



GEORGIA

PEACH STATE PATHWAYS

Career, Technical, & Agricultural Education

MARKETING SALES AND SERVICE

PATHWAY: Fashion Marketing

COURSE: Advanced Fashion

UNIT 4: Fashion Buying



INTRODUCTION

Annotation:

The student will describe the product selection process for fashion buying. This course focuses on how, why, and when buyers can effectively create a positive buying selection for their stores.

Grade(s):

x	9 th
x	10 th
x	11 th
x	12 th

Time: 15 hours

Author: Revised by Meghan Hatcher

Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



FOCUS STANDARDS

GPS Focus Standards:

MKT-AFM-4. Students will describe the product selection process for fashion buying.

- a. Differentiate between assortment planning and product mix.
- b. Describe buying strategies based on a target market.
- c. Identify and classify sizes, styles, and characteristics of women's, men's, and children's fashions.
- d. Identify and discuss the importance of selecting styles for different body types.
- e. Differentiate between private and designer labels and outline the advantages and disadvantages to a retailer in carrying the different labels.

GPS Academic Standards:

ELA12W1. The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.

National / Local Standards / Industry / ISTE:



UNDERSTANDINGS & GOALS

Enduring Understandings:

- Student will identify different styles and sizes for men's, women's, and children's fashion.
- Students will be able to fit for their body type.
- Student will recognize the importance of your target market in regards to buying decisions.

Essential Questions:

- Is there a process that clothing stores use when they are deciding what to buy or sell? If so, what is it?
- What is the difference between a private and a designer label?

Knowledge from this Unit:

- Designer Labels vs. Private Labels
- Assortment planning
- Product Mix
- Importance of target market
- How to determine a body type

Skills from this Unit:

- Student will identify different sizes and styles for special departments.

- Student will be able to select a product mix and assortment for a chosen store with an identified target market.



ASSESSMENT(S)

Assessment Method Type:

- ☐ Pre-test
- ☒ Objective assessment - multiple-choice, true- false, etc.
 - ☐ Quizzes/Tests
 - ☒ Unit test
- ☒ Group project
- ☒ Individual project
- ☐ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
 - ☐ Self-check rubrics
 - ☐ Self-check during writing/planning process
 - ☐ Journal reflections on concepts, personal experiences and impact on one's life
 - ☐ Reflect on evaluations of work from teachers, business partners, and competition judges
 - ☐ Academic prompts
 - ☐ Practice quizzes/tests
- ☒ Subjective assessment/Informal observations
 - ☒ Essay tests
 - ☐ Observe students working with partners
 - ☐ Observe students role playing
- ☐ Peer-assessment
 - ☐ Peer editing & commentary of products/projects/presentations using rubrics
 - ☐ Peer editing and/or critiquing
- ☒ Dialogue and Discussion
 - ☐ Student/teacher conferences
 - ☒ Partner and small group discussions
 - ☐ Whole group discussions
 - ☐ Interaction with/feedback from community members/speakers and business partners
- ☒ Constructed Responses
 - ☐ Chart good reading/writing/listening/speaking habits
 - ☒ Application of skills to real-life situations/scenarios
- ☐ Post-test

Assessment(s) Title:

Assessment(s) Description/Directions:

Attachments for Assessment(s):



LEARNING EXPERIENCES

Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.

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ELA12W1. The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.

2. Review Essential Questions.

- Is there a process that clothing stores use when they are deciding what to buy or sell? If so, what is it?
- What is the difference between a private and a designer label?

3. Identify and review the unit vocabulary.

4. Brand Decision PowerPoint and note taking guide (1 day)

5. Fashion Buying PowerPoint and note taking guide (1 day)

6. Merchandise Assortment PowerPoint and Note taking guide (1 day)

7. Planning to Buy (1day)

8. Merchandise Buying (1day)

9. Merchandise Project (3 days)

10. Merchandise Buying Plan Rubric

11. Body Types PP and notes (2 days)

12. Have your students put together different outfits for assigned body types made out of classroom supplies. After they present you can put on a fashion show for the class.

Attachments for Learning Experiences:

Notes & Reflections:



CULMINATING PERFORMANCE TASK

Culminating Unit Performance Task Title:

Merchandise Buying Project and Rubric

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

This assessment is designed for student s to go through the entire buying process. You may choose to allow them to make up their own retail store, or use on that already exists. Good resources can be found at the Americasmart web site.

Attachments for Culminating Performance Task:

Merchandise Buying Project



UNIT RESOURCES

Web Resources:

Americasmart web site

Attachment(s):

Materials & Equipment:

What 21st Century Technology was used in this unit:

<input checked="" type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input checked="" type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input checked="" type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input type="checkbox"/>	Video
<input checked="" type="checkbox"/>	Animation Software	<input checked="" type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input type="checkbox"/>	Website		