



AP Human
Geography

AP Human Geography Course Outline



STATECRAFT SIMULATIONS

Standard	Learning Objective	Essential Knowledge	IR Simulation Match	Explanation of how it meets the standards	Most Prominent Turn	2nd Most Prominent Turn
4.7 Forms of Governance	IMP-4.C Define federal and unitary states. IMP-4.D Explain how federal and unitary states affect spatial organization.	IMP-4.C.1 Forms of governance include unitary states and federal states. IMP-4.D.1 Unitary states tend to have a more top-down, centralized form of governance, while federal states have more locally based, dispersed power centers.	10	Students decide among multiple government types, economic and political systems as they build their countries from the ground up.	Turn 0	Turn 1
3.1 Introduction to Culture	PSO-3.A Define the characteristics, attitudes, and traits that influence geographers when they study culture.	PSO-3.A.1 Culture comprises the shared practices, technologies, attitudes, and behaviors transmitted by a society. PSO-3.A.2 Cultural traits include such things as food preferences, architecture, and land use. PSO-3.A.3 Cultural relativism and ethnocentrism are different attitudes toward cultural difference.	8	Students build their culture through investments in the arts and sciences. These cultural investments create tourism and unique standing in the world.	Turns 3-8	Turns 3-8
6.2 Cities Across the World	PSO-6.A Explain the processes that initiate and drive urbanization and suburbanization.	PSO-6.A.3 Megacities and metacities are distinct spatial outcomes of urbanization increasingly located in countries of the periphery and semiperiphery.	10	Students build their cities from the ground up and begin to experience key cities becoming megacity hubs for economic activity, trade, and culture in their simulation.	Turns 3-8	Turns 3-8
6.3 Cities and Globalization	PSO-6.B Explain how cities embody processes of globalization.	PSO-6.B.1 World cities function at the top of the world's urban hierarchy and drive globalization. PSO-6.B.2 Cities are connected globally by networks and linkages and mediate global processes.	10	The cities student build become key geopolitical hubs of technological advancement, global trade, culture, and domestic politics across the Statecraft world.	Turns 3-8	Turns 3-8



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5.1 Introduction to Agriculture	PSO-5.A Explain the connection between physical geography and agricultural practices.	<p>PSO-5.A.1 Agricultural practices are influenced by the physical environment and climatic conditions, such as the Mediterranean climate and tropical climates.</p> <p>PSO-5.A.2 Intensive farming practices include market gardening, plantation agriculture, and mixed crop/livestock systems.</p> <p>PSO-5.A.3 Extensive farming practices include shifting cultivation, nomadic herding, and ranching.</p>	10	As students deal with climate change effects they notice that their agricultural production and resource areas are impacted.	Turn 4-10	Turn 4-10
1.1 Introduction to Maps	IMP-1.A Identify types of maps, the types of information presented in maps, and different kinds of spatial patterns and relationships portrayed in maps.	<p>IMP-1.A.1 Types of maps include reference maps and thematic maps.</p> <p>IMP-1.A.2 Types of spatial patterns represented on maps include absolute and relative distance and direction, clustering, dispersal, and elevation.</p> <p>IMP-1.A.3 All maps are selective in information; map projections inevitably distort spatial relationships in shape, area, distance, and direction.</p>	8	Students use their Statecraft map to identify distance, direction, and relative distance of natural resource areas, cities, seas, and national security threats.	ALL	ALL



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1.2 Geographic Data	IMP-1.B Identify different methods of geographic data collection.	IMP-1.B.1 Data may be gathered in the field by organizations or by individuals. IMP-1.B.2 Geospatial technologies include geographic information systems (GIS), satellite navigation systems, remote sensing, and online mapping and visualization. IMP-1.B.3 Spatial information can come from written accounts in the form of field observations, media reports, travel narratives, policy documents, personal interviews, landscape analysis, and photographic interpretation.	10	Students gain satellite mapping of other countries' military movements along with spy data and diplomatic reports that they must review and translate to a geographical map. Students gain geospaital information from intelligence briefings, diplomatic exchanges, and news reports that they must translate to the real world map.	ALL	ALL
1.3 The power of Geographic Data	IMP-1.C Explain the geographical effects of decisions made using geographical information.	IMP-1.C.1 Geospatial and geographical data, including census data and satellite imagery, are used at all scales for personal, business and organizational, and governmental decision- making purposes.	8	Geospatial information is utilized for trade, national security, and country development by the students through ambassador reports, satellite views of military movements, and city data on domestic approval and quality of life index.	ALL	ALL
1.5 Human Environmental Interaction	PSO-1.B Explain how major geographic concepts illustrate spatial relationships.	PSO-1.B.1 Concepts of nature and society include sustainability, natural resources, and land use. PSO-1.B.2 Theories regarding the interaction of the natural environment with human societies have evolved from environmental determinism to possibilism.	10	Students build their economies utilizing natural resource zones and are immediately faced with the environmental impact of their industrialization strategy.	ALL	ALL



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1.6 Scales of Analysis	PSO-1.C Define scales of analysis used by geographers.	PSO-1.C.1 Scales of analysis include global, regional, national, and local.	10	Students utilize information about the changes to the Statecraft world as a whole, individual country movements, and changes to city development and national security. Students must also analyze Statecraft news network, intelligence reports, and diplomatic reports to decipher data worth acting on.	ALL	ALL
1.7 Regional Analysis	SPS-1.A Describe different ways that geographers define regions.	SPS-1.A.1 Regions are defined on the basis of one or more unifying characteristics or on patterns of activity. SPS-1.A.2 Types of regions include formal, functional, and perceptual/vernacular. SPS-1.A.3 Regional boundaries are transitional and often contested and overlapping. SPS-1.A.4 Geographers apply regional analysis at local, national, and global scales.	10	Students build perspectives of geopolitical borders based on both international political events, land masses, and coastlines Students will utilize Statecraft definitions but also invent their own terminology when describing geographic features that the class will come to uniquely utilize interchangeably Students contest country borders and access to geographic resource areas through war, covert operations, and soft power	ALL	ALL



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3.2 Cultural Landscapes	PSO-3.B Describe the characteristics of cultural landscapes.	PSO-3.B.1 Cultural landscapes are combinations of physical features, agricultural and industrial practices, religious and linguistic characteristics, evidence of sequent occupancy, and other expressions of culture including traditional and postmodern architecture and land-use patterns.	8	Geography gains unique meaning as the simulation progresses. A natural resource area becomes a relic of a conflict on a previous turn between major powers. A coastline or island becomes a symbol of greatness to a country. Students imprint and create their own cultural meaning to geography in their simulation.	ALL	ALL
4.1 Introduction to Political Geography	PSO-4.A For world political maps: a. Define the different types of political entities. b. Identify a contemporary example of political entities.	PSO-4.A.1 Independent states are the primary building blocks of the world political map. PSO-4.A.2 Types of political entities include nations, nation-states, stateless nations, multinational states, multistate nations, and autonomous and semiautonomous regions, such as American Indian reservations.	10	Each class will have a unique Statecraft map at the end of their simulation based on students choices, conflict, international trade, treaties, and natural disasters as independent states.	ALL	ALL
4.2 Political Processes	PSO-4.B Explain the processes that have shaped contemporary political geography.	PSO-4.B.1 The concepts of sovereignty, nation- states, and self-determination shape the contemporary world.	10	Students build their countries from the ground up and are confronted with the realization that global cooperation depends on all countries giving up some level of self determination and sovereignty for the collective good.	ALL	ALL



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4.3 Political Power and Territoriality	PSO-4.C Describe the concepts of political power and territoriality as used by geographers.	PSO-4.C.1 Political power is expressed geographically as control over people, land, and resources, as illustrated by neocolonialism, shatterbelts, and choke points. PSO-4.C.2 Territoriality is the connection of people, their culture, and their economic systems to the land.	10	Students navigate a world with controlled geopolitical borders, natural resources controlled by certain countries, and geospatial features paramount to national security decision making	ALL	ALL
4.5 The Function of Political Boundaries	IMP-4B Explain the nature and function of international and internal boundaries.	IMP-4.B.1 Boundaries are defined, delimited, demarcated, and administered to establish limits of sovereignty, but they are often contested. IMP-4.B.2 Political boundaries often coincide with cultural, national, or economic divisions. However, some boundaries are created by demilitarized zones or policy, such as the Berlin Conference. IMP-4.B.3 Land and maritime boundaries and international agreements can influence national or regional identity and encourage or discourage international or internal interactions and disputes over resources. IMP-4.B.4 The United Nations Convention on the Law of the Sea defines the rights and responsibilities of nations in the use of international waters, established territorial seas, and exclusive economic zones.	10	Geopolitical boundaries change during the simulation based on treaties, international conflict, natural disasters, and non-state actors Students have land borders and sea borders they must protect and manage. International sea zones are navigated and maintained through international organizations, trade, and international conflict.	ALL	ALL



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4.6 Internal Boundaries	IMP-4.B Explain the nature and function of international and internal boundaries.	IMP-4.B.5 Voting districts, redistricting, and gerrymandering affect election results at various scales.	5	Students navigate and deal with domestic political factions that are constantly scrutinizing their every move both domestically and internationally	ALL	ALL
4.8 Defining Devolutionary Factors	SPS-4.A Define factors that lead to the devolution of states. Define factors that lead to the devolution of states.	SPS-4.A.1 Factors that can lead to the devolution of states include the division of groups by physical geography, ethnic separatism, ethnic cleansing, terrorism, economic and social problems, and irredentism.	10	Students deal with humanitarian crises throughout the simulation including forced labor, indigenous peoples inhabiting natural resource areas, and pirates. Geopolitical boundaries are a major focus of negotiation and conflict when trying to resolve these major international issues.	ALL	ALL



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4.9 Challenges to Sovereignty	SPS.4 Explain how political, economic, cultural, and technological changes challenge state sovereignty.	<p>SPS-4.B.1 Devolution occurs when states fragment into autonomous regions; subnational political- territorial units, such as those within Spain, Belgium, Canada, and Nigeria; or when states disintegrate, as happened in Sudan and the former Soviet Union.</p> <p>SPS-4.B.2 Advances in communication technology have facilitated devolution, supranationalism, and democratization.</p> <p>SPS-4.B.3 Global efforts to address transnational and environmental challenges and to create economies of scale, trade agreements, and military alliances help to further supranationalism.</p> <p>SPS-4.B.4 Supranational organizations—including the United Nations (UN), North Atlantic Treaty Organization (NATO), European Union (EU), Association of Southeast Asian Nations (ASEAN), Arctic Council, and African Union— can challenge state sovereignty by limiting the economic or political actions of member states.</p>	10	<p>Students manage their territorial boundaries and experience push back from domestic factions based on policy preference and differences to other members of the country</p> <p>Students decide by how much or how little their country will give up sovereignty to international organizations such as the United Nations or international organizations they create and unify under.</p>	ALL	ALL
5.4 The Second Agricultural Revolution	SPS-5.C Explain the advances and impacts of the second agricultural revolution.	<p>SPS-5.C.1 New technology and increased food production in the second agricultural revolution led to better diets, longer life expectancies, and more people available for work in factories.</p>	10	<p>Students develop and build their food supply through industrializing agricultural production, trade, and control of key natural resource areas.</p>	ALL	ALL



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5.5 The Green Revolution	SPS-5.D Explain the consequences of the Green Revolution on food supply and the environment in the developing world.	SPS-5.D.1 The Green Revolution was characterized in agriculture by the use of high-yield seeds, increased use of chemicals, and mechanized farming. SPS-5.D.2 The Green Revolution had positive and negative consequences for both human populations and the environment.	10	Students work to improve their environmental ratings, but notice both the positive and negative impacts of their choices particularly related to general resource and food production.	ALL	ALL
5.6 Agricultural Production Regions	PSO-5.C Explain how economic forces influence agricultural practices.	PSO-5.C.1 Agricultural production regions are defined by the extent to which they reflect subsistence or commercial practices (monocropping or monoculture). PSO-5.C.2 Intensive and extensive farming practices are determined in part by land costs (bid-rent theory).	10	Students build global trade networks to optimize to flow of food and agricultural productions to their citizens and cities throughout the simulation. Natural resource areas become the "bread basket" of the simulation with many countries working to build political inroads to maximize food trade.	ALL	ALL
5.7 Spatial Organization of Agriculture	PSO-5.C Explain how economic forces influence agricultural practices.	PSO-5.C.3 Large-scale commercial agricultural operations are replacing small family farms. PSO-5.C.4 Complex commodity chains link production and consumption of agricultural products. PSO-5.C.5 Technology has increased economies of scale in the agricultural sector and the carrying capacity of the land.	10	Students build global trade networks to optimize the flow of food and agricultural productions to their citizens and cities throughout the simulation.	ALL	ALL



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5.8 Von Thünen Model	PSO-5.D Describe how the von Thünen model is used to explain patterns of agricultural production at various scales.	PSO-5.D.1 Von Thünen's model helps to explain rural land use by emphasizing the importance of transportation costs associated with distance from the market; however, regions of specialty farming do not always conform to von Thünen's concentric rings.	10	Students build global food trade networks that require them to plan their food production, build supply chains, and work to optimize natural food resource areas. All of this surrounds urban areas that eventually become rural resource production zones.	ALL	ALL
5.9 The Global System of Agriculture	PSO-5.E Explain the interdependence among regions of agricultural production and consumption.	PSO-5.E.1 Food and other agricultural products are part of a global supply chain. PSO-5.E.2 Some countries have become highly dependent on one or more export commodities. PSO-5.E.3 The main elements of global food distribution networks are affected by political relationships, infrastructure, and patterns of world trade.	10	Students build global food trade networks that require them to plan their food production, build supply chains, and work to optimize natural food resource areas One of the major collective goals of the simulation is for the students to solve world hunger across the donation through coordinating food production, trade, and collaborating through the UN food program.	ALL	ALL



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6.7 Infrastructure	IMP-6.B Explain how a city's infrastructure relates to local politics, society, and the environment.	IMP-6.B.1 The location and quality of a city's infrastructure directly affects its spatial patterns of economic and social development.	10	Students must develop and manage their cities including medical systems, safety, education, entertainment, social programs, and economic policy. They can build different structures in different cities in order to optimize their domestic approval ratings and economic growth.	ALL	ALL
7.1 The Industrial Revolution	SPS-7.A Explain how the Industrial Revolution facilitated the growth and diffusion of industrialization.	SPS-7.A.1 Industrialization began as a result of new technologies and was facilitated by the availability of natural resources. SPS-7.A.2 As industrialization spread it caused food supplies to increase and populations to grow; it allowed workers to seek new industrial jobs in the cities and changed class structures. SPS-7.A.3 Investors in industry sought out more raw materials and new markets, a factor that contributed to the rise of colonialism and imperialism.	10	Students advance their countries through technological development and industrialization of their natural resource capabilities within their geopolitical borders. Students pursue natural resources through trade, forms of imperialism, and outright conquest	ALL	ALL



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7.3 Measures of Development	SPS-7.C Describe social and economic measures of development.	<p>SPS-7.C.1 Measures of social and economic development include Gross Domestic Product (GDP); Gross National Product (GNP); and Gross National Income (GNI) per capita; sectoral structure of an economy, both formal and informal; income distribution; fertility rates; infant mortality rates; access to health care; use of fossil fuels and renewable energy; and literacy rates.</p> <p>SPS-7.C.2 Measures of gender inequality, such as the Gender Inequality Index (GII), include reproductive health, indices of empowerment, and labor-market participation.</p> <p>SPS-7.C.3 The Human Development Index (HDI) is a composite measure used to show spatial variation among states in levels of development.</p>	10	<p>Students utilize quality of life, domestic approval, and resource output to measure their economies, human development, and civil rights.</p> <p>Students use Quality of Life measures as an HDI framework for country building and domestic policy.</p>	ALL	ALL
7.5 Theories of Development	SPS-7.E Explain different theories of economic and social development.	<p>SPS-7.E.1 Different theories, such as Rostow's Stages of Economic Growth, Wallerstein's World System Theory, dependency theory, and commodity dependence, help explain spatial variations in development.</p>	10	<p>Students reflect on what success looks like in Statecraft for their countries and in what other ways they might evaluate how well they are managing their countries. Students build comparative and absolute advantages in certain commodities that cause dependence. They also build trade networks off of natural resource production.</p>	ALL	ALL



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7.6 Trade and the World Economy	PSO-7.A Different theories, such as Rostow's Stages of Economic Growth, Wallerstein's World System Theory, dependency theory, and commodity dependence, help explain spatial variations in development.	<p>PSO-7.A.1 Complementarity and comparative advantage establish the basis for trade.</p> <p>PSO-7.A.2 Neoliberal policies, including free trade agreements, have created new organizations, spatial connections, and trade relationships, such as the EU, World Trade Organization (WTO), Mercosur, and OPEC, that foster greater globalization.</p> <p>PSO-7.A.3 Government initiatives at all scales may affect economic development, including tariffs.</p> <p>PSO-7.A.4 Global financial crises (e.g., debt crises), international lending agencies (e.g., the International Monetary Fund), and strategies of development (e.g., microlending) demonstrate how different economies have become more closely connected, even interdependent.</p>	10	<p>Students build an international trade network between countries that optimizes commodity production and use it for country development. As conflicts break out, the global trade network is threatened and students must deal with the effects.</p> <p>Students build economic international organizations along with negotiating global trade agreements through the WTO. They must also maintain their economic infrastructure through resource costs and economic policies that enact for their country.</p>	ALL	ALL



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7.7 Changes as a Result of the World Economy	PSO-7.A Explain causes and geographic consequences of recent economic changes such as the increase in international trade, deindustrialization, and growing interdependence in the world economy.	PSO-7.A.5 Outsourcing and economic restructuring have led to a decline in jobs in core regions and an increase in jobs in newly industrialized countries. PSO-7.A.6 In countries outside the core, the growth of industry has resulted in the creation of new manufacturing zones—including special economic zones, free-trade zones, and export- processing zones—and the emergence of an international division of labor in which developing countries have lower-paying jobs. PSO-7.A.7 The contemporary economic landscape has been transformed by post-Fordist methods of production, multiplier effects, economies of scale, agglomeration, just-in-time delivery, the emergence of service sectors, high technology industries, and growth poles.	10	The global trade network brings new economic production and opportunities to invest in education, health systems, safety, and social programs. Countries outside the trade network build their own trade zones with other countries. There are also multiplier effects from programs and structures enacted throughout the simulation.	ALL	ALL
7.8 Sustainable Development	IMP-7.A Explain how sustainability principles relate to and impact industrialization and spatial development.	IMP-7.A.1 Sustainable development policies attempt to remedy problems stemming from natural- resource depletion, mass consumption, the effects of pollution, and the impact of climate change.	10	Students deal the the benefits and consequences of aggressive industrialization as the global economy develops particularly related to the environment both in forms of pollution and climate change.T	ALL	ALL