

A Correlation of

**Auténtico Level 1**  
**©2018**



to the  
**Georgia Performance Standards**  
**for Modern Language**  
**Level 1**

# A Correlation of Auténtico Level 1, ©2018 to the Georgia Performance Standards for Modern Language, Level 1

## Introduction

This document demonstrates how *Auténtico Level 1*, ©2018 meets the Georgia Performance Standards for Modern Language. Correlation page references are to the Student Edition and Teacher’s Edition. Alignments are cited at the page level.

*Auténtico* is a comprehensive Spanish language curriculum for middle grades and high school. It immerses students in authentic Spanish language and cultural experiences through text, video, audio, and online learning. Frequent exposure to authentic resources increases engagement, improves reading proficiency, and gives students confidence to take learning beyond the classroom. *Auténtico* meets ACTFL World-Readiness Standards for Learning Languages, providing a powerful link between communication and culture

- **Be Connected**  
Connect your students to the Spanish-speaking world through dynamic, authentic resources. Standards-based learning experiences create a classroom of high expectations.
- **Be Engaged**  
Engage your students with real-world video, cutting-edge technology, music, games, and more. *Auténtico keeps lessons lively, active, and student-centered.*
- **Be Flexible**  
*Teach Auténtico your way. Make it your own by creating, rearranging, editing, and adding content. Students can access content and practice in their own way on any device.*

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<b>Georgia Performance Standards for Modern Language Level 1</b>	<b>Auténtico Level 1, ©2018</b>
<b>I. Communication: Interpersonal Mode of Communication (IP)</b>	
MLI.IP1 The students exchange simple spoken and written information in the target language, utilizing cultural references where appropriate. The students:	
A. Use basic greetings, farewells, and expressions of courtesy, in both oral and written forms.	<b>SE/TE:</b> 2-4, 13, 191
B. Express likes, dislikes, emotions, agreement and disagreement.	<b>SE/TE:</b> 30, 47, 79, 97, 136, 141, 153, 205, 207, 211
C. Make simple requests.	<b>SE/TE:</b> 105, 131, 141, 184, 205, 207, 215, 253, 260
D. Ask for clarification	For supporting material please see: <b>SE/TE:</b> 57, 111, 157, 191, 209, 254, 309, 335, 456
E. Give simple descriptions.	<b>SE/TE:</b> 57, 63, 117, 121, 195, 241, 269, 277, 343, 382
F. Comprehend basic directions	<b>SE/TE:</b> 131, 139, 259
G. Ask questions and provide responses based on topics such as self, family, school, etc.	<b>SE/TE:</b> 21, 79, 88, 109, 141, 191, 207, 209
H. Use sequenced information, such as the alphabet, days of the week, months, seasons, and numbers 0 to 100 in context.	<b>SE/TE:</b> 7, 12, 13, 16, 19
MLI.IP2 The students demonstrate skills necessary to sustain brief oral and written exchanges in the target language. The students:	
A. Initiate, participate in, and close a brief oral or written exchange.	<b>SE/TE:</b> 43, 92, 93, 136, 141, 241, 291, 339, 393, 443
B. Use formal and informal forms of address.	<b>SE/TE:</b> 5, 82, 83, 97, 339
C. Demonstrate Novice-Mid proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.	<b>SE/TE:</b> 39, 82, 89, 97, 113, 136, 155, 210, 357, 462

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<b>Interpretive Mode of Communication (INT)</b>	
MLI.INT1 The students demonstrate understanding of simple spoken and written language presented through a variety of media in the target language and based on topics such as self, family, school, etc. The students:	
A. Identify main ideas and some details when reading and listening.	<b>SE/TE:</b> 40-41, 114-115, 138-139, 212-213, 238-239, 312-313, 336-337, 364-365, 416-417, 464-465
B. Comprehend simple, culturally authentic announcements, messages, and advertisements.	<b>SE/TE:</b> 21, 35, 109, 137, 155, 161, 183, 209, 211, 255, 432
C. Understand simple instructions, such as classroom procedures	<b>SE/TE:</b> 11, 131, 139, 259
D. Demonstrate Novice-Mid proficiency in listening and reading comprehension.	<b>SE/TE:</b> 29, 64-65, 103, 114-115, 225, 262-263, 325, 336-337, 349, 390-391
MLI.INT2 The students interpret verbal and non-verbal cues to understand simple spoken and written messages in the target language. The students:	
A. Differentiate among statements, questions and exclamations	<b>SE/TE:</b> 87, 129, 130, 184, 186, 195, 207, 305, 319, 327
B. Recognize basic gestures, body language, and intonation that clarify a message.	<b>SE/TE:</b> 106, 333, 442
<b>Presentational Mode of Communication (P)</b>	
MLI.P1 The students present information orally and in writing that contains a variety of vocabulary, phrases, and patterns. The students:	
A. Present information gathered from a variety of sources such as informal conversations, class presentations, interviews, readings, and media	<b>SE/TE:</b> 13, 31, 79, 97, 177, 209, 241, 255, 343, 407
B. Give basic information about self and others including school, family, activities, etc.	<b>SE/TE:</b> 57, 71, 80, 105, 153, 254, 277, 309, 327, 351
C. Demonstrate Novice-Mid proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics	<b>SE/TE:</b> 43, 67, 93, 117, 191, 215, 241, 265, 315, 419
MLI.P2 The students present brief, rehearsed material in the target language, such as dialogues, skits, poetry, and songs. The students:	
A. Demonstrate Novice-Mid proficiency in pronunciation and intonation when presenting rehearsed material.	<b>SE/TE:</b> 43, 93, 141, 191, 241, 291, 339, 393, 443

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B. Demonstrate comprehension of rehearsed material.	<b>SE/TE:</b> 43, 93, 141, 165, 191, 241, 291, 339, 393, 443
<b>II. Cultural Perspectives, Practices, and Products (CU)</b>	
MLI.CU1 The students develop an awareness of perspectives, practices, and products of the cultures where the target language is spoken. The students:	
A. Demonstrate knowledge of contributions of target culture(s) to civilization	<b>SE/TE:</b> 31, 72, 139, 170, 213, 231, 296, 303, 431, 434
B. Identify commonly held viewpoints of the cultures, such as those relating to time, education, and meals	<b>SE/TE:</b> 15, 31, 80, 106, 116, 127, 160, 181, 260, 328
C. Describe customs and traditions of the cultures such as greetings, celebrations and courtesies.	<b>SE/TE:</b> 18, 156, 205, 226, 238-239, 253, 337
<b>III. Connections, Comparisons, and Communities (CCC)</b>	
MLI.CCC1 The students use information acquired in the study of the target language and information acquired in other subject areas to reinforce one another. The students:	
A. Demonstrate knowledge of geographical locations and identify major countries, cities, and geographical features of the places where the target language is spoken.	<b>SE/TE:</b> 20, 21, 58, 187, 211, 262-263, 336-337, 390-391
B. Apply previously learned skills from other subjects, when appropriate to demonstrate knowledge in the target language (e.g. using basic math skills).	<b>SE/TE:</b> 39, 59, 88, 109, 131, 157, 211, 311, 358-359, 433
C. Identify examples of vocabulary, phrases, proverbs, and symbols from the target language that are used in other subjects	<b>SE/TE:</b> 7, 13, 17, 20-21, 104, 131, 259, 311, 409, 433
D. Relate content from other subject areas to topics discussed in the language class, such as the influence of explorers and settlers on various regions of the United States.	<b>SE/TE:</b> 17, 58, 231, 262-263, 416-417, 440-441, 464-465

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MLI.CCC2 The students demonstrate an understanding of the significance of culture through comparisons between the culture(s) studied and the students' own culture. The students:	
A. Compare patterns of behavior and interaction in the students' own culture with those of the target language	<b>SE/TE:</b> 71, 97, 121, 145, 169, 195, 219, 295, 397, 471
B. Demonstrate an awareness of elements of the students' own culture.	<b>SE/TE:</b> 16, 86, 134, 262-263, 282, 303, 313, 356, 383
MLI.CCC2 The students demonstrate an understanding of the significance of culture through comparisons between the culture(s) studied and the students' own culture. The students:	
A. Compare patterns of behavior and interaction in the students' own culture with those of the target language.	<b>SE/TE:</b> 42, 80, 91, 109, 134, 177, 205, 253, 303, 335
B. Demonstrate an awareness of elements of the students' own culture.	<b>SE/TE:</b> 16, 42, 58, 86, 134, 145, 156, 262-263, 303, 383
MLI.CCC3 The students compare basic elements of the target language to the English language. The students:	
A. Recognize similarities and differences in sound systems, writing systems, cognates, gender, and level appropriate idioms	<b>SE/TE:</b> 34, 57, 61, 113, 136, 183, 212-213, 257, 310
B. Recognize basic sound distinctions and intonation patterns and their effect on communicating meaning.	<b>SE/TE:</b> 39, 57, 61, 113, 183, 210, 212-213, 257, 310, 357
MLI.CCC4 The students demonstrate an awareness of current events in the target culture(s). The students:	
A. Give information regarding major current events of the target culture(s).	<b>SE/TE:</b> 407, 415, 440-441, 464-465
B. Understand the impact of current events of the target culture(s).	<b>SE/TE:</b> 407, 415, 440-441, 464-465
MLI.CCC5 The students identify situations and resources in which target language skills and cultural knowledge may be applied beyond the classroom setting, for recreational, educational, and occupational purposes. The students:	
A. Identify examples of the target language and the culture(s) studied that are evident in and through media, entertainment, and technology.	<b>SE/TE:</b> 421, 434, 437, 439, 440-441 <b>TE Only:</b> 425, 433

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B. Identify resources, such as individuals and organizations accessible through the community or the Internet, that provide basic cultural information about the culture(s) studied.	<b>TE Only:</b> 9, 19, 37, 51, 91, 109, 111, 285, 311, 359

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