



## Board/Authority Authorized Course Framework Template

<b>School District/Independent School Authority Name:</b> <i>SD 67 Okanagan-Skaha</i>	<b>School District 67</b>
<b>Developed by:</b> Dustin Hyde & Myron Dueck	<b>Date Developed:</b> Oct, 10 2018
<b>School Name:</b> Penticton Secondary School	<b>Principal's Name:</b> Chris Van Bergeyk
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> eSports: The history, culture and future	<b>Grade Level of Course:</b> 11
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 100-120

**Board/Authority Prerequisite(s): (None)**

### **Special Training, Facilities or Equipment Required:**

This course operates in an open space learning concept with room for group work, movement, and flexibility. Students will need to use and access and use original consoles with both small and large screens. Potential learning space considerations would be multi use spaces, emergent media lab, a transferable learning space such as a computer lab, gymnasium and library. Essentially the learning space for this course is dependent upon the technologies and learning requirements for each objective. For example, when researching the origins of video games students will be using a computer lab, whereas the exploration of modern games might entail open space, multi-user large screens in an emergent media lab.

## **Course Synopsis:**

This course will introduce students to eSports (competitive video gaming) by building a foundational understanding of the evolution of eSports through an analysis of video game history, its culture, and an analysis of the gaming enterprise and industry. This course is specifically designed for students who have an interest in eSports and video gaming in general. The purpose of this course is not to game, but instead to introduce students to the origins, development, and current trends in eSports. Of course this will involve the user experience in playing games, but the purpose being to understand the deeper elements and structures of games throughout the last 30 years, as well as into the future.

## **Goals and Rationale:**

### Rationale:

eSports has experienced explosive growth in recent years and is nearly 100 billion dollar industry as of 2018. The bulk of this rapid growth is best identified with adolescents and young adults, yet currently very few schools offer formal educational content or courses designed for this area. Further, given its widespread popularity and robust gaming ecosystem, eSports provides a unique opportunity to engage and retain currently underserved populations and disaffected students potentially opening up a pathway to future college and careers across various sectors.

### Goals:

- Community for students who share a passion for eSports to better understand the complex, yet opportunistic enterprise of eSports
- Help students understand the various career opportunities associated with eSports
- Explore the history and evolution of eSports from its origins to its present competitive billion dollar enterprise
- Analyze video game culture and its impacts on society
- Provide a sense of belonging and school community for students who do not identify with existing school teams and clubs

## **Aboriginal Worldviews and Perspectives:**

- Students will explore the issues connected to the reality that indigenous game designers are not well represented in the gaming industry.
- Particular attention will be paid to the issue of both non-representation, misrepresentation and the cultural appropriation of Indigenous characters, artistic expression, and historical realities.
- Students will explore the historical accuracy and inaccuracy of games that have historical components.

## BIG IDEAS

Technological advancements have resulted in new <b>global industries</b>	By its very nature, technology is a changing entity	<b>Digital citizenship</b> requires both knowledge of digital technology and awareness of its impact on individuals and society.	Adapting to economic and labour market change requires flexibility	<b>Multistage enterprises</b> benefit from collaborative work environments
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## Learning Strategies

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p><b>Applied Design</b>  <i>Understanding context</i></p> <ul style="list-style-type: none"> <li>· Conduct <b>user-centred research</b> to determine design opportunities and barriers in eSports</li> </ul> <p><b>Defining</b></p> <ul style="list-style-type: none"> <li>· Students will define an area of study and know its evolution</li> <li>· Identify potential users, intended impact, and possible unintended negative consequences</li> <li>· Make decisions about premises and constraints (technology, <b>bandwidth</b> etc) that define the design space</li> <li>• Assess the significance of people, technology, events, and developments, and compare varying perspectives on their historical significance at particular times and places, and from group to group (significance)</li> </ul> <p><b>Issues</b></p> <ul style="list-style-type: none"> <li>· Critically analyze how competing social, ethical, and community factors may impact design and use of eSport technology</li> <li>• Compare and contrast continuities and changes for different groups at particular times and places (continuity and change)</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• History of <b>eSports</b> and general video gaming <ul style="list-style-type: none"> <li>○ evolution of games: <b>Pong, Atari, Intelelevision, Nintendo, Xbox, PS4, ...</b></li> <li>○ personal vs. <b>public gaming</b></li> <li>○ recreational vs. <b>competitive gaming</b></li> <li>○ rise of corporate sponsorship and scholarships</li> <li>○ How has technology influenced game</li> </ul> </li> <li>• Present <ul style="list-style-type: none"> <li>○ Explore most current trends in eSports</li> <li>○ Stadium Gaming (<b>League of Legends, Overwatch, Fortnite</b>)</li> <li>○ Emerging technologies</li> </ul> </li> <li>• Future of Gaming (<b>VR/AR</b>)</li> <li>• Social / Cultural / Ethical Issues <ul style="list-style-type: none"> <li>○ <b>Game addiction</b> and screen time</li> <li>○ Game rating systems / age appropriateness</li> <li>○ Impact and exposure to <b>game violence</b></li> <li>Gender issues</li> </ul> </li> </ul>

Curricular Competencies	Content
<p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>• Assess how underlying conditions and the actions of individuals or groups affect events, decisions, and developments, and analyze multiple consequences (cause and consequence)</li> <li>• Explain different perspectives on past or present people, places, issues, and events by considering prevailing norms, values, worldviews, and beliefs (perspective)</li> <li>• Make reasoned ethical judgments about controversial actions in the past or present, and assess whether we have a responsibility to respond (ethical judgment)</li> </ul> <p><b>Sharing</b></p> <ul style="list-style-type: none"> <li>· Share progress while creating to increase opportunities for critique, collaboration, and, if applicable, marketing</li> <li>· Decide on how and with whom to share or promote the concept of eSports</li> </ul> <p><b>Applied Skills</b></p> <ul style="list-style-type: none"> <li>· Apply safety procedures for themselves, co-workers, and users in both physical and digital environments</li> <li>· Identify and assess skills needed for design interests, and develop specific plans to learn or refine them over time</li> </ul> <p><b>Applied Technologies</b></p> <ul style="list-style-type: none"> <li>· Explore existing, new, and emerging tools, technologies, and systems to evaluate their suitability for their design interests</li> <li>· Evaluate impacts, including unintended negative consequences, of choices made about technology use</li> <li>· Analyze the role technologies play in societal change</li> </ul> <p>-Examine how cultural beliefs, values, and ethical positions affect the development and use of technologies</p>	<ul style="list-style-type: none"> <li>• Careers/current personalities (styles)               <ul style="list-style-type: none"> <li>○ Understand and analyse <b>eSport enterprise</b> as it exists today (Players and Teams, <b>Content Creators</b>, Entrepreneurs, Organizers, Strategists)</li> <li>○ Analysis of <b>professional gamers</b> and game play style</li> </ul> </li> <li>• Organization and Delivery of an eSport event / competition</li> </ul>

## Big Ideas – Elaborations

**Global Industries:** Industries that effectively operate in all, or most, of the markets around the world

**Digital Citizenship:** The norms of appropriate, responsible technology use

**Multistage enterprises:** A business realm that involves the interaction and cooperation of various levels in a simultaneous fashion

## Curricular Competencies – Elaborations

- **User-centred research:** research done directly with potential users to understand how they do things and why, their physical and emotional needs, how they think about the world, and what is meaningful to them
- **Bandwidth:** the amount of data transmitted in a fixed amount of time required for multiplayer games

## Content – Elaborations

- **eSports:** a multiplayer video game played competitively for spectators, typically by professional gamers
- **Pong, Atari, Intelelevision, Nintendo, Xbox, PS4:** past to present game consoles / stations
- **public gaming:** Gaming played in social forms such as large rooms or online multiplayer
- **competitive gaming:** Gaming done for prizes or money, typically in public forums
- **League of Legends, Overwatch, Fortnite:** present day examples of popular, competitive eSport games
- **VR/AR:** Virtual Reality and Augmented Reality offer computer simulated environments where players are immersed in the game
- **Game addiction:** excessive play which results in negative emotional, social, relational, educational or career – related consequences
- **Game Violence:** the incorporation and prevalence of violence in the gaming industry
- **eSport Enterprise:** eSport industry in its entirety, consisting of Strategists, Content Creators, entrepreneurs, Organizers, and Gamers
- **Content Creators:** Individuals who are responsible for the contribution of information to media related to eSports
- **Professional Gamers:** Individuals who are paid to play eSports

**Recommended Instructional Components:**

- Direct instruction
- Demonstrations
- Video conferencing
- Multi-modal instruction
- User experiential learning
- Self-reflection
- Self and teacher monitored journaling (blogging, vlogging)

**Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)**

Clear targets and expectations shared with students at all stages of the assessment process.

*Formative:*

- Inquiry based, student led projects
- Practice quizzes
- Peer-assessment and self-assessment
- Self-reporting

*Summative:*

- Quizzes/testing (students demonstrating what learning outcomes they KNOW and UNDERSTAND)
- Student demonstrations of ability and showing evidence of knowledge and understanding (DO)
- Student self-reporting/teacher-monitored learning goal checklists
- Oral-response/student-teacher conferencing

**Learning Resources:**

Various book resources:

- Playing to Win: becoming the champion. David Sirlin
- Game On: How I Became a Nintendo World Championships Finalist. Shannon Webster
- Contagious: Why Things Catch On. Jonah Berger
- The Will to Keep Winning. Daigo Umehara
- Ready Player One. Ernest Cline.
- Gamelife. Michael W. Clune.

Various online documentary resources:

- King Kong: A Fist Full of Quarters
- Free to Play Documentary
- Vice World of Sports, Rivals: E-Sports' Oddest Rivalry

**Additional Information:** None