

# CAT-4 Match to the Manitoba Curriculum

Level 20 - 22 to Grade 11

<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 and Explore</b> <ul style="list-style-type: none"> <li>connect ideas, observations, opinions, and emotions through a variety of means to develop a train of thought and test tentative positions</li> </ul>				
<ul style="list-style-type: none"> <li>seek others' responses through a variety of means [such as consulting elders, e-mail correspondence, surveys...] to clarify and rework ideas and positions</li> </ul>				
<ul style="list-style-type: none"> <li>experiment with language and forms of expression to achieve particular effects</li> </ul>				
<ul style="list-style-type: none"> <li>explore a range of texts [including books] and genres and discuss how they affect personal interests, ideas, and attitudes</li> </ul>				
<ul style="list-style-type: none"> <li>establish goals and plans for personal language learning based on self-assessment of achievements, needs, and interests</li> </ul>				
<b>1.2 Clarify and Extend</b> <ul style="list-style-type: none"> <li>examine and adjust initial understanding according to new knowledge, ideas, experiences, and responses from others</li> </ul>				
<ul style="list-style-type: none"> <li>explore various viewpoints and consider the consequences of particular positions when generating and responding to texts</li> </ul>				
<ul style="list-style-type: none"> <li>combine ideas and information through a variety of means to clarify understanding when generating and responding to texts</li> </ul>				
<ul style="list-style-type: none"> <li>extend understanding by exploring and acknowledging multiple perspectives and ambiguities 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>examine connections between 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>use and adjust comprehension strategies 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		
<ul style="list-style-type: none"> <li>use textual cues and prominent organizational patterns to construct and confirm meaning and interpret texts</li> </ul>	3, 5, 24, 26, 27, 28	21		

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	Informational Reading	Literary Reading	Vocabulary	Response to Text
<ul style="list-style-type: none"> <li>use syntactic, semantic, graphophonic, and pragmatic cueing systems 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; compare various interpretations of texts</li> </ul>				
<ul style="list-style-type: none"> <li>respond personally and critically to ideas and values presented in a variety of Canadian and international texts</li> </ul>				
<ul style="list-style-type: none"> <li>examine how language and stylistic choices in oral, print [including books], and other media texts accomplish a variety of purposes</li> </ul>	31, 34, 35, 36, 38, 40	1, 7, 11		
<b>2.3 Understand Forms and Techniques</b> <ul style="list-style-type: none"> <li>analyze how various forms and genres are used for particular audiences and purposes</li> </ul>				
<ul style="list-style-type: none"> <li>examine how various techniques and elements are used in oral, print [including books], and other media texts to accomplish particular purposes</li> </ul>	15, 22	2, 5, 13, 19, 31, 39		
<ul style="list-style-type: none"> <li>demonstrate understanding of how vocabulary and idiom affect meaning and impact; use appropriate vocabulary when discussing and creating texts</li> </ul>		25		
<ul style="list-style-type: none"> <li>experiment with language, visuals, and sounds to convey intended meaning and impact</li> </ul>	39			
<ul style="list-style-type: none"> <li>create original texts to communicate ideas and enhance understanding of forms and techniques</li> </ul>				
<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 and parameters based on personal knowledge and on others' expertise</li> </ul>				
<ul style="list-style-type: none"> <li>formulate and revise questions to focus inquiry or research topic and purpose</li> </ul>				
<ul style="list-style-type: none"> <li>explore group knowledge and strengths to determine inquiry or research topic, purpose, and procedures</li> </ul>				
<ul style="list-style-type: none"> <li>develop, use, and adapt an inquiry or research plan appropriate for content, audience, purpose, context, sources, and procedures</li> </ul>				
<b>3.2 Select and Process</b> <ul style="list-style-type: none"> <li>select ideas and information from prior knowledge of inquiry or research topic appropriate for audience, purpose, and personal perspective or focus</li> </ul>				
<ul style="list-style-type: none"> <li>identify and discuss the purpose and usefulness of information sources [including books] relevant to particular inquiry or research needs</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>evaluate how perspectives and biases influence the choice of information sources for inquiry or research</li> </ul>				
<ul style="list-style-type: none"> <li>access information using a variety of tools, skills, and sources [such as books, electronic networks, libraries, oral histories...] to accomplish a particular purpose</li> </ul>				
<ul style="list-style-type: none"> <li>use knowledge of text cues, organizational patterns, and persuasive techniques to sort and relate ideas 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 and reorganize information and ideas in a variety of ways for different audiences and purposes</li> </ul>				
<ul style="list-style-type: none"> <li>summarize and record information, ideas, and perspectives from a variety of sources; document sources accurately</li> </ul>				
<ul style="list-style-type: none"> <li>evaluate information for completeness, accuracy, currency, historical context, relevance, and balance of perspectives</li> </ul>				
<ul style="list-style-type: none"> <li>explain the importance of new understanding to self and others; assess own inquiry and research skills</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>use language to build and maintain collaborative relationships; take responsibility for respectfully questioning others' viewpoints and requesting further explanation</li> </ul>				
<ul style="list-style-type: none"> <li>demonstrate flexibility in assuming a variety of group roles and take responsibility for tasks that achieve group goals</li> </ul>				
<ul style="list-style-type: none"> <li>recognize and analyze how personal language use may create and sustain an inclusive community</li> </ul>				
<ul style="list-style-type: none"> <li>evaluate the effectiveness of group process to improve subsequent success</li> </ul>				
<b>Develop and Celebrate Community</b>				
<ul style="list-style-type: none"> <li>identify various factors [such as experiences, age, gender, culture...] that shape understanding of texts, others, and self</li> </ul>				
<ul style="list-style-type: none"> <li>identify and examine ways in which culture, society, and language conventions shape texts</li> </ul>	13, 16, 17, 19, 20			
<ul style="list-style-type: none"> <li>explain ways in which languages and texts [such as oral stories and presentations, fiction and non-fiction books, news stories and television documentaries...] express and shape the perceptions of people and diverse communities</li> </ul>				
<ul style="list-style-type: none"> <li>use language and texts to celebrate personal and community occasions and accomplishments</li> </ul>				

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	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>examine connections between 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>use and adjust comprehension strategies to monitor understanding and develop interpretations of a variety of texts</li> </ul>			
<ul style="list-style-type: none"> <li>use textual cues and prominent organizational patterns 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 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; compare various interpretations of texts</li> </ul>			
<ul style="list-style-type: none"> <li>respond personally and critically to ideas and values presented in a variety of Canadian and international texts</li> </ul>			
<ul style="list-style-type: none"> <li>examine how language and stylistic choices in oral, print [including books], and other media texts accomplish a variety of purposes</li> </ul>			
<b>2.3 Understand Forms and Techniques</b> <ul style="list-style-type: none"> <li>analyze how various forms and genres are used for particular audiences and purposes</li> </ul>			
<ul style="list-style-type: none"> <li>examine how various techniques and elements are used in oral, print [including books], and other media texts to accomplish particular purposes</li> </ul>			
<ul style="list-style-type: none"> <li>demonstrate understanding of how vocabulary and idiom affect meaning and impact; use appropriate vocabulary when discussing and creating texts</li> </ul>			
<ul style="list-style-type: none"> <li>experiment with language, visuals, and sounds to convey intended meaning and impact</li> </ul>			
<ul style="list-style-type: none"> <li>create original texts to communicate ideas and enhance understanding of forms and techniques</li> </ul>			
<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 and parameters based on personal knowledge and on others' expertise</li> </ul>			
<ul style="list-style-type: none"> <li>formulate and revise questions to focus inquiry or research topic and purpose</li> </ul>			

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	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
<ul style="list-style-type: none"> <li>explore group knowledge and strengths to determine inquiry or research topic, purpose, and procedures</li> </ul>			
<ul style="list-style-type: none"> <li>develop, use, and adapt an inquiry or research plan appropriate for content, audience, purpose, context, sources, and procedures</li> </ul>			
<b>3.2 Select and Process</b>			
<ul style="list-style-type: none"> <li>select ideas and information from prior knowledge of inquiry or research topic appropriate for audience, purpose, and personal perspective or focus</li> </ul>			
<ul style="list-style-type: none"> <li>identify and discuss the purpose and usefulness of information sources [including books] relevant to particular inquiry or research needs</li> </ul>			
<ul style="list-style-type: none"> <li>evaluate how perspectives and biases influence the choice of information sources for inquiry or research</li> </ul>			
<ul style="list-style-type: none"> <li>access information using a variety of tools, skills, and sources [such as books, electronic networks, libraries, oral histories...] to accomplish a particular purpose</li> </ul>			
<ul style="list-style-type: none"> <li>use knowledge of text cues, organizational patterns, and persuasive techniques to sort and relate ideas 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 and reorganize information and ideas in a variety of ways for different audiences and purposes</li> </ul>			
<ul style="list-style-type: none"> <li>summarize and record information, ideas, and perspectives from a variety of sources; document sources accurately</li> </ul>			
<ul style="list-style-type: none"> <li>evaluate information for completeness, accuracy, currency, historical context, relevance, and balance of perspectives</li> </ul>			
<ul style="list-style-type: none"> <li>explain the importance of new understanding to self and others; assess own inquiry and research skills</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, evaluate, and select ideas to develop a topic, express a perspective, engage an audience, and achieve a purpose</li> </ul>			
<ul style="list-style-type: none"> <li>select and use a variety of forms appropriate for content, audience, and purpose</li> </ul>			
<ul style="list-style-type: none"> <li>select and use a variety of organizational structures and techniques and appropriate transitions in oral, written, and visual texts to communicate clearly and effectively</li> </ul>	29, 30		
<b>4.2 Enhance and Improve</b>			
<ul style="list-style-type: none"> <li>appraise own choices of ideas, language use, and forms relative to purpose and audience, and provide others with constructive appraisals</li> </ul>			

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	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
<ul style="list-style-type: none"> <li>analyze and revise drafts to ensure appropriate content and to enhance unity, clarity, and coherence</li> </ul>	23, 24, 25, 26, 27		
<ul style="list-style-type: none"> <li>use appropriate text features to enhance legibility for particular audiences, purposes, and contexts</li> </ul>			
<ul style="list-style-type: none"> <li>use effective language, visuals, and sounds, and arrange ideas for emphasis and desired effect</li> </ul>			
<ul style="list-style-type: none"> <li>use appropriate strategies and devices to enhance the clarity and appeal 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 for audience, purpose, and context</li> </ul>	17, 18, 19, 20, 21, 22, 28		
<ul style="list-style-type: none"> <li>know and apply Canadian spelling conventions and monitor for correctness using appropriate resources; recognize adapted spellings for particular effects</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		
<b>4.4 Present and Share</b> <ul style="list-style-type: none"> <li>demonstrate confidence when presenting ideas and information; revise presentations as needed for subsequent occasions</li> </ul>			
<ul style="list-style-type: none"> <li>use appropriate voice and visual production factors to communicate and emphasize intent in personal and public communication</li> </ul>			
<ul style="list-style-type: none"> <li>demonstrate critical listening and viewing behaviours [such as analyzing message, qualifications of presenter, support used, reasoning used...] to understand and respond to presentations in a variety of ways</li> </ul>			

# CAT-4 Match to the Manitoba Curriculum

Level 20 - 22 Correlation: Manitoba Mathematics

Grade 11 Pre-Calculus Math	Algebra	Pre-Algebra	Computation
<b>Foundational Algebra Skills taught in earlier grades</b>	1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 14, 16, 21, 25, 28, 31, 32, 33, 35, 37	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
<b>Algebra and Number</b>			
• demonstrate an understanding of the absolute value			
• solve problems that involve operations on radicals and radical expressions	23		
• solve problems that involve radical equations	12, 17		
• determine equivalent forms of rational expressions			
• Perform operations on rational expressions	26		
• solve problems that involve rational equations			
<b>Trigonometry</b>			
• demonstrate an understanding of angles in standard position			
• solve problems, using the three primary trigonometric ratios	36, 38		
• solve problems, using the cosine law and sine law	30		
<b>Relations and Functions</b>			
• Factor polynomial expressions	6, 19		
• Graph and analyze absolute value functions			
• analyze quadratic functions and determine the - vertex - domain and range - direction of opening - axis of symmetry - x - and y -intercepts	22		
• analyze quadratic functions to identify characteristics of the corresponding graph	18, 27		
• solve problems that involve quadratic equations	20, 23, 39		
• solve, algebraically and graphically, problems that involve systems of linear-quadratic and quadratic-quadratic equations in two variables.	Prerequisite skills: 13, 15, 24, 29, 34		
• solve problems that involve linear and quadratic inequalities			
• solve problems that involve quadratic inequalities			
• analyze arithmetic sequences and series			
• analyze geometric sequences and series			
• Graph and analyze reciprocal functions			