

## Understanding CCSS Template

### **CCSS.MATH.CONTENT.7.EE.B.3**

Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional  $\frac{1}{10}$  of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar  $9\frac{3}{4}$  inches long in the center of a door that is  $27\frac{1}{2}$  inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.

1. What is the concept and the grammar around the concept?

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2. Why does this concept matter?

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3. What are the vocabulary words (i.e. terms) they need to know?

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4. What are the vocabulary words (i.e. terms) they need to learn?

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5. What technical skills are required to perform the calculations?

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6. What concepts must students have a deep understanding of to understand this concept (not just perform calculations)?

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7. What important properties, rules, or identities do students need to learn about the concept? When possible deduce these instead of presenting them.

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8. What is the next step (how will this concept be expanded on in future lessons and grades)?

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9. What are common misconceptions?

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