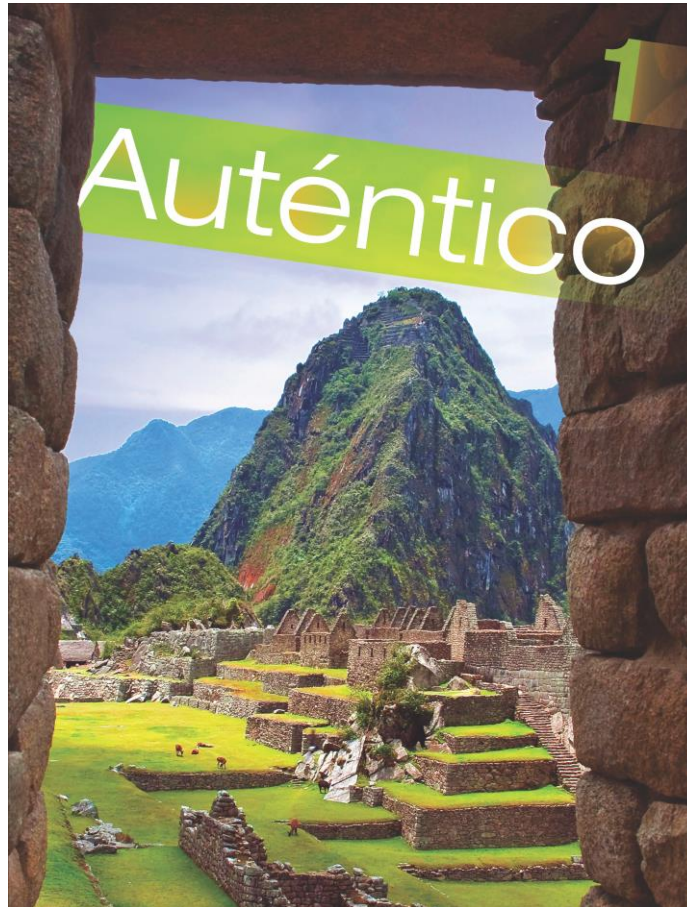


**A Correlation of**



**©2018**

**To the**

**Montgomery Public Schools  
World Languages Curriculum Framework  
Level 2**

# A Correlation of Auténtico Level 1, ©2018 to the Montgomery County Public Schools World Languages Curriculum Framework

## Introduction

This document demonstrates how *Auténtico, Level 1*, ©2018 meets the Montgomery County 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.*

Copyright © 2020 Savvas Learning Company LLC All Rights Reserved.  
**Savvas™** and **Savvas Learning Company™** are the exclusive trademarks of Savvas Learning Company LLC in the US and in other countries.

**A Correlation of Auténtico Level 1, ©2018 to the  
Montgomery County Public Schools World Languages Curriculum Framework**

Montgomery County Public Schools World Languages Curriculum Framework	Auténtico Level 1 ©2018
<b>STANDARD 1.0 COMMUNICATION</b>	
<b>Novice Mid/Novice High</b>	
<b>STANDARD 1.1: Interpersonal Communication (Speaking and Writing):</b> 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.	
<b>Level 2</b>	
<b>1.1.2.A. Students exchange information, orally and in writing, on familiar topics (e.g. self, others, personal and family experiences, leisure activities, plans and events).</b>	
<b>1.1.2.A.a.</b> Use expressions of courtesy.	<b>SE/TE:</b> 3, 5, 13, 141
<b>1.1.2.A.b.</b> Ask and answer questions that elicit simple follow-up information.	<b>SE/TE:</b> 106, 121, 139, 141, 205, 229, 245, 264, 281, 331, 359, 381, 418
<b>1.1.2.A.c.</b> Exchange personal preferences, needs, and feelings, and provide basic explanations or solutions.	<b>SE/TE:</b> 28, 30, 31, 33, 36, 41, 43, 47, 63, 67, 71, 141, 229, 255, 279, 283
<b>1.1.2.A.d.</b> Exchange information from print and nonprint resources, including authentic materials.	<b>SE/TE:</b> 47, 59, 64-65, 66, 67, 78, 92, 93, 276, 281, 307, 331, 364-365
<b>1.1.2.A.e.</b> Give descriptions, directions, and instructions.	For supporting material please see: <b>SE/TE:</b> 79, 80, 93, 97, 105, 109, 111, 117, 121, 195, 227, 229, 241, 265, 269, 343
<b>STANDARD 1.1: Interpersonal Communication (Speaking and Writing):</b> 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.	
<b>Level 2</b>	
<b>1.1.2.B. Students sustain predictable, short interactions, on familiar topics, using both memorized and recombined phrases and short sentences.</b>	
<b>1.1.2.B.a.</b> Begin, maintain, and end brief conversations that reflect present and past time.	<b>SE/TE:</b> 130, 131, 137, 141, 145, 153, 154, 155, 191, 205, 207, 234, 245, 254, 257, 328, 339
<b>1.1.2.B.b.</b> Ask for repetition and clarification to ensure understanding.	For supporting material please see: <b>SE/TE:</b> 111, 157, 161, 207, 209, 254, 277, 309, 328, 362, 386
<b>1.1.2.B.c.</b> Use formal and informal registers.	<b>SE/TE:</b> 5, 67, 82, 85, 315, 339

**A Correlation of Auténtico Level 1, ©2018 to the  
Montgomery County Public Schools World Languages Curriculum Framework**

<b>Montgomery County Public Schools World Languages Curriculum Framework</b>	<b>Auténtico Level 1 ©2018</b>
<b>1.1.2.B.d.</b> Use simple circumlocution to convey messages and to demonstrate comprehension.	For supporting material please see: <b>SE/TE:</b> 33, 57, 111, 157, 161, 177, 179, 182, 333, 386, 409
<b>1.1.2.B.e.</b> Apply some learned simple linguistic skills to new situations.	<b>SE/TE:</b> 34, 57, 81, 82, 130, 178, 205, 235, 255, 286, 333, 389, 457
<b>Clarifying Example:</b> Students interview a partner about clothing styles they prefer for specific events. <b>(1.1.2.A.c.)</b>	<b>SE/TE:</b> 331
<b>STANDARD 1.2: Interpretive Communication (Listening and Reading):</b> Students understand and interpret the target language in its spoken and written form on a variety of topics.	
<b>Level 2</b>	
<b>1.2.2. Students understand spoken and written language with contextual support on familiar topics (e.g. self, others, personal and family experiences, leisure activities, plans and events).</b>	
<b>1.2.2.a.</b> Interpret information when listening and reading.	<b>SE/TE:</b> 114-115, 121, 134, 138-139, 231, 238-239, 250, 308, 319, 336-337
<b>1.2.2.b.</b> Identify the main idea and supporting details from print and nonprint resources, including authentic materials.	<b>SE/TE:</b> 40-41, 64-65, 94-95, 114-115, 138-139, 145, 274, 281, 295, 312-313, 336-337
<b>1.2.2.c.</b> Follow directions.	For supporting material please see: <b>SE/TE:</b> 105, 106, 109, 111, 113
<b>Clarifying Example:</b> Students follow written directions on a map and identify place of destination. <b>(1.2.2.c.)</b>	This objective falls outside the scope of this program.
<b>STANDARD 1.3: Presentational Communication (Speaking and Writing):</b> Students present information, concepts, and ideas to an audience of listeners or readers on a wide variety of topics in the target language.	
<b>Level 2</b>	
<b>1.3.2.A. Students make presentations, orally and in writing, on familiar topics (e.g. self, others, personal and family experiences, leisure activities, plans and events).</b>	
<b>1.3.2.A.a.</b> Present descriptions.	<b>SE/TE:</b> 43, 67, 93, 117, 141, 165, 241, 265, 291, 315, 367, 393, 467

**A Correlation of Auténtico Level 1, ©2018 to the  
Montgomery County Public Schools World Languages Curriculum Framework**

<b>Montgomery County Public Schools World Languages Curriculum Framework</b>	<b>Auténtico Level 1 ©2018</b>
<b>1.3.2.A.b.</b> Present information about personal preferences, needs, and feelings.	<b>SE/TE:</b> 43, 67, 93, 141, 265, 291, 367, 393, 467
<b>1.3.2.A.c.</b> Present information from print and nonprint resources, including some authentic materials.	<b>SE/TE:</b> 165, 264, 265, 313, 366, 418 <b>TE Only:</b> 285
<b>1.3.2.A.d.</b> Provide directions and instructions.	For supporting material please see: <b>SE/TE:</b> 105, 106, 109, 111, 113
<b>STANDARD 1.3: Presentational Communication (Speaking and Writing):</b> Students present information, concepts, and ideas to an audience of listeners or readers on a wide variety of topics in the target language.	
<b>Level 2</b>	
<b>1.3.2.B. Students speak and write about familiar topics, using both memorized and recombined phrases and short sentences, limited to the context in which the language has been learned.</b>	
<b>1.3.2.B.a.</b> Convey information that reflects present and past time.	<b>SE/TE:</b> 33, 59, 79, 85, 97, 129, 134, 144, 182, 186, 309, 354, 379, 381, 386, 397, 406
<b>1.3.2.B.b.</b> Communicate using formal and informal registers.	<b>SE/TE:</b> 5, 67, 82, 85, 315, 339
<b>1.3.2.B.c.</b> Apply some simple learned linguistic skills to familiar situations.	<b>SE/TE:</b> 34, 35, 57, 106, 205, 235, 287, 333, 442
<b>Clarifying Example:</b> Students compose and present an oral description about a past vacation experience. (1.3.2.A.a.)	<b>SE/TE:</b> 393
<b>STANDARD 2.0 CULTURES</b>	
<b>STANDARD 2.1: Cultures: Practices and Perspectives:</b> 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.	
<b>Level 2</b>	
<b>2.1.2. Students identify and describe practices and perspectives of the target culture as they relate to topics studied (e.g. family experiences, dining, and leisure activities).</b>	
<b>2.1.2.a.</b> Use appropriate verbal and non-verbal expressions when interacting with others in everyday situations.	<b>SE/TE:</b> 106, 333, 442

**A Correlation of Auténtico Level 1, ©2018 to the  
Montgomery County Public Schools World Languages Curriculum Framework**

<b>Montgomery County Public Schools World Languages Curriculum Framework</b>	<b>Auténtico Level 1 ©2018</b>
<b>2.1.2.b.</b> Identify and describe patterns of behavior in everyday situations.	<b>SE/TE:</b> 42, 64-65, 66, 92, 116, 138-139, 140, 164, 440-441, 464-465
<b>2.1.2.c.</b> Identify and describe some common beliefs or attitudes of the target culture as they relate to daily practices.	<b>SE/TE:</b> 31, 35, 42, 65, 106, 113, 152, 337, 383, 412, 437
<b>Clarifying Example:</b> Students research and present information about schools in target language countries. <b>(2.1.2.b.)</b>	<b>SE/TE:</b> 86, 92, 113, 116 <b>TE Only:</b> 78, 96, 458, 467
<b>STANDARD 2.2: Cultures: Products and Perspectives:</b> Students demonstrate knowledge and understanding of the relationship between the products, symbols, beliefs, and values of the target culture.	
<b>Level 2</b>	
<b>2.2.2. Students identify and describe products and perspectives of the target culture as they relate to topics studied (e.g. typical dishes, leisure activities, stores, travel destinations).</b>	
<b>2.2.2.a.</b> Identify and describe products used in everyday life and how they are representative of the target culture.	<b>SE/TE:</b> 17, 35, 65, 138-139, 140, 152, 164, 183, 185, 220, 367-368
<b>2.2.2.b.</b> Identify the impact of the geography of the target-language countries on the products in everyday life.	<b>SE/TE:</b> 20, 21, 138-139, 164, 187, 189, 211, 262-263, 358-359, 384, 407
<b>2.2.2.c.</b> Identify well-known people from the target culture and describe their contributions.	<b>SE/TE:</b> 58, 187, 196, 212-213, 230, 231, 335, 358-359, 414, 424, 448
<b>Clarifying Example:</b> Students identify attractions and travel destinations in target- language countries. <b>(2.2.2.b.)</b>	<b>SE/TE:</b> 16, 156, 186, 187, 205, 211, 262-263, 336-337, 356, 363, 384, 390-391

**A Correlation of Auténtico Level 1, ©2018 to the  
Montgomery County Public Schools World Languages Curriculum Framework**

Montgomery County Public Schools World Languages Curriculum Framework	Auténtico Level 1 ©2018
<b>STANDARD 3.0 CONNECTIONS</b>	
<b>STANDARD 3.1: Connections: Across Disciplines:</b> Students reinforce and further knowledge of other content areas through a language other than English.*	
<b>Level 2</b>	
<b>3.1.2. Students acquire new information and reinforce existing knowledge about other content areas through the target language.</b>	
<b>3.1.2.a.</b> Identify target- language vocabulary and expressions found in other content areas.	<b>SE/TE:</b> 14-15, 19, 20, 157, 179, 211, 231, 259, 283, 407, 433
<b>3.1.2.b.</b> Connect topics studied in the target language to other content areas.	<b>SE/TE:</b> 59, 88, 109, 131, 157, 179, 211, 231, 388, 407, 433
<b>Clarifying Example:</b> Students use map reading skills to follow and give directions. <b>(3.1.2.b.)</b>	This objective falls outside the scope of this program.
<b>3.2: Connections: Added Perspectives:</b> Students acquire information and recognize the distinctive viewpoints that are available only through a language and its cultures.*	
<b>Level 2</b>	
<b>3.2.2. Students examine familiar topics from the perspectives of cultures where the language is spoken.</b>	
<b>3.2.2.a.</b> Describe cultural perspectives gained from print and nonprint resources, including a variety of authentic materials.	<b>SE/TE:</b> 31, 35, 58, 80, 106, 113, 239, 253, 282, 350, 362
<b>Clarifying Example:</b> Students use a city map to identify names of streets to determine how streets are named. <b>(3.2.2.a.)</b>	This objective falls outside the scope of this program.
<b>STANDARD 4.0 COMPARISONS</b>	
<b>STANDARD 4.1: Language Comparisons:</b> Students demonstrate understanding of the nature of language through comparisons of the language studied and English.*	
<b>Level 2</b>	
<b>4.1.2. Students gain insight into the nature of language through comparisons with the target language.</b>	
<b>4.1.2.a.</b> Compare cognates, word parts, and grammatical structures of the target language and English.	<b>SE/TE:</b> 34, 35, 57, 64-68, 212-213, 262-263 <b>TE Only:</b> 80

**A Correlation of Auténtico Level 1, ©2018 to the  
Montgomery County Public Schools World Languages Curriculum Framework**

<b>Montgomery County Public Schools World Languages Curriculum Framework</b>	<b>Auténtico Level 1 ©2018</b>
<b>4.1.2.b.</b> Compare syntax of the target language and English.	<b>SE/TE:</b> 62, 130, 184 <b>TE Only:</b> 80
<b>4.1.2.c.</b> Compare idiomatic expressions of the target language and English.	This objective falls outside the scope of this program.
<b>4.1.2.d.</b> 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.
<b>4.1.2.e.</b> Compare sound-symbol association between the target language and English.	<b>SE/TE:</b> 39, 89, 113, 136, 155, 183, 210, 236, 257, 285, 310, 329, 357, 380, 414, 438, 462
<b>STANDARD 4.2: Cultural Comparisons:</b> Students demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.	
<b>Level 2</b>	
<b>4.2.2. Students compare practices, products, and perspectives of the target culture with their own.</b>	
In the context of topics studied—	
<b>4.2.2.a.</b> Compare basic patterns of behavior, both verbal and non-verbal, in everyday situations.	<b>SE/TE:</b> 42, 64-65, 106, 190, 264, 290, 314, 366, 442, 464-465
<b>4.2.2.b.</b> Compare common beliefs or attitudes.	<b>SE/TE:</b> 31, 35, 106, 113, 303, 328, 337, 350, 412, 437
<b>4.2.2.c.</b> Compare products used in everyday life.	<b>SE/TE:</b> 128, 131, 134, 138-139, 140, 164, 260, 263, 264, 269
<b>Clarifying Example:</b> Students compare sizing systems of target cultures to those of the United States to order clothes online. <b>(4.2.2.c.)</b>	For supporting material please see: <b>SE/TE:</b> 331, 332, 333, 343



**A Correlation of Auténtico Level 1, ©2018 to the  
Montgomery County Public Schools World Languages Curriculum Framework**

<b>Montgomery County Public Schools World Languages Curriculum Framework</b>	<b>Auténtico Level 1 ©2018</b>
<b>STANDARD 5.0 COMMUNITIES</b>	
<b>STANDARD 5.1: Communities: Practical Applications:</b> Students use the language both within and beyond the school setting.*	
<b>Level 2</b>	
<b>5.1.2. Students apply their language proficiency and cultural competence within and beyond the school setting.</b>	
<b>5.1.2.a.</b> Communicate with speakers of the target language through face-to-face encounters or the use of technology.	<b>TE Only:</b> 62, 152, 159, 184, 265, 340, 362, 366, 428, 434, 456, 462
<b>5.1.2.b.</b> Participate in community service activities where the use of the target language facilitates communication.	<b>SE/TE:</b> 419, 415 <b>TE Only:</b> 405, 406, 407, 409, 412
<b>5.1.2.c.</b> Identify professions that require language proficiency and cultural competence.	<b>SE/TE:</b> 63, 111, 160, 210, 261, 311, 363, 415, 463
<b>STANDARD 5.2: Communities: Personal Enrichment:</b> Students use the language for personal enjoyment and enrichment.*	
<b>Level 2</b>	
<b>5.2.2. Students use their target language skills to access authentic sources of information and entertainment for personal enrichment beyond the school setting.</b>	
<b>5.2.2.a.</b> Read or use various media to gain information for enjoyment and personal growth.	<b>SE/TE:</b> 40-41, 42, 64-65, 90-91, 92, 114-115, 310, 390-391, 415, 440-441
<b>5.2.2.b.</b> Participate in a variety of cultural events and social activities where the target language is spoken.	<b>SE/TE:</b> 42, 140, 190, 240, 290, 392 <b>TE Only:</b> 224, 235, 265