

YOSEMITE REGIONAL OCCUPATIONAL PROGRAM

**FASHION MERCHANDISING**

CBEDS Code: 4410

JOB TITLES

DOT NO.

**Course description:**

This course is designed as an introduction to the world of fashion. The students will explore the industry of fashion through the understanding of human relations, history of fashion, fashion designers, fashion technology, wardrobe, accessories, personal analysis, color, marketing, management, job seeking skills, fashion industry buying, selling techniques, promotional strategies, textiles, visual merchandising, interior design/decorating, and a fashion industry-related field trip.

*Recommend Prerequisites:* Retail Sales/Merchandising

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

### REQUIRED TEXT(S):

Fashion! Wolfe, Mary G.; Goodheart-Willcox Publishers, 2012 or latest edition;

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

### SUPPLEMENTARY TEXT(S):

Fabric Science, Cohen, Allen & Johnson, Ingrid, Fairchild Books, 2010

Introduction to Fashion Merchandising, Rath, Peterson, Greensley, Gill,  
Delmar Publishers, Inc., 1994

Clothing: Image and Impact, 2<sup>nd</sup> Edition, Johnson, South-Western  
Publishing Company, 1990

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

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

The World of Fashion Merchandising, Wolf, Mary, Goodheart, Willcox  
Publishers, 2003

## SUMMARY OF MAJOR UNITS OF INSTRUCTION

Approximate Length of  
Instruction for Each Unit  
(Weeks)

### Units

Career planning, leadership skills, and general employability skills are included in every Business Education course. The level of competency expected of each student is dependent upon the individual's ability level and prior coursework in Business Education.

1.	Human Relations	1 Week
2.	History of Fashion	3 Weeks
3.	Fashion Designers	4 Weeks
4.	Fashion Technology	3 Weeks
5.	Wardrobing, Accessories, and Personal Analysis	2 Weeks
6.	Color and Its Relationship to Fashion & Design	2 Weeks
7.	Marketing and Management	3 Weeks
8.	Job Seeking Skills	1 Week
9.	Fashion Buying	3 Weeks
10.	Selling Techniques	2 Weeks
11.	Promotional Strategies	3 Weeks
12.	Fabric and Textiles	4 Weeks
13.	Visual Designs	1 Week
14.	Interior Design/Decorating	3 Weeks
15.	Fashion Field Trip	1 Week
16.	Community Classroom/Cooperative Education *	
	Total number of weeks	36 Weeks

\*Students will be required to train in a community classroom during a portion of this course.

Instructional Content Instruction will include:	Student Outcomes At the end of instruction, the student will be able to:	Anchor/ CR	CTE	Hours CL=Classroom CC=Comm. Class	
<b>1. Human Relations</b> 1. Define human relation skills needed to relate in the professional world. 2. Assist student's in recognizing personal strengths and weaknesses. 3. Discuss Maslow's hierarchy	<b>Goal: The student will understand human relation skills.</b> A. Students will describe acceptable human relation skills as related to the professional world. B. In writing, students will evaluate personal strengths and weaknesses. C. Students will demonstrate an understanding of characteristics listed in Maslow's hierarchy <ul style="list-style-type: none"> <li>• physical</li> <li>• safety</li> <li>• social</li> <li>• self-esteem</li> <li>• self fulfillment</li> </ul>	1.0 2.3 3.1 3.2 7.7 8.1 8.3 8.4 9.1 9.2 9.6 10.15 10.16  CR1-7	A2.2	CL  Ongoing	CC  Ongoing
<b>2. History of Fashion</b> 1. Discuss evolution of fashion 2. Discuss fashion as it pertains to history.	<b>Goal: The student will describe the evolution of fashion.</b> A. Through group oral presentation, students will describe the evolution of fashion, and the role of fashion in history.	1.0 4.1-4.5 6.2 6.7 8.5 8.6 9.7 10.7 CR 1 and 9	A5.1 A5.2 A5.3	20-30	2-5
<b>3. Fashion Designers</b> 1. Identify fashion designers and their impact. 2. Monitor student's written and oral reports on the fashion industry.	<b>Goal: The student will understand the impact of designers in the fashion world.</b> A. Explore fashion designers that have or are making an impact on the fashion world. B. Present an oral and a written report on a designer from the fashion industry.	1.0 2.2-2.7 3.2 3.6 4.1 4.3 5.3 6.2 7.1 7.2 7.8 8.6 9.5 10.5 CR 1,3,10, and 11	A1.5 A4.5	25-35	
<b>4. Fashion Technology</b> 1. Discuss fashion trends, fads, styles and brands. 2. Define name brand and private clothing characteristics and advantages. 3. Discuss the difference between the term's "fad" and "fashion".	<b>Goal: The student will understand fashion technology.</b> A. Demonstrate knowledge of fashion trends, fads, styles and brands, when given examples of each. B. After receiving samples of name brand and private label clothing, students will label two advantages and characteristics of each. C. Students will orally identify the term's "fad" and "fashion" and state the difference between them as related to the fashion industry within a season.	1.0 2.1 2.6 4.1 4.3 4.6 5.1 5.4 10.4 CR 1,4, and 9	A4.1 A4.5 A7.2	30-40	10-20

Instructional Content Instruction will include:	Student Outcomes At the end of instruction, the student will be able to:	Anchor/ CR	CTE	Hours CL=Classroom CC=Comm. Class	
<b>5. Wardrobing, Accessories, and Personal Analysis.</b> 1. Discuss wardrobe creation and the wardrobe wheel. 2. Define skin color and types. 3. Demonstrate accessorizing outfits based on classic and fad styles.	<b>Goal: The student will understand wardrobing, accessorizing, and personal analysis.</b> A. Create a wardrobe of at least three different looks using their own wardrobe wheel. B. Students will categorize skin color types into three areas. C. Add accessories to two outfits, one with classic pieces and one with fad pieces.	2.2 3.1 5.1 5.4 7.3 10.1 10.3 10.4 10.10 CR 5, 10 and 12	A2.1	10-20	10-20
<b>6. Color and its relationship to fashion and design.</b> 1. Demonstrate techniques and influences of color. 2. Define factors that define color trends. 3. Demonstrate color intensity, hue tertiary, secondary and primary colors. 4. Develop and monitor a student exam.	<b>Goal: The student will understand color as it relates to fashion and design.</b> A. Identify techniques and influence color has in the fashion world. B. Name factors that influence color trend; i.e.: ethnic, earth tones, water, seasons, etc. C. Classify colors; define intensity, hue, tertiary, secondary and primary colors when given examples of each. These terms will also be defined in exam form and demonstrated in by the use of an art medium.	1.0 2.2 2.5 2.6 3.5 4.1 4.5 5.1 5.4 10.6 10.7 10.8 CR 1,5,10	A4.1 A4.5	CL  10-20	CC  10-20
<b>7. Marketing Management</b> 1. Arrange classroom presentations by fashion industry representatives. 2. Discuss available public documents on market analysis and economic review. 3. Demonstrate effective customer service skills.	<b>Goal: The student will receive exposure to the fashion industry through guest speakers and public documents.</b> A. Gain knowledge through classroom presentations. B. Use market analysis and economic review documents. C. Role-play effective customer service skills.	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, 12	A9.1 A9.7	20-30	10-15
<b>8. 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. Develop employment skills that apply to a career in the fashion industry. B. Complete and interview session in class. C. Meet with prospective fashion industry employers upon completion of this unit.	1.0 2.1 2.3 2.5 2.5-2.7 3.1-3.9 4.1 4.2 5.1-5.4 6.2 8.7 CR 1,2,5,6,7, 9,11	A2.1 A3.2 A3.4 A9.2 A10.2 A10-.4 A2.1 A2.2	10-20	5-10

Instructional Content Instruction will include:	Student Outcomes At the end of instruction, the student will be able to:	Anchor/ CR	CTE	Hours CL=Classroom CC=Comm. Class	
<b>9. Fashion Buying</b> 1. Discuss guidelines for buying for a small apparel and accessory business. 2. Define "open to buy" and profit line calculations. 3. Define characteristics needed to be a successful buyer.	<b>Goal: The student will understand the responsibilities of a buyer.</b> A. Demonstrate the ability to make simple buying plans for a small apparel and accessory business. B. Plan and demonstrate profit line calculations. C. Identify in written form three characteristics a successful buyer must possess.	1.0 2.5-2.7 3.4 4.1 4.2 5.1 5.4 7.2 7.4 7.6 8.2 8.6 9.2 9.5 10.1 10.2 11.4 CR 1,5,10	A3.1 A3.2 A7.1- A7.3	30-40	5-10
<b>10. Selling Techniques</b> A. Discuss techniques to opening a sale. B. Discuss features/benefits of items being sold. C. Exhibit techniques used in closing a sale.	<b>Goal: The student will understand and demonstrate a complete customer service sale.</b> 1. Demonstrate a merchandise approach to opening a sale. 2. Demonstrate features and benefits of the item being sold. 3. Demonstrate closing of a sale.	1.0 2.1 2.3 5.1 5.4 8.2 8.3 8.4 10.2 10.4 11.1 CR 1,2,5,9,4	A9.1- A9.7	20-30	Ongoing
<b>11. Promotional Techniques</b> 1. Discuss bonafid sale. 2. Define components of an advertisement. <ul style="list-style-type: none"> <li>• headline</li> <li>• copy</li> <li>• logo</li> <li>• illustration</li> </ul> 3. Monitor and assist students in completing an advertisement.	<b>Goal: The student will demonstrate the ability to create and advertising layout.</b> A. Demonstrate legal advertised item (bonafid sale). B. Demonstrate headline, copy, logo and illustration. C. Complete an advertisement using all required components.	1.0 2,2 2.3 2.4 2.6 2.7 4.1-4.6 5.4 7.4 8.2 8.3 8.4 8.6 9.5 9.6 9.7 10.3 10.4 CR 1,2,4,5,9, 10,12	A1.5 A10.2 A3.5 A4.5	CL	CC
				20-30	10-20

Instructional Content Instruction will include:	Student Outcomes At the end of instruction, the student will be able to:	Anchor/ CR	CTE	Hours CL=Classroom CC=Comm. Class	
<b>12. Fabric and Textiles</b> 1. Define fibers and their characteristics. 2. Discuss the sources of natural and man-made fibers.	<b>Goal: The student will understand textile fibers.</b> A. List the characteristic differences between natural and man-made fibers. B. Identify the sources of five natural fibers and three man-made fibers.	1.0 2.2 4.1 4.5 6.1 7.8 10.1 10.2 10.3 10.7 CR 1, 9, 10	A4.1 A5.2 A6.1- A6.5 A6.7	30-40	10-15
<b>13. Visual Design</b> 1. Identify fashion designers and their impact. 2. Monitor student's written and oral reports on the fashion industry.	<b>Goal: The student will demonstrate the ability to display merchandise.</b> A. Demonstrate ability to display merchandise in proportion to color and space. <ul style="list-style-type: none"> <li>• Window display at a fashion store.</li> <li>• Shadow box visual display</li> <li>• In-classroom visual display</li> </ul>	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 1,2,4, 5,9, 10,12	A4.1 A7.1 A10.1 A10.2 A10.3A 10.4	10-15	10-20
<b>14. Interior Design/Decorating</b> 1. Discuss interior design guidelines in the areas of: <ul style="list-style-type: none"> <li>• Drafting</li> <li>• Color</li> <li>• Space</li> <li>• Furniture placement</li> </ul>	<b>Goal: The student will demonstrate an interior design and decorating.</b> A. Create a display for a one bedroom apartment that incorporates: <ul style="list-style-type: none"> <li>• Simple drafting</li> <li>• Color</li> <li>• Space Layouts</li> <li>• Furniture placement</li> </ul>	1.0 2.2 2.5 3.4 3.5 4.1 4.3 4.5 5.4 7.5 7.8 9.7 10.1-10.8 10.11 10.12 10.13 10.16 CR 1,5,10	B6.1 B6.2 B9.1 B9.2 B9.3 B10.1B 10.4	20-30	10-15

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<b>15. Fashion Field Trip</b> 1. Organize and facilitate a field trip. 2. Assist students with preparing questions for fashion merchants. 3. Develop criteria for student's to use when creating a report on the impact of the fashion industry on daily life.	<b>Goal: The student will receive exposure to the fashion industry through a field trip.</b> A. Prepare appropriate questions for fashion merchants. B. Tour fashion industries and businesses. C. Prepare a written report on the impact of the fashion industry and how it influences daily life.	1.0 2.6 3.4 6.2 10.1 10.4 10.14 11.1 CR 1,2,7,9,11	A1.1 A1.2 A9.2 A9.4	8-10	
<b>16. 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 be required to participate in on-the-job training at one or more local businesses.</b>	1.0 2.1 2.6 3.4 5.1-5.4 6.1-6.7 7.2-7.7 8.3 8.4 8.5 8.7 9.2 9.4 9.6 9.7 10.4 10.6 11.1 11.2 11.5 CR 1,2,3,4,5,6,7,8,9,10,11 and 12	A2.1 A2.2 A11.1- A11.5		Ongoing