PATERSON PUBLIC SCHOOLS

Preparing All Children for College and Career

Department of College and Career Readiness

Event Planning
Curriculum

5.0 Credits

Unit Three

PATERSON PUBLIC SCHOOLS

Preparing All Children for College and Career

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

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

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

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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

Career Cluster: Arts, AV Technology & Communications Career Cluster (AR)

- 9.3.12.AR-PRT-2 Demonstrate the production of various print, multimedia, or digital media products.
- 9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.

Career Cluster: Hospitality & Tourism

- 9.3.HT.1 Describe the key components of marketing and promoting hospitality and tourism products and services.

Career Cluster" Information Technology Career Cluster (IT)

- 9.3.IT-WD.6 Design, create and publish a digital communications product based on customer needs.

Pathway: Marketing Communications (MK-COM)

- 9.3.MK-COM.1 Apply techniques and strategies to convey ideas and information through marketing communications.

- 9.3.MK-COM.5 Communicate information about products, services, images and/or ideas to achieve a desired outcome.

Common Career Technical Core (CCTC)

Career Cluster Marketing

MK 09 – Communicate information about products, services, images and/or ideas to achieve a desired outcome.

- MK 09.1 – Acquire a foundational knowledge of promotion to understand its nature and scope.
- MK 09.2 – Describe promotional channels used to communicate with targeted audiences.

MK 10 – Use marketing strategies and processes to determine and meet client needs and wants.

- MK 10.4 – Utilize marketing information to develop a marketing plan.

Common Core State Standards (CCSS)

CCSS - English-Language Arts

Production and Distribution of Writing:

- CCSS.ELA-LITERACY.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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: 3- Professional Communication Grade Level: 9-12	Unit Overview: Students will learn how to use various software tools in order to creating a variety of professional materials for their event planning business. They will learn about what types of materials are appropriate to various events, and discuss the use of color and design while preparing these printed materials. Finally, they will strengthen their communication skills through various activities that involve speaking and writing.

New Jersey Student Learning Standards (NJSLS): 9.3.12.AR-PRT-2, 9.3.HT.1 ,9.3.MK-COM.1, 9.3.MK-COM.5

Common Career Technical Core (CCTC): MK9.1, MK 9.2, MK 10.4

Common Core State Standards (CCSS): CCSS.ELA-LITERACY.W.11-12.4 , CCSS.ELA-LITERACY.W.11-12.7 , CCSS.ELA-LITERACY.W.11-12.10, CCSS.MATH.CONTENT.HSS.IC.B.6

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
Understand how to create a professional website NJSLS: 9.3.12.AR-PRT-2, 9.3.HT.1 , 9.3.MK-COM.1, 9.3.MK-COM.5 CCTC: MK9.1, MK 9.2,	What does a professional website look like? What tools can be used to create a website? How can a website boost sales and image for a company?	Explain the importance of a professionally designed website Create a minimally populated website Explain the components of a event planner's	**List** Create a list of resources that an be utilized in order to start a personal website **Design** With a group, design a webpage to display your work from the class	**Features of a Small Business Website** http://smallbusiness.chron.com/non-profit-organization-vs-profit-organization-4150.html **Building a basic website** http://webdesign.tutsplus.com/tutorials/web-

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
CCSS: CCSS.ELA-LITERACY.W.11-12.4 , ELA-LITERACY.W.11-12.7 , ELA-LITERACY.W.11-12.10		website Explain how websites are created Utilize free online tools to aide in web design	**Research** Using the internet, find several examples of excellent websites; then find several examples of terrible ones; Use accountable talk strategies to explain why each fits into that category	**design-for-kids-welcome-to-tuts-town--cms-23680**
Understand how to "brand" a business **NJSLS:** 9.3.12.AR-PRT-2, 9.3.HT.1 ,9.3.MK-COM.1, 9.3.MK-COM.5 **CCTC:** MK9.1, MK 9.2, , MK 10.4 **CCSS:** CCSS.ELA-LITERACY.W.11-12.4 , CCSS.ELA-LITERACY.W.11-12.10	What makes a "brand"? How are logos and slogans used to brand a business? How can color be used to brand a business?	Explain the importance of continuity with branding Explain what a logo and slogan are Create a business card using computer software or online tools Explain the emotional component of branding	**Business Card** Create a business card for a fictional event business **Logo** Design a logo for the business **Branding** Create a "pitch" for how you will brand your business and pitch it to the class.	**Branding Article** **https://www.entrepreneur.com/article/278108** **Business Card Creation VistaPrint.com** **Logo Maker** **http://www.onlinelogomaker.com/** **Logo Game** **http://logosquiz.info/en/quizlogogame/**
Use spreadsheet	What is Excel?	Explain the purpose of	**Class List**	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
software to manage data **NJSLS:** 9.3.12.AR-PRT-2, 9.3.MK-COM.1 **CCTC:** **CCSS:** CCSS.ELA-LITERACY.W.11-12.4 ,CCSS.MATH.CONTENT .HSS.IC.B.6	How can spreadsheets be used to maintain data? What are some simple tricks to use these spreadsheets?	excel Explain how to input data into a spreadsheet Explain how to manipulate data in a spreadsheet Use simple formulas while managing data	Gather data about classmates to create a spreadsheet with their names, ages, and other information **Shopping List** Create a spreadsheet with a sample shopping list from the supermarket; Include prices and quantities; Have students use simple formulas such as averages and sums within spreadsheet **Event Budget Sheet** Pretend you have been put in charge of planning a talent show for the school; List items and possible expenses that may be incurred throughout the process \	**Excel Tutorials** http://www.gcflearnfree.org/excel2016/ **Sample Excel Lessons** http://faculty.kutztown.edu/schaeffe/Excel/Excel.html **Budgeting in Excel** https://www.digitalunite.com/guides/creating-documents/microsoft-excel/what-spreadsheet/how-create-budget-spreadsheet

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Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
Write professional emails and documents **NJSLS:** 9.3.12.AR-PRT-2, 9.3.HT.1 ,9.3.MK-COM.1, 9.3.MK-COM.5 **CCTC:** MK9.1, MK 9.2, **CCSS:** CCSS.ELA-LITERACY.W.11-12.4 , CCSS.ELA-LITERACY.W.11-12.10	What constitutes "professionalism"? What is some email correspondence rules that we should abide by? What are some common mistakes that are made while writing? What is etiquette?	Understand the components of a professional email Write a professional email Use document sharing software in an appropriate manner Explain the components of an en effective business letter	**Teacher Email** Send a professional email to the teacher explaining your performance in the class so far **Document Sharing** Group students and have each group create one shared document on a subject of their choice; Have students report back on why this activity may have been difficult, and what made it a useful tool. **Business Letter** Write a persuasive business letter about an ethical issue that is important right now (Fracking, the election, etc.)	**Common Grammar Mistakes** https://litreactor.com/columns/20-common-grammar-mistakes-that-almost-everyone-gets-wrong **Email Etiquette** http://www.huffingtonpost.com/laura-m-brown/email-tips_b_5234742.html **Do's and Don'ts of Email** http://www.leadergrow.com/articles/145-12-dos-and-donts-of-e-mail-communication-e-mail-communication-tip-sheet
Use publishing tools to create professional materials	What tools are available to create professional documents?	Explain the significance of producing	**Menu** Create a dinner menu that is appropriate to	**Free Office Templates** https://templates.office.com/

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
NJSLS: 9.3.12.AR-PRT-2, 9.3.HT.1 ,9.3.MK-COM.1, 9.3.MK-COM.5 **CCTC:** MK9.1, MK 9.2, **CCSS:** CCSS.ELA-LITERACY.W.11-12.4, CCSS.ELA-LITERACY.W.11-12.10	What does a professional document look like? How should a document differ depending on social situation, and who will be viewing it? How can color affect the way a published document is perceived?	professional- looking printed items Create an invitation for an event using appropriate software, that contains all appropriate information Create an agenda for a business or educational event	audience using publishing software **Agenda** Create an agenda for a sample event **Brochure** Create a brochure or pamphlet about a topic of your choice	**Create Invitations** https://www.paperlesspost.com/ **Components of an Agenda** http://yourbusiness.azcentral.com/five-key-elements-effective-meeting-agenda-20977.html
Use social media to communicate effectively **NJSLS:** 9.3.12.AR-PRT-2, 9.3.HT.1 , 9.3.MK-COM.1 **CCTC:** MK 10.4 **CCSS:** CCSS.ELA-LITERACY.W.11-12.4 , CCSS.ELA-LITERACY.W.11-12.10	How can social media be used to promote a person or business? What are some common mistakes people make when using social media? What should the goal of a social media marketing campaign be?	Explain what social media is Design a social media marketing campaign for an event business Explain how timing is important to social media posting	**Time Chart** Create a calendar or time chart that shows the most effective times to post on social media **Statistics** Research the statistics on social media users among each platform; Prepare a report of the type of users each platform has	**Best time to Post on Social Media** http://coschedule.com/blog/best-times-to-post-on-social-media/ **Great Social Media Campaigns** http://www.postano.com/blog/15-best-social-media-campaigns-of-2015 **Creating a Social Media**

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			Campaign Pitch Choose a company and prepare a new marketing presentation for that company that will utilize social media ; Present your ideas to your class	**Marketing Campaign** **https://blog.hootsuite.com/how-to-create-a-social-media-marketing-plan/**

Unit 1 Vocabulary	
Excel Publisher Formula Spreadsheet Software hardware Professional Etiquette	Publish Color scheme Social media Digital footprint Business letter Formatting Marketing Plan

Suggested Unit Projects *Choose At Least One*	
Design an Informational brochure for a school organization that you are a part of. Use professionally writing style, and provide information about this organization that is relevant for students. Utilize colors, wording, and formatting that are appropriate to task.	Create a calendar for various school events throughout the year using publishing software. Utilize colors, wording, and formatting that are appropriate to task.

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.