



Project 2061's Vision of Reform

What is the Project 2061 vision for science, mathematics, and technology education in the 21st century?

All adult Americans will be science literate—they will understand a common core of learning in science, mathematics, and technology.

- Science literacy defined by *Science for All Americans* will be the basis for a common core of instruction.
- The curriculum will be based on a coherent set of explicit learning goals such as those presented in *Benchmarks for Science Literacy*.
- The curriculum will cover fewer topics so that students have time to learn the most important ideas well.

All students will be provided with diverse learning experiences.

- Instruction and curriculum will reflect a fundamental commitment to all students.
- Varied instructional methods will be used: projects, seminars, independent study, lecture-discussion, peer teaching, and individual and cooperative-group work.
- Teachers will provide opportunities for hands-on activities and reflection on them.
- Students will make connections among the natural and social sciences, mathematics, and technology, and with the arts and humanities.
- A variety of learning resources will be used, with less reliance on textbooks and more on computers and other technology.

Educators will have responsibility for planning, implementing, and monitoring curriculum within their systems.

- Cross-grade/cross-subject teams will develop curriculum with K-12 continuity and interdisciplinary connections.
- Cross-grade/cross-subject teams will monitor and guide the application of the core curriculum.
- *Science for All Americans*, *Benchmarks for Science Literacy*, *Resources for Science Literacy*, and other Project 2061 tools will be used for developing, revising, and managing curricula, and fostering ongoing professional development.

Schools will provide the support that students need to meet science literacy goals.

- Schools will draw on the expertise of community members and organizations by inviting their participation in the school.
- Opportunities will be provided for students and teachers to learn from activities and phenomena outside the school.
- Resources will be readily available for teachers and administrators to learn about new research findings and implications for practice and to engage in research themselves.
- Scheduling of time and personnel will accommodate the demands of the learning experience.
- Everyone will understand that reform is a continuing process that requires sufficient resources, consistent effort, and adequate time.

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