

Compare and Contrast Schools

Theme and Level

Theme: Make Plans

Level: Looking Deeper

At a Glance

Students research three postsecondary schools that interest them then design a brochure for the school and program of study that most interests them.

Time: 125 minutes.

Essential Questions

- What's most important to me in a postsecondary school?
- What school best matches criterion of importance to me?

Preparation

- Reserve computer lab with overhead projector enabled
- Coordinate student access to resources necessary for the activity (for example, use of high school career center for college information)
- Establish CIS portfolios before this lesson
- Print *Compare and Contrast Schools Worksheet*, one per student

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to help them learn to be smart college shoppers.
2. Show PPT Slide 2. Explain to students that the choice of a postsecondary school is as important as the choice of a career goal, and this lesson will help them learn to use a process of comparing schools.
3. Tell students: "The college you attend must offer what you want to learn in an environment that is conducive to your learning. Postsecondary schools are very different than high schools, typically with many choices, considerations, and opportunities to explore."
4. Show PPT Slide 3. Explain that, in this activity, they will be gathering, analyzing, evaluating and summarizing information on three colleges or technical schools of their choice.
5. Ask students to log into CIS using their portfolio usernames and passwords.
6. Show students how to access postsecondary school information using CIS US Colleges & Universities files (and State Colleges, if available) and Undergraduate School Sort.
7. Ask student to print information on these colleges or technical schools. The printouts should include information from the following topics: General Information, Student Body, Admissions, Costs, and Financial Aid, as well as program information relevant to the student.
8. Tell students that additional information is available on college websites.
9. Show PPT Slide 4. Distribute the *Compare and Contrast Worksheets* and ask students to summarize the information they gather on these worksheets.
10. Explain that they may acquire a lot of information about programs of study that they can summarize by using cluster headings, or from which they can select a range, including those which interest them.
11. Show PPT Slide 5. Ask students to individually design a promotional brochure, video or audio presentation for a postsecondary school of particular interest to them. The resulting material should feature factors that made the school appealing to them and persuade others to attend. Encourage students to use graphics, and illustrations.
12. Display the brochures, videos or audio presentations upon completion, and allow time for students to review them.

Variations and Accommodations

- Invite high school counselors, career center staff, university or community college liaisons or admissions staff to talk with students about further education and training opportunities. Ask the speakers to talk about how to

research programs of study and the best ways to prepare for further education and training.

- Use the brochures at a career event or parents' evening with a career theme.
- Arrange for students to present their brochures and speak about them to another class.
- Work one-on-one with any student needing special assistance or assign students to work in pairs or groups on this activity to assist any students with special needs.

Assessment

Use the *Compare and Contrast Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What are your educational plans after high school?** text box within the Make Plans, Education Plans section of Career Plan.

Materials

Computer lab with an overhead projector and CIS access

[Compare and Contrast Schools \(PPTX\)](#)

[Compare and Contrast Schools Worksheet \(PDF\)](#)

[Compare and Contrast Schools Worksheet \(DOCX\)](#)

[Compare and Contrast Schools Scoring Guide \(PDF\)](#)

[Compare and Contrast Schools Scoring Guide \(DOCX\)](#)

Materials shown on the left in blue are available by logging into a MCIS Administrative or Staff Account

Goals and Standards

Common Core State Standards

- English Language Arts Career Anchor: Speaking & Listening
- English Language Arts Career Anchor: Reading Informational Text
- English Language Arts Career Anchor: Writing

National Career Development Guidelines

- GOAL CM2 Use a process of decision-making as one component of career development.
- GOAL CM3 Use accurate, current and unbiased career information during career planning and management.

American School Counselor Association

- Academic Development, Career Development

Bloom's Taxonomy: Analyzing, Evaluating, Applying

American School Counselor Association (ASCA) Mindsets and Behaviors for Student Success

Mindset Standards

- Self-Confidence in Ability to Succeed
- Sense of Belonging in the School Environment
- Belief in Using Abilities to their Fullest to Achieve High-Quality Results and Outcomes
- Positive Attitude Toward Work and Learning

Behavior Standards: Learning Strategies

- Demonstrate Critical-Thinking Skills to Make Informed Decisions
- Demonstrate Creativity
- Use Time-Management, Organizational and Study-Skills
- Apply Self-Motivation and Self-Direction to Learning

- Apply Media and Technology Skills
- Set High Standards of Quality
- Gather Evidence and Consider Multiple Perspectives to Make Informed Decisions

Behavior Standards: Self-Management Skills

- Demonstrate Ability to Assume Responsibility
- Demonstrate Self-Discipline and Self-Control
- Demonstrate Ability to Work Independently

Behavior Standards: Social Skills

- Use Effective Oral and Written Communication Skills and Listening Skills