

Week	Marking Period 1	Week	Marking Period 3
1	Course Outline, Expectations, Physical Puzzles(Rubiks cube, metal rings, finger trap, ect), Logic Puzzles (Plugin 1), and Riddles (Plugin 2) Game One: (Myst Online) Rewards Preview (Skinner Box)	11	Introduction to <i>Minecraft: Education Edition</i> Simulated Environments Mini Game in a sandbox Tips, hints, tricks for world creation basics
2	Quiz: Puzzle Solving 101 Game One / Literature Connections (1001 Arabian Nights)/ Rewards	12	Game Design Fundamentals <i>Game Development Essentials: An Introduction 3rd Edition</i> Development lifecycle Scripting/Storyboarding Quiz on designing Build and survive PVP Fridays
3	Game One / Literature Connections (1001 Arabian Nights) / Rewards	13	Story to game: Concept, Feature list, Milestone map Submission of plan <i>Minecraft</i> : Implementation of plan Build and survive PVP Fridays
4	Quiz: Reward Systems Game One / Literature Connections / Game Creation	14	Game testing: Best practices Quiz on best practices <i>Minecraft</i> : Complete build Testing form creation Build and survive PVP Fridays
5	Essay: Examine how Scheherazade uses behavioral game design on the Sultan Game Review or Walkthrough or Videoblog Escape the Room field trip (Budget permitting)	15	<i>Minecraft</i> : Game testing with created forms Peer assessment <i>Minecraft</i> : Game patching Two page game guide Created Literature Based World Assessment Board game Friday
Week	Marking Period 2	Week	Marking Period 4
6	Story driven gaming / What makes a game compelling / Character	16	Review of previous units Quiz on knowledge x2

	<p>Development and the human condition Video: Jonathan Blow: Video Games and the Human Condition https://www.youtube.com/watch?v=SqFu5O-oPmU <i>Sir Gawain and the Green Knight</i> / An examination of character RPG Fridays - Game setup and description.</p>		<p>Mini escape the room experience Reflections Final Exam Project Introduced Gamers Choice Fridays</p>
7	<p>Moral Dilemmas as a story driving device <i>Sir Gawain and the Green Knight</i> / The moral dilemma RPG Fridays - Character creation</p>	17	<p>Escape room 101 http://www.teamworkandteamplay.com/resources/resource-escaperooms.pdf Designing your room: tools of the trade Implementing pre-designed room Gamers Choice Fridays</p>
8	<p>Gamers Journal Playing the story : <i>Ultima V</i> Defining the characters and conflict RPG Fridays - Story and Character advancement</p>	18	<p>Escape Room: Brainstorming session Escape Room: Theme and Characters Escape Room: Flowchart Escape Room: Materials List Escape Room: Puzzle Details Gamers Choice Fridays</p>
9	<p>Gamers Journal Playing the story : <i>Ultima V</i> Outlining the plot RPG Fridays - Story and Character advancement</p>	19	<p>Escape Room: Build / Dry run Escape Room: Decoration and Refinement Escape Room: Peer Assessment and Video Escape Room: Reflections, Patch List, Presentation build</p>
10	<p>Gamers Journal to comic creation or short story Analysis of critical thinking within the RPG Or Explaining <i>Sir Gawain and the Green Knight</i> elements of the unit</p>	20	<p>Final Project Presentations Final Reflections and Improvements for next year End Game</p>

Gaming, Loot, and Lit	All Levels	Time Frame: Four-Five Weeks (20-25 class periods)
Topic		
<p>The Puzzler - Use of critical thinking skills to solve puzzles in a non-linear gaming world through play of <i>Myst</i> (An examination of logic, challenge, and reward systems) Anchor text: <i>1001 Arabian Nights</i> Anchor game: <i>Myst</i></p>		
Essential Questions		
<ul style="list-style-type: none"> ● Where does humanity's love of puzzles come from? ● Why are puzzles and mysteries so appealing? ● How does logic play a role in puzzle and game creation? ● How are humans shaped by a risk / reward schematic? ● What are reward systems and how do they play a role in successful gaming? ● Can / are reward systems be used for behavioral modification? ● Why is a Hero's ability to solve puzzles appealing? 		
Enduring Understandings		
<ul style="list-style-type: none"> ● Students will appreciate the historical context of riddles and puzzle solving in society. (Ie: The riddle of the Sphinx) ● Students will explore logic puzzles and mystery as a means to challenge, reward, and interest people. ● Students will explore the many reward systems and behavioral design found in games and how they translate into everyday life. ● Students will gain a basic understanding of psychology in regards to influencing human behavior. ● Students will demonstrate mastery of a reward system in game creation. ● Students will understand the appeal of the Epic hero in gaming as well as literature. 		
Alignment to NJSL		
Is there a psychology based standard?		
Technology 8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.	
8.1.12.B.2	Apply previous content knowledge by creating and piloting a digital learning game or tutorial.	
8.1.P.C.1	Collaborate with peers by participating in interactive digital games or activities.	
ELA RL.11-12.1.	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	
RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	
RL.11-12.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)	

RL.11-12.6.	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
RI.11-12.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RI.11-12.2.	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
RI.11-12.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
RI.11-12.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
SL.11-12.1. A-D	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
SL.11-12.5.	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
W.11-12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.9.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Key Concepts and Skills

- Students will read, listen to, and analyze a variety of texts including literary fiction (poetry and prose).
- Students will read, watch and analyze information texts and videos on behavior game design.
- Students will master the concept of theme as it applies to literature and consistency in gaming.
- Students will develop logic skills through examination of physical and mental puzzle, as well as as an exploration of literary examples.
- Students will understand the role of psychology in gaming.

Learning Activities

- Students will analyze and solve a variety of physical puzzles.
- Students will analyze and solve a variety of logic based puzzles.
- Students will analyze and solve a variety of riddles found in excerpts of classical and popular literature. (ie: *The Lord of The Rings, The Hobbit, Ulysses, Clash of the Titans, Oedipus Rex, Shakespeare, Alice in Wonderland, The DaVinci Code*)
- Students will examine and identify themes, puzzles, riddles and behavioral game design in *1001 Arabian Nights*.
- Students will analyze their gaming experience in *Myst* with periodic exit slips or google form polls, demonstrating knowledge of theme, logic, puzzle solving, and critical thinking.
- Students will analyze a variety of informational texts and videos (*Game Reward Systems: Gaming Experiences and Social Meanings, Meta Game Design, etc*) about reward based systems and game design and be able to apply their comprehension to a written essay and game.
- Students will write an expository or argumentative essay examining the success of Scheherazade in *1001 Arabian Nights* and using multiple texts and videos to find supporting evidence of behavioral game design.

Assessments

Suggested Formative:

Quiz: Puzzle Solving 101

Quiz: Reward Systems

Logic Quiz

Escape the Room field trip (Budget permitting)

Suggested Summative

Essay: Examine how Scheherazade uses behavioral game design on the Sultan

Game Review or Walkthrough or Videoblog

Game: Creation of a sophisticated logic based puzzle.

Could be physical or mental

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

- Social Studies
- Public Speaking
- Social Skills
- Communications
- Programming

- Psychology
- Game Design

Technology Integration

- Overhead/Data projector
- Elmo
- Library databases
- Powerpoint
- Minecraft: EDU
- Chromebooks
- Google Suite for education
- Myst Online
- BreakoutEDU

Gaming, Loot, and Lit	All Levels	Time Frame: Four-Five Weeks (20-25 class periods)
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Topic

The Moral Dilemma - Examining the human condition through play of *Ultima V* and comparative literature. (The ethically-nuanced story driven approach)

Anchor text: *Sir Gawain and the Green Knight*

Anchor game: *Ultima V*

Essential Questions

- What is the human condition?
- How can the human condition be harnessed in games to exploit our own natures to encourage game play? Why is this important?
- Can an imaginary world hold the same human value as the real world?
- What is a moral dilemma?
- How does giving your hero a moral dilemma drive a story or create interest?
- How does character development contribute to interest in gaming?
- Why does the Epic Hero have to overcome problems with their intelligence in order to be the Epic Hero?
- Can the story be the reward?

Enduring Understandings

- Students will understand the human condition and the moral dilemma and the role it plays in story and game development.
- Students will further define the Epic Hero in gaming as well as literature as part of character development.
- Students will understand internal and external conflict and the role it plays in creating tension and interest in the storyline.

Alignment to NJSL

Technology

8.1.12.A.3, 8.1.12.B.2, 8.1.P.C.1

ELA

RL.11-12.1., RL.11-12.2., RL.11-12.4., RL.11-12.6., RL.11-12.10., RI.11-12.1., RI.11-12.2., RI.11-

12.3., RI.11-12.4., RI.11-12.5., RI.11-12.7., SL.11-12.1. A-D
 SL.11-12.4., SL.11-12.5.
 W.11-12.7., W.11-12.9.

Key Concepts and Skills

- Students will examine and analyze literature and movies for the human condition and moral dilemmas and infer its value in game design..
- Students will further examine theme as it plays a role in character development and storyline.
- Students will write a journal exploring, examining, and self reflecting upon their progress playing *Ultima V*.
- Students will write a creative short story about their character's experience in game based upon their journal entries.
- Students will use critical thinking to advance and complete quests within *Ultima* and the Role Playing Game (RPG)
- Students will communicate and collaborate to achieve goals during group sessions.

Learning Activities

- Students will analyze *Sir Gawain and the Green Knight* and identify and explain the human condition found therein as well as the moral dilemma Sir Gawain faces.
- Students will analyze a variety of short stories (add stories here) for moral dilemmas and the human condition.
- Students will analyze and reflect upon their gaming experience in *Ultima* with daily journal entries, google form polls and exit tickets.
- Students will write a creative short story scaffolding journal entries throughout this marking period from the game, *Ultima*, that demonstrates their characters exploration of the human condition, character development, conflict, and a moral dilemma.
- Students will explore avatar creation and character advancement within the scope of gaming and use this in creation of a character for a board game.
- Student will play an RPG on Fridays that will develop characters and story telling technique as well as promote critical thinking skills and communication and group collaboration.

Assessments

Suggested Formative:

Quiz: Epic Hero

Quiz: Sir Gawain and the Green Knight readings

Quiz: moral dilemmas

Gamer's Journal - Daily writing

Exit tickets or Google form poll reflection

Suggested Summative:

Creative Short Story or Comic: Students will write a short story or create a comic based upon reflections in gamers journal while playing *Ultima*.

Reflective essay: Students will reflect upon their critical thinking with the RPG. Why did they decide on certain skills for their character? Why did they make the decisions they did in game. How did they overcome obstacles or fights? How did they resolve a character conflict (internal or external)

OR

Students will use *Sir Gawain and the Green Knight* to reflect upon key topics from the unit; character development, how the story explored the human condition, what moral dilemma or difficulty occurred

	for the characters and how they solved it.
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21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

- Social Studies
- Public Speaking
- Social Skills
- Communications
- Programming
- Psychology
- Game Design

Technology Integration

- Overhead/Data projector
- Elmo
- Library databases
- Powerpoint
- Minecraft: EDU
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Gaming, Loot, and Lit	All Levels	Time Frame: Four-Five Weeks (20-25 class periods)
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Topic

The Sandbox - Using *Minecraft* to create a mini-game based on a written work (Incorporating a piece of literature into game creation)
Anchor text: *Game Development Essentials: An Introduction 3rd Edition*
Anchor game: *Minecraft*

Essential Questions

- What is a sandbox?
- How is a sandbox used to create a dynamic buildable and advanceable world?
- What are game design fundamentals and how can you apply them to game creation?
- What is a development lifecycle and why is it important?
- What is effective playtesting and why is it important?

Enduring Understandings

- Students will comprehend diverse player backgrounds and interactions.
- Students will understand the value of Literature in game creation.
- Students will learn the value of testing a product.
- Students will understand planning, development, and implementation or a design lifecycle.
- Students will experience architectural and building elements through use of *Minecraft*.

- Students will gain proficiency with world building.

Alignment to NJSLs

Technology

8.1.12.A.3, 8.1.12.B.2, 8.1.P.C.1

ELA

RL.11-12.1., RL.11-12.2., RL.11-12.4., RL.11-12.6., RL.11-12.10., RI.11-12.1., RI.11-12.2., RI.11-12.3., RI.11-12.4., RI.11-12.5., RI.11-12.7., SL.11-12.1. A-D
 SL.11-12.4., SL.11-12.5.
 W.11-12.7., W.11-12.9.

Learning Activities

- Students will comprehend basic functionality of *Minecraft: Education Edition* and some advanced features (Exportable Journal) through completion of a tutorial world.
- Students will engage in a more dynamic immersive MMORPG Literature based mini world and interact with the environment and each other in order to demonstrate proficiency with *Minecraft* game mechanics.
- Students will read and analyze *Game Development Essentials: An Introduction 3rd Edition*, and various web based sources and videos and demonstrate knowledge through a quiz and end product.
- Students will simulate social interactions online through a smaller group setting build and survive scenario.
- Students will develop and implement a complete gaming design lifecycle through proper scaffolded planning and milestones to be assessed with a final literature based minecraft created world with storyline, activities, and characters.
- Students will present their process, testing data and game manual before final submission.

Assessments

Suggested Formative

Quiz: Design

Quiz: Best Practices

Game Guide: A short instruction booklet on their game. This will help players understand and improve their own game

Exit tickets or Google form poll reflection

Suggested Summative

Game Development Plan: Students will present their plan for building their game in Minecraft. This includes, Theme, story, plot, script, timeline, etc

Testing Report: Students will come up with a plan for testing their game and compiling information and statistics for patching.

Literature Based Game: This is the final product produced for play. The game world will be examined and graded.

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

- Social Studies

- Public Speaking
- Social Skills
- Communications
- Programming
- Psychology
- Game Design

Technology Integration

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Gaming, Loot, and Lit

All Levels

Time Frame: Four-Five Weeks (20-25 class periods)

Topic

The World Builder / Room Designer - Creating an entire game based upon scaffolded knowledge from previous milestones (Technology limitations may confine this to board games at present with eventual real game coding or adaptation of existing games using Editor Tools)

Anchor text: *Various escape room preparation texts*

Anchor game: *Escape Room*

Essential Questions

- How can I use logic, characterization, story, plot, game design lifecycle, and psychology to create a successful game?
- What lasting impact can gaming have on an individual?
- What social dynamics are involved in making a game successful?
- What social implications exist for online gaming? Will this replace the need for face to face interactions?

Enduring Understandings

- Students will understand how to collaborate and create an entertaining game.
- Students will understand the intrinsic value in gaming and the necessity of it as a psychological replacement for instinctive natural needs no longer part of the real world dynamic.

Alignment to NJSL

Technology

8.1.12.A.3, 8.1.12.B.2, 8.1.P.C.1

ELA

RL.11-12.1., RL.11-12.2., RL.11-12.4., RL.11-12.6., RL.11-12.10., RI.11-12.1., RI.11-12.2., RI.11-12.3., RI.11-12.4., RI.11-12.5., RI.11-12.7., SL.11-12.1. A-D

SL.11-12.4., SL.11-12.5.

W.11-12.7., W.11-12.9.

Learning Activities

- Students will be introduced to the materials needed to create their own escape room and work collaboratively to implement a mini-room.
- Students will further work on materials in preparation for their final rooms. Each day will consist of the following topics:
 - Escape Room: Brainstorming session
 - Escape Room: Theme and Characters
 - Escape Room: Flowchart
 - Escape Room: Materials List
 - Escape Room: Puzzle Details
 - Escape Room: Build / Dry run
 - Escape Room: Decoration and Refinement.
- Students will complete a final marking period assessment involving a poll and essay summing up the course and suggesting improvements to learning.
- Groups will then work together toward their **Final Project** build and presentation including incorporating a peer assessment, patch list, reflections, and video of room.

Assessments

Suggested Formative

Quiz: Prior Knowledge from previous units

Quiz: Escape Room 101

Exit tickets or Google form poll reflection

Suggested Summative:

Final Project: Escape Room

In Lieu of a Final Exam, the Final shall be a project composed of what has been learned throughout the year incorporated into the creation of a puzzle room. The room must contain no less than 10 puzzles. The rubric below details all of the elements that will go into the successful creation of the room. Planning is critical in the room creation. You will likely find if you score a 4 in the first category your room will be a success. The first step toward your goals will be in deciding upon a theme for your room. This can be literature based or entirely made up. For instance you might use the theme of stealing the plans for a new car from a garage and incorporate all the elements of a garage toward this. Please remember to bring literary elements into this even if you created the theme yourself. The garage owner has his own personality after all and might have a love for Hemingway or something else that can still be used within that theme. The first puzzle might even be the name of his favorite Hemingway novel that is actually in the room.

The Final Product will encapsulate the work put into the room creation as well as the actual working performance of the room. Students will present all materials, data, and a final video in a PowerPoint or slideshow. All work will be considered in the final project grade.

Final Escape Room Project Rubric

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

- Social Studies

- Public Speaking
- Social Skills
- Communications
- Programming
- Psychology
- Game Design

Technology Integration

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	Emerging (1)	Improving (2)	Grade Standard (3)	Exceeds Grade Standard (4)	Score
Design / Logic / Flow	Little or no evidence of room design. Puzzle purposes, layout and flow of room are poor or confusing.	Some evidence and thought has been given to puzzle purpose, layout and flow of the room.	Provided evidence of design, logic, and flow and successfully implemented and contributed meaningfully to the overall success of the room.	Provided evidence of design, logic, and flow and successfully implemented and contributed meaningfully to the overall success of the room. Elements provided are detailed and informative, easy to follow and understand. They clearly show a logical flow of events incorporated within the room layout	
Technology / Mechanics	Little to no technology used or encouraged in any aspect of room. Poor functionality of room elements. (Hints, clues, locks, codes,	Some evidence of technology use in room creation and encouraged use from participants. Mechanical elements of room function,	Good evidence of technology use in room creation and encouraged use from participants. Mechanical elements of room function well.	Strong evidence of technology use in room creation and encouraged use from participants. Mechanical elements of room function very well. (Hints, clues, locks, codes, moving parts, informative decorative elements, etc.)	

	moving parts, informative decorative elements, etc.)	barely. (Hints, clues, locks, codes, moving parts, informative decorative elements, etc.)	(Hints, clues, locks, codes, moving parts, informative decorative elements, etc.)		
Puzzle Creation	Groups' puzzles are basic and not unique. Does not meet the required 10 minimum.	Group meets required 10 minimum puzzles. Some attempt at creative and unique puzzles. Puzzles are linear only.	Puzzles are, creative, unique, and somewhat challenging. Some use of open path puzzles.	Puzzles are very, creative, unique, and challenging Evidence of multi-linear path puzzles.	
Literary Connection	Little effort or evidence of incorporating or referencing any literature or literary elements.	Evidence attempting to tie in at least one piece of literature or literary elements with partial success.	Successful attempt at integrating one piece of literature and at least one literary element into the overall theme, puzzles, and decoration of the room. Multiple literary source may have been attempted with limited success.	Theme, room decor, and puzzles tie into more than one piece of literature and reference more than one literary element without distracting from the overall theme and purpose of the room.	
Creativity	Little effort is shown integrating puzzles, literature, and the theme of the room. Theme of room is basic	Some effort is shown integrating puzzles, literature, and room theme. Theme considered and	The puzzles are integrated well into the overall theme and literary elements of the room. Theme is well thought out	The overall theme, use of literature, and puzzle integration are almost flawless. The room is entertaining, decorative, and very well developed	

DEPARTMENT: English

COURSE: Gaming, Loot, and Lit

	and immature.	somewhat developed.	and well developed.		
Total					