

BASIC FOUR – ENGLISH LANGUAGE – SECOND TERM

STRAND 1: ORAL LANGUAGE

| WEEK | SUB- STRAND | CONTENT STANDARDS | INDICATORS |
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| 1 | Sub-Strand 7: Listening Comprehension | B4.1.7.1: Use appropriate skills and strategies to process meaning from texts | B4.1.7.1. Construct meaning from texts based on knowledge of stress, rhythm and intonation |
| 2 | | | B4.1.7.1.2. Make connections with events in narrative texts |
| 3 | | | B4.1.7.1.3. Recognise and discuss moral lessons in a story |
| 4 | | | B4.1.7.1.3. Recognise and discuss moral lessons in a story |
| 5 | | | B4.1.7.1.4. Use background knowledge to aid in understanding and building new knowledge while listening to narrative texts |
| 6 | | | B4.1.7.1.5. Identify the main idea/gist and details of texts |
| 7 | | | B4.1.7.1.7. Compare and contrast information (two or more ideas) from texts |
| 8 | | | B4.1.7.1.7. Compare and contrast information (two or more ideas) from texts |
| 9 | Sub-Strand 8: Asking and Answering Questions | B4.1.8.1: Demonstrate understanding in asking and answering questions correctly | B4.1.8.1.1. Use appropriate pronunciation and intonation in asking and answering questions |
| 10 | | | B4.1.8.1.1. Use appropriate pronunciation and intonation in asking and answering questions |
| 11 | | | B4.1.8.2.1. Use positive tags, negative tags and auxiliaries in speech |
| 12 | | | B4.1.8.2.1. Use positive tags, negative tags and auxiliaries in speech |

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| 13 | REVISION |
| 14 | END OF SECOND TERM EXAMINATIONS |

STRAND 2: READING

| WEEK | SUB- STRAND | CONTENT STANDARDS | INDICATORS |
|------|--|--|---|
| 1 | Sub-Strand 7: Comprehension | B4.2.7.1: Process and comprehend level appropriate texts | B4.2.7.1.1. Construct meaning from texts read |
| 2 | | | B4.2.7.1.2. Note and recall main ideas in a sequence |
| 3 | | | B4.2.7.1.3. Skim for main ideas in texts |
| 4 | | | B4.2.7.1.4. Read level-appropriate texts silently and closely for comprehension. |
| 5 | | B4.2.7.2: Apply critical reading, implied meaning, higher order thinking, judgment and evaluation | B4.2.7.2.1. Respond to a text with reasons |
| 6 | | | B4.2.7.2.2. Make connections between a text and personal experiences/real life |
| 7 | | | B4.2.7.2.3. Demonstrate awareness of the structure of texts (e.g. introduction, body, conclusion) |
| 8 | | B4.2.7.3: Demonstrate an understanding of the use of words and phrases as used in a text | B4.2.7.3.1. Determine the contextual meaning of words and phrases |
| 9 | Sub-Strand 8: Silent Reading | B4.2.8.1: Construct meaning from texts read | B4.2.8.1.1. Read silently and reasonably for meaning from level appropriate texts |
| 10 | | | B4.2.8.1.2. Find meaning of words as used in context |
| 11 | | | B4.2.8.1.3. Answer questions based on the passage read |

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| 13 | REVISION | |
| 14 | END OF SECOND TERM EXAMINATIONS | |

STRAND 3: GRAMMAR USAGE AT WORD AND PHRASE LEVEL

| WEEK | SUB- STRAND | CONTENT STANDARDS | INDICATORS |
|-------------|------------------------------------|---|---|
| 1 | Sub-Strand 4: Adjectives | B4.3.4.1: Apply the knowledge of adjectives in communication | B4.3.4.1.1. 1. Use adjectives to make comparison e. g: – fast/slow (Ama is fast but Kofi is slow.) – good/bad – fast/faster – slow/slower |
| 2 | | | |
| 3 | Sub-Strand 5: Verbs | B4.3.5.1: Apply the knowledge of verbs in communication | B4.3.5.1.1. Use different types of verbs: – Main verb – Helping verb (primary auxiliary and modal auxiliary) Main verbs |
| 4 | | | B4.3.5.1.2. Use appropriate subject-verb agreement – Singular/ plural |
| 5 | | | B4.3.5.1.3. Use the simple present form of verbs in sentences: – For habitual actions – For timeless and universal statements – For facts which may change or hold true indefinitely – For instantaneous present – For scheduled future actions |
| 6 | | | |
| 7 | | | B4.3.5.1.4. Use regular form of the simple past tense of verbs – Regular e.g. play-played |
| 8 | | | B4.3.5.1.5. Use the simple past form of verbs for: – Completed actions or events – Regular actions in the past |
| 9 | | | B4.3.5.1.6. Use the simple present form of verbs to relate past events to the present |

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| 10 | | |
| 11 | | B4.3.5.1.7. Use the imperative form of the verb to give commands or orders, make suggestions |
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| 13 | REVISION | |
| 14 | END OF SECOND TERM EXAMINATIONS | |

STRAND 4: WRITING

| WEEK | SUB- STRAND | CONTENT STANDARDS | INDICATORS |
|------|--|---|---|
| 1 | Sub-Strand 10: Narrative Writing | B4.4.10.1: Narrate situations, express feelings and convey point of view about the world/ or fictional world | B4.4.10.1.1. Write about real or imagined experiences or events following story structure (beginning, middle and ending), using appropriate nouns or pronouns within and across sentences to aid cohesion. i. Describing the setting and developing the plot (events in the story). ii. Describing characters with elaboration. iii. Using first and third persons. |
| 2 | | | |
| 3 | | | |
| 4 | Sub-Strand 11: Creative/Free Writing | B4.4.11.1: Create texts | B4.4.11.1.1. Write freely about topics of choice in their immediate environment |
| 5 | | | |
| 6 | | | |
| 7 | | | B4.4.11.1.2. Write poems and imaginative, narrative stories and illustrate them |
| 8 | | | |
| 9 | | | |

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| 10 | Sub-Strand 12: Descriptive Writing | B4.4.12.1: Demonstrate knowledge of descriptive words/expressions in writing | B4.4.12.1.1. Use descriptive words/expressions to describe places, personal experiences and events |
| 11 | | | |
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| 13 | REVISION | | |
| 14 | END OF SECOND TERM EXAMINATIONS | | |

STRAND 5: USING WRITING CONVENTIONS/ GRAMMAR USAGE

| WEEK | SUB- STRAND | CONTENT STANDARDS | INDICATORS |
|------|---|---|---|
| 1 | Sub-Strand 5: Using Qualifying Words – Adjectives | B4.5.5.1: Demonstrate understanding of adjectives in speech and in writing | B4.5.5.1.1. Use adjectives to make comparisons e.g. – fast /slow – good/bad – fast/faster – slow/slower |
| 2 | | | |
| 3 | | | |
| 4 | | | B4.5.5.1.2. Differentiate between how the comparative and superlative adjective forms are used in sentences |
| 5 | | | |
| 6 | | | |
| 7 | Sub-Strand 6: Using Adverbs | B4.5.6.1: Understand and use adverbs correctly in speech and in writing | B4.5.6.1.1. Use adverbs to talk about when and where the action of a verb took place |
| 8 | | | |

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| 9 | | | |
| 10 | Sub-Strand 7: Using Simple Prepositions | B4.5.7.1: Apply the knowledge of prepositions in oral and written communication | B4.5.7.1.1. Use prepositions to convey a variety of meanings: – Direction, e.g. up – Period of Time, e.g. for – Purpose, e.g. to – Possession, of – Comparison e.g. taller than |
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| 13 | REVISION | | |
| 14 | END OF SECOND TERM EXAMINATIONS | | |

BASIC FOUR – GHANAIAI LANGUAGE – SECOND TERM

STRAND 1: ORAL LANGUAGE (*Listening and Speaking*)

| WEEK | SUB- STRAND | CONTENT STANDARDS | INDICATORS |
|------------|--|--|--|
| 1, 2& 3 | Sub-Strand 7: Talking about Oneself, Family, People and Places | B4.1.7.1: Show an understanding of what an environment is and the effect of environmental degradation. | B4.1.7.1.1 Talk about the environment and recognise and discuss things that destroy the environment. |
| 4, 5& 6 | | | B4.1.7.1.2 Describe how to prevent things that destroy the environment. |
| 7, 8& 9 | Sub-Strand 9: Asking and Answering Questions | B4.1.9.1: Demonstrate knowledge on understanding and use of polar question markers | B4.1.9.1.1 Recognise polar question markers. |
| 10, 11& 12 | | | B4.1.9.1.2 Recognise and use polar question markers correctly. |
| 13 | REVISION | | |
| 14 | END OF SECOND TERM EXAMINATIONS | | |

STRAND 2: READING

| WEEK | SUB- STRAND | CONTENT STANDARDS | INDICATORS |
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| 1& 2 | Sub-Strand 6: Comprehension | B4.2.6.1: Exhibit knowledge of answering questions based on texts presented. | B4.2.6.1.1. 1 Explain the meanings of unfamiliar words. |
| 3& 4 | | | B4.2.6.1.2 Explain the meanings of figurative expressions. |
| 5& 6 | | | B4.2.6.1.3 Answer factual questions. |
| 7& 8 | Sub-Strand 7: Silent Reading | B4.2.7.1: Demonstrate in knowledge on reading for comprehension | B4.2.7.1.1. Explain the meanings of unfamiliar words in a text. |
| 9& 10 | | | B4.2.7.1.2 Explain the meanings of figurative expressions in a text. |
| 11& 12 | | | B4.2.7.1.3 Answer questions on a passage. |
| 13 | REVISION | | |
| 14 | END OF SECOND TERM EXAMINATIONS | | |

STRAND 4: COMPOSITION WRITING

| WEEK | SUB- STRAND | CONTENT STANDARDS | INDICATORS |
|--------|---|--|---|
| 1& 2 | Sub-Strand 5: Argumentative Writing | B4.4.5.1: Show an understanding of recognising and writing argumentative essays. | B4.4.5.1.1 Understand the process in writing good argumentative essays. |
| 3& 4 | | | B4.4.5.1.2 Write simple argumentative essays. |
| 5& 6 | | | B4.4.5.1.3 Write a simple argumentative essay on a given topic. |
| 7& 8 | Sub-Strand 6: Informative/Academic Writing | B4.4.6.1: Show an understanding of writing events of the day and editing it. | B4.4.6.1.1 Write about personal experiences of the day. |
| 9& 10 | | | B4.4.6.1.2 Write picture events. |
| 11& 12 | | | B4.4.6.1.3 Edit your writing |
| 13 | REVISION | | |
| 14 | END OF SECOND TERM EXAMINATIONS | | |

STRAND 5: WRITING CONVENTIONS/USAGE

| WEEK | SUB- STRAND | CONTENT STANDARDS | INDICATORS |
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| 1 | Sub-Strand 4: Integrating Grammar in Written Language (<i>Use of qualifying words</i>) | B4.5.4.1: Demonstrate knowledge on the use of adjectives and adverbs. | B4.5.4.1.1 Recognise the positive comparative words and superlative words of regular adjectives. |
| 2 | | | B4.5.4.1.2 Differentiate between comparative and superlative words/adjectives. |
| 3 | | | B4.5.4.1.3 Use comparative and superlative words/adjectives in sentences. |
| 4 | | | B4.5.4.1.4 Demonstrate the use of comparative and superlative adverbs /words. |
| 5 | Sub-Strand 5: Integrating Grammar in Written Language (<i>Use of postpositions</i>) | B4.5.5.1: Demonstrate knowledge in the use of postpositions. | B4.5.5.1.1 Explore the use of other postpositions such as below and under in sentences. |
| 6 | | | B4.5.5.1.2 Recognise and use other postpositions in sentences. |
| 7 | | | B4.5.5.1.3 Demonstrate the use of postpositions such as below and under in context. |
| 8 | | | |
| 9 | Sub-Strand 6: Integrating Grammar in Written Language (<i>Use of simple and compound sentences</i>) | B4.5.6.1: Exhibit knowledge of forming compound sentences in writing. | B4.5.6.1.1 Form compound sentences from simple sentences. |
| 10 | | | B4.5.6.1.2 Exhibit knowledge of different types of conjunctions in writing. |
| 11 | | | B4.5.6.1.3 Form compound sentences with conjunctions. |
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| 13 | REVISION | | |
| 14 | END OF SECOND TERM EXAMINATIONS | | |

BASIC FOUR – MATHEMATICS – SECOND TERM

| WEEK | STRAND | SUBSTRAND | CONTENT STANDARD | INDICATORS |
|------|-------------------------|--------------------------------|---|--|
| 1 | STRAND 1: NUMBER | Sub-strand 3: Fractions | B4.1.3.1 Develop an understanding of equivalent and improper fractions | B4.1.3.1.1 Generate unit fractions and locate a unit fraction, e.g. oneeighth, on a number line by defining the interval from 0 to 1 as the whole and partitioning it into 8 equal parts and that each part has size $\frac{1}{8}$. |

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| 2 | | | <p>B4.1.3.1 Demonstrate an understanding of strategies for comparing, adding and subtracting fractions (same denominator, or one being a multiple of the others)</p> | <p>B4.1.3.1.2 Recognise and name equivalent fractions using pictorial representations and number line to determine the Lowest Common Denominator (LCD).</p> <p>B4.1.3.1.3 Find the simplest form of given fractions by dividing through by the highest common factor (i.e. by cancelling through by factors)</p> |
| 3 | | | | <p>B4.1.3.1.4 Recognise fractions that are greater than one (i.e. improper fractions), draw and label such fractions with their symbols</p> <p>B4.1.3.2.1 Compare and order fractions with like denominators by using pictorial representations and finding equivalent fractions using the Lowest Common Denominator (LCD)</p> <p>B4.1.3.2.3 Provide examples of where fractions are used</p> |
| 4 | | | <p>B4.1.4.1 Develop an understanding of decimals (tenths and hundredths) using concrete and pictorial representations and write decimal fractions as base ten numbers with place value.</p> | <p>B4.1.4.1.1 Describe and represent decimals (tenths and hundredths) concretely, pictorially, and symbolically</p> <p>B4.1.4.1.2 Round decimals to the nearest tenth</p> <p>B4.1.4.1.3 Use models to explain the result of addition and subtraction of decimals (up to hundredths)</p> |
| 5 | | | <p>B4.1.5.1 Demonstrate an understanding of percent (limited to whole numbers) concretely, pictorially, and symbolically)</p> | <p>B4.1.5.1.1 Model or recognise percent (as a fraction related to hundredths) using concrete models, pictorial representations and number line.</p> <p>B4.1.5.1.2 Compare and order a mixture of common, decimal and percent fractions (up to hundredths)</p> |
| 6 | STRAND 2: ALGEBRA | Sub-strand 1: Patterns and Relationships | <p>B4.2.1.1 Demonstrate an understanding of how to identify and describe patterns found in tables and charts, including a multiplication chart</p> | <p>B4.2.1.1.1 Describe the pattern found in a given table or chart</p> <p>B4.2.1.1.3 Identify the error(s) in a given table or chart</p> |

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| 7 | | | B4.2.1.2. Translate among different representations of a pattern, such as a table, a chart or concrete material | B4.2.1.2.1 Create a concrete representation of a given pattern displayed in a table or chart B4.2.1.2.2 Create a table or chart from a given concrete representation of a pattern. |
| | | | B4.2.1.3. Represent, describe and extend patterns and relationships, using charts and tables, to solve problems | B4.2.1.3.1 Translate the information in a given problem into a table or chart B4.2.1.3.2 Identify and extend the patterns in a table or chart to solve a given problem. |
| 8 | | | | |
| 9 | | | B4.2.2.1 Express a given problem as an equation in which a symbol is used to represent an unknown number | B4.2.2.1.1 Write a given problem as an equation in which a symbol is used to represent an unknown number B4.2.2.1.2 Express a given pictorial or concrete representation of an equation in symbolic form B4.2.2.2.1 Solve a given one-step equation using manipulatives B4.2.2.2.2 Describe orally, the meaning of a given one-step equation with one unknown. |
| 10 | | Sub-strand 2: Unknowns, Expressions and Equations | B4.2.2.2 Solve one-step equations involving a symbol to represent an unknown number | B4.2.2.2.3 Solve a given equation when the unknown is on the left or right side of the equation. B4.2.2.2.4 Solve a given one-step equation using “guess and check” |
| 11 | | | | B4.2.2.2.5 Identify the unknown in a problem, represent the problem with an equation, and solve the problem concretely, pictorially or symbolically B4.2.2.2.6 Represent and solve a given addition or subtraction problem involving a “part part-whole” or comparison context, using a symbol to represent the unknown |
| 12 | | | | B4.2.2.2.7 Create a problem for a given equation with one unknown. |
| 13 | | | REVISION | |
| 14 | | | END OF SECOND TERM EXAMINATIONS | |

BASIC FOUR – SCIENCE – SECOND TERM

| WEEK | STRAND | SUBSTRAND | CONTENT STANDARD | INDICATORS |
|------|--|--|--|---|
| 1 | STRAND 3: SYSTEMS | Sub-Strand 1: The Human Body Systems | B4.3.1.1 Recognise that different parts of the human body work interdependently to perform a specific function | B4.3.1.1.1 Know the organs of the digestive system and their functions |
| 2 | | | | |
| 3 | | Sub-Strand 2: The Solar System | B4.3.2.1 Show an understanding of the orderliness of the sun, planets and satellites in the solar system, as well as the important role of the sun in the existence of the solar system | B4.3.2.1.1 Explain that the sun is at the centre of the solar system |
| 4 | | Sub-Strand 3: Ecosystem | B4.3.3.1 Show understanding and appreciation of the interactions and interdependencies of organisms in an ecosystem | B4.3.3.1.1 Explain the concept of ecosystem |
| 5 | STRAND 4: FORCES AND ENERGY | Sub-Strand 1: Sources And Forms of Energy | B4.4.1.1 Demonstrate understanding of the concept of energy, its various forms, sources and how to transform and conserve it | B4.4.1.1.1 Identify the effect of heat on the change of state of substances |
| 6 | | | | |
| 7 | | Sub-Strand 2: Electricity And Electronics | B4.4.2.1 Demonstrate knowledge of generation of electricity, its transmission and transformation into other forms | B4.4.2.1.1 Identify the uses of electricity |
| 8 | | | | |
| 9 | | | | B4.4.2.1.2 Describe ways of conserving electricity |
| 10 | | | | |
| 11 | | | | |

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| 12 | | B4.4.2.2 Know the functions and assemblage of basic electronics components | B4.4.2.2.1 Identify the basic components of electronic circuits |
| 13 | REVISION | | |
| 14 | END OF SECOND TERM EXAMINATIONS | | |

BASIC FOUR – COMPUTING – SECOND TERM

| WK | STRAND | SUBSTRAND | CONTENT STANDARD | INDICATORS |
|----|--|---|---|--|
| 1 | STRAND 1: INTRODUCTION TO COMPUTING | Sub-Strand 3: Data, Sources and Usage | B4.1.3.1. Identify Data and collect data from different sources. | B4.1.3.1.1. Use strategies for identifying data in conversation and newspapers. |
| 2 | | | | B4.1.3.1.2. Use strategies for classifying data into information (i.e. sorting and classifying) |
| 3 | | | | B4.1.3.1.3. Identify primary sources of information (photographs, audio recordings, video recordings, film, letters and diaries, speeches, published books, newspapers and magazines, government publications, oral histories, etc.) |
| 4 | | | | B4.1.3.1.4. Demonstrate Sending and sharing information to and from other gadgets. e.g., radio, fax, telephones calls, SMS etc. |
| 5 | | | | B4.1.3.1.5. Demonstrate basic calculations on sample data e.g. sum, percentage, average etc. |
| 6 | | B4.1.3.2. Demonstrate data collection using Data collection tools. | | B4.1.3.2.1. Identify the steps and issues involved in data collection. |
| 7 | | | | B4.1.3.2.2. Describe various tools or techniques of data collection e.g. interview, observation, checklist etc. |
| 8 | | | | B4.1.3.2.3. Draw or sketch maps of the area to be surveyed. |
| 9 | | Sub-Strand 4: | B4.1.4.1. Demonstrate the use of technology in the | B4.1.4.1.1. Describe how digital systems are used and could be used at home, in school and the local community. |

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| 10 | Technology In the Community (Communication) | community | B4.1.4.1.2. Identify and list common examples of energy-efficient gadgets and techniques used in homes, in schools and in the local communities e.g. using the appropriate energy-efficient gadgets - energy saving bulbs ..., choosing the right appliances, cleaning your stove often (soot removal), reducing overall cooking time etc. |
| 11 | | | |
| 12 | | | B4.1.4.1.3. Describe how a range of digital systems (hardware and software) and their peripheral devices can be used for different purposes in the community. |
| 13 | REVISION | | |
| 14 | END OF SECOND TERM EXAMINATIONS | | |

BASIC FOUR – FRENCH – SECOND TERM

| WEEK | STRAND | SUBSTRAND | CONTENT STANDARD | INDICATORS |
|------|---|--|-------------------------------|--|
| 1 | STRAND 3 : EXPRIMER SES GOÛTS ET SES PRÉFÉRENCES | Sub-Strand 1 : Dire ce que l'on aime | (Dire ce que l'on aime) | B4.3.1.1.1 : Écouter/Regarder et comprendre un document audiovisuel sur les goûts de quelqu'un sur les fruits, les animaux, les couleurs et répondre à des questions B4.3.1.2.1 : Poser et répondre à des questions sur les goûts |
| 2 | | | | B4.3.1.2.2 : Dire ce que l'on aime B4.3.1.3.1 : Lire et comprendre un texte simple sur les goûts et des préférences des personnes B4.3.1.4.1 : Faire une liste d'objets que l'on aime |
| 4 | | Sub-Strand 2: Dire ce que l'on n'aime pas | (Dire ce que l'on n'aime pas) | B4.3.2.1.1 Écouter/Regarder et comprendre un document audio-visuel sur les goûts de quelqu'un sur les fruits, les animaux, les couleurs B4.3.2.2.1 Poser et répondre à des questions sur les goûts B4.3.2.2.2 - Dire ce que l'on n'aime pas |

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| 5 | | | | <p>B4.3.2.3.3 - Enumérer ce qu'on aime et ce que l'on n'aime pas</p> <p>B4.3.2.3.1 - Lire et comprendre un texte simple sur les goûts et préférences des personnes</p> <p>B4.3.1.4.1 Faire une liste d'objets que l'on aime et que l'on n'aime pas</p> |
| 6 | STRAND 4: LES ACTIVITÉS | Sub-Strand : Compter et faire des calculs simples | (Compter et faire des calculs simples) | <p>B4.4.1.1.1 : Écouter/Regarder et comprendre un document audiovisuel sur les nombres</p> <p>B4.4.1.2.1 : - Compter à haute voix des objets, des personnes, de son environnement Jeux de compter : Décrire le jeu ici...</p> <p>B4.4.1.2.2 - Réciter un poème portant sur les nombres</p> |
| 7 | | Sub-Strand : Compter et faire des calculs simples | (Compter et faire des calculs simples) | <p>B4.4.1.3 : Compter à haute voix des objets, des personnes de son environnement.</p> <p>B4.4.1.3.1 : Lire à haute voix de 1 à 20</p> |
| 8 | | Sub-Strand 2: Demander et donner l'heure | (Demander et donner l'heure) | <p>B4.4.2.1.1 : Écouter/Regarder et comprendre un document audiovisuel sur les horaires et répondre à des questions</p> <p>B4.4.2.2.1 : Poser et répondre à des questions sur l'heure qu'il est</p> <p>B4.4.2.2 : Parler de l'emploi du temps de la journée - Ce que l'on fait à certains moments de la journée (matin, midi, après-midi, soir)</p> |
| 9 | | | | <p>B4.4.2.3.1 : Lire et comprendre l'heure qu'il est</p> <p>B4.4.2.3.2 - - Indiquer l'heure qu'il est en changeant les aiguilles d'une horloge</p> <p>B4.4.2.4.1 : Écrire son emploi du temps de la journée</p> |

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| 10 | Sub-Strand 3: Parler des jours de la semaine | (Parler des jours de la semaine) | B4.4.3.1.1: Écouter/Regarder et comprendre un document audio/ audio-visuel sur les jours de la semaine et répondre à des questions B4.4.3.2.1 Poser et répondre à des questions sur les jours de la semaine B4.4.3.2.2 : Dire ce que l'on fait chaque jour de la semaine B4.4.3.2.3 Réciter des poèmes ou chanter des chansons sur les jours de la semaine |
| 11 | | | B4.4.3.4.1: Lire et comprendre un texte simple sur les activités d'une personne B4.4.3.5 : Ecrire ce que l'on fait chaque jour de la semaine B4.4.3.4.1 : Ecrire une carte postale à un(e) ami(e) pour lui raconter comment on passe sa journée. B4.4.3.4.2 : Remplir un emploi du temps vierge avec des rubriques comme jour, matière, heure. |
| 12 | Sub-Strand 4 : Situer les mois et les saisons dans le temps | (Situer les mois et les saisons dans le temps) | B4.4.4.1 : Écouter/Regarder et comprendre un document audio/audiovisuel sur les mois de l'année B4.4.4.2.1 : Poser et répondre à des questions sur les mois de l'année. B4.4.4.2.2 : Dire dans quel mois un événement/une activité a lieu B4.4.4.2.3 : Réciter des poèmes ou chanter des chansons sur les mois de l'année B4.4.4.2.4 Situer un événement/une action dans un mois de l'année |
| 13 | REVISION | | |
| 14 | END OF SECOND TERM EXAMINATIONS | | |

BASIC FOUR – OUR WORLD AND OUR PEOPLE – SECOND TERM

| WEEK | STRAND | SUBSTRAND | CONTENT STANDARD | INDICATORS |
|------|--------|-----------|------------------|--|
| 1 | | | | B4.2.3.1.1. Map the school environment |

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| 2 | STRAND 2: ALL AROUND US | Sub-Strand 3: Map Making and Land Marks | B4.2.3.1. Demonstrate knowledge of the physical features of the school | B4.2.3.1.1. Map the school environment |
| 3 | | Sub-Strand 4: Population and Settlement | B4.2.4.1. Demonstrate understanding settlements patterns in Ghana | B4.2.4.1.1. Describe the nature of settlements in Ghana. |
| 4 | | | | B4.2.4.1.1. Describe the nature of settlements in Ghana. |
| 5 | STRAND 3: OUR BELIEFS AND VALUES | Sub-Strand 1: Worship | B4.3.1.1. Recognise the importance of prayer, worship and other acts of worship | B4.3.1.1.1. Show obedience and respect to a supreme being. through prayer and worship |
| 6 | | | | B4.3.1.1.1. Show obedience and respect to a supreme being. through prayer and worship |
| 7 | | Sub-Strand 2: Festivals | B4.3.2.1. Explore the Significance of cultural practices, traditions and celebrations in Ghana | B4.3.2.1.1. Identify celebrations, positive cultural practices and traditions of different cultures in Ghana |
| | | | | B4.3.2.1.1. Identify celebrations, positive cultural practices and traditions of different cultures in Ghana |
| 8 9 | | Sub-Strand 3: Basic Human Rights | B4.3.3.1. Demonstrate understanding of human rights a citizen | B4.3.3.1.1. Explain fundamental human rights of a child |
| | | | | B4.3.3.1.1. Explain fundamental human rights of a child |
| 10 | | Sub-Strand 4: Being a Leader | B4 3.4.1. Recognise leadership as an important value and civic duty | B4 3.4.1.1. Describe leadership as a valuable skill |
| 11 | | | | B4 3.4.1.1. Describe leadership as a valuable skill |
| 12 | | | | |
| 13 | REVISION | | | |
| 14 | END OF SECOND TERM EXAMINATIONS | | | |

BASIC FOUR – RELIGIOUS AND MORAL EDUCATION – SECOND TERM

| WEEK | STRAND | SUBSTRAND | CONTENT STANDARD | INDICATORS |
|-------|---|--|---|---|
| 1- 6 | STRAND 2: RELIGIOUS PRACTICES AND THEIR MORAL IMPLICATIONS | Sub-Strand 2: Festivals in the Three Major Religions | B4.2.2.1. Explore the significance of religious festivals | B4.2.2.1.1: Discuss festivals in their neighbourhood. |
| 7- 12 | STRAND 3: RELIGIOUS LEADERS | Sub- Strand 3: The Call of the Leaders of the Three Major Religions | B4.3.3.1. Explain the significance of the call of the main religious leaders | B4.3.3.1.1: Describe the call of the religious leaders. |
| 13 | REVISION | | | |
| 14 | END OF SECOND TERM EXAMINATIONS | | | |

BASIC FOUR – HISTORY OF GHANA – SECOND TERM

| WEEK | STRAND | SUBSTRAND | CONTENT STANDARD | INDICATORS |
|------|-------------------------------------|---|--|---|
| 1 | STRAND 2: MY COUNTRY GHANA | Sub-Strand 5: Some Selected Individuals | B4.2.5.1. Demonstrate understanding of the role of significant traditional rulers in Ghana's history | B4.2.5.1.1 Identify the role played by some traditional rulers in the national development including Dode Akaibi of Accra, Ndewura Jakpa of Gonja, Osei Tutu I of Asante, Gbewaa of Pusiga, Togbe Sri I., Sir Ofori Atta of Akim Abuakwa, Nana Kobina Nketsia I of Esikado etc. |
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| 5 | STRAND 3: EUROPEANS IN GHANA | Sub-Strand 3: Missionary Activities | B4.3.3.1. Demonstrate knowledge of Europeans' engagement in other activities other than trade in Ghana | B4.3.3.1.1 Describe European missionary activities in Ghana |
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| 9 | STRAND 4: COLONISATION AND DEVELOPMENTS UNDER COLONIAL RULE IN GHANA | Sub-Strand 1: Establishing British Rule in Ghana | B4.4.1.1. Demonstrate understanding of the gradual process of colonisation and recall the initial steps the British took to colonise Ghana. | B4.4.1.1.1. Examine the Bond of 1844 |
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| 12 | | | | |
| 13 | REVISION | | | |
| 14 | END OF SECOND TERM EXAMINATIONS | | | |

BASIC FOUR – CREATIVE ARTS – SECOND TERM

| WEEK | STRAND | SUBSTRAND | CONTENT STANDARD | INDICATORS |
|------|--|---|--|---|
| 1 | STRAND 1: VISUAL ARTS | Sub-Strand 2: Planning, Making and Composing | B4 1.2.2 Demonstrate understanding of how to organize own ideas through experimenting with available media and techniques for creating/composing artworks based on the history, culture, environment and topical local/national/global issues of other communities. | B4 1.2.2.1. Experiment with available visual arts media and methods to create artworks that express own views, knowledge and understanding of visual artworks that reflect the history and culture of the people in Ghana |
| 2 | | | | B4 1.2.2.2. Experiment with available visual arts media and methods to create artworks that express own views, knowledge and understanding of the natural and manmade environments in some Ghanaian communities B4 1.2.2.3. Experiment with available visual arts media and methods to create artworks based on own views, knowledge and understanding of topical issues in Ghana |
| 3 | STRAND 2: PERFORMING ARTS | Sub-Strand 2: Planning, Making and Composing | B4 2.2.2 Demonstrate understanding of how to organise own ideas through experimenting with available media and techniques for creating/composing artworks based on the history, culture, environment and topical | B4 2.2.2.1. Experiment with available performing arts media and techniques to create artworks based on own views, knowledge and understanding of performing artworks that reflect the history and culture of the people of Ghana B4 2.2.2.2. Experiment with available performing arts media and techniques to create performing artworks based on own views, knowledge and understanding of the natural and manmade environments in some Ghanaian communities |

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| 4 | | | local/national/global issues of other communities | B4 2.2.2.3. Experiment with available performing arts media and techniques to create performing artworks based on own views, knowledge and understanding of topical issues in Ghana |
| 5 | STRAND 1: VISUAL ARTS | Sub-Strand 2: Planning, Making and Composing | B4 1.2.3 Demonstrate understanding of how to create expressive artworks based on own ideas by applying knowledge of media and methods of production to reflect other cultures in Africa, as well as the visual artists, their culture, the environment and current topical issues of concern in Africa | B4 1.2.3.1 Create own artworks using available visual arts media and methods to express own views, knowledge and understanding of the history and culture of the people of Ghana B4 1.2.3.2 Create own artworks using available visual arts media and methods to express own views, knowledge and understanding of the natural and manmade environments of some Ghanaian communities |
| 6 | | | | B4 1.2.3.3 Create own artworks using available visual arts media and methods to express own views, knowledge and understanding of performing artworks that reflect topical issues in Ghana |
| 7 | STRAND 2: PERFORMING ARTS | Sub-Strand 2: Planning, Making and Composing | B4 2.2.3 Demonstrate understanding of how to create expressive artworks based on own ideas by applying knowledge of media and methods of production to reflect other cultures in Africa as well as the visual artists, their culture, the environment and emerging topical issues | B4 2.2.3.1 Create own artworks using available performing arts media and techniques to express own views, knowledge and understanding of the history and culture of the people of Ghana B4 2.2.3.2 Create own artworks using available performing arts media and techniques to express own views, knowledge and understanding of the natural and manmade environments of some Ghanaian communities |
| 8 | | | | B4 2.2.3.3 Create own artworks using available performing arts media and techniques to express own views, knowledge and understanding of performing artworks that reflect topical issues in Ghana |
| 9 | STRAND 1: VISUAL ARTS | Sub-Strand 3: Displaying and Sharing | B4 1.3.4 Demonstrate understanding of how to plan a display/presentation of a portfolio of own artworks by identifying and preparing a venue, selecting and grouping artworks and inviting | B4 1.3.4.1 Plan an exhibition of own artworks to share creative experiences based on own ideas, knowledge and understanding of the history and culture of the people of Ghana B4 1.3.4.2 Plan an exhibition of own artworks to share creative experiences based on own ideas, knowledge and |

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| | | | target audience for the planned display/performance. | understanding of visual artworks that reflect the natural and manmade environments of some Ghanaian communities. |
| 10 | | | | B4 1.3.4.3 Plan an exhibition of own artworks to share creative experiences based on own ideas, knowledge and understanding of topical issues in Ghana |
| 11 | STRAND 1: PERFORMING ARTS | Sub-Strand 3: Displaying and Sharing | B4 2.3.4 Demonstrate understanding of how to plan a display/presentation of a portfolio of own artworks by identifying and preparing a venue, selecting and grouping of artworks and inviting target audience for the planned display/performance. | B4 2.3.4.1 Plan a performance of compositions to share creative experiences based on own ideas, knowledge and understanding of the history and culture of the people of Ghana B4 2.3.4.2 Plan a performance of compositions to share creative experiences based on own ideas, knowledge and understanding of performing artworks that reflect the natural and manmade environments of some communities in Ghana |
| 12 | | | | B4 2.3.4.3 Plan a performance of own compositions to share creative experiences based on own ideas, knowledge and understanding of topical issues in Ghana |
| 13 | | | | REVISION |
| 14 | END OF SECOND TERM EXAMINATIONS | | | |