



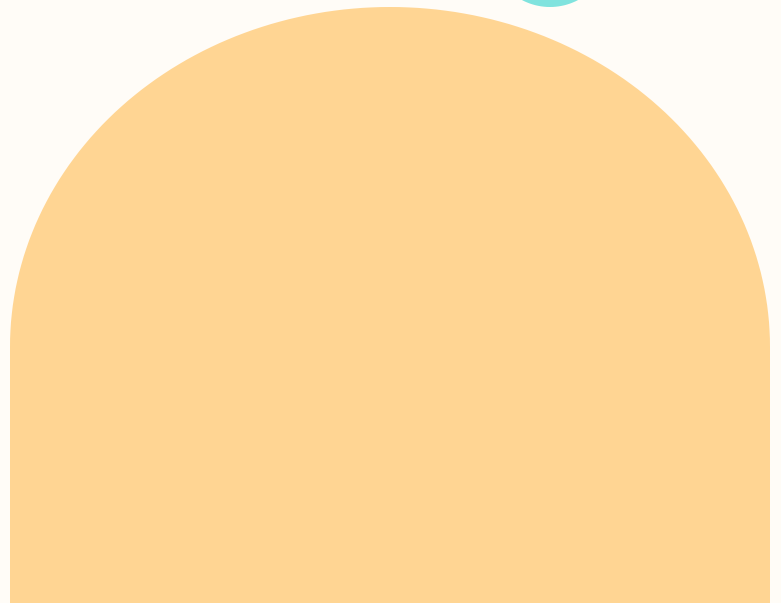
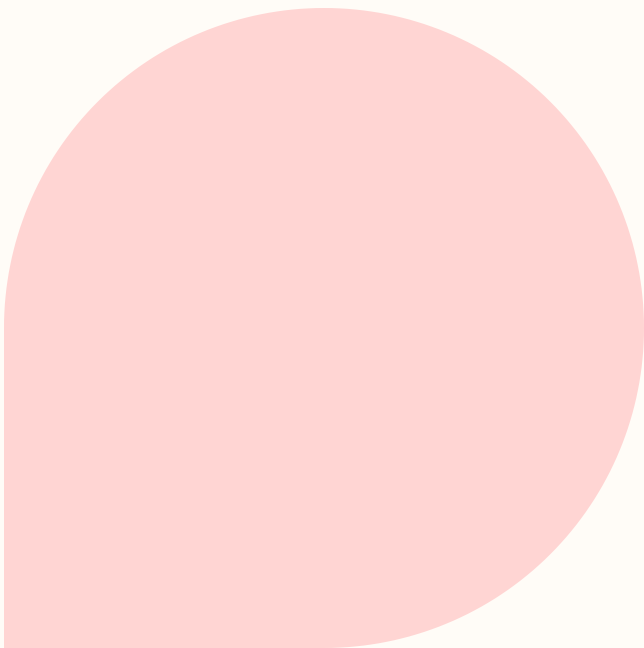
# Florida Standards Alignment

High School Courses • Grades 9-12

Transition Curriculum

Emotional Well-Being Curriculum

Financial Literacy





## Overview

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

## Standards Addressed

**FSAA Access Points (B.E.S.T.)** — Florida's alternate academic achievement standards at three levels of complexity — Participatory, Supported, Independent

**FL Unique Skills — Social and Emotional (US.PK12.SE)** — Self-Regulation, Interpersonal Relationships, Relationships Across Settings, Social Skills and Strategies

**FL Unique Skills — Independent Functioning (US.PK12.IF)** — Self-Care, Community Participation, Task Completion, Functioning Within Settings

**FL Unique Skills — Curriculum & Learning (US.PK12.CL)** — Learning Skills, Task Management, Self-Determination and Self-Management

**FL Statute 1003.42(2)(s)** — Required Character Education — courage, kindness, honesty, tolerance, self-control, cooperation, life skills (grades 9-12)

**FL Health Education — Resiliency Education (HE.912.R)** — Character, Personal Responsibility, Mentorship and Citizenship, Critical Thinking and Problem Solving

**FL Health Education — Personal Health Concepts (HE.912.PHC)** — Mental/emotional health benchmarks including stress, social media, decision-making, suicide prevention

**FL Social Studies B.E.S.T. — Financial Literacy (SS.912.FL)** — 6 content areas, 60+ benchmarks — Financial Attitudes, Earning Income, Buying Goods, Saving, Using Credit, Investing

**Dorothy L. Hukill Financial Literacy Act (SB 1054)** — 0.5-credit financial literacy graduation requirement, Class of 2027+

**FL Board Rule 6A-603028** — IEP transition mandate — self-determination by age 14, postsecondary goals by age 16

## Course Summary

| Course                     | Grades | Units | Lessons | CCSS Standards | Florida Standards                          |
|----------------------------|--------|-------|---------|----------------|--------------------------------------------|
| Transition 9-10            | 9-12   | 6     | 30      | 30+            | FL Unique Skills, Transition               |
| Transition 11-12           | 9-12   | 6     | 30      | 30+            | FL Unique Skills, Transition               |
| Emotional Well-Being Gr 9  | 9      | 5     | 25      | 14             | FL Character Education, Health, Resiliency |
| Emotional Well-Being Gr 10 | 10     | 5     | 25      | 3+             | FL Character Education, Health, Resiliency |

| Course                     | Grades | Units | Lessons | CCSS Standards | Florida Standards                          |
|----------------------------|--------|-------|---------|----------------|--------------------------------------------|
| Emotional Well-Being Gr 11 | 11     | 5     | 25      | *              | FL Character Education, Health, Resiliency |
| Emotional Well-Being Gr 12 | 12     | 5     | 25      | 2+             | FL Character Education, Health, Resiliency |
| Financial Literacy 9-10    | 9-12   | 1     | 5       | 3              | FL Financial Literacy (SS.912.FL)          |
| Financial Literacy 11-12   | 9-12   | 1     | 5       | 5              | FL Financial Literacy (SS.912.FL)          |

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



## FL Unique Skills — Social and Emotional Domain (US.PK12.SE)

| Standard     | Description                                                                                                                        | Curriculum Alignment                                                                                                                                          |
|--------------|------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| US.PK12.SE.1 | Self-Regulation — identify and manage emotions, recognize feelings, identify strengths, make decisions, self-advocacy, self-esteem | Self-Determination: Self-Awareness, Growth Mindset, Knowing My Limits; Social Skills: Navigating Social Situations; all courses reinforce emotional awareness |
| US.PK12.SE.2 | Interpersonal Relationships — empathy, cooperation, conflict resolution, interpersonal skills                                      | Social Skills: Working with Others, Navigating Social Situations, Relationship Skills, Taking Perspective; (11-12) Community Awareness                        |
| US.PK12.SE.3 | Relationships Across Settings — appropriate behavior in school, community, and work; self-monitoring                               | Social Skills: Navigating Social Situations; Employment Skills: Workplace Etiquette, Communication, Work Ethic; Independent Living: Communities in Action     |
| US.PK12.SE.4 | Social Skills and Strategies — apply social skills and strategies across contexts                                                  | Social Skills: full unit — Working with Others, Navigating Social Situations, Relationship Skills, Taking Perspective                                         |

## FL Unique Skills — Independent Functioning Domain (US.PK12.IF)

| Standard     | Description                                                                                  | Curriculum Alignment                                                                                                                       |
|--------------|----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| US.PK12.IF.1 | Self-Care Skills — hygiene, health, safety, self-determination in daily living               | Independent Living: Personal Care, Preparing Meals, Household Chores; (11-12) Health and Wellness                                          |
| US.PK12.IF.2 | Community Participation — recreation, money management, transportation, community engagement | Independent Living: Communities in Action, Planning My Week; (11-12) Solving Community Problems; Financial Literacy: Introduction to Money |
| US.PK12.IF.3 | Task Completion — routines, scheduling, organizational strategies                            | Independent Living: Planning My Week; Education + Training: Organization Skills, Study Skills; Employment Skills: Work Ethic               |
| US.PK12.IF.4 | Functioning Within Settings — navigate and function appropriately across environments        | Employment Skills: Workplace Etiquette, Safety; Social Skills: Navigating Social Situations; Independent Living: full unit                 |

## FL Unique Skills — Curriculum & Learning Domain (US.PK12.CL)

| Standard     | Description                                                                                              | Curriculum Alignment                                                                                                                            |
|--------------|----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| US.PK12.CL.2 | Task Management — initiate, complete, and evaluate tasks                                                 | Education + Training: Study Skills, Organization Skills; Employment Skills: Work Ethic; all culminating project lessons                         |
| US.PK12.CL.3 | Self-Determination and Self-Management — IEP participation, career planning, goal setting, self-advocacy | Self-Determination: full unit — Self-Awareness, Self-Advocacy, SMART Goals, Goal Setting, Growth Mindset; Employment Skills: Job Search, Resume |

## FL Board Rule 6A-603028 — IEP Transition Mandates

| Standard                     | Description                                                                                                                      | Curriculum Alignment                                                                                                                                  |
|------------------------------|----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6A-603028(3)(h)9             | Self-determination instruction must begin by age 14                                                                              | Self-Determination: full unit — Self-Awareness, Self-Advocacy, Growth Mindset, SMART Goals, Goal Setting, Knowing My Limits                           |
| 6A-603028(3)(h)              | IEP must include transition services by age 16 — postsecondary goals for training, education, employment, and independent living | Employment Skills: Job Search, Resume, Applications, Interviews; Education + Training: My Education, Learning Supports; Independent Living: full unit |
| Career Ed Planning (0500300) | Required career and education planning course covering career exploration, self-assessment, employability skills                 | Self-Determination: Self-Awareness, SMART Goals; Employment Skills: Job Search, Getting the Job; Education + Training: My Education                   |
| Project 10                   | FLDOE Transition Education Network — statewide transition planning resources and technical assistance                            | Transition Curriculum: all units align with Project 10 priority areas for transition services                                                         |



## FL Health Education — Resiliency Education Strand (Grades 9-12, HE.912.R)

| Standard     | Description                                                                            | Curriculum Alignment                                                                                                                  |
|--------------|----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| HE.912.R.1.1 | Demonstrate effective and respectful communication skills and strategies               | Unit 4 Relationship Skills: Communication Skills, Expressing My Feelings, Building Relationships; journal reflections in every lesson |
| HE.912.R.1.2 | Demonstrate empathy in a variety of contexts and situations                            | Unit 3 Social Awareness: Empathy, Compassion, Understanding Perspective, Taking Perspective                                           |
| HE.912.R.1.3 | Adjust behavior to respect the needs of others                                         | Unit 3: Respecting Others, Strength in Diversity, Being Open-Minded; Unit 4: My Boundaries, Healthy vs. Unhealthy Relationships       |
| HE.912.R.2.1 | Describe the importance of leadership skills in the school and community               | Unit 3: Caring for My Community, Elevating Others, Leadership Skills; (11-12) Communities in Action                                   |
| HE.912.R.2.2 | Analyze different perspectives to inform responsible decision-making                   | Unit 5 Responsible Decision-Making: Making Decisions, Anticipating Outcomes, Making Big Decisions                                     |
| HE.912.R.2.3 | Formulate a plan to attain a personal goal that addresses strengths, needs, and risks  | Unit 2 Self-Management: SMART Goals, Goals vs. Dreams, Getting Motivated; Unit 1: My Aspirations, My Priorities                       |
| HE.912.R.2.4 | Implement strategies and monitor progress in achieving a personal goal                 | Unit 2: Building Habits, Getting Motivated, SMART Goals; pre/post assessments track goal progress                                     |
| HE.912.R.2.5 | Formulate an effective long-term plan to include all dimensions of wellness            | Unit 2: Self-Care, My Bandwidth; Unit 1: My Potential, My Priorities, My Aspirations                                                  |
| HE.912.R.2.6 | Analyze how actions and reactions can influence one to respond in different situations | Unit 2: Managing My Emotions, Mixed Emotions, Acceptance (R.A.I.N. framework); Unit 1: Knowing My Strengths                           |
| HE.912.R.2.7 | Evaluate strategies that assist with managing challenges or setbacks                   | Unit 2: Handling Stress, Self-Care, Seeking Support, My Bandwidth; Unit 1: Growth Mindset, My Mindset                                 |
| HE.912.R.3.1 | Identify benefits of voting, volunteering, mentoring, and seeking leadership positions | Unit 3: Caring for My Community, Elevating Others, Leadership Skills; (11-12) Communities in Action, Solving Community Problems       |
| HE.912.R.3.2 | Analyze ways a leader can inspire confidence and motivate others                       | Unit 3: Leadership Skills, Elevating Others; Unit 4: Building Relationships, Working with Others                                      |
| HE.912.R.3.3 | Analyze situations and demonstrate strategies to engage in respectful debate           | Unit 4: Communication Skills, Resolving Conflict; Unit 3: Being Open-Minded, Understanding Perspective                                |
| HE.912.R.4.1 | Analyze the importance of character and grit to achieve successful outcomes            | Unit 1 Self-Awareness: Growth Mindset, My Mindset, Knowing My Strengths; Unit 2: Getting Motivated, Building Habits                   |

| Standard     | Description                                                                          | Curriculum Alignment                                                                              |
|--------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| HE.912.R.4.2 | Generate and apply alternative solutions when solving problems or resolving conflict | Unit 5: Making Decisions, Anticipating Outcomes, Problem Solving; Unit 4: Resolving Conflict      |
| HE.912.R.4.3 | Describe ways to anticipate, avoid or de-escalate conflicts                          | Unit 4: Resolving Conflict, Healthy vs. Unhealthy Relationships; Unit 5: Saying No, Peer Pressure |
| HE.912.R.4.4 | Identify the importance of perseverance when facing difficulty solving a problem     | Unit 2: Getting Motivated, Building Habits; Unit 1: Growth Mindset, My Mindset, My Potential      |

## FL Statute 1003.42(2)(s) – Required Character Education

| Requirement               | Description                                                                                                                                                             | Curriculum Alignment                                                                                                                                                             |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1003.42(2)(s)             | Character-development program teaching courage, kindness, honesty, tolerance, self-control, cooperation, patriotism, charity, respect for authority, respect for others | Unit 1: My Identity, My Values, Strength in Identity; Unit 3: Empathy, Compassion, Respecting Others, Strength in Diversity; Unit 4: Building Relationships, Working with Others |
| 1003.42(2)(s) Life Skills | Life skills for grades 9-12: soft skills, work habits, persistence, time management, interpersonal skills                                                               | Unit 2: Building Habits, SMART Goals, Self-Care; Unit 4: Communication Skills, Working with Others; Unit 5: Making Decisions, Anticipating Outcomes                              |
| 1003.42(2)(n)             | Mental and emotional health instruction including substance abuse prevention, youth suicide awareness, human trafficking awareness, dating violence awareness           | Unit 2: Managing My Emotions, Seeking Support, My Bandwidth, Self-Care; Unit 4: Healthy vs. Unhealthy Relationships; Unit 5: Saying No, Peer Pressure                            |

## FL Health Education – Personal Health Concepts (Grades 9-12, HE.912.PHC) – Mental/Emotional Health

| Standard       | Description                                                                                 | Curriculum Alignment                                                                                     |
|----------------|---------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| HE.912.PHC.1.4 | Analyze the interrelationships in mental and physical health (stress, anger management)     | Unit 2: Managing My Emotions, Handling Stress, My Bandwidth; Unit 1: Knowing My Strengths                |
| HE.912.PHC.2.1 | Analyze social media influences on mental health                                            | Unit 1: My Identity, Being Myself; Unit 3: Understanding Perspective, Uncovering Bias                    |
| HE.912.PHC.2.7 | Examine personal values, self-discipline, impulse vs. delayed gratification                 | Unit 1: My Values, My Priorities; Unit 2: Building Habits, Getting Motivated; Unit 5: Making Decisions   |
| HE.912.PHC.3.1 | Analyze decision-making in health situations (boundaries, peer pressure, managing emotions) | Unit 5: Making Decisions, Anticipating Outcomes, Peer Pressure, Saying No; Unit 4: My Boundaries         |
| HE.912.PHC.3.3 | Identify protective factors that mitigate suicide and mental health disorder risks          | Unit 2: Seeking Support, Self-Care, My Bandwidth; Unit 4: Building Relationships, Expressing My Feelings |
| HE.912.PHC.3.4 | Recognize signs/symptoms and seek treatment for mental health disorders                     | Unit 2: Seeking Support; Unit 3: Caring for My Community, Elevating Others                               |

| Standard       | Description                                                                        | Curriculum Alignment                                                                                           |
|----------------|------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| HE.912.PHC.3.5 | Recognize suicidal ideation and formulate a plan for assistance for self or others | Unit 2: Seeking Support, Self-Care; Unit 3: Empathy, Compassion, Caring for My Community                       |
| HE.912.PHC.3.8 | Formulate SWOT/SMART goals for personal health                                     | Unit 2: SMART Goals, Goals vs. Dreams, Building Habits; pre/post assessments at lesson, unit, and course level |

## FL Character Education & Resiliency Competencies

Florida does not use CASEL’s SEL framework. Instead, the Resiliency Education strand (HE.912.R) covers equivalent competencies under Florida-approved terminology: Character (R.1), Personal Responsibility (R.2), Mentorship and Citizenship (R.3), and Critical Thinking and Problem Solving (R.4). The EWB Curriculum’s five-unit structure addresses all four Resiliency Education strands plus the character traits mandated by FL Statute 1003.42.

### 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 FL Resiliency Education benchmarks addressed.** All 17 HE.912.R benchmarks, plus 8 mental/emotional health benchmarks (HE.912.PHC), plus the full character education mandate (1003.42). 125 dedicated lessons across five units provide measurable growth data via pre/post assessments. MHAA (Mental Health Assistance Allocation) funding eligible.



## 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                                                                          |
|---------------|----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| SS.912.FL.1.1 | Explain that people make choices because resources are scarce (opportunity cost) | Lesson 1: Introduction to Money — role of money in society, scarcity concepts             |
| SS.912.FL.1.2 | Evaluate ways that decisions affect values, needs, and goals                     | Lesson 1: Introduction to Money; Lesson 3: Ways to Spend — needs vs. wants                |
| SS.912.FL.1.7 | Develop and evaluate a personal spending plan                                    | Lesson 3: Ways to Spend; Lesson 4: How to Save — budgeting fundamentals; Capstone project |
| SS.912.FL.2.1 | Explain that income is the primary source of personal wealth                     | Lesson 2: Ways to Earn Money — earnings, pay structures                                   |
| SS.912.FL.2.2 | Describe factors that affect take-home pay                                       | Lesson 2: Ways to Earn Money — earnings, taxes, deductions                                |
| SS.912.FL.4.5 | Discuss the difference between saving and investing                              | Lesson 4: How to Save Money — saving fundamentals                                         |

## 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                                                                               |
|----------------|----------------------------------------------------------|------------------------------------------------------------------------------------------------|
| SS.912.FL.1.5  | Apply systematic decision-making to a financial decision | Lesson 1: Money Matters — psychology of money, values alignment; Capstone project              |
| SS.912.FL.1.6  | Explain why a person should develop a financial plan     | Lesson 2: Budgeting Basics — budget design, expense tracking                                   |
| SS.912.FL.1.7  | Develop and evaluate a personal spending plan            | Lesson 2: Budgeting Basics — hands-on budget creation; Capstone project                        |
| SS.912.FL.4.3  | Compare financial institutions and their services        | Lesson 3: Where You Keep Your Money — types of bank accounts, financial institution comparison |
| SS.912.FL.4.4  | Explain how FDIC/NCUA protects depositors                | Lesson 3: Where You Keep Your Money — account safety and protections                           |
| SS.912.FL.5.1  | Explain the costs and benefits of using credit           | Lesson 4: Using Credit and Debit Cards — credit vs. debit, responsible use                     |
| SS.912.FL.5.4  | Explain how credit scores are determined                 | Lesson 4: Using Credit and Debit Cards — credit fundamentals                                   |
| SS.912.FL.5.8  | Explain the consequences of excessive debt               | Lesson 4: Using Credit and Debit Cards — consequences of credit misuse                         |
| SS.912.FL.5.13 | Describe identity theft and how to protect against it    | Lesson 3: Where You Keep Your Money — account safety; Lesson 4: credit card security           |

