Objectives Students will be able to…

* **Write** complex code that uses polymorphism, inheritance, and interfaces.

Assessments Students will...

* **Submit** multiple programs electronically
* **Take** two quizzes from the Barron’s review book

Homework

* A list of homework assignments is listed in the Pacing Guide

# Materials & Prep

* **Projector and computer**
* **Whiteboard and** **markers**
* **Classroom copies** of textbook (for Day 4)
* **A sample grocery receipt** (for Day 4)

# Pacing Guide: Day 1

# Pacing Guide: Day 2

|  |  |
| --- | --- |
| Section | Total Time |
| Programming Project I | Full class |
| Grade student notebooks | During class |
| Homework:  *Outline Chapter 9* | TONIGHT |

|  |  |
| --- | --- |
| Section | Total Time |
| Programming Project I  (Project 9.1 from the textbook) | Full class |
| Check student outlines for completeness | During class |
| Homework:  *Read and outline Chapter 4 in Barron’s review book* | TONIGHT |

# Pacing Guide: Day 3

# Pacing Guide: Day 4

|  |  |
| --- | --- |
| Section | Total Time |
| Programming Project II  (Project 9.3 from the textbook) | Full class |
| Homework:  *Take the Chapter 4 quiz. Grade your answers.* | TONIGHT |

|  |  |
| --- | --- |
| Section | Total Time |
| Programming Project III  (Exercise 9.3 from the textbook) | Full class |
| Homework:  *Read and outline Chapter 3 in Barron’s review book.* | TONIGHT |

# Pacing Guide: Day 5

|  |  |
| --- | --- |
| Section | Total Time |
| Take Chapter 3 quiz IN CLASS  Students grade their own answers and submit review books for a grade. | Full class |
| Check Barron’s review books for highlighting, note-taking, and quiz completion/grading | During class |
| Homework:  *Review Chapter 9 and submit 5 questions for review.* | TONIGHT |

# Procedure

*Students should complete the programming projects on their own. Read through the instructions with the class, and help students pace themselves by setting progress goals for each day.*

*Before letting students begin the projects, ask students what resources are available to them so they can help themselves before calling you over. (Notebooks, textbook, class handouts, student work and posters hanging around the room, online resources.*

## About Barron’s

* + - Barron’s is an AP CS A review book that some schools provide students. If your school doesn’t provide Barron’s there are many alternative homework assignments that can be found at codingbat.com/java or practice-it.
    - Alternatively, you can save time spent on the lab by checking activities as homework.
    - If you’ve chosen to introduce TextExcel earlier, you can assign portions of TextExcel as homework here to save time later in the course. TextExcel like FracCalc takes a lot of in and out of class time to complete, and time saved here saves time for AP test review.

## Programming Projects

1. On the overhead or shared electronically, provide students with the following programming prompts:

# 

**Programming Project I**

Write an inheritance hierarchy of three-dimensional shapes:

1. Make a top-level shape interface that has methods for getting information such as the volume and surface area of a three-dimensional shape.
2. Then make classes and subclasses that implement various shapes such as cubes, rectangular prisms, spheres, triangular prisms, cones, and cylinders.
3. Place common behavior in superclasses whenever possible, and use abstract classes as appropriate.
4. Add methods to the subclasses to represent the unique behavior of each three-dimensional shape, such as a method to get a sphere’s radius.

**Programming Project II**

Write an inheritance hierarchy that stores data about sports players.

1. Create a common superclass or interface to store information common to any player regardless of sport, such as name, number, and salary.
2. Then create subclasses for players of your favorite sports, such as basketball, soccer or tennis.
3. Place sport-specific information and behavior (such as kicking, vertical jump height, or speed) into subclasses whenever possible.

**Programming Project III**

Have students submit answers to Exercise 9.3 in their textbooks. This assignment will be submitted on paper. As written, students are not given some code that implements GroceryBill, Employee, and Item. If you wish to make this an electronic assignment, you should consider providing students with some starter code.

# Accommodation and Differentiation

In some classrooms, you may want to provide the mathematical formulas for finding the volume of spheres, triangular prisms, cones, and cylinders so students can focus on coding rather than finding and translating the math. You can also introduce and reinforce useful vocabulary by providing physical examples of these shapes. If you are having trouble finding prisms, cones, and cylinders, you can make these items out of paper by printing out templates and following the instructions at this website: ([**http://tinyurl.com/asz6e69**](http://tinyurl.com/asz6e69))

To help students process Programming Project III, you may want to read through exercise 9.3 in the textbook with the class, breaking down the problem into its parts as a whole group. In ELL classrooms, you should bring in physical samples of grocery receipts and pass them around or view them on the projector. Have students point out the different parts of the receipt as they relate to the assignment.

Remind students to always draw a structure diagram, sketch out their plan using pseudocode, and include comments to remind themselves (and you!) of what each section of code is for.