

Steps for Developing Subject-Group Overviews (SGOs)

1. Goal of the SGO:
 - a. To document teachers' vertical and horizontal planning and allow teachers and school leaders to reflect on the vertical articulation of the written curriculum.
 - b. To create a roadmap which we will follow as we continue to develop MYP units over the course of the next five to six years. The Subject-Group Overview will
 - c. This horizontal view allows teachers to reflect upon common concepts, contexts, and skills among subject groups in a particular year, as well as the scope and variety of concepts, contexts, and skills being offered to students.

2. Plan for developing SGOs:
 - a. The creation of the SGOs should be a collaborative process involving director and teachers from each of the subjects/ levels.
 - b. January 13 and March 2 have been tentatively scheduled for SGO work. Additional time can be designated if necessary.
 - c. The deadline for completion of the SGOs should be September 1, 2016, Summer curriculum writing time may be necessary in order for all of the SGOs to be completed.
 - d. Use of an electronic collaborative document could facilitate collaborative work outside of these scheduled meeting times
 - e. Each SGO, in its current form, should be only one or two pages long representing five or six proposed units (40-48 boxes filled in) for each of our two MYP subjects for each of the three years of the programme.
 - f. The units do not need to actually be planned in order for the SGOs to be filled in. Teams working on the SGOs should understand that this is a plan for what the units might look like once they are completed. As our plans change, the SGOs will change accordingly. SGOs show that we are in the process of undertaking the process of ensuring horizontal and vertical alignment of MYP units.

3. What does the SGO include? Each SGO only needs the following items for each of the five or six units in order to be complete:
 - a. Unit Title
 - b. Key Concept
 - c. Related Concepts

- d. Global Context and Exploration
- e. Statement of Inquiry
- f. MYP Subject Specific Objectives and Strands
- g. Content (Topic, Knowledge, Skills)

Please note that, other than the “Content” section, which should be a short (50-75 word) paragraph, all of the other boxes require only a couple words or a short sentence.

4. Follow these steps for creating your grade level SGO:
 - a. Look at existing curriculum maps in Rubicon Atlas.
 - b. Try to identify six major units that currently exist (current units shorter than 20 hours could be combined, if necessary). Any MYP units either completed or in process should be included in the SGO. This includes interdisciplinary units (which should appear in all respective subject-group overviews).
 - c. In the case of current MYP units, information can be copied and pasted directly into the SGO template.
 - d. In the case of older units, SGO team members will need to think about what Key Concept, Related Concepts, Global Context, etc. best fits each unit. As these are identified, they can be added to the Google Doc (or Rubicon Atlas, if this is possible).
 - e. The extent to which concepts and ATL skills are addressed throughout the programme is a separate process which can be undertaken once the initial SGOs are completed. SGO teams should not concern themselves with this process at this point, as these issues will not be visible until the 24 SGOs exist in draft form.


Pelham Middle School – Language and Literature – Year 1

Subject Group Overview

Unit title	Key concept	Related Concept(s)	Global context & Exploration	Statement of inquiry	MYP subject specific objectives and strands	Content (topics, knowledge, skills)
Fairy Tales from around the World	Aesthetics Creativity Culture	Expression (art) and Purpose (language arts)	Personal and Cultural Expression	Literature and architecture purposefully express cultural values	A,B, C and D	(Language Arts)Fairy Tale Elements/Plot Elements/Dialogue mini-lesson/Research Skill/Knowledge of Databases (Art)Slab Rolling/Hand Building Techniques/Architecture of Castles
Grammar	Communication	Structure	Personal and Cultural Expression	Effective Communication is based on applying rules of grammar within the structure of writing	C and D	Nouns/Pronouns, Verbs, Adjectives/Adverbs, Prepositions

Pelham Middle School – Language and Literature – Year 2

Subject Group Overview

Unit title	Key concept	Related Concept(s)	Global context & Exploration	Statement of inquiry	MYP subject specific objectives and strands	Content (topics, knowledge, skills)
Agents of Change: Freak the Mighty	Change	Conflict Character	Identities and Relationships: human relationships including families, friends, communities and cultures.	Individuals Can Act as Agents of Change	A. iii B. i, ii, iii C. ii, iii D. i,ii,iii,iv,v	"I Held a Jewel in My Fingers" by Emily Dickenson Freak the Mighty by Rodman Philbrick Literary Connections Content about Morquio's Syndrome Real world connections: Article about young girl living with Morquio Syndrome ( http://www.nydailynews.com/life-style/health/massachusetts-girl-walking-george-article-1.2431580) Film The Mighty directed by Peter Chelsom Terminology - Characterization, Theme, Motif, Tone & Mood, Symbolism

Experiences Help us Grow: The Adventures of Tom Sawyer	Identity	Theme Character	Personal and Cultural Expression: the ways in which we discover and express feelings, culture, beliefs, and values.	Experiences, whether good or bad, help us grow.	
Connections: A Long Walk to Water	Connections	Context Point of View	Globalization/Sustainability: interconnectedness of human-made systems and communities; the impact of decision-making on humankind and the environment.	Basic human needs connect all people across time and place.	
The Outsiders	Creativity	Self-expression Point of View	Fairness and Development: students will explore rights and responsibilities; the relationship between communities, access to equal		

				opportunities and peace and conflict resolution.				
Portraits and Poetry								