



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: Applied Technology COURSE Introduction to Esports and the Global Impact

Curriculum Development Timeline

School: Ocean Township High School
Course: Introduction to Esports and the Global Impact
Department: Applied Technology

Board Approval	Supervisor	Notes
August 2023	Erin M. Leahy	Born Date
August 2024	Erin M. Leahy	Updated to include New State Mandate
August 2025	Erin M. Leahy	Revision

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Township of Ocean Pacing Guide			
Week		Week	
1	Introduction to Gaming and Esports	21	Team Building and Personal Health
2	Introduction to Gaming and Esports	22	Team Building and Personal Health
3	Key Stakeholders in Global Esports Industry	23	Digital Literacy, Sportsmanship
4	Key Stakeholders in Global Esports Industry	24	Digital Literacy, Sportsmanship
5	Legal and Ethical Issues in the Esports industry	25	Adjacent Esports Art and Fandom
6	Legal and Ethical Issues in the Esports industry	26	Adjacent Esports Art and Fandom
7	Strategy & Tactics Games, Controls, Strategy	27	Sports Games, Controls, Strategy
8	Strategy & Tactics Games, Controls, Strategy	28	Sports Games, Controls, Strategy
9	Strategy & Tactics Games Practice and Competitive Play	29	Sports Games Practice and Competitive Play
10	Strategy & Tactics Games Practice and Competitive Play	30	Sports Games Practice and Competitive Play
11	Careers in Esports and Educational Opportunities	31	Technology Operations and Maintenance
12	Careers in Esports and Educational Opportunities	32	Technology Operations and Maintenance
13	Competitive Match Casting	33	Racing Games, Controls, Strategy
14	Competitive Match Casting	34	Racing Games, Controls, Strategy

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15	Twitch Streaming in Esports	35	Racing Games Practice and Competitive Play
16	Twitch Streaming in Esports	36	Racing Games Practice and Competitive Play
17	Fighting Games, Controls, Strategy	37	Esports Capstone Project(P1)
18	Fighting Games, Controls, Strategy	38	Esports Capstone Project(P2)
19	Fighting Games Practice and Competitive Play	39	Esports Capstone Project(P1)
20	Fighting Games Practice and Competitive Play	40	Esports Capstone Project(P2)

Core Instructional & Supplemental Materials including various levels of Texts

The Esports Education Playbook: Empowering Every Learner Through Inclusive Gaming by Chris Aviles, Steve Isaacs, Christine Lion-Bailey, Jesse Lubinsky

The Book of Esports: The Definitive Guide to Competitive Video Games by William Collis

Introduction to Esports Management by Dr. Dina Gentile

<https://www.youtube.com/user/professormesser>

Code.org

<https://gse.educatorsloft.com/>

Youtube.com

<https://www.epicgames.com/site/en-US/home>

<https://store.steampowered.com/>

NJ Diversity, Equity, and Inclusion Educational Resources*

*NJ Diversity, Equity, and Inclusion/NJ LGBT and Persons with Disabilities Education appears in the "Introduction to Gaming and Esports, Legal and Ethical Issues in the Esports industry, Team Building and Personal Health, Digital literacy, sportsmanship, and Adjacent Esports Art and Fandom" units.

Time Frame	1 Week (W1 / D1-5)
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Topic

Introduction to Gaming and Esports

Alignment to Standards

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

Learning Objectives and Activities

SWBAT answer the following questions:

- What are the concepts, history, and growth of gaming and esports?
- What are the cultures surrounding gaming and esports?(communities, fanbase, and stereotypes)
- How does the process of game design and development work?
- What are the various career opportunities in the gaming industry?
- What are the various gameplay strategies and coaching techniques used in esports?
- How does broadcasting and journalism impact aspects of esports?(commentating, hosting, and reporting)

SWBAT demonstrate understanding of the following:

- A general knowledge of the history of gaming and esports.
- An overview of the communities, fanbase, and stereotypes impact the gaming and esports industry.
- The basic process of game creation from inception to playing.
- Identify, describe, and define various careers in the gaming industry?
- Identify, describe, and define various coaching techniques used in esports.
- The influence of reporting and journalism in gaming and esports.

Learning Activities:

- Lecture & Video on the history and growth of gaming and esports.
- Discuss the differences between traditional sports and esports.
- Show videos of popular esports games and competitions.
- Q&A session on the basics of gaming and esports.
- Lecture on the culture of gaming and esports.
- Discussion on the stereotypes and misconceptions surrounding gamers and esports athletes.

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- Analyze the positive and negative aspects of gaming and esports communities.
- Find and share Favorite Esports Game, Description, Video Trailer.
- Lecture on game design and development.
- Watch Credits from AAA Games.
- Introduce the different roles and career paths in the gaming industry.
- Provide a brief overview of game engines, game assets, and programming languages.
- Optional project to create a simple game prototype using a game engine.
- Download and try the student's choice of game engine.(share results)
- Lecture on esports coaching and strategy.
- Discuss the importance of team composition, strategy, and communication in esports.
- Show videos of professional esports matches and analyze their strategies.
- Lecture on esports broadcasting and journalism.
- Discuss the different types of roles in esports broadcasting, such as commentators, analysts, and hosts.
- Show examples of esports broadcasts and interviews with esports journalists.
- Roll Play Project to create a mock esports broadcast or interview.
- Discuss the downfall of G4.
- Submit video of an Esports Interview

Assessments

Formative:

- Assign a group project to create a presentation on a specific gaming or esports stereotype, community, or misconception.
- Assign a group project to create a simple strategy guide for a specific esports game of their choice.

Summative:

- None

Benchmark:

- Beginning of Class Comprehensive Benchmark Test

Alternative:

- Create a simple game prototype using a game engine.
- Discuss the downfall of G4.

Interdisciplinary Connections

History of Esports

6.2 World History: Global Studies

6.2.12.CivicsPI.6.a: Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.

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6.2.12.EconGE.6.a: Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy.

Career Paths

9.2 Career Awareness, Exploration, Preparation, and Training

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.

Journalism & Streaming

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.

Career Readiness, Life Literacies, and Key Skills

9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.

9.1.12.FP.7: Determine how multiple sources of objective, accurate and current financial information affect the prioritization of financial decisions (e.g., print information, prospectus, certified financial planners, internet, sales representatives, etc.).

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.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

9.4.12.Cl.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).

Technology Integration

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create

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and communicate knowledge.

Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12.prof.CR3a).

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).

Career Education

CRP10: Plan education and career paths aligned to personal goals.

Time Frame	1 Week (W2 / D6-10)
Topic	
Key stakeholders in global Esports industry	
Alignment to Standards	
8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources. 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints. 8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation. 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture. 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made. 8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.	

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Learning Objectives and Activities

SWBAT answer the following questions:

- Who and what are stakeholders in esports, and what are their importance for the industry?
- What are the roles of players and teams in esports, and what is their impact on the industry?
- What are the roles of esports organizations and associations, and what impact do they have on the industry?
- What are the roles of sponsors and advertisers, and what impact do they have on the industry?
- What are the roles of broadcasters and fans in esports, and what impact do they have on the industry?

SWBAT demonstrate understanding of the following:

- Identify, describe, and define various stakeholders in esports.
- Identify, describe, and define various esports players and teams.
- An overall knowledge of the intricate infrastructure that ties all of esports together.

Learning Activities:

- Lecture on the different stakeholders in esports. (Ex. Publishers, Leagues, Teams/Clubs, Streaming Platforms, Broadcasters, Sponsors, Players, Gambling Organizations, Federations and Associations, Equipment and Apparel Manufacturers, Ticket Sellers and Resellers, Traditional Sport Clubs, Celebrities, and Fans)
- Discuss the role of each stakeholder in the esports ecosystem.
- Q&A session on the basics of stakeholders in esports.
- Lecture on the role of players and teams in esports.
- Analyze the different types of players and teams in esports, such as professionals, amateurs, and college teams.
- Show examples of successful and unsuccessful players and teams in esports.
- Lecture on the different types of esports organizations and associations, such as leagues, federations, and governing bodies.
- Analyze the role of these organizations in organizing tournaments, promoting esports, and regulating the industry.
- Show examples of successful and unsuccessful esports organizations and associations.
- Assign a group project to create a proposal for a new esports organization or association that addresses a specific need or issue in the industry.
- Find the best example of a local, national, and international esports organization & association.
- Lecture on the role of sponsors and advertisers in esports.
- Analyze the different types of sponsorships and advertising in esports, such as product placements, endorsements, and branded content.

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- Show examples of successful and unsuccessful sponsorships and advertising campaigns in esports.
- Lecture on the role of broadcasters and fans in esports.
- Analyze the different types of broadcasting in esports, such as live streaming, television, and online platforms.
- Show examples of successful and unsuccessful esports broadcasting and fan engagement strategies.
- Create a simple proposal for a new esports broadcasting or fan engagement strategy that addresses a specific need or issue in the industry.

Assessments

Formative:

- Assign a group project to create a mock esports team with a detailed plan for recruitment, training, and competition.
- Assign a group project to create a mock sponsorship or advertising campaign for a hypothetical esports product, tournament or league.

Summative:

- Long format assessment including all material covered during week1 & week2.

Benchmark:

- None

Alternative:

- Group Projects can be done as partners or individuals.

Interdisciplinary Connections

Career Paths

9.2 Career Awareness, Exploration, Preparation, and Training

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.

Journalism & Streaming

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.

Career Readiness, Life Literacies, and Key Skills

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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.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

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12.prof.CR3a).

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).

Career Education

CRP4: Communicate clearly and effectively and with reason.

Time Frame	1 Week (W3 / D11-15)
Topic	
Legal and Ethical Issues in the Esports industry	
Alignment to Standards	
8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.	

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8.1.12.IC.2: Test and refine computational artifacts to reduce bias and equity deficits.
8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.
8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.
8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.

Learning Objectives and Activities

SWBAT answer the following questions:

- What are the legal and ethical issues that arise in the esports industry, and explore their impact on players, organizations, and fans?
- How does the contracts and negotiation process in esports work?
- Are there intellectual property issues in esports?
- What are the ethical issues surrounding player welfare in esports?
- What are the legal and ethical issues surrounding esports and gambling?

SWBAT demonstrate understanding of the following:

- An overall understanding of various legal and ethical issues in esports.
- Identify, describe, and define various examples of player contracts, sponsorship agreements, and team ownership structures.
- Identify, describe, and define various examples of copyright infringement, trademark disputes, and licensing agreements.
- Identify, describe, and define various symptoms like player burnout, mental health, and substance abuse.
- Identify, describe, and define various ethically questionable legal issues like skin gambling, match-fixing, and betting.

Learning Activities:

- Lecture on the legal and ethical issues in esports, such as contracts, intellectual property, and player welfare.
- Discuss the impact of these issues on players, organizations, and fans.
- Q&A session on the basics of legal and ethical issues in esports.
- Make up an issue for a mock debate.
- Lecture on player contracts, sponsorship agreements, and team ownership in esports.

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- Analyze the importance of contracts and negotiation in esports.
- Show examples of successful and unsuccessful contracts and negotiations in esports.
- Assign a group project to create a mock sponsorship agreement or player contract.
- Lecture on the intellectual property issues in esports.
- Analyze the impact of intellectual property on esports organizations and players.
- Show examples of copyright infringement and trademark disputes in esports.
- Assign a group project to create a mock licensing agreement for a hypothetical esports game.
- Find an example of similar intellectual properties.
- Lecture on the ethical issues surrounding player welfare in esports.
- Discuss the impact of player burnout, mental health, and substance abuse on players and the industry.
- Analyze the responsibility of organizations and tournament organizers in promoting player welfare.
- Assign a group project to create a proposal for promoting player welfare in a hypothetical esports league.
- Lecture on the legal and ethical issues surrounding esports and gambling.
- Discuss the impact of skin gambling, match-fixing, and betting on the industry and players.
- Analyze the responsibility of organizations and tournament organizers in preventing and combating gambling in esports.
- Assign a group project to create a proposal for preventing and combating gambling in a hypothetical esports tournament.
- Find an example of a game cheat.

Assessments

Formative:

- Quick quiz on Legal, Ethical Issues, Contracts and Negotiations.
- Each student is given a typical mental health problem associated with Esports. They must give a short presentation on how to identify problems and how to cope, get help and receive treatment.

Summative:

- Long format assessment including all material covered during week3, Legal and Ethical Issues in the Esports industry.

Benchmark:

- None

Alternative:

- Any/all homework assignments can be substituted by a presentation of a personal

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mental health experience.

Interdisciplinary Connections

Civic Financial Responsibility

9.1.12.CFR.3: Research companies with corporate governance policies supporting the common good and human rights.

9.1.12.CFR.4: Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.

9.1.12.CFR.5: Summarize the purpose and importance of estate planning documents (e.g., will, durable power of attorney, living will, health care proxy, etc.).

9.1.12.CFR.6: Identify and explain the consequences of breaking federal and/or state employment or financial laws.

Emotional Health

2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.

Career Readiness, Life Literacies, and Key Skills

9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.

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.14: Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.

Technology Integration

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g.,

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1.1.12.prof.CR3a).

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).

9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).

9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLA.SL5).

Career Education

CRP1: Act as a responsible and contributing citizen and employee.

CRP3: Attend to personal health and financial well-being.

Time Frame	1 Week (W4 / D16-20)
Topic	
Tactics & Strategy Games, Controls, Strategy	
Alignment to Standards	
8.1.12.CS.2: Model interactions between application software, system software, and hardware. 8.1.12.CS.3: Compare the functions of application software, system software, and hardware. 8.1.12.AP.5: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects. 8.1.12.AP.7: Collaboratively design and develop programs and artifacts for broad audiences by incorporating feedback from users. 8.1.12.AP.8: Evaluate and refine computational artifacts to make them more usable and accessible. 8.1.12.AP.9: Collaboratively document and present design decisions in the development of complex programs. 8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.	

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8.2.12.ED.3: Evaluate several models of the same type of product and make recommendations for a new design based on a cost benefit analysis.

8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics).

8.2.12.ED.6: Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor).

Learning Objectives and Activities

SWBAT answer the following questions:

- What is a tactics & strategy game?
- How do I learn the instructions and controls for playing a tactics & strategy game?
- What are the different roles in a tactics & strategy game?
- What are the different strategies for playing tactics & strategy games.?

SWBAT demonstrate understanding of the following:

- Identify, describe, and define various tactic & strategy games.
- The similarities and differences of various roles(strength/weakness).
- Develop game sense.
- Common control schemes.
- Research skills to comprehend/acquire game instructions.
- General game strategy for tactics & strategy.

Learning Activities:

- Lecture on the history and popularity of esports tactics & strategy games.
- Demonstration of gameplay and basic mechanics of the game.
- Q&A session on the basics of an esports tactics & strategy game.
- Find a tactics & strategy game, Introduce w/description and show a trailer.
- Lecture on the game instructions and controls.
- Demonstration of the controls and how to navigate the game menus.
- Practice exercises on basic game mechanics and controls.
- Find a tactics & strategy game, Introduce and show instructions & controls.
- Lecture on the different roles in the game, such as support, offense, and defense.
- Analysis of successful team compositions and role strategies.
- Practice exercises on role-specific gameplay.
- Find a tactics & strategy game, define roles.
- Lecture on the importance of developing a strategy in the game.
- Analysis of successful team strategies in the game.
- Group exercises to develop a strategy for playing the game.
- Find a tactics & strategy game, Develop and present a strategy.
- Practice exercises to improve skills and teamwork in the game.

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- Group gameplay sessions to apply the concepts learned in the previous days.
- Reflection and discussion on gameplay performance and strategy.
- Play any tactics & strategy game with the strategy and information acquired.

Assessments

Formative: None.

Summative:

- Part 1 - Equal to all participation events (P1-P8)
 - P1- Find a Tac & Strat, Introduce and show a Trailer.
 - P2- Find a Tac & Strat, Introduce and show instructions & controls.
 - P3- Find a Tac & Strat, define roles.
 - P4- Find a Tac & Strat, Develop and present a strategy.
 - P5- Play a Tac & Strat with the strategy and information acquired.

Benchmark:

- None

Alternative:

- All participation events can be done with any Tactics & Strategy Game.

Interdisciplinary Connections

Movement Skills and Concepts

2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickleball).

Personal Safety

2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).

2.3.12.PS.8: Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting).

Career Readiness, Life Literacies, and Key Skills

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

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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).

Technology Integration

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge.

Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

Career Education

CRP4: Communicate clearly and effectively and with reason.

CRP9: Model integrity, ethical leadership and effective management.

CRP12: Work productively in teams while using cultural global competence.

Time Frame	1 Week (W5 / D21-25)
Topic	
Tactics & Strategy Games Practice and Competitive Play	
Alignment to Standards	
8.1.12.CS.2: Model interactions between application software, system software, and hardware.	
8.1.12.CS.3: Compare the functions of application software, system software, and hardware.	
8.1.12.CS.4: Develop guidelines that convey systematic troubleshooting strategies that others	

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can use to identify and fix errors.

Learning Objectives and Activities

SWBAT answer the following questions:

- What are some advanced game mechanics and techniques for tactics & strategy games?
- What are some tips and tricks for success in tactics & strategy games?
- How to participate in competitive play and tournaments?
- How do I put the unit's information together to help become a better player at tactics & strategy games as an individual or team?
-

SWBAT demonstrate understanding of the following:

- Complete understanding of one tactics & strategy game.
- Some advanced custom play that introduces a new strategy.
- Competition in an esports match.(rules/play)

Learning Activities:

- Advanced Game Mechanics.
- Lecture on advanced game mechanics, such as map control, peeking, and strafing.
- Demonstration of advanced techniques by experienced players.
- Practice exercises to improve advanced gameplay mechanics.
- Find a tactics & strategy game, Show tips & tricks video.
- Lecture on tips and tricks for success in the game, such as communication, map awareness, and game sense.
- Analysis of successful player techniques and strategies.
- Group exercises to practice tips and tricks for success in the game.
- Find a tactics & strategy game, Provide examples of excellent communication, map awareness, and game sense.
- Review of the concepts learned in the previous days.
- Reflection and discussion on personal gameplay performance and progress.
- Q&A session on any remaining questions or topics.
- Play a tactics & strategy game with the strategy and information acquired.
- Lecture on competitive play and tournaments in the game.
- Analysis of successful competitive teams and strategies.
- Practice exercises to prepare for competitive play.
- Students will complete a final project that demonstrates their knowledge and skills in the game.
- Review of the course materials and discussion of any remaining questions or topics.
- Recap of the importance of teamwork, strategy, and practice in esports tactics & strategy game gameplay.
- Compete in class or online events in a tactics & strategy game.

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Assessments

Formative:

- None.

Summative:

- Compete in class or online events in a Tac & Strat Game.
- Cont. Part 2 - Equal to all participation events (P1-P8)
 - P6- Find a Tac & Strat, Show tips & tricks video.
 - P7- Find a Tac & Strat, Provide examples of excellent communication, map awareness, and game sense.
 - P8- Play a Tac & Strat with the strategy and information acquired.

Benchmark:

- None.

Alternative:

- All participation events can be done with any Tac & Strat Game.

Interdisciplinary Connections

Movement Skills and Concepts

2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickleball).

2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.

Personal Safety

2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).

2.3.12.PS.8: Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting).

Career Readiness, Life Literacies, and Key Skills

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative

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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).

Technology Integration

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge.

Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

Career Education

CRP4: Communicate clearly and effectively and with reason.

CRP9: Model integrity, ethical leadership and effective management.

CRP12: Work productively in teams while using cultural global competence.

Time Frame	1 Week (W6 / D26-30)
Topic	
Careers in Esports and Educational Opportunities	
Alignment to Standards	
8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.	
8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.	
8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.	

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Learning Objectives and Activities

SWBAT answer the following questions:

- What is a career in esports, and what various types of jobs are available in the industry?
- What are the various educational opportunities available for students interested in pursuing a career in esports?
- What are the steps involved in building a successful career in esports?.
- Can I become an entrepreneur in esports?
- What does life after esports look like?

SWBAT demonstrate understanding of the following:

- Identify, describe, and define various occupations in or adjacent to esports.
- The educational path to a successful esports career.
- The necessary components to build a career in esports.(networking, gaining experience, and developing a personal brand)
- The process of starting a team, tournament, or production company.
- The ability to develop a life path after esports.(management, coaching, production, marketing, and journalism)

Learning Activities:

- Lecture on the different types of careers in esports, such as player, coach, analyst, commentator, producer, and marketer.
- Discuss the required skills, qualifications, and experience for each career path.
- Q&A session on the basics of careers in esports.
- Define the life path for your choice of Career in Esports.
- Lecture on the different types of educational opportunities in esports, such as college programs, certificate courses, and online tutorials.
- Analyze the skills and knowledge necessary for success in esports and the importance of a well-rounded education.
- Show examples of successful and unsuccessful educational paths in esports.
- Find and Present a specific educational program in esports.
- Lecture on the steps involved in building a career in esports, such as networking, internships, volunteer work, and building a personal brand.
- Analyze successful and unsuccessful career paths in esports and what it takes to achieve success.
- Show examples of successful personal brands in esports.
- Lecture on the opportunities for entrepreneurship in esports, such as starting a team, tournament, or production company.
- Analyze successful and unsuccessful entrepreneurial ventures in esports and what it takes to succeed.
- Show examples of successful esports startups and their impact on the industry.
- Lecture on the different types of career paths beyond players and teams in esports,

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such as management, production, marketing, and journalism.

- Analyze successful and unsuccessful career paths in these fields and what it takes to achieve success.
- Show examples of successful careers in esports outside of playing.
- Assign a group project to research and present on a specific career path in esports.
- Find an example of what an Esport player did after it all was over.

Assessments

Formative:

- Assign a group project to create a personal branding strategy for a hypothetical esports professional.
- Assign a group project to create a business plan for a hypothetical esports startup.

Summative:

- Quest on Career in Esports.

Benchmark:

- None

Alternative:

- Any home work can be substituted for an actual Job posting in Esports.

Interdisciplinary Connections

Career planning requires purposeful planning based on research, self-knowledge, and informed choices.

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.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.

Career Readiness, Life Literacies, and Key Skills

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g.1.4.12 prof.CR2b, 2.2.12.LF.8).

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Technology Integration

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Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge.

Career Education

CRP10: Plan education and career paths aligned to personal goals.

Time Frame	1 Week (W7 / D31-35)
Topic	
Competitive Match Casting	
Alignment to Standards	
8.1.12.CS.1: Describe ways in which integrated systems hide underlying implementation details to simplify user experiences. 8.1.12.CS.2: Model interactions between application software, system software, and hardware. 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.	
Learning Objectives and Activities	
SWBAT answer the following questions: • What is the role of an esports match caller? • How do I get better at being an esports match caller? • What is game sense, team coordination and planning? SWBAT demonstrate understanding of the following: • Identify, describe, and define various roles of the esports match caller in a team and the importance of effective communication. • Understanding map analysis and team strategies. • The ability to review and analyze competitive esports matches.	

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- The ability to call an actual match.

Learning Activities:

- Students practice calling in a simulated competitive match scenario using a custom map or a pre-built map.
- Find video of a good match caller in any sport.
- Discuss the importance of analyzing match maps and strategies before a competitive match
- Students analyze a pre-selected map and create a strategy for a specific objective. They then present their strategy to the class and receive feedback.
- Find a game map.
- Discuss the importance of team coordination and planning in a competitive match
- Students work together in groups to create a plan for a competitive match scenario. They then present their plan to the class, explaining their strategy, and how they plan to adapt based on the opponent's performance.
- Review and analyze previous competitive match calling sessions to identify strengths and weaknesses
- Students review and analyze their previous matches to identify areas of improvement.
- They then practice calling in a simulated competitive match scenario, focusing on improving specific skills or areas of weakness.
- Discuss the application of competitive esports match calling in real competitive scenarios
- Students participate in a simulated competitive match, with one student serving as the match caller and the others following their instructions, in order to practice applying their skills in a competitive setting.
- Following the match, students review and analyze their performance to identify areas of improvement.

Assessments

Formative:

- Find a game and the dictionary for common callout terms. Then as a class we will compare and contrast similarities and differences.

Summative:

- Call a short match. Must be presented in front of class.

Benchmark:

- None

Alternative:

- Stage Fright Clause - Record and overlay audio on a match that has already been

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called. Submit without presentation.

Interdisciplinary Connections

1.2 Media Arts Creating

1.2.12.prof.CR1b: Organize and design artistic ideas for media arts productions.

Career Readiness, Life Literacies, and Key Skills

9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12.prof.CR3a).

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12.prof.CR2b, 2.2.12.LF.8).

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).

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).

Technology Integration

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12.prof.CR3a).

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12.prof.CR2b, 2.2.12.LF.8).

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).

9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).

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9.4.12.DC.4: Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).
9.4.12.DC.5: Debate laws and regulations that impact the development and use of software.
9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).

Career Education

CRP11: Use technology to enhance productivity.

Time Frame	1 Week (W8 / D36-40)
Topic	
Twitch Streaming in Esports	
Alignment to Standards	
8.1.12.CS.1: Describe ways in which integrated systems hide underlying implementation details to simplify user experiences. 8.1.12.CS.2: Model interactions between application software, system software, and hardware. 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.	
Learning Objectives and Activities	
SWBAT answer the following questions: • What is Twitch streaming and how do I set up my own Twitch account and channel? • Who is my audience? • What are achievable timeline goals in streaming? SWBAT demonstrate understanding of the following: • Identify, describe, and define various • Creation of engaging content using OBS Studio and Streamlabs OBS. • The components that need to be in place to build and engage with their community on Twitch. • The ability to do their own Twitch Live Stream.	

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Learning Activities:

- Students create their own Twitch account and channel and customize it with an appropriate profile picture and channel banner.
- Set up a Twitch account.
- Students analyze their Twitch channel analytics using Twitch Insights and Streamlabs OBS and set growth and engagement goals for their channel.
- Describe your demographic and the one you are trying to make your audience.
- Students learn how to create overlays, alerts, and scene transitions using OBS Studio or Streamlabs OBS.
- Students engage with other Twitch channels and create their own Discord server to build their community.
- Connect a discord server.
- Students stream a live gaming session or tournament on Twitch, using the skills and strategies they have learned throughout the week.
- They then review and analyze their stream to identify areas of improvement.

Assessments

Formative:

- Build your stream with Twitch Labs.

Summative:

- Set up and Broadcast your personal Twitch stream of any game.

Benchmark:

- None

Alternative:

- Stream with any other tool for the same purpose.

Interdisciplinary Connections

1.2 Media Arts Creating

1.2.12 prof.Cr1b: Organize and design artistic ideas for media arts productions.

Career Readiness, Life Literacies, and Key Skills

9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

9.4.12.Cl.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).

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9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g. 1.4.12 prof.CR2b, 2.2.12.LF.8).

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).

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).

Technology Integration

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g. 1.4.12 prof.CR2b, 2.2.12.LF.8).

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).

9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).

9.4.12.DC.4: Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).

9.4.12.DC.5: Debate laws and regulations that impact the development and use of software.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).

Career Education

CRP11: Use technology to enhance productivity.





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Time Frame	1 Week (W9 / D41-45)
Topic	
Fighting Games, Controls, Strategy	
Alignment to Standards	
8.1.12.CS.2: Model interactions between application software, system software, and hardware. 8.1.12.CS.3: Compare the functions of application software, system software, and hardware. 8.1.12.AP.5: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects. 8.1.12.AP.7: Collaboratively design and develop programs and artifacts for broad audiences by incorporating feedback from users. 8.1.12.AP.8: Evaluate and refine computational artifacts to make them more usable and accessible. 8.1.12.AP.9: Collaboratively document and present design decisions in the development of complex programs. 8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers. 8.2.12.ED.3: Evaluate several models of the same type of product and make recommendations for a new design based on a cost benefit analysis. 8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics). 8.2.12.ED.6: Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor).	
Learning Objectives and Activities	
SWBAT answer the following questions: • What is a fighting game? • How do I learn the instructions and controls for playing a fighting game? • What are the different roles in a fighting game? • What are the different strategies for playing fighting games.? SWBAT demonstrate understanding of the following: • Identify, describe, and define various fighting games. • The similarities and differences of various roles(strength/weakness). • Develop game sense.	

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- Common control schemes.
- Research skills to comprehend/acquire game instructions.
- General game strategy for fighters.

Learning Activities:

- Lecture on the history and popularity of esports fighting games.
- Demonstration of gameplay and basic mechanics of the game.
- Q&A session on the basics of an esports fighting game.
- Find a tactics & strategy game, Introduce w/description and show a trailer.
- Lecture on the game instructions and controls.
- Demonstration of the controls and how to navigate the game menus.
- Practice exercises on basic game mechanics and controls.
- Find a fighting game, Introduce and show instructions & controls.
- Lecture on the different roles in the game, such as support, offense, and defense.
- Analysis of successful team compositions and role strategies.
- Practice exercises on role-specific gameplay.
- Find a fighting game, define roles.
- Lecture on the importance of developing a strategy in the game.
- Analysis of successful team strategies in the game.
- Group exercises to develop a strategy for playing the game.
- Find a fighting game, Develop and present a strategy.
- Practice exercises to improve skills and teamwork in the game.
- Group gameplay sessions to apply the concepts learned in the previous days.
- Reflection and discussion on gameplay performance and strategy.
- Play any fighting game with the strategy and information acquired.

Assessments

Formative:

- None.

Summative:

- Part 1 - Equal to all participation events (P1-P8)
 - P1- Find a Fighting Game, Introduce and show a Trailer.
 - P2- Find a Fighting Game, Introduce and show instructions & controls.
 - P3- Find a Fighting Game, define roles.
 - P4- Find a Fighting Game, Develop and present a strategy.
 - P5- Play a Fighting Game with the strategy and information acquired.

Benchmark:

- None.

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Alternative:

- All participation events can be done with any Fighting Game.

Interdisciplinary Connections

Movement Skills and Concepts

2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickleball).

Personal Safety

2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).

2.3.12.PS.8: Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting).

Career Readiness, Life Literacies, and Key Skills

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

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).

Technology Integration

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge.

Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

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Career Education

CRP4: Communicate clearly and effectively and with reason.
CRP9: Model integrity, ethical leadership and effective management.
CRP12: Work productively in teams while using cultural global competence.

Time Frame	1 Week (W10 / D46-50)
Topic	
Fighting Games Practice and Competitive Play	
Alignment to Standards	
8.1.12.CS.2: Model interactions between application software, system software, and hardware. 8.1.12.CS.3: Compare the functions of application software, system software, and hardware. 8.1.12.CS.4: Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors.	
Learning Objectives and Activities	
SWBAT answer the following questions: • What are some advanced game mechanics and techniques for fighting games? • What are some tips and tricks for success in fighting games? • How to participate in competitive play and tournaments? • How do I put the unit's information together to help become a better player at fighting games as an individual or team? • SWBAT demonstrate understanding of the following: • Complete understanding of one fighting game. • Some advanced custom play that introduces a new strategy. • Competition in an esports match.(rules/play) Learning Activities: • Advanced Game Mechanics. • Lecture on advanced game mechanics, such as map control, peeking, and strafing. • Demonstration of advanced techniques by experienced players.	

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- Practice exercises to improve advanced gameplay mechanics.
- Find a fighting game, Show tips & tricks video.
- Lecture on tips and tricks for success in the game, such as communication, map awareness, and game sense.
- Analysis of successful player techniques and strategies.
- Group exercises to practice tips and tricks for success in the game.
- Find a fighting game, Provide examples of excellent communication, map awareness, and game sense.
- Review of the concepts learned in the previous days.
- Reflection and discussion on personal gameplay performance and progress.
- Q&A session on any remaining questions or topics.
- Play a fighting game with the strategy and information acquired.
- Lecture on competitive play and tournaments in the game.
- Analysis of successful competitive teams and strategies.
- Practice exercises to prepare for competitive play.
- Students will complete a final project that demonstrates their knowledge and skills in the game.
- Review of the course materials and discussion of any remaining questions or topics.
- Recap of the importance of teamwork, strategy, and practice in esports fighting game gameplay.
- Compete in class or online events in a fighting game.

Assessments

Formative:

- None.

Summative:

- Compete in class or online events in a Fighting Game.
- Cont. Part 2 - Equal to all participation events (P1-P8)
 - P6- Find a Fighting Game, Show tips & tricks video.
 - P7- Find a Fighting Game, Provide examples of excellent communication, map awareness, and game sense.
 - P8- Play a Fighting Game with the strategy and information acquired.

Benchmark:

- None.

Alternative:

- All participation events can be done with any Fighting Game.

Interdisciplinary Connections

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Movement Skills and Concepts

2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickleball).

2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.

Personal Safety

2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).

2.3.12.PS.8: Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting).

Career Readiness, Life Literacies, and Key Skills

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

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).

Technology Integration

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge.

Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

Career Education

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CRP4: Communicate clearly and effectively and with reason.
CRP9: Model integrity, ethical leadership and effective management.
CRP12: Work productively in teams while using cultural global competence.

Time Frame	1 Week (W11 / D51-55)
Topic	
Team Building and Personal Health	
Alignment to Standards	
8.1.12.CS.2: Model interactions between application software, system software, and hardware. 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.	
Learning Objectives and Activities	
SWBAT answer the following questions: • What is teambuilding and how important is it for success? • How do I effectively communicate in esports as a team and how to develop communication skills? • How important is personal health and wellness for team success and how to improve personal health habits? SWBAT demonstrate understanding of the following: • The concept of team building and the importance of teamwork in achieving success. • Conflict resolution. • Good team esports com habits. • The ability to stay physically and mentally healthy in esports. Learning Activities: • Lecture on the importance of teamwork and team building in achieving success. • Discuss the characteristics of successful teams and what makes them effective. • Q&A session on the basics of team building. • Telephone Game Activity • List the qualities that all great sports teams have. • Lecture on the importance of effective communication in teams and how to develop	

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communication skills.

- Practice various communication exercises and role-playing scenarios to improve communication skills.
- Analyze successful and unsuccessful communication in teams and the impact on team dynamics.
- Typical coms vocabulary for all games,
- Shop for a gaming headset and explain the purchase.
- Lecture on the common sources of conflict in teams and how to effectively resolve conflicts.
- Practice various conflict resolution exercises and role-playing scenarios to improve conflict resolution skills.
- Analyze successful and unsuccessful conflict resolution in teams and the impact on team dynamics.
- Lecture on the importance of personal health and wellness for team success and how to improve personal health habits.
- Practice various mindfulness and relaxation exercises to improve mental health and stress management.
- Analyze the impact of personal health and wellness on team dynamics and success.
- List out recommendations for a healthy lifestyle and diet for an Esports Athlete.
- Participate in various team building activities and exercises to improve team dynamics and communication skills.
- Reflect on the impact of team building on personal and team success.
- Discuss strategies for continued personal and team growth and success.

Assessments

Formative:

- Break into groups that are team size and work through the conflict role play situations. Present your solution to the class.
- Construct and design a team building activity that promotes Trust and Respect.

Summative:

- None

Benchmark:

- None

Alternative:

- Any home work can be substituted by a public trust fall.

Interdisciplinary Connections

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Personal and Mental Health

The decisions one makes can influence an individual's growth and development in all dimensions of wellness.

2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.

Personal Safety

Consideration of the short- and long-term impact of decisions can assist individuals in determining whether a choice is likely to result in healthy or unhealthy consequences.

2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).

Career Readiness, Life Literacies, and Key Skills

9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).

Technology Integration

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).

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Career Education

CRP4: Communicate clearly and effectively and with reason.

Time Frame	1 Week (W12 / D56-60)
Topic	
Digital literacy, sportsmanship	
Alignment to Standards	
8.1.12.CS.2: Model interactions between application software, system software, and hardware. 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.	
Learning Objectives and Activities	
SWBAT answer the following questions: • What is digital literacy and what is its importance in the context of esports? • What is responsible gaming and how does it relate to sportsmanship in esports? • What are the different types of esports communities and the culture surrounding esports? • What is Digital Entrepreneurship? SWBAT demonstrate understanding of the following: • Identify, describe, and define various • Importance of responsible gaming and sportsmanship in esports and how to cultivate positive online behavior. • Explain the potential for digital entrepreneurship in esports and how to develop a digital entrepreneurship mindset. Learning Activities: • Lecture on the importance of digital literacy in esports and the potential dangers of online gaming. • Discuss the characteristics of digital literacy, such as online safety, critical thinking, and responsible digital citizenship. • Q&A session on the basics of digital literacy in esports.	

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- Download videos showing good and poor sportsmanship.
- Lecture on the importance of responsible gaming and sportsmanship in esports and how to cultivate positive online behavior.
- Analyze successful and unsuccessful examples of sportsmanship in esports and the impact on the community.
- Practice various exercises and role-playing scenarios to improve online behavior and sportsmanship.
- Lecture on the different types of esports communities and the culture surrounding esports.
- Analyze successful and unsuccessful examples of community building and culture in esports.
- Discuss the importance of inclusivity and diversity in esports communities and culture.
- Lecture on the potential for digital entrepreneurship in esports and how to develop a digital entrepreneurship mindset.
- Analyze successful and unsuccessful examples of digital entrepreneurship in esports and the impact on the industry.
- Practice various exercises to develop a digital entrepreneurship mindset and identify potential opportunities in the esports industry.
- Provide an example of an inclusivity in Esports .
- Participate in various esports competitions and scenarios to apply the concepts learned in the previous days.
- Reflect on the impact of digital literacy and sportsmanship on personal and team success in esports.
- Discuss strategies for continued personal and team growth and success in the esports industry.

Assessments

Formative:

- Take an elaborate quest to see how you would react to many different Esports scenarios involving sportsmanship.

Summative:

- Complete comprehensive assessment on team building, sportsmanship, and personal health.

Benchmark:

- None.

Alternative:

- None.

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Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.
9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).
9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.
9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).

Technology Integration

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).
9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

Career Education

CRP2: Apply appropriate academic and technical skills.

Time Frame

1 Week (W13 / D61-65)

Topic

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Adjacent Esports Art and Fandom

Alignment to Standards

8.1.12.CS.2: Model interactions between application software, system software, and hardware.
8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
8.1.12.IC.2: Test and refine computational artifacts to reduce bias and equity deficits.
8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.

Learning Objectives and Activities

SWBAT answer the following questions:

- What are the different subcultures within the esports community and what is their significance?
- What is the world of cosplay within the esports subculture and what are its creative aspects?
- What are fans important?
- What is speed running and what are the best games to speedrun?

SWBAT demonstrate understanding of the following:

- Identify, describe, and define various subcultures adjacent to esports and gaming.
- The difference between larping and cosplay.
- The knowledge that without fans none of these subcultures exist.
- The ability to respect different people from different backgrounds.
- The ability to pick a good game to speedrun.
- The ability to speedrun a game.

Learning Activities:

- Class discussion: Discuss different esports subcultures, such as cosplay, fandom, and speed running, and their role within the esports community.
- Videos to provide examples of subcultures.
- Assign students to research and present on a specific esports subculture, highlighting its origins, key figures, and impact on the community.
- Presentation: Provide an overview of cosplay, its history, and its relevance to the esports community.
- Talk about LARPing and events for these subcultures.
- Class discussion: Discuss the concept of fandom and its impact on esports, including the formation of online communities and fan-driven content creation.
- Group activity: Divide students into groups and assign them to create and present a fan-based project, such as a fan art gallery, fan fiction, or a social media campaign

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dedicated to a specific esports team or player.

- Find an example of fandom gone too far.
- Presentation: Provide an overview of speed running in esports, including notable speed runs and speedrunning techniques.
- In-class speed run challenge: Organize a friendly speed run competition among students, where they attempt to complete a specific game or level in the shortest time possible. Emphasize sportsmanship and encourage students to analyze their strategies.
- Reflection activity: Have students write a reflection on their learnings from the subcultures explored throughout the week, highlighting the significance of cosplay, fandom, and speed running in the esports ecosystem.
- Class discussion: Engage in a discussion to evaluate the impact of these subcultures on the larger esports community and the skills and qualities they foster.

Assessments

Formative:

- Interactive activity: Have students design and create their own esports-themed cosplay costumes or props, emphasizing creativity and attention to detail. Full drawing and description.
- Pick a speedrunning game. Evaluation of students' speedrun times, reflection on strategies, and sportsmanship.

Summative:

- Administer an assessment to assess students' comprehension and understanding of the explored subcultures.

Benchmark:

- None.

Alternative:

- None.

Interdisciplinary Connections

Performance Expectations

Proficient

- 1.4.12prof.Cn11a: Integrate knowledge of cultural, global and historic belief systems into creative choices in a devised or scripted theater work.
- 1.4.12prof.Cn11b: Use basic research methods to better understand the social and cultural background of devised or scripted theater work.

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Career Readiness, Life Literacies, and Key Skills

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).

Technology Integration

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).

Career Education

CRP6: Demonstrate creativity and innovation.

Time Frame	1 Week (W14 / D66-70)
Topic	
Sports Games, Controls, Strategy	
Alignment to Standards	
8.1.12.CS.2: Model interactions between application software, system software, and hardware. 8.1.12.CS.3: Compare the functions of application software, system software, and hardware. 8.1.12.AP.5: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects. 8.1.12.AP.7: Collaboratively design and develop programs and artifacts for broad audiences by incorporating feedback from users. 8.1.12.AP.8: Evaluate and refine computational artifacts to make them more usable and accessible.	

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8.1.12.AP.9: Collaboratively document and present design decisions in the development of complex programs.

8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.

8.2.12.ED.3: Evaluate several models of the same type of product and make recommendations for a new design based on a cost benefit analysis.

8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics).

8.2.12.ED.6: Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor).

Learning Objectives and Activities

SWBAT answer the following questions:

- What is a sports game?
- How do I learn the instructions and controls for playing a sports game?
- What are the different roles in a sports game?
- What are the different strategies for playing sports games.?

SWBAT demonstrate understanding of the following:

- Identify, describe, and define various sports games.
- The similarities and differences of various roles(strength/weakness).
- Develop game sense.
- Common control schemes.
- Research skills to comprehend/acquire game instructions.
- General game strategy for tactics & strategy.

Learning Activities:

- Lecture on the history and popularity of esports sports games.
- Demonstration of gameplay and basic mechanics of the game.
- Q&A session on the basics of an esports sports game.
- Find a tactics & strategy game, Introduce w/description and show a trailer.
- Lecture on the game instructions and controls.
- Demonstration of the controls and how to navigate the game menus.
- Practice exercises on basic game mechanics and controls.
- Find a sports game, Introduce and show instructions & controls.
- Lecture on the different roles in the game, such as support, offense, and defense.
- Analysis of successful team compositions and role strategies.
- Practice exercises on role-specific gameplay.
- Find a sports game, define roles.
- Lecture on the importance of developing a strategy in the game.

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- Analysis of successful team strategies in the game.
- Group exercises to develop a strategy for playing the game.
- Find a sports game, Develop and present a strategy.
- Practice exercises to improve skills and teamwork in the game.
- Group gameplay sessions to apply the concepts learned in the previous days.
- Reflection and discussion on gameplay performance and strategy.
- Play any sports game with the strategy and information acquired.

Assessments

Formative:

- None.

Summative:

- Part 1 - Equal to all participation events (P1-P8)
 - P1- Find a Sports Game, Introduce and show a Trailer.
 - P2- Find a Sports Game, Introduce and show instructions & controls.
 - P3- Find a Sports Game, define roles.
 - P4- Find a Sports Game, Develop and present a strategy.
 - P5- Play a Sports Game with the strategy and information acquired.

Benchmark:

- None.

Alternative:

- All participation events can be done with any Sports Game.

Interdisciplinary Connections

Movement Skills and Concepts

2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickleball).

Personal Safety

2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).

2.3.12.PS.8: Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting).

Career Readiness, Life Literacies, and Key Skills

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative

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product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

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).

Technology Integration

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge.

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

Career Education

CRP4: Communicate clearly and effectively and with reason.

CRP9: Model integrity, ethical leadership and effective management.

CRP12: Work productively in teams while using cultural global competence.

Time Frame	1 Week (W15 / D71-75)
Topic	
Sports Games Practice and Competitive Play	
Alignment to Standards	
8.1.12.CS.2: Model interactions between application software, system software, and hardware.	
8.1.12.CS.3: Compare the functions of application software, system software, and hardware.	

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8.1.12.CS.4: Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors.

Learning Objectives and Activities

SWBAT answer the following questions:

- What are some advanced game mechanics and techniques for sports games?
- What are some tips and tricks for success in sports games?
- How to participate in competitive play and tournaments?
- How do I put the unit's information together to help become a better player at sports games as an individual or team?
-

SWBAT demonstrate understanding of the following:

- Complete understanding of one sports game.
- Some advanced custom play that introduces a new strategy.
- Competition in an esports match.(rules/play)

Learning Activities:

- Advanced Game Mechanics.
- Lecture on advanced game mechanics, such as map control, peeking, and strafing.
- Demonstration of advanced techniques by experienced players.
- Practice exercises to improve advanced gameplay mechanics.
- Find a sports game, Show tips & tricks video.
- Lecture on tips and tricks for success in the game, such as communication, map awareness, and game sense.
- Analysis of successful player techniques and strategies.
- Group exercises to practice tips and tricks for success in the game.
- Find a sports game, Provide examples of excellent communication, map awareness, and game sense.
- Review of the concepts learned in the previous days.
- Reflection and discussion on personal gameplay performance and progress.
- Q&A session on any remaining questions or topics.
- Play a sports game with the strategy and information acquired.
- Lecture on competitive play and tournaments in the game.
- Analysis of successful competitive teams and strategies.
- Practice exercises to prepare for competitive play.
- Students will complete a final project that demonstrates their knowledge and skills in the game.
- Review of the course materials and discussion of any remaining questions or topics.
- Recap of the importance of teamwork, strategy, and practice in esports sports game gameplay.
- Compete in class or online events in a sports game.

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Assessments

Formative:

- None.

Summative:

- Compete in class or online events in a Sports Game.
- Cont. Part 2 - Equal to all participation events (P1-P8)
 - P6- Find a Sports Game, Show tips & tricks video.
 - P7- Find a Sports Game, Provide examples of excellent communication, map awareness, and game sense.
 - P8- Play a Sports Game with the strategy and information acquired.

Benchmark:

- None.

Alternative:

- All participation events can be done with any Sports Game.

Interdisciplinary Connections

Movement Skills and Concepts

2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickleball).

2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.

Personal Safety

2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).

2.3.12.PS.8: Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting).

Career Readiness, Life Literacies, and Key Skills

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative

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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).

Technology Integration

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge.

Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

Career Education

CRP4: Communicate clearly and effectively and with reason.

CRP9: Model integrity, ethical leadership and effective management.

CRP12: Work productively in teams while using cultural global competence.

Time Frame	1 Week (W16 / D76-80)
Topic	
Technology Operations and Maintenance	
Alignment to Standards	
8.1.12.CS.1: Describe ways in which integrated systems hide underlying implementation details to simplify user experiences.	
8.1.12.CS.2: Model interactions between application software, system software, and	

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hardware.

8.1.12.CS.3: Compare the functions of application software, system software, and hardware.

8.1.12.CS.4: Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors.

8.1.12.NI.1: Evaluate the scalability and reliability of networks, by describing the relationship between routers, switches, servers, topology, and addressing.

8.1.12.NI.2: Evaluate security measures to address various common security threats.

8.1.12.NI.3: Explain how the needs of users and the sensitivity of data determine the level of security implemented.

8.1.12.NI.4: Explain how decisions on methods to protect data are influenced by whether the data is at rest, in transit, or in use.

Learning Objectives and Activities

SWBAT answer the following questions:

- What is a gaming pc and what are acceptable specifications?
- What are common PC problems and how to troubleshoot and repair them?
- How do I upgrade and optimize a gaming PC to improve its performance?
- What are game specs and how do I know if my pc can run a game?

SWBAT demonstrate understanding of the following:

- Identify, describe, and define various components of a gaming PC and their functions.
- The ability to pick, shop and build a gaming pc.
- The ability to upgrade a pc.
- The knowledge to determine if a game will run well on a pc.

Learning Activities:

- Lecture on the different components of a gaming PC, such as the CPU, GPU, RAM, and storage devices, and their functions.
- Explore different gaming PC builds and their capabilities.
- Q&A session on the basics of gaming PC technology.
- Find an example of a prebuilt pc for sale that you think will game.
- Demonstration of how to assemble a gaming PC.
- Hands-on experience assembling a gaming PC from scratch.
- Lecture on the importance of proper PC maintenance and how to keep a gaming PC running smoothly.
- Lecture on common PC problems, such as hardware failure, driver issues, and software conflicts.
- Hands-on experience troubleshooting and repairing common PC problems.
- Practice using PC diagnostic tools and software to identify and resolve issues.
- Find an example of a good pc build video.
- Lecture on different PC upgrades, such as adding more RAM, upgrading the GPU, and installing an SSD.

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- Hands-on experience upgrading a gaming PC with new components.
- Practice optimizing a gaming PC for improved performance, such as overclocking the CPU and GPU.
- Students will complete a final project that demonstrates their knowledge of gaming PC technology and maintenance.
- Review of the course materials and discussion of any remaining questions or topics.
- Recap of the importance of proper PC maintenance and how to keep a gaming PC running smoothly.

Assessments

Formative:

- Do a PC Part Picker Build of a gaming pc.
- Diagram and list out someone's build video.

Summative:

- Simple hands on group PC Build.

Benchmark:

- Simple Benchmark on PC Hardware to gauge depth.

Alternative:

- Find a prebuilt and make the PC Part Picker to compare contrast.

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).

Technology Integration

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge.

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9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12.prof.CR3a).

Career Education

CRP11: Use technology to enhance productivity.

Time Frame	1 Week (W17 / D81-85)
Topic	
Racing Games, Controls, Strategy	
Alignment to Standards	
8.1.12.CS.2: Model interactions between application software, system software, and hardware. 8.1.12.CS.3: Compare the functions of application software, system software, and hardware. 8.1.12.AP.5: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects. 8.1.12.AP.7: Collaboratively design and develop programs and artifacts for broad audiences by incorporating feedback from users. 8.1.12.AP.8: Evaluate and refine computational artifacts to make them more usable and accessible. 8.1.12.AP.9: Collaboratively document and present design decisions in the development of complex programs. 8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers. 8.2.12.ED.3: Evaluate several models of the same type of product and make recommendations for a new design based on a cost benefit analysis. 8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics). 8.2.12.ED.6: Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor).	
Learning Objectives and Activities	

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SWBAT answer the following questions:

- What is a racing game?
- How do I learn the instructions and controls for playing a racing game?
- What are the different roles in a racing game?
- What are the different strategies for playing racing games.?

SWBAT demonstrate understanding of the following:

- Identify, describe, and define various racing games.
- The similarities and differences of various roles(strength/weakness).
- Develop game sense.
- Common control schemes.
- Research skills to comprehend/acquire game instructions.
- General game strategy for racing.

Learning Activities:

- Lecture on the history and popularity of esports racing games.
- Demonstration of gameplay and basic mechanics of the game.
- Q&A session on the basics of an esports racing game.
- Find a racing game, Introduce w/description and show a trailer.
- Lecture on the game instructions and controls.
- Demonstration of the controls and how to navigate the game menus.
- Practice exercises on basic game mechanics and controls.
- Find a racing game, Introduce and show instructions & controls.
- Lecture on the different roles in the game, such as support, offense, and defense.
- Analysis of successful team compositions and role strategies.
- Practice exercises on role-specific gameplay.
- Find a racing game, define roles.
- Lecture on the importance of developing a strategy in the game.
- Analysis of successful team strategies in the game.
- Group exercises to develop a strategy for playing the game.
- Find a racing game, Develop and present a strategy.
- Practice exercises to improve skills and teamwork in the game.
- Group gameplay sessions to apply the concepts learned in the previous days.
- Reflection and discussion on gameplay performance and strategy.
- Play any racing game with the strategy and information acquired.

Assessments

Formative:

- None.

Summative:

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- Part 1 - Equal to all participation events (P1-P8)
 - P1- Find a Racing Game, Introduce and show a Trailer.
 - P2- Find a Racing Game, Introduce and show instructions & controls.
 - P3- Find a Racing Game, define roles.
 - P4- Find a Racing Game, Develop and present a strategy.
 - P5- Play a Racing Game with the strategy and information acquired.

Benchmark:

- None.

Alternative:

- All participation events can be done with any Racing Game.

Interdisciplinary Connections

Movement Skills and Concepts

2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickleball).

Personal Safety

2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).

2.3.12.PS.8: Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting).

Career Readiness, Life Literacies, and Key Skills

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

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).

Technology Integration

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

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Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge.

Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

Career Education

CRP4: Communicate clearly and effectively and with reason.

CRP9: Model integrity, ethical leadership and effective management.

CRP12: Work productively in teams while using cultural global competence.

Time Frame	1 Week (W18 / D86-90)
Topic	
Racing Games Practice and Competitive Play	
Alignment to Standards	
8.1.12.CS.2: Model interactions between application software, system software, and hardware. 8.1.12.CS.3: Compare the functions of application software, system software, and hardware. 8.1.12.CS.4: Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors.	
Learning Objectives and Activities	
SWBAT answer the following questions: • What are some advanced game mechanics and techniques for racing games? • What are some tips and tricks for success in racing games? • How to participate in competitive play and tournaments? • How do I put the unit's information together to help become a better player at racing games as an individual or team?	

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-
- SWBAT demonstrate understanding of the following:
 - Complete understanding of one racing game.
 - Some advanced custom play that introduces a new strategy.
 - Competition in an esports match.(rules/play)

Learning Activities:

- Advanced Game Mechanics.
- Lecture on advanced game mechanics, such as map control, peeking, and strafing.
- Demonstration of advanced techniques by experienced players.
- Practice exercises to improve advanced gameplay mechanics.
- Find a racing game, Show tips & tricks video.
- Lecture on tips and tricks for success in the game, such as communication, map awareness, and game sense.
- Analysis of successful player techniques and strategies.
- Group exercises to practice tips and tricks for success in the game.
- Find a racing game, Provide examples of excellent communication, map awareness, and game sense.
- Review of the concepts learned in the previous days.
- Reflection and discussion on personal gameplay performance and progress.
- Q&A session on any remaining questions or topics.
- Play a racing game with the strategy and information acquired.
- Lecture on competitive play and tournaments in the game.
- Analysis of successful competitive teams and strategies.
- Practice exercises to prepare for competitive play.
- Students will complete a final project that demonstrates their knowledge and skills in the game.
- Review of the course materials and discussion of any remaining questions or topics.
- Recap of the importance of teamwork, strategy, and practice in esports racing game gameplay.
- Compete in class or online events in a racing game.

Assessments

Formative:

- None.

Summative:

- Compete in class or online events in a Racing Game.
- Cont. Part 2 - Equal to all participation events (P1-P8)
 - P6- Find a Racing Game, Show tips & tricks video.
 - P7- Find a Racing Game, Provide examples of excellent communication, map

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awareness, and game sense.

- P8- Play a Racing Game with the strategy and information acquired.

Benchmark:

- None.

Alternative:

- All participation events can be done with a Racing Game.

Interdisciplinary Connections

CMovement Skills and Concepts

2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickleball).

2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.

Personal Safety

2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).

2.3.12.PS.8: Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting).

Career Readiness, Life Literacies, and Key Skills

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

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).

Technology Integration

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.





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Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge.

Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

Career Education

CRP4: Communicate clearly and effectively and with reason.

CRP9: Model integrity, ethical leadership and effective management.

CRP12: Work productively in teams while using cultural global competence.

Time Frame	1 Week (W19 / D91-95)
Topic	
Esports Capstone Project(P1)	
Alignment to Standards	
8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. 8.1.12.DA.6: Create and refine computational models to better represent the relationships among different elements of data collected from a phenomenon or process. 8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded. 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience. 8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints	
Learning Objectives and Activities	

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SWBAT answer the following questions:

- What is a capstone project and how do they select a project that aligns with their interests and skills?
- How do I research their project topic and analyze their findings?

SWBAT demonstrate understanding of the following:

- The objective of this two-week capstone project is to provide students with an opportunity to apply their knowledge and skills in esports to create a comprehensive project that demonstrates their mastery of the subject matter. Through this project, students will showcase their ability to think critically, problem-solve, and communicate effectively.

Learning Activities:

- Students will be provided with a list of project ideas or allowed to propose their own. They will select a project, create a project plan, and outline the steps they need to take to complete their project.
- Project Content and Objective Statement.
- Students will conduct research on their chosen project topic, analyze their findings, and develop a comprehensive report that summarizes their research and analysis.
- Students will begin developing their project, using the research and analysis they conducted earlier in the week. They will create a rough draft of their project and receive feedback from their peers and instructor.

Assessments

Formative:

- Project Outline.
- Rough Draft of Project.

Summative:

- None.

Benchmark:

- None.

Alternative:

- All projects are students' choice.

Interdisciplinary Connections

Conventions of Standard English

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L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Observe hyphenation conventions.

B. Spell correctly.

Career Readiness, Life Literacies, and Key Skills

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

Technology Integration

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge.

9.4.12.Cl.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).

Career Education

CRP4: Communicate clearly and effectively and with reason.

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.





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Time Frame	1 Week (W20 / D96-100)
Topic	
Esports Capstone Project(P2)	
Alignment to Standards	
8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. 8.1.12.DA.6: Create and refine computational models to better represent the relationships among different elements of data collected from a phenomenon or process. 8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded. 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience. 8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints	
Learning Objectives and Activities	
SWBAT answer the following questions: • What is a completed capstone project? • How do I incorporate feedback into a project? • How do I finalize their project and prepare it for submission? • How do I communicate my ideas on this topic the best way? SWBAT demonstrate understanding of the following: • The ability to present their capstone project/ideas to the class. • The ability to develop and revise an idea to present. Learning Activities: • Students will refine their project based on feedback they received from their peers and instructor. They will incorporate any necessary changes to their project and continue to work on their final product. • List out three ideas that could make your project better. • Students will finalize their project and prepare it for submission. They will create a presentation or report that summarizes their project and provides an overview of their findings. • Ending Class Benchmark.	

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- Final Exam: Presentation Preparation
- **Final Exam Presentation
- Students will present their capstone project to the class, showcasing their findings and the skills they have developed throughout the course. They will receive feedback and criticism from their peers and instructor.

Assessments

Formative:

- None.

Summative:

- A complete submitted assignment.

Benchmark:

- Ending Class Benchmark.

Alternative:

- None.

Interdisciplinary Connections

Conventions of Standard English

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Observe hyphenation conventions.

B. Spell correctly.

Career Readiness, Life Literacies, and Key Skills

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLA.W8, Social

Studies Practice: Gathering and Evaluating Sources.

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Technology Integration

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Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12.prof.CR3a).

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).

Career Education

CRP4: Communicate clearly and effectively and with reason.

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

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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: Applied Technology COURSE Introduction to Esports and the Global Impact

- 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:

- 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

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