



Interdisciplinary Projects

Enseignements Pratiques Interdisciplinaires (E.P.I)

Parcours d'Education Artistique et Culturelle (P.E.A.C)

First name: _____

Last name: _____

Grade: _____



LES ENSEIGNEMENTS INTERDISCIPLINAIRES ET PARCOURS

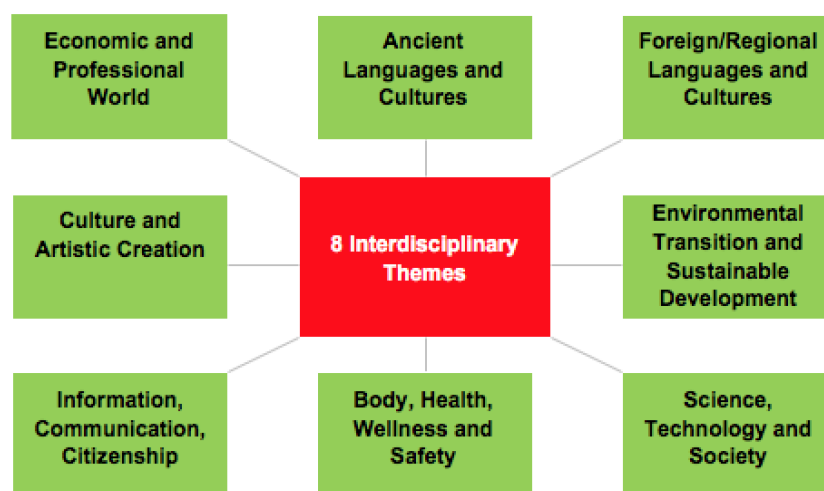
As part of the National Brevet Diploma (DNB), Ninth grade students must pass an oral examination on an interdisciplinary project he/she worked on during *Enseignements Pratiques Interdisciplinaires, EPI*, or research based on the *Parcours d'Education Artistique et Culturelle (PEAC)*, or a project based on one of the following interdisciplinary project: *Parcours Avenir, Parcours Santé, Parcours Citoyen*.

For the year 2017-2018, here are the *Enseignements Pratiques Interdisciplinaires (EPIs)* and the *Parcours d'Education Artistique et Culturelle (PEACs)* that have been the subject of a particular assignment/research.

Over the course of study during 6th through 9th grades, all students will prepare projects in *both* EPI and PEAC. For the National Brevet Diploma (DNB), students will *present only one* of their projects.

INTERDISCIPLINARY PRACTICAL EDUCATION OR E.P.I.?

E.P.I is "supplementary instruction" provided during the 8th and 9th grades. There are no dedicated times for this instruction as it is integrated within scheduled hours of instruction. E.P.Is must fall under one of the following eight interdisciplinary themes:





At the end of middle school, each student must have worked on at least one theme. At Rochambeau, students must prepare one E.P.I in eighth grade and one E.P.I in ninth grade.

An E.P.I is an interdisciplinary activity that participating teachers must include as part of the program for their subject. An E.P.I is transverse, interdisciplinary, and based on a project approach that starts with an established question. Students work in groups or individually to prepare the E.P.I and the work must result in a tangible product: an object, video, text, oral presentation, website, game design, reading of an entire book, visits to companies, institutions, cultural partnerships, work related to a film or director, etc.

Each E.P.I is coordinated by a Project Coordinator, and for each grade, a supervising teacher helps students develop their project. E.P.I themes at Rochambeau are listed in the table below:

TOPIC	TITLE	DISCIPLINES	CLASS	PRODUCTION	SEM.
Ecological transition and sustainable development <i>Coord. Mme Texier-Pauton</i>	Let's save the Chesapeake Bay!	Earth and Life Sciences French	4	Multimedia report or role-playing	Oct - March
Science, technology and society <i>Coord. M. Bagnato</i>	Should we be worried about artificial intelligence?	Technology French	3	Futuristic story or debate	Oct - March



LE PARCOURS D'ÉDUCATION ARTISTIQUE ET CULTURELLE (P.E.A.C)

The PEAC is a "complementary education program" offered at Rochambeau in the middle and high school classes (sixth to twelfth grades). It is a class that does not have a separate schedule, but which is taken in coordination with the schedule provided for each discipline.

The student's arts and culture learning pathway is based on the three inseparable fields of arts and culture education, based on the three pillars:

- **Encounters:** Encounters direct and indirect, with artistic works and heritage objects; with artists, artisans and craftspeople, professionals working in the arts and culture, etc.; with institutions of learning, creation, conservation, outreach, etc.;
- **Practical experiences:** individual and group, in various artistic areas; and
- **Knowledge:** knowledge of markers and milestones; adoption of a specific simple vocabulary that allows the student to express aesthetic emotions, to make and support an informed judgment with regard to art and to contextualize, describe and analyze a work; development of critical thinking and the ability to judge.

At Rochambeau, the PEAC is organized as follows:

TOPIC	CLASS	DISCIPLINES	PROJECT
Musical comedy <i>Coord. M. Charette</i>	6th	Music	Act, sing and dance in a musical comedy. This year: Hairspray Michel Durand, choreographer for the Cours Florent in Paris will provide the staging.
An artist in residence <i>Coord. Mme. Experton</i>	5th and Options	Arts	Work with an artist to create a joint production
Language week <i>Coord. Mme. Martinez</i>	4th	Foreign languages	Organize and participate in a week of language learning at Rochambeau
Project on the Camps des Milles <i>Coord. Mme. Viens-Kolb</i>	3rd	History-EMC Arts	An exhibit on "to create is to resist" The Camp des Milles



PROJECTS ASSESSMENT

For each subject included in an E.P.I or P.E.A.C, instructors grade the student on the subject matter of the theme. The grade is recorded on Pronote and the title of the evaluation includes "E.P.I", or "P.E.A.C " .

At the end of the second and third quarters, all work done in the first and second semesters is evaluated, particularly interdisciplinary skills.

In the report card, the E.P.I or P.E.A.C section includes the E.P.I or P.E.A.C themes, as well as a general comment on how the students has performed:

- **Excellent command:** The command of knowledge and skills is highly satisfactory. Involvement in the working group is excellent. The final product is very high quality and reflects a consistent approach.
- **Good command:** The command of knowledge and skills is satisfactory. Involvement in the work group is adequate. The final product is good but could be improved. It reflects a satisfactory approach, but the content could be developed further.
- **Poor command:** The command of knowledge and skills is average. Involvement in the work group could be improved. The quality of the final product could be improved and reflects an incomplete or flawed approach.
- **Insufficient command:** The command of knowledge and skills is unsatisfactory. Involvement in the work group is below expectations. The approach lacks consistency, which is reflected in a final product of poor quality.

THE ORAL TEST FOR THE DIPLÔME NATIONAL DU BREVET - NATIONAL DIPLOMA (ninth grade only)

Ninth grade students must pass an oral examination for the National Diploma. The subject of this exam is one of the student's E.P.I or P.E.A.C's completed during ninth grade or in previous grades.

Overall structure of the examination

The examination lasts 15 minutes. This oral examination is designed as a thesis defense in which the candidate presents a project on which he or she has worked during cycle 4 of



E.P.I or P.E.A.C, or within the scope one of the *Parcours*¹ (art, health, civics, counseling) in which he or she has participated during the school year.

The purpose of this examination is not to evaluate the individual or group project completed by the student, but rather to assess the student's ability to present his her personal approach and the skills and knowledge gained through this project.

Candidates may choose to make their presentation individually or as a group, but they will be evaluated individually.

The oral examination is split in two parts: a presentation (5 minutes) and an interview with a jury (10 minutes). Groups will be given 10 minutes for their presentation followed by 15 minutes of discussion between the jury and the entire group; each candidate will be evaluated individually. The examination is graded on a scale of 100 points:

- command of oral expression: 50 points
- command of the presentation topic: 50 points

The National Diploma oral evaluation form is attached in ANNEX 1 at the end of this document.

For students choosing to make their presentation in two languages

For E.P.Is completed in conjunction with instruction in English or another language, students are required to present their E.P.Is in French. Questions may be addressed to the candidate in English or another language, in accordance with the theme of the E.P.I.

P.E.A.C is only evaluated in French.

In its evaluation, the jury assesses the student's performance with a precursory requirement of the student having achieved a satisfactory command of the language in question.

How the examination is organized and scheduled for the ninth grade students

The student must submit the subject chosen for his or her oral exam to the student's advising teacher no later than mid-May of the school year. The student will complete a form indicating the choice of subject and the language in which the student wants to make the presentation. The form must be signed by one of the student's legal guardians.

¹ For school year 2017-2018



Oral examinations for the National Diploma will take place at the end of May, on the Forest Road Campus. Each candidate will receive a notice seven days prior to the examination.

The oral examination will take place before a jury of two teachers.

During the oral examination:

- The student will present his or her individualized approach and the knowledge and skills gained through the project.
- Based on the type of project, the student will present more specific content from the subjects studied.

If for a valid reason (e.g., doctor's note) the student is not present for the oral examination on the specified date, a make-up exam will be scheduled. If the candidate is not present for the make-up exam, the candidate will receive no points for the oral examination.



How to prepare for the oral exam

In preparation for the oral exam, each student must complete a summary form (ANNEX 2) and will use the following checklist:

THINGS TO CONSIDER	SUGGESTIONS	THINGS TO REMEMBER
Present the selected subject	<ul style="list-style-type: none">• The E.P.I or P.E.A.C title, the underlying theme, and the particular class subjects that participated in this E.P.I or P.E.A.C• The issue raised.• The resolution of the issue or the approach taken, the tools used, knowledge and skills acquired, and challenges encountered.• Don't forget to take a critical look at the results of your project and the experience you gained.	<ul style="list-style-type: none">• Remember that a good oral exam is a lively presentation. Bring your notes, but don't just read from them.• For your oral exam, you may bring your log, your project's final product, your class report or any other document that may be useful.
Ask yourself these questions	<ul style="list-style-type: none">• What is the issue that has been raised?• How did I resolve this issue?• What knowledge did I use in working on the E.P.I or P.E.A.C?• Did I work alone or in a group? What did I do?• What tools did I use?• Does my final product relate to the issue raised?• On which points could I have improved?• What experience have I gained from this project?• What were my strong and weak points?	For your oral exam, make sure to dress neatly, arrive on time, wait for the jury to ask to you be seated, and hide your stress by smiling and paying attention to the jury.



ANNEX 1: EVALUATION FORM FOR THE NATIONAL DIPLOMA (DNB) ORAL EXAMINATION

ORAL EVALUATION - NATIONAL DIPLOMA		
Oral examination: 15 minutes (5 min. for the presentation, 10 min. for the interview)		
LAST NAME:	FIRST NAME:	GRADE:
COMMENTS:		JURY #
COMMAND OF ORAL EXPRESSION	Expresses him/herself audibly and confidently	/10
	Organizes his/her remarks and uses appropriate vocabulary	/10
	Sets notes aside to explain a situation	/10
	Can reformulate statements and ideas to improve understanding	/10
	Participates in oral discussion in a constructive manner	/10
PART 1 TOTAL POINTS		/50
COMMAND OF SUBJECT	Explains the subject's goals or issues	/10
	Explains the approach taken: the steps and tools	/10
	Cites knowledge and skills acquired	/10
	Established connections between the various subjects included in the project	/10
	Analyzes his/her approach and assesses results critically	/10
PART 2 TOTAL POINTS		/50
TOTAL POINTS		/100
NAMES AND SIGNATURES OF JURY MEMBERS		



ANNEX 2: SUMMARY FORM FOR STUDENTS

The purpose of this form is to assist students in preparing the defense of E.P.I.
It must be drafted along with the supervising teacher, for all E.P.Is.

E.P.I TITLE
NAME OF SUPERVISING TEACHER:
NAMES OF TEACHERS:
START DATE FOR THE E.P.I.:
END DATE FOR THE E.P.I.:

LAST NAME
FIRST NAME
GRADE

E.P.I or P.E.A.C SUBJECT
RESOURCES USED



POSITIVE POINTS
CHALLENGES
DID YOU WORK ALONE OR IN A GROUP? If work was done in a group, include the number of teammates and explain how the work was divided within the group
FINAL PRODUCTS Description

¹ <http://eduscol.education.fr/cid59348/les-epreuves-du-dnb.html>

³ This evaluation form is subject to change based on ministerial directives.