

# YOSEMITE REGIONAL OCCUPATIONAL PROGRAM

## ADVANCED FASHION/HOME

CBEDS Code: 4257

JOB TITLES

DOT NO.

### **Course description:**

This course is designed to allow students to expand on previously acquired skills in the fashion industry while learning new skills. Students will understand the fashion industry through the knowledge of business communications/relations, job seeking skills, customer service, professional selling, fashion and interior design, visual merchandising/display, marketing fashion, management skills, marketing math, distribution, careers in the industry, field trip and participation in community classroom/cooperative education.

*Recommend Prerequisites:* Fashion Merchandising/Design

DURATION: 360 hours

CREDIT: 10 Units/Semester

RECOMMENDED GRADE LEVEL: 11<sup>th</sup>, 12<sup>th</sup> graders and Adults

REQUIRED FOR GRADUATION: No

MEETS UNIVERSITY OF CALIFORNIA ENTRANCE REQUIREMENTS: No

MEETS CALIFORNIA STATE UNIVERSITY REQUIREMENTS: No

ARTICULATED WITH POSTSECONDARY INSTITUTIONS:

## INSTRUCTIONAL MATERIALS

### Basic Text:

Fashion!, Goodheart-Wilcox Publishers, 2012 or latest edition

The World of Fashion Merchandising, Wolf, Mary, Goodheart-Willcox Publisher, 1998

### Supplementary Text(s):

Color with Style, Fujii, Donna; Graphic-Sha Publisher, 1992

Fashion Merchandising, Stone, Elaine, McGraw/Hill, 1990

Clothing: Image and Impact, Second Edition, Johnson, South-Western Publishing Company, 1990

Interior Design: A Space Planning Kit, Paul I. Wallach, South-Western Publishing Company, 1983

Fabric Science, Pizzuto, Joseph, Fairchild, 2009

Marketing Essentials, Farese, Kimbrell, Woloszyk/Clencoe, 1991

Publications/Magazines: Women's Wear Daily, Vogue, W, Elle, M

**Instructional Content**  
Instruction will include:

**Student Outcomes**  
At the end of instruction, the student will be able to:

**Hours**  
CL=Classroom  
CC=Comm. Class

1. <b>Business Communications/Relations</b> 1. Define primary elements of communication. 2. Demonstrate listening skills and their impact on communication. 3. Define personal traits and skills that are important in relationships.	<b>Goal: The student will understand business communications/relations</b> A. Describe six primary elements of communication. B. Demonstrate how to use listening skills to improve their understanding. C. Describe the personal traits and skills that are important in all relationships.	CTE A2.2	Anchor/CR 1.0 2.1 2.3 3.1 3.2 7.7 8.1 8.3 8.4 9.1 9.2 10.15 10.16 CR 1,2,3,7, 8,9,and 12	CL	CC *
2. <b>Job Seeking Skills</b> 1. Define viable employment skills needed in the fashion industry. 2. Develop and monitor a mock interview session. 3. Support student contact with industry employers.	<b>Goal: The student will demonstrate knowledge in job search and acquisition skills.</b> A. Refine employment skills that apply to a career in the fashion industry. B. Complete an interview session in class. C. Meet and interview with prospective fashion industry employers	A2.1 A3.2 A3.4 A9.2 A10.2 A10.4 A2.1 A2.2.	1.0 2.1 2.3 2.5 2.6 2.7 3.1-3.9 4.1 4.2 5.1-5.4 6.2 8.7 CR 1,2,5,6, 7, and 11	20-30	10-20
3. <b>Customer Service</b> 1. Demonstrate customer communication using product knowledge. 2. Demonstrate good communication skills when handling customer questions and objections.	<b>Goal: The student will understand customer service.</b> A. Learn to communicate with customers using product knowledge. B. Learn to handle customer questions and objections through oral communication.	A2.1 A3.3 A6.1 A9.1 A9.7 A7.1 A92-A9.6	1.0 2.1-2.7 4.1 4.3 4.6 5.1-5.4 6.2 6.5 6.6 7.2 7.7 8.1 8.3 9.2 9.5 CR 1,2,4,5,7, and 9	20-30	*

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4. <b>Professional Selling</b>	<b>Goal: The student will understand and demonstrate sales skills.</b>	CTE A9.1-A9.7	Anchor/CR	CL	CC
1. Define traits and skills important to sales. 2. Demonstrate procedures to open and close a sale. 3. Identify techniques that build customer loyalty	A. Develop and learn the traits and skills of a successful salesperson. B. Demonstrate the steps of the sales process from approach to closing the sale. C. Demonstrate how to use follow-up activities and suggestive selling to build customer loyalty. D. Demonstrate how professional selling contributes to inventory control and loss prevention.		1.0 2.1 2.3 5.1 5.4 8.2 8.3 8.4 10.2 10.4 11.1 CR 1,2,4,5, and 9	30-40	*
5. <b>Fashion Designing</b> 1. Discuss the process of design from the table to the retail store. 2. Demonstrate (CAD) programs currently used in fashion design.	<b>Goal: The student will understand the process of Fashion Design.</b> A. Describe how clothing is produced/processed from the design table to the retail store. B. Design clothes using computer-aided design (CAD) currently used in fashion design.	A1.1 A1.3 A1.5 A1.6 A4.1- A4.5 A7.1 A7.2 A7.3 A8.1 A8.6 A8.5	1.0 2.2 4.1-4.3 4.6 6.2 7.5 8.2 9.1 9.2 10.1-10.4 10.6-10.8 10.10 11.1 11.5 CR 1,4,5, and 10	30-40	10-20
6. <b>Visual Merchandising/Display</b> 1. Define the purpose of visual merchandising. 2. Demonstrate techniques used in visual merchandising for a department store. 3. Identify the types of displays, fixtures and settings used in visual merchandising.	<b>Goal: The student will understand visual merchandising/display.</b> A. Define visual merchandising and distinguish it from display. B. Demonstrate the principles and techniques to carry out a visual merchandising plan in a department store. C. List the various kinds of displays and describe the choice of merchandise, fixtures, and setting to be used.	A4.1 A7.1 A10.1- A10.4	1.0 2.2 2.6 4.1 4.5 5.1 5.4 7.5 10.1 10.3 10.4 10.6 11.1 CR 2,5,8,9, 10,11	30-40	*

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		<b>CTE</b>	<b>Anchor/CR</b>	<b>CL</b>	<b>CC</b>
<p><b>7. Interior Design</b></p> <ol style="list-style-type: none"> <li>Identify styles of decoration and furniture from Italian Renaissance to Contemporary.</li> <li>Define basic interior design, materials, color and lighting.</li> <li>Monitor student's projects highlighting interior design.</li> </ol>	<p><b>Goal: The student will understand Interior Design.</b></p> <ol style="list-style-type: none"> <li>Study period decoration and furniture and recognize styles from the Italian Renaissance to Contemporary.</li> <li>Students will demonstrate knowledge of basic interior design, including materials, color and lighting.</li> </ol>	<p>B6.1 B6.2 B9.1 B9.2 B9.3 B10.1 B10.4</p>	<p>1.0 2.2 2.5 3.4 4.1 4.3 4.5 5.4 7.5 7.8 9.7 10.1-10.8 10.11-10.13 10.16 CR 1,5, and 10</p>	<p>20-30</p>	<p>20-30</p>
<p><b>8. Marketing Fashion</b></p> <ol style="list-style-type: none"> <li>Arrange classroom presentations by fashion industry representatives.</li> <li>Discuss available public documents on market analysis and <u>economic</u> review.</li> <li>Demonstrate effective customer service skills.</li> </ol>	<p><b>Goal: The student will understand Marketing Fashion</b></p> <ol style="list-style-type: none"> <li>Identify the goals of a marketing concept.</li> <li>Distinguish between a sales and market-oriented business.</li> <li>Demonstrate knowledge of the four "Ps" of the marketing mix in a written exercise.</li> </ol>	<p>A9.1- A9.7</p>	<p>Anchor 1.0 2.1-2.7 3.6 4.1-4.6 5.1 5.4 7.4 7.8 8.3 8.6 9.2 9.4 9.5 10.1 10.4 CR 1,2,5 and 10</p>	<p>40-50</p>	<p>10-20</p>
<p><b>9. Management Skills</b></p> <ol style="list-style-type: none"> <li>Describe management levels within the fashion industry.</li> <li>Discuss the functions of management.</li> <li>Identify effective management methods.</li> <li>Describe management through a rewards system.</li> </ol>	<p><b>Goal: The student will understand management styles and functions</b></p> <ol style="list-style-type: none"> <li>Identify three levels of management and how they relate to the fashion industry.</li> <li>Explore the three main <u>functions of management</u> through oral exercises.</li> <li>Students will demonstrate eight methods of becoming an effective manager.</li> <li>Students will describe seven ways to manage through a rewards system.</li> </ol>	<p>A2.2 A3.1- A3.5</p>	<p>1.0 2.1-2.7 3.2 3.4 3.6 3.8 4.1-4.6 5.1 5.4 7.1-7.7 8.1-8.7 9.2 9.3 9.6 10.14 11.1 CR 1,2,5, and 12</p>	<p>40-50</p>	<p>10-15</p>

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<b>10. Marketing Math</b> 1. Develop criteria to exhibit math skills for a fashion buying project. 2. Demonstrate the basic calculations for mark-up and discounts. 3. Define pricing strategies.	<b>Goal: The student will understand principles of Marketing Math</b> A. Demonstrate the use of math skills in a written fashion buying project. B. Demonstrate basic mark-up and mark-down calculations and discounts. C. Demonstrate knowledge of basic pricing strategies through group projects.	<b>CTE</b> A2.3 A3.2 A8.5 A8.10 A11.4	<b>Anchor/CR</b> 1.0 4.1 4.2 4.3 5.3 8.4 9.7 10.1 10.4 11.1 CR 1,2,5,12 and 6	<b>CL</b> 40-50	<b>CC</b> 10-20
<b>11. Distribution</b> 1. Discuss physical distribution in the fashion industry. 2. Identify transportation systems and services.	<b>Goal: The student will understand distribution.</b> 1. Exhibit knowledge of physical distribution in the fashion industry. 2. Identify transportation systems and give examples of transportation services.	A9.2 A11.1 A11.2 A11.3 A11.4 A11.5	1.0 2.3-2.6 4.1 4.3 5.2 5.3 6.1-6.7 8.1-8.7 10.2 CR 1,2,5, 9 And 12	30-40	10-15
<b>12. Careers</b> 1. Define careers within the fashion industry. 2. Discuss career direction and timing. 3. Assist students with job search and development of career leads.	<b>Goal: The student will explore careers within the fashion industry</b> A. Learn how to build a career in fashion from planning to managing the direction and timing of their career. B. Conduct a job search and develop career leads.	A1.6 A3.4	1.0 3.1-3.9 5.1 7.1-7.8 8.3 10.2 10.4 11.1-11.5 CR 1,2,3,4,6,7,8 and 11	20-30	10-20
<b>13. Fashion Field Trip</b> 1. Coordinate field trips related to the fashion industry. 2. Assist students in developing appropriate interview questions for fashion merchants. 3. Develop written criteria for student's to follow when reporting on the activity.	<b>Goal: The student will participate in fashion industry field trips.</b> A. Develop an awareness of business operations within the fashion industry. B. Visit fashion industry businesses and interview merchants. C. Complete a report on field trip activities.	A1.1 A1.2 A9.2 A9.4	1.0 2.6 3.4 6.2 10.1 10.4 11.1 CR 1,2,7,9, and 11		*
<b>14. Community Classroom/Cooperative Education</b> 1. Recruit business/industry to host student's for on-the-job training. 2. Monitor student's following state mandated guidelines	<b>Goal: The student will develop workplace skills by participating in on-the-job training at one or more local businesses.</b>	A2.1-A2.4 A9.1-A9.7 A11.1- A11.5	1.0 2.1 2.6 3.4 5.1-5.4 6.1-6.7 7.2-7.7 8.3-8.5 8.7 9.2 9.4 9.6 9.7 10.4 10.6 11.1 11.2 11.5 CR 1-12		*