



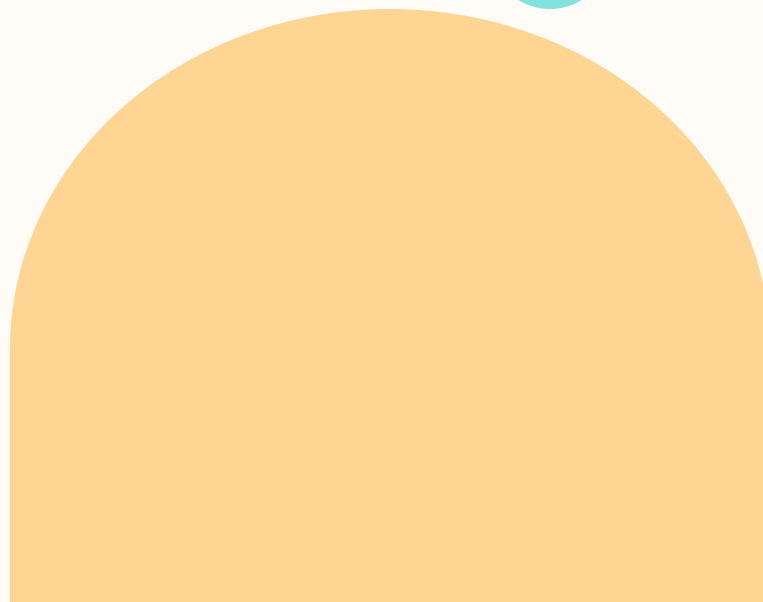
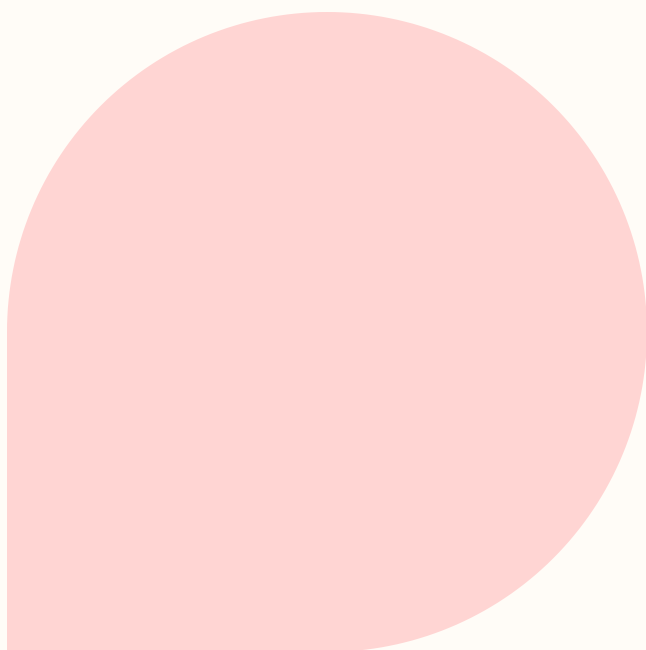
Utah Standards Alignment

High School Courses • Grades 9-12

Transition Curriculum

Emotional Well-Being Curriculum

Financial Literacy





Overview

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

Standards Addressed

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

Utah Core Standards (CCSS-aligned) — Utah Core Standards for English Language Arts — aligned to Common Core State Standards

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

UT Academic, Social, and Emotional Learning (ASEL) — Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making — integrated into Utah's school counseling and health frameworks

UT Health Education Core Standards (Grades 9-12) — Mental/emotional health, substance abuse prevention, interpersonal communication, decision-making, goal-setting

UT College & Career Readiness (CCR) / CTE Standards — Employability skills, career exploration, workplace readiness, self-management

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

UT General Financial Literacy Standards — 0.5-credit graduation requirement — earning, spending, saving, borrowing, investing, protecting

Course Summary

Course	Grades	Units	Lessons	DLM Essential Element	Utah Standards
Transition 9-10	9-12	6	30	30+	UT CTE Employability, IDEA Transition
Transition 11-12	9-12	6	30	30+	UT CTE Employability, IDEA Transition
Emotional Well-Being Gr 9	9	5	25	14	UT ASEL, Health Ed, School Counseling
Emotional Well-Being Gr 10	10	5	25	3+	UT ASEL, Health Ed, School Counseling
Emotional Well-Being Gr 11	11	5	25	*	UT ASEL, Health Ed, School Counseling
Emotional Well-Being Gr 12	12	5	25	2+	UT ASEL, Health Ed, School Counseling
Financial Literacy 9-10	9-12	1	5	3	UT General Financial Literacy
Financial Literacy 11-12	9-12	1	5	5	UT General 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.

UT CTE Employability Skills — Workplace Readiness Standards

Standard	Description	Curriculum Alignment
UT.CTE.ES.1	Demonstrate positive work behaviors — reliability, punctuality, professionalism, initiative, positive attitude	Employment Skills: Workplace Etiquette, Work Ethic, Safety (11-12); Self-Determination: Growth Mindset, Goal Setting
UT.CTE.ES.2	Apply communication skills — verbal, written, active listening, professional interaction	Social Skills: full unit; Employment Skills: Communication, Interviews; collaboration boards in all lessons
UT.CTE.ES.3	Demonstrate teamwork and collaboration — contribute to team goals, respect diverse viewpoints	Social Skills: Working with Others, Navigating Social Situations, Relationship Skills, Taking Perspective
UT.CTE.ES.4	Apply critical thinking and problem-solving skills in workplace scenarios	Self-Determination: SMART Goals, Goal Setting; Independent Living: Solving Community Problems (11-12)
UT.CTE.ES.5	Use technology and information management skills appropriately	Education + Training: Learning Supports; all courses delivered via digital platform
UT.CTE.ES.6	Develop and implement a career plan — interests, aptitudes, labor market, postsecondary pathways	Self-Determination: Self-Awareness, SMART Goals, Goal Setting; Employment Skills: Job Search, Getting the Job; Education + Training: My Education

Utah 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.

UT Academic, Social, and Emotional Learning (ASEL) — Five Competency Domains

Competency	Standard Description	Curriculum Alignment
ASEL.1 Self-Awareness	Identify emotions, personal strengths, values, and cultural identity; understand how thoughts and feelings influence behavior; develop growth mindset	Unit 1: My Identity, Knowing My Strengths, Strength in Identity, My Values, My Potential, Growth Mindset, Being Myself
ASEL.2 Self-Management	Regulate emotions, manage stress, set and monitor 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
ASEL.3 Social Awareness	Take perspectives of others, demonstrate empathy, appreciate diversity, understand social and ethical norms across contexts	Unit 3: Understanding Perspective, Empathy, Compassion, Respecting Others, Strength in Diversity, Uncovering Bias, Being Open-Minded
ASEL.4 Relationship Skills	Communicate clearly, cooperate, resolve conflicts constructively, seek and offer help, build and maintain positive relationships	Unit 4: Building Relationships, Communication Skills, Resolving Conflict, Working with Others, My Boundaries, Expressing My Feelings
ASEL.5 Responsible Decision-Making	Make constructive choices about personal behavior and social interactions, evaluate consequences, consider well-being of self and others	Unit 5: Making Decisions, Anticipating Outcomes, Problem Solving, Taking Healthy Risks, Peer Pressure, Saying No

UT Health Education Core Standards — Mental/Emotional Health Focus (Grades 9-12)

Standard	Description	Curriculum Alignment
UT.HE.9-12.1	Comprehend concepts related to health promotion — interrelationship of mental, emotional, social, and physical health	Unit 1: My Identity, Knowing My Strengths, My Potential; Unit 2: Managing Emotions, Handling Stress, Self-Care
UT.HE.9-12.2	Analyze influences on health behaviors — family, peers, culture, media, technology, community norms	Unit 3: Understanding Perspective, Empathy, Strength in Diversity, Uncovering Bias; Unit 5: Peer Pressure
UT.HE.9-12.3	Access valid health information and professional health services when needed	Unit 2: Seeking Support; Unit 5: Responsible Decision-Making; resources and support-seeking in every unit
UT.HE.9-12.4	Use interpersonal communication skills — conflict resolution, assertive communication, healthy relationships	Unit 4: Building Relationships, Communication Skills, Resolving Conflict, Healthy vs. Unhealthy Relationships
UT.HE.9-12.5	Use decision-making skills to enhance health — identify alternatives, predict outcomes, choose health-enhancing options	Unit 5: Making Decisions, Anticipating Outcomes, Problem Solving, Making Big Decisions
UT.HE.9-12.6	Use goal-setting skills — create and monitor personal health improvement plans	Unit 2: SMART Goals, Goals vs. Dreams, Getting Motivated, Building Habits
UT.HE.9-12.7	Practice health-enhancing behaviors and reduce health risks — stress management, substance refusal, positive coping	Unit 2: Self-Care, Handling Stress, Managing My Emotions; Unit 5: Saying No, Peer Pressure
UT.HE.9-12.8	Advocate for personal, family, and community health	Unit 3: Caring for My Community, Elevating Others, Leadership Skills; Unit 4: Working with Others

UT ASEL (Academic, Social, and Emotional Learning) Competencies

Utah uses the term “academic, social, and emotional learning” (ASEL), integrating social-emotional competencies into the academic mission. The EWB Curriculum’s five-unit structure maps directly to Utah’s five ASEL 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 UT ASEL 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 UT Health Education standards and supports Utah’s school counseling model.



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
UT.GFL.1	Financial decision-making — evaluate financial decisions using opportunity cost, needs vs. wants, and personal values	Lesson 1: Introduction to Money; Lesson 3: Ways to Spend — needs vs. wants; Capstone project
UT.GFL.2	Earning income — types of income, factors affecting earnings, education-to-career connections	Lesson 2: Ways to Earn Money — earnings, pay structures, income types
UT.GFL.3	Spending — develop a budget, distinguish needs from wants, evaluate purchasing decisions	Lesson 3: Ways to Spend Your Money — budgeting fundamentals; Lesson 4: How to Save Money
UT.GFL.4	Saving — power of compound interest, short/long-term saving goals, pay-yourself-first principle	Lesson 4: How to Save Money — saving fundamentals, interest, growth concepts
UT.GFL.5	Financial responsibility — economic principles that affect personal finance	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
UT.GFL.1	Financial decision-making — apply systematic strategies to evaluate major financial choices	Lesson 1: Money Matters — psychology of money, values alignment; Capstone project
UT.GFL.3	Spending — create and manage a personal budget, track income and expenses	Lesson 2: Budgeting Basics — hands-on budget creation, expense tracking
UT.GFL.6	Financial institutions — compare banks, credit unions, and services; understand FDIC/NCUA protections	Lesson 3: Where You Keep Your Money — types of bank accounts, institution comparison, account safety
UT.GFL.7	Borrowing and credit — types of credit, credit scores, interest rates, responsible credit use, debt consequences	Lesson 4: Using Credit and Debit Cards — credit vs. debit, credit fundamentals, responsible use, consequences of misuse
UT.GFL.8	Protecting and insuring — identity theft, risk management, insurance basics, consumer protections	Lesson 3: Where You Keep Your Money — account safety; Lesson 4: credit card security
UT.GFL.9	Comprehensive financial plan — integrate earning, budgeting, saving, credit, and protection into a personal plan	Capstone project — comprehensive financial plan integrating all prior lessons