

**Human Services Career Cluster  
Fundamentals of Fashion  
Course Number: 20.44500**

**Course Description:**

The Fundamentals of Fashion course introduces the students to the fascinating world of how textiles are woven into the fabric of everyday life. This course is designed to advance student skills in the selection, purchase, design, care, and construction of textile products. The course emphasizes critical-thinking skills needed for making wise consumer choices and career decisions. Contextual learning experiences further develop critical-thinking skills needed for success in the professional environment and merchandising. Integration of Family Career and Community Leaders of America (FCCLA) greatly enhances this curriculum.

**Course Standard 1**

**HUM-FF-1**

The following standard is included in all CTAE courses adopted for the Career Cluster/Pathways. Teachers should incorporate the elements of this standard into lesson plans during the course. The topics listed for each element of the standard may be addressed in differentiated instruction matching the content of each course. These elements may also be addressed with specific lessons from a variety of resources. This content is not to be treated as a unit or separate body of knowledge but rather integrated into class activities as applications of the concept.

**Standard: Demonstrate employability skills required by business and industry.**

The following elements should be integrated throughout the content of this course.

**1.1 Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities.**

Person-to-Person Etiquette	Telephone and Email Etiquette	Cell Phone and Internet Etiquette	Communicating At Work	Listening
Interacting with Your Boss	Telephone Conversations	Using Blogs	Improving Communication Skills	Reasons, Benefits, and Barriers
Interacting with Subordinates	Barriers to Phone conversations	Using Social Media	Effective Oral Communication	Listening Strategies
Interacting with Co-workers	Making and Returning Calls		Effective Written Communication	Ways We Filter What We Hear
Interacting with Suppliers	Making Cold Calls		Effective Nonverbal Skills	Developing a Listening Attitude
	Handling Conference Calls		Effective Word Use	Show You Are Listening
	Handling Unsolicited Calls		Giving and Receiving Feedback	Asking Questions
				Obtaining Feedback
				Getting Others to Listen

Nonverbal Communication	Written Communication	Speaking	Applications and Effective Résumés
Communicating Nonverbally	Writing Documents	Using Language Carefully	Completing a Job Application
Reading Body Language and mixed Messages	Constructive Criticism in Writing	One-on-One Conversations	Writing a Cover Letter
Matching Verbal and Nonverbal communication		Small Group Communication	Things to Include in a Résumé

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Improving Nonverbal Indicators		Large Group Communication	Selling Yourself in a Résumé
Nonverbal Feedback		Making Speeches	Terms to Use in a Résumé
Showing Confidence Nonverbally		Involving the Audience	Describing Your Job Strengths
Showing Assertiveness		Answering Questions	Organizing Your Résumé
		Visual and Media Aids	Writing an Electronic Résumé
		Errors in Presentation	Dressing Up Your Résumé

### 1.2 Demonstrate creativity by asking challenging questions and applying innovative procedures and methods.

Teamwork and Problem Solving	Meeting Etiquette
Thinking Creatively	Preparation and Participation in Meetings
Taking Risks	Conducting Two-Person or Large Group Meetings
Building Team Communication	Inviting and Introducing Speakers
	Facilitating Discussions and Closing
	Preparing Visual Aids
	Virtual Meetings

### 1.3 Exhibit critical thinking and problem solving skills to locate, analyze and apply information in career planning and employment situations.

Problem Solving	Customer Service	The Application Process	Interviewing Skills	Finding the Right Job
Transferable Job Skills	Gaining Trust and Interacting with Customers	Providing Information, Accuracy and Double Checking	Preparing for an Interview	Locating Jobs and Networking
Becoming a Problem Solver	Learning and Giving Customers What They Want	Online Application Process	Questions to Ask in an Interview	Job Shopping Online
Identifying a Problem	Keeping Customers Coming Back	Following Up After Submitting an Application	Things to Include in a Career Portfolio	Job Search Websites
Becoming a Critical Thinker	Seeing the Customer's Point	Effective Résumés:	Traits Employers are Seeking	Participation in Job Fairs
Managing	Selling Yourself and the Company	Matching Your Talents to a Job	Considerations Before Taking a Job	Searching the Classified Ads
	Handling Customer Complaints	When a Résumé Should be Used		Using Employment Agencies
	Strategies for Customer Service			Landing an Internship
				Staying Motivated to Search

### 1.4 Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.

Workplace Ethics	Personal Characteristics	Employer Expectations	Business Etiquette	Communicating at Work
Demonstrating Good Work Ethic	Demonstrating a Good Attitude	Behaviors Employers Expect	Language and Behavior	Handling Anger
Behaving Appropriately	Gaining and Showing Respect	Objectionable Behaviors	Keeping Information Confidential	Dealing with Difficult Coworkers
Maintaining Honesty	Demonstrating Responsibility	Establishing Credibility	Avoiding Gossip	Dealing with a Difficult Boss
Playing Fair	Showing Dependability	Demonstrating Your Skills	Appropriate Work Email	Dealing with Difficult Customers

## Georgia Department of Education

Using Ethical Language	Being Courteous	Building Work Relationships	Cell Phone Etiquette	Dealing with Conflict
Showing Responsibility	Gaining Coworkers' Trust		Appropriate Work Texting	
Reducing Harassment	Persevering		Understanding Copyright	
Respecting Diversity	Handling Criticism		Social Networking	
Making Truthfulness a Habit	Showing Professionalism			
Leaving a Job Ethically				

### 1.5 Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply team work skills.

Expected Work Traits	Teamwork	Time Management
Demonstrating Responsibility	Teamwork Skills	Managing Time
Dealing with Information Overload	Reasons Companies Use Teams	Putting First Things First
Transferable Job Skills	Decisions Teams Make	Juggling Many Priorities
Managing Change	Team Responsibilities	Overcoming Procrastination
Adopting a New Technology	Problems That Affect Teams	Organizing Workspace and Tasks
	Expressing Yourself on a Team	Staying Organized
	Giving and Receiving Constructive Criticism	Finding More Time
		Managing Projects
		Prioritizing Personal and Work Life

### 1.6 Present a professional image through appearance, behavior and language.

On-the-Job Etiquette	Person-to-Person Etiquette	Communication Etiquette	Presenting Yourself
Using Professional Manners	Meeting Business Acquaintances	Creating a Good Impression	Looking Professional
Introducing People	Meeting People for the First Time	Keeping Phone Calls Professional	Dressing for Success
Appropriate Dress	Showing Politeness	Proper Use of Work Email	Showing a Professional Attitude
Business Meal Functions		Proper Use of Cell Phone	Using Good Posture
Behavior at Work Parties		Proper Use in Texting	Presenting Yourself to Associates
Behavior at Conventions			Accepting Criticism
International Etiquette			Demonstrating Leadership
Cross-Cultural Etiquette			
Working in a Cubicle			

### Support of CTAE Foundation Course Standards and Georgia Standards of Excellence L9-10RST 1-10 and L9-10WHST 1-10:

Georgia Standards of Excellence ELA/Literacy standards have been written specifically for technical subjects and have been adopted as part of the official standards for all CTAE courses.

## Course Standard 2

### HUM-FF-2

#### Analyze the history of fashion and the fashion industry.

- 2.1 Formulate a time line detailing the evolution of fashion from early civilizations to the nineteenth century.
- 2.2 Identify and describe influential people in fashion history.
- 2.3 Analyze specific clothing styles in the twentieth century.
- 2.4 Summarize three factors that contributed to the apparel industry.
- 2.5 Critique three of the major trade publications in the fashion industry.
- 2.6 Investigate different designers from around the world and their contributions to the fashion industry, including but not limited to Bill Blass, Liz Claiborne, Calvin Klein, Ralph Lauren, Gabrielle “Coco” Chanel, Christina Dior, Yves St Laurent, Giorgio Armani, Dolce and Gabanna, Gucci, and Versace.

## Course Standard 3

### HUM-FF-3

#### Define and recognize basic fashion terminology.

- 3.1 Define and recognize fashion, apparel, garment, fashion trend, silhouette, high fashion, avant-garde, fad, craze, classic, accessories, wardrobe extenders, wardrobe plan and investment dressing.
- 3.2 Define and recognize terms related to fashion construction, including fitted garment, seams, dart, bodice, draped, tailored, and composite.

## Course Standard 4

### HUM-FF-4

#### Summarize the basics of the Fashion Cycle.

- 4.1 Critique each stage of the fashion cycle.
- 4.2 Explore the basic philosophy of Yin Yang.
- 4.3 Identify and describe fashion movement, fashion leaders and fashion trend.
- 4.4 Compare and contrast trickle-up theory, trickle-down theory, and trickle-across theory.

## Course Standard 5

### HUM-FF-5

#### Differentiate basic clothing styles and parts.

- 5.1 Identify and compare collar styles, including but not limited to button down, shirt, turtleneck, crewneck, jabot and shawl.
- 5.2 Identify and compare neckline styles, including but not limited to crew, jewel, bateau, scoop, v-neck, sweetheart, and décolleté.
- 5.3 Identify and compare skirt styles, including but not limited to pleated, gathered, A-line, wrap, and dirndl.
- 5.4 Identify and compare pant styles, including but not limited to gauchos, hip huggers, jumpsuit, Bermudas, tapered and flared.
- 5.5 Identify and compare dress styles, including but not limited to empire, sheath, shirtwaist, dropped waist and princess.
- 5.6 Identify and compare jacket/coat styles, including but not limited to Chanel, blazer, pea, bolero, safari, trench, cape, wrap, polo, poncho and chesterfield.

## Course Standard 6

### HUM-FF-6

#### Investigate the elements and principles of design relating to clothing.

- 6.1 Explore the color selection system based on the four seasons of the year to evaluate personal coloring and apply appealing color combinations to choices for wardrobe selection.
- 6.2 Differentiate the various forms or silhouettes that are common in clothes.
- 6.3 Assess figure types and body shapes in creating a pleasing sense of design.
- 6.4 Evaluate how each design principle can be used to enhance a person's figure.

## Course Standard 7

### HUM-FF-7

#### Explore the basics of the design and production process.

- 7.1 Summarize the steps in the design process.
- 7.2 Explore apparel production terms and steps in the garment-making process.

## Course Standard 8

### HUM-FF-8

#### Distinguish the types of business ownership and connect basic economic concepts.

- 8.1 Identify and describe the types of business structures and terms related to entrepreneurial opportunities.
- 8.2 Summarize the sectors of the economy and identify where the fashion industry resides.
- 8.3 Analyze operational costs such as mark ups, mark downs, cash flow, and other factors affecting profit.
- 8.4 Determine the effects of security and inventory control strategies, cash and credit transaction methods, laws and worksite policies, on loss prevention and store profit.
- 8.5 Evaluate the role of profit, competition, and supply and demand in the free-market system.
- 8.6 Compare and contrast international sourcing for U.S. fashion importing and international market opportunities for exporting.
- 8.7 Analyze the types of risks faced by a fashion business.

## Course Standard 9

### HUM-FF-9

#### Investigate beneficial consumer skills necessary to make informed fashion purchases.

- 9.1 Explain the information provided on labels, packaging and hang tags.
- 9.2 Summarize federal legislation that deals with textile products and include the four criteria that must appear on labels of all textile products.
- 9.3 Compare and contrast price versus quality and care in the garment purchasing decision.
- 9.4 Evaluate standards of quality construction in garments.
- 9.5 Differentiate standard size categories for children, men, and women according to body measurements.
- 9.6 Assess strategies to select clothes that fit properly.
- 9.7 Compare and contrast the many consumer options to pay for apparel purchases.

## Course Standard 10

### HUM-FF-10

#### Summarize the concepts of marketing and merchandising.

- 10.1 Distinguish between market growth, share, and segmentation.
- 10.2 Identify and describe the original 4 P's of marketing, as well as the 7 and 8 P's of marketing.
- 10.3 Identify the seven marketing functions and summarize what each function does.
- 10.4 Assess the various types of retail establishments.
- 10.5 Compare and contrast various types of fashion promotion and their effectiveness, including advertising, publicity, visual merchandising, and video merchandising.
- 10.6 Analyze the latest fashion industry information technology.
- 10.7 Explain how technological, economic, and global factors influence fashion marketing.

## Course Standard 11

### HUM-FF-11

#### Research career paths within the fashion industry.

- 11.1 Analyze opportunities for employment and entrepreneurial endeavors, including education and training requirements.
- 11.2 Investigate the future employment needs for the fashion industry.
- 11.3 Determine continuing education opportunities that enhance career advancement.
- 11.4 Analyze the role of professional organizations in the fashion, textile and apparel industries.