

A Correlation of



©2018

**To the
Montgomery Public Schools
World Languages Curriculum Framework
Level 1**

A Correlation of *Auténtico* Level A, ©2018 to the Montgomery County Public Schools World Languages Curriculum Framework

Introduction

This document demonstrates how *Auténtico, Level A*, ©2018 meets the Montgomery Country Public Schools World Languages Curriculum Framework. 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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Montgomery County Public Schools World Languages Curriculum Framework	Auténtico Level A ©2018
STANDARD 1.0 COMMUNICATION	
Novice Low/Novice Mid	
STANDARD 1.1: Interpersonal Communication (Speaking and Writing): Students exchange information orally and in writing in the target language in a culturally appropriate manner to provide and obtain information, express feelings and emotions, and exchange opinions.	
Level 1	
1.1.1.A. Students exchange basic information, orally and in writing, on familiar topics (e.g. self, family, school, pastimes, and community).	
1.1.1.A.a. Exchange greetings and use basic expressions of courtesy.	SE/TE: 3, 5, 13, 141
1.1.1.A.b. Ask and answer simple questions.	SE/TE: 106, 121, 139, 141, 205
1.1.1.A.c. Exchange personal preferences, basic needs, and feelings.	SE/TE: 28, 30, 31, 33, 36, 41, 43, 47, 63, 67, 71, 141
1.1.1.A.d. Exchange basic information from print and nonprint resources, including some authentic materials.	SE/TE: 47, 59, 64-65, 66, 67, 78, 92, 93
1.1.1.A.e. Give simple descriptions.	SE/TE: 79, 80, 93, 97, 105, 109, 111, 117, 121, 195
STANDARD 1.1: Interpersonal Communication (Speaking and Writing): Students exchange information orally and in writing in the target language in a culturally appropriate manner to provide and obtain information, express feelings and emotions, and exchange opinions.	
Level 1	
1.1.1.B. Students sustain highly predictable, short interactions on familiar topics, relying mainly on memorized phrases, short sentences, and isolated words.	
1.1.1.B.a. Begin, maintain, and end brief conversations that reflect present time.	SE/TE: 130, 131, 137, 141, 145, 153, 154, 155, 191, 205, 207
1.1.1.B.b. Ask for repetition and repeat to ensure understanding.	SE/TE: 33, 57, 111, 157, 161, 177, 179, 182, 207, 209
1.1.1.B.c. Use formal and informal registers (forms of address).	SE/TE: 5, 67, 82, 85
Clarifying Example: Students role-play greeting each other, making introductions, and leave-taking. (1.1.1.A.a.)	SE/TE: 5, 13, 107, 141, 154, 191

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STANDARD 1.2: Interpretive Communication (Listening and Reading): Students understand and interpret the target language in its spoken and written form on a variety of topics.	
Level 1	
1.2.1. Students understand simple spoken and written language with strong contextual support on familiar topics (e.g. self, family, school, pastimes, and community).	
1.2.1.a. Interpret basic information when listening and reading.	SE/TE: 35, 40-41, 61, 64-65, 90-91, 97, 114-115, 121, 134, 138-139
1.2.1.b. Identify the main idea and some supporting details from print and nonprint resources, including some authentic materials.	SE/TE: 40-41, 64-65, 94-95, 114-115, 138-139, 145, 162-163, 166-167, 183, 185, 198-199
1.2.1.c. Follow simple directions.	Met throughout; see representative pages SE/TE: 105, 106, 109, 111, 113
Clarifying Example: Students listen to the descriptions of seasons and match them to pictures. (1.2.1.a.)	SE/TE: 18-19
STANDARD 1.3: Presentational Communication (Speaking and Writing): Students present information, concepts, and ideas to an audience of listeners or readers on a wide variety of topics in the target language.	
Level 1	
1.3.1.A. Students make short presentations, orally and in writing, on familiar topics (e.g. self, family, school, pastimes, and community).	
1.3.1.A.a. Present simple descriptions.	SE/TE: 43, 67, 93, 117, 141, 165
1.3.1.A.b. Present information about personal preferences, needs, and basic feelings.	SE/TE: 43, 67, 93, 141
1.3.1.A.c. Present basic information from print and nonprint resources, including some authentic materials.	SE/TE: 165

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STANDARD 1.3: Presentational Communication (Speaking and Writing): Students present information, concepts, and ideas to an audience of listeners or readers on a wide variety of topics in the target language.	
Level 1	
1.3.1.B. Students speak and write about familiar topics, relying mainly on memorized phrases and short sentences, limited to the context in which the language has been learned.	
1.3.1.B.a. Convey information that reflects present time.	SE/TE: 33, 59, 79, 85, 97, 129, 134, 144, 182, 186
1.3.1.B.b. Communicate using formal and informal registers.	SE/TE: 5, 67, 82, 85
Clarifying Example: Students create a poster and present information about themselves. (1.3.1.A.a.)	SE/TE: 43
STANDARD 2.0 CULTURES	
STANDARD 2.1: Cultures: Practices and Perspectives: Students demonstrate knowledge and understanding of another people's way of life, and the relationship between their patterns of behavior and the underlying beliefs and values that guide and shape their lives.	
Level 1	
2.1.1. Students identify and describe basic practices and perspectives of the target culture as they relate to topics studied (e.g. family, school, pastimes, and community).	
2.1.1.a. Identify and replicate greetings, expressions of courtesy, and formal and informal registers (forms of address).	SE/TE: 3, 5, 13, 67, 141, 191, 215
2.1.1.b. Identify and describe basic patterns of behavior in everyday situations.	SE/TE: 42, 64-65, 66, 92, 116, 138-139, 140, 164, 190
2.1.1.c. Identify some common beliefs or attitudes of the target culture as they relate to daily practices.	SE/TE: 31, 35, 42, 65, 80, 86, 92, 106, 113, 152
Clarifying Example: Students role-play using culturally appropriate salutations and gestures. (2.1.1.a.)	SE/TE: 141, 191 TE Only: 110, 126, 135, 149

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STANDARD 2.2: Cultures: Products and Perspectives: Students demonstrate knowledge and understanding of the relationship between the products, symbols, beliefs, and values of the target culture.	
Level 1	
2.2.1. Students identify and describe products and perspectives of the target culture as they relate to topics studied (e.g. food, school, pastimes, and community).	
2.2.1.a. Identify and describe some products used in everyday life and how they are representative of the target culture.	SE/TE: 17, 35, 65, 138-139, 140, 152, 164, 183, 185
2.2.1.b. Identify countries and regions where the target language is spoken.	SE/TE: 24, 48, 98, 122, 196
2.2.1.c. Identify well-known people from the target culture and describe their contributions.	SE/TE: 17, 58, 170, 187, 196, 212-213
Clarifying Example: Students explain eating habits and composition of meals. (2.2.1.a.)	SE/TE: 127, 128, 136, 137, 138-139, 140, 162-163
STANDARD 3.0 CONNECTIONS	
STANDARD 3.1: Connections: Across Disciplines: Students reinforce and further knowledge of other content areas through a language other than English.*	
Level 1	
3.1.1. Students acquire new information and reinforce existing knowledge about other content areas through the target language.	
3.1.1.a. Identify target- language vocabulary and expressions found in other content areas.	SE/TE: 14-15, 19, 20, 35, 88, 109, 131, 157, 179, 211
3.1.1.b. Connect topics studied in the target language to other content areas.	SE/TE: 20, 35, 59, 88, 109, 131, 157, 179, 211
Clarifying Example: Students use Celsius temperature scales to describe weather conditions. (3.1.1.b.)	SE/TE: 21

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3.2: Connections: Added Perspectives: Students acquire information and recognize the distinctive viewpoints that are available only through a language and its cultures.*	
Level 1	
3.2.1. Students examine familiar topics from the perspectives of cultures where the language is spoken.	
3.2.1.a. Describe cultural perspectives gained from print and nonprint resources, including some authentic materials.	SE/TE: 31, 35, 58, 80, 106, 113, 177, 181, 183
Clarifying Example: Students use culturally appropriate symbols to describe time, weight, and height. (3.2.1.a.)	SE/TE: 8, 13, 91
STANDARD 4.0 COMPARISONS	
STANDARD 4.1: Language Comparisons: Students demonstrate understanding of the nature of language through comparisons of the language studied and English.*	
Level 1	
4.1.1. Students gain insight into the nature of language through comparisons with the target language.	
4.1.1.a. Compare cognates, word parts, and grammatical structures of the target language and English.	SE/TE: 34, 35, 57, 64-68, 212-213 TE Only: 80
4.1.1.b. Compare syntax of the target language and English.	SE/TE: 62, 130, 184 TE Only: 80
4.1.1.c. Compare idiomatic expressions of the target language and English.	This objective falls outside the scope of this program.
4.1.1.d. Recognize that there are words, phrases, and idioms that cannot be translated directly from one language into another.	This objective falls outside the scope of this program.
4.1.1.e. Compare sound-symbol association between the target language and English.	SE/TE: 39, 89, 113, 136, 155, 183, 210

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STANDARD 4.2: Cultural Comparisons: Students demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.	
Level 1	
4.2.1. Students compare practices, products, and perspectives of the target culture with their own.	
In the context of topics studied—	
4.2.1.a. Compare basic patterns of behavior, both verbal and non-verbal, in everyday situations.	SE/TE: 42, 64-65, 106, 138-139, 140, 164, 190
4.2.1.b. Compare common beliefs or attitudes.	For supporting material please see: SE/TE: 31, 35, 42, 65, 80, 86, 92, 106, 113, 152
4.2.1.c. Compare products used in everyday life.	SE/TE: 128, 131, 134, 138-139, 140, 164
Clarifying Example: Students complete a T-chart comparing greeting practices. (4.2.1.a.)	This objective falls outside the scope of this program.
STANDARD 5.0 COMMUNITIES	
STANDARD 5.1: Communities: Practical Applications: Students use the language both within and beyond the school setting.*	
Level 1	
5.1.1. Students apply their language proficiency and cultural competence within and beyond the school setting.	
5.1.1.a. Communicate with speakers of the target language through face-to-face encounters or the use of technology.	TE Only: 62, 152, 159, 184
5.1.1.b. Participate in community service activities where the use of the target language facilitates communication.	This objective falls outside the scope of this program.
5.1.1.c. Identify professions that require language proficiency and cultural competence.	SE/TE: 63, 111, 160, 210

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STANDARD 5.2: Communities: Personal Enrichment: Students use the language for personal enjoyment and enrichment.*	
Level 1	
5.2.1. Students use their target language skills to access authentic sources of information and entertainment for personal enrichment beyond the school setting.	
5.2.1.a. Read or use various media to gain information for enjoyment and personal growth.	SE/TE: 40-41, 42, 64-65, 90-91, 92, 114-115, 138-139, 162-163, 187, 212-213
5.2.1.b. Participate in a variety of cultural events and social activities where the target language is spoken.	SE/TE: 42, 140, 190