

Human Services Career Field

Microbiology and Infection Control

Subject Code 174115

Steve Bialorucki-Oregon City Schools

Jodi Eckman-Oregon City Schools

Holly Fair-Sylvania City Schools

Kimberlee Farnham-Washington Local

Leslie Fish-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 Descriptor for Each DOK Level
Human Services Career Field
Microbiology and Infection Control

Course Description

Students will learn the anatomy of the head and scalp, structure of the hair and various techniques and procedures for analyzing hair, scalp disorders and diseases. Students will be able to determine hair porosity, elasticity, density, texture and growth patterns as well as conduct chemical tests for treated hair and ability to recommend corrective scalp procedures.

DOK Level 1

Students performing in DOK Level 1 will: identify different types/classifications of bacteria; define the OSBC standards on health and safety regulations in order to prevent contamination and student/client injury; identify various potential problems during services; and locate federal mandated SDS in lab/classroom.

DOK Level 2

Students performing in DOK Level 2 will: identify and describe disease and disorders and contagious/noncontagious of hair, skin, and scalp; explain bacteria growth and its relationship to disease; identify and explain the chain of infection and mechanisms for the spread of infection; and select and assemble all needed material for performing an FDA mandated skin/patch test.

DOK Level 3

Students performing in DOK Level 3 will: interpret various disorders and treatments associated with skin, hair, and glands; use personal protection equipment (PPE) when performing various decontamination techniques/procedures, understanding the handling of refuse/ biodegradable materials; perform manufacturers' directions during use of required products/equipment; and analyze/synthesize regarding infection control procedures during services, differentiating between performing procedures safely/unsafely and solving non-routine problems.

DOK Level 4

Students performing at the deepest level, DOK Level 4, will investigate and draw conclusions about how Microbiology and Infection Control impacts the Cosmetology field. Applications should be student driven and differentiated. Students will apply concepts via communications through client consultations while performing the following: sanitizing hands, disinfecting stations, and maintaining a safe and healthy work environment using the procedures set forth by the Ohio State Board of Cosmetology. Students will construct a service plan incorporating infection control procedures and problem solve/perform proper safety measures to prevent any unforeseen accidents to ensure proper client/student protection. Students will reassess and develop a constructive corrective plan. Client communication in the construction precede service plan, regarding health and safety procedures.

Program: _____ Cosmetology _____ **Course:** _____ Microbiology and Infection Control _____

Name(s): _____ Leslie Fish, Jodi Eckman, Holly Fair and Chris Jude _____

Competency: _____ 1.1.12 Identify healthy lifestyles that reduce the risk of chronic disease, unsafe habits and abusive behavior. _____

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 attributes of a healthy lifestyle? What are attributes of an unhealthy lifestyle?</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question <u>X</u> Activity ____ Project ____</p> <p>How would you explain, to a client, the healthy lifestyle to reduce the risks of chronic diseases, unsafe habits, and abusive behavior?</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question ____ Activity <u>X</u> Project ____</p> <p>Implementing the knowledge learned within the competency, write a one page paper on either unsafe habits or abusive behavior. Cite evidence to support your claims.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity ____ Project ____</p>

Notes: _____

Resources Needed: _____

Program: _____ Cosmetology _____ **Course:** _____ Microbiology and Infection Control _____

Name(s): _____ Leslie Fish, Jodi Eckman, Holly Fair, Chris Jude _____

Competency: _____ Outcome 1.3: Analyze how professional, ethical and legal behavior contributes to continuous improvement in organizational performance and compliance. _____

1.3.1, 1.3.2, 1.3.4, 1.3.5, 1.8.10

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>1.3.2. What protocols and practices are necessary to maintain a clean, safe and healthy work environment?</p> <p>1.3.4. Identify how federal and state protection laws affect products and services.</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question <u>X</u> Activity ____ Project ____</p> <p>1.3.1. Have students analyze how regulatory compliance affects business operations and organizational performance. Have them organize their information in a graphic organizer.</p> <p>1.3.5. Given a Safety Data Sheet (SDS), interpret information on the sheet. Detail what each item means/represents.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question ____ Activity ____ Project ____</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity <u>X</u> Project ____</p> <p>1.8.10. Analyze how regulatory compliance affects business operations and organizational performances. Create a visual presentation to present to the class.</p>

Notes: _____

Resources Needed: _____

Program: _____ Cosmetology _____ **Course:** _____ Microbiology and Infection Control _____

Name(s): _____ Leslie Fish, Jodi Eckman, Holly Fair , Chris Jude _____

Competency: _____ Outcome 2.2. Explain the various disorders and treatments associated with the skin, hair, glands, and scalp. Competencies: 2.2.1, 2.2.5 _____

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>2.2. Explain the various disorders and treatments associated with the skin, hair, glands, and scalp.</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question <u>X</u> Activity ____ Project ____</p> <p>2.2.1. Identify and describe diseases, and disorders of the hair, skin and glands. Organize your information in a graphic organizer.</p> <p>2.2.5 Describe the various contagious and non-contagious disorders of the hair and scalp. Organize your information in a graphic organizer.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question ____ Activity <u>X</u> Project ____</p> <p>2.2.1. Given at least four client scenarios, interpret various diseases/disorders and determine possible treatments associated with skin, hair, and glands. Create a set of consultation videos where you will explain the diseases/disorders and possible treatments available with your client. Have a student set in as your client.</p> <p>2.2.5. Describe the various contagious and non-contagious disorders of the hair and scalp. Create a brochure detailing your findings. Cite evidence to support your claims.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity ____ Project <u>X</u></p> <ol style="list-style-type: none">1. Students divide into groups according to each of the systems (skin, hair, glands, and scalp). A group captain is selected. Group members select roles and the captain monitors completion of assignment.2. Student groups draw, label, provide a description, and perform application as a class demonstration on a blank paper outline of a body.3. Each group develops a written paper on predetermined topics and point relevant to the project.

Notes: _____

Resources Needed: _____

Program: _____ Cosmetology _____ **Course:** _____ Microbiology and Infection Control _____

Name(s): _____ Leslie Fish, Jodi Eckman, Holly Fair , Chris Jude _____

Competency: _____ Strand 3: Students analyze the impact of hygiene and bacteriology on personal care services and how to demonstrate safe practices in accordance with federal, state, and local regulations. Students gain general knowledge in infection control, prevention and reducing risk of injury. Competencies: 3.1.2, 3.1.4-3.1.6, 3.1.8-3.1.10 _____

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>3.1.10. Explain the need for appropriate working heights of chairs, stools, footrests, work areas, and equipment.</p> <p>Describe why we have precaution guidelines by the Center for Disease Control & Prevention.</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question ____ Activity <u>X</u> Project ____</p> <p>3.1.2. Given a photo of a salon, identify 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). Create a plan for removal of the environmental and electrical hazards. Include a sketch.</p> <p>3.1.6. Given a scenario and a photo of a salon, identify risk factors of exposure to hazardous materials (i.e., chemical, radiologic, microbial) and provide safety precautions. Explain what corrections need to be made to make the salon safe.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question ____ Activity <u>X</u> Project ____</p> <p>3.1.4. Create a poster illustrating the risk of burns resulting from equipment, liquids, chemicals and fire.</p> <p>3.1.8 Have students demonstrate the safe operation, packing and cleaning of equipment.</p> <p>3.1.9. Have students prepare and dispense solutions made from concentrates according to manufacturers' directions.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity ____ Project <u>X</u></p> <p>3.1.5. Have each student select from a given different disaster (fire, tornado, emergency evacuation, hazardous material spill, infant/child abduction, bomb threat, violent person, active shooter, missing adult, and loss of power). Each student will create a disaster preparedness response to the disaster selected. The students will organize their plan in a brochure to share with the class.</p>

Notes: _____

Resources Needed: _____

Program: _____ Cosmetology _____ **Course:** _____ Microbiology and Infection Control _____

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 several scenarios, have each student model the use of personal protection equipment (PPE) when performing various decontamination techniques/procedures.</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:** _____ Microbiology and Infection Control _____

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>Given several scenarios, have each student model the use of personal protection equipment (PPE) when performing various decontamination techniques/procedures.</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 State Board of Cosmetology Inspector. Explain specific items that are important to you as a business owner.</p>

Notes: _____

Resources Needed: _____

Program: _____ Cosmetology _____ **Course:** _____ Microbiology and Infection Control _____

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:** _____ Microbiology and Infection Control _____

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? What personal protection equipment (PPE) is required?</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question <u>X</u> Activity ____ Project <u>X</u></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:** _____ Microbiology and Infection Control _____

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 <u>X</u> 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:** _____ Microbiology and Infection Control _____

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:** _____ Microbiology and Infection Control _____

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:** _____ Microbiology and Infection Control _____

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:** _____ Microbiology and Infection Control _____

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 ____ List the types of concentrates typically used in a salon.</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question <u>X</u> Activity ____ Project ____ 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 ____ Explain the process as you correctly prepare and dispense a solution from concentrate for use in aroma therapy application.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity <u>X</u> Project ____ 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:** _____ Microbiology and Infection Control _____

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:** _____ Microbiology and Infection Control _____

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:** _____ Microbiology and Infection Control _____

Name(s): _____ Leslie Fish, Jodi Eckman, Holly Fair, Chris Jude _____

Competency: 3.2. Principles of Infection Control _____

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>3.2.1. Identify the different types and classifications of bacteria. 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.</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question ____ Activity <u>X</u> Project ____</p> <p>3.2.5. Demonstrate the use of personal protective equipment (PPE) when encountering body fluids, potential of splashing, or respiratory droplets (e.g., sneezing, coughing).</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question ____ Activity <u>X</u> Project ____</p> <p>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). Have a student demonstrate the proper hand washing procedure. 3.2.6. Have students perform various decontamination techniques and procedures.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity ____ Project <u>X</u></p> <p>3.2.7. Dispose of refuse and biodegradable materials, according to manufacturers's directions and state and federal requirements. 3.2.9. Apply principles of decontamination (e.g. sanitize, disinfect, and sterilize). Have students gather the information on the back of hand sanitizers and disinfection bottles and write out the proper procedures and the differences between sanitation, disinfection and sterilization. Tell the proper way to dispose of these products.</p>

Notes: _____

Resources Needed: _____

Program: _____ Cosmetology _____ **Course:** _____ Microbiology and Infection Control _____

Name(s): _____ Kimberlee 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:** _____ Microbiology and Infection Control _____

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>What is bacteria? What is a virus?</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question <u>X</u> Activity ____ Project ____</p> <p>Explain the growth cycles of bacteria and viruses.</p> <p>What is the relationship between bacteria growth and disease and infection?</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: Place q-tips in a plastic bag and mark to identify area and student as they travel.

Resources Needed: plastic cups, q-tips, plain jello to make growth medium.

Program: Cosmetology Course: Microbiology and Infection Control

Name(s): Kimberlee 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 cite evidence to support your claims.</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 <u>X</u></p> <p>Visit a salon of your choice, and make observations regarding infection control. Construct a service plan incorporating infection control procedures and problem solve proper safety measures to prevent any unforeseen accidents to ensure proper client protection.</p>

Notes: _____

Resources Needed: Black light/dark room

Program: _____ Cosmetology _____ **Course:** _____ Microbiology and Infection Control _____

Name(s): _____ Kimberlee 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>Given several client scenarios [encountering body fluids, potential of splashing, or respiratory droplets (e.g. sneezing, coughing)] discuss how to use personal protection equipment (PPE). Cite evidence to support your claims.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity ____ Project ____</p>

Notes: _____

Resources Needed: _____

Program: _____ Cosmetology _____ **Course:** _____ Microbiology and Infection Control _____

Name(s): _____ Kimberlee 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>Dividing students in pairs, each student will apply the principles of decontamination, before, during, and after each client (student) service. The students will explain the decontamination principles as they perform them.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity <u>X</u> Project ____</p> <p>Given clients, the students will apply the principles of decontamination, before, during, and after each client service. The students will explain the decontamination principles as they perform them.</p>

Notes: _____

Resources Needed: _____

Program: _____ Cosmetology _____ **Course:** _____ Microbiology and Infection Control _____

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:** _____ Microbiology and Infection Control _____

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).

4.2.9 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>Identify the various types of chemicals used in permanent waves and relaxers.</p> <p>Identify various potential problems during the service.</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question <u>X</u> Activity ____ Project ____</p> <p>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>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:** _____ Microbiology and Infection Control _____

Name(s): _____ Kim Farnham _____

Competency: 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>Describe the basic aftercare for permanent waves and hair relaxers.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question <u>X</u> Activity ____ Project ____</p> <p>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. What can be done to correct the adverse outcomes? Cite evidence to support your claims.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question <u>X</u> Activity <u>X</u> Project ____</p> <p>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:** _____ Microbiology and Infection Control _____

Name(s): _____ Kim Farnham _____

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

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>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: Microbiology and Infection Control

Name(s): Kim Farnham

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

4.3.13 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>What are some potential problems that one may encounter during a hair coloring procedure?</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question <u>X</u> Activity ____ Project ____</p> <p>Given the following potential problems that one may encounter during a hair coloring procedure, explain the corrective measures for each one. Organize your findings in a table.</p> <p>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:** _____ Microbiology and Infection Control _____

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>What is an FDA mandated skin test? Why is it required? What materials are needed for an FDA mandated skin test?</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question ____ Activity <u>X</u> Project ____</p> <p>Gather all required materials and 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>Gather all required materials and 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:** _____ Microbiology and Infection Control _____

Name(s): _____ Kim Farnham _____

Competency: 4.3.9 Select and assemble all materials needed. _____

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 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:** _____ Microbiology and Infection Control _____

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:** _____ Microbiology and Infection Control _____

Name(s): _____ Leslie Fish, Jodi Eckman, Holly Fair , Chris Jude _____

Competency: 5.1.4 Identify health conditions that prohibit the safe use of massage. _____

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 health conditions that will prohibit the safe use of massage on a client?</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question <u>X</u> Activity ____ Project ____</p> <p>Considering that some health conditions may exist that prohibit the safe use of massage on a client, what preventative steps must be taken before performing the use of massage on a client? Explain your reasoning.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question ____ Activity ____ Project ____</p> <p>Given three clients, identify whether or not any health conditions exist that may prohibit the safe use of massage. Organize your findings on a client analysis chart identifying the clients as Client 1, Client 2, and Client 3. Justify your claims with supporting evidence. Share your findings in small groups.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity ____ Project ____ -</p>

Notes: _____

Resources Needed: _____

Program: _____ Cosmetology _____ **Course:** _____ Microbiology and Infection Control _____

Name(s): _____ Leslie Fish, Jodi Eckman, Holly Fair , Chris Jude _____

Competency: 5.1.4 Perform proper techniques for foot care, including sanitizing and soaking. _____

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 common nail disorders and diseases?</p> <p>Prior to performing a pedicure, what are the proper techniques for foot care, including sanitizing and soaking?</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question ____ Activity <u>X</u> Project <u>X</u></p> <p>Activity: Have pairs of students perform on each other, the proper techniques for foot care, including sanitizing and soaking.</p> <p>Project: Students research common nail disorders and diseases. In "bowls" place pictures of the disorders or diseases without labels. Provide students with the descriptions of the disorders/diseases on index cards. Using the research data the students collected, have them match the picture in the bowls with the description. Have students summarize their learning.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question ____ Activity <u>X</u> Project ____</p> <p>Have students perform the proper techniques for foot care, including sanitizing and soaking on a client. As they are performing the techniques, have them explain the process to the client.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity ____ Project ____</p>

Notes: _____

Resources Needed: _____

Program: _____ Cosmetology _____ **Course:** _____ Microbiology and Infection Control _____

Name(s): _____ Leslie Fish, Jodi Eckman, Holly Fair , Chris Jude _____

Competency: 5.1.13 Correctly apply artificial material to the natural nail following safety protocol. _____

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 items are needed when applying artificial nails?</p> <p>What potential risks are associated with the application of artificial nails?</p> <p>What types of infection are associated with the application of artificial nails?</p>	<p>DOK LEVEL 2 RBT LEVEL ____ Question ____ Activity <u>X</u> Project ____</p> <p>Have students divide into groups of two, and practice applying artificial nails to the natural nail following safety protocol. Students should explain the process while applying the nails. The student receiving the service should identify safety risks while the student is applying the artificial nails.</p>
<p>DOK LEVEL 3 RBT LEVEL ____ Question ____ Activity <u>X</u> Project ____</p> <p>Have the student apply artificial nails to a client's natural nail following safety protocol. The student should explain the process to the client.</p>	<p>DOK LEVEL 4 RBT LEVEL ____ Question ____ Activity ____ Project <u>X</u></p> <p>Analyze and explain multiple causes of infection as it relates to the application of artificial nails. Create an informational brochure for customers explaining the proper care of artificial nails to reduce the risk of infection.</p>

Notes: _____

Resources Needed: _____