E-Sports
Course

Course Description:

Computing technologies are transforming the way our society does everything. This course is in response to the way technology has changed the way we compete. E-sports is a revolution. It is a novel industry that is growing at an accelerated pace, an industry that is creating evolved skill sets from a wide variety of existing fields. Students in this class will have a marketing background, an artistic background, a programming background, or any other of a multitude of academic pathways because so many skills are realized in the sphere of esports. This is a context driven course, a course that lets students see how academic pursuits can be applied in an enjoyable comprehensive experience. Students will learn ethical ways of competing, user-centered methods of design, and project management experience. These standards are for a single course that gives students an overview of the e-sports world. It can be taken by students coming from several different tracks (e.g. Computer Science, Health and P.E., Marketing, Design, Game Development, Networking, Fine Arts, etc.)

Course Standard/Competency 1
ES-1 Describe the characteristics of the enterprises that make up the e-sports ecosystem and the skill sets they share among themselves and with other sectors of the industry.
1.1: Recognize the various roles and skills from other sectors that comprise the e-sports ecosystem. **1.2**: Describe how the skill set required in the e-sports industry might be transferrable to other industry sectors and professions. **1.3**: Discuss how e-sports teams utilize sponsorships from various industry partners.

Course Standard/Competency 2
ES-2 Explain the elements of the e-sports event process across pre-event, show day, and post-event phases.
2.1: Develop and document pre-event planning including run-of-show document **2.2:** Describe and document day-of event activities **2.3:** Model scenarios for issues (technical and non-technical) that can occur and possible solutions **2.4:** Explain and demonstrate project retrospective to capture lessons learned and areas for improvement

Course Standard/Competency 3
ES-3 Plan and execute an e-sports event.
3.1: Describe and demonstrate the multitude of team roles and duties to execute an e-sports event **3.2:** Explain necessary considerations for the end user experience and collect feedback **3.3**: State the variety of competition platforms and implications for competition. **3.4**: Explore the differences between a Local Area Network (LAN) event and a virtual competition and identify which is best suited for a specific context.

Course Standard/Competency 4
ES-4 Integrate healthy behaviors into e-sports participation
4.1: Analyze time spent gaming vs. other activities of importance and personal goals **4.2:** Identify a subset of skills used in gaming and how those skills apply/support other activities (i.e. attending to detail, organizing, story-telling). **4.3:** Develop a plan for maintaining mental and physical health of e-sports athletes. **4.4:** Articulate the importance of displaying good sportsmanship behaviors within e-sports. **4.5:** Construct an argument to support the claim that gaming cultivates a growth mindset.

Course Standard/Competency 5
ES-5 Evaluate the impacts of technology, media, culture, and law on esports.
5.1: Analyze the corresponding influence of esports, technology, media, and culture. **5.2:** Explore the history of esports and identify key stakeholders and influencers. **5.3:** Identify gaming platform(s) and identify factors contributing to the platform's success or failure. **5.4:** Identify the challenges to creating an inclusive culture in e-sports and potential barriers that exist in the ecosystem. **5.5:** Explain the legal ramifications of policies like The Digital Millennium Copyright Act (DMCA) and how legislation applies to the e-sports industry.

Course Standard/Competency 6
ES-6 Explore different scientific processes that are used in e-sports and game-user research
6.1: Describe how the human mind and body responds to in-game stimuli **6.2:** Explain how scientific processes can be used to understand the interaction between people and games **6.3:** Explore the contributions of different scientific fields to the development and understanding of esports (i.e. biometrics, virtual reality, augmented reality) **6.4**: Explain how the future of -sports will be shaped using biometrics and new techniques for game control and interaction.

Course Standard/Competency 7
ES-7 Explain how game development, strategy, and logic affect the potential outcomes of gameplay.
7.1: Demonstrate how teamwork and in-game communication affect game and match outcomes. **7.2**: Derive a game play strategy based on game characteristics and knowledge. **7.3**: Explain how game play is governed by mechanics and dynamics derived in the development process. **7.4**: Describe the connection between player personality and game strategy

Course Standard/Competency 8
ES-8 Develop an inclusive organizational model that promotes community and outreach.
8.1: Create a scholastic gaming club that goes beyond competition and becomes a platform to acquire critical communication, collaboration, and problem-solving skills. **8.2**: Explain how to advocate for the benefits of a scholastic gaming club program **8.3:** Develop and execute a plan to foster an inclusive environment for club participation of people with varying backgrounds and abilities.