

CAT-4 Match to the British Columbia Curriculum

Level 20 - 22 to Grade 10

Reading and Literature Studies British Columbia Curriculum, 2007 Specific Expectations	Canadian Achievement Tests, Fourth Edition (CAT-4)			
	Multiple-Choice Tests			Constructed-Response Tasks
	Reading	Literary	Vocabulary	Response to Text
Purposes (Reading and Viewing)				
B1 read, both collaboratively and independently, to comprehend a variety of literary texts, including <ul style="list-style-type: none"> • literature reflecting a variety of times, places, and perspectives • literature reflecting a variety of prose forms • poetry in a variety of narrative and lyric forms • significant works of Canadian literature (e.g., the study of plays, short stories, poetry, or novels) • traditional forms from Aboriginal and other cultures • student-generated material 				
B2 read, both collaboratively and independently, to comprehend a variety of information and persuasive texts with increasing complexity of ideas and form, such as <ul style="list-style-type: none"> • articles and reports • biographies and autobiographies • textbooks, magazines, and newspapers • print and electronic reference material • advertising and promotional material • opinion-based material • student-generated material 				
B3 view, both collaboratively and independently, to comprehend a variety of visual texts, such as <ul style="list-style-type: none"> • broadcast media • web sites • graphic novels • film and video • photographs • art • visual components of print media • student-generated material 	29, 37			
B4 independently select and read, for sustained periods of time, texts for enjoyment and to increase fluency				
Strategies (Reading and Viewing)				
B5 before reading and viewing, select, adapt, and apply a range of strategies to anticipate content and construct meaning, including <ul style="list-style-type: none"> • interpreting a task • setting a purpose or multiple purposes • accessing prior knowledge, including knowledge of genre, form, and context • making logical, detailed predictions • generating guiding or speculative questions 				

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	Reading	Literary	Vocabulary	Response to Text
B6 during reading and viewing, select, adapt, and apply a range of strategies to construct, monitor, and confirm meaning, including <ul style="list-style-type: none"> • comparing and refining predictions, questions, images, and connections • making inferences and drawing conclusions • summarizing and paraphrasing • using text features • determining the meaning of unknown words and phrases • clarifying meaning 	2, 4, 8, 9, 12, 13, 23, 28	5, 8, 10, 29, 30, 33, 37, 38, 39	14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25	
B7 after reading and viewing, select, adapt, and apply a range of strategies to extend and confirm meaning and to consider author's craft, including <ul style="list-style-type: none"> • reflecting on predictions, questions, images, and connections made during reading • reviewing text and purpose for reading • making inferences and drawing conclusions • summarizing, synthesizing, and applying ideas • identifying stylistic techniques 	1, 3, 5, 11, 16, 17, 18, 25, 26, 27, 32, 34, 35, 36, 39	2, 3, 9, 12, 15, 19, 21, 24, 35		
Thinking (Reading and Viewing)				
B8 explain and support personal responses to texts, by <ul style="list-style-type: none"> • making comparisons to other ideas and concepts • relating reactions and emotions to understanding of the text • explaining opinions using reasons and evidence • suggesting contextual influences 		1, 22, 31		
B9 interpret, analyse, and evaluate ideas and information from texts, by <ul style="list-style-type: none"> • making and supporting reasoned judgments • comparing ideas and elements among texts • identifying and describing diverse voices • describing bias, contradictions, and non-represented perspectives • identifying the importance and impact of historical and cultural contexts 	7, 10, 30	4, 6, 7, 16, 18, 20, 23, 26, 32		
B10 synthesize and extend thinking about texts, by <ul style="list-style-type: none"> • ipersonalizing ideas and information • iexplaining relationships among ideas and information • iapplying new ideas and information • itransforming existing ideas and information • icontextualizing ideas and information 	6, 20, 31, 33	11, 14, 17, 27		

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	Multiple-Choice Tests			Constructed-Response Tasks
	Reading	Literary	Vocabulary	Response to Text
B11 use metacognitive strategies to reflect on and assess their reading and viewing, by <ul style="list-style-type: none"> referring to criteria setting goals for improvement creating a plan for achieving goals evaluating progress and setting new goals 				
Features (Reading and Viewing)				
B12 recognize and explain how structures and features of text shape readers' and viewers' construction of meaning, including <ul style="list-style-type: none"> form and genre functions of text literary elements literary devices use of language non-fiction elements visual/artistic devices 	15, 22, 24, 38, 40	13, 34		
B13 demonstrate increasing word skills and vocabulary knowledge, by <ul style="list-style-type: none"> analysing the origins and roots of words determining meanings and uses of words based on context identifying, selecting, and using appropriate academic and technical language using vocabulary appropriate to audience and purpose discerning nuances in meaning of words considering historical, cultural, and literary contexts 	14, 19, 21	25, 28, 36, 40	1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 26, 27, 28, 29, 30	

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Writing British Columbia Curriculum, 2007 Specific Expectations	<i>Canadian Achievement Tests, Fourth Edition (CAT-4)</i>		
	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
Purposes (Writing and Representing)			
C1 write meaningful personal texts that elaborate on ideas and information to <ul style="list-style-type: none"> • experiment • express self • make connections • reflect and respond • remember and recall 			
C2 write purposeful information texts that express ideas and information to <ul style="list-style-type: none"> • explore and respond • record and describe • analyse and explain • speculate and consider • argue and persuade • engage 			
C3 write effective imaginative texts to develop ideas and information to <ul style="list-style-type: none"> • strengthen connections and insights • explore and adapt literary forms and techniques • experiment with increasingly sophisticated language and style • engage and entertain 			
C4 create thoughtful representations that communicate ideas and information to <ul style="list-style-type: none"> • explore and respond • record and describe • explain and persuade • engage 			
Strategies (Writing and Representing)			
C5 select, adapt, and apply a range of strategies to generate, develop, and organize ideas for writing and representing, including <ul style="list-style-type: none"> • making connections • setting a purpose and considering audience • gathering and summarizing ideas from personal interest, knowledge, and inquiry • analysing writing samples or models • setting class-generated criteria 			
C6 select, adapt, and apply a range of drafting and composing strategies while writing and representing, including <ul style="list-style-type: none"> • using a variety of sources to collect ideas and information • generating text • organizing and synthesizing ideas and information • analysing writing samples or models • creating and consulting criteria 			

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	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
C7 select, adapt, and apply a range of strategies to revise, edit, and publish writing and representing, including <ul style="list-style-type: none"> • checking work against established criteria • enhancing supporting details and examples • refining specific aspects and features of text • proofreading 			
Thinking (Writing and Representing)			
C8 write and represent to explain and support personal responses to texts, by <ul style="list-style-type: none"> • making comparisons to other ideas and concepts • relating reactions and emotions to understanding of the text • developing opinions using reasons and evidence • suggesting contextual influences 			
C9 write and represent to interpret, analyse, and evaluate ideas and information from texts, by <ul style="list-style-type: none"> • making and supporting reasoned judgments • describing and comparing perspectives • describing bias, contradictions, and non-represented perspectives • identifying the importance and impact of historical and cultural contexts 			
C10 write and represent to synthesize and extend thinking, by <ul style="list-style-type: none"> • personalizing ideas and information • explaining relationships among ideas and information • applying new ideas and information • transforming existing ideas and information • contextualizing ideas and information 			
C11 use metacognitive strategies to reflect on and assess their writing and representing, by <ul style="list-style-type: none"> • relating their work to criteria • setting goals for improvement • creating a plan for achieving goals • evaluating progress and setting new goals 			
Features (Writing and Representing)			
C12 use and experiment with elements of style in writing and representing, appropriate to purpose and audience, to enhance meaning and artistry, including <ul style="list-style-type: none"> • syntax and sentence fluency • diction • point of view • literary devices • visual/artistic devices 	28		

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	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
C13 use and experiment with elements of form in writing and representing, appropriate to purpose and audience, to enhance meaning and artistry, including <ul style="list-style-type: none"> • organization of ideas and information • text features and visual/artistic devices 	23, 24, 25, 26, 27, 29, 30		
C14 use conventions in writing and representing, appropriate to purpose and audience, to enhance meaning and artistry, including <ul style="list-style-type: none"> • grammar and usage • punctuation, capitalization, and Canadian spelling • copyright and citation of references • presentation/layout 	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22	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 British Columbia Curriculum

Level 20 - 22 Correlation: British Columbia Mathematics

Grade 10 Foundations of Mathematics and Pre-Calculus	Algebra	Pre-Algebra	Computation
Foundational Skills taught in earlier grades	1, 2, 7, 11, 17	All pre-algebra items (except #40) have been taught in prerequisite courses prior to this course	All computation items (except #18, 25, 28, 36 which introduce integral exponents) have been taught in prerequisite courses prior to this course
A. Measurement			
1. Solve problems that involve linear measurement, using: <ul style="list-style-type: none"> • SI and imperial units of measure • estimation strategies • measurement strategies. 			
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"> • right cones • right cylinders • right prisms • right pyramids • spheres 	25		
4. Develop and apply the primary trigonometric ratios (sine, cosine, tangent) to solve problems that involve right triangles	36, 38		
B. Algebra and Number			
1. Demonstrate an understanding of factors of whole numbers by determining the: <ul style="list-style-type: none"> • prime factors • greatest common factor • least common multiple • square root • cube root. 			
2. Demonstrate an understanding of irrational numbers by: <ul style="list-style-type: none"> • representing, identifying and simplifying irrational numbers • ordering irrational numbers 			
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		

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Level 20 - 22 Correlation: British Columbia Mathematics

Grade 10 Foundations of Mathematics and Pre-Calculus	Algebra	Pre-Algebra	Computation
C. Relations and Functions			
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"> • rise and run • line segments and lines • rate of change • parallel lines • perpendicular lines 			
4. Describe and represent linear relations, using: <ul style="list-style-type: none"> • words • ordered pairs • tables of values • graphs • equations 			
5. Determine the characteristics of the graphs of linear relations, including the: <ul style="list-style-type: none"> • intercepts • slope • domain • range. 	32		
6. Relate linear relations expressed in: <ul style="list-style-type: none"> • slope-intercept form ($y = mx + b$) • general form ($Ax + By + C = 0$) • slope-point form ($y - y_1 = m(x - x_1)$) 	14		
7. Determine the equation of a linear relation, given: <ul style="list-style-type: none"> • a graph • a point and the slope • two points • a point and the equation of a parallel or perpendicular line 	31		
• solve problems involving the slope, length, and midpoint of a line segment	22, 26		
8. Represent a linear function, using function notation	13, 15, 34		
9. Solve problems that involve systems of linear equations in two variables, graphically and algebraically.			