

The WISE Services Program and State Standards



**Preparing students for success
beyond high school**



Our Mission

WISE Services, a 501(c)(3) not-for-profit organization, helps high schools develop a program that gives students of all ability levels the opportunity to design individualized, passion-driven projects that empower a transition from high school to college, work and lifelong learning.

Our Commitment

WISE Services believes in the value of experiential learning. We believe that every student — across all ability levels, all socio-economic levels, and all cultural backgrounds — deserves the opportunity to learn through passion-driven projects of their choosing.

Students, schools and communities benefit from providing a transformative, individualized experiential learning program for students. With our 40-year track record, we have proven that a successful experiential learning program is sustainable regardless of ever-changing education policies and standards.

WISE Services exists to help schools provide life-changing experiential learning opportunities for their students. We are driven by highly respected educators who demonstrate success in implementing and sustaining WISE programs in schools across the country. Our team works one-on-one with each school to meet its specific needs and to ensure the greatest impact of its WISE program.

More Information

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How does the WISE program fit into State Standards?

Easily!

Whether you are a school that already has WISE in place, or you are interested in starting a WISE program at your school, you can use WISE not just to fit within, but to actually exceed state standards in English, Economics, Participation in Government, College and Career Readiness, and Career and Technology Education.

For instance, even before the actual experiential learning portion of WISE begins, schools can combine Economics and Participation in Government into a single course that will get their students off to a great start. The WISE Program Team will show you how.

In this document you will find descriptions of the way state standards pertain to WISE and see how the WISE program meets those standards.

WISE projects don’t simply meet these standards;
they can easily surpass them.

A WISE program enables high school seniors of all ability levels to design individualized, passion-driven projects. Projects can include, but are not limited to: internships, independent research, self-improvement, community service or cultural, artistic and performance-based activities.

During the process of developing and completing their WISE projects, students select a staff mentor, maintain a reflective and research-supported journal and make a public presentation.

The topics students can explore in school-based, experiential learning programs are limitless. Students discover skills, strengths and talents in themselves — and in one another — that they had never realized they possessed.



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Part 1:

A successful integration of the Standards will provide students with fluency, comprehension, analytic and communication skills necessary to be on track for college - and career - readiness. The integration of the Standards into instruction will also require instructional shifts, which are born out in the specific fluency, comprehension, analytic and communication expectations stated in the Standards.

They reflexively demonstrate the cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic. In short, students who meet the Standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.

Note: Students who have already passed English Language Arts Regents exams BEFORE doing a WISE project will have already fulfilled all New York State's English Language Arts Common Core State Standards.



New York State English Language Arts Standards

English, Language Arts Related Requirements for 11-12

Reading Standards for Literature 11-12

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (Standard 1)

Reading Standards for Informational Text 11–12

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (Standard 1)
- Develop factual, interpretive, and evaluative questions for further exploration of the topic(s). (Standard 1)
- Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively), as well as in words in order to address a question or solve a problem. (Standard 7)
- Read, annotate, and analyze informational texts on topics related to diverse and non-traditional cultures and viewpoints. (Standard 9)

Writing Standards 11-12

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument. (Standard 1)
- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (Standard 2)
- Write narratives to develop real or imagined experiences

or events using effective technique, well-chosen details, and well-structured event sequences. (Standard 3)

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Standard 4)
- 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. (Standard 6)
- 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. (Standard 7)
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (Standard 8)
- Draw evidence from literary or informational texts to support analysis, reflection, and research. (Standard 9)
- 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. (Standard 10)

Speaking and Listening Standards 11-12

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (Standard 1)
- Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing

Examples of How WISE Satisfies English Language Arts Standards

Reading

- Students read a wide variety of sources to gather information on their topics.
- Journals contain annotated bibliographies of all sources related to their projects.
- Students use a variety of media and formats to explore their projects, including articles, charts, spreadsheets, technical manuals, poetry, literature, photography, videos and interviews.
- In their journal entries and annotated bibliographies, students both support their analyses and reflect on their projects with strong, detailed textual evidence and show the relevance and value of each source to their particular projects.

Writing

- Proposal writing
- Outline writing
- Writing-focused student projects including poetry, novels, short stories, plays, film scripts, cookbooks, children's books, etc.
- Journal writing:
 - Is required over the length of the entire project beginning with the initial planning, through the participation period and into the final reflections and presentation, covering all tasks undertaken by the student
 - Explains each student's project and delineates all experiences and reflections encountered along the way
 - Requires high quality yet authentic writing and is aimed at a range of audiences
 - Documents all research, including interviews (as planned and implemented), as well as questions raised and reflections occurring over the course of the project

- Provides interactive feedback from mentors on each journal entry, including queries, suggestions for new arguments, further information or potential questions to be answered
- Provides a creative outlet for students to express themselves
- Allows students to deepen their understanding of the project and the process
- May be produced, published and/or updated in a variety of fashions, including blogs, emails, videos or websites, in addition to those that are word-processed or even handwritten

Public Speaking/Communication

- Students interview people in their field of interest.
- Mentors help students develop interview questions which are edited, typed and included in their journal.
- Students network both within the school and the larger community, with interviewees and with connections needed for securing and completing internships, or for researching and implementing their projects.
- Students read a journal entry and practice articulating their projects to an audience of staff, peers and community members.
- Students prepare public presentations.
- Student presentations make strategic use of digital media including a multi-media approach as determined by each individual project.
- Students learn to adapt their final presentations as determined by their subject matter and their audience.

Language Standards

- Students acquire command of the specific jargon, vernacular expressions and colloquial idioms needed both to understand their project and to reflect on and express what they have learned from their project.

perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (Standard 2)

- Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (Standard 5)
- Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (Standard 6)

Language Standards 11–12

- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (Standard 3)
- Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (Standard 6)

Why study citizenship, civics, and government?

The 12th grade is a critical stage of citizenship preparation and civic reengagement. Typically viewed as the student’s last year of high school, occasionally dismissed as a time when it is “too late to learn,” the 12th grade is actually the student’s “commencement grade,” and for good reason. According to the American Heritage Dictionary, the word commence means “to begin, start . . . come into existence.” In this sense, the 12th grade is not the end, but a beginning in which the student begins to think about entering a new life beyond the schoolhouse door. An important part of this preparation is the ability to synthesize and apply.

The culminating social studies course for Standard 5, Participation in Government, can provide a critical teaching moment in this process in which the student is expected to learn, see, and practice citizenship in action. New York State Social Studies Learning Standard 5-Civics, Citizenship, and Government is a standard that requires students to use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

Introduction NYSED
Participation in Government

New York State Social Studies Standards — Participation in Government

Includes English Language Arts Related Standards (see pages 4-5)

Students studying participation in government in grade 12 should experience a culminating course that relates the content and skills component of the K-11 social studies curriculum, as well as the total educational experience, to the individual student’s need to act as a responsible citizen.

Course content will:

- Be interdisciplinary, for it will be drawn from areas beyond the defined social studies curriculum; will include life experience beyond classroom and school
- Be related to problems or issues addressed by students, i.e., content in the form of data, facts or knowledge may vary from school to school, but real and substantive issues at the local, state, national and global levels should be integrated into the program
- Be in the form of intellectual processes or operations necessary to deal with data generated by problems or issues addressed, i.e., the substance of the course.

In addition, the term “participation” must be interpreted in the broad sense to include actual community service programs or out-of-school internships, and in-class, in-school activities that involve students in the analysis of public issues chosen because of some unique relevance to the student involved. Defining, analyzing, monitoring, and discussing issues and policies is the fundamental participatory activity in a classroom.

The Tools and Skills

Community based learning experiences: For the purposes of this core curriculum, the term participation should be interpreted in the broadest sense to include out-of-classroom experiences.

Defining, analyzing, monitoring, and discussing issues and policies are the fundamental activities.

Equally important, community based participatory experiences in and out of school provide the student with invaluable lessons.

Objectives Of Community Based Learning

There are several important objectives of out-of-classroom learning as envisioned here. All relate to the juncture of character education and civic education where students see firsthand how and why politics works in the real world.

- Getting to know multiple communities
- Acquiring habits of participation
- Meeting role models
- Acquiring research skills
- Appreciating different perspectives
- Acquiring negotiation skills
- Learning how to interact with people in public settings
- Reflecting on what counts
- Learning the ethics of research

Examples of Civic Experiences

Practice through hands on experience: This involvement can take the form of an internship or shadowing experience. In certain respects this is the most difficult to manage, yet the optimum, experience. It gets students out into the community, where they can begin to see politics firsthand, form their own impressions, and make their own way.

Local options:

The teacher or the school must decide how much emphasis to place on the three strands of this course and how to weave them together.

Examples of How WISE Satisfies Participation in Government Standards

- Students write proposals that include many of these Participation in Government concepts and the way they apply to individual projects. The initial proposal for the project is developed with the mentor and reviewed by a team for any necessary clarification and to provide suggestions for networking.
- As students prepare their projects, they incorporate essential Participation in Government questions into the projects and discuss civic connections with their mentors.
- Student journals reflect the integration of Participation in Government into their projects. Participation in Government entries may include, but are not limited to, students’ “understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities

of citizenship, including avenues of participation.” They may also include a wide variety of topical socio-political issues.

Sample Civic and Community Based Projects:

- Cancer Unit in Children’s Hospital
- Fundraising for Wounded Warrior Project
- Early Childhood and Elementary Education
- Emergency Medical Services
- Habitat for Humanity
- Intern with Congressperson
- Katrina Relief
- Law, Domestic Violence, Work with Homeless
- Fire Company Participation
- EMS

Should Community Based Learning Occur In or Out of the Classroom?

Community based learning can take many forms, and there are multiple communities from local to international levels. Pragmatic decisions by the teacher and the school — stretched by creativity, will power, and available sources — will govern what is possible in most cases.

Student work might be presented in a number of ways. Student work might be presented at a community/parent’s night or some other kind of “open house”.... All of these examples also help the school in its ongoing efforts to reach out and inform the larger community of its programs.

New York State Education Department Participation in Government

“ If there was one thing that the WISE program gave to me after a senior year of life changes, that would be perspective. It helped me to explore my interests and abilities in a way I never imagined possible at such a young age. It allowed me to take control of my future, and helped me to make some of the very important and difficult decisions that I faced.”

—Elisa Brotherhood
WISE Graduate
(not pictured)



The study of economics in grade 12 should provide students with the economic knowledge and skills that enable them to function as informed and economically literate citizens in our society and in the world. The course is designed to be used with all students, emphasizes rational decision making, and encourages students to become wiser consumers as well as better citizens. Teachers will provide for different student needs by selecting appropriate instructional materials and learning strategies.

New York State Social Studies Standards — Economics

Includes English Language Arts Related Standards (see pages 4-5)

Objective

The student will be able to solve problems that are either presented by the teacher or identified by the student. (Objective 2)

Economics Essential Topics

- **Scarcity.** Productive resources are limited. Therefore, people cannot have all the goods and services they want; as a result, they must choose some things and give up others.
- **People make choices in an economic society.** Effective decision making requires comparing the additional costs of alternatives with the additional benefits. Most choices involve doing a little more or a little less of something; few choices are “all or nothing” decisions.
- **All choices involve costs; opportunity costs are important.** People respond predictably to positive and negative incentives.

- **The consequences of choice lie in the future.** Markets exist when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce goods and services.
- **Economic systems influence choice.** Different methods can be used to allocate goods and services. People, acting individually or collectively through government, must choose which methods to use to allocate different kinds of goods and services.
- **Voluntary trade creates wealth.** Voluntary exchange occurs only when all participating parties expect to gain. This is true for trade among individuals or organizations within a nation, and usually among individuals or organizations in different nations.

Objective

The student will be able to work with others engaged in problem-finding/solving skills. (Objective 3)

“ [WISE] strengthened my educational growth. Although it was intimidating to research, and present, an in-depth presentation in the presence of community members who were professionals in this field, it prepared me for college. It also forced me to be responsible, and develop self-confidence and verbal skills.”

Christine Faranda, WISE Graduate

Examples of How WISE Satisfies Economic Standards

- Students write proposals that include many of these key economic concepts and the way they apply to individual projects. The initial proposal for the project is developed with the mentor and reviewed by a team for any necessary clarification and to provide suggestions for networking.
- Students’ proposals include the relationship of essential economic questions to their project.
- Students will reflect on economic realities in their journal entries including, but not limited to, personal economics, finance and topical fiscal or monetary issues. Such entries may include an exploration of potential careers and of the costs (including educational costs) of those careers, along with a listing of the costs of resources used for the project and of time-management decisions that the students have had to make.
- Students discuss economic connections, one-on-one, with their mentors.
- Students may engage in fundraising activities for charitable institutions or for the revenue needed to complete their projects.
- Students budget their time and resources throughout every phase of the project and meet all deadlines.
- Skills developed:
 - Research, interviews included
 - Time management
 - Cost analysis

Sample Economics/Business Based Topics:

- Accounting
- Advertising
- Banking
- Management
- Marketing
- Stock Brokerage
- Fundraising for Nonprofits



Recent Projects with Economic Components:

- A Startup on Wall Street
- Building and Running a Small Business
- City Planning & Architecture
- Charity Car Show
- Construction Management
- Designing a Sustainable Home
- Event Planning
- Fashion Design & Business
- Homeless Lifestyle
- Indigo Hotel Internship
- Investing in the Third World
- Marketing & Sales
- Microeconomics
- Personal Finance
- Poverty in Bangladesh
- Presidential Campaign Simulation
- Relationships & Money
- Restaurant Management
- Restoration of Neoclassical Colonial Revival Home
- Scandals & Scams in Nonprofit Organizations
- Starting an Internet Boutique
- Sustainability
- The Insurance Business
- Village Bank Internship
- Volleyball for a Cause
- Why Math Matters

Part 3:

While every student is different, the common denominators for success in college and the workplace lie in three key areas:

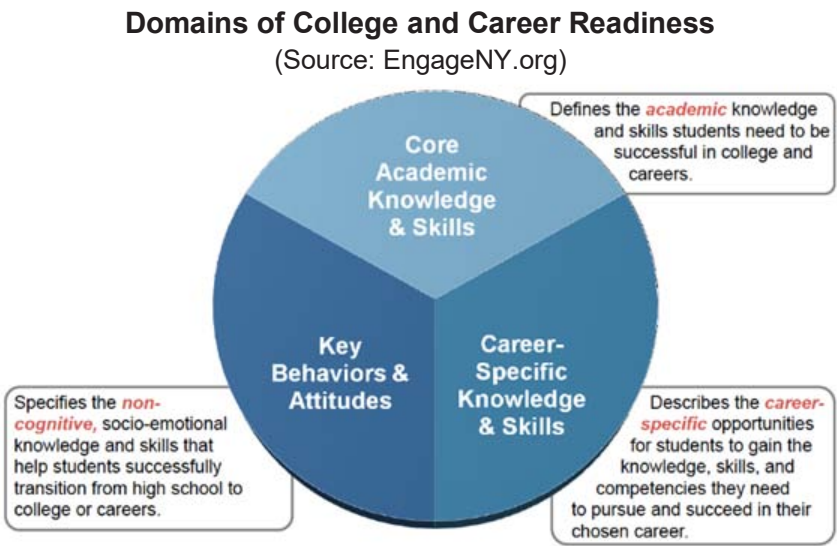
- Core Academic Knowledge and Skills
- Key Behaviors and Attitudes
- Career-Specific Knowledge and Skills

While every school has different needs, each has a commitment to ensure students are prepared to take on the challenges of the 21st Century in these areas.

College and Career Readiness

Help students gain the 21st century skills necessary for college and careers

New York State only defines College and Career Ready as: “Students graduating with at least a score of 75 on Regents English and 80 on a Math Regents, which correlates with success in first year college courses.” (Source: *NYSED Office of Information and Reporting Services*)



“ I was already strongly considering medicine as a career path, and decided my [project] would be best used as an opportunity to explore life as a physician. I am glad I did. I couldn’t have asked for a better initial exposure to clinical medicine. By observing surgeries, attending grand rounds, studying doctor-patient interactions, and even commuting into Manhattan at 6 AM, I gained a full understanding of life as a physician. I thought I had even found my calling as an orthopedic surgeon. (I am now strongly leaning toward Pediatrics). I am now a 2nd year med student at Tulane.”

—Ben Greene, WISE Graduate



Examples of How WISE Surpasses College and Career Readiness Standards

Self-Advocacy and Decision Making

- Students choose to participate in a WISE program.
- Students choose their mentors.
- Students choose their projects.
- Students set personal goals, and adapt or further develop their projects as they progress.
- Students choose the appropriate approach to obtain their designated goals.
- Students plan and prioritize tasks including the use of resources.

Time Management

- Students decide on the best use of their time to achieve the outcome they desire.
- Students manage all personal and academic activities including journal writing, mentor meetings, required workshops, classes, jobs, social life, college decisions, family responsibilities, internships, interviews, contacting and meeting with helpful people from the community, and actual project work time.

Maintain Mental and Physical Health

- Students use time-management to manage stress and learn to balance their schedule to allow time for reflection and relaxation.
- Students learn to form and maintain healthy relationships through communicating their needs and desires clearly and tactfully and through delegating tasks better suited for others.

Communication/Networking Skills

- Students learn to network with peers, faculty, graduates, family, friends and people in the community.
- Students learn to articulate the nature of their projects, their goals and their needs.
- Students learn to communicate with a diverse group of individuals using a variety of media including phone calls, e-mails, letters, and rich, structured face-to-face conversations.
- Students learn to present information with supporting evidence.
- Students learn how to use the appropriate technology and language to convey their message.

Interviewing Skills

- Students learn to contact, cultivate relationships with, and follow up as needed with experts in their field.
- Students learn how to prepare for each interview and how to respect the time, knowledge and expertise of others.
- Students learn the refined listening skills needed to decipher important, meaningful and essential information.
- Students learn to document important information obtained from those experts.

Commitment and Reliability

- Students maintain a sustained focus on their projects for an entire semester.
- Students attend all scheduled mentor meetings, workshops, appointments and work commitments.
- Students set short and long term goals and plan a course of action to achieve these.

Organization

- Students learn to maintain information they collect in an easily retrievable fashion.
- Students utilize high-tech and low-tech organizational tools including journals, planners, lists, calendars, and spreadsheets.
- Students learn to organize their time to their maximum benefit.
- Students learn to delegate to others with a clear purpose.
- Students learn to adapt to changing environments.

Career and Technology Education

Career Development & Occupational Studies Standards (CDOS)

Standard 1: Career Development

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

Students:

- Learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.
- Apply decision-making skills in the selection of a career option of strong personal interest.
- Analyze skills and abilities required in a career option and relate them to their own skills and abilities.

Evident when students:

- Re-evaluate long range personal goals and match them to a career option.
- Prepare a personal balance sheet showing an inventory of acquired skills, qualities, and experiences needed for successful employment in a career option.

- Design a personal school to work plan containing specific steps/ activities toward attainment of a career goal.

Standard 2: Integrated Learning

Students will demonstrate how academic knowledge and skills are applied to the workplace and other settings.

- Integrated learning encourages students to use essential academic concepts, facts, and procedures in applications related to life skills and the world of work. This approach allows students to see the usefulness of the concepts that they are being asked to learn and to understand their application in the world of work.

Students:

- Demonstrate the integration and application of academic and occupational skills in their school learning, work, and personal lives.
- Use academic knowledge and skills in an occupational context, and demonstrate the application of these skills by using a variety of communication techniques (e.g., sign language, pictures, video, reports, and technology).
- Research, interpret, analyze, and evaluate information and experiences as related to academic knowledge and technical skills when completing a career plan

Evident when students:

- Read a series of job training plans of interest to identify the necessary application of academic knowledge and technical skills that are required for particular careers as well as the job outlook and possible earnings.

- Interview a medical specialist and develop a presentation using a variety of tools/ technology to depict knowledge and skills required for this career.
- Select several local employers as well as employers with global operations and complete a project that reflects the academic knowledge and technical skills required along with the job outlook and possible earning capacity in a competitive international marketplace.
- Complete an internship, which focuses on a particular career of interest, and develop a slide presentation to demonstrate how concepts from mathematics, science, and or English language arts are applied in a particular career.
- Use various forms of technology to describe and illustrate how societal, economic, and governmental changes may require exploring a variety of careers.

Standard 3A: Universal Foundation Skills

Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace. Students demonstrate broad based transferable skills that are needed for gainful employment.

- Basic skills include the ability to read, write, listen, and speak as well as perform arithmetical and mathematical functions.
 - Students use a combination of techniques to read or listen to complex information and analyze what they hear or read; convey information confidently in written and oral form; and analyze and solve mathematical problems requiring use of multiple computational skills.
 - Evident when students:
 - ♦ Gather and use information presented in print and electronic sources to create a research report or database.
 - ♦ Examine a case study to evaluate whether information contained within it is adequate to support generalizations about the topic.
 - ♦ Participate in debates, interviews, and panel discussions.
 - ♦ Use word processing and desktop publishing software to present information on a sales campaign.
- Thinking skills lead to problem solving, experimenting, and focused observation and allow the application of knowledge to new and unfamiliar situations.
 - Students demonstrate the ability to organize and process information and apply skills in new ways.

- Evident when students:
 - ♦ Evaluate a variety of options suggested, select an option, explain the reason for that selection, and provide the strategies for implementation.
 - ♦ Recognize a problem and design steps to solve it.
- Personal qualities generally include competence in self-management and the ability to plan, organize and take independent action.
 - Students demonstrate leadership skills in setting goals, monitoring progress, and improving their performance.
 - Evident when students:
 - ♦ Give and accept constructive criticism in a group project.
 - ♦ Evaluate decisions for legal and ethical implications.
 - ♦ Establish a set of personal goals and record progress in attaining them.
- Positive interpersonal qualities lead to teamwork and cooperation in large and small groups in family, social, and work situations.
 - Students communicate effectively and help others to learn a new skill.
 - Evident when students:
 - ♦ Assist in the teaching of an acquired skill in an elementary or middle school class.
 - ♦ Provide feedback to others in a group project.
 - ♦ Participate in a job interview.
- Technology skills lead to ingenuity in designing and creating things from available resources to satisfy personal and societal needs and wants.
 - Students apply their knowledge of technology to identify and solve problems
 - Evident when students:
 - ♦ Use a software program to compile and analyze statistical data and prepare a presentation for a group.
 - ♦ Use an integrated software program to solve a business related problem.
- Information management focuses on the ability to access and use information obtained from other people, community resources, and computer networks.
 - Students use technology to acquire, organize, and communicate information by entering, modifying, retrieving, and storing data.



Career and Technology Education — cont'd.

- Evident when students:
 - ♦ Construct a computer generated form to survey local employers for possible participation in a work-study program.
 - ♦ Use telecommunications software to access and communicate information.
 - ♦ Use a computer to record and organize statistical information to assist a coach of a school athletic team.
 - Using (managing) resources includes the application of financial and human factors and the elements of time and materials to successfully carry out a planned activity.
 - Students allocate resources to complete a task.
 - Evident when students:
 - ♦ Complete multiple tasks for concurrent activities by adjusting personal schedules or negotiating deadlines.
 - ♦ Prepare a long-range budget for a school organization or hypothetical business.
 - Systems skills include the understanding and abilities to work within natural and constructed systems.
- Students demonstrate an understanding of how systems performance relates to the goals, resources, and functions of an organization.
 - Evident when students:
 - ♦ Evaluate the roles or positions within an organization and make suggestions for improvement of the organization.
 - ♦ Write a proposal for ways a company can reduce expenses.
 - ♦ Develop a presentation using visual aids to explain how an automobile or other machine operates.
- Standard 3B: Career Majors**

Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in post-secondary programs.

Students will learn core, specialized, and experiential knowledge/skills in: business/ information systems, health services, engineering/technologies, human and public services, natural and agricultural sciences, and the arts/humanities.



Examples of How WISE Satisfies
Career and Technology Education Standards

- General Skills**

 - Interviewing
 - Business etiquette
 - Research
 - Time management
 - Budgeting
 - Cost analysis and accounting
 - Presentation skills
- Decision Making**

 - Students choose to participate in a WISE program.
 - Students choose their mentors.
 - Students choose their projects.
 - Students set personal goals, and adapt or further develop their projects as they progress.
 - Students choose the appropriate approach to obtain their designated goals.
 - Students plan and prioritize tasks including the use of resources.
- Time Management**

 - Students decide on the best use of their time to achieve the outcome they desire.
 - Students manage all personal and academic activities including journal writing, mentor meetings, required workshops, classes, jobs, social life, college decisions, family responsibilities, internships, interviews, contacting and meeting with helpful people from the community, and actual project work time.
- Maintain Mental and Physical Health**

 - Students use time-management to manage stress and learn to balance their schedule to allow time for reflection and relaxation.
 - Students learn to form and maintain healthy relationships through communicating their needs and desires clearly and tactfully and through delegating tasks better suited for others.
- Communication/Networking Skills**

 - Students learn to network with peers, faculty, graduates, family, friends and people in the community.
- Students learn to articulate the nature of their projects, their goals and their needs.
 - Students learn to communicate with a diverse group of individuals using a variety of media including phone calls, e-mails, letters, and rich, structured face-to-face conversations.
 - Students learn to present information with supporting evidence.
 - Students learn to use the appropriate technology and language to convey their message.
- Interviewing Skills**

 - Students learn to contact, cultivate relationships with, and follow up as needed with experts in their field.
 - Students learn how to prepare for each interview and how to respect the time, knowledge and expertise of others.
 - Students learn the refined listening skills needed to decipher important, meaningful and essential information.
 - Students learn to document important information obtained from those experts.
- Commitment and Reliability**

 - Students maintain a sustained focus on their projects for an entire semester.
 - Students attend all scheduled mentor meetings, workshops, appointments and work commitments.
 - Students set short and long term goals and plan a course of action to achieve these.
- Organization**

 - Students learn to maintain information they collect in an easily retrievable fashion.
 - Students utilize high-tech and low-tech organizational tools including journals, planners, lists, calendars, and spreadsheets.
 - Students learn to organize their time to their maximum benefit.
 - Students learn to delegate to others with a clear purpose.
 - Students learn to adapt to changing environments.



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