

Evolution of Games: Electronic Gaming

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to describe relationships among products, practices and perspectives in order to compare them across cultures. - Students will demonstrate the ability to analyze new technologies in order to make informed decisions. - Students will demonstrate the ability to engage appropriately with a variety of digital tools to understand their place in the digital world. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> WRSLL 3.2: access and evaluate information and diverse perspectives that are available through the language and its cultures. ISTE Standard 1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. ISTE Standard 7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally	Transfer	
	Students will be able to independently use their learning to identify how past technologies and current advancements affect future products and career opportunities.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - the history of video games shows how technological advancements and cultural shifts have shaped the way games are created, played, and experienced. - the evolution of video games demonstrates how creativity and innovation have transformed video gaming into a dynamic art form and a global entertainment industry. - the progression of video games reveals how the development of hardware and software has influenced gameplay, graphics, and storytelling in digital entertainment.	ESSENTIAL QUESTIONS - How have technological advancements influenced the development of electronic gaming over time? - In what ways have cultural and societal changes shaped the themes, accessibility, and impact of video games throughout their history?
	Acquisition	
	Students will know... - that electronic gaming started with the goal of improving computer programming. - that Bertie the Brain was the first version of an electronic game. - that arcade culture influenced the growth of video games in the 1970's and 1980's. - that technological milestones in hardware and software revolutionized gaming (games added memory and improved graphics over time). - that competition between companies (e.g., Nintendo, Sega, Sony) shaped game development and marketing strategies. - that game mechanics and narratives evolved over time. - that esports and streaming platforms are currently reshaping the gaming landscape.	Students will be skilled at - accessing and evaluating information and cultural perspectives. - leveraging technology to take an active role in their learning. - collaboratively using digital tools

	<i><u>vocabulary:</u> hardware, software, console wars, Bertie the Brain, gigabyte, computer programming</i>	
Content Area Literacy Standards		21st Century Skills
WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. WHST.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.		● <i>make judgments and decisions</i> ● <i>communicate clearly</i> ● <i>collaborate with others</i> ● <i>manage goals and time</i> ● <i>be self-directed learners</i>

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan
<i>Summary of Key Learning Events and Instruction</i>

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
• 1.OA.1 Use	• 1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
• 1.OA.1 Use	