

Priority Indicators Process:

- Individually, star one in each PBLO category.
- Note common indicators chosen and discuss--think about which indicators may have the highest leverage for student learning and provide a foundation for building other skills both during this year and in coming years.
- Choose no more than two indicators per PBLO as priority indicators and highlight the indicator box.
- Provide an explanation of the reasons you chose them.

WORLD LANGUAGE & CULTURE	
HSD World Language 4 (Advanced) - ACTFL Intermediate Mid	
PBLO: Interpretive Communication	
	Understand the target language through reading and listening.
	Performance Indicators
1.	I can understand the main idea and key information in short, straightforward <u>informational texts</u> .
2.	I can understand the main idea and key information in short, straightforward <u>fictional texts</u> .
3.	I can understand the main idea and key information in short, straightforward <u>conversations</u> .
Reason	
PBLO: Presentational Communication	
	Express ideas through one-way writing and speaking in the target language.
	Performance Indicators
1.	I can <u>tell a story</u> about my life, activities, events, and other social experiences, using sentences and series of connected sentences.
2.	I can <u>state my viewpoint</u> about familiar topics and give some reasons to support it, using sentences and series of connected sentences.
3.	I can <u>give straightforward presentations</u> on a variety of familiar topics and some concrete topics I have researched, using sentences and series of connected sentences.

Reason	
PBLO: Interpersonal Communication	
	Exchange ideas through written and spoken communication in the target language.
	Performance Indicators
1.	I can <u>exchange information</u> in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.
2.	I can interact with others to <u>meet my needs</u> in a variety of familiar situations, creating sentences and series of sentences and asking a variety of follow-up questions.
3.	I can <u>exchange preferences, feelings, or opinions and provide basic advice</u> on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions.
Reason	

**The WLC Department based our Learning Objectives & Performance Indicators on the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Benchmarks and Performance Indicators.