



PATHWAY: Fashion Marketing

COURSE: Advanced Fashion

UNIT 6: Distribution in the Fashion Industry

INTRODUCTION

Annotation:

Factors to consider when selecting distribution channels, shipping terms, storage of goods, and relative cost of distribution are all covered in this invigorating unit. Be sure and take note that some of the topics of elements in this standard have previously been addressed.

Grade(s):

X	9 th
X	10 th
X	11 th
X	12 th

Time: 6 50 minute class periods

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-6. Students will analyze the importance of utilizing an efficient distribution system.

- Describe the factors a manufacturer considers when selecting a distribution channel for a given line of fashion merchandise.
- Outline the effect of bypassing retail stores and shipping directly from the manufacturer to an outlet center.
- Contrast common buying and shipping terms used by a manufacturer and a wholesaler.
- Outline the decisions to be made in managing the marketing functions of transportation and storage from the manufacturers' and the wholesalers' perspectives.
- Explain how the selection of distribution channels affect the cost and retail price of fashion merchandise.
- Compare and summarize the benefits of using computerized systems to track and process orders at the manufacturing, wholesaling, or market center levels of distribution.

GPS Academic Standards:

SCSh5. Students will demonstrate the computation and estimation skills necessary for analyzing data and developing reasonable scientific explanations.

MC2P1. Students will solve problems (using appropriate technology).

MC2P4. Students will make connections among mathematical ideas and to other disciplines. MC2A2. Students will solve simple equations



UNDERSTANDINGS & GOALS

Enduring Understandings:

- Students will understand the importance of using an efficient distribution system in the fashion industry.

Essential Questions:

- How is the price of clothing items we purchase influenced by the route the product takes to get to us?

Knowledge from this Unit:

- Student will be able to identify different distribution channel members
- Student will be able to analyze a cost effective way of getting a product from point A to point B
- Student will be able to consider how distribution methods may effect the final selling price of fashion goods
- Important distribution factors in regards to fashion
- Cost associated with certain channels of distribution
- Storage considerations

Skills from this Unit:

- Student will be able to route out a distribution plan for a chosen retailer from manufacturer to retailer.



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:

How'd this get here: Fashion Edition?

Assessment(s) Description/Directions:

Students will take an in depth look at how some fashion items make their journey to our shelves. You may need to adjust the project to fit your classroom needs.

Attachments for Assessment(s):

How'd this get here: Fashion Edition Student handout

How'd this get here: Fashion Edition Teacher Notes



LEARNING EXPERIENCES

Sequence of Instruction

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

AFM_6. Students will analyze the importance of utilizing an efficient distribution system.

- a. Describe the factors a manufacturer considers when selecting a distribution channel for a given line of fashion merchandise.
- b. Outline the effect of bypassing retail stores and shipping directly from the manufacturer to an outlet center.
- c. Contrast common buying and shipping terms used by a manufacturer and a wholesaler.
- d. Outline the decisions to be made in managing the marketing functions of transportation and storage from the manufacturers' and the wholesalers' perspectives.
- e. Explain how the selection of distribution channels affect the cost and retail price of fashion merchandise.
- f. Compare and summarize the benefits of using computerized systems to track and process orders at the manufacturing, wholesaling, or market center levels of distribution.

SCSh5. Students will demonstrate the computation and estimation skills necessary for analyzing data and developing reasonable scientific explanations.

MC2P1. Students will solve problems (using appropriate technology).

MC2P4. Students will make connections among mathematical ideas and to other disciplines.

MC2A2. Students will solve simple equations

2. Review Essential Questions.
 - How is the price of clothing items we purchase influenced by the route the product takes to get to us?
3. Identify and review the unit vocabulary.
4. Substance in the Fashion Industry PowerPoint
5. Distribution in the Fashion Industry PowerPoint
6. Distribution Retail Notes
7. Distribution Wholesale Notes
8. Wholesale Apparel and Marketing Distribution PowerPoint
9. How'd this get here: Fashion Edition Student Handout and Teacher's Notes

Attachments for Learning Experiences:

Notes & Reflections:

This unit has in depth information regarding distribution. You may want to take time out to look at the previous standards which have touched on some of these elements to review in your teaching.



CULMINATING PERFORMANCE TASK

Culminating Unit Performance Task Title:

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

Attachments for Culminating Performance Task:



UNIT RESOURCES

Web Resources:

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