



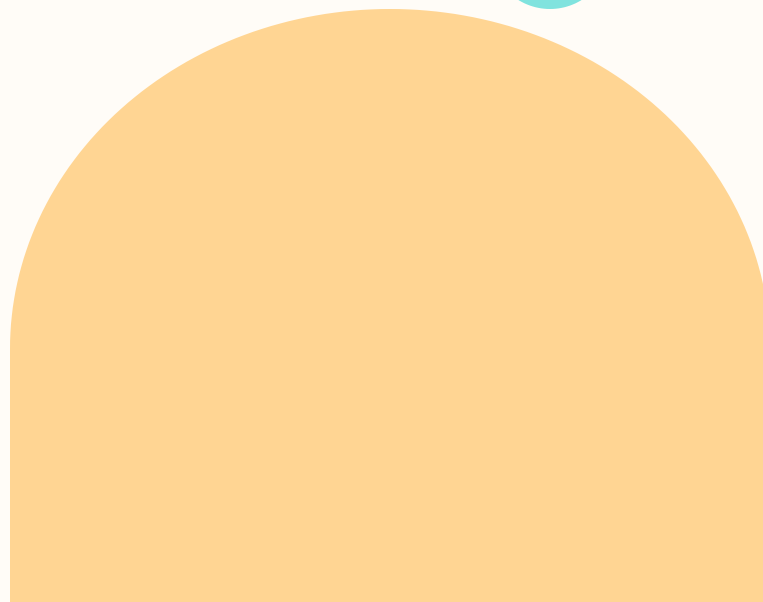
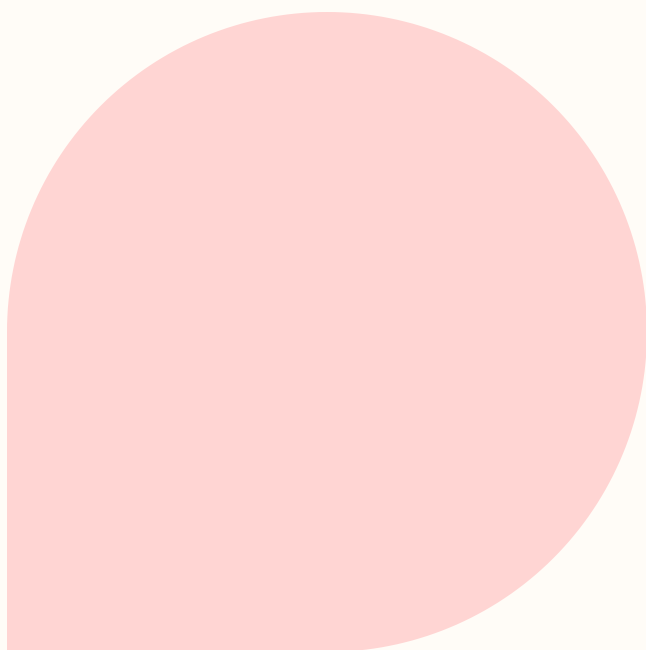
Connecticut Standards Alignment

High School Courses • Grades 9-12

Transition Curriculum

Emotional Well-Being Curriculum

Financial Literacy





Overview

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

Standards Addressed

CCSS ELA Standards — embedded in every lesson via lesson properties; Connecticut adopted CCSS (2010)

CT SEL Competencies — Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making (CASEL-aligned, adopted 2018)

CT Health Education Standards — 8 NHES-aligned standards covering mental/emotional health, communication, decision-making, goal-setting, advocacy

CT Career and Life Readiness Framework — Career Development, Community & Service, Financial Capability, Personal Development

PA 19-128 Personal Financial Literacy — Financial literacy instruction required in high school (effective 2020)

CTAA Extended Performance Indicators — Connecticut Alternate Assessment — based on Smarter Balanced, aligned to CCSS via lesson properties

Course Summary

Course	Grades	Units	Lessons	CCSS Standards	Connecticut Standards
Transition 9-10	9-12	6	30	30+	CT Career Development, SPED Transition
Transition 11-12	9-12	6	30	30+	CT Career Development, SPED Transition
Emotional Well-Being Gr 9	9	5	25	14	CT SEL Standards, Health Ed
Emotional Well-Being Gr 10	10	5	25	3+	CT SEL Standards, Health Ed
Emotional Well-Being Gr 11	11	5	25	*	CT SEL Standards, Health Ed
Emotional Well-Being Gr 12	12	5	25	2+	CT SEL Standards, Health Ed
Financial Literacy 9-10	9-12	1	5	3	CT Personal Financial Literacy (PA 19-128)
Financial Literacy 11-12	9-12	1	5	5	CT Personal Financial Literacy (PA 19-128)

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



Transition Curriculum

CCSS ELA Standards Alignment

CCSS ELA standards aligned in lesson properties. 60 lessons across two course levels.

CCSS ELA Standard	Description	9-10	11-12
RI.9-10.1	Cite textual evidence to support analysis	✓	✓
RI.9-10.2	Determine central idea; analyze development	✓	✓
RI.9-10.3	Analyze how ideas/events unfold	✓	✓
RI.9-10.4	Determine meaning of words and phrases	✓	✓
RI.9-10.5	Analyze structure of text	✓	✓
RI.9-10.7	Analyze accounts in different mediums	✓	✓
RI.11-12.1	Cite thorough textual evidence	✓	✓
RI.11-12.2	Determine/analyze central ideas	—	✓
RI.11-12.3	Analyze complex set of ideas/events	✓	—
RI.11-12.4	Determine meaning incl. connotative/technical	✓	—
RI.11-12.6	Determine author's purpose; analyze style	✓	✓
RI.11-12.7	Integrate/evaluate multiple sources	✓	✓
W.9-10.1	Write arguments	✓	✓
W.9-10.2	Write informative/explanatory texts	✓	✓
W.9-10.3	Write narratives	✓	✓
W.9-10.4	Produce clear and coherent writing	✓	✓
W.9-10.5	Develop writing through planning/revising	✓	—
W.9-10.6	Use technology to produce/publish writing	✓	✓
W.9-10.7	Conduct short research projects	✓	—
W.9-10.8	Gather relevant information from sources	✓	✓
W.11-12.1	Write arguments	✓	—
W.11-12.2	Write informative/explanatory texts	✓	—
W.11-12.3	Write narratives	✓	—
W.11-12.4	Produce clear and coherent writing	✓	—
W.11-12.5	Develop writing through planning/revising	✓	✓

CCSS ELA Standard	Description	9-10	11-12
W.11-12.6	Use technology to produce/publish writing	✓	✓
W.11-12.7	Conduct research projects	✓	✓
SL.9-10.1	Collaborative discussions	✓	✓
SL.9-10.4	Present information clearly	✓	✓
SL.9-10.6	Adapt speech to contexts	✓	—
SL.11-12.1	Collaborative discussions	✓	✓
SL.11-12.4	Present information clearly	—	✓
SL.11-12.5	Strategic use of digital media	✓	✓
SL.11-12.6	Adapt speech to contexts	✓	—
L.9-10.3	Apply knowledge of language	—	✓
L.11-12.3	Apply knowledge of language	—	✓

36 unique CCSS ELA standards addressed across 60 Transition lessons, spanning Reading Informational Text, Writing, Speaking & Listening, and Language strands.

CT Career and Life Readiness Framework

Standard	Description	Curriculum Alignment
CLR.CD.1	Self-awareness of skills, interests, and values as they relate to career exploration	Self-Determination: Self-Awareness, Growth Mindset, SMART Goals; Employment Skills: Job Search
CLR.CD.2	Research and evaluate career options aligned to personal goals	Self-Determination: Self-Awareness, SMART Goals, Goal Setting; Employment Skills: Job Search, Getting the Job; Education + Training: My Education
CLR.CD.3	Develop career readiness skills including resume writing, interviewing, and workplace professionalism	Employment Skills: Building a Resume, Applying for Jobs, Job Interviews (9-10); Workplace Etiquette, Communication, Work Ethic, Safety (11-12)
CLR.CD.4	Demonstrate workplace competencies — teamwork, communication, problem-solving, time management	Social Skills: Working with Others, Navigating Social Situations; Employment Skills: Workplace Etiquette, Communication; Independent Living: Planning My Week
CLR.CS.1	Engage in community and service experiences that support personal and career development	Independent Living (11-12): Community Awareness, Community Resources, Communities in Action, Solving Community Problems, Community Involvement
CLR.PD.1	Apply self-management, self-advocacy, and interpersonal skills	Self-Determination: Self-Awareness, Self-Advocacy, Knowing My Limits; Social Skills: full unit

Connecticut Secondary Transition Requirements (IDEA)

Standard	Description	Curriculum Alignment
Transition.1	Postsecondary employment goals	Employment Skills: full unit — Job Search, Resume, Applications, Interviews, Workplace Readiness

Standard	Description	Curriculum Alignment
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



Emotional Well-Being Curriculum

CCSS ELA Standards Alignment

100 lessons across Grades 9-12, organized into five CASEL-aligned units. CCSS ELA standards tagged in lesson properties.

CCSS ELA Standard	Description	9	10	11	12
SL.9-10.1	Collaborative discussions	✓	✓	—	—
SL.9-10.1.C	Propel conversations; pose/respond to questions	✓	✓	—	—
SL.9-10.1.D	Respond thoughtfully; summarize agreement	✓	—	—	—
SL.9-10.6	Adapt speech to contexts	✓	—	—	—
W.9-10.2	Write informative/explanatory texts	✓	—	—	—
W.9-10.3	Write narratives	✓	—	—	—
W.9-10.4	Produce clear and coherent writing	✓	✓	—	—
W.9-10.10	Write routinely	✓	—	—	—
W.11-12.2	Write informative/explanatory texts	✓	—	—	—
W.11-12.3	Write narratives	✓	—	—	—
W.11-12.10	Write routinely	✓	—	—	—
L.9-10.2	Standard English conventions	✓	—	—	—

All 100 EWB lessons include collaboration boards (91%) and written journal reflections, exercising speaking/listening and writing standards through embedded pedagogy across all four grade levels.

CT SEL Competencies (CASEL-Aligned, Adopted 2018)

Competency	Standard Description	Curriculum Alignment
Self-Awareness	Recognize and accurately assess one's emotions, values, strengths, and limitations; understand how emotions and thoughts influence behavior	Unit 1: My Identity, Knowing My Strengths, Strength in Identity, My Values, My Potential, Growth Mindset
Self-Management	Regulate emotions and behaviors; set and work toward personal and academic goals; exhibit perseverance and resilience	Unit 2: Managing My Emotions, Handling Stress, SMART Goals, Building Habits, Acceptance (R.A.I.N.), Self-Care, Getting Motivated
Social Awareness	Take the perspectives of others; recognize and appreciate diversity; demonstrate empathy and compassion	Unit 3: Understanding Perspective, Empathy, Compassion, Respecting Others, Strength in Diversity, Uncovering Bias

Competency	Standard Description	Curriculum Alignment
Relationship Skills	Communicate clearly, listen actively, cooperate, resolve conflicts constructively, seek and offer help	Unit 4: Building Relationships, Communication Skills, Resolving Conflict, Working with Others, My Boundaries
Responsible Decision-Making	Make constructive choices about personal behavior and social interactions; evaluate consequences; consider ethical and civic responsibility	Unit 5: Making Decisions, Anticipating Outcomes, Problem Solving, Taking Healthy Risks, Peer Pressure, Saying No

CT Health Education Standards — Mental/Emotional Health Focus (High School)

Standard	Description	Curriculum Alignment
HE.1	Comprehend concepts related to health promotion and disease prevention — understand interrelationships of emotional, intellectual, physical, and social health	Unit 1 Self-Awareness: My Identity, Knowing My Strengths, My Potential; Unit 2 Self-Management: Managing Emotions, Handling Stress, Self-Care
HE.2	Analyze influences of family, peers, culture, media, technology on health behaviors	Unit 3 Social Awareness: Understanding Perspective, Empathy, Respecting Others, Strength in Diversity, Uncovering Bias; Unit 5: Peer Pressure
HE.4	Use interpersonal communication skills to enhance health and avoid/reduce health risks	Unit 4 Relationship Skills: Communication Skills, Resolving Conflict, Expressing My Feelings, Healthy vs. Unhealthy Relationships
HE.5	Use decision-making skills to enhance health	Unit 5 Responsible Decision-Making: Making Decisions, Anticipating Outcomes, Problem Solving, Making Big Decisions
HE.6	Use goal-setting skills to enhance health	Unit 2 Self-Management: SMART Goals, Goals vs. Dreams, Getting Motivated, Building Habits; Unit 1: My Aspirations
HE.7	Practice health-enhancing behaviors and avoid/reduce health risks	Unit 2: Self-Care, Managing My Emotions; Unit 5: Saying No, Peer Pressure, Taking Healthy Risks
HE.8	Advocate for personal, family, and community health	Unit 3: Caring for My Community, Elevating Others, Leadership Skills; Unit 4: Working with Others

CT SEL Competencies (Adopted 2018)

Connecticut adopted CASEL-aligned SEL competencies in 2018, making it one of the strongest SEL-open states in the nation. The EWB Curriculum’s five-unit structure maps directly to CT’s five SEL competency domains, with 25 dedicated lessons per domain across four grade levels.

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)

100% of CT SEL Competencies addressed. 125 dedicated lessons across five CASEL-aligned units, with pre/post assessments at the lesson, unit, and course level providing measurable growth data for each competency. Also aligns to all 8 CT Health Education Standards for mental/emotional health.



Financial Literacy

CCSS Standards Alignment

10 lessons across two course levels teaching foundational and applied money management skills.

CCSS Standard	Description	9-10	11-12
RI.8.2	Determine central ideas in informational text	✓	✓
MATH 7.EE.B.4	Use equations to solve problems	✓	✓
MATH 4.NBT.B.4	Fluently add and subtract multi-digit numbers	✓	—
MATH HSA.CED.A.3	Represent constraints by equations; interpret solutions	—	✓
MATH HSN.Q.A.1	Use units to understand and solve problems	—	✓
MATH MP.4	Model with mathematics	—	✓

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
PA19-128.1	Financial goal-setting and planning — short-term and long-term financial goals	Lesson 1: Introduction to Money — role of money in personal life; Capstone project connects goals to actions
PA19-128.2	Earning and income — types of compensation, taxes, pay structures	Lesson 2: Ways to Earn Money — earnings, pay structures, sources of income
PA19-128.3	Spending and saving — needs vs. wants, consumer decision-making	Lesson 3: Ways to Spend Your Money — needs vs. wants; Lesson 4: How to Save Money — saving fundamentals
PA19-128.4	Saving and investing fundamentals	Lesson 4: How to Save Money — saving concepts, delayed gratification

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
PA19-128.1	Financial goal-setting and planning — values-based financial decisions	Lesson 1: Money Matters — psychology of money, values alignment; Capstone project
PA19-128.5	Budgeting — create and manage a personal budget	Lesson 2: Budgeting Basics — hands-on budget creation, expense tracking

Standard	Description	Lesson Alignment
PA19-128.6	Banking and financial institutions — types of accounts, services, account safety	Lesson 3: Where You Keep Your Money — types of bank accounts, account safety
PA19-128.7	Credit and debt management — responsible use of credit, credit scores, debt consequences	Lesson 4: Using Credit and Debit Cards — credit vs. debit, responsible use, credit fundamentals
PA19-128.8	Consumer protection and identity theft prevention	Lesson 3: Where You Keep Your Money — account safety; Lesson 4: consequences of credit misuse