

**Des Moines Public Schools Elementary School Counseling Tier I Standards At-A-Glance**  
**Kindergarten**

<b>Self-Awareness</b>		<b>Self-Management</b>		<b>Social Awareness</b>	
SAK.1: Identify likes and dislikes	SAK.2: Demonstrate positive self-talk when participating in challenging tasks.	SMK.3: Identify stressors that result in physical or emotional responses & communicate the need for assistance to manage stress as needed	SMK.4: Demonstrate the ability to identify a simple goal.	SoCK.5: Demonstrate awareness that others may have different thoughts or feelings from oneself.	SoCK.6: Identify ways that people are alike and different from self, and at the same time valuing those differences.

<b>Relationship Skills</b>					
RSK.7: Recognize facial expressions, body language, gestures, and tone of voice to understand others' thoughts and feelings.	RSK.8: Use facial expressions, body language, gestures, words, and tone of voice to effectively communicate thoughts, feelings, wants, needs, and ideas to others.	RSK.9: Demonstrate social behaviors that are appropriate to the situation and environment.	RSK.10: Identify and recognize behaviors that are hurtful and/or not safe	RSK.11: Cooperate with others in group activities (shares and takes turns).	

<b>Responsible Decision Making</b>			<b>Postsecondary Success</b>		
RDMK.12: Identify choices and decisions that one makes in daily life.	RDMK.13: Identify choices that may result in a problem.	RDMK.14: Recognize when a situation is a problem and what makes it a problem.	FSUES K.1: Students can identify things they like to do.	LSCS K.2: Students can describe what they do well (socially and academically).	ECK. K.3: Students can identify careers that are found in school and in the community.

<b>Personal Safety</b>			
PSWK.1: Identify common personal and community safety rules, including gun safety, fire safety, stranger safety, bike safety, crossing the street	PSWK.2: Identify safe and unsafe touches, safe and unsafe secrets, and private body parts	PSWK.3: Demonstrate applying a multi-step safety plan for any situation that is uncomfortable or unsafe, including telling a trusted adult	PSWK.4: Identify situations that may be uncomfortable or dangerous and the trusted adults, including parents and caregivers, that you can talk to these situations

**Des Moines Public Schools Elementary School Counseling Tier I Standards At-A-Glance**

**1st Grade**

Self-Awareness			Self-Management				
SA1.1: Identify and name their own basic emotions/feelings.	SA1.2: Describe things they do well	SA1.3: Demonstrate willingness to try new things.	SMI.4: Identify productive self-regulating strategies to process emotions and reframe thoughts and behaviors.	SMI.5: Identify healthy practices to manage response to stressful situations.	SMI.6: Implement steps toward a goal including identifying resources needed.	SMI.7: Demonstrate the ability to stay actively engaged and persist in activities.	SMI.8: Demonstrate skills that keep personal items organized.

Social Awareness			Relationship Skills			
SoCI.9: Identify and interpret social cues (verbal and nonverbal) to determine how others feel.	SoCI.10: Demonstrate consideration for the feelings, wishes, rights, and traditions of others.	SoCI.11: Recognize the definition of a community and that they have a role in that community.	RSI.12: Attentively listen and respond to the feelings, ideas, and requests of others.	RSI.13: Initiate and engage in social interactions with peers and adults.	RSI.14: Demonstrate skills to maintain safety of self and others.	RSI.15: Demonstrate flexibility and willingness to be helpful in group decisions even when one doesn't get their way.

Responsible Decision Making				Postsecondary Success		
RDMI.16: Identify possible choices that one has and how to respond.	RDMI.17: Identify the possible positive and negative consequences a decision could have on themselves and others.	RDMI.18: Identify situations that require assistance from an adult.	RDMI.19: Apply choice and accept responsibility for outcome.	FLSSI.1: Students can explain why people have different jobs in the community (from 21st Century Skills, Financial Literacy)	LSCS 1.2: Students can identify and describe a variety of career clusters.	TSI.3: Students demonstrate they can identify one or more careers within the career clusters.

Personal Safety		
PSWI.1: Demonstrate an understanding of safe and unsafe touches, safe and unsafe secrets, and private body parts, and demonstrate the ability to refuse unsafe, unwanted touches assertively	PSWI.2: Identify ways to stay safe online (e.g., tell a trusted adult when something makes you feel uncomfortable, don't share personal information)	PSWI.3: Demonstrate ways to start a conversation when seeking help from a trusted adult about an uncomfortable or dangerous situation (e.g., bullying, teasing, child sexual abuse)

**Des Moines Public Schools Elementary School Counseling Tier I Standards At-A-Glance**

**2nd Grade**

Self-Awareness			Self-Management				
SA2.1: Identify situations that might elicit emotions/feelings	SA2.2: Describe an activity/task in which they may need help in order to be successful.	SA2.3: Actively participate in, question, and contribute to the learning process.	SM2.4: Demonstrate productive self-regulating strategies to process emotions and reframe thoughts and behaviors.	SM2.5: Apply healthy practices to handle situations that cause stress.	SM2.6: Monitor progress toward a goal and adjust as needed.	SM2.7: Demonstrate ability to delay immediate gratification.	SM2.8: Demonstrate ability to manage time and tasks.

Social Awareness			Relationship Skills		
SoC2.9: Identify and connect with the feelings of others without judgement.	SoC2.10: Interact effectively with those who are similar and different from oneself.	SoC2.11: Perform roles that contribute to the overall functioning and enhancement of their classroom and school.	RS2.12: Respond attentively and/or with empathy to others.	RS2.13: Identify and demonstrate traits of healthy friendships.	RS2.14: Demonstrate graciousness in winning and losing.

Responsible Decision Making				Postsecondary Success	
RDM2.15: Reflect on the effect of choices on self and others (Did it work? Was it fair? How was each individual affected?)	RDM2.16: Identify new thinking as a result of the problem-solving process (What would you change, if anything, for next time?).	RDM2.17: Demonstrate awareness of equity, justice, fairness, and respect that positively impacts school and community.	RDM2.18: Accept ownership for actions.	FLSS2.1: Students can explain how different careers take different levels of education (from 21st Century Skills, Financial Literacy).	FSUES2.2: Students can recognize the relationship between personal strengths and career choices.

Personal Safety		
PSW2.1: Define, describe, and demonstrate consent, bodily autonomy, and how to communicate personal boundaries and show respect for someone else's personal boundaries.	PSW2.2: Identify and describe ways in which media, social media, and technology (e.g., television, movies, video games, advertisements, apps, and other screen time) influence health behaviors	PSW2.3: Recognize multiple dimensions of health (e.g., physical and mental), and identify steps one can take to make healthy decisions and keep ourselves healthy.

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**3rd Grade**

Self-Awareness			Self-Management						
SA3.1: Recognize differing intensity levels of their emotions.	SA3.2: Identify personal traits, strengths, and challenges that help or hinder academics, social situations, and/or emotional regulation.	SA3.3: Identify positive qualities about themselves.	SM3.4: Identify productive self-regulating strategies to process emotions and reframe thoughts and behaviors.	SM3.5: Communicate the need for assistance to manage stress as needed.	SM3.6: Identify stressors that result in physical or emotional responses.	SM3.7: Demonstrate the ability to identify a simple goal.	SM3.8: Demonstrate the ability to stay actively engaged and persist in activities.	SM3.9: Accept mistakes as part of learning.	SM3.10: Demonstrate skills that keep personal items organized.

Social Awareness			Relationship Skills			
SoC3.11: Identify and interpret social cues (verbal and nonverbal) to determine how others feel.	SoC3.12: Identify ways that people are alike and different from self.	SoC3.13: Recognize each individual is part of numerous communities.	RS3.14: Recognize and use facial expressions, body language, gestures, words, and tone of voice to interact effectively with others in a variety of ways.	RS3.15: Initiate and engage in social interactions with peers and adults.	RS3.16: Identify and apply strategies for handling relationships that are not safe, healthy, or positive.	RS3.17: Demonstrate cooperative behaviors with others (listen, encourage, acknowledge opinions, compromise, reach consensus).

Responsible Decision-Making		Postsecondary Success		
RDM3.18: Identify choices that may result in a problem.	RDM3.19: Recognize when a situation is a problem and what makes it a problem (ex. safe vs unsafe; healthy/unhealthy, legal/illegal, just or unjust, etc.), identifying situations that require assistance from adults	LSCS3.1: Students will explore the academic and social skills necessary for careers within the career clusters.	FLSS3.2: Students can describe how people take risks to improve their family income through education, career changes and moving to new places (from 21st Century Skills, Financial Literacy)	FSUES3.3: Students will identify personal career choices within the career clusters and describe the academic and social skills needed for those careers.

Personal Safety		
PSW3.1: Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including safe and unsafe touches, safe and unsafe secrets	PSW3.2: Identify potential internet dangers and ways to stay safe (e.g., online predators, sharing personal information, cyberbullying, don't engage: report, tell a trusted adult)	PSW3.3: Explain the relationship between consent, personal, boundaries, and bodily autonomy to communicate personal boundaries

**Des Moines Public Schools Elementary School Counseling Tier I Standards At-A-Glance**  
**4th Grade**

Self-Awareness			Self-Management					
SA4.1: Identify how thoughts and emotions influence behavior.	SA4.2: Describe the personal qualities they possess that make them successful members of their school community.	SA4.3: Express positive beliefs in one's ability to achieve.	SM4.4: Identify productive self-regulating strategies to process emotions and reframe thoughts and behaviors.	SM4.5: Identify healthy practices that can minimize response to stress and promote physical and mental wellness.	SM4.6: Implement steps toward a goal including identifying resources needed, monitoring progress, and make changes as needed.	SM4.7: Demonstrate ability to delay immediate gratification.	SM4.8: Demonstrate the ability to take initiative.	SM4.9: Demonstrate ability to manage time and tasks.

Social Awareness			Relationship Skills			
SoC4.10: Recognize differing points of view and perspectives, demonstrating consideration for the feelings, wishes, rights, and traditions of others.	SoC4.11: Identify contributions of various social and cultural groups.	SoC4.12: Identify and perform roles that contribute to one's family, school and community.	RS4.13: Attentively listen and respond to the needs, wants, and ideas of others.	RS4.14: Demonstrate social behaviors that are appropriate to the situation and environment.	RS4.15: Express interest and appreciation for others.	RS4.16: Recognize and support others with different abilities in group activities.

Responsible Decision-Making			Postsecondary Success		
RDM4.17: Identify the possible positive and negative effects a decision could have on themselves and others.	RDM4.18: Identify situations when peer pressure influences decisions.	RDM4.19: Apply choice and accept responsibility for outcome.	TS4.1: Students will analyze their personal strengths and weaknesses, which will guide them in identifying two career clusters that may be a potential match.	TS4.2: Students can outline an education path necessary for a variety of careers.	

Personal Safety		
PSW4.1: Demonstrate ways to respect other people's personal boundaries and healthful ways to respond if one's own boundaries are violated	PSW4.2: Understand the responsibility of digital citizenship and develop an awareness of potential internet dangers, as well as information that is not healthy or true.	PSW4.3: Understand the difference between everyday feelings and overwhelming feelings and identify steps one can take to make healthy decisions and keep ourselves healthy- such as healthy and unhealthy coping skills

**Des Moines Public Schools Elementary School Counseling Tier I Standards At-A-Glance**  
**5th Grade**

Self-Awareness			Self-Management			
SA5.1: Describe a range of emotions and the situations that cause those emotions.	SA5.2: Describe personal skills and interests that they want to develop.	SA5.3: Actively participate, question, and contribute.	SM5.4: Demonstrate productive self-regulating strategies to process emotions and reframe thoughts and behaviors.	SM5.5: Demonstrate constructive ways to handle situations that cause stress.	SM5.6: Reflect on process and outcome of goal setting.	SM5.7: Demonstrate ability to work independently.

Social Awareness			Relationship Skills			
SoC5.8: Recognize when one's feelings are affected by/match the way someone else is feeling (experiences empathy).	SoC5.9: Work/interact effectively with those who are similar and different from oneself.	SoC5.10: Identify strategies for improving those communities.	RS5.11: Deliver and receive compliments, feedback, and respond appropriately.	RS5.12: Recognize that the same norms and behaviors for face-to-face interactions apply to interactions through social media.	RS5.13: Identify and demonstrate personal qualities and decisions that contribute to a healthy relationship.	

Responsible Decision-Making					Postsecondary Success		
RDM5.14: Reflect on the effect of choices on self and others (Did it work? Was it fair? How was each individual affected?)	RDM5.15: Identify new thinking as a result of the problem-solving process (What would you change, if anything, for next time?).	RDM5.16: Demonstrate awareness of equity, justice, fairness, and respect that positively impacts school and community.	RDM5.17: Accept ownership for actions.	RDM5.18: Demonstrate an understanding of the consequences of one's actions and how it impacts others.	ECK5.1: Students will describe how a variety of factors influence career choice: geographic location, salary, working conditions, etc.	TS5.2: Students are aware of the variety of postsecondary options available to them and understand the role of K-12 education in preparation for future opportunities.	TS5.3: Students can identify and describe a personal education and training path necessary for their chosen career interest.

Personal Safety & Wellbeing		
PSW5.1: Describe steps a person can take when they are being or have been sexually abused, including continued advocacy skills if they are not believed upon first report.	PSW5.2: Identify negative internal and external influences on personal health, including how media, social media, and technology (e.g., television, movies, video games, advertisements, apps, and other screen time) influence health behaviors	PSW5.3: Understand the difference between everyday feelings and overwhelming feelings, including when and how to seek help.

