

**Expanded Core Curriculum (ECC-VI)
For Students with Visual Impairments**

**Braille 11 – VI
Grade 11**

EXPANDED CORE CURRICULUM – VISUALLY IMPAIRED Braille 11 (ECC-VI-Braille11)

PROPOSAL FOR BOARD / AUTHORITY AUTHORIZED COURSES

District Name: Vancouver

District Number: 39

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Date Developed: March 23, 2004

School Name: John Oliver Secondary School

Principal's Name: Kevan Moore

Superintendent Approval Date:

Superintendent Signature:

Board/Authority Approval Date:

Board/Authority Chair Signature:

Course Name: Expanded Core Curriculum – Visually Impaired – Braille 11

Grade Level of Course: 11

Number of Course Credits: 4

Number of Hours of Instruction: 120

Prerequisite(s): The ability to understand abstract concepts. Functional use of hands. Completion of Braille 10.

Special Training, Facilities or Equipment Required: See pg. 5

Course Synopsis: See pg. 5

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Expanded Core Curriculum for Students with Visual Impairments – Braille 11 (ECC-VI-Braille11)

Special Training, Facilities or Equipment Required

This course requires a qualified teacher of the blind and visually impaired with proficient Braille competencies. The students are taught using direct instruction on an individual basis (one-on-one) as there is usually only one blind or visually impaired student in each school. Braille is scheduled as one of the electives and the vision teacher meets with the student during the appointed block.

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

This course has been developed for students who are blind or visually impaired 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.

ECC - VI - Braille11 Modules

Braille 11

Grade 11

Credit = 4.0

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.

ECC-VI-Braille11 Organizational Structure

Module 1: Braille 11

	Credits = 4.0	Number of Hours = 120
<ul style="list-style-type: none">▪ Exploration▪ Tactile Interpretation▪ Production▪ Braille Reading▪ Braille Writing		

Module 1: Braille 11 (120 Hours)

Prerequisite: Completion of Braille 10.

Facilities and Equipment: Same as above.

Module Synopsis

Same as above.

Module 1 Organizational Structure - Curriculum Organizers

Unit	Title	Time (hours)
1	Exploration Braille Issues Creation Analysis Technology	10
2	Tactile Interpretation Tactile Interpretation Creation Analysis	20
3	Production Creation Analysis Technology	30
4	Braille Reading Braille Reading Creation Analysis Technology	30
5	Braille Writing Braille Writing Creation Analysis Technology	30
Total Hours:		120

Unit 1: Exploration

Overview

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?” and “How can the community’s awareness of Braille be raised?” will be explored through critical analysis/interpretation exercises.

Curriculum Organizers - Braille Issues

Learning Outcomes

It is expected that the student will:

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

Curriculum Organizers - Creation

Learning Outcomes

It is expected that the student 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 Organizers - Analysis

Learning Outcomes

It is expected that the student will:

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

Curriculum Organizers - Technology

Learning Outcomes

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
- master all contractions that have been introduced and are currently known

Unit 2: Tactile Interpretation

Overview

Students will learn how to analyze information that is presented in a tactile format. Students will learn how to interpret this tactile information in a format that they understand and relate to others.

Curriculum Organizers - Tactile Interpretation

Learning Outcomes

It is expected that the student will:

- read charts, graphs, tables and interpret information presented

Curriculum Organizers - Creation

Learning Outcomes

It is expected that the student will:

- gather relevant information from appropriate sources and be able to produce a graph or chart
- write detailed interpretation of the tactile diagrams

Curriculum Organizers - Analysis

Learning Outcomes

It is expected that the student will:

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

Unit 3 Production

Overview

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 Organizers - Creation

Learning Outcomes

It is expected that the student will:

- take 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 Organizers - Analysis

Learning Outcomes

It is expected that the students will:

- analyze the importance of using Braille note takers
- discuss the role that note takers can play in their lives
- be able to analyze their work and identify characters that are Brailled incorrectly

Curriculum Organizers - Technology

Learning Outcomes

It is expected that the students will:

- begin to 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
- begin to learn the necessary keystrokes if using high technological devices.

Unit 4 Braille Reading

Overview

Students will increase their speed and accuracy in Braille reading.

Curriculum Organizers - Braille Reading

Learning Outcomes

It is expected that the students will:

- assess elements that contribute to meaningful discussion in class. They will use different literary elements and genres. Read for different purposes – scans, studies, details. Select and read a wide variety of materials and gain deeper meaning from different material.

Curriculum Organizers - Creation

Learning Outcomes

It is expected that the students will:

- apply the creative process (i.e., read challenging literature, move between genres easily) in their work

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

Curriculum Organizers - Analysis

Learning Outcomes

It is expected that the students will:

- explain personal interpretation of and preferences for selected text
- analyze the role that reading has in reflecting, sustaining, and challenging information
- assess the influence of Braille reading on student development
- assess the overall quality of their own personal reading
- be able to analyze ways of accessing printed information in a medium that is compatible with their ability to access printed information

Curriculum Organizers - Technology

Learning Outcomes

It is expected that the 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

Overview

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 Organizers - Braille Writing

Learning Outcomes

It is expected that the students will:

- demonstrate a knowledge and understanding of the Braille code and how it could be used to produce information

Curriculum Organizers - Creation

Learning Outcomes

It is expected that the 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 written passages
- understand basic word processing concepts
- begin to 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 Organizers - Analysis

Learning Outcomes

It is expected that the 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
- focus on ways that they can produce accurate Braille
- 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 Organizers - Technology

Learning Outcomes

It is expected that the students will:

- begin to 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

Module 1 Instructional Components

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

Module 1 Assessment Components

Type of Assessment	Category	Details	Weighting (%)
Formative	Practical Applications	Weekly Logbook Review	40%
	Teacher Rating Scale	End of Units 1-5	40%
Summative	Final Assessment	Reading	10%
		Writing	10%

Total:			100%

- Eighty per cent (80%) of the grade will be based on evaluations conducted throughout the course. This portion of the grade will reflect the students' most consistent level of achievement throughout the course, although special consideration will be given to the more recent evidence of achievement. Twenty per cent (20%) of the grade will be based on a final evaluation of knowledge of advanced literary Braille skill/computer and language codes.

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

Module 1 Outcomes

It is expected that the student will achieve:

1. 90 words per minute (reading speed with comprehension) at grade level
2. Develop an efficient writing speed that will allow the student to complete work in a timely manner
3. Accuracy 5 errors per page
4. Reading Comprehension – Jerry Johns – Basic Reading Comprehension
5. Interpreting charts, graphs, forms, maps (legends)
6. Note taking skills
 1. read a passage to them
 2. observe/monitor them in class
7. Begin to develop competency in the use of one or all of this equipment in order to produce Braille.

Learning Resources

Print Resources

- Ashcroft, S. C., LaRhea D. Sanford and Alan J. Koenig. *New Programmed Instruction in Braille*. 3rd ed. Germantown, TN: SCALARS Publishing, 2001.
- Braille Authority of North America. *English Braille*. American ed. Louisville, KY: Braille Authority of North America, 1994.
- Hepker, Nancy Lake and Sharon Cross Coguillette. *Braille Too: An Instructional Braille Reading and Writing Program for Secondary Students*. Cedar Rapids, IA: Grant Wood Area Education Agency, 1994
- Joseph, Dorothy Quetin. *Braille Drill and Practice Sentences for Primary and Intermediate Students*. 2nd ed. San Francisco, CA: Dorothy Quetin Joseph, 1978.
- Koenig, Alan J. and Carol Farrenkopf. *Assessment of Braille Literacy Skills (ABLS)*. Houston, TX: Region IV Education Service Center, 1994.
- Laudenslager, Edna. *Braille Handbook for Literary Braille (Grade II)*. San Francisco, CA: San Francisco State College, 1970.

Other Resources

- Bradley, Eddy Jo. *Patterns Reading Program*. Louisville, KY: American Printing House for the Blind.
- Pester, Ellen. *Building on Patterns*. Louisville, KY: American Printing House for the Blind.
- Bradley, Eddy Jo. *Read Again: Level A-I*. Louisville, KY: American Printing House for the Blind, 1992.