

FREEDOM INTERNATIONAL SCHOOLS-AFRICA

LANGUAGE ACQUISITION SUBJECT OVERVIEW YEAR 1-5

KISWAHILI

The subject-group overviews show the units taught in each year in each discipline.

concepts, global contexts, statement of inquiry, objectives, ATL skills and content (if required).

MYP 1

Unit title and teaching hours	Key concept	Related concept	Global context	Statement of inquiry	Objectives	ATL skills	Content
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The environmen t	Communicat ion.	Form, structure	Globalization and sustainability Areas of exploration Human impact on the environment, Consumption, Natural resources and public goods	The form and structure of language shape how communities communicate environmental responsibilities, enabling global dialogue and fostering sustainable action	OBJECTIVE A: LISTENING • Demonstrate understanding of explicit and implicit spoken information in multimodal texts demonstrate understanding of conventions • Demonstrate understanding of relationships between the various components of the multimodal text.	Communication Skills: Develop writing and speaking skills by discussing global issues in Kiswahili, the ability to convey ideas about the environment effectively in both written and spoken forms. Research Skills: Conduct research on global issues and sustainability. how Kiswahili is used in different contexts. Analyze how language can influence global	Introduction to key terms relating to the environment .Vocabularies and phrases on what constitutes the environment around us. Using descriptive adjectives and adverbs and verbs to talk about natural landscapes. .Analyze texts, articles, or reports about environmental issues written in Kiswahili. Create persuasive texts advocating for environmental conservation Service Learning Students will investigate environmental issues in their
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					CRITERION D: WRITING • Use written language to communicate with others • Demonstrate accurate use of language conventions •	sustainability efforts. Language on globalization and sustainability.	community and globally, then design Kiswahili-based communication campaigns (e.g., posters, public service announcements, skits, social media posts) to promote sustainable practices. They will reflect on the impact of language and structure in influencing others and actively contribute to fostering environmental responsibility.
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Unit title	Key concept	Related concept	Global context	Statement of inquiry	Objective	ATL skills	Content

Science and Technology	Creativity	Form,function,meaning	Scientific and technical innovation Areas of exploration Opportunity Modernization Virtual Environments Information Age	Innovations in science and technology foster connections between people and environments, as structured language conveys meaning and function in describing progress and impact.	OBJECTIVE A: LISTENING • Demonstrate understanding of explicit and implicit spoken information in multimodal texts demonstrate understanding of conventions Criterion B: Reading Use reading strategies to understand written and visual texts	Communication skills Analyzing how people share knowledge, express ideas, and collaborate through scientific and technological advancements over time. Students investigate how technological tools work Research skills Students evaluate how scientific innovations influence societies and generate original ideas on using technology to solve	In this unit, students will explore Kiswahili vocabulary related to science and technology, focusing on nouns, adjectives, verbs, and adverbs commonly used to describe inventions, processes, and innovations. Students will reflect on how technological advances have transformed daily life, learning, and cultural identity over time and across regions. By analyzing devices, systems, and scientific ideas in Kiswahili, students gain insights into how communities adapt through innovation and
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					Demonstrate comprehension of basic facts, main ideas, and supporting Interpret messages, opinions, and attitudes conveyed in texts Recognize conventions and techniques used to communicate meaning Draw conclusions and inferences	community-based challenges. Thinking skills Students locate and interpret reliable sources about scientific innovations and environmental technologies, analyzing perspectives and identifying impact.	how language helps us explore place, progress, and personal impact. Service Learning Students will create Kiswahili-English signs or audio guides explaining local technologies, then lead guided walks to sensitize the community on their impact. Through research and storytelling, they'll raise awareness and promote sustainable action.
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Unit title and teaching hours	Key concept	Related concept	Global context	Statement of inquiry	Objectives	ATL skills	Content
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How do you travel?	Connection	Meaning, purpose, function.	Orientation in space and time .Area of exploration Human and natural resources, people, evolution, landscapes, natural and human resources.	Transportation systems reflect meaningful connections between people, places, and time, as language functions to express purpose, direction, and cultural experience.	OBJECTIVE C SPEAKING • Use spoken language to communicate and interact with others • Demonstrate accuracy and fluency in speaking • Communicate clearly and effectively Criterion B: Reading Use reading strategies to understand written and visual texts Demonstrate comprehension of basic facts, main ideas, and supporting details	Communication Skills Express travel needs, opinions, and descriptions through accurate Kiswahili speaking. Recognize how tone and structure change meaning in spoken and written travel contexts. Thinking Skills Make connections between travel modes and their impact on human movement, identity, and access.	Students will: Explore Kiswahili vocabulary and expressions used to describe transportation methods, travel experiences, and directions. Read short texts, ads, travel guides, or timetables in Kiswahili to interpret purpose, attitude, and cultural meaning. Practice speaking activities such as role plays, interviews, or tour planning to improve fluency and
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					Interpret messages, opinions, and attitudes conveyed in texts Recognize conventions and techniques used to communicate meaning Draw conclusions and inferences based on textual evidence	Evaluate how direction and purpose are conveyed through language and imagery. Research Skills Gather transport related information through maps, interviews, and media in Kiswahili. Interpret diverse perspectives on travel from tourism to migration to environmental mobility.	express travel-related ideas clearly. Service Learning Students will strengthen their communication skills by using Kiswahili to engage with local communities during a site visit such as a market, heritage center, or environmental initiative where they conduct interviews, ask for directions, and participate in culturally relevant exchanges.
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Unit title and teaching hours	Key concept	Related concept	Global concept	Statement of inquiry	Objectives	ATL skills	Content

Food and culture	Culture	Structure ,form,meaning .	Personal and cultural expression . Areas of exploration Creation Beauty Craftsmanship or Handicrafts Languages and Linguistic Systems	The cultural significance of food is communicated through structured and purposeful forms of language that reflect identity, tradition, and social values.	OBJECTIVE B:READING Students interpret Kiswahili texts related to food and cultural expression, identifying key ideas, vocabulary, and how linguistic form conveys meaning. They analyze structure and cultural references within recipes, narratives, or visual materials, demonstrating understanding of how language reflects social values and traditions. CRITERION C:	Research skills Students investigate cultural practices related to food such as Swahili culinary traditions and historical inventions and gather information about ingredients, market systems, and local foods Social skills Students collaborate respectfully during food-related tasks such as planning a shopping list, preparing a recipe, or presenting on culinary traditions. They practice	Food preferences Vocabulary. Terms related to shopping and food. Eg vegetable, food products. Recipe, Grammar. Verbs, pronunciation, alphabets and sounds, intonation, accent and phonetics. Writing.Shopping list Menus and recipe. Cultural experience-foods and culinary tradition.
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					SPEAKING • Use spoken language to communicate and interact with others • Demonstrate accuracy and fluency in speaking • Communicate clearly and effectively	active listening and empathy when engaging in conversations about food preferences or cultural norms Communication skills. Learners use Kiswahili accurately and fluently to express food preferences, describe traditional dishes, and interact with others in role-plays or presentations. They develop pronunciation, intonation, and accent awareness to improve oral fluency and clarity.	Swahili African historical figures and their inventions Service Learning : Students visit a local market or food based community center to explore Kiswahili culinary traditions. They conduct interviews with vendors or community members, gather information about traditional ingredients, and document recipes or cooking methods. Back in class, they create Kiswahili menus and shopping lists.
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Unit title and teaching hours	Key concept	Related concept	Global context	Statement of inquiry	Objectives	ATL skills	Content

Where I feel most at home.	Connection	Function, Message, Word choice	Identity and relationship. Areas of exploration Happiness and the good life Health and well-being Lifestyle choices	Connections between ownership and relationships are shaped by purposeful language choices that communicate identity, intent, and social meaning.	CRITERION D: WRITING • Use written language to communicate with others • Demonstrate accurate use of language conventions • Organize information in writing • Communicate information with a sense of audience and purpose	Communication. Students exchange thoughts, messages and information effectively. Social skills. Building relationships and working in groups	Introduction to the unit, brainstorming on the concept of home and belonging. Rooms Introduction to vocabulary and phrases related to space and belonging. Creating mind maps of what home means to them. Describing home environment vocabulary words related to home and environment. Grammar. Adjectives and prepositions.
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					CRITERION C: SPEAKING • Use spoken language to communicate and interact with others • Demonstrate accuracy and fluency in speaking • Communicate clearly and effectively		
<i>Unit title and teaching hours</i>	<i>Key concept</i>	<i>Related concept</i>	<i>Global context</i>	<i>Statement of inquiry</i>	<i>ATL skills</i>	<i>Objectives</i>	<i>Content</i>

Justice and sustainable development	Connection	Form,message ,pronunciation ,purpose	Fairness and Development Areas of exploration Inequality Rights Law Justice Peace Conflict Management or Conflict Resolution	.Messages about justice and development create connections between individuals and communities , as purposeful language choices and pronunciation shape meaning and reflect social values	Communication Skills Taught through: Modeling clear expression, active listening, and sentence starters in Kiswahili.Practiced through: Group discussions, presentations, and sharing opinions on fairness and development topics Social Skills Taught through: Role-playing respectful	OBJECTIVE READING B reading will be used to enhance students' ability to comprehend Rights -related content in Kiswahili. They will read simple passages about different rights and their effects on daily life. After reading, students will answer comprehension questions that require them to identify key details, summarize the main ideas, and draw conclusions from the text. This helps	In this unit, learners will explore essential social and ethical themes through Kiswahili, focusing on children's rights, gender equality, responsible leadership, and sustainable development. Through discussions, readings, and writing tasks, learners will examine global principles such as the UN Convention on the Rights of the Child,analyze gender roles across communities, evaluate traits of effective
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					interactions, teaching empathy, and collaboration strategies. Practiced through: Group projects, peer feedback, and decision-making tasks that require cooperation. 3. Self-Management Skills Taught through: Modeling time management tools (checklists, schedules) and emotional	improve their reading comprehension skills, builds vocabulary, and strengthens their understanding of sustainability and rights related terminology in Kiswahili. OBJECTIVE A LISTENING Listening activities will focus on helping students develop their ability to understand spoken Kiswahili in the context of Rights and sustainable development reports. Students will listen to	leadership, and investigate the impact of environmental preservation. Learners will reflect on community responsibilities, social challenges, and the role of language in promoting fairness, inclusion, and civic action connecting personal experiences to broader ideas of justice and development. Service learning Learners advocate for justice and sustainability
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					regulation strategies. Practiced through h: Planning inquiry tasks, tracking behavior, and reflecting on personal focus and participation	audio recordings then respond to questions based on the content. This will test their ability to extract key information, recognize terms, and understand how different Rights impact life. Listening tasks support the development of both listening comprehension and the ability to engage with spoken language in real life scenarios.	by creating Kiswahili podcasts, reading kits, and eco-projects that connect language, rights, and civic responsibility. These actions foster communication, empathy, and purposeful use of Kiswahili to drive social change.
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MYP 2

Unit title and teaching hours	Key concept	Related concept	Global context	Statement of inquiry	Objectives	ATL skills	Content

FRIENDSHIP	Communication	culture	Identities and relationships Areas of exploration; <i>Identity formation, Teams, Attitudes</i>	Utamaduni wa jamii hutoa maana kwa mahusiano yetu	OBJECTIVE A: LISTENING Understanding key ideas, tone, and cultural meaning in audio texts about friendship OBJECTIVE B: READING Interpreting written texts on friendship and analyzing cultural values presented	Communication Skills: Developing clear and effective descriptions, presenting information. Social skills- giving and receiving peer feedback.	Kuelewa Urafiki kama mahusiano ya kijamii yanayopata maana kupitia tamaduni, ambapo maadili kama uaminifu na kuheshimiana huunda msingi wa kuelewana, kushirikiana, na kutatua changamoto katika muktadha wa kijamii na kitamaduni. Service learning; Write and exchange
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							appreciation letters in Kiswahili with classmates to foster positive peer relationships and reflect on values like trust and respect.
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Unit title and teaching hours	Key concept	Related concept	Global context	Statement of inquiry	Objectives	ATL skills	Content
RECYCLING	Communication	Purpose, function	Globalization and Sustainability Areas of exploration; <i>Human impact on the environment, Urban planning</i>	Communication plays a vital role in navigating and understanding different cultures during travel	A – Listening Understanding information and arguments in multimodal texts (e.g. videos, infographics) about recycling C – Speaking Using language to explain, persuade, and inform about recycling practices and environmental impact	Research Skills: Kufanya utafiti wa kina kuhusu urejeleaji na athari zake duniani. Kutathmini vyanzo mbalimbali vya habari kwa uhakika. Communication Skills: Kuwasilisha taarifa kwa njia mbalimbali (andika, sema, jadili).	1 Msamiati wa Urejeleaji (Recycling Vocabulary) Words: taka, plastiki, karatasi, kuchakata, kupunguza, kutumia tena Phrases: <i>kuchangia mazingira safi, kurejesha taka kiwandani, kupunguza uchafuzi</i> 2 Matumizi ya Lugha (Language Use)

						Kutoa hoja zilizo wazi na kuendana na madhumuni ya mawasiliano.	Using modal verbs for advice and obligation (<i>tunapaswa, lazima, inafaa</i>) Persuasive structures: <i>kwa sababu ya..., ni muhimu kwamba...</i> Presenting facts and opinions 3 Uwasilishaji wa Mawazo (Presenting Ideas) Creating and interpreting multimodal texts (posters, videos, social posts)
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Unit title and teaching hours	Key concept	Related concepts	Global context	Statement of inquiry	Objectives	ATL skills	Content
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Holidays and celebrations	culture	Message point of view	Personal and cultural expression Areas of exploration; <i>Histories of ideas</i>	The way we communicate about holidays and celebrations reflects our identities and cultural perspectives.	Objective A – Listening Kusikiliza mazungumzo au maandishi kuhusu sikukuu na kuelewa ujumbe na mtazamo wa kitamaduni. Criterion C – Speaking Kuzungumza kwa ufasaha kuhusu sikukuu mbalimbali, ukizingatia hadhira, ujumbe na lengo.	Social Skills: Collaborating with peers in discussions about holidays in Swahili speaking countries Research Skills: Researching how different types of holidays in the Swahili speaking culture. Self-management. Students will learn time management through projects given.	1Msamiati na Sarufi Maneno yanayohusiana na sikukuu, sherehe, mila, na desturi. Matumizi ya nyakati mbalimbali kuelezea matukio ya sherehe. Maudhui ya Kibinafsi na Kiutamaduni Kuandika au kuzungumza kuhusu sikukuu zinazohusiana na dini, taifa, familia au jamii Kusoma na kusikiliza habari kuhusu sherehe mashuhuri kama Eid, Krismasi, Mashujaa Day,
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							au Mwaka Mpya wa Kiswahili (Zanzibar). Uwasilishaji wa Mawazo Kueleza mtazamo wa mtu binafsi kuhusu umuhimu wa sikukuu. Kujifunza namna ya kuwasilisha mawazo kwa njia rasmi na isiyo rasmi. Service learning; Plan and present a mini cultural fair where students share Kiswahili presentations, songs, or displays about different holidays .
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Unit title and teaching hours	Key concept	Related concepts	Glo bal con tex t	Statemen t of inquiry	Objectives	ATL skills	Content

Weather	connection	Message, point of view.	Globalization and sustainability. Areas of exploration; conservation	To make connection between weather requires communication of message from different point of views.	OBJECTIVE A. LISTENING At the end of the emergent level, students should be able to; i) Use a wide range of vocabularies ii) Use a wide range of grammatical structures, generally. Accurately. iii) Organize information	Research Skills: Researching how weather and seasons affect different regions around the world. Social Skills: Collaborating with peers in discussions about weather, seasons, and cultural adaptations.. Thinking Skills: Making connections between different weather conditions	<i>Introduction to Weather and Seasons Vocabulary:</i> Basic weather conditions (sunny, rainy, windy, snowy, cloudy), names of seasons (spring, summer, autumn, winter). <i>Weather and Clothing Vocabulary:</i> Clothing items for different weather (jacket, shorts, boots,. Understanding how weather and seasons influence human activities such as
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					effectively and coherently in an appropriate format OBJECTIVE C SPEAKING At the end of the emergent level, the student should be able to use a wide range of vocabulary Use a wide range of grammatical structures generally and accurately Use clear pronunciation, intonations in comprehensible manner	and their impacts on human life.	farming, travel, and tourism. Describing how weather changes throughout the year and during extreme weather events. Service learning Create simple Kiswahili weather awareness posters or recordings to help younger students or local community members understand how to stay safe during extreme weather conditions.
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Unit title and teaching hours	Key concept	Related concepts	Global context	Statement of inquiry	Objectives	ATL skills	Content

DIGITAL COMMUNICATION	CREATIVITY	Conventions, idioms	Scientific and technical innovations Areas of exploration; <i>digital life</i>	innovative communications express ideas using both conventions and idioms in creative ways	B – Creating and Kuo delivering ngea engaging (Speaking) digital akin speeches D – Writing Ku effective and digital texts ika using proper	RESEARCH SKILLS and communication skills	Sarufi na Matumizi ya Lugha Tofauti kati ya lugha rasmi na isiyo rasmi katika mawasiliano ya kidijitali. Matumizi sahihi ya viambishi na uundaji wa sentensi zinazofaa mitandaoni. Nahau, Methali na Misemo Kuelewa maana ya methali na nahau zinazotumika katika jamii. Kutumia methali na nahau kwa ubunifu katika maandishi ya kidijitali kama blogu na mitandao ya kijamii.
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					(Writing conventions and creative expressions)		Aina za Mawasiliano ya Kidijitali Kuandika na kuchambua blogu na barua pepe (rasmi na isiyo rasmi).Kuchunguza matumizi ya lugha katika mitandao ya kijamii (e.g. WhatsApp, Instagram, X/Twitter). Kuandika Kidigitali Kuandika blogu yenye mtiririko mzuri, msamiati sahihi na ujumbe wa kuvutia.
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							Kutoa hotuba au vlog inayozungumzia mada ya kijamii au kiteknolojia Service learning Design a Kiswahili digital safety and etiquette guide (e.g., poster, blog post, or video) to educate peers on responsible communication in online spaces.
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Unit title and teaching hours	Key concept	Related concepts	Global context	Statement of inquiry	Objectives	ATL skills	Content
CULTURE	Culture	Language function	Personal and cultural expression. Areas of exploration; <i>beliefs and systems</i>	Our Cultural identity is shaped and communicated through language and expression.	A- KUSIKILIZA (Listening) Understanding spoken texts that describe cultural practices or beliefs C-KUONGEA Expressing and discussing one's	Research Access information to be informed and inform others Make connections between various	1 Msamiati na Sarufi (Vocabulary and Grammar) Vocabulary related to: Mila na desturi (customs and traditions) Chakula, mavazi, sherehe, muziki, familia Grammar focus: Descriptive structures: ni..., ina..., huvaa..., hula... Present and habitual tenses for describing culture 2 Maudhui ya Kibinafsi na Kiutamaduni

					cultural identity and experiences clearly	sources of informati	Expressing personal experiences and beliefs about one’s culture Comparing cultural elements from Swahili-speaking countries and learners’ own backgrounds Writing and speaking about festivals, customs, foods, or values 3 Matumizi ya Lugha (Language Function) Using language to describe, compare, reflect, and explain cultural practices Expressing identity and belonging through storytelling and personal accounts Understanding tone and register in formal/informal cultural contexts Service learning;create a digital cultural guide in Kiswahili to introduce
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							newcomers to your school community's traditions and customs
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MYP 3

Unit title and teaching hours	Key concept	Related concepts	Global context	Statement of inquiry	Objectives	ATL skills	Content
LIFES OPPORTUNITIES	Connections	messages and audience	Personal and cultural expression Areas of exploration; <i>systems and institutions, entrepreneurship</i>	when discussing personal and cultural matters, we can connect the way we present our message to our intended audience	A; KUSIKILIZA-undertanding main ideas and details in audio texts about life goals and opportunities C; KUSOMA-Interpreting and analyzing written texts about personal journeys and cultural values	Self management skills	1 Sarufi na Msamiati Msamiati kuhusu kazi, taaluma, ndoto, na matarajio. Matumizi ya wakati ujao (future tense) na hali ya uwezekano (possibility). 2 Maudhui ya Kibinafsi na Utamaduni Kuandika kuhusu ndoto, vipaji, na malengo ya maisha 3 Uwasilishaji wa Ujumbe kwa Hadhi Tofauti Kutambua hadhira (mfano: mwalimu, rafiki, umma)

							kurekebisha lugha kulingana na mazingira Kuchambua jinsi tamaduni na imani huathiri namna watu wanavyowasilisha ujumbe wao. Kutambua hadhira (mfano: mwalimu, rafiki, umma) Kuchambua jinsi tamaduni na imani huathiri namna watu wanavyowasilisha ujumbe wao. Service learning;Invite local professionals in school to speak about their careers, then create Kiswahili career profile posters to display and inspire others in the school community.
Unit title and teaching hours	Key concept	Related concepts	Global context	Statement of inquiry	Objectives	ATL skills	Content

Protectin g our planet; the environme nt.	Communicatio n.	Language, structure	Globalizat ion and sustainabi lity Areas of exploration. <i>human impacts on the environment, conservation</i>	Language connects individuals and communities, enabling them to address global challenges such as sustainability and fostering a deeper understandin g of the interconnect ed world we live in.	OBJECTIVE A: LISTENING • Understanding audio or spoken messages about environmental issuesCRITERION C: SPEAKING • Expressing ideas clearly and effectively about the environment in oral presentations or discussions	Communication Skills: Develop writing and speaking skills by discussing environmental issues in Kiswahili. Develop the ability to convey ideas about the environment effectively in both written and spoken forms. Research Skills:	Introduction to key terms relating to the environment .Vocabularies and phrase on what constitutes the environment around us. Descriptive Language and Grammar Structures Using descriptive adjectives and adverbs to talk about natural landscapes, weather, and pollution (e.g., kupendeza -
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						Conduct research on environmental issues and how Kiswahili is used in different contexts. Analyze how language can influence global sustainability efforts. Language on globalization and sustainability.	beautiful, chafu - dirty).Constructing sentences to describe environmental conditions and changes. Application of noun classes in environmental contexts (e.g., mti (tree) - miti (trees)). Verb tenses used to discuss environmental changes and actions (e.g., kupanda - to plant, kukata - to cut). Environmental issues Vocabulary and phrases for discussing specific issues (e.g.,
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							Service learning; Organize a clean-up or tree-planting event and create Kiswahili awareness materials (e.g., flyers or signs) promoting environmental care in your school or local area.
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Unit title and teaching hours	Key concept	Related concepts	Global context	Statement of inquiry	Objectives	ATL skills	Content
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Science and technology	communication	Function, structure	Scientific and technical innovation. Areas of exploration <i>digital life, modernization</i>	Scientific and technical innovations influence the structure on communication, shaping perspectives and messages that affect our understanding of the world.	OBJECTIVE A: LISTENING • Demonstrate understanding of explicit and implicit spoken information in multimodal texts demonstrate understanding of conventions • Demonstrate understanding of relationships between the various components of the multimodal text. CRITERION C: SPEAKING • Use	Communication Skills: Develop writing and speaking skills by discussing scientific and technology issues in Kiswahili. Research Skills: Conduct research on technological issues and how Kiswahili is used in different context. Students will carry out	What is science? What is technology? Grammar- sentence structure-simple sentence. -use of conjunctions -Role of technology in daily life. Writing e-mails, official letters, dialogues. Speaking on the role of technology and science in daily life. Service learning; Research a simple technology that benefits the community (e.g., water filters or solar lamps) and create a Kiswahili infographic ..
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					spoken language to communicate and interact with others • Demonstrate accuracy and fluency in speaking • Communicate clearly and effectively CRITERION D: WRITING • Use written language to communicate with others • Demonstrate accurate use of language conventions • Organize information in writing • Communicate information .		
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Unit title and teaching hours	Key concept	Related concepts	Global context	Statement of inquiry	Objectives	ATL skills	Content
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Cultural Narratives	Creativity	Context, Purpose	Personal and Cultural Expression Areas of exploration-belief systems, creation	Cultural narratives reflect a creativity through function and purpose	OBJECTIVE A: LISTENING • Demonstrate understanding of explicit and implicit spoken information in multimodal texts demonstrate understanding of conventions • Demonstrate understanding of relationships between the various components of the multimodal text. CRITERION C: SPEAKING • Use	Communication: expressing ideas Critical thinking: analyzing cultural perspectives	Introduction to Kiswahili cultural narratives Vocabulary dealing traditions Discussing cultural stories (Aina za hadithi katika jamii) creative stories Writing personal stories Presentations Service learning Collect traditional stories or folktales from family or community members and retell them in Kiswahili
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							(written or recorded) to preserve and share cultural heritage with younger students or the school library.
Unit title and teaching hours	Key concept Identity	Related concepts	Global context	Statement of inquiry	Objectives	ATL skills	Content

Resolving Conflicts	Identity	Empathy Point of View Communication	Identity and Relationships <i>Exploration: Conflict resolution, communication, and understanding others' perspectives.</i>	The way we resolve conflicts reflects our identity, values, and communication skills.	A – Listening Understanding tone, message, and viewpoint in conversations about conflict C – Speaking Role-playing and discussions on resolving conflict respectfully	Communication Skills Using respectful language in disagreement Self-Management Skills Managing emotions during conflict discussions	Vocabulary & Grammar Conflict-related vocabulary (e.g. disagreement, solution, compromise, apologize) Expressing opinions, agreement/disagreement Modal verbs (e.g. should, must, could) Conditionals (e.g. If I were you, I would...) Service learning;

							Create and perform short Kiswahili role-plays or skits that model peaceful conflict resolution strategies, then present them to younger students or in an assembly to promote positive communication.
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Unit title and teaching hours	Key concept	Relate d concep ts	Globa l conte xt	Statemen t of inquiry	Objectives	ATL skills	Content

HUMAN RIGHTS	connections	links, bonds and relations	Fairness and development areas of exploration-power and privilege, law, justice	Our ability to express our ideas about fairness is connected to the stylistic choices we make and arguments we present	C – KUONGEA (Speaking) - TO voice our ideas on fairness, justice, and human rights. - public speaking, debates, and discussions. D – KUANDIKA (Writing) -document and defend human rights	Research communication	① Sarufi & Msamiati Kujifunza msamiati kuhusu haki, wajibu, na usawa. Kutumia viunganishi na lugha ya hoja (mfano: kwa sababu, hivyo basi). ② Maudhui ya Kibinafsi & Kitamaduni Kuandika kuhusu haki binafsi, ndoto na matarajio.
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					(e.g., essays, articles, social media). • Enables deep reflection and structured arguments.		Kusoma/kusikiliza hadithi kuhusu watu waliotimiza au kunyimwa haki zao. 3 Uwasilishaji wa Ujumbe & Hadhi Kutambua hadhira tofauti (mfano: mwalimu vs rafiki). Kubadilisha lugha kulingana na mazingira rasmi au yasiyo rasmi. Service learning Research a specific human right, then create a Kiswahili awareness campaign (posters, videos, or
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							speeches) to educate your school community about its importance and real-world impact.
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MYP 4

Unit title and teaching hours	Key concept	Related concepts	Global l conte xt	Statemen t of inquiry	Objectives	ATL skills	Content

Technology and media	Form	Messa ge struc ture.	Scientific and technical innovation A.O.E Models ,consequences and responsibilities and opportunity	The form and structure of communica tion are influenced by scientific and technical innovations ,shaping the purpose and message to meet	OBJECTIVE A: LISTENING • Demonstrate understanding of explicit and implicit spoken information in multimodal texts demonstrate understanding of conventions • Demonstrate understanding of relationships between the various components of the multimodal text CRITERION C.	Research: Gather and interpret information on the evolution of communication technologies. Use a variety of digital tools to present information and ideas effectively. Collaborate with peers to share and refine ideas for the multimedia project. Critical Thinking: Analyze the impact of digital communication on the Kiswahili language.	Life before internet. (Evolution of technology). Introduction to science and technology. Definition of terms, basic science vocabulary in Kiswahili. Technological devices in the modern world. Advantages of the modern forms of science and technology. Disadvantages of modern technology.
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					SPEAKING • Use spoken language to communicate and interact with others • Demonstrate accuracy and fluency in speaking • Communicate clearly and effectively	Develop arguments Self-Management: Plan and organize time to meet deadlines for the summative assessment. Reflect on feedback and make necessary revisions to improve the final product	Grammar dealing with science and technology. (nouns, adjectives, verbs) Sentence structures. Writing. Blog, letter writing on science and technology. Investigating the technological innovations .
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Unit title and teaching hours	Key concept	Relate d concep ts	Globa l conte xt	Statemen t of inquiry	Objectives	ATL skills	Content
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Travel and exploration	connection	Function, Purpose	Orientation in space and time A.O.E Exchange and interaction, evolution and natural and human landscapes and resources .	Language connects people and cultures through travel, fostering understanding in a globalized world	C: SPEAKING • Use spoken language to communicate and interact with others • Demonstrate accuracy and fluency in speaking • Communicate clearly and effectively CRITERION D: WRITING • Use written language to communicate with others • Demonstrate accurate use of language conventions • Organize information in writing •	Social skills working in groups Communication: presentations and writings Research skills- students will engage in researching about travel and exploration.	Life before invention of modern forms of travel Introduction to vocabulary and language structures related to travel (e.g., modes of transportation, destinations). Describing travel experiences using appropriate language forms (past tense, descriptive adjectives, and adverbs). Exploring the purpose and function
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					Communicate information with a sense of audience and purpose		
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					understanding of explicit and implicit written information in multimodal texts demonstrate understanding of conventions • Demonstrate understanding of relationships between the various components of the multimodal text CRITERION D: WRITING • Use written language to communicate with others • Demonstrate accurate use of language conventions • Organize information in		
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					writing • Communicate information with a sense of audience and purpose CRITERION C: SPEAKING • Use spoken language to communicate and interact with others • Demonstrate accuracy and fluency in speaking • Communicate clearly and effectively		
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					CRITERION D: WRITING • Use written language to communicate with others • Demonstrate accurate use of language conventions • Organize information in writing • Communicate information with a sense of audience and purpose		and writing skills by crafting persuasive arguments. Comprehension. Reading articles on Touristic sites in Africa. Touristic sites in Africa. (writing blogs, letters, essay) How touristic sites help us.
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Unit title and teaching hours	Key concept	Related concepts	Global context	Statement of inquiry	Objectives	ATL skills	Content
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Health and wellbeing ustawi	communication	Point of view	Identities and relationship A.O.E Happiness and good life, Physical, psychological and social development and lifestyle choices.	Understanding and communication about food, drink and health helps us to navigate choices that promote fairness and development.	CRITERION B: COMPREHENDING WRITTEN TEXT • Demonstrate understanding of explicit and implicit written information in multimodal texts demonstrate understanding of conventions • Demonstrate understanding of relationships between the various components of the multimodal text	Communication- group work and discussions form a part of teaching and learning. Oral presentations will help enhance the use of language. Research-	Introduction to food and health related vocabulary. Exploration of cultural differences in dietary habits Exploring the role of balanced diet on health (grammar, nouns, verbs dealing with health) Listening. Comprehension on health related
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					CRITERION D Using language • Use written language to communicate with others • Demonstrate accurate use of language conventions • Organize information in writing • Communicate information with a sense of audience and purpose Listening- .		topics. Introduction to different sentence structures (sentensi sahili, sentensi changamanoi, sentensi ambatano. Introduction to persuasive text structure. Reading Analysis of health related articles, understanding the use of language and structure. Understanding the role of drugs in health.
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Unit title and teaching hours	Key concept	Related concepts	Global context	Statement of inquiry	Objectives	ATL skills	Content
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Jamii na tamaduni (culture andcommunities)	Connection	Point of view message	Personal and cultural A.O.E History of ideas Belief system and social construction of reality .	Understandin g how aspects of culture and communities are communicate d through messages and perspectives can help us appreciate diversity and foster connections.	OBJECTIVE A: Comprehending spoken text • Demonstrate understanding of explicit and implicit spoken information in multimodal texts demonstrate understanding of conventions • CRITERION C: Use spoken language to communicate and interact with others • Demonstrate accuracy and fluency in speaking • Communicate clearly and effectively	Communication- group work and discussions form a part of teaching and learning. Oral presentations will help enhance the use of language. Research- Research work will be in form of use of research persons from the Swahili speaking cultures,	Introduction to Swahili speaking culture. History of the Swahili. Swahili speaking cultures in Africa. Nouns dealing with culture and communities. Adjectives relating to culture and communities. Writing -letters, blogs, narratives.
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Unit title and teaching hours	Key concept	Related concept	Global context	Statement of inquiry	Objectives	ATL Skills	Content
Ubunifu kwa Ajili ya Haki	creativity	Audience, Purpose	Fairness and Development A.O.E Rights, Inequality, Power and privilege.	Understanding and using Kiswahili language structures creatively can influence fairness and development in society.	C – Listening To enhance understanding of social justice issues through critical reading of materials on creativity, innovation, and human rights. B – Reading	Social Skills – Collaborate respectfully in group discussions Research Skills – Identify and analyze language features in Kiswahili texts	Content Focus (Language Structure-Based): Sentence structure and word order (muundo wa sentensi) Use of noun classes (ngeli) in expressing identity and social roles

					To develop the ability to express and present innovative ideas for social justice through structured speaking activities such as discussions, presentations, and storytelling.	Agreement markers (viambishi vya upatanisho) in context Passive and active voice (mtindo wa kupachika na kupachika pasipo moja kwa moja) in persuasive texts Use of idioms and proverbs (nahau na methali) in social advocacy Tone and mood in speeches or stories on justice
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Unit title and teaching hours	Key concept	Related concept	Global context	Statement of inquiry	Objectives	ATL skills	Content
Miunganisho kwa Maendeleo	Connection	Message, Structure	Globalization and Sustainability A.O.E Markets,Urban planning,Conservation	Understanding how language structures connect people and ideas promotes global responsibility and sustainable action.	Objective B – Reading Students interpret and analyze written Kiswahili texts, identifying main ideas, specific language structures, purpose, and the connection between form and meaning. Objective C –	Social Skills Respectfully communicate ideas about global and environmental issues Collaborate during group discussions on sustainability	Use of noun classes (ngeli) when describing environmental elements Connectives and cause-effect sentence structures Passive and active voice in environmental texts

					Listening Students comprehend spoken Kiswahili, identifying key information, interpreting meaning, and analyzing how language is used to connect ideas and influence audiences.	topics Research Skills Interpret and evaluate language in texts related to environmental and global connections Extract meaning from oral sources about global cooperation	Tone and register for different audiences (formal vs informal) Use of idioms, sayings, and proverbs related to nature and responsibility Verbs and tenses to describe current issues and propose future solutions
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Unit title and teaching hours	Key concept	Related concepts	Global context	Statement of inquiry	Objectives	ATL skills	Content
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Around the globe	connection	Pronunciation, purpose	Identities and relationship A.O.E Lifestyle choices Human nature and dignity Physical, psychological and social development	The way we use pronunciation to serve a purpose can influence how we connect with others and express our identity in a relationship .	OBJECTIVE A: LISTENING • Demonstrate understanding of explicit and implicit spoken information in multimodal texts demonstrate understanding of conventions • Demonstrate understanding of relationships between the various components of the multimodal text. CRITERION C:	Communication Skills: Develop writing and speaking skills by discussing global issues in Kiswahili. Develop the ability to convey ideas about world effectively in both written and spoken forms. Research Skills: Conduct research	Countries around the world Nationalities and languages, festivals and celebrations, Access to education and inequality. Education systems around the world. Career opportunities and trends.
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					SPEAKING • Use spoken language to communicate and interact with others • Demonstrate accuracy and fluency in speaking • Communicate clearly and effectively CRITERION D: WRITING • Use written language to communicate with others • Demonstrate accurate use of language conventions • Organize information in writing • Communicate information with a	on global issues and how Kiswahili is used in different contexts.. Analyze how language can influence global sustainability efforts. Language on globalization and sustainability	
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					sense of audience and purpose		
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Unit title and teaching hours	Key concept	Relate d concep ts	Globa l conte xt	Statemen t of inquiry	Objectives	ATL skills	Content
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Higher education and future plans	connection	Structure, purpose	Fairness and development A.O.E Imaging a hopeful future,human capability and development and security.	The structure and purpose helps to develop connections and give different opportunities to broaden the horizon.	OBJECTIVE A: LISTENING • Demonstrate understanding of explicit and implicit spoken information in multimodal texts demonstrate understanding of conventions • Demonstrate understanding of relationships between the various components of the multimodal text. CRITERION C: SPEAKING • Use	Communication through written communication. Students will engage in writing functional writings such as letters. Social skills through interviews and dialogue.	. Introduction to Higher Education and Career Paths Vocabulary Building and Discussion Language Skills: Listening, speaking, reading, and writing. Grammar Focus: Use of future tense (e.g., <i>nitakuwa</i>, <i>nitaenda</i>), conditionals (<i>kama ningekuwa</i>), and modal verbs (<i>naweza</i>, <i>ningeweza</i>). Exploring University
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					spoken language to communicate and interact with others • Demonstrate accuracy and fluency in speaking • Communicate clearly and effectively CRITERION D: WRITING • Use written language to communicate with others • Demonstrate accurate use of language conventions • Organize information in writing • Communicate information with a sense of audience		Language Skills: Listening and reading comprehension. Grammar Focus: Formal letter writing (e.g., application letters); present continuous tense (<i>naomba, ninasoma</i>). Week 3: Career Planning and Personal Interests Connecting Education to Future Career Opportunities
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							Language Skills: Writing, speaking, listening.
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					and purpose		Grammar Focus: Future perfect tense (<i>nitakuwa nimesoma, nitakuwa nimepata kazi</i>), sequencing words (<i>baada ya, kabla ya</i>). Week 4: Decision Making in Education Making Informed Choices About Future Studies Language Skills: Speaking and debating. Grammar Focus: Use of comparatives and superlatives (<i>bora kuliko, nzuri zaidi ya</i>);
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							expressing opinions (<i>nadhani, kwa maoni yangu</i>).
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							<i>kutokana na</i>),
							Presentation of Future Plans Focus: Summarizing and Presenting Future Educational and Career Goals Language Skills: Listening and speaking. Grammar Focus: Future progressive (<i>nitakuwa nikisoma, nitakuwa nikifanya</i>)

							<i>kazi</i>), review of all tenses.
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Unit title and teaching hours	Key concept	Relate d concep ts	Globa l conte xt	Statemen t of inquiry	Objectives	ATL skills	Content
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The art of storytelling.	creativity	Point of view, empathy, conventions, voice	Orientation in space and time	The conventions of story writing not only allow writers to express their creativity, but also give them a voice through which they can express a certain point of view and create empathy for others A.O.E Indigenous understanding, peoples and	OBJECTIVE A: LISTENING • Demonstrate understanding of explicit and implicit spoken information in multimodal texts demonstrate understanding of conventions • Demonstrate understanding of relationships between the various components of the multimodal text. CRITERION C: SPEAKING • Use	Communication through written communication. Students will engage in writing and telling stories from different cultures. Social skills through group work and discussions.	Do stories matter? Do life stories matter? What can we gain from reading personal narratives? What is a story? What are the typical conventions of storytelling? Why do we tell stories? What can we learn from stories? What can we learn
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				turning points and big history..			
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					spoken language to communicate and interact with others • Demonstrate accuracy and fluency in speaking • Communicate clearly and effectively CRITERION D: WRITING • Use written language to communicate with others • Demonstrate accurate use of language conventions • Organize information in writing • Communicate information with a sense of audience		from stories? What makes a good story
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					and purpose		
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Unit title and teaching hours	Key concept	Related concepts	Global context	Statement of inquiry	Objectives	ATL skills	Content
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Education and workElimu na ajira	Connection	structure Purpose	Fairness and developmen t A.O.E- Imagining a hopeful future	.The structure and purpose may help to develop connections and give different opportuniti es to broaden the horizon.	OBJECTIVE A: LISTENING • Demonstrate understanding of explicit and implicit spoken information in multimodal texts demonstrate understanding of conventions • Demonstrate understanding of relationships between the various components of the multimodal text. CRITERION C: SPEAKING • Use spoken language to	Communication: expressing ideas Critical thinking: analyzing cultural perspectives	Introduction to school routine. Describe school routine, celebrations in school, exchange programs Different jobs and professions. Grammar- verbs, tenses (future continuous, past continuous) , conjunctions.
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					communicate and interact with others • Demonstrate accuracy and fluency in speaking • Communicate clearly and effectively CRITERION D: WRITING • Use written language to communicate with others • Demonstrate accurate use of language conventions • Organize information in writing • Communicate information with a sense of audience and purpose		Activities- Formal letter writing, Cv writing, school articles and journals. Activities- role-play a job interview.
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Fashion and us	culture	Point of view, mess age	Personal and cultural expression A.O.E Craft,creation ,beauty and products	look and dress, and are under immense pressure to conform to certain points of view about beauty	OBJECTIVE C SPEAKING At the end of the emergent level, the student should be able to Use a wide range of vocabulary Use a wide range of grammatical structures generally and accurately Use clear pronunciation, intonations in comprehensible manner. CRITERION D: WRITING • Use written language to communicate with	Communication Skills through working in groups. Collaboration Skills.	What is fashion? Does it matter what we look like? How can we express ourselves through the way we look? How does the way we dress reflect who we are? How have our notions of beauty changed over time? To what extent does our environment influence our idea of true beauty? Can the pursuit of ideal beauty be dangerous?
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							What price are we willing to pay for ideal beauty
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Unit title and teaching hours	Key concept	Related concepts	Global context	Statement of inquiry	Objectives	ATL skills	Content
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Utamaduni na mawasilianokatika ulimwengu uliunganishwa(culture and communication in a connected world)	communication	Audience and Inference	Global and sustainability-AOE Diversity and interconnection	In a world with diverse audiences and cultures, we need to infer received ideas in order to create shared understandings.	OBJECTIVE C:SPEAKING. Discuss the challenges and opportunities brought about by cultural exchange through digital.Create spoken or written texts that demonstrate	Communication. Learners will negotiate ideas and opinions with others respectfully Self-management. Students will use AEL	Definitions: <i>What is culture?</i> (Values, customs, language, norms) Relationship between culture and communication How
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					understanding of intercultural communication. CRITERION D: WRITING. Demonstrate cultural sensitivity through language use in various contexts. Apply correct grammar and structure in texts related to culture and communication.	management to develop empathy regulate emotions and build respectful communication accross cultures in a globalized world	communication reflects and shapes cultural identity Personal stories as cultural expressions
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Unit title and teaching hours	Key concept	Related concept	Global context	Statement of inquiry	Objectives	ATL skills	Content
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Ubunifu na mtazamo katika mageuzi ya kisayansi na teknolojia (innovation through perspective exploring bias and creativity in science & technology)	Creativity	Point of view and bias	Scientific and technical innovation- Modernization A.O.E Modernisation, digital life and models	Creativity drives scientific and technological advancement but our perspectives and biases shapes how innovation is developed and understood	CRITERION A: LISTENING. Evaluate the effectiveness of texts in conveying views on science and technology. CRITERION B: READING Organize ideas and	Research skills Learners can use research skill to analyze data thinking skill. Learners will analyze how perspective and biases influence scientific and	Viambishi tamati katika vitenzi vya utafiti (e.g. -isha, -ea, -wa). Muundo wa taarifa rasmi: jinsi ya kuandika utangulizi, mbinu, matokeo na hitimisho.
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					arguments logically when discussing scientific innovations. Structure responses clearly to show understanding of purpose and audience.	technical innovation	Lugha ya maelezo na tathmini: maneno ya kuonesha mtazamo, hoja, na ulinganisho
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