



Standards Alignment

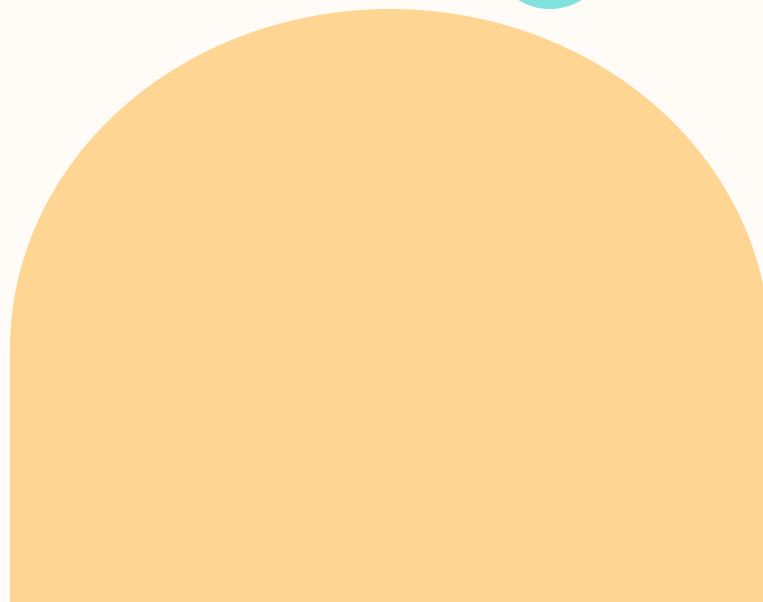
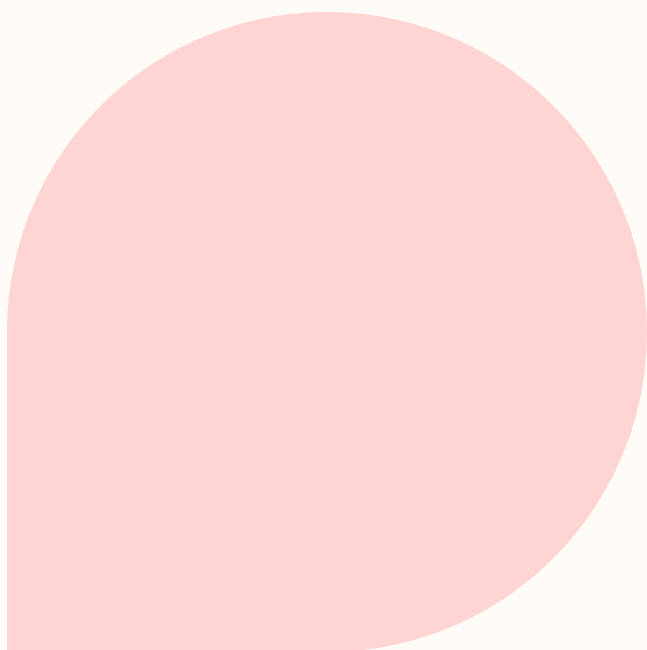
Iowa Standards Alignment

High School Courses • Grades 9-12

Transition Curriculum

Emotional Well-Being Curriculum

Financial Literacy





Overview

Ori Learning's high school courses align to multiple Iowa standards frameworks. Each lesson includes Common Core ELA standards in its lesson properties, providing a direct crosswalk to **DLM Essential Element**. Additionally, each course line aligns to the Iowa content standards that govern its subject area.

Standards Addressed

DLM Essential Elements (ELA & Math) — via CCSS standard alignments embedded in every lesson; Iowa Core Standards are CCSS-based

Iowa Core Standards (CCSS-aligned) — Iowa Core Standards for English Language Arts — aligned to Common Core State Standards

Iowa 21st Century Skills Framework — Employability Skills, Financial Literacy, Health Literacy, Civic Literacy, Technology Literacy — cross-curricular competencies required in every content area

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

Iowa Core 21st Century Employability Skills — Communication, Collaboration, Critical Thinking, Creativity, Flexibility/Adaptability, Productivity/Accountability, Leadership/Responsibility, Social/Cross-Cultural Skills

SF 2369 Financial Literacy Requirement — Half-credit financial literacy course required for graduation (effective class of 2024)

Iowa MTSS Framework — Iowa's Multi-Tiered System of Supports integrating academic, behavioral, and social-emotional instruction

Course Summary

Course	Grades	Units	Lessons	DLM Essential Element	Iowa Standards
Transition 9-10	9-12	6	30	30+	IA 21st Century Skills, Iowa Core, SPED Transition
Transition 11-12	9-12	6	30	30+	IA 21st Century Skills, Iowa Core, SPED Transition
Emotional Well-Being Gr 9	9	5	25	14	IA 21st Century Skills, Health Ed
Emotional Well-Being Gr 10	10	5	25	3+	IA 21st Century Skills, Health Ed
Emotional Well-Being Gr 11	11	5	25	*	IA 21st Century Skills, Health Ed
Emotional Well-Being Gr 12	12	5	25	2+	IA 21st Century Skills, Health Ed

Course	Grades	Units	Lessons	DLM Essential Element	Iowa Standards
Financial Literacy 9-10	9-12	1	5	3	IA Financial Literacy (SF 2369)
Financial Literacy 11-12	9-12	1	5	5	IA Financial Literacy (SF 2369)

** 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

DLM Essential Element Crosswalk

CCSS ELA standards aligned in lesson properties, with corresponding DLM Essential Element. 60 lessons across two course levels.

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

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

36 unique DLM Essential Element addressed across 60 Transition lessons, spanning Reading Informational Text, Writing, Speaking & Listening, and Language strands.

Iowa 21st Century Employability Skills

Standard	Description	Curriculum Alignment
21C.ES.1	Communication and Collaboration — articulate thoughts effectively; demonstrate ability to work with diverse teams	Social Skills: Working with Others, Navigating Social Situations, Relationship Skills; Employment Skills: Communication, Interviews, Workplace Etiquette
21C.ES.2	Critical Thinking and Problem Solving — reason effectively, make judgments and decisions, solve problems	Self-Determination: SMART Goals, Goal Setting; Employment Skills: all workplace lessons; Independent Living: Solving Community Problems (11-12)
21C.ES.3	Creativity and Innovation — think creatively, work creatively with others, implement innovations	Self-Determination: Growth Mindset, My Mindset; all culminating project lessons
21C.ES.4	Flexibility and Adaptability — adapt to change, deal positively with ambiguity and multiple demands	Self-Determination: Growth Mindset, Knowing My Limits; Employment Skills: Work Ethic, Workplace Safety
21C.ES.5	Productivity and Accountability — manage projects, produce results, demonstrate responsibility	Employment Skills: Work Ethic, Workplace Etiquette; Independent Living: Planning My Week; Self-Determination: SMART Goals
21C.ES.6	Leadership and Responsibility — guide and lead others, act responsibly with community interests in mind	Self-Determination: Self-Advocacy (11-12); Social Skills: Communities in Action; Independent Living (11-12): Community Involvement

Standard	Description	Curriculum Alignment
21C.ES.7	Social and Cross-Cultural Skills — interact effectively with others, work in diverse teams	Social Skills: Taking Perspective, Navigating Social Situations, Working with Others; (11-12) Community Awareness

Iowa 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

DLM Essential Element Crosswalk

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

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

Iowa 21st Century Skills — Social-Emotional & Health Literacy Focus

Skill Area	Description	Curriculum Alignment
21C.HL.1	Health Literacy — obtain, interpret, and understand basic health information and services needed to make appropriate health decisions	Unit 2 Self-Management: Self-Care, My Well-Being, My Bandwidth, Handling Stress, Seeking Support; Unit 1: Knowing My Strengths, My Potential
21C.HL.2	Health Literacy — understand preventive physical and mental health measures, including healthy eating, stress management, and help-seeking	Unit 2: Handling Stress, Self-Care, Acceptance (R.A.I.N.), Seeking Support; Unit 5: Taking Healthy Risks, Saying No

Skill Area	Description	Curriculum Alignment
21C.CL.1	Civic Literacy — participate effectively in civic life; exercise rights and obligations of citizenship at local, state, national, global levels	Unit 3: Caring for My Community, Elevating Others, Leadership Skills; Unit 5: Responsible Decision-Making; Transition (11-12): Community Awareness, Communities in Action, Community Involvement
21C.SCS.1	Social and Cross-Cultural Skills — interact effectively with others, know when to listen and speak, conduct oneself professionally	Unit 3: Understanding Perspective, Empathy, Respecting Others, Strength in Diversity, Uncovering Bias; Unit 4: Communication Skills, Building Relationships

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

Standard	Description	Curriculum Alignment
IA HE.1	Comprehend concepts related to health promotion — 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
IA HE.2	Analyze influences on health behaviors — family, peers, culture, media, technology	Unit 3 Social Awareness: Understanding Perspective, Empathy, Respecting Others, Strength in Diversity, Uncovering Bias; Unit 5: Peer Pressure
IA HE.3	Access valid health information and services — determine when professional help is needed	Unit 2: Seeking Support; Unit 5: Responsible Decision-Making; Transition: Independent Living resources
IA HE.4	Use interpersonal communication skills to enhance health — conflict resolution, healthy relationships	Unit 4 Relationship Skills: Communication Skills, Resolving Conflict, Expressing My Feelings, Healthy vs. Unhealthy Relationships
IA HE.5	Use decision-making skills to enhance health	Unit 5 Responsible Decision-Making: Making Decisions, Anticipating Outcomes, Problem Solving, Making Big Decisions
IA 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
IA HE.7	Practice health-enhancing behaviors and avoid health risks	Unit 2: Self-Care, Managing My Emotions; Unit 5: Saying No, Peer Pressure, Taking Healthy Risks
IA HE.8	Advocate for personal, family, and community health	Unit 3: Caring for My Community, Elevating Others, Leadership Skills; Unit 4: Working with Others

Iowa MTSS Framework — Tier 1 Social-Emotional Alignment

Domain	Description	Curriculum Alignment
IA-MTSS.T1	Tier 1 universal instruction — evidence-based social-emotional instruction for all students	All 5 EWB units provide structured Tier 1 SEL instruction across self-awareness, self-management, social awareness, relationship skills, and responsible decision-making
IA-MTSS.B	Behavioral domain — proactive teaching of prosocial skills and self-regulation	Unit 2: Managing My Emotions, Handling Stress, Acceptance (R.A.I.N.); Unit 4: Resolving Conflict; Unit 5: Saying No, Peer Pressure
IA-MTSS.SE	Social-emotional domain — fostering positive school climate, relationships, and student well-being	Unit 3: Empathy, Compassion, Strength in Diversity, Uncovering Bias, Being Open-Minded; Unit 4: Building Relationships, My Boundaries

Iowa 21st Century Skills — Social-Emotional Competencies

Iowa does not have standalone state SEL standards but integrates social-emotional competencies through its 21st Century Skills framework (required across all content areas) and Iowa Core Health Standards. The EWB Curriculum maps to Iowa's five CASEL-aligned skill areas embedded in the 21st Century framework, 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 \(Gr 9-12\)](#)

Full alignment with Iowa's 21st Century Skills framework. 125 dedicated lessons across five CASEL-aligned units, with pre/post assessments at the lesson, unit, and course level providing measurable growth data. Supports Iowa MTSS Tier 1 behavioral and social-emotional instruction, all 8 Iowa Core Health Education Standards, and all 7 Employability Skills.



Financial Literacy

DLM Essential Element Crosswalk

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

CCSS Standard	DLM Essential Element	Description	9-10	11-12
RI.8.2	EE.RI.8.2	Determine central ideas in informational text	✓	✓
MATH 7.EE.B.4	EE.M.7.EE.B.4	Use equations to solve problems	✓	✓
MATH 4.NBT.B.4	EE.M.4.NBT.B.4	Fluently add and subtract multi-digit numbers	✓	—
MATH HSA.CED.A.3	EE.M.HSA.CED.A.3	Represent constraints by equations; interpret solutions	—	✓
MATH HSN.Q.A.1	EE.M.HSN.Q.A.1	Use units to understand and solve problems	—	✓
MATH MP.4	(Practice Standard)	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
IA.FL.1	Financial decision-making — apply rational decision-making to personal financial choices	Lesson 1: Introduction to Money — role of money in personal life; Lesson 3: Ways to Spend — needs vs. wants; Capstone project
IA.FL.2	Earning income — types of compensation, employment, career-income connections	Lesson 2: Ways to Earn Money — earnings, pay structures, sources of income
IA.FL.3	Spending wisely — needs vs. wants, comparison shopping, consumer awareness	Lesson 3: Ways to Spend Your Money — needs vs. wants, spending choices
IA.FL.4	Saving and investing — importance of saving, basic investment concepts	Lesson 4: How to Save Money — saving fundamentals, 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
IA.FL.1	Financial decision-making — values-based financial planning, behavioral economics	Lesson 1: Money Matters — psychology of money, values alignment; Capstone project
IA.FL.5	Budgeting — create and manage a personal budget, track income and expenses	Lesson 2: Budgeting Basics — hands-on budget creation, expense tracking

Standard	Description	Lesson Alignment
IA.FL.6	Banking and financial institutions — types of accounts and services, account safety	Lesson 3: Where You Keep Your Money — types of bank accounts, account safety
IA.FL.7	Credit and debt management — types of credit, responsible use, credit scores	Lesson 4: Using Credit and Debit Cards — credit vs. debit, responsible use, credit fundamentals
IA.FL.8	Risk management and insurance — identity protection, consumer rights	Lesson 3: Where You Keep Your Money — account safety; Lesson 4: consequences of credit misuse