

Powerhouse Projects

THE SHORT VERSION

Instructions and a grading rubric for 25 Deaf culture and history projects, organized by level. Every rubric uses the same five-criteria, 20-point structure, so scoring stays consistent across the curriculum while each descriptor is tailored to the project.

THE PROJECTS

LEVEL 1 • BEGINNER

01	Name Sign Story	3
02	Deaf Culture Dos & Don'ts Poster	4
03	Famous Deaf Person Spotlight (Simple Bio)	5
04	My Signing Family Tree	6
05	ASL Scavenger Hunt	7

LEVEL 2 • INTERMEDIATE

06	Deaf History Timeline	8
07	Deaf Culture vs. Hearing Culture Venn Diagram	9
08	Interview Project	10
09	Famous Deaf Athlete or Artist Report	11
10	'My Day' Vlog	12

LEVEL 3 • ADVANCED

11	Deaf President Now Documentary Project	13
12	Deaf Education Philosophies Comparison	14
13	Deaf Trailblazers Panel (Group Project)	15
14	ASL vs. PSE vs. SEE Comparison	16
15	Mini Documentary: Deaf Culture Norms	17

LEVEL 4 • ADVANCED PLUS

16	Audism & Language Deprivation Research Project	18
17	Deaf Gain vs. Disability Model Debate	19
18	Cochlear Implants: Perspectives Within the Deaf Community	20
19	Deaf-Owned Business Spotlight	21
20	Mock Interpreting Reflection	22

LEVEL 5 • MASTERY • FLUENCY

21	Capstone Oral History Project	23
22	International Deaf Culture Comparison	24
23	Deaf Rights Legal Case Study	25
24	ASL Public Service Announcement Campaign	26
25	'Future of Deaf Culture' Talk	27

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

Five 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

Five 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

Five 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

Five 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

Five 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

Five 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

Five 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

Five 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

Five 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

Five 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

Five 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

Five 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

Five 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

Five 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

Five 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

Five 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

Five 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

Five 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

Five 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

Five 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

Five 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

Five 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

Five 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

Five 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

Five 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