

DIGITAL GAME DEVELOPMENT CURRICULUM FRAMEWORK



This document was prepared by:

Office of Career, Technical, and Adult Education
Nevada Department of Education
755 N. Roop Street, Suite 201
Carson City, NV 89701

The State of Nevada Department of Education is an equal opportunity/affirmative action agency and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender identity or expression, age, disability, or national origin.

INTRODUCTION

The Nevada CTE Curriculum Frameworks are a resource for Nevada's public and charter schools to design, implement, and assess their CTE programs and curriculum. The content standards identified in this document are listed as a model for the development of local district programs and curriculum. They represent rigorous and relevant expectations for student performance, knowledge, and skill attainment which have been validated by industry representatives.

The intent of this document is to provide a resource to districts as they develop and implement CTE programs and curricula.

This program ensures the following thresholds are met:

- The CTE course and course sequence teaches the knowledge and skills required by industry through applied learning methodology and, where appropriate, work-based learning experiences that prepare students for careers in high-wage, high-skill and/or high-demand fields. Regional and state economic development priorities shall play an important role in determining program approval. Some courses also provide instruction focused on personal development.
- The CTE course and course sequence includes leadership and employability skills as an integral part of the curriculum.
- The CTE course and course sequence are part of a rigorous program of study and include sufficient technical challenge to meet state and/or industry-standards.

The CTE program components include the following items:

- Program of Study
- State Skill Standards
- Employability Skills for Career Readiness Standards
- Career Technical Student Organizations (CTSO)
- Curriculum Framework
- CTE Assessments:
 - Workplace Readiness Skills Assessment
 - End-of-Program Technical Assessment
- Certificate of Skill Attainment
- CTE Endorsement on a High School Diploma
- CTE College Credit

**NEVADA DEPARTMENT OF EDUCATION
CURRICULUM FRAMEWORK FOR
DIGITAL GAME DEVELOPMENT**

PROGRAM TITLE:	DIGITAL GAME DEVELOPMENT
STATE SKILL STANDARDS:	DIGITAL GAME DEVELOPMENT
STANDARDS REFERENCE CODE:	DGD
CAREER CLUSTER:	INFORMATION TECHNOLOGY
CAREER PATHWAY:	PROGRAMMING & SOFTWARE DEVELOPMENT
PROGRAM LENGTH:	3 LEVELS (L1, L2, L3C)
PROGRAM ASSESSMENTS:	DIGITAL GAME DEVELOPMENT WORKPLACE READINESS SKILLS
CTSO:	FBLA / SKILLSUSA
GRADE LEVEL:	9-12
AVAILABLE INDUSTRY CERTIFICATIONS/LICENSES PROVIDERS:	ADOBE CERTIFIED ASSOCIATE ADOBE

PROGRAM PURPOSE

The purpose of this program is to prepare students for postsecondary education and employment in the Digital Game Development industry.

The program includes the following state standards:

- Nevada CTE Skill Standards: Digital Game Development
- Employability Skills for Career Readiness
- Nevada Academic Content Standards (alignment shown in the Nevada CTE Skill Standards):
 - Science (based on the Next Generation Science Standards)
 - English Language Arts (based on the Common Core State Standards)
 - Mathematics (based on the Common Core State Standards)
- Common Career Technical Core (alignment shown in the Nevada CTE Skill Standards)

CAREER CLUSTERS

The National Career Clusters™ Framework provides a vital structure for organizing and delivering quality CTE programs through learning and comprehensive programs of study (POS). In total, there are 16 Career Clusters in the National Career Clusters™ Framework, representing more than 79 Career Pathways to help students navigate their way to greater success in college and career. As an organizing tool for curriculum design and instruction, Career Clusters™ provide the essential knowledge and skills for the 16 Career Clusters™ and their Career Pathways.*

*Cite: National Association of State Directors of Career Technical Education Consortium. (2012). Retrieved from <http://www.careertech.org/career-clusters/glance/careerclusters.html>

PROGRAM OF STUDY

The program of study illustrates the sequence of academic and career and technical education coursework that is necessary for the student to successfully transition into postsecondary educational opportunities and employment in their chosen career path. (NAC 389.803)

PROGRAM STRUCTURE

The core course sequencing provided in the following table serves as a guide to schools for their programs of study. Each course is listed in the order in which it should be taught and has a designated level. Complete program sequences are essential for the successful delivery of all state standards in each program area.

DIGITAL GAME DEVELOPMENT	
Core Course Sequence	
COURSE NAME	LEVEL
Digital Game Development I	L1
Digital Game Development II	L2
Digital Game Development III	L3C

The core course sequencing with the complementary courses provided in the following table serves as a guide to schools for their programs of study. Each course is listed in the order in which it should be taught and has a designated level. A program does not have to utilize all of the complementary courses in order for their students to complete their program of study. Complete program sequences are essential for the successful delivery of all state standards in each program area.

DIGITAL GAME DEVELOPMENT	
Core Course Sequence with Complementary Courses	
COURSE NAME	LEVEL
Digital Game Development I	L1
Digital Game Development II	L2
Digital Game Development II LAB*	L2L
Digital Game Development III	L3C
Digital Game Development III LAB*	L3L
Digital Game Development Advanced Studies*	AS

*Complementary Courses

STATE SKILL STANDARDS

The state skill standards are designed to clearly state what the student should know and be able to do upon completion of an advanced high school career and technical education (CTE) program. The standards are designed for the student to complete all standards through their completion of a program of study. The standards are designed to prepare the student for the end-of-program technical assessment directly aligned to the standards. (Paragraph (a) of Subsection 1 of NAC 389.800)

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS

Employability skills, often referred to as “soft skills”, have for many years been a recognizable component of the standards and curriculum in career and technical education programs. The twenty-one standards are organized into three areas: (1) Personal Qualities and People Skills; (2) Professional Knowledge and Skills; and (3) Technology Knowledge and Skills. The standards are designed to ensure students graduate high school properly prepared with skills employers prioritize as the most important. Instruction on all twenty-one standards must be part of each course of the CTE program. (Paragraph (d) of Subsection 1 of NAC 389.800)

CURRICULUM FRAMEWORK

The Nevada CTE Curriculum Frameworks are organized utilizing the recommended course sequencing listed in the Program of Study and the CTE Course Catalog. The framework identifies the recommended content standards, performance standards, and performance indicators that should be taught in each course.

CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOS)

To further the development of leadership and technical skills, students must have opportunities to participate in one or more of the Career and Technical Student Organizations (CTSOS). CTSOs develop character, citizenship, and the technical, leadership and teamwork skills essential for the workforce and their further education. Their activities are considered a part of the instructional day when they are directly related to the competencies and objectives in the course. (Paragraph (a) of Subsection 3 of NAC 389.800)

WORKPLACE READINESS SKILLS ASSESSMENT

The Workplace Readiness Skills Assessment has been developed to align with the Nevada CTE Employability Skills for Career Readiness Standards. This assessment provides a measurement of student employability skills attainment. Students who complete a program will be assessed on their skill attainment during the completion level course. Completion level courses are identified by the letter “C”. (e.g., Level = L3C) (Paragraph (d) of Subsection 1 of NAC 389.800)

END-OF-PROGRAM TECHNICAL ASSESSMENT

An end-of-program technical assessment has been developed to align with the Nevada CTE Skill Standards for this program. This assessment provides a measurement of student technical skill attainment. Students who complete a program will be assessed on their skill attainment during the completion level course. Completion level courses are identified by the letter “C”. (e.g., Level = L3C) (Paragraph (e) of Subsection 1 of NAC 389.800)

CERTIFICATE OF SKILL ATTAINMENT

Each student who completes a course of study must be awarded a certificate which states that they have attained specific skills in the industry being studied and meets the following criteria: A student must maintain a 3.0 grade point average in their approved course of study, pass the Workplace Readiness Skills Assessment, and pass the end-of-program technical assessment. (Subsection 4 of NAC 389.800)

CTE ENDORSEMENT ON A HIGH SCHOOL DIPLOMA

A student qualifies for a CTE endorsement on their high school diploma after successfully completing the following criteria: 1) successful completion of a CTE course of study in a program area, 2) successful completion of academic requirements governing receipt of a standard diploma, and 3) meet all requirements for the issuance of the Certificate of Skill Attainment. (NAC 389.815)

CTE COLLEGE CREDIT

CTE College Credit is awarded to students based on articulation agreements established by each college for the CTE program, where the colleges will determine the credit value of a full high school CTE program based on course alignment. An articulation agreement will be established for each CTE program designating the number of articulated credits each college will award to students who complete the program.

CTE College Credit is awarded to students who: (1) complete the CTE course sequence with a grade-point average of 3.0 or higher; (2) pass the state end-of-program technical assessment for the program; and (3) pass the Workplace Readiness Assessment for employability skills.

Pre-existing articulation agreements will be recognized until new agreements are established according to current state policy and the criteria shown above.

Please refer to the local high school's course catalog or contact the local high school counselor for more information. (Paragraph (b) of Subsection 3 of NAC 389.800)

ACADEMIC CREDIT FOR CTE COURSEWORK

Career and technical education courses meet the credit requirements for high school graduation (1 unit of arts and humanities or career and technical education). Some career and technical education courses meet academic credit for high school graduation. Please refer to the local high school's course catalog or contact the local high school counselor for more information. (NAC 389.672)

**CORE COURSE:
RECOMMENDED STUDENT PERFORMANCE STANDARDS**

COURSE TITLE:	Digital Game Development I
ABBR. NAME:	DIG GAME DEV I
CREDITS:	1
LEVEL:	L1
CIP CODE:	50.0411
PREREQUISITE:	None
CTSO:	FBLA / SkillsUSA

COURSE DESCRIPTION

This course is designed to introduce students to the elements and structure of game programming and design. The areas of major emphasis in the course are game methodology, programming, game genres, game theory, 2D and 3D interactive experiences, and immersive environments. Students will apply both creative and technical skills to design and refine in addition to implementing the adventure. The appropriate use of technology is an integral part of this course.

TECHNICAL STANDARDS**CONTENT STANDARD 1.0 : EXPLORE THE DIGITAL GAME INDUSTRY**

Performance Standard 1.1 : History of the Game Development

Performance Indicators : 1.1.1-1.1.5

Performance Standard 1.2 : Understand Careers in Game Design and Development

Performance Indicators : 1.2.1-1.2.7

Performance Standard 1.3 : Demonstrate Knowledge of Industry Terminology

Performance Indicators : 1.3.1-1.3.4

Performance Standard 1.4 : Demonstrate Knowledge of Design Theories

Performance Indicators : 1.4.1-1.4.3

CONTENT STANDARD 2.0 : UNDERSTAND FOUNDATIONS OF GAME DESIGN AND DEVELOPMENT

Performance Standard 2.1 : Explain Fundamentals of Production

Performance Indicators : 2.1.1-2.1.5

Performance Standard 2.2 : Understand Game Structure

Performance Indicators : 2.2.1-2.2.6

Performance Standard 2.3 : Game Documentation

Performance Indicators : 2.3.1

Performance Standard 2.4 : Industry Standard Game Mechanics

Performance Indicators : 2.4.1-2.4.4

CONTENT STANDARD 3.0 : CREATE ASSETS FOR GAME DEVELOPMENT

Performance Standard 3.1 : Understand Fundamentals of Art

Performance Indicators : 3.1.1-3.1.9

Performance Standard 3.2 : Understand Environments in Game Design

Performance Indicators : 3.2.1-3.2.6

Performance Standard 3.3 : Develop a Character

Performance Indicators : 3.3.1-3.3.5

Performance Standard 3.4 : Create Game Art

Performance Indicators : 3.4.1-3.4.9

... continue page next page

Performance Standard 3.5 : Apply Animation to Game Assets

Performance Indicators : 3.5.1-3.5.3

CONTENT STANDARD 4.0 : UNDERSTAND PROGRAMMING FOR DIGITAL GAME DEVELOPMENT

Performance Standard 4.1 : Apply Logic to Game Development

Performance Indicators : 4.1.1-4.1.8

Performance Standard 4.2 : Understand Programming Language Concepts

Performance Indicators : 4.2.1-4.2.3, 4.2.7-4.2.11

CONTENT STANDARD 5.0 : BUILD A GAME

Performance Standard 5.1 : Explore 2D and 3D Game Engines

Performance Indicators : 5.1.1-5.1.4

Performance Standard 5.2 : Diagram Game Levels

Performance Indicators : 5.2.1-5.2.4

Performance Standard 5.3 : Utilize Graphical User Interface (GUI)

Performance Indicators : 5.3.1

Performance Standard 5.4 : Design Custom Mechanics

Performance Indicators : 5.4.1-5.4.2

CONTENT STANDARD 6.0 : UNDERSTAND LEGAL AND ETHICAL ISSUES IN GAME DESIGN AND DEVELOPMENT

Performance Standard 6.1 : Understand Copyright Laws in Relationship to Game Development

Performance Indicators : 6.1.1-6.1.4

Performance Standard 6.2 : Understand Security Issues in Relation to Game Development and Design

Performance Indicators : 6.2.1-6.2.3

Performance Standard 6.3 : Apply Personal and Professional Ethics

Performance Indicators : 6.3.1-6.3.2

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS

CONTENT STANDARD 1.0 : DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS

Performance Standard 1.1 : Demonstrate Personal Qualities and People Skills

Performance Indicators : 1.1.1-1.1.7

Performance Standard 1.2 : Demonstrate Professional Knowledge and Skills

Performance Indicators : 1.2.1-1.2.10

Performance Standard 1.3 : Demonstrate Technology Knowledge and Skills

Performance Indicators : 1.3.1-1.3.4

ALIGNMENT TO THE NEVADA ACADEMIC CONTENT STANDARDS*

English Language Arts: Reading Standards for Literacy in Science and Technical Subjects
Writing Standards for Literacy in Science and Technical Subjects
Speaking and Listening
Writing

Mathematics: Mathematical Practices
Numbers & Quantity-Quantities
Functions-Building Functions
Statistics and Probability-Conditional Probability and the Rules of Probability

Science: Physical Science

* Refer to the Digital Game Development Standards for alignment by performance indicator

**CORE COURSE:
RECOMMENDED STUDENT PERFORMANCE STANDARDS**

COURSE TITLE:	Digital Game Development II
ABBR. NAME:	DIG GAME DEV II
CREDITS:	1
LEVEL:	L2
CIP CODE:	50.0411
PREREQUISITE:	Digital Game Development I
CTSO:	FBLA / SkillsUSA
COURSE DESCRIPTION	
<p>This course is a continuation of Digital Game Development I. This course provides intermediate digital game development students with instruction in advanced techniques and processes. The areas of major emphasis in the course will be implemented in immersive environments and will include development of the student's individual genre of choice and to explore the potential for multi-genre development. Students will apply both creative and technical skills to design and refine in addition to implementing the adventure. The appropriate use of technology and industry-standard equipment is an integral part of this course.</p>	

TECHNICAL STANDARDS

CONTENT STANDARD 2.0 : UNDERSTAND FOUNDATIONS OF GAME DESIGN AND DEVELOPMENT

Performance Standard 2.1 : Explain Fundamentals of Production

Performance Indicators : 2.1.4-2.1.11

Performance Standard 2.2 : Understand Game Structure

Performance Indicators : 2.2.3-2.2.8

Performance Standard 2.3 : Game Documentation

Performance Indicators : 2.3.1-2.3.3

Performance Standard 2.4: Industry Standard Game Mechanics

Performance Indicators : 2.4.3-2.4.4

CONTENT STANDARD 3.0 : CREATE ASSETS FOR GAME DEVELOPMENT

Performance Standard 3.2 : Understand Environments in Game Design

Performance Indicators : 3.2.6-3.2.7

Performance Standard 3.3 : Develop a Character

Performance Indicators : 3.3.1-3.3.6

Performance Standard 3.4 : Create Game Art

Performance Indicators : 3.4.1-3.4.10

Performance Standard 3.5 : Apply Animation to Game Assets

Performance Indicators : 3.5.4-3.5.17

CONTENT STANDARD 4.0 : UNDERSTAND PROGRAMMING FOR DIGITAL GAME DEVELOPMENT

Performance Standard 4.2 : Understand Programming Language Concepts

Performance Indicators : 4.2.4-4.2.14

Performance Standard 4.3 : Algorithms

Performance Indicators : 4.3.1-4.3.5

CONTENT STANDARD 5.0 : BUILD A GAME

Performance Standard 5.1 : Explore 2D and 3D Game Engines

Performance Indicators : 5.1.4

.... continue on next page

Performance Standard 5.2 : Diagram Game Levels

Performance Indicators : 5.2.1-5.2.6

Performance Standard 5.3 : Utilize Graphical User Interface (GUI)

Performance Indicators : 5.3.1-5.3.4

Performance Standard 5.4 : Design Custom Mechanics

Performance Indicators : 5.4.1-5.4.5

Performance Standard 5.5: Integrate Media Types

Performance Indicators : 5.5.1-5.5.4

CONTENT STANDARD 6.0 : UNDERSTAND LEGAL AND ETHICAL ISSUES IN GAME DESIGN AND DEVELOPMENT

Performance Standard 6.3 : Apply Personal and Professional Ethics

Performance Indicators : 6.3.3-6.3.4

CONTENT STANDARD 7.0 : PUBLISHING THE GAME

Performance Standard 7.1 : Target Platforms

Performance Indicators : 7.1.1-7.1.3

Performance Standard 7.2 : Marketing a Game

Performance Indicators : 7.2.1

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS

CONTENT STANDARD 1.0 : DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS

Performance Standard 1.1 : Demonstrate Personal Qualities and People Skills

Performance Indicators : 1.1.1-1.1.7

Performance Standard 1.2 : Demonstrate Professional Knowledge and Skills

Performance Indicators : 1.2.1-1.2.10

Performance Standard 1.3 : Demonstrate Technology Knowledge and Skills

Performance Indicators : 1.3.1-1.3.4

ALIGNMENT TO THE NEVADA ACADEMIC CONTENT STANDARDS*

English Language Arts: Reading Standards for Literacy in Science and Technical Subjects
 Writing Standards for Literacy in Science and Technical Subjects
 Speaking and Listening
 Writing

Mathematics: Mathematical Practices
 Statistics and Probability
 Algebra-Creating Equations
 Geometry-Modeling with Geometry

Science: Physical Science

* Refer to the Digital Game Development Standards for alignment by performance indicator

**CORE COURSE:
RECOMMENDED STUDENT PERFORMANCE STANDARDS**

COURSE TITLE:	Digital Game Development III
ABBR. NAME:	DIG GAME DEV III
CREDITS:	1
LEVEL:	L3C
CIP CODE:	50.0411
PREREQUISITE:	Digital Game Development II
PROGRAM ASSESSMENTS:	DIGITAL GAME DEVELOPMENT WORKPLACE READINESS SKILLS
CTSO:	FBLA / SkillsUSA

COURSE DESCRIPTION

This course is a continuation of Digital Game Development II. This course provides advanced digital game development students with instruction in advanced techniques and processes. Emphasis is placed on students developing sophisticated digital games that include intermediate and advanced concepts in design, programming, animation, and 3-D techniques. Project-based learning, collaboration, and portfolio development are essential elements of this course. The appropriate use of technology and industry-standard equipment is an integral part of this course. Upon successful completion of this course, students will have acquired entry-level skills for employment and be prepared for postsecondary education.

TECHNICAL STANDARDS

CONTENT STANDARD 2.0 : UNDERSTAND FOUNDATIONS OF GAME DESIGN AND DEVELOPMENT

Performance Standard 2.1 : Explain Fundamentals of Production

Performance Indicators : 2.1.6-2.1.13

Performance Standard 2.2 : Understand Game Structure

Performance Indicators : 2.2.8

Performance Standard 2.3 : Game Documentation

Performance Indicators : 2.3.1-2.3.6

Performance Standard 2.4 : Industry Standard Game Mechanics

Performance Indicators : 2.4.4

CONTENT STANDARD 3.0 : CREATE ASSETS FOR GAME DEVELOPMENT

Performance Standard 3.2 : Understand Environments in Game Design

Performance Indicators : 3.2.6-3.2.7

Performance Standard 3.3 : Develop a Character

Performance Indicators : 3.3.6

Performance Standard 3.4: Create Game Art

Performance Indicators : 3.4.1, 3.4.8

Performance Standard 3.5 : Apply Animation to Game Assets

Performance Indicators : 3.5.12-3.5.17

CONTENT STANDARD 4.0 : UNDERSTAND PROGRAMMING FOR DIGITAL GAME DEVELOPMENT

Performance Standard 4.2 : Understand Programming Language Concepts

Performance Indicators : 4.2.8-4.2.14

Performance Standard 4.3 : Algorithm

Performance Indicators : 4.3.1-4.3.6

.... continue on next page

CONTENT STANDARD 5.0 : BUILD A GAME

Performance Standard 5.2 : Diagram Game Levels

Performance Indicators : 5.2.5-5.2.6

Performance Standard 5.3 : Utilize Graphical User Interface (GUI)

Performance Indicators : 5.3.4

Performance Standard 5.4 : Design Custom Mechanics

Performance Indicators : 5.4.1-5.4.5

Performance Standard 5.5: Integrate Media Types

Performance Indicators : 5.5.1-5.5.5

CONTENT STANDARD 6.0 : UNDERSTAND LEGAL AND ETHICAL ISSUES IN GAME DESIGN AND DEVELOPMENT

Performance Standard 6.3 : Apply Personal and Professional Ethics

Performance Indicators : 6.3.3-6.3.4

CONTENT STANDARD 7.0 : PUBLISHING THE GAME

Performance Standard 7.1 : Target Platforms

Performance Indicators : 7.1.3-7.1.4

Performance Standard 7.2 : Marketing a Game

Performance Indicators : 7.2.1-7.2.7

CONTENT STANDARD 8.0 : EXPLORE EMERGING TECHNOLOGIES

Performance Standard 8.1 : Understand Social Aspects of Gaming

Performance Indicators : 8.1.1-8.1.3

Performance Standard 8.2 : Understand the Role of Networking

Performance Indicators : 8.2.1-8.2.2

Performance Standard 8.3 : Explore Advances in Devices

Performance Indicators : 8.3.1-8.3.3

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS**CONTENT STANDARD 1.0 : DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS**

Performance Standard 1.1 : Demonstrate Personal Qualities and People Skills

Performance Indicators : 1.1.1-1.1.7

Performance Standard 1.2 : Demonstrate Professional Knowledge and Skills

Performance Indicators : 1.2.1-1.2.10

Performance Standard 1.3 : Demonstrate Technology Knowledge and Skills

Performance Indicators : 1.3.1-1.3.4

ALIGNMENT TO THE NEVADA ACADEMIC CONTENT STANDARDS*

English Language Arts: Reading Standards for Literacy in Science and Technical Subjects
Writing Standards for Literacy in Science and Technical Subjects
Speaking and Listening

Mathematics: Mathematical Practices
Functions-Building Functions
Algebra-Reasoning with Equations and Inequities
Statistics and Probability-Making Inferences & Justifying Conclusions

Science: Physical Science

* Refer to the Digital Gaming Development Standards for alignment by performance indicator

COMPLEMENTARY COURSE(S):

Programs that utilize the complementary courses can include the following courses. The Advanced Studies course allows for additional study through investigation and in-depth research.

COURSE TITLE:	Digital Game Development Advanced Studies
ABBR. NAME:	DIG GAME DEV AS
CREDITS:	1
LEVEL:	AS
CIP CODE:	50.0411
PREREQUISITE:	Digital Game Development III
CTSO:	FBLA / SkillsUSA
COURSE DESCRIPTION	
<p>This course is offered to students who have achieved all content standards in a program whose desire is to pursue advanced study through investigation and in-depth research. Students are expected to work independently or in a team and consult with their supervising teacher for guidance. The supervising teacher will give directions, monitor, and evaluate the students' topic of study. Coursework may include various work-based learning experiences such as internships and job shadowing, involvement in a school-based enterprise, completion of a capstone project, and/or portfolio development. This course may be repeated for additional instruction and credit.</p>	

TECHNICAL STANDARDS

Students have achieved all program content standards and will pursue advanced study through investigation and in-depth research.

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS

Students have achieved all program content standards and will pursue advanced study through investigation and in-depth research.

SAMPLE TOPICS

- Internship
- Capstone Project
- Portfolio
- Class Project Manager
- Teaching Assistant
- CTSO Leadership

**COMPLEMENTARY COURSE(S):
RECOMMENDED STUDENT PERFORMANCE STANDARDS**

Programs that utilize the complementary courses can include the following courses. The lab courses allow additional time to be utilized in developing the processes, concepts, and principles as described in the classroom instruction. The standards and performance indicators for each lab course are shown in the corresponding course listed in the previous section.

COURSE TITLE:	Digital Game Development II LAB
ABBR. NAME:	DIG GAME DEV II L
CREDITS:	1
LEVEL:	L2L
CIP CODE:	50.0411
PREREQUISITE:	Concurrent enrollment in Digital Game Development II
CTSO:	FBLA / SkillsUSA
COURSE DESCRIPTION	
This course is designed to expand the students' opportunities for applied learning. This course provides an in-depth lab experience that applies the processes, concepts, and principles as described in the classroom instruction. The coursework will encourage students to explore and develop advanced skills in their program area. The appropriate use of technology and industry-standard equipment is an integral part of this course.	

COURSE TITLE:	Digital Game Development III LAB
ABBR. NAME:	DIG GAME DEV III L
CREDITS:	1
LEVEL:	L3L
CIP CODE:	50.0411
PREREQUISITE:	Concurrent enrollment in Digital Game Development III
CTSO:	FBLA / SkillsUSA
COURSE DESCRIPTION	
This course is designed to expand the students' opportunities for applied learning. This course provides an in-depth lab experience that applies the processes, concepts, and principles as described in the classroom instruction. The coursework will encourage students to explore and develop advanced skills in their program area. The appropriate use of technology and industry-standard equipment is an integral part of this course.	