



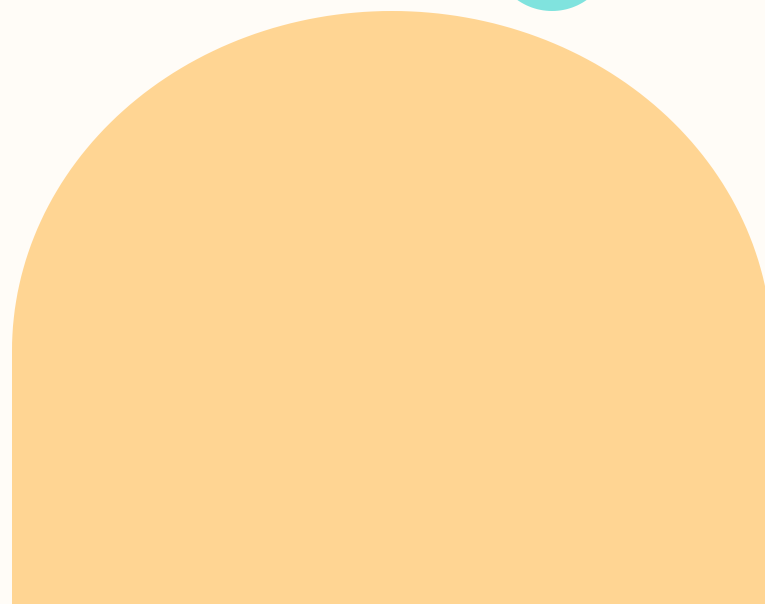
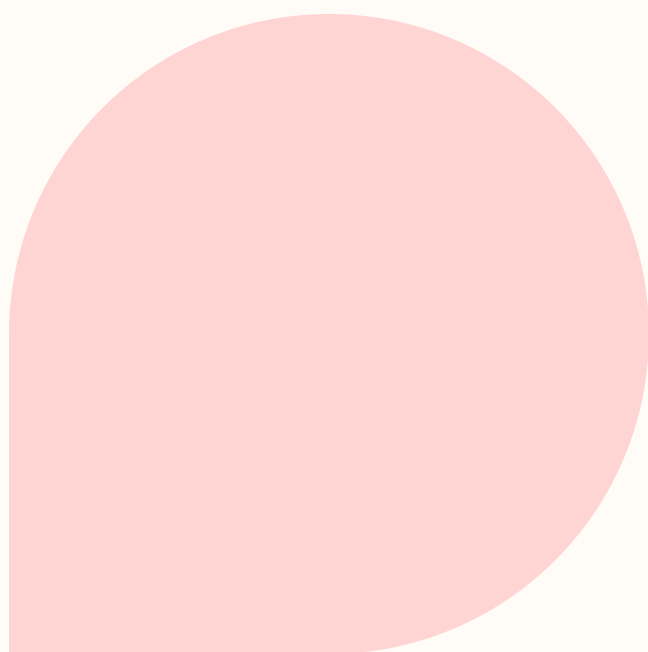
Wyoming Standards Alignment

High School Courses • Grades 9-12

Transition Curriculum

Emotional Well-Being Curriculum

Financial Literacy





Overview

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

Standards Addressed

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

WY Content Standards (CCSS-aligned) — Wyoming Content and Performance Standards for English Language Arts — aligned to Common Core State Standards

WY Whole Child / Student Wellbeing Framework — Safe, Healthy, Supported, Engaged, Challenged — aligned with ASCD Whole Child model; encompasses student wellbeing, social-emotional skills, and positive school climate

WY Health & Physical Education Standards — Mental/emotional health, interpersonal communication, decision-making, goal-setting, and advocacy (grades 9-12)

WY Career & Vocational Education Content Standards — Career awareness, career exploration, employability skills, and career preparation

WY IDEA Transition Requirements — IEP transition planning: post-secondary goals in employment, education/training, and independent living (age 16+)

WY Personal Financial Literacy Content Standards — Financial literacy content integrated into Social Studies standards — earning, spending, saving, credit, and risk management

Course Summary

Course	Grades	Units	Lessons	DLM Essential Element	Wyoming Standards
Transition 9-10	9-12	6	30	30+	WY Career Readiness, IDEA Transition
Transition 11-12	9-12	6	30	30+	WY Career Readiness, IDEA Transition
Emotional Well-Being Gr 9	9	5	25	14	WY Whole Child, Health & PE
Emotional Well-Being Gr 10	10	5	25	3+	WY Whole Child, Health & PE
Emotional Well-Being Gr 11	11	5	25	*	WY Whole Child, Health & PE
Emotional Well-Being Gr 12	12	5	25	2+	WY Whole Child, Health & PE
Financial Literacy 9-10	9-12	1	5	3	WY Personal Financial Literacy
Financial Literacy 11-12	9-12	1	5	5	WY Personal 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.

WY Career & Vocational Education Content Standards — Career Preparation (Grades 9-12)

Standard	Description	Curriculum Alignment
CVE.1	Self-Knowledge — assess personal skills, interests, abilities, and values as they relate to career choices	Self-Determination: Self-Awareness, Growth Mindset, Knowing My Limits; Employment Skills: Job Search
CVE.2	Career Exploration — research career options, educational requirements, and labor market information	Education + Training: My Education, Learning Supports; Employment Skills: Job Search, Getting the Job; Self-Determination: SMART Goals
CVE.3	Career Planning — develop an individualized education and career plan aligned to personal goals	Self-Determination: SMART Goals (9-10), Goal Setting (11-12); Employment Skills: Building a Resume; culminating project lessons
CVE.4	Employability Skills — demonstrate communication, teamwork, problem-solving, and professional behavior in workplace settings	Employment Skills: Workplace Etiquette, Work Ethic, Communication (11-12), Job Interviews; Social Skills: Working with Others, Navigating Social Situations
CVE.5	Technology and Information Literacy — use technology effectively in career preparation and workplace tasks	Education + Training: Learning Supports; all courses delivered via Ori digital platform
CVE.6	Workplace Safety — understand and apply safe practices in workplace environments	Employment Skills: Workplace Safety (11-12); Independent Living: Personal Care

WY IDEA Transition Requirements (Age 16+)

Standard	Description	Curriculum Alignment
Transition.1	Postsecondary employment goals — measurable goals and transition services for competitive employment	Employment Skills: full unit — Job Search, Building a Resume, Applying for Jobs, Job Interviews (9-10); Workplace Etiquette, Communication, Work Ethic, Safety (11-12)
Transition.2	Education/training goals — postsecondary education and vocational training planning	Education + Training: My Education, Learning Supports, Study Skills, Organization Skills
Transition.3	Independent living goals — daily living skills and community participation (when appropriate)	Independent Living: full unit — Household Chores, Preparing Meals, Personal Care, Planning My Week (9-10); Community Resources, Communities in Action (11-12)
Transition.4	Age-appropriate transition assessment — interests, strengths, preferences, needs	Self-Determination: Self-Awareness, Knowing My Limits, SMART Goals; interest and skill inventories embedded in lessons
Transition.5	Self-determination and self-advocacy skills	Self-Determination: full unit — Self-Awareness, Growth Mindset, Self-Advocacy, Knowing My Limits, 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.

WY Whole Child / Student Wellbeing Framework — Social-Emotional Competencies

Tenets / Competency	Standard Description	Curriculum Alignment
Safe	Students feel physically and emotionally safe; school environment supports positive relationships, conflict resolution, and anti-bullying practices	Unit 4: Healthy vs. Unhealthy Relationships, Resolving Conflict, My Boundaries; Unit 5: Saying No, Peer Pressure; Unit 3: Caring for My Community
Healthy	Students develop healthy habits including mental/emotional wellness, stress management, and self-care	Unit 2: Managing My Emotions, Handling Stress, My Bandwidth, Self-Care, Building Habits; Unit 1: My Well-Being

Tenets / Competency	Standard Description	Curriculum Alignment
Supported	Students have access to personalized learning and supportive relationships with adults and peers; students seek help when needed	Unit 2: Seeking Support; Unit 4: Building Relationships, Supportive Relationships, Communication Skills; Unit 3: Caring for My Community, Elevating Others
Engaged	Students are actively engaged in learning and the school community; they develop a sense of belonging and contribute to school culture	Unit 1: My Identity, Strength in Identity, My Passions, Exploring My Interests; Unit 3: Caring for My Community, Leadership Skills, Community Involvement
Challenged	Students are prepared and motivated to learn; they develop perseverance, growth mindset, and goal-setting skills	Unit 1: Growth Mindset, My Potential, Empowering Beliefs; Unit 2: SMART Goals, Goals vs. Dreams, Getting Motivated, Overcoming Obstacles

WY Health & Physical Education Standards — Mental and Emotional Health (Grades 9-12)

Standard	Description	Curriculum Alignment
HE.1.HS	Comprehend concepts related to health promotion and disease prevention — analyze how personal behaviors affect health	Unit 2: Self-Care, Building Habits, My Bandwidth; Unit 1: My Identity, My Well-Being
HE.2.HS	Analyze the influence of family, peers, culture, media, and technology on health behaviors	Unit 3: Understanding Perspective, Uncovering Bias; Unit 5: Peer Pressure; Unit 4: Healthy vs. Unhealthy Relationships
HE.3.HS	Access valid information, products, and services to enhance health	Unit 2: Seeking Support; Unit 3: Caring for My Community; Unit 4: Supportive Relationships
HE.4.HS	Use interpersonal communication skills to enhance health and avoid or reduce health risks	Unit 4: Communication Skills, Expressing My Feelings, Resolving Conflict; Unit 5: Saying No, Peer Pressure
HE.5.HS	Use decision-making skills to enhance health	Unit 5: Making Decisions, Anticipating Outcomes, Making Big Decisions, Problem Solving
HE.6.HS	Use goal-setting skills to enhance health	Unit 2: SMART Goals, Goals vs. Dreams, Building Habits, Getting Motivated
HE.7.HS	Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks	Unit 2: Self-Care, My Bandwidth, Handling Stress; Unit 5: Taking Healthy Risks, Saying No
HE.8.HS	Demonstrate the ability to advocate for personal, family, and community health	Unit 3: Caring for My Community, Elevating Others, Leadership Skills; Unit 2: Seeking Support

WY Whole Child / Student Wellbeing Competencies

Wyoming uses “student wellbeing” and “whole child” terminology rather than “SEL.” The state’s framework — built on the ASCD Whole Child model (Safe, Healthy, Supported, Engaged, Challenged) — encompasses the same social-emotional competencies. The EWB Curriculum’s five-unit structure addresses all five Whole Child tenets, with 25 dedicated lessons per CASEL-aligned unit 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)

All five WY Whole Child tenets addressed. 125 dedicated lessons covering self-awareness, self-management, social awareness, relationship skills, and responsible decision-making — mapped to Wyoming's Safe, Healthy, Supported, Engaged, and Challenged framework. Pre/post assessments at the lesson, unit, and course level provide measurable growth data for student wellbeing outcomes.



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
WY.SS.E.1	Earning and Income — analyze how education, skills, and career choices affect earning potential	Lesson 2: Ways to Earn Money — earnings, pay structures, income sources
WY.SS.E.2	Spending and Consumer Skills — apply decision-making strategies to evaluate spending choices	Lesson 3: Ways to Spend Your Money — needs vs. wants, consumer decisions; Capstone project
WY.SS.E.3	Saving — explain the role of saving, how interest works, and set savings goals	Lesson 4: How to Save Money — saving fundamentals, interest, goal-based saving
WY.SS.E.4	Scarcity and Opportunity Cost — analyze how scarcity and trade-offs influence financial decisions	Lesson 1: Introduction to Money — role of money; Lesson 3: Ways to Spend — opportunity cost

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
WY.SS.E.5	Financial Planning and Budgeting — create and evaluate a personal budget aligned to financial goals	Lesson 2: Budgeting Basics — hands-on budget creation, expense tracking; Capstone project

Standard	Description	Lesson Alignment
WY.SS.E.6	Financial Decision-Making — analyze behavioral and psychological factors affecting financial choices	Lesson 1: Money Matters — psychology of money, values alignment, behavioral finance concepts
WY.SS.E.7	Credit and Debt — analyze different types of credit, responsible credit use, and consequences of misuse	Lesson 4: Using Credit and Debit Cards — credit vs. debit, credit fundamentals, responsible use, consequences
WY.SS.E.8	Financial Institutions and Banking — compare financial service providers and account types	Lesson 3: Where You Keep Your Money — types of bank accounts, choosing a financial institution
WY.SS.E.9	Risk Management and Consumer Protection — evaluate strategies for protecting financial assets and identity	Lesson 3: Where You Keep Your Money — account safety, protecting financial identity; Lesson 4: credit misuse