



STATECRAFT SIMULATIONS

Standard	TEKS World Geography	IR Simulation Match	Explanation of how it meets the standards	Most Prominent Turn	2nd Most Prominent Turn
(B)	(b) Introduction.				
(B)[1]	(1) In World Geography Studies, students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students describe the influence of geography on events of the past and present with emphasis on contemporary issues. A significant portion of the course centers around the physical processes that shape patterns in the physical environment; the characteristics of major landforms, climates, and ecosystems and their interrelationships; the political, economic, and social processes that shape cultural patterns of regions; types and patterns of settlement; the distribution and movement of the world population; relationships among people, places, and environments; and the concept of region. Students analyze how location affects economic activities in different economic systems. Students identify the processes that influence political divisions of the planet and analyze how different points of view affect the development of public policies. Students compare how components of culture shape the characteristics of regions and analyze the impact of technology and human modifications on the physical environment. Students use problem-solving and decision-making skills to ask and answer geographic questions.	10	The simulation revolves around the political, economic, and social processes that shape cultural patterns, regions, migration, and the development of public policies. Students utilize problem solving and decision making skills to set their geopolitical strategies every week.	ALL Turns	ALL Turns
(B)[2]	(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 contemporary and historic maps of various types, satellite-produced images, photographs, graphs, map sketches, and diagrams is encouraged.				
(B)[3]	(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.				
(B)[4]	(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.				
(B)[5]	(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).				
(B)[6]	(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.				
(B)[7]	(7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.				
(B)[7][A]	(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.				



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(B)(7)(B)	(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."				
(B)(8)	(B) 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.				

(c) [c] Knowledge and skills.					
(C)(1)	(1) History. The student understands how geography and processes of spatial exchange (diffusion) influenced events in the past and helped to shape the present. The student is expected to:	5	Students navigate and utilize a fictionalized world map to make geopolitical decisions for their countries every turn.	ALL Turns	ALL Turns
(C)(1)(A)	(A) analyze significant physical features and environmental conditions that have influenced the past and migration patterns and have shaped the distribution of culture groups today; and	5	Major world physical features in the simulation parallel those of the real world along with the consequences such as ice mountain, oil fields, and large bodies of water.	ALL Turns	ALL Turns
(C)(1)(B)	(B) trace the spatial diffusion of phenomena such as the Columbian Exchange or the diffusion of American popular culture and describe the effects on regions of contact.	8	Students experience trade and cultural exchange as they build their civilizations and interact between countries.	ALL Turns	ALL Turns
(C)(2)	(2) History. The student understands how people, places, and environments have changed over time and the effects of these changes. The student is expected to:				
(C)(2)(A)	(A) describe the human and physical characteristics of the same regions at different periods of time to analyze relationships between past events and current conditions; and				
(C)(2)(B)	(B) explain how changes in societies such as population shifts, technological advancements, and environmental policies have led to diverse uses of physical features over time such as terrace farming, dams, and polders.	8	As students build their civilizations they invest in technological advancements, develop farming, and experience environmental consequences.	Turns 3+	Turns 3+
(C)(3)	(3) Geography. The student understands how physical processes shape patterns in the physical environment. The student is expected to:				
(C)(3)(A)	(A) explain weather conditions and climate in relation to annual changes in Earth-Sun relationships;				
(C)(3)(B)	(B) describe the physical processes that affect the environments of regions, including weather, tectonic forces, erosion, and soil-building processes; and				
(C)(3)(C)	(C) describe how physical processes such as hurricanes, El Niño, earthquakes, and volcanoes affect the lithosphere, atmosphere, hydrosphere, and biosphere.	8	Students deal with natural disasters to their countries and must brace for and deal with the consequences as individual countries and coalitions.	Turns 3-6	Turns 3-6
(C)(4)	(4) Geography. The student understands the patterns and characteristics of major landforms, climates, and ecosystems of Earth and the interrelated processes that produce them. The student is expected to:				
(C)(4)(A)	(A) explain how elevation, latitude, wind systems, ocean currents, position on a continent, and mountain barriers influence temperature, precipitation, and distribution of climate regions;				
(C)(4)(B)	(B) describe different landforms such as plains, mountains, and islands and the physical processes that cause their development; and	5	Students interact with various landforms including mountains, islands, and the ocean.	ALL Turns	ALL Turns
(C)(4)(C)	(C) explain the influence of climate on the distribution of biomes in different regions.				
(C)(5)	(5) Geography. The student understands how political, economic, and social processes shape cultural patterns and characteristics in various places and regions. The student is expected to:				
(C)(5)(A)	(A) analyze how the character of a place is related to its political, economic, social, and cultural elements; and	10	As students build their civilizations from the ground up, they are at the mercy of, and in many ways defined by, their geographic position and proximity to major resource and strategic geographic fixtures.	ALL Turns	ALL Turns



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(C)(5)(B)	(B) interpret political, economic, social, and demographic indicators (gross domestic product per capita, life expectancy, literacy, and infant mortality) to determine the level of development and standard of living in nations using the levels as defined by the Human Development Index.	8	Students utilize the Quality of Life index and resource production to determine the health of their economies and their Human Development Index.	ALL Turns	ALL Turns
(C)(6)	(6) Geography. The student understands the types, patterns, and processes of settlement. The student is expected to:				
(C)(6)(A)	(A) locate and describe human and physical features that influence the size and distribution of settlements; and				
(C)(6)(B)	(B) explain the processes that have caused changes in settlement patterns, including urbanization, transportation, access to and availability of resources, and economic activities.				
(C)(7)	(7) Geography. The student understands the growth, distribution, movement, and characteristics of world population. The student is expected to:				
(C)(7)(A)	(A) analyze population pyramids and use other data, graphics, and maps to describe the population characteristics of different societies and to predict future population trends;	5	Students must evaluate and cater to their domestic factions through domestic policies, structures, and global trade.	ALL Turns	ALL Turns
(C)(7)(B)	(B) explain how physical geography and push and pull forces, including political, economic, social, and environmental conditions, affect the routes and flows of human migration;	5	Students deal with refugee flows related to volatile world conditions and must account for them economically and through domestic policies.	Turns 3+	Turns 3+
(C)(7)(C)	(C) describe trends in world population growth and distribution; and				
(C)(7)(D)	(D) analyze how globalization affects connectivity, standard of living, pandemics, and loss of local culture.	10	Students build a globalized trade system that directly impacts their economies, culture, and tourism.	Turns 3+	Turns 3+
(C)(8)	(8) Geography. The student understands how people, places, and environments are connected and interdependent. The student is expected to:				
(C)(8)(A)	(A) compare ways that humans depend on, adapt to, and modify the physical environment, including the influences of culture and technology;	8	Students establish their civilizations from the ground up and modify their existing geography to mine for resources, build up their cities, and enhance their national security.	ALL Turns	ALL Turns
(C)(8)(B)	(B) analyze the consequences of extreme weather and other natural disasters such as El Niño, floods, tsunamis, and volcanoes on people and their environment; and	8	Students deal with natural disasters to their countries and on a global scale while preparing for and sometimes dealing with the consequences.	Turns 3-6	Turns 3-6
(C)(8)(C)	(C) evaluate the economic and political relationships between settlements and the environment, including sustainable development and renewable/non-renewable resources.	10	Students experience the environmental impact of industrialization along with the political back and forth in their domestic political groups.	ALL Turns	ALL Turns
(C)(9)	(9) Geography. The student understands the concept of region as an area of Earth's surface with related geographic characteristics. The student is expected to:				
(C)(9)(A)	(A) identify physical and/or human factors such as climate, vegetation, language, trade networks, political units, river systems, and religion that constitute a region; and	8	Students navigate the international stage and work together to solve problems that involve climate, geography, trade networks, and political units every turn.	ALL Turns	ALL Turns
(C)(9)(B)	(B) describe different types of regions, including formal, functional, and perceptual regions.	5	As students deal with indigenous populations, they grapple with the nature of a region from formal, functional, and perceptual perspectives.	Turns 3-6	Turns 3-6
(C)(10)	(10) Economics. The student understands the distribution, characteristics, and interactions of the economic systems in the world. The student is expected to:				
(C)(10)(A)	(A) describe the forces that determine the distribution of goods and services in traditional, free enterprise, socialist, and communist economic systems;	8	Students build government and economic systems for their civilizations and construct trade networks, resource production, industrialize, and build social systems.	ALL Turns	ALL Turns
(C)(10)(B)	(B) classify countries along the economic spectrum between free enterprise and communism;	5	Students are able to compare and contract multiple government and economic systems as they interact with each other to solve geopolitical issues throughout the simulation.	ALL Turns	ALL Turns



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(C)(10)(C)	(C) compare the ways people satisfy their basic needs through the production of goods and services such as subsistence agriculture versus commercial agriculture or cottage industries versus commercial industries; and	8	As students build their civilizations, they build their farming and agriculture systems along with industrializing their economies.	ALL Turns	ALL Turns
(C)(10)(D)	(D) compare global trade patterns over time and analyze the implications of globalization, including outsourcing and free trade zones.	10	Students build their own globalized trade network and work to create an international economic ecosystem between multiple countries.	ALL Turns	ALL Turns
(C)(11)	(11) Economics. The student understands how geography influences economic activities. The student is expected to:				
(C)(11)(A)	(A) understand the connections between levels of development and economic activities (primary, secondary, tertiary, and quaternary);	10	As students build their civilizations, they notice more demand for trade including food, technology, and commodities.	ALL Turns	ALL Turns
(C)(11)(B)	(B) identify the factors affecting the location of different types of economic activities, including subsistence and commercial agriculture, manufacturing, and service industries; and	10	Students navigate the location of various natural resource locations including mountains, plains, jungles, and deserts. Control of certain areas can alter food supplies, oil production, and steel production. Industrialization with dependence on these areas are a key part of the simulation.	ALL Turns	ALL Turns
(C)(11)(C)	(C) assess how changes in climate, resources, and infrastructure (technology, transportation, and communication) affect the location and patterns of economic activities.	10	As students industrialize, they are faced with natural disasters, climate change, and changing technological capabilities to which they must adjust their decisions every turn.	Turns 2+	Turns 2+
(C)(12)	(12) Economics. The student understands the economic importance of, and issues related to, the location and management of resources. The student is expected to:	8	Resource locations affect how students build their civilizations, how they trade, and how they approach domestic politics.	ALL Turns	ALL Turns
(C)(12)(A)	(A) analyze how the creation, distribution, and management of key natural resources affects the location and patterns of movement of products, money, and people; and				
(C)(12)(B)	(B) evaluate the geographic and economic impact of policies related to the development, use, and scarcity of natural resources such as regulations of water.	10	Students are faced with resource shortages as they try to build their civilizations. At times, they don't have enough food, oil, or steel to reach their building goals and either enhance their production capacity or try to build trade networks with countries that have better access to key resource areas.	ALL Turns	ALL Turns
(C)(13)	(13) Government. The student understands the spatial characteristics of a variety of global political units. The student is expected to:				
(C)(13)(A)	(A) interpret maps to explain the division of land, including man-made and natural borders, into separate political units such as cities, states, or countries; and	8	Students navigate a fictionalized geopolitical map with mountains, deserts, and water making up natural boundaries along with geopolitical lines separating countries and provinces.	ALL Turns	ALL Turns
(C)(13)(B)	(B) compare maps of voting patterns and political boundaries to make inferences about the distribution of political power.				
(C)(14)	(14) Government. The student understands the processes that influence political divisions, relationships, and policies. The student is expected to:				
(C)(14)(A)	(A) analyze current events to infer the physical and human processes that lead to the formation of boundaries and other political divisions;	8	As students deal with domestic and international crises, they draw comparisons between current events in their simulation and real world political events involving boundaries and political divisions	ALL Turns	ALL Turns
(C)(14)(B)	(B) compare how democracy, dictatorship, monarchy, republic, theocracy, and totalitarian systems operate in specific countries; and	10	Students compare and contrast multiple government and economic systems including democracies, constitutional monarchies, dictatorships, and communist countries as they interact with each other to solve geopolitical issues.	ALL Turns	ALL Turns
(C)(14)(C)	(C) analyze the human and physical factors that influence control of territories and resources, conflict/war, and international relations of sovereign nations such as China, the United States, Japan, and Russia and international organizations such as the United Nations (UN) and the European Union (EU).	10	The simulation revolves around rising geopolitical conflicts inspired by real life countries and recent history that require students to collaborate to solve issues through United Nations and other international organizations they create.	ALL Turns	ALL Turns



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(C)[15]	(15) Citizenship. The student understands how different points of view influence the development of public policies and decision-making processes at national and international levels. The student is expected to:				
(C)[15](A)	(A) identify and give examples of different points of view that influence the development of public policies and decision-making processes at national and international levels; and	10	Students make domestic policy as they build their country and live with the positive and negative impacts of their domestic politics, their economies, and foreign relations.	Turns 2+	Turns 2+
(C)[15](B)	(B) explain how citizenship practices, public policies, and decision making may be influenced by cultural beliefs, including nationalism and patriotism.	10	Students must take into account the feelings of multiple domestic factions including nationalists as they build their country. Failure to take into account domestic political culture and beliefs can lead to rioting and civil unrest.	Turns 3+	Turns 3+
(C)[16]	(16) Culture. The student understands how the components of culture affect the way people live and shape the characteristics of regions. The student is expected to:				
(C)[16](A)	(A) describe distinctive cultural patterns and landscapes associated with different places in Texas, the United States, and other regions of the world and how these patterns influenced the processes of innovation and diffusion;				
(C)[16](B)	(B) describe elements of culture, including language, religion, beliefs, institutions, and technologies; and				
(C)[16](C)	(C) describe life in a variety of urban and rural areas in the world to compare political, economic, social, and environmental changes.				
(C)[17]	(17) Culture. The student understands the distribution, patterns, and characteristics of different cultures. The student is expected to:				
(C)[17](A)	(A) describe and compare patterns of culture such as language, religion, land use, education, and customs that make specific regions of the world distinctive;				
(C)[17](B)	(B) describe central ideas and spatial distribution of major religious traditions, including Buddhism, Christianity, Hinduism, Islam, Judaism, and Sikhism;				
(C)[17](C)	(C) compare economic, political, or social opportunities in different cultures for underrepresented populations such as women and ethnic and religious minorities; and				
(C)[17](D)	(D) evaluate the experiences and contributions of diverse groups to multicultural societies.				
(C)[18]	(18) Culture. The student understands the ways in which cultures change and maintain continuity. The student is expected to:				
(C)[18](A)	(A) analyze cultural changes in specific regions caused by migration, war, trade, innovations, and diffusion;	5	Students experience how their culture and refugee flows change based on global conflict, trade, and technological innovation.	Turns 3+	Turns 3+
(C)[18](B)	(B) assess causes and effects of conflicts between groups of people, including modern genocides and terrorism;	8	Students must navigate and solve conflicts that are inspired by real world human rights atrocities and terrorism. Students must also decide as to how they interact with terrorists who may or may not be benefiting their country.	Turns 3+	Turns 3+
(C)[18](C)	(C) identify examples of cultures that maintain traditional ways, including traditional economies; and				
(C)[18](D)	(D) evaluate the spread of cultural traits to find examples of cultural convergence and divergence such as the spread of democratic ideas, language, foods, technology, or global sports.	5	As students build their civilizations, they trade technologies and enhance tourism both of which lead to changing culture and systems.	Turns 3+	Turns 3+
(C)[19]	(19) Science, technology, and society. The student understands the impact of technology and human modifications on the physical environment. The student is expected to:				
(C)[19](A)	(A) evaluate the significance of major technological innovations in the areas of transportation and energy that have been used to modify the physical environment;	10	Students build big projects that have significant impacts on transportation, energy, and physical environment of their country. These big projects have both major impacts and side effects to environment, culture, and domestic politics.	Turns 3+	Turns 3+
(C)[19](B)	(B) analyze ways technological innovations such as air conditioning and desalination have allowed humans to adapt to places; and				



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(C)[19](C)	(C) analyze the environmental, economic, and social impacts of advances in technology on agriculture and natural resources.	10	As students advance their countries, they see both positive and negative impacts to the economy, energy and social impact. Managing this change is key for their success to continue toward their country goals.	ALL Turns	ALL Turns
(C)[20]	(20) Science, technology, and society. The student understands how current technology affects human interaction. The student is expected to:				
(C)[20](A)	(A) describe the impact of new information technologies such as the Internet, Global Positioning System (GPS), or Geographic Information Systems (GIS); and				
(C)[20](B)	(B) examine the economic, environmental, and social effects of technology such as medical advancements or changing trade patterns on societies at different levels of development.	10	As students advance their healthcare structures and trade networks with healthcare technologies, there are various positive and negative impacts to their environment, domestic politics, and culture.	Turns 3+	Turns 3+
(C)[21]	(21) 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:				
(C)[21](A)	(A) analyze and evaluate the validity and utility of multiple sources of geographic information such as primary and secondary sources, aerial photographs, and maps;	8	Students must gather information from their maps, news messages, rumors, intelligence briefings, and diplomacy as they plot their moves carefully to advance their countries.	ALL Turns	ALL Turns
(C)[21](B)	(B) identify places of contemporary geopolitical significance on a map;	8	Students learn how to evaluate significant geopolitical areas on their simulation map that gives them the ability to evaluate real world maps in a more in-depth way.	ALL Turns	ALL Turns
(C)[21](C)	(C) create and interpret different types of maps to answer geographic questions, infer relationships, and analyze change;	8	Students learn how to evaluate significant geopolitical areas on their Statecraft map that gives them the ability to evaluate real world maps in a more in-depth way.	ALL Turns	ALL Turns
(C)[21](D)	(D) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections over time; and	10	Students must gather information from their maps, news messages, rumors, intelligence briefings, and diplomacy as they plot their moves carefully to advance their countries.	ALL Turns	ALL Turns
(C)[21](E)	(E) identify different points of view about an issue or current topic.	10	As students come into conflict over geopolitical issues, they debate, negotiate, and collaborate to avoid war, embargos, and global crises.	ALL Turns	ALL Turns
(C)[22]	(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:				
(C)[22](A)	(A) create appropriate graphics such as maps, diagrams, tables, and graphs to communicate geographic features, distributions, and relationships;	8	Students compile a debriefing presentation at the end of their simulation requiring them to build maps, diagrams, tables, and graphs to communicate key moments and situations involving geopolitical conflict.	End of Sim	End of Sim
(C)[22](B)	(B) generate summaries, generalizations, and thesis statements supported by evidence;	10	Students compile a debriefing presentation at the end of their simulation summarizing their positions and events of their simulations.	End of Sim	End of Sim
(C)[22](C)	(C) use social studies terminology correctly; and	10	Students quickly learn how to communicate to solve geopolitical issues by using social studies terminology.	End of Sim	End of Sim
(C)[22](D)	(D) create original work using effective written communication skills, including proper citations and understanding and avoiding plagiarism.	10	Students have to write and build a debriefing presentation and write citations from their simulation experience.	End of Sim	End of Sim
(C)[23]	(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to:				



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[C][23][A]	(A) plan, organize, and complete a research project that involves asking geographic questions; acquiring, organizing, and analyzing information; answering questions; and communicating results;	10	Students compile a debriefing presentation at the end of their simulation requiring them to build maps, diagrams, tables, and graphs to communicate key moments and situations involving geopolitical conflict.	End of Sim	End of Sim
[C][23][B]	(B) use case studies and GIS to identify contemporary challenges and to answer real-world questions; and				
[C][23][C]	(C) 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.	10	The student must use problem solving, strategic decision making, critical thinking, and risk management each week as they try to reach their position goals.	ALL Turns	ALL Turns