

# Fashion Marketing

**Course Description:** This course is a specialized course that provides instruction in marketing of apparel and accessories. This course is based upon the business and marketing core that includes communication skills, economics, operations, professional development, promotion, selling, distribution and product/service management. The instruction includes basic fashion and marketing basics, the use of design and color, promotions, visual merchandising and career opportunities. Leadership development will be provided through DECA activities and competitive events.

## Content/Process

### Students will:

1. use computers/electronic equipment whenever possible, utilize business software, appropriate web software and other kinds of technology to collect, organize, and communicate information and ideas.
2. analyze historical and current fashion trends.
3. explain the importance of the fashion industry to the economy.
4. Apply marketing concepts such as market segmentation and target markets as they relate specifically to the fashion industry.
5. identify the impact of globalization on the fashion industry.
6. explain types of business ownership
7. explain the types of fashion retailers.
8. interpret and apply the use of design elements in fashion.
9. analyze the use of color as it relates to apparel and visual merchandising.
10. identify and analyze retail positioning techniques.
11. describe merchandising and buying procedures.
12. analyze and apply the marketing mix to the fashion industry.
13. apply math and communication skills needed in the fashion industry.
14. demonstrate selling and customer service skills related to the fashion industry.
15. compare career opportunities in the fashion industry.
16. interpret and use technological skills to research and present evaluations of successful fashion designers.
17. identify individual work habits/ethics (individual/team skills, confidentiality, problem solving, punctuality, self-discipline) and explain their importance in the workplace.
18. identify team skills (setting goals, following directions, conflict resolution, listening, time management) and explain how they are important when working in the fashion industry.
19. demonstrate skills needed to organize and promote a fashion show.
20. utilize activities of DECA as an integral component of course content and leadership development.

## Connections

- Kentucky Occupational Skill Standards Assessment (KOSSA) – Retailing/Wholesaling or Marketing
- National Retail Skill Standards
- Secretary's Commission on Achieving Necessary Skills (SCANS)
- State Standards – ELA & Mathematics
- Industry Certification – A\*S\*K (Marketing)
- MBAResearch Knowledge and Skills Standards
- National Business Education Standards
- 21<sup>st</sup> Century Skills
- DECA

|               |   |              |       |              |     |
|---------------|---|--------------|-------|--------------|-----|
| Course Title  | <b>Fashion Marketing</b>  | Grade Levels | 10-12 | Credit Value | 1.0 |
| Description   | This course is a specialized course that provides instruction in marketing of apparel and accessories. This course is based upon the business and marketing core that includes communication skills, economics, operations, professional development, promotion, selling, distribution and product/service management. The instruction includes basic fashion and marketing the basics, the use of design and color, promotions, visual merchandising and career opportunities. Leadership development will be provided through DECA activities and competitive events. |              |       |              |     |
| Prerequisites |   |              |       |              |     |
| Resources     | Fashion! by Mary Wolfe, copyright 2002.<br>Fashion Marketing by Gigi Ekstrom and Margaret Justiss, copyright 2008   |              |       |              |     |
| Unit Title    | <b><u>Marketing Basics</u></b>  |              |       |              |     |

### **Technical Content**

1. Students will use computers/electronic equipment whenever possible, utilize business software, appropriate web software and other kinds of technology to collect, organize, and communicate information and ideas.
4. Students will apply marketing concepts such as market segmentation and target markets as they relate specifically to the fashion industry.
9. Students will analyze the use of color as it relates to apparel and visual merchandising.
10. Students will identify and analyze retail positioning techniques.
11. Students will describe merchandising and buying procedures.
12. Students will analyze and apply the marketing mix to the fashion industry.
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18. Students will identify team skills (setting goals, following directions, conflict resolution, listening, time management) and explain how they are important when working in the fashion industry.
19. Students will demonstrate skills needed to organize and promote a fashion show.
20. Students will utilize activities of DECA as an integral component of course content and leadership development.

### **National Standards**

NBEA - Achievement Standard: Recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business, and society

NBEA - Achievement Standard: Analyze the characteristics, motivations, and behaviors of consumers.

NBEA - Achievement Standard: Analyze the influence of external factors on marketing.

NBEA - Achievement Standard: Analyze the elements of the marketing mix, their interrelationships, and how they are used in the marketing process.

NBEA - Achievement Standard: Analyze the role of marketing research in decision making

MBA - Knowledge and Skill Statement: Understands the principles and tools utilized to determine and to target marketing strategies to a select audience.

MBA - Knowledge and Skill Statement: Understands concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value

MBA - Knowledge and Skill Statement: Understands the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities

MBA - Knowledge and Skill Statement: Understands the tools, techniques, and systems that businesses use to create exchanges and satisfy organizational objectives

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## **KY Academic Standards (Big Idea)**

### **Consumer Decisions - Vocational Studies**

Individual and families need to make consumer decisions due to the numerous products/services on the market, multiple advertising techniques, and the need to make responsible financial management decisions. Accessing and assessing consumer information, comparing and evaluating products and services, provides basis for making effective consumer decisions. Consumer decisions influence the use of resources and the impact they have on the community and environment.

### **Employability Skills - Vocational Studies**

Employability skills will focus on student's competencies with their work habits and academic/technical skills that will impact an individual's success in school and workplace. School-to-work transition skills will help students develop interpersonal skills and positive work habits.

### **Communication/Technology - Vocational Studies**

Special communication and technology skills are needed for success in schooling and in the workplace. Students will be able to express information and ideas using a variety of technologies in various ways.

### **Information, Communication and Productivity - Technology**

Students demonstrate a sound understanding of the nature and operations of technology systems. Students use technology to learn, to communicate, increase productivity and become competent users of technology. Students manage and create effective oral, written and multimedia communication in a variety of forms and contexts.

### **Safety and Ethical/Social Issues - Technology**

Students understand safe and ethical/social issues related to technology. Students practice and engage in safe, responsible and ethical use of technology. Students develop positive attitudes toward technology use that supports lifelong learning, collaboration, personal pursuits and productivity.

### **Research, Inquiry/Problem-Solving and Innovation - Technology**

Students understand the role of technology in research and experimentation. Students engage technology in developing solutions for solving problems in the real world. Students will use technology for original creation and innovation.

### **Cultures and Societies - Social Studies**

Culture is the way of life shared by a group of people, including their ideas and traditions. Cultures reflect the values and beliefs of groups in different ways (e.g., art, music, literature, religion); however, there are universals (e.g., food, clothing, shelter, communication) connecting all cultures. Culture influences viewpoints, rules and institutions in a global society. Students should understand that people form cultural groups throughout the United States and the World, and that issues and challenges unite and divide them.

### **Economics - Social Studies**

Economics includes the study of production, distribution and consumption of goods and services. Students need to understand how their economic decisions affect them, others, the nation and the world. The purpose of economic education is to enable individuals to function effectively both in their own personal lives and as citizens and participants in an increasingly connected world economy. Students need to understand the benefits and costs of economic interaction and interdependence among people, societies, and governments.

## **English/Language Arts Standards**

CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.11-12.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CC.11-12.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

CC.11-12.L.6 Vocabulary Acquisition and Use: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.11-12.R.1.1 Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CC.11-12.R.1.2 Key Ideas and Details: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

CC.11-12.R.1.3 Key Ideas and Details: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

CC.11-12.R.1.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

CC.11-12.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.11-12.SL.2 Comprehension and Collaboration: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CC.11-12.SL.5 Presentation of Knowledge and Ideas: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CC.11-12.SL.6 Presentation of Knowledge and Ideas: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 on page 54 for specific expectations.)

CC.11-12.W.2 Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CC.11-12.W.3 Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CC.11-12.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CC.11-12.W.5 Production and Distribution of Writing: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12 on page 55.)

CC.5.W.6 Production and Distribution of Writing: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

CC.11-12.W.10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## **Technical Literacy Standards**

CCSS.ELA-Literacy.RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account

CCSS.ELA-Literacy.RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms

CCSS.ELA-Literacy.RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics

CCSS.ELA-Literacy.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks

CCSS.ELA-Literacy.WHST.11-12.1 Write arguments focused on discipline-specific content.

CCSS.ELA-Literacy.WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

CCSS.ELA-Literacy.WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CCSS.ELA-Literacy.WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-Literacy.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-Literacy.RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

CCSS.ELA-Literacy.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CCSS.ELA-Literacy.L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening

CCSS.ELA-Literacy.L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-Literacy.L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-Literacy.L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## **Mathematics Standards**

CC.9-12.S.IC.6 Evaluate reports based on data.\*

CC.9-12.F.BF.1 Write a function that describes a relationship between two quantities.\*

## **21st Century Skills and Knowledge**

Global Awareness

Creativity and Innovation

Critical Thinking and Problem Solving

Communication

Information Literacy

Media Literacy

ICT (Information, Communications, and Technology) Literacy

Social and Cross-Cultural Skills

Productivity and Accountability

Leadership and Responsibility

## **KOSSA Standards**

2004.AA.1 Utilize effective verbal and non-verbal communication skills

2004.AA.2 Participate in conversation, discussion, and group presentations

2004.AA.3 Communicate and follow directions/procedures

2004.AA.4 Communicate effectively with customers and co-workers

2004.AB.1 Locate and interpret written information

2004.AB.2 Read and interpret workplace documents

2004.AB.3 Identify relevant details, facts, and specifications

2004.AB.4 Record information accurately and completely

2004.AB.5 Demonstrate competence in organizing, writing, and editing using correct vocabulary, spelling, grammar, punctuation

2004.AB.6 Demonstrate the ability to write clearly and concisely using industry specific terminology

2004.AC.1 Utilize critical-thinking skills to determine best options/outcomes (e.g., analyze reliable/unreliable sources of information, use previous experiences, implement crisis management, develop contingency planning)

2004.AC.2 Utilize innovation and problem-solving skills to arrive at the best solution for current situation

2004.AC.3 Implement effective decision-making skills

2004.AF.1 Recognize the potential risks associated with Internet use

2004.AF.2 Identify and apply Internet security practices (e.g., password security, login, logout, log off, lock computer)

2004.AF.3 Practice safe, legal, and responsible use of technology in the workplace

2004.EA.1 Demonstrate enthusiasm and confidence about work and learning new tasks

2004.EA.2 Demonstrate consistent and punctual attendance

2004.EA.3 Demonstrate initiative in assuming tasks

2004.EA.4 Exhibit dependability in the workplace

2004.EA.5 Take and provide direction in the workplace

2004.EA.6 Accept responsibility for personal decisions and actions

2004.EB.1 Abide by workplace policies and procedures

2004.EB.2 Demonstrate honesty and reliability

2004.EB.3 Demonstrate ethical characteristics and behaviors

2004.EB.4 Maintain confidentiality and integrity of sensitive company information

2004.EB.5 Demonstrate loyalty to the company

2004.EF.3 Demonstrate effective team skills and evaluate their importance in the workplace (e.g., setting goals, listening, following directions, questioning, dividing work)

- 2004.EG.1 Contribute new ideas
- 2004.EG.2 Stimulate ideas by posing questions
- 2004.EG.3 Value varying ideas and opinions
- 2004.EG.4 Locate and verify information
- 2004.EI.1 Recognize the importance of and demonstrate how to properly acknowledge customers/clients
- 2004.EI.2 Identify and address needs of customers/clients
- 2004.EI.3 Provide helpful, courteous, and knowledgeable service
- 2004.EI.4 Identify appropriate channels of communication with customers/clients (e.g., phone call, face-to-face, e-mail, website)
- 2004.EI.5 Identify techniques to seek and use customer/client feedback to improve company services
- 2004.EI.6 Recognize the relationship between customer/client satisfaction and company success
- 2004.EM.1 Identify the value of new technologies and their impact on driving continuous change and the need for life-long learning
- 2004.EM.2 Research and identify emerging technologies for specific careers
- 2004.EM.3 Select appropriate technological resources to accomplish work
- 2004.OA.6 Describe the concept of price
- 2004.OB.3 Explain the seven marketing functions (e.g., distribution, pricing, selling, promotion)
- 2004.OB.4 Explain the process of purchasing (e.g., information gathering, open-to-buy, selecting suppliers)
- 2004.OB.5 Compare and contrast types of buying methods (e.g. resident buying, centralized buying, decentralized buying)
- 2004.OD.3 Explain the concept of target markets and market segmentation (e.g., demographics, psychographics, geographics)
- 2004.OF.6 Identify the elements of the promotional mix (i.e., advertising, publicity, sales promotion, personal selling)
- 2004.OG.2 Explain the role of customer service as a component of selling relationships

## **Learning Targets**

## **Sample Learner Activities - Click in the box to go to Activities**

A. Identify the marketing functions.

A1. Students will identify the marketing functions and provide an example of each. See attachment, 'A1. Functions of Marketing'.

B. Explain each element of the marketing mix.

B1. Students will explain the elements of the marketing mix and provide examples for how each relates to the fashion industry. See attachment 'B1. Fashion Marketing Mix'  
 B2. Students will create a PowerPoint for a product explaining the elements of the marketing mix. See attachment 'B2. Marketing Product Mix Powerpoint Template'.

C. Describe the fashion cycle.

C1. Students will graph the bell curve. List and identify sections of the fashion cycle. Students will then list a product example for each stage of the cycle.

D. Explain marketing vocabulary terms (eg. target markets, product mix, market segmentation, visual merchandising, sales process, promotional mix) as those concepts relate to the fashion industry.

Students will write a story using the vocabulary words. See attachment 'Story Impressions'.

E. Describe buying procedures.

E1. Students will illustrate the soft goods supply chain for apparel.

F. Explain the role of customer service as it relates to retail.

F1. Students will complete a DECA role play and presentation that explains the role of customer service. See 'F1. DECA Customer Service'.

G. Describe positioning in a fashion retail business.

G1. Have students compare and contrast two retailers that target dis-similar markets and two retailers which target similar markets.

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| Prerequisites |   |              |       |              |     |
| Resources     | Fashion! by Mary Wolfe, copyright 2002.<br>Fashion Marketing by Gigi Ekstrom and Margaret Justiss, copyright 2008   |              |       |              |     |
| Unit Title    | <u><b>History of Fashion</b></u>  |              |       |              |     |

### **Technical Content**

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- Students will interpret and use technological skills to research and present evaluations of successful fashion designers.
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### **KY Academic Standards (Big Idea)**

#### **Cultures and Societies - Social Studies**

Culture is the way of life shared by a group of people, including their ideas and traditions. Cultures reflect the values and beliefs of groups in different ways (e.g., art, music, literature, religion); however, there are universals (e.g., food, clothing, shelter, communication) connecting all cultures. Culture influences viewpoints, rules and institutions in a global society. Students should understand that people form cultural groups throughout the United States and the World, and that issues and challenges unite and divide them.

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Economics includes the study of production, distribution and consumption of goods and services. Students need to understand how their economic decisions affect them, others, the nation and the world. The purpose of economic education is to enable individuals to function effectively both in their own personal lives and as citizens and participants in an increasingly connected world economy. Students need to understand the benefits and costs of economic interaction and interdependence among people, societies, and governments.

#### **Geography - Social Studies**

Geography includes the study of the five fundamental themes of location, place, regions, movement and human/environmental interaction. Students need geographic knowledge to analyze issues and problems to better understand how humans have interacted with their environment over time, how geography has impacted settlement and population, and how geographic factors influence climate, culture, the economy and world events. A geographic perspective also enables students to better understand the past and present and to prepare for the future.

#### **Consumer Decisions - Vocational Studies**

Individual and families need to make consumer decisions due to the numerous products/services on the market, multiple advertising techniques, and the need to make responsible financial management decisions. Accessing and assessing consumer information, comparing and evaluating products and services, provides basis for making effective consumer decisions. Consumer decisions influence the use of resources and the impact they have on the community and environment.

#### **Research, Inquiry/Problem-Solving and Innovation - Technology**

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## **English/Language Arts Standards**

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CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.11-12.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CC.11-12.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

CC.11-12.L.6 Vocabulary Acquisition and Use: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.11-12.R.I.1 Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CC.11-12.R.I.3 Key Ideas and Details: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

CC.11-12.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.11-12.SL.5 Presentation of Knowledge and Ideas: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

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CC.11-12.W.2 Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CC.11-12.W.3 Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CC.11-12.W.6 Production and Distribution of Writing: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CC.11-12.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.11-12.W.10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## **Technical Literacy Standards**

CCSS.ELA-Literacy.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-Literacy.RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

CCSS.ELA-Literacy.RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

CCSS.ELA-Literacy.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data

CCSS.ELA-Literacy.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks

CCSS.ELA-Literacy.SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest

CCSS.ELA-Literacy.L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

CCSS.ELA-Literacy.L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-Literacy.L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies

CCSS.ELA-Literacy.RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account

CCSS.ELA-Literacy.RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

CCSS.ELA-Literacy.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

CCSS.ELA-Literacy.WHST.11-12.1 Write arguments focused on discipline-specific content.

CCSS.ELA-Literacy.WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

CCSS.ELA-Literacy.WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CCSS.ELA-Literacy.WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation

CCSS.ELA-Literacy.WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCSS.ELA-Literacy.WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research

CCSS.ELA-Literacy.WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

## **21st Century Skills and Knowledge**

Collaboration  
Communication  
Global Awareness  
ICT (Information, Communications, and Technology) Literacy  
Information Literacy  
Leadership and Responsibility  
Civic Literacy  
Media Literacy  
Social and Cross-Cultural Skills  
Productivity and Accountability

## **KOSSA Standards**

2004.AA.1 Utilize effective verbal and non-verbal communication skills

2004.AA.2 Participate in conversation, discussion, and group presentations

2004.AA.3 Communicate and follow directions/procedures

2004.AA.4 Communicate effectively with customers and co-workers

2004.AB.1 Locate and interpret written information

2004.AB.3 Identify relevant details, facts, and specifications

2004.AB.4 Record information accurately and completely

2004.AB.5 Demonstrate competence in organizing, writing, and editing using correct vocabulary, spelling, grammar, punctuation

2004.AB.6 Demonstrate the ability to write clearly and concisely using industry specific terminology

2004.AC.3 Implement effective decision-making skills

2004.AG.1 Use technology appropriately to enhance professional presentations

2004.AG.2 Demonstrate effective and appropriate use of social media

2004.EC.2 Use language and manners suitable for the workplace

2004.EC.3 Demonstrate polite and respectful behavior toward others

- 2004.EC.5 Demonstrate pride in work
- 2004.EE.2 Work well with all customers and co-workers
- 2004.EF.2 Contribute to the success of the team
- 2004.EG.1 Contribute new ideas
- 2004.OA.1 Distinguish between economic goods and services
- 2004.OA.1 Distinguish between economic goods and services

**Learning Targets**

**Sample Learner Activities - Click in the box to go to Activities**

A. Identify why people wear clothes.

A1. Students will create a poster that illustrates the basic reasons as to why people wear clothing and provide an example of each. See attachment 'A1 The Why of Clothes' and A1 'Why We Wear Clothes'.

B. Define critical vocabulary for the fashion industry.

B1. Students will write a story using the vocabulary words. See attachment 'B1 Story Impressions'.

C. Explain the difference between the main categories of merchandise (commodity, aka staple, fashion, & seasonal)

C1. Circle merchandise categories on a floor plan of a major retailer (i.e. Macy's, Dillards) and explain the differences between each category.

D. Explain the difference between style and design

D1. Students will create a poster that explains the difference between style and design. Posters will need to incorporate images that differentiate between style and design.

E. Analyze and explain historical and current fashion trends.

E1. Students will complete a one-page research paper over fashion in a specific time-period. See attachment 'E1. History of Fashion Paper'

E2. Students will complete a time line that analyzes and explains historical and current fashion trends. See attachment 'E2. Fashion History Timeline', 'E2 Fashion History Timeline Template', and E3 'Fashion History Timeline Sample'.

E3. Create a collage of current and historical trends. On the back, identify trends from your collage which have resurfaced from the past. See attachment 'E3. Trends collage'

F. Compare historical fashion details to current fashions, fashion trends and fashion cycles.

F1. Students will complete a time line that analyzes and explains historical and current fashion trends. See attachment 'E2. Fashion History Timeline', 'E2 Fashion History Timeline Template', and E3 'Fashion History Timeline Sample'.

F2. Create a collage of current and historical trends. On the back, identify trends from your collage which have resurfaced from the past. See attachment 'F2. Trends Collage'.

G. Identify influential people in fashion history.

G1. Students will complete a 'Famous Facebook' presentation over an influential person in fashion history. See attachment 'G1. Famous Facebook'.

G2. List current fashion icons and identify their careers (musician, actor, model, etc.). List an iconic person from each decade which falls in that career field.

|               |   |              |       |              |     |
|---------------|---|--------------|-------|--------------|-----|
| Course Title  | <b>Fashion Marketing</b>  | Grade Levels | 10-12 | Credit Value | 1.0 |
| Description   | This course is a specialized course that provides instruction in marketing of apparel and accessories. This course is based upon the business and marketing core that includes communication skills, economics, operations, professional development, promotion, selling, distribution and product/service management. The instruction includes basic fashion and marketing the basics, the use of design and color, promotions, visual merchandising and career opportunities. Leadership development will be provided through DECA activities and competitive events. |              |       |              |     |
| Prerequisites |   |              |       |              |     |
| Resources     | Fashion! by Mary Wolfe, copyright 2002.<br>Fashion Marketing by Gigi Ekstrom and Margaret Justiss, copyright 2008   |              |       |              |     |
| Unit Title    | <b><u>Elements &amp; Principles of Design</u></b>   |              |       |              |     |

## **Technical Content**

- Students will use computers/electronic equipment whenever possible, utilize business software, appropriate web software and other kinds of technology to collect, organize, and communicate information and ideas.
- Students will interpret and apply the use of design elements in fashion.
- Students will analyze the use of color as it relates to apparel and visual merchandising.
- Students will identify individual work habits/ethics (individual/team skills, confidentiality, problem solving, punctuality, self-discipline) and explain their importance in the workplace.
- Students will identify team skills (setting goals, following directions, conflict resolution, listening, time management) and explain how they are important when working in the fashion industry.
- Students will demonstrate skills needed to organize and promote a fashion show.

## **KY Academic Standards (Big Idea)**

### **Communication/Technology - Vocational Studies**

Special communication and technology skills are needed for success in schooling and in the workplace. Students will be able to express information and ideas using a variety of technologies in various ways.

### **Consumer Decisions - Vocational Studies**

Individual and families need to make consumer decisions due to the numerous products/services on the market, multiple advertising techniques, and the need to make responsible financial management decisions. Accessing and assessing consumer information, comparing and evaluating products and services, provides basis for making effective consumer decisions. Consumer decisions influence the use of resources and the impact they have on the community and environment.

### **Geography - Social Studies**

Geography includes the study of the five fundamental themes of location, place, regions, movement and human/environmental interaction. Students need geographic knowledge to analyze issues and problems to better understand how humans have interacted with their environment over time, how geography has impacted settlement and population, and how geographic factors influence climate, culture, the economy and world events. A geographic perspective also enables students to better understand the past and present and to prepare for the future.

### **Cultures and Societies - Social Studies**

Culture is the way of life shared by a group of people, including their ideas and traditions. Cultures reflect the values and beliefs of groups in different ways (e.g., art, music, literature, religion); however, there are universals (e.g., food, clothing, shelter, communication) connecting all cultures. Culture influences viewpoints, rules and institutions in a global society. Students should understand that people form cultural groups throughout the United States and the World, and that issues and challenges unite and divide them.

### **Research, Inquiry/Problem-Solving and Innovation - Technology**

Students understand the role of technology in research and experimentation. Students engage technology in developing solutions for solving problems in the real world. Students will use technology for original creation and innovation.

## **English/Language Arts Standards**

CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.11-12.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CC.11-12.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

CC.11-12.L.6 Vocabulary Acquisition and Use: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.11-12.R.I.1 Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CC.11-12.R.I.2 Key Ideas and Details: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

CC.11-12.R.I.3 Key Ideas and Details: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

CC.11-12.R.I.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

CC.11-12.R.L.1 Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CC.11-12.R.L.2 Key Ideas and Details: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CC.11-12.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.11-12.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CC.11-12.SL.5 Presentation of Knowledge and Ideas: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CC.11-12.SL.6 Presentation of Knowledge and Ideas: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 on page 54 for specific expectations.)

CC.11-12.W.1 Text Types and Purposes: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CC.11-12.W.2 Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CC.11-12.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CC.11-12.W.6 Production and Distribution of Writing: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CC.11-12.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.

CC.11-12.W.10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## **Technical Literacy Standards**

CCSS.ELA-Literacy.RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

CCSS.ELA-Literacy.RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

•CCSS.ELA-Literacy.RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

•CCSS.ELA-Literacy.RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

CCSS.ELA-Literacy.RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

CCSS.ELA-Literacy.RST.11-12.10 By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently.

CCSS.ELA-Literacy.RST.11-12.10 By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently.

CCSS.ELA-Literacy.WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

CCSS.ELA-Literacy.WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation

CCSS.ELA-Literacy.WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-Literacy.SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-Literacy.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-Literacy.RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

CCSS.ELA-Literacy.RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

CCSS.ELA-Literacy.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem

CCSS.ELA-Literacy.RI.11-12.10

By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS.ELA-Literacy.L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-Literacy.L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-Literacy.L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression

## **21st Century Skills and Knowledge**

Collaboration  
Communication  
Creativity and Innovation  
Critical Thinking and Problem Solving  
Environmental Literacy  
Flexibility and Adaptability  
ICT (Information, Communications, and Technology) Literacy  
Initiative and Self-Direction  
Leadership and Responsibility  
Social and Cross-Cultural Skills  
Global Awareness

## **KOSSA Standards**

2004.AA.1 Utilize effective verbal and non-verbal communication skills  
2004.AA.2 Participate in conversation, discussion, and group presentations  
2004.AA.4 Communicate effectively with customers and co-workers  
2004.AB.5 Demonstrate competence in organizing, writing, and editing using correct vocabulary, spelling, grammar, punctuation  
2004.AB.6 Demonstrate the ability to write clearly and concisely using industry specific terminology

## **Learning Targets**

A. Identify elements of design.

## **Sample Learner Activities - Click in the box to go to Activities**

A1. Students will create a flip-book that illustrates and explains each of elements of design. See attachment 'A1. Flip Book example'.

B. Identify different color schemes.

B1. Students will create a 'Six Pack Color Scheme'. See attachment 'B1. Six Pack Color Scheme'.

B2. Students will color in non-descript characters in the six color schemes. See attachment 'B2 Sample Characters' and 'B2 Sample Characters1'.

C. Determine the symbolism of color.

C1. Students will create an infographic that discusses the symbolism of color. See attachment C1. 'Infographics Instructions'

C2. Students will research and find examples that convey color symbolism. See attachment 'C2. Symbolism Assignment'

C3. Students will select a specific color and research its symbolism and effect on human emotions. See attachment 'C2. Symbolism Assignment.

D. Identify principles of design.

D1. Students will cut out four pictures of complete outfits from catalogs, magazines, or newspapers. Mount the pictures and write descriptions about the elements of design in each, as well as how the principles of design are used. Classify the designs as having good, average, or poor harmony according to your judgement. Give reasons for your decisions.

D2. List the principles of design as they relate to the outfit each student is wearing. Have students sit/stand if their outfit has balance, proportion, etc

D3. Students will create a poster that illustrates and explains the five principles of design.

E. Analyze the designing process.

E1. Create a shirt for your school. List steps of the process as each step is completed.

F. Determine effective use of design.

F1. Provide a description of a person and have students write advice which implements elements and principles of design to address the persons qualities/features. See attachment 'F1. Fashion Vice Columnist Prompt'.

|               |   |              |       |              |     |
|---------------|---|--------------|-------|--------------|-----|
| Course Title  | <b>Fashion Marketing</b>  | Grade Levels | 10-12 | Credit Value | 1.0 |
| Description   | This course is a specialized course that provides instruction in marketing of apparel and accessories. This course is based upon the business and marketing core that includes communication skills, economics, operations, professional development, promotion, selling, distribution and product/service management. The instruction includes basic fashion and marketing the basics, the use of design and color, promotions, visual merchandising and career opportunities. Leadership development will be provided through DECA activities and competitive events. |              |       |              |     |
| Prerequisites |   |              |       |              |     |
| Resources     | Fashion! by Mary Wolfe, copyright 2002.<br>Fashion Marketing by Gigi Ekstrom and Margaret Justiss, copyright 2008   |              |       |              |     |
| Unit Title    | <b><u>Business Basics</u></b>   |              |       |              |     |

### **Technical Content**

1. Students will use computers/electronic equipment whenever possible, utilize business software, appropriate web software and other kinds of technology to collect, organize, and communicate information and ideas.
3. Students will explain the importance of the fashion industry to the economy.
5. Students will identify the impact of globalization on the fashion industry.
6. Students will explain types of business ownership
7. Students will explain the types of fashion retailers.
18. Students will identify team skills (setting goals, following directions, conflict resolution, listening, time management) and explain how they are important when working in the fashion industry.
19. Students will demonstrate skills needed to organize and promote a fashion show.
20. Students will utilize activities of DECA as an integral component of course content and leadership development.

### **National Standards**

NBEA - Achievement Standard: Describe the major types of business organizations, including sole proprietorships, partnerships, corporations, and limited liability companies, operating within the socioeconomic arena of the national and international marketplace.

NBEA - Achievement Standard: Communicate in a clear, complete, concise, correct, and courteous manner on personal and professional levels.

NBEA - Achievement Standard: Apply basic social communication skills in personal and professional situations.

NBEA - Achievement Standard: Incorporate appropriate leadership and supervision techniques, customer service strategies, and personal ethics standards to communicate effectively with various business constituencies.

NBEA - Achievement Standard: Use technology to enhance the effectiveness of communication

NBEA - Achievement Standard: Analyze the role of markets and prices in the U.S. economy.

NBEA - Achievement Standard: Analyze the different types of market structures and the effect they have on the price and the quality of the goods and services produced.

NBEA - Achievement Standard: Explain the importance of productivity and analyze how specialization, division of labor, investment in physical and human capital, and technological change affect productivity and global trade.

NBEA - Achievement Standard: Examine the role of ethics and social responsibility in decision making.

NBEA - Achievement Standard: Describe the role of organized labor and its influence on government and business

MBA - Knowledge and Skill Statement: Understands the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions

MBA - Knowledge and Skill Statement: Understands concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value

MBA - Knowledge and Skill Statement: Understands the concepts and actions needed to determine client needs and wants and respond through planned, personalized communication that influences purchase decisions and enhances future business opportunities

MBA - Knowledge and Skill Statement: Understands business's responsibility to know, abide by, and enforce laws, regulations, and ethical behavior that affect business operations and transactions

MBA - Knowledge and Skill Statement: Understands tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources

MBA - Knowledge and Skill Statement: Understands the tools techniques, and systems that businesses use to plan, staff, lead, and organize its human resources

## **KY Academic Standards (Big Idea)**

### **Career Awareness, Exploration, Planning - Vocational Studies**

Career awareness, exploration and planning gives students the opportunity to discover the various career areas that exist and introduce them to the realities involved with the workplace. Many factors need to be considered when selecting a career path and preparing for employment. Career awareness, exploration and planning will enable students to recognize the value of education, learn how to plan for careers and integrate academic subjects.

### **Communication/Technology - Vocational Studies**

Special communication and technology skills are needed for success in schooling and in the workplace. Students will be able to express information and ideas using a variety of technologies in various ways.

### **Consumer Decisions - Vocational Studies**

Individual and families need to make consumer decisions due to the numerous products/services on the market, multiple advertising techniques, and the need to make responsible financial management decisions. Accessing and assessing consumer information, comparing and evaluating products and services, provides basis for making effective consumer decisions. Consumer decisions influence the use of resources and the impact they have on the community and environment.

### **Cultures and Societies - Social Studies**

Culture is the way of life shared by a group of people, including their ideas and traditions. Cultures reflect the values and beliefs of groups in different ways (e.g., art, music, literature, religion); however, there are universals (e.g., food, clothing, shelter, communication) connecting all cultures. Culture influences viewpoints, rules and institutions in a global society. Students should understand that people form cultural groups throughout the United States and the World, and that issues and challenges unite and divide them.

### **Economics - Social Studies**

Economics includes the study of production, distribution and consumption of goods and services. Students need to understand how their economic decisions affect them, others, the nation and the world. The purpose of economic education is to enable individuals to function effectively both in their own personal lives and as citizens and participants in an increasingly connected world economy. Students need to understand the benefits and costs of economic interaction and interdependence among people, societies, and governments.

### **Employability Skills - Vocational Studies**

Employability skills will focus on student's competencies with their work habits and academic/technical skills that will impact an individual's success in school and workplace. School-to-work transition skills will help students develop interpersonal skills and positive work habits.

### **Financial Literacy - Vocational Studies**

Financial literacy provides knowledge so that students are responsible for their personal economic well-being. As consumers, individuals need economic knowledge as a base for making financial decisions impacting short and long term goals throughout one's lifetime. Financial literacy will empower students by providing them with the knowledge, skills and awareness needed to establish a foundation for a future of financial responsibility and economic independence.

### **Government and Civics - Social Studies**

The study of government and civics equips students to understand the nature of government and the unique characteristics of American representative democracy, including its fundamental principles, structure, and the role of citizens. Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary U.S. society and other parts of the world is essential for developing civic competence. An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies.

### **Information, Communication and Productivity - Technology**

Students demonstrate a sound understanding of the nature and operations of technology systems. Students use technology to learn, to communicate, increase productivity and become competent users of technology. Students manage and create effective oral, written and multimedia communication in a variety of forms and contexts.

### **Research, Inquiry/Problem-Solving and Innovation - Technology**

Students understand the role of technology in research and experimentation. Students engage technology in developing solutions for solving problems in the real world. Students will use technology for original creation and innovation.

### **Safety and Ethical/Social Issues - Technology**

Students understand safe and ethical/social issues related to technology. Students practice and engage in safe, responsible and ethical use of technology. Students develop positive attitudes toward technology use that supports lifelong learning, collaboration, personal pursuits and productivity.

## **English/Language Arts Standards**

CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.11-12.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CC.11-12.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

CC.11-12.L.6 Vocabulary Acquisition and Use: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.11-12.R.1.1 Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CC.11-12.R.1.3 Key Ideas and Details: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

CC.11-12.R.1.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

CC.11-12.R.1.7 Integration of Knowledge and Ideas: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CC.11-12.R.1.9 Integration of Knowledge and Ideas: Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

CC.11-12.R.L.1 Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CC.11-12.R.L.2 Key Ideas and Details: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CC.11-12.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.11-12.SL.2 Comprehension and Collaboration: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CC.11-12.SL.3 Comprehension and Collaboration: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

CC.11-12.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CC.11-12.SL.5 Presentation of Knowledge and Ideas: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CC.11-12.W.2 Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CC.11-12.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CC.11-12.W.5 Production and Distribution of Writing: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12 on page 55.)

CC.11-12.W.6 Production and Distribution of Writing: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CC.11-12.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.11-12.W.10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## **Technical Literacy Standards**

CCSS.ELA-Literacy.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain

CCSS.ELA-Literacy.RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

CCSS.ELA-Literacy.RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10)

CCSS.ELA-Literacy.RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

CCSS.ELA-Literacy.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CCSS.ELA-Literacy.RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses)

CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively

CCSS.ELA-Literacy.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CCSS.ELA-Literacy.SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

CCSS.ELA-Literacy.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-Literacy.SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest

CCSS.ELA-Literacy.L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-Literacy.L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-Literacy.L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-Literacy.L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression

CCSS.ELA-Literacy.RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

CCSS.ELA-Literacy.RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

CCSS.ELA-Literacy.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

CCSS.ELA-Literacy.RST.11-12.10 By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently.

CCSS.ELA-Literacy.WHST.11-12.1 Write arguments focused on discipline-specific content.

CCSS.ELA-Literacy.WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

CCSS.ELA-Literacy.WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-Literacy.WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CCSS.ELA-Literacy.WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) CCSS.ELA-Literacy.WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.or solve a problem; narrow or broaden the inquiry

CCSS.ELA-Literacy.WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research

CCSS.ELA-Literacy.WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## **Mathematics Standards**

CC.9-12.S.IC.6 Evaluate reports based on data.\*

CC.9-12.F.BF.1 Write a function that describes a relationship between two quantities.\*

CC.9-12.A.CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.\*

CC.9-12.A.REI.1 Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

## **21st Century Skills and Knowledge**

Civic Literacy

Collaboration

Communication

Creativity and Innovation

Critical Thinking and Problem Solving

Environmental Literacy

Financial, Economic, Business and Entrepreneurial Literacy

Flexibility and Adaptability

Global Awareness

ICT (Information, Communications, and Technology) Literacy

Information Literacy

Initiative and Self-Direction

Leadership and Responsibility

Media Literacy

Productivity and Accountability

Social and Cross-Cultural Skills

Health Literacy

## **KOSSA Standards**

2004.AA.1 Utilize effective verbal and non-verbal communication skills

2004.AA.2 Participate in conversation, discussion, and group presentations

2004.AA.3 Communicate and follow directions/procedures

2004.AA.4 Communicate effectively with customers and co-workers

2004.AB.1 Locate and interpret written information

2004.AB.3 Identify relevant details, facts, and specifications

2004.AB.4 Record information accurately and completely

2004.AB.5 Demonstrate competence in organizing, writing, and editing using correct vocabulary, spelling, grammar, punctuation

2004.AB.6 Demonstrate the ability to write clearly and concisely using industry specific terminology

2004.AC.2 Utilize innovation and problem-solving skills to arrive at the best solution for current situation

2004.AD.1 Perform basic and higher level math operations (e.g., addition, subtraction, multiplication, division, decimals, fractions, units of conversion, averaging, percentage, proportion, ratios)

2004.AD.3 Make reasonable estimates

2004.AD.4 Use tables, graphs, diagrams, and charts to obtain or convey information

2004.AD.5 Use deductive reasoning and problem-solving in mathematics

2004.AE.5 Demonstrate ability to meet financial obligations

2004.AG.1 Use technology appropriately to enhance professional presentations

2004.EC.2 Use language and manners suitable for the workplace

2004.EC.3 Demonstrate polite and respectful behavior toward others

2004.EC.5 Demonstrate pride in work

2004.EE.2 Work well with all customers and co-workers

2004.EF.2 Contribute to the success of the team

- 2004.EG.1 Contribute new ideas
- 2004.EG.3 Value varying ideas and opinions
- 2004.EJ.2 Identify "big picture" issues in conducting business
- 2004.EL.1 Acquire current and emerging industry-related information
- 2004.EL.8 Describe the impact of the global economy on jobs and careers
- 2004.EM.3 Select appropriate technological resources to accomplish work
- 2004.OA.1 Distinguish between economic goods and services
- 2004.OA.2 Explain the concept of economic resources (e.g., land, labor, capital, entrepreneurship)
- 2004.OA.3 Describe the concepts of economics and economic activities
- 2004.OA.5 Explain the principles of supply and demand
- 2004.OA.6 Describe the concept of price
- 2004.OA.7 Explain the types of economic systems (e.g., capitalism, socialism, communism)
- 2004.OA.11 Explain the concept of competition
- 2004.OB.9 Analyze the types of business ownership (e.g., sole proprietorship, partnership, corporation)
- 2004.OB.11 Analyze the types of business risk (e.g. economic, human, and natural)
- 2004.OB.12 Explain ways to handle business risk (i.e., risk prevention & control, risk transfer, risk retention, risk avoidance)
- 2004.OC.3 Identify the channels of distribution members (e.g., manufacturer, wholesaler, retailer)
- 2004.OF.2 Prepare written reports such as proposals, promotional plans, or business plans
- 2004.OF.5 Identify the advantages and disadvantages of each type of advertising

**Learning Targets**

**Sample Learner Activities - Click in the box to go to Activities**

|   |  |
|---|--|
| A. Explain the three main market segments (primary, secondary, and tertiary market) of the fashion industry.  | A1. Students will create a graphic organizer to illustrate the three main market segments.   |
| B. Describe the types of business ownership.  | B1. List the forms of business ownership and create a "Disadvantages vs. Advantages" chart for each form. See attachment 'B1. Types of Business Ownerships'.   |
| C. Differentiate between the types of fashion retailers. (store, non-store, corporate, chain stores, department stores, branch stores, discount stores, category killers, specialty stores, and boutiques). | List the three types of retailers, identify a company from each, and compare & contrast the companies.   |
| D. Identify the key risks faced by fashion businesses.  | D1. Students will prepare a report on fashion risks and risk management. Reports need to include the types of risks and ways businesses can minimize risks.<br>D2. Students will find an article regarding a bankrupt/closed/failing fashion business and highlight risks which led to their demise. |
| E. Explain how globalization has affected the fashion industry.   | E1. Students will discuss issues which may result if all fashion products were made, sold, and purchased only in the United States.<br>E2. Students will write a one page paper explaining how technology has increased the globalization of the fashion industry.                                   |
| F. Describe the impact of the fashion industry on the US and world economies.   | F1. Students will find an article on the Internet which discusses the impact of the fashion industry on the US and/or world economies. Students will need to prepare a summary and share their findings. See attachment 'F1 Globalization and Fashion Industry Impact.'                              |
| G. Explain the relationship between supply and demand.  | G1. Students will create a chart that explains the relationship between supply and demand.<br>G2. Students will list a product abundant in supply with minimal demand. Then, list a product abundant in demand with minimal supply. Students will then identify which is more expensive.             |

|   |  |
|---|--|
| H. Differentiate between the production and properties of natural and manufactured fibers.      | H1. Students will identify the advantages and disadvantages of various natural and manufactured fibers. See attachment 'H1. Fibers and Fabrics Notes'.   |
| I. Determine the appropriate use and quality of fabrics.  | I1. Students will watch Chloe Dao's Original Design and complete the math in fashion challenge.<br>I2. Students will explain why leather, fur, and down are not textiles even though they are used for apparel.  |
| J. Explain the importance of fabric in fashion.   | J1. Students will complete a role play activity to explain the importance of textiles used to construct garments. See attachment 'J1. Importance of Textiles'  |
| K. Differentiate between the primary methods for making fibers into fabrics (knits and weaves). | K1. Students will create a poster illustrating the basic weaves and knits of fabric. Students will need to find examples of each in magazines.   |
| L. Identify the steps of the fashion design process from garment concept to garment production. | Students will list the steps individually on strips of paper. Organize the strips chronologically.<br>Students will create a flow chart using arrows which describe each step of the garment production process.<br>Label each step above the description. |

|               |   |              |       |              |     |
|---------------|---|--------------|-------|--------------|-----|
| Course Title  | <b>Fashion Marketing</b>  | Grade Levels | 10-12 | Credit Value | 1.0 |
| Description   | This course is a specialized course that provides instruction in marketing of apparel and accessories. This course is based upon the business and marketing core that includes communication skills, economics, operations, professional development, promotion, selling, distribution and product/service management. The instruction includes basic fashion and marketing the basics, the use of design and color, promotions, visual merchandising and career opportunities. Leadership development will be provided through DECA activities and competitive events. |              |       |              |     |
| Prerequisites |   |              |       |              |     |
| Resources     | Fashion! by Mary Wolfe, copyright 2002.<br>Fashion Marketing by Gigi Ekstrom and Margaret Justiss, copyright 2008   |              |       |              |     |
| Unit Title    | <b><u>Retail Basics</u></b>   |              |       |              |     |

### **Technical Content**

1. Students will use computers/electronic equipment whenever possible, utilize business software, appropriate web software and other kinds of technology to collect, organize, and communicate information and ideas
6. Students will explain types of business ownership
7. Students will explain the types of fashion retailers.
9. Students will analyze the use of color as it relates to apparel and visual merchandising.
10. Students will identify and analyze retail positioning techniques.
11. Students will describe merchandising and buying procedures.
17. Students will identify individual work habits/ethics (individual/team skills, confidentiality, problem solving, punctuality, self-discipline) and explain their importance in the workplace.
18. Students will identify team skills (setting goals, following directions, conflict resolution, listening, time management) and explain how they are important when working in the fashion industry.
19. Students will demonstrate skills needed to organize and promote a fashion show.
20. Students will utilize activities of DECA as an integral component of course content and leadership development.

### **National Standards**

NBEA - Achievement Standard: Recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business, and societ

NBEA - Achievement Standard: Analyze the characteristics, motivations, and behaviors of consumers.

NBEA - Achievement Standard: Analyze the influence of external factors on marketing.

NBEA - Achievement Standard: Analyze the role of marketing research in decision making

NBEA - Achievement Standard: Describe the elements, design, and purposes of a marketing plan.

MBA - Knowledge and Skill Statement: Understands the concepts and processes needed to identify, select, monitor, and evaluate sales channels

MBA - Knowledge and Skill Statement: Understands concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value

MBA - Knowledge and Skill Statement: Understands the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome

MBA - Knowledge and Skill Statement: Understands the concepts and actions needed to determine client needs and wants and respond through planned, personalized communication that influences purchase decisions and enhances future business opportunities

MBA - Knowledge and Skill Statement: Understands tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources

MBA - Knowledge and Skill Statement: Understands concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value

## **KY Academic Standards (Big Idea)**

### **Communication/Technology - Vocational Studies**

Special communication and technology skills are needed for success in schooling and in the workplace. Students will be able to express information and ideas using a variety of technologies in various ways.

### **Consumer Decisions - Vocational Studies**

Individual and families need to make consumer decisions due to the numerous products/services on the market, multiple advertising techniques, and the need to make responsible financial management decisions. Accessing and assessing consumer information, comparing and evaluating products and services, provides basis for making effective consumer decisions. Consumer decisions influence the use of resources and the impact they have on the community and environment.

### **Cultures and Societies - Social Studies**

Culture is the way of life shared by a group of people, including their ideas and traditions. Cultures reflect the values and beliefs of groups in different ways (e.g., art, music, literature, religion); however, there are universals (e.g., food, clothing, shelter, communication) connecting all cultures. Culture influences viewpoints, rules and institutions in a global society. Students should understand that people form cultural groups throughout the United States and the World, and that issues and challenges unite and divide them.

### **Economics - Social Studies**

Economics includes the study of production, distribution and consumption of goods and services. Students need to understand how their economic decisions affect them, others, the nation and the world. The purpose of economic education is to enable individuals to function effectively both in their own personal lives and as citizens and participants in an increasingly connected world economy. Students need to understand the benefits and costs of economic interaction and interdependence among people, societies, and governments.

### **Information, Communication and Productivity - Technology**

Students demonstrate a sound understanding of the nature and operations of technology systems. Students use technology to learn, to communicate, increase productivity and become competent users of technology. Students manage and create effective oral, written and multimedia communication in a variety of forms and contexts.

### **Safety and Ethical/Social Issues - Technology**

Students understand safe and ethical/social issues related to technology. Students practice and engage in safe, responsible and ethical use of technology. Students develop positive attitudes toward technology use that supports lifelong learning, collaboration, personal pursuits and productivity.

## **English/Language Arts Standards**

CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.11-12.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CC.11-12.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

CC.11-12.L.6 Vocabulary Acquisition and Use: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.11-12.R.I.1 Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CC.11-12.R.I.2 Key Ideas and Details: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

CC.11-12.R.I.3 Key Ideas and Details: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

CC.11-12.R.I.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

CC.11-12.R.I.7 Integration of Knowledge and Ideas: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CC.11-12.R.L.1 Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CC.11-12.R.L.2 Key Ideas and Details: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CC.11-12.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.11-12.SL.2 Comprehension and Collaboration: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CC.11-12.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CC.11-12.SL.5 Presentation of Knowledge and Ideas: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CC.11-12.W.1 Text Types and Purposes: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CC.11-12.W.2 Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CC.11-12.W.3 Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CC.11-12.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CC.11-12.W.5 Production and Distribution of Writing: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12 on page 55.)

CC.11-12.W.6 Production and Distribution of Writing: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CC.11-12.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.11-12.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.

CC.11-12.W.10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## **Technical Literacy Standards**

CCSS.ELA-Literacy.RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms

CCSS.ELA-Literacy.RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text

CCSS.ELA-Literacy.RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

CCSS.ELA-Literacy.RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

CCSS.ELA-Literacy.RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible

CCSS.ELA-Literacy.RST.11-12.10 By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently.

CCSS.ELA-Literacy.WHST.11-12.1 Write arguments focused on discipline-specific content.

CCSS.ELA-Literacy.WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes

CCSS.ELA-Literacy.WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-Literacy.WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-Literacy.SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-Literacy.RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

CCSS.ELA-Literacy.RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.  
CCSS.ELA-Literacy.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CCSS.ELA-Literacy.L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

CCSS.ELA-Literacy.L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-Literacy.L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## **21st Century Skills and Knowledge**

Civic Literacy

Collaboration

Communication

Creativity and Innovation

Critical Thinking and Problem Solving

Environmental Literacy

Financial, Economic, Business and Entrepreneurial Literacy

Flexibility and Adaptability

Global Awareness

ICT (Information, Communications, and Technology) Literacy

Information Literacy

Initiative and Self-Direction

Leadership and Responsibility

Life and Career Skills

Media Literacy

Productivity and Accountability

Social and Cross-Cultural Skills

## **KOSSA Standards**

2004.AA.1 Utilize effective verbal and non-verbal communication skills

2004.AA.2 Participate in conversation, discussion, and group presentations

2004.AA.3 Communicate and follow directions/procedures

2004.AA.4 Communicate effectively with customers and co-workers

2004.AB.1 Locate and interpret written information

2004.AB.2 Read and interpret workplace documents

2004.AB.3 Identify relevant details, facts, and specifications

2004.AB.5 Demonstrate competence in organizing, writing, and editing using correct vocabulary, spelling, grammar, punctuation

2004.AB.5 Demonstrate competence in organizing, writing, and editing using correct vocabulary, spelling, grammar, punctuation

2004.AB.6 Demonstrate the ability to write clearly and concisely using industry specific terminology

2004.AC.1 Utilize critical-thinking skills to determine best options/outcomes (e.g., analyze reliable/unreliable sources of information, use previous experiences, implement crisis management, develop contingency planning)

2004.AC.2 Utilize innovation and problem-solving skills to arrive at the best solution for current situation

2004.AC.3 Implement effective decision-making skills

2004.AF.1 Recognize the potential risks associated with Internet use

2004.AF.2 Identify and apply Internet security practices (e.g., password security, login, logout, log off, lock computer)

2004.AF.3 Practice safe, legal, and responsible use of technology in the workplace

2004.EA.1 Demonstrate enthusiasm and confidence about work and learning new tasks

2004.EA.2 Demonstrate consistent and punctual attendance  
 2004.EA.3 Demonstrate initiative in assuming tasks  
 2004.EB.1 Abide by workplace policies and procedures  
 2004.EB.2 Demonstrate honesty and reliability  
 2004.EF.1 Recognize the characteristics of a team environment and conventional workplace  
 2004.EG.1 Contribute new ideas  
 2004.EG.2 Stimulate ideas by posing questions  
 2004.EG.3 Value varying ideas and opinions  
 2004.EG.4 Locate and verify information  
 2004.EM.2 Research and identify emerging technologies for specific careers  
 2004.EM.3 Select appropriate technological resources to accomplish work  
 2004.EN.1 Assume responsibility for safety of self and others  
 2004.EM.2 Research and identify emerging technologies for specific careers  
 2004.OB.4 Explain the process of purchasing (e.g., information gathering, open-to-buy, selecting suppliers)  
 2004.OB.5 Compare and contrast types of buying methods (e.g. resident buying, centralized buying, decentralized buying)  
 2004.OG.9 Identify effective product presentation techniques (e.g., display, handling, demonstrating sales aids)

### **Learning Targets**

### **Sample Learner Activities - Click in the box to go to Activities**

|  |  |
|--|--|
| A. Identify types of apparel retailers (Branch, Chain, Department, Discount, etc)                                      | A1. Students will need to provide specific examples of fashion retailers.  |
| B. Explain the receiving process.  | B1. Students will create an infographic that explains the receiving process.   |
| C. Differentiate purchasing methods and buying methods   | C1. Students will pretend to be a retail buyer for a specific department of a local department store. Students will write a report describing the department and their duties. Students will need to clip pictures from catalogs and magazines of some of the items you would buy for your department to sell. Describe the colors and sizes of the merchandise. Explain why you selected those particular items. Tell how you would increase sales on items that were not selling well. |
| D. Identify aspects of visual merchandising (eg. displays, fixtures, decor, signage, layout)                           | D1. Students will create the visual merchandising for their own retail store using a box. See attachment 'D1. Store Layout' and 'D1. Promotional Plan'.  |
| E. Explain the importance of visual merchandising (selling merchandise, projecting store image, & educating customers) | E1. Students will critique the visual merchandising of three local stores.<br>E2. Students will create the visual merchandising for their own retail store using a box. See attachment 'D1. Store Layout' and 'D1. Promotional Plan'.  |

| Course Title | Fashion Marketing   | Grade Levels | 10-12 | Credit Value | 1.0 |
|--------------|---|--------------|-------|--------------|-----|
| Description  | This course is a specialized course that provides instruction in marketing of apparel and accessories. This course is based upon the business and marketing core that includes communication skills, economics, operations, professional development, promotion, selling, distribution and product/service management. The instruction includes basic fashion and marketing the basics, the use of design and color, promotions, visual merchandising and career opportunities. Leadership development will be provided through DECA activities and competitive events. |              |       |              |     |
| Resources    | Fashion! by Mary Wolfe, copyright 2002.<br>Fashion Marketing by Gigi Ekstrom and Margaret Justiss, copyright 2008   |              |       |              |     |
| Unit Title   | <u>Career Opportunities</u>   |              |       |              |     |

### **Technical Content**

- Students will use computers/electronic equipment whenever possible, utilize business software, appropriate web software and other kinds of technology to collect, organize, and communicate information and ideas.
- Students will compare career opportunities in the fashion industry.
- Students will interpret and use technological skills to research and present evaluations of successful fashion designers.
- Students will identify individual work habits/ethics (individual/team skills, confidentiality, problem solving, punctuality, self-discipline) and explain their importance in the workplace.
- Students will identify team skills (setting goals, following directions, conflict resolution, listening, time management) and explain how they are important when working in the fashion industry.
- Students will demonstrate skills needed to organize and promote a fashion show.
- Students will utilize activities of DECA as an integral component of course content and leadership development.

### **National Standards**

- NBEA - Achievement Standard: Assess personal skills, abilities, and aptitudes and personal strengths and weaknesses as they relate to career exploration and development.
- NBEA - Achievement Standard: Utilize career resources to develop a career information database that includes international career opportunities.
- NBEA - Achievement Standard: Relate the importance of workplace expectations to career development.
- NBEA - Achievement Standard: Apply knowledge gained from individual assessment to a comprehensive set of goals and an individual career plan.
- NBEA - Achievement Standard: Develop strategies to make an effective transition from school to career.
- NBEA - Achievement Standard: Relate the importance of lifelong learning to career success.
- MBA - Knowledge and Skill Statement: Understands concepts, tools, and strategies used to explore, obtain, and develop in a business career.

### **KY Academic Standards (Big Idea)**

#### **Career Awareness, Exploration, Planning - Vocational Studies**

Career awareness, exploration and planning gives students the opportunity to discover the various career areas that exist and introduce them to the realities involved with the workplace. Many factors need to be considered when selecting a career path and preparing for employment. Career awareness, exploration and planning will enable students to recognize the value of education, learn how to plan for careers and integrate academic subjects.

#### **Communication/Technology - Vocational Studies**

Special communication and technology skills are needed for success in schooling and in the workplace. Students will be able to express information and ideas using a variety of technologies in various ways.

#### **Employability Skills - Vocational Studies**

Employability skills will focus on student's competencies with their work habits and academic/technical skills that will impact an individual's success in school and workplace. School-to-work transition skills will help students develop interpersonal skills and positive work habits.

#### **Financial Literacy - Vocational Studies**

Financial literacy provides knowledge so that students are responsible for their personal economic well-being. As consumers, individuals need economic knowledge as a base for making financial decisions impacting short and long term goals throughout one's lifetime. Financial literacy will empower students by providing them with the knowledge, skills and awareness needed to establish a foundation for a future of financial responsibility and economic independence.

#### **Research, Inquiry/Problem-Solving and Innovation - Technology**

Students understand the role of technology in research and experimentation. Students engage technology in developing solutions for solving problems in the real world. Students will use technology for original creation and innovation.

#### **Safety and Ethical/Social Issues - Technology**

Students understand safe and ethical/social issues related to technology. Students practice and engage in safe, responsible and ethical use of technology. Students develop positive attitudes toward technology use that supports lifelong learning, collaboration, personal pursuits and productivity.

## **English/Language Arts Standards**

CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.11-12.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CC.11-12.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

CC.11-12.L.6 Vocabulary Acquisition and Use: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.11-12.R.I.1 Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CC.11-12.R.I.2 Key Ideas and Details: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

CC.11-12.R.I.3 Key Ideas and Details: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

CC.11-12.R.I.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

CC.11-12.R.I.7 Integration of Knowledge and Ideas: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CC.11-12.R.L.1 Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CC.11-12.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.11-12.SL.2 Comprehension and Collaboration: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CC.11-12.SL.3 Comprehension and Collaboration: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

CC.11-12.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CC.11-12.SL.5 Presentation of Knowledge and Ideas: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CC.11-12.W.2 Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CC.11-12.W.3 Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CC.11-12.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CC.11-12.W.5 Production and Distribution of Writing: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12 on page 55.)

CC.11-12.W.6 Production and Distribution of Writing: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CC.11-12.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.11-12.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.

CC.11-12.W.10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## **Technical Literacy Standards**

CCSS.ELA-Literacy.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-Literacy.RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

CCSS.ELA-Literacy.RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

CCSS.ELA-Literacy.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CCSS.ELA-Literacy.RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data

CCSS.ELA-Literacy.SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

CCSS.ELA-Literacy.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-Literacy.SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-Literacy.L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

CCSS.ELA-Literacy.L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-Literacy.L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-Literacy.RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

CCSS.ELA-Literacy.RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

CCSS.ELA-Literacy.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

CCSS.ELA-Literacy.RST.11-12.10 By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently.

CCSS.ELA-Literacy.WHST.11-12.1 Write arguments focused on discipline-specific content.

CCSS.ELA-Literacy.WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

CCSS.ELA-Literacy.WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-Literacy.WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CCSS.ELA-Literacy.WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-Literacy.WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## **21st Century Skills and Knowledge**

Civic Literacy  
Collaboration  
Communication  
Creativity and Innovation  
Critical Thinking and Problem Solving  
Financial, Economic, Business and Entrepreneurial Literacy  
Flexibility and Adaptability  
Global Awareness  
Health Literacy  
ICT (Information, Communications, and Technology) Literacy  
Information Literacy  
Initiative and Self-Direction  
Leadership and Responsibility  
Life and Career Skills  
Productivity and Accountability  
Productivity and Accountability

## **KOSSA Standards**

2004.AA.1 Utilize effective verbal and non-verbal communication skills  
2004.AA.2 Participate in conversation, discussion, and group presentations  
2004.AA.3 Communicate and follow directions/procedures  
2004.AA.4 Communicate effectively with customers and co-workers  
2004.AB.1 Locate and interpret written information  
2004.AB.2 Read and interpret workplace documents  
2004.AB.5 Demonstrate competence in organizing, writing, and editing using correct vocabulary, spelling, grammar, punctuation  
2004.AB.6 Demonstrate the ability to write clearly and concisely using industry specific terminology  
2004.AF.1 Recognize the potential risks associated with Internet use  
2004.AF.2 Identify and apply Internet security practices (e.g., password security, login, logout, log off, lock computer)  
2004.AF.3 Practice safe, legal, and responsible use of technology in the workplace  
2004.AG.1 Use technology appropriately to enhance professional presentations  
2004.AH.1 Select and use appropriate devices, services, and applications to complete workplace tasks  
2004.EA.1 Demonstrate enthusiasm and confidence about work and learning new tasks  
2004.EA.2 Demonstrate consistent and punctual attendance  
2004.EA.3 Demonstrate initiative in assuming tasks  
2004.EA.4 Exhibit dependability in the workplace  
2004.EA.5 Take and provide direction in the workplace  
2004.EA.6 Accept responsibility for personal decisions and actions  
2004.EB.1 Abide by workplace policies and procedures  
2004.EB.2 Demonstrate honesty and reliability  
2004.EB.3 Demonstrate ethical characteristics and behaviors  
2004.EB.4 Maintain confidentiality and integrity of sensitive company information  
2004.EB.5 Demonstrate loyalty to the company  
2004.EC.1 Demonstrate appropriate dress and hygiene in the workplace  
2004.EC.2 Use language and manners suitable for the workplace  
2004.EC.4 Demonstrate personal accountability in the workplace  
2004.EC.3 Demonstrate polite and respectful behavior toward others  
2004.ED.4 Demonstrate ability to stay on task to produce high quality deliverables on time

2004.EG.4 Locate and verify information

2004.EK.1 Recognize the importance of maintaining a job and pursuing a career

2004.EK.2 Define jobs associated with a specific career path or profession

2004.EK.3 Identify and seek various job opportunities (e.g., volunteerism, internships, co-op, part-time/full-time employment)

2004.EK.4 Prepare a resume, letter of application, and job application

2004.EK.5 Prepares for a job interview (e.g., research company, highlight personal strengths, prepare questions, set-up a mock interview, dress appropriately)

2004.EK.6 Participate in a job interview

2004.EL.4 Discuss the importance of flexible career planning and career self-management

## **Learning Targets**

A. Identify the personal traits valued by employers.

B. Identify the personal skills valued by employers.

C. Describe the wide range of careers in the fashion industry.

D. Discuss the education options for careers in fashion.

E. Describe ways to gain experience in the fashion industry prior to employment.

F. Develop a career portfolio.

## **Sample Learner Activities - Click in the box to go to Activities**

A1. Students will prepare a poster that illustrates the importance of interests, aptitudes, abilities and skills, personality traits, education and training, and values and family persuasions to job achievement and satisfaction.

B1. Students will prepare a poster that illustrates the importance of interests, aptitudes, abilities and skills, personality traits, education and training, and values and family persuasions to job achievement and satisfaction.

B2. Students will create a poster that summarizes strategies for success on the job.

C1. Students will complete a Career Investigation over a career in the fashion industry. See attachment 'C1. Career Investigations'.

C2. Students will research two apparel careers. Students will need to analyze the responsibilities and qualifications for each career, as well as the work hours, earning, and opportunities for advancement. Students will need to summarize their findings in a report.

D1. Students will complete a Career Investigation over a career in the fashion industry. See attachment C1. 'Career Investigations'.

D2. Students will research two apparel careers. Students will need to analyze the responsibilities and qualifications for each career, as well as the work hours, earning, and opportunities for advancement. Students will need to summarize their findings in a report.

D3. Students will make a list of the colleges and technical or vocational schools near you that offer training for the fashion career of your choice. Obtain a catalog from one or more of the schools. Write a short report explaining the specific courses are required to graduate in a particular textile related curriculum

E1. Students will need to obtain classified ads from local newspapers or online. Students will need to clip the ads categorize them by job/career. Students will need to follow up on three of the ads and find out about the pay and any qualifications needed to get the jobs.

Students will read an article from Glamour magazine and summarize the key points for each job title. See attachment 'E1. How to Get Our Jobs..'

F1. Students will complete a career portfolio. See attachment 'F1. Career Portfolio'