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NORTH AMERICA SCHOLASTIC ESPORTS FEDERATION

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Dear Colleagues,

One of the founding principles of the North America Scholastic Esports Federation is to provide a connection between esports and college and career readiness for ALL students. Therefore, it is with great excitement that I share with you the accompanying curriculum pathways developed by educators from the University of California, Irvine, the Orange County Department of Education, and various innovative educators around the country. This includes resources for middle school, high school, English-language arts, career technical education (CTE) and many other creative and engaging options.

Upon your review, should you have any questions, please do not hesitate to call upon us at NASEF. We are here to support the academic and workforce pathway endeavors around the country and the world — through curriculum development, professional learning and programmatic alignment— as young people acquire the critically-important skills necessary for future readiness and success.

In offering all of NASEF’s resources to you at no cost, we want to thank the philanthropic efforts of the Samueli Foundation. Their generosity has made this work possible while also creating an enormous impact for students and educators in and around the esports ecosystem.

Sincerely,

Tom Turner
Chief Education Officer
North America Scholastic Esports Federation
Esports + Career Technical Education (CTE) Pathways

Background

To better meet the needs of the current labor market and to prepare for the workforce of the future, students must graduate with strong academic, technical and real-world skills. Research and current practice indicate there isn’t a one-size-fits-all postsecondary path for every high school student, so it is critical for them to be prepared for success on whatever path they take after graduating – whether they enter the workforce, join the military, or continue their education.

Esports has grown as a worldwide cultural phenomenon, expanding to more than just players and spectators to include an infrastructure of organizers, strategists, content creators, and entrepreneurs (Anderson, et al, 2018). As esports grows in popularity and acceptance, educators have looked to connect the skills developed in esports with college and career opportunities.

Esports + Career Technical Education Pathways

In accordance with a growing desire to offer innovative, immersive and career- and college-relevant education to interested high school students, the Orange County Department of Education (OCDE), in collaboration with the North America Scholastic Esports Federation (NASEF), partnered with several high school administrators and educators to design educational programs or “grids” that are purposefully aligned to the 15 Career Technical Education (CTE) pathways established by the California State Department of Education. These programs are comprised of pre-established University of California-approved CTE courses which focus on esports as a means of facilitating transference of concepts and skills that incorporate Common Core State Educational Standards, Next Generation Science Standards, International Society for Technology in Education, and Social Emotional Learning standards that are appropriate for the target student demographic.

The 15 CTE esports certificate programs build upon NASEF’s baseline formula of four overarching topical domains that feed into fifteen distinct kinds of careers, all of which support the esports Players (typically thought to be the center of the esports world). These CTE pathways do not focus on video game titles in particular, nor do they seek to improve a student’s gameplay skills or aspirations to join competitive leagues. The identified 15 CTE pathways are firmly grounded in academic theory, learning outcomes and measurable scholastic improvement. The diagram below provides a visual explanation of the four domains and their itinerant career focal points:
The esports + CTE Pathways are organized into 15 esports certificate programs:

**Esports Domain: Entrepreneur**
1. CTE Software & Systems Development Pathway: Web Developer Strand
2. CTE Business Management Pathway: Business Development Strand
3. CTE Marketing Pathway: Marketing Strand
4. CTE Professional Sales Pathway: Corporate Sponsorship Strand

**Esports Domain: Organizer**
5. CTE Business Management Pathway: General Manager Strand
6. CTE Hospitality, Tourism, & Recreation Pathway: Event Planner Strand
7. CTE Networking Pathway: IT Support Strand

**Esports Domain: Strategist**
8. CTE Education Pathway: Coach Strand
9. CTE Information & Support Services Pathway: Analyst Strand
10. CTE Production & Managerial Arts Pathway: Theory Crafter Strand

**Esports Domain: Content Creator**
11. CTE Design Visual & Media Arts Pathway: Shoutcasters Strand
12. CTE Game Design & Integration Pathway: Software Development Strand
13. CTE Games and Simulations Pathway: Fandom Art Strand
14. CTE Production & Managerial Arts Pathway: Journalists
15. CTE Software & Systems Development Pathway: Streamers Strand
CTE Pathway Grids

The 15 esports certificate programs are individually outlined in grids that contain a list of all necessary coursework for grades 8th - 12th with post-secondary linkages and other program requirements. Each grid includes:

- CTE courses (University of California approved)
- College-entry level required courses (as defined by the State of California, commonly called the A-G requirements)
- Recommended electives
- Dual enrollment and/or courses articulated for credit with participating community (2-year) and traditional (4-year) colleges
- Work-based learning opportunities

The 15 esports certificate programs were approved in the state of California in Spring 2019.

How to Use the Grids

Each grid can be adapted by CTE professionals and educators based on their state-approved CTE pathways and subsequent introductory, concentrator and capstone / completer courses. NASEF has curated each University of California-approved CTE course identified in the grids for review. The courses do not include lesson plans but the overall course outline.

Suggestions

- Review the 15 esports certificate programs and the identified CTE coursework.
- Determine if there are similar CTE courses in your state. Identify the gaps.
- Build your CTE esports certificate program.
NASEF Career Profiles

Strategists
- Interview: Joe Jacko - Esports Coach for USC (https://www.youtube.com/watch?v=UOQklIDPzSc)

Content Creators
- Careers in Esports: Cecilia D’Anastasio - Staff Writer for Wired (https://www.nasef.org/news/blog/cecilia-d-anastasio-journalist/)
- Careers in Esports: Austin Write - Freelance Esports Photographer (https://www.nasef.org/news/blog/austin-wright-freelance-esports-photographer/)
- Interview: Hector Alzate - Video Game Design & Animation Teacher (https://www.youtube.com/watch?v=ULtAFeqh2rk)
- Interview: Jen Neale - Communications Strategist for The Story Mob (https://www.youtube.com/watch?v=m082Hxr0P1I)

Entrepreneurs
- Careers in Esports: Joy Chao - Director of Marketing for Esports for KSE (https://www.nasef.org/news/blog/joy-chao-kse/)
- Careers in Esports: Nick O’Shea - Business Development for Next Generation Esports
- Interview: Mark Godinez - AP Computer Science Teacher (https://www.youtube.com/watch?v=aGAkvyo1vo)

Organizers
- Careers in Esports: Melia Anguiano - Operations Manager for Sentinels (https://www.nasef.org/news/blog/melia-anguiano/)
- Careers in Esports: Bri Delgado - Game Administrator for Overwatch League (https://www.nasef.org/news/blog/bri-delgado/)
- Careers in Esports: Kris Lyman - Esports Event Manager for Blizzard Entertainment (https://www.nasef.org/news/blog/kris-lyman-blizzard-entertainment/)
- Careers in Esports: Kate Shepard - Social Media Manager for Flyquest (https://www.nasef.org/news/blog/kate-shepard-social-media-manager/)
- Interview: Dr. David Amirrezvani - Doctor of Physical Therapy (https://www.youtube.com/watch?v=aGAkvyo1vo)
- Interview: Peter Melton - General Manager for Miami Lakes Educational Center (https://www.youtube.com/watch?v=W48vs-qCnIA)
- Interview: Esports Circus - Location-Based Esports Events for Colleges (https://www.nasef.org/news/blog/esports-circus/)
Acknowledgements

The Career Technical Education grid development team

Dr. Paul Weir, Curriculum Coordinator, Orange County Department of Education / CTEp
Kevin Brown, Curriculum Specialist, Orange County Department of Education / CTEp
Joyce Foss, Curriculum Specialist, Orange County Department of Education / CTEp

Individual courses were developed by the institutions listed at the top of each course. All courses were available on the University of California A-G Course Management Portal at the time of publication.

About NASEF
The North America Scholastic Esports Federation (NASEF) is the governing and organizing body created from the collective partnership of the University of California, Irvine (UCI) Department of Informatics at the Donald Bren School of Information and Computer Sciences, Henry Samueli School of Engineering, Connected Learning Lab, Orange County (CA) Department of Education, Orange County STEM Initiative and the Samueli Foundation. Each contributing organization leverages its assets and specialties to support NASEF’s mission to bridge esports with student college and career readiness.
<table>
<thead>
<tr>
<th>Grade</th>
<th>CTE Courses</th>
<th>&quot;a&quot; - Social Science</th>
<th>&quot;b&quot; - English Language Arts</th>
<th>&quot;c&quot; - Math Non Integrated</th>
<th>&quot;c&quot; - Math Integrated</th>
<th>&quot;d&quot; - Science</th>
<th>Other Required Courses</th>
<th>Recommended Electives</th>
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<th>Work-Based Learning</th>
<th>Shoutcasters Strand</th>
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<tr>
<td>8</td>
<td>History</td>
<td>Language Arts</td>
<td>Math 8 or Algebra</td>
<td>Math 8 or Math 1</td>
<td>Physical Science</td>
<td>PE</td>
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<td>World Language</td>
<td></td>
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<td>Monthly Guest Speakers &amp; Workplace Tours</td>
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<tr>
<td>9</td>
<td>Career Focus: Design Media Arts</td>
<td>*World Geography by Design UCCI</td>
<td>*Creating Legends: English 9/Esports Game Design</td>
<td>Algebra or Geometry</td>
<td>Math 1 or Math 2</td>
<td>Biology</td>
<td>Health &amp; PE-1</td>
<td>World Language</td>
<td>Dual Enrollment Linked to CTE Pathway and local College</td>
<td></td>
<td>Monthly Guest Speakers &amp; Workplace Tours</td>
</tr>
<tr>
<td>10</td>
<td>CTE Digital Art &amp; Design</td>
<td>*World History by Design</td>
<td>*Something from Nothing: Esports, Entrepreneurship, and English 10</td>
<td>Geometry or Algebra II</td>
<td>Math 2 or Math 3</td>
<td>Chemistry or *Anatomy &amp; Physiology</td>
<td>PE-2</td>
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<td>Dual Enrollment Linked to CTE Pathway and local College</td>
<td></td>
<td>Job Shadowing Career Pathway Exploration</td>
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<tr>
<td>11</td>
<td>*Art of Graphic Design II</td>
<td>*Engineering America: US History + Engineering &amp; Architectural Design</td>
<td>*Big Trends, Growth Opportunities…The Future of Esports Marketing/ English 11</td>
<td>Algebra II or Pre Calculus</td>
<td>Math 3 or Pre-Calculus or AP Statistics or Calculus</td>
<td>*Anatomy &amp; Physiology or Physics</td>
<td>World Language</td>
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<tr>
<td>12</td>
<td>*ARTS, MEDIA, AND ENTERTAINMENT/Digital Media Arts Internship</td>
<td>*We the People: American Government &amp; Cybersecurity</td>
<td>*The Saga of the Tournament: Event Crafting through Esports and 12th Grade English</td>
<td>Pre-Calculus or AP Statistics or Calculus</td>
<td>Pre-Calculus or AP Statistics or Calculus</td>
<td>*Grandstands &amp; Accolades - Convergence of the Esports Ecosystem</td>
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**Recommended Activities: Esports Club membership**

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**Post-Secondary Linkages**

Specific to pathway and local College

* Indicates A-G UC Approved

**Other Program Requirements**

GPA 2.0 or higher for OCDE certification, CTE Pathway completion, Industry certification as available, Other requirements established by the local district
Course Overview

In *Career Focus--Design Media Arts*, students will be introduced to foundational skills needed to pursue a design media pathway and career. The course will cover art's influence on society as students learn basic graphic design, drawing, photography, art history, and digital media as well as video and audio editing. Each student will create an electronic portfolio that demonstrates their artistic eye and the progress of their skills; students will learn the skills necessary to prepare for professional industry certifications and explore/research the career pathways found in design media.

Unit 1: Traditional Drawing

Students will demonstrate an understanding of the foundation of drawing techniques including the elements and principles of art using traditional tools used in rendering sketches, such as design composition within the principles of design. They will begin compiling their work for a professional portfolio and participate in career exploration-based activities.

**Key Assignment: My Community – A Portrait**

After creating multiple value charts, students will set out to discover their school—its face, personality, and community. Students will capture the images of their school. Their photos should include portraits of students and/or staff and outdoor scenes of the campus. Using Photoshop, students will use values to create the essence of their school. Students choose the most poignant portraits and photos they have taken and using their value charts, students will use pencil to draw images that communicate emotion, truth, and a reflection of what the school can be or can appear to be. Students will place the completed projects into their digital portfolios.

Unit 2: Digital Photography

Students will learn the basics of photography including cameras and their use in digital compositions. They will study the history of photography including the camera obscura for the study of light. Students will expand their understanding of the use of light and value as they experiment with exposure, shutter speed, and reflectors. Students will apply the techniques of photographers to help expand the story of their school as their own community.

**Key Assignment 1: The Art of a Photograph**

Students will develop a scrapbook in which they will evaluate the work of other photographers using the elements of art and principles of design. Working in a team of four, students will collect 25 photos in 5 major categories of photography and provide an evaluation for each photograph. Students will compare and contrast different photographers as they note the similarities and differences between the works. The scrapbook will be created and submitted digitally.

**Key Assignment 2: Elements of My Community**

Students will use their campus as the subject for the next section of their digital portfolio. They will develop eight small projects with photographs showing line, value, balance, texture, color, unity, variety, emphasis and the creative use of depth of field, shape and form, movement and rhythm. Students will use these 8 projects to create a
picture of everyday objects that are typical, unique, obscure, and/or prominent on their campus. All projects will be placed in the digital portfolio.

**Key Assignment 3 (Optional): Stop motion/Time-lapse**

Students use stop motion to animate a scene of process such as brushing teeth, shaking the head, eating, or any other simple activity that is repetitive. The scene should demonstrate line, value, balance, texture, color, unity, movement and rhythm. If needed, students watch a demonstration of YouTube step-by-step instructions in videos such as: *How To Make A Stop Motion Picture Animation* [https://youtu.be/cY207xbWwD8](https://youtu.be/cY207xbWwD8).

For examples of stop motion, students can visit such YouTube sites as:

- [https://youtu.be/PxfQqTFOXN8](https://youtu.be/PxfQqTFOXN8)
- [https://youtu.be/YnltFSl_DQ0](https://youtu.be/YnltFSl_DQ0)

**Unit 3: Digital Illustration**

In this unit, students will explore pop art and its influence on society. They will practice using digital media programs and experiment with color as they create their own pop art in order to affect change on their campus.

**Key Assignment 1: The Simple Things Speak**

After researching techniques used by pop artists, such as Andy Warhol, and discussing the importance and influence of this genre, students will photograph one object on campus that will work to demonstrate a need for change (e.g., trash on the ground, vandalism, broken school supplies, etc.). Using that photo, students will use 3 different colors and adobe illustrator to create 3 Warhol-like images that best communicate the importance of the subject of the photo. (Ultimately, the 3 images will be peer-reviewed for effective use of color and placed into student’s digital portfolio.--see Key Assignment 2: Editing the Conversation)

**Key Assignment 2: Editing the Conversation**

Students print out in color all 3 pictures created in Key Assignment 1. They will then layout their printed pictures on an 18 x 24 poster. In small groups, using the principles of design and elements of design, students will evaluate and critique their peers’ work. Each student will edit or make changes to their images as needed. They will then present their work to the class, pointing out similarities to and contrasts with, Andy Warhol’s style, and discuss the desired impact of the image.

**Unit 4: Computer Science**

In this unit, students will explore how computer science and the Internet play a key role in our society. Students will be introduced to computer programming with an emphasis on web development and HTML coding with cascading style sheets. Students will learn basic programming concepts such as functions, values, data types, variables, syntax, expressions, if-then loops, arrays, and events.

**Key Assignment 1: The Story of the Internet and School Life**

In order to better visualize the exponential growth and expansion of computer and Internet use, students will research key individuals in the evolution of computer technology. Students will create an interactive timeline that notes milestones and the innovators who have changed our world. In a reflective essay, students will write about how the Internet is embedded in their life at school and note the positive and negative effects it has on society or on them personally.

**Key Assignment 2: HTML Digital Portfolio**
Students will create their own digital portfolio web pages. Students will mock-up and plan their websites to create an effective visual presentation to display their previous work in the class. Students will need to use their digital media art skills to create and optimize their graphics. The work should be laid out so that it tells a story or gives an impression about the school as their community. This portfolio should be created as a portfolio that you would submit to an employer to highlight your skills.

Unit 5: Video and Audio Editing
The purpose of this unit is to teach the stages in the arc of a story. Students will storyboard and learn the workflow and editing techniques for producing a movie trailer.

**Key Assignment 1: Movie Trailer**
Students learn how to grab and edit scenes from their favorite movies. The trailer will flow using specific scenes without revealing too much of the story. The trailer will be between 2 – 3 minutes long, and the students will include audio to complement the visual experience (e.g., voice over, song from the movie, music).

**Key Assignment 2 (Optional): My School—A Movie**
Students film a school event(s) and use that, plus images in their digital portfolio, to make a movie trailer that tells the story of their school. The trailer will communicate the tone and message the student wants to tell about the school as his or her community.

Unit 6: 3D Fabrication
This unit will build upon the student's previous knowledge of 2-dimensional design to create a 3-dimensional product and will learn the basic programming and inputting of a 3D printer.

**Key Assignment 1: Two-Point Perspective Drawing**
Students will brainstorm little items that would be useful to have for school. Using two-point perspective, the students will draw/sketch a mock-up design of a perspective 3D product that can be held in their hands (phone case, earbud holder, etc.). This project will include sketches from all 4 viewpoints, top, bottom, and each side. Students should keep all drawings and design concepts in a notebook. No idea can be erased so students can explain the process and refer back to it in future projects and/or presentations.

**Key Assignment 2: Cardboard Build**
Using cardboard, students will create a mock-up of their product. For this project, students will measure, cut and glue all the elements together in order to demonstrate how the final 3D product from Key Assignment 1 will be generated.

**Key Assignment 3: Final 3D Print**
Using a 3D rendering program, the students will create their final product. For this project, students will have to measure, extrude, and make sure the support rigs are generated for the final 3D prints. All completed products will be placed on display with a placard or flyer that explains the design process and the purpose of the product.

**Key Assignment 4: Careers in Digital Media: Developing a Career Plan**
Students will end the year by attaching a career research paper to their digital portfolio. The students’ research will include the many and varied careers that digital media offers. They will look at industry demand, salary, typical work hours per week, experience and/or education required to attain that position/job.

Optional industry jobs include:
• Photographic Process Workers and Processing Machine Operations
• Photographers
• Multimedia Artists and Animators
• Film and Video Editors
• Advertising and Promotions Managers
• Graphic Designers
• Web Administrators
• Producers

Using their research, students put together a possible career plan, which indicates the education/skills required to be successful in the industry. This should include how they will meet the demands of 21st Century workers. For example, their plan will show how they will be able to pivot from one skill to another; how they will master communication and collaboration; how they will think creatively; how they will think critically.
Course Overview
The esports industry holds unrealized potential for the English language arts classroom; the stories told within games, the mythology of characters, literacy required to achieve mastery, and opportunities to integrate the intersections between technology, culture, and play all parallel ELA skills and concepts. Students will build a foundational understanding of esports, their history, and their evolution over time through research in multiple genres and methodologies. They will use critical thinking skills and argumentative, analytical, narrative, expository, and descriptive pieces of writing on self-selected topics within each unit’s main framework to apply their esports enthusiasm to their English study. Students will explore the meaningful and diverse ways to participate in the esports community beyond playing competitively themselves, and will connect the gaming experience to literature, both fiction and nonfiction. Challenging preconceptions of what qualifies as a text, the students will apply their understanding of literary concepts to analyze and critique how writers and game developers both make choices to convey meaning to their audiences. Becoming authors themselves, they will contribute their own characters and worlds to the genre of esports. This course also supports integrated STEM learning and principles with its emphasis on effective oral and written communication, argumentation, design thinking, systems thinking, and effective student engagement with educational technology to collaborate, critically think, and communicate student thinking.

Educators interested in exploring the relevant STEM & Socio-Emotional Learning principles embedded within this course of study are encouraged to refer to this resource for more information:

STEM & Socio-Emotional Learning (SEL) principles for this course are detailed in this course overview (https://goo.gl/yfeVoP) and in an annotated version of this course (https://goo.gl/nW5jwa).

Unit 1: Game ON! Competitive Gaming
Students will write an expository essay that explains what esports are. They will make connections with the “story” of a video game by reading short story texts to understand elements of plot. Students will then use those elements to create a personal narrative about a meaningful experience (real or imaginary) with video games in their lives so far. They will examine the elements of the short story and the value of narrative writing. STEM principles in this unit include exploring a narrative as a system of interacting components and evaluating evidence for inclusion in developing an argument.

Key Assignment 1: Just What Is Esports?
Students read and annotate “What are esports?/A beginner’s guide” https://www.telegraph.co.uk/gaming/guides/esports-beginners-guide/. After discussing the article, students write an expository essay on esports and its possible benefits and pitfalls. Their essays should include the “story” and goals of each game they discuss.

Key Assignment 2: My Experience with Esports—The Rules of the Game
Students read several short stories from a district-approved anthology including “Thank you, Ma’am,” “The Most Dangerous Game,” and “Blues Ain’t No Mockin Bird.” As they explore the elements of a short story, students analyze how to build suspense, how to create appropriate settings, how point of view effects a story, and the role that word choice has in telling a story. Students enter their analysis in a journal that they will refer to as they write a personal narrative that recounts a meaningful esports or video gaming experience in their lives (real or imagined). Students self-review their narratives by using a rubric that encourages answers to such questions as: Why was this
event so important or relevant? What makes the story interesting? Could I have used language that is more descriptive? Is the narrative recounted in logical order? Students edit and revise narrative until it meets all the elements of a short story.

**Key Assignment 3: Does the Gaming Industry Follow the “Rules” of Narrative Writing?**

Students research the "plot" or “story” of several popular games (either assigned by teacher or chosen by students). Students groups will choose one game and analyze it for elements of the short story. They will create a multi-media presentation where they argue that the “rules” have been broken or that the video "story" meets all the requirements of the short story. Part of the presentation will be why the students think the video game is or is not successful.

**Unit 2: The Evolution of Esports**

Students will conduct research on the past, present, and future of the esports industry. As researchers, they will learn the basics of evaluating sources for credibility, continue to apply annotation strategies, and cite sources. To create a foundation of esports knowledge on which to build, students will read about the past, present, and future of the esports world, and predict how things may continue to develop. STEM principles in this unit include exploring a narrative as a system of interacting components and evaluating evidence for inclusion in developing an argument. Using tools learned in class, students will evaluate sources, seeking out the accurate and reliable ones, and ignoring the less credible sources.

**Key Assignment 1: The Past and the Forecast**

After watching the documentary, The King of Kong: A Fistful of Quarters, student groups research what happened to Billy Mitchell and read and annotate the article "Psychology and Competitive Gaming: Are professional players with problems addicted to video gaming or work?" They then conduct a Socratic Seminar in which they ask student-developed questions about gaming and gamers. Student groups then research the development and evolution of esports. Using their research, experience, and observations, the students begin to forecast where esports will go in the future. Each student will then write an argument essay in which he/she extrapolates conclusions about the future of esports. The essay should be a well-cited, research-based argument as to why they think the industry will move in that direction. Through this work, students will begin to discern reliable texts vs unreliable sources. They will use sources with URL’s ending with .gov, .mil, .pdf.

**Unit 3: Esports Ecosystem**

In this unit, students will be immersed into the various roles available in the community or ecosystem of esports. They will explore careers in the areas of content creation, entrepreneurship, strategy, and organization as well as how fandom and journalism contribute to the industry. Through a combination of individual and group work, students will conduct research using nonfiction texts about the industry and teach their peers about the many roles. Additionally, students will read a fictional work, either Maze Runner or Lord of the Flies, and will consider how all participants in the communities of the novel contribute to the ecosystem of that fictional world. Continuing the exploration into systems thinking, the STEM principles in this unit require students to transfer their developing understanding of systems to include a focus on various roles within the esports ecosystem and how they interact with one another.

**Key Assignment 1: You Do What for a Living?**

Students individually or in groups conduct research on an assigned unique role within the esports ecosystem to identify key aspects of that role. In a multi-media format, students will present their findings to their peers on aspects such as paths to acquiring that role, job duties and responsibilities, possible employment opportunities, growth potential, and the impact that role has on esports both in an event scenario and in the larger context of esports as an entertainment field.

**Key Assignment 2: What's My role?**
North America Scholastic Esports Federation

Students will take an aptitude survey, the Rasmussen Career Aptitude Test: [http://www.rasmussen.edu/resources/aptitude-test/](http://www.rasmussen.edu/resources/aptitude-test/) that explains their strengths, interests, and possible career fields. Students will look back at the different careers found within esports and select a role for an esports event. Students form groups to demonstrate and/or act out an esports event scenario for the class. (This could be teacher or student created.) Shoutcasters will shout play-by-plays and further create interest in the players and the game, data analysts will present a data picture, fan creators will create concept art or stories, etc. Students will produce a presentation that will accurately portray their selected role.

**Key Assignment 3: Who Am I?**

Students will have examined their personalities in Key Assignment 2 but will now see how their lives fit into the journey of life as depicted by Shakespeare in “The Seven Ages of Man.” Students will write and analyze Shakespeare’s take on life. Next they will choose one of the seven stages and create concept art that represents that stage. Included with the art would be a short or flash story of 500 words or less, that brings the character to the place that Shakespeare describes in the poem. Students present the art and the story to the class.

**Key Assignment 4: Literature and the Character**

Students will further explore man’s place in life through the reading a fictional work, *Maze Runner* or *Lord of the Flies*. They then write an analysis on how all participants in the communities of the novel contribute to the ecosystem of that fictional world. Connecting with the aptitude test, students will include those character traits that make these book’s characters effective in their roles in their community.

**Key Assignment 5: Gaming and the Character**

So that students understand the reciprocal relationship of characters affecting and being affected by the world they inhabit, groups of students will design and create a Character Select page common to esports games. All principal characters are listed and a brief synopsis of the character, their relation to other characters (either negative or positive) as well as their contributions to the ecosystem or socio-political climate of the work are included in the Select page. Students then choose 2 of the characters and write them into a situation where they have to react quickly or suffer consequences. The characters’ actions and dialogue must be consistent with the Character Select analysis.

**Unit 4: Head-to-Head: Esports and Ethics**

The realm of esports contains many complex social interactions from which to draw lessons on ethics. While the interaction between participants is often within the digital realm, the choices made by players and fans have real world consequences. It is important that members of this emerging community realize the need for and agree to abide by a set of ethical guidelines so that the environment surrounding esports remains positive and inclusive. Students will engage with real world examples of challenging ethical dilemmas and discuss how actions within esports affect the people in and around the environment. Students will study ways others have expressed their experiences and try their hand at using writing to express their own thoughts and feelings. This unit will culminate with the class discussing and working together to define a code of ethics for themselves. STEM principles in this unit including engaging in argument from evidence to explore the effects certain behaviors have on the esports community.

**Key Assignment 1: Speaking out on Right and Wrong**

Using a district approved anthology, students will study poetry covering issues concerning ethics and community behavior (i.e. N. Scott Momaday’s “A Simile”, John Donne’s “No Man is an Island”, May Swenson’s “The Universe,” Luka Lesson’s “Please Resist Me”, or Andrea Gibson’s “Letter to the Playground Bully”). Using the genre of their choice, including slam or spoken word poetry, students will create their own poems for presentation on the topic of ethics/morals. This will help personalize the issues of ethics in gaming for each student, as they think critically and creatively about appropriate community behavior in the industry.
Key Assignment 2: Socratic Seminar

Given teacher-assigned case studies regarding relevant issues to ethics in the esports world (i.e. cyberbullying, cheating, free speech vs. hate speech, violence, etc.), students will annotate these studies and prepare questions for a Socratic seminar. Students will participate by asking each other questions about the outcomes of these studies, and what should be takeaways for how to ethically engage in esports. Their participation will demonstrate critical thinking, analytical reading, and speaking and listening skills as they attempt to reach a consensus on each ethical issue.

Key Assignment 3: Esports Code of Ethics

Students will write a code of ethics for the class community. They will go through a process of reading existing codes of ethics from groups such as esports (for example, the Orange County High School Esports League), military (for example that of the armed forces), business, etc. Then, they will work as a class to determine what the code of ethics should be for their group to function well. Students will each write a Personal Code of Ethics and will place their revised and edited version at the front of their notebooks.

Unit 5: Legends and Lore

Students will study archetypes in literature and game lore and examine the purpose of storytelling and the purpose of game play to analyze both mediums as texts worth studying. In doing so, they will learn about the elements of stories and of esports games, and the archetypes that influence many genres of text. They will evaluate choices made by authors within stories and games to achieve their intended purpose, and how creators of content can send specific messages to designated audiences. Students will also write creatively and analytically about game design, and choices designers make in creating characters and environments. STEM principles in this unit include a strong focus on effective communication with an audience using appropriately selected multimedia.

Key Assignment 1: Reverse engineer a story

To begin exploring connections between literary archetypes and those in gaming, students will read stories and epic poems from mythology (found in their district-approved anthology). These should include “The Odyssey,” and “Perseus.” Students learn the steps of the hero’s journey, along with other relevant archetypes present in character and plot from mythology and other fiction. To demonstrate understanding, they will work (in groups or individually) to create a storyboard outlining a chosen myth (can be one not covered in class). They will then write up a description of their myth using game terminology (players, characters, etc.) and present it as a new game design suitable for the esports marketplace. In presenting their boards, students will note how the characters fit into the hero's journey.

Key Assignment 2: Battle of the Texts

Continuing to explore the connections between literary archetypes and those in gaming, students will analyze a game through the literary lens of colorcasters. Colorcasting is providing narrative commentary to an event that differs from typical play-by-play announcing. Colorcasters provide analysis, insight, and backstory for the listening and viewing audience. Either independently or in collaborative groups, students will access a selected archived game such as Call of Duty, League of Legends, or Counter Strike, available online through such resources as YouTube or Twitch, and will select a specific character in the game to analyze via colorcast. The student(s)-created colorcast will center on literary elements of their chosen game, drawing the viewer’s attention to steps of the hero’s journey that their chosen character is facing, archetypes encountered by the character, and literary elements written into the game by its designers. The length of the colorcast will be determined by students recognizing and drawing attention to specific aspects of literary analysis. Students will have liberty to edit the archived video of the game they are colorcasting as they move from one literary analysis criterion to another.

Key Assignment 3: You can be a Hero, Too

Students will use their knowledge about archetypal heroes gained from the first two assignments in this unit as they create a fictionalized heroic persona based on themselves. They will write the backstory for their hero, including
skills/abilities, key motivations, and a myth featuring their hero’s origin story or a major achievement. They will incorporate the hero’s journey covered in Key Assignment 1 and the archetypes often seen in gaming and mythology. Students will also incorporate a visual representation of the character (concept art, sprite sheet, 3D design or modeling, etc.).

Unit 6: Creator's Journey
At this point in the course, students will take their knowledge of how esports games operate as well as their understanding of story, setting, and character to create a unique game concept. Going through the iterative process of game design, they will craft ideas, receive and implement feedback, and make an effort at publication. Building on the understanding that characters, plots, and other elements of their design are enriched by being well-acquainted with classical literature, students will read Shakespeare. As they gather ideas for their own games, students will demonstrate an understanding of the vocabulary for discussing games and play and apply that vocabulary in a presentation of new ideas through their writing. Students will perform real-world academic writing through proposals and cover letters, using concise and professional language. They will then engage game companies as real audiences who may adopt their game idea by submitting a proposal packet and reaching out via social media. STEM principles within this unit include a focus on gathering and analyzing relevant data to inform decision-making for their proposed games. Students will also engage in the design process using all of their experiences throughout the year.

Key Assignment 1: Creating a Concept
A. Students will read and analyze *Romeo and Juliet* looking for themes of love, hate, and the human spirit. As they read, students brainstorm how characters in the play, or in other classic works, could be used in future video game designs. Students create a scenario and art concept to present to the class.

B. Using any character they have already created, or a character based on themselves, students will design a game concept. Students will need to use prior knowledge gained throughout the year regarding the evolution of esports and games as texts to thoughtfully plan their concept, and they should keep in mind how they would make the game appealing to new and diverse audiences. Students will write a detailed overview of their concept and create concept art as a visual aid.

Key Assignment 2: Survey Says
Students craft a survey designed to elicit information from participants regarding their game concepts. Students craft questions that are appropriate to their purpose and audience and publish their survey using online tools such as surveymonkey.com and/or Google Forms. Finally, they will use online tools, such as Google Sheets, to assess and analyze their data and determine the potential success of their game. The students’ findings will be included within their proposal in graph form with analysis.

Key Assignment 3: Professional Proposals -- Capstone Project
Students will compile a professional proposal packet to deliver to an appropriate company of choice. Included in this packet will be a cover letter, a summary of research about the esports game they have created, concept art, results from the student survey, and an analysis of how the concept will be introduced to the world of esports. Students creatively and professionally present to the company or a mock panel and revise or note possible changes to the concept and their presentation based on professional feedback.

Key Assignment 4: Looking Back
Students will select work produced in key assignments throughout the course, as well as work produced in other classroom activities that students feel are worth including in a final portfolio. Reflecting on the year, students will write about their process and their learning through the course, pointing out specific aspects of the work they choose to display in the portfolio. They will connect their proposal to the literary and rhetorical concepts focused on in class (such as theme, genre, setting, character, purpose, audience etc.), and the influence of specific literary works on
their game design choices. Students will share their portfolios with the class and a panel of parents, teachers, and administrators.

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<td>John Donne</td>
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Course Overview

CTE Digital Art and Design is a creative, Fine Art course in the Design, Visual, and Media Arts CTE Pathway in which students will explore the technical, theoretical, and cultural elements of art and design created in the digital realm. This course is aligned with the California Career Technical Education Design, Visual, and Media Arts Pathway Model Curriculum Standards and the California Fine Arts Content Standards under Visual Art 9th-12th Advanced, which will be learned through the use of Adobe Photoshop, hands-on practice, research, writing, and discussion. This is the second course in the CTE Design, Visual, and Media Arts Pathway.

Students will research, discuss, and examine the intersection of art and technology and careers and practices in this field. They will develop an understanding of the history of Digital Art and its technologies as well as future trends in the field and will develop a vocabulary relevant to careers in Digital Media. Additionally, students will discuss various social and ethical issues and benefits related to the ever-increasing digital culture of their generation and how these will shape the future of the Media Arts industry.

Using the industry standard program, Adobe Photoshop, students will gain hands-on experience creating unique digital designs for editorial, commercial, and fine-art purposes and will create a final website portfolio showcasing their designs. The Elements of Art and Principles of Design will be reviewed and applied to all creative projects. Students will learn the proper editing and image sizing techniques and digital workflow that is crucial to being part of a creative design team. Through real-world projects and design competitions, group design challenges, creative and expressive fine art projects, and portfolio development, students will learn to apply their technical skills in ways that are relevant to their unique interests and career goals.

This course will help prepare students for careers, internships, and college programs in specializations such as Photography, Graphic Design, Animation, Film and Video Production, Fine Art, Museum Studies, Web Design, Commercial Design, Artistic Director, and more.

Unit 1: Intro to Digital Art

Students will become familiar with basic Photoshop tools. Students will create original works of art on a digital platform. Students will learn visual arts vocabulary and be able to analyze, and share opinions and observations seen in personal art and works of others. Students will broaden their understanding of the purposes of art. Students will be able to identify and describe the principles of design in digital works of art.

Objectives:

1. Art distortion
2. Color theory and color schemes
3. Mood
4. Design strengths and weakness
5. Principles of design

Students will use one of their own photographs and Adobe Photoshop to create a simple greeting card cover, poster design, or book cover using the techniques learned in Lesson 01 of Adobe Photoshop CC - Classroom in a Book. The project must showcase their knowledge of the Photoshop tools and techniques, such as Brightness/Contrast, the Rectangular Marquee tool, the Eyedropper tool, the Brush tool, the Polygonal Lasso tool, and the Type tool. When finished, the student will save their Project as a JPEG file in highest quality.
Unit 2: Digital Editing Tools

Photo and video retouching and editing can be used for many different purposes - commercial, personal, artistic. Students will look at retouching and editing from the view of an artist and designer and decide if they believe that there are digital retouching techniques used today that are harmful to humanity or do they think that these technologies are all good, bad or a little of both. Students will work with layers, adjust tonal image, use the Spot healing Brush, Patch Tool, Clone Stamp, Smart Sharpen filters and remove artifacts.

Objectives:

1. Re-touching
2. Editing
3. Tone
4. Perception

Students will choose one of the three project choices below to showcase their abilities in image editing and photo retouching in Photoshop. Whichever project option they choose, they must use some of the following tools and techniques practiced in Adobe Photoshop CC - Classroom in a Book: Cropping and Straightening, the Spot Healing Brush tool, the Content-Aware Patch tool, the Clone Stamp tool, and Sharpening. Students must upload two photographs for the project assignment - one "before" image and one "after" image.

Project Option A

Students will download a pre-selected image provided by the teacher. They will use the techniques that they learned in Lesson 2 of Adobe Photoshop CC - Classroom in a Book to remove as many of the swimmers as they can from the water in the photo.

Project Option B

Student will find an old family photograph to retouch and repair. The more "damaged" the photograph is, the more challenging it will be to retouch! To make this project option more interesting, students can ask their parents, grandparents, or guardians to share an old family photograph. You will need to have access to a flatbed scanner and to scan the photograph at a high resolution if possible (300ppi resolution is good). Once the photograph is scanned, students can open it in Photoshop and edit and retouch it similarly to the photograph in the Lesson 2 assignment.

Project Option C

Students can choose a photograph of their own to edit and retouch using the tools and techniques learned in Lesson 2 of Adobe Photoshop CC - Classroom in a Book. This can be a photograph of the student, or a photograph that they have taken (a landscape, cityscape, still-life photograph...). Students can edit their photo in a serious or humorous way - remove elements from the photo, adjust the brightness and contrast, clean up elements of the photo with retouching...

Students will critique images submitted and analyze what works and what does not.

Unit 3: Digital Design

Digital design immerses students in the emerging aesthetic forms and major cultural issues that develop with a wide range of digital tools. Students can use and identify the Principles of design in works of art as they bridge the gap between skills acquisition and aesthetic judgement. Students will learn the fundamentals of visual literacy and design through fine art ideas, stylistic concepts, history of art design and modernistic art. They will produce digital art and know how to critique works of art using arts vocabulary and format. Students will have a deeper understanding
of the purpose of digital design in modern society. Students will be prepared to be lifelong learners who notice art design in the everyday world around them.

Objectives:

1. History of design
2. Good design vs bad design
3. Art critique
4. Modern art design techniques

Students will choose an image to use - a plant, object, person, animal, car, building, etc... They will use Adobe Photoshop to create a “New Document.” The size should be 8x10 inches, 300 ppi resolution, RGB color. Students will create a new layer and make a gradient design in their background. The colors in their gradient should match the photo that will be used later (ex. “Color Picker” tool to select a color from inside of the photo).

Students will use selection tools practiced in Lesson 3 of Adobe Photoshop CC - Classroom in a Book to select the object in the photograph and move the selected object into the new document with the gradient background. They will then start copying, multiplying, rotating, spiraling, and maneuvering their objects to create an interesting kaleidoscopic design.

Unit 4: Layers and Textures

Students will research and compare/contrast historical and contemporary self-portraits in traditional and digital fine-art mediums. They will use Adobe Photoshop to digitally blend, layer (different images, gradient layers, text layers, etc...), and combine images. Students will learn techniques to create new layers, non-destructive editing and destructive editing processes, artistically blend self-portraits with a textural photograph and create collage design.

Objectives:

1. Historical self-portraits vs contemporary self-portraits
2. Digital blending
3. Layering
4. Combining images
5. Non-destructive editing
6. Use of destructive editing
7. Textural processes

Students will show their mastery of Unit 4 objectives by completing the following:

Students will choose ONE of the two project choices below to showcase their abilities in creating digital composite art and design work using Adobe Photoshop. Whichever project option you choose, you must use some of the following tools and techniques practiced in Lesson 4 of Adobe Photoshop CC - Classroom in a Book: Layers, Blend Modes, Adjustment Layers, Gradients, Layer Styles, and Effects. You can also use any techniques that you've learned in Lessons 1, 2, or 3 of the text book. The project needs to include at least 8 layers. Projects should be saved as PSD (Photoshop Document).

Project Option A

Dream, Memory, Narrative

Students will create a Digital Photoshop Composite based on a dream that you have had or a vivid memory from your past.

Students start by writing out all the details that they can remember from this dream or memory. They will make a list of all the visual elements. For instance, if their project was illustrating a dream about walking through a river full of fish, their list of visual elements might include a pair of walking feet, a river or water image, many different fish
images, some rocks and underwater plants, etc. They will make a sketch of their composite idea on paper before beginning to create it in Photoshop.

Students digital composite should follow these "New Document" restrictions - Size: 8x10 inches, 300ppi resolution, RGB color.

**Project Option B**

*Smooth Juice!*

Students will pretend they have been hired as a Graphic Designer by a new organic smoothie drink company called "Smooth Juice." The company wants them to create a magazine advertisement that follows all of these conventions:

- Must include the company name: *Smooth Juice!*
- Must include the company slogan: *From our sunny orchards to your refrigerator!*
- The advertisement must be bright and colorful, and to appear "fresh"
- The advertisement must contain at least one "fruit" image
- Students will show creativity and add any fun or interesting elements that they can think of to make this advertisement unique and effective!

Your digital composite should follow these "New Document" restrictions - Size: 8x10 inches, 300ppi resolution, RGB color. When you are finished with your project do NOT flatten your layers. Save your project as a PSD (photoshop) document.

**Unit 5: Stop-Motion Animation**

The unit provides a thorough understanding of stop-motion fundamentals with a focus on photography. Students explore the stop-motion toolbox including storyboards, creative role building, go motion, lip sync, and photo cut. Students produce individual movies on Adobe and iStopMotion. Students will learn the techniques required to physically manipulate objects/photographs so that it appears to move on its own. Recommended readings, lectures, and demonstrations provide the critical skills to study a variety of stop-motion films screened in the course.

Objectives:

1. Illusion of movement
2. Key-frame
3. Trim and split clips
4. Correct color and lighting
5. Layer adjustment and filters for color and depth-of-field effects
6. Still images, text, graphics, and audio tracks

Students will work in groups to create a short stop-motion animation using photography. They will create a storyboard for their animation, choose creative roles on their team, and then will work to shoot their animation. They will import the photographs into Adobe Photoshop and use the program’s video editing feature or student provided software to edit their photographs together into a moving video with a title introduction and ending credits.

**Unit 6: Real World Designs**

Students will use the *Elements of Art and Design* to show how they add to the visual design and the conceptual idea of a design. They will use the elements as building blocks for their design project. Students will participate in real-world design competitions to gain practice creating designs that fit within various professional frameworks and industry specifications. They will look at historical designs that influenced that contemporary designs of today.

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Students will be challenged by design problems that they need to solve, learn how to properly save and submit work in the design industry, how to market themselves, and how to seek opportunities for work and exposure in a competitive industry.

Objectives:

1. Color
2. form
3. Line
4. Shape
5. Space
6. Texture
7. Value
8. Industry standards and expectations

Students will choose a historical or contemporary Public Service Announcement campaign or Propaganda campaign, current poster design contest, or SkillsUSA t-shirt design contest. Students will utilize drawing, painting, photography and/or other art and design techniques, in addition to digital art, to assemble their final product digitally in Photoshop or Illustrator. They will analyze the needs of the audience and create a design that answers their questions. Students will identify which elements of art are prominent and how they add to the visual design and the conceptual idea of the design.

Course Materials

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<td>Robert D. Quinn</td>
<td>Art Education</td>
<td>Volume 64, Issue 4, 2011</td>
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<td>2007</td>
<td>No</td>
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<td>Creative Photoshop: Digital Illustration and Art Techniques</td>
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Course Overview

This course will achieve rigorous English standards by motivating students to participate in a synergistic experience exploring English together with Entrepreneurship, specifically looking at the exploding entertainment ecosystem of esports. These three diverse areas of study come together around a unifying theme, the importance of decisions. Through literary character analysis, students explore the decisions the protagonists make as they interact with society and the environment with which they operate. In entrepreneurship, decisions are at the heart of the venture and its ultimate success, so students are introduced to an evidence-based framework, Decision Quality, early in the course so that the language and topic of making good decisions can be woven throughout the course. In the rapidly evolving world of esports, students engage with the ecosystem of economic activity that is accelerating in real time as new technologies and cultures empower new developments.

Throughout the course, using a district-approved anthology and other diverse literature, students will read a combination of fiction and nonfiction pieces that reflect the themes and ideas related to both entrepreneurship and esports. Through these texts and accompanying assignments, students will deepen their understanding of the world around them and expand their skills in speaking, listening, reading, and writing.

STEM connections are embedded throughout this yearlong course of study. Students will iteratively develop and refine their conceptual model of entrepreneurship. This work requires that they demonstrate proficiency in evidence-based argumentation as a pillar of effective written and oral communication. Entrepreneurship also requires students to purposefully engage in design thinking practices in order to identify, analyze, and meet the needs of consumers.

Unit 1: Who Is an Entrepreneur?

In order to introduce students to the concept of the entrepreneur and his or her place in esports, students will begin with the “business of you.” As students go through this unit, they will ask the important questions: Who is an entrepreneur? What makes a good entrepreneur? How do I fit into the world of the entrepreneur? STEM principles in this unit include a focus on obtaining, evaluating, and communicating information effectively through argument writing.

They will explore the traits of the entrepreneur through character analysis, class discussion, and creative and expository writing.

In order to introduce students to the concept of the entrepreneur and his or her place in esports, students will begin with the “business of you.” As students go through this unit, they will ask the important questions: Who is an entrepreneur? What makes a good entrepreneur? How do I fit into the world of the entrepreneur? They will begin watching:

They will explore the traits of the entrepreneur through character analysis, class discussion, and creative and expository writing.

Key Assignment 1: Entrepreneurs of Esports and…
Students watch an esports tournament on YouTube or Twitch (or another esports platform). As they watch, they take notes to see how many different activities are going on at one time. As much as possible, they will note who is doing what activity. In groups, students will start mapping out how many different people had to be involved for this tournament to be successful. Students present their maps to the class and note any other “jobs” other groups present that their own group may have missed. NOTE: To help students with the dynamic of the esports ecosystem, students should examine and analyze this esports ecosystem graphic found at https://drive.google.com/file/d/1SBFJ0dJqaAA79CmaPJXVMoQPpolpyXidZ/view?usp=sharing, designed by esports research scientist Dr. Constance Steinkuehler.

Students will read and annotate the articles that follow:

- “5 Personality Traits of an Entrepreneur” https://www.forbes.com/sites/johnrampton/2014/04/14/5-personality-traits-of-an-entrepreneur/#4a34ef4d3bf4

Student groups will compile the traits in order from those they think are most important to least important and then justify their numbering. The groups will then share their discussions with the class.

Students carefully watch sections of the tournament again to note the skills each person has. The essential question they ask here is “what did those people do in order to get to their positions?” Once the students have compiled their answers, they listen to and read the text “59” by Harry Baker. Students research Harry Baker and analyze the poem. They then answer questions such as:

1. Who is the poet?
2. What is his background?
3. How did he get into the field of slam poetry?
4. Is his delivery of the poem difficult, easy, provocative, fun? Why?
5. Which of the traits from your list do you think Baker possesses?
6. What is the poem all about?
7. Are there main characters? Are they likeable? Why or why not?
8. From whose perspective is the poem?
9. What holds this poem together? (themes)
10. What words stand out, are repeated, or otherwise create an image? (imagery)
11. What was surprising about the poem? What was predictable?

**Key Assignment 2: Who Is the Entrepreneur?**

Based on their compiled list of traits of the entrepreneur and the analysis of “59” students write an argument essay claiming that either Harry Baker is an entrepreneur or that the character 59 is an entrepreneur.

**Key Assignment 3: Lonely Days**

Students read “Through the Tunnel” by Doris Lessing in order to make comparisons between the coming of age story and the realization of the traits of a successful entrepreneur. They will discuss the loneliness and determination of the boy and the risks he took in order to reach his goal. Students will read Amy Tan’s “Two Kinds” and examine themes of conformity and self-acceptance. Next, they will read “Contents of a Dead Man’s Pocket” by Jack Finney to identify and measure the values of the traits of the up and coming businessman.

After reading and annotating the article “Being an Entrepreneur Can Get Lonely—Here’s How to Overcome It” students then write a character analysis of each of the three main characters and argue whether they behave as entrepreneurs, how they did or did not address their loneliness, and whether or not they were successful entrepreneurs. (Note: this is an opportunity to explore the pitfalls and benefits of failure.)

**Key Assignment 4: The Business of You**
Students now look at their own strengths and interests to help direct them to a specific area of interest in the esports ecosystem. They will complete the Myers-Briggs’ human metrics test at [http://www.humanmetrics.com/cgi-win/jtypes2.asp](http://www.humanmetrics.com/cgi-win/jtypes2.asp).

After completing the test, students will look back at their list from the tournament and choose the part of the ecosystem that they want to explore further. Students will make a list of the skills are they going to have to work on in order to take on their chosen role. They will then write an essay to a prompt that asks students to write about an important decision they have made or will be making that involve risk. Using the results of their compiled list of traits, the Myers-Briggs results, and the language of Decision Quality, students write about how those risks might demonstrate traits needed to be an entrepreneur.

**Key Assignment 5: The Success of Esports Entrepreneurs**

Watch: [https://www.youtube.com/watch?v=Qd25z-qTeRE](https://www.youtube.com/watch?v=Qd25z-qTeRE) one bullet per day

Students read a biography and/or research a successful entrepreneur who works in esports at the capacity that the student chose in Key Assignment 3. Students will look for what personal traits that entrepreneur possess that allows him/her to overcome the obstacles associated with starting and maintaining a business. Additionally, students will research their entrepreneur’s leadership style and approach to management fundamentals. To strengthen their listening and speaking skills, students will present their findings using a method of the choice but must include an explanation of how their research will influence their own leadership style and approach to management in their esports pursuits. Students will also note the decisions the consequences of those decisions their chosen entrepreneur made and experienced along the way to success. A list of possible entrepreneurs follows:

- Sean “Day[9]” Plott (shoutcaster)
- Christopher “MonteCristo” Mykles (former team owner and caster; voice of conscience regarding developer overreach and misdeeds)
- Michel “ODEE” O’Dell (founding team member)
- Drew Higbee (tournament organizer)
- Christina Alejandre (set the standard for televised esports broadcasts)
- Lee Faker (best player in the League of Legends)

(Option: Students may read a biography of a successful entrepreneur from any industry and look for those traits that make him/her successful.)

**Key Assignment 6: Poetry in Decision Making**

Students read “We Real Cool” by Gwendolyn Brooks, “Stopping by Woods on a Snowy Evening” by Robert Frost, “Dream Deferred” by Langston Hughes, and other poetry that offers reflection on decisions made or deferred. Students write their own poem about decisions they have either already made or will be making concerning their future. Small groups of peers will look at the continuity, use of metaphor and simile, concrete rather than abstract words, and use of images. The students revise as needed.

**Unit 2: What Makes an Entrepreneur Do the Things They Do?**

In this unit, students will identify and analyze the motivations and traits of entrepreneurs, with a focus on the esports business. By reading such works as *Norse Mythology* by Neil Gaiman and *Frankenstein* (graphic novel), students will analyze motivation and the traits necessary to achieve a self-selected goal. Students will use critical thinking to discover what motivates them in their world and what traits they have to help them achieve their goals. Students will then research the personal traits of successful entrepreneurs, remaining mindful that “success” is not always measured by positive traits. Students will discuss how the knowledge about their respective entrepreneurs changes their focus beyond the product/brand/marketing aspect and seeks to understand the person responsible for change. Students will use critical thinking skills in order to discuss the ethics of an entrepreneur who creates a business. Subsequently, students will discuss the risks involved with esports and gaming to determine what considerations...
they will need to make regarding their esports businesses. Finally, students will summarize and evaluate their strengths and weaknesses in order to compare their readiness to create something from nothing as a real-world entrepreneur. STEM thinking within this unit includes developing a conceptual model for how entrepreneurs identify and address problems and using principles of effective oral communication to share their model of entrepreneurial leadership with peers.

**Key Assignment 1: Way up Norse!**

Read *Norse Mythology* by Neil Gaiman—decisions made by the gods. Mythological characters often make decisions that prove to result in some pretty extreme complications. Students choose one of the stories from *Norse Mythology* and rewrite the story by having the characters make different choices.

In continuing their examination of decision making as related to entrepreneurs, students read article “why are so many video game developers going Norse in 2015” – In a framed, formal discussion, students answer What decisions were made and why?

**Key Assignment 2:**

Students read *The Hobbit* and decide which characters are based on Norse mythology. In class discussion, students answer the following:

- Why do you think Tolkien chose Norse mythology?
- What does Norse mythology add to the story?

Students then write a character analysis, in which they discuss the decisions made by the characters. To help guide their analysis, students may use the Decision Quality requirements and the percentages of the “Frame and Values” found in the materials from Decision Education Foundation.

**Key Assignment 3: Frankenstein: Entrepreneur or Monster?**

Students will read a graphic novel version of Mary Shelley’s *Frankenstein* and write a literary analysis essay in which they explore the notion that Dr. Frankenstein shares the same motivations and traits as many entrepreneurs.

Using a graphic visual, students synthesize the information found in the following articles and present their understanding of the ethical tipping point between “successful entrepreneurs” and “monsters.”

- Revisit the research that shows entrepreneurs often exhibit signs of loneliness (Read: “Being an entrepreneur can get lonely. Here’s how to overcome it.” [https://www.forbes.com/sites/toriutley/2017/07/31/being-an-entrepreneur-can-get-lonely-heres-how-to-overcome-it/#6ca1e5627c4e](https://www.forbes.com/sites/toriutley/2017/07/31/being-an-entrepreneur-can-get-lonely-heres-how-to-overcome-it/#6ca1e5627c4e))
- Research also shows that entrepreneurs often operate from fear: “The 7 Fears that all Entrepreneurs Must Conquer”: [https://www.entrepreneur.com/article/270615](https://www.entrepreneur.com/article/270615)
- Read: [https://www.entrepreneur.com/article/246828](https://www.entrepreneur.com/article/246828)

In making the visual, students will also consider the following:

- Entrepreneurs often succeed at the cost of great personal sacrifice (families, hobbies, health, etc.)
- How far is too far when it comes to being successful? Example: In *Frankenstein*, who is the monster and who is the victim?
- Entrepreneurs are known for being adrenaline junkies

**Key Assignment 4: The Fears**

After class discussion about the extrapolation found in the genre of science fiction, students write an analysis to the following prompt: Ultimately, Frankenstein, at the end of the novel, speaks about himself with the same woeful, self-condemning language the monster applies to himself. Has Frankenstein become the monster? How might this evolution (or devolution of Frankenstein) reflect the fears Shelley may have had for society? Use your text analysis and your understanding of science fiction to explain.

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Key Assignment 5: Fears of Society Concerning esports—the Play

Students create a scenario where esports may go wrong. They write a script and present their skits using multimedia, props, and creative costumes. In writing the script, students should consider the traits of a successful entrepreneur and the steps for overcoming, or not overcoming obstacles. The play should clearly show the dangers of an entrepreneur in the esports ecosystem and the perceptions of the audience, both intended and unintended.

Unit 3: The Entrepreneur and the Game

In this unit, students will begin listening to and making journal entries about Seth Godin’s “Top 10 Rules for Success” found at: https://www.youtube.com/watch?v=Qd25z-qTeRE. They will further investigate his “rules” and apply them as they prepare to promote their esports products and services.

(Optional: Students will “outsource” (collaborate with other classes) by taking on the roles of designer/client by exchanging branding ideas and designing for one another.) Students will learn the processes involved in client/designer relationship and effective communication skills. STEM principles in this unit include a focus on the design process as they identify their “pain point” and iteratively develop solutions to address the need, as well as obtaining, evaluating, and communicating information effectively through argument writing. STEM thinking in this unit will require students to continue to expand on their conceptual model for entrepreneurship by critically considering market needs and how advertising meets specific needs.

Key Assignment 1: Play the Game

Listen to Seth Godin’s rule #1: Do it your way. Students then write in their journals what “doing it your way” means to them.

Entrepreneurs thrive when they identify and fulfill a need in the marketplace, and they can expect financial return in so doing. To emulate this, students will play a few minutes of an appropriate game of choice in order to answer questions such as:

- What does the customer get out of this game?
- What need does this satisfy for the target audience?

Elements to be considered include:

- Analyze the game for elements that move the gamer along towards the goal
- Opportunities to get into the gamer’s experience and understand the consumer motivation

Key Assignment 2: Consider a Video Game Company and Its Intended Audience

Listen to Seth Godin’s rule #2: Tell your story. Students then write in their journals what “telling your story” means to them.

Students choose a popular game used in esports and identify target markets, competition, and customer profiles. They look at ways that marketing appeals to the emotions and makes customers feel good about buying their product. Students will identify the selling techniques (appeals to logic, emotion, or the “actor” who is selling the product) used to aid customers and clients in making buying decisions. Using an online collaborative tool, student groups will find the answers to the following:

1. Who is the audience? (Students will discuss different genres of gaming companies such as Blizzard (World of Warcraft), Riot (League of Legends), EA Sports (Madden), etc.
2. What motivates the audience to participate or purchase?
3. How is the company positioned in the marketplace? How successful are they (measure of success/market share)?
4. What makes a game popular?
Students then create a multimedia presentation where they share their findings and preliminary assumptions on what makes the game successful (how does it fulfill the needs of the customer) and how profitable it is.

**Key Assignment 3: What Need Can I Meet?**

As in Unit 4, students listen to and write in their journals Seth Godin’s Rules for Success: #3, and so on until students have listened to all 10.

Students read, take notes, and watch videos found at “Brainstorm Like a Googler”: [https://www.fastcompany.com/3061059/how-to-brainstorm-like-a-googler](https://www.fastcompany.com/3061059/how-to-brainstorm-like-a-googler). In order to get a larger picture of the ecosystem that is found in the esports world, student groups are assigned sections of Raising the Stakes: E-Sports and the Professionalization of Computer Gaming, by T.L. Taylor and revisit esports tournaments on YouTube or Twitch. Using their notes (or a design thinking process) student partners design a product or service that could help or improve some aspect of the esports world. They should go through the process and immediately begin work on a prototype. As they empathize with customer needs, students should be able to answer the following questions about their product/service:

- How can I improve the esports economy?
- What does customer get out of it?
- What keeps customer coming back for more?
- What keeps me motivated to keep moving towards the goal?

Students then present their prototypes to the class, receive feedback, and continue to improve their product/service throughout the rest of the course.

**Key Assignment 4: First Iteration of Pitch—Elevator Pitch**

Students read “Pitch Perfect: 5 Steps to the Perfect Elevator Pitch”: [https://www.forbes.com/sites/under30network/2016/06/16/pitch-perfect-5-steps-to-a-perfect-elevator-pitch/#b9d0751471ff](https://www.forbes.com/sites/under30network/2016/06/16/pitch-perfect-5-steps-to-a-perfect-elevator-pitch/#b9d0751471ff) and then write a 30 sec. elevator pitch about themselves and their product. This pitch should hit all 5 steps and make the investor or company want to take the time to listen to their product/service ideas. Students practice this pitch with their peers and revise as necessary.

**Unit 4: The Art of Winning—The Entrepreneur and Funding**

Throughout the unit students will be reading *Moneyball: The Art of winning an Unfair Game* by Michael Lewis, to gain a better understanding of the importance of their financial position and the need to use statistics and analytics to run a successful business. This project is an essential component of the culminating esports business plan and will reinforce the students’ critical thinking and research skills. Students will use textual evidence to support analysis of the text to identify business start-up costs for opening an esports company. Students will create financial statements to analyze risk and return to make business decisions. These financial documents will be placed in the final project their esports business plan. STEM principles within this unit include a strong focus on obtaining reliable data, analyzing the data, and finally engaging in argument from evidence about what constitutes a healthy financial business decision.

**Key Assignment 1: Financing a Winning Plan**

Students will read *Moneyball: The Art of winning an Unfair Game* by Michael Lewis throughout this key assignment in order to gain a deeper understanding of the use of financial and statistical information in running a successful business. As a way to help students understand what is needed to start a new business, they will fill out the forms for “Calculate Your Startup Costs” found at [https://www.sba.gov/business-guide/plan-your-business/calculate-your-startup-costs](https://www.sba.gov/business-guide/plan-your-business/calculate-your-startup-costs)

**Key Assignment 2: Be Resourceful**
Students will read the novel We Were Here by Matt De La Peña and will revisit the traits of successful entrepreneurs, comparing and contrasting the traits of the main characters with the traits of successful entrepreneurs. Students will participate in a discussion about these similarities and differences. Specifically, students should discuss the ethics involved with the way the boys make money for themselves (i.e., they lie and say they are raising money for a basketball team). At the same time, the students should analyze the ways in which both the boys in the novel and real-world entrepreneurs often have to make do with limited resources. Students will write an essay in which they compare and contrast the boys’ traits with those of the entrepreneur they researched early in the course.

**Key Assignment 3: Looking for Gold in All the Right Places—Finding a Way to Fund Your Goals**

Students write a research paper on the different options for funding that are available to entrepreneurs.

In small groups, they will discuss their findings and come up with creative ways that they plan to fund their innovative esports product/service.

**Key Assignment 4: Pitch and Presentation Practice:**

Critical Friends groups critique their peers’ practice presentations. Include the following based on what their personal goals are:

- Executive Summary
- Information about the business, skill, service student has developed
- Goals and ways going to meet those goals
- Target market
- What they need from investor
- Use of Persuasive and argumentative rhetorical strategies
- A tagline/slogan

Students revise until the pitch and presentation are well prepared. Final presentation will be presented in final unit.

**Unit 5: Culminating Unit: The True Business of You**

Students will synthesize each of the components of the esports business plan and finalize the executive summary. It will be a concise overview of the entire plan that includes important details such as the mission, product/service offerings, growth goals, and financial highlights. This section should outline the location of the company, possible future expansion within or outside the US and highlighting the strengths of the overall plan to include when and why the esports business was established, potential for success in the marketplace, financing, execution, and marketing. The executive summary must follow the conventions of the English language and be logically sequenced. The executive summary will be the final portion for the esports business plan culminating project. In addition, through the reading of fiction and non-fiction, students have developed a keener sense of who they are and how they fit into the world of esports and entrepreneurship. This final unit will be one that asks students to write creatively about their future and to write a reflection on their past. They will look again at ethics and the business of becoming “you.”

STEM principles within this unit require students to present their final models of entrepreneurship (i.e. their esports business plans) to an authentic audience by effectively using a multimedia presentation, evidence-based claims, and effective oral communication.

**Key Assignment 1: Brave New World**

At this point, students have designed their product and have pitched it to industry experts. Now, they will examine motives and ethics through *Brave New World*.

Students will read *Brave New World* by Aldous Huxley. Along with the themes of government control, consumerism, and the incompatibility of happiness and truth, students look at the motif of alienation. After reading and analyzing
the text, students synthesize information about the emotional experiences of an entrepreneur write an essay in response to the following prompt:

Palestinian American literary theorist and cultural critic Edward Said has written that “Exile is strangely compelling to think about but terrible to experience. It is the unhealable rift forced between a human being and a native place, between the self and its true home: it's essential sadness can never be surmounted.” Yet, Said has also said that exile can become “a potent, even enriching” experience. Using Brave New World, consider how a character experiences such a rift and becomes cut off from “home,” whether that home is the character’s birthplace, family, homeland, or other special place. Write an essay in which you compare and contrast how the character’s experience with exile is both alienating and enriching, and how an entrepreneur’s experience creating a business can be a form of exile that can both alienate and enrich.

Key Assignment 2: Creative Writing: Showing the Future You

After students read and annotate the blog from Jerz’s Literacy Weblog “Crisis vs. Conflict: Engaging a Reader with the Protagonist’s “Inner” Story. https://jerz.setonhill.edu/writing/creative1/crisis-vs-conflict/, they will write a short story narrative that tells the story of you as you pursue the business of the “future you.” What will the world look like in 10 years? What will esports and video gaming be like? How will you get to your chosen position in the ecosystem? Your narrative should include descriptive language about:

- The environment (all aspects of the setting)
- The experience—your dreams/goals, how you achieved them (school, friend, mentor, accident…), WHAT SKILLS WILL YOU NEED TO DEVELOP OR IMPROVE?
- New science/technology
- Clear conflict (obstacles) that were met and either overcome or were setbacks (rising and falling action)
- A provocative ending—is it clear where the world of esports, or the world in general is going? Leave the audience pondering your future world.

Key Assignment 3: You, the Entrepreneur


Students reflect on the year and on the type of person they are and want to continue growing into. They write their own “If” poem or essay.

Key Assignment 4: The Ultimate Multimedia Proposal Presentation -

Groups finally present their revised and rehearsed, multimedia proposal as a capstone in a 3-5-minute presentation of the business plan to a group of potential investors or venture capitalists. Students present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation). Essential skills include the ability to work well and communicate information and ideas effectively to multiple audiences using a variety of media and formats. Student produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Students write a proposal with arguments to support claims in an analysis of substantive topics using valid reasoning, relevant and sufficient evidence.

The esports business plan presentation will include:

- Executive Summary
- Information about the business, skill, service student has developed
- Goals and ways going to meet those goals
- Target market
- What they need from investor
- Use of Persuasive and argumentative rhetorical strategies
- A tagline/slogan
Key Assignment 5: The Win

Students will pitch their business plan to esports industry experts (or an authentic audience). They will then write a reflection of the experience—what they learned and how they would improve the pitch. Included in the reflection will be the students’ recognition of the skills they have learned throughout the year and how they might use those skills outside of this classroom.

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<td>T. L. Taylor</td>
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Constance Steinkuehler 2018 Esports Ecosystem [https://drive.google.com/file/d/1SBFJOdJgaAA79CmAPJXVMoQPOLpyXIDZ/view?usp=sharing]

Keelin, Shoemaker, and Spetzler/Decision Education Foundation 2008 Fundamentals of Making Good Decisions [https://docs.wixstatic.com/ugd/d3c97e_9452fe9f54e6745e1e6f0dcd5edc63.pdf]

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Course Overview

Students in this course will develop increasingly complex graphic design projects that allow them to employ research, creativity, and enhanced artistic and electronic media skills to execute their unique vision. Emphasis will be placed on refining their ability to convey their intent and interpret and critique design art.

Upon completion of this course, students will know and be able to:

- Provide historical references to 20th Century art movements in original artwork and critical analysis.
- Provide an analysis of the role of graphic design in visual communication.
- Offer explanations of artwork in relation to aesthetic principles and theories: formalist, expressionist, and contextualist.
- Develop advanced 2D and 3D sketching skills using color and composition theory.
- Orchestrate complex graphic arts design elements to create effective visual communications.
- Achieve advanced graphic art competencies to be able to produce designs, logos, symbols, typography, illustrations, and photography for use in print and electronic publications.
- Achieve advanced graphic art competencies in order to communicate ideas for promotion of products and services in the global marketplace.
- Apply increased technical proficiency with cameras, computers, and graphic illustration software to create graphic content.
- Critically examine and interpret graphic art, articulating the artist’s intent and meaning.
- Respond to the artwork of peers, engaging in interpretive and critical analysis.
- Provide insight into their art through journal entries and oral presentation.
- Use appropriate graphic arts terminology.
- Express an understanding of the graphic arts industry, careers, publications, associations, and post-secondary education options.

Building on the skills learned in The Art of Graphic Design I, students will develop 2D and 3D visual communications of increasing sophistication and complexity. They will learn to critically observe their visual environment, solve design problems, and influence behavior through the use of graphic art. Through directed projects, they will explore the relationship of graphic imagery to the cultural, political, and psychological dynamics of information exchange. Students will understand, through their own research, the contributors, innovations, and breakthrough technologies that have shaped visual communication in the 20th century. Emphasis will be placed on the development of high-quality sketches and graphic images for their portfolio and presentation.

Unit 1: Graphic Design in the 20th Century

Key Assignment:

Write an opinion paper that summarizes the focus of one of the contemporary graphic designers/artists of the twentieth century. Discuss his/her ideas regarding the influence of graphic design on society. Include samples of their work.
Unit 2: Composition and the Elements of Art

Key Assignment:
Find graphic design samples from a prior decade. Using these as inspiration, prepare an original work of graphic art that incorporates all of the elements of art. Include a short description of the work that uses art vocabulary.

Unit 3: Composition and the Principles of Design

Key Assignment:
Compare and contrast several postage stamp images from the United States and another country of your choosing. Analyze the principles of design found in each and the portrayal of cultural and historical events.

Unit 4: Advanced Color Theory

Key Assignment:
Experiment with various combinations of color and create a personal color wheel with at least 12 hues. Make chips for each color and give each a creative and descriptive name.

Unit 5: Visual Logic

Key Assignment:
Design a new cover for one of your academic subject texts. Incorporate all of the elements of visual logic and design with the following parameters: full color, image related to text content, typeface with any print size combination. Also, include the book title, author’s name and publishing house.

Unit 6: Communication Design Elements

Key Assignment:
Find examples of graphic art that symbolize “green” and “sustainability” that are used by organizations, corporations, etc. in their advertising. Create a re-design of several of these and present in a report.

Unit 7: Typography

Key Assignment:
Research the origin, creator, and contribution to graphic art of an often-used typeface. Select a favorite quote and sketch it using this font. Present findings and sketch in a written report.

Unit 8: Identity Development Process

Key Assignment:
Research and select a company that markets to youth. Research their brand and the images that give them visual identity. Discuss their choice of copy, typeface, colors, logo, as well as any humor, puns, and metaphors found in their advertising. Create a new logo for this company based on their brand identity and in an oral report, present your research, new logo, and reasoning for your choices.

Unit 9: Print Advertising Design

**Key Assignment:**

Using the graphic design process, prepare a digital poster for an event. Develop concept sketches and experiment with color and type fonts that match the image to be portrayed. Also include a design for a complementary graphic to be used for merchandising promotional products for the event.

Unit 10: Environmental and Information Design

**Key Assignment:**

Design a children’s zoo or children’s museum educational exhibit sign. Plan for color, age-appropriate information, type, and graphics.

Unit 11: Graphics for the Web and New Platforms

**Key Assignment:**

Prepare a graphic for a new platform such as a phone or electronic book reader. Include written information on size and resolution requirements and legal uses of clip art/images found on the web.

Unit 12: Photography and Graphic Design

**Key Assignment:**

Capture, enhance, and manipulate photos for use in graphic designs in order to communicate mood and demonstrate variations in light.

Unit 13: Evaluation of Graphic Design

**Key Assignment:**

Develop a written set of criteria for evaluating personal artwork and the artwork of peers. Journal personal response and critique of own artwork based on written set of criteria.

Unit 14: The Personal Experience

**Key Assignment:**

Provide best examples of your graphic designs in a digital portfolio. Include the purpose of the assignment, your reflections/critiques, and rough through final drafts.
Course Overview
This course is a college preparatory 11th grade English course integrated with the Marketing sector of the Career Technical Education (CTE) that enables students to understand esports marketing with a focus on the English language, written and oral communication, and the mechanics of writing. While building on these skills, students will focus on the what, who, how, and why of esports: What is the gaming industry? Who is involved in the industry? How do industry professionals manage and market it? Why is the industry worth pursuing, and why does it present challenges for those in it? Students will gain the foundational knowledge of marketing in esports through the framework of English in order to enhance students’ critical thinking, writing, reading, analysis, and communication skills. Students will begin with narrative and explanatory writing, building to argumentation and research. In this course, students will analyze a complex set of ideas, evaluate the effectiveness of the structure of an argument, and analyze how an author’s style contributes to the effectiveness of their text. This course also supports integrated STEM learning and principles with its need for students to develop, refine, and test a conceptual model for effective marketing using systems thinking, cause and effect thinking, and the collection and analysis of relevant data. Moreover, the course effectively uses educational technology throughout to enable students to collaborate, critically think, and communicate their thinking. (Educators interested in exploring the relevant STEM and Socio-Emotional principles embedded within this course are encouraged to refer to https://goo.gl/fqUxad and an annotated version of this course https://goo.gl/fS3CQE.)

Unit 1: Are We There Yet?
This introductory unit will explore the archetypal journeys while considering the “what” of esports. To begin learning about the “what,” students learn that many esports games, like League of Legends, reflect different types of archetype patterns; the heroes, obstacles, the goal, etc. Students will begin analyzing poetry focused on journeys. Along with analyzing the patterns, they will analyze the precision of language, stylistic devices, and implied message of the poems. Next, they will learn what characterizes quests or journeys and apply them while reading works of fiction. Through this, they will learn about recurring patterns in storytelling, ultimately thinking critically about how they occur in video games as well. Students will analyze how language and the archetypes of a journey are also used effectively in advertising to understand product and institutional promotion. STEM principles in this unit include a strong focus on patterns as a crosscutting concept, and how specific marketing and literary devices or structures serve specific functions.

Key Assignment 1:
Students read various poems of journeys from a district-approved anthology, such as Edgar Allan Poe’s “El Dorado,” “Wingfoot Lake” by Rita Dove, and “The Writer” by Richard Wilbur, “learning about the patterns literary journeys, figurative language, sound devices (rhyme, assonance, consonance, etc.), precision of language, rhythm. They analyze how an author chooses to structure his/her work to reflect quest patterns and how it affects the intended purpose and audience. Students then choose a poem to present to the class. The presentation should include: Analysis of the poem; what type of journey is found in the poem (or used to convey meaning in the poem); how precision of language is essential to the understanding of the poem.
Key Assignment 2:

Students then look to YouTube to mark the use of language, the journey, and even poetry in the making of commercials and advertisements, specifically video games and/or related topics such as coming tournaments, gaming equipment, and promotional materials. Students will choose one representative ad or commercial--digital or print--and will present to the class what literary devices were utilized and how effectively they think those choices were for the target audience. Furthermore, students will demonstrate listening and speaking skills through polished delivery with pertinent details. As an extension, students could explain what changes they would make were the advertisement targeted at a different audience. Students learn the utility of language in both self-expression and in selling goods and services.

Key Assignment 3:

Students demonstrate their understanding of the journey archetype and its development in plot, character, and setting by writing an analysis of a sustained work of literary merit, such as: The Alchemist, The Adventures of Huckleberry Finn, Lord of the Rings, or Going After Cacciato.

As students are reading, they are tracking the features of the journey in the novel in preparation for a multimedia presentation in which they will compare/contrast the novel with a quest/journey video game of their choice. Students will organize their essays using the compare/contrast method of development, choosing either parallel or point-by-point structure as appropriate to their main points about how the novel and game depict the features of quest archetype. Further development of the essay will result through defining important game or archetype concepts, describing features, and infusing examples.

Key Assignment 4:

Much as the archetype characters/heroes, players of esports often face personal challenges that can cause them to make choices that may not be healthy or the best option. In order to help players be more cognizant of the consequences of choices, students reflect on their own journeys. They write a narrative reflection, considering how their own experiences mirror the literary patterns. This composition can focus on a single event of their lives or consider the trajectory as a whole. Either way, the primary method of development is narration, while still requiring description of sensory details, exemplification to illustrate ideas, and cause/effect in considering the outcomes of their life events to fully develop their reflection. Students learn the power of reflection and how it provides necessary insights to grow as learners and humans. Students understand that stopping to think about success and challenges make them stronger and better, even in their own gaming or their own ability to use language for the purposes of communication, all of which are necessary should they choose to pursue a career in esports as gamers or marketers of the gaming industry.

Unit 2: Who's the Champion?

This unit will begin addressing the “who” of esports by critically thinking about who is drawn to the industry and in what capacity. Students will research esports management and other gaming industries by evaluating and analyzing multiple sources of information to understand the current market trends and vocabulary in esports. In this unit, students will use a primary text about how new ideas stick and become profitable, to research and analyze market trends and how social influences shape esports. Students will discover the basic principles of marketing and analyze multiple careers in the global economy of esports. In reading informational texts, students demonstrate learning of reading multiple works across similar topics and synthesizing multiple works in their analyses to fully develop their intended purpose(s). STEM principles included within this unit include a strong emphasis on obtaining, evaluating, and communicating texts in order to identify patterns or themes in how companies market their products.

Key Assignment:

Students will closely read and analyze a text such as the New York Times Best Seller, Contagious: Why Things Catch On, by Jonah Berger. Students will write an expository essay that analyzes and reflects on the use of

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Berger’s claims about how social currency, triggers, emotion, public, practical value, and stories are used to make the public buy products. Students examine what drives the decision-making process in successful marketing plans.

Unit 3: Behind the Controllers

Students continue considering the “who” of esports in exploring who plays the game and who serves as industry experts in support of the gamers. In considering who the gamers are, students must read non-fiction articles and blogs, analyzing sociological issues of identity and equity and access to gaming; they will delve into this through Socratic seminars and informal discussions. Analyzing issues of identity, students will connect their studies to how marketers use branding and packaging to convey messages and attract consumers of their services or products. Furthermore, they deepen their thinking about who has access to the gaming industry through more sustained non-fiction readings that tackle issues of class and equity. Students will conduct various surveys about esports, generating evidence to support their interpretations in a brief explanatory essay that accounts for the demographics of gamers. Building on their explanatory essay and their previous study of stylistic devices in poetry and advertising, they compose their own stylistic choices in poetry and graphically depict their message in a found poem. The culminating literary analysis essay about Ready Player One pushes their learning about identity, the development of it in fictional narrative writing, and how the movie version is marketed to the public. Added to that is studying themes of competition and perception vs. reality (as in games and marketing.) In market analysis, students will learn how to analyze the demographics and segmentation of marketing, how to properly meet a target audience, and how to analyze market needs. STEM principles within this unit include students planning and carrying out an investigation to collect data on influences on esports gamers. Data analysis highlights patterns which later serves as critical evidence for a written assignment.

Key Assignment 1:

In order to determine who is playing the game and why they are playing it, students will read The Will to Keep Winning, a biography about one of the world’s top players and research other top players in the esports world, including sportscasters and other members of the esports ecosystem. Student groups will then design a survey to determine how popular esports and/or video gaming are in their school and community. The questions should be extrapolated from the biography and their research and should include perceived value of the game, the entertainment value well as aspects of the game that cause the surveyed to appreciate or dislike gaming. Once surveys have been completed and graphed, the groups present their findings to the class. This information will be used they students start to build a marketing plan for their final public outreach campaign.

Key Assignment 2:

Building on the gamer profile, students deepen their learning about demographics and the theme of identity by reading poems, such as Gary Soto’s “Oranges” and Alice Walker’s “Be Nobody’s Darling” and other texts that tackle issues of class and equity, such as Bill Keller’s Class Matters or Barbara Ehrenreich’s Nickel and Dimed. Using carefully selected pieces of text from all their readings, both non-fiction articles and poetry, and the results of their survey, students will compose a found poem that conveys a message about the identity of gamers. The poem must adhere to standards of poetry writing, including sound devices, figurative language, syllabic count, etc. Based on their analyses from the previous assignment, they can choose to depict who is currently predominantly represented in gaming or depict what they think the demographic of gamers should look like— in other words, their vision of a new, modified “who.”

Key Assignment 3:

To continue studying issues of identity, including their own, students track passages that reveal Ernest Cline’s development of identity, competition, and perception vs. reality in his novel, Ready Player One; other novels that have been adapted into movies with similar themes can be used instead. These themes are important for students to explore since they mirror the themes in video games. After reading the entire novel, students research the various mediums used to market the movie: television, the Internet, billboards, etc. Students write an argumentative essay
analyzing how closely the marketing and its intended audience reflects Ernest Cline’s depiction of the characters citing appropriate and representative textual evidence to support their assertions.

**Unit 4: Who Says Video Games Can't Help the World?**

This unit continues the “who” of esports by considering who is affected by the buying and selling of goods. In the spirit of e-commerce and using marketing for social impact and good, students will consider an aspect of esports that needs to be addressed and “sell” it to their classmates as investors. Examples are after-school fitness programs to create awareness about gamers’ need for exercise, mental health access for gamers, access to students of challenged socio-economic demographics. They will engage in business writing, namely a proposal that requires formal tone and domain-specific language, succinct and precise language use, and synthesis of information about their service. To diversify their understanding of buying and selling in in-store vs. online retail, they read a non-fiction text, such as Why We Buy; the result is applying what they learn in the readings (layout, pop-ups, etc.) to an organizational product that will inform the culminating project, the public outreach project. The project builds on readings, discussions, and business writing by presenting to the entire class, serving as a miniature “capstone” project, meant to pull together all the skills and content of previous units. STEM principles within this unit require students to analyze a complex system (i.e. their gaming community), its components, and interactions. In doing so, they will carefully construct written and oral arguments by making claims that are well supported by evidence.

**Key Assignment 1:**

In groups, students generate the idea or service that they want to “sell” to their classmates in a “Shark Tank” style presentation whereby students have money to invest. Students then write a business proposal to Shark Tank/the teacher in which they earn their way onto the show by convincing them of the viability and importance of their service. Through research, students find information they must include to substantiate their claims about why the cause needs additional funds. Careful attention to their own use of language, syntactical choices, and structural choices remain paramount in their success of this business writing.

**Key Assignment 2:**

Students read portions of Why We Buy: The Science of Shopping, focusing on the newly added chapters on digital commerce. Specifically, they will be learning about online retail, analyzing the marketing strategies used therein. These readings present many new marketing-specific words, requiring that they determine the meanings of these technical terms and analyze how the author uses examples and language to clearly explain those new terms and concepts throughout the text. They will use the notes from this reading to develop a plan for marketing their service online. This can take the form of an inspiration board, a storyboard, or an outline, any of which will figure into their final presentation. This work is important for students to understand that the medium used from market to market varies and the “bottom line” of profits relies on selecting the medium most appropriate for the intended audience.

**Key Assignment 3:**

Students create an advertisement for their esports service that reflects the tenets of digital/online marketing vs. those in print. In this way, they are building on the previous units in that they now create a visual depiction of language and images with a specific aesthetic and structural rationale to reach their intended audience. Students should use precise language and stylistic techniques such as figurative language, sound devices, and persuasive appeals. Students add features and dimensions specific to the medium: page layout, pop-ups, etc., for which students would account in their designs; in this way, they are accounting for marketing within marketing, as is pervasive online (As an alternate, this could also be a website, using a platform such as Weebly, with the same attention to English, graphics, and selling skills.). This work allows students to explore how technology affects the degree to which companies are lucrative.

**Key Assignment 4:**

In the public outreach project, students dress in professional/business attire, presenting the entirety of their marketing campaign to their classmates, highlighting their new service, what needs it meets, who the targeted...
audience is, how much it will cost to produce, and how much they mean to sell it for. Successful presentations will make clear how the service is connected to esports and how they are improving the industry for gamers and/or other industry professionals involved therein; they should also account for how their product might alter the public image of the industry. Furthermore, they will include domain-specific language from their readings about marketing principles, present evidence meant to provide sound reasoning, and use digital media to convince their listeners of the validity of the product or service they are selling to esports.

Unit 5: Learn and Earn

In the “how” of this course, students learn about how people manage projects and teams to generate innovative, long-lasting goods and services. They will read all of Tracy Kidder’s Pulitzer Prize-winner, *The Soul of a New Machine*, which details the true account of a team of engineers who built a new computer and their success and setbacks getting the machine ready for market. Students will closely analyze Kidder’s rhetorical moves, focusing on how his purpose manifests through his style and details, all while tracking the narrative of how the engineers built, tested, and modified until their product was market worthy. Using their district-adopted textbook and/or other texts on management styles, students will learn about the various types of management and the qualities of successful managers. Students will fuse all their knowledge of management styles and the ideation necessary for innovation to develop a Learn and Earn project. STEM principles in this unit require that students purposefully select educational technology tools in order to communicate key ideas to a specific audience. Moreover, students will use the design process to develop a working prototype for an esports-related innovation.

Key Assignment:

After reading *The Soul of a New Machine*, students analyze what worked to encourage the team, what made the team ultimately successful. Students will then write a PSA on how to create a winning team. They will present the PSA live, on video, or a combination thereof. If desired, students can use stop animation, PowToon, or any other animation software available to them. An alternate to this is having students retell the story as a children’s book, one meant to encourage team building, leadership, and ideation. Either way, students will write a brief explanation of their choices, focusing on why they selected the details from the text and how those details formed the nexus of the text’s message. Attention to syntax, transitions, and a formal tone will characterize the most successful explanations, irrespective of the quality of their animation; furthermore, domain-specific language about management styles and the role of management in marketing, workplace behavior, planning and implementing marketing strategies, and legal and ethical considerations in marketing are also paramount to successful writing for this explanatory document.

Unit 6: What’s Your Brand?

This unit explores the “why” of esports by investigating various topics pertinent to the industry, including why it is contested as a sport, why gamers face certain challenges, etc. while they are learning about branding, packaging, and labeling in marketing. Thematically connected will be their reading of Ray Bradbury’s National Book Award winner, *The Illustrated Man*. Each of the tattoos serves as a “brand” of sorts. In each chapter, one of his tattoos comes to life and a short story ensues, all of which are focused on scientific and technological advancements, most of which Bradbury questions implicitly in his storytelling. Along with this text, they read multiple brief, credible sources of information to explore the psychology behind marketing and branding. STEM thinking in this unit requires students to use multimedia effectively to communicate their ideas, critically evaluate the credibility of sources, and synthesize key ideas effectively in writing.

Key Assignment 1:

Through class lectures and reading from the district-adopted textbook, students learn about the key tenets of branding as it contributes to market product considerations. Then, they consider those tenets as they read Ray Bradbury’s *The Illustrated Man*, determining how the author develops the central theme throughout the novel as a
whole. In it, the narrator describes a man whose body is completely covered in tattoos. Each of the tattoos serves as a “brand” of sorts. In each chapter, one of his tattoos comes to life and a short story ensues, all of which are focused on scientific and technological advancements, most of which Bradbury questions implicitly in his storytelling. Then, either individually or in small groups, students closely analyze the chapter assigned to them, extrapolating Bradbury’s purpose. They present to the class what Bradbury’s implicit argument was in their chapter, supporting their inferences with specific details from the text that developed it. They develop their presentation by citing specific details from their new book cover to connect it to the text and explain their choices in re-branding the novel. They further learn how to carefully organize their thoughts, use an image to engage their audience, and use language appropriate to the content and their audience.

**Key Assignment 2:**

Either individually or in small groups, students create a new cover for the novel, as it is 60+ years old. The cover should reflect the one short story assigned to them, rather than the novel as a whole. Students examine graphics of multiple esports games, drawing inspiration from them to influence their re-branded covers, almost as though The Illustrated Man were to become a new video game. In this, they learn how product branding must change with new eras and new audiences, understanding that what once appealed to the public does not remain constant.

**Key Assignment 3:**

Much like Bradbury questions science and technology, esports, as an industry, faces similar scrutiny and questioning. To address one of those issues, students will write an argumentative essay in defense of esports. They answer a “why” of their choice in a research paper, arguing in favor of an esports-related issue. Topics may be why more schools should offer esports courses; why more females should play esports; why esports should be considered a sport; etc. Students must conduct research, using advanced searches, evaluating the credibility of sources, and accounting for incongruities in information. They will synthesize representative evidence from multiple sources, utilize in-text citations to avoid plagiarism, summarize and paraphrase as appropriate, and argue in defense of their thesis. (OPTION: Half of the class writes in favor of esports. Half of the class writes against esports. Students peer review those who take the opposing opinion and offer a short critique of the argument.)

**Capstone Project: Operation Public Relations - Finding Our Why**

As a class and working as a successful team, students demonstrate their skills in planning, organizing, implementing and evaluating a single public relations campaign meant to promote a topic or subject they have been working on throughout the year. Continuing the thread of “why” from preceding units, students generate their own “why” and market the entire event, which they hold on campus or remotely, if necessary. This culminating event capitalizes on all the skills they have built throughout the year and requires that they synthesize them all into an event that serves in promoting esports to the external community-- this could include the aforementioned controversial topics such as equity and access to gaming, career awareness, mental health awareness for gamers, and/or physical fitness for gamers. They must use project management skills to plan and implement the campaign, requiring substantial research. After the event, they must engage in considerable self and group reflection, including feedback from those who attend the event; this reflection of the outcomes results in a written report on the procedures of planning, implementing, and evaluating.

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Course Overview

In this capstone course, students will develop their digital media art skills through review, challenging projects, and an internship in local DMA businesses. The students will work with industry experts to develop a keen eye for art and a deeper understanding of the importance of cultures, belief systems, and traditions in a global economy.

Unit 1: The Resume and Artist’s Portfolio

In this unit, students will create a resume and artist portfolio. Students will be prepared to work in a Digital Media Arts business as they practice their interview skills and refine the soft skills needed in the workplace.

Key Assignment 1: The Resume

As students go through this year, they will gain skills and experience that will be important to include on their resumes. The students set up or choose a resume template that they will edit and revise throughout the year. The final resume will be included in their Personal Career Plan Portfolio (see Unit 4).

Key Assignment 2: The Artist’s Portfolio

Students will create a portfolio according to industry standards that will have digital representations of the work that they complete both in class and at a job site. The portfolio will be professional and suitable for presentation in an interview setting. This portfolio will be compiled throughout the year and added to the Personal Career Plan Portfolio (see Unit 4).

Unit 2: Principles of Design and the Elements of Art

In this unit, students will solidify their understanding of Principles of Design and Elements of Art before going out on Internships. They will recognize how commercial works communicate a specific message to a specific audience.

Key Assignment 1: Analysis of Commercial Art Work – Presentation and Discussion

After reviewing the principles of design and the elements of art, students will choose and analyze a specific commercial work (e.g. In and Out Billboard; McDonald’s billboard; a magazine spread for perfume). The analysis will include how the artist used elements of art and principles of design to enhance and communicate the message. Students will share the image and their analysis in a presentation. Presentations should stimulate conversations about art, the efficacy of the image, and the elements used in the design.

Key Assignment 2: Universal Symbols and Images -- Presentation

Students will choose a symbol or image from their workplace to analyze it for elements of art and principles of design. Students discuss their analysis with their supervisors and create a presentation of the image and its purpose. The presentation should include historical context, target audience, tools used to create the art, psychological triggers, and skills required to produce the symbol or image.
Unit 3: History and Culture: Their Impact on Commercial Art

This unit will focus on the audience. Students will research how history and culture change the way digital art is used in commercial settings. For example, students may look at how our culture is focusing on healthy eating. They may look at a fast food company like McDonald’s and analyze how healthy eating culture has affected the way McDonald’s advertises their meals (e.g., with orange juice instead of soda). Students will make connections between art, culture, traditions, and belief systems.

Key Assignment: Advertisement and Culture

After looking at how art is used in different cultures to communicate messages in advertising, students will recreate a symbol or advertisement from their neighborhood to make it appealing to another community or country. (E.g., in France, McDonald’s symbol is placed on a forest green background to stand for “going green” with their packaging.)

Unit 4: Creative Collaboration

This unit will invite the students to work in collaboration with their industry partners to modify a design using the most popular tools of the industry.

Key Assignment: Aesthetic Perspective

Students create an artistic design for a commercial product for a specific industry (this can be in conjunction/cooperation with the industry partner), using the most popular, industry-standard software. Once the design meets all the industry standards, the students then modify the design to accommodate a different aesthetic perspective. Students will then present both designs to their classes for peer analysis.

Unit 5: Personal Career Plan

In this unit, students will explore careers in the digital media arts industry. They will ultimately create a portfolio that will contain their work, reflections on their own goals and skills, and a personal plan for reaching each necessary step for success in the career of their choice.

Key Assignment: Career Plan—Portfolio

Students will create a portfolio that will contain at least all of the following:

1. Performance evaluation forms that supervisors have completed.
2. Reflection on what student learned through internship
3. Collection of best work from the year
4. Reflection on what student learned through the pathway
5. An evaluation of student’s soft skills and a student-written reflection on the evaluation.
6. Thoughtful consideration of the lifestyle the student hopes to live. (Where to live, type of home, hours of work, kinds of entertainment and relaxation, etc.)
7. Research of possible career choice:
   - Industry demands for that career
   - Education required
   - Salary and benefits
   - Skills needed
   - Dress/uniform
8. Personal plan for how student plans to reach career goal.
   - Which school(s), if required
   - How to pay for school, if required
   - Grades needed to continue down the path
   - Overcome obstacles
Course Overview

The Saga of the Tournament: Event Crafting and 12th Grade English is a college preparatory English course integrated with the Career Technical Education (CTE) Hospitality, Tourism, and Event Pathway. Students will learn and apply CTE Hospitality skills through conducting a real Esports tournament while building real-world reading, writing, language, and speaking skills that will prepare them for college and career. Students will learn the communication, writing, and vocabulary skills essential to planning, managing, and executing an esports tournament. During this course students will engage in activities designed to impart the necessary competence in and understanding of the videogame industry, event planning sequence, and valuable collaborative mindset to achieve success in these industries. Through this course, students will get hands on, real life, career ready practice with skills that will allow them to see how a passion and academic application can translate into a career as well as life-long, productive learning. In addition, students will be given the opportunity to demonstrate ELA competencies such as evaluating speaker’s point of view, reasoning, writing and use of evidence, presenting information, using digital media, and adapting speech appropriately for each audience.

This course also supports integrated STEM learning and principles with its in-depth exploration of the esports tournament as a complex system. In exploring the tournament system, students will develop a model by describing the various components, assuming the duties of a specific component, and becoming intimately familiar with how the various components interact with one another. To facilitate their systems exploration, students effectively use educational technology to collaborate and communicate with one another and diverse audiences. Educators interested in exploring the relevant STEM principles embedded within this course are encouraged to refer to the resources section of this course for more information.

Unit 1: On Your Mark, Get Set...Play!

In the first unit, students will gain a working knowledge of the video games that are played within the world of esports as well as the jobs and careers that esports have created with the advent of tournaments, Twitch, etc. Students will analyze the various careers in event management, and through research and classroom presentations, students will start to acquire and accurately use general academic and domain-specific words and phrases as they begin to understand esports as not just playing video games, but as a booming industry with a variety of career opportunities. Students will then write, get feedback on, and revise their own resumes and cover letters, apply for the career of their choice from those needed to design and run an esports tournament. Students will begin an esports reference book, a PMBOK (Project Manager’s Book of Knowledge), that will be compiled throughout the year and submitted as a final document by the end of the course. (Each student will have his/her own PMBOK, and team PMBOKs will be established by peers choosing the best examples of work submitted.) Throughout this unit, students will recognize how language affects the power and effectiveness of the message and further enhances student knowledge of appropriate language application in different contexts and for different audiences. They will end the unit with a reflective narrative that will be used as a metacognitive tool for improving listening and speaking skills.

STEM principles in this unit include gathering data, evaluating solutions based on adherence to agreed-upon criteria, and finally using the evaluation to engage in argument from evidence. Moreover, students will begin to explore systems thinking in the context of a tournament.
Key Assignment 1: Selected Readings and Musings from *Gamelife: A Memoir* by Michael W. Clune and John Edlund’s “Three Ways to Persuade”

Students read and annotate John Edlund’s “Three Ways to Persuade” and apply his thesis to *Gamelife: A Memoir* in parts (Chapter 1 is especially riveting) or in totality. Students then write a personal or reflective essay looking at ways they imagine gaming enhances or detracts from life. In their essays, students should demonstrate their understanding of logos, pathos, and ethos as they develop and solidify their argument about the qualities of gaming. Proper citation of Edlund's work, as well as any other sources, should be applied to the essay.

Key Assignment 2: The Worlds in Which We Play

In getting ready for an event, the organizers must come to consensus on the details and the theme. In addition, the organizers must understand the need to appeal to a diverse audience. In preparation for the culminating esports tournament that students will organize, students will do the following:

a. Students will conduct research on various popular video games (e.g. League of Legends, DOTA 2, Fortnite, Halo, etc..) and analyze their viability as “the best” game to be chosen for this year’s tournament. This written analysis will examine the characters, the “story,” the level of challenge of play, graphics, etc. Students will use this analysis as they prepare their “pitch” for best game.

b. The class is split into 5 groups, each with a different game. After group discussion where students share their points of view with their group, each student should write an argumentative essay analyzing why their game is the best choice. Using lessons about ethos, pathos, and logos, students should aim to be persuasive and use counter arguments to prove their game would be the best choice for the class’s esports tournament. Their audience should be gamers and a gaming company, but it should have an eye on the appeal of the game to parents.

c. Using research, elements of pathos (garnered from assignment 1) and logic, each student group will attempt to convince the class that their game is the best by creating and delivering a 30-second “pitch” (sales proposal) to the rest of the class. Groups should research and consider criteria such as audience (who needs to be convinced), popularity with local / regional esports teams, community interest to attend a live tournament and whether the tournament style of play is technologically viable at their school site. As part of the “pitch,” groups should outline in a visual marketing presentation the key strengths (and recognize evident weaknesses) of their chosen game in the context of an esports event and as a possible option for the class tournament. To enhance their ethos, students should dress appropriately for their pitch.

d. Students give other groups feedback of their presentation based on what they know about marketing and their understanding of the ethos, logos, and pathos that are important to a convincing argument and are important to creating a successful campaign for an event. Students will also demonstrate their speaking and listening skills as they focus on the presentations and offer valid feedback.

Key Assignment 3: The Careers that Support Our Worlds esports for Noobs

Students will view video coverage of a past tournament of an esports event such as the Opening Ceremony for the League of Legends World Championship. As part of this viewing, students should begin a list of jobs that they see beyond the role of the player (their list may include shoutcasters/journalists, marketing managers, web developers, general managers, event organizers, IT support, etc.). Students will then be assigned a job to research and determine the skills, expectations, and qualifications for each specific job. As research is gathered, students compile their information and work collaboratively to create a resource document on a platform such as Google Slides. Groups or individuals should share out their careers in informal whole class presentations so that every student gets an overview of all careers they can choose from in the next key assignment. The student groups then write the first chapter(s) for their reference book, PMBOK, entitled something like Esports for Noobs. The chapter(s) will be written in creative and engaging language in order to inform interested readers about the ins and outs of careers in esports. As the year continues, other relevant chapters will be written and inserted into the PMBOK. Each new chapter will include, but not be limited to, the following:

- A title
- An introduction
Key Assignment 4: Earn Your Role - Creating a Resume and Interview Skills

Students now have a good working knowledge of the games that are involved in esports and jobs that support tournaments and events. With this foundational knowledge, students will be able to make choices about what their eventual tournament will look like. After reviewing the google slides and preliminary PMBOK submissions from key assignment 2, students will choose which career they want to apply to for this year’s tournament. Then, students will write a personal (and functional) resume with the intent of applying for that job in the class esports tournament.

Writing a good cover letter is essential to demonstrating personality and fit for a company. This requires a good understanding of language, the industry, and the audience. In this assignment, students craft letters introducing themselves and promoting the qualities that make them a good fit for the career they want to apply for within the class run tournament. Through peer review and teacher feedback, students will edit and revise their letters until they are of professional quality.

Students will work on interview skills by being placed in a series of mock interviews that will include common interview questions. Through these interviews, students will be prepared to demonstrate command of the conventions of standard English grammar, use general academic and industry specific vocabulary, and respond thoughtfully to questions. After practice runs, students should sit in an actual interview for the position that they want for the future tournament. The panel should preferably be made up of the class teacher, an administrator, and a local interested party such as an esports coach or professional esports player. Students should bring their resume and cover letter to the interviews and will be “hired” for a job that they will be expected to fulfill for the remainder of the class.

To help students be cognizant of what they need to do in order to learn and to be life-long learners, students write a reflective narrative of the process of preparing for and experiencing the interview. They will note what went well, what needs to change, and what they still need to learn.

Unit 2: No “I” In Team - The Good, The Bad, and the Ugly

Students will learn to assess and evaluate team construction through important management strategies for planning, decision making, shared responsibility, and negotiations--all essential elements for planning a major event. Working in the groups formed in Key Assignment 2 of Unit 1, students explore the role of collaboration in game play and the importance of setting out group norms and expectations for working together for the rest of the year. Students will close read novels and study the characterization necessary to create environments where characters collaborate, defend, and challenge each other. After studying themes of teamwork and team balance and relating them to similar issues in esports, students will apply this knowledge to create an onboarding guide for the group work to be done in this class for the rest of the year. The onboarding guide will reflect student discussions of implementing best strategies for establishing and executing challenges with a balanced team in esports teams and in the workplace. The final edit will be placed in the PMBOK. Unit outcomes include an argumentative essay that completes a SWOT (strengths, weaknesses, opportunities, and threats) analysis for the superhero factions, a whole class debate, and the onboarding guide. Through these outcomes, students will practice the standard analysis vehicle used in business and critical thinking and using texts to support an argument. STEM principles included within this unit focus heavily on obtaining and evaluating texts to identify patterns which serve as evidence within written arguments.

Key Assignment 1: “No One Is an Island” Debate

After brainstorming the role of collaboration and communication in video games, students will do a close read of two graphic novel story arcs with a special focus on the role of communication and collaboration. While reading The
New 52 Justice League Origin arc and Avengers Civil War #1-7, class discussions will center around team dynamics, author’s purpose for creating superheroes with both strengths and weaknesses, and the roles of superheroes or champions in created worlds. Students should then prepare for the debate by completing a SWOT analysis worksheet on a superhero of their choice in preparation for the debate. Final SWOT will be inserted into the team PMBOK as an example of a critically assessed and well-applied strategy for team building.

Students will come to debate day prepared, having read and researched material under study. They will explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. To achieve this, students will be split into two groups - those that think that The Justice League are more effective collaborators and those that favor the Avengers. Those students who cannot decide should be left “on the fence.” On debate day, the classroom should be organized with desks/tables facing each other with a few left in the middle for the “on the fence” students. The students on the fence will have a rubric to evaluate the opposing teams’ points of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used to join the team that scores highest on the rubric. The hospitality application to be explored in future units is the ability to successfully execute the tournament; for esports consideration, SWOT analysis allows for effective creation and management of developing new teams. Students should be assessed on an Oral Communication or Speaking and Listening Rubric.

Key Assignment 2: Lessons from a Galaxy Far, Far Away

Student groups will select and read one of the following dystopian novels, Ready Player One, Brave New World, 1984, Do Androids Dream of Electric Sheep? or Neuromancer. In study groups or book club format, the students will explore a society in which equity, equality, collaboration, communication (or a combination thereof) have been denied or ignored. Students will each research and write a paper based on their analysis of the dystopian world as a reflection of societies created in modern times (e.g.: research and examine the “worlds” found in North Korea, Venezuela, 20th Century Germany, etc.) and/or how an unchecked, technology-driven world could be problematic.

Key Assignment 3: The Age-Old Question - An Essay

Students will write an in class essay on a topic such as the following: Imagine that the society in the novel was a modern corporation that has been shut down for human rights violations, and they have come to you as a consultant to get them back on their feet. After completing a SWOT analysis worksheet for the company, argue what the first and most important change in the company’s practices should be. Using research about past human rights violations as justification for the need for change, and themes/characters/evidence from the novel, students explore issues around what happens if one group gets too much voice in a society and how playing on the entire team’s strengths and weaknesses help a group work more effectively together (students could even pull in connections to the superhero debate in Key Assignment 1 of this unit). (This assignment prepares students for managing a team and working in collaboration as they prepare for the culminating esports event.)

Key Assignment 4: Welcome Aboard, Noob!

Working in their groups established in Unit 1, students will use an onboarding guide to create group norms for working together as a team. Students should take on the role of Human Resource workers and work together to create a group contract or onboarding guide that reflects lessons learned from the readings in this unit. At a minimum, the group contract or onboarding guide must contain an overview of team organization, which must include:

- a Mission Statement
- identification of the team structure (leadership) and team culture;
- a tour of the team “facility”
- review of individual members’ “abilities” / skill sets (to frame the new member’s role on the team)
- team member expectations (with those expectations framed as personal benefits to the new member when adopted)
- team member code of conduct / normative behavioral expectations, including a discipline policy with retraining / redirection options and consequences for deviations

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• cross-training and improvement/“skill up” opportunities

This onboarding guide will be placed into the teams’ PMBOKs.

Unit 3: Lore Building

Through this unit, students will explore a wide range of legends and mythological stories that are often pertinent to the esports games that they play. Students will vary syntax and use vivid, figurative language as they craft a narrative about a character from the mythological story from culture of their choice. They will explore the depth of word meanings as they analyze poetry and its use in marketing and advertising. As part of this intense study, students will demonstrate the essential need for promoting the event/tournament through the “branding” of their eventual event/tournament using one (or many) of the specified characters from these assignments to be determined by the class as a whole. Students should continue working in the groups established in Unit 1 and should now fulfill the norms established in their group contract or onboarding guide (Unit 2, Assignment 3) whenever they are working in groups. STEM connections within this unit include analyzing and interpreting data related to branding to provide a rationale for assertions about best practices in branding.

Key Assignment 1: Gods Among Us

In preparation for, and as a springboard to “branding,” student groups will research various legends and mythologies and/or legends with the goal of eventually choosing one to study more in depth. Using a district-approved anthology, students read and analyze “from Sir Gawain and the Green Knight,” “from Le Morte d’Arthur,” Beowulf, “Grendel,” “The Head of Humbaba” (from Gilgamesh), “The Story of Caedmon,” and legends/myths from various countries and cultures around the world. Once they have chosen their focus, groups should find one text from the culture(s) that embraced the selected mythos or legend that they will “teach” to the class. They should then choose a modern video game character (all characters in League of Legends have biographies and lore) that is connected in some way. In preparation for their lesson, students should read and annotate the text and prepare a 5-question quiz game based on it. Groups will then take turns leading the class through the following activities 1) a background understanding of their culture (can be a multimedia presentation with group participation activities); 2) a whole class read of their text including highlights of key points (including teacher-approved closed and open questions that trigger class discussion); 3) explaining the connection with their modern game character and; 4) giving the class a 5question quiz. Option: The 5-question quiz could be done in a more engaging format such as on Kahoot! or Nearpod if access to technology allows.

Key Assignment 2: Your Lore, Your Way

Once mythology presentations are complete, students will then select their favorite presentation and character. Students will then individually go through the process of creating an original narrative story that places their selected character into an original situation of the student’s invention. This narrative should follow the principles of plot (Exposition→ Rising Action→ Climax→ Falling Action→ Denouement) and character development (to be based upon the already-established mythological characteristics). The language should be rich and vivid using figurative language in order to bring life to the narrative. As a final aspect of this assignment, students will create an artistic visualization (a brand) of their character to be included with their narrative piece. This visualization should reflect the branding principles of uniqueness and recognizability, sustainability and trends, adaptability, and universality.

Key Assignment 3:

Students read an article such as “Why Brands Are Using Poetry to Cut Through All the Noise and Grab Viewers Attention” (http://www.adweek.com/brand-marketing/why-brands-are-using-poetry-to-cut-through-the-noise-and-grab-viewers-attention/) to start developing context for how marketing companies are using poetry to sell their products. The focus of this poetry assignment is to get students to start thinking about what makes up the esports world, how they can get the audience to take a closer look, and to communicate a desired effect through the use of language (and images where appropriate). Students are asked, "What will make your plan stand out?"
a. Students read William Blake's "The Lamb" and "The Tyger." and analyze the parallel structure and synesthesia of both poems. Students create scenarios with products that might want to be branded with either the lamb or the tiger. The pull lines from the poems and create an image and 2 or 3 frames of a storyboard "brand" concept for a product.

b. Noting that imagery can directly affect mood, students turn to Coleridge and read and analyze the imagery of "Kublai Khan." Students create a "brand," this time for a gaming product/service using lines and images from the poem to create a specific mood the audience should feel when they read the lines and view the images of their "brand."

c. Students use a simple reference sheet of different types or forms of poetry such as: [http://examples.yourdictionary.com/what-are-different-types-of-poems.html](http://examples.yourdictionary.com/what-are-different-types-of-poems.html) and find and analyze poetry, lyrics, or prose of their choosing to highlight individual or other universal themes (Optional: Teacher provide anthology or list of poetry to encourage diversity in choice and presentation.)

d. Each student chooses a form and researches it, writes a poem in that form, practices it, and comes up with a marketing strategy that uses it. Students decide which form works best for the team. This is part of an iterative process to come up with the best way to make the best plan stand out. Students creatively present their poems (spoken word) and make connections between the work and their plan. This can be live, video, or any combination of delivery.

**Key Assignment 4: Feel the Fire - Brand Yourself!**

Students will connect the function of personal and company/product identification and differentiation in the marketplace to the recently learned literary themes. Students will develop an understanding of the importance and relevance of branding as it relates to esports by examining marketing materials for video games, gaming events, and services that are tangential to esports. Students will do a competitive analysis of branding elements that they feel distinguish and promote a particular item, team or game from other competing products and will support their observations/opinions with written rationale about why certain branding elements are more successful. Each group should create a logo, and these logos will be used going forward through the rest of the year if their event plan is selected as the final tournament format.

All logos and analyses will be published in each team’s PMBOK.

**Unit 4: What IS "The Quest"?**

In this unit students create a tournament plan proposal and accompanying website to be submitted for approval. At this point in the school year, a location/venue should be selected to hold the event (see note below on this). As part of this process, students will take a deeper analytical look at the inner workings of an esports tournament and will discuss the success and failures of past events. Once a general knowledge has been established, students will work with their groups established in Unit 1 to create their own official business/tournament plan and craft a website to promote their event. The culmination of this unit will be a formal presentation of their tournament plans (either presented on paper, in a digital presentation like PowerPoint or Prezi, or as student-designed tournament websites), which will be presented in front of authentic audience members (perhaps professionals from the gaming world or the community) for official selection. Relying heavily on collaborative work, facilitated by educational technology, the STEM connections in this unit require students to identify patterns in tournament structures, ideally through direct observation, to more fully develop their tournament conceptual models. Written tournament proposals rely heavily on real world professional writing, effective student communication, supporting claims with evidence, and using technology effectively to deliver their message to the intended audience.

***Note on Venue/Location selection:*** It is suggested that the teacher coordinate with school/district officials to ensure a location on-campus is available (perhaps the esports computer lab or a larger facility that can be adapted to have computers/internet/viewing. The sky is truly the limit here - if sponsorships can be obtained for an off-campus event, then perhaps that is the avenue to explore as an alternative!

**Key Assignment 1: Our World, Inspected**

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Students will determine the necessary elements of their tournament plan by first viewing or visiting an actual tournament. Unlike previous tournament analysis assignments, this will focus predominantly on the inner workings of the tournament itself and the elements necessary to run a successful event. Preference should be placed first on visiting an actual esports tournament event so that students can shadow workers and learn first-hand. If that is not possible, then students can view past (or live) tournaments via an online viewing platform such as Twitch. Students will then write a series of reflective analytical responses for each tournament viewed, ultimately working in their groups to create a proposed plan and agenda for tournament day. The plan should highlight the group’s proposals for venue, setup instructions, material acquisition, and other pertinent details that will make their tournament stand out from others. The agenda should include a proposed hourly breakdown for the events on tournament day. After presenting their proposals to their peers, the class works towards narrowing down all the proposals into one plan and one agenda (which may be edited throughout the year). Both the proposal plan and the agenda should be included in the PMBOK and on the tournament websites to be created in Key Assignment 2 below.

Key Assignment 2: The Hero’s Battle Cry (Standing Out from the Horde)

Having developed an understanding of the requirements of event production, students will compile their skills, resources and vision into a website that outlines their formal business plan for this year’s tournament. Students should work in the same groups from Key Assignment 1 (formed in Unit 1). Each student had previously completed the assignments below, and each team chooses the best version of the documents/essays/poems that should be placed in the team PMBOK. Paralleling documents used in hospitality and event management sales meetings, the website must be constructed with the following minimum required tabs or linked pages (Each essay/document will have visuals and necessary captions for the upcoming presentation of the website). After teams do peer reviews of all group members’ documents and help with a final round of feedback and edits, they choose the best representative for each tab and publish them in the team’s PMBOK.

Tabs should include:

- Game Justification--Argumentative Essay (from Unit 1)
- Company culture and policies - Team onboarding guide and SWOT analysis essay (from Unit 2)
- Brand--A Narrative Essay and a Poem (from Unit 3)
- Tournament Plan - Agenda and Plan (from Unit 4 key assignment 1)

Key Assignment 3: Half-Way There: The Culminating Presentation

Students present their websites to invested parties which may include classmates, the school’s esports team, members of the gaming community, and/or other teachers and community members. Presentations will walk through the website, which will include all pertinent information regarding their proposed event as detailed above. (It is suggested to use an easily accessible website builder like Google Sites or Weebly that are free and easy for students to use.) After presentations, invested parties (professionals in the esports world, community members, teams competing in the tournament, etc.) should vote on which group’s plan is the best and should be the one chosen for this year’s event. In Units 5-8 students will transition from working in the small groups they were in during Units 1-4 (where each group had a different game and tournament plan) to working towards planning one whole class, whole school esports tournament event based on the winning website and plan.

Unit 5: There Be Dragons Here!

An essential skill in life and careers, but especially for those in the hospitality realm, is knowing what to do when inevitable roadblocks, problems, and complications arise. This unit will help students learn to accept and deal with these eventualities and learn to overcome them. Through close reading of articles and viewing films that display grit, then through a study of the classic trope of the hero’s journey, students will begin to understand the skills and traits necessary for overcoming those problems that can impede progress and success. Students will apply this knowledge--critical and creative thinking, collaboration, determination, etc.-- to the class tournament plan. Activities will force students to take a detailed look at the tournament plan, identify possible areas for problems to arise, and learn to troubleshoot ahead of time. Other activities will force students to think on their feet and problem solve in
real time, in preparation for the real tournament. STEM principles embedded within this unit rely heavily on students continuing to develop their tournament conceptual models by assuming specific roles within the tournament system. In doing, students will not only learn about the tournament system components, but will also explore the interactions between components, as well as the inputs and outputs of each team.

**Key Assignment 1: The Nitty Gritty**

Students should regroup based on the careers they were hired for in the interviews during Unit 1 and organize by “division” within the now whole class company. Suggested divisions include marketing/social media/publicity, accounting, technology, facilities managers, community relations, shoutcasters, etc. Students should begin to discuss and work on the details of the tournament and start to compile documents and plans in a Tournament Binder. This can be an actual binder that stays in the classroom, or a digital one using a site like LiveBinder if technology allows. Either way, the final Tournament Binder will be published in the teams’ individual PMBOKs.

a. Each division should submit a document to the binder outlining a prioritized need vs. wants list, as well as a pre-planning to-do list and a “day of event” to-do list

b. Students in manager roles (maybe each division has a manager or there are 2-4 students who serve as whole class managers) should review these documents for each group and set up meetings to discuss things that were not addressed as well as to create cohesion between groups. Managers are in charge of providing “performance evaluations” for individuals or divisions throughout the planning process as a way to provide feedback/assess students. The format, norms, and forms for these should be established by the managers before the meetings and with advice from the instructor and/or a community expert.

**Key Assignment 2: The Hero’s Journey**

In hospitality, one key skill is being able to persevere through setbacks and realize that, just because things aren’t going as planned, it doesn’t mean you quit. Students will study the Hero’s Journey archetype in literature to understand the prevalence of this trait as a theme throughout notable literary works and other media, as well as the relevant connection to esports through lore and backstory about the different champions available for play in games like League of Legends. After reading the journal article titled “Grit: Perseverance and Passion for Long Term Goals” from The Journal of Personality and Social Psychology by Angela Duckworth et al., students will view two films that show main characters who go through the hero’s journey: Star Wars: A New Hope and Spirited Away by Hayao Miyazaki. Students should write an analysis of the hero’s journey for each film. This analysis should include an explanation as to how each stage of the journey is executed in the films.

**Choice Writing Assignment** - Students choose one writing assignment from such prompts as:

a. Narrative - Go back to your character created in Unit 3: Lore Building and now write a narrative that takes the character through key elements of the hero’s journey

b. Argument - Choose a character from one of the films in this unit and argue in what ways “grit” was essential for achieving the journey

c. Compare and Contrast - Compare and Contrast the hero’s journey in the two films. What role, if any, does gender play in achieving success? What about role assignment (Luke is a farmer become Jedi trainee/warrior; Chihiro/Sen is a third grader become healer to the gods)?

d. Analysis - Analyze the trope of the hero’s journey and what it means for us as a society.

**Key Assignment 3: Fire and Fury**

After understanding the role of “grit” and the fact that all heroes have to overcome obstacles in the course of their journeys, students will be asked to apply these skills and deal with how to handle real life situations. For this assignment, the teacher will present real life scenarios that might happen during the tournament and students will have to create a handbook of suggestions for how to deal with the situations in their division that is to be added to the Tournament Binder (which is included in the PMBOK). These situations might be, but are not limited to: the headline speaker cancels at the last minute, power outage, a team of players cancels, a player has a medical emergency during tournament play, players break out into a fist fight during the event, technical failure with computer software, a roof leak, the caterer doesn’t show up, signage not ready/delivered by the printer, etc.
Handbook entries should include analysis of the issue, possible solutions, suggested solution, and reasoning. Peer review and teacher approval will choose the best representation to be placed in a chapter of the team’s PMBOK. (Optional: this handbook and/or the parts of the binder are included on the website for the tournament.)

Unit 6: Leveling up - Transforming Pain into Purpose...on Purpose.

In this unit, students will explore the positive and negative aspects of gaming and esports by doing extensive research. Furthering students understanding of what success in the real world looks like, this unit will in addition, focus on the idea of hard work and dedication - known as “the grind” in gaming lingo. Whether you are running a hotel, planning a wedding, or managing an esports tournament, time, communication, and dedication will be key factors. To help students understand this, they will read and analyze the book Outliers by Malcolm Gladwell and then choose a chapter or theme from the book and write an advice column for a business magazine that provides advice for someone looking to work in the world of hospitality based on what the chapter argues. Then, they will continue with “the grind” of figuring out the financial aspect of the tournament. The end result will include an event budget, fundraising strategy, and a complete list of resources (physical, financial and temporal) needed for the tournament. STEM principles within this unit include a heavy focus on mathematical thinking and analyzing and interpreting data with respect to budgetary considerations for the student-run tournament.

**Key Assignment 1: What Really Happens in esports?**

Students will do research on the effects of gaming on the social, emotional, and physical well-being of a gamer. As students read papers and research found in academic journals, students will create a thesis statement about esports and gaming. They should then write a well-cited research paper of at least 5 pages MLA format. The sources should be reliable, credible, and should support the thesis statement.

Students present to the class a brief of their findings and facilitate discussion of their findings. Students should be prepared to use texts to support their answers to class questions.

**Key Assignment 2: What Doesn’t Kill You Gives You EXP**

After reading and noting key arguments in Malcolm Gladwell’s Outliers, students will focus on one of Gladwell’s chapters; students should analyze his thesis in that chapter and use it as inspiration for an advice column aimed at new high school or college graduates about to enter the workforce. They should research Gladwell’s arguments to establish whether or not they agree with him, and in a researched and cited business article (that might be included in a business magazine such as Forbes, for example), students should outline suggestions for how a person or business can reach success by following or altering Gladwell’s recipe for success as it is outlined in the novel.

**Key Assignment 3: Sweet, Sweet Riot Points**

Students in the class who were hired for accounting careers should create the agenda for and lead the discussion/activity that follows: the class will split into groups and create a Google Spreadsheet to include in the Binder with a tab for all the budgetary items around the esports tournament. Tabs may include things such as total event costs, technology needs and costs, fund-raising efforts, physical resources, human resources, etc. Division managers should practice management skills and assign each member of their group a task that will be a contribution to this document and another performance review and reflection journal should be completed at the point. Managers and accounting students should establish norms and then execute a whole class discussion about how the class will make this tournament work within budget constraints. Accounting students should also create a system for divisions to make other budgetary requests before the actual tournament. At appropriate times, students present their findings so that actions can be continued or altered as needed.

**Key Assignment 4: “There Can Be Only One!” - Elevator Pitch Tournament**

Students examine the most effective ways to deliver a “pitch” by participating in an “Elevator ‘Pitch’ Tournament.” Working within their divisions as determined by the career they were hired into at the beginning of the year, each division should collaborate to prepare and practice either a two-minute sales pitch video or live presentation.
(depending on available technology and teacher discretion) for the esports tournament. This presentation should be prepared for an “authentic” client. Each group member should appear in the video or have a part in the live presentation. Students should think about who they might need to reach out to for support in this project, and in front of small peer (focus) groups, get feedback on their video/live presentation. To find the best presentation, the video presentations will be set up in tournament bracket and the live presentations will be set up in a separate tournament bracket. Students present to the whole class to find the best and most effective presentation. Peer assessments of each presentation should be based on a teacher-created rubric that includes clarity of oral communication and persuasiveness of the “pitch”. (Option - the final or winning version of the video or live presentation will actually be presented to the community/school/or participants in the esports tournament to promote the tournament and raise awareness).

Unit 7: “Do, or do not. There is no try.” (Yoda’s famous quote from The Empire Strikes Back)

Throughout this unit, students will work collaboratively, come together to propel a discussion towards a creative and productive end, and respond respectfully to diverse perspectives. As the event approaches, students are allowed to have time to prepare for and practice running their planned tournament event. Working with the winning website/tournament plan as a rough draft, students will revise as necessary in preparation for final publishing. Students will collaborate together to write, revise, and publish the event script, which will include final times, speeches, awards ceremonies, etc. As part of this, students will have the opportunity to practice “dry runs” of their events where they navigate through an abbreviated version of the real tournament (without actually setting up, unless this is possible to do prior to the event!). From this, students will have an opportunity for additional revision. STEM connections within this unit include using dry-run sessions to test and revise their tournament model to uncover potential weaknesses in preparation for the final event.

Key Assignment 1: Finalize Website

Working collaboratively, departments should finalize their parts of the website. Students use design thinking to assure that all ideas and perspectives are considered before the final website is constructed. The website should then be published and promoted to build interest for the event. The social media and event promotion departments should then begin rallying school wide/community interest for the event.

Key Assignment 2: The Script Which You’ll Follow

Students will develop a minute-by-minute script of all activities and accompanying dialogue to be used on the day of the event (sample template included as a resource). Again, design thinking, and respect are required in order to assure that the best work is accomplished by the group.

Key Assignment 3: The Trial Run(s)

This could include a field trip to the venue for the event as well as meetings with community players. In preparation for this event, each division should create a list of questions they hope to be answered by the end of the visit. Based on feedback and revelations, students will update their final to do lists for the day of the event in the Tournament Binder. Students continue to use metacognition to promote their own learning as each student writes a reflection on how they see their own role in this process of preparing for a major event. This should include what they are feeling confident about as well as any worries/questions they still have. These reflection pieces should be turned into the class managers who will complete another round of performance reviews and last-minute adjustments based on this information.

Unit 8: The Final Culminating Event - The Dragon’s Lair

This is the culmination of the year-long work and skills students developed with the goal of planning and holding an actual esports gaming tournament event! Students will run the actual esports tournament at the school or in the
community using the speaking and listening, communication, critical thinking and hospitality skills learned throughout the course of this year. After the event students will write a final reflective essay making connections between their learning and real-world application and lessons. They will also write thank you letters to community members and participants in the event. STEM principles within this unit rely heavily on the importance of communication and collaboration, as well as evaluating the eventual success of the student-run esports tournament based on defined success criteria.

**Key Assignment: The Event and Final Reflection**

During the event, all students should fulfill their assigned role/career (whether they be shoutcasters/journalists, general managers, event organizers, IT support, etc.) After the event, students should reflect upon the process in a series of journals or more formal writing process that will allow them to de brief, decompose, and grow from mistakes. Documentation of lessons learned and ideas for the future should also be clearly written and left in the binder for use by the next year’s class. At this point, managers should do a final performance review of each student’s growth as a collaborator, participant, and innovator throughout the school year. Students should congratulate one another on a job well done and learn from any mistakes or omissions that occurred during the event - it can be done informally or as a formal awards ceremony based on time and teacher discretion.

Final essay: Students write a reflective essay in which they synthesize the reading and writing they did throughout the course and make connections to what the student experienced and accomplished through the work he/she completed. The student will answer such questions as the following:

- Why did I sign up for this course?
- What was the highlight of the course?
- What was the most rewarding work completed?
- Where, if anywhere, did I fail? What did I learn from that?
- How can I apply what I learned in this course to anything in my life now or in the future?

Students should write, revise, and deliver formal, professional thank you letters (or emails depending on available technology and teacher discretion) to participants of the esports tournament.

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<td>Malcom Gladwell</td>
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<td>Little, Brown, and Company</td>
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<td>Holly Steele, et al</td>
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Grandstands and Accolades: Winning through Education and Esports

Course Overview
This course is the required companion course for the integrated English 12 course called “The Saga of the Tournament: Event Crafting through Esports and 12th Grade English.” The course will serve as a lab in which students will be provided opportunities to expand on the experiences, the learning, and the requirements that are woven throughout the English 12 course. In this course students will receive added support from their teacher, mentors, and their peers as they plan for the end-of-year esports tournament. They will develop skills in critical thinking, collaboration, problem solving, scheduling, and budgeting as they plan for a major esports event.

Unit 1: Pitch Perfect
Students learn to self-advocate and to use ethos, logos, and pathos as they practice selling their ideas for the best game for their tournament. In addition, students will further enhance their interview skills by practicing and refining the interview skills they have learned in their English class.

Lab 1a: The World in which We Play
Using research results from The Saga…English 12, students prepare their “pitch” for the best game to use in the end of year tournament. Their pitch should use their knowledge of ethos, pathos, and logos to persuade and use counter arguments to prove their game would be the best choice for the class’s esports tournament. The pitch should be 30 seconds long and appropriately address the following criteria:

- Audience (who needs to be persuaded)
- Popularity with local/regional esports teams
- Community interest to attend an esports tournament
- The viability of technological support of that game at school site
- Visual marketing presentation piece (that logically supports the verbal claims)
- Key strengths and acknowledgment of possible weaknesses of their chosen game
- Appropriate dress (in order to enhance ethos of the presenters)
Students demonstrate their speaking and listening skills and their critical thinking skills as they use professional language to give other groups feedback on their presentations.

**Lab 1b: Earn Your Role - Creating a Resume and Interview Skills**

Students will edit and revise resumes that they began writing in their English 12 class. They will practice interview skills with their peers and will use rubrics to help their peers improve and gain confidence in speaking with prospective employers. Students will then interview with an authentic interview panel for the job sector of their choice (shoutcaster, analyst, team coach, etc.) Throughout these interviews, students will be prepared to demonstrate command of the conventions of standard English grammar, use general academic and industry specific vocabulary, and respond thoughtfully to questions. As an added support, students will be interviewed by mentors from industry/school faculty or staff.

**Lab 1c (Optional): Role Reversal--Interviewee Becomes the Interviewer**

In order to prepare for the tournament, this class needs to interview prospective marketers for promoting the tournament. For this project, ELA 11 students from “Big Trends, Growth Opportunities...The Future of Esports Marketing/English 11 and Marketing” will pitch their ideas to the grade students. The 12th grade students will prepare for these interviews by working together to create questions and rubrics to help determine which marketing plan they will choose. From this point on, the 12th grade class will be collaborating with the chosen 11th grade team.

**Unit 2: Overview of Onboarding and Team/Club Acculturation**

In this unit, students explore the role of collaboration in game play and the importance of setting out group norms and expectations for working together. Students will apply their understanding of teamwork and team balance to issues in esports. They will establish and execute challenges with a balanced team in the workplace as they create an onboarding guide that they will reference as they work together throughout the year.

**Lab 2a: Welcome Aboard, Noob!**

Working in their ecosystem groups (established in Unit 1) students will create an onboarding guide to define group norms for working together as a team. Students should take on the role of Human Resource managers and work together to create an onboarding guide that reflect lessons learned from the ELA reading from Unit 2. The onboarding guide must contain an overview of team organization, which must include:

- A Mission Statement
- Identification of the team structure (leadership) and team culture
- A tour of the team “facility”
- Review of individual members’ “abilities”/skill sets (to frame the new member’s role on the team)
- Team member expectations (with those expectations framed as personal benefits to the new member when adopted)
- Team member code of conduct/normative behavioral expectations, including a discipline policy and retraining/redirection options and consequences for deviation
- Cross-training and improvement/”skills up” opportunities.

This onboarding guide will be placed into the teams’ PMBOKs.

**Lab 2b (Optional): Bringing in the 9th Graders**

The teams will design activities and create scenarios as a way to introduce onboarding guides to the ELA 9 class “Creating Legends: English 9/Esports Game Design” (possibly during their Unit 3). At the end of all presentations, the 12th graders will conduct a perception survey of the 9th graders in order to measure the effectiveness of the PMBOKs and to measure the climate of the 12th grade lab class. This will serve as a way to encourage the 12th graders to use soft skills (listening, speaking, friendly attention to “the client”, professionalism, and a servant’s attitude) to teach and encourage the younger students.
Unit 3: Overview of Branding / Market Awareness / Social Media Outlets

Students will begin the hunt for a viable location/venue at which an esports tournament can be held. They will work in teams to develop a plan for the event, which will include the branding and marketing of their tournament. Through this unit, students will rely heavily on collaborative work, research, technology, and professional writing skills in order to communicate a cohesive plan to an authentic audience.

Lab 3a: Branding Elements

In this lab, the 12th grade students will prepare a vision for the tournament. They will act as the “client” for the ELA 11 students who were chosen to act as the marketing firm. The 12th grade students will present their vision and concept designs to the 11th graders and present a prepared list of required elements. The elements the 12th graders will be asking for will include the creation, output and defense of:

a. A leave-behind, collateral piece (e.g., a flyer, brochure or FAQ sheet)
b. A working web page composed of artistic and journalistic elements, including:
   a. A portfolio of client (ELA 12 student) sketch concepts from an initial concept meeting
   b. A well-designed, high-quality logo (school value-friendly) as a result of redefining original client concept sketches that represents the esports Club’s sense of style, manner of play and general “personality”
   c. A tag line that captures the team players’ style

The 12th grade managers will be collaborating with the 11th grade team throughout the remainder of the year.

Lab 3b: Eyes on the Prize

The 12th grade students will now present their vision and concept to the ELA 10 class “Something from Nothing: Esports, Entrepreneurship, and English 10.” In their collaboration with the 10th grade class (possibly in ELA 10 Unit 3), the 12th graders will work with the younger students to design the following:

a. Sketch, design and submit concept art / prototype items for the 1st place trophy
b. Develop and refine possible “swag” items for sale before and at the tournament (course revenue generator)

The 12th graders will design a rubric for measuring the best concepts and “swag” ideas/designs and work with the 10th graders as the designs move into the prototype and production stages of development.

Unit 4: Overview of Business Development, Entrepreneurship and Fund-raising

In this unit, students will learn the importance of communication, collaboration, and promotion as they develop a full business plan. The plan will require students to use critical thinking as they create a SWOT analysis of their plan and then socialize it on websites and through multimedia presentations. Students create a Tournament Plan Proposal and accompanying website to be submitted for approval. At this point in the school year, a location/venue should be selected to hold the event (see note below on this). As part of this process, students will take a deeper analytical look at the inner workings of an esports tournament and will discuss the success and failures of past events, whether those were material, service-based (e.g., location, lighting, jumbotron video rental, etc.) or financial. Once a general knowledge has been established, students will work with their groups established in Unit 1 to create their own official business/tournament plan and craft a website to promote their event. The culmination of this unit will be a formal presentation of their tournament plans, which will be presented in front of authentic audience members for official selection.

***Note on Venue/Location selection: It is suggested that the teacher coordinate with school/district officials to ensure a location on-campus is available (perhaps the esports computer lab or a larger facility that can be adapted to have computers/internet/viewing. The sky is truly the limit here - if sponsorships can be obtained for an off-campus event, then perhaps that is the avenue to explore as an alternative!
Lab 4a. Our World, Inspected

Students will determine the necessary elements of their tournament plan by first viewing or visiting an actual tournament. Unlike previous tournament analysis assignments, this will focus predominantly on the inner workings of the tournament itself and the elements necessary to run a successful event. Preference should be placed first on visiting an actual esports tournament event so that students can shadow workers and learn first-hand. If that is not possible, then students can view past (or live) tournaments via an online viewing platform such as Twitch. Students will then write a series of reflective analytical responses for each tournament viewed, ultimately working in their groups to create a proposed plan and agenda for tournament day. The plan should highlight the group’s proposals for venue, setup instructions, material acquisition, and other pertinent details that will make their tournament stand out from others. The agenda should include a proposed hourly breakdown for the events on tournament day. After presenting their proposals to their peers, the class works towards narrowing down all the proposals into one plan and one agenda (which may be edited throughout the year). Both the proposal plan and the agenda should be included in the PMBOK and on the tournament websites to be created in Key Assignment 2 below.

Lab 4b. The Hero’s Battle Cry (Standing Out from the Horde)

Having developed an understanding of the requirements of event production, students will compile their skills, resources and vision into a website that outlines their formal business plan for this year’s tournament. Students should work in the same groups from Key Assignment 1 (formed in Unit 1). Using the previously completed assignments (found below), each team chooses the best version of the marketing materials, e.g. documents, relevant class projects, multimedia, etc. and places them in the team PMBOK. Paralleling documents used in hospitality and event management sales meetings, the website must be constructed with the following minimum required tabs or linked pages (Each essay/document will have visuals and necessary captions for the upcoming presentation of the website). After teams do peer reviews of all group members’ documents and help with a final round of feedback and edits, they choose the best representative for each tab and publish them in the team’s PMBOK and on the draft website.

Tabs should include:

- Game Justification--Argumentative Essay (from Unit 1)
- Company culture and policies - Team onboarding guide and SWOT analysis essay (from Unit 2)
- Brand--A Narrative Essay and a Poem (from Unit 3)
- Tournament Plan - Agenda and Plan (from Unit 4 key assignment 1)

Lab 4c. Halfway There: The Culminating Presentation

Students present their websites and/or relevant collateral to invested parties which may include classmates, the school’s esports team, members of the gaming community, and/or other teachers and community members. Presentations will walk through the website, which will include all pertinent information regarding their proposed event as detailed above. (It is suggested to use an easily accessible website builder like Google Sites or Weebly that are free and easy for students to use.) After presentations, invested parties (professionals in the esports world, community members, teams competing in the tournament, etc.) should vote on which group’s plan is the best and should be the one chosen for this year’s event. In ELA Units 5-8, students will transition from working in the small groups they were in during Units 1-4 (where each group had a different game and tournament plan) to working towards planning an esports tournament event involving the whole class based on the winning website and plan.

(Concepts and work connect with ELA 12, Unit 4 --all)

Unit 5: Overview of Project & Team Management, Problem-solving and Contingency Planning

An essential skill in life and careers is knowing what to do when inevitable roadblocks, problems, and complications arise. This unit will help students learn to accept and deal with these eventualities and learn to overcome them. In
conjunction with the close reading, the study of the classic trope of the hero’s journey, and other activities in ELA 12, students will begin to understand the skills and traits necessary for overcoming those problems that can impede progress and success. Students will apply this knowledge—critical and creative thinking, collaboration, determination, etc.—to the class tournament plan. Activities will force students to take a detailed look at the tournament plan, identify possible areas for problems to arise, and learn to troubleshoot ahead of time. Other activities will force students to think on their feet and problem solve in real time, in preparation for the real tournament.

Lab 5A: Division of Labor (Caste-ing Call) (ELA 12, Unit 5, K.A. 1)

a. Students should regroup based on the careers for which they were hired in the interviews during Unit 1 and organize by “division” within the now whole class company. Suggested divisions include marketing/social media/publicity, accounting, technology, facilities managers, community relations, shoutcasters, etc.

b. Students should begin to discuss and work on the details of the tournament and start to compile documents and plans in a Tournament Binder. This can be an actual binder that stays in the classroom, or a digital one using a site like LiveBinder if technology allows. Either way, the final Tournament Binder will be published in the teams’ individual PMBOKs.

c. Each division should submit a document to the binder outlining a prioritized needs vs. wants list, as well as a pre-planning to-do list and a “day of event” to-do list.

d. Students in manager roles (maybe each division has a manager or there are 2-4 students who serve as whole class managers) should review these documents for each group and set up meetings to discuss things that were not addressed as well as to create cohesion between groups.

e. Managers are in charge of providing “performance evaluations” for individuals or divisions throughout the planning process as a way to provide feedback/assess students. The format, norms, and forms for these should be established by the managers before the meetings and with advice from the instructor and/or a community expert.

Lab 5B: True Grit (ELA 12, Unit 5, K.A. 3) =

After understanding the role of “grit” and the fact that all heroes have to overcome obstacles in the course of their journeys, students will be asked to apply these skills and deal with how to handle real life situations. For this assignment, the teacher will present real life scenarios that might happen during the tournament and students will have to create a handbook of suggestions for how to deal with the situations in their division that is to be added to the Tournament Binder (which is included in the PMBOK). These situations might be, but are not limited to

- the headline speaker cancels at the last minute,
- power outage,
- a team of players cancels,
- a player has a medical emergency during tournament play,
- players break out into a fist fight during the event,
- technical failure with computer software,
- a roof leak,
- the caterer doesn’t show up,
- signage not ready/delivered by the printer, etc.

Handbook entries should include analysis of the issue, possible solutions, suggested solution, and reasoning. Peer review and teacher approval will choose the best representation to be placed in a chapter of the team’s PMBOK. (Optional: this handbook and/or the parts of the binder are included on the website for the tournament.)

Lab 5c: One-Minute Manager (Source: Spencer Johnson & Ken Blanchard)

Student managers will use Johnson & Blanchard’s 1-Minute Manager strategy to make sure all students are on task and work is meeting class expectations. The goal is to use 3 minutes of time to help those who are not on target. The strategy involves the following:
• 1 minute of goal setting
• 1 minute of praise
• 1 minute of correction / refocusing

Using teacher-created scenarios, students will apply the 1-Minute Manager strategy to increase confidence in delivering corrective feedback to their team. Students will use this strategy to administer performance evaluations during and after the tournament event.

Unit 6: Overview of Situational Awareness and Work Team Readiness

Furthering students understanding of what success in the real world looks like, this unit will focus on the idea of hard work and dedication - known as “the grind” in gaming lingo. Whether you are running a hotel, planning a wedding, or managing an esports tournament, communication, and dedication will be key factors. To help students understand this, they will continue with “the grind” of figuring out the financial aspect of the tournament. The end result will include an event budget, fundraising strategy, and a complete list of resources (physical, financial and temporal) needed for the tournament.

Lab 6a: Lend Me Your Ears

(ELA 12 Unit 6, K.A. 3) work group managers preparing and reporting out on their work groups' state of readiness / deadline targets / milestones

Students in the class who were hired for accounting careers should create the agenda for and lead the discussion/activity that follows:

• The class will split into groups and create a Google Spreadsheet to include in the Binder with a tab for all the budgetary items around the esports tournament. Tabs may include things such as total event costs, technology needs and costs, fund-raising efforts, physical resources, human resources, etc.
• Division managers should practice management skills and assign each member of their group a task that will be a contribution to this document and another performance review and reflection journal should be completed at the point.
• Managers and accounting students should establish norms and then execute a whole class discussion about how the class will make this tournament work within budget constraints.
• Accounting students should also create a system for divisions to make other budgetary requests before the actual tournament.

At appropriate times, students present their findings to the instructor so that actions can be continued or altered as needed.

6b: Project Fatigue & Mitigation Strategies

Throughout the year, stress and tensions may be high, therefore, students will source an age-appropriate psychology or SEL-based text to teach the class about emotional states, managing emotions and conflict resolution (suggested reading = Crucial Conversations: Tools for Talking When Stakes Are High). Students will act out scenarios for helping others through stressful times, and they will apply these strategies as they start hitting deadlines and continue planning for the esports tournament.

Unit 7: Overview of Trial Run of Tournament Day

Throughout this unit, students will work collaboratively, come together to propel a discussion towards a creative and productive end, and respond respectfully to diverse perspectives. As the event approaches, students are allowed to have time to prepare for and practice running their planned tournament event. Working with the winning website/tournament plan as a rough draft, students will revise as necessary in preparation for final publishing. Students will collaborate together to write, revise, and publish the event script, which will include final times,
speeches, awards ceremonies, etc. As part of this, students will have the opportunity to practice “dry runs” of their events where they navigate through an abbreviated version of the real tournament (without actually setting up, unless this is possible to do prior to the event!). From this, students will have an opportunity for additional revision.

**Lab 7a: Performance Reviews / “Love Sandwich”**

Student managers take responsibility for team outcomes and do the following:

a. Group managers collect notes to create baseline reviews. When writing the reviews, managers remember that “praise is easy; use like a condiment < not too much! It is a seasoning >

b. Managers note serious work deficiencies and discuss outcomes using a Love sandwich/bad news burger strategy:
   - Top bun: 1st identifiable truth/trait
   - Meat: 2nd truth=indisputable/fact-based.
   - Bottom bun: 3rd truth=confidence build and manager pledges to support employee (student) improvement

c. When all student employee reviews are complete, managers receive feedback from all student employees about
   - Manager knowledge of job
   - Ability to bond with individuals and the group
   - Ability to guide the group through “gray areas”/unanticipated events

**Lab 7b: Lay It All on the Line: Dry / Trial Run of Tournament at the worksite** (see whiteboard photo)

Using the script developed in ELA Unit 7, students will begin a series of trial runs of the actual event. This could include a field trip to the venue for the event as well as meetings with community players. In preparation for this event, each division should create a list of questions they hope to be answered by the end of the visit. Based on feedback and revelations, students will update their final to do lists for the day of the event in the Tournament Binder. This should include what they are feeling confident about as well as any worries/questions they still have. These reflection pieces should be turned into the class managers who will complete another round of performance reviews and last-minute adjustments based on this information. (Some performance reviews may need to be conducted AFTER the dry run to assess skills mastery, etc.)

**Lab 7c: During the event, all students should fulfill their assigned role/career (whether they be shoutcasters/journalists, general managers, event organizers, IT support, etc.)**

**Unit 8: Overview of the Event Conclusion and Lessons Learned / After-Action Recap**

This is the culmination of the yearlong work and skills students developed with the goal of planning and holding an actual esports gaming tournament event! Students will run the actual esports tournament at the school or in the community using the speaking and listening, communication, critical thinking and hospitality skills learned throughout the course of this year. After the event, students will write a final reflective essay making connections between their learning and real-world application and lessons. They will also write thank you letters to community members and participants in the event.

**Lab 8a: After-Action Recap Session**

After the event, students should reflect upon the process in a series of journals or more formal writing process that will allow them to debrief, decompose, and grow from mistakes. Documentation of lessons learned and ideas for the future should also be clearly written and left in the binder for use by the next year’s class. At this point, managers should do a final performance review of each student’s growth as a collaborator, participant, and innovator throughout the school year. Students should congratulate one another on a job well done and learn from any mistakes or omissions that occurred during the event - it can be done informally or as a formal awards ceremony based on time and teacher discretion.

**Lab 8b: PMBOK Final Revision**
All last, best, and final notes of all aspects of this class’ event management, should be reviewed, voted on, and submitted by the entire class into the PMBOK. Copies of the final PMBOK should be made available to each student for their own life journeys.

<table>
<thead>
<tr>
<th>Authors</th>
<th>Edition</th>
<th>Publisher</th>
<th>Read In Entirety?</th>
<th>Title</th>
<th>Website</th>
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<tr>
<td>Kerry Patterson; Joseph Grenny; Ron McMillan; Al Switzler</td>
<td>2002</td>
<td>McGraw Hill</td>
<td>No</td>
<td>Crucial Conversations: Tools For Talking When Stakes Are High</td>
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