

VoCATS Course Blueprint

Marketing Education

6631 Fashion Merchandising

*Public Schools of North Carolina
State Board of Education • Department of Public Instruction
Curriculum and School Reform Services
Division of Secondary Education*

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Special thanks to the following educators who developed this blueprint.

*Joanne Gantt – C. E. Jordan High School
Brenda Haynes – Terry Sanford High School
Evadale Hosaflook, NBCT – Butler High School
Cynthia Marks – Cape Hatteras Secondary School
Amy Singletary, NBCT – North Henderson High School
Eleanor Snead – NC Department of Public Instruction*

This blueprint has been reviewed by business and industry representatives for technical content and appropriateness for the industry. Contact esnead@dpi.state.nc.us for more information.

VoCATS Course Blueprint

A course blueprint is a document laying out the framework of the curriculum for a given course.

Shown on the blueprint are the units of instruction, the core competencies in each unit, and the specific objectives for each competency. The blueprint illustrates the recommended sequence of units and competencies and the cognitive and performance weight of the objective within the course.

The blueprint should be used by teachers to plan the course of work for the year, prepare daily lesson plans, construct instructionally valid interim assessments. Statewide assessments are aligned directly with the course blueprint.

For additional information about this blueprint, contact program area staff. For additional information about VoCATS, contact program area staff or VoCATS, Career-Technical Education, Division of Secondary Education, North Carolina Department of Public Instruction, 6358 Mail Service Center, Raleigh, North Carolina 27699-5358, 919/807-3876, email: rwelfare@dpi.state.nc.us.

Interpretation of Columns on VoCATS Course Blueprints

No.	Heading	Column information
1	Comp# Obj.#	Comp=Competency number (two digits); Obj.=Objective number (unique course identifier plus competency number and two-digit objective number).
2	Unit Titles/Competency and Objective Statements	Statements of unit titles, competencies per unit, and specific objectives per competency. Each competency statement or specific objective begins with an action verb and makes a complete sentence when combined with the stem "The learner will be able to. . ." (The stem appears once in Column 2.) Outcome behavior in each competency/objective statement is denoted by the verb plus its object.
3	Time Hrs	Space for teachers to calculate time to be spent on each objective based on the course blueprint, their individual school schedule, and analysis of students' previous knowledge on the topic.
4&5	<u>Course Weight</u> Cognitive Performance	Shows the relative importance of each objective, competency, and unit. Weight is broken down into two components: cognitive and performance. Add the cognitive and performance weights shown for an objective in columns 4 and 5 to determine its total course weight. Course weight is used to help determine the percentage of total class time that is spent on each objective. The breakdown in columns 4 and 5 indicates the relative amount of class time that should be devoted to cognitive and performance activities as part of the instruction and assessment of each objective. Objectives with performance weight should include performance activities as part of instruction and/or assessment.
6	Type Behavior	Classification of outcome behavior in competency and objective statements. (C=Cognitive; P=Performance)
7	Integrated Skill Area	Shows links to other academic areas. Integrated skills codes: A=Arts; E=English Language Arts; CD=Career Development; CS=Information/Computer Skills; H=Healthful Living; M=Math; SC=Science; SS=Social Studies.
8	Core Supp	Designation of the competencies and objectives as Core or Supplemental. Competencies and objectives designated "Core" must be included in the Annual Planning Calendar and are assessed on the statewide assessments..

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MARKETING EDUCATION
COURSE BLUEPRINT for 6631 FASHION MERCHANDISING
 (Recommended hours of instruction: 135-180)

Comp # Obj #	Unit Titles/Competency and Objective Statements (The learner will be able to:)	Time Hours	Course Weight		Type Behavior	Integrated Skill Area	Core Supp
			Cognitive 4	Performance 5			
1	2				6	7	8
			100%				
	Total Course Weight		90%	10%			
A	COURSE ORIENTATION		1%				
FA01.00	Identify the components of the Fashion Merchandising course.		1%		C1	CS/E/SS	
FA01.01	<i>Describe the basic content of the Fashion Merchandising course as part of the Marketing Education program.</i>						Supp
FA01.02	<i>Explain the value of DECA as an integral part of the Fashion Merchandising course.</i>						Supp
FA01.03	<i>Identify the scope and importance of the fashion industry to our economy.</i>		1%		C1	CS/E/SS	Core
B	EVOLUTION AND MOVEMENT OF FASHION		20%	1%			
FA02.00	Explain the evolution and movement of fashion.		20%	1%	C2	A/E/CS/ SS	
FA02.01	<i>Interpret the process of fashion forecasting.</i>		4%		C2	E/CS	Core
FA02.02	<i>Summarize the movement and acceptance of fashion.</i>		6%		C2	E/SS	Core
FA02.03	<i>Recognize the relationship between historical events and fashion evolution.</i>		4%		C1	A/CS/E/ SS	Core
FA02.04	<i>Identify major fashion centers, types of designers, and price market categories.</i>		3%		C1	CS/E/SS	Core
FA02.05	<i>Research influential names in fashion design.</i>			1%	C3P	E/CS	Core
FA02.06	<i>Recognize current fashion trends.</i>		3%		C1	CS/SS	Core
C	THE BUSINESS OF FASHION		18%				
FA03.00	Explain the business and economics of the fashion industry.		18%		C2	CS/E/SS	
FA03.01	<i>Explain the concept of marketing in fashion.</i>		6%		C2	E/SS	Core
FA03.02	<i>Explain the economics of fashion.</i>		5%		C2	E/SS	Core
FA03.03	<i>Identify the types of fashion retailers.</i>		3%		C1	CS/SS	Core

Comp # Obj #	Unit Titles/Competency and Objective Statements (The learner will be able to:)	Time Hours	Course Weight		Type Behavior	Integrated Skill Area	Core Supp
			Cognitive 4	Performance 5			
1	2		4	5	6	7	8
FA03.04	Describe the fashion industry from a global perspective.		4%		C1	E/SS	Core
D	MERCHANDISE INFORMATION		14%				
FA04.00	Explain merchandise information used in fashion merchandising.		14%		C2	A/CS/E/ H/SC	
FA04.01	Identify basic textile fibers, fabrics, and their characteristics.		5%		C1	CS/E/H/ SC	Core
FA04.02	Explain the elements and principles of design.		5%		C2	A/E	Core
FA04.03	Identify merchandise classifications.		2%		C1	A/CS	Core
FA04.04	Explain sizing in apparel.		2%		C2	A/E	Core
E	SELLING FASHION		10%	5%			
FA05.00	Develop the skills necessary for selling fashion.		10%	5%	C3	E/CS/M	
FA05.01	Explain selling in the retail environment.		5%		C2	E/CS/M	Core
FA05.02	Demonstrate the steps of a sale.		4%	2%	C3P	E	Core
FA05.03	Perform various mathematical calculations in retail sales.		1%	3%	C3P	M	Core
F	FASHION PROMOTION		17%	2%			
FA06.00	Recognize the importance of promotion in fashion.		17%	2%	C1	A/CS/E	
FA06.01	Identify the components of the promotional mix.		5%		C1	A/E	Core
FA06.02	Discuss fashion advertising.		5%		C2	A/CS/E	Core
FA06.03	Explain visual merchandising.		4%		C2	A/E	Core
FA06.04	Describe the use of special events in fashion promotion.		3%		C1	A/E	Core
FA06.05	Create a fashion promotion plan.			2%	C3P	A/CS/E	Core
G	WORKPLACE READINESS		10%	2%			
FA07.00	Develop professional and interpersonal skills needed for success in the fashion industry.		10%	2%	C3	CD/CS/E /H	
FA07.01	Recognize soft skills necessary in the workplace.		4%		C1	CD/CS/ E/H	Core
FA07.02	Demonstrate effective employability skills.		3%	2%	C3P	CD/CS/E	Core
FA07.03	Summarize careers in the fashion industry.		3%		C2	CD/CS/E	Core