

LOCALLY DEVELOPED COURSE OUTLINE

Unified English Braille Code (2019)¹

Submitted By:

The Calgary School Division

Submitted On:

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Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
15-5	125.00	09/01/2019	08/31/2023	Developed	Authorization	G10

Course Description

The Expanded Core Curriculum: Unified English Braille Code 15 course encourages students to develop competencies in braille reading and writing. Students will connect with literacy materials in an accessible format in order to develop their knowledge of braille. As they explore curriculum themes, develop projects and research topics of personal interest, students will apply their knowledge of brail to other curricular areas. The Expanded Core Curriculum: Unified English Braille Code 15 course will provide students with the opportunities to learn the tools, technology and related skills for reading and writing braille at a high level of proficiency.

The Expanded Core Curriculum: Unified English Braille Code 15 course requires a qualified teacher of students with visual impairments who is proficient in braille and associated assistive technologies. Specialized equipment required for the delivery of this course includes: a manual Perkins braillewriter; braille paper; slate and stylus; handheld braille labellers; BrailleNote takers; Refreshable Braille Display; and a computer .

Course Prerequisites

Unified English Braille Code 15: no prerequisites

Sequence Introduction (formerly: Philosophy)

The purpose of the Expanded Core Curriculum: Unified English Braille Code 15 course is to provide students with the opportunity to learn braille and apply it in other curricular areas as they explore curriculum themes, develop projects, and research topics of personal interest. Students will have the opportunity to learn the tools, technology, and related skills for reading and writing braille at a high level of proficiency.

For a learner to acquire the Unified English Braille code at the high school level, it is likely that the student has experienced a significant change to their sensory profile that now requires non-visual access to learning materials. Learning the Unified English Braille code does not happen in isolation from the socioemotional implications that vision loss can have for people. This course emphasizes a grounded approach to learning braille by examining how braille is represented in our society and provides learners with the information and perspective needed to speak to their families and peers with confidence about the importance of braille.

Student Need (formerly: Rationale)

The Expanded Core Curriculum: Unified English Braille Code 15 course is an opportunity for students to access intensive training options, in the area of Compensatory academic skills, specifically the UEB (Unified English Braille) code of the Expanded Core Curriculum. The Expanded Core Curriculum (ECC) is the body of knowledge and skills that are needed by students with visual impairments due to their unique disability-specific needs. Students with visual impairments need the expanded core curriculum in addition to the core academic curriculum of general education.

The Expanded Core Curriculum is comprised of 9 areas:

- compensatory or functional academic skills, including communication modes
- orientation and mobility
- social interaction skills
- independent living skills
- recreation and leisure skills
- career education
- use of assistive technology
- sensory efficiency skills
- self-determination

Compensatory academic skills refer to the use of strategies, techniques, and adapted materials that students with visual impairments need to access curriculum in the classroom. These include the specific reading and writing methods of braille, regular print, regular print with optical devices, large print, and voice output technology.

Students who are blind or visually impaired may use one or more of these literacy media

depending on the demands of a specific task or situation. Compensatory skill areas also include listening and speaking, study and organization, concept development and spatial understanding.

Students who are blind or visually impaired have diverse needs even if they have some degree of vision loss. The degree of vision loss and when vision loss started to occur is one of several aspects for consideration in program planning and assessment.

Visual impairment and blindness are low-incidence disabilities and a student with a visual impairment may be the only student with this disability in his or her school or community. Intervention for this student population is based on what they can access, incorporate and respond to sensory information. Students need time to practice and master the outcomes that are part of this course

Scope and Sequence (formerly: Learner Outcomes)

This course will allow students to read literary and technical material in Unified English Braille (UEB) code, produce braille using a variety of low- and high-tech devices, use braille-related assistive technologies and reflect on their learning. This course will allow students a tactile reading medium to access the curriculum.

Upon successful completion of all three levels of the Expanded Core Curriculum: Unified English Braille Code 15 course, students will demonstrate:

1. Proficiency with UEB code and expand their use of UEB code beyond academic tasks;
2. Proficiency with technology for braille reading and writing to access and analyze information in the home, school, community, and workplace.

Guiding Questions (formerly: General Outcomes)

- 1 UEB - How can students acquire the Unified English Braille code and expand their use beyond academic tasks**
- 2 Braille Technology - How is technology for braille reading and writing used to access and analyze information in the home, school, community and workplace?**

Learning Outcomes (formerly: Specific Outcomes)

1 UEB - How can students acquire the Unified English Braille code and expand their use beyond academic tasks	15-5
1.1 Demonstrate proficiency in using UEB braille signs / notation and usage rules	X
1.2 Demonstrate proficiency in the UEB alphabet, contractions, short form words and code rules through a systematic program to promote literacy in braille	X
1.3 Demonstrate proficiency in basic formatting rules and guidelines	X
1.4 Create tactile images, diagrams and graphs with guided practice	X

2 Braille Technology - How is technology for braille reading and writing used to access and analyze information in the home, school, community and workplace?	15-5
2.1 Demonstrate proficiency in the use of manual braille devices, such as: ? manual Perkins braillewriter ? the slate and stylus ? handheld braille labellers	X
2.2 Explore adapted learning tools, such as the braille ruler, models with braille labels	X
2.3 Demonstrate proficiency with digital file access/production with refreshable braille display	X

Facilities or Equipment

Facility

No required facilities.

Facilities:

Equipment

Specialized equipment required for the delivery of the Expanded Core Curriculum: Unified English Braille Code 15 include:

- Manual Perkins braillewriter and braille paper
- Slate and stylus
- Handheld braille labellers
- BrailleNote takers
- Refreshable Braille Display
- Computer

Learning and Teaching Resources

No required resources.

Sensitive or Controversial Content

No sensitive or controversial content.

Issue Management Strategy

Health and Safety

No directly related health and safety risks.

Risk Management Strategy

Statement of Overlap with Existing Programs

Provincial Courses with Overlap and/or Similarity

None

Locally Developed Courses with Overlap and/or Similarity

Expanded Core Curriculum for Students with Visual Impairments – Visually Impaired Technology 15, 25 © CBE 2017

Identified Overlap/Similarity

Equipment that is used to produce braille in this Expanded Core Curriculum: Unified English Braille Code 15 course is also used in the existing Expanded Core Curriculum for Students with Visual Impairments – Visually Impaired Technology 15, 25 course; however, this course teaches Unified English Braille code and the existing course teaches how to use assistive technology. This overlap occurs in equipment specific for students who use braille or dual (large print & braille). There is no overlap in guiding questions or learning outcomes between these two Locally Developed Courses.

Reasoning as to Why LDC Is Necessary

This Expanded Core Curriculum: Unified English Braille Code 15 course is necessary for students who need to learn the UEB code at later age in high school. This is likely due to a medical change in a student's functional vision whereby the student needs to learn to access to learning materials tactually.

Student Assessment

Assessment practices in this course follow board policies. This course has no unique assessment requirements.

Course Approval Implementation and Evaluation

No specific processes.

