

## Draft Modern Foreign Languages JCSP Statements

The following pages contain draft JCSP statements developed with input from a number of practicing Modern Foreign Languages teachers in JCSP schools. They are offered as one possible model that teachers may use to approach the teaching, learning and assessment of the learning outcomes in the Curriculum Specification for Junior Cycle Modern Foreign Languages. They will be adjusted over time based on feedback from teachers in JCSP schools.

The Modern Foreign Languages specification may be accessed in full at [www.curriculumonline.ie](http://www.curriculumonline.ie) In addition, professional supports for teaching Junior Cycle Modern Foreign Language may be accessed through the Modern Foreign Languages section of the Junior Cycle for Teachers (JCT) website, at [https://www.ict.ie/modern\\_foreign\\_languages/modern\\_foreign\\_languages](https://www.ict.ie/modern_foreign_languages/modern_foreign_languages)

It is important to note that the statements below offer a sample approach for the creation of Junior Cycle Modern Foreign Languages statements. They do not cover all of the learning outcomes which are expected to be taught in the new Junior Cycle course. It is envisaged that students would be given opportunities to experience rich learning through engaging with all of the learning outcomes in all of their classes.

Teachers are encouraged to engage with these statements as a possible approach to creating Modern Foreign Languages statements for their own students. Students' teachers are best placed to develop statements which will support their own students in their own particular class and school context.

May 2019

# Area of Experience: Modern Foreign Language

**MFL**

Student:

Class:

At Junior Certificate Level the student can:

**MLJC1**

I can learn and use a language by myself - **Draft**

**MLJC2**

I can use a language to communicate to others - **Draft**

**MLJC3**

I can improve how I learn and use the language in several different ways - **Draft**

**1 Listening and Speaking**

Understanding and use a basic Modern European Language in a variety of common social situations.

**2 Reading and Writing**

Read and write a Modern European Language in specified situations.

**3 French Cultural Studies**

Examine a range of cultural traditional of historical, social and artistic interest.

**4 English as an Additional Language**

Understand and use English Language in a variety of social situations.

# I can learn and use a language by myself

MFL

Statement code no. MLJC1

Student:

Class:

I can:

I have begun	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I am working on this	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I can	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>This has been demonstrated by your ability to:</b>					
1. Give basic personal information: name, age, address, family					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2. Express likes and dislikes in areas such as hobbies, interests, school subjects, food, weather					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3. Understand and follow basic classroom instructions and ask simple questions					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4. Read and find specific information in timetables, menus, signs, notices, posters and websites					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5. Understand specific information in a piece of music or a video					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
6. Identify and label specified drawings or diagrams such as rooms in a house or school, buildings in a town, items in a classroom					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
7. Read a short piece of text such as emails, letters, blogs, postcards...					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
8. Write a short piece of text such as emails, letters, blogs, postcards...					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
9. Fill out basic forms relevant to my age and experience					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
10. Recognise some famous landmarks, geographical features, festivals, famous people and describe them.					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Reflecting on my learning...

What I did well...

- 1.
- 2.

What I did to improve...

- 1.
- 2.

I really enjoyed.... because...

- 1.
- 2.

# I can use a language to communicate with others

MFL

Statement code no. MLJC2

Student:

Class:

I can:

I have begun  I am working on this  I can

**This has been demonstrated by your ability to:**

1. Introduce yourself, say 'hello', 'goodbye' and reply
2. State how I feel and ask how someone else is feeling
3. Ask for basic personal information from someone else, such as name, age, address, family
4. Ask someone about their likes and dislikes
5. Understand and use the language in a variety of common social situations such as shopping, exchanging information, eating together
6. Take part in pair and group work asking for help or repetition when I need it
7. Use digital technology to communicate orally and in writing.

Reflecting on my learning...

What I did well...

- 1.
- 2.

What I did to improve...

- 1.
- 2.

I really enjoyed.... because...

- 1.
- 2.

# I can improve how I learn and use the language in several different ways

MFL

Statement code no. MLJC3

Student:

Class:

I can:

I have begun	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I am working on this	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I can	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>This has been demonstrated by your ability to:</b>					
1. Look for patterns between the language I am learning and my first language					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2. Choose examples of words in the language I am learning that are commonly used in my first language and say what they mean					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3. Describe similarities and differences between the target language country and Ireland in areas such as greetings, prices, dates, age, seasons, school, sport, going out, eating habits					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4. Use a range of resources such as a dictionary, digital technology, my peers					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5. Use digital technology to research, check that the information is correct and present my research to my class					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
6. Listen/watch a real-life example of the language being used to understand the main message and improve my pronunciation					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
7. Create and use a Student Language Portfolio to monitor my language learning journey and to set goals to improve					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
8. Use feedback to improve my language learning.					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Reflecting on my learning...

What I did well...

- 1.
- 2.

What I did to improve...

- 1.
- 2.

I really enjoyed.... because...

- 1.
- 2.

# Listening and Speaking

MEL

Statement Code no: 1

Student:

Class:

At Junior Certificate level the student can:

Understand and use a modern European language in a variety of social situations specifically

Date Commenced: / /

Date Awarded: / /

- 1 French  2 German  3 Spanish  4 Italian   
5 Other European Language

**Learning Targets** - This has been demonstrated by your ability to:

- |  |  |
|--|--|
| 1 Understand and use a modern European language in a variety of common social situations                                     | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 Introduce yourself, say 'hello' and 'goodbye' and reply  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 Give basic personal information: name, age, address, information about family members, where you are from                  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 Request basic personal information of someone else: name, age, address, family   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 Express likes and dislikes, mentioning special interests or hobbies  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 Enquire about someone else's likes and dislikes  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 Say which school subjects you study and which you like and dislike   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 Tell the time and ask someone the time   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 Say what the weather is like   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 Give days of the week, months of the year, your birthday and days and dates of three or four major festivals and holidays | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 Ask for/order a quantity of food and drink  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 12 Say how you are feeling and enquire how someone else is feeling   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 13 Give simple directions  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: English, Geography and Maths

Work begun    | Work in progress    | Work completed

# Reading and Writing

MEL

Statement Code no: 2

Student:

Class:

At Junior Certificate level the student can:

Read and write a modern European language in specified situations

Date Commenced: / /

Date Awarded: / /

- 1 French  2 German  3 Spanish  4 Italian   
5 Other European Language

**Learning Targets** - This has been demonstrated by your ability to:

- |   |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|
| 1 Find specific information given in a poster or advertisement  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Find specific information given in a timetable or menu  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Recognise some famous landmarks and describe them   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Read and write basic European language in specified situations  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Correctly label specified drawings and diagrams, e.g. parts of the body, rooms in a house or school, items in the classroom | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 Read independently a short piece of prose, e.g. postcard, letter  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 Present formal information in CV format: name, address, date of birth etc.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 Fill in commonly used basic forms   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 Make brief notes or lists of things to do, e.g. homework in homework diary  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 Correctly address an envelope and write a postcard   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 Write a short message of three or four lines, note, postcard or letter to a friend   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 Write an acceptance and a refusal of an invitation   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Refer also to: English, Geography, History and Maths

Work begun    | Work in progress    | Work completed

# French Cultural Studies

MEL

Statement Code no: 3

Student:

Class:

At Junior Certificate level the student can:

Examine a range of cultural traditions of historical, social and artistic interest

Date Commenced: / /

Date Awarded: / /

## Learning Targets: Select any 10 targets to work on

- This has been demonstrated by your ability to

- 1 Draw or copy a map of France and mark five of the major features including cities, rivers etc.
- 2 Draw, copy or describe four of France's best known historical monuments or buildings
- 3 If your city or town is twinned with a French city or town, find out about that city or town (size, population etc)
- 4 Choose a major region of France and describe three important activities in that region
- 5 Describe the French system of 'departements'
- 6 Briefly discuss three well-known French historical figures
- 7 List five foods specific to France. Make up a menu for a French restaurant
- 8 List three French customs and describe one in detail
- 9 Design and draw a Christmas or birthday card in French
- 10 Choose examples of French words that are commonly used in English and say what they mean
- 11 Name and describe a traditional French sport
- 12 Describe three French social customs, e.g. greetings, at mealtimes
- 13 List differences between school systems in France and Ireland
- 14 Name three well-known current French figures and tell all about them (sport, music, fashion etc.)
- 15 List the main tourist areas or attractions in France
- 16 Describe differences between Irish and French transport
- 17 Name other French-speaking areas around the world

Work begun    | Work in progress    | Work completed

# English as an Additional Language

# MEL

Statement Code no: 4

Student:

Class:

At Junior Certificate level the student can:

## Understand and use the English language in a variety of social situations

Date Commenced: / /

Date Awarded: / /

### Learning Targets - This has been demonstrated by your ability to:

- |  |  |
|--|--|
| 1 Understand basic conversation in social and classroom situations                 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 Understand the main points of radio and TV programmes on topics of interest      | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 Participate in conversations and express opinions on topics of personal interest | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 Make an audio tape reporting on a topic of personal interest                     | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 Relate the plot of a book or film  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 Read and understand a passage from a textbook                                    | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 Find specific information in a given piece of text                               | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 Write a personal letter describing experiences and impressions                   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 Write a summary of a story, novel, film or play                                  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 Use keywords to write an accurate response to a specific question               | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: Basic Skills, English

**Note:** This statement is appropriate for level B1 of the English Language Proficiency Benchmarks. It may be preceded by Modern European Languages statement Code 1 and 2

Work begun    | Work in progress    | Work completed