

COURSE SYLLABUS

Course Code	<i>Ed 109</i>
Course Name	<i>Foundation of Special and Inclusive Education</i>
Course Credits	3 units
Course Description	This course shall deal with philosophies, theories and legal bases of special and inclusive education, typical and atypical development of children, learning characteristics of students with special educational needs and practices in the continuum of special inclusive education.
Contact Hours/Week	3 hours
Prerequisite	<i>none</i>
Course Outcomes	<ol style="list-style-type: none">1. Demonstrate basic knowledge of legislation and regulation pertinent to special education in the world and in the Philippines.2. Demonstrate flexibility in the use of teaching strategies and approaches for learners with special needs given diverse concepts.3. Possess interpersonal skills and collaborative attitude in dealing with parents of learners with special needs as well as with the school personnel and people in the school community.4. Competently plan to make learning meaningful and purposeful for learners with special needs.5. Determine strategies on how to work efficiently with a multidisciplinary team in planning appropriate educational programs involving parents, school and community resources.

COURSE OUTLINE AND TIMEFRAME

Timeframe	Course Contents / Subject Matter
Week 1	A. Vision, Policy, Goal and Objectives of Special Education
Week 2	B. Special Education Programs and Services
Week 3	C. Meaning of Special Education and Categories of Children with Special Needs
Week 4	D. Biological and Environmental Causes of Developmental Disabilities
	PRELIMINARY EXAM
Week 5 - 9	E. Unlocking Learning Disability: Ways to Help Regular Teachers Meet the Needs of the Learners with Learning Problems in the Classroom
	MIDTER EXAM
Week 10-11	F. Students Who Are Gifted and Talented
Week 12	G. Students with Emotional and Behavioral Disorders
Week 13	H. Students Who Are Blind and With Hearing Impairment
	SEMI-FINAL EXAM
Week 14	I. Students with Speech and Language Disorders
Week 15	J. Students with Physical Disabilities, Health and Impairments
Week 16 - 17	K. Students with Mental Retardation
Week 18	Project Presentation
	FINAL EXAM

ALIGNMENT OF COURSE OUTCOMES WITH SUMMATIVE ASSESSMENT TASKS

Course Objectives	Summative Assessment Task	Details
<ol style="list-style-type: none"> 1. Demonstrate basic knowledge of legislation and regulation pertinent to special education in the world and in the Philippines. 2. Demonstrate flexibility in the use of teaching strategies, approaches and instructional materials for learners with special needs given diverse concepts. 3. Possess interpersonal skills and collaborative attitude in dealing with parents of learners with special needs as well as with the school personnel and people in the school community. 4. Competently plan to make learning meaningful and purposeful for learners with special needs. 5. Determine strategies on how to work efficiently with a multidisciplinary team in planning appropriate educational programs involving parents, school and community resources. 	<p style="text-align: center;">Reflective Journal</p> <p style="text-align: center;">Project-Based Learning</p> <p style="text-align: center;">Infomercial</p> <p style="text-align: center;">Webinar</p>	<p>Students will relate the legislation and regulation of special education in the Philippines with the legislation and regulation of United States and Papua New Guinea. They will also evaluate the effectiveness of the programs and services given to children with special needs.</p> <p>Students will make e-games and worksheets for the different types of learning disabilities and they will demonstrate on how to use through video presentation.</p> <p>Students will create an infomercial with a theme “Every Child is Welcome, Every Parent is Involved and Every Teacher is Valued”.</p> <p>The class will invite speaker to conduct webinar on Increasing the Awareness of the Community About Children with Special Needs.</p>

LEARNING PLAN

Desired Learning Outcomes (DLO)	Course Contents / Subject Matter	Textbooks / References	Teaching and Learning Activities (TLAs)	Assessment of Tasks (ATs)	Resource Materials	Time Table
<ol style="list-style-type: none"> 1. Identify the different categories of children and youth with special needs 2. Explain the vision for children with special needs 3. Discuss the policy of Inclusive Education for All 4. Cite important events relevant to the implementation of special education in the Philippines 5. Discuss the legal bases of special education in the country and in US 6. Compare the prevalence estimate of children with special needs done by the UNICEF and the World Health Organization 	<p>I. Special Education in the Philippines</p> <p>A. Vision, Policy, Goal and Objectives of Special Education</p> <ol style="list-style-type: none"> 1. Brief History of SPED in the Philippines 2. Vision for Children with Special Needs 3. Policy, Goal and Objectives of SPED 4. Rights and Policies of Papua New Guinea on SPED 5. Legal Foundations of SPED in the Philippines 6. Legal Foundations of SPED in the United States 	<p>Capulong, Y. et.al. (2007), Introduction to Special Education. REX Bookstore</p> <p>August, J. et.al., Introduction to Special Education, http://www.education.gov.pg/TISER/documents/pastep/pd-se-5-1-introduction-to-special-education-lecturer.pdf</p> <p>http://www.gov.ph/downloads/2013/09sep/20130904-IRR-RA-10533-BSA.pdf</p> <p>http://www.ibe.unesco.org/fileadmin/user_upload/COPs/News_documents/2009/0910Jakarta/EFA-Inclusive</p>	<p>Socratic Method</p> <p>Lecture</p> <p>Discussion</p> <p>Group Activity (Break out Rooms)</p>	<p>Reflection and Application of Learning Paper (LMS)</p> <p>Rubric for grading the reflection paper</p> <p>Individual Insights</p> <p>Group Output (LMS)</p> <p>Quiz (LMS)</p>	<p>Laptop</p> <p>Power Point Presentation</p> <p>Video Clip</p>	<p>1 week</p>

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<p>7. Explain the figure on the true prevalence of Filipino children and youth with special needs</p> <p>8. Describe the different special education programs and services offered by the Philippine public and private schools or institutions and cite examples for each</p> <p>9. Discuss the definition of inclusive education and its salient features</p> <p>10. Enumerate the support services extended to children with special needs</p>	<p>B. Special Education</p> <ol style="list-style-type: none"> 1. Prevalence of Children and Youth with Special Needs 2. Range of Special Education Programs and Services 3. Inclusive Education for Children with Special Needs 4. Support Services for Children with Special Needs 5. SPED System 	<p>Capulong, Y. et.al. (2007), Introduction to Special Education. REX Bookstore</p> <p>https://www.slideshare.net/annvitug/foundations-of-special-education</p> <p>Farrell, M. (2009), Foundations of Special Education: An Introduction. John Wiley & Sons, Ltd.</p> <p>https://teach.com/what-is-special-education</p> <p>http://unesdoc.unesco.org/images/0008/000809/080922EB.pdf</p>	<p>Socratic Questioning</p> <p>Research</p> <p>Discussion</p> <p>Wisdom of Another</p>	<p>Reflection and Application of Learning Paper</p> <p>Rubric for grading the reflection paper</p> <p>Quiz (LMS)</p> <p>Individual Insights</p>	<p>Laptop</p> <p>Power Point Presentation</p> <p>Video Clip</p>	<p>1 week</p>

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<p>11. Explain how special education enables exceptional children to benefit from the basic education program of the Department of Education</p> <p>12. Compare and contrast the nine categories of CSN</p> <p>13. Develop positive attitudes towards exceptional children and youth</p> <p>14. Explain the basic concepts of human reproduction</p> <p>15. Enumerate and discuss the basic principles of genetic determination</p> <p>16. Describe the course of prenatal development and the stages of human reproduction</p>	<p>C. Meaning of Special Education and Categories of Children with Special Needs</p> <ol style="list-style-type: none"> 1. Meaning of Special Education 2. Children with Special Needs 3. Basic Terms in SPED 4. Categories of Exceptionalities Among Children and Youth with Special Needs 	<p>Capulong, Y. et.al. (2007), Introduction to Special Education. REX Bookstore</p> <p>https://www.slideshare.net/annvitug/foundations-of-special-education</p> <p>Farrell, M. (2009), Foundations of Special Education: An Introduction. John Wiley & Sons, Ltd.</p>	<p>Lecture</p> <p>Lecture Reaction – the class will be divided into four groups after a lecture: questioners (ask two questions related to the material); example givers (provide applications), divergent thinkers (disagree with some points of the lecture), and agreeers (explain which points they agreed with or found helpful) through break out rooms in Google Meet/Zoom.</p>	<p>Reflection and Application of Learning Paper</p> <p>Rubric for grading the reflection paper</p> <p>Quizzes (LMS)</p>	<p>Laptop</p> <p>Power Point Presentation</p> <p>Video Clip</p>	<p>1 week</p>

Desired Learning Outcomes (DLO)	Course Contents / Subject Matter	Textbooks / References	Teaching and Learning Activities (TLAs)	Assessment of Tasks (ATs)	Resource Materials	Time Table
<p>17. Identify the deviations from normal human development that can lead to developmental disabilities</p> <p>18. Cite the significant outcomes of the Human Genome Project</p>	<p>D. Biological and Environmental Causes of Developmental Disabilities</p> <ol style="list-style-type: none"> 1. Basic Concepts of Human Reproduction 2. Biological Sources of Developmental Disabilities 3. Course of Prenatal Development 4. Newborn Screening 5. Principles of Normal Development in Infancy and Early Childhood 6. Human Genome Project 	<p>Capulong, Y. et.al. (2007), Introduction to Special Education. REX Bookstore</p> <p>https://www.slideshare.net/annvitug/foundations-of-special-education</p> <p>Farrell, M. (2009), Foundations of Special Education: An Introduction. John Wiley & Sons, Ltd.</p>	<p>Research</p> <p>Lecture</p> <p>Picture Prompt – ask students to write about the image using terms from lecture, or to name the processes and concepts shown (LMS)</p> <p>Group Activity (asynchronous)</p>	<p>Reflection and Application of Learning Paper (LMS)</p> <p>Rubric for grading the reflection paper</p> <p>Quizzes (LMS)</p> <p>Preliminary Exam (LMS)</p>	<p>Laptop</p> <p>Power Point Presentation</p> <p>Video Clip</p>	1 week

Desired Learning Outcomes (DLO)	Course Contents / Subject Matter	Textbooks / References	Teaching and Learning Activities (TLAs)	Assessment of Tasks (ATs)	Resource Materials	Time Table
<p>19. Explain the concepts on mental ability and the measurement of intellectual functioning</p> <p>20. Explain the syndromes in the areas of inattention, hyperactivity, and impulsivity</p> <p>21. Explain the causes or etiology of learning disabilities</p> <p>22. Discuss the assessment procedures in identifying students with learning disabilities</p>	<p>II. Unlocking Learning Disability: Ways to Help Regular Teachers Meet the Needs of the Learners with Learning Problems in the Classroom</p> <p>A. Nature of Learning Disability</p> <p>B. Indicators of Learning Disability</p> <p>C. Information Processing</p> <p>D. Types of Learning Disabilities</p> <p>E. Special Education Procedures</p> <p>F. Understanding the Learners with ADHD</p> <p>G. How to Spot Indicators of ADHD</p> <p>H. Loving the Learners with ADHD</p>	<p>Garcia, C.M. (2009), Managing Children with Special Needs. REX Bookstore, Inc.</p> <p>Capulong, Y. et.al. (2007), Introduction to Special Education. REX Bookstore</p> <p>De Vera, E. et.al. (2016), Special Education. Great Books Trading</p>	<p>Online observation of SPED classes</p> <p>Discussion</p> <p>Forum – pose question on the topics discussed. Students will pose their insights and learnings. (LMS)</p> <p>True or False – distribute index cards on which is written a statement. Students decide if theirs is one of the true statements or not, using whatever means they desire. (Google Meet)</p>	<p>Narrative report</p> <p>Reflection paper</p> <p>Interview of parents, teachers and pupils/students (Google Meet/Zoom/Google Forms)</p> <p>Quizzes (LMS)</p> <p>E-Games and Worksheets for Different Learning Disabilities</p> <p>Midterm Exam (LMS)</p>	<p>Laptop</p> <p>Power point Presentation</p> <p>Video Clip</p> <p>Interview Sheet (Google Forms)</p> <p>Rubric for grading</p>	5 weeks

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<p>23. Enumerate and describe the special education programs for students with learning disabilities</p> <p>24. Manifest patience and understanding in teaching children with learning disabilities</p> <p>25. Discuss the nature of human intellect as expounded by philosophers, psychologists and educators through the centuries</p> <p>26. Enumerate and describe the theories and definitions of intelligence</p> <p>27. Discuss the multiple intelligences of a person</p>	<p>III. Students Who Are Gifted and Talented</p> <p>A. Great People of the 20th Century: Gifted and Talented All</p> <p>B. Central Concepts of Giftedness and Talent</p> <p>C. Theories and Definitions of Intelligence</p> <p>D. Multiple Intelligences</p> <p>E. Characteristics of Gifted and Talented Children and Youth</p>	<p>Garcia, C.M. (2009), Managing Children with Special Needs. REX Bookstore, Inc.</p> <p>Capulong, Y. et.al. (2007), Introduction to Special Education. REX Bookstore</p> <p>De Vera, E. et.al. (2016), Special Education. Great Books Trading</p>	<p>Online observation of Classes</p> <p>Research</p> <p>Lecture</p> <p>Group Activity (asynchronous)</p>	<p>Narrative Report</p> <p>Reflection paper</p> <p>Write up on the great people of the 21st century (infographic)</p> <p>Quizzes (LMS)</p>	<p>Laptop</p> <p>Power point Presentation</p> <p>Video Clip</p> <p>Rubric for grading</p>	<p>2 weeks</p>

Desired Learning Outcomes (DLO)	Course Contents / Subject Matter	Textbooks / References	Teaching and Learning Activities (TLAs)	Assessment of Tasks (ATs)	Resource Materials	Time Table
<p>28. Discuss the concepts on brain development before and after birth</p> <p>29. Enumerate the ways and means by which intellectual development may be enhanced</p> <p>30. Discuss the characteristics of gifted and talented children</p> <p>31. Describe the assessment procedures, curricular program and instructional systems for gifted and talented students</p> <p>32. Derive inspiration from the achievements of the great people of the 20th century</p>	<p>F. Creativity as the Highest Expression of Giftedness</p> <p>G. Differentiated Curriculum and Instructional Systems</p>		<p>Lecture Reaction – the class will be divided into four groups after a lecture: questioners (ask two questions related to the material); example givers (provide applications), divergent thinkers (disagree with some points of the lecture), and agrees (explain which points they agreed with or found helpful). After discussion, brief the whole class. (through break out rooms in Google Meet/Zoom).</p>			

Desired Learning Outcomes (DLO)	Course Contents / Subject Matter	Textbooks / References	Teaching and Learning Activities (TLAs)	Assessment of Tasks (ATs)	Resource Materials	Time Table
<p>33. Discuss the concepts on brain development before and after birth</p> <p>34. Enumerate the ways and means by which intellectual development may be enhanced</p> <p>35. Discuss the characteristics of gifted and talented children</p> <p>36. Describe the assessment procedures, curricular program and instructional systems for gifted and talented students</p> <p>37. Derive inspiration from the achievements of the great people of the 20th century</p>						

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<p>38. Explain the concepts on personality development, adaptive and maladaptive behavior</p> <p>39. Define the terms emotional and behavioral disorders and delinquency</p> <p>40. Enumerate and discuss the characteristics of children with emotional and behavioral disorders</p> <p>41. Enumerate and discuss the etiological factors and causes of emotional and behavioral disorders</p>	<p>IV. Students with Emotional and Behavioral Disorders</p> <p>A. Effective Steps to Beat the Bullies</p> <p>B. Definition of Emotional and Behavioral Disorders</p> <p>C. Classification of Emotional and Behavioral Disorders</p> <p>D. Etiological Factors and Causes of Emotional and Behavioral Disorders</p> <p>E. Characteristics of Children and Youth with Emotional and Behavioral Disorders</p> <p>F. Best Practices at School</p> <p>G. Behavior Management Technique</p>	<p>Garcia, C.M. (2009), <i>Managing Children with Special Needs</i>. REX Bookstore, Inc.</p> <p>Capulong, Y. et.al. (2007), <i>Introduction to Special Education</i>. REX Bookstore</p> <p>De Vera, E. et.al. (2016), <i>Special Education</i>. Great Books Trading</p>	<p>Discussion</p> <p>Make It a Story – students will make a story on their <i>Banig ng Buhay</i> in a form of vlog.</p> <p>Think Pair Share</p> <p>Movie Application – in groups, students discuss examples of movies that made use of a concept or event discussed in class, trying to identify at least one way the movie-makers got it right, and one way they got it wrong (asynchronous)</p>	<p>Narrative Report</p> <p>Reflection paper</p> <p>Interview of Pupils/Students (Google Forms)</p> <p>Quizzes</p>	<p>Laptop</p> <p>Power point Presentation</p> <p>Video Clip</p> <p>Interview Sheet (Google Forms)</p> <p>Rubric for grading</p>	<p>1 week</p>

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<p>42. Describe the assessment tools and procedures in identifying this type of children</p> <p>43. Enumerate and describe the educational approaches for this type of children</p> <p>44. Design a simple intervention program for a student with emotional and behavioral disorder</p> <p>45. Describe the anatomy and physiology of the human eye and how the process of vision takes place</p> <p>46. Enumerate and describe the types and causes of the problems of vision</p>	<p>V. Students Who Are Blind and with Hearing Impairment</p> <p>A. Types and Causes of Problems of Vision</p> <p>B. Special Adaptations, Aids and Technology for Students Who Are Blind and With Low Vision</p>					

Desired Learning Outcomes (DLO)	Course Contents / Subject Matter	Textbooks / References	Teaching and Learning Activities (TLAs)	Assessment of Tasks (ATs)	Resource Materials	Time Table
<p>47. Describe the educational provisions for students with visual disabilities</p> <p>48. Gain inspiration from the abilities of persons who are blind or have low vision</p> <p>49. Describe the normal process of hearing or audition</p> <p>50. Explain the effects of hearing impairment on intellectual, social, and emotional development</p> <p>51. Enumerate and describe the assessment procedures in determining the cognitive ability, communication skills and socio-</p>	<p>C. Definition of Hearing Impairment or Disability, Deaf and Hard of Hearing</p> <p>D. Anatomy and Physiology of the Human Ear</p> <p>E. Classification of Hearing Impairment</p> <p>F. Identification and Assessment of Children with Hearing Impairment</p> <p>G. Educational Placement</p>	<p>Garcia, C.M. (2009), Managing Children with Special Needs. REX Bookstore, Inc.</p> <p>Capulong, Y. et.al. (2007), Introduction to Special Education. REX Bookstore</p> <p>De Vera, E. et.al. (2016), Special Education. Great Books Trading</p>	<p>Discussion</p> <p>Triad (Break-out Rooms)</p> <p>Make It Personal – At home, students will cover their eyes so that they cannot see anything then they will do the usual activities they are engage in. Students will write a report on their experience as a person without sight. They will post their report on the forum in the LMS.</p>	<p>Narrative Report</p> <p>Reflection paper</p> <p>Quizzes</p> <p>Semi-final Exam</p>	<p>Laptop</p> <p>Power point Presentation</p> <p>Video Clip</p> <p>Rubric for grading</p>	1 week

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<p>behavioral traits of students with hearing impairment</p> <p>52. Enumerate and describe the types of educational programs, philosophical approaches and instructional strategies for students with hearing impairment</p> <p>53. Cite the importance of support services in the education of students with hearing loss</p> <p>54. Appreciate the abilities of persons who are deaf and hard of hearing</p> <p>55. Enumerate and define types of language disorders</p>						

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<p>56. Describe the assessment procedures in determining the presence of speech and language disorders</p> <p>57. describe the special education programs for students with speech and language disorders</p> <p>58. Describe the classroom management techniques to maximize learning of children with speech and language disorders in regular classroom</p> <p>59. Develop positive attitudes towards people who are deaf and hard of hearing</p>	<p>VI. Students with Speech and Language Disorders</p> <p>A. Basic Concepts on Communication, Speech and Language</p> <p>B. Milestones in Language Development</p> <p>C. Speech and Language Disorders</p> <p>D. Best Practices at School</p>	<p>Garcia, C.M. (2009), Managing Children with Special Needs. REX Bookstore, Inc.</p> <p>Capulong, Y. et.al. (2007), Introduction to Special Education. REX Bookstore</p> <p>De Vera, E. et.al. (2016), Special Education. Great Books Trading</p>	<p>Discussion</p> <p>Group Activity (Break-out Rooms)</p> <p>Provocative Picture (Socratic Method)</p>	<p>Reflection paper</p> <p>Quizzes</p>	<p>Laptop</p> <p>Power point Presentation</p> <p>Video Clip</p> <p>Rubric for grading</p>	<p>1 week</p>

Desired Learning Outcomes (DLO)	Course Contents / Subject Matter	Textbooks / References	Teaching and Learning Activities (TLAs)	Assessment of Tasks (ATs)	Resource Materials	Time Table
<p>60. Enumerate and describe the types and classification of physical disabilities</p> <p>61. Identify and discuss the chronic illnesses and health related conditions</p> <p>62. Enumerate and describe the severe and multiple disabilities</p> <p>63. Enumerate and describe the educational programs and support services for students with physical disabilities, health impairments and severe disabilities</p> <p>64. Define mental retardation and explain the four factors and five assumptions in the definition</p>	<p>VII. Students with Physical Disabilities, Health Impairments and Severe Disabilities</p> <p>A. Types of Physical Disabilities</p> <p>B. Health Impairments</p> <p>C. Educational Programs</p> <p>D. Educational Support Services</p>	<p>Garcia, C.M. (2009), Managing Children with Special Needs. REX Bookstore, Inc.</p> <p>Capulong, Y. et.al. (2007), Introduction to Special Education. REX Bookstore</p> <p>De Vera, E. et.al. (2016), Special Education. Great Books Trading</p>	<p>Profiles of Admirable Individuals – students write a brief profile of an individual with physical disabilities. Students assess their own values and learn best practices from them (Video presentation)</p> <p>Lecture</p>	<p>Narrative Report</p> <p>Reflection paper</p> <p>Quizzes</p> <p>Webinar</p>	<p>Laptop</p> <p>Power point Presentation</p> <p>Video Clip</p> <p>Rubric for grading</p>	<p>1 week</p>

Desired Learning Outcomes (DLO)	Course Contents / Subject Matter	Textbooks / References	Teaching and Learning Activities (TLAs)	Assessment of Tasks (ATs)	Resource Materials	Time Table
<p>65. Enumerate and discuss the classification of mental retardation</p> <p>66. Identify and explain the causes of mental retardation during the phases of prenatal development, the birth process, infancy and early childhood</p> <p>67. Name and describe the assessment procedures to screen and assess children with mental retardation</p> <p>68. Enumerate and describe the educational approaches in teaching children and youth with mental retardation</p>	<p>VIII. Students with Mental Retardation</p> <p>A. Definition of Mental Retardation</p> <p>B. Classification of Mental Retardation</p> <p>C. Causes of Mental Retardation</p> <p>D. Learning and Behavior Characteristics</p> <p>E. Assessment Procedures</p> <p>F. Models of Early Intervention</p> <p>G. Educational Approaches</p>	<p>Garcia, C.M. (2009), Managing Children with Special Needs. REX Bookstore, Inc.</p> <p>Capulong, Y. et.al. (2007), Introduction to Special Education. REX Bookstore</p> <p>De Vera, E. et.al. (2016), Special Education. Great Books Trading</p>	<p>Lecture</p> <p>Group Activity</p> <p>Case Study (Socratic Method)</p>	<p>Reflection paper</p> <p>Quizzes</p> <p>Final Examination</p> <p>Infomercial</p>	<p>Laptop</p> <p>Power point Presentation</p> <p>Video Clip</p> <p>Rubric for grading</p>	<p>1 week</p>

Prepared by:

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