Comparison of 1999 Seven Key Ideas and 2005 Process and Content Strands

1999 Key Ideas	2005 Process and Content Strands
• Broad in scope and transcend the various branches of mathematics (arithmetic, number theory, algebra, geometry, etc.). • A column listing each performance indicator. • A separate listing of Assessment Examples and Classroom Ideas for each Performance Indicator in Math A and Classroom Ideas for each Performance Indicator in Math B. • Processes of mathematics (problem solving, communication, etc.) are, for the most part, included in the narrative of the document rather than having performance indicators to describe them.	• Process and Content Strands are aligned to the National Council of Teachers of Mathematics Standards. • The processes of mathematics as well as the content of mathematics have performance indicators. • Performance indicators are clearly delineated and more specific than in the 1996 learning standard and 1999 Core Curriculum.