



AP World History Modern

AP World History: Modern Course Outline



STATECRAFT SIMULATIONS

Topic	Learning Objective	Historical Developments	IR Simulation Match	Explanation of how it meets the standards	Most Prominent Turn	2nd Most Prominent Turn
5.2 Nationalism and Revolutions in the Period from 1750 to 1900	Explain causes and effects of the various revolutions in the period from 1750 to 1900.	KC-5.3.II.ii People around the world developed a new sense of commonality based on language, religion, social customs, and territory. This was sometimes harnessed by governments to foster a sense of unity. KC-5.3 The 18th century marked the beginning of an intense period of revolution and rebellion against existing governments, leading to the establishment of new nation-states around the world. KC-5.3.IV.A.i Discontent with monarchist and imperial rule encouraged the development of systems of government and various ideologies, including democracy and 19th-century liberalism.	10	Students build their countries from the ground up selecting government types such as constitutional monarchy, communist totalitarian, democracy, and dictatorship. These choices impact how they manage their political systems, are accountable to their domestic factions and how they interact with other countries. Socialists, Capitalists, Intellectuals, Civil Libertarians, Environmentalists, and Nationalists all have sway and influence in the simulation to push for certain domestic policies and actions from the students.	Turn 0	ALL
2.3 Exchange in the Indian Ocean	Explain the role of environmental factors in the development of networks of exchange in the period from c. 1200 to c. 1450.	KC-3.1.II.A.i The expansion and intensification of long-distance trade routes often depended on environmental knowledge, including advanced knowledge of the monsoon winds.	8	Countries rise, decline, and transition to new domestic policy approaches throughout the simulation. Students review how their city development unfolded throughout the simulation. Changes to the environment affect various resource levels and trade networks that have significant impact on quality of life and economic production.	Turns 3-8+	Turns 3-8+
3.2 Empires: Administration	Explain how rulers used a variety of methods to legitimize and consolidate their power in land-based empires from 1450 to 1750.	KC-4.3.I.C Recruitment and use of bureaucratic elites, as well as the development of military professionals, became more common among rulers who wanted to maintain centralized control over their populations and resources. KC-4.3.I.A Rulers continued to use religious ideas, art, and monumental architecture to legitimize their rule. KC-4.3.I.D Rulers used tribute collection, tax farming, and innovative tax-collection systems to generate revenue in order to forward state power and expansion.	8	As empires rise in the simulation countries develop economic policies and trade agreements that can be lopsided or even punitive. In addition, piracy arises in the simulation and creates tribute payments and port city attacks.	Turns 3-8+	Turns 3-8+



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4.1 Technological Innovations from 1450 to 1750	Explain how cross-cultural interactions resulted in the diffusion of technology and facilitated changes in patterns of trade and travel from 1450 to 1750.	KC-4.1.II Knowledge, scientific learning, and technology from the Classical, Islamic, and Asian worlds spread, facilitating European technological developments and innovation. KC-4.1.II.A The developments included the production of new tools, innovations in ship designs, and an improved understanding of regional wind and currents patterns—all of which made transoceanic travel and trade possible.	10	As students develop their countries, they spread technological advancements through trade, conquest, and diplomacy.	Turns 3-8+	Turns 3-8+
4.6 Internal and External Challenges to State Power from 1450 to 1750	Explain the effects of the development of state power from 1450 to 1750.	KC-4.3.III.iii State expansion and centralization led to resistance from an array of social, political, and economic groups on a local level. KC-5.3.III.C Enslaved persons challenged existing authorities in the Americas through organized resistance.	8	As countries conquer areas they experience rebellion and armed militia resistance to maintain existing regimes, cultural freedom, and political freedom. Forced labor in the orion mountains causes major decisions about terrorism, human rights, and respecting human rights.	Turns 3-8+	Turns 3-8+
5.4 Industrialization Spreads in the Period from 1750 to 1900	Explain how different modes and locations of production have developed and changed over time.	KC-5.1.II.B The rapid development of steam-powered industrial production in European countries and the U.S. contributed to the increase in these regions' share of global manufacturing during the first Industrial Revolution. While Middle Eastern and Asian countries continued to produce manufactured goods, these regions' share in global manufacturing declined. KC-5.1.II.D As new methods of industrial production became more common in parts of northwestern Europe, they spread to other parts of Europe and the United States, Russia, and Japan.	10	Advancements in industrial production are shared and spread throughout the Statecraft world by students each turn.	Turns 3-8+	ALL
6.5 Economic Imperialism from 1750 to 1900	Explain how various economic factors contributed to the development of the global economy from 1750 to 1900.	KC-5.2.I.E Industrialized states and businesses within those states practiced economic imperialism primarily in Asia and Latin America. KC-5.1.II.C Trade in some commodities was organized in a way that gave merchants and companies based in Europe and the U.S. a distinct economic advantage.	10	Students work to corner commodities such as food, steel, and oil to increase their trade surplus and invest in their countries. As they gain comparative advantage they will be able to leverage resource production through economic imperialism.	Turns 3-8+	ALL



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7.3 Conducting World War I	Explain how governments used a variety of methods to conduct war.	KC-6.2.IV.A.i World War I was the first total war. Governments used a variety of strategies, including political propaganda, art, media, and intensified forms of nationalism, to mobilize populations (both in the home countries and the colonies) for the purpose of waging war. KC-6.1.III.C.i New military technology led to increased levels of wartime casualties.	8	Students enter into world war and must utilize every tool at their disposal from their economies to their military to new technological discoveries. Students must manage domestic faction approval to support the war front by managing domestic policy and even using suppression and martial law to mobilize for the war effort.	Turns 3-8+	Turns 3-8+
7.5 Unresolved Tensions After World War I	Explain the continuities and changes in territorial holdings from 1900 to the present.	KC-6.2.I.B Between the two world wars, Western and Japanese imperial states predominantly maintained control over colonial holdings; in some cases, they gained additional territories through conquest or treaty settlement and in other cases faced anti-imperial resistance.	10	Through resolving global conflicts, students build treaties and make concessions for territory and natural resource holdings gained during the hostilities.	Turns 3-8+	Turns 3-8+
7.6 Causes of World War II	Explain the causes and consequences of World War II.	KC-6.2.IV.B.ii The causes of World War II included the unsustainable peace settlement after World War I, the global economic crisis engendered by the Great Depression, continued imperialist aspirations, and especially the rise to power of fascist and totalitarian regimes that resulted in the aggressive militarism of Nazi Germany under Adolf Hitler.	10	Students experience the consequences of not building a treaty or international organization that takes into account the potential blow back of punitive or one sided only agreements. This can lead to future conflicts and impacts to global trade.	Turns 3-8+	Turns 3-8+
7.7 Conducting World War II	Explain similarities and differences in how governments used a variety of methods to conduct war.	KC-6.2.IV.A.ii World War II was a total war. Governments used a variety of strategies, including political propaganda, art, media, and intensified forms of nationalism, to mobilize populations (both in the home countries and the colonies or former colonies) for the purpose of waging war. Governments used ideologies, including fascism and communism to mobilize all of their state's resources for war and, in the case of totalitarian states, to repress basic freedoms and dominate many aspects of daily life during the course of the conflicts and beyond. KC-6.1.III.C.ii New military technology and new tactics, including the atomic bomb, fire-bombing, and the waging of "total war" led to increased levels of wartime casualties.	10	Students enter into world war and must utilize every tool at their disposal from their economies to their military to new technological discoveries. Depending on regime type, students can suppress social unrest against war or must be at the mercy of powerful domestic factions at home.	Turns 3-8+	Turns 3-8+



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7.9 Causation in Global Conflict	Explain the relative significance of the causes of global conflict in the period 1900 to the present.	<p>KC-6.1 Rapid advances in science and technology altered the understanding of the universe and the natural world and led to advances in communication, transportation, industry, agriculture, and medicine.</p> <p>KC-6.2 Peoples and states around the world challenged the existing political and social order in varying ways, leading to unprecedented worldwide conflicts.</p> <p>KC-6.2.I The West dominated the global political order at the beginning of the 20th century, but both land-based and maritime empires gave way to new states by the century's end.</p> <p>KC-6.2.I.A The older, land-based Ottoman, Russian, and Qing empires collapsed due to a combination of internal and external factors. These changes in Russia eventually led to communist revolution.</p> <p>KC-6.2.II.D States around the world challenged the existing political and social order, including the Mexican Revolution that arose as a result of political crisis.</p>	10	Students advance their countries technologically in a way that perpetually changes the global dynamics of power, trade, and domestic politics throughout the simulation.	Turns 3-8+	Turns 3-8+
9.4 Economics in the Global Age	Explain the continuities and changes in the global economy from 1900 to present.	<p>KC-6.3.I.D In a trend accelerated by the end of the Cold War, many governments encouraged free- market economic policies and promoted economic liberalization in the late 20th century.</p> <p>KC-6.3.I.E In the late 20th century, revolutions in information and communications technology led to the growth of knowledge economies in some regions, while industrial production and manufacturing were increasingly situated in Asia and Latin America.</p> <p>KC-6.3.II.B Changing economic institutions, multinational corporations, and regional trade agreements reflected the spread of principles and practices associated with free-market economics throughout the world.</p>	10	The more students globalize their world the more cooperation and communication become the norm with global trade becoming more influential than nationalism	Turns 5-9+	Turns 5-9+
2.1 The Silk Roads	Explain the causes and effects of growth of networks of exchange after 1200.	<p>KC-3.1.I.A.i Improved commercial practices led to an increased volume of trade and expanded the geographical range of existing trade routes— including the Silk Roads—promoting the growth of powerful new trading cities.</p>	10	Students build global trade networks between multiple ports and geographic resource zones throughout the simulation.	ALL	ALL



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2.2 The Mongol Empire	Explain the process of state building and decline in Eurasia over time.	KC-3.2.I.B.iii Empires collapsed in different regions of the world and in some areas were replaced by new imperial states, including the Mongol khanates.	10	Students are able to build empires, conquer zones and territory, and build cities based on their country's culture and goals. All of these scenarios is inspired off of empires of world history	ALL	ALL
2.2 The Mongol Empire	Explain the significance of the Mongol Empire in larger patterns of continuity and change.	KC-3.2.II.A.ii Interregional contacts and conflicts between states and empires, including the Mongols, encouraged significant technological and cultural transfers.	10	Countries transfer technology, and culture as they interact with other countries through trade, conquest, and regional conflict.	ALL	ALL
2.3 Exchange in the Indian Ocean	Explain the causes of the growth of networks of exchange after 1200.	KC-3.1.I.A.ii Improved transportation technologies and commercial practices led to an increased volume of trade and expanded the geographical range of existing trade routes, including the Indian Ocean, promoting the growth of powerful new trading cities.	10	Students build their transportation technologies and immediately see economic growth, enhanced trade networks.	ALL	ALL
2.4 Trans-Saharan Trade Routes	Explain the causes and effects of the growth of trans-Saharan trade.	KC-3.1.II.A.ii The growth of interregional trade was encouraged by innovations in existing transportation technologies. KC-3.1.I.A.iv Improved transportation technologies and commercial practices led to an increased volume of trade and expanded the geographical range of existing trade routes, including the trans-Saharan trade network.	10	Students build trade networks spanning their Statecraft world and are able to draw connections between the global trade networks they set up and the ones created throughout world history.	ALL	ALL
2.5 Cultural Consequences of Connectivity	Explain the intellectual and cultural effects of the various networks of exchange in Afro-Eurasia from c. 1200 to c. 1450.	KC-3.1.III.D Increased cross-cultural interactions resulted in the diffusion of literary, artistic, and cultural traditions, as well as scientific and technological innovations. KC-3.3.II The fate of cities varied greatly, with periods of significant decline and periods of increased urbanization, buoyed by rising productivity and expanding trade networks. KC-3.1.III.C As exchange networks intensified, an increasing number of travelers within Afro- Eurasia wrote about their travels.	10	Countries rise, decline, and transition to new domestic policy approaches throughout the simulation. Students review the how their city development unfolded throughout the simulation. Students can trade anything from approaches to art museums and theatres, to medicine and resource extraction.	ALL	ALL



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2.7 Comparison of Economic Exchange	Explain the similarities and differences among the various networks of exchange in the period from c. 1200 to c. 1450.	<p>KC-3.1 A deepening and widening of networks of human interaction within and across regions contributed to cultural, technological, and biological diffusion within and between various societies.</p> <p>KC-3.1.I.A.i Improved commercial practices led to an increased volume of trade and expanded the geographical range of existing trade routes—including the Silk Roads—promoting the growth of powerful new trading cities.</p> <p>KC-3.1.I.C.i The growth of interregional trade in luxury goods was encouraged by innovations in previously existing transportation and commercial technologies, including the caravanserai, forms of credit, and the development of money economies.</p> <p>KC-3.3 Changes in trade networks resulted from and stimulated increasing productive capacity, with important implications for social and gender structures and environmental processes.</p> <p>KC-3.3.I.B Demand for luxury goods increased in Afro-Eurasia. Chinese, Persian, and Indian artisans and merchants expanded their production of textiles and porcelains for export; manufacture of iron and steel expanded in China.</p>	10	<p>Students industrialize their economies and build global trade networks that results in increased exchange of technology, culture, and resources.</p> <p>Students are incentivized to create global trade deals with their classmates that might include everything from technology sharing, cultural exchanges, resources, diplomatic guarantees.</p> <p>As technological advancement expands so do opportunities to build integrated trade networks between countries.</p>	ALL	ALL
3.1 Empires Expand	Explain how and why various land-based empires developed and expanded from 1450 to 1750.	<p>KC-4.3.II Imperial expansion relied on the increased use of gunpowder, cannons, and armed trade to establish large empires in both hemispheres.</p> <p>KC-4.3.II.B Land empires included the Manchu in Central and East Asia; the Mughal in South and Central Asia; the Ottoman in Southern Europe, the Middle East, and North Africa; and the Safavids in the Middle East.</p> <p>KC-4.3.III.i Political and religious disputes led to rivalries and conflict between states.</p>	8	Students build military capabilities and reach national security technological breakthroughs that change the balance of power in their simulation, battlefield tactics, trade relationships, and global politics.	ALL	ALL



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3.4 Comparison in Land-Based Empires	Compare the methods by which various empires increased their influence from 1450 to 1750.	<p>KC-4.1 The interconnection of the Eastern and Western Hemispheres made possible by transoceanic voyaging, transformed trade and had a significant social impact on the world.</p> <p>KC-4.1.VI In some cases, the increase and intensification of interactions between newly connected hemispheres expanded the reach and furthered development of existing religions, and contributed to religious conflicts and the development of syncretic belief systems and practices.</p> <p>KC-4.3 Empires achieved increased scope and influence around the world, shaping and being shaped by the diverse populations they incorporated.</p> <p>KC-4.3.II Imperial expansion relied on the increased use of gunpowder, cannons, and armed trade to establish large empires in both hemispheres.</p> <p>KC-4.3.II.B Land empires included the Manchu in Central and East Asia; Mughal in South and Central Asia; Ottoman in Southern Europe, the Middle East, and North Africa; and the Safavids in the Middle East.</p> <p>KC-4.3.III.i Political and religious disputes led to rivalries and conflict between states.</p>	10	As students develop their countries, they spread technological advancements through trade, conquest, and diplomacy. Students can also expand their military which causes geopolitical disputes, spheres of influence, and even empire building.	ALL	ALL
5.3 Industrial Revolution Begins	Explain how environmental factors contributed to industrialization from 1750 to 1900.	<p>KC-5.1.I.A A variety of factors contributed to the growth of industrial production and eventually resulted in the Industrial Revolution, including:</p> <ul style="list-style-type: none"> - Proximity to waterways; access to rivers and canals - Geographical distribution of coal, iron, and timber - Urbanization - Improved agricultural productivity - Legal protection of private property & Access to foreign resources - Accumulation of capital <p>KC-5.1.I.C The development of the factory system concentrated production in a single location and led to an increasing degree of specialization of labor.</p>	10	Students industrialize their countries based on their proximity to natural resources and geographic features. They develop their cities and build global trade networks to optimize economic growth and quality of life of their people.	ALL	ALL



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5.5 Technology of the Industrial Age	Explain how technology shaped economic production over time.	<p>KC-5.1.I.B The development of machines, including steam engines and the internal combustion engine, made it possible to take advantage of both existing and vast newly discovered resources of energy stored in fossil fuels, specifically coal and oil. The fossil fuels revolution greatly increased the energy available to human societies.</p> <p>KC-5.1.I.E The “second industrial revolution” led to new methods in the production of steel, chemicals, electricity, and precision machinery during the second half of the 19th century.</p> <p>KC-5.1.IV Railroads, steamships, and the telegraph made exploration, development, and communication possible in interior regions globally, which led to increased trade and migration.</p>	10	Students develop resource extraction technologies giving them the ability mine for steel, oil, and gold in geographic resource areas. New technological breakthroughs also allow students to industrialize and mass produce these resources to build global trade networks and economic influence in their simulation.	ALL	ALL
5.6 Industrialization: Government’s Role from 1750 to 1900	Explain the causes and effects of economic strategies of different states and empires.	<p>KC-5.1.V.C As the influence of the Industrial Revolution grew, a small number of states and governments promoted their own state- sponsored visions of industrialization.</p> <p>KC-5.2.II.A The expansion of U.S. and European influence in Asia led to internal reform in Japan that supported industrialization and led to the growing regional power of Japan in the Meiji Era.</p>	8	Students build global trade networks and international trade organizations to encourage industrial production and regular trade relations. Students reflect on historical situations such as the US and European influence in Asia to draw connections to the events unfolding in their Statecraft world.	ALL	ALL
5.7 Economic Developments and Innovations in the Industrial Age	Explain the development of economic systems, ideologies, and institutions and how they contributed to change in the period from 1750 to 1900.	<p>KC-5.1.III.A Western European countries began abandoning mercantilism and adopting free trade policies, partly in response to the growing acceptance of Adam Smith’s theories of laissez-faire capitalism and free markets.</p> <p>KC-5.1.III.B The global nature of trade and production contributed to the proliferation of large-scale transnational businesses that relied on new practices in banking and finance.</p> <p>KC-5.1 The development of industrial capitalism led to increased standards of living for some, and to continued improvement in manufacturing methods that increased the availability, affordability, and variety of consumer goods.</p>	8	The more the students industrialize and build global trade networks, the more students can invest in their quality of life which is a metric used to gain points in the simulation.	ALL	ALL



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5.8 Reactions to the Industrial Economy from 1750 to 1900	Explain the causes and effects of calls for changes in industrial societies from 1750 to 1900.	<p>KC-5.1.V.D In response to the social and economic changes brought about by industrial capitalism, some governments, organizations, and individuals promoted various types of political, social, educational, and urban reforms.</p> <p>KC-5.1.V.A In industrialized states, many workers organized themselves, often in labor unions, to improve working conditions, limit hours, and gain higher wages. Workers' movements and political parties emerged in different areas, promoting alternative visions of society.</p> <p>KC-5.3.IV.A.ii Discontent with established power structures encouraged the development of various ideologies, including those espoused by Karl Marx, and the ideas of socialism and communism.</p> <p>KC-5.1.V.B In response to the expansion of industrializing states, some governments in Asia and Africa, including the Ottoman Empire and Qing China, sought to reform and modernize their economies and militaries. Reform efforts were often resisted by some members of government or established elite groups.</p>	10	Industrialization comes at the cost of environmental issues and disparity of income which causes activism from multiple political factions. Failure to address complaints by factions leads to riots and losses in resource production.	ALL	ALL
5.9 Society and the Industrial Age	Explain how industrialization caused change in existing social hierarchies and standards of living.	<p>KC-5.1.VI.A New social classes, including the middle class and the industrial working class, developed.</p> <p>KC-5.1.VI.B While women and often children in working class families typically held wage-earning jobs to supplement their families' income, middle-class women who did not have the same economic demands to satisfy were increasingly limited to roles in the household or roles focused on child development.</p> <p>KC-5.1.VI.C The rapid urbanization that accompanied global capitalism at times led to a variety of challenges, including pollution, poverty, increased crime, public health crises, housing shortages, and insufficient infrastructure to accommodate urban growth.</p>	8	Industrialization causes changes to domestic politics and approval ratings along with impacts to pollution, crime, public health, and the need to build more infrastructure to account for it.	ALL	ALL
6.1 Rationales for Imperialism from 1750 to 1900	Explain how ideologies contributed to the development of imperialism from 1750 to 1900.	<p>KC-5.2.III A range of cultural, religious, and racial ideologies were used to justify imperialism, including Social Darwinism, nationalism, the concept of the civilizing mission, and the desire to religiously convert indigenous populations.</p>	5	Imperialism in the simulation is justified by students beyond resource acquisition and national security.	ALL	ALL



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6.2 State Expansion from 1750 to 1900	Compare processes by which state power shifted in various parts of the world from 1750 to 1900.	KC-5.2.I.A Some states with existing colonies strengthened their control over those colonies and in some cases assumed direct control over colonies previously held by non-state entities. KC-5.2.I.B European states as well as the United States and Japan acquired territories throughout Asia and the Pacific, while Spanish and Portuguese influence declined. KC-5.2.I.C Many European states used both warfare and diplomacy to expand their empires in Africa. KC-5.2.I.D Europeans established settler colonies in some parts of their empires. KC-5.2.II.B The United States, Russia, and Japan expanded their land holdings by conquering and settling neighboring territories.	8	Countries build spheres of influence through military action, covert operations, trade, and diplomacy which gives them the ability to create leverage to gain territory or favorable decision making from other countries and international organizations.	ALL	ALL
6.3 Indigenous Responses to State Expansion from 1750 to 1900	Explain how and why internal and external factors have influenced the process of state building from 1750 to 1900.	KC-5.3.III.D Increasing questions about political authority and growing nationalism contributed to anticolonial movements. KC-5.2.II.C Anti-imperial resistance took various forms, including direct resistance within empires and the creation of new states on the peripheries. KC-5.3.III.E Increasing discontent with imperial rule led to rebellions, some of which were influenced by religious ideas.	10	As students conquer territories they experience unrest, rebellions, and insurgency militias trying to take back territory.	ALL	ALL
6.4 Global Economic Development from 1750 to 1900	Explain how various environmental factors contributed to the development of the global economy from 1750 to 1900.	KC-5.1.II.A The need for raw materials for factories and increased food supplies for the growing population in urban centers led to the growth of export economies around the world that specialized in commercial extraction of natural resources and the production of food and industrial crops. The profits from these raw materials were used to purchase finished goods.	10	Students build and develop food production through manufacturing and natural resources which allow them to build structures that improve their country quality of life, economy, or national security.	ALL	ALL
7.2 Causes of World War I	Explain the causes and consequences of World War I.	KC-6.2.IV.B.i The causes of World War I included imperialist expansion and competition for resources. In addition, territorial and regional conflicts combined with a flawed alliance system and intense nationalism to escalate the tensions into global conflict.	10	Students come into conflict and can spiral into a world war based on threat perceptions, natural resources, and espionage.	ALL	ALL



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8.2 The Cold War	Explain the causes and effects of the ideological struggle of the Cold War.	KC-6.2.IV.C.ii The global balance of economic and political power shifted during and after World War II and rapidly evolved into the Cold War. The democracy of the United States and the authoritarian communist Soviet Union emerged as superpowers, which led to ideological conflict and a power struggle between capitalism and communism across the globe. KC-6.2.V.B Groups and individuals, including the Non-Aligned Movement, opposed and promoted alternatives to the existing economic, political, and social orders.	10	Students build global rivalries and alliance blocks that run covert operations, intelligence missions, and diplomatic strategies inspired off of the cold war.	ALL	ALL
8.3 Effects of the Cold War	Compare the ways in which the United States and the Soviet Union sought to maintain influence over the course of the Cold War.	KC-6.2.IV.D The Cold War produced new military alliances, including NATO and the Warsaw Pact, and led to nuclear proliferation and proxy wars between and within postcolonial states in Latin America, Africa, and Asia.	10	Students build global rivalries and alliance blocks that run covert operations, intelligence missions, and diplomatic strategies inspired off of the cold war. They also build nuclear arms which can lead to mutually assured destruction scenarios and can also engage in proxy wars as countries develop hegemonies of influence throughout their simulation.	ALL	ALL
8.4 Spread of Communism After 1900	Explain the causes and effects of movements to redistribute economic resources.	KC-6.2.II.D.i Movements to redistribute land and resources developed within states in Africa, Asia, and Latin America, sometimes advocating communism or socialism.	5	Conquered lands come with unique faction distributions that can lead to uprisings and rebellions.	ALL	ALL
8.8 End of the Cold War	Explain the causes of the end of the Cold War.	KC-6.2.IV.E Advances in U.S. military and technological development, the Soviet Union's costly and ultimately failed invasion of Afghanistan, and public discontent and economic weakness in communist countries led to the end of the Cold War and the collapse of the Soviet Union.	10	Domestic politics has different implications based on government type choices and regimes including civil unrest, drafts, and the ability to mobilize. Country competition in technological advancement and national security capabilities have significant impact on country goals.	ALL	ALL
9.3 Technological Advances: Debates About the Environment After 1900	Explain the causes and effects of environmental changes in the period from 1900 to present.	KC-6.1.II.A As human activity contributed to deforestation, desertification, a decline in air quality, and increased consumption of the world's supply of fresh water, humans competed over these and other resources more intensely than ever before. KC-6.1.II.B The release of greenhouse gases and pollutants into the atmosphere contributed to debates about the nature and causes of climate change.	10	As students industrialize and increase oil and resource production they will face climate change issues, pollution, and other environmental issues. As ice mountain melts students must band together to resolve the crisis of world flooding.	ALL	ALL



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9.5 Calls for Reform and Responses After 1900	Explain how social categories, roles, and practices have been maintained and challenged over time.	KC-6.3.III.i Rights-based discourses challenged old assumptions about race, class, gender, and religion. KC-6.3.III.ii In much of the world, access to education as well as participation in new political and professional roles became more inclusive in terms of race, class, gender, and religion. KC-6.3.II.C Movements throughout the world protested the inequality of the environmental and economic consequences of global integration.	10	Students build their education systems and must take into account political activism, civil liberties, and the welfare of their people. Globalization can cause inequality that creates socialist pushback and potential damage to the environment that causes environmental activism.	ALL	ALL
9.6 Globalized Culture After 1900	Explain how and why globalization changed culture over time.	KC-6.3.IV.i Political and social changes of the 20th century led to changes in the arts and in the second half of the century, popular and consumer culture became more global. KC-6.3.IV.ii Arts, entertainment, and popular culture increasingly reflected the influence of a globalized society. KC-6.3.IV.iii Consumer culture became globalized and transcended national borders.	10	As the world globalizes, new forms of culture are built by countries and shared across the globe. Students can enhance things like tourism or cultural influence through domestic policies and investing in cultural related structures.	ALL	ALL
9.7 Resistance to Globalization After 1900	Explain the various responses to increasing globalization from 1900 to present.	KC-6.3.IV.iv Responses to rising cultural and economic globalization took a variety of forms.	10	As the world globalizes new forms of culture are built by countries and shared across the globe.	ALL	ALL
9.8 Institutions Developing in a Globalized World	Explain how and why globalization changed international interactions among states.	KC-6.3.II.A New international organizations, including the United Nations, formed with the stated goal of maintaining world peace and facilitating international cooperation.	10	Students join and build international organizations to facilitate global cooperation, trade, conflict resolution, and major global issues. There are also collective goals inspired off of the real world that drive collaboration and coordination between countries.	ALL	ALL



AP World History Modern

AP World History: Modern Course Outline



STATECRAFT SIMULATIONS

Topic	Learning Objective	Historical Developments	IR Simulation Match	Explanation of how it meets the standards	Most Prominent Turn	2nd Most Prominent Turn
9.9 Continuity and Change in a Globalized World	Explain the extent to which science and technology brought change in the period from 1900 to the present.	KC-6.1 Rapid advances in science and technology altered the understanding of the universe and the natural world and led to advances in communication, transportation, industry, agriculture, and medicine. KC-6.1.I.A New modes of communication— including radio communication, cellular communication, and the internet—as well as transportation, including air travel and shipping containers, reduced the problem of geographic distance. KC-6.1.I.D Energy technologies, including the use of petroleum and nuclear power, raised productivity and increased the production of material goods.	10	As students build their countries they reach technological breakthroughs that cause changes to their culture, political factions, energy production, and health systems. They do this through technological discovery, domestic policies, and infrastructure building.	ALL	ALL