**Lesson Four: Projecting the Future**
This is an optional lesson, designed as an extension to take students beyond the benchmarks. It may be used for students who are ahead of others and/or may be given as extra credit.

**Title of Unit:** Pacific Places

**Duration:** Intended as home play.

**Course/Grade:** Pacific Island Studies/Grade 7

**Goal(s):** Students will identify their ideal place. They will describe factors that may contribute towards making it the ideal place and the measures that must be taken to sustain it as such.

<table>
<thead>
<tr>
<th>Procedure/Activities</th>
<th>Resources/tools</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher directs students to refer to their Pacific Island matrix and think about their interests and the career they might like to have in ten years. They should consider what they know about the different locations shared in class and choose one location that best suits where they want to be in ten years. Student describes his/her ideal “place.” Using a Thinking Map, student identifies the characteristics that contribute towards and characterize his/her ideal place (eg, influences such as potential career choices, economic advantages, location, physical characteristics) and the benefits of living there.</td>
<td>Pacific Island matrix from Lesson 2. Attachment 4A: Thinking Map</td>
<td>Thinking Map – visualizing contributing factors and benefits</td>
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<tr>
<td>Students will write essays in which they project themselves into the future. Their essays should respond to the following: -What will my ideal place be like in ten years? -Would I like to live there? Why or why not? -What can I do now to make sure this is a place where I will want to live? How does/can a place shape my life? Student may use their thinking map to assist them in their reasoning.</td>
<td>Attachment 4B: Sample Rubric for Writing an Essay</td>
<td>Essay</td>
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</tbody>
</table>
Thinking Maps are visual tools you can use to map your thoughts. Use them to help organize your thoughts. They are useful when taking notes, studying, brainstorming, or developing ideas.

Sample Rubric for Writing an Essay

Pacific Island Studies - Geography (Places)

Standard: Human and Physical Characteristics in Spatial Terms

Benchmark (7PI.7.2): Describe demographic patterns and how they affect places.

<table>
<thead>
<tr>
<th>Content</th>
<th>Advanced (4)</th>
<th>Proficient (3)</th>
<th>Partially Proficient (2)</th>
<th>Novice (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Describes, with clear and precise detail, how demographic patterns affect places</td>
<td>Describes, with detail, how demographic patterns affect places</td>
<td>Describes, with minimal detail, how demographic patterns affect places</td>
<td>Ineffectively describes how demographic patterns affect places</td>
</tr>
</tbody>
</table>

**Organization**
- **Exceeds (3)**
  - Uses correct format & vocabulary is precise and clear.
  - Beginning, Middle and End are interrelated, cohesive and in order.
  - Topic sentence is clear with supporting details.
- **Meets (2)**
  - Uses correct format most of the time & vocabulary is precise and clear.
  - Beginning, Middle and End are usually interrelated, cohesive, and in order.
  - Topic sentence is clear with supporting details.
- **Approaching (1)**
  - Inappropriate or vague format with basic vocabulary.
  - Parts of the beginning middle and/or end are undeveloped or out of sequence.
  - Some of the details do not support the topic sentence, making it unclear.
- **Conventions**
  - Grammar & usage are almost always correct.
  - Spelling is correct with few exceptions (i.e. commonly misspelled words).
  - Punctuation is almost always correct.
  - Capitalization is almost always correct.
  - Student work is consistently neat and legible.
- **Exceeds (3)**
  - Grammar & usage are generally correct.
  - Majority of spelling is correct.
  - Majority of punctuation is accurately used.
  - Majority of capitalization & labels are correct.
  - Majority of student work is readable.
- **Meets (2)**
  - Errors in grammar and/or usage affect readability.
  - Many spelling errors.
  - Internal punctuation is missing or often incorrect.
  - Inappropriate capitalization & labels are used.
  - Student work is difficult to decipher and read.
- **Approaching (1)**
  - Comments:

**Comments:**