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

Bid Number(s): 3206
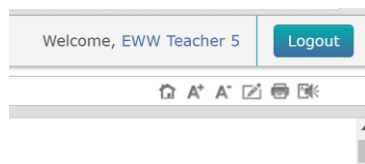**ISBN Number: 9780782525939**
Title of Materials: Neighborhoods Near and Far Exploring Where and Why Complete Hands-on Program- Florida Grade 1 Class
Publisher: Social Studies School Service/Nystrom Education

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

    - Fonts:
        - Type and size. (*yes*)
        - Colors and background colors can be adjusted. (*not currently*)
    - Background: High contrast color settings are available. (*not currently*)
    - Text-to-speech tools (*yes*)
    - All images have alt tags. (*yes*)
    - All videos are captioned. (*yes)*
    - Text, image tags, and captioning sent to refreshable Braille displays. (*not currently*)

All of the above are managed through the interface and are adjustable as needed by individual students or teachers. Screen shot below shows controls for adjustable fonts, printing for offline use, and text to speech.

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.

Interface is web-based and users can control the size of icons and buttons by using standard keyboard shortcuts for increasing or decreasing the size of buttons, icons, and text.

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.

All the indicated annotation features are a standard part of the program. See sample screenshots below:

Annotation

Annotation Data

Big Era Five began with a sharp population decline that lasted from the third to the sixth centuries CE and that affected large areas of Afroeurasia. We do not entirely understand why this demographic downturn occurred,

Type:

Main Idea

Annotation:

this is a very important point

Save changes

Exploring Where & Why

Welcome, Boaz Willis   Logout

Strategies to Advance Student Achievement with Active Classroom - Big Eras in World History

The Big Eras: Big Era Five —Patterns of Interregional Unity

Reading

Humans and the Environment

Humans and Other Humans

Humans and Ideas

Question

Study Questions

Humans and the Environment

Big Era Five began with a sharp population decline that lasted from the third to the sixth centuries CE and that affected large areas of Afroeurasia. We do not entirely understand why this demographic downturn occurred, but it is likely associated with a number of factors. One was a cycle of climatic change that produced drier conditions and consequently declines in agricultural productivity, notably in irrigated river valleys. Another was outbreaks of infectious disease epidemics. The one that hit the Mediterranean region in the sixth century is known as Justinian's Plague after the famous Roman emperor of that period. Economic recession and epidemics disrupted established empires and states across Afroeurasia, and this helped open agrarian societies to recurring invasions and migrations of pastoral nomadic peoples from the Inner Eurasian steppes.

Annotations

this is a very important point

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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 *(proprietary solution, built in for image analysis)*
    2. Text-to-speech (*TextHelp*)
    3. Text-to-American Sign Language (*N/A*)
    4. On-screen keyboards (*browser based*)
    5. Switch scanning controls (*not currently*)
    6. Speech-to-text (*browser based*)

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?

All lessons (or just parts of them) can be converted into a form-fillable PDF document which can be used digitally offline, or can be printed to paper.

Characters

• Narrator	• Mexican President	• Mexican Soldier #2
• U.S. Historian	• Santa Anna	• Mexican Soldier #3
• Mexican Historian	• Davy Crockett	• Sam Houston
• Moses Austin	• William Travis	• Texian Soldier #1
• Stephen Austin	• James Bowie	• Texian Soldier #2
• Stephen Austin's Slave	• Louis Rose	• Texian Soldier #3
• Spanish Governor of Mexico	• Mexican Soldier #1	• Man from Tonga

Print Activity

Click the "Print selected" button to generate a PDF of the sections you would like to print.
You can either print the PDF or save it to complete the activity offline.

- ☐ **Select All**
  - ☐ The Alamo!
    - ☐ Introduction
    - ☐ Vocabulary
    - ☑ Script
      - ☑ Characters
      - ☑ Scene 1
      - ☑ Scene 2
      - ☑ Scene 3
      - ☑ Scene 4
      - ☑ Scene 5
      - ☑ Scene 6
      - ☑ Scene 7
    - ☐ Questions
    - ☐ Perspectives on the Alamo

Print selected