

CAT-4 Match to the Atlantic Curriculum

Level 19 to Grade 9

Reading Atlantic Curriculum, 1998 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Reading	Vocabulary	Response to Text
GCO 4: <i>Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.</i>			
4.1 select texts that address their learning needs and range of special interests			
4.2 read widely and experience a variety of young adult fiction and literature from different provinces and countries			
4.3 demonstrate an understanding that information texts are constructed for particular purposes	18, 24		
4.4 use cueing systems and a variety of strategies to construct meaning in reading and viewing increasingly complex print and media texts	13, 14, 16, 19, 26, 27, 28, 30, 43	1,, 2, 3, 4, 5, 6, 7, 8, 9, 10, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31	
4.5 articulate their own processes and strategies for reading and viewing texts of increasing complexity			
GCO 6: <i>Students will be expected to respond personally to a range of texts.</i>			
6.1 respond to some of the material they read or view by questioning, connecting, evaluating and extending <ul style="list-style-type: none"> • Move beyond initial understanding to move thoughtful interpretation 	1, 4, 5, 6, 8, 15, 21, 31, 35, 41, 44	11, 12, 13, 14, 15, 16, 17, 18, 32, 33, 34, 35, 36, 37, 38, 39, 40	
6.2 express and support points of view about texts and about issues, themes, and situations within texts, citing appropriate evidence	7, 9, 25, 32, 45, 48		
GCO 7: <i>Students will be expected to respond critically to a range of texts, applying their understanding of language, form and genre.</i>			
7.1 critically evaluate information presented in print and media texts <ul style="list-style-type: none"> • Assess relevance and reliability of available information to answer their questions 	22, 40		
7.2 demonstrate that print and media texts are constructed for particular purposes and particular audiences <ul style="list-style-type: none"> • Describe how specific text and genre characteristics contribute to meaning and effect 	3, 17, 34, 36, 46		
7.3 respond critically to texts of increasing complexity <ul style="list-style-type: none"> • Analyse and evaluate a text in terms of its form, structure, and content • Recognize how their own ideas and perceptions are framed by what they read and view • Demonstrate an awareness that personal values and points of view influence both the creation of text and the reader's/viewer's interpretation and response • Explore and reflect on culture and reality as portrayed in media texts • Identify the values inherent in a text 	2, 10, 11, 12, 20, 23, 29, 33, 37, 38, 39, 42, 47		

CAT-4 Match to the Atlantic Curriculum

Level 19 to Grade 9

Writing Atlantic Curriculum, 1997 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Response to Text
GCO 8: <i>Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations</i>			
8.1 use a range of strategies in writing and other ways of representing <ul style="list-style-type: none"> To extend ideas and experiences Explore and reflect on their feelings, values, and attitudes Consider others' perspectives Reflect on problems and responses to problem Describe and evaluate their learning processes and strategies Reflect on their growth as language learners and language users 			
8.2 use note-making to reconstruct knowledge and select effective strategies appropriate to the task			
8.3 make informed choices of language to create a range of interesting effects in imaginative writing and other ways of representing			
GCO 9: <i>Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.</i>			
9.1 demonstrate facility in using a variety of forms of writing to create texts for specific purposes and audiences, and represent their ideas in other forms (including visual arts, music, drama) to achieve their purposes			
9.2 demonstrate an awareness of the effect of context on writing and other forms of representing <ul style="list-style-type: none"> Make appropriate choices of form, style, and content for specific audiences and purposes 	38, 39, 40		
9.3 analyse and assess responses to their writing and media productions			
GCO 10: <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>			
10.1 demonstrate an awareness of what prewriting, drafting, revising, editing, proofreading, and representing strategies work for them with various writing and other representations	16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37		
10.2 consistently use the conventions of written language in final products	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15	1, 2, 3, 4, 5, 6, 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	
10.3 experiment with the use of technology in communicating for a range of purposes with a variety of audiences			

CAT-4 Match to the Atlantic Curriculum

Level 19 to Grade 9

Writing Atlantic Curriculum, 1997 Specific Outcomes	<i>Canadian Achievement Tests, Fourth Edition (CAT-4)</i>		
	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Response to Text
10.4 demonstrate a commitment to crafting pieces of writing and other representations			
10.5 integrate information from several sources to construct and communicate meaning			

CAT-4 Match to Atlantic Curriculum

Level 19 to Grade 9

Mathematics Atlantic Curriculum 2000	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation and Estimation	Math Processes
1. Develop Number Sense			
9.N.1 Demonstrate an understanding of powers with integral bases (excluding base 0) and whole-number exponents by <ul style="list-style-type: none"> representing repeated multiplication using powers using patterns to show that a power with an exponent of zero is equal to one solving problems involving powers 		30, 34	
9.N.2 Demonstrate an understanding of operations on powers with integral bases(excluding 0) and whole-number exponents	42, 43	4, 18, 19, 20, 26, 31,	
9.N.3 Demonstrate an understanding of rational numbers by <ul style="list-style-type: none"> comparing and ordering rational numbers solving problems that involve arithmetic operations on rational numbers 		2, 9, 13, 24, 25, 29	
9.N.4 Explain and apply the order of operations, including exponents with and without technology		7, 8, 11, 23, 27, 33	
9.N.5 Determine square root of positive rational numbers that are perfect squares		10	
9.N.6 Determine an approximate square root of positive rational numbers that are non-perfect squares			
Foundational Skills	11, 13, 57, 60	1, 3, 12, 14, 15, 16, 17, 21, 22, 28	
2. Use patterns to describe the world and solve problems			
9.PR.1 Generalize a pattern arising from a problem-solving context using linear equations and verify by substitution	3, 6, 7, 8, 9, 18, 24, 25, 27, 41, 56, 58, 59		
9.PR.2 Graph linear relations, analyze the graph and interpolate or extrapolate to solve problems	12, 17, 40, 46, 47, 53, 54		
3. Represent algebraic expressions in multiple ways			
9.PR.3 Model and solve problems using linear equations of the form: ax = b ax = b, a not equal to 0 ax + b = c ax = b + c, a not equal to 0 ax = b + cx a(x + b) = c ax + b = cx + d a(bx + c) = d(ex + f) ax = b, x not equal to 0 where a, b, c, d, e and f are rational numbers	4, 5, 23, 29, 35, 45	5, 6	
9.PR.4 Explain and illustrate strategies to solve single variable linear inequalities with rational coefficients within a problem-solving context			

CAT-4 Match to Atlantic Curriculum

Level 19 to Grade 9

Mathematics Atlantic Curriculum 2000	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation and Estimation	Math Processes
9.PR.5 Demonstrate an understanding of polynomials (limited to polynomials of degree less than or equal to 2)			
9.PR.6 Model, record, and explain the operations of addition and subtraction of polynomial expressions, concretely, pictorially, and symbolically (limited to polynomials of degree less than or equal to 2)	44, 52		
9.PR.7 Model, record, and explain the operations of multiplication and division of polynomial expressions (limited to polynomials of degree less than or equal to 2) by monomials, concretely, pictorially, and symbolically.	49, 50		
Foundational Skills	14	32, 35, 36	
4. Use direct or indirect measurement to solve problems			
9.SS.1 Solve problems and justify the solution strategy using circle properties including: <ul style="list-style-type: none"> the perpendicular from the centre of a circle to a chord bisects the chord the measure of the central angle is equal to twice the measure of the inscribed angle subtended by the same arc the inscribed angles subtended by the same arc are congruent a tangent to a circle is perpendicular to the radius at the point of tangency 	1, 30		
5. Describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them.			
9.SS.2 Determine the surface area of composite 3-D objects to solve problems	26, 55		
9.SS.3 Demonstrate an understanding of similarity of polygons			
6. Describe and analyze position and motion of objects and shapes			
9.SS.4 Draw and interpret scale diagrams of 2-D shapes			
9.SS.5 Demonstrate an understanding of line and rotation symmetry			
Foundational Skills	2, 10, 16, 19, 31, 32, 33, 34, 39, 48, 51		
7. Collect, display, and analyze data to solve problems			
9.SP.1 Describe the effect of bias, use of language, ethics, cost, time and timing, privacy, cultural sensitivity on the collection of data			
9.SP.2 Select and defend the choice of using either a population or a sample of a population to answer a question			

CAT-4 Match to Atlantic Curriculum

Level 19 to Grade 9

Mathematics Atlantic Curriculum 2000	<i>Canadian Achievement Tests, Fourth Edition (CAT-4)</i>		
	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation and Estimation	Math Processes
9.SP.3 Develop and implement a project plan for the collection, display, and analysis of data by: <ul style="list-style-type: none"> • formulating a question for investigation • choosing a data collection method that includes social consequences • selecting a population or a sample • collecting the data • displaying the collected data in an appropriate manner • drawing conclusions to answer the question 	20, 21, 22, 37, 38		
8. Use experimental or theoretical probabilities to represent and solve problems involving uncertainty			
9.SP.4 Demonstrate an understanding of the role of probability in society	36		