

CAT-4 Match to the Atlantic Curriculum

Level 17 to Grade 7

Reading Atlantic Curriculum, 2004 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 awareness of how authors use pictorial, typographical, and organizational devices such as photos, titles, headings, and bold print to achieve certain purposes in their writing, and use those devices more regularly to construct meaning and enhance understanding	1, 9, 18, 19, 21, 22, 24, 25, 32, 35, 43, 47, 48		
4.4 develop some independence in recognizing and using various reading and viewing strategies (predicting, questioning, etc.) and in using cueing systems (graphophonic, contextual, syntactic, etc.) to construct meaning; apply and develop these strategies and systems while reading and viewing increasingly complex print and media texts	2, 3, 4, 5, 10, 11, 12, 13, 14, 20, 23, 28, 29, 30, 31, 33, 36, 37, 39, 40, 42, 44	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	
4.5 talk and write about the various processes and strategies readers and viewers apply when constructing meaning from various texts; recognize and articulate personal processes and strategies used when reading or viewing various texts			
GCO 6: <i>Students will be expected to respond personally to a range of texts.</i>			
6.1 extend personal responses, either orally or in writing, to print and non-print texts by explaining in some detail initial or basic reactions to those texts			
6.2 make evaluations or judgments about texts and express personal points of view	8, 15, 16, 17, 27, 34, 38, 45, 46		1, 2, 3, 4, 5
6.3 while learning to express personal points of view, develop the ability to find evidence and examples in texts to support personal views about themes, issues, and situations	7, 41		2, 3
GCO 7: <i>Students will be expected to respond critically to a range of texts, applying their knowledge of language, form and genre.</i>			
7.1 recognize that print and media texts can be biased and become aware of some of the ways that information is organized and structured to suit a particular point of view			6

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	Reading	Vocabulary	Response to Text
7.2 recognize that print and media texts are constructed for particular readers and purposes; begin to identify the textual elements used by the authors	26		3, 4
7.3 develop an ability to respond critically to various texts in a variety of ways such as identifying, describing, and discussing the form, structure and content of texts and how they might contribute to meaning construction and understanding <ul style="list-style-type: none"> • recognize that personal knowledge, ideas, values, perceptions, and points of view influence how writers create texts • become aware of how and when personal background influences meaning construction, understanding, and textual response • recognize that there are values inherent in a text, and begin to identify those values • explore how various cultures and realities are portrayed in media texts 			1, 3, 4, 5,6

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Writing Atlantic Curriculum, 2004 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 experiment with a range of strategies (brainstorming, sketching, freewriting) to extend and explore learning, to reflect on their own and others' ideas, and to identify problems and consider solutions			5
8.2 become aware of and describe the writing strategies that help them learn; express an understanding of their personal; growth as language learners and language users			
8.3 understand that note-taking is useful and has many purposes (e.g., personal use, gathering information for an assignment, recording what has happened and what others have said) and many forms, (e.g., lists, summaries, observations, and descriptions)			3
8.4 demonstrate an ability to integrate interesting effects in imaginative writing and other forms of representation <ul style="list-style-type: none"> • consider thoughts and feelings in addition to external descriptions and activities • integrate detail that add richness and density • identify and correct inconsistencies and avoid extraneous detail • make effective language choices relevant to style and purpose • select more elaborate and sophisticated vocabulary and phrasing 			1, 2, 3, 4, 5
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 produce a range of writing forms, for example, stories, cartoons, journals, business and personal letters, speeches, reports, interviews, messages, poems, and advertisements			1, 2, 3, 4, 5
9.2 recognize that a writer's choice of form is influenced by both the writing purpose (to entertain, inform, request, record, describe) and the reader for whom the text is intended (e.g., understand how and why a note to a friend differs from a letter requesting information)	9, 10, 11, 12, 13, 14, 15, 16		2, 4
9.3 demonstrate an understanding that ideas can be represented in more than one way and experiment with using other forms such as dialogue, posters, and advertisements			
9.4 develop an awareness that content, writing style, tone of voice, language choice, and text organizational need to fit the reader and suit the reason for writing	29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40		1, 2, 3, 4, 5

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	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
9.5 ask for reader feedback while writing and use this feedback when shaping subsequent drafts; consider self-generated drafts from a reader's/viewer's/listener's point of view			
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 understand and use conventions for spelling familiar words correctly; rely on knowledge of spelling conventions to attempt difficult words; check for correctness; demonstrate control over most punctuation and standard grammatical structures in writing most of the time; use a variety of sentence patterns, vocabulary, and paragraph structures to aid effective written communication	1, 2, 3, 4, 5, 6, 7, 8, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28	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	1, 2, 3, 4, 5
10.2 learn to recognize and begin to use more often the specific prewriting, drafting, revising, editing, proofreading, and presentation strategies that most effectively help to produce various texts			1, 2, 3, 4, 5
10.3 acquire some exposure to the various technology used for communicating to a variety of audiences for a range of purposes (videos, email, word processing, audiotapes)			
10.4 demonstrate a commitment to crafting pieces of writing and other representations			
10.5 collect information from several sources (interviews, film, CD-ROMs, texts) and combine ideas in communication			

CAT-4 Match to Atlantic Curriculum (2004)

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Mathematics Atlantic Provinces Curriculum	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation and Estimation	Math Processes
Number Concepts			
A1 model and use power, base, and exponent to represent repeated multiplication	43	24	
A2 rename numbers among exponential, standard, and expanded forms		16	
A3 rewrite large numbers from standard form to scientific notation and vice versa			
A4 solve and create problems involving common factors and greatest common factors (GCF)	13, 34		
A5 solve and create problems involving common multiples and least common multiples (LCM)			
A6 develop and apply divisibility rules for 3, 4, 6, and 9			
A7 apply patterning in renaming numbers from fractions and mixed numbers to decimal numbers		25	
A8 rename single-digit and double-digit repeating decimals to fractions through the use of patterns, and use these patterns to make predictions			
A9 compare and order proper and improper fractions, mixed numbers, and decimal numbers	32, 46		
A10 illustrate, explain, and express ratios, fractions, decimals, and percents in alternative forms	50	8, 22, 25, 27, 31, 32	
A11 demonstrate number sense for percent		29	
A12 represent integers (including zero) concretely, pictorially, and symbolically, using a variety of models			
A13 compare and order integers	15		
Operation			
B1 use estimation strategies to assess and justify the reasonableness of calculation results for integers and decimal numbers		1	
B2 use mental math strategies for calculations involving integers and decimal numbers		2, 6, 17, 21, 28, 33	
B3 demonstrate an understanding of the properties of operations with decimal numbers and integers		3, 4, 7, 9, 13, 15, 19, Decimals 12, 20, 21, 26, 30 Integers 17, 18, 28	
B4 determine and use the most appropriate computational method in problem situations involving whole numbers and/or decimals	2, 44	5, 14, 23, 36	
B5 apply the order of operations for problems involving whole and decimal numbers		10,11, 35	
B6 estimate the sum or difference of fractions when appropriate			

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	Mathematics	Computation and Estimation	Math Processes
B7 multiply mentally a fraction by a whole number and vice versa			
B8 estimate and determine percent when given the part and the whole	60	8	
B9 estimate and determine the percent of a number	1	22, 32	
B10 create and solve problems that involve the use of percent	36, 55	29	
B11 add and subtract integers concretely, pictorially, and symbolically to solve problems		17, 18, 28, 34	
B12 multiply integers concretely, pictorially, and symbolically to solve problems			
B13 divide integers concretely, pictorially, and symbolically to solve problems			
B14 solve and pose problems which utilize addition, subtraction, multiplication, and division of integers	34		
B15 apply the order of operations to integers			
B16 create and evaluate simple variable expressions by recognizing that the four operations apply in the same way as they do for numerical expressions	23, 28		
B17 distinguish between like and unlike terms			
B18 add and subtract like terms by recognizing the parallel with numerical situations, using concrete and pictorial models			
Patterns			
C1 describe a pattern, using written and spoken language and tables and graphs	3, 6, 7, 17		
C2 summarize simple patterns, using constants, variables, algebraic expressions, and equations, and use them in making predictions	5, 8, 23		
C3 explain the difference between algebraic expressions and algebraic equations			
C4 solve one- and two-step single-variable linear equations, using systematic trial	22		
C5 illustrate the solution for one- and two-step single-variable linear equations, using concrete materials and diagrams			
C6 graph linear equations, using a table of values	25		
C7 interpolate and extrapolate number values from a given graph	4		
C8 determine if an ordered pair is a solution to a linear equation	23, 28		
C9 construct and analyse graphs to show how change in one quantity affects a related quantity	39		

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	Mathematics	Computation and Estimation	Math Processes
Measurement			
D1 identify, use, and convert among the SI units to measure, estimate, and solve problems that relate to length, area, volume, mass, and capacity	Perimeter, Area 29, 30, 33, 35, 40, 51, 57, 58 Volume, Surface Area 18, 19, 27, 59		
D2 apply concepts and skills related to time in problem situations	54		
D3 develop and use rate as a tool for solving indirect measurement problems in a variety of contexts	54		
D4 construct and analyse graphs of rates to show how change in one quantity affects a related quantity			
D5 demonstrate an understanding of the relationships among diameter, radii, and circumference of circles, and use the relationships to solve problems			
Geometry			
E1 decide and justify which combinations of triangle classifications are possible, through construction using materials and/or technology	12, 41		
E2 determine and use relationships between angle measures and side lengths in triangles			
E3 construct angle bisectors and perpendicular bisectors, using a variety of methods			
E4 apply angle pair relationships to find missing angle measures			
E5 identify, construct, classify, and use angle pair relationships pertaining to parallel lines and non-parallel lines and their transversals			
E6 apply angle relationships to find angle measures	16, 42		
E7 explain, using a model, why the sum of the measures of the angles of a triangle is 180°			
E8 sketch and build 3-D objects, using a variety of materials and information about the objects	31, 38, 45		
E9 draw, describe, and apply translations, reflections, and rotations, and their combinations, and identify and use the properties associated with these transformations	11, 20, 24, 56		
E10 create and describe designs using translation, rotation, and reflection	52		

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	Mathematics	Computation and Estimation	Math Processes
Data Management			
F1 communicate through example the distinction between biased and unbiased sampling, and first- and second-hand data			
F2 formulate questions for investigation from relevant contexts			
F3 select, defend, and use appropriate data collection methods and evaluate issues to be considered when collecting data			
F4 construct a histogram			
F5 construct appropriate data displays, grouping data where appropriate and taking into consideration the nature of data			
F6 read and make inferences for grouped and ungrouped data displays	14, 26, 49, 60		
F7 formulate statistics projects to explore current issues from within mathematics, other subject areas, or the world of students			
F8 determine measures of central tendency and how they are affected by data presentations and fluctuations	9, 10, 37, 53		
F9 draw inferences and make predictions based on the variability of data sets, using range and the examination of outliers, gaps, and clusters	21, 47, 48		