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- b. Describe the influence that economic, social, political, demographic, geographic, and psychological factors have had and currently have on fashion.

**ACADEMIC STANDARDS:**

*SSEF4. The student will compare and contrast different economic systems, and explain how they answer the three basic economic questions of what to produce, how to produce and for whom to produce.*

*SSEIN1. The student will explain why individuals, businesses and governments trade goods and services.*

**MKT-FM-3. Students will analyze trends in the fashion industry.**

- a. Explain the use and importance of fashion cycles.
- b. Explain the role of fashion designers, including current trendsetting designers.
- c. Distinguish between fashion leaders and followers.
- d. Explain the impact of “knock-offs” and “counterfeiters” on the fashion industry.
- e. Differentiate between fashion trends and fads.
- f. Identify current trends in fashion.

**ACADEMIC STANDARDS:**

*ELA10RC4. The student establishes a context for information acquired by reading across subject areas.*

**MKT-FM-4. Students will analyze design, color and textiles.**

- a. Describe the elements (i.e., color, silhouette, line, fabric, and texture) and principles of design (i.e., proportion, balance, rhythm, emphasis, and harmony).
- b. Analyze the impact of color on fashion.
- c. Explain the principles of color psychology and symbolism.
- d. Identify the purpose/use of the color wheel.
- e. Identify the characteristics of natural and man-made fibers.
- f. Describe the relationship between fabric characteristics and product use.

**Academic Standards:**

*ELA10RL5. The student understands and acquires new vocabulary and uses it correctly in reading and writing.*

**MARKETING CONCEPTS IN THE FASHION INDUSTRY**

Students will be able to explain how the marketing concepts are utilized in the fashion industry including distribution, promotional mix, and market centers.

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**MKT-FM-5. Students will define the marketing concepts used in the fashion industry.**

- a. Describe the concept of marketing in relation to fashion.
- b. Explain the value to the customer of a product or service in the fashion industry.
- c. Compare and contrast the marketing functions (i.e., product/service management, distribution, financing, pricing, marketing-information management, promotion, and selling) and related activities.
- d. Describe the marketing mix (i.e., product, place, price, and promotion).
- e. Explain the importance of marketing strategies utilized in the fashion industry.

***Academic Standards:***

*ELA10RC4. The student establishes a context for information acquired by reading across subject areas.*

**MKT-FM-6. Students will examine the impact of distribution markets on the fashion industry.**

- a. Identify the channels of distribution in moving merchandise from manufacturers and wholesalers to retailers.
- b. Explain the role of wholesalers in the distribution channel.
- c. Describe main methods of transporting (i.e., surface, air, water, electronic) used for fashion business activities and the situation in which each method would be most appropriate.

***Academic Standards:***

*ELA10RC4. The student establishes a context for information acquired by reading across subject areas.*

**MKT-FM-7. Students will develop a fashion promotion utilizing the promotional mix.**

- a. Identify the elements of the promotional mix (i.e., sales promotion, public relations and publicity, advertising, and personal selling).
- b. Explain the importance of public relations and publicity to the fashion image.
- c. Explain types of media used in retail fashion advertising (i.e., print, broadcast, online, and specialty).
- d. Analyze the importance of special promotional events.

***Academic Standards:***

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*ELA10W1. The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals closure.*

**MKT-FM-8. Students will explore fashion retailing and market centers.**

- a. Explain the three main market segments of the fashion industry (i.e., primary, secondary, and tertiary).
- b. Compare types of fashion retailers and their target markets.
- c. Identify classifications of fashion merchandising.
- d. Identify nationally known and local fashion retailers.
- e. Identify domestic and international fashion market centers.

**Academic Standards:**

*ELA10W1. The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals closure.*

*ELA10RL5. The student understands and acquires new vocabulary and uses it correctly in reading and writing.*

**THE USE OF TECHNOLOGY AND RESEARCH IN THE FASHION INDUSTRY**

Students will be able to identify computer technology applications and utilize research methods to gather required information as it relates to the fashion industry.

**MKT-FM-9. Students will explore the impact of technology on the fashion industry.**

- a. Identify the computer technology used in fashion/fabric design, fashion production, and store planning.
- b. Investigate emerging computer technology applications in fashion marketing.
- c. Explore Internet/World Wide Web applications and sites related to fashion marketing.

**Academic Standards:**

*ELA11W3. The student uses research and technology to support writing.*

**MKT-FM-10. Students will analyze the impact of marketing research as it relates to the fashion industry.**

- a. Explain the importance of marketing research to the fashion industry.
- b. Compare and contrast the different methods of conducting research.

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- c. Explain the role of marketing segmentation on target marketing in the fashion industry.
- d. Describe the relationship between marketing research and product development.
- e. Conduct a marketing research project for a sector or company in the fashion industry and interpret the results.

**Academic Standards:**

*ELA10C1. The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.*

*ELA10LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions.*

*MC3P1. Students will solve problems (using appropriate technology).*

*MC3P2. Students will reason and evaluate mathematical arguments.*

*MC3P3. Students will make connections among mathematical ideas and to other disciplines.*

*SCSh3. Students will identify and investigate problems scientifically.*

**FASHION CAREER OPPORTUNITIES**

Students will explore careers in the field of fashion, skill requirements for jobs in fashion, and post-secondary opportunities related to preparing for a career in the fashion industry.

**MKT-FM-11. Students will identify career opportunities in the fashion industry and appropriate career path credentials.**

- a. Compare career opportunities and skill requirements for jobs in fashion marketing at the manufacturing, wholesaling, and retailing levels.
- b. Describe the aptitudes and skill requirements for career sustaining and mid-level management positions in fashion marketing.
- c. Research post-secondary opportunities to prepare for a career in the fashion industry.
- d. List and describe professional organizations in the field of fashion.

**Academic Standards:**

*ELA11W3. The student uses research and technology to support writing.*

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### **CTAE Foundation Skills**

The Foundation Skills for Career, Technical and Agricultural Education (CTAE) are critical competencies that students pursuing any career pathway should exhibit in order to be successful. As core standards for all career pathways in all program concentrations, these skills link career, technical and agricultural education to the state's academic performance standards.

The CTAE Foundation Skills are aligned to the foundation of the U. S. Department of Education's 16 Career Clusters. Endorsed by the National Career Technical Education Foundation (NCTEF) and the National Association of State Directors of Career Technical Education Consortium (NASDCTEC), the foundation skills were developed from an analysis of all pathways in the sixteen occupational areas. These standards were identified and validated by a national advisory group of employers, secondary and postsecondary educators, labor associations, and other stakeholders. The Knowledge and Skills provide learners a broad foundation for managing lifelong learning and career transitions in a rapidly changing economy.

**CTAE-FS-1 Technical Skills:** Learners achieve technical content skills necessary to pursue the full range of careers for all pathways in the program concentration.

**CTAE-FS-2 Academic Foundations:** Learners achieve state academic standards at or above grade level.

**CTAE-FS-3 Communications:** Learners use various communication skills in expressing and interpreting information.

**CTAE-FS-4 Problem Solving and Critical Thinking:** Learners define and solve problems, and use problem-solving and improvement methods and tools.

**CTAE-FS-5 Information Technology Applications:** Learners use multiple information technology devices to access, organize, process, transmit, and communicate information.

**CTAE-FS-6 Systems:** Learners understand a variety of organizational structures and functions.

**CTAE-FS-7 Safety, Health and Environment:** Learners employ safety, health and environmental management systems in corporations and comprehend their importance to organizational performance and regulatory compliance.

**CTAE-FS-8 Leadership and Teamwork:** Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

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**CTAE-FS-9 Ethics and Legal Responsibilities:** Learners commit to work ethics, behavior, and legal responsibilities in the workplace.

**CTAE-FS-10 Career Development:** Learners plan and manage academic-career plans and employment relations.

**CTAE-FS-11 Entrepreneurship:** Learners demonstrate understanding of concepts, processes, and behaviors associated with successful entrepreneurial performance.

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**Marketing Sales & Service  
National Cluster Knowledge and Skill Standards**

**Introduction to Fashion Marketing**

<b>National Standards for Marketing, Sales, and Service Career Cluster Knowledge and Skills</b>	<b>Marketing, Sales, and Service Introduction to Fashion Marketing</b>
<p><b>FIDSA1.0</b> Students understand key aspects of the fashion design, manufacturing, merchandising, and retail industry and the industry's role in local, state, and global economies.</p> <p><b>FIDSA2.0</b> Students understand basic operational procedures and regulatory requirements in the fashion design, manufacturing, merchandising, and retail industry.</p>	<p><b>MKT-FM-1</b> Explore the nature of fashion.</p>
<p><b>FIDA5.5</b> Students understand fashion cycles and the adaptation of historical fashions to current trends.</p> <p><b>FIDA7.0</b> Students understand how trends and color forecasting are used in the development of new lines.</p> <p><b>FIDA7.2</b> Students will research fashion and color trends.</p>	<p><b>MKT-FM-3</b> Analyze trends in the fashion industry.</p>
<p><b>FIDA5.5</b> Students understand fashion cycles and the adaptation of historical fashions to current trends.</p> <p><b>FIDA7.0</b> Students understand how trends and color forecasting are used in the development of new lines.</p> <p><b>FIDA7.2</b> Students will research fashion and color trends.</p>	<p><b>MKT-FM-3</b> Analyze trends in the fashion industry.</p>

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**Marketing Sales & Service  
National Cluster Knowledge and Skill Standards**

**Introduction to Fashion Marketing**

<p><b>FIDA7.0</b> Students understand how trends and color forecasting are used in the development of new lines.</p> <p><b>FIDA6.0</b> Students understand the characteristics, production, and maintenance of textiles and textile products.</p>	<p><b>MKT-FM-4</b> Analyze design, color, and textiles.</p>
<p><b>FIDA10.0</b> Students understand the skills and procedures necessary for sales and marketing in the fashion industry.</p>	<p><b>MKT-FM-5</b> Define the marketing concepts used in the fashion industry.</p>
<p><b>FIDA10.0</b> Students understand the skills and procedures necessary for sales and marketing in the fashion industry.</p>	<p><b>MKT-FM-6</b> Examine the impact of distribution markets on the fashion industry.</p>
<p><b>FIDA10.0</b> Students understand the skills and procedures necessary for sales and marketing in the fashion industry.</p>	<p><b>MKT-FM-7</b> Develop a fashion promotion utilizing the promotional mix.</p>
<p><b>SSVP2:</b> The student has the knowledge and skills that enable the individual to connect what is going on in the company and industry with how they sell to and serve customers.</p>	<p><b>MKT-FM-8</b> Explore fashion retailing and market centers.</p>
<p><b>SSVP9:</b> The student demonstrates the knowledge and skills necessary to utilize specialized equipment or tools in the performance of sales and service functions.</p>	<p><b>MKT-FM-9</b> Explore the impact of technology on the fashion industry.</p>

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**Marketing Sales & Service  
National Cluster Knowledge and Skill Standards**

**Introduction to Fashion Marketing**

<p><b>FIDA10.0</b> Students understand the skills and procedures necessary for sales and marketing in the fashion industry.</p> <p><b>SSVP5</b> The student has the knowledge and skills that lead to an understanding of product and service improvements.</p>	<p><b>MKT-FM-10</b> Analyze the impact of marketing research as it relates to the fashion industry.</p>
<p><b>FIDA3.0</b> Students understand key principles of effective workforce and organizational management, including roles and responsibilities of management and employees.</p>	<p><b>MKT-FM-11</b> Identify career opportunities in the fashion industry and appropriate career path credentials.</p>
<p><b><i>National Standards' Source(s):</i></b></p>	
<p><i>CSS: Customer Service and Sales Skills Standards (National Retail Federation)</i></p>	
<p><i>FIDA : Fashion Industry and Design (National Retail Federation)</i></p>	
<p><i>SSVP: S&amp;SVP Customer Service and Sales Skills Standards (National Retail Federation)</i></p>	