



Ici on parle français – PD grants for FSL teachers

Le Graffiti

Team Members:

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School District:

Toronto District School Board



What We Did

Drawing on Katy's experience in Senegal, meeting Zeinixx, who is the first female graffiti artist of the region, we decided to create a unit of learning in our FSF 1D course that would integrate the following elements:

- Musiciens sénégalais(es)
- Passé composé
- Adjectifs qualificatifs/descriptions
- Adjectifs de caractère
- Adjectifs/pronoms possessifs
- Comparatif/superlatif
- Exprimer son goût (j'aime/je déteste) Chat mat/sentence builder: "J'aime, parce que....) - dialogue
- La famille et les relations
- Le futur

Using the time provided to us through our "Ici on parle français" grant, we first gathered to look over our existing resources to determine what would work within the unit. We ordered some books (though these were not purchased with budget money, as we had gotten them early in the school year), and set about to plan out a unit that would engage and support students with diverse levels of French and from a plurality of identities.

We then got Katy a full day of release in the second semester to fully outline and prepare the unit.



What We Learned

We rolled it out for the first time over the past month and a half in our FSF 1D courses. We are finding that the students are really enjoying it. While some of the grammatical and verbal structures contained within the latter part of the course can be challenging (passé composé, futur, l'accord des adjectifs), framing it within the context of this unit has been enjoyable.

It's also been interesting to see students relate their cross curricular learning to the geographic and cultural elements of Sénégal, which has served as a foundational part of the unit. They have researched Zeinixx the artist, but also current Senegalese culture more broadly.



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How We Shared Our Learning With Others

We have worked as a team to develop relevant assignments that are both content-driven and creative, and that are relevant for our students.

These include content questions, creative projects, and experiential learning beyond the classroom (neighbourhood graffiti walks). As stated above, we are currently undertaking this unit and are wrapping it up by next week. So far, it's been one of the best-received units of the course.



Links to Our Work

Here is our unit overview and some examples of student work from this semester:

Unit overview:

[Etude de roman-Zeinixx, par Theresa Marrama](#)

Sample Assignment:

[Décrivez-moi une oeuvre de graffiti](#)



Any Next Steps We Have To Continue Our Learning

We were very grateful for this grant, which allowed us the opportunity of time to collaborate and to create. While we had a rough idea for this unit before Katy's application, it took us the day together to review our resources and materials in the first semester to have the opportunity to have a collective focus for this semester. Subsequently, Katy's full day of release time allowed her to use her exemplary experience in this course to create relevant, meaningful work for our kids.

As we continue to use this as a foundational unit in FSF 1D, we will review and refine the work and expectations. For now, though, we're very pleased with how it's going.