

A Correlation of

**Auténtico  
Level A**



to the

**Michigan Merit Curriculum Standards  
and Benchmarks  
World Languages, Novice High (N)**

**A Correlation of Auténtico Level A to the  
Michigan Merit Curriculum Standards and Benchmarks: World Languages  
Novice High (N)**

**Introduction**

This document demonstrates how ***Auténtico Level A*** meets the Michigan Merit Curriculum Standards And Benchmarks: World Languages, Novice High (N). 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.

**A Correlation of Auténtico Level A to the  
Michigan Merit Curriculum Standards and Benchmarks: World Languages  
Novice High (N)**

**Table of Contents**

**STRAND 1: COMMUNICATION**

**1.1 Interpersonal Communication**

Interpersonal Speaking/Listening (SL) ..... 4

Interpersonal Reading/Writing (RW) ..... 6

**1.2 Interpretive Communication**

Interpretive Language – Listening (L) ..... 7

Interpreting Written Language – Reading (R) ..... 8

**1.3 Presentational Communication**

Presentational Language – Speaking (S) ..... 8

Presentational Language – Writing (W) ..... 9

**STRAND 2: CULTURES**

**2.1 Practices and Perspectives ..... 10**

**2.2 Products and Perspectives ..... 13**

**STRAND 3: CONNECTIONS**

**3.1 Knowledge ..... 15**

**3.2 Point of View ..... 15**

**STRAND 4: COMPARISONS**

**4.1 Comparing Languages ..... 16**

**4.2 Comparing Cultures ..... 16**

**STRAND 5: COMMUNITIES**

**5.1 Use of Language ..... 17**

**5.2 Use of Language ..... 17**

**A Correlation of Auténtico Level A to the  
Michigan Merit Curriculum Standards and Benchmarks: World Languages  
Novice High (N)**

Michigan Merit Curriculum Standards and Benchmarks World Languages, Novice High (N)	Auténtico Level A
<b>STRAND 1: COMMUNICATION</b>	
<b>1.1 Interpersonal Communication</b>	
<b>Interpersonal Speaking/Listening (SL)</b>	
<b>Socializing</b>	
1.1.N.SL.a Use the target language with culturally appropriate gestures in everyday social situations such as greeting, leave taking or introductions	<p><b>SE/TE:</b> ¿Cómo te llamas?, 3 Exploración del lenguaje: Language through Gestures, 106</p> <p><b>TE Only:</b> Project-Based Learning: Pronóstico del tiempo, 1</p>
1.1.N.SL.b Ask and answer basic questions about the weather, health/ physical conditions, self, family and friends	<p><b>SE/TE:</b> ¡Hola! ¿Cómo te llamas?, 3 ¿Qué tiempo hace?, 18 ¿Qué prefieres?, 157</p> <p><b>TE Only:</b> Video script weather forecast, xxxii–b Twenty questions game, 24–a Question game, 170–a</p>
1.1.N.SL.c Recognize and use appropriate register/honorifics in a limited number of simple social situations such as greetings, leave-takings and introductions	<p><b>SE/TE:</b> Exploración del lenguaje: Señor, señora, señorita, 2 ¡Hola! ¿Cómo estás?, 4 Exploración del lenguaje Tú vs. Usted, 5 Vocabulario en contexto, 50 ¿Tú, Ud. o Uds.?, 83</p>
1.1.N.SL.d Request, offer, invite, and reply appropriately using memorized phrases	<p><b>SE/TE:</b> ¿Quieres hacer algo?, 200 ¿Te gustaría ir de camping?, 201 Lo siento, 203 Una invitación para el sábado, 204</p>
<b>Identifying and Describing</b>	
1.1.N.SL.e Ask questions about physical appearance, character and personality traits of friends, family, classmates and answer using a list of traits	<p><b>SE/TE:</b> ¿Cómo eres?, 53 ¿Cómo es el chico o la chica?, 54 Juego, 56 Mi amigo(a), 57</p>

**A Correlation of Auténtico Level A to the  
Michigan Merit Curriculum Standards and Benchmarks: World Languages  
Novice High (N)**

<b>Michigan Merit Curriculum Standards and Benchmarks World Languages, Novice High (N)</b>	<b>Auténtico Level A</b>
1.1.N.SL.f Ask questions about feelings, emotions and health of friends, family, classmates and answer using a list of traits	<b>SE/TE:</b> Encuesta: ¿Qué te gusta hacer?, 33 ¿Qué te gusta hacer?, 31 ¿Qué te gusta más?, 37 Y tú, ¿qué dices?, 80
1.1.N.SL.g Ask questions about the attributes of places and things in their immediate environment and answer using a list of traits	<b>SE/TE:</b> ¿Dónde están las cosas?, 101 ¿Dónde está?, 105 ¿Y dónde están todos?, 108 ¿Adónde van?, 173
<b>Exchanging Information</b>	
1.1.N.SL.h Exchange information in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life	<b>SE/TE:</b> Amigos en Internet, 28 ¡A mí también!, 30 ¡No, no me gusta!, 37 Opiniones, 38  <b>TE Only:</b> Twenty questions game, 24–a
1.1.N.SL.i Ask for and obtain information in everyday situations in the target language about time, place, price, size, relating to restaurants, stores, transportation, and services	<b>SE/TE:</b> ¿Vas mucho a . . . ?, 176 ¿Adónde vas?, 178 Cuando no estamos en la escuela . . . , 179 Gramática: Asking questions, 184  <b>TE Only:</b> Question game, 170–a
<b>Exchanging Opinions</b>	
1.1.N.SL.j Share likes and dislikes in the target language with a classmate	<b>SE/TE:</b> ¿Te gusta o no te gusta?, 30 ¿Qué te gusta hacer?, 31 A mí me gusta mucho. . . , 43 ¿Y qué te gusta comer?, 141
1.1.N.SL.k Share opinions and preferences in the target language with their classmates	<b>SE/TE:</b> Presentación oral: Share opinion, 93 Hablar en pareja (exchange personal opinions and preferences), 159, 178

**A Correlation of Auténtico Level A to the  
Michigan Merit Curriculum Standards and Benchmarks: World Languages  
Novice High (N)**

<b>Michigan Merit Curriculum Standards and Benchmarks World Languages, Novice High (N)</b>	<b>Auténtico Level A</b>
<b>Interpersonal Reading/Writing (RW)</b>	
<b>Socializing</b>	
1 .1 .N .RW .a Use the target language in email messages, text messages, blogs, webpages, letters, and notes to greet, take leave, or make introductions	<b>SE/TE:</b> Escribir/Escribir en pareja: Write email about activities you like, agree and disagree, 30 Presentación escrita: Email, 67 Presentación escrita: Invitation, 215  <b>TE Only:</b> Create school web page, 72–b
1.1.N.RW.b Exchange information by asking and answering basic questions in writing about the weather, health/ physical conditions, self, family, and friends	<b>SE/TE:</b> ¿Cómo es el chico o la chica?, 54 Yo soy . . . , 56 Y tú, ¿qué dices?, 63 ¿Estás de acuerdo?, 154  <b>TE Only:</b> Video script weather forecast, xxxii–b
1 .1 .N .RW .c Recognize and use appropriate register/honorifics in limited, simple social correspondence	<b>SE/TE:</b> Exploración del lenguaje Tú vs. Usted, 5 Presentación escrita: Write email of introduction using proper register and style, 67
1 .1 .N .RW .d Request, offer, invite, and reply appropriately in writing using memorized phrases	<b>SE/TE:</b> ¿Sí o no?, 200 ¿Cómo estás?, 203 Una invitación para el sábado, 204 Y tú, ¿qué dices?, 205
<b>Identifying and Describing</b>	
1 .1 .N .RW .e Ask questions in writing about physical appearance, character and personality traits of friends, family, classmates, and answer in writing using a list of traits	<b>SE/TE:</b> ¿Cómo es el chico o la chica?, 54 ¿Eres estudioso(a)?, 57 Y tú, ¿qué dices?, 59
1 .1 .N .RW .f Ask questions in writing about feelings, emotions and health of friends, family, classmates, and answer in writing using a list of traits	<b>SE/TE:</b> ¿Qué te gusta hacer?, 58 El email, 181 Preguntas revueltas, 184
1 .1 .N .RW .g Ask questions in writing about the attributes of places and things in their immediate environment, and answer in writing using a list of traits	<b>SE/TE:</b> Pregunta y contesta, 12 Y tú, ¿qué dices?, 112 ¿En el refrigerador o no?, 152

**A Correlation of Auténtico Level A to the  
Michigan Merit Curriculum Standards and Benchmarks: World Languages  
Novice High (N)**

<b>Michigan Merit Curriculum Standards and Benchmarks World Languages, Novice High (N)</b>	<b>Auténtico Level A</b>
<b>Exchanging Information</b>	
1.1.N.RW.h Exchange information in writing in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life	<b>SE/TE:</b> ¿Qué te gusta hacer?, 28 ¡A mí también!, 30 Encuesta: ¿Qué te gusta hacer?, 33
1.1.N.RW.i Inquire in writing, to obtain information in the target language about time, place, price, and size relating to restaurants, stores, transportation, and services	<b>SE/TE:</b> Un horario, 78 Los sábados y la comida, 134 ¿Qué comida hay en el Ciberc@fé @rrob@?, 137
<b>Exchanging Opinions</b>	
1.1.N.RW.j Share likes and dislikes in the target language with a classmate in writing, using email messages, notes, and letters	<b>SE/TE:</b> Escribir/Escribir en pareja: Write email about activities you like, agree and disagree, 30 Presentación escrita: Email, 67 Un blog, 133
1.1.N.RW.k Share opinions and preferences in the target language with their classmates in writing using email messages, notes, letters	<b>SE/TE:</b> ¡A mí también!, 30 Opiniones, 38 Integración de ideas, 45 ¿Qué te gusta más?, 136
<b>1.2 Interpretive Communication</b>	
<b>Interpretive Language – Listening (L)</b>	
1.2.N.L.a Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests	<b>SE/TE:</b> ¡Atención, por favor! & ¡Siéntense!, 6 Señalen, 9 ¿Cómo se dice . . . ?, 11 ¡Señala!, 83 ¿Qué estudian?, 85
1.2.N.L.b Understand interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences	<b>SE/TE:</b> Encuesta: ¿Qué te gusta hacer?, 33 ¿Qué te gusta hacer?, 31 ¿Qué te gusta más?, 37 Y tú, ¿qué dices?, 80 Presentación oral: Share opinion, 93 Hablar en pareja (exchange personal opinions and preferences), 159, 178
1.2.N.L.c Understand main idea of a visual media or live presentation (film/ DVD, TV shows and commercials, theatre and musical production)	<b>SE/TE:</b> La cultura en vivo, 42, 92, 140 Auténtico: Integration, 45, 69, 95, 119, 143, 167, 193, 217

**SE = Student Edition**

**TE = Teacher Edition**

**A Correlation of Auténtico Level A to the  
Michigan Merit Curriculum Standards and Benchmarks: World Languages  
Novice High (N)**

<b>Michigan Merit Curriculum Standards and Benchmarks World Languages, Novice High (N)</b>	<b>Auténtico Level A</b>
1.2.N.L.d Understand main idea of an audio presentation (CD, lecture, radio, podcast, songs/music)	<b>SE/TE:</b> Videohistoria, 29, 53, 77, 103, 127, 151, 175, 201
<b>Interpreting Written Language – Reading (R)</b>	
1.2.N.R.a Demonstrate understanding of written classroom language in the target language including directions, commands, and requests	<b>SE/TE:</b> ¡Hola! ¿Cómo te llamas?, 2–3 Un horario, 78 Los precios de mochilas, 109 Vocabulario en contexto, 100–101 ¡Lectura: La Escuela Español Vivo, 90–91 A estudiar!, 110
1.2.N.R.b Understand main idea of simple accessible written materials in the target language such as, textbook passages, age-appropriate magazine and newspaper articles/ ads, websites/internet, poetry or stories	<b>SE/TE:</b> Conexiones: La literatura, 59 Lectura (strategies): Using visual clues to get meaning, 64–65 Lectura (strategies): Making guesses, 138–139 Lectura (strategies): Skimming, 162–163
1.2.N.R.c Understand written interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences (email, letters, messages, notes, and text messages)	<b>SE/TE:</b> Escribir/Escribir en pareja: Write email about activities you like, agree and disagree, 30 Presentación escrita: Email, 67 Presentación escrita: Invitation, 215  <b>TE Only:</b> Create school web page, 72–b
<b>1.3 Presentational Communication</b>	
<b>Presentational Language – Speaking (S)</b>	
1.3.N.S.a Present songs, poems or stories in the target language	<b>SE/TE:</b> El poema “Soy Elena”, 59 Y tú, ¿qué dices?, 59 Presentación oral: Role play telephone conversation, 141 La cultura en vivo (rimas infantiles), 190 Presentación oral: Present role play about new student at school, 191
1.3.N.S.b Present brief personal descriptions on familiar topics in target language such as self, friends, family, home, and school	<b>SE/TE:</b> Presentación oral, 43, 93, 141, 191



**A Correlation of Auténtico Level A to the  
Michigan Merit Curriculum Standards and Benchmarks: World Languages  
Novice High (N)**

<b>Michigan Merit Curriculum Standards and Benchmarks World Languages, Novice High (N)</b>	<b>Auténtico Level A</b>
1.3.N.S.c Record materials in the target language, such as a puppet show, fashion show, or weather report	<p><b>SE/TE:</b> El poema “Soy Elena”, 59 Y tú, ¿qué dices?, 59 Presentación oral: Role play telephone conversation, 141 La cultura en vivo (rimas infantiles), 190 Presentación oral: Present role play about new student at school, 191</p>
<b>Presentational Language – Writing (W)</b>	
1.3.N.W.a Illustrate and present materials in the target language such as an advertisement, poster, or menu	<p>Presentación escrita: Sketch a map of and describe in a note your classroom, 117 Presentación escrita: Research, state opinion about leading healthier life, 165 (gathering information)</p> <p><b>TE Only:</b> Digital photo album, 24–b Create school web page, 72–b</p>
1.3.N.W.b Prepare illustrated stories (big books, posters, dioramas, cartoons) about activities or events in student’s personal life, and share these with an audience	<p><b>SE/TE:</b> Presentación escrita: Sketch a map of and describe in a note your classroom, 117</p> <p><b>TE Only:</b> Digital photo album, 24–b Create school web page, 72–b</p>
1.3.N.W.c Write brief personal descriptions on familiar topics in the target language such as self, friends, family, home, and school	<p><b>SE/TE:</b> Escribir/Escribir en pareja: Write email about activities you like, agree and disagree, 30 Presentación escrita: Email, 67 Presentación escrita: Invitation, 215</p> <p><b>TE Only:</b> Create school web page, 72–b</p>

**A Correlation of Auténtico Level A to the  
Michigan Merit Curriculum Standards and Benchmarks: World Languages  
Novice High (N)**

Michigan Merit Curriculum Standards and Benchmarks World Languages, Novice High (N)	Auténtico Level A
<b>STRAND 2: CULTURES</b>	
<b>2.1 Practices and Perspectives</b>	
<b>Understanding the impact of historic events and governmental systems within the target cultures (H)</b>	
2.1.N.H.a Identify and explain the impact of three major historic events and their impact on the culture of a community or country in which the language is spoken	<b>SE/TE:</b> Cultura: El mundo hispano, 13 Conexiones: La historia, 17, 131, 187
2.1.N.H.b Name the governmental system(s) and key political figures in a country in which the language is spoken	For related material see: <b>SE/TE:</b> Mapas (capital and government), xix, xx, xxi, xxii, xxiv, xxv, xxvi, xxvii, xxix  <b>TE Only:</b> Challenge, 242
2.1.N.H.c Identify one important political issue in a country in which the language is spoken	For related material see: <b>SE/TE:</b> Lectura: La UNICEF y una convención para los niños, 114–115
2.1.N.H.d Identify and describe significant current events in a country in which the language is spoken	For related material see: <b>SE/TE:</b> El español en la comunidad, 39, 89, 182 El español en el mundo del trabajo, 63, 111, 160, 210 Videohistoria: Enseñar en Guatemala, 103 Lectura: La UNICEF y una convención para los niños, 114–115
2.1.N.H.e Identify and explain how the language and culture expanded throughout the world	<b>SE/TE:</b> La cultura en vivo, 42, 92, 140 Perspectivas del mundo hispano, 66, 116, 164, 214

**A Correlation of Auténtico Level A to the  
Michigan Merit Curriculum Standards and Benchmarks: World Languages  
Novice High (N)**

<b>Michigan Merit Curriculum Standards and Benchmarks World Languages, Novice High (N)</b>	<b>Auténtico Level A</b>
<b>Understanding the role of family and community within the target culture(s) (F)</b>	
2.1.N.F.a Describe family structures and the role of friends within a community or culture in which the language is spoken	<b>SE/TE:</b> Amigos en Internet, 28 Lectura: ¿Qué te gusta hacer?, 40–41 Family life, 123, 173
2.1.N.F.b Describe daily routines within a community or culture in which the language is spoken (concept of time, typical activities appropriate to various periods during the day)	<b>SE/TE:</b> Videohistoria: Las clases hoy, 77 Un horario, 78 ¿Qué estudian?, 85 Cultura: El mundo hispano, 86 Lectura: La Escuela Español Vivo, 90–91 Videohistoria: Enseñar en Guatemala, 103
2.1.N.F.c Describe how daily needs are met within a community or culture in which the language is spoken (housing, shopping, food preparation, transportation, health care, access to public services)	<b>SE/TE:</b> Videohistoria: El almuerzo, 127 Perspectivas del mundo hispano: ¿Qué haces para mantener la salud?, 164 Presentación escrita: Para mantener la salud, 165 Auténtico: Alimentación saludable, 166–167 Lectura: Al centro comercial, 188–189
2.1.N.F.d Describe typical leisure activities commonly practiced within a community or culture in which the language is spoken	<b>SE/TE:</b> Auténtico: Conservatorio de mariachi, 44–45 La cultura en vivo: Aficionados al fútbol, 92 La cultura en vivo: Churros y chocolate, 140 Videohistoria: Comida tropical, 151 Perspectivas del mundo hispano: ¿Qué haces en tu tiempo libre?, 214 Auténtico: Deporte, cultura e innovación, 216–217

**A Correlation of Auténtico Level A to the  
Michigan Merit Curriculum Standards and Benchmarks: World Languages  
Novice High (N)**

<b>Michigan Merit Curriculum Standards and Benchmarks World Languages, Novice High (N)</b>	<b>Auténtico Level A</b>
<b>2.1.N.F.e Explain the practices and significance of an important:</b>	
<ul style="list-style-type: none"> <li>• regional holiday or celebration AND</li> </ul>	<b>SE/TE:</b> Festivals, 15–16, 156
<ul style="list-style-type: none"> <li>• personal or family holiday or celebration within a community or culture in which the target language is spoken</li> </ul>	<b>SE/TE:</b> Días de fiesta, 15 Cultura: El mundo hispano, 177  <b>TE Only:</b> Project–Based Learning: Para la salud: Vacaciones, 123
<b>Understanding education, employment, and the economy in the target cultures (E)</b>	
2.1.N.E.a Identify levels of instruction, courses, and typical daily school schedules and activities in a community or culture in which the language is spoken	<b>SE/TE:</b> Videohistoria: Las clases hoy, 77 Un horario, 78 ¿Qué estudian?, 85 Cultura: El mundo hispano, 86 Lectura: La Escuela Español Vivo, 90–91 Videohistoria: Enseñar en Guatemala, 103
2.1.N.E.b Identify the economic system in a community or culture in which the language is spoken	<b>SE/TE:</b> Conexiones: Las matemáticas, 109 Lectura: Al centro comercial, 188–189  <b>TE Only:</b> Culture Note, 109
2.1.N.E.c Identify ways in which people of all ages earn money and/or make a living in a community or culture in which the language is spoken	<b>SE/TE:</b> El español en el mundo del trabajo, 63, 111, 160

**A Correlation of Auténtico Level A to the  
Michigan Merit Curriculum Standards and Benchmarks: World Languages  
Novice High (N)**

<b>Michigan Merit Curriculum Standards and Benchmarks World Languages, Novice High (N)</b>	<b>Auténtico Level A</b>
<b>2.2 Products and Perspectives</b>	
<b>Understanding the impact of geography and natural resources on the target cultures (G)</b>	
2.2.N.G.a Identify countries, their capital and major cities in which the language is spoken	<b>SE/TE:</b> Mapas, xix–xxix ¡Vamos al Viejo San Juan!, 187 Auténtico: Pequeña Oaxaca, 192 Camping Las Palmas, 211 Cultura: El mundo hispano, 177
2.2.N.G.b Identify major geographic features (rivers, mountains, deserts, forests) of a country in which the language is spoken	<b>SE/TE:</b> Conexiones: La geografía, 20 En el Parque Nacional Torres del Paine, Patagonia, Chile, 171 Mapa global interactivo, 205 Camping Las Palmas, 211
2.2.N.G.c Identify the neighboring countries and geographic features surrounding a country in which the language is spoken	<b>SE/TE:</b> Conexiones: La geografía, 20 En el Parque Nacional Torres del Paine, Patagonia, Chile, 171 Mapa global interactivo, 205 Camping Las Palmas, 211  <b>TE Only:</b> Videohistoria: Bienvenidos a Codo a Codo, 29
2.2.N.G.d Describe the climate and typical seasonal weather patterns in various parts of a country in which the language is spoken	<b>SE/TE:</b> El tiempo, PE–18-PE–21 Un invierno en Chile, 180  <b>TE Only:</b> Video script weather forecast, xxxii–b
<b>Understanding the importance of cultural and creative heritage within the target cultures (C)</b>	
2.2.N.C.a Identify current cultural icons (arts, music, literature, film, and the creators of these products as well as natural sites)	<b>SE/TE:</b> Conexiones: La música, 35 El español en el mundo del trabajo, 160 Cultura: El mundo hispano, 185 Cultura: El mundo hispano, 163
2.2.N.C.b Identify historic culture icons (arts, music, literature, film, and the creators of these products as well as natural sites)	<b>SE/TE:</b> Cultura: República Dominicana, 34 Arte y Cultura: México, 48, 98, 146 Arte y Cultura: United States (Xavier Cortada), 72 La Bamba de Richie Valens, 183 Arte y Cultura: España, 170

**A Correlation of Auténtico Level A to the  
Michigan Merit Curriculum Standards and Benchmarks: World Languages  
Novice High (N)**

<b>Michigan Merit Curriculum Standards and Benchmarks World Languages, Novice High (N)</b>	<b>Auténtico Level A</b>
<b>Understanding the artifacts associated with family and community life within the target culture(s) (F)</b>	
2.2.N.F.a Describe the products needed to carry out daily routines and meet basic needs within a community, region, or culture in which the language is spoken (housing, stores, foods, transportation, health care, public services)	<b>SE/TE:</b> El libro, el lápiz, . . . , 10 ¿Cómo se dice . . . ?, 11 Videohistoria: Las clases hoy, 77 ¿Qué estudian?, 85 Cultura: El mundo hispano, 86 Lectura: La Escuela Español Vivo, 90–91 Perspectivas del mundo hispano: ¿Cómo es la escuela?, 116
2.2.N.F.b Identify products that were native to a community, region, or country in which the language is spoken	<b>SE/TE:</b> Conexiones: La música, 35 La cultura en vivo, 42 Auténtico: Conservatorio de mariachi, 44–45 Cultura: Guatemala / México, 65 Perspectivas del mundo hispano, 164, 214 Lectura: Al centro comercial, 188–189 Auténtico: Deporte, cultura e innovación, 216–217
2.2.N.F.c Describe the products needed for leisure activities commonly practiced within a community, region, or culture in which the language is spoken	<b>SE/TE:</b> Auténtico: Conservatorio de mariachi, 44–45 La cultura en vivo: Aficionados al fútbol, 92 La cultura en vivo: Churros y chocolate, 140 Videohistoria: Comida tropical, 151 Perspectivas del mundo hispano: ¿Qué haces en tu tiempo libre?, 214 Auténtico: Deporte, cultura e innovación, 216–217
2.2.N.F.d Describe and explain the significance of the products associated with an important:	
<ul style="list-style-type: none"> <li>• civil or religious holiday or celebration AND</li> </ul>	<b>SE/TE:</b> Mexico, Cinco de Mayo, 15 Spain, “Running of the Bulls,” 16 Spain, Fiesta de la Tomatina, 156
<ul style="list-style-type: none"> <li>• regional holiday or celebration AND</li> </ul>	<b>SE/TE:</b> Festivals, 15–16, 156
<ul style="list-style-type: none"> <li>• personal or family holiday or celebration within a community or culture in which the target language is spoken</li> </ul>	<b>SE/TE:</b> Días de fiesta, 15 Cultura: El mundo hispano, 177  <b>TE Only:</b> Project-Based Learning: Para la salud: Vacaciones, 123

**A Correlation of Auténtico Level A to the  
Michigan Merit Curriculum Standards and Benchmarks: World Languages  
Novice High (N)**

<b>Michigan Merit Curriculum Standards and Benchmarks World Languages, Novice High (N)</b>	<b>Auténtico Level A</b>
<b>Understanding the artifacts associated with education, employment, and the economy in the target cultures (E)</b>	
2.2.N.E.a Identify facilities, supplies, and materials needed for schooling and activities in a community or culture in which the language is spoken	<b>SE/TE:</b> El libro, el lápiz, . . . , 10 ¿Cómo se dice . . . ?, 11 Videohistoria: Las clases hoy, 77 ¿Qué estudian?, 85 Cultura: El mundo hispano, 86 Lectura: La Escuela Español Vivo, 90–91 Videohistoria: Enseñar en Guatemala, 103
2.2.N.E.b Identify the major natural resources, commercial products, services, and industries of a country in which the language is spoken	<b>SE/TE:</b> Mapas (with export information), xix, xx, xxi, xxii, xxiv, xxv, xxvi, xxvii, xxix Conexiones: La geografía, 20 La cultura en vivo: ¿Te gusta bailar?, 42 Auténtico: Conservatorio de mariachi, 44–45 Cultura: Guatemala / México, 65 Conexiones: La historia, 131 Lectura: Al centro comercial, 188–189 Auténtico: Deporte, cultura e innovación, 216–217
2.2.N.E.c Recognize the currency of a country in which the language is spoken	<b>SE/TE:</b> Conexiones: Las matemáticas, 109  <b>TE Only:</b> Culture Note, 109
<b>STRAND 3: CONNECTIONS</b>	
<b>3.1 Knowledge</b>	
3.1.N.a Reinforce previously learned content knowledge through the target language	<b>SE/TE:</b> Repaso del capítulo, 46, 70, 96, 120, 144, 168, 194, 218 Presentación escrita, 67, 117, 165, 215
<b>3.2 Point of View</b>	
3.2.N.a Use audio, visual, and/or print materials available only in the target language to recognize that a topic or situation may be viewed differently in one's own culture than in the target culture	<b>SE/TE:</b> Videohistoria, 29, 53, 77, 103, 127, 151, 175, 201 Auténtico: Integration, 45, 69, 95, 119, 143, 167, 193, 217

**A Correlation of Auténtico Level A to the  
Michigan Merit Curriculum Standards and Benchmarks: World Languages  
Novice High (N)**

Michigan Merit Curriculum Standards and Benchmarks World Languages, Novice High (N)	Auténtico Level A
<b>STRAND 4: COMPARISONS</b>	
<b>4.1 Comparing Languages</b>	
4.1.N.a Identify basic differences and similarities in vocabulary between one's own language and the target language (cognates and borrowed words)	<b>SE/TE:</b> Exploración del lenguaje: Cognates, 34, 57 Conexiones: La música, 35 Lectura (strategies): Cognates, 40–41 ¿Comprendes?, 65 Strategy: Using cognates, 161 Auténtico: Use the Strategy: Using Cognates, 166–167
4.1.N.b Identify basic differences and similarities in grammatical structures between one's own language and the target	<b>SE/TE:</b> Exploración del lenguaje, 57, 81, 106, 130, 160, 205 Gramática, 32–39, 55–63, 82–89, 107–113, 132–137, 156–161, 180–187, 206–213
4.1.N.c Identify basic differences and similarities in register/honorifics between one's own language and the target language	<b>SE/TE:</b> Exploración del lenguaje: Señor, señora, señorita, 2 ¡Hola! ¿Cómo estás?, 4 Exploración del lenguaje Tú vs. Usted, 5 Vocabulario en contexto, 50 ¿Tú, Ud. o Uds.?, 83
4.1.N.d Identify basic differences and similarities in phonological features (such as pronunciation, intonation, and tone) between one's own language and the target language	<b>SE/TE:</b> Pronunciación, 39, 183 Exploración del lenguaje, 57, 81, 106, 130, 160, 205
<b>4.2 Comparing Cultures</b>	
4.2.N.a Identify basic target culture practices and compare them to one's own	<b>SE/TE:</b> Perspectivas del mundo hispano, 66, 116, 164, 214 Auténtico: Integration, 45, 69, 95, 119, 143, 167, 193, 217, 243, 267, 293, 316, 341, 369, 395, 421, 445, 469
4.2.N.b Identify basic target culture products and compare them to one's own	<b>SE/TE:</b> Conexiones: La música, 35 La cultura en vivo, 42, 92, 140



**A Correlation of Auténtico Level A to the  
Michigan Merit Curriculum Standards and Benchmarks: World Languages  
Novice High (N)**

Michigan Merit Curriculum Standards and Benchmarks World Languages, Novice High (N)	Auténtico Level A
<b>STRAND 5: COMMUNITIES</b>	
<b>5.1 Use of Language</b>	
5.1.N.a Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, email, and electronic presentations	<p><b>SE/TE:</b> Amigos en Internet, 28 Lectura: ¿Qué te gusta hacer? (e-pals), 40 Perspectivas del mundo hispano: ¿Qué es un amigo?, 66 ¿Qué haces . . .?, 155</p> <p><b>TE Only:</b> Página Web, 73 Teacher-to-Teacher, 117</p>
5.1.N.b Provide services to others in the school district through activities in the target language such as skits and/or musical presentations, or by reading to others in the target language	<p><b>SE/TE:</b> Presentación oral: Role play telephone conversation, 141 (making lists) Presentación oral: Present role play about new student at school, 191</p> <p><b>TE Only:</b> Create school web page, 72–b</p>
<b>5.2 Use of Language</b>	
5.2.N.a Willingly use the target language within the classroom setting	<p><b>SE/TE:</b> Juego, 9, 13, 85, 105, 109, 209 Hablar en pareja (examples), 3, 21, 30, 105, 154 Hablar en pareja (exchange personal opinions and preferences), 30, 31, 159, 178 Hablar en grupo (examples), 111, 182</p> <p><b>TE Only:</b> Chant for choosing teams, 72–a</p>
5.2.N.b Use authentic target language print materials and electronic media to explore topics of personal interest and enjoyment	<p><b>SE/TE:</b> Presentación oral: Tell about likes and dislikes (use visuals), 43 La cultura en vivo: Presentar, 92 Presentación escrita: Research, state opinion about leading healthier life, 165 (gathering information)</p> <p><b>TE Only:</b> Create school web page, 72–b</p>

**A Correlation of Auténtico Level A to the  
Michigan Merit Curriculum Standards and Benchmarks: World Languages  
Novice High (N)**

Michigan Merit Curriculum Standards and Benchmarks World Languages, Novice High (N)	Auténtico Level A
5.2.N.c Identify careers where skills in another language or cross– cultural understanding are needed	<p><b>SE/TE:</b> Lectura: UNICEF y una convención para los niños, 114–115 El español en el mundo del trabajo, 63, 111, 160</p> <p><b>TE Only:</b> Create web page for health resort, 122–b</p>

©2021 Savvas Learning Company LLC.