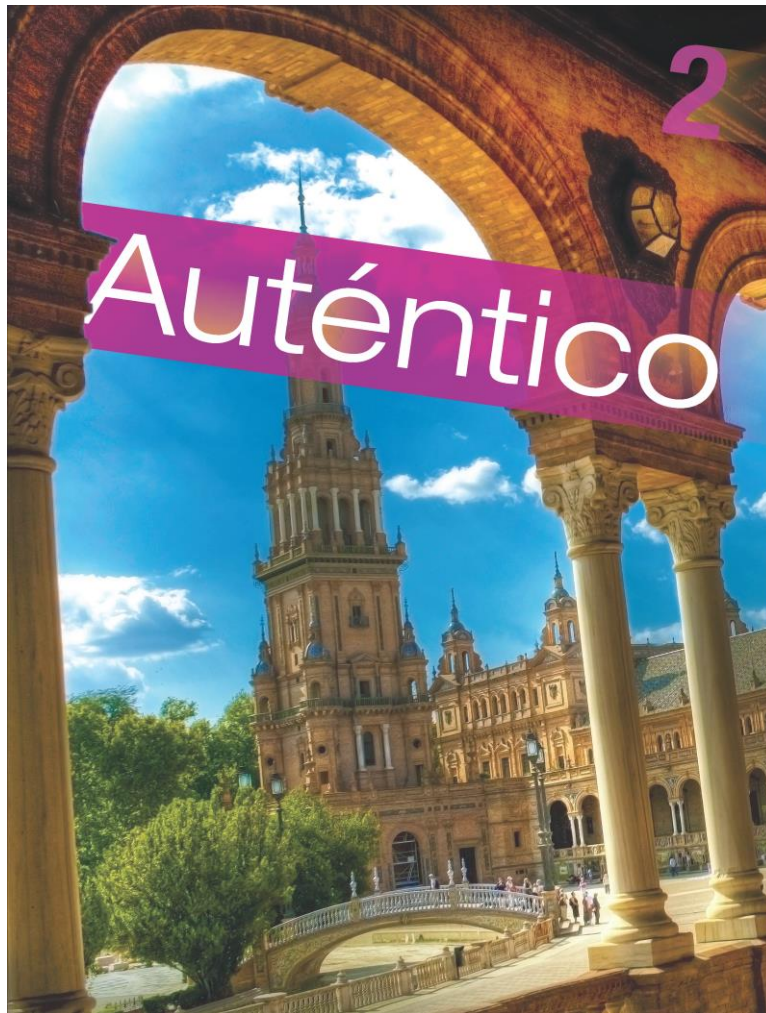


A Correlation of



©2018

To the

**Montgomery Public Schools  
World Languages Curriculum Framework  
Level 5**

# 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
<b>STANDARD 1.0 COMMUNICATION</b>	
<b>Intermediate Mid</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 5/6</b>	
<b>1.1.5.A. Students exchange detailed information and ideas, orally and in writing, on academic topics (e.g. identity, creativity, perspectives, and change).</b>	
<b>1.1.5.A.a.</b> Ask and answer a variety of questions that elicit and provide elaboration and substantiation of opinions.	<b>SE/TE:</b> 4, 26, 109, 141, 201, 253, 304, 357, 409, 442
<b>1.1.5.A.b.</b> Exchange and defend opinions, supported by a variety of examples and substantial rationale.	<b>SE/TE:</b> 26, 52, 84, 137, 231, 273, 362, 442, 451, 463
<b>1.1.5.A.c.</b> Discuss information from a variety of authentic print and nonprint resources, including works of literature and exposition.	<b>SE/TE:</b> 34-35, 62-63, 90-91, 120, 164, 228-229, 253, 275, 336-337, 389
<b>1.1.5.A.d.</b> Give detailed descriptions based on information from a variety of authentic print and nonprint resources, including works of literature.	<b>SE/TE:</b> 34-35, 65, 149, 174, 177, 281, 285, 367, 447
<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 5/6</b>	
<b>1.1.5.B. Students sustain spontaneous interactions on academic topics, using recombined phrases and strings of sentences.</b>	
<b>1.1.5.B.a.</b> Begin, maintain, and end extended conversations using a variety of complex linguistic structures.	<b>SE/TE:</b> 26, 28, 84, 121, 153, 173, 197, 205, 461, 467
<b>1.1.5.B.b.</b> Ask detailed follow-up questions to ensure understanding.	<b>SE/TE:</b> 29, 61, 109, 165, 200, 222, 273, 327, 363, 412
<b>1.1.5.B.c.</b> Use formal and informal registers.	<b>SE/TE:</b> 32, 109, 259, 285, 421

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<b>1.1.5.B.d.</b> Use circumlocution, paraphrasing, and self-correction to express ideas and to demonstrate comprehension.	For supporting material please see: <b>SE/TE:</b> 10, 52, 108, 137, 198, 251, 281, 329, 388, 417
<b>1.1.5.B.e.</b> Apply complex learned linguistic skills to new situations.	<b>SE/TE:</b> 60, 170, 221, 272, 327, 383, 438, 488
<b>Clarifying Example:</b> Students analyze an environmental issue and debate its global impact. <b>(1.1.5.A.b.)</b>	<b>SE/TE:</b> 487, 489, 495, 497, 498-499
<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 5/6</b>	
<b>1.2.5. Students understand and interpret spoken and written language on academic topics (e.g. identity, creativity, perspectives, and change).</b>	
<b>1.2.5.a.</b> Interpret complex information when listening and reading.	<b>SE/TE:</b> 33, 34-35, 90-91, 118-119, 148, 202-203, 230, 282-283, 335, 443
<b>1.2.5.b.</b> Identify and analyze the main idea and supporting details from a variety of authentic print and nonprint resources, including works of literature and exposition.	<b>SE/TE:</b> 90-91, 146-147, 202-203, 228-229, 282-283, 310-311, 336-337, 392
<b>Clarifying Example:</b> Students watch a news report on an environmental issue in the target-language country and propose potential solutions. <b>(1.2.5.b.)</b>	For supporting material please see: <b>SE/TE:</b> 240-241, 243, 250, 256-257, 259, 482
<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 5/6</b>	
<b>1.3.5.A. Students make presentations, orally and in writing, on academic topics (e.g. identity, creativity, perspectives, and change).</b>	
<b>1.3.5.A.a.</b> Present complex information.	<b>SE/TE:</b> 55, 65, 81, 112, 121, 149, 231, 249, 300, 335

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<b>1.3.5.A.b.</b> Present and support personal opinions, providing a variety of examples and substantial rationale.	<b>SE/TE:</b> 11, 61, 82, 141, 173, 218, 300, 313, 343, 447
<b>1.3.5.A.c.</b> Present summaries and detailed analyses of the main idea and supporting details from a variety of authentic print and nonprint resources, including works of literature and exposition.	<b>SE/TE:</b> 61, 85, 119, 174-175, 202-203, 223, 283, 313, 335, 362
<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 5/6</b>	
<b>1.3.5.B. Students speak and write about academic topics, using learned and recombined phrases and sentences.</b>	
<b>1.3.5.B.a.</b> Convey information using a variety of complex linguistic structures.	<b>SE/TE:</b> 65, 93, 121, 149, 177, 205, 231, 285, 313, 367
<b>1.3.5.B.b.</b> Communicate using formal and informal registers.	<b>SE/TE:</b> 32, 109, 259, 285, 421
<b>1.3.5.B.c.</b> Apply complex learned linguistic skills to new situations.	<b>SE/TE:</b> 60, 170, 221, 272, 327, 383, 438, 488
<b>Clarifying Example:</b> Students summarize a literary text and propose a different ending to the story. <b>(1.3.5.A.c.)</b>	For supporting material please see: <b>SE/TE:</b> 202-203, 258, 364-365

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<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 5/6</b>	
<b>2.1.5. Students analyze and explain the relationship between practices and perspectives of the target culture as they relate to topics studied (e.g. identity, creativity, and change).</b>	
<b>2.1.5.a.</b> Interact according to the social and cultural patterns of behavior in a variety of formal or informal contexts.	<b>TE Only:</b> 11, 65, 93, 177, 205, 259, 339, 334
<b>2.1.5.b.</b> Analyze and explain patterns of behavior found in historical and literary contexts and in contemporary life.	<b>SE/TE:</b> 203 <b>TE Only:</b> 258, 364, 365
<b>2.1.5.c.</b> Analyze and explain common beliefs or attitudes of the target culture found in historical and literary contexts and in contemporary life.	<b>SE/TE:</b> 32, 172, 191, 218, 220, 225, 226, 258, 420
<b>Clarifying Example:</b> Students analyze how voting rights in target language countries have changed over time. <b>(2.1.5.c.)</b>	For supporting material please see: <b>SE/TE:</b> 223
<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 5/6</b>	
<b>2.2.5. Students analyze and explain the relationship between products and perspectives of the target culture as they relate to topics studied (e.g. identity, creativity, and change).</b>	
<b>2.2.5.a.</b> Analyze and explain the ways in which products reflect past or present beliefs of the target culture.	<b>SE/TE:</b> 35, 55, 109, 137, 169, 200, 332, 334, 352, 355
<b>2.2.5.b.</b> Analyze and explain the impact of geography on specific aspects of the target culture such as politics, economics, history, and beliefs.	<b>SE/TE:</b> 6, 7, 254, 256-257, 258, 390-391, 498-499

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<b>2.2.5.c.</b> Identify and discuss the impact of past and present well-known people and events from the target culture on today's world.	<b>SE/TE:</b> 25, 59, 117, 223, 280, 326, 282-283
<b>Clarifying Example:</b> Students research a societal issue; explain its history, and how the issue affects people today. <b>(2.2.5.a.)</b>	<b>SE/TE:</b> 282-283, 284
<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 5/6</b>	
<b>3.1.5. Students acquire new information and reinforce existing knowledge about other content areas through the target language.</b>	
<b>3.1.5.a.</b> Transfer knowledge gained through the target language to other content areas.	<b>SE/TE:</b> 25, 83, 112-113, 141, 145, 197, 223, 254, 304, 361
<b>3.1.5.b.</b> Apply knowledge gained in other content areas to topics studied in the target language.	<b>SE/TE:</b> 112-113, 141, 145, 197, 223, 383, 416, 443, 470, 496
<b>Clarifying Example:</b> Students debate a historical question in the target-language country. <b>(3.1.5.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 5/6</b>	
<b>3.2.5. Students examine various topics from the perspectives of cultures where the language is spoken.</b>	
<b>3.2.5.a.</b> Analyze and explain cultural perspectives gained from a variety of authentic print and nonprint resources, including works of literature and exposition.	<b>SE/TE:</b> 36, 84, 90-91, 146-147, 228-229, 258, 310-311, 390-391, 418-419, 444-445
<b>Clarifying Example:</b> Students participate in a Socratic seminar on current issues in the target culture. <b>(3.2.5.a.)</b>	This objective falls outside the scope of this program.

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<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 5/6</b>	
<b>4.1.5. Students gain insight into the nature of language through comparisons with the target language.</b>	
<b>4.1.5.a.</b> Compare cognates, word parts, and grammatical structures of the target language and English.	<b>SE/TE:</b> 25, 60, 221, 272, 327, 383, 438, 488
<b>4.1.5.b.</b> Compare syntax of the target language and English.	<b>SE/TE:</b> 80, 219, 248, 305
<b>4.1.5.c.</b> Compare idiomatic expressions of the target language and English.	This objective falls outside the scope of this program.
<b>4.1.5.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>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 5/6</b>	
<b>4.2.5. Students compare practices, products, and perspectives of the target culture with their own.</b>	
In the context of topics studied—	
<b>4.2.5.a.</b> Compare patterns of behavior found in historical and literary contexts and in contemporary life.	<b>SE/TE:</b> 32, 35, 51, 79, 120, 170, 176, 228-229, 230, 366
<b>4.2.5.b.</b> Compare common beliefs or attitudes found in historical and literary contexts, in the arts, and in contemporary life.	<b>SE/TE:</b> 30, 35, 200, 191, 218, 220, 226, 228-229, 230, 282-283
<b>4.2.5.c.</b> Compare the impact of geography on politics, economics, history, or beliefs.	<b>SE/TE:</b> 254, 258, 310-311, 390-391, 418-419, 444-445, 498-499
<b>Clarifying Example:</b> Students compare and contrast voting practices of the target culture to their own. <b>(4.2.5.a.)</b>	This objective falls outside the scope of this program.



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<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 5/6</b>	
<b>5.1.5. Students apply their language proficiency and cultural competence within and beyond the school setting.</b>	
<b>5.1.5.a.</b> Communicate with speakers of the target language through face-to-face encounters or the use of technology.	<b>SE/TE:</b> 121, 231 <b>TE Only:</b> 57, 106, 110, 191, 457, 462
<b>5.1.5.b.</b> Participate in community service activities where the use of the target language facilitates communication.	For supporting material please see: <b>SE/TE:</b> 501 <b>TE Only:</b> 486, 495
<b>5.1.5.c.</b> Participate in work-based study that requires language proficiency and cultural competence.	For supporting material please see: <b>SE/TE:</b> 115, 173, 227, 333, 441, 497
<b>STANDARD 5.2: Communities: Personal Enrichment:</b> Students use the language for personal enjoyment and enrichment.*	
<b>Level 5/6</b>	
<b>5.2.5. Students use their target language skills to access authentic sources of information and entertainment for personal enrichment beyond the school setting.</b>	
<b>5.2.5.a.</b> Read or use various media to gain information for enjoyment and personal growth.	<b>SE/TE:</b> 34-35, 118-119, 174-175, 228-229, 282-283, 310-311, 390-391, 418-419, 472-473, 498-499
<b>5.2.5.b.</b> Participate in a variety of cultural events and social activities where the target language is spoken.	<b>SE/TE:</b> 36, 92, 204, 366, 367, 501