



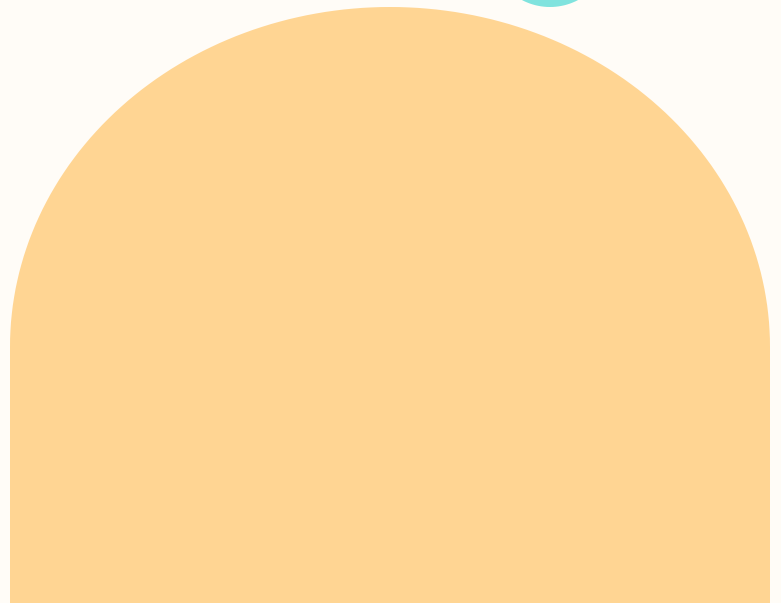
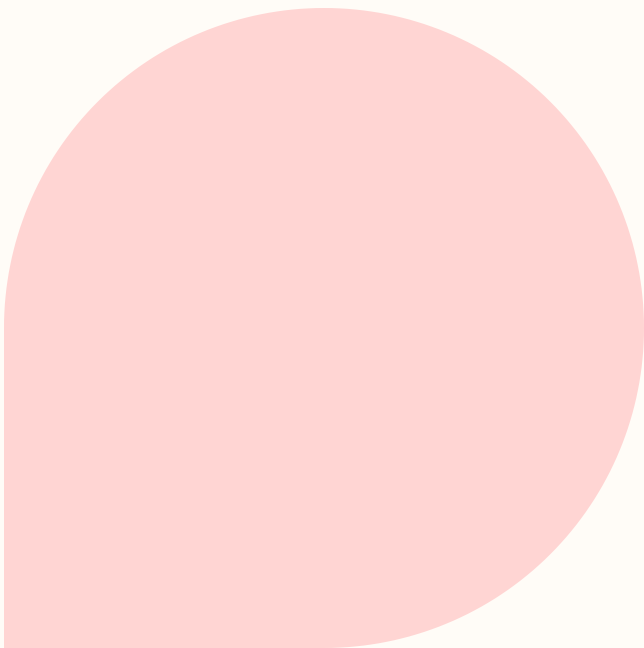
Tennessee Standards Alignment

High School Courses • Grades 9-12

Transition Curriculum

Emotional Well-Being Curriculum

Financial Literacy





Overview

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

Standards Addressed

CCSS ELA Standards — embedded in every lesson via lesson properties; Tennessee Academic Standards closely aligned to CCSS

Tennessee Social and Personal Competencies (SPC) — Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making (CASEL-aligned framework adopted by TDOE)

Tennessee Work-Based Learning Framework — Career exploration, workplace readiness, and employability skills for all students

Tennessee Employability Standards — Workplace skills integrated across CTE pathways

Tennessee Health Education Standards — Mental/emotional health, interpersonal communication, decision-making, stress management

Tennessee Financial Literacy Act (SB 623, 2023) — Half-credit personal finance course required for graduation (Class of 2029)

Course Summary

Course	Grades	Units	Lessons	DLM Essential Element	Tennessee Standards
Transition 9-10	9-12	6	30	30+	TN WBL, Employability, Transition
Transition 11-12	9-12	6	30	30+	TN WBL, Employability, Transition
Emotional Well-Being Gr 9	9	5	25	14	TN SPC, Health Ed
Emotional Well-Being Gr 10	10	5	25	3+	TN SPC, Health Ed
Emotional Well-Being Gr 11	11	5	25	*	TN SPC, Health Ed
Emotional Well-Being Gr 12	12	5	25	2+	TN SPC, Health Ed
Financial Literacy 9-10	9-12	1	5	3	TN Financial Literacy
Financial Literacy 11-12	9-12	1	5	5	TN Financial Literacy

** 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.

Tennessee Work-Based Learning Framework — Career Readiness

Standard	Description	Curriculum Alignment
TN.WBL.1	Career awareness and exploration — identify interests, aptitudes, and career pathways	Self-Determination: Self-Awareness, SMART Goals; Employment Skills: Job Search, Getting the Job
TN.WBL.2	Workplace readiness — demonstrate professional behaviors and work ethic	Employment Skills: Workplace Etiquette, Work Ethic, Communication (11-12); Self-Determination: Growth Mindset
TN.WBL.3	Resume development and interview skills	Employment Skills: Building a Resume, Applying for Jobs, Job Interviews (9-10); digital portfolio and advanced interview techniques (11-12)
TN.WBL.4	Workplace communication and teamwork	Social Skills: Working with Others, Navigating Social Situations, Relationship Skills; Employment Skills: Communication
TN.WBL.5	Workplace safety and health	Employment Skills: Workplace Safety; Independent Living: Personal Care, Planning My Week
TN.WBL.6	Career planning and postsecondary goal-setting	Self-Determination: SMART Goals (9-10), Goal Setting (11-12); Education + Training: My Education, Learning Supports

Tennessee Employability Standards

Standard	Description	Curriculum Alignment
TN.Employ.1	Communication — oral and written communication in professional settings	Social Skills: full unit; Employment Skills: Communication, Interviews; collaboration boards in all lessons

Standard	Description	Curriculum Alignment
TN.Employ.2	Problem-solving and critical thinking	Self-Determination: SMART Goals, Goal Setting; Independent Living: Solving Community Problems (11-12)
TN.Employ.3	Teamwork and collaboration	Social Skills: Working with Others, Navigating Social Situations, Relationship Skills
TN.Employ.4	Reliability and work ethic	Employment Skills: Work Ethic, Workplace Etiquette; Self-Determination: Growth Mindset, Goal Setting
TN.Employ.5	Technology use and digital literacy	Education + Training: Learning Supports; all courses delivered via digital platform
TN.Employ.6	Self-management and professionalism	Self-Determination: Self-Awareness, Knowing My Limits; Employment Skills: Workplace Etiquette, Work Ethic
TN.Employ.7	Leadership and initiative	Self-Determination: Self-Advocacy (11-12); Social Skills: Communities in Action
TN.Employ.8	Adaptability and continuous learning	Self-Determination: Growth Mindset, My Mindset; Education + Training: Study Skills, Learning Supports

Tennessee 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.

Tennessee Social and Personal Competencies (High School Band)

Competency	Standard Description	Curriculum Alignment
Self-Awareness	Recognize and understand one's own emotions, thoughts, values, and their influence on behavior; identify personal strengths and areas for growth	Unit 1: My Identity, Knowing My Strengths, Strength in Identity, My Values, My Potential, Growth Mindset
Self-Management	Regulate emotions and behaviors, manage stress, set and pursue personal and academic goals, demonstrate perseverance and self-discipline	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 the perspectives of others, demonstrate empathy and compassion, appreciate diversity, and understand social norms	Unit 3: Understanding Perspective, Empathy, Compassion, Respecting Others, Strength in Diversity, Uncovering Bias
Relationship Skills	Communicate clearly, listen actively, cooperate, resolve conflicts constructively, and seek or offer help when needed	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, and consider the well-being of self and others	Unit 5: Making Decisions, Anticipating Outcomes, Problem Solving, Taking Healthy Risks, Peer Pressure, Saying No

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

Standard	Description	Curriculum Alignment
HE.9-12.1.1	Analyze the relationship between mental, emotional, and social health and overall wellness	Unit 1: My Identity, Knowing My Strengths, My Potential; Unit 2: Managing My Emotions, Self-Care, My Bandwidth
HE.9-12.1.2	Analyze the impact of stress on physical, mental, emotional, and social health	Unit 2: Handling Stress, Self-Care, My Bandwidth, Overcoming Obstacles; journal reflections in every lesson
HE.9-12.2.1	Analyze the influence of family, peers, culture, and media on health behaviors and decisions	Unit 5: Peer Pressure, Saying No, Making Decisions; Unit 4: Healthy vs. Unhealthy Relationships
HE.9-12.4.1	Demonstrate effective interpersonal communication skills including refusal, negotiation, and conflict resolution	Unit 4: Communication Skills, Resolving Conflict, Expressing My Feelings, My Boundaries; Unit 5: Saying No
HE.9-12.5.1	Apply a decision-making process to health-related issues and problems	Unit 5: Making Decisions, Anticipating Outcomes, Problem Solving, Making Big Decisions, Taking Healthy Risks
HE.9-12.6.1	Set and monitor personal health goals using goal-setting strategies	Unit 2: SMART Goals, Goals vs. Dreams, Building Habits, Getting Motivated; Unit 1: My Aspirations, My Priorities
HE.9-12.7.1	Demonstrate practices and behaviors that reduce or prevent health risks including mental health risks	Unit 2: Seeking Support, Self-Care; Unit 3: Caring for My Community, Elevating Others; Unit 5: Anticipating Outcomes
HE.9-12.8.1	Advocate for personal, family, and community health and wellness	Unit 3: Caring for My Community, Leadership Skills, Elevating Others; Unit 1: My Voice, Being Myself

Tennessee Social and Personal Competencies

The EWB Curriculum’s five-unit structure maps directly to Tennessee’s five Social and Personal Competency domains (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 Tennessee Social and Personal Competencies addressed. 125 dedicated lessons across five competency-aligned units, with pre/post assessments at the lesson, unit, and course level providing measurable growth data for each competency. The curriculum uses Tennessee's preferred 'social and personal competencies' framework rather than 'SEL' terminology.



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
TN.FL.1	Earning Income — understand income sources, wages, salary, taxes, and pay structures	Lesson 2: Ways to Earn Money — income sources, paycheck basics, earnings structures
TN.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
TN.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
TN.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
TN.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, Types of Bank Accounts, Credit vs. Debit, Financial Literacy Capstone

Standard	Description	Lesson Alignment
TN.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
TN.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
TN.FL.3	Saving — evaluate savings vehicles, compare financial institutions, understand account types	Lesson 3: Types of Bank Accounts — types of bank accounts, account safety, choosing a financial institution
TN.FL.6	Credit and Debt — explain the purpose and types of credit, understand credit scores, evaluate responsible credit use	Lesson 4: Credit vs. Debit — credit fundamentals, responsible use, consequences of credit misuse
TN.FL.7	Risk Management — identify strategies to protect financial assets and personal identity	Lesson 3: Types of Bank Accounts — account safety; Lesson 4: Credit vs. Debit — identity protection
TN.FL.8	Financial Planning — develop a comprehensive personal financial plan	Capstone project — integrates budgeting, saving, credit knowledge into a personal financial plan

Economics and Personal Finance Content (Grades 9-12)

Cross-referenced with Financial Literacy courses at both levels

Standard	Description	Lesson Alignment
\$6.51.1	Explain 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
\$6.51.2	Analyze the role of financial institutions in the economy	Lesson 3 (11-12): Types of Bank Accounts — role and types of financial institutions
\$6.51.3	Evaluate the costs and benefits of using credit	Lesson 4 (11-12): Credit vs. Debit — credit fundamentals, responsible use, debt consequences