

A Correlation of

**Auténtico
Level B**



to the

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

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

Introduction

This document demonstrates how **Auténtico Level B**, 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.

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STRAND 1: COMMUNICATION	
1.1 Interpersonal Communication	
Interpersonal Speaking/Listening (SL)	
Socializing	
1.1.N.SL.a Use the target language with culturally appropriate gestures in everyday social situations such as greeting, leave taking or introductions	SE/TE: En el restaurante, 254 Exploración del lenguaje: Nonverbal Language, 333 La cultura en vivo: Comunicación sin palabras, 422
1.1.N.SL.b Ask and answer basic questions about the weather, health/ physical conditions, self, family and friends	SE/TE: Y tú, ¿cómo eres?, PE-3 Escribir/Escribir en pareja: Ask and answer questions about everyday life, 229 ¿Quieres aprender a bucear?, 381
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	SE/TE: Exploración del lenguaje: Diminutives, 235 Affirmative tú commands, 305 The personal a, 387 Expresiones útiles para conversar, 483
1.1.N.SL.d Request, offer, invite, and reply appropriately using memorized phrases	SE/TE: ¿Qué te gusta pedir?, 253 Juego, 254 ¿Qué piensas llevar?, 326 ¿En qué puedo servirle?, 327
Identifying and Describing	
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	SE/TE: ¿Te gusta dibujar?, PE-5 ¿Cómo son los estudiantes?, PE-6 ¿Cómo eres y qué te gusta hacer?, PE-7
1.1.N.SL.f Ask questions about feelings, emotions and health of friends, family, classmates and answer using a list of traits	SE/TE: ¿Qué hacen para mantener la salud?, PE-17 ¿Qué comemos para mantener la salud?, PE-19 ¡Qué chica curiosa!, PE-23
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	SE/TE: Escucha, dibuja y escribe, 276 ¿Qué dormitorio es?, 277 ¿Cómo se comparan los dos?, 279 ¿De qué color es tu día?, 282 ¡Podemos hacer muchas cosas!, 285

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Exchanging Information	
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	<p>SE/TE: ¿Cuál es su favorito?, 427 Muchas opiniones, 430 ¿Qué programa ves tú?, 431</p> <p>TE Only: Explaining game, 424–a</p>
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	<p>SE/TE: ¿Qué te gusta pedir?, 253 Entrevista con una chef, 259 El menú del día, 261 ¿Cuántas horas de tele?, 433</p> <p>TE Only: Online clothing catalogue, 320–b</p>
Exchanging Opinions	
1.1.N.SL.j Share likes and dislikes in the target language with a classmate	<p>SE/TE: ¿Te gustaría ver . . . ?, 431 A nosotros nos gusta . . . , 437</p>
1.1.N.SL.k Share opinions and preferences in the target language with their classmates	<p>SE/TE: Escribir/Escribir en pareja: Write your opinion to another student, 279 Describe a room/express an opinion, 291 Muchas opiniones, 430</p>
Interpersonal Reading/Writing (RW)	
Socializing	
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	<p>SE/TE: Lectura (strategies): Read commentary/life description in personal blog, 288–289 Presentación escrita: Flyer, 315 Presentación escrita: Letter, 367</p> <p>TE Only: Illustrated journal or blog about a vacation, 372–b</p>
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	<p>SE/TE: Escucha, dibuja y escribe, 276 Tu propio dormitorio, 277 ¿Cómo se comparan los dos?, 279</p> <p>TE Only: Explaining game, 424–a</p>

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1 .1 .N .RW .c Recognize and use appropriate register/honorifics in limited, simple social correspondence	SE/TE: ¡Feliz cumpleaños!, 235 Affirmative tú commands / ¡Habla bien!, 305 Don Pepito y don José, 387 Presentación escrita: Letter, 367
1 .1 .N .RW .d Request, offer, invite, and reply appropriately in writing using memorized phrases	SE/TE: Presentación escrita: Invitation, 215 Preparar una fiesta de cumpleaños, 229 ¡Feliz cumpleaños!, 235
Identifying and Describing	
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	SE/TE: Hola, soy Jaime, PE-4 Y tú, ¿qué dices?, PE-5 ¿Cómo son los estudiantes?, PE-6 ¿Cómo se comparan los dos?, 279
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	SE/TE: ¡Es buenísimo para la salud!, 260 ¡Habla bien!, 305 ¿Qué debo hacer?, 306 Una lista de actividades, 379
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	SE/TE: Escucha, dibuja y escribe, 276 Y tú, ¿qué dices?, 283 ¿Dónde vives?, 304
Exchanging Information	
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	SE/TE: ¿Dónde vives?, 304 Tus vacaciones pasadas, 386 Y tú, ¿qué dices?, 389
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	SE/TE: Escucha y escribe, 326 ¿Cuánto cuesta en Montevideo?, 328 ¿Qué quieren comprar?, 331
Exchanging Opinions	
1 .1 .N .RW .j Share likes and dislikes in the target language with a classmate in writing, using email messages, notes, and letters	SE/TE: Lectura (strategies): Read commentary/life description in personal blog, 288–289 Presentación escrita: Flyer, 315 Presentación escrita: Letter, 367

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1.1.N.RW.k Share opinions and preferences in the target language with their classmates in writing using email messages, notes, letters	SE/TE: Presentación escrita: Un restaurante muy bueno, 265 ¿Cómo se comparan los dos?, 279 ¿Qué casa están buscando?, 310
1.2 Interpretive Communication	
Interpretive Language - Listening (L)	
1.2.N.L.a Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests	SE/TE: ¿Para qué clase?, PE-10 ¿Qué hay y dónde está?, PE-13 ¿Dónde está o dónde están?, 233 Affirmative tú commands, 305
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	SE/TE: ¿Qué hacen para mantener la salud?, PE-17 ¿Qué comemos para mantener la salud?, PE-19 ¡Qué chica curiosa!, PE-23 Escribir/Escribir en pareja: Write your opinion to another student, 279 Describe a room/express an opinion, 291 Muchas opiniones, 430
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)	SE/TE: La cultura en vivo, 240, 290, 338, 392 Auténtico: Integration, 243, 267, 293, 316, 341, 369, 395, 421, 445, 469
1.2.N.L.d Understand main idea of an audio presentation (CD, lecture, radio, podcast, songs/music)	SE/TE: Videohistoria, 225, 251, 275, 301, 325, 349, 377, 403, 429, 453
Interpreting Written Language - Reading (R)	
1.2.N.R.a Demonstrate understanding of written classroom language in the target language including directions, commands, and requests	SE/TE: En la clase de español de Jaime, PE-7 La Escuela, PE-7–PE-8 ¿Para qué clase?, PE-10 Affirmative tú commands, 305 ¿Quién hace los quehaceres?, 307 Conexiones: La historia, 358–359
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	SE/TE: Lectura (strategies): Skimming, 262–263, 312–313 Leer: Read poem on a birthday card, 235 Leer: Read a restaurant review, 255 Lectura (strategies): Read commentary/life description in personal blog, 288–289 Lectura (strategies): Reading for comprehension, 440–441

SE = Student Edition

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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)	<p>SE/TE: Lectura (strategies): Read commentary/life description in personal blog, 288–289 Presentación escrita: Flyer, 315 Presentación escrita: Letter, 367</p> <p>TE Only: Illustrated journal or blog about a vacation, 372–b</p>
1.3 Presentational Communication	
Presentational Language - Speaking (S)	
1.3.N.S.a Present songs, poems or stories in the target language	<p>SE/TE: Presentación oral: Role play dialogue in clothing store, 339 TE Only: Heritage Speakers, 306</p>
1.3.N.S.b Present brief personal descriptions on familiar topics in target language such as self, friends, family, home, and school	<p>SE/TE: Presentación oral, 241, 291, 339, 393, 443</p>
1.3.N.S.c Record materials in the target language, such as a puppet show, fashion show, or weather report	<p>SE/TE: Presentación oral: Role play dialogue in clothing store, 339 TE Only: Heritage Speakers, 306</p>
Presentational Language - Writing (W)	
1.3.N.W.a Illustrate and present materials in the target language such as an advertisement, poster, or menu	<p>SE/TE: Presentación oral: Present photos and describe family members, 241 Presentación escrita: Restaurant Review, 265 Presentación escrita: Promotional flyer, 315 (key questions) Presentación escrita: Informative poster, 419</p> <p>TE Only: Digital three–generation family tree, 220–b Online clothing catalogue, 320–b Illustrated journal or blog about a vacation, 372–b</p>

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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>SE/TE: Presentación oral: Present photos and describe family members, 241</p> <p>TE Only: Digital three-generation family tree, 220–b Illustrated journal or blog about a vacation, 372–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>SE/TE: Lectura (strategies): Read commentary/life description in personal blog, 288–289 Presentación escrita: Flyer, 315 Presentación escrita: Letter, 367</p> <p>TE Only: Illustrated journal or blog about a vacation, 372–b</p>
STRAND 2: CULTURES	
2.1 Practices and Perspectives	
Understanding the impact of historic events and governmental systems within the target cultures (H)	
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	<p>SE/TE: Conexiones: La historia, 358–359 Conexiones: El arte, 231 Cultura: Colombia, 356 Cultura: Mexico, 362</p>
2.1.N.H.b Name the governmental system(s) and key political figures in a country in which the language is spoken	<p>For related material see: SE/TE: Mapas (capital and government), xv, xvi, xvii, xviii, xx, xxi, xxii, xxiii, xxv, xxvii</p> <p>TE Only: Challenge, 242</p>
2.1.N.H.c Identify one important political issue in a country in which the language is spoken	<p>For related material see: SE/TE: Lectura: Hábitat para la Humanidad Internacional, 416–417</p>
2.1.N.H.d Identify and describe significant current events in a country in which the language is spoken	<p>For related material see: SE/TE: El español en la comunidad, 335, 439 El español en el mundo del trabajo, 261, 311, 363, 415 Lectura: Hábitat para la Humanidad Internacional, 416–417</p>

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2.1.N.H.e. Identify and explain how the language and culture expanded throughout the world	SE/TE: La cultura en vivo, 240, 290, 338, 392 Perspectivas del mundo hispano, 264, 366, 418, 442, 466 Conexiones: La historia, 358–359
Understanding the role of family and community within the target culture(s) (F)	
2.1.N.F.a Describe family structures and the role of friends within a community or culture in which the language is spoken	SE/TE: Family life, 220, 222, 229, 230, 242–243, 246, 314, 420–421
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)	SE/TE: Tu sala de clases, PE-9 ¿Para qué clase?, PE-10 ¿Qué hay y dónde está?, PE-13 El trabajo voluntario, 405
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)	SE/TE: Videohistoria: Fiesta en el restaurante, 251 Perspectivas del mundo hispano: A la hora de comer, 265 Perspectivas del mundo hispano: ¿Cómo son las casas en el mundo hispano?, 314 Perspectivas del mundo hispano: ¿Por qué vas al centro comercial?, 366
2.1.N.F.d Describe typical leisure activities commonly practiced within a community or culture in which the language is spoken	SE/TE: La cultura en vivo: El papel picado, 240 Videohistoria: Fiesta en el restaurante, 251 Perspectivas del mundo hispano: A la hora de comer, 264 Auténtico: El mundo de la gastronomía, 266-267
2.1.N.F.e Explain the practices and significance of an important:	
<ul style="list-style-type: none"> • regional holiday or celebration AND 	SE/TE: Celebrations, 226, 229, 238–239, 240, 290, 390 Latin America, <i>carnaval</i> , 337 Auténtico: El mundo de la gastronomía, 266-267 Lectura: Álbum de mi viaje al Perú, 390-391
<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: Videohistoria: Los quince años, 225 Fiesta de quince años (quinceañera), 238–239 TE Only: Bulletin Boards: Theme: Fiestas de familia, 220-a

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Understanding education, employment, and the economy in the target cultures (E)	
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	SE/TE: Tu sala de clases, PE-9 ¿Para qué clase?, PE-10 ¿Qué hay y dónde está?, PE-13 El trabajo voluntario, 405
2.1.N.E.b Identify the economic system in a community or culture in which the language is spoken	SE/TE: ¿Dónde está el almacén La Galería?, 351 Perspectivas del mundo hispano: ¿Por qué vas al centro comercial?, 366 TE Only: Bulletin Boards, 320-a Project-Based Learning: Catálogo de ventas en Línea, 320-b Challenge, 322 Teacher-to-Teacher, 323
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	SE/TE: El español en el mundo del trabajo, 210, 261, 311, 363, 415, 463
2.2 Products and Perspectives	
Understanding the impact of geography and natural resources on the target cultures (G)	
2.2.N.G.a Identify countries, their capital and major cities in which the language is spoken	SE/TE: Mapas, xv–xxvii Lectura: Una visita a Santa Fe, 262-263 Cultura: El mundo hispano, 286 Lectura: Tradiciones de la ropa panameña, 336
2.2.N.G.b Identify major geographic features (rivers, mountains, deserts, forests) of a country in which the language is spoken	SE/TE: Conexiones: La geografía, 388 Mapa global interactivo, 236, 362 Videohistoria: En el Ecuador, 377
2.2.N.G.c Identify the neighboring countries and geographic features surrounding a country in which the language is spoken	SE/TE: Conexiones: La geografía, 388 Mapa global interactivo, 236, 362 Videohistoria: En el Ecuador, 377
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	TE Only: Heritage Speaker, 284 Culture Note, 303, 307

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Understanding the importance of cultural and creative heritage within the target cultures (C)	
2.2.N.C.a Identify current cultural icons (arts, music, literature, film, and the creators of these products as well as natural sites)	SE/TE: Cultura: El mundo hispano, 279 Cultura: Venezuela, 335 Alfonso Cuarón, director de cine mexicano, filmando una película, 425 Cultura: Argentina, España, México, Venezuela, 431 Videomodelo, 432 Cultura: El mundo hispano, 434
2.2.N.C.b Identify historic culture icons (arts, music, literature, film, and the creators of these products as well as natural sites)	SE/TE: La familia de Carlos IV, 231 Arte y Cultura: España, 372, 424, 448
Understanding the artifacts associated with family and community life within the target culture(s) (F)	
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)	SE/TE: Tu sala de clases, PE-9 ¿Para qué clase?, PE-10 ¿Qué hay y dónde está?, PE-13 Lectura: El desastre en mi dormitorio, 288-289 Perspectivas del mundo hispano: ¿Cómo son las casas en el mundo hispano?, 314 El trabajo voluntario, 405
2.2.N.F.b Identify products that were native to a community, region, or country in which the language is spoken	SE/TE: La cultura en vivo, 240, 392 Perspectivas del mundo hispano, 442 Videohistoria: De compras, 325 El español en la comunidad (Boutique Guadalajara), 335 Lectura: Tradiciones de la ropa panameña, 336-337 La cultura en vivo: Las molas, 338 Videohistoria: En el Rastro, 349
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	SE/TE: Perspectivas del mundo hispano: ¿Qué haces en tu tiempo libre?, 214 Auténtico: Deporte, cultura e innovación, 216-217 La cultura en vivo: El papel picado, 240 Videohistoria: Fiesta en el restaurante, 251 Perspectivas del mundo hispano: A la hora de comer, 264 Auténtico: El mundo de la gastronomía, 266-267

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2.2.N.F.d Describe and explain the significance of the products associated with an important:	
<ul style="list-style-type: none"> civil or religious holiday or celebration AND 	SE/TE: Noche de los Rábanos (Mexico), 205 Panama, 336–337 Mexico, Guelaguetza, 362
<ul style="list-style-type: none"> regional holiday or celebration AND 	SE/TE: Celebrations, 226, 229, 238–239, 240, 290, 390 Latin America, <i>carnaval</i> , 337 Auténtico: El mundo de la gastronomía, 266-267 Lectura: Álbum de mi viaje al Perú, 390-391
<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: Videohistoria: Los quince años, 225 Fiesta de quince años (quinceañera), 238–239 TE Only: Bulletin Boards: Theme: Fiestas de familia, 220-a
Understanding the artifacts associated with education, employment, and the economy in the target cultures (E)	
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	SE/TE: Tu sala de clases, PE-9 ¿Para qué clase?, PE-10 ¿Qué hay y dónde está?, PE-13 El trabajo voluntario, 405
2.2.N.E.b Identify the major natural resources, commercial products, services, and industries of a country in which the language is spoken	SE/TE: Mapas (with export information), xv, xvi, xvii, xviii, xx, xxi, xxii, xxiii, xxv, xxvii Videohistoria: De compras, 325 El español en la comunidad (Boutique Guadalajara), 335 Lectura: Tradiciones de la ropa panameña, 336- 337 La cultura en vivo: Las molas, 338 Videohistoria: En el Rastro, 349
2.2.N.E.c Recognize the currency of a country in which the language is spoken	TE Only: Bulletin Boards, 320-a Project-Based Learning: Catálogo de ventas en Línea, 320-b Challenge, 322 Teacher-to-Teacher, 323

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STRAND 3: CONNECTIONS	
3.1 Knowledge	
3.1.N.a Reinforce previously learned content knowledge through the target language	SE/TE: Para empezar, PE-1–PE-27 Repaso del capítulo, 244, 268, 294, 318, 342, 370, 396, 422, 446, 470 Presentación escrita, 265, 315, 367, 419, 467
3.2 Point of View	
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	SE/TE: Videohistoria, 225, 251, 275, 301, 325, 349, 377, 403, 429, 453 Auténtico: Integration, 243, 267, 293, 316, 341, 369, 395, 421, 445, 469
STRAND 4: COMPARISONS	
4.1 Comparing Languages	
4.1.N.a Identify basic differences and similarities in vocabulary between one’s own language and the target language (cognates and borrowed words)	SE/TE: Lectura (strategies): Cognates, 212–213, 288–289, 416–417 Auténtico: Use the Strategy: Using Cognates, 216–217 Strategy: Using cognates and context clues, 352 Lectura: La invasión del cibernspanglish, 464–465
4.1.N.b Identify basic differences and similarities in grammatical structures between one’s own language and the target	SE/TE: Exploración del lenguaje, 235, 353 Gramática, 228–237, 256–261, 278–287, 305–311, 330–335, 354–363, 383–389, 408–415, 434–439, 458–463
4.1.N.c Identify basic differences and similarities in register/honorifics between one’s own language and the target language	SE/TE: Exploración del lenguaje: Diminutives, 235 Affirmative tú commands, 305 The personal a, 387 Expresiones útiles para conversar, 483
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	SE/TE: Pronunciación, 257, 285, 438, 462 Exploración del lenguaje, 235, 353
4.2 Comparing Cultures	
4.2.N.a Identify basic target culture practices and compare them to one’s own	SE/TE: Perspectivas del mundo hispano, 264, 366, 418, 442, 466 Auténtico: Integration, 243, 267, 293, 316, 341, 369, 395, 421, 445, 469

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4 .2 .N .b Identify basic target culture products and compare them to one's own	SE/TE: La cultura en vivo, 240, 290, 338, 392 Conexiones: El arte, 231
STRAND 5: COMMUNITIES	
5.1 Use of Language	
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	SE/TE: Presentación escrita, 215 ¿Quiénes vienen?, 257 ¿Qué debo hacer?, 306 TE Only: Enrich Your Teaching: 21st Century Skills, 361 Project-Based Learning: Diario ilustrado, 372-b
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	SE/TE: Presentación oral: Role play dialogue in clothing store, 339 La cultura en vivo: Comunicación sin palabras, 442 TE Only: Explaining game, 424–a Heritage Speakers, 442
5.2 Use of Language	
5 .2 .N .a Willingly use the target language within the classroom setting	SE/TE: Juego, 234, 254, 287, 355, 386, 388, 411, 414, 438 Hablar en pareja (examples), 227, 257, 261, 282, 304, 227, 350, 382 Hablar en grupo (examples), 277, 333, 335, 355, 362, 409, 439 TE Only: Explaining game, 424–a
5 .2 .N .b Use authentic target language print materials and electronic media to explore topics of personal interest and enjoyment	SE/TE: Presentación oral: Describe a room/express an opinion, 291 Presentación oral: Review television show or movie, 443 TE Only: Create a plan for your dream house, 270–b

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

<p style="text-align: center;">Michigan Merit Curriculum Standards and Benchmarks World Languages, Novice High (N)</p>	<p style="text-align: center;">Auténtico Level B</p>
<p>5.2.N.c Identify careers where skills in another language or cross- cultural understanding are needed</p>	<p>SE/TE: El español en el mundo del trabajo, 210, 261, 311, 363, 415, 463</p> <p>TE Only: Online clothing catalogue, 320–b</p>

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