

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

**Braille 12 – VI  
Grade 12**

# **EXPANDED CORE CURRICULUM – VISUALLY IMPAIRED Braille 12 (ECC-VI-Braille12)**

## ***PROPOSAL FOR BOARD / AUTHORITY AUTHORIZED COURSES***

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**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 12

**Grade Level of Course:** 12

**Number of Course Credits:** 4

**Number of Hours of Instruction:** 120

**Prerequisite(s):** Functional use of hands. Knowledge of Braille 10 and Braille 11.

**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 12 (ECC-VI-Braille12)

## Special Training, Facilities or Equipment Required

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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: Perkins 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

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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 over 240 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 complex sentences, gain information from many sources, and use descriptive language analysis to explore material in depth.

## ECC - VI - Braille12 Modules

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Braille 12

Grade 12

Credit = 4.0

## Rationale

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For students who are visually impaired, this course has been developed for students who are blind 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 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 a tactile 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 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-Braille12 Organizational Structure

## Module 1: Braille 12

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

# Module 1: Braille 12 (120 Hours)

**Prerequisite:** Knowledge of Braille 10 and Braille 11.

**Facilities and Equipment:** Same as above.

## Module Synopsis

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Same as above.

## Module 1 Organizational Structure - Curriculum Organizers

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

## Unit 1: Exploration

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### Overview

Students will master 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 all (240) literary contractions, composition signs. Students may be introduced to computer Braille and the foreign language codes. 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

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It is expected that the student will:

- master the Braille literacy and techniques

### Curriculum Organizers - Creation

#### Learning Outcomes

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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 all contractions and composition signs

### Curriculum Organizers - Analysis

#### Learning Outcomes

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It is expected that the student will:

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

### Curriculum Organizers - Technology

#### Learning Outcomes

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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
- acquire knowledge of all literary contractions with an introduction to computer Braille and the language code



## Unit 2: Tactile Interpretation

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### 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

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It is expected that the student will:

- read charts, graphs, tables and interpret information presented

### Curriculum Organizers - Creation

#### Learning Outcomes

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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

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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

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### 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

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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

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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

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It is expected that the 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
- learn the necessary keystrokes if using high technological devices.

## Unit 4 Braille Reading

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### Overview

Students will increase their speed and accuracy in Braille reading.

## Curriculum Organizers - Braille Reading

### Learning Outcomes

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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

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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

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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 and

## **Curriculum Organizers - Technology**

### **Learning Outcomes**

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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**

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### **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**

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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**

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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
- persevere through 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**

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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
- access 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%
<b>Total:</b>			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

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It is expected that the student will achieve:

1. 150 words per minute (reading speed with comprehension)
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. Master the use of one or all of this equipment in order to produce Braille.

## Learning Resources

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### Print Resources

- Ashcroft, S. C., LaRhea D. Sanford and Alan J. Koenig. *New Programmed Instruction in Braille*. 3<sup>rd</sup> 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*. 2<sup>nd</sup> 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.