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Course/Curriculum specific language

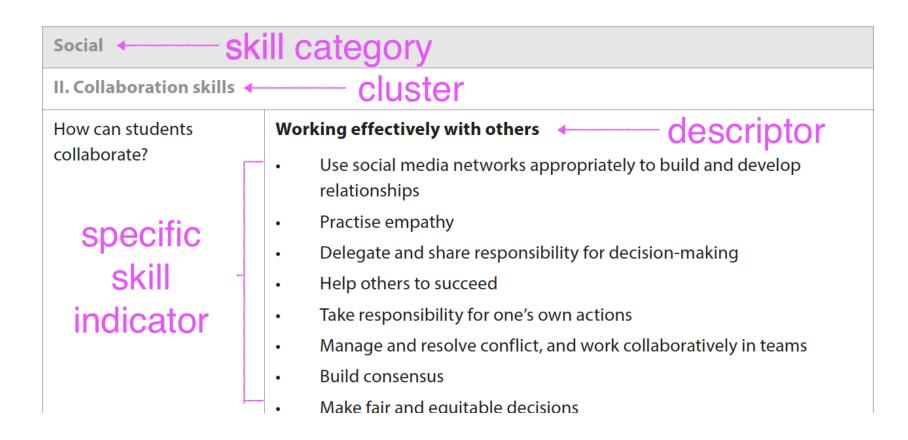
IB terms	Britain	Oceania	North America	More
Course design	scope and sequence Scheme of work		Course Curriculum/ Articulation	Annual plan of units in a subject area
Unit of inquiry	unit plan		Unit plan	a plan for a unit with each lesson roughed out with activities resources etc
Unit planner	Unit plan 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)



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.

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	Achievement level	Level descriptor
	0	The student does not reach a standard described by any of the descriptors below.
	1–2	The student:
At the end of year 5, students should be able to:		i. provides limited analysis of the content, context, art form in original or displaced contexts iii. demonstrates limited use of acquired knowledge to inform his or her artwork.
	atrond	The student:
i. demonstrate knowledge and understanding of the art form studied, including concepts, processes and the use of	strand 3-4	i. demonstrates adequate knowledge of the art form studied, including concepts, processes, and adequate use of appropriate language
subject-specific terminology	scriptor ——	ii. demonstrates adequate knowledge of the role of the art form in original or displaced contexts
ii. demonstrate understanding 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.
iii. use acquired knowledge to		The student:
purposefully inform artistic decisions in the process of creating artwork.	5–6	i. demonstrates substantial knowledge of the art form studied, including concepts, processes, and substantial use of appropriate language
	3-0	ii. demonstrates substantial knowledge of the role of the art form in original or displaced contexts