

A Correlation of

Auténtico
Level 2



to the

**Michigan Merit Curriculum Standards
and Benchmarks
World Languages
Intermediate Low and Intermediate Mid (M)**

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Introduction

This document demonstrates how ***Auténtico, Level 2*** meets the Michigan Merit Curriculum Standards And Benchmarks: World Languages, Intermediate Low and Intermediate Mid (M). 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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STRAND 1: COMMUNICATION	
1 .1 Interpersonal Communication	
Interpersonal Speaking/Listening (SL)	
Socializing	
1 .1 .M .SL .a Use the target language with culturally appropriate gestures to greet one another and engage in conversations about everyday topics such as school and community events and activities	SE/TE: ¿Rápidamente o lentamente?, 79 Compara horarios, 82 Exploración del lenguaje: Los gestos, 170 En la calle, 171 Un(a) instructor(a) nervioso(a), 172
1 .1 .M .SL .b Recognize and use appropriate register/honorifics in a limited number of routine social situations such as making a purchase or an appointment	SE/TE: Vocabulario en contexto, 212–213 Costumbres sociales, 217 Hablar en grupo, 281 Usted and ustedes commands, 382 TE Only: Heritage Speakers, 470
1 .1 .M .SL .c Request, offer, invite, and reply appropriately using simple phrases/sentences and provide rationale for the request and/or reply	SE/TE: Hablar en grupo (ask questions), 52, 218, 363 Hablar en pareja (ask questions), 167, 169, 172, 278, 325
Identifying and Describing	
1 .1 .M .SL .d Share a detailed description about physical appearance, character and personality traits of contemporary figures in their own and the target culture	SE/TE: Los chicos, 2 ¿Cómo son?, 3 Dos jóvenes, 4 ¿Y cómo son tus compañeros?, 5 ¿De dónde son?, 7 Videohistoria: El informe de Seba, 21
1 .1 .M .SL .e Share a detailed description about feelings, emotions and health of contemporary figures	SE/TE: Videohistoria: Los héroes, 243 Lectura: Y tú, ¿qué dices?, 283 Perspectivas del mundo hispano: La Seguridad Social y los servicios médicos, 284 Auténtico: 12 razones para donar sangre, 286–287

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1.1.M.SL.f Share a detailed description of places and things beyond their immediate environment or in the target culture	SE/TE: Auténtico: Después de ver, 39, 67, 95, 123, 151, 179, 207, 233, 261, 287, 315, 341, 369, 395, 423, 449, 477, 503
Exchanging Information	
1.1.M.SL.g Exchange information in the target language about personal and social, community or current events	SE/TE: Vocabulario en contexto (Common etiquette), 212–214 Videohistoria: Después de ver, 215 Una costumbre de mi familia, 217 La Semana Santa, 219 Un pariente favorito, 220 El Día de la Independencia, 223 Durante la boda, 225
1.1.M.SL.h Ask for and obtain information in everyday situations with a complication that needs to be resolved in the target language, in person or on the telephone relating to restaurants, stores, transportation, and services	SE/TE: Vocabulario en contexto (Running errands around town), 130–132 Videohistoria: Después de ver, 133 ¿A qué hora se abre?, 134 Y tú, ¿qué dices?, 137 ¿Todavía lo usas?, 139 Vocabulario en contexto (Driving and transportation), 158–160 TE Only: Project-Based Learning: Lugares en mi comunidad, 126–b
Exchanging Opinions	
1.1.M.SL.i Interview a classmate in the target language about their likes, dislikes, preferences, and opinions	SE/TE: Una entrevista, 59 Una encuesta entre tres, 329
1.1.M.SL.j Share opinions and individual perspectives on a variety of topics dealing with contemporary issues	SE/TE: ¿Qué haces?, 42 Presentación escrita: Mis actividades extracurriculares, 65 Y tú, ¿qué dices?, 165 Presentación escrita: Mi celebración favorita, 231 ¿Qué harás en el futuro?, 470

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Interpersonal Reading/Writing (RW)	
Socializing	
1 .1 .M .RW .a Use the target language in email messages, text messages, blogs, webpages, letters, and notes to greet one another and write about everyday topics such as school and community events and activities	<p>SE/TE: Y tú, ¿qué dices?, 33 El día de Simón y sus amigos, 140 Presentación escrita: Mi celebración favorita, 231 Presentación oral: Y ahora, un reportaje especial, 259</p> <p>TE Only: Project-Based Learning: Create a blog, xxxii–b Project-Based Learning: Web page describing school, 14–b Project-Based Learning: Web page with directions, 126–b Heritage Speakers, 392 21st Century Skills, 483</p>
1 .1 .M .RW .b Recognize and use appropriate register/honorifics in routine written social correspondence	<p>SE/TE: Vocabulario en contexto, 212–213 Costumbres sociales, 217 Hablar en grupo, 281 Usted and ustedes commands, 382</p> <p>TE Only: Heritage Speakers, 470</p>
1 .1 .M .RW .c Request, offer, invite, and reply appropriately in writing using simple phrases/sentences, and provide rationale for the request and/or reply	<p>SE/TE: Una entrevista, 59 ¡Gracias por el regalo!, 110 Y tú, ¿qué dices?, 229 Una encuesta entre tres, 329</p>
Identifying and Describing	
1 .1 .M .RW .d Share a written detailed description of physical appearance, character, and personality traits of contemporary figures in their own and the target culture	<p>SE/TE: Así son los compañeros de Alejandro, 5 ¿De dónde son?, 7 ¡Enrique!, 11 La nueva reina, 299</p> <p>TE Only: Project-Based Learning: ¿Quién soy yo?, xxxii–b</p>

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<p>1 .1 .M .RW .e Share a written detailed description of feelings, emotions, and health of contemporary figures</p>	<p>SE/TE: ¡Qué emocionante!, 57 ¡Quiero dormir más!, 83 En la casa de mi novia, 305 Y tú, ¿qué dices?, 307 Una carta de una amiga, 466</p>
<p>1 .1 .M .RW .f Share a written detailed description of places and things beyond the student's immediate environment or in the target culture</p>	<p>SE/TE: Auténtico: Expansión, 39, 67, 95, 123, 151, 179, 207, 233, 261, 287, 315, 341, 369, 395, 423, 449, 477, 503</p>
Exchanging Information	
<p>1 .1 .M .RW .g Exchange information in writing in the target language about personal and social, community, or current events</p>	<p>SE/TE: Y tú, ¿qué dices?, 33 El día de Simón y sus amigos, 140 Presentación escrita: Mi celebración favorita, 231 Presentación oral: Y ahora, un reportaje especial, 259</p> <p>TE Only: Project-Based Learning: Create a blog, xxxii–b Project-Based Learning: Web page describing school, 14–b Project-Based Learning: Web page with directions, 126–b Heritage Speakers, 392 21st Century Skills, 483</p>
<p>1 .1 .M .RW .h Resolve in writing an everyday situation that presents a complication that needs to be resolved in the target language relating to stores, transportation, services, and online purchases</p>	<p>SE/TE: Presentación escrita: Poster about saving driving practices, 177 Presentación escrita: Summary of an accident, 285 Presentación escrita: Poster about safety at cookouts, 393 Presentación escrita: Brochure about a trip, 447 Presentación escrita: Article about summer volunteer project, 501</p>

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Exchanging Opinions	
1.1.M.RW.i Create and use a questionnaire to interview a classmate in the target language about their likes, dislikes, preferences, and opinions, and write a summary of the information	SE/TE: ¿Qué haces?, 42 Una entrevista, 59 Y tú, ¿qué dices?, 165 Una encuesta entre tres, 329 ¿Qué harás en el futuro?, 470
1.1.M.RW.j Share in writing, opinions and individual perspectives on a variety of topics dealing with contemporary issues	SE/TE: Presentación escrita: Which activities enjoyed and why, 65 Presentación escrita: Favorite celebration, 177 Presentación escrita: Review, 313 Leer, Escribir, Hablar (Opinion activity), 193, 495
1.2 Interpretive Communication	
Interpretive Language - Listening (L)	
1.2.M.L.a Demonstrate understanding of oral classroom language in the target language on familiar topics	SE/TE: Vocabulario en contexto, 18–20 Videohistoria: El informe de Seba, 21 Tus clases, 23 Para ser un(a) buen(a) estudiante, 24 Las reglas de mis clases, 26 Un día típico, 28 ¿Y en tu escuela?, 32 Presentación oral: Director(a) por un día, 37
1.2.M.L.b Understand interpersonal communication, spoken messages, and group discussions in the target language on familiar topics related to family, school, and community	SE/TE: Hablar en grupo (examples), 52, 84, 198, 271, 281, 327, 363, 442, 468 Hablar en pareja (examples), 23, 57, 79, 106, 143, 167, 218, 300, 325, 407, 443, 465
1.2.M.L.c Understand main idea and supporting detail, and summarize a visual media or live presentation (film/DVD, TV shows and commercials, theatre and musical production)	SE/TE: Videohistoria, 21, 49, 77, 105, 133, 161, 189, 215, 243, 269, 297, 323, 351, 377, 405, 431, 459, 485 Auténtico: Después de ver, 39, 67, 95, 123, 151, 179, 207, 233, 261, 287, 315, 341, 369, 395, 423, 449, 477, 503

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1.2.M.L.d Understand main idea and supporting detail, and summarize an audio presentation (CD, lecture, radio, podcast, songs/ music)	SE/TE: This standard is met throughout the program. Instructors should look for the dialogue and “Escuchar” symbol and prompt. For examples, see the following: Escuchar, 19–20, 47, 75, 103, 114, 159, 187, 267, 295, 378, 483
Interpreting Written Language - Reading (R)	
1.2.M.R.a Demonstrate understanding of written classroom language in the target language on familiar topics	SE/TE: Vocabulario, 14 Vocabulario en contexto, 18–20 Conexiones: La literatura, 25 Citas sobre la educación, 26 Mi clase favorita, 27 ¿Sacas buenas notas?, 30 Los profesores muy estrictos, 31 Y tú, ¿qué dices?, 33 Lectura: Para estudiar mejor . . . , 34–35 Presentación oral: Director(a) por un día, 37
1.2.M.R.b Understand main idea and supporting detail, and summarize accessible written materials on familiar topics in the target language such as, textbook content, magazine and newspaper articles/ads, websites/ internet, poetry or stories.	SE/TE: Lectura (strategies): Strategy (Identify main idea), 202–203, 228–229 Lectura (strategies): Reading and rereading, 364–365 Lectura (strategies): Anticipate meaning, 390–391 Lectura (strategies): Using heads and subheads, 444–445

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1.2.M.R.c Understand written interpersonal communication in the target language on familiar topics related to family, school, and community (email, letters, messages, notes, and text messages)	<p>SE/TE: Y tú, ¿qué dices?, 33 El día de Simón y sus amigos, 140 Presentación escrita: Mi celebración favorita, 231 Presentación oral: Y ahora, un reportaje especial, 259</p> <p>TE Only: Project-Based Learning: Create a blog, xxxii–b Project-Based Learning: Web page describing school, 14–b Project-Based Learning: Web page with directions, 126–b Heritage Speakers, 392 21st Century Skills, 483</p>
1.3 Presentational Communication	
Presentational Language - Speaking (S)	
1.3.M.S.a Present skits or short plays in the target language	<p>SE/TE: Lectura: <i>El grillo y el jaguar</i>: Y tú, ¿qué dices?, 203 La cultura en vivo: Canciones infantiles: Comparación cultural, 204 Presentación oral: Y ahora, un reportaje especial, 259 Presentación escrita: Luces, cámara, acción, 339 “Ode al Tomate” and “Oda a la cebolla”: Y tú, ¿qué dices?, 365</p> <p>TE Only: Bodily/Kinesthetic Learner, 104, 166 Enrich Your Teaching, 421</p>
1.3.M.S.b Retell a story to an audience in the target language	<p>SE/TE: Presentación oral: Un evento especial, 93 Presentación escrita: Encontré unas gangas, 121 Presentación oral: Un viaje al extranjero, 421</p>

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<p>1.3.M.S.c Present brief oral reports about personal experiences, school, and community happenings in target language</p>	<p>SE/TE: Presentación oral: Director(a) por un día, 37 Presentación escrita: Mis actividades extracurriculares, 65 Presentación oral: Preparándose para un viaje, 149 Presentación escrita: Maneja con cuidado, 177 Presentación escrita: Documentar el accidente, 285</p> <p>TE Only: Project-Based Learning: Web page describing school, 14–b Project-Based Learning: Web page with directions, 126–b Project-Based Learning: Online news brief, 236–b</p>
<p>1.3.M.S.d Produce a short original target language video/DVD recording, such as a segment of a newscast, talk show, or game show</p>	<p>SE/TE: Presentación oral: Y ahora, un reportaje especial, 259 Presentación oral: Un programa de televisión, 313 Presentación escrita: Luces, cámara, acción, 339 Presentación escrita: Prestemos servicio, 501</p> <p>TE Only: Project-Based Learning: Web page describing school, 14–b Project-Based Learning: Web page with directions, 126–b</p>

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Presentational Language - Writing (W)	
1.3.M.W.a Illustrate and present materials in the target language such as an informational brochure or instructions for accomplishing a task	<p>SE/TE: Presentación oral: Using Charts, 149; Using visuals, 205 Presentación escrita: Drawing a scene, 339 Presentación escrita: Poster about safety at cookouts, 393 Presentación escrita: Brochure about a trip, 447</p> <p>TE Only: Project-Based Learning: Web page describing school, 14–b Project-Based Learning: Fashion magazine spread, 70–b Project-Based Learning: Web page with directions, 126–b Project-Based Learning: Photo album, 182–b Project-Based Learning: Online news brief, 236–b Project-Based Learning: Poster of good travel habits, 398–b</p>
1.3.M.W.b Create original compositions or journal entries in the target language	<p>SE/TE: Presentación escrita, 65, 121, 177, 231, 285, 339, 393, 447, 501</p>
1.3.M.W.c Present brief written reports about personal experiences, school, and community happenings in the target language	<p>SE/TE: Presentación oral, 37, 93, 205, 259, 313, 367, 421, 475</p> <p>TE Only: Project-Based Learning, 14–b, 70–b, 126–b, 182–b, 236–b, 290–b, 344–b, 398–b, 452–b</p>

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STRAND 2: CULTURES	
2.1 Practices and Perspectives	
Understanding the impact of historic events and governmental systems within the target cultures (H)	
2 .1 .M .H .a Explain the chronology of major historic events and their impact on the culture of a community or country in which the language is spoken	SE/TE: Conexiones: La Historia, 112 (timeline), 223 Lectura: Desastre en Valdivia, Chile, 256–257 Conexiones: Las ciencias sociales, 304 La cultura en vivo: Los códigos, 420 Zapotec wood carving, 426 Lectura: Antigua, una ciudad colonial, 444–445
2 .1 .M .H .b Describe three important features of the governmental/ political system(s) in a country in which the language is spoken	SE/TE: Mapas (capital and government), xix, xx, xxi, xxii, xxiv, xxv, xxvi, xxvii, xxix Cultura: El mundo hispano, 192 Lectura: Ecuador, país de maravillas, 418–419 ¡Cartagena lo tiene todo!, 437 Cultura: España, 442
2 .1 .M .H .c Explain important political issues in a community or country in which the language is spoken	SE/TE: Auténtico: Turistas arropan las calles del Viejo San Juan, 448–449 Perspectivas del mundo hispano: La deforestación de los bosques tropicales, 500
2 .1 .M .H .d Explain the importance of significant current events in a community or country in which the language is spoken	SE/TE: Videohistoria: Los héroes, 243 Presentación oral: Y ahora, un reportaje especial, 259 Lectura: Protejamos la Antártida, 498–499
2 .1 .M .H .e Analyze the influence of linguistic and cultural expansion on indigenous populations or within different communities, regions, or countries	SE/TE: Indigenous cultures, 92, 112, 420, 426, 489, 491, 497

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Understanding the role of family and community within the target culture(s) (F)	
2.1.M.F.a Compare family structures and the role of friends within two or more communities or cultures in which the language is spoken	SE/TE: Auténtico: Divertidas actividades para hacer en familia (Comparación cultural), 206–207 Also see: Auténtico: Nervios de regreso a escuela, 38–39 Auténtico: Escuela Secundaria (parents and schools), 66–67 Family celebrations, 84, 94–95, 213, 220, 225, 228–230, 373 Daycare options, 192 Lullaby, 193 Sunday parrillada mixta, 378
2.1.M.F.b Compare daily routines within two or more communities or cultures in which the language is spoken (concept of time, typical activities appropriate to various periods during the day)	SE/TE: Comparación cultural, 21, 67 Gramática: Hace + time comparisons, 58 Perspectivas del mundo hispano: ¡Cuántos libros y cuadernos!, 64 Vocabulario en contexto (daily routines), 74–76 Gramática Repaso: Telling time, 127
2.1.M.F.c Describe how daily needs are met within two or more communities or cultures in which the language is spoken (housing, shopping, food preparation, transportation, health care, access to public services)	SE/TE: Comparación cultural, 77, 105 Vocabulario en contexto (where people go and what they buy), 74–76 Vocabulario en contexto (shopping), 102–104 Auténtico: Tips para conservar tu ropa, 122–123 La cultura en vivo: Los mercados al aire libre, 148
2.1.M.F.d Describe leisure activities associated with a particular community, region, or culture in which the target language is spoken	SE/TE: Videohistoria: Las actividades extracurriculares, 49 Presentación escrita: Mis actividades extracurriculares, 65 Vocabulario en contexto (sporting events), 294–296 Videohistoria: ¡Felicidades, campeona!, 297 La cultura en vivo: La guía de la tele, 312 Auténtico: Footgolf, el nuevo deporte, 314–315 Lectura: La cartelera del cine, 336–337

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2.1.M.F.e Compare the practices and significance of an important:	
<ul style="list-style-type: none"> • civil or religious holiday or celebration AND 	SE/TE: Mexican Independence Day, 211 Tamborrada, San Sebastián, Basque Country, Spain, 216 Independence Days, 223 Las Fallas de Valencia, 227
<ul style="list-style-type: none"> • regional holiday or celebration AND 	SE/TE: Fiesta de la calle Ocho, 85 Auténtico: 15000 polleras presumen coquetas las tradiciones panameñas, 94–95 Día de la Raza, Día de las Culturas, 218 Día de los Muertos, Mexico, 220 Día de los Reyes Magos, 228–230 Carnaval, 226, 232–233 Hispanic Film Festival, 335
<ul style="list-style-type: none"> • personal or family holiday or celebration within a community or culture in which the target language is spoken 	SE/TE: Family life celebrations, 84, 94–95, 213, 220, 225, 228–230, 373
Understanding education, employment, and the economy in the target cultures (E)	
2.1.M.E.a Compare the educational systems in a community or country in which the language is spoken with one or more other communities or countries	SE/TE: Arte y Cultura: El mundo hispano (school calendar), xxxii ¿Sacas buenas notas?, 30 ¿Qué conoces y a quién conoces?, 32 Auténtico: Nervios de regreso a escuela, 38–39 Auténtico: Escuela Secundaria, 66–67 Cultura: El mundo hispano (education systems), 462 Estudia mejor, 412 Lectura: ¡Descubre tu futuro! (university studies), 472–473

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2.1.M.E.b Compare the economic system in a community or country in which the language is spoken with one or more other communities or countries	SE/TE: Cultural, education, and economic exchange: Sister cities, 146–147 Cultura: El mundo hispano (Organization of American States), 175 Film industry, 319, 325, 332, 333, 334, 338, 340–341 Auténtico: Turistas arropan las calles del Viejo San Juan, 448–449
2.1.M.E.c Compare the role of work within a community or culture in which the language is spoken with that of one or more other communities or countries	SE/TE: El español en el mundo del trabajo, 33, 115, 173, 227, 276, 333, 388, 441, 497 Lectura: ¡Descubre tu futuro!, 472–473 Auténtico: ¿Cuáles serán los 7 empleos del futuro?, 476–477 TE Only: Project-Based Learning: La exposición de Carreras, 452–b
2.2 Products and Perspectives	
Understanding the impact of geography and natural resources on the target cultures (G)	
2.2.M.G.a Identify and describe regions and their distinctive characteristics within the countries where the language is spoken	SE/TE: Dominican Republic, 4, 54, 226, 229, 283, 301, 415, 435 Mexico, 17, 30, 73, 94–95, 109, 135, 157, 169, 173, 198, 200, 202–203, 211, 220, 223, 225, 260, 261, 265, 301, 319, 325, 326, 332, 334, 380, 383, 392, 427, 435, 453, 481, 489 Cuba, 25, 54, 59, 301, 332, 407 Argentina, 45, 90–91, 129, 172, 307, 314–315, 319, 332, 378, 407, 487 Puerto Rico, 54, 164, 301, 335, 390–391, 407, 440, 448–449 Peru, 72, 223, 407 Costa Rica, 218

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2.2.M.G.b Identify and describe major geographic features (rivers, mountains, deserts, forests) of additional countries or regions in which the language is spoken	<p>SE/TE: Arte y Cultura: Argentina, Uruguay, 128 Parque de las Palomas, Old San Juan, Puerto Rico, 164 Conexiones: La geografía, 254 Lectura: Desastre en Valdivia, Chile, 256–257 La cultura en vivo: Las leyendas, 258 El Parque de la Familia, El Salvador, 387 Cultura: Argentina, Chile, 487</p>
2.2.M.G.c Identify and describe the neighboring countries and geographic features surrounding additional countries in which the language is spoken	<p>SE/TE: Maps, xviii, xx, xxii, xxiv, xxvi, xxviii, xxx ¿Y de dónde eres tú?, 7 Country Connections Explorar el mundo hispano, 16, 44, 72, 100, 128, 156, 184, 210, 238, 264, 292, 318, 346, 372, 400, 426, 454, 480</p> <p>TE Only: Technology: Mapa global interactivo, xxxii, 1</p>
2.2.M.G.d Describe the climate and typical seasonal weather patterns in various regions in additional countries in which the language is spoken	<p>SE/TE: Parque de las Palomas, Old San Juan, Puerto Rico, 164 Arte y Cultura: El mundo hispano, 238 Conexiones: La geografía, 254 El Parque de la Familia, El Salvador, 387 Climate change, 502–503</p>
Understanding the importance of cultural and creative heritage within the target cultures (C)	
2.2.M.C.a Describe the significance of current cultural icons (arts, architecture music, literature, film, media, TV, newspapers, and the creators of these products)	<p>SE/TE: Iglesias, Enrique, 11 Mambo Kings (movie), 59 Arte y Cultura: El mundo hispano, 318 Vocabulario en contexto, 320–321 ¿En qué película . . . ?, 324 Cultura: México, 326 Nos gustan las películas, 328 Los premios ALMA, 330</p>

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2.2.M.C.b Describe the significance of historic cultural icons (arts, architecture music, literature, film, media, TV, newspapers, and the creators of these products)	<p>SE/TE: Cultura: México, 325 Oda a la cebolla, Pablo Neruda, 365 Oda al tomate, Pablo Neruda, 364 Also these examples of the many artists mentioned and presented throughout the program: Rivera, Diego (Mexico), 17, 73, 157, 265 Botero, Fernando (Colombia), 55, 252 Velázquez, Diego (Spain), 101 Alpuy, Julio (Uruguay), 129 Ferrer y Miró, Juan (Spain), 171 Kahlo, Frida (Mexico), 173, 198, 326 Picasso, Pablo (Spain), 185 Dalí, Salvador (Spain), 293 “naive” art, 476</p>
Understanding the artifacts associated with family and community life within the target culture(s) (F)	
2.2.M.F.a Compare the products needed to carry out daily routines and meet basic needs within two or more communities, regions, or cultures in which the language is spoken (housing, stores, food preparation, transportation, health care, public services)	<p>SE/TE: Vocabulario en contexto (Running errands around town), 130–132 La cultura en vivo: Los mercados al aire libre, 148 Auténtico: Supermercado gestionado por discapacitados, 150–151 Vocabulario en contexto (Driving and transportation), 158–160 Lectura: Guía del buen conductor, 174–175</p>
2.2.M.F.b Compare the products that are native to a community, region or country with those of one or more other communities, regions, or countries	<p>SE/TE: Comparación cultural, 36, 64, 95, 105, 123, 148, 230 Realismo fantástico, 55</p> <p>TE Only: Hands-on Culture, 14–a, 70–a, 126–a, 182–a, 236–a, 2900–a, 344–a, 398–a, 452–a</p>
2.2.M.Fc Compare the products needed for leisure activities within two or more communities, regions, or cultures in which the language is spoken	<p>SE/TE: Vocabulario en contexto (Extracurricular activities), 46–48 Lectura: ¡A bailar!, 62–63 Videohistoria: En el salón de belleza, 77 La cultura en vivo: Cómo hacer un poncho, 92 Perspectivas del mundo hispano: La parranda, 120</p>

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2.2.M.F.d Compare the significance of the products associated with an important:	
<ul style="list-style-type: none"> • civil or religious holiday or celebration AND 	<p>SE/TE: Mexican Independence Day, 211 Tamborrada, San Sebastián, Basque Country, Spain, 216 Independence Days, 223 Las Fallas de Valencia, 227</p>
<ul style="list-style-type: none"> • regional holiday or celebration AND 	<p>SE/TE: Fiesta de la calle Ocho, 85 Auténtico: 15000 polleras presumen coquetas las tradiciones panameñas, 94–95 Día de la Raza, Día de las Culturas, 218 Día de los Muertos, Mexico, 220 Día de los Reyes Magos, 228–230 Carnaval, 226, 232–233 Hispanic Film Festival, 335</p>
<ul style="list-style-type: none"> • personal or family holiday or celebration within a community or culture in which the target language is spoken 	<p>SE/TE: Family life celebrations, 84, 94–95, 213, 220, 225, 228–230, 373</p>
Understanding the artifacts associated with education, employment, and the economy in the target cultures (E)	
<p>2.2.M.E.a Compare the facilities, supplies and materials needed for schooling in a community or country in which the language is spoken with one or more other communities or countries</p>	<p>SE/TE: Arte y Cultura: El mundo hispano (school calendar), xxxii ¿Sacas buenas notas?, 30 ¿Qué conoces y a quién conoces?, 32 Auténtico: Nervios de regreso a escuela, 38–39 Auténtico: Escuela Secundaria, 66–67 Cultura: El mundo hispano (education systems), 462 Estudia mejor, 412 Lectura: ¡Descubre tu futuro! (university studies), 472–473</p>

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2.2.M.E.b Compare the major natural resources, commercial products, services, and industries in a community or country in which the language is spoken with one or more other communities or countries	<p>SE/TE: Cultural, education, and economic exchange: Sister cities, 146–147 Organization of American States, 175 Film industry, 319, 325, 332, 333, 334, 338, 340–341 El yunque, puerto rico, 396–397 Entertainment industry: alma awards, 330 Tourism in spanish–speaking countries, 445 Ecotourism: ecuador, 491 Deforestation/ rain forests, 500</p>
2.2.M.E.c Compare the value of a currency used in a community or country in which the language is spoken with one or more other communities or countries	<p>SE/TE: ¡No viajes sin leer esto!, 414 Vocabulario en contexto, 429</p> <p>TE Only: Enrich Your Teaching: Teacher–to–Teacher, 99 Culture Note, 107</p>
STRAND 3: CONNECTIONS	
3.1 Knowledge	
3.1.M.a Acquire new content knowledge about familiar topics through the target language	<p>SE/TE: Quotes about education (leer escribir), 26 Conexiones: La Historia, 112 (timeline), 223 (national celebrations) Lectura, 34–35, 62–63, 90–91, 118–119, 146–147, 174–175, 228–229, 256–257, 282–283, 310–311, 336–337, 364–365, 390–391, 418–419, 444–445, 472–473, 498–499</p> <p>TE Only: Project–Based Learning, 14–b, 70–b, 126–b, 182–b, 236–b, 290–b, 344–b, 398–b, 452–b</p>

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3.2 Point of View	
3.2.M.a Use audio, visual, and/or print materials available only in the target language to acquire information	<p>SE/TE: Auténtico: Expansión, 39, 67, 95, 123, 151, 179, 207, 233, 261, 287, 315, 341, 369, 395, 423, 449, 477, 503 Presentación oral: Y ahora, un reportaje especial, 259 Presentación oral: Un programa de televisión, 313 Presentación escrita: Luces, cámara, acción, 339 Presentación escrita: Prestemos servicio, 501</p> <p>TE Only: Project-Based Learning, 14-b, 70-b, 126-b, 182-b, 236-b, 290-b, 344-b, 398-b, 452-b</p>
STRAND 4: COMPARISONS	
4.1 Comparing Languages	
4.1.M.a Select vocabulary recognizing that meaning is not always conveyed through direct word-for-word translation from one's own language to the target language	<p>SE/TE: Vocabulario en contexto, 18-20, 46-48, 74-76, 102-104, 130-132, 158-160, 186-188, 212-214, 240-242, 266-268, 294-296, 320-322, 348-350, 374-376, 402-404, 428-430, 456-458, 482-484 Lectura: Using cognates, 282-283 Exploración del lenguaje, 6, 113, 221, 272, 327, 383, 438, 488</p> <p>TE Only: Heritage Speakers, 220</p>
4.1.M.b Select grammatical structures recognizing that meaning is not always conveyed through direct word-for-word translation from one's own language to the target language	<p>SE/TE: Gramática, 27-33, 53-61, 80-89, 110-117, 138-145, 166-173, 194-201, 219-227, 248-255, 274-281, 302-309, 328-335, 356-363, 382-389, 410-417, 436-443, 464-471, 490-497 Exploración del lenguaje, 60</p>

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4 .1 .M .c Select register/honorifics recognizing that meaning is not always conveyed through direct word-for-word translation from one’s own language and the target language	<p>SE/TE: ¿Qué conoces y a quién conoces?, 32 Vocabulario en contexto, 212–213 Hablar en grupo, 281 Usted and ustedes commands, 382</p> <p>TE Only: Heritage Speakers, 470</p>
4 .1 .M .d Select phonological features recognizing that meaning is not always conveyed through equivalent application of the same features from one’s own language to the target language	<p>SE/TE: Pronunciación, 29, 89, 144, 193, 254, 308, 359, 416, 463 Exploración del lenguaje, 221, 438</p>
4 .2 Comparing Cultures	
4 .2 .M .a Identify the significance of the cultural practices within the target culture(s) and compare them to one’s own	<p>SE/TE: Perspectivas del mundo hispano, 64, 120, 176, 230, 284, 338, 392, 446, 500 Videohistoria, 21, 49, 77, 105, 133, 161, 189, 215, 243, 269, 297, 323, 351, 377, 405, 431, 459, 485</p>
4 .2 .M .b Identify the significance of the cultural products within the target culture(s) and compare them to one’s own	<p>SE/TE: La cultura en vivo, 36, 92, 148, 204, 258, 312, 366, 420 Auténtico, 38–39, 66–67, 94–95, 122–123, 150–151, 178–179, 206–207, 232–233, 260–261, 286–287, 314–315, 340–341, 368–369, 394–395, 422–423, 448–449, 476–477, 502–503</p> <p>TE Only: Hands–on Culture, 14–a, 70–a, 126–a, 182–a, 236–a, 290–a, 344–a, 398–a, 452–a</p>

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STRAND 5: COMMUNITIES	
5.1 Use of Language	
5.1.M.a Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, email, electronic presentations, and newsletters, and/or webpages	<p>SE/TE: Presentación oral: Y ahora, un reportaje especial, 259 Presentación oral: Un programa de televisión, 313 Presentación escrita: Luces, cámara, acción, 339 Presentación escrita: Prestemos servicio, 501</p> <p>TE Only: Project-Based Learning: Web page describing school, 14–b Project-Based Learning: Web page with directions, 126–b</p>
5.1.M.b Provide services to others in the school district and community through activities in the target language such as serving as conversation partners for other students in the target language	<p>SE/TE: Hablar en grupo (examples), 52, 84, 198, 271, 281, 327, 363, 442, 468 Hablar en pareja (examples), 23, 57, 79, 106, 143, 167, 218, 300, 325, 407, 443, 465</p> <p>TE Only: Project-Based Learning: Web page describing school, 14–b Project-Based Learning: Web page with directions, 126–b Project-Based Learning: Poster of good travel habits, 398–b</p>
5.2 Use of Language	
5.2.M.a .Seek out opportunities and use the target language with teachers, friends, or family outside of the classroom	<p>SE/TE: El español en el mundo del trabajo, 33, 115, 173, 227, 276, 333, 388, 441, 497</p> <p>TE Only: Project-Based Learning: Web page describing school, 14–b Project-Based Learning: Web page with directions, 126–b 21st Century Skills: Communication, 389</p>

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5 .2 .M .b Use authentic target language print materials and electronic media to explore topics of personal interest within their own culture and the new culture	<p>SE/TE: Auténtico: Expansión, 39, 67, 95, 123, 151, 179, 207, 233, 261, 287, 315, 341, 369, 395, 423, 449, 477, 503</p> <p>TE Only: Project-Based Learning, 14–b, 70–b, 126–b, 182–b, 236–b, 290–b, 344–b, 398–b, 452–b</p>
5 .2 .M .c Investigate and present information to others about careers where skills in another language, or cross-cultural understanding, are needed	<p>SE/TE: El español en el mundo del trabajo, 33, 115, 173, 227, 276, 333, 388, 441, 497 Auténtico: ¿Cuáles serán los 7 empleos del futuro?, 476–477</p> <p>TE Only: Project-Based Learning: La exposición de Carreras, 452–b</p>

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