

# CAT-4 Match to the Alberta Curriculum

Level 20 - 22 to Grade 10

<b>Reading</b> Alberta Curriculum, 2000 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)			
	Multiple-Choice Tests			Constructed-Response Tasks
	Reading	Literary Reading	Vocabulary	Response to Text
<b>General Outcome 1 - Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.</b>				
<b>1.1 Discover possibilities</b>				
<b>1.1.1 Form tentative understandings, interpretations and positions</b> a. generate and experiment with strategies that contribute to forming tentative understandings, interpretations and positions b. form tentative understandings, interpretations and positions on ideas and issues communicated in literature and other texts by expressing own explorations and considering others' explorations				
<b>1.1.2 Experiment with language, image and structure</b> a. experiment with language, image and structure to create different effects in particular situations and for particular purposes and audiences b. experiment with a variety of strategies, activities and resources to explore ideas, observations, opinions, experiences and emotions				
<b>1.2 Extend awareness</b>				
<b>1.2.1 Consider new perspectives</b> a. describe personal responses to new perspectives, appraise whether such responses contribute to or inhibit understanding, and identify influences that have contributed to such responses b. identify own ideas, perspectives and interpretations and evaluate them for depth of explanation, evidence or support; and consider the ideas, perspective and interpretations of others to broaden own understandings when exploring and responding to texts				
<b>1.2.2 Express preferences, and expand interests</b> a. reflect on personal text preferences, identify influences that have contributed to the formation of these preferences, and select strategies that may be used to expand interests in texts and text creators b. expand interests in a range of literary genres and in a variety of other text types and text creators				
<b>1.2.3 Set personal goals for language growth</b> a. appraise own strengths and weaknesses as a language user and language learner; select appropriate strategies to increase strengths and address weaknesses; monitor the effectiveness of selected strategies; and modify selected strategies as needed to optimize growth b. set goals and identify and experiment with strategies for language growth in relation to formal and informal personal communications c. identify and access learning sources and opportunities; assess, weigh and manage risk; and demonstrate a willingness to continuously learn and grow				

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<b>General Outcome 2 - Students will listen, speak, read, write, view and represent to comprehend literature and other texts in oral, print, visual and multimedia forms, and respond personally, critically and creatively.</b>				
<b>2.1 Construct meaning from text and context</b>				
<b>2.1.1 Discern and analyze context</b> a. identify a variety of different kinds of texts, audiences and purposes for creating texts b. use features found within a text as information to describe the communication situation within which the text was created c. describe the relationship between text and context d. identify the impact that personal context—experience, prior knowledge—has on constructing meaning from a text	20			
<b>2.1.2 Understand and interpret content</b> a. use a variety of strategies to comprehend literature and other texts and develop strategies for close reading of literature in order to understand contextual elements b. paraphrase a text’s controlling idea, and identify supporting ideas and supporting details c. summarize the plot of a narrative, describe its setting and atmosphere, describe development of conflict, and identify theme d. describe the personality traits, motivations, attitudes, values and relationships of characters developed/persons presented in literature and other texts; and identify how the use of archetypes adds to an appreciation of text e. describe a text creator’s tone, and relate tone to purpose and audience f. differentiate between literal and figurative statements and between imagery and nonsensory language, identify symbol, recognize familiar allusions, and describe how images are developed in texts g. describe visual elements and aural elements, and describe their contributions to the meaning of texts h. differentiate between audience response to the content of a presentation and audience response to the performance of the presenter	1, 2, 4, 6, 7, 9, 11, 13, 16, 25, 26, 28, 33, 36, 38	2, 4, 6, 9, 13, 14, 15, 18, 19, 20, 26, 27, 29, 31, 32, 33, 35, 36, 37, 39	14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30	

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	Reading	Literary Reading	Vocabulary	Response to Text
<b>2.1.3 Engage prior knowledge</b> a. reflect on and describe strategies used to engage prior knowledge as a means of assisting comprehension of new texts; and select, monitor and modify strategies as needed b. describe personal expectations for a text to be studied, by recalling prior experiences with and observations about similar contexts, content and text forms c. recall prior knowledge of rhetorical devices used in previously studied texts and textual elements and structures employed or developed to assist in understanding new texts d. classify the genre/form of new texts according to attributes of genres/forms previously studied				
<b>2.1.4 Use reference strategies and reference technologies</b> a. use a variety of appropriate reference strategies and reference technologies to aid understanding b. create and use own reference materials to aid understanding				
<b>2.2 Understand and appreciate textual forms, elements and techniques</b>				
<b>2.2.1 Relate form, structure and medium to purpose, audience and content</b> a. identify a variety of text forms, including communications forms and literary forms; and describe the relationships of form to purpose and content b. describe audience factors that may have influenced a text creator's choice of form and medium c. describe a variety of organizational patterns and structural features that contribute to purpose and content d. describe the characteristics of various common communications media				
<b>2.2.2 Relate elements, devices and techniques to created effects</b> a. describe rhetorical devices and stylistic techniques that create clarity, coherence and emphasis in print and nonprint texts b. describe aspects of a text that contribute to atmosphere, tone and voice c. recognize irony and satire in print and nonprint texts, and identify language used to create irony and satire d. describe the effects of musical devices, figures of speech and sensory details in print and nonprint texts e. recognize the use of motif and symbol in print and nonprint texts f. recognize the use of elements of effective oral, visual and multimedia presentations; and describe their effects g. identify persuasive techniques used in a variety of print and nonprint texts	3, 5, 12, 15, 19, 22, 24, 29, 31, 34, 35	1, 5, 7, 12, 21, 25, 28, 34, 40	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	

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	Reading	Literary Reading	Vocabulary	Response to Text
<b>2.3 Respond to a variety of print and nonprint texts</b>				
<b>2.3.1 Connect self, text, culture and milieu</b> a. identify and consider personal, moral, ethical and cultural perspectives when studying literature and other texts; and reflect on and monitor how perspectives change as a result of interpretation and discussion b. respond personally and analytically to ideas developed in works of literature and other texts; and analyze the ways in which ideas are reflected in personal and cultural opinions, values, beliefs and perspectives c. compare choices and motives of characters and people portrayed in texts with choices and motives of self and others d. identify and examine ways in which cultural and societal influences are reflected in a variety of Canadian and international texts		3, 11, 16, 22, 23, 24, 30, 38		
<b>2.3.2 Evaluate the verisimilitude, appropriateness and significance of print and nonprint texts</b> a. identify criteria to evaluate the effectiveness of texts, monitor the effectiveness of the criteria, and modify the criteria as needed b. assess the appropriateness of own and others' understandings and interpretations of works of literature and other texts, by referring to the works and texts for supporting or contradictory evidence c. describe settings and plots in terms of reality and plausibility, as appropriate d. describe character and characterization in terms of consistency of behaviour, motivation and plausibility e. describe images in print and nonprint texts in terms of created reality and appropriateness to purpose f. assess the significance of a text's theme or controlling idea, and the adequacy, relevance and effectiveness of its supporting details, examples or illustrations, and content in general	8, 10, 17, 18, 27, 30, 39	8, 10, 17		
<b>2.3.3 Appreciate the effectiveness and artistry of print and nonprint texts</b> a. use terminology appropriate to the forms studied for discussing and appreciating the effectiveness and artistry of a variety of text forms b. describe the effectiveness of various texts, including media texts, for presenting feelings, ideas and information, and for evoking response	14, 21, 23, 31, 32, 37, 40			

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	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
<b>General Outcome 3</b> - <i>Students will listen, speak, read, write, view and represent to manage ideas and information.</i>			
<b>3.1 Determine inquiry or research requirements</b>			
<b>3.1.1 Focus on purpose and presentation form</b> a. reflect on and describe strategies to determine the depth and breadth of inquiry or research and to identify the purpose, audience and potential forms of presentation b. the purpose of inquiry or research and the scope of the inquiry or research topic; identify the target audience; and identify the potential form for the presentation of inquiry or research findings, when applicable c. refine the purpose of inquiry or research by limiting or expanding the topic as appropriate			
<b>3.1.2 Plan inquiry or research, and identify information needs and sources</b> a. reflect on and describe strategies for developing an inquiry or research plan that will foster understanding, select and monitor appropriate strategies, and modify strategies as needed to plan inquiry or research effectively b. develop an appropriate inquiry or research plan that will address the topic and satisfy contextual requirements—purpose, audience and situation—and requirements of presentation form c. determine the breadth and depth of prior knowledge, and formulate questions to determine information needs and to guide the collection of required information e. identify and select potential strategies and technologies for gathering, generating and recording information			
<b>3.2 Follow a plan of inquiry</b>			
<b>3.2.1 Select, record and organize information</b> a. reflect on and describe strategies that may be used to select, record and organize information; select and monitor appropriate strategies; and modify selected strategies as needed b. select information and other material appropriate to purpose from a variety of print and nonprint sources c. record information accurately and completely; and document and reference sources, as appropriate d. organize information logically e. observe guidelines for Internet use			
<b>3.2.2 Evaluate sources, and assess information</b> a. reflect on and describe strategies to evaluate information sources for credibility and bias and for quality; and select, monitor and modify strategies as needed to evaluate sources and detect bias b. assess information sources for appropriateness to purpose, audience and presentation form c. assess the accuracy, completeness, currency and relevance of information selected from sources; and assess the appropriateness of the information for purpose d. identify and describe possible biases of sources			

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	Writing Conventions	Spelling	Writing
<b>3.2.3 Form generalizations and conclusions</b> a. form generalizations by integrating new information with prior knowledge b. draw conclusions that are appropriate to findings, reflect own understandings and are consistent with the identified topic, purpose and situation c. distinguish between support and generalization, and provide support for generalizations and conclusions			
<b>3.2.4 Review inquiry or research process and findings</b> a. reflect on and assess the effectiveness of strategies used to guide inquiry or research b. identify strategies to improve future inquiry or research, and monitor the effectiveness of these strategies c. review the appropriateness, accuracy and significance of findings, conclusions and generalizations drawn from gathered data and information; prepare a detailed record of references; determine how best to share the information; and determine next steps, if any d. seek feedback from others and use own reflections to evaluate the entire inquiry or research process, strive for craftsmanship and accuracy, and take pride in efforts and accomplishments			
<b>General Outcome 4 - Students will listen, speak, read, write, view and represent to create oral, print, visual and multimedia texts, and enhance the clarity and artistry of communication.</b>			
<b>4.1 Develop and present a variety of print and nonprint texts</b>			
<b>4.1.1 Assess text creation context</b> a. reflect on the purposes for text creation and on own motives for selecting strategies to engage an audience; and consider potential consequences of choices regarding text creation b. identify purpose and target audience for text creation, and select strategies to accomplish purpose and engage audience c. describe and address audience factors that affect text creation d. describe expectations and constraints of a communication situation, including assignment parameters, expected standards of quality and availability of resources; and select strategies to address expectations and constraints			

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	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
<b>4.1.2 Consider and address form, structure and medium</b> a. select a text form appropriate to the purpose for text creation and consistent with the content to be presented in the text b. identify and use structures consistent with form, content and purpose when creating texts c. explore the interplay among medium, content and context d. understand the concept of convention; and apply it to oral, print, visual and multimedia text forms when appropriate			
<b>4.1.3 Develop content</b> a. take ownership of text creation, by selecting or crafting a topic, concept or idea that is personally meaningful and engaging b. recognize and assess personal variables and contextual variables that influence the selection of a topic, concept or idea; and address these variables to increase the likelihood of successful text creation c. establish a focus for text creation, and communicate scope by framing an effective controlling idea or describing a strong unifying effect d. develop supporting details, by using developmental aids appropriate to form and purpose e. develop content appropriate to purpose f. develop content appropriate to audience and situation g. incorporate effective examples from personal experience, concepts and ideas from exploration, and findings from inquiry and research into created texts, when appropriate			
<b>4.1.4 Use production, publication and presentation strategies and technologies consistent with context</b> a. meet particular production, publication and display requirements for print texts; and explain requirements in light of purpose, audience and situation b. develop presentation materials; and select strategies and technologies appropriate to purpose, audience and situation c. develop and deliver oral, visual and multimedia presentations, using voice production factors, nonverbal factors and visual production factors appropriate to purpose, audience and situation d. experiment with various strategies to create rapport between the presenter and the audience			

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	Writing Conventions	Spelling	Writing
<b>4.2 Improve thoughtfulness, effectiveness and correctness of communication</b>			
<b>4.2.1 Enhance thought and understanding and support and detail</b> a. review the controlling idea or desired unifying effect of a text in progress for clarity and focus, and modify the controlling idea or desired unifying effect as appropriate to meet the intended purpose b. review the accuracy, specificity and precision of details, events, images, facts or other data intended to support a controlling idea or to develop a unifying effect; and add to details, events, images, facts or other data as needed to provide sufficient support or development c. detect and correct logical fallacies d. review own critical/analytical response to literature for plausibility, appropriateness of interpretations, and precision, completeness and relevance of evidence; and revise interpretations and evidence, as necessary			
<b>4.2.2 Enhance organization</b> a. assess the beginning of a text in progress, and revise it as needed to establish purpose b. review the organizational components of a text in progress, and revise them as needed to strengthen their effectiveness as units of thought or experience c. review the closing of a text in progress, and revise it as needed to strengthen its relationship to purpose and to establish a sense of developed understanding d. assess relationships among controlling idea, supporting ideas and supporting details; and strengthen relationships as needed to enhance the unity of texts e. assess transitions and transitional devices, and revise them as needed to strengthen coherence			
<b>4.2.3 Consider and address matters of choice</b> a. reflect on personal vocabulary and repertoire of stylistic choices and on their effectiveness; and expand vocabulary and repertoire of stylistic choices b. use words and expressions appropriately c. use a variety of sentence patterns and structures appropriately and effectively d. describe the effects of own use of stylistic techniques and rhetorical devices e. recognize personal voice in texts created; and continue to develop personal craft through practice, using various methods	17, 18, 19, 20, 21, 22		

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	Writing Conventions	Spelling	Writing
<b>4.2.4 Edit text for matters of correctness</b> a. use handbooks and other tools, including electronic tools, as resources to assist with text creation b. know and be able to apply capitalization and punctuation conventions correctly, including end punctuation, commas, semicolons, colons, apostrophes, quotation marks, hyphens, dashes, ellipses, parentheses, underlining and italics c. know and be able to apply spelling conventions consistently and independently d. identify and be able to use parts of speech correctly, including nouns, pronouns, verbs, adjectives, adverbs, prepositions, definite and indefinite articles, and coordinating and subordinating conjunctions e. identify parts of the sentence in own and others' texts, including subject, verb, predicate complement, and direct and indirect object f. review and revise texts in progress to correct common sentence faults—comma splice, run-on sentence and unintended sentence fragment g. know and be able to use common sentence structures correctly—simple, compound, complex and compound-complex h. pay particular attention to punctuation, spelling, grammar, usage and sentence construction when using unfamiliar vocabulary, complex syntax and sophisticated rhetorical devices i. assess strengths and areas of need j. explain why certain communication situations demand particular attention to correctness of punctuation, spelling, grammar, usage and sentence construction	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 23, 24, 25, 26, 27, 28, 29, 30	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	

# CAT-4 Match to the Alberta Curriculum

Level 20 - 22 Correlation: Alberta Mathematics

Grade 10 Mathematics 10C	Algebra	Pre-Algebra	Computation
<b>Foundational Skills taught in earlier grades</b>	1, 2, 7, 11, 17	All pre-algebra items (except #40) have been taught in prerequisite courses prior to Math 10C	All computation items (except #18, 25, 28, 36 which introduce integral exponents) have been taught in prerequisite courses prior to Math 10C
<b>A. Measurement</b>			
1. Solve problems that involve linear measurement, using: <ul style="list-style-type: none"> <li>• SI and imperial units of measure</li> <li>• estimation strategies</li> <li>• measurement strategies.</li> </ul>			
2. Apply proportional reasoning to problems that involve conversions between SI and imperial units of measure			
3. Solve problems, using SI and imperial units, that involve the surface area and volume of 3-D objects, including: <ul style="list-style-type: none"> <li>• right cones</li> <li>• right cylinders</li> <li>• right prisms</li> <li>• right pyramids</li> <li>• spheres</li> </ul>	25		
4. Develop and apply the primary trigonometric ratios (sine, cosine, tangent) to solve problems that involve right triangles	36, 38		
<b>B. Algebra and Number</b>			
1. Demonstrate an understanding of factors of whole numbers by determining the: <ul style="list-style-type: none"> <li>• prime factors</li> <li>• greatest common factor</li> <li>• least common multiple</li> <li>• square root</li> <li>• cube root.</li> </ul>			
2. Demonstrate an understanding of irrational numbers by: <ul style="list-style-type: none"> <li>• representing, identifying and simplifying irrational numbers</li> <li>• ordering irrational numbers</li> </ul>			
3. Demonstrate an understanding of powers with integral and rational exponents	9, 10		18, 25, 28, 36
4. Demonstrate an understanding of the multiplication of polynomial expressions (limited to monomials, binomials and trinomials), concretely, pictorially and symbolically.	3, 4, 8, 16, 21, 33, 35, 37		
5. Demonstrate an understanding of common factors and trinomial factoring, concretely, pictorially and symbolically	6, 19		

# CAT-4 Match to the Alberta Curriculum

Level 20 - 22 Correlation: Alberta Mathematics

Grade 10 Mathematics	Algebra	Pre-Algebra	Computation
<b>C. Relations and Functions</b>			
1. Interpret and explain the relationships among data, graphs and situations.	24, 29		
2. Demonstrate an understanding of relations and functions.			
3. Demonstrate an understanding of slope with respect to: <ul style="list-style-type: none"> <li>• rise and run</li> <li>• line segments and lines</li> <li>• rate of change</li> <li>• parallel lines</li> <li>• perpendicular lines</li> </ul>			
4. Describe and represent linear relations, using: <ul style="list-style-type: none"> <li>• words</li> <li>• ordered pairs</li> <li>• tables of values</li> <li>• graphs</li> <li>• equations</li> </ul>			
5. Determine the characteristics of the graphs of linear relations, including the:	32		
6. Relate linear relations expressed in: <ul style="list-style-type: none"> <li>• slope–intercept form (<math>y = mx + b</math>)</li> <li>• general form (<math>Ax + By + C = 0</math>)</li> <li>• slope–point form (<math>y - y_1 = m(x - x_1)</math>)</li> </ul>	14		
7. Determine the equation of a linear relation, given: <ul style="list-style-type: none"> <li>• a graph</li> <li>• a point and the slope</li> <li>• two points</li> <li>• a point and the equation of a parallel or perpendicular line</li> </ul>	31		
8. Represent a linear function, using function notation	22, 26		
9. Solve problems that involve systems of linear equations in two variables, graphically and algebraically.	13, 15, 34		