DEPARTMENT English COURSE Games, Loot, and Literature

Curriculum Development Timeline

School: Ocean Township High School

Course: Games, Loot, and Literature

Department: English

Board Approval	Supervisor	Notes
August 2017	Valerie Sorce	Born Date
August 2019	Ian Schwartz	Review
August 2022	Ian Schwartz	Alignment to Standards
August 2024	Ian Schwartz	Updated to include New State Mandates

Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:
Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English COURSE Games, Loot, and Literature

Township of Ocean Pacing Guide			
Week	**Marking Period 1**	**Week**	**Marking Period 3**
1	**The Puzzler**	11	**The Sandbox**
2	**The Puzzler**	12	**The Sandbox**
3	**The Puzzler**	13	**The Sandbox**
4	**The Puzzler**	14	**The Sandbox**
5	**The Puzzler**	15	**The Sandbox**
Week	**Marking Period 2**	**Week**	**Marking Period 4**
6	**The Moral Dilemma**	16	**World Builder/Room Designer**
7	**The Moral Dilemma**	17	**World Builder/Room Designer**
8	**The Moral Dilemma**	18	**World Builder/Room Designer**
9	**The Moral Dilemma**	19	**World Builder/Room Designer**
10	**The Moral Dilemma**	20	**World Builder/Room Designer**

DEPARTMENT English COURSE Games, Loot, and Literature

Core Instructional & Supplemental Materials including various levels of Texts

Books/Articles
1001 Arabian Nights
Sir Gawain and the Green Knight
Game Essentials 3rd Edition
Articles: **Bartles Player Types, Pavlov's Dog**, various articles on game reward systems. Extra credit articles available for advanced learners.
CommonLit (Differentiated articles for struggling/advanced learners): ***The Keys of Destiny, The Veldt, Men and Women Use Different Scales to Weigh Moral Dilemmas, Maslow's Hierarchy of Needs***

Games/Tools
Minecraft Education Edition
BreakoutEdu Boxes and subscription
Steam: Neverwinter Nights
Lure of the Labyrinth https://labyrinth.thinkport.org/www/
Classdojo – Gamification/Reward system

Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:
Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English COURSE Games, Loot, and Literature

Time Frame	**Five Weeks**

Topic

The Puzzler - Use of critical thinking skills to solve puzzles in a non-linear gaming world through play of ***Myst*** (An examination of logic, challenge, and reward systems)
Anchor text: ***1001 Arabian Nights***
Anchor game: ***Myst***

Alignment to Standards

RI.CR.11-12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
RI.CI.11-12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
RI.IT.11-12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop.
RI.TS.11-12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RI.MF.11-12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g. express a personal point of view, new interpretation of the concept).
RL.CR.11-12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
RL.CI.11-12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
RL.PP.11-12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g. different accounts of the same event or issue, use of different media or formats).

Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:
Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English COURSE Games, Loot, and Literature

W.WR.11-12.5. Conduct short as well as more sustained research projects to answer a question (including a selfgenerated 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. CC
SL.PE.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.
C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
SL.PI.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
SL.UM.11-12.5. 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.

Learning Objectives and Activities

SWBAT answer the following questions:

- Where does humanity's love of puzzles come from?
- Why are puzzles and mysteries so appealing?
- How does logic play a role in puzzle and game creation?
- How are humans shaped by a risk / reward schematic?
- What are reward systems and how do they play a role in successful gaming?
- Can / are reward systems be used for behavioral modification?
- Why is a Hero's ability to solve puzzles appealing?

Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:
Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English COURSE Games, Loot, and Literature

SWBAT demonstrate understanding of the following:

- Students will appreciate the historical context of riddles and puzzle solving in society. (Ie: The riddle of the Sphinx)
- Students will explore logic puzzles and mystery as a means to challenge, reward, and interest people.
- Students will explore the many reward systems and behavioral design found in games and how they translate into everyday life.
- Students will gain a basic understanding of psychology in regards to influencing human behavior.
- Students will demonstrate mastery of a reward system in game creation.
- Students will understand the appeal of the Epic hero in gaming as well as literature.

Learning Activities:

- Students will read, listen to, and analyze a variety of texts including literary fiction (poetry and prose).
- Students will read, watch and analyze information texts and videos on behavior game design.
- Students will master the concept of theme as it applies to literature and consistency in gaming.
- Students will develop logic skills through examination of physical and mental puzzle, as well as an exploration of literary examples.
- Students will understand the role of psychology in gaming.
- Students will analyze and solve a variety of physical puzzles.
- Students will analyze and solve a variety of logic based puzzles.
- Students will analyze and solve a variety of riddles found in excerpts of classical and popular literature. (ie: The Lord of The Rings, The Hobbit, Ulysses, Clash of the Titans, Oedipus Rex, Shakespeare, Alice in Wonderland, The DaVinci Code)
- Students will examine and identify themes, puzzles, riddles and behavioral game design in 1001 Arabian Nights.
- Students will analyze their gaming experience in Myst with periodic exit slips or google form polls, demonstrating knowledge of theme, logic, puzzle solving, and critical thinking.
- Students will analyze a variety of informational texts and videos (Game Reward Systems: Gaming Experiences and Social Meanings, Meta Game Design, etc) about reward based systems and game design and be able to apply their comprehension to a written essay and game.
- Students will write an expository or argumentative essay examining the success of Scheherazade in 1001 Arabian Nights and using multiple texts and

videos to find supporting evidence of behavioral game design.

Assessments

Formative:
- Quiz: Puzzle Solving 101
- Quiz: Reward Systems
- Logic Quiz

Alternative:
- Observation of class/online discussion
- Escape the Room field trip reflection (Budget permitting)

Summative
- Essay: Examine how Scheherazade uses behavioral game design on the Sultan
- Game Review or Walkthrough or Videoblog
- Game: Creation of a sophisticated logic based puzzle. Could be physical or mental

Interdisciplinary Connections

Logic puzzle design/formulation:
9-12.HS-ETS1-1.1 - Asking questions and defining problems in 9–12 builds on K–8 experiences and progresses to formulating, refining, and evaluating empirically testable questions and design problems using models and simulations.

Career Readiness, Life Literacies, and Key Skills

Logic puzzle design/formulation:
9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g.,
1.1.12prof.CR3a).
9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative productor practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and
problem solving (e.g., 1.3E.12profCR3.a).

Technology Integration

Logic puzzle design/formulation:

DEPARTMENT English COURSE Games, Loot, and Literature

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments. 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
Career Education
CRP2. Apply appropriate academic and technical skills. **CRP6**. Demonstrate creativity and innovation. **CRP7**. Employ valid and reliable research strategies.

Time Frame	**5 Weeks**
Fol	
The Moral Dilemma - Examining the human condition through play of ***Ultima V*** and comparative literature. (The ethically-nuanced story driven approach) Anchor text: ***Sir Gawain and the Green Knight*** Anchor game: ***Ultima V***	
Alignment to Standards	
RI.CR.11-12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text. RI.CI.11-12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text. RI.IT.11-12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop. RI.TS.11-12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. RI.MF.11-12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g. express a personal point of view, new	

interpretation of the concept).
RL.CR.11-12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
RL.CI.11-12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
RL.PP.11-12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g. different accounts of the same event or issue, use of different media or formats).
W.WR.11-12.5. 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. CC
SL.PE.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.
C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
SL.PI.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
SL.UM.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of

DEPARTMENT English COURSE Games, Loot, and Literature

findings, reasoning, and evidence and to add interest.

Learning Objectives and Activities

SWBAT answer the following questions:

- How do imaginative narratives help readers explore various aspects and depictions of the human condition?
- How can the human condition be harnessed in games to exploit our own natures to encourage game play? Why is this important?
- Can an imaginary world hold the same human value as the real world?
- What is a moral dilemma?
- How does giving your hero a moral dilemma drive a story or create interest?
- How does character development contribute to interest in gaming?
- Why does the Epic Hero have to overcome problems with their intelligence in order to be the Epic Hero?
- Can the story be the reward?

SWBAT demonstrate understanding of the following:

- Students will understand the human condition and the moral dilemma and the role it plays in story and game development.
- Students will further define the Epic Hero in gaming as well as literature as part of character development.
- Students will understand internal and external conflict and the role it plays in creating tension and interest in the storyline.

Learning Activities:

- Students will examine and analyze literature and movies for the human condition and moral dilemmas and infer its value in game design.
- Students will further examine theme as it plays a role in character development and storyline.
- Students will write a journal exploring, examining, and reflecting upon their progress playing Ultima V.
- Students will write a creative short story about their character's experience in game based upon their journal entries.
- Students will use critical thinking to advance and complete quests within Ultima and the Role Playing Game (RPG)
- Students will communicate and collaborate to achieve goals during group sessions.
- Students will analyze Sir Gawain and the Green Knight and identify and explain the human condition found therein as well as the moral dilemma Sir Gawain

faces.
- Students will analyze a variety of short stories for moral dilemmas and the human condition.
- Students will analyze and reflect upon their gaming experience in Ultima with daily journal entries, google form polls and exit tickets.
- Students will write a creative short story scaffolding journal entries throughout this marking period from the game, Ultima, that demonstrates their characters exploration of the human condition, character development, conflict, and a moral dilemma.
- Students will explore avatar creation and character advancement within the scope of gaming and use this in creation of a character for a board game.
- Students will play an RPG on Fridays that will develop characters and story telling techniques as well as promote critical thinking skills and communication and group collaboration.

Assessments

Formative:
- Quiz: Epic Hero
- Quiz: Sir Gawain and the Green Knight readings
- Quiz: moral dilemmas

Alternative:
- Gamer's Journal - Daily writing
- Exit tickets or Google form poll reflection

Summative:
- Creative Short Story or Comic: Students will write a short story or create a comic based upon reflections in gamer's journal while playing ***Ultima***.
- Reflective essay: Students will reflect upon their critical thinking with the RPG. Why did they decide on certain skills for their character? Why did they make the decisions they did in the game? How did they overcome obstacles or fights? How did they resolve a character conflict (internal or external)
- Students will use ***Sir Gawain and the Green Knight*** to reflect upon key topics from the unit; character development, how the story explored the human condition, what moral dilemma or difficulty occurred for the characters and how they solved it.

Interdisciplinary Connections

Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:
Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English COURSE Games, Loot, and Literature

Career Readiness, Life Literacies, and Key Skills
Students will use online role playing games in order to develop characters and storytelling techniques as well as promote critical thinking skills and communication and group collaboration. 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
Technology Integration
Students will use online role playing games in order to develop characters and storytelling techniques as well as promote critical thinking skills and communication and group collaboration. 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
Career Education
CRP2. Apply appropriate academic and technical skills. **CRP6**. Demonstrate creativity and innovation. **CRP7**. Employ valid and reliable research strategies.

Time Frame	5 Weeks
Topic	
The Sandbox - Using Minecraft to create a mini-game based on a written work (Incorporating a piece of literature into game creation) **Anchor text: *Game Development Essentials: An Introduction 3rd Edition*** **Anchor game: Minecraft**	
Alignment to Standards	
RI.CR.11-12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text. RI.CI.11-12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis;	

provide an objective summary of the text.
RI.IT.11-12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop.
RI.TS.11-12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RI.MF.11-12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g. express a personal point of view, new interpretation of the concept).
RL.CR.11-12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
RL.CI.11-12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
RL.PP.11-12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g. different accounts of the same event or issue, use of different media or formats).
W.WR.11-12.5. Conduct short as well as more sustained research projects to answer a question (including a selfgenerated 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. CC
SL.PE.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.
C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative

perspectives.
D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
SL.PI.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
SL.UM.11-12.5. 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.

Learning Objectives and Activities

SWBAT answer the following questions:

- What is a sandbox game design?
- How is a sandbox used to create a dynamic buildable and advanceable world?
- What are game design fundamentals and how can you apply them to game creation?
- What is a development lifecycle and why is it important?
- What is effective playtesting and why is it important?

SWBAT demonstrate understanding of the following:

- Students will comprehend diverse player backgrounds and interactions.
- Students will understand the value of Literature in game creation.
- Students will learn the value of testing a product.
- Students will understand planning, development, and implementation or a design lifecycle.
- Students will experience architectural and building elements through use of Minecraft.
- Students will gain proficiency with world building.

Learning Activities:

- Students will comprehend basic functionality of Minecraft: Education Edition and some advanced features (Exportable Journal) through completion of a tutorial world.
- Students will engage in a more dynamic immersive MMORPG Literature based mini world and interact with the environment and each other in order to demonstrate proficiency with Minecraft game mechanics.
- Students will read and analyze Game Development Essentials: An Introduction 3rd Edition, and various web based sources and videos and demonstrate

DEPARTMENT English COURSE Games, Loot, and Literature

knowledge through a quiz and end product.
- Students will explore game design team roles and career paths
- Students will simulate social interactions online through a smaller group setting build and survive scenario.
- Students will develop and implement a complete gaming design lifecycle through proper scaffolded planning and milestones to be assessed with a final literature based Minecraft created world with storyline, activities, and characters.
- Students will present their process, testing data and game manual before final submission.

Assessments

Formative:
- Quiz: Design
- Quiz: Best Practices

Alternative:
- Game Guide: A short instruction booklet on their game. This will help players understand and improve their own game
- Exit tickets or Google form poll reflection

Summative
- Game Development Plan: Students will present their plan for building their game in Minecraft. This includes, Theme, story, plot, script, timeline, etc
- Testing Report: Students will come up with a plan for testing their game and compiling information and statistics for patching.
- Literature Based Game: This is the final product produced for play. The game world will be examined and graded.

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

Game design development plan, career path exploration:
9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.

DEPARTMENT English COURSE Games, Loot, and Literature

9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.
9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.
9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

Technology Integration

Students will select, assess, and utilize digital platforms for collaboration and game design:
9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

Career Education

CRP2. Apply appropriate academic and technical skills.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.

Time Frame	**5 Weeks**

FoI

The World Builder / Room Designer - Creating an entire game based upon scaffolded knowledge from previous milestones (Technology limitations may confine this to board games at present with eventual real game coding or adaptation of existing games using Editor Tools)
Anchor text: Various escape room preparation texts
Anchor game: Escape Room

Alignment to Standards

RI.CR.11-12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations

of the text.
RI.CI.11-12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
RI.IT.11-12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop.
RI.TS.11-12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RI.MF.11-12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g. express a personal point of view, new interpretation of the concept).
RL.CR.11-12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
RL.CI.11-12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
RL.PP.11-12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g. different accounts of the same event or issue, use of different media or formats).
W.WR.11-12.5. Conduct short as well as more sustained research projects to answer a question (including a selfgenerated 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. CC
SL.PE.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics),

and establish individual roles as needed.
C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
SL.II.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
SL.PI.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
SL.UM.11-12.5. 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.

Learning Objectives and Activities

SWBAT answer the following questions:

- How can I use logic, characterization, story, plot, game design lifecycle, and psychology to create a successful game?
- What lasting impact can gaming have on an individual?
- What social dynamics are involved in making a game successful?
- What social implications exist for online gaming? Will this replace the need for face to face interactions?

SWBAT demonstrate understanding of the following:

- Students will understand how to collaborate and create an entertaining game.
- Students will understand the intrinsic value in gaming and the necessity of it as a psychological replacement for instinctive natural needs no longer part of the real world dynamic.

Learning Activities:

- Students will be introduced to the materials needed to created their own escape room and work collaboratively to implement a mini-room.
- Students will further work on materials in preparation for their final rooms. Each day will consist of the following topics:

- Escape Room: Brainstorming session
- Escape Room: Theme and Characters
- Escape Room: Flowchart
- Escape Room: Materials List
- Escape Room: Puzzle Details
- Escape Room: Build / Dry run
- Escape Room: Decoration and Refinement.

- Students will complete a final marking period assessment involving a poll and essay summing up the course and suggesting improvements to learning.
- Groups will then work together toward their Final Project build and presentation including incorporating a peer assessment, patch list, reflections, and video of the room.

Assessments

Formative:
- Quiz: Prior Knowledge from previous units
- Quiz: Escape Room 101

Alternative:
- Exit tickets or Google form poll reflection

Summative/Benchmark:
- Final Project: Escape Room – Assessed by rubric

In Lieu of a Final Exam, the Final shall be a project composed of what has been learned throughout the year incorporated into the creation of a puzzle room. The room must contain no less than 10 puzzles. The rubric below details all of the elements that will go into the successful creation of the room. Planning is critical is the room creation. You will likely find if you score a 4 in the first category your room will be a success. The first step toward your goals will be in deciding upon a theme for your room. This can be literature based or entirely made up. For instance you might use the theme of stealing the plans for a new car from a garage and incorporate all the elements of a garage toward this. Please remember to bring literary elements into this even if you created the theme yourself. The garage owner has his own personality after all and might have a love for Hemingway or something else that can still be used within that theme. The first puzzle might even be the name of his favorite Hemingway novel that is actually in the room.
The Final Product will encapsulate the work put into the room creation as well as the actual working performance of the room. Students will present all materials, data, and a final video in a PowerPoint or slideshow. All work will be considered in the final

project grade.

Interdisciplinary Connections

Puzzle/Escape room Design Unit (STEM/Engineering Design):
9-12.HS-ETS1-2.6.1 - Design a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations.

Career Readiness, Life Literacies, and Key Skills

Creation of game/escape room using coding tools:
9.3.IT-PRG.5 Apply an appropriate software development process to design a software application.

Technology Integration

Students will select, assess, and utilize digital platforms for collaboration and game design:
9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

Career Education

CRP2. Apply appropriate academic and technical skills.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.

Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring

- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

DEPARTMENT English COURSE Games, Loot, and Literature

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns