**Problem statement:** School was cancelled in mid-March. Everyone was told to stay home to keep from spreading a new virus: the COVID-19. Teachers try to keep school going online. Spring sports, prom and graduation ceremonies are cancelled. Essential businesses such as grocery stores, pharmacies, health care are open in a limited capacity, with vastly altered requirements such as social distancing. Most non essential businesses across the state (and around the world) are closed and when possible, employees can work from home. In the past month, 25 million unemployment claims have been filed and no one knows how far the unemployment rate will climb. You are about to graduate. Even though you had a HSBP, now everything has changed. How has this impacted the environment? **How does this impact your future and the career you choose?** How do we use what we have learned during this pandemic to inform others?

**Learning Objectives:**

The student will review assignments completed

The student will synthesize information to determine potential changes to High School and Beyond Plan (HSBP).

The student will update their HSBP

The student will write an email to their parent/guardian, teacher and counselor describing any update to their HSBP and why the changes were made

**Lesson Standards (NGSS, CCSS, CTE):**

**CTE Common Career Technical Core Skills**

2. Apply appropriate academic technical skills

4. Communicate clearly, effectively and with reason

8. Utilize critical thinking to make sense of problems and persevere in solving them

10. Plan education and career path aligned to personal goals

11. Use technology to enhance productivity

**ISTE Standards:**

Standard 6: Creative Communicator - Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals

**CCSS Writing**

W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**Soft Skills**

**21st Century Skills**

1. Learning and Innovation

* Creativity and innovation
* Critical thinking and problem solving

2. Information, Media and Technology

* Information literacy
* Technology literacy

3. Life and Career

* Flexibility and adaptability
* Initiative and self-direction

**Locally and/or personally relevant for students:** Our region has a range of diverse occupations; how will the virus change it? How does this impact your own career plans?

**Connections to career and education pathways:** Our region has a range of diverse occupations; how will the virus change it? How does this impact your own career plans?

**Materials:** Assignments completed and handed in to-date, HSBP access and log in info for each student, email access for each student

**Lesson preparation:** Reserve computers and obtain log info for each student. Have materials they’ve created for this unit to review and reflect upon, before updating HSBP

**Time required:** One period

**Grouping of students for instruction:** Individual

**What is the instruction? Consider the PBL Procedure that is being addressed here:** Quote for the board: “The most common way people give up their power is by thinking they don’t have any.” Alice Walker. Have students review the materials they’ve created over the past few lessons. Students reflect and determine how this will impact their career plans and their HSBP. Have students update their HSBP accordingly. Finally, students email parent/guardian, teacher and counselor their updated HSBP, describing and changes made and why.

**Understanding the Problem**

|  |  |
| --- | --- |
| **Teacher** | **Student** |
| Hand out materials created in the past few lessons. Have students review their materials. Students should reflect for 5-10 minutes and come up with a plan for how this impacts their own future, then share with elbow partner. | Hand out materials created in the past few lessons. Have students review their materials. Students should reflect for 5-10 minutes and come up with a plan for how this impacts their own future, then share with elbow partner. |
| Students update HSBP | Students update HSBP |
| At the end of the period, students share their updates with their elbow partners; then summarize and email a copy home to share with their parents/guardians and their teacher and counselor | At the end of the period, students share their updates with their elbow partners; then summarize and email a copy home to share with their parents/guardians and their teacher and counselor |

**Accommodations:** Extra time accommodations and alternate format (oral instead of written, text to speech, large print, etc) are always an option. Students could access their HSBP in another format if it’s easier for them to update that way (paper and pencil, online, verbal, etc)

**Extensions:** Students could create videos or podcasts for students about changes to the local economy and potential impacts on jobs in the region. Students could reach out and connect with mentors in their career field of interest.

**Assessment:**

**Formative Assessment in the Lessons:** Updated HSBP, email from students summarizing any changes made to the HSBP and explaining why changes were made

**Summative Assessment for the Unit:** Creating an effective PSA

**References/Resources:** Assignments completed and handed in to-date, HSBP access and log in info for each student, email access for each student