

**SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
BOARD OF TRUSTEES
BOARD WORKSHOP**

**THURSDAY, OCTOBER 16, 2014
5:00 PM**

**DISTRICT OFFICE BOARD ROOM 101
710 ENCINITAS BLVD., ENCINITAS, CA. 92024**

The Governing Board of the San Dieguito Union High School District held a Board Workshop on Thursday, October 16, 2014, at the above location, in the Board Room.

Attendance / Board:

Joyce Dalessandro
Barbara Groth
Beth Hergesheimer
Amy Herman
John Salazar

Attendance / District Management:

Rick Schmitt, Superintendent
Eric Dill, Associate Superintendent, Business Services
Torrie Norton, Associate Superintendent, Human Resources
Michael Grove, Ed.D., Associate Superintendent, Educational Services
Jason Vilorio, Ed.D., Executive Director, Educational Services
Brian Shay, Teacher
Joann Schultz, Executive Assistant to the Superintendent / Recording Secretary

1. CALL TO ORDER

President Dalessandro called the meeting to order at 5:00 PM.

INFORMATION ITEMS

2. ACHIEVEMENT / COMMON CORE STATE STANDARDS

Dr. Grove gave a brief update focusing primarily on Common Core Math and introduced Mr. Vilorio and Mr. Shay.

Mr. Vilorio gave an update on the full development of the curriculum for Math A, Math B, and Integrated Math 1 which started in May of 2014 and continued through the summer

using MVP and Utah Middle School Math as the backbone. Readiness and Honors curriculum was also included in the curriculum development. Teachers on Special Assignment (ToSAs) were released to develop learning modules. Teacher developers created the material and reviewers read through the content, provided feedback prior to finalizing, and made revisions as needed.


Mr. Shay led the group through math lesson 1.2 Checkerboard Borders, A Develop Understanding Task (*as shown in the attached*).

3. PUBLIC COMMENTS

No comments were presented.

4. ADJOURNMENT

The meeting was adjourned at 6:00 PM.


Beth Hergesheimer, Board Clerk

11/13/14
Date

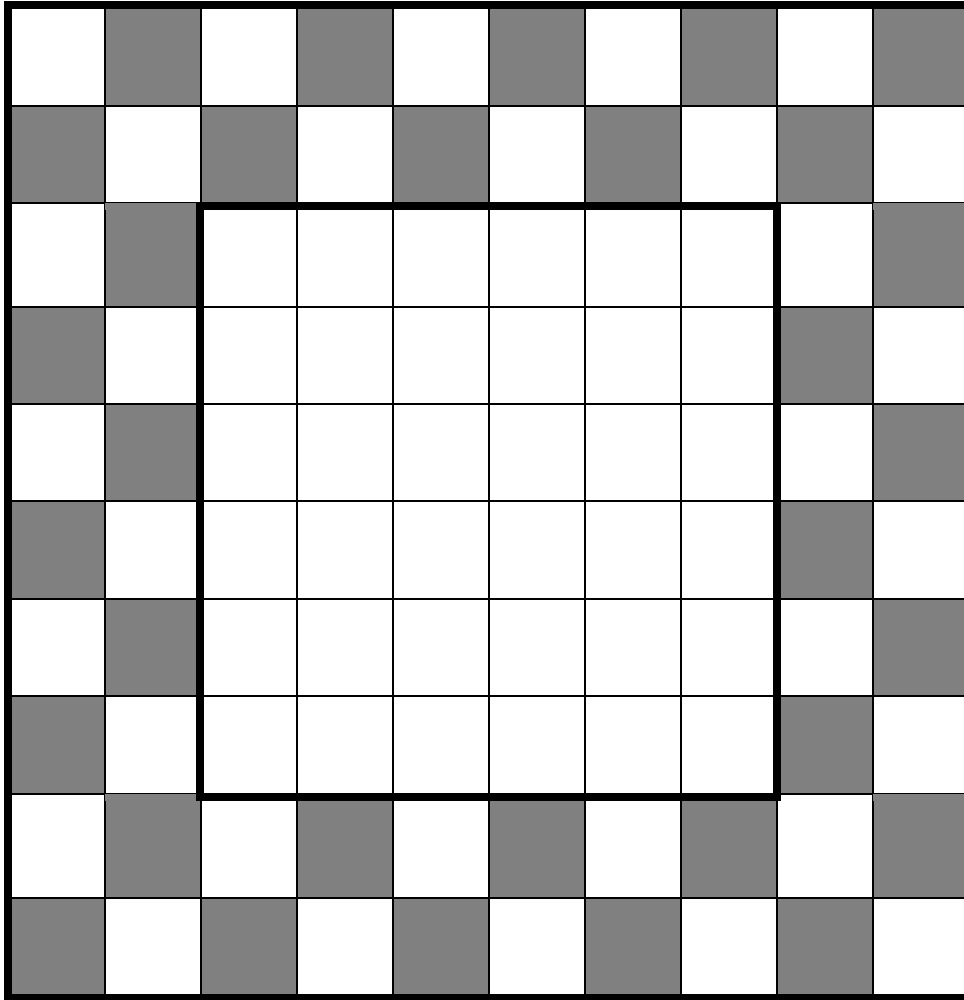

Rick Schmitt, Superintendent

11/13/14
Date

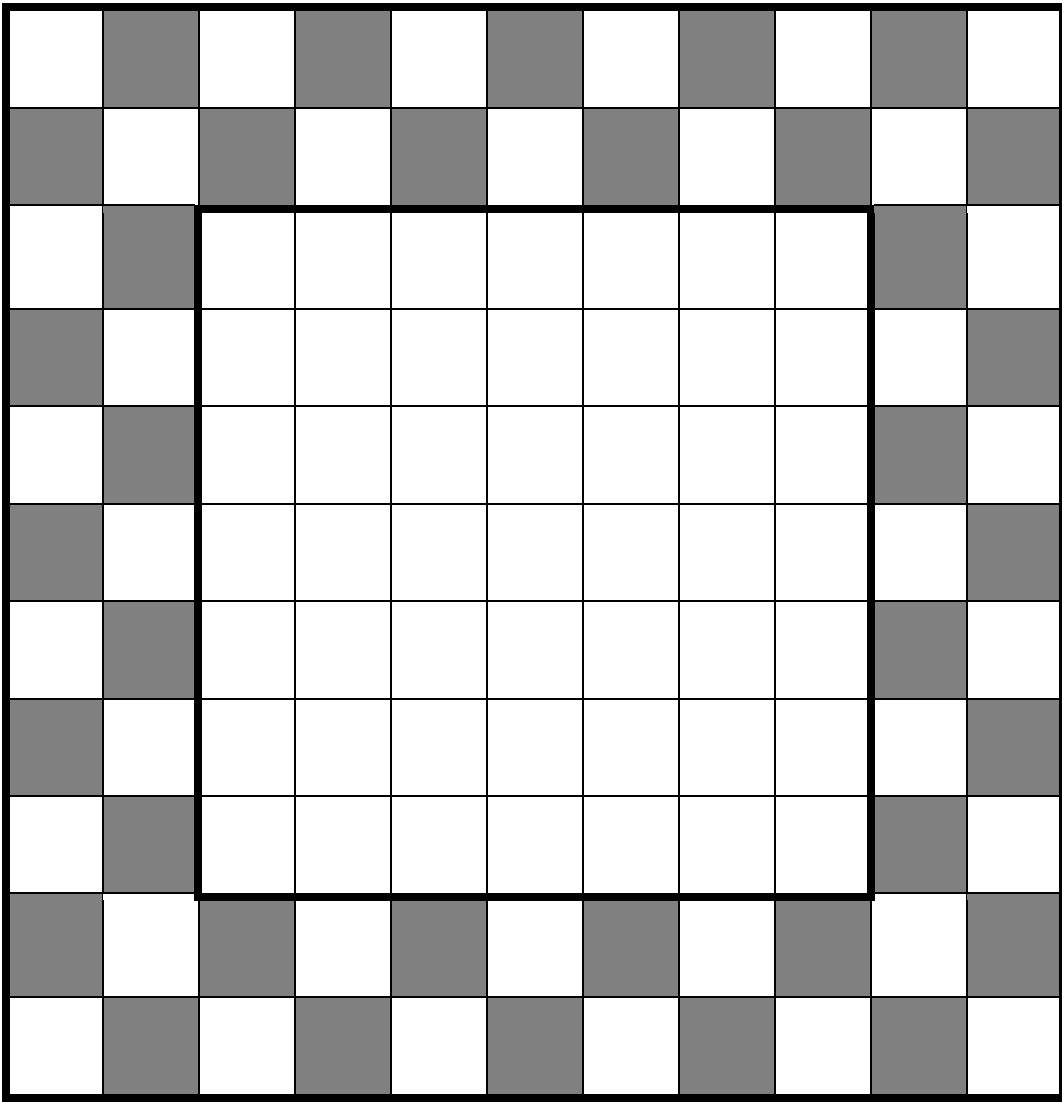
Square Checkerboard Border Resource Pages

These pages can be used for demonstration or to help struggling students that need model checkerboards.

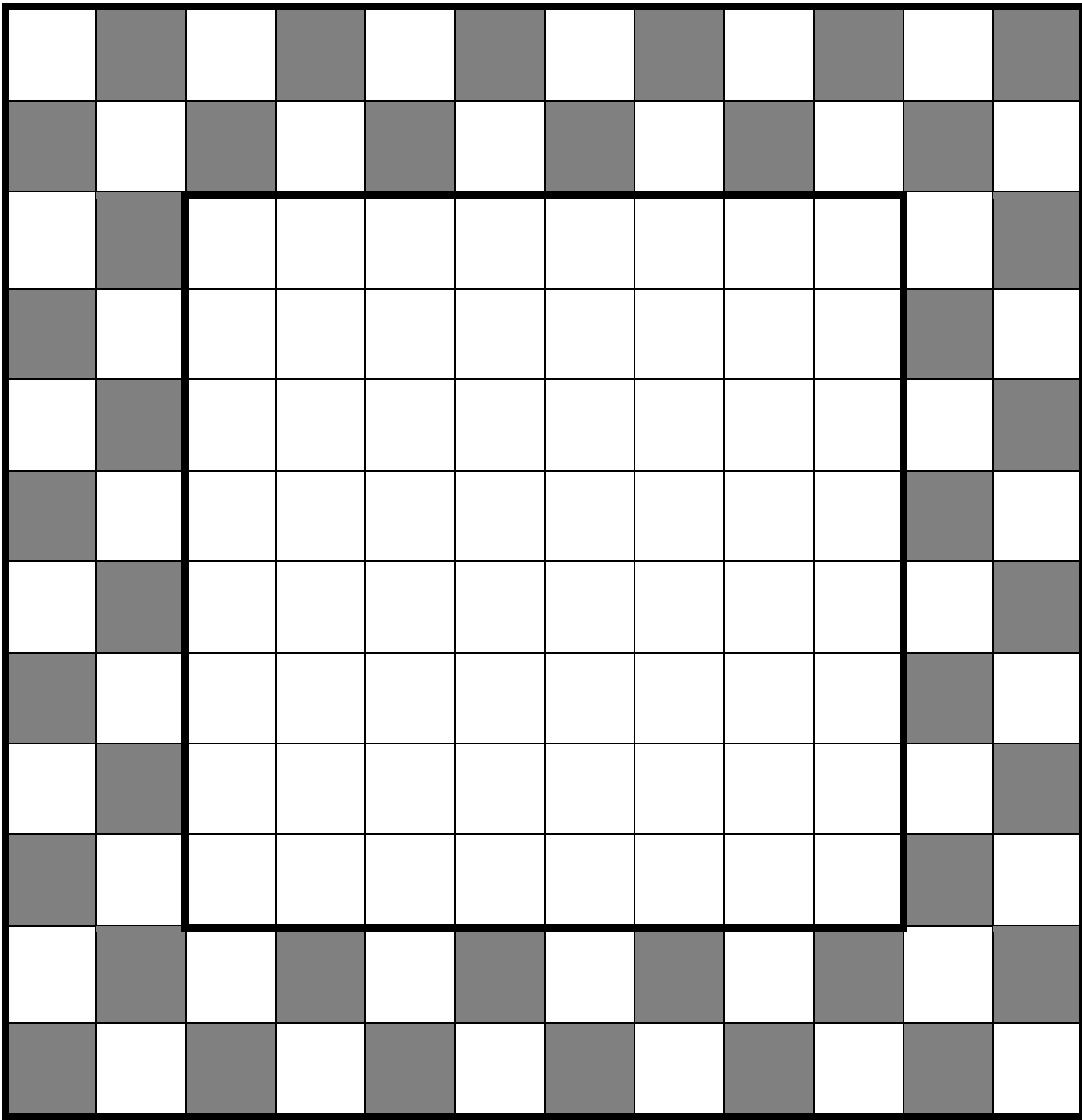
6 x 6 Checkerboard Border



Attachment to
10-16-14 BWS Minutes
7 x 7 Checkerboard Border

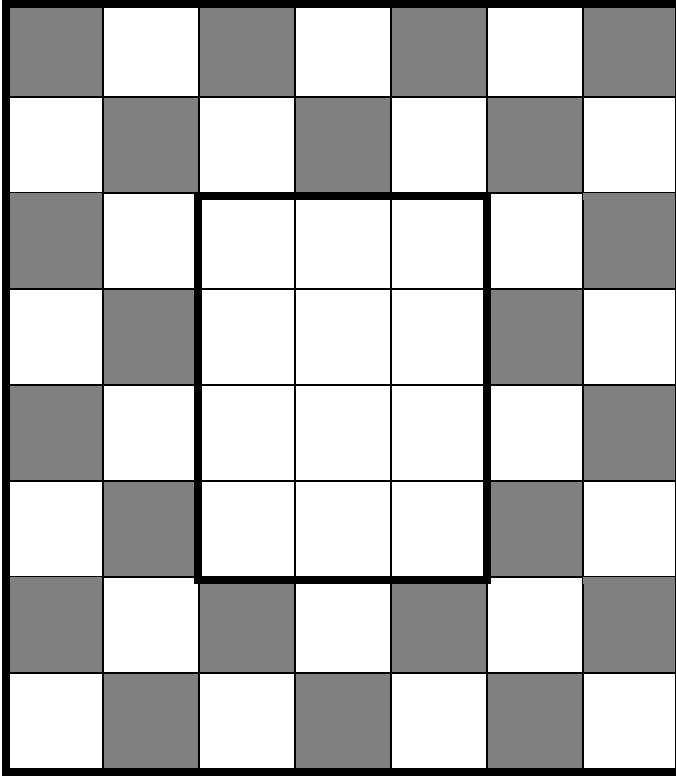


Attachment to
10-16-14 BWS Minutes
8 x 8 Checkerboard Border

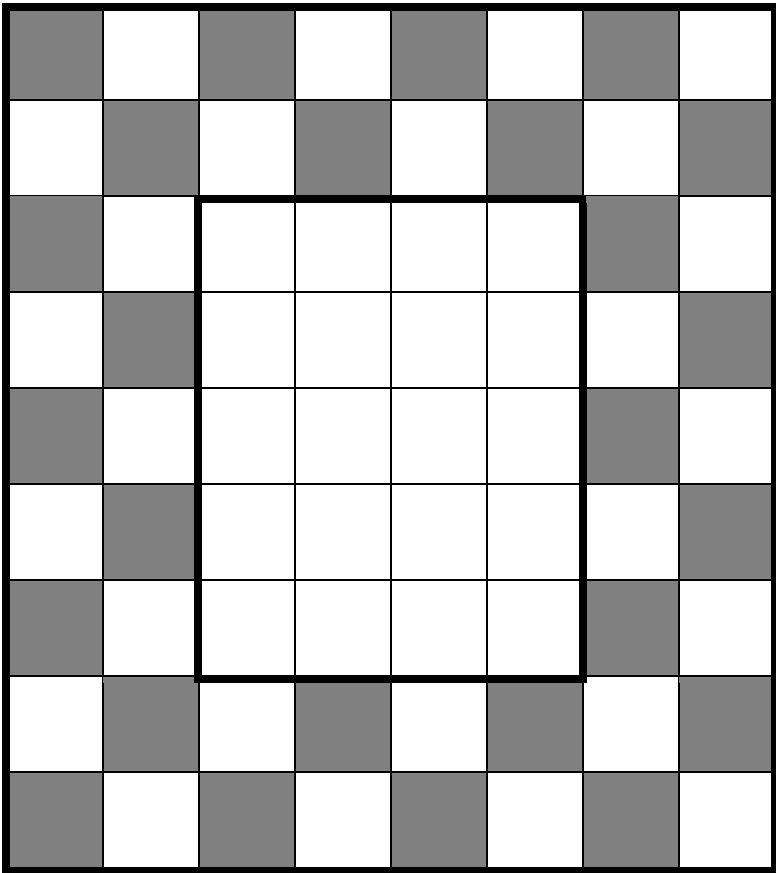


Rectangular Checkerboard Borders Resource Pages

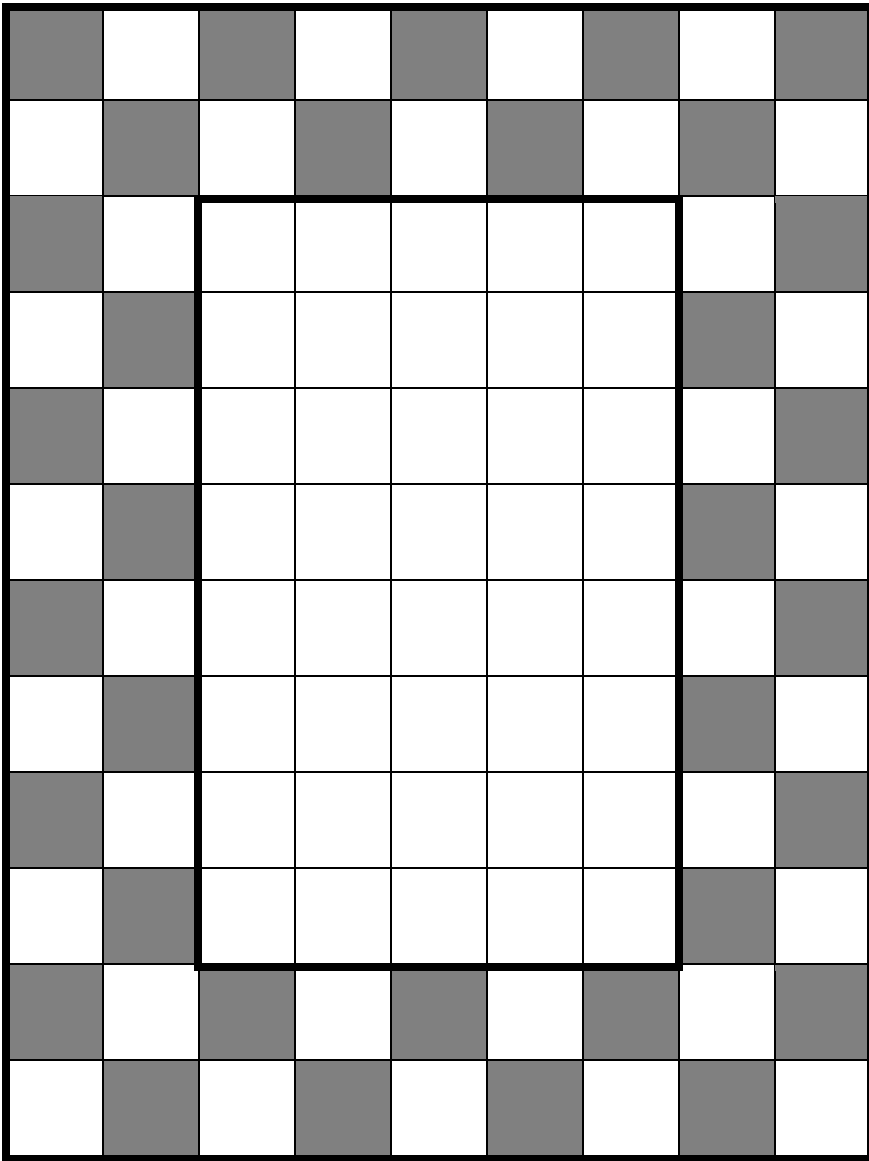
4 x 3 Checkerboard Border



Attachment to
10-16-14 BWS Minutes
5 x 4 Checkerboard Border



Attachment to
10-16-14 BWS Minutes
8 x 5 Checkerboard Border



1.2 Checkerboard Borders

A Develop Understanding Task

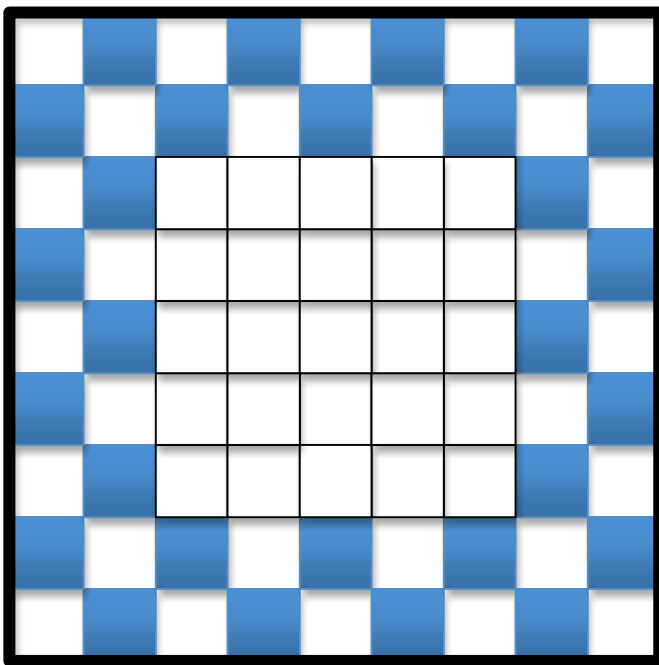
Part 1

In preparation for back to school, the school administration has planned to replace the tile in the cafeteria. They would like to have a checkerboard pattern of tiles two rows wide as a border for the tables and serving carts.

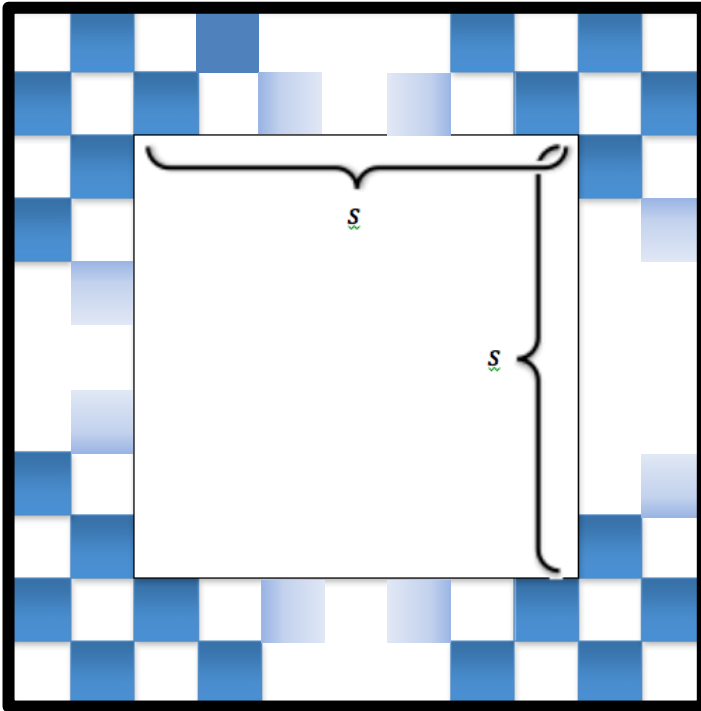
Below is an example of the border that the administration is thinking of using to surround a square 5 x 5 set of tiles.



- A. Find the number of colored tiles in the checkerboard border. Track your thinking and find a way of calculating the number of colored tiles in the border that is quick and efficient. Be prepared to share your strategy and justify your work.



- B. The contractor that was hired to lay the tile in the cafeteria is trying to generalize a way to calculate the number of colored tiles needed for a checkerboard border surrounding a square of tiles with dimensions $s \times s$. Find an expression for the number of colored border tiles needed for any $s \times s$ square center.



Part 2

As the tile workers started to look more deeply into their work they found it necessary to develop a way to quickly calculate the number of colored border tiles for not just square arrangements but also for checkerboard borders to surround any $L \times W$ rectangular tile center.

Find an expression to calculate the number of colored tiles in the two row checkerboard border for any rectangle. Be prepared to share your strategy and justify your work. Create models to assist you in your work.

