

	<b>MONDAY (A)</b>	<b>TUESDAY (B)</b> 3:05–4:35	<b>WEDNESDAY (A)</b> 1:30–3:00	<b>THURSDAY (B)</b> 3:05–4:35	<b>FRIDAY (A)</b> 1:30–3:00
	<b>Objective(s): SWBAT</b> - Learn basic Ciphers - Be able to apply dictionaries to a project	<b>Objective(s): SWBAT</b> - Understand and be able to apply recursion	<b>Objective(s): SWBAT</b> - Learn basic Ciphers - Be able to apply dictionaries to a project	<b>Objective(s): SWBAT</b> - Conduct independent research - learn new technologies and tools independently	<b>Objective(s): SWBAT</b> - Learn how to crack Ciphers - Be able to apply dictionaries to a project
<b>P</b>	<b>Engage</b> - Bell Ringer problem	<b>Engage</b> - Students will complete 3 practice AP MC Questions	<b>Engage</b> - Bell Ringer problem	<b>Engage</b> - Students will complete 3 practice AP MC Questions	<b>Engage</b> - Bell Ringer problem
<b>L</b>  <b>A</b>	<b>Explore:</b> Students will encrypt and decrypt messages from each other using creaser shift and substitution ciphers. Then students will implement the ciphers in python  <b>Explain:</b> Teacher will go around guiding students how to use the ciphers  <b>Elaborate:</b> discuss how the ciphers could be broken	<b>Explore:</b> Students will do a review module on recursion where they learn practice and apply the method  <b>Explain:</b> Students will explain their understanding of recursion  <b>Elaborate:</b> explain more situations where recursion could be useful	<b>Explore:</b> Then students will implement the Caesar and Substitution ciphers in Python  <b>Explain:</b> Teacher will go around guiding students how to use the ciphers  <b>Elaborate:</b> discuss how the ciphers could be broken using frequency analysis	<b>Explore:</b> Students will work on their IRPs  <b>Explain:</b> Students can ask they teacher for guidance on their projects  <b>Elaborate:</b> Students will share what they are working on with each other	<b>Explore:</b> Then students will get letter frequency and use it to crack a ciphered text  <b>Explain:</b> Teacher will talk about cracking ciphers using different techniques  <b>Elaborate:</b> discuss how is was used for breaking the German enigma
<b>N</b>	<b>Evaluate:</b> Walk around checking on everyone’s progress  <b>Summary:</b> Students will summarize what they have learned and worked on  <b>Assessment(s):</b> Exit Ticket	<b>Evaluate:</b> Walk around checking on everyone’s progress  <b>Summary:</b>  <b>Assessment(s):</b> Exit Ticket, Submitted project	<b>Evaluate:</b> Walk around checking on everyone’s progress  <b>Summary:</b> Students will summarize what they have learned and worked on  <b>Assessment(s):</b> Exit Ticket, submitted project	<b>Evaluate:</b> Walk around checking on everyone’s progress  <b>Summary:</b>  <b>Assessment(s):</b> Exit Ticket	<b>Evaluate:</b> Walk around checking on everyone’s progress  <b>Summary:</b> Students will summarize what they have learned and worked on  <b>Assessment(s):</b> Exit Ticket, submitted project
<b>Resources:</b>	<b>Resource Requirements:</b> Laptops with access to Replit	<b>Resource Requirements:</b> Laptops with access to Replit	<b>Resource Requirements:</b> Laptops with access to Replit	<b>Resource Requirements:</b> Laptops with access to Replit	<b>Resource Requirements:</b> Laptops with access to Replit