

Advanced Learning Plan

Student Goal Suggested Examples/Choices for 2025-26

ACADEMIC GOALS

I am an economist, statistician, accountant, financial analyst, actuary, or engineer...

Math	SMART Goal	Colorado State Standards (2020)
Continental Math League Problem-Solving Contests	I will make sense of complex problems and persevere in solving them by reasoning abstractly and quantitatively, looking for and using structure, and attending to precision as a participant in at least four of five Continental Math League meets. I will correctly answer at least three of the six problems on each test by utilizing high-level mathematical practices.	Mathematical Practices: Make sense of problems and persevere in solving them (1). Reason abstractly and quantitatively (2). Look for and make use of structure (7).
Applying and Deepening Knowledge	I will demonstrate my perseverance and deepen my problem-solving skills by participating in and completing at least four high-level alternative activities on chapter review days and other provided class time, as offered by my teacher and gifted coordinator.	Mathematical Practices: Make sense of problems and persevere in solving them (1). Reason abstractly and quantitatively (2). Look for and make use of structure (7).
Advanced Math Growth through Content Acquisition (For Math 2 or Pre-Algebra)	I will expand my knowledge and skills in above-average-level computations with all types of real numbers, including identifying and approximating irrational numbers. These skills will be utilized to solve high-level algebraic equations as measured by higher-than-average growth on the MAP assessment, observations by the content teachers, and personal reflections on fluency, competence, and confidence.	Math: Apply and extend previous understanding of operations with fractions to add, subtract, multiply, and divide. (7.NS.A) Know that there are numbers that are not rational, and approximate them by rational numbers. (8.NS.A) Reasoning with equations, solving (HS.A-REI)
Advanced Math Growth through Content Acquisition (For Algebra 1 or AIGA-2)	I will expand my knowledge and skills to learn about and work within the complex number system. I will successfully perform arithmetic operations and solve equations with complex numbers (real and imaginary) by applying knowledge of polynomial identities when appropriate. I will successfully utilize trigonometry to solve problems involving triangles. These skills will be measured by higher-than-average growth on the MAP assessment, class demonstrations, and personal reflections on growth.	Math: Arithmetic with Polynomials & Rational Expressions: Perform arithmetic operations on polynomials. (HS.A-APR.A) The Complex Number System: Perform arithmetic operations with complex numbers. (HS.N-CN.A) (HS.N-CN.C) Similarity, Right Triangles, and Trigonometry: Define trigonometric ratios and solve problems involving right triangles. Apply trigonometry to general triangles. (HS.G-SRT.C/D)

I am a speechwriter, journalist, lawyer, playwright, librarian, novelist...

English	SMART Goal	Colorado State Standards (2020)
Advanced Vocabulary & Comprehension Growth through Independent Reading	I will expand my range and complexity of independent reading by selecting texts for IR and beyond that may challenge me through their content/concepts, reading level/vocabulary, or length and stamina requirements. This growth will be measured through higher-than-average growth on the MAP assessment, demonstrating a high-level depth of comprehension through discussions in class and IR reports, and personal reflections on growth.	English: By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. (CCSS: RL.8.10)
Writing Growth	I will strive to understand and implement my teacher's individual feedback and writing goals communicated through individual writing conferences and graded rubrics. These actions will allow me to select at least one challenging writing prompt (as supplied and encouraged by my content teacher) and demonstrate an above-level technique in my written response as measured by the teacher-provided rubrics and personal reflections on growth.	English: Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics, as well as a style appropriate to the task, purpose, and audience. (CAS ELA-8 WC 3.4)

I am a chemist, physician, geologist, pharmacist, ecologist, nurse, astronomer...

Science	SMART Goal	Colorado State Standard (2020)
Content Mastery: Study Skills Development	I will apply an above-average level of mastery of science standards, as demonstrated by designing, creating, or completing personal study materials and/or techniques that cover assessed content. These study resources and processes will enable me to achieve a score of 90% or higher on at least 3 out of 4 common summative assessments.	<i>Prepared Graduates in Science:</i> Can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding structure, properties, influences, and interactions. They understand how and why. (1,2,6,7)
Advanced Analytical Science Practices (8th Grade)	I will demonstrate a broad understanding of scientific principles by analyzing and interpreting data. I will create advanced scientific arguments from evidence. I will demonstrate improved lab analysis and CER reflections through high-level reasoning and class discussion as measured by the teacher-provided rubrics and personal reflections on growth.	Science and Engineering Practices: Analyzing and interpreting data (4). Constructing explanations (6). Engaging in argument from evidence (7). Obtaining, evaluating, and communicating information (8).

Science Olympiad Competition	I will learn and apply advanced scientific concepts by actively participating in the Science Olympiad. I aim to grow through guidance from my coach and teammates, as evidenced by my successful placements in this year's competitions.	<i>Prepared Graduates in Science:</i> Can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding structure, properties, influences, and interactions. They understand how and why. (1,2,6,7)
Self-Directed Student Research Project (7th Grade)	I will select a topic of interest and work with my science teacher, gifted coordinator, and/or librarian to locate primary and secondary sources, analyze the sources, generate a thesis, and prepare an authentic final product or presentation of choice using text evidence as support.	

I am a geographer, historian, economist, politician, or civic-minded individual...

Social Studies	SMART Goal	Colorado State Standards (2020)
Content Mastery: Study Skills Development	I will apply an above-average level of mastery of social studies standards as demonstrated by designing/creating personal study materials and/or techniques covering assessed content. These study resources and processes will enable me to achieve a score of 90% or higher on at least 3 out of 4 common summative assessments, including the semester final exams.	7th Grade: Social Studies: Analyze the historical context of significant current events, individuals, groups, ideas, and themes within regions of the Eastern Hemisphere. (SS.7.1) Use geographic tools and resources to examine how regional differences and perspectives in the Eastern Hemisphere impact human and environmental interactions. (SS.7.2) Describe economic systems and the role of consumers in the Eastern Hemisphere. (SS.7.3) Analyze governmental systems in the Eastern Hemisphere and how they interact with international organizations, govern, organize, and impact their societies in different ways. (SS.7.4) 8th Grade: Social Studies: Examine and analyze historical knowledge of United States history (eras,

Content Extension through Reading	I will work with my social studies teacher, gifted coordinator, and/or librarian to locate and read a text of interest, either non-fiction or historical fiction, relating to 7th Grade: significant current events, individuals, groups, economics, civics, ideas, and themes within regions of the Eastern Hemisphere. 8th Grade: historical eras, individuals, groups, control of space & resources, economics, citizenship, ideas, and themes from the origins of the American Revolution through Reconstruction in the United States. I will use a modality of choice to present a summary of the text, ideas, and class content connections to my social studies teacher and/or gifted coordinator.	individuals, groups, ideas, and themes) from the early American Revolution through Reconstruction. (SS.8.1) Use geographic tools to research and analyze patterns in human and physical systems, including competition for control of space and resources in the United States. (SS.8.2) Examine the importance of economic freedom, free trade, the role of consumer decisions, and taxes within the market economies of early American history. (SS.8.3) Construct an understanding of the changing definition of citizenship, the expansion of the rights of citizens, and the purpose and place of the rule of law in the United States. (SS.8.4)
Self-Directed Student Research Project (7th Grade)	I will select a topic of interest and work with my social studies teacher, gifted coordinator, and/or librarian to locate primary and secondary sources, analyze the sources, generate a thesis, and prepare an authentic final product or presentation of choice using text evidence as support.	Social Studies: Use a variety of primary and secondary sources from multiple perspectives to formulate an appropriate thesis supported by evidence. (SS.7.1.1) Plan & evaluate complex solutions to global challenges using multiple disciplinary perspectives such as cultural, historical, and scientific. (SS.7.2.2)
DBQ Writing Growth through Depth of Sources & Analysis (8th Grade)	I will investigate and evaluate the provided sources, incorporating at least one relevant outside source. Additionally, I will identify a missing point of view and/or integrate specific feedback from my social studies teacher. These actions will enable me to refine my formulation and defense of a point of view on my DBQs as measured by the teacher-provided rubrics and personal reflections on growth.	Social Studies: Investigate and evaluate primary and secondary sources about the United States' history from the early American Revolution through Reconstruction to formulate and defend a point of view with textual evidence. (SS.8.1.1)

I am a software developer, information security analyst, database administrator...

Technology	SMART Goal	Colorado Academic Standards (2020)
Advanced Analytical Problem Solving	I will adapt code to optimize products and performances, learning from experience and going beyond expectations on semester projects as measured by teacher-provided rubrics, teacher assessment, and/or self-assessment.	Computer Science: The creation of a computer program requires a design process. Create original code that meets specified design requirements. (Entrepreneurial Skills: Creativity/ Innovation; Inquiry/Analysis) Fix code that is not operational. (Personal Skills: Adaptability/ Flexibility; Perseverance/ Resilience) Collaborate with others through pair programming, commenting code, etc. (Civic/Interpersonal Skills: Communication) (CS.HS.3.1)

I am an artist, musician, actor, architect, songwriter, director, dancer, sculptor...

Arts	SMART Goal	Colorado State Standards (2020)
Technical Skill Development	I will learn and apply a new advanced technique in my chosen field to one or more works as measured by teacher feedback and personal reflections.	Visual Arts: Develop and refine artistic techniques, choices, and work for presentation. (CAS 8.3.2) Music: Perform with appropriate technique and expressive elements to communicate ideas and emotions. (MU.IN.1.2) Demonstrate practice and refinement processes to develop independent musicianship. (MU.IN.1.3) Drama/Theatre Arts: Demonstrate technical proficiency and craftsmanship in the creative process. (CAS 8.2.2)
Creativity Extension	I will develop one or more original works or add unique creative extensions on class projects in my chosen field that employ(s) above-level technique as measured by teacher feedback and personal reflection.	Visual Arts: Utilize current and available technology to refine an idea and create original and imaginative works of art (CAS 8.3.3). Music: Compose, improvise, and arrange increasingly complex melodic and rhythmic phrases with variations to convey intent. (CAS 8.2.1) Drama/Theatre Arts: Synthesize and relate knowledge and personal experience to make art. (CAS 8.1.4)

I am a linguist, diplomat, national security specialist, tour company operator...

World Languages	SMART Goal	Colorado State Standards (2020)
Content Mastery: Written Vocabulary Usage	I will learn and use 90-100% of the vocabulary words presented in class to demonstrate an advanced level of language fluency in written work as measured by scoring 90% or higher on 3 out of 4 of the rubrics for writing responses.	World Languages: Communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics using practiced or memorized words and phrases (interpersonal mode). (CAS: Novice-Low)
Content Extension through Reading	Over the course of the school year, I will expand my range and complexity of reading in the target language to include one to two above-level texts, as determined by my teacher, gifted coordinator, and/or librarian.	World Languages: Identify the general topic and some basic information in texts that are spoken, written, or signed in both very familiar and everyday contexts, by recognizing memorized words or familiar words (interpretive mode). (CAS: Novice-Low)
Self-Directed Student Research Project	I will select a topic related to world languages or culture and work with my world language teacher to investigate it. I will then prepare a product of choice in the target language that demonstrates the results of my investigation.	World Languages: Present information on very familiar and everyday topics using a variety of practiced or memorized words through spoken, written, or signed language (presentational mode). (CAS: Novice-Low)

AFFECTIVE GOALS

I am a whole person and a positive contributing member of many communities...

Affective	SMART Goal	Standards
Personal Wellness (Mental and Emotional Health)	I will demonstrate healthy behaviors by using positive coping strategies and seeking help from trusted adults when struggling to support my emotional and/or mental well-being, as measured by self-assessment and feedback from the mental health team.	Mental/Emotional Health: Access valid and reliable school and community resources to help with mental and emotional health concerns. (CAS Comprehensive Health, 8.3.1) <i>Prepared graduates</i> utilize knowledge and skills to enhance mental, emotional, and social well-being.
Personal Wellness (Physical Health)	I will increase my knowledge and skills in one or more lifetime sports, as measured by self-report and discussion with the gifted coordinator.	Physical Health: Identify preferences for lifetime physical activity. (CAS Physical Education, 8.2.2) <i>Prepared graduates</i> participate in and understand the benefits of regular physical activity.
Self-Development (Responsibility)	I will improve my organization, time management, and homework completion by using my planner daily, checking IC and Google Classroom regularly, estimating the time needed to complete work, and prioritizing tasks. Growth will be measured by assignment completion, grades, personal reflection, and a grade of A in Access.	Responsibility: Students with gifts and talents demonstrate personal and social responsibility. (NAGC 4.3: Responsibility and Leadership) Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, confidence, motivation, resilience, independence, curiosity, and risk-taking. (NAGC 4.1: Personal Competence)
Self-Development (Motivation & Self-Efficacy)	I will demonstrate an increase in motivation and self-efficacy this year to take ownership and pride in my successes and see the opportunities for growth in my failures as a positive, as measured by self-report, discussion with the gifted coordinator, and feedback from content area teachers.	Motivation: Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk-taking. (NAGC 4.1: Personal Competence)
Social Interactions (Friendship Development)	I will form and maintain positive and healthy friendships that are enjoyable and beneficial, as measured by self-report and discussion with the gifted coordinator.	Close Friendships: Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions. (NAGC 4.2: Social Competence)

Social Interactions (Group Membership)	I will join a club or group that aligns with my interests and participate and contribute in meaningful ways, as measured by self-report and feedback from the group's teacher sponsor.	Group Membership: Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions. (NAGC 4.2: Social Competence)
Communication (Self-Advocacy)	I will be able to approach my teachers, parents, coaches, and peers to talk about my needs or struggles while asserting myself appropriately, as measured by self-reporting and feedback from my content area teachers.	Self-Advocacy: Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, confidence, motivation, resilience, independence, curiosity, and risk-taking. (NAGC 4.1: Personal Competence)
Communication (Technology & Social Media Responsibility)	I will demonstrate healthy behaviors by limiting my time and energy spent on gaming and social media. I will reflect on the improvement of my grades, physical health, and/or mental/emotional state, as measured by self-report.	Communication/Social Media: Students with gifts and talents develop competence in interpersonal and technical communication skills. They display fluency with technologies that support effective communication and are competent consumers of media and technology. (NAGC 4.5: Communication Competence)
Leadership	I will demonstrate growth in my leadership abilities through _____ as measured by self-report.	Leadership: Students with gifts and talents demonstrate personal and social responsibility. (NAGC 4.3: Responsibility and Leadership)
Cultural Understanding	I will demonstrate positive strategies in addressing social issues such as discrimination and stereotyping by _____ as measured by self-report.	Cultural Understanding: Students with gifts and talents value their own and others' language, heritage, and circumstance. They possess skills in communicating, teaming, and collaborating with diverse individuals and across diverse groups. They use positive strategies to address social issues, including discrimination and stereotyping. (NAGC 4.4: Cultural Competence)
College or Career Planning	I will investigate two or more colleges and/or careers of potential interest to learn more about them, as guided by the gifted coordinator. I will present my findings through a modality of choice.	Future Planning: Students with gifts and talents identify career goals matching their interests and strengths. Students determine the resources needed to meet those goals (e.g., supplemental educational opportunities, mentors, and financial support). (NAGC 1.6: Cognitive Growth and Career Development)