

# NAIL CARE BLUEPRINT

This Blueprint contains the subject matter content of this Skill Connect Assessment. This Blueprint does **NOT** contain the information one would need to fully prepare for a SkillsUSA Championships contest. Please refer to the *SkillsUSA Championships Technical Standards* CD-ROM for the current year or purchase and download the relevant "Contest Singles." Both are available through [www.skillsusa.org](http://www.skillsusa.org) > Shop > Educational Materials Catalog.

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## Standards and Competencies

### **Apply the knowledge and skills needed to perform safety and sanitation in a nail care situation**

- Demonstrate knowledge of safe handling of nail care products
- Demonstrate knowledge of safe usage of implements and tools
- Demonstrate knowledge of sanitation and disinfection, how they are accomplished and how they differ.

### **Implement skills that are needed for quality customer service in a nail care situation**

- Demonstrate knowledge of skills needed to evaluate client needs.
- Demonstrate knowledge of effective communication skills.
- Demonstrate knowledge of professional behavior.

### **Apply the knowledge and the skills needed to perform natural nail care in a nail care situation**

- Describe natural nail care services including a basic manicure and add on services
- Demonstrate knowledge of the benefits and results of natural nail care services and products
- Demonstrate knowledge of home care products, their purpose, and benefits

### **Apply the knowledge and the skills needed to perform foot care in a nail care situation**

- Demonstrate knowledge of a basic pedicure and add on foot care services
- Demonstrate understanding of basic pedicure procedures
- Identify signs of infection/disease which would prohibit you from performing pedicure services
- Describe proper sanitation and disinfection of a non-whirlpool foot basin or tub, whirlpool spa/air jet basin, and pipeless

### **Apply the knowledge and skills needed to perform artificial nails services in a nail care situation**

- Demonstrate knowledge of the types of materials used to create artificial nails
- Demonstrate understanding of a powder and liquid acrylic system and proper application techniques
- Demonstrate understanding of a wrap and resin system and proper application techniques
- Demonstrate understanding of a light-cured gel system and proper application techniques
- Demonstrate knowledge of the different methods used to create artificial nails
- Demonstrate understanding of a natural nail overlay
- Demonstrate understanding of a nail tip and overlay
- Demonstrate understanding of an artificial sculpted nail
- Demonstrate knowledge and understanding of proper preparation of a natural nail for an artificial enhancement
- Demonstrate knowledge and understanding of artificial nail finishing techniques
- Demonstrate knowledge and understanding of the proper shape and contour resulting in the strongest artificial nail
- Describe maintenance for an acrylic nail, wrap system nails, and light-cured gel nails

### **Implement the knowledge and skills needed to perform nail lacquer and art application in a nail care situation**

- Demonstrate knowledge of proper application of nail lacquer, including any necessary cleanup
- Demonstrate understanding of proper application of flat paints/lacquers
- Demonstrate understanding of the implementation of creativity; theme, follow through of theme, artist expression and color coordination

## **Committee Identified Academic Skills**

The SkillsUSA National Technical Committee has identified that the following academic skills are embedded in the nail care training program and assessment:

### **Math Skills**

- Solve practical problems involving percentages
- Solve problems using proportions, formulas and functions
- Use basic math skills for the purposes of sales and marketing (addition, subtraction, multiplication, division, percentages)
- Use basic math skills for the purposes of bookkeeping (addition, subtraction)

### **Science Skills**

- Use knowledge of patterns of cellular organization (cells, tissues, organs, systems)
- Classify living organisms as it applies to infection control
- 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)
- 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 heat, light and sound energy

### **Language Arts Skills**

- Demonstrate use of verbal communication skills, such as word choice, pitch, feeling, tone and voice
- Demonstrate use of non-verbal communication skills, such as eye contact, posture and gestures using interviewing techniques to gain information
- Demonstrate comprehension of a variety of informational texts
- 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
- Edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure and paragraphing

## **Connections to National Standards**

State-level academic curriculum specialists identified the following connections to National Academic Standards.

### **Math Standards**

None identified

### **Science Standards**

- Understands the structure and properties of matter
- Understands the sources and properties of energy
- 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 employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
- Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language and genre to create, critique and discuss print and non-print texts.
- 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. To view the standards, visit: [www.readwritethink.org/standards/index.html](http://www.readwritethink.org/standards/index.html).