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Course/Curriculum specific language

IB terms	Britain	Oceania	North America	More...
Course design	scope and sequence Scheme of work		Course Curriculum/ Articulation	Annual plan of units in a subject area
Unit of inquiry	unit plan		Unit plan	a plan for a unit with each lesson roughed out with activities resources etc
Unit planner	Unit plan format		template	
Lesson plan	Lesson plan		Lesson plan	
Aims	Subject Content		Objectives	Learning targets of a subject area
Progression of Learning	Laddar Standard and Benchmark	Overview Standard and Benchmark	Scope and sequence	Vertical (school divisional) progression plan of study in a subject area
Interdisciplinary learning	Cross curricular learning		Interdisciplinary learning	

curriculum	curriculum		Curriculum	Written and taught plans of learning
Central Idea (PYP) Statements of inquiry (MYP) Essential Understanding (DP)	Inquiry-based learning		Essential Question	
Inquiry questions (MYP)	Reflective questions		Lesson objectives -Objectives for individual lessons were structured as questions that students should be able to answer at the end a lesson	
Key Concepts (PYP, MYP)	Learning objectives, Content		Concepts	
Related Concepts (MYP)				
Skills	Learning objectives, Content		Learning/Performance objectives	
Knowledge	Learning objectives, Content		Learning/Performance objectives Content	

Attributes/skills specific language

IB terms	Britain	Oceania	North America	More...
Learner Profiles	Standards and expectations.			10 Attributes for learning
Attitude towards learning (ATL)				Study skills/ learning skills PYP (5 skills with reflective thinking being in thinking skills) MYP (5 skills with reflective thinking being in self-management)
(ATL) skills			N/A	5 skills described in "MYP From Principles into Practice" (Communication, Self-Management, Thinking, Research, Social)
(ATL) clusters				10 categories within the 5 skills described in "MYP From Principles into Practice" (Communication in language, communication in interaction, organisation skills, affective skills, reflection skills, critical-thinking skills,

				transfer skills, creative-thinking skills, information literacy skills, media literacy skills, social skills)
(ATL) descriptors				Each cluster has a descriptor to support clarifying the meaning of the clusters.
(ATL) strands	Framework for assessment.			Each cluster has strands that specifies actions that represents the cluster skills.
Attitude towards teaching (ATT)	Principles of curriculum Design			6 Teaching skills (inquiry based, concept driven, contextualised, collaborative, Differentiated, informed by assessment)

Social ←	skill category

Social ← **skill category**

II. Collaboration skills ← **cluster**

How can students collaborate?	**Working effectively with others** ← **descriptor**
specific skill indicator	• Use social media networks appropriately to build and develop relationships • Practise empathy • Delegate and share responsibility for decision-making • Help others to succeed • Take responsibility for one's own actions • Manage and resolve conflict, and work collaboratively in teams • Build consensus • Make fair and equitable decisions

Assessment specific language

IB terms	Britain	Oceania	North America	More...
Objectives (MYP) Assessment objectives (DP)			Standards	Skills being taught and assessed in the subject area
Assessment criteria	Assessment rubric	Assessment rubric	Assessment rubric	Skills being assessed in

(MYP/DP)				the subject area
Assessment strand (MYP)			Strand	Element of objects in assessment criteria
Level descriptor (MYP/DP) Total of achievement level score determine a grade according to the MYP grade boundary, or the DP assessment specific grade boundaries.	IGCSE/A-Level = Grades Below IGCSE there used to be level descriptors built into the national curriculum but this stopped and schools set their own assessment standards		Grade-specific expectations Grade-specific articulations benchmarks	Specific description of achievement levels of elements in objects in assessment criteria
Achievement Level (MYP)			Grades (A, B, C…)	Levels come with numbers that should be added up to be fit into the grade boundary for grades.

At the end of year 5, students should be able to:

i. **demonstrate** knowledge and understanding of the art form studied, including concepts, processes and the use of subject-specific terminology

ii. **demonstrate** understanding of the role of the art form in original or displaced contexts

iii. **use** acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.

strand

descriptor

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. provides **limited** analysis of the content, context, ~~ii. demonstrates limited knowledge of the role the~~ art form in original or displaced contexts iii. demonstrates **limited** use of acquired knowledge to inform his or her artwork.
3–4	The student: i. demonstrates **adequate** knowledge of the art form studied, including concepts, processes, and **adequate** use of appropriate language ii. demonstrates **adequate** knowledge of the role of the art form in original or displaced contexts iii. demonstrates **adequate** use of acquired knowledge to inform his or her artwork.
5–6	The student: i. demonstrates **substantial** knowledge of the art form studied, including concepts, processes, and **substantial** use of appropriate language ii. demonstrates **substantial** knowledge of the role of the art form in original or displaced contexts