

WRITING GAMES FOR SOCIAL CHANGE (UCCI)_SSD

DATE:

INDUSTRY SECTOR: Information and Communication Technologies Sector

PATHWAY: Software and Systems Development - Systems Programming

CALPADS TITLE: Intermediate Systems Programming (Concentrator)

CALPADS CODE: 8131

HOURS:

Total	Classroom	Laboratory/CC/CVE
195	90	105

JOB TITLE	O*NET CODE	JOB TITLE	O*NET CODE
Video Game Designers	15-1199.11	Computer Occupations, All Other	15-1199.00
Multimedia Artists and Animators	27-1014.00	Software Developers, Applications	15-1132.00
Software Developers, Systems Software	15-1133.00	Computer Programmers	15-1131.00

COURSE DESCRIPTION:

Writing Games for Social Change is a college preparatory grade 9 English course integrated with the Games and Simulation pathway standards of the Information and Communication Technology sector. Students engage in close reading of complex texts and technical documents to analyze and synthesize the design and development of games and simulations. This course provides a rigorous pathway for students to learn relevant technical knowledge and skills that prepare them for further education and career opportunities in the field of Information and Communication Technologies.

This course allows students to see where the skills of English intersect with the elements of game design. Students conduct research, closely read and analyze complex texts, evaluate game designers' audience and purpose, and create a digital portfolio where they synthesize their knowledge to design a game that addresses a social issue. In doing so, Writing Games for Social Change increases student engagement with the academic rigor of English, while also allowing them to learn relevant technical knowledge and skills to prepare for further education and careers in game and simulation design giving them a more comprehensive understanding of a career field that interests them, specifically game design.

A-G APPROVAL:

B

ARTICULATION:

None

DUAL ENROLLMENT:

None

PREREQUISITES:

None

METHODS OF INSTRUCTION

- Direct instruction
- Group and individual applied projects
- Multimedia
- Demonstration
- Field trips
- Guest speakers

STUDENT EVALUATION:

- Student projects
- Written work
- Exams
- Observation record of student performance
- Completion of assignment

INDUSTRY CERTIFICATION:

- code.org
- typing.com
- MBA Research Digital Badge in Programming

RECOMMENDED TEXTS:

- Video Game Foundation
- A Game Designers Reader: A Rules of Play Anthology
- Animal Farm

PROGRAM OF STUDY

Grade	Fall	Spring	Year	Course Type	Course Name
9				Introductory	Survey of Business
9, 10, 11, 12				Concentrator	Writing Games for Social Change (UCCI)_SSD
9, 10, 11, 12				Capstone	Website Design Programming

I.	WHAT IS A GAME?	CR	Lab/ CC	Standards
	<p>A. In this unit, students define what a game is and learn about the fundamental elements and distinguishing features within various types of games. Through reflective reading and close examination of informational texts such as The Game Designers Reader, "Ten Things Every Game Needs" and "The Rhetoric of GamePlay", students develop a deeper understanding of these elements. Drawing on knowledge gained from their readings, students write a 1-2 page informational essay that includes appropriate citation formats, in which they evaluate the complex interaction between games and players (in terms of player engagement, skill development and audience) across various genres of games, such as video games, board games, puzzle games, card games and sports. Students conduct research on the history of gaming. Beginning with the ancient world and culminating to the present day, students examine the role of game play in human culture and their psychological impact on individuals and groups, and write a 3-4 page research position paper on the topic. In groups of 3-5, students synthesize their informational and research essays into a 3-5 minute multimedia presentation that illustrates the trends within a selected game genre and its gamers' experience, over time. Students then create a digital portfolio (or wiki) that will serve as the location to house selected assignments created throughout the course.</p>	10	20	<p>Academic: LS: 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5 RSIT: 11-12.2, 11-12.3, 11-12.5, 11-12.7 WS: 11-12.2, 11-12.4, 11-12.6, 11-12.7, 11-12.8 A-REI: 1</p> <p>CTE Anchor: Communications: 2.1, 2.4, 2.5, 2.6, 2.7 Technology: 4.1, 4.2 Problem Solving and Critical Thinking: 5.5, 5.6, 5.8, 5.12 Health and Safety: 6.6 Responsibility and Flexibility: 7.4, 7.7 Leadership and Teamwork: 9.3, 9.6, 9.7 Technical Knowledge and Skills: 10.1, 10.1, 10.2, 10.3, 10.6, 10.9, 10.11 Demonstration and Application: 11.1, 11.2, 11.5</p> <p>CTE Pathway: C1.3, C1.5, C3.1, C4.1, C4.3, C4.5, C6.1, C8.3, C9.3</p>
II.	THE GAMING EXPERIENCE	CR	Lab/ CC	Standards
	<p>A. Building upon the knowledge on the history of games acquired in unit 1, students then examine how modern information and communication technologies have redefined the culture of play. Students read the book Ender's Game as well as several industry-related selections from the Game Designers Reader, What Games Have to Teach Us About Learning and Literacy and view on-line resources such as TED Talks about the gaming experience to understand and analyze the ways in which gameplay has evolved. To recognize this influence, students write a 1-2 page explanatory essay which compares and contrasts traditional games with their digital equivalents. Students create and conduct a survey to examine how video games influence and impact the lives</p>	5	10	<p>Academic: LS: 11-12.1, 11-12.2, 11-12.4 RSIT: 11-12.2, 11-12.5, 11-12.7 WS: 11-12.6, 11-12.7</p> <p>CTE Anchor: Communications: 2.1, 2.2, 2.3, 2.5, 2.7 Career Planning and Management: 3.1</p>

	<p>of their peers, and then present their findings in a 2-3 minute oral presentation. Next, during their reading of Ender's Game, students create storyboards to track theme development in the novel. After gathering textual evidence, students write a 2-3 page literary analysis essay on the purposeful design of the game and resulting psychological effects on the characters in the novel.</p>			<p>5.1 Technology: 4.2, 4.3 Problem Solving and Critical Thinking: 5.5, 5.6 Health and Safety: 6.6 Responsibility and Flexibility: 7.2, 7.3, 7.5 Ethics and Legal Responsibilities: 8.3, 8.4, 8.5 Leadership and Teamwork: 9.3, 9.6, 9.7 Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.6, 10.12 Demonstration and Application: 11.5 CTE Pathway: C1.6, C1.1, C1.4, C2.1, C3.1, C3.3, C4.2, C4.3, C4.5, C4.6, C4.1, C5.1, C5.2, C5.4, C6.4, C6.7, C7.5, C8.5, C8.2, C9.2, C9.3</p>
III.	GAMES AS TEXTS: DESIGNER, AUDIENCE, AND PURPOSE.	CR	Lab/CC	Standards
	<p>A. Building upon their understanding of the intention, experience and impact of gaming, students now read about the various aspects of game design (with an emphasis on structure, process, audience, and purpose) as they develop a game, write supporting documents and build a physical prototype. Using professional models of game scripts, excerpts from the Game Design Workshop: A Playcentric Approach to Creating Innovative Games, and observations of actual gameplay, students learn to read games as texts with specific and/or multiple purposes, focusing on the design elements that help a game to achieve its purpose. To direct this focus students write three 1-page rhetorical analyses of their games' purpose and how it drives the content and style of the game. Students also learn the game design and development life cycle. Applying the general principles of storytelling in the context of games, students create a storyboard narrating the development of a central idea in a game and how the designer's choices create specific effects and determine purpose. Students also create a 2-3 page game treatment guiding the design of a prototype. Through a revision process, students use professional templates and excerpts from Character Development and Storytelling for Games as a guide to write a 4-page (or more) game design document.</p>	25	20	<p>Academic: LS: 11-12.1, 11-12.2, 11-12.3, 11-12.6 RSIT: 11-12.2, 11-12.3, 11-12.7 WS: 11-12.2, 11-12.5, 11-12.6, 11-12.7, 11-12.8 US: 11.8.7 CTE Anchor: Communications: 2.1, 2.4, 2.6, 2.7 Career Planning and Management: 3.8 Technology: 4.1, 4.2, 4.5 Problem Solving and Critical Thinking: 5.5, 5.7 Health and Safety: 6.6 Responsibility and Flexibility: 7.2, 7.3, 7.4, 7.7 Ethics and Legal</p>

				Responsibilities: 8.3, 8.4, 8.6, 8.7 Leadership and Teamwork: 9.3, 9.6, 9.7 Technical Knowledge and Skills: 10.1, 10.1, 10.2, 10.6, 10.9, 10.11, 10.13 Demonstration and Application: 11.4, 11.5 CTE Pathway: C1.6, C1.1, C1.4, C1.3, C2.3, C2.4, C2.5, C3.1, C3.3, C4.1, C4.6, C4.8, C4.7, C4.5, C5.1, C5.4, C5.5, C6.5, C6.6, C6.4, C7.5, C9.2, C9.3, C10.1
IV.	SOCIETY AND GAMES	CR	Lab/CC	Standards
	<p>A. In this unit students build upon their learning about game design, broadening their focus to the impact that games and simulations have on society. Students expand their literary analysis skills by reading a novel (i.e. Animal Farm, Fahrenheit 451, or another novel that deals with a social issue) and researching a social issue in the text that a game or application could help address. Students add their research findings to their digital portfolio in the form of a 2-3 page literary analysis essay. As they analyze the social issues in their novel and imagine possible technology-based solutions, students continue to learn about the complexity of storytelling in the context of games from selections from The Game Designer's Reader. From this understanding, students reflect on their personal life story and write a 2-3 page personal narrative about a specific experience or social issue they faced or observed. Students now research that issue in a larger context and publish their findings on a discussion forum. Using this forum, students stimulate a thoughtful, well-reasoned exchange of ideas with mentors and peers. Next, students write a 2-3 page game critique in terms of its impact on society. Finally, students engage in a formal debate drawing on their individual and collaborative research throughout the unit.</p>	20	20	Academic: LS: 11-12.1, 11-12.3, 11-12.4 RSIT: 11-12.2, 11-12.3, 11-12.7 WS: 11-12.3, 11-12.4, 11-12.6, 11-12.8 WH: 10.11, 10.3 CTE Anchor: Communications: 2.1, 2.3, 2.4, 2.5 Career Planning and Management: 3.8 Technology: 4.1, 4.2, 4.3 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7 Health and Safety: 6.6 Responsibility and Flexibility: 7.3, 7.5, 7.7 Ethics and Legal Responsibilities: 8.2, 8.4, 8.6 Leadership and Teamwork: 9.3, 9.7 Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.4, 10.9,

				10.14 Demonstration and Application: 11.1, 11.2, 11.5 CTE Pathway: C1.5, C1.3, C1.4, C2.1, C3.1, C3.2, C3.3, C4.5, C4.11, C4.8, C4.6, C5.1, C5.6, C5.2, C5.3, C5.4, C6.1, C6.6, C6.4, C7.5, C8.3, C9.1, C9.3
V.	GAME TIME	CR	Lab/CC	Standards
	<p>A. Using all their expository reading and writing skills from previous units, students use their knowledge of game design to create a game, simulation or mobile app development group that addresses a societal issue of their choosing. Students start by writing a 2-3 page research paper describing the business model used in the gaming industry. In their project teams students then develop a 2-3 minute multimedia pitch for their idea to the class. After receiving informal and formal feedback on their pitch, students create a digital storyboard for their game design. Next students synthesize their understanding of the games and simulation pathway by completing a capstone project proposal. This includes a 1-page cover letter to panel members, a formal 3-4 page written proposal, a 1-2 minute multimedia artifact (commercial, animation or video) and a 3-5 minute presentation for an audience consisting of peers and industry professionals.</p>	30	35	<p>Academic: LS: 11-12.1, 11-12.2, 11-12.4, 11-12.6 RSIT: 11-12.1, 11-12.3, 11-12.7 WS: 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7</p> <p>CTE Anchor: Communications: 2.1, 2.3, 2.4, 2.5, 2.7 Career Planning and Management: 3.2, 3.4 Technology: 4.3 Problem Solving and Critical Thinking: 5.1, 5.2, 5.4, 5.5, 5.6, 5.7 Health and Safety: 6.6, 6.11 Responsibility and Flexibility: 7.2, 7.4, 7.5, 7.7 Ethics and Legal Responsibilities: 8.4, 8.6 Leadership and Teamwork: 9.3, 9.6, 9.7 Technical Knowledge and Skills: 10.1, 10.1, 10.2, 10.4, 10.6, 10.9, 10.11 Demonstration and Application: 11.2, 11.4, 11.5</p> <p>CTE Pathway: C1.4, C1.5, C1.1, C1.2, C2.1, C2.2, C2.3, C2.4, C3.1, C4.9, C4.11, C4.5,</p>

			C4.6, C4.7, C4.8, C6.4, C6.1, C7.5, C8.1, C9.3, C9.4
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Entered by:

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