# Scope & Sequence

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| Course Name: Fashion Marketing **TSDS PEIMS Code:** 13034300 | | | **Course Credit:** .5  **Course Requirements:** This course is recommended for students in Grades 9-12.  **Prerequisite:** None.  **Recommended Prerequisite:** Principles of Business, Marketing, and Finance. |
| **Course Description:** Fashion Marketing is designed to provide students with knowledge of the various business functions in the fashion industry. Students in Fashion Marketing will gain a working knowledge of promotion, textiles, merchandising, mathematics, selling, visual merchandising, and career opportunities. | | | |
| **NOTE:** This is a suggested scope and sequence for the course content. This content will work with any textbook or instructional materials. If locally adapted, make sure all TEKS are covered. | | | |
| **Total Number of Periods**  **Total Number of Minutes**  **Total Number of Hours** | 89 Periods  4005 Minutes  66.75 Hours\* | \*Schedule calculations based on 175/180 calendar days. For 0.5 credit courses, schedule is calculated out of 89/90 days. Scope and sequence allows additional time for guest speakers, student presentations, field trips, remediation, extended learning activities, etc. | |
| **Unit Number, Title, and Brief Description** | **# of Class Periods\***  (assumes 45-minute periods)  Total minutes per unit | **TEKS Covered**  **13.383. (c) Knowledge and skills** | |
| **Unit 1. Introduction to Fashion Marketing**  This unit will create awareness for students who are looking to understand the fashion industry. Students will learn about careers in the industry and the professional expectations and employability skills. | 8 periods.  360 minutes. | (13) The student knows that a career in fashion marketing requires knowledge of the industry. The student is expected to:  (A) research careers in the fashion industry;  (B) list and describe businesses related to the fashion industry; and  (C) delineate components of softlines such as sportswear, footwear, and men's and children's fashions.  (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (A) communicate effectively with others using speaking, listening, and writing skills;  (B) demonstrate collaboration skills through teamwork;  (C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace; | |
| **Unit 2. Ethics in Fashion Marketing**  Students will learn how to be positive in the workplace, understand the importance of rules, regulations and diversity. Students will be exposed to efficiently and time management. | 10 periods.  450 minutes. | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (D) demonstrate a positive, productive work ethic by performing assigned tasks as directed;  (E) demonstrate integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations;  (F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in ways that use time wisely and optimize efficiency and results; and  (3) The student knows the impact and value of diversity. The student is expected to:  (A) explain elements of culture and the need for understanding cultural diversity; and  (B) identify how diversity affects fashion. | |
| **Unit 3. Buying and Pricing in Fashion Marketing**  Students will gain an understanding of all aspects of buying and pricing in fashion marketing. Students will gain skills in developing a buying plan and how to connect with vendors. | 13 periods.  585 minutes. | 7) The student knows concepts and strategies used in determining and adjusting prices to maximize return and meet customers' perceptions of value. The student is expected to:  (A) employ pricing strategies to determine prices;  (B) develop a sample credit policy that could be a useful fashion marketing strategy; and  (C) analyze the price of a fashion product.  (8) The student knows merchandising concepts and processes used in obtaining, developing, maintaining, and improving a product or service to respond to marketing opportunities. The student is expected to:  (A) use assortment-mix strategies to create maximum mix of products at minimum cost;  (B) perform buying activities to obtain products for resale;  (C) analyze vendor performance to choose vendors and merchandise; and  (D) position products and services to acquire a desired business image.  (10) The student knows that purchasing occurs as steps in a continuous cycle. The student is expected to:  (A) distinguish between buying for resale and buying for organizational use; and  (B) demonstrate knowledge of the fashion buying process such as preparing a buying plan, completing purchase orders, and processing invoices.  (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (D) analyze data used to make accurate retail forecasts. | |
| **Unit 4. Functions of Fashion Marketing**  Students will be able to learn about the functions of marketing as they relate to fashion and gain knowledge on the channels of distribution. Adding in a research project or visually creating the elements of a channel of distribution are additional options for this unit. | 10 periods.  450 minutes. | (2) The student knows the importance and functions of marketing. The student is expected to:  (A) describe each marketing function and how it relates to the fashion industry;  (B) describe advantages and disadvantages of market segmentation and mass marketing; and  (C) research trends affecting fashion marketing.  (5) The student knows that distribution channel members facilitate the movement of products. The student is expected to:  (A) explain channels of distribution for fashion products; and  (B) describe activities of each channel member in the fashion industry.  (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (G) demonstrate leadership skills by participating in activities such as career and technical education student organizations. | |
| **Unit 5. Advertising and Communications**  In this unit, students will focus on obtaining the essential communication skills needed in fashion marketing. Through visual merchandising, unique events and presentations, students will gain the needed knowledge. | 12 periods.  540 minutes. | (9) The student knows that a successful marketer must communicate information on retail products, services, images, and ideas to achieve a desired outcome. The student is expected to:  (A) demonstrate methods of advertising to communicate promotional messages to targeted audiences;  (B) use special events to increase sales;  (C) display visual merchandising techniques to increase interest in product offerings;  (D) implement display techniques to attract customers and increase sales potential; and  (E) manage promotional activities to maximize return on promotional efforts.  (4) The student demonstrates the use of oral and written communication skills in creating, expressing, and interpreting information and ideas, including technical terminology and information. The student is expected to:  (A) create presentations using appropriate media to inform audiences; and  (B) exhibit public relations skills to increase customer satisfaction. | |
| **Unit 6. Marketing Information Management**  In this unit, students will come together to create a system to assist in decision making for fashion marketing. Teams will analyze marketing research data, as well as uncover potential tools used for inventory operations. Outside vendor presentations and hands on demonstrations will enhance this unit. | 12 periods.  540 minutes. | (6) The student knows the marketing-information system. The student is expected to:  (A) define the purpose of marketing-information systems;  (B) identify limitations of marketing research;  (C) explain how inventory can be managed by using tools such as point-of-sale systems, just-in-time strategies, and radio frequency identification (RFID) technology; and  (10) The student knows that purchasing occurs as steps in a continuous cycle. The student is expected to:  (B) demonstrate knowledge of the fashion buying process such as preparing a buying plan, completing purchase orders, and processing invoices.  (14) The student demonstrates mathematics knowledge and skills required to pursue the full-range of postsecondary education and career opportunities. The student is expected to:  (A) apply data and measurements to solve a problem; and  (B) analyze mathematical problem statements for missing or irrelevant data. | |
| **Unit 7. Fashion Marketing--Where It All Began**  A historical perspective of fashion will be uncovered in this unit. Students will be able to research the history of fashion, understand the impacts on in the industry and uncover connected legislation. This unit would lend itself to a fieldtrip and or guest speakers. | 12 periods.  540 minutes. | (12) The student knows the nature and scope of fashion. The student is expected to:  (A) explain the importance of fashion;  (B) demonstrate knowledge of fashion history and how it relates to today's fashions;  (C) distinguish among fashion terms such as fashion, style, and design;  (D) list major environmental influences on fashion demand;  (E) research fashion information;  (F) explain legislation that impacts the fashion industry; and  (G) describe how international marketing has affected the fashion industry. | |
| **Unit 8. Sales and Customer Service**  The fashion industry has complicated customers who are very creative. This unit will allow students the chance to determine customer needs and wants, as well as uncover an understanding of the sales process. Sales demos, relationship building exercises and the act of turning of objections into sales will be helpful. Mock sales demonstrations with outside fashion experts would be a terrific addition to this unit. | 12 periods.  540 minutes. | (11) The student demonstrates an understanding of concepts and actions to determine client needs and wants. The student is expected to:  (A) acquire product knowledge to communicate product benefits and to ensure appropriateness of product for the customer; and  (B) employ sales processes and techniques to enhance customer relationships and to increase the likelihood of making sales. | |