

Classroom Jeopardy![®] Grade 3: Part One
Standards and Correlation Document

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Language Arts

Topic	Games/Categories	Source of Standard	Standard
Word families	Game 2: The “Ight” Family Game 2: Word Family Fun	Content Standards for California Public Schools English-Language Arts Grade 3, Reading	1.1 Know and use complex word families when reading (e.g., <i>-ight</i>) to decode unfamiliar words.
		Florida Dept. Education Sunshine State Standards Language Arts Grade 3, Writing	<ul style="list-style-type: none"> • Uses a variety of spelling strategies (for example, knowing root words, prefixes, and suffixes; using word families, syllabication).
Irregular plurals	Game 2: Plural Puzzles Game 3: Single It Out	Content Standards for California Public Schools English-Language Arts Grade 3, Written and Oral English Language Conventions	1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).
		Texas Essential Knowledge and Skills 110.5 English Language Arts and Reading Grade 3	17 (A) Use correct irregular plurals such as sheep (3).
		Florida Dept. Education Sunshine State Standards Language Arts Grade 3, Writing	<ul style="list-style-type: none"> • Uses parts of speech correctly in written work (including but not limited to verb tenses, plurals of common irregular nouns, comparative and superlative adjectives and adverbs).
Contractions	Game 1: Contraction Action	Content Standards for California Public Schools English-Language Arts Grade 3, Written and Oral English Language Conventions	1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).
		Florida Dept. Education Sunshine State Standards Language Arts Grade 3, Reading	<ul style="list-style-type: none"> • Uses a variety of strategies to determine meaning and increase vocabulary (for example, prefixes, suffixes, root words, less common vowel patterns, homophones, compound words, contractions).
		Texas Essential Knowledge and Skills 110.5 English Language Arts and Reading Grade 3	16 (E) Write with more proficient spelling of contractions, compounds, and homonyms such as hair-hare and bear-bare (3).
Subject-verb agreement	Game 5: Go, Go, Go!	Content Standards for California Public Schools English-Language Arts Grade 3, Written and Oral English Language Conventions	1.2 Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.
		Florida Dept. Education Sunshine State Standards Language Arts Grade 3, Writing	<ul style="list-style-type: none"> • Uses principles of agreement in written work (including but not limited to subject/verb and noun/pronoun).

		Texas Essential Knowledge and Skills 110.5 English Language Arts and Reading Grade 3	3 (E) Gain increasing control of grammar when speaking such as using subject-verb agreement, complete sentences, and correct tense (K-3). 17 (B) Use singular and plural forms of regular nouns and adjust verbs for agreement (3). 17 (E) Edit writing toward standard grammar and usage, including subject-verb agreement; pronoun agreement, including pronouns that agree in number; and appropriate verb tenses, including <i>to be</i> , in final drafts (2-3).
Correct use of past tense	Game 4: Make It Past Game 4: In the Present Game 5: Go, Go, Go!	Content Standards for California Public Schools English-Language Arts Grade 3, Written and Oral English Language Conventions	1.3 Identify and use past, present, and future verb tenses properly in writing and speaking.
		Florida Dept. Education Sunshine State Standards Language Arts Grade 3, Writing	• Uses parts of speech correctly in written work (including but not limited to verb tenses, plurals of common irregular nouns, comparative and superlative adjectives and adverbs).
		Texas Essential Knowledge and Skills 110.5 English Language Arts and Reading Grade 3	3 (E) Gain increasing control of grammar when speaking, such as using subject-verb agreement, complete sentences, and correct tense (K-3).
Pronouns	Game 1: Final Jeopardy! Game 3: Me, Myself, and I	Content Standards for California Public Schools English-Language Arts Grade 3, Written and Oral English Language Conventions	1.2 Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.
		Florida Dept. Education Sunshine State Standards Language Arts Grade 3, Writing	Uses principles of agreement in written work (including but not limited to subject/verb and noun/pronoun).
		Texas Essential Knowledge and Skills 110.5 English Language Arts and Reading Grade 3	17 (E) Edit writing toward standard grammar and usage, including subject-verb agreement; pronoun agreement, including pronouns that agree in number; and appropriate verb tenses, including <i>to be</i> , in final drafts (2-3).
Synonyms and antonyms	Game 4: Antonym Doubles Game 4: Spot the Synonyms	Content Standards for California Public Schools English-Language Arts Grade 3, Reading	1.4 Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.
		Texas Essential Knowledge and Skills 110.5 English Language Arts and Reading Grade 3	8 (D) Demonstrate knowledge of synonyms, antonyms, and multi-meaning words (for example, by sorting, classifying, and identifying related words) (3).
Homophones	Game 1: Final Jeopardy! Game 2: To, Too, or Two?	Content Standards for California Public Schools English-Language Arts Grade 3, Reading	1.4 Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.
		Texas Essential Knowledge and Skills 110.5 English Language Arts and Reading Grade 3	16 (E) Write with more proficient spelling of contractions, compounds, and homonyms such as hair-hare and bear-bare (3).
Homographs	Game 3: Double Meanings	Content Standards for California Public Schools English-Language Arts Grade 3, Reading	1.4 Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.

		Texas Essential Knowledge and Skills 110.5 English Language Arts and Reading Grade 3	8 (D) Demonstrate knowledge of synonyms, antonyms, and multi-meaning words (for example, by sorting, classifying, and identifying related words) (3).
Rhyming words	Game 5: Hink Pink Game 5: Hinky Pinky	Florida Dept. Education Sunshine State Standards Language Arts Grade 3, Literature	<ul style="list-style-type: none"> Recognizes the techniques of language used in children’s literature (for example, sensory words, rhymes, and choice of vocabulary).
		Texas Essential Knowledge and Skills 110.5 English Language Arts and Reading Grade 3	(1F) Identify the musical elements of literary language, including its rhymes, repeated sounds, or instances of onomatopoeia (2-3).
		Content Standards for California Public Schools English-Language Arts Grade 3, Reading	3.5 Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection.
Fairy tales and folk tales	Game 1: Who Am I? Game 1: Meet Jack Game 4: 1, 2, 3, 4, 5 Game 5: Red All Over	Content Standards for California Public Schools English-Language Arts Grade 3, Reading	3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world. 3.6 Identify the speaker or narrator in a selection.

Math

Topic	Games/Categories	Source of Standard	Standard
Identify whole numbers to 10,000	Game 1: Read the Number Game 2: Big Count	Content Standards for California Public Schools Mathematics Grade 3, Number Sense	1.1 Count, read, and write whole numbers to 10,000.
		Florida Dept. Education Sunshine State Standards Mathematics Grade 3, Number Sense, Concepts, and Operations	<ul style="list-style-type: none"> Reads, writes, and identifies whole numbers through hundred thousands or more.
		Texas Essential Knowledge and Skills 111.15 Mathematics Grade 3	1 (A) Use place value to read, write (in symbols and words), and describe the value of whole numbers through 999,999.
Compare and order whole numbers to 10,000 (including use of $<$, $>$ and $=$)	Game 1: Think Big Game 1: Small to Large	Content Standards for California Public Schools Mathematics Grade 3, Number Sense	1.2 Compare and order whole numbers to 10,000.
		Content Standards for California Public Schools Mathematics Grade 3, Algebra and Functions	1.1 Represent relationships of quantities in the form of mathematical expressions, equations, or inequalities. 1.3 Select appropriate operational and relational symbols to make an expression true (e.g., if $4 _ 3 = 12$, what operational symbol goes in the blank?).
		Florida Dept. Education Sunshine State Standards Mathematics Grade 3, Number Sense, Concepts, and Operations	<ul style="list-style-type: none"> Compares and orders whole numbers through hundred thousands or more, using concrete materials, number lines, drawings, numerals, language and symbols ($>$, $<$, $=$).
		Texas Essential Knowledge and Skills 111.15 Mathematics Grade 3	1 (B) Use place value to compare and order whole numbers through 9,999.
		NCTM Principles and Standards for School Mathematics, Grades 3-5, Number and Operations: Understand numbers, ways of representing numbers, relationships among numbers, and number systems	Understand the place-value structure of the base-ten number system and be able to represent and compare whole numbers and decimals.
Place value (to 10,000)	Game 2: Number Detective Game 2: Place Value Puzzles Game 3: Spot the Digit	Content Standards for California Public Schools Mathematics Grade 3, Number Sense	1.3 Identify the place value for each digit in numbers to 10,000.
		Florida Dept. Education Sunshine State Standards Mathematics Grade 3, Number Sense, Concepts, and Operations	<ul style="list-style-type: none"> Knows the value of a given digit in whole numbers to hundred thousands, including writing and interpreting expanded forms of numbers.
		Texas Essential Knowledge and Skills 111.15 Mathematics Grade 3	1 (B) Use place value to compare and order whole numbers through 9,999.
		NCTM Principles and Standards for School Mathematics, Grades 3-5, Number and Operations: Understand numbers, ways of representing numbers, relationships among numbers, and number systems	Understand the place-value structure of the base-ten number system and be able to represent and compare whole numbers and decimals.

Round off numbers to the nearest ten and nearest hundred	Game 4: Nearest Ten Game 4: Nearest Hundred	Content Standards for California Public Schools Mathematics Grade 3, Number Sense	1.4 Round off numbers to 10,000 to the nearest ten, hundred, and thousand.
		Texas Essential Knowledge and Skills 111.15 Mathematics Grade 3	5 (A) Round two-digit numbers to the nearest ten and three-digit numbers to the nearest hundred.
Expanded notation to thousands place	Game 2: Number Detective	Content Standards for California Public Schools Mathematics Grade 3: Number Sense	1.5 Use expanded notation to represent numbers (e.g., $3,206 = 3,000 + 200 + 6$).
		Florida Dept. Education Sunshine State Standards Mathematics Grade 3: Number Sense, Concepts, and Operations	<ul style="list-style-type: none"> Knows the value of a given digit in whole numbers to hundred thousands, including writing and interpreting expanded forms of numbers.
		NCTM Principles and Standards for School Mathematics, Grades 3-5, Number and Operations: Understand numbers, ways of representing numbers, relationships among numbers, and number systems	Recognize equivalent representations for the same number and generate them by decomposing and composing numbers.
Addition and subtraction with numbers no greater than 1,000	Game 1: Add It Up Game 2: Take It Away Game 3: Totally Twelve	Content Standards for California Public Schools Mathematics Grade 3, Number Sense	2.1 Find the sum or difference of two whole numbers between 0 and 10,000.
		NCTM Principles and Standards for School Mathematics, Grades 3-5, Number and Operations: Compute fluently and make reasonable estimates	<ul style="list-style-type: none"> Develop fluency in adding, subtracting, multiplying, and dividing whole numbers.
Multiplication, two multipliers	Game 5: Fast Times	Content Standards for California Public Schools Mathematics Grade 3, Number Sense	2.2 Memorize to automaticity the multiplication table for numbers between 1 and 10. 2.4 Solve simple problems involving multiplication of multidigit numbers by one-digit numbers ($3,671 \times 3 =$).
		Texas Essential Knowledge and Skills 111.15 Mathematics Grade 3	4 (B) Solve and record multiplication problems (one-digit multiplier).
		NCTM Principles and Standards for School Mathematics, Grades 3-5, Number and Operations: Compute fluently and make reasonable estimates	<ul style="list-style-type: none"> Develop fluency in adding, subtracting, multiplying, and dividing whole numbers.
Division, single-digit divisor	Game 5: Dandy Division	Content Standards for California Public Schools Mathematics Grade 3, Number Sense	2.5 Solve division problems in which a multidigit number is evenly divided by a one-digit number ($135 \div 5 =$).
		NCTM Principles and Standards for School Mathematics, Grades 3-5, Number and Operations: Compute fluently and make reasonable estimates	<ul style="list-style-type: none"> Develop fluency in adding, subtracting, multiplying, and dividing whole numbers.
		Content Standards for California Public Schools Mathematics Grade 3, Number Sense	2.6 Understand the special properties of 0 and 1 in multiplication and division.

Inverse relationships (fact families) for addition/subtraction and multiplication/division	Game 3: Fact Families	Content Standards for California Public Schools Mathematics Grade 3, Number Sense	2.3 Use the inverse relationship of multiplication and division to compute and check results.
		Florida Dept. Education Sunshine State Standards Mathematics Grade 3, Number Sense, Concepts, and Operations	<ul style="list-style-type: none"> Explains the inverse relationship of addition and subtraction and demonstrates that relationship by writing related fact families. Explains the inverse relationship of multiplication and division and writes related fact families.
		NCTM Principles and Standards for School Mathematics, Grades 3-5, Number and Operations: Understand meanings of operations and how they relate to one another	Identify and use relationships between operations, such as division as the inverse of multiplication, to solve problems.
Determine operation and problem to find information (with whole numbers less than 1000)	Game 5: Math Operations Game 5: What's the Problem?	Florida Dept. Education Sunshine State Standards Mathematics Grade 3: Number Sense, Concepts, and Operations	<ul style="list-style-type: none"> Writes number sentences for given situations involving the addition, subtraction, multiplication, and division of whole numbers. Uses problem-solving strategies to determine the operation needed to solve one-step problems involving addition, subtraction, multiplication, and division of whole numbers.
		Texas Essential Knowledge and Skills 111.15 Mathematics Grade 3	3 (B) Select addition or subtraction and use the operation to solve problems involving whole numbers through 999.
Identify standard units of measurement	Game 2: Final Jeopardy! Game 3: Totally Twelve	Florida Dept. Education Sunshine State Standards Mathematics Grade 3: Measurement	<ul style="list-style-type: none"> Knows an appropriate unit of measure (standard or nonstandard) to measure weight, temperature, and capacity.
		NCTM Principles and Standards for School Mathematics, Grades 3-5, Measurement: Understand measurable attributes of objects and the units, systems, and processes of measurement	<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. Understand the need for measuring with standard units and become familiar with standard units in the customary and metric systems.

Identify appropriate unit of measurement (size or type)	Game 3: Inches, Feet, or Miles?	Florida Dept. Education Sunshine State Standards Mathematics Grade 3: Measurement	<ul style="list-style-type: none"> • Knows an appropriate unit of measure (standard or nonstandard) to measure weight, temperature, and capacity. • Knows an appropriate unit of measure to determine the dimension(s) of a given object (for example, standard - student chooses centimeters instead of meters to measure a pencil; <u>nonstandard</u> - student chooses a paper clip instead of his or her hand to measure a pencil).
		NCTM Principles and Standards for School Mathematics, Grades 3-5, Measurement: Understand measurable attributes of objects and the units, systems, and processes of measurement	<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. • Understand the need for measuring with standard units and become familiar with standard units in the customary and metric systems.
Extend a pattern of whole numbers or objects	Game 3: Pattern Puzzlers	Florida Dept. Education Sunshine State Standards Mathematics Grade 3: Algebraic Thinking	<ul style="list-style-type: none"> • Identifies missing parts in patterns. • Poses and solves problems by identifying a predictable visual or numerical pattern (for example: Continue this pattern: +, -, =, +, +, -, -, __, __, ...). • Identifies and extends a pattern according to the given rule.
		Texas Essential Knowledge and Skills 111.15 Mathematics Grade 3	6 (A) Identify and extend whole number and geometric patterns to make predictions and solve problems.
		NCTM Principles and Standards for School Mathematics, Grades 3-5, Algebra: Understand patterns, relations, and functions	Describe, extend, and make generalizations about geometric and numeric patterns.
Time: figure elapsed time in one-hour intervals and knows difference between AM and PM	Game 3: Totally Twelve Game 4: Units of Time Game 4: 1, 2, 3, 4, 5 Game 5: Final Jeopardy	Florida Dept. Education Sunshine State Standards Mathematics Grade 3: Measurement	• Knows about measurement of time, including using A.M. and P.M., clocks, and calendars.
		Florida Dept. Education Sunshine State Standards Mathematics Grade 3: Measurement	• Uses schedules, calendars, and elapsed time in hour intervals to solve real-world problems.
Money: identifies value of American coins	Game 4: 1, 2, 3, 4, 5	Texas Essential Knowledge and Skills 111.15 Mathematics Grade 3	1 (C) Determine the value of a collection of coins and bills.

Science and Health

Topic	Games/Categories	Source of Standard	Standard
Solar System	Game 2: Our Solar Neighborhood Game 2: Name that Number Game 3: Final Jeopardy!	Content Standards for California Public Schools Science Grade 3: Earth Sciences	4 d. <i>Students know</i> that Earth is one of several planets that orbit the Sun and that the Moon orbits Earth.
		Florida Dept. Education Sunshine State Standards Science Grade 3: Earth and Space	<ul style="list-style-type: none"> Knows the relative positions of all the planets
		Texas Essential Knowledge and Skills 112.5 Science Grade 3	11 (C) Identify the planets in our solar system and their position in relation to the Sun;
		Arizona Department of Education Standards, Science Standards, St. 6 Earth and Space Science (Gr. 1-3)	6SC-F2. Identify the planets and their relationship to the sun PO 1. Identify the planets of the solar system PO 2. Describe the relationship of the planets to the sun
		Pennsylvania Department of Education Academic Standards for Science 3.4 (Grades K-4)	B. Describe the composition and structure of the universe and the earth's place in it. <ul style="list-style-type: none"> Recognize earth's place in the solar system.
Seasons, relationship of sun to Earth	Game 3: Seasons	Florida Dept. Education Sunshine State Standards Science Grade 3: Earth and Space	<ul style="list-style-type: none"> Knows that days and nights change in length throughout the year. Knows the patterns of average temperatures throughout the year.
		Content Standards for California Public Schools Science Grade 3: Earth Sciences	4 e. <i>Students know</i> the position of the Sun in the sky changes during the course of the day and from season to season.
		NSES (National Science Education Standards) Grades K-4: Changes in the Earth and Sky	<ul style="list-style-type: none"> Weather changes from day to day and over the seasons. Weather can be described by measurable quantities, such as temperature, wind direction and speed, and precipitation.
		Pennsylvania Department of Education Academic Standards for Geography 7.2 (Grades K-3)	B. Identify the basic physical processes that affect the physical characteristics of places and regions. Earth-sun relationships (i.e., seasons and length of daylight, weather and climate)
		Arizona Department of Education Standards, Science Standards, St. 6 Earth and Space Science (Gr. 1-3)	6SC-F3. Identify the seasons and their characteristics PO 1. Identify the seasons PO 2. Describe the characteristics of each season
		Pennsylvania Department of Education Academic Standards for Science 3.4 (Grades K-4)	D. Describe the composition and structure of the universe and the earth's place in it. <ul style="list-style-type: none"> Explain and illustrate the causes of seasonal changes. Describe the solar system motions and use them to explain time (e.g., days, seasons), major lunar phases and eclipses.

Characteristics of living things	Game 2: Plants, Animals, or Both?	Florida Dept. Education Sunshine State Standards Science Grade 3: Processes of Life	<ul style="list-style-type: none"> Understands that although plants and animals are different, they also share common characteristics (for example, they both have structures for reproduction, respiration, and growth).
		NSES (National Science Education Standards) Grades K-4: Characteristics of Organisms	<ul style="list-style-type: none"> Organisms have basic needs. For example, animals need air, water, and food; plants require air, water, nutrients, and light.
		Pennsylvania Department of Education Academic Standards for Science 3.1 (Grades K-4)	<ul style="list-style-type: none"> A. Know the similarities and differences of living things. Identify life processes of living things (e.g., growth, digestion, and reaction to environment). Describe basic needs of plants and animals
		Pennsylvania Department of Education Academic Standards for Environment and Ecology 4.3 (Grades K-4)	<ul style="list-style-type: none"> A. Know that plants, animals and humans are dependent on air and water. <ul style="list-style-type: none"> Know that all living things need air and water to survive.
		Pennsylvania Department of Education Academic Standards for Environment and Ecology 4.6 (Grades K-4)	<ul style="list-style-type: none"> A. Understand that living things are dependent on nonliving things in the environment for survival. Describe the basic needs of an organism. Identify basic needs of a plant and an animal and explain how their needs are met.
		Colorado Model Content Standards for Science, Third Grade	3.1c. Describe the basic needs of an organism
Categorize as living or nonliving	Game 1: Living or Nonliving?	Pennsylvania Department of Education Academic Standards for Environment and Ecology 4.6 (Grades K-4)	<ul style="list-style-type: none"> B. Understand that living things are dependent on nonliving things in the environment for survival. <ul style="list-style-type: none"> Identify and categorize living and nonliving things.
		Arizona Department of Education Standards, Science Standards, St. 4 Life Science (Gr. 1-3)	<p>4SC-F7. Explain the interaction of living and non-living components within ecosystems</p> <p>PO 1. Identify living components within ecosystems</p> <p>PO 2. Identify non-living components within ecosystems</p>
Animal adaptations	Game 5: Whose Feet?	Content Standards for California Public Schools Science Grade 3: Life Sciences	<p>3. Adaptations in physical structure or behavior may improve an organism's chance for survival. As a basis for understanding this concept:</p> <p>a. <i>Students know</i> plants and animals have structures that serve different functions in growth, survival, and reproduction.</p> <p>d. <i>Students know</i> when the environment changes, some plants and animals survive and reproduce; others die or move to new locations.</p> <p>e. <i>Students know</i> that some kinds of organisms that once lived on Earth have completely disappeared and that some of those resembled others that are alive today.</p>
		Florida Dept. Education Sunshine State Standards Science Grade 3: Processes of Life	<ul style="list-style-type: none"> Knows behavioral and structural adaptations that allow plants and animals to survive in an environment.

		Texas Essential Knowledge and Skills 112.5 Science Grade 3	8 (D) describe how living organisms modify their physical environment to meet their needs, such as beavers building a dam or humans building a home. 9 (A) observe and identify characteristics among species that allow each to survive and reproduce.
		NSES (National Science Education Standards) Grades K-4: Characteristics of Organisms	<ul style="list-style-type: none"> • Each plant or animal has different structures that serve different functions in growth, survival, and reproduction. For example, humans have distinct body structures for walking, holding, seeing, and talking.
		Arizona Department of Education Standards, Science Standards, St. 4 Life Science (Gr. 1-3)	4SC-F4. PO 2. Identify adaptations of animals that allow them to live in specific environments
Classify items by the materials they are made of	Game 3: Animal, Plant, or Mineral?	Pennsylvania Department of Education Academic Standards for Environment and Ecology 4.2 (Grades K-4)	A. Identify products derived from natural resources. <ul style="list-style-type: none"> • Identify products made from trees. • Identify by-products of plants and animals.
		NSES (National Science Education Standards) Grades K-4: Content Standard B, Physical Science, Properties of objects and materials	<ul style="list-style-type: none"> • Objects are made of one or more materials, such as paper, wood, and metal. Objects can be described by the properties of the materials from which they are made, and those properties can be used to separate or sort a group of objects or materials.
Manmade vs natural	Game 4: Natural or Manmade?	NSES (National Science Education Standards) Grades K-4: Abilities to distinguish between natural objects and objects made by humans	<ul style="list-style-type: none"> • Some objects occur in nature; others have been designed and made by people to solve human problems and enhance the quality of life. • Objects can be categorized into two groups, natural and designed.
		Pennsylvania Department of Education Academic Standards for Science 3.1 (Grades K-4)	A. Know that natural and human-made objects are made up of parts. <ul style="list-style-type: none"> • Identify system parts that are natural and human-made (e.g., ball point pen, simple electrical circuits, plant anatomy).
Health, medicine	Game 5: Can You Catch It? Game 5: Doctor Talk	NSES (National Science Education Standards) Grades K-4: Personal health	<ul style="list-style-type: none"> • Individuals have some responsibility for their own health. Students should engage in personal care--dental hygiene, cleanliness, and exercise--that will maintain and improve health. Understandings include how communicable diseases, such as colds, are transmitted and some of the body's defense mechanisms that prevent or overcome illness.

		Arizona Department of Education Standards, Comprehensive Health Education Standards	1CH-F1 PO 2. Explain importance of personal health-promoting behaviors (e.g., covering sneezes and coughs, proper hand washing, adequate sleep, healthy diet, physical activity) 1CH-F7 PO 1. List common childhood illnesses, their causes and prevention 1CH-F2 PO 3. Describe at least three ways to prevent the spread of germs
		Pennsylvania Department of Education Academic Standards for Health, Safety and Physical Education (Grades K-3)	10.1 E. Identify types and causes of common health problems of children. <ul style="list-style-type: none"> • infectious diseases (e.g., colds, flu, chickenpox) • noninfectious diseases (e.g., asthma, hay fever, allergies, • lyme disease) • germs • pathogens • heredity 10.2 A. Identify personal hygiene practices and community helpers that promote health and prevent the spread of disease.
		Texas Essential Knowledge and Skills 112.5 Science Grade 3	(3) (A) Identify health behaviors that prevent the spread of disease and avoid behaviors that cause the transmission of disease.
		Pennsylvania Department of Education Academic Standards for Health, Safety and Physical Education (Grades K-3)	10.2 B. Identify health-related information. <ul style="list-style-type: none"> • signs and symbols • terminology • products and services
Health, nutrition	Game 3: Odd Food Out	NSES (National Science Education Standards) Grades K-4: Personal health	• Nutrition is essential to health. Students should understand how the body uses food and how various foods contribute to health. Recommendations for good nutrition include eating a variety of foods, eating less sugar, and eating less fat.
		Arizona Department of Education Standards, Comprehensive Health Education Standards	1CH-R1 PO 1. Name healthy behaviors that relate to: b) nutrition (eating a variety of foods, trying new foods, eating at least five fruits and vegetables per day)
		Pennsylvania Department of Education Academic Standards for Health, Safety and Physical Education 10.1 (Grades K-3)	C. Explain the role of the food guide pyramid in helping people eat a healthy diet. <ul style="list-style-type: none"> • food groups • number of servings • variety of food • nutrients

		Texas Essential Knowledge and Skills 112.5 Science Grade 3	(1) (C) Identify types of nutrients. (1) (D) Describe food combinations in a balanced diet such as a food pyramid.
Human body	Game 4: Parts of the Body	Arizona Department of Education Standards, Comprehensive Health Education Standards	1CH-F3 PO 1. Identify the parts of the digestive and circulatory system PO 2. Describe the functions of the digestive and circulatory systems
		Pennsylvania Department of Education Academic Standards for Health, Safety and Physical Education 10.1 (Grades K-3)	B. Identify and know the location and function of the major body organs and systems. <ul style="list-style-type: none"> • circulatory • respiratory • muscular • skeletal • digestive
		Arizona Department of Education Standards, Science Standards, St. 4 Life Science (Gr. 1-3)	4SC-F5. Recognize that component parts make up the human body systems (e.g., digestive, muscular, skeletal) PO 1. Identify major organs (e.g., lungs, heart, skin) within systems
		Texas Essential Knowledge and Skills 112.5 Science Grade 3	(4) (B) Name and locate major components of the body systems.
Heredity	Game 1: Hereditary or Not Hereditary	Texas Essential Knowledge and Skills 112.5 Science Grade 3	(10) Science concepts. The student knows that many likenesses between offspring and parents are inherited from the parents. The student is expected to: (B) Identify some inherited traits of animals.
		Arizona Department of Education Standards, Science Standards, St. 4 Life Science (Gr. 1-3)	4SC-F6. Recognize that offspring within families have both similarities and differences PO 1. Identify similarities that offspring can have within a family
		Pennsylvania Department of Education Academic Standards for Science and Technology (Grades K-4)	3.3 C. Know that characteristics are inherited and, thus, offspring closely resemble their parents. <ul style="list-style-type: none"> • Identify physical characteristics that appear in both parents and offspring and differ between families, strains or species.
		NSES (National Science Education Standards) Grades K-4: Life Cycles of Organisms	<ul style="list-style-type: none"> • Plants and animals closely resemble their parents. • Many characteristics of an organism are inherited from the parents of the organism, but other characteristics result from an individual's interactions with the environment. Inherited characteristics include the color of flowers and the number of limbs of an animal. Other features, such as the ability to ride a bicycle, are learned through interactions with the environment and cannot be passed on to the next generation.

Life cycles	Game 1: Life Cycles	Pennsylvania Department of Education Academic Standards for Health, Safety and Physical Education (Grades K-3)	10.1 A. Identify and describe the stages of growth and development. <ul style="list-style-type: none"> • childhood • adolescence • adulthood • late adulthood
		Arizona Department of Education Standards, Science Standards, St. 4 Life Science (Gr. 1-3)	4SC-F2. Trace the life cycles of various organisms PO 1. Identify the stages in a life cycle PO 2. Record life cycle stages in sequence
		NSES (National Science Education Standards) Grades K-4: Life Cycles of Organisms	Plants and animals have life cycles that include being born, developing into adults, reproducing, and eventually dying. The details of this life cycle are different for different organisms.
		Texas Essential Knowledge and Skills 115.5 Mathematics Grade 3	(4) (A) list and explain the stages of growth and development
		Colorado Model Content Standards for Science, Third Grade	3.3c. Describe life cycles of selected organisms <ul style="list-style-type: none"> • recognize and identify stages of an insect's life cycle (egg, larva, pupa, adult) • sequence the life stages of an insect
Emergency preparedness	Game 4: Safety First	Arizona Department of Education Standards, Comprehensive Health Education Standards	3CH-F5 PO 2. Determine correct response in case of accident or sudden illness
		Pennsylvania Department of Education Academic Standards for Health, Safety and Physical Education (Grades K-3)	10.2 B. Recognize emergency situations and explain appropriate responses. <ul style="list-style-type: none"> how to call for help simple assistance procedures how to protect self

Social Studies

Topic	Games/Categories	Source of Standard	Standard
National symbols, landmarks, documents	Game 3: U.S. Symbols Game 5: Red All Over	Content Standards for California Public Schools Social Studies Grade 3: Continuity and Change: 3.4 Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.	3. Know the histories of important local and national landmarks, symbols, and essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g., the U.S. flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, the Declaration of Independence, the U.S. Capitol)
		Pennsylvania Department of Education Academic Standards for History 8.3 (Grades K-3)	B. Identify and describe primary documents, material artifacts and historic sites important in United States history. Documents (e.g., Declaration of Independence, U.S. Constitution, Bill of Rights) Writings and Communications (e.g., Pledge of Allegiance, famous quotations and sayings) Historic Places (e.g., The White House, Mount Rushmore, Statue of Liberty)
		Pennsylvania Department of Education Academic Standards for Civics and Government 5.1 (Grades K-3)	G. Describe the purpose of the United States Flag, the Pledge of Allegiance, the National Anthem K. Identify symbols and political holidays. • Pennsylvania (e.g., Charter Day, Liberty Bell, Keystone State) • United States (e.g., Presidents' Day, Statue of Liberty, White House)
		Colorado Model Content Standards for Civics, Third Grade	4.2 Sing and explain the meaning of the National Anthem
Famous American speeches	Game 4: Final Jeopardy!	Pennsylvania Department of Education Academic Standards for Civics and Government 5.1 (Grades K-3)	M. Identify portions of famous speeches and writings that reflect the basic principles and ideals of government (e.g., "I have a dream," Reverend Martin Luther King; "One small step for mankind," Neil Armstrong).
Social responsibility	Game 5: Red All Over	Texas Essential Knowledge and Skills 110.5 Social Studies Grade 3	11 (C) Identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good.
Geography, map symbols and vocabulary	Game 2: On the Map	Texas Essential Knowledge and Skills 110.5 Social Studies Grade 3	(5) Geography. The student understands the concepts of location, distance, and direction on maps and globes.
		Pennsylvania Department of Education Academic Standards for Geography 7.1 (Grades K-3)	A. Identify geographic tools and their uses. • Characteristics and purposes of different geographic representations Maps and basic map elements Globes

		Colorado Model Content Standards for Civics, Standard 1, 6.2, K - Third Grade	<ul style="list-style-type: none"> • Understand the standard orientation of maps and globes (where North, South, East and West are located); find different directions on the map. • Understand that maps contain legends with symbols explaining various features and can explain various symbols.
Geography, identify cardinal directions, oceans, continents and countries of North America	Game 1: Where Are You? Game 2: On the Map Game 4: Which Direction? Game 5: North America	Texas Essential Knowledge and Skills 110.5 Social Studies Grade 3	(5) Geography. The student understands the concepts of location, distance, and direction on maps and globes. (A) Use cardinal and intermediate directions to locate places such as the Amazon River, Himalayan Mountains, and Washington D.C. on maps and globes.
		Pennsylvania Department of Education Academic Standards for Geography 7.1 (Grades K-3)	B. Identify and locate places and regions. <ul style="list-style-type: none"> • Physical features Continents and oceans Major landforms, rivers and lakes in North America • Human features Countries (i.e., United States, Mexico, Canada)
		Florida Dept. Education Sunshine State Standards Social Studies Grade 3: People, Places and Environments [Geography]	• Uses maps and globes to locate and compare places and their environments (for example, oceans, river systems, continents, islands, and mountains in or near areas where civilizations developed).
		Colorado Model Content Standards for Civics, Standard 1, 6.2, K - Third Grade	• Understand the standard orientation of maps and globes (where North, South, East and West are located); find different directions on the map.
		Colorado Model Content Standards for Civics, Standard 1, 1.2, K - Third Grade	<ul style="list-style-type: none"> • Identify major oceans: Pacific, Atlantic, Indian, and Arctic. • Demonstrate more expanded knowledge about the seven continents. • Locate all of the major countries in North America, in relation to each other.
Geography, identify own location	Game 1: Where Are You?	Colorado Model Content Standards for Civics, Standard 1, 1.2, K - Third Grade	• Name and locate the town, city, or community, as well as the state where they live.
		Content Standards for California Public Schools Social Studies Grade 3: Continuity and Change: 3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.	1. Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).