Pacing Guide For Math Curriculum

Grade Algebra

Topic	Marking Period	Number of Days
Arithmetic with Polynomials and Rational Functions	MP1	12 weeks
Creating Equations	MP 2 - 3	12 weeks
Reasoning with Equations and Inequalities	MP 2 - 3	4 weeks
Seeing Structure in Expressions	MP 4	6 weeks

Alpha Public School
Math Curriculum Map

Grade: Algebra

Unit: Arithmetic with Polynomials and Rational Expressions	**Content Topic:** Perform arithmetic operations on polynomials

Standard	**Disciplinary Core Ideas / Essential Statement / Objective**	**Practices / Skills & Lesson**
A.APR.A.1	Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract and multiply polynomials.	● Describe and identify monomials, polynomials, and degrees ● Add and subtract polynomials ● Multiply a polynomial by a monomial ● Multiply two polynomials Whole Group- ● Introduction to check for previous understanding ● Class discussion ● Structured notes and examples Individual- ● Provide opportunity for individual practice ● Tiered level questions Small Group- ● Partner work ● Mini lesson ● Use of manipulatives ● Centers ● investigations

Formative, Summative and Alternative Assessments	**Benchmark Assessments**	**Core Instructional and Supplemental Materials (including various texts at each grade level)**
● Quizzes ● Homework / classwork ● Question and Answer ● Teacher anecdotal notes ● Labs / projects ● IXL Summative- ● Unit test Alternative- ● Choice boards / projects ● Demonstration ● Skits ● Journaling ● Self-assessment ● Conferencing	● Unit assessment ● Mid term ● Final	● IXL ● Teacher created materials and assessments ● Khan academy ● Graphing Calculators ● National Library of Virtual Manipulatives ● Desmos

Alpha Public School
Math Curriculum Map

Unit: Arithmetic with Polynomials and Rational Expressions	**Content Topic:** Understand the relationship between zeros and factors of polynomials

Standard	Disciplinary Core Ideas / Essential Statement / Objective
A.APR.B.2	Know and apply the Remainder Theorem: for a polynomial $p(x)$ and a number a, the remainder on division by $x-a$ is $p(a) = 0$ if and only if $x-a$ is a factor of $p(x)$.
A.APR.B.3	Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.

Practices / Skills & Lesson / Learning Activities

- Interpret functions that arise in terms of the context
- Analyze functions using different representations
- Construct and compare linear, quadratic and exponential models and solve problems
- Interpret expressions for functions in terms of the situations they model
- Identify exponential relationships from a table, a graph and an equation

Whole Group-
- Introduction to check for previous understanding
- Class discussion
- Structured notes and examples

Individual-
- Provide opportunity for individual practice
- Tiered level questions

Small Group-
- Partner work
- Mini lesson
- Use of manipulatives
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Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
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• Skits • Demonstration • Journaling • Self-assessment • Conferencing		

Unit: Arithmetic with Polynomials and Rational Functions	**Content Topic:** Use polynomial identities to solve problems

Standard	Disciplinary Core Ideas / Essential Statement / Objective
A.APR.C.4	(+) Prove polynomial identities and use them to describe numerical relationships. For example, the difference of two squares, the sum and difference of two cubes; the polynomial identity $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples.
A.APR.C.5	(+) Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in powers of *x* and *y* for a positive integer *n*, where *x* and *y* are any numbers, with coefficients determined for example by Pascal's Triangle. (Clarification: The Binomial Theorem can be proved by mathematical induction or by a combinatorial argument.)

Practices / Skills & Lesson / Learning Activities
• Interpret functions that arise in terms of the context • Analyze functions using different representations • Construct and compare linear, quadratic and exponential models and solve problems • Interpret expressions for functions in terms of the situation they model • Identify exponential relationships from a table, a graph, and an equation • Calculate growth rates and factors • Identify exponential decay • Simplify expressions using rules of exponents • Interpret the structure of expressions • Recognize and factor monomials out of a polynomial • Factor trinomials • Factor a polynomial with 4 terms using the grouping method Whole Group- • Introduction to check for previous understanding • Class discussion • Structured notes and examples Individual- • Provide opportunity for individual practice • Tiered level questions Small Group- • Partner work • Mini lesson • Use of manipulatives • Centers

- Investigations

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Unit: Arithmetic with Polynomials and Rational Expressions	**Content Topic:** Rewrite rational expressions

Standard	Disciplinary Core Ideas / Essential Statement / Objective
A.APR.D.6	Rewrite simple rational expressions in different forms; write $\frac{a(x)}{b(x)}$ in the form of $q(x)+\frac{r(x)}{b(x)}$ where *a(x), b(x0, q(x)* and *r(x)* are polynomials with the degree of *r(x)* less than the degree of *b(x)* using inspection, long division, or, for the more complicated examples, a computer algebra system.
A.APR.D.7	(+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expressions; add, subtract, multiply, and divide rational expressions.

Practices / Skills & Lesson / Learning Activities
● Interpret the structure of the expressions, create equations that describe numbers or relationships ● Use properties of rational and irrational numbers ● Classify numbers in the real number system ● Identify and combine like terms ● Evaluate an expression for given values ● Put terms in order by the degree of a variable Whole Group- ● Introduction to check for previous understanding ● Class discussion ● Structured notes and examples

Individual-
- Provide opportunity for individual practice
- Tiered level questions

Small Group-
- Partner work
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Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1 must be in ELA)
8.1.8.DA.1- Organize and transform data collected using computational tools to make it usable for a specific purpose 8.1.8.DA.4- transform data to remove errors and improve the accuracy of the data for analysis 8.1.8.AP.2- Create clearly named variables that represent different data types and perform operations on their values 8.1.8.AP.6- Refine a solution that meets users' needs by incorporating feedback from team members and users	ELA-L.KL.8.2.AAcquire and use accurately grade-appropriate general academic and domain-specific words and phrases ELA-W.AW.8.1.B-Support claim(s) with logical reasoning and relevant, using relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources ELA-SL.II.8.2-Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation Science-MS-ETS1-3 Sometimes parts of different solutions can be combined to create a solution that is better than any of its predecessors (ETS1.B)

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
● Printed copy of board work / notes provided ● Additional time for skill mastery ● Assistive technology ● Center-based instruction ● Check work frequently for understanding ● Computer or electronic divide utilization ● Extended time on tests / quizzes ● Have student repeat directions to check for understanding ● Modified assignment format ● Modified test content ● Modified test format ● Modified test length ● Multiple test sessions ● Multi-sensory presentation ● Preferential seating ● Preview of content, concepts, and vocabulary ● Reduced / shortened written assignments ● Secure attention before giving ● Instruction / directions ● Shortened assignments ● Student working with an assigned partner ● Teacher initiated weekly assignment sheet ● Choice of activities ● Exploration by interest ● Flexible grouping ● Goal setting with students ● Mini-workshops to reteach or extend skills ● Open ended activities ● Think-pair-share ● Varied supplemental materials ● Allowing students to correct errors (looking for understanding) ● Teaching key aspects of a topic eliminates nonessential information allowing products (projects, timelines, demonstrations, models, drawings, diorama, poster boards, charts,	● Allow students to correct errors (looking for understanding) ● Teaching key aspects of a topic, eliminate nonessential information using videos, illustrations, pictures, and drawings to explain or clarify ● Allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc) to demonstrate students learning ● Decreasing the amount of work presented or required ● Modifying tests to reflect selected objectives ● Reducing the number of answer choices on a multiple choice test ● Tutoring by peers ● Using true / false, matching, or fill in the blank tests in lieu of essay tests	● Alternative formatives and summative assessments ● Choice boards ● Games and tournaments ● Group investigations ● Independent research and projects interest groups ● Learning contracts ● Leveled rubrics ● Multiple intelligence options ● Personal agendas ● Project-based learning ● Problem-based learning ● Stations / centers ● Think-tac-toes ● Tiered activities / assignments ● Tiered products ● Varying organizers for instructions

graphs, slideshows, videos, etc). To demonstrate students learning ● Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test ● decreasing the amount of work presented or required ● Making students' correct and acceptable work, not the mistakes		

Unit: Creating Equations	**Content Topic:** Create equations that describe numbers or relationships

Standard	Disciplinary Core Ideas / Essential Statement / Objective
A.CED.A.1	Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
A.CED.A.2	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales
A.CED.A.3	Represent constraints by equations or inequalities, and by systems of equations and / or inequalities and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.
A.CED.A.4	Rearrange formulas to highlight a variety of interests, using the same reasoning as in solving equations. For example, rearrange Ohm's law $V=IR$ to highlight resistance R.

Practices / Skills & Lesson / Learning Activities

- Create equations that describe numbers or relationships
- Solve systems of equations
- Represent and solve equations and inequalities graphically
- Graph systems of linear equations to find a solution
- Solve a system of equations by using substitution and elimination
- Translate real world problem into a system

Whole Group-

- Introduction to check for previous understanding
- Class discussion
- Structured notes and examples

Individual-

- Provide opportunity for individual practice
- Tiered level questions

Small Group-
- Partner work
- Mini lesson
- Use of manipulatives
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Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)

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Unit: Reasoning with Equations and Inequalities	**Content Topic:** Understand solving equations as a process of reasoning and explain the reasoning

Standard	Disciplinary Core Ideas / Essential Statement / Objective
A.REI.A.1	Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
A.REI.A.2	Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.

Practices / Skills & Lesson / Learning Activities

- Create equations that describe numbers or relationships
- Solve equations and inequalities in one variable
- Represent and solve equations and inequalities graphically
- Able to write an inequality
- Solve one-step inequalities
- Solve two-step and multiple step inequalities
- Graph a single inequality on a number line
- Solve compound inequalities and graph them on a number line
- Explain the difference between disjunctions and conjunctions
- Graph a linear inequality that contains two variables in a coordinate plane
- Solve and graph a system of linear inequalities by graphing them in a coordinate plane
- Create equations that describe numbers or relationships
- Understand solving equations as a process of reasoning and explain the reasoning
- Solve absolute value equations
- Solve absolute value inequalities
- Write an absolute value equation or inequality to model real-world problems

Whole Group-

- Introduction to check for previous understanding
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Individual-
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Unit: Reasoning with Equations and Inequalities	**Content Topic:** Solve equations and inequalities in one variable

Standard	Disciplinary Core Ideas / Essential Statement / Objective
A.REI.B.3	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
A.REI.B.4.a	Solve quadratic equations in one variable. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.
A.REI.B.4.b	Solve quadratic equations in one variable. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b.

Practices / Skills & Lesson / Learning Activities
● Create equations that describe numbers or relationships ● Solve equations and inequalities in one variable ● Represent and solve equations and inequalities graphically ● Able to write an inequality ● Solve one-step inequalities ● Solve two-step and multiple step inequalities ● Graph a single inequality on a number line ● Solve compound inequalities and graph them on a number line ● Explain the difference between disjunctions and conjunctions ● Graph a linear inequality that contains two variables in a coordinate plane ● Solve and graph a system of linear inequalities by graphing them in a coordinate plane ● Create equations that describe numbers or relationships

- Understand solving equations as a process of reasoning and explain the reasoning
- Solve absolute value equations
- Solve absolute value inequalities
- Write an absolute value equation or inequality to model real-world problems

Whole Group-
- Introduction to check for previous understanding
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Individual-
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Unit: Reasoning with Equations and Inequalities	**Content Topic:** Solve systems of equations

Standard	Disciplinary Core Ideas / Essential Statement / Objective
A.REI.C.5	(+) Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.
A.REI.C.6	Solve systems of linear equations algebraically (including using the elimination method) and graphically, focusing of pairs of linear equations in two variables.

A.REI.C.7	Solve a simple system consisting of linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line y= -3 and the circle $x^2 + y^2 =$ 3.
A.REI.C.8	(+) Represent a system of linear equations as as a single matrix equation in a vector variable.
A.REI.C.9	(+) Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension 3 x 3 or greater).

Practices / Skills & Lesson / Learning Activities
● Create equations that describe numbers or relationships ● Solve systems of equations ● Represent and solve equations and inequalities graphically ● Graph systems of linear equations to find a solution ● Solve a system of equations by using substitution and elimination ● Translate real world problem into a system Whole Group- ● Introduction to check for previous understanding ● Class discussion ● Structured notes and examples Individual- ● Provide opportunity for individual practice ● Tiered level questions Small Group- ● Partner work ● Mini lesson ● Use of manipulatives ● Centers ● investigations

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Unit: Reasoning with Equations and Inequalities	**Content Topic:** Represent and solve equations and inequalities graphically

Standard	**Disciplinary Core Ideas / Essential Statement / Objective**
A.REI.D.10	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line)
A.REI.D.11	Explain why the *x*-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = f(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and / or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.
A.REI.D.12	Graph the solutions to a linear inequality in two variables as a half plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.

Practices / Skills & Lesson / Learning Activities

- Create equations that describe numbers or relationships
- Solve equations and inequalities in one variable
- Represent and solve equations and inequalities graphically
- Able to write an inequality
- Solve one-step inequalities
- Solve two-step and multiple step inequalities
- Graph a single inequality on a number line
- Solve compound inequalities and graph them on a number line
- Explain the difference between disjunctions and conjunctions
- Graph a linear inequality that contains two variables in a coordinate plane
- Solve and graph a system of linear inequalities by graphing them in a coordinate plane
- Create equations that describe numbers or relationships
- Understand solving equations as a process of reasoning and explain the reasoning
- Solve absolute value equations
- Solve absolute value inequalities
- Write an absolute value equation or inequality to model real-world problems

Whole Group-
- Introduction to check for previous understanding
- Class discussion
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Individual-
- Provide opportunity for individual practice
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Formative, Summative and	**Benchmark Assessments**	**Core Instructional and**

Alternative Assessments		Supplemental Materials (including various texts at each grade level)
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Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1 must be in ELA)
8.1.8.DA.1- Organize and transform data collected using computational tools to make it usable for a specific purpose 8.1.8.DA.4- transform data to remove errors and improve the accuracy of the data for analysis 8.1.8.AP.2- Create clearly named variables that represent different data types and perform operations on their values 8.1.8.AP.6- Refine a solution that meets users' needs by incorporating feedback from team members and users	ELA-L.KL.8.2.AAcquire and use accurately grade-appropriate general academic and domain-specific words and phrases ELA-W.AW.8.1.B-Support claim(s) with logical reasoning and relevant, using relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources ELA-SL.II.8.2-Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation Science-MS-ETS1-3 Sometimes parts of different solutions can be combined to create a solution that is better than any of its predecessors (ETS1.B)

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
● Printed copy of board work / notes provided ● Additional time for skill mastery ● Assistive technology ● Center-based instruction ● Check work frequently for understanding ● Computer or electronic divide utilization	● Allow students to correct errors (looking for understanding) ● Teaching key aspects of a topic, eliminate nonessential information using videos, illustrations, pictures, and drawings to explain or clarify ● Allowing products (projects,	● Alternative formatives and summative assessments ● Choice boards ● Games and tournaments ● Group investigations ● Independent research and projects interest groups ● Learning contracts ● Leveled rubrics ● Multiple intelligence

● Extended time on tests / quizzes ● Have student repeat directions to check for understanding ● Modified assignment format ● Modified test content ● Modified test format ● Modified test length ● Multiple test sessions ● Multi-sensory presentation ● Preferential seating ● Preview of content, concepts, and vocabulary ● Reduced / shortened written assignments ● Secure attention before giving ● Instruction / directions ● Shortened assignments ● Student working with an assigned partner ● Teacher initiated weekly assignment sheet ● Choice of activities ● Exploration by interest ● Flexible grouping ● Goal setting with students ● Mini-workshops to reteach or extend skills ● Open ended activities ● Think-pair-share ● Varied supplemental materials ● Allowing students to correct errors (looking for understanding) ● Teaching key aspects of a topic eliminates nonessential information allowing products (projects, timelines, demonstrations, models, drawings, diorama, poster boards, charts, graphs, slideshows, videos, etc). To demonstrate students learning ● Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test ● decreasing the amount of	timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc) to demonstrate students learning ● Decreasing the amount of work presented or required ● Modifying tests to reflect selected objectives ● Reducing the number of answer choices on a multiple choice test ● Tutoring by peers ● Using true / false, matching, or fill in the blank tests in lieu of essay tests	options ● Personal agendas ● Project-based learning ● Problem-based learning ● Stations / centers ● Think-tac-toes ● Tiered activities / assignments ● Tiered products ● Varying organizers for instructions

work presented or required ● Making students' correct and acceptable work, not the mistakes		

Unit: Seeing Structure in Expressions	**Content Topic:** Interpret the structure of expressions

Standard	Disciplinary Core Ideas / Essential Statement / Objective
A.SSE.A.1.a	Interpret expressions that represent a quantity in terms of its context. Interpret parts of an expression, such as terms, factors and coefficients.
A.SSE.A.1.b	Interpret expressions that represent a quantity in terms of its context. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1 + r)^n$ as the product of *P* and a factor not depending on *P*.
A.SSE.A.2	Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2-y^2)(x^2+y^2)$

Practices / Skills & Lesson / Learning Activities

- Reason quantitatively and use units to solve problems
- Interpret functions that arise in applications in terms of the context
- Define a function and identify its domain and range
- Evaluate functions
- Analyze functions using different representations

Whole Group-
- Introduction to check for previous understanding
- Class discussion
- Structured notes and examples

Individual-
- Provide opportunity for individual practice
- Tiered level questions

Small Group-
- Partner work
- Mini lesson
- Use of manipulatives
- Centers
- Investigations

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
● Quizzes	● Unit assessment	● IXL

• Homework / classwork • Question and Answer • Teacher anecdotal notes • Labs / projects • IXL Summative- • Unit test Alternative- • Choice boards / projects • Skits • Demonstration • Journaling • Self-assessment • Conferencing	• Mid term • Final	• Teacher created materials and assessments • Khan academy • Graphing Calculators • National Library of Virtual Manipulatives • Desmos

Unit: Seeing Structure in Expressions	**Content Topic:** Write expressions in equivalent forms to solve problems

Standard	Disciplinary Core Ideas / Essential Statement / Objective
A.SSE.B.3.a	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. Factor a quadratic expression to reveal the zeros of the function it defines.
A.SSE.B.3.b	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.
A.SSE.B.3.c	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented$1.15^{1/12}$ by the expression. Use the properties of exponents to transform expressions for exponential functions. For example, the expression 1.15^{t} can be rewritten as $(1.15^{1/12})^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.
A.SSE.B.4	(+) Derive and / or explain the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments.

Practices / Skills & Lesson / Learning Activities
• Create equations that describe numbers or relationships • Solve equations and inequalities in one variable • Represent and solve equations and inequalities graphically • Able to write an inequality • Solve one-step inequalities • Solve two-step and multiple step inequalities • Graph a single inequality on a number line • Solve compound inequalities and graph them on a number line • Explain the difference between disjunctions and conjunctions • Graph a linear inequality that contains two variables in a coordinate plane • Solve and graph a system of linear inequalities by graphing them in a coordinate plane • Create equations that describe numbers or relationships • Understand solving equations as a process of reasoning and explain the reasoning • Solve absolute value equations

- Solve absolute value inequalities
- Write an absolute value equation or inequality to model real-world problems

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Small Group-
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For all Math units:

21st Century Education (NJSLS Standard 9)	Career Education
<u>THEMES:</u> Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Critical Thinking Problem Solving Communication Collaboration Information Literacy ICT (Information, Communication and Technology) Literacy <u>SKILLS:</u> CRP2. Apply appropriate academic and technical skills CRP3. Attend to personal health and financial well-being CRP4. Communicate clearly and effectively with reason CRP7. Employ valid and reliable research strategies CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership	-Business Management & Administration -Education & Training -Finance -Information Technology -Manufacturing -Marketing -Science, Technology, Engineering & Mathematics (STEM) -Transportation, Distribution & Logistics

and effective management. CRP11. Use technology to enhance productivity CRP12. Work productively in teams while using cultural global competence	