

A Correlation of  
**Auténtico Level 3**  
**©2018**



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

# A Correlation of *Auténtico* Level 3, ©2018 to the Georgia Performance Standards for Modern Languages Level III

## Introduction

This document demonstrates how *Auténtico Level 3*, ©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 Languages Level III</b>	<b>Auténtico Level 3, ©2018</b>
Georgia Performance Standards with Elements	
<b>I. Communication</b>	
<b>Interpersonal Mode of Communication (IP)</b>	
MLIII.IP1 The students exchange spoken and written information and ideas in the target language, with some originality and spontaneity, utilizing cultural references where appropriate. The students:	
A. Express needs and desires.	<b>SE/TE:</b> 26, 29, 77, 176, 187, 207, 219, 255, 303, 307
B. Share feelings and emotions.	<b>SE/TE:</b> 80, 81, 133, 170, 173, 179, 187, 194
C. Exchange opinions and preferences.	<b>SE/TE:</b> 67, 89, 99, 138, 143, 186, 221, 234, 239, 304
D. Give detailed descriptions.	<b>SE/TE:</b> 63, 75, 81, 111, 191, 284, 291, 303, 323, 337
E. Give and follow detailed directions and instructions.	<b>SE/TE:</b> 129, 146, 147, 233
F. Ask questions and provide responses on topics and events found in a variety of print and non-print sources.	<b>SE/TE:</b> 48-49, 58-59, 144-145, 159, 198-201, 246-249, 294-297, 316, 342-345, 390-393
MLIII.IP2 The students initiate, sustain, and close oral and written exchanges in the target language, applying familiar vocabulary and structures to new situations. The students:	
A. Participate in extended oral and written activities reflecting the present.	<b>SE/TE:</b> 52, 99, 100-101, 147, 148-149, 195, 243, 339, 387, 435
B. Begin to participate in oral and written activities reflecting the future and past.	<b>SE/TE:</b> 244-245, 291, 292-293, 340-341, 388-389
C. Exchange information through conversations, notes, letters, or e-mail on familiar topics.	<b>SE/TE:</b> 15, 140, 190, 244-245, 436-437 <b>TE Only:</b> 13, 147, 291
D. Use paraphrasing, some circumlocution, and body language to convey and comprehend messages.	<b>SE/TE:</b> 265, 321
E. Begin to self-correct.	<b>SE/TE:</b> 14, 51, 99, 147, 195, 243, 291, 339, 387, 435, 483
F. Demonstrate Novice-High to Intermediate-Low proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.	<b>SE/TE:</b> 51, 100-101, 147, 195, 243, 292-293, 340-341, 387, 436-437, 484-485

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<b>Interpretive Mode of Communication (INT)</b>	
MLIII.INT1 The students understand spoken and written language on newly acquired and familiar topics presented through a variety of media in the target language, including authentic materials. The students:	
A. Identify main ideas and supporting details from a variety of sources.	<b>SE/TE:</b> 29, 48-49, 98, 102-105, 133, 150-153, 192-193, 198-201, 246-249, 342-345
B. Understand culturally authentic materials and information.	<b>SE/TE:</b> 48-49, 54-57, 102-105, 144-145, 198-201, 246-249, 342-343, 390-393
C. Demonstrate comprehension of current events and issues presented through print and electronic media.	<b>SE/TE:</b> 410, 411, 412, 413, 416, 417, 419, 422, 423, 426-427
D. Follow instructions given in the target language.	<b>SE/TE:</b> 124, 150-153
E. Understand simple connected discourse.	<b>SE/TE:</b> 2, 73, 120, 159, 217, 230, 265, 278-279, 310-311, 326-327
F. Demonstrate Novice-High to Intermediate-Low proficiency in listening and reading comprehension.	<b>SE/TE:</b> 24, 50, 72, 102-105, 121, 146, 198-201, 215, 240-241, 265
<b>Presentational Mode of Communication (P)</b>	
MLIII.P1 The students present information orally and in writing using familiar and newly-acquired vocabulary, phrases, and patterns in increasingly complex sentences and strings of sentences. The students:	
A. Summarize and communicate main ideas and supporting details from a variety of authentic language materials.	<b>SE/TE:</b> 13, 35, 50, 63, 102-105, 150-153, 198-201, 242, 316, 390-393
B. Produce brief oral presentations in the present with increasing proficiency, using visual and technological support as appropriate.	<b>SE/TE:</b> 14, 51, 99, 147, 195, 243, 339, 387
C. Write short, organized compositions in the present with increasing accuracy, using visual and technological support as appropriate.	<b>SE/TE:</b> 100-101, 148-149, 484-485
D. Begin to prepare presentations in the past and future.	<b>SE/TE:</b> 291, 292-293, 340-341, 388-389, 436-437

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E. Demonstrate Novice-High to Intermediate-Low accuracy in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics.	<b>SE/TE:</b> 102-105, 147, 195, 292-293, 390-393, 436-437
MLIII.P2 The students present student-created as well as culturally authentic stories, poems, and/or skits in the target language. The students:	
A. Prepare and present culturally authentic poetry, skits or stories.	<b>SE/TE:</b> 91, 207, 340-341 <b>TE Only:</b> 25, 78, 82, 217, 276
B. Prepare and present original essays, poetry, skits, or stories in the target language.	<b>SE/TE:</b> 52-53, 100-101, 148-149, 196-197, 292-293, 340-341, 388-389, 436-437, 484-485
<b>II. Cultural Perspectives, Practices, and Products (CU)</b>	
MLIII.CU1 The students understand and discuss perspectives, practices, and products of the cultures studied and how they are interrelated. The students:	
A. Participate in real or simulated cultural events.	<b>TE Only:</b> 45, 85, 89, 93
B. Discuss patterns of behavior typically associated with culture(s).	<b>SE/TE:</b> 40, 93, 124, 135, 173, 184, 220, 224, 369, 376
C. Investigate the role of geography in the history and development of the culture(s) studied.	<b>SE/TE:</b> 48-49, 322, 323, 338, 364, 370-371, 384-385, 422 423, 432-433, 438-439
<b>III. Connections, Comparisons, and Communities (CCC)</b>	
MLIII.CCC1 The students reinforce and broaden knowledge of connections between the target language and other subject areas including language arts, science, history, social science, mathematics, physical education, health, and/or the arts. The students:	
A. Understand the role of major contemporary and historical figures and events from the culture(s) studied.	<b>SE/TE:</b> 96-97, 240-241, 345, 374, 480-481
B. Relate topics studied in other subject areas to those studied in the target language class.	<b>SE/TE:</b> 29, 34, 77, 82, 128, 172, 185, 227, 287, 323
C. Recognize how the viewpoints of people in countries where the target language is spoken are reflected in their practices and products, such as political systems, art, architecture, music, and literature.	<b>SE/TE:</b> 48-49, 96-97, 144-145, 192-193, 288-289, 336-337, 432-433, 480-481

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MLIII.CCC2 The students investigate similarities and differences that exist within and among the cultures studied. The students:	
A. Discuss the influence of events and issues on the relationships between countries where the target language is spoken and the students' own culture.	<b>SE/TE:</b> 240-241, 384-385
B. Compare and contrast social conventions of the target cultures with the students' own culture.	<b>SE/TE:</b> 63, 111, 159, 207, 255, 303, 351, 399, 447, 495
C. Compare aspects of the cultures studied, such as language, clothing, foods, dwellings, and recreation, with the students' own culture.	<b>SE/TE:</b> 93, 95, 173, 184, 220, 234, 239, 267, 281, 376
MLIII.CCC3 The students strengthen knowledge of the English language through the study and analysis of increasingly complex elements of the target language. The students:	
A. Demonstrate understanding that language and meaning do not transfer directly from one language to another.	<b>SE/TE:</b> 189, 223, 363
B. Demonstrate understanding that vocabulary, linguistic structures, and tense usage in English differ from those of the language studied.	<b>SE/TE:</b> 7, 12, 42, 44, 78, 90, 92, 136, 174, 190
MLIII.CCC4 The students improve language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes. The students:	
A. Extend target language skills and cultural knowledge through the use of media, entertainment, and technology.	<b>SE/TE:</b> 243, 317, 321, 369 <b>TE Only:</b> 27, 79, 127, 177, 225, 233
B. Locate and use resources in the target language, such as individuals and organizations accessible through the community or the Internet, to reinforce cultural knowledge.	<b>TE Only:</b> 72, 83, 105, 153, 167, 193, 359 361, 369, 433

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