



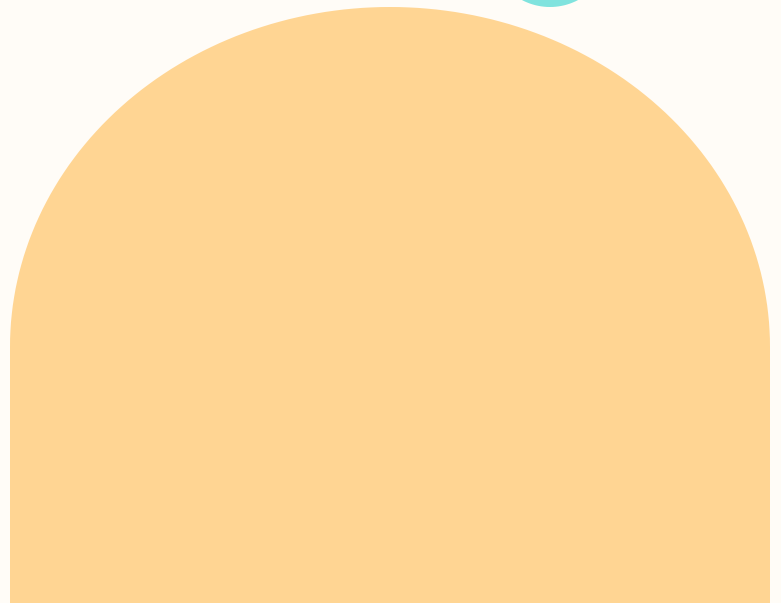
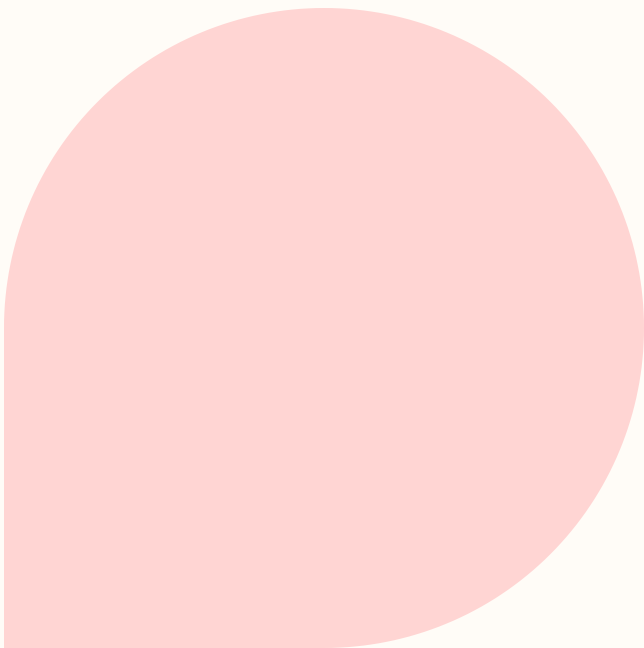
Ohio Standards Alignment

High School Courses • Grades 9-12

Transition Curriculum

Emotional Well-Being Curriculum

Financial Literacy





Overview

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

Standards Addressed

1	Transition: CCSS ELA Standards Alignment	p. 3
2	OhioMeansJobs-Readiness Seal	p. 5
3	12-Point Industry-Recognized Credential Pathway	p. 6
4	Ohio Secondary Transition Requirements (IDEA)	p. 7
5	Emotional Well-Being: CCSS ELA Standards Alignment	p. 8
6	Ohio K-12 SEL Standards (High School Band)	p. 9
7	SAVE Students Act — Mandated Annual Instruction	p. 10
8	Ohio SEL Competencies	p. 11
9	Financial Literacy: CCSS Standards Alignment	p. 12
10	Ohio Financial Literacy Standards	p. 13

Course Summary

Course	Grades	Units	Lessons	Ohio Standards
Transition 9-10	9-12	6	30	OMJ Readiness, Transition
Transition 11-12	9-12	6	30	OMJ Readiness, Transition
Emotional Well-Being Gr 9	9	5	25	OH SEL, SAVE Act, Health
Emotional Well-Being Gr 10	10	5	25	OH SEL, SAVE Act, Health
Emotional Well-Being Gr 11	11	5	25	OH SEL, SAVE Act, Health
Emotional Well-Being Gr 12	12	5	25	OH SEL, SAVE Act, Health
Financial Literacy 9-10	9-12	1	5	OH Financial Literacy
Financial Literacy 11-12	9-12	1	5	OH Financial Literacy

* All EWB lessons exercise speaking/listening and writing standards through collaboration boards and journal reflections.



Transition Curriculum

Section 1: Transition: 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	✓	—

CCSS ELA Standard	Description	9-10	11-12
W.11-12.4	Produce clear and coherent writing	✓	—

Transition Curriculum

Section 1: Transition: CCSS ELA Standards Alignment *(cont.)*

CCSS ELA Standard	Description	9-10	11-12
W.11-12.5	Develop writing through planning/revising	✓	✓
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.



Transition Curriculum

Section 2: OhioMeansJobs-Readiness Seal

15 professional skills validated for career readiness. The OhioMeansJobs-Readiness Seal is both a diploma seal and a supporting option for demonstrating competency.

Standard	Description	Curriculum Alignment
OMJ.1	Reliability	Employment Skills: Workplace Etiquette, Work Ethic; all units reinforce consistent participation
OMJ.2	Work Ethic	Employment Skills: Work Ethic, Safety (11-12); Self-Determination: Growth Mindset, Goal Setting
OMJ.3	Punctuality	Employment Skills: Workplace Etiquette; Independent Living: Planning My Week
OMJ.4	Discipline	Self-Determination: Self-Awareness, Knowing My Limits; Employment Skills: Work Ethic
OMJ.5	Teamwork/Collaboration	Social Skills: Working with Others, Navigating Social Situations, Relationship Skills
OMJ.6	Professionalism	Employment Skills: Workplace Etiquette, Communication (11-12); Social Skills: Navigating Social Situations
OMJ.7	Learning Agility	Self-Determination: Growth Mindset, My Mindset; Education + Training: Study Skills, Learning Supports
OMJ.8	Critical Thinking/Problem Solving	Self-Determination: SMART Goals, Goal Setting; Independent Living: Solving Community Problems (11-12)
OMJ.9	Leadership	Self-Determination: Self-Advocacy (11-12); Social Skills: Communities in Action
OMJ.10	Creativity/Innovation	Self-Determination: Growth Mindset, My Mindset; all culminating project lessons
OMJ.11	Oral & Written Communications	Social Skills: full unit; Employment Skills: Communication, Interviews; collaboration boards in all lessons
OMJ.12	Digital Technology	Education + Training: Learning Supports; all courses delivered via digital platform
OMJ.13	Global/Intercultural Fluency	Social Skills: Taking Perspective, Navigating Social Situations; (11-12) Community Awareness
OMJ.14	Career Management	Employment Skills: Job Search, Resume, Applications, Getting the Job; Self-Determination: Self-Advocacy



Transition Curriculum

Section 3: 12-Point Industry-Recognized Credential Pathway

Ohio's 12-Point Industry-Recognized Credential pathway is a foundational graduation option under ORC §3313.618. Students accumulate 12 points of approved credentials within a single career field to demonstrate competency. Students may earn a single 12-point credential or bundle multiple lower-point credentials within the same field. Ori Learning's Transition Curriculum builds the workplace readiness, self-determination, and independent living skills that support students pursuing this pathway.

Standard	Description	Curriculum Alignment
IRC.Explore	Career field exploration and pathway selection — students identify which of Ohio's 16 career fields matches their strengths and interests	Employment Skills: Job Search, Getting the Job; Self-Determination: Self-Awareness, Knowing My Limits, SMART Goals — career interest inventories and strengths-based planning
IRC.Ready	Workplace readiness and professionalism — employer-valued soft skills required across all credential areas	Employment Skills: Workplace Etiquette, Work Ethic, Communication, Safety; Social Skills: Working with Others, Navigating Social Situations — builds the professional behaviors that employers and credentialing programs require
IRC.Persist	Credential completion and persistence — executive function, goal-setting, and study skills needed to complete credentialing coursework and exams	Self-Determination: Growth Mindset, Goal Setting; Education + Training: Study Skills, Organization Skills, Learning Supports — develops the persistence and planning skills credential programs demand
IRC.DigLit	Digital literacy for credentialing assessments — comfort with technology-based testing and online learning platforms	Education + Training: Learning Supports; all courses delivered via digital platform with interactive assessments — builds familiarity with computer-based testing environments
IRC.SelfAdv	Self-advocacy for accommodations and supports — requesting testing accommodations and workplace supports during credential programs	Self-Determination: Self-Advocacy (11-12), Knowing My Limits — prepares students to advocate for accommodations in credentialing assessments and work-based learning settings
IRC.IndLiv	Independent living foundations supporting sustained employment — daily living skills that enable participation in credential programs and workplaces	Independent Living: Planning My Week, Personal Care, Preparing Meals, Transportation — daily living skills that underpin reliable attendance at credential coursework and job sites

Key career fields for transition students: Human Services, Education and Training, Health Science. The Transition Curriculum provides foundational employability skills that complement technical credential coursework in these and other fields.



Transition Curriculum

Section 4: Ohio Secondary Transition Requirements (IDEA)

Federal IDEA transition requirements mandate postsecondary goals in employment, education/training, and independent living for every student with an IEP beginning at age 16.

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

Section 5: Emotional Well-Being: 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.



Emotional Well-Being Curriculum

Section 6: Ohio K-12 SEL Standards (High School Band)

Ohio adopted five CASEL-aligned SEL competency domains in 2019. The EWB Curriculum's five-unit structure maps directly to these domains.

Competency	Standard Description	Curriculum Alignment
Self-Awareness	Recognize emotions, personal traits, strengths, needs, and values; identify how they influence behavior	Unit 1: My Identity, Knowing My Strengths, Strength in Identity, My Values, My Potential, Growth Mindset
Self-Management	Regulate emotions, manage stress, set and work toward goals, exhibit 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, appreciate diversity, demonstrate empathy and respect	Unit 3: Understanding Perspective, Empathy, Compassion, Respecting Others, Strength in Diversity, Uncovering Bias
Relationship Skills	Communicate clearly, cooperate, resolve conflicts, seek help when needed	Unit 4: Building Relationships, Communication Skills, Resolving Conflict, Working with Others, My Boundaries
Responsible Decision-Making	Make constructive choices about behavior, evaluate consequences, consider ethical and civic impact	Unit 5: Making Decisions, Anticipating Outcomes, Problem Solving, Taking Healthy Risks, Peer Pressure, Saying No



Emotional Well-Being Curriculum

Section 7: SAVE Students Act — Mandated Annual Instruction

Ohio’s SAVE Students Act mandates annual instruction in three areas for grades 6-12. Each area requires a minimum of one hour of instruction annually.

Requirement	Description	Curriculum Alignment
SAVE.1	Suicide awareness and prevention — 1 hour annual instruction	Unit 2: Managing My Emotions, Seeking Support, My Bandwidth, Self-Care; Unit 4: Expressing My Feelings
SAVE.2	Safety training and violence prevention — 1 hour annual instruction	Unit 5: Saying No, Peer Pressure, Anticipating Outcomes; Unit 4: Resolving Conflict, Healthy vs. Unhealthy Relationships
SAVE.3	Social inclusion — 1 hour annual instruction	Unit 3: Empathy, Compassion, Strength in Diversity, Uncovering Bias, Being Open-Minded; Unit 4: Building Relationships



Emotional Well-Being Curriculum

Section 8: Ohio SEL Competencies

The EWB Curriculum's five-unit structure maps directly to Ohio's five K-12 SEL competency domains (adopted 2019, 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 Ohio 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 three SAVE Students Act mandated instruction areas. Self-management and responsible decision-making competencies directly support the persistence and judgment skills required for 12-point credential completion.



Financial Literacy

Section 9: 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

Section 10: Ohio Financial Literacy Standards

Ohio requires 0.5 credit of financial literacy for graduation. Five topic strands span both course levels.

Financial Literacy 9-10

Lessons: Lessons: Introduction to Money, Ways to Earn Money, Ways to Spend Your Money, How to Save Money, Financial Literacy Capstone

Standard	Description	Lesson Alignment
OH.FL.FRD	Financial Responsibility & Decision-Making — accountability for managing money	Lesson 1: Introduction to Money; Lesson 3: Ways to Spend — needs vs. wants; Capstone project
OH.FL.PMM	Planning & Money Management — budgeting, saving, financial planning	Lesson 4: How to Save Money; Lesson 3: Ways to Spend — budgeting fundamentals
OH.FL.IC	Informed Consumer — evaluating products, services, and information	Lesson 2: Ways to Earn Money; Lesson 3: Ways to Spend — consumer decision-making
OH.FL.EG	Investing, Credit & Debt (introductory)	Lesson 4: How to Save Money — saving fundamentals and concepts
OH.FL.RMI	Risk Management & Insurance (introductory)	Lesson 1: Introduction to Money — role of money in society, financial safety

Financial Literacy 11-12

Lessons: Lessons: Money Matters, Budgeting Basics, Where You Keep Your Money, Using Credit and Debit Cards, Financial Literacy Capstone

Standard	Description	Lesson Alignment
OH.FL.FRD	Financial Responsibility & Decision-Making — current and future economic choices	Lesson 1: Money Matters — psychology of money, values alignment; Capstone project
OH.FL.PMM	Planning & Money Management — budget design, expense tracking, saving strategies	Lesson 2: Budgeting Basics — hands-on budget creation; Lesson 3: Where You Keep Your Money
OH.FL.IC	Informed Consumer — evaluating financial information and products	Lesson 1: Money Matters — reliable financial sources; Lesson 4: credit vs. debit comparison
OH.FL.ICD	Investing, Credit & Debt — credit use, debt management	Lesson 4: Using Credit and Debit Cards — credit fundamentals, responsible use, consequences

Standard	Description	Lesson Alignment
OH.FL.RMI	Risk Management & Insurance — protecting assets and identity	Lesson 3: Where You Keep Your Money — account safety; Lesson 4: credit misuse consequences