

FAMILY AND CONSUMER SCIENCES: FASHION AND INTERIOR DESIGN (FID) INDUSTRY SECTOR

FASHION DESIGN AND MERCHANDISING CAREER PATHWAY COMPETENCY PROFILE

PERSONAL INFORMATION

Instructional Career Pathway Program: _____ Career Objective: _____
 Name: _____ School/ROCP: _____ Today's Date: _____
 Address: _____ School District: _____
 City, State, Zip Code: _____ School/ROCP Phone: _____ School/ROCP Fax: _____

SECONDARY EDUCATION AND TRAINING

METHOD OF INSTRUCTION *C.C., C.V.E., C/L-B.E.	INSTRUCTOR'S NAME	ENROLLMENT DATE	COMPLETION DATE	TOTAL CLASS HOURS	TOTAL LABORATORY HOURS	TOTAL ON-THE-JOB TRAINING HOURS	GRADE POINT AVERAGE

WORK SITE/ON-THE-JOB TRAINING/WORK EXPERIENCE

JOB TITLE	TRAINING STATION	DURATION OF TRAINING	COMPANY NAME	SUPERVISOR'S NAME	SUPERVISOR'S PHONE

_____ (Student Name)

has successfully completed course work and competencies for the Fashion Design and Merchandising Career Pathway.

(Student Signature and Date)

(Instructor Signature and Date)

(HERO Advisory Committee Member Signature and Date)

POST-SECONDARY EDUCATION AND TRAINING

DATE	INSTITUTION	ATTENDING Y/N	COURSES ENROLLED IN

EMPLOYMENT STATUS

NOT IN LABOR FORCE	UNEMPLOYED Y/N	MILITARY STATUS	EMPLOYED Y/N	EMPLOYER'S NAME	ADDRESS	SUPERVISOR'S NAME	JOB TITLE	RELATED TO TRAINING	SALARY

Abbreviation Explanation: *C.C. = Community Classroom *C.V.E. = Cooperative Vocational Education *C/L-B.E. = Classroom/Laboratory-Based Education

Prepared by the Family and Consumer Sciences Staff, California Department of Education, in collaboration with the FCS Curriculum and Professional Development Project, CSU Fresno.



FASHION DESIGN AND MERCHANDISING CAREER PATHWAY STANDARDS

DIRECTIONS

Use the rating scale to evaluate the student. Check the appropriate box to indicate the degree of competency. The A, P, B & L are not intended to represent the traditional school grading system. Ratings should reflect the student's achievement of the competencies rather than the grade given in the class.

FID – A1.0

Understand various aspects of the fashion design, manufacturing, merchandising, and retail industry and the industry's role in local, state, national, and global economies:

A P B L

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|---|------|---|
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A1.1 | Understand the different segments of the fashion industry from textile design to retail sales. |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A1.2 | Identify how the various segments of the industry contribute to local, state, national, and international economies. |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A1.3 | Understand how such resources as periodicals, mass media, trend reports, and the Internet are used in the industry. |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A1.4 | Compare major legislative, economic, and social trends that affect the industry. |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A1.5 | Research various professional organizations such as Fashion Group International (FGI) and National Retail Federation (NRF). |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A1.6 | Research postsecondary education options in the field of fashion design and merchandising. |

FID – A2.0

Understand basic hiring practices, operational policies, procedures, and regulatory requirements in the fashion design, manufacturing, merchandising, and retail industry:

A P B L

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|---|------|--|
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A2.1 | Identify what constitutes appropriate professional clothing, grooming, and personal hygiene for a variety of professions. |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A2.2 | Identify hiring practices within the industry. |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A2.3 | Analyze basic operational procedures for all aspects of the industry (e.g., quality control, inventory control, distribution, quick response marketing, production, and accounting). |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A2.4 | Create a product which assesses the importance of accurate and thorough documentation to various aspects of the industry. |

FID – A3.0

Understand the principles of organizational management, including the roles and responsibilities of management and employees:

A P B L

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| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A3.1 | Describe important management strategies, such as shared responsibilities and negotiation. |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A3.2 | Practice using common organizational procedures and tools, such as business plans, spreadsheets, recordkeeping, and communication with consumers. |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A3.3 | Compare and contrast the major outcomes of effective management, such as profitability, productivity, a positive work environment, and client satisfaction. |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A3.4 | Identify and list management titles and the role of each position in the overall operation of the company. |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A3.5 | Use the concepts and principles that lead to a healthy business with a positive company culture to begin creating a business plan. |

FID – A4.0

Apply the elements and principles of design in various aspects of the fashion industry:

A P B L

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| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A4.1 | Apply the elements and principles of design to various tasks within the fashion industry (e.g., textiles design, fashion design, graphic design, visual merchandising). |
|---|------|---|

RATING SCALE

A = Advanced	Demonstrates superior knowledge and skills; can work independently with no supervision.
P = Proficient	Demonstrates proficient knowledge and skills; can work with limited supervision.
B = Basic	Demonstrates minimal knowledge and skills; requires instruction and close supervision.
L = Limited	Shows little or no knowledge or skill in this area.

FID – A4.0 (continued)

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|---|------|--|
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A4.2 | Explain the fundamentals of trend forecasting. |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A4.3 | Integrate various types of technology in the design process. |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A4.4 | Master skills to create presentation boards. |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A4.5 | Create a portfolio to showcase design ideas and mastery. |

FID – A5.0

Understand how the history of social, cultural, political, economic, and technological changes influence fashion:

A P B L

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|---|------|---|
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A5.1 | Analyze how fashion and design have been influenced by politics, society, economics, culture, and aesthetics. |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A5.2 | Compare how textiles and design have evolved throughout history. |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A5.3 | Define the ways in which economies, mass production, labor unions, globalization, and technology affect the fashion industry. |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A5.4 | Create a product describing fashion cycles and the adaptation of historical fashions to current trends. |

FID – A6.0

Understand the characteristics, production, and maintenance of textiles and the use of sustainable practices:

A P B L

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|---|------|---|
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A6.1 | Identify general characteristics and maintenance of various fibers, fabrics, and finishes. |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A6.2 | Compare textile manufacturing methods for producing fabrics that are woven, nonwoven, and knit. |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A6.3 | Analyze principals of standard print design (e.g., abstract and geometric) and color designs (e.g., tone-on-tone, positive/negative, and monotone). |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A6.4 | Integrate the skills and procedures necessary to create and produce textile products. |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A6.5 | Research how technology is used to create various textiles. |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A6.6 | Evaluate how copyright, trademark, and patent laws affect textile design and production. |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A6.7 | Compile textile industry standards that demonstrate sustainable practices. |

FID – A7.0

Understand how trends, color, and societal forecasting are used in the fashion industry:

A P B L

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|---|------|---|
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A7.1 | Identify the resources available to the fashion industry that provide information on fashion trends, color, and societal trend forecasting. |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A7.2 | Research trends that influence fashion and interior design. |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | A7.3 | Apply trend forecasting as it relates to fashion design, textile design, product development, and merchandising. |

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FASHION DESIGN AND MERCHANDISING CAREER PATHWAY STANDARDS (CONTINUED)

FID – A8.0

Understand the principles and techniques used in fashion design and product development and manufacturing:

A P B L

- A8.1 Know the basic process of manufacturing garments.
- A8.2 Identify equipment, tools, supplies, and software to construct or manufacture garments.
- A8.3 Illustrate how the manufacturing process relates to the cost of producing garments.
- A8.4 Evaluate the effects of global sourcing on garment production.
- A8.5 Formulate cost sheets for garments, including manufacturer's costs, markup, and profit margin.
- A8.6 Sketch a fashion design on the nine-head figure.
- A8.7 Define flat patternmaking and draping techniques.
- A8.8 Recognize pattern specifications for global production.
- A8.9 Experiment with draping using various fabrics.
- A8.10 Distinguish how technology is used in patternmaking, grading, and marking.
- A8.11 Evaluate first-sample garments made from first patterns and make necessary adjustments.

FID – A9.0

Understand the skills and procedures necessary for sales, marketing, and branding in the fashion industry:

A P B L

- A9.1 Define basic procedures for sales, exchanges, and returns.
- A9.2 Identify the factors that contribute to quality customer relations, service, and sales.
- A9.3 Analyze customer buying motives.
- A9.4 Apply effective sales, marketing techniques, and presentation skills.
- A9.5 Assess strategies for helping customers select merchandise and recommend related products and services appropriate to their needs.
- A9.6 Explain how technology can be used to provide customer service.
- A9.7 Define the concept of branding and identify successful examples.

FID – A10.0

Understand visual merchandising and product styling:

A P B L

- A10.1 Explain the characteristics of effective interior and exterior retail displays.
- A10.2 Understand the theory and practice of merchandise placement on a sales floor.
- A10.3 Construct store displays by using various fixtures (e.g., mannequins, shadow boxes, wall and tabletop displays, and props) to convey specific messages (e.g., a store's image, a specific manufacturer's label, a color or fabric story, or a specific event).
- A10.4 Demonstrate understanding of methods of visual merchandising and styling as it relates to selling on all types of media by creating a marketing plan.

FID – A11.0

Understand the current laws, work site policies, and systems for inventory control and loss prevention:

A P B L

- A11.1 Describe the procedures involved in receiving, inspecting, and marking merchandise and distributing it to the selling floor.
- A11.2 Explain the role of inter-store transfers in the general distribution of goods.
- A11.3 Understand the current laws that affect inventories.
- A11.4 Compare common inventory loss points and strategies for loss prevention.
- A11.5 Analyze how loss prevention affects all profits.

FID – A12.0

Understand important aspects of the beauty industry:

A P B L

- A12.1 Identify and list various careers in the beauty industry.
- A12.2 Compare how cosmetic products are made.
- A12.3 Compare how products are regulated.
- A12.4 Explain the training required for selling beauty products.
- A12.5 Research various techniques for marketing beauty products.
- A12.6 Create a product which demonstrates the principles of packaging beauty products.

FID ANCHOR STANDARDS

ANCHOR – 1.0 Academics

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Fashion and Interior Design academic alignment matrix for identification of standards.*

A P B L

ANCHOR – 2.0 Communications

Acquire and accurately use Fashion and Interior Design sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment with LS 9-10, 11-12.6)*

A P B L

ANCHOR – 3.0 Career Planning and Management

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans. (Direct alignment with SLS 11-12.2)*

A P B L

ANCHOR – 4.0 Technology

Use existing and emerging technology, to investigate, research, and produce products and services, including new information, as required in the Fashion and Interior Design sector workplace environment. (Direct alignment with WS 11-12.6)*

A P B L

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FID ANCHOR STANDARDS

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L = Limited	Shows little or no knowledge or skill in this area.

ANCHOR – 5.0 Problem Solving and Critical Thinking

*Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Fashion and Interior Design sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-12.7)**

A P B L

ANCHOR – 6.0 Health and Safety

*Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Fashion and Interior Design sector workplace environment. (Direct alignment with RSTS 9-10, 11-12.4)**

A P B L

ANCHOR – 7.0 Responsibility and Flexibility

*Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Fashion and Interior Design sector workplace environment and community settings. (Direct alignment with SLS 9-10, 11-12.1)**

A P B L

ANCHOR – 8.0 Ethics and Legal Responsibilities

*Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms. (Direct alignment with SLS 11-12.1d)**

A P B L

ANCHOR – 9.0 Leadership and Teamwork

*Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the career technical student organization. (California FCCLA) (Direct alignment with SLS 11-12.1b)**

A P B L

ANCHOR – 10.0 Technical Knowledge and Skills

*Apply essential technical knowledge and skills common to all pathways in the Fashion and Interior Design sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6)**

A P B L

ANCHOR – 11.0 Demonstration and Application

*Demonstrate and apply the knowledge and skills contained in the Fashion and Interior Design anchor standards, pathway standards, and performance indicators in classroom, laboratory and workplace settings, and through the career technical student organization. (California FCCLA)**

A P B L