Boston Day & Evening Academy
Curriculum Competencies

Answering the question "*What should a high school graduate know and be able to do?"* is a complicated and difficult task. This book of competencies is the result of many hours of thoughtful discussion and thinking by the BDEA staff. BDEA students must complete three steps before earning a diploma. These are: passing the MCAS exam in Math and English Language Arts, demonstrating competency in the four subject areas, and completing and presenting a final capstone project. A sample of BDEA's benchmarks includes:

Humanities

Reading and Literature

Student will use multiple reading strategies to understand, analyze, and think critically about a text.

1a. Asks questions before, during, and after reading a text.
1b. Makes predictions about plot and characters based on context clues
1c. Identifies and summarizes in own words the main idea and supporting details in a text
2a Makes connections/activates and builds schema while reading a text (T-S, T-T, T-W).
2b Visualizes characters, events, and settings to help with comprehension.
2c Makes inferences while reading texts.
3a Occasionally pauses reading text in order to review, clarify, and reflect on its meaning.
3b Skims informational texts for key information.
3c Uses multiple reading strategies concurrently to understand an independent reading text.

Writing and Composition

Student will write an argumentative essay with clear focus, organization and detail

1a Writes an organized and logical paragraph
1b Accepts the idea of incorporating relevant and specific evidence to support the main ideas.
2a Develops own thesis statement in response to a given prompt.
2b Creates and uses an outline in preparation for argumentative essay.
2c Writes argumentative essay with engaging, relevant lead, clear thesis, organized and logical paragraphs, evidence from relevant sources, and effective conclusion.
3a Integrates quotes from other sources correctly in own writing.
3b Applies elements of argumentative essay to longer works (e.g. Research paper, reflection essays, literary analysis essays, position paper)

History and Social Science

Understands Civics and Government

1a Identifies the 3 branches of government
1b Demonstrates understanding of Amendments, particularly the Bills of Rights
2a Demonstrates understanding of key concepts outlined in the U.S. Constitution
2b Identifies at last two other systems of government
2c Identifies at last two economic systems
3a Makes connections between the ideas/philosophy of governments and their structures, and the evidence of their impact on government today
3b Explores connections between philosophy and practice of government systems and philosophy and practice of economic systems

Math

Demonstrate accuracy and fluency with whole numbers

§ 1a perform whole number operations accurately
1b follow the order of operations
1c solve problems involving exponents and roots
2a recognize and describe number properties
2b use factors, multiples, and divisibility rules to solve problems

Use fractions, decimals, and percents

flexibly to solve problems

1a add, subtract, multiply, and divide fractions
1b add, subtract, multiply, and divide decimals
1c compare and order fractions, decimals, and percents
1d understand place value and round off to a given place value
2a use estimation to solve fraction, decimal, and percent problems
2b convert between fractions, decimals, and percents
2c identify common fraction/ decimal/ percent equivalents
2d find the part, whole, and percent in percent problems
2e solve real-world, multi-step problems involving fractions, decimals, and percents
2f use ratios to compare two quantities
2g solve real-life applications using ratios and proportions

Science

Cause and Effect: Relate the physical evidence of natural phenomena to scientific concepts

1a Describe the phenomenon (what is it?)
1b Discuss possible causes of a scientific phenomenon (why?)
2a Use evidence to support or establish a causal relationship between natural events

Energy: Define energy and identify its transfer and or transformation within a process or system.

1a Distinguish between potential and kinetic energy
1b Identify different forms of energy in a system
2a Provide examples of how energy can be transformed from kinetic to potential and vice versa
2b Describe how energy flows and/or is transformed throughout a system
3a Describe how the flow of energy drives activity in scientific systems

Technology

Navigation: Students will demonstrate the ability to navigate current Operating Systems.

Navigation 1 – Ability to demonstrate an understanding of most widely used Operating System (Windows). Can perform basic computer tasks using programs, files and folders.
Shortcuts 1 – Demonstrate knowledge of keyboard shortcuts within an Operating System and in specific programs.