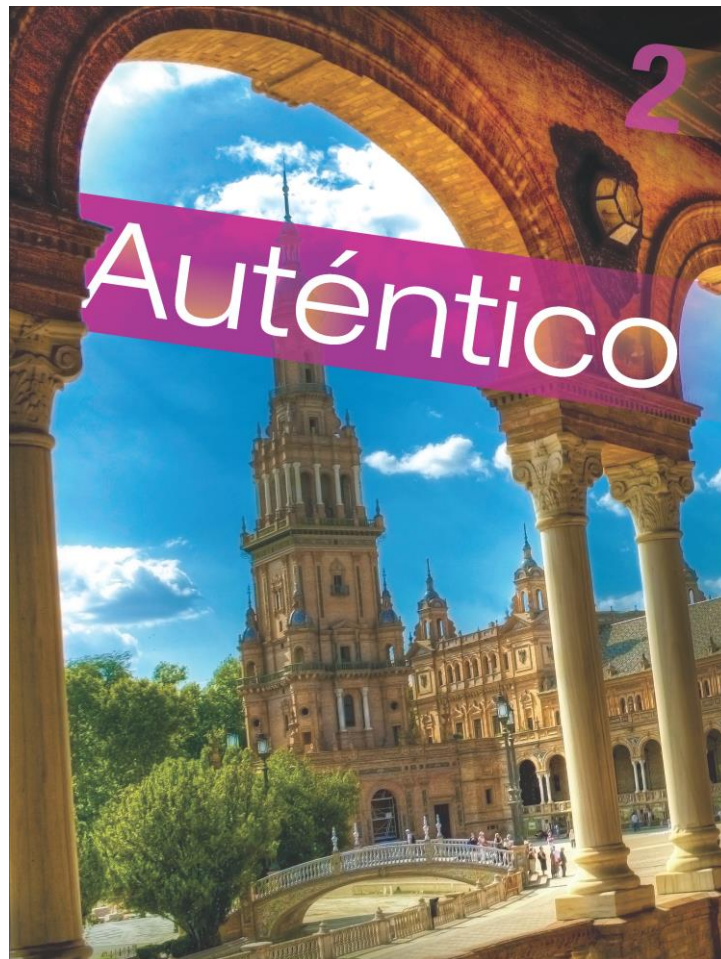


A Correlation of



©2018

To the

**Kansas Curricular Standards for
World Languages 2017 – Intermediate Mid**

 **Pearson**

A Correlation of *Auténtico* Level 2, ©2018 to the Kansas Curricular Standards for World Languages 2017 – Intermediate Mid

Introduction

This document demonstrates how *Auténtico, Level 2*, ©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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Kansas Curricular Standards for World Languages 2017 – Intermediate Mid	Auténtico Level 2 ©2018
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.	
Intermediate Range	
Expresses self and participates in conversations on familiar topics using sentences and series of sentences. Handles short social interactions in everyday situations by asking and answering a variety of questions. Can communicate about self, others, and everyday life.	
Intermediate Mid Learners can participate in conversations on familiar topics using sentences and series of sentences. They can handle short social interactions in everyday situations by asking and answering a variety of questions. They can usually say what they want to say about self and their everyday lives.	
Intermediate Mid Learners can...	
• start, maintain, and end a conversation on a variety of familiar topics.	SE/TE: 12, 29, 82, 127, 167, 222, 278, 343, 387, 409
• talk about their daily activities and personal preferences.	SE/TE: 10, 13, 26, 97, 173, 249, 313, 333, 362, 415
• use their language to handle tasks related to their personal needs.	SE/TE: 24, 32, 82, 84, 97, 109, 125, 169, 273, 353
• exchange information about subjects of special interest to them.	SE/TE: 41, 87, 121, 149, 218, 263, 300, 313, 327, 388

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Goal Area: COMMUNICATION	
<i>Communicate effectively in the target language in order to function in a variety of situations and for multiple purposes.</i>	
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	
Intermediate Range	
Understands main ideas and some supporting details on familiar topics from a variety of texts.	
Intermediate Mid Learners can understand the main idea messages and presentations on a variety of topics related to everyday life and personal interests and studies. They can understand the main idea in conversations that they overhear.	
Intermediate Mid Learners can...	
• understand basic information in ads, announcements, and other simple recordings.	SE/TE: 8, 51, 69, 125, 209, 263, 343, 371, 451, 505
• understand the main idea of what they listen to for personal enjoyment.	SE/TE: 41, 69, 97, 125, 153, 181, 204, 235, 317, 397
• understand messages related to their everyday life.	SE/TE: 2, 41, 46-47, 97, 132, 160, 181, 242, 350
1.2.B. Reading	
Intermediate Range	
Understands main ideas and some supporting details on familiar topics from a variety of texts.	
Intermediate Mid Learners can understand the main idea of texts related to everyday life and personal interests or studies.	
Intermediate Mid Learners can...	
• understand simple personal questions.	SE/TE: 3, 11, 22, 43, 57, 69, 81, 127, 192, 218
• understand basic information in ads, announcements, and other simple texts.	SE/TE: 85, 108, 136, 167, 253, 275, 301, 325, 335, 362
• understand the main idea of what they read for personal enjoyment.	SE/TE: 62-63, 118-119, 120, 174-175, 202-203, 204, 228-229, 230, 312, 336-337
• read simple written exchanges between other people.	SE/TE: 57, 69, 97, 110, 125, 219, 386, 451, 466

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Goal Area: COMMUNICATION	
<i>Communicate effectively in the target language in order to function in a variety of situations and for multiple purposes.</i>	
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	
Intermediate Range	
Communicate information and expresses own thoughts about familiar topics using sentences and series of sentences.	
Intermediate Mid Learners can make presentations on a wide variety of familiar topics using connected sentences.	
Intermediate Mid Learners can...	
• make a presentation about their personal and social experiences.	SE/TE: 93, 205, 313, 421, 475
• make a presentation on something they have learned or researched.	SE/TE: 37, 149, 259, 285, 313, 367, 421, 475
• make a presentation about common interests and issues and state their viewpoint.	SE/TE: 93, 149, 313
1.3.B Writing	
Intermediate Range	
Communicate information and expresses own thoughts about familiar topics using sentences and series of sentences.	
Intermediate Mid Learners can write on a wide variety of familiar topics using connected sentences.	
Intermediate Mid Learners can...	
• write messages and announcements.	SE/TE: 33, 41, 97, 121, 125, 177, 209, 231, 263, 330
• write short reports about something they have learned or researched.	SE/TE: 26, 65, 97, 177, 285, 339, 343, 393, 447, 501
• compose communications for public distribution.	SE/TE: 60, 69, 177, 285, 371, 447, 501

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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.	
Intermediate Learners can build a fundamental repertoire of age-appropriate and culturally appropriate practices.	
Intermediate Learners can...	
• observe, analyze, and exchange information on patterns of behavior typical of their peer group in the culture, such as observing and analyzing interactions in daily life.	SE/TE: 18, 34-35, 61, 62-63, 118-119, 120, 174-175, 206-207, 284, 312
• participate in practices such as games, sports, and entertainment.	TE Only: 63, 143, 283, 306
• create “cultural triangles” of practices, products, and perspectives and suggest factors in their relationships.	SE/TE: 218, 220, 225, 226, 228-229, 230
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	
Intermediate Learners can observe and experience expressive products of the culture and analyze their importance.	
Intermediate Learners can...	
• observe, read, listen to, and perform cultural products such as stories, poetry, music, paintings, dance, drama, and architecture, and explain the origin and importance of these products in today’s culture.	SE/TE: 62-63, 90-91, 202-203, 204, 228-229, 230, 364-365, 366, 367, 474
• perform samples of expressive products of the culture such as poetry, music, art, dance, storytelling and drama; explore the role of these products in the larger community.	SE/TE: 25, 144, 193, 204, 271, 308, 416, 420 TE Only: 364
• create “cultural triangles,” connecting products to associated practices along with suggested perspectives based on background information.	SE/TE: 25, 35, 84, 137, 145, 191, 192, 200, 230, 258

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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.	
Intermediate Learners can...	
• read, view, compare, and classify different text types and genres.	SE/TE: 34-35, 62-63, 118-119, 148, 174-175, 202-203, 228-229, 282-283, 390-391, 472-473
• write original poems, stories, and plays using their understanding of the characteristics of these genres.	SE/TE: 13, 420 TE Only: 91, 111, 134, 224, 250
• seek out authentic articles or multimedia on topics being studied in other classes and enter target language notes on main ideas in a journal.	TE Only: 90, 109, 112, 141, 150, 244, 247, 258, 391, 446
• make oral or written presentations in the target language on topics studied in other classes.	SE/TE: 149, 177, 259, 285, 313, 339, 367, 475, 501
• describe and compare key characteristics of target language countries.	SE/TE: 94-95, 145, 176, 181, 204, 230, 284, 340-341, 366, 500
• create timelines of historic events in the target language countries.	For supporting content please see: SE/TE: 112-113, 223, 304
• use their knowledge of geography to create maps of countries where the target language is spoken.	TE Only: 175, 257
• maintain a blog comparing attitudes and reactions to current events of global importance in target language countries.	For supporting content please see: SE/TE: 469, 487, 489, 490, 495, 497, 498-499, 500, 502-503

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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.	
Intermediate Learners can...	
• research, compare, and evaluate impacts of environmental, social, and economic decisions in target language countries.	SE/TE: 469, 487, 489, 490, 495, 497, 498-499, 500, 502-503
• use knowledge from health and science classes plus research to compare and evaluate healthy lifestyles in target language countries.	SE/TE: 137, 271, 278, 282-283 TE Only: 82, 279, 286
• research and report on contributions of the target language cultures to science and medicine.	TE Only: 283, 287
• analyze and interpret data.	SE/TE: 145, 165, 334, 361, 443, 470
3.1.C Arts	
Language Learners can explore artistic expression through the target language.	
Intermediate Learners can...	
• research and present authentic examples of culture from target language countries.	TE Only: 62, 63, 90, 91, 147
• compare authentic art work of the same time period, style, or movement by different artists of target language countries.	SE/TE: 55 TE Only: 420, 474, 496
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: 33, 115, 173, 227, 388, 462, 471, 472-473, 495, 498-499
• use technology to enhance productivity.	SE/TE: 476-477 TE Only: 303, 339, 494, 495, 499
• demonstrate creativity and innovation.	SE/TE: 356, 205, 259, 339, 365 TE Only: 258, 338
• model integrity, ethical leadership and effective management, apply appropriate academic and technical skills.	SE/TE: 501 TE Only: 499

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• attend to personal health and financial well-being.	SE/TE: 27, 279, 475 TE Only: 283
• communicate clearly, effectively and with reason.	SE/TE: 37, 93, 149, 205, 259, 313, 367, 421, 475
• employ valid and reliable research strategies.	SE/TE: 469, 487, 489, 490, 495, 497, 498-499, 500, 502-503
• work productively in teams while using cultural and global competence (see Culture and Communities)	SE/TE: 36, 117, 148, 204 TE Only: 35, 59, 130, 143, 229, 236
Goal Area: CONNECTIONS	
<i>Connect with other disciplines and acquire information and diverse perspectives in order to use the target language to function in academic and career-related situations.</i>	
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.	
Intermediate Learners can...	
• use sources intended for same-age speakers of the target language to prepare presentations on familiar topics.	For supporting content please see: SE/TE: 121, 149, 177, 259, 285, 312, 339
• research how a major figure from history, science, or the arts is described in the target language and use it to expand what they already know.	SE/TE: 198 TE Only: 141, 197, 326
• access survey results or research preferences of people in a target language community.	SE/TE: 443, 470
• view publicity for products sold in target language countries and compare the publicity to the way similar products are marketed in the US.	SE/TE: 60, 85, 108, 136, 167, 275, 325, 362, 411, 435
• compare news articles on front pages of newspapers from countries where the target language is spoken.	SE/TE: 11, 59, 227, 256-257, 280, 284, 299, 301, 310, 469

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<ul style="list-style-type: none"> • compare listings of living spaces for sale or rent in target language countries in terms of cost, size, location, and what features are showcased. 	For supporting content please see: TE Only: 236, 237
<ul style="list-style-type: none"> • analyze instructional websites and materials created for speakers of the target language and compare them to instructional resources in the US. 	SE/TE: 198, 443, 470 TE Only: 141, 197, 326
<ul style="list-style-type: none"> • find, compare, and discuss coverage of current events in the target culture and in the US. 	SE/TE: 253, 256-257, 259 TE Only: 254, 285
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.	
Intermediate Learners can...	
<ul style="list-style-type: none"> • identify and compare language appropriate to specific social groups and situations in the language they are learning and their own. 	SE/TE: 125, 209, 263, 289, 317, 343, 425
<ul style="list-style-type: none"> • identify patterns and explain discrepancies between the sound and writing systems in both their native language and the language being learned. 	SE/TE: 60, 113, 144, 221, 254, 327, 383, 416, 463, 488
<ul style="list-style-type: none"> • hypothesize about the similarities of languages based on their awareness of cognates and similar idioms. 	SE/TE: 25, 221, 272, 383, 488
<ul style="list-style-type: none"> • compare syntax functions (e.g., word order, inflections, and verb tense) to express meaning in both their native language and the language being learned. 	SE/TE: 60, 221, 327, 436, 488

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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.	
Intermediate Learners can...	
<ul style="list-style-type: none"> • document and contrast verbal and nonverbal behavior in daily activities among peers or mixed groups in the target cultures to their own. 	For supporting content please see: SE/TE: 170
<ul style="list-style-type: none"> • hypothesize about the relationship between cultural perspectives and practices (i.e. holidays, celebrations, work habits, play, role of family, schooling, social networking, career choices, and free time) by analyzing selected practices from the target cultures compared to their own. 	SE/TE: 33, 51, 115, 220, 228-229, 232-233, 276, 388, 476-477
<ul style="list-style-type: none"> • compare/contrast the function of everyday objects (i.e. household items, tools, clothing) and authentic materials (i.e. creative works, news, and social media) produced in target cultures and speculate on why certain products originate in and/or are important to particular cultures. 	SE/TE: 35, 112-113, 135, 178-179, 200, 307, 312
<ul style="list-style-type: none"> • hypothesize about the relationship between cultural perspectives and expressible products (i.e. music, visual arts, and forms of literature) by analyzing selected products from the target cultures and their own. 	SE/TE: 25, 55, 117, 201, 325, 332, 334, 467

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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.	
Intermediate Learners can...	
• communicate on a personal level with speakers of the language in person or via email, video chats, instant messaging, and shared video clips.	SE/TE: 121 TE Only: 57, 106, 110, 191
• discuss steps to becoming a professional in a field requiring the ability to communicate in the target language.	SE/TE: 33, 115, 173, 227, 276, 333, 441, 476-477, 497
• write and illustrate stories to present to others.	SE/TE: 258, 420
• discuss topics of personal interest through interpersonal oral or written exchanges 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: 121 TE Only: 57, 106, 110, 191
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.	
Intermediate Learners can...	
• access news and entertainment media in the target language.	TE Only: 293, 305, 309, 313
• attend or use media to view cultural events and social activities.	For opportunities to address this standard please see: TE Only: 293, 305, 309, 313