Des Moines Public Schools
Elementary Core Counseling

Problem Solving Objectives

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
1. Identify situations in which problem-solving is required 2. Identify size of the problem (i.e. kid sized vs adult sized) and determine when adult help is needed 3. Identify multiple strategies to solve a problem	1. Compare different choices for solving a variety of problems	1. Practice applying the steps of the decision-making model to a variety of situations 2. Identify multiple solutions/options to a variety of situations	1. Apply the steps of a problem-solving model to a variety of situations 2. Predict the consequences of identified solutions/options	1. Independently apply the steps of a problem-solving model to a variety of situations 2. Understand the consequences of decisions and choices 3. Begin to evaluate the effectiveness of a chosen solution and understand how mistakes help us learn	1. Analyze/reflect on one's ability to apply the problem-solving process in a variety of situations and revise choices/decisions as appropriate; understand how mistakes help us learn

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Relationship Objectives

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
1. Identify positive and negative friendship skills 2. Understand the difference between tattling and reporting	1. Demonstrate skills that are helpful in making and keeping friends 2. Recognize situations involving conflict and how to respond using positive choices 3. Demonstrate the difference between tattling and reporting	1. Identify qualities that are helpful in making and keeping good friends 2. Demonstrate conflict resolution skills in situations involving peers 3. Recognize qualities that make individuals unique	1. Examine conflict resolution skills in situations involving peers 2. Apply understanding of qualities that are helpful in making and keeping good friends	1. Analyze choices and consequences of conflict utilizing the problem solving model 2. Recognize behaviors in self and others that positively or negatively impact a sense of school community	1. Demonstrate behaviors that foster a positive sense of classroom and school community 2. Demonstrate the steps to the problem solving model

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Personal Safety & Wellbeing Objectives

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
1. Identify private parts of the body and understand the Touching Rule

2 Identify situations when telling an adult is necessary to keep self or others safe

3. Identify resource people in school and community that are safe to ask for help

4. Identify people who fit the following categories: Safe adult Stranger/Don't Know, Tricky People. | 1. Identify appropriate and inappropriate physical contact and the No-Go-Tell strategy for responding

2. Identify the differences between good/bad secrets

3. Identify when telling an adult is necessary to keep self or others safe and appropriate people to ask for help | 1. Demonstrate the NO-GO-TELL strategy for responding to inappropriate physical contact

2. Continue to identify resource people in school and community and demonstrate when and how to ask for help | 1. Develop an awareness of using the internet safely

2. Explain age-appropriate responses to intimidating and/or threatening behaviors directed toward self (i.e. abduction) | 1. Recognize a variety of potential internet dangers

2. Demonstrate age-appropriate strategies for responding to inappropriate physical contact (peer to peer and adult to child); anything that makes you feel uncomfortable | 1. Continue to recognize a variety of potential internet dangers

2. Demonstrate assertive strategies for responding to harassment, threats, damage to personal property, intimidation |

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Academic Responsibility Objectives

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
NO REQUIRED OBJECTIVE FOR COUNSELORS TO INCLUDE IN CORE	NO REQUIRED OBJECTIVE FOR COUNSELORS TO INCLUDE IN CORE	1. Understand the concept of setting an academic goal	1. Demonstrate an understanding of the importance of attendance by developing a measurable goal about attendance tied to learning outcomes 2. Identify how to appropriately respond to anxiety, other feelings, and impulses in testing situations using calming strategies 3. Differentiate between a long-term and short-term academic goal and set an academic goal	1. Understand one's personal responsibility for daily attendance and the connection to future success 2. Demonstrate basic goal setting techniques to write SMART goals for academic growth.	1. Demonstrate basic goal setting techniques to write SMART goals for short-term academic growth and report on progress. 2. Transition to middle school - What it takes to be successful (schedules, routine, attendance, behavior), lockers, extra-curricular/activities

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Self-Regulation Objectives

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
1. Recognize 4 basic emotions as expressed by self and others 2. Express feelings safely in school setting 3. Develop an awareness of making positive and negative behavior choices	1. Identify basic emotions expressed by self and others 2. Communicate feelings safely and appropriately in school setting 3. Make positive behavior choices when faced with distractions	1. Recognize a variety of emotions and develop strategies for appropriately managing them 2. Demonstrate the ability to respond to one's own feelings safely and appropriately 3. Develop awareness of how one's behaviors affect the feelings and actions of others 4. Understand the consequences of one's choices at school	1. Identify effective strategies for managing feelings of self and others appropriately 2. Demonstrate understanding of the consequences of choices and actions 3. Begin to recognize personal strengths	1. Demonstrate strategies for appropriately managing one's feelings 2. Recognize personal strengths	1. Demonstrate and expand strategies for appropriately managing one's feelings 2. Identify life changes and coping strategies to use as one begins to transition to adolescence and middle school 3. Reflect on personal strengths and how to grow/increase those strengths

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College, Career & Educational Pathways Objectives

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
1. Identify likes/dislikes 2. Understand that jobs are for everyone. Identify basic careers found in school and in the community. 3. Exposure to levels of education	1. Continue to identify likes/dislikes from school and home 2. Begin to identify a variety of occupations and gain an awareness of the different career clusters in which they belong 3. Exposure to levels of education	1. Understand the connection between strengths/growth areas and future career choices 2. Develop a greater awareness of the skills people use in a variety of careers 3. Exposure to levels of education, different post-secondary options	1. Understand the connection between personal interests, academic strengths, and growth areas 2. Explain what a career cluster is about and identify personal career choices within a career cluster 3. Exposure to levels of education, degrees/certificates, and cost of post-sec	1. Explain the connection between personal and academic abilities, interests, and hobbies in relation to personal career interests 2. Continue to explore different career interests within each of the career clusters 3. Begin to develop awareness of and aspirations for future educational opportunities	1. Continue to relate personal interests, hobbies, and academic abilities to different careers 2. Continue to develop awareness of and aspirations for future educational opportunities