

BAA Braille 10

District Name: Coquitlam

District Number: SD #43

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Date Developed: March 2004

School Name: Pinetree Secondary

Principals Name: John McCullough

Board/Authority Approval Date: April 20, 2004

Board/Authority Signature: _____

Course Name: Braille

Grade Level of Course: 10

Number of Course Credits: 3

Number of Hours of Instruction: 100 hours.

Prerequisite (s): The ability to understand abstract concepts. Functional use of hands.

Special Training Facilities and Equipment Required:

This course requires a qualified teacher of the blind and visually impaired with proficient Braille competencies.

Equipment: Braille writer, and or Braille Note Taker with refreshable display and or computer with refreshable Braille display, embosser and the slate and stylus.

Course Synopsis:

For students who are visually impaired, this course has been developed in order that they develop Braille competencies in Braille reading and writing and to explore the richness complexity and flexibility in the use of the Braille code. The student will be able to produce written output that contains Braille contractions and adheres to standard Braille formatting rules.

As a culmination students will reflect on their work and produce work done in a variety of writing styles for various purposes consistent with the Braille Authority of North America (BANA) regulations. They will write sentences, and gain information from many sources.

Rationale

For students who are visually impaired, this course has been developed in order that they develop Braille competencies in Braille reading and writing and to explore the richness complexity and flexibility in the use of the Braille code.

This course will allow students a tactile medium to access the prescribed curriculum. Students will learn Braille to complete an educational program so that they can graduate from High School and pursue college, university or other interests. They will explore curriculum themes, develop projects and research topics of personal interest. Students can use Braille to access the many technological devices and they can explore the world-wide web for global business transactions. With Braille this is possible. Proficiency in the use of the Braille code enables the student to succeed academically, socially and in a pursuit of a career.

Organizational Structure:

Unit	Title	Time
1	Exploration	10 hours
2	Tactile Discrimination/Interpretation	10 hours
3	Production	20 hours
4	Braille Reading	30 hours
5	Braille Writing	30 hours
	Total Hours	100 hours

Unit Descriptions:

Unit 1: Exploration

10 hours

Students will learn the history of Braille and will be made aware that there is a different code for all subject areas and will be provided with the rationale for learning Braille. They will be introduced to the different writing devices that produced Braille (Braille writer, slate and Stylus, note takers) and will also be made aware that Braille can be produced on computer. Concepts such as why do you need to know the Braille literacy code will be explored.

Curriculum Organizer – Braille Issues:

It is expected the student will:

- demonstrate an understanding of the Braille alphabet and begin to develop skills and techniques for producing uncontracted braille.
- read and Braille whole words
- demonstrate an understanding of short form words
- use whole and part word signs
- produce Braille using dot 5
- use initial letter contractions

- use punctuation
- dots 4-5 initial letter contractions
- dots 4-5-6 contractions

Curriculum Organizer – Analysis

It is expected that students will:

- analyse and edit work
- identify the features of good Braille production

Curriculum Organizer – Technology

It is expected that the student will:

- use Braille writer and be introduced to the slate and stylus for Braille production
- use appropriate vocabulary when discussing Braille using low technology and process
- use and maintain materials, equipment, and work space in a safe and environmentally sensitive manner
- demonstrate an understanding of all contractions that been introduced and are currently known.

Unit 2: Tactile Discrimination/Interpretation

10 hours

Students will learn how to discriminate the different textures, characters etc. and begin to analyse information that is presented in a two dimensional format. Students will learn how to interpret this two-dimensional information in a format that they understand and relate to others.

Curriculum Organizer – Tactile Interpretation

It is expected that students will:

- develop an understanding of tactile diagrams

Curriculum Organizer – Creation

It is expected that the student will:

- gather relevant information from appropriate sources and begin to interpret a tactile diagram.
- write interpretation of the tactile diagrams.

Curriculum Organizer – Analysis

It is expected that students will:

- identify the role that tactile diagrams, maps, charts etc. play in the transfer of information within different formats.

Unit 3: Production

20 hours

Students will begin to develop Braille literacy skills using low technological devices. Students will be able to use the Braille-writer to begin to produce material using literary Braille code

Curriculum Organizer – Creation

It is expected that students will:

- use effective communication skills when gathering and sharing information.

- apply the creative process (i.e., perceptions, exploration, experimentation, production, and evaluation) in their work
- use low technological devices to write Braille sentences

Curriculum Organizer – Analysis

It is expected that students will

- analyse the importance of using Braille note takers
- discuss the role that note takers can play in their lives
- analyse their work and identify characters that are brailled incorrectly

Curriculum Organizers – Technology

It is expected that students will:

- demonstrate how to load paper correctly into braille writer or in the slate and stylus
- demonstrate competent use of the equipment that can produce Braille (braille writer, slate and stylus)
- use appropriate vocabulary when discussing various pieces of technology
- use and maintain materials, equipment, and work space in a safe and environmentally sensitive manner

Unit 4: Braille Reading

30 hours

Students will increase their speed and accuracy in Braille reading.

Curriculum Organizer – Braille Reading

It is expected that students will:

- apply strategies to increase their speed when recognizing Braille characters
- read a variety of materials to deepen the breadth and depth of their reading
- demonstrate an understanding of the organization of text in Braille formats.

Curriculum Organizer – Creation

It is expected that students will:

- apply the creative process (i.e., read challenging literature, move between genres easily) in their work
- use formatting rules to create work using the literary Braille code
- improve speed of reading with comprehension

Curriculum Organizer – Analysis

It is expected that students will:

- assess the overall quality of their own personal reading
- analyse ways of accessing printed information in a medium that is compatible with their ability to access printed information
- develop ways that they can identify Braille characters
- assess the overall quality of their skills for producing Braille
- develop proper Braille reading techniques

Curriculum Organizer – Technology

It is expected that students will:

- use Braille technology to access information from a variety of sources
- apply appropriate procedures associated with the production of braille
- use appropriate vocabulary when discussing Braille technology being used for reading
- use and maintain materials, equipment, and work space in a safe and environmentally sensitive manner

Unit 5: Braille Writing

30 hours

In this final unit, students will share and reflect on their work and produce Braille with a high degree of accuracy. They will prepare written summaries of their work using proper literary formatting. Formats include: essays, novel, short story or their own personal writing. They will participate in group writing projects with their sighted peers.

Curriculum Organizer – Braille Writing

It is expected that students will:

- demonstrate a knowledge and understanding of the Braille code rules introduced so far.

Curriculum Organizer – Creation

It is expected that students will:

- demonstrate the ability to think critically, including the ability to define an issue or problem and develop hypotheses and supporting arguments
- gather relevant information from appropriate sources
- use effective communication skills when gathering and sharing information independently and in groups
- apply the creative process (i.e., using different equipment) in their work
- create simple written passages
- understand basic word processing concepts
- use formatting rules that will allow the student to create various levels of headings in their work

Curriculum Organizer – Analysis

It is expected that students will:

- explain preferences to determine the most appropriate Braille writing tool for a variety of writing tasks.
- analyze their work and identify characters that are incorrectly written
- develop ways that they can produce accurate Braille
- demonstrate how to assess the overall quality of their skills for producing Braille
- examine, promote and advocate for creative options in enhancing Braille awareness and sharing of Braille writing in the school and larger community

Curriculum Organizer – Technology

It is expected that students will:

- demonstrate competency in Braille production
- use appropriate vocabulary when discussing Braille technology and process
- use and maintain materials, equipment, and work space in a safe and environmentally sensitive manner

Instructional Components:

- direct instruction
- indirect instruction
- interactive instruction
- independent instruction
- modeling
- practical creativity
- brain storming
- group work
- tape recorders
- various pieces of technology

Assessment Components:

- Effective formative assessment via:
 - Clearly articulated and understood learning intentions and success criteria
 - Questions posed by students, peers and teachers to move learning forward
 - Discussions and dialogue
 - Feedback that is timely, clear and involves a plan
 - Students are resources for themselves and others – peer and self-assessment
 - Student ownership

Formative assessment used to adapt learning experiences and inquiry plans on an on-going basis to meet specific learning goals.

Development, awareness and action, based upon metacognition intended to lead to learner independence and self-coaching.

Summative Assessment:

Summative assessments will be determined as students demonstrate proficiency/mastery toward particular learning outcomes. Summative assessments and final grades will reflect the following:

- Students will work collaboratively with the teacher to determine summative achievement on assignments and letter grades based upon dialogue, and evidence of learning
- Behaviour and work habits will NOT be included when determining letter grades
- Marks will not be deducted for late work
- Extra credit and bonus marks will not be awarded
- Plagiarizing will not result in reduced marks/grades –the student will be required to demonstrate their learning authentically
- Attendance will not be considered toward letter grade
- Only individual learning demonstrated –no group marks – will be used to determine grades
- Letter grades will reflect learning towards the learning outcomes articulated above
- Letter grades will be based upon criteria provided/agreed upon toward the learning outcomes
- Letter grades will be determined in relation to the learning outcomes – not in comparison to the achievement of other students

- Poor work will not be assessed towards grades – students will only be assessed on quality work
- Professional judgment and evidence will be used to determine final letter grade in consultation with the student
- Zeros will not be assigned to missed assignments – all required assignments must be completed
- Formative or practice towards learning outcomes will not be included in final grade assessment
- Most recent evidence toward learning outcomes will be used to assign letter grades – learning is not averaged over time

Resource Materials

Assessment of Braille Literacy Skills
 ABLS Compiled by Koenig, A. J. and Farrenkopf, C.
 In collaboration with
 Region IV Ed Centre
 7145 W. Tadwell
 Houston, Texas
 1994-1995

The English Braille American Edition (1994)
 Compiled under the Authority of the Braille Authority of North America
 American Printing House for the Blind
 P.O. Box 6085
 Louisville, Kentucky
 40206-0085

Braille Handbook for Literary Braille (Grade II) (1970)
 By Edna Laudenslager
 San Francisco State College
 San Francisco, CA

Braille Drill and Practice Sentences for Primary and Intermediate Students (1978)
 By Dorothy Q. Joseph
 San Francisco, CA

Braille Too: An Instructional Braille Reading and Writing Program for Secondary Students.
(1994)

Authors: Nancy Lake Hepker, Sharon Cross Coguillette
Grant Wood Area Education Agency
4401 Sixth Street, SW
Cedar Rapids, Iowa
52404-4499

The Mangold Development Program of Tactile Perception and Braille Letter Recognition
Exceptional Teaching Aids Inc.
20102 Woodbine Ave.
Castro Valley, CA
94546

New Programmed Instruction in Braille
Third Edition 2002
S.C. Ashcroft, L.D. Sanford & A. J. Koenig
SCALARS Publishing,
P.O. Box 382834
Germantown, TN
38138

Patterns Reading Program
Eddy Jo Bradley Senior Editor
American Printing House for the Blind
P.O. Box 6085
Louisville, Kentucky
40206-0085

Read Again
A Braille Program for Adventitiously Blinded Print Readers
Eddy Jo Bradley Senior Editor
American Printing House for the Blind
P.O. Box 6085
Louisville, Kentucky
40206-0085