

# IT8 Computers and Game Design

## ITEEA Standards:

**Standard 1: Students will develop an understanding of the characteristics and scope of technology.** Students in the middle-level grades will explore in greater detail the scope of technology. From personal and classroom experience, students will be familiar with specific ways in which technology is dynamic, and teachers should build on this experience by reinforcing the idea that technology is constantly changing.

- **F. New products and systems can be developed to solve problems or to help do things that could not be done without the help of technology.**
- **G. The development of technology is a human activity and is the result of individual or collective needs and the ability to be creative.**
- **H. Technology is closely linked to creativity, which has resulted in innovation.**
- **I. Corporations can often create demand for a product by bringing it onto the market and advertising it.**

**Standard 2: Students will develop an understanding of**

**the core concepts of technology.** Technology has a number of core concepts that characterize it and set it apart from other fields of study. These concepts serve as cornerstones for the study of technology.

- **N. Systems thinking involves considering how every part relates to others.**
- **P. Technological systems can be connected to one another.**
- **Q. Malfunctions of any part of a system may affect the function and quality of the system.**
- **R. Requirements are the parameters placed on the development of a product or system.**
- **T. Different technologies involve different sets of processes.**

**Standard 3: Students will develop an understanding of the relationships among technologies and the connections between technology and other fields of study.**

The products of technology are used in every field of study. Technological progress often sparks advances and sometimes can even create a whole new field of study.

- **D. Technological systems often interact with one another.**
- **F. Knowledge gained from other fields of study has a direct effect on the development of technological products and systems.**

**Standard 4: Students will develop an understanding of the cultural, social, economic, and political effects of technology.** Technology shapes the environment in which people live, and over the course of time, it has become an increasingly larger part of people's lives.

- **D. The use of technology affects humans in various ways, including their safety, comfort, choices, and attitudes about technology's development and use.**
- **E. Technology, by itself, is neither good nor bad, but decisions about the use of products and systems can result in desirable or undesirable consequences.**
- **F. The development and use of technology poses ethical issues.**

**Standard 6: Students will develop an understanding of the role of society in the development and use of technology.** Just as technology molds society, so too does society mold technology, shaping it in big ways and small.

- **E. The use of inventions and innovations has led to changes in society and the creation of new needs and wants.**
- **G. Meeting societal expectations is the driving force behind the acceptance and use of products and systems.**

**Standard 8: Students will develop an understanding of the attributes of design.**

Design is the first step in the making of a product or system. Without design, the product or system cannot be made effectively.

- **E. Design is a creative planning process that leads to useful products and systems.**
- **F. There is no perfect design.**
- **G. Requirements for a design are made up of criteria and constraints.**

**Standard 9: Students will develop an understanding of engineering design.**

The design process is fundamental to technology and to engineering. Also referred to as technological design, the engineering design process demands critical thinking, the application of technical knowledge, creativity, and an appreciation of the effects of a design on society and the environment.

- **F. Design involves a set of steps, which can be performed in different sequences and repeated as needed.**
- **G. Brainstorming is a group problem-solving design process in which each person in the group presents his or her ideas in an open forum.**
- **H. Modeling, testing, evaluating, and modifying are used to transform ideas into practical solutions.**

**Standard 11: Students will develop abilities to apply the design process.**

Almost any technology that a student encounters is the result of a systematic problem-solving design process that transformed an idea into a final product or system. This design process involves an in-depth understanding of the problem and resources available, an exhaustive search for solutions, and an extensive evaluation and refinement procedure.

- **H. Apply a design process to solve problems in and beyond the laboratory-classroom.**
- **I. Specify criteria and constraints for the design.**
- **K. Test and evaluate the design in relation to pre-established requirements, such as criteria and constraints, and refine as needed.**

**ISTE Standards:** The ISTE Standards provide the competencies for learning, teaching and leading in the digital age, providing a comprehensive roadmap for the effective use of technology.

**1.2 Digital Citizen:** Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

- **1.2b:** Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
- **1.2c:** Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

**1.4 Innovative Designer:** Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

- **1.4a:** Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.

**1.5 Computational Thinker:** Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

- **1.5c:** Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.

**1.7 Global Collaborator:** Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

- **1.7b:** Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.

**CTE Frameworks:** This class addresses the Business and Technology, Trades & Industry content areas.

**A. Benchmarking against Standards:** Students will create products within given criteria and tolerance level.

**B. Assessing student achievement through demonstrated performance:** Students will be graded based on the quality of product produced, as well as their ability to demonstrate competency of the manufacturing process.

**CSTA Standards:** Students will learn about computer components, and be able to build their own. Students will also learn about cyber ethics, cyber law and digital responsibility. Students will also conduct research into computer science careers to learn more about computer science opportunities in the workplace.

- **1B-CS-01:** Recommend improvements to the design of computing devices, based on an analysis of how users interact with the devices.
- **2-CS-03:** Systematically identify and fix problems with computing devices and their components.

- **2-NI-05** Explain how physical and digital security measures protect electronic information.
- **2-AP-14** Create procedures with parameters to organize code and make it easier to reuse.
- **2-AP-15** Seek and incorporate feedback from team members and users to refine a solution that meets user needs.

**NGSS Standards:** By the time students reach middle school they should have had numerous experiences in engineering design. The goal for middle school students is to define problems more precisely, to conduct a more thorough process of choosing the best solution, and to optimize the final design.

**ETS1.A: Defining and Delimiting Engineering Problems**

- The more precisely a design task's criteria and constraints can be defined, the more likely it is that the designed solution will be successful. Specification of constraints includes consideration of scientific principles and other relevant knowledge that are likely to limit possible solutions. (MS-ETS1-1)

**ETS1.B: Developing Possible Solutions**

- A solution needs to be tested, and then modified on the basis of the test results, in order to improve it. (MS-ETS1-4)
- There are systematic processes for evaluating solutions with respect to how well they meet the criteria and constraints of a problem. (MS-ETS1-2), (MS-ETS1-3)
- Sometimes parts of different solutions can be combined to create a solution that is better than any of its predecessors.(MS-ETS1-3)
- Models of all kinds are important for testing solutions. (MS-ETS1-4)

## Outline for Class

### Week 1 Intro to Google Classroom and the Computer

- Use a variety of technology to complete tasks and turn them into the google classroom
- Disassemble a desktop computer
- Learn the different components that make up a computer
- Rebuild the computer, test if operational
- Create your own computer activity: build the best computer on a budget

### Week 2 Bloxels Game Builder

- Introduction to the Bloxels Game Builder website and tools
- Evaluate what makes a good game
- Develop a Main Character
- Develop a background for your Main Character

### Week 3 Game Development

- Storyboard for the game, game layout
- Develop game Enemies

- Develop game Background
- Implement different block types to the game
- Implement power ups and keys

#### Week 4 - Finalizing, testing and refining

- Implementing Enemy and Danger Effects
- Utilizing warp and save points in the game
- Playtest your game, revise and improve
- Playtest other student's games, critique and reflect
- Powerpoint: what makes a good video game?
- Create your Video Game Packaging

#### Week 5 - Digital Citizenship

- Cyber Ethics
- Cyber Law
- Digital REsponsibility
- Computer Science Careers

#### Week 6 - Rebrand and Advertise That

- Rebrand your favorite product
- New logo design
- New slogan
- Create a 1 page ad to sell your rebranded product

#### Week 7-8 - Commercial Building

- Create a slideshow for your product showcasing your logo, slogan and major selling points
- Create a in-store loop from these slides
- Introduction to WeVideo Video Editor
- Text Editing
- Audio Editing
- Image/Embedded Video Editing
- Create a commercial for your rebranded product

#### Week 9 - Presenting Your Creations

- Powerpoint presentation for your Video Game
- Powerpoint presentation for your Rebranded Product
- Powerpoint presentation for your Computer Build

**Computers and Game Design:** If you like computers and video games, this class is for you. You will explore the components that make up a computer, tear it down and reassemble it successfully. You will also experience and develop the principles of Video Game design, creating their own game and packaging. You can also explore advertising and brand creation, as well as video commercial development.