

CAT-4 Match to the British Columbia Curriculum

Level 20 - 22 to Grade 12

Reading British Columbia Curriculum, 2007 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)			
	Multiple-Choice Tests			Constructed-Response Tasks
	Reading	Literary Reading	Vocabulary	Response to Text
Purposes (Reading and Viewing)				
B1 read, both collaboratively and independently, to comprehend a wide 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 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 wide variety of information and persuasive texts with increasing complexity and subtlety 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 materials • advertising and promotional materials • opinion-based materials • student-generated material 				
B3 view, both collaboratively and independently, to comprehend a variety of visual texts with increasing complexity of ideas and form, 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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<p>B6 during reading and viewing, select, adapt, and apply a range of strategies to construct, monitor, and confirm meaning, including</p> <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	
<p>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</p> <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)				
<p>B8 explain and support personal responses to texts, by</p> <ul style="list-style-type: none"> • making comparisons, associations, or analogies to other ideas and concepts • relating reactions and emotions to understanding of the text • developing opinions using reasons and evidence • suggesting contextual influences and relationships 		1, 22, 31		
<p>B9 interpret, analyse, and evaluate ideas and information from texts, by</p> <ul style="list-style-type: none"> • critiquing logic and quality of evidence, and coherence • identifying and describing diverse voices • critiquing perspectives • identifying and challenging bias, contradictions, and distortions, and non-represented perspectives • explaining the importance and impact of social, political, and historical contexts 	7, 10, 30	4, 6, 7, 16, 18, 20, 23, 26, 32		
<p>B10 synthesize and extend thinking about texts, by</p> <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 	6, 20, 31, 33	11, 14, 17, 27		

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	Multiple-Choice Tests			Constructed-Response Tasks
	Reading	Literary Reading	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, and appreciation of author's craft, 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, including connotation and denotation discerning nuances in meaning of words considering social, political, historical, 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 Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	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 • speculate and consider • argue and persuade • analyse and critique • 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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	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, associations, or analogies 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"> • critiquing logic and quality of evidence, and coherence • relating and critiquing perspectives • identifying and challenging bias, contradictions, and distortions • explaining the importance and impact of social, political, and historical 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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	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	

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Level 20 - 22 Correlation: British Columbia Mathematics

Foundations of Mathematics Grade 12	Algebra	Pre-Algebra	Computation
Foundational Algebra Skills taught in earlier grades	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 20, 21, 22, 23, 26, 34, 35	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
Financial Mathematics			
1. solve problems that involve compound interest			
2. analyze costs and benefits of renting, leasing, and buying			
3. analyze an investment portfolio			
Logical Reasoning			
1. Analyze puzzles and games that involve numerical and logical reasoning, using problem-solving strategies.	25, 33, 37		
2. Solve problems that involve the application of set theory.			
3. Solve problems involving conditional statements			
Probability			
1. Interpret and assess the validity of odds and probability statements			
2. Solve problems that involve the probability			
3. Solve problems that involve the probability of two events.			
4. Solve problems that involve the fundamental counting principle			
5. Solve problems that involve permutations			
6. Solve problems that involve combinations.			
Relations and Functions			
1. Represent data, using polynomial functions (of degree ≤ 3), to solve problems	18, 19, 24, 27, 31, 32, 39		
2. Represent data, using exponential and logarithmic functions, to solve problems.	28, 29, 40		
3. Represent data, using sinusoidal functions, to solve problems	Prerequisite Skills taught previously learned: 30, 36, 38		