



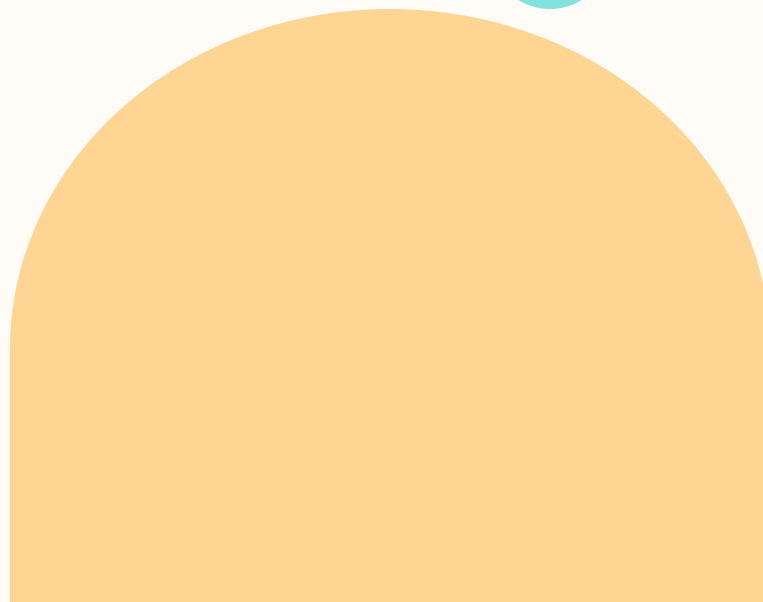
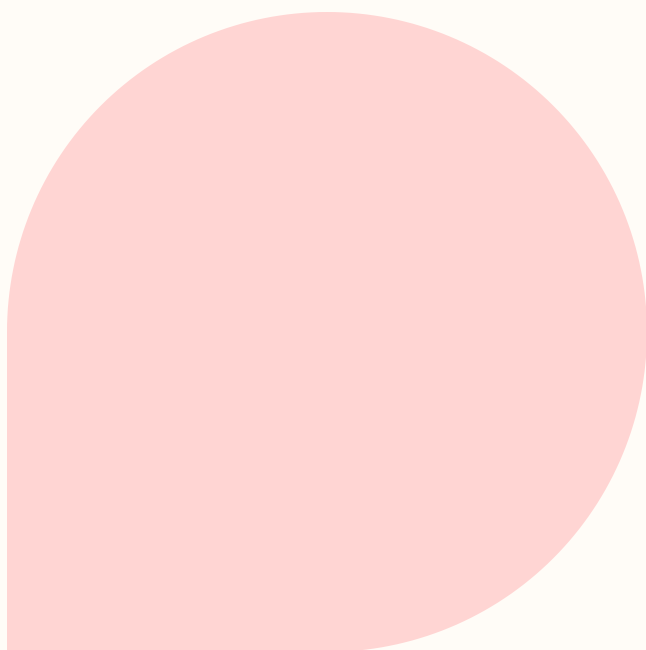
South Dakota Standards Alignment

High School Courses • Grades 9-12

Transition Curriculum

Emotional Well-Being Curriculum

Financial Literacy





Overview

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

Standards Addressed

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

SD Content Standards (ELA & Math) — CCSS-aligned academic standards; crosswalked in every lesson via lesson properties

SD SEL Framework — Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making (CASEL-aligned)

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

SD CTE Career-Ready Standards — Employability skills, career exploration, workplace readiness across career clusters

SD IDEA Transition Requirements — Postsecondary goals for employment, education/training, and independent living by age 16

SD Personal Finance Standards — Financial literacy instruction integrated into state standards

Course Summary

Course	Grades	Units	Lessons	DLM Essential Element	South Dakota Standards
Transition 9-10	9-12	6	30	30+	SD CTE, IDEA Transition
Transition 11-12	9-12	6	30	30+	SD CTE, IDEA Transition
Emotional Well-Being Gr 9	9	5	25	14	SD SEL Framework, Health Ed
Emotional Well-Being Gr 10	10	5	25	3+	SD SEL Framework, Health Ed
Emotional Well-Being Gr 11	11	5	25	*	SD SEL Framework, Health Ed
Emotional Well-Being Gr 12	12	5	25	2+	SD SEL Framework, Health Ed
Financial Literacy 9-10	9-12	1	5	3	SD Personal Finance
Financial Literacy 11-12	9-12	1	5	5	SD Personal Finance

** 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.

SD CTE Career-Ready Standards — Employability Skills

Standard	Description	Curriculum Alignment
SD.CTE.ES.1	Demonstrate positive work behaviors and personal qualities for career success — reliability, punctuality, work ethic, initiative	Employment Skills: Workplace Etiquette, Work Ethic, Safety (11-12); Self-Determination: Growth Mindset, Goal Setting
SD.CTE.ES.2	Apply communication skills in workplace settings — verbal, written, active listening, professional correspondence	Social Skills: full unit; Employment Skills: Communication, Interviews; collaboration boards in all lessons
SD.CTE.ES.3	Apply teamwork and collaboration skills — contribute to team goals, resolve workplace conflicts	Social Skills: Working with Others, Navigating Social Situations, Relationship Skills, Taking Perspective
SD.CTE.ES.4	Demonstrate problem-solving and critical thinking in workplace scenarios	Self-Determination: SMART Goals, Goal Setting; Independent Living: Solving Community Problems (11-12); Education + Training: Study Skills
SD.CTE.ES.5	Use technology and digital tools effectively in career contexts	Education + Training: Learning Supports; all courses delivered via digital platform
SD.CTE.ES.6	Develop career plans based on interests, aptitudes, and labor market information	Self-Determination: Self-Awareness, SMART Goals, Goal Setting; Employment Skills: Job Search, Getting the Job; Education + Training: My Education

South Dakota 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.

SD SEL Framework — Five Competency Domains (All Grade Bands)

Competency	Standard Description	Curriculum Alignment
Self-Awareness	Recognize emotions, personal traits, strengths, values, and cultural identity; understand how they influence thoughts and actions	Unit 1: My Identity, Knowing My Strengths, Strength in Identity, My Values, My Potential, Growth Mindset, Being Myself
Self-Management	Regulate emotions, manage stress, demonstrate perseverance, 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

Competency	Standard Description	Curriculum Alignment
Social Awareness	Take perspectives of others, demonstrate empathy, appreciate diversity, recognize social norms	Unit 3: Understanding Perspective, Empathy, Compassion, Respecting Others, Strength in Diversity, Uncovering Bias, Being Open-Minded
Relationship Skills	Communicate clearly, cooperate, resolve conflicts, seek and offer help, build positive relationships	Unit 4: Building Relationships, Communication Skills, Resolving Conflict, Working with Others, My Boundaries, Expressing My Feelings
Responsible Decision-Making	Make constructive choices, evaluate consequences, consider ethical and safety factors, reflect on decisions	Unit 5: Making Decisions, Anticipating Outcomes, Problem Solving, Taking Healthy Risks, Peer Pressure, Saying No

SD Health Education Standards – Mental/Emotional Health Focus (Grades 9-12)

Standard	Description	Curriculum Alignment
SD.HE.1	Comprehend concepts related to health promotion — mental, emotional, social, and physical health connections	Unit 1: My Identity, Knowing My Strengths, My Potential; Unit 2: Managing Emotions, Handling Stress, Self-Care
SD.HE.2	Analyze influences of family, peers, culture, media, and technology on health behaviors	Unit 3: Understanding Perspective, Empathy, Strength in Diversity, Uncovering Bias; Unit 5: Peer Pressure
SD.HE.4	Use interpersonal communication skills to enhance health — conflict resolution, healthy relationships	Unit 4: Building Relationships, Communication Skills, Resolving Conflict, Healthy vs. Unhealthy Relationships
SD.HE.5	Use decision-making skills to enhance health	Unit 5: Making Decisions, Anticipating Outcomes, Problem Solving, Making Big Decisions
SD.HE.6	Use goal-setting skills to enhance health — personal health plan, monitor progress	Unit 2: SMART Goals, Goals vs. Dreams, Getting Motivated, Building Habits
SD.HE.7	Practice health-enhancing behaviors and avoid or reduce health risks	Unit 2: Self-Care, Managing My Emotions; Unit 5: Saying No, Peer Pressure; Unit 1: Growth Mindset
SD.HE.8	Advocate for personal, family, and community health	Unit 3: Caring for My Community, Elevating Others, Leadership Skills; Unit 4: Working with Others

SD SEL Framework Competencies

South Dakota has adopted a CASEL-aligned SEL framework with five competency domains. The EWB Curriculum’s five-unit structure maps directly to SD’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 SD 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. Also addresses all SD Health Education standards for mental/emotional health.



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
SD.PF.1	Financial decision-making — apply decision-making skills to personal financial choices	Lesson 1: Introduction to Money; Lesson 3: Ways to Spend — needs vs. wants; Capstone project
SD.PF.2	Earning income — types of income, factors affecting earning potential, career connections	Lesson 2: Ways to Earn Money — earnings, pay structures, income types
SD.PF.3	Spending — develop a spending plan, distinguish between needs and wants, opportunity costs	Lesson 3: Ways to Spend Your Money — budgeting fundamentals; Lesson 4: How to Save Money
SD.PF.4	Saving — explain benefits of saving, compound interest, short- and long-term saving strategies	Lesson 4: How to Save Money — saving fundamentals and growth concepts
SD.PF.5	Financial responsibility — role of money in society and personal life	Lesson 1: Introduction to Money — role of money in society; Capstone connects all concepts

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
SD.PF.1	Financial decision-making — apply systematic decision-making to major financial choices	Lesson 1: Money Matters — psychology of money, values alignment; Capstone project
SD.PF.3	Spending — create and manage a personal budget, track income and expenses	Lesson 2: Budgeting Basics — hands-on budget creation, expense tracking
SD.PF.6	Financial institutions — compare services, account types, and protections across financial institutions	Lesson 3: Where You Keep Your Money — types of bank accounts, institution comparison
SD.PF.7	Credit and debt — types of credit, credit scores, responsible use, consequences of debt	Lesson 4: Using Credit and Debit Cards — credit vs. debit, credit fundamentals, responsible use
SD.PF.8	Protecting finances — identity theft, consumer protections, financial safety	Lesson 3: Where You Keep Your Money — account safety; Lesson 4: credit card security
SD.PF.9	Financial planning — comprehensive financial plan integrating budgeting, saving, credit, and protection	Capstone project — comprehensive financial plan integrating all prior lessons