# 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)
- Common Core State Standards – ELA & Mathematics
- Industry Certification – A*S*K (Marketing)
- MBAResearch Knowledge and Skills Standards
- National Business Education Standards
- 21st Century Skills
- DECA
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.
13. Students will analyze the use of color as it relates to apparel and visual merchandising.
14. Students will demonstrate selling and customer service skills related 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 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.
MBA - Knowledge and Skill Statement: Understands the concepts and strategies utilized to determine and target marketing strategies to a select audience.
MBA - Knowledge and Skill Statement: Understands the tools, techniques, and systems that businesses use to create exchanges and satisfy organizational objectives.
KY Core 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.

**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.

**Cultures and Societies - Social Studies**
Cultures are 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. 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.

**Casts and Societies - 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 Common Core 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.5 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.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.R.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.
Technical Literacy Standards

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;

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

CCSS.ELA-Literacy.L.11-12.4 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.11-12.3 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.11-12.2 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.L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.RI.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.11-12.6 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.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.WHST.11-12.3 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.

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.11-12.1 Write arguments focused on discipline-specific content.

CCSS.ELA-Literacy.SL.11-12.6 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.

CCSS.ELA-Literacy.SL.11-12.5 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.

CCSS.ELA-Literacy.SL.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.SL.11-12.3 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 Common Core 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)
Learning Targets

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 (e.g. 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.
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.

2. Students will analyze historical and current fashion trends.

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.

8. Students will interpret and apply the use of design elements in fashion.

9. Students will analyze the use of color as it relates to apparel and visual merchandising.

16. Students will interpret and use technological skills to research and present evaluations of successful fashion designers.

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.

### 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.

2. Students will analyze historical and current fashion trends.

3. Students will explain the importance of the fashion industry to the economy.

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### KY Core 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.

#### 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.

#### 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
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.

#### 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.
English/Language Arts Common Core 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.5 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

CC.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.

CC.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.

CC.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).

CC.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.

CC.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.

CC.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

CC.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

CC.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

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

CC.ELA-Literacy.L.11-12.2 Conventions of Standard English: 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
<table>
<thead>
<tr>
<th>Learning Targets</th>
<th>Sample Learner Activities - Click in the box to go to Activities</th>
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<tbody>
<tr>
<td>A. Identify why people wear clothes.</td>
<td>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'.</td>
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<td>B. Define critical vocabulary for the fashion industry.</td>
<td>B1. Students will write a story using the vocabulary words. See attachment 'B1 Story Impressions'.</td>
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<td>C. Explain the difference between the main categories of merchandise (commodity,</td>
<td>C1. Circle merchandise categories on a floor plan of a major retailer (i.e. Macy's, Dillard's) and explain the differences between each category.</td>
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<td>aka staple, fashion, &amp; seasonal)</td>
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<td>D. Explain the difference between style and design</td>
<td>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.</td>
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<td>E. Analyze and explain historical and current fashion trends.</td>
<td>E1. Students will complete a one-page research paper over fashion in a specific time-period. See attachment 'E1 History of Fashion Paper'.</td>
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<td></td>
<td>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'.</td>
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<td>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'.</td>
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<td>F. Compare historical fashion details to current fashions, fashion trends and</td>
<td>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'.</td>
</tr>
<tr>
<td>fashion cycles.</td>
<td>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'.</td>
</tr>
<tr>
<td>G. Identify influential people in fashion history.</td>
<td>G1. Students will complete a 'Famous Facebook' presentation over an influential person in fashion history. See attachment 'G1 Famous Facebook'.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
</tbody>
</table>
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.
8. Students will interpret and apply the use of design elements in fashion.
9. Students will analyze the use of color as it relates to apparel and visual merchandising.
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.

Elements & Principles of Design

Fashion Marketing

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.

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 Common Core 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.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, analysis, 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 form 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**

CC.SS.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.

CC.SS.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.

•CC.SS.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.

•CC.SS.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.

CC.SS.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.

CC.SS.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.

CC.SS.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.

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

CC.SS.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.

CC.SS.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.

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

CC.SS.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.

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.

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
<table>
<thead>
<tr>
<th>Learning Targets</th>
<th>Sample Learner Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Identify elements of design.</td>
<td>A1. Students will create a flip-book that illustrates and explains each of elements of design. See attachment 'A1. Flip Book example'.</td>
</tr>
</tbody>
</table>
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'. |
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 importance of ethics and analyze how specialization, division of labor, investment in physical and human capital, and technological change affect productivity and global trade.

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: 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 analyze how specialization, division of labor, investment in physical and human capital, and technological change affect productivity and global trade.

NBEA - Achievement Standard: Understands 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, 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 Core 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 the 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 Common Core 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.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.I.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 or 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.RI.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.11-12.10 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.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 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 arguments focused on discipline-specific content.
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.

CCSS.ELA-Literacy.RST.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.RST.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.RST.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.RST.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.RST.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.RST.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.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.
Mathematics Common Core 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
Learning Targets

A. Explain the three main market segments (primary, secondary, and tertiary market) of the fashion industry.

B. Describe the types of business ownership.

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).

D. Identify the key risks faced by fashion businesses.

E. Explain how globalization has affected the fashion industry.

F. Describe the impact of the fashion industry on the US and world economies.

G. Explain the relationship between supply and demand.

Sample Learner Activities

A1. Students will create a graphic organizer to illustrate the three main market segments.

B1. List the forms of business ownership and create a "Disadvantages vs. Advantages" chart for each form. See attachment 'B1. Types of Business Ownerships'.

C1. List the three types of retailers, identify a company from each, and compare & contrast the companies.

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.

D2. Students will find an article regarding a bankrupt/closed/failing fashion business and highlight risks which led to their demise.

E1. Students will discuss issues which may result if all fashion products were made, sold, and purchased only in the United States.

E2. Students will write a one page paper explaining how technology has increased the globalization of the fashion industry.

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.'

G1. Students will create a chart that explains the relationship between supply and demand.

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.
<p>| | |</p>
<table>
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<tr>
<td><strong>H. Differentiate between the production and properties of natural and manufactured fibers.</strong></td>
<td><strong>H1. Students will identify the advantages and disadvantages of various natural and manufactured fibers. See attachment 'H1. Fibers and Fabrics Notes'.</strong></td>
</tr>
</tbody>
</table>
| **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.**  
**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. Students will create a flow chart using arrows which describe each step of the garment production process. Label each step above the 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.

**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 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 utilized in determining and adjusting prices to maximize return and meet customers’ perceptions of value.

**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.
KY Core 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
Cultures 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 Common Core 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.5 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.I.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.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.R.L.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.L.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.5 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.
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.11-12.6 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.11-12.8 Draw evidence from informational texts to support analysis, reflection, and research.

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 research, 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.
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.EG.2 Research and identify emerging technologies for specific careers
2004.EG.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.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.EM.3 Select appropriate technological resources to accomplish work
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**

<table>
<thead>
<tr>
<th>A. Identify types of apparel retailers (Branch, Chain, Department, Discount, etc)</th>
<th>Sample Learner Activities - Click in the box to go to Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1. Students will need to provide specific examples of fashion retailers.</td>
<td></td>
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<tr>
<td>B. Explain the receiving process.</td>
<td>B1. Students will create an infographic that explains the receiving process.</td>
</tr>
<tr>
<td>C. Differentiate purchasing methods and buying methods</td>
<td>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.</td>
</tr>
<tr>
<td>D. Identify aspects of visual merchandising (eg. displays, fixtures, decor, signage, layout)</td>
<td>D1. Students will create the visual merchandising for their own retail store using a box. See attachment 'D1. Store Layout' and 'D1. Promotional Plan'.</td>
</tr>
<tr>
<td>E. Explain the importance of visual merchandising (selling merchandise, projecting store image, &amp; educating customers)</td>
<td>E1. Students will critique the visual merchandising of three local stores. E2. Students will create the visual merchandising for their own retail store using a box. See attachment 'D1. Store Layout' and 'D1. Promotional Plan'.</td>
</tr>
</tbody>
</table>
National Standards

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.

15. Students will compare career opportunities in the fashion industry.

16. Students will interpret and use technological skills to research and present evaluations of successful fashion designers.

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: 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 Core 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 Common Core 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 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.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.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.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.5 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 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.R.L.3 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.R.L.4 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.R.L.5 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, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CC.11-12.R.L.6 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.8 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.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.RHT.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

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.3 Demonstrate polite and respectful behavior toward others
2004.ED.4 Demonstrate ability to stay on task to produce high quality deliverables on time
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<th>Learning Targets</th>
<th>Sample Learner Activities</th>
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<td><strong>A. Identify the personal traits valued by employers.</strong></td>
<td>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.</td>
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| **B. Identify the personal skills valued by employers.** | 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. |
| **C. Describe the wide range of careers in the fashion industry.** | 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. |
| **D. Discuss the education options for careers in fashion.** | 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 are required to graduate in a particular textile related curriculum. |
| **E. Describe ways to gain experience in the fashion industry prior to employment.** | 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 needs 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..'. |
| **F. Develop a career portfolio.** | F1. Students will complete a career portfolio. See attachment 'F1. Career Portfolio' |