

CAT-4 Match to the Alberta Curriculum

Level 20 - 22 to Grade 11

Reading 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
General Outcome 1 - Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.				
1.1 Discover possibilities				
1.1.1 Form tentative understandings, interpretations and positions a. generate and experiment with strategies that contribute to forming tentative understandings, interpretations and positions b. assess the potential of understandings, interpretations and positions on ideas and issues communicated by literature and other texts by connecting own and others' explorations, and by exploring additional aspects of these texts				
1.1.2 Experiment with language, image and structure 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				
1.2 Extend awareness				
1.2.1 Consider new perspectives a. select appropriate strategies to extend awareness and understanding of new perspectives, monitor their effectiveness, and modify them as needed b. compare own ideas, perspectives and interpretations with those of others, through a variety of means, to expand perceptions and understandings when exploring and responding to texts				
1.2.2 Express preferences, and expand interests 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 genres and in a variety of texts and text creators, and explain how the content and style of various texts appeal to audiences with particular interests and preferences				
1.2.3 Set personal goals for language growth 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 employ strategies for language growth in relation to formal and informal personal communications and community involvement 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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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.				
2.1 Construct meaning from text and context				
2.1.1 Discern and analyze context a. describe the text creator’s purpose, and analyze the target audience b. describe how societal forces can influence the production of texts c. explain the relationship between text and context in terms of how elements in an environment can affect the way in which a text is created d. identify the impact that personal context—experience, prior knowledge—has on constructing meaning from a text	20			
2.1.2 Understand and interpret content 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. describe how supporting ideas and supporting details strengthen a text’s controlling idea c. describe the relationships among plot, setting, character, atmosphere and theme when studying a narrative d. compare the personality traits, roles, relationships, motivations, attitudes, values and archetypal qualities, when appropriate, of characters developed/persons presented in literature and other texts e. describe a text creator’s tone and register; and identify the moral and ethical stance communicated by a text f. interpret figurative language, symbol and allusions; recognize imagery; and explain how imagery contributes to atmosphere, characterization and theme in a text g. analyze visual and aural elements, and explain how they contribute to the meaning of texts h. describe the relationship 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	
2.1.3 Engage prior knowledge 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. assess personal expectations for texts to be studied in light of prior experiences with and observations about similar contexts, content and text forms c. use metacognitive strategies to understand how knowledge of rhetorical devices, textual elements and structures used in previously studied texts contributes to understanding new texts d. classify the genre/form of new texts according to attributes of genres/forms previously studied				

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	Reading	Literary Reading	Vocabulary	Response to Text
2.1.4 Use reference strategies and reference technologies a. use a variety of appropriate reference strategies and reference technologies to aid understanding b. create and use own reference materials to aid understanding				
2.2 Understand and appreciate textual forms, elements and techniques				
2.2.1 Relate form, structure and medium to purpose, audience and content 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. explain how a variety of organizational patterns and structural features contribute to purpose and content d. analyze the effect of medium on message				
2.2.2 Relate elements, devices and techniques to created effects a. explain how rhetorical devices and stylistic techniques used in print and nonprint texts create clarity, coherence and emphasis b. explain how various textual elements and stylistic techniques contribute to the creation of atmosphere, tone and voice c. analyze the use of irony and satire to create effects in print and nonprint texts d. describe the effects of musical devices, figures of speech and sensory details in print and nonprint texts e. explain the contribution of motif and symbol to controlling idea and theme f. differentiate between effective and ineffective presentations, and analyze the differences g. analyze 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
2.3 Respond to a variety of print and nonprint texts				
2.3.1 Connect self, text, culture and milieu 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. explain how the choices and motives of characters and people presented in texts may provide insight into the 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		
2.3.2 Evaluate the verisimilitude, appropriateness and significance of print and nonprint texts 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. analyze and assess settings and plots in terms of created reality and plausibility d. analyze and assess character and characterization in terms of consistency of behaviour, motivation and plausibility, and in terms of contribution to theme e. analyze and assess images in print and nonprint texts in terms of created reality and appropriateness to purpose and audience 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		
2.3.3 Appreciate the effectiveness and artistry of print and nonprint texts 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
General Outcome 3 - <i>Students will listen, speak, read, write, view and represent to manage ideas and information.</i>			
3.1 Determine inquiry or research requirements			
3.1.1 Focus on purpose and presentation form a. select and monitor the effectiveness of strategies to determine the depth and breadth of inquiry or research and to identify the purpose, audience and form of presentation b. describe 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			
3.1.2 Plan inquiry or research, and identify information needs and sources 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. select from a repertoire of effective strategies to develop appropriate inquiry or research plans that will address the topic and satisfy contextual and presentation requirements c. determine the breadth and depth of prior knowledge, and formulate questions to determine and categorize information needs and to guide the collection of required information d. identify and predict the usefulness of information sources intended to fill gaps between prior knowledge and required information e. identify and select potential strategies and technologies for gathering, generating and recording information			
3.2 Follow a plan of inquiry			
3.2.1 Select, record and organize information 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			

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	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
3.2.2 Evaluate sources, and assess information 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, and describe the possible effects of such biases on the credibility of information			
3.2.3 Form generalizations and conclusions 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			
3.2.4 Review inquiry or research process and findings 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			
General Outcome 4 - <i>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.</i>			
4.1 Develop and present a variety of print and nonprint texts			
4.1.1 Assess text creation context 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. address audience factors that affect text creation d. analyze expectations and constraints of a communication situation, and select preferred strategies to address expectations and constraints			

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	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
4.1.2 Consider and address form, structure and medium a. select a text form appropriate to the purpose for text creation and consistent with the content to be presented in the text b. explore a variety of structures consistent with form, content and purpose when creating texts c. select an effective medium appropriate to content and context, and explain its use d. understand the concept of convention; and apply it to oral, print, visual and multimedia text forms when appropriate			
4.1.3 Develop content 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 to support a controlling idea or to produce a unifying effect f. develop content appropriate to form and context g. incorporate effective examples from personal experience, concepts and ideas from exploration, and findings from inquiry and research into created texts, when appropriate			
4.1.4 Use production, publication and presentation strategies and technologies consistent with context a. meet particular production, publication and display requirements for print texts; and explain requirements in light of purpose, audience and situation b. adapt presentation materials, strategies and technologies to suit 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 audience d. develop a repertoire of effective strategies that can be used to create rapport with an audience			

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	Writing Conventions	Spelling	Writing
4.2 Improve thoughtfulness, effectiveness and correctness of communication			
4.2.1 Enhance thought and understanding and support and detail 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			
4.2.2 Enhance organization 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			
4.2.3 Consider and address matters of choice a. reflect on personal vocabulary and repertoire of stylistic choices and on their effectiveness; and expand vocabulary and repertoire of stylistic choices b. assess the appropriateness and effectiveness of diction, and revise word choice as needed to create intended effects c. assess syntax for appropriateness and effectiveness, and revise sentence structures as needed to create intended effects d. apply understanding of stylistic techniques and rhetorical devices when creating print and nonprint texts 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
4.2.4 Edit text for matters of correctness 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. understand the importance of grammatical agreement; and assess and revise texts in progress to ensure correctness of grammatical agreement, including correct pronoun reference and pronoun–antecedent agreement, and correct use of modifiers and other parts of speech e. assess and revise texts in progress to ensure correct subject–verb agreement, correct pronoun case and appropriate consistency of verb tense f. use unconventional punctuation, spelling and sentence structure for effect, when appropriate g. assess and revise texts in progress to ensure the correct use of clauses and phrases, including verbal phrases, and to ensure the correct use of structural features 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 11 Mathematics 20-1	Algebra	Pre-Algebra	Computation
Foundational Algebra Skills taught in earlier grades	1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 14, 16, 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
Algebra and Number			
• demonstrate an understanding of the absolute value			
• solve problems that involve operations on radicals and radical expressions			
• solve problems that involve radical equations	23		
• determine equivalent forms of rational expressions	12, 17		
• Perform operations on rational expressions			
• solve problems that involve rational equations	26		
Trigonometry			
• demonstrate an understanding of angles in standard position			
• solve problems, using the three primary trigonometric ratios	36, 38		
• solve problems, using the cosine law and sine law	30		
Relations and Functions			
• Factor polynomial expressions	6, 19		
• Graph and analyze absolute value functions			
• analyze quadratic functions and determine the - vertex - domain and range - direction of opening - axis of symmetry - x - and y - intercepts	22		
• analyze quadratic functions to identify characteristics of the corresponding graph	18, 27		
• solve problems that involve quadratic equations	20, 23, 39		
• solve, algebraically and graphically, problems that involve systems of linear-quadratic and quadratic-quadratic equations in two variables.	Prerequisite skills: 13, 15, 24, 29, 34		
• solve problems that involve linear and quadratic inequalities			
• solve problems that involve quadratic inequalities			
• analyze arithmetic sequences and series			
• analyze geometric sequences and series			
• Graph and analyze reciprocal functions			