

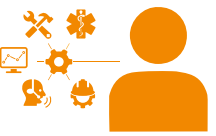


# CONTINUUM OF ACADEMIC AND CAREER GUIDANCE CONTENT (ACGC)

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