



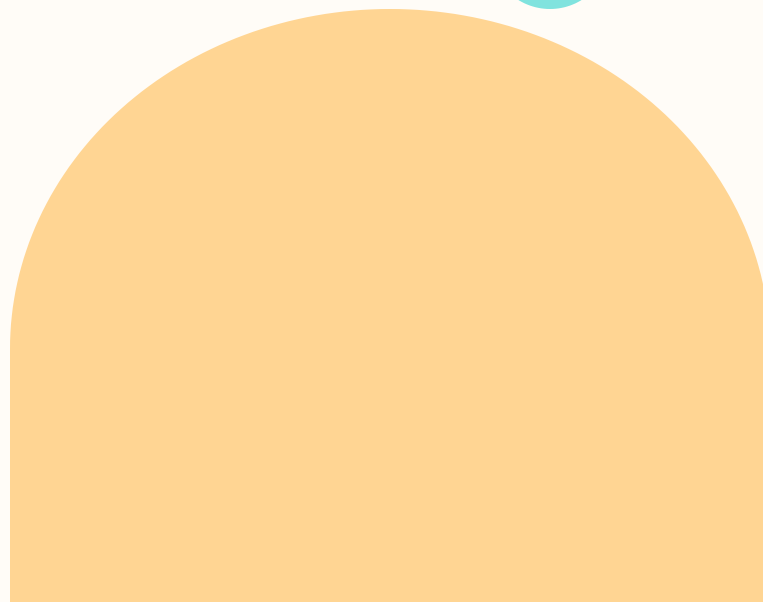
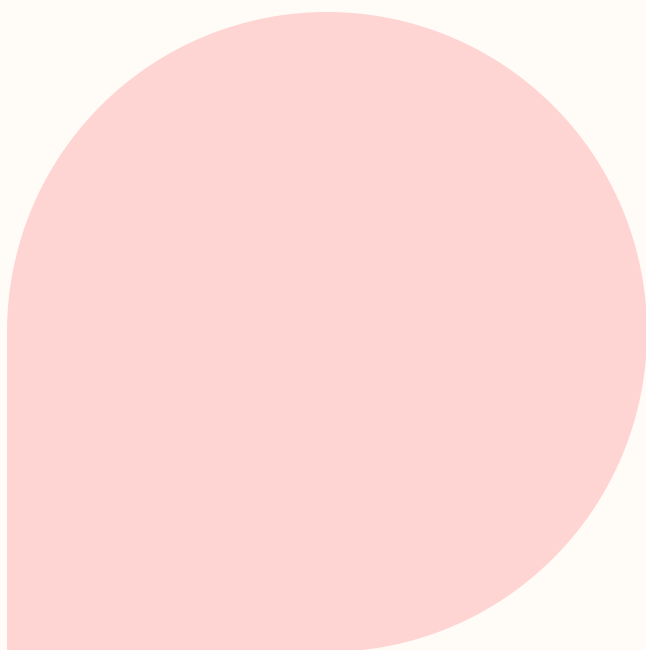
Texas Standards Alignment

High School Courses • Grades 9-12

Transition Curriculum

Emotional Well-Being Curriculum

Financial Literacy





Overview

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

Standards Addressed

TEKS Career Preparation (§127.13, §127.14) — Career readiness, employability skills, workplace success, and career advancement

TEKS CTE Employability Skills (§127.15) — Universal employability skills required across all CTE courses (effective August 2025)

19 TAC §89.1055 Transition Requirements — IEP transition planning: post-secondary goals in employment, education, and independent living

TEKS Positive Character Traits (§120.9) — Trustworthiness, Responsibility, Caring, Good Citizenship — required instruction grades 9-12

Health TEKS (§115.38, §115.39) — Social and emotional health, healthy self-concept, risk and protective factors, mental health and wellness

TEA Mental Health Framework (TEC §38.351) — Managing Emotions, Establishing and Maintaining Positive Relationships, Responsible Decision-Making

TEKS Personal Financial Literacy & Economics (§113.76) — Earning, spending, credit, saving/investing, protecting — 0.5 credit graduation requirement

Course Summary

Course	Grades	Units	Lessons	CCSS Standards	Texas Standards
Transition 9-10	9-12	6	30	30+	TEKS §127.13, §127.14, §89.1055
Transition 11-12	9-12	6	30	30+	TEKS §127.13, §127.14, §89.1055
Emotional Well-Being Gr 9	9	5	25	14	TEKS §120.9, §115.38, TEC §38.351
Emotional Well-Being Gr 10	10	5	25	3+	TEKS §120.9, §115.38, TEC §38.351
Emotional Well-Being Gr 11	11	5	25	*	TEKS §120.9, §115.38, TEC §38.351
Emotional Well-Being Gr 12	12	5	25	2+	TEKS §120.9, §115.38, TEC §38.351
Financial Literacy 9-10	9-12	1	5	3	TEKS §113.76
Financial Literacy 11-12	9-12	1	5	5	TEKS §113.76

* All EWB lessons exercise speaking/listening and writing standards through collaboration boards and journal reflections, even where not explicitly tagged in lesson properties.



TEKS §127.13 — Career Preparation I (Grades 11-12)

Standard	Description	Curriculum Alignment
§127.13(1)	Employability skills for entry-level positions: employment opportunities, resume, job search documents, interview techniques, electronic portfolio	Employment Skills: Job Search, Building a Resume, Applying for Jobs, Job Interviews (9-10); Getting the Job (11-12)
§127.13(2)	Workplace success skills: dependability, punctuality, interpersonal skills, diversity respect, business etiquette, productive work habits, teamwork	Employment Skills: Workplace Etiquette, Communication, Work Ethic, Workplace Safety (11-12); Social Skills: Working with Others, Navigating Social Situations
§127.13(3)	Work ethics and communication: personal integrity, teamwork, employer expectations, listening skills, ethical standards	Employment Skills: Work Ethic, Workplace Safety; Self-Determination: Self-Awareness, Growth Mindset
§127.13(4)	Academic application to job skills: mathematics, data interpretation, business documents	Education + Training: Study Skills, Organization Skills; all units reinforce functional academics
§127.13(5)	Ethical behavior and legal responsibilities: policies, Fair Labor Standards Act, confidentiality	Employment Skills: Work Ethic, Workplace Safety; Social Skills: Navigating Social Situations
§127.13(6)	Self-development and interpersonal skills: team-building, leadership	Self-Determination: Self-Awareness, Self-Advocacy, Growth Mindset; Social Skills: Working with Others, Relationship Skills
§127.13(7)	Workplace safety: safe practices, OSHA regulations, health and wellness influences	Employment Skills: Workplace Safety (11-12); Independent Living: Personal Care
§127.13(8)	Career retention and advancement: employment outlook, entrepreneurial opportunities, financial planning	Education + Training: My Education, Learning Supports; cross-ref Financial Literacy course
§127.13(9)	Professional advancement attributes: employment options, career levels, personal priorities, continuing education	Self-Determination: SMART Goals (9-10), Goal Setting (11-12); Education + Training: full unit

TEKS §127.14 — Career Preparation II (Grade 12)

Standard	Description	Curriculum Alignment
§127.14(1)	Professional electronic portfolio with 2-4 year career plan	Self-Determination: SMART Goals, Goal Setting; Employment Skills: Building a Resume; culminating project lessons
§127.14(3)	Multicultural communication and diversity appreciation	Social Skills: Taking Perspective, Navigating Social Situations; (11-12) Community Awareness

Standard	Description	Curriculum Alignment
§127.14(4)	Critical thinking, technical writing, multi-modal communication	Education + Training: Study Skills, Organization Skills; Social Skills: full unit communication activities
§127.14(6)	Identity theft awareness and victim prevention	Independent Living: Personal Care, Planning My Week; cross-ref Financial Literacy: Where You Keep Your Money
§127.14(9)	Emerging occupations, entrepreneurship, employer/employee rights, financial planning	Employment Skills: Job Search, Getting the Job; Self-Determination: Self-Advocacy; cross-ref Financial Literacy
§127.14(10)	Continuing education, preparation requirements, personal factors in career choices	Education + Training: My Education, Learning Supports; Self-Determination: Self-Awareness, Knowing My Limits

19 TAC §89.1055 — Special Education Transition Requirements

Standard	Description	Curriculum Alignment
§89.1055 Employment	Measurable post-secondary employment goals based on age-appropriate transition assessments	Employment Skills: full unit — Job Search, Resume, Applications, Interviews, Workplace Etiquette, Communication, Work Ethic, Safety
§89.1055 Education	Post-secondary education and training goals including preparation for postsecondary coursework	Education + Training: My Education, Study Skills, Learning Supports, Organization Skills
§89.1055 Independent Living	Independent living skills goals where appropriate	Independent Living: full unit — Household Chores, Preparing Meals, Personal Care, Planning My Week
§89.1055 Self-Determination	Decision-making skills development, supports for independence and self-determination	Self-Determination: full unit — Self-Awareness, Growth Mindset, SMART Goals, Self-Advocacy, Knowing My Limits
§89.1055 Social Skills	Social skills and interpersonal competencies for transition	Social Skills: Working with Others, Navigating Social Situations, Relationship Skills, Taking Perspective
§89.1055 Community (18+)	Community-based instructional environments for postsecondary preparation, competitive employment, or independent living	Gr 11-12: Communities in Action, Community Resources, Community Involvement, Solving Community Problems



TEKS §120.9 — Positive Character Traits and Personal Skills (Grades 9-12)

Standard	Character Strand	Curriculum Alignment
§120.9(c)(1)	Trustworthiness: examine decision-making power and personal actions; analyze integrity and loyalty in leaders; examine consequences of unethical behavior	Unit 1 Self-Awareness: My Identity, My Values, Knowing My Strengths, My Potential; Unit 5: Making Decisions, Anticipating Outcomes
§120.9(c)(2)	Responsibility: identify role models demonstrating accountability; evaluate self-management strategies; differentiate diligence and perseverance; self-control and self-management	Unit 2 Self-Management: Managing My Emotions, Building Habits, SMART Goals, Getting Motivated, Self-Care; Unit 1: Growth Mindset
§120.9(c)(3)	Caring: evaluate personal attitudes toward self and others; discuss how feelings affect relationships; identify empathy-building strategies; kindness, compassion, cooperation	Unit 3 Social Awareness: Empathy, Compassion, Respecting Others, Being Open-Minded; Unit 4: Building Relationships, Expressing My Feelings
§120.9(c)(4)	Good Citizenship: explain personal actions' community impact; apply conflict resolution skills; participate in constructive dialogue with differing viewpoints; responsible decision-making	Unit 5 Responsible Decision-Making: Making Decisions, Problem Solving, Taking Healthy Risks; Unit 4: Resolving Conflict; Unit 3: Caring for My Community, Elevating Others

Health TEKS §115.38 — Mental Health and Wellness Strand (Health I, Grades 9-12)

Standard	Description	Curriculum Alignment
§115.38(c)(2)	Social and Emotional Health: strategies to develop socio-emotional health, self-regulation, and healthy relationships	Unit 2: Managing My Emotions, Mixed Emotions, Acceptance (R.A.I.N.); Unit 4: Building Relationships, Communication Skills, Working with Others
§115.38(c)(2)(A)	Perspective-taking, respect for others' feelings, express empathy toward others	Unit 3: Understanding Perspective, Empathy, Compassion, Respecting Others, Strength in Diversity
§115.38(c)(2)(B)	Communication forms (passive, aggressive, assertive) and impact on conflict resolution	Unit 4: Communication Skills, Resolving Conflict, Healthy vs. Unhealthy Relationships

Standard	Description	Curriculum Alignment
§115.38(c)(3)	Developing a Healthy Self-Concept: self-assessment, evaluation, goal setting, decision-making for healthy self-concept	Unit 1: My Identity, Knowing My Strengths, My Potential, Being Myself; Unit 2: SMART Goals, Goals vs. Dreams
§115.38(c)(3)(A)	Decision-making skills based on health information	Unit 5: Making Decisions, Anticipating Outcomes, Making Big Decisions, Taking Healthy Risks
§115.38(c)(4)	Risk and Protective Factors: factors influencing mental health and wellness	Unit 2: Handling Stress, My Bandwidth, Self-Care, Overcoming Obstacles
§115.38(c)(4)(A)	Adverse childhood experiences (ACEs), trauma, brain development, processing and overcoming negative events	Unit 2: Handling Stress, Overcoming Obstacles, Acceptance (R.A.I.N.); journal reflections across all units
§115.38(c)(5)	Identifying and Managing Mental Health and Wellness Concerns: skills to identify and manage mental health conditions	Unit 2: Seeking Support, Self-Care; Unit 3: Caring for My Community; Unit 4: Supportive Relationships, Expressing My Feelings
§115.38(c)(5)(A-B)	Suicide risk/protective factors, reporting warning signs, prevention resources	Unit 2: Seeking Support, My Bandwidth; Unit 4: Expressing My Feelings — awareness of support resources and help-seeking skills

TEA Mental Health Framework (TEC §38.351) — Three Competency Areas

Competency Area	Description	Curriculum Alignment
Managing Emotions	Cope with stress and anxiety; identify and communicate emotions in a healthy way; seek support when needed	Unit 2 Self-Management: Managing My Emotions, Mixed Emotions, Handling Stress, My Bandwidth, Self-Care, Seeking Support
Positive Relationships	Be dependable to others; empathize with others; peaceful conflict resolution	Unit 3: Empathy, Compassion, Respecting Others; Unit 4: Building Relationships, Communication Skills, Resolving Conflict, Working with Others
Responsible Decision-Making	Problem-solving and critical thinking; protective factors that reduce risky behavior; set and achieve goals	Unit 5: Making Decisions, Anticipating Outcomes, Problem Solving, Taking Healthy Risks, Peer Pressure, Saying No; Unit 2: SMART Goals, Getting Motivated

CASEL-Aligned Competencies (Texas Terminology: Character Traits, Social-Emotional Health, Mental Health Skills)

Texas does not use the term “SEL” in official standards, but the EWB Curriculum’s five-unit structure maps directly to all five CASEL competency domains — addressed through Texas’s Character Traits TEKS (§120.9), Health TEKS mental health strand (§115.38), and TEA Mental Health Framework (TEC §38.351).

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)

All five CASEL competency domains addressed using Texas-approved frameworks. 125 dedicated lessons across five units, with pre/post assessments at the lesson, unit, and course level. Aligned to Chapter 120 Character Traits, Chapter 115 Health mental health strand, and TEA's TEC §38.351 framework — no "SEL" label required.



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
§113.76(4)	Earning: income sources (wages, profits, interest, rent, dividends), benefits, gross/net/taxable income	Lesson 2: Ways to Earn Money — earnings, pay structures, income types
§113.76(6)	Spending: financial goals, opportunity costs, prioritize purchases, track income and expenses	Lesson 3: Ways to Spend Your Money — needs vs. wants, spending priorities; Lesson 4: How to Save Money — budgeting fundamentals
§113.76(8)	Saving and Investing: compound growth, rule of 72, savings accounts, investment basics	Lesson 4: How to Save Money — saving fundamentals, interest, growth concepts
§113.76(3)	Education and skills investment: postsecondary costs, grants, scholarships, student loans, career pathways	Lesson 1: Introduction to Money — role of money in society; Lesson 2: Ways to Earn Money — earning context
§113.76(10)	PFL skills: problem-solving, budgeting, comprehensive financial planning	Capstone project — connects earning, spending, saving into comprehensive plan
§113.76(1)	Economics fundamentals: scarcity, choice, opportunity cost, supply and demand	Lesson 1: Introduction to Money — context for financial decisions; Lesson 3: opportunity costs in spending

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
§113.76(4)	Earning: income sources, benefits, gross/net/taxable income	Lesson 1: Money Matters — psychology of money, income concepts, values alignment
§113.76(6)	Spending: financial goals, opportunity costs, track income/expenses, housing, vehicles	Lesson 2: Budgeting Basics — hands-on budget creation, expense tracking, financial goal-setting
§113.76(7)	Credit and Debt: credit sources, predatory lending, revolving/installment credit, credit reports and scores, bankruptcy	Lesson 4: Using Credit and Debit Cards — credit vs. debit, credit fundamentals, responsible use, consequences of misuse
§113.76(9)	Protecting and Insuring: risk management, insurance types, identity theft, financial scams, consumer protection	Lesson 3: Where You Keep Your Money — account safety, types of bank accounts, protecting financial identity

Standard	Description	Lesson Alignment
§113.76(10)	PFL skills: problem-solving, budgeting, comprehensive financial planning	Capstone project — comprehensive financial plan integrating earning, budgeting, credit, and protection
§113.76(2)	Macroeconomic impact on personal finance: taxes, mixed economy, fiscal and monetary policy	Lesson 1: Money Matters — understanding how economic forces affect personal finances
§113.76(5)	Entrepreneurship: business creation, self-employment vs. employee, risk and rewards	Lesson 1: Money Matters — career and income context; cross-ref Transition Curriculum employment unit