

Classroom Jeopardy!® World History and Cultures (Middle School)
Standards and Correlation Document

Release date: 1/2/04 EI-7996K

Topic	Games/Categories	Source of Standard	Standard
Geography			
Map skills	World Geography Game 1: Map Rap	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.
	World Geography Game 2: Hemispheres	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.
	World Geography Game 2: Double-Duty Map Words	Connecticut K-12 Performance Standards, Social Studies, Standard 12: Human and Environment Interaction, Grades 5-8	<ul style="list-style-type: none"> explain the essential features and functions of maps, globes, photographs, geographic models and satellite images.
		Tennessee Social Studies Curriculum Standards, Content Standard 3: Geography, Sixth Grade Benchmarks	6.3.spi.1 identify the basic components of a world map (i.e., compass rose, map key, scale, latitude and longitude lines, continents, oceans).
		Tennessee Social Studies Curriculum Standards, Content Standard 3: Geography, Seventh Grade Benchmarks	7.3.spi.1. identify and use the basic elements of maps and mapping. 7.3.spi.6. Locate on a map specific lines of longitude and latitude. (i.e., Prime Meridian, International Date Line, Equator, North and South Poles, Tropics of Cancer and Capricorn, Arctic/Antarctic circles).
		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	World Geography Game 1: Geography by Example	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.
	World Geography Game 1: Earth's Extremes	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.
	World Geography Game 1: Living Large	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.
	World Geography Game 1: Capital Cities	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).
	World Geography Game 2: Geography by Example	California State Board of Education K-12 Content Standards, Grade 7 History - Social Science	7.6 1. Study the geography of the Europe and the Eurasian land mass, including its location, topography, waterways, vegetation, and climate and their relationship to ways of life in Medieval Europe.

	World Geography Game 2: Rivers and Cities	Indiana Curriculum Standards, Social Studies Grade 6	6.3.3 Identify the names and locations of countries and major cities in Europe and the Western Hemisphere. Identify the states of Mexico and the provinces of Canada. 6.3.4 Describe major physical characteristics of regions in Europe and the Americas.
	World Geography Game 2: Final Jeopardy!	Indiana Curriculum Standards, Social Studies Grade 7	7.3.4 Name and locate major regions, mountain ranges, river systems, countries, and cities in Africa, Asia, and the Southwest Pacific.
		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.
Cultural geography	World Geography Game 1: Official Language	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).
	World Geography Game 1: National Sports	McRel Content Knowledge Standards and Benchmarks, Geography, Places and Regions, Standard 5	Benchmark 1 Knows regions at various spatial scales (e.g., hemispheres, regions within continents, countries, cities).
	World Geography Game 1: World Music	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).
	World Geography Game 2: Landmark Cities	McRel Content Knowledge Standards and Benchmarks, Geography, Places and Regions, Standard 13	Benchmark 2 Knows the social, political, and economic divisions on Earth's surface at the local, state, national, and international levels (e.g., transnational corporations, political alliances, economic groupings, world religions).
	World Geography Game 2: Worldly Words	Texas Essential Knowledge and Skills, 113.22 Social Studies, Grade 6	4 (A) locate major historical and contemporary societies on maps and globes. 5 (A) explain factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence the economic development and foreign policies of societies. 15 (B) describe some traits that define cultures. 17 (E) evaluate how cultural borrowing affects world cultures. 18 (A) explain the relationships that exist between societies and their architecture, art, music, and literature.
	World Geography Game 2: Official Language		
	World Geography Game 2: Currencies		
	World Geography Game 2: World Religions	Tennessee Social Studies Curriculum Standards, Content Standard 1: Culture, Seventh Grade Benchmarks	7.1.spi.1. recognize cultural definitions (i.e., language, religion, customs, political system, economic system).
	World Geography Game 2: Things Named for Places	Indiana Curriculum Standards, Social Studies Grade 6	6.3.5 Describe major cultural characteristics of regions in Europe and the Western Hemisphere. 6.3.10 Compare and contrast cultural patterns, such as language, religion, and ethnicity, in various parts of Europe, the Caribbean, and North, South, and Central America.

	World History Game 1: Where Are They Now? World History Game 1: Civilizations and Continents World History Game 3: Empires and Continents World History Game 3: Cities and Civilizations World History Game 3: New Names	Indiana Curriculum Standards, Social Studies Grade 7	7.5.6 Identify major languages spoken in areas of Asia, Africa, and the Southwest Pacific, and give examples of how language, literature, and the arts have contributed to the development and transmission of culture.
World religions	World Geography Game 2: Holy Days	Tennessee Social Studies Curriculum Standards, Content Standard 1: Culture, Sixth Grade Benchmarks	6.1.spi.3. recognize the world's major religions and their founders (i.e., Judaism, Christianity, Islam, Buddhism, Hinduism, Moses, Jesus, and Mohammed).
	World Geography Game 2: World Religions	Tennessee Social Studies Curriculum Standards, Content Standard 1: Culture, Seventh Grade Benchmarks	7.1.spi.3. compare and contrast the tenets of the five major world religions (i.e., Christianity, Buddhism, Islam, Hinduism, and Judaism).
	World History Game 1: Firsts	Texas Essential Knowledge and Skills, 113.22 Social Studies, Grade 6	19 (B) explain the significance of religious holidays and observances such as Christmas and Easter, Ramadan, and Yom Kippur and Rosh Hashanah in selected contemporary societies.
	World History Game 1: Colorful History	California State Board of Education K-12 Content Standards, Grade 6 History - Social Science	6.3 1. Describe the origins and significance of Judaism as the first monotheistic religion based on the concept of one God who sets down moral laws for humanity. 6.3 3. Explain the significance of Abraham, Moses, Naomi, Ruth, David, and Yohanan ben Zaccai in the development of the Jewish religion.
	World History Game 1: First to Last	McRel Content Knowledge Standards and Benchmarks, World History Era 3 - Classical Traditions, Major Religions, and Giant Empires, 1000 BCE-300 CE, Standard 7	Level II (Grade 5-6) Benchmark 3 Understands elements of Judaism and how it compares to other religions (e.g., the differences between Jewish monotheism and the polytheism of Southwest Asia, the ethical teachings of Judaism illustrated in stories from the Hebrew Scriptures, the major events in the early history of Judaism through the Babylonian Captivity).
	World History Game 1: Which Religion?	McRel Content Knowledge Standards and Benchmarks, World History Era 3 - Classical Traditions, Major Religions, and Giant Empires, 1000 BCE-300 CE, Standard 9	Level II (Grade 5-6) Benchmark 7 Understands the origins of Buddhism and fundamental Buddhist beliefs (e.g., the life story of Buddha and his essential teachings; how the Buddhist teachings were a response to the Brahmanic system; the contributions of the emperor Ashoka to the expansion of Buddhism in India; how Indian epic stories reflect social values, and how the Jakata tales reveal Buddhist teachings).
	World History Game 3: First Things First	McRel Content Knowledge Standards and Benchmarks, World History Era 3 - Classical Traditions, Major Religions, and Giant Empires, 1000 BCE-300 CE, Standard 9	Level II (Grade 5-6) Benchmark 3 Understands the significance of Jesus of Nazareth (e.g., the story of the life of Jesus, the messages of Jesus' prominent parables).
	World History Game 3: Person or Place? World History Game 3: Named For		

	World History Game 3: Religious Writings	McRel Content Knowledge Standards and Benchmarks, World History Era 4 - Expanding Zones of Exchange and Encounter, 300-1000 CE, Standard 12	Level II (Grade 5-6) Benchmark 2 Understands various characteristics of Christianity and Buddhism (e.g., methods used to spread the two religions to new areas and people; possible aspects of Christianity and Buddhism that appealed to people living between the 3rd and 5th centuries CE; the approximate geographical realms of Buddhism, Christianity, Hinduism, and Confucianism until the 5th century CE).
		McRel Content Knowledge Standards and Benchmarks, World History Era 4 - Expanding Zones of Exchange and Encounter, 300-1000 CE, Standard 14	Level II (Grade 5-6) Benchmark 1 Understands the spread of Islam in Southwest Asia and the Mediterranean region (e.g., the life of Muhammad, his devotion to God, and the basic beliefs and values he preached; how Islam spread in Southwest Asia and the Mediterranean and evidence for its influence; the importance to Islam of the Hegira [Hirjah], the Ka'abah, the Qur'an, the Sunnah, the Hajj, the daily prayer [Salat], the poor due [Zakat] and Ramadan).
		South Carolina Social Studies Standards, Grade 6	6.1.3 trace the origin and spread of the major world religions, including Hinduism, Buddhism, Judaism, Christianity, and Islam through the early 1500s.
		California State Board of Education K-12 Content Standards, Grade 7 History - Social Science	7.2 2. Trace the origins of Islam and the life and teachings of Muhammad, including Islamic teachings on the connection with Judaism and Christianity. 7.2 3. Explain the significance of the Qur'an and the Sunnah as the primary sources of Islamic beliefs, practice, and law, and their influence in Muslims' daily life.
Regions	World Geography Game 1: North America or South America?	South Carolina Social Studies Standards, Grade 7	• identify and compare the cultural characteristics of each world region.
		Tennessee Social Studies Curriculum Standards, Content Standard 3: Geography, Seventh Grade Benchmarks	7.3.spi.10 identify the characteristics that define a region geographically.
	World Geography Game 1: Biomes	Indiana Curriculum Standards, Social Studies Grade 7	7.3.4 Name and locate major regions, mountain ranges, river systems, countries, and cities in Africa, Asia, and the Southwest Pacific.
	World Geography Game 1: Final Jeopardy!	Indiana Curriculum Standards, Social Studies Grade 6	6.3.5 Describe major cultural characteristics of regions in Europe and the Western Hemisphere.
	World Geography Game 2: Spot the Not		
	World History Game 3: In the Middle		
Environmental geography	World Geography Game 1: Critters and Continents	McRel Content Knowledge Standards and Benchmarks, Geography, Standard 8, Level III (Grade 6-8)	Benchmark 1 Understands the distribution of ecosystems from local to global scales (e.g., the consequences of differences in soils, climates, and human and natural disturbances).
		Indiana Curriculum Standards, Social Studies Grade 6	6.3.8 Identify major biomes, and explain ways in which the natural environment of places in Europe and the Americas relates to their climate, which is influenced by earth/sun relationships.
	World Geography Game 1: Biomes	Indiana Curriculum Standards, Social Studies Grade 7	7.3.8 Identify and explain the distribution of ecosystems in Africa, Asia, and the Southwest Pacific in terms of climate and land form patterns.

History			
Time and chronology	World History Game 1: How Long?	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.
	World History Game 1: First to Last		Benchmark 6 Knows how to periodize events of the nation into broadly defined eras.
	World History Game 2: First to Last	Texas Essential Knowledge and Skills, 113.24 Social Studies, Grade 8	1 (B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods.
	World History Game 3: First Things First	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 3: History, Sixth Grade Benchmarks	6.5.spi.1 read a timeline and order events of the past between prehistory and the Renaissance. 6.5.spi.7. recognize major historical time periods (i.e., Early Civilizations, Classical Period, Dark Ages, Middle Ages, Renaissance).
Early people and societies	World History Game 1: Firsts	McRel Content Knowledge Standards and Benchmarks, World History, Era 1 - The Beginnings of Human Society, Standard 1	Level II (Grade 5-6) Benchmark 2 Understands the social and cultural characteristics of hunter-gatherer communities in various continental regions (e.g., similarities and differences between hunter-gatherer communities in Africa, Eurasia, and the Americas and their responses to local environments; characteristics of Cro-Magnon communities of western Eurasia; location and composition of archaeological discoveries and what understanding these bring to Neanderthal culture and community life).
		California State Board of Education K-12 Content Standards, Grade 6 History - Social Science	6.1 1. Describe the hunter-gatherer societies, including the development of tools and the use of fire.
Ancient civilizations: Mesopotamia, Egypt, Ancient India, Ancient China, Minoans, Ancient Hebrews	World History Game 1: Firsts	McRel Content Knowledge Standards and Benchmarks, World History, Era 2 - Early Civilizations and the Rise of Pastoral Peoples, 4000-1000 BCE	Standard 3 Understands the major characteristics of civilization and the development of civilizations in Mesopotamia, Egypt, and the Indus Valley.
	World History Game 1: Civilizations and Continents		Level II (Grade 5-6) Benchmark 1 Understands influences on the development of various civilizations in the 4th and 3rd millennia BCE (e.g., how the natural environment of the Tigris-Euphrates, Nile, and Indus Valleys shaped the early development of civilization; different characteristics of urban development in Mesopotamia, Egypt, and the Indus Valley).
	World History Game 1: Colorful History	McRel Content Knowledge Standards and Benchmarks, World History, Era 2 - Early Civilizations and the Rise of Pastoral Peoples, 4000-1000 BCE, Standard 4	Level III (Grade 7-8) Benchmark 2 Understands how the natural environment shaped Huang He civilization (e.g., how changes in the course of the Huang He river challenged citizens and government).
	World History Game 1: Egypt or Mesopotamia?	McRel Content Knowledge Standards and Benchmarks, World History, Era 2 - Early Civilizations and the Rise of Pastoral Peoples, 4000-1000 BCE, Standard 5	Level III (Grade 7-8) Benchmark 3 Understands significant individuals and events in Egyptian civilization (e.g., the extent of Egyptian expansion during the Old, Middle, and New Kingdoms, and some of the factors that made this expansion possible; major political and cultural achievements of Thutmose III, Ramses II, and Queen Hatshepsut in Egypt).
	World History Game 1: Where Are They Now?		
World History Game 1: Civilizations and Rivers			

	World History Game 1: First to Last	California State Board of Education K-12 Content Standards, Grade 6 History - Social Science	6.1 2. Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments. 6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush. 1. Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations. 4. Know the significance of Hammurabi's Code. 7. Understand the significance of Queen Hatshepsut and Ramses the Great. 8. Identify the location of the Kush civilization and describe its political, commercial, and cultural relations with Egypt. 6.3 Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.	
	World History Game 1: Indus Valley or China?			
	World History Game 1: Ancient Leaders			
	World History Game 3: In the Middle			
	Tennessee Social Studies Curriculum Standards, Content Standard 3: Geography, Sixth Grade Benchmarks	6.3.spi.3. identify the location of early civilizations on a map (i.e. Mesopotamian, Egyptian, Ancient Chinese, Indian.).		
	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.		
	California State Board of Education K-12 Content Standards, Grade 6 History - Social Science	6.6 1. Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty. 6.6 3. Know about the life of Confucius and the fundamental teachings of Confucianism and Taoism. 6.6 5. List the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin Dynasty. 6.6 6. Detail the political contributions of the Han Dynasty to the development of the imperial bureaucratic state and the expansion of the empire.		
	McRel Content Knowledge Standards and Benchmarks, World History, Era 3 - Classical Traditions, Major Religions, and Giant Empires, 1000 BCE-300 CE, Standard 9	Level II (Grade 5-6) Benchmark 5 Understands the fundamental elements of Chinese society under the early imperial dynasties (e.g., policies and achievements of the Qin emperor Shi Huangdi, the life of Confucius and the fundamentals of Confucianism and Daoism, what life was like for ordinary people in ancient China as illustrated in Chinese folktales).		
Written language	World History Game 1: Ancient Writing	McRel Content Knowledge Standards and Benchmarks, World History, Era 2 - Early Civilizations and the Rise of Pastoral Peoples, 4000-1000 BCE	Level II (Grade 5-6) Benchmark 2 Understands the characteristics of writing forms in Mesopotamia, Egypt, and the Indus Valley and how written records shaped political, legal, religious, and cultural life.	
	World History Game 3: First Things First			
	California State Board of Education K-12 Content Standards, Grade 6 History - Social Science			6.2 9. Trace the evolution of language and its written forms.
	Tennessee Social Studies Curriculum Standards, Content Standard 3: Culture, Sixth Grade Benchmarks			6.1.spi.7. identify how early writing forms in Mesopotamia, Egypt, and the Indus Valley influenced life (i.e., legal, religious, and culture).
	McRel Content Knowledge Standards and Benchmarks, World History Era 4 - Expanding Zones of Exchange and Encounter, 300-1000 CE, Standard 14	Level II (Grade 5-6) Benchmark 6 Understands the impact of the invention of paper on various cultures (e.g., Chinese, Muslim, later European culture and its route from its source through Muslim lands to Europe).		

Ancient civilizations: Greece and Rome	World History Game 2: Greeks or Romans?	California State Board of Education K-12 Content Standards, Grade 6 History - Social Science	6.4 1. Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region. 6.4 6. Compare and contrast life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars. 6.4 7. Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt.
	World History Game 2: Greece by Example		
	World History Game 2: Real or Mythological?	McRel Content Knowledge Standards and Benchmarks, World History Era 3 - Classical Traditions, Major Religions, and Giant Empires, 1000 BCE-300 CE, Standard 8	Level III (Grade 7-8) Benchmark 4 Understands Alexander's achievements as a military and political leader (e.g., reasons for the disintegration of the empire into smaller areas after his rule; the campaigns, battles, and cities founded in Alexander's imperial conquests).
	World History Game 2: Ancient Places		
	World History Game 2: Greek and Roman Leaders	McRel Content Knowledge Standards and Benchmarks, World History Era 3 - Classical Traditions, Major Religions, and Giant Empires, 1000 BCE-300 CE, Standard 7	Level II (Grade 5-6) Benchmark 2 Understands the development of Greek city-states (e.g., common features of Greek city-states in the Aegean region; the political, social, and legal character of the polis; how geography influenced the location and development of Greek city-states).
	World History Game 2: First to Last	McRel Content Knowledge Standards and Benchmarks, World History, Era 2 - Early Civilizations and the Rise of Pastoral Peoples, 4000-1000 BCE, Standard 4	Level III (Grade 7-8) Benchmark 1 Understands the rise of urban and complex agrarian societies in the 3rd and 2nd millennium BCE (e.g., how the Minoan civilization emerged on Crete and its significant cultural achievements; the origins and possible purpose of Stonehenge and the effort made to create it).
	World History Game 2: Animals and the Ancients	South Carolina Social Studies Standards, Grade 7	6.1.2 describe life in ancient Greece and Rome including the contributions of these civilizations to the modern world.
	World History Game 2: Final Jeopardy!	California State Board of Education K-12 Content Standards, Grade 6 History - Social Science	6.7 1. Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero. 6.7 4. Discuss the influence of Julius Caesar and Augustus in Rome's transition from republic to empire.
		California State Board of Education K-12 Content Standards, Grade 7 History - Social Science	7.1 1. Study the early strengths and lasting contributions of Rome (e.g., significance of Roman citizenship; rights under Roman law; Roman art, architecture, engineering, and philosophy; preservation and transmission of Christianity) and its ultimate internal weaknesses (e.g., rise of autonomous military powers within the empire, undermining of citizenship by the growth of corruption and slavery, lack of education, and distribution of news). 7.1 2. Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion. 7.1 3. Describe the establishment by Constantine of the new capital in Constantinople.
		McRel Content Knowledge Standards and Benchmarks, World History Era 3 - Classical Traditions, Major Religions, and Giant Empires, 1000 BCE-300 CE, Standard 9	Level II (Grade 5-6) Benchmark 2 Understands shifts in the political and social framework of Roman society (e.g., political and social institutions of the Roman Republic and reasons for its transformation from Republic to Empire; how values changed from the early Republic to the last years of the Empire as reflected through the lives of such Romans as Cincinnatus, Scipio Africanus, Tiberius Gracchus, Cicero, Julius Caesar, Augustus, Nero, Marcus Aurelius, and Constantine).

		Indiana Curriculum Standards, Social Studies Grade 6	6.1.1 Describe the development of ancient Aegean civilizations, and the Greek city-based republics, including the cultural achievements of Athens. 6.1.2 Trace the major developments and achievements of the Roman republic and the rise and expansion of the Roman Empire.
Greek and Roman literature, mythology and culture	World History Game 2: Real and Mythological Places	California State Board of Education K-12 Content Standards, Grade 6 History - Social Science	6.4 4. Explain the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer's <i>Iliad</i> and <i>Odyssey</i> , and from <i>Aesop's Fables</i> . 6.4 8. Describe the enduring contributions of important Greek figures in the arts and sciences (e.g., Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides). 6.7 1. Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero.
	World History Game 2: Divine Powers		
	World History Game 2: Philosophy, Math, or History?	McRel Content Knowledge Standards and Benchmarks, World History Era 3 - Classical Traditions, Major Religions, and Giant Empires, 1000 BCE-300 CE, Standard 8	Level II (Grade 5-6) Benchmark 2 Understands the major cultural elements of Greek society (e.g., the major characteristics of Hellenic sculpture, architecture, and pottery and how they reflected or influenced social values and culture; characteristics of Classical Greek art and architecture and how they are reflected in modern art and architecture; Socrates' values and ideas as reflected in his trial; how Greek gods and goddesses represent non-human entities, and how gods, goddesses, and humans interact in Greek myths). Level III (Grade 7-8) Benchmark 2 Understands the role of art, literature, and mythology in Greek society (e.g., major works of Greek drama and mythology and how they reveal ancient moral values and civic culture; how the arts and literature reflected cultural traditions in ancient Greece).
	World History Game 2: Landmarks		
	World History Game 2: Ancient Places		
	World History Game 2: Gods: Greek to Roman		
	World History Game 2: Classic Literature		
World History Game 2: Animals and the Ancients			
Civilizations of the Americas	World History Game 3: Empires and Continents	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).
	World History Game 3: Cities and Civilizations		

	World History Game 3: Maya, Inca, or Aztec?	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	7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations. 7.7 3. Explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish. 7.7 4. Describe the artistic and oral traditions and architecture in the three civilizations.
		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.
Europe and the Middle East in the Middle Ages	World History Game 3: Empires and Continents World History Game 3: New Names World History Game 3: Turbulent Times World History Game 3: Named For World History Game 3: Cities and Sights World History Game 3: Final Jeopardy!	McRel Content Knowledge Standards and Benchmarks, World History Era 5 - Intensified Hemispheric Interactions 1000-1500 CE, Standard 20	<p>Level II (Grade 5-6) Benchmark 2 Understands the systems of feudalism and manorialism (e.g., the principles of feudalism, manorialism, and serfdom, and their widespread use in parts of Europe in the 11th century; how population growth and agricultural expansion affected the legal, economic, and social position of peasant men and women; how the lives of peasants and serfs differed; how their lives were affected by the manors and castles).</p> <p>Level II (Grade 5-6) Benchmark 7 Understands aspects of the architecture of Medieval Europe (e.g., different architectural styles from this period; how some elements may still be seen in local, modern architecture).</p>
		McRel Content Knowledge Standards and Benchmarks, World History Era 5 - Intensified Hemispheric Interactions 1000-1500 CE, Standard 23	<p>Level II (Grade 5-6) Benchmark 1 Understands the origins and impact of the plague.</p> <p>Level II (Grade 5-6) Benchmark 2 Understands major changes in the social, political, and cultural characteristics of European society after the 14th century (e.g., the effect of population decline on European agrarian and commercial economies; causes of and major figures in the Hundred Years War; the causes of peasant rebellions in Europe between 1300 and 1500; how the techniques of painting, sculpting, and architecture changed in this period).</p> <p>Level II (Grade 5-6) Benchmark 3 Understands the origins and early expansion of the Ottoman Empire up to the capture of Constantinople in 1453.</p>

		California State Board of Education K-12 Content Standards, Grade 7 History - Social Science	<p>7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.</p> <p>7.6 3. Understand the development of feudalism, its role in the medieval European economy, the way in which it was influenced by physical geography (the role of the manor and the growth of towns), and how feudal relationships provided the foundation of political order.</p> <p>7.6 6. Discuss the causes and course of the religious Crusades and their effects on the Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean world.</p> <p>7.6 7. Map the spread of the bubonic plague from Central Asia to China, the Middle East, and Europe and describe its impact on global population.</p>
		Indiana Curriculum Standards, Social Studies Grade 6	<p>6.1.6 Describe medieval society, and explain the political, social, and economic organization provided by the feudal system.</p> <p>6.1.7 Analyze the diverse points of view and interests of those involved in the Crusades and give examples of the changes brought about by the Crusades.</p> <p>6.1.8 Explain the effects of the Black Death, or bubonic plague, along with economic, environmental, and social factors that led to the decline of medieval monarchies.</p>
East Asia in the Middle Ages	World History Game 3: Empires and Continents	California State Board of Education K-12 Content Standards, Grade 7 History - Social Science	<p>7.3 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.</p> <p>7.5 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.</p> <p>7.5 3. Describe the values, social customs, and traditions prescribed by the lord-vassal system consisting of <i>shogun</i>, <i>daimyo</i>, and <i>samurai</i> and the lasting influence of the warrior code in the twentieth century.</p>
	World History Game 3: New Names		
	World History Game 3: Asian Nations	McRel Content Knowledge Standards and Benchmarks, World History Era 5 - Intensified Hemispheric Interactions 1000-1500 CE, Standard 19	<p>Level II (Grade 5-6) Benchmark 2</p> <p>Understands different elements of Japanese feudal society (e.g., Japanese government during the Kamakura and Ashikaga periods, and whether it was feudalism; the rise of the warrior class in feudal Japan and the values it prescribed; how the economic and social status of women and peasants changed in feudal Japanese society; how art and aesthetic values were cherished in the warrior culture in Japan and what this art reveals about Japanese values; how the Japanese successfully defended themselves against Mongol invasions in the 13th century).</p>
		McRel Content Knowledge Standards and Benchmarks, World History Era 5 - Intensified Hemispheric Interactions 1000-1500 CE	<p>Standard 21</p> <p>Understands the rise of the Mongol Empire and its consequences for Eurasian peoples from 1200 to 1350.</p>
		Indiana Curriculum Standards, Social Studies, Grade 7	<p>7.1.8 Describe developments in agriculture, technology, and commerce during the Tang and Song Dynasties in China.</p> <p>7.1.9 Explain how Mongol rulers of China extended the Empire and both adapted to and changed Chinese culture.</p> <p>7.1.10 Describe advances in Chinese society under the Ming Dynasty, including agriculture, art, architecture, navigation, and public administration through the scholar-official class.</p> <p>7.1.12 Describe the development of Japanese court life, the shogunate and warrior class system, feudalism, and the rise of military society.</p>

Africa in the Middle Ages	World History Game 3: Empires and Continents	McRel Content Knowledge Standards and Benchmarks, World History Era 5 - Intensified Hemispheric Interactions 1000-1500 CE	Standard 22 Understands the growth of states, towns, and trade in Sub-Saharan Africa between the 11th and 15th centuries.
	World History Game 3: Cities and Civilizations	California State Board of Education K-12 Content Standards, Grade 7 History - Social Science	7.4 Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.
		Indiana Curriculum Standards, Social Studies, Grade 7	7.1.7 Describe the development of sub-Saharan civilizations in Africa, including the kingdoms of Ghana, Mali, and Songhai and the importance of historic political and trading centers, such as Timbuktu.