

Name:	Andrew J. Androstic	Date:	September 9-12, 2013
Subject:	19 th Century U.S. History Academic	School:	MASH
State Standards/ Common Core Standards:	8.3.9.A 8.3.9.B 8.3.9.C 8.3.9.D	CC.8.5.9-10.A CC.8.5.9-10.B CC.8.5.9-10.C CC.8.5.9-10.D CC.8.5.9-10.J	
Objectives:	<p>Essential questions for the unit (Unit 1 – The New Republic, 1789-1800) include:</p> <ol style="list-style-type: none"> 1. Why was Washington’s presidency so important to the beginning of the new republic? 2. How did Hamilton address economic issues with the new nation in the beginning, and what critics did he have? 3. How did political parties develop in the new nation? 		
Agenda:	<ol style="list-style-type: none"> 1. Introduction to the learning menu – Unit 1 2. Hand out materials – learning menu, unit calendar, and unit plan 3. Students will spend the next several days completing the assignments from tier C of the learning menu. These include a reading assignment for the chapter, a graphic organizer and timeline for the unit, and a vocabulary assignment. These assignments act as basics to begin the unit, focusing on reading as well as remembering and understanding from the unit (Bloom’s taxonomy) 4. As students complete the assignments, they may turn them in and receive feedback. Students must complete all the required assignments from tier c before they can move on to tier B. 5. As students are working, teacher will be moving around the room to assist students and conference with them to assess their progress. 		
Homework:	<p>Students should watch the following video clips on the specified days for homework:</p> <p>September 8 - George Washington and the New United States Government</p> <p>September 9 - The French Revolution, Jay Treaty, and Treaty of San Lorenzo</p> <p>September 10 - The Whiskey Rebellion and Battle of Fallen Timbers</p> <p>September 11 - Hamilton and the Federalists vs. Jefferson and the Republicans</p> <p>September 12 - President John Adams: From Alien and Sedition Acts to XYZ Affair</p>		
Materials:	copies of learning menu, unit plan, and unit calendar, as well as tier C assignments		

Name:	Andrew J. Androstic	Date:	September 13-16, 2013
Subject:	19 th Century U.S. History Academic	School:	MASH
State Standards/ Common Core Standards:	History 8.3.9.A 8.3.9.B 8.3.9.C 8.3.9.D	Common Core CC.8.5.9-10.A CC.8.5.9-10.B CC.8.5.9-10.C CC.8.5.9-10.D CC.8.5.9-10.F CC.8.5.9-10.G CC.8.5.9-10.H CC.8.5.9-10.I CC.8.5.9-10.J	
Objectives:	Essential questions for the unit (Unit 1 – The New Republic, 1789-1800) include: 1. Why was Washington’s presidency so important to the beginning of the new republic? 2. How did Hamilton address economic issues with the new nation in the beginning, and what critics did he have? 3. How did political parties develop in the new nation?		
Agenda:	1. Review/check progress of learning menu – Unit 1 2. Students will spend the next several days completing the assignments from tier B of the learning menu. These include a geography assignments, primary document analysis, and analytical open ended responses and comparisons of major themes from the unit. These assignments focus on reading as well as application and analysis from the unit (Bloom’s taxonomy) 4. As students complete the assignments, they may turn them in and receive feedback. Students must complete all the required assignments from tier B before they can move on to tier A. 5. As students are working, teacher will be moving around the room to assist students and conference with them to assess their progress. *As all students work at their pace, not all students will complete the assignments within the allotted days of the unit calendar. Therefore, students working to correct mistakes in tier C assignments, or students not yet complete with them may continue on with said assignments until they move to tier B.		
Homework:	Students should take assignments from tiers C and B home as necessary to ensure they complete all required assignments in the time provided. This work replaces the homework videos for the units, which have all been watched. However, students should also go back to watch videos at their discretion to be sure they understand concepts from the unit.		
Materials:	copies of tier C and B assignments, laptops		

Name:	Andrew J. Androscopic	Date:	September 17-19, 2013
Subject:	19 th Century U.S. History Academic	School:	MASH
State Standards/ Common Core Standards:	History 8.3.9.A 8.3.9.B 8.3.9.C 8.3.9.D	Common Core CC.8.5.9-10.A CC.8.5.9-10.B CC.8.5.9-10.C CC.8.5.9-10.D CC.8.5.9-10.F CC.8.5.9-10.G CC.8.5.9-10.H CC.8.5.9-10.I CC.8.5.9-10.J	
Objectives:	<p>Essential questions for the unit (Unit 1 – The New Republic, 1789-1800) include:</p> <ol style="list-style-type: none"> 1. Why was Washington’s presidency so important to the beginning of the new republic? 2. How did Hamilton address economic issues with the new nation in the beginning, and what critics did he have? 3. How did political parties develop in the new nation? 		
Agenda:	<ol style="list-style-type: none"> 1. Review/check progress of learning menu – Unit 1 2. Students will spend the next several days completing the assignment(s) from tier A of the learning menu. These include written assignments, or completion of a project. Students choose the type of project they would like to complete, and choose whether to create a detailed project from one event/theme of the unit, or construct an overview of the entire unit. These assignments focus on reading/writing as well as evaluation, synthesis, and creation from the unit (Bloom’s taxonomy). 4. As students complete the assignment(s), they may turn it/them in and receive feedback. Students must complete all the required assignments from each tier to be eligible to receive an A letter grade for the unit. 5. As students are working, teacher will be moving around the room to assist students and conference with them to assess their progress. <p>*As all students work at their pace, not all students will complete the assignments within the allotted days of the unit calendar. Therefore, students working to correct mistakes in tier C/B assignments, or students not yet complete with them may continue on with said assignments until they move to tier A.</p>		
Materials:	copies of tier C, B and A assignments, laptops, markers, crayons, poster paper, colored pencils, rulers, textbooks		

Name:	Andrew J. Androstic	Date:	September 20, 2013
Subject:	19 th Century U.S. History Academic	School:	MASH
State Standards/ Common Core Standards:	History 8.3.9.A 8.3.9.B 8.3.9.C 8.3.9.D	Common Core CC.8.5.9-10.A CC.8.5.9-10.B CC.8.5.9-10.C CC.8.5.9-10.D CC.8.5.9-10.F CC.8.5.9-10.G CC.8.5.9-10.H CC.8.5.9-10.I CC.8.5.9-10.J	
Objectives:	Essential questions for the unit (Unit 1 – The New Republic, 1789-1800) include: 1. Why was Washington’s presidency so important to the beginning of the new republic? 2. How did Hamilton address economic issues with the new nation in the beginning, and what critics did he have? 3. How did political parties develop in the new nation?		
Agenda:	1. Students should hand in any work they have yet to turn in for the unit 1 learning menu. 2. Teacher will hand out the test for unit 1. 3. Students will have the entire class to complete the test for unit 1. 4. Students may spend time remaining completing the assignments from the learning menu. However, all assignments are due at the end of the period. 5. As students complete the assignments, they may turn them in and receive feedback. Students must complete all the required assignments from tier B before they can move on to tier A. 6. As students are working, teacher will be moving around the room to assist students and conference with them to assess their progress. *As all students work at their pace, not all students will complete the assignments within the allotted days of the unit calendar. Therefore, students working to correct mistakes in tier C/B assignments, or students not yet complete with them may continue on with said assignments. However, this is the last day we will be working on the unit 1 learning menu. Students are expected to plan their classwork accordingly, and take work home when necessary to ensure they will complete all the required assignments.		
Materials:	copies of tier C, B and A assignments and tests, laptops, markers, crayons, poster paper, colored pencils, rulers, textbooks		