

Fashion Merchandising

Grade Level/Unit Title: 11-12/Fashion Industry Basics—Course Code: 040013

COURSE DESCRIPTION	
<p><i>Fashion Merchandising</i> introduces students to fashion, merchandising, and the world of apparel and accessories marketing. Students examine fashion trends, components of fashion, elements and principles of line and design in fashion, and principles of color in fashion. They develop skills necessary to receive and process incoming merchandise, maintain inventory levels, set up and dismantle displays, and plan merchandise assortments. Emphasis is also placed on techniques and processes for selling apparel.</p>	
UNIT DESCRIPTION	SUGGESTED UNIT TIMELINE
Students will examine the apparel segment of the fashion industry, the evolution of fashion products, fashion market centers around the world, the role of fashion designers, and contemporary trends in fashion.	4 weeks
	CLASS PERIOD (min.)
	50 min.
ESSENTIAL QUESTIONS	
<ol style="list-style-type: none"> 1. How have fashion products evolved in the last 100 years? 2. Where are the fashion market centers around the world? 3. What designers are currently impacting fashion? 4. What trends are occurring in the world of fashion? 	
PERFORMANCE INDICATORS	
<p>PD:102 Explain the apparel segment of the fashion industry (CS) PM:044 Describe theories of the origin of fashion products (SP) PM:045 Describe the influence of historical events on fashion products (SP) PM:052 Identify fashion market centers (SP) PM:060 Explain the role of fashion designers (SP) IM:006 Identify fashion trends (SP)</p>	

P.I. #	INSTRUCTIONAL STRATEGIES
All	Direct Instruction (lecture, videos, presentations, etc.)
All	Independent Study (case studies, student handouts, book reviews, DECA role plays, etc.)
All	Experiential Learning (school store operations, field trips, collaborative projects, DECA written events, etc.)
All	Project-Based Learning (DECA project management events)
P.I. #	INSTRUCTIONAL ACTIVITIES
PM:045	Instruct students to develop a fashion timeline, identifying the evolution and changes in fashion, as well as events that impacted apparel and accessories over time.
PM:044, PM:045, IM:006	Why People Wear Clothes (https://fidm.edu/en/about/educator-outreach/classroom-activities/why-people-wear-clothes)
PM:045, IM:006	History of Costume Through TV and Film (https://fidm.edu/en/about/educator-outreach/classroom-activities/history-of-costume-through-tv-and-film)
PD:102, PM:052, PM:060	Instruct students to conduct research on a specific fashion market center and/or fashion designer and write a short report on the impact of the fashion market center or designer on the fashion industry.
All	DECA Competitive events: Team Decision Making Events
All	DECA Competitive events: Individual Series Events
All	DECA Competitive events: Business Operations Research Events

COURSE DESCRIPTION	
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UNIT DESCRIPTION	SUGGESTED UNIT TIMELINE
Students will develop an understanding of merchandising and marketing in the world of fashion.	4 weeks
	CLASS PERIOD (min.)
	50 min.
ESSENTIAL QUESTIONS	
<ol style="list-style-type: none"> 1. Why is fashion merchandising important? 2. How do effective marketing strategies help a business to be successful? 3. What career opportunities are there in the world of fashion merchandising and marketing? 	
PERFORMANCE INDICATORS	
<p>MK:020 Explain the importance of merchandising to retailers (CS)</p> <p>PD:134 Explain career opportunities in merchandising (CS)</p> <p>MK:001 Explain marketing and its importance in a global economy (CS) LAP-MK-901</p> <p>MP:001 Explain the concept of marketing strategies (CS) LAP-MP-001</p> <p>MK:002 Describe marketing functions and related activities (CS) LAP-MK-002</p> <p>MK:000 Describe the nature of apparel and accessories marketing (CS)</p> <p>PD:040 Discuss career opportunities in apparel and accessories marketing (CS)</p>	

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All	Experiential Learning (school store operations, field trips, collaborative projects, DECA written events, etc.)
All	Project-Based Learning (DECA project management events)
P.I. #	INSTRUCTIONAL ACTIVITIES
MK:001	MBA Research LAP-MK-901 Have It Your Way! (Nature of Marketing)
MP:001	MBA Research LAP-MP-001 Pick the Mix (Nature of Marketing Strategies)
MK:002	MBA Research LAP-MK-002 Work the Big Seven (Marketing Functions)
MK:001, MP:001, MK:002, MK:000	Divide the class into seven groups. Assign a different marketing function to each group. Instruct each group to determine its role and responsibilities in marketing a fashion product such as a pair of shoes. Finally, have each group share its specific role and responsibilities with the class.
MK:001, MP:001, MK:002, MK:000	Fashion London Lesson: Marketing and Media (Classroom Slides: https://www.london.gov.uk/sites/default/files/3848_fashion_lesson7_cs_v12.pdf ; Student Workbook: https://www.london.gov.uk/sites/default/files/3848_fashion_lesson7_wb_v12.pdf)
PD:134, PD:040	Arrange for a guest speaker who works in merchandising and/or apparel and accessories marketing to talk with the class about careers in merchandising and apparel/accessories marketing, educational requirements, and roles and responsibilities for different positions. Prior to the guest speaker visiting the class, have students conduct research on careers in merchandising and apparel/accessories marketing and develop a list of questions to ask the guest speaker. Students should take notes during the speaker's presentation and then develop a report, video, website, etc. that explains careers in the merchandising and apparel/accessories marketing industry.

All	DECA Competitive events: Team Decision Making Events
All	DECA Competitive events: Individual Series Events
All	DECA Competitive events: Business Operations Research Events

Grade Level/Unit Title: 11-12/Fashion and Design—Course Code: 040013

COURSE DESCRIPTION	
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UNIT DESCRIPTION	SUGGESTED UNIT TIMELINE
Students will examine components of fashion, elements and principles of line and design, and principles of color.	2 weeks
	CLASS PERIOD (min.)
	50 min.
ESSENTIAL QUESTIONS	
<ol style="list-style-type: none"> 1. What are the key components of fashion? 2. How do line and design impact fashion products? 3. What impact does color have on fashion products? 	
PERFORMANCE INDICATORS	
<p>PM:047 Explain the components of fashion (style, color, and functionality) (SP)</p> <p>PM:048 Explain the elements and principles of line and design in fashion (SP)</p> <p>PM:049 Describe the principles of color in fashion (SP)</p>	
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All	Direct Instruction (lecture, videos, presentations, etc.)
All	Independent Study (case studies, student handouts, book reviews, DECA role plays, etc.)
All	Experiential Learning (school store operations, field trips, collaborative projects, DECA written events, etc.)
All	Project-Based Learning (DECA project management events)

P.I. #	INSTRUCTIONAL ACTIVITIES
PM:049	Quick and Easy Color Wheel (https://fidm.edu/en/about/educator-outreach/classroom-activities/quick-easy-color-wheel)
All	Individually, students should conduct a self-analysis to determine the best styles, colors, and cuts of clothing for themselves. After doing so, students should develop an infographic or digital collage identifying apparel and accessories that would be most appropriate for their body type.
All	Elements of Design Activity (http://jaymetracy.pbworks.com/w/file/fetch/77740091/Elements%20of%20Design%20Activity.docx)
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UNIT DESCRIPTION	SUGGESTED UNIT TIMELINE
Students will develop skills and knowledge necessary to assess supplier information, analyze competitors' offerings, and plan an effective merchandise assortment.	4 weeks
	CLASS PERIOD (min.)
	50 min.
ESSENTIAL QUESTIONS	
<ol style="list-style-type: none"> 1. What factors influence merchandising decisions? 2. What products is the competition offering? 3. What are best practices in planning a merchandise assortment? 	
PERFORMANCE INDICATORS	
<p>PM:001 Explain the nature and scope of the product/service management function (SP) LAP-PM-017</p> <p>PM:003 Explain the concept of product mix (SP) LAP-PM-003</p> <p>IM:300 Analyze information from suppliers (SP)</p> <p>IM:396 Scan marketplace to identify factors that could influence merchandising decisions (SP)</p> <p>IM:298 Analyze competitors' offerings (SP)</p> <p>PM:254 Plan merchandise assortment (e.g., styling, sizes, quantities, colors) (SP)</p>	

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All	Experiential Learning (school store operations, field trips, collaborative projects, DECA written events, etc.)
All	Project-Based Learning (DECA project management events)
P.I. #	INSTRUCTIONAL ACTIVITIES
PM:001	MBA Research LAP-PM-017 Serving Up Products (Nature of Product/Service Management)
PM:003	MBA Research LAP-PM-003 Mix and Match (The Nature of the Product Mix)
PM:254	Fashion London Lesson: The Range (Classroom Slides: https://www.london.gov.uk/sites/default/files/3848_fashion_lesson6_cs_v12.pdf ; Student Workbook: https://www.london.gov.uk/sites/default/files/3848_fashion_lesson6_wb_v12.pdf)
All	Arrange for students to assist a local clothing retailer or school-based enterprise in expanding its product mix. Working in teams, students should research the store's current products. Then, based on an analysis of these products, trends, and other research findings, students should recommend a new product mix for the business. Each team should give a short presentation outlining their recommendations.
All	DECA Competitive events: Team Decision Making Events
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UNIT DESCRIPTION	SUGGESTED UNIT TIMELINE
Students will examine methods for receiving, processing, and maintaining merchandise.	2 weeks
	CLASS PERIOD (min.)
	50 min.
ESSENTIAL QUESTIONS	
<ol style="list-style-type: none"> 1. What are important considerations in receiving merchandise? 2. How is incoming merchandise processed? 3. What are best practices in maintaining inventory levels? 	
PERFORMANCE INDICATORS	
<p>OP:384 Explain the receiving process (CS) OP:385 Explain stock-handling techniques used in receiving deliveries (CS) OP:386 Process incoming merchandise (CS) OP:407 Maintain inventory levels (CS)</p>	
P.I. #	INSTRUCTIONAL STRATEGIES
All	Direct Instruction (lecture, videos, presentations, etc.)
All	Independent Study (case studies, student handouts, book reviews, DECA role plays, etc.)
All	Experiential Learning (school store operations, field trips, collaborative projects, DECA written events, etc.)
All	Project-Based Learning (DECA project management events)

P.I. #	INSTRUCTIONAL ACTIVITIES
OP:384, OP:385, OP:386	Tell students to imagine that they are responsible for verifying the products a distributor has sent to their store. What types of things should they look for to confirm the order is correct? Then, instruct them to imagine that there is a problem with the shipment – a number of items are missing, and some are damaged. What steps should students take to fix the problem? Students should write down how they would approach this issue.
OP:407	Instruct students to imagine that they are helping train a new employee on their first day of work in the school-based enterprise. Students should write down what they would say to that new employee, including reasons why inventory management is important, advantages of efficient inventory management, consequences of inefficient inventory management, and any other relevant information.
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UNIT DESCRIPTION	SUGGESTED UNIT TIMELINE
Students will develop skills and knowledge of visual merchandising and display.	3 weeks
	CLASS PERIOD (min.)
	50 min.
ESSENTIAL QUESTIONS	
1. What are is the difference between visual merchandising and display? 2. What are best practices for different types of display arrangements? 3. How are displays typically dismantled and stored?	
PERFORMANCE INDICATORS	
PR:023 Explain the use of visual merchandising in retailing (CS) PR:302 Distinguish between visual merchandising and display (CS) PR:026 Explain types of display arrangements (CS) PR:052 Maintain displays (CS) PR:054 Dismantle/Store displays/display fixtures/forms (CS)	

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All	Direct Instruction (lecture, videos, presentations, etc.)
All	Independent Study (case studies, student handouts, book reviews, DECA role plays, etc.)
All	Experiential Learning (school store operations, field trips, collaborative projects, DECA written events, etc.)
All	Project-Based Learning (DECA project management events)
P.I. #	INSTRUCTIONAL ACTIVITIES
PR:023	Instruct students to visit two apparel stores, take photos of each store's displays and visual merchandising, and then create a short report or presentation in which they compare and contrast what they observed at each store.
PR:026	Instruct students to visit a local retailer and take notes about its seasonal displays. Students should answer questions such as: What tools (e.g., color, props, signage, etc.) are used? What emotion are they evoking and what message are they sending? Who is most likely to be affected by these displays? If you were part of this audience, would you be motivated to make a purchase? Students should take note of any improvements that could be made to the store's displays and share their thoughts with the class.
PR:026, PR:052	Students should create a window display containing fashion items, or as an alternative, a miniature mock-up of the display.
All	Fashion London Lesson: The Store Environment (Classroom Slides: https://www.london.gov.uk/sites/default/files/3848_fashion_lesson9_cs_v13.pdf ; Student Workbook: https://www.london.gov.uk/sites/default/files/3848_fashion_lesson_9_wb_v13.pdf)
All	DECA Competitive events: Team Decision Making Events
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UNIT DESCRIPTION	SUGGESTED UNIT TIMELINE
Students will identify features and benefits of various types of fashion merchandise.	7 weeks
	CLASS PERIOD (min.)
	50 min.
ESSENTIAL QUESTIONS	
<ol style="list-style-type: none"> 1. Where can you get information about different fashion products? 2. How can you determine the features and benefits of fashion products? 3. What are the features and benefits of various fashion products? 	
PERFORMANCE INDICATORS	
<p>SE:062 Acquire product information for use in selling (CS) LAP-SE-062 SE:051 Explain fashion-brand images (CS) SE:109 Analyze product information to identify product features and benefits (SP) LAP-SE-109 SE:121 Use characteristics of fibers, yarns, fabrics, and materials to identify benefits (SP) SE:122 Use garment construction methods to identify benefits (SP) SE:123 Determine customer benefits of model characteristics of men's apparel (SP) SE:124 Determine customer benefits of silhouette characteristics of women's apparel (SP) SE:355 Use characteristics of women's accessories to identify benefits (SP) SE:125 Use characteristics of men's accessories to identify benefits (SP) SE:126 Use characteristics of women's foundations/lingerie to identify benefits (SP) SE:127 Use characteristics of swimwear to identify benefits (SP) SE:128 Use characteristics of outerwear to identify benefits (SP)</p>	

SE:129 Use characteristics of shoes/footwear to identify benefits (SP)	
P.I. #	INSTRUCTIONAL STRATEGIES
All	Direct Instruction (lecture, videos, presentations, etc.)
All	Independent Study (case studies, student handouts, book reviews, DECA role plays, etc.)
All	Experiential Learning (school store operations, field trips, collaborative projects, DECA written events, etc.)
All	Project-Based Learning (DECA project management events)
P.I. #	INSTRUCTIONAL ACTIVITIES
SE:062	MBA Research LAP-SE-062 Get Informed (Acquiring Product Information for Use in Selling)
SE:109	MBA Research LAP-SE-109 Find Features, Boost Benefits (Feature-Benefit Selling)
SE:121	Textile Design for Protective Clothing (https://fidm.edu/en/about/educator-outreach/classroom-activities/textile-design-for-protective-clothing)
All	Students should create a feature-benefit chart detailing the type of apparel/accessory, brand name, fabric content, style details, other features, and benefits.
All	DECA Competitive events: Team Decision Making Events
All	DECA Competitive events: Individual Series Events
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UNIT DESCRIPTION	SUGGESTED UNIT TIMELINE
Students will develop skills in selling fashion merchandise, including assessing customer needs, recommending specific product, determining the size and fit of apparel, and processing sales transactions.	9 weeks
	CLASS PERIOD (min.)
	50 min.
ESSENTIAL QUESTIONS	
<ol style="list-style-type: none"> 1. How can you analyze customers and determine their needs? 2. What are considerations in recommending specific products? 3. What are best practices for selling apparel? 	
PERFORMANCE INDICATORS	
<p>SE:017 Explain the nature and scope of the selling function (CS) LAP-SE-017 SE:076 Explain the role of customer service as a component of selling relationships (CS) LAP-SE-076 SE:048 Explain the selling process (CS) LAP-SE-048 SE:110 Establish relationship with customer/client (CS) SE:111 Determine customer/client needs (CS) SE:004 Analyze customers (apparel and accessories) (SP) SE:114 Recommend specific product (CS) LAP-SE-114 SE:135 Determine size and fit of children's apparel (SP) SE:136 Determine size and fit of women's apparel (SP) SE:137 Determine size and fit of men's apparel (SP) SE:138 Determine size and fit of shoes (SP) SE:139 Use style characteristics to sell men's apparel (SP)</p>	

SE:140 Use style characteristics to sell women's apparel (SP)
 SE:874 Convert customer/client objections into selling points (SP) LAP-SE-874
 SE:895 Close the sale (SP) LAP-SE-895
 SE:875 Demonstrate suggestion selling (SP) LAP-SE-875
 OP:194 Prepare cash drawers/banks (CS)
 OP:195 Open/Close register/terminal (CS)
 SE:329 Process sales transactions (e.g., cash, credit, check) (CS)

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All	Direct Instruction (lecture, videos, presentations, etc.)
All	Independent Study (case studies, student handouts, book reviews, DECA role plays, etc.)
All	Experiential Learning (school store operations, field trips, collaborative projects, DECA written events, etc.)
All	Project-Based Learning (DECA project management events)
P.I. #	INSTRUCTIONAL ACTIVITIES
SE:017	MBA Research LAP-SE-017 Sell Away (The Nature and Scope of Selling)
SE:076	MBA Research LAP-SE-076 Go Beyond the Sale (Customer Service in Selling)
SE:048	MBA Research LAP-SE-048 Set Your Sales (The Selling Process)
SE:114	MBA Research LAP-SE-114 Get Specific (Recommending Specific Product)
SE:874	MBA Research LAP-SE-874 Objection Overruled (Converting Objections Into Selling Points)
SE:895	MBA Research LAP-SE-895 Wrap it Up (Closing Sales)
SE:875	MBA Research LAP-SE-875 Up the Ante (Suggestion Selling)
SE:110	Provide students with multiple situations in which a salesperson is about to open the sales presentation. Students should write two openings that could be used for each situation and discuss their responses with the class.
SE:111	Students should create a list of five products that they sell, write three questions that could be asked customers to determine their needs, and discuss their ideas with the class.

SE:111, SE:004, SE:114, SE:139, SE:140	Project: Trendy Threads Wardrobe Box (https://www.familyconsumersciences.com/2021/11/trendy-threads-wardrobe-box/)
OP:194	Share the school-based enterprise's policy for balancing the cash drawer with students. Then, have students observe their coworker(s) as they balance the drawer at the end of the day. Students should give the work a letter grade from A+ to F based on how well the coworker(s) follow the written policy. If no policy exists for balancing the cash drawer, work with the class to develop one.
SE:329	Students should consider the different ways customers can pay for products and services at the school-based enterprise: credit and debit cards, cash, checks, mobile payment options, etc. Students should conduct research and create a pros/cons list for each of the payment methods from the perspective of the store. Have students explain which payment options they believe the store should accept and why. Discuss whether the students' conclusions match what the store is already doing, or if the store should adopt a different payment policy.
All	DECA Competitive events: Team Decision Making Events
All	DECA Competitive events: Individual Series Events
All	DECA Competitive events: Business Operations Research Events