

**A Correlation of**



**©2018**

**To  
Wisconsin's Model Academic Standards  
for Foreign Languages  
Beginning**

**A Correlation of Auténtico, Level A, ©2018**  
**to**  
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**Introduction**

This document demonstrates how *Auténtico, Level A*, ©2018 meets Wisconsin’s Model Academic Standards for Foreign Languages, Beginning. 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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<b>Wisconsin’s Model Academic Standards for Foreign Languages, Beginning</b>	<b>Auténtico, Level A ©2018</b>
<b>COMMUNICATION</b>	
<b>A: INTERPERSONAL: CONVERSATION</b>	
<b>Content Standard</b>	
Students in Wisconsin will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in a language other than their own.	
<b>Rationale:</b> Students must know how to use the language effectively in order to exchange ideas and information with other people in a culturally appropriate manner. This standard focuses on the goal of learning to engage in conversations.	
<b>PERFORMANCE STANDARDS</b>	
<b>Beginning (Receptive - Imitative):</b>	
A.1. <b>Conversations:</b> Students will carry on a short conversation about personal interests, including what they have done, are doing, and are planning to do	<b>SE/TE:</b> 11, 19, 37, 80, 129, 153, 159, 179, 205, 209
A.2. <b>Questions:</b> Students will ask and answer questions, including biographical information	<b>SE/TE:</b> 5, 13, 30, 58, 79, 109, 112, 133, 179, 205
A.3. <b>Opinions:</b> Students will state personal preferences and feelings	<b>SE/TE:</b> 30, 37, 47, 80, 87, 129, 131, 145, 203, 205
A.4. <b>Problem-solving:</b> Students will express personal needs	<b>SE/TE:</b> 86, 109, 153, 154, 159
A.5. <b>Comprehension:</b> Students will ask for repetition and repeat to ensure understanding	For supporting material please see: <b>SE/TE:</b> 15, 109, 129, 131, 137, 153, 181, 182, 186, 204

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<b>B. INTERPRETIVE: LISTENING AND READING</b>	
<b>Content Standard</b>	
Students in Wisconsin will understand and interpret a language other than their own in its written and spoken form on a variety of topics.	
<b>Rationale:</b> Students must develop strong listening and reading skills to interpret the concepts, ideas, and opinions expressed by members of other cultures through their media and their literatures. This standard focuses on increasing the level of understanding as students listen to, read, or view materials in a new language.	
<b>PERFORMANCE STANDARDS Beginning (Receptive - Imitative):</b>	
B.1. <b>Listening:</b> Students will understand spoken language on familiar topics that has strong visual support	<b>SE/TE:</b> 3, 12, 26-27, 77, 100-101, 136, 150-151, 172-173, 183, 198-199
B.2. <b>Listening:</b> Students will comprehend simple daily conversations on familiar topics and selected, age-appropriate authentic recordings, broadcasts, and videos	<b>SE/TE:</b> 21, 29, 33, 57, 86, 97, 105, 125-126, 157, 183
B.3. <b>Reading:</b> Students will understand written materials on familiar topics that have strong visual support	<b>SE/TE:</b> 40-41, 64-65, 88, 90-91, 114-115, 131, 137, 138-139, 161, 188-189
B.4. <b>Reading:</b> Students will comprehend the main idea of selected, short authentic written materials	<b>SE/TE:</b> 38, 59, 64-65, 90-91, 136, 156, 161, 162-163, 185, 188-189
B.5. <b>Strategies:</b> Students will use previous classroom experience with the language to understand its spoken and written forms	<b>SE/TE:</b> 16, 21, 33, 81 <b>TE Only:</b> 4, 10, 42, 66, 82, 106

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<b>C: PRESENTATIONAL: SPEAKING AND WRITING</b>	
<b>Content Standard</b>	
Students in Wisconsin will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a language other than their own.	
<b>Rationale:</b> Students must develop strong speaking and writing skills to communicate their thoughts, concepts, and opinions effectively to members of other cultures. This standard focuses on presenting information in a way that is appropriate for the audience.	
<b>PERFORMANCE STANDARDS</b>	
<b>Beginning (Receptive - Imitative):</b>	
C.1. <b>Oral presentations:</b> Students will dramatize student-created and/or authentic songs, short poems, skits, or dialogues	<b>SE/TE:</b> 39, 89, 92, 105, 131, 155, 177, 183, 190 <b>TE Only:</b> 63, 135
C.2. <b>Speeches:</b> Students will write and present a short narrative about themselves	<b>SE/TE:</b> 38, 43, 93, 97, 141, 191 <b>TE Only:</b> 168, 174, 208
C.3. <b>Directions:</b> Students will give simple commands and make requests of another person or group	This objective is addressed in <i>Auténtico</i> , Level B.
C.4. <b>Recounting events:</b> Students will tell a simple story	<b>SE/TE:</b> 29, 77, 127, 151, 213
C.5. <b>Forms of writing:</b> Students will write personal journals and/or brief messages to friends (postcard, letter, or e-mail)	<b>SE/TE:</b> 38, 47, 67, 71, 117, 215 <b>TE Only:</b> 57, 66

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<b>CULTURE</b>	
<b>D: PRACTICES</b>	
<b>Content Standard</b>	
Students in Wisconsin will demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.	
<b>Rationale:</b> To fully understand another culture, students need to develop an awareness of another people's way of life, of the patterns of behavior that order their world, and of the traditional ideas, attitudes, and perspectives that guide their behaviors.	
<b>PERFORMANCE STANDARDS</b>	
<b>Beginning (Receptive- Imitative):</b>	
D.1. <b>Patterns of interaction:</b> Students will observe and imitate appropriate patterns of behavior (such as greetings or gestures) used with friends and family in the cultures studied	<b>SE/TE:</b> 4, 5, 82, 83, 85, 87, 106
D.2. <b>Cultural activities:</b> Students will participate in and learn about age-appropriate cultural activities (such as games, songs, and holiday celebrations)	<b>SE/TE:</b> 42, 86, 181, 185, 188-189, 190
D.3. <b>Beliefs and attitudes:</b> Students will identify some common beliefs and attitudes within the cultures studied such as social etiquette or the role of the family	<b>SE/TE:</b> 1, 2, 3, 4, 82, 83 <b>TE Only:</b> 127, 133
D.4. <b>Historical influences:</b> Students will identify reasons for different patterns of interaction	<b>SE/TE:</b> 13, 17, 58, 65, 88, 90-91, 140-141, 188

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<b>E: PRODUCTS</b>	
<b>Content Standard</b>	
Students in Wisconsin will demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.	
<b>Rationale:</b> To respect and appreciate the diversity of their world, students need to learn about the contribution of other cultures to the world and the solutions they offer to problems confronting them. Awareness of these contributions helps students understand how their views and other people's views of the world have been influenced.	
<b>PERFORMANCE STANDARDS</b>	
<b>Beginning (Receptive - Imitative):</b>	
E.1. <b>Objects and symbols:</b> Students will identify objects and symbols, such as flags or currency, that are used day-to-day and represent other cultures	<b>SE/TE:</b> 13, 17, 42, 65, 88, 109, 131, 138-139, 140, 164
E.2. <b>Contributions:</b> Students will identify some major contributions and historical figures from the cultures studied that are significant in the target culture	<b>SE/TE:</b> 24, 34, 48, 58, 72, 146, 170
E.3. <b>Mutual influences:</b> Students will identify some historical and contemporary influences from other cultures that are significant in their own culture such as explorers and settlers, music, and sports	<b>SE/TE:</b> 17, 47, 58, 97, 116, 121, 138, 190
E.4. <b>Geography:</b> Students will identify countries, regions, and geographic features where the target language is spoken	<b>SE/TE:</b> 20-21, 90-91, 114-115, 138-139, 162-163, 164

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<p>The following six standards encourage students to go beyond their knowledge of and skills in language and culture to develop real-life applications for communication throughout the world. That is why these standards are presented in a different format, illustrating that they provide a context for the development of skills in communication and culture. Students at all levels of language development engage in similar types of activities in connections, comparisons, and communities; the difference is in the increasing sophistication with which students use their language skill and cultural knowledge.</p>	
<b>CONNECTIONS</b>	
<b>F: ACROSS DISCIPLINES</b>	
<b>Content Standard</b>	
<p>Students in Wisconsin will reinforce and further their knowledge of other disciplines through a language other than English.</p>	
<p><b>Rationale:</b> The conscious effort to connect the study of languages with other disciplines opens doors to information and experiences that enrich students’ entire lives. Students can use information and skills learned in other classes to practice their new language. Conversely, language classes provide additional information to enhance what students learn in other disciplines.</p>	
<b>PERFORMANCE STANDARDS</b>	
<p><b>F.1. Speaking and writing:</b> Students will use topics subjects to discuss and/or write in the language studied and skills from other school</p>	<p><b>SE/TE:</b> 20-21, 35, 59, 88, 109, 131, 157, 179, 211</p>
<p><b>F.2. Reading and listening:</b> Students will read material, listen to and/or watch programs in the language studies on topics from other classes</p>	<p><b>SE/TE:</b> 42-43, 64-65, 90-91, 138-139, 140, 188-189, 190, 212-213</p>
<p><b>F.3. Accessing resources:</b> Students will access resources in the language studied on topics being discussed or researched in other classes</p>	<p><b>TE Only:</b> 8, 9, 14, 20, 28, 80, 111, 112, 114, 129</p>



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<b>G: ADDED PERSPECTIVE</b>	
<b>Content Standard</b>	
Students in Wisconsin will acquire information and recognize the distinctive viewpoints that are available only through a language and its cultures.	
<b>Rationale:</b> Being able to access information in more than one language gives students a much richer base of knowledge. Not only is there a greater choice of resources, but there is also the opportunity to analyze a topic from another culture's perspective, providing students with unique insights.	
<b>PERFORMANCE STANDARDS</b>	
G.1. <b>Popular media:</b> Students will read, view, listen to, and talk about subjects contained in popular media from other countries in order to gain a perspective on other cultures	<b>SE/TE:</b> 35, 42, 44-45, 116, 162-163, 164, 166-167, 183, 185, 188-189
G.2. <b>Accessing resources:</b> Students will access information in the language studied in order to gain greater insight about other cultures and/or their own	<b>TE Only:</b> 9, 41, 64, 80, 85, 88, 109, 111, 117, 189
<b>COMPARISONS</b>	
<b>H: LANGUAGE</b>	
<b>Content Standard</b>	
Students in Wisconsin will demonstrate understanding of the nature of language through comparisons of the language studied and their own.	
<b>Rationale:</b> Students who study more than one language gain insight into the nature of their own language and can analyze the power of word choice. They can compare how different language systems express meaning and reflect culture.	
<b>PERFORMANCE STANDARDS</b>	
H.1. <b>Structures:</b> Students will identify cognates (words similar to English), word roots, prefixes, suffixes, and sentence structure to derive meaning	<b>SE/TE:</b> 34, 35, 57, 81, 160, 178, 205
H.2. <b>Idioms:</b> Students will identify expressions that cannot be translated word for word in order to derive meaning	This objective falls outside the scope of this program.
H.3. <b>Translation:</b> Students will identify words and expressions that have no equivalent in another language	This objective falls outside the scope of this program.

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H.4. <b>Cultural characteristics:</b> Students will identify cultural characteristics of language such as formalities, levels of politeness, informal and formal language	<b>SE/TE:</b> 4, 5, 78, 82, 106
H.5. <b>Phonetics:</b> Students will compare the sound-symbol association of English to that of the language studied	<b>SE/TE:</b> 13, 39, 61, 89, 113, 136, 155, 183, 210
<b>I: CULTURE</b>	
<b>Content Standard</b>	
Students in Wisconsin will demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.	
<b>Rationale:</b> Students who study more than one language continuously compare and contrast the practices of people in different cultures. This helps students understand themselves better and builds understanding of different responses to similar situations.	
<b>PERFORMANCE STANDARDS</b>	
I.1. <b>Cultural variations:</b> Students will discuss the meaning of perspectives, products, and practices in different cultures	<b>SE/TE:</b> 35, 42, 66, 92, 116, 140, 164, 190, 214
I.2. <b>Comparisons:</b> Students will compare the form, meaning, and importance of certain perspectives, products, and practices in different cultures	<b>SE/TE:</b> 47, 71, 97, 121, 145, 169, 195, 219
I.3. <b>Characteristics of culture:</b> Students will understand the concept of culture as they compare other cultures to their own	<b>SE/TE:</b> 42, 66, 92, 116, 140, 164, 190, 214

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<b>COMMUNITIES</b>	
<b>J: PRACTICAL APPLICATIONS</b>	
<b>Content Standard</b>	
Students in Wisconsin will use the language both within and beyond the school setting.	
<b>Rationale:</b> As businesses expand domestic and international markets, and as people of the world meet each other more often through face-to-face encounters and/or the use of technology, the need for students to be proficient in other languages becomes critical in order for the United States to maintain international respect and economic competitiveness.	
<b>PERFORMANCE STANDARDS</b>	
J.1. <b>Service:</b> Students will provide service to their school and community through such activities as tutoring, teaching, translating, interpreting, and assisting speakers of other languages	For supporting material please see: <b>SE/TE:</b> 115-116 <b>TE Only:</b> 166, 210
J.2. <b>Outreach:</b> Students will participate in activities where the ability to communicate in a second language may be beneficial, including business internships, exchange programs, and sister city projects	<b>SE/TE:</b> 39, 63, 89, 111, 137, 160, 182, 210
J.3. <b>Communication:</b> Students will exchange information with people locally and around the world through avenues such as pen-pals, e-mail, videos, speeches, and publications	<b>SE/TE:</b> 67, 71 <b>TE Only:</b> 57, 66
<b>K: PERSONAL ENRICHMENT</b>	
<b>Content Standard</b>	
Students in Wisconsin will show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.	
<b>Rationale:</b> Students who study another language are better prepared to be responsible members of their communities because of their global perspective. They have expanded their employment opportunities both at home and abroad and have access to a wider variety of resources where they can pursue topics of personal interest.	
<b>PERFORMANCE STANDARDS</b>	
K.1. <b>Media:</b> Students will use various media in the language studied for study, work, or pleasure	<b>SE/TE:</b> 2, 29, 77, 94-95, 108, 118-119, 142-143, 173-174, 175, 216-217

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K.2. <b>Careers:</b> Students will investigate careers where skills in another language and/or cross-cultural understanding are needed	<b>SE/TE:</b> 63, 111, 160, 210
K.3. <b>Understanding:</b> Students will deepen their understanding of other cultures through various avenues; such as cuisine, sports, theatre, dance, and art	<b>SE/TE:</b> 35, 42, 65, 92, 116, 140, 164, 190, 214
K.4. <b>Further learning:</b> Students will look for opportunities to learn more about languages and cultures	<b>SE/TE:</b> 39, 63, 89, 111, 137, 160, 182, 210
K.5. <b>Intercultural Experiences:</b> Students will travel to communities where the language studied is spoken and/or host someone from a country where the language studied is spoken	For supporting material please see: <b>TE Only:</b> 90, 111, 112, 116, 164, 180, 187