

Exemplar of Curriculum Compacting Planning Form (Part of Regular Curriculum)

Level and Class : 4A Teacher(s) in charge: Mr. / Ms. XXX
 Topic : Division
 Original teaching schedule : 10 sessions
 Compacted teaching schedule : 6 sessions
 Dates of sessions : From 1/10/2003 to 15/10/2003

Compacting strategy	Teaching consideration	Curriculum adjustment method	Assessment and result
<input checked="" type="checkbox"/> Skipping content already mastered by students	<p>Students have learned the mathematical method to divide a 3-digit figure by a 1-digit figure. If students have mastered the mathematical skills but are not yet proficient, teachers may strengthen students' skills with the learning contents of the lesson. Intensive revisions are not necessary.</p>	<p>A pre-test should be given to students before the session to assess their competence in applying the mathematical method to divide a 3-digit figure by a 1-digit figure. If most students have achieved the standard, drilling can be skipped. After-class tutorials should be given to the students with unsatisfactory results.</p>	<p>The student pre-test results are satisfactory. It indicates that 87% of them have mastered the mathematical method to divide a 3-digit figure by a 1-digit figure. Four students whose results were unsatisfactory were given after-class tutorials. Part of the compacted programme has successfully been implemented. Please refer to Attachment (1) for the assessment test and the results.</p>
<input checked="" type="checkbox"/> Simply speeding up pace of teaching	<p>The method of dividing a 4-digit figure by a 1-digit figure is basically the same as that of dividing a 3-digit figure. As the students have already mastered the skills of the 3-digit division, the computation of 4-digit division can be regarded as extended revision. Teaching pace could be speeded up accordingly.</p>	<p>Teacher may include a few questions on dividing 4-digit figures by 1-digit figures in the pre-test. When the teacher goes through the questions after the test, he/she can summarize the method of dividing a multi-digit figure by a 1-digit figure.</p>	<p>By observing students' performance and test results in class, students are found to be able to master the mathematical method of dividing a multi-digit figure by a 1-digit figure. Please refer to Attachment (2) for the test results.</p>

Compacting strategy	Teaching consideration	Curriculum adjustment method	Assessment and result
<input checked="" type="checkbox"/> Integrating related contents	<p>In the original curriculum, the section on dividing a 3-digit figure by a 2-digit figure is segregated from the section on dividing a 4-digit figure by a 2-digit figure. However, the two sections are based on the same mathematical concept and differ only in complexity. From the observation of the students' daily performance, teacher found that the students in this class were able to inter relate the concepts and learn the sections simultaneously.</p>	<p>Teacher may re-organize the sections on dividing a 3-digit figure by a 2-digit figure and dividing a 4-digit figure by a 2-digit figure into one single section with examples, exercises and homework included. Teacher may adjust the pace of compacting by observing the students' performance in class exercises and homework. Post-tests can also be used to assess students' learning progress.</p>	<p>The student post-test results are satisfactory. The compacted strategy has been successfully implemented. Please refer to Attachment (3) for the assessment test and the results.</p>
<input checked="" type="checkbox"/> Skipping content that can be learnt by students on their own	<p>The difficulty of division depends on the number of digits in the divisor and the dividend, regardless of the complexity of the problem-solving exercises. The exercises involving the division of a 4-digit figure by a 1-digit figure and a 2-digit figure by a 2-digit figure have already been included in those on division of 3-digit and 4-digit figures by a 2-digit figure. Therefore these exercises can be skipped.</p>	<p>Teacher should check whether the solutions to the problem-solving exercises on division of 2-digit figures by 2-digit figures are included in the problem-solving exercises in later chapters. If not, teacher may supplement the practice with supplementary teaching material. Post-tests should be used to assess students' learning progress.</p>	<p>The student post-test results are satisfactory. The compacted strategy has been successfully implemented. Please refer to Attachment (4) for the assessment test and the results.</p>