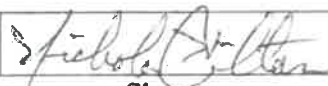
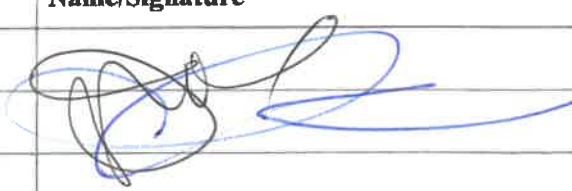


# Perris Union High School District

## Course of Study

| A. COURSE INFORMATION   |   |   |
|---|---|---|
| <b>Course Title:</b><br><div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">CTE Fashion Merchandising</div> <input checked="" type="checkbox"/> New<br><input type="checkbox"/> Revised   | <b>Subject Area:</b><br><input type="checkbox"/> Social Science<br><input type="checkbox"/> English<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Laboratory Science<br><input type="checkbox"/> World Languages<br><input type="checkbox"/> Visual or Performing Arts<br><input checked="" type="checkbox"/> College Prep Elective<br><input type="checkbox"/> Other | <b>Grade Level</b><br><input type="checkbox"/> MS<br><input type="checkbox"/> HS<br><input type="checkbox"/> 5<br><input type="checkbox"/> 6<br><input type="checkbox"/> 7<br><input type="checkbox"/> 8<br><input type="checkbox"/> 9<br><input type="checkbox"/> 10<br><input checked="" type="checkbox"/> 11<br><input checked="" type="checkbox"/> 12 |
| <b>If revised previous course name if changed</b><br><div style="border: 1px solid black; height: 20px; width: 100%;"></div>  | <b>Is this classified as a Career Technical Education course?</b><br><input checked="" type="checkbox"/> Yes<br><input type="checkbox"/> No   |   |
| <b>Transcript Course Code/Number:</b><br><div style="border: 1px solid black; height: 20px; width: 100%;"></div> (To be assigned by Educational Services)   |   |   |
| <b>Required for Graduation:</b><br><input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No   | <b>Credential Required to teach this course:</b><br><div style="border: 1px solid black; padding: 2px;">           Clear Single Subject: Fashion and Interior Design<br/>           Designated Subjects: Career Technical Education: Fashion Interior Design<br/>           To be completed by Human Resources only.         </div>   |   |
| <b>Meets UC/CSU Requirements?</b><br><input checked="" type="checkbox"/> Yes<br><input type="checkbox"/> No<br><br><b>Was this course previously approved by UC for PUHSD?</b><br><input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No<br>(Will be verified by Ed Services) | <div style="border: 1px solid black; padding: 5px;"> <div style="display: flex; justify-content: space-between;"> <div style="text-align: center;"> <br/> <b>Signature</b> </div> <div style="text-align: center;">           1/17/19<br/> <b>Date</b> </div> </div> </div>                              |   |
| <b>Meets "AP" Requirements?</b><br><input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No   | <b>Meets "Honors" Requirements?</b><br><input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No   |   |
| <b>Submitted by: J Gahre</b><br><b>Site: PVHS</b><br><b>Date: 11/9/18</b>   | <b>Unit Value/Length of Course:</b><br><input type="checkbox"/> 0.5 (half year or semester equivalent)<br><input checked="" type="checkbox"/> 1.0 (one year equivalent)<br><input type="checkbox"/> 2.0 (two year equivalent)<br><input type="checkbox"/> Other:  |   |
| <b>Approvals</b>  | <b>Name/Signature</b>   | <b>Date</b>   |
| Director of Curriculum & Instruction  |   | 1/17/19   |
| Asst. Superintendent of Educational Services  |   | 1/17/19   |
| Governing Board   |   |   |



**RCOE FASHION MERCHANDISING**

**DATE:**

**INDUSTRY SECTOR:** Fashion and Interior Design Sector

**PATHWAY:** Fashion Design and Merchandising

**CALPADS TITLE:** Intermediate Fashion Design and Merchandising (Concentrator)

**CALPADS CODE:** 7810

**HOURS:**

| Total | Classroom | Laboratory/CC/CVE |
|-------|-----------|-------------------|
| 180   | 90        | 90                |

| JOB TITLE                                  | O*NET CODE | JOB TITLE                        | O*NET CODE |
|--|------------|----------------------------------|------------|
| Demonstrators and Product Promoters        | 41-9011.00 | Retail Salespersons              | 41-2031.00 |
| Merchandise Displayers and Window Trimmers | 27-1026.00 | Customer Service Representatives | 43-4051.00 |
| Models                                     | 41-9012.00 | Stock Clerks, Sales Floor        | 43-5081.01 |

**COURSE DESCRIPTION:**

This course prepares students with the skills, attitudes, and knowledge needed for employment in fashion merchandising and the marketing of fashion apparel. Instruction includes such topics as the history of the fashion industry, career preparation, textile identification and analysis, fabric selection; the elements and principles of design; product knowledge and merchandising techniques; fashion forecasting and visual merchandising.

**A-G APPROVAL:** G

**ARTICULATION:** None

**DUAL ENROLLMENT:** None

**PREREQUISITES:**

| Prerequisite |
|--------------|
| None         |

## METHODS OF INSTRUCTION

- Direct instruction
- Group and individual applied projects
- Multimedia
- Demonstration
- Field trips
- Guest speakers

## STUDENT EVALUATION:

- Student projects
- Written work
- Exams
- Observation record of student performance
- Completion of assignment

## INDUSTRY CERTIFICATION:

- None

## RECOMMENDED TEXTS:

- Fashion! Mary Wolfe Goodheart-Willcox Sixth Edition/2012

## PROGRAM OF STUDY

| Grade         | Fall | Spring | Year                     | Course Type  | Course Name                        |
|---------------|------|--------|--------------------------|--------------|------------------------------------|
| 9, 10, 11, 12 |      |        | <input type="checkbox"/> | Concentrator | RCOE Fashion Merchandising         |
| 10, 11, 12    |      |        | <input type="checkbox"/> | Introductory | Fashion I (Fashion and Apparel)    |
| 10, 11, 12    |      |        | <input type="checkbox"/> | Capstone     | Fashion II (Fashion Merchandising) |

| I.  | HISTORY OF THE FASHION INDUSTRY   | CR | Lab/<br>CC | Standards   |
|-----|---|----|------------|---|
|     | <p><b>Unit Overview:</b></p> <p>By integrating and evaluating three different sources of information presented in different media or formats (e.g, visually quantitatively as well as in words), students will use a variety of historical/famous photographs/illustrations as the context for learning. Students will explore the historical, cultural, and artistic influences that have impacted the evolution of fashion, from the emergence of the very first clothing (functional/survival) through various important eras of Western Civilization: Ancient, Medieval, Renaissance, Baroque, Classic, Regency, Early American, Avante Garde, couture, etc. Students will integrate and evaluate multiple sources of information presented in different media or formats (e.g, visually quantitatively as well as in words) in order to address a question or solve a problem. Through this study, students will:</p> <ul style="list-style-type: none"> <li>• Summarize and connect the social, religious, political, economic, and technological influences on clothing design throughout history.</li> <li>• Compare and contrast fashion styles of today with fashion from the past.</li> <li>• Understand the influence of time periods on fashion design and the reflection on current trends.</li> </ul> <p><b>Assignment Summary:</b></p> <p><b>Designer Research</b></p> <ol style="list-style-type: none"> <li>1. Students will select a topic by using current fashion magazines and will find a photograph of a garment that they particularly like and identify the name of the designer. They will then write a 3-5 page research paper through gathering and reading relevant information from a minimum of 6 authoritative print and digital sources that they analyze to trace the evolution of the designer's style and historical influence. Students must include a minimum of ten visual examples of designs in order to analyze the unique characteristics of the designer's style. Students will create a work cited page and include as a supplement to their research paper.</li> </ol> <p><b>Trend Analysis:</b></p> <ol style="list-style-type: none"> <li>1. Students will conduct a ten question random survey of a hundred students from the school campus to determine if current teenage fashion trends are the result of social, economic, or technological influences. Students will compile the results. Using a minimum of three resources of historical influences they will draw evidence from scholarly resources from the Internet and will write an essay to compare and contrast the historical inferences to the current survey trends exhibited by their peers.</li> <li>2. Students will analyze clothing selections. They will describe and list factors that affect personal clothing selections. They will use this list to compare and contrast the differences found between their list and the survey results.</li> <li>3. In groups of 4, students will analyze fashion influences from the textbook chapters read, research they reviewed, and the student survey results, and consider the part clothes play in people's lives. They will analyze how clothing satisfies certain physical, psychological and social needs. Students will discuss their interpretation of the differences or similarities and write a group paper noting their analysis results and the differences and perceived impressions. Each student group will create a Google Slides presentation, that will include the results of their analysis, and share them with the remainder of the class.</li> </ol> | 10 | 10         | <p><b>Academic:</b><br/>LS: 11-12.1</p> <p><b>CTE Anchor:</b><br/>Communications:<br/>2.1</p> <p><b>CTE Pathway:</b><br/>A1.1</p> |
| II. | COLOR THEORY  | CR | Lab/<br>CC | Standards   |

|      |   |    |            |   |
|------|---|----|------------|---|
|      | <p><b>Unit Overview:</b></p> <p>This unit will introduce the students to the design element of color and the importance of color to apparel. Students will effectively utilize the color wheel to represent the relationships between primary colors, secondary colors and tertiary colors and their connection to color schemes. Students will identify the symbolism of color, color terms, color schemes, and the color wheel and apply the concepts to the fashion industry. Students will apply basic and complex color schemes and color theory to develop and enhance garments.</p> <p><b>Assignment Summary:</b></p> <ol style="list-style-type: none"> <li>1. Students correctly name examples of primary, secondary, and intermediate colors, identify examples of shades, tints, intensity, value and visual "temperature"; learn to mix colors to create a personal color wheel, evaluate their work and write a reflection about the assignment.</li> <li>2. Students assemble examples of the 6 basic color schemes commonly used in fashion and textile design work; mount, label and describe the examples, then evaluate their work.</li> <li>3. Students will have guided notes, with visual examples, on color vocabulary, color wheel, color schemes, and color themes. Students will choose one color and research its symbolism. They will create a Google slide presentation that will include: information on the symbolism, color meaning, labeled color wheel using 12 different images, and an example of each of the color schemes and color themes in a garment of their choice. Students will provide a definition, classification of each example, and distinguish how the color schemes and themes are displayed in the chosen garment.</li> </ol>  | 10 | 10         | <p><b>Academic:</b><br/>LS: 11-12.1</p> <p><b>CTE Anchor:</b><br/>Communications:<br/>2.1</p> <p><b>CTE Pathway:</b><br/>A1.1</p> |
| III. | <b>TEXTILES/APPAREL</b>   | CR | Lab/<br>CC | <b>Standards</b>  |
|      | <p><b>Unit Overview:</b></p> <p>Students will read textbook chapters, conduct Internet research of pertinent scholarly articles and blogs and explain the ways in which fiber, fabric, texture, pattern, and finish can affect the overall visual appearance of fashion designs. Students will demonstrate their understanding of the principles and techniques that are used in the fashion design industry and product development through textiles and manufacturing.</p> <p>Through the textile assignment, students will apply appropriate terminology for identifying, comparing and analyzing textile fibers. Students will observe a burn test of fabrics to classify the different textiles. Students will chart the man-made and natural fibers evaluating performance characteristics of textile fibers and fabrics. Students will research the different types of weaves and apply the concept through their own construction of a basket, twill, and satin weave.</p> <p><b>Assignment Summary:</b></p> <ol style="list-style-type: none"> <li>1. Students will gather a minimum of fifteen samples of various textile fibers and fabrics. They will for the test for colorfastness, shrinkage, and strength. Students will be determining what textiles are appropriate for specific garments. Students will provide a minimum of five examples of pairings and will analyze the durability and appropriateness (ie: children's wear, a man's suit) and make a recommendation on appropriate end use for each sample.</li> <li>2. Students weave three samples of types of fabric and then choose the best weave for an original design. The design can be clothing for any purpose (ex., space travel, life on Mars, destination/vacation, formal, dance, etc.) or any other creative project. Students analyze the clothing design and fabric type and write a paragraph indicating the fabric and weave, and the elements and principles of design that were applied to this design. Included in the paragraph will be an explanation of the function of the clothing and why the fabric is well-suited for its purpose.</li> <li>3. After considering the quality of fabrics and construction of clothing sold at such stores as Forever21, H&amp;M, and Rue 21, students will research how and where this trendy clothing is made. They will examine the cost and benefit for the</li> </ol> | 15 | 15         | <p><b>Academic:</b><br/>LS: 11-12.1</p> <p><b>CTE Anchor:</b><br/>Communications:<br/>2.1</p> <p><b>CTE Pathway:</b><br/>A1.1</p> |

|            |   |           |                    |   |
|------------|---|-----------|--------------------|---|
|            | employees, the companies, and the countries in which the clothing is made, and students will examine the pros and cons of fast fashion for the consumer. After careful and cited research, students will write an essay in which they compare and contrast the impact of fast fashion on such matters as the economy, the environment, labor, etc. (Optional: An essential question is posed to students to research and write their essays such as: Do the financial benefits of fast fashion outweigh the burden to the environment? Or: How might we change the environmental disadvantage of disposable clothing into something positive?)  |           |                    |   |
| <b>IV.</b> | <b>ICONIC FASHION DESIGNERS</b>   | <b>CR</b> | <b>Lab/<br/>CC</b> | <b>Standards</b>  |
|            | <p><b>Unit Overview:</b></p> <p>In this unit, students read and study biographical information and examples of fashion designs noted in the text and supplemental materials to familiarize themselves with the work of each selected fashion designer.</p> <p><b>Assignment Summary:</b></p> <ol style="list-style-type: none"> <li>1. Each student chooses one fashion designer; conducts research to gather specific information on that designer; and then writes a research paper on their chosen designer which includes information on how the designer incorporates the elements of art and principles of design into their work, and prepares a visual display board incorporating examples of the designer's work.</li> <li>2. Students present their research to the class, using their display board to illustrate and enhance their presentation; each student critiques each presentation following a prescribed rubric.</li> <li>3. From the presentations and additional research, students compare their chosen designer with one presented to them by their peers that appears to have contrasting design ideas and writes a 2-3 page comparison and contrast essay of the two designers.</li> </ol>   | 15        | 15                 | <p><b>Academic:</b><br/>LS: 11-12.1</p> <p><b>CTE Anchor:</b><br/>Communications:<br/>2.1</p> <p><b>CTE Pathway:</b><br/>A1.1</p> |
| <b>V.</b>  | <b>FASHION SALES AND MARKETING</b>  | <b>CR</b> | <b>Lab/<br/>CC</b> | <b>Standards</b>  |
|            | <p><b>Unit Overview:</b></p> <p>Students will identify target markets, the use of social media and its influence on trends in the industry. Students will develop a promotional plan, use of the four components of the marketing mix (4 P's- Product, Price, Place, Promotion). Identify the methods used for market research, including branding and licensing and the purpose of visual merchandising.</p> <p><b>Assignments Summary:</b></p> <ol style="list-style-type: none"> <li>1. Using an existing fashion business, students will research their current marketing and promotional plan along with the potential use of our current use of social media and its effectiveness in the retail market. Students will develop a strategic plan to enhance or introduce social media into their current promotional activities.</li> <li>2. Students will select a product to sell and create a plan for selling it; an example of activities include suggestion selling. In the suggestion selling portion of the plan, students will discuss its benefits; list the five suggestion selling rules, and provide examples of cross-selling, up-selling, and promote special sales opportunities. Students will then discuss after-sales activities, such as order processing, making certain the order is properly filled, and thanking the customer. Additionally, the student will present specific examples of how to build an ongoing relationship such as notifying the customer of any delivery delays, calling for feedback and writing a thank you note.</li> <li>3. Students will role play selling an item of their choice to a fellow student, the fellow student will play the part of the customer. Students should properly close the sale and then engage in suggestive selling, offering related merchandise or telling customers about current sales. Students should ask the customer about the type of tender they will be using as a form of payment, take the payment, and package the product appropriately. Thanking the customer and inviting them to return at a later time for their future needs.</li> </ol> | 20        | 20                 | <p><b>Academic:</b><br/>LS: 11-12.1</p> <p><b>CTE Anchor:</b><br/>Communications:<br/>2.1</p> <p><b>CTE Pathway:</b><br/>A1.1</p> |

|             |  |           |                    |   |
|-------------|--|-----------|--------------------|---|
|             | 4. Students will plan and execute a fashion merchandising display for a chosen retailer. They will present the visual display and include the break down of the retailer's image, and the companies target market (using demographics that include, promotion, pricing, and distribution of the products) while also including the retailer's product mix.   |           |                    |   |
| <b>VI.</b>  | <b>RISK MANAGEMENT AND SAFETY</b>  | <b>CR</b> | <b>Lab/<br/>CC</b> | <b>Standards</b>  |
|             | <p><b>Unit Overview:</b></p> <p>Students will create a safety and risk management plan for a fashion/retail store. This plan will communicate how management and employees will implement safety practices and reduce asset and monetary losses.</p> <p><b>Assignment Summary:</b></p> <p>Students will create a safety management system that assesses risks and hazards that may occur in a retail store. Students will develop and implement effective loss prevention strategies that can be executed on a daily basis at the store level. Students will include a written analysis of safety risk factors that address the Occupational Safety and Health Administration (OSHA) safety requirements including the following:</p> <ol style="list-style-type: none"> <li>1. Create an Emergency evacuation route for the specific store location</li> <li>2. Create a Daily safety audit checklist for use on the sales floor and stockroom</li> <li>3. Brainstorm Employee incentives (eg. contests) to report and/or correct safety hazards</li> <li>4. Create a Fire extinguisher instructional poster</li> <li>5. Write a training plan, communicate and train employees on the cash handling procedure with all employees (include cash handling for registers; overage and shortages. Proper handling returns and exchanges).</li> <li>6. Write a training plan, communicate and train employees on the Inventory Policy (inventory preparation for biyearly inventory, day-to-day inventory handling from stockroom to the sales floor to the front door of the store).</li> <li>7. Write a training plan, communicate and train employees on robbery, violence, and shoplifting prevention procedures</li> </ol> <p><b>Read the following articles and use as a resource in creating the above procedures;</b></p> <p><a href="https://blog.vendhq.com/post/category/inventory-management">https://blog.vendhq.com/post/category/inventory-management</a></p> <p><a href="https://blog.vendhq.com/post/64901827909/physical-counts-of-inventory-made-easy">https://blog.vendhq.com/post/64901827909/physical-counts-of-inventory-made-easy</a></p> | 10        | 10                 | <p><b>Academic:</b><br/>LS: 11-12.1</p> <p><b>CTE Anchor:</b><br/>Communications:<br/>2.1</p> <p><b>CTE Pathway:</b><br/>A1.1</p> |
| <b>VII.</b> | <b>CAREER PLANNING</b>   | <b>CR</b> | <b>Lab/<br/>CC</b> | <b>Standards</b>  |
|             | <p><b>Unit Overview:</b></p> <p>Students complete research on post-secondary education options in the field of fashion design and merchandising, and current labor market projections for various careers in the field. They examine the historical and economic significance of fashion in our society and discuss the role of the fashion industry in current economic conditions.</p> <p>Students will identify the breadth and depth of education that are required for various positions and roles that may interest them. Guest speakers from local colleges will present information about post-secondary educational opportunities. Students will take the information and write a Personal Statement essay to assist them in the application process of post-secondary acceptance. Students will also read Chapters 22 and 23 in the text 'Fashion!' by Mary Wolfe and will create a job portfolio that includes a cover letter, application, resume, and follow up letter.</p> <p><b>Assignment Summary:</b></p> <ol style="list-style-type: none"> <li>1. Students will produce a personal Career Portfolio that will contain a resume, list of references, sample cover letter, and follow up letter. This Career Portfolio will serve as an example for their future Career Portfolio writing</li> </ol>  | 10        | 10                 | <p><b>Academic:</b><br/>LS: 11-12.1</p> <p><b>CTE Anchor:</b><br/>Communications:<br/>2.1</p> <p><b>CTE Pathway:</b><br/>A1.1</p> |

|              |  |           |                    |  |
|--------------|--|-----------|--------------------|--|
|              | <p>needs.</p> <p>2. They will use a photograph of themselves in job interview attire. They will write their personal responses to common interview questions such as; "How have you overcome a challenge in their life?" or "Tell me about yourself?" will be a part of the sample career portfolio as well.</p> <p>3. Students will write a 1-2 page Personal Statement Essay. The personal statement will summarize their academic achievement, potential to contribute to higher education through understanding barriers, academic needs, leadership, and interests.</p> |           |                    |  |
| <b>VIII.</b> | <b>COURSE NOTES:</b>   | <b>CR</b> | <b>Lab/<br/>CC</b> | <b>Standards</b>   |
|              | Course Notes:  | 0         | 0                  | <b>Academic:</b><br>LS: 11-12.1<br><b>CTE Anchor:</b><br>Communications:<br>2.1<br><b>CTE Pathway:</b><br>A1.1 |

**Entered by:**

District: Riverside County Office of Education  
 Contact: John Bruestle, CTE Instructional Specialist  
 Phone: 951-826-6313  
 Email: [jbruestle@rcoe.us](mailto:jbruestle@rcoe.us)