



Regional Occupational Program

Fashion Design and Merchandising 2

A-G 2026-2027

COURSE DESCRIPTION

To provide students a better understanding of the vast career opportunities within the fashion design and merchandising career sectors. Students will explore several fashion industry segments such as foreign fashion, textile design and production, accessory and cosmetic markets, apparel manufacturing, retailing, trend identification, and color forecasting by participating in various hands-on activities and research assignments. The depth and breadth of the course content will assist students in making informed fashion design and merchandising career and college decisions.

Course Information

Course Length: 1 Year
 Prerequisite: Fashion Design 1
 Course Level: Capstone
 UC: Yes G - Elective
 Articulated: No
 Industry Cert.: No
 Industry Sector: Fashion and Interior Design
 Pathway: Fashion Design and Merchandising
 CALPADS: 7811

O*Net SOC Codes

27-1022 Fashion Designers
 11-2011 Advertising and Promotion 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 2

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>

<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>

<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 2 Units of Instruction

7. The Business of Fashion	CTE-PS	CRP	CTE- AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Define fashion marketing and explain the elements of the marketing mix. b. Explain how the various components of the fashion industry impact local, state, national, and international economies. c. Conduct market research using market segmentation to identify a target market for a given fashion product. d. Research trade associations and periodicals for the fashion industry. e. Discuss the importance of consumer periodicals and social media to the fashion industry. f. Research how the way consumers shop for fashion has changed. g. Define the term fast fashion and discuss its impact on the fashion industry. h. Distinguish between fashion, high fashion, haute couture, mass fashion, and style. i. Compare major legislative, economic, and social trends that affect the industry. 	A1.0 A1.1 A1.2 A1.3 A1.4 A1.5 A9.0 A9.4	1 2 5 11 12	1 2 5 11	LS 9-10 11-12.6 WS 11-12.7	
8. Elements and Principles of Design in Fashion	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Apply the elements and principles of design to designing, marketing, and merchandising. a. Demonstrate the use of the elements of design to create the principles of design (balance, unity, rhythm, proportion, emphasis, and movement). b. Explore the use of technology in fashion design. 	A4.0 A4.1 A5.3 A6.5	1 2 4 5 11	1 2 4 5 11	LS 9-10 11-12.6 WS 11-12.7	
9. The History and Movement of Fashion	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Analyze the influences of art and media on fashion. b. Relate historical events, economy, social and political issues, and culture to the evolution of one garment. c. Illustrate the evolution of one garment throughout history. d. Identify current fashion trends that have historical origins. e. Determine the appropriate stage of the fashion cycle for a variety of garments (introduction, rise, peak, decline, obsolescence). 	A5.0 A5.2 A5.4	1 2 5 11	1 2 5 11	LS 9-10 11-12.6 WS 11-12.6 11-12.7	

f. Classify a variety of garments as fads, fashions, or classics.					
10. Fashion Trends and Color Forecasting	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. Evaluate the usefulness of trend and forecasting services to the fashion industry.</p> <p>b. Demonstrate color forecasting by creating a color palette of predicted colors for a future season.</p> <p>c. Explore fashion trend and color forecasting services and resources that are available to the fashion industry.</p> <p>d. Demonstrate the steps used to identify trends and forecast colors.</p>	<p>A4.2</p> <p>A7.0</p> <p>A7.1</p> <p>A7.2</p> <p>A7.3</p>	<p><u>1</u></p> <p><u>2</u></p> <p><u>5</u></p> <p><u>11</u></p>	<p><u>1</u></p> <p><u>2</u></p> <p><u>5</u></p> <p><u>11</u></p>	<p>LS</p> <p>9-10</p> <p>11-12.6</p> <p>WS</p> <p>11-12.7</p>	
11. The Apparel Industry	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. Discuss the effects of global sourcing on apparel production.</p> <p>b. Use cost sheets for garments, including manufacturer's cost, markup, and profit margin.</p> <p>c. Explain and differentiate the ladies', men's, and children's apparel industry by location, size range, and price range.</p> <p>d. Explain how marketing strategies used in the apparel industry differ from marketing strategies of a retailer.</p> <p>e. Research how the manufacturing process relates to the cost of producing garments.</p>	<p>A1.1</p> <p>A8.3</p> <p>A8.4</p> <p>A8.5</p>	<p><u>1</u></p> <p><u>2</u></p> <p><u>5</u></p> <p><u>11</u></p> <p><u>12</u></p>	<p><u>1</u></p> <p><u>2</u></p> <p><u>5</u></p> <p><u>11</u></p>	<p>LS</p> <p>9-10</p> <p>11-12.6</p> <p>WS</p> <p>11-12.7</p>	
12. Foreign Fashion	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. Explain trade regulations and agreements governing apparel imports.</p> <p>b. Distinguish between haute couture and pret-a-porter.</p> <p>c. Define the terminology unique to haute couture and pret-a-porter.</p> <p>d. Identify low-wage-producing fashion centers.</p>	<p>A1.0</p> <p>A1.1</p>	<p><u>1</u></p> <p><u>2</u></p> <p><u>5</u></p> <p><u>11</u></p>	<p><u>1</u></p> <p><u>2</u></p> <p><u>5</u></p> <p><u>11</u></p>	<p>LS</p> <p>9-10</p> <p>11-12.6</p> <p>WS</p> <p>11-12.7</p>	
13. Fashion Accessories and Cosmetics	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. List and describe various fashion accessories and cosmetics.</p> <p>b. Analyze the strategies used in accessory and cosmetic advertisements.</p> <p>c. Research how manufacturing for accessories and cosmetics differs from apparel manufacturing.</p> <p>d. Describe how accessories and cosmetics complement an outfit.</p> <p>e. List and explain the price categories of accessories and cosmetics.</p> <p>f. Compare the differences in the regulation of fashion products and cosmetics.</p>	<p>A12.2</p> <p>A12.3</p> <p>A12.5</p>	<p><u>1</u></p> <p><u>2</u></p> <p><u>5</u></p> <p><u>11</u></p>	<p><u>1</u></p> <p><u>2</u></p> <p><u>5</u></p> <p><u>11</u></p>	<p>LS</p> <p>9-10</p> <p>11-12.6</p> <p>WS</p> <p>11-12.7</p>	
14. Retailers of Fashion	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. Describe the benefits of effective management, including profitability, productivity, and client satisfaction.</p>	<p>A3.2</p> <p>A3.3</p>	<p><u>1</u></p> <p><u>2</u></p>	<p><u>1</u></p> <p><u>2</u></p>	<p>LS</p> <p>9-10</p>	

<p>b. Demonstrate effective customer service.</p> <p>c. List management titles and describe the responsibilities of each position.</p> <p>d. Practice using spreadsheets to record sales figures, calculating profits and track inventory.</p> <p>e. Identify educational requirements for retail management positions.</p> <p>f. Describe common loss prevention strategies.</p> <p>g. Discuss current laws that affect inventories.</p> <p>h. Analyze how loss prevention affects profits.</p> <p>i. Develop a loss prevention plan for a retailer.</p> <p>j. Research how retailers use technology to provide customer service.</p> <p>k. Demonstrate procedures for sales, exchanges, and returns.</p>	<p>A3.4</p> <p>A9.2</p> <p>A9.6</p> <p>A11.0</p> <p>A11.3</p> <p>A11.4</p> <p>A11.5</p>	<p><u>5</u></p> <p><u>11</u></p> <p><u>12</u></p>	<p><u>5</u></p> <p><u>11</u></p>	<p>11-12.6</p> <p>WS</p> <p>11-12.7</p>	
<p>15. The Producers of Textiles</p>	<p>CTE - PS</p>	<p>CRP</p>	<p>CTE - AS</p>	<p>CCSS</p>	<p>ISTE</p>
<p>a. List and explain the steps in the textile production process; for producing fabrics that are woven, non-woven, and knit.</p> <p>b. Understand how copyright laws affect textile design a production.</p> <p>c. List and explain the different textile dyeing procedures.</p> <p>d. Describe the characteristics of standard types of print design and color designs.</p> <p>e. Differentiate between performance and aesthetic finishes given to fabrics.</p>	<p>A6.1</p> <p>A6.2</p> <p>A6.6</p>	<p><u>1</u></p> <p><u>2</u></p> <p><u>5</u></p> <p><u>11</u></p>	<p><u>1</u></p> <p><u>2</u></p> <p><u>5</u></p> <p><u>11</u></p>	<p>LS</p> <p>9-10</p> <p>11-12.6</p> <p>WS</p> <p>11-12.7</p>	

A-G Approved Key Assignments

1.	Prepare a four-to-five-page research paper on a fashion brand. The paper will explore the brands target market and how the target market has changed over time, marketing and promotional strategies, its affiliation with trade associations, and the types of fashion it produces, the brands impact on local/global economies and how current legislative, economic, and social trends may impact the brand in the future. <i>Unit(s) 7</i>
2.	Select one of three areas (design, marketing, or merchandising) to demonstrate effective use of the elements and principles of design. This project will include the creation of a product (clothing design, marketing material, store layout or display) and a presentation of the product in which the student explains their use of the elements and principles of design and the visual effects they were attempting to create. <i>Unit(s) 8</i>
3.	Create a timeline that visually demonstrates the evolution of one type of garment throughout history. The timeline will include a description of relevant historical events (economic, social, political, cultural) and technological advances that impacted the evolution of the garment. <i>Unit(s) 9</i>
4.	Research trend identification and color forecasting to create a digital presentation. The presentation will include an explanation of the key steps in both of the processes with specific examples, identification of two services/resources that are available for trend identification and color forecasting, and a color palette developed by the student for a future season with an explanation of how they determined which colors to include. <i>Unit(s) 10</i>
5.	Develop two cost sheets to produce one garment and for the mass production of the same garment. Students will identify the garment pattern to be used, estimate the amount of materials, supplies, and embellishments needed, research the cost of those materials, and calculate the human cost of production. Students will use the cost sheets to compare the differences in the cost per garment, profitability of both production types, the pros and cons of each type of production. Students will present their costs sheets to the class and share their findings and discuss which type of production they believe would be the best to produce their garment. <i>Unit(s) 11</i>
6.	Prepare two three-page research paper for one foreign luxury designer. The paper will include personal history, education, important contributions to the fashion industry, and how trade regulations and agreements are currently impacting this designer. <i>Unit(s) 12</i>
7.	Compare similar accessories or cosmetics from different price categories. Create a visual representation to compare their similarities and differences. develop an argument for why the cost difference is appropriate or inappropriate. Students will present to the class and will defend their argument. <i>Unit(s) 13</i>
8.	Develop a loss prevention plan for a specific retailer. The report will include a title page, table of contents, executive summary, introduction, analysis of current loss prevention issues and procedures, recommendations (loss prevention plan), and a conclusion. <i>Unit(s) 14</i>
9.	Create a presentation on an assigned textile and finish. The presentation will include how the specific textile is manufactured and dyed, how the finish is created, the care and maintenance of the textile, if the textile or finish is copyrighted or trademarked (if so why), and an explanation of the best uses for this specific fabric and finish. All students will present to the class and take notes on each textile and finish presentation. These notes will be used to assist students in textile and finish selection for fashion design ideas. <i>Unit(s) 15</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

- A1.0 *Understand various aspects of the fashion design, manufacturing, merchandising, and retail industry and the industry's role in local, state, national, and global economies.*
- A1.1 *Understand the different segments of the fashion industry from textile design to retail sales.*
- A1.2 *Identify how the various segments of the industry contribute to local, state, national, and international economies.*
- A1.3 *Understand how such resources as periodicals, mass media, trend reports, and the Internet are used in the industry.*
- A1.4 *Compare major legislative, economic, and social trends that affect the industry.*
- A1.5 *Research various professional organizations such as Fashion Group International (FGI) and National Retail Federation (NRF).*
- A3.2 *Practice using common organizational procedures and tools, such as business plans, spreadsheets, recordkeeping, and communication with consumers.*
- A3.3 *Compare and contrast the major outcomes of effective management, such as profitability, productivity, a positive work environment, and client satisfaction.*
- A3.4 *Identify and list management titles and the role of each position in the overall operation of the company.*
- 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.*
- 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.*
- A6.2 *Compare textile manufacturing methods for producing fabrics that are woven, nonwoven, and knit.*
- A6.5 *Research how technology is used to create various textiles.*
- A6.6 *Evaluate how copyright, trademark, and patent laws affect textile design and production.*
- 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.*
- A8.3 *Illustrate how the manufacturing process relates to the cost of producing garments.*
- A8.4 *Evaluate the effects of global sourcing on garment production.*
- A8.5 *Formulate cost sheets for garments, including manufacturer's costs, markup, and profit margin.*
- A.9.0 *Understand the skills and procedures necessary for sales, marketing, and branding in the fashion industry.*
- A9.2 *Identify the factors that contribute to quality customer relations, service, and sales.*

- A9.4 *Apply effective sales, marketing techniques, and presentation skills.*
- A9.6 *Explain how technology can be used to provide customer service.*
- A11.0 *Understand the current laws, work site policies, and systems for inventory control and loss prevention.*
- A11.3 *Understand the current laws that affect inventories.*
- A11.4 *Compare common inventory loss points and strategies for loss prevention.*
- A11.5 *Analyze how loss prevention affects all profits.*
- A12.2 *Compare how cosmetic products are made.*
- A12.3 *Compare how products are regulated.*
- A12.5 *Research various techniques for marketing beauty products.*

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.