

# CAT-4 Match to the Atlantic Curriculum

Level 20 - 22 to Grade 10

<b>Reading</b> Atlantic Curriculum, 1997 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)			
	Multiple-Choice Tests			Constructed-Response Tasks
	Reading	Literary Reading	Vocabulary	Response to Text
<i>Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.</i>				
Read a wide variety of print texts which include drama, poetry, fiction, and non-fiction from contemporary, pre-twentieth century Canadian and world writing				
View a wide variety of media and visual texts, such as broadcast, journalism, film, television, advertisement, CD-ROM, Internet, music, videos				
Seek meaning in reading, using a variety of strategies such as cueing systems, utilizing prior knowledge, analysing, inferring, predicting, synthesizing, and evaluating	1, 4, 7, 8, 10, 13, 14, 16, 18, 20, 23, 25, 26, 28, 30, 33, 38	2, 6, 7, 9, 11, 14, 15, 19, 20, 22, 23, 26, 31, 32, 35, 36, 37, 38		
Use specific strategies to clear up confusing parts of a text (e.g., reread/review the text, consult another source, ask for help) and adjust reading and viewing rate (e.g., skimming, scanning, reading/viewing for detail) according to purpose				
Demonstrate an understanding of impact of literary devices and media techniques (editing, symbolism, imagery, figurative language, irony, etc.) have on shaping the understanding of a text	3, 5, 21, 22, 34	1, 4, 16, 17, 21, 29, 33	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	
<i>Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies</i>				
Research, in systematic ways, specific information from a variety of sources <ul style="list-style-type: none"> <li>• Select appropriate information to meet the requirements of a learning task</li> <li>• Analyse and evaluate the chosen information</li> <li>• Integrate chosen information, in a way that effectively meets the requirements of a learning task and/or solves personally defined problems</li> </ul>				
<i>Students will be expected to respond personally to a range of texts</i>				
Articulate personal responses to text by expressing and supporting a point of view about issues, themes, and situations within the texts, citing appropriate evidence				
Respond to texts they are reading and viewing by questioning, connecting, evaluating, and extending	6, 9, 11, 17, 29	3, 8, 10, 12, 24		
Make thematic connections among print texts, public discourse, and media				
Demonstrate a willingness to consider more than one interpretation of text				

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<b>Reading</b> Atlantic Curriculum, 1997 Specific Outcomes	<i>Canadian Achievement Tests, Fourth Edition (CAT-4)</i>			
	Multiple-Choice Tests			Constructed-Response Tasks
	Reading	Literary Reading	Vocabulary	Response to Text
<i>Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre</i>				
Examine the different aspects of texts (language, style, graphics, tone, etc.				
Make inferences, draw conclusions, and make supported responses to content, form, and structure	2, 12, 19, 24, 27, 36, 39	13, 25	14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30	
Explore the relationships among language, topic, genre, purpose, context, and audience	35, 40			
Recognize the use and impact of specific literary and media devices (e.g., figurative language, dialogue, flashback, symbolism)	15, 31, 32, 36	5, 18, 27, 28, 30, 34, 39, 40		
Discuss the language, ideas, and other significant characteristics of a variety of texts and genre				
Respond critically to a variety of print and media texts				
Demonstrate an awareness that texts reveal and produce ideologies, identities, and positions				
Evaluate ways which both genders and various cultures and socio-economic groups are portrayed in media texts				

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<b>Writing</b> Atlantic Curriculum, 2000 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
<i>Students will be expected to use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learning; and to use their imagination.</i>			
Use writing and other ways of representing to <ul style="list-style-type: none"> <li>Extend ideas and experiences</li> <li>Reflect on their feelings, values, and attitudes</li> <li>Describe and evaluate their learning processes and strategies</li> </ul>			
Use note-making, illustrations, and other ways of representing to reconstruct knowledge			
Choose language that creates interesting and imaginative effects	17, 18, 19, 20, 21, 22, 28, 29, 30		
<i>Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.</i>			
Demonstrate skills in constructing a range of texts for a variety of audiences and purposes			
Create an organizing structure appropriate to the purposes, audience, and context of texts <ul style="list-style-type: none"> <li>Select appropriate form, style, and content for specific audiences and purposes</li> <li>Use a range of appropriate strategies to engage the reader/viewer</li> </ul>			
Analyse and reflect on others' responses to their writing and audiovisual productions and consider those responses in creating new pieces			
<i>Students will be expected to use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity, precision, and effectiveness.</i>			
Demonstrate an awareness of what writing/representation processes and presentation strategies work for them in relation to audience and purpose	23, 24, 25, 26, 27		
Consistently use the conventions of written language in final products			
Experiment with the use of technology in communicating for a range of purposes	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30	
Demonstrate commitment to crafting pieces of writing and other representations			
Use a range of materials and ideas to clarify writing and other ways of representing for a specific audience (e.g., graphs, illustrations, tables)			

# CAT-4 Match to the Atlantic Curriculum

Level 20 - 22 Correlation: Atlantic Mathematics

Grade 10 Mathematics	Algebra	Pre-Algebra	Computation
<b>Foundational Skills taught in earlier grades</b>	4, 8, 9, 10, 11, 14, 21, 25, 28, 31, 32, 33, 35, 37	All pre-algebra items have been taught in prerequisite courses prior to this course	All computation items have been taught in prerequisite courses prior to this course
<b>Number</b>			
A2 Analyze graphs and charts			
A3 Understand role of irrational numbers in applications			
A4 Approximate square roots			
A6 apply properties of numbers when operating upon expressions and equations			
<b>Algebra</b>			
B1 Model and express relationships	1, 2, 7		
B2 Perform operations on irrational numbers			
B3 Operations on polynomials	3, 4, 8, 16, 17, 21, 35		
B4 Identify and calculate values in linear programming model			
<b>Relations</b>			
C1 Express problems in terms of equations			
C2 Model with linear, quadratic, exponential and power equations	24, 29, 40		
C8 identify, generalize, and apply patterns			
C13 determine slope and y-intercept	32		
C15 develop and apply strategies for solving problems			
C16 interpret solutions to equations based on context			
C19 solve systems of linear equations using substitution and graphing methods	13, 15, 34		
C21 explore and apply functional relationships both formally and informally	22, 26		
C24 rearrange equations	14, 32		
C29 investigate and make and test conjectures concerning the steepness and direction of a line			
C26 solve quadratic equations by factoring	20		
C35 expand and factor polynomial expressions	6, 19		
C31 graph equations and inequalities and analyse graphs, both with and without graphing technology			
C33 graph by constructing a table of values, by using graphing technology, and , when appropriate, by the y-intercept slope method			
C27 solve linear and simple radical and exponential equations	5, 11, 28		

# CAT-4 Match to the Atlantic Curriculum

Level 20 - 22 Correlation: Atlantic Mathematics

Grade 10 Mathematics	Algebra	Pre-Algebra	Computation
<b>Geomtery and Trigonometry</b>			
D1 determine and apply formulas for perimeter, area, surface area, and volume	25, 37		
D2 apply the properties of similar triangles			
D3 relate trigonometric functions to the ratios in similar triangles			
D4 use calculators to find trigonometric values of angles and to find angles when trigonometric values are known	36		
D5 apply trigonometric functions to solve problems involving right triangles, including the use of angles of elevation			
D8 solve problems involving similar triangles and right triangles			
D12 solve problems using trig ratios	38		
D13 understand concepts of surface area and volume			
D14 apply the Pythagorean Theorem	33		