

# **TRUMBULL PUBLIC SCHOOLS**

**Trumbull, Connecticut**

## **THE BUSINESS OF FASHION Grades 9-12 Business Education Department**

**2020**

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The Business of Fashion

Property of Trumbull Public Schools

**The Business of Fashion**  
**Grades 9-12**  
**Table of Contents**

Core Values & Beliefs .....	2
Introduction & Philosophy .....	2
Course Goals.....	2
Course Enduring Understandings .....	4
Course Essential Questions.....	4
Course Knowledge & Skills.....	4
Course Syllabus .....	5
Unit 1: The Importance of Clothing and Fashion .....	6
Unit 2: Fashion Trends and Movements .....	8
Unit 3: Basic Economic Concepts .....	10
Unit 4: Fashion Design Elements .....	13
Unit 5: Retail Business Fundamentals .....	16
Unit 6: Fashion Financials .....	19
Unit 7: Fashion Promotion .....	21
Unit 8: The Fashion Industry: Moving Forward .....	23
Course Credit .....	26
Prerequisites .....	26
Assured Student Performance Rubrics .....	26

The Trumbull Board of Education promotes non-discrimination in all of its programs, including educational opportunities and services provided to students, student assignment to schools and classes, and educational offerings and materials.

## CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read and write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

## INTRODUCTION & PHILOSOPHY

The landscape of the fashion industry is quickly changing and evolving. The Business of Fashion explores the most up-to-date information on manufacturing, marketing, and distribution of fashion products within a global context. Project-based learning provides insight on the organization and operation of textiles, apparel, accessories, and home fashion companies, as well as the effect of technological, organizational, and global changes on every area of the business. Updated discussions of technologies, corporate social responsibility, and sustainable practices are incorporated throughout the course.

As a business education course, The Business of Fashion will introduce students to a dynamic, multi-faceted business. Students will have the opportunity to explore the fashion movement along with essential economic principles that impact all businesses. As the apparel industries continues to weather changes in the economy and life-changing events, clothing remains a basic necessity of people worldwide and gives great importance to the business of fashion.

## COURSE GOALS

The following course goals derive from the 2007 National Standards for Business Education.

NSBE.Accounting.II (Financial Reports)	Develop an understanding and working knowledge of an annual report and financial statements.
NSBE.Accounting.VI (Interpretation and Use of Data)	Use planning and control principles to evaluate the performance of an organization and apply differential analysis and present-value concepts to make decisions.
NSBE.Business Law.II (Contract Law, Law of Sales, and Consumer Law)	Analyze the relationships between contract law, law of sales, and consumer law.
NSBE.Business Law.IV (Business Organizations)	Describe the major types of business organizations operating within the socioeconomic arena of the national and international marketplace.

NSBE.Economics.II  
(Economic Systems) Explain why societies develop economic systems, identify the basic features of different economic systems, and analyze the major features of the U.S. economic system.

NSBE.Economics.IV  
(Markets and Prices) Analyze the role of markets and prices in the U.S. economy.

NSBE.Personal Finance.V  
(Buying Goods and Services) Apply a decision-making model to maximize consumer satisfaction when buying goods and services.

NSBE.Marketing.I  
(Foundations of Marketing) Recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business, and society.

The following course goals derive from the 2010 Connecticut Core Standards.

CCS.ELA-Literacy.RST.9-10.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

CCS.Mathematics.HS.F-IF.6 Calculate and interpret the average rate of a change of a function (presented symbolically or as a table) over a specified interval.

The following course goals derive from the 2016 International Society for Technology in Education Standards.

ISTE Knowledge Constructor  
(Standard 3) Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

- 3a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- 3b. Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.
- 3d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

ISTE Computational Thinker  
(Standard 5) Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

- 5b. Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data

in various ways to facilitate problem-solving and decision-making.

- 5c. Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.

## **COURSE ENDURING UNDERSTANDINGS**

Students will understand that . . .

- fashion is influenced by the economy and by politics.
- fashion cycles and trends can be classified into various stages and timespans.
- the fashion industry has a defined channel of operation, production, and distribution.
- fabric construction, finishing procedures, and quality standards have an impact on price market categories of apparel.
- fashion has a defined design process.
- retailing is the link that moves finished goods from manufacturers to consumers.

## **COURSE ESSENTIAL QUESTIONS**

- How do fashion designers detect fashion trends?
- Why is fashion one of the greatest economic forces in everyday life?
- What is behind the retail prices we pay for our clothing?
- What are the variables in making purchasing decisions?
- What is the impact of physical locations and layouts on the success of retail fashion stores?
- What are the key financial measurements for a retail operation?

## **COURSE KNOWLEDGE & SKILLS**

Students will know . . .

- the theories of the fashion movement.
- how data analytics and consumer research are increasingly being used to determine fashion trends and consumer purchasing intent.
- the fashion design process and channel of distribution.
- pricing and promotion strategies to align with consumer buying motives.
- fundamentals of the retail business.

Students will be able to . . .

- describe the stages and lifespans of fashion cycles.
- analyze trend reports to determine the popular fashion styles and trends.
- contrast factors that speed up or slow down fashion movements.
- identify the basic forms of business organizations and cycles.
- calculate the wholesale price of a garment to include labor, materials, and markup.

# COURSE SYLLABUS

## Course Name

The Business of Fashion

## Level

Grades 9-12

## Prerequisites

None

## Materials Required

None

## General Description of the Course

The Business of Fashion will bring to life the business aspects of the fashion world. This course will offer students an introduction to this exciting, dynamic industry through topics such as fashion design, emerging trends, cultural influences, promotion, visual merchandising, and retailing. Learn how to build a career in buying, merchandising, marketing, product development, creative fashion presentations, styles, sales, or management. Explore the future of the fashion industry in this hands-on, project-based course!

## Assured Assessments

Formative Assessments:

- Infographic: Creating an illustration of protective clothing, necessity, technological advances (Unit 1)
- Group presentation project focused on predicting the next fashion movement (Unit 2)
- Exploring and analyzing specific retail advertising (Unit 3)
- Apparel pricing activity (Unit 4)
- Simulating activity on opening a retail store (Unit 5)
- Preparing a retail financial statement (Unit 6)
- Creating a six-month promotion program for a small retailer (Unit 7)
- Critical thinking to rethink retail centers (Unit 8)

Summative Assessments:

- Kahoot! assessment (Unit 1)
- Unit quiz (Units 2, 3, 4, 5, 7)
- Case study (Unit 3)
- Price categories display board (Unit 4)
- Deciphering the financial statement of a struggling fashion business, and proposing business decisions and changes to make the company profitable (Unit 6)
- Creating an advertising plan for a local retailer (Unit 7)
- Final Mogul Capstone Project (Unit 8)

# UNIT 1

## The Importance of Clothing and Fashion

### Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.RST.9-10.2	Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
ISTE Knowledge Constructor (Standard 3a)	Plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
ISTE Knowledge Constructor (Standard 3d)	Build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

### Unit Essential Questions

- What are the basic reasons people wear clothes?
- Why do people make various clothing choices?
- What are the economic and political influences on fashion?
- What are the stages and timespans of fashion cycles?

### Scope and Sequence

1. The importance of clothes
  - a. Reasons for wearing certain clothing
  - b. Why people select certain clothes
  - c. Ongoing fashion perspectives
  - d. Fashion: “both highly personal and very public”
2. Historical perspective of fashion
  - a. The importance of fashion change
  - b. Cultural differences in clothing choice

### Assured Assessment

Formative Assessment:

- Students will participate in various formative assessments designed to support a wide variation in abilities, learning styles, and needs among students. Examples include:
  - Infographic: Creating an illustration of protective clothing, necessity, technological advances
  - Student oral report on how animal skins or plants were used as simple clothing in ancient times

- Student interview of two older individuals about the clothing they wore as young adults
- Creating an illustration showing why fashion is “a mirror of our times”

Summative Assessment:

- Kahoot!: Matching clothing to country and time; fashion vocabulary terms; purposes of clothing

**Resources**

Supplemental

- Burns, Leslie Davis, Kathy K. Mullet, and Nancy O. Bryant. *The Business of Fashion: Designing, Manufacturing, and Marketing*. 4<sup>th</sup> ed. New York: Fairchild, 2011. Print.
- Carr, Melissa G., and Lisa Hopkins Newell. *Guide to Fashion Entrepreneurship: The Plan, the Product, the Process*. New York: Fairchild, 2014. Print.
- George-Parkin, Hilary. “The Most Influential Fashion Trends, Decade by Decade.” Who What Wear August 28, 2020. <https://www.whowhatwear.com/fashion-by-the-decade>. Accessed November 3, 2020. Web.
- *Virtual Business: Fashion*. <https://knowledgematters.com/highschool/fashion/>. Accessed November 3, 2020. Web.
- Wolfe, Mary G. *Fashion*. 6<sup>th</sup> ed. Tinley Park: IL: Goodheart-Willcox, 2014. Print.
- Wolfe, Mary G. *Fashion Marketing & Merchandising*. 5<sup>th</sup> ed. Tinley Park, IL: Goodheart-Willcox, 2019. Print.

**Time Allotment**

- Approximately 8 days

## UNIT 2

### Fashion Trends and Movements

#### Unit Goals

At the completion of this unit, students will:

NSBE.Personal Finance.V (Buying Goods and Services)	Examine the impact of advertising and marketing on consumer demand and decision-making in the global marketplace.
CCS.ELA-Literacy.RST.9-10.2	Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
ISTE Knowledge Constructor (Standard 3b)	Evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.
ISTE Knowledge Constructor (Standard 3d)	Build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

#### Unit Essential Questions

- Why is fashion one of the greatest economic forces in everyday life?
- What is the fashion cycle, and what are its five stages?
- How many fashion trends can exist at one time?
- What are the five basic principles of the fashion movement?

#### Scope and Sequence

1. Fashion trends
  - a. Tracking
  - b. Mass acceptance
  - c. Factors that impact trends to flourish or fizzle
2. Fashion cycles
  - a. Five stages
  - b. Age, income, and social groups
  - c. Production, promotion, and sales strategy
3. Fashion changes
  - a. Importance of predicting change and its impact
  - b. Reoccurrence of trends
  - c. Balancing clothing manufacturing costs against popularity of certain styles

## **Assured Assessment**

### Formative Assessment:

- Students will participate in various formative assessments designed to support a wide variation in abilities, learning styles, and needs among students. Examples include:
  - Cycle Map: Analyzing the fashion cycle of an apparel style that has been popular
  - Group presentation project focused on predicting the next fashion movement

### Summative Assessment:

- Unit quiz

## **Resources**

### Supplemental

- Burns, Leslie Davis, Kathy K. Mullet, and Nancy O. Bryant. *The Business of Fashion: Designing, Manufacturing, and Marketing*. 4<sup>th</sup> ed. New York: Fairchild, 2011. Print.
- Carr, Melissa G., and Lisa Hopkins Newell. *Guide to Fashion Entrepreneurship: The Plan, the Product, the Process*. New York: Fairchild, 2014. Print.
- Glam.com. “100 Years of Fashion: Women.” *YouTube* uploaded by Glam, Inc. on June 3, 2015. <https://www.youtube.com/watch?v=M4z90wlwYs8>. Accessed November 3, 2020. Web.
- *Virtual Business: Fashion*. <https://knowledgematters.com/highschool/fashion/>. Accessed November 3, 2020. Web.
- Wolfe, Mary G. *Fashion*. 6<sup>th</sup> ed. Tinley Park: IL: Goodheart-Willcox, 2014. Print.
- Wolfe, Mary G. *Fashion Marketing & Merchandising*. 5<sup>th</sup> ed. Tinley Park, IL: Goodheart-Willcox, 2019. Print.

## **Time Allotment**

- Approximately 10 days

## **UNIT 3**

### **Basic Economic Concepts**

#### **Unit Goals**

At the completion of this unit, students will:

NSBE.Accounting.II (Financial Reports)	Describe the different forms of business ownership and the advantages and disadvantages of each form.
NSBE.Business Law.IV (Business Organizations)	Explain the legal procedures for forming and running a sole proprietorship.
NSBE.Economics.II (Economic Systems)	Analyze how economic systems, resources, and culture affect each other.
NSBE.Economics.IV (Markets and Prices)	Explain and illustrate how a market reacts to government intervention (e.g., price ceilings, floors, and regulations).
NSBE.Economics.IV (Markets and Prices)	Explain and illustrate how a market reacts to government intervention (e.g., price ceilings, floors, and regulations).
NSBE.Marketing.I (Foundations of Marketing)	Identify the elements of the marketing mix (e.g., product, price, place, and promotion).
CCS.ELA-Literacy.RST.9-10.2	Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
ISTE Knowledge Constructor (Standard 3a)	Plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
ISTE Computational Thinker (Standard 5b)	Collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.

#### **Unit Essential Questions**

- What are examples of goods and services?
- What are the roles of profit, competition, and supply and demand in the free-market system?
- What are the basic forms of business organizations?
- What is the concept of business cycles?

- What are the conceptual difference between marketing and merchandising?

## Scope and Sequence

1. The big business of fashion
  - a. Manufacturers, retailers, and consumers
  - b. Goods vs. services
  - c. Free-market systems
  - d. Cycles
  - e. Impact on the environment
2. Basic forms of business organization
  - a. Sole proprietorship
  - b. Partnership
  - c. Corporation
3. The components of marketing
  - a. Product
  - b. Price
  - c. Place
  - d. Promotion
4. The concept of merchandising
  - a. Designed, developed, or presented for retail

## Assured Assessment

### Formative Assessment:

- Students will participate in various formative assessments designed to support a wide variation in abilities, learning styles, and needs among students. Examples include:
  - Observing and summarizing via a virtual tour of a retailer (e.g., Vineyard Vines), with regard to how the company operates in relation to unit concepts
  - Exploring and analyzing specific retail advertising
  - Comparing and contrasting specific business organizations
  - Group project focused on the processes of planning, buying, and selling
  - Critical thinking about whether the 4 Cs should replace the 4 Ps

### Summative Assessment:

- Case study on the economics of fashion
- Unit quiz

## Resources

### Supplemental

- Burns, Leslie Davis, Kathy K. Mullet, and Nancy O. Bryant. *The Business of Fashion: Designing, Manufacturing, and Marketing*. 4<sup>th</sup> ed. New York: Fairchild, 2011. Print.
- Carr, Melissa G., and Lisa Hopkins Newell. *Guide to Fashion Entrepreneurship: The Plan, the Product, the Process*. New York: Fairchild, 2014. Print.

- *The Economist*. “The True Cost of Fast Fashion.” *YouTube* uploaded by *The Economist* on November 29, 2018. <https://www.youtube.com/watch?v=tLfNUD0-8ts&t=46s>. Accessed November 3, 2020. Web.
- *Virtual Business: Fashion*. <https://knowledgematters.com/highschool/fashion/>. Accessed November 3, 2020. Web.
- Wolfe, Mary G. *Fashion*. 6<sup>th</sup> ed. Tinley Park: IL: Goodheart-Willcox, 2014. Print.
- Wolfe, Mary G. *Fashion Marketing & Merchandising*. 5<sup>th</sup> ed. Tinley Park, IL: Goodheart-Willcox, 2019. Print.

### **Time Allotment**

- Approximately 8 days

## UNIT 4

### Fashion Design Elements

#### Unit Goals

At the completion of this unit, students will:

NSBE.Economics.II (Economic Systems)	Analyze how economic systems, resources, and culture affect each other.
NSBE.Economics.IV (Markets and Prices)	Explain and illustrate how a market reacts to government intervention (e.g., price ceilings, floors, and regulations).
NSBE.Economics.IV (Markets and Prices)	Explain and illustrate how a market reacts to government intervention (e.g., price ceilings, floors, and regulations).
CCS.ELA-Literacy.RST.9-10.2	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
CCS.Mathematics.HS.F-IF.6	Calculate and interpret the average rate of a change of a function (presented symbolically or as a table) over a specified interval.
ISTE Knowledge Constructor (Standard 3d)	Build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.
ISTE Computational Thinker (Standard 5c)	Break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.

#### Unit Essential Questions

- What do fashion companies have to do to make money?
- How is price related to quality of garments and the labor involved in making them?
- How do markdowns and sales impact profit margin?
- What are price market categories of apparel?
- How does name recognition influence buyers?
- What fashion designers are considered influential to the industry, and why?

#### Scope and Sequence

1. Pricing strategies
  - a. Keystone pricing

- b. Tracking markdown pricing
- c. Fashion price tiers to determine pricing
- d. Pyramid schemes
- 2. Price market categories
  - a. Designer
  - b. Bridge
  - c. Better
  - d. Moderate
  - e. Budget
- 3. Capitalizing on name recognition
  - a. Lower-priced lines
  - b. House boutiques
  - c. Licensing
  - d. Franchising
  - e. Price vs. quality
- 4. Design process
  - a. Creative process (color, materials, style)
  - b. Use of technology
  - c. Design centers
- 5. Influential fashion designers
  - a. Sources of inspiration
  - b. Name capitalization
  - c. Collections

### **Assured Assessment**

#### Formative Assessment:

- Students will participate in various formative assessments designed to support a wide variation in abilities, learning styles, and needs among students. Examples include:
  - Identifying fashion categories
  - Identifying various textiles
  - Writing a biography of a fashion designer
  - Case study on upcoming fashion trends
  - Apparel pricing activity

#### Summative Assessment:

- Price categories display board
- Unit quiz

### **Resources**

#### Supplemental

- Burns, Leslie Davis, Kathy K. Mullet, and Nancy O. Bryant. *The Business of Fashion: Designing, Manufacturing, and Marketing*. 4<sup>th</sup> ed. New York: Fairchild, 2011. Print.
- Carr, Melissa G., and Lisa Hopkins Newell. *Guide to Fashion Entrepreneurship: The Plan, the Product, the Process*. New York: Fairchild, 2014. Print.

- *Virtual Business: Fashion*. <https://knowledgematters.com/highschool/fashion/>. Accessed November 3, 2020. Web.
- Wolfe, Mary G. *Fashion*. 6<sup>th</sup> ed. Tinley Park: IL: Goodheart-Willcox, 2014. Print.
- Wolfe, Mary G. *Fashion Marketing & Merchandising*. 5<sup>th</sup> ed. Tinley Park, IL: Goodheart-Willcox, 2019. Print.

### **Time Allotment**

- Approximately 10 days

## **UNIT 5**

### **Retail Business Fundamentals**

#### **Unit Goals**

At the completion of this unit, students will:

NSBE.Business Law.II (Contract Law, Law of Sales, and Consumer Law)	Discuss consumer protection legislation (e.g., Federal Trade Commission Act, Consumer Product Safety Act, Consumer Leasing Act).
NSBE.Business Law.II (Contract Law, Law of Sales, and Consumer Law)	Define the terms “unfair business practice” and “false and misleading advertising.”
CCS.ELA-Literacy.RST.9-10.2	Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
CCS.Mathematics.HS.F-IF.6	Calculate and interpret the average rate of a change of a function (presented symbolically or as a table) over a specified interval.
ISTE Knowledge Constructor (Standard 3d)	Build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.
ISTE Computational Thinker (Standard 5b)	Collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.

#### **Unit Essential Questions**

- What are the main types of apparel retailers?
- What impacts do physical locations and layouts have on the success of retail fashion stores?
- What are consumer buying motives?
- How do retailers target a specific retail market?
- What is the basic objective of good interior store design and product placement/displays?

#### **Scope and Sequence**

1. Functional areas of retail firms
  - a. Merchandising
  - b. Financial control
  - c. Store operations
  - d. Human resources

- e. Promotion
2. Types of apparel retailers
  - a. Department stores
  - b. Chain stores
  - c. Discount stores
  - d. Specialty stores
  - e. Nonstore retailers
  - f. Other types
3. Target markets
  - a. Merchandising and operational policies
  - b. Purchasing behavior
  - c. Product and patronage motives
4. Product and pricing strategy
  - a. Merchandise selection
  - b. Service selection
  - c. Price/quality relationship
  - d. Pricing approaches
5. Location selection
  - a. Types of store clusters
  - b. Market coverage in site selection
  - c. Facilities design

### **Assured Assessment**

#### Formative Assessment:

- Students will participate in various formative assessments designed to support a wide variation in abilities, learning styles, and needs among students. Examples include:
  - Simulation activity on opening a retail store
  - Researching a specific retail company
  - Critical thinking about factory outlet stores
  - Critical thinking about whether malls will survive
  - Partner activity related to customer service technology

#### Summative Assessment:

- Connecting target market characteristics and locations
- Unit quiz

### **Resources**

#### Supplemental

- Burns, Leslie Davis, Kathy K. Mullet, and Nancy O. Bryant. *The Business of Fashion: Designing, Manufacturing, and Marketing*. 4<sup>th</sup> ed. New York: Fairchild, 2011. Print.
- Carr, Melissa G., and Lisa Hopkins Newell. *Guide to Fashion Entrepreneurship: The Plan, the Product, the Process*. New York: Fairchild, 2014. Print.
- *Virtual Business: Fashion*. <https://knowledgematters.com/highschool/fashion/>. Accessed November 3, 2020. Web.

- Wolfe, Mary G. *Fashion*. 6<sup>th</sup> ed. Tinley Park: IL: Goodheart-Willcox, 2014. Print.
- Wolfe, Mary G. *Fashion Marketing & Merchandising*. 5<sup>th</sup> ed. Tinley Park, IL: Goodheart-Willcox, 2019. Print.

**Time Allotment**

- Approximately 14 days

## **UNIT 6**

### **Fashion Financials**

#### **Unit Goals**

At the completion of this unit, students will:

NSBE.Accounting.VI (Interpretation and Use of Data)	Describe how accounting information facilitates management decision-making.
CCS.ELA-Literacy.RST.9-10.2	Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
CCS.Mathematics.HS.F-IF.6	Calculate and interpret the average rate of a change of a function (presented symbolically or as a table) over a specified interval.
ISTE Knowledge Constructor (Standard 3b)	Evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.
ISTE Computational Thinker (Standard 5c)	Break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.

#### **Unit Essential Questions**

- What comprises a retailer’s financial statement?
- What are the key financial measurements for a fashion retailer?
- What are the assets and liabilities for a fashion business?
- What pricing considerations and strategies should be implemented by a fashion retailer?
- How is a merchandise price calculated?

#### **Scope and Sequence**

1. Financial records
  - a. Cash: receipts and disbursements
  - b. Sales
  - c. Purchases
  - d. Payroll
  - e. Equipment
  - f. Inventory
  - g. Accounts payable and receivable
2. The Operating Statement
  - a. Sales

- b. Cost of goods sold
- c. Operating expenses
- d. Profit (or loss)
- 3. Price calculation
  - a. Markups
  - b. Price reductions
  - c. Markdown considerations and maintained markup
- 4. Pricing strategies
  - a. Supply chain savings
  - b. Inventory levels and overhead expenses

### **Assured Assessment**

#### Formative Assessment:

- Students will participate in various formative assessments designed to support a wide variation in abilities, learning styles, and needs among students. Examples include:
  - Critical thinking about pricing to satisfy customers
  - Preparing a retail financial statement
  - Developing pricing strategies for a specific retail store
  - Evaluating fashion advertisements based on tracking and analyzing price reductions

#### Summative Assessment:

- Deciphering the financial statement of a struggling fashion business, and proposing business decisions and changes to make the company profitable

### **Resources**

#### Supplemental

- Burns, Leslie Davis, Kathy K. Mullet, and Nancy O. Bryant. *The Business of Fashion: Designing, Manufacturing, and Marketing*. 4<sup>th</sup> ed. New York: Fairchild, 2011. Print.
- Carr, Melissa G., and Lisa Hopkins Newell. *Guide to Fashion Entrepreneurship: The Plan, the Product, the Process*. New York: Fairchild, 2014. Print.
- *Virtual Business: Fashion*. <https://knowledgematters.com/highschool/fashion/>. Accessed November 3, 2020. Web.
- Wolfe, Mary G. *Fashion*. 6<sup>th</sup> ed. Tinley Park: IL: Goodheart-Willcox, 2014. Print.
- Wolfe, Mary G. *Fashion Marketing & Merchandising*. 5<sup>th</sup> ed. Tinley Park, IL: Goodheart-Willcox, 2019. Print.

### **Time Allotment**

- Approximately 6 days

## **UNIT 7**

### **Fashion Promotion**

#### **Unit Goals**

At the completion of this unit, students will:

NSBE.Marketing.I (Foundations of Marketing)	Identify the elements of the marketing mix (e.g., product, price, place, and promotion).
NSBE.Personal Finance.V (Buying Goods and Services)	Examine the impact of advertising and marketing on consumer demand and decision-making in the global marketplace.
CCS.ELA-Literacy.RST.9-10.2	Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
ISTE Knowledge Constructor (Standard 3d)	Build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

#### **Unit Essential Questions**

- What is the purpose of fashion promotion?
- What are the various levels of fashion promotion?
- What are the processes of promotion planning, follow-through, budgeting, and ethics?
- What is the role and level of importance of an advertising strategy and media?
- How effective is social media in benefiting a retail business?

#### **Scope and Sequence**

1. Fashion promotion
  - a. Purpose
  - b. Planning
  - c. Expenses
  - d. Budgeting
  - e. Ethics
2. Advertising
  - a. Purpose
  - b. Types of advertising
  - c. Strategy
3. Types of advertising/promotion
  - a. Direct mail
  - b. Coupon
  - c. Newspaper

- d. Outdoor media
  - e. Magazine
  - f. Television
  - g. Social media (e.g., Facebook, Instagram)
4. Public relations and the press
- a. Industry news
  - b. Acquisitions
  - c. Customer service
  - d. Controversial situations

### **Assured Assessment**

#### Formative Assessment:

- Students will participate in various formative assessments designed to support a wide variation in abilities, learning styles, and needs among students. Examples include:
  - Creating a six-month promotion program for a small retailer
  - Infographic: Developing a fashion advertisement
  - Analyzing a sample of a specific merchant’s packaging show and tell
  - Critical thinking to analyze variables for promotional value

#### Summative Assessment:

- Creating an advertising plan for a local retailer
- Unit quiz

### **Resources**

#### Supplemental

- Burns, Leslie Davis, Kathy K. Mullet, and Nancy O. Bryant. *The Business of Fashion: Designing, Manufacturing, and Marketing*. 4<sup>th</sup> ed. New York: Fairchild, 2011. Print.
- Carr, Melissa G., and Lisa Hopkins Newell. *Guide to Fashion Entrepreneurship: The Plan, the Product, the Process*. New York: Fairchild, 2014. Print.
- *Virtual Business: Fashion*. <https://knowledgematters.com/highschool/fashion/>. Accessed November 3, 2020. Web.
- Wolfe, Mary G. *Fashion*. 6<sup>th</sup> ed. Tinley Park: IL: Goodheart-Willcox, 2014. Print.
- Wolfe, Mary G. *Fashion Marketing & Merchandising*. 5<sup>th</sup> ed. Tinley Park, IL: Goodheart-Willcox, 2019. Print.

### **Time Allotment**

- Approximately 8 days

## **UNIT 8**

### **The Fashion Industry: Moving Forward**

#### **Unit Goals**

At the completion of this unit, students will:

NSBE.Personal Finance.V (Buying Goods and Services)	Examine the impact of advertising and marketing on consumer demand and decision-making in the global marketplace.
CCS.ELA-Literacy.RST.9-10.2	Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
ISTE Knowledge Constructor (Standard 3d)	Build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.
ISTE Computational Thinker (Standard 5c)	Break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.

#### **Unit Essential Questions**

- What types of technology are used in fashion-related businesses?
- What are the traits, expectations, and behaviors of new consumers?
- What are the failing and growing forms of companies in the retail shakeout?
- How can retailers attract good employees that are well-trained and compensated?
- What is the importance of corporate community commitment and sustainability practices?
- What happens after a retailer declares bankruptcy?

#### **Scope and Sequence**

1. Business practices and technology
  - a. 20<sup>th</sup>- vs. 21<sup>st</sup>-century business trends
  - b. Explosion of technology
  - c. Data, data, data
  - d. Virtual merchandising
  - e. Personalization
2. The new consumer characteristics
  - a. Baby boomers
  - b. Millennials
  - c. Generation Z

3. The retail shakeout
  - a. Enclosed malls
  - b. Department stores
  - c. Off-price retailers
  - d. Online styling services
  - e. Online marketplaces
4. The importance of employees
  - a. Job duties
  - b. Pay
  - c. Benefits
  - d. Work schedule
5. Cybersecurity
  - a. Crime
  - b. Data breaches
  - c. EMV credit cards
6. Community involvement and sustainability
  - a. Sustainable materials
  - b. Buy one, give one
  - c. Landfills
  - d. Consignment
  - e. Donation bins

### **Assured Assessment**

#### Formative Assessment:

- Students will participate in various formative assessments designed to support a wide variation in abilities, learning styles, and needs among students. Examples include:
  - Critical thinking to rethink retail centers
  - Research project choice board, conducting further research based on unit topics

#### Summative Assessment:

- Final Mogul Capstone Project: Opening a retail store, and managing all tasks that lead to its success (trends, designing fashion items/garments, visual merchandising, advertising and promotion, financial reports, sales and profit)

### **Resources**

#### Supplemental

- Burns, Leslie Davis, Kathy K. Mullet, and Nancy O. Bryant. *The Business of Fashion: Designing, Manufacturing, and Marketing*. 4<sup>th</sup> ed. New York: Fairchild, 2011. Print.
- Carr, Melissa G., and Lisa Hopkins Newell. *Guide to Fashion Entrepreneurship: The Plan, the Product, the Process*. New York: Fairchild, 2014. Print.
- *Virtual Business: Fashion*. <https://knowledgematters.com/highschool/fashion/>. Accessed November 3, 2020. Web.
- Wolfe, Mary G. *Fashion*. 6<sup>th</sup> ed. Tinley Park: IL: Goodheart-Willcox, 2014. Print.

- Wolfe, Mary G. *Fashion Marketing & Merchandising*. 5<sup>th</sup> ed. Tinley Park, IL: Goodheart-Willcox, 2019. Print.

**Time Allotment**

- Approximately 18 days

## **COURSE CREDIT**

One-half credit in business education  
One class period daily for a half year

## **PREREQUISITES**

None

## **ASSURED STUDENT PERFORMANCE RUBRICS**

- Trumbull High School School-Wide Reading Rubric (attached)
- Trumbull High School School-Wide Problem-Solving Rubric (attached)
- Trumbull High School School-Wide Independent Learning and Thinking Rubric (attached)
- The Business of Fashion Tin and TP Design (attached)
- The Business of Fashion Store Creation Rubric (attached)

## Trumbull High School School-Wide Reading Rubric

Category/ Weight	Exemplary 4 Student work:	Goal 3 Student work:	Working Toward Goal 2 Student work:	Needs Support 1-0 Student work:
Respond X_____	<ul style="list-style-type: none"> <li>• Demonstrates exceptional understanding of text by:                             <ul style="list-style-type: none"> <li>○ Clearly identifying the purpose of the text</li> <li>○ Providing initial reaction richly supported by text</li> <li>○ Providing a perceptive interpretation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates understanding of text by:                             <ul style="list-style-type: none"> <li>○ Identifying the fundamental purpose of the text</li> <li>○ Providing initial reaction supported by text</li> <li>○ Providing a clear/straightforward interpretation of the text</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates general understanding of text by:                             <ul style="list-style-type: none"> <li>○ Partially identifying the purpose of the text</li> <li>○ Providing initial reaction supported by text</li> <li>○ Providing a superficial interpretation of the text</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates limited or no understanding of text by:                             <ul style="list-style-type: none"> <li>○ Not identifying the purpose of the text</li> <li>○ Providing initial reaction not supported by text</li> <li>○ Providing an interpretation not supported by the text</li> </ul> </li> </ul>
Interpret X_____	<ul style="list-style-type: none"> <li>• Demonstrates exceptional interpretation of text by:                             <ul style="list-style-type: none"> <li>○ Extensively reshaping, reflecting, revising, and/or deepening initial understanding</li> <li>○ Constructing insightful and perceptive ideas about the text</li> <li>○ Actively raising critical questions and exploring multiple interpretations of the text</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates ability to interpret text by:                             <ul style="list-style-type: none"> <li>○ Reshaping, reflecting, revising, and/or deepening initial understanding</li> <li>○ Summarizing main ideas of text</li> <li>○ Actively interpreting text by raising questions and looking for answers in text</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates general ability to interpret text by:                             <ul style="list-style-type: none"> <li>○ Guided reflection and/or revision of initial understanding</li> <li>○ Summarizing some of the main ideas of text</li> <li>○ Guided interpretation of text by locating answers to given questions in text</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates limited ability to interpret text as evidenced by:                             <ul style="list-style-type: none"> <li>○ Struggle to implement guided reflection and/or revision of initial understanding</li> <li>○ Struggle to summarize any main ideas of text</li> <li>○ Struggle to answer questions by locating responses in text</li> </ul> </li> </ul>
Connect X_____	<ul style="list-style-type: none"> <li>• Demonstrates perceptive connections                             <ul style="list-style-type: none"> <li>○ text-to-text</li> <li>○ text-to-self</li> <li>○ text-to-world</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates specific connections                             <ul style="list-style-type: none"> <li>○ text-to-text</li> <li>○ text-to-self</li> <li>○ text-to-world</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates general connections                             <ul style="list-style-type: none"> <li>○ text-to-text</li> <li>○ text-to-self</li> <li>○ text-to-world</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Struggles to make connections                             <ul style="list-style-type: none"> <li>○ text-to-text</li> <li>○ text-to-self</li> <li>○ text-to-world</li> </ul> </li> </ul>
Evaluate X_____	<ul style="list-style-type: none"> <li>• Demonstrates insightful evaluation of text by one or more of the following:                             <ul style="list-style-type: none"> <li>○ Critical analysis to create a conclusion supported by the text</li> <li>○ Perceptive judgments about the quality of the text</li> <li>○ Synthesis of text</li> <li>○ Expression of a personal opinion</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates an evaluation of text by one or more of the following:                             <ul style="list-style-type: none"> <li>○ Critical analysis to form a conclusion from the text</li> <li>○ Thoughtful judgments about the quality of the text</li> <li>○ Evaluation of text to express personal opinion(s)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a general evaluation of text by one or more of the following:                             <ul style="list-style-type: none"> <li>○ Formulation of a superficial conclusion from the text</li> <li>○ Assessment of the quality of the text</li> <li>○ Use of text to express personal opinion(s)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a struggle to evaluate text by one or more of the following:                             <ul style="list-style-type: none"> <li>○ Formulation of a conclusion from the text</li> <li>○ Assessment of the quality of the text</li> <li>○ Use of text to express personal opinion(s)</li> </ul> </li> </ul>

## Trumbull High School School-Wide Problem-Solving through Critical Thinking Rubric

Category/ Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Understanding X_____	<ul style="list-style-type: none"> <li>• Student demonstrates clear understanding of the problem and the complexities of the task</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates sufficient understanding of the problem and most of the complexities of the task</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates some understanding of the problem but requires assistance to complete the task</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates limited or no understanding of the fundamental problem after assistance with the task</li> </ul>
Research X_____	<ul style="list-style-type: none"> <li>• Student gathers compelling information from multiple sources including digital, print, and interpersonal</li> </ul>	<ul style="list-style-type: none"> <li>• Student gathers sufficient information from multiple sources including digital, print, and interpersonal</li> </ul>	<ul style="list-style-type: none"> <li>• Student gathers some information from few sources including digital, print, and interpersonal</li> </ul>	<ul style="list-style-type: none"> <li>• Student gathers limited or no information</li> </ul>
Reasoning and Strategies X_____	<ul style="list-style-type: none"> <li>• Student demonstrates strong critical thinking skills to develop a comprehensive plan integrating multiple strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates sufficient critical thinking skills to develop a cohesive plan integrating strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates some critical thinking skills to develop a plan integrating some strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates limited or no critical thinking skills and no plan</li> </ul>
Final Product and/or Presentation X_____	<ul style="list-style-type: none"> <li>• Solution shows deep understanding of the problem and its components</li> <li>• Solution shows extensive use of 21<sup>st</sup>-century technology skills</li> </ul>	<ul style="list-style-type: none"> <li>• Solution shows sufficient understanding of the problem and its components</li> <li>• Solution shows sufficient use of 21<sup>st</sup>-century technology skills</li> </ul>	<ul style="list-style-type: none"> <li>• Solution shows some understanding of the problem and its components</li> <li>• Solution shows some use of 21<sup>st</sup>-century technology skills</li> </ul>	<ul style="list-style-type: none"> <li>• Solution shows limited or no understanding of the problem and its components</li> <li>• Solution shows limited or no use of 21<sup>st</sup>-century technology skills</li> </ul>

## Trumbull High School School-Wide Independent Learning and Thinking Rubric

Category/ Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Proposal X_____	<ul style="list-style-type: none"> <li>• Student demonstrates a strong sense of initiative by generating compelling questions, creating uniquely original projects/work</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates initiative by generating appropriate questions, creating original projects/work</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates some initiative by generating questions, creating appropriate projects/work</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates limited or no initiative by generating few questions and creating projects/work</li> </ul>
Independent Research & Development X_____	<ul style="list-style-type: none"> <li>• Student is analytical, insightful, and works independently to reach a solution</li> </ul>	<ul style="list-style-type: none"> <li>• Student is analytical, and works productively to reach a solution</li> </ul>	<ul style="list-style-type: none"> <li>• Student reaches a solution with direction</li> </ul>	<ul style="list-style-type: none"> <li>• Student is unable to reach a solution without consistent assistance</li> </ul>
Presentation of Final Product X_____	<ul style="list-style-type: none"> <li>• Presentation shows compelling evidence of an independent learner and thinker</li> <li>• Solution shows deep understanding of the problem and its components</li> <li>• Solution shows extensive and appropriate application of 21<sup>st</sup>-century skills</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation shows clear evidence of an independent learner and thinker</li> <li>• Solution shows adequate understanding of the problem and its components</li> <li>• Solution shows adequate application of 21<sup>st</sup>-century skills</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation shows some evidence of an independent learner and thinker</li> <li>• Solution shows some understanding of the problem and its components</li> <li>• Solution shows some application of 21<sup>st</sup>-century skills</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation shows limited or no evidence of an independent learner and thinker</li> <li>• Solution shows limited or no understanding of the problem and its components</li> <li>• Solution shows limited or no application of 21<sup>st</sup>-century skills</li> </ul>

## The Business of Fashion Tin and TP Design



You are about to start on your first design. Working with no more than four to each team, you will use the supplies provided to create a fashion design that can be worn.

### Supplies provided

- Toilet paper – 3 rolls
- Tin Foil – 25'
- Newspaper – 1 stack
- Tape and scissors

### Timeline

#### **Day 1:**

- Form team and determine roles: model, designer, workers.
- Sketch out your design and determine how you will get it on your model. Be ready to do the fashion show tomorrow.

#### **Day 2:**

- You will have 15 minutes to prepare to send your garment down the runway.
- Prizes will be awarded for the following categories:
  - Best design
  - Best teamwork
  - Best use of time and resources
  - Most creative and original design and display during fashion show

## The Business of Fashion Store Creation Rubric

	<b>Exceeds Expectations</b>	<b>Fully Meets Expectations</b>	<b>Minimally Meets Expectations</b>	<b>Does Not Meet Expectations</b>
<b>Store Description</b>	Store clearly described (name, target consumer, location, category, online presence). Unique niche for store. Logical decisions are made based on evidence included.	Store described, with all items included. Identifies niche or image; image is appropriate for targeted consumer. Justifications included for decisions made.	Store described, with some items missing. Niche or image is stated. Some justification for decisions made.	Poor description of store, with many items missing. No niche stated or store is generic. (Many similar types of stores exist.) No justification for decisions made.
<b>Name and Logo</b>	Name reflects target consumer; catchy and can be remembered easily. Logo clear, easy to understand, colorful, creative, and appropriate for type of store.	Name reflects target consumer. Logo clear, in color, and appropriate for type of store.	Name appropriate to type of store. Logo included, but not in color, or appropriate for type of store.	Name not appropriate to type of store. Logo not included, or not appropriate for type of store.
<b>Merchandise</b>	All merchandise clearly identified, and appropriate for target consumer. Price range of items included; appropriate for target consumer.	Merchandise identified, and appropriate for target consumer. Price range of items included; most are appropriate for target consumer.	Some merchandise identified. Price range included, but prices are not appropriate for target consumer (too high or too low).	Merchandise poorly identified. Price range not identified.
<b>Personnel</b>	Well-detailed justification for personnel, wage plan, and security measures.	Personnel, wages, security measures identified and appropriate for type of store.	Personnel, compensation, and security measures identified.	Personnel, compensation, and/or security measures not identified, or not appropriate for store.
<b>Floor Plan</b>	Plan is drawn to scale, and color is used effectively. Lines are neat and clear. Plan is easy to follow; items are clearly appropriate.	All items have been identified. Plan is drawn to scale; lines are clear.	Some items missing from floor plan. Plan is able to be followed, but not all aspects are clear, or appropriate for type of store.	Floor plan not drawn to scale, with many items missing. Floor plan not easy to follow, or not appropriate for type of store.