



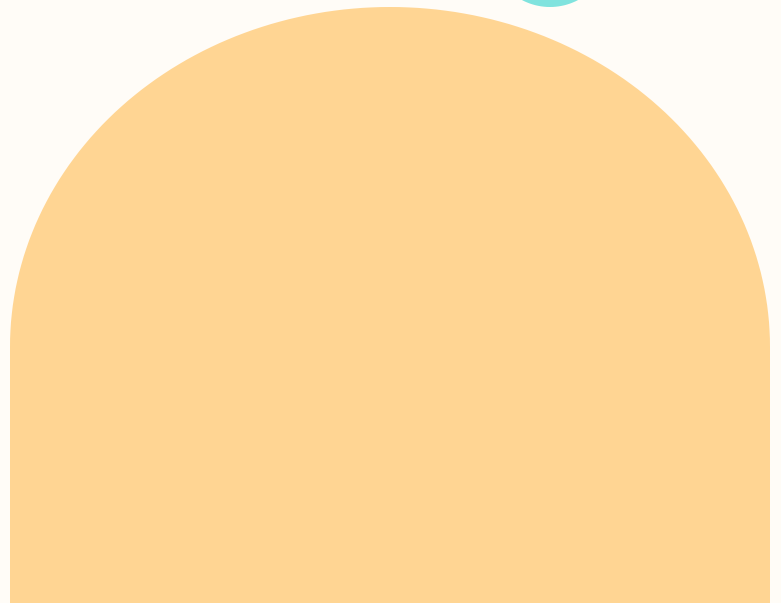
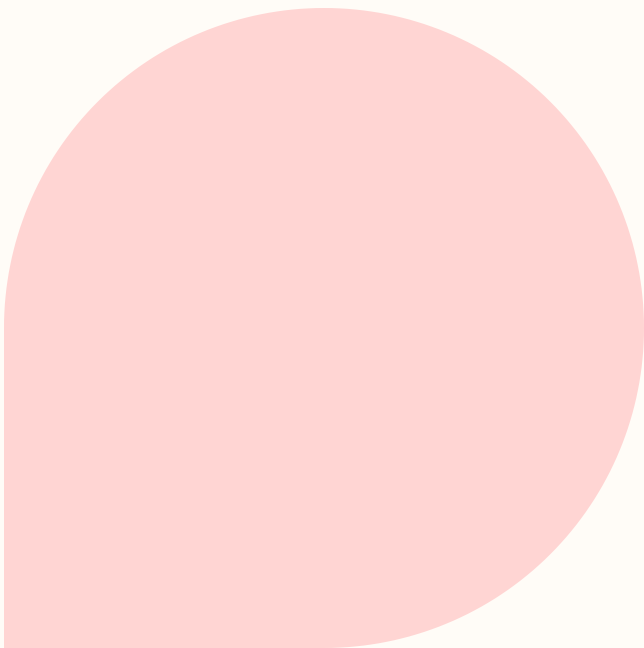
Maine Standards Alignment

High School Courses • Grades 9-12

Transition Curriculum

Emotional Well-Being Curriculum

Financial Literacy





Overview

Ori Learning's high school courses align to multiple Maine 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 Maine content standards that govern its subject area.

Standards Addressed

DLM Essential Elements (ELA & Math) — via CCSS standard alignments embedded in every lesson

Maine Learning Results (CCSS-aligned) — Maine Learning Results for English Language Arts — aligned to Common Core State Standards

Maine Learning Results (ELA & Math) — CCSS-aligned state standards embedded in every lesson via lesson properties

Maine Guiding Principles — Clear and Effective Communicator, Self-Directed and Lifelong Learner, Creative and Practical Problem Solver, Responsible and Involved Citizen, Integrative and Informed Thinker

Maine Health Education Standards — Comprehensive health education including mental/emotional health, interpersonal skills, decision-making, and advocacy

Maine CTE Career and Education Development — Career awareness, exploration, preparation aligned to Maine career clusters

IDEA Transition Requirements — Employment, education/training, and independent living goals for students with disabilities (age 14+)

Maine Financial Literacy (LD 291) — Financial literacy graduation requirement — earning, spending, saving, credit, financial planning

Course Summary

Course	Grades	Units	Lessons	DLM Essential Element	Maine Standards
Transition 9-10	9-12	6	30	30+	ME CTE, Guiding Principles, IDEA Transition
Transition 11-12	9-12	6	30	30+	ME CTE, Guiding Principles, IDEA Transition
Emotional Well-Being Gr 9	9	5	25	14	ME Guiding Principles, Health Ed
Emotional Well-Being Gr 10	10	5	25	3+	ME Guiding Principles, Health Ed
Emotional Well-Being Gr 11	11	5	25	*	ME Guiding Principles, Health Ed

Course	Grades	Units	Lessons	DLM Essential Element	Maine Standards
Emotional Well-Being Gr 12	12	5	25	2+	ME Guiding Principles, Health Ed
Financial Literacy 9-10	9-12	1	5	3	ME Financial Literacy (LD 291)
Financial Literacy 11-12	9-12	1	5	5	ME Financial Literacy (LD 291)

** 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.

Maine CTE — Career and Education Development Standards

Standard	Description	Curriculum Alignment
ME.CED.A	Self-awareness and career exploration — assess interests, skills, and aptitudes related to career options	Self-Determination: Self-Awareness, Growth Mindset, My Mindset; Employment Skills: Job Search
ME.CED.B	Career planning — develop and maintain a career plan with postsecondary goals	Self-Determination: SMART Goals (9-10), Goal Setting (11-12); Employment Skills: Building a Resume, Getting the Job
ME.CED.C	Career preparation — demonstrate employability skills including communication, teamwork, and professionalism	Employment Skills: Workplace Etiquette, Communication, Work Ethic, Safety (11-12); Social Skills: Working with Others, Navigating Social Situations
ME.CED.D	Decision-making — apply decision-making models to educational and career choices	Self-Determination: Self-Awareness, Knowing My Limits; Employment Skills: Job Search, Resume, Applications
ME.CED.E	Technology and digital literacy — use technology tools for career research and job readiness	Education + Training: Learning Supports; Employment Skills: Job Search, Building a Resume — digital portfolio

Maine Guiding Principles — Transition-Relevant Competencies

Standard	Description	Curriculum Alignment
GP.1	Clear and Effective Communicator — use multiple modes of communication for various purposes and audiences	Social Skills: full unit; Employment Skills: Communication, Interviews; collaboration boards in all lessons
GP.2	Self-Directed and Lifelong Learner — set goals, monitor progress, adapt learning strategies	Self-Determination: Self-Awareness, Growth Mindset, SMART Goals, Goal Setting; Education + Training: Study Skills, Learning Supports
GP.3	Creative and Practical Problem Solver — identify problems, generate solutions, evaluate outcomes	Independent Living: Household Chores, Preparing Meals, Personal Care, Planning My Week; (11-12) Communities in Action, Solving Community Problems
GP.4	Responsible and Involved Citizen — participate constructively in communities, respect diverse perspectives	Social Skills: Taking Perspective, Working with Others, Navigating Social Situations; (11-12) Community Awareness, Solving Community Problems
GP.5	Integrative and Informed Thinker — apply knowledge across disciplines to address complex issues	Throughout all units: scenario analysis, workplace documents, health information, community resources

Maine Secondary Transition Requirements (IDEA, age 14+)

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.

Maine Guiding Principles — SEL-Relevant Competencies

Guiding Principle	Description	Curriculum Alignment
GP.1 Clear and Effective Communicator	Communicate effectively through oral, written, and multimedia modes; listen actively and express ideas constructively	Unit 4 Relationship Skills: Communication Skills, Expressing My Feelings, Resolving Conflict, Working with Others; Unit 3: Caring for My Community
GP.2 Self-Directed and Lifelong Learner	Set challenging goals, monitor progress, persevere through obstacles, take responsibility for learning	Unit 2 Self-Management: SMART Goals, Goals vs. Dreams, Getting Motivated, Building Habits, Self-Care; Unit 1: Growth Mindset, My Aspirations
GP.3 Creative and Practical Problem Solver	Apply critical thinking and creative strategies to solve problems; evaluate solutions and learn from outcomes	Unit 5 Responsible Decision-Making: Making Decisions, Anticipating Outcomes, Problem Solving, Making Big Decisions, Taking Healthy Risks

Guiding Principle	Description	Curriculum Alignment
GP.4 Responsible and Involved Citizen	Contribute to community well-being, respect diverse perspectives, act ethically and responsibly	Unit 3 Social Awareness: Empathy, Compassion, Respecting Others, Strength in Diversity, Uncovering Bias, Being Open-Minded; Unit 5: Saying No, Peer Pressure
GP.5 Integrative and Informed Thinker	Synthesize knowledge across disciplines, evaluate evidence, make informed judgments	Unit 1 Self-Awareness: My Identity, Knowing My Strengths, My Values, My Potential; Unit 5: Anticipating Outcomes, Making Big Decisions

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

Standard	Description	Curriculum Alignment
ME.HE.1	Comprehend concepts related to health promotion and disease prevention — mental, emotional, and social health dimensions	Unit 1: My Identity, Knowing My Strengths, My Potential; Unit 2: Managing Emotions, Handling Stress, Self-Care
ME.HE.2	Analyze influence of family, peers, culture, media, and technology on health behaviors	Unit 3: Understanding Perspective, Strength in Diversity, Uncovering Bias; Unit 5: Peer Pressure
ME.HE.3	Access valid health information, products, and services — determine when professional help is needed	Unit 2: Seeking Support; Unit 5: Responsible Decision-Making; Transition: Independent Living resources
ME.HE.4	Use interpersonal communication skills to enhance health — conflict resolution, healthy relationships, assertive communication	Unit 4: Building Relationships, Communication Skills, Resolving Conflict, Healthy vs. Unhealthy Relationships
ME.HE.5	Use decision-making skills to enhance health — evaluate consequences of choices	Unit 5: Making Decisions, Anticipating Outcomes, Problem Solving, Making Big Decisions
ME.HE.6	Use goal-setting skills to enhance health — personal health plans, monitor progress	Unit 2: SMART Goals, Goals vs. Dreams, Getting Motivated, Building Habits
ME.HE.7	Practice health-enhancing behaviors and reduce health risks	Unit 2: Self-Care, Managing My Emotions; Unit 5: Saying No, Peer Pressure, Taking Healthy Risks
ME.HE.8	Advocate for personal, family, and community health	Unit 3: Caring for My Community, Elevating Others, Leadership Skills; Unit 2: Seeking Support

CASEL 5 Competencies (Aligned to Maine Guiding Principles)

Maine’s Guiding Principles embed SEL competencies across all five cross-cutting learning outcomes. The EWB Curriculum’s five-unit structure maps directly to the five CASEL competency domains, which underpin the Guiding Principles’ emphasis on self-direction, communication, problem-solving, responsible citizenship, and integrative thinking.

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 five Maine Guiding Principles addressed. 125 dedicated lessons across five CASEL-aligned units, with pre/post assessments at the lesson, unit, and course level providing measurable growth data. Supports Maine's emphasis on learner-centered, competency-based education.



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
ME.FL.1	Financial decision-making — how values, needs, and wants influence financial choices	Lesson 1: Introduction to Money; Lesson 3: Ways to Spend — needs vs. wants
ME.FL.2	Earning income — types of income, earnings, and pay structures	Lesson 2: Ways to Earn Money — earnings, pay structures, income types
ME.FL.3	Spending — prioritize spending, track expenses, distinguish needs from wants	Lesson 3: Ways to Spend Your Money — spending priorities, budgeting fundamentals
ME.FL.4	Saving — purpose of saving, interest, saving strategies and goals	Lesson 4: How to Save Money — saving fundamentals, interest concepts
ME.FL.5	Financial planning — integrate earning, spending, and saving into a plan	Capstone project — connects earning, spending, saving into comprehensive plan

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
ME.FL.1	Financial decision-making — psychology of money, values-based choices	Lesson 1: Money Matters — psychology of money, values alignment

Standard	Description	Lesson Alignment
ME.FL.3	Spending and budgeting — design a budget, track income and expenses	Lesson 2: Budgeting Basics — hands-on budget creation, expense tracking
ME.FL.6	Financial institutions — types of accounts, evaluating institutions, account management	Lesson 3: Where You Keep Your Money — types of bank accounts, account management
ME.FL.7	Credit and debt — credit vs. debit, responsible credit use, credit scores, debt management	Lesson 4: Using Credit and Debit Cards — credit fundamentals, responsible use, consequences
ME.FL.8	Protecting — identity protection, account safety, consumer protection	Lesson 3: Where You Keep Your Money — account safety; Lesson 4: credit misuse consequences
ME.FL.5	Financial planning — comprehensive plan integrating all financial literacy domains	Capstone project — comprehensive financial plan integrating budgeting, credit, and protection