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 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.jct.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
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:

<table>
<thead>
<tr>
<th>I have begun</th>
<th>I am working on this</th>
<th>I can</th>
</tr>
</thead>
</table>

This has been demonstrated by your ability to:

1. Give basic personal information: name, age, address, family
2. Express likes and dislikes in areas such as hobbies, interests, school subjects, food, weather
3. Understand and follow basic classroom instructions and ask simple questions
4. Read and find specific information in timetables, menus, signs, notices, posters and websites
5. Understand specific information in a piece of music or a video
6. Identify and label specified drawings or diagrams such as rooms in a house or school, buildings in a town, items in a classroom
7. Read a short piece of text such as emails, letters, blogs, postcards...
8. Write a short piece of text such as emails, letters, blogs, postcards...
9. Fill out basic forms relevant to my age and experience
10. Recognise some famous landmarks, geographical features, festivals, famous people and describe them.

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:

<table>
<thead>
<tr>
<th>I have begun</th>
<th>I am working on this</th>
<th>I can</th>
</tr>
</thead>
</table>

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

Statement code no. MLJC3

I can:

| I have begun ☐ ☐ ☐ I am working on this ☐ ☐ ☐ I can ☐ ☐ ☐ |

This has been demonstrated by your ability to:

1. Look for patterns between the language I am learning and my first language ☐ ☐ ☐
2. Choose examples of words in the language I am learning that are commonly used in my first language and say what they mean ☐ ☐ ☐
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 ☐ ☐ ☐
4. Use a range of resources such as a dictionary, digital technology, my peers ☐ ☐ ☐
5. Use digital technology to research, check that the information is correct and present my research to my class ☐ ☐ ☐
6. Listen/watch a real-life example of the language being used to understand the main message and improve my pronunciation ☐ ☐ ☐
7. Create and use a Student Language Portfolio to monitor my language learning journey and to set goals to improve ☐ ☐ ☐
8. Use feedback to improve my language learning. ☐ ☐ ☐

Reflecting on my learning...

What I did well...

1.

2.

What I did to improve...

1.

2.

I really enjoyed.... because...

1.

2.
At Junior Certificate level the student can:

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


**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
2. Introduce yourself, say ‘hello’ and ‘goodbye’ and reply
3. Give basic personal information: name, age, address, information about family members, where you are from
4. Request basic personal information of someone else: name, age, address, family
5. Express likes and dislikes, mentioning special interests or hobbies
6. Enquire about someone else’s likes and dislikes
7. Say which school subjects you study and which you like and dislike
8. Tell the time and ask someone the time
9. Say what the weather is like
10. Give days of the week, months of the year, your birthday and days and dates of three or four major festivals and holidays
11. Ask for/order a quantity of food and drink
12. Say how you are feeling and enquire how someone else is feeling
13. Give simple directions

Refer also to: English, Geography and Maths
At Junior Certificate level the student can:

**Read and write a modern European language in specified situations**

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

Refer also to: English, Geography, History and Maths

Work begun ☐ ☐ ☐ | Work in progress ☐ ☐ ☐ | Work completed ☐ ☐ ☐
At Junior Certificate level the student can:

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

**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**
At Junior Certificate level the student can:

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

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

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

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