



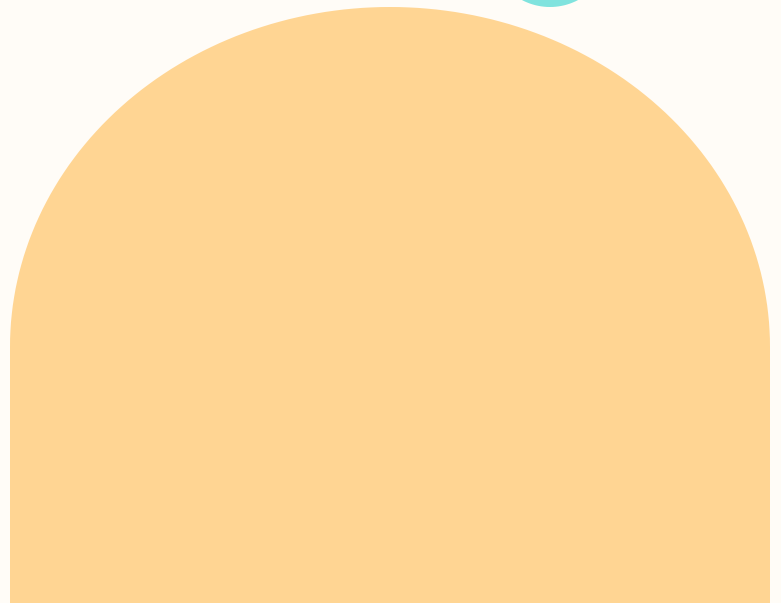
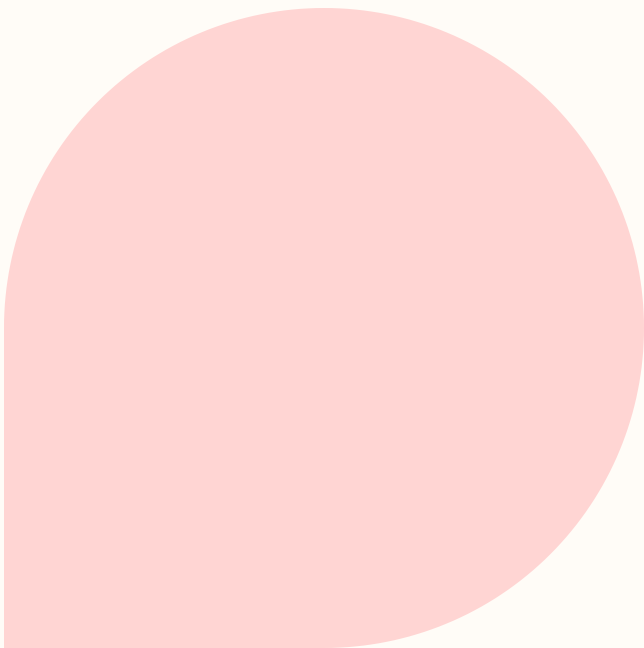
# Arizona Standards Alignment

High School Courses • Grades 9-12

Transition Curriculum

Emotional Well-Being Curriculum

Financial Literacy





## Overview

Ori Learning's high school courses align to multiple Arizona standards frameworks. Each lesson includes Common Core ELA standards in its lesson properties. Additionally, each course line aligns to the Arizona content standards that govern its subject area.

## Standards Addressed

**MSAA (Multi-State Alternate Assessment)** — Arizona's alternate assessment for students with significant cognitive disabilities — aligned to Arizona Academic Standards

**Arizona Academic Standards** — Arizona English Language Arts Standards (replaced CCSS in 2016)

**AZ Character Education** — Character education instruction encouraged under ARS §15-719 — responsibility, respect, honesty, integrity, citizenship, courage

**AZ Health Education Standards** — Mental/emotional health, personal wellness, communication, decision-making, stress management, healthy relationships

**AZ Career and Technical Education (CTE) Standards** — Employability skills, career exploration, workplace readiness across 16 career clusters

**AZ Whole Child Initiative** — Healthy, Safe, Engaged, Supported, Challenged — statewide framework for comprehensive student development

**AZ Economics / Personal Finance Standards** — Personal finance and economics content within Social Studies standards; 0.5-credit Economics graduation requirement includes personal finance

**AZ IDEA Transition Requirements** — IEP transition planning: postsecondary goals in employment, education/training, and independent living

## Course Summary

| Course                     | Grades | Units | Lessons | CCSS Standards | Arizona Standards                       |
|----------------------------|--------|-------|---------|----------------|-----------------------------------------|
| Transition 9-10            | 9-12   | 6     | 30      | 30+            | AZ CTE, IDEA Transition                 |
| Transition 11-12           | 9-12   | 6     | 30      | 30+            | AZ CTE, IDEA Transition                 |
| Emotional Well-Being Gr 9  | 9      | 5     | 25      | 14             | AZ Character Ed, Health Ed, Whole Child |
| Emotional Well-Being Gr 10 | 10     | 5     | 25      | 3+             | AZ Character Ed, Health Ed, Whole Child |
| Emotional Well-Being Gr 11 | 11     | 5     | 25      | *              | AZ Character Ed, Health Ed, Whole Child |
| Emotional Well-Being Gr 12 | 12     | 5     | 25      | 2+             | AZ Character Ed, Health Ed, Whole Child |
| Financial Literacy 9-10    | 9-12   | 1     | 5       | 3              | AZ Economics / Personal Finance         |
| Financial Literacy 11-12   | 9-12   | 1     | 5       | 5              | AZ Economics / Personal Finance         |

*\* All EWB lessons exercise speaking/listening and writing standards through collaboration boards and journal reflections, even where not explicitly tagged in lesson properties.*



## AZ CTE Employability Skills — Universal Standards Across All Career Clusters

| Standard    | Description                                                                                     | Curriculum Alignment                                                                                                  |
|-------------|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| AZ.CTE.ES.1 | Apply critical thinking and problem-solving skills in workplace contexts                        | Self-Determination: Growth Mindset, SMART Goals, Goal Setting; Independent Living: Solving Community Problems (11-12) |
| AZ.CTE.ES.2 | Demonstrate effective communication skills — oral, written, interpersonal                       | Social Skills: full unit; Employment Skills: Communication, Interviews; collaboration boards in all lessons           |
| AZ.CTE.ES.3 | Work productively in teams — collaboration, conflict resolution, diverse perspectives           | Social Skills: Working with Others, Navigating Social Situations, Relationship Skills, Taking Perspective             |
| AZ.CTE.ES.4 | Demonstrate professionalism — punctuality, reliability, work ethic, ethical conduct             | Employment Skills: Workplace Etiquette, Work Ethic, Safety (11-12); Self-Determination: Self-Awareness                |
| AZ.CTE.ES.5 | Use technology effectively in career contexts                                                   | Education + Training: Learning Supports; all courses delivered via digital platform                                   |
| AZ.CTE.ES.6 | Career planning — explore careers, develop career plans, set postsecondary goals                | Self-Determination: SMART Goals (9-10), Goal Setting (11-12); Employment Skills: Job Search, Getting the Job          |
| AZ.CTE.ES.7 | Job readiness — resume writing, job applications, interview preparation, professional portfolio | Employment Skills: Building a Resume, Applying for Jobs, Job Interviews (9-10); Getting the Job (11-12)               |
| AZ.CTE.ES.8 | Leadership skills — initiative, responsibility, adaptability, self-management                   | Self-Determination: Self-Advocacy, Growth Mindset; Social Skills: Communities in Action, Leadership Skills (11-12)    |

## Arizona IDEA Transition Requirements

| Standard     | Description                           | Curriculum Alignment                                                                                      |
|--------------|---------------------------------------|-----------------------------------------------------------------------------------------------------------|
| Transition.1 | Postsecondary employment goals        | Employment Skills: full unit — Job Search, Resume, Applications, Interviews, Workplace Readiness          |
| Transition.2 | Education/training goals              | Education + Training: My Education, Learning Supports, Study Skills, Organization Skills                  |
| Transition.3 | Independent living goals              | Independent Living: full unit — Household Chores, Preparing Meals, Personal Care, Planning My Week        |
| Transition.4 | Age-appropriate transition assessment | Self-Determination: Self-Awareness, Knowing My Limits, SMART Goals; interest/skill inventories in lessons |
| Transition.5 | Self-determination and self-advocacy  | Self-Determination: full unit — Self-Awareness, Self-Advocacy, Growth Mindset, Goal Setting               |





## Arizona Character Education (ARS §15-719) — Encouraged Instruction

| Trait                             | Description                                                                                             | Curriculum Alignment                                                                                                                                     |
|-----------------------------------|---------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Responsibility</b>             | Accept responsibility for actions; demonstrate accountability, self-discipline, and dependability       | Unit 2 Self-Management: Managing My Emotions, Building Habits, SMART Goals, Getting Motivated; Unit 5: Making Decisions, Anticipating Outcomes           |
| <b>Respect</b>                    | Treat self and others with dignity; demonstrate tolerance, appreciation for diversity, empathy          | Unit 3 Social Awareness: Empathy, Compassion, Respecting Others, Strength in Diversity, Being Open-Minded; Unit 4: Building Relationships, My Boundaries |
| <b>Honesty &amp; Integrity</b>    | Demonstrate truthfulness, trustworthiness, ethical behavior, and consistency between values and actions | Unit 1 Self-Awareness: My Identity, My Values, Knowing My Strengths; Unit 5: Making Decisions, Anticipating Outcomes                                     |
| <b>Citizenship</b>                | Contribute positively to community; demonstrate civic responsibility, cooperation, service              | Unit 3: Caring for My Community, Elevating Others, Leadership Skills; (11-12) Communities in Action, Solving Community Problems                          |
| <b>Courage</b>                    | Demonstrate moral courage; stand up for what is right; persevere through challenges                     | Unit 1: Growth Mindset, My Mindset, My Potential; Unit 5: Taking Healthy Risks; Unit 2: Overcoming Obstacles                                             |
| <b>Kindness &amp; Cooperation</b> | Show kindness and caring toward others; work cooperatively in groups                                    | Unit 3: Empathy, Compassion; Unit 4: Building Relationships, Working with Others, Communication Skills                                                   |

## AZ Health Education Standards — Mental/Emotional Health (Grades 9-12)

| Standard          | Description                                                                                                            | Curriculum Alignment                                                                                                                                |
|-------------------|------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>AZ.HE.HS.1</b> | Comprehend concepts related to health promotion — interrelationships of mental, emotional, social, and physical health | Unit 1 Self-Awareness: My Identity, Knowing My Strengths, Strength in Identity, My Potential; Unit 2: Managing Emotions, Handling Stress, Self-Care |
| <b>AZ.HE.HS.2</b> | Analyze the influence of family, peers, culture, media, and technology on health behaviors                             | Unit 3: Understanding Perspective, Empathy, Strength in Diversity, Uncovering Bias; Unit 5: Peer Pressure, Saying No                                |
| <b>AZ.HE.HS.3</b> | Access valid health information, products, and services; know when professional health services are needed             | Unit 2: Seeking Support; Unit 5: Responsible Decision-Making; all units reference community/professional resources                                  |
| <b>AZ.HE.HS.4</b> | Demonstrate interpersonal communication skills — conflict resolution, refusal skills, assertive communication          | Unit 4: Communication Skills, Building Relationships, Resolving Conflict, Healthy vs. Unhealthy Relationships, Expressing My Feelings               |

| Standard   | Description                                                                                  | Curriculum Alignment                                                                                             |
|------------|----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| AZ.HE.HS.5 | Use decision-making skills to enhance health — evaluate alternatives, predict consequences   | Unit 5: Making Decisions, Anticipating Outcomes, Problem Solving, Making Big Decisions, Taking Healthy Risks     |
| AZ.HE.HS.6 | Use goal-setting skills — develop personal health plans, monitor progress, overcome barriers | Unit 2: SMART Goals, Goals vs. Dreams, Getting Motivated, Building Habits; Unit 1: My Aspirations, My Priorities |
| AZ.HE.HS.7 | Practice health-enhancing behaviors — stress management, coping strategies, risk reduction   | Unit 2: Self-Care, My Bandwidth, Handling Stress; Unit 5: Saying No, Peer Pressure, Anticipating Outcomes        |
| AZ.HE.HS.8 | Advocate for personal, family, and community health                                          | Unit 3: Caring for My Community, Elevating Others, Leadership Skills; Unit 4: Working with Others                |

# AZ Whole Child Initiative — Five Tenets

| Tenet      | Description                                                                                       | Curriculum Alignment                                                                                                          |
|------------|---------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| Healthy    | Each student enters school healthy and learns about and practices a healthy lifestyle             | Unit 2: Self-Care, My Bandwidth, Handling Stress; Unit 1: Knowing My Strengths, My Potential                                  |
| Safe       | Each student learns in an environment that is physically and emotionally safe                     | Unit 4: Healthy vs. Unhealthy Relationships, My Boundaries, Resolving Conflict; Unit 5: Saying No, Peer Pressure              |
| Engaged    | Each student is actively engaged in learning and connected to the school and broader community    | Unit 3: Caring for My Community, Communities in Action; all lessons use interactive digital activities                        |
| Supported  | Each student has access to personalized learning and qualified, caring adults                     | Unit 2: Seeking Support; Unit 4: Building Relationships, Supportive Relationships; differentiated lesson pathways             |
| Challenged | Each student is challenged academically and prepared for success in college, employment, and life | Unit 1: Growth Mindset, My Potential, My Aspirations; Self-Determination: SMART Goals, Goal Setting; all culminating projects |

# AZ Character Education & Whole Child Competencies

Arizona uses character education terminology (ARS §15-719) and the Whole Child Initiative rather than the CASEL SEL framework. The EWB Curriculum’s five-unit structure addresses all character traits encouraged by Arizona statute, all Health Education mental/emotional health standards, and all five Whole Child tenets. Each CASEL competency maps to Arizona’s character education and health frameworks.

### Self-Awareness

Recognize feelings/thoughts, personal traits, strengths, limitations, self-confidence

**Lessons:** My Identity, My Outlook, Knowing My Strengths, Growth Mindset, Strength in Identity, My Values, Empowering Beliefs, Being Myself, Exploring My Interests, My Future Self, My Passions, My Potential

**Unit 1 • 25 lessons (Gr 9-12)**

### Self-Management

Strategies for managing emotions, thoughts, behaviors; goal-setting; perseverance

**Lessons:** Managing My Emotions, Handling Stress, Prioritizing My Time, Building Habits, Mixed Emotions, Acceptance (R.A.I.N.), My Bandwidth, Self-Care, Getting Motivated, Goals vs. Dreams, Overcoming Obstacles

**Unit 2 • 25 lessons (Gr 9-12)**

### Social Awareness

Recognize others' perspectives, cultural differences, mutual respect, social expectations

**Lessons:** Understanding Perspective, Empathy, Compassion, Respecting Others, Strength in Diversity, Sympathy vs. Empathy, Uncovering Bias, Being Open-Minded, Empathy in Action, Leadership Skills, Elevating Others

**Unit 3 • 25 lessons (Gr 9-12)**

### Relationship Skills

Healthy relationships, positive communication, resist social pressure, conflict resolution, seeking help

**Lessons:** Why Relationships Matter, Building Relationships, Healthy vs. Unhealthy Relationships, Working with Others, Communication Skills, Resolving Conflict, My Boundaries, Expressing My Feelings, Building New Friendships

**Unit 4 • 25 lessons (Gr 9-12)**

### Responsible Decision-Making

Problem-solving, critical thinking, consequences of actions, ethical and civic impact

**Lessons:** Making Decisions, Peer Pressure, Anticipating Outcomes, Problem Solving, Thinking Clearly, Remembering My Values, Saying No, Building Reputation, Being Decisive, Making Big Decisions, Taking Healthy Risks, Changing Your Mind

**Unit 5 • 25 lessons (Gr 9-12)**

**All Arizona character education traits and Whole Child tenets addressed.** 125 dedicated lessons across five units cover all character education traits, 8 Health Education standards, and all 5 Whole Child tenets. Pre/post assessments at the lesson, unit, and course level provide measurable growth data — no "SEL" label required.



## Financial Literacy 9-10

Lessons: Introduction to Money, Ways to Earn Money, Ways to Spend Your Money, How to Save Money, Financial Literacy Capstone

| Standard     | Description                                                                           | Lesson Alignment                                                                        |
|--------------|---------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| AZ.SS.E.HS.1 | Explain the role of money and financial systems — scarcity, opportunity cost, choices | Lesson 1: Introduction to Money — role of money in society, personal financial concepts |
| AZ.SS.E.HS.2 | Identify types of income and factors that affect earning capacity                     | Lesson 2: Ways to Earn Money — earnings, pay structures, income types                   |
| AZ.SS.E.HS.3 | Analyze how values, needs, and wants influence consumer spending decisions            | Lesson 3: Ways to Spend Your Money — needs vs. wants, spending priorities               |
| AZ.SS.E.HS.4 | Explain the importance of saving and basic investment concepts                        | Lesson 4: How to Save Money — saving fundamentals, interest, growth concepts            |
| AZ.SS.E.HS.5 | Develop a personal financial plan incorporating earning, spending, and saving         | Capstone project — connects earning, spending, saving into comprehensive plan           |

## Financial Literacy 11-12

Lessons: Money Matters, Budgeting Basics, Where You Keep Your Money, Using Credit and Debit Cards, Financial Literacy Capstone

| Standard      | Description                                                                                                   | Lesson Alignment                                                                                              |
|---------------|---------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| AZ.SS.E.HS.6  | Analyze factors that influence personal financial decision-making — values, goals, economic conditions        | Lesson 1: Money Matters — psychology of money, values alignment                                               |
| AZ.SS.E.HS.7  | Design and evaluate a personal budget with income, expenses, and savings targets                              | Lesson 2: Budgeting Basics — hands-on budget creation, expense tracking                                       |
| AZ.SS.E.HS.8  | Compare financial institutions and their services — checking, savings, money market accounts                  | Lesson 3: Where You Keep Your Money — types of bank accounts, financial institution comparison                |
| AZ.SS.E.HS.9  | Evaluate the costs and benefits of credit — types of credit, interest rates, credit scores, debt consequences | Lesson 4: Using Credit and Debit Cards — credit vs. debit, credit fundamentals, responsible use, consequences |
| AZ.SS.E.HS.10 | Identify strategies for protecting financial identity and assets                                              | Lesson 3: Where You Keep Your Money — account safety; Lesson 4: credit card security                          |
| AZ.SS.E.HS.11 | Create a comprehensive financial plan addressing earning, budgeting, saving, credit, and risk management      | Capstone project — comprehensive financial plan connecting all concepts                                       |

