

# CAT-4 Match to the Manitoba Curriculum

Level 20 - 22 to Grade 10

<b>Reading</b> Manitoba Curriculum, 1998 General and Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)			
	Multiple-Choice Tests			Constructed-Response Tasks
	Informational Reading	Literary Reading	Vocabulary	Response to Text
<b>1. Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.</b>				
<b>1.1 Discover possibilities</b>				
<b>1.1 Discover and Explore</b> <ul style="list-style-type: none"> <li>consider the potential of emerging ideas through a variety of means [such as talking, mapping, writing journals, rehearsing, drafting, role-playing, brainstorming, sketching...] to develop tentative positions</li> </ul>				
<ul style="list-style-type: none"> <li>seek and consider others' ideas through a variety of means [such as interviews, Internet discussion groups, dialogue...] to expand understanding</li> </ul>				
<ul style="list-style-type: none"> <li>demonstrate a willingness to take risks in language use and experiment with language and forms of expression [such as word choice, dramatic presentations, media interviews...]</li> </ul>				
<ul style="list-style-type: none"> <li>pursue and expand interests and ideas through sharing reactions to and preferences for particular texts [including books] and genres by various writers, artists, storytellers, and filmmakers</li> </ul>				
<ul style="list-style-type: none"> <li>assess personal language learning and select strategies to enhance growth in language learning</li> </ul>				
<b>1.2 Clarify and Extend</b> <ul style="list-style-type: none"> <li>clarify and shape understanding by assessing connections between new and prior knowledge, ideas, and experiences</li> </ul>				
<ul style="list-style-type: none"> <li>explain opinions, providing support or reasons; anticipate other viewpoints</li> </ul>				
<ul style="list-style-type: none"> <li>connect ideas and experiences through a variety of means to gain understanding when generating and responding to texts</li> </ul>				
<ul style="list-style-type: none"> <li>explore ways in which real and vicarious experiences and various perspectives affect understanding when generating and responding to texts</li> </ul>				
<b>2. Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, literary, and other media texts.</b>				
<b>2.1 Use Strategies and Cues</b> <ul style="list-style-type: none"> <li>apply personal experiences and prior knowledge of language and texts to develop understanding and interpretations of a variety of texts [including books]</li> </ul>				
<ul style="list-style-type: none"> <li>select, describe, and use comprehension strategies [such as inferring, visualizing, summarizing, recalling, replaying, reviewing...] to monitor understanding and develop interpretations of a variety of texts</li> </ul>	1, 4, 6, 7, 8, 9, 10, 11, 29	6, 9, 12, 14, 15, 18, 22, 26, 29, 32, 35		

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	Informational Reading	Literary Reading	Vocabulary	Response to Text
<ul style="list-style-type: none"> <li>use textual cues [such as transitional phrases in print texts, introductions in speeches, stage directions in plays, opening scenes in films...] and prominent organizational patterns [such as compare and contrast...] to construct and confirm meaning and interpret texts</li> </ul>	3, 5, 24, 26, 27, 28	21		
<ul style="list-style-type: none"> <li>use syntactic, semantic, graphophonic, and pragmatic cueing systems [such as word order and sentence patterns; connotations, word analysis, social context...] to construct and confirm meaning and interpret texts</li> </ul>	2, 12, 14, 21, 23, 25, 30, 33, 37	3, 4, 8, 10, 16, 17, 20, 23, 24, 27, 28, 30, 33, 34, 36, 37, 38, 40	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	
<b>2.2 Respond to Texts</b> <ul style="list-style-type: none"> <li>experience texts from a variety of genres and cultural traditions [such as talking circles, legends, human interest stories, situation comedies...]; explore others' responses to texts</li> </ul>				
<ul style="list-style-type: none"> <li>respond personally and critically to individuals, events, and ideas presented in a variety of Canadian and international texts</li> </ul>				
<ul style="list-style-type: none"> <li>explore how language and stylistic choices in oral, print [including books], and other media texts affect mood, meaning, and audience</li> </ul>	31, 34, 35, 36, 38, 40	1, 7, 11		
<b>2.3 Understand forms and genres</b> <ul style="list-style-type: none"> <li>recognize the appropriateness of various forms and genres [such as oral presentations, pamphlets, posters...] for various audiences and purposes</li> </ul>				
<ul style="list-style-type: none"> <li>explain how various techniques and elements [such as sentence variety, sentence order, point of view, anecdotes, fade or dissolve...] are used in oral, print [including books], and other media texts to create particular effects</li> </ul>	15, 22	2, 5, 13, 19, 31, 39		
<ul style="list-style-type: none"> <li>recognize that vocabulary and idiom are influenced by various factors [such as cultures, languages, science, media, technology...]; select and use register appropriate for context</li> </ul>		25		
<ul style="list-style-type: none"> <li>experiment with language, visuals, and sounds to create effects for particular audiences, purposes, and contexts</li> </ul>	39			
<ul style="list-style-type: none"> <li>create original texts [such as editorials, compact disc covers, displays, essays, photographs, multimedia presentations...] to communicate ideas and enhance understanding of forms and techniques</li> </ul>				

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	Informational Reading	Literary Reading	Vocabulary	Response to Text
<b>3. Students will listen, speak, read, write, view and represent to manage ideas and information.</b>				
<b>3.1 Plan and Focus</b> <ul style="list-style-type: none"> <li>determine inquiry or research focus based on personal knowledge and interests and on others' expertise</li> </ul>				
<ul style="list-style-type: none"> <li>formulate questions to focus and guide inquiry or research</li> </ul>				
<ul style="list-style-type: none"> <li>collaborate to determine group knowledge base and to define research or inquiry purpose and parameters</li> </ul>				
<ul style="list-style-type: none"> <li>develop and use an inquiry or research plan to access relevant ideas and information from a variety of sources</li> </ul>				
<b>3.2 Select and Process</b> <ul style="list-style-type: none"> <li>select relevant personal and peer knowledge, experiences, and perspectives related to inquiry or research topic</li> </ul>				
<ul style="list-style-type: none"> <li>identify and discuss the purpose and usefulness of specialized information sources [such as magazines, books, documentaries, hobby or sports materials, multimedia resources...] relevant to particular inquiry or research needs</li> </ul>				
<ul style="list-style-type: none"> <li>determine the credibility, accuracy, and completeness of a variety of information sources for a particular inquiry or research plan</li> </ul>				
<ul style="list-style-type: none"> <li>identify and use text cues and organizational patterns to understand main ideas and their relationships in extended texts [including books]; adjust reading and viewing rates according to purpose, content, and context</li> </ul>				
<b>3.3 Organize, Record and Evaluate</b> <ul style="list-style-type: none"> <li>organize information using appropriate forms [such as charts, diagrams, outlines, electronic databases and filing systems, notes...] for specific purposes</li> </ul>				
<ul style="list-style-type: none"> <li>select and record important information and ideas using an organizational structure appropriate for purpose and information source; document sources accurately</li> </ul>				
<ul style="list-style-type: none"> <li>evaluate information for completeness, accuracy, usefulness, and relevance</li> </ul>				
<ul style="list-style-type: none"> <li>integrate new information with prior knowledge to draw logical conclusions and to refine understanding; consider alternative ways of reaching inquiry or research goals</li> </ul>				
<b>5. Students will listen, speak, read, write, view and represent to celebrate and build community.</b>				
<b>Encourage, Support, and Work with Other</b> <ul style="list-style-type: none"> <li>make and encourage contributions [such as making accurate notes, exploring others' viewpoints, listening attentively...] to assist in developing group ideas; take responsibility for developing and expressing viewpoints</li> </ul>				

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	Multiple-Choice Tests			Constructed-Response Tasks
	Informational Reading	Literary Reading	Vocabulary	Response to Text
<ul style="list-style-type: none"> <li>demonstrate effective group interaction skills and strategies</li> </ul>				
<ul style="list-style-type: none"> <li>recognize and analyze how language, symbols, and images are used to include or exclude people across cultures, races, genders, ages, and abilities</li> </ul>				
<ul style="list-style-type: none"> <li>evaluate own and others' contributions to group process and provide support where needed</li> </ul>				
<b>Develop and Celebrate Community</b> <ul style="list-style-type: none"> <li>consider various ideas, evidence, and viewpoints to expand understanding of texts, others, and self</li> </ul>				
<ul style="list-style-type: none"> <li>identify and examine ways in which texts reflect cultural and societal influences</li> </ul>	13, 16, 17, 19, 20			
<ul style="list-style-type: none"> <li>discuss ways in which texts [such as oral stories and speeches, novels and poems, magazines and television programs...] convey and challenge individual and community values and behaviours</li> </ul>				
<ul style="list-style-type: none"> <li>use effective language and texts [such as organizing commemorative events, making videos to celebrate events...] to celebrate special community occasions and accomplishments</li> </ul>				

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<b>Writing</b> Manitoba Curriculum, 1998 General and Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
<b>2. Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, literary, and other media texts.</b>			
<b>2.1 Use Strategies and Cues</b> <ul style="list-style-type: none"> <li>• apply personal experiences and prior knowledge of language and texts to develop understanding and interpretations of a variety of texts [including books]</li> </ul>			
<ul style="list-style-type: none"> <li>• select, describe, and use comprehension strategies [such as inferring, visualizing, summarizing, recalling, replaying, reviewing...] to monitor understanding and develop interpretations of a variety of texts</li> </ul>			
<ul style="list-style-type: none"> <li>• use textual cues [such as transitional phrases in print texts, introductions in speeches, stage directions in plays, opening scenes in films...] and prominent organizational patterns [such as compare and contrast...] to construct and confirm meaning and interpret texts</li> </ul>			
<ul style="list-style-type: none"> <li>• use syntactic, semantic, graphophonic, and pragmatic cueing systems [such as word order and sentence patterns; connotations, word analysis, social context...] to construct and confirm meaning and interpret texts</li> </ul>			
<b>2.2 Respond to Texts</b> <ul style="list-style-type: none"> <li>• experience texts from a variety of genres and cultural traditions [such as talking circles, legends, human interest stories, situation comedies...]; explore others' responses to texts</li> </ul>			
<ul style="list-style-type: none"> <li>• respond personally and critically to individuals, events, and ideas presented in a variety of Canadian and international texts</li> </ul>			
<ul style="list-style-type: none"> <li>• explore how language and stylistic choices in oral, print [including books], and other media texts affect mood, meaning, and audience</li> </ul>			
<b>2.3 Understand forms and genres</b> <ul style="list-style-type: none"> <li>• recognize the appropriateness of various forms and genres [such as oral presentations, pamphlets, posters...] for various audiences and purposes</li> </ul>			
<ul style="list-style-type: none"> <li>• explain how various techniques and elements [such as sentence variety, sentence order, point of view, anecdotes, fade or dissolve...] are used in oral, print [including books], and other media texts to create particular effects</li> </ul>			
<ul style="list-style-type: none"> <li>• recognize that vocabulary and idiom are influenced by various factors [such as cultures, languages, science, media, technology...]; select and use register appropriate for context</li> </ul>			
<ul style="list-style-type: none"> <li>• experiment with language, visuals, and sounds to create effects for particular audiences, purposes, and contexts</li> </ul>			
<ul style="list-style-type: none"> <li>• create original texts [such as editorials, compact disc covers, displays, essays, photographs, multimedia presentations...] to communicate ideas and enhance understanding of forms and techniques</li> </ul>			

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	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
<ul style="list-style-type: none"> <li>integrate new information with prior knowledge to draw logical conclusions and to refine understanding; consider alternative ways of reaching inquiry or research goals</li> </ul>			
<b>4. Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.</b>			
<b>4.1 Generate and Focus</b> <ul style="list-style-type: none"> <li>generate and combine ideas from personal experiences and other sources to focus a topic appropriate for audience and purpose</li> </ul>			
<ul style="list-style-type: none"> <li>experiment with a variety of forms [such as reports, résumés, cover letters, dramatizations, visual representations, short stories...] appropriate for content, audience, and purpose</li> </ul>			
<ul style="list-style-type: none"> <li>select organizational structures and techniques to create oral, written, and visual texts; use effective introduction, well organized body, and effective conclusion to engage and sustain audience interest</li> </ul>	29, 30		
<b>4.2 Enhance and Improve</b> <ul style="list-style-type: none"> <li>appraise drafts of own work and respond to others' drafts with constructive suggestions on content, language use, and form</li> </ul>			
<ul style="list-style-type: none"> <li>analyze and revise drafts to ensure appropriate content, accuracy, clarity, and completeness</li> </ul>	23, 24, 25, 26, 27		
<ul style="list-style-type: none"> <li>use appropriate text features [such as underlining, indentation, spacing, margins, left and right justification...] to enhance legibility for particular audiences, purposes, and contexts</li> </ul>			
<ul style="list-style-type: none"> <li>use an appropriate variety of sentence patterns, visuals, sounds, and figurative language to create a desired effect</li> </ul>			
<ul style="list-style-type: none"> <li>experiment with strategies and devices [such as diagrams, sound effects, demonstrations...] to enhance the clarity of presentations</li> </ul>			
<b>4.3 Attend to Conventions</b> <ul style="list-style-type: none"> <li>select appropriate words, grammatical structures, and register [such as formal or informal vocabulary, varied sentence patterns, active voice, colloquial or formal language...] to achieve clarity and desired effect</li> </ul>	17, 18, 19, 20, 21, 22, 28		
<ul style="list-style-type: none"> <li>know and apply Canadian spelling conventions for familiar and new vocabulary; monitor for correctness in editing and proofreading using appropriate resources</li> </ul>		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	
<ul style="list-style-type: none"> <li>know and apply capitalization and punctuation conventions to clarify intended meaning, using appropriate resources as required</li> </ul>	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16		

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	Writing Conventions	Spelling	Writing
<b>4.4 Present and Share</b> <ul style="list-style-type: none"> <li>present ideas and information using a variety of print and other resources and interactive approaches [such as dramatizations, multimedia presentations, photographs and slides, audiotapes...]</li> </ul>			
<ul style="list-style-type: none"> <li>use appropriate voice production factors [such as pitch, tone, pauses...] and non-verbal cues [such as gestures, stance, eye contact...] to clarify intent in personal and public communication</li> </ul>			
<ul style="list-style-type: none"> <li>demonstrate active listening and viewing behaviours [such as observing gender portrayals, inclusion and exclusion, stereotyping, respectful and disrespectful portrayals...] to understand and respond to presentations using a variety of means [such as small-group discussion, personal writing...]</li> </ul>			

# CAT-4 Match to the Manitoba Curriculum

Level 20 - 22 Correlation: Manitoba Mathematics

Grade 10 – introduction to applied and Pre-Calculus Mathematics (20S),	Algebra	Pre-Algebra	Computation
<b>Foundational Skills taught in earlier grades</b>	1, 2, 7, 11, 17	All pre-algebra items (except #40) have been taught in prerequisite courses prior to Math 20S	All computation items (except which introduce integral exponents) have been taught in prerequisite courses prior to Math 20S
<b>A. Measurement</b>			
1. Solve problems that involve linear measurement, using: <ul style="list-style-type: none"> <li>• SI and imperial units of measure</li> <li>• estimation strategies</li> <li>• measurement strategies.</li> </ul>			
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"> <li>• right cones</li> <li>• right cylinders</li> <li>• right prisms</li> <li>• right pyramids</li> <li>• spheres</li> </ul>	25		
4. Develop and apply the primary trigonometric ratios (sine, cosine, tangent) to solve problems that involve right triangles	36, 38		
<b>B. Algebra and Number</b>			
<b>Relating the Graph of <math>y=x^2</math> and Its Transformations</b>			
1. Demonstrate an understanding of factors of whole numbers by determining the: <ul style="list-style-type: none"> <li>• prime factors</li> <li>• greatest common factor</li> <li>• least common multiple</li> <li>• square root</li> <li>• cube root.</li> </ul>			
2. Demonstrate an understanding of irrational numbers by: <ul style="list-style-type: none"> <li>• representing, identifying and simplifying irrational numbers</li> <li>• ordering irrational numbers</li> </ul>			
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		

# CAT-4 Match to the Manitoba Curriculum

Level 20 - 22 Correlation: Manitoba Mathematics

Grade 10 – introduction to applied and Pre-Calculus Mathematics (20S),	Algebra	Pre-Algebra	Computation
<b>C. Relations and Functions</b>			
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"> <li>• rise and run</li> <li>• line segments and lines</li> <li>• rate of change</li> <li>• parallel lines</li> <li>• perpendicular lines</li> </ul>			
4. Describe and represent linear relations, using: <ul style="list-style-type: none"> <li>• words</li> <li>• ordered pairs</li> <li>• tables of values</li> <li>• graphs</li> <li>• equations</li> </ul>			
5. Determine the characteristics of the graphs of linear relations, including the: <ul style="list-style-type: none"> <li>• intercepts</li> <li>• slope</li> <li>• domain</li> <li>• range.</li> </ul>	32		
6. Relate linear relations expressed in: <ul style="list-style-type: none"> <li>• slope–intercept form (<math>y = mx + b</math>)</li> <li>• general form (<math>Ax + By + C = 0</math>)</li> <li>• slope–point form (<math>y - y_1 = m(x - x_1)</math>)</li> </ul>	14		
7. Determine the equation of a linear relation, given: <ul style="list-style-type: none"> <li>• a graph</li> <li>• a point and the slope</li> <li>• two points</li> <li>• a point and the equation of a parallel or perpendicular line</li> </ul>	31		
8. Represent a linear function, using function notation	22, 26		
9. Solve problems that involve systems of linear equations in two variables, graphically and algebraically.	13, 15, 34		