



# Far More Than We Know

## Unit Summary

The province of Laguna is abundant in cultural heritage and spectacular sights that has been appreciated not only by its people alone but also by people from all races of life. These wonderful places do not only attract tourist because of its view but also because of its significant contribution in the history of Laguna as well as in the history of the Philippines. It is of common knowledge that our national hero, Dr. Jose Rizal, was born in one of the proudest town of Laguna, Calamba. His birth house was restored and soon became a museum to act as constant reminder that a remarkable person honored for his sacrifice for our country once lived on that house in the middle of the town.

There are more amazing sceneries and historical places to explore. The students' greatest challenge is to be able to show the majestic beauty of each town and of the province itself.

This unit is for second year high school students. In this unit, students play the role of local tourism staff with the aim of promoting the local tourism of the province. Working in groups, they visit tourist spots of the province and create brochures that promote the tourist spots assigned to them. As a class, they come up with a website that consolidates information about the places assigned to them. In the process of doing this, students also learn to communicate their thoughts and use one word and phrase modifiers in describing the tourist spots in their brochures and website.

## Curriculum-Framing Questions

- **Essential Question**  
Why do we need language?
- **Unit Questions**  
How do we describe things?  
How can I help promote my place?
- **Content Questions**  
What is a word modifier?  
What is a phrase modifier?  
Which of them comes before the noun and which one comes after the word it modifies?  
How do you communicate your thoughts and feelings?  
What are the different styles that you can use in expressing your thoughts and feelings?

## Instructional Procedures

**Implementation Plan** (DOC 75.5KB): (Two months before: Preliminaries)

- The teacher will inform the school head about the unit to ensure access to computer laboratory and to ensure cooperation of the Technology and Livelihood Education (TLE) teacher.
- The teacher will coordinate with the TLE teacher such that the students shall be taught on how to use Microsoft Publisher\* in creating brochures and websites and how to upload their sites using a free web hosting site or to the server of the school.
- Teacher will do an ocular inspection of all the possible places/towns that the students are going to visit.
- The teacher will also coordinate with the computer laboratory in-charge on the schedule of the use of the computer laboratory of her second year English classes.
- Scout for reading materials (print and non-print) about Laguna.
- The teacher will check on the residence of the students for the grouping and the town/place assignment of each group.

### At a Glance

**Grade Level:** 8 (2nd year high school)  
**Subject(s):** Language Arts, English  
**Time Needed:** 12 class meetings (each meeting is 60 minutes)

### Things You Need

[Standards](#)  
[Resources](#)

## Day 1 (Introduction)

1. Using a [multimedia presentation](#) (PPT 252KB), the teacher will start the unit by asking students the essential question, *"Why do we need language?"*. Thus, leading the discussion to the unit question, *"How do we describe things?"*. This will lead then to the discussion on the use of modifiers. After the teacher presentation, students will do an [activity](#) (DOC 103KB) on the placement of one word and phrase modifier.
2. After the activity on word and phrase modifiers, the class will be divided into smaller groups, with at least 5 members each group. They will be divided according to their residence. To avoid duplication, each group will be assigned a place (in the province of Laguna) to visit. This place should be near their residence.
3. The teacher will orient the class on the project that each group needs to develop in the course of the unit. At this time also, the teacher will present the following rubrics:
  - o A [rubric](#) (DOC 31KB) that will be used to assess the group output - a brochure about a place/town in Laguna.
  - o A [rubric](#) (DOC 31KB) that will be used to assess the class output - a website about Laguna.

## Day 2 (Planning and Consultation)

- The students will make a plan on the contents of their brochure. In the plan, they list down the tasks that they need to accomplish to be able to come up with the group brochure about the Laguna town/place assigned to their group. They submit an outline of their plan to the teacher. During this time, the teacher will ensure that students know what and when to do the things they need to accomplish. The teacher should go over the plan of each group and suggest improvements. The teacher can also require students to prepare a timetable of their tasks. This helps the teacher easily monitor the progress of each group.

## Days 3-5 (Development)

- Each group will visit the town/place assigned to them. They will gather information and take pictures of the place and its products, if there are any. This can be done by interviewing residents of their place and by locating resource materials about the place/town, both print and non-print. The end product of this activity is a [brochure](#) (PDF 281.79KB) with several articles that best describe attractions of the place and its products, if there are any. These articles should clearly exhibit the use of one word and phrase modifiers. The brochure should also feature the contact information of resorts/agencies that offer tour packages to these places.
- At the end of Day 5, students submit to the teacher their draft brochure for checking.

**Note:** Prior to Day 4, teacher ensures that the computer laboratory is ready. Teacher will also post in the computer laboratory the [poster](#) (PDF 50.1KB) on how to use the scanner.

## Days 6-9

- Teacher also returns the corrected brochure of each group.
- Each group will revise their brochure to be ready for dissemination.
- The class will then start planning their class [website](#) (PDF 536.19KB). The class starts working on their website. Articles for their website should contain descriptive paragraphs about the places that they have visited and products that each place is famous for. They can get their articles and pictures from the corrected brochure that each group created. The class should also include in their website a directory of accredited agencies that offer tour packages to Laguna and the contact information of the Laguna tourism office.

**Note:** The class president can take the lead in convening the class to plan for their website. Teacher ensures that each group contributes to the creation of the website. Teacher again ensures that the computer laboratory is ready.

## Days 10-12

- Each group will submit the final version of their brochure. The class also submits their website.
- On this day also, students complete a [self-reflection](#) (DOC 40.5KB) on their learning experience.
- Teacher will correct the website and will give suggestions on how to further improve the sites.
- Students also then upload the class website to a free web hosting site or to the school server if there is one.
- Teacher will pose the following questions:
  - o *Why do we need language?*
  - o *How do we describe things?*
  - o *How can I help promote my place?*
- Teacher will then summarize key concepts learned during the unit.

### Implementation Plan (DOC 75.5KB): (A week after day 12: Post-implementation)

- Transfer all outputs of students to a CD.
- Delete all the unnecessary files in the computer laboratory.
- Select best group brochure and class website. Edit students' brochure and website.
- Print several copies of the brochures.
- Ask permission from school head to put the brochure in his/her office so visitors can read the brochure about the different towns in Laguna.
- Coordinate with the Local Government Tourism Office where they could use the works of the students in promoting Laguna.
- Improve the unit plan based on the outcome of the lesson. Weaknesses shall be strengthened.

### Prerequisite Skills

- Prior to the lesson, they should already have knowledge on how to use a digital camera and how to create a brochure and a website using Microsoft Publisher\*.

### Differentiated Instruction

#### Resource Student

1. Students may be grouped with greater number of members.
2. A specific place to be visited may be assigned for each group.
3. Students should be given more activities on the use of a word and a phrase modifier.
4. They will just come up with a brochure.

#### Gifted Student

1. Students may work by pair in making the brochure and the website.
2. Students' expected outputs may include a Microsoft PowerPoint\* presentation of their plan on how to promote the place. In addition, group's website can include feature where users can send feedback on the site.
3. Each group can develop one website for the place/town assigned to their group.
4. Their website can also include a survey on which of the towns/places in Laguna attracts most of their website users. Each group can then observe this for about two months. They then summarize the results of the survey and present it to class and together with a plan on how to further improve promotion of the towns/places which are not popular to the users.

### Student Assessment

1. The students outputs will be evaluated using the following rubrics:
  - A rubric (DOC 31KB) that will be used to assess the group output - a brochure about a place/town in Laguna.
  - A rubric (DOC 31KB) that will be used to assess the class output - a website about Laguna.
2. There will also be a short fill-in the blanks activity which student will do to know where to place one-word modifier and phrase modifiers in a sentence.
3. A journal will also be used for students to reflect on the activity.

### Key Word Search

- Adjectives
- Phrase modifier
- One-word modifier
- Laguna
- Laguna towns
- Local tourism

### Credits

Darlene Bonggon of P. Guevara Memorial National High School, Laguna, Philippines, participated in the Intel® Teach Program Training for Master Trainers last May 2005. She developed this unit plan idea during the training and implemented it in her English class for second year students last school year 2005-2006 in the second quarter. After implementation and together with her pedagogical support provider and the national team from UP NISMED, the plan was enhanced for future implementation. This is the enhanced version of Ms. Bonggon's unit plan.

*Note: The hyperlinked support documents are not part of the PDF. They can be downloaded and printed individually.*

# Designing Effective Projects: Far More Than We Know

## Content Standards and Objectives

### Targeted Philippine Basic Education Curriculum Competencies

#### Learning Competencies in Interactive Secondary English Language Curriculum 2002 For Second Year

The English language curriculum provides for the development of language and language-related skills in a meaningful, purposeful and interesting manner. This is attained through the adoption of an integrated approach in the teaching of language.

Central to the framework of this curriculum is the need for language learning that is **contextualized, interactive** and **integrated**. This is achieved through the use of themes covering a wide range of topics to cater to the varied interests and maturity levels of students as they progress through their school years.

Each of the **themes**, explored through meaningful tasks and activities, provides the context in which grammar and other language and language related skills are taught and learned. Themes also provide the means for the integration of the various language components. This integration makes language more purposeful, meaningful and thus, more motivating for the students.

#### Reading

1. Gather data using library resources consisting of general references, atlas, periodical index, and periodicals to locate information
  - a. Extract and organize information from different text type

#### Writing

1. Communicate thoughts, feelings, one's needs in letters, journal entries, book reviews, interview write-ups, etc. using appropriate styles (formal and informal).
2. Write different types of discourse: narration (personal experiences), exposition (book reviews) and description (apparatus, objects, etc.).
  - a. Use appropriate modes of development to express one's ideas, needs, feelings, and attitudes.
  - b. Expand ideas using a variety of and cohesive devices to make the flow of thought from one sentence to another smooth and effortless.
3. Use writing conventions to indicate acknowledgement of resources.

### Student Objectives/Learning Outcomes

At the end of the unit, students should be able to

- identify the placement of a word modifier and phrase modifier.
- visit places, make observation, prepare and submit a plan on how to promote the place.
- appreciate the natural resources of the province and the blessings that they have.
- act as promoters of the local tourism of Laguna.
- appreciate being a team player in coming up with a group output.
- construct sentences using one word and phrase modifiers.
- write a descriptive paragraph about the places they have visited.
- create a brochure to promote the local tourism.
- use the web as a publication tool.
- consolidate the information on their brochures and develop a website to promote the local tourism in a larger scale.
- cite the references they used in coming up for their brochures and class website.

# Designing Effective Projects: Far More Than We Know

## Resources

### Materials and Resources

#### Printed Materials

- De Leon-Ladera, Helen; Magallona-Flores, Magelende; Montano-Dela Cruz, Edna. "New Horizon in Learning English II", Rex Bookstore.
- Alcantara, Rebeca; Cabanilla, Josefina. "Essentials of English Grammar". Katha Publishing Co., Inc. Copyright 1999.
- Any printed material in each municipality in Laguna.

#### Supplies

- Folders, blank CD-Rs and other storage devices where students store the pictures, materials they gathered.
- A storage box for each section where the folders should be placed.
- Bond paper which students can use to print draft and final copies of their brochures.
- Ink cartridge for the printer.

#### Internet Resources

- Laguna  
<http://www.laguna.gov.ph/touristframe.htm>\*  
I got some of the information about Laguna from this site.
- Hometown Pagsanjan  
<http://www.pagsanjan.org/hometown.htm>\*  
I got some of the information about Pagsanjan from this site.
- Official Website of Pagsanjan  
<http://www.pagsanjan.gov.ph/>\*  
I got some of the information about Pagsanjan from this site.
- Virtual Tourist  
[http://www.virtualtourist.com/travel/Asia/Philippines/Off\\_the\\_Beaten\\_Path-Philippines-BR-1.html](http://www.virtualtourist.com/travel/Asia/Philippines/Off_the_Beaten_Path-Philippines-BR-1.html)\*  
I got the picture of barong tagalong.
- Volcano  
<http://www.volcano.si.edu/images/small/017076.jpg>\*  
I got the picture of Sta. Cruz on this site.
- Google Image
  - [http://images.google.com.ph/imgres?imgurl=http://www.lakbaypilipinas.com/images/laguna\\_pagsanjan\\_falls.jpg&imgrefurl=http://www.lakbaypilipinas.com/luzon.html&h=286&w=356&sz=21&tbnid=dE4qIQo32dKJ:&tbnh=93&tbnw=116&hl=en&start=24&prev=/images%3Fq%3DFalls%2BAND%2BPhilippines%26start%3D20%26hl%3Den%26lr%3D%26sa%3DN](http://images.google.com.ph/imgres?imgurl=http://www.lakbaypilipinas.com/images/laguna_pagsanjan_falls.jpg&imgrefurl=http://www.lakbaypilipinas.com/luzon.html&h=286&w=356&sz=21&tbnid=dE4qIQo32dKJ:&tbnh=93&tbnw=116&hl=en&start=24&prev=/images%3Fq%3DFalls%2BAND%2BPhilippines%26start%3D20%26hl%3Den%26lr%3D%26sa%3DN)\*  
I got the picture of the Pagsanjan falls, Mabitac falls, Pagsanjan boundary arch in this site.
  - [http://images.google.com.ph/imgres?imgurl=http://www.briceprairieconservation.org/woodducks/Eggs.jpg&imgrefurl=http://www.briceprairieconservation.org/woodducks/&h=141&w=184&sz=6&tbnid=BjAiO\\_OVFZ8J:&tbnh=73&tbnw=95&hl=en&start=16&prev=/images%3Fq%3Dducks%2BAND%2Beggs%26hl%3Den%26lr%3D](http://images.google.com.ph/imgres?imgurl=http://www.briceprairieconservation.org/woodducks/Eggs.jpg&imgrefurl=http://www.briceprairieconservation.org/woodducks/&h=141&w=184&sz=6&tbnid=BjAiO_OVFZ8J:&tbnh=73&tbnw=95&hl=en&start=16&prev=/images%3Fq%3Dducks%2BAND%2Beggs%26hl%3Den%26lr%3D)\*  
I got the picture of ducks and eggs from this site.
- Enchanted Kingdom  
<http://www.enchantedkingdom.com.ph/>\*  
I got the information about Enchanted Kingdom from this site.

**Technology – Hardware**

- Camera
- Computer(s)
- Digital Camera
- Internet Connection
- Printer
- Scanner

**Technology – Software**

- Webpage Development
- Image Processing
- Multimedia
- Word Processing
- Web Browser
- Desktop Publishing