



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.



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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.