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- d. Describe the impact of such economic indicators as consumer discretionary income, inflation, gross domestic product, and productivity on consumer spending on fashion.
- e. Contrast typical profit margins of manufacturers, wholesalers, and retailers in the fashion industry.
- f. Explain competition as it relates to fashion designers, manufacturers, and retailers in the fashion marketplace.
- g. Analyze the concept of supply and demand.

Academic Standards:

SSEF1. The student will explain why limited productive resources and unlimited wants result in scarcity, opportunity costs and trade offs for individuals, businesses and governments.

SSEM12. The student will explain how the Law of Demand, the Law of Supply, prices and profits work to determine production and distribution in a market economy.

SSEM13. The student will explain how markets, prices and competition influence economic behavior.

MKT-AFM-3. Students will identify major laws that regulate and/or impact the fashion industry.

- a. Describe laws that protect consumers (i.e., product labeling and product safety).
- b. Describe laws that regulate the fashion industry (i.e., the Federal Trade Commission, price fixing, and the Sherman Antitrust Act).

Academic Standards:

SSEF5. The student will describe the roles of government in a market economy.

FASHION MERCHANDISING, BUYING AND INVENTORY MANAGEMENT

Students will be able to describe product selection, identify market centers, analyze distribution systems, and understand the importance of merchandising planning and inventory management.

MKT-AFM-4. Students will describe the product selection process for fashion buying.

- a. Differentiate between assortment planning and product mix.
- b. Describe buying strategies based on a target market.

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- c. Identify and classify sizes, styles, and characteristics of women's, men's, and children's fashions.
- d. Identify and discuss the importance of selecting styles for different body types.
- e. Differentiate between private and designer labels and outline the advantages and disadvantages to a retailer in carrying the different labels.

Academic Standards:

ELA12W1. The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.

MKT-AFM-5. Students will differentiate various market centers and relate their importance to merchandising decisions.

- a. Explain the role of fashion market centers (i.e., AmericasMart in Atlanta).
- b. Identify international fashion market centers.
- c. Compare the advantages and disadvantages of using different buying venues such as trade shows, showrooms, and sales representatives.
- d. Summarize the major activities that take place during market week.
- e. Explain the sales process at market centers.
- f. Describe the responsibilities of a retail buyer at a market center.
- g. Describe critical components of effective buyer-vendor relationships.
- h. Summarize buyers' strategies for merchandise selection.
- i. Analyze the components of an order placed at a market center.

Academic Standards:

ELA12W1. The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.

MC2P4. Students will make connections among mathematical ideas and to other disciplines.

MKT-AFM-6. Students will analyze the importance of utilizing an efficient distribution system.

- a. Describe the factors a manufacturer considers when selecting a distribution channel for a given line of fashion merchandise.
- b. Outline the effect of bypassing retail stores and shipping directly from the manufacturer to an outlet center.
- c. Contrast common buying and shipping terms used by a manufacturer and a wholesaler.

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- d. Outline the decisions to be made in managing the marketing functions of transportation and storage from the manufacturers' and the wholesalers' perspectives.
- e. Explain how the selection of distribution channels affect the cost and retail price of fashion merchandise.
- f. Compare and summarize the benefits of using computerized systems to track and process orders at the manufacturing, wholesaling, or market center levels of distribution.

Academic Standards:

SCSh5. Students will demonstrate the computation and estimation skills necessary for analyzing data and developing reasonable scientific explanations.

MC2P1. Students will solve problems (using appropriate technology).

MC2P4. Students will make connections among mathematical ideas and to other disciplines.

MC2A2. Students will solve simple equations.

MKT-AFM-7. Students will determine factors to consider when developing a merchandise plan and budget for a business.

- a. Differentiate between cost and retail when determining prices for merchandise.
- b. Calculate gross profit and net profit.
- c. Explain the components of the merchandise plan.
- d. Determine how to maintain the appropriate level and mix of merchandise by employing the concept of "open-to-buy."
- e. Prepare a buying plan and calculate "open-to-buy" on cost and retail for selected products in an identified business.

Academic Standards:

MC2P1. Students will solve problems (using appropriate technology).

MC2P4. Students will make connections among mathematical ideas and to other disciplines.

MC2A2. Students will solve simple equations.

MKT-AFM-8. Students will implement an inventory management plan and compute product pricing utilizing cost control methods.

- a. Describe the importance of inventory control.

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- b. Examine the impact of internal and external shortage/shrinkage.
- c. Describe the extent to which inventory control impacts profits.
- d. Identify methods of stock planning and explain the importance of stock turnover ratio.
- e. Calculate markups, markdowns, and types of discounts.
- f. Describe the impact of mispricing, internal shortage, and external shortage on profits.
- g. Outline the impact of computer technology on tracking and maintaining inventory.

Academic Standards:

C2P1. Students will solve problems (using appropriate technology).

MC2P4. Students will make connections among mathematical ideas and to other disciplines.

MC2A2. Students will solve simple equations.

FASHION PROMOTION

Students will be able to describe the importance of visual presentations and the effect of advertising and other promotional activities related to the fashion industry.

MKT-AFM-9. Students will develop visual merchandising and presentations.

- a. Explain the importance of visual merchandising to consumer behavior and business profits.
- b. Identify elements that influence store layouts.
- c. Identify types of fixtures.
- d. Explain the use of technology in visual merchandising.
- e. Construct an interior display and a window display.
- f. Contrast merchandising techniques and store layouts used by various types of retailers such as boutiques, department stores, big box stores, and discounters/jobbers.

Academic Standards:

ELA12LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions.

MKT-AFM-10. Students will evaluate the effects of advertising in the fashion industry.

- a. Determine how advertising is used to promote the sale of fashion.
- b. Discuss the differences in product advertising at the national and local level.

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- c. Describe the different types of broadcast media used in fashion marketing (i.e., television and radio).
- d. Discuss the different types of electronic media related to fashion marketing (i.e., online media and specialty media such as iPods).
- e. Evaluate the cost of advertising for a specific medium.

Academic Standards:

SCSh3. Students will identify and investigate problems scientifically.

MKT-AFM-11. Students will create a fashion promotion plan.

- a. Identify types of special promotions used in the fashion industry.
- b. Define public relations and explain how it is used to support promotional campaigns.
- c. Target a market for a fashion promotion.
- d. Prepare a promotional calendar of events for a given line of fashion merchandise.
- e. Design a special event/display using apparel and accessories (i.e., back-to-school, a high school prom, etc.).

Academic Standards:

ELA12W3. The student uses research and technology to support writing.

ELA12LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions.

ELA12LSV2. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.

CTAE Foundation Skills

The Foundation Skills for Career, Technical and Agricultural Education (CTAE) are critical competencies that students pursuing any career pathway should exhibit 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

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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.

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**

Advanced Fashion Marketing

National Standards for Marketing, Sales, and Service Career Cluster Knowledge and Skills	Marketing, Sales, and Service Advanced Fashion Marketing
<p>FIDSA1.0 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>FIDSA2.0 Students understand basic operational procedures and regulatory requirements in the fashion design, manufacturing, merchandising, and retail industry.</p> <p>FIDSA5.0 Students understand the relationship between history and fashion.</p> <p>FIDSA5.3 Students understand how designs and trends have developed and evolved throughout history.</p>	<p>MKT-AFM-1 Review the evolution and movement of fashion.</p>
<p>FIDSA5.4 Students analyze the ways in which economies, mass production, labor unions, and technology affect the fashion industry.</p>	<p>MKT-AFM-2 Analyze economics in the fashion industry.</p>

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

Advanced Fashion Marketing

<p>FIDSA12.0 Students understand the current laws and worksite policies regarding inventory control and loss prevention.</p> <p>FIDSA1.3 Students recognize key legislative, economic, and social trends that affect the industry.</p>	<p>MKT-AFM-3 Identify major laws that regulate and/or impact the fashion industry.</p>
<p>FIDA10.3 Students will analyze sales and marketing techniques for effectiveness.</p> <p>FIDA10.4 Students understand strategies for helping customers select merchandise and recommend related services appropriate to their needs (e.g. budget, personality, figure type, coloring, and personal preference).</p> <p>SSVP5 Students demonstrate knowledge and skills leading to an understanding of product and service improvements.</p>	<p>MKT-AFM-4 Describe the product selection process for fashion buying.</p>
<p>FIDA10.4 Students understand strategies for helping customers select merchandise and recommend related services appropriate to their needs (e.g. budget, personality, figure type, coloring, and personal preference).</p> <p>CSSS5.2 Students will develop and implement strategies for selling products or services.</p>	<p>MKT-AFM-5 Differentiate various market centers and relate their importance to merchandising decisions.</p>
<p>FIDA10.0 Students understand the skills and procedures necessary for sales and marketing in the fashion industry.</p>	<p>MKT-AFM-6 Analyze the importance of utilizing an efficient distribution system.</p>

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

Advanced Fashion Marketing

<p>FIDA10.0 Students understand the skills and procedures necessary for sales and marketing in the fashion industry.</p> <p>CSSS5.2 Students will develop and implement strategies for selling products or services.</p>	<p>MKT-AFM-7 Determine factors to consider when developing a merchandise plan and budget for a business.</p>
<p>CSS7.4 Students analyze and evaluate the effectiveness of prospecting methods, sales strategies, and marketing/merchandising plans, and make any necessary adjustments.</p> <p>CSS5.3 Students are familiar with pricing strategies and policies.</p>	<p>MKT-AFM-8 Implement an inventory management plan and compute product pricing utilizing cost control methods.</p>
<p>FIDA11.0 Students understand and apply the procedures necessary to produce and maintain interior and exterior store displays.</p>	<p>MKT-AFM-9 Develop visual merchandising presentations.</p>
<p>FIDA10.0 Students understand the skills and procedures necessary for sales and marketing in the fashion industry.</p> <p>CSS1.4 Students study competitors' products and services including competitors' marketing materials (ads, fliers, TV commercials, web pages, etc).</p>	<p>MKT-AFM-10 Evaluate the effects of advertising in the fashion industry.</p>
<p>CSS7.4 Students analyze and evaluate the effectiveness of prospecting methods, sales strategies, and marketing/merchandising plans, and make any necessary adjustments.</p>	<p>MKT-AFM-11 Create a fashion promotion plan.</p>

National Standards' Source(s):

*CSS: Customer Service and Sales Skills Standards
(National Retail Federation)*

FIDA : Fashion Industry and Design (National Retail Federation)

SSVP: S&SVP Customer Service and Sales Skills Standards (National Retail Federation)

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