

Classroom Jeopardy!® U.S. History, Geography, and Civics (Middle School)
Standards and Correlation Document

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Topic	Games/Categories	Source of Standard	Standard
Geography			
Map skills	U.S. Geography: Which Direction?	McRel Content Knowledge Standards and Benchmarks, Geography, The World in Spatial Terms, Standard 1	Understands the characteristics and uses of maps, globes, and other geographic tools and technologies.
		Idaho Achieves, Social Studies Standards, Middle Grades (Grades 6-8), 463. Geography	01 a. Locate places on maps using latitude and longitude systems and compass directions.
		Indiana Curriculum Standards, Social Studies Grade 6	6.3.1 Explain the components of most maps (title, scale, legend, grid, and projection).
Physical and political features of places	U.S. Geography: State Capitals	McRel Content Knowledge Standards and Benchmarks, Geography, The World in Spatial Terms, Standard 2	Knows the location of places, geographic features, and patterns of the environment.
	U.S. Geography: Rivers	Idaho Achieves, Social Studies Standards, Middle Grades (Grades 6-8), 463. Geography	01 b. Locate and label on map or globe major rivers, mountain ranges, gulfs, and seas of the continents and their countries.
	U.S. Geography: The Great Lakes	Connecticut K-12 Performance Standards, Social Studies, Standard 9: Places and Regions, Grades 5-8	<ul style="list-style-type: none"> locate natural and cultural features in their own and nearby communities, in the United States and in other regions of the world, as needed, to answer geographic questions. describe human and natural characteristics of places and how they shape or place identity.
	U.S. Geography: National Parks	Tennessee Social Studies Curriculum Standards, Content Standard 3: Geography, Seventh Grade Benchmarks	7.3.spi.2. locate the Earth's major physical characteristics (i.e., 7 continents, 4 oceans). 7.3.spi.9. identify the location of Earth's major landforms and bodies of water (i.e., Rockies, Andes, Himalayas, Alps, Urals, Sahara desert, Nile River Valley, Great Plains, Mississippi River, Amazon River, Thames River, Seine River, Rhine River, Danube River, Tigris River, Eurphrates River, Ganges River, Volga River, Yellow River).
	U.S. Geography: What's New?	Tennessee Social Studies Curriculum Standards, Content Standard 3: Geography, Eighth Grade Benchmarks	3.02 Know the location of places and geographic features, both physical and human, in Tennessee and in the United States.
	U.S. Geography: U.S. Extremes	Indiana Curriculum Standards, Social Studies Grade 8	8.3.1 Read a topographic map to interpret its symbols. Determine the land forms and human features that represent physical and cultural characteristics of areas in the United States. 8.3.2 Map and locate all states of the United States, major cities, mountain ranges, and river systems of the United States.
	U.S. Geography: Final Jeopardy!		
Cultural geography	U.S. Geography: Landmarks	McRel Content Knowledge Standards and Benchmarks, Geography, Places and Regions, Standard 4	Benchmark 1 Knows the human characteristics of places (e.g., cultural characteristics such as religion, language, politics, technology, family structure, gender; population characteristics; land uses; levels of development).
	U.S. Geography: City Nicknames	McRel Content Knowledge Standards and Benchmarks, Geography, Places and Regions, Standard 6	Benchmark 1 Knows how places and regions serve as cultural symbols (e.g. Golden Gate Bridge in San Francisco; Opera House in Sydney, Australia; the Gateway Arch in St. Louis; Tower Bridge in London).
	U.S. Geography: U.S. Extremes		

		Texas Essential Knowledge and Skills, 113.24 Social Studies, Grade 8	11 (B) compare places and regions of the United States in terms of physical and human characteristics.
Regions	U.S. Geography: Spot the Not	Tennessee Social Studies Curriculum Standards, Content Standard 3: Geography, Seventh Grade Benchmarks	7.3.spi.10 identify the characteristics that define a region geographically.
	U.S. Geography: What's New?	Texas Essential Knowledge and Skills, 113.24 Social Studies, Grade 8	11 (B) compare places and regions of the United States in terms of physical and human characteristics.
Time zones	U.S. Geography: Time Zones	Tennessee Social Studies Curriculum Standards, Content Standard 3: Geography, Seventh Grade Benchmarks	7.3.spi.17. read and interpret a time zone map.
History			
Time and chronology	U.S. History Game 1: Which Century?	McRel Content Knowledge Standards and Benchmarks, Historical Understanding, Standard 1, Level III (Grade 6-8)	Benchmark 3 Knows how to calculate calendar time B.C. (before Christ) or B.C.E. (before the Common Era), and A.D. (Anno Domini) or C.E. (in the Common Era), determining the onset, duration, and ending dates of historical events or developments.
	U.S. History Game 2: First to Last		Benchmark 6 Knows how to periodize events of the nation into broadly defined eras.
	U.S. History Game 3: First Things First	Texas Essential Knowledge and Skills, 113.24 Social Studies, Grade 8	1 (A) identify the major eras in U.S. history through 1877 and describe their defining characteristics. 1 (B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods. 1 (C) explain the significance of the following dates: 1607, 1776, 1787, 1803, and 1861-1865.
	U.S. History Game 3: Which War?	Tennessee Social Studies Curriculum Standards, Content Standard 5: History, Eighth Grade Benchmarks	8.5.spi.2. Read a timeline and order events of the past.
		Tennessee Social Studies Curriculum Standards, Content Standard 1: Culture, Eighth Grade Benchmarks	8.1.tpi.9. make a timeline of technological innovations.
Civilizations of the Americas	U.S. History Game 1: Current or Long Ago? U.S. History Game 1: Civilizations of the Americas	McRel Content Knowledge Standards and Benchmarks, World History Era 4 - Expanding Zones of Exchange and Encounter, 300-1000 CE, Standard 17	Level II (Grade 5-6) Benchmark 1 Understands the significant features of Mayan civilization (e.g., locations of Mayan city-states, road systems, and sea routes in Mesoamerica and the influence of the environment on these developments; the role and status of elite women and men in Mayan society as indicated by their portrayal in Mayan monumental architecture; the importance of religion in Mayan society; the structure and purpose of Mayan pyramids; ceremonial games among the Mayans).

		McRel Content Knowledge Standards and Benchmarks, World History Era 5 - Intensified Hemispheric Interactions 1000-1500 CE, Standard 24	<p>Level II (Grade 5-6) Benchmark 1 Understands how the Aztec Empire arose in the 14th century (e.g., major aspects of Aztec government, society, religion and culture; the construction of Tenochtitlan, the "Foundation of Heaven")</p> <p>Level II (Grade 5-6) Benchmark 2 Understands social and political elements of Incan society (e.g., Incan methods for expansion and unification of their empire, daily life for different people in Incan society, the food plants that formed the basis of Incan as compared with Aztec agriculture)</p> <p>Level III (Grade 7-8) Benchmark 2 Understands cultural and economic elements of North American and Mesoamerican civilizations (e.g., the major characteristics of Toltecs, Anasazi, Pueblo, and North American mound-building peoples; patterns of long-distance trade centered in Mesoamerica)</p>
		California State Board of Education K-12 Content Standards, Grade 7 History - Social Science	<p>7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.</p> <p>7.7 3. Explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish.</p> <p>7.7 4. Describe the artistic and oral traditions and architecture in the three civilizations.</p>
		Tennessee Social Studies Curriculum Standards, Content Standard 5: History, Eighth Grade Benchmarks	8.5.spi.1. contrast the characteristics of major native civilizations of the Americas.
		South Carolina Social Studies Standards, Grade 6	6.1.1 describe the early civilizations of Egypt, Mesopotamia, India, China, and the Americas, including migrations, the emergence of agriculture, religion, and cultural contributions.
European exploration	U.S. History Game 1: Spot the Not U.S. History Game 1: Explored For?	McRel Content Knowledge Standards and Benchmarks, U.S. History, Era 1 - Three Worlds Meet (Beginnings to 1620), Standard 1	<p>Level II (Grade 5-6) Benchmark 8 Knows legends of pre-Columbus explorations and the technological, scientific, and geographic factors that led to the age of exploration in the Americas.</p> <p>Level III (Grade 7-8) Benchmark 4 Understands the geographic, technological, and scientific factors that contributed to the European age of exploration and settlement in the Americas.</p>

	<p>U.S. History Game 1: Double-Letter History</p> <p>U.S. History Game 1: Which Century?</p> <p>U.S. History Game 1: Exploration Firsts</p> <p>U.S. History Game 1: Namesakes</p> <p>U.S. History Game 2: History by Example</p>	<p>McRel Content Knowledge Standards and Benchmarks, U.S. History, Era 1 - Three Worlds Meet (Beginnings to 1620), Standard 2</p>	<p>Level II (Grade 5-6) Benchmark 1 Knows the features of the major European explorations that took place between the 15th and 17th centuries (e.g., the routes and motives of Spanish, French, Dutch, and English explorers; the goals and achievements of major expeditions; problems encountered on the high seas; fears and superstitions of the times; what sailors expected to find when they reached their destinations).</p> <p>Level II (Grade 5-6) Benchmark 2 Understands aspects of the Spanish exploration, conquest, and immigration to the Americas in the centuries following Columbus (e.g., Spanish interactions with the Aztec, Inca, and Pueblo; the expeditions of Cabeza de Vaca and Francisco Vasquez de Coronado in the American Southwest; the conquest of Spanish America).</p> <p>Level III (Grade 7-8) Benchmark 2 Understands characteristics of the Spanish and Portuguese exploration and conquest of the Americas (e.g., the social composition of early settlers of America and their motives for exploration and colonization, connections between silver mined in Peru and Mexico and the rise of global trade and the price revolution in 16th century Europe, methods the Spanish used to conquer the Aztec and Incan empires, societies the Spanish explorers encountered in the Aztec and Incan settlements).</p>
		<p>California State Board of Education K-12 Content Standards, Grade 7 History - Social Science</p>	<p>7.11 1. Know the great voyages of discovery, the locations of the routes, and the influence of cartography in the development of a new European worldview.</p>
		<p>Texas Essential Knowledge and Skills, 113.24 Social Studies, Grade 8</p>	<p>2 (A) identify reasons for European exploration and colonization of North America.</p>
European colonies in the Americas	<p>U.S. History Game 1: First European Settlers</p>	<p>McRel Content Knowledge Standards and Benchmarks, U.S. History, Era 1 - Three Worlds Meet (Beginnings to 1620), Standard 2</p>	<p>Level III (Grade 7-8) Benchmark 3 Understands how motives differed among English colonizers and between the English and the Spanish, French, and Dutch colonizers.</p>
	<p>U.S. History Game 1: Spot the Not</p> <p>U.S. History Game 1: Double-Letter History</p> <p>U.S. History Game 1: Which Century?</p> <p>U.S. History Game 1: English Settlements</p>	<p>McRel Content Knowledge Standards and Benchmarks, U.S. History, Era 2 - Colonization and Settlement (1585 - 1763), Standard 3</p>	<p>Level II (Grade 5-6) Benchmark 1 Understands the lives of free and indentured immigrants who came to North America and the Caribbean from Europe.</p> <p>Level II (Grade 5-6) Benchmark 4 Understands the similarities and differences in backgrounds, motivations, and occupational skills between people in the English settlements and those in the French and Spanish settlements.</p> <p>Level III (Grade 7-8) Benchmark 2 Understands the events that culminated in the English victory over the French in the Seven Years War, and why the war and its outcomes were significant.</p>

	U.S. History Game 1: Namesakes	McRel Content Knowledge Standards and Benchmarks, U.S. History, Era 2 - Colonization and Settlement (1585 - 1763), Standard 4	Level II (Grade 5-6) Benchmark 2 Understands the development of colonial governments (e.g., how early colonies differed in the way they were established and governed, how characteristics of colonial self-government such as the right to vote and hold office were reflected in the Mayflower Compact).
	U.S. History Game 1: Religious Groups in the Colonies		Level III (Grade 7-8) Benchmark 5 Understands the role of religion in the English colonies (e.g., the evolution of religious freedom, treatment of religious dissenters such as Anne Hutchison, the concept of the separation of church and state).
	U.S. History Game 1: Final Jeopardy!	McRel Content Knowledge Standards and Benchmarks, U.S. History, Era 2 - Colonization and Settlement (1585 - 1763), Standard 5	Level III (Grade 7-8) Benchmark 1 Understands mercantilism and how it influenced patterns of economic activity (e.g., the advantages and disadvantages of mercantilism for the mother country and its colonies; the value of the regions that produced sugar, rice, tobacco, timber, coffee, grains, fish and minerals to the mother country).
	U.S. History Game 2: Boston, Philadelphia, or New York?		8.8 5. Discuss Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land-grant system, and economies.
			California State Board of Education K-12 Content Standards, Grade 8 History - Social Science
	Texas Essential Knowledge and Skills, 113.24 Social Studies, Grade 8	2 (B) compare political, economic, and social reasons for establishment of the 13 colonies. 24 (A) identify selected racial, ethnic, and religious groups that settled in the United States and their reasons for immigration.	
	Tennessee Social Studies Curriculum Standards, Content Standard 3: Geography, Eighth Grade Benchmarks	8.3.spi.1. recognize the causes and examples of migration and immigration in early America (i.e., land, religion, money, pioneer spirit, indentured servitude, displacement, and slavery).	
Native Americans	U.S. History Game 1: Spot the Not	McRel Content Knowledge Standards and Benchmarks, U.S. History, Era 1 - Three Worlds Meet (Beginnings to 1620), Standard 1	Level II (Grade 5-6) Benchmark 6 Understands the economic, social, and cultural influence of location and physical geography on different Native American societies (e.g., Iroquois and Pueblo, Northwest and Southeast societies).
	U.S. History Game 1: Current or Ancient?		Level II (Grade 5-6) Benchmark 7 Understands how the Mohawk, Oneida, Onondaga, Cayuga, and Seneca united to form the Iroquois nation and to solve conflicts peaceably.
	U.S. History Game 1: North or South?		Level III (Grade 7-8) Benchmark 1 Understands the rise and decline of the Mississippian mound-building society.
	U.S. History Game 2: British or Colonists?	McRel Content Knowledge Standards and Benchmarks, U.S. History, Era 4 - Expansion and Reform (1801-1861), Standard 9	Level II (Grade 5-6) Benchmark 4 Understands the impact of territorial expansion on Native American tribes (e.g., the Cherokee, Chickasaw, Choctaw, Creek and Seminole removals, the significance of the Trail of Tears, the original lands held by various tribes of the Southeast and those held in the Old Northwest territory).
	U.S. History Game 2: History by Example		Level III (Grade 7-8) Benchmark 2 Understands how early state and federal policy influenced various Native American tribes (e.g., survival strategies of Native Americans, environmental differences between Native American homelands and resettlement areas, the Black Hawk War and removal policies in the Old Northwest).
U.S. History Game 2: They're Great			

	U.S. History Game 3: Native Homelands	California State Board of Education K-12 Content Standards, Grade 8 History - Social Science	8.8 2. Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees' "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.
	U.S. History Game 3: Native Americans		Texas Essential Knowledge and Skills, 113.24 Social Studies, Grade 8
American Revolution	U.S. History Game 2: British or Colonists?	McRel Content Knowledge Standards and Benchmarks, U.S. History, Era 3 - Revolution and the New Nation (1754-1820s), Standard 6	Standard 6 Understands the causes of the American Revolution, the ideas and interests involved in shaping the revolutionary movement, and reasons for the American victory.
	U.S. History Game 2: History by Example		Level II (Grade 5-6) Benchmark 2 Understands the events that contributed to the outbreak of the American Revolution and the earliest armed conflict of the Revolutionary War (e.g., opponents and defenders of England's new imperial policy, the idea of "taxation without representation," the battle at Lexington and Concord).
	U.S. History Game 2: Boston, Philadelphia, or New York?		Level II (Grade 5-6) Benchmark 4 Understands the major developments and chronology of the Revolutionary War and the roles of its political, military, and diplomatic leaders (e.g., George Washington, Benjamin Franklin, Thomas Jefferson, John Adams, Samuel Adams, John Hancock, Richard Henry Lee).
	U.S. History Game 2: Important Documents		Level II (Grade 5-6) Benchmark 6 Understands the United States relationships with European countries and the contributions of each European power to the outcome of the Revolution (e.g., relations with France, Holland and Spain; consequences of the Treaty of Paris; Ben Franklin's negotiations with the French).
	U.S. History Game 2: Who's the Author?		Level III (Grade 7-8) Benchmark 1 Understands how political, ideological, and religious ideas joined economic interests to bring about the "shot heard round the world" (e.g., leaders of resistance to imperial policy; the English tax on the colonists to help pay for the Seven Years War; the interests and positions of different economic groups, such as northern merchants, southern rice and tobacco planters, yeoman farmers, and urban artisans).
	U.S. History Game 2: They're Great		Level III (Grade 7-8) Benchmark 3 Understands the strategic elements of the Revolutionary War (e.g., how the Americans won the war against superior British resources, American and British military leaders, major military campaigns).
	U.S. History Game 2: Who's the Author?		Level III (Grade 7-8) Benchmark 4 Understands the impact of European countries and individual Europeans on the American victory (e.g., interest, goals, and actions of France, Holland, and Spain; contributions of European individuals).
	U.S. History Game 2: First to Last		
	U.S. History Game 2: Founding Fathers		

		Texas Essential Knowledge and Skills, 113.24 Social Studies, Grade 8	<p>4 (A) analyze causes of the American Revolution, including mercantilism and British economic policies following the French and Indian War.</p> <p>4 (B) explain the roles played by significant individuals during the American Revolution, including Samuel Adams, Benjamin Franklin, King George III, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington.</p> <p>4 (C) explain the issues surrounding important events of the American Revolution, including declaring independence; writing the Articles of Confederation; fighting the battles of Lexington, Concord, Saratoga, and Yorktown; and signing the Treaty of Paris.</p> <p>4 (D) analyze the issues of the Philadelphia Convention of 1787, including major compromises and arguments for and against ratification.</p> <p>26 (B) describe religious influences on immigration and on social movements, including the impact of the first and second Great Awakenings.</p>
		California State Board of Education K-12 Content Standards, Grade 8 History - Social Science	<p>8.1 1. Describe the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor.</p> <p>8.1 3. Analyze how the American Revolution affected other nations, especially France.</p>
Declaration of Independence	U.S. History Game 2: Constitution or Declaration of Independence?	McRel Content Knowledge Standards and Benchmarks, U.S. History, Era 3 - Revolution and the New Nation (1754-1820s), Standard 6	<p>Level II (Grade 5-6) Benchmark 3</p> <p>Understands the major ideas in the Declaration of Independence, their sources, and how they became unifying ideas of American democracy (e.g., major terms, why the document was written, what the signers risked).</p> <p>Level III (Grade 7-8) Benchmark 6</p> <p>Understands the creation of the Declaration of Independence (e.g., historical antecedents that contributed to the document, individuals who struggled for independence).</p>
	U.S. History Game 2: Important Documents		
	U.S. History Game 2: Who's the Author?	California State Board of Education K-12 Content Standards, Grade 8 History - Social Science	8.1 2. Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as "all men are created equal, that they are endowed by their Creator with certain unalienable Rights").
	U.S. History Game 2: Founding Fathers		
	Civics: Famous Words		
U.S. Constitution and other government documents	U.S. History Game 2: Constitution or Declaration of Independence?	McRel Content Knowledge Standards and Benchmarks, U.S. History, Era 3 - Revolution and the New Nation (1754-1820s), Standard 8	<p>Level II (Grade 5-6) Benchmark 3</p> <p>Understands the significance of the Bill of Rights and its specific guarantees (e.g., the relevance of the Bill of Rights in today's society).</p> <p>Level III (Grade 7-8) Benchmark 1</p> <p>Understands events that led to and shaped the Constitutional Convention (e.g., alternative plans and major compromises considered by delegates, the grievances of the debtor class and the fears of wealthy creditors involved in Shay's Rebellion, the accomplishments and failures of the Articles of Confederation).</p> <p>Level III (Grade 7-8) Benchmark 2</p> <p>Understands arguments over the necessity of a Bill of Rights (e.g., Anti-Federalist arguments for its inclusion in the Constitution) and Madison's role in securing its adoption by the First Congress.</p>
	U.S. History Game 2: Boston, Philadelphia, or New York?		
	U.S. History Game 2: Important Documents		

<p>U.S. History Game 2: They're Great</p> <p>U.S. History Game 2: First to Last</p> <p>U.S. History Game 2: Founding Fathers</p> <p>Civics: Name that Number</p> <p>Civics: Famous Words</p> <p>Civics: Final Jeopardy!</p> <p>Civics: Constitutional Amendments</p>	<p>McRel Content Knowledge Standards and Benchmarks, Civics, Standard 4, Level III (Grade 6-8)</p>	<p>Benchmark 4 Knows some basic uses of constitutions (e.g., to set forth the purposes of government, to describe the way a government is organized and how power is allocated, to define the relationship between a people and their government).</p> <p>Benchmark 6 Knows how constitutions have been used to protect individual rights and promote the common good (e.g., First Amendment, Nineteenth Amendment in the United States Constitution).</p>
<p>Civics: Name that Number</p> <p>Civics: Famous Words</p> <p>Civics: Final Jeopardy!</p> <p>Civics: Constitutional Amendments</p>	<p>McRel Content Knowledge Standards and Benchmarks, Civics, Standard 8, Level III (Grade 6-8)</p>	<p>Benchmark 1 Knows the essential ideas of American constitutional government that are expressed in the Declaration of Independence, the Constitution, and other writings (e.g., the Constitution is a higher law that authorizes a government of limited powers; the Preamble to the Constitution states the purposes of government such as to form a more perfect union, establish justice, provide for the common defense, and promote the general welfare).</p> <p>Benchmark 4 Understands how specific provisions of the United States Constitution (including the Bill of Rights) limit the powers of government in order to protect the rights of individuals (e.g., habeas corpus; trial by jury; ex post facto; freedom of religion, speech, press, and assembly; equal protection of the law; due process of law; right to counsel).</p>
	<p>McRel Content Knowledge Standards and Benchmarks, Civics, Standard 15, Level III (Grade 6-8)</p>	<p>Benchmark 1 Understands how the first three words of the Preamble to the Constitution, "We the People...", embodies the principle of the people as the ultimate source of sovereignty.</p>
	<p>California State Board of Education K-12 Content Standards, Grade 8 History - Social Science</p>	<p>8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.</p> <ol style="list-style-type: none"> 1. Discuss the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact. 2. Analyze the Articles of Confederation and the Constitution and the success of each in implementing the ideals of the Declaration of Independence. 3. Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of American Indian nations under the commerce clause. 4. Describe the political philosophy underpinning the Constitution as specified in the <i>Federalist Papers</i> (authored by James Madison, Alexander Hamilton, and John Jay) and the role of such leaders as Madison, George Washington, Roger Sherman, Gouverneur Morris, and James Wilson in the writing and ratification of the Constitution. 6. Enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights.
	<p>Texas Essential Knowledge and Skills, 113.24 Social Studies, Grade 8</p>	<p>3 (B) evaluate the importance of the Mayflower Compact, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses to the growth of representative government.</p>

		McRel Content Knowledge Standards and Benchmarks, Civics, Standard 9, Level III (Grade 6-8)	Benchmark 1 Identifies fundamental values and principles that are expressed in basic documents (e.g., Declaration of Independence, United States Constitution), significant political speeches and writings (e.g., The Federalist, King's "I Have a Dream" speech), and individual and group actions that embody fundamental values and principles (e.g., suffrage and civil rights movements).
Early republic, expansion	U.S. History Game 2: Executive Order	McRel Content Knowledge Standards and Benchmarks, U.S. History, Era 3 - Revolution and the New Nation (1754-1820s), Standard 8	Level II (Grade 5-6) Benchmark 5 Understands the issues that impacted the lives of farmers in western Pennsylvania during the Whiskey Rebellion.
	U.S. History Game 2: Original 13–Yes or No?	McRel Content Knowledge Standards and Benchmarks, U.S. History, Era 4 - Expansion and Reform (1801-1861), Standard 8	Level II (Grade 5-6) Benchmark 7 Understands events that led to the Mexican-American war (e.g., the idea of Manifest Destiny, U.S. annexation of Texas, the invasion of Mexico by U.S. troops) and the consequences of the Treaty of Guadalupe Hidalgo.
	U.S. History Game 2: History by Example	McRel Content Knowledge Standards and Benchmarks, U.S. History, Era 4 - Expansion and Reform (1801-1861), Standard 9	Level III (Grade 7-8) Benchmark 1 Understands the short-term political and long-term cultural impacts of the Louisiana Purchase (e.g., those who opposed and supported the acquisition, the impact on Native Americans between 1801 and 1861).
	U.S. History Game 2: Who's the Author?		Level III (Grade 7-8) Benchmark 5 Understands the significance of the Lewis and Clark expedition (e.g., its role as a scientific expedition, its contributions to friendly relations with Native Americans).
	U.S. History Game 2: First to Last		
	U.S. History Game 2: Who Was President?	California State Board of Education K-12 Content Standards, Grade 8 History - Social Science	8.3 5. Know the significance of domestic resistance movements and ways in which the central government responded to such movements (e.g., Shays' Rebellion, the Whiskey Rebellion). 8.4 1. Describe the country's physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents. 8.4 4. Discuss daily life, including traditions in art, music, and literature, of early national America (e.g., through writings by Washington Irving, James Fenimore Cooper). 8.5 1. Understand the political and economic causes and consequences of the War of 1812 and know the major battles, leaders, and events that led to a final peace. 8.5 2. Know the changing boundaries of the United States and describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican-American War. 8.8 6. Describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including Mexican Americans today.
	U.S. History Game 3: First to Last		
U.S. History Game 3: Insert a State			
U.S. History Game 3: Which War?			
		Texas Essential Knowledge and Skills, 113.24 Social Studies, Grade 8	(D) explain the major issues and events of the Mexican War and their impact on the United States. 6 (E) identify areas that were acquired to form the United States.

Political parties	U.S. History Game 2: History by Example	McRel Content Knowledge Standards and Benchmarks, U.S. History, Era 3 - Revolution and the New Nation (1754-1820s), Standard 8	Level II (Grade 5-6) Benchmark 4 Understands the differences in leaders (e.g., Alexander Hamilton and Thomas Jefferson) and the social and economic composition of each political party in the 1790s.
	U.S. History Game 2: Founding Fathers		Level III (Grade 7-8) Benchmark 4 Understands the development and impact of the American party system (e.g., social, economic, and foreign policy issues of the 1790s; influence of the French Revolution on American politics; the rise of the Federalist and Democratic-Republican parties; the election of 1800; the appointment of the "midnight judges").
	U.S. History Game 2: Final Jeopardy!	California State Board of Education K-12 Content Standards, Grade 8 History - Social Science	8.3 4. Understand how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g., view of foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt).
	U.S. History Game 3: North and South: True or False		5 (C) explain the origin and development of American political parties. 5 (F) explain the impact of the election of Andrew Jackson, including the beginning of the modern Democratic Party.
	U.S. History Game 3: Party People		
Civics: Republicans or Democrats?	Texas Essential Knowledge and Skills, 113.24 Social Studies, Grade 8		
Slavery, antislavery movement	U.S. History Game 1: Double-Letter History	McRel Content Knowledge Standards and Benchmarks, U.S. History, Era 2 - Colonization and Settlement (1585 - 1763), Standard 5	Level II (Grade 5-6) Benchmark 3 Understands elements of African slavery during the colonial period in North America (e.g., relocation of enslaved Africans to the Caribbean and North America, the slave trade and "the middle passage").
	U.S. History Game 3: First to Last		Level II (Grade 5-6) Benchmark 5 Understands how slavery shaped social and economic life in the South after 1800 (e.g., how the cotton gin and the opening of new lands in the South and West led to increased demands for slaves; differences in the lives of plantation owners, poor free black and white families, and slaves; methods of passive and active resistance to slavery; escaped slaves and the Underground Railroad).
	U.S. History Game 3: Insert a State	McRel Content Knowledge Standards and Benchmarks, U.S. History, Era 4 - Expansion and Reform (1801-1861), Standard 10	
	U.S. History Game 3: Against Slavery	McRel Content Knowledge Standards and Benchmarks, U.S. History, Era 4 - Expansion and Reform (1801-1861), Standard 12	Level III (Grade 7-8) Benchmark 1 Understands perspectives that influenced slavery in the antebellum period (e.g., changing ideas about race, the reception of proslavery and antislavery ideologies in the North and South, arguments used to defend slavery in the 18th and 19th centuries).
	U.S. History Game 3: North and South: True or False		

		California State Board of Education K-12 Content Standards, Grade 8 History - Social Science	<p>8.6 4. Study the lives of black Americans who gained freedom in the North and founded schools and churches to advance their rights and communities.</p> <p>8.7 2. Trace the origins and development of slavery; its effects on black Americans and on the region's political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey).</p> <p>8.9 1. Describe the leaders of the movement (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass).</p> <p>8.9 5. Analyze the significance of the States' Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, Henry Clay's role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act (1854), the <i>Dred Scott v. Sandford</i> decision (1857), and the Lincoln-Douglas debates (1858).</p>
The North and the South	U.S. History Game 3: North and South: True or False	McRel Content Knowledge Standards and Benchmarks, U.S. History, Era 4 - Expansion and Reform (1801-1861), Standard 10	Standard 10: Understands how the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed American lives and led to regional tensions.
	U.S. History Game 3: Union or Confederate State?	McRel Content Knowledge Standards and Benchmarks, U.S. History, Era 4 - Expansion and Reform (1801-1861), Standard 11	<p>Level III (Grade 7-8) Benchmark 2 Understands the major events and issues that promoted sectional conflicts and strained national cohesiveness in the antebellum period (e.g., support and opposition of the Missouri Compromise of 1820, the debate over slavery from the late 1830s to the Compromise of 1850).</p> <p>Level III (Grade 7-8) Benchmark 3 Understands how tariff policy and issues of state's rights influenced party development and promoted sectional differences (e.g., the political positions of Whigs and Democrats on important issues in 1832, how platform issues had special appeal to different sections of the country).</p>
		McRel Content Knowledge Standards and Benchmarks, U.S. History, Era 5 - Civil War and Reconstruction (1850-1877), Standard 13	<p>Level II (Grade 5-6) Benchmark 2 Knows the locations of the southern and northern states and their economic resources (e.g., the industries and small family farms of the industrial North, the agricultural economy and slavery of the South).</p> <p>Level III (Grade 7-8) Benchmark 1 Understands the economic, social, and cultural differences between the North and South (e.g., how the free labor system of the North differed from that of the South).</p>
		California State Board of Education K-12 Content Standards, Grade 8 History - Social Science	<p>8.10 2. Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.</p> <p>8.7 1. Describe the development of the agrarian economy in the South, identify the locations of the cotton-producing states, and discuss the significance of cotton and the cotton gin.</p>

		Texas Essential Knowledge and Skills, 113.24 Social Studies, Grade 8	7 (C) analyze the impact of slavery on different sections of the United States. 10 (C) analyze the causes and effects of economic differences among different regions of the United States at selected times in U.S. history.
Civil War	U.S. History Game 3: First to Last	McRel Content Knowledge Standards and Benchmarks, U.S. History, Era 5 - Civil War and Reconstruction (1850-1877), Standard 14	<p>Level II (Grade 5-6) Benchmark 1 Understands the technological, social, and strategic aspects of the Civil War (e.g., the impact of innovations in military technology; turning points of the war; leaders of the Confederacy and Union; conditions, characteristics, and armies of the Confederacy and Union; major areas of Civil War combat).</p> <p>Level III (Grade 7-8) Benchmark 1 Understands the circumstances that shaped the Civil War and its outcome (e.g., differences between the economic, technological, and human resources of both sides; the impact of the Emancipation Proclamation on the outcome of the war).</p>
	U.S. History Game 3: Union or Confederate State?		
	U.S. History Game 3: Union or Confederate Leader?	California State Board of Education K-12 Content Standards, Grade 8 History - Social Science	<p>8.10 4. Discuss Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his "House Divided" speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865).</p> <p>8.10 5. Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments.</p> <p>8.10 6. Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee's surrender at Appomattox.</p>
	U.S. History Game 3: Civil War	Texas Essential Knowledge and Skills, 113.24 Social Studies, Grade 8	<p>8 A) explain the roles played by significant individuals during the Civil War, including Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Abraham Lincoln.</p> <p>8 (B) explain the issues surrounding significant events of the Civil War, including the firing on Fort Sumter, the battles of Gettysburg and Vicksburg, the announcement of the Emancipation Proclamation, the assassination of Lincoln, and Lee's surrender at Appomattox Court House.</p>
Civics			
Government leaders	Civics: Your Leaders	Colorado Model Content Standards for Civics, Grade 6	2.1 Identify the current U.S. President, Colorado Governor, Colorado Senators and members of the House of Representatives.
	Civics: Job Share	Connecticut State Department of Education Social Studies Curriculum Framework, Grades 5-8, Content Standard 5	<ul style="list-style-type: none"> identify their representatives in national and state legislatures, and the heads of the executive branch at the national, state and local levels.

Government jurisdictions	Civics: State, Federal, or Both?	Colorado Model Content Standards for Civics, Grade 6	2.2 Explain which powers are primarily state powers (education, law enforcement, and highways).
	Civics: Elected or Appointed? Civics: Stands For	Colorado Model Content Standards for Civics, Grade 7	2.2 Explain why certain powers are primarily national powers—military, income tax, and treaties.
		Connecticut State Department of Education Social Studies Curriculum Framework, Grades 5-8, Content Standard 5	<ul style="list-style-type: none"> explain how and why powers are distributed among the national, state and local governments.
		McRel Content Knowledge Standards and Benchmarks, Civics, Standard 15, Level III (Grade 6-8)	<p>Benchmark 7</p> <p>Knows which powers are primarily exercised by the state governments (e.g., education, law enforcement, roads), which powers are prohibited to state governments (e.g., coining money, conducting foreign relations, interfering with interstate commerce), and which powers are shared by state and national governments (e.g., power to tax, borrow money, regulate voting).</p>
		McRel Content Knowledge Standards and Benchmarks, Civics, Standard 17, Level III (Grade 6-8)	<p>Benchmark 5</p> <p>Knows the major responsibilities of his/her state and local governments (e.g., education, welfare, streets and roads, parks, recreation, law enforcement), and understands the organization of his/her state and local governments (e.g., legislative, executive, and judicial functions at state and local levels).</p>
		McRel Content Knowledge Standards and Benchmarks, Civics, Standard 22, Level III (Grade 6-8)	<p>Benchmark</p> <p>Knows the most important powers the United States Constitution gives to the Congress, president, and federal judiciary in foreign affairs (e.g., Congress can declare war, raise and support armies, provide a navy [Article I, Section 8] and the Senate can approve treaties; the president is Commander in Chief and can make treaties and appoint ambassadors [Article II]; the federal judiciary can decide cases affecting treaties and ambassadors, and those involving treason [Article III]).</p>
Branches of government	Civics: Name That Number	McRel Content Knowledge Standards and Benchmarks, Civics, Standard 5, Level III (Grade 6-8)	<p>Benchmark 1</p> <p>Understands the primary responsibilities of each branch of government in a system of shared powers (e.g., legislative, executive, judicial) and ways in which each branch shares the powers and functions of the other branches.</p>
	Civics: State, Federal, or Both?	McRel Content Knowledge Standards and Benchmarks, Civics, Standard 8, Level III (Grade 6-8)	<p>Benchmark 3</p> <p>Understands how the United States Constitution serves to limit the powers of government (e.g., separation and sharing of powers, checks and balances, Bill of Rights).</p>
	Civics: Elected or Appointed?	Colorado Model Content Standards for Civics, Grade 6	3.2 Compare what powers in foreign policy are given to the three branches of government by the U.S. Constitution—Executive branch, Legislative branch, and Judicial branch, e.g.: signing a treaty, declaring war.
	Civics: Double-Letter Civics Civics: Executive, Legislative, Judicial?	Connecticut State Department of Education Social Studies Curriculum Framework, Grades 5-8, Content Standard 5	<ul style="list-style-type: none"> explain how the Constitution divides the power of government among the executive, legislative and judicial branches, and how each branch can check the power of another.

Civic and international organizations, reform movements	Civics: Double-Letter Civics	McRel Content Knowledge Standards and Benchmarks, Civics, Standard 22, Level III (Grade 6-8)	Benchmark 7 Knows the purposes and functions of major governmental international organizations (e.g., UN, NATO, OAS, World Court) and nongovernmental international organizations (e.g., International Red Cross, World Council of Churches, Amnesty International).
	Civics: Groups and Issues	McRel Content Knowledge Standards and Benchmarks, Civics, Standard 20, Level III (Grade 6-8)	Benchmark 4 Understands the historical and contemporary roles of prominent associations and groups in local, state, and national politics (e.g., historical associations such as abolitionists, suffragists, labor unions, civil rights groups; religious organizations and contemporary associations such as AFL-CIO, National Education Association, Common Cause, League of Women Voters, Greenpeace, National Association for the Advancement of Colored People).
		McRel Content Knowledge Standards and Benchmarks, Civics, Standard 13, Level III (Grade 6-8)	Benchmark 5 Knows instances in which political conflict in the United States has been divisive and reasons for this division (e.g., the Civil War, labor unrest, civil rights struggles, opposition to the war in Vietnam).