



111 Myrtle Street, Suite 203 Oakland, CA 94607 • 510.451.2415 • www.envisionschools.org

OUR CURRICULUM VISION

Envision Education believes all students should have access to high quality, vertically aligned, culturally sustaining curriculum that can support teacher practice rooted in the principles of problem posing education (as defined by Paulo Freire which centers students as critical thinkers in their education for the purpose of liberation). Curriculum is a tool for instruction and at Envision we want to balance both researched-based content that aligns to college and career pathways AND community and cultural context that an educator within our communities is positioned to understand more deeply. Additionally, as an organization that continues to grow in its collective understanding and learning of anti-racist and pro-Black practice, we will elevate the lived experiences and vision of Black, Indigenous, and People of Color (BIPOC) educators and leaders as it relates to curriculum.

Scope and sequence maps for courses and grade levels define the pace and common expectations of a content. Teachers use these maps to guide and sequence instruction toward the attainment of key concepts detailed in the unit design. Unit design follows the Understanding by Design (UbD). There are three stages in the UbD model:

Stage 1:	Desired Results: what students will know and be able to do as the result of participation in this unit.
Stage 2:	Evidence of Learning: valid, varied and reliable assessments that include formative and summative measures
Stage 3:	The Learning Plan: a range of learning experiences that prepare students to demonstrate the desired results.

Within the Envision Education system, we will center Project Based Learning (PBL) and Inquiry Based Learning as the primary levers for problem posing education. PBL will be the focus for Humanities courses and Inquiry Based Learning will be the focus for STEM courses. We recognize that PBL and Inquiry Based Learning are not synonymous with problem posing education and can reinforce hegemonic and white supremacist outcomes, so it is important that we continue to problematize and hold a learner’s stance around power, equity, and anti-oppression.

6-12 Alignment: Vertical alignment is assured through guiding documents in each discipline that combine the priorities of content standards, Envision’s developing pro-Black and Ethnic Studies Frameworks, and long term student outcomes identified in the developing Graduate Profile.

Education is a collective effort that requires clarity of aspirations, hopes, goals, and expectations along a 6th-12th grade continuum. Within the collectivist approach, we establish as a baseline that no one person can create an anti-racist, pro-Black system in silos or isolation of one another’s efforts and supports. 6th-12th grade alignment also requires a clear articulation of how each course, each teacher, each school is part of a larger collective effort to make good on our promise to families that education is a driver in collective sustainability. All is to say, our curriculum is interconnected and we will lean on varying expertise within our communities. Our approach to vertical alignment and curriculum is rooted in the belief that teachers, community members, leaders, curriculum developers, and educational theorists all have knowledge, experience, and expertise to offer to the collective purpose.