**To**: USD 261 Board of Education & Mr. Jeff Hersh

**From**: Jeremy Willig, Business & Computer ScienceEducator at Campus High School

**Re**: Introduction to eSports

**Date**: December 19, 2022

**History/Relevance:** eSports has been around for approximately 70 years with video arcades hosting video game tournaments. The world started recognizing the importance and impact of video games in society and the athletes that are produced from the competition. eSports gives all students the opportunity to compete and learn lifelong skills and critical thinking / problem solving skills.

**What:** Course to prepare students for competition in eSports and how to represent Campus in a positive manner. Students will learn critical thinking skills, problem solving, teamwork, among many other useful skills that are needed in the workforce and school environment.

**Why:** Inclusion of a large population of students that are already competing in eSports type games. The course will cover digital citizenship with a host of other topics that are important to life and online etiquette. KSHSAA will make this a recognized sport in 2024

**Where:** E4, Campus High School

**When:** Beginning in the 2023-2024 school year

**How:** Offer as a year-long, elective course to Sophomore, Junior, and Senior students

**Who:** Mr. Willig

**How much:** Approximately $3,000 to start the program. We already possess five gaming computers and will build more through Perkin's funding and department funds as needed.

Thank you,

Jeremy Willig

USD 261
HAYSVILLE
SCHOOLS

# New Course Proposal

**Proposed Course Name:** Introduction to eSports

**School:** Campus High School

**Target Audience:** 9 - 12

**Career Pathway (If applicable):** Web & Digital Communication

**Funded Course:** Yes

**Dual Credit:** Not at this time but exploring options

**Kansas Course Code:** 10203 Interactive Media

**Course Length (Sem/Yr):** Year

**Credits:** 1

**Prerequisite:** Recommended to take and pass either Basic Programming, Broadcasting I, or Video Marketing; Application required

**Purpose:** To provide a foundation in computer science, along with social and economic implications associated with ethical and unethical computing practices. This course will provide the necessary topics to coincide with our eSports club.

**Justified Need:** Yes

**Course Description:** eSports, or electronic sports, is defined as a competitive, organized gaming with an agreed-upon set of rules overseen by a single governing organization. eSports, like many other extra-curricular activities, provides students an opportunity to grow on a personal level and encourages the development of the coordination of players, strategy, communication, and problem-solving skills. This course defines eSports and provides several key examples of the social benefits, inclusiveness, and the structure of organization and competition.

The focus of the course is on learning the eSports Foundations, the professional lifestyle of the players, how streaming works, and the status of the industry. In this course, students will not only learn about the eSports industry, they will also engage in the play experience and get deeper insight into the eSports ecosystem. Students will play eSports games as gamers but will also look at the experience as designers and critical thinkers.

**Expenditures:**

- Digital curriculum, LMS and league subscription (site license) : $3,000
- Gaming PC: $2,000 / each (approximate cost)
- Gaming Room buildout: will use part of E4
- Exploring scholarship and grant opportunities through a variety of sources.

**Any Additional Documentation (if needed):**

IT Essentials will build the PC's over the next couple of years, approximately 10, for the eSports club

Cross curricular with Broadcasting courses, Video Marketing, Sports Marketing & Programming

# Course Information

**Course Name:** Introduction to eSports

**Term:** 2023 – 2024 School Year

# Instructor Information

**Instructor Name:** Jeremy Willig
**Office Phone:** 316.554.2236 Ext. 1504
**Email:** jwillig@usd261.com
**Office Hours/Hours of Availability:** 7:20AM to 3:20PM or By Appointment

# Course Description

Introduction eSports, or electronic sports, is defined as a competitive, organized gaming with an agreed-upon set of rules overseen by a single governing organization. Esports, like many other extra-curricular activities, provides students an opportunity to grow on a personal level and encourages the development of the coordination of players, strategy, communication, and problem-solving skills. This course defines eSports and provides several key examples of the social benefits, inclusiveness, and the structure of organization and competition.

The focus of the course is on learning the eSports Foundations, the professional lifestyle of the players, how streaming works, and the status of the industry. In this course, students will not only learn about the eSports industry, they will also engage in the play experience and get deeper insight into the eSports ecosystem. Students will play eSports games as gamers but will also look at the experience as designers and critical thinkers.

# Course Overview and Goals

*Gaming Concepts* courses and curriculum were created to capture students' love for esports and partner it with standards and competencies already established in schools to create a powerful scholastic gaming experience. Not only does bringing Gaming Concepts courses into classrooms help create a digital framework to support Science, Technology, Engineering, and Math (STEM) fields, but it also provides an environment where students can practice soft skills like communication, perseverance, collaboration, and sportsmanship.

With 81 lessons, *Gaming Concepts* improves academic performance and attendance, all while equipping students with the life skills they'll need to ace college and beyond. Since its launch, schools that implemented *Gaming Concepts* have reported:

- A 1.7 increase in overall student GPA
- An improvement of 10% in attendance by students
- Providing a sense of belonging as 82% of students had never participated in extracurricular activities until they joined an esports club

**Learning Environment:**

This technical course follows the standards developed for an Interactive Media class in the Arts, Media and Entertainment pathway. Interactive media and Esports was developed with today's in-person, hybrid, and remote educational learning environments in mind with choices for free downloadable apps for implementation.

- History and laws
- Image editing and design
- Working as a team
- Photography and portfolio
- Customer service

**Prerequisites:** The eSports course is designed for complete beginners with no previous background in computer science. The course is highly visual, dynamic, and interactive, making it engaging for new coders.

# Textbook and Instructional Materials

High School Esports League

Gaming Concepts

By: Dr. Kristy Custer & Michael Russell

# Course Outcomes

1. Gaming Appreciation
2. Motor Skills
3. Learning Concepts
4. Health Promotion and Preventative Care for Gamers
5. Access Health Information, Products, and Services
6. Self-Management
7. Interpersonal Communication (Personal and Social Behavior)
8. Influence of Culture, Media, and Technology
9. Goal-Setting and Decision-Making Skills
10. Active Participation
11. Advocating for eSports

# The Plan to Edu-CATE

All courses at Campus High School aim to prepare students to perform in a 21st century academic and work environment. Students will regularly engage in activities, assignments and assessments that offer them the opportunity to build and refine general education skills relevant to their academic future and/or career development plan. These skills are specifically centered on communication, analysis, technology and expertise. This course prepares students by addressing those skills in the following ways:

**C: Communication (Oral and Written)**

The student will demonstrate the ability to communicate effectively using written or oral communication. Students are offered opportunities to apply written or oral communication skills through a variety of course assignments and tasks incorporating industry specific concepts and knowledge. Examples of this are class discussions, answering questions in lab manual, and discussions with other students needing assistance.

**A: Analysis (Problem Solving and Critical Thinking)**

The student will demonstrate the ability to analyze information and solve problems. The student will demonstrate the ability to think critically, abstractly and logically about industry related concepts. This will be done by troubleshooting both real and staged problems in computers and other IT devices.

**T: Technology (Information Literacy and Technological Skills)**

The student will recognize when information is needed and the ability to locate, evaluate and use effectively the needed information. The business department encourages the use of current and emerging technologies in the classroom or online. Students in the online and traditional classroom will be offered opportunities to initiate the use of technology in pursuit of IT knowledge.

**E: Expertise (Industry Specific Skills)**

The student will engage in activities, assignments and assessments that foster excellence in communication, analysis and technology in order to enhance industry specific skills. By participating in these courses, students will develop the skills and knowledge to enhance their chosen career pathway.

# Academic Honesty

Students who compromise the academic integrity of the classroom, laboratory, internship or clinical areas are subject to disciplinary action, which may result in suspension and/or expulsion from Campus High School. Violations of academic honesty include, but are not limited to, cheating, plagiarism, falsification, forgery or alteration of records.

# Graded Items

| Activity | Weighted Percentage of Final Grade |
|---|---|
| Quizzes | 10% |
| Labs/Projects | 40% |
| Assignments/Discussions | 10% |
| Exams | 20% |
| Final Exam | 20% |

# Grading Scale

| Letter Grade | Percentage |
|---|---|
| A | 90-100% |
| B | 80-89% |
| C | 70-79% |

| | |
|---|---|
| D | 60-69% |
| F | 0-59% |

# Assignments

Assignments are placed throughout the course to measure how well you are absorbing and retaining course material. Assignments are listed in the course schedule, if applicable, below. A reminder that not all assignments are worth points. Several assignments, such as readings, videos, and activities, may not carry a point value but are required to successfully navigate the course.

# Quizzes

Quizzes are used to evaluate how much learning has been retained at selected milestones in the course. The quizzes will help determine what material needs to be reinforced, if any, before the course continues on. You will receive one attempt at each quiz.

The instructor reserves the right to administer a quiz at any time in addition to the course schedule.

# Exams

Exams are typically found at the end of each unit and cover the concepts learned throughout that unit.

# Projects and Labs Required

Projects and labs are used to apply what is learned in the course to reinforce learning and develop skills. Instructions are provided in the course materials within modules indicated in the course schedule below. Each project and lab will need to be completed to obtain a good score in the course.

Pay particular attention to the safety measures and procedures, if applicable, required for each project/lab. Any violation of safety procedures will result in an immediate fail of the project/lab.

# Final Exam

Final exam is a comprehensive measure of your retention of the material. Final exam will consist of material from every part, including assignments worth zero points, of the course. Final exam will be graded within 48 hours of the due date. Keeping good notes is vital to student success on the final exam.

# Extra Credit

Extra Credit is not offered in this course.

# Late Work

Plan to submit work on time. I review work and provide feedback when plausible.

Because time management is challenging, deadlines might not be met, but you are in luck as I am on your side. Late work will be accepted during and up to the end of the 9 weeks. Extenuating circumstances that overlaps the 9 weeks

can occur and will be evaluated on a case-by-case basis with communication from the student ahead of time. Additional items to consider:

- Anything turned in after the current unit is subject to a 20% penalty. (example: we already finished Unit 1 and have moved on to Unit 2, but still in the first 9 weeks. Unit 1 work is subject to the penalty but will be accepted in the first 9 weeks timeframe.
- Missed tests/Labs/quizzes are accepted for a period up to one week after you return to school or from the date assigned. Communicate with your teacher for a time to make these up within the time frame.
- Absent work:
    - You will have two full class periods to make up your work from your EXCUSED absence. After the two class periods, your work becomes late work. (Please see above for the Late work policy)

If you recognize a due date might be a problem, advocate for your success by following these steps:

1. Identify the problem
2. Contact me to propose a solution
3. Let's negotiate

# Make-up Work/Tests

Make-up work and/or exams are only allowable with instructor approval. Consideration is evaluated and given on a case-by-case basis.

# Attendance

Students should try their very best to be in class every day. Each lesson builds off of the previous lesson and students may miss vital information given in class if they are absent. I do understand that sometimes you may be sick or miss for a school function. If this happens, please check Google Classroom for your daily assignment.

# Instructor Class Policies

Student Expectations:

1. Active listening and participation
    a. Students should actively participate during class discussion.
    b. Students should not wear any headsets/earbuds during class discussions.
    c. Students will not play games on the Campus High School computers except assignments listed in the syllabus. This represents a violation of Campus High School  Network Services Acceptable Use Policy.
2. Students should dress in industry appropriate attire (ask your instructor/program director for examples).
3. Students shall utilize all school provided resources appropriately.
4. Students shall maintain professional communication between student and instructor, student and student, at all times. Follow up to a face-to-face discussion with electronic recap, when necessary.
5. Information Technology students are given local administrator privileges to facilitate completion of lab assignments. Malicious actions that violate the instructors trust or taking advantage of these privileges, you will receive zero points on assignments for the day and will be asked to leave the class for the day. Second offenses will not be tolerated, and you will be removed from the IT program.
    a. Examples are stealing another students VMs without the instructor's explicit permission.
    b. Conducting malicious activity on the Campus High School computer/network.

6. Students need to be familiar with the Campus High School student guide, so they understand how to properly use technology in the classroom.
7. Students must submit assignments per instructor expectation.

# Course Breakdown

## Unit 1: Gaming Appreciation | 2 weeks

| | |
|---|---|
| Objectives / Topics Covered | • displays persistence in learning new games.<br>• differentiates between intrinsic and extrinsic reasons for participating in gaming activities.<br>• integrates gaming meaningfully into daily life.<br>• reflects on reasons for choosing to participate in selected games. |
| Example Assignments / Labs | |

## Unit 2: Motor Skills | 2 weeks

| | |
|---|---|
| Objectives / Topics Covered | • use a variety of skills appropriately within a game situation.<br>• select and use the appropriate offensive and defensive skills in a variety of individual, dual, and team activities.<br>• demonstrate the ability to safely and comfortably adapt to environmental conditions in a variety of gaming pursuits.<br>• use a variety of skills appropriately within a game situation.<br>• select and use the appropriate offensive and defensive skills in a variety of individual, dual, and team activities. |

| | |
|---|---|
| Example Assignments / Labs | |

# Unit 3: Learning Concepts | 2 weeks

| | |
|---|---|
| Objectives / Topics Covered | ● develop an appropriate strategy for a self-selected game and activity for lifetime engagement.<br>● explain appropriate tactical decisions in a game situation. |

| | |
|---|---|
| Example Assignments / Labs | • |

# Unit 4: Health Promotion and Preventative Care for Gamers | 1 week

| | |
|---|---|
| Objectives / Topics Covered | • analyze how behavior can impact health promotion and preventative care in gamers.<br>• describe the importance of the interrelationships of mental, emotional, social, and physical health through gaming.<br>• demonstrate knowledge of how their family, peers, and community influence the health of a gamer.<br>• identify common risks in gaming and demonstrate knowledge of the importance and benefits of risk-reducing strategies for gamers (ergonomics, sleep deprivation, eye strain, etc.)<br>• analyze how public policies, e-sports governing bodies, and stakeholder communities impact the health promotion and preventative care in gamers. |

| | |
|---|---|
| Example Assignments / Labs | • |

# Unit 5: Access Health Information, Products, and Services | 1 week

| | |
|---|---|
| Objectives / Topics Covered | • identify and analyze situations in the online gaming community requiring professional health services.<br>• locate health products, services and information that are valid, reliable and effective for gamers. |
| Example Assignments / Labs | • |

# Unit 6: Self-Management | 2 weeks

| | |
|---|---|
| Objectives / Topics Covered | ● identify and practice strategies to manage stress.<br>● analyze short-term and long-term consequences of safe, risky, and harmful behaviors and recognize his/her responsibility for self-management.<br>● maintain appropriate levels of cardiorespiratory endurance, muscular strength, flexibility, and body composition necessary for active participation in e-sports activities.<br>● explain the impact of participation in e-sports on various components of fitness. |
| Example Assignments / Labs | ● |

# Unit 7: Interpersonal Communication (Personal and Social Behavior) | 2 weeks

| | |
|---|---|
| Objectives / Topics Covered | ● participate successfully in a cooperative learning group in a variety of online gaming settings.<br>● invite less-skilled players to participate in gaming environment.<br>● encourage others to apply appropriate etiquette in all online gaming settings.<br>● provide appropriate support for a teammate in a team activity.<br>● demonstrate empathy skills and appropriately respond to both success |

| | |
|---|---|
| | and disappointment |
| Example Assignments / Labs | • |

# Unit 8: Influence of Culture, Media, and Technology | 2 weeks

| | |
|---|---|
| Objectives / Topics Covered | a. research key historical events in the e-sports timeline.<br>b. explore career opportunities in e-sports, gaming, and related fields.<br>c. identify key influencers and stakeholders shaping the genre.<br>d. analyze how American culture has reacted and is reacting to gaming. Compare this to cultures around the world.<br>e. describe how gaming technology has influenced culture<br>f. analyze the relationship between e-sports and the media.<br>g. study the demographics of e-sports. Synthesize what the data shows. |
| Example Assignments / Labs | • |

# Unit 9: Goal-Setting and Decision-Making Skills | 2 weeks

| | |
|---|---|
| Objectives / Topics Covered | • demonstrate the ability to utilize various strategies when making decisions related to gaming scenarios as well as personal experiences<br>• create a list of short-term and long-term goals as related to gaming and personal experiences<br>• demonstrate complex decision-making skills by developing an action plan to obtain goals |
| Example Assignments / Labs | • |

# Unit 10: Active Participation | 18 weeks

| | |
|---|---|
| Objectives / Topics Covered | • willingly participate in a variety of activities appropriate for maintaining or enhancing gaming skills.<br>• accumulate, on most days, a recommended number of minutes of gaming practice outside of class as determined by goals and lifestyle decisions.<br>• monitor gaming activity through the use of a gaming log or other appropriate technology.<br>• understand the ways in which personal characteristics, personal styles, and activity preferences will change over a lifespan. |

| | |
|---|---|
| Example Assignments / Labs | • |

# Unit 11: Advocating for eSports | 1 week

| | |
|---|---|
| Objectives / Topics Covered | • within a group, devise and implement a strategic plan to influence and support the acceptance of e-sports into the scholastic environment.<br>• independently devise and implement a strategic plan to influence and support the acceptance of e-sports into the scholastic environment.<br>• agree to be a mentor and provide expertise to students and staff when it is warranted. |
| Example Assignments / Labs | • |

Course Title: Esports

# Pacing Guide

Campus Business Dept.

Content Standards Addressed:

- **Standard 1: Gaming Appreciation**
  - The student values gaming for health, enjoyment, challenge, self-expression, and/or social interaction.
- **Standard 2: Motor Skills**
  - The student demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- **Standard 3: Learning Concepts**
  - The student demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of specific games.
- **Standard 4: Health Promotion and Preventative Care for Gamers**
  - The student will comprehend concepts related to health promotion and preventative care in gamers as related to the following content areas (the content areas are not listed in any particular order):
    - Nutrition
    - Injury prevention
    - Personal health
    - Mental and emotional health
    - Substance abuse, misuse, abuse, and addition
- **Standard 5: Access Health Information, Products, and Services**
  - The student will demonstrate the ability to access valid health information and health-promoting products and services.
- **Standard 6: Self-Management**
  - The student will demonstrate the ability to self-evaluate personal health and set specific goals to practice health-enhancing behaviors that reduce health risks.
- **Standard 7: Interpersonal Communication (Personal and Social Behavior)**
  - The student will demonstrate the ability to use interpersonal communication skills that respects self and others in online gaming settings.
- **Standard 8: Influence of Culture, Media, and Technology**
  - The student will analyze the reciprocal influence of eSports, culture, media, technology, and other factors.
- **Standard 9: Goal-Setting and Decision-Making Skills**
  - The student will demonstrate the ability to use goal-setting and decision-making skills to enhance gaming success
- **Standard 10: Active Participation**
  - The student participates regularly in gaming activities.
- **Standard 11: Advocating for eSports**
  - The student will demonstrate the ability to advocate for scholastic acceptance of eSports.

# Pacing Guide

Campus Business Dept.

| Table of Contents | | |
|---|---|---|
| **Lesson Number** | **Name of Lesson** | **Standards Addressed** |
| 1 | **Student Survey** | 1, 7, 8, 11 |
| 2 | **Code of Behavior** | 1, 4, 7 |
| 3 | **Student Log Book** | 1, 3, 4, 5, 6, 7, 10, 11 |
| 4, 5 | **Game Play and In-Game Features** | 1, 3 |
| 6 | **Goal-Setting and Decision-Making Skills** | 9, 10 |
| 7, 8, 9, 10 | **How Do I Teach Video Games?** | 2, 3, 8, 10 |
| 11 | **Genres of Games** | 7, 8, 10 |
| 12 | **Why do you spend so much time on those stupid games?!** | 1, 7, 11 |
| 13 | **Team Building, Effective Communication** | 3, 4, 6, 7 |
| 14 | **Wrist Exercises** | 2, 4, 6 |
| 15, 16 | **Food Pyramid** | 4, 9, 10 |
| 17 | **Health and Nutrition Speaker** | 4, 7, 9, 10 |
| 18 | **Router Basics** | 7, 8, 10 |
| 19, 20, 21 | **Exercise and Sleep** | 4, 9, 10 |
| 22 | **Toxic Play – Online Gaming Scenarios** | 1, 4, 6, 7, 8 |
| 23 | **How Much Is Too Much?** | 4, 5, 6, 8 |
| 24 | **Thinking Outside the PowerPoint** | 1, 8 |
| 25, 26, 27, 28, 29 | **Advocating for eSports** | 1, 7, 11 |
| 30, 31 | **Help is Right Around the Corner** | 4, 5, 6 |
| 32 | **Gamer Health – Professional Speaker** | 1, 4, 5, 6 |
| 33 | **Log Book Reflection, 6-Week Check** | 1, 4, 6, 9 |
| 34 | **Gaming Survey: Argument vs Counterargument** | 4, 8 |
| 35, 36, 37, 38 | **Gaming Survey: Survey Questions** | 35, 36, 37, 38 |
| 39 | **Physical Copy or Digital Copy** | 7, 8, 10 |
| 40, 41, 42, 43 | **How to Build a Gaming PC** | 2, 7, 9, 10 |
| 44 | **PC Expert Speaker** | 1, 7, 8, 9, 10 |
| 45 | **Basic Troubleshooting** | 2, 9, 10 |
| 46 | **Overclocking** | 2, 8, 10 |
| 47 | **Proper Computer Cleaning** | 2, 4, 10 |
| 48 | **Career Cruising** | 8, 9, 10 |
| 49 | **Career Research** | 8, 9, 10 |
| 50 | **Gaming Career Speaker** | 1, 7, 8, 9, 10 |
| 51 | **Job Shadow** | 8, 9, 10 |
| 52 | **On the Right Career Path** | 8, 9, 10 |
| 53, 54, 55, 56, 57 | **Shoutcasting – You Said What?** | 1, 3, 7 |
| 58 | **Team Building, Working Together** | 3, 4, 6, 7 |
| 59, 60, 61, 62 | **Creating an eSports Team** | 1, 2, 8, 9, 10 |
| 63 | **Ergonomics** | 2, 4, 6 |
| 64 | **Log Book Reflection, 12-Week Check** | 1, 4, 6, 9 |
| 65, 66, 67, 68 | **The Next Level** | 7, 8, 9, 10 |
| 69 | **College eSports Speaker** | 1, 7, 8, 9, 10 |
| 70, 71, 72 | **What the Data Says** | 4, 8 |
| 73 | **Team Building, Problem Solving** | 3, 4, 6, 7 |
| 74, 75 | **The Console Makes a Comeback!** | |
| 76 | **Pixel Rate** | 8, 10 |
| 77 | **Take a Little (Virtual) Field Trip Down Madden Lane** | 8 |
| 78 | **Field Trip** | 1, 9 |
| 79 | **Current Popular PC Games** | 1, 8, 10 |

| | | |
|---|---|---|
| 80 | **Final Log Book Reflection** | 1, 4, 6, 9 |
| 81 | **Final Course Survey** | 1, 7, 8, 11 |
| **Appendix** | | |
| | **Abridged Content Standards** | |
| | **Full Content Standards and Benchmarks** | |

- **Standard 1: Gaming Appreciation**

  **Benchmark 1:** The student values gaming for health, enjoyment, challenge, self-expression, and/or social interaction.

| Specific Level Knowledge Base Indicators | Instructional Examples |
|---|---|
| The student:<br>a. displays persistence in learning new games.<br>b. differentiates between intrinsic and extrinsic reasons for participating in gaming activities.<br>c. integrates gaming meaningfully into daily life.<br>d. reflects on reasons for choosing to participate in selected games. | The teacher:<br>a. provides expanded opportunities for student participation in a variety of gaming activities.<br>b. asks students to reflect on reasons for gaming participation.<br>c. asks the students to create a project that analyzes the integration of how they incorporate gaming in daily life.<br>d. provides the opportunity for students to identify and discuss reasons for playing video games. |
| **Teacher Notes:** | |

- **Standard 2: Motor Skills**

  **Benchmark 1:** The student demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

| Specific Level Knowledge Base Indicators | Instructional Examples |
|---|---|
| The student:<br>a. use a variety of skills appropriately within a game situation.<br>b. select and use the appropriate offensive and defensive skills in a variety of individual, dual, and team activities.<br>c. demonstrate the ability to safely and comfortably adapt to environmental conditions in a variety of gaming pursuits. | The teacher:<br>a. provides expanded opportunities for advanced movement patterns (mouse sensitivity, keybindings, screen brightness, etc.)<br>b. provides various games to display the students' physical skills.<br>c. offensive and defensive movement patterns as well as team strategies. |
| **Teacher Notes:** | |

- **Standard 3: Learning Concepts**

  **Benchmark 1:** The student demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of specific games.

| Specific Level Knowledge Base Indicators | Instructional Examples |
|---|---|
| The student:<br>a. develop an appropriate strategy for a self-selected game and activity for lifetime engagement.<br>b. explain appropriate tactical decisions in a game situation. | The teacher:<br>a. ask students to design a two-week training plan that incorporates a variety of activities such as goal setting, practice schedule, and evaluation.<br>b. asks the students to apply, analyze, and evaluate the game strategies used in a performance. |
| **Teacher Notes:** | |

- **Standard 4: Health Promotion and Preventative Care for Gamers**

  **Benchmark 1:** The student will comprehend concepts related to health promotion and preventative care in gamers as related to the following content areas (the content areas are not listed in any particular order):

  - Nutrition
  - Injury prevention
  - Personal health
  - Mental and emotional health
  - Substance abuse, misuse, abuse, and addition

| Specific Level Knowledge Base Indicators | Instructional Examples |
|---|---|
| The student:<br>a. analyze how behavior can impact health promotion and preventative care in gamers.<br>b. describe the importance of the interrelationships of mental, emotional, social, and physical health through gaming. | The teacher:<br>a. have students conduct an internet search on the pros and cons of gaming as related to adolescent health. Students should analyze findings and present conclusions.<br>b. assign students to conduct surveys identifying gaming habits of adolescents. After analyzing data, |

| | |
|---|---|
| c. demonstrate knowledge of how their family, peers, and community influence the health of a gamer.<br>d. identify common risks in gaming and demonstrate knowledge of the importance and benefits of risk-reducing strategies for gamers (ergonomics, sleep deprivation, eye strain, etc.)<br>e. analyze how public policies, e-sports governing bodies, and stakeholder communities impact the health promotion and preventative care in gamers. | have students identify risks and risk-reducing strategies to address any issues.<br>c. assign students to conduct surveys identifying gaming habits of adolescents. After analyzing data, have students identify positive behavior and establish strategies to promote positive behavior. |
| **Teacher Notes:** | |

- **Standard 5: Access Health Information, Products, and Services**

  **Benchmark 1:** The student will demonstrate the ability to access valid health information and health-promoting products and services.

| Specific Level Knowledge Base Indicators | Instructional Examples |
|---|---|
| The student:<br>a. identify and analyze situations in the online gaming community requiring professional health services.<br>b. locate health products, services and information that are valid, reliable and effective for gamers. | The teacher:<br>a. present scenarios (back-pain, tendonitis, addiction, abuse, threatened suicide) requiring students to discern the need for health services and appropriate community referral<br>b. assign the class to research and compile a directory of school and community health services specially designed to serve gamers and e-sports participants. |
| **Teacher Notes:** | |

- **Standard 6: Self-Management**

  **Benchmark 1:** The student will demonstrate the ability to self-evaluate personal health and set specific goals to practice health-enhancing behaviors that reduce health risks.

| Specific Level Knowledge Base Indicators | Instructional Examples |
|---|---|
| The student:<br>a. identify and practice strategies to manage stress.<br>b. analyze short-term and long-term consequences of safe, risky, and harmful behaviors and recognize his/her responsibility for self-management.<br>c. maintain appropriate levels of cardiorespiratory endurance, muscular strength, flexibility, and body composition necessary for active participation in e-sports activities.<br>d. explain the impact of participation in e-sports on various components of fitness. | The teacher:<br>a. provide the opportunity for students to create daily physical activity logs<br>b. have students complete a stress inventory and identify their personal stressors.<br>c. lead students through breathing, muscle relaxation, and imagery management techniques. |
| **Teacher Notes:** | |

- **Standard 7: Interpersonal Communication (Personal and Social Behavior)**

  **Benchmark 1:** The student will demonstrate the ability to use interpersonal communication skills that respects self and others in online gaming settings.

| Specific Level Knowledge Base Indicators | Instructional Examples |
|---|---|
| The student:<br>a. participate successfully in a cooperative learning group in a variety of online gaming settings.<br>b. invite less-skilled players to participate in gaming environment.<br>c. encourage others to apply appropriate etiquette in all online gaming settings.<br>d. provide appropriate support for a teammate in a team activity. | The teacher:<br>a. provide a wide variety of team-building activities that promote interaction between team members.<br>b. have students create an e-sports “Code of Conduct”<br>c. provide an environment that encourages peer interaction between various skill levels.<br>d. provide the opportunity for students to act appropriately in a school or public |

| | |
|---|---|
| e. demonstrate empathy skills and appropriately respond to both success and disappointment | setting such as a tournament or convention.<br>e. assign an effective communication activity and have the students role play active-listening skills.<br>f. teach the six steps of peer mediation:<br>1. agree to mediate<br>2. gather points of view<br>3. focus on interests<br>4. create win-win points<br>5. evaluate options<br>6. create an agreement |
| **Teacher Notes:** | |

- **Standard 8: Influence of Culture, Media, and Technology**

  **Benchmark 1:** The student will analyze the reciprocal influence of eSports, culture, media, technology, and other factors.

| Specific Level Knowledge Base Indicators | Instructional Examples |
|---|---|
| The student:<br>a. research key historical events in the e-sports timeline.<br>b. explore career opportunities in e-sports, gaming, and related fields.<br>c. identify key influencers and stakeholders shaping the genre.<br>d. analyze how American culture has reacted and is reacting to gaming. Compare this to cultures around the world.<br>e. describe how gaming technology has influenced culture<br>f. analyze the relationship between e-sports and the media.<br>g. study the demographics of e-sports. Synthesize what the data shows. | The teacher:<br>a. provide opportunities for students to engage with e-sports professionals<br>b. assign students to conduct intergenerational interviews gathering perspectives on video games<br>c. provide resources explaining the demographic and socio-economic impact of e-sports and how this drives media attention |

| Teacher Notes: |
|---|

- **Standard 9: Goal-Setting and Decision-Making Skills**

  **Benchmark 1:** The student will demonstrate the ability to use goal-setting and decision-making skills to enhance gaming success

| Specific Level Knowledge Base Indicators | Instructional Examples |
|---|---|
| The student:<br>a. demonstrate the ability to utilize various strategies when making decisions related to gaming scenarios as well as personal experiences<br>b. create a list of short-term and long-term goals as related to gaming and personal experiences<br>c. demonstrate complex decision-making skills by developing an action plan to obtain goals | The teacher:<br>a. review various decision-making models. Give students the opportunity to utilize each model through a gaming scenario so that students may determine which strategies are most conducive to certain situations.<br>b. teach short-term and long-term goal writing. |
| **Teacher Notes:** | |

- **Standard 10: Active Participation**

  **Benchmark 1:** The student participates regularly in gaming activities.

| Specific Level Knowledge Base Indicators | Instructional Examples |
|---|---|
| The student:<br>a. willingly participate in a variety of activities appropriate for maintaining or enhancing gaming skills.<br>b. accumulate, on most days, a recommended number of minutes of gaming practice outside of class as determined by goals and lifestyle decisions.<br>c. monitor gaming activity through the use of a gaming log or other appropriate technology. | The teacher:<br>a. provide activities that allow the student to participate in appropriate gaming activities 60 minutes per day, 3-5 times per week.<br>b. provide a gaming calendar for student documentation of practice for 60 minutes per day, 3-5 times per week.<br>c. assist the student in exploring how gaming habits and preferences change over a lifespan including risk of burnout. |

| | |
|---|---|
| d. understand the ways in which personal characteristics, personal styles, and activity preferences will change over a lifespan. | |
| **Teacher Notes:** | |

- **Standard 11: Advocating for eSports**

  **Benchmark 1:** The student will demonstrate the ability to advocate for scholastic acceptance of eSports.

| **Specific Level Knowledge Base Indicators** | **Instructional Examples** |
|---|---|
| The student:<br>a. within a group, devise and implement a strategic plan to influence and support the acceptance of e-sports into the scholastic environment.<br>b. independently devise and implement a strategic plan to influence and support the acceptance of e-sports into the scholastic environment.<br>c. agree to be a mentor and provide expertise to students and staff when it is warranted. | The teacher:<br>a. have students create and present a public service announcement.<br>b. teach effective persuasive communication methods.<br>c. encourage students to plan and implement a tournament opportunity for local e-sports teams<br>d. demonstrate positive ways to offer counseling and advice to assist students in becoming more proficient in gaming curriculum. |
| **Teacher Notes:** | |