

BAA Braille 11

District Name: Coquitlam

District Number: SD #43

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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: 11 Number

of Course Credits: 3 Number of

Hours of Instruction: 100 hrs.

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

Training, Facilities or Equipment Required:

The course instructor should be a qualified teacher of the blind and visually impaired who knows Braille and who is continually upgrading his/her knowledge of changing technology. Technology consultants for SET-BC may be used to assist the vision teacher in specific aspects of the course.

The teacher will need experience in using braille production software and an excellent working knowledge of the braille literary code.

The following equipment is essential: Perkins braille writer, slate and stylus, desktop or laptop computer loaded with braille production software such as Mega dots or Duxbury braille translation software. A braille embosser will be necessary to produce braille copies of student's work.

Course Synopsis:

This course has been developed to support and encourage students 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. They'll be able to write sentences, gain information from many sources.

Rationale

This course has been developed to support and encourage students to explore the richness, complexity and flexibility in the use of the Braille code.

This course will allow students with non-functional vision who require a medium to access the prescribed curriculum, to do so.

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 learn aspects of the Braille code that will eventually allow them to graduate from high school. 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 and socially in a pursuit of a career.

Organizational Structure:

Unit	Title	Time
1	Exploration	10 hrs.
2	Tactile Interpretation	10 hrs.
3	Note taking skills with all media note-takers, computer, slate and stylus	20 hrs.
4	Increases reading speed with comprehension and accuracy	30 hrs.
5	Writing -formatting	30 hrs.
	Total Hours	100 hrs.

Unit Descriptions:

Unit 1: Exploration

10 hours

Students will continue to learn the Braille literacy code and techniques they will use in the curriculum to explore the potential of various themes and topics. This includes knowledge literary contractions, composition signs, and introduction to computer Braille and the foreign language codes. They will practice using equipment such as Braille note takers, Perkins Braille, desktop and laptop computers with/without refreshable braille displays, loaded with software to produce Braille. The use of the slate and stylus will be also be encouraged as a low technology device.

"Concepts such as why do you need to know the Braille literacy code will be explored"

"How can community awareness be improved about the knowledge of Braille?" will be explored through critical analysis/ interpretation exercises.

Curriculum Organizer - Braille Issues:

It is expected that the student will.

- develop skills and techniques used for formatting the Braille literary code

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 dot (4-5-6) contractions, whole word and lower cell signs, twenty-three short form words, use symbols such as the fraction line, the cent and percent signs, the symbols and abbreviations for inches and feet, and the abbreviations for metres and centimetres, dot (6) contractions, three whole word, lower cell contractions, to into and by, use dot (5-6) contractions, use the signs for be, con, dis, and com. Use inner quotation marks, the accent sign, brackets and slash, use dots (4-6) contractions, use part word signs, ea, bb, cc, dd, ff, and gg.

Curriculum Organizer - Analysis

It is expected that students will.

- analyze, and edit work
- identify the features of good Braille production

Curriculum Organizer - Technology

It is expected that the student will.

- use Braille note takers, computers with/without refreshable braille displays, 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
- demonstrate all literary contractions that are currently known with an introduction to computer Braille and the language code

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 and relate the information 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 read a graph or chart
- report information after interpreting that information from the tactile diagram

Curriculum Organizer - Analysis

It is expected that students will.

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

Unit 3: Note-taking Skills

30 hours

Students will continue to develop their Braille literacy skills using low and high technological devices. Students will be able to use the note-takers to begin to produce material in any format any subject that uses literary Braille code.

Curriculum Organizer - Creation

It is expected that the student will:

- gather relevant material from appropriate sources
- use effective communication skills when gathering and sharing information independently and in groups
- apply care and attention to reduce the amount of Braille errors when using a Braille device (possibly limiting errors to 5 per page)
- demonstrate understanding of the necessary keystrokes that will make it possible to use the high technological devices quickly and efficiently
- use low technological device (slate and stylus) to take braille sentences

Curriculum Organizer - Analysis

It is expected that the student will:

- analyze their work and identify characters that are brailled incorrectly
- recognize the importance of good Braille production
- discuss the role that Braille will play in their lives
- analyze and solve problems associated with high technological devices

Curriculum Organizer - Technology

It is expected that the student will:

- demonstrate competent use of the equipment that can produce Braille (i.e. slate and stylus, Perkins Braille writer, desktop/laptop computer with or without refreshable Braille, notetakers)
- demonstrate competent use of one or all of this equipment in order to produce Braille
- use appropriate vocabulary when discussing the use of this equipment
- use and maintain materials, equipment, and work space in a safe and environmentally sensitive manner

Unit 4: Increase Reading speed**30 hours****Increase comprehension****Increase accuracy in character recognition**

Student will be taught strategies to increase their speed when recognizing Braille characters. Rapid character identification is necessary to increase their speed of reading. Identifying characters rapidly will allow the student to become more accurate in recognizing characters. Strategies such as repeated reading will be taught to increase their speed when reading.

Curriculum Organizer — Literary Issues

It is expected that the student will:

- develop a wide variety of literary material to deepen the breath and depth of their reading

Curriculum Organizer - Creation

It is expected that the student will:

- apply the creative process (i.e. perceptions, exploration, evaluation) in their work
- use formatting rules that will allow the student to create work using the literary Braille code

Curriculum Organizer - Analysis

It is expected that the student will:

- analyze their work and identify characters that are incorrectly written
- develop ways that they can produce accurate Braille
- assess the overall quality of their skills for producing Braille

Curriculum Organizer - Technology

It is expected that the student will:

- use high and low technological devices to produce Braille
- use appropriate vocabulary when discussing literary Braille terms for Braille production
- use appropriate vocabulary around the technological devices used to produce Braille

Unit 5 Writing & Formatting

30 hours

Student will be able to write Braille with a high degree of accuracy. Error will be restricted to no more than five-(5) incorrect character per page. Students will use the literary Braille code to produce assignments. They will be able to use at least one device that can produce Braille in order to hand in assignments in courses that use the literary Braille code. As a culmination, they will reflect on why the Code is necessary and important in their lives.

Curriculum Organizer - Braille Writing Issues

It is expected that the student will:

- demonstrate a knowledge and understanding of the rules that govern the production of literary Braille

Curriculum Organizer - Creation

It is expected that the student will:

- gather and produce material in Braille from any source that uses the literary Braille code
- use all symbols and characters that they have learned in the literary Braille code
- use effective communication skills when interpreting the rules that govern the literary Braille code

Curriculum Organizer - Analysis

It is expected that the student will:

- explain errors when using the literary Braille code
- analyze the role that the Braille code has in their development of literacy skills
- develop ways to assess the community at large can become more knowledgeable about the Braille code
- analyze the importance of developing proficiency in the use of the literary Braille code

Curriculum Organizer - Technology

It is expected that the student will:

- demonstrate competency in at least one piece of equipment that is used to produce literary Braille
- apply appropriate speed and accuracy that will allow the student to produce work that allows him/her to graduate from high school
- use appropriate vocabulary when discussing terms associated with formatting rules
- 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

Performance Methods

- Contracted Braille
- Projects
- Portfolio/binders/computer files
- Braille products evaluation
- Presentation of completed works
- Maintaining assignments on note taker

Personal Communication

- Student/instructor/mentor dialogue
- Logbook reflection
- Self evaluation
- Teacher evaluation

Other

- Weekly assessment
- Teacher anecdotal records
- Teacher log
- Checklists
- Rubrics
- Rating scales

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

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New Programmed Instruction in Braille

Third Edition 2002

S.C. Ashcroft, L.D. Sanford & A. J. Koenig

SCALARS Publishing,

P.O. Box 382834

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