

**SS.8.A.3.12:** Examine the influences of George Washington's presidency in the formation of the new nation.

**SS.8.A.3.13:** Explain major domestic and international economic, military, political, and socio-cultural events of John Adams's presidency.

Topic (Keywords): political parties, Federalists, Democratic Republicans, Whiskey Rebellion, French Revolution Alien and Sedition Acts, George Washington, Alexander Hamilton, Thomas Jefferson

Grade Level(s): 8th

<b>4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond instruction to the standard</b>  <b>The student will:</b></p> <ul style="list-style-type: none"> <li><b>A. Explain how Federalists and Democratic-Republicans would view the following modern issues in America: Health Care, Gun Control, Taxes/Government spending, Defense (Military spending)</b></li> <li><b>B. Compare the views of Federalists and Democratic-Republicans with the views of modern day political parties, such as Democrats, Republicans and The Tea Party</b></li> </ul> <p><b>No major errors or omissions regarding the score 4.0 content</b></p>
<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success
<b>3.0</b>	<p><b>Students will understand how the creation of political parties affected Early American Government.</b></p> <p><b>The student will Compare and Contrast Federalist and Democratic-Republican viewpoints for the following topics:</b></p> <ul style="list-style-type: none"> <li><b>C. Role of Government</b></li> <li><b>D. Whiskey Rebellion</b></li> <li><b>E. The French Revolution</b></li> <li><b>F. Alien and Sedition Acts</b></li> </ul> <p><b>No major errors or omissions regarding the score 3.0 content (simple or complex)</b></p>
<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content
<b>2.0</b>	<p><b>The student recognizes and describes specific terminology/key figures such as:</b></p> <ul style="list-style-type: none"> <li><b>G. political party, Federalist Party, Democratic-Republican Party</b></li> <li><b>H. George Washington, Alexander Hamilton, Thomas Jefferson</b></li> </ul> <p><b>The student will:</b></p> <ul style="list-style-type: none"> <li><b>I. understand what Washington meant by the threat of “spirit of party”</b></li> </ul> <p><b>No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes</b></p>
<b>1.5</b>	Partial knowledge of the score 2.0 content, but major errors or omissions regarding score 3.0 content
<b>1.0</b>	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
<b>0.5</b>	With help, a partial understanding of the score 2.0 content, but not the score 3.0 content
<b>0.0</b>	Even with help, no understanding or skill demonstrated

**Learning Goal:** *The student will understand Students will understand how the creation of political parties affected Early American Government.*

OBJECTIVE	Not Yet	Getting There	Yes I Can	I Know I Can Because
A. I can explain how Federalists and Democratic-Republicans would view the following modern issues in America: Health Care, Gun Control, Taxes/Government spending, Defense (Military spending).				
B. I can compare the views of Federalists and Democratic-Republicans with the views of modern day political parties, such as Democrats, Republicans and The Tea Party.				
C. I can compare and contrast Federalist and Democratic-Republican viewpoints on the role of government.				
D. I can compare and contrast Federalist and Democratic-Republican viewpoints on the Whiskey Rebellion.				
E. I can compare and contrast Federalist and Democratic-Republican viewpoints on the French Revolution.				
F. I can compare and contrast Federalist and Democratic-Republican viewpoints on the Alien and Sedition Acts.				
G. I can define the following key terms: political party, Federalist Party and Democratic-Republican Party.				
H. I know how George Washington, Alexander Hamilton, and Thomas Jefferson played a role during the nation's first presidency.				
I. I understand what Washington meant by the threat of "spirit of party".				

**In my own words the Learning Goal means to me:**

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**Reflection: In 1 short paragraph, answer the questions below.**

1. What grade did you earn on your final assessment?
2. How did your final assessment grade compare to your self-assessment?
3. How hard did you try?
4. What could you do to ensure that you that are successful on your next final assessment?

