How can I compare schools to decide which school fits me best?

**Contrast and Compare**

**Summary** Using CIS and other resources students select three schools to research and design a brochure for one of the schools and a program of interest.

**Objectives** *Students will . . .*
- Research three schools of interest using CIS and other materials.
- Complete a *Compare and Contrast* worksheet for the three schools.
- Design a brochure highlighting the school that interests them most.

**Preparation** Plan student access to resources — for example, use of high school career center for college catalogs and use of CIS in a computer lab.
Decide whether students will produce brochures individually or in small groups.

**Materials** *Contrast and Compare* worksheets — one per student
College catalogs
Optional: Media center references, Internet access, career center library.

**Computer Use** CIS U.S. and Oregon Schools, Programs of Study and Training
Optional: Internet access for other online resources

**Subject Areas** Any

**Time Required** 120 minutes. Longer time for researching schools and displaying brochures is useful.

**Group Size** Individual

**Steps**

1. Explain to students that they will be gathering and summarizing information on three colleges or career schools of their choice.

2. Show students how to access information on schools using CIS Schools files (U.S. and Oregon).

3. Ask each student to print out information on three colleges or technical schools of his/her choice. The printout should include information from the topics of “General Information,” “Schedules and Policies,” “Admissions,” and “Costs and Financial Aid,” as well as any program information of interest. If students have access to other resources, tell them that additional information is available from catalogs from the institutions, guides to colleges and career schools, and the Internet. If information is gathered from the Internet, ask students to obtain a copy of the current college catalog for at least one of these schools. They may be able to borrow one from the career center at high school or, if time permits, write for one. Alternately, students can identify where a reference copy is available.

*continued*
4. Distribute the *Contrast and Compare* worksheets and ask students to summarize their information on them. Explain that they may have a lot of information about programs of study, which they can summarize by using cluster headings, or from which they can select a range, including those which interest them.

5. Ask students, individually or in groups of two or three, to design a promotional brochure for one of the schools they selected. Their brochure should include information that relates to why they want to go to the school. They should also try to persuade others to attend. Use of graphics, illustrations, computer art, and design should be encouraged.

6. Display the brochures and allow time for students to look at them.

**Variations**

1. Invite high school counselor, career center staff, university or community college liaison, or admissions staff to talk with students about further education and training opportunities. Brief the speakers to talk about how to research programs of study and the best ways to prepare for further education and training.
2. Use the brochures at a career event or parents’ evening with a career theme.
3. Arrange for students to present their brochures and speak about them to another class.

**Allied Activities**

- **Choices**
- *Education and Training beyond High School*
- *Juggling My Career Options*
- **Priorities**
- *This or That?*
- *What Happens after High School?*
- *Where Am I Going?*

**Assessment Strategies**

Students will:

- Complete promotional brochure
- Complete *Contrast and Compare* worksheet

**Student Worksheet**

*Contrast and Compare*

**Portfolio**

- Copy of brochure
- Completed *Contrast and Compare* worksheet
SORTING
- **Subject:** Any
- **Grade Levels:** 8, 9, 10
- **CIS Components:** Oregon Schools, U.S. Schools, Programs of Study and Training

STANDARDS

*CRLS:*
- Communication, Teamwork, Employment Foundations, Career Development

*SCANS:*
- Information, Technology; Basic Skills, Thinking Skills

*NCDG:*
- Knowledge of the benefits of educational achievement to career opportunities, Skills to make decisions,
  Understanding the process of career planning

*ASCA:*
- Academic Development, Career Development, Personal and Social Development

EDUCATIONAL GOALS

*Bloom’s Taxonomy:* Evaluation

*Intellectual Operation:* Summarization, Illustration, Prediction, Evaluation, Application
Choose three colleges or career schools of interest to you. Use current references to research this information:

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<th>PROFILE</th>
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<th>SCHOOL #2</th>
<th>SCHOOL #3</th>
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<td>Special programs or services that make the school attractive to you</td>
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