



Regional Occupational Program

Fashion Design and Merchandising 1

A-G 2026-2027

COURSE DESCRIPTION

This course explores the many facets and career opportunities within the fashion industry. Throughout this course, students will learn how historical and current events impact the evolution and movement of fashion. Students will use hands-on activities to spot trends, forecast colors, and use the elements and principles of design. Students will practice fashion illustration techniques, become familiar with various garment terminology, and explore textile and garment production. Additional topics covered include retail fundamentals, sales techniques, marketing, and merchandising.

Course Information

Course Length: 1 Year
 Prerequisite: None
 Course Level: Concentrator
 UC: Yes G - Elective
 Articulated: No
 Industry Cert.: No
 Industry Sector: Fashion and Interior Design
 Pathway: Fashion Design and Merchandising
 CALPADS: 7810

O*Net SOC Codes

27-1022 Fashion Designers
 11-2011 Advertising and Promotions Managers
 27-1025 Interior Designers
 27-1026 Merchandise Displayers and Window Trimmers

Legend

CTE - PS CTE Pathway Standards
 CRP Career Ready Practices
 CTE - AS CTE Anchor Standards
 CCSS Common Core State Standards
 ISTE International Society for Technology in Education

Fashion Design and Merchandising 1

Course Orientation

- a. Discuss objectives for this course, including competencies, teacher expectations, classroom policies, and procedures.
- b. Identify and discuss the acquisition of transferable skills (communication, collaboration, creativity, and critical thinking) and their importance to being college and career ready and for future personal and professional success.
- c. Review objectives, competencies, and course syllabus.
- d. Discuss student and teacher expectations, including behavior, class rules, appropriate dress, pre-course knowledge, and grading policies, including enrollment and attendance requirements and procedures, and classroom/school safety and disaster procedures.
- e. Discuss next steps in course sequence related to the career pathway, the need for reinforcement of basic skills, transferrable skills, and postsecondary and career options.
- f. Discuss the Big Six: Career Ready Essentials and the Standards for Career Ready Practice as they relate to this course, all aspects of the industry sector, and being college and career ready.

Big Six: Career Ready Essentials

| 1. Effective Communication | CTE - PS | CRP | CTE - AS | CCSS | ISTE |
|---|----------|-----------------------------------|--|---|---|
| <ol style="list-style-type: none"> a. Demonstrate effective verbal communication and conflict resolution skills. Use the writing process to develop written communication with the appropriate tone, organization, and format for the identified audience. b. Use the writing process to develop written communication with the appropriate tone, organization, and format for the identified audience. c. Explain the effect of interpersonal skills on one's ability to communicate effectively and develop relationships. d. Describe the impact of ineffective communication on business relationships. e. Analyze the impact of vocabulary, body language, and tone on verbal communication. f. Demonstrate active listening skills. g. Accurately interpret industry-specific written communication. h. Model responsible and effective use of various communication technologies. i. Identify valid and reliable digital reference and resource materials. j. Gather information from multiple digital sources to compare and contrast, synthesize, and summarize. k. Identify and use appropriate communication and collaboration technologies. l. Utilize technology to problem solve, accomplish tasks, and to produce or publish products. | | <u>1</u> <u>2</u> <u>11</u> | <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> <u>11</u> | <u>LS</u> <u>9-10</u> <u>11-12.6</u> <u>SLS</u> <u>11-12.2</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u> <u>WS</u> <u>11-12.7</u> <u>11-12.6</u> | <u>1b,c</u> <u>2c</u> <u>3b,c</u> <u>5c</u> <u>6b,c,d</u> |
| 2. Collaboration, Creativity, and Critical Thinking | CTE - PS | CRP | CTE - AS | CCSS | ISTE |
| <ol style="list-style-type: none"> a. Demonstrate critical thinking skills for a variety of purposes and in different settings. Collaborate to reach consensus on an identical objective through the sharing of knowledge, tasks, and learning. | | <u>2</u> <u>4</u> <u>5</u> | <u>2</u> <u>3</u> <u>4</u> | <u>LS</u> <u>9-10</u> <u>11-12.6</u> | <u>1c</u> <u>3c,d</u> <u>4a-d</u> |

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|---|-----------------|--|--|--|--|
| <p>b. Collaborate to reach consensus on an identical objective through the sharing of knowledge, tasks, and learning.</p> <p>c. Discuss the importance of the critical thinking process to real-world applications.</p> <p>d. Evaluate the impact of creative thinking on problem solving and innovation in real-world applications.</p> <p>e. Compile work that demonstrates the process used to (elaborate, refine, analyze) evaluate original ideas and maximize creative efforts.</p> <p>f. Apply divergent and convergent thinking to the development of an original idea or solution.</p> <p>g. Examine real-world limits to adopting ideas.</p> <p>h. Demonstrate creative thinking (preparation, insight, evaluation, elaboration, and communication) to create a new idea or concept.</p> <p>i. Assume shared responsibility for collaborative work, and value the individual contributions made by each team member.</p> <p>j. Evaluate evidence, arguments, claims, and beliefs to identify connections.</p> <p>k. Identify bias, prejudice, propaganda, self-deception, distortion, and misinformation.</p> <p>l. Produce intellectual, informational, or material products that serve an authentic purpose.</p> <p>m. Work effectively and respectfully with those from diverse backgrounds or cultures.</p> <p>n. Demonstrate respect, trust, commitment, and the ability to compromise in collaborative projects.</p> | | <p><u>7</u> <u>9</u> <u>10</u> <u>11</u></p> | <p><u>5</u> <u>7</u> <u>8</u> <u>9</u> <u>11</u></p> | <p><u>SLS</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u> <u>11-12.2</u></p> <p><u>WS</u> <u>11-12.7</u> <u>11-12.6</u></p> | <p><u>5c,d</u> <u>6c</u> <u>7b,c,d</u></p> |
| <p>3. Leaders and Teams: Roles and Responsibilities</p> | <p>CTE - PS</p> | <p>CRP</p> | <p>CTE - AS</p> | <p>CCSS</p> | <p>ISTE</p> |
| <p>a. Determine the individual and team members' roles and responsibilities.</p> <p>b. Demonstrate leadership skills and qualities (i.e., reliability, negotiation skills, initiative, positive reinforcement, recognition of others' efforts, problem-solving skills, conflict resolution, and delegation).</p> <p>c. Explain the importance of technical, social, and communication skills to team success.</p> <p>d. Compare and contrast leadership styles and their effectiveness in various situations.</p> <p>e. Organize and delegate responsibilities in a team setting to encourage ideas, perspectives, and contributions from all team members.</p> <p>f. Develop a strong sense of team identity by brainstorming solutions, volunteering, assisting others, practicing respect and courtesy, and taking initiative.</p> <p>g. Examine situations in which a follower becomes the leader.</p> <p>h. Describe twenty-first-century skills required across all occupations.</p> <p>i. Identify and discuss the characteristics of a successful team (i.e., leadership, cooperation, and effective decision-making).</p> <p>j. Leverage social and cultural differences to increase innovation and quality of work.</p> | | <p><u>7</u> <u>8</u> <u>9</u></p> | <p><u>3</u> <u>7</u> <u>8</u> <u>9</u> <u>11</u></p> | <p><u>SLS</u> <u>11-12.2</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u></p> <p><u>WS</u> <u>11-12.6</u></p> | <p><u>7a,c</u></p> |

| 4. Legal, Ethical, and Environmental Considerations | CTE - PS | CRP | CTE - AS | CCSS | ISTE |
|--|----------|---|--|---|---|
| <ul style="list-style-type: none"> a. Demonstrate industry specific ethical and legal practices. b. Identify eco-friendly industry specific practices and resources. c. Identify local, state, and federal regulatory agencies, entities, laws, and regulations. d. Identify discrimination based on race, nationality, religion, gender, age, disability, or sexual orientation. e. Summarize the ethical and legal implications of workplace discrimination and harassment. f. Explain the concept of corporate citizenship. g. Examine an employer's role in protecting the health and welfare of employees, the community, and the environment. h. Analyze current environmental laws and regulations and their impact on industry. i. Compare and contrast both society's and industry's impact on the environment. | | <u>5</u> <u>7</u> <u>8</u> <u>12</u> | <u>3</u> <u>5</u> <u>7</u> <u>8</u> <u>9</u> <u>11</u> | <u>WS</u> <u>11-12.6</u> <u>11-12.7</u> <u>SLS</u> <u>9-10</u> <u>11-12.1</u> <u>11-</u> <u>12.1d</u> <u>11-12.2</u> | <u>2a,b</u> <u>3a,b</u> <u>5c</u> <u>6c</u> |
| 5. Personal Growth and Career Planning | CTE - PS | CRP | CTE - AS | CCSS | ISTE |
| <ul style="list-style-type: none"> a. Demonstrate continued personal development and growth. b. Develop and manage a personal growth and career plan. c. Explain the relationship between sound financial habits and financial security. d. Create and manage a personal financial plan. e. Demonstrate initiative in achieving personal and professional goals. f. Apply time management strategies to meet deadlines. g. Demonstrate a growth mindset through flexibility and a positive attitude. h. Select and demonstrate appropriate job-search and retention techniques. i. Demonstrate strategies to prepare for employment. j. Demonstrate interpersonal skills appropriate for the workplace. k. Elaborate on the importance of perseverance to personal and professional success. l. Discover personal career interests, aptitudes, and skills. | | <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>6</u> | <u>2</u> <u>3</u> <u>4</u> <u>7</u> <u>8</u> <u>11</u> | <u>LS</u> <u>9-10</u> <u>11-12.6</u> <u>SLS</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u> <u>11-12.2</u> <u>WS</u> <u>11-12.6</u> | <u>1a</u> <u>3a,c</u> <u>4d</u> <u>6a,d</u> <u>7b</u> |
| 6. Workplace Safety and Personal Wellness | CTE - PS | CRP | CTE - AS | CCSS | ISTE |
| <ul style="list-style-type: none"> a. Demonstrate proper industry specific safe work practices to prevent injury or illness. b. Assess the potential impact of goal setting on personal and professional success. c. Describe the role of security and emergency procedures in workplace safety. d. Describe the effect of preventative measures on emergencies in the workplace. e. Identify and describe the causes, prevention, and treatment of common accidents. f. Identify local, state, and federal agencies that regulate workplace safety. g. Explain the role of the California Occupational Safety and Health Administration (Cal-OSHA) and the Environmental Protection Agency (EPA). h. Discuss the basics of system operations. i. Demonstrate the proper use of personal protective equipment (PPE). j. Explain the purpose of and accurately interpret a Safety Data Sheet (SDS). | | <u>2</u> <u>5</u> <u>6</u> <u>8</u> <u>12</u> | <u>2</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>10</u> <u>11</u> | <u>LS</u> <u>9-10</u> <u>11-12.6</u> <u>WS</u> <u>11-12.7</u> <u>11-12.6</u> <u>SLS</u> <u>9-10</u> <u>11-12.1</u> | <u>1a,d</u> <u>2a,d</u> <u>5b</u> |

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| <ul style="list-style-type: none"> k. Identify hazardous materials and chemicals. l. Demonstrate proper procedures to respond to work-related accidents and injuries. m. Describe how ergonomics, housekeeping, and maintenance are related to accidents and injuries. n. Demonstrate cyber ethics, cyber safety, and cybersecurity. o. Assess the potential impact of preventative physical and mental health measures on workplace safety. | | | | 11-12.1d | |
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Fashion Design and Merchandising 1 Units of Instruction

| 7. History of Fashion | CTE - PS | CRP | CTE - AS | CCSS | ISTE |
|---|--|--|---|--|------|
| <ul style="list-style-type: none"> a. Identify fashion trends from various periods throughout history. b. Discuss how politics, world events, economy, and cultures affect fashion trends. c. Explain how mass production, labor unions, and technology affect the fashion industry. d. Identify and discuss the contributions of various fashion designers throughout history. e. Summarize the importance of trends and color forecasting in the fashion industry. f. Investigate how history can be used in trend and color forecasting. | A5.0 A5.2 A5.3 | <u>1</u> <u>2</u> <u>5</u> <u>11</u> | <u>1</u> <u>2</u> <u>5</u> <u>11</u> | LS 9-10 11-12.6 WS 11-12.7 | |
| 8. The Movement of fashion | CTE - PS | CRP | CTE - AS | CCSS | ISTE |
| <ul style="list-style-type: none"> a. Identify and describe each stage of the fashion cycle. b. Describe the differences between fad, fashion, and classic. c. Illustrate the fashion cycle for fad, fashion, and classic. d. List and define the resources available and the steps used to identify trends and forecast colors. e. Identify current fashion trends and relate them to current events. f. Practice predicting fashions for a future season. | A4.2 A5.4 A7.0 A7.1 A7.2 A7.3 | <u>1</u> <u>2</u> <u>5</u> <u>11</u> | <u>1</u> <u>2</u> <u>5</u> <u>11</u> | LS 9-10 11-12.6 WS 11-12.7 | |
| 9. Elements and Principles of Design | CTE - PS | CRP | CTE - AS | CCSS | ISTE |
| <ul style="list-style-type: none"> a. Apply the elements and principles of design in various aspects of the fashion industry. b. Analyze the use of the elements and principles of design in various garments, textiles, and merchandise displays. c. Identify and list the elements of design (line, color, texture, silhouette). d. Identify and describe the principles of design (balance, unity, rhythm, proportion, emphasis, and movement). e. Discuss how the elements and principles of design work together. f. Define color theory. g. Use elements and principles of design in designing, sketching, marketing, and merchandising. | A4.0 A4.1 A6.3 | <u>1</u> <u>2</u> <u>5</u> <u>10</u> <u>11</u> | <u>1</u> <u>2</u> <u>5</u> <u>11</u> | LS 9-10 11-12.6 WS 11-12.7 | |

| 10. Fashion Drawing and Illustration | CTE - PS | CRP | CTE - AS | CCSS | ISTE |
|---|--|--|---|---|-------------|
| <ul style="list-style-type: none"> a. Sketch nine head proportionate figures in various poses. b. Create a croquis pattern to assist with sketching. c. Research common fashion illustration practices. d. Develop personal technique of illustration. e. Create an illustrated look book that demonstrates a variety of sketching techniques. | A8.6 | <u>1</u> <u>2</u> <u>5</u> <u>10</u> <u>11</u> | <u>1</u> <u>2</u> <u>5</u> <u>11</u> | LS 9-10 11-12.6 WS 11-12.7 | |
| 11. Textile and Garment Production | CTE - PS | CRP | CTE - AS | CCSS | ISTE |
| <ul style="list-style-type: none"> a. List and describe the characteristics and maintenance of various fibers, fabrics, and finishes. b. Describe the basic process of manufacturing garments. c. Identify equipment, tools, supplies, and software used to construct or manufacture textiles and garments. d. Identify the basic parts of a variety of garments. e. Interpret a garment pattern. f. Identify a variety of sleeve styles. g. Identify a variety of collar styles. h. Identify a variety of closure types. i. Identify a variety of dress styles. j. Identify a variety of necklines. k. Experiment with draping using a variety of fabrics. | A6.1 A8.0 A8.1 A8.2 A8.8 A8.9 | <u>1</u> <u>2</u> <u>4</u> <u>5</u> <u>10</u> <u>11</u> | <u>1</u> <u>2</u> <u>4</u> <u>5</u> <u>11</u> | LS 9-10 11-12.6 WS 11-12.6 11-12.7 | |
| 12. Retail Fundamentals | CTE - PS | CRP | CTE - AS | CCSS | ISTE |
| <ul style="list-style-type: none"> a. Demonstrate incoming inventory and control methods for new merchandise acquisition. b. Analyze customer buying motives. c. Demonstrate the seven steps of selling. d. Describe the factors that contribute to quality customer relations, service, and sales. e. Review and discuss the need for accurate retail accounting procedures. f. Explain payroll and worker compensation methods for the retail fashion industry. g. Calculate mark ups and markdowns percentages to fashion merchandise. h. Compare and contrast ethical versus unethical selling practices. i. Explain the need for loss prevention programs. j. Describe basic procedures for sales, exchanges, and returns. | A2.3 A3.2 A8.5 A9.1 A9.2 A9.3 A9.4 A11.1 A11.5 | <u>1</u> <u>2</u> <u>5</u> <u>8</u> <u>11</u> <u>12</u> | <u>1</u> <u>2</u> <u>5</u> <u>8</u> <u>11</u> | LS 9-10 11-12.6 SLS 11-12.1d WS 11-12.7 | |
| 13. Marketing and Merchandising | CTE - PS | CRP | CTE - AS | CCSS | ISTE |
| <ul style="list-style-type: none"> a. Define target market and market segmentation. b. Explain how market segmentation (demographics, psychographics, and geographics) are used to identify a target market. | A1.1 A9.4 A10.1 | <u>1</u> <u>2</u> <u>5</u> | <u>1</u> <u>2</u> <u>5</u> | LS 9-10 11-12.6 | |

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| <ul style="list-style-type: none"> c. Discuss how visual merchandising is an integral part of the promotional mix. d. Describe the three market segments of the fashion industry (primary, secondary, tertiary). e. List and describe the 4 Ps of a marketing mix. f. List and describe 5 elements of a promotional mix (advertising, sales promotion, personal selling, public relations, publicity). g. Research how social media is used by fashion designers, manufacturers, and retailers. h. Explain the characteristics of effective retail displays. i. Create a merchandise display incorporating the elements and principles of design. | A10.3 A10.4 | <u>10</u> <u>11</u> | <u>11</u> | <u>WS</u> <u>11-12.7</u> | |
| 14. Fashion Show | CTE - PS | CRP | CTE - AS | CCSS | ISTE |
| <ul style="list-style-type: none"> a. Discuss how fashion shows are used as a promotional tool. b. Identify the roles and responsibilities of a fashion show production team. c. Research the history of fashion shows. d. Develop an idea for a fashion show. e. Select a theme for a fashion show. f. Create a presentation board that illustrates the theme and sample garments. g. Observe and evaluate a fashion show. | A4.4 A9.4 | <u>1</u> <u>2</u> <u>5</u> <u>10</u> <u>11</u> | <u>1</u> <u>2</u> <u>5</u> <u>11</u> | <u>LS</u> <u>9-10</u> <u>11-12.6</u> <u>WS</u> <u>11-12.7</u> | |

A-G Approved Key Assignments

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| 1. | Write a three-page research paper to analyze how historical events related to politics, society, economics, and culture impacted specific fashion trends of that era. Students will present a synopsis of their research that includes a digital presentation. <i>Unit(s) 7</i> |
| 2. | Create a digital presentation that illustrates a garment's movement through the fashion cycle. The presentation will include a description of what took place during each phase of the fashion cycle, how the garment evolved (pictures and descriptions of changes), state whether the garment is a fad, fashion, or classic, and explain how they arrived at that determination. <i>Unit(s) 8</i> |
| 3. | Collect pictures of window displays, advertisements, and or garments that demonstrate effective use of the elements and principles of design. For each picture the students will summarize how the elements were used to create the principles (balance, unity, rhythm, proportion, emphasis, and movement). <i>Unit(s) 9</i> |
| 4. | Develop an illustrated presentation board that includes nine head proportionate figures in various poses, croquis patterns, and details that adds personal style to their illustrations. For each pose one original outfit that demonstrates effective use of the elements and principles of design. <i>Unit(s) 9, 10</i> |
| 5. | Write a three-to-four-page research paper on the garment or textile manufacturing process. The paper will explain how the steps to the manufacturing process, equipment, tools, software, and supplies have evolved over the last century. <i>Unit(s) 11</i> |
| 6. | Critique a variety of customer service scenarios (skits, videos, written). Students will identify each of the seven steps of selling, describe what the salesperson did to demonstrate each of the seven steps and describe how well each step was executed. In addition, students will identify how customer complaints are handled by the salesperson and discuss how the experience can impact the future of the business and how it could have been handled differently. <i>Unit(s) 12</i> |
| 7. | Prepare a four-page research paper on a loss prevention in retail. The paper will explore types of loss, the importance of loss prevention programs, and the cost of loss to businesses and consumers. <i>Unit(s) 12</i> |
| 8. | Research a fashion brand of choice and create a digital presentation that includes a description of their target market, a description of the brands marketing strategies, specific examples of promotional events and materials used. <i>Unit(s) 13</i> |
| 9. | Create a brand name and an outline of a marketing plan for the designs included in their presentation board (key assignment 4). <i>Unit(s) 13</i> |
| 10. | Research how social media has changed the way one of the following does business (garment manufacturer, fashion designer, or retailer). One group for each of the three businesses will be created. In these groups students will discuss their findings and develop a list of pros and cons and best practices for using social media to promote a business. Each group will present their findings to the class. <i>Unit(s) 13</i> |
| 11. | Design and execute a window or tabletop display effectively using the elements and principles of design. Students will critique displays using rubric. <i>Unit(s) 9, 13</i> |
| 12. | Prepare a three-page research paper on the history of fashion shows. <i>Unit(s) 14</i> |
| 13. | Observe and critique a school produced Fashion Show and a recorded fashion show using a rubric. <i>Unit(s) 14</i> |

Standards Alignment

The curricula have been aligned with the CTE Model Curriculum Standards released in 2013. Each industry sector was updated to meet the increased rigor and relevancy requirements of the Common Core State Standards. The curriculum also includes the new Standards for Career Ready Practices.

Standards for Career Ready Practice

1. *Apply appropriate technical skills and academic knowledge.*
2. *Communicate clearly, effectively, and with reason.*
3. *Develop an education and career plan aligned with personal goals.*
4. *Apply technology to enhance productivity.*
5. *Utilize critical thinking to make sense of problems and persevere in solving them.*
6. *Practice personal health and understand financial literacy.*
7. *Act as a responsible citizen in the workplace and the community.*
8. *Model integrity, ethical leadership, and effective management.*
9. *Work productively in teams while integrating cultural and global competence.*
10. *Demonstrate creativity and innovation.*
11. *Employ valid and reliable research strategies.*
12. *Understand the environmental, social, and economic impacts of decisions.*

CTE Anchor Standards—Common Core English Language Arts Alignment

Anchor Standard 1: Academics

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the industry sector alignment matrix for identification of standards. Note: alignment listed within each sector.

Anchor Standard 2: Communications

Language Standard: Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the (career and college) readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. LS 9-10, 11-12.6

Anchor Standard 3: Career Planning and Management

Speaking and Listening Standard: 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. SLS 11-12.2

Anchor Standard 4: Technology

Writing Standard: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.

Anchor Standard 5: Problem Solving and Critical Thinking

Writing Standard: 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, and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. WS 11-12.7

Anchor Standard 6: Health and Safety

Reading Standards for Science and Technical Subjects: Determine the meaning of symbols, keywords, and other domain-specific words and phrases as they are used in a specific scientific or technical context. RSTS 9-10, 11-12.4

Anchor Standard 7: Responsibility and Flexibility

Speaking and Listening Standard: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively. SLS 9-10, 11-12.1

Anchor Standard 8: Ethics and Legal Responsibilities

Speaking and Listening Standard: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the work. SLS 11-12.1d

Anchor Standard 9: Leadership and Teamwork

Speaking and Listening Standard: Work with peers to promote civil, democratic discussions and decision making; set clear goals and deadlines; and establish individual roles as needed. SLS 11-12.1b

Anchor Standard 10: Technical Knowledge and Skills

Writing Standard: 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. WS 11-12.6

Anchor Standard 11: Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the industry-sector anchor standards, pathway standards, and performance indicators in the classroom, laboratory, and workplace settings, and the career technical student organization. Note: no alignment evident for this standard. WS 11-12.6

CTE Model Curriculum Standards—Industry Sectors and Pathways

Fashion and Interior Design

A. Fashion Design and Merchandising Pathway

- A1.1 *Understand the different segments of the fashion industry from textile design to retail sales.*
- A2.3 *Analyze basic operational procedures for all aspects of the industry (e.g., quality control, inventory control, distribution, quick response marketing, production, and accounting).*
- A3.2 *Practice using common organizational procedures and tools, such as business plans, spreadsheets, recordkeeping, and communication with consumers.*
- A4.0 *Apply the elements and principles of design in various aspects of the fashion industry.*
- A4.1 *Apply the elements and principles of design to various tasks within the fashion industry (e.g., textiles design, fashion design, graphic design, visual merchandising).*
- A4.2 *Explain the fundamentals of trend forecasting.*
- A4.4 *Master skills to create presentation boards.*
- A5.0 *Understand how the history of social, cultural, political, economic, and technological changes influence fashion.*
- A5.2 *Compare how textiles and design have evolved throughout history.*
- A5.3 *Define the ways in which economies, mass production, labor unions, globalization, and technology affect the fashion industry.*
- A5.4 *Create a product describing fashion cycles and the adaptation of historical fashions to current trends.*
- A6.1 *Identify general characteristics and maintenance of various fibers, fabrics, and finishes.*
- A6.3 *Analyze principals of standard print design (e.g., abstract and geometric) and color designs (e.g., tone-on-tone, positive/negative, and monotone).*
- A7.0 *Understand how trends, color, and societal forecasting are used in the fashion industry.*
- A7.1 *Identify the resources available to the fashion industry that provide information on fashion trends, color, and societal trend forecasting.*
- A7.2 *Research trends that influence fashion and interior design.*
- A7.3 *Apply trend forecasting as it relates to fashion design, textile design, product development, and merchandising.*
- A8.0 *Understand the principles and techniques used in fashion design and product development and manufacturing.*
- A8.1 *Know the basic process of manufacturing garments.*
- A8.2 *Identify equipment, tools, supplies, and software to construct or manufacture garments.*
- A8.5 *Formulate cost sheets for garments, including manufacturer’s costs, markup, and profit margin.*
- A8.6 *Sketch a fashion design on the nine-head figure.*
- A8.8 *Recognize pattern specifications for global production.*
- A8.9 *Experiment with draping using various fabrics.*
- A9.1 *Define basic procedures for sales, exchanges, and returns.*
- A9.2 *Identify the factors that contribute to quality customer relations, service, and sales.*
- A9.3 *Analyze customer buying motives.*
- A9.4 *Apply effective sales, marketing techniques, and presentation skills.*
- A10.1 *Explain the characteristics of effective interior and exterior retail displays.*

- A10.3 *Construct store displays by using various fixtures (e.g., mannequins, shadow boxes, wall and tabletop displays, and props) to convey specific messages (e.g., a store's image, a specific manufacturer's label, a color or fabric story, or a specific event).*
- A10.4 *Demonstrate understanding of methods of visual merchandising and styling as it relates to selling on all types of media by creating a marketing plan.*
- A11.1 *Describe the procedures involved in receiving, inspecting, and marking merchandise and distributing it to the selling floor.*
- A11.5 *Analyze how loss prevention affects all profits.*

ISTE Standards for Students

1. Empowered Learner- *Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.*

a) Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.

b) Students build networks and customize their learning environments in ways that support the learning process.

c) Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways

d) Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

2. Digital Citizen- *Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.*

a) Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.

b) Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.

c) Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

d) Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

3. Knowledge Constructor- *Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.*

a) Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

b) Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.

c) Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

d) Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.

4. Innovative Designer- *Students use a variety of technologies within a design process to identify and solve problems creating new, useful, or imaginative solutions.*

a) Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts, or solving authentic problems.

b) Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.

c) Students develop, test, and refine prototypes as part of a cyclical design process.

d) Students exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems.

5. Computational Thinker- *Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.*

a) Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models, and algorithmic thinking in exploring and finding solutions.

b) Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.

c) Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.

d) Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.

6. Creative Communicator- *Students communicate clearly and express themselves creatively for a variety of purposes using platforms, tools, styles, formats, and digital media appropriate for their goals.*

a) Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

b) Students create original works or responsibly repurpose or remix digital resources into new creations.

c) Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.

d) Students publish or present content that customizes the message and medium for their intended audiences.

7. Global Collaborator- *Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.*

a) Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

b) Students use collaborative technologies to work with others, including peers, experts, or community members, to examine issues and problems from multiple viewpoints.

c) Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

d) Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.