanced Cutting and Styling _____

Name(s): _____ Tracy Graf _____

Competency: 4.4.11 Apply braiding techniques to natural and artificial 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> </u>^x Activity ____ Project ____ Define braiding as it applies to hair design.</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question <u> </u>^x Activity ____ Project ____ Compare and contrast the difference in braiding natural and artificial hair.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question ____ Activity <u> </u>^x Project ____ Given a mannequin, apply braiding techniques to natural and artificial hair.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity <u> </u>^x Project ____ Construct a research project on the origin of braiding hair and how the styles and techniques have changed throughout the centuries.</p>

Notes: _____

Resources Needed: _____

Program: _____ Cosmetology _____ **Course:** _____ Advanced Hair Cutting and Styling _____

Name(s): _____ Tracy Graf _____

Competency: 4.5.1 Describe and demonstrate the use of razors, shears and clippers. _____

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 the different tools used in haircutting?</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question <u>x</u> Activity ____ Project ____</p> <p>Describe how you safely use razors, shears and clippers.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question <u>x</u> Activity ____ Project ____</p> <p>Using prior knowledge, explain the differences between razors, shears and clippers. Explain when each would be used.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity <u>x</u> Project ____</p> <p>Create and perform a technical haircut that incorporates all three cutting tools.</p>

Notes: _____

Resources Needed: _____

Program: _____ Cosmetology _____ **Course:** _____ Advanced Hair Cutting and Styling _____

Name(s): _____ Tracy Graf _____

Competency: 4.5.2 Describes sectioning, angles, lines and elevation. _____

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 sectioning, angles, and elevation as they relate to haircutting.</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question <u> x </u> Activity ____ Project ____ Explain the relationship between section, angles lines and elevation and how they combine to create a finished haircut.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question <u> x </u> Activity ____ Project ____ Create a poster showing the various angles, lines and elevation for a given haircut.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity <u> x </u> Project ____ Create a song that explains the procedure for completing the State Board haircut, as well as the task lines for the test. Sing your song to the class. The class will vote on their favorite song. The winner will receive a prize.</p>

Notes: _____

Resources Needed: _____

Program: _____ Cosmetology _____ **Course:** _____ Advanced Hair Cutting and Styling _____

Name(s): _____ Tracy Graf _____

Competency: 4.5.3 Divide hair into sections according to desired haircut. _____

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> </u>^x Activity ____ Project ____</p> <p>List the four (4) basic haircuts and name the sectioning pattern that relates to each.</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question ____ Activity <u> </u>^x Project ____</p> <p>On a head form, label the haircut that will be created using the pictured sectioning.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question ____ Activity <u> </u>^x Project ____</p> <p>Given a mannequin, perform the sectioning for a given haircut.</p> <p>Given four (4) shaved mannequin heads, draw and label the different sectioning patterns.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity ____ Project ____</p>

Notes: _____

Resources Needed: _____

Program: _____ Cosmetology _____ **Course:** _____ Advanced Hair Cutting and Styling _____

Name(s): _____ Tracy Graf _____

Competency: 4.5.4 Apply the use of razors, shears and clippers to achieve the desired result. _____

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>Explain the different results that can be achieved using razors, shears and clippers.</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question <input checked="" type="checkbox"/> Activity <input checked="" type="checkbox"/> Project ____</p> <p>Create a Venn diagram showing the similarities and differences between cutting with scissors and a razor.</p> <p>Create a poster showing proper handling of cutting tools.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question ____ Activity <input checked="" type="checkbox"/> Project ____</p> <p>Given a mannequin, use all three (3) cutting tools to create a haircut of your choice. Explain why you used the different tools and what look you were hoping to achieve.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity <input checked="" type="checkbox"/> Project ____</p> <p>Given a client, use all three (3) cutting tools to create a haircut of your choice. Explain why you used the different tools and what look you were hoping to achieve.</p>

Notes: _____

Resources Needed: _____

Program: _____ Cosmetology _____ **Course:** _____ Advanced Hair Cutting and Styling _____

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

Competency: 4.5.5 Apply the use of lines and angles to obtain the desired result. _____

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>On a head form, label the angles used to obtained the desired haircut.</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question <u>X</u> Activity ____ Project ____</p> <p>Using a graphic organizer, compare and contrast the similarities and differences between two given haircuts.</p> <p>In your own words, create an outline describing the procedure, angles and lines used to create a haircut of your choice.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question ____ Activity <u>X</u> Project ____</p> <p>Use your prior knowledge of lines and angles to obtain the desired haircut on a mannequin. Draw out the angles used.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity <u>X</u> Project ____</p> <p>Use your prior knowledge of lines and angles to obtain the desired haircut on a client.</p>

Notes: _____

Resources Needed: _____

Program: _____ Cosmetology _____ **Course:** _____ Advanced Hair Cutting and Styling _____

Name(s): _____ Tracy Graf _____

Competency: 4.5.6 Edge and clean the neckline to appropriate shape and length. _____

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>List the tools that can be used to edge and clean the neckline.</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question <input checked="" type="checkbox"/> Activity <input checked="" type="checkbox"/> Project ____</p> <p>How can you identify the proper shape of the neckline? What visual cues do you use to determine it?</p> <p>Create a poster of men's necklines and use a marker to draw the appropriate shape.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question ____ Activity <input checked="" type="checkbox"/> Project ____</p> <p>Students will select a partner at random. The partners will take turns determining the appropriate shape and length of the neckline and communicate the recommended style to the student.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity <input checked="" type="checkbox"/> Project ____</p> <p>On a client, determine the appropriate shape and length of the neckline and proceed to perform the service on a client.</p>

Notes: _____

Resources Needed: _____

Program: _____ Cosmetology _____ **Course:** _____ Advanced Hair Cutting and Styling _____

Name(s): _____ Tracy Graf _____

Competency: 4.5.7 Evaluate a haircut for proportion and balance. _____

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 ____ How do you tell if a haircut is even and balanced?</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question <u>x</u> Activity ____ Project ____ Brainstorm three (3) reasons why a haircut may end up not proportional or unbalanced.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question ____ Activity <u>x</u> Project ____ Create an informative brochure that contains at least five (5) "rules" or guidelines that should be used to ensure an even, balanced haircut.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity <u>x</u> Project ____ Evaluate the proportion and balance of another student's haircut. Make necessary recommendations and have another student evaluate your work.</p>

Notes: _____

Resources Needed: _____

Program: _____ Cosmetology _____ **Course:** _____ Advanced Hair Cutting and Styling _____

Name(s): _____ Tracy Graf _____

Competency: 5.2.6 Analyze facial features and face shapes. _____

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 ____ List the different face shapes.</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question <input checked="" type="checkbox"/> Activity <input checked="" type="checkbox"/> Project ____ List the face shapes and how to correct or enhance certain features. Search online for five (5) examples of each facial shape.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question ____ Activity <input checked="" type="checkbox"/> Project ____ Examine the faces of five (5) classmates and determine their face shapes. Give style recommendations according to their needs.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity <input checked="" type="checkbox"/> Project ____ Given a client, examine the face and determine his or her face shape. Give style recommendations according to their needs prior to the haircut and style.</p>

Notes: _____

Resources Needed: _____