



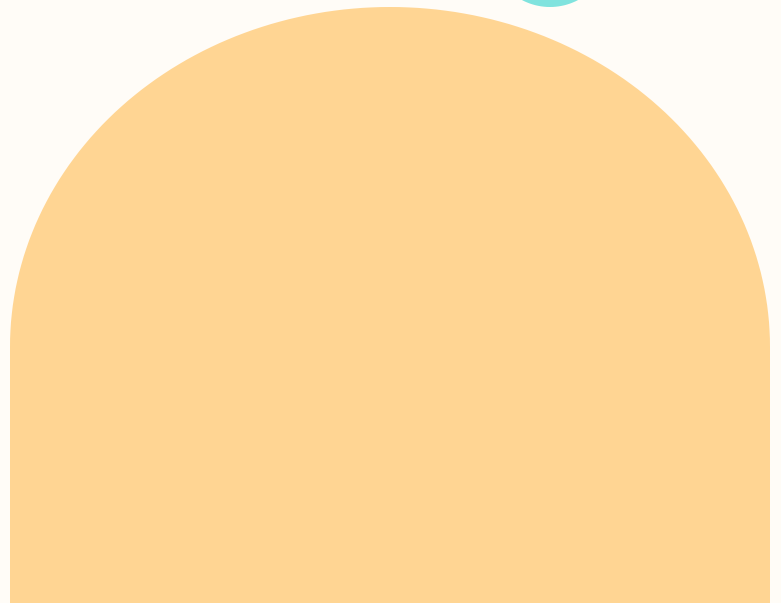
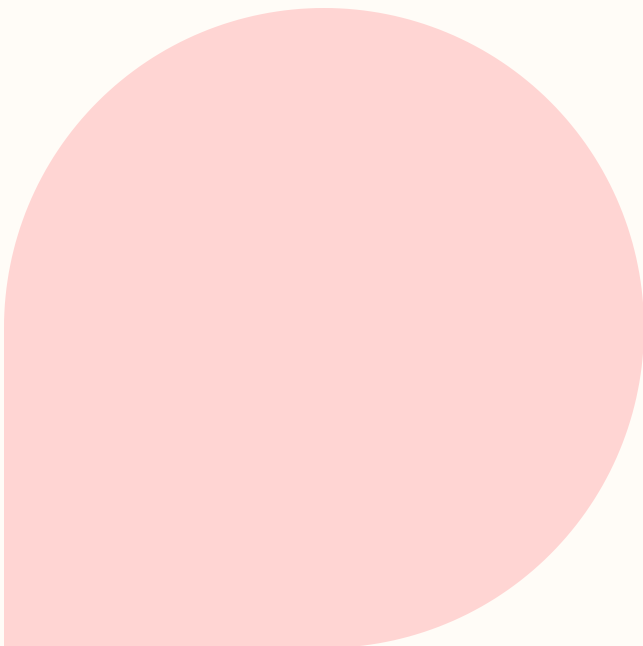
Minnesota Standards Alignment

High School Courses • Grades 9-12

Transition Curriculum

Emotional Well-Being Curriculum

Financial Literacy





Overview

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

Standards Addressed

CCSS ELA Standards — embedded in every lesson via lesson properties; Minnesota Academic Standards (ELA) aligned to CCSS framework

Minnesota SEL Competencies — Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making (CASEL-aligned, adopted by MDE)

Minnesota Health Education Standards — Mental/emotional health, interpersonal communication, decision-making, goal-setting, advocacy

Minnesota CTE Career and Employability Skills — Universal career readiness competencies across all CTE career fields

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

Minnesota Financial Literacy Standards (SS.9-12.E) — Personal finance standards within economics social studies standards, required for graduation

Course Summary

Course	Grades	Units	Lessons	CCSS Standards	Minnesota Standards
Transition 9-10	9-12	6	30	30+	MN CTE, IDEA Transition
Transition 11-12	9-12	6	30	30+	MN CTE, IDEA Transition
Emotional Well-Being Gr 9	9	5	25	14	MN SEL Competencies, Health Ed
Emotional Well-Being Gr 10	10	5	25	3+	MN SEL Competencies, Health Ed
Emotional Well-Being Gr 11	11	5	25	*	MN SEL Competencies, Health Ed
Emotional Well-Being Gr 12	12	5	25	2+	MN SEL Competencies, Health Ed
Financial Literacy 9-10	9-12	1	5	3	MN Financial Literacy (SS.9-12.E)
Financial Literacy 11-12	9-12	1	5	5	MN Financial Literacy (SS.9-12.E)

** 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.

Minnesota CTE — Career and Employability Skills Standards

Standard	Description	Curriculum Alignment
MN.CTE.1	Career exploration — research careers, assess personal interests and aptitudes, develop career plans	Self-Determination: Self-Awareness, Growth Mindset, My Mindset; Employment Skills: Job Search; Education + Training: My Education
MN.CTE.2	Communication — demonstrate effective oral, written, and digital communication in professional settings	Social Skills: full unit; Employment Skills: Communication, Interviews; collaboration boards in all lessons
MN.CTE.3	Teamwork and collaboration — work productively with diverse teams, contribute to shared goals	Social Skills: Working with Others, Navigating Social Situations, Relationship Skills; Employment Skills: Workplace Etiquette
MN.CTE.4	Problem-solving and critical thinking — analyze situations, identify solutions, evaluate outcomes	Self-Determination: SMART Goals, Goal Setting; Independent Living: Solving Community Problems (11-12); all culminating project lessons
MN.CTE.5	Professionalism and work ethic — demonstrate reliability, punctuality, integrity, and professional behavior	Employment Skills: Work Ethic, Workplace Etiquette, Workplace Safety; Self-Determination: Self-Awareness, Knowing My Limits
MN.CTE.6	Technology application — use technology tools for career research, productivity, and communication	Education + Training: Learning Supports; Employment Skills: Job Search, Building a Resume — digital portfolio
MN.CTE.7	Career planning and management — set career goals, prepare job-search materials, demonstrate interview skills	Self-Determination: SMART Goals (9-10), Goal Setting (11-12); Employment Skills: Job Search, Resume, Applications, Interviews, Getting the Job

Minnesota 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

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.

Minnesota SEL Competencies (MDE, CASEL-Aligned)

Competency	Standard Description	Curriculum Alignment
Self-Awareness	Recognize emotions, personal qualities, strengths, and limitations; understand how thoughts, feelings, and actions are interconnected	Unit 1: My Identity, Knowing My Strengths, Strength in Identity, My Values, My Potential, Growth Mindset
Self-Management	Regulate emotions, manage stress, control impulses, persevere through challenges, set and monitor personal goals	Unit 2: Managing My Emotions, Handling Stress, SMART Goals, Building Habits, Acceptance (R.A.I.N.), Self-Care, Getting Motivated
Social Awareness	Take perspectives of others from diverse backgrounds, demonstrate empathy, appreciate diversity, understand community resources	Unit 3: Understanding Perspective, Empathy, Compassion, Respecting Others, Strength in Diversity, Uncovering Bias

Competency	Standard Description	Curriculum Alignment
Relationship Skills	Communicate clearly, listen actively, cooperate, resist social pressure, negotiate conflict constructively, seek help	Unit 4: Building Relationships, Communication Skills, Resolving Conflict, Working with Others, My Boundaries, Expressing My Feelings
Responsible Decision-Making	Make ethical and constructive choices about personal and social behavior, evaluate consequences, reflect on actions	Unit 5: Making Decisions, Anticipating Outcomes, Problem Solving, Taking Healthy Risks, Peer Pressure, Saying No

Minnesota Health Education Standards — Mental/Emotional Health (High School)

Standard	Description	Curriculum Alignment
MN.HE.1	Comprehend concepts related to health promotion — understanding of mental, emotional, and social health and their interrelationships	Unit 1: My Identity, Knowing My Strengths, My Potential; Unit 2: Managing Emotions, Handling Stress, Self-Care
MN.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
MN.HE.3	Access valid health information, products, and services	Unit 2: Seeking Support; Unit 5: Responsible Decision-Making
MN.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
MN.HE.5	Use decision-making skills to enhance health — evaluate options and consequences of choices	Unit 5: Making Decisions, Anticipating Outcomes, Problem Solving, Making Big Decisions
MN.HE.6	Use goal-setting skills to enhance health — set goals, design plans, monitor progress	Unit 2: SMART Goals, Goals vs. Dreams, Getting Motivated, Building Habits
MN.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
MN.HE.8	Advocate for personal, family, and community health	Unit 3: Caring for My Community, Elevating Others, Leadership Skills; Unit 2: Seeking Support

Minnesota SEL Competencies

The EWB Curriculum’s five-unit structure maps directly to Minnesota’s five SEL competency domains (MDE-adopted, CASEL-aligned), 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 Minnesota 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. Also supports Minnesota Health Education Standards across all mental/emotional health strands.



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
SS.9-12.E.1	Economic reasoning — apply economic concepts (scarcity, opportunity cost, incentives) to personal financial decisions	Lesson 1: Introduction to Money — role of money, financial context; Lesson 3: Ways to Spend — needs vs. wants, opportunity costs
SS.9-12.E.4.1	Earning and income — analyze types of income, factors affecting earning potential	Lesson 2: Ways to Earn Money — earnings, pay structures, income types
SS.9-12.E.4.2	Spending — create and evaluate a spending plan, prioritize financial goals	Lesson 3: Ways to Spend Your Money — spending priorities, budgeting fundamentals
SS.9-12.E.4.3	Saving — explain importance of saving, interest, compound growth	Lesson 4: How to Save Money — saving fundamentals, interest, growth concepts
SS.9-12.E.4.5	Financial planning — develop a personal financial plan integrating earning, spending, saving	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
SS.9-12.E.1	Economic reasoning — apply economic concepts to complex financial decisions	Lesson 1: Money Matters — psychology of money, values-based financial decisions
SS.9-12.E.4.2	Spending and budgeting — design a detailed budget, track income and expenses	Lesson 2: Budgeting Basics — hands-on budget creation, expense tracking
SS.9-12.E.4.3	Saving — evaluate financial institutions, types of accounts, account management	Lesson 3: Where You Keep Your Money — types of bank accounts, account management
SS.9-12.E.4.4	Credit and debt — analyze types of credit, responsible use, credit scores, consequences of misuse	Lesson 4: Using Credit and Debit Cards — credit fundamentals, responsible use, consequences
SS.9-12.E.4.6	Risk management — protecting assets, identity, consumer protection	Lesson 3: Where You Keep Your Money — account safety; Lesson 4: credit misuse consequences
SS.9-12.E.4.5	Financial planning — comprehensive plan integrating budgeting, credit, protection	Capstone project — comprehensive financial plan integrating all financial literacy domains