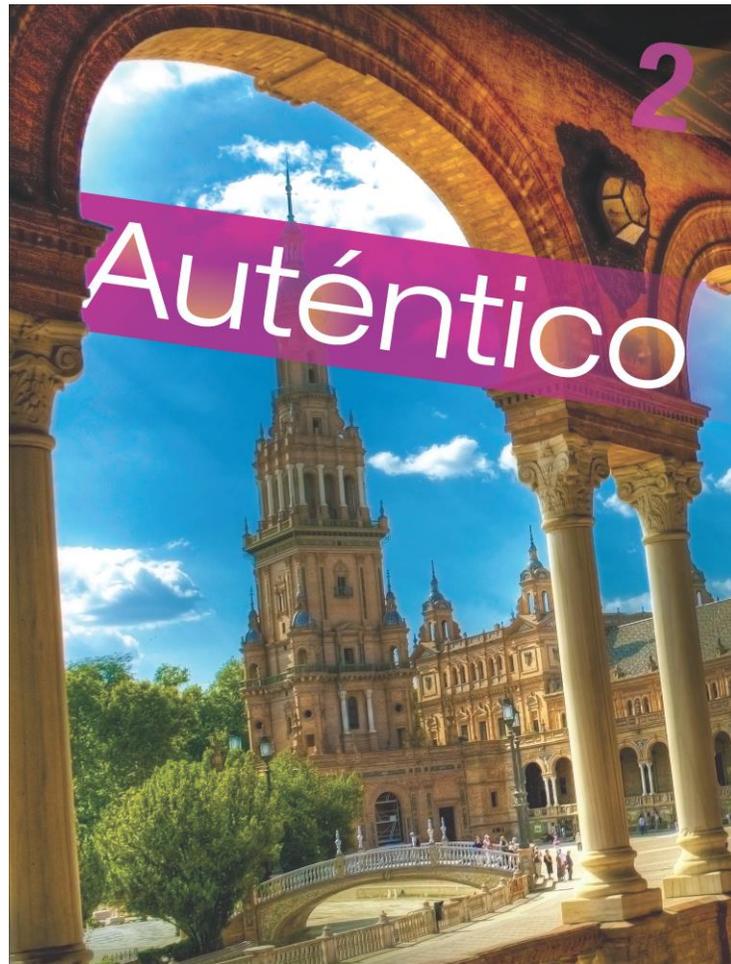


A Correlation of



To

**Ohio's New Learning Standards
World Languages**

A Correlation of Auténtico, Level 2, ©2018 to Ohio's New Learning Standards: World Languages

Introduction

This document demonstrates how *Auténtico, Level 2*, ©2018 meets Ohio's New Learning Standards: World Languages. 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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Ohio’s New Learning Standards: World Languages Grades 9-12	Autentico, Level 2 ©2018
Ohio’s New Learning Standards: World Languages Grades 6-12	
INTERPRETIVE COMMUNICATION: Communicate in languages other than English, both in person and via technology.	
Learners comprehend the main idea and relevant details in a variety of age-appropriate live, written and recorded messages; personal anecdotes; and narratives in the language. They understand and interpret authentic texts ranging from articles in contemporary magazines, newspapers and Internet sources to children’s stories and classical literary texts. Learners derive meaning through the use of listening, viewing and reading strategies. Learners reinforce and expand their knowledge across disciplines as they acquire information and distinctive viewpoints directly through authentic print, non-print and digital language and culture sources.	
9-12	
1. Derive meaning from more detailed messages and texts using listening, reading and viewing strategies.	
a. Focus on the overall meaning of the message or text to avoid stumbling on unknown words and expressions.	SE/TE: 34-35, 38-39, 118-119, 178-177, 362, 434
b. Understand new words, phrases, sentences or the main idea with the help of visuals and graphics that accompany texts.	SE/TE: 21, 49, 105, 122-123, 146-147, 150, 161, 206-207, 227, 232-233, 260-261, 314-315, 323, 340-341, 394-395, 418-419, 476-477
c. Make use of print and digital resources to understand the meaning of new words and expressions.	TE only: 31, 61, 303, 435
d. Utilize knowledge of word families/characters and cognates to figure out the meaning of new words and expressions.	SE/TE: 25, 282-283, 286-287, 351, 362, 368-369
e. Use knowledge of the situation, the purpose of communication or context cues to understand more detailed messages.	SE/TE: 161, 174-175, 178-179, 310-311, 314-315, 340-341, 368-369, 377, 431
f. Interpret gestures, intonation and tone to comprehend more detailed verbal and nonverbal messages.	SE/TE: 260-261 TE only: 236-b
2. Analyze how authentic sources convey viewpoints and use authentic sources critically.	
a. Identify authentic sources and evaluate their suitability for specific tasks.	TE only: 14-b, 176, 344-b, 389, 398-b

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b. Explain the viewpoint of an authentic source by summarizing in some detail who produced the text, when, why and for whom.	SE/TE: 90-91, 498-499 TE only: 176, 398-b
c. Synthesize information about the same topic or event from multiple authentic sources, noting important similarities and differences in the points of view they represent.	TE only: 176, 258, 313, 452-b
d. Use information and viewpoints from authentic sources to inform or enhance a more sophisticated conversation, presentation or expression of creativity.	TE only: 70-b, 319
3. Comprehend and interpret detailed information in authentic messages and informational texts.	
a. Follow complex instructions, directions and requests.	SE/TE: 34-35, 36, 83, 122-123, 174-175, 312, 348, 355, 358, 366, 394-395
b. Provide more detailed answers to questions about authentic messages and informational texts.	SE/TE: 21, 34-35, 39, 120, 123, 133, 147, 261, 287, 299, 469, 495
c. Identify, sequence and classify people, places, things or events based on detailed descriptions.	SE/TE: 11, 57, 109, 330, 435, 460
d. Examine essential elements of written informational texts to differentiate the main idea and relevant details from extraneous information.	SE/TE: 34-35, 49, 62-63, 66-67, 122-123, 146-147, 256-257
e. Draw conclusions and justify inferences based on more nuanced ideas and details derived from authentic messages and informational texts.	SE/TE: 77, 120, 206-207, 215, 269, 340-341, 394-395 TE only: 452-b
f. Synthesize information from authentic sources to solve more complex problems, complete multistep tasks or reinforce concepts across the curriculum.	TE only: 55, 247, 257, 258, 452-b, 469, 483, 489, 496

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4. Comprehend and interpret detailed information about the main idea and relevant details in authentic literary texts.	
a. Answer more detailed questions about literary texts.	SE/TE: 25, 141, 202-203, 258, 364-365
b. Analyze the sequence of events in literary texts to understand how each event led to the next.	For supporting content please see: SE/TE: 202-203, 204
c. Provide detailed descriptions of characters and settings.	SE/TE: 202-203
d. Predict the outcomes of literary texts and justify the rationale for the predictions.	For supporting content please see: SE/TE: 202-203, 204
e. Demonstrate comprehension of literary texts through the creation of somewhat more sophisticated artistic and/or technology-enhanced representations.	SE/TE: 202-203 TE only: 258
f. Relate texts to self, current or historical events or world issues through discussions, journaling and/or artistic or expressive representations.	SE/TE: 202-203, 258
g. Compare and contrast two or more literary selections that share the same topic, but represent different genres.	For supporting content please see: SE/TE: 202-203, 204 TE only: 258
INTERPERSONAL COMMUNICATION: Communicate in languages other than English, both in person and via technology.	
Learners initiate and sustain meaningful spoken, written and signed communication by providing and obtaining information, expressing feelings and emotions, and exchanging opinions in culturally appropriate ways. Learners actively negotiate meaning across languages and cultures to ensure that their messages are understood and that they can understand others.	
1. Negotiate meaning using more sophisticated requests, clarifications and conversation strategies.	
a. Use a range of expressions to make requests and seek clarification.	SE/TE: 109, 148, 275, 281, 408, 421 TE only: 334, 359, 389
b. Ask and answer a range of questions to seek or clarify information.	SE/TE: 32, 109, 148, 259, 281, 408 TE only: 20, 38, 65, 122, 176, 359

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c. Paraphrase, elaborate or use circumlocution to clarify meaning and ambiguities.	SE/TE: 380
d. Observe or use more sophisticated nonverbal clues to help clarify meaning.	SE/TE: 170
e. Use a variety of conversation strategies to steer interactions.	SE/TE: 170, 259
2. Interact with others using culturally appropriate language and gestures on familiar and some unfamiliar topics.	
a. Engage in greetings, introductions and leave-taking.	SE/TE: 109, 121, 148, 259, 408, 421 TE only: 359, 408
b. Ask complex questions and provide detailed answers on a variety of topics.	SE/TE: 259, 275, 281, 421 TE only: xxxii-b, 38, 122, 176, 336, 470
c. Give and follow sequences of multistep directions, requests or instructions to engage in a variety of social, educational, cultural and work-related tasks and activities.	SE/TE: 149, 173, 181, 367 TE only: 63, 126-b, 164, 253, 260
d. Share detailed descriptions of people, places, things and events.	SE/TE: 28, 121, 281, 285 TE only: xxxii-b, 20
e. Initiate, sustain and conclude conversations, interviews and debates on a range of personal, general knowledge, academic, interdisciplinary and work-related topics and issues.	SE/TE: 254, 259, 275, 281, 421, 471, 476
f. Use language to acquire a variety of goods, services or information.	SE/TE: 109, 408 TE only: 470
g. Provide more detailed information or a variety of services using knowledge of the target language and culture.	TE only: 60, 227, 389
h. Collaborate to accomplish more sophisticated tasks or to propose solutions to more complex problems affecting local and global communities.	TE only: 29, 236-b, 249, 281, 419, 463

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3. Express preferences, feelings, emotions and opinions about familiar and some unfamiliar topics.	
a. Express a range of feelings and emotions in reaction to an announcement, a surprise or an event.	SE/TE: 87, 96, 300, 326, 329
b. Ask and answer nuanced questions about feelings, emotions and preferences.	SE/TE: 29, 109, 329, 354 TE only: xxxii-b
c. Exchange, compare and justify preferences and opinions about personal, academic, professional and contemporary or historical topics.	SE/TE: 329
d. Advise peers, family members or coworkers on a problem or personal matter and adjust advice, if necessary, based on his/her emotional response or counterargument.	SE/TE: 414, 415, 417, 421, 442, 443 TE only: 22, 182-b, 433
PRESENTATIONAL COMMUNICATION: Communicate in languages other than English, both in person and via technology.	
Learners present information, concepts, ideas and viewpoints on a variety of topics to audiences of listeners, readers or viewers for varied purposes. Learners demonstrate linguistic and cultural competence through academic endeavors, creative undertakings and artistic expression. Learners use their understanding of culture to convey messages in a manner that facilitates interpretation by others where no direct opportunity for the active negotiation of meaning exists.	
1. Convey increasingly sophisticated meaning using writing processes and presentation strategies.	
a. Plan more sophisticated texts and presentations by brainstorming ideas and choosing vocabulary, phrases and sentence patterns.	SE/TE: 37, 65, 177, 231, 259, 313, 393, 421, 447, 475, 501 TE only: 29, 182-b, 344-b
b. Organize thoughts and choose resources.	SE/TE: 37, 65, 121, 177, 205, 231, 259, 313, 367, 421, 447, 501
c. Produce initial drafts/presentations while keeping audience, context and purpose in mind.	SE/TE: 37, 421, 501 TE only: 236-b
d. Revise and edit texts/presentations using tools that promote reflection on meaning, form and mechanics.	SE/TE: 65, 121, 231, 313, 393, 501

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e. Produce final drafts/presentations with aesthetic appeal using tools that help to convey meaning.	SE/TE: 65, 177, 205, 367, 393, 447, 501 TE only: 35
f. Rehearse presentations using a range of delivery strategies.	SE/TE: 37, 205, 259, 313, 367, 421, 475
g. Use appropriate techniques to cite sources and avoid plagiarism.	TE only: 14-b, 236-b, 398-b, 452-b
2. Present information, concepts and viewpoints on familiar and some unfamiliar topics from across disciplines.	
a. Create and present more extensive lists and classifications.	SE/TE: 121, 231, 285, 287, 339, 421 TE only: 34
b. Tell a more detailed personal story or anecdote.	SE/TE: 205, 231 TE only: 111
c. Describe people, places, things, actions or ideas in detail to educate or entertain others.	SE/TE: 65, 121, 147, 205, 231, 259, 285, 339 TE only: xxxii-b, 17, 39, 59, 70-b, 92, 182-b, 255, 319
d. Explain a more complex process or concept.	SE/TE: 149, 367 TE only: 35, 92, 126-b, 147, 253, 260, 344-b
e. Provide or demonstrate more complex rules, regulations and/or policies.	SE/TE: 37, 469 TE only: 35, 253, 260, 285
f. Publicize an event, program or recent success by providing more extensive details.	TE only: 61, 62, 334, 452-b
g. Advocate for and against the purchase or sale of products and/or services to a variety of audiences.	SE/TE: 148, 363, 421, 443, 501 TE only: 60, 61, 62, 85, 435, 452-b
h. Motivate others to meet or exceed personal or shared goals.	TE only: 419
i. Propose solutions to a range of issues or problems.	SE/TE: 469, 489, 497 TE only: 495, 496

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j. Advise others about options, ideas, plans or perspectives using more complex language.	SE/TE: 421, 501 TE only: 419, 433
k. Present a formal, persuasive argument for or against a current or past issue of shared concern or course of action.	SE/TE: 313, 497, 501 TE only: 313, 501
l. Synthesize detailed interdisciplinary information and content to create and present more extensive reports, presentations and/or projects.	SE/TE: 202-203 TE only: 55, 150, 202, 247, 257, 364, 452-b, 476, 489, 496
3. Present a range of literary, creative and artistic endeavors to audiences near or far.	
a. Recite or retell authentic stories, folktales, poems, rhymes and legends using appropriate gestures.	SE/TE: 25, 203, 364-365 TE only: 202
b. Dramatize or perform authentic songs, dances, skits, plays, monologues or scenes from literature using appropriate gestures.	SE/TE: 193, 204 TE only: 63
c. Play music or produce an art/craft of the target culture and share more detailed information about it with others.	SE/TE: 204, 420
d. Write and perform an original rhyme, story, poem, song, skit, dance, cartoon, monologue or play.	SE/TE: 149, 170, 204, 205, 259, 421 TE only: 48, 56, 63, 111, 142, 143, 214, 236-b, 249, 255, 334, 336, 359
e. Use more sophisticated visuals and sound to enhance more elaborate performances.	SE/TE: 149, 205 TE only: 63, 111, 236-b, 335

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CULTURES STANDARD: Gain and use knowledge and understanding of other cultures.	
Through the target language, students examine the relationship among the products, practices and perspectives of the target culture(s). Students enhance their understanding by making cultural comparisons and developing cultural insights. The examination of products and practices in relation to shared cultural perspectives enables learners to understand authentic cultural contexts and use acceptable language and behavior in those contexts. As they become globally competent citizens, students learn that language and culture are inextricably linked. As they participate in multilingual communities and various cultures at home and around the world, both in person and via technology, they come to understand and abide by the constraints and freedoms afforded to individuals in the target culture(s) and their own.	
1. Analyze and explain relationships among products, practices and perspectives and compare them across cultures.	
a. Investigate, explain and demonstrate patterns of behavior.	SE/TE: 120, 148, 170, 176, 230, 392, 433 TE only: xxxii-b
b. Analyze why people meet their basic needs in different ways and share findings with others.	SE/TE: 92, 105, 148, 176, 261, 284, 287, 366, 392
c. Analyze and compare a variety of products, practices and perspectives of the U.S. and target cultures.	SE/TE: 21, 25, 32, 39, 92, 105, 148, 151, 169, 176, 207, 230, 258, 284, 366, 392, 443 TE only: 70-b, 171
d. Analyze and present factors that affect the availability and affordability of products and services across cultures.	SE/TE: 92, 446 TE only: 105, 261, 366
e. Investigate and describe a variety of institutions, contemporary and historical figures, contributions and time periods of the target culture(s).	SE/TE: 55, 59, 176, 280, 284, 446, 474 TE only: 70-b, 141
f. Investigate and share how languages and cultures interact with, influence or change each other over time.	SE/TE: 113, 366
g. Investigate and explain how a variety of factors results in regional variations in products, practices and perspectives among and within target language communities.	SE/TE: 92, 258, 366, 446 TE only: xxxii-b, 94, 286, 313
h. Examine cultural perspectives as they are portrayed in the media and other sources and share them with others.	TE only: 91, 313

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i. Solve more complex problems and complete more elaborate tasks while taking into consideration diverse cultural perspectives.	TE only: 92, 94, 230, 258
j. Explain or demonstrate how having global competency skills enables people to build collaborative relationships with others.	SE/TE: 115, 471 TE only: 14-b, 70-b, 126-b
k. Hone global competency for use in college, career and beyond by engaging in collaborative activities online and/or in person with members of diverse communities at home and in the target culture(s).	SE/TE: 115, 471 TE only: 70-b, 126-b, 461, 463
2. Experience the target language and culture(s) and share information and personal reactions with others.	
a. Attend, view or participate in a variety of cross-cultural activities and target culture events.	SE/TE: 148, 420 TE only: 29, 319, 344-b
b. Experience and react to a variety of expressive products.	SE/TE: 25, 55, 193, 202-203, 204, 258, 474 TE only: 251, 282, 319, 327
c. Analyze, explain and create replicas of important objects, images and symbols.	SE/TE: 92, 420, 474
d. Use authentic digital and print media.	SE/TE: 136, 146-147, 174-175, 206-207, 256-257, 335, 418-419, 472-473, 500 TE only: 17, 150, 293, 313, 344-b
e. Investigate and experience target community organizations and their resources.	SE/TE: 284 TE only: 150
f. Interact and collaborate with a variety of target language speakers around a variety of interests.	TE only: 57, 65, 277, 470
g. Use appropriate levels of formality or informality when interacting with members of the target culture(s).	TE only: xxxii-b, 277, 470

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h. Identify aspects of U.S. mainstream culture that might be viewed differently by people in other cultures from the way the majority of U.S. residents might view them and explain why people in different cultures might have differing viewpoints on a variety of issues.	SE/TE: 325, 332, 343, 433 TE only: 217, 230, 313