



8th 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 8

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, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

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 specific word choices on meaning and tone, including analogies or allusions to other texts.
2. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
3. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Integration of Knowledge and Ideas

1. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
2. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Range of Reading and Level of text Complexity

By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

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 a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

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 specific word choices on meaning and tone, including analogies or allusions to other texts.
2. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
 - a. Analyze the use of text features (e.g., graphics, headers, captions) in consumer materials.
3. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Integration of Knowledge and Ideas

1. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
2. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
3. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Range of Reading and Level of text Complexity

By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.



California Common Core Standards

WRITING Grade 8

Text Types and Purposes

- 1. Write arguments to support claims with clear reasons and relevant evidence.**
 - a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
- 2. Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), 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 into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.
 - b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - c. Use appropriate and varied 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, description, and reflection, to develop experiences, events, and/or characters.



- c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and 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 present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Research to Build and Present Knowledge

- 1. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- 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 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).
 - b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

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 8**

Comprehension and Collaboration

1. **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 8 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 and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
 - c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
 - d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
2. **Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.**
3. **Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.**

Presentation of Knowledge and Ideas

1. **Present claims and findings (e.g., argument, narrative, response to literature presentations), emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.**
 - a. Plan and present a narrative that: establishes a context and point of view, presents a logical sequence, uses narrative techniques (e.g., dialogue, pacing, description, sensory language), uses a variety of transitions, and provides a conclusion that reflects the experience.
2. **Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.**
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 8

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 verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
 - b. Form and use verbs in the active and passive voice.
 - c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
 - d. Recognize and correct inappropriate shifts in verb voice and mood
2. **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
 - a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
 - b. Use an ellipsis to indicate an omission.
 - c. Spell correctly.

Knowledge of Language

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

- a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Vocabulary Acquisition and Use

1. **Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 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., precede, recede, secede).
 - c. Consult general 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. verbal irony, puns) in context.
 - b. Use the relationship between particular words to better understand each of the words.
 - c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
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

Skills

Students develop knowledge in

- Forms of numbers (fractions, decimals, percentages) and transforming between them
- 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
- Exponents and powers
- Squares and square roots

ALGEBRA (Linear Equations)

Competencies

Students develop mastery in

- Commutativity, associativity and distribution of operations
- how proportional relationships lead to linear equations and modeling
- how ratios associate quantities that vary together
- solving versus satisfying an equation
- equivalent expressions

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
- Coordinates

Additional Number skills included from the MYP 4-5 standards, grades 9-10 mathematics

- Factorizing quadratic expressions
- Solving quadratic equations



- Changing the subject of an equation
- Linear functions
- $y = mx + c$, gradients and intercepts
- Quadratic functions
- Gradient of parallel lines
- Gradient of perpendicular lines

TRIGONOMETRY (Proof and use)

MYP Year 4-5 (9th-10th grade) Standard

Competencies

Students develop mastery in

- Commutativity, associativity and distribution of operations
- decimal places and significant figures
- application and limitations of accuracy
- appreciation of errors

Skills

MYP Year 4-5 (9th-10th grade) Standard

Students develop knowledge in

- Triangle properties
- Pythagoras' theorem
- Trigonometric ratios in right- angled triangles
- Sine rule and cosine rule, including applications
- Area of triangle rule



PROBABILITY (Chance)

Competencies

Students develop mastery in

- Equivalence in number and representation
- application and limitations of accuracy

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
- Role of context in statistical inquiry
- Connection between purpose and utility
- The law of large numbers
- Theoretical and experimental probabilities
- Listing strategies.

MYP Spatial Reasoning

GEOMETRY

Competencies

Students develop mastery in

- Construction and manual skills
- Visualization and representation of 3D shapes



- Moving between dimensions
- Algorithmic thinking in trigonometry.

Skills

Students develop knowledge in

- Classifying shapes and angles
- Calculations with angle properties
- Perimeter (circumference) and area
- Surface area and nets