

Perris Union High School District Course of Study

A. COURSE INFORMATION

<p>Course Title: (limited to 34 characters with spaces in Infinite Campus)</p> <div style="border: 1px solid black; padding: 2px;">RCOE Introduction to ESports & Game Design</div> <p><input checked="" type="checkbox"/> New <input type="checkbox"/> Revised</p> <p>If revised, the previous course name if there was a change</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <p>Transcript Course Code/Number:</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <p>(To be assigned by Educational Services if it's a new course)</p> <p>CREDIT TYPE EARNED: CALPADS CODE:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 50%; padding: 2px;">Elective</td> <td style="border: 1px solid black; width: 50%; padding: 2px;">8140</td> </tr> </table>	Elective	8140	<p>Subject Area:</p> <p><input type="checkbox"/> Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> World Languages <input type="checkbox"/> Visual or Performing Arts <input type="checkbox"/> College Prep Elective <input type="checkbox"/> Other</p> <p>Is this classified as a Career Technical Education course?</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If yes, which pathway does this course align to? Pathway Name:</p> <div style="border: 1px solid black; padding: 2px;">Games and Simulation</div> <div style="border: 1px solid black; padding: 2px;">CTE CDE Code: 175 Introductory</div>	<p>Grade Level(s)</p> <p><input type="checkbox"/> MS <input type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12</p>				
Elective	8140							
<p>Was this course <u>previously approved by UC for PUHSD?</u></p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (Will be verified by Ed Services)</p> <p>Which A-G Requirement does/will this course meet?</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 50%; padding: 2px;">G - Elective</td> <td style="border: 1px solid black; width: 50%; padding: 2px;"><input type="checkbox"/> Pending</td> </tr> </table>	G - Elective	<input type="checkbox"/> Pending	<p>Credential Required to teach this course: <i>To be completed by Human Resources only.</i></p> <div style="border: 1px solid black; padding: 5px; font-family: cursive;"> CTE: Information and Communication Technologies Single Subject: Business, Industrial and Technology Education </div> <table style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="border: 1px solid black; width: 70%; padding: 5px;"> </td> <td style="border: 1px solid black; width: 30%; padding: 5px;"> 5/2/2024 </td> </tr> <tr> <td style="text-align: center; padding: 2px;">Signature</td> <td style="text-align: center; padding: 2px;">Date</td> </tr> </table>			5/2/2024	Signature	Date
G - Elective	<input type="checkbox"/> Pending							
	5/2/2024							
Signature	Date							
<p>Submitted by: Abel Gonzalez & Mark Synnott Site: CMI and Ed Services Date: 5/1/2024 Email: mark.synnott@puhsd.org</p>	<p>Unit Value/Length of Course:</p> <p><input type="checkbox"/> 0.5 (half-year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one-year equivalent) <input type="checkbox"/> 2.0 (two-year equivalent) <input type="checkbox"/> Other:</p>							
<p>Approvals</p>	<p>Name/Signature</p>	<p>Date</p>						
Director of Curriculum & Instruction		5/2/24						
Asst. Superintendent of Educational Services	Kindy Lee Mackamul	5/2/24						
Governing Board								

Course Instruction Plan (CIP)

Course Title	RCOE Introduction to ESports and Game Design		
	<p>Engaging Title: Introduction to ESports will provide you with foundational knowledge in 10+ high growth industry verticals (such as Business, Marketing, Game Design, Cybersecurity, Health and Nutrition, etc.) <u>via</u> ESports.</p> <p>Essential Question: What discipline should I major in after high school? What am I good at? How do I find a high-paying career?</p>		
Pathway Title	Games and Simulation	CALPADS Pathway Code	175
CALPADS Course Sequence Code	8140	Course Level	<input type="checkbox"/> Intro <input type="checkbox"/> Con <input type="checkbox"/> Cap <input type="checkbox"/> App Con
Pathway Duration	<input type="checkbox"/> 2-Yr <input type="checkbox"/> 3-Yr <input type="checkbox"/> 4-Yr	Grade Level	<input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total Hours	165	Classroom	165
		CC/CVE	0
RCOE Course Code	ICT-175-03-01	Transcript Abbrev.	ICT-175-03-01
A-G	G	Date Approved	4/4/2024
Articulated	<input type="checkbox"/> Yes <input type="checkbox"/> No	Institution	
Articulated Course Title			

Course of Study/Pathway	
Introduction	RCOE Introduction to ESports and Game Design
Concentrator	RCOE Intermediate ESports and Game Design
Capstone	RCOE Advanced ESports and Game Design
Applied Concentrator	

O*Net Codes			
Code	15-1255.01	Title	Video Game Designers
Code	15-1252.00	Title	Software Developers
Code	15-1299.05	Title	Information Security Engineers
Code	15-1212.00	Title	Information Security Analysts

Course Description (3-5 sentences)
<p>RCOE Introduction to ESports and Game Design allows students to gain “foundational” knowledge in multiple “high-growth” industry verticals (such as business, marketing, game development, cybersecurity, etc.)“via” ESports. Students will be introduced to the ESports lifecycle; starting with the business of ESports, continuing with the game development lifecycle, foundations in cybersecurity, creation of an actual game (using Unreal Engine), media production, health and nutrition; as well as marketing. The culminating, final project will have students demonstrate understanding by following every step of the lifecycle - as they ideate, develop, and market a game. Students will also learn soft skills such as performance training, teamwork and leadership.</p>

Textbooks or Resources:			
Title # 1	Gameplan	Edition/Year	NA
Author(s)	NA	Publisher	NA
Website	Gameplan		
Title # 2		Edition/Year	
Author(s)		Publisher	
Website			
Title # 3		Edition/Year	
Author(s)		Publisher	
Website			

Units of Instruction

Unit 1 Title	Introduction to ESports				
Unit 1 Essential Question	What is ESports? Why is the Esports industry in hyper growth mode? (\$1.72 billion in 2023 to \$6.75 billion projected in 2030). What are careers in ESports?				
Unit 1 Description (3-5 Sentences)	In this unit, students will example the history and state of ESports, with an eye towards evaluating future trends in the industry. Through this lens, students will review current ESports offerings, the titles, tournaments and leagues utilized, and the roles of each participant. Students will then consider careers in ESports and the trajectory of the industry.				
Unit 1 Key Assignment	<p>Students will work in groups to create a mock ESports team. This will include:</p> <ul style="list-style-type: none"> ● Select an approved ESports game (Rocket League, League of Legends, etc.). ● Develop a team, color scheme, and a logo. ● Define and distribute roles for each team member (player, event manager, marketer, etc.). <ul style="list-style-type: none"> ○ Include training and practice routines. ○ Train together as a team. ● Teams will compete with each other. ● Host and record the tournament. ● Edit moments from the tournament in order to upload it to a YouTube or social media account. <ul style="list-style-type: none"> ○ Acquire a minimum of twenty (20) likes and views for content. 				
Unit 1 Pathway Standard(s)	D1.0 Identify and describe critical game and simulation studies, the resulting societal impact, and the management, industry, and career requirements.				
Unit 1 Pathway – Performance Indicator(s)	D1.2 Describe the historical significance of electronic and non-electronic games.				
Unit 1 Anchor Standard(s)	11.0 Demonstration and Application				
Unit 1 Anchor – Performance Indicators	11.2 Demonstrate proficiency in a career technical pathway that leads to certification, licensure, and/or continued learning at the postsecondary level.				
Unit 1 Curricular Resources	GamePlan - Module 1 - Introduction to ESports				
Unit 1 Total Hours	20	Classroom	20	CC/CVE	0

Unit 2 Title	Game Development Lifecycle				
Unit 2 Essential Question	How are video games created? What are the different steps involved? How can you apply these steps to other industry sectors?				
Unit 2 Description (3-5 Sentences)	Students will learn the seven (7) phases of the game development lifecycle. Students will be able to detail why each phase is important; the entrance/exit criteria of each phase and what success means at every phase. Students will learn the importance of time and budget when developing these games. Students will consider parallels and applications to other industries and products.				
Unit 2 Key Assignment	<p>Group Project: Each group to develop a hypothetical game using the Game Development Lifecycle.</p> <ul style="list-style-type: none"> ● Identify the type of game, rationalize the selection, how it will be monetized and clearly state the 7 phases of the development process. ● Detail each phase, including the entrance/exit criteria for each phase and what success for each phase (and the final product) looks like. ● Clearly outline the timeline and budget required for each phase and the overall project. ● Identify how the development lifecycle can be applied to 1 other industry. ● Create a short presentation with your strategy (no more than 7 slides). <ul style="list-style-type: none"> ○ Each group will present the strategy for feedback. 				
Unit 2 Pathway Standard(s)	D2.0 Demonstrate an understanding of game and simulation analysis, design, standard documentation, and development tools.				
Unit 2 Pathway – Performance Indicator(s)	D2.5 Know how to use tools and software commonly used in game/simulation development and become familiar with popular game tools D2.9 Demonstrate an understanding of interface design, hardware constraints on games, including processors and I/O devices, and nonhardware constraints.				
Unit 2 Anchor Standard(s)	5.0 Problem Solving and Critical Thinking 10.0 Technical Knowledge and Skills				
Unit 2 Anchor – Performance Indicators	5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment. 10.10 Manage files in a hierarchical system. 10.11 Know multiple ways in which to transfer information and resources (e.g., text, data, sound, video, still images) between software programs and systems.				
Unit 2 Curricular Resources	GamePlan - Module 3 - Game Design				
Unit 2 Total Hours	30	Classroom	30	CC/CVE	0

Unit 3 Title	Introduction to Cybersecurity				
Unit 3 Essential Question	Why is cybersecurity important? How is cybersecurity tied to gaming? What are the most common cybersecurity threats?				
Unit 3 Description (3-5 Sentences)	Students will learn the most common types of cybersecurity threats impacting consumers today. Students will discuss real-world security incidents and their impact on the general population. Students will investigate the high demand for security professionals (higher than most other STEM fields) including salaries, outlook, career paths, and certifications necessary to work in the field.				
Unit 3 Key Assignment	<p>Students will work in groups to create a Cybersecurity Awareness Campaign focusing on the most prevalent threats (malware, phishing, identity theft, and cyberbullying).</p> <ul style="list-style-type: none"> ● Each group works on a specific cybersecurity threat. ● Each group identifies objectives, goals and success criteria for their awareness campaign. ● Each group outlines their target audience. ● Each group brainstorms and creates content for their awareness campaign (posters, infographics, videos, etc.) <ul style="list-style-type: none"> ○ Utilize school newsletters, announcements, social media platforms, posters, and digital signage to promote awareness. ● Students will provide feedback to their peer groups. <ul style="list-style-type: none"> ○ Students will then implement changes for future presentations. 				
Unit 3 Pathway Standard(s)	D1.5 Describe the business model commonly used in the game development industry.				
Unit 3 Pathway – Performance Indicator(s)	D1.6 Examine and categorize the significant processes in the production of interactive games. D1.7 Identify the core tasks and challenges that face a game or simulation design team. D1.8 Describe legal issues that affect games, developers and players.				
Unit 3 Anchor Standard(s)	11.0 Demonstration and Application				
Unit 3 Anchor – Performance Indicators	11.2 Demonstrate proficiency in a career technical pathway that leads to certification, licensure, and/or continued learning at the postsecondary level.				
Unit 3 Curricular Resources	GamePlan - Module 2 - Cybersecurity				
Unit 3 Total Hours	20	Classroom	20	CC/CVE	0

Unit 4 Title	Game Development via Unreal Engine				
Unit 4 Essential Question	How do I create a game? What tools do I use? How do you create special effects in movies?				
Unit 4 Description (3-5 Sentences)	Students will learn about game engines and how each is used to create games, movies, and special effects. Students will learn about the 2 most popular game engines (Unreal and Unity) and how to create games using these interfaces. In addition (using basic programming concepts), students will learn how to make the games more dynamic and have them respond to user input.				
Unit 4 Key Assignment	<p>Students will work in groups to demonstrate knowledge of the Unreal Engine interface as well as techniques to create and manipulate game objects.</p> <ul style="list-style-type: none"> ● Students will demonstrate familiarity with the Unreal Engine interface. <ul style="list-style-type: none"> ○ Record an overview of the Unreal Engine interface: main panels, viewport, content browser, and details panel. ○ Navigate through the Unreal Engine interface and explain its basic functionalities. ● Create and Manipulate Game Objects. <ul style="list-style-type: none"> ○ Import sample assets and place them in the level. ○ Move, rotate, and scale the objects. ○ Import and manipulate simple objects to create a basic scene. ○ Demonstrate on how sound and lighting can be added to game objects. ○ Take screenshots of your completed work. ● Complete the “Rube Goldberg Machine” project on Gameplan. <ul style="list-style-type: none"> ○ Take screenshots of your completed work. 				
Unit 4 Pathway Standard(s)	<p>D2.0 Demonstrate an understanding of game and simulation analysis, design, standard documentation, and development tools.</p> <p>D7.0 Acquire and apply appropriate programming skills for rendering a single player or multi user game or simulation project, including program control, conditional branching, memory management, scorekeeping, timed event strategies, and implementation issues.</p>				
Unit 4 Pathway – Performance Indicator(s)	<p>D2.5 Know how to use tools and software commonly used in game/simulation development and become familiar with popular game tools and different gaming engines.</p> <p>D7.3 Code and test programs.</p>				
Unit 4 Anchor Standard(s)	5.0 Problem Solving and Critical Thinking				
Unit 4 Anchor – Performance Indicators	<p>5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.</p> <p>5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.</p> <p>5.6 Know the available resources for identifying and resolving problems.</p>				
Unit 4 Curricular Resources	GamePlan - Module 3 - Game Design				
Unit 4 Total Hours	30	Classroom	30	CC/CVE	0

Unit 5 Title	Foundations of Media Production				
Unit 5 Essential Question	How do you livestream an event? What is shoutcasting?				
Unit 5 Description (3-5 Sentences)	Students will learn fundamentals of streaming, video editing, and shoutcasting as it applies to ESports. Students will learn the technical aspects of live streaming using the popular Open Broadcasting Software (OBS). In addition, students will analyze examples of shoutcasting from popular ESports events and demonstrate attributes of successful livestream events.				
Unit 5 Key Assignment	<p>Students will work in groups to create a livestream event using OBS (Open Broadcaster Software).</p> <ul style="list-style-type: none"> • Roles will be assigned within each group (shoutcaster, technical director, producer, etc.). • Livestream a team member playing an approved game title and integrate both shoutcasting and picture-in-picture commentary into the event. • Students will engage with their audience through chat and social media during the livestream. • Shoutcasting and commentary will be recorded, edited and played back to the class for a grade. <p>Post-Event Reflection and Analysis</p> <ul style="list-style-type: none"> • After the livestream events, reflect on experiences and lessons learned. • Analyze viewer engagement metrics, feedback, and audience interaction during the live streams. • Students will identify areas for improvement. 				
Unit 5 Pathway Standard(s)	D2.0 Demonstrate an understanding of game and simulation analysis, design, standard documentation, and development tools.				
Unit 5 Pathway – Performance Indicator(s)	D2.5 Know how to use tools and software commonly used in game/simulation development and become familiar with popular game tools and different gaming engines.				
Unit 5 Anchor Standard(s)	11.0 Demonstration and Application				
Unit 5 Anchor – Performance Indicators	11.2 Demonstrate proficiency in a career technical pathway that leads to certification, licensure, and/or continued learning at the postsecondary level.				
Unit 5 Curricular Resources	GamePlan - Module 4 - Media Production				
Unit 5 Total Hours	30	Classroom	30	CC/CVE	0

Unit 6 Title	Marketing Fundamentals				
Unit 6 Essential Question	You finally finished creating your game. How do you market it? How do consumers learn about your game?				
Unit 6 Description (3-5 Sentences)	Students will learn the importance of marketing in creating awareness, generating interest, and driving sales. Students will understand key marketing concepts such as target audience, market segmentation, and marketing mix (4 Ps: product, price, place, promotion). Students will see examples of both successful and unsuccessful marketing programs, as well as understand marketing metrics (e.g., reach, engagement, conversion) and how each is used to evaluate the effectiveness of campaigns.				
Unit 6 Key Assignment	<p>Students will work in groups to create a marketing plan for a fictional product and present it to the class.</p> <ul style="list-style-type: none"> ● Students must: <ul style="list-style-type: none"> ○ State the target audience, segmentations, and marketing mix for their product. ○ Outline the promotional strategies used, the cost of these strategies, and their profit margins. ○ Use the correct marketing terminology in presenting their marketing plan. ○ State their products USP (Unique Selling Proposition) within 2 sentences or 30 seconds. ● Students will use the USP in the previous step to participate in a “Shark Tank” event in class. Students will have 60 seconds to “pitch” their product to a team of judges, who will provide feedback and decide to either invest or not in their company. 				
Unit 6 Pathway Standard(s)	D1.0 Identify and describe critical game and simulation studies. the resulting societal impact. and the management. industry. and career requirements.				
Unit 6 Pathway – Performance Indicator(s)	D1.6 Examine and categorize the significant processes in the production of interactive games. D1.7 Identify the core tasks and challenges that face a game or simulation design team.				
Unit 6 Anchor Standard(s)	11.0 Demonstration and Application				
Unit 6 Anchor – Performance Indicators	11.2 Demonstrate proficiency in a career technical pathway that leads to certification, licensure, and/or continued learning at the postsecondary level.				
Unit 6 Curricular Resources	GamePlan - Module 6 (Add on) - Marketing Fundamentals				
Unit 6 Total Hours	20	Classroom	20	CC/CVE	0

Unit 7 Title	Performance Training Basics			
Unit 7 Essential Question	Why is performance training important in ESports? What roles do nutrition and team work play?			
Unit 7 Description (3-5 Sentences)	Students will learn about the importance of performance training in ESports, with a specific emphasis on nutrition. Students will learn how proper nutrition can enhance cognitive function, physical health, and overall well-being. Students will learn the basics of team management, mindset/motivation, and tournament preparation.			
Unit 7 Key Assignment	<p>Students will be divided into groups and compete on an approved Esports title (4v4 or 5v5) to create a baseline ranking.</p> <ul style="list-style-type: none"> ● Members of each group will be assigned a role (team captain, nutrition expert, player, promoter, etc.). ● Each team will apply performance management techniques they have learned in the class to train for a final tournament. This includes team management techniques, nutrition best practices, etc. ● Each group will then recompete on the same game title. <ul style="list-style-type: none"> ○ The groups will be evaluated on which team was “most improved” compared to their initial baseline ranking. ● Each group will present their performance training strategies to the class. 			
Unit 7 Pathway Standard(s)	D1.0 Identify and describe critical game and simulation studies, the resulting societal impact, and the management, industry, and career requirements.			
Unit 7 Pathway – Performance Indicator(s)	D1.3 Describe the role of play in human culture. D1.4 Describe the psychological impact of games on individuals and groups.			
Unit 7 Anchor Standard(s)	9.0 Leadership and Teamwork 11.0 Demonstration and Application			
Unit 7 Anchor – Performance Indicators	9.1 Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders. 9.3 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting. 11.2 Demonstrate proficiency in a career technical pathway that leads to certification, licensure, and/or continued learning at the postsecondary level.			
Unit 7 Curricular Resources	GamePlan - Module 6 - Performance Training			
Unit 7 Total Hours	15	Classroom	15	CC/CVE 0

Unit 8 Title	FINAL PROJECT - Game Development Lifecycle			
Unit 8 Essential Question	How do I create/market a successful game/product from start to finish?			
Unit 8 Description (3-5 Sentences)	Students will follow the Game Development Lifecycle to create their own idea for a game. Students will experience the prototype game development process as well as market the game. Strategy, requirements, milestone progress, implementation, and marketing will all be integrated into this project.			
Unit 8 Key Assignment	<p>Students in groups or individually will ideate, design, create and market a functioning prototype of a game using Unreal Engine.</p> <ul style="list-style-type: none"> ● It can be based on an existing framework or from a blank project. ● Students will use the Game Development Lifecycle to create the game. This includes conceptualizing, pre-production, production, testing, and release. ● The artifacts to be submitted will be a clear requirement document detailing the game to be built (including platform - PC, mobile, XBox, PlayStation, competitive analysis, cost and timeline), <ul style="list-style-type: none"> ○ Include a storyboard for a single level, ○ Include a playable prototype, and ○ Include a marketing plan. ● Students will also live stream their prototype using OBS and market the prototype on a social media platform of their choice with at least 20 likes. 			
Unit 8 Pathway Standard(s)	D2.0 Demonstrate an understanding of game and simulation analysis, design, standard documenta-tion, and development tools. D3.0 Create a working game or simulation individually or as part of a team.			
Unit 8 Pathway – Performance Indicator(s)	D2.2 Describe the game development life cycle. D2.3 Develop a game design document or blueprint. D3.2 Create a design specification document to include interface and delivery choices, rules of play, navigation functionality, scoring, media choices, start and end of play, special features, and development team credits. D3.3 Using simple game development tools, create a game or simulation.			
Unit 8 Anchor Standard(s)	5.0 Problem Solving and Critical Thinking 7.0 Responsibility and Flexibility 9.0 Leadership and Teamwork			
Unit 8 Anchor – Performance Indicators	5.10 Use multiple layers of abstraction. 7.5 Apply high-quality techniques to product or presentation design and development. 9.7 Participate in interactive teamwork to solve real Information and Communication Technologies sector issues and problems.			
Unit 8 Curricular Resources	n/a			
Unit 8 Total Hours	25	Classroom	25	CC/CVE 0

Unit 9 Title	RCOE College and Career Transition Plan (CCTP)
Unit 9 Essential Question	Where will my decisions lead me to in life?
Unit 9 Description (3-5 Sentences)	<p>This unit of instruction links student interests to potential careers through exploration and research. Students will develop a post-secondary career plan that identifies and maps out a course of action which incorporates college and career opportunities. Within the twelve (12) topics, students will complete interest surveys, career related documents (i.e., applications, resumes, letters of introduction, letters of recommendation), and mock interviews with the express goal of preparing students to graduate from high school academically and socially prepared for college, the workforce, and civic responsibility. Additionally, students will analyze the importance of financial literacy through topics such as credit, creating a budget, and saving and investing.</p> <p>Lessons:</p> <ul style="list-style-type: none"> ● Work, Job, and Career ● The Career Plan ● Job Applications (Portfolios – Part 1) ● The Letter of Introduction (Portfolios – Part 2) ● Resume (Portfolios – Part 3) ● Letters of Recommendation (Portfolios – Part 4) ● Interviewing ● Career Research and Reflection ● Financial Literacy (Part 1 – The Basics) ● Financial Literacy (Part 2 – Credit) ● Financial Literacy (Part 3 – Creating a Budget) ● Financial Literacy (Part 4 – Saving and Investing)
Unit 9 Key Assignment	<ol style="list-style-type: none"> 1) RCOE College and Career Transition Guide: This project will incorporate the development of a 5-10 year career plan, preparing a portfolio (letter of introduction, resume, and letters of recommendation), and practicing job applications and mock interviews. 2) Financial Literacy: This project will include identifying elements and deduction on a paycheck, research loan options based on credit worthiness, creating a budget, and planning for retirement.
Unit 9 Pathway Standard(s)	<p>D1.0 Identify and describe critical game and simulation studies, the resulting societal impact, and the management, industry, and career requirements.</p> <p>D2.0 Demonstrate an understanding of game and simulation analysis, design, standard documentation, and development tools.</p>
Unit 9 Pathway – Performance Indicator(s)	<p>D1.3 Describe the role of play in human culture.</p> <p>D1.5 Describe the business model commonly used in the game development industry.</p> <p>D2.4 Understand the general principles of storytelling and the use of storyboarding in game design.</p>
Unit 9 Anchor Standard(s)	3.0 Career Planning and Management
Unit 9 Anchor – Performance Indicators	<p>3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.</p> <p>3.2 Evaluate personal character traits, such as trust, respect, and responsibility, and understand the impact they can have on career success.</p>

	3.4 Research the scope of career opportunities available and the requirements for education, training, certification, and licensure. 3.9 Develop a career plan that reflects career interests, pathways, and postsecondary options.				
Unit 9 Curricular Resources	<i>The Job Hunting Handbook</i> (Dalstrom)				
Unit 9 Total Hours	15	Classroom	15	CC/CVE	0

Course Assessments

1st Semester Common Assessment

Narrative	<p>Multiple Choice based assessment:</p> <ul style="list-style-type: none">● Esports market trends and popular titles.● Game Development Life Cycle assessments, including entrance and exit criteria for each.● Cybersecurity fundamentals.● Most prevalent cyber attacks.● Unreal interface terminology. <p>Scenario/Short answer based assessment:</p> <ul style="list-style-type: none">● Identify the best ways to handle a phishing threat.● What is the best strategy to create a profitable game?● How can the game development lifecycle be applied to the creation of a new consumer product?
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Final Common Assessment

Narrative	<p>Students in groups or individually will ideate, design, create and market a functioning prototype of a game using Unreal Engine. It can be based on an existing framework or from a blank project.</p> <ul style="list-style-type: none">● Students will use the Game Development Lifecycle to create the game. This includes conceptualizing, pre-production, production, testing, release.● The artifacts to be submitted will be a clear requirement document detailing the game to be built (including platform - PC, mobile, Xbox, PlayStation, competitive analysis, cost and timeline), a storyboard for a single level, a playable prototype and a marketing plan.● Students will also live stream their prototype using OBS and market the prototype on a social media platform of their choice with at least 20 likes.
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