BAA Braille 12

District Name: Coquitlam

District Number: SD #43

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                                  Impaired

Date Developed: March 2004

School Name: Pinetree Secondary

Principal's Name: John McCullough

Board/Authority Approval Date: April 20, 2004

Board/Authority Signature: _____

Course Name: Braille

Grade Level of Course: 12

Number of Course Credits: 4

Number of Hours of Instruction: 120 hrs.

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 be able to gain information from many sources.

Rationale

For students who are visually impaired, this course has been developed to allow students who are visually impaired to 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 Interpretation	20 hours
3	Production	30 hours
4	Braille Reading	30 hours
5	Braille Writing	30 hours
	Total Hours	120 hrs.

Unit Descriptions:

Unit 1: Exploration   **10 hours**

Students will continue to learn the Braille literacy code and proper Braille reading and writing techniques to access the curriculum to explore the potential of various themes and topics. This includes knowledge of literary contractions, composition signs, punctuation signs and rules. They will practice using equipment such as Braille note takers, braille-writer, computers and Slate and Stylus.
Concepts such as: "why do you need to know the Braille literacy code will be discussed;" "How can the communities awareness of Braille be raised.": will be explored through critical analysis/ interpretation exercises.

Curriculum Organizer – Braille Issues:
It is expected the student will:
- develop skills and techniques used for formatting the Braille literary code.
- use the appropriate braille code with the appropriate subject

Curriculum Organizer – Creation
It is expected that students will:
- apply the creative process (i.e., perceptions, exploration, experimentation, production, and evaluation) in their work
- produce braille using:
    - dots 4-5-6
    - whole word contractions
    - lower cell signs
    - short form words
    - symbols (per cent, measurement signs)
    - dot 6
    - dot 5-6 (dis, be, com)
    - punctuation
    - dots 4-6
    - part word signs

Curriculum Organizer – Analysis
It is expected that students will:
- analyze, critique, edit work
- identify the features of good Braille production

Curriculum Organizer – Technology
It is expected that the student will:
- use Braille note takers, computers, slate and stylus for 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
- develop mastery of all contractions that been introduced and are currently known.

Unit 2: Tactile Interpretation   **20 hours**

Students will "get down to business" by learning how to analyze 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:
- demonstrate reading charts, graphs, tables and interpret information presented

Curriculum Organizer – Creation
It is expected that the student will:
- gather relevant information from appropriate sources and be able to produce a graph or chart
- report detailed 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   **30 hours**

Students will continue to develop their note-taking skills and strategies and their ability to work in groups. Students will develop production skills in note taking using low or high technology note takers. Concepts such as how note-taking skills can be transferred across settings will be developed.

Curriculum Organizer – Creation
It is expected that students will:
- demonstrate taking notes in class using any type of note taker
- use effective communication skills when gathering and sharing information independently and in groups
- apply the creative process (i.e., perceptions, exploration, experimentation, production, and evaluation) in their work

Curriculum Organizer – Analysis
It is expected that students will
- analyze the importance of using Braille note takers
- discuss the role that note takers can play in their lives
- analyze their work and identify characters that are brailled incorrectly

Curriculum Organizers – Technology
It is expected that students will:
- demonstrate competent use of Braille note takers to produce Braille
- apply appropriate procedures when formatting Braille
- use appropriate vocabulary when discussing various pieces of technology
- use and maintain materials, equipment, and work space in a safe and environmentally sensitive manner
- demonstrate an understanding of the necessary keystrokes if using high technological devices.

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:
- analyze and demonstrate elements that contribute to meaningful discussion in class using different literary elements and genres.
- develop reading for different purposes – scans, studies, details.
- select and read a wide variety of materials and gain deeper meaning from different material.

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
- interpret sophisticated meaning of literature
- develop speed of reading with comprehension

Curriculum Organizer – Analysis
It is expected that students will:
- explain personal interpretation of and preferences for selected text
- analyze the role that reading has in reflecting, sustaining, and challenging information
- develop an understanding of the influence of Braille reading on student development
- develop an understanding of the overall quality of their own personal reading
- analyze ways of accessing printed information in a medium that is compatible with their ability to access printed information

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. 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 and how it could be used to produce information.

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
- develop written passages
- understand basic word processing concepts
- develop their ability to create complex writing projects
- 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
- analyze 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

Personal Communication
1. Student/instructor/mentor dialogue
2. Logbook reflection
3. Self evaluation
4. Teacher evaluation

Other
1. Weekly assessment
2. Teacher anecdotal records
3. Teacher log
4. Checklists
5. Rubrics
6. Rating scales

Resource Materials

Assessment of Braille Literacy Skills
ABLS Complied 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

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