



What is Identity?

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This curriculum unit is recommended for:
High School/French IB SL II for newcomers

Keywords: (cultural identity, race, value, ethnicity, religion, immigration, stereotype)

Teaching Standards: See [Appendix 1](#) for teaching standards addressed in this unit. (Insert a hyperlink to Appendix 1 where you've stated your unit's main standards.)

Synopsis: In this unit, we will explore some aspects of our identities such as family, language, religion, health and well-being, race, value, ethnicity, cultural identity. Students will conduct research on the notion of identity and will answer questions as: “who I am?” How others perceive me”, what makes an identity? In addition, they will compare the values of young Francophone to their own values. Students will read *Le Petit Prince*. *Le petit Prince* is about the exploration of identity and adulthood of a young French kid. We will watch a movie called (The namesake) which is an identity crisis over name because the parents gave Gogol two names and is neither an Indian name or American name. He feels neither entirely American or Indian. In this unit, we will explore how other people are similar or are different from us and what makes us who we are. Students will learn about Identity-related vocabulary in French. After that, I will use a variety of teaching strategies to develop their reading, speaking, listening and writing ability on the topic of Identity. At the end of the unit, we will each engage in progressive writing of their own self-introduction book using a book creator app. through the project (Who am I?).

I plan to teach this unit during the Spring 2023 Semester to students in IB French SL II.

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Introduction

Identity for me is both personal self and collective self. Collective values are very important if we want to live well in our social communities. We will not be able to live in this society without them. In this case, they are what make our life with other people possible. They are effective and strong because they are built over time. In these collective values, we live in communities where there are rules, practices and beliefs. In addition, language is something we share with others in our communities. As an example, Francophone countries speak French and it is part of their identities as well. We can also associate identity with race, immigration, stereotypes and the image of healthy lifestyle as well. One of the stereotypes in US is that everyone in France wears a beret and some French people see Americans as people who only eat junk food.

Even though Collective values are very important for our life in society, they also play a role in damaging our search for an authentic self.

Rationale

It is only when I watched the movie “The namesake” that I realized that our students whose parents are immigrants go through an identity crisis sometimes over their names and in the same time have cultural confusion as well. In this movie, I saw how Gogol was struggling with his two names. The two names are neither American or Indian. The movie showed what it means to live in America for an immigrant. To belong and in the same time not to belong. You cannot understand if you are born in one place. The experience has its price. A rebirth in another country.

West Charlotte High School is becoming more diverse this year because we have a lot of new students coming from Latino countries. So, it is very important for my students to value other cultures. In the sense, that if they are able to appreciate their own identity, they will be able to accept and tolerate others. In this unit, I am planning to use technology to teach (projector, YouTube video, movie) and reading strategies so we can read *Le petit Prince* easily.

In this unit, students will explore who they are and throughout the unit, students will learn about ethnicity, race, immigration, stereotypes, language, health and lifestyle.

Content Research

This research is teaching me a lot about who I am as a person and the influence my culture has on me. As an immigrant from Togo to the United States, I am always thinking about how to reconcile the two cultures without conflict.

To explore the question of Identity, I will start asking questions like: Who I am? How does my name define me? and Can I reconcile my two cultures without conflict?

Who am I? This question seems very easy to answer but we will go deeper than race, religion, nationality. According to D.M THOMAS, "I suggest that 'experience' is an irreducible quality of reality that transcends personal self, and that core subjectivity serves as the dative of experience "as " nature's sole ontological primitive." Understanding self, experience and subjectivity in line with an "Analytical Idealism" offers fresh insight into current sociological debates in Childhood Studies." From this quote, I believe that our present and past experiences shape our value. I was seeing and doing things differently when I was in Togo. In TOGO, our ways of doing things were very different. Our values and practices were different from the one in the US. As an example, in Togo we bowed our heads in front of older people to show respect. Our music, Food, Arts and clothing are different and represent who we are. In the United States, life is very different. Everything is big. American love luxurious and big things. Many restaurants in the US serve a large portion of food as Big Macs at McDonalds. America is a melting pot of different cultures and many people from different colors live here. We can see in different cities in the US, different restaurants like Italian, Mexican, French, African in the US.

Immigration is also related to identity. At these questions: what does it mean to live in America for immigrants and their parents? How do our names precede us in society? How do names affect immigrants' kids' identity in school? The way they feel like to belong to the place and feel not belong there in the same time. We will use the example of the movie called "The namesake." We can remark that in this movie the parents of the young man give him a name Gogol which are not either American or Indian. The biggest problem is that the parents don't realize that the name will not work out that well in the new country. The kid didn't know why his name is different

from others in his school and in the community. This participate in his identity crisis because he was asking questions about his real origin even though Gogol has grown in America and has completely grasped American culture. We can see that even the parents live in the US but the culture differences cause à large gap between the parent and their son Gogol. It is only when he becomes aware of the meaning behind his name that he begins to appreciate and understand his parents.

Identity is related to food and eating. Our identities can also related to food preferences from our mothers l. Our mothers most of the time are the one who feed us at home and influence our food preferences, diet and health. So, when they cook or prepare our meals, our food tells us most of the time about our origins, our family and religious roots. Each community has its own way to cook or prepare food. Food preferences and eating habits differ from one place to another. In Togo, where I am originally from, we eat most of the time Fufu which is one of the famous West African foods. According to Dean et al.,2010, DeVault, 1991: “Food-related identities were defined as identities that mothers used to describe themselves in the context of routine food choices and included identities related to food preferences and eating habits, body image/weight, health, and social categories (e.g., being Hispanic or being a mother). Most mothers described identities related to eating as they discussed food items and meals they would or would not buy, cook, or consume for meals or snacks. Participants identified their eating habits in specific ways, such as “I’m not much of a creative eater” and “Now, I love all vegetables, myself.” Other identities related to eating practices included “I’m all about good protein,” “I’m not really a breakfast eater,” and “I’m not a big leftover person.” Participants referred to these identities as they moved through the various stages of food choice – food acquisition (e.g., grocery shopping), preparation/cooking, serving – as well as consumption (Dean et al., 2010, DeVault, 1991).

We are identified by our linguistic language. Language helps to communicate with others in our communities. Most people who speak the same language share most of the time the same culture. Language connects people who share the same culture. Languages are shared between several countries. It can be regional. In Togo for example, we speak Ewe. Ewe is spoken in part of Ghana as well. The largest population of Ewe is in Ghana. Ewe is our heritage and we were raised at home speaking Ewe which is the language of our community. Different communities speak different languages.

School /Student Demographics

The student population at West Charlotte High Schools is 1,480. Over the course of the school year, I will teach roughly 150 students. Our school is 92% African American, 1 % White, 3% Asian, 4% Hispanics. Students are often tired. Many students work night shifts. I will need to get them actively involved in the instruction to keep their attention. The school had less than 50% performance on composite EOC. The graduation rate at West Charlotte has risen to almost 90%. Many students are capable of setting high expectations so I will need to present them with challenging materials. Girls are very motivated. I need to change activities frequently to keep boys interested. Almost 90 % are economically disadvantaged: low socio-economic community. Many students struggle with academic issues such as test-taking (take very long to complete a test.) Many students have developmental issues such as poor organizational skills, and behavior issues. Three or four students are ESL students. They will need more time to complete a test if needed. Frequent use of gestures, visuals and hands on activities to facilitate their comprehension in both French and English.

<https://www.ibo.org/contentassets/5895a05412144fe890312bad52b17044/lang-b-2018-en.pdf>

The new 2020 IB Language B, language acquisition curriculum is outlined as follow:

Theme	Guiding principle	Optional recommended topic	Possible questions
Identités / identités	Explore the nature of the self and what it is to be human	Lifestyles <ul style="list-style-type: none">• Health and well-being• Beliefs and values• Subcultures• Language and identity	<ul style="list-style-type: none">• What constitutes an identity?• How do language and culture contribute to form our identity?

Experiences / Experiences	Explore and tell the stories of the events, experiences and journeys that shape our lives.	<ul style="list-style-type: none"> • Leisure activities • Holidays and travel • Life stories • Rites of passage • Customs and traditions • Migration 	<p>How does our past shape our present? and our future?</p> <ul style="list-style-type: none"> • How and why do different cultures mark important moments in life?
Human ingenuity / Ingéniosité humaine	Explore the ways in which Human creativity and innovation affect our world.	<ul style="list-style-type: none"> • Entertainment • Artistic expressions • Communication and media • Technology • Scientific innovation 	<p>What can we learn about a culture through its artistic expression?</p> <ul style="list-style-type: none"> • How do the media change the way we relate to each other?
Social organization / organization sociale	Explore the ways in which groups of people organize themselves, or are organized, through common systems or interests	<p>Social relationships</p> <ul style="list-style-type: none"> • Community • Social engagement • Education • The working world • Law and order 	<p>What is the individual's role in the community?</p> <ul style="list-style-type: none"> • What role do rules, and regulations play in the formation of a society?
Sharing the planet / partage de la planète		<p>The environment</p> <ul style="list-style-type: none"> • Human rights • Peace and conflict • Equality • Globalization 	<p>What environmental and social issues present challenges to the world, and how can these challenges be overcome?</p> <p>What challenges and benefits does globalization bring?</p>

		<ul style="list-style-type: none"> • Ethics • Urban and rural environment 	
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In the language B SL (Standard-Level class), three skills have to be developed with the students:

Receptive skills

Students understand a range of written and spoken authentic personal, professional, and mass media texts on topics of interest. They understand descriptions of events, feelings and wishes; they understand comparisons and recognize a straightforward, linear argument. They use context to deduce the meaning of sentences and unknown words and phrases.

Productive skills

Students write texts for a variety of purposes and make oral presentations on topics of interest. They write descriptive texts and personal correspondence; they make comparisons, narrate stories, provide detailed accounts, and express their thoughts and opinions on abstract or cultural topics.

Interactive skills

Students initiate and maintain the flow of conversations and discussions. They express and respond to opinions and feelings on a variety of topics. They use and understand clear speech on a variety of topics relating to course content and the culture(s) of the target language. Students use a variety of strategies to negotiate meaning and foster communication¹.

Teaching strategies

I am planning to teach this unit in five days. In this unit, I will start from the basics by checking their prior knowledge and give them a pre-assessment test and slowly build on their

¹ <https://www.ibo.org/programmes/diploma-programme/>

understanding. I will use a variety of strategies and games to teach the concept. For my 504 plans students and ESL students who have been distracted and frequently inattentive, I will print out all notes in full for them so they can pay attention to the test. I will also insert hands on activities for tactile learners in my instructions. I will incorporate the 21st century skills to help maintain students' interest in the topic. I will include collaboration in the lesson because it helps students work with others in the meaningful ways, and helps them in developing literacy. This is very important because students will learn not to compete but to work together. I will use informal, formal and performance assessments to assess my students in this unit. I will use the data to see if they have improved or not. The data will help to address the area students need to improve.

Classroom Lessons:

What constitutes an identity? How do we express our identity? How does a name define a person? Language and culture contribute to form our identity? What ideas and images do we associate with a healthy lifestyle?

Lesson 1: Students learn about Family, favorite activities, description and their relationship with Family members.

Questions essentielles :

- Qu'est-ce qui définit l'identité d'une personne ?
- Est-ce que l'identité d'un individu se construit individuellement ou collectivement ?
- Qu'est-ce que la conscience sociale et fait-elle partie de l'identité d'une personne ?

Day 1: Previewing vocabulary

Warm-up Discussion: *To review previously learned material related to the lesson, we will begin with picture talk .*

Decrire la photo

Sur la photo, il y a trois personnes.
Un homme et deux femmes.
L'homme est jeune, il a les cheveux noirs, et il porte une chemise bleue.
Les filles sont en face de l'homme.
Elles ont les cheveux longs et boivent du café.

Vrai ou faux

1: je pense qu'ils sont dans un café

2-: ils ne sont pas contents.



2- Using google slides to introduce vocabulary words in French.

Unité 1

Ma description personnelle

Français

Anglais

Je suis ...

I am ...

Tu es ...

You are ...

Il est ...

He is ...

Elle est ...

She is ...

Je ne suis pas ...

I'm not ...

drôle

funny

égoïste

selfish

intelligent(e)

intelligent

paresseux/paresseuse

lazy

patient(e)

patient

pénible

annoying

sportif/sportive

sporty

sympa

nice

timide

shy

mon frère

my brother

ma sœur

my sister

mes parents

my parents

mon meilleur ami

my best friend (male)

ma meilleure amie

my best friend (female)

3-To gauge how well the students have understood the instruction the teacher calls upon a few volunteers .

Watch the videos together and then ask students to do the EdPuzzles: Mon identité

Day 2:Reading Strategies —

Warm-up Discussion: Talk with your students about their identities and what makes them who they are. Qui es-tu?

Discuss reading strategies:

- Look for words you already know
- Look for cognates
- Use the images to help you
- Don't give up – keep trying

Canadiens et Français sont-ils si différents ?

- 1 **Une drôle d'expérience. Cela fait un certain nombre d'années que je n'ai pas passé autant de temps à Toronto, ma ville natale. À 41 ans, j'ai vécu presque la moitié de ma vie en France. Avant, j'étais 100% anglophone. Maintenant, je suis la « Française » de la famille, celle qui a fait sa vie de l'autre côté de l'océan. [...] Mais c'est bien ici, à Toronto, que demeurent mes souvenirs de jeunesse. C'est ici que je retrouve ma famille et mes amis d'enfance.**
- 2 En vacances cet été, je découvre, ou redécouvre Toronto presque comme une étrangère. J'entends les gens autour : c'est une famille française, ils se disent. Mais non, je suis d'ici ! [...]
Aujourd'hui, je me fonds dans cette foule de gens d'ailleurs. Je regoûte à la richesse d'un mélange culturel et je vois à quel point les Canadiens sont différents des Français. Je le savais mais cette fois-ci, étant devenue davantage « Française », je trouve amusant de souligner certains points.
- 3 Les Canadiens, ou du moins les Torontois, parlent à tout le monde. C'est incroyable. Partout où je vais, il y a moyen de parler avec un commerçant, mon voisin dans le tramway... Lorsqu'on se promène en famille, les gens nous demandent d'où l'on vient, si l'on est en vacances. Déjà lorsqu'on rentre dans un magasin et on nous demande : « How are you today ? », mon côté français a envie de répondre : « De quoi je me mêle ? »
Ça ne se fait pas en France de demander aux gens comment ils vont. C'est une question beaucoup trop intime que j'ai tenté de poser quelques fois au début de ma vie française. Maintenant, je dis bonjour et c'est tout. J'ai compris qu'il faut du temps avant de franchir l'étape du : comment ça va ? Mais une fois franchie, c'est le feu vert pour une relation « sérieuse » et durable.
- 4 À Toronto, on vit pour travailler. En France, on travaille pour vivre. On cherche tous l'équilibre parfait mais alors, quand on se fait envoyer des courriels sur BlackBerry alors qu'on est en vacances (et j'ai vu plusieurs exemples cet été à Toronto), je ne comprends pas. [...] En France, lorsqu'on travaille, on travaille. Mais les vacances, c'est sacré et c'est pris très au sérieux. [...]
- 5 À Toronto, on n'a aucun complexe à porter l'habit qui montre au monde entier le Dieu en qui on croit. Mes filles n'en revenaient pas de voir voiles, turbans, kippas... En France, Dieu est tabou. Depuis la séparation de l'État et de l'Église en 1905, il n'y a rien à faire. Dieu est devenu propriété privée et il demeure, si on est croyant, dans la sphère privée de la vie. [...]
- 6 Deuxième tabou en France : l'argent. Ceux qui en parlent n'en ont pas beaucoup en général. Sinon, c'est motus et bouche-cousue. En France, il faut bien sûr gagner de l'argent pour payer ses factures, son crédit immobilier... mais ce n'est pas bien vu d'en faire un but en soi.
Emprunter n'est pas facile. Il faut être en parfaite santé, jeune, n'ayant jamais eu de soucis bancaires. Surtout, il faut avoir de l'argent pour que la banque vous en prête. Au Canada, [...] un Canadien peut être mourant, handicapé, sans le sou, sans papier et sans emploi, l'argent est toujours là pour être dépensé. [...]
- 7 À Toronto, on mange pour vivre, ou survivre. En France, on vit pour manger. D'accord, c'est une grosse généralité mais quand même, on passe des heures à table en France les dimanches et les jours de fête. On fait une pause-promenade pour digérer et on goûte avant de se quitter en fin de journée. Ça fait drôle au début, mais on s'y habitue, sans problèmes.
- 8 Les Torontois, comme tous les Canadiens, sont très obéissants. Rares sont ceux qui osent traverser la rue alors que le feu est encore rouge, même s'il n'y a pas un chat, même si c'est la nuit et que personne ne va voir le délit. Tous paient leur parking, leur ticket de métro, même si le contrôleur est parti faire une pause-pipi. C'est beau, et ce n'est vraiment pas comme ça en France. Je vous le garantis.
- 9 Mes propos sont à prendre avec beaucoup d'humour. Bien sûr, on ne peut pas réduire la ou les cultures à quelques lignes. Quand mes enfants me demandent si je préfère vivre au Canada ou en France, je suis incapable de répondre. [...] J'aime les deux, différemment.

1 Lisez le texte et repondez aux questions suivantes.

- a Où habite l'auteure de cet article ?
- b Quelle est sa nationalité d'origine ?
- c Quelle est sa langue maternelle ?
- d Où a-t-elle grandi ?

2 Quel mot de la 2e section signifie « un autre endroit » ?

3 Dans la 3e section, quelles expressions signifient... ?

- | | |
|----------------------------|---------------------------|
| a tous les endroits | d ce n'est pas poli |
| b la possibilité | e passer l'obstacle |
| c ça ne vous regarde pas ! | f on a la liberté d'avoir |

4 Selon les 4e et 5e sections, reliez chaque début de phrase à la fin correspondante.

a Pendant leurs vacances, les Torontois...	i est considérée comme personnelle.
b Les Français...	ii est interdite dans la rue.
c En France, la religion...	iii n'aiment pas travailler.
d Dans les rues de Toronto, les personnes...	iv n'hésitent pas à montrer leur croyance.
	v portent des voiles noirs et blancs.
	vi continuent à travailler.
	vii veulent profiter de leurs vacances.

5 Selon la 6e section, les affirmations suivantes sont-elles vraies ou fausses ? Justifiez votre réponse en utilisant les mots du texte.

- a En France, les gens qui ont de l'argent n'en parlent pas.
- b En France, on respecte les personnes qui veulent devenir riches.
- c En France, les banques ne prêtent qu'aux personnes qui n'en ont pas besoin.
- d Au Canada, quand on est pauvre, on ne vous prête pas d'argent.

6 Selon la 7e section, une des affirmations suivantes est vraie. Laquelle ?

- a Les Français sont forts parce qu'ils mangent beaucoup.
- b Les Français aiment goûter ce qu'ils vont manger.
- c L'auteur pense que l'amour des Français pour la nourriture est amusant.
- d L'auteur n'a eu aucune difficulté à adopter la culture française.

7 Selon la 8e section, quelles expressions signifient... ?

- a les personnes hésitent
- b il n'y a personne
- c c'est absolument vrai

8 Est-ce que les Français respectent les règlements ? Justifiez votre réponse en faisant référence aux mots du texte.

Pensée et compétences sociales

AEA

En groupe, comparez les aspects des cultures canadiennes et françaises avec votre/vos propre(s) culture(s) ou des cultures que vous connaissez bien. Justifiez vos arguments par des exemples précis et concrets.

- 1 Ces sociétés sont-elles plutôt multiculturelles ? Si oui, comment s'exprime le multiculturalisme (par exemple : différentes langues, religions, traditions) ?
- 2 Comment les gens se comportent-ils avec les autres ? Sont-ils plutôt ouverts ou distants ? Y a-t-il certains tabous de discussion ?
- 3 Quelle relation ces cultures ont-elles avec le travail ? Quelle est la place des vacances ? Quelle est la place de l'argent ? En parle-t-on facilement ? Le but des jeunes est-il de trouver un travail pour gagner le plus d'argent possible ou bien recherchent-ils autre chose ? Et vous ?
- 4 Quelle est la place de la nourriture et des repas de famille ? Mangez-vous régulièrement avec vos parents à table ? Pourquoi ou pourquoi pas ? Quels avantages en retirez-vous ?
- 5 Les gens ont-ils tendance à respecter les règlements ou essaient-ils plutôt de les contourner ?

Recherche

AEA

Cherchez des photos (sur Internet ou dans des magazines) qui illustreraient les différents styles de vie décrits dans le texte. Partagez-les en classe en expliquant en quoi elles sont particulièrement représentatives du texte et quelles pourraient être leurs limites. Quels aspects selon vous sont des stéréotypes ?

Grammar: explain the spelling changes used to describe boys versus girls.
Comment on grammar for those who are gender neutral.

Day 3 Identity and Race — Movie and worksheet

Samba is a French comedy-drama that tells the story of an undocumented Senegalese immigrant threatened with deportation after living and working in Paris for a decade or Gogol.

Dans quel pays es-tu né?

D'où viennent tes parents?

What defines who you are? To what groups do you belong?

Fill out the worksheet

Day 4 Cultural Identity:

Stations day: The teacher will assign groups and will give each group a station where they will start. In their assigned group, students will work through the station and move on the next one.

The first station is a **reading with** questions to answer on a Gimkit, the second is **EdPuzzle**, the third is **writing** a paragraph about the country of Canada, next students **speak** with the teacher about their free-time activities and lastly students compare their own culture to the **culture** of French students.

Day 1: Previewing vocabulary

TIME : 80 minutes	LEARNING GOAL	21 st century skills addressed Collaborative learning. Daily objective:	Description of procedures	Learning Strategies including interdisciplinary activities as appropriate
Day 1:	Goal	Students will learn about Identity-related vocabulary in French. Explore the nature of the self and what it is to be human.	1-Do Now: -What constitutes an identity? -Discussion: Picture talk-Quel type de document ? -Qu'est-ce qui se passe ? -Où se déroule la scène ? 2- The teacher goes over the flashcard on Family relationship, description, and likes and dislikes and ask students about their families and the relationship. Jeopardy game to practice the lesson. Quizlet live game to practice in group Exit ticket	Teacher instructions Games Group work Integration of technology

DAY 2: IDENTITY AND RACE (Reading Strategies)

To what group do you belong to?

TIME : 80 minutes	LEARNING GOAL	21 st century skills addressed	Daily objective	Description of procedures	Learning Strategies including interdisciplinary activities as appropriate
Day2	Goal	Collaborative learning	<p>Students will learn about Identity-related vocabulary in French.</p> <p>Explore the nature of the self and what it is to be human.</p>	<p>DO NOW:</p> <p>Gimkit: to review previous lessons.</p> <p>Using google slides to explain more the role of identity in our society.</p> <p>Split students into pairs to work on reading activities using text dependent strategy I will provide them.</p> <p>Students will work independently to complete the last part.</p>	<p>Teacher instruction</p> <p>Group work</p> <p>Integration of technology</p>

Day 3 Identity and Race — Movie and worksheet

To what group do you belong to?

TIME : 80 minutes	LEARNING GOAL	21 st century skills addressed	Daily objective:	Description of procedures	Learning Strategies including interdisciplinary activities as appropriate
Day 3	Goal	Collaborative learning.	Students will learn about Identity-related vocabulary in French. Explore the nature of the self and what it is to be human	<u>DO NOW:</u> Gimkit: to review previous lessons. <i>Watch movie: Samba</i> Students will work independently to complete the last part of the anticipated guide related to the movie.	Teacher instruction Group work Integration of technology

Day 4 Cultural Identity

TIME : 80 minutes	LEARNING GOAL	21 st century skills addressed	Daily objective:	Description of procedures	Learning Strategies including interdisciplinary activities as appropriate
<u>Day 4</u>	<u>Goal</u>	Cross cultural skills.	Students will learn about Identity-relat	DO NOW: Jamboard	Teacher instruction

			<p>ed vocabulary in French.</p> <p>Explore the nature of the self and what it is to be human.</p>	<p>activity:</p> <p>What is the meaning of your name? Where is the origin?</p> <p>Teacher instructions</p> <p>I will assign groups to my students, and they will go to different stations. One station will be reading about Quebec, and move to the second station Edpuzzles, on the third one they will compare their own culture to the one from Quebec.</p> <p>Students will work independently to complete the last part.</p> <p>I will read the script that tells the story of the song, stopping at the end of each paragraph and students will fill</p>	<p>Group work</p> <p>Integration of technology</p>
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				<p>out with the missing words on the worksheet I provide them. They will listen to the music on YouTube and they will Re-present themselves to they class and they will tell us something we don't already know.</p>	
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SELECTED REFERENCE

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APPENDIX 1

Our French IB SL I and SLII is organized into five themes: identities, experiences, human ingenuity, social organization and sharing the planets that are aligned with the Language B Standard Level (SL) and the Language B Higher Level (HL) courses are language acquisition courses for students with some previous experience of the target language. The IB French SL I and II goal is for: “Students to develop the ability to communicate in the target language through the study of language, themes, and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive, and interactive skills across a range of contexts and purposes that are appropriate to the level of the course. One of my goals in French SLI and SLII class is to prepare students for the End of year IB examinations. Each student will be tested in Speaking, Reading, Writing and Listening.

