



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Phase 4: Maths Statements 2023/2024

1st Years

- **New
Statements
Only**



2nd Years

- **New
Statements
Only**



3rd Years

- **New
Statements
Only**

Introductory text for JCSP Statements Supporting The Junior Cycle Mathematics

The statements below were developed with input from a number of practicing Mathematics 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 Mathematics. They will be adjusted over time based on feedback from teachers in JCSP schools.

The Mathematics specification may be accessed in full at www.curriculumonline.ie

In addition, professional supports for teaching Junior Cycle Mathematics may be accessed through the Mathematics section of the Junior Cycle for Teachers (JCT) website, at www.jct.ie/maths/maths

It is important to note that the statements below offer a sample approach for the creation of Junior Cycle Mathematics 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 Mathematics 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.

June, 2021

Area of Experience: Mathematics

Maths

At Junior Cycle level I can:

MJC1 - Representation



MJC2 - Communication



MJC3 - Problem-Solving



Work begun



Work in progress



Work completed



Representation

Mathematics

Statement Code No. MJC1

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"/>	
This has been demonstrated by my ability to:								
1.	Use Number to represent a mathematical situation					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Use algebra to represent a mathematical situation					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Use words to represent a mathematical situation					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Draw and interpret different graphs					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Use digital technologies to represent a mathematical situation					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Apply the skill of estimation to a variety of real-life situations					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Give a reason for my choice of mathematical representation					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Identify patterns, trends and relationships					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Reflecting on my learning ...

One thing I did well ...

One thing I might improve ...

I really enjoyed...

because...

Communication

Mathematics

Statement Code No. MJC2

Student:

Class:

I can:

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

This has been demonstrated by my ability to:

1. Communicate clearly using the language of mathematics; Number, words, units, tables, graphs, symbolically and pictorially
2. Express my ideas clearly
3. Explain my findings and/or workings
4. Analyse my results
5. Explain and justify my conclusions
6. Use the notation of Mathematics
7. Pose a question that leads to a mathematical discussion
8. Use digital technologies to research and communicate Mathematics
9. Rethink my ideas based on the feedback from others
10. Suggest improvements for my own ideas and the ideas of others

Reflecting on my learning ...

One thing I did well ...

One thing I might improve ...

I really enjoyed...

because...

Problem-Solving

Mathematics

Statement Code No. MJC3

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"/>	
This has been demonstrated by my ability to:								
1.	Rewrite a problem in my own words					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Identify the key pieces of information within a problem					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Apply the Mathematics I know to solve problems					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Explain my answer and relate it back to the original question					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Solve a problem and verify my answer					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Solve a problem in more than one way					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Make links between the different areas of Mathematics to solve problems					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Change my approach as I work through a problem, if necessary					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Reflecting on my learning ...

One thing I did well ...

One thing I might improve ...

I really enjoyed...

because...