LOCALLY DEVELOPED COURSE OUTLINE

Understanding Video Games15-5

Submitted By:

The Parkland School Division

Submitted On:

Feb. 10, 2021

Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
15-5	125.00	09/01/2021	08/31/2025	Developed	Reauthorization	G10 G11 G12

Course Description

Video games are a globally entrenched entertainment medium that entertains, informs, educates, and challenges us. These games are influenced and defined by our modern culture. In this course students will begin to develop an understanding about the mechanics of video games, multiple theories of game development, and the social and cultural aspects of games. Students will learn how to study video games in order to engage in informed discussions about them.

Major topics include:
- Differentiating between games and play
- Emergent and progressive gameplay
- Game mechanics
- Story and games
- Interpreting games
- Gaming culture
- Violence and games
- Gender and games
- Race and games

Please note, some of the content discussed in the course, including but not limited to, representations of violence, gender, and race in video games, are serious topics that are better addressed if students display an appropriate level of maturity.

Course Prerequisites

None

Sequence Introduction (formerly: Philosophy)

Video games are a globally entrenched entertainment medium that entertains, informs, educates, and challenges us. These games are influenced and defined by our modern culture. Given the relevance of video games in our students' lives, this course will expose students to the interdisciplinary nature of the video game industry, including the multitude of employment opportunities available within this fast-growing field. Students will learn how to critically study games and engage in informed discussions about them, which are transferable skills when students approach other topics or subjects in school and are useful skills they can apply to other jobs and career outside of school. Ultimately, this course is about understanding the literacy of video games and the social and cultural impacts of this field. The cross-curricular competencies that students will develop throughout the course include:

·Thinking critically: students will learn to conceptualize, apply, analyze, synthesize, and evaluate knowledge as it pertains to video games.

· Managing information: students will access, interpret, evaluate, and use information in a variety of ways and through a variety of media to analyze video games as objects and as a culture.

·Innovation and creation of opportunities: students will explore video games in a comprehensive and multidisciplinary way so as to enable them to identify and explore new and innovative ways of addressing challenges within the video game industry. They will learn to develop entrepreneurial skills by exploring the video game industry in a comprehensive way.

Student Need (formerly: Rationale)

Although many students play video games, this course takes something students are interested in and leverages this in order to educate them about how to critically analyze something in an interdisciplinary way. There are video game clubs in schools and students have expressed a desire to talk about video games in their classes. This course approaches video games from a multitude of disciplines, including computer science, social studies, language arts, and visual arts. The multidisciplinary nature of this course will expose students to the collaborative work that exists in this and many other industries, as well as post-secondary opportunities.

Scope and Sequence (formerly: Learner Outcomes)

Essential Understandings

·Game mechanics includes terminology and criteria - developed by experts in the field and by students - which allows for the evaluation of games from multiple perspectives.

·Video games are developed through interdisciplinary collaboration and use a variety of storytelling methods and theoretical frameworks.

·Video games are a globally entrenched medium that are influenced and defined by modern culture.

Guiding Questions (formerly: General Outcomes)

1 How can 'games' be differentiated from 'play'?

2 How can 'rules' shape emergence and progression in games to promote creativity and freedom?

3 How can narrative and interpretative frameworks be used to analyze video games?How can narrative and interpretative frameworks be used to analyze video games?

4 : How can different choices provided to players in video games, including consequences, rewards, purpose, and social and cultural situations, be used to explore the culture of gaming?

5 How are video games used to motivate, persuade, and educate?

Learning Outcomes (formerly: Specific Outcomes)

1 How can 'games' be differentiated from 'play'?	15-5
1.1 Define characteristics of game and play.	X
1.2 Develop criteria to place games along a spectrum of structured or unstructured.	X
1.3 Identify a set of core requirements of games.	X

2 How can 'rules' shape emergence and progression in games to promote creativity and freedom?	15-5
2.1 Define game taxonomy.	X
2.2 Define 'rules' in video games.	X
2.3 Generate criteria to judge how different rules impacts gameplay.	X

3 How can narrative and interpretative frameworks be used to analyze video games?How can narrative and interpretative frameworks be used to analyze video games?	15-5
3.1 Analyze the role narrative and narrative components have in video games.	X
3.2 Analyze games using different interpretive frameworks.	X
3.3 Evaluate a series of games, using different gaming concepts, to determine how games impact people differently.	X

4 : How can different choices provided to players in video games, including consequences, rewards, purpose, and social and cultural situations, be used to explore the culture of gaming?	15-5
4.1 Identify how representations of violence, gender, and race influence perceptions of who can/should/does play video games.	X

4.2 Develop criteria to evaluate the extent to which a video game includes racial and gender diversity and suggest ways in which games might be made more diverse.	X

5 How are video games used to motivate, persuade, and educate?	**15-5**
5.1 Investigate how different games balance promotion versus keeping players motivated to play.	X
5.2 Explain how different gaming components contributes to an understanding of gaming culture and to how gamers define themselves and others.	X

Facilities or Equipment

Facility

No required facilities specified for this course.

Facilities:

Equipment

No required equipment specified for this course.

Learning and Teaching Resources

To discuss additional details of the course, including the use of video resources, please contact:

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Sensitive or Controversial Content

The exploration of the following topics, gender representations, violence, race, and cultural topics, may bring up sensitive components, for example, criminal activity as a positive to win the game, treatment of females, the sexualization of characters, and military/police action. These issues will be dealt with through a critical examination of these topics. Students who have experienced trauma associated with any of these topics may have the option to opt out of particular topics. Parents are not required to be notified under Section 50.1 of the School Act as these topics do not primarily or explicitly deal with religion or human sexuality. A pilot project involving the use of video material created for this course has already been reviewed and vetted for a high school aged audience through the Edmonton and Calgary Public Libraries.

Issue Management Strategy

Health and Safety

No specific risks/hazards identified for this course.

Risk Management Strategy

Statement of Overlap with Existing Programs

Currently, there are no provincially approved curriculum for Understanding Video Games. Similar competencies are addressed in other curricula, such as thinking critically, managing information, and innovation and creation of opportunities. However, the outcomes of this course are unique to this curriculum. The following courses were compared and no significant overlap was found:

·English Language Arts Senior High Programs of Study (10 – 1, 10 – 2, 20 – 1, 20 – 2, 30 – 1, 30 – 2)

·Social Studies Programs of Study Inclusive (K – 12)

·Career and Technology Studies Programs (including CTR 1010, 2010, 3010; COM 1015, 2015, 3015; COM Project A, B, C)

·Special Projects 10 – 20 – 30

Student Assessment

There are no identified student assessments specific to this course.

Course Approval Implementation and Evaluation

No specific processes.