



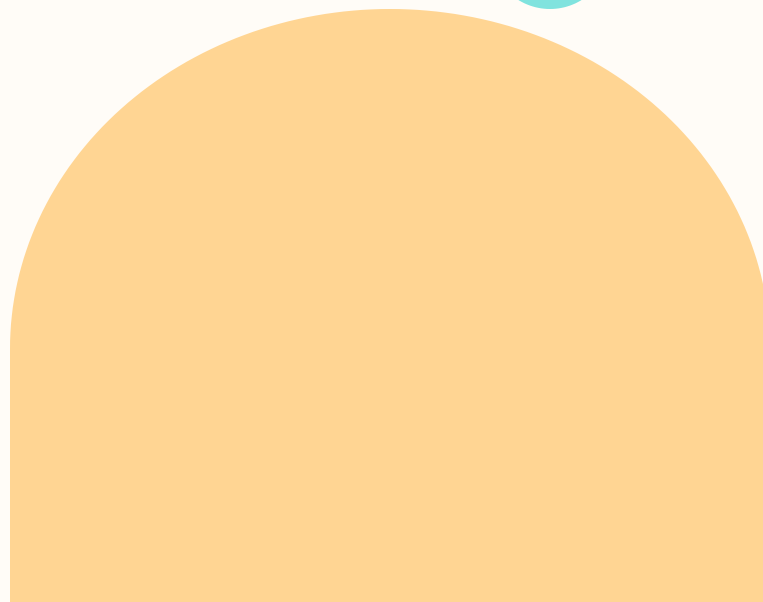
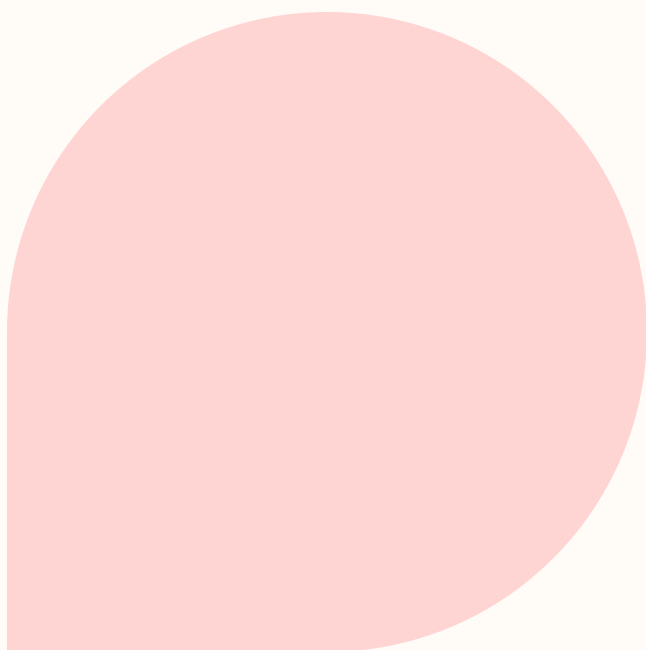
California Standards Alignment

High School Courses • Grades 9-12

Transition Curriculum

Emotional Well-Being Curriculum

Financial Literacy





Overview

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

Standards Addressed

CCSS ELA Standards — embedded in every lesson via lesson properties; maps to CA Core Content Connectors (CCCs) for alternate assessment students

CA T-SEL Competencies — Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making (CASEL-aligned with equity/social justice lens)

CA Health Education Content Standards — Mental, Emotional, and Social Health content area — 27 standards across 8 overarching standard areas (grades 9-12)

CTE Standards for Career Ready Practice — 12 career readiness standards for grades 7-12 (CTE Model Curriculum Standards, adopted 2013)

AB 2927 Financial Literacy — 13 required personal finance topics — graduation requirement beginning class of 2030-31

IDEA Secondary Transition Requirements — ITP postsecondary goals in Employment, Education/Training, and Independent Living per IDEA + AB 438

Course Summary

Course	Grades	Units	Lessons	CCSS Standards	California Standards
Transition 9-10	9-12	6	30	30+	CA CTE Career Ready Practices
Transition 11-12	9-12	6	30	30+	CA CTE Career Ready Practices
Emotional Well-Being Gr 9	9	5	25	14	CA T-SEL, Health Education
Emotional Well-Being Gr 10	10	5	25	3+	CA T-SEL, Health Education
Emotional Well-Being Gr 11	11	5	25	*	CA T-SEL, Health Education
Emotional Well-Being Gr 12	12	5	25	2+	CA T-SEL, Health Education
Financial Literacy 9-10	9-12	1	5	3	CA AB 2927 Financial Literacy
Financial Literacy 11-12	9-12	1	5	5	CA AB 2927 Financial Literacy

** 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.

CTE Standards for Career Ready Practice (Grades 7-12)

Standard	Description	Curriculum Alignment
CRP.1	Apply appropriate technical skills and academic knowledge	Employment Skills: Work Ethic, Safety, Workplace Etiquette; Financial Literacy: all units apply academic knowledge to real-world financial tasks
CRP.2	Communicate clearly, effectively, and with reason	Social Skills: Working with Others, Navigating Social Situations, Relationship Skills; Employment Skills: Communication (11-12), Job Interviews
CRP.3	Develop an education and career plan aligned to personal goals	Self-Determination: Self-Awareness, SMART Goals, Goal Setting; Education + Training: My Education, Learning Supports
CRP.4	Apply technology to enhance productivity	Education + Training: Learning Supports; all courses delivered via Ori digital platform
CRP.5	Utilize critical thinking to make sense of problems and persevere in solving them	Self-Determination: Growth Mindset, My Mindset; Independent Living: Solving Community Problems (11-12); Employment Skills: problem-solving in workplace scenarios
CRP.6	Practice personal health and understand financial literacy	Financial Literacy: all 13 AB 2927 topics; EWB: Self-Management — Self-Care, My Well-Being; Transition: Independent Living — Personal Care
CRP.7	Act as a responsible citizen in the workplace and the community	Social Skills: Working with Others, Community Awareness, Community Involvement; Independent Living: Communities in Action (11-12)
CRP.8	Model integrity, ethical leadership, and effective management	Employment Skills: Work Ethic, Workplace Etiquette; Self-Determination: Self-Advocacy (11-12); EWB: Responsible Decision-Making — Ethical Decision-Making
CRP.9	Work productively in teams while using cultural/global competence	Social Skills: full unit — Taking Perspective, Working with Others, Navigating Social Situations, Relationship Skills

Standard	Description	Curriculum Alignment
CRP.10	Demonstrate creativity and innovation	Self-Determination: Growth Mindset, My Mindset; all culminating project lessons across every unit
CRP.11	Employ valid and reliable research strategies	Education + Training: My Education, Learning Supports, Study Skills; research components in project-based lessons
CRP.12	Understand the environmental, social, and economic impacts of decisions	Independent Living: Community Awareness, Communities in Action (11-12); EWB: Responsible Decision-Making — Anticipating Outcomes, Problem Solving

California Secondary Transition Requirements (IDEA + AB 438)

Standard	Description	Curriculum Alignment
ITP.1	Postsecondary employment goals — measurable goals and transition services for competitive integrated employment	Employment Skills: full unit — Job Search, Building a Resume, Applying for Jobs, Job Interviews (9-10); Workplace Etiquette, Communication, Work Ethic, Safety (11-12)
ITP.2	Education/training goals — postsecondary education and vocational training planning	Education + Training: My Education, Learning Supports, Study Skills, Organization Skills; Exploring Job Training Programs (11-12)
ITP.3	Independent living goals — daily living skills and community participation	Independent Living: full unit — Household Chores, Preparing Meals, Personal Care, Planning My Week (9-10); Community Resources, Communities in Action (11-12)
ITP.4	Age-appropriate transition assessment — interests, strengths, preferences, needs	Self-Determination: Self-Awareness, Knowing My Limits, SMART Goals; interest and skill inventories embedded in lessons
ITP.5	Self-determination and self-advocacy skills	Self-Determination: full unit — Self-Awareness, Growth Mindset, Self-Advocacy, Knowing My Limits, 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.

California T-SEL Competencies (Transformative Social and Emotional Learning)

Competency	Standard Description	Curriculum Alignment
Self-Awareness (1.A-1.C)	Understand one's emotions, thoughts, and values; recognize strengths/limitations; examine prejudices/biases; reflect on one's role in community	Unit 1: My Identity, Knowing My Strengths, Strength in Identity, My Values, My Potential, Growth Mindset; journal reflections in every lesson
Self-Management (2.A-2.C)	Manage emotions, thoughts, and behaviors; impulse control, stress management, self-discipline, goal setting, organizational skills	Unit 2: Managing My Emotions, Mixed Emotions, Handling Stress, My Bandwidth, SMART Goals, Building Habits, Self-Care, Getting Motivated, Acceptance (R.A.I.N. framework)

Competency	Standard Description	Curriculum Alignment
Social Awareness (3.A-3.C)	Take perspectives of others including diverse backgrounds; appreciate diversity; understand social/ethical norms; recognize resources/supports	Unit 3: Understanding Perspective, Empathy, Compassion, Respecting Others, Strength in Diversity, Uncovering Bias, Being Open-Minded, Caring for My Community
Relationship Skills (4.A-4.C)	Establish and maintain healthy relationships; communication, teamwork, conflict resolution across diverse settings	Unit 4: Building Relationships, Communication Skills, Resolving Conflict, Working with Others, My Boundaries, Healthy vs. Unhealthy Relationships, Expressing My Feelings
Responsible Decision-Making (5.A-5.C)	Make caring and constructive choices; ethical responsibility, safety, evaluating consequences across diverse situations	Unit 5: Making Decisions, Anticipating Outcomes, Problem Solving, Taking Healthy Risks, Peer Pressure, Saying No, Making Big Decisions

CA Health Education Content Standards — Mental, Emotional, and Social Health (Grades 9-12)

Standard	Description	Curriculum Alignment
1.1.M	Describe benefits of positive relationships with trusted adults	Unit 4 Relationship Skills: Supportive Relationships, Building Relationships
1.2.M	Analyze qualities of healthy peer and family relationships	Unit 4: Healthy vs. Unhealthy Relationships, My Boundaries
1.3.M	Describe healthy ways to express caring, friendship, affection, and love	Unit 4: Communication Skills, Expressing My Feelings
1.4.M	Describe qualities that contribute to a positive self-image	Unit 1 Self-Awareness: My Identity, Knowing My Strengths, Strength in Identity
1.5.M	Describe how social environments affect health and well-being	Unit 3 Social Awareness: My Community, Understanding Others, Caring for My Community
1.6.M	Recognize signs of disordered eating and common mental health conditions	Unit 2 Self-Management: Self-Care, My Well-Being
1.7.M	Analyze signs of depression, potential suicide, and self-destructive behaviors	Unit 2: Managing Emotions, Seeking Support; Unit 3: Seeking Support
1.8.M	Explain how bystanders can help prevent violence by reporting dangerous situations	Unit 3: Caring for My Community; Unit 5: Responsible Decision-Making
1.9.M	Classify personal stressors at home, in school, and with peers	Unit 2: Handling Stress, My Bandwidth
1.10.M	Identify warning signs for suicide	Unit 2: Seeking Support; Unit 3: Caring for My Community
1.11.M	Identify loss and grief	Unit 2: Managing Emotions, Acceptance (R.A.I.N. framework)
2.1.M	Analyze internal and external issues related to seeking mental health assistance	Unit 2: Seeking Support; Unit 3: Empathy, Understanding Others
3.1.M	Access school and community resources for mental, emotional, and social health concerns	Unit 3: Caring for My Community; Unit 2: Seeking Support

Standard	Description	Curriculum Alignment
3.2.M	Evaluate benefits of professional services for mental, emotional, or social health conditions	Unit 2: Seeking Support; Unit 1: My Well-Being
4.1.M	Seek help from trusted adults for oneself or a friend with an emotional or social health problem	Unit 4: Supportive Relationships; Unit 2: Seeking Support
4.2.M	Discuss healthy ways to respond when you or someone you know is grieving	Unit 2: Acceptance, Managing Emotions; Unit 4: Expressing My Feelings
5.1.M	Monitor personal stressors and assess techniques for managing them	Unit 2: Handling Stress, My Bandwidth, Coping Strategies
5.2.M	Compare various coping mechanisms for managing stress	Unit 2: Self-Care, Coping Strategies
5.3.M	Analyze situations when it is important to seek help with stress, loss, unrealistic body image, and depression	Unit 2: Seeking Support; Unit 5: Responsible Decision-Making
6.1.M	Evaluate how preventing/managing stress and getting help can achieve short- and long-term goals	Unit 2: Setting SMART Goals, Goals vs. Dreams; Unit 1: My Aspirations
6.2.M	Set a goal to reduce life stressors in a health-enhancing way	Unit 2: Setting SMART Goals, Building Habits
7.1.M	Assess personal patterns of response to stress and use of resources	Unit 2: My Bandwidth, Coping Strategies
7.2.M	Practice effective coping mechanisms and strategies for managing stress	Unit 2: Self-Care, Coping Strategies, Building Habits
7.3.M	Discuss suicide-prevention strategies	Unit 3: Caring for My Community; Unit 2: Seeking Support
7.4.M	Practice respect for individual differences and diverse backgrounds	Unit 3: Understanding Others, Appreciating Differences; Unit 1: Strength in Identity
7.5.M	Participate in clubs, organizations, and activities for student and family involvement	Unit 3: Caring for My Community, Leadership Skills; Transition: Community Involvement
7.6.M	Practice setting personal boundaries in a variety of situations	Unit 4: Healthy vs. Unhealthy Relationships, My Boundaries; Unit 2: Self-Advocacy
8.1.M	Support the needs and rights of others regarding mental and social health	Unit 3: Empathy, Elevating Others, Leadership Skills
8.2.M	Promote a positive and respectful environment at school and in the community	Unit 3: Caring for My Community; Unit 4: Building New Friendships
8.3.M	Object appropriately to teasing based on perceived personal characteristics and sexual orientation	Unit 4: Standing Up for Others; Unit 3: Appreciating Differences, Uncovering Bias

California T-SEL Competencies

The EWB Curriculum’s five-unit structure maps directly to California’s five Transformative SEL competency domains (built on the CASEL 5 framework with an equity/social justice lens), 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 CA T-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. Additionally addresses all 27 Health Education Content Standards for Mental, Emotional, and Social Health (grades 9-12).



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
AB2927.1	Fundamentals of banking for personal use, including savings and checking and managing to minimize fees	Lesson 1: Introduction to Money — role of money, financial institutions; Lesson 4: How to Save Money — savings fundamentals
AB2927.2	Principles of budgeting for independent living	Lesson 3: Ways to Spend Your Money — needs vs. wants, spending decisions; Lesson 4: How to Save Money — budgeting fundamentals; Capstone project
AB2927.3	Employment and understanding factors that affect net income	Lesson 2: Ways to Earn Money — earnings, pay structures, factors affecting income
AB2927.11	Understanding how psychology can impact one's financial well-being	Lesson 1: Introduction to Money — relationship with money; Lesson 3: Ways to Spend — impulse vs. planned spending
AB2927.13	Other topics directly and specifically relevant to personal finance	Capstone project — integrates earning, spending, and saving into applied scenarios

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
AB2927.1	Fundamentals of banking for personal use, including savings and checking and managing to minimize fees	Lesson 3: Where You Keep Your Money — types of bank accounts, fees, account safety
AB2927.2	Principles of budgeting for independent living	Lesson 2: Budgeting Basics — hands-on budget creation, expense tracking; Capstone project
AB2927.4	Uses and effects of credit, including managing credit scores and the relation of debt and interest to credit	Lesson 4: Using Credit and Debit Cards — credit fundamentals, responsible use, consequences of misuse
AB2927.5	Uses and costs of loans, including student loans and loan forgiveness policies	Lesson 4: Using Credit and Debit Cards — credit vs. debit, debt concepts
AB2927.9	Enhancing consumer protection skills — awareness of common scams and frauds and preventing identity theft	Lesson 3: Where You Keep Your Money — account safety, protecting financial identity
AB2927.11	Understanding how psychology can impact one's financial well-being	Lesson 1: Money Matters — psychology of money, values alignment, behavioral finance concepts
AB2927.13	Other topics directly and specifically relevant to personal finance	Capstone project — integrates budgeting, banking, and credit into real-world financial planning