

A Correlation of
Auténtico
Level 2



to the
New Jersey Student Learning Standards
for World Languages 2020
Novice High

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Introduction

This document demonstrates how ***Auténtico Level 2*** meets the New Jersey Student Learning Standards for World Languages 2020, Novice High. 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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New Jersey Student Learning Standards for World Languages 2020, Novice High	Auténtico Level 2
Interpretive Mode of Communication	
Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.	
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	
<ul style="list-style-type: none"> 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. 	SE/TE: 6, 59, 62-63, 118-119, 174-175, 202-203, 228-229, 282-283, 390-391, 418-419
<ul style="list-style-type: none"> 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. 	SE/TE: 202–203, 228–229, 390–391; also see: 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
<ul style="list-style-type: none"> 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands. 	SE/TE: 169, 181, 357, 359, 363, 371
<ul style="list-style-type: none"> 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s). 	SE/TE: 170, 171 TE Only: 103, 306, 421
<ul style="list-style-type: none"> 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture. 	SE/TE: 6, 29, 60, 89, 113, 144, 193, 221, 254, 272, 308, 327, 383, 359, 416, 438, 463, 488

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<ul style="list-style-type: none"> 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s). 	<p>SE/TE: 36, 38–39, 66–67, 92, 94–95, 122–123, 148, 150–151, 178–179, 204, 206–207, 232–233, 258, 260–261, 286–287, 312, 314–315, 340–341, 366, 368–369, 394–395, 420, 422–423, 448–449, 476–477, 502–503</p> <p>TE Only: 14–a, 70–a, 126–a, 182–a, 236–a, 290–a, 344–a, 398–a, 452–a</p>
<ul style="list-style-type: none"> 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written. 	<p>SE/TE: 23, 33, 57, 79, 106, 140, 143, 167, 202–203, 218, 228–229, 300, 325, 364–365, 390–391, 407, 443, 465</p> <p>TE Only: xxxii–b, 14–b, 126–b</p>
<ul style="list-style-type: none"> 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change. 	<p>SE/TE: 21, 243, 256–257, 284, 286–287, 485, 498–499, 502–503</p>
<p>259, Interpersonal Mode of Communication</p> <p>Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.</p>	
<p>Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p>	
<ul style="list-style-type: none"> 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information. 	<p>SE/TE: 121, 231</p> <p>TE Only: 35, 37, 57, 106, 191</p>

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<ul style="list-style-type: none"> 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects. 	SE/TE: 52, 167, 169, 172, 218, 278, 325, 363
<ul style="list-style-type: none"> 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations. 	SE/TE: 163, 164, 165, 168, 169, 172, 181, 353, 356, 416
<ul style="list-style-type: none"> 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities. 	SE/TE: 163, 164, 165, 168, 169, 172, 181, 353, 356, 416
<ul style="list-style-type: none"> 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. 	SE/TE: 29, 89, 144, 170, 193, 254, 308, 416, 463
<ul style="list-style-type: none"> 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change. 	SE/TE: 21, 243, 256–257, 284, 286–287, 485, 498–499, 502–503
<p>Presentational Mode of Communication</p> <p>Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.</p>	
<p>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	
<ul style="list-style-type: none"> 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes. 	TE Only: 14-b, 35, 126-b, 177, 205, 236-b, 367
<ul style="list-style-type: none"> 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing. 	SE/TE: 37, 93, 204, 367 TE Only: 103, 136, 142, 236, 281, 283

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<ul style="list-style-type: none"> 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.. 	SE/TE: 37, 65, 93, 121, 177, 205, 231, 285, 367, 393, 447, 475, 501
<ul style="list-style-type: none"> 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing. 	SE/TE: 203, 420 TE Only: 202
<ul style="list-style-type: none"> 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words. 	SE/TE: 31–33, 53–55, 121, 356–359, 360–363, 367, 382–385, 386–389
<ul style="list-style-type: none"> 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States. 	SE/TE: 482–484, 485, 486–489, 498–499, 500, 502–503
Intercultural Statements	
<p>Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</p>	
<ul style="list-style-type: none"> Communities, 	SE/TE: 51, 52, 61, 85, 91, 105, 126, 137, 145, 151, 173, 232–233, 269, 418–419, 422–423, 431, 444–445, 448–449 TE Only: 126-a, 126-b, 129, 157
<ul style="list-style-type: none"> animals and their habitats, 	SE/TE: 480, 481, 487, 489, 497, 498
<ul style="list-style-type: none"> technology, 	SE/TE: 470, 475, 476–477, 484, 502–503

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<ul style="list-style-type: none"> geography, 	SE/TE: xviii–xix, xx–xxi, xxii–xxiii, xxiv–xxv, xxvi–xxvii, xxviii–xxix, xxx–xxx1, 482, 485, 486, 490, 496
<ul style="list-style-type: none"> climate, 	SE/TE: 482–484, 485, 486–489, 498–499, 500, 502–503
<ul style="list-style-type: none"> fine and performing arts. 	SE/TE: 36, 62–63, 90–91, 202, 232–233, 320–322, 323, 339, 474
Learners recognize and identify a few typical practices of the target culture.	
<ul style="list-style-type: none"> Community life and expectations of citizens compared to life and citizenry in the United States, 	SE/TE: 33, 51, 52, 61, 66, 85, 91, 105, 115, 126, 137, 145, 151, 173, 192, 227, 419, 437 TE Only: 126-a, 126-b, 129, 157
<ul style="list-style-type: none"> reasons for and patterns of animal migration, 	SE/TE: 480, 481, 487, 489, 497, 498
<ul style="list-style-type: none"> changes to human life because of technology, 	SE/TE: 470, 475, 476–477, 484, 502–503
<ul style="list-style-type: none"> impact of geography on individuals, 	SE/TE: xviii–xix, xx–xxi, xxii–xxiii, xxiv–xxv, xxvi–xxvii, xxviii–xxix, xxx–xxx1, 482, 485, 486, 490, 496
<ul style="list-style-type: none"> the outcomes of climate change on the target people, 	SE/TE: 482–484, 485, 486–489, 498–499, 500, 502–503
<ul style="list-style-type: none"> reflection of a society in its fine and practical arts. 	SE/TE: 36, 62–63, 90–91, 202, 230, 232–233, 320–322, 323, 339, 392, 444–445, 474

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