

A Correlation of
Auténtico Level 2
©2018



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

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Introduction

This document demonstrates how *Auténtico Level 2*, ©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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Georgia Performance Standards for Modern Languages Level II	Auténtico Level 2, ©2018
Georgia Performance Standards with Elements	
I. Communication	
Interpersonal Mode of Communication (IP)	
MLII.IP1 The students exchange spoken and written information in the target language, utilizing cultural references where appropriate. The students:	
A. Express needs and preferences.	SE/TE: 11, 24, 26, 41, 52, 54, 109, 167, 192, 220, 235
B. Express feelings and emotions.	SE/TE: 89, 97, 109, 125, 141, 197, 218, 300, 306, 307
C. Request help and clarification.	For supporting material please see: SE/TE: 247, 253, 255
D. Give descriptions.	SE/TE: 197, 247, 251, 259, 263, 279, 300, 307, 335, 363
E. Give and follow directions and instructions.	SE/TE: 348, 355, 358, 366, 367
F. Ask questions and provide responses based on topics such as self, others, and the immediate environment.	SE/TE: 54, 81, 107, 109, 167, 195, 248, 251, 300, 329
G. Ask questions and provide responses about plans and events.	SE/TE: 83, 125, 165, 221, 226, 246, 272, 273, 306, 362
MLII.IP2 The students demonstrate skills necessary to initiate, sustain, and close oral and written exchanges in the target language. The students:	
A. Initiate, participate in, and close an oral or written exchange.	SE/TE: 7, 82, 163, 205, 217, 300
B. Use simple paraphrasing to convey and comprehend messages.	SE/TE: 26, 59, 63, 85, 91, 203, 227, 275, 337, 392
C. Use gestures and body language to convey and comprehend messages.	SE/TE: 170
D. Demonstrate Novice-Mid to Novice-High proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.	SE/TE: 37, 65, 149, 177, 231, 259, 339, 367, 394, 501

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Interpretive Mode of Communication (INT)	
MLII.INT1 The students understand spoken and written language on new and familiar topics presented through a variety of media in the target language, including authentic materials. The students:	
A. Identify main ideas and essential details when reading and listening.	SE/TE: 90-91, 174-175, 202-203, 228-229, 282-283, 336-337, 390-391, 444-445, 472-473, 498-499
B. Interpret culturally authentic materials and information.	SE/TE: 11, 34-35, 59, 85, 146-147, 167, 227, 280, 310-311, 336-337
C. Comprehend and follow oral and written instructions.	SE/TE: 348, 355, 358, 366, 367
D. Demonstrate Novice-Mid to Novice-High proficiency in listening and reading comprehension.	SE/TE: 21, 62-63, 76, 118-119, 161, 174-175, 228-229, 317, 353, 366
MLII.INT2 The students interpret verbal and non-verbal cues to understand spoken and written messages in the target language. The students:	
A. Differentiate among increasingly complex statements, questions, and exclamations.	SE/TE: 10, 32, 41, 109, 168, 383
B. Interpret basic gestures, body language, and intonation that clarify a message.	SE/TE: 170
Presentational Mode of Communication (P)	
MLII.P1 The students present information orally and in writing using familiar and newly-acquired vocabulary, phrases, and patterns. The students:	
A. Relate main ideas and essential details from level-appropriate print or non- print material.	SE/TE: 66-67, 146-147, 176-177, 202-203, 260-261, 313-314, 394-395, 418-419, 472-473, 502-503
B. Give brief, organized oral presentations, using visual and technological support as appropriate.	SE/TE: 37, 93, 149, 204, 205, 259, 313, 367, 421, 475
C. Write short, organized compositions, using visual and technological support as appropriate.	SE/TE: 13, 65, 121, 177, 231, 285, 339, 393, 447, 501
D. Demonstrate Novice-Mid to Novice-High proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics.	SE/TE: 37, 65, 121, 149, 177, 259, 285, 313, 339, 393

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MLII.P2 The students present rehearsed and unrehearsed material in the target language, such as skits, poems, short narratives, and songs. The students:	
A. Demonstrate Novice-Mid to Novice-High proficiency in pronunciation and intonation when presenting material.	SE/TE: 37, 93, 149, 205, 259, 313, 367, 421, 475
B. Demonstrate comprehension of material.	SE/TE: 62-63, 118-119, 146-147, 202-203, 256-257, 282-283, 336-337, 390-391, 444-445, 472-473
II. Cultural Perspectives, Practices, and Products (CU)	
MLII.CU1 The students understand perspectives, practices, and products of the cultures where the target language is spoken and how they are interrelated. The students:	
A. Participate in real or simulated cultural events, such as family activities and holiday celebrations.	SE/TE: 85, 218, 220, 225, 226, 228-230, 232-233
B. Identify patterns of behavior typically associate with cultures, such as eating and shopping customs, leisure activities, and celebration of national holidays.	SE/TE: 85, 218, 220, 225, 226, 228-230, 232-233
C. Examine the influence of the geography of the countries studied on cultural elements such as food, clothing, dwellings, transportation, language, and art.	SE/TE: 418-419, 498-499
III. Connections, Comparisons, and Communities (CCC)	
MLII.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. Give examples of the influence of the target language and culture(s) on other subject areas, such as foreign words in the English language.	SE/TE: 115, 201, 272, 276
B. Relate information acquired in other subjects discussed in the language class, such as the use of the metric system.	SE/TE: 6, 25, 83, 112-113, 145, 223, 279, 304, 383, 416
MLII.CCC2 The students demonstrate an understanding of the similarities and differences between the culture(s) studied and those of the students' own culture. The students:	
A. Compare and contrast traditions, such as holidays, foods, and celebrations.	SE/TE: 79, 84, 218, 220, 225, 226, 230-231, 366
B. Compare and contrast social conventions of the target culture(s) with the students' own cultures, such as handshaking and kissing on the cheek.	SE/TE: 120, 145, 148, 165, 191, 192, 200, 393

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C. Compare and contrast the geography of the countries of the target language and the students' own country and discuss its impact on culture.	SE/TE: 135, 144, 165, 169, 176, 247, 256, 257, 418-419, 498-499, 500
MLII.CCC3 The students develop a better understanding of the English language through the study of the target language. The students:	
A. Compare vocabulary usage and structural patterns of the target language with English.	SE/TE: 113, 170, 221, 272, 327, 383, 488
B. Use level-appropriate idiomatic expressions in the target language.	SE/TE: 29, 89, 144, 193, 254, 308, 359, 416, 463
MLII.CCC4 The students identify current events and issues in the target culture(s). The students:	
A. Give information regarding major current events of the target culture(s).	SE/TE: 246, 251, 252, 253, 256-257, 259
B. Understand the impact of major current events on the target culture(s).	SE/TE: 246, 251, 252, 253, 256-257, 259
MLII.CCC5 The students develop and apply target language skills and cultural knowledge beyond the classroom setting for recreational, educational, and occupational purposes. The students:	
A. Illustrate how the target language and culture(s) studied are evident in and through media, entertainment, and technology.	SE/TE: 62-63, 90-91, 321-323, 325, 326, 330, 332, 333, 334, 336-337
B. Locate and use resources in the target language, such as individuals and organizations accessible through the community or the Internet to reinforce basic cultural knowledge.	TE Only: 36, 37, 55, 57, 106, 110, 191

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