ADVANCED FASHION MERCHANDISING

CBEDS Code: 4410

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
DURATION: 360 hours
CREDIT: 10 Units/Semester
RECOMMENDED GRADE LEVEL: 11th, 12th graders and Adults
REQUIRED FOR GRADUATION: No
MEETS UNIVERSITY OF CALIFORNIA ENTRANCE REQUIREMENTS: No
MEETS CALIFORNIA STATE UNIVERSITY REQUIREMENTS: No
ARTICULATED WITH POSTSECONDARD INSTITUTIONS:
INSTRUCTIONAL MATERIALS

Basic Text:

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

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

Supplementary Text(s):

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


Fabric Science, Pizzuto, Joseph, Fairchild, 2009

Marketing Essentials, Farese, Kimbrell, Woloskzyk/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:

<table>
<thead>
<tr>
<th></th>
<th>Business Communications/Relations</th>
<th>Goal: The student will understand business communications/relations</th>
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<tbody>
<tr>
<td>1.</td>
<td>Define primary elements of communication.</td>
<td>A. Describe six primary elements of communication.</td>
<td>A2.2</td>
<td>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</td>
<td>CL</td>
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<td></td>
<td>Demonstrate listening skills and their impact on communication.</td>
<td>B. Demonstrate how to use listening skills to improve their understanding.</td>
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<td>CR 1.2,3,7, 8.9 and 12</td>
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<td>Define personal traits and skills that are important in relationships.</td>
<td>C. Describe the personal traits and skills that are important in all relationships.</td>
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|   | Job Seeking Skills | Goal: The student will demonstrate knowledge in job search and acquisition skills. | 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 |
|   | Define viable employment skills needed in the fashion industry. | A. Refine employment skills that apply to a career in the fashion industry. |   | | | |
|   | Develop and monitor a mock interview session. | B. Complete an interview session in class. |   | | | |
|   | Support student contact with industry employers. | C. Meet and interview with prospective fashion industry employers |   | | | |

|   | Customer Service | Goal: The student will understand customer service. | 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 | * |
|   | Demonstrate customer communication using product knowledge. | A. Learn to communicate with customers using product knowledge. |   | | | |
|   | Demonstrate good communication skills when handling customer questions and objections. | B. Learn to handle customer questions and objections through oral communication. |   | | | |

|   | Professional Selling | Goal: The student will understand and demonstrate sales skills. | A9.1-A9.7 | 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 | * |
|   | Define traits and skills important to sales. | A. Develop and learn the traits and skills of a successful salesperson. |   | | | |
|   | Demonstrate procedures to open and close a sale. | B. Demonstrate the steps of the sales process from approach to closing the sale. |   | | | |
|   | Identify techniques that build customer loyalty | 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. |   | | | |
### Instructional Content

**Instruction will include:**

<table>
<thead>
<tr>
<th>5. Fashion Designing</th>
<th>Student Outcomes</th>
<th>Hours</th>
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</table>
| Discuss the process of design from the table to the retail store. | **Goal:** The student will understand the process of Fashion Design.  
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. | CTE  
A1.1  
A1.3  
A1.5  
A1.6  
A4.1- A4.5  
A7.1  
A7.2  
A7.3  
A8.1  
A8.6  
A8.5  
Anchor/CR  
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10.1-10.4  
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10.10  
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11.5  
CR  
1.4,5, and 10 | CC | CL |
| Demonstrate (CAD) programs currently used in fashion design. |  | 30-40 | 10-20 |

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<tr>
<th>6. Visual Merchandising/Display</th>
<th>Student Outcomes</th>
<th>Hours</th>
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</table>
| Define the purpose of visual merchandising. | **Goal:** The student will understand visual merchandising/display.  
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  
Anchor/CR  
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2.2  
2.6  
4.1  
4.5  
5.1  
5.4  
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10.1  
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10.4  
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CR  
2,5,8,9,10, 11 | CC | CL |
| Demonstrate techniques used in visual merchandising for a department store. |  | 30-40 |  |
| Identify the types of displays, fixtures and settings used in visual merchandising. |  |  | |

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<tr>
<th>7. Interior Design</th>
<th>Student Outcomes</th>
<th>Hours</th>
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| Identify styles of decoration and furniture from Italian Renaissance to Contemporary. | **Goal:** The student will understand Interior Design.  
A. Study period decoration and furniture and recognize styles from the Italian Renaissance to Contemporary.  
B. Students will demonstrate knowledge of basic interior design, including materials, color and lighting. | B6.1  
B6.2  
B9.1  
B9.2  
B9.3  
B10.1  
B10.4  
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7.8  
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10.1-10.8  
10.11- 10.13  
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CR  
1.5, and 10 | B6.1  
B6.2  
B9.1  
B9.2  
B9.3  
B10.1  
B10.4  
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9.7  
10.1-10.8  
10.11- 10.13  
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1.5, and 10 | 20-30 | 20-30 |
### Instructional Content

Instruction will include:

### Student Outcomes

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

### Hours

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#### 8. Marketing Fashion
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.

**Goal:** The student will understand Marketing Fashion

A. Identify the goals of a marketing concept.
B. Distinguish between a sales and market-oriented business.
C. Demonstrate knowledge of the four “Ps” of the marketing mix in a written exercise.

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#### 9. Management Skills
1. Describe management levels within the fashion industry.
2. Discuss the functions of management.
3. Identify effective management methods.
4. Describe management through a rewards system.

**Goal:** The student will understand management styles and functions

A. Identify three levels of management and how they relate to the fashion industry.
B. Explore the three main functions of management through oral exercises.
C. Students will demonstrate eight methods of becoming an effective manager.
D. Students will describe seven ways to manage through a rewards system.

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#### 10. Marketing Math
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.

**Goal:** The student will understand principles of Marketing Math

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.

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#### 11. Distribution
1. Discuss physical distribution in the fashion industry.
2. Identify transportation systems and services.

**Goal:** The student will understand distribution.

1. Exhibit knowledge of physical distribution in the fashion industry.
2. Identify transportation systems and give examples of transportation services.

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12. **Careers**
   1. Define careers within the fashion industry.
   2. Discuss career direction and timing.
   3. Assist students with job search and development of career leads.

   **Goal:** The student will explore careers within the fashion industry
   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.

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<td>A3.4</td>
<td>3.1-3.9, 5.1, 7.1-7.8, 8.3, 10.2, 10.4, 11.1-11.5, 1.2, 3, 4, 6, 7, 8, and 11</td>
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13. **Fashion Field Trip**
   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.

   **Goal:** The student will participate in fashion industry field trips.
   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.

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14. **Community Classroom/Cooperative Education**
   1. Recruit business/industry to host student’s for on-the-job training.
   2. Monitor student’s following state mandated guidelines

   **Goal:** The student will develop workplace skills by participating in on-the-job training at one or more local businesses.

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