



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:

- 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.