

# Management - Sports/Entertainment: Planning

## Stage 1 Desired Results

ESTABLISHED GOALS:	<i>Transfer</i>	
<u>Competencies:</u>	<i>Students will be able to independently use their learning to plan a successful event.</i>	
<ul style="list-style-type: none"> <li>● <i>Students will demonstrate the ability to incorporate the skills of leading and managing in order to make successful event planning decisions.</i></li> <li>● <i>Students will demonstrate the ability to apply the importance of time management and attention to detail in order to make informed decisions when planning an event.</i></li> <li>● <i>Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials.</i></li> <li>● <i>Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences.</i></li> <li>● <i>Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.</i></li> </ul>	<i>Meaning</i>	
<u>Content Standards:</u>	ENDURING UNDERSTANDINGS <i>Students will understand that...</i>	ESSENTIAL QUESTIONS
<p>NBEA - National Business Education Association</p> <ul style="list-style-type: none"> <li>● <u>NBEA Management 1:</u> Analyze the management functions and their implementation and integration within the business environment.</li> <li>● <u>NBEA Management 3:</u> Analyze the organization of a business.</li> <li>● <u>NBEA Management 4:</u> Develop personal management skills to function effectively and efficiently in a business environment.</li> <li>● <u>NBEA Management 5:</u> Examine the role of ethics and social responsibility in decision making.</li> <li>● <u>NBEA Management 8:</u> Utilize information and technology tools to conduct business effectively and efficiently.</li> <li>● <u>NBEA Management 9:</u> Analyze a business organization's competitive position within the industry.</li> <li>● <u>NBEA Management 10:</u> Analyze financial data influenced by internal and external factors in order to make short-term and long-term decisions.</li> <li>● <u>NBEA Management 11:</u> Apply operations management principles and procedures to the design of an operations plan.</li> <li>● <u>NBEA Management 12:</u> Examine the issues of corporate culture</li> </ul>	<ul style="list-style-type: none"> <li>● the functions of management in event planning are influenced by the needs and wants of the customer.</li> <li>● all managed events need the four elements of managing--planning, organizing, leading and controlling.</li> <li>● event planning in management requires attention to detail and time management.</li> </ul>	<ul style="list-style-type: none"> <li>● Does having an event plan guarantee a successful event?</li> </ul>
	<i>Acquisition</i>	
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> <li>● that there are four basic elements in managing a business.</li> <li>● that planning is necessary for detailed decision making, meeting timely goals and objectives in order to successfully prepare and execute an event..</li> <li>● that organizing revolves around resources, levels of management, resources attention to detail, and time management.</li> <li>● that leading involves effective qualities and characteristics of an individual in order to motivate and achieve set goals and</li> </ul>	<ul style="list-style-type: none"> <li>● applying the planning, organizing, leading, and controlling of management in business.</li> <li>● <b>Planning:</b> <ul style="list-style-type: none"> <li>○ Identifying the benefits of the event planning process.</li> <li>○ analyzing possible outcomes of a decision.</li> <li>○ identifying customer needs and emotional ties to the event being planned.</li> </ul> </li> </ul>

<p>and managing the global environment.</p>	<p>objectives.</p> <ul style="list-style-type: none"> <li>● that identifying customer needs and wants coupled with the need to satisfy those need and wants will produce a successfully planned event.</li> </ul> <p><u>vocabulary:</u> planning, organizing, leading, controlling, decision making, attention to detail, time management, ethical standards, customer needs and wants, security, customer satisfaction</p>	<ul style="list-style-type: none"> <li>○ describing how consumer differences shape wants and needs.</li> </ul> <ul style="list-style-type: none"> <li>● <b><u>Organizing:</u></b> <ul style="list-style-type: none"> <li>○ explaining the importance of attention to detail in event organizing.</li> <li>○ identifying the importance of time management.</li> </ul> </li> <li>● <b><u>Leading:</u></b> <ul style="list-style-type: none"> <li>○ explaining and identifying management and leadership in the functions associated with event planning.</li> </ul> </li> <li>● <b><u>Controlling:</u></b> <ul style="list-style-type: none"> <li>○ explaining the management function of controlling.</li> <li>○ explaining the amount of importance placed on security, maintaining order, parking and concessions in event planning.</li> <li>○ describing how technology is used and how technological tools accomplish goals.</li> </ul> </li> </ul>
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<b>Content Area Literacy Standards</b>	<b>21<sup>st</sup> Century Skills</b>
<p>CCSS.ELA-LITERACY.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>CCSS.ELA-LITERACY.RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>WHST.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.</p>	<ul style="list-style-type: none"> <li>● <i>Solve Problems</i></li> <li>● <i>Communicate clearly</i></li> <li>● <i>Collaborate with others</i></li> <li>● <i>Adapt to change</i></li> <li>● <i>Manage goals and time</i></li> <li>● <i>Access and evaluate information</i></li> <li>● <i>Implement innovations</i></li> </ul>

## Stage 2 - Evidence

<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

## Stage 3 – Learning Plan

*Summary of Key Learning Events and Instruction*

<b>Science Integration</b>	<b>College, Career, and Civic Life Integration</b>	<b>Technology Integration</b>
<b>District Materials</b>	<b>Distance Learning/Field Trips</b>	<b>Technology Resources</b>