



What is Academic and Career Guidance Content (ACGC)?

Vicky Parsons

New Frontiers School Board

Gisella Scalia

ACGC Regional Resource Person for the Anglophone sector

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QPAT Convention

Our background and mandate

- ▶ Vicky Parsons
- ▶ Gisella Scalia



What are your expectations for
this session?

ACGC Content



- ▶ Implemented from Grade 5 to Sec. 5
- ▶ Knowledge of Self, Knowledge of the World of School, Knowledge of the World of Work
- ▶ Specific themes and learning strategies which have specific expected student learning outcomes
- ▶ All schools, all students within the same cycle will be exposed to the same ACGC.

**LEARNING RELATED TO ACADEMIC AND CAREER GUIDANCE CONTENT (ACGC)
FOR ELEMENTARY CYCLE THREE**

AREAS		ACGC and expected student learning outcomes
Self-knowledge : three aspects	Personal	<p>INTERESTS AND APTITUDES: Produce a description of himself/herself in terms of interests and aptitudes</p>
	Social	<p>SOCIAL INFLUENCES: Select examples where his/her attitudes, behaviour or values are influenced by others, and examples where he/she influences others</p>
	Educational	<p>STUDENT DUTIES AND WORK METHODS: Compare the work methods and duties of a student with those observed in the world of work</p> <p>STRENGTHS IN THE PROCESS OF TRANSITION: Select various personal characteristics that will be useful in preparing for the transition from elementary school to secondary school</p>
Knowledge of the world of school		<p>CHARACTERISTICS OF SECONDARY SCHOOL: Compare the main differences and similarities between elementary school and secondary school</p>
Knowledge of the world of work		<p>OCCUPATIONS OF PEOPLE IN HIS/HER COMMUNITY: Develop a description of the occupations of people in his/her community</p>

**LEARNING RELATED TO ACADEMIC AND CAREER GUIDANCE CONTENT (ACGC)
FOR SECONDARY CYCLE ONE**

AREAS		ACGC and expected student learning outcomes
Self-knowledge: three aspects	Personal	<p>SENSE OF SELF-EFFICACY (SSE): Select examples where his/her attitudes, behaviours or perceptions contribute to maintaining a sense of personal competency</p> <p>FIELDS OF INTEREST: Develop a portrait of what does or does not interest him/her inside or outside school</p>
	Social	
	Educational	<p>ACADEMIC SUCCESS: Develop a description of the academic and personal strengths that contribute to his/her academic success</p>
Knowledge of the world of school		<p>QUÉBEC SCHOOL SYSTEM: Compare the differences and similarities between the different paths to qualification in the education system</p> <p>PREPARATION FOR ACADEMIC CHOICES IN SECONDARY CYCLE TWO: Anticipate choices for Secondary Cycle Two based on his/her fields of interest and academic aptitudes</p>
Knowledge of the world of work		<p>ACADEMIC PREFERENCES IN RELATION TO THE JOB MARKET: Select occupations that match his/her academic preferences</p>

**LEARNING RELATED TO ACADEMIC AND CAREER GUIDANCE CONTENT (ACGC)
FOR SECONDARY CYCLE TWO
(Secondary III)**


AREAS		ACGC and expected student learning outcomes
Self-knowledge: three aspects	Personal	DRAFT OF PERSONAL PROFILE: Develop a draft of a personal profile based on his/her interests, aptitudes, aspirations and values
	Social	
	Educational	
Knowledge of the world of school		IMPACT OF CHOICES ON EDUCATIONAL PATH: Anticipate how personal and academic choices influence the pursuit of his/her studies
Knowledge of the world of work		OCCUPATIONAL PREFERENCES AND PERSONAL PROFILE: Select occupational preferences that correspond to his/her personal profile

**LEARNING RELATED TO ACADEMIC AND CAREER GUIDANCE CONTENT (ACGC)
FOR SECONDARY CYCLE TWO¹
(Secondary IV and V)**

AREAS		ACGC and expected student learning outcomes
Self-knowledge: three aspects	Personal	<p>REVIEW OF PERSONAL PROFILE: Organize what he/she has learned about himself/herself in order to review and adjust the personal profile as needed</p> <p>LIFE PROJECT: Anticipate the process involved in producing a draft of one or more future projects (personal, career or community)</p>
	Social	
	Educational	
Knowledge of the world of school		<p>PREPARATION FOR POST-SECONDARY TRANSITION: Self-regulate in order to prepare for post-secondary transition</p>
Knowledge of the world of work		<p>PERSONAL PERCEPTIONS AND THE REALITY OF THE WORLD OF WORK: Verify personal perceptions regarding the reality and requirements of the world of work</p>

1. It is up to the schools to plan how compulsory content will be offered in Secondary IV and V.

CONTINUUM OF ACADEMIC AND CAREER GUIDANCE CONTENT (ACGC)
From the start of Elementary Cycle Three to the end of Secondary Cycle Two

			Elementary Cycle Three	Secondary Cycle One	Secondary Cycle Two	
					Beginning of cycle (Secondary III)	End of cycle (Secondary IV and V)
Self-knowledge: three aspects	Personal		INTERESTS AND APTITUDES: Produce a description of himself/herself in terms of interests and aptitudes	SENSE OF SELF-EFFICACY (SSE): Select examples where his/her attitudes, behaviours or perceptions contribute to maintaining a sense of personal competency FIELDS OF INTEREST: Develop a portrait of what does or does not interest him/her inside or outside school	DRAFT OF PERSONAL PROFILE: Develop a draft of a personal profile based on his/her interests, aptitudes, aspirations and values	REVIEW OF PERSONAL PROFILE: Organize what he/she has learned about himself/herself in order to review and adjust the personal profile as needed LIFE PROJECT: Anticipate the process involved in producing a draft of one or more future projects (personal, career or community)
	Social		SOCIAL INFLUENCES: Select examples where his/her attitudes, behaviour or values are influenced by others, and examples where he/she influences others			
	Educational		STUDENT DUTIES AND WORK METHODS: Compare the work methods and duties of a student with those observed in the world of work STRENGTHS IN THE PROCESS OF TRANSITION: Select various personal characteristics that will be useful in preparing for the transition from elementary school to secondary school	ACADEMIC SUCCESS: Develop a description of the academic and personal strengths that contribute to his/her academic success		
Knowledge of the world of school			CHARACTERISTICS OF SECONDARY SCHOOL: Compare the main differences and similarities between elementary school and secondary school	QUÉBEC SCHOOL SYSTEM: Compare the differences and similarities between the different paths to qualification in the education system PREPARATION FOR ACADEMIC CHOICES IN SECONDARY CYCLE TWO: Anticipate choices for Secondary Cycle Two based on his/her fields of interest and academic aptitudes	IMPACT OF CHOICES ON EDUCATIONAL PATH: Anticipate how personal and academic choices influence the pursuit of his/her studies	PREPARATION FOR POST-SECONDARY TRANSITION: Self-regulate in order to prepare for post-secondary transition
Knowledge of the world of work			OCCUPATIONS OF PEOPLE IN HIS/HER COMMUNITY: Develop a description of the occupations of people in his/her community	ACADEMIC PREFERENCES IN RELATION TO THE JOB MARKET: Select occupations that match his/her academic preferences	OCCUPATIONAL PREFERENCES AND PERSONAL PROFILE: Select occupational preferences that correspond to his/her personal profile	PERSONAL PERCEPTIONS AND THE REALITY OF THE WORLD OF WORK: Verify personal perceptions regarding the reality and requirements of the world of work

The Three Components of an ACGC Item

Example:

INTERESTS AND

APTITUDES:

produce

a description of himself/herself in terms of interests and aptitudes.

Theme or concept

Learning strategy

Expected student learning outcome (ESLO)

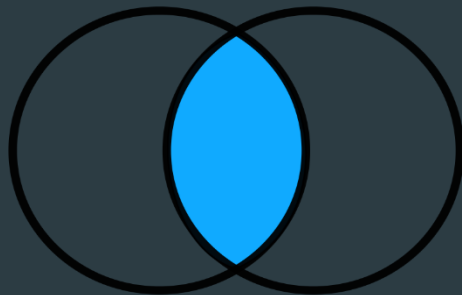
Examples of what the learning strategy may look like in a classroom

Compare:
look for elements or characteristics that establish connections or relationships between items of information

Characteristics of Secondary School

Compare the main differences and similarities between elementary school and secondary school.

Size



Student Duties and Work Methods

Compare the work methods and duties of a student with those observed in the world of work.

Elementary Student



Employee



differences
similarities

Importance

GRADUAL IMPLEMENTATION OF ACGC

Learning content in academic and career guidance

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Elementary Cycle Three	X	X			
Secondary Cycle One		X	X		
Secondary Cycle Two			X	X	X

In 2019-2020, all elementary schools must teach the six compulsory ACGC items to all Elementary Cycle Three students. All secondary schools must cover the six compulsory ACGC items with all Secondary Cycle One students and at least one of the three items at the beginning of Secondary Cycle Two (Secondary III).

Examples of Planning

Elementary Grade 5	Elementary Grade 6
Interests and aptitudes	Characteristics of secondary school
Social influences	Student duties and work methods
Occupations of people he/she knows	Strengths in the process of transition

Secondary I	Secondary II
Sense of Self-Efficacy (SSE)	Québec school system
Fields of Interest	Preparation for academic choices in Secondary Cycle Two
Academic Success	Academic preferences in relation to the job market

*** These are examples only. Conditions and procedures are to be determined by each school.**

Examples of Planning

Secondary III	Secondary IV	Secondary V
Draft Of Personal Profile	Review of Personal Profile	Preparation for Post-Secondary Transition
Impact of Choices on Educational Path	Life Project	Personal Perceptions and the Reality of the World of Work
Occupational Preferences and Personal Profile		

*** These are examples only. Conditions and procedures are to be determined by each school.**



Resources Available

VIBE: A Platform for ACGC

LEARN Québec: Information for the English sector

Implementation Guide

Summary Sheets

Book webs

Learning situations

VIBE: A Platform for ACGC

cosp.education.gouv.qc.ca

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ACADEMIC AND CAREER GUIDANCE CONTENT (ACGC)

Continuum des COSP

Elementary Cycle Three

Secondary Cycle One

Secondary Cycle Two

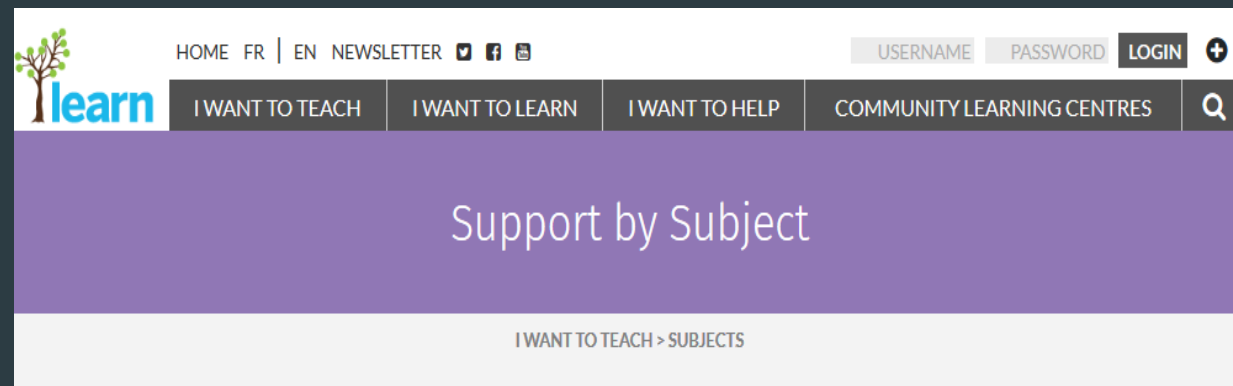
Nouveaux documents ajoutés sur VIBE

4 décembre 2019 :

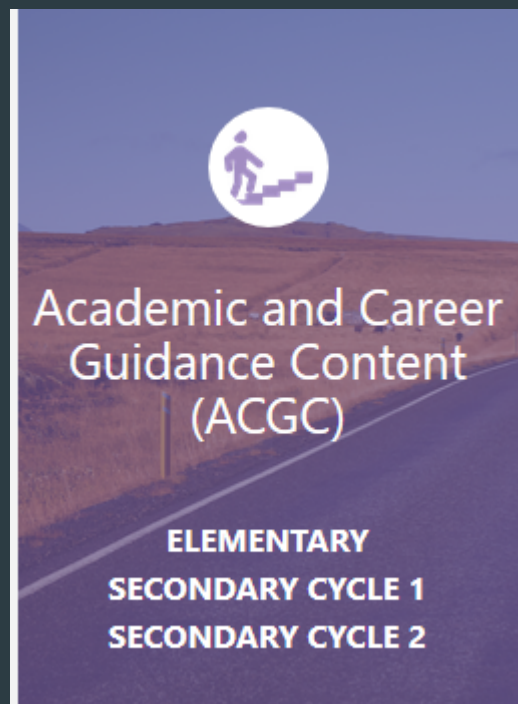
- Dépôt de matériel clé en main -COSP Champs d'intérêt "Mon profil Instagram", 1re année du 1er cycle du secondaire (Collège Durocher-Saint-Lambert) dans la section secondaire 1er cycle/Matériel clé en main/Champs d'intérêt/Situations d'apprentissage

25 novembre 2019: Nouveau visuel du Continuum des COSP

LEARN Québec: Information for the English sector



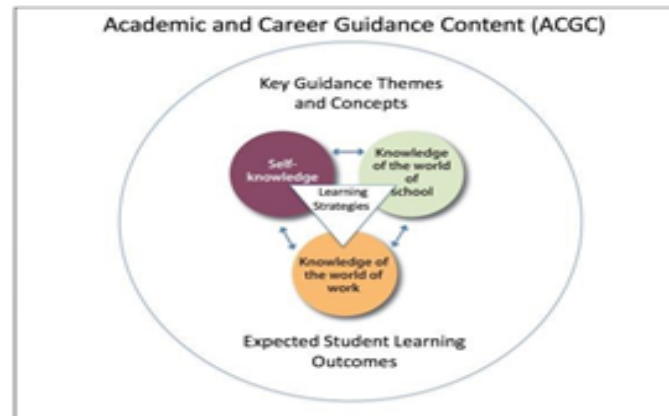
The screenshot shows the top navigation bar of the Learn Québec website. On the left is the 'learn' logo with a tree icon. To its right are links for 'HOME', 'FR', 'EN', 'NEWSLETTER', and social media icons for YouTube, Facebook, and Twitter. Further right are input fields for 'USERNAME' and 'PASSWORD', a 'LOGIN' button, and a plus sign. Below this is a dark grey menu with four items: 'I WANT TO TEACH', 'I WANT TO LEARN', 'I WANT TO HELP', and 'COMMUNITY LEARNING CENTRES', followed by a search icon. The main header area is purple with the text 'Support by Subject'. Below that is a white bar with the breadcrumb 'I WANT TO TEACH > SUBJECTS'.



Implementation Guide for Education Professionals and Administrators

IMPLEMENTATION GUIDE FOR SECONDARY CYCLE ONE COMPULSORY ACADEMIC AND CAREER GUIDANCE CONTENT (ACGC)

Guide for Education Professionals and Administrators



March 2019

Direction des services éducatifs complémentaires et de l'intervention
en milieu défavorisé (DSECMID)
Ministère de l'Éducation et de l'Enseignement supérieur (MÉES)

Summary Sheets



Secondary Cycle One

SUMMARY SHEETS FOR THE SIX 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 29-88).
The guide is available in VIBE: <https://cosp.education.gouv.qc.ca/>, "Secondary Cycle One" tab / "Reference Tools" section.

Summary Sheets



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 58-63). The guide is available in VIBE: <https://cosp.education.gouv.qc.ca/>, "Secondary Cycle One" tab / "Reference Tools" section.

Book web

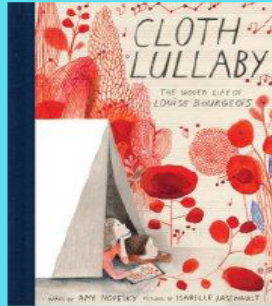
Academic and Career Guidance Elementary Cycle 3

Self-Knowledge – Social Influence

Cloth Lullaby: The Woven Life of Louise Bourgeois



Amy Novesky
Isabelle Arsenault

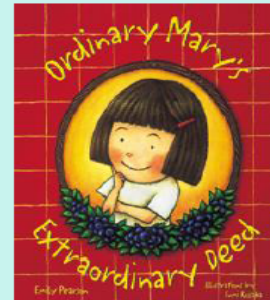


This is the poetic story of Louise Bourgeois's life. It demonstrates how her mother had a positive influence on Louise's life, values, and how her mother was a source of inspiration for Louise's career.

Ordinary Mary's Extraordinary Deed

Emily Pearson
Fumi Kosaka

After picking berries, Mary placed them gently on her neighbor's porch. Pleasantly surprised, the neighbour decided to make muffins which she gave to five people. Each of these five people decided in turn to share with five other people, and so on. The influence of a little girl's kindness affected many people.

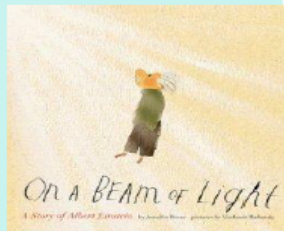


Learning Goal

Expected Student Learning Outcome (ESLO)

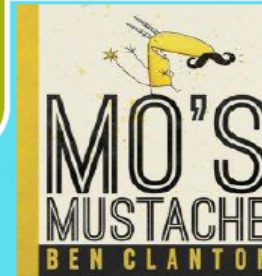
Select examples where his/her attitudes, behaviour or values are influenced by others, and examples where he/she influences others.

On A Beam of Light: A story about Albert Einstein
Jennifer Berne
Vladimir Radunsky



From an early age, Albert's attitudes and behavior demonstrated that he was different. Although others tried to influence him to be like peers, Albert remained himself. His curiosity, his ideas and his questions led him to uncommon discoveries that influenced the advance of science.

Mo's Mustache
Ben Clanton



Cartoon character Mo had the idea of wearing a mustache. At first, he was happy to see that his friends appreciated his idea. To his dismay, the next day his friends also wore mustaches. Disappointed, he exchanged his mustache for a scarf, and the phenomenon with his friends was repeated. Mo did not realize that he had influence over his friends and that they have influence over him!

Sample Questions to Guide Discussion:

Do the characters presented in the stories have a positive or negative influence from their loved one? Explain.

How does this influence manifest itself? How is the character's value system influenced by others?

How do the characters react to this influence? How would you have reacted?

Are there heroes that influence or inspire other people? How?

Have the choices you have made ever been influenced by others? Have you ever influenced people around you? Discuss.

Sample Activities to Complement Discussion:

In a short text, express to a loved one the influence he/she has had on your interests, your choices of activities, sports or friends.

List the qualities, attitudes, and values that facilitate the achievement of personal goals and significant projects. Discuss/debate which ones are the most important.

Suggested Keywords:

Community, generosity, gratitude, human behaviour, individuality, inspiration, kindness, making a difference, originality, overcoming adversity, self-acceptance, values



québec
Reading
connection

Éducation
et Enseignement
supérieur
Québec

Literature hand-picked for today's students by Québec educators

Cloth Lullaby Template

Note that this template is intended to help teachers understand how the story is aligned with the ACGC; it should not be used to check for students' reading comprehension.

ACGC/ SOCIAL INFLUENCE:

Select examples where his/her attitudes, behaviour or values are influenced by others, and examples where he/she influences others



[Cloth Lullaby: The Woven Life of Louise Bourgeois](#), Amy [Novesky](#)

This is the poetic story of Louise [Bourgeois's](#) life. It demonstrates how her mother had a positive influence on Louise's life, values, and how her mother was a source of inspiration for Louise's career.

Link with the ACGC

The attitudes, behaviors and values of Louise's mother demonstrate how she had an influence on Louise throughout her life.

Do the characters presented in this story have a positive or negative influence? Explain by naming the attitudes of these characters.

Positive

- Louise's mother was patient, soothing, thoughtful, subtle, as well as indispensable.
- Louise's mother was meticulous. She knew how to repair the tapestries she was asked to fix as well as a spider knew how to spin a web.
- Louise followed her mother's footsteps and she embodied her mother's attitudes.

How does this influence manifest itself? What are the behaviors?

- At the age of 8, Louise learned the different techniques for repairing tapestries from her mother.
- Her mother taught her shapes, colours and dyes, and how to use different materials, textiles (ex. black wool) with intricate patterns in order to tell stories.
- As an adult, Louise decided to apply her apprenticeship with her mother to a career in the arts.
- Her first work of art was a giant spider named "*Mother*" as a tribute to her own mom.

What are the values that influence the characters?

- Pride in performing a job that is well done and precise,
- The benevolence that Louise's mother showed her,
- The will to learn,
- A mother's love,
- Patience,
- Creativity.

How do the characters react to this influence?

- Louise is interested in her mom's work.
- She learns how to do her mother's job.
- Despite her ability in mathematics, she turned to the arts after her mother's death.
- She had her first exhibition of sculpture at 32 years old.
- She continued the activities of the family business in her own way.
- When Louise was 71, The Museum of Modern Art in New York dedicated an exhibition as a retrospective for Louise's work.

High School, What's Up With That?: Planning Template

ACGC Pedagogical Planning Template
Title: Secondary School, What's up with that?
 Elementary Cycle 3 (Grade 6)

Teaching Synthesis Guide (author: New Frontiers School Board)

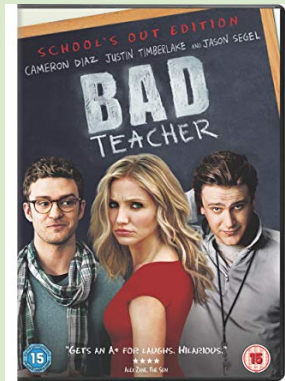
Student Need	Axis of Knowledge	ACGC*
Students discuss their perception of their entry into secondary school and prepare for the transition.	World of School	CHARACTERISTICS OF SECONDARY SCHOOL: Compare the main differences and similarities between elementary and secondary school.
Pedagogical planning and methodology (approximately 3 hours)		RESOURCES
<p>Subject-specific Competencies: English Language Arts: To use language to communicate and learn *To write self-expressive, narrative, and information-based texts may be targeted as well. May collaborate with French teacher as well.</p> <p>Preparation Phase: Teacher will state that the purpose for this learning situation is to help students understand and get a sense of what life as a student in secondary school may look like. The teacher will state to the students that they will need to compare the similarities and differences between secondary school and elementary school. In order to facilitate a discussion about the transition to secondary school, a comedic video-clip of a secondary school scene will be provided to the students and viewed by them. After viewing the clip, the students write and discuss their questions, concerns, and observations about the clip. The teacher would then use their comments for the discussion to follow. The teacher would also model the learning strategy "to compare."</p> <p>Realization Phase: The teacher would then use the previous discussion to encourage students to brainstorm any and all questions they have about secondary school. The students will work in teams to share their brainstorm ideas. One representative from each group shares their questions and concerns with the class. The teacher provides feedback and information. Then, the students use a table to compare and contrast the similarities and differences between elementary school and secondary school. These similarities and differences are discussed in class, and the teacher provides feedback and information.</p> <p>Integration Phase: From the discussion, the teacher prepares a reflection. Students will be questioned about their learning. Some questions asked will be: Based on this activity, what have you compared that is the same in secondary school as it is in elementary school? What have you compared that is different in secondary school from how it is in elementary school? What do you know now that you did not know before? How does this new information make your feel about transitioning to secondary school? How has it changed your perception?</p>		<p>Teacher's guide, Student Booklet, Sticky notes Video clips</p> <p>Visual /graphic organizer https://www.youtube.com/watch?v=tqhjXObHutw "Thirteen" (movie, Canadian director Robert Randall)</p> <p>https://www.youtube.com/watch?v=fbkfr-S420o scene from movie "Bad Teacher" with Cameron Diaz)</p>

*Definition of **Compare**: «search for elements or features that make it possible to establish relationships between information»

Preparation Phase

Video Clip Discussions

Extra-Curricular Activities	Social Life	Classroom	Student Responsibility (Taking Charge)	Decision Making	Other
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<https://www.youtube.com/watch?v=fbkfr-S420o>

Excerpt from Teacher Guide

<https://www.youtube.com/watch?v=tqhjX0bHutw>

Example:

	Kindergarten	Grade 6	Similar	Different
How many teachers?				
How many classrooms?				
How many subjects?				
Where did you have recess?				

Performance Phase

Students:

- learn the content
- use the learning strategy
- are observed attaining the expected student learning outcome



Excerpt from Student Booklet

So what is different? Is anything the same?

	Elementary School	High School	Similar	Different
You will need to write the items being compared in this column				

Integration Phase

Examples of tasks and questions where students reflected upon their ACGC learning:

- A. In point form, summarize what is similar between elementary school and high school.
- B. In point form, summarize what is different between elementary school and high school.
- C. How can comparing be useful in other contexts, such as in school and in your daily lives?
- D. After completing the table where you compared the similarities and differences, how do you feel about going to high school?



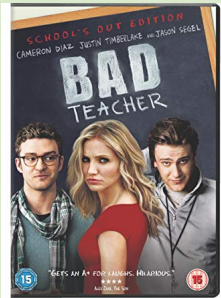
High School: What's Up With That?

Preparation Phase

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Video Clip Discussions

Extra-Curricular Activities	Social Life	Classroom	Student Responsibility (Taking Charge)	Decision Making	Other
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<https://www.youtube.com/watch?v=fbkfr-S420o>

<https://www.youtube.com/watch?v=tqhjX0bHutw>

Excerpt from Teacher Guide

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Takeaways from the Learning Situation

Teachers are not alone

Teachers:

- ▶ have expertise in pedagogy
- ▶ establish a meaningful relationship with students
- ▶ make connections between the ACGC and subject-specific competencies and content (infusion)
- ▶ allow students to learn and achieve the expected student learning outcomes



Collaboration



Best Practices Identified by School Boards during Piloting Phase



- ▶ Take inventory of what you are already doing that is related to ACGC
- ▶ Make connections with the Québec Education Program
- ▶ Work in a team and take advantage of each person's expertise
- ▶ Become familiar with the ACGC
- ▶ Introduce content with students by activating prior knowledge (i.e. brainstorm vocabulary with them) and build from their current knowledge
- ▶ Model the learning strategy
- ▶ Put students in action where they are using the learning strategy
- ▶ Allow students to reflect upon their learning and help them recognize how that learning/knowledge is pertinent and may be transferred

How will you bring ACGC to life in your class with your students?