Standards Alignment

Georgia 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 Georgia standards frameworks. Each lesson includes Common Core ELA standards in its lesson properties. Additionally, each course line aligns to the Georgia content standards that govern its subject area.

Standards Addressed

CCSS ELA Standards — embedded in every lesson via lesson properties; correspond to Georgia Standards of Excellence (GSE)

GA Health Education Standards (HE H.S.1–8) — 8 standards covering mental/emotional health, communication, decision-making, goal-setting, advocacy

CTAE Employability Skills — Universal foundational standard across all 17 Georgia CTAE career pathways

GA Personal Finance & Economics (SSEPF1–10) — 10 personal finance standards within the graduation-required course (SB 1063, effective 2024-25)

GaMTSS / Whole Child Framework — Georgia Multi-Tiered System of Supports — academic, behavioral, and wellbeing domains

GAA 2.0 Extended Content Standards — Georgia Alternate Assessment via CCSS-to-GSE correspondence in lesson properties

Course Summary

Course	Grades	Units	Lessons	CCSS Standards	Georgia Standards
Transition 9-10	9-12	6	30	30+	CTAE Employability, IDEA Transition
Transition 11-12	9-12	6	30	30+	CTAE Employability, IDEA Transition
Emotional Well-Being Gr 9	9	5	25	14	GA Health Ed, GaMTSS, Whole Child
Emotional Well-Being Gr 10	10	5	25	3+	GA Health Ed, GaMTSS, Whole Child
Emotional Well-Being Gr 11	11	5	25	*	GA Health Ed, GaMTSS, Whole Child
Emotional Well-Being Gr 12	12	5	25	2+	GA Health Ed, GaMTSS, Whole Child
Financial Literacy 9-10	9-12	1	5	3	GA Personal Finance & Economics (SSEPF)
Financial Literacy 11-12	9-12	1	5	5	GA Personal Finance & Economics (SSEPF)

** 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.

CTAE Employability Skills — Universal Standard Across All Career Pathways

Standard	Description	Curriculum Alignment
CTAE-ES.1	Demonstrate employability skills required by business and industry	Employment Skills: Workplace Etiquette, Communication, Work Ethic, Safety (11-12); Job Search, Resume, Applications, Interviews (9-10)
CTAE-ES.2	Positive work ethic, punctuality, and time management	Employment Skills: Work Ethic, Workplace Etiquette; Independent Living: Planning My Week
CTAE-ES.3	Teamwork and collaboration in workplace settings	Social Skills: Working with Others, Navigating Social Situations, Relationship Skills
CTAE-ES.4	Effective oral and written communication	Social Skills: full unit; Employment Skills: Communication, Interviews; collaboration boards in all lessons
CTAE-ES.5	Career planning aligned to the 4 Es (Employment, Enrollment, Enlistment, Entrepreneurship)	Self-Determination: Self-Awareness, SMART Goals, Goal Setting; Employment Skills: Job Search, Getting the Job; Education + Training: My Education

CTAE Career Clusters — Human Services & Education Pathways

Standard	Description	Curriculum Alignment
CTAE-HS	Human Services cluster — community services, counseling/mental health, family services	Social Skills: Communities in Action, Solving Community Problems; Independent Living: full unit

Standard	Description	Curriculum Alignment
CTAE-ET	Education and Training cluster — career development in education settings	Education + Training: My Education, Learning Supports, Study Skills, Organization Skills
CTAE-FIN	Finance cluster — financial literacy, banking, investing, risk management	Financial Literacy: full course (9-10 and 11-12)

Georgia Secondary Transition Requirements (IDEA)

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

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.

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

Standard	Description	Curriculum Alignment
HE H.S.1	Comprehend concepts related to health promotion and disease prevention — interrelationships of emotional, intellectual, physical, and social health	Unit 1 Self-Awareness: My Identity, Knowing My Strengths, Strength in Identity, My Potential; Unit 2 Self-Management: Managing Emotions, Handling Stress, Self-Care
HE H.S.2	Analyze influences of family, peers, culture, media, technology, personal values and norms on health behaviors	Unit 3 Social Awareness: Understanding Perspective, Empathy, Compassion, Respecting Others, Strength in Diversity, Uncovering Bias; Unit 5: Peer Pressure

Standard	Description	Curriculum Alignment
HE H.S.3	Access valid health information, products, and services — determine when professional health services may be required	Unit 2: Seeking Support; Unit 5: Responsible Decision-Making; Transition: Independent Living resources
HE H.S.4	Use interpersonal communication skills — conflict resolution, asking for and offering assistance, healthy relationships	Unit 4 Relationship Skills: Building Relationships, Communication Skills, Resolving Conflict, Healthy vs. Unhealthy Relationships, Expressing My Feelings
HE H.S.5	Use decision-making skills — identify barriers, evaluate short/long-term impact, health-enhancing choices	Unit 5 Responsible Decision-Making: Making Decisions, Anticipating Outcomes, Problem Solving, Making Big Decisions, Taking Healthy Risks
HE H.S.6	Use goal-setting skills — design personal health plan, monitor progress toward short/long-term goals	Unit 2 Self-Management: SMART Goals, Goals vs. Dreams, Getting Motivated, Building Habits; Unit 1: My Aspirations, My Priorities
HE H.S.7	Practice health-enhancing behaviors — relationship between positive self-image, self-control, and avoiding risky behaviors	Unit 1: Knowing My Strengths, My Potential; Unit 2: Self-Care, Managing My Emotions; Unit 5: Saying No, Peer Pressure
HE H.S.8	Advocate for personal, family, and community health — work cooperatively, influence others toward positive health choices	Unit 3: Caring for My Community, Elevating Others, Leadership Skills; Unit 4: Working with Others

GaMTSS / Whole Child Framework — Wellbeing Domain

Domain	Description	Curriculum Alignment
GaMTSS-W.1	Tier 1 universal wellbeing instruction — every child feels valued, connected, and respected	All 5 EWB units provide structured Tier 1 wellbeing instruction across self-awareness, self-management, social awareness, relationship skills, and responsible decision-making
GaMTSS-B.1	Behavioral supports — PBIS-aligned social-emotional competency development	Unit 2: Managing My Emotions, Handling Stress, Acceptance (R.A.I.N.); Unit 4: Resolving Conflict; Unit 5: Saying No, Peer Pressure
GaMTSS-SC.1	Positive school climate — measured via Georgia School Climate Survey	Unit 3: Empathy, Compassion, Strength in Diversity, Uncovering Bias, Being Open-Minded; Unit 4: Building Relationships, My Boundaries

CASEL 5 Competencies (Research Foundation)

Georgia does not have state-adopted K-12 SEL standards. Ori's EWB Curriculum is built on the CASEL 5 competency framework, which serves as the research foundation for Georgia's GaMTSS wellbeing domain and Health Education Standards. Each of the five units maps to one CASEL competency 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)

All 8 Georgia Health Education Standards addressed. 125 dedicated lessons across five CASEL-aligned units, with pre/post assessments at the lesson, unit, and course level. Supports GaMTSS Tier 1 wellbeing instruction, PBIS behavioral goals, and Georgia's Whole Child framework.

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
SSEPF1.a	Apply rational decision-making to evaluate post-high school life choices (college, technical school, military, workforce)	Education + Training unit overlap; Lesson 1: Introduction to Money — role of money in life decisions
SSEPF1.e	Describe how individual financial decisions can help create generational wealth	Lesson 1: Introduction to Money — value of money in society and personal life
SSEPF2.a	Compare different types of income (hourly wages, salary, tips, 1099, dividends, capital gains)	Lesson 2: Ways to Earn Money — types of earnings and pay structures
SSEPF2.f	Describe how to determine a person's net worth	Lesson 1: Introduction to Money — understanding personal financial standing
SSEPF3.a	Explain roles and functions of money (medium of exchange, store of value, unit of account)	Lesson 1: Introduction to Money — what money is, how it functions
SSEPF8.a	Identify skills for workplace success (positive work ethic, punctuality, time management, teamwork, communication)	Lesson 2: Ways to Earn Money — earning capacity tied to workplace skills; Transition curriculum overlap

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
SSEPF1.d	Apply rational decision-making to major life choices (employment, renting vs. buying, mortgage, buying car)	Lesson 1: Money Matters — psychology of money, values-based financial decisions
SSEPF2.c	Describe basic components of a paystub (gross pay, net pay, deductions, FICA, 401K)	Lesson 1: Money Matters — understanding income and deductions
SSEPF2.d	Analyze basic components of a personal budget (income, expenses, short/long-term savings)	Lesson 2: Budgeting Basics — hands-on budget creation and expense tracking
SSEPF2.e	Explain how to reconcile a checking account (online or paper, unposted transactions, overdraft fees)	Lesson 3: Where You Keep Your Money — account management and monitoring
SSEPF3.b	Compare services offered by different financial institutions (banks, credit unions, payday lenders, title pawn)	Lesson 3: Where You Keep Your Money — types of financial institutions
SSEPF3.c	Compare/contrast cash, debit cards, credit cards, prepaid cards, mobile payment apps	Lesson 4: Using Credit and Debit Cards — payment methods comparison
SSEPF4.a	Compare interest rates on loans/credit cards from different institutions	Lesson 4: Using Credit and Debit Cards — understanding credit costs
SSEPF4.b	Define APR and describe how different interest rates affect monthly payments	Lesson 4: Using Credit and Debit Cards — credit fundamentals
SSEPF6.a	Differentiate between credit report and credit score; explain how to access each	Lesson 4: Using Credit and Debit Cards — credit fundamentals and responsible use
SSEPF6.b	Describe components of a credit score (payment history, debt-to-income ratio, length of credit history, types of credit)	Lesson 4: Using Credit and Debit Cards — credit score basics
SSEPF8.b	Describe impact of a person's social media footprint on career and finances	Lesson 1: Money Matters — real-world financial impacts; Transition curriculum overlap
SSEPF8.c	Evaluate job/career options and explain significance of investment in education, training, and skill development	Capstone project — connecting financial planning to career readiness