

## Cosmetology Blueprint

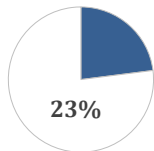
This Blueprint contains the subject matter content for the Career Essentials - Assessment.

**Note:** To fully prepare for the Cosmetology SkillsUSA Championships contest, refer to the current year's SkillsUSA Championships Technical Standard, now included with your SkillsUSA Professional Membership. If you need help accessing this benefit, contact the SkillsUSA Customer Care Team at 844-875-4557 or [customer care@skillsusa.org](mailto:customer care@skillsusa.org)

### Standards and Competencies

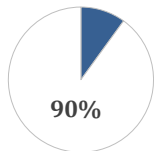
Competencies are weighted throughout the assessment. The percent shown is the weight of the competency. There are 50 questions per assessment.

#### Long Hair Design: Create a long hair design of your choice within a one-hour period



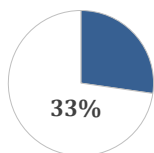
- Style hair to produce a range of special effects in an upswept position.
- Incorporate applicable techniques such as braiding, twisting, rolls, loops, etc.
- Secure hair with hair pins, bobby pins and bands as applicable. Volume base inserts (donut bun) are allowed.
- Create a design that is clean, smooth, showing no back combing, and back brushing under the finished style.
- Check that hair pins, bobby pins and bands are not exposed.
- Demonstrate balance, proportion and form in the finished design.
- Show control of texture and control of hair direction in the finished design.
- Long hair design should be complemented by the color design.
- Incorporate current trends.

#### Long-Hair Cut and Design: Duplicate a haircut and style that has been selected by the national technical committee within a 45-minute time period



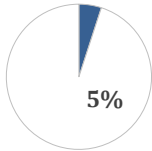
- Duplicate the haircut using shears, thinning shears, texturizing shears, razor and/or clippers as needed.
- Duplicate the finished design using blow dryer or thermal tools such as curling iron, flat iron, etc., as needed.
- Use appropriate styling products to duplicate the selected haircut
- Duplicate the balance of form, control of texture and the control of the hair direction.

#### Uniform Layer Haircut (90 Degree) Haircut Procedure: Create a uniform layer (90 degree) hair cut and design with criteria selected by the national technical committee within a 45-minute time period, styling the hair with the dryer and fingers only



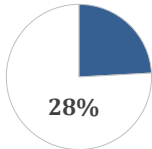
- Assemble tools (shears, comb and blow dryer) and prepare station.
- Part and clip hair into a four-section.
- Drop a 1/2-inch hairline guide around the entire perimeter.
- Establish the design length around the back perimeter at a 0-degree elevation.
- Establish the design length around the front perimeter at a 0-degree elevation.
- Check to ensure that the front and back design lines are connected.
- Establish the same length interior guide at the top of head (apex, crown).
- Use vertical partings to connect guides to complete the cut.
- Follow a traveling guide to maintain uniformly layered lengths.
- Perform a cross check of procedure for accuracy and finish if necessary.
- Finished cut is uniformly blended.
- Blow hair dry to frame face.
- Clean and organize station.

**Hair color and Highlighting: Demonstrate application procedures for hair coloring and/or highlighting on the long hair mannequin design within a 3-hour time period**



- Color design must compliment the long-hair design.
- Identify the color pattern used by drawing on a sketch sheet (create ahead of time and turn in during orientation).

**Verbal Communication Skills: Follow verbal and written instructions, respond to questions and demonstrate customer service skills by phone in a two-minute simulated work scenario**



- Identify the salon by name.
- Introduce yourself to client.
- Ask for client's first and last name.
- Use client's name during call.
- Ask for client's phone number.
- Offer additional salon services or special services.
- Ask client if they need directions to the salon.
- Verify date and time of haircut appointment.
- Ask client if they have any questions.
- Thank the client for calling.
- Use a pleasant voice; be friendly, helpful and sincere.

**Demonstrate professional development skills in a simulated customer service or employment situation. Examples may include:**

- Job interview
- Customer service scenario
- Communications
- Decision-making, problem-solving and/or critical thinking

**Committee Identified Academic Skills**

The SkillsUSA national technical committee has identified that the following academic skills are embedded in the cosmetology training program and assessment:

**Math Skills**

- Use fractions to solve practical problems
- Use proportions and ratios to solve practical problems
- Solve practical problems involving percents
- Measure angles
- Find volume and surface area of three-dimensional objects
- Apply transformations (rotate or turn, reflect or flip, translate or slide, and dilate or scale) to geometric figures
- Construct three-dimensional models
- Make predictions using knowledge of probability
- Solve problems using proportions, formulas and functions
- Use basic math skills for purpose of marketing and bookkeeping: addition, subtraction, multiplication, division and percentages

**Science Skills**

- Describe and recognize elements, compounds, mixtures, acids, bases and salts
- Describe and recognize solids, liquids and gases
- Describe characteristics of types of matter based on physical and chemical properties

- Use knowledge of physical properties (shape, density, solubility, odor, melting point, boiling point, color)
- Use knowledge of chemical properties (acidity, basicity, combustibility, reactivity)
- Describe and demonstrate simple compounds (formulas and the nature of bonding)
- Predict chemical changes to matter (types of reactions, reactants and products, and balanced equations)
- Use knowledge of potential and kinetic energy
- Use knowledge of mechanical, chemical and electrical energy
- Use knowledge of heat, light and sound energy
- Use knowledge of temperature scales, heat and heat transfer
- Use knowledge of the nature and technological applications of light
- Use knowledge of principles of electricity and magnetism
- Use knowledge of static electricity, current electricity and circuits

### Language Arts Skills

- Demonstrate use of verbal communication skills, such as word choice, pitch, feeling, tone and voice
- Demonstrate use of nonverbal communication skills, such as eye contact, posture, and gestures using interviewing techniques to gain information
- Demonstrate comprehension of a variety of informational texts
- Use text structures to aid comprehension
- Understand source, viewpoint and purpose of texts
- Demonstrate knowledge of appropriate reference materials
- Use print, electronic databases and online resources to access information in books and articles

### Connections to National Standards

State-level academic curriculum specialists identified the following connections to national academic standards.

#### Math Standards

- Geometry
- Measurement
- Problem-solving
- Communication
- Connections
- Representation

**Source:** NCTM Principles and Standards for School Mathematics. To view high school standards, visit: <http://www.nctm.org/standards/content.aspx?id=16909>.

#### Science Standards

- Understands the principles of heredity and related concepts
- Understands relationships among organisms and their physical environment
- Understands the nature of scientific inquiry

**Source:** McREL compendium of national science standards. To view and search the compendium, visit: [www.mcrel.org/standards-benchmarks/](http://www.mcrel.org/standards-benchmarks/).

#### Language Arts Standards

- Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics)
- Students adjust their use of spoken, written and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes
- Students use spoken, written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion and the exchange of information)

**Source:** IRA/NCTE Standards for the English Language Arts.