



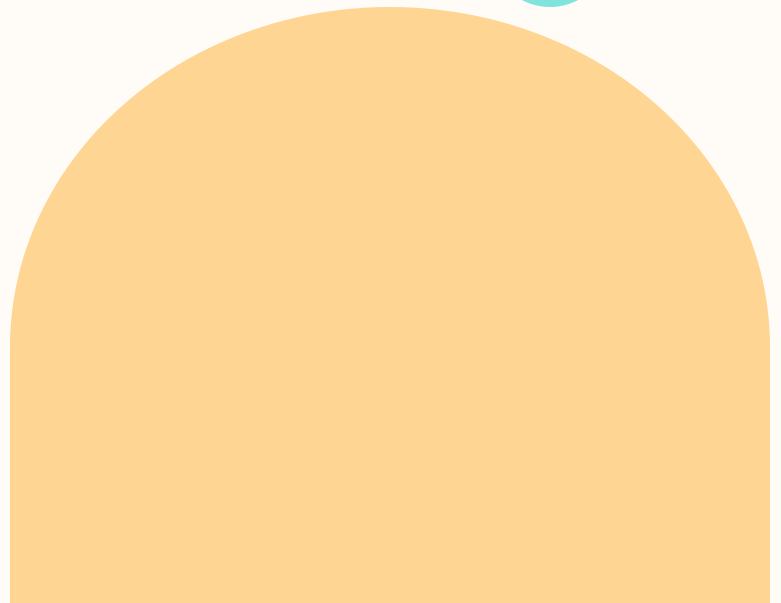
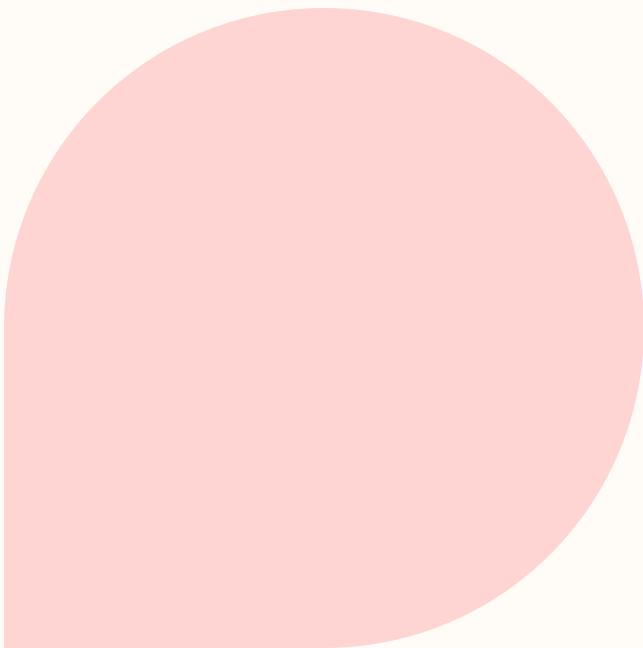
# Nebraska Standards Alignment

High School Courses • Grades 9-12

Transition Curriculum

Emotional Well-Being Curriculum

Financial Literacy





## Overview

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

## Standards Addressed

**NE Academic Content Standards — ELA & Math** — Nebraska's own standards (not CCSS-adopted); CCSS crosswalk available in lesson properties for correspondence

**NeSA-AA Alternate Assessment** — Nebraska State Accountability — Alternate Assessment; uses Nebraska Extended Indicators (not DLM Essential Elements)

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

**NE SEL Competencies** — Nebraska adopted SEL competencies aligned to CASEL framework; supported by NDE for implementation statewide

**NE Career Readiness Standards** — Career awareness, exploration, preparation, and workplace readiness through Nebraska Career Education model

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

**NE Personal Financial Literacy (LB 452)** — Personal financial literacy standards integrated into social studies and required for graduation

## Course Summary

| Course                     | Grades | Units | Lessons | CCSS Standards | Nebraska Standards                      |
|----------------------------|--------|-------|---------|----------------|-----------------------------------------|
| Transition 9-10            | 9-12   | 6     | 30      | 30+            | NE Career Ready, SPED Transition        |
| Transition 11-12           | 9-12   | 6     | 30      | 30+            | NE Career Ready, SPED Transition        |
| Emotional Well-Being Gr 9  | 9      | 5     | 25      | 14             | NE Health Ed, NE SEL Competencies       |
| Emotional Well-Being Gr 10 | 10     | 5     | 25      | 3+             | NE Health Ed, NE SEL Competencies       |
| Emotional Well-Being Gr 11 | 11     | 5     | 25      | *              | NE Health Ed, NE SEL Competencies       |
| Emotional Well-Being Gr 12 | 12     | 5     | 25      | 2+             | NE Health Ed, NE SEL Competencies       |
| Financial Literacy 9-10    | 9-12   | 1     | 5       | 3              | NE Personal Financial Literacy (LB 452) |
| Financial Literacy 11-12   | 9-12   | 1     | 5       | 5              | NE Personal Financial Literacy (LB 452) |

\* 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.

## NE Career Readiness Standards — Career Development (Grades 9-12)

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

## Nebraska 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

## 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.

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

| Standard | Description                                                                                               | Curriculum Alignment                                                                                                                                                |
|----------|-----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| HE.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.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.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.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.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.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.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.12.8  | Advocate for personal, family, and community health                                       | Unit 3: Caring for My Community, Elevating Others, Leadership Skills; Unit 4: Working with Others                                                         |

## NE SEL Competencies — Nebraska Department of Education

| Competency                         | Description                                                                                                                    | Curriculum Alignment                                                                                                             |
|------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| <b>Self-Awareness</b>              | Recognize and accurately assess one's emotions, values, strengths, and limitations                                             | 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, motivate oneself, set and work toward 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 the perspective of and empathize with others from diverse backgrounds and cultures                                        | Unit 3: Understanding Perspective, Empathy, Compassion, Respecting Others, Strength in Diversity, Uncovering Bias                |
| <b>Relationship Skills</b>         | Establish and maintain healthy relationships; communicate clearly, cooperate, resolve conflicts, seek help                     | Unit 4: Building Relationships, Communication Skills, Resolving Conflict, Working with Others, My Boundaries                     |
| <b>Responsible Decision-Making</b> | Make constructive and respectful choices about personal behavior and social interactions based on ethical standards and safety | Unit 5: Making Decisions, Anticipating Outcomes, Problem Solving, Taking Healthy Risks, Peer Pressure, Saying No                 |

## NE SEL Competencies

Nebraska adopted SEL competencies aligned to the CASEL framework, supported by the Nebraska Department of Education (NDE) for statewide implementation. The EWB Curriculum's five-unit structure maps directly to NE'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 NE 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 NE Health Education Standards.



## 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.EC.FL.1 | Earning Income — types of income, factors affecting earning potential, career-income connections | Lesson 2: Ways to Earn Money — earnings, pay structures, income types                                           |
| SS.EC.FL.2 | Spending — needs vs. wants, consumer decision-making, opportunity costs                          | Lesson 3: Ways to Spend Your Money — needs vs. wants, spending priorities                                       |
| SS.EC.FL.3 | Saving — saving strategies, interest basics, goal-oriented saving                                | Lesson 4: How to Save Money — saving fundamentals, interest, growth concepts                                    |
| SS.EC.FL.4 | Financial Responsibility — role of money, personal accountability for financial decisions        | Lesson 1: Introduction to Money — role of money in society; Capstone project connects earning, spending, saving |
| SS.EC.FL.5 | Financial Decision-Making — apply rational process to personal 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                                                                                              |
|------------|----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| SS.EC.FL.1 | Earning Income — gross vs. net pay, deductions, benefits, career-income connections                      | Lesson 1: Money Matters — psychology of money, income concepts, values alignment                              |
| SS.EC.FL.6 | Budgeting — create and manage a personal budget, track expenses, set financial goals                     | Lesson 2: Budgeting Basics — hands-on budget creation, expense tracking, financial goal-setting               |
| SS.EC.FL.7 | 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 |
| SS.EC.FL.8 | Financial Institutions — types of accounts, banking services, account safety, comparison of institutions | Lesson 3: Where You Keep Your Money — types of bank accounts, account safety, financial institutions          |
| SS.EC.FL.9 | Risk Management — protecting financial identity, insurance basics, fraud prevention                      | Lesson 3: Where You Keep Your Money — account safety; Lesson 4: credit misuse consequences                    |
| SS.EC.FL.4 | Financial Responsibility — comprehensive financial planning integrating all domains                      | Capstone project — comprehensive financial plan integrating earning, budgeting, credit, and protection        |