

CAT-4 Match to the Manitoba Curriculum

Level 19 to Grade 9

| Reading Manitoba Curriculum, 2000 General and Specific Outcomes | Canadian Achievement Tests, Fourth Edition (CAT-4) | | |
|---|--|------------|----------------------------|
| | Multiple-Choice Tests | | Constructed-Response Tasks |
| | Reading | Vocabulary | Response to Text |
| 1. Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences. | | | |
| 1.1 Discover and Explore | | | |
| • Question and reflect on personal responses, predictions, and interpretations; apply personal viewpoints to diverse situations or circumstances | | | |
| • Acknowledge the value of others' ideas and opinions in exploring and extending personal interpretations and viewpoints | | | |
| • Use memorable language effectively and experiment with different personas for dynamic self-expression | | | |
| • Discuss with peers preferences for texts [including books] and genres by particular writers, artists, storytellers, and filmmakers | | | |
| • Reflect on attainment of personal goals for effective language learning and use | | | |
| 1.2 Clarify and Extend | | | |
| • Reflect on new understanding in relation to prior knowledge and identify gaps in personal knowledge | | | |
| • Review and refine personal viewpoints through reflection, feedback, and self assessment | | | |
| • Structure and restructure ideas and information to extend current understanding and to broaden personal perspectives of the world | | | |
| • Consider diverse opinions, explore ambiguities, and assess whether new information clarifies understanding | | | |
| 2. Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, literary, and other media texts. | | | |
| 2.1 Use Strategies and Cues | | | |
| • Analyze and explain connections between previous experiences, prior knowledge, and a variety of texts [including books] | 4, 19 | | |
| • Use comprehension strategies [including recognizing main ideas and significant supporting details, and paraphrasing ideas] appropriate to the type of text and purpose; enhance understanding by rereading and discussing relevant passages | 5, 6, 7, 9, 11, 13, 14, 16, 17, 22, 23, 26, 27, 28, 30, 31, 32, 43 | | |
| • Use textual cues [such as common literary, expository, and media text structures...] and prominent organizational patterns [such as chronology, cause and effect, comparison and contrast, problem and solution...] within texts to construct and confirm meaning and interpret texts | 15, 18, 29, 39, 44, 45 | | |

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| | Multiple-Choice Tests | | Constructed-Response Tasks |
| | Reading | Vocabulary | Response to Text |
| <ul style="list-style-type: none"> Use syntactic, semantic, and graphophonic cueing systems [including context clues; structural analysis to identify foreign roots, prefixes, and suffixes] to construct and confirm meaning and interpret texts [including meaning of specialized and technical vocabulary] | 12, 35, 38, 42 | 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 | |
| 2.2 Respond to Texts | | | |
| <ul style="list-style-type: none"> Experience texts from a variety of forms and genres [such as essays, broadcast advertisements, romantic literature...] and cultural traditions; explain various interpretations of the same text | | | |
| <ul style="list-style-type: none"> Examine how personal experiences, community traditions, and Canadian perspectives are presented in oral, literary, and media texts | | | |
| <ul style="list-style-type: none"> Discuss how word choice and supporting details in oral, literary, and media texts [including books, drama, and oral presentations] affect purpose and audience | 2, 3, 20, 25, 33, 34, 37, 47 | | |
| 2.3 Understand forms and genres | | | |
| <ul style="list-style-type: none"> Explain preferences for particular forms and genres of oral, literary, and media texts | | | |
| <ul style="list-style-type: none"> Examine the use of a variety of techniques [including establishing setting, characterization, and stereotyping] to portray gender, cultures, and socioeconomic groups in oral, literary [including books], and media texts | 1, 8, 10, 36, 46 | | |
| <ul style="list-style-type: none"> Appreciate variations in language, accent, and dialect in Canadian communities and regions; recognize the derivation and use of words, phrases, and jargon | | | |
| <ul style="list-style-type: none"> Examine creative uses of language in popular culture [including advertisements, magazines, and music]; recognize how figurative language and techniques create a dominant impression, mood, tone, and style | 40, 41 | | |
| <ul style="list-style-type: none"> Create original texts [such as video scripts, debates, editorials, audiotapes with voice and music, speeches, readers' theatre, formal essays, letters, advertisements...] to communicate and demonstrate understanding of forms and techniques | | | |
| 3. Students will listen, speak, read, write, view and represent to manage ideas and information. | | | |
| 3.1 Plan and Focus | | | |
| <ul style="list-style-type: none"> Determine depth and breadth of personal knowledge of a topic to identify possible areas of inquiry or research | | | |
| <ul style="list-style-type: none"> Develop focused questions to establish a purpose for reading, listening, and viewing information sources | | | |

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| | Multiple-Choice Tests | | Constructed-Response Tasks |
| | Reading | Vocabulary | Response to Text |
| <ul style="list-style-type: none"> • Generate and access ideas in a group and use a variety of methods to focus and clarify inquiry or research topic | | | |
| <ul style="list-style-type: none"> • Prepare and use a plan to access, gather, and evaluate information and ideas from a variety of human, print, and electronic sources | | | |
| 3.2 Select and Process | | | |
| <ul style="list-style-type: none"> • Access, record, and appraise personal and peer knowledge of a topic and evaluate it for breadth and depth to establish an information base for inquiry or research | | | |
| <ul style="list-style-type: none"> • Obtain information and varied perspectives when inquiring or researching using a range of information sources [such as expository essays, books, radio and television transcripts, charts, tables, graphs, diagrams...] | | | |
| <ul style="list-style-type: none"> • Evaluate information sources for possible bias using criteria designed for a particular inquiry or research plan | | | |
| <ul style="list-style-type: none"> • Expand and use a variety of skills [including visual and auditory] to access information and ideas from a variety of sources [including books, on-line catalogues, periodical indices, broadcast guides, film libraries, and electronic databases] | 21 | | |
| <ul style="list-style-type: none"> • Identify a variety of factors [such as organizational patterns of text, page layouts, font styles, colour, voice-over, camera angle...] that affect meaning; scan to locate specific information quickly; summarize, report, and record main ideas of extended oral, visual, and written texts [including books] | | | |
| 3.3 Organize, Record and Evaluate | | | |
| <ul style="list-style-type: none"> • Organize information and ideas by developing and selecting appropriate categories and organizational structures | | | |
| <ul style="list-style-type: none"> • Summarize and record information in a variety of forms in own words, paraphrasing and/or quoting relevant facts and opinions; reference sources | | | |
| <ul style="list-style-type: none"> • Distinguish between fact and theory and between main and supporting information to evaluate usefulness, relevance, and completeness; address information gaps for particular forms, audiences, and purposes | 24, 28 | | |
| <ul style="list-style-type: none"> • Reflect on new knowledge and its value to self and the wider community; determine personal inquiry and research strengths and learning goals | | | |

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| | Multiple-Choice Tests | | Constructed-Response Tasks |
| | Writing Conventions | Spelling | Writing |
| 2. Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, literary, and other media texts. | | | |
| 2.1 Use Strategies and Cues | | | |
| <ul style="list-style-type: none"> Analyze and explain connections between previous experiences, prior knowledge, and a variety of texts [including books] | | | |
| <ul style="list-style-type: none"> Use comprehension strategies [including recognizing main ideas and significant supporting details, and paraphrasing ideas] appropriate to the type of text and purpose; enhance understanding by rereading and discussing relevant passages | | | |
| <ul style="list-style-type: none"> Use textual cues [such as common literary, expository, and media text structures...] and prominent organizational patterns [such as chronology, cause and effect, comparison and contrast, problem and solution...] within texts to construct and confirm meaning and interpret texts | | | |
| <ul style="list-style-type: none"> Use syntactic, semantic, and graphophonic cueing systems [including context clues; structural analysis to identify foreign roots, prefixes, and suffixes] to construct and confirm meaning and interpret texts [including meaning of specialized and technical vocabulary] | | | |
| 2.2 Respond to Texts | | | |
| <ul style="list-style-type: none"> Experience texts from a variety of forms and genres [such as essays, broadcast advertisements, romantic literature...] and cultural traditions; explain various interpretations of the same text | | | |
| <ul style="list-style-type: none"> Examine how personal experiences, community traditions, and Canadian perspectives are presented in oral, literary, and media texts | | | |
| <ul style="list-style-type: none"> Discuss how word choice and supporting details in oral, literary, and media texts [including books, drama, and oral presentations] affect purpose and audience | | | |
| 2.3 Understand forms and genres | | | |
| <ul style="list-style-type: none"> Explain preferences for particular forms and genres of oral, literary, and media texts | | | |
| <ul style="list-style-type: none"> Examine the use of a variety of techniques [including establishing setting, characterization, and stereotyping] to portray gender, cultures, and socioeconomic groups in oral, literary [including books], and media texts | | | |
| <ul style="list-style-type: none"> Appreciate variations in language, accent, and dialect in Canadian communities and regions; recognize the derivation and use of words, phrases, and jargon | | | |
| <ul style="list-style-type: none"> Examine creative uses of language in popular culture [including advertisements, magazines, and music]; recognize how figurative language and techniques create a dominant impression, mood, tone, and style | | | |

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| | Multiple-Choice Tests | | Constructed-Response Tasks |
| | Writing Conventions | Spelling | Writing |
| <ul style="list-style-type: none"> • Create original texts [such as video scripts, debates, editorials, audiotapes with voice and music, speeches, readers' theatre, formal essays, letters, advertisements...] to communicate and demonstrate understanding of forms and techniques | | | |
| 3. Students will listen, speak, read, write, view and represent to manage ideas and information. | | | |
| 3.1 Plan and Focus | | | |
| <ul style="list-style-type: none"> • Determine depth and breadth of personal knowledge of a topic to identify possible areas of inquiry or research | | | |
| <ul style="list-style-type: none"> • Develop focused questions to establish a purpose for reading, listening, and viewing information sources | | | |
| <ul style="list-style-type: none"> • Generate and access ideas in a group and use a variety of methods to focus and clarify inquiry or research topic | | | |
| <ul style="list-style-type: none"> • Prepare and use a plan to access, gather, and evaluate information and ideas from a variety of human, print, and electronic sources | | | |
| 3.2 Select and Process | | | |
| <ul style="list-style-type: none"> • Access, record, and appraise personal and peer knowledge of a topic and evaluate it for breadth and depth to establish an information base for inquiry or research | | | |
| <ul style="list-style-type: none"> • Obtain information and varied perspectives when inquiring or researching using a range of information sources [such as expository essays, books, radio and television transcripts, charts, tables, graphs, diagrams...] | | | |
| <ul style="list-style-type: none"> • Evaluate information sources for possible bias using criteria designed for a particular inquiry or research plan | | | |
| <ul style="list-style-type: none"> • Expand and use a variety of skills [including visual and auditory] to access information and ideas from a variety of sources [including books, on-line catalogues, periodical indices, broadcast guides, film libraries, and electronic databases | | | |
| <ul style="list-style-type: none"> • Identify a variety of factors [such as organizational patterns of text, page layouts, font styles, colour, voice-over, camera angle...] that affect meaning; scan to locate specific information quickly; summarize, report, and record main ideas of extended oral, visual, and written texts [including books] | | | |

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| | Multiple-Choice Tests | | Constructed-Response Tasks |
| | Writing Conventions | Spelling | Writing |
| 3.3 Organize, Record and Evaluate | | | |
| <ul style="list-style-type: none"> Organize information and ideas by developing and selecting appropriate categories and organizational structures | | | |
| <ul style="list-style-type: none"> Summarize and record information in a variety of forms in own words, paraphrasing and/or quoting relevant facts and opinions; reference sources | | | |
| <ul style="list-style-type: none"> Distinguish between fact and theory and between main and supporting information to evaluate usefulness, relevance, and completeness; address information gaps for particular forms, audiences, and purposes | | | |
| <ul style="list-style-type: none"> Reflect on new knowledge and its value to self and the wider community; determine personal inquiry and research strengths and learning goals | | | |
| 4. Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication. | | | |
| 4.1 Generate and Focus | | | |
| <ul style="list-style-type: none"> Use a variety of techniques to generate and select ideas for oral, written, and visual texts | | | |
| <ul style="list-style-type: none"> Adapt specific forms [such as book and film reviews, editorials, multimedia presentations, newscasts, letters, essays, poetry, myths, prose...] to match content, audience, and purpose | 38, 39, 40 | | |
| <ul style="list-style-type: none"> Identify and use a variety of organizational patterns [such as flashbacks, cause and effect, comparison and contrast, problem and solution...] in own oral, written, and visual texts; use effective transitions | | | |
| 4.2 Enhance and Improve | | | |
| <ul style="list-style-type: none"> Share and discuss particular qualities of samples from own collection of work; accept and provide constructive suggestions for revising own and others' work and presentations | | | |
| <ul style="list-style-type: none"> Review previous draft and revise to refine communication and enhance self expression | 20, 21, 22, 23, 24, 25, 26, 27 | | |
| <ul style="list-style-type: none"> Format for legibility and use word processing effectively and efficiently when composing and revising; use electronic design elements to combine print and visuals | | | |
| <ul style="list-style-type: none"> Experiment with a variety of sentence patterns and figurative language; use supporting details when revising to enhance clarity and artistry | | | |
| <ul style="list-style-type: none"> Prepare compositions, presentations, reports, essays, and inquiry or research projects in a meaningful order and with adequate detail for audience understanding | 28, 29, 30, 31, 32, 33, 34, 35, 36, 37 | | |

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| | Writing Conventions | Spelling | Writing |
| 4.3 Attend to Conventions | | | |
| <ul style="list-style-type: none"> Edit for parallel structure, use of transitional devices, and clarity | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19 | | |
| <ul style="list-style-type: none"> Know and apply a repertoire of spelling conventions when editing and proofreading; use a variety of resources when editing and proofreading | | 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 | |
| <ul style="list-style-type: none"> Know and apply capitalization and punctuation conventions in dialogues, quotations, footnotes, endnotes, and references when editing and proofreading | | | |
| 4.4 Present and Share | | | |
| <ul style="list-style-type: none"> Plan and conduct peer-involved class activities to share individual inquiry or research and understanding on a topic | | | |
| <ul style="list-style-type: none"> Choose vocabulary, voice production factors, and non-verbal cues to communicate effectively to a variety of audiences; use a variety of media and display techniques to enhance the effectiveness of oral presentations | | | |
| <ul style="list-style-type: none"> Demonstrate critical listening and viewing skills and strategies [such as following the train of thought, noting main points and details, evaluating presentation techniques...] and show respect for presenter(s) | | | |
| 5. Students will listen, speak, read, write, view, and represent to celebrate and to build community. | | | |
| 5.1 Develop and Celebrate Community | | | |
| <ul style="list-style-type: none"> Recognize that differing perspectives and unique reactions enrich understanding | | | |
| <ul style="list-style-type: none"> Explain ways in which oral, literary, and media texts reflect topics and themes in life | | | |
| <ul style="list-style-type: none"> Reflect on ways in which the choices and motives of individuals encountered in oral, literary, and media texts [such as oral stories, novels and poems, magazines and television programs...] provide insight into those of self and others; discuss personal participation and responsibilities in a variety of communities | | | |
| <ul style="list-style-type: none"> Participate in organizing and celebrating special events, recognizing the importance and significance of the influence of language | | | |

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| 5.2 Encourage, Support, and Work with Others | | | |
| <ul style="list-style-type: none"> Recognize the importance of effective communication in working with others | | | |
| <ul style="list-style-type: none"> Plan, organize, and participate in presentations of group findings | | | |
| <ul style="list-style-type: none"> Use inclusive language and actions that support people across races, cultures, genders, ages, and abilities | | | |
| <ul style="list-style-type: none"> Establish and use criteria to evaluate group process and personal contributions, and propose suggestions for development | | | |

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| Mathematics Manitoba Curriculum Specific Expectations | Canadian Achievement Tests, Fourth Edition (CAT-4) | | |
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| | Multiple-Choice Tests | | Constructed-Response Tasks |
| | Mathematics | Computation | Math Processes |
| <i>Number</i> | | | |
| 9.N.1. Demonstrate an understanding of powers with integral bases (excluding base 0) and whole-number exponents by <ul style="list-style-type: none"> • Representing repeated multiplication using powers • Using patterns to show that a power with an exponent of zero is equal to one • Solving problems involving powers | | 30, 34 | |
| 9.N.2. Demonstrate an understanding of operations on powers with integral bases (excluding base 0) and whole-number exponents. | 42, 43 | 4, 18, 19, 20, 26, 31 | |
| 9.N.3. Demonstrate an understanding of rational numbers by <ul style="list-style-type: none"> • Comparing and ordering rational numbers • Solving problems that involve arithmetic operations on rational numbers | | 2, 9, 13, 24, 25, 29 | |
| 9.N.4. Explain and apply the order of operations, including exponents, with and without technology. | | 7, 8, 11, 23, 27, 33 | |
| 9.N.5. Determine the square root of positive rational numbers that are perfect squares. | | 10 | |
| 9.N.6. Determine an approximate square root of positive rational numbers that are non-perfect squares. | | | |
| Foundational skills | 11, 13, 57, 60 | 1, 3, 12, 14, 15, 16, 17, 21, 22, 28 | |
| <i>Patterns and Relations</i> | | | |
| 9.Pr.1. Generalize a pattern arising from a problem-solving context using linear equations and verify by substitution. | 3, 6, 7, 8, 9, 18, 24, 25, 27, 41, 56, 58, 59 | | |
| 9.Pr.2. Graph linear relations, analyze the graph, and interpolate or extrapolate to solve problems. | 12, 17, 40, 46, 47, 53, 54 | | |
| 9.Pr.3. Model and solve problems using linear equations of the form <ul style="list-style-type: none"> • $ax = b$ • $ax + b = c$ • $ax = b + cx$ • $a(x + b) = c$ • $ax + b = cx + d$ • $a(bx + c) = d(ex + f)$ • $a - x = b, x \neq 0$ where $a, b, c, d, e,$ and f are rational numbers | 4, 5, 23, 29, 35, 45 | 5, 6 | |
| 9.Pr.4. Explain and illustrate strategies to solve single variable linear inequalities with rational coefficients within a problem-solving context. | | | |
| 9.Pr.5. Demonstrate an understanding of polynomials (limited to polynomials of degree less than or equal to 2). | | | |

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| | Multiple-Choice Tests | | Constructed-Response Tasks |
| | Mathematics | Computation | Math Processes |
| 9.Pr 6. Model, record, and explain the operations of addition and subtraction of polynomial expressions, concretely, pictorially, and symbolically (limited to polynomials of degree less than or equal to 2). | 44, 52 | | |
| 9.Pr 7. Model, record, and explain the operations of multiplication and division of polynomial expressions (limited to polynomials of degree less than or equal to 2) by monomials, concretely, pictorially, and symbolically. | 49, 50 | | |
| Foundational Skills | 14 | 32, 35, 36 | |
| <i>Shape and Space</i> | | | |
| 9.ss.1. Solve problems and justify the solution strategy using circle properties including <ul style="list-style-type: none"> • The perpendicular from the centre of a circle to a chord bisects the chord • The measure of the central angle is equal to twice the measure of the inscribed angle subtended by the same arc • The inscribed angles subtended by the same arc are congruent • A tangent to a circle is perpendicular to the radius at the point of tangency | 1, 30 | | |
| 9.ss.2. Determine the surface area of composite 3-d objects to solve problems. | 26, 55 | | |
| 9.ss.3. Demonstrate an understanding of similarity of polygons. | | | |
| 9.ss.4. Draw and interpret scale diagrams of 2-d shapes | | | |
| 9.ss.5. Demonstrate an understanding of line and rotation symmetry | | | |
| Foundational Skills | 2, 10, 16, 19, 31, 32, 33, 34, 39, 48, 51 | | |
| <i>Statistics and Probability</i> | | | |
| 9.sP.1. Describe the effect of <ul style="list-style-type: none"> • Bias • Use of language • Ethics • Cost • Time and timing • Privacy • Cultural sensitivity on the collection of data. | 28 | | |
| 9.sP.2. Select and defend the choice of using either a population or a sample of a population to answer a question | | | |

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| | Mathematics | Computation | Math Processes |
| 9.sP3. Develop and implement a project plan for the collection, display, and analysis of data by <ul style="list-style-type: none"> • Formulating a question for investigation • Choosing a data collection method that includes social considerations • Selecting a population or a sample • Collecting the data • Displaying the collected data in an appropriate manner • Drawing conclusions to answer the question | 20, 21, 22, 37, 38 | | |
| 9.sP4. Demonstrate an understanding of the role of probability in society. | 36 | | |