



STATECRAFT SIMULATIONS

US Government TEKS Standards	US Gov Simulation Match	Explanation of how it meets the standards	Most Prominent Period	2nd Most Prominent Period
(b) Introduction.				
<p>(1) In United States Government, the focus is on the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of government at the national, state, and local levels. This course is the culmination of the civic and governmental content and concepts studied from Kindergarten through required secondary courses. Students learn major political ideas and forms of government in history. A significant focus of the course is on the U.S. Constitution, its underlying principles and ideas, and the form of government it created. Students analyze major concepts of republicanism, federalism, checks and balances, separation of powers, popular sovereignty, and individual rights and compare the U.S. system of government with other political systems. Students identify the role of government in the U. S. free enterprise system and examine the strategic importance of places to the United States. Students analyze the impact of individuals, political parties, interest groups, and the media on the American political system, evaluate the importance of voluntary individual participation in a Constitutional republic, and analyze the rights guaranteed by the U.S. Constitution. Students examine the relationship between governmental policies and the culture of the United States. Students identify examples of government policies that encourage scientific research and use critical-thinking skills to create a product on a contemporary government issue.</p>	10	<p>For 5 weeks of the semester students take a tour of the federal government playing roles in congress, the white house, the pentagon, national intelligence, the media, and interest groups. Every week students are presented with major political dilemmas and must balance politics, the Constitution, federalism, and republicanism.</p> <p>Students grapple with civil rights issues including the due process clause and interact with separeation of powers through the war powers act and budget negotiations.</p> <p>Students build a national budget while dealing with general and midterm elections. Students run campaigns and constantly work to keep an eye on their approval ratings in their districts, states, or the country in general.</p> <p>Students interact with interest groups and the media as they work to gain endorsements, pass bills through congress, and gain positive media coverage.</p> <p>Students evaluate voter turnout when trying to get reelected while also directly dealing with the Bill of Rights with students having the ability to sue the federal government through the district, circuit court of appeals, and supreme court.</p>	All	
<p>(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as the complete text of the U.S. Constitution, selected Federalist Papers, landmark cases of the U.S. Supreme Court (such as those studied in Grade 8 and U.S. History Since 1877), biographies, autobiographies, memoirs, speeches, letters, and periodicals that feature analyses of political issues and events is encouraged.</p>	8	<p>Students must interact with the Constitution, federalist papers, and other source material each week as they make key decisions on passing bills or executive orders involving national security. Each choice possibly triggers a federal court challenge, so it can be strategically helpful to project out how likely a decision is to be struck down as unConstitutional.</p>		
<p>(3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (c) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	10	<p>Statecraft US Gov utilizes immersive simulation gaming to give students context and an opportunity to use course topics to solve problems and create solutions. By applying this knowledge each week students gain a more deep and long term understanding of the course.</p>	All	
<p>(4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.</p>	5	<p>While students deal with campaign finance, government budgeting, and international trade, they won't set monetary policy or deal directly with capitalism in the simulation as a concept.</p>	Period 4	



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<p>(5) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).</p>				
<p>(6) Students understand that a Constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the Constitution.</p>	10	Students must get reelected during the midterm or general elections and are reminded daily of the importance of being in good standing with their constituents	Period 2	Period 4
<p>(7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.</p>				
<p>(A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.</p>				
<p>(B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text from the Declaration of Independence: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."</p>				
<p>(8) Students discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved the ideals espoused in the founding documents.</p>	8	Students are immersed in live government policy and decision making and gain a more advanced ability to discuss current events from multiple perspectives and approaches.	All	
(c) Knowledge and skills.				
<p>(1) History. The student understands how Constitutional government, as developed in America and expressed in the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution, has been influenced by ideas, people, and historical documents. The student is expected to:</p>				
<p>(A) explain major political ideas in history, including the laws of nature and nature's God, unalienable rights, divine right of kings, social contract theory, and the rights of resistance to illegitimate government;</p>				



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(B) identify major intellectual, philosophical, political, and religious traditions that informed the American founding, including Judeo-Christian (especially biblical law), English common law and Constitutionalism, Enlightenment, and republicanism, as they address issues of liberty, rights, and responsibilities of individuals;				
(C) identify the individuals whose principles of laws and government institutions informed the American founding documents, including those of Moses, William Blackstone, John Locke, and Charles de Montesquieu;				
(D) identify the contributions of the political philosophies of the Founding Fathers, including John Adams, Alexander Hamilton, Thomas Jefferson, James Madison, John Jay, George Mason, Roger Sherman, and James Wilson, on the development of the U.S. government;				
(E) analyze debates and compromises that impacted the creation of the founding documents; and				
(F) identify significant individuals in the field of government and politics, including George Washington, Thomas Jefferson, John Marshall, Andrew Jackson, Abraham Lincoln, Theodore Roosevelt, Franklin D. Roosevelt, and Ronald Reagan.				
(2) History. The student understands the roles played by individuals, political parties, interest groups, and the media in the U.S. political system, past and present. The student is expected to:				
(A) describe the processes used by individuals, political parties, interest groups, or the media to affect public policy; and	10	Students will be able to more easily reflect on how laws past in US history as they play the roles in their simulation and gain empathy for key decision makers in US history.	All	
(B) analyze the impact of political changes brought about by individuals, political parties, interest groups, or the media, past and present.	10	Students will grapple with changing public opinion, volatile news cycles, and interest groups and will easily be able to draw comparisons in US history.	All	
(3) Geography. The student understands how geography can influence U.S. political districts and policies. The student is expected to:				
(A) explain how population shifts affect voting patterns;	5	As students review push to turn out the vote to be reelected in midterm and general elections they draw insights into how population shifts would drastically change their campaign strategies and impact election outcomes	Period 2	Period 4
(B) examine political boundaries to make inferences regarding the distribution of political power; and				
(C) explain how political districts are crafted and how they are affected by Supreme Court decisions such as Baker v. Carr.				
(4) Economics. The student understands the roles played by local, state, and national governments in both the public and private sectors of the U.S. free enterprise system. The student is expected to:				
(A) explain how government fiscal, and regulatory policies influence the economy at the local, state, and national levels;	10	Students must pass a power grid security plan that is in direct conflict with the 10th amendment and fiscal rights of multiple states.	Period 4	
(B) compare the role of government in the U.S. free enterprise system and other economic systems; and				
(C) explain how government taxation, expenditures, and regulation can influence the U.S. economy and impact private enterprise.				
(5) Economics. The student understands the relationship between U.S. government policies and the economy. The student is expected to:				



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(A) analyze how economic and natural resources influence U.S. foreign policy; and	10	Students must craft a foreign policy strategy and deal with the challenges caused to trade and free enterprise systems when international relations becomes more volatile.	Period 2	Period 4
(B) describe the roles of the executive and Legislative Branches in setting international trade and fiscal policies.	10	Students must create a national defense budget that is approved by Congress and submitted by the President.	Period 4	
(6) Government. The student understands the American beliefs and principles reflected in the U.S. Constitution and why these are significant. The student is expected to:				
(A) explain the importance of a written Constitution;	10	Students must interact with the Constitution constantly as each choice possibly triggers a federal court challenge, so projecting out how likely a decision is to be struck down as unConstitutional can help with strategy.	All	
(B) explain how the federal government serves the purposes set forth in the Preamble to the U.S. Constitution;	10	Students will be able to reflect on how their actions either were in line with or against the preamble of the Constitution and why.	All	
(C) analyze how the Federalist Papers such as Number 10 and Number 51 explain the principles of the American Constitutional system of government;	10	Students gain a deep understanding of the competing factional powers and the friction between branches and why they are important to manage carefully to preserve a functioning government system.	Period 2	Period 4
(D) evaluate Constitutional provisions for limiting the role of government, including republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights;	10	Students will gain a new perspective from which to draw connections to the provisions for limiting the role of government, including republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights. They will draw parallels between their actions as legislators, executive branch officials, media members, and interest group positions and the above provisional concepts laid out in the constitution	All	
(E) describe the Constitutionally prescribed procedures by which the U.S. Constitution can be changed and analyze the role of the amendment process in a Constitutional government; and	5	Students do not propose amendments, but interact with existing amendments as part of their research to federal court challenges.	Period 4	
(F) identify how the Declaration of Independence and the U.S. Constitution continue to shape American beliefs and principles in the United States today.	10	Students will gain a new perspective from which to draw connections on how the Declaration of Independence and the U.S. Constitution continue to shape American beliefs and principles in the United States. They will review and pass executive orders and laws and will draw comparisons between their actions as politicians and government officials and what the original declaration of independence spelled out.	All	
(7) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:				
(A) analyze the structure and functions of the Legislative Branch of government, including the bicameral structure of Congress, the role of committees, and the procedure for enacting laws;	10	Students must pass bills through both the house and senate after passing them through committees. The procedure takes students coordinating and working together to pass bills and get them to the President's desk to sign...or deny.	All	
(B) analyze the structure and functions of the Executive Branch of government, including the Constitutional powers of the president, the growth of presidential power, and the role of the Cabinet and executive departments;	10	Students will either play positions in the Executive Branch or be in conflict with the Executive Branch. Each week they will grapple with the Constitutionality of executive orders and Executive Branch attempts at overreach.	All	
(C) analyze the structure and functions of the Judicial Branch of government, including the federal court system, types of jurisdiction, and judicial review;	10	Students will interact with the district courts, circuit court of appeals, and supreme court as interest groups as opposing groups try to overturn executive orders and laws passed by the federal government.	All	



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(D) identify the purpose of selected independent executive agencies, including the National Aeronautics and Space Administration (NASA), and regulatory commissions, including the Environmental Protection Agency (EPA), Occupational Safety and Health Administration (OSHA), Food and Drug Administration (FDA), and Federal Communications Commission [FCC];				
(E) explain how provisions of the U.S. Constitution provide for checks and balances among the three branches of government;	10	Students do a deep dive of the separation of powers including evaluating how the War Powers Act came into existence and what it reveals about the current interactions between branches vs. the original intention put forth by the founders.	All	
(F) analyze selected issues raised by judicial activism and judicial restraint;	10	Students evaluate how previous court decisions impact public policy and by what degree.	All	
(G) explain the major responsibilities of the federal government for domestic and foreign policy such as national defense; and	10	Students build a national security strategy and foreign policy and must deal with the consequences of potential breaches and foreign relations breaking down.	Period 2	Period 3
(H) compare the structures, functions, and processes of national, state, and local governments in the U.S. federal system.	8	Students deal with the 10th amendment and must work with local governments to update and secure the national power grid. This means having to work through opposing interests from the state, local, and federal levels.	All	
(8) Government. The student understands the concept of federalism. The student is expected to:				
(A) explain why the Founding Fathers created a distinctly new form of federalism and adopted a federal system of government instead of a unitary system;	10	Students will see the benefits of a federal system that takes enough oversight on states to provide security and support for interstate conflict resolution along while optimizing state and local level decision making and autonomy	All	
(B) categorize government powers as national, state, or shared;	8	Students will gain the ability to evaluate state vs. federal government rights based on the elastic and necessary and proper clauses of the 10th amendment. As issues come up each week students will be confronted with state and local challenges to federal government executive orders and laws. They'll have the ability to negotiate between officials to resolve disputes and keep it out of federal court.	Period 3	Period 4
(C) analyze historical and contemporary conflicts over the respective roles of national and state governments; and	10	Students will be able to easily draw comparisons between their simulation 10th amendment disputes and disputes in US history as they negotiate and challenge state governments to pass bills that inspired off of US history	Period 4	
(D) explain how the U.S. Constitution limits the power of national and state governments.	10	Students will gain the ability to evaluate state vs. government rights based on the elastic and necessary and proper clauses of the 10th amendment as they challenge state governments to make changes to their power grid security.	Period 4	
(9) Government. The student understands the processes for filling public offices in the U.S. system of government. The student is expected to:				
(A) identify different methods of filling public offices, including elected and appointed offices at the local, state, and national levels;	8	Students must run through general elections midterm elections, and hold Executive Branch appointed positions within the government.	Period 2	Period 4
(B) explain the process of electing the president of the United States and analyze the Electoral College; and	10	Students experience a general election and act to try to get the President or Speaker of the House students elected through the general election.	Period 4	
(C) analyze the impact of the passage of the 17th Amendment.	10	Students will be beholden to the direct approval ratings of their states for midterm and general elections which students can poll multiple times throughout the simulation.	Period 2	Period 4
(10) Government. The student understands the role of political parties in the U.S. system of government. The student is expected to:				



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(A) analyze the functions of political parties and their role in the electoral process at local, state, and national levels; and	8	Students are put in either the democratic or republican parties and must deal with public opinion and polling of their decisions as they come up on midterm and general elections.	Period 2	Period 4
(B) explain the two-party system and evaluate the role of third parties in the United States.	5	Students will be able to draw deeper insights about the impact of third parties as they work to drive out the vote and must work against other candidates who are also working to take their vote away.	Period 2	Period 4
(11) Government. The student understands the similarities and differences that exist among the U.S. system of government and other political systems. The student is expected to:				
(A) compare the U.S. Constitutional republic to historical and contemporary forms of government such as monarchy, a classical republic, authoritarian, socialist, direct democracy, theocracy, tribal, and other republics; and	5	Students will interact with a presidential system and as they make decisions, they'll be able to compare and contrast the benefits and challenges of solving societal problems through democracy versus other systems of government.	All	
(B) analyze advantages and disadvantages of presidential and parliamentary systems of government.	8	Students will interact with a presidential system as they make decisions, they'll be able to compare and contrast the benefits and challenges of solving societal problems with a presidential system.	All	
(12) Citizenship. The student understands the rights that are protected and secured by the U.S. Constitution and Bill of Rights. The student is expected to:				
(A) explain the roles of limited government and the rule of law in the protection of individual rights;	10	The simulation revolves around the conflict between national security and the Bill of Rights. It also dives deeply into states rights vs. federal rights as spelled out in the 10th amendment. Students must deal with state governments, the fisa court, the pentagon, the CIA, and federal courts with judicial challenges from the ACLU	All	
(B) identify and define the unalienable rights;	10	The simulation revolves around the conflict between national security and the Bill of Rights as students grapple with sacrificing due process rights for increased national security to decrease the chance of terrorist attacks.	All	
(C) identify the freedoms and rights protected and secured by each amendment in the Bill of Rights;	10	The simulation revolves around the conflict between national security and the Bill of Rights.	All	
(D) analyze the reasons the Founding Fathers protected religious freedom in America and guaranteed its free exercise by saying that "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof," and compare this to the concept of separation of church and state;	5	Students will interact with the Bill of Rights, but the simulation will not require them to pass bills or interact with the supreme court on topics of religious freedom and separation of church and state.	All	
(E) analyze U.S. Supreme Court interpretations of rights guaranteed by the U.S. Constitution in selected cases, including Engel v. Vitale, Schenck v. United States, Texas v. Johnson, Miranda v. Arizona, Gideon v. Wainwright, Mapp v. Ohio, and Roe v. Wade;	10	Students will gain a unique ability to review the Constitution and existing court decisions as they craft bills and executive orders that they hope will not be overturned by the Judicial Branch.	All	
(F) explain the importance of due process rights to the protection of individual rights and in limiting the powers of government; and	10	Multiple scenarios in the simulation revolve around the due process clause and citizen's rights to privacy, specifically the government using bulk data collection and fisa courts to spy on US citizens without probable cause or warrants.	Period 1	
(G) recall the conditions that produced the 14th Amendment and describe subsequent efforts to selectively extend some of the Bill of Rights to the states through U.S. Supreme Court rulings and analyze the impact on the scope of fundamental rights and federalism.	5	Students will interact with the Bill of Rights and the 14th amendment, but there are not scenarios in the simulation that revolve around the 14th amendment to decide executive order or legislative Constitutionality.	Period 2	Period 3
(13) Citizenship. The student understands the difference between personal and civic responsibilities. The student is expected to:				



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(A) describe scenarios where good citizenship may require the subordination of personal desire for the sake of the public good;	10	Students will perpetually grapple with the push and pull of national security vs. personal freedom and will be able to draw connections with the general concept of forsaking personal desire for public good.	Period 1	All
(B) explain the responsibilities, duties, and obligations of citizenship such as being well informed about civic affairs, serving in the military, voting, serving on a jury, observing the laws, paying taxes, and serving the public good; and	8	Through their experience in general and midterm elections students will explore the concept of voter turnout, demographic research, and messaging to drive citizens to the polls. They'll reflect on why some age groups vote more than others as they plot their campaign strategies.	All	
(C) describe the voter registration process and the criteria for voting in elections.				
(14) Citizenship. The student understands the importance of voluntary individual participation in the U.S. Constitutional republic. The student is expected to:				
(A) analyze the effectiveness of various methods of participation in the political process at local, state, and national levels;	5	Through their experience in general and midterm elections students will explore the concept of voter turnout, demographic research, and messaging to drive citizens to the polls. They'll be able to draw connections and conclusions as they review real life political processes at state, local, and national levels.	Period 2	Period 4
(B) analyze historical and contemporary examples of citizen movements to bring about political change or to maintain continuity; and	5	Through their experience in general and midterm elections students will explore the concept of voter turnout, demographic research, and messaging to drive citizens to the polls. They'll be able to draw connections and conclusions as they review real life political change at state, local, and national levels	All	
(C) describe the factors that influence an individual's political attitudes and actions.				
(15) Citizenship. The student understands the importance of the expression of different points of view in a Constitutional republic. The student is expected to:				
(A) analyze different points of view of political parties and interest groups such as the League of United Latin American Citizens (LULAC), the National Rifle Association (NRA), and the National Association for the Advancement of Colored People (NAACP) on important contemporary issues; and	8	Students will play ACLU officials and will be in direct conflict with the federal government as they work to try to increase their membership, stop bills that infringe on American civil rights, and sue the federal government for breaching the Bill of Rights.	All	
(B) analyze the importance of the First Amendment rights of petition, assembly, speech, and press and the Second Amendment right to keep and bear arms.	8	Students will play ACLU officials and will be in direct conflict with the federal government as they work to try to increase their membership, stop bills that infringe on American civil rights, and sue the federal government for breaching the Bill of Rights.	All	
(16) Culture. The student understands the relationship between government policies and the culture of the United States. The student is expected to:				
(A) evaluate a U.S. government policy or court decision that has affected a particular racial, ethnic, or religious group such as the Civil Rights Act of 1964 and the U.S. Supreme Court cases of Hernandez v. Texas and Grutter v. Bollinger; and	5	Students will gain a unique ability to review the Constitution and existing court decisions as they craft bills and executive orders that they hope will not be overturned by the Judicial Branch.	All	
(B) explain changes in American culture brought about by government policies such as voting rights, the Servicemen's Readjustment Act of 1944 (GI Bill of Rights), the Immigration and Nationality Act of 1965, the Immigration Reform and Control Act of 1986, affirmative action, and racial integration.				
(17) Science, technology, and society. The student understands the role the government plays in developing policies and establishing conditions that influence scientific discoveries and technological innovations. The student is expected to:				



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(A) explain how U.S. Constitutional protections such as patents have fostered competition and entrepreneurship; and	8	Students will learn to review and interpret the Constitution for intent and meaning as they map out the executive orders and bills they want to pass. If a bill or executive order is struck down in federal court it can have real consequences to sim points and approval ratings as they come up on midterm and general elections	All	
(B) identify examples of government-assisted research that, when shared with the private sector, have resulted in improved consumer products such as computer and communication technologies.				
(18) Science, technology, and society. The student understands the impact of advances in science and technology on government. The student is expected to:				
(A) describe the potential impact of recent scientific discoveries and technological innovations on government policy; and				
(B) evaluate the impact of the Internet and other electronic information on the political process.				
(19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to:				
(A) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;	10	Students will be given a flow of briefings, news messages, and research as they craft strategies to pass bills, protect the country, protect civil liberties, and reach their political goals.	All	
(B) create a product on a contemporary government issue or topic using critical methods of inquiry;	10	Students will craft bills, executive orders, foreign policy, national budgets, and Constitutional challenges throughout their experience. They will better understand the landscape of the simulation by inquiring of their peers to gain access to information that will allow better decision making.	All	
(C) analyze and defend a point of view on a current political issue;	10	Students will have to debate, make speeches, and present their positions on major simulation topics as they work towards their goals.	All	
(D) analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference; and	10	Students will be given a flow of briefings, news messages, and research as they craft strategies to pass bills, protect the country, protect civil liberties, and reach their political goals. There will be false information or propaganda that they must learn to decipher each week.	All	
(E) evaluate government data using charts, tables, graphs, and maps.	8	Students will be presented with statistics, figures, and empirical evidence as they work to craft their political strategies each week.	All	
(20) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:				
(A) use social studies terminology correctly; and	10	Students will gain a deep understanding of the American political system and what basic terms mean when speaking about the US Government and Politics	All	
(B) create written, oral, and visual presentations of social studies information using effective communication skills, including proper citations and avoiding plagiarism.	10	Students will need to use oral, visual, and written communication skills during the simulation to negotiate with and convince classmates to vote a certain way or endorse a certain issue or candidate. Instructors are also encouraged to assign the Debriefing Presentation for the end of the simulations. Students will perform a deep dive into a specific scenario and how it relates to the course.	All	



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<p>(21) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.</p>	<p>10</p>	<p>The student must use problem solving, strategic decision making, critical thinking, and risk management each week as they try to reach their position goals.</p>	<p>All</p>	