Washington State History and State Government Instruction Certification Form

I certify that my student has completed the course learning goals/topics listed below and has had instruction on Washington State History and Government. (Must be completed from grade 6 or after)

For curriculum links, ideas, and helpful information, check out any of the following: www.historylink.org, Washington's History as a Territory on WA state legislature webpage, Center for the Study of the PNW (UW site)

Course learning goals/topics:	Possible activities to complete for the goals/topics:
1. Eras in Washington State history from 1854 to the present: a. Territory and treaty-making (1854—1889). b. Railroads, reform, immigration, and labor (1889—1930). c. The Great Depression and World War II (1930—1945). d. New technologies and industries (1945—1980). e. Contemporary Washington State (1980—present). 2. The role of immigration in shaping WA State in the past or present. 3. Maps and charts from a specific time period: use to analyze an issue or event. 4. Historical materials from a variety of perspectives in WA State. 5. How the environment has affected people and how people have affected the environment in WA State in the past or present. 6. Distribution of wealth and sustainability of resources in WA State. 7. How key ideals set forth in fundamental documents, including the Washington Constitution and tribal treaties, define the goals of our state. 8. Structure, organization, and powers of government at the local, state, and tribal levels including the concept of tribal sovereignty. 9. Role of government in the economy of WA State through taxation, spending, and policy setting in the past or present. 10. How the forces of supply and demand have affected international trade in WA State. 11. Research: Create research questions to guide inquiry, analyze multiple factors, viewpoints, and primary source evidence, make generalizations, and interpret primary sources to formulate a thesis in a paper or presentation.	1. Map-making of state, counties, natural features (water bodies, mountains, regions, precipitation, etc). 2. Reading (textbooks, trade books, local and regional history, historical fiction, natural history, primary source documents, etc.) 3. Reading response activities 4. Primary source document analysis 5. Project-based learning activities (Timelines, slide shows, video production, 3-D models, living history activities, etc.) 6. Research writing 7. Field trips, tours, museums 8. Movies and historic film clips 9. Group discussion

Student Name: _____ Grade: _____

Parent/Guardian: _____ Date: _____

Director/Counselor: _____

Office Use Only

Has been documented on student's transcript. SKYWARD ____