

**A**  
**FRAMEWORK FOR**  
**ASSET BUILDING STANDARDS**  
**IN A**  
**GUIDANCE AND COUNSELING CURRICULUM**

**GEORGIA DEPARTMENT OF EDUCATION**

**LINDA C. SCHRENKO**

**SUPERINTENDENT OF SCHOOLS**

**1999**



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## Preface

“A Framework For Asset Building Standards in a Guidance and Counseling Curriculum” is the culmination of a work collaboration of guidance counselors, guidance supervisors, and teachers. The framework is a comprehensive developmental guidance model which has as its philosophy developing student abilities, and internal and external assets. It has been refined through two intensive Summer Institutes for school counselors, and work meetings. Everyone involved was committed to the idea of changing the way things are done to how they should be done in order to do what is best for the students of Georgia.

The Guidance Framework is designed to provide a basic model for a structure for schools and systems to adapt to fit their needs and purposes, as well as to assist counselors in developing standards and competencies to use in maximizing students’ assets and abilities.

The Framework is divided into three sections:

1. The curriculum itself with the appropriate grade level standards and competencies.
2. Counselor supported QCC standards, which should be used in implementing the grade level competencies.
3. A sample program evaluation which should be reviewed on a regular basis as a check to determine what has been accomplished and what needs to be improved.

This framework also stresses promotion of student success and high achievement for all students by altering the philosophical thrust of guidance programs. Guidance would be defined as the help all students receive from parents, teachers, counselors, and others to assist them in making appropriate educational and career choices. Counseling would be defined as the help some students receive from credentialized professionals to help them overcome personal and social problems which interfere with learning. Our emphasis is placed on helping all students, rather than selected counseling for some students.

The objective in developing this framework is to provide guidance counselors with competencies to enable students to be prepared to meet the career demands of the new century. The core convictions guiding this objective are:

- Every student deserves to be surrounded by a culture of high expectations and a rich array of options for the future.
- Every student deserves rich educational and career guidance in order to define the choices to the options he or she chooses.
- Every student deserves rich curriculum, instruction, and services to be able to realize the options developed through the guidance process.

An important component of this curriculum is the idea that guidance counselors, in implementing the guidance and counseling program, assume more of a responsibility for student growth and thus become more accountable in that process. The activities that guidance counselors conduct should have a link to defined student competencies.

Guidance and Counseling is a process of helping people by assisting them in making decisions and changing behavior. The purpose of a guidance and counseling program is to impart specific skills and learning opportunities in a proactive and preventive manner which ensures that all students can achieve school success through academic, career, and personal/social development (American School Counselor Association, 1997). As students achieve developmental competencies, their perceptions of themselves and their opportunities should become better defined.

In summary, guidance counselors should be actively involved in school improvement, curriculum, instruction, and assessment. Hopefully, this will result in a re-examination of individual guidance and counseling programs. This Curriculum Guide is intended to be used as a model framework only; it can be adapted to fit the needs of the individual school or system with the purpose of providing a structure.

As the need for accountability increases, guidance counselors should review their programs on a continuous basis. This is the rationale for a guidance curriculum person: the need for improved student achievement for all students.

# **Georgia's Comprehensive Guidance and Counseling Curriculum A Framework for Developing and Implementing Asset Building Standards**

## **INTRODUCTION**

Students are challenged daily to make decisions in an environment fraught with tension and uncertainty. Faced with social, economic, and cultural issues to a degree not experienced by previous generations, students must have proactive choices to nurture the potential they each have to become successful learners. The Guidance and Counseling Program, as an educational program, creates options for students to develop and emphasize strategies which enhance this potential.

## **PURPOSE**

The primary purpose of the Georgia Comprehensive Guidance and Counseling Program is to assist local systems in developing, implementing, and evaluating comprehensive and developmental guidance programs K-12.

## **PROGRAM DEFINITION**

The Guidance and Counseling Program is an integral part of each school's total educational program. It is developmental by design and includes sequential activities organized and implemented by certified school counselors with the support of teachers, administrators, students, and parents. The Guidance and Counseling Program includes:

1. Guidance curriculum (activities that all students in the same way master the skills and knowledge of the educational objectives).
2. Individual planning (activities that enable students in different ways to master skills and knowledge).
3. Responsive services (activities done with some students to help them overcome social and emotional problems).
4. System support (management and support tasks that make the educational system work).

## **RATIONALE**

Viewing guidance and counseling from a statewide perspective, several challenges emerge that reflect a need to refocus the energy of guidance and counseling efforts:

- 1. There is a strong misconception about the role of guidance and counseling.**

Guidance and counseling cannot be seen as the exception rather than the rule. A better job must be done in communicating the added value of guidance and counseling to the entire educational community of parents, business, and community leaders.

**2. The ability to work with the whole spectrum of integrated student services.**

Too often, the Guidance and Counseling Program is viewed as a reactive, almost punitive function for some students. The development of a program with various components with specific content, goals, and prevention steps is needed to reach the identified needs of all students.

**3. Results accountability.**

The Guidance and Counseling Program places emphasis on individual development. Because self-development is primarily intangible in nature, many activities within the programs are difficult to measure. Guidance personnel should create and implement a process to demonstrate that the guidance and counseling program does affect growth and development, and results in life-long learning.

**4. Asset building.**

All individuals possess, within themselves, a level of commitment, motivation, values, and skills. The specialized training and unique skills of counselors should be manifested in a program that is designed and delivered to address and build upon these internal assets in a positive and proactive manner. This will lay the foundation for developing the competencies and self-efficacy youth need to make healthy and productive choices throughout their lives.

Local school systems should work to transform these challenges into opportunities for the Guidance and Counseling Program.

**The “Framework for Asset Building-Georgia’s Comprehensive Guidance and Counseling Program”** model focuses on two major areas that contain the following components:

**Structural Components**

Mission and Principles  
Functions of Guidance and Counseling  
Resources  
Budget

**Programmatic Components**

Curriculum (Learner Competencies)  
Individual Planning  
Responsive Services  
System Support

## **MISSION DEVELOPMENT**

It is important that the Guidance and Counseling Program operates as a planned and structured program with specific content. Having a mission that describes what the guidance and counseling program does and how it gets done clarifies the role of the program and guidance personnel. Local systems can develop a mission statement along these lines:

### **Mission**

*The Georgia Grade School Guidance and Counseling Program provides a comprehensive, developmental Kindergarten through 12 (K-12) curriculum which is student-focused. It encourages equity and accountability through social development, decision making skills, academic achievement, and school success for students. Collaboration with parents, educators, and the community provides students with career and educational opportunities to ensure postsecondary success in a diverse and technological society.*

## **PHILOSOPHY**

Of all of the educational programs, the Guidance and Counseling Program clearly speaks to the inner growth and development of learners. Principles that govern the operation and delivery of the program should convey the essence of asset building and development, both emotionally and academically, in all learners.

## **PRINCIPLES**

The Georgia School Guidance and Counseling Program will:

- Promote respect for individuality and diversity.
- Be available to all learners at each educational level.
- Be developmental and career-oriented in meeting all learners' needs to facilitate academic success.
- Be integrated with the total educational/career process.
- Be evaluated for success.
- Utilize technological and community resources effectively.
- Be delivered equitably.

### **Benefits of a Comprehensive Guidance and Counseling Program**

- Prepares students to be productive, contributing citizens with a strong work ethic.
- Provides continuity for smooth and effective levels of transition from kindergarten through postsecondary.
- Facilitates a school/home/community network.

- Enhances and encourages a model for life-long learning with emphasis on appropriate decision making and communication skills in a diverse and technological society.
- Encourages students to learn positive human relationships as a means of managing conflicts.

## **FUNCTIONS OF GUIDANCE AND COUNSELING**

Guidance and counseling programs consist of four primary functions:

### **Program Design and Planning/Leadership**

- I. Establishes and promotes a school guidance and counseling program.
  - A. Develops a written school-based guidance plan based on learners' needs.
  - B. Implements an individual plan of action.

### **Counseling**

- II. Facilitates and implements delivery of counseling services in areas of self-knowledge, educational and occupational exploration, and career planning to facilitate academic achievement.
  - A. Adheres to established system policies and procedures in scheduling appointments and obtaining parental permission.
  - B. Schedules time to provide opportunities for counseling.
  - C. Counsels learners individually by actively listening, identifying and defining issues, discussing alternative solutions, and formulating a plan of action.
  - D. Leads counseling or support groups for learners experiencing similar issues.
  - E. Evaluates effectiveness of group counseling and makes revisions as necessary.

### **Guidance/Collaboration**

- III. Coordinates with school staff to provide supportive instructional guidance activities that relate to students' self-knowledge, educational and occupational exploration, and career planning to facilitate academic achievement.
  - A. Collaborates with school staff in planning and scheduling guidance activities.
  - B. Conducts classroom guidance activities related to identified goals and objectives.
  - C. Gathers and evaluates data to determine effectiveness of classroom guidance and student comprehension, making revisions where necessary.
  - D. Provides direct/indirect assistance to learners preparing for test taking.
  - E. Provides information to students, parents, and teachers on student test scores.
  - F. Provides information to students and parents on career planning.
  - G. Assists students in their transitions to the next educational/career level.
  - H. Leads skill building groups in student self-knowledge.

## **Consultation/Coordination**

- IV. Consults, as needed or requested, with system/staff, parents, and community about issues and concerns.
- A. Exchanges relevant information about situations with school/system staff and parents.
  - B. Collaborates with school staff in developing a strategy or plan for improving school climate.
  - C. Follows up on counseling and consultative referrals.
  - D. Consults with school system in making referral to community agencies.

## **GUIDANCE CURRICULUM**

The guidance and counseling curriculum is organized around three major areas: Self-Knowledge, Educational and Occupational Exploration, and Career Planning. Twelve learner competencies have been identified that are to be addressed at each educational level.

### **ELEMENTARY SCHOOL LEARNER**

At this level, the student will become aware of himself/herself and will develop appropriate skills to learn about others and how to get along. Career awareness is also learned.

#### **Self-Knowledge**

##### **Competency I: Knowledge of the importance of self-concept.**

- Describe positive characteristics about self as seen by self and others.
- Identify how behaviors affect school and family situations.
- Describe how behavior influences the feelings and actions of others.
- Demonstrate a positive attitude about self.
- Identify personal interests, abilities, strengths, and weaknesses.
- Describe ways to meet personal needs through work.

##### **Competency II: Skills to interact with others.**

- Identify how people are unique.
- Demonstrate effective skills for interacting with others.
- Demonstrate skills in managing conflicts with peers and adults.
- Demonstrate group membership skills.
- Identify sources and effect of peer pressure.

Demonstrate appropriate behavior when peer pressures are contrary to one's belief.  
Demonstrate awareness of different cultures, lifestyles, attitudes, and abilities.

**Competency III: Awareness of the importance of growth and change.**

Identify personal feelings.  
Identify ways to express feelings.  
Identify causes of stress.  
Identify and select appropriate behavior to deal with specific emotional situations.  
Demonstrate healthy ways of dealing with conflicts, stress, and emotions in self and others.  
Demonstrate knowledge of good health habits.

**Educational and Occupational Exploration**

**Competency IV: Awareness of the benefits of educational achievement.**

Describe how academic skills can be used in the home and community.  
Identify personal strengths and weaknesses in subject areas.  
Identify academic skills needed in several occupational groups.  
Describe relationships among ability, effort, and achievement.  
Implement a plan of action for improving academic skills.  
Describe school tasks that are similar to skills essential for job success.  
Describe how the amount of education needed for different occupational levels varies.

**Competency V: Awareness of the relationship between work and learning.**

Identify different types of work, both paid and unpaid.  
Describe the importance of preparing for occupations.  
Demonstrate effective study and information-seeking habits.  
Demonstrate an understanding of the importance of practice, effort, and learning.  
Describe how current learning relates to work.  
Describe how one's role as a student is like that of an adult worker.

**Competency VI: Skills to understand and use career information.**

Describe work of family members, school personnel, and community workers.  
Identify occupations according to data, people, and things.  
Identify work activities of interest to the student.  
Describe the relationship of beliefs, attitudes, interests, and abilities to occupations.  
Describe jobs that are present in the local community.  
Identify the working conditions of occupations (e.g., , inside/outside, hazardous).  
Describe ways in which self-employment differs from working for others.  
Describe how parents, relatives, adult friends, and neighbors can provide career information.

**Competency VII: Awareness of the importance of personal responsibility and good work habits.**

Describe the importance of personal qualities (e.g., , dependability, promptness, getting along with others) to getting and keeping jobs.

Demonstrate positive ways of performing work activities.

Describe the importance of cooperation among workers to accomplish a task.

Demonstrate the ability to work with people who are different from oneself (e.g., , race, age, gender).

**Competency VIII: Awareness of how work relates to the needs and functions of society.**

Describe how work can satisfy personal needs.

Describe the products and services of local employers.

Describe ways in which work can help overcome social and economic problems.

**Career Planning**

**Competency IX: Understanding how to make decisions.**

Describe how choices are made.

Describe what can be learned from making mistakes.

Identify and assess problems that interfere with attaining goals.

Identify strategies used in solving problems.

Identify alternatives in decision making situations.

Describe how personal beliefs and attitudes effect decision making.

Describe how decisions affect self and others.

**Competency X: Awareness of the interrelationship of life roles.**

Describe the various roles an individual may have (e.g., , friend, student, worker, family member).

Describe work-related activities in the home, community, and school.

Describe how family members depend on one another, work together, and share responsibilities.

Describe how work roles complement family roles.

**Competency XI: Awareness of different occupations and changing male/female roles.**

Describe how work is important to all people.

Describe the changing life roles of men and women in work and family.

Describe how contributions of individuals, both inside and outside the home, are important.

**Competency XII: Awareness of the career planning process.**

Describe the importance of planning.  
Describe skills needed in a variety of occupational groups.  
Develop an individual career plan for the elementary school level.

## **MIDDLE/JUNIOR HIGH SCHOOL STUDENT**

At this level, the student continues to learn about self, begins to explore career occupations and educational choices and begins to learn from these explorations.

### **Self-Knowledge**

#### **Competency I: Knowledge of the influence of a positive self-concept.**

Describe personal likes and dislikes.  
Describe individual skills required to fulfill different life roles.  
Describe how one's behavior influences the feelings and actions of others.  
Identify environmental influences on attitudes, behaviors, and aptitudes.

#### **Competency II: Skills to interact with others.**

Demonstrate respect for the feelings and beliefs of others.  
Demonstrate an appreciation for the similarities and differences among people.  
Demonstrate tolerance and flexibility in interpersonal and group situations.  
Demonstrate skills in responding to criticism.  
Demonstrate effective group membership skills.  
Demonstrate effective social skills.  
Demonstrate understanding of different cultures, lifestyles, attitudes, and abilities.

#### **Competency III: Knowledge of the importance of growth and change.**

Identify feelings associated with significant experiences.  
Identify internal and external sources of stress.  
Demonstrate ways of responding to others when under stress.  
Describe changes that occur in the physical, psychological, social, and emotional development of an individual.  
Describe physiological and psychological factors as they relate to career development.  
Describe the importance of career, family, and leisure activities to mental, emotional, physical, and economic well-being.

### **Educational and Occupational Exploration**

#### **Competency IV: Knowledge of the benefits of educational achievement to career opportunities.**

Describe the importance of academic and occupational skills in the work world.  
Identify how the skills taught in school subjects are used in various occupations.

Describe individual strengths and weaknesses in school subjects.  
Describe a plan of action for increasing basic educational skills.  
Describe the skills needed to adjust to changing occupational requirements.  
Describe how continued learning enhances the ability to achieve goals.  
Describe how skills relate to the selection of high school courses of study.  
Describe how aptitudes and abilities relate to broad occupational groups.  
**Competency V: Understanding the relationship between work and learning.**

Demonstrate effective learning habits and skills.  
Demonstrate an understanding of the importance of personal skills and attitudes to job success.  
Describe the relationship of personal attitudes, beliefs, abilities, and skills to occupations.

**Competency VI: Skills to locate, understand, and use career information.**

Identify various ways that occupations can be classified.  
Identify a number of occupational groups for exploration.  
Demonstrate skills in using school and community resources to learn about occupational groups.  
Identify sources to obtain information about occupational groups including self-employment.  
Identify skills that are transferable from one occupation to another.  
Identify sources of employment in the community.

**Competency VII: Knowledge of skills necessary to seek and obtain jobs.**

Demonstrate personal qualities (e.g., dependability, punctuality, getting along with others) that are needed to get and keep jobs.  
Describe terms and concepts used in identifying employment opportunities and conditions.  
Demonstrate skills to complete a job application.  
Demonstrate skills and attitudes essential for a job interview.

**Competency VIII: Understanding how work relates to the needs and functions of the economy and society.**

Describe the importance of work to society.  
Describe the relationship between work and economic and societal needs.  
Describe the economic contributions workers make to society.  
Describe the effects that societal, economic, and technological change have on occupations.

**Career Planning**

**Competency IX: Skills to make decisions.**

Describe personal beliefs and attitudes.  
Describe how career development is a continuous process with series of choices.  
Identify possible outcomes of decisions.  
Describe school courses related to personal, educational, and occupational interests.  
Describe how the expectations of others affect career planning.  
Identify advantages and disadvantages of various secondary and postsecondary programs for the attainment of career goals.

Identify the requirements for secondary and postsecondary programs.

**Competency X: Knowledge of the interrelationship of life roles.**

Identify how different work and family patterns require varying kinds and amounts of energy, participation, motivation, and talent.

Identify how work roles at home satisfy needs of the family.

Identify personal goals that may be satisfied through a combination of work, community, social, and family roles.

Identify personal leisure choices in relation to lifestyle and the attainment of future goals.

Describe advantages and disadvantages of various life role options.

Describe the interrelationships between family, occupational, and leisure decisions.

**Competency XI: Knowledge of different occupations and changing male/female roles.**

Describe advantages and problems of entering nontraditional occupations.

Describe the advantages of taking courses related to personal interests, even if they are most often taken by members of the opposite gender.

Describe stereotypes, biases, and discriminatory behaviors that may limit opportunities for women and men in certain occupations.

**Competency XII: Understanding the process of career planning.**

Demonstrate knowledge of exploratory processes and programs.

Identify school courses that meet tentative career goals.

Demonstrate knowledge of academic and vocational programs offered at the high school level.

Describe skills needed in a variety of occupations, including self-employment.

Identify strategies for managing personal resources (e.g., , talents, time, money) to achieve tentative career goals.

Develop an individual career plan, updating information from the elementary-level plan and including tentative decisions to be implemented in high school.

Identify and appreciate personal interests, abilities, and skills.

Demonstrate the ability to use peer feedback.

Demonstrate an understanding of how individual characteristics relate to achieving personal, social, educational, and career goals.

Demonstrate an understanding of environmental influences on one's behavior.

Demonstrate an understanding of the relationship between personal behavior and self-concept.

## **HIGH SCHOOL STUDENT**

At this level, the student has mastered the domain of self-knowledge and educational and career exploration. The student has learned to make appropriate and relevant choices and is ready to make well-informed decisions about postsecondary and career choices.

### **Self-Knowledge**

#### **Competency I: Understanding the influence of a positive self-concept.**

Identify and appreciate personal interests, abilities, and skills.

Demonstrate the ability to use peer feedback.

Demonstrate an understanding of how individual characteristics relate to achieving personal, social, educational, and career goals.

Demonstrate an understanding of environmental influences on one's behavior.

Demonstrate an understanding of the relationship between personal behavior and self-concept.

#### **Competency II: Skills to interact positively with others.**

Demonstrate effective interpersonal skills.

Demonstrate interpersonal skills required for working with and for others.

Describe appropriate employer and employee interactions in various situations.

Demonstrate how to express feelings, reactions, and ideas in an appropriate manner.

#### **Competency III: Understanding the impact of growth and development.**

Describe how developmental changes affect physical and mental health.

Describe the effect of emotional and physical health on career decisions.

Describe healthy ways of dealing with stress.

Demonstrate behaviors that maintain physical and mental health.

### **Educational and Occupational Exploration**

#### **Competency IV: Understanding the relationship between educational achievement and career planning.**

Demonstrate how to apply academic and vocational skills to personal interests.

Describe the relationship of academic and vocational skills to personal interests.

Describe how skills developed in academic and vocational programs relate to career goals.

Describe how education relates to the selection of college majors, further training, and/or entry into the job market.

Demonstrate transferable skills that can apply to a variety of occupations and changing occupational requirements.

Describe how learning skills are required in the workplace.

**Competency V: Understanding the need for positive attitudes toward work and learning.**

Identify the positive contributions workers make to society.

Demonstrate knowledge of the social significance of various occupations.

Demonstrate a positive attitude toward work.

Demonstrate learning habits and skills that can be used in various educational situations.

Demonstrate positive work attitudes and behaviors.

**Competency VI: Skills to locate, evaluate, and interpret career information.**

Describe the educational requirements of various occupations.

Demonstrate use of a range of resources (e.g., , handbooks, career materials, labor market information, and computerized career information delivery systems).

Demonstrate knowledge of various classification systems that categorize occupations and industries (e.g., , Dictionary of Occupational Titles).

Describe the concept of career ladders.

Describe the advantages and disadvantages of self-employment as a career option.

Identify individuals in selected occupations as possible information resources, role models, or mentors.

Describe the influence of change in supply and demand for workers in different occupations.

Identify how employment trends relate to education and training.

Describe the impact of factors such as population, climate, and geographic location on occupational opportunities.

**Competency VII: Skills to prepare to seek, obtain, maintain, and change jobs.**

Demonstrate skills to locate, interpret, and use information about job openings and opportunities.

Demonstrate academic or vocational skills required for a full-time or part-time job.

Demonstrate skills and behaviors necessary for a successful job interview.

Demonstrate skills in preparing a resume and completing job applications.

Identify specific job openings.

Demonstrate skills to assess occupational opportunities (e.g., , working conditions, benefits, and opportunities for change).

Describe placement services available to make the transition from high school to civilian employment, the armed services or postsecondary education/training.

Demonstrate an understanding that job opportunities often require relocation.

Demonstrate skills necessary to function as a consumer and manage financial resources.

**Competency VIII: Understanding how societal needs and functions influence the nature and structure of work.**

Describe the effect of work on lifestyles.  
Describe how society's needs and functions affect the supply of goods and services.  
Describe how occupational and industrial trends relate to training and employment.  
Demonstrate an understanding of the global economy and how it affects each individual.

**Competency IX: Skills to make decisions.**

Demonstrate responsibility for making tentative educational and occupational choices.  
Identify alternatives in given decision making situations.  
Describe personal strengths and weaknesses in relationship to postsecondary education/training requirements.  
Identify appropriate choices during high school that will lead to marketable skills for entry-level employment or advanced training.  
Identify and complete required steps toward transition from high school to entry into postsecondary education/training programs or work.  
Identify steps to apply for and secure financial assistance for postsecondary education and training.

**Competency X: Understanding the interrelationship of life roles.**

Demonstrate knowledge of life stages.  
Describe factors that determine lifestyles (e.g., , socioeconomic status, culture, values, occupational choices, work habits).  
Describe ways in which occupational choices may affect lifestyle.  
Describe the contribution of work to a balanced and productive life.  
Describe ways in which work, family, and leisure are interrelated.  
Describe different career patterns and their potential effect on family patterns and lifestyle.  
Describe the importance of leisure activities.  
Demonstrate ways that occupational skills and knowledge can be acquired through leisure.

**Competency XI: Understanding the continuous changes in male/female roles.**

Identify factors that have influenced the changing career patterns of women and men.  
Identify evidence of gender stereotyping and bias in educational programs and occupational settings.  
Demonstrate attitudes, behaviors, and skills that contribute to eliminating gender bias and stereotyping.  
Identify courses appropriate to tentative occupational choices.  
Describe the advantages and problems of nontraditional occupations.

**Competency XII: Skills in career planning.**

Demonstrate career plans that reflect the importance of lifelong learning.  
Demonstrate knowledge of postsecondary vocational and academic programs.  
Demonstrate knowledge that changes may require retraining and upgrading of employees' skills.  
Describe school and community resources to explore educational and occupational choices.  
Describe the costs and benefits of self-employment.

Demonstrate occupational skills developed through volunteer experiences, part-time employment, or cooperative educational programs.

Demonstrate skills necessary to compare education and job opportunities.

Develop an individual career plan, updating information from earlier plans, and including tentative decisions to be implemented after high school.

The Counselor Supported Quality Core Curriculum (QCC) Standards should be used in conjunction with the three competency areas of the guidance and counseling curriculum and the accompanying guidance competency standards. In developing activities and guidance plans, these QCC standards will serve as benchmarks to determine if the program is meeting its goals.

The QCC is a necessary complement to the guidance and counseling curriculum because it acts as a measurement for program effectiveness and accountability. It also gives validity to guidance and counseling. In utilizing these standards, other resources should be used as an assurance that the intent of the curriculum is being met.

**ADDENDUM**  
**COUNSELOR-SUPPORTED**  
**QUALITY CORE CURRICULUM OBJECTIVES**

Kindergarten

- SS.K.2-States ways people are alike and different.
- SS.K.4-Identifies the human characteristics of school in terms of the roles of school helpers and school leaders and the need for school rules.
- SS.K.8-Recognizes that people live in different places for different reasons (job, families).
- S.K.14-Recognizes and describes individual characteristics. Names positive ways he or she is similar and different from others in the group.
- H.K.10-Illustrates knowledge that everyone is special and unique.
- H.K.11-Recognizes that there are consequences to actions and behaviors.
- H.K.12-Practices appropriate skills to manage anxiety and reduce stress.
- H.K.13-Recognizes emotions and appropriate ways to express them (including effective and ineffective ways to handle anger).
- H.K.24-Identifies threats to personal safety (child abuse, neglect, and emotional abuse).
- H.K.25-Identifies local support concerning personal safety (e.g., family, teacher, religious advisor, friend and counselor).
- H.K.26-Demonstrates knowledge of dangers and precautions that should be taken in special conditions (e.g., bad weather, staying home alone, fire, being approached by strangers, when lost in darkness, etc.).
- PE.K.9-Shares space and equipment with others.
- LA.K.1-Listens and speaks in informal conversations with peers and adults.
- LA.K.9-Communicates effectively when using descriptive language, relating experiences, and retelling stories.
- LA.K.40-Recognizes cultural diversity represented in literature.

First Grade

- PE.1.2-Works cooperatively with others. Shares equipment, takes turns, and follows directions.
- SS.1.2-Describes the roles and responsibilities of various family units.
- SS.1.3-Identifies the need for family and community rules. Recognizes that these rules may vary from culture to culture.
- SS.1.9-Describes how division of labor in a family helps complete a task.
- H.1.2-Recognizes that alcohol and tobacco products are drugs that may harm the body in many ways.
- H.1.3-Knows the reasons for not eating or drinking potentially dangerous substances provided by strangers or others.
- H.1.8-Describes ways to handle disagreements without fighting.
- H.1.9-Identifies conflict and causes of conflict (personal and interpersonal conflict).
- H.1.10-Distinguishes between fact and fiction in media representation of life events (e.g., violence, family, and self-image).
- H.1.11-Explain what it means to be a friend.
- H.1.12-Demonstrates the ability to respect and cooperate with peers.
- H.1.25-Identifies threats to personal safety (e.g., child abuse, physical abuse, neglect, and emotional abuse).
- H.1.26-Identifies local support system concerning personal safety (e.g., family, teacher, religious advisor, friend, and counselor).
- LA.1-44-Recognizes cultural diversity represented in literature.

## Second Grade

- PE.2.11-Identifies appropriate behaviors for participating with others in physical activities.
- SS.2.1-Identifies characteristics of neighborhoods and communities.
- SS.2.2-Lists ways to live cooperatively in neighborhoods and communities.
- SS.2.3-Describes and compares the making of some class rules by democracy (class vote) and by representative democracy (class elects smaller group to make rules).
- H.2.1-Discusses how to resist peer and media pressure to use alcohol and tobacco products and the effects on the health of a user and nonuser.
- H.2.3-Interprets the persuasive influence of advertising, peer groups, and adults.
- H.2.4-Explores effective strategies to cope with changes that may occur in families (pregnancy, birth, death, marriage, divorce, relocation, and unemployment).
- H.2.5-Explains the roles of parents in the extended family in supporting a strong family and promoting the health of children (e.g., the limits parents set for children, the values or religious beliefs parents teach, behaviors and values parents model).
- H.2.8-Analyzes outside influences that can affect personal health decisions (e.g., television and peer pressure).
- H.2.9-Identifies the right to differ from others in many ways (Note: does not include discussion of sexual orientation).
- H.2.10-Demonstrates ways to show respect for others (Note: does not include discussion of sexual orientation).
- H.2.11-Defines and/or describes the relationship between choices and consequences.
- H.2.12-Relates how positive and negative attitudes influence behavior.
- H.2.13-Analyzes the consequences of healthy and harmful friendship choices.
- H.2.14-Expresses the ability to assertively refuse when others want him/her to act in ways that would harm others or self.
- LA.2.8-Communicates effectively when using descriptive language, relating experiences, and retelling stories, read, heard, or viewed.
- LA.2.51-Recognizes cultural diversity represented in literature.

### Third Grade

- SS.3.3-Distinguishes between rights and privileges.
- SS.3.13-Recognizes how human actions and physical environments affect one another.
- SS.H.3.1-Proposes healthy and enjoyable alternatives to using alcohol, tobacco products, and other drugs.
- H.3.2-Assesses the physical, mental, and social consequences of using alcohol, tobacco products, and other drugs.
- H.3.3-Applies the decision making steps to avoid threatening situations.
- H.3.5-Examines ways family members can work together to accomplish a task and resolve a conflict.
- H.3.6-Recognizes the importance of discussing health issues with one's family.
- H.3.9-Demonstrates how listening skills can be used to build and maintain health relationships.
- H.3.10-Explains why accepting responsibility and making positive choices (e.g., do legal things, don't steal, don't cheat) help develop a healthy self-concept.
- H.3.11-Recognizes causes of stress and applies effective problem-solving skills (e.g., deep breathing, exercising, talking to someone, and organization).
- H.3.12-Discusses the importance of refusing assertively.
- H.3.13-Demonstrates nonverbal communication.
- H.3.21-Identifies threats to personal safety (e.g., child abuse, sexual and physical abuse, neglect, and emotional abuse).
- H.3.22-Identifies local support system concerning personal safety (e.g., family, teacher, religious advisor, friend, and counselor).
- PE.3.8-Designs and follows class rules and procedures.
- PE.3.9-Demonstrates the ability to work successfully alone, with a partner, and with a small group.
- LA.3.5-Uses oral language for different purposes: to inform, to persuade, and to entertain.
- LA.3.50-Recognizes cultural diversity represented in literature.

### Fourth Grade

- PE.4.8-Demonstrates responsible personal and social behavior in physical activity settings. Follows activity-specific rules, procedures and etiquette.
- H.4.2-Examines the harmful effects of drugs such as inhalants, alcohol, hallucinogens, and marijuana.
- H.4.4-Critiques advertisements and commercials that encourage the use of medicines, alcohol, and tobacco products.
- H.4.8-Identifies the positive and negative peer pressures.
- H.4.9-Explains how to assertively deal with negative peer pressure.
- H.4.10-Practices appropriate negotiation skills to resolve conflict.
- H.4.11-Names and practices skills that communicate care, consideration, and respect of self and others, including those with disabilities.
- H.4.12-Describes and debates consequences of health and harmful friendship choices.
- H.4.20-Formulates a responsible personal safety plan for emergencies that occur in the home and/or school.
- H.4.21-Identifies threats to personal safety (e.g., child abuse, sexual and physical abuse, neglect, and emotional abuse).
- H.4.22-Identifies local support system concerning personal safety (e.g., teacher, religious advisor, friend, and counselor).
- LA.4.51-Recognizes cultural diversity represented in literature.
- LA.4.60-Uses a study technique.
  - PQRST-(preview, question, read, study, test)
  - SQ3R-(survey, question, read review, report)
  - PQ4R-(preview, question, research, read, review, report)
  - 4R-(research, read, review, report)
- LA.4.61-Develops a simple outline from a short selection.

### Fifth Grade

- PE.5.100-Demonstrates responsible personal and social behavior in a physical activity setting. Participates in establishing rules, procedures, and etiquette that are safe and effective for specific activities.
- H.5.3-Identifies ways various forms of media, such as movies, glorify drug use.
- H.5.4-Locates sources of help for individuals who have problems with alcohol, tobacco products, and other drugs.
- H.5.5-Discusses and practices how to resist peer pressure.
- H.5.6-Practices peer leadership skills by creating healthy alternatives to drug use.
- H.5.12-Recognizes the importance of the role that both mothers and fathers play in the nurturing, guidance, care, and support of a child.
- H.5.13-Recognizes that having a child involves a commitment on the part of both the mother and father to nurture, guide, care for, and support the child.
- H.5.17-Defines stress and identifies its causes and physiological and psychological effects.
- H.5.18-Demonstrates and/or proposes ways to manage stress and adapt to change.
- H.5.27-Identifies threats to personal safety (e.g., child abuse, sexual and physical abuse, neglect, and emotional abuse).
- H.5.28-Identifies local support system concerning personal safety (e.g., family, teacher, religious advisor, friend, and counselor).
- LA.5.56-Recognizes cultural diversity represented in literature.
- LA.5.65-Uses a study technique.
  - PQRST-(preview, question, read, study, test)
  - SQ3R-(survey, question, read, review, report)
  - PQ4R-(preview, question, research, read, review, report)
  - 4R-(research, read, review, report)

## Sixth Grade

- SS.6-7.15-Explains how social institutions (religion, government, and economics) influence the attitudes and behavior of people.
- H.6.1-Examines school rules, system policies, and local, state, and federal laws regulating purchase, sale, use and possession of alcohol, tobacco products, and other drugs.
- H.6.2-Analyzes the impact of the use of alcohol, tobacco products, and other drugs on the individual, family, and community.
- H.6.4-Assesses personal risk factors (e.g., heredity, family, and peer drug use).
- H.6.9-Recognizes that abstaining from sexual activity and refraining from intravenous drug use are the most effective methods of preventing HIV/AIDS.
- H.6.10-Recognize that abstinence from sexual activity as the only sure method of preventing sexually transmitted diseases.
- H.6.11-Identifies the benefits of setting personal goals for maintaining a healthy lifestyle.
- H.6.12-Identifies factors that promote a positive self-image (e.g., accepting responsibility, respect for self, authority, and others, self-discipline, self-control, and the right to be assertive).
- H.6.14-Recognizes how sexual decisions are influenced by group pressure (e.g., community, media, peer).
- H.6.15-Recognizes that having a child is best undertaken in marriage.
- H.6.19-Expresses appropriate ways to build and maintain healthy relationships with peers, parents, and others.
- H.6.20-Explains factors that could escalate and reduce conflict.
- H.6.21-Describes how to deal with negative “peer pressure” by expressing strong feelings peaceably.
- H.6.22-Recognizes signs and symptoms associated with suicide and identifies appropriate sources for help.
- H.6.28-Identifies threats to personal safety (e.g., , child abuse, sexual and physical abuse, neglect, and emotional abuse).
- H.6.29-Identifies local support system concerning personal safety (e.g., family, teacher, religious advisor, friend, and counselor).
- LA.6.45-Recognizes persuasion techniques in propaganda and advertising.
- LA.6.46-Recognizes bias and stereotyping.
- LA.6.58-Uses a study technique
  - PQRS-(preview, question, read study, test)
  - SQ3R-(survey, question, read, review report)
  - PQ4R-(preview, question, research, read, review, report).

4R-(research, read, review, report)

- LA.6.59-Develops strategies for taking tests in different formats (multiple choice, sentence completion, essay, etc.).
- LA.6.62-Communicates effectively through oral expression.
- LA.6.63-Adjusts manner and style of speaking to suit audience and situation.
- LA.6.64-Paraphrases and discusses information in a variety of settings.
- LA.6.67-Develops awareness of nonverbal communication such as gestures, body language, and facial expressions.
- EFCS.6-8.1-Identifies physical, emotional, and social changes that occur during puberty.
- EFCS.6-8.3-Identifies different relationships with peer and family.
- EFCS.6-8.4-Identifies legally and socially acceptable behavior.
- EFCS.6-8.5-Demonstrates use of decision making process.

Sixth Grade Continued

- EFCS.6-8.6-Recognizes consequences that result from making choices.
- EFCS.6-8.7-Determines opportunities for careers in family and consumer services occupations.
- EFCS.6-8.8-Demonstrates leadership and communication skills through vocational student organization activities.
- ET.6-8.1-Examines traits, skills training, education, and conditions needed to succeed in various technical and engineering occupations.
- ET.6-8.2-Defines and uses skills to manage life transitions related to changes in career environment.
- ET.6-8.3-Researches and uses information about specific occupations.
- ET.6-8.4-Examines career opportunities in communication, production, energy, power and transportation, and bio-related areas.
- ET.6-8.5-Examines career goals and career ladders.
- ET.6-8.10-Demonstrates employability skills such as dependability, good work habits, pride in work, cooperation with fellow students, respect for authority, and the ability to follow both verbal and written directions.
- EB.6-8.1-Examines traits, skills training, education, and conditions needed to succeed in various business occupations.
- EB.6-8.2-Researches and uses information about specific occupations.
- EB.6-8.3-Examines career opportunities in the business world.
- EB.6-8.4-Examines career goals and career ladders.

### Seventh Grade

- SS.6-7.14-Explains how the social institutions (religion, government, and economics) influence the attitudes and behavior of people.
- H.7.3-Analyzes alcohol, tobacco products, and other drug advertisements and promotional products, and develops counter arguments.
- H.7.4-Names information, treatment, and rehabilitation resources available in the community.
- H.7.9-Recognizes abstaining from sexual activity and refraining from intravenous drug use as the most effective methods of preventing HIV/AIDS.
- H.7.10-Recognizes abstinence from sexual activity as the most effective method of preventing pregnancy and sexually transmitted diseases.
- H.7.12-Identifies the benefits of setting personal goals for maintaining a healthy body.
- H.7.13-Identifies factors that promote a positive self-image (e.g., accepting responsibility, respect for self, authority, and others; self-discipline, self-control, and the right to be assertive).
- H.7.14-Recognizes how sexual decisions are influenced by group pressure (e.g., community, media, peers).
- H.7.15-Identifies ways of resisting persuasive tactics regarding sexual involvement (e.g., saying “no”, negotiation, and using refusal and decision-making skills).
- H.7.16-Identifies characteristics of genuine friendship that enhance the good of the individual.
- H.7.17-Identifies roles and responsibilities of children in the family.
- H.7.18-Identifies parental roles and responsibilities.
- H.7.20-Recognizes that having children is best undertaken in marriage.
- H.7.22-Discusses strategies to manage stress and feelings caused by disappointment, separation, and loss.
- H.7.23-Describe prejudice, its roots, and its effects.
- H.7.24-Describes necessary elements of conflict resolution (e.g., nature of conflict, feelings, active listening, “I” messages, and restating, and shows effective communication skills in general.
- H.7.31-Identifies threats to personal safety (e.g., child abuse, sexual and physical abuse, neglect, and emotional abuse).
- H.7.32-Identifies local support systems concerning personal safety (e.g., family, teacher, religious advisor, friend, counselor).

- PE.7.10-Chooses appropriate behavior to work productively with partner and in a group to accomplish goals in both cooperative and competitive activities. Responds with appropriate behavior to discussions and conflict during competitive activities.
- LA.7.19-Evaluates messages and effects of the mass media (newspaper, television, radio, film, and periodicals).
- LA.7.27-Describes cultures and values represented in literature.
- LA.7.28-Describes the influence of human experiences on literary works.
- LA.7.42-Recognizes persuasion techniques (propaganda, bias, and stereotyping).
- LA.7.48-Gathers information by interviewing.
- LA.7.53-Organizes retrieved information using strategies such as note-taking, graphic organizers, SQ3R (survey question, read, review, report), and outlining.
- LA.7.54-Develops strategies for taking tests in different formats (e.g., multiple choice, sentence completion, essay).
- LA.7.57-Communicates effectively through oral expression.
- LA.7.58-Adjusts manner and style of speaking to suit audience and situation.
- EFCS.6-8.1-Identifies physical, emotional, and social changes that occur during puberty.

Seventh Grade continued

- EFCS.6-8.3-Identifies different relationships with peer and family.
- EFCS.6-8.4-Identifies legally and socially acceptable behavior.
- EFCS.6-8.5-Demonstrates use of decision making process.
- EFCS.6-8.6-Recognizes consequences that result from making choices.
- EFCS.6-8.7-Determines opportunities for careers in family and consumer services occupations.
- EFCS.6-8.8-Demonstrates leadership and communication skills through vocational student organization activities.
- ET.6-8.1-Examines traits, skills training, education, and conditions needed to succeed in various technical and engineering occupations.
- ET.6-8.2-Defines and uses skills to manage life transitions related to changes in career environment.
- ET.6-8.3-Researches and uses information about specific occupations.
- ET.6-8.4-Examines career opportunities in communication, production, energy, power and transportation, and bio-related areas.
- ET.6-8.5-Examines career goals and career ladders.
- ET.6-8.10-Demonstrates employability skills such as dependability, good work habits, pride in work, cooperation with fellow students, respect for authority, and the ability to follow both verbal and written directions.
- EB.6-8.1-Examines traits, skills training, education, and conditions needed to succeed in various business occupations.
- EB.6-8.2-Researches and uses information about specific occupations.
- EB.6-8.3-Examines career opportunities in the business world.
- EB.6-8.4-Examines career goals and career ladders.

### *Eighth Grade*

- SS.8.41-Identifies contributions made by various ethnic groups to the development of Georgia past and present.
- SS.8.52-Uses alternative methods to manage conflict.
- SS.8.53-Works within a group, following set rules of procedure, to complete an assigned task.
- SS.8.54-Listens to and respects the views of others.
- SS.8.55-Presents viewpoint to others.
- SS.8.56-Demonstrates through classroom activities the necessity for rules in an ordered society.
- SS.8.59-Obtains information by asking appropriate questions in interviews.
- SS.8.60-Recognizes the rights of others to hold differing positions.
- H.8.2-Recognizes signs and symptoms of chemical dependency and identifies appropriate sources for help and support.
- H.8.3.-Describes the consequences associated with the use of alcohol, tobacco products, and other drugs in teen relationships (e.g., physical abuse, date rape, violence, teen pregnancy, and drinking and driving).
- H.8.4-Practices countering aggressive behavior and imitation by refusing to use tobacco products, alcohol, and other drugs.
- H.8.5-Provides alternatives to using alcohol, tobacco products, and other drugs (including involvement in groups such as SADD, ALATEEN, ALANON).
- H.8.11-Recognizes the importance of individuals abstaining from premarital sex and intravenous drug use to prevent the spread of HIV/AIDS and other sexually transmitted diseases.
- H.8.13-Recognizes that abstaining from sexual activity and refraining from intravenous drug use are the most effective methods of preventing HIV/AIDS.
- H.8.14-Recognizes abstinence from sexual activity as the only sure method of preventing pregnancy and sexually transmitted diseases.
- H.8.15-Identifies the benefits of setting personal goals for maintaining a healthy body.
- H.8.16-Identifies factors that promote a positive self-image (e.g., accepting responsibility; respect for self, authority, and others; self-discipline, self-control, and the right to be assertive).

- H.8.17-Recognizes how sexual decisions are influenced by group pressure (e.g., community, media, peer).
- H.8.18-Identifies ways of resisting persuasive tactics regarding sexual involvement (e.g., saying “no” negotiation, using refusal and decision making skills).
- H.8.19-Identifies social, emotional, intellectual, and economic effects of dating.
- H.8.20-Recognizes that having children is best undertaken in marriage.
- H.8.21-Analyzes physical, social, and emotional changes that occur during the process of maturing.
- H.8.22-Assesses personal characteristics associated with positive self-esteem.
- H.8.23-Discusses the influence of self-identify and group acceptance in choosing friends.
- H.8.24-Analyzes possible causes of conflict among youth and style/strategies to handle them (e.g., gangs).
- H.8.25-Analyzes the causes of suicide, prevention, and effects on survivors.
- H.8.32-Identifies threats to personal safety (e.g., incest, rape, date rape).
- H.8.33-Identifies personal support system concerning personal safety (e.g., family, teacher, religious advisor, friend, and counselor).
- LA.8.19-Evaluates messages and effects of mass media (newspaper, television, radio, film, and periodicals).
- LA.8.27-Explains how cultures and values are represented in literature.

*Eighth Grade-continued*

- LA.8.28-Analyzes the influence of human experience on literary work.
- LA.8.43-Analyzes fact and opinion, persuasion techniques, bias, and stereotyping.
- LA.8.46-Uses a research process that includes selecting topic, formulating questions, identifying key words, choosing sources, skimming, paraphrasing, note-taking, organizing, summarizing, and presenting.
- LA.8.48-Uses interviewing to gather information.
- LA.8.53-Organizes retrieved information using strategies such as note-taking, graphic organizers, SQ3R (Survey, Question, Read, Review, Report), and outlining.
- LA.8.54-Develops strategies for taking tests in different formats (multiple choice, sentence completion, and essay).
- LA.8.57-Communicates effectively through oral expression.
- LA.8.58-Adjusts manner and style of speaking to suit audience and situation.
- LA.8.59-Demonstrates a sense of audience in preparing and delivering oral presentations.
- LA.8.70-Produces various types of writing (personal, academic, business, and vocational).
- EFCS.6-8.1-Identifies physical, emotional, and social changes that occur during puberty.
- EFCS.6-8.3-Identifies different relationships with peer and family.
- EFCS.6-8.4-Identifies legally and socially acceptable behavior.
- EFCS.6-8.5-Demonstrates use of decision making process.
- EFCS.6-8.6-Recognizes consequences that result from making choices.
- EFCS.6-8.7-Determines opportunities for careers in family and consumer services occupations.
- EFCS.6-8.8-Demonstrates leadership and communication skills through vocational student organization activities.
- ET.6-8.1-Examines traits, skills training, education, and conditions needed to succeed in various technical and engineering occupations.
- ET.6-8.2-Defines and uses skills to manage life transitions related to changes in career environment.
- ET.6-8.3-Researches and uses information about specific occupations.
- ET.6-8.4-Examines career opportunities in communication, production, energy, power and transportation, and bio-related areas.
- ET.6-8.5-Examines career goals and career ladders.
- ET.6-8.10-Demonstrates employability skills such as dependability, good work habits, pride in work, cooperation with fellow students, respect for authority, and the ability to follow both verbal and written directions.
- EB.6-8.1-Examines traits, skills training, education, and conditions needed to succeed in various business occupations.
- EB.6-8.2-Researches and uses information about specific occupations.
- EB.6-8.3-Examines career opportunities in the business world.
- EB.6-8.4-Examines career goals and career ladders.



## High School

- H.9.-2.1-Determines how adolescent use of alcohol and other drugs contributes to accidents, crime, and suicide.
- H.9.-12.2-Recalls the leading causes of teen mortality and formulates methods of prevention of each.
- H.9.-12.3-Recognizes that alcohol, tobacco, and other drug dependencies are treatable diseases and identify appropriate community resources.
- H.9.-12.4-Compares how alcohol, tobacco, and other drug uses and nonuse impacts personal goals, educational opportunities, and occupational choices.
- H.9.-12.8-Recognizes the importance of individually abstaining from premarital sex and intravenous drug use to prevent the spread of HIV/AIDS and other sexually transmitted diseases.
- H.9.-12.10-Recognizes that sexually transmitted diseases, including HIV/AIDS are communicable diseases and that abstinence is the sure method of prevention.
- H.9.-12.11-Recognizes that abstaining from sexual activity and refraining from intravenous drug use are the most effective methods of preventing HIV/AIDS.
- H.9.-12.17-Recognizes that returning to abstinence is a positive alternative to previous sexual behavior.
- H.9.-12.19-Identifies factors that promote a positive self-image (e.g., accepting responsibility, respect for self, authority, and others, and self-discipline, self-control, and the right to be assertive).
- H.9.-12.23-Identifies ways of resisting persuasive tactics regarding sexual involvement (e.g., saying “no” negotiation and using refusal and decision making skills).
- H.9.-12.24-Recognizes how sexual decisions are influenced by group pressure (e.g., community, media, and peer).
- H.9.-12.26-Identifies social, emotional, intellectual, and economic aspects of dating.
- H.9.-12.28-Recognizes that having children is best undertaken in marriage.
- H.9.-12.32-Analyzes stress and its effects on all aspects of health and wellness.
- H.9.-12.33-Develops and practices effective coping skills for managing stress to prevent self-destructive skills (e.g., suicide).
- H.9.-12.34-Demonstrates effective communication skills and resistance skills (e.g., nature of conflict, feelings, active listening, effective communication skills and empathy).
- H.9.-12.35-Demonstrates characteristics of a healthy decision maker.
- H.9.-12.36-Explores the increased responsibility in the transition from adolescence to adulthood and proposes ways to make these changes easier.
- H.9.-12.44-Identifies threats to personal safety (e.g., incest, rape, date rape).
- H.9.-12.45-Identifies local support system concerning personal safety (e.g., family, teacher, religious advisor, friend, and counselor).
- PE.9.-12.16-Appreciates the influence of participation in physical activity as it relates to cultural, ethnic, gender, and physical diversity.



## High School-continued

### Citizenship

- SS.9.-12.5-Describes the techniques of social action (e.g., how to win support for desirable change and how to cooperate with others in achieving goals).
- SS.9.-12.18-Analyzes how America despite its diversity became a unified society by its citizens' adherence to such basic values as:
  - Judeo-Christian traditions
  - belief in inherent, inalienable rights, and
  - the intrinsic value of the individual.
- SS.9.-12.3-Recognizes and explains how different points of view have been influenced by race, religion, and ethnicity.

### Economics

- SS.9.-12.19-Compares job qualifications, personal qualities, educational training, and income benefits associated with various careers.

### Government

- SS.11.-12.17-Identifies methods of effective expression of public opinion:
  - demonstrations
  - propaganda
  - advertising
  - opinion, and
  - leadership.

### Ethnic Studies

- SS.11.-12.26-Compares and contrasts the cultures of selected ethnic groups.
- SS.11.-12.27-Examines the influence that ethnic groups have on the historical development of the United States.
- LA.9.-12.4-Uses research process: selecting topic, formulating questions, identifying key words, choosing sources, skimming, paraphrasing, note-taking, organizing, summarizing, and presenting.
- LA.9.12.19-Writes for many purposes including, but not limited to personal (journals, diaries, stories, poems), social (friendly letters, thank-you notes, invitations), academic (themes, reports, essays, analyses, critiques), and business (letters, memos, applications) writing.
- LA.9.-12.23-Speaks so others can hear and understand.
- LA.9.-12.24-Works as a team member to solve problems.
- LA.9.-12.26-Invents solutions to problems using thinking techniques (e.g., metaphors, analogies, models, brainstorming, and role-playing).
- LA.9.-12.27-Analyzes logical relationships in arguments and detects fallacies.
- LA.9.-12.37-Conceives and develops ideas about a topic for the purpose of speaking to a group, chooses and organizes related ideas, presents them clearly, and evaluates similar presentations by others.
- LA.9-12.38-Evaluates messages and effects of mass media (newspaper, television, radio, film, and periodicals).
- LA.9.-12.28-Recognizes that how to think is different from what to think; recognizes multiple valid interpretations; develops and defends individual interpretations.

*High School-continued*

- LA.9.-12.29-Participates in scenarios requiring application of technical/business/vocational problem-solving and communication skills.
- LA.9.-12.36-Evaluates the messages and effects of mass media.
- LA.9.-12.29-Uses appropriate criteria to evaluate the messages and effects of mass media.
- LA.9.-12.30-Presents arguments in orderly and convincing ways.
- LA.9.-12.37-Uses appropriate criteria to evaluate the messages and effects of mass media.
- LA.9.-12.26-Creates solutions to problems using thinking techniques (metaphors, analogies, models, drawings, brainstorming, and role-playing).
- LA.9.-12.33-Engages critically and constructively in discussions by speaking and listening.
- LA.9.-12.38-Identifies verbal and nonverbal components of interpersonal communications.
- LA.9.-12.28-Uses reading about other cultures as a means to acquire knowledge.
- LA.9.-12.33-Develops ideas about diverse cultural issues, themes, and characters for the purpose of speaking to a group; chooses and organizes related ideas; presents them clearly in standard American English; and evaluates similar presentations by others.
- LA.9.-12.44-Writes to inform an audience of a culture's contributions.
- LA.9.-12.29-Uses nonverbal signs appropriately (gestures, eye contact, facial expression, and posture).
- LA.9.-12.30-Interprets and assesses various kinds of communications.
- TC.9-12.6-Creates, combines, and connects ideas and information.
- TC.9-12.7-Specifies goals, generates choices, considers risks, evaluates and chooses workable alternatives.
- TC.9-12.10-Demonstrates an awareness of the need for well-being, and understands how individual attitudes and actions influence other people.
- TC.9-12.11-Interacts appropriately in social situations, and takes interest in others.
- TC.9-12.13-Demonstrates an understanding of proper business/work ethics.
- TC.9-12.17-Understands and respects leadership roles.
- TC.9-12.18-Demonstrates the ability to appropriately apply leadership skills.
- TC.9-12.19-Develops leadership and communication skills through vocational student organizations.
- TC.9-12.20-Demonstrates the ability to resolve issues.
- TC.9-12.21-Demonstrates the ability to perform work in a work environment with people of different age, gender, culture, attitude, and ability.
- TC.9-12.26-Makes potential career decisions based upon interests, abilities, and values, and formulates appropriate plans to reach career goals.
- TC.9-12.27-Demonstrates the proper skills for seeking and securing employment.



## Evaluation Introduction

School Counselors work with all students, school staff, administrators, parents, and the community as a function of their total guidance program. Guidance and counseling programs promote school success through a focus on academic achievement, prevention and intervention activities, advocacy, social/emotional, and career development. (American School Counselor Association, 1997.)

The Revised Guidance and Counseling Curriculum provides a framework for standards as to what a quality school counseling program should contain, as well as serving as an organizational guide for developing appropriate competencies for student success. The curriculum provides the standards as the acknowledged criteria used to make judgments about the adequacy and structure of the program, and a sufficient number of program standards should be written to represent a good guidance model.

The program that should be developed from the curriculum should address these questions:

- What “things” are occurring?
- Are these the right “things”?
- Does this provide increased opportunity for collaboration among guidance counselors, business, community, parents, and teachers?
- What effect is this having on students?

“Demonstrating accountability through the measured effectiveness of the delivery of the guidance program, and the performance of the guidance staff helps ensure that teachers, administrators, parents, and the general public will continue to benefit from quality comprehensive guidance programs.” (Gybers and Henderson, 1994, page 362.)

To achieve accountability, evaluation is needed concerning the nature, structure, organization, and implementation of school guidance programs, and the school counselors who are implementing the programs. There should be documentation as to the impact the programs are having on the students, the school where they learn, and the communities in which they live. (Gybers and Henderson, 1994.)

The following is an sample of a Guidance and Counseling Program Evaluation which can be adapted to fit the needs of the particular school.



**3. Consulting** 1 2 3 4 5  
Consults with school or system staff and administration about issues, problems, and concerns involving students, as needed or as requested.

- 3.1. Demonstrates knowledge of consulting processes and techniques with students, parents, teachers, and administration.
- 3.2. Assists parents and teachers in understanding and responding to developmental levels of students.
- 3.3. Presents instructional/informational programs to groups of students, parents, teachers, and administrators (e.g., parent educational programs, group guidance, behavior management, school safety, and suicide prevention).
- 3.4. Interprets achievement and aptitude test data to assist school staff with curriculum planning.
- 3.5. Demonstrates a knowledge of accessing community resources.

**4. Coordinating** 1 2 3 4 5  
Facilitates an effective system of sharing information with stakeholders

- 4.1. Communicates effectively with students, parents, administration, community, and staff.
- 4.2. Advocates for all students.
- 4.3. Assists teachers with the integration of guidance activities into the curriculum.
- 4.4. Shares appropriate non-confidential information about students with school personnel, parents, and the community.
- 4.5. Makes appropriate referrals of students to school and community programs.
- 4.6. Assists with coordination of student services in the school.
- 4.7. Assists with coordination of the school's annual testing program.

**5. Student Appraisal** 1 2 3 4 5  
Assists with preparation of students for standardized test taking and interpretation.

- 5.1. Interprets test results and other student data accurately.
- 5.2. Assists in the development of an assessment preparation improvement plan to include Criterion, Norm-Referenced, Writing, Career-Performance Based, College and Post-Secondary practice and actual tests.
- 5.3. Uses standardized tests and inventories according to published practices and professional standards.

**6. Ethical Standards** 1 2 3 4 5  
Professional Practices and Development

- 6.1. Adheres to ethical standards of the counseling profession.
- 6.2. Follows the laws, policies, and procedures which govern school administration.
- 6.3. Maintains ethical and professional growth by regular staff development.

## ACKNOWLEDGEMENTS

The Georgia Department of Education would like to thank the following members of the Guidance and Counseling Curriculum Revision Committee for their tremendous effort and hard work. Their valuable expertise, experience, and knowledge was invaluable in the development of this document. The collaboration and cooperation of every one listed below insured a useful implementation of this curriculum framework.

Ethyl Ault, Director of Student Support, Troup County  
Nancy Bailey, Counselor, Henry County  
Jane Belflower, Teacher, Houston County  
Juanita Booker, Director of Guidance, Muscogee County (Retired)  
Rebecca Bridges, Counselor, Newton County  
Joyce Chandler, Counselor, Rockdale County  
Janice Conner, Counselor, Atlanta Public Schools  
B.J. Cutts, Counselor, Cherokee County (Retired)  
Allison Edwards, Counselor, Cobb County  
Cecilia Harbison, Counselor, Gwinnett County  
Gwendolyn Harris, Counselor, Fulton County  
Evangeline Hughes, Counselor, DeKalb County  
Marty Huntsinger, Director of Guidance, Clayton County  
Brenda Levin, Counselor, Forsyth County  
Mildred McCoy, Counselor, Clayton County  
Evelyn McGavin, Counselor, Fayette County  
Kelly Metcalf, Counselor, Clayton County  
Ervin Mitchell, Superintendent, Twiggs County  
Carol O'Neal, Assistant Superintendent, Henry County (Retired)  
RoseMarie Perry, Counselor, Cobb County  
Joanne Roblee, Counselor, Cobb County  
Elizabeth Ross, Director of Student Support, Rockdale County  
Sarah Thompson, Counselor, Fulton County  
Judy Todd, Counselor, Fayette County  
Susan Trawick, Assistant Principal, Clayton County  
Julia Carol Walters, Counselor, Houston County  
Sandra Williams, Counselor, Gwinnett County  
Trudi Williams, Counselor, Atlanta Public Schools  
Vickie Watts, Director of Guidance, Gwinnett County

## **References**

American School Counselors Association

Arizona Department of Education, Guidance and Counseling, Vocational Technology Education

Georgia School Counselors Association

Indiana Department of Education

Muscogee County Director of Guidance

Missouri Department of Education

Sue Reynolds, Consultant, Indiana Department of Education

