

# CAT-4 Match to the Manitoba Curriculum

Level 19 to Grade 9

Reading Manitoba Curriculum, 2000 General and Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Reading	Vocabulary	Response to Text
<b>1. Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.</b>			
<b>1.1 Discover and Explore</b>			
<ul style="list-style-type: none"> <li>question and reflect on personal responses, predictions, and interpretations; apply personal viewpoints to diverse situations or circumstances</li> </ul>			
<ul style="list-style-type: none"> <li>acknowledge the value of others' ideas and opinions in exploring and extending personal interpretations and viewpoints</li> </ul>			
<ul style="list-style-type: none"> <li>use memorable language effectively and experiment with different personas for dynamic self-expression</li> </ul>			
<ul style="list-style-type: none"> <li>discuss with peers preferences for texts [including books] and genres by particular writers, artists, storytellers, and filmmakers</li> </ul>			
<ul style="list-style-type: none"> <li>reflect on attainment of personal goals for effective language learning and use</li> </ul>			
<b>1.2 Clarify and Extend</b>			
<ul style="list-style-type: none"> <li>reflect on new understanding in relation to prior knowledge and identify gaps in personal knowledge</li> </ul>			
<ul style="list-style-type: none"> <li>review and refine personal viewpoints through reflection, feedback, and self assessment</li> </ul>			
<ul style="list-style-type: none"> <li>structure and restructure ideas and information to extend current understanding and to broaden personal perspectives of the world</li> </ul>			
<ul style="list-style-type: none"> <li>consider diverse opinions, explore ambiguities, and assess whether new information clarifies understanding</li> </ul>			
<b>2. Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, literary, and other media texts.</b>			
<b>2.1 Use Strategies and Cues</b>			
<ul style="list-style-type: none"> <li>analyze and explain connections between previous experiences, prior knowledge, and a variety of texts [including books]</li> </ul>	4, 19		
<ul style="list-style-type: none"> <li>use comprehension strategies [including recognizing main ideas and significant supporting details, and paraphrasing ideas] appropriate to the type of text and purpose; enhance understanding by rereading and discussing relevant passages</li> </ul>	5, 6, 7, 9, 11, 13, 14, 16, 17, 22, 23, 26, 27, 28, 30, 31, 32, 43		
<ul style="list-style-type: none"> <li>use textual cues [such as common literary, expository, and media text structures...] and prominent organizational patterns [such as chronology, cause and effect, comparison and contrast, problem and solution...] within texts to construct and confirm meaning and interpret texts</li> </ul>	15, 18, 29, 39, 44, 45		

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	Reading	Vocabulary	Response to Text
<ul style="list-style-type: none"> <li>use syntactic, semantic, and graphophonic cueing systems [including context clues; structural analysis to identify foreign roots, prefixes, and suffixes] to construct and confirm meaning and interpret texts [including meaning of specialized and technical vocabulary]</li> </ul>	12, 35, 38, 42	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, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40	
<b>2.2 Respond to Texts</b>			
<ul style="list-style-type: none"> <li>experience texts from a variety of forms and genres [such as essays, broadcast advertisements, romantic literature...] and cultural traditions; explain various interpretations of the same text</li> </ul>			
<ul style="list-style-type: none"> <li>examine how personal experiences, community traditions, and Canadian perspectives are presented in oral, literary, and media texts</li> </ul>			
<ul style="list-style-type: none"> <li>discuss how word choice and supporting details in oral, literary, and media texts [including books, drama, and oral presentations] affect purpose and audience</li> </ul>	2, 3, 20, 25, 33, 34, 37, 47		
<b>2.3 Understand forms and genres</b>			
<ul style="list-style-type: none"> <li>explain preferences for particular forms and genres of oral, literary, and media texts</li> </ul>			
<ul style="list-style-type: none"> <li>examine the use of a variety of techniques [including establishing setting, characterization, and stereotyping] to portray gender, cultures, and socioeconomic groups in oral, literary [including books], and media texts</li> </ul>	1, 8, 10, 36, 46		
<ul style="list-style-type: none"> <li>appreciate variations in language, accent, and dialect in Canadian communities and regions; recognize the derivation and use of words, phrases, and jargon</li> </ul>			
<ul style="list-style-type: none"> <li>examine creative uses of language in popular culture [including advertisements, magazines, and music]; recognize how figurative language and techniques create a dominant impression, mood, tone, and style</li> </ul>	40, 41		
<ul style="list-style-type: none"> <li>create original texts [such as video scripts, debates, editorials, audiotapes with voice and music, speeches, readers' theatre, formal essays, letters, advertisements...] to communicate and demonstrate understanding of forms and techniques</li> </ul>			
<b>3. Students will listen, speak, read, write, view and represent to manage ideas and information.</b>			
<b>3.1 Plan and Focus</b>			
<ul style="list-style-type: none"> <li>determine depth and breadth of personal knowledge of a topic to identify possible areas of inquiry or research</li> </ul>			
<ul style="list-style-type: none"> <li>develop focused questions to establish a purpose for reading, listening, and viewing information sources</li> </ul>			

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	<b>Multiple-Choice Tests</b>		<b>Constructed-Response Tasks</b>
	Reading	Vocabulary	Response to Text
<ul style="list-style-type: none"> <li>generate and access ideas in a group and use a variety of methods to focus and clarify inquiry or research topic</li> </ul>			
<ul style="list-style-type: none"> <li>prepare and use a plan to access, gather, and evaluate information and ideas from a variety of human, print, and electronic sources</li> </ul>			
<b>3.2 Select and Process</b>			
<ul style="list-style-type: none"> <li>access, record, and appraise personal and peer knowledge of a topic and evaluate it for breadth and depth to establish an information base for inquiry or research</li> </ul>			
<ul style="list-style-type: none"> <li>obtain information and varied perspectives when inquiring or researching using a range of information sources [such as expository essays, books, radio and television transcripts, charts, tables, graphs, diagrams...]</li> </ul>			
<ul style="list-style-type: none"> <li>evaluate information sources for possible bias using criteria designed for a particular inquiry or research plan</li> </ul>			
<ul style="list-style-type: none"> <li>expand and use a variety of skills [including visual and auditory] to access information and ideas from a variety of sources [including books, on-line catalogues, periodical indices, broadcast guides, film libraries, and electronic databases]</li> </ul>	21		
<ul style="list-style-type: none"> <li>identify a variety of factors [such as organizational patterns of text, page layouts, font styles, colour, voice-over, camera angle...] that affect meaning; scan to locate specific information quickly; summarize, report, and record main ideas of extended oral, visual, and written texts [including books]</li> </ul>			
<b>3.3 Organize, Record and Evaluate</b>			
<ul style="list-style-type: none"> <li>organize information and ideas by developing and selecting appropriate categories and organizational structures</li> </ul>			
<ul style="list-style-type: none"> <li>summarize and record information in a variety of forms in own words, paraphrasing and/or quoting relevant facts and opinions; reference sources</li> </ul>			
<ul style="list-style-type: none"> <li>distinguish between fact and theory and between main and supporting information to evaluate usefulness, relevance, and completeness; address information gaps for particular forms, audiences, and purposes</li> </ul>	24, 28		
<ul style="list-style-type: none"> <li>reflect on new knowledge and its value to self and the wider community; determine personal inquiry and research strengths and learning goals</li> </ul>			

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	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
<b>2. Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, literary, and other media texts.</b>			
<b>2.1 Use Strategies and Cues</b>			
<ul style="list-style-type: none"> <li>analyze and explain connections between previous experiences, prior knowledge, and a variety of texts [including books]</li> </ul>			
<ul style="list-style-type: none"> <li>use comprehension strategies [including recognizing main ideas and significant supporting details, and paraphrasing ideas] appropriate to the type of text and purpose; enhance understanding by rereading and discussing relevant passages</li> </ul>			
<ul style="list-style-type: none"> <li>use textual cues [such as common literary, expository, and media text structures...] and prominent organizational patterns [such as chronology, cause and effect, comparison and contrast, problem and solution...] within texts to construct and confirm meaning and interpret texts</li> </ul>			
<ul style="list-style-type: none"> <li>use syntactic, semantic, and graphophonic cueing systems [including context clues; structural analysis to identify foreign roots, prefixes, and suffixes] to construct and confirm meaning and interpret texts [including meaning of specialized and technical vocabulary]</li> </ul>			
<b>2.2 Respond to Texts</b>			
<ul style="list-style-type: none"> <li>experience texts from a variety of forms and genres [such as essays, broadcast advertisements, romantic literature...] and cultural traditions; explain various interpretations of the same text</li> </ul>			
<ul style="list-style-type: none"> <li>examine how personal experiences, community traditions, and Canadian perspectives are presented in oral, literary, and media texts</li> </ul>			
<ul style="list-style-type: none"> <li>discuss how word choice and supporting details in oral, literary, and media texts [including books, drama, and oral presentations] affect purpose and audience</li> </ul>			
<b>2.3 Understand forms and genres</b>			
<ul style="list-style-type: none"> <li>explain preferences for particular forms and genres of oral, literary, and media texts</li> </ul>			
<ul style="list-style-type: none"> <li>examine the use of a variety of techniques [including establishing setting, characterization, and stereotyping] to portray gender, cultures, and socioeconomic groups in oral, literary [including books], and media texts</li> </ul>			
<ul style="list-style-type: none"> <li>appreciate variations in language, accent, and dialect in Canadian communities and regions; recognize the derivation and use of words, phrases, and jargon</li> </ul>			
<ul style="list-style-type: none"> <li>examine creative uses of language in popular culture [including advertisements, magazines, and music]; recognize how figurative language and techniques create a dominant impression, mood, tone, and style</li> </ul>			

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	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
<ul style="list-style-type: none"> <li>create original texts [such as video scripts, debates, editorials, audiotapes with voice and music, speeches, readers' theatre, formal essays, letters, advertisements...] to communicate and demonstrate understanding of forms and techniques</li> </ul>			
<b>3. Students will listen, speak, read, write, view and represent to manage ideas and information.</b>			
<b>3.1 Plan and Focus</b>			
<ul style="list-style-type: none"> <li>determine depth and breadth of personal knowledge of a topic to identify possible areas of inquiry or research</li> </ul>			
<ul style="list-style-type: none"> <li>develop focused questions to establish a purpose for reading, listening, and viewing information sources</li> </ul>			
<ul style="list-style-type: none"> <li>generate and access ideas in a group and use a variety of methods to focus and clarify inquiry or research topic</li> </ul>			
<ul style="list-style-type: none"> <li>prepare and use a plan to access, gather, and evaluate information and ideas from a variety of human, print, and electronic sources</li> </ul>			
<b>3.2 Select and Process</b>			
<ul style="list-style-type: none"> <li>access, record, and appraise personal and peer knowledge of a topic and evaluate it for breadth and depth to establish an information base for inquiry or research</li> </ul>			
<ul style="list-style-type: none"> <li>obtain information and varied perspectives when inquiring or researching using a range of information sources [such as expository essays, books, radio and television transcripts, charts, tables, graphs, diagrams...]</li> </ul>			
<ul style="list-style-type: none"> <li>evaluate information sources for possible bias using criteria designed for a particular inquiry or research plan</li> </ul>			
<ul style="list-style-type: none"> <li>expand and use a variety of skills [including visual and auditory] to access information and ideas from a variety of sources [including books, on-line catalogues, periodical indices, broadcast guides, film libraries, and electronic databases</li> </ul>			
<ul style="list-style-type: none"> <li>identify a variety of factors [such as organizational patterns of text, page layouts, font styles, colour, voice-over, camera angle...] that affect meaning; scan to locate specific information quickly; summarize, report, and record main ideas of extended oral, visual, and written texts [including books]</li> </ul>			

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	Writing Conventions	Spelling	Writing
<b>3.3 Organize, Record and Evaluate</b>			
<ul style="list-style-type: none"> <li>organize information and ideas by developing and selecting appropriate categories and organizational structures</li> </ul>			
<ul style="list-style-type: none"> <li>summarize and record information in a variety of forms in own words, paraphrasing and/or quoting relevant facts and opinions; reference sources</li> </ul>			
<ul style="list-style-type: none"> <li>distinguish between fact and theory and between main and supporting information to evaluate usefulness, relevance, and completeness; address information gaps for particular forms, audiences, and purposes</li> </ul>			
<ul style="list-style-type: none"> <li>reflect on new knowledge and its value to self and the wider community; determine personal inquiry and research strengths and learning goals</li> </ul>			
<b>4. Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.</b>			
<b>4.1 Generate and Focus</b>			
<ul style="list-style-type: none"> <li>use a variety of techniques to generate and select ideas for oral, written, and visual texts</li> </ul>			
<ul style="list-style-type: none"> <li>adapt specific forms [such as book and film reviews, editorials, multimedia presentations, newscasts, letters, essays, poetry, myths, prose...] to match content, audience, and purpose</li> </ul>	38, 39, 40		
<ul style="list-style-type: none"> <li>identify and use a variety of organizational patterns [such as flashbacks, cause and effect, comparison and contrast, problem and solution...] in own oral, written, and visual texts; use effective transitions</li> </ul>			
<b>4.2 Enhance and Improve</b>			
<ul style="list-style-type: none"> <li>share and discuss particular qualities of samples from own collection of work; accept and provide constructive suggestions for revising own and others' work and presentations</li> </ul>			
<ul style="list-style-type: none"> <li>review previous draft and revise to refine communication and enhance self expression</li> </ul>	20, 21, 22, 23, 24, 25, 26, 27		
<ul style="list-style-type: none"> <li>format for legibility and use word processing effectively and efficiently when composing and revising; use electronic design elements to combine print and visuals</li> </ul>			
<ul style="list-style-type: none"> <li>experiment with a variety of sentence patterns and figurative language; use supporting details when revising to enhance clarity and artistry</li> </ul>			
<ul style="list-style-type: none"> <li>prepare compositions, presentations, reports, essays, and inquiry or research projects in a meaningful order and with adequate detail for audience understanding</li> </ul>	28, 29, 30, 31, 32, 33, 34, 35, 36, 37		

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	Writing Conventions	Spelling	Writing
<b>4.3 Attend to Conventions</b>			
<ul style="list-style-type: none"> <li>edit for parallel structure, use of transitional devices, and clarity</li> </ul>	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19		
<ul style="list-style-type: none"> <li>know and apply a repertoire of spelling conventions when editing and proofreading; use a variety of resources when editing and proofreading</li> </ul>		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, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40	
<ul style="list-style-type: none"> <li>know and apply capitalization and punctuation conventions in dialogues, quotations, footnotes, endnotes, and references when editing and proofreading</li> </ul>			
<b>4.4 Present and Share</b>			
<ul style="list-style-type: none"> <li>plan and conduct peer-involved class activities to share individual inquiry or research and understanding on a topic</li> </ul>			
<ul style="list-style-type: none"> <li>choose vocabulary, voice production factors, and non-verbal cues to communicate effectively to a variety of audiences; use a variety of media and display techniques to enhance the effectiveness of oral presentations</li> </ul>			
<ul style="list-style-type: none"> <li>demonstrate critical listening and viewing skills and strategies [such as following the train of thought, noting main points and details, evaluating presentation techniques...] and show respect for presenter(s)</li> </ul>			
<b>5. Students will listen, speak, read, write, view, and represent to celebrate and to build community.</b>			
<b>5.1 Develop and Celebrate Community</b>			
<ul style="list-style-type: none"> <li>recognize that differing perspectives and unique reactions enrich understanding</li> </ul>			
<ul style="list-style-type: none"> <li>explain ways in which oral, literary, and media texts reflect topics and themes in life</li> </ul>			
<ul style="list-style-type: none"> <li>reflect on ways in which the choices and motives of individuals encountered in oral, literary, and media texts [such as oral stories, novels and poems, magazines and television programs...] provide insight into those of self and others; discuss personal participation and responsibilities in a variety of communities</li> </ul>			
<ul style="list-style-type: none"> <li>participate in organizing and celebrating special events, recognizing the importance and significance of the influence of language</li> </ul>			

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	Writing Conventions	Spelling	Writing
<b>5.2 Encourage, Support, and Work with Others</b>			
<ul style="list-style-type: none"> <li>recognize the importance of effective communication in working with others</li> </ul>			
<ul style="list-style-type: none"> <li>plan, organize, and participate in presentations of group findings</li> </ul>			
<ul style="list-style-type: none"> <li>use inclusive language and actions that support people across races, cultures, genders, ages, and abilities</li> </ul>			
<ul style="list-style-type: none"> <li>establish and use criteria to evaluate group process and personal contributions, and propose suggestions for development</li> </ul>			

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Mathematics Manitoba Curriculum Specific Expectations	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation	Math Processes
<i>Number</i>			
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"> <li>representing repeated multiplication using powers</li> <li>using patterns to show that a power with an exponent of zero is equal to one</li> <li>solving problems involving powers</li> </ul>		30, 34	
9.N.2. demonstrate an understanding of operations on powers with integral bases (excluding base 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"> <li>comparing and ordering rational numbers</li> <li>solving problems that involve arithmetic operations on rational numbers</li> </ul>		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 the 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	
<i>Patterns and Relations</i>			
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		
9.Pr.3. Model and solve problems using linear equations of the form <ul style="list-style-type: none"> <li><math>ax = b</math></li> <li><math>ax + b = c</math></li> <li><math>ax = b + cx</math></li> <li><math>a(x + b) = c</math></li> <li><math>ax + b = cx + d</math></li> <li><math>a(bx + c) = d(ex + f)</math></li> <li><math>a - x = b, x \neq 0</math></li> </ul> where a, b, c, d, e, and f are rational numbers	4, 5, 23, 29, 35, 45		
9.Pr.4. Explain and illustrate strategies to solve single variable linear inequalities with rational coefficients within a problem-solving context.			
9.Pr.5. demonstrate an understanding of polynomials (limited to polynomials of degree less than or equal to 2).			

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	Mathematics	Computation	Math Processes
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	
<i>Shape and Space</i>			
9.ss.1. solve problems and justify the solution strategy using circle properties including <ul style="list-style-type: none"> <li>the perpendicular from the centre of a circle to a chord bisects the chord</li> <li>the measure of the central angle is equal to twice the measure of the inscribed angle subtended by the same arc</li> <li>the inscribed angles subtended by the same arc are congruent</li> <li>a tangent to a circle is perpendicular to the radius at the point of tangency</li> </ul>	1, 30		
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.			
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		
<i>Statistics and Probability</i>			
9.sP.1. describe the effect of <ul style="list-style-type: none"> <li>bias</li> <li>use of language</li> <li>ethics</li> <li>cost</li> <li>time and timing</li> <li>privacy</li> <li>cultural sensitivity on the collection of data.</li> </ul>	28		
9.sP.2. select and defend the choice of using either a population or a sample of a population to answer a question			

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	Mathematics	Computation	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"> <li>• formulating a question for investigation</li> <li>• choosing a data collection method that includes social considerations</li> <li>• selecting a population or a sample</li> <li>• collecting the data</li> <li>• displaying the collected data in an appropriate manner</li> <li>• drawing conclusions to answer the question</li> </ul>	20, 21, 22, 37, 38		
9.sP.4. demonstrate an understanding of the role of probability in society.	36		