

## SAMPLE ESPORTS OBJECTIVES - YEAR 1

Esports are being integrated into CTE programs through curriculum, competitions, programs of study. The following objectives are compiled from several existing state program of study standards. States and districts are advised to develop their state/district standards as per their current process, ensuring they are data-driven and industry-approved.

### Course Description:

Emerging Technologies are transforming our industry sectors. This course is designed to address the esports revolution and guide students to careers in Science, Technology, Engineering, and Technology (STEM) sectors or other esports orbital careers. Students will be exposed to a wide variety of academic applications that are applicable in game development careers, computer programming careers, arts and audio-visual (AV) careers, marketing careers, and a plethora of additional STEM careers. The content of a CTE Esports Pathway allows students to apply academic principles in a comprehensive project-based learning (PBL) environment. Students will investigate and compete in gaming opportunities that are healthy, ethical, and driven by teamwork and problem-solving skills, and critical thinking. This two course Pathway is recommended for grades 8-12.

1. OBJECTIVE 1.0: Students will be able to demonstrate professional/employability skills as required by business and industry. The student is expected to:
  - 1.1. Recognize the various work behaviors and qualities that enhance employability in STEM careers such as regular attendance, maintenance of a safe work environment (in person or virtually), teamwork, flexibility, and initiative.
  - 1.2. Define and use effective verbal and non-verbal communication skills.
  - 1.3. Define and use effective technical reading and writing skills in creating career portfolios and work samples.
  - 1.4. Summarize the legal and ethical responsibilities in relation to esports, gaming, and emerging technology fields.
  - 1.5. Investigate employment opportunities in the esports industry.
  - 1.6. List the basic concepts of intellectual property laws in esports including copyright and media.
  - 1.7. Organize and implement time-management skills in relation to being a player and attending official esports activities at your school.
  
2. OBJECTIVE 2.0: Students will be able to demonstrate problem-solving, critical thinking, and computational thinking skills in relation to video games. The student is expected to:
  - 2.1. Create objectives and outcomes for a complicated in-game task or set play.
  - 2.2. Define problem-solving and troubleshooting strategies in maintaining focus and participating in healthy gaming.
  - 2.3. Identify and compare optimizations for gameplay by analyzing raw data like player statistics, item attributes, or meta-analysis.
  - 2.4. Cite evidence of visualization as a problem-solving technique for playing video games.
  - 2.5. Identify patterns and various play styles of pro players and recognize how application of these skills and patterns improves game play.

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3. OBJECTIVE 3.0: Students will be able to identify various employment opportunities and orbital careers in the esports industry. The student is expected to:
  - 3.1 Identify employment opportunities as well as job tasks and expectations in game creation, game use and game entertainment.
  - 3.2 Recognize and relate the various roles and skills necessary to support the esports ecosystem and industry.
  - 3.3 Recognize the skills required in the esports industry and infer what skills might be transferable to other industry sectors and professions.
  - 3.4 Identify the factors that influence and promote an inclusive environment for gamers and the potential barriers that exist within the esports ecosystem.
  
4. OBJECTIVE 4.0 Students will be able to evaluate the historical significance of gaming, technology, and cultural advances in the esports industry. The student is expected to:
  - 4.1. Analyze current trends in video games.
  - 4.2. Compare and contrast the similarities of how esports, technology, and social media have affected today's culture.
  - 4.3. Investigate the history of esports and identify key influences and original stakeholders.
  - 4.4. Identify major gaming platforms and hardware. Predict what factors affect their success or failure.
  - 4.5. Summarize the basic concepts of intellectual property laws in esports, including copyright, trademarks, DMCA, patents, and the consequences of violating copyright laws.
  
5. OBJECTIVE 5.0 Students will be able to identify and differentiate healthy gaming behaviors and habits. The student is expected to:
  - 5.1. Identify and explain a variety of physical syndromes associated with gaming (ex. Tendonitis, carpal tunnel, tenosynovitis, etc.).
  - 5.2. Identify and implement time management techniques for productive and healthy gaming practices associated with transferable skills.
  - 5.3. Predict how components of gaming skills apply and support other subject areas (i.e. organizing, storytelling, literacy, detailing artistic components, coding, etc).
  - 5.4. Summarize the behavior components and importance of good etiquette, sportsmanship, and teamwork in esports.
  - 5.5. Develop a logical argument to support the claim that esports and gaming promote a "growth mindset."
  - 5.6. Analyze how teamwork and in-game communication affect game and match outcomes.
  
6. OBJECTIVE 6.0 Students will investigate how game development affects strategy, sequencing, and logical outcomes in esports and gaming. The student is expected to:
  - 6.1. Investigate the basic concepts of game development, sequencing, and coding.
  - 6.2. Investigate the basic process of programming a video game.
  - 6.3. Identify the development process in smaller parts such as graphics, coding, design, and sound.

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- 6.4. Connect game development to how gameplay is affected based on the game's characteristics and mechanics.
7. OBJECTIVE 7.0 Students will be able to assess the corresponding impact of related influences such as media and technology in the development of esports events. The student is expected to:
  - 7.1. identify media related skills involved in esports events preparations such as: streaming, recording, broadcasting, graphic design components, video editing, etc.
  - 7.2. Compare the media and technology components of gaming events.
  - 7.3. Identify emerging technologies related to gaming and esports opportunities.
  - 7.4. Summarize the pre and post event promotional media products related to the event.
8. OBJECTIVE 8.0 Students will connect with businesses and industries to promote community outreach. The student is expected to create a model to promote esports as a business.
  - 8.1. Investigate the marketing and promotional aspects of executing an esports event.
  - 8.2. Investigate the sponsorship opportunities and various industry partners available to esports teams and list possible associates.
  - 8.3. Identify the cost associated with a LAN and/or virtual esports event.
  - 8.4. Compare the costs of hosting an event.
9. OBJECTIVE 9.0 Students will implement strategies that help them develop long and short-term goals associated with gameplay and SEL skills. The student is expected to:
  - 9.1. Define problem-solving and troubleshooting strategies to improve your performance in gaming.
  - 9.2. Compare and contrast appropriate long and short-term goals in gaming.
  - 9.3. Define and describe the connection of how a player's personality affects long and short-term goals.
  - 9.4. Create a long and short-term plan for self-improvement.
  - 9.5. Distinguish between productive and unproductive gaming habits.
10. OBJECTIVE 10.0 Students will connect with an organization that promotes emerging technologies. The student is expected to:
  - 10.1. Participate in an inter-curricular gaming organization to acquire additional skills in collaboration, critical communication skills, critical thinking, and problem-solving skills.
  - 10.2. Demonstrates leadership strategies in inclusive behaviors while advocating activities and competitions for the gaming organization.
  - 10.3. Summarize activities and events hosted by the organization (including meeting initiatives).
  - 10.4. Organize the inter-curricular organizations in a manner consistent with Career and Technical Student Organizations (CTSO) by-laws, constitution and activity expectations.