



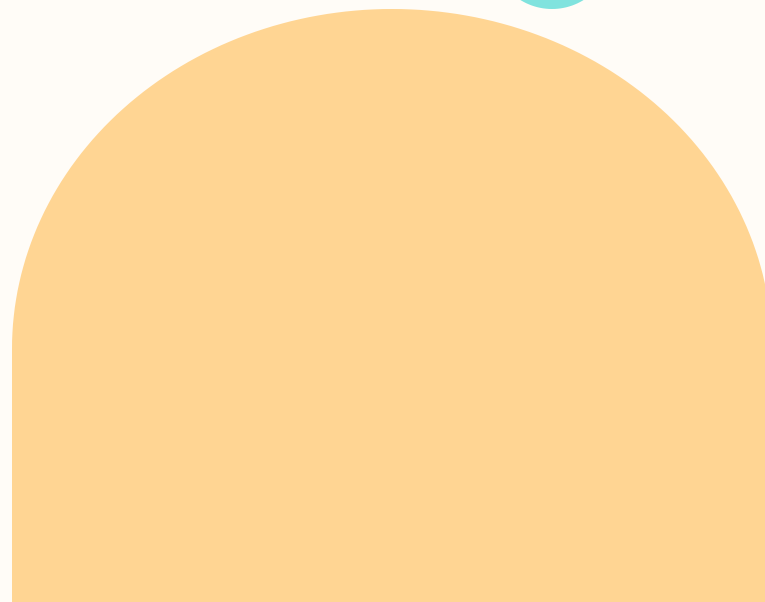
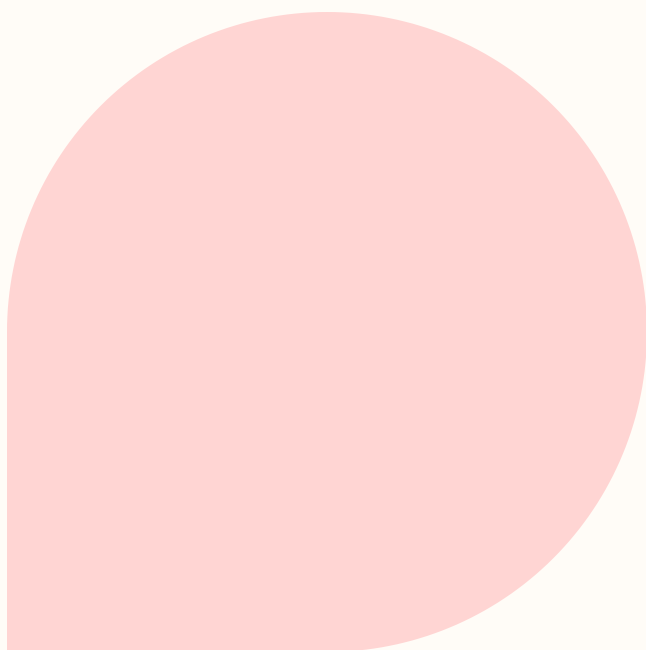
# North Dakota Standards Alignment

High School Courses • Grades 9-12

Transition Curriculum

Emotional Well-Being Curriculum

Financial Literacy





## Overview

Ori Learning’s high school courses align to multiple North Dakota 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 North Dakota content standards that govern its subject area.

## Standards Addressed

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

**ND Content Standards — ELA & Math (CCSS-aligned)** — North Dakota Content Standards aligned to Common Core; crosswalked in lesson properties

**ND Health Education Standards** — Mental/emotional health, interpersonal communication, decision-making, goal-setting, advocacy (grades 9-12)

**ND SEL Competencies** — North Dakota supports SEL through DPI guidance; CASEL-aligned competency framework for student well-being

**ND Career Ready Standards** — Career awareness, exploration, and preparation through North Dakota Career Resource Network (CRN)

**ND SPED Transition Requirements** — IEP transition planning: post-secondary goals in employment, education, and independent living (age 16+)

**ND Personal Finance (HB 1186)** — Personal financial literacy instruction required for graduation (effective 2025-26)

## Course Summary

| Course                     | Grades | Units | Lessons | DLM Essential Element | North Dakota Standards           |
|----------------------------|--------|-------|---------|-----------------------|----------------------------------|
| Transition 9-10            | 9-12   | 6     | 30      | 30+                   | ND Career Ready, SPED Transition |
| Transition 11-12           | 9-12   | 6     | 30      | 30+                   | ND Career Ready, SPED Transition |
| Emotional Well-Being Gr 9  | 9      | 5     | 25      | 14                    | ND Health Ed, ND SEL             |
| Emotional Well-Being Gr 10 | 10     | 5     | 25      | 3+                    | ND Health Ed, ND SEL             |
| Emotional Well-Being Gr 11 | 11     | 5     | 25      | *                     | ND Health Ed, ND SEL             |
| Emotional Well-Being Gr 12 | 12     | 5     | 25      | 2+                    | ND Health Ed, ND SEL             |
| Financial Literacy 9-10    | 9-12   | 1     | 5       | 3                     | ND Personal Finance (HB 1186)    |
| Financial Literacy 11-12   | 9-12   | 1     | 5       | 5                     | ND Personal Finance (HB 1186)    |

\* 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.

## ND Career Ready Standards — Career Development (Grades 9-12)

| Standard | Description                                                                                                      | Curriculum Alignment                                                                                                            |
|----------|------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| CRN.1    | Assess personal interests, skills, and aptitudes as they relate to career exploration and planning               | Self-Determination: Self-Awareness, Knowing My Limits, SMART Goals; Employment Skills: Job Search                               |
| CRN.2    | Research education and training requirements for selected career pathways                                        | Education + Training: My Education, Learning Supports; Self-Determination: Goal Setting (11-12)                                 |
| CRN.3    | Develop employability skills: resume writing, job applications, interview preparation, professional presentation | Employment Skills: Building a Resume, Applying for Jobs, Job Interviews (9-10); Getting the Job (11-12)                         |
| CRN.4    | Demonstrate workplace readiness: dependability, work ethic, teamwork, safety, professional conduct               | Employment Skills: Workplace Etiquette, Work Ethic, Communication, Workplace Safety (11-12); Social Skills: Working with Others |
| CRN.5    | Apply effective communication and interpersonal skills in career settings                                        | Social Skills: full unit; Employment Skills: Communication, Interviews; collaboration boards in all lessons                     |
| CRN.6    | Create and revise a personal career development plan                                                             | Self-Determination: SMART Goals (9-10), Goal Setting (11-12); Employment Skills: Building a Resume; culminating project lessons |

## North Dakota Special Education Transition Requirements (age 16+)

| Standard     | Description                                                                    | Curriculum Alignment                                                                                      |
|--------------|--------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| Transition.1 | Postsecondary employment goals based on age-appropriate transition assessments | Employment Skills: full unit — Job Search, Resume, Applications, Interviews, Workplace Readiness          |
| Transition.2 | Postsecondary education/training goals                                         | Education + Training: My Education, Learning Supports, Study Skills, Organization Skills                  |
| Transition.3 | Independent living goals (where appropriate)                                   | 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 skills                                    | 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.

### ND Health Education Standards — Mental/Emotional Health Focus (Grades 9-12)

| Standard  | Description                                                                                               | Curriculum Alignment                                                                                                                                                |
|-----------|-----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| HE.9-12.1 | Comprehend concepts related to health promotion and disease prevention to enhance 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.9-12.2 | Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors | Unit 3 Social Awareness: Understanding Perspective, Empathy, Compassion, Respecting Others, Strength in Diversity, Uncovering Bias; Unit 5: Peer Pressure           |
| HE.9-12.3 | Access valid information, products, and services to enhance health                                        | Unit 2: Seeking Support; Unit 5: Responsible Decision-Making; Transition: Independent Living resources                                                              |

| Standard  | Description                                                                               | Curriculum Alignment                                                                                                                                      |
|-----------|-------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| HE.9-12.4 | Use interpersonal communication skills to enhance health and avoid or reduce health risks | Unit 4 Relationship Skills: Building Relationships, Communication Skills, Resolving Conflict, Healthy vs. Unhealthy Relationships, Expressing My Feelings |
| HE.9-12.5 | Use decision-making skills to enhance health                                              | Unit 5 Responsible Decision-Making: Making Decisions, Anticipating Outcomes, Problem Solving, Making Big Decisions, Taking Healthy Risks                  |
| HE.9-12.6 | Use goal-setting skills to enhance health                                                 | Unit 2 Self-Management: SMART Goals, Goals vs. Dreams, Getting Motivated, Building Habits; Unit 1: My Aspirations, My Priorities                          |
| HE.9-12.7 | Practice health-enhancing behaviors and avoid or reduce health risks                      | Unit 1: Knowing My Strengths, My Potential; Unit 2: Self-Care, Managing My Emotions; Unit 5: Saying No, Peer Pressure                                     |
| HE.9-12.8 | Advocate for personal, family, and community health                                       | Unit 3: Caring for My Community, Elevating Others, Leadership Skills; Unit 4: Working with Others                                                         |

# ND SEL Competencies — CASEL-Aligned Framework

| Competency                         | Description                                                                                                                     | Curriculum Alignment                                                                                                             |
|------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| <b>Self-Awareness</b>              | Recognize one’s own emotions, values, strengths, and limitations; understand how they influence behavior                        | Unit 1: My Identity, Knowing My Strengths, Strength in Identity, My Values, My Potential, Growth Mindset                         |
| <b>Self-Management</b>             | Regulate emotions, manage stress, control impulses, set and work toward personal and academic goals                             | Unit 2: Managing My Emotions, Handling Stress, SMART Goals, Building Habits, Acceptance (R.A.I.N.), Self-Care, Getting Motivated |
| <b>Social Awareness</b>            | Take perspectives of others, appreciate diversity, demonstrate empathy and respect for all                                      | Unit 3: Understanding Perspective, Empathy, Compassion, Respecting Others, Strength in Diversity, Uncovering Bias                |
| <b>Relationship Skills</b>         | Communicate clearly, cooperate, resolve conflicts, seek and offer help when needed                                              | Unit 4: Building Relationships, Communication Skills, Resolving Conflict, Working with Others, My Boundaries                     |
| <b>Responsible Decision-Making</b> | Make constructive choices about behavior and social interactions; evaluate consequences; consider well-being of self and others | Unit 5: Making Decisions, Anticipating Outcomes, Problem Solving, Taking Healthy Risks, Peer Pressure, Saying No                 |

# ND SEL Competencies

North Dakota’s Department of Public Instruction (DPI) supports SEL through CASEL-aligned guidance for districts. The EWB Curriculum’s five-unit structure maps directly to ND’s five SEL competency domains, 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 ND 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 8 ND Health Education Standards.



## 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                                                                                                |
|----------|----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| ND.FL.1  | Earning Income — types of income, wages, salary, earning potential factors                   | Lesson 2: Ways to Earn Money — earnings, pay structures, income types                                           |
| ND.FL.2  | Spending — needs vs. wants, consumer decisions, opportunity costs                            | Lesson 3: Ways to Spend Your Money — needs vs. wants, spending priorities                                       |
| ND.FL.3  | Saving — saving strategies, interest fundamentals, goal-oriented saving                      | Lesson 4: How to Save Money — saving fundamentals, interest, growth concepts                                    |
| ND.FL.4  | Financial Literacy Foundations — role of money in society, personal financial responsibility | Lesson 1: Introduction to Money — role of money in society; Capstone project connects earning, spending, saving |
| ND.FL.5  | Financial Decision-Making — apply decision-making process to financial choices               | Lesson 1: Introduction to Money — personal financial standing; Lesson 3: budgeting fundamentals                 |

## 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                                                                 |
|----------|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| ND.FL.1  | Earning Income — gross vs. net pay, deductions, benefits, career-income connections | Lesson 1: Money Matters — psychology of money, income concepts, values alignment |

| Standard       | Description                                                                               | Lesson Alignment                                                                                              |
|----------------|-------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| <b>ND.FL.6</b> | Budgeting — create and manage a personal budget, expense tracking, financial goals        | Lesson 2: Budgeting Basics — hands-on budget creation, expense tracking, financial goal-setting               |
| <b>ND.FL.7</b> | Credit and Debt — types of credit, credit scores, responsible use, consequences of misuse | Lesson 4: Using Credit and Debit Cards — credit vs. debit, credit fundamentals, responsible use, consequences |
| <b>ND.FL.8</b> | Financial Institutions — types of accounts, banking services, account safety              | Lesson 3: Where You Keep Your Money — types of bank accounts, account safety, financial institutions          |
| <b>ND.FL.9</b> | Risk Management and Protection — protecting financial identity, fraud prevention          | Lesson 3: Where You Keep Your Money — account safety; Lesson 4: credit misuse consequences                    |
| <b>ND.FL.4</b> | Financial Literacy Foundations — comprehensive planning integrating all domains           | Capstone project — comprehensive financial plan integrating earning, budgeting, credit, and protection        |