

AGENDAS FOR THE WEEK: *MARCH 8 - MARCH 12*

	MONDAY (A) <i>ZOOM</i>	TUESDAY (B) <i>ZOOM</i>	WEDNESDAY (A) <i>ZOOM</i>	THURSDAY (B) <i>ZOOM</i>	FRIDAY (B) <i>ZOOM</i>
	Objective: - swbat describe the difference between import * and from * import syntax - swbat run pytest	Objective: - swbat write tests for methods, start writing code	Objective: - swbat display chess pieces using the turtle library	Objective: - swbat describe the difference between import * and from * import syntax - swbat run pytest	Objective: - swbat display chess pieces using the turtle library
P	Engage - “In your own words, what does the import keyword do?”	Engage - “I wish my teacher knew” Friday check-in	Engage - “So far you have worked with an 8x8 grid for piece locations, but the screen is bigger. What to do?”	Engage - “In your own words, what does the import keyword do?”	Engage - “So far you have worked with an 8x8 grid for piece locations, but the screen is bigger. What to do?”
L	Explore - what import statements are in your chess code? - what are some of the errors you get? Explain - teacher shows import example	Explain - PEP 8 formatting recap Explore - students work on chess game projects	Explain - show how to upload files to repl.it project Explore - students make visual depictions of chess pieces, consider difference between logical and graphical coordinate	Explore - what import statements are in your chess code? - what are some of the errors you get? Explain - teacher shows import example	Explain - show how to upload files to repl.it project Explore - students make visual depictions of chess pieces, consider difference between logical and graphical coordinate
A	Elaborate - teacher shows example of workflow and one chess piece - students keep working on chess game		Elaborate - discuss benefits of two different coordinate systems	Elaborate - teacher shows example of workflow and one chess piece - students keep working on chess game	Elaborate - discuss benefits of two different coordinate systems
N	Evaluate and Summary - every student has at least 1 test case (other than example) working	Evaluate and Summary - teacher checks code progress - students maintain PEP 8	Evaluate and Summary - chess pieces show up in the right location	Evaluate and Summary - every student has at least 1 test case (other than example) working	Evaluate and Summary - chess pieces show up in the right location
Resources:	zoom, repl.it	zoom, repl.it	zoom, repl.it	zoom, repl.it	zoom, repl.it