

Joseph Wright  
2019-2020 School Year - Merit Academy  
August 15<sup>th</sup>, 2019  
"Scope & Sequence – Aims, Goals, and Objectives"

**Title:** “Mr. Wright’s Game Design & Theory Semester Course”

**School / District:** Merit Preparatory Academy Charter School

**Forward:** This curriculum was derived from the BSA’s Game Design Merit Badge curriculum. It has then been modified by Mr. Joseph Wright, social studies teacher, with the assistance and support of his fellow faculty.

**Aims:** In our Game Design class, we’ll seek to not only **explore** games and gaming, but to help you (the students) towards **creating a game of your own!** We will be covering the basics of games, their purposes, types, etc., and explore them thoroughly. The second half of the class will then focus on you collaborating with some of your classmates in **creating a game of your own!** If you apply what you learn well in the class, perhaps you can create the next popular game sold in stores everywhere!

**Table of Contents:** This scope and sequence document outlines the lessons, goals and objectives to be met by this course.

It also outlines the **time required** to cover the curriculum. We have ~1.5 hour long periods on a block schedule (2 the first week, 3 the next week, and so on). I have codified these into days, such as T1D4 (Term 1, Day 4), helping identify which term and which day the material is covered.

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\*Note that the standards 0.1-4 are my interpretation of the bullet-pointed skills the course mentions in the introduction found in the **Civic Preparation** section.

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Unit	Topic	Lesson	Goals	Objec.	HW, Assessment, etc.
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## Games & Mediums

### 1. Game Design Intro & Game Mediums Part 1 | T1D1 – D5

#### 1.1 Intro to Game Design (pp 9-14) | T1D1-2

Introduce the class subject, class expectations, and the goals of our course

Familiarize ourselves with classroom routines, expectations, etc.

*Assigned: Formal Assessment: HW – Disclosure Document: Due T1D2*

Explore the definitions of the term “game”

*Informal Assessment: Discuss (first TPS, then as a class) what a “game” is (i.e., what traits make an activity a “game”?)*

*Examples: challenges, differing skills, choices, participation, etc.)*

*Informal: Students engage in several activities, and then they are asked to explain if it was a “game” or not, and why.*

Differentiate the roles that are required for successful game designers

*Informal: Students review text, and then discuss the various roles that are mentioned, or others they thought of*

Review the timeline of various historic games, and then critique several of these early games

*Informal: students will play several historic games (i.e. Senet, Bocce, etc.)*

Assigned: Formal Assessment: **D2 HW – Game Evaluation** Due: T1D3

Formal Assessment: **Ch. 1 Quiz** (End of Chapter)

**1.2 Game Mediums: Physical Games** (pp 15-16) | T1D3

Overview the topic of game mediums, and begin exploring the types, especially physical games & board games

Discuss the term “game mediums”, and what it means

*Informal: Students will review the text (i.e. it is the form of a game), and discuss examples*

Explore and experiment with some of the types of physical games, critiquing especially disc golf

*Informal: Students will learn about disc golf thru lecture, guest visitor, and then go and play for themselves*

Formal Assessment: **D3 HW – Game Evaluation** Due: T1D4

**1.3 Game Mediums: Tile & Dice Games** (p. 17) | T1D4

Assess more types of game mediums, especially those considered tile and dice games

Examine where dice & tile games fit into the historic timeline

*Informal: Students will review pp 12-13, and find where these games first began*

Define what makes a game specifically a tile or dice game

*Informal: Students will review textbook material, and then discuss the various forms of tile & / or dice games they know*

Experiment with at least one dice and one tile game, and analyze it, deciding if you thought it was worthwhile or not

*Informal: Students will play a number of games together, discussing them as they play, etc.*

Formal Assessment: Students will pick one of the games they played, and complete an evaluation on it

**D4 HW – Game Evaluation** Due: T1D6

**1.4 Game Mediums: Card, Party, & Board Games** (pp 18-19; 16) | T1D5-D6

Evaluate more types of game mediums, exploring and assessing their strengths & weaknesses

Explore where card games originally came from, and the many types that exist today, traditional and newer

*Informal: Students will read, discuss, and watch clips showing examples (see: <https://youtu.be/h54aQ8zMGEM>)*

Appraise party games, how they are a fluid medium, and explore an example

*Informal: Students will discuss and share some they’ve played, and will also play some themselves!*

Investigate board games, how they combine multiple medium types, and assess a few examples

*Informal: after discussion & clips, students will pick a game and participate in it*

Formal Assessment: **D6 HW Game Evaluation** (students will be required to complete 2 of the 4 assigned Game Evals); no more accepted after D6 / Ch. 1 Quiz

Formal: **Ch. 1 Quiz / Review:** (Kahoot: <http://bit.ly/GD-01>)

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## Core Game Elements

**2. Game Mediums Part 2 + Core Game Elements** (pp 19-46) | T1D7-D14

**2.1 Game Mediums: Miniatures, RPGs & Electronic Games** (pp 19-23) | T1D7-D8

Finish evaluating the remaining game mediums, exploring and assessing them compared with other types

Survey miniature games, RPGs, and electronic games, & analyze some examples

*Informal: discuss different games that are in these categories, and play a few*

Formal Assessment: **D7 HW Game Evaluation; Due: D8**

**2.2 Core Elements: Player Format** (pp 25-26) | T1D9

Evaluate various types of player formats and examples of games that utilize them

Investigate how players interact in various game formats, with each other, their environment, etc. & specific game examples

*Informal: Students will engage in an activity / game where they demonstrate what they know & have learned*

*Formal Assessment: students will create a poster illustrating a chosen player format:*

**D9 - Player Format Poster; Due: D11**

**2.3 Core Elements: Objectives** (pp 27-29) | T1D10

Analyze the definition of game objectives

Explore what game objectives are, their many types in order to illustrate examples of each type (i.e. score, solve, build, etc.)

*Informal: Students will read info regarding game objectives, pick a few, and dramatize what they are for their peers*

Continue analyzing & explaining player format

*Formal: finish D9 – Player Format Posters*

**2.4 Core Elements: Rules** (pp 29-30) | T1D11

Compare game rules, mechanics & systems

Explore different types of rules in order to differentiate between rules, mechanics and systems.

*Informal: Students will discuss various rules they are familiar with, and diagram how they fit into mechanics & systems, and the definitions of each of these*

*Formal: Assigned D11 – Game Rules Evaluation Worksheet (Due: D13)*

**2.5 Core Elements: Resources & Themes** (pp 31-35) | T1D12

Appraise resources and themes in games, and their importance

Inspect various types of game resources in order to critique how they can be used effectively in a game (i.e. explicit vs. implicit resources, time, turns, known information, etc.)

*Informal: Students will analyze various types of resources, and how they interact with game play, and their constraints*

Interpret types of themes in order to discuss their purposes (i.e. keep players engaged, facilitate game learning, tell a story)

*Informal: Students will engage in jigsaw, writing down a well-known game, and then writing again (different game) and figuring out what themes exist in the game, and then share their purpose.*

*Formal: Students will play a game, and as they do, analyze the **resources** and **themes** involved by filling out the*

**D12 – Game Resources & Themes Worksheet (Due: D14)**

**2.6 Why We Play Games** (pp 37-45) | T1D13–D14

Identify **play value** and why the **player’s perspective** is crucial to creating an intriguing game

Classify the five key play values in order to dramatize & show what makes games fun and worth playing again and again

*Informal: Students will pick one of 5 values (Novelty, Stimulation, Challenge, Threat, Harmony, etc.) & create a skit for their peers that illustrates they understand the value, and then exemplify that for the rest of the class.*

**D14: Formal: Ch. 2 Quiz / Review: (Kahoot: <http://bit.ly/GD-02>)**

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**3. Game Terminology** (pp 47-55) | T1D15–D17

**3.1 Thematic Elements & Gameplay Terms** (pp 33, 47-49) | T1D15

Discriminate various thematic elements and terms in games

Distinguish the various thematic elements in order to design and utilize such in their own games

Categorize the gameplay terms play sequence, level design, and interface design in order to implement in their own games

*Informal: Students will engage in class discussion regarding these elements and terms in order to analyze them and then later formulate and create their own games*

### 3.2 Game Analysis Terms & Spectrums (pp 50-55) | T1D16–D17

Inspect the game analysis terms and their implications

Investigate the game play analysis terms (i.e. difficulty, balance, depth, complexity, pace, replay value, age appropriateness, etc.) in order to better develop a plan for a good game experience.

*Formal: Students will compare these terms, and analyze several games in class to understand how they utilize well (or poorly) these experiences. Assigned **D16 – Game Analysis Terms Worksheet** (Due: D18)*

Continue our investigation of such game play terms, especially spectrum based ones (i.e. turn-based vs. real time, thematic vs. abstract, strategic vs. reflexive, chance vs. skill, etc.) in order to analyze and synthesize their own games and improve upon them.

*Formal: Students will compare these terms, and analyze several games in class to understand where these (and their own future games) sit on these spectrums. Assigned **D18 – Game Analysis Spectrums Worksheet** (Due: D19)*

**D17: Formal: Ch. 3 Quiz / Review: (Kahoot: <http://bit.ly/GD-3>)**

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## Creating and Testing Your Own Game PBL Project

Overall Goals for the Project:

**Students will, throughout this project:**

- Learn to **reflect & evaluate** their own **learning, thinking & production** process, especially in regards to game design
  - **Organize** their efforts, ideas, reflections, etc. into a Game Designer's **Notebook / Portfolio**
  - **Dive deeper** into the world of Game Design through a variety of assignments, such as **interviewing** a successful **game designer, visiting** several **gaming groups, & / or commissioning** an **artist** to help create / design their **game concept art**, etc.
  - **Participate** in a **simulated game design experience** at a major game production firm
  - **Successfully** run, give feedback, & reflect on multiple testings of their and others' games, especially **alpha & beta testing**
  - Create a viable, fun, engaging game that people would be willing to purchase for our Biannual Game Knight event at the end of the semester
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## 4. Making Your Own Game (pp 57-89) | T1D18 – T2D17

### 4.1 Where to Begin: Designer's Notebook & Journal (Parts I & II) (pp 57-60) | T1D18–D19

Introduce the PBL Project (creating a viable, sellable game) and begin serious discussion / brainstorming regarding their game

Overview problem and project components in order to meet PBL Goals head on & verify that all understand expectations

*Formal: Students will be given PBL Project Overview, Parts I & II. Due dates included.*

Discuss with peers regarding game ideas in order to provide feedback, ideas, and improve their overall final game

*Formal: Students will break up into 6 colored hats (i.e. Logic, Optimism, Emotion, etc.) and discuss / brainstorm several of their classmates' game ideas. They will complete at least one **D18 - Six Hats Analysis**; Due D21 / End of Term*

*Formal: **D18 – Part I: Reflection Journal**; Due D5 (60 pts), D10 (60 pts), D17 (Final; 60 pts)*

*Formal: **D19 – Part II: Designer's Notebook / Portfolio**; Due D5 (40 pts), D10 (40 pts), D17 (Final; 40 pts)*

### 4.2 Intro to Part III A, B or C; Game Designer vs. Player; Intellectual Property (pp 61-65) | T1D20–D21

Outline Part III (i.e. field work research options), compare mindsets of designers and players, and delve into Intellectual Property

Research the mindsets that game designers & players have in order to reconcile these & use both in game development

*Informal: Students will read class material, discuss, and watch clips to better understand both perspectives (see: [https://youtu.be/\\_HmtmoGwpZc](https://youtu.be/_HmtmoGwpZc); [https://youtu.be/TOQTZ6N\\_eVg](https://youtu.be/TOQTZ6N_eVg), etc.)*

Explore various field work options (i.e. Interview a Game Designer; Work w/ Artist, etc.) in order to better create own game  
*Formal: D20 – Part III: Field Work Options (A, B or C); Due D9 (40 pts), D14 (Final; 40 pts)*

Assess what Intellectual Property (IP) is & how it works, in order to integrate that knowledge / rights into own game design  
*Informal: Students will utilize this knowledge to better inform their own game creation, to make sure that their rights are protected, as well as the rights of other copyright holders / artists / creators, so that neither are disrespected*

#### 4.3 Prototyping & Testing Your Game (pp 67-83) | T2D1–D2

Examine how paper prototypes can allow you to test & improve your own game experience & allow for necessary testing

Explore & test paper prototypes in order to better own game & game play

*Formal: D1 – Prototype Analysis; Due D3; Students will consider or begin creating a paper prototype, and then analyze how a prototype can represent accurately the game experience, + compare / contrast the good / bad of such a prototype*

Evaluate various types of game testing, in order to integrate such testing in your own game development

*Formal: D2 – Part V: Beta/Blind Test & Reflection: Due D7 (40 pts), D14 (Final, 40 pts); Students will test their game with friends and observe how it goes, utilizing the info gained to better their game. They will also reflect on the experience.*

#### 4.4 Hazzbro, Inc.: Working in Game Design, a Case Study | T2D3–D9

Role-play as a game designer where you are given tasks, assigned to a team, creating a game that meets specific qualifications

Negotiate as a team to meet project demands, create a plan, and make a workable game prototype by a quick deadline

*Formal: D3 – Part IV: Hazzbro, Inc. Case Study: Due D6 (50 pts), D9 (50 pts). Students will work together with an assigned team for the next few days, planning, designing, prototyping, testing and finalizing their game.*

#### 4.5 Final Project | T2D10–D17 / D21

Role-play as an independent game designer, creating a game that you believe would be sellable in the marketplace

Create your own game, planning, testing, prototyping & getting & using feedback in order to create the best possible game

*Formal: D10 – Part VI: Gamer 2000 Final Project Due D14 (50 pts), D17 (50 pts). Students will work together with a team of their choosing for the next few weeks, planning, designing, prototyping, testing and finalizing their game, for presentation in class on D17, as well as our public Game Knight (Dec. 5<sup>th</sup>)*

#### 4.6 Careers in Game Design (pp 85-89) | T2D18-20 / D21-24

Explore careers and opportunities with game design skills involved, and reflect on game design experience

Conclude study of game design by exploring opportunities for the skills learned in this class

*Informal: Students will discuss their experience in creating games, and preview uses of these skills and opportunities.*