

The mission  
of the Diocese of Green Bay  
Comprehensive Catholic School Counseling Program  
is  
to contribute to the assurance of  
personal, social, emotional and academic success  
for every student  
based on faith and moral development.

The proper function of the Catholic school is to *“create for the school community a special atmosphere animated by the Gospel spirit of freedom and charity, to help youth grow according to the new creatures they were made through baptism as they develop their own personalities, and finally to order the whole of human culture to the news of salvation so that the knowledge the students gradually acquire of the world, life and man is illumined by faith...while the Catholic school is open to the situation of the contemporary world, it must lead its students to promote efficaciously the good of the earthly city and also prepares them for service in the spread of the Kingdom of God, so that by leading an exemplary apostolic life, they become a saving leaven in the human community.”* *Gravissimum Educationis, 1965*

The National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools Standard Nine states, *“An excellent Catholic school provides programs and services aligned with the mission to enrich the academic program and support the development of student and family life. Guidance services, wellness programs, behavior management programs and ancillary services provide the necessary support for students to successfully complete the school program.”* (Standard 9.2)

The Diocese of Green Bay Comprehensive Catholic School Counseling Program is an integral part of the primary educational mission. This program supports, facilitates and encourages positive childhood development, faith-based classroom instruction, and student achievement with an end result of assisting children in making positive, moral decisions about themselves, others and their future based on knowing, loving and serving God through how one lives. Our Comprehensive Catholic School Counseling Program is proactive and preventive in its focus. It assists students in acquiring and using life-long learning and interpersonal skills. More specifically, the Comprehensive Catholic School Counseling Program employs strategies to encourage self-awareness, promote a virtuous way of life, advocate life-long learning, foster interpersonal communication skills, develop decision-making skills based on a moral foundation, provide vocation and career awareness, develop employment readiness, and impart life skills for all students.

## ACADEMIC

*“The essential elements of ‘an academically rigorous and doctrinally sound program’ mandate curricular experience – including co-curricular and extra-curricular activities which are rigorous, relevant, research-based, and infused with Catholic faith and traditions.”* Academics in the Catholic school provide students a rigorous curriculum aligned with relevant standards, 21<sup>st</sup> century skills and Gospel values. In the Catholic classroom, instruction is designed to intentionally address the affective dimensions of learning, such as intellectual and social dispositions, relationship building, and habits of mind. Students will be challenged with skills to become creative, reflective, literate, critical and moral evaluators, problem solvers, decision makers and socially responsible global citizens.

National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools (p. 11, Standard 7)

Fourth Grade	Eighth Grade	Twelfth Grade
<p><b>A.1 Students will develop the attitudes, knowledge, virtues and skills that contribute to successful learning in school and across the lifespan.</b></p> <ol style="list-style-type: none"> <li><b>1. Demonstrate an understanding of and responsibility for self as a learner</b> <ol style="list-style-type: none"> <li>a. Demonstrate competence and confidence as an independent learner</li> <li>b. Set realistic expectations and goals for work and achievement</li> <li>c. Recognize and accept mistakes as essential to the learning process</li> <li>d. Identify and model personal attitudes and virtuous behaviors that lead to successful learning and living</li> </ol> </li> <li><b>2. Develop the skills for improving effectiveness as a learner</b> <ol style="list-style-type: none"> <li>a. Use communication skills to know when and how to ask for help.</li> <li>b. Demonstrate how effort and perseverance positively affect learning</li> </ol> </li> </ol>	<p><b>A.1 Students will develop the attitudes, knowledge, virtues and skills that contribute to successful learning in school and across the lifespan.</b></p> <ol style="list-style-type: none"> <li><b>1. Demonstrate an understanding of and responsibility for self as a learner</b> (No benchmarks)</li> <li><b>2. Develop the skills for improving effectiveness as a learner</b> <ol style="list-style-type: none"> <li>a. Apply time-management and task-management skills</li> <li>b. Apply knowledge of learning styles and multiple intelligences to positively influence academic</li> </ol> </li> </ol>	<p><b>A.1 Students will develop the attitudes, knowledge, virtues and skills that contribute to successful learning in school and across the lifespan.</b></p> <ol style="list-style-type: none"> <li><b>1. Demonstrate an understanding of and responsibility for self as a learner</b> (No benchmarks)</li> <li><b>2. Develop the skills for improving effectiveness as a learner</b> (No benchmarks)</li> </ol>

<p><b>3. Demonstrate responsibility for achieving school success</b></p> <ul style="list-style-type: none"> <li>a. Demonstrate the ability to take responsibility for actions in school</li> <li>b. Demonstrate the ability to work independently and/or cooperatively with other students</li> <li>c. Demonstrate the ability to share knowledge</li> </ul>	<p style="text-align: center;">performance</p> <p><b>3. Demonstrate responsibility for achieving school success</b></p> <ul style="list-style-type: none"> <li>a. Demonstrate the capability to develop a broad range of interests and abilities</li> </ul>	<p><b>3. Demonstrate responsibility for achieving school success</b></p> <ul style="list-style-type: none"> <li>a. Demonstrate the ability to be dependable, productive, and take initiative for school success</li> </ul>
<p><b>A.2 Students will develop the academic skills and attitudes necessary to make effective transitions from elementary to middle school, from middle school to high school, and from high school to a wide range of postsecondary options.</b></p> <p><b>1. Apply the skills necessary to improve learning and make successful academic transitions</b></p> <ul style="list-style-type: none"> <li>a. Demonstrate the ability to seek information and support from faculty, staff, clergy, family, and peers</li> </ul>	<p><b>A.2 Students will develop the academic skills and attitudes necessary to make effective transitions from elementary to middle school, from middle school to high school, and from high school to a wide range of postsecondary options.</b></p> <p><b>1. Apply the skills necessary to improve learning and make successful academic transitions</b></p> <ul style="list-style-type: none"> <li>a. Demonstrate the importance of motivation and perseverance to achieve individual potential</li> <li>b. Apply critical-thinking skills for making successful academic transitions</li> <li>c. Practice and apply good work habits and study skills and see them as important and necessary for academic success at any level</li> <li>d. Demonstrate the ability to organize and apply academic information from a variety of sources</li> <li>e. Understand the attitudes and actions of a self-directed and independent learner</li> </ul>	<p><b>A.2 Students will develop the academic skills and attitudes necessary to make effective transitions from elementary to middle school, from middle school to high school, and from high school to a wide range of postsecondary options.</b></p> <p><b>1. Apply the skills necessary to improve learning and make successful academic transitions</b></p> <ul style="list-style-type: none"> <li>a. Demonstrate attitudes and actions of a self-directed and independent learner</li> </ul>

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<p><b>2. Apply knowledge in establishing and achieving academic goals</b></p> <ul style="list-style-type: none"> <li>a. Demonstrate the ability to establish challenging academic goals</li> <li>b. Use assessment results in educational planning (with support)</li> </ul>	<p><b>2. Apply knowledge in establishing and achieving academic goals</b></p> <ul style="list-style-type: none"> <li>a. Demonstrate the ability to establish challenging academic goals</li> <li>b. Use assessment results in educational planning</li> <li>c. Develop and implement an individual learning plan to maximize academic ability and achievement</li> <li>d. Integrate knowledge of aptitudes and interests when setting and revising goals</li> </ul>	<p><b>2. Apply knowledge in establishing and achieving academic goals</b></p> <ul style="list-style-type: none"> <li>a. Demonstrate the ability to establish challenging academic goals</li> <li>b. Use assessment results and other data in educational and career planning</li> <li>c. Apply problem-solving and decision-making skills to assess progress toward educational goals</li> <li>d. Identify postsecondary options consistent with interests, achievements, aptitudes and abilities</li> </ul>
<p><b>A.3 Students will understand how their academic experiences prepare them to be successful in the world of work, in their interpersonal relationships, in the faith community and the local, national and international communities.</b></p> <p><b>1. Understand how to relate Catholic school experiences to general life experiences</b></p> <ul style="list-style-type: none"> <li>a. Understand the relationship between learning and work</li> <li>b. Examine educational, vocational and career examples that are similar or different</li> <li>c. Understand that all work and service is valued and valuable to a society (within the moral teachings of the Catholic Church)</li> </ul>	<p><b>A.3 Students will understand how their academic experiences prepare them to be successful in the world of work, in their interpersonal relationships, in the faith community and the local, national and international communities.</b></p> <p><b>1. Understand how to relate Catholic school experiences to general life experiences</b></p> <ul style="list-style-type: none"> <li>a. Explore the similarities and differences between vocations and careers</li> <li>b. Participate in co-curricular, community and service experiences to enhance the Catholic school experience</li> <li>c. Understand that education is essential to becoming a contributing member of society</li> </ul>	<p><b>A.3 Students will understand how their academic experiences prepare them to be successful in the world of work, in their interpersonal relationships, in the faith community and the local, national and international communities.</b></p> <p><b>1. Understand how to relate Catholic school experiences to general life experiences</b></p> <ul style="list-style-type: none"> <li>a. Demonstrate the ability to balance Catholic school studies, co-curricular activities, leisure-time, family life, and service to the Church and community</li> <li>b. Understand how Catholic school success and lifelong learning enhance future vocational and career opportunities</li> </ul>

## Personal/Social

An excellent Catholic school, and its counseling program, support and nurture the personal and social growth of each individual child in keeping with Gospel values. (National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools)

The Comprehensive Catholic School Counseling Program affirms the teaching of the Church, *“respect for the human person proceeds by way of respect for the principle that ‘everyone should look upon his neighbor (without any exception) as ‘another self,’ above all bearing in mind his life and the means necessary for living it with dignity.’”* (CCC1931)

To best teach respect for others and self, education in virtues is essential. *“Human virtues are firm attitudes, stable dispositions, habitual perfections of intellect and will that govern our actions, order our passions, and guide our conduct according to reason and faith. They make easy, self-mastery, and joy in leading morally good life. The virtuous person is one who freely practices the good.”*(CCC1804)

Fourth Grade	Eighth Grade	Twelfth Grade
<p><b>P.1 Students will develop knowledge, virtuous behaviors, and interpersonal skills to understand themselves and respect the diverse backgrounds and experiences of others.</b></p> <p><b>1. Develop and demonstrate self-awareness and self-acceptance as they relate to understanding oneself</b></p> <ul style="list-style-type: none"> <li>a. Demonstrate positive attitudes toward self as a unique and worthy child of God</li> <li>b. Identify and express feelings appropriately</li> <li>c. Know and practice self-discipline skills</li> <li>d. Identify and acknowledge personal strengths and gifts God has bestowed</li> </ul>	<p><b>P.1 Students will develop knowledge, virtuous behaviors, and interpersonal skills to understand themselves and respect the diverse backgrounds and experiences of others.</b></p> <p><b>1. Develop and demonstrate self-awareness and self-acceptance as they relate to understanding oneself</b></p> <ul style="list-style-type: none"> <li>a. Respect differences, ethnic and cultural diversity, as well as diversity in other forms (e.g., national origin, gender, disability, economic status, religion, or other factors of human difference) <i>“Respect for the human person proceeds by way of respect for the principle that “everyone should look upon his neighbor (without any exception) as ‘another self,’ above all bearing in mind his life and the means necessary for living it with dignity.”</i> (Catholic Social Teaching – USCCB)</li> </ul>	<p><b>P.1 Students will develop knowledge, virtuous behaviors, and interpersonal skills to understand themselves and respect the diverse backgrounds and experiences of others.</b></p> <p><b>1. Develop and demonstrate self-awareness and self-acceptance as they relate to understanding oneself</b></p> <ul style="list-style-type: none"> <li>a. Identify and describe characteristics of physical and psychological growth and development</li> <li>b. Identify and demonstrate resiliency skills (e.g., hopefulness, social competence, problem-solving, autonomy, sense of purpose...) related to interpersonal relationships and life events</li> </ul>

<p><b>2. Develop, understand and demonstrate acceptable and effective interpersonal skills as they relate to understanding the dignity of all human persons</b></p> <ul style="list-style-type: none"> <li>a. Discuss and explain the differences between appropriate and inappropriate behavior</li> <li>b. Identify basic human rights and responsibilities</li> <li>c. Demonstrate the value of sharing to help others</li> <li>d. Respect different points of view</li> <li>e. Respect individual differences</li> <li>f. Describe and demonstrate socially-acceptable group behavior</li> </ul>	<ul style="list-style-type: none"> <li>b. Identify and demonstrate resiliency skills (e.g., hopefulness, social competence, problem-solving, autonomy, sense of purpose...) related to interpersonal relationships and life events</li> </ul> <p><b>2. Develop, understand and demonstrate acceptable and effective, interpersonal skills as they relate to understanding the dignity of all human persons</b></p> <ul style="list-style-type: none"> <li>a. Demonstrate effective writing, speaking, listening, and nonverbal communication skills</li> <li>b. Demonstrate respect for differing points of view</li> </ul>	<p><b>2. Develop, understand and demonstrate acceptable and effective, interpersonal skills as they relate to understanding the dignity of all human persons</b></p> <ul style="list-style-type: none"> <li>a. Demonstrate skills for establishing and maintaining meaningful relationships</li> </ul>
<p><b>P.2 Students will demonstrate effective moral decision-making, problem-solving, and goal-setting skills.</b></p> <p><b>1. Apply self-knowledge and virtues in moral decision-making or goal-setting processes</b></p> <ul style="list-style-type: none"> <li>a. Identify and compare potential consequences of a decision</li> <li>b. Create an effective plan of action that could result in a successful outcome</li> <li>c. Identify and differentiate alternative solutions to a problem or decision</li> <li>d. Demonstrate when, where, and how to seek help with solving problems and making decisions</li> <li>e. Identify and explain the ways peer pressure can influence a decision</li> <li>f. Identify how prayer and</li> </ul>	<p><b>P.2 Students will demonstrate effective moral decision-making, problem-solving, and goal-setting skills.</b></p> <p><b>1. Apply self-knowledge and virtues in moral decision-making or goal-setting processes</b></p> <ul style="list-style-type: none"> <li>a. Develop an action plan to achieve short and long-term goals</li> <li>b. Identify alternative ways of achieving a goal or making a decision</li> <li>c. Apply effective conflict resolution skills to a current issue or problem</li> <li>d. Understand that prayer and reconciliation (including the Sacrament of Reconciliation) can help in resolving problems and conflicts</li> </ul>	<p><b>P.2 Students will demonstrate effective moral decision-making, problem-solving, and goal-setting skills.</b></p> <p><b>1. Apply self-knowledge and virtues in moral decision-making or goal-setting processes</b></p> <ul style="list-style-type: none"> <li>a. Demonstrate commitment and perseverance in the pursuit of a goal</li> <li>b. Understand that prayer and reconciliation (including the Sacrament of Reconciliation) can help in resolving problems and conflicts</li> </ul>

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<p>reconciliation (including the Sacrament of Reconciliation) can help in making a decision</p>		
<p><b>P.3 Students will understand and practice safety and wellness skills.</b></p> <p><b>1. Develop and demonstrate self-management and responsibility for health-promoting behaviors</b></p> <ol style="list-style-type: none"> <li>a. Demonstrate use of personal information (e.g., telephone number, home address, emergency contact)</li> <li>b. Practice respect for the rights and privacy of self and others</li> <li>c. List and describe the skills related to personal safety and protective behaviors (Diocesan Safe Environment Curriculum)</li> <li>d. Identify and use resource people in the Catholic school and community</li> <li>e. Explain the relationship between rules, laws, safety, and the protection of rights of the individual</li> <li>f. Use effective problem-solving and decision-making skills to make safe and healthy choice</li> </ol>	<p><b>P.3 Students will understand and practice safety and wellness skills.</b></p> <p><b>1. Develop and demonstrate self-management and responsibility for health-promoting behaviors</b></p> <ol style="list-style-type: none"> <li>a. Describe the emotional and physical dangers of substance use and abuse</li> <li>b. Apply the skills needed to cope effectively with peer pressure</li> <li>c. Utilize techniques for managing daily stress and conflict</li> <li>d. Demonstrate the ability to set personal boundaries and advocate for oneself when these boundaries are violated (Diocesan Safe Environment Curriculum)</li> </ol>	<p><b>P.3 Students will understand and practice safety and wellness skills.</b></p> <p><b>1. Develop and demonstrate self-management and responsibility for health-promoting behaviors</b></p> <ol style="list-style-type: none"> <li>a. Differentiate between situations that require parent support, peer support, adult support, or professional support</li> <li>b. Develop and use positive coping skills to manage significant life events</li> <li>c. Understand how to report abuse and attempted abuse (Diocesan Safe Environment Curriculum)</li> <li>d. Identify tools that build awareness and encourage proactive responses to abusive relationships (Diocesan Safe Environment Curriculum)</li> <li>e. Recognize when someone is “grooming” for an inappropriate relationship (Diocesan Safe Environment Curriculum)</li> </ol>

## VOCATION and CAREER

God has a plan for each person. As Catholics, our vocation begins with Baptism and is inspired by God’s call to each person and the call of the Gospel message. Guiding children to an awareness of the gifts they have received from God is a beginning step to helping children know that God is the foundation in all that they are and will do in life. Students explore vocations and careers understanding that, “A vocation is more than a career. A vocation is any state in life that makes God present in the world and a force that works to advance the salvation of the world.” (Fr. Anthony Smith)

Fourth Grade	Eighth Grade	Twelfth Grade
<p><b>V.1 Students will develop the self-knowledge necessary to make informed vocation and career decisions.</b></p> <p><b>1. Develop the ability to make informed decisions about vocations and careers based on self-knowledge</b></p> <ul style="list-style-type: none"> <li>a. Give examples of virtues and other positive characteristics necessary for a life of learning, work, and service (e.g., honesty, dependability, responsibility, integrity, loyalty)</li> <li>b. Discuss and explain behaviors and decisions that reflect interests, likes, and dislikes</li> </ul>	<p><b>V.1 Students will develop the self-knowledge necessary to make informed vocation and career decisions.</b></p> <p><b>1. Develop the ability to make informed decisions about vocation and career based on self-knowledge</b></p> <ul style="list-style-type: none"> <li>a. Demonstrate individual abilities, strengths, skills, and God-given gifts and talents</li> <li>b. Demonstrate knowledge of work values (e.g., responsibility, punctuality, honesty, trustworthiness, etc.)</li> <li>c. Demonstrate positive behaviors and attitudes about the world of work and service</li> <li>d. Give examples of how behaviors and attitudes affect one’s future educational achievement and career success</li> </ul>	<p><b>V.1 Students will develop the self-knowledge necessary to make informed vocation and career decisions.</b></p> <p><b>1. Develop the ability to make informed decisions about vocations and careers based on self-knowledge</b> (No benchmarks)</p>



<p><b>2. Develop positive interpersonal skills necessary to be effective in the world of work, service, and ministry</b></p> <ul style="list-style-type: none"> <li>a. Practice positive social skills while interacting with others in a way that is respectful, honest, helpful, and appreciative</li> <li>b. Demonstrate the ability to resolve conflicts peacefully and to negotiate acceptable solutions, with an adult's assistance if necessary</li> <li>c. Demonstrate the ability to work collaboratively with others to solve problems or complete a task</li> </ul> <p><b>3. Integrate personal growth and change into vocational and career development</b></p> <ul style="list-style-type: none"> <li>a. Explain how good nutrition, adequate rest, and physical activity affect energy levels and productivity in school and at work</li> <li>b. Demonstrate the ability to seek assistance (e.g., with problems at school or work) from appropriate, trusted resources, including other people</li> </ul> <p><b>4. Establish a balance between personal, leisure, community, learner, family, work, worship, and service activities</b> (No benchmarks)</p>	<p><b>2. Develop positive interpersonal skills necessary to be effective in the world of work, service and ministry</b></p> <ul style="list-style-type: none"> <li>a. Demonstrate the ability to work in and across groups by applying teamwork and collaboration skills in preparation for the world of work, service and ministry</li> <li>b. Demonstrate effective communication skills, including writing, speaking, listening, and nonverbal behavior</li> </ul> <p><b>3. Integrate personal growth and change into vocation and career development</b></p> <ul style="list-style-type: none"> <li>a. Explain how good nutrition, adequate rest, and physical activity affect energy levels and productivity in school and at work</li> <li>b. Demonstrate the ability to seek assistance (e.g., with problems at school or work) from appropriate, trusted resources (e.g., people, books, online)</li> </ul> <p><b>4. Establish a balance between personal, leisure, community, learner, family, work, worship, and service activities</b> (No benchmarks)</p>	<p><b>2. Develop positive interpersonal skills necessary to be effective in the world of work, service and ministry</b></p> <ul style="list-style-type: none"> <li>a. Give examples of how the inclusion of different points of view and experiences of diverse groups enhances learning, personal growth, and career success</li> <li>b. Demonstrate knowledge about and respect for differences based on race, culture, national origin, gender, disability, economic status, and religion</li> </ul> <p><b>3. Integrate personal growth and change into vocation and career development</b></p> <ul style="list-style-type: none"> <li>a. Describe how career and vocation plans may be affected by personal growth, external events, and changes in motivations and aspirations.</li> <li>b. Demonstrate adaptability and flexibility, especially when initiating or responding to change</li> </ul> <p><b>4. Establish a balance between personal, leisure, community, learner, family, work, worship, and service activities</b></p> <ul style="list-style-type: none"> <li>a. Identify multiple life roles that are important now and across the lifespan</li> <li>b. Identify issues concerning multiple life roles and solutions that promote balance among those issues</li> <li>c. Give examples of decisions, factors, and circumstances that affect vocational and career choices</li> </ul>
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<p><b>V.2 Students will understand the relationship between educational achievement and vocational and career development.</b></p> <ol style="list-style-type: none"> <li><b>1. Attain educational achievement and performance levels needed to reach personal and career goals</b> <ol style="list-style-type: none"> <li>a. Learn to work together in a classroom setting</li> <li>b. Develop age-appropriate life skills such as organization, communication and problem-solving</li> </ol> </li>   <li><b>2. Participate in ongoing, lifelong learning experiences to adapt to and excel in a diverse and changing world</b> (No benchmarks)</li> </ol>	<p><b>V.2 Students will understand the relationship between educational achievement and vocational and career development.</b></p> <ol style="list-style-type: none"> <li><b>1. Attain educational achievement and performance levels needed to reach personal and career goals</b> <ol style="list-style-type: none"> <li>a. Demonstrate an understanding of educational levels (e.g., work-based learning, certificate, two-year, four-year, and professional degrees) and performance skills needed to attain personal and career goals</li> <li>b. Demonstrate acquisition of virtues, study skills and learning habits that promote educational achievement and work performance</li> <li>c. Identify individual learning styles and multiple intelligences and understand how to apply them in different learning and work situations</li> <li>d. Demonstrate the ability to use technology to retrieve and manage career information that inspires educational achievement</li> <li>e. Develop an individual learning plan to enhance educational achievement</li> </ol> </li>   <li><b>2. Participate in ongoing, lifelong learning experiences to adapt to and excel in a diverse and changing world</b> (No benchmarks)</li> </ol>	<p><b>V.2 Students will understand the relationship between educational achievement and vocational and career development.</b></p> <ol style="list-style-type: none"> <li><b>1. Attain educational achievement and performance levels needed to reach personal and career goals</b> <ol style="list-style-type: none"> <li>a. Review and revise an individual learning plan to enhance educational achievement and attain career goals</li> </ol> </li>   <li><b>2. Participate in ongoing, lifelong learning experiences to adapt to and excel in a diverse and changing world</b> <ol style="list-style-type: none"> <li>a. Recognize the importance of lifelong learning to promote personal fulfillment and career success in a diverse and changing economy and world</li> <li>b. Recognize that all vocations and careers demand and reward self-directed and independent learning</li> <li>c. Identify strategies for responding to transition and change with flexibility</li> </ol> </li> </ol>
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		<p>and adaptability</p> <p>d. Identify and appreciate the career benefits of informal (e.g., co-curricular, experiential and service) learning opportunities</p>
<p><b>V.3 Students will employ career management strategies to achieve future vocational and career success and satisfaction.</b></p> <p><b>1. Recognize how principles of equal opportunity, equity, respect, inclusiveness, and fairness affect career planning and management</b></p> <ul style="list-style-type: none"> <li>a. Demonstrate respect and appreciation for one’s own cultural background and for the cultural backgrounds of others</li> <li>b. Understand that all people have the opportunity to explore any work for which they strive.</li> <li>c. Identify similarities and differences in vocations and careers that are valued in work and society.</li> </ul>	<p><b>V.3 Students will employ career management strategies to achieve future vocational and career success and satisfaction.</b></p> <p><b>1. Recognize how principles of equal opportunity, equity, respect, inclusiveness, and fairness affect career planning and management</b></p> <ul style="list-style-type: none"> <li>a. Demonstrate openness to exploring and considering a wide range of vocations, occupations and career paths, including those that may be considered new or nontraditional for individuals based on gender, race, culture, ability, or other characteristics</li> <li>b. Define how one’s own ethnicity, culture, gender, disability, family or faith traditions may affect vocation or career choices and plans</li> <li>c. Demonstrate respect for other people and their vocation or career choices</li> </ul>	<p><b>V.3 Students will employ career management strategies to achieve future vocational and career success and satisfaction.</b></p> <p><b>1. Recognize how principles of equal opportunity, equity, respect, inclusiveness, and fairness affect career planning and management</b></p> <ul style="list-style-type: none"> <li>a. Recognize and describe the limiting effects of stereotypes, biases, past discrimination, and unconscious prejudice based on race, culture, national origin, gender, disability, economic status, religion, or other factors of human difference on vocation and career aspirations and plans</li> <li>b. Recognize and identify how specific career information is out-of-date, incomplete, inaccurate, stereotypical, or discriminatory</li> <li>c. Demonstrate skills or strategies for overcoming barriers or unsupportive responses to one’s career goals and plans</li> <li>d. Demonstrate attitudes, behaviors, and skills characterized by fairness, equality, justice, inclusiveness, and moral and civic responsibility that</li> </ul>

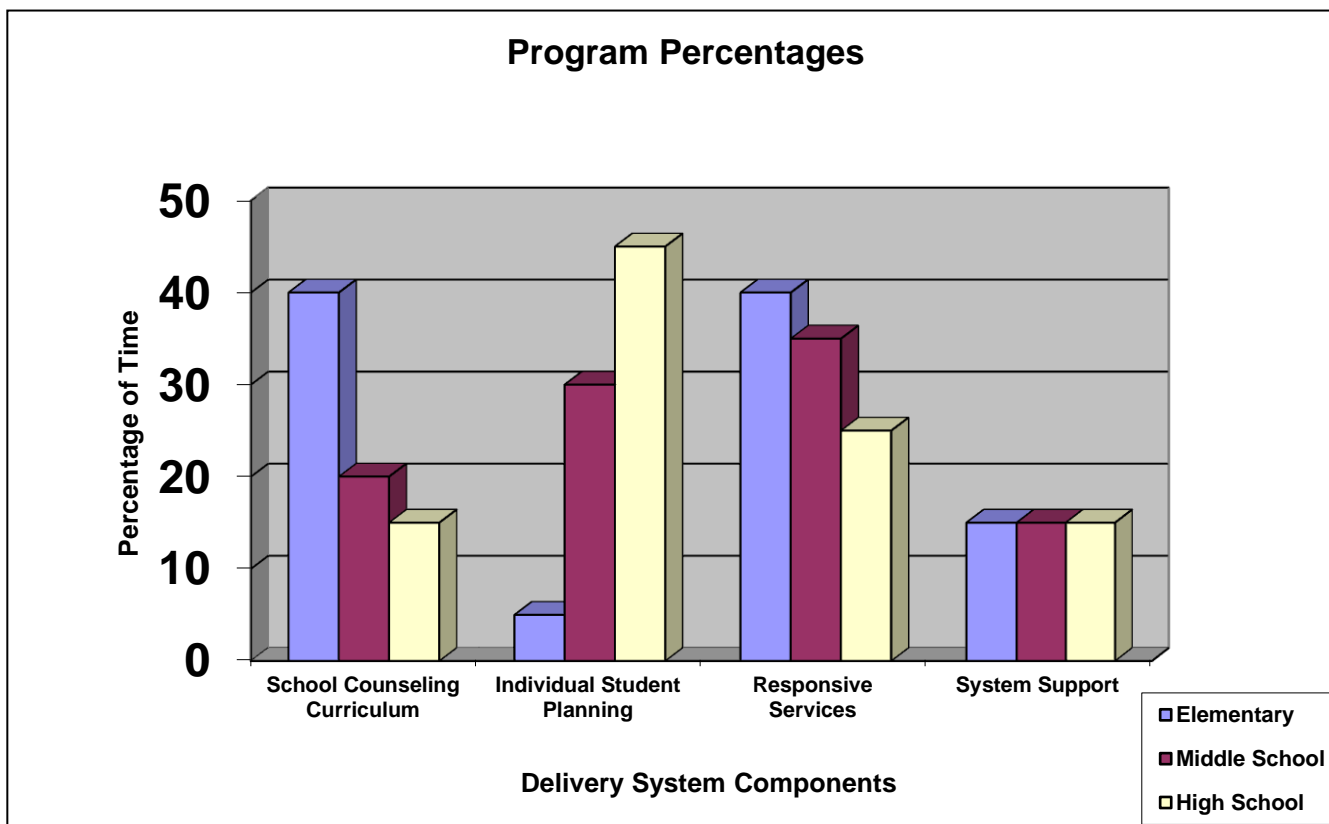
<p><b>2. Create and manage an educational and career plan that matches vocation and career goals</b> (No benchmarks)</p> <p><b>3. Apply decision-making skills to vocation and career planning and development</b> (No benchmarks)</p>	<p><b>2. Create and manage an educational and career plan that matches vocation and career goals</b></p> <ul style="list-style-type: none"> <li>a. Use career planning strategies and tools to develop career awareness and a career plan</li> <li>b. Document actions taken to attain short-term and long-term educational and career goals</li> </ul> <p><b>3. Apply decision-making skills to vocation and career planning and development</b></p> <ul style="list-style-type: none"> <li>a. Recognize and demonstrate the use of prayer, discernment, and various decision-making styles and their effect on career planning</li> <li>b. Give specific examples of how education, work, family and faith experiences influence career decisions</li> <li>c. Demonstrate the use of information (e.g., about oneself; local, national, and global economic trends and educational options) to consider in career decisions</li> <li>d. Show how beliefs, culture, work values, personal priorities, and knowledge of the broad range of career opportunities will influence vocation and career decisions</li> </ul>	<p>are critical to effective workplaces and communities</p> <ul style="list-style-type: none"> <li>e. Demonstrate multicultural and cross-cultural knowledge, skills, and perspectives (e.g., cultural competence) necessary to participate in a global economy</li> </ul> <p><b>2. Create and manage an educational and career plan that matches vocational and career goals</b></p> <ul style="list-style-type: none"> <li>a. Give examples of how individual and/or world of work and service changes may impact vocation and career plans</li> </ul> <p><b>3. Apply decision-making skills to vocation and career planning and development</b></p> <ul style="list-style-type: none"> <li>a. Give examples of how biases and stereotypes (e.g., race, culture, national origin, gender, disability, economic status, religion, etc.) may affect career decisions</li> <li>b. Give examples of how “circumstance or an experience” might play a role in career decisions (e.g., for a service project, went to a nursing home, never thought of pursuing a career working with the elderly until that experience)</li> <li>c. Give examples of compromises or sacrifices one may need to make in vocation or career choices</li> <li>d. Give examples of how factors related to geographic mobility may influence career decisions</li> </ul>
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Diocese of Green Bay  
Catholic School Counseling Standards and Benchmarks

	planning. ("Career clusters" refers to occupational groupings related to skills and knowledge needed for particular careers and vocations; e.g., Health Science, Arts, Education, Clergy/Ministry, Engineering...)	
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## Diocese of Green Bay Suggested Desired Program Percentages



<b>Delivery System Components</b>	<b>Elementary</b>	<b>Middle</b>	<b>High</b>
Catholic School Counseling Curriculum	40%	20%	15%
Individual Student Planning	5%	30%	45%
Responsive Services	40%	35%	25%
System Support	15%	15%	15%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

\* Adapted from The Wisconsin Comprehensive School Counseling Model: A Resource and Planning Guide [WI DPI 2008].

## Catholic Counseling Resources

### **Catholic Association of Religious and Family Life Educators of Ontario**

<http://www.carfleo.org/> (retrieved May 2014) - Units on mental health, AODA, and suicide prevention for grades 9 & 10 in the Family Life secondary section.

**Catholic Curriculum Corp.** [www.catholiccurriculumcorp.org](http://www.catholiccurriculumcorp.org)

### **Catholic Education Resource Center**

[www.catholiceducation.org](http://www.catholiceducation.org) (retrieved May 2014)

Article about informed consent when physical, mental health or social services/counseling is administered.

<http://www.catholiceducation.org/links/search.cgi?query=informed+consent&mh=25&type=keyword&bool=and>

**Diocese of Green Bay Resources for Youth Ministry and Religious Education** [www.gbdyouthalive.weebly.com](http://www.gbdyouthalive.weebly.com)

### **Disciple of Christ Education in Virtue**

Published by: Luman Ecclesiae Press, 4101 East Joy Road, Ann Arbor, MI 48105

<https://educationinvirtue.com/about/>

**Discipline with Purpose** – [www.selfdisciplinedwp.com](http://www.selfdisciplinedwp.com) A program developed to teach 15 self-discipline skills. Implementation as a school-wide program or classroom option. (Developed by catechists from Creighton University)

**Discipline with Purpose: Anti-bullying Curriculum** [www.selfdisciplinedwp.com](http://www.selfdisciplinedwp.com)

**Growing in Love: Comprehensive Guidance Curriculum for Catholic Elementary Schools** Ponec, D.L., Muskin, M, published by NCEA, 2007.

Lessons for spiritual, academic, career, and personal/social formation. Character Development, Self Esteem, Catholic Social Principles

**Integrate** scripture verses and work in cooperation with religion departments to plan lessons. Present material from a Catholic worldview

### **National Standards for Catholic Schools**

[http://www.partnersinmission.com/uploaded/lalw/NCS\\_Standards\\_Final\\_PDF\\_.pdf](http://www.partnersinmission.com/uploaded/lalw/NCS_Standards_Final_PDF_.pdf)

**Peace Be With You: Christ-centered Anti-bullying Solution** - 4th-8th grade curriculum resource (also called Peace 2U and Peace Be With You)

<http://peace2usolutions.com/>

University of Notre Dame – Alliance for Catholic Education



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<http://ace.nd.edu/press/curriculum-and-course-based-resources> (retrieved May 2014)

**Positive Soul Formation: A Teacher/Parent Guide to Child Development** by Sr. Patricia McCormack

A resource for teachers and parents. Reproducible black-line articles for distribution.

**Principles and Choices**

High school educational tools designed to root students and their teachers in a culture of life. [www.healingtheculture.com](http://www.healingtheculture.com);  
[www.principlesandchoices.com](http://www.principlesandchoices.com)

**Second Step Program PK-8** Committee for Children [www.committeeforchildren.orgwww.secondstep.org](http://www.committeeforchildren.orgwww.secondstep.org)

**Second Step Bullying Prevention Unit** – Committee for Children

<http://www.cfchildren.org/bullying-prevention>

**Suicide Prevention** [http://www.suicidefindinghope.com/content/roman\\_catholic](http://www.suicidefindinghope.com/content/roman_catholic)

**Vocations resources - bring a “vocations focus” to career exploration** – An online resource of K-12 lesson plans for discussing vocations. This is best integrated within that curriculum, and brought up again within our career development curriculum

<http://www.detroitpriest.com/resources.php> (retrieved May 2014)

**Video on Vocations** (to use with career exploration)

<http://www.youtube.com/watch?v=ihnzFH2L818&authuser=0> (retrieved May 2014)

**Virtues in Catholic schools resources:** <http://www.catholiceducation.org/links/search.cgi?query=virtues&mh=25&type=keyword&bool=and>

***Why am I Here?*** by Matthew Kelly – Program kit may be purchased.

A remarkable lesson for children of all ages about living with passion and purpose