

Made in Italy: Food, Fashion and STEAM H Course Overview

Content Area: **World Language**
Course(s): **MADE IN ITALY: FOOD, FASHION AND STEAM H**
Time Period: **Full Year Course**
Length: **180 Days**
Status: **Published**

Cover

EAST BRUNSWICK PUBLIC SCHOOLS

East Brunswick New Jersey

Superintendent of Schools

Dr. Victor P. Valeski

World Languages

Made in Italy: Food, Fashion and STEAM Honors

Course Number: 1247

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Course Adoption: May 30, 2019

Course Overview

Made in Italy: Food, Fashion and STEAM Honors will examine the influence of the Made-in-Italy brand, a symbol of some of the most coveted foods and products around the world. An estimated 7,500 American companies do business with Italy, largely in the field of food and craft imports such as fashion and design. This course will tour the various regions of Italy and examine the foods, products and businesses for which they are most famous. It will give students a good understanding of the businesses that revolve around Italian products both in the United States and in Italy and help prepare them for careers in the U.S. where knowledge of Italian and Italy is a crucial aspect.

This curriculum is designed to enable learners to meet the Intermediate-Mid Level of proficiency as defined by the American Council on the Teaching of Foreign Languages and the New Jersey Student Learning Standards. It is designed to move students along the proficiency continuum from Intermediate-Low to Intermediate-Mid. The Standard of World Languages, which addresses communication, culture, connections, comparisons and communities is integrated into instruction. Each thematic unit addresses all modes of communication set forth by the NJ State Student Learning Standards for World Languages. The course also reinforces and contributes to the development of other standards in the areas of Career Readiness, Life Literacies, and Key Skills, Computer Science and Design Thinking, Visual and Performing Arts, Language Arts Literacy, and Social Studies.

Teachers use the ACTFL rubrics for proficiency assessment. Students will demonstrate, through multiple forms of assessments, their ability to communicate in the target language within the novice to intermediate range in the interpretive, interpersonal and presentational modes of communication.

Modifications

Special education students

- Additional time
- Modified assignments
- Tutoring assistance and note takers in class
- Individualized learning pace
- Taking a class under a pass/fail condition
- Permission to write dictated questions before composing responses
- Permitting examinations to be read orally, dictated, or typed; alternative test formats

English language learners

- Use of home language on assessment instructions
- Use of relevant vocabulary and/or pictures
- Facilitate the use of student's target language through the use of language translator between teachers and students
- Heavy reliance on visual clues and body language

Students at risk of school failure

- Verbal encouragements
- Reducing the number of questions in a task
- Allow students to use alternative ways of completing a task (in writing, orally, visually)
- Pairing with a gifted or talented student
- Reduce stress factor with one-on-one meetings and making accommodations according to individual needs
- Regular and timely check-ins and correspondence to elicit support from counselor and family

Gifted and talented students

- Differentiated instruction
- Higher level contest
- Use of higher grammatical structures
- Pair with native speakers

Students with 504 plans

- Personalized modifications
- Follow 504 plan guidelines
- Breaks between tasks
- Have contingency plans
- Use de-escalating strategies
- Chart progress and maintain data

Materials and Resources

Magazines and Newspapers

- Corriere della Sera
- La Repubblica
- Gazzetta dello Sport
- Ragazzi Magazine

Websites

- [Scuola Mondavi](#)

Turismo Made in Italy

- [Official Italian Tourism Site](#)
- [Ministero delle Politiche Agricole, Alimentari e Forestali](#)
- [Siti Patrimonio dell'UNESCO in Italia](#)
- [Trenitalia](#)
- [Alitalia](#)

Motori Made in Italy

- [Vespa Sito Ufficiale](#)
- [Museo Piaggio](#)
- [Vespa YouTube Ufficiale](#)
- [Ferrari Sito Ufficiale](#)
- [Ferrari Configuratore](#)
- [I Musei Ferrari](#)

Design e Moda Made in Italy

- [Ikea Italia](#)
- [United Colors of Benetton](#)

Cibo Made in Italy

- [Eataly](#)

Content Specific Standards

Intermediate Mid learners understand and communicate at the sentence level and use strings of sentences independently to accomplish the following tasks: identify the main idea and some supporting details when reading, understand the gist and some supporting details of conversations dealing with everyday life, infer the meaning of some unfamiliar words when used in familiar contexts.

INTERPRETIVE

7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.

7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.

7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.

7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.

7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.

7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.

7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.

7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

7.1.IM.IPRET.9: Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.

INTERPERSONAL

7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.

7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.

7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.

7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences

7.1.IM.IPERS 6: Exchange information from a variety of resources with classmates about global issues, including climate change.

PRESENTATIONAL

7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.

7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.

7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.

7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.

7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.

7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.

7.1.IM.PRSNT.7: Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.

Intermediate High learners understand, with ease and confidence, sentence-length speech in basic personal and social contexts. Devise substantial meaning from some connected texts typically understood by advanced-level listeners and readers. They show evidence of the ability to make inferences about texts by identifying key details of spoken, viewed, and written materials.

INTERPRETIVE

7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.

7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.

7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.

7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics.

7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.

7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).

7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.

7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change.

INTERPERSONAL

7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.

7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.

7.1.IH.IPERS.3: Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.

7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)

7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.

7.1.IH.IPERS.6: Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.

PRESENTATIONAL

7.1.IH.PRSNT.1: Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.

7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.

7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.

7.1.IH.PRSNT.4: Use language creatively in writing for a variety of purposes.

7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.

7.1.IH.PRSNT.6: Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.

Interdisciplinary Standards

[NJSLs SOCIAL STUDIES](#)

6.1.12.History CC.11.b: Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.

6.1.12.Civics PD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.

6.1.12.Econ NE.16.a: Make evidenced-base inferences regarding the impact of technology on the global workforce and on entrepreneurship.

6.1.12.Econ NE.16.b: Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.

6.1.12.History UP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture

6.1.12.History CC.16.b: Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.

6.2 World History: Global Studies by the End of Grade 12

6.2.12.GeoPP.1.a: Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.

6.2.12.GeoGE.1.c: Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization

6.2.12.HistoryCC.3.b: Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.

6.2.12.CivicsPI.4.a: Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world

6.2.12.GeoSP.4.b: Determine how geography impacted military strategies and major turning points during World War II.

6.2.12.HistoryUP.4.b: Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.

6.2.12.HistoryUP.4.c: Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.

6.2.12.EconGE.6.c: Relate the rise of the Internet and social media to global economy.

6.3 Active Citizenship in the 21st Century by the End of Grade 12

6.3.12.HistoryCA.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).

6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

[NJSL Visual and Performing Arts](#)

1.4.12prof.Cr2b: Examine the collaborative nature of the actor, director, playwright, and designers, and explore their interdependent roles.

1.4.12acc.Cr2a: Develop a dramatic interpretation to demonstrate a critical understanding of historical and cultural influences in a devised or scripted theatre work.

1.5.12prof.Pr4a: Analyze, select and curate artifacts and/or artworks for presentation and preservation.

1.5.12acc.Pr5a: Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.

1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.

1.5.12adv.Cn11a: Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society

Career Readiness, Life Literacies, and Key Skills Standards

[NJSL Career Readiness, Life Literacies, and Key Skills](#)

9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans

9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those

skills.

9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market

Computer Science and Design Thinking

[NJSLs Computer Science and Design Thinking](#)

8.1.12.CS.2: Model interactions between application software, system software, and hardware.

8.1.12.CS.3: Compare the functions of application software, system software, and hardware.

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

8.1.12.IC.2: Test and refine computational artifacts to reduce bias and equity deficits.

8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

Pacing Guide

| MP | THEME | TOPICS | ESSENTIAL QUESTIONS | CONTEXTS/SCENARIO |
|-----|------------------------|-------------------------------|---|---|
| MP1 | Global Challenges | Made in Italy Brand | What does “Made in Italy” represent to people around the world? | Made in Italy has become one of the most popular brands in the world, encouraging millions of tourists around the world to come and visit il Bel Paese. You begin to read about the brand and learn what it protects and promotes, which naturally gets you excited in creating your own trip to experience “Made in Italy.” What does tourism look like in Italy? What are the most popular types of locations or vacation destinations among tourists in Italy? You do a bit of your own research into making your own “Made in Italy” vacation and then look for some first hand testimony from students who have made similar trips. Finally, you sit down to talk with your friends and hash out your ideal vacation. |
| | | Tourism | What makes certain tourist destinations more appealing than others? | |
| | | Vacation Destinations | What draws millions of tourists to Italy every year? | |
| | | Travel | How do popular modes of transportation reflect a society’s culture? | |
| | | Motor Scooters | Why are automobiles “Made in Italy” recognized and sought after around the world? | |
| MP2 | Science and Technology | Automobiles | Can modes of transportation represent higher values? | A vacation “Made in Italy” is a unique experience, but as the saying goes, getting there is half the fun! In this case, getting around is another famous aspect of “Made in Italy.” You look at some different examples of Italian automobiles and automotive technology, you realize that few daily modes of transportation can be more iconic than the Vespa. After all, you did just hear a classic Italian song about travelling on a Vespa! Looking up the lyrics makes you realize that the Vespa is a huge part of Italian culture. You and your friends wonder why the Vespa is so popular and such an icon, especially compared to the United States, where it has only been moderately popular. Lastly, after seeing how popular the Vespa is in Italian culture, you and your friends decide to try and persuade your parents to let you have and drive a Vespa. How will you convince them? |
| | | Transportation and Technology | What makes “Made in Italy” design unique and popular around the world? | |
| | | Design | While Italian automobiles are known around the world by their names and for their performance, they’re also well known for their design. Italian design is an overarching aspect of “Made in Italy” that impacts almost every other aspect of the brand. That especially includes fashion! Italian fashion labels are some of the most sought after and imitated products around the world. However, Italian fashion brands are not just companies trying to reward their shareholders; they have | |
| MP3 | Beauty and Aesthetics | Fashion | What are the elements of Italian fashion and style? | |
| | | Style | | |

| | | | | |
|-----|----------------------|-----------------|--|--|
| MP4 | Contemporary Life | Inclusivity | | a long history of promoting social causes and inclusivity. You realise this especially after reading an article about a recent ad campaign from the United Colors of Benetton in honor of the UN Day for the elimination of racial discrimination. This article leads you to explore more about Benetton’s historical ad campaigns as well as those of other Italian designers. How do these companies compare to American fashion brands? You and your friends discuss whether similar campaigns would ever be popular in the U.S. Lastly, you decide to create your own advertisement for Benetton fashion company to help it promote inclusivity and relaunch its brand in America. |
| | | Publicity | How do Italian fashion designers market their products to appeal to a variety of different cultures? | |
| | | Food | Why are food products “Made in Italy” a billion dollar industry? | Due to all of the work and interest you have put into your study of the “Made in Italy,” you have received one of your dream jobs: a purchasing manager at Eataly in New York! One of the things you are asked to do is to familiarize yourself with the variety of designations that Italy and Europe have for their unique food products. These are official designations that make sure you are buying a real product and not some fake knockoff. One of the first things you begin to do in your new role is to speak to some of the members of Italian trade unions representing the products you’re responsible for purchasing. In one of your first assignments, Eataly has had to make some difficult decisions in the current economic times and powers that be ask you to decide which authentic products they can afford to keep importing! You and your co-workers are asked to come up with a list of essentials that absolutely cannot be cut. Luckily, the Italian board members and famous chefs have such talented and knowledgeable employees! |
| | | Food Production | Why does “Made in Italy” boast the most high quality food products worldwide? | |
| | | Branding | | |
| | | Marketing | How can we protect and preserve the quality of our food products? | |

Formative and Summative Assessment

FORMATIVE ASSESSMENTS

Marzano Scale
 Thumbs Up, Thumbs Down
 Mini whiteboards

Google Voice Calls
Ticket out the Door/Exit Tickets
Digital Exit Checks (Poll Everywhere, Socrative, Google Forms)
Four Corners
Sequence Cards
Snowball Fight
Window Panes
Planned speaking assessments
Postcard
List Three Things
Venn Diagram
Hand In, Pass Out
Write It Down
Think Pair Share
Think Write Pair Share
Doodle It
Two Roses and a Thorn
Twitter Voting
Backchannel/Todaysmeet
Digital Cork Board: Padlet
Jigsaw Groups
Answer the Essential Question (Verbally or Written)
Make Predictions
Self-Assessment
Web/Concept Map
ePortfolio Check
Journal Entry
Inside-Outside Circle
One Sentence Summary
Sentence Frames
Talk a Mile a Minute
Tic-Tac-Toe/Think-Tac-Toe
3-2-1: 3 things you found out, 2 interesting things, 1 question you still have
Numbered Heads Together
Gallery Walk
Just Like Me (Stand up if you....)
Stand up, Hand up, Pair up

SUMMATIVE ASSESSMENTS

Each marking period has one summative assessment. Each summative assessment includes all three modes of communication that measure the students linguistic and cultural proficiency according to the NJSLs.

Interpretive Task
Interpersonal Task
Presentational Writing/Speaking Task

BENCHMARK ASSESSMENTS

Midterm and Final Exams

These benchmark assessments provide students' linguistic and cultural proficiency level in each of the three modes of communication.

ePortfolios

Students upload evidence of linguistic and cultural proficiency, use Can Do Statements to identify proficiency in each of the modes of communication, and set goals about moving to increased proficiency.

ALTERNATIVE ASSESSMENTS

Multiple choice questions

True/False questions during Interpretive tasks instead of exact fact recall

Main idea identification for Interpretive reading/listening task

Essay writing instead of interpersonal oral tasks

Narrations for comprehension check

Oral dictations

Recorded Presentational tasks that can be done from home/after school then viewed at a later date

Grading Procedures and Evaluation

In accordance with Board policy, grades are assigned each quarter. A final grade is determined and transcribed for courses at grades 6 – 12. In terms of proficiency the East Brunswick grades are as follows:

| | | |
|----------|------------------|---------------------------------|
| A | Excellent | Advanced Proficient |
| B | Good | Above Average Proficient |
| C | Fair | Proficient |
| D | Poor | Minimally Proficient |
| F | Failing | Partially Proficient |

Grades will be determined by a variety of assessment strategies. In addition to interpretive, interpersonal and presentational performance assessments, students will be evaluated on cooperative group participation, note-

taking, open-ended question responses, interpersonal conversations, ePortfolios and/or supplemental projects.

Grading Weights for Quarter Grades

10% Homework

10% Classwork/Participation

30% Presentational and interpersonal speaking

50% Interpretive and presentational writing

Final grades are weighted as follows:

Each quarter is 20% of the final grade. The midterm is 10% of the final grade, and the final exam is 10 % of the final grade.

Midterm exam grades are averaged into the second marking period and final exam grades are averaged into the fourth marking period. The final grade for the course is the average of the four marking period grades.

COURSE EVALUATION

Course achievement will be evaluated annually. In this course the goal is that a minimum of 95% of the pupils will meet at least the minimum proficiency level (D or better) set for the course. The department will analyze the achievement of students on unit assessments and final course grades and for final course grades the achievement of sub-groups identified by the state to determine if modifications in the curriculum and instructional methods are needed.

Other Information

World Language

Made in Italy: Food, Fashion and STEAM Honors

Course No. 1247

SCED 24159

| Course # | School #'s | Course Level | Grade(s) | Credits | Min. Per Week | Elective/Required | Initial Course Adopted |
|----------|------------|--------------|----------|---------|---------------|-------------------|------------------------|
| 1247 | 050 | H | 12 | 5.00 | 210 | Elective | Spring, 2020 |

PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS

NJ Student Learning Standards

21st Century Life and Careers
Comprehensive Health and Physical Education
Language Arts Literacy

NJ Student Learning Standards

SMathematics
Science
SSocial Studies

NJ Student Learning Standards

Technology S
SVisual and Performing Arts S
SWorld Languages P