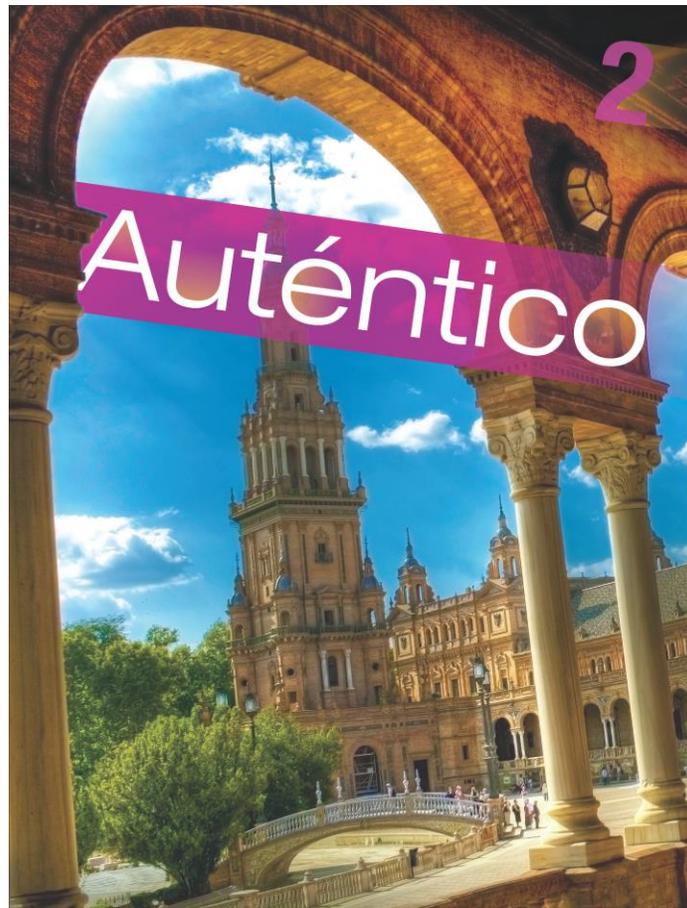


**A Correlation of**



**©2018**

**To the**

**New Jersey World Language Indicators  
Novice-High**



## A Correlation of *Auténtico* Level 2, ©2018 to the New Jersey World Languages Indicators, Novice-High

### Introduction

This document demonstrates how *Auténtico, Level 2*, ©2018 meets New Jersey's World Languages Indicators. 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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<b>New Jersey World Language Indicators Novice-High</b>	<b>Auténtico Level 2 ©2018</b>
<p><b>World Languages:</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p>	
<p><b>Interpretive Mode:</b> The mode of communication in which students demonstrate understanding of spoken and written communication within the appropriate cultural context. Examples of “one-way” reading or listening include cultural interpretations of print, video, and online texts, movies, radio and television broadcasts, and speeches. Interpretation beyond the Novice level differs from comprehension because it implies the ability to read or listen “between the lines” and “beyond the lines.”</p>	
7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.	<b>SE/TE:</b> 6, 59, 62-63, 118-119, 174-175, 202-203, 228-229, 282-283, 390-391, 418-419
7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.	<b>SE/TE:</b> 169, 181, 357, 359, 363, 371
7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).	<b>SE/TE:</b> 170, 171 <b>TE Only:</b> 103, 306, 421
7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.	<b>SE/TE:</b> 162, 187, 191, 200, 201, 209, 222, 235, 263, 317
7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.	<b>SE/TE:</b> 5, 41, 132, 163, 235, 281, 303, 317, 354, 440
<p>7.1.NH.A.6 Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.</p>	

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7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.	<b>SE/TE:</b> 62-63, 118-119, 174-175, 272, 282-283, 390-391
7.1.NH.A.8 Identify some unique linguistic elements in English and the target language.	<b>SE/TE:</b> 113, 272, 327, 383, 438
<b>Interpersonal Mode:</b> The mode of communication in which students engage in direct oral and/or written communication with others (e.g., conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, exchanging personal letters or e-mail messages).	
7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.	<b>SE/TE:</b> 121, 231 <b>TE Only:</b> 35, 37, 57, 106, 191
7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.	<b>SE/TE:</b> 163, 164, 165, 168, 169, 172, 181, 353, 356, 416
7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.	<b>SE/TE:</b> 29, 89, 144, 170, 193, 254, 308, 416, 463
7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.	<b>SE/TE:</b> 22, 33, 69, 79, 84, 125, 141, 197, 235, 304
7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.	<b>SE/TE:</b> 24, 83, 112-113, 145, 254, 279, 304, 361, 383, 416

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<b>Presentational Mode:</b> The mode of communication in which students present, through oral and/or written communications, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many” mode of communication are making a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.	
7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.	<b>TE Only:</b> 14-b, 35, 126-b, 177, 205, 236-b, 367
7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.	<b>SE/TE:</b> 37, 93, 204, 367 <b>TE Only:</b> 103, 136, 142, 236, 281, 283
7.1.NH.C.3 Describe in writing people and things from the home and school environment.	<b>SE/TE:</b> 65, 121, 177, 231, 285, 393, 447, 501
7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.	<b>SE/TE:</b> 203, 420 <b>TE Only:</b> 202
7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.	<b>SE/TE:</b> 92, 120, 176, 204, 230, 258, 366, 367, 420, 474