

A Correlation of



©2018

To the

**Kansas Curricular Standards for
World Languages 2017 – Novice High**



A Correlation of *Auténtico* Level 1, ©2018 to the Kansas Curricular Standards for World Languages 2017 – Novice High

Introduction

This document demonstrates how *Auténtico, Level 1*, ©2018 meets the Kansas Curricular Standards for World Languages. 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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| Goal Area: COMMUNICATION | |
| <i>Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</i> | |
| Standard 1.1 Interpersonal | |
| Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. | |
| Novice Range | |
| Expresses self in conversations on very familiar topics using a variety of words, phrases, simple sentences, and questions that have been highly practiced and memorized. | |
| Novice High Learners can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. They can usually handle short social interactions in everyday situations by asking and answering simple questions. | |
| Novice High Learners can... | |
| • exchange some personal information. | SE/TE: 3, 13, 47, 57, 67, 78, 117, 121, 215, 241 TE Only: 159, 323, 367 |
| • exchange information using texts, graphs, or pictures. | SE/TE: 5, 30, 47, 56, 64-65, 66, 67, 78, 93 |
| • ask for and give simple directions. | SE/TE: 105, 106, 109, 111, 113 |
| • make plans with others. | SE/TE: 203, 204, 207, 215, 219, 269, 285, 309, 319, 361 |
| • interact with others in everyday situations. | SE/TE: 5, 31, 111, 154, 227, 280, 284, 306, 379, 437 |
| Standard 1.2 Interpretive Communication | |
| Learners understand, interpret, and analyze what is heard, read, or viewed in the target language on a variety of topics. | |
| 1.2.A Listening | |
| Novice Range | |
| Understands words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple, highly predictable oral or written texts with strong visual support. | |
| Novice High Learners can often understand words, phrases, and simple sentences related to everyday life. They can recognize pieces of information and sometimes understand the main topic of what is being said. | |
| Novice High Learners can... | |
| • sometimes understand simple questions or statements on familiar topics. | SE/TE: 3, 5, 7, 9, 10, 12, 18, 19, 23, 27 |

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| • understand simple information when presented with pictures and graphs. | SE/TE: 8, 9, 62, 78, 109, 136, 157, 211, 281, 358-359, 462 |
| • sometimes understand the main topic of conversations that they overhear. | SE/TE: 23, 47, 71, 97, 219, 295, 319, 343, 447, 471 |
| 1.2.B. Reading | |
| Novice Range | |
| Understands words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple, highly predictable oral or written texts with strong visual support. | |
| Novice High Learners can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. They can sometimes understand the main idea of what they have read. | |
| Novice High Learners can... | |
| • usually understand short, simple messages on familiar topics. | SE/TE 64-65, 71, 90-91, 169, 187, 188-189, 195, 212-213, 238-239, 262-263, 288-289, 390-391, 416-417, 440-441, 464-465 |
| • sometimes understand short simple descriptions with the help of pictures or graphs. | SE/TE: 109, 128, 137, 155, 157, 183, 187 |
| • sometimes understand the main idea of published materials. | SE/TE: 40-41, 121, 138-139, 145, 238-239, 416-417, 440-441, 464-465 |
| • understand simple everyday notices in public places on topics that are familiar to them. | SE/TE: 136, 137, 155, 161, 185, 187, 205, 207, 259, 409, 454 |
| Standard 1.3 Presentational Communication | |
| Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. | |
| 1.3.A Speaking | |
| Novice Range | |
| Communicates information on very familiar topics using a variety of words, phrases, and sentences that have been practiced and memorized. | |
| Novice High Learners can present basic information on familiar topics using language they have practiced using phrases and simple sentences. | |
| Novice High Learners can... | |
| • present information about their lives using phrases and simple sentences. | SE/TE: 5, 13, 33, 57, 71, 145, 169, 291, 397, 471 |

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| • tell about a familiar experience or event using phrases and simple sentences. | SE/TE: 13, 37, 43, 58, 80, 88, 93, 97, 131, 141, 161, 241, 291, 393, 397 |
| • present basic information about a familiar person, place, or thing using phrases and simple sentences. | SE/TE: 43, 93, 141, 191, 241, 291, 393, 443 |
| • present information about others using phrases and simple sentences. | SE/TE: 88, 97, 191, 241 |
| • give basic instructions on how to make or do something using phrases and simple sentences. | For supporting content please see: SE/TE: 68 TE only: 149 |
| • present basic information about things they have learned using phrase and simple sentences. | SE/TE: 43, 93, 141, 191, 241, 291, 393, 443 |
| 1.3.B Writing | |
| Novice Range | |
| Communicates information on very familiar topics using a variety of words, phrases, and sentences that have been practiced and memorized. | |
| Novice High Learners can write short messages and notes on familiar topics related to everyday life. | |
| Novice High Learners can... | |
| • write information about their daily life in a letter, blog, discussion board, or email message. | SE/TE: 30, 66, 97, 117, 121, 245, 269, 307, 380, 431 |
| • write short notes using phrases and simple sentences. | SE/TE: 30, 47, 66, 71, 97, 117, 121, 161, 435, 447 |
| • write about a familiar experience or event using practiced material. | SE/TE: 67, 136, 155, 161, 219, 245, 269, 355, 439, 459 |
| • write basic information about things they have learned. | SE/TE: 136, 155, 215, 237, 245, 265, 269, 279, 355, 471 |
| • ask for information in writing. | SE/TE: 57, 155, 287, 323, 389, 431, 467 |

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| Goal Area: CULTURES | |
| <i>To interact with cultural competence and understanding</i> | |
| Standard 2.1 Relating Cultural Practices to Perspectives | |
| Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. | |
| Novice Learners can engage in age-appropriate and culturally appropriate practices. | |
| Novice Learners can... | |
| • use expressions for greetings, leave takings, and common classroom or social interactions. | SE/TE: 2, 5, 47, 52, 106, 141, 229, 245, 333, 467 |
| • participate in or simulate games, birthday celebrations, storytelling, and dramatizations. | SE/TE: 229, 240, 290, 392, 397 TE Only: 157, 163 |
| • express, either in simple language, symbols, or actions, the connections among cultural practices, products, and perspectives. | SE/TE: 66, 229, 240, 290, 393 |
| Standard 2.2 Relating Cultural Products to Perspectives | |
| Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. | |
| Performance Descriptors | |
| Indicators | |
| Novice Learners can observe and identify tangible products of the target culture. | |
| Novice Learners can... | |
| • identify and observe tangible products of the culture such as toys, dress, homes, monuments, currency, famous people, and art. | SE/TE: 17, 35, 65, 138-139, 140, 152, 164, 226, 335, 368-367 |
| • identify, discuss, and produce types of artwork, crafts, or graphic representations enjoyed or made by their peer group within the target culture such as models of monuments, mosaics, murals, traditional recipes, etc. | SE/TE: 34, 65, 131, 146, 152, 177, 226, 231, 365, 406 |
| • express, either in simple language, symbols, or actions, the connections among cultural practices, products, and perspectives. | SE/TE: 42, 92, 140, 214, 240, 264, 290, 392, 442, 466 |

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| Goal Area: CONNECTIONS | |
| <i>Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.</i> | |
| Standard 3.1 Making Content Connections | |
| Learners build, reinforce, and expand their knowledge of other disciplines while using the target language to develop critical thinking and to solve problems creatively. | |
| 3.1.A English Literacy and Social Studies | |
| Language Learners can transfer literacy and analytic skills developed in English and Social Studies to apply with their emerging literacy in the target language. | |
| Novice Learners can... | |
| • read or listen to stories from the target culture and compare them to familiar stories from the same genre. | SE/TE: 312-313 |
| • present short biographical sketches of people who have had a positive influence locally or globally. | This objective falls outside the scope of this program. |
| • read and view different text types and genres in order to interpret content. | SE/TE: 90-91, 118-119, 138-139, 162-163, 187, 188-189, 212-213, 216-217, 288-289, 292-293, 368-369, 464-465 |
| • identify and label maps of cities, states, or countries with civic and geographic features where the target language is used. | SE/TE: 187, 211, 336, 390, 407, 416 |
| 3.1.B Science, Technology, Engineering, and Math (STEM) | |
| Language Learners explore and apply Math and Science “Practices” to help develop diverse approaches to language learning. | |
| Novice Learners can... | |
| • use appropriate tools strategically. | SE/TE: 21, 88, 109, 157, 179, 211, 259, 407, 433 |
| • attend to precision. | SE/TE: 21, 88, 109, 211, 259, 407, 433 |
| • look for and make use of structure. | SE/TE: 157, 179, 407, 433 |
| • look for and express regularity in repeated reasoning. | SE/TE: 88 |
| • obtain, evaluate, and communicate information. | SE/TE: 109, 157, 407, 433 |

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| • plan and carry out investigations in the target language. | SE/TE: 157, 179 |
| • use mathematics skills to convert U.S. dollars to the currencies of the target language countries in order to understand prices of items. | SE/TE: 109, 328 |
| • use mathematics skills to convert weights and measurements from the American system to the metric system in order to understand distances, quantities etc. | SE/TE: 21, 211, 259 |
| • use authentic resources about a region or ecosystem introduced in science class to create a target language poster that highlights plants, animal life, geographical features, and weather in the area. | SE/TE: 165, 419, 423 TE Only: 19, 379 |
| • use science knowledge and skills to record daily temperatures and weather in different locations around the world based on location and time of year. | TE Only: 18, 20 |
| 3.1.C Arts | |
| Language Learners can explore artistic expression through the target language. | |
| Novice Learners can... | |
| • interact with authentic examples of culture, such as music, art, dance, visual arts, architecture, and cultural movements or styles originating from target language countries. | SE/TE: 42, 92, 140, 190, 240, 290, 338, 392 |
| • identify key creators or innovators in the arts from target language countries. | SE/TE: 48, 58, 170, 220, 231, 246, 270, 320, 372, 424 TE Only: 34 |

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| 3.1.D Career, and Technical Education (CTE) | |
| Language Learners can exercise foundational skills of career pathways, exhibited and communicated using their emerging proficiency in a language other than English. | |
| Novice - Intermediate – Advanced Learners can... | |
| • act as a responsible and contributing citizen and employee. | SE/TE: 165, 339, 419 TE Only: 111 |
| • use technology to enhance productivity. | SE/TE: 466, 467 |
| • demonstrate creativity and innovation. | SE/TE: 92, 339 |
| • model integrity, ethical leadership and effective management, apply appropriate academic and technical skills. | SE/TE: 165, 315, 418 |
| • attend to personal health and financial well-being. | SE/TE: 165, 366 |
| • communicate clearly, effectively and with reason. | SE/TE: 43, 67, 93, 117, 215, 241, 265, 291, 315, 339, 467 |
| • employ valid and reliable research strategies. | For supporting content please see: SE/TE: 116, 214, 264, 366, 418 TE Only: 19, 20, 34, 80, 311 |
| • work productively in teams while using cultural and global competence (see Culture and Communities) | SE/TE: 92, 214, 264, 366, 418, 466 TE Only: 205, 263 |
| Standard 3.2 Acquiring Information and Diverse Perspectives | |
| Learners access and evaluate information and diverse perspectives that are available through the target language and its cultures. | |
| Learners can use authentic materials, i.e. those made by and for speakers of the target language, to access new information and gain diverse perspectives. | |
| Novice Learners can... | |
| • read, listen to, or talk about age-appropriate school content in the target language. | SE/TE: 57, 71, 80, 85, 87, 88, 93, 97, 110, 117, 234, 319 |
| • expand vocabulary through exploration of illustrations, infographics, video clips, websites, and print. | SE/TE: 34, 136, 178, 183, 216-217, 242-243, 272, 374-375, 402, 444-445 |

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| <ul style="list-style-type: none"> • identify the main idea(s) of authentic target language texts on current events or familiar topics. | SE/TE: 114-115, 162-163, 187, 188-189, 209, 211, 212-213, 238-239, 255, 262-263, 286 |
| <ul style="list-style-type: none"> • explore websites of schools in target language countries to identify courses, schedules, and special projects, and compare the information to their school's website. | SE/TE: 116, 314 |
| <ul style="list-style-type: none"> • identify, explore, and discuss authentic instructional websites, materials, news media, short texts, and videos created for speakers of the target language. | SE/TE: 116, 214, 264, 366, 418 |
| Goal Area: COMPARISONS | |
| <i>Develop insight into the nature of language and culture in order to interact with cultural competence.</i> | |
| Standard 4.1 Language Comparisons | |
| Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. | |
| Learners can accept that there are language families with strong similarities or few similarities, and that no two language systems are alike. | |
| Novice Learners can... | |
| <ul style="list-style-type: none"> • observe and compare registers of language (e.g., formal and informal) in greetings and leave-takings and other common social interactions in the language they are learning and their own. | SE/TE: 5, 67, 82, 85, 315, 339 |
| <ul style="list-style-type: none"> • recognize similarities and differences between the sound and writing systems in the language they are learning and their own. | SE/TE: 13, 39, 61, 89, 113, 183, 210, 236, 257, 380, 462 |
| <ul style="list-style-type: none"> • identify cognates between the target language and their native language and cite the patterns that connect them, and they detect false cognates within the context in which they see them suggests a misfit. | SE/TE: 34, 35, 57, 212 |
| <ul style="list-style-type: none"> • inventory idiomatic expressions in both their native language and the language being learned and talk about how idiomatic expressions work in general. | This objective falls outside the scope of this program. |

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| Standard 4.2 Cultural Comparisons | |
| Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. | |
| Learners can accept differences between the target language culture and their own. | |
| Novice Learners can... | |
| • demonstrate and compare/contrast appropriate gestures and oral expressions for greetings, leave takings, and other common social interactions in the target cultures and their own. | SE/TE: 106, 333, 442 TE Only: 37 |
| • compare daily routines and celebrations (i.e. birthdays and holidays) in the target cultures to their own. | SE/TE: 42, 169, 190, 195, 214, 245, 264, 290, 366, 418 |
| • compare/contrast tangible products (i.e. toys, sports, equipment, and food) of the target cultures to their own. | SE/TE: 128, 134, 140, 145, 169, 195, 269, 314, 343, 392 TE Only: 157, 163 |
| • compare/contrast expressive products (i.e. rhymes, songs, and folktales) of the target cultures to their own. | SE/TE: 92, 183, 190, 290, 338 |
| Goal Area – Communities | |
| <i>Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.</i> | |
| Standard 5.1 – School and Global Communities | |
| Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. | |
| Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world. | |
| Novice Learners can... | |
| • attempt to interact in the target language with members of their community. | SE/TE: 42, 140, 190, 240, 290, 392 TE Only: 224, 235, 265 |
| • identify professions that require proficiency in the target language. | SE/TE: 63, 111, 160, 210, 261, 311, 363, 415, 463 |

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| <ul style="list-style-type: none"> • exchange basic information about themselves, their studies, or their family, with speakers of the target language and/or students in other classes, in face-to-face or virtual settings, such as social media, instant messaging, and video conferencing, etc. | SE/TE: 66, 67, 117, 121, 215, 241 TE Only: 57, 159, 323, 367 |
| Standard 5.2 – Lifelong Learning | |
| Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. | |
| Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world. | |
| Novice Learners can... | |
| <ul style="list-style-type: none"> • interpret materials and/or use media from the target language and culture for enjoyment. | SE/TE: 44-45, 266-267, 292-293, 316-317, 340-341, 420-421, 439, 444-445, 468-469 TE Only: 431 |
| <ul style="list-style-type: none"> • play sports or games from the culture. | SE/TE: 92, 162-163, 437, 468-469 TE Only: 157, 163 |
| <ul style="list-style-type: none"> • listen to music, sing songs, or play musical instruments from the target culture. | SE/TE: 92, 183, 190 |
| <ul style="list-style-type: none"> • exchange information about topics of personal interest. | SE/TE: 66, 67, 117, 121, 215, 241 TE Only: 57, 159, 323, 367 |