



**International Center
for Leadership
in Education**



Gold Seal:

Copernicus Education Gateway

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| Author(s): <i>Ida Marra</i> | | | Lesson Title: <i>Video Contract</i> | | | |
| Grade Span | | | ICLE Application Model | | | |
| <i>K-4</i> | <i>5-8</i> | <i>9-12</i> <i>XX</i> | <i>A</i> | <i>B</i> | <i>C</i> | <i>D</i> <i>XX</i> |

Instructional Focus:

Speaking: Students speak for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

Listening: Students listen for a variety of purposes appropriate to the grade level.

Statistics and Probability: Students apply a variety of problem-solving strategies to investigate and solve problems from across the curriculum as well as from practical application.

Performance Task

Students pick their own teams and are given a term or phrase regarding contracts. Students need to decide how to script a situation that illustrates the given term or phrase in a role play format. These scenarios are videotaped and then are viewed by the class. The task is similar to charades. The teams not performing at the moment have to reason and guess what the term or phrase is that the performing team is acting out.

ICLE Essential Skills

Follow oral or written directions (ela 4)

Develop processes for understanding and remembering information.(ela 8)

Present information in well-organized fashion that will be clear to the target audience. (ela 11)

Use brainstorming, role playing, and standard problem solving strategies to define a problem and suggest solutions.(ela 19)

Apply the information gathered from technical texts in real-life situations.(ela 35)

Plan and apply real or hypothetical models and constructions to facilitate investigation and learning and the solution to practical problems. (*s Not Ranked*)

Scoring Guide:

4 Points = The students use brainstorming to develop several possible scenarios. As they work on the task, they make necessary modifications to their video scenes. Students demonstrate an understanding of the decision making process. They are able to make a video meeting the given conditions and the requirement that it support. The students work cooperatively, with all members contributing equally to the effort.

3 Points = The students use brainstorming to develop possible scenarios and select an appropriate situation. They make some modifications of the scene. The final product meets specifications. Students demonstrate an understanding of the decision making process. Students demonstrate an understanding of most of the principles required in reenacting a situation. The students work cooperatively, but not all members contribute equally to the effort.

2 Points = The students have difficulty brainstorming and develop only a few possible scenarios to make the video. They do not make any modifications as they work through the scenes. Students demonstrate only limited understanding of the decision making process and have a limited understanding of the principles necessary to reenact the scene. The video is poorly made, and they have difficulty showing that it will support the phrase or term assigned. The students tend to work independently rather than as a team. One or two members dominate in performing of the task.

1 Point = The students need an explanation of the term or phrase before they can determine a scene to play out. Their conversation is not productive. The final product is very poorly constructed and does not meet the stated conditions. It does not support the phrase or term assigned. The students do not show any understanding of the principles involved in the assignment. There is little evidence of team effort on the task.

0 Point = The students do not attempt the task.

Keywords

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| English Language Arts | | |
| Reading Viewing | | |
| Writing Video, Viewing | | |
| Communications Dramatization, Humor, Illustration, Listening, Role Play, | | |
| Literature Setting | | |
| Other Teamwork, Decision Making | | |
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