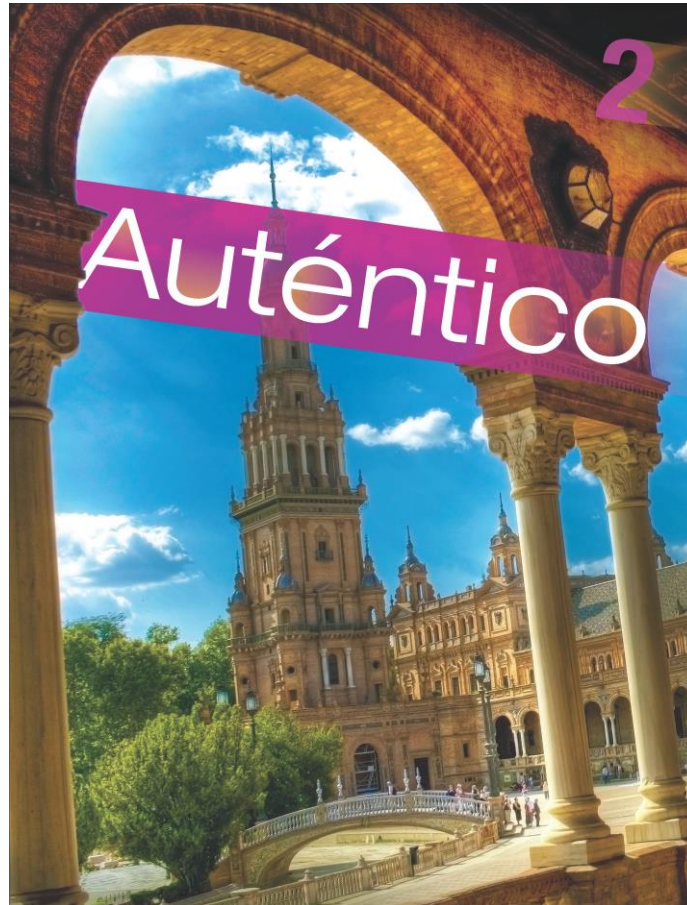


A Correlation of



©2018

To the

**Montgomery Public Schools
World Languages Curriculum Framework
Level 3**

A Correlation of Auténtico Level 2, ©2018 to the Montgomery County Public Schools World Languages Curriculum Framework

Introduction

This document demonstrates how *Auténtico, Level 2*, ©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.

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Montgomery County Public Schools World Languages Curriculum Framework	Auténtico Level 2 ©2018
STANDARD 1.0 COMMUNICATION	
Novice High/ Intermediate Low	
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 3	
1.1.3.A. Students exchange information and ideas, orally and in writing, on a variety of familiar topics (e.g. environment, occupations, wellness, interpersonal relationships, and personal interests).	
1.1.3.A.a. Ask and answer questions that elicit follow-up information.	SE/TE: 4, 26, 109, 141, 201, 253, 304, 357, 409, 442
1.1.3.A.b. Exchange preferences, needs, and desires; share feelings; and provide explanations or solutions.	SE/TE: 10, 41, 82, 109, 181, 197, 222, 263, 300
1.1.3.A.c. Discuss information from print and nonprint resources, including authentic materials.	SE/TE: 34-35, 62-63, 90-91, 120, 164, 228-229, 253, 275, 336-337, 389
1.1.3.A.d. Give detailed descriptions, instructions, and advice.	SE/TE: 34-35, 65, 149, 174, 177, 281, 285, 367, 447
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 3	
1.1.3.B. Students sustain interactions on a variety of familiar topics, using learned and recombined phrases and sentences.	
1.1.3.B.a. Begin, maintain, and end conversations that reflect present, past, and future time.	SE/TE: 26, 28, 84, 121, 153, 173, 197, 205, 461, 467
1.1.3.B.b. Ask for clarification to ensure understanding.	For supporting material please see: SE/TE: 10, 52, 108, 137, 198, 251, 281, 329, 388, 417
1.1.3.B.c. Use formal and informal registers.	SE/TE: 32, 109, 259, 285, 421

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1.1.3.B.d. Use circumlocution and some paraphrasing to convey messages and to demonstrate comprehension.	For supporting material please see: SE/TE: 10, 52, 108, 137, 198, 251, 281, 329, 388, 417
1.1.3.B.e. Apply some learned linguistic skills to new situations.	SE/TE: 60, 170, 221, 272, 327, 383, 438, 488
Clarifying Example: Students create a nutritional plan and discuss its validity with partners. (1.1.3.A.d.)	SE/TE: 359
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 3	
1.2.3. Students understand spoken and written language on a variety of familiar topics (e.g. environment, occupations, wellness, interpersonal relationships, and personal interests).	
1.2.3.a. Interpret detailed information when listening and reading.	SE/TE: 33, 34-35, 90-91, 118-119, 148, 202-203, 230, 282-283, 335, 443
1.2.3.b. Identify and summarize the main idea and supporting details from print and nonprint resources, including authentic materials.	SE/TE: 90-91, 146-147, 202-203, 228-229, 282-283, 310-311, 336-337, 392
1.2.3.c. Follow multi-step directions.	SE/TE: 92, 366, 367
Clarifying Example: Students read and analyze a fitness plan in order to determine its effectiveness. (1.2.3.b.)	For supporting material please see: SE/TE: 279, 281
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 3	
1.3.3.A. Students make presentations, orally and in writing, on a variety of familiar topics (e.g. environment, occupations, wellness, interpersonal relationships, and personal interests).	
1.3.3.A.a. Present detailed descriptions.	SE/TE: 55, 65, 81, 112, 121, 149, 231, 249, 300, 335
1.3.3.A.b. Explain preferences, needs, desires, and feelings.	SE/TE: 11, 61, 82, 141, 173, 218, 300, 313, 343, 447

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1.3.3.A.c. Present summaries of the main idea and supporting details from print and nonprint resources, including authentic materials.	SE/TE: 59, 61, 85, 119, 174-175, 223, 283, 313, 335, 362
1.3.3.A.d. Provide detailed instructions and advice.	SE/TE: 169, 177, 181, 367
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 3	
1.3.3.B. Students speak and write about a variety of familiar topics, using learned and recombined phrases and sentences.	
1.3.3.B.a. Convey information that reflects present, past, and future time.	SE/TE: 65, 93, 121, 149, 177, 205, 231, 285, 313, 367
1.3.3.B.b. Communicate using formal and informal registers.	SE/TE: 32, 109, 259, 285, 421
1.3.3.B.c. Apply some learned linguistic skills to new situations.	SE/TE: 60, 170, 221, 272, 327, 383, 438, 488
Clarifying Example: Students read and write a summary of an article about efforts to improve the environment. (1.3.3.A.a.)	SE/TE: 498-499, 500
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 3	
2.1.3. Students describe and discuss the relationship between practices and perspectives of the target culture as they relate to topics studied (e.g. environment, occupations, wellness, and personal interests).	
2.1.3.a. Use appropriate verbal and non-verbal expressions when interacting with others in everyday situations.	SE/TE: 170
2.1.3.b. Identify, describe, and discuss patterns of behavior in everyday situations.	SE/TE: 30, 51, 79, 84, 137, 144, 165, 169, 245, 332, 378

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2.1.3.c. Identify, describe, and discuss some common beliefs or attitudes of the target culture as they relate to daily practices.	SE/TE: 32, 172, 191, 218, 220, 225, 226, 258, 420
Clarifying Example: Students report on health-care coverage in target language countries and indicate advantages and disadvantages. (2.1.3.b.)	For supporting material please see: SE/TE: 282-283, 284
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 3	
2.2.3. Students describe and discuss products and perspectives of the target culture as they relate to topics studied (e.g. environment, personal interests, the arts, and holidays).	
2.2.3.a. Identify, describe, and discuss products used in everyday life and how they are representative of the target culture.	SE/TE: 35, 55, 109, 137, 169, 200, 332, 334, 352, 355
2.2.3.b. Identify and discuss the impact of the geography of the target-language countries on the products in everyday life.	SE/TE: 6, 7, 254, 256-257, 258, 390-391, 498-499
2.2.3.c. Identify well-known people from the target culture and describe and discuss their contributions.	SE/TE: 25, 59, 117, 223, 280, 326, 282-283
Clarifying Example: Students explain the relationship between regional cuisine and the geography of target-language countries. (2.2.3.b.)	SE/TE: 355, 378, 381
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 3	
3.1.3. Students acquire new information and reinforce existing knowledge about other content areas through the target language.	
3.1.3.a. Identify target -language vocabulary and expressions found in other content areas.	SE/TE: 25, 83, 112-113, 141, 145, 197, 223, 254, 304, 361

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3.1.3.b. Connect topics studied in the target language to other content areas.	SE/TE: 112-113, 141, 145, 197, 223, 383, 416, 443, 470, 496
Clarifying Example: Students develop a sample fitness and nutrition plan using the food pyramid. (3.1.3.b.)	SE/TE: 361
3.2: Connections: Added Perspectives: Students acquire information and recognize the distinctive viewpoints that are available only through a language and its cultures.*	
Level 3	
3.2.3. Students examine a variety of familiar topics from the perspectives of cultures where the language is spoken.	
3.2.3.a. Describe cultural perspectives gained from print and nonprint resources, including a variety of authentic materials.	SE/TE: 36, 84, 90-91, 146-147, 228-229, 258, 310-311, 390-391, 418-419, 444-445
Clarifying Example: Students read and discuss critiques of popular movies in the United States from target-language teen magazines. (3.2.3.a.)	SE/TE: 336-337
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 3	
4.1.3. Students gain insight into the nature of language through comparisons with the target language.	
4.1.3.a. Compare cognates, word parts, and grammatical structures of the target language and English.	SE/TE: 25, 60, 221, 272, 327, 383, 438, 488
4.1.3.b. Compare syntax of the target language and English.	SE/TE: 80, 219, 248, 305
4.1.3.c. Compare idiomatic expressions of the target language and English.	This objective falls outside the scope of this program.
4.1.3.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.

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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 3	
4.2.3. Students compare practices, products, and perspectives of the target culture with their own.	
In the context of topics studied—	
4.2.3.a. Compare basic patterns of behavior, both verbal and non-verbal, in everyday situations.	SE/TE: 32, 35, 51, 79, 120, 170, 176, 228-229, 230, 366
4.2.3.b. Compare common beliefs or attitudes.	SE/TE: 30, 35, 200, 191, 218, 220, 226, 228-229, 230, 282-283
4.2.3.c. Compare products used in everyday life.	SE/TE: 55, 109, 280, 325, 332, 334, 352, 355, 358, 381
Clarifying Example: Students complete a Venn diagram comparing medical services available in target cultures and the United States. (4.2.3.c.)	SE/TE: 284
STANDARD 5.0 COMMUNITIES	
STANDARD 5.1: Communities: Practical Applications: Students use the language both within and beyond the school setting.*	
Level 3	
5.1.3. Students apply their language proficiency and cultural competence within and beyond the school setting.	
5.1.3.a. Communicate with speakers of the target language through face-to-face encounters or the use of technology.	SE/TE: 121, 231 TE Only: 57, 106, 110, 191, 457, 462
5.1.3.b. Participate in community service activities where the use of the target language facilitates communication.	For supporting material please see: SE/TE: 501 TE Only: 486, 495
5.1.3.c. Explore professions that require language proficiency and cultural competence.	SE/TE: 115, 173, 227, 276, 333, 463, 465, 470, 472-773, 475 TE Only: 457

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STANDARD 5.2: Communities: Personal Enrichment: Students use the language for personal enjoyment and enrichment.*	
Level 3	
5.2.3. Students use their target language skills to access authentic sources of information and entertainment for personal enrichment beyond the school setting.	
5.2.3.a. Read or use various media to gain information for enjoyment and personal growth.	SE/TE: 34-35, 118-119, 174-175, 228-229, 282-283, 310-311, 390-391, 418-419, 472-473, 498-499
5.2.3.b. Participate in a variety of cultural events and social activities where the target language is spoken.	SE/TE: 36, 92, 204, 366, 367, 501