

# A Pathway to Jobs on the Internet

## The Task

Students were asked to create a desktop-published newsletter to provide information to readers who wanted to use the Internet to find a job. Students were required, first, to research employment websites on the Internet, then to assess and evaluate each individual website for its validity and its usefulness to job hunters. Students were to present the results of their research in a desktop-published newsletter describing some of the websites they had visited. The newsletter also had to identify some safety issues and include a “Top Ten List” of tips for finding a job on the Internet.

Students submitted their first draft, their revised draft, and the final formatted copy of their newsletter. Only the final copy, however, was submitted as part of the exemplar project.

## Expectations

This task gave students the opportunity to demonstrate achievement of the following expectations selected from the Software Applications, Electronic Communication, Electronic Research and Ethical Issues, and Career Opportunities strands.

*Students will:*

1. use the common business software basic functions (e.g., create, save, update, print) and features (e.g., edit tools, fonts, justification, format tools, columns, menus, design and graphic tools, formulas, hyperlinks);
2. describe major issues related to security on the Internet, Intranet, Extranet, and in e-mail;
3. access a variety of electronic media to gather information for specific purposes;
4. demonstrate an understanding of the criteria required to evaluate electronic media for usefulness, validity, bias, and confidentiality;
5. summarize current job advertisements that require information technology skills and education.

## Prior Knowledge and Skills

To complete this task, students were expected to have had experience with the following:

- searching the Internet and accessing websites
- summarizing information gathered from electronic sources
- using word-processing and desktop-publishing skills
- using the basics of desktop publishing and specific functions and features of desktop-published documents
- preparing a summary
- using criteria for assessing websites
- identifying safety precautions to take when responding to a job advertisement posted on the Internet, including giving the contact name and number to a partner, having a partner wait in the lobby, taking a cellular phone with them, and calling in advance to verify the job vacancy and the interviewer’s identity

*For information on the process used to prepare students for the task and on the materials, resources, and equipment required, see the Teacher Package reproduced on pages 53–60 of this document.*

## Task Rubric – A Pathway to Jobs on the Internet

Expectations*	Criteria	Level 1	Level 2	Level 3	Level 4
<b>Knowledge/Understanding</b>					
<b>The student:</b>					
2	– describes the safety issues in job hunting on the Internet	– describes a few issues in limited detail	– describes some issues in some detail	– describes most issues in considerable detail	– describes all/almost all issues in thorough detail, often insightfully
<b>Thinking/Inquiry</b>					
<b>The student:</b>					
3, 4	– uses established criteria to evaluate websites in terms of how current, useful, and valid they are	– uses criteria to a limited degree to justify the evaluation	– uses criteria to some degree to justify the evaluation	– uses criteria to a considerable degree to justify the evaluation	– uses criteria to a high degree to justify the evaluation
<b>Communication</b>					
<b>The student:</b>					
5	– gives detailed and relevant descriptions of website content – provides relevant and accurate tips on using the Internet to find a job	– gives descriptions that are limited in detail and relevance – gives a few tips that are limited in relevance and accuracy	– gives descriptions that are somewhat detailed and relevant – gives some tips that have some relevance and accuracy	– gives descriptions that are considerably detailed and relevant – gives many tips that have considerable relevance and accuracy	– gives descriptions that are extremely detailed and relevant – gives numerous tips that have a high degree of relevance and accuracy
<b>Application</b>					
<b>The student:</b>					
1	– uses software functions and features effectively to create a desktop-published newsletter	– uses a few functions and features with limited effectiveness	– uses some functions and features with some effectiveness	– uses a considerable number of functions and features with considerable effectiveness	– uses a large number of functions and features with a high degree of effectiveness

\*The expectations that correspond to the numbers given in this chart are listed on page 42.

*Note:* A student whose overall achievement at the end of a course is below level 1 (that is, below 50%) will not obtain a credit for the course.