



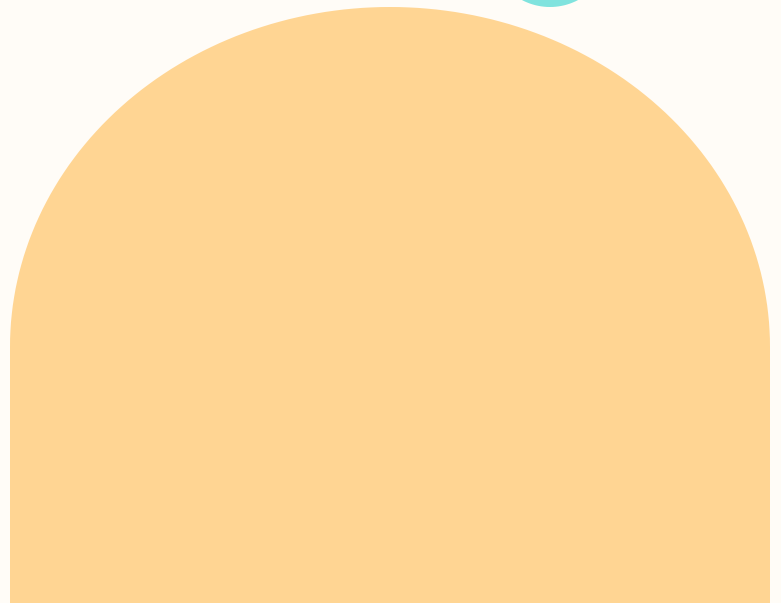
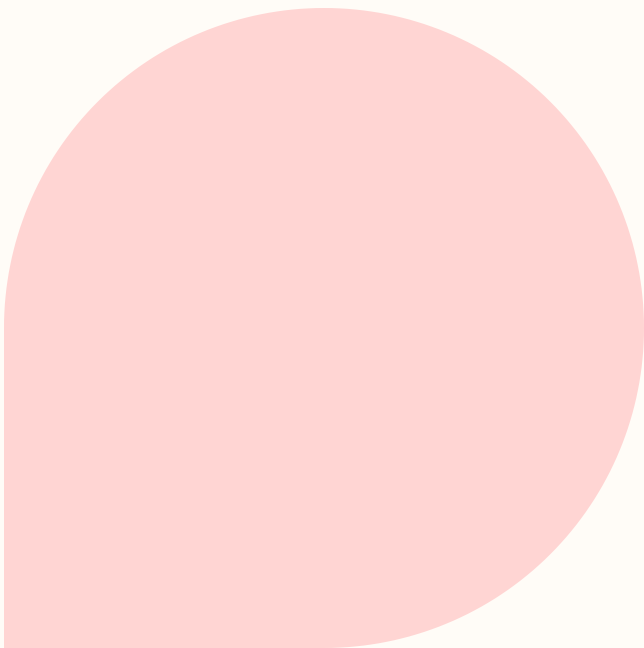
New Mexico Standards Alignment

High School Courses • Grades 9-12

Transition Curriculum

Emotional Well-Being Curriculum

Financial Literacy





Overview

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

Standards Addressed

- DLM Essential Elements (ELA & Math)** — via CCSS standard alignments embedded in every lesson
- NM Common Core State Standards (ELA & Math)** — New Mexico adopted CCSS directly; crosswalked in lesson properties
- NM Health Education Standards** — Mental/emotional health, communication, decision-making, goal-setting, advocacy (grades 9-12)
- NM SEL Framework** — New Mexico Social-Emotional Learning Framework; CASEL-aligned competencies supported by NM PED
- NM CTE Standards** — Career and technical education standards: career awareness, employability skills, workplace readiness
- NM SPED Transition Requirements** — IEP transition planning: post-secondary goals in employment, education, and independent living (age 16+)
- NM Financial Literacy (HB 75)** — Personal financial literacy course required for graduation (effective 2024-25)

Course Summary

Course	Grades	Units	Lessons	DLM Essential Element	New Mexico Standards
Transition 9-10	9-12	6	30	30+	NM CTE, SPED Transition
Transition 11-12	9-12	6	30	30+	NM CTE, SPED Transition
Emotional Well-Being Gr 9	9	5	25	14	NM Health Ed, NM SEL Framework
Emotional Well-Being Gr 10	10	5	25	3+	NM Health Ed, NM SEL Framework
Emotional Well-Being Gr 11	11	5	25	*	NM Health Ed, NM SEL Framework
Emotional Well-Being Gr 12	12	5	25	2+	NM Health Ed, NM SEL Framework
Financial Literacy 9-10	9-12	1	5	3	NM Financial Literacy (HB 75)
Financial Literacy 11-12	9-12	1	5	5	NM Financial Literacy (HB 75)

** 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.

NM CTE Standards — Career Readiness (Grades 9-12)

Standard	Description	Curriculum Alignment
CTE.CR.1	Assess personal interests, aptitudes, and abilities in relation to career options and pathways	Self-Determination: Self-Awareness, Knowing My Limits, SMART Goals; Employment Skills: Job Search
CTE.CR.2	Research education and training requirements for career pathways and postsecondary options	Education + Training: My Education, Learning Supports; Self-Determination: Goal Setting (11-12)
CTE.CR.3	Demonstrate employability skills: resume, applications, interview techniques, professional presentation	Employment Skills: Building a Resume, Applying for Jobs, Job Interviews (9-10); Getting the Job (11-12)
CTE.CR.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
CTE.CR.5	Apply technology, communication, and critical-thinking skills in career settings	Education + Training: Learning Supports; Social Skills: full unit; Employment Skills: Communication
CTE.CR.6	Develop and revise a personal career plan with measurable short- and long-term goals	Self-Determination: SMART Goals (9-10), Goal Setting (11-12); Employment Skills: Building a Resume; culminating project lessons

New Mexico 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.

NM 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

NM SEL Framework — Social-Emotional Learning Competencies (NM PED)

Competency	Description	Curriculum Alignment
Self-Awareness	Recognize one’s own emotions, values, strengths, and limitations; understand how thoughts and feelings influence behavior	Unit 1: My Identity, Knowing My Strengths, Strength in Identity, My Values, My Potential, Growth Mindset
Self-Management	Regulate emotions, manage stress, control impulses, set and work toward personal and academic goals with perseverance	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, appreciate diversity, demonstrate empathy and compassion	Unit 3: Understanding Perspective, Empathy, Compassion, Respecting Others, Strength in Diversity, Uncovering Bias
Relationship Skills	Establish and maintain healthy and rewarding relationships; communicate clearly, cooperate, resolve conflicts, seek help	Unit 4: Building Relationships, Communication Skills, Resolving Conflict, Working with Others, My Boundaries
Responsible Decision-Making	Make constructive choices about personal behavior and social interactions; evaluate consequences; consider safety and well-being	Unit 5: Making Decisions, Anticipating Outcomes, Problem Solving, Taking Healthy Risks, Peer Pressure, Saying No

NM SEL Framework Competencies

New Mexico’s Public Education Department (PED) established the NM SEL Framework with CASEL-aligned competencies, integrating social-emotional learning across the state’s educational approach. The EWB Curriculum’s five-unit structure maps directly to NM’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 NM SEL Framework 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 NM 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
NM.FL.1	Earning Income — types of income, wages, salary, factors affecting earning potential	Lesson 2: Ways to Earn Money — earnings, pay structures, income types
NM.FL.2	Spending — needs vs. wants, consumer decision-making, opportunity costs	Lesson 3: Ways to Spend Your Money — needs vs. wants, spending priorities
NM.FL.3	Saving — saving strategies, interest basics, short-term and long-term saving goals	Lesson 4: How to Save Money — saving fundamentals, interest, growth concepts
NM.FL.4	Financial 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
NM.FL.5	Financial Decision-Making — apply decision-making 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
NM.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
NM.FL.6	Budgeting — create and manage a personal budget, expense tracking, financial goals	Lesson 2: Budgeting Basics — hands-on budget creation, expense tracking, financial goal-setting
NM.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
NM.FL.8	Financial Institutions — types of accounts, banking services, comparison, account safety	Lesson 3: Where You Keep Your Money — types of bank accounts, account safety, financial institutions
NM.FL.9	Risk Management — protecting financial identity, fraud prevention, insurance basics	Lesson 3: Where You Keep Your Money — account safety; Lesson 4: credit misuse consequences
NM.FL.4	Financial Foundations — comprehensive financial planning integrating all domains	Capstone project — comprehensive financial plan integrating earning, budgeting, credit, and protection