

# DAS EXAMINATIONS SCHEME OF WORK BASIC 4

## SECOND TERM SCHEME OF LEARNING, 2024/25 – BS4 ENGLISH LANGUAGE

WEEKS	STRAND	SUB STRANDS/ CONT STANDARD	INDICATORS
1 10/01/2025	Oral Language	<b>Conversation</b> B4.1.6.3: Use knowledge of language and communicative skills to participate in conversation	B4.1.6.3.1. Engage in collaborative conversation on topics such as myself, family, personalities etc. with peers
	Reading	<b>Vocabulary</b> B4.2.6.1: Understand word meanings and usages	B4.2.6.1.2. Use the following terms: compound word, idiom, simile, synonym, antonym, pre-fix, suffix, phrasal verb etc. in spoken and written expressions
	Grammar	<b>Determiners</b> B4.3.2.1: Apply knowledge of different types of determiners in communication	B4.3.2.1.5. Identify and use interrogative determiners “which, whose”– to find out about specific persons or objects
	Writing	<b>Writing as a Process</b> B4.4.9.3: Apply strategies for improving drafts for publishing	B4.4.9.3.2. Proofread draft, checking capitalisation, usage, punctuation and spelling
	Writing Conventions & Grammar Usage	<b>Using Action Words</b> B4.5.4.1: Demonstrate understanding of verbs in everyday language	B4.5.4.1.1. Use the singular and plural subjects and the verb forms that go with them
2 17/01/2025	Oral Language	<b>Conversation</b> B4.1.6.3: Use knowledge of language and communicative skills to participate in conversation	B4.1.6.3.2. Demonstrate turn taking in conversation on different topics and speak audibly, and express thoughts and feelings clearly
	Reading	<b>Vocabulary</b> B4.2.6.2: Build vocabulary	B4.2.6.2.1. Develop a rich vocabulary stock through extensive reading of age-appropriate texts
	Grammar	<b>Pronouns</b> B4.3.3.1: Apply knowledge of different types of pronouns in communication	B4.3.3.1.1. Identify and use different types of pronouns:
	Writing	<b>Writing as a Process</b> B4.4.9.3: Apply strategies for improving drafts for publishing	B4.4.9.3.3. Display writing piece for other peers to read
	Writing Conventions & Grammar Usage	<b>Using Action Words</b> B4.5.4.1: Demonstrate understanding of verbs in everyday language	B4.5.4.1.1. Use the singular and plural subjects and the verb forms that go with them

	Extensive Reading	<b>Building the Love and Culture of Reading</b> B4.6.1.1: Read widely for pleasure, personal development, and demonstrate independent reading and learning in the literary content areas	B4.6.1.1.1. Read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read
3 24/01/2025	Oral Language	<b>Conversation</b> B4.1.6.3: Use knowledge of language and communicative skills to participate in conversation	B4.1.6.3.3. Ask relevant questions to find out the opinion of others about a given topic
	Reading	<b>Vocabulary</b> B4.2.6.3: Demonstrate a rich vocabulary that supports the development of listening, reading, speaking, writing and presentation skills	B4.2.6.3.1. Deduce meaning of words from how they are used in context e.g. near synonyms: cool – cold – freezing), homonyms: flour/flower
	Grammar	<b>Pronouns</b> B4.3.3.1: Apply knowledge of different types of pronouns in communication	B4.3.3.1.1. Identify and use different types of pronouns:
	Writing	<b>Writing as a Process</b> B4.4.9.3: Apply strategies for improving drafts for publishing	B4.4.9.3.3. Display writing piece for other peers to read
	Writing Conventions & Grammar Usage	<b>Using Action Words</b> B4.5.4.1: Demonstrate understanding of verbs in everyday language	B4.5.4.1.2. Demonstrate the use of the simple past form in speech and in writing to express past conditions
	Extensive Reading	<b>Building the Love and Culture of Reading</b> B4.6.1.1: Read widely for pleasure, personal development, and demonstrate independent reading and learning in the literary content areas	B4.6.1.1.1. Read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read
4 31/01/2025	Oral Language	<b>Listening Comprehension</b> 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
	Reading	<b>Vocabulary</b> B4.2.6.3: Demonstrate a rich vocabulary that supports the development of listening, reading, speaking, writing and presentation skills	B4.2.6.3.2. Deduce meaning of words from how they relate to one another (synonyms, antonyms)
	Grammar	<b>Adjectives</b> B4.3.4.1: Apply the knowledge of adjectives in communication	B4.3.4.1.1.1. Use adjectives to make comparison
	Writing	<b>Narrative Writing</b> 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 ii. Describing the setting and developing the plot (events)

			in the story). ii. Describing characters with elaboration.
	Writing Conventions & Grammar Usage	<b>Using Action Words</b> B4.5.4.1: Demonstrate understanding of verbs in everyday language	B4.5.4.1.2. Demonstrate the use of the simple past form in speech and in writing to express past conditions
	Extensive Reading	<b>Building the Love and Culture of Reading</b> B4.6.1.1: Read widely for pleasure, personal development, and demonstrate independent reading and learning in the literary content areas	B4.6.1.1.1. Read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read
5 07/02/2025	Oral Language	<b>Listening Comprehension</b> B4.1.7.1: Use appropriate skills and strategies to process meaning from texts	B4.1.7.1.2-3. Make connections with events in narrative texts  Recognise and discuss moral lessons in a story
	Reading	<b>Vocabulary</b> B4.2.6.4: Use words appropriately for purpose, audience, context and culture	B4.2.6.4.1. Expand vocabulary stock through affixation
	Grammar	<b>Adjectives</b> B4.3.4.1: Apply the knowledge of adjectives in communication	B4.3.4.1.1.1. Use adjectives to make comparison
	Writing	<b>Narrative Writing</b> 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  iii. Using first and third persons.
	Writing Conventions & Grammar Usage	<b>Using Action Words</b> B4.5.4.1: Demonstrate understanding of verbs in everyday language	B4.5.4.1.3. Use the present perfect form of verbs to relate past events to the present
	Extensive Reading	<b>Building the Love and Culture of Reading</b> B4.6.1.1: Read widely for pleasure, personal development, and demonstrate independent reading and learning in the literary content areas	B4.6.1.1.1. Read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read
6 14/02/2025	Oral Language	<b>Listening Comprehension</b> B4.7.1.1: Use appropriate skills and strategies to process meaning from texts	B4.1.7.1.4. Use background knowledge to aid in understanding and building new knowledge while listening to narrative texts
	Reading	<b>Vocabulary</b> B4.2.6.4: Use words appropriately for purpose, audience, context and culture	B4.2.6.4.2. Recognise the playful use of words in spoken and written language (jokes, riddles)

	Grammar	<b>Verbs</b> B4.3.5.1: Apply the knowledge of verbs in communication	B4.3.5.1.1. Use different types of verbs
	Writing	<b>Creative Writing</b> B4.4.11.1: Create texts	B4.4.11.1.1. Write freely about topics of choice in their immediate environment
	Writing Conventions & Grammar Usage	<b>Using Adjectives</b> B4.5.5.1: Demonstrate understanding of adjectives in speech and in writing	B4.5.5.1.1. Use adjectives to make comparisons
	Extensive Reading	<b>Building the Love and Culture of Reading</b> B4.6.1.1: Read widely for pleasure, personal development, and demonstrate independent reading and learning in the literary content areas	B4.6.1.1.1. Read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read
7 21/02/2025	Oral Language	<b>Listening Comprehension</b> B4.7.1.1: Use appropriate skills and strategies to process meaning from texts	B4.1.7.1.5. Identify the main idea/gist and details of texts
	Reading	<b>Vocabulary</b> B4.2.6.4: Use words appropriately for purpose, audience, context and culture	B4.2.6.4.3. Use words suitable for purpose, audience, context and culture in relation to type of texts (exposition/explanation)
	Grammar	<b>Verbs</b> B4.3.5.1: Apply the knowledge of verbs in communication	B4.3.5.1.2. Use appropriate subject-verb agreement
	Writing	<b>Creative Writing</b> B4.4.11.1: Create texts	B4.4.11.1.2. Write poems and imaginative, narrative stories and illustrate them
	Writing Conventions & Grammar Usage	<b>Using Adjectives</b> B4.5.5.1: Demonstrate understanding of adjectives in speech and in writing	B4.5.5.1.1. Use adjectives to make comparisons
	Extensive Reading	<b>Building the Love and Culture of Reading</b> B4.6.1.1: Read widely for pleasure, personal development, and demonstrate independent reading and learning in the literary content areas	B4.6.1.1.1. Read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read
8 28/02/2025	Oral Language	<b>Listening Comprehension</b> B4.7.1.1: Use appropriate skills and strategies to process meaning from texts	B4.1.7.1.7. Compare and contrast information (two or more ideas) from texts

	Reading	<b>Comprehension</b> B4.2.7.1: Process and comprehend level appropriate texts	B4.2.7.1.1. Construct meaning from texts read
	Grammar	<b>Verbs</b> B4.3.5.1: Apply the knowledge of verbs in communication	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
	Writing	<b>Descriptive Writing</b> 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
	Writing Conventions & Grammar Usage	<b>Using Adjectives</b> B4.5.5.1: Demonstrate understanding of adjectives in speech and in writing	B4.5.5.1.2. Differentiate between how the comparative and superlative adjective forms are used in sentences
	Extensive Reading	<b>Building the Love and Culture of Reading</b> B4.6.1.1: Read widely for pleasure, personal development, and demonstrate independent reading and learning in the literary content areas	B4.6.1.1.1. Read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read
9 07/03/2025	Oral Language	<b>Asking and Answering Questions</b> 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
	Reading	<b>Comprehension</b> B4.2.7.1: Process and comprehend level appropriate texts	B4.2.7.1.2. Note and recall main ideas in a sequence
	Grammar	<b>Verbs</b> B4.3.5.1: Apply the knowledge of verbs in communication	B4.3.5.1.3. Use the simple present form of verbs in sentences – For instantaneous present – For scheduled future actions
	Writing	<b>Descriptive Writing</b> 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
	Writing Conventions & Grammar Usage	<b>Using Adjectives</b> B4.5.5.1: Demonstrate understanding of adjectives in speech and in writing	B4.5.5.1.2. Differentiate between how the comparative and superlative adjective forms are used in sentences
	Extensive Reading	<b>Building the Love and Culture of Reading</b> B4.6.1.1: Read widely for pleasure, personal development, and demonstrate independent reading and learning in the literary content areas	B4.6.1.1.1. Read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read

10 14/03/2025	Oral Language	<b>Asking and Answering Questions</b> B4.1.8.2: Identify and use question tags correctly in speech	B4.1.8.2.1. Use positive tags, negative tags and auxiliaries in speech
	Reading	<b>Comprehension</b> B4.2.7.1: Process and comprehend level appropriate texts	B4.2.7.1.3. Skim for main ideas in texts
	Grammar	<b>Verbs</b> B4.3.5.1: Apply the knowledge of verbs in communication	B4.3.5.1.4. Use regular form of the simple past tense of verbs – Regular e.g. play-played
	Writing	<b>Argumentative Writing</b> B4.4.13.1: Support an opinion in writing	B4.4.13.1.1. Support opinions with simple sentences
	Writing Conventions & Grammar Usage	<b>Using Adverbs</b> 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
	Extensive Reading	<b>Building the Love and Culture of Reading</b> B4.6.1.1: Read widely for pleasure, personal development, and demonstrate independent reading and learning in the literary content areas	B4.6.1.1.1. Read a variety of age- and level appropriate books and present a two-paragraph summary of each book read
11 21/03/2025	Oral Language	<b>Giving and Following Commands</b> B4.1.9.1: Use verbs appropriately in commands, requests and directions in speech	B4.1.9.1.1. Give and respond to commands, instructions and directions
	Reading	<b>Comprehension</b> B4.2.7.1: Process and comprehend level appropriate texts	B4.2.7.1.4. Read level-appropriate texts silently and closely for comprehension.
	Grammar	<b>Verbs</b> B4.3.5.1: Apply the knowledge of verbs in communication	B4.3.5.1.5. Use the simple past form of verbs for: – Completed actions or events
	Writing	<b>Argumentative Writing</b> B4.4.13.2: Write arguments to support claims with clear reasons and relevant evidence	B4.4.13.2.1. Introduce claim(s) and support them with clear reasons and relevant evidence
	Writing Conventions & Grammar Usage	<b>Using Adverbs</b> 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

	Extensive Reading	<b>Building the Love and Culture of Reading</b> B4.6.1.1: Read widely for pleasure, personal development, and demonstrate independent reading and learning in the literary content areas	B4.6.1.1.1. Read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read
12 28/03/2025	Oral Language	<b>Giving and Following Commands</b> B4.1.9.1: Use verbs appropriately in commands, requests and directions in speech	B4.1.9.1.2. Make and respond to polite requests for help from peers
	Reading	<b>Comprehension</b> 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
	Grammar	<b>Verbs</b> B4.3.5.1: Apply the knowledge of verbs in communication	B4.3.5.1.5. Use the simple past form of verbs for: – Regular actions in the past
	Writing	<b>Argumentative Writing</b> B4.4.13.2: Write arguments to support claims with clear reasons and relevant evidence	B4.4.13.2.2. Use words, phrases, and clauses to clarify the relationships between claim(s) and reasons
	Writing Conventions & Grammar Usage	<b>Using Adverbs</b> 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
	Extensive Reading	<b>Building the Love and Culture of Reading</b> B4.6.1.1: Read widely for pleasure, personal development, and demonstrate independent reading and learning in the literary content areas	B4.6.1.1.1. Read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read
13 04/04/2025	<b>REVISION</b>		
14 11/04/2025	<b>END OF TERM ASSESSMENT</b>		
15 18/04/2025	<b>VACATION AND SBA ACTIVITIES</b>		



## SECOND TERM SCHEME OF LEARNING, 2024/25 – BS4 MATHEMATICS

WEEKS	STRAND	SUB STRANDS/ CONTENT STANDARD	INDICATORS
<b>1</b> <b>10/01/2025</b>	Number	<b>Counting, &amp; Representation</b>  B4.1.1.3 Demonstrate an understanding of factors, multiples and squared numbers	B4.1.1.3.5-6  Generate and analyse patterns in square numbers
<b>2</b> <b>17/01/2025</b>	Number	<b>Counting, &amp; Representation</b>  B4.1.1.4 Interpret negative and positive numbers in context	B4.1.1.4.1-2  Describe real life situations using positive and negative values
<b>3</b> <b>24/01/2025</b>	Number	<b>Decimal Fractions</b>  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	B4.1.4.1.1-2  Describe and represent decimals (tenths and hundredths) concretely, pictorially, and symbolically
<b>4</b> <b>31/01/2025</b>	Number	<b>Decimal Fractions</b>  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	B4.1.4.1.3  Use models to explain the result of addition and subtraction of decimals (up to hundredths)
<b>5</b> <b>07/02/2025</b>	Number	<b>Percentages</b>  B4.1.5.1 Demonstrate an understanding of percent (limited to whole numbers) concretely, pictorially, and symbolically	B4.1.5.1.1-2  Model or recognise percent (as a fraction related to hundredths) using concrete models, pictorial representations and number line
<b>6</b> <b>14/02/2025</b>	Algebra	<b>Patterns And Relationship</b>  B4.2.1.1 Demonstrate an understanding of how to identify and describe patterns found in tables and charts, including a multiplication chart	B4.2.1.1.1  Describe the pattern found in a given table or chart
<b>7</b> <b>21/02/2025</b>	Algebra	<b>Patterns And Relationship</b>  B4.2.1.1 Demonstrate an understanding of how to identify and describe patterns found in tables and charts, including a multiplication chart	B4.2.1.1.2-3  Determine the missing element(s) and errors in a given table or chart

<b>8</b> <b>28/02/2025</b>	Algebra	<b>Patterns And Relationship</b> B4.2.1.2 Translate among different representations of a pattern, such as a table, a chart or concrete material	B4.2.1.2.1-2 Create a concrete representation of a given pattern displayed in a table or chart
<b>9</b> <b>07/03/2025</b>	Algebra	<b>Patterns And Relationship</b> B4.2.1.3 Represent, describe and extend patterns and relationships, using charts and tables, to solve problems	B4.2.1.3.1-2 Identify and extend the patterns in a table or chart to solve a given problem
<b>10</b> <b>14/03/2025</b>	Algebra	<b>Unknown Expression And Equations</b> B4.2.2.1 Express a given problem as an equation in which a symbol is used to represent an unknown number	B4.2.2.1.1-2 Write a given problem as an equation in which a symbol is used to represent an unknown number
<b>11</b> <b>21/03/2025</b>	Algebra	<b>Unknown Expression And Equations</b> B4.2.2.2 Solve one-step equations involving a symbol to represent an unknown number	B4.2.2.2.1-2 Solve a given one-step equation using manipulatives
<b>12</b> <b>28/03/2025</b>	Algebra	<b>Unknown Expression And Equations</b> B4.2.2.2 Solve one-step equations involving a symbol to represent an unknown number	B4.2.2.2.3-4 Solve a given equation when the unknown is on the left or right side of the equation
<b>13</b> <b>04/04/2025</b>	<b>REVISION</b>		
<b>14</b> <b>11/04/2025</b>	<b>END OF TERM ASSESSMENT</b>		
<b>15</b> <b>18/04/2025</b>	<b>VACATION AND SBA ACTIVITIES</b>		

## SECOND TERM SCHEME OF LEARNING, 2024/25 – BS4 SCIENCE

WEEKS	STRAND	SUB STRANDS/ CONTENT STANDARD	INDICATORS
<b>1</b> <b>10/01/2025</b>	Systems	<b>The Human Body System</b> B4.3.1.1 Recognize 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
<b>2</b> <b>17/01/2025</b>	Systems	<b>The Human Body System</b> B4.3.1.1 Recognize 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
<b>3</b> <b>24/01/2025</b>	Systems	<b>The Solar System</b> 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
<b>4</b> <b>31/01/2025</b>	Systems	<b>The Solar System</b> 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
<b>5</b> <b>07/02/2025</b>	Systems	<b>Ecosystem</b> 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
<b>6</b> <b>14/02/2025</b>	Systems	<b>Ecosystem</b> 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
<b>7</b> <b>21/02/2025</b>	Forces And Energy	<b>Sources And Forms Of Energy</b> 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
<b>8</b> <b>28/02/2025</b>	Forces And Energy	<b>Sources And Forms Of Energy</b> 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
<b>9</b> <b>07/03/2025</b>	Forces And Energy	<b>Electricity And Electronics</b> 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
<b>10</b> <b>14/03/2025</b>	Forces And Energy	<b>Electricity And Electronic</b> B4.4.2.1 Demonstrate knowledge of generation of electricity, its transmission and transformation into other forms	B4.4.2.1.2 Describe ways of conserving electricity
<b>11</b> <b>21/03/2025</b>	Forces And Energy	<b>Electricity And Electronic</b> 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

<b>12</b> <b>28/03/2025</b>	Forces And Energy	<b>Electricity And Electronic</b> B4.4.2.2 Know that movement is caused by applied forces due to the release of stored energy	B4.4.2.2.1 Demonstrate understanding of elastic and compressional forces and their everyday applications
<b>13</b> <b>04/04/2025</b>	<b>REVISION</b>		
<b>14</b> <b>11/04/2025</b>	<b>END OF TERM ASSESSMENT</b>		
<b>15</b> <b>18/04/2025</b>	<b>VACATION AND SBA ACTIVITIES</b>		

## SECOND TERM SCHEME OF LEARNING, 2024/25 – BS4 OUR WORLD OUR PEOPLE

WEEKS	STRAND	SUB STRANDS/ CONTENT STANDARD	INDICATORS
<b>1</b> <b>10/01/2025</b>	All Around Us	<b>Map Making And Land Mark</b> B4.2.3.1 Demonstrate knowledge of the physical features of the school	B4.2.3.1.1 Map the school environment
<b>2</b> <b>17/01/2025</b>	All Around Us	<b>Map Making And Land Mark</b> B4.2.3.1 Demonstrate knowledge of the physical features of the school	B4.2.3.1.1 Map the school environment
<b>3</b> <b>24/01/2025</b>	All Around Us	<b>Population And Settlement</b> B4.2.4.1 Demonstrate understanding settlements patterns in Ghana	B4.2.4.1.1 Describe the nature of settlements in Ghana
<b>4</b> <b>31/01/2025</b>	All Around Us	<b>Population And Settlement</b> B4.2.4.1 Demonstrate understanding settlements patterns in Ghana	B4.2.4.1.1 Describe the nature of settlements in Ghana
<b>5</b> <b>07/02/2025</b>	Our Beliefs And Values	<b>Worship</b> B4.3.1.1 Recognize 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
<b>6</b> <b>14/02/2025</b>	Our Beliefs And Values	<b>Worship</b> B4.3.1.1 Recognize 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
<b>7</b> <b>21/02/2025</b>	Our Beliefs And Values	<b>Festivals</b> 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
<b>8</b> <b>28/02/2025</b>	Our Beliefs And Values	<b>Festivals</b> 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
<b>9</b> <b>07/03/2025</b>	Our Beliefs And Values	<b>Basic Human Rights</b> B4.3.3.1 Demonstrate understanding of human rights a citizen	B4.3.3.1.1 Explain fundamental human rights of a child

<b>10</b> <b>14/03/2025</b>	Our Beliefs And Values	<b>Basic Human Rights</b> B4.3.3.1 Demonstrate understanding of human rights a citizen	B4.3.3.1.1 Explain fundamental human rights of a child
<b>11</b> <b>21/03/2025</b>	Our Beliefs And Values	<b>Being A Leader</b> B4 3.4.1 Recognize leadership as an important value and civic duty	B4 3.4.1.1 Recognise leadership as an important value and civic duty
<b>12</b> <b>28/03/2025</b>	Our Beliefs And Values	<b>Being A Leader</b> B4 3.4.1 Recognise leadership as an important value and civic duty	B4 3.4.1.1 Recognise leadership as an important value and civic duty
<b>13</b> <b>04/04/2025</b>	<b>REVISION</b>		
<b>14</b> <b>11/04/2025</b>	<b>END OF TERM ASSESSMENT</b>		
<b>15</b> <b>18/04/2025</b>	<b>VACATION AND SBA ACTIVITIES</b>		

## SECOND TERM SCHEME OF LEARNING, 2024/25 – BS4 RELIGIOUS & MORAL EDUCATION

WEEKS	STRAND	SUB STRANDS/ CONTENT STANDARD	INDICATORS
<b>1</b> <b>10/01/2025</b>	Religious Practices	<b>Religious Festivals</b> B4.2.2.1 Explore the significance of religious festivals	B4.2.2.1.1 Discuss festivals in their neighborhood
<b>2</b> <b>17/01/2025</b>	Religious Practices	<b>Religious Festivals</b> B4.2.2.1 Explore the significance of religious festivals	B4.2.2.1.1 Discuss festivals in their neighborhood
<b>3</b> <b>24/01/2025</b>	Religious Practices	<b>Religious Festivals</b> B4.2.2.1 Explore the significance of religious festivals	B4.2.2.1.1 Discuss festivals in their neighborhood
<b>4</b> <b>31/01/2025</b>	Religious Practices	<b>Religious Festivals</b> B4.2.2.1 Explore the significance of religious festivals	B4.2.2.1.1 Discuss festivals in their neighborhood
<b>5</b> <b>07/02/2025</b>	Religious Leaders	<b>The Call Of The Leaders Of The Three Major Religions</b> B4.3.3.1 Explore the significance of religious festival	B4.3.3.1.1 Describe the call of the religious leaders
<b>6</b> <b>14/02/2025</b>	Religious Leaders	<b>The Call Of The Leaders Of The Three Major Religions</b> B4.3.3.1 Explore the significance of religious festival	B4.3.3.1.1 Describe the call of the religious leaders
<b>7</b> <b>21/02/2025</b>	Religious Leaders	<b>The Call Of The Leaders Of The Three Major Religions</b> B4.3.3.1 Explore the significance of religious festival	B4.3.3.1.1 Describe the call of the religious leaders
<b>8</b> <b>28/02/2025</b>	Religious Leaders	<b>The Call Of The Leaders Of The Three Major Religions</b> B4.3.3.1 Explore the significance of religious festival	B4.3.3.1.1 Describe the call of the religious leaders
<b>9</b> <b>07/03/2025</b>	The Family And Community	<b>Roles And Relationships</b> B4.4.1.1 Exhibit the need to be committed to God	B4.4.1.1.1 Explain the need to be committed to God
<b>10</b> <b>14/03/2025</b>	The Family And Community	<b>Roles And Relationships</b> B4.4.1.1 Exhibit the need to be committed to God	B4.4.1.1.1 Explain the need to be committed to God

<b>11</b> <b>21/03/2025</b>	The Family And Community	<b>Roles And Relationships</b>  B4.4.1.1 Exhibit the need to be committed to God	B4.4.1.1.2  Identify deeds that attract rewards
<b>12</b> <b>28/03/2025</b>	The Family And Community	<b>Roles And Relationships</b>  B4.4.1.1 Exhibit the need to be committed to God	B4.4.1.1.2  Identify deeds that attract rewards
<b>13</b> <b>04/04/2025</b>	<b>REVISION</b>		
<b>14</b> <b>11/04/2025</b>	<b>END OF TERM ASSESSMENT</b>		
<b>15</b> <b>18/04/2025</b>	<b>VACATION AND SBA ACTIVITIES</b>		



## SECOND TERM SCHEME OF LEARNING, 2024/25 – BS4 HISTORY

WEEKS	STRAND	SUB STRANDS/ CONTENT STANDARD	INDICATORS
<b>1</b> <b>10/01/2025</b>	My Country Ghana	<b>Some Selected Individuals</b> 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
<b>2</b> <b>17/01/2025</b>	My Country Ghana	<b>Some Selected Individuals</b> 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
<b>3</b> <b>24/01/2025</b>	My Country Ghana	<b>Some Selected Individuals</b> 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
<b>4</b> <b>31/01/2025</b>	My Country Ghana	<b>Some Selected Individuals</b> 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
<b>5</b> <b>07/02/2025</b>	My Country Ghana	<b>Some Selected Individuals</b> 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
<b>6</b> <b>14/02/2025</b>	My Country Ghana	<b>Some Selected Individuals</b> 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
<b>7</b> <b>21/02/2025</b>	Europeans In Ghana	<b>Missionary Activities</b> 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
<b>8</b> <b>28/02/2025</b>	Europeans In Ghana	<b>Missionary Activities</b> 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
<b>9</b> <b>07/03/2025</b>	Europeans In Ghana	<b>Missionary Activities</b> 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
<b>10</b> <b>14/03/2025</b>	Europeans In Ghana	<b>Missionary Activities</b> 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
<b>11</b> <b>21/03/2025</b>	Europeans In Ghana	<b>Missionary Activities</b>	B4.3.3.1.1 Describe European missionary activities in Ghana

		B4.3.3.1 Demonstrate knowledge of Europeans' engagement in other activities other than trade in Ghana	
<b>12</b> <b>28/03/2025</b>	Europeans In Ghana	<b>Missionary Activities</b> 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
<b>13</b> <b>04/04/2025</b>	<b>REVISION</b>		
<b>14</b> <b>11/04/2025</b>	<b>END OF TERM ASSESSMENT</b>		
<b>15</b> <b>18/04/2025</b>	<b>VACATION AND SBA ACTIVITIES</b>		

## SECOND TERM SCHEME OF LEARNING, 2024/25 – BS4 CREATIVE ARTS

WEEKS	STRAND	SUB STRANDS/ CONTENT STANDARD	INDICATORS
<b>1</b> <b>10/01/2025</b>	Visual Arts	<b>Thinking and Exploring Ideas</b> B4. 1.1.1 Demonstrate understanding of how to generate own ideas for artistic expressions about the people based on their history and culture	B4. 1.1.1.2 Study and talk about visual artworks created by selected Ghanaian visual artists
<b>2</b> <b>17/01/2025</b>	Performing Arts	<b>Thinking and Exploring Ideas</b> B4. 2.1.1 Demonstrate understanding of how to generate own ideas for artistic expressions about the people based on their history and culture	B4. 2.1.1.2 Generate ideas from the performing artworks of some Ghanaian performing artists
<b>3</b> <b>24/01/2025</b>	Visual Arts	<b>Planning, Making and Composing</b> B4 1.2.2 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 1.2.2.2 Experiment with available visual arts media and methods to create artworks that express own knowledge B4 1.2.3.2 Create own artworks using available visual arts media and methods to express own knowledge.
<b>4</b> <b>31/01/2025</b>	Performing Arts	<b>Planning, Making and Composing</b> B4 2.2.2 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 2.2.2.2 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 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
<b>5</b> <b>07/02/2025</b>	Visual Arts	<b>Displaying and Sharing</b> 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 target audience for the planned display/performance	B4 1.3.4.2 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 B4 1.3.5.2 Display own artworks to share creative experiences based on own ideas, knowledge and understanding of the natural and manmade environments of some communities in Ghana

6 14/02/2025	Performing Arts	<b>Displaying and Sharing</b> 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 artworks and inviting target audience for the planned display/performance	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 B4 2.3.5.2 Perform own compositions to share creative experiences based on own ideas, knowledge and understanding of the natural and manmade environments of some communities in Ghana
7 21/02/2025	Visual Arts	<b>Appreciating and Appraising</b> B4 1.4.6 Demonstrate understanding of how to make informed decisions on displays, presentations, performances	B4 1.4.6.2 Develop guidelines for appraising and appreciating own and others' visual artworks that reflect the natural and manmade environments of some communities in Ghana B4 1.4.7.2 Analyze and appreciate own or others' visual artworks based on the developed guidelines and present own reports as feedback on artworks that reflect the natural and manmade environments of some communities in Ghana
8 28/02/2025	Performing Arts	<b>Appreciating and Appraising</b> B4 2.4.6 Demonstrate understanding of how to make informed decisions on displays, presentations, performances	B4 2.4.6.2 Develop guidelines for appraising and appreciating own and others' performing artworks that reflect the natural and manmade environments of some communities in Ghana B4 2.4.7.2 Analyze and appreciate/appraise own or others' compositions and performances and present reports/feedback on works that reflect the natural and manmade environments of some communities in Ghana
9 07/03/2025	Visual Arts & Performing Arts	<b>Thinking and Exploring Ideas</b> (School based project)	B4. 2.1.1.2 Generate ideas from the performing artworks of some Ghanaian performing artists
10 14/03/2025	Visual Arts & Performing Arts	<b>Planning, Making and Composing</b> (School based project)	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
<b>11</b> <b>21/03/2025</b>	Visual Arts & Performing Arts	<b>Displaying and Sharing</b> (School based project)	environments of some communities in Ghana B4 2.3.5.2 Perform own compositions to share creative experiences based on own ideas, knowledge and understanding of the natural and manmade environments of some communities in Ghana
<b>12</b> <b>28/03/2025</b>	Visual Arts & Performing Arts	<b>Appreciating and Appraising</b> (School based project)	B4 2.4.7.2 Analyze and appreciate/appraise own or others' compositions and performances and present reports/feedback on works that reflect the natural and manmade environments of some communities in Ghana
<b>13</b> <b>04/04/2025</b>	<b>REVISION</b>		
<b>14</b> <b>11/04/2025</b>	<b>END OF TERM ASSESSMENT</b>		
<b>15</b> <b>18/04/2025</b>	<b>VACATION AND SBA ACTIVITIES</b>		

## SECOND TERM SCHEME OF LEARNING, 2024/25 – BS4 GHANAIA LANGUAGE

WEEKS	STRAND	SUB STRANDS/ CONTENT STANDARD	INDICATORS
<b>1</b> <b>10/01/2025</b>	Oral Reading	<b>Dramatization And Role Play</b> B4.1.5.1 Demonstrate an understanding of changing a story to drama.	B4.1.5.1.1-2 Narrate a story line of a story of about five characters and recognize and discuss the characters and setting of the story
<b>2</b> <b>17/01/2025</b>	Oral Reading	<b>Conversation</b> B4.1.6.1 Talk about personal experiences and that of others	B4.1.6.1.1-2 Respond/react to other peoples' stories or narratives
<b>3</b> <b>24/01/2025</b>	Oral Reading	<b>Talking About Oneself, Family, People And Places</b> B4.1.7.1 Show an understanding of what an environment is and the effect of environmental degradation.	B4.1.7.1.1-2 Talk about the environment and recognize and discuss things that destroy the environment
<b>4</b> <b>31/01/2025</b>	Reading	<b>Comprehension</b> B4.2.6.1 Exhibit knowledge of answering questions based on texts presented.	B4.2.6.1.1-3 Explain the meanings of figurative expressions
<b>5</b> <b>07/02/2025</b>	Reading	<b>Silent Reading</b> B4.2.7.1 Demonstrate in knowledge on reading for comprehension	B4.2.7.1.1-3 Explain the meanings of figurative expressions in a text
<b>6</b> <b>14/02/2025</b>	Composition Writing	<b>Descriptive Writing</b> B4.4.3.1 Exhibit the knowledge in writing of descriptive essays using controlled composition.	B4.4.3.1.1-3 Give a description of a building or a structure using controlled composition.
<b>7</b> <b>21/02/2025</b>	Composition Writing	<b>Persuasive Writing</b> B4.4.4.1 Exhibit knowledge and understanding of writing persuasive essays using controlled composition.	B4.4.4.1.1-3 Write a persuasive essay on responsibility
<b>8</b> <b>28/02/2025</b>	Composition Writing	<b>Argumentative Writing</b> B4.4.5.1 Show an understanding of recognizing and writing argumentative essays.	B4.4.5.1.1-3 Write a simple argumentative essay on a given topic

<b>9</b> <b>07/03/2025</b>	Writing Convention And Grammar Usage	<b>Integrating Grammar In Written Language (Use Of Qualifying Words)</b> B4.5.4.1 Demonstrate knowledge on the use of adjectives and adverbs	B4.5.4.1.1-4 Differentiate between comparative and superlative words/adjectives
<b>10</b> <b>14/03/2025</b>	Writing Convention And Grammar Usage	<b>Integrating Grammar In Written Language (Use Of Postpositions)</b> B4.5.5.1 Demonstrate knowledge in the use of postpositions	B4.5.5.1.1-3 Explore the use of other postpositions such as below and under in sentences.
<b>11</b> <b>21/03/2025</b>	Writing Convention And Grammar Usage	<b>Integrating Grammar In Written Language (Use Of Simple And Compound Sentence)</b> B4.5.6.1 Exhibit knowledge of forming compound sentences in writing.	B4.5.6.1.1-3 Exhibit knowledge of different types of conjunctions in writing
<b>12</b> <b>28/03/2025</b>	Extensive Reading/Children Literature/Library	<b>Building the love and culture of reading in learners</b> B4.6.1.1 Exhibit knowledge of reading long stories with correct tone.	B4.6.1.1.1-2 Read long stories aloud correctly
<b>13</b> <b>04/04/2025</b>	<b>REVISION</b>		
<b>14</b> <b>11/04/2025</b>	<b>END OF TERM ASSESSMENT</b>		
<b>15</b> <b>18/04/2025</b>	<b>VACATION AND SBA ACTIVITIES</b>		

## SECOND TERM SCHEME OF LEARNING, 2024/25 – BS4 COMPUTING

WEEKS	STRAND	SUB STRANDS/ CONTENT STANDARD	INDICATORS
<b>1</b> <b>10/01/2025</b>	Introduction To Computing	<b>Data Sources And Usage</b> 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
<b>2</b> <b>17/01/2025</b>	Introduction To Computing	<b>Data Sources And Usage</b> B4.1.3.1 Identify Data and collect data from different sources.	B4.1.3.1.2 Use strategies for classifying data into information (i.e. sorting and classifying
<b>3</b> <b>24/01/2025</b>	Introduction To Computing	<b>Data Sources And Usage</b> B4.1.3.1 Identify Data and collect data from different sources.	B4.1.3.1.3 Identify primary sources of information
<b>4</b> <b>31/01/2025</b>	Introduction To Computing	<b>Data Sources And Usage</b> B4.1.3.1 Identify Data and collect data from different sources.	B4.1.3.1.4 Demonstrate Sending and sharing information to and from other gadgets. e.g., radio, fax, telephones calls, SMS etc.
<b>5</b> <b>07/02/2025</b>	Introduction To Computing	<b>Data Sources And Usage</b> B4.1.3.1 Identify Data and collect data from different sources.	B4.1.3.1.5 Demonstrate basic calculations on sample data e.g. sum, percentage, average etc.
<b>6</b> <b>14/02/2025</b>	Introduction To Computing	<b>Data Sources And Usage</b> 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
<b>7</b> <b>21/02/2025</b>	Introduction To Computing	<b>Data Sources And Usage</b> B4.1.3.2 Demonstrate data collection using Data collection tools	B4.1.3.2.2 Describe various tools or techniques of data collection e.g. interview, observation, checklist etc.
<b>8</b> <b>28/02/2025</b>	Introduction To Computing	<b>Data Sources And Usage</b> B4.1.3.2 Demonstrate data collection using Data collection tools	B4.1.3.2.3 Draw or sketch maps of the area to be surveyed
<b>9</b> <b>07/03/2025</b>	Introduction To Computing	<b>Technology In The Community</b> B4.1.4.1 Demonstrate the use of technology in the community	B4.1.4.1.1



			Describe how digital systems are used and could be used at home, in school and the local community.
<b>10</b> <b>14/03/2025</b>	Introduction To Computing	<b>Technology In The Community</b> B4.1.4.1 Demonstrate the use of technology in the 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
<b>11</b> <b>21/03/2025</b>	Introduction To Computing	<b>Technology In The Community</b> B4.1.4.1 Demonstrate the use of technology in the community	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
<b>12</b> <b>28/03/2025</b>	Introduction To Computing	<b>Technology In The Community</b> B4.1.4.1 Demonstrate the use of technology in the community	B4.1.4.1.4 Identify technological changes in the community (e.g. Using automated irrigation for farming, eco-friendly pesticides and manure, etc.)
<b>13</b> <b>04/04/2025</b>	<b>REVISION</b>		
<b>14</b> <b>11/04/2025</b>	<b>END OF TERM ASSESSMENT</b>		
<b>15</b> <b>18/04/2025</b>	<b>VACATION AND SBA ACTIVITIES</b>		

## SECOND TERM SCHEME OF LEARNING, 2024/25 – BS4 FRENCH

WEEKS	WEEK ENDING	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS
1	10/01/2025	Parler de son environnement	Parler de son école	Compréhension Orale Production Orale Compréhension Écrite Production Écrite	B4.2.2.1.1 B4.2.2.1.2 B4.2.2.2.1 B4.2.2.2.2
2	17/01/2025	Parler de son environnement	Parler de son école	Compréhension Orale Production Orale Compréhension Écrite Production Écrite	B4.2.2.2.3 B4.2.2.3.1 B4.2.2.4.1
3	24/01/2025	Exprimer ses goûts et ses Préférences	Dire ce que l'on aime	Compréhension Orale Production Orale Compréhension Écrite Production Écrite	B4.3.1.1.1 B4.3.1.2.1 B4.3.1.2.2 B4.3.1.3.1 B4.3.1.4.1
4	31/01/2025	Exprimer ses goûts et ses Préférences	Dire ce que l'on n'aime pas	Compréhension Orale Production Orale Compréhension Écrite Production Écrite	B4.3.2.1.1 B4.3.2.2.1 B4.3.2.2.2 B4.3.2.2.3 B4.3.2.3.1 B4.3.2.4.1
5	07/02/2025	Les activités	Compter et faire des calculs simples	Compréhension Orale Production Orale Compréhension Écrite Production Écrite	B4.4.1.1.1 B4.4.1.2.1 B4.4.1.2.2
6	14/02/2025	Les activités	Compter et faire des calculs simples	Compréhension Orale Production Orale Compréhension Écrite Production Écrite	B4.4.1.2.3 B4.4.1.3.1 B4.3.1.4.1
7	21/02/2025	Les activités	Demander et donner l'heure	Compréhension Orale Production Orale Compréhension Écrite Production Écrite	B4.4.2.1.1 B4.4.2.2.1 B4.4.1.2.2
8	28/02/2025	Les activités	Demander et donner l'heure	Compréhension Orale Production Orale Compréhension Écrite Production Écrite	B4.4.2.1.1 B4.4.2.2.1 B4.4.1.2.2

<b>9</b>	07/03/2025	Les activités	Demander et donner l'heure	Compréhension Orale Production Orale Compréhension Écrite Production Écrite	B4.4.2.1.1 B4.4.2.2.1 B4.4.1.2.2 B4.4.2.3.1 B4.4.2.3.2 B4.4.2.4.1
<b>10</b>	14/03/2025	Les activités	Parler des jours de la semaine	Compréhension Orale Production Orale Compréhension Écrite Production Écrite	B4.4.3.1.1 B4.4.3.2.1 B4.4.3.2.2
<b>11</b>	21/03/2025	Les activités	Parler des jours de la semaine	Compréhension Orale Production Orale Compréhension Écrite Production Écrite	B4.4.3.2.3 B4.4.3.3.1 B4.4.3.4.1
<b>12</b>	28/03/2025	Les activités	Parler des jours de la semaine	Compréhension Orale Production Orale Compréhension Écrite Production Écrite	B4.4.3.4.2 B4.4.3.4.3
<b>13</b>	04/04/2025	<b>REVISION</b>			
<b>14</b>	11/04/2025	<b>END OF TERM ASSESSMENT</b>			
<b>15</b>	18/04/2025	<b>VACATION AND SBA ACTIVITIES</b>			