PATERSON PUBLIC SCHOOLS
Preparing All Children for College and Career

Department of College and Career Readiness

Event Planning Curriculum

5.0 Credits

Unit Four

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

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

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

9.1-Financial Literacy

9.1.12.G.1 Analyze risks and benefits in various financial situations.

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.

Pathway: Marketing Communications (MK-COM)

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

Business and Management

 9.3.12.BM.1 Utilize mathematical concepts, skills, and problem solving to obtain necessary information for decision-making in business.

Operations Management

9.3.12.BM- OP.2 Develop and Maintain positive customer relationships.

Hospitality & Tourism Career Cluster

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

9.3.HT.3 Demonstrate Hospitality and tourism customer service skills that meet customers' needs.

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 04 – Plan, monitor and manage the day-to-day activities required for continued marketing business operations.

- MK 04.1 – Describe operation's role and function in business

MK 05 – Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways.
- MK 05.1 – Acquire self-development skills for success in marketing careers..

MK 06 – Select, monitor and manage sales and distribution channels.

- MK 06.1 – Acquire foundational knowledge of channel management to understand its role in marketing.

MK 07 – Determine and adjust prices to maximize return while maintaining customer perception of value.

- MK 07.1 – Develop a foundational knowledge of pricing to understand its role in marketing.

MK 08 – Obtain, develop, maintain and improve a product or service mix in response to market opportunities.

- MK 08.1 – Acquire a foundational knowledge of product/service management to understand its nature and scope.

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

- MK 10.1 – Acquire a foundational knowledge of selling to understand its nature and scope.

Hospitality & Tourism Career Cluster

- HT:RFB 1.1:Utilize comments and suggestions from the customer service area to formulate improvements and ensure guest satisfaction
- HT-RFB 1.3 :Apply ethical and legal guidelines as they relate to restaurants and food and beverage
  services job performance

- HT-RFB 1.4:Identify ethical issues and model ethical behavior in the workplace.
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- HT-RFB 4.2:Formulate staff development plans to create an effective working team.

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:** 4- Logistics of Planning an Event **Grade Level:** 9-12	**Unit Overview**: In this unit students will plan all of the details of an event. Students will be able to apply all of the knowledge they acquired earlier in the year to the practice of planning their event. The teacher should assign students to a type of event and a budget to plan that event.

New Jersey Student Learning Standards (NJSLS): 9.1.12.G.1 , 9.3.12.AR-PRT-2, 9.3.12.AR-VIS-2 9.3.MK-COM.1, 9.3.12.BM.1, 9.3.12.BM- OP.2, 9.3.HT.1, 9.3.HT.3, 9.3.HT.4, 9.3.HT.5
Common Career Technical Core (CCTC): MK4.1,MK5.1, MK6.1, MK7.1, MK8.1, MK9.1, MK10.1, HT:RFB 1.1:, HT-RFB 1.3, HT-RFB 1.4, HT-RFB 4.2:
Common Core State Standards (CCSS): ELA-LITERACY.W.11-12.10, ELA-LITERACY.W.11-12.7 , MATH.CONTENT.HSS.IC.B.6

Student Learning Objectives (SLOs)	**Essential Questions**	**Skills & Indicators**	**Sample Activities**	**Resources**
Creating and abiding by a budget for an event **NJSLS:** 9.1.12.G.1, 9.3.12.BM.1, 9.3.HT.1, 9.3.HT.4 **CCTC:** **CCSS:** MATH.CONTENT.HSS.IC.B.6	How should I budget the money I have for an event? How can a budget change throughout the planning process? How can I utilize spreadsheet and accounting software during the budgeting	Create a spreadsheet with appropriate budgeting guidelines Create a preliminary budget and list of items for the event Explain how money should be allocated to various components of	**Spreadsheet Creation** Decide on the formatting of the spreadsheet you will create for your event project **Budgeting** Set preliminary dollar amounts to be used for each item in the budget	**Creating an Event Budget** http://helloendless.com /how-to-create-your-event-budget/ **Free Excel Templates** http://exceltemplates.net/ **Wedding Budget** http://apracticalweddin

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
	process?	an event		g.com/2015/01/creative-sample-wedding-budgets/
Understand how to research and decide on an event location **NJSLS:** 9.3.12.BM.1, 9.3.HT.1, 9.3.HT.4 **CCTC:** **CCSS:** ELA-LITERACY.W.11-12.7, .ELA-LITERACY.W.11-12.10	What criteria should be used to select a location? What information is necessary before researching an event location? Once a location has been selected, what must be done?	Explain how an event location should be selected List factors that might influence decisions about event locations Make choices about event locations using information from articles or texts Create a minimal contract with the appropriate components	**In School Field Trip** As a class, walk around to several locations within the school and assess how these locations might be used for various school events. **Location Selection** Have students research three locations for the event they are planning for their project. Then, have them select one based on the criteria given by the teachers. **Contract** Create a "contract" between the vendor and event planner explaining what will be provided; Use appropriate	**Choosing Event Location** **https://whova.com/blog/things-consider-when-choosing-event-venue/** **Virtual Venue Tour** **http://www.virtualvenuevisit.com/blogs/5-tips-choosing-right-venue-your-event** **Simple Contract Template** **http://www.tidyforms.com/simple-contract-template.html**

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			contractual language	
Understand how to market an event **NJSLS**: 9.3.MK-COM.1 9.3.12.BM- OP.2, 9.3.HT.1 **CCTC:** MK4.1, MK5.1,MK6.1,MK7.1, MK8.1,MK9.1,.MK10.1 **CCSS:**	What does it mean to market an event? What are the functions of marketing? How do each of the marketing functions apply to planning an event?	Explain how each of the seven functions of marketing applies to an event plan Determine which functions of marketing are applicable to the event that students are planning Market the event in the appropriate manner	**Vocabulary Match** Have students match each marketing function to examples of each **Marketing Functions List** Have students apply each of the marketing functions to the event they are planning. **Four Corners** Create multiple choice questions related to the 7 functions of marketing and have students complete a four corners activity for each question	**7 Functions of Marketing Flashcards** https://quizlet.com/545 303/7-functions-of-marketing-flash-cards/ **Marketing Functions Explanations** http://yourbusiness.azc entral.com/seven-functions-marketing-9429.html **Marketing an Event** https://www.orbitmedia .com/blog/how-to-market-an-event/
Determine how to create printed materials for an event **NJSLS:** 9.3.12.AR-PRT-2 , 9.3.12.AR-VIS-2	What materials must be printed for an event? How can I ensure that I communicate appropriately to my	Use publishing software or online tools to create printed materials for an event Use appropriate	**Agenda** Create an agenda or itinerary for the event **Menu** Create a detailed menu	**Canva** https://www.canva.com /create/cards/invitation-cards/ **Food Around the World**

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
9.3.HT.1, **CCTC:** **CCSS:** ELA-LITERACY.W.11-12.10	audience? How can I create professional materials for my event?	language and wording when creating printed materials Create printed materials that are appropriate to the audience	for the event **Invitation** Create an invitation for the event with all appropriate information	http://regevelya.com/foods-around-the-world/ **Invitation Components** https://www.events.ucla.edu/plan-an-event/review-the-basic-elements-of-an-invitation-reply-card-and-map-insert
Create a plan for all event details **NJSLS:** 9.3.12.BM-OP.2, 9.3.HT.1, 9.3.HT.3, 9.3.HT.4, 9.3.HT.5 **CCTC:** HT:RFB 1.1, HT-RFB 1.3, HT-RFB 4.2: **CCSS:** ELA-LITERACY.W.11-12.10	What details must be decided on before an event occurs? How should the menu be decided on for an event? How does the target market impact an event? How can unforeseen circumstances impact an event?	Decide on an event menu Decide on event entertainment Determine a seating arrangement and the décor or theme for an event Determine what security measures should be taken in order to keep guests safe	**Entertainment** Decide on a plan for entertainment that stays within the budget **Menu** Create a menu or plan for food and beverage that meets the needs of attendees, and stays within budget **Room Décor** Create a design proposal for the room or rooms that will be used for the	**Entertainment Ideas** http://nynyduelingpianos.com/blogs/category/unique-entertainment-ideas/ **Managing an Event Staff** http://www.caterease.com/pdfs/training/GB_Managing_Your_Event_Staff.pdf

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
		Create a plan for managing employees and using human resources in the most effective manner	event	
Understand the importance of customer service in event planning **NJSLS:** 9.3.12.BM-OP.2, 9.3.HT.1, 9.3.HT.3, 9.3.HT.4, 9.3.HT.5 **CCTC:** HT:RFB 1.1, HT-RFB 1.3, HT-RFB 4.2: **CCSS:** ELA-LITERACY.W.11-12.10	Why is customer service so important? What is customer service? How do online reviews affect a company?	Explain the role of customer service in any event situation Use appropriate business etiquette when working with customers Create a plan for managing employees and using human resources in the most effective manner Explain how the internet has changed the process for reviewing an event or business	**Employee Handbook** Create a short handout for employees on how to handle issues with customer service during an event **Role Play** Have students role play how to handle issues with unhappy guests at an event **Research Reviews** Research the reviews about the venue or location you have chosen for an event; Write about how this venue is perceived by	**15 Customer Service Skills** https://www.helpscout.net/blog/customer-service-skills/ **Customer Service Resources** http://www.toistersolutions.com/blog/2015/6/29/51-resources-for-learning-about-customer-service **Food Service Etiquette** http://www.houstonpress.com/restaurants/at-your-service-top-10-etiquette-tips-for-

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			others	**restaurant-servers-6422609**

Unit 1 Vocabulary	
Marketing	Fixed Expense
Product	Variable Expense
Price	Contract
Distribution	Budget
Promotion	Offer
Product/Service Management	Acceptance
Market Information Management	Terms
Financing	Entertainment
Market	Menu
Décor	Publisher
	Excel

Suggested Unit Projects *Choose At Least One*	
Create a presentation for classmates on the event plan that was assigned.	Create a walking tour of the events that students in the class have planned. Critique each event plan during the "tour".

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.