



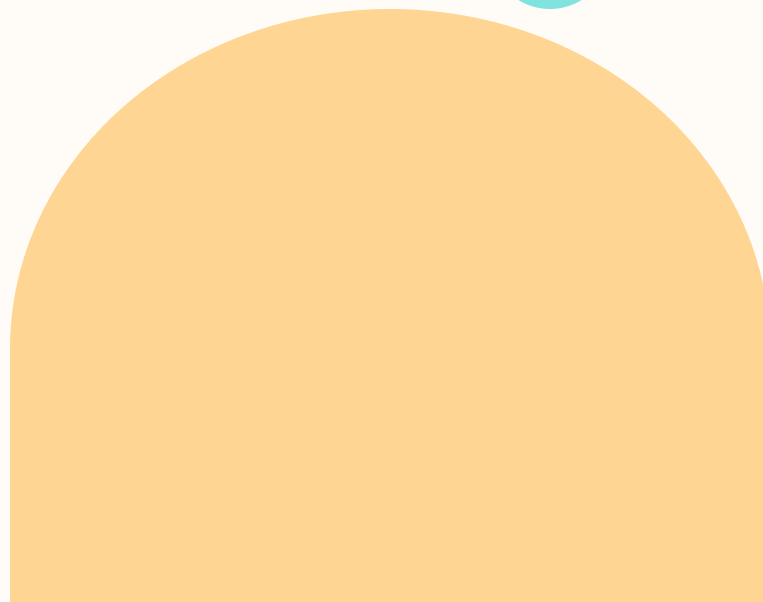
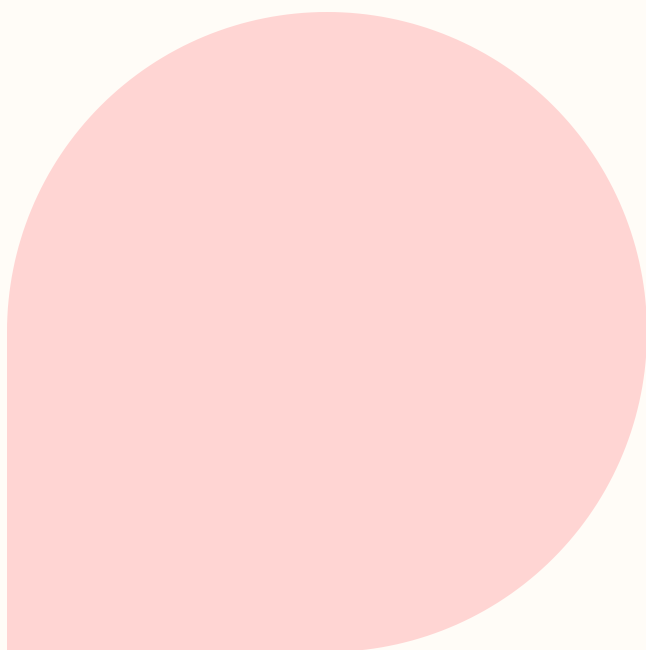
Oregon Standards Alignment

High School Courses • Grades 9-12

Transition Curriculum

Emotional Well-Being Curriculum

Financial Literacy





Overview

Ori Learning's high school courses align to multiple Oregon 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 Oregon content standards that govern its subject area.

Standards Addressed

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

Oregon Content Standards (CCSS-aligned) — Oregon adopted Common Core State Standards for ELA and Math

Oregon SEL Standards — Comprehensive K-12 SEL framework — Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making (adopted by ODE, CASEL-aligned)

Oregon Health Education Standards — Mental/emotional health, interpersonal communication, decision-making, promotion of healthy behaviors (grades 9-12)

Oregon CTE Career Learning Standards — Personal management, problem solving, communication, teamwork, employment foundations

SB 3 Financial Literacy (2023) — Financial literacy instruction required in grades 9-12; standalone course option for graduation

IDEA Secondary Transition Requirements — IEP postsecondary goals in Employment, Education/Training, and Independent Living

Course Summary

Course	Grades	Units	Lessons	DLM Essential Element	Oregon Standards
Transition 9-10	9-12	6	30	30+	OR CTE Career Learning, Transition
Transition 11-12	9-12	6	30	30+	OR CTE Career Learning, Transition
Emotional Well-Being Gr 9	9	5	25	14	OR SEL Standards, Health Ed
Emotional Well-Being Gr 10	10	5	25	3+	OR SEL Standards, Health Ed
Emotional Well-Being Gr 11	11	5	25	*	OR SEL Standards, Health Ed
Emotional Well-Being Gr 12	12	5	25	2+	OR SEL Standards, Health Ed
Financial Literacy 9-10	9-12	1	5	3	OR Financial Literacy (SB 3)
Financial Literacy 11-12	9-12	1	5	5	OR Financial Literacy (SB 3)

** 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.

Oregon CTE Career Learning Standards — Career-Related Learning Standards (CRLS)

Standard	Description	Curriculum Alignment
OR.CRLS.PM	Personal Management — exhibit appropriate work ethic and behaviors in school, community, and workplace; take responsibility for decisions and actions	Self-Determination: Self-Awareness, Growth Mindset, Knowing My Limits; Employment Skills: Work Ethic, Workplace Etiquette; all units reinforce responsible behavior
OR.CRLS.PS	Problem Solving — apply decision-making and problem-solving techniques in school, community, and workplace	Self-Determination: SMART Goals, Goal Setting; Independent Living: Solving Community Problems (11-12); Employment Skills: problem-solving in workplace scenarios
OR.CRLS.Comm	Communication — demonstrate effective reading, writing, speaking, and listening in school, community, and workplace settings	Social Skills: Working with Others, Navigating Social Situations; Employment Skills: Communication (11-12), Job Interviews; collaboration boards in all lessons
OR.CRLS.TW	Teamwork — work cooperatively with others in school, community, and workplace settings to accomplish goals	Social Skills: full unit — Taking Perspective, Working with Others, Relationship Skills; Employment Skills: Workplace Etiquette; culminating project lessons
OR.CRLS.EF	Employment Foundations — demonstrate career awareness, preparation, and job-seeking skills	Employment Skills: Job Search, Building a Resume, Applying for Jobs, Job Interviews (9-10); Workplace Etiquette, Communication, Work Ethic (11-12)

Oregon Career and College Readiness — Essential Skills

Standard	Description	Curriculum Alignment
OR.ES.Read	Read and comprehend a variety of text — demonstrate ability to read, understand, and use informational text	All lessons include reading comprehension of scenarios, workplace documents, and informational content; Education + Training: Study Skills
OR.ES.Write	Write clearly and accurately — communicate effectively in writing for various purposes and audiences	Journal reflections in every lesson; collaboration boards; culminating project written components
OR.ES.Think	Apply mathematics and think critically — use mathematical reasoning and critical thinking to solve problems	Financial Literacy: all units apply math to real-world financial scenarios; Self-Determination: problem-solving and goal-setting skills

Oregon Secondary Transition Requirements (IDEA)

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

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.

Oregon SEL Standards (High School Band)

Competency	Standard Description	Curriculum Alignment
Self-Awareness (1A-1C)	Identify and recognize emotions; recognize personal qualities and external supports; demonstrate skills related to achieving personal and academic goals through self-reflection	Unit 1: My Identity, Knowing My Strengths, Strength in Identity, My Values, My Potential, Growth Mindset; journal reflections in every lesson
Self-Management (2A-2C)	Regulate one's emotions and behavior; set and work toward goals; exhibit perseverance, self-discipline, and motivation; manage stress and use coping strategies	Unit 2: Managing My Emotions, Handling Stress, SMART Goals, Building Habits, Acceptance (R.A.I.N.), Self-Care, Getting Motivated, Overcoming Obstacles

Competency	Standard Description	Curriculum Alignment
Social Awareness (3A-3C)	Take the perspectives of and empathize with others including those from diverse backgrounds and cultures; recognize and appreciate individual and group similarities and differences; understand social and ethical norms	Unit 3: Understanding Perspective, Empathy, Compassion, Respecting Others, Strength in Diversity, Uncovering Bias, Being Open-Minded
Relationship Skills (4A-4C)	Use positive communication and social skills to interact effectively with others; develop and maintain positive relationships; demonstrate ability to prevent, manage, and resolve interpersonal conflicts	Unit 4: Building Relationships, Communication Skills, Resolving Conflict, Working with Others, My Boundaries, Healthy vs. Unhealthy Relationships, Expressing My Feelings
Responsible Decision-Making (5A-5C)	Consider ethical, safety, and societal factors in making decisions; apply decision-making skills to deal responsibly with daily academic and social situations; evaluate consequences and contribute to school and community well-being	Unit 5: Making Decisions, Anticipating Outcomes, Problem Solving, Taking Healthy Risks, Peer Pressure, Saying No, Making Big Decisions

Oregon Health Education Standards — Mental and Emotional Health (Grades 9-12)

Standard	Description	Curriculum Alignment
OR.HE.HS.1	Comprehend concepts related to health promotion and prevention — analyze the relationship between mental, emotional, and social health	Unit 1: My Identity, Knowing My Strengths, My Potential; Unit 2: Managing My Emotions, Self-Care, My Bandwidth
OR.HE.HS.2	Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors	Unit 5: Peer Pressure, Saying No, Making Decisions; Unit 4: Healthy vs. Unhealthy Relationships
OR.HE.HS.3	Access valid information, products, and services to enhance health	Unit 2: Seeking Support; Unit 3: Caring for My Community; throughout all units: scenario analysis and resource identification
OR.HE.HS.4	Use interpersonal communication skills to enhance health and avoid or reduce health risks	Unit 4: Communication Skills, Resolving Conflict, Expressing My Feelings, My Boundaries; Unit 5: Saying No
OR.HE.HS.5	Use decision-making skills to enhance health	Unit 5: Making Decisions, Anticipating Outcomes, Problem Solving, Making Big Decisions, Taking Healthy Risks
OR.HE.HS.6	Use goal-setting skills to enhance health	Unit 2: SMART Goals, Goals vs. Dreams, Building Habits, Getting Motivated; Unit 1: My Aspirations, My Priorities
OR.HE.HS.7	Practice health-enhancing behaviors and avoid or reduce health risks	Unit 2: Self-Care, Building Habits; Unit 5: Saying No, Anticipating Outcomes; journal reflections in every lesson
OR.HE.HS.8	Advocate for personal, family, and community health	Unit 3: Caring for My Community, Leadership Skills, Elevating Others; Unit 1: My Voice, Being Myself

Oregon Adi’s Act — Suicide Prevention and Mental Health (ORS 339.343)

Requirement	Description	Curriculum Alignment
Adi.1	Annual mental health education — minimum 4 hours per school year on mental health literacy, including awareness of mental health conditions and how to access support	Unit 2: Managing My Emotions, Seeking Support, My Bandwidth, Self-Care, My Well-Being; Unit 1: My Identity, Knowing My Strengths; Unit 3: Caring for My Community
Adi.2	Suicide prevention awareness — recognize warning signs, understand risk factors, know how to seek help for oneself or others	Unit 2: Seeking Support, My Bandwidth; Unit 4: Expressing My Feelings, Supportive Relationships; Unit 3: Caring for My Community, Elevating Others
Adi.3	Coping strategies and resilience — develop skills to manage stress, build resilience, and maintain emotional well-being	Unit 2: Handling Stress, Self-Care, Acceptance (R.A.I.N.), Building Habits, Overcoming Obstacles; Unit 1: Growth Mindset, My Potential

Oregon SEL Standards

Oregon has adopted comprehensive K-12 SEL standards aligned to the CASEL 5 framework. The EWB Curriculum’s five-unit structure maps directly to Oregon’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 Oregon SEL Standards 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 Oregon’s Adi’s Act requirements for annual mental health education and suicide prevention awareness.



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
OR.FL.1	Earning Income — understand income sources, wages, salary, taxes, and factors affecting net income	Lesson 2: Ways to Earn Money — income sources, paycheck basics, earnings structures
OR.FL.2	Spending — distinguish needs vs. wants, make informed purchasing decisions, understand opportunity cost	Lesson 3: Ways to Spend Your Money — needs vs. wants, consumer decision-making
OR.FL.3	Saving — explain the importance of saving, describe savings strategies and the power of compound interest	Lesson 4: How to Save Money — saving fundamentals, strategies for building savings
OR.FL.4	Financial Responsibility — understand the role of money in daily life, develop financial goals	Lesson 1: Introduction to Money — role of money in society; Capstone project connects earning, spending, saving
OR.FL.5	Financial Decision-Making — apply decision-making skills to financial situations	Lesson 3: Ways to Spend — budgeting fundamentals; Lesson 4: How to Save — setting savings goals

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
OR.FL.1	Earning Income — analyze income sources, benefits, gross vs. net income, impact of education on earning potential	Lesson 1: Money Matters — psychology of money, values alignment, understanding financial concepts
OR.FL.2	Spending — create and manage a budget, track income and expenses, plan for short- and long-term financial goals	Lesson 2: Budgeting Basics — hands-on budget creation, expense tracking
OR.FL.3	Saving — evaluate savings vehicles, compare financial institutions, understand account types	Lesson 3: Where You Keep Your Money — types of bank accounts, account safety, choosing a financial institution
OR.FL.6	Credit and Debt — explain the purpose and types of credit, understand credit scores, evaluate responsible credit use	Lesson 4: Using Credit and Debit Cards — credit fundamentals, responsible use, consequences of credit misuse
OR.FL.7	Risk Management — identify strategies to protect financial assets and personal identity	Lesson 3: Where You Keep Your Money — account safety; Lesson 4: Using Credit and Debit Cards — identity protection
OR.FL.8	Financial Planning — develop a comprehensive personal financial plan	Capstone project — integrates budgeting, saving, credit knowledge into a personal financial plan

Economics and Financial Literacy Content (Grades 9-12)

Cross-referenced with Financial Literacy courses at both levels

Standard	Description	Lesson Alignment
OR.SS.Econ.HS.1	Analyze how economic decisions affect personal financial planning	Lesson 1 (9-10): Introduction to Money; Lesson 1 (11-12): Money Matters — connecting economic principles to personal finance
OR.SS.Econ.HS.2	Evaluate the role of financial institutions in the economy and personal finance	Lesson 3 (11-12): Where You Keep Your Money — role and types of financial institutions
OR.SS.Econ.HS.3	Analyze the costs and benefits of various financial decisions including credit, saving, and investment	Lesson 4 (11-12): Using Credit and Debit Cards — credit fundamentals, responsible use, debt consequences; Lesson 4 (9-10): How to Save Money