



STATECRAFT SIMULATIONS

Standard	TEKS World Geography	IR Simulation Match	Explanation of how it meets the standards	Most Prominent Turn	2nd Most Prominent Turn
(B)(1)	(1) In World Geography Studies, students examine people, places, and environments	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
(C)(1)	(1) History. The student understands how geography and processes of space	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	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	8	Students experience trade and cultural exchange as they build their civilizations and interact between countries.	ALL Turns	ALL Turns
(C)(4)(B)	(B) describe different landforms such as plains, mountains, and islands and	5	Students interact with various landforms including mountains, islands, and the ocean.	ALL Turns	ALL Turns
(C)(5)(A)	(A) analyze how the character of a place is related to its political, economic	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
(C)(5)(B)	(B) interpret political, economic, social, and demographic indicators (gross	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)(7)(A)	(A) analyze population pyramids and use other data, graphics, and maps to	5	Students must evaluate and cater to their domestic factions through domestic policies, structures, and global trade.	ALL Turns	ALL Turns
(C)(8)(A)	(A) compare ways that humans depend on, adapt to, and modify the physical	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)(C)	(C) evaluate the economic and political relationships between settlements	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)(A)	(A) identify physical and/or human factors such as climate, vegetation, land	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)(10)(A)	(A) describe the forces that determine the distribution of goods and services	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	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
(C)(10)(C)	(C) compare the ways people satisfy their basic needs through the production	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	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)(A)	(A) understand the connections between levels of development and economic	10	As students build their civilizations, they notice more demand for trade including food, technology, and commodities.	ALL Turns	ALL Turns



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(C)(11)(B)	(B) identify the factors affecting the location of different types of econom	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)(12)	(12) Economics. The student understands the economic importance of, and	8	Resource locations affect how students build their civilizations, how they trade, and how they approach domestic politics.	ALL Turns	ALL Turns
(C)(12)(B)	(B) evaluate the geographic and economic impact of policies related to the	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)(A)	(A) interpret maps to explain the division of land, including man-made 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)(14)(A)	(A) analyze current events to infer the physical and human processes that	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, i	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 territo	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
(C)(19)(C)	(C) analyze the environmental, economic, and social impacts of advances i	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)(21)(A)	(A) analyze and evaluate the validity and utility of multiple sources of geog	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 que	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	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



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(C)(23)(C)	(C) use problem-solving and decision-making processes to identify a problem	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
(C)(11)(C)	(C) assess how changes in climate, resources, and infrastructure (technology)	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)(15)(A)	(A) identify and give examples of different points of view that influence the	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)(3)(C)	(C) describe how physical processes such as hurricanes, El Niño, earthquakes	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)(8)(B)	(B) analyze the consequences of extreme weather and other natural disasters	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)(9)(B)	(B) describe different types of regions, including formal, functional, and perceptual	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)(2)(B)	(B) explain how changes in societies such as population shifts, technological	8	As students build their civilizations they invest in technological advancements, develop farming, and experience environmental consequences.	Turns 3+	Turns 3+
(C)(7)(B)	(B) explain how physical geography and push and pull forces, including political	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)(D)	(D) analyze how globalization affects connectivity, standard of living, and	10	Students build a globalized trade system that directly impacts their economies, culture, and tourism.	Turns 3+	Turns 3+
(C)(15)(B)	(B) explain how citizenship practices, public policies, and decision making	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)(18)(A)	(A) analyze cultural changes in specific regions caused by migration, war, and	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	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)(D)	(D) evaluate the spread of cultural traits to find examples of cultural convergence	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)(A)	(A) evaluate the significance of major technological innovations in the area	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)(20)(B)	(B) examine the economic, environmental, and social effects of technology	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+



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[C][22][A]	(A) create appropriate graphics such as maps, diagrams, tables, and graphs	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	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, includ	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][A]	(A) plan, organize, and complete a research project that involves asking ge	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