

CAT-4 Match to the Atlantic Curriculum

Level 18 to Grade 8

Reading Atlantic Curriculum, 1997 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			
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4.3 explain with some regularity how authors use pictorial, typographical, and other organizational devices such as tables and graphs to achieve certain purposes in their writing, and rely on those devices to construct meaning and enhance understanding	18, 20, 21, 28, 29, 32, 37		1, 3, 4
4.4 read with greater fluency, confidence, and comprehension by furthering personal understanding, recognition, and use cueing systems and strategies to read and view increasingly complex texts	7, 8, 11, 13, 16, 17, 19, 22, 27, 33, 39, 40, 43, 45, 47	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 regularly identify the processes and strategies readers and viewers apply when constructing meaning; develop an understanding of the personal processes and strategies applied when reading and viewing; reflect on personal growth as readers and viewers of texts and use this awareness of personal development to push reading and viewing ability even further			
GCO 6: <i>Students will be expected to respond personally to a range of texts.</i>			
6.1 elaborate personal reactions to what is read and viewed by providing some extended explanations, examples, and supporting arguments			1, 2, 3, 4, 5
6.2 state personal points of view about what is read and viewed and justify views with increasing regularity			2, 4
6.3 with increasing confidence and flexibility, find evidence in texts to support personal claims and viewpoints about issues, themes, and situations			1, 4, 5, 6
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 texts need to be assessed for bias and broaden their understanding and awareness of the ways in which print and media texts can be biased; begin to question and think critically about the relevance and reliability of information when answering questions and inquiries	4, 15, 26, 30, 36		4

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	Reading	Vocabulary	Response to Text
7.2 identify the various features and elements writers use when writing for specific readers for specific purposes; describe how texts are organized to accommodate particular readers' needs and to contribute to meaning and effect	2, 3, 9, 10, 24, 25, 35, 38, 41, 42, 44		1, 3, 4, 5
7.3 expand on earlier abilities to respond critically to a range of texts in various ways <ul style="list-style-type: none"> • understand how personal knowledge, ideas, values, perceptions, and points of view influence how writers create texts • recognize 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 • describe how cultures and reality are portrayed in media texts 	1, 5, 6, 12, 14, 31, 34, 46, 48		2, 4, 6

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Writing Atlantic Curriculum, 1997 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 demonstrate competence in the frequent use of writing and representing strategies to extend learning; to explore their own thoughts and consider others' ideas, to reflect on their feelings, values, and attitudes; and to identify problems and describe logical solutions			
8.2 identify and reflect upon strategies that are effective in helping them to learn; describe their personal growth as language learners and language users			
8.3 begin to use various forms of note-making appropriate to various purposes and situations			
8.4 demonstrate an awareness of how and when to integrate interesting effects in imaginative writing and other ways of representing <ul style="list-style-type: none"> include 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 when appropriate, select more elaborate and sophisticated vocabulary and phrasing 	22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40		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 continue to develop writing forms previously introduced and expand this range to produce, for example, autobiographies, drama, surveys, graphs, literary responses, biographies, illustrations, and reviews			1, 3
9.2 consider and choose writing forms that match both the writing purpose (to define, report, persuade, compare) and the reader for whom the text is intended (understand why language choice, organization, and voice used in an essay differs from that used in a media advertisement)			2, 3, 4, 5
9.3 understand that ideas can be represented in more than one way and used with other forms of representing (speeches, demonstrations, plays)			4
9.4 keep the reader and purpose for writing in mind when choosing content, writing style, tone of voice, language choice, and text organization			1, 2, 3, 4, 5
9.5 know how and when to ask for reader feedback while writing and incorporate appropriate suggestions when revising subsequent drafts; assess self-generated drafts from a reader's/viewer's/listener's perspective			

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	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
GCO 10: <i>Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness</i>			
10.1 build and rely upon a broad knowledge base of how words are spelled and formed; use such knowledge to spell unfamiliar words and expand vocabulary; regularly use resource texts to verify spelling; use punctuation and grammatical structures capably and accurately; use a variety of sentence patterns, vocabulary choices, and paragraphing with flexibility and creatively to engage readers	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21	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 choose with increasing regularity, the prewriting, drafting, revising, editing, proofreading, and presentations strategies to aid in producing various texts			
10.3 attempt to use various technologies for communicating to a variety of audiences for a range of purposes			
10.4 demonstrate a commitment to crafting pieces of writing and other representations			
10.5 gather information from a variety of sources (interviews, film, CD-ROMs, texts) and integrate ideas in communication			

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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 link various representations of square root of a number			
A2 recognize perfect squares between 1 and 144 and apply patterns related to Diem	56, 58	4, 5, 27	
A3 distinguish between an exact square root of a number and its decimal approximation		30	
A4 find the square root of any number, using an appropriate method			
A5 demonstrate and explain the meaning of negative exponents for base ten			
A6 represent any number written in scientific notation in standard form, and vice versa	53		
A7 compare and order integers and positive and negative rational numbers (in decimal and fractional forms)	4, 26, 38	3	
A8 represent and apply fractional percents, and percents greater than 100, in fraction or decimal form, and vice versa			
A9 solve proportion problems that involve equivalent ratios and rates	48, 40		
Operations			
B 1 demonstrate an understanding of the properties of operations with integers and positive and negative rational numbers (in decimal and fractional forms)	1	1, 2, 6, 11, 13, 16, 18 (rationals) 14, 19, 23, 26, 31 (integers)	
B2 solve problems involving proportions, using a variety of methods	39	8, 12	
B3 create and solve problems which involve finding a, b, or c in the relationship $a\% \text{ of } b = c$, using estimation and calculation	9, 19, 31, 36	22, 33, 34, 36	
B4 apply percentage increase and decrease in problem situations			
B5 add and subtract fractions Concretely; pictorially, and Symbolically	51	24, 15, 20, 21, 24, 25	
B6 add and subtract fractions mentally, when appropriate		9	
B7 multiply fractions concretely, pictorially; and symbolically		10, 29	
B8 divide fractions concretely, pictorially; and symbolically		32	
B9 estimate and mentally compute products and quotients involving fractions	25		
B10 apply the order of operations to fraction computations, using both pencil and paper and a calculator		7, 17, 28	

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	Mathematics	Computation and Estimation	Math Processes
B11 model, solve, and create problems involving fractions in meaningful contexts		35	
B12 add, subtract, multiply; and divide positive and negative decimal numbers with and without the calculator			
B13 solve and create problems involving addition, subtraction, multiplication, and division of positive and negative decimal numbers			
B14 add and subtract algebraic terms concretely, pictorially, and symbolically to solve simple algebraic problems			
B 15 explore addition and subtraction of polynomial expressions, concretely and pictorially			
B16 demonstrate an understanding of multiplication of a polynomial by a scalar, concretely; pictorially, and symbolically			
Patterns			
C1 represent patterns and relationships in a variety of formats and use these representations to predict unknown values	2, 54		
C2 interpret graphs that represent linear and non-linear data	42		
C3 construct and analyze tables and graphs to describe how change in one quantity affects a related quantity	22		
C4 link visual characteristics of slope with its numerical value by comparing vertical change with horizontal change			
C5 solve problems involving the intersection of two lines on a graph			
C6 solve and verify simple linear equations algebraically	14, 15, 16, 28 27		
C7 create and solve problems, using linear equations			
D1 solve indirect measurement problems, using proportions			
D2 solve measurement problems, using appropriate SI units	7, 11, 41		
D3 estimate areas of circles			
D4 develop and use the formula for the area of a circle	57		
D5 describe patterns and generalize the relationships between areas and perimeters of quadrilaterals, and areas and circumferences of circles			
D6 calculate the areas of composite figures	6, 18, 33		
D7 estimate and calculate volumes and surface areas of right prisms and cylinders	10, 13, 30, 50, 55		
D8 measure and calculate volumes and surface areas of composite 3-D shapes			

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	Mathematics	Computation and Estimation	Math Processes
D9 demonstrate an understanding of the Pythagorean relationship, using models	29, 37		
D10 apply the Pythagorean relationship in problem situations			
E1 demonstrate whether a set of orthographic views, a mat plan, and an isometric drawing can represent more than one 3-D shape	8, 21		
E2 examine and draw representations of 3-D shapes to determine what is necessary to produce unique shapes draw, describe, and apply transformations of 3-D shapes	34		
E4 analyse polygons to determine their properties and interrelationships	32, 46, 60		
E5 represent, analyse, describe, and apply dilations			
Data Analysis & Probability			
F1 demonstrate an understanding of the variability of repeated samples of the same population			
F2 develop and apply the concept of randomness			
F3 construct and interpret circle graphs	5, 43		
F4 construct and interpret scatter plots and determine a line of best fit by inspection			
F5 construct and interpret box- and whisker-plots			
F6 extrapolate and interpolate information from graphs	23, 24		
F7 determine the effect of variations in data on the mean, median, and mode	17, 59		
F8 develop and conduct statistics projects to solve problems			
F9 evaluate data interpretations that are based on graphs and tables	49		
G1 conduct experiments and simulations to find probabilities of single and complementary events	47, 52		
G2 determine theoretical probabilities of single and complementary events	3, 5, 47, 51, 52		
G3 compare experimental and theoretical probabilities	47, 52		
G4 demonstrate an understanding of how data is used to establish broad probability patterns			