

**A Correlation of**



**To the  
Idaho Content Standards  
World Languages, Level 3-4  
Grades 7-12**



**A Correlation of Auténtico, Level 3 to the  
Idaho Content Standards, World Languages, Level 3-4**

<b>IDAHO CONTENT STANDARDS GRADE 7-12 , WORLD Languages Level 3-4</b>	<b>Auténtico Level 3</b>
<b>The student is expected to know content and apply skills from Levels 1-2.</b>	
<b>Standard 1: Acquisition and use of language.</b> Students comprehend and communicate in the target language through listening, reading, writing, and speaking.	
Level 3 and 4 students acquire a variety of more comprehensive vocabulary, varying according to the topics selected during a particular year. Students listen to and comprehend extended spoken lectures, discussions, and media presentations in the target language. Students conduct classroom events in the target language. Students read texts of varying lengths, including stories, Internet texts, short novels, and authentic texts such as advertisements and news articles. Students write about these various topics, using appropriate resources. Students write longer and more accurate pieces. Students participate in unrehearsed classroom conversations in the target language, present formal oral projects, and read aloud comprehensibly. Output from an advanced student should be comprehensible to sympathetic teachers, classmates, and native speakers.	
<b>Goal 1.1: Listening</b>	
<b>Objective(s): Upon completion of Levels 3 - 4, the student will be able to:</b>	
7-12.WL3.1.1.1 Comprehend vocabulary related to class themes and literature.	<b>SE/TE:</b> 22-23, 38, 84-85, 120, 194, 214-215, 242, 276-277, 338, 399
7-12.WL3.1.1.2 Comprehend extended passages and peer conversations in the target language.	<b>SE/TE:</b> 36-37, 86-87, 111, 132, 146, 194, 230, 276-277, 310-311, 406-407
7-12.WL3.1.1.3 Gather key information from longer passages	<b>SE/TE:</b> 8, 86-87, 182, 230, 276-277, 303, 324-325, 370-371, 386, 420-421
7-12.WL3.1.1.4 Interpret the intent or meaning of a spoken passage (tone, idioms, nuance, sarcasm, irony).	<b>SE/TE:</b> 198-199, 200-201
7-12.WL3.1.1.5 Comprehend authentic speech.	<b>SE/TE:</b> 63, 111, 159, 207, 255, 303, 351, 399, 447, 495
<b>Goal 1.2: Speaking</b>	
<b>Objective(s): Upon completion of Levels 3-4, the student will be able to:</b>	
7-12.WL3.1.2.1 Engage in an extended conversation about unrehearsed topics.	<b>SE/TE:</b> 2, 27, 111, 120, 159, 183, 219, 236, 266, 319
7-12.WL3.1.2.2 Use alternatives to express meaning (e.g., circumlocution, synonyms, antonyms).	<b>SE/TE:</b> 266

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7-12.WL3.1.2.3 Engage in a planned conversation on a thematic topic (e.g., role playing, panel discussion, discussion of a literary work).	<b>SE/TE:</b> 13, 29, 77, 95, 123, 175, 221, 239, 281, 380
<b>Goal 1.3: Reading</b> <b>Objective(s): Upon completion of Levels 3 - 4, the student will be able to:</b>	
7-12.WL3.1.3.1 Acquire new vocabulary through reading.	<b>SE/TE:</b> 27, 45, 77, 124, 240-241, 272, 316, 322, 328, 410
7-12.WL3.1.3.2 Identify the key elements or main idea of authentic information texts.	<b>SE/TE:</b> 48-49, 94, 143, 150-153, 192-193, 240-240, 282, 288-289, 319, 384-385
7-12.WL3.1.3.3 Summarize content of passages (e.g., poetry, song lyrics, folktales, fiction, graphic novels, and Internet text).	<b>SE/TE:</b> 54-57, 102-105, 198-199, 246-249, 294-297, 319, 342-345, 390-393, 486-489
7-12.WL3.1.3.4 Read and comprehend extended narratives.	<b>SE/TE:</b> 54-57, 102-105, 198-199, 244-245, 294-297, 342-345, 390-393, 438-439, 486-489
<b>Goal 1.4: Writing</b> <b>Objective(s): Upon completion of Levels 3 - 4, the student will be able to:</b>	
7-12.WL3.1.4.1 Write in a variety of forms about thematic subjects.	<b>SE/TE:</b> 15, 52-53, 100-101, 148-149, 196-197, 244-245, 292-293, 340-341, 388-389, 436-437
7-12.WL3.1.4.2 Incorporate all acquired tenses, structures, and vocabulary in original works.	<b>SE/TE:</b> 15, 52-53, 100-101, 148-149, 196-197, 244-245, 292-293, 340-341, 388-389, 436-437
<b>Standard 2: Critical Thinking</b> Students understand the purposes and functions of world languages. They build literacy and develop critical thinking through analysis and interpretation. .	
Level 3 and 4 students interpret some nuances and the intent of the target language, such as humor, irony, and sarcasm, and begin to use these in their speech and writing. Students speak and write with increasingly correct and complex structures and vocabulary	
<b>Goal 2.1: Analysis of Language Elements and Products</b> <b>Objective(s): Upon completion of Levels 3 - 4, the student will be able to:</b>	
7-12.WL3.2.1.1 Infer meaning of an unfamiliar word based on its grammatical position and origins.	<b>SE/TE:</b> 94, 198-199, 200-201, 246-249, 390-393, 438-441
7-12.WL3.2.1.2 Recognize appropriate verb patterns (e.g., modes, tenses, and intonations).	<b>SE/TE:</b> 43, 93, 235, 283, 366, 378, 381, 474, 477, 478

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7-12.WL3.2.1.3 Compare idiomatic and figurative expressions among languages.	<b>SE/TE:</b> 198-199, 200-201
7-12.WL3.2.1.4 Predict the meaning of a word based on its origin and usage in the sentence.	<b>SE/TE:</b> 123, 221, 269
<b>Goal 2.2: Modification and Manipulation of Language Elements and Products</b>	
<b>Objective(s): Upon completion of Levels 3 - 4, the student will be able to:</b>	
7-12.WL3.2.2.1 Predict outcomes of and infer meaning from authentic written and oral sources (e.g., poetry, lyrics, literature, and Internet).	<b>SE/TE:</b> 54-57, 102-105, 144-145, 198-201, 240-249, 294-297, 336-337, 343-345, 390-393
7-12.WL3.2.2.2 Use language to achieve complex social objectives (e.g., persuasion, apology, complaints, regrets).	<b>SE/TE:</b> 99, 100-101, 147, 195, 224, 243-245, 329, 388-389, 435, 436-437
<b>Standard 3: History, Geography, and Culture</b>	
Students demonstrate an understanding of how people and cultures are connected across time in geographical areas represented by the target languages. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.	
Students demonstrate an understanding of the historical, geographical, and cultural contexts of the target language	
Level 3 and 4 students examine geography, history, and culture in the context of class themes in the target language.	
<b>Goal 3.1: Historical Context</b>	
<b>Objective(s): Upon completion of Levels 3 - 4, the student will be able to:</b>	
7-12.WL3.3.1.1 Examine selected historical figures and events in depth.	<b>SE/TE:</b> 77, 240-241, 358-359, 345, 370-371, 363, 390-393, 480-481
7-12.WL3.3.1.2 Investigate the historical context of selected examples of art, music, literature, and film from the target culture.	<b>SE/TE:</b> 77, 116, 288-289, 328, 345, 358-359
<b>Goal 3.2: Geographical Context</b>	
7-12.WL3.3.2.1 Discuss geography in context of class themes.	<b>SE/TE:</b> 312, 313, 420-423, 432-433, 438-441

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<b>Goal 3.3: Cultural Context</b>	
<b>Objective(s): Upon completion of Levels 3 - 4, the student will be able to:</b>	
7-12.WL3.3.3.1 React to current events in the target language.	<b>SE/TE:</b> 111, 434, 435, 436-437, 438-441, 447
7-12.WL3.3.3.2 Use Internet resources in the target language to explore a variety of topics.	<b>SE/TE:</b> 15, 99, 100-101, 147, 148-149, 292-293, 303, 387
7-12.WL3.3.3.3 Demonstrate a willingness to be open and responsive to new and diverse perspectives.	<b>SE/TE:</b> 48-49, 98, 144-145, 192-193, 242, 290, 336-337, 386, 434, 480-481