

NCSSFL-ACTFL CAN-DO STATEMENTS
**Communication and
Intercultural Competence**

Intermediate Low



LINGUAFOLIO®

N C S S F L

INTERMEDIATE LOW



INSTRUCTIONS

The NCSSFL-ACTFL Can-Do **Benchmarks** are *italicized* and are followed by specific Can-Do **Indicators** in **bold**. The indicators break down the benchmarks into smaller steps. Directly below the can-do learning indicators is a bulleted list of **Examples** that illustrate and make transparent what such expectations might look like. Benchmarks and indicators are aligned to ACTFL proficiency levels and sublevels and as such should **NOT** be modified. The blank can-do statement is designed for that purpose – to personalize learning targets that illustrate your language skills and performance.

Each statement should be assessed separately to identify a level of proficiency.

Self-Assessment Statement	Explanation
This is my goal.	This is something that I want to be able to do.
I can do this with help.	I am able to do this when prompted, when someone provides a word or hint, or after multiple tries.
I can do this consistently.	I have done this numerous times, comfortably and independently, without hesitation.
I have provided evidence to demonstrate this	Since I can do this without much effort, I have provided proof by sharing samples of my work that demonstrate this goal.

These self-assessment statements are provided to help you understand and document what you can do with the language that you are learning in each of the three modes of communication: interpretive, interpersonal and presentational.

- The **interpretive mode*** describes how you interpret meaning from hearing, reading or viewing the language in a variety of ways (e.g. voice mail, podcasts, lyrics, television, stories, books, public announcements, etc.).
- The **interpersonal mode** describes how you engage in direct oral, written or signed communication with others (e.g. face-to-face conversations, online discussions or video conferences, emails, text messaging, etc.).
- The **presentational mode** describes how you speak, write or sign to a variety of audiences (e.g. leaving a voice message, making a presentation, giving directions to a group, delivering a speech, etc.).

* What elements of literacy lead to higher levels of understanding in the Interpretive Mode?

Learners move along the proficiency continuum at different speeds in listening, reading or viewing. Learners bring prior skills and experience in L1 and L2 to the Interpretive mode. Factors that impact how well learners understand texts include:

- a) text complexity or length
- b) familiarity with topic and background
- c) knowledgeability to use literacy strategies such as recognizing key words, detecting the main idea, identifying supporting details, noting organizational features, guessing meaning from context, identifying logical inferences, identifying the author's perspective and cultural perspectives/norms.

WHAT ARE THE NCSSFL-ACTFL CAN-DO STATEMENTS?

The 2017 NCSSFL-ACTFL Can-Do Statements, the result of collaboration between the National Council of State Supervisors for Languages (NCSSFL) and the American Council on the Teaching of Foreign Languages (ACTFL), guide:

- Language learners to identify and set learning goals and chart their progress towards language and intercultural proficiency;
- Educators to write communication learning targets for curriculum, unit and lesson plans;
- Stakeholders to clarify how well learners at different stages can communicate.

The statements are organized according to the Interpretive, Interpersonal and Presentational Modes of Communication as described in the World-Readiness Standards for Learning Languages:

- Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions.
- Presentational Communication: Learners present information, concepts and ideas to inform, explain, persuade and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers or viewers.

Aligned with the ACTFL Proficiency Guidelines 2012 and the ACTFL Performance Descriptors for Language Learners, the Can-Do Statements reflect the continuum of growth in communication skills through the Novice, Intermediate, Advanced, Superior and Distinguished levels.

The NCSSFL-ACTFL Can-Do Statements for Intercultural Communication and the Reflection Tool for Learners provide a set of examples and scenarios that show how learners use the target language and knowledge of culture to demonstrate their Intercultural Communicative Competence (ICC).

Just as the NCSSFL-ACTFL Can-Do Statements for language clarify the Communication standards in the World Readiness Standards, this tool is intended to clarify and support the Cultures standards (use the language to investigate, explain and reflect on the relationship between the practices or products and perspectives of cultures) and lead learners toward developing ICC. For the purpose of this document, ICC refers to the ability to interact effectively and appropriately with people from other language and cultural backgrounds. ICC develops as the result of a process of intentional goal-setting and self-reflection around language and culture and involves attitudinal changes toward one's own and other cultures. Intercultural communicative competence is essential for establishing effective, positive relationships across cultural boundaries, required in a global society.

The revised language Can-Do Statements were the year-long work of a writing team spearheaded by State Supervisors of World Languages Kathy Shelton (OH) and Lisa Harris (VA) and ACTFL Director of Education Paul Sandrock. Members included: Ruta Couet (SC), Lynn Fulton-Archer (DE), Jessica Haxhi (CT), Ali Moeller (NE), Debbie Nicholson (WV), Christina Oh (VA), Fernando Rubio (UT), Thomas Sauer (KY), and Jacque Bott Van Houten (KY). The writing team met face-to-face three times and collaborated online over a nine-month period. Once a draft was developed, feedback was provided by over 470 professionals through an online survey and focus groups. The new Can-Do Statements for Intercultural Communication were developed through a 2016-17 task force chaired by Jacque Van Houten (KY), with sub-committee chairs Ruta Couet (SC), Nathan Lutz (NJ), Ali Moeller (NE), Paul Sandrock (ACTFL), and Kathy Shelton (OH), and with task force members Donna Clementi (WI), Mara Cobe (NC), Bonnie Flint (UT), Paula Garrett-Rucks (GA), Deborah Hefferon (MD), Michael Kluemper (KY), Sarah Lindstrom (CT), Dorie Perugini (CT), Mary Lynn Redmond (NC), Julie Sykes (OR), Alicia Vinson (KY), and Manuela Wagner (CT).

How to Use the Can-Do Statements	How NOT to use the Can-Do Statements
<p>Can-Do Statements describe what learners can do consistently over time</p> <p>Learners demonstrate what they “can do” consistently in each mode and at each sub-level, in numerous situations throughout the learning process. Learners may be at different levels for different modes (Interpretive, Interpersonal, Presentational) or skills (reading, listening, writing, speaking, signing)</p>	<p>Can-Do Statements are NOT a checklist of tasks to be demonstrated once and checked off</p> <p>It is not sufficient for learners to show evidence of performance in just one specific situation; the indicators and examples at each sublevel illustrate how learners might demonstrate skills in each mode of communication through a wide variety of evidence.</p>
<p>Can-Do Statements help learners set goals as they progress along the proficiency continuum</p> <p>Can-Do Statements describe what learners can independently do at each sublevel and help pave the way to higher levels. Higher level skills and functions (e.g., using timeframes, understanding complex texts) need to be introduced at lower sublevels and built upon in order to have independent control of those skills and functions at higher sublevels.</p>	<p>Can-Do Statements are NOT a limitation of what to learn or teach</p> <p>Can-Do Statements do not show what to learn or teach at each sublevel; the descriptors show the skills and functions that can be done with full control at that sublevel. Learners should work with authentic texts and real-life scenarios at all levels and sublevels and set goals for how to progress to the next higher level.</p>
<p>The sets of examples can be adapted to match school, district or postsecondary curriculum as well as independent learning goals</p> <p>The examples include topics that expand across the proficiency continuum, from familiar (daily life, personal experiences, classroom or researched topics) to concrete to abstract. Learners and educators are encouraged to customize the “I can . . .” examples in order to fit the content and context of the learning and the targeted proficiency level.</p>	<p>The sets of examples are NOT a prescribed curriculum</p> <p>The Can-Do Statements include examples of communicative performance to adapt or modify for local curricula; they are not intended to provide ready-made lessons. The examples provided do not claim to be exhaustive or specific to a level of schooling.</p>
<p>Can-Do statements are a starting point for self-assessment, goal-setting and the creation of rubrics for performance-based grading</p> <p>Learners and educators use the statements for self-evaluation to become more aware of what they know and can do in the target language. By using statements aligned to the proficiency scale, educators can more easily create rubrics that enable learners to chart their progress.</p>	<p>The Can-Do statements are NOT used as an instrument for determining a letter or number grade</p> <p>Growth in acquiring a language is measured over time when tasks are integrated into performance assessments and evaluated using rubrics based on the ACTFL proficiency descriptors.</p>

Can-Do Statements for Intercultural Communication

Introduction

The *NCSSFL-ACTFL Can-Do Statements for Intercultural Communication* and the *Reflection Tool for Learners* provide a set of examples and scenarios that show how learners use the target language and knowledge of culture to demonstrate their Intercultural Communicative Competence (ICC).

Just as the *NCSSFL-ACTFL Can-Do Statements* for language clarify the Communication standards in the World Readiness Standards, this tool is intended to clarify and support the Cultures standards and lead learners toward developing ICC. For the purpose of this document, ICC refers to the ability to interact effectively and appropriately with people from other language and cultural backgrounds. ICC develops as the result of a process of intentional goal-setting and self-reflection around language and culture and involves attitudinal changes toward one's own and other cultures. Intercultural communicative competence is essential for establishing effective, positive relationships across cultural boundaries, required in a global society.

Cultures Goal: Interact with cultural competence and understanding.

Standard: Learners use the language to investigate, explain and reflect on the relationship between **Practices and Perspectives** of the cultures studied.

Standard: Learners use the language to investigate, explain and reflect on the relationship between **Products and Perspectives** of the cultures studied.

World Readiness Standards

The NCSSFL-ACTFL Can-Do Statements for Intercultural Communication:

- Provide samples of how learners can develop and demonstrate their ICC through the language they are learning. The extent to which one can fully understand and participate in a culture is related to the level of language proficiency.
- Apply to a variety of learning and life environments, such as in elementary school, an immersion class, a high school or college course, independent learning, a study abroad situation, or a work setting.
- Serve as a framework, not a curriculum, to integrate target language use and intercultural competencies in instruction, making clear the inextricable link between language and culture.
- Focus on communicative interaction in another culture, i.e., the ability to communicate and articulate in the target language and behave appropriately in the target culture.
- Are illustrated with examples for each proficiency level, paired as complementary examples as learners Investigate and Interact.
- Support deeper learning by providing a Reflection tool with sample scenarios that show how educators can organize activities for intercultural reflection, both inside the classroom in the target language and outside the classroom in English or the target language.
- Are meant to be used as part of a school-wide program that includes educator collaboration with other content areas and time for guided learner reflection on their intercultural experiences.

The use of the NCSSFL-ACTFL Can-Do Statements for Intercultural Communication can be a first step in the process to simplify the complexities of ICC and provide guidance for educators and learners. Rather than a linear process, ICC is more iterative and interactive, like a mosaic of various cultural experiences informed by self-reflection. Each individual begins at different cognitive, cultural and linguistic stages and progresses at various rates

NCSSFL-ACTFL CAN-DO STATEMENTS
Proficiency Benchmarks



NOVICE	INTERMEDIATE	ADVANCED	SUPERIOR	DISTINGUISHED
Interpretive Benchmarks				
<p>I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written or signed.</p>	<p>I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written or signed.</p>	<p>I can understand the main message and supporting details on a wide variety of familiar and general interest topics across various time frames from complex, organized texts that are spoken, written or signed.</p>	<p>I can interpret and infer meaning from complex, academic and professional texts on a range of unfamiliar, abstract, and specialized issues that are spoken, written or signed.</p>	<p>I can interpret and infer meaning from dense, structurally sophisticated texts on a wide range of global issues and highly abstract concepts, with deeply embedded cultural references and colloquialisms and dialects that are spoken, written or signed.</p>
Interpersonal Benchmarks				
<p>I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences and questions.</p>	<p>I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.</p>	<p>I can maintain spontaneous spoken, written, or signed conversations and discussions across various time frames on familiar, as well as unfamiliar, concrete topics using series of connected sentences and probing questions.</p>	<p>I can participate fully and effectively in spontaneous spoken, written, or signed discussions and debates on issues and ideas ranging from broad general interests to my areas of specialized expertise, including supporting arguments and exploring hypotheses.</p>	<p>I can interact, negotiate, and debate on a wide range of global issues and highly abstract concepts, fully adapting to the cultural context of the conversation, using spoken, written or signed language.</p>
Presentational Benchmarks				
<p>I can present information on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written or signed language.</p>	<p>I can communicate information, make presentations and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written or signed language.</p>	<p>I can deliver detailed and organized presentations on familiar as well as unfamiliar concrete topics, in paragraphs and using various time frames through spoken, written or signed language.</p>	<p>I can deliver extended presentations on hypothetical or abstract issues and ideas ranging from broad general interests to my areas of specialized expertise, with precision of expression and to a wide variety of audiences, using spoken, written or signed language.</p>	<p>I can deliver sophisticated and articulate presentations on a wide range of global issues and highly abstract concepts, fully adapting to the cultural context of the audience, using spoken, written or signed language.</p>

INTERMEDIATE LOW

Intermediate Benchmark Interpretive Listening or Viewing

I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written or signed.

This is my goal.

I can do this with help.

I can do this consistently.

I have provided evidence to demonstrate this.

What can I understand, interpret or analyze in authentic informational texts that I hear or view?

I can identify the topic and related information from simple sentences in short informational texts.

Examples

- I can _____
- I can follow simple cooking directions from a YouTube video.
- I can understand a voicemail reminding me of the details of an appointment.
- I can understand an announcement about a lost child in a store.
- I can understand simple questions about a scientific or other process.
- I can understand a broadcaster’s questions to participants in a political demonstration.

What can I understand, interpret or analyze in authentic fictional texts that I hear or view?

I can identify the topic and related information from simple sentences in short fictional texts.

Examples

- I can _____
- I can identify some specific, predictable actions from a segment of an audio book.
- I can identify some major events in a recorded children’s story.
- I can understand a few lines in a song.
- I can select a book that matches my interest based on an online radio streamed book review.
- I can identify the pattern of rhymes in a nursery rhyme or poem.

What can I understand, interpret or analyze in discussions I hear or view, in which I am not a participant?

I can identify the main idea in short conversations.

Examples

- I can _____
- I can understand the place, time and purpose that someone mentions in an invitation.
- I can follow a conversation friends have about what they are wearing for an occasion.
- I can understand diners discussing what to order at a restaurant.
- I can understand the purpose of a message of a recorded e-card greeting.
- I can understand someone’s comments about a friend’s date.

INTERMEDIATE LOW

Intermediate Benchmark Interpretive Reading

I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written or signed.

This is my goal.

I can do this with help.

I can do this consistently.

I have provided evidence to demonstrate this.

What can I understand, interpret or analyze in authentic informational texts that I read?

I can identify the topic and related information from simple sentences in short informational texts.

Examples

- I can _____
- I can understand some information on job postings.
- I can understand a text message from a friend about an assignment.
- I can understand recipe recommendations on a food package.
- I can understand a message on a social media post.
- I can understand the scheduled events of a day at summer camp.

What can I understand, interpret or analyze in authentic fictional texts that I read?

I can identify the topic and related information from simple sentences in short fictional texts.

Examples

- I can _____
- I can identify some specific, predictable actions in an excerpt from a graphic novel.
- I can identify some major events in a children’s storybook.
- I can understand a few lines in a song.
- I can select a book that matches my interests from an online description.
- I can identify the topic of a poem and a few related details.

What can I understand, interpret or analyze in discussions I read, in which I am not a participant?

I can identify the main idea in short conversations.

Examples

- I can _____
- I can understand the place, time, and purpose of a meeting discussed in online personal messages.
- I can follow group text messages among friends about what to wear for an occasion.
- I can understand blog response to questions about recommendations for a meal in a restaurant.
- I can understand the purpose of personal messages on an e-card greeting.
- I can understand someone’s forum comments about a concert.

INTERMEDIATE LOW

Intermediate Benchmark

Interpersonal Listening/Speaking or Signing

I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.

This is my goal.

I can do this with help.

I can do this consistently.

I have provided evidence to demonstrate this.

How can I exchange information and ideas in conversations?

I can request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.

Examples

- I can _____
- I can exchange information to decide which type of transportation is best to utilize.
- I can exchange information about types of music and movies people prefer.
- I can participate in a conversation to compare classes and sports with peers at a partner school.
- I can participate in a conversation with my partner about building a model for a project.
- I can exchange information to plan a picnic with a group of friends.

How can I meet my needs or address situations in conversations?

I can interact with others to meet my basic needs in familiar situations by creating simple sentences and asking appropriate follow-up

Examples

- I can _____
- I can interact to arrange a meeting.
- I can make a hotel reservation by phone.
- I can interact with the waiter to order a meal at a restaurant.
- I can interact to ask for clarification by asking specific questions.
- I can interact with others to ask for restaurant recommendations.

How can I express, react to and support preferences and opinions in conversations?

I can express, ask about, and react with some detail to preferences, feelings or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions.

Examples

- I can _____
- I can interact to plan a hiking trip with friends asking each one what they would like to do.
- I can have a conversation with others to determine how we should plan to spend our spring break.
- I can interact to share ideas with others about how to celebrate a friend's birthday.
- I can interact with my partner to identify points of agreement on the reasons for our science experiment results.
- I can interact to share ideas about where I would prefer to live and why.

INTERMEDIATE LOW

Intermediate Benchmark Interpersonal Reading/Writing

I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.

This is my goal.

I can do this with help.

I can do this consistently.

I have provided evidence to demonstrate this.

How can I exchange information and ideas in conversations?

I can request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.

Examples

- I can _____
- I can exchange texts with a friend to provide directions to get to my house.
- I can exchange e-mail with a tour operator to find out more details about my visit.
- I can exchange texts messages with my friend to suggest an activity for this weekend.
- I can post my reaction to my friend's tweet about a concert he attended.
- I can exchange texts with someone to get advice about what to buy a mutual friend for a birthday present.

How can I meet my needs or address situations in conversations?

I can interact with others to meet my basic needs in familiar situations by creating simple sentences and asking appropriate follow-up

Examples

- I can _____
- I can interact online to get help related to an assignment.
- I can interact with a study abroad advisor online to select the type of housing that best fits my needs.
- I can exchange messages to ask for a substitution for an online food order.
- I can interact online with a hotel agent to inquire about their pet policy.
- I can interact with potential buyers to answer questions about the item I am selling on eBay.

How can I express, react to and support preferences and opinions in conversations?

I can express, ask about, and react with some detail to preferences, feelings or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions.

Examples

- I can _____
- I can exchange text messages sharing reactions to something happening in my community.
- I can exchange descriptions with my ePal to agree on the best places to hike or camp in the U.S.
- I can exchange online messages to trade opinions in reaction to an article about the best places to visit in my region.
- I can chat with my ePal to discuss Americans' typical vacations.
- I can exchange advice with another online player on winning moves in a video or online game.

INTERMEDIATE LOW



Intermediate Benchmark Presentational Speaking or Signing

I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written or signed language.

This is my goal.	I can do this with help.	I can do this consistently.	I have provided evidence to demonstrate this.
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How can I present information to narrate about my life, experiences and events?

I can present personal information about my life, activities and events, using simple sentences.

Examples

- I can _____
- I can make simple comparisons of a variety of people, including friends and family members.
- I can describe what I want or need to do on a particular day.
- I can describe what I plan to do next in my school or work life.
- I can retell a story that I've read or heard.
- I can tell the steps of an experiment I conducted.

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How can I present information to give a preference, opinion or persuasive argument?

I can express my preferences on familiar and everyday topics of interest and explain why I feel that way, using simple sentences.

Examples

- I can _____
- I can give a series of reasons why an art or music style is appealing to me.
- I can give a presentation recommending something I like, such as a movie, television show, famous athlete, celebrity or historical figure.
- I can give a series of reasons why a book I've read was appealing to me.
- I can create and present a simple advertisement for a product or service.
- I can present a series of statements supporting my hypothesis about a science concept.

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How can I present information to inform, describe or explain?

I can present on familiar and everyday topics, using simple sentences.

Examples

- I can _____
- I can describe a school or workplace.
- I can present a brief summary of something from a book I've read.
- I can state multi-step instructions for completing a process, such as preparing a recipe.
- I can briefly summarize or retell a story.
- I can give a description of a place I have visited or want to visit.

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INTERMEDIATE LOW

Intermediate Benchmark Presentational Writing

I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written or signed language.

This is my goal.	I can do this with help.	I can do this consistently.	I have provided evidence to demonstrate this.
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How can I present information to narrate about my life, experiences and events?

I can present personal information about my life, activities and events, using simple sentences.

Examples

- I can _____
- I can write a description of the physical appearance and personality of a friend or family member.
- I can write about my role in a simple school or work routine.
- I can write my plans for an upcoming holiday, vacation, or a typical celebration.
- I can write about events that took place at school, in a workplace, or in a place I have visited.
- I can write about a simple project I completed at school or at work.

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How can I present information to give a preference, opinion or persuasive argument?

I can express my preferences on familiar and everyday topics of interest and explain why I feel that way, using simple sentences.

Examples

- I can _____
- I can write a series of reasons why an art or music style is appealing to me.
- I can write to explain why others should read a book I enjoyed, citing specific reasons.
- I can write a recommendation of a website and give reasons why others might find it useful.
- I can provide a simple description of a field trip or work experience in an effort to persuade others to participate in the future.
- I can create a simple written or graphic ad to encourage someone to purchase a product or service.

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How can I present information to inform, describe or explain?

I can present on familiar and everyday topics, using simple sentences.

Examples

- I can _____
- I can develop a simple survey for my peers, about my school or another topic.
- I can write basic instructions on how to make or do something.
- I can write questions to obtain additional information about something I read online.
- I can write an outline or draft of a presentation that I plan to present orally.
- I can write a simple profile of a famous athlete, celebrity, or historical figure.

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INTERCULTURAL COMMUNICATION

Investigate

INVESTIGATE PRODUCTS AND PRACTICES TO UNDERSTAND CULTURAL PERSPECTIVES

INTERMEDIATE BENCHMARK

In my own and other cultures I can make comparisons between products and practices to help me understand perspectives.

In my own and other cultures I can compare products related to everyday life and personal interests or studies.

In my own and other cultures I can compare practices related to everyday life and personal interests or studies.

ADVANCED BENCHMARK

In my own and other cultures I can explain some diversity among products and practices and how it relates to perspectives.

In my own and other cultures I can explain how a variety of products of public and personal interest are related to perspectives.

In my own and other cultures I can explain how a variety of practices within familiar and social situations are related to perspectives.

Interact

INTERACT WITH OTHERS IN AND FROM ANOTHER CULTURE

INTERMEDIATE BENCHMARK

I can interact at a functional level in some familiar contexts.

I can converse with peers from the target culture in familiar situations at school, work or play, and show interest in basic cultural similarities and differences.

I can recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.

ADVANCED BENCHMARK

I can interact at a competent level in familiar and some unfamiliar contexts.

I can converse comfortably with others from the target culture in familiar and some unfamiliar situations and show some understanding of cultural differences.

I can demonstrate awareness of subtle differences among cultural behaviors and adjust my behavior accordingly in familiar and some unfamiliar situations.