

COURSE TITLE: Event Planning and Management

Course Description:

Event Planning and Management is designed for students interested in learning to create and present gatherings for groups of people to enjoy or attend for corporate goals or individual benefits. The course emphasizes the many facets of this multi-billion-dollar industry, including site selection, financial management, time management, promotion, and catering. Students will organize, plan, and evaluate various meetings and events such as conferences, sporting events, weddings, and workshops.

Potential Certifications/Credentials:

Adobe Certified Associate (ACA) – Photoshop / Dreamweaver / Premier Pro / InDesign / Illustrator, ASK Institute – Concepts of Entrepreneurship and Management / Fundamental Business Concepts, Certiport- Entrepreneurship and Small Business (must hold concentrator status), IC3 Global Standard 6 (or higher), Microsoft Office Expert 2019/365 - Access / Excel / Word, Microsoft Office Specialist 2019/365 (MOS) (Two of the following areas REQUIRED: Excel Associate / Outlook Associate / PowerPoint Associate / Word Associate)

Course Scope and Sequence

| Unit # | Unit Title | Estimated Hours |
|--------|--|-----------------|
| 1 | Foundational Standards | |
| 2 | Organizational Development | |
| 3 | Financial Strategy | |
| 4 | Logistics and Legal Issues | |
| 5 | Logistics and Financial Strategy | |
| 6 | Promotion | |
| 7 | Technology | |
| 8 | Evaluation | |
| 9 | Career Explorations | |
| 10 | Management | |
| 11 | Ethical Issues | |

Unit Plans of Instruction

Foundational Standards

Supporting–will be taught throughout the course as needed for the unit.

- F1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
- F2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
- F3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.
- F4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
- F5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.
- F6. Discuss and demonstrate ways to value diversity.

Unit 2 Title: Organizational Development

Content Standards

1. Explain the goals of the event planning process.
 - 1a. Explain the decision-making process for selecting event locations and venues.
 - 1b. Describe types of social, educational, and business events and meetings.
2. Identify the steps in creating the vision, purpose, and goals for a proposed event.
 - 2a. Determine the need for a theme for a proposed event.
 - 2b. Identify client expectations for a proposed event.
3. Explain the purpose and value of identifying the intended audience for a variety of events.
4. Establish overall event timelines with deadlines clearly indicated.
5. Create an event itinerary to be used during the event.

Unpacked Learning Objectives

Students know:

- The goals of the event planning process.
- The decision-making process for selecting event locations and venues.
- The types of social, educational, and business events and meetings.
- The steps in creating the vision, purpose and goals for a proposed event.
- The importance of a theme for a proposed event.
- The client's expectations for the proposed events.
- The purpose and value for identifying the intended audience for a variety of events.
- The overall timelines with deadlines clearly indicated.
- The events to be included in the itinerary for an event.

Students are able to:

- Prioritize the steps in the event planning process.
- List the tasks that should take place prior to the event.
- Identify the purpose of the event.
- Determine the client's wants and needs.
- Decide on the theme, venue, date, time, budget and location.

- Compare venues by size, location and cost.
- Evaluate a venue for its overall atmosphere and the effect that will have on the mood of the event.(examples: formal vs. informal; festive vs. romantic)
- Compare and contrast venues.
- Differentiate between types of events and meetings.
- Compare the purpose and goals of social, education, business events and meetings.
- Describe appropriate activities for different types of events.
- Select fitting venues based on the type of event.
- Determine the needs of the client.
- Develop a vision for a proposed event..
- Differentiate between realistic and unrealistic expectations for an event.
- Prepare a tentative timeline of events for planning purposes.
- Explore and research themes for events.
- Explain the need for a theme.
- Relate the theme to the client's needs and interests.
- Discuss wants and needs with a client for a proposed event.
- Generate ideas for the client to choose what meets their needs and preferences.
- Describe the intended audience for a proposed event.
- Infer the approximate age and interests of people attending proposed events.(Examples: baby shower–young mothers; retirement party–older adults)
- Choose event activities and/or entertainment that need reservations.
- Develop a timeline for planning events with deadlines clearly indicated.
- Create an agenda/itinerary of activities and/or entertainment to be used during the event.
- Decide which events should take place at an event.

Students understand that:

- Planning an event is most effective when broken down into smaller steps weeks and/or months in advance.
- There are different purposes for different events and certain locations are more feasible for those events, depending on the purpose.
- There are different types of events and the types of activities, venue, and entertainment will vary depending on the purpose of the event.,
- The goals for planning an event must be specific, measurable, achievable, relevant and timely.
- A theme for a proposed event is contingent on the target audience. The theme creates an opportunity for promotion, creativity and cohesion.
- A client's expectations should be clearly communicated, put into writing and carefully considered in the decision-making process by the event planner.
- An event planner must consider the intended audience when organizing an event.
- A timeline with established deadlines must be developed and closely followed in the event planning process.
- A tentative itinerary must be used during the event. This itinerary or agenda may be used to indicate serving of food, guest speakers, specific songs/lighting or another special event taking place at the event.

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| Unit Driving/Essential Question | What is event planning? What are some advantages and disadvantages? What skills are needed to be successful in the industry? What are the steps to effective event planning? Are there any event planning associations in the state of Alabama? Why is it important to Set S.M.A.R.T goals? |
| Exemplar High Quality Unit Task | Create a Business Portfolio |

Map of Student Learning by Learning Objective

| Unpacked Learning Objective SWBAT | Potential Subtasks for Assessments Formative/Summative | Potential Learning Activities Learning Activity Checklist Link to Differentiation Examples | Integrated and Related Academic Content: ELA, Math, Science, and/or Social Studies Concepts & Activities | Equipment, Technology & Materials Equipment List by CTE Cluster Link to Helpful Tech Tools |
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| Students will explain the goals of the event planning process. | Formative: Check your knowledge Summative: Lesson project | https://alabamaplanning.org/ https://www.planning.org/ Quiz for Knowledge check | SCI: Students can research and make comparisons on how the event planning business is incorporating science into the workplace. ELA: Write a brief explanatory essay about the goals of the event planning process. | Textbook Desktop computer Chromebook Schoology Google Classroom Smartboard Elmo |
| Students will explain the decision-making process. | Formative: Class discussion/Discussion making lesson Summative: Kahoot activity to test if standards were mastered | Provide students with scenarios, discuss how to make good discussion, and the steps in the decision making process. | SCI: Engage in a group discussion using the scientific method to determine solutions for decision-making scenarios. ELA: Write a brief explanatory essay about the decision-making process | Textbook Desktop computer Chromebook Schoology Google Classroom Smartboard Elmo |
| Students will describe | Formative: Research a day in the life of an event | Business Plan sample lesson | ELA: Write a brief explanatory essay about | Textbook Desktop computer |

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| types of social, educational, and business events and meetings. | <p>planner. Provide Worksheet for students to answer questions.</p> <p>Summative: Project- Create a business and use this business to launch events. Such as fundraisers, grand openers etc..</p> | Day in the Life of an Event Planner Video | the types of social, educational, and business events and meetings. | <p>Chromebook</p> <p>Schoology</p> <p>Google Classroom</p> <p>Elmo</p> <p>Smartboard</p> |
| Students will identify the steps in creating the vision, purpose, and goals for a proposed event. | Summative: Create Digital Vision boards | Digital Vision Board Sample Lesson | | <p>Textbook</p> <p>Desktop computer</p> <p>Chromebook</p> <p>Schoology</p> <p>Google Classroom</p> <p>Microsoft</p> <p>Powerpoint/Google Slide</p> <p>Elmo</p> <p>Smartboard</p> |
| Students will determine the need for a theme for a proposed event. | Summative: S.M.A.R.T Goal lesson | Sample Smart Goal Lesson | | <p>Textbook</p> <p>Desktop computer</p> <p>Chromebook</p> <p>Schoology</p> <p>Google Classroom</p> <p>Elmo</p> <p>Smartboard</p> |
| Students will identify client expectations for a proposed event. | <p>Formative: Role play- Students will role play an interview.</p> <p>Summative: Observe Interviews with a grade sheet. Provide students with feedback</p> | Simulated Interview. Each student will come up with questions to ask their event planning client and practice interviewing each other. | ELA: Write interview questions, and take notes using a GRAPHIC ORGANIZER as interviews are observed. | <p>Textbook</p> <p>Desktop computer</p> <p>Chromebook</p> <p>Schoology</p> <p>Google Classroom</p> <p>Worksheets provided by teacher</p> <p>Elmo</p> <p>Smartboard</p> |
| Students will explain the | Formative: Students will complete a market analysis | Business Plan- Step 3 Market Analysis | ELA: Write a brief explanatory essay about | <p>Desktop computer</p> <p>Chromebook</p> |

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| purpose and value of identifying the intended audience for a variety of events. | to determine their target Market for the Event planning business. | | the purpose and value of identifying the intended audience for a variety of events. SCI: Create questionnaires and devise work sample tests through inferences, observations, and collecting data. | Internet access Textbook Elmo Smartboard |
| Students will establish overall event timelines with deadlines clearly indicated. | Formative: S.M.A.R.T Goal lesson Summative: S.M.A.R.T goal test | Have student use the smart goal lesson from before and display time management skills TeachFBLA lesson | | Desktop computer Chromebook Schoology Google Classroom Textbook Elmo Smartboard |
| Students will create an event itinerary to be used during the event. | Formative: Have students create a Flyer/Brochure with the event itinerary Summative: Present finish to class for grade. | Research example of event itinerary. | | Microsoft Publisher/Word Google Docs Textbook Elmo Smartboard |

Key Vocabulary

event planning, venue, cultural celebrations (festivals, carnivals, religious events), political and state events, arts and entertainment (concerts), business and trade (conventions, fairs, trade shows), educational and scientific (conferences, seminars), sports competition, recreational, private events (weddings, parties), SMART Goals (Specific, measurable, achievable, relevant and time bound), target audience, segmentation, customer base, relevant, creative, swag, giveaways, client, stakeholder, expectations, preferences, purpose, client, event planning, preferences, event planning, deposit, reservation, deadline, cancellation fee, itinerary, agenda

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Guest Speaker/Virtual Field Trips

CTSO Connection:

Prepare for FBLA/Deca Competitive events- Teach DECA Level 2.1 Business Plan

Certification/Credential Connection:

Microsoft Specialist–Word, PowerPoint, Publisher

Unit 3 Title: Financial Strategy

Content Standards

6. Describe the importance of a financial strategy and budget for a proposed event.
 - 6a. Estimate the cost allocation for expense items for an event.
 - 6b. Describe the negotiating skills needed to obtain the best return on investments.

Unpacked Learning Objectives

Students know:

- The expenses to be included in a budget and strategies for remaining in the budget.
- How to calculate the expense items and cost allocation for an event.
- The negotiating skills needed to obtain the best return on investments.

Students are able to:

- Know the space and site requirements for a proposed event, including the physical layout and flow of facility for business or educational events and spatial design, layout, and flow for special or social events.
- Know the laws and regulations associated with facilities.
- Know the risks associated with hosting events.
- Know the types and amounts of insurance needed when hosting events.
- Know the legal components of a contract and the ramifications of breaching a contract.

Students understand:

- How to draw a floorplan to illustrate the layout and flow for a special event.
- How to design a floor arrangement that is inviting, functional and safe for the guests.
- How to describe the minimum space and site requirements for a proposed event.
- How to identify the laws and regulations in place to protect the guests of a proposed event.
- How to apply for a permit associated with a facility.
- How to determine if an event requires a special permit from the business, city or county.
- How to give examples of events where injuries have occurred.
- How to predict potential hazards and accidents that may happen at a proposed event.
- How to describe the purpose of liability insurance and how to protect yourself in case of an unforeseen circumstance.
- How to locate insurance companies and agents who provide liability insurance.
- How to compare premiums and deductibles of insurance policies.
- How to determine the amount of insurance needed when hosting an event.
- How to investigate insurance provided by the venue and what potential risks it may cover.

- How to develop a contract for a proposed event.
- How to critique a contract for a proposed event.
- How to make conclusions about the ramifications of breaching a contract.

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| Unit Driving/Essential Question | Why is it important to have an event budget? What happens if the budget needs of your clients are not met? |
| Exemplar High Quality Unit Task | NEFE module 1 money management lesson |

Map of Student Learning by Learning Objective

| Unpacked Learning Objective SWBAT | Potential Subtasks for Assessments Formative/Summative | Potential Learning Activities Learning Activity Checklist Link to Differentiation Examples | Integrated and Related Academic Content: ELA, Math, Science, and/or Social Studies Concepts & Activities | Equipment, Technology & Materials Equipment List by CTE Cluster Link to Helpful Tech Tools |
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| Students will describe the importance of a financial strategy and budget for a proposed event. | Formative: Quiz Summative: Test | Watch video on budgeting., and answer questions Video on Budgeting/Spending Local bank will provide bank register booklet for students to practice balancing | ELA: Write a brief explanatory essay about the importance of a financial strategy and budget for a proposed event. | Textbook Desktop computer Chromebook Schoology Google Classroom Worksheets provided by teacher |
| Students will estimate the cost allocation for expense items for an event. | Formative: Project (poster board with picture of each item needed for the event and the cost of each item) | Play the Budget Game Research cost for venue, food, decoration etc.. | | Textbook Elmo Poster Board Desktop Computer Chromebook |
| Students will describe the negotiating skills needed to obtain the best return on investments. | Summative: Compare needs versus wants | Money Management Lessons | ELA: Write a brief explanatory essay about the negotiating skills needed to obtain the best return on investments. | |

Key Vocabulary

budget, registration fee, account, cash management, food, beverage, crew, servers, venue, negotiating, constraints, investments

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Shadowing, field trips, simulated fundraiser

CTSO Connection:

FBLA/DECA competition - Teach DECA Level 2.1 Business Financial Plan

Certification/Credential Connection:

Intuit Quickbooks, IC3

Unit 4 Title: Logistics and Legal Issues

Content Standards

7. Identify space and site requirements for a proposed event, including the physical layout and flow of facility for business or educational events and spatial design, layout, and flow for special or social events.
 - 7a. Describe the laws and regulations associated with facilities.
 - 7b. Calculate risks associated with hosting events.
 - 7c. Determine types and amounts of insurance needed when hosting events.
8. Identify the legal components of a contract for a proposed event and the ramifications of breaching a contract.

Unpacked Learning Objectives

Students know:

- It is imperative to know the space and site requirements for a proposed event to select the best venue for the event.
- There are laws and regulations associated with certain facilities.
- There are certain inherent risks associated with hosting events.
- There are certain types and amounts of insurance needed when hosting events.
- A contract is a legally binding document that lays out the details of a proposed event.
- A failure to fulfill the terms and conditions of a contract may result in legal action.

Students are able to:

- Locate local food and beverage services.
- Know the preparation and planning that caterers need both on and away from the event site.
- Know menu planning and potential expenses.
- Know staffing needs for an event.
- Know potential emergency situations that could threaten an event.
- Know various types of transportation and accommodations for an event.
- Know transportation available to the site.
- Know the procedures for securing hotel and lodging applicable to the site, including negotiation of pricing and room blocks.

Students understand:

- How to research menu and drink options and costs.
- How to decide on a menu to meet the needs of the client and the type of event.
- How to choose a beverage service based on the budget for the proposed event.
- How to devise a plan for caterers and servers at the event site.

- How to compare costs and meal expenses of caterers.
- How to calculate costs per person attending.
- How to estimate the number of people attending the event.
- How to decide the cost-effectiveness of meal expenses.
- How to diagram the venue and staff positions.
- How to choose staff and their functions before, during and after the event.
- How to generate a list of emergency situations.
- How to develop a plan for potential emergencies.
- How to compare and contrast various types of transportation available in the area.
- How to locate accommodations to meet the clients' needs.
- How to compare the costs of transportation available in the area of the proposed event.
- How to determine the types of rooms needed for an event.
- How to compare hotels and amenities of options in the area.
- How to describe the process for making a reservation for a small or large group of people.
- How to know that hotels often negotiate their prices to accommodate a large group of people.

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| Unit Driving/Essential Question | Why is it important to know state laws for organized events? |
| Exemplar High Quality Unit Task | Drafting a law or a bill to meet the needs of your clients event |

Map of Student Learning by Learning Objective

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| Students will identify space and site requirements for a proposed event. | Formative: Short comparative assessments | Researching permit requirements in the State of Alabama | SCI: Have students research environmental impacts of an event on site or space. SCI: Create questionnaires and devise work samples through inferences, observations, and collecting data on environmental impacts. | Textbook Elmo Poster Board Desktop Computer Chromebook |
| Students will describe the laws and regulations associated with facilities. | Summative: Writing an argumentative essay explaining some of the laws and regulation you may not agree with | Group investigation on topic (researching laws in your state) | SCI: Have students include various environmental factors that can contribute to economic and financial issues. ELA: Write a brief explanatory essay about the laws and regulations associated with facilities. | Textbook Elmo Poster Board Desktop Computer Chromebook |
| Students will calculate risks associated with hosting | Formative: Discuss the pros and cons to laws and regulations | Listen, think, pair and share on formative topics. | | Textbook Elmo Poster Board |

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| events. | | | | Desktop Computer Chromebook |
| Students will determine types and amounts of insurance needed when hosting events. | Formative: Define key terms and vocabulary Summative: Test | Contact the local insurance agency and provide the Who? What? When? Where? & Why? get an estimate on the cost for the proposed event. | | Textbook Elmo Poster Board Desktop Computer Chromebook |
| Students will identify the legal components of a contract for a proposed event and the ramifications of breaching a contract. | Formative: Chapter Quiz Summative: Test | Divide class into groups. Each group will research law/regulation and consequences. Present for a grade. | ELA: Write a brief explanatory essay about the ramifications of breaching a contract - include information in group presentation. | Textbook Elmo Poster Board Desktop Computer Chromebook |

Key Vocabulary

venue, site requirements, physical layout, spatial design, traffic flow, standards, regulations, government laws, permit, liability, waiver, insurance liability, deductible, policy, premium, insurance agent, contract, ethics, food and beverage minimum, caterer, menu, menu selection, buffet style, staff, server, host/hostess, technician, contingency plan, safety, security, hotels, contract, penalties, obligation, occupancy, five-star hotel, commute, proximity, nearby attractions, shuttle, Uber/Lyft, accommodations, peak season, third-party site, written consent, attrition clause, incidentals

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Shadowing, visiting business in the community. Interview business owners

CTSO Connection:

Prepare for DECA competition- Teach DECA Level 2.1 Insurance & Risk Management

Certification/Credential Connection:

IC3 Digital Literacy
Certified Special Events Professional (CSEP)

Unit 5 Title: Logistics and Financial Strategy

Content Standards

9. Plan food and beverage services.
 - 9a. Determine the need for caterers and servers both on and away from the event site.
 - 9b. Calculate menu and meal expenses, including costs per person attending.
10. Determine necessary staffing for all areas and functions of an event.
 - 10a. Create contingency plans to be used in case of emergency.
11. Identify various types of transportation and accommodations for an event.
 - 11a. Research costs and occupancy of shuttles, charter buses, taxis, and public transit available to the site.
 - 11b. Plan and execute procedures for securing hotel and lodging applicable to site, including negotiations of pricing and room blocks.

Unpacked Learning Objectives

Students know:

- That planning food and beverage services must be estimated per person and ordered in advance.
- That caterers and servers are needed both on and away from the event site.
- That menu and meal expenses are calculated based on the number of people attending the event.
- That it is important to hire the necessary staff to facilitate the event.
- That contingency plans should be in place in case of an emergency.
- That out of town guests will need transportation and accommodations for an event.
- That transportation varies in degrees of convenience, location and cost effectiveness.
- That lodging arrangements must be made in advance.
- That negotiations of pricing and room blocks/reservations should be communicated early.

Students are able to:

- Know types of promotion for event planning.

Students understand:

- How to compare advertising, invitations and methods for communicating the details about a proposed event.
- How to give examples of appropriate types of promotion for specific events. (*Examples: freebies–keychains, magnets, pens; keepsake mugs/cups*)

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| Unit Driving/Essential Question | Why is planning in advance important? How do you handle or prepare for unexpected changes? |
| Exemplar High Quality Unit Task | Create an Outline of Event planned. |

Map of Student Learning by Learning Objective

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| Students will plan food and beverage services. | Summative: Peer Evaluations | Students can create a sample menu for the event. | <p>SCI: Have students propose a recycling plan for any leftover food at the events (food drives, compost bins at the event facility to compost leftover food).</p> <p>SCI: As students plan their food and beverage services, ask students to label and explain the following: GMO, gluten-free and organic.</p> <p>SCI: Explain the difference of food products labeling in the US and other countries.</p> | Textbook Desktop computer Chromebook Schoolology Google Classroom Worksheets provided by teacher |
| Students will determine the need for caterers and servers both on and away from the event site. | Formative: Teacher observation of student understanding | Flowchart | | Textbook Desktop computer Chromebook Schoolology Google Classroom Worksheets provided by teacher |

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| Students will calculate menu and meal expenses, including costs per person attending. | Summative: Daily reflection Formative: Writing a Proposal | Create a budget Budget Template | | Textbook Desktop computer Chromebook Schoolology Google Classroom Worksheets provided by teacher |
| Students will determine necessary staffing for all areas and functions of an event. | Formative: Class Discussion | Flowchart | | Textbook Desktop computer Chromebook Schoolology Google Classroom Worksheets provided by teacher |
| Students will create contingency plans to be used in case of emergency. | Formative: Check for understanding. Rubric Summative: Quizizz | Case study. Students can write prompt responses on how to handle emergency situations in the case study. | SCI: Students will use safety guidelines from OSHA to create a workplace poster on safety and what to do in an emergency. ELA: Write responses to various emergency scenarios and actively listen as responses are discussed in class. | Textbook Desktop computer Chromebook Schoolology Google Classroom Worksheets provided by teacher |
| Students will identify various types of transportation and accommodations for an event. | Formative: Class Discussion Summative: Test | Students build an assessment listing types of transportation and accommodations with a 20 mile radius of the vent. | SCI: Have students determine the environmental impacts of having a local event versus a destination event. | Textbook Desktop computer Chromebook Schoolology Google Classroom Worksheets provided by teacher |
| Students will research costs and occupancy of shuttles, charter buses, | Summative: Group essay | Students will research costs in their area, for transportation to and from the events. | ELA: Write a brief research essay about costs and occupancy of shuttles, charter buses, taxis, and | Textbook Desktop computer Chromebook Schoolology |

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| taxis, and public transit available to the site. | | | public transit available to the site - using MLA (or another specified style).. | Google Classroom Worksheets provided by teacher |
| Students will plan and execute procedures for securing hotel and lodging applicable to the site, including negotiations of pricing and room blocks. | Formative: Question/ Answer session | Google slide listing the top 10 hotels in the area in order by ratings. | | Textbook Desktop computer Chromebook Schoology Google Classroom Worksheets provided by teacher |

Key Vocabulary

branding, marketing, promotion, logo, target market

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Interviews with businesses in the industry

CTSO Connection:

Prepare for DECA competition- Teach DECA Level 2.1 Hospitality and Event Management

Certification/Credential Connection:

Certified Special Events Professional (CSEP)
Microsoft Specialist

Unit 6 Title: Promotion

Content Standards

12. Describe types of promotion for event planning and identify the appropriate types of promotion for specific events.

Unpacked Learning Objectives

Students know:

- Promoting an event is a crucial part of the event planning process.
- The variety of promotion techniques and the appropriate type for the event planned.

Students are able to:

- Know how the use of technology can facilitate and enhance an event.

Students understand:

- How the use of technology can enhance an event.
- That technology is a necessity for a successful event.
- How technology would be used at a proposed event.

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| Unit Driving/Essential Question | What is the best way to market your event? |
| Exemplar High Quality Unit Task | Create marketing material. |

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|--|---|--|--|--|
| Students will describe types of promotion for event planning. | Summative: Narrative Essay | Compare and contrast the benefits of using social media platforms for marketing. Facebook, Youtube, Tik Tok, Instagram etc.. | ELA: Write a brief explanatory essay describing types of promotion for event planning. | Textbook Elmo Poster Board Desktop Computer Chromebook |
| Students will identify the appropriate types of promotion for specific events. | Summative: Final Project Creating brochure or flyer | Social media Marketing, Ecommerce | ELA: Write a brief explanatory essay identifying the appropriate types of promotion for specific events. | Textbook Elmo Poster Board Desktop Computer Chromebook |

Key Vocabulary

audio and visual equipment, lighting technology, software, mobile apps, live streaming

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Employability Skills Training

CTSO Connection:

Prepare DECA competition- Teach DECA Level 2.1 Ecommerce/Ebusiness

Certification/Credential Connection:

IC3 Digital Literacy
Certified Special Events Professional (CSEP)

Unit 7 Title: Technology

Content Standards

13. Explain how the use of technology can facilitate and enhance an event.

Unpacked Learning Objectives

Students know:

- Technology can facilitate and enhance the event.

Students are able to:

- Know the characteristics of a successful event and how to gather information from the attendees.
- Know the results of an event.

Students understand:

- How to devise a survey of questions to be completed after an event.
- How to evaluate survey responses for areas of improvement.
- How to categorize areas of strength and weakness from survey results.
- How to develop a plan for making improvements for future events.

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| Unit Driving/Essential Question | In what way does technology benefit or enhance the planning process? |
| Exemplar High Quality Unit Task | Create a digital flyer, social media post, and/or digital invites. |

Map of Student Learning by Learning Objective

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| Students will explain how the use of technology can facilitate and enhance an event. | Formative: Group/Class discussion | Identify as a group the advantages and disadvantages in the use of technology with planning an event. | <p>SCI: Compare and contrast the various uses of technology that enhance an event.</p> <p>SCI: Use the scientific method to find the most reliable method for a particular event.</p> <p>SCI: Evaluate a technological solution that reduces negative environmental impact. Such as generators that emit fumes or other machinery that are used for the event technology. Solar power options.</p> <p>ELA: Write a brief explanatory essay explaining how the use of technology can facilitate and enhance an event.</p> | Textbook Elmo Poster Board Desktop Computer Chromebook |

Key Vocabulary

surveys, feedback forms, SWOT Analysis (strengths, weaknesses, opportunities and threats associated with your event), primary goals, secondary objectives

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Guest Speaker, Virtual field trips

CTSO Connection:

Prepare DECA competition- TeachDECA 2.1 Computer Application

Certification/Credential Connection:

Microsoft Specialist
Certified Special Events Professional (CSEP)

Unit 8 Title: Evaluation

Content Standards

14. Analyze methods of evaluating an event to identify areas of strength and areas that need improvement.
14a. Use data from an event to inform the planning of future events.

Unpacked Learning Objectives

Students know:

- Evaluation of an event can provide feedback and opportunities for improvement for future similar events.
- Surveys and data from an event can be used to plan future events.

Students are able to:

- Know related event-planning careers and skills.
- Know characteristics necessary for career success in event planning and management.
- Know the legal, ethical, safety and security responsibilities of event planners and managers.
- Know the availability, method of acquiring and importance of certifications in event planning and management.
- Know the related careers in event planning and management.

Students understand:

- How to research entry-level positions available in event planning and management.
- How to list qualifications of a potential candidate for an entry-level event planning position.
- How to tell why a person in the field of event planning and management would advance in his/her career/business.
- How to determine characteristics to make someone successful in the event planning and management field.
- How to discuss the legal, ethical, safety and security responsibilities of event planners and managers.
- How to compare the role of the event planner before the event, to during the event and eventually after the event.
- How to determine the certifications available and the methods for attaining them in event planning and management.
- How to research salaries in related event planning and management fields.
- How to compare salaries in different locations for careers in event planning and management.

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| Unit Driving/Essential Question | What makes a successful event planner? |
| Exemplar High Quality Unit Task | Students will create a game for the class to take using the lesson material. |

Map of Student Learning by Learning Objective

| Unpacked Learning Objective SWBAT | Potential Subtasks for Assessments Formative/Summative | Potential Learning Activities Learning Activity Checklist Link to Differentiation Examples | Integrated and Related Academic Content: ELA, Math, Science, and/or Social Studies Concepts & Activities | Equipment, Technology & Materials Equipment List by CTE Cluster Link to Helpful Tech Tools |
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| Students will analyze methods of evaluating an event to identify areas of strength and areas that need improvement. | Formative: Anonymous voting Summative: Classroom polls | Students review peers prior projects, events planned or business portfolio, and provide feedback. | ELA: Create a checklist to use (Google Forms) when analyzing students' work. | Textbook Elmo Poster Board Desktop Computer Chromebook |
| Students will use data from an event to inform the planning of future events. | Summative: Create and infographic | Building a clientele/client roster. Students can create their own through excel or google sheet. The can also research those that keep in contact with customer for you such as constant contact | SCI: Students will collect data and analyze the data to find the best way to connect with clients. | Textbook Elmo Poster Board Desktop Computer Chromebook |

Key Vocabulary

event planner, wedding planner, venue manager, catering services manager, sponsorship coordinator, event social media coordinator, marketing or communications manager, legal, ethical, safety, security, CMP–Certified Meeting Professional, CSEP–Certified Special Events Professional, CPCE–Certified Professional in Catering and Events, Event Planning Manager

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Employability skills, field trip

CTSO Connection:

Prepare for FBLA/DECA Competition Level 1.3 <https://teachfbla.org/course/1-3/>

Certification/Credential Connection:

Certified Special Events Professional (CSEP)
Microsoft Office/365

Unit 9 Title: Career Explorations

Content Standards

15. Research and analyze entry-level positions available in event planning and management and describe opportunities for advancement in the field.
 - 15a. Assess characteristics necessary for career success in event planning and management.
 - 15b. Discuss legal, ethical, safety, and security responsibilities of event planners and managers.
 - 15c. Research certifications available in event planning and management.
 - 15d. Research and compare salaries for careers in event planning and management.

Unpacked Learning Objectives

Students know:

- A variety of careers are associated with the Event Planning and Management Field.
- The opportunities for advancement in the field of Event Planning.
- That effective communication, problem-solving, creativity and leadership are some of the necessary characteristics a successful event planner should have.
- The scope of an event planner's responsibilities encompass more than just planning an event.
- Event planners must consider the legal, ethical, safety, and security aspects involved when planning an event.
- Certifications are available for Event Planners to earn.
- Salaries in Event Planning and Management vary based on education, experience and the location.

Students are able to:

- Know teamwork, problem-solving and decision-making skills necessary to implement a planned event.
- Know conflict resolution strategies.
- Know the importance of communication among clients, vendors, and partners while planning and managing an event.
- Know strategies for working with people with different backgrounds, cultures, and beliefs.
- Know the role of the planner on site at the event.
- Know the mindset necessary to oversee successful event coordination.
- Know the importance of positive staff morale during an event.
- Give examples of teamwork in implementing a planned event.
- Explain how problem-solving skills might be used at a planned event.
- Dramatize using conflict resolution strategies.
- Tell a time when conflict resolution may be necessary at a proposed event.
- Describe effective communication techniques.
- Give examples of methods of communication between clients, vendors, and partners while planning and managing an event.

- Explain the importance of treating people with different backgrounds, cultures, and beliefs with respect.
- Recognize the importance of having a knowledge of the client and the audience’s culture and background when planning an event.
- Describe the activities an event planner may perform on site during an event.
- Discuss the mindset and attitude necessary for an event planner to have to oversee a successful event.
- Describe factors that contribute to positive morale in the workplace.
- Identify personality characteristics that make someone a good leader.

Students understand:

- How to describe entry-level positions necessary in planning, hosting and implementing a successful large-scale event.
- How to list skills and qualifications of a potential candidate for an entry-level event planning position.
- How to tell why a person in the field of event planning and management would advance in his/her career/business.
- How to determine characteristics to make someone successful in the event planning and management field.
- How to investigate the legal, ethical, safety and security responsibilities of event planners and managers.
- How to develop a strategy for gaining more experience within the field of event planning and management.
- How to determine the certifications available and the methods for attaining them in event planning and management.
- How to assess and consider the role of diversity when planning an event for the audience, employees and client.
- How to compare salaries in different locations for careers in event planning and management.

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| Unit Driving/Essential Question | What education is needed to be an event planner? What skills are needed to be a successful event planner? |
| Exemplar High Quality Unit Task | Plan a simulated event. |

Map of Student Learning by Learning Objective

| Unpacked Learning Objective SWBAT | Potential Subtasks for Assessments Formative/Summative | Potential Learning Activities Learning Activity Checklist Link to Differentiation Examples | Integrated and Related Academic Content: ELA, Math, Science, and/or Social Studies Concepts & Activities | Equipment, Technology & Materials Equipment List by CTE Cluster Link to Helpful Tech Tools |
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| Students will research and analyze entry-level positions available in event planning and management. Students will describe opportunities for advancement in the field. | Formative: Check for understanding Summative: Graphic Organizer Rubric | Complete a Presentation (Slides/Powerpoint) Student will provide 5 different entry-level careers with salary and education needed. | ELA: Write a brief research essay using MLA (or another specified style) about entry-level positions available in event planning and management., describing opportunities for advancement in the field, and include research in presentation | Textbook Desktop computer Chromebook Schoolology Google Classroom Worksheets provided by teacher |
| Students will assess characteristics necessary for career success in event planning and management. | Formative: Class Discussion Summative: Exit Ticket | Matching worksheet, where student will match the characteristic needed to be a successful event planner | SCI: Students work in teams to devise an experimental group and control group to see how different characteristics create a successful event. | Textbook Desktop computer Chromebook Schoolology Google Classroom Worksheets provided by teacher |
| Students will discuss legal, ethical, safety, and security responsibilities of event planners and managers. | Formative: Check for understanding Summative: Test | Guest Speaker | SCI: Give students different scenarios dealing with various safety protocols being violated in an event space and have students correct the violation. Use | Textbook Desktop computer Chromebook Schoolology Google Classroom Worksheets provided by teacher |

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| | | | <p>OSHA as a staple for the safety protocols.</p> <p>ELA: Compose questions for guest speaker and take notes during presentation</p> | |
| <p>Students will research certifications available in event planning and management.</p> | <p>Summative: Compare and Contract</p> | <p>Create a facts sheet. Highlighting the benefits with obtaining certification.</p> | <p>ELA: Write a brief research essay about certifications available in event planning and management - using MLA (or another specified style).</p> | <p>Textbook Desktop computer Chromebook Schoology Google Classroom Worksheets provided by teacher</p> |
| <p>Students will research salaries for careers in event planning and management.</p> <p>Students will compare salaries for careers in event planning and management.</p> | <p>Formative: Reflection</p> <p>Summative: Kahoot review</p> | <p>Student can provide newspaper articles (digital)</p> | <p>ELA: Write a brief research essay about salaries for careers in event planning and management.- using MLA (or another specified style).</p> | <p>Textbook Desktop computer Chromebook Schoology Google Classroom Worksheets provided by teacher</p> |

Key Vocabulary

conceptual skills, communication skills, problem-solving skills, soft skills, delegation, motivation, technical skills, interpersonal skills, decision-making skills, conflict resolution, etiquette, translators, committee, executive director, treasurer, marketing director, morale, event manager, leadership styles, positive human relations

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Employability Skills, Virtual Field Trips

CTSO Connection:

DECA- Teach DECA Level 2.1 Entrepreneurship Team Decision Making Test

Certification/Credential Connection:

Certified Special Events Professional (CSEP)
ASK Institute – Concepts of Entrepreneurship and Management / Fundamental Business Concepts, Certiport- Entrepreneurship and Small

Unit 10 Title: Management

Content Standards

16. Demonstrate teamwork, problem-solving, and decision-making skills in implementing a planned event.
 - 16a. Demonstrate conflict resolution strategies in managing events.
17. Explain the importance of communication among clients, vendors, and partners while planning and managing an event.
 - 17a. Discuss strategies for working with people with different backgrounds, cultures, and beliefs.
18. Describe the role of the planner on site at the event and the mindset necessary to oversee successful event coordination.
 - 18a. Explain the importance of positive staff morale during an event.

Unpacked Learning Objectives

Students know:

- It is key to demonstrate teamwork, problem-solving and decision-making skills in implementing a planned event.
- Effective communication and clarification among clients, vendors and partners is important when managing an event.
- Respect, understanding, etiquette and manners should be used at all times when working with people of different backgrounds, cultures, and beliefs.
- A planner must have a relaxed, prepared mindset to be effective on site at the event. The morale of the staff can impact the effectiveness of the event.

Students are able to:

- Know the standard and customary ethical, legal, risk management, safety, and security analysis for an event.

Students understand:

- How to investigate potential threats to an event and the safety of the guests.
- How to determine that an event/venue has been evaluated and critiqued before, during and after the event takes place.
- How to debate issues event planners and managers may face.
- How to research ethical issues in event planning and managing.
- How to strategize the method of approaching ethical issues that an event planner may face.

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| Unit Driving/Essential Question | Why is effective communication important? |
| Exemplar High Quality Unit Task | Students will create an Employee Manual. Divide class into teams. Assign each team a section or topic to research and present. |

Map of Student Learning by Learning Objective

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| Students will demonstrate teamwork, problem-solving, and decision-making skills in implementing a planned event. | Summative: Check for understanding Formative: End of unit test. Rubric | Case Study, Peer evaluations | SCI: Have students use the scientific method to solve various decision-making scenarios that can be present during an event. | |
| Students will demonstrate conflict resolution strategies in managing events. | Summative: Class Discussion Formative: Quizziz review | Scenarios, case study Conflict Resolution worksheet | ELA: Actively listed during class discussion and take notes using a GRAPHIC ORGANIZER | |
| Students will explain the importance of communication among clients, vendors, and partners while planning and managing an event. | Summative: Define key terms and vocabulary Formative: Exit Ticket | Role play | ELA: Write scripts for various scenarios ELA: Create a comic strip of various scenarios using an online comic creator like Pixton.com SCI: Students work in teams to devise an experimental group and control group to see how | |

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| | | | workers relate, conform, and practice policy and procedures to ensure a well managed event | |
| Students will discuss strategies for working with people with different backgrounds, cultures and beliefs. | Summative: Class Discussion Formative: Test | Essay Paper | ELA: Write a brief explanatory essay about strategies for working with people with different backgrounds, cultures and beliefs. | |
| Students will describe the role of the planner on site at the event. Students will describe the mindset necessary to oversee successful event coordination. | Summative: Class Discussion Formative: Creative Story | Group assignment-Explain and act out the roles. Record and upload to youtube. | | Textbook Elmo Poster Board Desktop Computer Chromebook |
| Students will explain the importance of positive staff morale during an event. | Summative: Short answer Quiz Formative: Chapter Test | Create a How to facts sheet. | | Textbook Elmo Poster Board Desktop Computer Chromebook |

Key Vocabulary

ethics, ethics violation, code of conduct, risk management, ethical issues

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Employability Skills, Job Shadowing, Field Trips, Guest speakers

CTSO Connection:

FBLA/DECA Competition Level 1.3 Recruitment lesson <https://teachfbla.org/course/1-3/>

Certification/Credential Connection:

Certified Special Events Professional (CSEP)

ASK Institute – Concepts of Entrepreneurship and Management / Fundamental Business Concepts, Certiport- Entrepreneurship and Small Business (must hold concentrator status), IC3 Global Standard 6 (or higher), Microsoft Office Expert 2019/365 - Access / Excel / Word , Microsoft Office Specialist 2019/365 (MOS) (Two of the following areas REQUIRED: Excel Associate / Outlook Associate / PowerPoint Associate / Word Associate)

Unit 11 Title: Ethical Issues

Content Standards

19. Conduct standard and customary ethical, legal, risk management, safety, and security analysis for an event.
20. Research and identify ethical issues in event planning and managing.

Unpacked Learning Objectives

Students know:

- A pre-event analysis of potential risks, breaches, ethical violations, and safety threats should take place.
- There are related ethical issues that may arise when planning and managing an event.

Students are able to:

- Categorize ethical violations that an event planner may face when coordinating an event.
- Investigate legal issues that could potentially arise when working with a client, venue and/or vendor for an event.
- Determine safety and security situations that may occur during an event and design a plan to minimize risk.

Students understand:

- How to differentiate between the types of business violations and the effect they can have on the employees and work environment.
- How to create a plan to conduct business in an honest and legal manner with clients, employees and vendors.
- How to prioritize safety of all employees and guests for a planned event.
- How to predict problems that may occur (whether legal, ethical, environmental, safety or situational) and have an alternate plan in place to minimize physical or mental damage, defamation, and/or discomfort.

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| Unit Driving/Essential Question | What are ethics? Why are ethics important? |
| Exemplar High Quality Unit Task | Develop a Code of Ethics. |

Map of Student Learning by Learning Objective

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|--|---|--|---|--|
| Students will conduct standard and customary ethical, legal, risk management, safety, and security analysis for an event. | Summative: Write a How to manual | Create a business code of ethics Example code of ethics | | Textbook Elmo Poster Board Desktop Computer Chromebook |
| Students will research ethical issues in event planning and managing. Students will identify ethical issues in event planning and management. | Summative: Quiz Formative: Test | Case studies. Inappropriate Behavior Questions | SCI: Engage in a debate on the controversial issues with planning and managing an event. ELA: Write a brief explanatory essay about ethical issues in event planning and management. | Textbook Elmo Poster Board Desktop Computer Chromebook |

Key Vocabulary

appropriate, inappropriate, safety

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

employability skills

CTSO Connection:

DECA Competition - TEACH DECA level 2.1 Project Management

Certification/Credential Connection:

Certified Special Events Professional (CSEP)

ASK Institute – Concepts of Entrepreneurship and Management / Fundamental Business Concepts, Certiport- Entrepreneurship and Small