PATERSON PUBLIC SCHOOLS

Preparing All Children for College and Career

Department of College and Career Readiness

Event Planning
Curriculum

5.0 Credits

Unit Two

PATERSON PUBLIC SCHOOLS

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Event Planning

Course Description

Event Planning is a very specialized profession that involves a variety of skills. This course will give students an awareness of skills they will need in order to become successful in this field. They will learn about running their own business, the issues that may come up in the event industry, and how to communicate professionally and effectively. Finally, they will plan all components of an event and evaluate the event plans of their classmates.

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Event Planning

Pacing Guide		
Unit	**Topic**	**Suggested Timing**
Unit 1	Running an Event Business	approx. 9 weeks
Unit 2	Exploring Various Types of Events	approx. 9 weeks
Unit 3	Communicating Professionally	approx. 9 weeks
Unit 4	Logistics of Planning an Event	approx. 8 weeks

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Educational Technology Standards

8.1.12.A.1, 8.1.12.B.2, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.E.1, 8.1.12.F.1

➢ **Technology Operations and Concepts**
- Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

➢ **Creativity and Innovation**
- Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

➢ **Communication and Collaboration**
- Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

➢ **Digital Citizenship**
- Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

➢ **Research and Information Literacy**
- Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

➢ **Critical Thinking, Problem Solving, Decision Making**
- Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

CRP1. **Act as a responsible and contributing citizen and employee**
Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills.
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP3. Attend to personal health and financial well-being.
Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4. Communicate clearly and effectively and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. Work productively in teams while using cultural global competence.
Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Differentiated Instruction

Strategies to Accommodate Students Based on Individual Needs

Time/General	Processing	Comprehension	Recall
• Extra time for assigned tasks • Adjust length of assignment • Timeline with due dates for reports and projects • Communication system between home and school • Provide lecture notes/outline	• Extra Response time • Have students verbalize steps • Repeat, clarify or reword directions • Mini-breaks between tasks • Provide a warning for transitions • Reading partners	• Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory learning	• Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers
Assistive Technology	**Tests/Quizzes/Grading**	**Behavior/Attention**	**Organization**
• Computer/whiteboard • Tape recorder • Spell-checker • Audio-taped books	• Extended time • Study guides • Shortened tests • Read directions aloud	• Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback	• Individual daily planner • Display a written agenda • Note-taking assistance • Color code materials

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Enrichment
Strategies Used to Accommodate Based on Students Individual Needs:

- Adaption of Material and Requirements

- Evaluate Vocabulary

- Elevated Text Complexity

- Additional Projects

- Independent Student Options

- Projects completed individual or with Partners

- Self Selection of Research

- Tiered/Multilevel Activities

- Learning Centers

- Individual Response Board

- Independent Book Studies

- Open-ended activities

- Community/Subject expert mentorships

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Assessments
Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers

- Teacher-created Unit Assessments, Chapter Assessments, Quizzes

- Teacher-created DBQs, Essays, Short Answer

- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share

- Projects, Portfolio, Presentations, Prezi, Gallery Walks

- Homework

- Concept Mapping

- Primary and Secondary Source analysis

- Photo, Video, Political Cartoon, Radio, Song Analysis

- Create an Original Song, Film, or Poem

- Glogster to make Electronic Posters

- Tumblr to create a Blog

![Paterson Public Schools logo]

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Interdisciplinary Connections

English Language Arts
- Journal writing
- Close reading of industry-related content
- Create a brochure for a specific industry
- Keep a running word wall of industry vocabulary

Social Studies
- Research the history of a given industry/profession
- Research prominent historical individuals in a given industry/profession
- Use historical references to solve problems

World Language
- Translate industry-content
- Create a translated index of industry vocabulary
- Generate a translated list of words and phrases related to workplace safety

Math
- Research industry salaries for a geographic area and juxtapose against local cost of living
- Go on a geometry scavenger hunt
- Track and track various data, such as industry's impact on the GDP, career opportunities or among of individuals currently occupying careers

Fine & Performing Arts
- Create a poster recruiting young people to focus their studies on a specific career or industry
- Design a flag or logo to represent a given career field

Science
- Research the environmental impact of a given career or industry
- Research latest developments in industry technology
- Investigate applicable-careers in STEM fields

New Jersey Student Learning Standards

9.3– Career and Technical Education

Business & Management

9.3.12.BM.2 Describe laws, rules and regulations as they apply to effective business operations.

9.3.12.BM.3 Explore, Develop and apply strategies for ensuring a successful business career.

Hospitality & Tourism

9.3.HT.2 Evaluate the nature and scope of the Hospitality & Tourism Career Cluster And the role of hospitality and tourism in society and the economy.

9.3.HT.4 Describe Employee rights and responsibilities and employers' obligations concerning occupational health and safety in the hospitality and tourism workplace.

9.3.HT.5 Identify potential, real and perceived hazards and emergency situations and determine the appropriate safety and security measures in the hospitality and tourism workplace.

Common Career Technical Core (CCTC)

Career Cluster Marketing

MK 10.2 – Acquire product knowledge to communicate product benefits to ensure appropriateness of product for the customer.

Career Cluster Hospitality & Tourism

HT-RFB 1.4: Identify ethical issues and model ethical behavior in the workplace.

HT-RFB 5.1: Interpret calculations of food, labor and pricing to ensure profitability.

HT-RFB 8.3:Prepare nutritional, quality foods utilizing basic food knowledge

Common Core State Standards (CCSS)

CCSS - English-Language Arts

Integration of Knowledge and Ideas:

- CCSS.ELA-LITERACY.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Research to Build and Present Knowledge:

- CCSS.ELA-LITERACY.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Range of Writing:

- CCSS.ELA-LITERACY.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

Common Core State Standards (CCSS)

CCSS - Mathematics

- CCSS.MATH.CONTENT.HSS.IC.B.6 Evaluate reports based on data.

Course: Event Planning **Unit:** 2- Exploring Various Types of Events **Grade Level:** 9-12	**Unit Overview:** Students will examine some of the logistics that go into planning specific events, and how small details can affect an event. They will examine food and beverage choice, safety, décor entertainment, and various type of events in order to prepare them to plan an event on their own.

New Jersey Student Learning Standards (NJSLS): 9.3.12.BM.2 , 9.3.12.BM- OP.2, 9.3.HT.4, 9.3.HT.5

Common Career Technical Core (CCTC): HT-RFB 5.1: HT-RFB 8.3:

Common Core State Standards (CCSS): CCSS.ELA-LITERACY.W.11-12.1 , CCSS.ELA-LITERACY.W.11-12.7 , CCSS.ELA-LITERACY.W.11-12.10

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
Understand the role of a target market for an event **NJSLS:** 9.3.HT.2, 9.3.HT.4 **CCTC:** MK 10.2 **CCSS:** CCSS.ELA-LITERACY.W.11-12.10	What is a target market? How does culture affect an event? What is culture? How do you define your personal culture?	Explain what a target market is and what its significance is in event planning Explain the role of culture in planning an event Plan a small event that	**Categorize** Categorize your own personal traits and how they might fit into various market segmentation categories **Culture Assessment** Compare and contrast your own culture with someone else in the room; Assess similarities	**Wedding Traditions from Around the World** http://www.livescience.com/16810-10-world-wedding-traditions.html **Defining Culture** http://www.livescience.com/21478-what-is-culture-

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
		meets the cultural needs of those attending	and differences and how this may affect the events you attend	definition-of-culture.html **Defining Target Market** http://www.entrepreneurmag.co.za/advice/business-plans/business-plan-template/target-market-worksheet/
Understand differences between for-profit and nonprofit events **NJSLS:** 9.3.HT.2, 9.3.12.BM.2 , 9.3.HT.4 **CCTC:** HT-RFB 1.4 **CCSS:**	What are the major differences between a profit and nonprofit event? How does the role of the event planner change depending on whether a profit is to be made? What are some major events that take place in each sector?	Explain what a nonprofit organization is Name sample nonprofit organizations and what they do Explain the major role of an event planner in a nonprofit event Explain the role of event planner in a for-profit event	**Categorization** Have students view business ads or sample event clips and determine whether they think each is a for profit or non profit event or company **Attend a Non Profit Event** Research sample non-profit events that take place in your area and attend one with your class	**Article- Profit vs. Nonprofit** http://smallbusiness.chron.com/non-profit-organization-vs-profit-organization-4150.html **Nonprofit event ideas** https://www.salsalabs.com/fundraising-event-ideas-for-nonprofits **Checklists to Aide in Event Planning** http://www.fundraisingip.com/checklists/fundr

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			Design an Event Have students design and carry out a small event within the school such as a fundraiser or informative event	**aisingchecklists.html**
Understand the role of security at an event **NJSLS:** 9.3.HT.2 9.3.12.BM.2, 9.3.HT.5, 9.3.HT.4 **CCTC:** **CCSS:**	Why is security crucial to many events? How can security be utilized personnel be utilized to maintain stability at an event? What type of events may require more security?	Explain the role of security at an event Explain measures that can be taken to make an event safer Examine the role that security plays in your school or workplace	**School Security** Explore the role of security within your school by writing about the purpose of security systems and personnel **Interview** Interview someone who works within the security industry to determine the scope of the industry and the importance of security at any event	**Security for Large Events** **https://www.bja.gov/publications/lsse-planning-primer.pdf** **Event Security Checklist** **http://www.experient-inc.com/solution/publications/lists/safety-security-guide.pdf** **School Security Article** **http://www.campussafetymagazine.com/article/11-components-of-a-secure-school-front-entrance**

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
Understand the purpose of an informative or educational event **NJSLS:** 9.3.HT.2, 9.3.HT.4 **CCTC:** MK 10.2 **CCSS:** CCSS.ELA-LITERACY.W.11-12.7	How does the purpose of the event drive the logistics? What is the goal of this type of event? What preparation goes into an educational or informative event? How can I get people to attend this type of event?	Explain what an informative event is Determine what events take place in the local area that are available to attend Explain the planning that goes into creating an educational event Explain the difference between an educational event and a sales pitch Explain common marketing schemes that may be hidden under the guise of "informative" events	**College Fair** Attend a College Fair; Create a list of what had to be done in order to make this event occur **Presentation** Prepare an informational session for classmates on a topic of your choice **School Event** Research something that is problematic within your school (Violence, nutrition, etc) and plan an event that will provide information for students, and help to solve this problem	**Planning a College Fair** **https://professionals.collegeboard.org/guidance/college/fair** **Event Planning Resources** **http://blog.bizzabo.com/the-directory-of-event-planning-resources**
Understand how entertainment can be selected and used within an event **NJSLS:** 9.3.HT.2, 9.3.HT.4	Why is entertainment so important? How does the type of event dictate the entertainment?	Explain what constitutes entertainment at an event Explain how the target	**Research** Research sample entertainment companies in the area to determine what types of offerings exist	**Entertainment Ideas** **https://impactentertains.wordpress.com/2009/01/16/55-creative-entertainment-ideas-for-your-next-event-or-**

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
CCTC: MK 10.2 **CCSS:** CCSS.ELA-LITERACY.W.11-12.7	What constitutes *entertainment*?	market and entertainment are connected Choose appropriate entertainment for sample events	**Price List** Using spreadsheet software, create a price list for several various types of entertainment that exist in the same industry (Assign students a type of entertainment such as " comedians" or "pianists")	**meeting/** **Event Planning Guides** https://guidebook.com/mobile-guides/event-planning-blog/
Understand how food and beverages should be organized and selected for an event **NJSLS:** 9.3.12.BM.2, 9.3.12.BM- OP.2,9.3.HT.2 , 9.3.HT.4 **CCTC:** HT-RFB 5.1:, HT-RFB 8.3:	What criteria should be used to select a menu for an event? How can food selection affect the outcome of an event? How do guests' expectation of food affect the event? What safety standards need to be upheld in the	Explain how menus should be created Explain the various types of dining options that exist and the differences between them Choose foods for a sample event Explain the difference between "sit-down", "buffet" and other	**Menu Plan** Assign students various types of events and have each plan a menu for the event that is appropriate to the event type and audience **View Samples** Have students view sample menus and critique them for certain types of events	**Selecting a Menu** http://tweetwall.com/blog/selecting-perfect-food-options-event/ **Types of Menus** http://www.hospitality-school.com/types-menus-restaurant **Designing a Menu** http://www.musthavemenus.com/guide/menu-basics/restaurant-

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
CCSS: CCSS.ELA-LITERACY.W.11-12.10 CCSS.ELA-LITERACY.W.11-12.1	food/beverage industry?	types of event menus Use descriptive language when explaining menu items Explain the role of vendor relationships when ordering food Determine the supply chain that exists within food service industries Explain basic food and beverage safety standards	**Debate** Choose a food or beverage and an event type; Have student decide whether they think that item is appropriate to the event **Food Safety** Create a basic guide for food safety for teenagers	**menu-design-tips.html**
Understand the importance of proper décor at an event **NJSLS:** 9.3.HT.2 , 9.3.HT.4 **CCTC:** **CCSS:** CCSS.ELA-	Why is décor so important to an event? How does décor differ for various types of events? How does the room layout affect an event?	Explain the role of décor at an event Differentiate between appropriate décor depending on the event Explain the components of décor	**Room Layout** Have students rework the classroom setup (on paper) for a social occasion such as a pizza party: Discuss how seating affects the feel of the room **Prom Décor**	**Social Media Sharing Site Pinterest.com** **Trends in Décor http://specialevents.com/decor** **Room Setup http://www.allseated.co**

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
LITERACY.W.11-12.10		at any event Explain how each of the five senses should be affected at an event	Pretend you have been put in charge of décor and theme for the prom; Explain the lighting, colors and them that will be used **Descriptive Writing** Pretend you are attending the party of your dreams; Using descriptive language, describe how each of the five senses are affected upon entering this event	m/ **Designing Centerpieces** http://celebrationsathomeblog.com/party-design-basics-how-to-create-pretty-centerpieces/ **Lighting at Events** https://www.theknot.com/content/wedding-reception-lighting-basics **Five Senses and Event Planning** https://fourthwallevents.com/stimulate-the-5-senses-with-your-next-event/

Unit 2 Vocabulary	
Wants Needs Marketing Buffet Sit-down Appetizers Beverages Security Décor Color Scheme	Entertainment Servers Host Hostess Informative Kiosk Five senses Color Scheme Nonprofit For-Profit

Suggested Unit Projects *Choose At Least One*	
Design a menu for a party you plan to throw at the end of the year. Use descriptive language, and design a menu that is appropriate to the audience.	Create a plan to make the school safer based on what you learned about safety at events.

Suggested Structured Learning Experiences	
Visit an event marketing business and shadow the owner or manager.	Visit a hotel, restaurant, or venue that regularly hosts events. Tour the facility and interview the owner.