

2016-2017 State of Florida Instructional Materials Adoption Universal Design Learning (UDL) Questionnaire (Form IM12)

BID #: 3164

SUBMISSION TITLE: GATEWAY TO AMERICAN GOVERNMENT

GRADE LEVEL: 7

COURSE TITLE: M/J CIVICS

PUBLISHER: FLORIDA TRANSFORMATIVE EDUCATION

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:

- Fonts:
 - Type and size.
 - Colors and background colors can be adjusted.
- Background: High contrast color settings are available.
- Text-to-speech tools
- All images have alt tags.
- All videos are captioned.
- Text, image tags, and captioning sent to refreshable Braille displays.

Responses:

The browser zoom feature will permit users to zoom in and out to increase or decrease font size.

Because this is a PDF, users will not be able to change colors.

Since most of the application has been developed in HTML5, it can be read by a third-party text-to-speech reader and can be sent to refreshable Braille displays.

Images will have alt tags.

Because there are no videos in the PDF, this captioning is not applicable. There are suggested links to video resources in the *Teacher's Guide*, which may or may not be captioned.

2. How are the following **navigation features** provided in the instructional materials:

- Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.
- All navigation elements and menu items have keyboard shortcuts.
- All navigation information can be sent to refreshable Braille displays.

Response:

Buttons and icons can be adjusted in size.

Students will be able to use keyboard up-and-down arrows, and page up-and-down keys to browse through the PDF. For searching, they can also use the Enter/Return key in addition to the mouse.

Navigation features in refreshable Braille displays have not been tested.

3. How are the following **study tools** provided in the instructional materials:

- Highlighters are provided in the four standard colors (yellow, rose, green, blue).
- Highlighted text can be automatically extracted into another document.
- Note taking tools are available for students to write ideas online; as they are processing curriculum content.

Response:

Students will be able to highlight text and to create their own annotations for note-taking. Students will not be permitted to extract highlighted text, which would facilitate copyright violations beyond the terms of the licensing agreement.

4. Which of the following **assistive technology supports, by product name**, have you tested for use with the instructional materials:

- Assistive technology software that can be run in the background. Examples include:
 1. Magnification
 2. Text-to-speech
 3. Text-to-American Sign Language
 4. On-screen keyboards
 5. Switch scanning controls
 6. Speech-to-text

Response:

These have not been tested at this time.

5. For students with special needs who require paper materials based upon the IEP, how are the materials provided for students currently not able to access digital materials?

Response:

This program is a PDF with ancillary materials in print. Some chapters are available only in PDF format. We will make the printed materials available and will either provide printed versions or give permission to the teachers of students with disabilities to download and print those materials required by their students' individual learning plans.