

Florida Department of Education  
Curriculum Framework

**Program Title:** Facials Specialty  
**Program Type:** Career Preparatory  
**Career Cluster:** Human Services

**Secondary – Career Preparatory**

Program Number	8757400
CIP Number	0612040805
Grade Level	9-12
Standard Length	2 credits
Teacher Certification	Refer to the <b>Program Structure</b> section.
CTSO	SkillsUSA, Inc.
SOC Codes (all applicable)	39-5094 Skin Care Specialists
CTE Program Resources	<a href="http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml">http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml</a>

**Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Human Services career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Human Services career cluster. This program offers a broad foundation of knowledge and skills to prepare students for employment in network support services positions.

A student completing the Facials Specialist program is prepared for employment as a licensed Facials/Skin Care Specialist (SOC 39-5094). Instruction is designed to qualify students for employment upon successfully obtaining a Facials Specialty Certification.

The content includes, but is not limited to: communication, leadership, human relations and employability skills; safe and efficient work practices; Florida cosmetology law and rules; acquisition of knowledge of the facial specialist and the related chemistry; bacteriology, anatomy and physiology; art of make-up; and development of skill in performing the manipulative and electrical techniques required in the practice of facials specialist occupations.

**Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

## Program Structure

This program is a planned sequence of instruction totaling two credits. Students must complete the core, or demonstrate the mastery of skills standards contained in the core, before advancing in the program.

To teach the courses listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the secondary program structure:

Course Number	Course Title	Teacher Certification	Length	SOC Code	Level	Graduation Requirement
8757210	Grooming and Salon Services Core 1	FACIAL TEC 7 G	.5 credit	39-5094	2	PA
8757410	Facials Specialty 2	COSMETOL @7 7 G	.5 credit		2	
8757420	Facials Specialty 3		1 credit		2	

*(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics)*

## Regulated Programs

**This program is regulated by the Florida Department of Business & Professional Regulation; Florida Board of Cosmetology. Please refer to 61G5-22.006 F.A.C. for specific hours of instruction in the indicated theory items as well as the required number of services students must complete within the program.**

Planned and supervised instructional activities must be provided through one or more of the following: (1) directed laboratory experience, (2) student projects, (3) placement for experience.

The occupational standards and benchmarks outlined in this secondary program correlate to the standards and benchmarks of the postsecondary program with the same Classification of Instructional Programs (CIP) number.

### **61G5-22.017 Minimum Curriculum for Facial Specialty Training.**

Topic	Hours
Florida Laws and Rules	5
HIV and AIDS	4
Sanitation	10
Ethics	2
Basics of Electricity	8
Facial Techniques and Contraindications	66
Product Chemistry	8
Hair Removal	2.5
Makeup	2
Skin Theory, Disease and Disorders of the Skin	85

<b>Type of Service</b>	<b>Number of Services</b>	<b>Hours Required</b>
Facials, manual and mechanical, including masks, packs, or treatments which must be performed on a variety of skin types, including normal, oily, dry, combination, problem, and mature.	40	40
Set up, use, and maintenance of electrical devices.	5	1.25
Hair removal, including tweezing, waxing, threading, and sugaring.	20	5
Makeup applications for both daytime and nighttime looks.	10	5
Lash and brow tinting.	10	5
Eyelash application, including strip lashes, individual lashes, and semi-permanent lashes.	10	10
Manual extractions	5	1.25

## **Common Career Technical Core – Career Ready Practices**

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

## **Standards**

After successfully completing this program, the student will be able to perform the following:

- 01.0 Identify career opportunities.
- 02.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
- 03.0 Employ safe, Sanitary and efficient work practices.
- 04.0 Demonstrate language arts knowledge and skills.
- 05.0 Demonstrate mathematics knowledge and skills.
- 06.0 Demonstrate science knowledge and skills.
- 07.0 Explain the importance of employability skill and entrepreneurship skills.
- 08.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 09.0 Demonstrate personal money-management concepts, procedures, and strategies.
- 10.0 Describe the importance of professional ethics and legal responsibilities.
- 11.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- 12.0 Use information technology tools.
- 13.0 Solve problems using critical thinking skills, creativity and innovation.
- 14.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
- 15.0 Facial Specialty.
- 16.0 Perform facials, manipulation and related massage, make-up, hair removal, and artificial lash application. Identify the proper chemical to be prescribed using an understanding of the chemistry that affects the nails and skin that can be described, measure and predicted. Demonstrate proper procedure and application of chemicals.

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Grooming and Salon Services Core 1  
**Course Number:** 8757210  
**Course Credit:** .5

**Course Description:** This course is designed to provide instruction in school, classroom/laboratory safety rules and procedures. It is also designed to provide the student with an opportunity to become familiar with competencies in employability, communication, math and science skills required to succeed in industry. Additionally, it is designed to provide the student with an overview of competencies in State Board of Cosmetology requirements and in the study of the cosmetology law and rules and regulations. The student will briefly review entrepreneurship competency.

**CTE Standards and Benchmarks**

01.0	Identify career opportunities. – The student will be able to:
01.01	Identify career opportunities in the grooming and salon services field.
02.0	Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. – The students will be able to:
02.01	Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.
02.02	Explain emergency procedures to follow in response to workplace accidents.
02.03	Create a disaster and/or emergency response plan.
03.0	Employ safe, sanitary, and efficient work practices. – The student will be able to:
03.01	Using universal precautions identify decontamination procedures to insure the safety of the client and student in the classroom and laboratory.
03.02	Set-up and operate equipment and utilize materials by mixing chemicals (EPA approved and hospital strength levels) in appropriate proportions according to manufacturer's instructions.
03.03	Clean and maintain implements by using appropriately mixed chemicals and following the procedures for decontamination of tools per Chapter 61G-5.002 (2), F.A.C.
03.04	Apply teamwork procedures and social skills in following the rules for professional ethics and demonstrate a cultural awareness of hygiene and socialized differences by using active listening skills.
03.05	Describe, observe, identify and analyze the functions, structures, and diseases and disorders of hair, skin and nails. Demonstrate and communicate to the client the proper care of hair, skin, and nails through cleanliness, nutrition, and healthful living.
04.0	Demonstrate language arts knowledge and skills. – The students will be able to:

## CTE Standards and Benchmarks

04.01 Locate, comprehend and evaluate key elements of oral and written information.

04.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary.

04.03 Present information formally and informally for specific purposes and audiences.

05.0 Demonstrate mathematics knowledge and skills. – The students will be able to:

05.01 Identify math skills as it applies to grooming and salon services.

05.02 Demonstrate knowledge of arithmetic operations.

05.03 Analyze and apply data and measurements to solve problems and interpret documents.

05.04 Construct charts/tables/graphs using functions and data.

06.0 Demonstrate science knowledge and skills. – The students will be able to:

06.01 Discuss the role of creativity in constructing scientific questions, methods and explanations.

06.02 Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings.

06.03 Identify science as it applies to decontamination and infection control.

06.04 Identify chemistry as it applies to products used in the salon.

06.05 Identify science as it applies to anatomy and physiology.

06.06 Identify science as it applies to electricity and light therapy to perform appropriate treatment.

07.0 Explain the importance of employability skill and entrepreneurship skills. – The students will be able to:

07.01 Identify and demonstrate positive work behaviors needed to be employable.

07.02 Develop personal career plan that includes goals, objectives, and strategies.

07.03 Examine licensing, certification, and industry credentialing requirements.

07.04 Maintain a career portfolio to document knowledge, skills, and experience.

07.05 Evaluate and compare employment opportunities that match career goals.

07.06 Identify and exhibit traits for retaining employment.

07.07 Identify opportunities and research requirements for career advancement.

**CTE Standards and Benchmarks**

07.08 Research the benefits of ongoing professional development.

07.09 Examine and describe entrepreneurship opportunities as a career planning option.

07.10 Project a professional image.

07.11 Work individually and cooperatively as a member of a homogenous or culturally diverse team.

07.12 Utilize communication skills applicable to the industry.

07.13 Balance personal and professional life.

07.14 Use and conserve resources and energy.

07.15 Define entrepreneurship-management skills.

07.16 Describe the importance of entrepreneurship to the American economy.

07.17 List the advantages and disadvantages of business ownership.

07.18 Identify the risks involved in ownership of a business.

07.19 Identify the necessary personal characteristics of a successful entrepreneur.

07.20 Identify the business skills needed to operate a small business efficiently and effectively.

08.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives. – The students will be able to:

08.01 Employ leadership skills to accomplish organizational goals and objectives.

08.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.

08.03 Conduct and participate in meetings to accomplish work tasks.

08.04 Employ mentoring skills to inspire and teach others.

09.0 Demonstrate personal money-management concepts, procedures, and strategies. – The students will be able to:

09.01 Identify and describe the services and legal responsibilities of financial institutions.

09.02 Describe the effect of money management on personal and career goals.

09.03 Develop a personal budget and financial goals.

09.04 Complete financial instruments for making deposits and withdrawals.



**CTE Standards and Benchmarks**

09.05 Maintain financial records.

09.06 Read and reconcile financial statements.

09.07 Research, compare, and contrast investment opportunities.

10.0 Describe the importance of professional ethics and legal responsibilities. – The students will be able to:

10.01 Demonstrate working knowledge of Florida Law, Chapter 477.

10.02 Demonstrate an understanding of the modes of transmission infection control, clinical management and prevention of HIV and AIDS.

10.03 Demonstrate knowledge of the “Florida Right- to-know” Law, Chapter 442.

10.04 Evaluate and justify decisions based on ethical reasoning.

10.05 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.

10.06 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.

10.07 Interpret and explain written organizational policies and procedures.

11.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment. – The students will be able to:

11.01 Describe the nature and types of business organizations.

11.02 Explain the effect of key organizational systems on performance and quality.

11.03 List and describe quality control systems and/or practices common to the workplace.

11.04 Explain the impact of the global economy on business organizations.

12.0 Use information technology tools. – The students will be able to:

12.01 Use personal information management (PIM) applications to increase workplace efficiency.

12.02 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications.

12.03 Employ computer operations applications to access, create, manage, integrate, and store information.

12.04 Employ collaborative/groupware applications to facilitate group work.

13.0 Solve problems using critical thinking skills, creativity and innovation. – The students will be able to:

**CTE Standards and Benchmarks**

13.01 Employ critical thinking skills independently and in teams to solve problems and make decisions.

13.02 Employ critical thinking and interpersonal skills to resolve conflicts.

13.03 Identify and document workplace performance goals and monitor progress toward those goals.

13.04 Conduct technical research to gather information necessary for decision-making.

14.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas. – The students will be able to:

14.01 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace.

14.02 Locate, organize and reference written information from various sources.

14.03 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.

14.04 Interpret verbal and nonverbal cues/behaviors that enhance communication.

14.05 Apply active listening skills to obtain and clarify information.

14.06 Develop and interpret tables and charts to support written and oral communications.

14.07 Exhibit public relations skills that aid in achieving customer satisfaction.

Florida Department of Education  
Student Performance Standards

Course Title:           Facials Specialty 2  
Course Number: 8757410  
Course Credit:     .5

**Course Description:** This course is designed to provide instruction in competencies in facials and massage.

<b>CTE Standards and Benchmarks</b>	
15.0	Perform facials, manipulation and related massage, make-up, hair removal, and artificial lash application. Identify the proper chemical to be prescribed using an understanding of the chemistry that affects skin that can be described, measured and predicted. Demonstrate proper procedure and application of chemicals. – The student will be able to:
15.01	Choose the proper supplies, products, and equipment based on skin analysis and client consultation.
15.02	Demonstrate knowledge of action and reaction of chemical products used for the cleansing of the face and neck.
15.03	Demonstrate knowledge of available treatments including manual extractions and chemical products associated with each treatment and use problem solving skills in selecting the appropriate chemicals and equipment to meet the needs of the client.
15.04	Demonstrate ability and knowledge to properly do a cleansing of the face and neck using product knowledge of reactions to chemicals on the different textures of skin.

**Florida Department of Education  
Student Performance Standards**

**Course Title:**       **Facials Specialty 3**  
**Course Number:**   **8757420**  
**Course Credit:**     **1**

**Course Description:**

<b>CTE Standards and Benchmarks</b>	
16.0	Perform facials, manipulation, make-up, hair removal and artificial lash application. Identify the proper chemical to be prescribed using an understanding of the chemistry that affects the skin that can be described, measured and predicted. Demonstrate proper procedure and application of chemicals. – The student will be able to:
16.01	Demonstrate working knowledge of chemicals used for lash and eyebrow tinting and the adverse reactions that may occur.
16.02	Demonstrate proper procedure for applying artificial eyelashes with a working knowledge of the chemicals and adverse reactions that may occur.
16.03	Shape eyebrows by tweezing, waxing, threading and sugaring incorporating bone structure, appropriate angles and procedures for hair removal to meet the client's needs.
16.04	Identify bone structure, face shapes, and fashion trends to fulfill client's needs and desires. Communicate the needs of the client by making appropriate adjustment in language use in work situations demonstrating sensitivity to gender and cultural bias. Use active listening to communicate with the client an understanding of factors that influence the determination of strategies necessary to meet individual client needs.
16.05	Choose the proper supplies, products, and equipment based on skin analysis and client consultation.
16.06	Assemble supplies and equipment.
16.07	Perform a color analysis and facial balance.
16.08	Apply basic and/or corrective make-up.
16.09	Apply basic, corrective, evening and/or glamour make-up based on client's needs and desires, using proper safety procedures and appropriate application procedures and products and utilizing knowledge of color theory and chemical reactions to the skin before application.

## **Additional Information**

### **Laboratory Activities**

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Academic Alignment**

Secondary Career and Technical Education courses are pending alignment to the B.E.S.T. (Benchmarks for Excellent Student Thinking) Standards for English Language Arts (ELA) and Mathematics that were adopted by the State Board of Education in February 2020. Academic alignment is an ongoing, collaborative effort of professional educators that provide clear expectations for progression year-to-year through course alignment. This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses.

### **Florida Standards for English Language Development (ELD)**

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>. For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### **Special Notes**

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student. Access MyCareerShines by visiting: [www.mycareershines.org](http://www.mycareershines.org).

### **Career and Technical Student Organization (CTSO)**

SkillsUSA, Inc. is the inter-curricular career and technical student organization providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

## **Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

## **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular course or a modified course. If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete a Career and Technical Education (CTE) course. The student should work on different competencies and new applications of competencies each year toward completion of the CTE course. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

## **Additional Resources**

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>