



Statewide Framework Document for: 110204

**Video Game Analysis**

Standards may be added to this document prior to submission but may not be removed from the framework to meet state credit equivalency requirements. Performance assessments may be developed at the local level. In order to earn state approval, performance assessments must be submitted within this framework. **This course is eligible for 1 credit of English or 1 credit of Art.**

Washington English Language Arts Standards (Common Core State Standards) establish guidelines for literacy in history/social studies, science, and technical subjects. The College and Career Readiness Anchor Standards form the backbone of the ELA/literacy standards by articulating core knowledge and skills, while grade-specific standards provide additional specificity. The details about English Language Arts Standards can be found at [Common Core English Language Arts Standards.](http://www.corestandards.org/ELA-Literacy/)

The Arts learning standards describe what students should know and be able to do in the arts. The final and approved Arts Learning Standards are now available for use and implementation. The standards include five disciplines: dance, media arts, music, theater, and visual arts.

The standards are arranged under four artistic processes for each discipline: creating, performing/presenting/producing, responding, and connecting. Each standard also contains suggestions and examples of tasks students can perform to demonstrate proficiency.

The Washington State Computer Science K–12 Learning Standards are designed to enhance teacher understanding and improve student learning so that students are better equipped for college, career, and life. Washington is committed to implementing high-quality computer science instruction to:

* Increase the opportunity for all students to gain knowledge of computer science.
* Introduce the fundamental concepts and applications of computer science to all students, beginning at the elementary school level.
* Make computer science at the secondary level accessible, worthy of a computer science credit, and/or equivalent to math and science courses as a required graduation credit (see Level 3B of computer science standards).
* Offer additional secondary-level computer science instruction that allows interested students to study facets of computer science in-depth and prepare them for entry into a career or college.

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| **School District Name** | | |
| **Course Title:** Video Game Analysis | | **Total Framework Hours:** 180 |
| **CIP Code:** 110204 | **X** ExploratoryPreparatory | **Date Last Modified:** June 2025 |
| **Career Cluster:** Programming & Software Development | | **Cluster Pathway:** Business and Marketing |
| **Course Summary**: Video Game Analysis, CIP code 110204, is an exploratory course that transforms video games from entertainment into powerful learning tools, treating them as complex multimodal texts that integrate visual, auditory, narrative, and interactive elements. Students develop critical analysis skills while exploring how game design functions culturally, educationally, and socially in contemporary contexts.  Grounded in NCTE/IRA standards for multimodal literacy, this course recognizes video games as sophisticated cultural artifacts that combine storytelling, visual design, interactive mechanics, and social commentary. Students engage with games as both consumers and creators, developing the analytical frameworks needed to understand how digital media shapes and reflects our world.  As the course progresses, students emerge with sophisticated media literacy skills, technical competencies in digital creation tools, understanding of cultural representation and ethics in media, and professional portfolios demonstrating their growth as both critics and creators of digital media. The course prepares students for advanced study in fields ranging from digital humanities to game design, while building transferable skills in analysis, communication, and creative problem-solving.  This course represents a forward-thinking approach to English Language Arts and Media Arts education, acknowledging that digital interactive media is a defining cultural force of the 21st century and preparing students to engage thoughtfully and creatively with these powerful forms of expression. Unique Course Features  * Continuous Digital Journaling: Students maintain sophisticated digital development journals throughout the course, documenting their learning journey using markup languages and creating interactive, multimedia reflections. * Industry-Standard Projects: From game studio simulations to accessibility design guides, students engage in authentic tasks that mirror real gaming industry work. * Cross-Cultural Analysis: Deep exploration of how games operate within and influence global cultural conversations, preparing students for an increasingly interconnected world. * Technical Integration: Seamless blending of creative expression with technical skill development, including basic programming, digital design, and multimedia production.   This course meets the requirements for [RCW 28A.230.300](https://app.leg.wa.gov/RCW/default.aspx?cite=28A.230.300) and aligns with the [Certiport IC3 Digital Literacy Exam](https://certiport.pearsonvue.com/Certifications/IC3/Digital-Literacy-Certification/Overview).  Unit 1: Computer Safety and Digital Citizenship  Unit 2: Careers in Video Games  Unit 3: Intro to Video Game Studies  Unit 4: Exploring Genre and Theme in Video Games  Unit 5: Exploring Cultural Representation in Video Games  Unit 6: Intro to Programming  Unit 7: Character Development in Video Games  Unit 8: Character Creation  Unit 9: Exploring Social and Ethical Topics in Video Games  Unit 10: Game Design Portfolio | | |
| **Eligible for Equivalent Credit in:** 1.0 in English Language Arts, 1.0 in Art | | **Total Number of Units:** 10 |
| **Course Resources:**   1. [Markdown](https://www.markdownguide.org/basic-syntax/) 2. [HTML](https://html.com/) 3. [cyber.org](http://cyber.org) 4. [My Digital Life Is Like ... | Common Sense Education](https://www.commonsense.org/education/digital-citizenship/lesson/my-digital-life-is-like?check_logged_in=1) 5. [Media Literacy & Digital Citizenship Collection Resources | OER Commons](https://oercommons.org/curated-collections/1381?__hub_id=1) 6. [PBS Nova Lab](https://www.pbs.org/wgbh/nova/labs/lab/cyber/) 7. [Construct](https://www.freecodecamp.org/news/learn-python-free-python-courses-for-beginners/) 8. [Learn Python – Free Python Courses for Beginners](https://www.freecodecamp.org/news/learn-python-free-python-courses-for-beginners/), 9. [Ren’Py](https://github.com/renpy/renpy) | | |

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| **Unit 1:** Computer Safety & Digital Citizenship | | **Total Learning Hours for Unit:** 10 |
| **Unit Summary**: This innovative course begins with a unit that integrates video game analysis with English Language Arts and Media Art Literacy learning standards while focusing on digital citizenship and internet safety. Over 10 instructional hours, students explore the intersection of gaming culture, online safety, and effective communication through a combination of analytical study, hands-on activities, and creative projects. Students will develop a digital journal to document their learning journey throughout the unit.  This unit addresses three primary areas of study:  **Digital Citizenship and Safety** Students examine fundamental aspects of online safety through the lens of gaming communities, including:   * Digital footprint management in gaming environments * Privacy settings and their implications * Cyberbullying prevention and response strategies * Safe communication practices in online gaming spaces   **Gaming Literacy and Analysis** Students develop critical analysis skills by examining:   * Narrative structures within games addressing online safety * Communication patterns in gaming communities * Social dynamics in multiplayer environments * Technical aspects of gaming platforms and their safety features   **The following free resources are recommended:**   * [cyber.org](http://cyber.org), a free curriculum with a free cyber range to allow students to experience * [My Digital Life Is Like ... | Common Sense Education](https://www.commonsense.org/education/digital-citizenship/lesson/my-digital-life-is-like?check_logged_in=1), also available at [Media Literacy & Digital Citizenship Collection Resources | OER Commons](https://oercommons.org/curated-collections/1381?__hub_id=1) * [PBS Nova Lab](https://www.pbs.org/wgbh/nova/labs/lab/cyber/) * [Markdown](https://www.markdownguide.org/basic-syntax/) or [HTML](https://html.com/) | | |
| **Performance Assessments**:   * + - 1. **Digital** **Literacy Guide** (40%)   Description: Using the medium of their choice, students will create a comprehensive digital literacy guide addressing online safety for young gamers, incorporating research, technical knowledge, and effective communication strategies.   * Format options: Digital brochure, website section, or video presentation (3-5 minutes) * Research-based recommendations for at least three different aspects of online safety * Examples from specific games or gaming platforms * Visual elements (graphics, charts, or demonstrations) * Resource list for further information * Appropriate audience adaptation for teen gamers   + - 1. **Digital** **Journal** **Creation** (50%)   Description: Students will create and maintain a digital journal throughout this unit and subsequent units, documenting their learning, reflections, and analyses.   * Create a functional digital journal to document learning processes using [Markdown](https://www.markdownguide.org/basic-syntax/), [HTML](https://html.com/), or other standard markup language, and demonstrate proper use of digital elements (headings, paragraphs, lists, links, images) * Basic CSS styling elements * Organized structure with clear navigation   + - 1. **Digital Journal** (10%)   Description: Thoughtful reflections that connect to unit concepts | | |
| **Leadership Alignment**:  Students will demonstrate information management skills by gathering, evaluating, and synthesizing research from multiple sources to create their digital journals and literacy guides, while showing understanding of ethical considerations through proper citation practices and addressing issues of information credibility and intellectual property rights. **4.B Use and Manage Information**  Students will show technological proficiency by selecting and implementing appropriate markup languages and styling tools to create functional, professional-standard digital products, while demonstrating understanding of ethical technology use through proper web practices and digital citizenship principles in their educational content. **6.A Apply Technology Effectively**  Students will exhibit effective digital communication by creating thoughtful reflective content and educational materials that demonstrate professional conduct in digital environments, showing discernment in balancing personal insights with public communication while helping others navigate online gaming communities responsibly. **9.A Interact Effectively with Others**: | | |
| **Industry Standards and/or Competencies**: [ISTE | 1. Students](https://iste.org/standards/students)  **1.2 Digital Citizen:** Students recognize rights, responsibilities and opportunities of living in an interconnected digital world  **2.3 Citizen:** Teachers inspire students to positively contribute and participate in the digital world  **3.1 Equity and Citizenship Advocate:** Leaders use technology to increase equity, inclusion, and digital citizenship practices  **4.7 Digital Citizen Advocate:** Coaches model digital citizenship and support educators and students in recognizing responsibilities  **5.1.e Computational Thinking (Learner):** Recognize how computing and society interact to create opportunities, inequities, responsibilities and threats | | |
| **Aligned Washington State Academic Standards** | | |
| **Arts** | **Anchor Standard 11 (MA.1.I)** Critically evaluate and effectively interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, social media, virtual worlds, and digital identity.  **Anchor Standard 3 (MA.1.I)** Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts productions, demonstrating understanding of associated principles, such as emphasis and tone  **Anchor Standard 10 (MA.1.I)** Access, evaluate, and integrate personal and external resources to inform the creation of original media artworks, such as experiences, interests, and cultural experiences.  **Anchor Standard 7 (MA.1.I)** Analyze the qualities of and relationships between the components, style, and preferences communicated by media artworks and artists.  **Anchor Standard 9 (MA.1.I)** Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals. **Anchor Standard 8: Responding - Analyze** VA.1.I): Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.  **Anchor Standard 9: Responding - Interpret** (VA.1.I): Establish relevant criteria in order to evaluate a work of art or collection of works.  **Anchor Standard 7: Responding - Perceive** (VA.2.II): Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.  **Anchor Standard 11: Connecting - Relate** VA.1.I): Describe how knowledge of culture, traditions, and history may influence personal responses to art.  **Anchor Standard 1: Creating - Generate and Conceptualize** (VA.2.II): Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. | |
| **English Language Arts: Common Core** | **Reading Standards for Informational Text (Grades 9-10)**  **RI.9-10.8** - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.  **Writing Standards (Grades 9-10)**  **W.9-10.1** - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  **W.9-10.6** - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.  **W.9-10.7** - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  **W.9-10.8** - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. | |
| **Computer Science** | **3A-AP-23**: Document design decisions using text, graphics, presentations, and/or demonstrations in the development of complex programs.  **3A-NI-05**: Give examples to illustrate how sensitive data can be affected by malware and other attacks.  **3A-NI-06**: Recommend security measures to address various scenarios based on factors such as efficiency, feasibility, and ethical impacts.  **3A-NI-07**: Compare various security measures, considering tradeoffs between the usability and security of a computing system.  **3A-IC-29**: Explain the privacy concerns related to the collection and generation of data through automated processes that may not be evident to users. | |

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| **Unit 2:** Careers in Video Game Design | | **Total Learning Hours for Unit:** 10 |
| **Unit Summary**: Unit 2 combines video game industry career exploration with ELA skills through four main areas: 1) Research and Writing: Students create career profiles and analysis using formal writing skills and industry terminology, 2) Technical Literacy: Students learn to understand job descriptions and relationships between different gaming roles, 3) Communication: Students deliver presentations and conduct interviews about gaming careers using professional speaking skills, 4) Career Planning: Students map out educational pathways and skill development timelines for gaming careers. | | |
| **Performance Assessments**  **Game Studio Simulation Group Project** (40%)  Description: Students form development teams to simulate a small game studio, with each student taking on a specific role (designer, artist, writer, programmer, producer). Teams will pitch a game concept that addresses a social issue, demonstrating their understanding of each role's contributions.  **Career Path Roadmap Interactive Digital Project** (60%)  Description: Students create an interactive digital career roadmap for their chosen gaming industry role, incorporating research on educational requirements, skill development, and industry trends. | | |
| **Leadership Alignment**:  Students will demonstrate clear communication skills by presenting compelling game concept pitches that effectively convey their social impact ideas to audiences, collaborating professionally within their development teams through structured meetings and documentation, and creating interactive digital career roadmaps that communicate complex industry information in accessible and engaging formats. **3.A Communicate Clearly**  Students will exhibit goal management and time planning abilities by establishing project timelines and milestones for both their game studio simulation and career roadmap projects, coordinating team schedules and deliverables to meet presentation deadlines, and creating realistic long-term career development plans with specific educational and skill-building objectives. **8.A Manage Goals and Time**  Students will demonstrate professional accountability by fulfilling their assigned roles within the game development team structure, delivering high-quality final products that meet project specifications and professional standards, and taking ownership of both individual contributions and collective team outcomes throughout the collaborative simulation experience. **10.B Produce Results** | | |
| **Industry Standards and/or Competencies**: [ISTE | 1. Students](https://iste.org/standards/students)  **1.1 Empowered Learner**: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in learning goals  **2.1 Learner**: Teachers continually improve their practice by learning from and with others  **3.3 Empowering Leader**: Leaders create a culture where teachers and learners are empowered to use technology in innovative ways  **4.1 Change Agent**: Coaches inspire educators and leaders to use technology to create equitable access to learning  **5.2.e Equity Leader**: Communicate about the impacts of computing across diverse roles and professional life | | |
| **Aligned Washington State Academic Standards** | | |
| **Arts** | **Anchor Standard 5 (MA.1.I)** Demonstrate progression in artistic, design, technical, and soft skills, as a result of selecting and fulfilling specified roles in the production of a variety of media artworks.  **Anchor Standard 10 (MA.1.I)** Access, evaluate, and integrate personal and external resources to inform the creation of original media artworks, such as experiences, interests, and cultural experiences.  **Anchor Standard 2 (MA.1.I)** Apply aesthetic criteria in developing, proposing, and refining artistic ideas, plans, prototypes, and production processes for media arts productions, considering original inspirations, goals, and presentation context.  **Anchor Standard 11 (MA.1.I)** Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values, such as social trends, power, equality, and personal/cultural identity.  **Anchor Standard 6 (MA.1.I)** Design the presentation and distribution of collections of media artworks, considering combinations of artworks, formats, and audiences.  **Anchor Standard 2.3: Creating - Investigate** (VA.3.II): Redesign an object, system, place, or design in response to contemporary issues.  **Anchor Standard 6: Presenting - Share** (VA.1.II): Make, explain, and justify connections between artists or artwork and social, cultural, and political history.  **Anchor Standard 10: Connecting - Synthesize** (VA.1.I): Document the process of developing ideas from early stages to fully elaborated ideas.  **Anchor Standard 11: Connecting - Relate** (VA.1.I): Describe how knowledge of culture, traditions, and history may influence personal responses to art.  **Anchor Standard 4: Presenting - Select** (VA.1.II): Analyze, select, and critique personal artwork for a collection or portfolio presentation. | |
| **English Language Arts: Common Core** | **Reading Standards (Grades 9-10)**  **R.9-10.1** – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  **Writing Standards (Grades 9-10)**  **W.9-10.2** - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  **W.9-10.6** - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.  **W.9-10.7** - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  **Speaking and Listening Standards (Grades 9-10)**  **SL.9-10.1** - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.  **SL.9-10.4** - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. | |
| **Computer Science** | **3A-IC-24** Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.  **3A-AP-23** Document design decisions using text, graphics, presentations, and/or demonstrations in the development of complex programs.  **3A-IC-27** Use tools and methods for collaboration on a project to increase connectivity of people in different cultures and career fields  **3A-AP-19** Systematically design and develop programs for broad audiences by incorporating feedback from users.  **3A-AP-16** Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue by using events to initiate instructions. | |

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| **Unit 3:** Introduction to Video Game Studies | | **Total Learning Hours for Unit:** 15 |
| **Unit Summary**:  The unit combines video game analysis, the deliberate use of color theory, texture, and shape to communicate the emotional and thematic elements of the mechanics, and 9th grade ELA skills through four main areas: 1) Analysis and Critical Thinking: Students examine video games as texts, looking at both story elements and game mechanics together. 2) Historical Research: Students study how video games have evolved over time and how technology shaped game storytelling, 3) Technical Writing: Students learn to write formal analysis of games using proper academic structure and gaming terminology, 4) Integration: Students explore how game mechanics, the use of artistic principles, and storytelling work together to create meaning.  Introduce the interdisciplinary study of video games and their significance as texts by exploring the history of video games and conducting an initial game analysis around a game’s mechanics and design principles. | | |
| **Performance Assessments**:   * + - 1. **Evolution of Gaming Interactive Timeline Project** (90%)   Description: Students will research a specific aspect of video game development (narrative techniques, art styles, or mechanical systems) and create an interactive digital timeline showing its evolution and impact on storytelling.   * + - 1. **Digital Journal** (10%)   Description: Write a reflection on a favorite game, its mechanics, and its personal impact. Create a presentation/poster to inform about the game and its mechanics. | | |
| **Leadership Alignment**:  Students will demonstrate analytical decision-making by evaluating evidence from multiple gaming eras to draw informed conclusions about the evolution and impact of specific development aspects, critically assessing how different game mechanics function as effective metaphors for real-world concepts, and making reasoned judgments about their favorite games' personal and cultural significance based on systematic analysis of gameplay elements. **2.C Make Judgments and Decisions**  Students will exhibit media literacy by deconstructing how interactive timelines and game presentations are constructed to convey specific messages about gaming history, examining how game mechanics are deliberately designed to influence player beliefs and behaviors, and understanding how their own creative presentations shape audience perceptions of gaming's cultural impact. **5.A Analyze Media**  Students will show adaptability by incorporating peer and instructor feedback to refine their timeline projects and analytical presentations, balancing diverse historical perspectives and contemporary viewpoints in their evolution research, and demonstrating openness to alternative interpretations of game mechanics while defending their own analytical conclusions through evidence-based reasoning. **7.B Be Flexible** | | |
| **Industry Standards and/or Competencies**: [ISTE | 1. Students](https://iste.org/standards/students) **1.3 Knowledge Constructor**: Students critically curate resources using digital tools to construct knowledge  **2.7 Analyst**: Teachers understand and use data to drive instruction and support student achievement  **3.5 Connected Learner**: Leaders model and promote continuous professional learning for themselves and others  **4.3 Collaborator**: Coaches establish productive relationships to improve instructional practice and learning outcomes  **5.4.d Creativity & Design**: Create CS and CT learning environments that value varied viewpoints and student agency | | |
| **Aligned Washington State Academic Standards** | | |
| **Arts** | **Anchor Standard 7 (MA.1.I)** Analyze the qualities of and relationships between the components, style, and preferences communicated by media artworks and artists.  **Anchor Standard 8 (MA.1.I)** Analyze the intent, meanings, and reception of a variety of media artworks, focusing on personal and cultural contexts.  **Anchor Standard 11 (MA.1.I)** Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values, such as social trends, power, equality, and personal/cultural identity*.*  **Anchor Standard 9 (MA.1.I)** Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.  **Anchor Standard 4 (MA.1.I)** Integrate various arts, media arts forms, and content into unified media arts productions, considering the reaction and interaction of the audience, such as experiential design.  **Anchor Standard 7.2: Responding - Perceive** (VA.2.II): Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.  **Anchor Standard 8: Responding - Analyze** (VA.1.I): Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.  **Anchor Standard 11: Connecting - Relate** (VA.1.I): Describe how knowledge of culture, traditions, and history may influence personal responses to art.  **Anchor Standard 9: Responding - Interpret** (VA.1.I): Establish relevant criteria in order to evaluate a work of art or collection of works.  **Anchor Standard 10: Connecting - Synthesize** (VA.1.I): Document the process of developing ideas from early stages to fully elaborated ideas. | |
| **English Language Arts: Common Core** | **Reading Standards for Literature (Grades 9-10)**  **RL.9-10.2** - Determine a theme or central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.  **RL.9-10.3** - Analyze how complex characters (e.g., those with multiple or conflicting Fxonmotivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.  **Writing Standards (Grades 9-10)**  **W.9-10.2** - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  **W.9-10.7** - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  **Speaking and Listening Standards (Grades 9-10)**  **SL.9-10.5** - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.  **Language Standards (Grades 9-10)**  **L.9-10.5** – Demonstrate understandings of figurative language, word relationships, and nuances in word meanings.  **L.9-10.6** – Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | |
| **Computer Science** | **3A-DA-11** Create interactive data visualizations using software tools to help others better understand real-world phenomena.  **3A-IC-24** Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.  **3B-IC-25** Evaluate computational artifacts to maximize their beneficial effects and minimize harmful effects on society. | |

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| **Unit 4:** Exploring Genre and Theme in Video Games | | **Total Learning Hours for Unit:** 20 |
| **Unit Summary**: This fourth unit builds upon previous knowledge of digital literacy, career exploration, and multimodal analysis to examine video game genres and themes in depth. Students will analyze how different game genres employ specific design elements and how themes are expressed across genres while continuing to document their analytical journey in their digital journals.  Students develop skills analyzing video game genres and themes, building on basic game analysis skills through four main areas: 1. Genre Analysis: Students study how different game types (action, RPG, etc.) use specific rules and design elements and choices to create distinct experiences 2. Thematic Analysis: Students examine how common themes appear across different game genres and how gameplay supports these themes 3. Critical Writing: Students write comparative analysis of games within and across genres, using specific examples to support their arguments 4. Synthesis: Students explore how genres, artistic elements, and themes influence each other and how they shape player experiences. | | |
| **Performance Assessments**:  1. **Genre Deep Dive Analytical Portfolio** (50%)  Description: Students will select a specific game genre and create an analytical video essay defining characteristics, evolution, notable examples, and player experience design that provides analysis of how the game’s genre elements and thematic expressions work together during actual gameplay. Attention to use of artistic elements, storylines, and tone & mood, character types, style & language, tropes & conventions, should be evaluated.  2. **Genre Fusion Creative Design Project** (40%)  Description: Students will design a concept for an original game that deliberately fuses elements from multiple genres to create a unique player experience centered around a specific theme.  3. **Digital Journal** (10%)  Description: Throughout this unit, students will enhance their digital journals with:   1. Genre classification systems with interactive elements 2. Thematic mapping tools connecting ideas across games 3. Comparative analysis frameworks for evaluating multiple games 4. Visual galleries showcasing genre-specific artistic approaches 5. Design document templates for original game concepts 6. Reflective sections documenting analytical growth 7. Integration of video analysis with written components | | |
| **Leadership Alignment**:  Students will demonstrate creative thinking by developing original genre classification systems and thematic mapping tools for their digital journals, generating innovative game concepts that deliberately fuse multiple genres to create unique player experiences, and employing creative idea development techniques to produce analytical portfolios that offer fresh perspectives on established gaming genres and their evolution. **1.A Think Creatively**  Students will exhibit systems thinking by analyzing how mechanical, artistic, and narrative elements interact within specific genres to produce distinct player experiences, examining how thematic expressions emerge from the complex interplay of genre conventions across different games, and understanding how their original game fusion concepts require careful consideration of how disparate genre systems can work together cohesively. **2.B Use Systems Thinking**  Students will demonstrate media creation skills by developing comprehensive digital portfolios with interactive elements and visual galleries, producing formal comparative essays and video analysis content that follows established academic and media conventions, and creating professional design documents and "Let's Play" style video essays that effectively utilize appropriate digital tools and formatting standards for their intended audiences. **5.B Create Media Products** | | |
| **Industry Standards and/or Competencies**: [ISTE | 1. Students](https://iste.org/standards/students)  **1.4 Innovative Designer**: Students use technologies within a design process to solve problems by creating new solutions  **2.5 Designer**: Teachers design authentic, learner-driven activities that recognize and accommodate learner variability  **3.2 Visionary Planner**: Leaders engage others in establishing a vision and strategic plan for transforming learning  **4.4 Learning Designer**: Coaches model and support educators to design learning experiences to meet student needs  **5.3.c Collaborating Around Computing**: Plan collaboratively to create learning activities that cross disciplines | | |
| **Aligned Washington State Academic Standards** | | |
| **Arts** | **Anchor Standard 8 (MA.1.I)** Analyze the intent, meanings, and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts.  **Anchor Standard 7 (MA.1.I)** Analyze the qualities of and relationships between the components, style, and preferences communicated by media artworks and artists.  **Anchor Standard 2 (MA.1.I)** Apply aesthetic criteria in developing, proposing, and refining artistic ideas, plans, prototypes, and production processes for media arts productions, considering original inspirations, goals, and presentation context.  **Anchor Standard 9 (MA.1.I)** Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.  **Anchor Standard 10 (MA.1.I)** Access, evaluate, and integrate personal and external resources to inform the creation of original media artworks, such as experiences, interests, and cultural experiences.  **Anchor Standard 8: Responding - Analyze** *(VA.1.II)*: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.  **Anchor Standard 7.2: Responding - Perceive** *(VA.2.II)*: Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.  **Anchor Standard 1.2: Creating - Investigate, Plan, Make** *(VA.2.II)*: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.  **Anchor Standard 9: Responding - Interpret** *(VA.1.I)*: Establish relevant criteria in order to evaluate a work of art or collection of works.  **Anchor Standard 11: Connecting - Relate** *(VA.1.I)*: Describe how knowledge of culture, traditions, and history may influence personal responses to art. | |
| **English Language Arts: Common Core** | **Reading Standards for Literature (Grades 9-10)**  **RL.9-10.2** - Determine a theme or central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.  **RL.9-10.5** - Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.  **Writing Standards (Grades 9-10)**  **W.9-10.1** - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  **W.9-10.2** - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  **W.9-10.9** – Draw evidence from literary or informational text to support analysis, reflection, and research.  **Speaking and Listening Standards (Grades 9-10)**  **SL.9-10.5** - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. | |
| **Computer Science** | **3B-DA-07** Evaluate the ability of models and simulations to test and support the refinement of hypotheses.  **3A-AP-23** Document design decisions using text, graphics, presentations, and/or demonstrations in the development of complex programs. | |

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| **Unit 5:** Exploring Cultural Representation in Video Games | | **Total Learning Hours for Unit:** 15 |
| **Unit Summary**: Building on the foundation of digital literacy, career knowledge, multimodal analysis, and genre studies, this unit examines how video games represent diverse cultures. Students will analyze cultural portrayals through gameplay, narrative, and visual elements while exploring how representation has evolved and impacts both players and the industry.  The unit focuses on analyzing cultural representation in video games through four main areas:   1. Cultural Analysis: Students examine how games portray different cultures through gameplay, story, and visual elements (positive and negative) 2. Research and Context: Students study how cultural representations in games have changed over time and their impact on players 3. Critical Writing: Students write analysis about cultural elements in games and participate in discussions about representation 4. Industry Impact: Students explore how diverse development teams and cultural consultation influence game design | | |
| **Performance Assessments**:  1. **Cultural Representation Case Study Digital Exhibition** (40%)  Description: Students will create a digital exhibition analyzing cultural representation in a specific game, examining visual, narrative, and mechanical elements while providing historical and cultural context.  2. **Cultural Evolution Timeline** **Collaborative Project** (50%)  Description: Working in small groups, students will research and create an interactive timeline showing how representation of a specific culture or cultural element has evolved throughout gaming history.  3. **Digital Journal** (10%)  Description: Students will identify problematic cultural representation in an existing game and provide a redesign proposal that improves authenticity while maintaining game functionality. | | |
| **Leadership Alignment**:  Students will demonstrate effective teamwork across cultural differences by collaborating in small groups to research and create interactive timelines that require respectful integration of multiple cultural perspectives, leveraging the diverse backgrounds and viewpoints within their teams to produce more comprehensive analyses of cultural representation evolution, and working together to ensure their collaborative projects authentically represent the cultures they are studying rather than perpetuating stereotypes. **9.B Work Effectively in Diverse Teams**  Students will exhibit community responsibility by critically examining how cultural representation in games affects broader communities and marginalized groups, creating redesign proposals that prioritize authentic and respectful portrayals over entertainment convenience, and developing digital exhibitions that educate audiences about the real-world impact of cultural representation choices in gaming media. **11.B Be Responsible to Others**  Students will demonstrate global consciousness by researching and analyzing how different cultures are represented across international gaming markets, understanding the historical and contemporary contexts that shape cultural portrayal in digital media, and working collaboratively to create projects that bridge cultural understanding and promote more inclusive representation in the global gaming industry. **12.A Global Awareness** | | |
| **Industry Standards and/or Competencies**: [ISTE | 1. Students](https://iste.org/standards/students)  **1.7 Global Collaborator:** Students use digital tools to broaden perspectives and enrich learning by collaborating with others  **2.4 Collaborator:** Teachers dedicate time to collaborate with colleagues and students to improve practice  **3.4 Systems Designer:** Leaders build teams and systems to implement and sustain technology use that supports learning  **4.2 Connected Learner:** Coaches model the ISTE Standards and identify ways to improve their coaching practice  **5.2.b Equity Leader:** Construct and implement culturally relevant learning activities with diverse perspectives | | |
| **Aligned Washington State Academic Standards** | | |
| **Arts** | **Anchor Standard 11 (MA.1.I)** Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values, such as social trends, power, equality, and personal/cultural identity.  **Anchor Standard 8 (MA.1.I)** Analyze the intent, meanings, and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts.  **Anchor Standard 9 (MA.1.I)** Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.  **Anchor Standard 2 (MA.1.I)** Apply aesthetic criteria in developing, proposing, and refining artistic ideas, plans, prototypes, and production processes for media arts productions, considering original inspirations, goals, and presentation context.  **Anchor Standard 10 (MA.1.I)** Access, evaluate, and integrate personal and external resources to inform the creation of original media artworks, such as experiences, interests, and cultural experiences. **Anchor Standard 11: Connecting - Relate** *(VA.1.I)*: Describe how knowledge of culture, traditions, and history may influence personal responses to art.  **Anchor Standard 7.2: Responding - Perceive** *(VA.2.II)*: Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.  **Anchor Standard 2.3: Creating – Investigate** *(VA.3.II)*: Redesign an object, system, place, or design in response to contemporary issues.  **Anchor Standard 9: Responding - Interpret** *(VA.1.I)*: Establish relevant criteria in order to evaluate a work of art or collection of works.  **Anchor Standard 10: Connecting - Synthesize** *(VA.1.I)*: Document the process of developing ideas from early stages to fully elaborated ideas | |
| **English Language Arts: Common Core** | **Reading Standards for Informational Text (Grades 9-10)**  **RI.9-10.3** - Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.  **RI.9-10.8** - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.  **Writing Standards (Grades 9-10)**  **W.9-10.1** - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  **W.9-10.7** - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  **Speaking and Listening Standards (Grades 9-10)**  **SL.9-10.1** - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. | |
| **Computer Science** | **3B-IC-26** Evaluate the impact of equity, access, and influence on the distribution of computing resources in a global society.  **3B-IC-25** Evaluate computational artifacts to maximize their beneficial effects and minimize harmful effects on society.  **3A-AP-19** Systematically design and develop programs for broad audiences by incorporating feedback from users.  **3A-IC-24** Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. | |

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| **Unit 6:** Intro to Programming for Game Design | | **Total Learning Hours for Unit:** 30 |
| **Unit Summary**: Students will synthesize the video gaming elements learned and incorporate these to design and document their own video game world. This unit integrates video game analysis with English Language Arts skills through creative writing, world-building, and analytical thinking. Students use basic block coding to develop a simple game using [Construct](https://www.freecodecamp.org/news/learn-python-free-python-courses-for-beginners/), [Learn Python – Free Python Courses for Beginners](https://www.freecodecamp.org/news/learn-python-free-python-courses-for-beginners/), or a Visual Novel Maker, such as [Ren’Py](https://github.com/renpy/renpy). It is recommended that the teacher provide “skeleton code” to allow students to have a basic setup of a game with elements students will need to fill in will from where the teacher left the development.  Building on previous units' analytical and theoretical understanding of games, this unit introduces students to basic game development through block coding. Students will apply their knowledge of game design principles, narrative structure, cultural representation, and artistic elements to create their own simple games while documenting their creative process in their digital journals.  This unit focuses on five key areas:   1. Technical Skills Development: Students learn block coding fundamentals and game development basics using accessible platforms 2. Creative Writing & World Building: Students develop original game narratives, characters, and settings 3. Design Iteration Process: Students experience the cycle of design, testing, and refinement 4. Technical Documentation: Students practice writing design documents and development logs 5. Analytical Reflection: Students critically assess their game design choices and outcomes | | |
| **Performance Assessments**:   * + - 1. **Original Game Creation Project** (40%)   Description: Students will design and develop a simple but complete game using block coding that demonstrates understanding of game mechanics, narrative design, and visual aesthetics.   1. **Game Design Document Technical Writing Project** (30%)   Description: Students will create a comprehensive game design document that outlines all aspects of their game, serving as both planning tool and professional documentation.   1. **Game Design Pitch Presentation** (10%)   Description: Students will create and deliver a professional-style pitch presentation for their game, explaining key features, target audience, and development process.   1. **Digital Journal** (10%)   Description: Throughout the unit, students will maintain a detailed digital development journal documenting their creative process, technical challenges, solutions, and reflections. Suggestions include the following:   1. Technical documentation templates for game development 2. Code snippet repositories with annotations 3. Visual asset galleries showing design evolution 4. Interactive gameplay demonstration embeds 5. Development of timeline tracking tools 6. Bug tracking and resolution documentation 7. Peer feedback collection and analysis systems | | |
| **Leadership Alignment**:  Students will demonstrate collaborative creativity by developing and effectively communicating original game concepts through professional pitch presentations, participating in peer feedback systems that refine and improve their design ideas, and creating comprehensive design documents that clearly articulate their creative vision to potential collaborators and stakeholders in ways that inspire further development. **1.B Work Creatively with Others**  Students will exhibit problem-solving abilities by identifying and resolving technical challenges during block coding development while documenting their solutions in development journals, finding innovative approaches to implement game mechanics within coding constraints, and developing systematic bug tracking and resolution processes that address both familiar programming issues and unique design challenges. **2.D Solve Problems**  Students will demonstrate independent work skills by managing their complete game development process from initial concept through final presentation without direct oversight, maintaining detailed development journals that track their progress and self-directed learning, and taking personal responsibility for meeting project milestones while developing their technical documentation and visual asset portfolios. **8.B Work Independently** | | |
| **Industry Standards and/or Competencies**: [ISTE | 1. Students](https://iste.org/standards/students)  **1.5 Computational Thinker:** Students develop strategies for understanding and solving problems using technological methods  **2.6 Facilitator:** Teachers facilitate learning with technology to support student achievement  **3.3.c Empowering Leader:** Inspire a culture of innovation that allows time to explore and experiment with digital tools  **4.5 Professional Learning Facilitator:** Coaches plan and provide professional learning for educators to advance teaching  **5.5.c Integrating Computational Thinking:** Use instructional approaches to help students frame problems as computational steps | | |
| **Aligned Washington State Academic Standards** | | |
| **Arts** | **Anchor Standard 1 (MA.1.I)** Use identified generative methods to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes.  **Anchor Standard 2 (MA.1.I)** Apply aesthetic criteria in developing, proposing, and refining artistic ideas, plans, prototypes, and production processes for media arts productions, considering original inspirations, goals, and presentation context  **Anchor Standard 3 (MA.1.I)** Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts productions, demonstrating understanding of associated principles, such as emphasis and tone.  **Anchor Standard 5 (MA.1.I)** Demonstrate progression in artistic, design, technical, and soft skills, as a result of selecting and fulfilling specified roles in the production of a variety of media artworks.  **Anchor Standard 6 (MA.1.I)** Design the presentation and distribution of collections of media artworks, considering combinations of artworks, formats, and audiences. **Anchor Standard 1.2: Creating - Investigate, Plan, Make** (VA.2.II): Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.  **Anchor Standard 2.1: Creating - Investigate** (VA.1.II): Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.  **Anchor Standard 3: Creating - Reflect, Refine, Continue** (VA.1.I): Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.  **Anchor Standard 10: Connecting - Synthesize** (VA.1.I): Document the process of developing ideas from early stages to fully elaborated ideas.  **Anchor Standard 6: Presenting - Share** (VA.1.I): Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings | |
| **English Language Arts: Common Core** | **Writing Standards (Grades 9-10)**  **W.9-10.2** - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  **W.9-10.4** - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  **W.9-10.5** - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  **Speaking and Listening Standards (Grades 9-10)**  **SL.9-10.4** - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning, and the organization, development, substance, and style are appropriate to purpose, audience, and task.  **Language Standards (Grades 9-10)**  **L.9-10.6** - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | |
| **Computer Science** | **3A-AP-16**: Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue by using events to initiate instructions.  **3A-AP-18**: Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs.  **3A-AP-19**: Systematically design and develop programs for broad audiences by incorporating feedback from users.  **3A-AP-17**: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.  **3A-AP-21**: Evaluate and refine computational artifacts to make them more usable and accessible. | |

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| **Unit 7:** Character Development in Video Games | | **Total Learning Hours for Unit:** 20 |
| **Unit Summary**: This unit focuses on the art and science of character creation in video games, exploring how compelling characters are developed through multiple dimensions: visual design, narrative development, and mechanical implementation. Students will analyze existing game characters and apply their knowledge to create original character designs with supporting documentation.  This unit uses the following five concepts as the key learning focus areas:   1. Visual Character Design: Students explore artistic elements of character creation including silhouette, color theory, and visual storytelling 2. Narrative Character Development: Students examine character archetypes, motivations, and transformational arcs 3. Literary and Mythological Influences: Students analyze how traditional storytelling informs modern game characters 4. Technical Character Documentation: Students practice creating professional character design documents 5. Character-Mechanics Integration: Students explore how character design influences and is influenced by gameplay mechanics | | |
| **Performance Assessments**:  1. **Character Design Portfolio Creative Project** (60%)  Description: Students will create a comprehensive character design portfolio featuring original character concepts with visual designs, narrative backgrounds, and gameplay specifications.  2. **Character Analysis Case Study Research Project** (30%)  Description: Students will conduct an in-depth analysis of a notable game character, examining how visual design, narrative elements, and mechanics work together to create a compelling character experience.   * + - 1. **Digital Journal** (10%)   Description: Throughout this unit, students will enhance their digital journals with:   1. Character analysis frameworks and templates 2. Visual design galleries with annotations 3. Character development timelines 4. Archetype reference libraries 5. Technical specification templates 6. Literary influence mapping tools 7. Character-mechanics relationship diagrams | | |
| **Leadership Alignment:**  Students will demonstrate innovative implementation by creating original character design portfolios that showcase tangible creative contributions through unique visual concepts, narrative backgrounds, and gameplay mechanics specifications, developing comprehensive digital journal frameworks with interactive character analysis tools and visual galleries that represent functional innovations in documenting and organizing creative work. **1.C Implement Innovations**  Students will exhibit effective collaboration by engaging in peer review processes to refine their character designs through constructive feedback, working together to develop shared character analysis frameworks and archetype reference libraries that benefit the entire learning community, and contributing to collective knowledge through their case study research that examines how successful game characters are created through team-based development processes. **3.B Collaborate with Others**  Students will show adaptability by adjusting their character designs based on peer feedback and evolving project requirements, effectively transitioning between creative roles as visual designers, narrative writers, and technical specification developers within their portfolio work, and demonstrating flexibility in their research approaches as they analyze different types of game characters across varying genres and development contexts. **7.A Adapt to Change** | | |
| **Industry Standards and/or Competencies**: [ISTE | 1. Students](https://iste.org/standards/students)  **1.6 Creative Communicator:** Students communicate clearly and express themselves creatively for various purposes  **2.2 Leader:** Teachers seek leadership opportunities to support student empowerment and improve teaching and learning  **3.3.d Empowering Leader:** Support educators in using technology to advance learning that meets diverse needs  **4.6 Data-Driven Decision-Maker:** Coaches model and support use of data to inform instruction and professional learning  **5.4.c Creativity & Design:** Guide students on diverse perspectives and human-centered design in developing computational artifacts | | |
| **Aligned Washington State Academic Standards** | | |
| **Arts** | **Anchor Standard 1 (MA.1.I)** Use identified generative methods to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes.  **Anchor Standard 2 (MA.1.I)** Apply aesthetic criteria in developing, proposing, and refining artistic ideas, plans, prototypes, and production processes for media arts productions, considering original inspirations, goals, and presentation context.  **Anchor Standard 3 (MA.1.I)** Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts productions, demonstrating understanding of associated principles, such as emphasis and tone.  **Anchor Standard 5 (MA.1.I)** Demonstrate progression in artistic, design, technical, and soft skills, as a result of selecting and fulfilling specified roles in the production of a variety of media artworks.  **Anchor Standard 6 (MA.1.I)** Design the presentation and distribution of collections of media artworks, considering combinations of artworks, formats, and audiences. **Anchor Standard 2.1: Creating - Investigate** *(VA.1.II)*: Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.  **Anchor Standard 8: Responding - Analyze** *(VA.1.I)*: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.  **Anchor Standard 3: Creating - Reflect, Refine, Continue** *(VA.1.I)*: Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.  **Anchor Standard 10: Connecting - Synthesize** *(VA.1.I)*: Document the process of developing ideas from early stages to fully elaborated ideas.  **Anchor Standard 11: Connecting - Relate** *(VA.1.I)*: Describe how knowledge of culture, traditions, and history may influence personal responses to art. | |
| **English Language Arts: Common Core** | **Reading Standards for Literature (Grades 9-10)**  **RL.9-10.1** – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  **RL.9-10.3** - Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.  **Writing Standards (Grades 9-10)**  **W.9-10.2** - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  **W.9-10.7** - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  **W.9-10.9** - Draw evidence from literary or informational texts to support analysis, reflection, and research.  **Language Standards (Grades 9-10)**  **L.9-10.6** - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | |
| **Computer Science** | **3A-AP-23**: Document design decisions using text, graphics, presentations, and/or demonstrations in the development of complex programs. **3A-IC-24**: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. **3A-IC-25**: Test and refine computational artifacts to reduce bias and equity deficits. | |

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| **Unit 8:** Character Creation | | **Total Learning Hours for Unit:** 25 |
| **Unit Summary**: Building on the character design concepts from Unit 7, this hands-on unit guides students through the process of creating and implementing functional game characters using block coding. Students will develop original characters with both artistic and narrative depth, then bring them to life through coding character interactions, movements, and behaviors.   1. Technical Character Implementation: Students learn to code character behaviors, movement patterns, and interaction systems using block coding 2. Artistic Character Visualization: Students develop visual assets and animations that express character personality and function 3. Narrative Integration: Students create dialogue, character responses, and story-driven interactions that enhance gameplay | | |
| **Performance Assessments**:  1. **Playable Character Implementation Technical Project** (50%)  Description: Students will design and code a fully functional playable character with multiple interaction systems using block coding in a game development platform.  2. **Character Technical Design Document** (30%)  Description: Students will create a comprehensive technical design document that details their character's implementation specifications, serving as both planning tool and professional documentation.  4. **Character Development Journal Process Documentation** (10%)  Description: Throughout the unit, students will maintain a detailed digital development journal documenting their character creation process, technical challenges, and reflections.   * + - 1. **Digital** **Journal** (10%)   Description: Throughout this unit, students will enhance their digital journals with:   1. Code documentation systems with annotated examples 2. Character implementation timelines 3. Debugging logs and solution documentation 4. Animation state diagrams 5. Interactive system flowcharts 6. Player feedback collection and analysis 7. Reflective progress tracking | | |
| **Leadership Alignment**:  Students will demonstrate effective reasoning by using logical problem-solving approaches to debug coding issues and optimize character functionality, applying systematic analysis to determine the most appropriate interaction systems for their playable characters, and employing both deductive and inductive reasoning to create comprehensive technical design documents that justify their implementation choices through evidence-based decision making. **2.A Reason Effectively**  Students will exhibit self-directed learning by independently researching advanced coding techniques and character implementation methods that go beyond basic course requirements, proactively expanding their technical skills through exploration of animation systems and interactive mechanics, and taking initiative to develop sophisticated documentation systems and debugging processes that demonstrate mastery beyond minimum expectations. **8.C Be Self-Directed Learners**  Students will show product management skills by setting clear development goals and milestones for their playable character projects, systematically managing their work through detailed implementation timelines and progress tracking systems, and delivering complete technical products that meet professional standards while maintaining comprehensive documentation throughout the development process. **10.A Manage Products** | | |
| **Industry Standards and/or Competencies**: [ISTE | 1. Students](https://iste.org/standards/students)  **1.4.c Innovative Designer:** Develop, test and refine prototypes as part of a cyclical design process  **2.5.a Designer:** Use technology to create, adapt and personalize learning experiences  **3.4.a Systems Designer:** Lead teams to establish robust infrastructure and systems needed to implement plans  **4.3.d Collaborator:** Personalize support for educators by planning and modeling effective use of technology  **5.5.b Integrating Computational Thinking:** Empower students to select personally meaningful computational projects | | |
| **Aligned Washington State Academic Standards** | | |
| **Arts** | **Anchor Standard 1 (MA.1.I)** Use identified generative methods to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes.  **Anchor Standard 3 (MA.1.I)** Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts productions, demonstrating understanding of associated principles, such as emphasis and tone.  **Anchor Standard 2 (MA.1.I)** Apply aesthetic criteria in developing, proposing, and refining artistic ideas, plans, prototypes, and production processes for media arts productions, considering original inspirations, goals, and presentation context.  **Anchor Standard 5 (MA.1.I)** Demonstrate progression in artistic, design, technical, and soft skills, as a result of selecting and fulfilling specified roles in the production of a variety of media artworks.  **Anchor Standard 6 (MA.1.I)** Design the presentation and distribution of collections of media artworks, considering combinations of artworks, formats, and audiences. **Anchor Standard 1.2: Creating - Investigate, Plan, Make** (VA.2.II): Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.  **Anchor Standard 2.1: Creating - Investigate** (VA.1.II): Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.  **Anchor Standard 3: Creating - Reflect, Refine, Continue** (VA.1.I): Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.  **Anchor Standard 10: Connecting - Synthesize** (VA.1.I): Document the process of developing ideas from early stages to fully elaborated ideas.  **Anchor Standard 2.3: Creating - Investigate** (VA.3.II): Redesign an object, system, place, or design in response to contemporary issues | |
| **English Language Arts: Common Core** | **Writing Standards (Grades 9-10)**  **W.9-10.2** - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  **W.9-10.3** - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  **W.9-10.5** - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  **Speaking and Listening Standards (Grades 9-10)**  **SL.9-10.2** - Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.  **Language Standards (Grades 9-10)**  **L.9-10.6** - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | |
| **Computer Science** | **3A-AP-13**: Create prototypes that use algorithms to solve computational problems by leveraging prior student knowledge and personal interests.  **3A-AP-16**: Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue by using events to initiate instructions. **3A-AP-17**: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects. **3A-AP-18**: Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs. **3A-AP-19**: Systematically design and develop programs for broad audiences by incorporating feedback from users. **3A-AP-21**: Evaluate and refine computational artifacts to make them more usable and accessible. | |

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| **Unit 9:** Exploring Social and Ethical Topics in Video Games | | **Total Learning Hours for Unit:** 10 |
| **Unit Summary**:  This unit guides students through an exploration of the social and ethical dimensions of video games, examining their cultural impact, representation issues, and the responsibilities of game designers. Students will analyze existing games through ethical frameworks, engage in critical discussions, and develop their own socially conscious game concepts while documenting their journey in their digital journals.  **Unit Focus Areas**   1. Social Impact Analysis: Students examine how games influence and reflect societal values, behaviors, and perspectives 2. Ethical Game Design: Students explore the moral responsibilities of game designers and developers in creating content 3. Inclusive Design Principles: Students learn approaches to creating games that are accessible and representative of diverse audiences 4. Cultural Context: Students analyze how games operate within and influence broader cultural conversations 5. Value-Conscious Creation: Students develop methods for intentionally embedding positive values in game design | | |
| **Performance Assessments**:   1. **Ethical Dilemma Deliberation Discussion Project** (35%)   Description: Students will research, present, and facilitate a structured class or team discussion about an ethical dilemma in gaming, documenting the process and outcomes in their digital journals.   1. **Accessibility Design Guide Technical Project** (55%)   Description: Students will create a comprehensive guide for making games more accessible to players with diverse needs, applying both technical and design considerations.   1. **Digital Journal** (10%)   Description: Create a detailed journal entry that explores a specific ethical consideration in video game development and its impact on players and society. Topics could include Accessibility in Gaming, Representation and Cultural Sensitivity, Monetization Ethics, Content Appropriateness, Data Privacy and Player Safety, etc. | | |
| **Leadership Alignment**:  Students will demonstrate information evaluation skills by efficiently researching ethical gaming dilemmas from multiple credible sources and critically assessing the validity and bias of different perspectives, accessing current accessibility standards and guidelines from authoritative organizations while evaluating the quality and applicability of technical resources, and systematically gathering evidence to support their ethical arguments and accessibility recommendations through rigorous source analysis. **4.A Access and Evaluate Information**  Students will exhibit leadership abilities by facilitating structured class discussions on complex ethical gaming issues while using interpersonal skills to encourage participation from diverse viewpoints, creating comprehensive accessibility guides that effectively influence game developers and players to adopt more inclusive practices, and demonstrating the ability to guide others through complex decision-making processes by presenting well-reasoned arguments and facilitating meaningful dialogue. **11.A Guide and Lead Others**  Students will show civic understanding by analyzing how gaming industry decisions impact broader society and marginalized communities, recognizing the civic responsibilities of game developers and players in creating inclusive digital spaces, and understanding how accessibility and ethical considerations in gaming connect to larger issues of civil rights, social justice, and democratic participation in digital citizenship. **12.C Civic Literacy** | | |
| **Industry Standards and/or Competencies**: [ISTE | 1. Students](https://iste.org/standards/students)  **1.2.c Digital Citizen:** Demonstrate understanding of and respect for rights and obligations of using intellectual property  **2.3.b Citizen:** Establish a learning culture that promotes critical examination of online resources  **3.1.c Equity Advocate:** Model digital citizenship by critically evaluating online resources and contributing to positive change  **4.7.c Digital Citizen Advocate:** Support educators and students to critically examine online media sources  **5.2.d Equity Leader:** Assess and manage classroom culture to drive equitable participation and counter implicit bias | | |
| **Aligned Washington State Academic Standards** | | |
| **Arts** | **Anchor Standard 11 (MA.1.I)** Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values, such as social trends, power, equality, and personal/cultural identity.  **Anchor Standard 9 (MA.1.I)** Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.  **Anchor Standard 8 (MA.1.I)** Analyze the intent, meanings, and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts.  **Anchor Standard 10 (MA.1.I)** Access, evaluate, and integrate personal and external resources to inform the creation of original media artworks, such as experiences, interests, and cultural experiences.  **Anchor Standard 7 (MA.1.I)** Analyze how a variety of media artworks manage audience experience and create intention through multimodal perception. **Anchor Standard 11: Connecting - Relate** (VA.1.I): Describe how knowledge of culture, traditions, and history may influence personal responses to art.  **Anchor Standard 7.2: Responding - Perceive** (VA.2.II): Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.  **Anchor Standard 9: Responding - Interpret** (VA.1.I): Establish relevant criteria in order to evaluate a work of art or collection of works.  **Anchor Standard 2.3: Creating - Investigate** (VA.3.II): Redesign an object, system, place, or design in response to contemporary issues.  **Anchor Standard 6: Presenting - Share** (VA.1.I): Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings. | |
| **English Language Arts: Common Core** | **Reading Standards for Informational Text (Grades 9-10)**  **RI.9-10.8** - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.  **Writing Standards (Grades 9-10)**  **W.9-10.1** - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  **W.9-10.7** - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  **Speaking and Listening Standards (Grades 9-10)**  **SL.9-10.1** - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.  **SL.9-10.4** - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning, and the organization, development, substance, and style are appropriate to purpose, audience, and task. | |
| **Computer Science** | **3A-IC-24**: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.  **3A-IC-25**: Test and refine computational artifacts to reduce bias and equity deficits.  **3A-IC-30**: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics.  **3A-IC-29**: Explain the privacy concerns related to the collection and generation of data through automated processes that may not be evident to users.  **3A-IC-26**: Demonstrate ways a given algorithm applies to problems across disciplines. | |
| **Unit 10:** Game Design Portfolio | | **Total Learning Hours for Unit:** 25 |
| **Unit Summary**: This culminating unit guides students through the process of creating a comprehensive portfolio that showcases their journey and accomplishments throughout the course. Students will curate, refine, and present their best work across game analysis, design, development, and ethical considerations while synthesizing their understanding of English Language Arts and Media/Digital Arts concepts.  Portfolio Development: Students learn to select, organize, and present their work professionally  This unit focuses on the following:   1. Project Refinement: Students revise selected projects to demonstrate highest quality work 2. Reflection and Synthesis: Students articulate connections between different aspects of their learning 3. Professional Presentation: Students develop skills in presenting their work to different audiences 4. Career Exploration: Students connect their portfolio to potential academic and career pathways | | |
| **Performance Assessments**:  1. **Signature Project Refinement** (60%)  Description: Students will select one significant project from the course to substantially refine and expand, demonstrating growth and mastery of both technical and conceptual skills.  2. **Learning Journey Narrative** (40%)  Description: Students will create a reflective narrative that articulates their growth throughout the course, connecting their experiences to both personal development and broader educational contexts. | | |
| **Leadership Alignment**:  Students will demonstrate cross-contextual communication skills by creating professional digital portfolios that effectively present their work to multiple audiences including educators, potential employers, and gaming industry professionals, articulating their learning journey through reflective narratives that communicate personal growth in both academic and professional contexts, and refining signature projects with clear documentation that translates technical concepts for diverse stakeholder understanding. **3.A.5 Communicate in Diverse Environments**  Students will exhibit advanced digital tool proficiency by leveraging sophisticated portfolio platforms and multimedia integration to create, organize, and evaluate their comprehensive project collections, utilizing appropriate digital technologies to substantially enhance and expand their signature projects beyond original scope, and demonstrating mastery of various digital creation tools through polished presentations that showcase both technical competency and creative application. **6.A.2 Use Digital Technologies**  Students will show economic and entrepreneurial understanding by creating professional portfolios that demonstrate market awareness of gaming industry standards and career pathways, analyzing the commercial viability and business implications of their refined signature projects within current gaming market contexts, and articulating how their developed skills and project outcomes connect to economic opportunities and entrepreneurial potential in the digital entertainment industry. **12.B Financial, Economic, Business and Entrepreneurial Literacy** | | |
| **Industry Standards and/or Competencies**: [ISTE | 1. Students](https://iste.org/standards/students)  **1.1.c Empowered Learner:** Use technology to seek feedback that informs practice and demonstrate learning  **2.4.d Collaborator:** Demonstrate cultural competency when communicating with students, parents and colleagues  **3.2.d Visionary Planner:** Communicate effectively with stakeholders to gather input and celebrate successes  **4.2.c Connected Learner:** Establish shared goals, reflect on successes and improve coaching and teaching practice  **5.4.b Creativity & Design:** Design authentic activities that ask students to leverage design processes with awareness of constraints | | |
| **Aligned Washington State Academic Standards** | | |
| **Arts** | **Anchor Standard 6 (MA.1.I)** Design the presentation and distribution of collections of media artworks, considering combinations of artworks, formats, and audiences.  **Anchor Standard 3 (MA.1.I)** Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts productions, demonstrating understanding of associated principles, such as emphasis and tone.  **Anchor Standard 10 (MA.1.I)** Access, evaluate, and integrate personal and external resources to inform the creation of original media artworks, such as experiences, interests, and cultural experiences.  **Anchor Standard 9 (MA.1.I)** Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.  **Anchor Standard 4 (MA.1.I)** Integrate various arts, media arts forms, and content into unified media arts productions, considering the reaction and interaction of the audience, such as experiential design. **Anchor Standard 4: Presenting - Select** *(VA*  *.1.II)*: Analyze, select, and critique personal artwork for a collection or portfolio presentation.  **Anchor Standard 3: Creating - Reflect, Refine, Continue** *(VA*  *.1.I)*: Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.  **Anchor Standard 10: Connecting - Synthesize** *(VA.1.I)*: Document the process of developing ideas from early stages to fully elaborated ideas.  **Anchor Standard 5: Presenting - Analyze** *(VA.1.I)*: Analyze and evaluate the reasons and ways an exhibition is presented.  **Anchor Standard 8: Responding - Analyze** *(VA.1.I)*: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts. | |
| **English Language Arts: Common Core** | **Reading Standards for Informational Text (Grades 9-10)**  **RI.9-10.1** – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  **RI.9-10.10** By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.  **Writing Standards (Grades 9-10)**  **W.9-10.2** - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  **W.9-10.4** - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  **W.9-10.5** - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  **W.9-10.6** - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.  **W.9-10.8** - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.  **Speaking and Listening Standards (Grades 9-10)**  **SL.9-10.4** - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.  **SL.9-10.5** - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.  **Language Standards (Grades 9-10)**  **L.9-10.3** - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  **L.9-10.6** - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression | |
| **Computer Science** | **3A-AP-19**: Systematically design and develop programs for broad audiences by incorporating feedback from users. **3A-AP-21**: Evaluate and refine computational artifacts to make them more usable and accessible. **3A-AP-23**: Document design decisions using text, graphics, presentations, and/or demonstrations in the development of complex programs. **3A-AP-22**: Design and develop computational artifacts working in team roles using collaborative tools.  **3A-IC-24**: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. | |