

York Region District School Board

Bur Oak SS -Technological Education Department

This course has been developed from the Ontario Curriculum, Grades 11 and 12 2009: Technological Education

COURSE TITLE: Hairstyling and Aesthetics

DEPARTMENT HEAD: Aron Katz

COURSE CODE: TXJ3E

TEACHER: Pam Stepanian

GRADE: 11 Workplace

DEVELOPMENT DATE: 2021/22

CREDIT VALUE: 1

PRE-REQUISITE: NONE

Course Description

This course enables students to develop knowledge and skills in cosmetology and offers a variety of applications that will equip students to provide services for a diverse clientele. Students will identify trends in the hairstyling and aesthetics industry, learn about related health and safety laws, and expand their communication and interpersonal skills through interactions with peers and clients. Students will also consider environmental and societal issues related to the industry, and will acquire a more detailed knowledge of apprenticeships and direct-entry positions.

Overall Expectations

Hairstyling and Aesthetics Fundamentals

- Demonstrate an understanding of the physiology of hair, skin, and nails
- Demonstrate an understanding of issues related to chemical components found in hairstyling and aesthetics products
- Demonstrate an understanding of business practices and strategies used in the hairstyling and aesthetics industry

Hairstyling and Aesthetics Skills

- Perform a variety of salon/spa services that meet industry standards, using appropriate materials, techniques, and equipment safely and correctly
- Create designs for a variety of hairstyling and aesthetics purposes and contexts
- Apply methods for identifying, analyzing, and meeting the needs of a diverse clientele

Industry Practices, the Environment, and Society

- Describe the environmental impact of practices and products in the hairstyling and aesthetics industry, and identify safe practices and environmentally friendly solutions to problems
- Explain why hairstyling and aesthetics services are important to society, and identify ways in which social and cultural factors affect the industry

Professional Practice and Career Opportunities

- Apply health and safety standards related to the use of hairstyling and aesthetics equipment, materials, and techniques and the maintenance of a safe work environment
- Identify and describe a variety of career opportunities and related training and education requirements in the hairstyling and aesthetics industry

Units	Content	Approx. time
Unit 1	<p>Health & Safety</p> <p>Students will learn about the various pathogens that salon/spa workers need to worry about. They will learn how to comply with occupational health and safety standards in performing salon/spa services</p> <p>Expectations: B1, D1</p>	5 hrs
Unit 2	<p>Physiology & Chemical Components of Hair, Skin, Nails</p> <p>This unit focuses on the physiological properties and chemical components of the hair, skin, and nails. Students will use correct terminology to discuss properties of hair, skin, and nails. They will identify common chemical ingredients, and the role of pH values in cosmetics.</p> <p>Expectations: A1, A2, C2</p>	10 hrs
Unit 3	<p>Hair care</p> <p>In this unit, students will perform a variety of hairstyling and chemical services, using appropriate tools and products in a professional and safe manner. They will use knowledge of design elements and principles in the contexts of hairstyling. Students will apply methods for meeting the needs of the salon clientele.</p> <p>Expectations: A1, A2, A3, B1, B2, B3, D1, D2</p>	25 hrs
Unit 4	<p>Nail care</p> <p>The focus of this unit is for students to safely perform nail care services such as a manicure. They will perform these services using appropriate tools and products in meeting the needs of the spa clientele.</p> <p>Expectations: A1, A2, A3, B1, B2, B3, D1, D2</p>	15 hrs
Unit 5	<p>Skin care/Aesthetics</p> <p>In this unit students will have the opportunity to learn about the various skin types and select the appropriate products for each skin type. They will research and perform makeup techniques using appropriate tools and products in a professional and safe manner. Students will also learn about hair removal and how to perform these services in a safe and hygienic manner.</p> <p>Expectations: A1, A2, A3, B1, B2, B3, D1, D2</p>	25 hrs
Unit 6	<p>Careers, lifestyles, attitudes and behaviours</p> <p>Students will investigate career opportunities and describe career opportunities in hairstyling and aesthetics, including relevant secondary and post-secondary educational pathways, and identify key knowledge, skills, attitudes, and habits that are important for success in the industry. They will demonstrate an understanding of lifestyle choices, attitudes, and behaviours that are important for personal and professional success in the hairstyling and aesthetics workplace.</p> <p>Expectations: A3, D2</p>	10 hrs
Unit 7	<p>Industry practices, the environment, and society</p> <p>Students will investigate the environmental impact of practices and products in the hairstyling and aesthetics industry, and identify safe practices and environmentally friendly solutions to problems. They will explain why hairstyling and aesthetics services are important to society, and identify ways in which social and cultural factors affect the industry.</p> <p>Expectations: C1, C2</p>	5 hrs
Unit 8	Final Course Culminating Activity	10 hrs

Learning Skills

In addition to the specific skills that are developed throughout the course, students learn to:

- solve problems through careful analysis, cooperation and communication;
- develop individual and group skills through student-centred activities;
- develop time-management skills to design and follow organizational plans to complete a range of tasks;
- show commitment to a task by maintaining a level of effort required to complete a product;
- develop the ability to self-monitor progress using record-keeping and tracking procedures such as logs, journals and project portfolios.
- learning skills clearly affect levels of achievement, but they are not part of the evaluation of achievement. However, learning skills play a critical role in student success.

Teaching/Learning Strategies

A variety of teaching and learning strategies are used throughout the course, including: classroom lessons, brainstorming, collaborative and cooperative learning, student–teacher conferencing, design process, independent study, demonstrations, practical applications, theory lessons and assignments, research, reflections

Evaluation

Student work will be based on the provincial curriculum expectations and the achievement levels outlined in the curriculum policy documents. The percentage weighting of each category is as follows:

Categories	%
Knowledge/Understanding	25 (17)
Thinking/Inquiry	20 (14)
Communication	20 (14)
Application	35 (25)
Summative/ Final Evaluations	30

The teacher will evaluate final product and work skills on all assignments, presentations and exams. Unless otherwise noted, evaluation will take the form a four level system as provided by the Ministry of Education:

- **Level 1 - 50 - 59%** - **Limited** effort in relating: Knowledge, Thinking/ Inquiry, Communication and Application
- **Level 2 - 60 - 69%** - **Moderate** effort in relating: Knowledge, Thinking/ Inquiry, Communication and Application
- **Level 3 - 70 - 79%** - **Considerable** effort in relating: Knowledge, Thinking/ Inquiry, Communication and Application
- **Level 4 - 80 - 100%** - **High Degree** of effort in relating: Knowledge, Thinking/ Inquiry, Communication and Application

Bur Oak Secondary School Assessment, Evaluation and Communication Policy

Reporting Achievement

For Grades 9 to 12, a final grade is recorded for every course. A report card grade should reflect the student's most consistent level of achievement, with special consideration given to more recent evidence. To determine a report card grade involves the professional judgement and interpretation of evidence by teachers. The final grade will be determined with 70% of the grade based on evaluation throughout the course and 30% of the grade based on final evaluation at or towards the end of the course throughout the course.

Students are responsible for:	Staff are responsible for:	Parents/guardians are responsible for:
<ul style="list-style-type: none"> ● Completing a summative evaluation administer. ● Attending all final evaluations (exams, course culminating, etc.). ● Informing the school immediately if unable to attend due to illness, bereavement or court appearance. 	<ul style="list-style-type: none"> ● In consultation with administration, provide a suitable method of evaluation. ● Administering the final evaluation(s) no earlier than 3-4 weeks before the end of the course. ● Providing feedback after examinations to support improvement of student learning. 	<ul style="list-style-type: none"> ● Continuing to be active participants by working with the teacher, child and school to plan for the student's improvement. ● Planning accordingly: booking vacations, appointments, etc., outside of the examination period.

Submission of Assessments and Evaluations

Students are responsible for providing evidence of their achievement of the overall expectations, both within the timeframe and format specified by the teacher. Please review the information below for details regarding the responsibilities of students, staff and parents with respect to specific assessment guidelines and policies.

Students, staff and parents/guardians are responsible for reviewing the full policy found on the school website/handbook.

Students are responsible for:	Staff are responsible for:	Parents/guardians are responsible for:
Before an Assessment		
<ul style="list-style-type: none"> ● Taking an active role in determining how they would like to demonstrate their learning. ● In collaboration with the teacher, identify the learning goals and success criteria for assessments. ● Planning for assignments to be completed in stages and to prepare ahead of time to receive feedback from the teacher about their progress. ● Notifying their teacher of difficulty in submitting on time at least 48 hours in advance of the due date to discuss resolution strategies. ● Accessing supports when necessary (peer-editing, conferences, online feedback) leading up to a summative assessment. 	<ul style="list-style-type: none"> ● Collaborating with students, clearly identifying learning goals and success criteria. ● Applying a variety of tools to communicate requirements of in-class assessments to students and parents/guardians. ● Providing a variety of types of assessments that allow students to demonstrate their learning in different ways. ● Encouraging peer to peer support in the classroom. ● Communicating with the parents/guardians. 	<ul style="list-style-type: none"> ● Engaging their child to share what they are learning and what criteria will be used to assess their progress. ● Remaining informed about the various tools that their child can access learning resources and materials from home (ie. Google Classroom, moodle). ● Encouraging their child to share their work and explain how they are using the feedback in class to improve their learning and determine next steps. ● Communicating with the teacher to learn about the student's progress throughout the semester (Parent Interviews, report cards, emails, calls).

During an Assessment		
<ul style="list-style-type: none"> ● Seeking support and learning from their peers and/or teachers ● Pursuing all learning opportunities (peer-editing, conferences, online feedback) leading up to a summative assessment. 	<ul style="list-style-type: none"> ● Providing specific and timely feedback to help students succeed. ● Maintaining timely and ongoing communication with students and/or parents about due dates and late assignments. ● Referring students who regularly have difficulty in completing assignments on time to student services (Student Success, Special Ed, ELL, etc.) 	<ul style="list-style-type: none"> ● Engaging their child to share what they are learning and what criteria will be used to assess their progress. ● Communicating with the teacher ● Ensuring students plan for major assignments to be completed in stages.
After an Assessment & Timely Submission		
<ul style="list-style-type: none"> ● Submitting assessments/evaluations on the predetermined due date ● Attending the day of an in-class assessment. ● Understanding there are consequences if an assessment is missed or is submitted after the due date. ● Reflecting on their learning and setting individual goals for future success. 	<ul style="list-style-type: none"> ● Ensuring late mark deductions on an assessment/evaluation will not result in a midterm or final percentage mark that misrepresents the student's actual achievement. ● Possible assigning a zero for a final evaluation that is missed. ● Recording submissions of late assessments/evaluations in the evaluation of the student's learning skills. 	<ul style="list-style-type: none"> ● Understanding that there are consequences for not completing assignments for evaluation or for submitting those assignments late ● Informing the teacher if there are extenuating circumstances inhibiting the submission of assessment on due date.

Late Assessments & Missing Assessments

In the scenario that student work is submitted late, teachers may keep the following in mind:

- Discuss with student and use professional judgment to address extenuating circumstances and the needs of the student
- Special Education students and English Language Learners are entitled to extra time on all assessments and any decisions regarding deductions on late submissions for these students should be addressed with the SERT, the Student Success Team, or an administrator.
- If deducting late marks a teacher can deduct up to 3% per day to a maximum of 15%.
- **Please review the full policy found on the school website/handbook.**

Academic Honesty

Bur Oak students are expected to think independently and honestly. It is in the best interest of each student to build habits which contribute to genuine academic, personal and social growth. True learning in an intellectually stimulating environment is enhanced when students consistently demonstrate respect for the intellectual property rights of others. Whether intentional or through ignorance of the rules, acts of academic dishonesty can lead to severe consequences for students.

Instances of suspected cheating or plagiarism:

Students are responsible for:	Staff are responsible for:	Parents/Guardians are responsible for:
<ul style="list-style-type: none"> ● Understanding there are consequences for submitting assessments that are plagiarized or with instances of cheating. ● Demonstrating that the work is their own 	<ul style="list-style-type: none"> ● Dealing with incidences of cheating and/or plagiarism on a case-by-case basis. ● In collaboration with administration will use professional judgement to use any of the following steps/consequences: <ol style="list-style-type: none"> 1. the teacher will interview the student regarding the incident; o parents or legal guardians will be contacted; the department head and administrator will be informed; 2. oral and/or written warning or reprimand; 3. a make-up assignment or rewrite may be given; 4. a deduction in marks, a failing grade or mark of zero may be assigned; and/or suspension. 	<ul style="list-style-type: none"> ● Understanding there are consequences for submitting assessments that are plagiarized or with instances of cheating.