

ASL Powerhouse Projects

Instructions & Rubrics for 25 Deaf Culture & History Projects — Levels 1–5

This packet contains ready-to-use instructions and a grading rubric for each of the 25 powerhouse projects, organized by level. Every rubric uses a shared 5-criteria, 20-point structure (multiply by 5 for a percentage grade) so scoring stays consistent across the curriculum while each descriptor is tailored to the specific project.

LEVEL 1 — BEGINNER

- Name Sign Story
- Deaf Culture Dos & Don'ts Poster
- Famous Deaf Person Spotlight (Simple Bio)
- My Signing Family Tree
- ASL Scavenger Hunt

LEVEL 2 — INTERMEDIATE

- Deaf History Timeline
- Deaf Culture vs. Hearing Culture Venn Diagram
- Interview Project
- Famous Deaf Athlete or Artist Report
- 'My Day' Vlog

LEVEL 3 — ADVANCED

- Deaf President Now Documentary Project
- Deaf Education Philosophies Comparison
- Deaf Trailblazers Panel (Group Project)
- ASL vs. PSE vs. SEE Comparison
- Mini Documentary: Deaf Culture Norms

LEVEL 4 — ADVANCED PLUS

- Audism & Language Deprivation Research Project
- Deaf Gain vs. Disability Model Debate
- Cochlear Implants: Perspectives Within the Deaf Community
- Deaf-Owned Business Spotlight
- Mock Interpreting Reflection

LEVEL 5 — MASTERY / FLUENCY

- Capstone Oral History Project
- International Deaf Culture Comparison

- Deaf Rights Legal Case Study
- ASL Public Service Announcement Campaign
- 'Future of Deaf Culture' Talk

LEVEL 1 — BEGINNER

Name Sign Story

OBJECTIVE

Students explore the history and etiquette of name signs, then create a short ASL narrative about their own name.

INSTRUCTIONS

- 1 Watch teacher-provided videos explaining what name signs are and why they matter in Deaf culture.
- 2 Research the etiquette around name signs (traditionally given only by Deaf community members).
- 3 Interview a family member about the story behind your English name.
- 4 Draft a 4-6 sentence ASL narrative describing what your name means or why you were named it.
- 5 Practice signing your narrative with correct facial expression and eye contact.
- 6 Present your narrative to the class or record a video.

DELIVERABLES

Live or recorded ASL narrative (1-2 minutes); one-page written reflection on name sign etiquette.

RUBRIC (5 criteria × 4 points = 20 total; multiply by 5 for a percentage grade)

CRITERIA	WHAT EXCELLENT LOOKS LIKE	PTS
Content Accuracy	Narrative is factually accurate and personally meaningful.	4
ASL Delivery	Handshapes and movements are clear and controlled.	4
Facial Grammar & Eye Contact	Consistent eye contact and appropriate non-manual markers throughout.	4
Cultural Understanding	Reflection shows clear understanding of name sign etiquette.	4
Preparedness / Effort	Well-rehearsed; met all requirements on time.	4
TOTAL		20

LEVEL 1 — BEGINNER

Deaf Culture Dos & Don'ts Poster

OBJECTIVE

Students create a visual reference poster illustrating key Deaf cultural etiquette norms.

INSTRUCTIONS

- 1 Review class notes/videos on Deaf cultural norms (attention-getting, eye contact, waving vs. clapping, walking between signers).
- 2 Choose at least 6 norms to feature.
- 3 Sketch a poster layout with an image/icon and short caption for each norm.
- 4 Include one 'myth vs. fact' section debunking a common misconception.
- 5 Add color and neat labeling.
- 6 Present the poster to the class, explaining at least 3 norms in simple ASL.

DELIVERABLES

Finished poster (physical or digital); short in-class ASL explanation of 3 norms.

RUBRIC (5 criteria × 4 points = 20 total; multiply by 5 for a percentage grade)

CRITERIA	WHAT EXCELLENT LOOKS LIKE	PTS
Accuracy of Norms	All norms described are correct and clearly explained.	4
Visual Design & Clarity	Poster is organized, legible, and visually appealing.	4
ASL Explanation	Norms are explained in clear, simple ASL sentences.	4
Completeness	Includes 6+ norms plus a myth vs. fact section.	4
Effort / Neatness	Poster reflects care and thoroughness.	4
TOTAL		20

LEVEL 1 — BEGINNER

Famous Deaf Person Spotlight (Simple Bio)

OBJECTIVE

Students research a well-known Deaf figure and present basic biographical facts in ASL.

INSTRUCTIONS

- 1 Choose a Deaf figure from the approved list (e.g., Marlee Matlin, Nyle DiMarco).
- 2 Find 5 basic facts (birth, achievement, why they're known).
- 3 Learn the vocabulary needed to describe them.
- 4 Create a poster with a picture and the 5 facts written in English.
- 5 Practice presenting the 5 facts as simple ASL sentences.
- 6 Present to the class.

DELIVERABLES

Poster; 5-sentence ASL presentation.

RUBRIC (5 criteria × 4 points = 20 total; multiply by 5 for a percentage grade)

CRITERIA	WHAT EXCELLENT LOOKS LIKE	PTS
Factual Accuracy	All 5 facts are correct and clearly sourced.	4
ASL Sentence Structure	Sentences follow correct basic ASL word order.	4
Vocabulary Use	Uses appropriate, level-correct signs.	4
Poster Quality	Poster is neat, clear, and visually engaging.	4
Presentation Confidence	Signs clearly and maintains eye contact with audience.	4
TOTAL		20

LEVEL 1 — BEGINNER

My Signing Family Tree

OBJECTIVE

Students practice family vocabulary and simple sentence structure by mapping and presenting a family tree.

INSTRUCTIONS

- 1 Draw a family tree including at least 8 family members.
- 2 Label each person with the correct ASL vocabulary sign (written gloss).
- 3 Write 5 simple sentences describing relationships (e.g., MY MOTHER NAME SUSAN).
- 4 Practice signing each relationship with correct pointing/indexing.
- 5 Present your family tree to a partner or the class.

DELIVERABLES

Completed family tree diagram; live ASL presentation (5 sentences minimum).

RUBRIC (5 criteria × 4 points = 20 total; multiply by 5 for a percentage grade)

CRITERIA	WHAT EXCELLENT LOOKS LIKE	PTS
Vocabulary Accuracy	Correct signs used for all family members.	4
Indexing / Pointing	Consistent and correct use of spatial referencing.	4
Sentence Structure	Sentences follow correct basic ASL order.	4
Diagram Completeness	Includes 8+ family members, clearly labeled.	4
Presentation Delivery	Signs confidently and clearly to the audience.	4
TOTAL		20

LEVEL 1 — BEGINNER

ASL Scavenger Hunt

OBJECTIVE

Students reinforce alphabet, numbers, and everyday vocabulary through an interactive scavenger hunt.

INSTRUCTIONS

- 1 Receive a list of 15-20 objects/signs to find around the classroom, school, or home.
- 2 Locate each object and fingerspell or sign it correctly.
- 3 Record each item signed clearly on video, or complete a live check-off with the teacher.
- 4 Complete the checklist within the time limit.
- 5 Submit your proof (photos/video) for review.

DELIVERABLES

Completed checklist with video/photo proof for each item.

RUBRIC (5 criteria × 4 points = 20 total; multiply by 5 for a percentage grade)

CRITERIA	WHAT EXCELLENT LOOKS LIKE	PTS
Items Completed	All 15-20 items located and signed correctly.	4
Sign / Fingerspelling Accuracy	Handshapes and letters are correctly formed.	4
Handshape Clarity	Signs are crisp and easy to identify.	4
Timeliness	Hunt completed within the given time limit.	4
Following Directions	All steps and submission requirements followed.	4
TOTAL		20

LEVEL 2 — INTERMEDIATE

Deaf History Timeline

OBJECTIVE

Students build a visual timeline of major events in Deaf history and explain their significance.

INSTRUCTIONS

- 1 Research at least 8 major milestones (e.g., founding of first Deaf schools, 1880 Milan Conference, Deaf President Now 1988, ADA 1990).
- 2 Organize events chronologically with accurate dates.
- 3 Write a 1-2 sentence explanation of significance for each event.
- 4 Design the timeline visually (poster, digital slide, or infographic).
- 5 Choose 3 events to present in ASL to the class.

DELIVERABLES

Completed visual timeline; 3-event ASL presentation.

RUBRIC (5 criteria × 4 points = 20 total; multiply by 5 for a percentage grade)

CRITERIA	WHAT EXCELLENT LOOKS LIKE	PTS
Historical Accuracy	Dates and event details are correct.	4
Range of Events	Includes 8+ well-chosen milestones.	4
ASL Presentation Quality	Explains 3 events clearly and confidently in ASL.	4
Visual Design	Timeline is organized, legible, and engaging.	4
Explanation of Significance	Clearly connects each event to its lasting impact.	4
TOTAL		20

LEVEL 2 — INTERMEDIATE

Deaf Culture vs. Hearing Culture Venn Diagram

OBJECTIVE

Students compare and contrast communication norms and values between Deaf and Hearing cultures.

INSTRUCTIONS

- 1 Research at least 5 differences and 3 similarities between the two cultures.
- 2 Create a Venn diagram (digital or hand-drawn) organizing your findings.
- 3 Write a short paragraph summarizing one key insight.
- 4 Prepare a 2-minute ASL summary of your findings.
- 5 Present to the class or in small groups.

DELIVERABLES

Completed Venn diagram; written paragraph; 2-minute ASL presentation.

RUBRIC (5 criteria × 4 points = 20 total; multiply by 5 for a percentage grade)

CRITERIA	WHAT EXCELLENT LOOKS LIKE	PTS
Depth of Comparison	Includes at least 5 differences and 3 similarities.	4
Accuracy	Cultural comparisons are correct and well-researched.	4
ASL Presentation	Summary is clear, organized, and confidently signed.	4
Written Reflection	Paragraph demonstrates genuine insight.	4
Organization	Diagram and presentation are logically structured.	4
TOTAL		20

LEVEL 2 — INTERMEDIATE

Interview Project

OBJECTIVE

Students practice real-world ASL communication by interviewing a Deaf or hard-of-hearing community member.

INSTRUCTIONS

- 1 Prepare 8-10 interview questions in ASL.
- 2 Arrange an interview (in person, video call, or via teacher-provided contact).
- 3 Conduct the interview, taking notes or recording with permission.
- 4 Summarize key takeaways in a written reflection.
- 5 Present 3 interesting takeaways to the class in ASL.

DELIVERABLES

Interview notes/recording; written reflection; ASL presentation of takeaways.

RUBRIC (5 criteria × 4 points = 20 total; multiply by 5 for a percentage grade)

CRITERIA	WHAT EXCELLENT LOOKS LIKE	PTS
Question Preparation	Questions are thoughtful, clear, and appropriately signed.	4
Communication & Respect	Interview is conducted professionally and respectfully.	4
Reflection Depth	Reflection shows genuine engagement with the interview.	4
ASL Presentation	Takeaways are shared clearly and confidently in ASL.	4
Professionalism	Follows through on scheduling, permissions, and etiquette.	4
TOTAL		20

LEVEL 2 — INTERMEDIATE

Famous Deaf Athlete or Artist Report

OBJECTIVE

Students research and present a video biography on a Deaf trailblazer in sports, art, or entertainment.

INSTRUCTIONS

- 1 Select a Deaf athlete or artist from an approved list.
- 2 Research their background, achievements, and impact on the Deaf community.
- 3 Script a 2-3 minute video biography in ASL.
- 4 Film and edit the video (include an English gloss/script for teacher reference).
- 5 Submit the video for class viewing.

DELIVERABLES

2-3 minute ASL video biography with supporting script.

RUBRIC (5 criteria × 4 points = 20 total; multiply by 5 for a percentage grade)

CRITERIA	WHAT EXCELLENT LOOKS LIKE	PTS
Research Depth	Includes well-researched, accurate background and achievements.	4
ASL Fluency & Grammar	Uses correct ASL grammar and appropriate vocabulary.	4
Video Quality	Video is clearly filmed and thoughtfully edited.	4
Content Organization	Biography flows logically from background to impact.	4
Creativity	Presentation shows originality and engagement.	4
TOTAL		20

LEVEL 2 — INTERMEDIATE

'My Day' Vlog

OBJECTIVE

Students build fluency narrating daily routines using proper ASL sequencing and time signs.

INSTRUCTIONS

- 1 Plan a script outlining your daily routine from morning to night.
- 2 Include at least 8 time-related signs/phrases.
- 3 Practice signing with correct sequencing (first, then, after, finally).
- 4 Record your vlog (2-3 minutes).
- 5 Submit for review.

DELIVERABLES

2-3 minute recorded ASL vlog.

RUBRIC (5 criteria × 4 points = 20 total; multiply by 5 for a percentage grade)

CRITERIA	WHAT EXCELLENT LOOKS LIKE	PTS
Sequencing & Time Signs	Uses at least 8 time signs with correct sequencing.	4
Vocabulary Range	Draws on a variety of everyday vocabulary.	4
Facial Grammar	Appropriate non-manual markers used throughout.	4
Clarity of Signing	Signs are clear, controlled, and easy to follow.	4
Creativity & Engagement	Vlog is engaging and personalized.	4
TOTAL		20

LEVEL 3 — ADVANCED

Deaf President Now Documentary Project

OBJECTIVE

Students research and present the 1988 Gallaudet University protest and its lasting impact.

INSTRUCTIONS

- 1 Research the events, key figures, and demands of the Deaf President Now movement.
- 2 Identify at least 3 lasting impacts on Deaf leadership and education.
- 3 Create a mini-documentary or detailed presentation, including references to images/footage.
- 4 Include an ASL narration or self-recorded ASL interview segment.
- 5 Present your findings to the class.

DELIVERABLES

Mini-documentary or presentation (5+ minutes); works cited list.

RUBRIC (5 criteria × 4 points = 20 total; multiply by 5 for a percentage grade)

CRITERIA	WHAT EXCELLENT LOOKS LIKE	PTS
Historical Accuracy & Depth	Events, figures, and demands are accurately and thoroughly researched.	4
ASL Narration Quality	Narration/interview is clear, fluent, and well-paced.	4
Analysis of Impact	Clearly connects the protest to at least 3 lasting outcomes.	4
Production Quality	Documentary/presentation is well-organized and polished.	4
Citations & Research	Sources are credible and properly cited.	4
TOTAL		20

LEVEL 3 — ADVANCED

Deaf Education Philosophies Comparison

OBJECTIVE

Students compare the Bilingual-Bicultural (Bi-Bi) model and oralist approaches to Deaf education.

INSTRUCTIONS

- 1 Research the Bi-Bi model and oralism, including history and key arguments.
- 2 Identify pros and cons of each approach for language acquisition.
- 3 Create a comparison chart or presentation.
- 4 Form and justify a personal opinion, citing evidence.
- 5 Present your comparison in ASL to the class.

DELIVERABLES

Comparison chart/presentation; ASL presentation with justified opinion.

RUBRIC (5 criteria × 4 points = 20 total; multiply by 5 for a percentage grade)

CRITERIA	WHAT EXCELLENT LOOKS LIKE	PTS
Depth of Research	Both philosophies are thoroughly and accurately explained.	4
Balanced Comparison	Pros and cons of each approach are fairly presented.	4
Argument Support	Personal opinion is clearly justified with evidence.	4
ASL Delivery	Presentation is fluent, organized, and confidently delivered.	4
Organization	Chart and presentation are logically structured.	4
TOTAL		20

LEVEL 3 — ADVANCED

Deaf Trailblazers Panel (Group Project)

OBJECTIVE

Students role-play a mock panel representing different historical Deaf figures.

INSTRUCTIONS

- 1 In groups, each member selects a different historical Deaf figure (Gallaudet, Clerc, I. King Jordan, etc.).
- 2 Research your figure's contributions and perspective.
- 3 Write panel-style talking points in first person ('I believe...', 'I fought for...').
- 4 Rehearse a mock panel discussion including a Q&A; segment.
- 5 Perform the panel discussion in ASL for the class.

DELIVERABLES

Written talking points; live or recorded panel performance with Q&A.;

RUBRIC (5 criteria × 4 points = 20 total; multiply by 5 for a percentage grade)

CRITERIA	WHAT EXCELLENT LOOKS LIKE	PTS
Historical Accuracy	Each figure's contributions are accurately represented.	4
ASL Fluency	Panelists sign clearly and with appropriate register.	4
Character Consistency	Perspective stays consistent with the historical figure.	4
Group Collaboration	All members contribute equally and cohesively.	4
Q&A; Responsiveness	Panelists respond thoughtfully and in character.	4
TOTAL		20

LEVEL 3 — ADVANCED

ASL vs. PSE vs. SEE Comparison

OBJECTIVE

Students research and explain the linguistic differences between ASL, PSE, and SEE.

INSTRUCTIONS

- 1 Research definitions, grammar, and typical users of ASL, PSE, and SEE.
- 2 Create a comparison chart covering grammar, vocabulary, and community perception.
- 3 Prepare 3 example sentences demonstrating differences between the systems.
- 4 Present your comparison and examples in ASL.
- 5 Discuss which system(s) are used in different settings and why.

DELIVERABLES

Comparison chart; ASL presentation with example sentences.

RUBRIC (5 criteria × 4 points = 20 total; multiply by 5 for a percentage grade)

CRITERIA	WHAT EXCELLENT LOOKS LIKE	PTS
Linguistic Accuracy	Grammar and vocabulary distinctions are correctly explained.	4
Example Sentences	3 examples clearly demonstrate real differences.	4
ASL Presentation	Delivered clearly with appropriate register.	4
Chart Clarity	Comparison chart is organized and easy to follow.	4
Depth of Discussion	Explains real-world context for each system's use.	4
TOTAL		20

LEVEL 3 — ADVANCED

Mini Documentary: Deaf Culture Norms

OBJECTIVE

Students explore a single Deaf cultural norm in depth through short interviews.

INSTRUCTIONS

- 1 Choose one Deaf cultural norm to explore deeply (e.g., directness, attention-getting).
- 2 Prepare interview questions for two community members or knowledgeable sources.
- 3 Conduct and film short interviews (with permission).
- 4 Edit footage into a 3-5 minute mini documentary with an ASL introduction/conclusion.
- 5 Submit for class viewing.

DELIVERABLES

3-5 minute edited mini documentary.

RUBRIC (5 criteria × 4 points = 20 total; multiply by 5 for a percentage grade)

CRITERIA	WHAT EXCELLENT LOOKS LIKE	PTS
Depth of Exploration	Norm is explored thoroughly, beyond a surface definition.	4
Interview Quality	Questions elicit meaningful, relevant responses.	4
ASL Intro/Conclusion	Framing segments are clear and well-signed.	4
Editing & Production	Footage is well-edited and professionally presented.	4
Cultural Sensitivity	Norm is presented respectfully and accurately.	4
TOTAL		20

LEVEL 4 — ADVANCED PLUS

Audism & Language Deprivation Research Project

OBJECTIVE

Students research and present on audism and language deprivation, entirely in ASL.

INSTRUCTIONS

- 1 Define audism and language deprivation using credible sources.
- 2 Research at least 2 real-world examples or case studies.
- 3 Analyze the impact on individuals and the Deaf community.
- 4 Script and prepare a 4-5 minute ASL presentation (no English voice-over).
- 5 Present to the class and field questions in ASL.

DELIVERABLES

4-5 minute ASL presentation; source list.

RUBRIC (5 criteria × 4 points = 20 total; multiply by 5 for a percentage grade)

CRITERIA	WHAT EXCELLENT LOOKS LIKE	PTS
Depth of Research	Concepts are clearly defined with credible supporting sources.	4
ASL Fluency	Presentation is delivered entirely and fluently in ASL.	4
Analysis Quality	Impact on individuals/community is thoughtfully analyzed.	4
Source Credibility	Sources are relevant, credible, and properly cited.	4
Q&A; Handling	Responds to questions confidently and accurately in ASL.	4
TOTAL		20

LEVEL 4 — ADVANCED PLUS

Deaf Gain vs. Disability Model Debate

OBJECTIVE

Students debate the framing of Deafness as difference (Deaf Gain) vs. deficit (disability model).

INSTRUCTIONS

- 1 Research both frameworks and identify key arguments/scholars for each.
- 2 Split into teams, or be assigned a side.
- 3 Prepare 3-4 evidence-based arguments in ASL.
- 4 Participate in a structured in-class debate with rebuttals.
- 5 Write a brief personal reflection afterward.

DELIVERABLES

Debate participation; written argument outline; reflection paragraph.

RUBRIC (5 criteria × 4 points = 20 total; multiply by 5 for a percentage grade)

CRITERIA	WHAT EXCELLENT LOOKS LIKE	PTS
Argument Quality	Arguments are evidence-based and well-reasoned.	4
ASL Delivery	Points are delivered clearly with persuasive, appropriate register.	4
Rebuttal Skill	Responds effectively to opposing arguments.	4
Respectful Engagement	Maintains respectful tone throughout the debate.	4
Reflection Depth	Reflection shows genuine, thoughtful engagement with both sides.	4
TOTAL		20

LEVEL 4 — ADVANCED PLUS

Cochlear Implants: Perspectives Within the Deaf Community

OBJECTIVE

Students research and present the range of views on cochlear implants within the Deaf community.

INSTRUCTIONS

- 1 Research at least 3 different perspectives (pro, con, nuanced/mixed).
- 2 Find at least one first-person account or quote representing each perspective.
- 3 Organize findings into a balanced presentation.
- 4 Present in ASL without inserting personal bias into the factual portion.
- 5 Conclude with your own reflective opinion, clearly labeled as personal view.

DELIVERABLES

Balanced ASL presentation; written source summary.

RUBRIC (5 criteria × 4 points = 20 total; multiply by 5 for a percentage grade)

CRITERIA	WHAT EXCELLENT LOOKS LIKE	PTS
Balance & Fairness	All perspectives are represented fairly and accurately.	4
Source Quality	Uses credible, relevant sources including first-person accounts.	4
ASL Presentation	Delivered clearly with appropriate, neutral register for factual content.	4
Fact vs. Opinion	Personal opinion is clearly separated from factual reporting.	4
Depth of Perspectives	Each viewpoint is explored with genuine nuance.	4
TOTAL		20

LEVEL 4 — ADVANCED PLUS

Deaf-Owned Business Spotlight

OBJECTIVE

Students research and profile a Deaf entrepreneur or Deaf-owned business.

INSTRUCTIONS

- 1 Identify a Deaf-owned business or entrepreneur (local or national).
- 2 Research their story, business model, and challenges/successes.
- 3 If possible, reach out for a short interview or quote.
- 4 Create a profile presentation (video or slides) in ASL.
- 5 Present to the class, highlighting what makes the business unique.

DELIVERABLES

Profile presentation; source/interview notes.

RUBRIC (5 criteria × 4 points = 20 total; multiply by 5 for a percentage grade)

CRITERIA	WHAT EXCELLENT LOOKS LIKE	PTS
Research Depth	Business history and impact are thoroughly researched.	4
ASL Presentation	Profile is delivered clearly and engagingly in ASL.	4
Creativity	Presentation format shows originality and thoughtfulness.	4
Interview/Quote Use	Incorporates a first-person voice where possible.	4
Organization	Profile flows logically from background to significance.	4
TOTAL		20

LEVEL 4 — ADVANCED PLUS

Mock Interpreting Reflection

OBJECTIVE

Students practice interpreting skills and reflect on ethical decision-making.

INSTRUCTIONS

- 1 Select an approved short speech, poem excerpt, or presentation (teacher-provided, appropriate content).
- 2 Prepare by researching the vocabulary and register needed.
- 3 Interpret the piece live or record your interpretation.
- 4 Write a reflection identifying at least 3 specific choices you made and why (register, sign choice, omissions).
- 5 Discuss one ethical consideration you encountered (e.g., accuracy vs. clarity).

DELIVERABLES

Recorded or live interpretation; written reflection.

RUBRIC (5 criteria × 4 points = 20 total; multiply by 5 for a percentage grade)

CRITERIA	WHAT EXCELLENT LOOKS LIKE	PTS
Interpretation Accuracy	Meaning is faithfully conveyed in the target language.	4
Register & Sign Choice	Choices are appropriate and clearly justified in reflection.	4
Reflection Depth	Reflection shows genuine self-analysis, not surface description.	4
Ethical Awareness	Identifies and thoughtfully discusses a real ethical consideration.	4
Preparedness	Vocabulary and register were clearly researched beforehand.	4
TOTAL		20

LEVEL 5 — MASTERY / FLUENCY

Capstone Oral History Project

OBJECTIVE

Students conduct and produce an oral history interview with a Deaf community elder.

INSTRUCTIONS

- 1 Identify and reach out to a Deaf community elder willing to be interviewed.
- 2 Research oral history interview best practices and prepare thoughtful questions.
- 3 Conduct and film the interview (with signed consent).
- 4 Edit into a polished video with appropriate captions/credits.
- 5 Write an analytical reflection on generational shifts in language or culture discussed.
- 6 Present key findings to the class.

DELIVERABLES

Edited oral history video; written analysis (1-2 pages); presentation.

RUBRIC (5 criteria × 4 points = 20 total; multiply by 5 for a percentage grade)

CRITERIA	WHAT EXCELLENT LOOKS LIKE	PTS
Interview Quality	Questions elicit rich, meaningful reflection from the elder.	4
Production & Editing	Video is professionally edited with proper credits/consent.	4
Analytical Depth	Analysis identifies genuine generational or cultural shifts.	4
ASL Presentation	Findings are presented fluently and thoughtfully.	4
Ethical Handling	Consent, privacy, and respect are clearly upheld throughout.	4
TOTAL		20

LEVEL 5 — MASTERY / FLUENCY

International Deaf Culture Comparison

OBJECTIVE

Students compare American Deaf culture and ASL with another country's Deaf community and sign language.

INSTRUCTIONS

- 1 Choose a country/sign language to research (BSL, LSF, JSL, etc.).
- 2 Research that sign language's linguistic features and the local Deaf culture's norms/history.
- 3 Identify at least 4 similarities and 4 differences compared to American Deaf culture/ASL.
- 4 Create a comparative presentation with visual aids.
- 5 Present findings in ASL, including at least 2 example signs/phrases from the other language (accurately described).

DELIVERABLES

Comparative presentation; source list.

RUBRIC (5 criteria × 4 points = 20 total; multiply by 5 for a percentage grade)

CRITERIA	WHAT EXCELLENT LOOKS LIKE	PTS
Research Depth	Both cultures/languages are researched thoroughly and accurately.	4
Comparative Analysis	Includes 4+ well-explained similarities and differences.	4
ASL Presentation	Delivered fluently with clear organization.	4
Cultural Sensitivity	Other Deaf culture is represented respectfully and accurately.	4
Visual/Example Support	Examples and visuals clearly support the comparison.	4
TOTAL		20

LEVEL 5 — MASTERY / FLUENCY

Deaf Rights Legal Case Study

OBJECTIVE

Students analyze a landmark law or court case and its cultural/legal impact on the Deaf community.

INSTRUCTIONS

- 1 Select a case or law (e.g., ADA 1990, Board of Education v. Rowley, Section 504).
- 2 Research the legal background, ruling/provisions, and community response.
- 3 Analyze the real-world impact, including any ongoing debates or limitations.
- 4 Prepare a formal ASL presentation summarizing your analysis.
- 5 Field questions from classmates on implications today.

DELIVERABLES

Formal ASL presentation; written case brief (1 page).

RUBRIC (5 criteria × 4 points = 20 total; multiply by 5 for a percentage grade)

CRITERIA	WHAT EXCELLENT LOOKS LIKE	PTS
Legal Accuracy	Case/law details and rulings are accurately explained.	4
Analytical Depth	Impact and ongoing debates are thoughtfully analyzed.	4
ASL Formal Register	Presentation uses appropriately formal, academic register.	4
Written Brief Quality	Case brief is clear, concise, and well-organized.	4
Q&A; Handling	Responds confidently and accurately to classmate questions.	4
TOTAL		20

LEVEL 5 — MASTERY / FLUENCY

ASL Public Service Announcement Campaign

OBJECTIVE

Students create a PSA addressing a real issue facing the Deaf community.

INSTRUCTIONS

- 1 Research a current issue (interpreter shortages, captioning access, Deaf education funding, etc.).
- 2 Identify your target audience and key message.
- 3 Script a 1-2 minute PSA in ASL with a clear call to action.
- 4 Film and edit the PSA professionally.
- 5 Present the PSA and explain your creative/strategic choices.

DELIVERABLES

Edited PSA video; written creative rationale.

RUBRIC (5 criteria × 4 points = 20 total; multiply by 5 for a percentage grade)

CRITERIA	WHAT EXCELLENT LOOKS LIKE	PTS
Message Clarity	Issue and call to action are clearly communicated.	4
ASL Delivery	PSA is delivered fluently with persuasive, appropriate register.	4
Production Quality	Video is well-filmed, edited, and professionally presented.	4
Persuasiveness	Call to action is compelling and well-supported.	4
Rationale Explanation	Creative and strategic choices are clearly justified.	4
TOTAL		20

LEVEL 5 — MASTERY / FLUENCY

'Future of Deaf Culture' Talk

OBJECTIVE

Students deliver a TED-style solo presentation synthesizing course learning on the future of Deaf culture.

INSTRUCTIONS

- 1 Choose a forward-looking theme (technology, education, activism, representation, etc.).
- 2 Research current trends and expert/community perspectives.
- 3 Draft a well-organized talk (5-7 minutes) with a clear thesis and structure.
- 4 Rehearse for register, pacing, and audience engagement.
- 5 Deliver the talk fully in ASL, followed by a live Q&A;

DELIVERABLES

Live or recorded talk (5-7 minutes); Q&A; participation; written outline.

RUBRIC (5 criteria × 4 points = 20 total; multiply by 5 for a percentage grade)

CRITERIA	WHAT EXCELLENT LOOKS LIKE	PTS
Thesis & Organization	Talk has a clear thesis and logical structure.	4
ASL Fluency & Register	Delivered fluently with register appropriate for a formal talk.	4
Research Support	Claims are supported by credible research and examples.	4
Delivery & Engagement	Maintains audience engagement through pacing and presence.	4
Q&A; Responsiveness	Responds thoughtfully and confidently to audience questions.	4
TOTAL		20