



Secondary Cycle One

SUMMARY SHEETS FOR THE SIX ITEMS OF ACADEMIC AND CAREER GUIDANCE CONTENT (ACGC) FOR SECONDARY CYCLE ONE

This information tool:

- aims at simplifying the ACGC
- provides a brief outline of each ACGC item
- answers some of the *what*, *why* and *how* questions and summarizes what students are expected to learn
- is intended for all ACGC stakeholders
- does not replace the support required to appropriate the ACGC
- may be used in conjunction with different tools

Note:

- The *Implementation Guide* continues to be the main ACGC reference tool.
- Each ACGC item consists of a theme and expected student learning outcome (observable indicator), which includes a learning strategy.

For more information:



MEES. 2018. *Implementation Guide for Secondary Cycle One Compulsory Academic and Career Guidance Content (ACGC)*. (Pages 31-87). The guide is available on VIBE: <https://cosp.education.gouv.qc.ca/>, "Secondary Cycle One" tab / "Reference Tools" section.



Secondary Cycle One

In sum, students learn:

- about the concept of sense of self-efficacy
- to consider the influence that their beliefs have on their feeling of competence at school
- that their sense of self-efficacy contributes to their academic success and perseverance

ACGC

SENSE OF SELF-EFFICACY (SSE):

Select examples where his/her attitudes, behaviours or perceptions contribute to maintaining a sense of personal competency

What?

Students will:

- understand that their beliefs have an impact on their academic capabilities (feeling of competence)
- select examples of attitudes, behaviours or perceptions that influence their beliefs

Why?

To understand that they have power over their ability to succeed at school

To become aware of the impact that their beliefs can have on their learning, motivation and academic success

To understand that their attitudes, behaviours or perceptions influence their beliefs

How?

Examples of intervention strategies:

- With the students, define the concept of sense of self-efficacy and ask them how it is reflected in their daily lives.
- Ask students how they feel when facing a task.
- Have students think about the attitudes, behaviours or perceptions that influence their beliefs.
- Ask students to select examples of attitudes, behaviours or perceptions that could help or interfere with successfully completing an academic task.

For more information:



MEECS. 2018. *Implementation Guide for Secondary Cycle One Compulsory Academic and Career Guidance Content (ACGC)*. (Pages 37-45 and 75-86). The guide is available on VIBE: <https://cosp.education.gouv.qc.ca/>, "Secondary Cycle One" tab / "Reference Tools" section.



Secondary Cycle One

In sum, students learn:

- that what does or does not interest them influences their academic and career planning
- that by determining what does not interest them, they learn more about themselves
- that they can use the concept of fields of interest to better understand themselves

ACGC

FIELDS OF INTEREST:

Develop a portrait of what does or does not interest him/her inside or outside school

What?

Students will:

- make a list of what interests them and what does not, both inside and outside school
- develop their portrait, that is, to make connections between what they already knew and what they learn from making this list

Why?

To develop basic concepts in guidance

To identify their fields of interest and what does not interest them in order to create a portrait

To realize that what they like and dislike are part of who they are

How?

Examples of intervention strategies:

- Have students identify activities that do or do not interest them inside and outside school.
- Ask students to rate their level of interest for the task at hand.
- Ask students to find similarities between the activities that interest them, to do the same with activities that do not interest them, and then to draw conclusions.
- Ask students to develop a portrait of themselves, using examples that explain what does or does not interest them.

For more information:



MEES. 2018. *Implementation Guide for Secondary Cycle One Compulsory Academic and Career Guidance Content (ACGC)*. (Pages 46-51). The guide is available on VIBE: <https://cosp.education.gouv.qc.ca/>, "Secondary Cycle One" tab / "Reference Tools" section.



Secondary Cycle One

In sum, students learn:

- that they have power over their ability to succeed
- to draw on their academic and personal strengths
- that their academic and personal strengths contribute to their academic success

ACGC

ACADEMIC SUCCESS:

Develop a description of the academic and personal strengths that contribute to his/her academic success

What?

Students will:

- identify academic and personal strengths and how they can influence academic success (primarily academic results)
- develop their description, that is, make connections between what they already knew and what they learn about their strengths that can contribute to their academic success

Why?

To foster academic success

To become more aware of the strengths that contribute to academic success

To put their academic and personal strengths into practice

How?

Examples of intervention strategies:

- Encourage students to think about academic and personal strengths and identify those that contribute to academic success (e.g. brainstorming, creating a list).
- Ask students to identify strengths that may be challenging for them and to explain how they could put them into practice.
- Ask students to explain how their strengths contribute to their academic success, using concrete examples (e.g. a journal).

For more information:



MEES. 2018. *Implementation Guide for Secondary Cycle One Compulsory Academic and Career Guidance Content (ACGC)*. (Pages 52-58). The guide is available on VIBE: <https://cosp.education.gouv.qc.ca/>, "Secondary Cycle One" tab / "Reference Tools" section.



Secondary Cycle One

In sum, students learn:

- about the Québec school system
- that there are differences and similarities between the various paths to qualification
- that having a broad overview of the different levels of schooling will help them plan for their future

ACGC

QUÉBEC SCHOOL SYSTEM:

Compare the differences and similarities between the different paths to qualification in the education system

What?

Students will:

- seek out information on the different paths to qualification in the school system (graduation and certification)
- compare the differences and similarities between these various paths (e.g. duration, prerequisites, admission requirements)

Why?

To discover the different types of training and educational paths available

To begin to think about their educational path and career aspirations

To motivate their engagement in school and to set goals for the future

How?

Examples of intervention strategies:

- Encourage students to ask questions about the Québec school system.
- Provide students with resources that they can use to compare the differences and similarities between the various paths to qualification in secondary school (e.g. diagrams of the school system, websites, guides and brochures, professional resources).
- Ask students to create visual representations that illustrate the results of their comparisons (e.g. concept map, Venn diagram).

For more information:



MEES. 2018. *Implementation Guide for Secondary Cycle One Compulsory Academic and Career Guidance Content (ACGC)*. (Pages 59-63). The guide is available on VIBE: <https://cosp.education.gouv.qc.ca/>, "Secondary Cycle One" tab / "Reference Tools" section.



Secondary Cycle One

In sum, students learn:

- to explore the choices available to them in Secondary Cycle Two
- to be actively involved in preparing for the transition to Secondary Cycle Two
- to take their fields of interest and aptitudes into account in order to make academic choices
- to imagine themselves in Secondary Cycle Two

ACGC

PREPARATION FOR ACADEMIC CHOICES IN SECONDARY CYCLE TWO:

Anticipate choices for Secondary Cycle Two based on his/her fields of interest and academic aptitudes

What?

Students will:

- become actively involved in pursuing their educational path
- anticipate, that is, form hypotheses that take into account their fields of interest and aptitudes

Why?

To be actively involved in pursuing their educational path

To realize that current choices will have consequences in Secondary Cycle Two

To be prepared for Secondary Cycle Two, based on their specific circumstances (e.g. fields of interest and aptitudes)

How?

Examples of intervention strategies:

- Ask students what they know about the academic choices offered in Secondary Cycle Two and validate this information.
- Ask students to take into account their fields of interest and aptitudes to envision some of the academic choices they could make in Secondary Cycle Two.
- Encourage students to reflect upon the consequences of their choices, the goals they are pursuing, the challenges they may face and the possible solutions.
- Help students to become aware that their academic results and personal decisions may influence the choices available to them in Secondary Cycle Two.

For more information:



MEES. 2018. *Implementation Guide for Secondary Cycle One Compulsory Academic and Career Guidance Content (ACGC)*. (Pages 64-68). The guide is available on VIBE: <https://cosp.education.gouv.qc.ca/>, "Secondary Cycle One" tab / "Reference Tools" section.



Secondary Cycle One

In sum, students learn:

- to identify their academic preferences
- to make connections between school and the job market
- to take into account their academic preferences when exploring the job market

ACGC

ACADEMIC PREFERENCES IN RELATION TO THE JOB MARKET: Select occupations that match his/her academic preferences

What?

Students will:

- identify and explain their academic preferences (e.g. subjects, tasks, school activities, extracurricular activities)
- select trades and occupations that match their academic preferences

Why?

To understand that there is a connection between what they learn in school and the world of work

To take into account their academic preferences when exploring the job market

To discover various trades and occupations

How?

Examples of intervention strategies:

- Explore a subject from different angles so that students can identify their personal preferences.
- Have students choose trades and occupations that correspond to their academic preferences by using different reference tools (e.g. websites, guides).
- Prompt students to think about the tasks and skills required for a concrete project (e.g. a robotics project) so that they can make connections with the job market.

For more information:



MEES. 2018. *Implementation Guide for Secondary Cycle One Compulsory Academic and Career Guidance Content (ACGC)*. (Pages 69-74). The guide is available on VIBE: <https://cosp.education.gouv.qc.ca/>, "Secondary Cycle One" tab / "Reference Tools" section.