| CATEGORIES | Associative  **Group students based on their skills, needs and interests to help facilitate mental, emotional, and/or social growth.** | Deliberative  **Encourage a thoughtful exchange of ideas to promote cognitive, social, and verbal communications skills.** | Expositive  **Provide information, oral or written, in an orderly, authoritative and intelligible manner, to a receptive audience.** | Individualistic  **Provide instruction designed to meet the skill needs and interests of the student, based on individual assistance.** | Interrogative  **Use questioning skills to encourage participation, clarify and evaluate understanding and promote higher thinking.** | Investigative  **Solve problems, based on inductive reasoning, by collecting and analysing data, and drawing conclusions.** | Performative  **Encourage creative, aesthetic, and or psychomotor expression based on the dramatic/fine arts, and physical skills.** | Technological  **Allow students to access and record information by means of mechanical devices, from film projectors to computers.** |
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| STRATEGIES | E.g. dyads, partners, cross/multi-age, ability and interest groups, heterogeneous, homogeneous, cooperative learning teams | E.g. debate, round table, conference, panel, symposium, magic circle, fishbowl, brainstorm, buzz session, class discussion | E.g. lecture, recitation, review, oral or written report, textual readings, graphical materials, demonstration, modelling, testing | E.g. programmed self-paced, packet, contract, learning styles, mastery learning, independent study, tutorial, interest centres | E.g. convergent, divergent, prompt, probe, redirect, repetition, interview, open-ended, higher level Socratic questioning | E.g. inquiry, exploration, problem solving, critical thinking, experimentation, laboratory, case study/method, discovery | E.g. dramatic play, role play, story-telling, choral reading, calisthenics, dance, mock trial, rehearsal, simulation, gaming | E.g. audio/video-recording, data/film projection, televising, videoconferencing, word processing, webquest, emailing |
| STRATEGY  OBJECTIVES | 1. Encourage students to develop particular skills with the support of group members; 2. Facilitate a spirit of cooperation, decision making, and task resolution through group interaction; 3. Help each group member achieve self-confidence and self-esteem through a non-threatening group atmosphere; and 4. Encourage group members to respect each other’s contributions, weigh the merits of opposing arguments, and to achieve group consensus. | 1. Encourage student to examine attitudes and opinions objectively and to be receptive to new ideas; 2. Help students achieve higher levels of thinking, such as analysis, synthesis and evaluation; 3. Promote a consensus decision making after carefully examining various positions; and 4. Develop communication skills by encouraging students to express their ideas carefully and logically | 1. Develop the listener’s ability to identify the essential information by means of note- taking, highlighting text etc.; 2. Provide a body of precise information that the instructor can hold the listener responsible for learning; 3. Be efficient because the presenter can determine the amount of content and the time; and 4. Allow the providing source a structure that will minimise digressions and extraneous information | 1. Provide for personal one-on-one attention when needed; 2. Reduce the amount of frustration students might experience from group competition; 3. Allow individuals to assume responsibility and directing much of their own learning; and 4. Provide a sense of security by allowing the individual to work at a comfortable pace. | 1. Encourage a sequential development of thinking skills from recalling information to constructing generalisations and making value judgements; 2. Prompt students to identify critical information and to emphasise relevant information; 3. Encourage active participation by giving each student an opportunity to ask and respond to questions; and 4. Improve the student’s achievement and sense of accomplishment by asking appropriate questions and allowing sufficient time to respond. | 1. Increase motivation by allowing students to direct much of their own investigation with the teacher’s guidance; 2. Promote greater understanding and increased retention by often providing for active and hands-on learning; 3. Encourage the development of social skills and interdependence by means of small group investigations; and 4. Require students to arrive at valid conclusions based on supporting data. | 1. Encourage self-discipline by requiring practice and rehearsal; 2. Make learning more personal and relevant to students by fulfilling their cognitive, emotional physical and aesthetic needs; 3. Encourage the development and expression of personal values and feelings; and 4. Promote social responsibilities and values by means of group interaction, mutual assistance and shared decision making*.* | 1. To increase attention and motivation as students often regard technology as a major source of entertainment and learning; 2. Help organise information, provide multi-sensory communication, and immediate feedback, especially in the case of interactive technology; 3. Provide students with technical, interpersonal, and communication skills needed to be successful in the workplace; and 4. Encourage active participation and student-centred learning by means of interactive strategies. |
| Use factorisation to simplify quadratic equations. Find function domain and intercept with the axes, minimum maximum turning point. Use logarithmic and exponential functions. |  |  |  |  |  |  |  |  |
| Use Pythagoras in 3D application (Trigonometry). Calculate probability of multiple events. |  |  |  |  |  |  |  |  |
| Interpret charts and data. Apply algebra to solve measurement problems. |  |  |  |  |  |  |  |  |
| Solve linear equation. Apply angle facts for triangle. Calculate using rational and real numbers. |  |  |  |  |  |  |  |  |
| Analyse problem and apply strategies to find solution. Calculate area and volume of 3D objects. Equivalent fractions. |  |  |  |  |  |  |  |  |
| Calculate perimeter and volume, averages, probabilities and equations of a straight line. Convert between fractions and percentages. |  |  |  |  |  |  |  |  |
| Add and convert fractions. Use scale to calculate distance on maps. |  |  |  |  |  |  |  |  |
| Identify number patterns and solve simple equations. Use Cartesian plane. |  |  |  |  |  |  |  |  |
| Add and subtract fractions. Use Percentages, congruence, plans and nets. |  |  |  |  |  |  |  |  |
| Simple money calculations. Convert between standard length units. Identify unlikely events. |  |  |  |  |  |  |  |  |
| Recognise place value and common fractions. Read common graph types. Use +, - and x. Use appropriate volume units. |  |  |  |  |  |  |  |  |
| Add, skip and count numbers less than 20. Recognise 2D shapes |  |  |  |  |  |  |  |  |