Meridian Technical Charter High School
Game Design 1
Instructor: Ben Taylor
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This course is mostly online with a few live lectures. Like most hybrid courses, the online content could be worked on nights and weekends, however we recommend students do their work during the lab sessions so that they can receive peer and instructor feedback.

This course is highly geared to teaching the Unity C# scripting language, while also teaching about Game Asset Creation. The Unity course is designed as a lighter load introductory game design class. This class if for freshman and up.

Semester 1: **Freshmen**
- Intro Unity 2d
- Intro 2d Asset Creation
- Intro to C# scripting in Unity

Semester 2:
- Intro 3d design
- 3d animation
- 3d export to Unity
- Your first 3d game
- Intro to Unity 2d
- Asset creation/modification using P-shop & or Illy
- Sprite Sheets
- Your first 2d game

Semester 1: **Upperclassman**
- Intermediate C#
- 3d Game Asset Creation & Animation
- Game Pre-Production

Semester 2:
- Advanced C# scripting
- Polishing the Game

Class is Pass/Fail.
   Either you did the work, met the requirements, have a working game, or you didn't.
   Students will not be graded on the technical excellence of their game. Game design is
   Extremely challenging, My goal is that students have a blast creating their own game
   and want to keep learning.

Grading will be based on the following Feedback Rubric

Portfolio Tech Skill Assessment Feedback Rubric

(Bloom's)		1 remember 2 understand	2 understand 3 apply	4 analyze 5 evaluate	5 evaluate 6 create
				SkillStack Badge Earned	SkillStack Badge Earned
	IWS	E	N	PA	J
Performance Level	Insufficient Work Shown	Exposure Only	Novice	Proficient/Apprentice	Journeyman/Trainer
Definition of Performance Level	The student does not provide sufficient work to evaluate the essential content, knowledge, and/or skills needed to demonstrate proficiency.	With significant supervision and/or prompting the student can demonstrate, apply, or transfer the essential content, knowledge, and/or skills needed to demonstrate proficiency.	With *minimal prompting* and/or assistance the student can demonstrate, apply, or transfer the essential content, knowledge and/or skills needed to demonstrate proficiency.	The student can *independently* demonstrate, apply, or transfer the essential content, knowledge, and/or skills on a new task or in a new situation.	The student *consistently and independently* demonstrates the ability to analyze, integrate, or formulate progressive or new knowledge and/or skills on a new task or in a new situation.
Rubric Criteria	There is no skill completion evident and/or a demonstration of knowledge, Disjointed, Limited range of words.	Completion of skill or demonstration of knowledge occurs only with the assistance of students/teacher, Evidence of knowledge is unstructured or simply reproduced from class material. (Limited experience-focus is learning like on-the-job experience)	Rote transfer of skills or knowledge present, Recall information with minimal hints from students/teacher, Match or reproduce a skill, Identify skill/knowledge from a list. (Focus is on applying and enhancing knowledge and skill to work toward independence)	Employment of skills or knowledge to create or formulate new concepts is present, but demonstrates no consistency in the application of knowledge or skills use. (Focus is on broader strategic issues and moving toward self-knowledge)	Business/Professional, Ability to teach/model skills or knowledge, Create something "new" with the presented material or skills, Apply the skills or knowledge to garner results in a different way, the "WOW" factor (Focus is on continued learning and ever-increasing self-knowledge goals)

Examples	EX: Incomplete work, lack of clarity, one-word answers	EX: Instructions have not been followed, some questions have not been answered, answers may not be in complete sentences, and there is clearly a lack of basic grammar/usage skills.	EX: Instructions have been mostly followed, but there is no evidence of understanding. Written work lacks evidence of basic usage concepts or may lack structure	EX: Instructions have been followed and completed with correct information, but there is little evidence of analysis, creativity, comparing, assessing, etc. Written work is composed and shows evidence of skilled usage concepts, but may not be consistent.	EX: Instructions have been followed and completed with correct information and there is clear demonstration of evidence showing analysis, creativity, comparing, assessing, etc.

Who this class is for:

Highly motivated, self starting individuals who love creativity, problem solving, asset creation, storyline writing, concept creation, design, coding, and keeping a complex project organized.

Who this class is not for:

People who merely love playing video games, but aren't willing to put in the time and effort required to learn game design.

Anyone worried about being able to keep up with their other, non-elective classes.