



7th Grade

MYP Learning Objectives, Curricula and Competencies



LANGUAGE AND LITERATURE

Analyzing Text

- Identify and explain the content, context, language, structure, technique and style of text(s) and the relationship among texts
- Identify and explain the effects of the creator's choices on an audience
- Justify opinions and ideas, using examples, explanations and terminology.
- Interpret similarities and differences in features within and between genres and texts.

Organizing Ideas

- Employ organizational structures that serve the context and intention.
- Organize opinions and ideas in a coherent and logical manner.
- Use referencing and formatting tools to create a presentation style suitable to the context and intention.

Producing Text

- Produce texts that demonstrate thought, imagination and sensitivity while exploring and considering new perspectives and ideas arising from personal engagement with the creative process.
- Make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience.
- Select relevant details and examples to develop ideas.

Using Language

- Use appropriate and varied vocabulary, sentence structures and forms of expression.
- Write and speak in an appropriate register and style.
- Use correct grammar, syntax and punctuation.
- Spell (alphabetic languages), write (character languages) and pronounce with accuracy.



- Use appropriate non-verbal communication techniques.

INDIVIDUALS AND SOCIETIES

Knowing & Understanding

- Use a range of terminology in context.
- Demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples.

Investigating

- Formulate/choose a clear and focused research question, explaining its relevance.
- Formulate and follow an action plan to investigate a research question.
- Use methods to collect and record relevant information.
- Evaluate the process and results of the investigation, with guidance.

Communicating

- Communicate information and ideas in a way that is appropriate for the audience and purpose.
- Structure information and ideas according to the task instructions.
- Create a reference list and cite sources of information.

Thinking Critically

- Identify the main points of ideas, events, visual representation or arguments.
- Use information to justify an opinion.



- Identify and analyze a range of sources/data in terms of origin and purpose.
- Identify different views and their implications.

LANGUAGE ACQUISITION | Italian and Spanish | Emergent | PHASE 1-2

Listening

- Identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple authentic texts.
- Analyze conventions in a wide variety of simple authentic texts.

Reading

- Identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple authentic texts.
- Analyze conventions in a wide variety of simple authentic texts.

Speaking

- Use a wide range of vocabulary.
- Use a wide range of grammatical structures generally accurately.
- Use clear pronunciation and intonation in a comprehensible manner.
- Communicate all or almost all the required information clearly and effectively.

Writing

- Use a wide range of vocabulary.
- Use a wide range of grammatical structures generally accurately.



- Organize information effectively and coherently in an appropriate format using a wide range of simple cohesive devices.
- Communicate all or almost all the required information with a clear sense of audience and purpose to suit the context.

At the start of each MYP year at La Scuola, students are assessed and placed in a learning group reflective of their phase of language acquisition. In the MYP program, as students progress through the three levels and six phases, they are expected to develop their ability to communicate appropriately and effectively in an increasing range of social, cultural and academic contexts, and for an increasing variety of audiences and purposes. *ibo.org*

LANGUAGE ACQUISITION | Italian and Spanish | Capable | PHASE 3-4

Listening

- Identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple and some complex authentic texts.
- Analyze conventions in a wide variety of simple and some complex authentic texts.

Reading

- Identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple and some complex authentic texts.
- Analyze conventions in a wide variety of simple and some complex authentic texts.

Speaking

- Use a wide range of vocabulary.
- Use a wide range of grammatical structures generally accurately.
- Use clear pronunciation and intonation in a comprehensible manner.



- Communicate all or almost all the required information clearly and effectively.

Writing

- Use a wide range of vocabulary.
- Use a wide range of grammatical structures generally accurately.
- Organize information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices.
- Communicate all or almost all the required information with a clear sense of audience and purpose to suit the context.

LANGUAGE ACQUISITION | Italian and Spanish | Proficient | PHASE 5-6

Listening

- Identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of complex authentic texts.
- Analyze conventions in a wide variety of complex authentic texts.

Reading

- Identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of complex authentic texts.
- Analyze conventions in a wide variety of complex authentic texts.

Speaking

- Use a wide range of vocabulary.
- Use a wide range of grammatical structures generally accurately.



- Use clear pronunciation and intonation in a comprehensible manner.
- Communicate all or almost all the required information clearly and effectively.

Writing

- Use a wide range of vocabulary.
- Use a wide range of grammatical structures generally accurately.
- Organize information effectively and coherently in an appropriate format using a wide range of complex cohesive devices.
- Communicate all or almost all the required information with a clear sense of audience and purpose to suit the context.

MATHEMATICS

Knowing and understanding

- Select appropriate mathematics when solving problems in both familiar and unfamiliar situations.
- Apply the selected mathematics successfully when solving problems.
- Solve problems correctly in a variety of contexts.

Investigating patterns

- Select and apply mathematical problem-solving techniques to discover complex patterns.
- Describe patterns as relationships and/or general rules consistent with findings.
- Verify and justify relationships and/or general rules.

Communicating

- Use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations.



- Use different forms of mathematical representation to present information.
- Move between different forms of mathematical representation.
- Communicate complete and coherent mathematical lines of reasoning.
- Organize information using a logical structure.

Applying mathematics in real-life contexts

- Identify relevant elements of authentic real-life situations.
- Select appropriate mathematical strategies when solving authentic real-life situations.
- Apply the selected mathematical strategies successfully to reach a solution.
- Explain the degree of accuracy of a solution.
- Describe whether a solution makes sense in the context of the authentic real-life situation.

SCIENCES

Knowing and understanding

- Describe scientific knowledge.
- Apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations.
- Analyze information to make scientifically supported judgments.

Inquiring and designing

- Describe a problem or question to be tested by a scientific investigation.
- Outline a testable hypothesis and explain it using scientific reasoning.
- Describe how to manipulate the variables and describe how data will be collected.



- Design scientific investigations.

Processing and evaluating

- Present collected and transformed data.
- Interpret data and outline results using scientific reasoning.
- Discuss the validity of a prediction based on the outcome of the scientific investigation.
- Discuss the validity of the method.
- Describe improvements or extensions to the method.

Reflecting on the impacts of science

- Describe the ways in which science is applied and used to address a specific problem or issue.
- Discuss and analyze the various implications of using science and its application in solving a specific problem or issue
- Apply scientific language effectively.
- Document the work of others and sources of information used.

DESIGN

Inquiring and analyzing

- Explain and justify the need for a solution to a problem.
- Construct a research plan, which states and prioritizes the primary and secondary research needed to develop a solution to the problem.
- Analyze a group of similar products that inspire a solution to the problem.
- Develop a design brief, which presents the analysis of relevant research.



Developing ideas

- Develop a design specification which outlines the success criteria for the design of a solution based on the data collected.
- Present a range of feasible design ideas, which can be correctly interpreted by others.
- Present the chosen design and outline the reasons for its selection.
- Develop accurate planning drawings/diagrams and outline requirements for the creation of the chosen solution.

Creating the solution

- Construct a logical plan, which outlines the efficient use of time and resources, sufficient for peers to be able to follow to create the solution.
- Demonstrate excellent technical skills when making the solution.
- Follow the plan to create the solution, which functions as intended.
- Explain the changes made to the chosen design and the plan when making the solution.
- Present the solution as a whole.

Evaluating

- Describe detailed and relevant testing methods, which generate accurate data, to measure the success of the solution.
- Explain the success of the solution against the design specification.
- Describe how the solution could be improved.
- Describe the impact of the solution on the client/target audience.



Arts | Atelier, Music & Dance

Knowing and understanding

- Demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language.
- Demonstrate knowledge of the role of the art form in original or displaced contexts.
- Use acquired knowledge to inform their artwork.

Developing skills

- Demonstrate the acquisition and development of the skills and techniques of the art form studied.
- Demonstrate the application of skills and techniques to create, perform and/or present art.

Thinking creatively

- Outline a clear and feasible artistic intention.
- Outline alternatives, perspectives, and imaginative solutions.
- Demonstrate the exploration of ideas through the developmental process to a point of realization.

Responding

- Outline connections and transfer learning to new settings.
- Create an artistic response inspired by the world around them.
- Evaluate the artwork of self and others.



PHYSICAL AND HEALTH EDUCATION

Knowing and understanding

- Describe physical and health education factual, procedural and conceptual knowledge.
- Apply physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations.
- Apply physical and health terminology to communicate understanding.

Planning for performance

- Design and explain a plan for improving physical performance and/or health.
- Explain the effectiveness of a plan based on the outcome.

Applying and performing

- Demonstrate and apply a range of skills and techniques.
- Demonstrate and apply a range of strategies and movement concepts.
- Outline and apply information to perform effectively.

Reflecting and improving performance

- Describe and demonstrate strategies to enhance interpersonal skills.
- Outline goals and apply strategies to enhance performance.
- Explain and evaluate performance.



California Common Core Standards

READING Grade 7

LITERATURE

Key Ideas and details

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Craft and Structure

1. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
2. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
3. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Integration of Knowledge and Ideas

1. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
2. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

Range of Reading and Level of text Complexity

By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.



INFORMATIONAL TEXT

Key Ideas and details

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Craft and Structure

1. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
2. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
 - a. Analyze the use of text features (e.g., graphics, headers, captions) in public documents.
3. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Integration of Knowledge and Ideas

1. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
2. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
3. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Range of Reading and Level of text Complexity

By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.



California Common Core Standards

WRITING Grade 7

Text Types and Purposes

1. **Write arguments to support claims with clear reasons and relevant evidence.**
 - a. a. Introduce claim(s), acknowledge and address alternate or opposing claims, and organize the reasons and evidence logically.
 - b. b. Support claim(s) or counterarguments with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - c. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
 - d. d. Establish and maintain a formal style.
 - e. e. Provide a concluding statement or section that follows from and supports the argument presented.
2. **Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
 - a. Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/ contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.
 - b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Establish and maintain a formal style.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
3. **Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
 - a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 - b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
 - c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.



- d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action to convey experiences and events.
- e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Writing

- 1. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 2. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed
- 3. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Research to Build and Present Knowledge

- 1. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- 2. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- 3. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).
 - b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

Range of Writing

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.



California Common Core Standards **SPEAKING AND LISTENING Gr 7**

Comprehension and Collaboration

1. **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
 - a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
 - c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
 - d. Acknowledge new information expressed by others and, when warranted, modify their own views.
2. **Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.**
3. **Delineate a speaker's argument and specific claims, and attitude toward the subject, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.**

Presentation of Knowledge and Ideas

1. **Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.**
 - a. Plan and present an argument that: supports a claim, acknowledges counterarguments, organizes evidence logically, uses words and phrases to create cohesion, and provides a concluding statement that supports the argument presented.
2. **Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points**
3. **Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.**



California Common Core Standards LANGUAGE Grade 7

Conventions of Standard English

1. **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
 - a. Explain the function of phrases and clauses in general and their function in specific sentences.
 - b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
 - c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
2. **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
 - a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,]
green shirt).
 - b. Spell correctly.

Knowledge of Language

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Vocabulary Acquisition and Use

1. **Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
 - a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
 - c. Consult reference and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech or trace the etymology of words.
 - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).



2. **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**
 - a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
 - b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
 - c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
3. **Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.**



MYP Numerical and Abstract Reasoning

NUMBERS

Competencies

Students develop mastery in

- Number sense and operations
- Commutativity, associativity and distribution of operation
- Estimation and approximation
- Measurement and units
- Decimal places and significant figures
- Equivalence in number and representation
- Proportional reasoning using ratios and percentages
- How ratios associate quantities that vary together
- Solving versus satisfying an equation
- Equivalent expressions
- Money and financial literacy

Skills

Students develop knowledge in

- Factors of numbers
- Integers
- Number Operations
- Prime numbers and prime factors
- Greatest/highest common factor, lowest common multiple
- Recurring decimals
- Number lines and simple inequalities
- Ratios
- Exponents and powers
- Squares and square roots



MYP Numerical and Abstract Reasoning

ALGEBRA (Pattern, Expression, Change, Models, Substituting)

Competencies

Students develop mastery in

- Equivalence in number and representation
- Commutativity, associativity and distribution of operations
- Equivalence in number and representation
- Solving versus satisfying an equation
- Equivalent expressions
- Appreciation of errors
- Measurement and units

Skills

Students develop knowledge in

- Operating with algebraic expressions
- Forming equations
- Transposing and solving simple equations
- Substitution into expressions
- Expanding brackets
- Factorizing algebraic expressions
- Using formulae
- Flowcharts and simple algorithms



MYP Reasoning with Data

DATA COLLECTION AND STATISTICS

Competencies

Students develop mastery in

- Variability and randomness
- Causation versus correlation
- Inferences and informal inferential reasoning
- Prediction and hypothesis testing
- Sampling, resampling and aggregation
- Role of context in statistical inquiry
- Connection between purpose and utility
- Outliers and how to separate the signal from the noise
- Data distribution and how they can be analyzed or compared

Skills

Students develop knowledge in

- Simple discrete data and classifications
- Data collection and generation (including
- Graphical representations (including: pie charts, bar
- Data visualizations and infographics
- Data processing: measure of central tendency (mean, mode and median) for discrete and grouped data
- Measures of dispersion: range
- Limitations and context in statistical enquiry
- Sample spaces
- Direct and inverse proportion



MYP Spatial Reasoning

GEOMETRY

Competencies

Students develop mastery in

- Construction and manual skills
- Visualization and representation of 3D shapes
- Moving between dimensions

Skills

Students develop knowledge in

- Classifying shapes and angles
- Calculations with angle properties
- Parallel lines and transversals
- Perimeter (circumference) and area
- Surface area and nets
- Coordinates
- Symmetry and reflection