

## THIRD GRADE

### NATIONAL CORE ARTS STANDARDS

#### DRAMA/THEATRE

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##### CREATING

- **TH:Cr1.1.3.c.** Collaborate to determine how characters might move and speak to support the story and **given circumstances** in drama/theatre work.
- **TH:Cr3.1.3.b.** Participate and contribute to physical and vocal exploration in an **improvised** or scripted drama/theatre work.

##### RESPONDING

- **TH:Re8.1.3.a.** Consider multiple personal experiences when participating in or observing a drama/theatre work.
- **TH:Re9.1.3.c.** Evaluate and analyze problems and situations in a drama/theatre work from an audience perspective.

##### CONNECTING

- **TH:Cn10.1.3.a.** Use personal experiences and knowledge to make connections to community and culture in a drama/theatre work.
- **TH:Cn11.2.3.a.** Explore how stories are adapted from literature to drama/theatre work.

#### VISUAL ARTS

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##### CREATING

- **VA:Cr1.2.3a** Apply knowledge of available resources, tools, and **technologies** to investigate personal ideas through the art-making process.
- **VA:Cr2.1.3a** Create personally satisfying artwork using a variety of artistic processes and **materials**.

##### RESPONDING

- **VA:Re7.2.3a** Determine messages communicated by an **image**.
- **VA:Re9.1.3a** Evaluate an artwork based on given **criteria**.

##### CONNECTING

- **VA:Cn10.1.3a** Develop a work of art based on observations of surroundings.

### COMMON CORE STATE STANDARDS

#### READING

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##### Key Ideas and Details

- **RL.3.2.** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- **RL.3.3.** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

##### Craft and Structure



- RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.

### **Fluency**

- RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
  - Read grade-level text with purpose and understanding.
  - Read grade-level prose and poetry orally with accuracy, appropriate rate and expression.

## **WRITING**

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### **Text Types and Purposes**

- W.3.1. Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.
- W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

### **Production and Distribution of Writing**

- W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

## **SPEAKING AND LISTENING**

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### **Comprehension and Collaboration**

- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

### **Presentation of Knowledge and Ideas**

- SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

## **C3 FRAMEWORK: SOCIAL STUDIES**

### **Dimension 2, Human Population: Spatial Patterns and Movements**

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- D2. Geo.7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- D2. Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources.

### **Dimension 2, Change, Continuity, and Context**

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- D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time.
- D2.His.2.3-5. Compare life in specific historical time periods to life today.

#### Dimension 4, Taking Informed Action

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- D4.6.3-5. Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.

## FOURTH GRADE

### NATIONAL CORE ARTS STANDARDS

#### DRAMA/THEATRE

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##### CREATING

- **TH:Cr1.1.4.a.** Articulate the visual details of **imagined worlds**, and **improvised** stories that support the **given circumstances** in a drama/theatre work.
- **TH:Cr3.1.4.b.** Develop physical and vocal exercise techniques for an **improvised** or scripted drama/theatre work.

##### RESPONDING

- **TH:Re8.1.4.a.** Compare and contrast multiple personal experiences when participating in or observing a drama/theatre work.
- **TH:Re9.1.4.c.** Observe how a character's choices impact an audience's perspective in a drama/theatre work.

##### CONNECTING

- **TH:Cn10.1.4.a.** Identify the ways drama/theatre work reflects the perspectives of a community or culture.
- **TH:Cn11.2.4.a.** Investigate cross-cultural approaches to storytelling in drama/theatre work.

#### VISUAL ARTS

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##### CREATING

- **VA:Cr1.1.4a** **Brainstorm** multiple approaches to a creative art or design problem.
- **VA:Cr3.1.4a** Revise artwork in progress on the basis of insights gained through peer discussion.

##### RESPONDING

- **VA:Re.7.2.4a** Analyze components in **visual imagery** that convey messages.
- **VA:Re9.1.4a** Apply one set of **criteria** to evaluate more than one work of art.

##### CONNECTING

- **VA:Cn10.1.4a** Create works of art that reflect community **cultural traditions**.

### COMMON CORE STATE STANDARDS

#### READING

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**Key Ideas and Details**

- RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

**Craft and Structure**

- RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

**Integration of Knowledge and Ideas**

- RL.4.7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
- RL.4.9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

**Fluency**

- RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

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**WRITING****Text Types and Purposes**

- W.4.1. Write opinion pieces on familiar topics or texts, supporting a point of view with reasons and information.
- W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**Production and Distribution of Writing**

- W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

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**SPEAKING AND LISTENING****Comprehension and Collaboration**

- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**Presentation of Knowledge and Ideas**

- SL.3.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**C3 FRAMEWORK: SOCIAL STUDIES**



### Dimension 2, Human Population: Spatial Patterns and Movements

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- D2. Geo.7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- D2. Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources.

### Dimension 2, Change, Continuity, and Context

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- D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time.
- D2.His.2.3-5. Compare life in specific historical time periods to life today.

### Dimension 4, Taking Informed Action

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- D4.6.3-5. Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.

## FIFTH GRADE

### NATIONAL CORE ARTS STANDARDS

#### DRAMA/THEATRE

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##### CREATING

- **TH:Cr.1.1.5.a.** Identify physical qualities that might reveal a character's inner traits in the imagined world of a drama/theatre work.
- **TH:Cr3.1.5.b.** Use physical and vocal exploration for character development in an **improvised** or scripted drama/theatre work.

##### RESPONDING

- **TH:Re8.1.5.a.** Justify responses based on personal experiences when participating in or observing a drama/theatre work.
- **TH:Re9.1.5.c.** Recognize how a character's circumstances impact an audience's perspective in a drama/theatre work.

##### CONNECTING

- **TH:Cn10.1.5.a.** Explain how drama/theatre connects oneself to a community or culture.
- **TH:Cn11.2.5.a.** Analyze commonalities and differences between stories set in different cultures in preparation for a drama/theatre work.

#### VISUAL ARTS

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##### CREATING

- **VA:Cr1.1.5a** Combine ideas to generate an innovative idea for art-making.
- **VA:Cr2.3.5a** Identify, describe, and visually document places and/or objects of personal significance.

##### RESPONDING

- **VA:Re.7.1.5a** Compare one's own interpretation of a work of art with the interpretation of others.
- **VA:Re.8.1.5a** Interpret **art** by analyzing **characteristics of form** and structure, contextual information, subject matter, visual elements, and use of **media** to identify ideas and mood conveyed.

### CONNECTING

- **VA:Cn10.1.5a** Apply **formal and conceptual vocabularies** of art and design to view surroundings in new ways through art- making.

## COMMON CORE STATE STANDARDS

### READING

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#### Key Ideas and Details

- RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

#### Craft and Structure

- RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

#### Integration of Knowledge and Ideas

- RL.4.9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

#### Fluency

- RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

### WRITING

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#### Text Types and Purposes

- W.5.1. Write opinion pieces on familiar topics or texts, supporting a point of view with reasons and information.
- W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

#### Production and Distribution of Writing

- W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

### SPEAKING AND LISTENING

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#### Comprehension and Collaboration

- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

- SL.5.2. Summarize written a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

#### **Presentation of Knowledge and Ideas**

- SL.5.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

### **C3 FRAMEWORK: SOCIAL STUDIES**

#### **Dimension 2, Human Population: Spatial Patterns and Movements**

- D2. Geo.7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- D2. Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources.

#### **Dimension 2, Change, Continuity, and Context**

- D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time.
- D2.His.2.3-5. Compare life in specific historical time periods to life today.

#### **Dimension 4, Taking Informed Action**

- D4.6.3-5. Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.

## **SIXTH GRADE**

### **NATIONAL CORE ARTS STANDARDS**

#### **DRAMA/THEATRE**

##### **CREATING**

- **TH:Cr1.1.6.c.** Explore a scripted or **improvised** character by imagining the **given circumstances** in a drama/theatre work.
- **TH:Cr3.1.6.b.** Identify effective physical and vocal traits of characters in an **improvised** or scripted drama/theatre work.

##### **RESPONDING**

- **TH:Re8.1.6.a.** Explain how artists make choices based on personal experience in a drama/theatre work.
- **TH:Re9.1.6.a.** Use supporting evidence and criteria to evaluate drama/theatre work.

##### **CONNECTING**



- **TH:Cn10.1.6.a.** Explain how the actions and **motivations** of characters in a drama/theatre work impact perspectives of a community or culture.
- **TH:Cn11.2.6.b.** Investigate the time period and place of a drama/theatre work to better understand performance and design choices.

## VISUAL ARTS

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### CREATING

- **VA:Cr1.2.6a** Formulate an **artistic investigation** of personally relevant content for creating art.
- **VA:Cr2.1.6a** Demonstrate openness in trying new ideas, **materials**, methods, and approaches in making works of art and design.

### RESPONDING

- **VA:Re.7.2.6a** Analyze ways that **visual components** and cultural associations suggested by images influence ideas, emotions, and actions.
- **VA:Re9.1.6a** Develop and apply **relevant criteria** to evaluate a work of art.

### CONNECTING

- **VA:Cn10.1.6a** Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making.

## COMMON CORE STATE STANDARDS

### READING

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#### Key Ideas and Details

- RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

#### Craft and Structure

- RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.

#### Integration of Knowledge and Ideas

- RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
- RL.6.9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

### WRITING

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#### Text Types and Purposes



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- W.6.3. Write narratives to develop real or imagined experiences or events using effective technique. Relevant descriptive details, and well-structured event sequences.

**Production and Distribution of Writing**

- W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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**SPEAKING AND LISTENING**

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**Comprehension and Collaboration**

- SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**Presentation of Knowledge and Ideas**

- SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**C3 FRAMEWORK: SOCIAL STUDIES**

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**Dimension 2, Human Population: Spatial Patterns and Movements**

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- D2. Geo.7.6-8. Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.
- D2. Geo.8.6-8. Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement.

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**Dimension 2, Change, Continuity, and Context**

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- D2. His.1.6-8. Analyze connections among events and developments in broader historical contexts.
- D2. His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity

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**Dimension 4, Taking Informed Action**

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- D4.6.6-8. Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

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**SEVENTH GRADE****NATIONAL CORE ARTS STANDARDS**

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**DRAMA/THEATRE**

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**CREATING**



- **TH:Cr.1.1.7.c.** Envision and describe a scripted or **improvised** character's **inner thoughts** and **objectives** in a drama/theatre work.
- **TH:Cr3.1.7.b.** Develop effective physical and vocal traits of characters in an **improvised** or scripted drama/theatre work

#### RESPONDING

- **TH:Re8.1.7.a.** Identify the artistic choices made based on personal experience in a drama/theatre work.
- **TH:Re9.1.7.a.** Explain preferences, using supporting evidence and criteria to evaluate drama/theatre work.

#### CONNECTING

- **TH:Cn10.1.7.a.** Incorporate multiple perspectives and diverse community ideas in a drama/theatre work.
- **TH:Cn11.2.7.a.** Research and discuss how a playwright might have intended a drama/theatre work to be produced.

### VISUAL ARTS

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#### CREATING

- **VA:Cr2.1.7a** Demonstrate persistence in developing skills with various **materials**, methods, and approaches in creating works of art or design.

#### RESPONDING

- **VA:Re8.1.7a** Interpret art by analyzing art-making approaches, the **characteristics of form** and structure, relevant contextual information, subject matter, and use of **media** to identify ideas and mood conveyed.
- **VA:Re9.1.7a** Compare and explain the difference between an evaluation of an artwork based on **personal criteria** and an evaluation of an artwork based on a set of **established criteria**.

#### CONNECTING

- **VA:Cn11.1.7a** Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.

### COMMON CORE STATE STANDARDS

#### READING

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##### Key Ideas and Details

- RL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- RL.7.3. Analyze how particular elements of a story or drama interact (e.g. how setting shapes the characters or plot).

##### Craft and Structure

- RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

##### Integration of Knowledge and Ideas

- RL.7.7. Compare and contrast a story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
- RL.7.9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

## **WRITING**

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### **Text Types and Purposes**

- W.7.3. Write narratives to develop real or imagined experiences or events using effective technique. Relevant descriptive details, and well-structured event sequences.

### **Production and Distribution of Writing**

- W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

## **SPEAKING AND LISTENING**

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### **Comprehension and Collaboration**

- SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

### **Presentation of Knowledge and Ideas**

- SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## **C3 FRAMEWORK: SOCIAL STUDIES**

### **Dimension 2, Human Population: Spatial Patterns and Movements**

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- D2. Geo.7.6-8. Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.
- D2. Geo.8.6-8. Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement.

### **Dimension 2, Change, Continuity, and Context**

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- D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts.
- D2.His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity

### **Dimension 4, Taking Informed Action**

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- D4.6.6-8. Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

## EIGHTH GRADE

### NATIONAL CORE ARTS STANDARDS

#### DRAMA/THEATRE

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##### CREATING

- **TH:Cr1.1.8.c.** Develop a scripted or **improvised** character by articulating the character's **inner thoughts**, **objectives**, and **motivations** in a drama/theatre work.
- **TH:Cr3.1.8.b.** Refine effective physical, vocal, and physiological traits of characters in an **improvised** or scripted drama/ theatre work.

##### RESPONDING

- **TH:Re8.1.8.a.** Recognize and share artistic choices when participating in or observing a drama/theatre work.
- **TH:Re9.1.8.a.** Respond to a drama/ theatre work using supporting evidence, personal aesthetics, and artistic criteria.

##### CONNECTING

- **TH:Cn10.1.8.a.** Examine a community issue through multiple perspectives in a drama/theatre work.

#### VISUAL ARTS

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##### CREATING

- **VA:Cr2.1.8a** Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art- making or designing.
- **VA:Cr2.3.8a** Select, organize, and **design images** and words to make visually clear and compelling presentations.

##### RESPONDING

- **VA:Re.7.1.8a** Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.

##### CONNECTING

- **VA:Cn11.1.8a** Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.

### COMMON CORE STATE STANDARDS

#### READING

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##### Key Ideas and Details

- **RL.8.1.** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL.8.2.** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- **RL.8.3.** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

##### Craft and Structure

- RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

### **Integration of Knowledge and Ideas**

- RL.8.7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
- RL.8.9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

## **WRITING**

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### **Text Types and Purposes**

- W.8.3. Write narratives to develop real or imagined experiences or events using effective technique. Relevant descriptive details, and well-structured event sequences.

### **Production and Distribution of Writing**

- W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

## **SPEAKING AND LISTENING**

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### **Comprehension and Collaboration**

- SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

### **Presentation of Knowledge and Ideas**

- SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## **C3 FRAMEWORK: SOCIAL STUDIES**

### **Dimension 2, Human Population: Spatial Patterns and Movements**

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- D2. Geo.7.6-8. Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.
- D2. Geo.8.6-8. Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement.

### **Dimension 2, Change, Continuity, and Context**

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- D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts.
- D2.His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity



#### **Dimension 4, Taking Informed Action**

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- D4.6.6-8. Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.