**Interpersonal Mitzvot Video Project**

Assignment: Students are being tasked with diving deeper into one of the mitzvot we have studied in class.

Each group will create a video presentation that explains:

1. The meaning/significance of the mitzvah (explain various interpretations)
	1. Where is it found within a Jewish context? (Torah? Mishnah?)
2. How this mitzvah connects to your life/modern every-day life situations (applications)
3. Your own interpretation on the value of this lesson (Why do you believe this is important?)

**Remember that for each section, your group members may have different ideas. This is great! You can present more than one lesson/interpretation in these videos.**

Requirements:

* Research your mitzvah to uncover various interpretations and applications
* Each person in your group must speak at least once
* **This video will also include a skit/visual representation of the lesson learned**
* **Minimum of two minutes long** (maximum eight minutes)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ACTIVITY | Exemplary | Proficient | Partially Proficient | Incomplete | POINTS |
| Concept | 10 pointsHas a clear picture of what they are trying to achieve. Adequate description of what they are trying to do and generally how his/her work will contribute to the final project. | 7 pointsHas a fairly clear picture of what they are trying to achieve. Can describe what they are trying to do overall but has trouble describing how his/her work will contribute to the final project. | 4 pointsHas brainstormed their concept, but no clear focus has emerged. Goals/final product not clearly defined. | 1 pointLittle effort has been spent on brainstorming and refining a concept. Unclear on the goals and how the project objectives will be met. |  |
| Content/ Organization | 20 pointsThe content includes a clear statement of purpose or theme and is creative, compelling and clearly explained. A rich variety of supporting information in the video contributes to the understanding of the project’s main idea. Events and messages are presented in a logical order.  | 16 pointsInformation is presented as a connected theme with accurate, current supporting information that contributes to understanding the project’s main idea. Details are logical and persuasive information is effectively used. The content includes a clear point of view with a progression of ideas and supporting information.  | 12 pointsThe content does not present a clearly stated theme, is vague, and some of the supporting information does not seem to fit the main idea or appears as a disconnected series of scenes with no unifying main idea.  | 5 pointsContent lacks a central theme, clear point of view and logical sequence of information. Much of the supporting information is irrelevant to the overall message. The viewer is unsure what the message is because there is little persuasive information and only one or two facts about the topic are articulated. Information is incorrect, out of date, or incomplete |  |
| Quality | 10 pointsMovie was completed and had all required elements. The video was well edited and moves smoothly from scene to scene with proper use of transitions. Audio and other enhancements were well used. | 7 pointsMovie was completed and contained all required items. Editing was not done as well as it should have been. Some poor shots remain. Movie is still somewhat choppy. Audio and other enhancements were utilized, but not for maximum effect. | 4 pointsMovie was made, but had very little if any editing. Many poor shots remain. Video was very fragmented and choppy with little to no audio reinforcement. | 1 pointThere was no movie, or tape was totally unedited with no transitions or audio support of any kind. |  |
| Teamwork | 10 pointsStudent met and had discussions regularly. All students on the team contributed to the discussion and were part of the final project. Team members showed respect with each other. Team members stayed on-task throughout all independent work periods. | 7 pointsStudents met and had discussions regularly. Most of the students on the team contributed to the discussion and were part of the final project. Team members mostly showed respect with each other. Team members stayed on-task throughout most independent work periods. | 4 pointsOnly a couple of team meetings were held. Most of the students on the team contributed at some level, but a majority of the work was done by one or two. Team members stayed on-task throughout some independent work periods. | 1 pointMeetings were not held and/or some of the team members did not contribute at all to the project. Low levels of respect were evident within the team. Team members were frequently off-task during independent work periods |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Timeliness | 10 pointsAll project deadlines were met. | 5 pointsProject was submitted one day late.  | 3 pointsProject was submitted two days late | 1 pointDeadlines were regularly missed, having a significant impact on the final project. |  |

**Total Points: /60 points**

Group 1 Gemilut Hasadim -Jenny, Abby, Ruben, Jacob

Group 2 Lo Tachmod-Sarah N., Maayan, Brandon, Talia

Group 3 Lo Tikom-Sarah K., Jordana, Jordan

Group 4Lo Tahaneh Bereahcha Ed Shaker-Yamaya, Noam, Sasha