Gamemaker 8/9 Brocklehurst Middle School
Course Outline

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Required School Supplies: None. This is a fully digital course, so no personal supplies are necessary.

Welcome to Brocklehurst Middle School and Gamemaker 8 and 9. Please read this course outline and feel free to discuss with me any questions or concerns you may have.

Course Rationale:

The video game industry is now an annual 140 billion dollar giant that rivals other industries traditionally thought to dominate popular culture. This is an introductory course concentrating on video game creation and development for those who perhaps enjoy video games or the artistic and creative sides of this digital world. The course provides the student the opportunity to:

- Learn the history of video games from the introduction to what we see today.
- Try out video game systems and software titles from the past.
- Understand what "flow" is and how a good game provides a continual path to this.
- Identify between the various game "genre" and how they now intertwine as games get more complex.
- Develop a positive attitude and respect toward those who develop video games.
- Examine basic concepts of game design through inquiry and experimentation.
- Develop awareness of the work involved by developers who create games.
- Recognize the boundaries of game design and how it is continually developing.
- Assess the impact of video games on individuals and society.
- Actively gain knowledge, skills, and attitudes that provide the basis for sound and ethical decision making regarding game design.

Curricular Content:

- ☐ text-based coding
- ☐ binary representation of various data types, including text, sound, pictures, video.
- ☐ drag-and-drop mobile development
- ☐ relationships between technology and social change

There are two levels for this course:

- ❏ Level 1 involves the introduction to gamemaker, game design, sprite design and the gamemaker interface. Students at this level work on a maze game, space and tank game.

- ❏ Level 2 is a more advanced course for students who have either already completed level one or who illustrate such interest and ability that they are capable of independent work and exploration. Students typically work on a more complicated platform-like game, but many options and choices are available. Some keen students may even cooperatively complete a game as well.

Software:

Gamemaker 7.0, created by Mark Overmars. This program is strictly windows based.*
*Students who wish to further create, publish and market a game with the newest software may wish to use Gamemaker Studio 2 which can be purchased directly yoyogames.com.

Core Competencies:
In this course, students will find themselves doing the following:
Communication:
The Communication competency encompasses the knowledge, skills, processes and dispositions we associate with interactions with others. Through their communication, students acquire, develop and transform ideas and information, and make connections with others to share their ideas, express their individuality, further their learning, and get things done.

Thinking:
The Thinking competency encompasses the knowledge, skills and processes we associate with intellectual development. It is through their competency as thinkers that students take subject-specific concepts and content and transform them into a new understanding. Thinking competence includes specific thinking skills as well as habits of mind, and metacognitive awareness. These are used to process information from a variety of sources, including thoughts and feelings that arise from the subconscious and unconscious mind and from embodied cognition, to create new understandings.

Personal and Social
The Personal and Social competency is the set of abilities that relate to students' identity in the world, both as individuals and as members of their community and society. Personal and social competency encompasses what students need to thrive as individuals, to understand and care about themselves and others, and to find and achieve their purposes in the world.

Classroom Assessment and Evaluation:
This is a course based on practice of concepts covered through exploration and creation of projects. A rubric is used to measure the level of achievement. I expect students to dive in, experiment and try new things for this is an exploratory and project based course. Formative assessments are conducted daily working with students as they develop new skills. A final summative assessment takes place once a project is fully complete. Summative assessments are made by the content creator, classmates and the teacher.

Extra Help:

Extra help is provided for those in need. The room 206 lab is usually available for those requiring help or simply in need of more computer time.

FINAL NOTE:

This course is intended to introduce students to the world of videogames and their development in a fun, informative and productive way.