

Content Area	Central Focus
Elementary Literacy	The central focus should include an essential literacy strategy for comprehending text (e.g. summarizing a story) <b>or</b> composing text (e.g. using evidence to support an argument) <b>and</b> the related skills needed to develop and apply the strategy (e.g. decoding, recalling, sequencing, writing conventions, writing paragraphs) in meaningful contexts.
Elementary Mathematics	The central focus should support students in developing conceptual understanding, procedural fluency, <b>and</b> mathematical reasoning or problem-solving skills.
Early Childhood Education	The central focus should promote the active and multimodal nature of young children’s learning <b>and</b> developmentally appropriate learning of language and literacy within an interdisciplinary context.
Secondary Social Studies	The central focus should support students in learning and using facts and concepts, and inquiry, interpretation, or analysis skills to build and support arguments or conclusions about historical events, a topic/theme, or a social studies phenomenon.
Secondary English	The central focus should support students to use textual references to construct meaning from, interpret, or respond to complex text <b>and</b> create a written product, interpreting or responding to complex features of a text that are just beyond your students’ current skill levels.
Secondary Mathematics	The central focus should support students in developing conceptual understanding, procedural fluency, <b>and</b> mathematical reasoning and/or problem-solving.
Secondary Science	The central focus should support students in using scientific concepts <b>and</b> applying scientific practices through inquiry to explain a real-world phenomenon or predict reasonable outcomes based on patterns in evidence and/or data.
World Languages	The central focus should support students in developing communicative proficiency in the target language in meaningful cultural context(s).
Visual Arts	The central focus should support students in developing their abilities to create, present, or respond to visual art by incorporating at least one of the following components: interpreting art, developing works of art/design, or relating art to context while providing opportunities for student choice.
Performance Arts	The central focus should support students to create, perform, and/or respond to music/dance/theater by providing opportunities to apply knowledge/skills, contextual understandings, and artistic expression.
Health Education	The central focus should support students ability to use functional health knowledge, demonstrate health-related skills, and develop personal beliefs and analyze group norms to help students adopt and maintain healthy behaviors.
Special	The <b>learning goal</b> will service as a focus for the learning segment. If the focus

Education	learner is working on academic content, you must select a learning goal related to an IEP goal in one of the following academic content areas: literacy, mathematics, social studies, or science. If there is no IEP goal related to the content, then select a learning goal related to the academic content on which the focus learner is working.
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