

CAT-4 Match to the Manitoba Curriculum

Level 20 - 22 to Grade 12

Reading Manitoba Curriculum, 1998 General and Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)			
	Multiple-Choice Tests			Constructed-Response Tasks
	Informational Reading	Literary Reading	Vocabulary	Response to Text
1. Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.				
1.1 Discover and Explore <ul style="list-style-type: none"> weigh and assess the validity of a range of ideas, observations, opinions, and emotions to reconsider and/or affirm positions 				
<ul style="list-style-type: none"> invite diverse and challenging ideas and opinions through a variety of means [such as listening actively, reserving judgement, asking clarifying questions...] to facilitate the re-examination of own ideas and positions 				
<ul style="list-style-type: none"> vary language uses and forms of expression to discover how they influence ideas and enhance the power of communication 				
<ul style="list-style-type: none"> explore how personal experiences influence the selection of particular texts [including books] and how texts influence perspectives 				
<ul style="list-style-type: none"> reflect on personal growth and successes in language learning and consider the role and importance of language learning when developing personal goals and plans 				
1.2 Clarify and Extend <ul style="list-style-type: none"> explain how new knowledge, ideas, experiences, and perspectives reshape knowledge, ideas, and beliefs 				
<ul style="list-style-type: none"> explore the strengths and limitations of various viewpoints on an issue or topic and identify aspects for further consideration; evaluate implications of particular perspectives when generating and responding to texts 				
<ul style="list-style-type: none"> consider ways in which interrelationships of ideas provide insight when generating and responding to texts 				
<ul style="list-style-type: none"> extend breadth and depth of understanding by considering various experiences, perspectives, and sources of knowledge when generating and responding to texts 				
2. Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, literary, and other media texts.				
2.1 Use Strategies and Cues <ul style="list-style-type: none"> analyze connections between personal experiences and prior knowledge of language and texts to develop interpretations of a variety of texts [including books] 				
<ul style="list-style-type: none"> apply a broad repertoire of appropriate comprehension strategies to monitor understanding and extend interpretations of a variety of texts 	1, 4, 6, 7, 8, 9, 10, 11, 29	6, 9, 12, 14, 15, 18, 22, 26, 29, 32, 35		
<ul style="list-style-type: none"> use textual cues and prominent organizational patterns to construct and confirm meaning and interpret texts 	3, 5, 24, 26, 27, 28	21		

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	Informational Reading	Literary Reading	Vocabulary	Response to Text
<ul style="list-style-type: none"> use syntactic, semantic, graphophonic, and pragmatic cueing systems to construct and confirm meaning and interpret texts 	2, 12, 14, 21, 23, 25, 30, 33, 37	3, 4, 8, 10, 16, 17, 20, 23, 24, 27, 28, 30, 33, 34, 36, 37, 38, 40	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	
2.2 Respond to Texts <ul style="list-style-type: none"> experience texts from a variety of genres and cultural traditions; examine and analyze various interpretations of texts to revise or extend understanding 				
<ul style="list-style-type: none"> respond personally and critically to perspectives and styles of a variety of Canadian and international texts 				
<ul style="list-style-type: none"> analyze how language and stylistic choices in oral, print [including books], and other media texts communicate intended meaning and create effect 	31, 34, 35, 36, 38, 40	1, 7, 11		
2.3 Understand Forms and Techniques <ul style="list-style-type: none"> evaluate the effect of forms and genres on content and purpose 				
<ul style="list-style-type: none"> analyze how various techniques and elements are used in oral, print [including books], and other media texts to accomplish particular purposes 	15, 22	2, 5, 13, 19, 31, 39		
<ul style="list-style-type: none"> analyze the impact of vocabulary and idiom in texts; identify how word choice and idiom vary and are used in language communities 		25		
<ul style="list-style-type: none"> experiment with and use language, visuals, and sounds to influence thought, emotions, and behaviour 	39			
<ul style="list-style-type: none"> create original texts to communicate ideas and enhance understanding of forms and techniques 				
3. Students will listen, speak, read, write, view and represent to manage ideas and information.				
3.1 Plan and Focus <ul style="list-style-type: none"> consider own and others' expertise to explore breadth and depth of knowledge, and focus inquiry or research based on parameters of task 				
<ul style="list-style-type: none"> formulate focused inquiry or research questions and refine them through reflection and discussion of topic, purpose, and context 				
<ul style="list-style-type: none"> collaborate with and support group members in adapting procedures to achieve inquiry or research goals 				
<ul style="list-style-type: none"> develop and select from a repertoire of inquiry and research strategies [such as posing, refining, and eliminating questions; clarifying thesis statement or core message...], and adjust plan according to changes in audience, purpose, and context 				

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	Multiple-Choice Tests			Constructed-Response Tasks
	Informational Reading	Literary Reading	Vocabulary	Response to Text
3.2 Select and Process <ul style="list-style-type: none"> evaluate and select ideas and information from prior knowledge of inquiry or research topic appropriate for audience, purpose, and personal perspective or focus 				
<ul style="list-style-type: none"> identify and discuss diverse information sources [including books] relevant to particular inquiry or research needs 				
<ul style="list-style-type: none"> evaluate factors that affect the credibility, authenticity, accuracy, and bias of information sources for inquiry or research 				
<ul style="list-style-type: none"> access information to accomplish a particular purpose within the topic parameters and time available 				
<ul style="list-style-type: none"> use knowledge of text cues, organizational patterns, and cognitive and emotional appeals to extract, infer, synthesize, organize, and integrate ideas from extended texts [including books]; adjust reading and viewing rates according to purpose, content, and context 				
3.3 Organize, Record and Evaluate <ul style="list-style-type: none"> organize and reorganize information and ideas to clarify thinking and to achieve desired effect 				
<ul style="list-style-type: none"> synthesize and record information, ideas, and perspectives from a variety of sources; document sources accurately 				
<ul style="list-style-type: none"> evaluate information for completeness, accuracy, currency, historical context, relevance, balance of perspectives, and bias 				
<ul style="list-style-type: none"> assess the effect of new understanding on self and others; evaluate the effect of inquiry or research plans and procedures on conclusions 				
5. Students will listen, speak, read, write, view and represent to celebrate and build community.				
Encourage, Support, and Work with Other <ul style="list-style-type: none"> use language to demonstrate flexibility in working with others; encourage differing viewpoints to extend breadth and depth of individual and group thought 				
<ul style="list-style-type: none"> demonstrate commitment and flexibility in a group, monitor own and others' contributions, and build on others' strengths to achieve group goals 				
<ul style="list-style-type: none"> recognize how language choice, use, tone, and register may sustain or counter exploitative or discriminatory situations 				
<ul style="list-style-type: none"> evaluate the usefulness of group process to achieve particular goals or tasks 				

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Develop and Celebrate Community • demonstrate the value of diverse ideas and viewpoints to deepen understanding of texts, others, and self				
• identify and analyze ways in which cultural, societal, and historical factors influence texts and how texts, in turn, influence understanding of self and others	13, 16, 17, 19, 20			
• analyze ways in which languages and texts [such as speeches and presentations, fiction and nonfiction books, news stories, reports, and documentaries...] reflect and influence the values and behaviours of people and diverse communities				
• use language and texts to celebrate important occasions and accomplishments and to extend and strengthen a sense of community				

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	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
2. Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, literary, and other media texts.			
2.1 Use Strategies and Cues <ul style="list-style-type: none"> analyze connections between personal experiences and prior knowledge of language and texts to develop interpretations of a variety of texts [including books] 			
<ul style="list-style-type: none"> apply a broad repertoire of appropriate comprehension strategies to monitor understanding and extend interpretations of a variety of texts 			
<ul style="list-style-type: none"> use textual cues and prominent organizational patterns to construct and confirm meaning and interpret texts 			
<ul style="list-style-type: none"> use syntactic, semantic, graphophonic, and pragmatic cueing systems to construct and confirm meaning and interpret texts 			
2.2 Respond to Texts <ul style="list-style-type: none"> experience texts from a variety of genres and cultural traditions; examine and analyze various interpretations of texts to revise or extend understanding 			
<ul style="list-style-type: none"> respond personally and critically to perspectives and styles of a variety of Canadian and international texts 			
<ul style="list-style-type: none"> analyze how language and stylistic choices in oral, print [including books], and other media texts communicate intended meaning and create effect 			
2.3 Understand Forms and Techniques <ul style="list-style-type: none"> evaluate the effect of forms and genres on content and purpose 			
<ul style="list-style-type: none"> analyze how various techniques and elements are used in oral, print [including books], and other media texts to accomplish particular purposes 			
<ul style="list-style-type: none"> analyze the impact of vocabulary and idiom in texts; identify how word choice and idiom vary and are used in language communities 			
<ul style="list-style-type: none"> experiment with and use language, visuals, and sounds to influence thought, emotions, and behaviour 			
<ul style="list-style-type: none"> create original texts to communicate ideas and enhance understanding of forms and techniques 			
3. Students will listen, speak, read, write, view and represent to manage ideas and information.			
3.1 Plan and Focus <ul style="list-style-type: none"> consider own and others' expertise to explore breadth and depth of knowledge, and focus inquiry or research based on parameters of task 			
<ul style="list-style-type: none"> formulate focused inquiry or research questions and refine them through reflection and discussion of topic, purpose, and context 			

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	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
<ul style="list-style-type: none"> collaborate with and support group members in adapting procedures to achieve inquiry or research goals 			
<ul style="list-style-type: none"> develop and select from a repertoire of inquiry and research strategies [such as posing, refining, and eliminating questions; clarifying thesis statement or core message...], and adjust plan according to changes in audience, purpose, and context 			
3.2 Select and Process			
<ul style="list-style-type: none"> evaluate and select ideas and information from prior knowledge of inquiry or research topic appropriate for audience, purpose, and personal perspective or focus 			
<ul style="list-style-type: none"> identify and discuss diverse information sources [including books] relevant to particular inquiry or research needs 			
<ul style="list-style-type: none"> evaluate factors that affect the credibility, authenticity, accuracy, and bias of information sources for inquiry or research 			
<ul style="list-style-type: none"> access information to accomplish a particular purpose within the topic parameters and time available 			
<ul style="list-style-type: none"> use knowledge of text cues, organizational patterns, and cognitive and emotional appeals to extract, infer, synthesize, organize, and integrate ideas from extended texts [including books]; adjust reading and viewing rates according to purpose, content, and context 			
3.3 Organize, Record and Evaluate			
<ul style="list-style-type: none"> organize and reorganize information and ideas to clarify thinking and to achieve desired effect 			
<ul style="list-style-type: none"> synthesize and record information, ideas, and perspectives from a variety of sources; document sources accurately 			
<ul style="list-style-type: none"> evaluate information for completeness, accuracy, currency, historical context, relevance, balance of perspectives, and bias 			
<ul style="list-style-type: none"> assess the effect of new understanding on self and others; evaluate the effect of inquiry or research plans and procedures on conclusions 			
4. Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.			
4.1 Generate and Focus			
<ul style="list-style-type: none"> generate, evaluate, and select ideas to focus and clarify a topic and perspective appropriate for audience, purpose, and context 			
<ul style="list-style-type: none"> adapt and use forms appropriate for audience, purpose, and context 			

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	Writing Conventions	Spelling	Writing
<ul style="list-style-type: none"> evaluate the potential impact of various organizational structures, techniques, and transitions in oral, written, and visual texts to achieve specific purposes for particular audiences and to ensure unity and coherence 	29, 30		
4.2 Enhance and Improve <ul style="list-style-type: none"> appraise and discuss the effectiveness of own and others' choices relative to content, form, style, and presentation 			
<ul style="list-style-type: none"> evaluate and revise drafts to ensure appropriate content and language use and to enhance precision, unity, and coherence 	23, 24, 25, 26, 27		
<ul style="list-style-type: none"> select text features to enhance legibility and artistry for particular audiences, purposes, and contexts 			
<ul style="list-style-type: none"> use effective language, visuals, and sounds, and arrange and juxtapose ideas for balance, effect, and originality 			
<ul style="list-style-type: none"> use appropriate strategies and devices to enhance the impact of presentations 			
4.3 Attend to Conventions <ul style="list-style-type: none"> analyze and edit texts for appropriate word choice, grammatical structures, and register to achieve clarity, artistry, and effectiveness 	17, 18, 19, 20, 21, 22, 28		
<ul style="list-style-type: none"> know and apply Canadian spelling conventions for a broad repertoire of words and monitor for correctness; recognize and use creative spellings for special effects 		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	
<ul style="list-style-type: none"> know and apply capitalization and punctuation conventions to clarify intended meaning, referring to appropriate style manuals and other resources 	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16		
4.4 Present and Share <ul style="list-style-type: none"> demonstrate confidence and flexibility in meeting audience needs when presenting ideas and information; adjust presentation plan and pace according to purpose, topic, and audience feedback 			
<ul style="list-style-type: none"> select and adjust appropriate voice and visual production factors that take into account audience knowledge, attitudes, and response 			
<ul style="list-style-type: none"> demonstrate critical listening and viewing behaviours [such as analyzing cognitive and emotional appeals, identifying faulty reasoning, reflecting, summarizing...] to make inferences about presentations 			

CAT-4 Match to the Manitoba Curriculum

Level 20 - 22 Correlation: Manitoba Mathematics

Applied Mathematics 40S	Algebra	Pre-Algebra	Computation
Foundational Algebra Skills taught in earlier grades	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 20, 21, 22, 23, 26, 34, 35	All pre-algebra items have been taught in prerequisite courses prior to 40S	All computation items have been taught in prerequisite courses prior to 40S
Financial Mathematics			
1. solve problems that involve compound interest			
2. analyze costs and benefits of renting, leasing, and buying			
3. analyze an investment portfolio			
Logical Reasoning			
1. Analyze puzzles and games that involve numerical and logical reasoning, using problem-solving strategies.	25, 33, 37		
2. Solve problems that involve the application of set theory.			
3. Solve problems involving conditional statements			
Probability			
1. Interpret and assess the validity of odds and probability statements			
2. Solve problems that involve the probability			
3. Solve problems that involve the probability of two events.			
4. Solve problems that involve the fundamental counting principle			
5. Solve problems that involve permutations			
6. Solve problems that involve combinations.			
Relations and Functions			
1. Represent data, using polynomial functions (of degree ≤ 3), to solve problems	18, 19, 24, 27, 31, 32, 39		
2. Represent data, using exponential and logarithmic functions, to solve problems.	28, 29, 40		
3. Represent data, using sinusoidal functions, to solve problems	Prerequisite Skills taught previously learned: 30, 36, 38		