

## **PLASTIC ARTS - Cycle 4**

### Skills worked

#### **Experiment, produce, create D1.4, D2, D4, D5**

Choose, mobilize and adapt various languages and plastic means according to their effects with an artistic intention while remaining attentive to the unexpected

Appropriate artistic questions by drawing on an artistic and reflective practice

Use digital capture and production tools for artistic creation

Explore all fields of plastic practice and their hybridizations, in particular with digital practices

Take into account the conditions for receiving your production from the creation process, paying attention to the terms of its presentation, including digital

Exploiter

#### **Implement a project D2, D3, D4, D5**

Design, carry out, show artistic projects, individual or collective

Complete an individual production as part of a project accompanied by the teacher

Identify yourself in the stages of the realization of a plastic production and anticipate the possible difficulties

Demonstrate autonomy, initiative, responsibility, commitment and critical thinking in the conduct of an artistic project

Confront intention and achievement in the conduct of a project to adapt and reorient it, to ensure its artistic dimension

#### **Express yourself, analyze your practice, that of your peers; establish a relationship with that of artists, open up to otherness D1.1, D1.4, D3, D5**

Say with an appropriate vocabulary what you are doing, feel, imagine, observe, analyze; express themselves to support artistic intentions or an interpretation of a work

Establish links between own work, the works encountered or the approaches observed

Explain individual or collective practice, listen to and accept diverse and contradictory opinions

Take a curious and informed look on one's artistic and cultural environment, near and far, in particular on the diversity of still and moving images, analog and digital

#### **Find your bearings in fields related to the plastic arts, be sensitive to the questions of art D1.4, D3, D5**

Recognize and become acquainted with areas of various fields and eras, works belonging to national and world heritage, grasp their meaning and interest

Identify characteristics (plastic, cultural, semantic, symbolic)

inscribing a work in a geographical or cultural area and in a historical time

Offer and support the analysis and interpretation of a work

Interrogate and situate artistic works and approaches from the point of view of the author and that of the spectator

Take part in the debate aroused by the artistic fact

## **MEDIA AND INFORMATION EDUCATION - Cycle 4**

### Skills worked

#### **Use media and information independently D2**

Use dictionaries and encyclopedias on all media.

Use popular science documents.

Use the resource center as an information retrieval tool.

Have knowledge of the foreign or regional language books available at the CDI and use them regularly.

Become familiar with the different modes of expression of the media using their distribution channels.

Use the genres and information tools available adapted to your research.

Discover how information is indexed and hierarchized, understand the main associated technical terms.

Use the methods of organizing information in a documentary corpus (keys to a documentary book, section of a periodical, tree structure of a site).

File your own documents on your tablet, your personal space, at college or at home on mobile applications or in the "cloud".

Organizer of thematic portfolios.

To acquire a method of exploratory research of information and its exploitation through the advanced use of search engines.

Gradually adopt a reasoned approach in seeking information.

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### **Use information in a reasoned manner D1.3, D3, D5**

Distinguish the sources of information, question the validity and reliability of information, its degree of relevance.

Practice distinguishing popularized scientific information from pseudo-scientific information using textual or paratextual clues and validation of the source.

Learn to distinguish subjectivity and objectivity in the study of a media object.

Discover representations of the world conveyed by the media.

To question the influence of the media on consumption and democratic life.

### **Use media responsibly D3**

Understand what identity and the digital trace are.

Become familiar with the concepts of private space and public space.

To be able to refer to the basic rules of the right of expression and publication, in particular on networks.

Question the democratic issues linked to the participatory production of information and information journalistic.

Learn about the ethics of journalists.

### **Produce, communicate, share information D1.1**

Use digital collaborative platforms to cooperate with others.

Participate in a cooperative multimedia production taking into account the recipients.

Engage in a print or online creation and publication project that is useful to a community of users inside or outside the institution that respects information law and ethics.

Develop cultural practices using digital production tools.

Distinguish the quote from plagiarism.

Distinguish the simple collection of information from the structuring of knowledge.

## **MUSIC EDUCATION - Cycle 4**

### Skills worked

### **Carry out musical interpretation or creation projects D1.4, D3, D5**

Define the musical characteristics of a project and then ensure its implementation by mobilizing the appropriate resources.

Perform a project in front of other students and present the artistic choices made.

### **Listen, compare, build a common musical culture D1.4, D3, D5**

Analyze musical works using precise vocabulary.

Locate and compare music from styles that are close or distant in space and / or time to build technical and cultural benchmarks.

Identify by comparison the differences and similarities in the interpretation of a given work.

### **Explore, imagine, create and produce D1.4, D3, D5**

Reuse certain characteristics (style, technique, etc.) of a known work to nourish his work.

Conceive, produce, arrange, pastich a short pre-existing piece, in particular using digital tools.

Reinvest personal experiences of musical creation to listen to, understand and comment on those of others.

### **Exchange, share, argue and debate D1.4, D3, D5**

Take a critical look at your individual production.

Develop a constructive criticism of a collective production.

To argue for a criticism backed by an analytical objective.

Distinguish between the postures of creator, performer and listener.

Respect sources and copyrights and the use of royalty-free sounds.

## **PHYSICAL AND SPORTS EDUCATION - Cycle 4**

Skills worked

### **Develop motor skills and build body language D1.4**

Acquire specific techniques to improve efficiency

Communicate intentions and emotions with your body in front of a group

Verbalize the emotions and sensations felt

Use an appropriate vocabulary to describe the motor skills of others and their own

### **Appropriate alone or with others through practice, the methods and tools to learn D2**

Prepare-plan-verify an action before carrying it out

Repeat a sporting or artistic gesture to stabilize it and make it more efficient

Build and implement individual or group learning projects

Use digital tools to analyze and evaluate your actions and those of others

### **Share rules, take on roles and responsibilities D3**

Respect, build and enforce rules and regulations

Accept defeat and win with modesty and simplicity

Take and assume responsibilities within a collective to carry out a project or fulfill a contract

Act with and for others, taking into account the differences

### **Learn to maintain your health through regular physical activity D4**

Know the effects of regular physical activity on their state of well-being and health

Know and use objective indicators to characterize physical effort

Assess the quantity and quality of daily physical activity in and outside school

Adapt the intensity of your physical commitment to your possibilities so as not to put yourself in danger

### **Appropriate a physical, sporting and artistic culture to gradually build a lucid look on the contemporary world D5**

Appropriate, use and know how to explain the principles of effectiveness of a gesture technique  
Acquire the basics of a reflective and critical attitude towards the sporting spectacle  
Discover the impact of new technologies applied to physical and sports practice  
Know the essential elements of the history of bodily practices illuminating contemporary physical activities

### **MORAL AND CIVIC EDUCATION - Cycle 4**

Skills worked

#### **Cultivation of sensitivity D3**

Identify and express by regulating your emotions and feelings  
Esteem yourself and be able to listen and empathize  
Express your opinion and respect the opinion of others  
Accept the differences  
Be able to cooperate  
Feeling part of a community

#### **Culture of rule and law D3**

Respect the common rules  
Understand the reasons for obeying the rules and the law in a democratic society  
Understand the principles and values of the French Republic and democratic societies  
Understand the relationship between rules and values

#### **Culture of judgment D3**

Develop the skills for discernment and critical thinking  
Confront their judgments with those of others in a discussion or a reasoned and settled debate  
Get informed rigorously  
Differentiate one's particular interest from the general interest  
Have a sense of the general interest

#### **Culture of engagement D3**

Be responsible for your own commitments  
Be responsible to others  
Get involved and assume responsibilities in the school and in the establishment  
Take charge of aspects of collective life and the environment and develop civic awareness  
Knowing how to integrate into a collaborative process and enrich your work or thinking through this process

### **FRENCH - Cycle 4**

Skills worked

#### **Understanding and expressing yourself orally D1.1, D2, D3**

Understand and interpret oral messages and speech complexes.  
Express yourself in a controlled manner when addressing an audience.  
Participate constructively in oral discussions.  
Exploit the expressive and creative resources of speech.

#### **Read D1.1, D5**

Check your understanding, become an independent reader.  
Read non-literary texts, images and composite documents (including digital).

Read literary works and frequent works of art.  
Develop an interpretation of literary texts.

**Write D1.1**

Use the main functions of writing.  
Adopt effective writing strategies and procedures.  
Use readings to enrich your writing.  
Move from intuitive use of argumentation to more controlled use.

**Understand how language works D1.1, D2**

Know the differences between oral and written.  
Simple sentence and complex sentence function analyzer.  
Consolidate lexical and grammatical spelling.  
Enrich and structure the lexicon.  
Build the concepts allowing the analysis and development of texts and speeches.

**Acquire elements of literary and artistic culture D1.1, D5**

Mobilize cultural references to interpret texts and artistic and literary creations and to enrich personal expression.  
Establish links between literary creations and artistic questions from various cultures and eras.

**HISTORY OF THE ARTS - Cycle 4**

Skills worked

**Describe a work of art using a simple lexicon adapted D1.1, D5**

**Associate a work with an era and a civilization based on the elements observed D1.1, D5**

**Provide a simple critical analysis and interpretation of a work D1.1, D3, D5**

**Build a presentation of a few minutes on a small group of works or an artistic problem D1.1, D3, D5**

**Report on the visit to a place of conservation or artistic dissemination or the encounter with a heritage profession D1.1, D3, D5**

**HISTORY-GEOGRAPHY - Cycle 4**

Skills worked

**Identify oneself in time: construct historical landmarks D1.3, D2, D5**

Locate a fact in a given era or period.  
Order facts in relation to each other.  
Relate facts from a given era or period.  
Identify chronological continuities and breaks to appropriate the periodization of history and practice conscious back and forth within the chronology.

**Finding your way in space: building geographic landmarks D1.3, D2, D5**

Name and locate major geographic landmarks.

Name, locate and characterize a place in a geographic space.

Name, locate and characterize more complex spaces.

Situate places and spaces in relation to each other.

Use analog and digital representations of spaces at different scales as well as different modes of projection.

### **Reasoning, justifying an approach and the choices made D1.3, D2**

Asking questions, asking questions about historical and / or geographic situations.

Build interpretative hypotheses of historical or geographic phenomena.

Check data and sources.

Justify an approach, an interpretation.

### **Learn about the digital world D1.3, D2**

Know different information systems, use them.

Find, select and use information.

Use search engines, online dictionaries and encyclopedias, documentary resource sites and networks, digital textbooks, geographic information systems.

Check the origin / source of the information and its relevance.

Exercise critical thinking on digital data, learning to compare it to that which can be obtained from documents of various types.

### **Analyze and understand a document D1.3, D2**

Understand the general meaning of a document.

Identify the document and its particular point of view.

Extract relevant information to answer a question relating to a document or several documents, classify them, prioritize them.

Compare a document with what one might know about the subject under study.

Use your knowledge to explain, explain the document and exercise critical thinking

### **Practice different languages in history and geography D1.1, D2, D5**

Write to build up your thinking and knowledge, to argue and write to communicate and exchange.

Express yourself orally to think, communicate and discuss.

To know the characteristics of historical accounts and descriptions used in history and geography, and to produce them.

Carry out graphic and cartographic productions.

Make an audio-visual production, a slide show.

Appropriate and use a specific lexicon in context.

Learn about argumentation techniques

### **Cooperate and pool D2, D3**

Organize their work as part of a group to develop a common task and / or collective production and make their skills and knowledge available to others.

Adapt your pace of work to that of the group.

Discuss, explain, compare their representations, argue to defend their choices.

Negotiate a common solution if a collective production is requested.

Learn to use digital tools that can lead to collective achievements.

## **ANCIENT LANGUAGES AND CULTURES - Cycle 4 -**

### Skills worked

#### **Understand how language works D1.2**

Understand how declension languages work.

Know the main categories that structure the language studied.

Understand the organization of a simple utterance in the language studied, using the necessary knowledge of morphology and syntax.

Use the resources and tools that allow you to check or supplement your language skills

#### **Acquire elements of literary, historical and artistic culture D1.2, D5**

To have the reference points necessary to construct a representation of the historical extent and the cultural extent of ancient civilizations.

Have knowledge of works, facts, beliefs and institutions characteristic of ancient civilizations; make good use of resources to refine this knowledge.

Identify the influence of ancient works or ancient history in cultural productions from different periods; take advantage of it to better understand these cultural productions

#### **Read, understand, translate, interpret D1.2**

Develop strategies to access the meaning of a simple statement in the language studied.

Identify and process the clues giving access to the meaning of a text by mobilizing cultural and linguistic knowledge.

Suggest and justify the translation of a passage, based on its own analysis and / or available translations.

Mobilize your linguistic and cultural knowledge to interpret a text

## **LANGUAGES (FOREIGN OR REGIONAL) - Cycle 4 -**

### Skills worked

#### **Listening and understanding D1.2, D2**

Understand oral messages and audio documents of varying nature and complexity.

Familiarize yourself with the sound realities of the language, and practice memorization.

Identify relevant clues, extralinguistic or linguistic, to identify the utterance situation and deduce the meaning of a message.

Know how to read video documents and know how to relate images and sound documents

#### **Read and understand D1.2, D2**

Understand written documents of various types and difficulties from various sources.

Develop reader strategies through regular readings.

Appropriate the document by using landmarks of a different nature: extralinguistic, linguistic clues, reconstitution of meaning, linking of significant elements.

#### **Talking continuously D1.2, D2, D3**

Use your lexical, cultural and grammatical knowledge wisely to produce an oral text on various subjects.

Develop strategies to overcome a lexical lack when speaking, correct yourself and rephrase to make yourself understood.

Respect a register and a language level.

Put your speech into voice with adequate pronunciation, intonation and body language.

Take the floor to tell, describe, explain, argue.

**Write D1.2, D2, D5**

Use the strategies developed orally to learn how to structure your writing.

Mobilize the tools to write, correct, modify your writing.

Reformulate a message, report, tell, describe, explain, argue.

Master grammar rules

Write with a variety of vocabulary

**React and dialogue D1.2, D2**

Develop oral comprehension strategies by identifying extralinguistic or linguistic clues and by developing a common discourse.

Respond spontaneously to verbal requests, by mobilizing statements appropriate to the context, in a succession of exchanges that feed the message or contradict it.

**Discover the cultural aspects of a modern foreign and regional language D2, D3, D5**

To perceive the cultural specificities of the countries and regions of the language studied by going beyond the fixed and schematic vision of stereotypes and clichés.

Mobilize cultural references to interpret the elements of a message, a text, a sound document.

Mobilize your cultural knowledge to describe real or imaginary characters, to tell stories.

**Master grammar rules**

**Write using the vocabulary learned in class**

**MATHEMATICS - Cycle 4**

Skills worked

**Look for D2, D4**

Extract useful information from a document, reformulate it, organize it, compare it to your knowledge.

Test, try several solutions.

Engage in a scientific process, observe, question, manipulate, experiment (on a sheet of paper, with objects, using software), formulate hypotheses, look for examples or counter-examples, simplify or particularize a situation, make a guess.

Break down a problem into sub-problems.

**Model D1.3, D2, D4**

Recognize a mathematical model (proportionality, equiprobability) and reason within the framework of this model to solve a problem.

Translate a real situation into mathematical language (for example using equations, functions, geometric configurations, statistical tools).

Understand and use a numerical or geometric simulation.

Validate or invalidate a model, compare a situation with a known model (for example a random model).

**Representative D1.3, D5**

Choose and relate frameworks (numerical, algebraic, geometric) suitable for dealing with a problem or for studying a mathematical object.

Produce and use several representations of numbers.

Representing data as a statistical series.

Use, produce and relate representations of solids (e.g. perspective or top / bottom view) and spatial situations (diagrams, sketches, models, patterns, geometric figures, photographs, plans, maps, contour lines).

### **Reasoning D2, D3, D4**

Solve problems related to various quantities (geometric, physical, economic): mobilize the necessary knowledge, analyze and exploit mistakes, test several solutions.

Collectively conduct an investigation knowing how to take into account the point of view of others.

Demonstrate: use logical reasoning and established rules (properties, theorems, formulas) to reach a conclusion.

Base and defend their judgments based on established results and their mastery of argumentation.

### **Calculator D4**

Calculate with rational numbers, in an exact or approximate way, by appropriately combining mental calculation, posed calculation and instrumented calculation (calculator or software).

Check the plausibility of your results, in particular by estimating orders of magnitude or by using frames.

Calculate using algebraic language (letters, symbols, etc.).

### **Communicate D1.1, D3**

Make the link between natural language and algebraic language.

Distinguish specificities of mathematical language compared to the French language.

Explain orally or in writing (his approach, his reasoning, a calculation, a geometric construction protocol, an algorithm), understand the explanations of another and argue in the exchange.

Check the validity of information and distinguish between what is objective and what is subject; read, interpret, comment, produce tables, graphs, diagrams.

## **PHYSICS-CHEMISTRY - Cycle 4**

### Skills worked

### **Practice scientific procedures D4**

Identify questions of a scientific nature

Suggest one or more hypotheses to answer a scientific question

Design an experiment to test it or them.

Direct or indirect measurement of physical quantities

Interpret experimental results, draw conclusions and communicate them by arguing

Develop simple models to explain observation facts and implement steps specific to science

### **Design, create, realize D4, D5**

Design and produce a measurement or observation device

### **Appropriate tools and methods D2**

Perform bibliographic research

Use digital tools to share information on a scientific subject

Plan an experimental task, organize your workspace, keep track of the steps followed and the results obtained

### **Practice D1.3 languages**

Read and understand documents

scientists

Use the French language by cultivating precision, rich vocabulary and syntax to report observations, experiences, hypotheses and conclusions

Express yourself orally during a scientific debate

Switching from one form of scientific language to another

### **Mobilize digital tools D2**

Use tools for data acquisition and processing, simulations and digital models

Produce scientific documents using digital tools, using argumentation and vocabulary specific to physics and chemistry

### **Adopt ethical and responsible behavior D3, D5**

Explain the foundations of safety rules in chemistry, electricity and acoustics.

Reinvest this knowledge as well as that on resources and energy, to act responsibly

Get involved in a project with a civic dimension

### **To situate oneself in space and time D5**

Explain, through the history of science and technology, how sciences evolve and influence society Identify the different levels of structuring of the Universe.

## **LIFE AND EARTH SCIENCES - Cycle 4**

Skills worked

### **Practice scientific procedures D1.3, D2, D4**

Formulate a scientific question or problem.

Suggest one or more hypotheses to solve a problem or a question.

Design experiments for or test them.

Use observation instruments, measurements, and preparation and collection techniques.

Interpret results and draw conclusions.

Communicate on its processes, results and choices, by arguing.

Identify and choose concepts, tools and techniques, or simple models to implement a scientific approach

### **Design, create, realize D4**

Design and implement an experimental protocol

### **Use tools and mobilize methods to learn D2**

Learn to organize your work (eg to implement an experimental protocol).

Identify and choose the tools and techniques to keep track of your research (oral and written)

### **Practice languages D1.3, D4**

Read and use data presented in different forms: tables, graphs, diagrams, drawings, research findings, mind maps, etc.

Represent data in different forms, switch from one representation to another and choose the one that is suitable for the work situation

### **Use digital tools D1.3, D4**

Conduct an Internet information search to answer a scientific question or problem, researching relevant keywords, and assessing the reliability of sources and the validity of results.  
Use data acquisition, simulation and database software.

#### **Adopt ethical and responsible behavior D3, D4, D5**

Identify the impacts (benefits and nuisances) of human activities on the environment at different scales.  
Base your choices for responsible behavior with regard to your health or the environment on scientific arguments.

Understand individual and collective responsibilities in terms of preserving the planet's resources (biodiversity, mineral resources and energy resources) and health.

Participate in the development of safety and application rules in the laboratory and in the field

Distinguish between what is a belief or an idea and what constitutes scientific knowledge

#### **To situate oneself in space and time D4, D5**

Locate the human species in the evolution of species.

Understand different geological and biological time scales (eg history of the Earth; appearance of life, evolution and extinction of living species, etc.).

Understand different spatial scales of the same phenomenon / the same function (e.g. nutrition: level of the organism, level of organs and cellular level).

Identify through the history of science and technology how scientific knowledge is constructed.

### **TECHNOLOGY - Cycle 4**

Skills worked

#### **Practice scientific and technological procedures D4**

Imagine, synthesize, formalize and respect a procedure, a protocol.

Measurement of quantities directly or indirectly.

Search for technical solutions to a problem, explain your choices and communicate them by arguing.

Participate in the organization and development of projects.

#### **Design, create, realize D4**

Identify a need and state a technical problem, identify the conditions, standards and regulations and the resources involved.

Identify the material (s), the energy and information flows as part of a production technique on an object and describe the transformations that take place.

Appropriate specifications.

Associate technical solutions with functions.

Imagine solutions in response to the need.

Collaboratively produce the prototype of all or part of an object to validate a solution.

Imagine, design and program computer applications for mobile devices.

#### **Appropriate tools and methods D2**

Express your thoughts using appropriate description tools: sketches, diagrams, graphs, diagrams, tables (non-standardized representations).

Translate, using digital representation tools, solution choices in the form of sketches, drawings or diagrams.

Presenter orally and using digital multimedia media of technical solutions at the time of project reviews.

### **Practice D1.3 languages**

Describe, using the appropriate tools and description languages, the structure and behavior of objects.  
Apply basic principles of algorithms and coding to solve a simple problem.

### **Mobilize digital tools D2**

Numerically simulate the structure and / or behavior of an object.  
Organizer, structure and store of digital resources.  
Read, use and produce digital representations of objects.  
Control a system connected locally or remotely.  
Modify or configure the operation of a communicating object

### **Adopt ethical and responsible behavior D3, D5**

Develop good practices in the use of communicating objects  
Analyzer of the environmental impact of an object and its constituents.  
Analyze the life cycle of an object.

### **To situate oneself in space and time D5**

Grouping objects into families and lines.  
Link technological developments to inventions and innovations that mark breakthroughs in technical solutions.