

**Classroom Jeopardy!® Grade 5: Part Two
Standards and Correlation Document**

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Language Arts

Topic	Games/Categories	Source of Standard	Standard
Writing and Reading			
Literary vocabulary	Game 1 Literary Analogies Game 4 Double Letter Literature Terms	<p>McRel Content Knowledge Standards and Benchmarks, Language Arts, Standard 1, Level II (Grade 3-5)</p> <p>McRel Content Knowledge Standards and Benchmarks, Language Arts, Standard 5, Level II (Grade 3-5)</p>	<p>Benchmark 8 Writes narrative accounts, such as poems and stories (e.g., establishes a context that enables the reader to imagine the event or experience; develops characters, setting, and plot; creates an organizing structure; sequences events; uses concrete sensory details; uses strategies such as dialogue, tension, and suspense; uses an identifiable voice). Vocabulary Terms: narrative, context, situation, plot, point of view, setting, conflict, sensory detail, character, dialogue, tension, suspense, organization, structure, story, poem, event, experience, sequence, voice</p> <p>Benchmark 9 Writes autobiographical compositions (e.g., provides a context within which the incident occurs, uses simple narrative strategies, and provides some insight into why this incident is memorable). Vocabulary Terms: autobiography, context, narrative strategy</p> <p>Benchmark 11 Writes in response to literature (e.g., summarizes main ideas and significant details; relates own ideas to supporting details; advances judgments; supports judgments with references to the text, other works, other authors, nonprint media, and personal knowledge). Vocabulary Terms: response, literature, reference, text, media, author, summarize, main idea, supporting detail, judgment, prior knowledge</p> <p>Benchmark 4 Makes, confirms, and revises simple predictions about what will be found in a text (e.g., uses prior knowledge and ideas presented in text, illustrations, titles, topic sentences, key words, and foreshadowing clues). Vocabulary Terms: prediction, text, confirm, revise, prior knowledge, idea, illustration, title, I, topic sentence, key word, foreshadowing, clue</p>

	McRel Content Knowledge Standards and Benchmarks, Language Arts, Standard 6, Level II (Grade 3-5)	Benchmark 7 Knows themes that recur across literary works. Vocabulary Terms: recurring theme, literary work
	California State Board of Education K-12 Content Standards, Grade 5 English Language Arts, Reading	3.4 Understand that <i>theme</i> refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works.
	California State Board of Education K-12 Content Standards, Grade 5 English Language Arts, Writing	2.1 a. Establish a plot, point of view, setting, and conflict.
	Texas Essential Knowledge and Skills, 110.7 English Language Arts and Reading Grade 5	11 D) Connect, compare, and contrast ideas, themes, and issues across text (4-8). 12 (F) Understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue and scene across a variety of literary forms (texts) (3-5); 12 (I) Recognize and analyze story plot, setting, and problem resolution (4-8). 15 (G) Use literary devices effectively such as suspense, dialogue, and figurative language (5-8).
	Florida Dept. of Education Sunshine State Standards, Language Arts Fifth Grade, Literature	<ul style="list-style-type: none"> Identifies and uses literary terminology appropriate to fifth grade or higher level (including theme, simile, alliteration, metaphor). Makes inferences and draws conclusions regarding story elements of a fifth grade or higher level text (for example, the traits, actions, and motives of characters; plot development; setting).
	Indiana Academic Standards, English/Language Arts Grade 5	5.3.3 Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme. 5.3.4 Understand that <i>theme</i> refers to the central idea or meaning of a selection and recognize themes, whether they are implied or stated directly. 5.5.1 Write narratives (stories) that establish a plot, point of view, setting, and conflict.
	South Carolina Dept. of Education English Language Arts Curriculum Standards, Grade 5	5-R1.8 Demonstrate the ability to paraphrase the main ideas of texts. 5-R2.1 Demonstrate the ability to analyze character traits and motives, setting, and plot in a literary work; continue identifying tone. 5-R2.4 Begin comparing and contrasting theme in a variety of texts.

Figurative language and literary techniques	Game 4 Double Letter Literature Terms Game 5 Literary Language	McRel Content Knowledge Standards and Benchmarks, Language Arts, Standard 6, Level II (Grade 3-5)	Benchmark 8 Understands the ways in which language is used in literary texts (e.g., personification, alliteration, onomatopoeia, simile, metaphor, imagery, hyperbole, beat, rhythm). Vocabulary Terms: language, literature, personification, alliteration, onomatopoeia, simile, metaphor, imagery, hyperbole, beat, rhythm
		California State Board of Education K-12 Content Standards, Grade 5 English Language Arts, Reading	1.5 Understand and explain the figurative and metaphorical use of words in context. 3.5 Describe the function and effect of common literary devices (e.g., imagery, metaphor, and symbolism).
		Texas Essential Knowledge and Skills, 110.7 English Language Arts and Reading Grade 5	9 (B) Draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5).
		Florida Dept. of Education Sunshine State Standards, Language Arts Fifth Grade, Language	<ul style="list-style-type: none"> Extends awareness of similes, metaphors, symbols, analogies, alliteration, and idiomatic language learned in third and fourth grades.
		Indiana Academic Standards, English/Language Arts Grade 5	5.1.5 Understand and explain the figurative use of words in similes (comparisons that use <i>like</i> or <i>as</i> : <i>The stars were like a million diamonds in the sky.</i>) and metaphors (implied comparisons: <i>The stars were brilliant diamonds in the night sky.</i>).
		Indiana Academic Standards, English/Language Arts Grade 5	5.3.5 Describe the function and effect of common literary devices, such as imagery, metaphor, and symbolism. <ul style="list-style-type: none"> Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace. Imagery: the use of language to create vivid pictures in the reader's mind. Metaphor: an implied comparison in which a word or phrase is used in place of another, such as <i>He was drowning in money.</i>
		South Carolina Dept. of Education English Language Arts Curriculum Standards, Grade 5	5-R2.6 Demonstrate the ability to identify devices of figurative language such as similes, metaphors, hyperbole, and personification and sound devices such as alliteration and onomatopoeia.
Analogies	Game 1 Literary Analogies	South Carolina Dept. of Education English Language Arts Curriculum Standards, Grade 5	5-R3.6 Demonstrate the ability to make simple analogies; continue recognizing complex analogies.
		Florida Dept. of Education Sunshine State Standards, Language Arts Fifth Grade, Language	<ul style="list-style-type: none"> Extends awareness of similes, metaphors, symbols, analogies, alliteration, and idiomatic language learned in third and fourth grades.

Writing forms and genres	Game 1 Literary Analogies Game 3 Writing Doubles	McRel Content Knowledge Standards and Benchmarks, Language Arts, Standard 6, Level II (Grade 3-5)	Benchmark 2 Knows the defining characteristics of a variety of literary forms and genres (e.g., fairy tales, folk tales, fiction, nonfiction, myths, poems, fables, fantasies, historical fiction, biographies, autobiographies, chapter books). Vocabulary Terms: characteristic, genre, fairy tale, folktale, fiction, nonfiction, myth, poem, fable, fantasy, historical fiction, biography, autobiography, chapter book
		McRel Content Knowledge Standards and Benchmarks, Language Arts, Standard 7, Level II (Grade 3-5)	Benchmark 2 Knows the defining characteristics of a variety of informational texts (e.g., textbooks, biographical sketches, letters, diaries, directions, procedures, magazines). Vocabulary Terms: characteristic, informational, textbook, biographical sketch, letter, diary, directions, procedure, magazine
		California State Board of Education K-12 Content Standards, Grade 5 English Language Arts, Reading	3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.
		Texas Essential Knowledge and Skills, 110.7 English Language Arts and Reading Grade 5	12 (D) Recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry (4-8). 12 (G) Understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies (3-7).
		Florida Dept. of Education Sunshine State Standards, Language Arts Fifth Grade, Literature	<ul style="list-style-type: none"> • Understands the distinguishing features of literary texts (for example, fiction, drama, poetry, folktales, myths, poems, historical fiction, and autobiographies). • Understands the distinguishing features of nonfiction texts (for example, textbooks, letters, scientific studies, and magazines).
		Indiana Academic Standards, English/Language Arts Grade 5	5.3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.
		South Carolina Dept. of Education English Language Arts Curriculum Standards, Grade 5	5-R2.8 Demonstrate the ability to identify the characteristics of genres such as fiction, poetry, drama, and informational texts. 5-R2.9 Demonstrate the ability to identify elements of poetry such as rhyme scheme, refrain, and stanza.

Vocabulary Development			
Word origins	Game 2 Namesakes	California State Board of Education K-12 Content Standards, Grade 5 English Language Arts, Reading	1.2 Use word origins to determine the meaning of unknown words.
		Florida Dept. of Education Sunshine State Standards, Language Arts Fifth Grade, Reading	• Uses a variety of strategies to determine meaning and increase vocabulary (for example, homonyms, homophones, prefixes, suffixes, word-origins, multiple meanings, antonyms, synonyms, and word relationships).
		Indiana Academic Standards, English/Language Arts Grade 5	5.1.2 Use word origins to determine the meaning of unknown words.
		South Carolina Dept. of Education English Language Arts Curriculum Standards, Grade 5	5-R3.2 Demonstrate the ability to identify word origins and derivatives to determine the meaning of words or phrases and to refine word choice.
Idioms	Game 2 Part Puzzles	McRel Content Knowledge Standards and Benchmarks, Language Arts, Standard 2, Level II (Grade 3-5)	Benchmark 1 Uses descriptive language that clarifies and enhances ideas (e.g., common figures of speech, sensory details). Vocabulary Terms: descriptive language, figure of speech, sensory detail
		California State Board of Education K-12 Content Standards, Grade 5 English Language Arts, Reading	1.5 Understand and explain the figurative and metaphorical use of words in context.
		Florida Dept. of Education Sunshine State Standards, Language Arts Fifth Grade, Language	• Extends awareness of similes, metaphors, symbols, analogies, alliteration, and idiomatic language learned in third and fourth grades.
Grammar, Spelling and Punctuation			
Identifying and using parts of speech	Game 1 Parts of Speech Game 1 What Doesn't Belong? Game 4 Prim and Proper Game 5 "Phun Phacts"	McRel Content Knowledge Standards and Benchmarks, Language Arts, Standard 3, Level II (Grade 3-5)	Benchmark 3 Vocabulary Terms: pronoun, noun, agreement Benchmark 4 Vocabulary Terms: noun, regular plural noun, singular noun, proper noun, common noun, irregular plural noun, subject Benchmark 5 Vocabulary Terms: verb, action verb, past tense, present tense, simple tense, regular verb, subject-verb agreement Benchmark 6 Vocabulary Terms: adjective, indefinite adjective, numerical adjective, predicate adjective Benchmark 7 Vocabulary Terms: adverb, comparison
		California State Board of Education K-12 Content Standards, Grade 5 English Language Arts, Written and Oral English Language Conventions	1.1 Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas.

		Texas Essential Knowledge and Skills, 110.7 English Language Arts and Reading Grade 5	18 (C) Employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4-8). 18 (D) Use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise (4-8). 18 (E) Use prepositional phrases to elaborate written ideas (4-8).
		Indiana Academic Standards, English/Language Arts Grade 5	5.6.1 Identify and correctly use prepositional phrases (<i>for school</i> or <i>In the beginning</i>), appositives (<i>We played the Cougars, the team from Newport</i>), main clauses (words that express a complete thought), and subordinate clauses (clauses attached to the main clause in a sentence).
		Florida Dept. of Education Sunshine State Standards, Language Arts Fifth Language Arts Fifth Grade Writing	<ul style="list-style-type: none"> • Uses various parts of speech correctly in written work (including but not limited to using objective and subjective case pronouns, using singular and plural possessive forms of nouns, using common and proper nouns, using correct forms of adjectives, verbs, and adverbs).
Pronoun usage	Game 3 Pronoun Swap Game 4 Spell It Right	McRel Content Knowledge Standards and Benchmarks, Language Arts, Standard 2, Level II (Grade 3-5)	Benchmark 3 Uses pronouns in written compositions (e.g., substitutes pronouns for nouns, uses pronoun agreement). Vocabulary Terms: pronoun, noun, agreement
		California State Board of Education K-12 Content Standards, Grade 5 English Language Arts, Written and Oral English Language Conventions	<i>Grammar</i> 1.2 Identify and correctly use verbs that are often misused (e.g., <i>lie/ lay, sit/ set, rise/ raise</i>), modifiers, and pronouns.
		Texas Essential Knowledge and Skills, 110.7 English Language Arts and Reading Grade 5	18 (C) Employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4-8). 18 (H) write with increasing accuracy when using objective case pronouns such as "Can you ride with my mom and me?" (4-5).
		Florida Dept. of Education Sunshine State Standards, Language Arts Fifth Grade, Language	<ul style="list-style-type: none"> • Uses elements of grammar in speech (including but not limited to present, past, future, and progressive verb tenses; subject-verb agreement; pronoun references; word order).
		Indiana Academic Standards, English/Language Arts Grade 5	5.6.4 Identify and correctly use modifiers (words or phrases that describe, limit, or qualify another word) and pronouns (<i>he/his, she/her, they/their, it/its</i>).

Irregular plurals	Game 5 Singular Forms	McRel Content Knowledge Standards and Benchmarks, Language Arts, Standard 3, Level II (Grade 3-5)	Benchmark 4 Uses nouns in written compositions (e.g., uses plural and singular naming words, forms regular and irregular plurals of nouns, uses common and proper nouns, uses nouns as subjects). Vocabulary Terms: noun, regular plural noun, singular noun, proper noun, common noun, irregular plural noun, subject
		Texas Essential Knowledge and Skills, 110.7 English Language Arts and Reading Grade 5	18 (A) Use regular and irregular plurals correctly (4-6).
Conjunctions	Game 2 Join Me Game 2 Part Puzzles	McRel Content Knowledge Standards and Benchmarks, Language Arts, Standard 3, Level II (Grade 3-5)	Benchmark 8 Uses coordinating conjunctions in written compositions (e.g., links ideas using connecting words). Vocabulary Terms: coordinating conjunction, link, idea
		California State Board of Education K-12 Content Standards, Grade 5 English Language Arts, Written and Oral English Language Conventions	1.1 Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas.
		Texas Essential Knowledge and Skills, 110.7 English Language Arts and Reading Grade 5	18 (F) Use conjunctions to connect ideas meaningfully (4-5).
		Indiana Academic Standards, English/Language Arts Grade 5	5.6.2 Use transitions (<i>however, therefore, on the other hand</i>) and conjunctions (<i>and, or, but</i>) to connect ideas.
Spelling	Game 4 Spell It Right	McRel Content Knowledge Standards and Benchmarks, Language Arts, Standard 3, Level II (Grade 3-5)	Benchmark 10 Uses conventions of spelling in written compositions (e.g., spells high frequency, commonly misspelled words from appropriate grade-level list; uses a dictionary and other resources to spell words; uses initial consonant substitution to spell related words; uses vowel combinations for correct spelling; uses contractions, compounds, roots, suffixes, prefixes, and syllable constructions to spell words).
		California State Board of Education K-12 Content Standards, Grade 5 English Language Arts, Written and Oral English Language Conventions	1.5 Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.

Contractions	Game 4 Spell It Right	McRel Content Knowledge Standards and Benchmarks, Language Arts, Standard 3, Level II (Grade 3-5)	Benchmark 10 Uses conventions of spelling in written compositions (e.g., spells high frequency, commonly misspelled words from appropriate grade-level list; uses a dictionary and other resources to spell words; uses initial consonant substitution to spell related words; uses vowel combinations for correct spelling; uses contractions, compounds, roots, suffixes, prefixes, and syllable constructions to spell words).
		California State Board of Education K-12 Content Standards, Grade 5 English Language Arts, Written and Oral English Language Conventions	1.5 Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.
		Texas Essential Knowledge and Skills, 110.7 English Language Arts and Reading Grade 5	18 (G) Write with increasing accuracy when using apostrophes in contractions such as <i>it's</i> and possessives such as <i>Jan's</i> (4-8).
		Indiana Academic Standards, English/Language Arts Grade 5	5.6.7 Spell roots or bases of words, prefixes (understood/ <u>mis</u> understood, excused/ <u>un</u> excused), suffixes (final/ <u>final</u> ly, mean/ <u>mean</u> ness), contractions (will not/won't, it is/it's, they would/they'd), and syllable constructions (in•for•ma•tion, mol•e•cule) correctly.
Punctuation	Game 4 Spell It Right	McRel Content Knowledge Standards and Benchmarks, Language Arts, Standard 3, Level II (Grade 3-5)	Benchmark 12 Uses conventions of punctuation in written compositions (e.g., uses periods after imperative sentences and in initials, abbreviations, and titles before names; uses commas in dates and addresses and after greetings and closings in a letter; uses apostrophes in contractions and possessive nouns; uses quotation marks around titles and with direct quotations; uses a colon between hour and minutes). Vocabulary Terms: punctuation, period, imperative sentence, abbreviation, title, comma, apostrophe, contraction, possessive noun, quotation marks, direct quotation, colon, initial
		California State Board of Education K-12 Content Standards, Grade 5 English Language Arts, Written and Oral English Language Conventions	1.3 Use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of a speaker and titles of poems, songs, short stories, and so forth.
		Texas Essential Knowledge and Skills, 110.7 English Language Arts and Reading Grade 5	19 (G) Write with increasing accuracy when using apostrophes in contractions such as <i>it's</i> and possessives such as <i>Jan's</i> (4-8).
		Florida Dept. of Education Sunshine State Standards, Language Arts Fifth Language Arts Fifth Grade Writing	• Uses conventions of punctuation (including but not limited to commas in a series, dates, and addresses; beginning and ending quotation marks; hyphens in compound words).

		Indiana Academic Standards, English/Language Arts Grade 5	5.6.5 Use a colon to separate hours and minutes (<i>12:20 a.m.</i> , <i>3:40 p.m.</i>) and to introduce a list (<i>Do the project in this order: cut, paste, fold.</i>); use quotation marks around the exact words of a speaker and titles of articles, poems, songs, short stories, and chapters in books; use semi-colons and commas for transitions
Information Sources			
Parts of a book and information sources	Game 3 Refer to It Game 4 Anatomy of a Book	McRel Content Knowledge Standards and Benchmarks, Language Arts, Standard 4, Level II (Grade 3-5)	<p>Benchmark 3 Uses dictionaries to gather information for research topics.</p> <p>Benchmark 4 Uses electronic media to gather information (e.g., databases, Internet, CD-ROM, television shows, cassette recordings, videos, pull-down menus, word searches).</p> <p>Benchmark 5 Uses key words, guide words, alphabetical and numerical order, indexes, cross-references, and letters on volumes to find information for research topics.</p>
		McRel Content Knowledge Standards and Benchmarks, Language Arts, Standard 7, Level II (Grade 3-5)	<p>Benchmark 4 Uses the various parts of a book (e.g., index, table of contents, glossary, appendix, preface) to locate information.</p> <p>Vocabulary Terms: parts of a book, index, table of contents, glossary, appendix, preface</p>
		McRel Content Knowledge Standards and Benchmarks, Language Arts, Standard 5, Level II (Grade 3-5)	<p>Benchmark 4 Vocabulary Terms: prediction, text, confirm, revise, prior knowledge, idea, illustration, title, I, topic sentence, key word, foreshadowing, clue</p> <p>Benchmark 7 Uses word reference materials (e.g., glossary, dictionary, thesaurus) to determine the meaning, pronunciation, and derivations of unknown words.</p> <p>Vocabulary Terms: glossary, dictionary, thesaurus, word reference, meaning, pronunciation, derivation</p>
		California State Board of Education K-12 Content Standards, Grade 5 English Language Arts, Writing	1.5 Use a thesaurus to identify alternative word choices and meanings.

		Texas Essential Knowledge and Skills, 110.7 English Language Arts and Reading Grade 5	<p>6 (C) Locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources (4-8).</p> <p>9 (C) Use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify meanings and usage (4-8).</p> <p>(B) Use text organizers, including headings, graphic features, and tables of contents, to locate and organize information (4-8).</p>
		Florida Dept. of Education Sunshine State Standards, Language Arts Fifth Language Arts Fifth Grade Reading	<ul style="list-style-type: none"> • Uses resources and references and context to build word meanings (for example, dictionary, thesaurus).
		Indiana Academic Standards, English/Language Arts Grade 5	5.4.7 Use a thesaurus to identify alternative word choices and meanings.

Math

Topic	Games/Categories	Source of Standard	Standard
Fractions, Decimals and Percentages			
Compare fractions	Game 1 Created Equal	NCTM Principles and Standards for School Mathematics, Numbers and Operations Standards for Grades 3-5	<ul style="list-style-type: none"> Use models, benchmarks, and equivalent forms to judge the size of fractions.
		Texas Essential Knowledge and Skills, 111.17 Mathematics, Grade 5	2 (A) Generate equivalent fractions. 2 (B) Compare two fractional quantities in problem-solving situations using a variety of methods, including common denominators.
Compare fractions, percents and decimals	Game 4 Percent Puzzles	NCTM Principles and Standards for School Mathematics, Numbers and Operations Standards for Grades 3-5	<ul style="list-style-type: none"> Recognize and generate equivalent forms of commonly used fractions, decimals, and percents.
		California State Board of Education K-12 Content Standards, Grade 5 Mathematics, Number Sense	1.5 Identify and represent on a number line decimals, fractions, mixed numbers, and positive and negative integers.
		McRel Content Knowledge Standards and Benchmarks, Mathematics, Standard 2, Level II (Grade 3-5)	Benchmark 2 Understands equivalent forms of basic percents, fractions, and decimals (e.g., $1/2$ is equivalent to 50% is equivalent to .5) and when one form of a number might be more useful than another. Benchmark 5 Understands the relative magnitude and relationships among whole numbers, fractions, decimals, and mixed numbers.
		Texas Essential Knowledge and Skills, 111.17 Mathematics, Grade 5	2 (C) Use models to relate decimals to fractions that name tenths, hundredths, and thousandths.
		Florida Dept. of Education Sunshine State Standards, Mathematics, Fifth Grade, Number Sense, Concepts and Operations	<ul style="list-style-type: none"> Reads, writes, and identifies whole numbers, fractions, mixed numbers, and decimals through thousandths. Reads, writes, and identifies common percents including 10%, 20%, 25%, 30%, 40%, 50%, 60%, 70%, 75%, 80%, 90%, and 100%. Compares and orders whole numbers, commonly used fractions, percents, and decimals to thousandths using concrete materials, number lines, drawings, numerals, and symbols ($>$, $<$, $=$). Knows that numbers in different forms are equivalent or nonequivalent, using whole numbers, decimals, fractions, mixed numbers, and percents.
Indiana Academic Standards, Mathematics Grade 5	5.1.4 Interpret percents as a part of a hundred. Find decimal and percent equivalents for common fractions and explain why they represent the same value.		

Operations			
Math operations vocabulary	Game 5 Math Analogies	McRel Content Knowledge Standards and Benchmarks, Mathematics, Standard 2, Level II (Grade 3-5)	<p>Benchmark 1 Understands basic number theory concepts (e.g., prime and composite numbers, factors, multiples, odd and even numbers, divisibility). Vocabulary Terms: number theory, prime number, composite number, factor, multiple, odd, even, divisibility, greatest common factor, least common multiple, prime factorization</p> <p>Benchmark 3 Understands the basic difference between odd and even numbers.</p>
		McRel Content Knowledge Standards and Benchmarks, Mathematics, Standard 3, Level II (Grade 3-5)	<p>Benchmark Knows the language of basic operations (e.g., "factors," "products," "multiplication"). Vocabulary Terms terminology, operation, factor, addition, subtraction, multiplication, division, sum, difference, product, addend, multiplier, dividend, divisor, quotient, remainder</p>
Inverse relationships of operations	Game 5 Math Analogies	NCTM Principles and Standards for School Mathematics, Numbers and Operations Standards for Grades 3-5	<ul style="list-style-type: none"> Identify and use relationships between operations, such as division as the inverse of multiplication, to solve problems.
		McRel Content Knowledge Standards and Benchmarks, Mathematics, Standard 3, Level II (Grade 3-5)	<p>Benchmark 6 Understands the properties of and the relationships among addition, subtraction, multiplication, and division (e.g., reversing the order of two addends does not change the sum; division is the inverse of multiplication).</p>
		Florida Dept. of Education Sunshine State Standards, Mathematics, Fifth Grade, Number Sense, Concepts and Operations	<ul style="list-style-type: none"> Explains and demonstrates the inverse nature of multiplication and division, with particular attention to multiplication by a fraction.

Add and subtract whole numbers	Game 1 Simply Sums Game 1 Take It Away	NCTM Principles and Standards for School Mathematics, Numbers and Operations Standards for Grades 3-5	<ul style="list-style-type: none"> • Develop fluency in adding, subtracting, multiplying, and dividing whole numbers.
		McRel Content Knowledge Standards and Benchmarks, Mathematics, Standard 3, Level II (Grade 3-5)	<p>Benchmark 1 Adds, subtracts, multiplies, and divides whole numbers and decimals.</p> <p>Benchmark 4 Performs basic mental computations (e.g., addition and subtraction of whole numbers).</p>
		Texas Essential Knowledge and Skills, 111.17 Mathematics, Grade 5	3 (A) Use addition and subtraction to solve problems involving whole numbers and decimals.
Multiply and divide whole numbers	Game 2 Divide and Conquer Game 2 Let's Multiply	NCTM Principles and Standards for School Mathematics, Numbers and Operations Standards for Grades 3-5	<ul style="list-style-type: none"> • develop fluency in adding, subtracting, multiplying, and dividing whole numbers. • develop fluency with basic number combinations for multiplication and division and use these combinations to mentally compute related problems.
		California State Board of Education K-12 Content Standards, Grade 5 Mathematics, Number Sense	2.2 Demonstrate proficiency with division, including division with positive decimals and long division with multidigit divisors.
		McRel Content Knowledge Standards and Benchmarks, Mathematics, Standard 3, Level II (Grade 3-5)	Benchmark 1 Adds, subtracts, multiplies, and divides whole numbers and decimals.
		Texas Essential Knowledge and Skills, 111.17 Mathematics, Grade 5	3 (B) Use multiplication to solve problems involving whole numbers (no more than three digits times two digits without technology). 3 (C) Use division to solve problems involving whole numbers (no more than two-digit divisors and three-digit dividends without technology).
		Indiana Academic Standards, Mathematics Grade 5	5.2.1 Solve problems involving multiplication and division of any whole numbers. Example: $2,867 \leftrightarrow 34 = ?$ Explain your method.
		Florida Dept. of Education Sunshine State Standards, Mathematics, Fifth Grade, Number Sense, Concepts and Operations	<ul style="list-style-type: none"> • Finds factors of numbers to 100 to determine if they are prime or composite. • Expresses a whole number as a product of its prime factors.
		Indiana Academic Standards, Mathematics Grade 5	5.1.6 Describe and identify prime and composite numbers.

Add and subtract fractions	Game 1 Simply Sums Game 1 Take It Away	NCTM Principles and Standards for School Mathematics, Numbers and Operations Standards for Grades 3-5	<ul style="list-style-type: none"> Use visual models, benchmarks, and equivalent forms to add and subtract commonly used fractions and decimals.
		McRel Content Knowledge Standards and Benchmarks, Mathematics, Standard 3, Level II (Grade 3-5)	Benchmark 2 Adds and subtracts simple fractions.
		California State Board of Education K-12 Content Standards, Grade 5 Mathematics, Number Sense	2.3 Solve simple problems, including ones arising in concrete situations, involving the addition and subtraction of fractions and mixed numbers (like and unlike denominators of 20 or less), and express answers in the simplest form.
		Texas Essential Knowledge and Skills, 111.17 Mathematics, Grade 5	3 (E) Model and record addition and subtraction of fractions with like denominators in problem-solving situations.
		Indiana Academic Standards, Mathematics Grade 5	5.2.2 Add and subtract fractions (including mixed numbers) with different denominators.
Multiply and divide fractions	Game 2 Divide and Conquer Game 2 Let's Multiply	California State Board of Education K-12 Content Standards, Grade 5 Mathematics, Number Sense	2.4 Understand the concept of multiplication and division of fractions. 2.5 Compute and perform simple multiplication and division of fractions and apply these procedures to solving problems.
		Florida Dept. of Education Sunshine State Standards, Mathematics, Fifth Grade, Number Sense, Concepts and Operations	<ul style="list-style-type: none"> Explains and demonstrates the multiplication of common fractions using concrete materials, drawings, story problems, symbols, and algorithms.
		Indiana Academic Standards, Mathematics Grade 5	5.2.4 Multiply and divide fractions to solve problems.
Multiply decimals	Game 2 Let's Multiply	McRel Content Knowledge Standards and Benchmarks, Mathematics, Standard 3, Level II (Grade 3-5)	Benchmark 1 Adds, subtracts, multiplies, and divides whole numbers and decimals.
		Florida Dept. of Education Sunshine State Standards, Mathematics, Fifth Grade, Number Sense, Concepts and Operations	<ul style="list-style-type: none"> Explains and demonstrates the multiplication of decimals to hundredths using concrete materials, drawings, story problems, symbols, and algorithms.

Algebraic Thinking			
Variables	Game 3 Variable Math	NCTM Principles and Standards for School Mathematics, Algebra Standards for Grades 3-5	<ul style="list-style-type: none"> • Represent the idea of a variable as an unknown quantity using a letter or a symbol.
		California State Board of Education K-12 Content Standards, Grade 5 Mathematics, Algebra and Functions	1.2 Use a letter to represent an unknown number; write and evaluate simple algebraic expressions in one variable by substitution.
		McRel Content Knowledge Standards and Benchmarks, Mathematics, Standard 8, Level II (Grade 3-5)	<p>Benchmark 3 Knows that a variable is a letter or symbol that stands for one or more numbers.</p> <p>Benchmark 5 Solves simple open sentences involving operations on whole numbers (e.g., $? + 17 = 23$).</p>
		Florida Dept. of Education Sunshine State Standards, Mathematics, Fifth Grade, Algebraic Thinking	<ul style="list-style-type: none"> • Uses a variable to represent a given verbal expression (for example, 5 more than a number is $n + 5$).
		Indiana Academic Standards, Mathematics Grade 5	<p>5.3.1 Use a variable to represent an unknown number. Example: When a certain number is multiplied by 3 and then 5 is added, the result is 29. Let x stand for the unknown number and write an equation for the relationship.</p> <p>5.3.2 Write simple algebraic expressions in one or two variables and evaluate them by substitution. Example: Find the value of $5x + 2$ when $x = 3$.</p>
Equations	Game 3 Variable Math Game 4 Make It Equal	NCTM Principles and Standards for School Mathematics, Algebra Standards for Grades 3-5	<ul style="list-style-type: none"> • Express mathematical relationships using equations.
		McRel Content Knowledge Standards and Benchmarks, Mathematics, Standard 8, Level II (Grade 3-5)	<p>Benchmark 4 Understands the basic concept of an equality relationship (i.e., an equation is a number sentence that shows two quantities that are equal).</p> <p>Benchmark 5 Solves simple open sentences involving operations on whole numbers (e.g., $? + 17 = 23$).</p>
		Florida Dept. of Education Sunshine State Standards, Mathematics, Fifth Grade, Algebraic Thinking	<ul style="list-style-type: none"> • Solves problems involving simple equations or inequalities using concrete or pictorial models, symbolic expressions, or written phrases.
Geometry			
Two- and three-dimensional shapes	Game 2 Geometry Terms	NCTM Principles and Standards for School Mathematics, Geometry Standards for Grades 3-5	<ul style="list-style-type: none"> • Identify, compare, and analyze attributes of two- and three-dimensional shapes and develop vocabulary to describe the attributes. • Classify two- and three-dimensional shapes according to their properties and develop definitions of classes of shapes such as triangles and pyramids.

		McRel Content Knowledge Standards and Benchmarks, Mathematics, Standard 5, Level II (Grade 3-5)	<p>Benchmark 1 Knows basic geometric language for describing and naming shapes (e.g., trapezoid, parallelogram, cube, sphere).</p> <p>Benchmark 2 Understands basic properties of figures (e.g., two- or three-dimensionality, symmetry, number of faces, type of angle).</p>
		California State Board of Education K-12 Content Standards, Grade 5 Mathematics, Measurement and Geometry	1.4 Differentiate between, and use appropriate units of measures for, two-and three-dimensional objects (i.e., find the perimeter, area, volume).
		Texas Essential Knowledge and Skills, 111.17 Mathematics, Grade 5	7 (B) Use critical attributes to define geometric shapes or solids.
		Florida Dept. of Education Sunshine State Standards, Mathematics, Fifth Grade, Geometry and Spatial Sense	<ul style="list-style-type: none"> • Uses appropriate geometric vocabulary to describe properties and attributes of two- and three-dimensional figures (for example, obtuse and acute angles, radius, equilateral, scalene, and isosceles triangles.). • Draws and classifies two-dimensional figures having ten or more sides and three-dimensional figures (cubes, rectangular prisms, pyramids).
		Indiana Academic Standards, Mathematics Grade 5	<p>5.4.4 Identify, describe, draw, and classify polygons*, such as pentagons and hexagons. Example: In a collection of polygons, pick out those with the same number of sides.</p> <p>5.4.2 Identify, describe, draw, and classify triangles as equilateral*, isosceles*, scalene*, right*, acute*, obtuse*, and equiangular*.</p>
		Indiana Academic Standards, Science Grade 5	5.5.3 Classify objects in terms of simple figures and solids.
Identify appropriate unit of measurement	Game 3 Useful Units	NCTM Principles and Standards for School Mathematics, Measurement Standards for Grades 3-5	<ul style="list-style-type: none"> • Understand such attributes as length, area, weight, volume, and size of angle and select the appropriate type of unit for measuring each attribute. • Select and apply appropriate standard units and tools to measure length, area, volume, weight, time, temperature, and the size of angles.
		McRel Content Knowledge Standards and Benchmarks, Mathematics, Standard 4, Level II (Grade 3-5)	Benchmark 7 Selects and uses appropriate units of measurement, according to type and size of unit.
		California State Board of Education K-12 Content Standards, Grade 5 Mathematics, Measurement and Geometry	1.4 Differentiate between, and use appropriate units of measures for, two-and three-dimensional objects (i.e., find the perimeter, area, volume).
		Texas Essential Knowledge and Skills, 111.17 Mathematics, Grade 5	<p>10 (A) measure volume using concrete models of cubic units</p> <p>10 (B) estimate volume in cubic units</p> <p>11 (A) measure to solve problems involving length (including perimeter), weight, capacity, time, temperature, and area</p>

		Florida Dept. of Education Sunshine State Standards, Mathematics, Fifth Grade, Measurement	<ul style="list-style-type: none"> • Knows an appropriate unit of measure (standard or nonstandard) to measure length, weight, and capacity. • Selects an appropriate measurement unit for labeling the solution to real-world problems.
Temperature in metric and customary systems	Game 5 Final Jeopardy!	Indiana Academic Standards, Mathematics Grade 5	5.5.6 Compare temperatures in Celsius and Fahrenheit, knowing that the freezing point of water is 0°C and 32°F and that the boiling point is 100°C and 212°F.
Area, perimeter and volume	Game 4 Figures and Formulas Game 5 Go Figure	NCTM Principles and Standards for School Mathematics, Measurement Standards for Grades 3-5	<ul style="list-style-type: none"> • Develop, understand, and use formulas to find the area of rectangles and related triangles and parallelograms.
		NCTM Principles and Standards for School Mathematics, Measurement Standards for Grades 3-5	<ul style="list-style-type: none"> • Develop strategies to determine the surface areas and volumes of rectangular solids.
		California State Board of Education K-12 Content Standards, Grade 5 Mathematics, Measurement and Geometry	<p>1.1 Derive and use the formula for the area of a triangle and of a parallelogram by comparing it with the formula for the area of a rectangle (i.e., two of the same triangles make a parallelogram with twice the area; a parallelogram is compared with a rectangle of the same area by cutting and pasting a right triangle on the parallelogram).</p> <p>1.3 Understand the concept of volume and use the appropriate units in common measuring systems (i.e., cubic centimeter [cm³], cubic meter [m³], cubic inch [in³], cubic yard [yd³]) to compute the volume of rectangular solids.</p>
		McRel Content Knowledge Standards and Benchmarks, Mathematics, Standard 4, Level II (Grade 3-5)	<p>Benchmark 1 Understands the basic measures perimeter, area, volume, capacity, mass, angle, and circumference.</p> <p>Benchmark 4 Understands relationships between measures (e.g., between length, perimeter, and area).</p>
		Florida Dept. of Education Sunshine State Standards, Mathematics, Fifth Grade, Measurement	<ul style="list-style-type: none"> • Solves real-world problems involving perimeter, area, capacity, and volume, using concrete, graphic or pictorial models and extends conceptual experiences into patterns to develop formulas for determining perimeter, area, and volume. • Applies the concepts of area, perimeter, and volume to solve real-world and mathematical problems using student-developed formulas.
		Indiana Academic Standards, Mathematics Grade 5	<p>5.5.1 Understand and apply the formulas for the area of a triangle, parallelogram, and trapezoid.</p> <p>5.5.2 Solve problems involving perimeters and areas of rectangles, triangles, parallelograms, and trapezoids, using appropriate units.</p> <p>5.5.4 Find the surface area and volume of rectangular solids using appropriate units.</p>

Lines	Game 2 Geometry Terms	California State Board of Education K-12 Content Standards, Grade 5 Mathematics, Measurement and Geometry	2.1 Measure, identify, and draw angles, perpendicular and parallel lines, rectangles, and triangles by using appropriate tools (e.g., straightedge, ruler, compass, protractor, drawing software).
		McRel Content Knowledge Standards and Benchmarks, Mathematics, Standard 5, Level II (Grade 3-5)	Benchmark 6 Understands characteristics of lines (e.g., parallel, perpendicular, intersecting) and angles (e.g., right, acute).
		Texas Essential Knowledge and Skills, 111.17 Mathematics, Grade 5	7 (A) Identify critical attributes including parallel, perpendicular, and congruent parts of geometric shapes and solids.
		Indiana Academic Standards, Science Grade 5	5.5.4 Compare shapes in terms of concepts, such as parallel and perpendicular, congruence*, and symmetry.
Angles	Game 2 Geometry Terms	McRel Content Knowledge Standards and Benchmarks, Mathematics, Standard 5, Level II (Grade 3-5)	Benchmark 6 Understands characteristics of lines (e.g., parallel, perpendicular, intersecting) and angles (e.g., right, acute).
		Florida Dept. of Education Sunshine State Standards, Mathematics, Fifth Grade, Measurement	<ul style="list-style-type: none"> Classifies angle measures as acute, obtuse, right, or straight
		Florida Dept. of Education Sunshine State Standards, Mathematics, Fifth Grade, Geometry and Spatial Sense	<ul style="list-style-type: none"> Uses appropriate geometric vocabulary to describe properties and attributes of two- and three-dimensional figures (for example, obtuse and acute angles, radius, equilateral, scalene, and isosceles triangles.).
		California State Board of Education K-12 Content Standards, Grade 5 Mathematics, Measurement and Geometry	2.2 Know that the sum of the angles of any triangle is 180° and the sum of the angles of any quadrilateral is 360° and use this information to solve problems.
Geometry vocabulary	Game 2 Geometry Terms Game 5 Math Analogies	Florida Dept. of Education Sunshine State Standards, Mathematics, Fifth Grade, Measurement	<ul style="list-style-type: none"> Investigates measures of circumference using concrete materials (for example, uses string or measuring tape to measure the circumference of cans or bottles). Uses appropriate geometric vocabulary to describe properties and attributes of two- and three-dimensional figures (for example, obtuse and acute angles, radius, equilateral, scalene, and isosceles triangles.).
		Indiana Academic Standards, Mathematics Grade 5	5.4.2 Identify, describe, draw, and classify triangles as equilateral*, isosceles*, scalene*, right*, acute*, obtuse*, and equiangular*.

Real-World Problems			
Probability	Game 3 Probably So	NCTM Principles and Standards for School Mathematics, Data Analysis & Probability Standards for Grades 3-5	<ul style="list-style-type: none"> • Understand that the measure of the likelihood of an event can be represented by a number from 0 to 1.
		Texas Essential Knowledge and Skills, 111.17 Mathematics, Grade 5	12 (A) Use fractions to describe the results of an experiment.
		Florida Dept. of Education Sunshine State Standards, Mathematics, Fifth Grade, Data Analysis and Probability	<ul style="list-style-type: none"> • Calculates the probability of a particular event occurring from a set of all possible outcomes.
		Indiana Academic Standards, Mathematics Grade 5	<p>5.6.3 Understand that probability can take any value between 0 and 1, events that are not going to occur have probability 0, events certain to occur have probability 1, and more likely events have a higher probability than less likely events. Example: What is the probability of rolling a 7 with a number cube?</p> <p>5.6.4 Express outcomes of experimental probability situations verbally and numerically (e.g., 3 out of 4)</p>
		NCTM Principles and Standards for School Mathematics, Numbers and Operations Standards for Grades 3-5	<ul style="list-style-type: none"> • Develop understanding of fractions as parts of unit wholes, as parts of a collection, as locations on number lines, and as divisions of whole numbers.
		Indiana Academic Standards, Mathematics Grade 5	5.1.5 Explain different interpretations of fractions: as parts of a whole, parts of a set, and division of whole numbers by whole numbers.
Computation involving money	Game 5 Money Math	McRel Content Knowledge Standards and Benchmarks, Mathematics, Standard 3, Level II (Grade 3-5)	<p>Benchmark 7 Solves real-world problems involving number operations (e.g., computations with dollars and cents).</p>
		Indiana Academic Standards, Mathematics Grade 5	5.5.7 Add and subtract with money in decimal notation.

Science

Topic	Games/Categories	Source of Standard	Standard
Investigation and Experimentation			
Scientific process	Game 1 Method Mixup	California State Board of Education K-12 Content Standards, Grade 5 Science	<p>6. Scientific progress is made by asking meaningful questions and conducting careful investigations.</p> <p>b. Develop a testable question.</p> <p>c. Plan and conduct a simple investigation based on a student-developed question.</p> <p>d. Identify the dependent and controlled variables.</p> <p>f. Select appropriate and make quantitative observations.</p> <p>g. Record data and make inferences based on those data.</p> <p>h. Draw conclusions from scientific to support a specific conclusion.</p> <p>i. Write a report of an investigation that includes conducting tests, collecting data or examining evidence, and drawing conclusions.</p>
Physical Science			
Forms and properties of matter	Game 2 Salt or Fresh? Game 2 Water Cycle Game 3 The Right Scope Game 4 Double Letter Science Game 4 Prim and Proper Game 5 Final Jeopardy!	McRel Content Knowledge Standards and Benchmarks, Science, Standard 8, Level II (Grade 3-5)	<p>Benchmark 1 Knows that matter has different states (i.e., solid, liquid, gas) and that each state has distinct physical properties; some common materials such as water can be changed from one state to another by heating or cooling.</p> <p>Benchmark 3 Knows that substances can be classified by their physical and chemical properties (e.g., magnetism, conductivity, density, solubility, boiling and melting points).</p>
		Florida Dept. of Education Sunshine State Standards, Science Fifth Grade, The Nature of Matter	<ul style="list-style-type: none"> Knows that matter is conserved during heating and cooling.
		Texas Essential Knowledge and Skills, 112.7 Science Grade 5	7 (A) Classify matter based on its physical properties including magnetism, physical state, and the ability to conduct or insulate heat, electricity, and sound.
		California State Board of Education K-12 Content Standards, Grade 5 Science	<p>1 b. <i>Students know</i> all matter is made of atoms, which may combine to form molecules.</p> <p>1 f. <i>Students know</i> differences in chemical and physical properties of substances are used to separate mixtures and identify compounds.</p> <p>1 g. <i>Students know</i> properties of solid, liquid, and gaseous substances, such as sugar (C₆H₁₂O₆), water (H₂O), helium (He), oxygen (O₂), nitrogen (N₂), and carbon dioxide (CO₂).</p>
		Florida Dept. of Education Sunshine State Standards, Science Fifth Grade, The Nature of Matter	<ul style="list-style-type: none"> Knows that materials may be made of parts too small to be seen without magnification.

Metals	Game 3 Metal Detector Game 5 Spot the “Not”	California State Board of Education K-12 Content Standards, Grade 5 Science	1 c. <i>Students know</i> metals have properties in common, such as high electrical and thermal conductivity. Some metals, such as aluminum (Al), iron (Fe), nickel (Ni), copper (Cu), silver (Ag), and gold (Au), are pure elements; others, such as steel and brass, are composed of a combination of elemental metals.
		Texas Essential Knowledge and Skills, 112.7 Science Grade 5	7 (A) Classify matter based on its physical properties including magnetism, physical state, and the ability to conduct or insulate heat, electricity, and sound.
		McRel Content Knowledge Standards and Benchmarks, Science, Standard 10, Level II (Grade 3-5)	Benchmark 1 Knows that magnets attract and repel each other and attract certain kinds of other materials (e.g., iron, steel).
Water cycle	Game 2 Water Cycle Game 5 Spot the “Not” Game 5 Final Jeopardy!	McRel Content Knowledge Standards and Benchmarks, Science, Standard 1, Level II (Grade 3-5)	Benchmark 1 Knows that water exists in the air in different forms (e.g., in clouds and fog as tiny droplets; in rain, snow, and hail) and changes from one form to another through various processes (e.g., freezing, condensation, precipitation, evaporation). Vocabulary Terms forms of water, air, states of matter, phase change, freezing, condensation, precipitation, evaporation
		California State Board of Education K-12 Content Standards, Grade 5 Science	3. Water on Earth moves between the oceans and land through the processes of evaporation and condensation. As a basis for understanding this concept: b. <i>Students know</i> when liquid water evaporates, it turns into water vapor in the air and can reappear as a liquid when cooled or as a solid if cooled below the freezing point of water. c. <i>Students know</i> water vapor in the air moves from one place to another and can form fog or clouds, which are tiny droplets of water or ice, and can fall to Earth as rain, hail, sleet, or snow.
		Texas Essential Knowledge and Skills, 112.7 Science Grade 5	6 (B) Identify the significance of the water, carbon, and nitrogen cycles
		Florida Dept. of Education Sunshine State Standards, Science, Fifth Grade, Processes that Shape the Earth	<ul style="list-style-type: none"> Understands how atmospheric pressure affects the water cycle.

		Indiana Academic Standards, Science Grade 5	<p>5.3.4 Investigate that when liquid water disappears it turns into a gas* (vapor) mixed into the air and can reappear as a liquid* when cooled or as a solid* if cooled below the freezing point of water.</p> <p>5.3.8 Investigate, observe, and describe that heating and cooling cause changes in the properties of materials, such as water turning into steam by boiling and water turning into ice by freezing. Notice that many kinds of changes occur faster at higher temperatures*.</p>
Earth and Space			
Fresh water and salt water	Game 2 Salt or Fresh?	McRel Content Knowledge Standards and Benchmarks, Science, Standard 1, Level II (Grade 3-5)	<p>Benchmark 3 Knows that most of Earth's surface is covered by water, that most of that water is salt water in oceans, and that fresh water is found in rivers, lakes, underground sources, and glaciers.</p> <p>Vocabulary Terms Earth's surface, water, fresh water, salt water, oceans, bodies of water, ground water, glacier</p>
		California State Board of Education K-12 Content Standards, Grade 5 Science	<p>3 a. <i>Students know</i> most of Earth's water is present as salt water in the oceans, which cover most of Earth's surface.</p> <p>d. <i>Students know</i> that the amount of fresh water located in rivers, lakes, under-ground sources, and glaciers is limited and that its availability can be extended by recycling and decreasing the use of water.</p>
Changes to the earth's surface	Game 5 Earth on the Move	McRel Content Knowledge Standards and Benchmarks, Science, Standard 2, Level II (Grade 3-5)	<p>Benchmark 1 Knows how features on the Earth's surface are constantly changed by a combination of slow and rapid processes (e.g., weathering, erosion, transport, and deposition of sediment caused by waves, wind, water, and ice; landslides, volcanic eruptions, earthquakes, drought).</p> <p>Vocabulary Terms changes in the Earth's surface, Earth process, weathering, erosion, sediment deposition, landslide, volcanic eruption, earthquake, drought</p> <p>Benchmark 2 Knows that smaller rocks come from the breakage and weathering of larger rocks and bedrock.</p> <p>Vocabulary Terms rock breakage, weathering, bedrock, rock cycle</p>
		Texas Essential Knowledge and Skills, 112.7 Science Grade 5	<p>11 (A) Identify and observe actions that require time for changes to be measurable, including growth, erosion, dissolving, weathering, and flow.</p> <p>12 (A) Interpret how landforms are the result of a combination of constructive and destructive forces such as deposition of sediment and weathering.</p>

		Florida Dept. of Education Sunshine State Standards, Science, Fifth Grade, Processes that Shape the Earth	<ul style="list-style-type: none"> • Knows that rocks are constantly being formed and worn away. • Understands how eroded materials are transported and deposited over time in new areas to form new features (for example, deltas, beaches, and dunes). • Understands that geological features result from the movement of the crust of the Earth (for example, mountains, volcanic islands). • Understands how the surface of the Earth is shaped by both slow processes (for example, weathering, erosion, and deposition) and rapid, cataclysmic events (for example, earthquakes, tsunamis, and volcanoes).
		McRel Content Knowledge Standards and Benchmarks, Geography, Standard 7, Level II (Grade 3-5)	<p>Benchmark 2 Understands how physical processes help to shape features and patterns on Earth's surface (e.g., the effects of climate and weather on vegetation, erosion and deposition on land forms, mud slides on hills).</p> <p>Vocabulary Terms physical process, feature, pattern, Earth's surface, climate, weather, vegetation, erosion, deposition, land form, mud slide, hill</p>
Fossils	Game 4 Double Letter Science	McRel Content Knowledge Standards and Benchmarks, Science, Standard 2, Level II (Grade 3-5)	<p>Benchmark 5 Knows that fossils provide evidence about the plants and animals that lived long ago and the nature of the environment at that time.</p>
Night sky	Game 1 Super Stars Game 4 Double Letter Science Game 5 “Phun Phacts”	McRel Content Knowledge Standards and Benchmarks, Science, Standard 3, Level II (Grade 3-5)	<p>Benchmark 3 Knows that the patterns of stars in the sky stay the same, although they appear to slowly move from east to west across the sky nightly and different stars can be seen in different seasons.</p> <p>Vocabulary Terms constellation, sky, night, apparent movement of the stars, seasonal change</p> <p>Benchmark 4 Knows that planets look like stars, but over time they appear to wander among the constellations.</p> <p>Benchmark 5 Knows that astronomical objects in space are massive in size and are separated from one another by vast distances (e.g., many stars are more massive than our Sun but so distant they look like points of light).</p> <p>Benchmark 6 Knows that telescopes magnify distant objects in the sky (e.g., the Moon, planets) and dramatically increase the number of stars we can see.</p>

		Indiana Academic Standards, Science Grade 5	5.3.2 Observe and describe that stars are like the sun, some being smaller and some being larger, but they are so far away that they look like points of light. 5.3.3 Observe the stars and identify stars that are unusually bright and those that have unusual colors, such as reddish or bluish.
		Florida Dept. of Education Sunshine State Standards, Science, Fifth Grade, Earth and Space	<ul style="list-style-type: none"> Knows the relative positions of the Moon, Earth, and Sun during each of the phases of the Moon.
Solar system	Game 1 Space and Time Game 3 The Right Scope Game 5 Spot the “Not”	McRel Content Knowledge Standards and Benchmarks, Science, Standard 3, Level II (Grade 3-5)	Benchmark 2 Knows that the Earth is one of several planets that orbit the Sun and that the Moon orbits the Earth.
		California State Board of Education K-12 Content Standards, Grade 5 Science	5. The solar system consists of planets and other bodies that orbit the Sun in predictable paths. As a basis for understanding this concept: a. <i>Students know</i> the Sun, an average star, is the central and largest body in the solar system and is composed primarily of hydrogen and helium. b. <i>Students know</i> the solar system includes the planet Earth, the Moon, the Sun, eight other planets and their satellites, and smaller objects, such as asteroids and comets. c. <i>Students know</i> the path of a planet around the Sun is due to the gravitational attraction between the Sun and the planet.
		Texas Essential Knowledge and Skills, 112.7 Science Grade 5	12 (C) Identify the physical characteristics of the Earth and compare them to the physical characteristics of the moon.
		Florida Dept. of Education Sunshine State Standards, Science, Fifth Grade, Earth and Space	<ul style="list-style-type: none"> Knows that the planets differ in size, characteristics, and composition and that they orbit the Sun in our Solar System.
Time cycles and movements of objects in space	Game 1 Space and Time	McRel Content Knowledge Standards and Benchmarks, Science, Standard 3, Level II (Grade 3-5)	Benchmark 1 Knows that night and day are caused by the Earth's rotation on its axis.
		Texas Essential Knowledge and Skills, 112.7 Science Grade 5	6 (A) Identify events and describe changes that occur on a regular basis such as in daily, weekly, lunar, and seasonal cycles.
Telescopes and microscopes	Game 3 The Right Scope	Indiana Academic Standards, Science Grade 5	5.1.4 Give examples of technology, such as telescopes, microscopes, and cameras, that enable scientists and others to observe things that are too small or too far away to be seen without them and to study the motion of objects that are moving very rapidly or are hardly moving 5.3.1 Explain that telescopes are used to magnify distant objects in the sky, including the moon and the planets.

Living Things			
Food chains and food webs	Game 4 Double Letter Science Game 4 Ecosystem Eats Game 5 “Phun Phacts”	McRel Content Knowledge Standards and Benchmarks, Science, Standard 6, Level II (Grade 3-5)	<p>Benchmark 1 Knows the organization of simple food chains and food webs (e.g., green plants make their own food with sunlight, water, and air; some animals eat the plants; some animals eat the animals that eat the plants).</p> <p>Vocabulary Terms food chain, food web, photosynthetic plants, producer, animal, consumer, herbivore, omnivore</p>
		McRel Content Knowledge Standards and Benchmarks, Geography, Standard 8, Level II (Grade 3-5)	<p>Benchmark 1 Knows the components of ecosystems at a variety of scales (e.g., fungi, insects, plants, and animals in a food chain or food web; fish and marine vegetation in coastal zones; grasses, birds, and insects in grassland areas).</p> <p>Vocabulary Terms component, ecosystem, scale, fungi, insect, plant, and animal, food chain, food web, fish, marine vegetation, coastal zone, grass, bird, grassland</p>
Plants	Game 5 “Phun Phacts”	California State Board of Education K-12 Content Standards, Grade 5 Science	2 f. <i>Students know</i> plants use carbon dioxide (CO ₂) and energy from sunlight to build molecules of sugar and release oxygen.
		Florida Dept. of Education Sunshine State Standards, Science Fifth Grade, How Living Things Interact with Their Environment	<ul style="list-style-type: none"> Knows that green plants use carbon dioxide, water, and sunlight energy to turn minerals and nutrients into food for growth, maintenance, and reproduction.
Cells	Game 3 The Right Scope Game 4 Double Letter Science	Florida Dept. of Education Sunshine State Standards, Science, Fifth Grade, Processes of Life	<ul style="list-style-type: none"> Knows the parts of plants and animal cells.
		Indiana Academic Standards, Science Grade 5	<p>5.4.2 Observe and describe that some living things consist of a single cell that needs food, water, air, a way to dispose of waste, and an environment in which to live.</p> <p>5.4.3 Observe and explain that some organisms are made of a collection of similar cells that benefit from cooperating. Explain that some organisms’ cells, such as human nerve and muscle cells, vary greatly in appearance and perform very different roles in the organism.</p>

Social Studies

Topic	Games/Categories	Source of Standard	Standard
Civics and Government			
Declaration of Independence	Game 2 Top Docs Game 5 “Phun Phacts”	McRel Content Knowledge Standards and Benchmarks, Civics, Standard 8, Level II (Grade 3-5)	Benchmark 3 Knows how fundamental values and principles of American democracy are expressed in documents such as the Declaration of Independence, the Preamble to the United States Constitution, and the Bill of Rights, as well as in American songs, stories, and speeches.
		California State Board of Education K-12 Content Standards, Grade 5 History-Social Science	5.5.3. Understand the people and events associated with the drafting and signing of the Declaration of Independence and the document's significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain.
		Texas Essential Knowledge and Skills, 113.7 Social Studies Grade 5	16 (A) Identify the purposes and explain the importance of the Declaration of Independence.
		Florida Dept. of Education Sunshine State Standards, Social Studies Fifth Grade, Time, Continuity and Change	• Knows selected principal ideas expressed in significant historical documents important to the founding of the United States (including but not limited to the Declaration of Independence, the United States Constitution, the Bill of Rights, the Federalist Papers).
		Indiana Academic Standards Social Studies Grade 5	5.1.12 Identify major British and American leaders and describe their roles in key events, such as the First and Second Continental Congresses, drafting and approval of the Declaration of Independence (1776), publication of <i>Common Sense</i> , and major battles of the Revolutionary War. 5.2.4 Identify and explain key ideas about government as noted in founding documents of the United States of America, such as the Declaration of Independence, Articles of Confederation, Northwest Ordinance, United States Constitution, and the Bill of Rights.

U.S. Constitution	Game 2 Top Docs Game 3 All Ordinal Game 3 John or James? Game 3 Final Jeopardy! Game 5 “Phun Phacts”	McRel Content Knowledge Standards and Benchmarks, Civics, Standard 8, Level II (Grade 3-5)	Benchmark 3 Knows how fundamental values and principles of American democracy are expressed in documents such as the Declaration of Independence, the Preamble to the United States Constitution, and the Bill of Rights, as well as in American songs, stories, and speeches.
		McRel Content Knowledge Standards and Benchmarks, Civics, Standard 15, Level II (Grade 3-5)	Benchmark 1 Understands that the Constitution is a written document which states that the fundamental purposes of American government are to protect individual rights and promote the common good. Benchmark 2 Knows that the Constitution describes how the government is organized, defines and limits the powers of government, and is the highest law in the land.
		California State Board of Education K-12 Content Standards, Grade 5 History-Social Science	5.7 Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic. 2. Explain the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights. 5.7.4. Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states.
		Texas Essential Knowledge and Skills, 113.7 Social Studies Grade 5	(3) History. The student understands the events that led from the Articles of Confederation to the creation of the U.S. Constitution and the government it established. 16 (B) Explain the purposes of the U.S. Constitution as identified in the Preamble to the Constitution. 21 (A) Summarize the reasons for the creation of the Bill of Rights. 21 (D) Summarize selected amendments to the U.S. Constitution such as those that extended voting rights of U.S. citizens.
		Florida Dept. of Education Sunshine State Standards, Social Studies Fifth Grade, Time, Continuity and Change	• Knows selected principal ideas expressed in significant historical documents important to the founding of the United States (including but not limited to the Declaration of Independence, the United States Constitution, the Bill of Rights, the Federalist Papers).

		Indiana Academic Standards Social Studies Grade 5	<p>5.1.16 Explain why the United States Constitution was created in 1787 and how it established a stronger union among the original thirteen states. Identify people who were involved in its development. Example: George Washington, James Madison, George Mason, Alexander Hamilton.</p> <p>5.1.17 Describe the origins and drafting of the Bill of Rights, ratified in 1791.</p> <p>5.2.4 Identify and explain key ideas about government as noted in founding documents of the United States of America, such as the Declaration of Independence, Articles of Confederation, Northwest Ordinance, United States Constitution, and the Bill of Rights.</p> <p>5.2.5 Summarize the principles and purposes of government in the Preamble to the Constitution of the United States.</p> <p>5.2.6 Identify and give examples of individual rights in the Bill of Rights.</p>
American symbols, speeches and songs	Game 1 Super Stars Game 3 Primary Colors	McRel Content Knowledge Standards and Benchmarks, Civics, Standard 9, Level II (Grade 3-5)	<p>Benchmark 3 Knows how fundamental values and principles of American democracy are expressed in documents such as the Declaration of Independence, the Preamble to the United States Constitution, and the Bill of Rights, as well as in American songs, stories, and speeches.</p> <p>Benchmark 4 Knows how various symbols are used to depict Americans' shared values, principles, and beliefs and explain their meaning (e.g., the flag, Statue of Liberty, Statue of Justice, Uncle Sam, great seal, national anthem, oaths of office, mottoes such as E Pluribus Unum).</p>
		Texas Essential Knowledge and Skills, 113.7 Social Studies Grade 5	<p>18 (A) Explain selected patriotic symbols and landmarks such as the Statue of Liberty and the White House and political symbols such as the donkey and elephant.</p> <p>18 (B) Sing or recite <i>The Star-Spangled Banner</i> and explain its history.</p> <p>18 (C) Recite and explain the meaning of the Pledge of Allegiance.</p>

History and Cultures			
Chronology	Game 2 First Things First Game 5 First to Join	McRel Content Knowledge Standards and Benchmarks, Historical Understanding, Standard 1, Level II (Grade 3-5)	Benchmark 2 Knows how to construct timelines in significant historical developments that mark at evenly spaced intervals the years, decades, and centuries.
		Florida Dept. of Education Sunshine State Standards, Social Studies Fifth Grade, Time, Continuity and Change	<ul style="list-style-type: none"> Constructs and labels a timeline based on a historical reading (for example, about United States history).
		Indiana Academic Standards Social Studies Grade 5	5.1.19 Develop and interpret timelines showing major people, events, and developments in the early history of the United States from 1776-1801
Native Americans	Game 1 Native American Homes Game 1 Native Peoples Game 2 Namesakes	California State Board of Education K-12 Content Standards, Grade 5 History-Social Science	<p>5.1 Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.</p> <p>1. Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils.</p> <p>5.3.6. Explain the influence and achievements of significant leaders of the time (e.g., John Marshall, Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, and Sequoyah).</p>
		Texas Essential Knowledge and Skills, 113.7 Social Studies Grade 5	4 (G) Identify the challenges, opportunities, and contributions of people from selected Native-American and immigrant groups.

		Indiana Academic Standards Social Studies Grade 5	<p>5.1.1 Give examples of early cultures and settlements that existed in North America prior to contact with Europeans. Example: Mississippian culture at Cahokia, (600-1400 C.E.).</p> <p>5.1.3 Identify and compare historic Indian groups of the West, Southwest, Northwest, Arctic and Sub-Arctic, Great Plains, and Eastern Woodlands regions at the beginning of European exploration in the late fifteenth and sixteenth centuries. Example: Compare their styles of housing, settlement patterns, sources of food and clothing, customs and oral traditions, political and economic organization, and types and uses of technology.</p> <p>5.5.1 Describe basic needs that individuals have in order to survive, such as the need for food, water, shelter, and safety, and give examples of how people in early America adapted* to meet basic needs.</p>
Explorers	Game 4 Named For? Game 5 Explorers' Home Ports Game 5 Inventor or Explorer?	California State Board of Education K-12 Content Standards, Grade 5 History-Social Science	<p>5.2 Students trace the routes of early explorers and describe the early explorations of the Americas.</p> <p>1. Describe the entrepreneurial characteristics of early explorers (e.g., Christopher Columbus, Francisco Vázquez de Coronado) and the technological developments that made sea exploration by latitude and longitude possible (e.g., compass, sextant, astrolabe, seaworthy ships, chronometers, gunpowder).</p> <p>5.8.3. Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., Meriwether Lewis and William Clark, Zebulon Pike, John Fremont).</p>
		Florida Dept. of Education Sunshine State Standards, Social Studies Fifth Grade, Time, Continuity and Change	<ul style="list-style-type: none"> • Knows selected European explorers and the territories they explored in North America. • Understands selected geographic and economic features of the growth and change that occurred in America from 1801 to 1861 (for example, the Lewis and Clark expedition, the Louisiana Purchase).
		Indiana Academic Standards Social Studies Grade 5	<p>5.1.4 Trace the major land and water routes of European explorers of the Caribbean region and North America, and examine their individual stories and reasons for exploration. Example: Spanish expeditions by Christopher Columbus, Hernán Cortés, Hernando de Soto, and Francisco Vázquez de Coronado; expeditions by French explorers Jacques Cartier and Samuel de Champlain; and expeditions for England and Holland by explorers Henry Cabot, Henry Hudson, and John White.</p>

Colonial powers	Game 4 Countries and Their Colonies	California State Board of Education K-12 Content Standards, Grade 5 History-Social Science	5.2.4. Locate on maps of North and South America land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia. 5.3.1. Describe the competition among the English, French, Spanish, Dutch, and Indian nations for control of North America. 5.3.3. Examine the conflicts before the Revolutionary War (e.g., the Pequot and King Philip's Wars in New England, the Powhatan Wars in Virginia, the French and Indian War).
		Texas Essential Knowledge and Skills, 113.7 Social Studies Grade 5	1 (A) Explain when, where, and why groups of people colonized and settled in the United States.
		Texas Essential Knowledge and Skills, 113.7 Social Studies Grade 5	11 (A) Identify the economic motivations for European exploration and settlement in the United States.
		Florida Dept. of Education Sunshine State Standards, Social Studies Fifth Grade, Time, Continuity and Change	<ul style="list-style-type: none"> Understands selected geographic, economic, political, and cultural factors that characterized early exploration of the Americas (for example, impact on Native Americans, war between colonial powers, the institution of slavery).
		Indiana Academic Standards Social Studies Grade 5	5.1.5 Locate and compare early Spanish, French, and British settlements, such as St. Augustine, Roanoke Island, Quebec, Santa Fe, and Jamestown.
Colonial America	Game 1 Final Jeopardy! Game 2 First Things First	California State Board of Education K-12 Content Standards, Grade 5 History-Social Science	5.4.1. Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas. 5.4.2. Identify the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding (e.g., John Smith, Virginia; Roger Williams, Rhode Island; William Penn, Pennsylvania; Lord Baltimore, Maryland; William Bradford, Plymouth; John Winthrop, Massachusetts).
		Texas Essential Knowledge and Skills, 113.7 Social Studies Grade 5	15 (B) Identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses.
		Florida Dept. of Education Sunshine State Standards, Social Studies Fifth Grade, Time, Continuity and Change	<ul style="list-style-type: none"> Knows significant events in the colonization of North America, including but not limited to the Jamestown and Plymouth settlements, and the formation of the thirteen original colonies.

		Indiana Academic Standards Social Studies Grade 5	<p>5.1.7 Identify and discuss instances of both cooperation and conflict between Indians and European settlers, such as agriculture, trade, cultural exchanges, and military alliances, as well as later broken treaties, massacres, and conflicts over control of the land.</p> <p>Example: King Philip's War (1675 to 1676) in New England was extremely costly to both sides; the French and Indian War was a conflict between the British and French/American Indians to control territory in Northern America.</p> <p>5.1.8 Locate the thirteen British colonies that became the United States and describe their political, social, and economic organization and structure.</p> <p>5.2.2 Identify and explain ideas about limited government*, the rule of law, and individual rights in key colonial-era documents.</p> <p>Example: The Mayflower Compact (1620), Fundamental Orders of Connecticut (1639), Massachusetts Body of Liberties (1641), and Pennsylvania Charter of Privileges (1701).</p>
American Revolution	Game 2 That's Great Game 2 First Things First Game 3 Primary Colors	California State Board of Education K-12 Content Standards, Grade 5 History-Social Science	<p>5.5.1. Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts).</p> <p>5.6.1. Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides.</p>
		Texas Essential Knowledge and Skills, 113.7 Social Studies Grade 5	(B) Analyze the causes and effects of events prior to and during the American Revolution such as the Boston Tea Party.
		Florida Dept. of Education Sunshine State Standards, Social Studies Fifth Grade, Time, Continuity and Change	<ul style="list-style-type: none"> • Understands reasons Americans and those who led them went to war to win independence from England. • Knows significant events between 1756 and 1776 that led to the outbreak of the American Revolution (for example, the French and Indian War, the Stamp Act, the Boston Tea Party).

		Indiana Academic Standards Social Studies Grade 5	<p>5.1.11 Analyze the causes of the Revolution, such as colonial resistance to British imperial policies, the denial of traditional rights of Englishmen to American colonists, and taxation without representation. Example: The Stamp Act, Townsend Acts, taxes on tea, and the Coercive Acts.</p> <p>5.1.12 Identify major British and American leaders and describe their roles in key events, such as the First and Second Continental Congresses, drafting and approval of the Declaration of Independence (1776), publication of <i>Common Sense</i>, and major battles of the Revolutionary War.</p>
Historical figures of the American colonial and revolutionary eras	<p>Game 2 First Things First Game 2 Final Jeopardy! Game 3 States' Starts Game 3 All Ordinal Game 3 John or James? Game 4 Founding Fathers and Mothers Game 4 Final Jeopardy! Game 5 Tom or Thomas?</p>	California State Board of Education K-12 Content Standards, Grade 5 History-Social Science	<p>5.5.4. Describe the views, lives, and impact of key individuals during this period (e.g., King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams).</p> <p>3. Identify the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, Mercy Otis Warren).</p> <p>5.4.2. Identify the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding (e.g., John Smith, Virginia; Roger Williams, Rhode Island; William Penn, Pennsylvania; Lord Baltimore, Maryland; William Bradford, Plymouth; John Winthrop, Massachusetts).</p>
		Texas Essential Knowledge and Skills, 113.7 Social Studies Grade 5	<p>1 (B) Describe the accomplishments of significant colonial leaders such as Anne Hutchinson, William Penn, John Smith, and Roger Williams.</p> <p>2 (A) Identify the contributions of significant individuals during the revolutionary period, including Thomas Jefferson and George Washington.</p> <p>3 (A) Identify the contributions of individuals including James Madison and Roger Sherman who helped create the U.S. Constitution.</p> <p>19 (C) Identify significant individuals such as César Chávez and Benjamin Franklin who modeled active participation in the democratic process.</p>
		Florida Dept. of Education Sunshine State Standards, Social Studies Fifth Grade, Time, Continuity and Change	<ul style="list-style-type: none"> Knows the history of events and the historic figures responsible for historical documents important to the founding of the United States (for example, the Declaration of Independence, the United States Constitution, and the Bill of Rights).

		Indiana Academic Standards Social Studies Grade 5	<p>5.1.9 Evaluate the contributions of political and religious leaders in colonial America. Example: John Smith, William Bradford, Roger Williams, Anne Hutchinson, John Winthrop, Thomas Hooker, and William Penn.</p> <p>5.1.12 Identify major British and American leaders and describe their roles in key events, such as the First and Second Continental Congresses, drafting and approval of the Declaration of Independence (1776), publication of <i>Common Sense</i>, and major battles of the Revolutionary War. Example: King George III, Benjamin Franklin, Patrick Henry, Thomas Jefferson, John Adams, Thomas Paine, George Washington, and General Charles Cornwallis.</p> <p>5.1.14 Identify and evaluate contributions of women during the American Revolution, including Abigail Adams, Martha Washington, Mercy Otis Warren, and Molly Pitcher.</p> <p>5.1.16 Explain why the United States Constitution was created in 1787 and how it established a stronger union among the original thirteen states. Identify people who were involved in its development. Example: George Washington, James Madison, George Mason, Alexander Hamilton.</p> <p>5.1.18 Explain the development of the first American political parties and describe the presidential elections of 1792 (re-election of George Washington), 1796 (election of John Adams), and 1800 (election of Thomas Jefferson).</p>
Westward expansion	Game 3 States' Starts Game 5 Tom or Thomas? Game 5 Inventor or Explorer Game 5 Home Ports	California State Board of Education K-12 Content Standards, Grade 5 History-Social Science	5.8.4. Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).
		Texas Essential Knowledge and Skills, 113.7 Social Studies Grade 5	4 (C) Identify examples of U.S. territorial expansion.
		Florida Dept. of Education Sunshine State Standards, Social Studies Fifth Grade, Time, Continuity and Change	<ul style="list-style-type: none"> Understands selected geographic and economic features of the growth and change that occurred in America from 1801 to 1861 (for example, the Lewis and Clark expedition, the Louisiana Purchase).

Civil War	Game 2 First Things First Game 3 Primary Colors Game 5 Tom or Thomas?	Texas Essential Knowledge and Skills, 113.7 Social Studies Grade 5	4 (D) Describe the causes and effects of the Civil War.
		Florida Dept. of Education Sunshine State Standards, Social Studies Fifth Grade, Time, Continuity and Change	<ul style="list-style-type: none"> • Knows roles and accomplishments of selected leaders on both sides of the Civil War (for example Abraham Lincoln, Ulysses Grant, Jefferson Davis, Robert E. Lee, Frederick Douglas, and William Lloyd Garrison). • Knows causes, selected key events, and effects of the Civil War (for example, major battles, the Emancipation Proclamation, General Lee’s surrender at Appomattox Courthouse).
State history	Game 1 Final Jeopardy! Game 2 First Things First Game 3 States’ Starts Game 3 All Ordinal Game 5 First to Join	California State Board of Education K-12 Content Standards, Grade 5 History-Social Science	<p>5.8.2. Name the states and territories that existed in 1850 and identify their locations and major geographical features (e.g., mountain ranges, principal rivers, dominant plant regions).</p> <p>5.8.6. Relate how and when California, Texas, Oregon, and other western lands became part of the United States, including the significance of the Texas War for Independence and the Mexican-American War.</p>
Inventions and technology	Game 2 Part Puzzles Game 5 Tom or Thomas? Game 5 Inventor or Explorer?	Florida Dept. of Education Sunshine State Standards, Science Fifth Grade, The Nature of Science	• Knows that new inventions often lead to other new inventions and ways of doing things.
		Texas Essential Knowledge and Skills, 113.7 Social Studies Grade 5	24 (A) Describe the contributions of famous inventors and scientists such as Neil Armstrong, John J. Audubon, Benjamin Banneker, Clarence Birdseye, George Washington Carver, Thomas Edison, and Carl Sagan.
		Florida Dept. of Education Sunshine State Standards, Social Studies Fifth Grade, Time, Continuity and Change	• Understands selected technological developments and their effects that occurred in America from 1801 to 1861 (for example, the cotton gin increasing the need for large numbers of slaves to pick cotton).
		Indiana Academic Standards Social Studies Grade 5	5.4.3 Trace the development of technology and the impact of major inventions on business productivity during the early development of the United States.
Primary and secondary sources	Game 4 Prim and Proper	Texas Essential Knowledge and Skills, 113.7 Social Studies Grade 5	25 (A) Differentiate between, locate, and use primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about the United States and Texas.
		Florida Dept. of Education Sunshine State Standards, Social Studies Fifth Grade, Time, Continuity and Change	• Compares and contrasts primary and secondary accounts of selected historical events (for example, diary entries from a soldier in a Civil War battle and newspaper articles about the same battle).
		Indiana Academic Standards Social Studies Grade 5	5.1.22 Identify and interpret primary source* and secondary source* materials that pertain to a problem confronting people during the founding period of the United States.

Geography			
Elements of maps	Game 1 Geography Lingo	McRel Content Knowledge Standards and Benchmarks, Geography, Standard 1, Level II (Grade 3-5)	<p>Benchmark 1 Knows the basic elements of maps and globes (e.g., title, legend, cardinal and intermediate directions, scale, grid, principal parallels, meridians, projection).</p> <p>Benchmark 3 Uses map grids (e.g., latitude and longitude or alphanumeric system) to plot absolute location.</p>
		Texas Essential Knowledge and Skills, 113.7 Social Studies Grade 5	6 (A) Apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps.
		Florida Dept. of Education Sunshine State Standards, Social Studies Fifth Grade, Government and the Citizen	• Extends and refines use of maps, globes, charts, graphs, and other geographic tools including map keys and symbols to gather and interpret data and to draw conclusions about physical patterns (for example, in the United States).
		McRel Content Knowledge Standards and Benchmarks, Geography, Standard 3, Level II (Grade 3-5)	Benchmark 2 Understands the spatial organization of places through such concepts as location, distance, direction, scale, movement, and region.
		Indiana Academic Standards Social Studies Grade 5	5.3.1 Demonstrate that lines of latitude and longitude are measured in degrees of a circle, that places can be precisely located where these lines intersect, and that location can be stated in terms of degrees north or south of the equator and east or west of the Prime Meridian. 5.3.9 Interpret historical maps and create maps of the United States in different historical periods using map elements, such as title, legend, directional indicator, scale, and projection.
World geography	Game 2 The Americas	McRel Content Knowledge Standards and Benchmarks, Geography, Standard 2, Level II (Grade 3-5)	Benchmark 2 Knows the approximate location of major continents, mountain ranges, and bodies of water on Earth.
		McRel Content Knowledge Standards and Benchmarks, Geography, Standard 13, Level II (Grade 3-5)	Benchmark 2 Knows how and why people divide Earth's surface into political and/or economic units (e.g., states in the United States and Mexico; provinces in Canada; countries in North and South America; countries linked in cooperative relationships, such as the European Union).

Regions	Game 2 That's Great	McRel Content Knowledge Standards and Benchmarks, Geography, Standard 5, Level II (Grade 3-5)	Benchmark 1 Knows the characteristics of a variety of regions (land form, climate, vegetation, shopping, housing, manufacturing, religion, language).
		McRel Content Knowledge Standards and Benchmarks, Geography, Standard 3, Level II (Grade 3-5)	Benchmark 2 Understands the spatial organization of places through such concepts as location, distance, direction, scale, movement, and region.
		Texas Essential Knowledge and Skills, 113.7 Social Studies Grade 5	7 (B) Describe a variety of regions in the United States such as landform, climate, and vegetation regions that result from physical characteristics. 7 (C) Locate the fifty states on a map and identify regions such as New England and the Great Plains made up of various groups of states.
		Florida Dept. of Education Sunshine State Standards, Social Studies Fifth Grade, Government and the Citizen	• Knows how regions in the United States are constructed according to physical criteria and human criteria.
		Indiana Academic Standards Social Studies Grade 5	5.3.2 Name and locate states, major cities, major regions, major rivers and mountain ranges in the United States. 5.3.5 Map and describe the characteristics of climate regions of the United States.