

COMMUNITY UNIT SCHOOL DISTRICT 200

Fashion Merchandising High School – Grades: 11, 12 Intermediate Level - One Semester Elective

1. Subject Expectation (State Goal 3) The student will write to communicate for a variety of purposes.

Essential Learning 1 (Learning Standard C)	Communicate ideas in writing to accomplish a variety of purposes
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| Critical Content | 3.C.4b | <p>a. use available technology, produce compositions and multimedia works for specified audiences</p> <ul style="list-style-type: none"> • create a business name for fashion line and or other projects • describe target market for fashion line and or other projects |
| | 3.C.5a | <p>b. communicate information and ideas in narrative, informative and persuasive writing with clarity and effectiveness in a variety of written forms using appropriate traditional and/or electronic formats; adapt content, vocabulary, voice and tone to the audience, purpose and situation</p> <ul style="list-style-type: none"> • identify steps in fashion production • use of various forms of writing • organize and present information on fashion designer |
| | 3.C.5b | <p>c. write for real or potentially real situations in academic, professional and civic contexts (e.g., applications, job applications, business letters, resumes, and petitions)</p> <ul style="list-style-type: none"> • business plan for fashion line • script writing for fashion production |

2. Subject Expectation (State Goal 4) The student will listen and speak effectively in a variety of situations.

Essential Learning 1 (Learning Standard B)	Speak effectively using language appropriate to the situation and audience
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| Critical Content | 4.B.4a | <p>a. deliver planned informative and persuasive oral presentations using visual aids and contemporary technology as individuals and members of a group; demonstrate organization, clarity, vocabulary, credible and accurate supporting evidence</p> |
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- individual presentations on various topics
 - group presentations on various topics
- 4.B.5a b. deliver planned and impromptu oral presentations, as individuals and members of a group, conveying results of research, projects, or literature studies to a variety of audiences (e.g., peers, community, business/industry, local organizations) using appropriate visual aids and available technology
- plan of fashion production

**3. Subject Expectation
(State Goal 6)**

The student will demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction, multiplication, division), patterns, ratios and proportions.

Essential Learning 1 (Learning Standard B)	Investigate, represent and solve problems using number facts, operations (addition, subtraction, multiplication, and division) and their properties, algorithms and relationships
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- Critical Content 6.B.4 a. select and use approximate arithmetic operations in practical situations including calculating wages after taxes, developing a budget and balancing a checkbook
- development of fashion show budget

Essential Learning 2 (Learning Standard C)	Compute and estimate using mental mathematics, paper and pencil methods, calculators and computers
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- Critical Content 6.C.4 a. determine whether exact values or approximations are appropriate (e.g., bid a job, determine gas mileage for a trip)
- develop and determine the cost of wearable arts project
- 6.C.5 b. determine the level of accuracy needed for computations involving measurement and irrational numbers
- explain and discuss the price market categories of apparel

**4. Subject Expectation
(State Goal 13)**

The student will understand the relationships among science, technology, and society in historical and contemporary contexts.

Essential Learning 1 (Learning Standard B)	Know and apply concepts that describe the interaction between science, technology, and society
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- Critical Content 13.B.4e a. evaluate claims derived from purported scientific studies used in advertising and marketing strategies
- summarize various merchandising strategies

- 13.B.5e b. assess how scientific and technological progress has affected other fields of study, careers and job markets and aspects of everyday life
 - describe importance and methods of market research
 - discuss technological changes and the impact of global economy on fashion industry
 - analyze trends in the marketplace

5. Subject Expectation (State Goal 15) The student will understand, analyze, and compare economic structures of the US and other nations.

Essential Learning 1 (Learning Standard A)	Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services
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- Critical Content 15.A.4a a. explain how national economies vary in the extent that government and private markets help allocate goods, services and resources
- discuss factors affecting production of fashion goods

Essential Learning 2 (Learning Standard B)	Understand that scarcity necessitates choices by consumers
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- Critical Content 15.B.4b a. analyze the impact of current events (e.g., weather/natural disasters, wars) on consumer prices
- discuss impact on fashion industry
- 15.B.5a b. analyze the impact of changes in non-price determinants (e.g., changes in consumer income, changes in tastes and preferences) on consumer demand
- discuss and explore the history of fashion

Essential Learning 3 (Learning Standard C)	Understand that scarcity necessitates choices by producers
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- Critical Content 15.C.4a a. analyze the impact of political actions and natural phenomena (e.g., war, legislations, natural disaster) on producers and production decisions
- point out international marketing opportunities for United States fashion exporting
- 15.C.4b b. explain the importance of research development, invention, technology and entrepreneurship to the United States economy
- explore design development in business plan
- 15.C.5b c. explain how changes in non-price determinants of supply (e.g., number of producers) affect producer decisions

Essential Learning 4 (Learning Standard D)	Understand trade as an exchange of goods and services
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| Critical Content | 15.D.4c | a. describe the impact of worker productivity (output per worker) on business, the worker and the consumer <ul style="list-style-type: none"> • exploration of the fashion production process and assembly line • identify the world’s major trading blocks in the fashion industry |
| | 15.D.5c | b. explain how technology has affected trade in the areas of transportation, communication, finance and manufacturing <ul style="list-style-type: none"> • explore manufacturing and assembly line in fashion production |

6. Subject Expectation (State Goal 25) The student will know the language of the arts.

Essential Learning 1 (Learning Standard A)	Understand the sensory elements, organizational principles and expressive qualities of the arts
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| Critical Content | 25.A.4 | a. analyze and evaluate the effective use of elements, principles and expressive qualities in a composition/performance in dance, drama, music and visual arts <ul style="list-style-type: none"> • compare and contrast professional assembly line techniques versus hand sewn • evaluate quality of materials and technique • produce a product |
| | 25.A.5 | b. analyze and evaluate how aesthetic qualities in both student and professional works are used to convey intent, expressive ideas and/or meanings <ul style="list-style-type: none"> • evaluate a visual marketing and merchandising plan |

Essential Learning 2 (Learning Standard B)	Understand the similarities, distinctions, and connections in and among the arts
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| Critical Content | 25.B.4 | a. analyze and evaluate similar and distinctive characteristics of works in two or more of the arts that share the same historical period or societal context <ul style="list-style-type: none"> • create a project representative of a particular historical period |
| | 25.B.5 | b. understand how different art forms combine to create an interdisciplinary work (e.g., musical theatre, opera or cinematography) <ul style="list-style-type: none"> • plan, organize, and present a fashion production |

7. Subject Expectation (State Goal 26) Through creating and performing, the student will understand how works of art are produced.

Essential Learning 1 (Learning Standard A)	Understand processes, traditional tools and modern technologies used in the arts
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| Critical Content | 26.A.4e | a. analyze and evaluate how tools/technologies and processes combine to convey meaning <ul style="list-style-type: none"> • list the steps involved in visual marketing • summarize various merchandising strategies • design and develop a visual marketing and merchandising plan |
| | 26.A.5 | b. analyze and evaluate how the choice of media, tools, technologies and processes support and influence the communication of ideas <ul style="list-style-type: none"> • critique various forms of visual merchandising |

Essential Learning 2 (Learning Standard B)	Apply skills and knowledge necessary to create and perform in one or more of the arts
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| Critical Content | 26.B.4d | a. demonstrate knowledge and skills that communicate clear and focused ideas based on planning, research and problem solving <ul style="list-style-type: none"> • identify steps involved in planning fashion productions • list responsibilities and tasks involved for each major production |
| | 26.B.5 | b. create and perform a complex work of art using a variety of techniques, technologies and resources and independent decision making <ul style="list-style-type: none"> • explain the process of line development • describe the steps used in fashion design • draw a basic fashion figure • prepare a unique fashion collection using a variety of mediums |

8. Subject Expectation (State Goal 27) The student will understand the role of the arts in civilizations, past and present.

Essential Learning 1 (Learning Standard A)	Analyze how the arts function in history, society and everyday life
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| Critical Content | 27.A.4a | a. evaluate how consumer trends in the arts affect the types and styles of art products <ul style="list-style-type: none"> • recognize and explain the importance of the study of the history of fashion • explain the cyclical nature of fashion • identify major historical periods of fashion |
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- analyze current fashions, development and relationship to the past present and future
- recognize and discuss design characteristics of major fashion designers and houses throughout history and in the present

Essential Learning 2 (Learning Standard B)	Understand how the arts shape and reflect history, society and everyday life
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- Critical Content 27.B.4b a. analyze and classify the distinguishing characteristics of historical and contemporary art works by style, periods and culture
- recognize influential fashion design names
 - identify the world’s fashion centers and specialties

9. Subject Expectation (NSBE Standard) **The student will utilize career resources to develop a career information data base that includes international career opportunities.**

Essential Learning 1	Explore career resources and related information
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- Critical Content
- summarize a variety of careers available in the fashion industry
 - describe the training and education needed for specific careers
 - analyze personal abilities needed for specific careers
 - access individual interest and skills in making a decision concerning a fashion related job

10. Subject Expectation (NSBE Standard) **The student will recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business and society.**

Essential Learning 1	Foundations of Marketing
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- Critical Content
- identify the elements of the marketing mix (product; price, plan and promotion)
 - describe the importance of marketing in a global economy

11. Subject Expectation (NSBE Standard) **The student will analyze the characteristics, motivation, and behaviors of consumers.**

Essential Learning 1	Characteristics of Consumer Behavior
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| Critical Content | <ul style="list-style-type: none">a. describe the impact of consumer differencesb. describe characteristics of the changing domestic and global populationc. differentiate between rational and emotional buying motivesd. examine the ways the appearance of a business impacts a customer's perceptions and expectations |
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Essential Learning 2	Segmentation and Target Markets
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| Critical Content | <ul style="list-style-type: none">a. identify the tools of market segmentationb. describe variables used to create customer profiles |
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Essential Learning 3	Economic Issues
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| Critical Content | <ul style="list-style-type: none">a. determine the ways in which economic conditions, both domestic and international, affect marketingb. analyze the impact of changing economic conditions on marketing strategies |
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Essential Learning 4	Culture
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| Critical Content | <ul style="list-style-type: none">a. identify specific differences in cultural norms and values that may influence marketingb. describe ways cultural differences, both domestic and international, affect marketing activitiesc. analyze the ways in which changing cultural characteristics impact marketing |
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12. Subject Expectation (NSBE Standard)	The student will analyze the elements of the marketing mix, their interrelationships and how they are used in the marketing process.
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Essential Learning 1	Branding
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| Critical Content | <ul style="list-style-type: none">a. identify brand namesb. describe the interactions between brand and pricec. recognize the purpose of brands |
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Essential Learning 2	Price
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| Critical Content | <ul style="list-style-type: none">a. explain how price determines what consumers purchaseb. describe the impact of global influences on pricingc. explain the impact of evolving technologies on the changing roles of buyers and sellers in determining price |
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Essential Learning 3	Promotion
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Critical Content

- a. explain why organizations advertise
- b. identify the various media available for advertising
- c. plan a sales promotion campaign for a business