

CAT-4 Match to the Ontario Curriculum

Level 22 to Grade 12 College

Reading and Literature Studies Ontario Curriculum, 2007 Specific Expectations	Canadian Achievement Tests, Fourth Edition (CAT-4)			
	Multiple-Choice Tests			Constructed-Response Tasks
	Informational	Literary	Vocabulary	Response to Text
1. Reading for Meaning: read and demonstrate an understanding of a variety of informational, literary, and graphic texts, using a range of strategies to construct meaning; 2. Understanding Form and Style: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning; 3. Reading With Fluency: use knowledge of words and cueing systems to read fluently; 4. Reflecting on Skills and Strategies: reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.				
1. Reading for Meaning				
Variety of Texts 1.1 read a variety of short, contemporary student-and teacher-selected texts from diverse cultures, identifying specific purposes for reading				
Using Reading Comprehension Strategies 1.2 select and use the most appropriate reading comprehension strategies to understand texts, including increasingly complex or difficult texts				
Demonstrating Understanding of Content 1.3 identify the most important ideas and supporting details in texts, including increasingly complex or difficult texts				
Making Inferences 1.4 make and explain inferences about texts, including increasingly complex or difficult texts, supporting their explanations with well-chosen stated and implied ideas from the texts	1, 4, 7, 8, 10, 13, 14, 16, 18, 25	2, 9, 15, 16, 19, 32, 33, 35, 36, 37, 38, 39		
Extending Understanding of Texts 1.5 extend understanding of texts, including increasingly complex or difficult texts, by making appropriate and increasingly rich connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them	6, 9, 11, 20, 23, 29, 33, 34, 35, 36, 37, 38, 39	1, 3, 4, 5, 6, 8, 11, 12, 13, 14, 17, 18, 19, 20, 21, 23, 25, 26, 27, 28, 31		
Analysing Texts 1.6 analyse texts in terms of the information, ideas, issues, and themes they explore, examining how various aspects of the texts contribute to the presentation or development of these elements	19, 26, 27, 28, 30, 33, 34	5, 6, 7, 9		
Evaluating Texts 1.7 evaluate the effectiveness of texts, including increasingly complex or difficult texts, using evidence from the text effectively to support their opinions				
Critical Literacy 1.8 identify and analyse the perspectives and/or biases evident in texts, including increasingly complex or difficult texts, commenting with growing understanding on any questions they may raise about beliefs, values, identity, and power	17, 19, 35, 36	10, 38		

CAT-4 Match to the Ontario Curriculum

Level 22 to Grade 12 College

Reading and Literature Studies Ontario Curriculum, 2007 Specific Expectations	Canadian Achievement Tests, Fourth Edition (CAT-4)			
	Multiple-Choice Tests			Constructed-Response Tasks
	Informational	Literary	Vocabulary	Response to Text
2. Understanding Form and Style				
Text Forms 2.1 identify a variety of characteristics of informational, literary, and graphic text forms and explain how they help communicate meaning				
Text Features 2.2 identify a variety of text features and explain how they help communicate meaning	3, 5, 31, 32	30		
Elements of Style 2.3 identify a variety of elements of style in texts, including increasingly complex or difficult texts, and explain how they help communicate meaning and enhance the effectiveness of the texts	22, 24	1, 5, 6, 10, 12, 13, 24, 34		
3. Reading With Fluency				
Reading Familiar Words 3.1 automatically understand most words in a variety of reading contexts			1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 26, 27, 28, 29, 30	
Reading Unfamiliar Words 3.2 use appropriate decoding strategies to read and understand unfamiliar words, including words of increasing difficulty	2, 8, 12			
Developing Vocabulary 3.3 use a variety of strategies, with increasing regularity, to explore and extend vocabulary, focusing on the precision with which words are used in the texts they are reading			19, 20, 21, 22, 23, 24, 25	
4. Reflecting on Skills and Strategies				
Metacognition 4.1 explain which of a variety of strategies they found most helpful before, during, and after reading, then evaluate their strengths and weaknesses as readers to help identify the steps they can take to improve their reading skills				
Interconnected Skills 4.2 identify a variety of their skills in listening, speaking, writing, viewing, and representing and explain how the skills help them read more effectively				

CAT-4 Match to the Ontario Curriculum

Level 22 to Grade 12 College

Writing Ontario Curriculum, 2007 Specific Expectations	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
1. Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience; 2. Using Knowledge of Form and Style: draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience; 3. Applying Knowledge of Conventions: use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively; 4. Reflecting on Skills and Strategies: reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.			
1. Development and Organizing Content			
Identifying Topic, Purpose, and Audience 1.1 identify the topic, purpose, and audience for a variety of writing tasks	29, 30		
Generating and Developing Ideas 1.2 generate, expand, explore, and focus ideas for potential writing tasks, using a variety of strategies and print, electronic, and other resources, as appropriate			
Research 1.3 locate and select information to effectively support ideas for writing, using a variety of strategies and print, electronic, and other resources, as appropriate			
Organizing Ideas 1.4 identify, sort, and order main ideas and supporting details for writing tasks, using a variety of strategies and selecting the organizational pattern best suited to the content and the purpose for writing			
Reviewing Content 1.5 determine whether the ideas and information gathered are accurate and complete, interesting, and effectively meet the requirements of the writing task			
2. Using Knowledge of Form and Style			
Form 2.1 write for different purposes and audiences using a variety of informational, literary, and graphic forms			
Voice 2.2 establish a distinctive voice in their writing, modifying language and tone skilfully and effectively to suit the form, audience, and purpose for writing			
Diction 2.3 use appropriate descriptive and evocative words, phrases, and expressions imaginatively to make their writing clear, vivid, and interesting for their intended audience			
Sentence Craft and Fluency 2.4 write complete sentences that communicate their meaning clearly and effectively, skilfully varying sentence type, structure, and length to suit different purposes and making smooth and logical transitions between ideas	23, 24, 25, 26, 27		

CAT-4 Match to the Ontario Curriculum

Level 22 to Grade 12 College

Writing Ontario Curriculum, 2007 Specific Expectations	<i>Canadian Achievement Tests, Fourth Edition (CAT-4)</i>		
	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
Critical Literacy 2.5 explain how their own beliefs, values, and experiences are revealed in their writing			
Revision 2.6 revise drafts to improve the content, organization, clarity, and style of their written work, using a variety of teacher-modelled strategies			
Producing Draft 2.7 produce revised drafts of texts, including increasingly complex texts, written to meet criteria identified by the teacher, based on the curriculum expectations			
3. Applying Knowledge of Conventions			
Spelling 3.1 use knowledge of spelling rules and patterns, a variety of resources, and appropriate strategies to recognize and correct their own and others' spelling errors		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	
Vocabulary 3.2 build vocabulary for writing by confirming word meaning(s) and reviewing and refining word choice, using a variety of resources and strategies, as appropriate for the purpose			
Punctuation 3.3 use punctuation correctly and effectively to communicate their intended meaning	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16		
Grammar 3.4 use grammar conventions correctly and appropriately to communicate their intended meaning clearly and effectively	17, 18, 19, 20, 21, 22		
Proofreading 3.5 regularly proofread and correct their writing			
Publishing 3.6 use a variety of presentation features, including print and script, fonts, graphics, and layout, to improve the clarity and coherence of their written work and to heighten its appeal and effectiveness for their audience			
Producing Finished Works 3.7 produce pieces of published work to meet criteria identified by the teacher, based on the curriculum expectations			

CAT-4 Match to the Ontario Curriculum

Level 22 to Grade 12 College

Writing Ontario Curriculum, 2007 Specific Expectations	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
4. Reflecting on Skills and Strategies			
Metacognition 4.1 explain which of a variety of strategies they found most helpful before, during, and after writing, then evaluate their strengths and limitations as writers to help identify the steps they can take to improve their writing skills			
Interconnected Skills 4.2 identify a variety of skills they have in listening, speaking, reading, viewing, and representing, and explain how these skills help them write more effectively			
Portfolio 4.3 select a variety of types of writing that they think most clearly reflect their growth and competence as writers, and explain the reasons for their choice			

CAT-4 Match to the Ontario Curriculum

Level 22 to Grade 12 College

Media Ontario Curriculum, 2007 Specific Expectations	Canadian Achievement Tests, Fourth Edition (CAT-4)			
	Informational	Literary	Vocabulary	Response to Text
<p>1. Understanding Media Texts: demonstrate an understanding of a variety of media texts;</p> <p>2. Understanding Media Forms, Conventions, and Techniques: identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;</p> <p>3. Creating Media Texts: create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;</p> <p>4. Reflecting on Skills and Strategies: reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.</p>				
1. Understanding Media Texts				
Purpose and Audience 1.1 explain how media texts, including increasingly complex or difficult texts, are created to suit particular purposes and audiences				
Interpreting Messages 1.2 interpret media texts, including increasingly complex or difficult texts, identifying and explaining the overt and implied messages they convey	3, 5, 17, 26, 27, 28, 39, 40			
Evaluating Texts 1.3 evaluate how effectively information, ideas, themes, issues, and opinions are communicated in media texts, including increasingly complex or difficult texts, and decide whether the texts achieve their intended purpose				
Audience Responses 1.4 explain why the same media text might prompt different responses from different audiences				
Critical Literacy 1.5 identify the perspectives and/or biases evident in media texts, including increasingly complex or difficult texts, and comment on any questions they may raise about beliefs, values, identity, and power				
Production Perspectives 1.6 explain how production, marketing, financing, distribution, and legal/regulatory factors influence the media industry				
2. Understanding Media Forms, Conventions, and Techniques				
Form 2.1 identify general and specific characteristics of a variety of media forms and explain how they shape content and create meaning				
Conventions and Techniques 2.2 identify conventions and/or techniques used in a variety of media forms and explain how they convey meaning and influence their audience				
3. Creating Media Texts				
Purpose and Audience 3.1 describe the topic, purpose, and audience for media texts they plan to create				

CAT-4 Match to the Ontario Curriculum

Level 22 to Grade 12 College

Media Ontario Curriculum, 2007 Specific Expectations	Canadian Achievement Tests, Fourth Edition (CAT-4)			
	Informational	Literary	Vocabulary	Response to Text
Form 3.2 select a media form to suit the topic, purpose, and audience for a media text they plan to create, and explain why it is a highly appropriate choice				
Conventions and Techniques 3.3 identify a variety of conventions and/or techniques appropriate to a media form they plan to use, and explain how these will help communicate a specific aspect of their intended meaning effectively				
Producing Media Texts 3.4 produce media texts, including increasingly complex texts, for a variety of purposes and audiences, using appropriate forms, conventions, and techniques				
4. Reflecting on Skills and Strategies				
Metacognition 4.1 explain which of a variety of strategies they found most helpful in interpreting and creating media texts, then evaluate their strengths and weaknesses as media interpreters and producers to help identify the steps they can take to improve their skills				
Interconnected Skills 4.2 explain how their skills in listening, speaking, reading, and writing help them interpret and produce media texts				

*Not included as the expectations for **Oral Communication**:

Overall Expectations

1. **Listen to Understand:** listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. **Speaking to Communicate:** use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
3. **Reflecting on skills and Strategies:** reflect on and identify their strengths as listeners and speakers, areas for improvements, and the strategies they found most helpful in oral communication situation.

CAT-4 Match to the Ontario Curriculum

Level 22 Correlation: ONTARIO MATHEMATICS

Mathematics for College Technology, Grade 12 (MCT4C)	Algebra	Pre-Algebra	Computation
Foundational Skills taught in earlier grades	1, 2, 7, 11, 14, 15, 24, 31, 32, 34	All pre-algebra items have been taught in prerequisite courses prior to MCF3M	All computation items have been taught in prerequisite courses prior to MCF3M
A. EXPONENTIAL FUNCTIONS			
1. Solving Exponential Equations Graphically			
1.1 determine, through investigation with technology, and describe the impact of changing the base and changing the sign of the exponent on the graph of an exponential function			
1.2 solve simple exponential equations numerically and graphically, with technology			
1.3 determine, through investigation using graphing technology, the point of intersection of the graphs of two exponential functions			
1.4 pose problems based on real-world applications (e.g., compound interest, population growth) that can be modelled with exponential equations	40		
2. Solving Exponential Equations Algebraically			
2.1 simplify algebraic expressions containing integer and rational exponents using the laws of exponents	4, 8, 9, 10, 16, 17, 21		
2.2 solve exponential equations in one variable by determining a common base	5, 28		
2.3 recognize the logarithm of a number to a given base as the exponent to which the base must be raised to get the number			
2.4 determine, with technology, the approximate logarithm of a number to any base			
2.5 make connections between related logarithmic and exponential equations			
2.6 pose problems based on real-world applications that can be modelled with given exponential equations			
B. POLYNOMIAL FUNCTIONS			
1. Investigating Graphs of Polynomial Functions			
1.1 recognize a polynomial expression	18		
1.2 compare, through investigation using graphing technology, the graphical and algebraic representations of polynomial functions	29		
1.3 describe key features of the graphs of polynomial functions	18		
1.4 distinguish polynomial functions from sinusoidal and exponential functions			
1.5 substitute into and evaluate polynomial functions expressed in function notation	22 (note: there is a printing error in the book for this item!)		

CAT-4 Match to the Ontario Curriculum

Level 22 Correlation: ONTARIO MATHEMATICS

Mathematics for College Technology, Grade 12 (MCT4C)	Algebra	Pre-Algebra	Computation
1.6 pose problems based on real-world applications that can be modelled with polynomial functions	33		
1.7 recognize, using graphs, the limitations of modelling a real-world relationship using a polynomial function			
2. Connecting Graphs and Equations of Polynomial Functions			
2.1 factor polynomial expressions in one variable	6, 19		
2.2 make connections, through investigation using graphing technology between a polynomial function given in factored form and the x-intercepts of its graph, and sketch the graph of a polynomial function	27, 39		
2.3 determine, through investigation using technology the real roots of a polynomial equation and the x-intercepts of the graph of the corresponding polynomial function			
3. Solving Problems Involving Polynomial Equations			
3.1 solve polynomial equations in one variable, of degree no higher than four	20, 26		
3.2 solve problems algebraically that involve polynomial functions	23		
3.3 identify and explain the roles of constants and variables in a given formula (
3.4 expand and simplify polynomial expressions involving more than one variable	3, 12, 35, 37		
3.5 solve equations using rational exponents			
3.6 determine the value of a variable of degree no higher than three, using a formula drawn from an application			
3.7 make connections between formulas and linear, quadratic, and exponential functions	5, 28		
3.8 solve multi-step problems requiring formulas arising from real-world applications			
C. TRIGONOMETRIC FUNCTIONS			
1. Applying Trigonometric Ratios			
1.1 determine the exact values of the sine, cosine, and tangent of the special angles			
1.2 determine the values of the sine, cosine, and tangent of angles from 0° to 360°			
1.3 determine the measures of two angles from 0° to 360° for which the value of a given trigonometric ratio is the same			
1.4 solve multi-step problems in two and three dimensions, including those that arise from real-world	36, 38		
1.5 solve problems involving oblique triangles	30		

CAT-4 Match to the Ontario Curriculum

Level 22 Correlation: ONTARIO MATHEMATICS

Mathematics for College Technology, Grade 12 (MCT4C)	Algebra	Pre-Algebra	Computation
2. Connecting Graphs and Equations of Sinusoidal Functions			
2.1 make connections between the sine ratio and the sine function and between the cosine ratio and the cosine function			
2.2 sketch the graphs of $f(x) = \sin x$ and $f(x) = \cos x$			
2.3 determine, through investigation using technology, the roles of the parameters d and c in functions of the form $y = \sin(x - d) + c$ and $y = \cos(x - d) + c$			
2.4 determine, through investigation using technology, the roles of the parameters a and k in functions of the form $y = a \sin kx$ and $y = a \cos kx$			
2.5 determine the amplitude, period, and phase shift of sinusoidal functions whose equations are given in the form $f(x) = a \sin(k(x - d)) + c$ or $f(x) = a \cos(k(x - d)) + c$			
2.6 represent a sinusoidal function with an equation, given its graph or its properties			
3. Solving Problems Involving Sinusoidal Functions			
3.1 collect data that can be modelled as a sinusoidal function			
3.2 identify periodic and sinusoidal functions			
3.3 pose problems based on applications involving a sinusoidal function			
D. APPLICATIONS OF GEOMETRY			
1. Modelling With Vectors			
2. Solving Problems Involving Geometry			
2.1 gather and interpret information about real-world applications of geometric shapes and figures in a variety of contexts in technology-related fields			
2.2 perform required conversions between the imperial system and the metric system			
2.3 solve problems involving the areas of rectangles, parallelograms, trapezoids, triangles, and circles, and of related composite shapes, in situations arising from real-world applications			
2.4 solve problems involving the volumes and surface areas of spheres, right prisms, and cylinders, and of related composite figures, in situations arising from real-world applications	25		
3. Solving Problems Involving Circle Properties			
3.1 recognize and describe (i.e., using diagrams and words) arcs, tangents, secants, chords, segments, sectors, central angles, and inscribed angles of circles			
3.2 determine the length of an arc and the area of a sector or segment of a circle			
3.3 determine, through investigation using a variety of tools (e.g., dynamic geometry software), properties of the circle associated with chords, central angles, inscribed angles, and tangents			
3.4 solve problems involving properties of circles, including problems arising from real-world applications			