

**Course:** *Video Game Design*  
**Unit #3:** *Careers and Marketing in Game Design*

**Year of Implementation:** 2023-2024

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## Stage One - Desired Results

**Link(s) to New Jersey Student Learning Standards for this course:**

*{provide all applicable links to standards here}*

<https://www.state.nj.us/education/cccs/2020/>

- **Unit Standards:** *(keep each of the following headings in place)*
  - **Content Standards**
    - 1.2.8.Cr1a: Generate a variety of ideas, goals and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity for student choice.
    - 1.2.8.Cr1b: Organize and design artistic ideas for media arts productions.
    - 1.2.8.Pr4a: Experiment with and integrate multiple forms, approaches and content to coordinate, produce and implement media artworks that convey purpose and meaning (e.g., narratives, video games, interdisciplinary projects, multimedia theater).
    - 1.2.8.Pr5a: Develop and demonstrate a variety of artistic, design, technical, and soft skills (e.g., self initiative, problem solving, collaborative communication) through performing various roles in producing media artworks.
    - 1.2.8.Pr5b: Develop and demonstrate creativity and adaptability, through processes such as testing constraints and divergent solutions, within and through media arts productions.
  - **21st Century Life & Career Standards**
    - <https://www.state.nj.us/education/cccs/2020/2020%20NJSL-CLKS.pdf>
    - 9.1.8.FP.6: Compare and contrast advertising messages to understand what they are trying to accomplish.
    - 9.1.8.FP.7: Identify the techniques and effects of deceptive advertising.
    - 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
  - 9.4.2.IML.2: Represent data in a visual format to tell a story about the data
  - 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process
  - 9.4.2.CI.2: Demonstrate originality and inventiveness in work
  - 9.4.2.CT.3: Use a variety of types of thinking to solve problems
  - 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
- **NJ Statutes:** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) P.L.2021, c.410 Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

**NJ Amistad Curriculum:** <http://www.njamistadcurriculum.net/>

**Diversity and Inclusion:** <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

**Asian American and Pacific Islanders:**

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

*A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.*

**Transfer Goal:** Students will be able to independently use their learning to understand the game design industry, including different roles involved in the creation of video games, what it means to be a game developer, and skills that can be applied to other career paths as well

As aligned with LRHSD Long Term Learning Goal(s):<https://www.lrhdsd.org/Page/6163>

1. utilize and integrate essential communication and technical skills significant to 21st century life, work, and community
2. evaluate careers using critical thinking and problem-solving skills to respond to changing societal and economic conditions
3. apply information technology to achieve an organization's business goals
4. create authentic learning experiences to successfully transfer knowledge into real-world experiences preparing them for life and career
5. use technology to extend creativity and/or improve problem-solving ability

Enduring Understandings

Students will understand that. . .

EU 1

Essential Questions

EU 1

- game design and game development are very different aspects of the game industry.
- the careers available in the gaming industry will differ based on game design vs game development
- there are various roles within the gaming industry each with different skill sets

*EU 2*

- education is needed to become a game designer, developer, or other career in the game industry.
- starting research and preparing for a career in the game industry can begin in high school.

*EU 3*

- success of a product depends on an effective marketing campaign
- understanding who the target audience is for their game, will impact their marketing campaign
- rise of marketing goes hand in hand with the growth of the gaming industry

- What is the difference between game design and game development?
- What types of jobs are available in game design vs. game development?
- What are the different roles involved in game design and development?
- Which roles interest you most and why?

*EU 2*

- What does the academic path look like to pursue a specific career in the game industry?
- Is there anything specific you could start doing now?

*EU 3*

- What current game has a successful marketing campaign?
- What are popular ways to market electronic games and which technique do you feel is most effective?

Knowledge

*Students will know . . .*

*EU 1*

- various gaming careers are available in programming, computer science and design. (9.2.12.CAP.2; 9.2.12.CAP.3)

*EU 2*

- the education and job skills required for the careers within the gaming industry. (9.2.12.CAP.3:)
- where to look to pursue a career in the gaming field.(9.2.12.CAP.2; 9.2.12.CAP.3:)

Skills

*Students will be able to . . .*

*EU 1*

- list 5 careers in programming, computer science, or game design. (9.2.12.CAP.2)
- research careers in gaming(9.2.12.CAP.2; 9.2.12.CAP.3:)

*EU 2*

- describe the education required to obtain a degree in those fields. (9.2.12.CAP.3:)
- find a job in the gaming field that interests them. (9.2.12.CAP.2; 9.2.12.CAP.3:)

*EU 3*

- marketing is an essential component for electronic game success (9.1.8.FP.6; 9.1.8.FP.6:)
- target audiences and marketing strategies are essential to electronic game promotion and sales (9.1.8.FP.6; 9.1.8.FP.7)

*EU 3*

- list the various marketing techniques used in the electronic gaming industry(9.1.8.FP.6; 9.1.8.FP.6:)
- implement a targeted marketing strategy for their newly developed game(9.1.8.FP.6; 9.1.8.FP.6:)
- describe who the target audience is for their game (9.1.8.FP.6; 9.1.8.FP.7)

**Stage Two - Assessment**

1.

**Stage Three - Instruction**

**Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:** Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. {place A, M and/or T along with the applicable EU number in parentheses after each statement} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): **Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection**

- Explore the aspects of the video game business (M, EU1)
- Identify common gaming careers (A, EU1)
- Compare and contrast different careers in electronic gaming (T, EU1, EU2)
- Define various marketing techniques for advertising electronic games (A, EU1)
- Research education and experience needed to enter the gaming industry (A, EU2)
- Compare and contrast marketing techniques (T, EU3)
- Teacher observations (M, T, EU 1, EU2, & EU3)
- Defining vocabulary terms (A, EU1, EU2, & EU3)
- Teacher guided lessons (A, EU1, EU2, & EU3)
- Self-assess completed projects (T, EU1, EU2, EU3)
- Problem solving (T, M, EU3)

## Pacing Guide

<b>Unit #</b>	<b>Title of Unit</b>	<b>Approximate # of teaching days</b>
1	Introduction to Video Game Design	20 days
2	Video Game Development	50 days
3	Careers and Marketing in Game Design	20 days

### **Instructional Materials**

- Computer lab for students
  - Microsoft Surfaces or other laptop with the ability to utilize a drawing pen, keyboard and large screen hardwired into network
  - If not possible- Students will need a powerful desktop to accommodate the software
    - Solid state drives (SSD) are a possible solution for the first year the course runs.
    - New computers are recommended.
  - If desktop computers- drawing tablets needed
  - Software to be downloaded:
    - Still being determined
- Teacher Laptop
  - Provided by district
  - Teachers for this course will need a laptop to be able to create lesson and grade assignments for this course.
    - This cannot currently be done with district-provided, teacher chromebooks.
- Smart TV/Board
  - Lenape Business Education classes currently have one.

- Colored Printers
  - Students would be able to print out character and game designs to display in the classroom and potentially at the schoolwide Art Show.

## **Accommodations**

*Special Education:* The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

*Students with 504 Plans:* Students will be accommodated based on specific accommodations listed in the 504 Plan.

*English Language Learners:* Students will be accommodated based on individual need and in consultation with the ELL teacher.

*Students at Risk of School Failure:* Students will be accommodated based on individual need and provided various structural supports through their school.

*Gifted and Talented Students:* Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.