



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:

- 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.